

2021-2022

School Improvement Plan

Cossatot River High School



Faith

Family

Integrity

CRHS Vision:

We are what we repeatedly do. Excellence, therefore is not an act but a habit.

- Aristotle

Keep Moving Forward

CRHS Mission:

We believe in educating students through faith, family and integrity.

CRHS Core Beliefs:

- 1) Student Centered**
- 2) Relationship Driven**
- 3) Growth Mindset**
- 4) Integrity**
- 5) Collaboration**
- 6) Acceptance and Inclusion**
- 7) Perseverance**

Grade Levels: 7-12

Enrollment: 370

ESSA Score: No Data

Graduation Rate: 92%

Student Demographics:

17% English Learners

63.92% White

0.73% Black

28.57 % Hispanic

13.08% Special Education

72% Low Income

Aspire Data from 2019-2020:

7th Grade

84% Exceeding or Ready – English

28% Exceeding or Ready – Reading

31% Exceeding or Ready – Science

33% Exceeding or Ready – Math

8th Grade

78% Exceeding or Ready – English

32% Exceeding or Ready – Reading

30% Exceeding or Ready – Science

31% Exceeding or Ready – Math

9th Grade

61% Exceeding or Ready – English

33% Exceeding or Ready – Reading

30% Exceeding or Ready – Science

29% Exceeding or Ready – Math

10th Grade

68% Exceeding or Ready – English

24% Exceeding or Ready – Reading

26% Exceeding or Ready – Science

19% Exceeding or Ready – Math

Goal #1: Academic

| Action Plan for Improvement | | | |
|---|---|-----------------------------|--|
| IMPROVEMENT PLAN | | | PERFORMANCE MANAGEMENT |
| Needs Assessment Summary Leading to Goal: <small>(Step 0)</small> CRHS will provide equitable access to quality literacy instruction. Provide opportunities for authentic and purposeful reading while using the rise model as a template. Provide opportunities for authentic and purposeful writing. Develop community partnerships and outreach programs to support student growth and literacy development. Develop authentic and purposeful systemic literacy evaluation and assessments. Use multiple sources of data to inform literacy instruction, differentiation, and intervention. Provide a tiered, differentiated, structured literacy intervention system by utilizing the response to intervention system. | | | Data Sets Used: <small>(Step 0)</small> ELPA ACT ASPIRE Lexile Levels Lexia – Powerup Literacy |
| Root Causes: <small>(Bulleted List)</small> <div><div>1.</div><div>Lack of data literacy and confidence in utilization.</div></div> <div><div>2.</div><div>Perceived difficulty and time-involved</div></div> <div><div>3.</div><div>Not currently incorporated effectively school-wide</div></div> | | | |
| Goal <small>(Step 1)</small> | If data is meaningfully incorporated into the everyday discussions, meetings, instruction, etc. at CRHS, then student achievement will increase and a data-centered culture will develop. | | Summative Targets: <small>(Step 1b)</small> <div><div>1.</div><div>Increase in ELPA/ACT Aspire gains</div></div> |
| | | | Progress Monitoring: <small>(Step 8)</small> <div><div>1.</div><div>Achieve data</div></div> <div><div>2.</div><div>Teacher created assessments</div></div> <div><div>3.</div><div>Discipline data</div></div> |
| Brainstormed Barriers (-) <small>(Step 2)</small> <div><div>1.</div><div>Time and investment on the part of teacher to create effective differentiated lessons</div></div> <div><div>2.</div><div>Lack of understanding of data where to find it, how to look at it, what is actually important, where to start</div></div> <div><div>3.</div><div>Knowing content item specs well enough to develop lessons that address needs</div></div> | | | |
| Brainstormed Resources (+) <small>(Step 2)</small> <div><div>1.</div><div>Forum for teachers to share best practices</div></div> <div><div>2.</div><div>Structure for data conversations</div></div> | | | |
| Selected Barrier <small>(Step 3)</small> Lack of data literacy Knowing what to use and how to effectively use it | | | |
| Strategy <small>(Step 4)</small> | Make data a part of everyday discussion | | Effectiveness: <small>(Step 7)</small> PLC minutes, classroom observation, regular conversation incorporating data. |
| Action Steps <small>(Step 5)</small> | Action Step: | Date: | Fidelity: <small>(Step 6)</small> Meeting minutes, data chat forms between teachers and students. |
| | 1. Share relevant data with whole faculty | July 2021 | |
| | 2. Training embedded in to PLCs in order to facilitate the use of relevant and teacher specific data | August 2021 (Weekly) | |
| | 3. Top agenda item in all meetings (committees, faculty, PLC, etc) | September 2021 (Monthly) | |

