

OSPI School Improvement Plan 2024–2025

Building data

Please provide your school district and building name below.

School District: Selah School District
Building Name: Selah Middle School
School Code: 5385
Date: November 18, 2024

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2024–25 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the OSSI SY 2023–2024 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

Needs Assessment Summary

Annual Evaluation

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

During a building leadership team (BLT) meeting our team looked at data sets for Reading and Math. We broke down the data by programs, gender and demographics. We are comparing Spring iReady, Spring SBA, and Fall iReady. Our team concluded that our two subgroups are students who qualify for the ML program and students that qualify for Special Education have shown the largest gap in data. BLT members will share the data at a full staff meeting and gather feedback in order to develop the most effective strategies to meet our goal. We completed a needs assessment at our August back to school professional development days. (see attached protocol). [SMS 24-25 Data Protocol](#)

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a 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?

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 equal 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?

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.

SY 2024–2025 SMARTIE Goal #1: By the end of the 24-25 school year 80% of the students in grades 6-8 who are 2 or more grades below in reading will improve their reading skills by one grade level to make substantial progress toward grade level proficiency through targeted interventions as measured by iReady, using appropriate accommodations and resources to support reading growth.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Our ELA and Science teachers will be collaborating with their standards and aligning content to identify similarities in learning so our students will be exposed to common academic language, vocabulary, and reading comprehension between these two subjects.	We will use our iReady diagnostic assessment along with classroom-based assessments to measure this impact. We will also use SBA data as a long-term measure.	This activity will proceed through May 2025. Progress will be monitored at the end of November, the end of January, and again at the end of May.	ELA and Science teachers led by our reading interventionist will be responsible for this implementation.	Professional development and time at staff meetings will be designated for this work.
Our specialist staff have been engaging in literacy PD with our ML specialist in order to meet the needs of our students in the area of reading and comprehending informational text as well as academic vocabulary.	We will use our iReady diagnostic assessment along with classroom based assessments to measure this impact. We will also use SBA data as a long term measure.	This activity will proceed through May 2025. Progress will be monitored at the end of November, January and again at the end of May. We have split our staff into small learning groups to target specific math and literacy skills.	All staff other than our math, ELA and science teachers. They are involved in other activities that are targeted at closing our achievement gap.	Professional development and time at staff meetings will be designated for this work.
Implementing common literacy strategies of RACE responses and vocabulary development across grade levels and content areas to improve our students ability to comprehend informational text.	We will use our iReady diagnostic assessment along with classroom based assessments to measure this impact. We will also use SBA data as a long term measure.	This activity will proceed through May 2025. Progress will be monitored at the end of November, the end of January, and again at the end of May.	All staff	Professional Development time at staff meetings to develop skills and collaborate
Provide explicit instruction with opportunities for frequent responses utilizing “I do, We do, You do”	We will use our iReady diagnostic assessment along with classroom based assessments to measure this impact. We will also use SBA data as a long term measure. We have also developed a	This activity will proceed through May 2025. Progress will be monitored weekly by school administration via classroom walkthroughs and reviewed every 6 weeks	All staff	Professional Development time at staff meetings to develop skills and collaborate. We will also utilize our PLC

	walkthrough tool to measure student voice, active participation and frequent responses in our classrooms.	with the Building Leadership Team and shared out school wide at staff meetings.		time to support teams in providing these strategies to students.
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Funding Matrix: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

SY 2024–2025 SMARTIE Goal #2: By the end of the 24-25 school year 80% of the students in grades 6-8 who are 2 or more grades below in math will improve their math skills by one grade level to make substantial progress toward grade level proficiency through targeted interventions as measured by iReady, using appropriate accommodations and resources to support math growth.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Our math team is engaging in open-ended tasks with multiple entry points to meet students at a variety of skill levels and engage students in collaborative problem solving.	We will use our iReady diagnostic assessment along with classroom based assessments to measure this impact. We will also use SBA data as a long term measure.	This activity will proceed through May 2025. Progress will be monitored at the end of January and again at the end of May. We have split our staff into small learning groups to target specific math and literacy skills.	All math teachers and our math interventionist. We have partnered with Geoff LeBrant from ESD 105 to help support this work.	Professional development during the book study using, “Building Thinking Classrooms in Mathematics.” We have offered STEM clock hours for our staff.
Math Intervention PD is for our Humanities teachers who provide math intervention for our students. Guest Geoff LeBrant, is a math expert from ESD 105 who helps support our teams in this work.	We will be progress monitoring each of the five cycles of intervention of math in humanities. This will be done through pre and post tests.	This activity will proceed through May 2025. Progress will be monitored at the end of January and again at the end of May. We have split our staff into small learning groups to target specific math and literacy skills.	Humanities teachers who teach math in humanities math intervention.	Weekly meetings with staff to design math in humanities lessons.

Provide explicit instruction with opportunities for frequent responses utilizing “I do, We do, You do”	We will use our iReady diagnostic assessment along with classroom based assessments to measure this impact. We will also use SBA data as a long term measure. We have also developed a walkthrough tool to measure student voice, active participation and frequent responses in our classrooms.	This activity will proceed through May 2025. Progress will be monitored weekly by school administration via classroom walkthroughs and reviewed every 6 weeks with the Building Leadership Team and shared out school wide at staff meetings.	All Staff	Professional Development time at staff meetings to develop skills and collaborate Professional Development time at staff meetings to develop skills and collaborate. We will also utilize our PLC time to support teams in providing these strategies to students.
Weekly iReady my Path lessons are done at least once a week during core math time. Our goal is that more students are filling gaps at their level utilizing iReady.	We will use our iReady diagnostic assessment along with classroom based assessments to measure this impact.	This activity will proceed through May 2025. Progress will be monitored at the end of January and again at the end of May. We have split our staff into small learning groups to target specific math and literacy skills.	Math teachers and math interventionists.	Access to a device and time allowed in Tier 1 instruction for every student to complete one lesson per week in iReady.

Funding Matrix: List and describe funding amount(s) and source(s) associated with the activities described above.
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SY 2024–2025 SMARTIE Goal #3: Click or tap here to enter text.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #3: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?	What was / is the projected length of time of this activity? 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 activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?
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