

2025-2026 SIP Template

Background Data

Building Name: TJHS

Grade Span: 9-12

Principal: Joe Rush

School Equity Leadership Team Members Please list by (Name, Title/Role)

Joe Rush-Principal
TJ Young-Assistant Principal
Francesca Bisciglia-Assistant Principal
Sarah Clark-Assistant Principal
Tina Irish-Instructional Coach
Peter Redling-Dean of Student
Annalise Campbell-AVID Lead
Linda Anderson-PBIS Lead
Coley Veitenhans-Leadership/Advisory Lead
Ash Edens-MYP Coordinator
Kisha Goings-Office Manager
Tara Frank-Counselor Lead
Kaori Shigueta-CCR Lead
Shawn Finnegan-PE Lead
Jeremie Welch-CTE Lead
Tara Johnson & Charlene Sewell-SpEd Lead
David Holzmeyer-ML Lead
Sara Tenzler-SS Lead
Marilyn Schumacher & Jessica Goakey-ELA Lead
Milana Michalek & Elizabeth Copeland-Science Lead
Carl Williamson-Math lead

Parent Community Partners Please list by (Name, Title/Role)

Jimmy Brown-Build to Lead, Executive Director
Ron Howell-Case Manager, Pro Se Potential

Vision and Mission Statement

Thomas Jefferson High School aims to provide a safe, secure, and diverse environment that encourages students to be active, life-long learners. We will do this by providing challenging curricular programs that foster inquiring, knowledgeable, internationally-minded, and caring young people who actively strive to create a better world through intercultural understanding and respect.

Part 1: Needs Assessment– The purpose of the Needs Assessment is to determine how we are doing toward achieving our goals with specific attention to equitable outcomes for scholars so that we can determine what scholar needs should be prioritized in the upcoming year.

- **Step 1:** Determine what data you will review*. Make sure that you review each area through an equity lens and consider both growth and overall results.
- **Step 2:** Identify the strengths for each area
- **Step 3:** Identify the opportunities for growth for each area (make sure to be specific around any disproportionate outcomes)
- **Step 4:** Use your root cause analysis protocol (e.g. fishbone, 5 why, etc.) to identify potential reasons the opportunities exist. These reasons need to focus on things within the school's control/sphere of influence
- **Step 5:** Use the root cause analysis to identify the scholar needs that are most imperative for your school to address in each area

**Please note that in addition to baseline data that we have provided, each area of need includes examples of data that you should consider. However, teams should make an active decision as to any additional data you may need while examining (e.g. site-based scholar survey data, PLC reflection data, etc.)*

Using the WSIF Framework on your OSPI Report card (<https://reportcard.ospi.k12.wa.us>), identify all groups below the identification threshold and the specific area(s) of focus for those groups.

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-year Graduation	Extended Year Graduation	Regular Attendance	9 th Grade on Track	Dual Credit
ALL Students	☒	☒	☒	☒	☒	☐	☒	☒	☐
Asian	☒	☒	☒	☒	☒	☐	☒	☒	☐
Black/African American	☒	☒	☒	☒	☒	☐	☒	☒	☐
Hispanic/Latino of any race(s)	☒	☒	☒	☒	☒	☐	☒	☒	☐
Native Hawaiian/Other Pacific Islander	☒	☒	☒	☒	☒	☐	☒	☒	☐

Two or More Races	☒	☒	☒	☒	☒	☐	☒	☒	☐
White	☒	☒	☒	☒	☒	☐	☒	☒	☐
Multilingual Learners	☒	☒	☒	☒	☒	☐	☒	☒	☐
Low-Income	☒	☒	☒	☒	☒	☐	☒	☒	☐
Students with Disabilities	☒	☒	☒	☒	☒	☐	☒	☒	☐

Needs Assessment: Math Review SBA, iReady, WIDA, Synergy grades, MTSS Self-Assessment, Carnegie, WSIF Framework, and/or OSPI Report Card

What are your strengths? (Be specific about the data that supports the strength.)

