



MISSION/VISION

Aylen Junior High School recognizes that all students can learn at high levels and we strive to instill growth and develop each child, each day in a welcoming and caring environment.

Aylen Promotes the qualities of what it means to be "Aylen Strong" with our students:

S - Scholastic (Academic achievement & learning focused)	Service-Oriented (Selfless service to others & helpful)
T - Timely (Work completed on time, every day, excellent attendance)	Together (Cooperative, collaborative & team players)
R - Respectful (Shows respect to others, good manners & great attitude)	Responsible (Trustworthy, dependable & reliable)
O - Organized (Structured, prepared & well maintained planner & binder)	Outgoing (Involved in school & community activities & events)
N - No Excuses (Removing excuses as a barrier to success)	No Regrets (Hard worker, put forth best effort all the time, every time)
G - Gritty (Perseverance through difficulties & challenges)	Goal-Oriented (Written academic & career goals and action plans)

DATA

[OSPI Washington State Report Card for Aylen Junior High](#)
[Washington State Board of Education - Achievement Index](#)

ACHIEVEMENT INDEX

Proficiency						
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	7.00	6.00	7.00	7.00	6.75	5.57
Targeted Subgroups	4.75	3.30	4.67	4.67	4.40	
Growth						
	Reading	Math	Average	Growth Average		
All Students	4.00	2.00	3.00	3.13		
Targeted Subgroups	4.50	2.00	3.25			
2014 INDEX RATING						4.10

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST ↑ ↓ LOWEST	7.94	10.00
	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
	1.00	<3.82

Parent Perception Data

Please check out the data on the Aylen Junior High website under '[About Us](#)' for the results from the Parent Survey taken from May 2015 (108 Responses)

GOALS

Aylen Junior High Comprehensive School Improvement Planning (CSIP) Goals

Students in seventh and eighth grade will score above the state average on the 2016 Smarter Balanced Assessment (SBA) in English-Language Arts (ELA) and Math and the 2016 Science Measurement of Student Progress (MSP) - eighth grade only.

All students at Aylen Junior High School during the 2015-16 school year will show measureable growth in all content areas.

We will increase the number of Aylen students moving to the High School level that are "on track" to graduate "on time".

Support Goal:

Develop positive, respectful and caring relationships with "each" student.

Safety Goal:

At Aylen, we will conduct monthly safety/emergency drills, including "non-traditional" times to help students and staff prepare for any scenario. We will continue to work with local law enforcement and keep our Pierce Responder updated with our emergency plans. Our Safety Team will meet every month. Within the team we will build capacity in all members to be able to step in and "take the lead" with any emergency.

Our Safety Team has two specific action goals for the school year:

1. Align our practices to district protocols and procedures.
2. Update Safety supplies (Classroom backpacks and Safety Shed) to be emergency ready and easily accessible to all staff.

Communication Goal:

At Aylen Junior High School, our communication goal is to effectively communicate with our students, families and community members in a variety of ways.

- Aylen Edline Website: regularly updated with news, pictures, calendar items, links and other important information.
- Teacher Edline Websites: containing information that is specific to each teacher and the courses that they teach.
- Blackboard Connect Phone and E-mail Messages: these automated phone calls and e-mails (usually from school administration) are delivered to students, parents and staff on a variety of topics.
- Peach Jar: Approved school and community flyers are sent via e-mail and also available by clicking the link at the bottom of the Aylen website (look for the peach icon).
- Aylen Junior High School's Facebook Page: News, information, and pictures of Aylen events, activities, and happenings!
- AJH Reader Board: Provides scrolling messages and event information.
- Falcon Flyer School Newsletters: School newsletter sent out about every six weeks with information, calendar updates, etc. (e-mailed to parents, hard copies also available)

GOALS, CONTINUED

Communication Goal, Continued:

- Home Access Center (HAC): This is your one-stop shopping for access to viewing your child's grades, attendance, discipline and other information.
- Teacher-to-Parent E-mail: One of the key ways to get direct information about what is happening in the classrooms. Do not hesitate to connect with teachers regularly.
- Scrolling PowerPoint Message in Main Office: Contains pictures, school related information and calendar updates.
- Community and Parent Events: Including, but not limited to, Student Prep Day (August), 7th Grade Summit Family BBQ (September), Back to School Night (September), Student Led Conferences (October and March), 6th Grade Parent Night (February), Donuts for Dads (October), Muffins for Moms (April/May), AVID Family Nights, Band, Choir, Orchestra Concerts, School Plays, Athletic Contests, Falcon Activity Nights, 9th Grade Awards Ceremony (June), School Talent Show, Veterans Day Assembly, Booster Club Meetings, Honoring Cultures Events at Spring Fair (April), and Recognition Breakfasts

Technology Goal:

At Aylen, our goal is to regularly take advantage of the new technology tools put before us. We will continue to promote technology as a learning tool, for both staff and students, that when used effectively will support teaching and learning with seamless integration throughout the curriculum. Current class and school efforts include:

- Use of mobile labs
- Use of library, CTE and Digttools labs
- Use of classroom microphones
- Use of classroom Smartboards and projectors
- Specific search engines, apps, and computer programs
- Use of classroom document cameras
- Daily PA announcements
- Daily Channel 66 Morning News
- Rolling lunchtime powerpoint presentations
- Updating of our website
- Use of Teacher Edline sites and Home Access Center
- Blackboard Connect Phone Messaged and Emails
- Aylen Facebook
- PeachJar (PSD/AJH e-fliers)
- AJH Reader Board

RESULTS

*In Progress - This section will be updated as results become available.

SCHOOL IMPROVEMENT

Parent, Family, and Community Involvement

Each of our schools strives to engage with the community (PSD School Board Direction – Communication, Engagement and Involvement). Specific examples/plans of this parent and community engagement can be found on the school's [annual performance report](#) on the 'about us' tab on the school webpage.

Use of Technology

In each of our schools, technology is a primary tool to facilitate instruction and these tools have a positive impact on student learning. Technology also allows our school to communicate effectively with parents through a variety of innovative means. We also use various district software applications for student intervention as we continue to develop Response to Intervention (RTI) systems in our school.

We use the following software applications for this work:

- Blackboard/Edline websites: Contains teacher instructional materials and guidelines; communication for parents, and student access to instructional materials.
- STAR -Reading and Math Assessments: Diagnostic assessments to provided benchmark indicators on student performance in reading and math.
- PerformancePLUS: Repository for all state, district, and building assessment data; data available to analyze student performance by school teams.
- Blackboard Connect: Communication tool to inform parents on important school information and student learning events.

Improvement Activities

Schoolwide Initiatives

- AVID Core Skills (Organization, Note-taking, Questioning, Collaboration)
- Response to Intervention (RTI) - Approach to supporting struggling students
- Falcon Flight Time - Intervention/Base Camp/Enrichment Rotation
- Falcon Flight Time - Study Skills Intervention - 7th Grade
- Falcon Flight Time Intervention - Keyboarding Skills - 7th Grade
- Falcon Flight Time - Base Camp Structure - Tuesday (Reading), Wednesday (SBA Prompt), Thursday (CNN Student News and Discussion on Current Events)
- Homework Club - After school assistance with Homework/Class work
- Student-Led Conferences (Goal Setting, Assessment Results, Student Reflection)
- 7th Grade Summit Activities, Connections and Reunions
- On-Time Graduation Specialist (OTGS) for 9th Grade
- Credit Retrieval Options (Second Semester)
- Academic Counseling Support

Reading

- RTI Reading Pull-Out Support - 7th & 8th Grade
- Falcon Flight Time - Reading Intervention
- Falcon Flight Time - Reading Enrichment
- STAR Reading Assessment - Progress Monitoring
- Special Education - Resource Reading & Written Language
- SBA ELA Prompts (Wednesdays during Falcon Flight Time/Base Camp)

Math

- RTI Math Pull-Out Support - 7th & 8th Grade
- RTI Math Push-In Support - 7th & 8th Grade
- RTI Math Pull-Out Support - 9th Grade
- Targeted Algebra Support Class
- Falcon Flight Time - Math Intervention
- STAR Math Assessment - Progress Monitoring
- Special Education - Resource Math
- Supplemental Programs (IXL, Khan Academy, etc.)

