

# TEAM HIGH SCHOOL



## School Improvement Plan

2022-2023

# Woodland Public Schools

*Preparing all students for Career, Life & College*

Woodland Public Schools, in partnership with families and the community, will create a PreK-12 system that serves and supports ALL children-and ensures that EACH child has FULL access to, is engaged in, and obtains an excellent education that prepares them for responsible citizenship and a future of adaptability and success in life and their chosen endeavors.

**ALL Woodland Students Ready for Career and Life and College**

All Graduates Ready for <b>CAREERS</b>	All Graduates Ready for <b>LIFE</b>	All Graduates Ready for <b>COLLEGE</b>			
		College Ready (2-year and Tech College Ready)	4-Year College Ready (Washington Public Universities)		
<i>Equipping Woodland students to enter into a highly complex, diverse and evolving workforce</i>	<i>Empowering Woodland students with the knowledge, soft-skills, dispositions, and experiences to tackle and achieve their goals</i>	<i>Ensuring that Woodland students will possess the skills and dispositions to explore post-high school graduation education and internships including academic, technical, and/or experiential opportunities for professional development</i>			
<p><b>Woodland students will be considered “Career Ready” when they have:</b></p> <ul style="list-style-type: none"> <li>Identified a career pathway <b>AND</b> meet two or more of the indicators below:</li> <li>90% Attendance</li> <li>Two or more organized Extracurricular and/or Co-Curricular activities</li> <li>Workplace Learning Experience</li> <li>Industry Credential</li> <li>Dual Credit Career Pathway Course</li> <li>Students entering the military or trade apprenticeships meet minimum scores on entry tests (ASVAB or Trade Test)</li> </ul>	<p><b>Woodland students will be considered “Life Ready” when they:</b></p> <ul style="list-style-type: none"> <li>Earn a <u>high school diploma</u>.</li> <li><u>Complete 25 hours of community service</u>. <b>AND</b></li> <li><b>Demonstrate knowledge of:</b> <ul style="list-style-type: none"> <li>American Government</li> <li>Financial Literacy</li> <li>Digital citizenship and technology literacy</li> <li>Healthy living</li> </ul> </li> </ul> <p><i>(Measurement of knowledge to be determined)</i></p>	<p><b>Woodland students will be considered “College Ready” when they meet Option One or Option Two below:</b></p> <p><b>Option One:</b> Earn a Grade Point Average of 2.8 out of 4.0 and one or more of the following academic indicators:</p> <ul style="list-style-type: none"> <li>Advanced Placement Exam (3+)</li> <li>Advanced Placement Course (A, B or C)</li> <li>Dual Credit College English and/or Math (A, B or C)</li> <li>Algebra II <i>Advanced Algebra</i> (A, B or C)</li> </ul>	<p><b>Woodland students will be considered “4-year college ready” if they:</b></p> <p>Earn a Grade Point Average of 3.2 out of 4.0 or higher and all of the following Academic and Testing Benchmarks below:</p> <ul style="list-style-type: none"> <li>Earn One Credit in Quantitative Mathematics in Senior Year, Algebra II or <u>above</u>. (A or B)</li> <li>Earn One Credit in AP or College level Science in Senior Year. (A or B)</li> <li>2 credits of World Language or American Sign Language</li> <li>2 credits of visual, fine or performing arts -or- 1 Arts and 1 Academic elective credit</li> <li>SAT Score 1100 (combined) or ACT Score 23 (Composite)</li> </ul>		
<p><b>Though not clearly and easily measured, the following skills and dispositions are identified as key to success in life and career.</b></p> <table border="0"> <tr> <td> <p><b>Skills: Life Ready Skills (NSBA)</b></p> <ul style="list-style-type: none"> <li>Dependability and Reliability</li> <li>Adaptability &amp; Trainability</li> <li>Critical Thinking</li> <li>Decision Making</li> <li>Customer Focus</li> <li>Teamwork</li> </ul> </td> <td> <p><b>Dispositions/Personal Skills</b></p> <ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-management</li> <li>Growth-Mindset</li> <li>Grit</li> <li>Relationship Skill</li> </ul> </td> </tr> </table>		<p><b>Skills: Life Ready Skills (NSBA)</b></p> <ul style="list-style-type: none"> <li>Dependability and Reliability</li> <li>Adaptability &amp; Trainability</li> <li>Critical Thinking</li> <li>Decision Making</li> <li>Customer Focus</li> <li>Teamwork</li> </ul>	<p><b>Dispositions/Personal Skills</b></p> <ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-management</li> <li>Growth-Mindset</li> <li>Grit</li> <li>Relationship Skill</li> </ul>	<p><b>Option Two:</b> Earn a Grade Point Average of 2.8 out of 4.0 and Meet Standardized Testing Benchmarks below (minimum score)</p> <ul style="list-style-type: none"> <li>SAT Exam: Math (530) Reading and Writing (480)</li> <li>ACT Exam: English (18) Reading (22) Science (23) Math (22)</li> <li>College Readiness Placement Assessment (i.e. Accuplacer)</li> </ul>	
<p><b>Skills: Life Ready Skills (NSBA)</b></p> <ul style="list-style-type: none"> <li>Dependability and Reliability</li> <li>Adaptability &amp; Trainability</li> <li>Critical Thinking</li> <li>Decision Making</li> <li>Customer Focus</li> <li>Teamwork</li> </ul>	<p><b>Dispositions/Personal Skills</b></p> <ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-management</li> <li>Growth-Mindset</li> <li>Grit</li> <li>Relationship Skill</li> </ul>				
		<p><b>Additional Factors that Contribute to College Success</b></p>	<ul style="list-style-type: none"> <li>Participation in College Bound Bridge Programs;</li> <li>Senior year math class;</li> </ul>		