SBA pass rate for math increased 2%.

What actions have been most effective? How did you monitor these strategies?

Learning cycles with content facilitator.

PLC practices monitored with internal PLC documentation.

Where are opportunities for growth? (Be specific about the data that supports the opportunities for growth.)

Attendance data for all and specifically LTML, PI, and Hispanic.

Credit attainment and grad rate for LTML.

Where are you seeing disproportionality in your data? Specifically name the metric, group being most impacted.

Pass rate for scholars who are LTML, PI, Black and Hispanic.

Daily attendance, scholars who are LTML, PI, and Hispanic.

What are the potential root causes for our current data that are within the school's control?

Providing further access to learning for scholars with ML programming.

Engagement: creating relevancy and spaces where scholars see themselves in the learning.

Self-esteem creating environments where all scholars are seen valued and heard.

Systems for monitoring all students path to earning credit.

Based on the data and root cause analysis, what are the needs of our scholars? List scholar needs and then highlight the top 2-4 needs that are the highest priority to focus on in the upcoming year.

SIOP focus with targeted feature focus based on teacher ability to implement (access to learning).

Improved data tracking abilities (progress monitoring credit attainment).

Needs Assessment: ELA Review SBA, iReady, Lexia, WIDA, MTSS Self-Assessment, Synergy grades, WSIF Framework, and/or OSPI Report Card

What are your strengths? (Be specific about the data that supports the strength.)

Improved SBA by 9%.

What actions have been most effective? How did you monitor these strategies?

PLC practices.

Engagement strategies.

Schoolwide organizational supports.

Where are opportunities for growth? (Be specific about the data that supports the opportunities for growth.)

Still over 50% not passing.

Data tracking systems limited.

Where are you seeing disproportionality in your data? Specifically name the metric, group being most impacted.

Scholars who are non-white or Asian, earn fewer credits.

What are the potential root causes for our current data that are within the school's control?

Engagement: creating relevancy and spaces where scholars see themselves in the learning.

Self-esteem creating environments where all scholars are seen valued and heard.

Systems for monitoring all students path to earning credit.

Based on the data and root cause analysis, what are the needs of our scholars?

Providing further access to learning for scholars with ML programming.

Engagement: creating relevancy and spaces where scholars see themselves in the learning.

Self-esteem creating environments where all scholars are seen valued and heard.

Systems for monitoring all students path to earning credit.

List scholar needs and then highlight the top 2-4 needs that are the highest priority to focus on in the upcoming year.

SIOP focus with targeted feature focus based on teacher ability to implement (access to learning).

Expansion of RJ practices from team to school wide (disproportionate discipline, attendance).

Improved data tracking abilities (progress monitoring credit attainment).

Needs Assessment: Whole Child Review Panorama data, discipline and attendance dashboards in Hoonuit, Synergy, SLC Attendance, MTSS Self-Assessment, WSIF Framework and/or OSPI Report Card

What are your strengths? (Be specific about the data that supports the strength.)

Improved closing the gap for Black scholars according to Risk Ration data.

Hispanic scholars within 1% of all students with exclusionary discipline.

Parent perception of School Safety increased 5%.

What actions have been most effective? How did you monitor these strategies?

Re-engagement RJ practices (200+). Monitored by internal spreadsheet.

Tardy sweeps. Monitored by internal spreadsheet.

Freshmen essentials, CCP, AVID organization schoolwide in Advisory.

Where are opportunities for growth? (Be specific about the data that supports the opportunities for growth.)

Attendance data for all and specifically LTML, PI, and Hispanic.

Exclusionary disproportionality for scholars who are black.

Where are you seeing disproportionality in your data? Specifically name the metric, group being most impacted.

Daily attendance, scholars who are LTML, PI, and Hispanic.

What are the potential root causes for our current data that are within the school's control?

Engagement: creating relevancy and spaces where scholars see themselves in the learning.

