

Loowit High School



TARGETED SCHOOL PLAN

Name of Principal: Rob Birdsell

Date: 11/9/2018

Mission

As a community of learners, we are committed to meeting the educational and emotional needs of our students through teamwork and skill building, with family and community support. Students will determine their educational and post-secondary goals and plans. These goals and plans will be based on their interests, aptitudes, and abilities. Career exploration and employability skills will be the foundation of the educational and post-secondary plan.

Vision

We are committed to the academic, social, and emotional needs of our students. Through teamwork, skill building, family involvement, and community support, we strive to rekindle a desire for learning.

COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Student Demographics

Student Enrollment	Oct. 2018
Grade 9	3
Grade 10	6
Grade 11	6
Grade 12	12

OSPI Report Card: Special Programs	Oct 2018
Free and Reduced Price Lunch	59.4%
Transitional Bilingual	6.3%
Section 504	12.2%
Adjusted 5-year Cohort Graduation Rate (Class of 2016)	50%
Special Education	6.3%
Migrant	3.1%

Staff Demographics

A Kelso High School assistant principal also serves as the Loowit High School administrator/principal.

A Kelso High School counselors also serves as the Loowit High School counselor.

Loowit Staff

Certificated Teacher	1
Certificated Math Support Specialist	.3
Paraprofessionals	1.321
Administrative Secretary	0.5



Academic Achievement

Percentage of Washington State Assessments (Smarter Balanced) tested students who have met graduation testing cut scores based upon their graduation cohort according to the early November 2018 CEDARS Report.

- ELA – 18 students eligible
16 attempted – 88.8%
6 of the 16 met standard – 37.5%
 - Math – 18 students eligible
14 attempted – 77.7%
1 of the 14 met standard – 7.1%
 - Science
4 met standard – 30.8%
- Class of 2020 will take the science assessment in 11th grade.

Challenges

- Although some students have passed portions of Washington State assessments, they still have not met graduation credit requirements.
- As of November 18, 2018, 15 students have not completed a course in Odysseyware. Of these 15 students: 8 are behind in all of their courses, 2 are on track to complete one course, 3 students are passing half of their courses and are capable of completing by the end of the first trimester, 1 student is on track to finish 4 of the 5 courses, and 1 student is a recent addition to the class, hence her course numbers are low due to little time in program.
- 4 students have completed 1 of 5 courses.
- 4 students have completed 2 of 5 courses.
- 4 students have completed 3 of 5 courses.
- The challenge is to increase the rate of credit recovery and increase the number of students for on-time graduation.
- Many Loowit students deal with outside struggles such as homelessness, health issues, threat assessments, abuse, truancy, mental health concerns, limited family support, and drug related concerns.
- As a Loowit team we are looking to create a profile of a successful student in our program so that we can help prospective students decide whether Loowit is the best choice for them.

Strengths

- Loowit's instructional programs are individualized and designed to meet students' particular needs.
- Community organizations (e.g., Master Gardeners, churches, local Food Bank) provide opportunities for students to volunteer and learn job/social skills.
- Loowit students present a strong ASB student voice and continue to work with staff and administration to improve classroom climate and culture.



- Community involvement: Veterans, County Health Department (food handlers permitting), Work Source, resume building with Summerland, KLTV volunteering and apprenticeships, PUD career fair, and drug counselors for education and support.
- Translators are available for families of Loowit High School. Current first languages are English and Spanish. Spanish translations are available for both written and oral communication.

COMPONENT #2: IDENTIFICATION OF STUDENTS

PROCEDURES TO SUPPORT PROGRAMS, ACTIVITIES & COURSES TO ENSURE MASTERY OF ACADEMIC STANDARDS

Use of Data

Identification Assessments

- MSP
- EOC1 Algebra
- COE Algebra
- SBA
- STAR Testing
- READ180 Assessment
- Odysseyware tracking

