

# WOODLAND HIGH SCHOOL CONTINUOUS SCHOOL IMPROVEMENT PLAN 2020-2021 School Year

## WOODLAND HIGH SCHOOL- 2020-2021

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| <p><b>Student Performance Goal #1:</b><br/>EOC/Milestone Goal- Woodland High School will increase Milestone test scores in all 8 tested subjects- English I, English III, Biology, Physical Science, U.S. History, Economics, Algebra and Geometry, Level 2 (and above) Learners by 15% and Level 3 (and above) Learners by 15%, Level 4 Learners increase by 10% based upon 2018-2019 test scores for each tested subject</p> |
| <p><b>HCS Strategic Priority:</b><br/>Strengthen our core business of student learning.</p>  |
| <p><b>HCS Core Beliefs and Commitments:</b><br/>We believe each student can learn at or above grade level and will have an equal opportunity to do so.<br/>Each student will learn at or above grade level and have an equal opportunity to do so.</p>   |

| Actions, Strategies, and Interventions  | Expected Learning Outcomes of Actions, Strategies, and/or Interventions  | Professional Learning Needed  | Methods of Monitoring   |
|---|--|---|---|
| <p><b>1.1 Administration will collaborate with subject-level teachers to examine data and discuss effective strategies, and examine 9-week summative assessment data.</b></p> <p><b>1.2 Administration and collaborative subject teachers will meet monthly to examine data and discuss effective strategies.</b></p> <p><b>1.3 Administrators will conduct walkthroughs of Milestone teachers, at a minimum of once each nine-weeks, to provide teachers with feedback on their instructional practices.</b></p> | <ul style="list-style-type: none"> <li>● Review in great detail the 2018-2019 EOC Test scores- what are the strengths? What are the weaknesses?</li> <li>● Monthly meetings with departments</li> <li>● Milestone data presentations</li> <li>● Clear Learning Targets displayed</li> <li>● Clear school Vision and Mission</li> <li>● Collaborative meetings and planning logs</li> <li>● Teachers will develop summative assessments as a team throughout the school year</li> </ul> | <p><b>Professional development and collaboration.</b></p> <ul style="list-style-type: none"> <li>● Teachers have common collaborative planning and plan together weekly.</li> <li>● Teachers will receive training on Data Analysis.</li> <li>● Teachers will receive training on Collaborative Planning expectations and Planning Logs (WHS Collaborative Planning Protocol).</li> </ul> | <ul style="list-style-type: none"> <li>● Informal Classroom observations throughout the school year with feedback given (Informal Observation Feedback Form)</li> <li>● Milestone Data presentations after each term/each 9 weeks given to administration and each department</li> <li>● EOC Scores in May</li> <li>● How did the students perform on each assessment?</li> </ul> |

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### 2020-2021 School Year

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| <p><b>1.4 Milestone subject area teachers will develop and administer common assessments for each 9-week period and analyze the data from those assessments in order for proper remediation or acceleration of instruction to occur.</b></p> <p><b>1.5 During collaborative planning times throughout the year, the subject area teachers will compare data for the pre- and post- assessments and plan for instruction, remediation, and enrichment. The teachers will submit the Collaborative Meeting Logs to the appropriate administrator for review.</b></p> <p><b>1.6 It is an expectation that teachers post Learning Targets for the students daily and they follow the HCS Learning and Teaching Standards/Progressions.</b></p> <p><b>1.7 All teachers will create TKES Goals that support CCRPI and increasing student achievement.</b></p> <p><b>1.8 MAP- Measure of Academic Progress will be given 3x a year in Grades 9-11 (ELA) and Grades- 9-10 (Math) to help determine student growth and mastery of the content as an additional measure</b></p> | <ul style="list-style-type: none"> <li>● Common summative assessments aligned to the Milestone domains will be given each 9 weeks</li> <li>● TKES Goals are written and developed to support CCRPI and increasing student achievement.</li> </ul> | <ul style="list-style-type: none"> <li>● Administration will structure how collaboration should look for all departments.</li> <li>● Professional Learning will be provided to teacher on the gradebook, the required weekly grades, and the newly formed assessment bank of test items.</li> </ul> | <ul style="list-style-type: none"> <li>● Based upon the data, what are the changes to instructional practice?</li> <li>● How effective are the collaborative planning meetings?</li> <li>● What do the EOC scores look like at each 9-week grading period?</li> <li>● Monthly meetings with Administration to discuss this goal Collaborative Planning Logs</li> <li>● Analysis of test scores and mid-year assessments</li> </ul> |
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**Student Performance Goal #2:**

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## CONTINUOUS SCHOOL IMPROVEMENT PLAN

### 2020-2021 School Year

The goal is to raise the 9<sup>th</sup> and 11<sup>th</sup> Grade EOC Lexile scores by 150 points school-wide based upon the 2018-2019 MAP/Milestone Data. In addition, the literacy committee will host two cross-curricular Literacy Days during the 2020-2021 school year in which 100% of core content teachers will participate (October and March).

**HCS Strategic Priority:**

Strengthen our core business of student learning.

**HCS Core Beliefs and Commitments:**

We believe each student can learn at or above grade level and will have an equal opportunity to do so.

