

OSPI School Improvement Plan 2024–2025

[Step-by-Step School Improvement Planning and Implementation Guide](#)

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, please use the Consolidated School Improvement Template to satisfy the appropriate Components.

Building data

Please provide your school district and building name below.

School District: Chehalis
Building Name: Green Hill School
School Code: 2027
Date: 8/25/24
Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If yes, which one? (Please note each school with a school code must submit a separate School Improvement Plan)Click or tap here to enter text.

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Kevin Ryan.	Heather Schilling
Lee Young	Sean Hadaller.
Janece Lavien.	Sarah Joslin

WSIF Cycle Identification and Report Card Data

Please use the 2023 WSIF Cycle 3 data from the [Washington State Report Card](#) to complete the table below. School Improvement Plans for schools identified for tiered support under WSIF are required to align their goals with their WSIF Cycle Identification. The data included in the table below will help align the focus on the Comprehensive Needs Assessment, SMARTIE Goals, and evidence-based practices used in this plan.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle Identification Tier 3 Plus Comprehensive
WSIF Data Measures	2023 WSIF Identification Score (indicate Not Applicable with N/A)
Comprehensive (All Student Group)	
Comprehensive Graduation Rate	
Student Group	
American Indian/Alaska Native	
Asian	
Black/African American	
Hawaiian/Other Pacific Islander	
Hispanic/Latino	

Two or more races	
White	
English Learner	
Low Income	
Special Education	

Summary of Comprehensive Needs Assessment (CNA):

A [Comprehensive Needs Assessment \(CNA\)](#) is required of all schools identified for improvement under the [Washington School Improvement Framework](#). In this section, please summarize data and information gathered from conducting your CNA including all relevant areas of the WSIF (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?
Special Education When consistently serviced, student/residents are making progress in reading and math from initial testing data points. Graduation rates have consistently maintained or grown for students/residents who have longer term sentences. These students have gone on to technical or college programs. See Title data, graduation rates and Star testing data. These are embedded in the current SIP goals
Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.
A lack of academic support (teacher/ed support staff) which prevent academic retrieval and credit acquisition for graduation as they enter the facility already credit deficient for many. A need for resource support materials is also been identified as deficient based on the changing nature of student movement and security protocols.
What possible root causes has your team identified to account for these inequities, especially disproportionalities among student groups?
The residents/students who come to Green Hill are not reflective of the community population at large but a reflection of the result of current judicial proceedings
Describe the highest priority focus areas for improvement (funding, staffing, materials, resources, etc.) identified through WSIF data and by conducting the Comprehensive Needs Assessment that will be addressed in this plan.
Student achievement and graduation continue to be Green Hill School's highest priority. Funding to address increased credit demands and requirements necessitates additional staff and certifications. These continue to be a difficult need to fill within this environment

2024-25 School Improvement Plan

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that you plan to accomplish through evidence-based practices (interventions, activities, or strategies) for SY 2024-25. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the "Data Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based practices (interventions, activities, or strategies) being used to achieve the 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?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

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 equitable 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?

<p>SY 2024–2025 SMARTIE Goal #1: Goal #1: We will continue to focus on the ongoing challenges we face in delivering special education services by: 1) ensuring that each student in a closed living unit has access to a special education teacher each day, 2) making certain that our special education students are “graduation ready” (have completed sufficient credit to graduate, although they may choose to continue attending school) at a rate not more than 20% lower than non-special education students.</p>
<p>What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?</p> <p style="text-align: center;">A master schedule is implemented that allows each student attending school in a closed unit to be served by SPED endorsed teacher everyday</p> <p style="text-align: center;">We will continue to disaggregate SPED student credit attainment data and compare it to their peers</p>
<p>Who will monitor the progress of this overarching goal?</p> <p style="text-align: center;">Our SPED department and our on-site psychologist will be responsible for monitoring progress</p>
<p>When/how often will they monitor progress toward this overarching goal?</p> <p style="text-align: center;">Our GQP (PLC) meets bi-weekly to evaluate the data and reposition the teacher resources if necessary. Quarterly, our psychologist (GQP leader) meets with principal to measure progress of goal.</p>

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>PLC's – Bi weekly/quarterly</p> <p>Targeted Professional development on diversified instructional practices</p>	<p>Credit attainment is measured through academic record evaluation</p> <p>Our master schedule will reflect the data on SPED instruction assignment</p>	<p>Bi-weekly and quarterly</p> <p>Professional Development will occur monthly and evidence based instruction will occur daily</p>	<p>GQP led by on site psychologist supervised by building principal</p>	<p>Grant funding will pay a portion of school psychologist.</p> <p>Apportionment will pay for professional development and GQP time</p>
<p>Hiring of a full-time school psychologist, on-site daily.</p>	<p>Hiring of a psychologist.</p> <p>Internal IEP and evaluation audit results.</p>	<p>School Psychologist is in place.</p> <p>File audits are ongoing, and occur monthly.</p>	<p>GQP meeting occur are scheduled twice monthly. On occasion, the meeting may be cancelled or rescheduled.</p>	<p>Grant funding will pay a portion of school psychologist.</p>

This will benefit students with IEPs, as well as students who have, or are eligible for, 504 plans.				Apportionment will pay for professional development and GQP time
---	--	--	--	--

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Apportionment will pay for professional development and GQP time.
2. OSPI FP 910 \$112,500 Grant funding will pay a portion of the school psychologist

SY 2024–2025 SMARTIE Goal #2: We will continue to expand our students’ opportunities to earn credit at an accelerated rate, so that by the end of the 2024–25 fiscal year students will be accessing the various methods listed below at the same, or greater rate as they currently are. Every student who scores high enough on his entry testing (math) and/or GED testing, will be granted appropriate math credit, based on our existing standards and procedures.
What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal? Number of students who have passed GED test
Who will monitor the progress of this overarching goal? Our dean of students will monitor the progress of students testing
When/how often will they monitor progress toward this overarching goal? Twice yearly

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)? Who else will be involved?	What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?

Credit retrieval and mastery of high school standards: High school credit for “generic” math credit earned by students who serve time in certain county detention centers	Twice-yearly analysis of the number of students who take advantage of this option, and the amount of credit earned.	Twice a year we will monitor progress	Dean of students and testing coordinator	Apportionment funding will be allocated to this goal
Credit retrieval and mastery of high school standards : Preparation for, access to, and support of students’ accessing GED testing in math (and other subjects) to. Allow students to retrieve credit.	Twice-yearly analysis of the number of students who take advantage of this option, and the amount of credit earned.	Twice a year we will monitor progress	Dean of students and testing coordinator	Apportionment funding will be allocated to this goal

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Apportionment funding
2. Institutional education funding allows for the school to pay for student GED testing