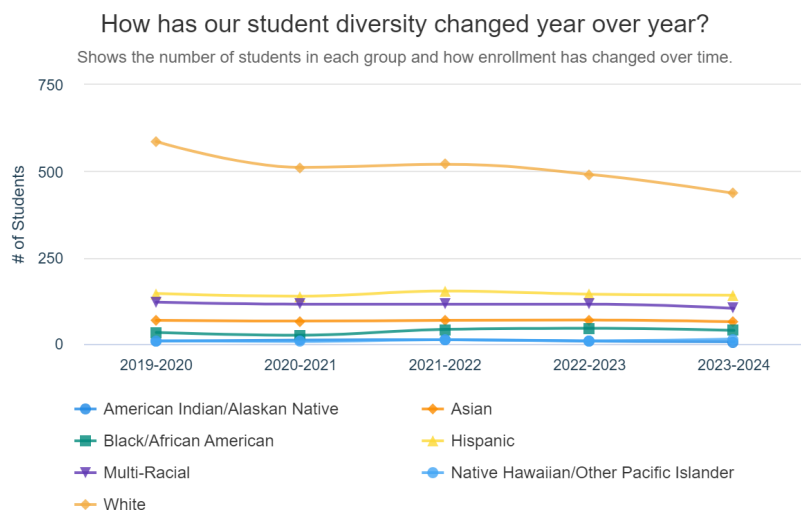




## Puyallup School District Kalles Junior High School Improvement Plan 2023-2024

**Puyallup Mission & Vision:** To prepare and empower every student to reach their full potential and to thrive in school, society, work, and life. The Puyallup School District values academic excellence and ensures every student learns in safe and supportive environments in order to develop as critical thinkers ready to take on the world.

### Section 1: DISTRICT/SCHOOL DATA



Student Subgroup	# Students	% Students
<b>Total</b>	<b>805</b>	<b>100%</b>
Female	392	49%
Gender not exclusively Male or Female	2	0%
Male	411	51%
American Indian/Alaskan Native	6	2%
Asian	64	8%
Black/African American	39	5%
Hispanic	156	19%
Multi-Racial	101	13%
Native Hawaiian/Other Pacific Islander	14	2%
White	425	53%
ELL	57	7%
SPED	75	9%

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Foundational

*Board Approval Date:*

## **Section 2: CULTURE OF EQUITY DESCRIPTION/STATEMENT**

Mission: To support students, staff, and families by identifying and dismantling systems within our school that perpetuate, exacerbate, or produce inequities based on race, ethnicity, gender, sexual orientation, religion, etc.

Goals:

- Centralize the diverse perspectives that make up our community, particularly those whose voices have been traditionally marginalized based on race, ethnicity, gender, sexual orientation, religion, etc.
- Lead, guide, and train our staff toward a greater understanding of how racism and inequity have been woven into the fabric of our nation from its inception and continue to manifest systemically throughout our society including within our own school, district, and community.
- Eliminate any educational norms, curriculum, and practices that have traditionally marginalized, ignored, or silenced groups based on race, ethnicity, gender, sexual orientation, religion, etc.
- Establish educational norms, curriculum, and practices that promote and produce equity of access, opportunity, and outcomes for all of our students, staff, and families and are representative of our student and community demographics.

## **Section 3: VISION & MISSION STATEMENT**

To prepare and empower every student to reach their full potential and to thrive in school, society, work, and life. Kalles Junior High values academic excellence and ensures every student learns in safe and supportive environments in order to develop as critical thinkers ready to take on the world.

## **Section 4: FAMILY ENGAGEMENT/PARTNERSHIPS**

*List all the current practices at your building.*

1. Shared Planning and Decision Making: Monthly PTSA meetings, collaboration with PTSA Executive Board, Kalles Diversity Council, Kalles ASB Executive Officers, Kalles Student Senate.
2. Communication Strategies: Weekly Parent Square Newsletters, Homeroom.
3. Strengthening Relationships: Homeroom, Student Clubs, Sports, Culture Calendar, Student/Family Events.
4. Supporting Learning at Home: Family University, Schoology, Weekly Parent Square Newsletters, Parent Square Newsletters from Teachers.
5. Collaborating with Community Partners: Motion Church, PTSA.

