

# OSPI School Improvement Plan 2024–2025

## 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: August 30, 2024

## 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 2024–2025 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, and 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 specialists. 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 increase the overall rate of state testing and ASVAB participation**

*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.*

<b>Activities</b>	<b>Measures</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>
<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>We believe that the root cause of non-participation with various standardized exams (eg. SBA, ASVAB) is gaps in communication with students. Technology tools (eg. google email merge) will be used to create and implement a comprehensive communication plan. Students will benefit from additional opportunities to satisfy state graduation requirements, and TEAM will benefit from the use of a more comprehensive achievement data set.</p>	<p>Overall participation rate in ASVAB and SBA will be used</p>	<p>40 total staff hours over the course of the entire year</p>	<p>Certificated staff, program specialists, and school counselor</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 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 3.7 per month to 2.5 per month by May 2025 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><b>Modify school policy in a way that results in students who meet minimum requirements graduating on time</b></p>	<p>Students withdrawn for lack of progress will be closely monitored. Additionally, graduation rate may be expected to improve over a 2 - 5 year horizon.</p>	<p>We expect this change to be implemented in relevant TEAM publications and meeting notes and included in intake meetings by the fall of 2023</p>	<p>Phil Pearson will work with TEAM and district staff as needed to implement this change</p>	<p>Staff time during our 2 day workshop in August 2023</p>
<p><b>Frequent (Weekly or Bi-weekly) TEAM Staff Meetings with TEAM staff, admin, counselor, and SPED staff as appropriate) where we discuss school processes</b></p>	<p>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</p>	<p>One hour with all TEAM staff together, every school week, one hour every other week with all TEAM staff and other, specialist staff</p>	<p>Phil Pearson, TEAM Principal, takes the lead using a shared Google Sheet for the agenda items discussed.</p> <p>All TEAM staff are involved in this meeting.</p>	<p>Professional Development for staff for the Google Suite of Application</p>
<p><b>Admin telephone calls for students on academic contracts</b></p>	<p>This process was initiated last year and proved to be helpful with this goal. The ultimate measure of success will be the rate of students withdrawn for lack of progress.</p>	<p>This activity takes about 1.5 hours per week and occurs throughout the week. Progress will be tracked via the existing PFI student information tracker</p>	<p>Phil Pearson, TEAM Principal</p>	<p>No additional resources needed</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, OSSI Grad Rate funds of \$34,000 will be used to support additional classified time.

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 the 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.