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| | 4. Incorporate data chats regularly into classroom culture | October 2021 | |
| | 5. | | |
| Strategy (Step 4) | Utilize data to drive instruction | | Effectiveness: (Step 7) Data displayed in data room, differentiated instruction occurring in classrooms, movement in student achievement. |
| Action Steps (Step 5) | Action Step: | Date: | Fidelity: (Step 6) PLC meeting minutes, displayed data, classroom observations. |
| | 1. Develop data room to track student mastery and progress. Start with Algebra I and Geometry | August 2021 (Ongoing) | |
| | 2. Hold PLCs in the data room to allow teachers to interact with individual student data | August 2021 (Weekly) | |
| | 3. Utilize data room to drive student grouping and movement within classes. | July 2021 (Ongoing) | |
| | 4. Expand data room to include other content areas. Share best practices and protocols developed. | November 2021 | |
| | 5. | | |
| Strategy (Step 4) | | | Effectiveness: (Step 7) |
| Action Steps (Step 5) | Action Step: | Date: | Fidelity: (Step 6) |
| | 1. | | |
| | 2. | | |
| | 3. | | |
| | 4. | | |
| | 5. | | |
| Selected Barrier (Step 3) | | | |
| Strategy (Step 4) | | | Effectiveness: (Step 7) |
| Action Steps (Step 5) | Action Step: | Date: | Fidelity: (Step 6) |
| | 1. | | |
| | 2. | | |
| | 3. | | |
| | 4. | | |
| | 5. | | |
| Strategy (Step 4) | | | Effectiveness: (Step 7) |
| Action Steps (Step 5) | Action Step: | Date: | Fidelity: (Step 6) |
| | 1. | | |
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| | 3. | | |
| | 4. | | |
| | 5. | | |
| Strategy (Step 4) | | | Effectiveness: (Step 7) |
| Action Steps (Step 5) | Action Step: | Date: | Fidelity: (Step 6) |
| | 1. | | |
| | 2. | | |

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| | 3. | | |
| | 4. | | |

Goal #2: Behavioral

| Action Plan for Improvement | | | | |
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| IMPROVEMENT PLAN | | | PERFORMANCE MANAGEMENT | |
| Needs Assessment Summary Leading to Goal: <small>(Step 0)</small> Attendance and tardiness data shows that all students are not prioritizing getting to school and/or class on time. Improvements to the current policy were implemented during the 2018-2019 school year, with mixed results. This an issue that is at affects many other aspects of the school and will require all stakeholder investment. Root Causes: <small>(Bulleted List)</small> <div><div>1.</div><div>Problem is large efficient systems not in place to address all tardies</div></div> <div><div>2.</div><div>Inconsistent consequences/rewards</div></div> <div><div>3.</div><div>Inconsistent enforcement by all faculty</div></div> | | | Data Sets Used: <small>(Step 0)</small> ELPA ACT ASPIRE Discipline (tardy, referrals, attendance) | |
| Goal <small>(Step 1)</small> | If instructional time in classrooms is maximized and school culture is focused on the urgency of learning, then student achievement will increase. | | Summative Targets: <small>(Step 1b)</small> <div><div>1.</div><div>Increase in proficiency levels</div></div> <div><div>2.</div><div>Decrease in recorded tardies and absences</div></div> | |
| | | | Progress Monitoring: <small>(Step 8)</small> <div><div>1.</div><div>Tardy and attendance reports</div></div> <div><div>2.</div><div>Referral data</div></div> <div><div>3.</div><div>Midyear scrimmages</div></div> | |
| Brainstormed Barriers (-) <small>(Step 2)</small> <div><div>1.</div><div>Getting to class on time is not a priority for all students</div></div> <div><div>2.</div><div>Lack of a tracking system that is accurate, effective, and utilizes live data that is easily accessible to ensure consistent monitoring is taking place</div></div> <div><div>3.</div><div>Challenge of tardy sweeping 1st</div></div> | | | | |
| Brainstormed Resources (+) <small>(Step 2)</small> <div><div>1.</div><div>Additional personnel responsible</div></div> <div><div>2.</div><div>Attendance/tardy committee to address issue with all stakeholders</div></div> <div><div>3.</div><div>Tardy sweeps with consequences/rewards during all periods</div></div> | | | | |
| Selected Barrier <small>(Step 3)</small> Consistently addressing tardiness is not a priority for all stakeholders | | | | |
| Strategy <small>(Step 4)</small> | Plan to consistently and effectively address tardiness and absences. | | Effectiveness: <small>(Step 7)</small> Decrease in tardies based on data collected first 2 weeks of school, decrease in tardy referrals and absences | |
| Action Steps <small>(Step 5)</small> | Action Step: | Date: | Fidelity: <small>(Step 6)</small> Communication at grade-level Weekly progress monitoring Admin Feedback from faculty and staff | |
| | 1. Administrators and all Stakeholders develop policy for tardy sweeps, tracking, and communication of policy and expectations | August 2021 | | |
| | 2. Policy Committee discusses policy, makes suggestions, and approves policy. Reviews monthly for adjustment. | August 2021 (Monthly) | | |

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| | 3. Expectations are clearly communicated to faculty, staff and students | August 2021 (Weekly) | |
| | 4. Operation attendance mentoring teachers will contact parents | August 2021 (Weekly) | |