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| **DISTRICT STRATEGIC DIRECTION**  ***Goal 1: Student Learning & Achievement***  *Students will engage in learning that’s rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.*  ***Goal 2: Safe and Caring Environment***  *We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.*  ***Goal 3: Resource Stewardship***  *We will align all resources (people, time, money and property) to support the District’s mission.*  ***Goal 4: Parent & Community Partnerships***  *We will engage and encourage parents and our community to partner in the education of students.* | | | Improvement%20Cycle%202019-21%20Revised.jpg | |
| **GOAL 1 - SMART GOAL:**  **In order to increase graduation rates, including the number of ninth graders on track, Weston High School will focus on increasing proficiency in math and English Language Arts (ELA) by ensuring:**   * **100% of students will demonstrate growth towards mathematical standards, by June of 2020, as evidenced by scores from Smarter Balanced Assessment (SBA), i-Ready, and course pass rates in Skyward.** * **100% of students will demonstrate growth towards ELA standards, by June of 2020, as evidenced by scores from SBA, i-Ready, and course pass rates in Skyward.** * **100% increase in overall daily student attendance, as measured by attendance data in Skyward.**   **GOAL 2 - SMART GOAL – Open Doors (OD):**  **By June of 2021, the Open Doors program will increase combined General Education Diploma (GED) and diploma graduation rate by 30%.** | | | | |
| **Action Plan**  *(with metrics)* | **Responsibility** | **Timeline** | | **Evidence** |
| **Progress Monitoring:**  **i-Ready:** Tracking growth of student’s diagnostic benchmarks.  **SBA:** Progress monitor results for the fall and the spring SBA.  **Skyward:** Progress monitor attendance and course completion rates. | Andrea Dixon, Building Leadership Team (BLT)  Andrea Dixon,  BLT  Andrea Dixon, BLT | September 2020, January 2021, June 2021  November 2020,  June 2021  Monthly | | **i-Ready** – Color coded data charts of students showing growth, stagnation, or regression over the three diagnostic screens.  **SBA** – Multi-Tiered System of Support (MTSS)/Response to Intervention (RTI) /Graduation Plan spreadsheet tracking needs for academic interventions.  **Skyward** – MTSS/RTI/Graduation Plan spreadsheet tracking needs for attendance support and academic interventions. |
| **Strengthen Instructional Program through Curriculum Purchases:**  **AGILE MIND and SOAR**  Implement SOAR curriculum, to aid in the growth of struggling learners. Implement Intensified Algebra and Geometry  **Educurious**: Canvas platform will be used to deliver Problem-Based Learning (PBL) Biology curriculum.  **Assessment and LEarning in Knowledge Spaces (ALEKS)**: Intervention math program will be utilized with special education students and targeted Tier 3 math learners. | Lynn Stone  Steve Heywood, Josh Perrigo  Lynn Stone, Sean Ferrill | SOAR - September 2020  Intensified Algebra – Implemented September 2019  Geometry –  Implement September 2020  Implemented September 2019  Implemented September 2019 | | **Agile Mind** – Master schedule includes Intensified Algebra and Geometry classes. SOAR curriculum will be implemented during Learning Strategies classes for the 2020-21 school year (SY).  **Educurious** – Teachers/students access purchased Biology curriculum through Canvas platform.  **ALEKS** – Students in special education and Tier 3 general education will utilize the online ALEKS program to help plug holes of missing gaps of knowledge in math. The data will show an increase in student growth for math and credit earned. |
| **Addressing Achievement Gaps:**  **Tutoring/Remediation:** Targeted students will have access to after-school tutoring. Transportation will be provided for students.  **ELA/Math Support Class:** The ELA/Math support class on the master schedule has been continued through the 2019-20 SY.  **Ongoing Collaboration of Rich Tasks** – Each teacher will share out exemplar rich task lessons over the course of the year in faculty PLC meetings. | Andrea Dixon,  Sean Ferrill, ELA teachers, Brian Lewis  Lynn Stone,  Marilee Quinton  WHS faculty | Ongoing  Implemented September 2019  Implemented September 2019 | | **Tutoring** – After-school tutoring will be available for students needing remediation/assistance. Students will be provided transportation home. The data shows that access to tutoring is helping students grow in ELA and math.  **ELA/Math Support Class -** A support class directed at special education students will be added to the master schedule. The data shows that this class is helping students grow in ELA and math.  **Ongoing Collaboration of Rich Tasks –** Throughout the year, teachers will implement lessons with rich tasks and share out experiences over the course of the year in faculty PLC meetings. The data shows that students are showing growth in ELA and math because of the engaging lessons. |
