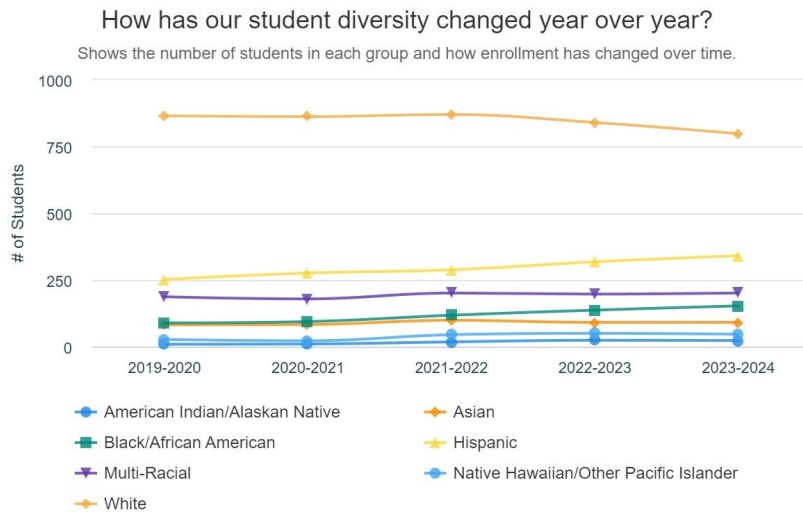




Puyallup School District Emerald Ridge High School Improvement Plan 2023-2024

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
Total	1,580
Female	779
Gender not exclusively Male or Female	14
Male	787
American Indian/Alaskan Native	22
Asian	90
Black/African American	143
Hispanic	324
Multi-Racial	193
Native Hawaiian/Other Pacific Islander	44
White	764
ELL	92
SPED	185

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

At Emerald Ridge All Means All and All Means Each

We are committed to creating a welcoming environment for all while creating experiences that are engaging and relevant for each and every student.

At Emerald Ridge, we are committed to honoring that each student, family, and member of our community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Emerald Ridge's commitment to equity goes beyond equality; it requires educators to examine which current practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

Emerald Ridge staff will develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with practices that ensure all students have access to the instruction and support they need to attain their educational goals.

Section 3: VISION & MISSION STATEMENT

Mission:

Each student will be well-known, challenged, supported, and prepared.

Vision:

Each will graduate a resourceful, service-oriented, and thoughtful leader.

Section 4: FAMILY ENGAGEMENT/PARTNERSHIPS

List all the current practices at your building.

Most of our efforts with Family Engagement revolve around individual events. We had a successful FAFSA night this fall which filled the library of parents of seniors. Our Future Jags Night is always well attended. Moving to an open house model for Curriculum Night has gotten positive feedback from parents with schedules that don't always work with rigid timelines.

For communication, we have a weekly newsletter that updates families on successes of our students, upcoming events, and notices regarding athletics, counseling, and from our drug/alcohol counselor. We also send out surveys to parents to get feedback on how we can improve.

Community partnerships can be seen in our CTE department. Each of our CSOs has community partners and meet semi-regularly with members of the community. Our Counseling Office does a great job with items like our College and Career Fair or our Employment Fair with local retailers.

One area where we continue to work on is finding a way to have a regular meeting or grouping of parents (such as a PTA or other type group). Last year we started this process and had about 5-6 parents show an interest but that dwindled down to a single parent coming to one of the meetings and we stopped putting the time/energy into this process at that time. We are still talking about how to increase general participation. One impediment is that many parents are participating in groups designed for a specific interest of their students. We have strong Booster Clubs for many sports and for our Performing Arts. So parents are involved, but we see it much more at the micro level rather than macro.

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:

Caitlin Harris
Corey Evans
Jennifer Thun
Tracie Shepard
Marlys Black
Tom Jauch
Jenni Muehlenbruch
Kelley Connor

Signatures:

Brian Carpenter Scott Fry Jill Fox-Mullen Shawn Fox Brenda Schrader Tessa O'Brian Ed Crow	
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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.*

<i>Names:</i> <i>Erica Lightbody</i> <i>Adam Schakel</i> <i>Ed Crow</i> <i>Casey Pearce</i> <i>Steve Leifsen</i> <i>Angelina Quiles</i>	<i>Signatures:</i>
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Parent and Community Partners - List your parent/community partners. You can also include student advisory information.

<i>Names:</i>	<i>Signatures:</i>
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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 (STAR Assessment)
- 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) Extracurricular Involvement
- (Other) Advanced Placement Data

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.

