OSPI School Improvement Plan 2025–2026

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, 2025

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2025–26 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the OSSI SY 2025–2026 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 and improved graduation rate. Improving students' levels of skills in mathematics as measured by the SBAC math assessment.

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 2025–2026 SMARTIE Goal #1: TEAM High School has historically posted very low pass rates on the SBAC math assessment. TEAM High School's SBAC math pass rate will improve by 5% during the 2025-2026 school year through the use of targeted online tutorials and interim math assessments

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
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*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?*	*What was/is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
TEAM students are accruing math credits as evidenced by the improving graduation rate. However, those students are not reliably demonstrating math skills on SBAC exams. Interim assessments (most likely IXL) coupled with targeted online tutorials will be used to implement and monitor math skills independently of student progress through the online APEX curriculum.	Interim assessment data will be used to evaluate students' math skills and to guide the implementation of targeted online math tutorials	40 total staff hours over the course of the entire year	Certificated staff, program specialists, and school counselor	State apportionment and district levy funds will be used to provide extended time for certificated staff to provide additional support and to purchase interim assessment licenses

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Using the state apportionment funds in the amount of approximately $11,500 to provide additional support for students and families (staff costs and contracted APEX tutorials)..

SY 2025–2026 SMARTIE Goal #2: TEAM High School will decrease the amount of students withdrawn from TEAM High School for Lack of Progress to 2.5 per month by May 2026 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
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*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?*	*What was/is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
TEAM's existing intervention strategy is effective for some students, but not for all students who fall behind. TEAM staff will investigate the efficacy of additional intervention strategies, including targeted academic tutoring and explicit instruction in executive function skills	*Students withdrawn for lack of progress will be closely monitored. Additionally, graduation rate may be expected to improve over a 2 - 5 year horizon.*	*This activity will proceed throughout the 25-26 school year and will be assisted through an external accreditation process. The number of students withdrawn for lack of progress is monitored throughout the year.*	*Phil Pearson will work with TEAM and district staff as needed to implement this change*	*Staff time during our 2 day workshop in August 2023 and staff time for data review in connection with the accreditation process beginning in the fall of 2025.*
Frequent (Weekly or Bi-weekly) TEAM Staff Meetings with TEAM staff, admin, counselor, and SPED staff as appropriate) where we discuss school processes	*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*	*One hour with all TEAM staff together, every school week, one hour every other week with all TEAM staff and other, specialist staff*	*Phil Pearson, TEAM Principal, takes the lead using a shared Google Sheet for the agenda items discussed.* *All TEAM staff are involved in this meeting.*	*Professional Development for staff for the Google Suite of Application*
Admin telephone calls for students on academic contracts	*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.*	*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*	*Phil Pearson, TEAM Principal*	*No additional resources needed*

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, State apportionment funds will be used to support additional classified time.

SY 2025–2026 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 2026.

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
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*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?*	*What was/is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Establish a dedicated (.3 FTE) counselor to TEAM students. The remainder of this counselor's time will be at WHS.	*Critical needs analysis clearly showed the problems created by the lack of a dedicated counselor.*	*Beginning August 2023 and continuing throughout the 25-26 school year*	*TEAM principal Phil Pearson and WHS student services staff.*	*WSD will provide additional funding necessary to accommodate this activity.*
Post-secondary planning meetings with TEAM seniors.	*Survey will be conducted with seniors in the fall of 2025. Data will be updated throughout the year. Final data points taken spring 2026. Graduation rates may also be expected to improve over a 2 to 5 year time frame.*	*The process will be developed in August 2023 and modified as needed. Post-secondary planning meetings with students will occur beginning fall 2023.*	*Dedicated TEAM counselor assisted by TEAM staff*	*Counselor and TEAM staff training on interest survey and career pathways resources as needed.*

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 and available.