

Consolidated School Improvement Plan
Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement, and WAC 180-16-220. All schools in WA State are required to have a school improvement plan.

Section 1: Building Data	
1a. Building: Washougal High School	1g. Grade Span: 9-12 School Type: General education High School
1b. Principal: Mark Castle	1h. Building Enrollment: 1015
1c. District: Washougal School District	1i. F/R Percentage: 36%
1d. Board Approval Date:	1j. Special Education Percentage: 13.8%
1e. Plan Date: 10/13/2023.	1k. English Learner Percentage:
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: <div style="text-align: center;">Foundational supports</div>	

Section 2: School Leadership Team Members and Parent-Community Partners Please list by (Name, Title/Role)	
Mark Castle, Principal Mary Andreotti, Assistant Principal Brian Wilde, Assistant Principal Kyla Ritchey, ASB Advisor and CTE Teacher Kevin Reilly, Math Teacher Jim Reed, Social Studies Teacher	Student voice committee of 12 students Parent advisory of 13 parents

<p>Donns Schatz, Science & CTE Teacher</p> <p>James Bennett, Science Teacher,</p> <p>Brent Mansell, CTE Teacher</p> <p>Michael Wareham, English Teacher</p> <p>Brittany Ervin, SPED Teacher</p>	
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Section 3: Vision and Mission Statement
<p>Mission Statement</p> <p>Our mission is to inspire, empower and prepare all of our students to be college, career, and life ready.</p> <p>Vision Statement</p> <p>The WHS community will work together in an environment founded on respect, effective communication, and accountability to develop holistically healthy and responsible lifelong learners who are equipped to achieve their post-high school goals and be productive members of our global community.</p>

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your CNA to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the Comprehensive Needs Assessment Toolkit.

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the Comprehensive Needs Assessment Toolkit found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

Key takeaways

- Our math assessment scores were measurably lower than the state assessment average across all student groups
- Both Math and ELA had a drop in overall state assessment scores
- Our low income and students with disabilities continue to score well below the rest of their peers in ELA, Math, and Science
- Our attendance rates for students is below the state average, especially those in low income families and students with disabilities
- Students in low income families have a lower freshman on track rate than students in non low income families
- WSIF scores our regular attendance rate at a 2

Successes

- We were close to achieving our freshman on trackness goal last year of 75% last year with a 69% freshman on trackness rate.
- Our science assessment scores increased over 10% and beat the state average.
- Our school survey data shows an increase of 4.5% in students that treat each other with respect regardless of race, ethnicity, or culture.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

- WSIF ELA and dual credit scores rate WHS as a 9 in comparison to other schools in the state with a 74% passing rate

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

Potential causes

- Covid caused a drop in test scores
- Regular attendance has been decreasing
- Students in low income families have less support at home than their peers
- Students in low income families feel less connected to the school

Areas of strength & what it will take to build strength

- Community mentoring program is starting to show promise in students identified in need of academic support. We need to continue to grow and develop intervention tasks and systems to grow the program.
- The English department is having a high functioning PLC, using data to drive instructional improvements. Math is getting close and making plans for improvement and targeted intervention.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population (Do not include identifiable information!).

- a. What strengths do they possess?

Students advocate for themselves, resilience, loyalty, and try their best for people that they have connections with.

- b. What challenges do they face?

- Over 36% of our students are from low income families
- Geography presents challenges to after school intervention and participation in activities
- Data suggests that there has been an increased anxiety, depression, and general stress from school and outside of school
- Our data indicates students are still struggling with learning loss from distance learning and pandemic requirements

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c. What are some important relationships in their life?

- WHS students value positive adult role models, both inside and outside of school
- WHS students value strong peer to peer

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

Our goal is to ensure that all students are college & career ready. This is evident by our move to schoolwide advisory with college and career readiness activities built in, our identification of students at risk of failing, and our work in the renaissance team to ensure all students enjoy a warm and welcoming environment. Our student survey data indicates that we still have a significant number of students not feeling connected, successful, or safe at school so we will continue to work on those pieces of our school climate and culture.

