MISSION/VISION

Our Vision:

Emerald Ridge High School students will be:
• Skilled in successfully applying knowledge in all required subjects.
• Competent as critical and innovative thinkers able to analyze and solve complex problems.
• Engaged as life-long learners pursuing their goals and dreams.
• Successful as communicators and collaborators.
• Proficient in demonstrating an understanding of and a respect for individual differences.
• Prepared to transition to post-high school opportunities and be able to compete locally and globally.
• Skilled in making life choices that are healthy and socially responsible.
• Motivated to strive for excellence.

Our Mission:

Emerald Ridge High School, in partnership with our diverse communities, educates and inspires students to reach their full potential.

Our Goals:

The four pillars of Emerald Ridge culture are four goals derived from out district's vision and mission statements. These four goals have remained steadfast since ERHS's inception 14 years ago. The four goals encompass everything we do in our school and have positive results for all our students. These goals in action will help develop our student body into strong contenders among their peers.
1. Every student will be well-known, both personally and academically, by at least one adult staff member.
2. Every student will be challenged to meet rigorous academic standards in an appropriate education program.
3. Every student will be provided with opportunities to experience the benefits of community membership and to develop and practice leadership skills.
4. Every student will be prepared for whatever he/she chooses to do after graduation, with a strong transcript, a career pathway, a plan and a portfolio.

DATA

OSPI Washington State Report Card for Emerald Ridge High School

Washington State Board of Education - Achievement Index

ACHIEVEMENT INDEX

Proficiency						
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	9.00	9.00	10.00	9.00	9.25	8.25
Targeted Subgroups	7.33	6.33	8.00	7.33	7.25	

Growth				
	Reading	Math	Average	Growth Average
All Students	6.00	1.00	3.50	3.58
Targeted Subgroups	6.33	1.00	3.67	

Career and College Readiness					
	Graduation Rate	Dual Credit Participation	11th Grade Assessments	Average	Overall Average
All Students	9.00	7.00	To be phased-in	9.00	8.00
Targeted Subgroups	7.00			7.00	

2014 INDEX RATING	6.61

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

ERHS Cultural Core and State Goals
1.   Increase student performance on state assessments:
     a. Increase the success rate for first time testers:
       * Reading-from 90.3% (2014) to 92.8% (2011 baseline 90.4%)
       * Writing-from 92.1% (2014) to 97.1% (2011 baseline 96.1%)
       * EOC Algebra, Geometry, Math from 80% (2014) to 89.0%
       * Science-Biology EOC from 80% (2014) to 88.0% (2011 baseline 58.8%)

     b. Decrease subgroup achievement gaps on state assessments.
2.   Decrease the number of failing grades recorded at each semester grade report.
3.   Increase the graduation rate of this senior cohort.
4.   Increase the number of students engaged in a rigorous academic schedule:
     * Increase the number of students completing math beyond the 3 year graduation requirement of Algebra II.
     * Increase the number of students taking science beyond the two year graduation requirement
     * Increase the number of students taking Advanced Placement courses, completing the Advanced Placement exam, and earning scores for college credit
     * Increase the number of students earning Pathway Honors, Dual Credit, and industry certification
     * Increase number of students completing advanced art, music, and world language coursework
5.   Increase parent/teacher/student communication (Conferences, Edline, and surveys.)
6.   Increase regular school attendance.

RESULTS

Data yet to be collected and evaluated for future action. Please click 'here' to go to the 'About Us' page to view 2014-15 CSIP Summary

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 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 an 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

TPEP: Continual application and practice of Danielson Instructional Frameworks.

Washington State Learning Standards and Formative Assessments: Identification of course essential standards and articulation of such to Common Core Standards (SBAC); On-going, extensive use of formative assessment in all classes.

RTI: Screening and Diagnostic Assessments implemented for all targeted students; Tier 1 interventions include quality first instruction; Tier 2 interventions include Targeted Small Group Instruction and Student-Directed JAG; Tier 3 interventions include Credit Retrieval, Teacher Directed JAG and Skill Specific Intensive Intervention during Advisory and JAG.

