



TSD School Improvement Plan Template 2024-25

Continuous Student Learning in a Caring, Engaging Environment



School: Tumwater High School

Student Success Indicators: Attendance, Behavior, Content/Course Performance, Social-Emotional Learning (SEL)

School Improvement Plan (SIP) goals should address the area(s) of need for each student success indicator as identified by your data. Work with your staff to identify effective prevention/intervention strategies and evidence-based action steps most likely to influence student learning and achievement. Complete a quarterly reflection to monitor progress and make adjustments using a high quality problem solving and decision making process (ex- [TIPS Process 2min video](#); [PDSA Cycle](#)).

Resources: visiblelearningmetax.com; [Menu of Best Practices & Strategies](#); [Attendance Interventions](#); [National Center on Intensive Intervention](#); [Active Implementation Hub](#)

SMARTIE goals embrace the idea of power with others and power within when (...) people and communities, particularly those impacted by a goal, are included in a way that shares power, shrinks disparity and leads to more equitable outcomes. - The Alford Group

Specific S	Measurable M	Action-Oriented A	Relevant R	Time-Bound T	Inclusive I	Equitable E
What is it you want to achieve? Consider including the 5Ws: what, why, who, where, and when.	How will you know when you have achieved your goal? To be able to track progress and to measure the result of your goal, consider: how much or how many?	To keep you motivated toward attaining your goal, are there identifiable intermediate actions or milestones?	What results can realistically be achieved given your available resources, including people, knowledge, money, and time?	What is an appropriate deadline for achieving your goal? How will you track progress?	How will you include disproportionately affected people into processes, activities, and decision making in a way that shares power?	How will you include an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression?



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SCHOOL IMPROVEMENT PLANNING

School SMARTIE GOAL: ATTENDANCE	Strategies and Action Steps	Who is Responsible	Progress Monitoring Timeline	Evidence of Effectiveness
Our Current Reality: For the 2024-25 school year, our average daily attendance was 89%. Our SMARTIE Goal: Our students will attend school at a 92% daily rate in 2024-2025 through improvement of attendance related systems.	- Meet as a THS Attendance Team on a weekly basis. Tuesdays at 10:05am - Attendance Secretary, Registrar, Assistant Principals - Communication with parents and students to address the barriers to attendance. Create positive relationships with families and know the student's story. - CHSS 9th Grade Team will meet every two weeks to help and support 9s in their goal to be On Track at the end of the school year. Attendance is an important component to maintaining On Track status. - SST Team - Assistant Principals are meeting bi-monthly with their Counselors to develop support plans for Tier 3 students. - Auto attendance letters when students reach 3 and 7 days of unexcused absences. We will conference with families and attendance agreements when thresholds are met. - Updated Secondary Tracking Document regularly. - Refer Students to the Community Truancy Board (CEB) and request filing of Stay Petitions as needed. - Work with staff on strategies to engage learners and communicate with families.	Goal Lead: Marty Reid (Assistant Principal - L-Z) Lisa Perreira (Assistant Principal - A-K) Laura Hagen (Attendance Secretary) Heather Robinson (Registrar) SST Team	Average Attendance Rates will be assessed daily. Bi-Weekly updates during admin team meetings. Monthly Review with building leadership teams - Site Team and Program Managers. Bi-weekly review with SST group.	Attendance Tracking Document will identify students that are in need of intervention. Attendance rates will be monitored on a daily and monthly basis for the school overall as well as by grade level. Consistency of a high average daily attendance rate. Will do Quarterly check of attendance metrics on or after 11/8, 1/24, 3/28 and 6/12. Anecdotal data with progress with families in effort to improve attendance. Less Tier 3 students - Tier 3 success stories. Overall improved attendance.



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School SMARTIE GOAL: BEHAVIOR	Strategies and Action Steps	Who is Responsible	Progress Monitoring Timeline	Evidence of Effectiveness
Our Current Reality: Spring 2024 Student Panorama Survey Data indicates 10% of respondents responded favorably when asked about how often they pay attention and resist distractions in the last 30 days. Additionally, classroom engagement is often viewed as a dichotomy, rather than a continuum with a range of actions (Fisher et al., 2023). Our SMARTIE Goal: As measured by the Panorama student surveys, we will have a 5% increase between the Fall 2024 and Spring 2025 surveys with the following question: During the past 30 days, How often did you pay attention and resist distractions? And, increase the number of students to the active right side of the “Continuum of Engagement” as measured by observable teacher instructional focus.	• Student generated survey data re: device expectations • Track device infraction data and provide weekly report to staff • Instructional focus - ◦ In every period, students will have the opportunity to write and/or talk about their learning. • 9th grade Homeroom interventions ◦ Planners ◦ Grade checks/reflections • Building-wide self-regulation homeroom lessons • PLC Instructional focus goals • Emphasize use of “Continuum of Engagement” in classes • Administer the Panorama survey in Fall 2024 and again in Spring 2025.	Goal Lead: Lisa Perreira Zach Suderman SST	Semester 1 Behavior data pull dates: October 14, November 25, January 13 Semester 2 Behavior Data pull dates: TBD	Weekly device infraction data Bi-weekly grade data analysis Comparison between Fall and Spring Student SEL and Student Equity Panorama Survey responses. Qualitative data from teachers on instructional goals and outcomes using the continuum of engagement in lessons and classrooms.



