

**School Improvement Plan  
Puyallup School District  
2020-2021**

**School Information**

School Name: Edgemont Junior High  
Principal: Mark Knight

**Improvement Plan Prepared by:**

Please include name/role of all Leadership Team members.

Ari Todd	Joe Sharp
Pat Riley	Julie Mozrall
Scott Millican	Ronda Looney
Shawn Fox	Kevin Dahl
Andy Burch	Keva Jordan
Matt Dyer	Janese Blackburn

  
\_\_\_\_\_  
Principal

Richard Lasso  
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Executive Director

**School 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.**

**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: Attendance and engagement

*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 the end of the 1st semester, we will increase our daily average attendance by 20%. We will use the first two weeks of the October 2020 unexcused attendance data as a baseline for measurement.

### **Sub goals (optional)**

Attendance Details for October (Unexcused Absences):

#### **Week One Totals**

- 1 Missed Period = 203
- 2 Missed Periods = 50
- 3 Missed Periods = 63

#### **Week Two Totals**

- 1 Missed Period = 202
- 2 Missed Periods = 41
- 3 Missed Periods = 63

#### **Averages**

- 1 Missed Period = **202.5 (40.5 per day) = a reduction by 40 per week**
- 2 Missed Period = **45.5 (11.4 per day) = a reduction by 9 per week**
- 3 Missed Period = **63 (15.8 per day) = a reduction by 12 per week**

<p><b><u>Action Steps</u></b>  <i>What action steps do we think will generate improvement?</i></p>	<p><b><u>Evidence</u></b>  <i>What evidence will we use to measure progress?</i></p>	<p><b><u>Resources/Timeline</u></b>  <i>What are the best resources?  What is an appropriate timeline for the action steps?</i></p>	<p><b><u>Individual Commitments</u></b>  <i>Who will be involved?  What will they do?  (Name/Role/Action)</i></p>
<p><b>Implementation of the EJH Attendance Interventions steps as a means of reinforcing daily attendance</b></p> <ol style="list-style-type: none"> <li>1. Tier 1 - Nudge letters, SEL Curriculum</li> <li>2. Tier 2 - EWIS, OTGS/Counselor/Admin checks, home visits/welfare checks</li> <li>3. Tier 3 - District attendance support, BECCA</li> </ol>	<p>Evidence will be in the form of steps followed at each tier in the process including but not limited to:</p> <ul style="list-style-type: none"> <li>• letters</li> <li>• home visits</li> <li>• counselor contacts</li> <li>• BECCA meetings</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Schoology gradebook</li> <li>• TAC grade/attendance reports</li> <li>• District/OSPI attendance guidance</li> </ul> <p><b><u>Timeline</u></b></p> <ul style="list-style-type: none"> <li>• Ongoing throughout the semester</li> </ul>	<p>Kelly Taylor – Attendance Secretary</p> <ul style="list-style-type: none"> <li>• Daily monitoring of attendance</li> <li>• Initiate attendance steps</li> </ul> <p>Joe Sharp – Administrative Intern</p> <ul style="list-style-type: none"> <li>• Family contact</li> <li>• Attendance meetings</li> </ul> <p>Keva Jordan – Counselor</p> <ul style="list-style-type: none"> <li>• Monitor student progress</li> <li>• Initiate school/parent conferences</li> </ul> <p>Julie Mozrall – OTGS</p> <ul style="list-style-type: none"> <li>• Monitor 9<sup>th</sup> grade student progress</li> <li>• Initiate school/parent conferences</li> </ul>
<p><b>Implementation of Character Strong lessons during homeroom as a means of creating a welcome atmosphere</b></p> <ol style="list-style-type: none"> <li>1. Training for staff</li> <li>2. Development of an SEL schedule for the semester</li> </ol>	<p>Evidence will consist of:</p> <ul style="list-style-type: none"> <li>• Number of teachers trained</li> <li>• SEL schedule completed for the semester</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Character Strong website</li> <li>• District training</li> </ul> <p><b><u>Timeline</u></b></p> <ul style="list-style-type: none"> <li>• Early October</li> </ul>	<p>Mark Knight – Principal</p> <ul style="list-style-type: none"> <li>• Development of homeroom schedule</li> <li>• Calendar of homeroom events</li> </ul> <p>All Staff</p> <ul style="list-style-type: none"> <li>• Implementation of Character Strong lessons during homeroom</li> </ul>
<p><b>Implementation of Homeroom Live! (weekly school-wide virtual assembly) for the purpose of engaging students in school and creating a positive culture</b></p> <ol style="list-style-type: none"> <li>1. Student recognition</li> <li>2. Build an online school culture</li> <li>3. Activate to Participate Campaign</li> </ol>	<p>Evidence will be in the form of:</p> <ul style="list-style-type: none"> <li>• Number of students recognized each week during Homeroom Live!</li> <li>• Recorded sessions of Homeroom Live!</li> <li>• Attendance list of participants</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Microsoft Teams for live events</li> <li>• Building budget for student of the week recognition tokens</li> </ul> <p><b><u>Timeline</u></b></p> <ul style="list-style-type: none"> <li>• Weekly</li> </ul>	<p>Mark Knight – Principal</p> <ul style="list-style-type: none"> <li>• Development of Homeroom Live! schedule and content</li> <li>• Creation of the campaign</li> </ul> <p>All Staff</p> <ul style="list-style-type: none"> <li>• Selection of students for student of the week</li> </ul>