*What areas have you identified as areas of improvements and where do you hope to strengthen and build further family and community engagement and partnership(s)?*

- Increasing PTSA membership and enhancing that partnership. Including PTSA Executive Board voice in decision-making process.
- Increasing family events and family voice in decision-making.
- Increasing community partnerships: local businesses, faith organizations, and culturally-based organizations. Mentor program through Travis Manion Foundation.

### **Section 5: TEAMS**

**Assurance:** This plan has been developed with the involvement of the school community to be served, and the individuals who carry it out, including teachers, administrators, other staff, and parents.

**Building Leadership Team** – *A Building, or School Leadership Team primarily coordinates implementation of Tier 1 systems.*

*Names:*

- **Staff CSIP Team (meets monthly):** Ronald Hartley, Angie Reed, Kyle Barry, Jen Forsberg, Tommy Haynes, Linda Heagle, Megan Hicks, Megan Johnson, Jeanna Kooser, Lisa Kreiger, Andrew Larsen, Amy Looker, Heidi Matson, Nicole Minor, Andrea Owen, Tiffani Reber, Ivery Rhodes, Nathan Scroger, Rebecca Snell, Tim Templin.

*Signatures:*

**Multi-Disciplinary Team** – *This team is focused on addressing the needs of students requiring more than Tier 1 to be successful - primarily focusing on the effectiveness of the supports and systems in place to support these students. They are also responsible for establishing, monitoring, and adapting the systems for Tiers 2 and 3. Students do not need a designation (label) to be supported by this team.*

*Names:*

- **MTSS Academic Team:** CSIP Team (see above)
- **MTSS Behavior Team:** CARE Team: Angie Reed (Lead), Ronald Hartley, Ivery Rhodes, Andrea Owen, Kyle Barry, Nate Scroger, Karle Pitts, Meg Lopez, Bobbi Bentley
- **MTSS Attendance Team:** CARE Team: Ivery Rhodes (Lead), Ronald Hartley, Angie Reed, Colleen Paeper, Andrea Owen, Kyle Barry, Rochelle Murray, Meg Lopez
- 

*Signatures:*

**Parent and Community Partners** - List your parent/community partners. You can also include student advisory information.

*Names:*

- **PTSA Executive Board:** Darice Hermann, Shannon Ortega, Bethanie Stallman
- **Kalles ASB Executive Officers:** Jacob Kruse, Georgia Kafentzis, Hadassah Niutei, Parker Maxwell, Lily O'Neill
- **Kalles Student Diversity Council:** Parker Maxwell, Leia Scriven, Ava Knapp, Jaylea Mills, Caroline Sanchez.
- **Kalles Student Senate:** Fithawi A. Hagos, Damon J. Hickman, Rylee J. Kellner, Gavin M. Kittleson, Elliott T. Sanchez, Nevaeh M. Castonguay, Eli A. Christensen, Maya I. Finley, Cheyenne Szczepanski, Maxwell T. Hunke, Isabella M. Johnson, Joseph Kim, Ava C. Knapp, Mia G. Stanton.
- **Motion Church:** Peyton Richardson, Dave Naron

*Signatures:*

## Priority Areas



Through the completion of a robust needs assessment and with the mission, vision, and theory of action as a foundational guide, five priority areas have been identified as areas of focus for the Puyallup School District over the next five years. By clearly identifying these five areas of focus, the district will be able to pursue an intentional and targeted approach to meeting the district's needs and allocating resources to meet those needs.