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School SMARTIE GOAL: COURSE PERFORMANCE	Strategies and Action Steps	Who is Responsible	Progress Monitoring Timeline	Evidence of Effectiveness																																																																											
Our Current Reality: On October 7th, 2024 Grade data: 9th grade: <table> <tr> <th>0F's</th><th>1F</th><th>2F's</th><th>3F's</th><th>4+F's</th></tr> <tr> <td>201</td><td>45</td><td>15</td><td>5</td><td>4</td></tr> <tr> <td>74%</td><td>17%</td><td>6%</td><td>2%</td><td>1%</td></tr> </table> 10th grade: <table> <tr> <th>0F's</th><th>1F</th><th>2F's</th><th>3F's</th><th>4+F's</th></tr> <tr> <td>168</td><td>62</td><td>24</td><td>10</td><td>8</td></tr> <tr> <td>63%</td><td>22%</td><td>9%</td><td>4%</td><td>3%</td></tr> </table> 11th grade: <table> <tr> <th>0F's</th><th>1F</th><th>2F's</th><th>3F's</th><th>4+F's</th></tr> <tr> <td>213</td><td>49</td><td>15</td><td>4</td><td>0</td></tr> <tr> <td>76%</td><td>17%</td><td>5%</td><td>1%</td><td>0%</td></tr> </table> 12th grade: <table> <tr> <th>0F's</th><th>1F</th><th>2F's</th><th>3F's</th><th>4+F's</th></tr> <tr> <td>179</td><td>31</td><td>12</td><td>4</td><td>0</td></tr> <tr> <td>79%</td><td>14%</td><td>5%</td><td>2%</td><td>0%</td></tr> </table> Students receiving Special Services: <table> <tr> <th>0F's</th><th>1F</th><th>2F's</th><th>3F's</th><th>4+F's</th></tr> <tr> <td>55</td><td>31</td><td>6</td><td>6</td><td>0</td></tr> <tr> <td>56%</td><td>32%</td><td>6%</td><td>6%</td><td>0%</td></tr> </table> Our SMART Goal: 90% of students by grade level count will be passing all classes at the end of Semester 1 and Semester 2 90% of students receiving special services will be passing all classes at the end of Semester 1 and Semester 2.	0F's	1F	2F's	3F's	4+F's	201	45	15	5	4	74%	17%	6%	2%	1%	0F's	1F	2F's	3F's	4+F's	168	62	24	10	8	63%	22%	9%	4%	3%	0F's	1F	2F's	3F's	4+F's	213	49	15	4	0	76%	17%	5%	1%	0%	0F's	1F	2F's	3F's	4+F's	179	31	12	4	0	79%	14%	5%	2%	0%	0F's	1F	2F's	3F's	4+F's	55	31	6	6	0	56%	32%	6%	6%	0%	Tier 1 Intervention: - Communicate 1 & 2 F student lists with teachers - Intentional invitation to Saturday School: Oct. 19, Dec. 14, Semester 2 dates TBD - Support staff specifically designated to students receiving special services - SpEd Case manager intervention periods 9th grade CHSS support team Tier 2 Intervention: - Support staff specifically designated to students failing 2 or 3 classes - Support staff specifically designated to students receiving special services - Admin/Counselor/GradSpecialist bi-weekly meetings (SST meetings) - Counselor led Small Groups Tier 3 Interventions: - Administration and Counselor intervention - Admin/Counselor bi-weekly meetings (SST meetings)	Goal Lead: Zach Suderman Counselors Lisa Perreira Marty Reid THS Teachers	Semester 1 Grade data pull dates: October 7, October 28, November 18 (Quarter 1), December 9, January 13 Semester 2 Grade data pull dates: TBD	School-wide grade analysis at progress monitoring timeline dates will provide trend data. Weekly/bi-weekly Intervention tracking will provide evidence of intervention effectiveness. Semester 1 and Semester 2 final grades will ultimately determine our tier intervention effectiveness. Qualitative data from teachers and building leadership teams classrooms. Device infraction data Comparison between Fall and Spring Student SEL and Student Equity Panorama Survey responses.
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School SMARTIE GOAL: SEL	Strategies and Action Steps	Who is Responsible	Progress Monitoring Timeline	Evidence of Effectiveness
Our Current Reality: Fall 2024 Student Panorama Survey data shows that: 69% of respondents responded favorably when asked about how confident they are that they can learn all the material being taught (self-efficacy). 88% of respondents responded favorably when asked about how much overall effort they put forth in their classes (effort). Our SMART Goal: Spring 2025 Student Panorama Survey Data will show consistent or increased favorable responses when asked: How confident are you that you can learn all the material being taught? and, Overall, how much effort do you put forth in your classes?	• Instructional focus - ◦ In every period, students will have the opportunity to write and/or talk about their learning. • 9th grade Homeroom interventions ◦ Planners ◦ Grade checks/reflections ◦ Parent/Student conferences • Building-wide self-regulation homeroom lessons • PLC Instructional focus goals • Emphasize use of "Continuum of Engagement" in classes • Administer the Panorama survey in Fall 2024 and again in Spring 2025.	Goal Lead: Zach Suderman THS Site Team Lisa Perreira (Assistant Principal)	Semester 1 Behavior data pull dates: October 14, November 25, January 13 Semester 2 Behavior Data pull dates: TBD Semester 1 Grade data pull dates: October 7, October 28, November 18 (Quarter 1), December 9, January 13 Semester 2 Grade data pull dates: TBD	Weekly/bi-weekly Intervention tracking will provide evidence of intervention effectiveness. Weekly device infraction data Bi-weekly grade data analysis Comparison between Fall and Spring Student SEL and Student Equity Panorama Survey responses.



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QUARTERLY REFLECTION WITH LEADERSHIP TEAM:		ADJUSTMENTS TO SIP STRATEGIES OR ACTION STEPS:
Q1		
Q2		
Q3		
Q4		