We look at primarily three data options when thinking about local, state, or national exams (STAR, SBAC, AP). We have found that we don't score particularly well in STAR and SBAC. AP saw quality steps forward but there is still plenty of room for growth.

2. What may be contributing factors in areas of strengths and challenges?

The most obvious contributing factor for these exams is student buy-in. For STAR, it is a challenge to determine whether low scores for students comes from low skills or just not taking the assessment seriously. When students ask the inevitable question of "why should I take this?" we don't have an answer with extrinsic motivation and many of our students struggle with seeing the intrinsic value as well. SBAC is very similar. Students know that there are multiple pathways to completing these exams. Scores across the state tumbled when this test was delinked from graduation (particularly in the area of math).

AP is the one data set that we utilize that students know exactly what is at stake when they take the tests and this is where we see our stronger scores.

We are looking forward to the continued development of district level Common Assessments. These will be quality data points that are linked to standards and have real time relevance to students if they are part of a teacher's gradebook.

We do believe that moving our STAR testing out of Homeroom and into content classrooms, will increase our number of students tested and increase our scores through more students taking the exam seriously.

3. What supports are available for all students in behavior, social-emotional, and academics?

Academics: We utilize a Homeroom schedule that gives students time to seek academic assistance twice a week for 25 minute sessions. This is available to all students. We are continuing to seek ways to make sure that this time is utilized by all students (including those struggling or below standard) as it is currently primarily utilized by our more advanced students. This is a case where access and opportunity are strong, but utilization is not where we want it.

Behavioral: We are not a school that strictly uses Restorative Practices, but we do follow many of their tenets. We always start by seeking to understand why the student has made the behavioral choice that brought them to our office. We listen, we work with parents, and we aim to come up with a solution that can work for all parties moving forward. Many of our discipline issues are related to use of drugs, alcohol, or tobacco. Our relationship with Heidi's Promise and our Prevention Interventionist is another way we offer supports for behavior.

Social-Emotional: Our counseling team is excellent in their work with students. As we continue to try to utilize the ASCA model more faithfully our Counselors are being asked to run SEL based groups to assist students. Our first attempt at this in the fall has gone very well as we support students who are grieving from the recent loss of a parent or other close family member. We also have a great partnership with Woodcreek Behavioral Health that allows students access to support right on our campus.

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?

We do an excellent job of providing opportunities for students to follow our Vision Statement. We still have work to do to move to all means each. When students seek assistance and/or follow our expectations we support the needs well. We struggle in the ability to support students that aren't present, that aren't engaged, or that aren't following expectations.

2. What is your staff demographics (average years of experience, endorsements, etc.)?
2021-22 OSPI Report Card Data:

80 Certificated Teachers
14.8 Average Years of Experience
93.8% White
51.3% Male
63.8% Hold a Master's Degree or Higher
10% National Board Certification
15% Inexperienced Status
5% Out-of-Field Status

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?

"The success of an intervention depends on the interior condition of the intervenor." -Bill O'Brien

As students and student needs continue to evolve, we need to seek more creative ways to teach and engage students. Teachers early in their careers are in a unique position. We need to utilize the recent learning they've done with new strategies and styles. But we also need to provide them the support that they need in running classrooms in the real world. We need to offer more time for reflection on the ideas that we learn in professional development. Too often, we have staff learn something and then they are back in the classroom before the next session where we learn something new. These are often valuable PD sessions, but we need to make sure that we allow for these learnings to take root. Reinforcing the importance of centralized instruction such as common assessments. This can allow for norming between teachers.

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?

This year we've divided our MTSS work, trying to separate the work towards academic support with that for SEL/Behavioral.

Academic: For data tracking we have decided to focus on our STAR reading data and specifically focus on the 10th grade. Our on-level 10th grade ELA classes are looking for ways to support students that are struggling in the area of reading. We are also looking at how we can better utilize the academic support time that we currently have built into our schedule through Homeroom. Although we have this time, it is generally utilized by students who initiate the request for support, which is more often than not, not the students that most need higher levels of support. Our LAP para is able to give academic support to students that may be struggling but are not served through an IEP. This year we have also implemented a specific Homeroom for our 11th grade students who are listed as highly capable. These students have unique academic needs and we want to make sure that we take into consideration the needs of students at all levels.

Behavioral/SEL: Our Student Support Team is designed to identify students in need of supports. These students may be referred to our Intervention-Preventionist, our Social Worker, or sometimes our counselors use other community supports.

