

School Improvement Plan
Puyallup School District
2019-2020

School Information

School Name: Kalles Junior High
Principal: Guy Kovacs
Address: 501 7th Ave SE
District: Puyallup
County: Pierce
City, State, ZIP: Puyallup, WA 98372

Improvement Plan Prepared by:

Please include name/role of all Leadership Team members.

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Guy Kovacs
Principal

Dr. Christine Moloney
Chief Academic Officer

School Mission:

Kalles Junior High strives to be the benchmark of academic excellence while also building students of character who lead and serve as positive members of their community

School Vision: *Kalles Junior High students will be:*

- ▲ Committed to excellence in every aspect of their life.
- ▲ Skilled in successfully applying knowledge in all subject areas.
- ▲ Competent as critical and innovative thinkers.
- ▲ Instructed on how to analyze and solve complex problems.
- ▲ Encouraged to successfully communicate and collaborate with those around them.
- ▲ Inspired to consistently demonstrate respect for all.
- ▲ Prepared to transition to opportunities beyond high-school graduation.
- ▲ Able to compete locally and globally for post-high opportunities.
- ▲ Prepared to make life choices that are healthy, respectful, and socially responsible.
- ▲ Recognized via their good manners, commitment to growth, and service to others.
- ▲ Trained in how to use technology, the internet, and social media in a safe and respectful way.

BELIEFS - In partnership with our community members, we:

- ⤴ Welcome all students and families.
- ⤴ Strive to model a service-oriented approach in our relationships.
- ⤴ Treat each student as a unique learner.
- ⤴ Value the opportunity to shine in the area of customer-service.
- ⤴ Ensure all students have equal opportunities for learning and are supported in achieving competency in all subject areas.
- ⤴ Use assessment to inform instruction.
- ⤴ Assess, evaluate, and communicate to students, families and the community the results of student performance.
- ⤴ Engage families and students as active partners in the educational process.
- ⤴ Incorporate concepts of diversity that benefit all and are integral in every school endeavor.
- ⤴ Cultivate and maintain partnerships that support school goals.
- ⤴ Provide students and staff a safe and supportive learning and working environment.
- ⤴ Demonstrate accountability to all stakeholders.

Each teacher, principal, and school in the Puyallup School District will:

- ✓ *set measurable annual goals aligned to district and state outcomes,*
- ✓ *base goals on benchmark indicators and data around three goal areas (see below),*
- ✓ *define improvement activities and implementation plans that support achievement of the goals, and*
- ✓ *report on the results of this improvement process*

GOAL 1: EQUITY AND SOCIAL JUSTICE

What is the goal?

What SMART goals will help us achieve this outcome? What data do we have to validate this goal (indicators)? Using that data, what is our established baseline?

GOAL: Decrease under-represented students in overall discipline numbers & increase under-represented students in our Advanced Classes and AVID Elective Classes.

1. *Fine-tune school-wide “Anchor” program to better connect/support our most “at-risk” students.*
2. *Continue staff training and awareness around the topics of equity and social justice.*
3. *Continue to look closely at discipline data, especially with under-represented populations.*
4. *Focus on our work with elementary students and 7th/8th recruitment for our AVID elective classes and advanced course offerings.*

Other Related Implementations:

- ▲ Large offering of clubs and school activities.
- ▲ Working to increase student attendance at school activities, clubs, events, etc.
- ▲ Anchor Program implemented – train staff, use OneNote to track, create whole-group celebration/social events.
- ▲ Commitment to checking data every time we have an IPR for our most at-risk students (using C.A.R.E. Team as a source to pull all at-risk data together, plus EWIS system).
- ▲ Focus on Social Justice during staff professional development times (first thing, every meeting).
- ▲ Continuous efforts and improvements in building relationships with, and understanding, each child (growing in Social Justice, ACES, Trauma, etc.).
- ▲ Looking at committing to special assemblies where we highlight our students’ cultural backgrounds and/or tie that idea into current assemblies? Could also use daily announcements for this purpose.
- ▲ Community connections with Anthem, Happy Donuts, Elements, Four Square Church, Milam Mazda, and Freedom Driving School to honor/celebrate students.
- ▲ AVID elective classes at all grade levels.
- ▲ Implementation of new Social and Emotional curriculum.
- ▲ Academic, Social, Emotional Counseling support.
- ▲ E. Wesley Merit Award related efforts.
- ▲ College Bound Scholarship related efforts.

GOAL 2: COLLEGE AND CAREER READINESS

What is the goal?

What SMART goals will help us achieve this outcome? What data do we have to validate this goal (indicators)? Using that data, what is our established baseline?