- 1 **Academic Achievement**
- 2 **Family and Community Engagement**
- 3 **Social-Emotional Supports**
- 4 **Staff Development, Culture, and Satisfaction**
- 5 **Facilities, Safety, and Security**

*If district leadership distributes resources in alignment with strong district priorities and values, including:*

- *Allocating resources according to criteria based on school needs, size, and goals;*
- *Providing support and accountability from the district office;*
- *Giving school leaders clear expectations to decide how resources are used within the building for school culture, safety, and strong instructional practices.*

*Then school communities will make positive, sound, and strategic decisions based on school needs, and academic and social-emotional outcomes for students will improve.*

## Section 6: PLAN/NEEDS ASSESSMENT

*What are the most meaningful data used in your needs assessment?*

- Washington School Improvement Framework
- WaKIDS
- Smarter Balanced Assessment/Interim Assessment Blocks

**Universal Screening**

**Progress Monitoring Data**

- Curriculum Based Assessments
- Graduation Rate (1 Year, extended, etc.)
- Credit Attainment
- Student Mobility Data

**Discipline Referrals**

**Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)**

- Restraint and Isolation Data
- Time out of class (e.g., visits to nurse, counselor, etc.)
- Healthy Youth Survey
- School Climate data

**Panorama Survey**

- Perceptual Data: (Local/Organization): Click or tap here to enter text.
- English Language Proficiency Data (i.e. ELPA)
- Title III Data
- Special Education Eligibility/Disproportionality Data
- Special Education Placement Data (LRE)
- Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)
- Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
- Stakeholder Engagement (e.g. focus groups with families)
- Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)
- Extra-curricular activities participation
- Fiscal and Financial Data
- (Other)
- (Other)

*The purpose of this section is to synthesize the analysis and learning that the building has gleaned from studying the data and other pertinent inquiry information. This section serves as a summary to assist the building in identifying strategies, best practices, and goals embedding HLP, GLAD, SEL, PBIS, MTSS, Parent Family Engagement, Student Advisory and other activities that constitute the school improvement plan that builds upon the strengths to achieve the goals.*

## **Student Populations**

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework, SBA) and locally determined indicators (e.g. Star Reading and Math) of learning and teaching success? \*Reflect on year-to-year growth and summaries from last year's SIP.

**Baseline data:** First IPR, STAR Reading (Fall), STAR Math (Fall)

Key Take-Aways:

- **Areas of Strength:** 7th graders, Asian students, White students = performing well in STAR Math, STAR Reading, and IPR 1.
  - **Areas of Challenge:** 9th graders, Hispanic students = underperforming in STAR Math, STAR Reading, and IPR 1.
2. What may be contributing factors in areas of strengths and challenges?

Contributing Factors:

- **Areas of Strength:** Current 7<sup>th</sup> graders would have been most impacted by the Covid shut down and remote learning during grades 4 and 5. It's possible that having more stability in 6<sup>th</sup> grade helped to support their transition in Junior High with more academic and social skills to be successful. Asian and White students typically outperform the average, overall.
  - **Areas of Challenge:** Current 9<sup>th</sup> graders would have been most impacted by the Covid shut down and remote learning during grades 6 and 7. It's possible that missing their last year of elementary school and their first year of junior high school exacerbated the challenges of transitioning into junior high.
3. What supports are available for all students in behavior, social-emotional, and academics?  
(See MTSS Frameworks for Academics, Behavior, Attendance)

## **Educators**

1. Describe the degree to which the school's vision and the equity statement are reflected in the actual building culture and day to day activities?

2. What is your staff demographics (average years of experience, endorsements, etc.)?

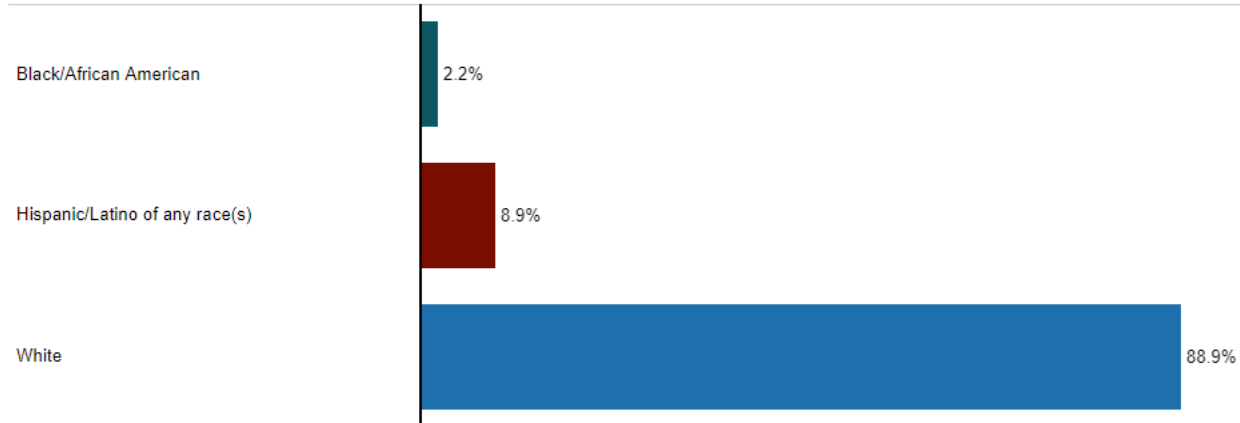
### What is the percent of classroom teachers by demographics?