SCHOOL IMPROVEMENT, CONTINUED

Staff Professional Development

Aylen Junior High School throughout the 2015-16 school year will be engaged in various professional development activities with the goal of improving instruction, student growth and achievement. Some of these professional development topics include:

- AVID Core Skills (Organization, Note Taking, Collaboration and Levels of Questioning)
- Formative Assessment
- GLAD Strategies
- Performance Plus (Assessment Reporting Software)
- SBA Digital Library (On-line resource)
- Implementing Effective Student-Led Conferences
- Positive Behavior Intervention Support (PBIS)
- Grading & Assessment
- Essential Standards & Common Classroom Assessments
- Danielson Instructional Framework for Teaching
- Reading Essentials
- Interim Assessment Blocks (IAB's)
- Emergency & Safety Protocols and Practices
- Student Growth Goal Setting
- Implementing Falcon Flight Time Interventions/Enrichments/Base Camp (RTI Model)
- Student Voice/Culturally Responsive Teaching

STUDENT SAFETY

The mission of Puyallup School District's Emergency Planning is to develop and maintain a comprehensive plan to protect students and staff and to prepare for, respond to, and recover from all types of emergencies that might occur in the District.

The District continues to have requirements in place for written site-based emergency plans. An updated emergency preparedness guide has been written to provide school principals and site administrators with guidelines for revising and maintaining emergency plans for their site. Building administrators receive monthly training on emergency preparedness, with a focus on pre-teaching and de-briefing required monthly drills.

COMMON EXPECTATIONS for ALL SCHOOLS include:

- A minimum of 10 emergency drills per year, one per month September through June (3 fire, 3 lockdown, 1 shelter-in-place, 1 mapping, 1 earthquake, 1 lahar (valley schools))
- Use of Rapid Responder for storing emergency plans, school maps, safety teams and recording of annual drills or actual events
- All exterior doors locked except one
- Drilling lockdowns in progressively more difficult scenarios, using a script
- Use of the "Run, Hide, Fight" concept
- Pre-teaching students, drilling, then debriefing with students after each drill, including a discussion around "what would happen next"
- All staff members participate in drills, even those which are unannounced
- Use of the district's standard Student Release protocol
- Review of our school reunification site and its appropriateness
- Standard room numbering throughout the district with locator signs
- Classroom numbers posted in exterior windows
- Prepare front door lockdown signs and window coverings: enlarge, print, and laminate.

**The information referenced is as approved by the Puyallup School District Board of Directors on December 14, 2015. For the most current information, please refer to the school website.*



MISSION/VISION

Our mission at Ballou is to continue our traditions of displaying respect for all and pursuing rigor in all classes.

Vision

Ballou students will be:

- Skilled in successfully applying knowledge in all subjects.
- Taught how to be critical and innovative thinkers.
- Instructed on how to analyze and solve complex problems.
- Encouraged to successfully communicate and collaborate with others.
- Inspired to consistently demonstrate respect for all.
- Prepared to transition to post-high school opportunities and be able to compete locally and globally.
- Provided skills in making life choices that are healthy and socially responsible.
- Motivated to strive for excellence.

Beliefs

We:

- Welcome all students and families.
- Treat each student as a unique learner.
- Ensure all students have equal opportunities for learning and are supported in achieving competency in all subject and performance 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 all school endeavors.
- Communicate effectively with families, students, staff, and members of the community.
- Cultivate and maintain partnerships that support school goals.
- Provide students and staff a safe and supportive learning and working environment.
- Demonstrate accountability to students, families, and the community.

DATA

[OSPI Washington State Report Card for Ballou Junior High](#)
[Washington State Board of Education - Achievement Index](#)

ACHIEVEMENT INDEX

Proficiency						
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	8.00	7.00	9.00	8.00	8.00	7.03
Targeted Subgroups	6.20	5.20	6.50	6.33	6.06	
Growth						
	Reading	Math	Average	Growth Average		
All Students	6.00	4.00	5.00	5.40		
Targeted Subgroups	6.80	4.80	5.80			
2014 INDEX RATING						6.05

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST	7.94	10.00
↑	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
LOWEST	1.00	<3.82

GOALS

Reading - Increase the number of Ballou students who reach “proficient” on the STAR reading assessment.

Baseline Data

- 47.2% of sixth grade Ballou students scored at or above proficient on the Fall STAR reading assessment.
- 50.0% of seventh grade Ballou students scored at or above proficient on the Fall STAR reading assessment.
- 42.6% of eighth grade Ballou students scored at or above proficient on the Fall STAR reading assessment.
- 38.1% of ninth grade Ballou students scored at or above proficient on the Fall STAR reading assessment.

Growth Target: Our students will show an improvement in their score by Spring, 2016.

Math - Increase the number of Ballou students who reach “proficient” on the STAR math assessment.

Baseline Data

- 60.8% of sixth grade Ballou students scored at or above proficient on the Fall STAR math assessment.
- 67.0% of seventh grade Ballou students scored at or above proficient on the Fall STAR math assessment.
- 62.4% of eighth grade Ballou students scored at or above proficient on the Fall STAR math assessment.
- 37.7% of ninth grade Ballou students scored at or above proficient on the Fall STAR math assessment.

Growth Target: Our students will show an improvement in their score by Spring, 2016.

Achievement Gap - Targeted Sub Group - Ballou's minority students

Baseline Data

- 34.1% of sixth grade Ballou students scored at or above proficient on the Fall STAR reading assessment.
- 41.5% of seventh grade Ballou students scored at or above proficient on the Fall STAR reading assessment.
- 31.7% of eighth grade Ballou students scored at or above proficient on the Fall STAR reading assessment.
- 24.1% of ninth grade Ballou students scored at or above proficient on the Fall STAR reading assessment.

Growth Target: Our students will show an improvement in their score by Spring, 2016.

Safety - We will conduct monthly drills and work with Emergency Responders to update emergency plans.

Communication - Work to increase communication with families through Edline, Facebook, Twitter, Instagram, Blackboard Connect and Texting

Technology - Promote technology as a learning tool that when used effectively will support teaching and learning with seamless integration throughout the curriculum.

RESULTS

For 2015-2016 baseline STAR results by grade level in reading and math, please check our ['DATA'](#) page. We will provide additional STAR results as the students are assessed.

SCHOOL IMPROVEMENT

Parent, Family, and Community Involvement

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Use of Technology

In each of our schools, technology is a primary tool to facilitate instruction and these tools have a positive impact on student learning. Technology also allows our school to communicate effectively with parents through a variety of innovative means. We also use various district software applications for student intervention as we continue to develop Response to Intervention (RTI) systems in our school.

We use the following software applications for this work:

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- Blackboard Connect: Communication tool to inform parents on important school information and student learning events.