Core Skills/AVID Student Strategies and Professional Develop: Focused Notetaking, Collaboration, Organization, and Levels of Questioning

Welcoming Schools: Through well-developed Advisory lessons and student leadership efforts, we strive to create a welcoming school climate, responsive to all student needs.

Lead: Collective Responsibility

Oversight: CSIP Team

Classroom Initiatives

Professional development will focus on the 2015-2017 PSD Initiatives of TPEP, Standards-Based Instruction and Formative Assessment, RTI, and Core Skills.

All teachers will also be intentional about maintaining culturally responsive classrooms/instruction, and embrace standards-based grading practices.

Student Growth Goals aligned with essential learning

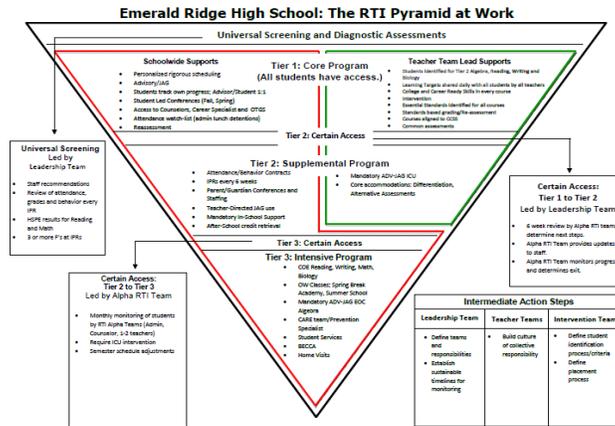Daily Learning Targets aligned to standards

Content Literacy

Frequently updated Edline and HAC

Lead: Curriculum Area Teachers

Oversight: *Curriculum Leaders

Response to Intervention (RTI) at Work Pyramid

Emerald Ridge High School: The RTI Pyramid at Work

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

The mission of Puyallup High School community is to create an environment rich with educational opportunities designed to help students realize their full potential.

We are a high school rich in tradition and history and rooted in the culture of a supportive and welcoming community. At Puyallup High School we aim to honor this rich tradition and history while embracing the promise of our future. At Puyallup High School, we strive to support the success of each student by:
- Providing coordinated professional development to staff for the purpose of improving instruction
- Developing effective communication between the school and all stakeholders
- Creating and nurturing a positive and welcoming school culture

DATA

OSPI Washington State Report Card for Puyallup High School
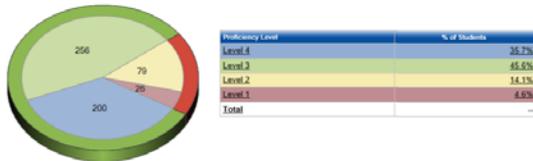Washington State Board of Education - Achievement Index

ACHIEVEMENT INDEX

Proficiency						
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	9.00	9.00	9.00	9.00	9.00	8.16
Targeted Subgroups	8.00	6.75	8.25	6.25	7.31	

Growth				
	Reading	Math	Average	Growth Average
All Students	6.00	7.00	6.50	6.29
Targeted Subgroups	6.50	5.67	6.08	

Career and College Readiness					
	Graduation Rate	Dual Credit Participation	11th Grade Assessments	Average	Overall Average
All Students	8.00	8.00	To be phased-in	8.00	6.83
Targeted Subgroups	5.67			5.67	

2014 INDEX RATING	7.09

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

READING

SBA Summative ELA Grade 10

Proficiency Level	% of Students
Level 4	35.7%
Level 3	45.6%
Level 2	14.1%
Level 1	4.6%
Total	--

SBA Summative ELA Grade 11

Proficiency Level	% of Students
Level 4	8.2%
Level 3	23.4%
Level 2	25.1%
Level 1	43.2%
Total	--
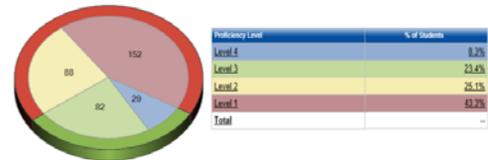
MATH

