

TEAM HIGH SCHOOL



School Improvement Plan

2023-2024

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> <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; Enrollment in career pathway course sequence;
		<p>Additional Factors that Contribute to College Success</p> <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; 	

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 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>PREVIOUS Goal: School Engagement: Elementary (P-4) Based on referral data tier 2 interventions will decrease disruptive behaviors and increase classroom engagement/attendance from Fall 2022-Spring 2023. (Goal met)</p>	<p>Graduation Rate: By 2021 the overall district four-year graduation rate will be at or above 85% (Goal met).</p> <p>By 2022 the overall district five-year graduation rate will be at or above 90%. (OSPI Report Card) (Goal met)</p> <p>By 2027 the overall district four-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 effective partners as evidenced by volunteerism, two-way communication, conference attendance, PTO/PTSA involvement and event participation.</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>The class of 2026 achieved 90.4% course taking success at the end of their 9th grade year in 2023. By the end of 2024 school year the class of 2026 will maintain this course taking success of 90% or higher.</p> <p>By the end of the 2024 school year freshman course-taking success will be at or above 90% for students in the class of 2027.</p> <p>Student Growth on Mandated Assessments: Student growth percentiles in ELA and Math will exceed 50 in each grade level.</p> <p>Student Achievement Goal:</p> <ul style="list-style-type: none"> ● By 2024, 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 2024, 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.
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¹ Exclusive of students with significant cognitive disabilities

- 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*

OSPI School Improvement Plan 2023–2024

Building data

Please provide your school district and building name below.

School District: Woodland School District
Building Name: TEAM High School
School Code: 1795
Date: June 20, 2023

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the OSSI SY 2023–2024 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Increasing student engagement (attendance, stronger student ownership of the learning process, and improved student aspirations, stronger student agency) resulting in more frequent attendance, greater rate of course completion, improved course grades, improved graduation rate. School policy mandates minimum requirements that don't require students to graduate and allow them to graduate. Limited counselor engagement for 22–23 and limited access to school engagement specialist. Tighter collaboration w/engagement specialist.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.



SY 2023–2024 SMARTIE Goal #1: TEAM High School will reduce the number of students with no contact (non engagement) during any given week by 10%
 This goal will be based on a baseline rate obtained from Spring 2023 and will be accomplished by spring 2024.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>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?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Contact with those students who have not completed their check in forms will be increased through various communication platforms.</p>	<p>Existing data provides necessary inputs to monitor progress against this goal</p>	<p>5 total staff hours per week</p>	<p>Certificated staff and program specialists</p>	<p>Grant funds will be used to provide extended time for certificated staff to provide additional support and</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

- Using the additional OSSI grant funds in the amount of approximately \$6,000 to provide the additional support for students and families.

SY 2023–2024 SMARTIE Goal #2: TEAM High School will decrease the amount of students withdrawn from TEAM High School for Lack of Progress from an average of 4.8 per month to 2.5 per month by May 2024 in collaboration with students, families, and Woodland High School counselors, teachers, and administrators for all students, including students with Individual Education Programs.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>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?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Modify school policy in a way that results in students who meet minimum requirements graduating on time</p>	<p><i>Students withdrawn for lack of progress will be closely monitored. Additionally, graduation rate may be expected to improve over a 2 - 5 year horizon.</i></p>	<p><i>We expect this change to be implemented in relevant TEAM publications and meeting notes and included in intake meetings by the fall of 2023</i></p>	<p><i>Phil Pearson will work with TEAM and district staff as needed to implement this change</i></p>	<p><i>Staff time during our 2 day workshop in August 2023</i></p>
<p>Frequent (Weekly or Bi-weekly) TEAM Staff Meetings with TEAM staff, admin, counselor, and SPED staff as appropriate) where we discuss school processes</p>	<p><i>We are 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</i></p>	<p><i>One hour with all TEAM Staff together, every school week, one hour every other week with all TEAM staff and other, specialist staff</i></p>	<p><i>Phil Pearson, TEAM Principal, takes the lead using a shared Google Sheet for the agenda items discussed.</i></p> <p><i>All TEAM Staff are involved in this meeting.</i></p>	<p><i>Professional Development for Staff for the Google Suite of Application</i></p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. State certificated professional development funds will be used to pay for approximately 1 day of certificated staff time and ALE apportionment funds will be used to support additional classified and certificated time spent during the school year.

SY 2023–2024 SMARTIE Goal #3: Student agency suffers when students do not see the connection between present activities (school work) and future activities (post-secondary plans). This is especially true for traditionally underserved populations who are often over represented in ALE settings like TEAM. To address this critical need, TEAM high school will increase the rate of students who leave high school with a well-defined post-secondary pathway from current baseline to 100% by the end of 2025.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #3: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>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?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p><i>Establish a dedicated (.3 FTE) counselor to TEAM students. The remainder of this counselor's time will be at WHS.</i></p>	<p><i>Critical needs analysis clearly showed the problems created by the lack of a dedicated counselor</i></p>	<p><i>Beginning August 2023</i></p>	<p><i>TEAM principal Phil Pearson and WHS student services staff.</i></p>	<p><i>WSD will provide additional funding necessary to accommodate this activity.</i></p>
<p><i>Post-secondary planning meetings with TEAM seniors</i></p>	<p><i>Survey will be conducted with seniors in the fall of 2023 and 2024. Data will be updated throughout the year. Final data points taken spring 2024 and 2025. Graduation rates may also be expected to improve over a 2 to 5 year time frame.</i></p>	<p><i>The process will be developed in August 2023 and modified as needed. Post-secondary planning meetings with students will occur beginning fall 2023.</i></p>	<p><i>Dedicated TEAM counselor assisted by TEAM staff</i></p>	<p><i>Counselor and TEAM staff training on interest survey and career pathways resources as needed.</i></p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. State ALE apportionment funds will be used to fund the counseling time assigned to TEAM High and to cover training costs as needed.