

WOODLAND HIGH SCHOOL



School Improvement Plan

2025 - 2026

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.

WOODLAND HIGH SCHOOL FOCUS AREAS 2025 - 2028
HIGHLIGHTED AREAS IDENTIFIED FOR FOCUS IN 2025-2026

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)

Dual Credit Participation: By 2027, all (100%) Woodland High School graduates will complete at least one dual credit or AP course. 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. 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. By 2025, course taking success will be at or above 90% for all students.	Co-Curricular Participation: By 2024, 40% of all students will be actively participating in two (2) or more activities per year.	Student Proficiency on Mandated Assessments: - By 2023 student success in Mathematics, as measured on the SBAC assessment, will return to pre-pandemic levels (48% meeting standard) - 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). - 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. - FAFSA/WAFSA completion rate will improve **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. <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> <i>**Denotes improvement processes that have been or are actively being implemented prior to the writing of this plan.</i>
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WHS PRIMARY FOCUS: By 2028, specifically identified 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. By 2027, course taking success will be at or above 90% for all 9th and 10th graders.

<i>Strategy/Activity</i> <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i>	<i>Evidence of Implementation Monitoring</i> <i>Is what you said you would do being done? What evidence do you have?</i>	<i>Evidence of Impact Evaluation</i> <i>What evidence do you have that the change you wanted has occurred?</i>
Strengthen core instructional practices	Explicit PD around AVID instructional practices included as a part of Monday morning and whole-day PD	→ Survey of teachers over time will show increased penetration of high-leverage instructional strategies. One or more AVID strategies universally implemented starting with the 26/27 school year.
Convene WHS action team to identify/develop alternative strategies	Disproportionate outcomes for specific sub groups is a persistent problem. During year one (25-26), the action team will focus on identifying additional, high leverage, actionable strategies through literature review, community consultation, and talking with other schools and programs that are demonstrating success	→ 25/26: Convene action team, identify practices → 26/27: Implement 1 or 2 strategies, outcome disparity decreases by 25% → 27/28: Identified sub groups produce failing course grades at a proportionate rate
Clarify and tighten academic-based intervention system.	MTSS around academic progress clearly delineated. Workflow developed for all staff involved. Building Intervention Team meets twice monthly to review and prioritize interventions.	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.
Tier one intervention implemented for all grades focused on executive functioning skills. Academic Success course retooled to include explicit instruction on executive functioning skills.	GRIT 101 grade level anchors meeting weekly. Executive functioning skills and grade checks included explicitly twice per week.	Current 9th grade on track at >91.4%. Grade reports will be used to compute on track rate for 9th and 10th graders twice monthly.

WHS FOCUS #1: By 2027, 100% of Woodland High School graduates will complete at least one dual credit or AP course.

Strategy/Activity <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i>	Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i>
Strengthen core instructional practices	Explicit PD around AVID instructional practices included as a part of Monday morning and whole-day PD	Survey of teachers over time will show increased penetration of high-leverage instructional strategies. One or more AVID strategies universally implemented starting with the 26/27 school year.
Increase the level of promotion for AP/Dual enrollment courses.	→ 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 a list of student questions. → Produce informational videos at the departmental level for use during forecasting week.	Enrollment in AP/Dual enrollment courses will increase by 25% each year beginning with the 2022-203 school year.
Maintain and increase levels of teacher training for AP and Dual Enrollment courses.	→ Evaluate current gaps in teacher training → Locate and fund appropriate training opportunities.	All teachers of AP/Dual Enrollment courses report being fully prepared and trained by 2025.
Ensure all CTE courses offered at WHS represent dual credit options. Coupled with the 1 credit CTE graduation requirement, this will ensure that all students graduate with at least 5 college credits.	→ Identify CTE courses that are not currently articulated and develop a plan with staff. → Continue efforts to expand participation in CiHS and AP courses.	Students of the 2027 graduating class will have necessarily earned at least 5 credits in a dual enrollment course or pass at least one AP course.
Consider graduation requirement beginning with class of 2030 - 2 Dual enrollment/CiHS/AP high school credits	Beginning with the class of 2030, students would be required to complete 2 dual enrollment (CTE)/AP/CiHS courses to meet WHS graduation requirements.	Implementing graduation requirement ensures all students reach for high expectations

WHS FOCUS #2: By 2027 or earlier, students will meet the SBAC performance objectives described in the table above labeled “Woodland High School Goals 2022 - 2025”. For the 2023-2024 school year, WHS will focus on math achievement

Strategy/Activity <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i>	Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i>
Strengthen core instructional practices	Explicit PD around AVID instructional practices included as a part of Monday morning and whole-day PD	Survey of teachers over time will show increased penetration of high-leverage instructional strategies. One or more AVID strategies universally implemented starting with the 26/27 school year.
Administer IXL assessments 3x per year to assess current level and adjust teaching strategies as indicated	In November, January, and March, math assessments aimed at specific math skills administered in all math classes.	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.
Administer the comprehensive interim mathematics assessments to those students who are not testing during testing testing days to grades 9-12.	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.	Students report a greater level of confidence in taking the SBAC exam. Student performance improves as described in the previous table.