

**School Improvement Plan**  
**Puyallup School District**  
**2020-2021**

**School Information**

School Name: Kalles Junior High

Principal: Guy Kovacs

**Improvement Plan Prepared by:**

Please include name/role of all Leadership Team members.

Guy Kovacs - Principal	Tim Templin – Classroom Teacher
Jamie Lee – Assistant Principal	Tommy Haynes – Classroom Teacher
Angie Reed – Assistant Principal	Lloyd Baker – Classroom Teacher
Kelly Susee – Classroom Teacher & Admin. Intern	Kim Bombardier – Classroom Teacher
Becca Snell – Classroom Teacher	Amy Looker – Classroom Teacher
Laura Allen – Para-Educator	Shawn Adgie - Counselor
Heather Erickson – Classroom Teacher	Amy Splinter – SPED Teacher

Guy Kovacs

**Principal**

Richard Lasso

**Executive Director**

**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:**

Visions: Kalles Junior High students will be:

- Skilled in successfully applying knowledge and skills in all subject areas.
- Inspired to consistently demonstrate respect for all.
- Prepared to make life choices that are healthy and socially responsible.
- Recognized via their good manners, commitment to growth, and service to others.
- Prepared to transition to opportunities beyond high-school graduation.

Beliefs: In partnership with our community members, we:

- Welcome all students and families while engaging them as active partners in the educational process.
- Strive to model a service-oriented approach in our relationships.
- Treat each student as a unique learner and ensure that all students have equitable opportunities for learning.
- Incorporate concepts of diversity that benefit all and are integral in every school endeavor.
- Strive to build relationships and have healthy communication with 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 (*Focus on discipline*)

*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.

### Sub goals (optional):

- Discipline disproportionality will be cut in half when comparing 19-20 percentages to 20-21 percentages (last year to this year).
- Advanced courses will each see an increase by 3 or more students when comparing under-represented student numbers from 19-20 to 20-21.

<u><b>Action Steps</b></u> <i>What action steps do we think will generate improvement?</i>	<u><b>Evidence</b></u> <i>What evidence will we use to measure progress?</i>	<u><b>Resources/Timeline</b></u> <i>What are the best resources? What is an appropriate timeline for the action steps?</i>	<u><b>Individual Commitments</b></u> <i>Who will be involved? What will they do? (Name/Role/Action)</i>
Continue school-wide “Anchor” program to better connect/support our most “at-risk” students.	Roster of our Anchor Program students.	Begin Anchor Program after first IPR. EWIS type data (grades, attendance, teacher referrals and input, etc.)	Administrators Counselors Anchor Team  Meet to discuss current list of students of concern. Who is on the list?
Continue staff training and awareness around the topics of PSD discipline policy, equity, and social justice.	Agendas from PD opportunities	PSD training/sharing. Char Krause discipline sharing. Student voices.	Administrators and Teacher Leaders Create and implement staff training opportunities.
Continue to look closely at discipline data, especially with under-represented populations.	Discipline data from last year to this year.	Discipline data. After first IPR.	Administrators and Counselors Dissect discipline data.
Focus on our work with elementary students and 7th/8th recruitment for our AVID elective classes and advanced course offerings. During this time, encourage specific students to sign-up.	Number of under-represented students in Advanced classes and our AVID elective class.	Must be on this the prior spring. Re-evaluate as a MAC team in the fall of 20.21.	Counselors, Administrators, and Teachers Be highly involved during class registration process. Encourage specific students to sign-up for specific classes.

## GOAL 2: ATTENDANCE AND ENGAGEMENT

*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 increase their use of AVID organizational tools, school-wide, specifically making time during our new Homeroom for planning calendars.

**Sub goals (optional):**

- 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 and increased grades, on average, per semester.