SBA Summative Math Grade 11
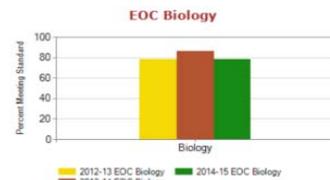
Proficiency Level	% of Students
Level 4	7.7%
Level 3	17.1%
Level 2	19.7%
Level 1	55.5%
Total	--

BIOLOGY

EOC Biology

2012-13 EOC Biology   2014-15 EOC Biology
2013-14 EOC Biology

CLASS OF 2016 - STATE ASSESSMENTS

Class of 2016 – State Assessments

Class of 2016 Meeting Standard

Reading 94% Writing 95% Math 92%

Meeting Standard

PHS GRADUATION RATE

PHS 4 YEAR GRAD RATE   PHS 5 YEAR GRAD RATE

80.7 81.3 83.5 86.7   77.3 83.1 86.5 88.4

■ 2011 ■ 2012 ■ 2013 ■ 2014
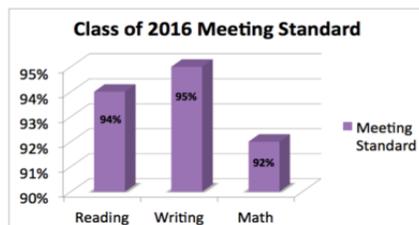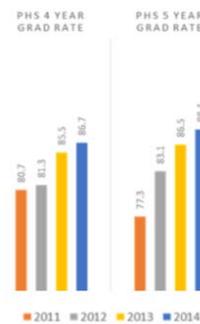
GOALS

Puyallup High School Cultural & Learning Goals

To increase student learning and overall achievement: We will implement a 6-week goal cycle for each Professional Learning Team from October 8 until May 9. Teams will set collaborative SMART goals for each unit or identified essential standard, clarify what proficient work looks like, create and use formative assessments, and compare data to measure the effectiveness of their instruction. This will lead to:
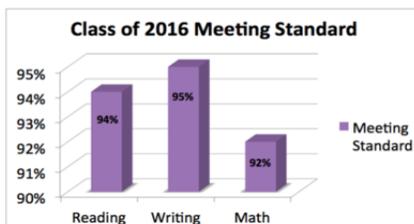
- Increased and measurable student learning in every class as measured by pre/post-tests and common formative assessments
- Fewer students failing
- Increased performance on summative assessments
- Fewer students using OdysseyWare to earn credits

RESULTS

Results will be posted as they become available.

- Failing Rates and Grade Averages will be summarized and posted at the end of Semester 1 and at the end of the school year.
- OdysseyWare usage will be summarized and posted at the end of Semester 1, at the end of the year, and after summer school.
- Progress toward goals set by individual PLT's will be shared as these become available.

Class of 2016 –State Assessments

Class of 2016 Meeting Standard — Reading 94%, Writing 95%, Math 92% (Meeting Standard)

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 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 an 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

STRATEGY: FOCUS ON EXEMPLARY FIRST INSTRUCTION

- Continue ongoing job-embedded professional development to build capacity of teaching staff to demonstrate proficiency in Domain 3-Instruction of the Danielson Framework for Teaching.
- Continue ongoing job-embedded professional development to build capacity of administrative team and teachers to successfully complete evaluation and coaching cycles aligned to the Danielson Framework for Teaching.

STRATEGY: USE BEST PRACTICES IN ASSESSMENT TO MONITOR TEACHING AND LEARNING

- Use both formative and summative assessments to guide instruction and accurately report achievement related to content standards.
- Work to develop common assessments (formative and summative), within departments.
- Allow students multiple opportunities to demonstrate achievement of standards through a variety of reassessment practices across the curriculum.
- Collect and monitor student achievement data to monitor growth in accordance with the new teacher and principal evaluation tool.

STRATEGY: PROVIDE SKILL SPECIFIC STRATEGIC INTERVENTION BASED ON INDIVIDUAL STUDENT NEED

- Use ELO (extended learning opportunity) funds to support 9th grade students in mastery of Algebra I course standards
- Provide increased opportunities and options for students to meet the math graduation requirements within the master schedule during the instructional day such as adding   Financial Literacy, Collection of Evidence, and additional Applied Algebra and Geometry courses.
- Provide increased targeted instruction in reading and English skills for students receiving special education services based on individual student data.