| **Establishing a Supportive School Environment Through Addressing Student Success Factors:**  **Progressive Discipline and Intervention Systems**: The MTSS will be refined and continued to meet the needs of Weston students. Creative interventions, such as The IF Project workshops and Trips for Kids mountain bike rides, will be added to the PBIS toolbox, that will allow for better opportunities to build authentic relationships.  **Graduation Success Coach/ Student Support Lab:** The addition of the Graduation Coach will help ensure that students are attending their classes, keeping ninth graders on track for graduation, and provide targeted supports and interventions for students.  **Home Visits:** Regular home visits will be performed for Tier 3 students. | Andrea Dixon  Tracy Van Beek  Andrea Dixon, WHS faculty | Ongoing  September 2020  Implemented September 2019 | | **Progressive Discipline and Intervention Systems** – Weekly MTSS meetings will occur to discuss specific students and design specific interventions. Creative interventions, such as The IF Project workshops and Trips for Kids mountain bike rides, will be added to the Positive Behavioral Interventions and Supports (PBIS) toolbox, that will allow for better opportunities to build authentic relationships. The data shows that these interventions are reducing discipline referrals, helping improve attendance, and student growth in ELA and math.  **Graduation Success Coach** – This position is ensuring students are getting to class on time, remaining in class, and receiving immediate support when unable to remain in class. That data shows that there is a decrease in tardies and unexcused absences, a reduction in discipline referrals, and an increase in credits earned.  **Home Visits** – As a Tier 3 intervention, members of WHS faculty and administration will make visits to the homes of students to help build relationships with the families. The data will show an increase in attendance for students who have received a home visit. |
| **Providing Supports to Increase Post-Secondary Outcomes**:  **World Language Program Development**: Starting in the fall of 2019, the planning for an American Sign Language program, funded through Career and Technical Education (CTE), will begin. This will ensure that students who attend WHS are not limited to their post-secondary pursuits, as foreign language is a requirement for admission into a four-year university.  **Targeted Field Trips:** Regional field trips to explore community colleges, trade schools, and universities will take place throughout the year. | Andrea Dixon, Brian Long  Andrea Dixon, Katy Brown | Implemented October 2019  October 2020, January 2021, March 2021 | | **Foreign Language Program Development** – Through ongoing collaboration with CTE, an American Sign Language program was developed and implemented in the fall of 2019. The data shows that there is an increase in students applying and accepted to colleges and universities.  **Targeted Field Trips –** In order to gain exposure to post-secondary opportunities, students will attend field trips for local community colleges, trade schools, and universities. The data shows that there is an increase in students applying and gaining admittance to community colleges, trade schools, and universities. |
| **Authentic and Meaningful Community Engagement:**  **Informational Tours:** Weston High School will lead and facilitate informational tours at district middle schools to help identify and recruit students who would be better served in a smaller setting. Helping publicize the Weston brand will help us target students proactively in our district and encourage them to start their high school career with us. This will help reduce the number of off track ninth graders and ultimately lead to increase in graduation rates.  **Trips for Kids:** A Trips for Kids model will be implemented at Weston High School. Specifically, cycling equipment will be purchased in order to access the trails located next to our campus. Selected Tier 2/3 students, along with their teachers, administrators and community members will build authentic relationships. The goal of these rides will be to help students overcome obstacles on the trail and in life.  **The IF Project**: The IF Project will be brought in to facilitate professional development with our staff in the fall. Then quarterly, the speaking team from The IF Project will facilitate day long writing workshops with identified Tier 3 students. | Andrea Dixon, Katy Brown  Andrea Dixon  Andrea Dixon, Katy Brown | February 2021, March 2021  September 2020  November 2020,  March 2021 | | **Informational Tours** – The data shows an increase in Full Time Equivalent (FTE) for ninth graders on the P223 for September 2020. The data shows an increase in the number of ninth graders on track for an on-time graduation through credits earned on the report card.  **Trips for Kids –** The data shows an increase in student attendance and credits earned, while also showing a decrease in discipline referrals for Tier 2/3 students selected to participate in the program.  **The IF Project** - The data shows an increase in student attendance and credits earned, while also showing a decrease in discipline referrals for Tier 3 students selected to participate in the workshops. |
| **Support for Data for System and School Improvement:**  **i-Ready Teacher Toolbox:** Using the i-Ready Teacher Toolbox, we will have access to instructional resources to help fill in gaps of knowledge in math and ELA.  **Risk Reports:** Weekly review of the Homeroom risk indicators spreadsheet will be used for early intervention with students struggling in academics, attendance, and/or behaviors.  **Plan Do Study Act (PDSA) Meetings:** Quarterly Building Leadership Team meetings will be dedicated towards having a targeted focus where data will be reviewed and modifications made to help accomplish the goals set forth in the School Improvement Plan. | All certificated staff  Andrea Dixon, MTSS Team  Andrea Dixon, BLT | Implemented September 2019  September 2020  Nov. 16, 2020,  Feb. 8, 2021,  April 12, 2021 | | **i-Ready Teacher Toolbox –** Using the results of the diagnostic screeners, teachers will create individual learner plans forgeneral education to help plug holes of missing gaps of knowledge in math. The data will show an increase in student growth for math and credit earned.  **Risk Reports –** Used in conjunction with F/Graduation Plans, a spreadsheet is created to track the needs for academic, behavioral and attendance interventions.  **PDSA Meetings –** Intentional mid-year changes to instruction/master schedule/school needs will be after the data review at these meetings. |
| **Effective Administrative Leadership:**  Weston High School’s Principal will attend conferences throughout the year. These conferences will include offerings from Association of Washington School Principals (AWSP), National Association of Secondary School Principals (NASSP), and State Truancy workshops. | Andrea Dixon | Ongoing | | **Effective Administrative Leadership –** Andrea will implement knowledge learned at Professional Development (PD) trainings. |
| **Technology to Facilitate Student Learning:**  **Apple MAC/Digital Cameras** - Specifically, a micro movie and music production studio will be built in order to give students access to alternative ways to demonstrate their learning. | Andrea Dixon, Mark Ehrhardt | October 2020 | | **Apple MAC/Digital Cameras –** Artifacts are available showing students demonstrating mastery of standards via digital productions (videos, music, slideshows, etc.) |
| **Open Doors:**  Improving continuous progress through improved student  monitoring.  Increase student contact pertaining to progress through weekly check ins, learning goal checks and Wednesday check ins with those who aren't progressing.  Individualized adjustment of courses and learning plans for those who are struggling, in conjunction with individual instructional assistance to promote course mastery and completion. | Jeremy Hurdus  Edith MacPhail-Reynolds  Jeremy Hurdus, Edith MacPhail-Reynolds  Jeremy Hurdus, Edith MacPhail-Reynolds | Monthly  (September 2020 – June 2021)  Weekly  (September 2020 – June 2021)  Monthly (September 2020 – June 2021) | | Open Doors will keep a binder where the individual reviews of  student goal settings of the 30-day learning plans will be housed. The binder will also include data that shows the monitoring of senior graduation plans, and GED testing progress.  Open Doors will keep a binder where the individual reviews of student contact and attendance will be housed. The binder will include intervention plans for students who are not making regular contact.  Open Doors will keep a binder where the individual reviews of student progress will be housed. The binder will include intervention plans for students who are not making regular progress. |