- Earning As, Bs, Cs in High School Courses;
- FAFSA Completion;
- Enrollment in career pathway course sequence;
- Completion of a math class after Algebra
- College Academic Advising;

## WOODLAND SCHOOL DISTRICT BOARD GOALS

<b>All Graduates Ready for CAREERS</b>	<b>All Graduates Ready for LIFE</b>	<b>All Graduates Ready for COLLEGE</b>	
		College Ready (2-year and Tech College Ready)	4-Year College Ready (Washington Public Universities)

<p><b>Dual Credit Participation:</b> By 2027 all (100%) Woodland graduates will complete at least one dual credit course.</p> <p><b>Proposed NEW Goal: Dual Credit Participation:</b> By 2025 all (100%<sup>1</sup>) Woodland graduates will complete at least TWO dual credit courses. (10 college credits) or 2 AP courses.</p> <p><b>School Attendance:</b> Secondary (5-12) By 2025 the rate of chronic absenteeism, defined as missing more than 18 or 10% of school days, will be no greater than 10%.</p> <p><b>Proposed Goal: School Engagement:</b> Elementary (P-4) Based on referral data tier 2 interventions will decrease disruptive behaviors and increase</p>	<p><b>Graduation Rate:</b> By 2021 the overall district four-year graduation rate will be at or above 85% <b>(Goal met)</b>.</p> <p>By 2027 the overall district four-year graduation rate will be at or above 90%.</p> <p>By 2022 the overall district five-year graduation rate will be at or above 90%.</p> <p>By 2027 the overall district extended (5-7 year) graduation rate will be at or above 95%.</p> <p><b>Proposed Goal: Parent Engagement:</b> Achieve high levels of parent engagement to create more effective partners as</p>	<p><b>Ninth Grade Success:</b> The course-taking success rate for high school first-year freshmen will improve year-over-year.</p> <p>By 2027 High School first-year freshman course-taking success will be at or above 90%.</p> <p><b>Student Growth on Mandated Assessments:</b> Student growth percentiles in ELA and Math will exceed 50 in each grade level.</p> <p><b>Student Proficiency on Mandated Assessments:</b></p> <ul style="list-style-type: none"> <li>• By 2022 80% of students will meet standard on mandated measures in Mathematics and English Language Arts at all grade levels. Student Performance will improve year-over-year and will exceed that of demographically similar school districts.             <ul style="list-style-type: none"> <li>○ Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students.</li> </ul> </li> <li>• By 2027 90% of students will meet standard on mandated measures in Mathematics and English Language Arts at all grade levels. (grades 3-8,10)             <ul style="list-style-type: none"> <li>○ Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students.</li> </ul> </li> <li>• By 2027 ninety percent (90%) of English Language Learners (ELs) will make annual progress, such that all EL students are expected to transition from services within at most six years.</li> </ul>
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<sup>1</sup> Exclusive of students with significant cognitive disabilities