STRATEGY: ENGAGE IN ONGOING AND PURPOSEFUL PROFESSIONAL DEVELOPMENT AND COLLABORATION

- Embed ongoing professional development with a focus on: The Danielson Framework for Teaching, The Teacher Principal Evaluation Project-TPEP and standards based grading, teaching, and learning practices.
- PHS Administrative Team will engage in focused professional learning communities designed to build our collective capacity in the above initiatives so that we may lead the work with staff.
- Learning Outcomes will take into account the various stages of capacity building: Phase I Awareness and Shared Understanding, Phase 2 Application and Phase 3 Integration and Job-embedded.

STRATEGY: CREATE MEANINGFUL PARTNERSHIPS WITH PARENTS AND COMMUNITY

- Continue commitment to creating a welcoming school for students, families, staff, and community.
- Administer OSPI 9 Characteristics of High Performing parent perception survey. Analyze and use results to promote school improvement and customer service.
- Maintain strong relationships with Puyallup Alumni Association, Puyallup High School Booster Organization, Daffodil Council of Pierce County, local colleges, Kiwanis and Rotary.
- Continue engaging in transition events with our regional feeder schools such as hosting 6th grade students to take part in learning AVID instructional strategies, hosting 9th grade students to a full day transition event designed to ensure success at the high school level.

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.

STUDENT SAFETY, CONTINUED

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

At Governor John R. Rogers High School we have simple belief for a mission and vision - "WE! Every Day For Every Ram!"

"WE" stands for Win Everything. We believe that if students have the mentality and support to "Win" at the "4 A's" (Academics, Activities, Athletics, and the Arts) coupled with building successful and positive relationships, their growth in each of those areas will reach full potential.

WE!
Every Day For
Every Ram!

DATA

OSPI Washington State Report Card for Rogers High School
Washington State Board of Education - Achievement Index

ACHIEVEMENT INDEX

Proficiency					
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	9.00	9.00	10.00	9.00	9.25	8.65
Targeted Subgroups	8.60	7.20	8.80	7.60	8.05	

Growth				
	Reading	Math	Average	Growth Average
All Students	6.00	2.00	4.00	3.85
Targeted Subgroups	5.40	2.00	3.70	

Career and College Readiness				
	Graduation Rate	Dual Credit Participation	11th Grade Assessments	Average	Overall Average
All Students	8.00	8.00	To be phased-in	8.00	7.63
Targeted Subgroups	7.25			7.25	

2014 INDEX RATING	6.71

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

Governor John R. Rogers 2015-2016 Comprehensive School Improvement Goals

With work being done across the Puyallup School District with the Teacher Principal Evaluation Program (TPEP) and strengthening our Response to Intervention (RTI) programs, Rogers building goals represented below are intentionally aligned with teacher's goals, feeder schools goals, and fellow high schools goals.

Criterion: Student Growth	Multiple Measures	Two Points in Time	Growth Description/ Desired Outcome	Participants	Improvement Rate
Student Growth Goal—*Criterion 6*: *Using multiple student data elements to modify instruction and improve student learning.*	Increase the % of students earning credits at Rogers High School by utilizing our RHS Core Flex "Response to Intervention" Program to support all students.	June 2015 to June 2016 IPR Data Senior Surveys OTGS Credit Inventory	The % of students earning credits at RHS will increase as a result of our "RHS Core Flex" Program.	Jason Smith – Principal Brian Fosnick – Asst. Principal Anne Hoban – Asst. Principal Eric Hogan – Asst. Principal	No Improvement Minimal Improvement Measurable Improvement Significant Improvement
Student Growth Goal—*Criterion 3*: *Recognizing individual student learning needs and developing strategies to address those needs.*	Increase the % of students who successfully complete CTE Pathways Coursework. Increase the % of students taking AP Coursework and completing the AP Exam.	September, 2015 to June, 2016	Increase the % of students who successfully complete CTE Pathways Coursework. Increase the % of students taking AP Coursework and completing the AP Exam.	Jason Smith – Principal Brian Fosnick – Asst. Principal Anne Hoban – Asst. Principal Eric Hogan – Asst. Principal	No growth Minimum growth Measurable growth Significant growth
Student Growth Goal—*Criterion 8*: *Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.*	Increase consistent calibration with our work surrounding TPEP and instructional observations.	September, 2015 to May, 2016	Increase student achievement and performance through providing consistent and calibrated feedback to our instructional staff at Rogers High School.	Jason Smith – Principal Brian Fosnick – Asst. Principal Anne Hoban – Asst. Principal Eric Hogan – Asst. Principal	No growth: gaps increasing Minimum growth: subgroups Evidence of growth: average of student population and identified subgroup Consistent record: subgroups

