

# OSPI School Improvement Plan 2023–2024

## Building data

Please provide your school district and building name below.

School District: College Place Public Schools
Building Name: College Place High School
School Code: 5362
Date: 6/1/23

## Instructions:

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.

## 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.

Based on the Needs Assessment Data that was curated, along with the Student Voice Circle data we collected at the building level, the clear needs for College Place High School will also be in more financial resources and staffing to support ML learners. Using our current resource and staffing allocation from 2022–2023 to 2023–2024, CPHS would utilize a restructuring of the ML Secondary Certificated position to include more direct instruction time for ML students in language acquisition; potentially varied by grade and level. Additionally, an intentional School Improvement focus in structure of Professional Learning Communities and in school wide Professional Development needs to occur; such as providing SIOP training during embedded PD opportunities, and the monitoring of SIOP implementations in classroom instruction.

## SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

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: 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 appropriate Components.

SY 2023–2024 SMARTIE Goal #1: Area –Academics/Instruction: For the 2023–2024 school year, students in the Multilingual Program with at least 80% attendance, will increase their passing rates in all core content areas by 10% (1<sup>st</sup> semester to 2<sup>nd</sup> semester), through the use of school wide intentional efforts in assessment revisions to focus on enhanced formative assessment measures prior to summative assessments. The utilization of targeted ML student identification measures, SIOP professional development, and targeted PLC collaboration on Multilingual Learner success will be reflected in aligned TPEP and team goals in 2023–2024. (DIP 1.1.1, 1.2.1, 2.1.2)

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described.

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>Who, specifically, will benefit from this practice/activity?</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 named in your SMARTIE Goal?</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 progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i>  <i>Who else will be involved?</i>	<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>
PLC team goals will center on teacher clarity, and on ML performance measures through revision of and reflection on formative assessment measures.	Teacher developed assessments; formative and summative analyzed for alignment quarterly; Passing Rates in Core Content Areas as measured quarterly.	September 2023 to May 2024	Instructional Leadership Team	ESD Support in PLC leads; On-going Equity Professional Development in Assessing for Learning.
SIOP School-Wide Training	SIOP Informal Data Collection Forms	September 2023 to May 2024	TBIP District Team; Administration	TBIP & LAP Professional Development Funds
Teachers to identify and ‘note’ the students who are in ML Programming in their core content areas; Skyward Feature	Teacher data tracking documents, rosters, online gradebook, or other data tracking tools; Panorama Tool.	On-going as student schedules change throughout the 2023–2024 school year.	TBIP District Team, Counselors, Administration	Time for staff to review ML students in their rosters; Communication from TBIP team on student progress.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

SY 2023–2024 SMARTIE Goal #2: Area – Social Emotional Learning: For the 2023–2024 school year, College Place High School will increase SEL performance data in the area of “Grit” from an average of 52% favorable rating in spring of 2023 to 62% favorable rating in the spring of 2024 as measured by Panorama Survey results. CPHS, through the CP Strong team, will utilize student voice to influence the CP Strong SEL Tier I lessons. (DIP 2.2)

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described.

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>Who, specifically, will benefit from this practice/activity?</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 named in your SMARTIE Goal?</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 progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i>  <i>Who else will be involved?</i>	<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>
CP Strong monthly SEL lessons based on Character Strong curriculum; tied to CP Way beliefs/outcomes	Fall, Winter, and Spring SEL Panorama Data will survey students three times throughout the year in CASTLE framework.	September 2023 to May 2024	CP Strong Team of counselors, administrators, instructional coach, and student voice reps.	Character Strong curriculum, Staff PD time embedded in monthly meetings on CP Strong SEL.
MTSS – Student Focus Team to implement Tier 2 intervention groups based on SEL need.	SFT Referral Data, curated Intervention Plans logged in Panorama; Tier II Group Intervention Attendance and Outcomes Data, varied by SEL focus.	October 2023 to May 2024  Progress monitored in weekly SFT meetings and quarterly Counseling/Administration team meetings.	Counselors, and Counseling Support personnel, and Administration	Counselor and/or Teacher developed Tier II resources.  Panorama Playbook resources.

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SY 2023–2024 SMARTIE Goal #3: Area – Family Engagement: For the 2023–2024 school year, College Place High School will increase family engagement with our Migrant and Multilingual families, through the implementation of intentional Spanish-speaking family community committees (Natural Leaders and Migrant PAC), as identified in participation percentages in events such as “Teacher/Parent Conferences”, and “Student Learning Showcase Events” from our initial fall community events to our spring community events. (DIP 2.3)

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<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i>  <i>Who, specifically, will benefit from this practice/activity?</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 named in your SMARTIE Goal?</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 progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i>  <i>Who else will be involved?</i>	<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>
Migrant PAC Family Engagement Committee Meetings to plan for Spanish-Speaking engagement opportunities.	Participation Numbers of families at each of our Spanish-speaking family events.	September 2023 to May 2024	Anna Inman, Edith Martinez, Abel Hernandez, Robert Aguilar	Migrant Funding and local community partners for resource fair events; Boosters fuds for events.
Valle Lindo labor camp outreach; FAFSA/WASFA, Conferences, Resource Fairs	Participation Numbers of Families who initiate the FAFSA at the Fall outreach event.	September 2023 to May 2024	Counselors, Gear-Up Coordinators, Migrant Specialist	Gear-Up and Migrant Funding resources

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
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SY 2023–2024 SMARTIE Goal #4: Attendance – Daily Attendance Rate: For the 2023–2024 school year, College Place High School will increase its Daily Attendance Rate by 20%, from the 2021–2022 school year of 49% Daily Attendance, using an Attendance Coalition to gather data, and prescribe action steps to decrease the unexcused and “skipping” behavior patterns of the students.

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Activities	Measures	Timeframe	Lead	Resources
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Creation of an Attendance Coalition of cross organization and stakeholders to collect and analyze attendance data for schools in CP and WW.	Skyward Daily Attendance Rates, Agenda Minutes from Coalition Meetings, Student Voice Circles. This group will meet monthly to review data and plan action steps.	Ongoing; From September 2023 to May 2024.	Ambra Bryant, Assistant Principal	School Budget from Family Engagement, and Community Agency Resources.
Policy and Practice Changes or Review	Student Handbook, Course Syllabi, and other communication methods.	Ongoing; From September 2023 to May 2024.	Administrators	Board Policy

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