| **PROFESSIONAL DEVELOPMENT NEEDS:**  **Ongoing Professional Development and Collaboration**   * Educational Service District (ESD) Trainingsfor targeted Weston High School faculty members will take place throughout the year. These trainings will include topics such as First-Aid Youth Mental Health, Social Emotional Learning, Restorative Practices, MTSS, Engagement of Reluctant Learners, Project Based Learning (PBL), rich tasks, Inclusion, Cross-Curricular instruction, etc. * Our math teacher will attend the National Council of Teachers of Mathematics regional conference in Tacoma, Washington. Funds from the Office of Student and School Success (OSSS) iGrant will be used to pay for this training. * Agile Mind will provide training for our math teacher in Intensified Algebra and Geometry. * Continuous Improvement Partnerswill be utilized to help plan, coordinate, and sustain on-going targeted professional development to our faculty to give students access to alternative ways to demonstrate their learning.   **Open Doors:**   * OSPI Sponsored Open Doors classes * APEX Upgrade Trainings * Homeroom ALE Program * i-Ready * Washington Association for Learning Alternatives (WALA) | | | | |
| **Mid-Year Progress Monitor** | | | | |
| **Progress Monitoring:**  **i-Ready:** WHS is tracking the growth of students through tri-annual diagnostic benchmarks. The first benchmark was administered in September 2020 over the course of several days. Due to on-going attendance issues at WHS, participation in the first benchmark was low. For Math, we has 45 out of 96 student complete the Math diagnostic and 48 out of 96 students complete the Reading diagnostic. Score were extremely low, with 89% of students in Tier 3 for Math and 63% of students in Tier 3 for Reading. Weston only has 9% of our students who took the first benchmark on -grade level for Math, and 23% on grade level for Reading.  **SBA:** Due to lack of SBA testing because of the Covid-19 closures there have not been any SBA administered since the Fall of 2019.  **Skyward:** Each week attendance is progress monitored and charted from data obtained from Skyward. This data is shared with Faculty at weekly staff meetings and in our weekly newsletter. Since January of 2021, we are also charting average daily attendance against our past two school years to better understand the depth of the problem. Each month, course completion rates are progressed monitored through our Credit Achievement Period (CAP) cycle. To date, the number of students earning credit each CAP is extremely low, averaging in the mid-20% range each CAP. | | | | |
| **Strengthen Instructional Program through Curriculum Purchases:**  **AGILE MIND and SOAR:** Upon further review of the SOAR curriculum, a decision was made by Lynn Stone to not implement it in her Study Skills class. This year, WHS implemented Agile Minds Geometry curriculum in September of 2020. Last year, we implemented the Agile Minds Intensified Algebra curriculum and are still using it this year as well.  **Educurious**: Due to the Covid-19 closure leaving us in remote learning, Educurious is not currently being used in our Biology class.  **Assessment and Learning in Knowledge Spaces (ALEKS)**: The ALEKS Intervention math program was implemented in October of 2020 and is being utilized with special education students and targeted Tier 3 math learners. | | | | |
| **Addressing Achievement Gaps:**  **Tutoring/Remediation:** All students have access to individual tutoring during Asynchronous Learning on Fridays. Teachers also schedule appointments with struggling learners to work with them on Fridays.  **ELA/Math Support Class:** The ELA/Math support class on the master schedule has been continued through the 2020-21 SY.  **Ongoing Collaboration of Rich Tasks** – To date, we have not had Rich Task PLC discussions during Remote Learning. Our focus has been on sharing tools and techniques to help engage students in online lessons. | | | | |
