

**School Improvement Plan
Puyallup School District
2019-2020**

School Information

School Name: Edgemont Jr. High
Principal: Lorraine Hirakawa
Address: 2300 110th Ave E
District: Puyallup
County: Pierce
City, State, ZIP: Edgewood, WA 98372

Improvement Plan Prepared by:

Please include name/role of all Leadership Team members.

J. Britt	A. Todd	M. Dyer
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Lorraine Hirakawa

Principal

Dr. Christine Moloney

Chief Academic Officer

School Mission:

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

School Vision:

Edgemont strives to be a vibrant, dynamic learning community.

Each teacher, principal, and school in the Puyallup School District will:

- ✓ *set measurable annual goals aligned to district and state outcomes,*
- ✓ *base goals on benchmark indicators and data around three goal areas (see below),*
- ✓ *define improvement activities and implementation plans that support achievement of the goals, and*
- ✓ *report on the results of this improvement process*

GOAL 1: EQUITY AND SOCIAL JUSTICE

What is the goal?

What SMART goals will help us achieve this outcome? What data do we have to validate this goal (indicators)? Using that data, what is our established baseline?

GOAL

By implementing a well rounded SEL curriculum and refining PBIS structures, we will establish a safe welcoming environment in which discipline is proportional to our demographics.

OPTIONAL GOALS

We will reduce the number of suspensions/expulsions/exclusions of our African Americans and Latinos. Currently, African Americans make up 6% of our population, and 10% of suspensions/expulsions; Latinos make up 15% of the population and 18% of the suspensions/expulsions. Our goal is to have discipline that is proportional – no more than 6% of African Americans, no more than 15% Latinos being suspended/expelled

➤ *Opportunity gap goal (student access to AP/CITHS/RS/CTE)*

➤ *Other?*

<u>Action Steps</u> <i>What action steps do we think will generate improvement?</i>	<u>Evidence</u> <i>What evidence will we use to measure progress?</i>	<u>Resources/Timeline</u> <i>What are the best resources? What is an appropriate timeline for the action steps?</i>	<u>Individual Commitments</u> <i>Who will be involved? What will they do? (Name/Role/Action)</i>
In June 2019 teachers were trained in Second Step access.	Teachers will complete SEL lessons weekly	Second step	Teachers will complete weekly lessons, Administrators will track lesson progress and discuss with CSIP/PBIS teams the progress and impact of the lessons on classroom culture
In September, every teacher will directly teach their classroom expectations, connecting them to the school wide expectations of GPS: Giving Your Best, Practicing Kindness, and Staying Safe	Teachers will submit their GPS expectations and the dates that they were taught as well as dates of planned reinforcement.	Teachers will submit their GPS plan by the start of the school year.	Teachers will submit the plan. Administrators will discuss and review as needed.
Teachers will be trained in equitable discipline processes and ways to build relationships with students, addressing SEL, restorative practices, and zones of regulation on August 27	Agenda/ppt	Completed in August Sup. Days	Administration
Bi - Monthly – PBIS meetings will occur monthly to get feedback on progress and review discipline data; Discipline forums will be held monthly for teachers to address issues with administration	Agendas/notes	From Sept – June	Administration and teacher teams

GOAL 2: COLLEGE AND CAREER READINESS

What is the goal?

What SMART goals will help us achieve this outcome? What data do we have to validate this goal (indicators)? Using that data, what is our established baseline?

GOAL

Teachers will increase the use of our AVID Site -Team recommended strategies including: Organization, Focused-Note Taking, and Collaboration. We will increase the number of students being successful on summative assessments to 80% demonstrating proficiency in core academic areas. (CCI Indicator 12 and Systems 3.6)

OPTIONAL GOALS

➤ *Other College and Career Readiness goal?*

<u>Action Steps</u> <i>What action steps do we think will generate improvement?</i>	<u>Evidence</u> <i>What evidence will we use to measure progress?</i>	<u>Resources/Timeline</u> <i>What are the best resources? What is an appropriate timeline for the action steps?</i>	<u>Individual Commitments</u> <i>Who will be involved? What will they do? (Name/Role/Action)</i>
August PD on Focus Note Taking, Collaborative Tutorials, and Organization	Agenda	<ul style="list-style-type: none"> ➤ Focus notes reminders and posted steps ➤ Organizational checks every quarter and data collection ➤ Tutors trained to assist with collaborative tutorials 	AVID team and district trainers
Recruitment and training of student tutors for collaborative study groups during RTI and after school	List of trainers and documentation/sign in of training	<ul style="list-style-type: none"> ➤ Training session 	Hirakawa will train tutors Mozrall will recruit
Review of 5 steps for Focus Notes during staff meetings and yearly PD – teacher share-out of how they have implemented	Meeting notes	<ul style="list-style-type: none"> ➤ Focused notes posters in every classroom and admin walkthroughs 	Teachers and administration

GOAL 3: INCREASED STUDENT ACHIEVEMENT (THROUGH GOAL-SETTING AND RTI)

What is the goal?

What SMART goals will help us achieve this outcome? What data do we have to validate this goal (indicators)? Using that data, what is our established baseline?

GOAL:

Teachers (specifically in the humanities, math, and science) will increase the number of students meeting standard on both the SBA and the Next Generation Science exam. Teachers will set RTI and TPEP goals targeting claims from the tests and selecting groups of students who are in the optimal impact range.

OPTIONAL GOAL: Other goals? Reference to Title Plan/goals (if applicable)

<u>Action Steps</u> <i>What action steps do we think will generate improvement?</i>	<u>Evidence</u> <i>What evidence will we use to measure progress?</i>	<u>Resources/Timeline</u> <i>What are the best resources? What is an appropriate timeline for the action steps?</i>	<u>Individual Commitments</u> <i>Who will be involved? What will they do? (Name/Role/Action)</i>
Teachers are provided with their data for setting RTI groups – teachers are given their “golden 30” students who are 20 pts below standard and students who are 10 pts into level 3 – Teachers are provided the specific SBA claims/targets for those students	Progress on IABs – district assigned IABs RTI tracking	<ul style="list-style-type: none"> ➤ IABs ➤ Renaissance Math/English lessons 	Teachers will administer IABs in accordance with district calendar Hirakawa will show teachers how to access Renaissance
Using Collaborative Tutorials in RTI for English/Math/Science	Number of Collaborative Tutorials used b’t November and May	<ul style="list-style-type: none"> ➤ Tutors recruited by Mozrall Sept/Oct ➤ Tutors trained by Hirakawa Oct/Nov 	Teachers and Mozrall will track the use of tutors
Science utilizing Amplify groups for addressing performance levels in science class	Teacher data, records from ampligy	Oct-May	Science Teachers