



PUYALLUP
SCHOOL DISTRICT
A Tradition of Excellence

Consolidated School Improvement Plan Title I, Part A, Schoolwide, Title I, Part A Targeted Assistance, LAP, and School Improvement

Section 1: Building Data

1. Building: Stahl Junior High	2. Plan Date: 2021-22
3. Principal: Troy Hodge	4. Building Enrollment: 900
5. F/R Percentage: 42%	6. Special Education Percentage: 10%
8. English Learner Percentage: 6%	7. Grade Span: 7 th -9 th

Section 2: School Leadership Team Members

Parent-Community Partners

Please list by (Name, Title/Role & Signatures)

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.

Troy Hodge- Principal	Karey Richardson- Assistant Principal
Caris Ash- Title Paraeducator	Misti Bachmeier- Counselor
Robert Barnette- MOS Teacher	Jennifer Gonzalez- Arts
Jeannette Brain- Tech Paraeducator	Rhonda Huse- Science
Donovan Bridges- Counselor	David Huynh- AVID Coordinator
John Diseth- Athletic Director	Carrie Perrin- RTI
Heidi Escacerga- Special Education	Lisa Rollins- Math

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Lawrence Marcoe- Social Studies

Katharine Saalborn- ELA

Randi Moffitt- CTE

Janet Storm- Front Office

Dan Stueckle- Physical Education

Section 3: Vision Statement

SHOW UP, DO THE WORK, BE POSITIVE – Every Day Everyone

Section 4: Culture of Equity Description/Statement

EQUITY AND SOCIAL JUSTICE: At Stahl Junior High School we will focus on equity and social justice using our Vision Statement of showing up, doing the work, and being positive.

- Creating equal opportunities for success in the classroom
- Offering intervention for all students to achieve their highest potential
- Celebrate culture of all students as well as the community
- Encouraging extra-curricular activities to broaden the whole student experience

Section 5: PLAN/NEEDS ASSESSMENT

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, best practices, goals, AVID, GLAD, SEL, PBIS, MTSS, Parent Family Engagement, and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your 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) and locally determined indicators of learning and teaching success?

2018- 2019 Language Arts 66.5% Math 43.6% Science 44.2%

2019-2020 NA

2021-2022 Fall

2021-2022 Spring

We have seen an increase in student failure rate over the last two years. Through our investigation of data which includes conversations with teachers, students and families, and data from IPR and semester report cards, we have determined our focus for the 21-22 school year at Stahl is to decrease the amount of Fs.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

Attendance, lack of engagement with online learning, fewer options for students to meet with normal tutoring groups due to Covid restrictions. Also in the abs of testing the last few years we look forward to setting the bar with our Fall Testing and improve on that during the Spring Testing.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

- a. What strengths do they possess?

- Positivity
- Desire to learn
- Energy

Section 5: PLAN/NEEDS ASSESSMENT

- Resilience
 - Showing up
 - Diverse
 - Parent support
 - Problem solving
 - Adaptable to change
- b. What challenges do they face?
- Transportation
 - Mental health
 - Quarantine challenges
 - Phones- worse now
 - Missing a year of academic/social emotional growth
 - Figuring out their gaps
 - Navigating lunch
 - Lack of critical thinking skills (academically)
- c. What are some important relationships in their life?
- Family
 - Friends
 - Extended family
 - Coaches
 - Club advisors
 - Neighbors/neighborhood (that was important when I grew up- maybe not the same now)

Educators

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

It is at the center of everything we do and reference it often in grades, academics, discipline, athletics, and clubs

Section 5: PLAN/NEEDS ASSESSMENT

2. What professional learning and support 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?

This year specifically we have focused on building and maintaining relationships. Once we have these relationships developed, we can leverage those relationships for academic success. We have moved homeroom to a 3-year rotation, trained in True Colors personalities, worked on Character Strong with staff and students.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

A majority of our work is making sure that students and families are feeling welcome and connected to school. We have trained the staff on TrueColors, Personalities as applies to education and Character Strong (SEL).

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: What are the multi-tiered systems of support you have in place (Title I, LAP, ELL, SEL, etc.)? Describe how a student is identified for an intervention and what support they'll receive from each program.

With the lack of data from the previous 1.5 school year, we use teacher conversation and meet with students identified as needed additional support. For instance, we have Title Para support and have created Success Skills classes to help our struggling 9th grade students. We also utilize a 1.0 OTGS for all grade levels.

2. What are the areas of strengths and improvements? We have a veteran staff that is passionate about students. Most are willing to put the time in to build the relationships needed to drive the academics forward. For improvements we need to work with our families about attendance. We also need to help our students with test taking strategies.

Strengths: We have highly trained and educated teachers and we have interventions built into and after school day.

Improvements: We have grown as a staff to be more forgiving and accept late work and we're working toward meeting students at their current level of understanding.

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

Section 5: PLAN/NEEDS ASSESSMENT

We have a strong connection to our Booster Club along with businesses in the community and they support requests for student assistance.

4. What areas have you identified as areas of the strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

We would like to create a system to where parent volunteers come and supervise lunches and passing periods.

Section 6: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

<ul style="list-style-type: none"> <input type="checkbox"/> Washington School Improvement Framework <input type="checkbox"/> WaKIDS <input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks <input type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Progress Monitoring Data <input checked="" type="checkbox"/> Curriculum Based Assessments <input type="checkbox"/> Graduation Rate (1 Year, extended, etc.) <input checked="" type="checkbox"/> Credit Attainment <input type="checkbox"/> Student Mobility Data <input checked="" type="checkbox"/> Discipline Referrals <input checked="" type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions) <input type="checkbox"/> Restraint and Isolation Data <input checked="" type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.) <input type="checkbox"/> Healthy Youth Survey <input type="checkbox"/> School Climate data <input type="checkbox"/> Panorama Survey <input type="checkbox"/> Perceptual Data: (Local/Organization): 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Language Proficiency Data (i.e. ELPA) <input type="checkbox"/> Title III Data <input type="checkbox"/> Special Education Eligibility/Disproportionality Data <input type="checkbox"/> Special Education Placement Data (LRE) <input checked="" type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans) <input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.) <input checked="" type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families) <input checked="" type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.) <input type="checkbox"/> Extra-curricular activities participation <input checked="" type="checkbox"/> Fiscal and Financial Data <input type="checkbox"/> (Other) <input type="checkbox"/> (Other) <input type="checkbox"/> (Other)
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Section 7: PLAN	
SY 2021-2022 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES	
Goal/Priority #1 Planning with Data	Decrease the number of 7 th -9 th grade students who have at least one failing class from 18% to 9% by February 2, 2022.
Goal/Priority #2 Improving Instruction	Increase the instructional capacity of our teachers by ensuring that most teachers are utilizing at least one strategy from the TrueColors Training by February 2, 2022.
Goal/Priority #3 Closing the Gap/Student Growth	Increase the percentage of BIPOC 9 th grade students that are on track to graduate high school by ensuring that students working with our OTGS and RTI teachers are improving their grades from IPR #1 to semester grades. .

Section 8: DO			
8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1) Identify failing students through Progress Report summaries	All IPR/RC dates	Troy Hodge, Karey Richardson, OTGS Team	IPR summaries, Schoology grade book, conversations with teachers
A2) PD and staff collaboration including reflection on assigned reading	PD dates throughout the year	Troy Hodge, Karey Richardson	Sharing insights gleaned from assigned reading,
A3) Identify struggling students and fill Success Skills classes	October 4th- continuing through 1 st /2 nd semester	Troy Hodge, Karey Richardson, OTGS Team,	IPR summaries, Schoology grade book, conversations with teachers