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 SD**
Building Name: LCAS Turning Point
School Code: 5369
Date: 9/29/24
Does your school share a building with another school? Yes ☐ No ☒
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 Steve Klein	Kristi Margeson Erin Johnson

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 Graduation Rate
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	

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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, students are making progress in targeted initial testing data points. Credit achievement and success measurements are based upon both APEX achievement and Student Learning Plans. 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 school already credit deficient for many. A need for resource support materials is also been identified as deficient based on the changing nature of student achievements protocols.
What possible root causes has your team identified to account for these inequities, especially disproportionalities among student groups?
Lack of remedial academic support and credit deficient recovery programs account for the inequities of our younger students. The credit recovery programs and opportunities for individualized learning support address the disproportionalities for our student population at Turning Point
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.
Credit recovery, student achievement and graduation continue to be Turning Point's highest priority. Funding to address increased credit demands, individualized learning supports and requirements necessities 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?

SY 2024–2025 SMARTIE Goal #1: **We will improve student achievement and credit-earning by 11th & 12th grade students. The standard is .67 credit per month, and the goal is for at least 68% of students to meet this goal, up from 33% in the 2023-24 SY, as measured by monthly credits earned reporting. We will also focus on shrinking the number of 11th & 12th grade students that earn less than .5 credits per calendar month enrolled (4.5 per year); with a target of less than 33% of our students falling in this category, down from 68% in the 2022-23 school year. We will also compare our special education students' goal attainment to the general population to check for disparities.**
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**?
At Turning Point, we will utilize 2 different data points to measure this goal. 1. Student Learning Plans will reflect the amount of credit each student earns on a monthly basis. 2. Evaluating time and credit earned data from APEX learning achievement curriculum.
Who will monitor the progress of this overarching **goal**?
This goal will be evaluated monthly and ongoing in analysis of each students individual learning plan and IEP data monitoring
When/how often will they monitor progress toward this overarching **goal**?
The overarching goal will be evaluated and scored on a semester and yearly basis. We will be able to evaluate credit achievement through a semester analysis and a yearly reflection of the data.

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)

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
What evidence-based practice (intervention, activity, or strategy)	*What short-and long-term **data** will be collected to measure the impact of implementing this **evidence-based practice (intervention, activity, or strategy)**?*	*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.)?*
We utilize a co teaching model of instruction for our SPED population.	We collect data on credit recovery monthly We disaggregate data for SPED and EL population compared to other enrolled students	We will analyze the data monthly	Our entire staff will participate in data evaluation.	PLC coordinated time will be allotted
By evaluating student data in our PLC's, our teachers are able to identify students who are not meeting credit attainment goals.	Monthly and semi-annual check of the number of students that meet the goal of .67 credit earned per calendar month.	Comparison, at mid-year and year-end, of special education student progress to general population	Kristi Margeson will be the lead of our team	Grant funding for SPED staff will be allocated to this as well

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.   OSPI SP 39 $55,000   Grant funding will be used to pay for a .5 SPED instructor
2.   District release time will be allotted for PLC dedicated time.

SY 2024-2025 SMARTIE Goal #2:   Develop a system to more discretely track successes and problems associated with younger students. We will track the same or similar data as tracked in goal #1 for this sub-group of students.   Our goal is to improve the number of 9th & 10th graders who earn credit at a rate of at least .67 credit per month from 12% to 68%. We will also analyze the effectiveness of our service to middle school aged students (even though it is a small number).
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**? We will evaluate the achievement data of 9th/10th-grade students based on their achievement in the APEX learning curriculum. Furthermore, we will schedule and collaborate data with students and parents to create a more transparent evaluation of credit achievement.
Who will monitor the progress of this overarching **goal**? Student Learning Plans and APEX curriculum achievement will allow us to evaluate this goal and continue to measure the success of each student targeted in this demographic.
When/how often will they monitor progress toward this overarching **goal**? This goal evaluation/monitoring will be ongoing (monthly/semester/yearly) to better articulate the credit achievement and effectiveness of middle school students.

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)*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	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.)?*
We utilize a co-teaching model of instruction for our SPED population. By evaluating student data in our PLC's, our	We collect data on credit recovery monthly We disaggregate data for SPED and EL populations compared to other enrolled students	Monthly and semi-annual check of the number of students that meet the goal of .67 credits earned per calendar month	Building Principal and all stakeholding teachers	Apportionment and educational funding

teachers are able to identify students who are not meeting credit attainment goals.				
Provide individualized instruction, with a focus on younger students. All students benefit from this, and special education students benefit to a somewhat greater degree (related to goal #1).	Comparison, at mid-year and year-end, of 9th & 10th grade student progress to general population	Monthly and semi-annual check of the number of students that meet the goal of .67 credit earned per calendar month	Building Principal and all stakeholding teachers	Apportionment and educational funding

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.   OSPI SP 39 $55,000   Grant funding will be used to pay for a .5 SPED instructor
2.   District release time will be allotted for PLC dedicated time.

Basic Education	$315,136.44	**Intents/Purposes**: To provide all students with instruction aligned to grade specific state standards including intervention and enrichment services as needed. **Use of funds to support Intents/Purposes:** Basic Education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, textbooks/curriculum, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent engagement.
Title I, Part A	$43,000	**Intents/Purposes:** To help students at the greatest risk of not meeting state standards (EALRs), particularly in reading and math. **Use of funds to support Intents/Purposes:** Funds are combined to support a variety of areas including but not limited to : regular school day educational support programs, additional in-class assistance, small-group pull out, reinforcement of grade specific state standards in reading, math, writing and science; target professional development for instructional staff to raise their level of effectiveness as educators, and parental engagement activities.
Title II, Part A	Budgeted Districtwide	**Intents/Purposes**: To increase the academic achievement of all students by helping schools improve teacher and principal quality and to ensure that all teachers are highly qualified. **Use of funds to support Intents/Purposes:** Targeted professional development is provided to principals and teachers as needed to increase the academic achievement of all students and to ensure that all teachers are highly qualified.
Title III	Budgeted Districtwide	**Intents/Purposes**: To ensure that Limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. **Use of funds to support Intents/Purposes:** Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.
Learning Assistance Program (LAP)	$12,214.17	Coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown that services are provided only to students who have not met annual measurable objectives.
Local Funds	$10,408.80	Local levy revenue may be combined in schoolwide programs. Foodservice and transportation revenue is not included in this figure.
Total	**$380,759.41**	