2. What are the areas of strengths and improvements of your MTSS?

Strengths in our system include the time that we offer for academic support each week. It is a challenge to carve time out of first line instruction, but this support time is valuable for students to get additional one-on-one assistance as needed. This time in Homeroom also gives us a chance to provide our district expected SEL curriculum of Character Strong. An improvement this year is teachers being more targeted in reading instruction with our on-level 10th grade students through their ELA classes. The use of Reading Plus is a way for teachers to offer support that meets the students where they are.

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 (Planning with Data)

Using STAR testing data from our 10th graders this fall (September 2023) we are at 61% of students at standard (16% tested at a level 1 and 29% at a level 4). Our goal is for 66% percent to be at standard at our Spring Administration in May with a 4% decrease in students at a level 1 and 4% increase in students at a level 4

Goal/Priority #2 (Improving Instruction)

In November of 2023 students were asked how often they are asked or provided time to review their notes for the purposes of deeper topic learning. In the four core areas, responses ranged from 42% to 66% of students reviewing their notes three or more times per week, with an average of 56% percent of students overall being asked or provided time to review their notes three or more times per week across all core classes. By May of 2024 it will be our goal to increase that over all rate to 70% of students being asked or provided time to review their notes three or more times per week in all classes, with each subject area being no lower than 60%.

Section 7: PLAN

<p>Goal/Priority #3 (Closing the Gap/Student Growth)</p>	<p>AP scores and participation were a goal on last year’s plan. We believe we’ve made good progress in the area of participation and will focus this year on scores.</p> <p>Passing Rate: Our 2023 passing rate was 57%. We would like to raise this to at least 60% overall this Spring. In addition to an overall passing rate of 60%, our goal is to bring all demographic groups to at least 55% to make sure our scores are representative of all students at ER.</p> <p>Scores of One: Our 2023 rate of students earning a score of 1 was at 17%. Our goal is to get this down to no more than 15% this Spring. In addition our goal is for all demographic groups to have no more than 20% scores of a level 1.</p>
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Section 8: DO

<p>Activities to Support Goals (Required to list: Title I, LAP, MLL/Title III if provided)</p> <p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i></p>	<p>Success Measures</p> <p><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></p>	<p>Plans for Implementation/Accountability</p> <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i></p>	<p>Professional Development to Support Goals</p> <p><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></p>
<p>A1)</p> <ol style="list-style-type: none"> Utilize Reading Plus in on-level Sophomore English classes. Create small intervention Homeroom for reading support. 	<ol style="list-style-type: none"> Reading Plus gives students and teachers real-time data. We can monitor effectiveness with this group with testing at six-week intervals. 	<ol style="list-style-type: none"> All on-level Sophomore English teachers. Adam Schakel 	<ol style="list-style-type: none"> ELA 10 Teachers are already meeting to examine Common Assessment Data; this can be added to those meetings and checkins. Using OTGS and LAP Para during Homeroom

Section 8: DO

<p>A2)</p> <ol style="list-style-type: none"> 1. Providing supplies for teachers to utilize notebooks or other notetaking techniques. 2. Additional RTI Homeroom Day where students are assigned rather than volunteers. 3. Student Peer Support. 4. Staff PD (both ideas and success stories) 	<ol style="list-style-type: none"> 1. Informal feedback from teachers on how notetaking is going in their classes. 2. This should impact IPR and grade data. 3. This should impact IPR and grade data. 4. Increase ideas and strategies for the notetaking toolbelt. 	<ol style="list-style-type: none"> 1. Crow ordered the supplies. All Admin involved in the informal checks. 2. Curriculum Leaders 3. Individual teachers 4. Leifsen 	<ol style="list-style-type: none"> 1. Materials purchased through building budget 2. This time already exists in our schedule and on occasions isn't used to its utmost capacity. This is just finding a more efficient use of time. 3. Time for teachers to set this up and supervise. 4. Staff Meeting Time.
<p>A3)</p> <ol style="list-style-type: none"> 1. Teachers use Personal Progress Checks (or other evidence-based option) as a formative tool. 2. One-on-one conversations with students struggling in AP courses. 3. Utilize RTI Homeroom time. 	<ol style="list-style-type: none"> 1. Use of PPCs through AP Classroom. 2. This should impact IPR and grade data; as well as our scores of 1. 3. This should impact IPR and grade data; as well as our scores of 1. 	<ol style="list-style-type: none"> 1. AP Dept Head (Kocian) and AP AP (Quiles) 2. Classroom Teacher, Counselor, AP 3. Classroom Teacher 	<ol style="list-style-type: none"> 1. Teacher time. AP DH time to run reports. 2. Staff Time 3. Utilizing Intervention Homeroom time.
<p>A4)</p>			

Section 8: DO			
A5)			

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

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