classroom engagement/attendance from Fall 2022-Spring 2023.

evidenced by volunteerism, two-way communication, conference attendance, PTO/PTSA involvement and event participation.

**Proposed NEW Goal:**

- By 2023 student success in Mathematics as measured on the SBAC assessment will return to pre-pandemic levels
  - Performance of students in each identified ESSA subgroup\* on each of the goals will be substantially similar to the performance of all students.
- By 2023, student success in English Language Arts as measured on the SBAC assessment will return to pre-pandemic levels
  - Performance of students in each identified ESSA subgroup\* on each of the goals will be substantially similar to the performance of all students.
- By 2025 70% of students will meet standards on mandated measures in Mathematics and 80% of students will meet standards on mandated measures in English Language Arts.
  - Performance of students in each identified ESSA subgroup\* on each of the goals will be substantially similar to the performance of all students.
- By 2027 ninety percent (90%) of English Language Learners (ELs) will make annual progress, such that all EL students are expected to transition from services within at most six years.

*\*The ESSA subgroups are: American Indian/Alaskan Native, Asian, Black/African American, English Learners, Hispanic/Latino, Low Income, Native Hawaiian/Pacific Islander, Special Education, Two or More Races, and White*

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		College Ready (2-year and Tech College Ready)	4-Year College Ready (Washington Public Universities)
<p><i>TEAM High School will increase the amount of regular attendance for all students from 50% to 80% by May 2023 in Social Emotional Learning with Woodland School District's Family and Community Resource Center, students, families, Woodland High School counselors, and TEAM Staff.</i></p>		<p><i>TEAM High School will decrease the number of students withdrawn from TEAM High School for lack of progress from an average of 5.32 per month to 3.0 per month by May 2022 in collaboration with students, families, and Woodland High School counselors, teachers, and administrators for all students, including students with Individualized Education Programs.</i></p>	

*“The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members.*

*At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan.”*

## SY 2022–23 Goal #1:

**TEAM High School will decrease the number of students withdrawn from TEAM High School for Lack of Progress from an average of 5.32 per month to 3.0 per month by May 2022 in collaboration with students, families, and Woodland High School counselors, teachers, and administrators for all students, including students with Individualized Education Programs.**

Activities	Timeframe	Lead	Resources	Measures	Progress
<p>What evidenced-based practice(s) did you implement in order to have impact toward achieving this goal?</p> <p>Who, specifically, benefitted from this practice/activity?</p>	<p>What was/ is the projected length of time of the activity and, if appropriate, was it completed?</p> <p>When or how often (please be as specific as possible) was progress monitored or data reviewed?</p>	<p>Who (what team or individual) was responsible for implementing, measuring, and adjusting the activity?</p> <p>Who else was involved?</p>	<p>What resources were used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</p>	<p>What short- and long-term data were collected to measure the impact of student learning and outcomes of this activity for the specific students named in your SMARTIE Goal?</p>	<p>Please describe your progress so far in one to two sentences, i.e., what have you found in your data and what does it mean with regard to progress toward your high-priority goal? (Paste hyperlinks to relevant support documents if necessary.)</p>
<p><b>Weekly TEAM Staff Meetings to discuss school processes</b></p>	<p>One hour with all TEAM Staff together, every school week</p>	<p>Dan Uhlenkott, TEAM Administrator, takes the lead using a shared agenda for the items discussed.</p> <p>All TEAM Staff are involved in this meeting.</p>	<p>Professional Development for Staff for the Google Suite of Applications</p>	<p>TEAM is keeping data about students who are withdrawn for Lack of Progress through the Intervention Plan and Academic Contract process, short term weekly and long term the average over three months.</p>	<p>So far, TEAM has updated processes to include an “Academic Contract” after the third Intervention Plan so that the student has clear objectives, agreed to by the student and family. This has helped students stay enrolled in TEAM High School and actively engage in progress in courses.</p>
					<p>TEAM Staff have identified some students who need special services or increased</p>