Improvement Activities

Schoolwide Initiatives

- AVID Core Skills (Organization, Note-taking, Questioning, Collaboration)
- Response to Intervention (RTI) - Approach to supporting struggling students
- Block Scheduling - English and Social Studies at all grades
- Homeroom Time – Work on organizational skills and content-specific interventions
- Homework Club - After school assistance with Homework/Class work
- Math Club – After school assistance supported by Math teachers
- Student-Led Conferences (Goal Setting, Assessment Results, Student Reflection)
- On-Time Graduation Specialist (OTGS) for 9th Grade
- Academic Counseling Support
- Attendance Interventions

Reading

- RTI Reading Pull-Out Support
- RTI Reading Push-In Support
- Intensive Reading Support Class
- Homeroom - Reading Intervention and Enrichment
- STAR Reading Assessment - Progress Monitoring
- Special Education - Resource Reading

Math

- RTI Math Pull-Out Support
- RTI Math Push-In Support
- Intensive Math Support Class
- Targeted Algebra Support Class
- Homeroom - Math Intervention and Enrichment
- STAR Math Assessment - Progress Monitoring
- Special Education - Resource Math
- Supplemental Programs (IXL, Khan Academy, etc.)

STUDENT SAFETY

The mission of Puyallup School District's Emergency Planning is to develop and maintain a comprehensive plan to protect students and staff and to prepare for, respond to, and recover from all types of emergencies that might occur in the District.

The District continues to have requirements in place for written site-based emergency plans. An updated emergency preparedness guide has been written to provide school principals and site administrators with guidelines for revising and maintaining emergency plans for their site. Building administrators receive monthly training on emergency preparedness, with a focus on pre-teaching and de-briefing required monthly drills.

COMMON EXPECTATIONS for ALL SCHOOLS include:

- A minimum of 10 emergency drills per year, one per month September through June (3 fire, 3 lockdown, 1 shelter-in-place, 1 mapping, 1 earthquake, 1 lahar (valley schools))
- Use of Rapid Responder for storing emergency plans, school maps, safety teams and recording of annual drills or actual events
- All exterior doors locked except one
- Drilling lockdowns in progressively more difficult scenarios, using a script
- Use of the "Run, Hide, Fight" concept
- Pre-teaching students, drilling, then debriefing with students after each drill, including a discussion around "what would happen next"
- All staff members participate in drills, even those which are unannounced
- Use of the district's standard Student Release protocol
- Review of our school reunification site and its appropriateness
- Standard room numbering throughout the district with locator signs
- Classroom numbers posted in exterior windows
- Prepare front door lockdown signs and window coverings: enlarge, print, and laminate.

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MISSION/VISION

VISION:

Edgemont strives to be a vibrant, dynamic learning community.

MISSION:

Our mission is to provide an active learning community, working together, to ensure that all students are prepared to successfully meet life's challenges.

DATA

[OSPI Washington State Report Card for Edgemont Junior High](#)

[Washington State Board of Education - Achievement Index](#)

ACHIEVEMENT INDEX

Proficiency						
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	8.00	8.00	9.00	8.00	8.25	7.13
Targeted Subgroups	5.00	5.00	7.00	7.00	6.00	
Growth						
	Reading	Math	Average	Growth Average		
All Students	4.00	8.00	6.00	5.88		
Targeted Subgroups	3.50	8.00	5.75			

2014 INDEX RATING 6.38

PERFORMANCE LEVEL	RATING RANGE	
	From	To
↑ HIGHEST ↓ LOWEST	7.94	10.00
	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
	1.00	<3.82

GOALS

Achievement Goals:

- Students in seventh and eighth grade will score above the state average on the 2016 Smarter Balanced Assessment (SBA) in English-Language Arts (ELA) and Math and the 2016 Science Measurement of Student Progress (MSP) - eighth grade only.

- By May 2016, ALL Edgemont students will improve their ability to provide text based evidence in response to reading as measured by on-going formative assessments using a four point rubric. Most of the students will improve at least one level or maintain a passing level as measured by the rubric. Teachers will meet November 6th, January 15th, and February 17th, March 25th, and April 15th to examine student work samples and calibrate expectations.

Other evidence of progress toward these goals will consist of:

- Standardized assessment data (HSPE/SBAC)
- SBA Interim assessment data
- Classroom assessment data

To attain this goal, the Edgemont staff collectively agrees to the following:

- Administer common formative assessments according to pre-determined and agreed-upon schedule
- Implement the Edgemont RTI Pyramid interventions with a focus on supporting student learning (i.e. Tutorials, FLIGHT Time, etc.)
- Teach Success Skills lessons with fidelity
- Hold students accountable for our agreed upon expectations (i.e. binders, backpacks, positive phone calls, planners, etc.)
- Assess and accurately report student progress via additional IPRs using the agreed-upon grading scale

Hold each other accountable for the implementation of our Collective Commitments.

RESULTS

In Progress

SCHOOL IMPROVEMENT

Parent, Family, and Community Involvement

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Improvement Activities

Click [here](#) to see the RTI at Work Pyramid

STUDENT SAFETY

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- All exterior doors locked except one

STUDENT SAFETY, CONTINUED

- Drilling lockdowns in progressively more difficult scenarios, using a script
- Use of the “Run, Hide, Fight” concept
- Pre-teaching students, drilling, then debriefing with students after each drill, including a discussion around “what would happen next”
- All staff members participate in drills, even those which are unannounced
- Use of the district’s standard Student Release protocol
- Review of our school reunification site and its appropriateness
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MISSION/VISION

Our Mission:

To challenge, encourage, and inspire each student to learn and succeed.

Our Vision:

All students at Ferrucci will have a solid and rigorous education that includes a breadth as well as a depth of experiences, success in a variety of settings and activities, and a strong sense of responsibility as citizens.

We Believe:

- * All students must be challenged to pursue a high level of skill in reading, writing, communication, and math.
- * All students must be challenged to pursue a high level of skill in science, social studies, technology, creative and performing arts, and fitness.
- * All students must be challenged to pursue the ability to synthesize information and think critically.
- * All students must view themselves as productive and contributing citizens: locally, nationally and globally.
- * All students must have a sense of pride in themselves, their school, and their community.
- * All students will be challenged to experience a variety of group and individual activities.
- * All students should use their foundation in education to become self-directed, life-long learners.
- * All students will be challenged to strive to improve upon their current abilities.

Cultural Agreement

Our Mission, Vision and Beliefs are:

- * Who we are,
- * What we do,
- * What we consider before making decisions, and
- * Reflective of where we believe we need to be for our students.

DATA

[OSPI Washington State Report Card for Ferrucci Junior High](#)
[Washington State Board of Education - Achievement Index](#)

ACHIEVEMENT INDEX

Proficiency						
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	7.00	7.00	8.00	7.00	7.25	6.56
Targeted Subgroups	5.75	5.75	7.00	5.00	5.88	

Growth				
	Reading	Math	Average	Growth Average
All Students	2.00	2.00	2.50	2.25
Targeted Subgroups	1.75	2.25	2.00	

2014 INDEX RATING	
	3.98

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST	7.94	10.00
↑	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
LOWEST	1.00	<3.82

GOALS

As the staff at Ferrucci Junior High we have focused attention on certain areas that have a direct impact on student achievement. As a professional learning community, we decide on initiatives to help guide our work. Below are those initiatives that we have established for the 2015-2016:

Response to Intervention (RTI) - RTI is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions.

AVID: 4 core skills:

- Organization
- Collaboration
- Notetaking
- Levels of Questioning

Common Core State Standards - The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. In staff teams, we have begun the process of identifying Essential Academic Standards which are related to the Common Core State Standards and speak to those elements of the CCSS that are absolutely vital to success in the next course of study.

Building Wide Student Growth Goals - 2015-2016 School Year

Health and Fitness: All fitness students will improve and or maintain their fitness levels throughout the semester. Students will be assessed on cardiorespiratory fitness (36 min run/walk), core strength and flexibility (1 min. sit ups) and over-all strength (5 min held pushup) five times during the semester. The initial testing time will serve as their basal scores, with students improving/ maintaining their fitness levels while setting new goals for the next testing period.