#### Kalles Junior High 2021-22

##### Gender



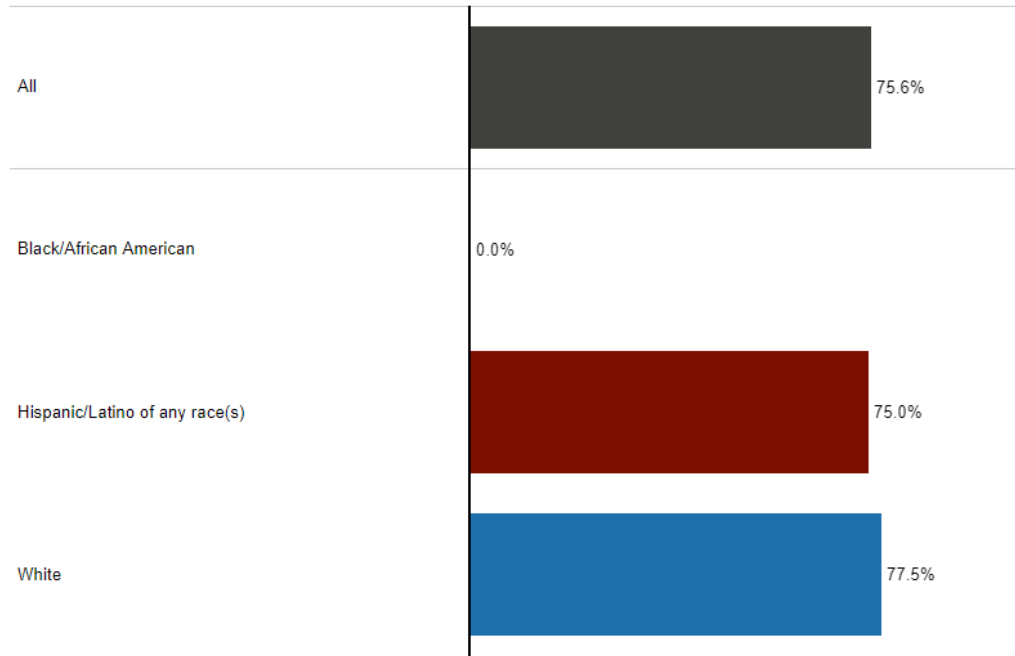
##### Federal Race/Ethnicity





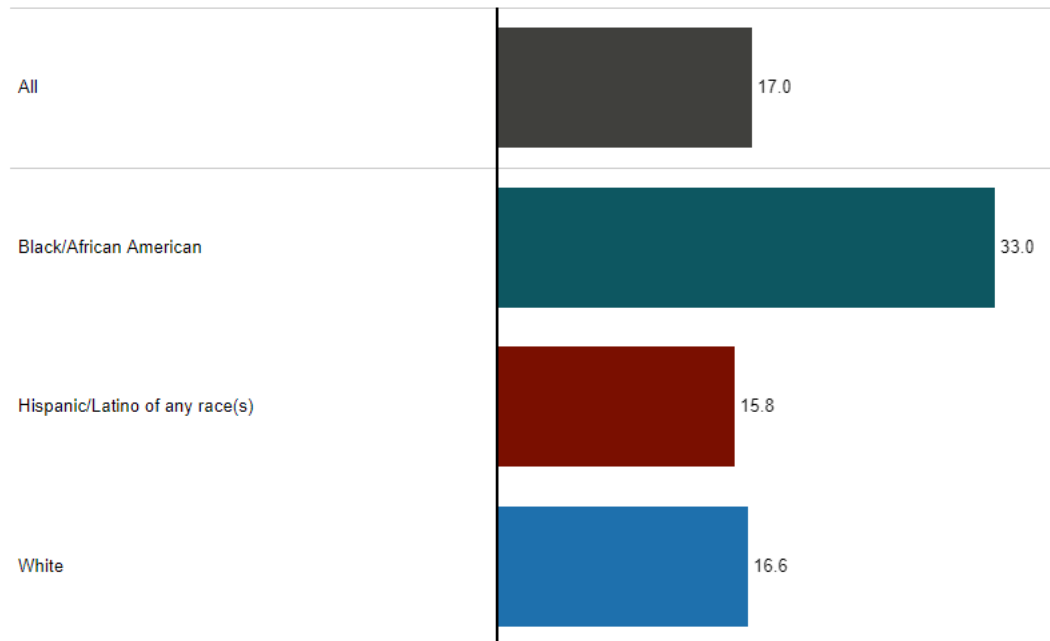
# What percent of classroom teachers have held a master's degree or higher?

## Kalles Junior High 2021-22



## What is the average number of years of teaching experience, by teacher demographics?

### Kalles Junior High 2021-22



3. What professional learning and support/staff wellness have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports?
- Danielson Framework for Teaching.
  - Professional Learning Communities: Aligned Curriculum, Common Assessments, Data Analysis.
  - Restorative Practices: Community-Building
  - Cultural Responsiveness, Inclusivity, SEL: Belonging

## **Multi-Tiered Systems of Support**

1. Consider the degree to which the school's MTSS is grounded in meeting the behavioral, social-emotional and academic needs of students:  
What are the multi-tiered systems of support that are in place?  
See the MTSS Frameworks for Academics, Behavior, and Attendance.
  
2. What are the areas of strengths and improvements of your MTSS?
  - Areas of Strength: Common expectations for assessment retakes and missing work; working on Common Assessments as a district; Late start Mondays are available as an option for PLC/Department collaboration; Progress Reports generated about every 5 weeks.
