

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 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> <p>Skills: Life Ready Skills (NSBA)</p> <ul style="list-style-type: none"> Dependability and Reliability Adaptability & Trainability Critical Thinking Decision Making Customer Focus Teamwork <p>Dispositions/Personal Skills</p> <ul style="list-style-type: none"> Self-awareness Self-management Growth-Mindset Grit Relationship Skill 		<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>Additional Factors that Contribute to College Success</p> <ul style="list-style-type: none"> Earning As, Bs, Cs in High School Courses; FAFSA Completion; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra College Academic Advising; Enrollment in career pathway course sequence;

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 interventions will decrease</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: Achieve high levels of parent engagement to create more</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. ● 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.
---	--	--

¹ Exclusive of students with significant cognitive disabilities

<p>disruptive behaviors and increase classroom engagement/attendance from Fall 2022-Spring 2023.</p>	<p>effective partners as evidenced by volunteerism, two-way communication, conference attendance, PTO/PTSA involvement and event participation.</p>	<p>Proposed NEW Goal:</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 <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 <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. ● 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. <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>
--	---	--

ELEMENTARY SCHOOL SCHOOL IMPROVEMENT GOALS

<p style="text-align: center;">All Graduates Ready for CAREERS</p>	<p style="text-align: center;">All Graduates Ready for LIFE</p>	<p style="text-align: center;">All Graduates Ready for COLLEGE</p>
		<p style="text-align: center;">College Ready (2-year and Tech College Ready) (4-Year College Ready) (Washington Public Universities)</p>
<p>Decrease requests for tier 2 and tier 3 behavior support.</p>	<p>Achieve high levels of parent engagement as evidenced by volunteerism, two-way communication, conference attendance, PTO involvement and event participation.</p>	<p>By June 2023, students reaching proficiency in reading will increase from 53% to 68% as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</p> <p>By June 2023, students reaching proficiency in reading will increase from 7% to 30% as measured by the Lectura Assessment</p>

WOODLAND MIDDLE SCHOOL 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>WMS has set the goal of achieving under 10% chronic absenteeism as measured by the state for the 2022-23 school year</p> <p>WMS has set the goal to develop a plan for college and career readiness for middle school students by the end of 2022-23</p>	<p>Increase the number of students exhibiting positive behaviors as evidenced by an increase in distribution of positive incentives and recognition and a decline in referrals related to disrespect, defiance, disruption, and non-compliance.</p> <p>Increase in family involvement by providing an additional morning event at WMS to engage parents and students together.</p>	<p>The following are WMS English Language Arts goals for 2022-23 as measured by the end of year SBA state assessment:</p> <ul style="list-style-type: none"> 5th grade increase from 48% to 60% 6th grade increase from 47% to 65% 7th grade increase from 60% to 70% 8th grade increase from 55% to 65% <p>The following are WMS Math goals for 2022-23 as measured by the end of year SBA state assessment:</p> <ul style="list-style-type: none"> 5th grade increase from 29% to 50% 6th grade increase from 37% to 50% 7th grade increase from 47% to 55% 8th grade increase from 35% to 60% <p>The following are WMS Science goals for 2022-23 as measured by the end of year WCAS/Next Gen science assessment:</p> <ul style="list-style-type: none"> 5th grade increase from 55% to 65% 8th grade increase from 42% to 65% <p>The following are WMS ML goals for 2022-23 as measured by the end of year WIDA Proficiency exams:</p> <ul style="list-style-type: none"> 5th grade will exit 8% of students 6th grade will exit 8% of students 7th grade will exit 5% of students 8th grade will exit 3% of students
---	--	---

WOODLAND HIGH SCHOOL 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 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 than the rate of representation for that subgroup in the total student population.</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% 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 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: 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>By 2025, course taking success will be at or above 90% for all students</p> <p>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.</p>		<p>*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</p> <p>**Denotes improvement processes that have been or are actively being implemented prior to the writing of this plan</p> <p>TEAM High School will decrease the amount 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 Individual Education Programs.</p>
---	--	---