



# Closing-the-Gap Action Plan/Results Report

School Name	Woodward Career Tech High School	
Annual Student Outcome Goal	<ol style="list-style-type: none"> <li>By the end of the 2020-21 school year, <b>10%</b> more 11<sup>th</sup> grade students with significant credit recovery (deficit of 5 or more credits) who receive our intervention will report feeling “prepared” or “very prepared” for post-secondary success from <b>48% to 58%</b>, as measured by a Post-Secondary Success Needs Assessment, Pre and Post Intervention Survey, and the Student Engagement in School Success Skills (SESS) assessment.</li> <li>By the end of the 2020-21 school year, <b>10%</b> more 11<sup>th</sup> grade students with significant credit recovery who receive our intervention will report feeling knowledgeable of graduation requirements and pathways, from <b>67% to 77%</b>, as measured by a Post-Secondary Success Needs Assessment Pre and Post Intervention Survey, and the Student Engagement in School Success Skills (SESS) assessment.</li> <li>By the end of the 2020-21 school year, <b>10%</b> more 11<sup>th</sup> grade students with significant credit recovery who receive our intervention will be college bound, from <b>31% to 41%</b>, as measured by a Post-Secondary Success Needs Assessment, Pre and Post Intervention Survey, and the Student Engagement in School Success Skills (SESS) assessment.</li> </ol>	
<b>Mindsets &amp; Behaviors</b> (Limit of three)		
<ol style="list-style-type: none"> <li>Mindset 4: School counselors must promote an understanding that postsecondary education and life-long learning are necessary for long-term career success</li> <li>B-LS 7: Identify long-term and short-term academic, post-secondary, and social-emotional goals</li> <li>B-SMS 6: Demonstrate the ability to overcome barriers to learning</li> </ol>		
Mindsets & Behaviors Survey Items		
<ol style="list-style-type: none"> <li>I know how to establish goals to be successful in school</li> <li>I have coping strategies I can use when I feel anxious or frustrated in class</li> <li>I have identified one or more career options I intend to pursue</li> <li>I have study strategies I can use to help me be successful in my classes</li> </ol>		
<b>Interventions</b>		
Direct Student Services	Indirect Student Services	
<ol style="list-style-type: none"> <li>Student Success Skills 2.0 (SSS 2.0) Evidence Based Curriculum</li> <li>College and Career Success Skills (CCSS) Evidence Based Curriculum (Group)</li> <li>Individual counseling</li> </ol>	<ol style="list-style-type: none"> <li>Progress monitoring credits, grades, grad pathways</li> <li>Collaboration with teachers/staff</li> <li>Collection, review, and analysis of data</li> </ol>	
<b>Data Collection Plan</b>	<b>Results Data</b>	
Participation Data Plan	Participation Results Data	
<i>Anticipated</i>	<i>Actual</i>	
	To be determined (TBD)	

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<ul style="list-style-type: none"> <li>- All 11<sup>th</sup> Grade students will receive the SSS 2.0 curriculum delivered in their English 11 class</li> <li>- 11<sup>th</sup> Grade students with a deficit of 2 or more credits will also receive the CCSS group intervention</li> <li>- 11<sup>th</sup> grade students with a deficit of 5 or more credits will receive individual counseling, in addition to the SSS 2.0 and CCSS interventions</li> </ul>	
<p>Mindsets &amp; Behaviors Data Plan</p>	<p>Mindsets &amp; Behaviors Data Results</p>
<p><i>Pre-Intervention Data Average:</i> N/A</p>	<p><i>Post-Intervention Data Average:</i> N/A</p>
<p>Outcome Data Plan</p>	<p>Outcome Data Results</p>
<p><i>Baseline Data:</i></p> <p>At the beginning of the 2020/2021 school year, 48% of 11<sup>th</sup> grade students with significant credit recovery report feeling “prepared” or “very prepared” for post-secondary success. By the end of the school year, 11<sup>th</sup> grade students with significant credit recovery who feel prepared or very prepared for post-secondary success will increase to 58%.</p> <p>At the beginning of the 2020/2021 school year, 67% of 11<sup>th</sup> grade students with significant credit recovery report feeling “knowledgeable” of graduation requirements and pathways. By the end of the school year, 11<sup>th</sup> grade students with significant credit recovery who feel knowledgeable of graduation requirements and pathways will increase to 77%.</p> <p>At the beginning of the 2020/2021 school year, 31% of 11<sup>th</sup> grade students with significant credit recovery self-report as “college-bound”. By the end of the school year, 11<sup>th</sup> grade students with significant credit recovery who self-report as “college-bound” will increase to 41%.</p>	<p><i>Final Data:</i> TBD</p> <p><i>Percent Change:</i> TBD</p>
<p><b>Implications</b> <i>Analyze your data. How with data inform future practice?</i></p>	
<p>Through classroom lessons, small groups, and individual counseling, we hope to achieve these goals, as a part of our closing the gap efforts:</p>	

1. By the end of the 2020-21 school year, **10%** more 11<sup>th</sup> grade students with significant credit recovery (deficit of 5 or more credits) who receive our intervention will report feeling “prepared” or “very prepared” for post-secondary success from **48% to 58%**, as measured by a Post-Secondary Success Needs Assessment, Pre and Post Intervention Survey, and the Student Engagement in School Success Skills (SESSS) assessment.
2. By the end of the 2020-21 school year, **10%** more 11<sup>th</sup> grade students with significant credit recovery who receive our intervention will report feeling knowledgeable of graduation requirements and pathways, from **67% to 77%**, as measured by a Post-Secondary Success Needs Assessment Pre and Post Intervention Survey, and the Student Engagement in School Success Skills (SESSS) assessment.
3. By the end of the 2020-21 school year, **10%** more 11<sup>th</sup> grade students with significant credit recovery who receive our intervention will be college bound, from **31% to 41%**, as measured by a Post-Secondary Success Needs Assessment, Pre and Post Intervention Survey, and the Student Engagement in School Success Skills (SESSS) assessment.

Depending on the success of interventions, as determined by progress assessments, we will adjust our delivery of interventions. We will analyze the results data to determine the program efficacy.