Strategic Plan Presentation

January 23, 2024

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A Compassionate Community!

Goal 4 – Continuous Growth - All Students, All Subjects

Outcome d. Increased participation and proficiency in accelerated, higher-level and specialized course options (e.g., Advanced Placement, Honors, Dual Credit)

Goal 4

Continuous Growth – All Students, All Subjects

Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

d. Increased participation and proficiency in accelerated, higher-level (e.g., Advanced Placement, Honors), and specialized course options.

Interpretation

Equitable access and greater opportunity and success for students to participate in Highly Capable, CTE Dual Credit, College in the High School, and Advanced Placement programming and coursework.

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In Compliance
Goal 4
Outcome d

Highly Capable Services

2023-2024 Goal: Ensure ALL students are equitably provided the same opportunity for identification and services.

Actions:

- All 1st graders participated in a universal screener
- HOPE Teacher Rating Scale added to identification process
- HiCap resources provided to teachers on the Staff Intranet

Results: Increased identification of primary grade students and greater representation of previously under-identified students for Highly Capable services at the primary level.

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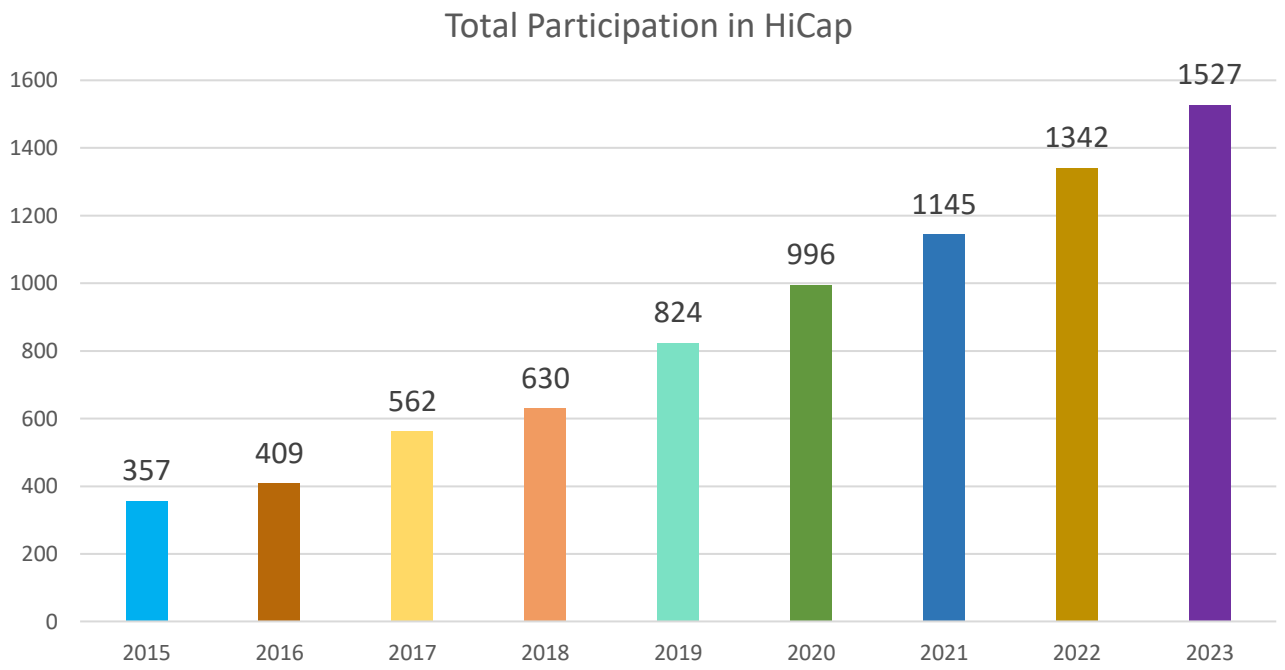
Data - Highly Capable Services



All Students Empowered and Future-Ready

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DATA – HiCap Identification

Increased Identification of Primary Grade Students:

School Year	K-2 Students Identified
2021-2022	26
2022-2023	52
2023-2024	86

→ Referrals only, through fall 2021

→ Referrals + 1st universal screening, 7 schools, spring 2022

→ Referrals + 1st universal screening, all schools, spring 2023

Increased Diversity of Students Represented in the Primary Grades:

	2022-2023		2023-2024	
	Referrals	Screener HOPE Scale	Referrals	Screener HOPE Scale
Identified 1st Gr students - Low Income	1	6	1	10
Identified 1st Gr students - Underrepresented Ethnicity/Race	2	8	4	11

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Outcome d

CTE Dual Credit Courses

2023-2024 Goal: Maintain increasingly robust dual credit articulations by strengthening partnerships within the Pierce County Consortium and to increase potential for new offerings in the future.