Monitoring Student Progress

- Student progress reports from Odysseyware show student progress for each student as well as for each class. Odysseyware data searches also provide daily, weekly, monthly, and trimester student reports where students are encouraged to set goals between 8% to 25% completion per class, per week. Students earn community sponsored awards for keeping 'in the green' as evidenced by Odysseyware graphs and the students' own spreadsheet tracking systems.
- Course materials are tailored to students' identified needs. For students who are struggling with Language Arts 12, alternate units may be substituted to another topic that is comparable in learning, but easier to access and understand.
- Students are encouraged to apply the skills and strategies they are learning. One of the many ways the teacher plans for application of learning is to have a student who has completed a unit help a struggling student on that same unit. The student who has passed the unit is able to teach the other student techniques they used in order to better understand the material.
- Analysis of data from the Targeted Assistance Program helps the staff identify particular areas of need for Loowit students. Response to this analysis includes researching materials and strategies to support student learning and growth.
- A KHS counselor facilitates IEP team meetings and communication with Special Education staff in order to ensure that IEP accommodations and modifications are being met - per the student plan. This includes adjusting the grade level of coursework - Odysseyware offers coursework at the 3rd through 8th grade levels in Science, Social Studies, Math, and ELA for students receiving IEP services in one or more of those areas.



- A KHS counselor wrote two grants and advocated for classroom materials for the Odysseyware. We hope that, if approved, grant funds will be used to purchase companion books for Odysseyware, science equipment for labs to be completed, and funding for Food Handler's Certification.
- The KHS counselor and Loowit teacher work with JobCorps, Goodwill, and other outside agencies to bring resources to students such as scheduling individual appointments, trainings, and getting supplies. These include setting up food handler certification courses, arranging services through Janus House, arranging meetings for outside counselors, and setting up intake appointments.
- The KHS counselor will strive to meet with students (individually or in groups) daily for development of Social/Emotional Learning goals to ensure the growth of each student from a whole child-systems perspective.
- The KHS counselor is in communication with the Loowit teacher weekly regarding progress in credits toward graduation, appropriate coursework, and how to make accommodations and modifications as required by student IEPs and 504 Plans, in addition to learning goals set by the school.
- In keeping with removing obstacles from student success, Loowit is looking for funding to make Pre-SAT, SAT, and ACT testing available for ALL students to provide opportunities for earning qualifying 'cut' scores for graduation requirements and credit 'earn back' for courses previously failed.
- Students are encouraged to take the STAMP – Biliteracy exam to prove a level of mastery in their home or learned language. Two current students will have the opportunity to earn up to four credits of World Language and provide needed progress toward graduation. The cost of the STAMP test will be part of the funding as mentioned in the above bullet point.

COMPONENT #3: PRACTICES AND STRATEGIES

PROCEDURES TO SUPPORT BEST PRACTICES TO STRENGTHEN ACADEMIC PROGRAM

- Loowit offers courses for 9th through 12th grade.
- Loowit utilizes Odysseyware. It is proving more student-friendly than Apex, which was used in previous years. Odysseyware allows staff to closely monitor student progress. Multiple report formats provide information to help keep students on track, and provide addition suggestions to get students back on track when needed. Student progress may be checked daily, weekly, monthly, or by trimester progress.
- Odysseyware also offers elective courses to help students improve in their core classes, such as: Art History, Environmental Science, Foreign Languages, and Psychology. Other electives are available as needed and requested.
- Students have access to Japanese language courses online with teacher support as needed from Kelso High School.
- Students who do not pass the Smarter Balance Assessment are offered a class at Kelso High School where they can meet the assessment milestone in addition to earning credit – in Math or ELA.
- All Odysseyware curriculum was reviewed by the counselor and English, science, math and social studies department chairs of Kelso High School. Additional coursework that would meet all requirements and could be taken in lieu of the original course was developed and implemented for content and rigor. This decision allowed more access to all Common Core standards. The additional purchase of literary companion books reinforces the learning of all students.



- The School-Parent-Student Compact reflects language that addresses the students' participation on the state assessments. The compact provides an explicit statement of focus around both the student and the teacher committing to increased participation.
- The School-Parent-Student Compact represents the commitment and effort expected by each stakeholder. Specific language directed toward parent(s)/guardian(s) involvement targeting attendance of their student to school, attendance to parent-teacher-student conferences, frequent and transparent communication, and volunteering for school and student projects and outings.

