

WOODLAND 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 CAREERS	All Graduates Ready for LIFE	All Graduates Ready for COLLEGE			
		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>Woodland students will be considered “Career Ready” when they have:</p> <ul style="list-style-type: none"> Identified a career pathway AND meet two or more of the indicators below: 90% Attendance Two or more organized Extracurricular and/or Co-Curricular activities Workplace Learning Experience Industry Credential Dual Credit Career Pathway Course Students entering the military or trade apprenticeships meet minimum scores on entry tests (ASVAB or Trade Test) 	<p>Woodland students will be considered “Life Ready” when they:</p> <ul style="list-style-type: none"> Earn a <u>high school diploma</u>. <u>Complete 25 hours of community service</u>. AND Demonstrate knowledge of: <ul style="list-style-type: none"> American Government Financial Literacy Digital citizenship and technology literacy Healthy living <p><i>(Measurement of knowledge to be determined)</i></p>	<p>Woodland students will be considered “College Ready” when they meet Option One or Option Two below:</p> <p>Option One: 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"> Advanced Placement Exam (3+) Advanced Placement Course (A, B or C) Dual Credit College English and/or Math (A, B or C) Algebra II <i>Advanced Algebra</i> (A, B or C) 	<p>Woodland students will be considered “4-year college ready” if they:</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"> Earn One Credit in Quantitative Mathematics in Senior Year, Algebra II or <u>above</u>. (A or B) Earn One Credit in AP or College level Science in Senior Year. (A or B) 2 credits of World Language or American Sign Language 2 credits of visual, fine or performing arts -or- 1 Arts and 1 Academic elective credit SAT Score 1100 (combined) or ACT Score 23 (Composite) 		
<p>Though not clearly and easily measured, the following skills and dispositions are identified as key to success in life and career.</p> <table border="0"> <tr> <td> <p>Skills: Life Ready Skills (NSBA)</p> <ul style="list-style-type: none"> Dependability and Reliability Adaptability & Trainability Critical Thinking Decision Making </td> <td> <p>Dispositions/Personal Skills</p> <ul style="list-style-type: none"> Self-awareness Self-management Growth-Mindset Grit </td> </tr> </table>		<p>Skills: Life Ready Skills (NSBA)</p> <ul style="list-style-type: none"> Dependability and Reliability Adaptability & Trainability Critical Thinking Decision Making 	<p>Dispositions/Personal Skills</p> <ul style="list-style-type: none"> Self-awareness Self-management Growth-Mindset Grit 	<p>Option Two: 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"> SAT Exam: Math (530) Reading and Writing (480) ACT Exam: English (18) Reading (22) Science (23) Math (22) College Readiness Placement Assessment (i.e. Accuplacer) 	
<p>Skills: Life Ready Skills (NSBA)</p> <ul style="list-style-type: none"> Dependability and Reliability Adaptability & Trainability Critical Thinking Decision Making 	<p>Dispositions/Personal Skills</p> <ul style="list-style-type: none"> Self-awareness Self-management Growth-Mindset Grit 				

<ul style="list-style-type: none"> Customer Focus Teamwork 	<ul style="list-style-type: none"> Relationship Skill 	Additional Factors that Contribute to College Success <ul style="list-style-type: none"> Earning As, Bs, Cs in High School Courses; FAFSA Completion; Enrollment in career pathway course sequence; 	<ul style="list-style-type: none"> Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra College Academic Advising;
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WOODLAND SCHOOL DISTRICT BOARD GOALS			
All Graduates Ready for CAREERS	All Graduates Ready for LIFE	All Graduates Ready for COLLEGE	
		College Ready (2-year and Tech College Ready)	4-Year College Ready (Washington Public Universities)

<p>Dual Credit Participation: By 2027 all (100%) Woodland graduates will complete at least one dual credit course.</p> <p>Proposed NEW Goal: Dual Credit Participation: By 2025 all (100%¹) Woodland graduates will complete at least TWO dual credit courses. (10 college credits) or 2 AP courses.</p> <p>School Attendance: 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>Proposed Goal: School Engagement: Elementary (P-4) Based on referral data tier 2</p>	<p>Graduation Rate: By 2021 the overall district four-year graduation rate will be at or above 85% (Goal met).</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>Proposed Goal: Parent Engagement:</p>	<p>Ninth Grade Success: 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>Student Growth on Mandated Assessments: Student growth percentiles in ELA and Math will exceed 50 in each grade level.</p> <p>Student Proficiency on Mandated Assessments:</p> <ul style="list-style-type: none"> 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"> 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 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"> Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students.
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¹ Exclusive of students with significant cognitive disabilities

interventions will decrease disruptive behaviors and increase classroom engagement/attendance from Fall 2022-Spring 2023.