Each student will learn at or above grade level and have an equal opportunity to do so.

| Actions, Strategies, and Interventions  | Expected Learning Outcomes of Actions, Strategies, and/or Interventions  | Professional Learning Needed   | Methods of Monitoring  |
|---|--|--|--|
| <p>2.1- Teachers and students will understand the importance of reading on grade level and will understand what a Lexile score is.</p> <p>2.2- Teachers will utilize appropriate and varied materials to order to improve comprehension and raise Lexile levels across all content areas ie. graphic novels, comic books, paired audio and printed materials, ReadWorks articles, etc.</p> <p>2.3- The Woodland Cluster is participating in this Literacy goal together as a cluster and will collaborate/ participate in Professional Learning throughout the school year.</p> <p>2.4- 100% of WHS teachers will participate in Literacy Days in both October and March.</p> | <ul style="list-style-type: none"> <li>● Administration will structure how collaboration should look for all departments</li> <li>● Teacher training in July to determine the most effective strategies for raising Lexile scores.</li> <li>● Dedicated reading time in ELA classes</li> <li>● “Book Love” book study with all ELA teachers.</li> <li>● Membean will be used for 30 minutes per week in all Freshman Focus classes</li> <li>● There will be a noticeable increase of language usage in Membean reports.</li> </ul> | <ul style="list-style-type: none"> <li>● Professional Learning will be provided by the Instructional Coach during pre-planning.</li> <li>● Professional Learning monthly by department will focus on literacy, close reading, and providing appropriate text for your students.</li> <li>● Teachers have common collaborative planning and plan together weekly.</li> <li>● Teachers will peer coach to support deep implementation of Lexile scores and how to increase Lexile scores.</li> </ul> | <ul style="list-style-type: none"> <li>● Collaborative Planning Logs</li> <li>● Analysis of MAP Scores</li> <li>● Progress Monitoring Tool for students/teachers to use.</li> <li>● Analysis of EOC scores</li> <li>● There will be an increase of language usage in Membean reports.</li> <li>● Monthly Membean usage reports will be pulled by the teacher.</li> <li>● An increase of MAP scores from Fall to Spring.</li> </ul> |

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| 2.5- Membean will be used for at least 30 minutes a week in Freshman Focus classes |  |  | <ul style="list-style-type: none"> <li>• Monthly meetings with Administration to discuss this goal.</li> <li>• MAP Testing- Fall, Winter and Spring to analyze Lexile scores in grades 9-11.</li> </ul> |
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| <p><b>Student Performance Goal #3:</b><br/>Math Literacy Goal- Students will raise their RIT score by 5 points from the Fall administration of the MAP test to the Spring administration in Algebra and Geometry classes.</p>                          |
| <p><b>HCS Strategic Priority:</b><br/>Strengthen our core business of student learning.</p>  |
| <p><b>HCS Core Beliefs and Commitments:</b><br/>We believe each student can learn at or above grade level and will have an equal opportunity to do so.<br/>Each student will learn at or above grade level and have an equal opportunity to do so.</p> |

| Actions, Strategies, and Interventions  | Expected Learning Outcomes of Actions, Strategies, and/or Interventions   | Professional Learning Needed  | Methods of Monitoring  |
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| <p><b>3.1- Teachers and students will understand the importance of math literacy and improving their RIT score for mathematics.</b></p> | <ul style="list-style-type: none"> <li>• Administration will structure how collaboration should look for all departments</li> <li>• Mathematics Teacher training in August to determine the most</li> </ul> | <ul style="list-style-type: none"> <li>• Professional Learning<br/>Monthly meetings with Administration to discuss this goal.</li> <li>• MAP Testing- Fall, Winter and Spring to analyze RIT</li> </ul> | <ul style="list-style-type: none"> <li>• Collaborative Planning Logs</li> <li>• Analysis of MAP Scores</li> <li>• Progress Monitoring Tool for students/teachers to use that WHS Administration will implement in each classroom-</li> </ul> |

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| <p><b>3.2- Teachers will provide specific and targeted practice to develop and accelerate math content knowledge.</b></p> <p><b>3.3- WHS and WMS will meet as a vertical team quarterly and will collaborate/ participate in Professional Learning throughout the school year, with cohesive instruction for MAP in mind.</b></p> <p><b>3.4 – Teachers will use the District Formative Assessments weekly to determine student understanding of the HTLS, tied to the same standards in MAP.</b></p> | <p>effective research- based strategies for raising RIT scores.</p> <ul style="list-style-type: none"> <li>● Dedicated math practice time weekly during Freshman Focus</li> <li>● Teachers will learn how to use MAP reports to generate specific, individualized practice for student growth.</li> </ul> | <p>scores and Quantile scores (if they become available)</p> <ul style="list-style-type: none"> <li>● Data discussions twice monthly with collaborative planning teams to review District Formative Assessments and MAP Growth Goal progress.</li> <li>● Professional Learning will be provided by Travis Thomas and/or NWEA during the school year.</li> <li>● Teachers have common collaborative planning and plan together weekly.</li> <li>● Teachers will peer coach to support implementation of strategies to increase RIT scores (and Quantile if they become available.)</li> <li>● Teachers will learn how to use MAP reports to generate specific, individualized practice for student growth.</li> </ul> | <p>3 times per year using MAP Data</p> <ul style="list-style-type: none"> <li>● Analysis of EOC scores Reflection logs</li> <li>● Customized Growth Goals</li> </ul> |
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