| **Establishing a Supportive School Environment Through Addressing Student Success Factors:**  **Progressive Discipline and Intervention Systems**: The MTSS team meets every week to discuss students and implement interventions to support students. To date, there has not been any discipline issues and as such our focus has been on social/emotional needs, attendance and academic engagement in these meetings. To date, WHS has implemented (1) a swag program for students earning CAP, (2) sending postcards home to disengaged students, (3) daily phone calls and or emails to families of students struggling in academic/attendance, (4) placing attendance door hangers on the homes of students we cannot reach, (5) monthly progress reports with handwritten notes to all students/families, (6) placement of Grade Level Yard Signage encouraging a future graduation.  **Graduation Success Coach/ Student Support Lab:** In December of 2020 we made a staff change and shifted a para-educator duties to include running the Student Support Lab and help ensure that students are attending their classes, keeping ninth graders on track for graduation, and provide targeted supports and interventions.  **Home Visits:** On average, every three weeks WHS is making home visits to targeted Tier 3 students. Home Visits started in October of 2020 and have continued each month. | | | | |
| **Providing Supports to Increase Post-Secondary Outcomes**:  **World Language Program Development**: In the fall of 2019, WHS launched an American Sign Language program, funded through Career and Technical Education (CTE). This year to program grew to include ASL 1 and ASL 2 classes. Unfortunately, due to CTE cuts, the WHS ASL program offers only one class, which is blended between ASL 1 and ASL 2. Students are struggling and are not finding the blended class within their academic grasp during remote learning.  **Targeted Field Trips:** To date, due to the Covid-19 closure, there have been no fields trips for the 2020/21 school year. | | | | |
| **Authentic and Meaningful Community Engagement:**  **Informational Tours:** To date, due to the Covid-19 closure, there have been no informational tours for the 2020/21 school year.  **Trips for Kids:** WHS is still collaborating with TFK and District Office legal to determine if liability concerns can be alleviated so the program will be able to launch.  **The IF Project**: To date, due to the Covid-19 closure, there have been no scheduled IF Project sessions for the 2020/21 school year. | | | | |
| **Support for Data for System and School Improvement:**  **i-Ready Teacher Toolbox:** Using the i-Ready Teacher Toolbox, we will have access to instructional resources to help fill in gaps of knowledge in math and ELA.  **Risk Reports:** Each week, WHS leadership receives a Homeroom risk indicators spreadsheet. The spreadsheet helps confirm that all students in need of intervention with academics, attendance, and/or behaviors are identified.  **Plan Do Study Act (PDSA) Meetings:** Every quarter, the WHS Building Leadership Team meets with a targeted focus to review current data and make modifications to the goals set forth in the School Improvement Plan. | | | | |
| **Effective Administrative Leadership:**  Weston High School’s Principal will attend conferences throughout the year. To date, WHS Leadership has not attended any remote learning conferences. | | | | |
| **Technology to Facilitate Student Learning:**  **Apple MAC/Digital Cameras** – Digital Cameras, Apple Macs, and iPads have been purchased to help with creative projects for student engagement. The iPads were purchased in October of 2020. | | | | |
| **Open Doors:**  To date, the Open Doors program is making progress through improved studentmonitoring. This year, the program developed a digitized graduation plan to help ensure graduations timelines are met. Additionally, student interventions and the progress of each intervention are being monitored and tracked in a digital spreadsheet. Student Learning Plans were also digitized this year, which allows for collaboration with students.  To date, the Open Doors program is struggling with student contact through weekly check ins, learning goal checks and Wednesday check ins. The Open Doors staff has implemented a texting system called REMIND and are using postcards to try to engage students to meet their required monthly progress.  To date, individualized adjustment of courses and learning plans for those who are struggling, in conjunction with individual instructional assistance to promote course mastery and completion has been implemented and is in progress. | | | | |