Achieve high levels of parent engagement to create more effective partners as evidenced by volunteerism, two-way communication, conference attendance, PTO/PTSA involvement and event participation.

- 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.

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*

“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.”

The goals established in this document are supported by analysis of school-level data which can be viewed by [visiting this link](https://docs.google.com/presentation/d/1wphCIAmxAOR-WtYeCuVHGXVUyyDtw5Xqwl3m3KyEg2k/edit#slide=id.ge5839605bd_0_0).
(https://docs.google.com/presentation/d/1wphCIAmxAOR-WtYeCuVHGXVUyyDtw5Xqwl3m3KyEg2k/edit#slide=id.ge5839605bd_0_0)

WOODLAND HIGH SCHOOL GOALS 2022 - 2025			
All Graduates Ready for CAREERS	All Graduates Ready for LIFE	All Graduates Ready for COLLEGE	
		College Ready (2-year and Tech College Ready)	4-Year College Ready (Washington Public Universities)

<p>Dual Credit Participation: By 2025 all (100%) Woodland High School graduates will complete at least 10 dual enrollment credits or 2 AP courses.</p> <p>School Attendance: By 2025 the rate of chronic absenteeism, defined as missing more than 18 or 10% of school days, will be no greater than 10%. We note that specific sub groups (Hispanic, Low Income) demonstrate higher rates of chronic absenteeism.</p> <p>Course Taking Success: By 2025, specifically identified sub ESSA subgroups (Hispanic, Low Income, Male) will produce failing course grades at a rate no higher</p>	<p>Co-Curricular Participation: By 2024, 40% of all students will be actively participating in two (2) or more activities per year</p> <p>**Digital Literacy: By 2027, 100% of Woodland High School graduates will demonstrate necessary competencies in digital literacy</p> <p>**Financial Literacy: By 2027, 100% of all Woodland High School graduates will demonstrate necessary competencies in financial literacy</p>	<p>Student Proficiency on Mandated Assessments:</p> <ul style="list-style-type: none"> ● By 2023 student success in Mathematics as measured on the SBAC assessment will return to pre-pandemic levels (48% meeting standard) <ul style="list-style-type: none"> ○ 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 (73% met standard). <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students. <p>**Two Year College Ready:</p>
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<p>than the rate of representation for that subgroup in the total student population.</p> <p>By 2025, course taking success will be at or above 90% for all students</p>		<p>By 2027, 100% of Woodland High School graduates will have successfully completed Algebra 2 or a dual-enrollment or AP advanced math course.</p> <p><i>*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</i></p> <p><i>**Denotes improvement processes that have been or are actively being implemented prior to the writing of this plan</i></p>
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<p>WHS GOAL #1: By 2025 100% of Woodland High School graduates will complete at least 10 dual enrollment credits or AP courses.</p>		
<p>Strategy/Activity <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i></p>	<p>Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i></p>	<p>Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i></p>
<p>Increase level of promotion for AP/Dual enrollment courses</p>	<ul style="list-style-type: none"> → Ongoing promotion/advertising during the year → Student testimonials and promotion before forecasting → Teachers visit feeder courses for promotion before forecasting → Prior to teacher visits, create list of student questions 	<p>Enrollment in AP/Dual enrollment courses will increase by 25% each year beginning with the 2022-203 school year</p>
<p>Maintain and increase levels of teacher training for AP and Dual Enrollment courses</p>	<ul style="list-style-type: none"> → Evaluate current gaps in teacher training → Locate and fund appropriate training opportunities 	<p>All teachers of AP/Dual Enrollment courses report being fully prepared and training by 2025</p>
<p>Change graduation requirement to accommodate AP/CiHS and CTE Dual Enrollment courses</p>	<ul style="list-style-type: none"> → Explore implications of graduation requirement on master schedule and elective course taking → Develop proposal for board consideration 	<p>Students of the 2027 graduating class required to earn at least 5 credits in a dual enrollment course or pass at least one AP course.</p>

WHS GOAL #2: By 2025 the rate of chronic absenteeism, defined as missing more than 18 or 10% of school days, will be no greater than 10%. We note that specific sub groups (Hispanic, Low Income) demonstrate higher rates of chronic absenteeism.