RESULTS

Preliminary data from the first Interim Progress Report (IPR) of the 2015-2016 school year suggest the following:

   *259 students with Ds or Fs in their math classes would be "flexed" into an intervention or core support.
   *Approximately 15% of RHS students have more than one F at the first IPR and would be "flexed" into an intervention setting.
   *85% of our students would be "flexed" into an enrichment setting.
   *In an additional measurement, teachers identified 241 students three weeks into the school year who were exhibiting signs of academic struggle.

For the 2016-2017 school year, RHS will be implementing an intervention program titled "Core Flex".

Core Flex Tuesday–Friday Schedule

0 – 7:02 – 7:49 (47)

Warning Bell @ 7:54
1 - 7:55 – 8:42 (47)

Warning Bell @ 8:47
2 - 8:48 – 9:35 (47)

Warning Bell @ 9:40
Core Flex Time – 9:41 – 10:23 (42)

Warning Bell @ 10:28
3 - 10:29 – 11:16 (47)

Warning Bell @ 11:21 (for students with 2nd Lunch)

First Lunch – 11:16 – 11:46 (30)
4 – 11:52 – 12:39 (47)

Buffer time in between lunches – 11:52 – 12:13 (18)
(Dismiss bell and release bell – please ring)

4 - 11:22 – 12:09 (47)
Second Lunch – 12:09 – 12:39 (30)

Warning Bell @ 12:44
5 – 12:45 – 1:32 (47)

Warning Bell @ 1:37
6 – 1:38 – 2:25 (47)

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.
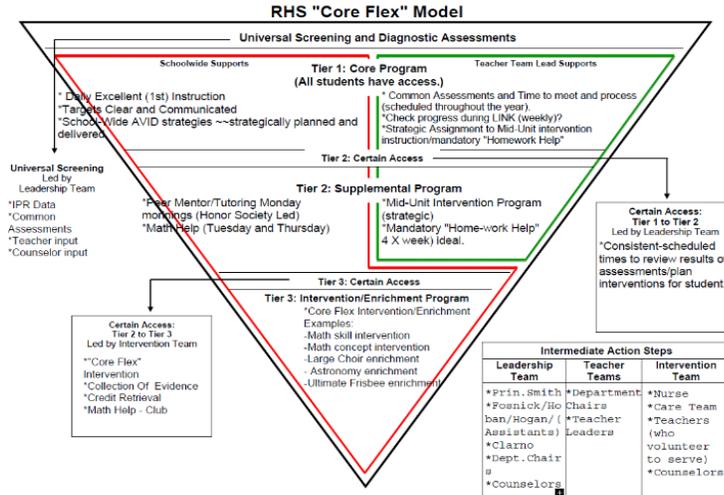
Use of Technology

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 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 an 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

"Core Flex" Response To Intervention (RTI) Model at Governor John R. Rogers High School

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 goal is to create a personalized educational experience via digital learning in a flexible setting that meets each student's unique life circumstances and supports his/her individual educational goals while providing preparation for college, career, and life.

DATA

OSPI Washington State Report Card for Puyallup Digital Learning
Washington State Board of Education - Achievement Index

GOALS

Collaborative Level Goal (Criterion 8.1 Establish Team Student Growth Goal)
Between September and May, Puyallup Digital Learning students will improve their reading and math proficiencies from some meeting expected outcomes to most meeting expected outcomes as measured by Stars reading and math assessments given and monitored quarterly. Additionally, student growth will be measured by the number of courses completed.