GOAL: Students will routinely use AVID organizational tools, school-wide, specifically graphic organizers and planning calendars. This will be done to organize their thinking and keep track of coursework in all content courses. Through this effort, there will be fewer missing assignments, on average, per semester.

Continued related focus areas:

- 1. Implementation of the latest version of our Learning Labs (6 five-week sessions, plus using September for canned lessons).*
- 2. The Kalles team agrees to use the planners weekly (on Mondays, during the beginning of Learning Lab time), by using the first fifteen minutes of each lab to have students get into Schoology, identify their current grades, document any missing work, and create weekly goals to maximize learning.*
- 3. Staff will review the plan during August training days and revisit the plan and related efforts throughout the year on specific Professional Development days. Planners will be created for each semester.*
- 4. Members of the team will go back to last year to gather a sampling of missing student work and compare that data with this year's data to measure improvement.*

OPTIONAL GOALS

Other Related Implementations:

- ▲ Efforts to increase AVID Core Skills across all subject matters and all grade levels (ongoing – use of P.D. time to model).
- ▲ Implementation of Learning Labs plan that targets first fifteen minutes to support this goal.
- ▲ Attendance intervention efforts.
- ▲ AVID elective courses at all grade levels.
- ▲ Regular celebrations of students who are meeting specific academic achievement/growth indicators.
- ▲ Use of P.D. days to share the Learning Lab plan and specifics around the use of planners.
- ▲ Continual commitment to, and improvement of, our RTI efforts.
- ▲ Digital Citizenship lessons for all grades via Learning Labs in September (and six other specified dates throughout the year).
- ▲ Working to educate all staff on post-high-school plans (many still not fully in the know).
- ▲ Ongoing conferences, staffings, SRC meeting, CARE Team meetings and action, Anchor efforts, etc. to support struggling students.
- ▲ Ongoing promotion and encouragement of PSD P.D. in Core Skills and other training opportunities.
- ▲ Home visits by counseling, health, and administrative teams.

GOAL 3: INCREASED STUDENT ACHIEVEMENT (THROUGH GOAL-SETTING AND RTI)

What is the goal?

What SMART goals will help us achieve this outcome? What data do we have to validate this goal (indicators)? Using that data, what is our established baseline?

GOAL: School team will work with specific teacher Student-Growth-Goals and specific Grade/Subject Test Score Goals (below) to reflect growth in academic areas.

1. Increase our 7th SBA ELA "Meeting Standard" from 74.8% in 2019 to 77% in 2020.
2. Increase our 8th SBA ELA "Meeting Standard" from 65.2% in 2019 to 74% in 2020.
3. Increase our 7th SBA Math "Meeting Standard" from 66.2% in 2019 to 72% in 2020.
4. Increase our 8th SBA Math "Meeting Standard" from 57.1% in 2019 to 65% in 2020.
5. Increase our 8th WCAS Science "Meeting Standard" from 66.6% in 2019 to 72% in 2020.

OPTIONAL GOAL: Other goals? Reference to Title Plan/goals (if applicable)

- ▲ Use of PSD EWIS program and KJH CARE Team data.
- ▲ Training and use of the Edgenuity program for support via blended learning.
- ▲ Focusing on strong first instruction.
- ▲ Follow PSD calendar for IBA's and other regular formative assessments.
- ▲ Use of Department meetings, grade-level meetings, and job-alike meetings for goal-setting and use of achievement data.
- ▲ Doing frequent grade checks and missing work checks through our Learning Labs planner efforts.
- ▲ All teachers modelling what an exemplary assignment looks like. Working to be clear on targets.
- ▲ Effective use of RTI staffing. Ex. Double-dipping math class (Woodke).
- ▲ Creation of a Modified Algebra classes (which does not negatively impact staffing).
- ▲ Focus of OTGS staff member on our most struggling students, especially 9th graders.
- ▲ Use of para-educator in specific math classes and to support our resource students.
- ▲ Use of our Monday ZAP! program (for missing work).
- ▲ Efforts to increase AVID Core Skills across all subject matters and all grade levels.
- ▲ Teaching Text-Based Evidence Skills on a regular basis.
- ▲ Efforts for use of Higher-Level Thinking & Questioning Skills.
- ▲ Standard/Target-based instruction.
- ▲ Focus on best practices like: Bell-to-Bell teaching, Active Monitoring and Roaming the room, Checking for understanding, Use of Prior Knowledge, Creation of Interesting and Engaging Lessons, Using Data to Drive Instruction, Use of Formative Assessments to gauge learning (& drive instruction), Use of PSD Grading Expectations/Practices, Building Positive Student-Staff Relationships, Use of a Variety of Teaching Models, Pre-teaching & Re-Teaching, etc.