Visual Arts: During our 3 ½ week clay unit, Art 1 students will create a clay sculpture using the slab technique by understanding and applying the visual art elements of texture and form, identify various processes used to create ceramics, and recognize how the African culture used clay pots as a way to make money and also serve as a function in their society. Understanding will be measured by pre, formative, and summative assessments based on a rubric which aligns with the CBPA assessment style rubrics, exit tasks, and individual conferences. Parents will be notified in advance of project due date and test date so that they can support students in their learning. Most students will improve their test scores to a passing grade on the post assessment compared to pre assessment results and most will achieve a passing grade on the sculpture based on project requirements. The fine arts team will meet daily during the unit to reflect on common assessments, examine student work, and adjust instruction as needed.

GOALS, CONTINUED

Music Department: Music students in Concert Choir, Intermediate and Concert Orchestra, Intermediate and Concert Band will demonstrate knowledge of twelve music vocabulary terms by providing written and verbal definitions; and through identifying and applying these terms in a musical context. Most students will show improvement from beginning to end of semester as measured by written pre- and post-tests, formative and summative assessments, and classroom based discussions.

Dramatic Arts: All Drama 1 students and Drama 2/3/4 students will demonstrate knowledge of theatre vocabulary through definitions and applying them to a poetry performance. Most students will show improvement from September to January as measured by pre, formative, and summative assessments, with most meeting standard on a 4 point rubric from the Washington State Theatre CBPA. Formative assessments include: graphic organizers, vocabulary games, exit tasks, peer practice/feedback, and family/parent (guardian) practice/feedback. Practice/Feedback with peers and family involves performing the poem which is critiqued with 2 suggestions for improvement. Summative assessments include written definition assessments and an oral poetry performance with a written response using vocabulary words. Throughout the process there will be collaboration with theatre directors/ teachers to develop strategies to improve student performance.

Social Studies: Ferrucci Junior High students will improve the skill of writing nonfiction summaries in academic language without analysis from some meeting standard in September to most meeting standard by the end of January as measured by the rubric connected to CCS W9.2. Students may be assessed by using nonfiction articles, Cornell Notes summaries, reader response journals, current event summaries, and audio/visual mediums

Mathematics: The 8th grade math teachers and the Algebra teachers will collaborate to identify non-negotiable content standards for each unit. These concepts will be identified by the teachers on unit tests and data will be collected about student performance on those concepts. Re-teaching will occur for students not able to correctly answer non-negotiable questions and most students will show improved learning.

English: Ferrucci Junior High English students will improve their skills on writing an effective topic sentence and/or main idea using the collaborated common assessment rubric for summary writing connected to CCSS.ELA-LITERACY.RL.7/8/9.2. Using a baseline data sample from September, most students will maintain or increase one level or more by 11/30/15. Data may be measured by pre-writing activities, journal entries, exit tickets, student work samples and/or the summative assessment rubric for summary writing created by our English Department.

RESULTS

During the 2014-15 school year, all students at Ferrucci were administered a vocabulary assessment, created by the staff, to measure their knowledge of key vocabulary terms used frequently in each of our core academic areas. Results are below:

March 2015: 72% of all students completing the assessment demonstrated proficiency.

May 2015: 85% of all students completing the assessment demonstrated proficiency.

For focus groups, our ninth grade class was selected. Results for the ninth grade are below:

March 2015: 71% of all ninth graders completing the assessment demonstrated proficiency.

May 2015: 97% of all ninth graders completing the assessment demonstrated proficiency.

Our targeted focus group for this year were students in our co-taught ninth grade English classes. Their results are below:

March 2015: 38% of students in our intervention English 9 classes completing the assessment demonstrated proficiency.

May 2015: 43% of students in our intervention English 9 classes completing the assessment demonstrated proficiency.

SCHOOL IMPROVEMENT

Parent, Family, and Community Involvement

Each of our schools strives to engage with the community (PSD School Board Direction – Communication, Engagement and Involvement). Specific examples/plans of this parent and community engagement can be found on the school's [annual performance report](#) on the 'about us' tab on the school webpage.

Use of Technology

In each of our schools, technology is a primary tool to facilitate instruction and these tools have a positive impact on student learning. Technology also allows our school to communicate effectively with parents through a variety of innovative means. We also use various district software applications for student intervention as we continue to develop Response to Intervention (RTI) systems in our school.

We use the following software applications for this work:

- Blackboard/Edline websites: Contains teacher instructional materials and guidelines; communication for parents, and student access to instructional materials.
- STAR -Reading and Math Assessments: Diagnostic assessments to provided benchmark indicators on student performance in reading and math.
- PerformancePLUS: Repository for all state, district, and building assessment data; data available to analyze student performance by school teams.
- Blackboard Connect: Communication tool to inform parents on important school information and student learning events.

Improvement Activities

Schoolwide Initiatives

- Implementation of the AVID Core Skills: Collaboration, Organization, Notetaking, Questioning Strategies
- Response to Intervention
- Use of Coug Time classes for intervention work
- Level 2 Intervention in Reading and Math with Co-teaching model in content classes
- Monthly Comprehensive School Improvement Plan Committee Meetings

Reading

- STAR reading (monthly progress monitoring)
- Peer tutoring
- District Adopted Curriculum and Additional Resources

Math

- District Adopted Curriculum and Additional Resources
- STAR math (monthly progress monitoring)

Targeted Sub Group

- Low socio-economic income students
- Special Education resource students

STUDENT SAFETY

The mission of Puyallup School District's Emergency Planning is to develop and maintain a comprehensive plan to protect students and staff and to prepare for, respond to, and recover from all types of emergencies that might occur in the District.

The District continues to have requirements in place for written site-based emergency plans. An updated emergency preparedness guide has been written to provide school principals and site administrators with guidelines for revising and maintaining emergency plans for their site. Building administrators receive monthly training on emergency preparedness, with a focus on pre-teaching and de-briefing required monthly drills.

STUDENT SAFETY, CONTINUED

COMMON EXPECTATIONS for ALL SCHOOLS include:

- A minimum of 10 emergency drills per year, one per month September through June (3 fire, 3 lockdown, 1 shelter-in-place, 1 mapping, 1 earthquake, 1 lahar (valley schools))
- Use of Rapid Responder for storing emergency plans, school maps, safety teams and recording of annual drills or actual events
- All exterior doors locked except one
- Drilling lockdowns in progressively more difficult scenarios, using a script
- Use of the “Run, Hide, Fight” concept
- Pre-teaching students, drilling, then debriefing with students after each drill, including a discussion around “what would happen next”
- All staff members participate in drills, even those which are unannounced
- Use of the district’s standard Student Release protocol
- Review of our school reunification site and its appropriateness
- Standard room numbering throughout the district with locator signs
- Classroom numbers posted in exterior windows
- Prepare front door lockdown signs and window coverings: enlarge, print, and laminate.

**The information referenced is as approved by the Puyallup School District Board of Directors on December 14, 2015. For the most current information, please refer to the school website.*



MISSION/VISION

Glacier View Junior High is an evolving, rigorous learning environment. Our school is a community where each individual is connected and empowered to experience ongoing success.