Self-esteem creating environments where all scholars are seen valued and heard.

Systems for monitoring all students path to earning credit.

Based on the data and root cause analysis, what are the needs of our scholars?

Providing further access to learning for scholars with ML programming.

Engagement: creating relevancy and spaces where scholars see themselves in the learning.

Self-esteem creating environments where all scholars are seen valued and heard.

Systems for monitoring all students path to earning credit.

List scholar needs and then highlight the top 2-4 needs that are the highest priority to focus on in the upcoming year.

SIOP focus with targeted feature focus based on teacher ability to implement (access to learning).

Expansion of RJ practices from team to school wide (disproportionate discipline, attendance).

Improved data tracking abilities (progress monitoring credit attainment).

Needs Assessment: Persistence to Graduation Review 9th grade on-track, on-time senior graduation rates, rigor of course enrollment

What are your strengths? (Be specific about the data that supports the strength.)

Only 1 student identifying as NHPI not able to graduate.

Only 1 student receiving Special Education services not able to graduate.

What actions have been most effective? How did you monitor these strategies?

Creating a system for adherence to universal timelines for input and development of specially designed instruction for development and implementation of a students IEP.

Where are opportunities for growth? (Be specific about the data that supports the opportunities for growth.)

Overall graduation rate (37).

Graduation rate for students with ML programming (23), Asian (10), Hispanic (11), White (8), Black (4), and two or more (3).

Where are you seeing disproportionality in your data? Specifically name the metric, group being most impacted.

Graduation rate for students with ML programming (23), Asian (10), and Hispanic (11).

What are the potential root causes for our current data that are within the school's control?

Engagement: creating relevancy and spaces where scholars see themselves in the learning.

Self-esteem creating environments where all scholars are seen valued and heard.

Systems for monitoring all students path to earning credit.

Based on the data and root cause analysis, what are the needs of our scholars?

Providing further access to learning for scholars with ML programming.

Engagement: creating relevancy and spaces where scholars see themselves in the learning.

Self-esteem creating environments where all scholars are seen valued and heard.

Systems for monitoring all students path to earning credit.

List scholar needs and then highlight the top 2-4 needs that are the highest priority to focus on in the upcoming year.

SIOP focus with targeted feature focus based on teacher ability to implement (access to learning).

Improved data tracking abilities (progress monitoring credit attainment).

Part 2: Goal Setting– The purpose of Goal Setting is to use the guiding questions and table below to identify your highest priority school improvement goals and evidence-based practices (interventions, activities, or strategies) for the school year. The goals should be based off of the Needs Assessment above.

- **Step 1:** Create a SMARTIE Goal for each area. A SMARTIE Goal is specific, measurable, attainable, relevant, time-bound, inclusive, and equitable. It should answer the questions:

	Description	Guiding Questions	Goal Example
Specific	Focus on a particular area of student learn. Staff development, or school environment. Clearly define what needs to be improved	What exactly do we want to achieve? Which students or staff will be affected?	Increase the percentage scholars scoring proficient or advanced in reading.
Measurable	Include clear criteria for assessing progress and success. Determine how you'll know if the goal has been achieved.	How will we track progress? What data will we collect? What benchmarks will indicate success?	Increase the percentage of scholars scoring proficient or advanced on the state reading assessment .
Achievable	Set goals that are realistic and attainable within the available resources and timeframe. Consider the school's current capacity and potential challenges.	Can this goal be realistically achieved with our current resources and support? Is the goal challenging but not impossible?	Increase the percentage of scholars scoring proficient or advanced on the state reading assessment from 60% to 75% .