RESULTS

Coming Soon……

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 an 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
The school improvement efforts at Puyallup Digital Learning will focus on school-wide initiatives to support student learning and on classroom activities to ensure that all students learn at high levels:

School-wide Initiatives	Classroom Initiatives
Danielson Framework	Professional development based on the Danielson Framework
TPEP Evaluation System	Daily learning targets
Parent-Student Education Night	Common assessments
Core Learning Strategies	Culturally responsive teaching
Building Behavior Expectations	Standards-based grading practices
Student Success Plans	Student Growth Goals
School Safety Plan	Response to Intervention
Lead: Teachers and counselors	Text Based Evidence
	Exemplary Student Work
	Core Learning Strategies
	Lead: Teachers

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

Creating Hope, Inspiring Potential, Changing Lives!
As a school of opportunity for at-risk students, Walker's vision is to create a hopeful and welcoming learning environment, and a personalized educational experience that supports each individual in making productive life choices and realizing their full potential by exemplifying **The Walker Way!**

Students will exemplify *The Walker Way* by:

➢ Demonstrating a strong **Work Ethic** through consistent effort and attention to detail. They take pride in hard work and a job well done, always giving their best no matter the task at hand. Dependability, adaptability and trustworthiness are hallmark characteristics.

➢ Consistently demonstrating a positive "can-do" **Attitude** and the ability to see the silver lining in any cloud. Their enthusiasm and infectious attitudes are contagious, and their presence is a positive influence on those around them. Optimism, positivity and respect for self and others are key traits.

➢ Serving as positive role models for others. They are go-getters that will volunteer to serve and encourage others to do the same. They are charismatic and dynamic individuals that demonstrate integrity, using their **Leadership** skills to promote the greater good.

➢ Demonstrating compassion, **Kindness** and sensitivity for those around them. They champion the underdog and are always willing to lend a helping hand. Seemingly blind to faults, they focus on the best in others, exemplifying the Walker spirit and inspiring others to do the same.

➢ Demonstrating an insatiable hunger for knowledge and growth as learners. They give 100% of themselves to their endeavors, and strive for **Excellence** in everything they do. They see their work as representations of themselves, and they have high expectations for their performance and achieving to their full potential.

➢ Demonstrating **Resilience** by overcoming setbacks and at times, seemingly insurmountable challenges. They exhibit exceptional inner strength and tenacity—evidenced by their ability to bounce back from adversity and accomplish their goals viewing each challenge as an opportunity for growth. They are strong in spirit and steadfast in their determination to succeed.

DATA

OSPI Washington State Report Card for Walker High School

Washington State Board of Education - Achievement Index

ACHIEVEMENT INDEX

GOALS

Mathematics - By January 2016, Mathematics Collection of Evidence students at Walker High School will demonstrate mastery of the Algebra I standards by completing a proficient Collection of Evidence portfolio. Students will demonstrate this mastery by completion of in class teacher created materials, and state created prompts. To attain this goal, staff will instruct common lessons, and collaborate at minimum bi-monthly on student progress and assessing student work.

Language Arts/Social Studies - During first semester, students will improve in analyzing primary and secondary source documents. Each student will increase his/her ability to analyze documents by at least one level on the rubric from their current baseline level. At least 75% of students will score at "proficient" or above.

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.
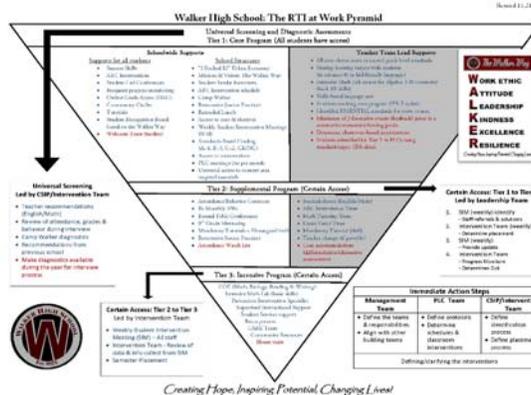
Use of Technology
In each of our schools, technology is a primary tool to facilitate instruction and these tools have a positive impact on student learning. Technology also allows our school to communicate effectively with parents through a variety of innovative means. We also use various district software 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 an 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
Walker High School: The RTI at Work Pyramid

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.