  - Areas for Improvement: Documentation of processes and protocols; Creation of "Public and Published" Frameworks for MTSS Academics, Behavior, and Attendance. Once protocols are defined, implementation of protocols.

## Section 7: PLAN

### IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE GOALS & STRATEGIES

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

\* Please use the following guidance to support your reform goals and strategies: [Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior](#)

Goal/Priority #1 (Select one from AWSP Leadership Framework)

- **AWSP Criteria 8: Closing the Gap.**
- **MATH: Fall STAR Math to Spring STAR Math State Benchmark scores:** 7<sup>th</sup> grade: 47% to 57%; 8<sup>th</sup> grade: 37% to 57% (matching 7<sup>th</sup> grade); 9<sup>th</sup> grade: 29% to 57% (matching 7<sup>th</sup> grade). Hispanic student scores: 21% to 42% (matching White students).
- **READING: Fall STAR Reading to Spring STAR Reading State Benchmark scores:** 7<sup>th</sup> grade: 66% to 76%; 8<sup>th</sup> grade: 57% to 76% (matching 7<sup>th</sup> grade); 9<sup>th</sup> grade: 55% to 76% (matching 7<sup>th</sup> grade). Hispanic student scores: 47% to 64% (matching White students).

Which initiative/priority area is this goal connected to?

