

Welte Education Center School Effectiveness Improvement Plan 2024-2025

ACADEMIC LEARNING & PERFORMANCE

Standard 1 - Standards-Based & Continuous Improvement Planning

Standard 2 - Rigorous and Engaging Instruction

Standard 3 - Assessment *as, of, and for* Learning

School Effectiveness Improvement Priority #1:

**School Effectiveness Improvement Priority #1:
Focused school-wide reading strategies and revision of student
work.**

Why is This A Priority?

We have noticed that our students need to reach the areas of academic achievement and growth in reading and writing that we would like to see for them. This particular need is for students identified within the Non-Minority and FRL subpopulations. Accountability data indicates these two sub-groups demonstrate a significant achievement gap compared to their minority or non-FRP classmates. With a more focused school-wide approach, we are confident that we can help students achieve better outcomes in these areas. SEF 1.4, 2.1, 3.1

What Challenges Make This a Priority?

Reading and writing have different purposes and structures in different content areas. These skills can be taught in various ways, which can sometimes conflict with each other and be confusing to students.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
<p>Professional Development for staff 9/5 and ongoing marking of the text format for student annotation of text.</p>	<p>Admin. presentation of PD to staff</p>	<p>Evidence: PD was delivered to staff on 9/5/23 and reviewed again on 8/31/24 to get everyone on the same page about this effort.</p> <p>Results: Staff is aligned with the target of having a common language and strategy for students to annotate text and be more active readers.</p>
<p>Resources for students to strategically annotate written text 10/1/24 - ongoing.</p>	<p>Development of resources for students from admin. and teachers.</p>	<p>Evidence: To support consistency in this practice school-wide, a “marking the text” resource was made for all students and placed on every desk. Samples of student work that reflect this practice will be evaluated quarterly for impact and improvement.</p> <p>Results:</p>
<p>Integrating our Literacy Intervention Teacher into our Learning Strategies classes will allow us to be more targeted with more students on reading skill development.</p>	<p>Literacy Intervention Teacher and Learning Strategies teacher collaborating on parallel skill development.</p>	<p>Evidence: We will track how many students improve on the Fastbridge assessments, classroom assessments, and feedback. The goal is to see progressive growth in the measures mentioned above and evidence that achievement gaps for non-minority and FRL populations are closing.</p> <p>Results:</p>
<p>Fastbridge will be used as a screener tool to identify reading needs in the building and to track growth.</p>	<p>Teachers, admin., Student Achievement staff.</p>	<p>Evidence: Illuminate/Fastbridge assessment data will be compared from Fall to Spring to check for improvement in reading levels for all students. We will expect students to increase their scale score by 5 points from Fall to Spring</p>

		<p>and evidence that the achievement gaps for non-minority and FRL populations are closing.</p> <p>Results:</p>
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School Effectiveness Improvement Priority #2:

In alignment with Big Picture Learning practices, we are implementing an Opportunity Day schedule that engages students in learning about themselves and their career pathways on Tuesdays and Thursdays. The primary goal is to engage students in job shadows and internships.

Why Is This A Priority?

Fewer students are graduating from high school knowing their post-secondary readiness options. We need to create graduates with more high school experiences that lead them to a viable pathway after graduation. SEF 1.3, 2.4, 2.5, 2.6, 3.1, 3.2.

What Challenges Make This a Priority?

Many students do not pursue two-year or four-year post-secondary education or engage in certificate or trade programs. Most of our students go into lower-paying work out of high school with no solid plans beyond that. We are missing opportunities to engage our students in more relevant and meaningful learning experiences, leading to higher-level opportunities. In addition, we need to find more meaningful ways to assess this kind of learning.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
Engage students in quarterly exhibitions of learning based on their interest explorations.	Scheduling exhibitions and inviting outside community members to engage in the process.	<p>Evidence: Monitoring of completed exhibitions for both completion and progress on the rubric will be evaluated quarterly.</p> <p>Credits obtained for elective credits through the exhibition process will be tracked, and a target of 80% of students earning at least one full elective credit through this process will be monitored.</p> <p>Results:</p>
Take students out of the building on Leaving to Learn trips to expose them to more opportunities after high school.	Transportation will continue to be an area we will work with to ensure we can get students out and create partnerships in the community.	<p>Evidence: By May, we want 60% of our students engaged in at least one Leaving to Learn opportunity.</p> <p>Results:</p>
Implement a new grading system that relies on student evidence of learning and moves away from the traditional aspects of grading. This includes a move toward competency grading.	Collaborative PD in PLC and all staff meetings to calibrate the five-point system. For our Oct. PD day, staff will further unpack and calibrate the language of the Big Picture Learning Competencies.	<p>Evidence: By the end of semester one, all teachers will be clear on implementing the five-point scale and competencies for all grading. This will be achieved and measured through a cycle of PD where staff will conduct inter-rater reliability lessons and articulate their scoring relative to colleagues.</p> <p>Results:</p>
Implementation of quarterly exhibitions for students to earn elective credit through their defense of learning based on their interest-driven experiences and reflected in their Learning Plans.	<p>PD for staff and students using the exhibition rubric and student Learning Plans.</p> <p>Understanding of the competencies on the rubric for both staff and students.</p>	<p>Evidence: The exhibition feedback process will be reviewed based on the completed exhibitions and rubric scores. In May, students will provide feedback on how to improve the exhibition process for the next year. Based on student feedback, revisions to the existing exhibition rubric and Learning Plans will measure this.</p> <p>Results:</p>