Actions:

- Met with all CTE HS Staff to identify potential opportunities
- Trained identified CTE Staff on CTE Dual Credit

Results: The percentage of students enrolled in a CTE Dual Credit course increased from 38.6% to 41.1% from 2022 to 2023. Course offerings increased from 64 in 2022-2023 to 101 in 2023-2024.

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DATA – CTE Dual Credit

Enrollment in CTE Dual Credit

School Year	% of HS Students Enrolled in CTE Dual Credit
2021-2022	1,831 of 4,743 students → 38.6% enrolled
2022-2023	1,920 of 4,666 students → 41.1% enrolled
2023-2024	Increased the number of CTE Dual Credit offerings from 64 in 2022-2023 to 101 in 2023-2024

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College in the High School and Advanced Placement

2023-2024 Goal: Increase participation, success and diversity of the student population accessing Advanced Placement and College in the High School courses.

Actions:

- Added CWU CiHS Courses and trained potential CiHS Teachers
- Added additional SPSCC CiHS Courses

Results: The percentage of students enrolled in an advanced level course increased from 24.1% to 27.4% from 2022 to 2023. Enrollment increased in 4 out of 5 previously underrepresented groups of students. Added 5 new CiHS Courses for 2023-2025.

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DATA – CiHS and AP – Ethnicity Proportionality

Ethnicity/Race	2021-2022		Gap	2022-2023		Gap
	% Enrolled	% Enrolled AP/Honors		% Enrolled	% Enrolled AP/Honors	
Asian	7.0	9.9	+ 2.9	7.5	11.0	+ 3.5
Black/African American	5.0	5.9	+ 0.9	5.3	5.2	- 0.1
Hispanic/Latino	22.2	17.8	- 4.4	23.8	20.3	- 3.5
American Indian/Native Alaskan	1.1	0.4	- 0.7	1.2	0.2	- 1.0
Native Hawaiian/Pacific Islander	16.1	15.6	- 0.5	15.7	16.3	+ 0.6
Two or more races	2.8	1.7	- 1.1	3.1	1.7	- 1.4
White	45.8	48.8	+ 3.0	43.4	45.1	+ 1.7

A gap of ≤ 1.0 is ideal indicating that the population of students enrolled in CiHS and AP courses is similar to the overall demographics of our HS student population.

Goal 4d Focus for 2023-2024-2025

	Alignment to Key Actions	Next Steps/Strategies
Pillar 1:	1.2.C. Nurture a mindset of high expectations and high capability for all students by reflecting on the assumptions that practitioners make about their students, the students' backgrounds, and the practitioner's own sense of professional efficacy.	Maintain implementation of changes in the identification process for highly capable students; HOPE teacher rating scale and 1st gr universal screening. Expand advanced level course offerings in a variety of subjects to diversify opportunities and grow interest in enrollment for an increasingly diverse student population.
	1.2.D. Identify the needs of students early and provide timely supports for students and families.	
Pillar 2:	2.3.B Explore real-world problems within our community by partnering with local and regional businesses, civic groups, and organizations to provide students with relevant learning experiences, service, and internship opportunities.	Maintain and strengthen community partnerships with local agencies and experts to ensure CTE and advanced level courses incorporate engaging real-life application experiences more relevant to a diverse population of students.
Pillar 3:	3.2.A Provide professional development in culturally competent strategies that ensure high expectations of all students' intellectual capabilities and create a culture of inclusion, equity, and accountability.	Maintain focus on providing training and resources for teachers to incorporate instructional practices that meet the needs of a more diverse student population and processes developed to more effectively recruit underrepresented students.

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We are in compliance with this goal/outcome.

New goal moving forward: Maintain current AP course offerings and increase by at least one additional AP or CiHS course at each high school to ensure underrepresented students have relevant and interesting course options by the 2025-2026 school year.