<p><b>Organization of team conferences to get struggling students on track</b></p> <ol style="list-style-type: none"> <li>1. Identification of students at each grade level who are struggling with distance learning</li> <li>2. Creation of a conference schedule including teachers, students, and parents</li> </ol>	<p>Evidence will consist of:</p> <ul style="list-style-type: none"> <li>• Collection of struggling kids at each grade level</li> <li>• Number of conferences schedule</li> <li>• Number of conferences completed</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Microsoft Teams to conduct conferences</li> <li>• IPR data to identify struggling students across grade levels</li> </ul> <p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>• End of October</li> </ul>	<p>Julie Mozrall, Keva Jordan, Joe Sharp, Tina Lorenz</p> <ul style="list-style-type: none"> <li>• Organization of team conference schedule/meeting invites</li> </ul> <p>All Staff</p> <ul style="list-style-type: none"> <li>• Participation in team conferences</li> </ul>
<p><b>Incorporation of student voice activities as a regular part of the feedback process</b></p> <ol style="list-style-type: none"> <li>1. Creation of focus groups or other opportunities of students to provide input</li> <li>2. Development of a schedule for student voice activities</li> </ol>	<p>Evidence will consist of:</p> <ul style="list-style-type: none"> <li>• Number of student forums conducted over the course of the school year</li> <li>• Number of students participating in student forums</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Microsoft Teams to conduct student forum groups</li> <li>• Microsoft Forms to poll students</li> </ul> <p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>• Quarterly</li> </ul>	<p>Mark Knight – Principal</p> <ul style="list-style-type: none"> <li>• Development of Principal led student forums</li> </ul> <p>Ari Todd and Shelley Smith – ASB Coordinators</p> <ul style="list-style-type: none"> <li>• Development of ASB led student voice activities</li> </ul>

## GOAL 2: 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**

By the end of the 1st semester, we will decrease the number of "F" grades by the following percentages:

- 9th Grade - 100%
- 6th-8th Grade - 50%

We will use the IPR #1 data as a baseline for measurement.