Relevant	Ensure the goal aligns with the school's overall mission, vision, values, and strategic priorities. It should contribute to the broader goals of the school and district.	Why is this goal important for our school? How does it contribute to our overall vision for student success? Is it aligned with district or state standards?	Increase the percentage of scholars scoring proficient or advanced on the state reading assessment from 60% to 75%, aligning with the district's focus on improving literacy outcomes.
Time-Bound	Set a clear timeframe or deadline for achieving the goal. This creates a sense of urgency and helps in planning and monitoring progress.	When will this goal be achieved? What are the key milestones and deadlines along the way?	Increase the percentage of scholars scoring proficient or advanced on the state reading assessment from 60% to 75% by the end of the 2025-2026 academic year.
Inclusive	Include aligned goals for your Multilingual and Special Education populations	Where are your special populations performing on this goal? How will you close any possible gaps between special populations?	Increase the percentage of scholars scoring proficient or advanced on the state reading assessment from 60% to 75%, Multilingual scholars from 40% to 65%, and scholars with IEPs from 30% to 55% by the end of the 2025-2026 academic year.
Equitable	Include aligned goals for any groups identified in your WSIF data	Which groups are below the Title I threshold? How will you identify, support, and monitor scholars within these groups?	Increase the percentage of scholars scoring proficient or advanced on the state reading assessment from 60% to 75%, Multilingual scholars from 40% to 65%, scholars with IEPs from 30% to 55%, and low-income scholars from 50% to 70% by the end of the 2025-2026 academic year.

- **Step 2:** Ensure that your SMARTIE Goals address inclusion and equity*. Consider the questions:
 - a. Will achieving this goal build success and/or shrink disparity gaps for specific student groups?
 - b. Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access?
 - c. Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

***ML/SPED FOCUS-** If the outcomes specified in this goal are specifically promoting equity and inclusion for our scholars receiving multilingual services and/or special education, is the process for achieving this goal going to improve equity/inclusion for each and every student? How?

- **Step 3:** Identify the data that will be used to track progress toward each SMARTIE Goal and what is expected by mid-year

**Please note that this process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

SMARTIE Goal #1 (MATH): By June of 2026, the passing rate for scholars passing the math SBA will increase from 16% to 32%. Scholars with ML programming will increase from 2.8% to 8.4%. Scholars who are black will increase from 11.7% to 23.4%. Scholars who are Hispanic will increase from 6.7% to 13.4%.

SMARTIE Goal Components:

- Specific (what will be improved)- SBA passing rates
- Measurable (by which metric)- SBA math assessment
- Achievable (by how much)- 40%
- Relevant (by how much and for whom)- Overall passing rates and the subgroups of ML, black and Hispanic.
- Time-Bound (by when)- By June 2026
- Inclusive (ML and SPED goal)- **Final data needed to establish goal**
- Equitable (additional WSIF group goal(s))- Increase overall SBA scores of black students **from X to X** and Hispanic students **from X to X** on the SBA exam.

Additional Details:

- What data will you use to **Progress Monitor Monthly and to monitor ML and SPED**? Edia use in small group instruction, MATHia data, SBA interim/focus assessment blocks
- What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? Every 10th grade student having took the SBA comprehensive assessment as a screener, growth in selected Focused/Interim assessments based on CFA data, teachers utilizing both MATHia and Edia data for use in small group instruction outcomes.

SMARTIE Goal #2 (ELA): By June of 2026, the passing rate for scholars passing the ELA SBA will increase from 46% to 56%. Scholars with ML programming will increase from 9.9% to 19.8%. Scholars who are black will increase from 28.8% to 39%. Scholars who are Hispanic will increase from 25.6% to 36%.