- Academic Achievement

Section 7: PLAN	
Goal/Priority #2 (Select one from AWSP Leadership Framework) <ul style="list-style-type: none"> <li>- <b>AWSP Criteria 3: Planning with Data.</b></li> <li>- <b>Establish MTSS Frameworks</b> (protocols, processes, timelines, data sets, designated support staff, etc.) to be public, published, and implemented for Academics, Behavior, and Attendance.</li> </ul>	Which initiative/priority area is this goal connected to? <ul style="list-style-type: none"> <li>- Academic Achievement</li> <li>- Social Emotional Supports</li> <li>- Safety and Security</li> </ul>
Goal/Priority #3 (Select one from AWSP Leadership Framework) <ul style="list-style-type: none"> <li>- <b>AWSP Criteria 7: Engaging Families and Communities.</b></li> <li>- Increase Culture-Based Clubs and Events.</li> <li>- Increase Family Partnerships: clubs, events, mentor programs, academic supports, PTSA.</li> <li>- Increase Community Partnerships: clubs, events, celebrations, mentor programs, academic supports.</li> </ul>	Which initiative/priority area is this goal connected to?  Family and Community Engagement.

Section 8: DO			
<b>Activities to Support Goals</b> <b>(Required to list:</b> <b>Title I, LAP, MLL/Title III if</b> <b>provided)</b> <i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<b>Success Measures</b>  <i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<b>Plans for Implementation/Accountability</b>  <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<b>Professional Development to Support Goals</b>  <i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
GOAL 1A) Improve STAR Math: 1. Explore and implement 7 <sup>th</sup> Grade Math Support/Intervention class.	STAR Assessments Fall, Winter, Spring.  Common classroom assessments.	Math Team, MTSS Academics Team, MLL Team, LAP Para.	District curriculum mapping leading to common lessons and common assessments across all math courses.

<b>Section 8: DO</b>			
<ol style="list-style-type: none"> <li>2. Common planning, lessons, and assessments among Math PLCs.</li> <li>3. PLCs will identify and target specific students approaching benchmark scores as a focus group.</li> <li>4. Math teachers will identify and include practice lessons in class on Math strands that students struggled with on STAR.</li> <li>5. LAP para supporting underperforming 7<sup>th</sup> and 8<sup>th</sup> grade students in Math classes.</li> <li>6. Targeted MLL Support for underperforming students in Math.</li> </ol>			<p>Vertical training to create common vocabulary and connections to lesson activities.</p> <p>Star Data analysis to identify strands and target students approaching benchmark.</p>
<p>GOAL 1B) Improve STAR Reading:</p> <ol style="list-style-type: none"> <li>1. Reimplement Accelerated Reading program for 7<sup>th</sup> and 8<sup>th</sup>.</li> <li>2. Reimplement Reading Support/Intervention class for 7<sup>th</sup> and 8<sup>th</sup>.</li> <li>3. School-wide focus on Literacy (Really Big Deals); Social Studies = Reading for Research, Writing for Summary; Science =</li> </ol>	<p>STAR Assessments Fall, Winter, Spring.</p>	<p>ELA Team, MTSS Academics Team, MLL Team, LAP Para.</p>	<p>Common reading and writing strategies.</p> <p>Common rubrics for reading and writing.</p> <p>Common academic vocabulary for reading and writing.</p> <p>Star Data analysis to identify strands and target students approaching benchmark.</p>

<b>Section 8: DO</b>			
<p>Reading for Vocabulary Development, Technical Writing.</p> <ol style="list-style-type: none"> <li>4. Incentivize and reward reading school-wide.</li> <li>5. PLCs will identify and target specific students approaching benchmark scores as a focus group.</li> <li>6. LAP para supporting underperforming 7<sup>th</sup> and 8<sup>th</sup> grade students in ELA classes.</li> <li>7. Targeted MLL Supports for underperforming students in ELA.</li> </ol>			
GOAL 2) Establish MTSS Frameworks for Academics, Behavior, Attendance.	Share updates monthly with CSIP Team; By EOY, publish MTSS Frameworks.	Academics (Hartley) Behavior (Reed) Attendance (Rhodes) MTSS Teams CSIP Team	Focus on MTSS frameworks, data collection, and data analysis.
<p>GOAL 3A) Increase Culture-Based Clubs and Events:</p> <ol style="list-style-type: none"> <li>1. Seek out student leaders to establish cultural clubs like Latinos Unidos Club, Pacific Islanders Club, Asian Student Association, Black Student Union, Native/Indigenous Club, etc.</li> </ol>	By EOY, establish at least 3 Culture-Based Clubs under the umbrella club of the Diversity Council.	Diversity Council ASB Leadership Hartley, Reed, Scroger, Rhodes	<p>Connect Diversity Council to AWSL for guidance on establishing and maintaining culturally-based clubs.</p> <p>Identify and partner with local groups and organizations to support the implementation of Culturally-Based Clubs.</p>