### **Sub goals (optional)**

Goal details:

9th - 145 (*reduce to 0*)

8th - 157 (*reduce to 78*)

7th - 278 (*reduce to 139*)

6th - 270 (*reduce to 135*)

<u><b>Action Steps</b></u> <i>What action steps do we think will generate improvement?</i>	<u><b>Evidence</b></u> <i>What evidence will we use to measure progress?</i>	<u><b>Resources/Timeline</b></u> <i>What are the best resources? What is an appropriate timeline for the action steps?</i>	<u><b>Individual Commitments</b></u> <i>Who will be involved? What will they do? (Name/Role/Action)</i>
<b>Creation of a peer tutoring program at the 9<sup>th</sup> grade level</b> <ol style="list-style-type: none"> <li>1. Identification of students interested in conducting virtual tutoring sessions</li> <li>2. Identification of students in need of tutoring</li> </ol>	Evidence will consist of: <ul style="list-style-type: none"> <li>• Tutoring program created</li> <li>• Number of students identified for tutoring</li> <li>• Number of students accessing tutoring</li> </ul>	<u><b>Resources</b></u> <ul style="list-style-type: none"> <li>• IPR data</li> <li>• Attendance data</li> <li>• Microsoft Teams to provide tutoring sessions</li> </ul> <u><b>Timeline</b></u> <ul style="list-style-type: none"> <li>• Mid-November</li> </ul>	Julie Mozrall – OTGS <ul style="list-style-type: none"> <li>• Identification of students who need tutoring</li> <li>• Identification of potential tutors</li> <li>• Creation and monitoring of tutoring schedule</li> </ul>
<b>OTGS/Counselor monitoring of struggling students</b> <ol style="list-style-type: none"> <li>1. Regular progress monitoring for 9th grade students who are starting their high school journey</li> </ol>	Evidence will consist of: <ul style="list-style-type: none"> <li>• Number of students identified as struggling</li> <li>• Number of contacts made with parents</li> </ul>	<u><b>Resources</b></u> <ul style="list-style-type: none"> <li>• IPR data</li> <li>• Attendance data</li> <li>• Microsoft Teams to provide tutoring sessions</li> </ul> <u><b>Timeline</b></u> <ul style="list-style-type: none"> <li>• Weekly</li> </ul>	Julie Mozrall – OTGS Keva Jordan – Counselor <ul style="list-style-type: none"> <li>• Monitoring of struggling students</li> <li>• Coordination with families to generate solutions to academic failure</li> </ul>
<b>Creation of a small group in-person tutoring at EJJ</b> <ol style="list-style-type: none"> <li>1. Identification of struggling students for daily in-person tutoring</li> <li>2. Communication with families about the program</li> <li>3. Communication with district to establish transportation routes</li> </ol>	Evidence will consist of: <ul style="list-style-type: none"> <li>• Students identified for tutoring</li> <li>• Families consulted</li> <li>• Transportation routes created</li> <li>• Tutoring schedule developed</li> </ul>	<u><b>Resources</b></u> <ul style="list-style-type: none"> <li>• IPR data</li> <li>• Attendance data</li> <li>• PSD Transportation Department</li> </ul> <u><b>Timeline</b></u> <ul style="list-style-type: none"> <li>• Mid-November</li> </ul>	Office Staff <ul style="list-style-type: none"> <li>• Identification of students who need tutoring</li> <li>• Communication with families</li> <li>• Communication with ESC/Transportation</li> </ul> Tina Lorenz, Laura Rhoades, Chantelle Olson, Colleen Britt <ul style="list-style-type: none"> <li>• Tutoring selected students</li> </ul>
<b>Establish a virtual student recognition program through Edgemont Live!</b> <ol style="list-style-type: none"> <li>1. Identification of students in need of recognition</li> <li>2. Display students on Edgemont Live!</li> </ol>	Evidence will consist of: <ul style="list-style-type: none"> <li>• Identification of students for recognition</li> <li>• Weekly Homeroom Live! agendas</li> </ul>	<u><b>Resources</b></u> <ul style="list-style-type: none"> <li>• Microsoft Teams to poll staff each week on student achievement</li> <li>• Microsoft Teams to broadcast live events</li> </ul> <u><b>Timeline</b></u> <ul style="list-style-type: none"> <li>• Weekly</li> </ul>	All Staff <ul style="list-style-type: none"> <li>• Identification of students for recognition</li> </ul> Mark Knight – Principal <ul style="list-style-type: none"> <li>• Creation of weekly Edgemont Live! events</li> </ul>