

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

**School Information**

School Name: Ferrucci Junior High  
Principal: Brian Fosnick

**Improvement Plan Prepared by:**

Please include name/role of all Leadership Team members.

Stephanie Clarno – assistant principal	Vicki Watt – English dept. chair
Julie Rambow – math dept. chair	Charlotte Palumbo – science dept. chair
Danielle Durham – social studies dept. chair	Kim Ramsey – ASB advisor
Brooke Gustafson – sped dept. chair	Other team members

Brian Fosnick  
**Principal**

Richard Lasso  
**Executive Director**

**School Mission and Vision:**

**Every day, every Cougar!**

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every Cougar!**

**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 (*Focus on discipline*)**

*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?*

<p><b>GOAL</b></p> <p>Our goal at Ferrucci is to ensure equity and social justice. We have a collective responsibility to our community, to build a visible, emotional, and physical inclusive learning environment. Our goal for the 2020-2021 school year is to reduce suspensions by at least 50% for students who identify as African American. By doing this, we will align with the student population percentage.</p>
<p><b>Sub goals (optional)</b></p>

<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>We will implement social justice and equity scenarios through our Professional Development.</p>	<p>Progress will be measured through discussion, feedback, reflection gathered by exit tickets from PD.</p>	<p>Resources will be our student population and parent population. We will try to infuse this quarterly or twice yearly depending on time (first one was in September).</p>	<p>Brian Fosnick, Principal Stephanie Clarno, AP</p>
<p>We will communicate and update staff, students, and community on monthly cultural recognition.</p> <p>We will meet monthly with our leadership team.</p>	<p>We will have students and teachers participate in work geared toward Honoring Cultures corresponding with each month.</p> <p>Teacher referrals Meeting notes and agendas</p>	<p>We will use our communications platforms including but not limited to social media outlets.</p>	<p>Brian Fosnick, Principal Stephanie Clarno, AP Various Team Members</p>
<p>Implement monthly staff and student recognition with parent invitation to increase a culture of focusing on positive interaction.</p>	<p>Increase in positive behavior and a reduction in discipline incidents.</p> <p>A feeling of value and worth of the teachers as measured by surveys.</p> <p>Increase our Welcoming Schools initiatives for students and parents measured by surveys.</p>	<p>Staff members Month to month all year PBIS</p>	<p>Brian Fosnick, Principal Stephanie Clarno, AP Various Team Members</p>

## GOAL 2: 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**

Ferrucci Junior High staff will use attendance interventions such as calling families, meeting during office hours and asynchronous time, and the office staff will use home visits to increase asynchronous attendance by 10% by February.

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

<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>We will follow up with all unexcused absences.</p>	<p>Daily data pulled for attendance.</p>	<p>We will use Cognos reports.   November to February</p>	<p>Stephanie Clarno, AP  Jen Ooley, Attendance Secretary  Caitlyn McKenzie, Secretary  Counselors  Ferrucci Staff members</p>

**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**

We will increase the percentage of students earning six credits at the 9<sup>th</sup> grade level from 87.6% (2019-2020 data) to 90% for the 2020-2021 school year. To do this, we will utilize our Coug Time Intervention, our after-school math intervention, our quarterly intervention days (ABC days), building wide AVID strategies, communication with families and collaboration with teachers.

**Sub goals (optional)**

<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>Dedicated PD time in August, November, February, 2.5-hour early release days, principal directed days dedicated to teacher teams to work on district-identified standards and collaborate in planning for the instruction, assessment, &amp; intervention.</p>	<p>IPR Data            State Assessment Data            OTGS Inventory            Star Data            RTI Teamwork</p>	<p>September, 2020 to January, 2021             IPR and Semester Data             IAB results, STAR results</p>	<p>FJH Staff</p>
<p>Administration of the Interim Assessment Blocks 2-3 times with time allowed for the analysis data             Developed RTI cycle to address the learning needs of students who do not demonstrate understanding of essential standards based on the IAB's</p>	<p>Assessment calendar that reflects administration of IAB's with time to analyze data            Increased scores between the first and second assessments administered            RTI plans that include assessments identifying students in need, progress monitoring of standards taught</p>	<p>The IABs, district department leads, curricular area leads, curricular teams.            Utilize job alike, dedicated training times during release days.             IAB results, STAR Results             By-quarterly progress monitoring using formative assessments</p>	<p>Department and district department teams to determine when and how IAB's will be administered             All staff, English and SpEd teachers will deliver instruction while other staff absorb students during the Advisory period</p>
<p>Dedicated time for the general education and special education teachers to collaborate to plan for the direct instruction and support of teaching grade level standards</p>	<p>Collaboration calendar             Classroom assessments showing increased student understanding</p>	<p>Common formative assessments             IABs             Monthly collaboration calendars</p>	<p>Led by Admin and CSIP team, distributed to department teams during dedicated collaboration time.</p>