SMARTIE Goal Components:

- Specific (what will be improved)- increased scores in word study, grammar, comprehension, writing (essay)
- Measurable (by which metric)- myLexia, SBA, writing samples (using common rubric), IB testing
- Achievable (by how much)- In a school year:
- MyLexia
 - Word study: foundational (49% to 7%); intermediate (48% to 13%); proficient (3% to 80%)
 - Grammar: foundational (56% to 7%); intermediate (39% to 13%); proficient (5% to 80%)
 - Comprehension: foundational (28% to 7%); intermediate (61% to 13%); proficient (11% to 80%)
- SBA
 - 18% minimal growth, 25% stretch growth
- Writing Samples:
 - 85% proficient
- IB
 - 70% passing
 - Relevant (by how much and for whom)- In alignment with FWPS 2025-26 priorities: SBA scores will increase 18% minimal growth, 25% stretch growth, in alignment with FWPS's focus on literacy and high-quality rigorous instruction.
- Inclusive (ML and SPED goal)- **Final data needed to establish goal**
- Equitable (additional WSIF group goal(s))- Increase overall SBA scores of black students **from X to X** and Hispanic students **from X to X** on the SBA exam.

Additional Details:

- What data will you use to **Progress Monitor Monthly and to monitor ML and SPED**? MyLexia, SBA interim/focus assessment blocks, writing samples
- What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? Growth in all three components in MyLexia (30 min per week minimum), every 10th grade student having took the SBA comprehensive assessment as a screener, overall growth in writing samples using a common rubric, student surveys identifying how they feel about their learning, personal goals, and what they need to achieve those goals.

SMARTIE Goal #3 (Whole Child): By June of 2026, the percentage of students who experienced exclusionary discipline will decrease from 6% in Spring 2025 to 3%. Black scholars, decreasing from 15% in Spring 2025 to 7%. These efforts will be evidenced through monthly SWIS reports. By June of 2026, students indicating tier 2 & 3 supports for attendance will reduce to 10% of the student body.

SMARTIE Goal Components:

- Specific (what will be improved)- No disproportionality in exclusionary discipline and a decrease of 50% of exclusionary discipline. Reduction of students in tiers 2 & 3 attendance data of 10%.
- Measurable (by which metric)- SWIS Exclusionary Discipline data dashboards and Hoonuit attendance dashboards.
- Achievable (by how much)- 50% reduction overall, with no disproportionality for exclusionary discipline. Reduction of students in tiers 2 & 3 attendance data of 10%.
- Relevant (by how much and for whom)- 50% reduction overall, with no disproportionality for exclusionary discipline. Reduction of students in tiers 2 & 3 attendance data of 10%.
- Time-Bound (by when)-
- Inclusive (ML and SPED goal)- Eliminate disproportionate attendance data for students who are long-term ML. Eliminate disproportionate exclusionary discipline data for students with IEPs.
- Equitable (additional WSIF group goal(s))- Eliminate disproportionate attendance data for students who are PI and Hispanic. Eliminate disproportionate gap for exclusionary discipline for students who are black.

Additional Details:

- What data will you use to **Progress Monitor Monthly**? SWIS Exclusionary Discipline data dashboards and Hoonuit attendance dashboards.
- What metrics will you use to **progress monitor ML and SPED**? SWIS Exclusionary Discipline data dashboards and Hoonuit attendance dashboards.
- What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? Zero disproportionality in exclusionary discipline rates and attendance rates, decrease in overall exclusionary discipline for point in time by 50%.

SMARTIE Goal #4 (Persistence to Graduation): By June of 2026, our graduation rate will increase from 78% to 92% and our 9th grade on-track will be at 92% for each subject area.

SMARTIE Goal Components:

- Specific (what will be improved)- Graduation rates.
- Measurable (by which metric)- Graduation rates, grad assurance data.
- Achievable (by how much)- 14%.
- Relevant (by how much and for whom)- 14% for seniors.

- Time-Bound (by when)- June 2026.
- Inclusive (ML and SPED goal)- Decrease non-grad numbers for students with ML programming from 23 to 3.
- Equitable (additional WSIF group goal(s))- Decrease non-grad numbers for students who are Asian from 10 to 1 and Hispanic from 11 to 1.

Additional Details:

- What data will you use to **Progress Monitor Monthly**? Grad Assurance data.
- What data will you use to **Progress Monitor Monthly and to monitor ML and SPED**? Grad Assurance data. Overall on track, ML, Asian, and Hispanic on track. Specific focus on reduction of U/D coded students.
- What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? Under 5% rate for U/D codes and specific plans for all those at risk of not graduating.