Glacier View is driven by our Cornerstones:

- Dynamic Learning Teams
- Equity and Equal Opportunity for All Students
- Flexible Scheduling
- Leadership Systems Focused on Learning and Collaboration
- Learning Tied to Assessment
- Ongoing, Comprehensive, Professional Development
- Personalization of the Educational Environment
- Rigorous Learning
- Structured Time for Teachers to Meet, Plan, and Collaborate

DATA

[OSPI Washington State Report Card for Glacier View Junior High](#)
[Washington State Board of Education - Achievement Index](#)

ACHIEVEMENT INDEX

Proficiency						
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	8.00	8.00	9.00	8.00	8.25	7.10
Targeted Subgroups	5.50	6.25	6.33	5.75	5.96	
Growth						
	Reading	Math	Average	Growth Average		
All Students	6.00	5.00	5.50	5.25	5.25	
Targeted Subgroups	4.75	5.25	5.00			

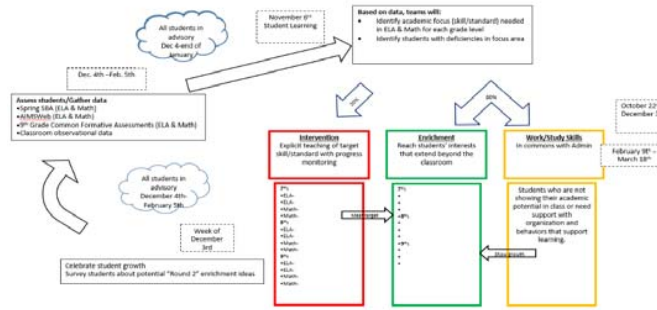
2014 INDEX RATING 5.99

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST	7.94	10.00
	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
LOWEST	1.00	<3.82

GOALS

Here at Glacier View, we have focused attention on certain areas that have a direct impact on student achievement. As a professional learning community, we decide on initiatives to help guide our work. Below are those initiatives that we have established for the 2015-2016:

Response to Intervention (RTI): 'YETI TIME' - RTI is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions. Glacier View has decided to utilize RTI at least two 4-6 week phases over the course of the year called 'YETI TIME', in order to bridge the gap for students needing a small boost or further skill support. Not only this, but students who are on target will have the opportunity to be exposed to socialization, relationship building and possible new learning experiences through enrichment. Students who are challenged with work habits and are struggling to get their academic work done, teachers are selecting these students to serve once a week in ZAP: Zeroes Are Prohibited with school administration and other academic support staff.



Teacher-Principal Evaluation Project (TPEP) School-wide Focus: Teacher professional development is given throughout the year to improve instruction and student learning each year. The CSIP Committee which is made up of tiered leadership of staff and parents has chosen the following TPEP Danielson component:

(3d) Using Assessment for Instruction

- *Assessment Criteria
- *Monitoring of Student Learning
- *Feedback to students
- *Students self-assessment and self-monitoring progress

AVID: 4 core skills:

- *Organization
- *Collaboration
- *Notetaking
- *Levels of Questioning

Welcoming Schools (Asset Development) - The 40 Developmental Assets were designed to be building blocks to healthy development that help young people grow up healthy, caring, and responsible. The staff at GV has agreed to focus on three goals for the 2015-2016 school year. These are our following goals:

1. Strive in creating a caring school climate
2. Encourage high expectations for the students
3. Strengthen the bond between students and their school

GOALS, CONTINUED

Welcoming Schools (Asset Development), Continued:

H.E.R.O.E.S.

	CLASSROOM	HALLWAYS	COMMONS	OFFICE/LIBRARY	BUS ZONE	ASSEMBLIES & EVENTS	RESTROOMS
HONESTY	-Display academic integrity -Accept responsibility for your actions	-Go directly to your destination and return promptly -Have a pass	-Stay in place in line -Consume your own food/drink	-Have a pass -Bring a note or have a parent call	-Ride assigned bus -Sit in assigned seat	-Attend at appropriate time -Go directly to your destination and return promptly	-Observe time limits -Have a pass -Wait your turn
ENCOURAGEMENT	-Cheer each other on -Be polite -Value the thoughts and opinions of others	-Compliment others on	-Use kind words -Offer a seat to others when possible -Celebrate others success	-Compliment others	-Use kind words	-Cheer on all participants -Compliment participants afterwards	-Use kind words
RESPECT	-Follow ALL staff directions -Use appropriate language and tone -Keep hands, feet, and objects to yourself	-Follow ALL staff directions -Use manners -Use inside voices	-Use inside voices -Use manners -Leave your area clean and tidy	-Follow ALL staff directions -Use inside voices -Wait your turn	-Follow ALL staff directions -Keep hands, feet, and objects to yourself -Use appropriate language and tone	-Give presenter undivided attention -Demonstrate good sportsmanship	-Honor privacy and personal space -Keep walls, stalls, and floors clean
OWNERSHIP	-Actively listen and participate in all classroom activities -Take pride in your work and the work of others -Complete all assignments in a timely manner	-Stay to the right and keep moving -Be on time	-Clean up after self -Stack and push in own chair	-Return directly to your assigned class/area	-Be on time -Go directly to your destination after exiting	-Take pride -Display school spirit	-Use between classes and at lunch when possible -Be sanitary
EXCELLENCE	-Be on time -Be prepared -Do your best	-Interact appropriately with peers -Eat/drink out -Food/drink sealed and away	-Interact appropriately with peers -Meet new friends -Wait your turn in line	-Welcome guests -Be polite	-Interact appropriately with peers -Be safe	-Interact appropriately with program and presenter -Sing 'Fight Song'	-Use as intended -Use supplies appropriately
SERVICE	-Assist classmates with learning when appropriate -Assist teacher when needed	-Provide guidance for others if lost -Open doors for others	-Open doors for others -Assist with clean up	-Assist guests if needed -Open doors for others	-Assist others when needed -Look out for the safety of others -Report incidents	-Participate when asked -Assist with set up and clean up if needed	-Report incidents

Common Core State Standards- The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live.

Building Wide Student Growth Goals

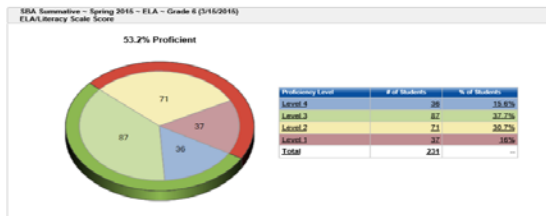
Literacy - Goal: Increase the number of GV students who meet standard in the area of 'literary' & 'informational text'. This will be measured at three different points utilizing the Smarter Balanced Assessment from the Spring 2015, Winter 2016, and Spring 2016. STAR testing is also being done in the Fall 2015, Winter of 2016, and Spring of 2016 to help provide further data points for teachers and students to utilize. As students move on from the elementary to high school levels, students are expected to read informational text (articles, excerpts, publishings, etc.), identify appropriate evidence, and use that evidence to be able to justify or summarize more frequently.

Math - Goal: Increase the number of GV students who meet standard in the area of 'concepts' & 'procedures'. This will be measured at three different points utilizing the Smarter Balanced Assessment from the Spring 2015, Winter 2016, and Spring 2016. STAR testing is also being done in the Fall 2015, Winter of 2016, and Spring of 2016 to help provide further data points for teachers and students to utilize.