<p>Strategy/Activity <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i></p>	<p>Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i></p>	<p>Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i></p>
<p>Provide communications about attendance to families in Spanish where relevant. Examples include phone calls home and auto calls about attendance</p>	<p>Spanish-language versions of attendance auto calls and a Spanish option for the dial-in menu. Full implementation of TalkingPoints to ensure translation of text-based communications.</p>	<p>Internally-developed survey of Hispanic families indicates improving level of family engagement.</p>
<p>Provide intentional family communications around the importance of attendance and the use of attendance-tracking tools like Skyward</p>	<p>Attendance-based communications included in at least 3 monthly newsletters, attendance/skyward information table included during Fall and Spring conferences</p>	<p>Percentage of regular attenders increases by 5% for all subgroups each of the next 3 school years.</p>
<p>Clarify and tighten attendance-based intervention system</p>	<p>MTSS around attendance clearly delineated. Workflow developed for all staff involved.</p>	<p>Percentage of regular attenders increases by 5% for all subgroups each of the next 3 school years.</p>

WHS GOAL #3: By 2025, underachieving sub-populations (Hispanic, Low Income, Male) will produce failing course grades at a rate no higher than the rate of representation for that subgroup in the total student population. By 2025, course taking success will be at or above 90% for all students.

<p>Strategy/Activity <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i></p>	<p>Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i></p>	<p>Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i></p>
<p>Develop AVID for initial implementation during the 2023-2024 school year</p>	<p>Teachers attend AVID summer conferences. Students and teachers make increasing use of AVID strategies in the classroom.</p>	<p>The percentage of students earning at least 1 failing grade will decrease by 5% over the next 3 years (currently 34%). The average number of failing grades per student who earns at least 1 F will decrease from 1.8 to 0.6 by 2025.</p>
<p>InterCambio/Connect family nights</p>	<p>Implement at least one multicultural family night in the spring of 2023</p>	<p>Internally-developed survey of Hispanic families indicates improving level of family engagement.</p>
<p>Clarify and tighten academic-based intervention system</p>	<p>MTSS around academic progress clearly delineated. Workflow developed for all staff involved.</p>	<p>The percentage of students earning at least 1 failing grade will decrease by 5% over the next 3 years (currently 34%). The average number of failing grades per student who earns at least 1 F will decrease from 1.8 to 0.6 by 2025.</p>

WHS GOAL #4: By 2024, 40% of all students will be actively participating in two (2) or more activities per year

<p>Strategy/Activity <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i></p>	<p>Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i></p>	<p>Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i></p>
<p>Create a system to recruit students for clubs and sports...videos, MS visits, Club/sports fair.</p>	<p>Create a video promoting clubs. Video shown during CLC and during spring time MS visit. Club contact/sign up sheets available during MS visit and during other public-facing events.</p>	<p>Overall club memberships increase by 25% each year over the next 3 years.</p>
<p>Promote Awareness of existing clubs</p>	<p>Club fair during CLC and at lunch occurs in the spring of 2024</p>	<p>Overall club memberships increase by 25% each year over the next 3 years.</p>
<p>Increase the frequency and visibility of our existing community projects sponsored by our clubs</p>	<p>Existing community projects identified by January of 2023. Additional opportunities identified for each club by March 2023. Community projects highlighted in newsletters and on web pages throughout the year.</p>	<p>Overall club memberships increase by 25% each year over the next 3 years.</p>

WHS GOAL #5: By 2025 or earlier, students will meet the SBAC performance objectives described in table above labeled “Woodland High School Goals 2022 - 2025”

<p>Strategy/Activity <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i></p>	<p>Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i></p>	<p>Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i></p>
<p>Administer targeted interim assessments (IAB) in mathematics</p>	<p>In November, January, and March, math assessments aimed at specific math skills administered in all math classes</p>	<p>Diagnostic information from assessments actively used to refine classroom practice. Student performance on SBAC and in-class assessments will improve over time in targeted areas (interpreting functions, equations and reasoning, inequalities and equations).</p>
<p>Administer targeted interim assessments (IAB) in English Language Arts once per quarter</p>	<p>Interim assessments administered in all English Language Arts classes once per quarter</p>	<p>Diagnostic information from assessments actively used to refine classroom practice. Student performance on interim assessments improves over time.</p>
<p>Administer the English Language Arts practice SBAC exam prior to “live” exam administration</p>	<p>Practice SBAC exam administered in all English Language Arts classes prior to live SBAC exam</p>	<p>Students report a greater level of confidence in taking the SBAC exam. Student performance improves as described in previous table.</p>
<p>Administer the comprehensive interim assessments on “off” testing days to grades 9-12</p>	<p>Comprehensive interim SBAC assessments administered in all math classes during “off” testing times - those test days when parts of the classes are testing and parts of the classes are not.</p>	<p>Students report a greater level of confidence in taking the SBAC exam. Student performance improves as described in previous table.</p>