Part 3: Communication Plan- The purpose of the Communication Plan is to ensure that all staff, your community, and your students understand the goals of the plan and receive timely updates on progress and adjustments to the plan.

	Staff	Scholars	Community
September	Following 4+1 rollout of SIP, ensure professional development is explicitly linked to SIP goal(s),	Teach SIP goals during each grade band assembly the first week of school. Ensure PBIS expectation videos are linked to SIP goals.	Explain SIP goals at Open House event.
October	Ensure professional development is explicitly linked to SIP goal(s),	Share attendance and discipline data via Advisory Lesson.	Share attendance and discipline data via Newsletter.
November	Provide progress monitor update based on first PLC inquiry cycle. Review comprehensive interim data to dictate next cycle of inquiry.	Review comprehensive interim data and have scholars set goals for growth. Individualized progress preparation for SLC event.	Share comprehensive interim data and goals based on that data. Individualized progress at SLC event.

December	Provide progress monitor update based on second PLC inquiry cycle.	Grade band lessons tied to end of semester credit attainment in alignment with Goal 5.	Share attendance and discipline data via Newsletter..
January	PBIS reset expectations in alignment with Goal 2 at PD.	PBIS reset expectations in alignment with Goal 2 in Advisory.	PBIS reset expectations in alignment with Goal 2 in newsletter.
February	Review midyear progression to reaching our SIP goals at PD.	Review midyear progression to reaching our SIP goals during Advisory	Share midyear progression to reaching our SIP goals in newsletter.
March	Provide progress monitor update based on third PLC inquiry cycle.	Share attendance and discipline data.	Share attendance and discipline data via Newsletter..
April	Focused PD on motivation and preparation for SBA and IB testing.	Grade band assemblies for SBA connection to SIP and preparation for best effort. Individualized progress preparation for SLC event.	Share testing plans for SBA and IB, and how families can support. Individualized progress at SLC event.
May	Provide progress monitor update based on fourth PLC inquiry cycle.	Grade band lessons tied to end of semester credit attainment in alignment with Goal 5.	Share attendance and discipline data.
June	End of Year Results PD to evaluate and complete 26-27 Needs Assessment.	End of Year Celebrations in Advisory.	End of Year Celebrations in newsletter.

Part 4: Action Planning- The purpose of the action plan is to name the approach you are going to use and the actions you are going to take to reach each of your end-of-year SMARTIE goals. **Action plans should be dynamic and adjusted based on data in order to stay on track to reach end of year goals.**

- **Step 1:** Identify the signature strategies that best align to your goals. This defines the approach you will take. (e.g. We see that MTSS systems and PLCs are a key approach towards reaching our goals.)
- **Step 2:** For each SMARTIE Goal, define the actions (roughly at a monthly level) that you will take over the course of the year to reach your end-of-year goal. NOTE: As you develop actions, you will likely see that some actions apply to multiple goal areas.

- **Step 3:** Define the data you will use to determine if each action is complete and successful. This enables you have clear progress monitoring of both implementation and progress towards goals.
- **Step 4:** Assign roles/leads to ensure that there is clarity and that each team member knows their role in driving the school improvement work forward*
- **Step 5:** At least **monthly**, progress monitor for BOTH implementation of actions AND progress towards goals, and make adjustments as needed based on analysis of data.