RESULTS

READING

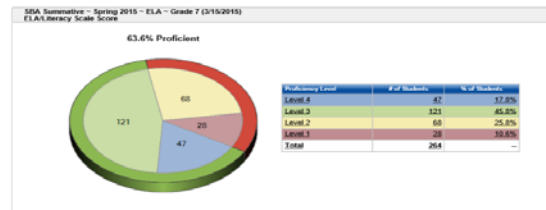
SBA - ELA
7th Graders – SBA – ELA



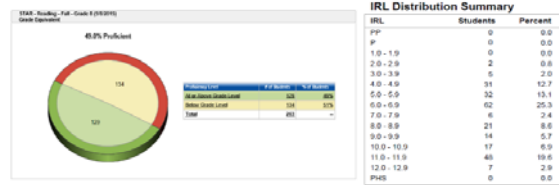
STAR - READING
7th Grade - STAR Reading



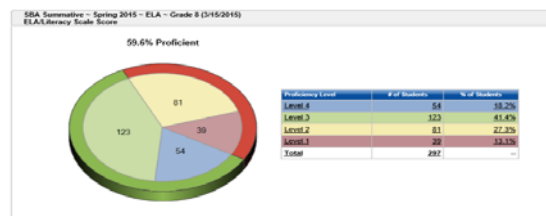
8th Grade – SBA ELA



8th Grade - STAR Reading



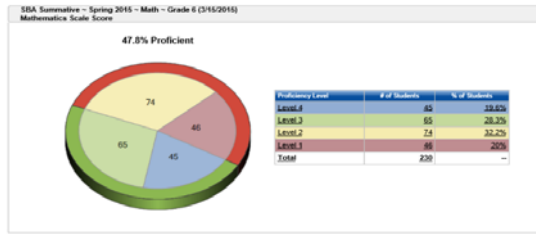
9th Grade – SBA ELA



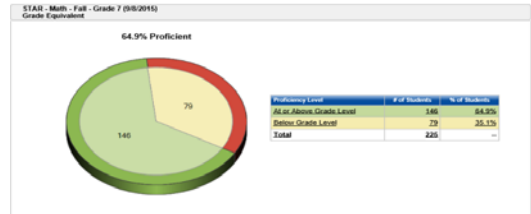
RESULTS, CONTINUED

MATH

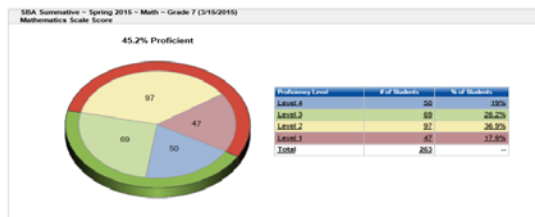
SBA - MATH
7th Grade – SBA Math



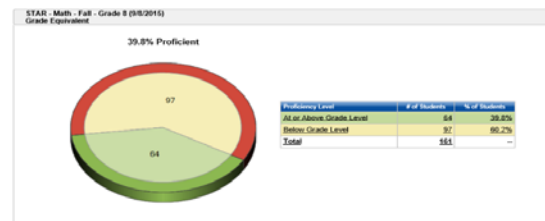
STAR - MATH
7th Grade - STAR Math



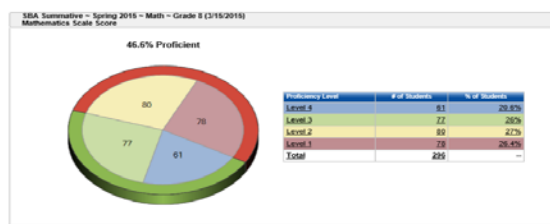
8th Grade – SBA Math



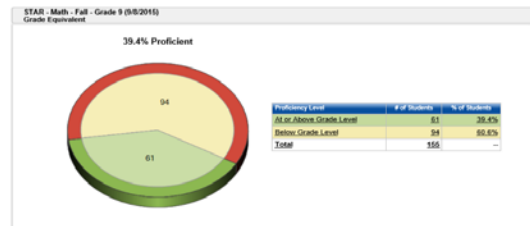
8th Grade - STAR Math



9th Grade - SBA - Math



9th Grade STAR Math



NOTE: Portions of the SBA & all of the STAR will be taken by students in January as well as in May/June 2016

Parent/Student Survey

Please check out the data on the Glacier View Junior High website under '[About Us](#)' for the results from the Parent/Student Survey taken in the Spring of 2015. Parent & Student surveys will be issued again in January and June of 2016.

SCHOOL IMPROVEMENT

Parent, Family, and Community Involvement

Each of our schools strives to engage with the community (PSD School Board Direction – Communication, Engagement and Involvement). Specific examples/plans of this parent and community engagement can be found on the school's [annual performance report](#) on the 'about us' tab on the school webpage.

Use of Technology

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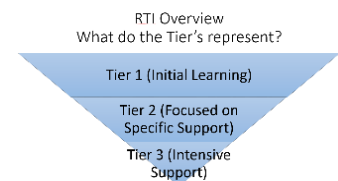
Improvement Activities

Schoolwide Initiatives that Focus on School Improvement

- Implementation of the AVID Core Skills: Collaboration, Organization, Notetaking, Questioning Strategies
- 'YETI TIME' Response to Intervention implementation and monitoring
- Welcoming Schools (Asset Development)
- Daily Core classes (Tier 1)
- Weekly (Tuesday-Friday) RTI Intervention Sessions with students (Tier 2)
- Daily Co-teaching classes (Tier 3)
- Monthly Comprehensive School Improvement Plan Committee Meetings (1st Friday of each month)
- Teacher Professional Development & Student Learning Days focused on CSIP Goals (See GOALS in ABOUT US)

Reading

- AIMS Web progress monitoring & data analysis
- STAR reading (monthly progress monitoring)
- RTI Tier 3 small group instruction
- RTI Coach to provide 1-on-1 interventions
- Peer tutoring
- District Adopted Curriculum and Additional Resources



SCHOOL IMPROVEMENT, CONTINUED

Math

- IXL
- District Adopted Curriculum and Additional Resources
- RTI Tier 3 small group instruction
- AIMS Web progress monitoring & data analysis
- STAR math (monthly progress monitoring)

Targeted Sub Group

- Low socio-economic income students
- Special Education resource students

STUDENT SAFETY

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MISSION/VISION

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.

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.

Beliefs

In partnership with our community members, we:

- Strive to model a service-oriented approach in our relationships.
- Welcome all students and families.
- 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 and performance 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 all school endeavors.
- 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.

DATA

[OSPI Washington State Report Card for Kalles Junior High](#)
[Washington State Board of Education - Achievement Index](#)

ACHIEVEMENT INDEX

Proficiency						
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	8.00	8.00	8.00	8.00	8.00	7.28
Targeted Subgroups	6.25	6.50	7.00	6.50	6.56	
Growth						
	Reading	Math	Average	Growth Average		
All Students	3.00	6.00	4.50	4.31		
Targeted Subgroups	2.25	6.00	4.13			

2014 INDEX RATING	
	5.50

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST	7.94	10.00
↑	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
LOWEST	1.00	<3.82

GOALS

At Kalles, we take student achievement seriously. We have found solid success over the years, but we are not content with where we are. We regularly strive to improve both our efforts and our results. Goal-setting is one tool we use to improve student achievement. Below are some of our current academic and non-academic goals.

Reading - Goal 1: Increase the number of Kalles students (grades 7, 8 & 9) who reach “proficient” on the STAR reading assessment.

Fall, 2014 Data

55.6% of seventh grade students scored at or above proficient on the Fall STAR reading assessment.

52.0% of eighth grade students scored at or above proficient on the Fall STAR reading assessment.

52.8% of ninth grade students scored at or above proficient on the Fall STAR reading assessment.

Growth Goal: When looking at all students who we have a baseline number, we expect to see at least 90% of our students showing an improvement on their STAR Reading score by their final assessment in the spring of 2015.

Reading - Goal 2: Increase the number of 7th grade Kalles students who reach “proficient” in their ability to trace specific claims and evidence in fiction and nonfiction text (Literacy 7.8).

Fall, 2014 Data

20% of these identified seventh grade Kalles students scored at or above "proficient" on CBAs in the Fall.

Growth Goal: 80% of our 7th grade students will score at or above proficient as evidenced on spring 2015 CBAs and/or the SBAC assessment.

Reading - Goal 3: Increase the number of 7th grade Kalles students, who have been supported by our Blocked-Schedule RTI class, reaching “proficient” in their ability to trace specific claims and evidence in fiction and nonfiction text (Literacy 7.8).