<u><b>Action Steps</b></u> <i>What action steps do we think will generate improvement?</i>	<u><b>Evidence</b></u> <i>What evidence will we use to measure progress?</i>	<u><b>Resources/Timeline</b></u> <i>What are the best resources? What is an appropriate timeline for the action steps?</i>	<u><b>Individual Commitments</b></u> <i>Who will be involved? What will they do? (Name/Role/Action)</i>
Implementation of our first-time Homeroom (using canned lessons for organization, use of technology, and how to use the supplied school planner).	Number of teachers regularly following this plan. Number of students regularly completing planner.	Admin. walk-throughs. Staff survey data. Throughout the year.	All Staff Teachers carrying out plan Admin. taking data of plan being followed.
The Kalles team agrees to use the planners weekly (on Mondays, during the beginning of Homeroom), by using the first ten minutes to have students get into Schoology, identify their current grades, document any missing work, and create weekly plans for increased achievement.	Number of teachers regularly following this plan. Number of students regularly completing planner.	Admin. walk-throughs. Staff survey data. Throughout the year.	All Staff Teachers carrying out plan Admin. taking data of plan being followed.
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.	Topic being on agendas throughout the year.	Staff Meeting agendas. PSD offered trainings. Throughout the year.	Admin. and Teacher Leaders making sure that PD includes this topic.
Members of the team will compare the first IPR of each semester, as well as semester student survey data, to compare grades and missing work.	Specific grade and missing work data from each semester.	IPR grades. Schoology missing work data. First half of both semesters.	Admin. Team and Counselors dissecting IPR and Schoology data

### **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 all academic areas when comparing 2019 state test scores to 2021 state test scores.

**Sub goals (optional):**

- Increase our 7th SBA ELA “Meeting Standard” from 74.8% in 2019 to 77% in 2021.
- Increase our 8th SBA ELA “Meeting Standard” from 65.2% in 2019 to 74% in 2021.
- Increase our 7th SBA Math “Meeting Standard” from 66.2% in 2019 to 72% in 2021.
- Increase our 8th SBA Math “Meeting Standard” from 57.1% in 2019 to 65% in 2021.
- Increase our 8th WCAS Science “Meeting Standard” from 66.6% in 2019 to 72% in 2021.

<b><u>Action Steps</u></b> <i>What action steps do we think will generate improvement?</i>	<b><u>Evidence</u></b> <i>What evidence will we use to measure progress?</i>	<b><u>Resources/Timeline</u></b> <i>What are the best resources? What is an appropriate timeline for the action steps?</i>	<b><u>Individual Commitments</u></b> <i>Who will be involved? What will they do? (Name/Role/Action)</i>
Focus on strong first-instruction through regular use of PD opportunities to continue to train staff on effective teaching strategies.	Ultimately, state testing data will be used to show growth. Agendas of our use of PD time.	PSD focused strategies. Other proven best practices (researched based). Throughout the school-year.	All Staff Administrators and Teacher Leaders All involved in PD opportunities, then teachers implementing in classroom (could be highlighted during evaluation process).
Work directly with Math, English, and Science teachers to be sure they fully understand what is being tested and how the test is set-up.	Completion of training in these areas.	OTGS, Staff specialists, and PSD materials. Calendared either on Mondays or other PD time throughout the year.	Math, English, and Science Teachers.  Admin., Almai, and Teacher Leaders.  Related training and implementation.
Use our RTI and OTGS staffing in a different way than in the past. These positions will directly support struggling students early in each semester to boost their skills and achievement.	Creation of the master schedule. Meeting times/agendas. Student attendance, missing work, and grades.	Seek input from other secondary principals on how they have utilized extra support personnel. Weekly meetings with this team, Counselors, and Administrators.	Admin. and Counselors Creation of master schedule. RTI and OTGS teachers. Implementation of support plan.
Follow PSD calendar for IBA's and other regular formative assessments.	Creation of a related calendar. Completion of the activities by teachers.	District online resources. District/School PD possible days. Specific dates throughout the year.	Core teachers, Admin., and Assessment Coordinator. Creation of testing calendar and related training days.