**Please note:*

- *Biweekly/monthly team meetings (e.g. attendance team, PBIS team, etc.) should be included in your action plans to reflect the structures that support the improvement work; they only need to be added on one row.*
- *Actions should represent work that occurs over 4-6 weeks or potentially longer; actions that are single day events do not need to be included. (e.g. Rather than a single row for Ice Cream Social and every other parent event, you can have a single row "Hold 4 family outreach events...")*

District Priorities and Signature Strategies List the signature strategies that are most aligned to the student needs and root causes that you identified. Make sure that all SMARTIE Goals are being supporting by at least 1 signature strategy. Consider signature strategies that address multiple SMARTIE Goals and limit your strategies to 4-6 total for the year		
SMARTIE Goal	Aligned Signature Strategy(ies) (copy from the Strategic Plan)	Connection to District Priority(ies)
1,2, & 4	Engage in PLC in a cycle of inquiry using multiple measure to inform and adjust instruction while disaggregating data through an equity lens.	Rigorous Instruction, MTSS
1-4	Design, implement, and monitor a MTSS to adhere and respond to academic and social-emotional needs of students toward mastery of core subjects.	Rigorous Instruction, MTSS
1-4	Create data collection and reporting systems to increase the effective use of data to drive academic, social-emotional, and behavioral structures and supports at the school, classroom, and scholar levels to eliminate racial and programmatic disproportionality in achievement and response to behaviors.	Rigorous Instruction, MTSS

Action Item	Metric (data you will use to track)	Expected Impact
Continue to develop effective cycles of inquiry focused on student achievement using the Dufour model.	- Coaching at PLC - PLC documentation of inquiry cycle - SBA interim/focus and comprehensive assessments - myLexia data - Walk through data for use of SIOP	- Use of SGI in all math and ELA classrooms in response to PLC data - Use of SGI in all math and ELA classrooms in response to most formative assessments - Increase in student achievement as demonstrated in gradebook and summative results - Increase teacher receiving proficient or distinguished for A4
Small Group Instruction	- Decreased disproportionality in PLC data for scholars with ML programming and SDI. - Decreased disproportionality in monthly gradebook data for scholars with ML programming and SDI. - Walk through data for use of SIOP	- SGI has targeted support for students with ML programming and SDI - Use of SGI in all math and ELA classrooms in response to most formative assessments - Increase in student achievement for scholars with ML programming and SDI
Co-Teaching Job Embedded PD	- Midyear calibration and assessment of where teachers are scoring - Decreased disproportionality in monthly gradebook data for scholars with ML programming and SDI. - Increase in scholars with SDI meeting goals and leveling up in WIDA domains - Walk through data for use of SIOP	- Increase teacher receiving proficient or distinguished for CP5 - Increase in student achievement for scholars with ML programming and SDI

SMARTIE Goal #3 (Whole Child): By June of 2026, there will be **no disproportionality** based on race or special education programming for the risk ratio of exclusionary discipline for scholars and a decrease of **50%** for overall exclusionary discipline. These efforts will be evidenced through monthly SWIS reports. By June of 2026, tier 2 & 3 attendance will reduce to **10%** of the student body.

Action Item	Metric (data you will use to track)	Expected Impact	Stakeholders Involved	Budget (list N/A, General, Title, or LAP)	Status
Alignment of PBIS, Attendance, RJ, and MTSS Behavioral Teams	- Increase in daily attendance as compared to 23-24 using Hoonuit - Increase in scholars receiving no exclusionary discipline and analysis of data	- Increased daily attendance - Increase of scholars receiving no exclusionary discipline plan - No disproportionality evident in our discipline data	- Rush, Young, and Admin Team Lead - Hanon, Landrud, Austin, Tiumalu, Redling - All teachers	LAP	

	- to insure no disproportionality as measured by SWISS as compared to 23-24 • Leverage Panorama capabilities to insure continued increase of positive well-being indicators • Monthly gradebook analysis and record keeping	• Increase of positive indicators for scholar well-being • Increase academic achievement			
Implementation of Accountability Circles into All Advisories	• Increase in daily attendance as compared to 23-24 using Hoonuit • Increase in scholars receiving no exclusionary discipline and analysis of data to insure no disproportionality as measured by SWISS as compared to 23-24 • Leverage Panorama capabilities to insure continued increase of positive well-being indicators • Monthly gradebook	• Increased daily attendance • Increase of scholars receiving no exclusionary discipline plan • No disproportionality evident in our discipline data • Increase of positive indicators for scholar well-being • Increase academic achievement	• Rush, Young, and Admin Team Lead • Warrior, Gonzalez, Cotton, Austin, Tiumala • All teachers	LAP	