Fall, 2014 Data

60% of seventh grade Kalles students scored at or above "proficient" on CBAs in the Fall

Growth Goal: 60% of our Blocked-Schedule RTI 7th grade students will score at or above proficient as evidenced on spring 2015 CBAs and/or the SBAC assessment.

Math - Goal 1: Increase the number of Kalles students (grades 7, 8 & 9) who reach “proficient” on the STAR math assessment.

Fall, 2014 Data

61.4% of seventh grade students scored at or above proficient on the Fall STAR math assessment.

56.2% of eighth grade students scored at or above proficient on the Fall STAR math assessment.

58.0% of ninth grade students scored at or above proficient on the Fall STAR math assessment.

Growth Goal: When looking at all students who we have a baseline number for, we expect to see at least 90% of our students showing an improvement on their STAR math score by their final assessment in the spring of 2015.

GOALS, CONTINUED

Math - Goal 2: Increase the number of 7th grade Kalles students, who have been supported by our Double-Dip RTI class, reaching the “proficient” level on the STAR math test. Fall, 2014 Data

61.4% of seventh grade students scored at or above proficient on the Fall STAR math assessment.

Growth Goal: When looking at all 7th grade students who we have a baseline number for, we expect to see at least 90% of our students showing an improvement on their STAR math score by their final assessment in the spring of 2015.

Math - Goal 3: Increase the number of 7th grade Kalles students, who have been supported by our Double-Dip RTI class, reaching the “proficient” level on the STAR math test. Fall, 2014 Data

27% of seventh grade students in this class scored at or above proficient on the Fall STAR math assessment.

Growth Goal: 60% of our Double-Dip RTI 7th grade students will score at or above proficient as evidenced by showing an improvement on their STAR Reading score by their final assessment in the spring of 2015.

Safety - At Kalles, we will conduct monthly safety/emergency drills, including "non-traditional" times to help students and staff prepare for any scenario. We will continue to work with local law enforcement and keep our Pierce Responder updated with our emergency plans. Our Safety Team meets every month. Our goal is to decrease the number of referrals sent to the office by 5% when comparing 2014 (spring) data to 2015 (spring) data.

Communication - At Kalles, our goal is to regularly increase our communication efforts and effectiveness to our students, families and community. You can count on the following ways in which we work to communicate with our community:

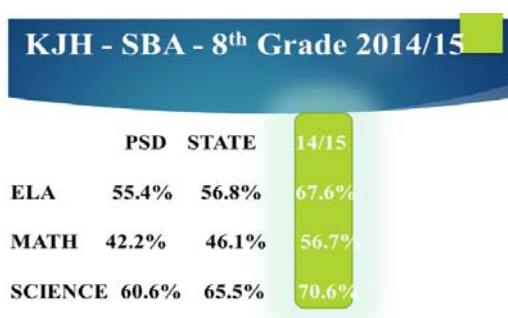
- KJH Edline Website - regularly updated with news, pictures, calendar items, links and other important school information.
- Teacher Edline sites (within the KJH Edline site) - containing information that is specific to each teacher and the courses being taught. Examples would include worksheets, syllabus, due dates, make-up & retake policies, teacher background & contact info., etc.
- Blackboard Connect Phone Messages - these are our all-school automated phone messages and emails (usually from our principal) delivered to students, parents and staff on a variety of topics.
- PeachJar - a new effort from the PSD. Look for the “peach” icon at the bottom of the PSD or KJH websites to find approved community flyers and announcements.
- The KJH Booster Club Official Facebook Page - news on upcoming events and meetings.
- KJH Reader Board - constantly updated, sharing important news and dates.
- KJH “Totem” - our student created newspaper that comes out quarterly.
- Home Access Center (HAC) - this is your one-stop shopping for your child’s grades, attendance, discipline and other information.
- Teacher-to-Parent/Guardian (and vice-versa) emails - one of the key ways to get direct information about what is happening in the classrooms. Do not hesitate to connect with teachers regularly.
- Community and Parent Events - including, but not limited to, our Prep Day in late August, Back-to-School Night in early September, Student-Led Conferences (fall/spring), 6th Grade Parent Night, PAGE Interest Night, AVID Family Nights, Band, Orchestra & Choir Concerts, School Plays & Musicals, Athletic Competitions, Pack-the-Gym Night (Unified Basketball), Mr. Tyee Night, Donuts for Dads & Muffins for Moms, 9th Grade Awards Assembly, Friday Night Live!, Loganfest, School Talent Show, Student Recognition Events such as Students-of-the-Month and Honor Society, Special Assemblies (Veterans Day, MLK Jr., Pep, etc.), Booster Club Meetings, Special Community Events like Ram Night, Geographic Bee, Musical Competitions, and the Honoring Cultures Event at the Spring Fair.
- For 2015-2016, Kalles is looking into offering a Facebook page or Twitter account.

Technology - At Kalles, our goal is to regularly take advantage of the new technology tools put before us. We will continue to promote technology as a learning tool, for both staff and students, that when used effectively will support teaching and learning with seamless integration throughout the curriculum. Current class and school efforts include:

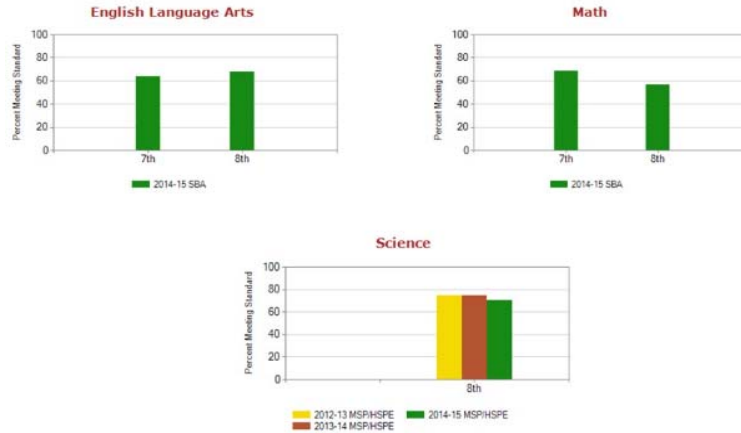
- Use of mobile labs
- Use of library, CTE and Digitools labs
- Use of classroom microphones
- Use of classroom Smartboards and projectors
- Specific search engines, apps, and computer programs
- Use of classroom document cameras
- Daily PA announcements
- Weekly video announcements
- Lunchtime video presentations
- Updating of our website
- Use of Teacher Edline sites and Home Access Center
- Blackboard Connect Phone Messaged and Emails
- KJH Booster Club Facebook
- PeachJar (PSD/KJH e-fliers)
- KJH Reader Board
- Our plan is to either have a Twitter or Facebook page up by next year

RESULTS

Below are the most recent results from the 2014-15 MSP and SBA



RESULTS, CONTINUED



SCHOOL IMPROVEMENT

Parent, Family, and Community Involvement

Each of our schools strives to engage with the community (PSD School Board Direction – Communication, Engagement and Involvement). Specific examples/plans of this parent and community engagement can be found on the school's [annual performance report](#) on the 'about us' tab on the school webpage.

Use of Technology

In each of our schools, technology is a primary tool to facilitate instruction and these tools have a positive impact on student learning. Technology also allows our school to communicate effectively with parents through a variety of innovative means. We also use various district software applications for student intervention as we continue to develop Response to Intervention (RTI) systems in our school.