<p><b>Bi-Weekly TEAM and Woodland High School Special Education Staff and Counselor meetings to discuss students at risk of not making adequate progress</b></p>	<p>One hour every other week with TEAM and WHS Staff.</p>	<p>Dan Uhlenkott, TEAM Administrator, takes the lead using a shared Google Sheet for the agenda items discussed.</p> <p>TEAM teachers, Woodland High School Staff of Special Education Teachers, Counselors, and Administrator are actively engaged in this reoccurring meeting.</p>	<p>Professional Development for Staff for the Google Suite of Applications</p>	<p>TEAM Staff is keeping data about students who are withdrawn for Lack of Progress through the Intervention Plan and Academic Contract process, short term weekly and long term the average over three months.</p>	<p>modifications/accommodations through their Individual Education Programs. Through this process it has become apparent to the staff, students, and families that some students “at risk” would benefit from an updated Written Student Learning Plan, perhaps with different classes that are more appropriate for their academic growth.</p> <p>TEAM and WHS Special Education Teachers discuss specific students with IEPs who are at risk of Lack of Progress.</p>
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**SY 2022–23 Goal #2:**

**TEAM High School will increase the amount of regular attendance for all students from 50% to 80% by May 2023 in Social Emotional Learning with our Family and Community Resource Center, students, families, Woodland High School counselors, and TEAM Staff.**

Activities	Timeframe	Lead	Resources	Measures
<p>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</p> <p>Who, specifically, will benefit from this practice/activity?</p>	<p>What was/ is the projected length of time of this activity?</p> <p>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</p> <p>Who else will be involved?</p>	<p>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</p>	<p>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</p>



<p><i>Family Community Resource Coordinator will work with each family directly based on referral system with HS Counselors and a Google Form.</i></p> <p><i>HS Counselors will meet with students enrolled in TEAM as a part of their intake process and will provide SEL support throughout the school year.</i></p>	<p><i>This process happens throughout the school year.</i></p>	<p><i>Gabby Meador – FCRC Coordinator</i></p> <p><i>Lindsay Noble – Student Engagement Coordinator</i></p> <p><i>Spring Dowse and Catherine Pulliam High School Counselors</i></p>	<p><i>At the beginning of the 22-23 school year TEAM Staff will provided a specific training for all staff and counselors about the referral process for students potentially experiencing homelessness.</i></p> <p><i>HS Counselors will train staff about processes for referring students for SEL Counseling.</i></p>	<p><i>The short-term data TEAM Staff will collect for this is conversations with students about potential barriers to their attendance.</i></p> <p><i>Long-term, TEAM Staff have a clear attendance documentation notebook and shared Google Document. TEAM Staff have also automated attendance records into our internal data tracking system so TEAM Staff can easily share with students and families.</i></p>
<p><i>Unaccompanied Youth Specialist will meet with students regularly to identify and remove barriers to student attendance and engagement.</i></p>	<p><i>The person in this position meets with students regularly throughout the school year.</i></p>	<p><i>Jonathan King, Unaccompanied Youth Specialist</i></p>	<p><i>Woodland School District is able to use funding from the ARP-HCY Grant for this position.</i></p> <p><i>Woodland School District set up this position’s workspace in the Family and Community Resource Center on our district property.</i></p>	<p><i>Short-term, TEAM Staff will make sure to have accurate designation of all students in the district.</i></p> <p><i>Long-term, TEAM Staff will measure the data of all students attending TEAM HS regularly.</i></p>