<b>Section 8: DO</b>			
<ul style="list-style-type: none"> <li>2. Multicultural Week and Multicultural Night.</li> <li>3. Celebrations attached to Culture Calendar each month.</li> </ul>			Partner with PSD Native American Education Liaison to establish a Native/Indigenous Student Club.
<p>GOAL 3B) Increase Family Partnerships:</p> <ul style="list-style-type: none"> <li>1. Mentor network of dads, grandfathers, etc. for underperforming boys.</li> <li>2. Increase PTSA membership and voice.</li> </ul>	<p>Parent participation in Character Matters Mentorship Program.</p> <p>Parent participation and mentorship in our Culturally-Based Clubs.</p> <p>PTSA Membership</p>	Hartley, Scroger (SEL TOSA), PTSA Executive Board	<p>Partnership with Travis Manion Foundation.</p> <p>Partnership with PTSA.</p>
<p>GOAL 3C) Increase Community Partnerships:</p> <ul style="list-style-type: none"> <li>1. Motion Church.</li> <li>2. Travis Manion Foundation: Character Matters Mentorship Program for boys.</li> <li>3. Hispanic-based cultural organizations to support underperforming Hispanic students.</li> </ul>	<p>Youth Leader visits from Motion Church every Thursday at lunches.</p> <p>Academic support from Motion Church Youth Leaders in after-school HW Center.</p> <p>Establish Character Matters Mentorship Program with TMF, Staff, Parents, and Students.</p> <p>Establish Mentorship Program and partnership with Hispanic community-based organization.</p>	Hartley, Reed, Scroger (SEL TOSA), Counselors (Barry, Owen), TMF	<p>Partnership with Travis Manion Foundation.</p> <p>Connect Diversity Council to AWSL for guidance on establishing and maintaining culturally-based clubs.</p> <p>Identify and partner with local groups and organizations to support the implementation of Culturally-Based Clubs, especially Hispanic-based organizations.</p> <p>Partner with PSD Native American Education Liaison to establish a Native/Indigenous Student Club.</p>



<b>8a. BUDGET PLANNING</b>		
<b>Funded Expenditure</b> (List any activity that will require funding outside of your building budget. If it helps, you can also list your plan for building budget)	<b>Funding Source</b>	<b>Funding Amount</b>
A1)		
A2)		
A3)		

**Section 9: REVISIT YOUR GOALS**

*Provide an evidence-based status update on how your activities are going. What is working and what needs adjustments?*

January/February

April/May

## Section 10: End-of-Year School Improvement Plan Review

<b>Goal #1:</b>		
<b>Activities:</b> List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	<b>Measures:</b> Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	<b>Results/Progress:</b> Please describe your results and progress so far.
<b>Goal #2:</b>		
<b>Activities:</b> List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	<b>Measures:</b> Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	<b>Results/Progress:</b> Please describe your results and progress so far.
<b>Goal #3:</b>		
<b>Activities:</b> List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	<b>Measures:</b> Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	<b>Results/Progress:</b> Please describe your results and progress so far.

## **Section 10: End-of-Year School Improvement Plan Review**

*Please assess strengths and challenges implementing activities for SY 2023-2024 as described in Section 10a above and identify potential adjustments and modifications along with additional sources of data for SY 2024-2025.*

1. Strategies of best practice used
2. Potential implementation for student success in the future
3. What successes were seen
4. What were the barriers to parent and family engagement
5. How do you plan to address those needs

## **Section 10: End-of-Year School Improvement Plan Review**

6. What strategies will be used to support successful school and family interactions moving forward
7. What are the probable changes to SIP based on the evaluation
8. Add your student/staff/family success stories here