ACADEMIC LEARNING & PERFORMANCE

Standard 4 - School Culture and Environment
Standard 5 - Social, Emotional, and Behavioral Health
Standard 6 - Home, School, Community Partnerships

School Effectiveness Improvement Priority #3:

In alignment with the Big Picture Learning components of Big Picture Living, our work as a trauma-invested school, and our work in getting students engaged with the community, we aim to support students in holistic support, strengthening their capacity and agency.

Why Is This A Priority?

We have seen indicators of lower attendance and disengagement with traditional measures of teaching and learning. In addition, many of our students struggle with healthy choices and relationships, as evidenced by the need for visits to our Zen room, the usage of vapes, and the conflict that emerges between peers. SEF: 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2

What Challenges Make This a Priority?

Many of our students have not responded well to the traditional teaching model and systems of traditional schooling, which is why they come to our alternative setting. Our greatest challenge is creating and implementing systems that are truly alternative and responsive to our students' needs.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
An attendance contract will be implemented for all students.	We will need students to “buy in” to our systems of learning and support and engage in higher rates of attendance. To do this, teachers must consistently implement our alternative measures of Big Picture Learning systems and supports, such as Learning Plans, Morning Pick Me Ups and interest-driven learning experiences.	Evidence: All students will have an average attendance rate of 80% or higher. For students struggling with attendance below this mark, attendance will improve each session at a rate to gain this threshold by May. Results:

<p>Postsecondary readiness is a shared responsibility of all schools and affirms the value of education to all students.</p>	<p>Each student will have quarterly credit checks/reviews with the counselor and/or Advisory teacher.</p>	<p>Evidence: The admin will review notes from meetings with the counselor quarterly, as well as quarterly review with Advisory checks, as evidenced by revisions to student Learning Plans that reflect this work.</p> <p>Results:</p>
<p>Comprehensive programming ensures all students learn the social, behavioral, and affective skills that promote well-being.</p>	<p>Advisory, Counselors/Counseling, comprehensive mental health programming, Sources of strength, counselors with classroom visits, morning Pick Me Ups, conflict mediation, Signs of Suicide, Movement Tuesdays, Makerspace, Zen Room, Access to mental health, SpEd emotional/behavioral goals, Sources campaigns, PMU, 6 measures of health BPL discussion and goals, Connection Circles.</p>	<p>Evidence: We will review the number of times the counselor and social worker provided direct instruction to students, with a target of at least once per quarter. We will implement 2 Morning Pick Me Ups each week. All other programs and supports offered will be reviewed each quarter. The goal will be decreased Zen room visits and/or a higher rate of self-reported regulation, as evidenced by the check-in/check-out sign-in platform. Admin. will conduct spot checks on connection circles to ensure at least one per week per advisory class.</p> <p>Results:</p>
<p>Students, families, and community members are engaged and welcomed as valued partners in student learning.</p> <p>The school and the community partner to enhance learning opportunities, social/emotional health, and student well-being.</p>	<p>Quarterly exhibitions will be open to community members.</p> <p>Students with mental health needs will be served through partnerships with CareSolace and Children's Hospital.</p> <p>To engage more community members, a "Block Party" community event will be planned for February.</p>	<p>Evidence: Student invitations will be reviewed to track the number of community members attending exhibitions, and we aim to increase that number from 5% to 10% each quarter.</p> <p>We will continue to evaluate the number of students engaged in support with outside mental health agencies and review quarterly whether we are utilizing this to capacity.</p> <p>The Feb. block party will be measured by the number of participants, and we aim to have at least 100 participants.</p>

		Results:
<p>Each quarter, each student will create, monitor, present, and evaluate at least one Big Picture Living Goal.</p>	<p>Teachers must support students by evidencing this in their learning plan and providing feedback through the exhibition rubric and process.</p>	<p>Evidence: All students will include a Big Picture Living goal during each quarterly exhibition, as evidenced by their rubric. There will be a decrease in unhealthy choices, as evidenced by a decline in the number of vape alerts and incidents between students with conflict, as tracked through IC and our restorative meetings notes.</p> <p>Results:</p>