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

With the changing educational landscape we have identified that we need additional training in:

- Effective formative assessment that relates to the identified priority standards
- Standards based assessments
- Effect data cycles used to drive instruction and learning
- Tier 1 classroom management around building safe and supportive classrooms

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

- Critical classroom features and developing classroom norms. Current data suggests that teachers that implemented the collaborative classroom norms and are actively working on implementing their goals around critical classroom features are showing a lower number of behavior referrals.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

- Metrics of success: Student referral data & fidelity walkthroughs
- Collaboration with students on creating classrooms with a sense of belonging.
 - Metrics of success: Current evidence suggests minimal long term impact, we need to continue to revisit. Student survey data and student voice committee will be used to measure success.
- Assessment design and rubric design.
 - Metrics of success: Current evidence suggests that staff are being more intentional with the assessment design, but more work is needed to grow knowledge and schoolwide effective implementation.
- PLC training including data collection and design of intervention. Current data suggests that PLCs are implementing data cycles and using them to improve student learning.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

Counselor & behavior support

- Grade level counselor reviews behavior and academics on a regular basis
- Unite ambassadors support students in multiple ways
- Behavior intervention process with learning tasks associated with the behavior
- Security team members to support behavior

Academic supports

- PLCs implementing data driven interventions in the classroom
- Schoolwide system for improved learning processes (retake requirement and WICOR Wednesday)
- Community mentor program

2. How did your school identify these areas of strengths and improvement?

- SBAC data trends for disaggregated groups
- Student survey data
- Additional OSPI Report card and WSIP data
- PLC formative data

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

We have multiple community partnerships that support students in various ways. Examples are:

- CTE Supervisory panels
- College and career opportunities, example college and career fair
- Parent advisory group
- Panther foundation to support athletics and activities
- School-community mentor program
- Mi Vida supports our Hispanic community

4. What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?

We have growing support from our community. Our sports and fine arts supports have always been strong. Last year we started an academic community mentoring program that is going strong and continuing to grow. An area we would like to strengthen is our newly developed parent advisory group.

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: In past templates, *Well-Rounded Educational Strategies* have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

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.

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: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

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 requirement of Component 3 - Practices and Strategies.

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

* Please use the following guidance to support your reform goals and strategies: Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior.

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.

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5a. SY 2023–2024 SMARTIE Goal #1:

WHS will increase the college and career readiness of students for the 2022-23 school year measured by the following goals:

- 90% Graduation rate
- Increase ELA SBAC cohort passing rates from 54% to 65%
- Increase Math SBAC cohort passing rates from 37% to 42%

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

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>

Math interim assessments	Short term: Interim assessments with documented instructional moves Long term: SBAC scores	2 interim assessments between February and May	Mathematics teachers	Smarter balanced consortium
Intentional algebra review for Sophomores	Short term: Review lessons for specific algebra concepts Long term: SBAC scores	Review tasks in early May	Geometry teachers	Smarter balanced consortium
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. No additional funding needed				

5b. SY 2023–2024 SMARTIE Goal #2:				
WHS will improve its student climate by increasing student connection to an adult from 50% to 60% and increase student treating each other with respect from 55% to 65%				
<i>Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.</i>				
Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i>	<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</i>	<i>What was / is the projected length of time of this activity? When or how often (please be as specific as possible) will</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended</i>

<i>Who, specifically, will benefit from this practice/activity?</i>	<i>named in your SMARTIE Goal?</i>	<i>progress be monitored or data reviewed?</i>	<i>Who else will be involved?</i>	<i>time, curriculum, materials, etc.)?</i>
Teachers will engage in specific classroom activities to build community & belonging	Short term: Teachers knowing students Student survey data	June 2024	Teachers	Community building activities
Schoolwide advisory lessons	Short term data: Student referral data Long term data: Student survey data	June 2024	Advisory team and teachers	Josten's Renaissance
No funding needed				
<p align="center">5c. SY 2023–2024 SMARTIE Goal #3:</p> <p>For the 2023-24 school year, WHS will have 100% PLCs will be looking at data disaggregated by individual student and identifying instructional moves (intervention/scaffold/enrichment) based on common formative assessments to improve student learning for the essential standard.</p>				
<p><i>Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.</i></p>				
Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity</i>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended</i>

<i>Who, specifically, will benefit from this practice/activity?</i>	<i>for the specific students named in your SMARTIE Goal?</i>	<i>progress be monitored or data reviewed?</i>	<i>Who else will be involved?</i>	<i>time, curriculum, materials, etc.)?</i>
Data cycles	<p>Short term: PLCs will have at least two data cycles per semester</p> <p>Long term: Course grades will improve</p>	By June 2024	<p>PLC Guiding coalition</p> <p>PLC groups</p>	Data cycle process and tracking document
PLC collaboration	<p>Short term: Data from the cycles will show student improvement in identified standard</p> <p>Long term: Instructional moves will show improved year to year student growth</p>	By June 2024	PLC groups	Data cycle tracking document
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. No funding needed				