COMPONENT #4: COORDINATION AND TRANSITIONS

PROCEDURES TO SUPPORT TRANSITIONS

- Loowit students are able to take elective courses like art, cooking, career, and technical education classes either at Loowit or at Kelso High School.
- Deb Gribskov, Math Support Specialist, provides math support for Loowit students 70 minutes four days a week and 50 minutes on WER (Wednesday Early Release).
- Small group instruction for core content areas is supported by the teacher, paraprofessionals, and Math Support Specialist.
- Loowit staff also works with students individually in addition to small group and whole class instruction.
- Students in Loowit are capable of participating in the core instruction with accommodations, modifications, and support as needed with Special Education, 504 Plan, ELL and other student specific programs through supervision of KHS staff certified in those specific area of study.
- Students in Loowit express interest in options after graduation, or in place of graduation should obstacles become too great. The Loowit team is scheduling visitations to various career, post-secondary, and alternative education facilitates and campuses to view and discuss their options. Current suggestions include Centralia College, Foster Farms, Clark College, New Market Skills Center, Tongue Point Job Corps, Portland Community College, Lower Columbia College,
- Students in Loowit express interest in skills and knowledge needed for an independent life after high school. Suggested skills and knowledge include purchasing an automobile, setting up a savings and checking account, establishing and maintaining a credit score, controlling credit card applications and spending, renting an apartment or house, purchasing vs leasing an auto, investments, retirement planning, paying for college or post-secondary training, and obtaining health and dental coverage. We are looking at a combination of visitations and guest speakers to best convey the information. Another option for consideration is evening family presentations for those interested in the topics.
- We are working to develop student learning centers where curricular content areas are static with supplies and visuals necessary for making connections for student and the students move to the area that they are working on with their Chromebook and needed note taking and graphic organizers. This allows the teachers and support staff to be in the proper mindset for the content area being visited and supported.
- Students are encouraged to engage in the variety of events put on by the Kelso High School Career Center including, but not limited to, the Post-Secondary Exploration Fair, FAFSA/WASFA nights, the Career Fair at the Cowlitz County Expo Center, and college visits during lunches. Students are also encouraged to apply for scholarships through the Counseling Center to aide in funding further education.



COMPONENT #5: PARENT & FAMILY ENGAGEMENT

PROCEDURES TO SUPPORT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- Although family involvement is valued by the school, parent attendance at events is limited.
- Communication with parents includes phone calls, emails, and letters home.
- The parent and family involvement is limited at Loowit. We will continue to make phone calls, send emails, send home flyers, and monthly newsletters. In addition, Skyward Family Access is used to keep families informed as to upcoming events, attendance, and final grades.
- After the Open House and conferences, we evaluate the number of parents/guardians who attended and compare to other events and programs. We have extended Open House hours to a full school day to allow for drop-ins and to accommodate different family schedules.
- Previous numbers indicate attendance between one and six for family events. We are working to increase the number of family members who attend including movie nights, swim nights, and light hors d'oeuvres.
- Refreshments (e.g., mealtime appropriate) are available during Open House and conferences. Learning games and special programs are included in each Open House as a way to increase participation.
- Translators are available for families of Loowit High School. Current first languages are English and Spanish. Spanish translations are available for both written and oral communication. Should enrollment provide the need there is also a Chuuk interpreter as well.

COMPONENT #6: PROFESSIONAL DEVELOPMENT

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

- Students and staff were able to watch "Paper Tigers" and meet with/listen to Jim Sporeleder, past-principal of Lincoln High School in Walla Walla, WA. Discussions focused on student emotional needs and trauma-informed instruction.
- The Loowit teacher and par educators work every other Wednesday (WER Time) to evaluate each student's progress and the effectiveness of the program. Following this data analysis, the teacher plans instructional responses to meet each student's needs.
- Teachers will attend all school, teacher, and district WER in-services and other training opportunities as related to student safety, learning/teaching initiatives, and team/department supports.



- The Loowit staff (administration, support, and/or teacher) will attend professional learning conferences based on alignments of Loowit High School needs and conference content. The Loowit Principal attended the National Dropout Prevention Conference in Columbus, OH, (October 28-31, 2018), and the Region 4 Washington Association for Learning Alternatives (WALA) meeting in Vancouver, WA (November 2, 2018). Additional conferences being considered include winter and spring WALA workshops and the Washington State WESPaC (WSIPC (Washington School Information Processing Cooperative) Enhanced Skyward Point and Click) Users Group (WASWUG) during this school year.