We use the following software applications for this work:

- Blackboard/Edline websites: Contains teacher instructional materials and guidelines; communication for parents, and student access to instructional materials.
- STAR -Reading and Math Assessments: Diagnostic assessments to provided benchmark indicators on student performance in reading and math.
- PerformancePLUS: Repository for all state, district, and building assessment data; data available to analyze student performance by school teams.
- Blackboard Connect: Communication tool to inform parents on important school information and student learning events.

Improvement Activities

Welcome to Kalles Junior High! At Kalles, we pride ourselves on the consistent foundations of respect and service. Kalles has a long tradition of academic excellence and also being a school that is loaded with spirit and has a warm and welcoming environment. We are proud of the “Tye Goodness” that fills our hallways and classrooms. We believe Kalles Junior High is a great place for students to be, a great place for staff to work, and a great place for families to be involved. Our charge is simple - create the best learning environment possible! It really is that basic & we work tenaciously to make that happen! That happens with a commitment to reflect on our practices, along with a commitment to regularly improve on our efforts. Here is where we believe we are and where we plan to head:

Schoolwide Initiatives

- Response to Intervention (RTI) - Approach to supporting struggling students (includes double-dipping, block, co-teaching and para-educator support)
- Classroom Teacher Support (before, during and after school)
- Blocked ELA/Social Studies Courses
- Creation of smaller / focused classes to support struggling students
- AVID Elective Courses at all grade levels
- ZAP! Program - Monday morning homework/missing-work support
- Student-Led Conferences (Goal Setting, Assessment Results, Student Reflection)
- On-Time Graduation Specialist (OTGS) for 9th Grade Students
- Academic Counseling Support
- Attendance Interventions
- AVID Core Skills (Organization, Note-taking, Questioning, Collaboration) beginning to be implemented in most classes (on-going effort)
- Special Education - Resource support via specialized instruction in math, reading, study skills, as well as additional para-educator support in this area
- Increased Progress Monitoring efforts in reading and math

Other KJH Researched-Based Best Practices

- Strong 1st Instruction
- Teaching Note-Taking Skills
- Teaching Text-Based Evidence Skills
- Higher Level Thinking & Questioning Skills
- Knowing and Teaching To Our Standards
- Bell to Bell Teaching
- Active Monitoring and Roaming
- Checking for Understanding
- Tying in Prior Knowledge
- Creating Interesting and Engaging Lessons
- Using Data to Drive Instruction
- Using Formative Assessments Effectively
- Using Effective Grading Practices
- Connecting with Students – Positive Relationships
- Using a Variety of Teaching Models
- Pre-teaching and Re-teaching

STUDENT SAFETY

The mission of Puyallup School District's Emergency Planning is to develop and maintain a comprehensive plan to protect students and staff and to prepare for, respond to, and recover from all types of emergencies that might occur in the District.

The District continues to have requirements in place for written site-based emergency plans. An updated emergency preparedness guide has been written to provide school principals and site administrators with guidelines for revising and maintaining emergency plans for their site. Building administrators receive monthly training on emergency preparedness, with a focus on pre-teaching and de-briefing required monthly drills.

COMMON EXPECTATIONS for ALL SCHOOLS include:

- A minimum of 10 emergency drills per year, one per month September through June (3 fire, 3 lockdown, 1 shelter-in-place, 1 mapping, 1 earthquake, 1 lahar (valley schools))
- Use of Rapid Responder for storing emergency plans, school maps, safety teams and recording of annual drills or actual events
- All exterior doors locked except one
- Drilling lockdowns in progressively more difficult scenarios, using a script
- Use of the "Run, Hide, Fight" concept
- Pre-teaching students, drilling, then debriefing with students after each drill, including a discussion around "what would happen next"
- All staff members participate in drills, even those which are unannounced
- Use of the district's standard Student Release protocol
- Review of our school reunification site and its appropriateness
- Standard room numbering throughout the district with locator signs
- Classroom numbers posted in exterior windows
- Prepare front door lockdown signs and window coverings: enlarge, print, and laminate.

**The information referenced is as approved by the Puyallup School District Board of Directors on December 14, 2015. For the most current information, please refer to the school website.*



MISSION/VISION

1. Show Up
2. Do the Work
3. Be Positive

DATA

[OSPI Washington State Report Card for Stahl Junior High](#)
[Washington State Board of Education - Achievement Index](#)

ACHIEVEMENT INDEX

Proficiency						
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	7.00	7.00	8.00	6.00	7.00	6.14
Targeted Subgroups	5.33	4.17	7.40	4.25	5.29	

Growth				
	Reading	Math	Average	Growth Average
All Students	4.00	6.00	5.00	5.08
Targeted Subgroups	4.83	5.50	5.17	

2014 INDEX RATING	
	5.51

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST	7.94	10.00
↑	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
LOWEST	1.00	<3.82

GOALS

1. Increase student performance on the MSP (Board Goals 1, 4)
2. Decrease the percentage of failing grades recorded each semester. (Board Goals 1, 4)
3. Increase the percentage of 9th grade students continuing on to Rogers High School (or any other high school) with 6 credits. (Board Goals 1, 4)
4. Increase parent/teacher/student communication (conferences, on-line grades, Stahl website, Parent newsletters, SchoolMessenger, postcards, mailers). (Board Goal 3)

RESULTS

1. Increase student performance on the MSP (Board Goals 1, 4)
 - a. Increase the number of students meeting standard in ALL parts of the SBA:
(2015/16) Goals have not yet been set for Stahl
 - ELA 7 from 68.1% in 2015 to 72% in 2016
 - ELA 8 from 50.4% in 2015 to 65% in 2016
 - Math 7 from 46.9% in 2015 to 57% in 2016
 - Math 8 from 41.5% in 2015 to 52% in 2016
 - Science 8 from 62% in 2015 to 74% in 2016
 - b. Decrease the gap in achievement on the SBA between all subgroups as reported for AYP. (Board Goals, 1, 2, 4)
2. Decrease the percentage of failing grades recorded each semester. (Board Goals 1, 4)

	2011/2012			2012/2013			2013/2014			2014/2015		
	1 st	2 nd	Change	1 st	2 nd	Change	1 st	2 nd	Change	1 st	2 nd	Change
7 th	33	37	+66%	31	76	+20%	35	76	+28%	17	43	+61%
8 th	43	68	+56%	38	68	+3%	33	68	+15%	75	110	+32%
9 th	41	38	-8%	36	68	+33%	37	67	+15%	33	71	+26%
Total	137	231	+43%	225	240	+7%	195	241	+19%	145	224	+38%

3. Increase the percentage of 9th grade students continuing on to Rogers High School (or any other high school) with 6 credits. (Board Goals 1, 4)

	Students with 6 credits	Total 9 th Graders
2009 / 2010	87.3%	244 students
2010 / 2011	88.2%	252 students
2011 / 2012	88.4%	228 students
2012 / 2013	85%	241 students
2013 / 2014	87%	247 students
2014 / 2015	86% (232 students)	260 students

4. Increase parent/teacher/student communication (conferences, on-line grades, Stahl website, Parent newsletters, SchoolMessenger, postcards, mailers). (Board Goal 3)

SCHOOL IMPROVEMENT

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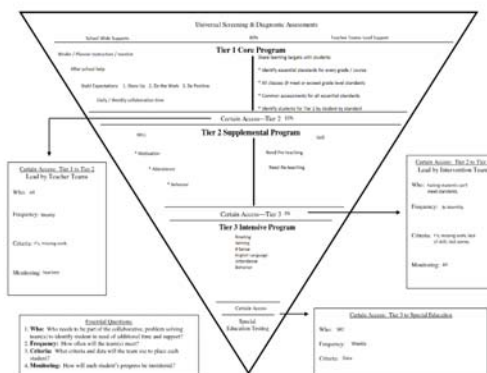
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Improvement Activities

Pyramid Response to Intervention



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