	analysis and record keeping				
Commitment to Character Strong and Advisory Program	• Character Strong data reviews • AVID Site Team data reviews • IB Team data review • Monthly gradebook analysis and record keeping	• Increase in number of staff demonstrating commitment to integrity of Character Strong • Over 95% of scholars are earning proficiency on organizational checks • Increase in explicit instruction for ATLs • Increase in academic achievement	• Rush, Young, and Admin Team Lead • Veitenhans, Cambell, Edens • All teachers	General	

SMARTIE Goal #4 (Persistence to Graduation): By June of 2026, our graduation rate will increase from 78% to 92%.

Action Item	Metric (data you will use to track)	Expected Impact	Stakeholders Involved	Budget (list N/A, General, Title, or LAP)	Status
Monitoring Scholar Withdrawal Weekly	• Weekly data review to insure continuing education of scholars leaving TJ • Monitor U/D Code list reported in Grad Assurance	• Reduce U/D Code to under 5%	• Rush, Young, and Admin Team Lead • Goings, Huddleston, Frank, Temby, Bactol, Schbib, Perez-Soto • All teachers	• N/A	
Connect Grad Assurance with Advisory Teachers	• Monthly Grad Assurance data analysis	• Increase of at least 6% of scholars on track to graduate	Rush	• Rush, Young, and Admin Team Lead	

	Evidence documented in Make-A-Plan Monday	- Increase wraparound supports for scholars - Increase teacher proficiency of graduation requirements to elevate awareness for all		- Goings, Huddleston, Frank, Temby, Bactol, Schbib, Perez-Soto - All teachers	
Leverage MAIA Learning in Advisory	- Monthly Grad Assurance data analysis - Monthly MAIA Learning data reviews	- Increase in scholars completing HSBP - Increase in scholars completing tasks at each grade band - Increased positive reporting on future orientation	Rush	- Rush, Young, and Admin Team Lead - Goings, Huddleston, Frank, Temby, Bactol, Schbib, Perez-Soto, Dickson, Veitenhans - All teachers	

Part 5: Progress Monitoring – The purpose of Progress Monitoring Goal Setting is to track progress towards end-of-year goals. It is intended to answer the question, “Are we on track to reach our annual goals?” Monthly progress monitoring provides information to adjust actions in order to stay on track to reach goals.

* Monthly tracking should focus on relevant leading indicators that help to predict overall outcomes. Possible data sources could include: mClass data, grade passage rate, PLC CFAs, Tier II data tracking, district dropped assessments, Mathia, Core5, MyPath, Innovamat, Attendance and Discipline data from Hoonuit/Synergy Analytics, grad assurance data, IAB analysis, etc.

September Review

Goal:	Data Source	Baseline Data	Action Items that need to be added/adjusted in Action Plan
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ELA - Whole School - WSIF Group(s) - ML - SPED			
Math - Whole School - WSIF Group(s) - ML - SPED			
Whole Child - Whole School - WSIF Group(s) - ML - SPED			
Persistence to Graduation - Whole School - WSIF Group(s) - ML - SPED			

October Review

Goal:	Data Source	Results	On-Track	Additional Action Items that need to be added/adjusted in Action Plan
ELA				
Math				
Whole Child				
Persistence to Graduation				

November Review

Goal:	Data Source	Results	On-Track	Implications for Planned Actions
ELA				
Math				
Whole Child				

Persistence to Graduation				
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December Review

Goal:	Data Source	Results	On-Track	Implications for Planned Actions
ELA				
Math				
Whole Child				
Persistence to Graduation				

January Review

Goal:	Data Source	Results	On-Track	Implications for Planned Actions
ELA				
Math				
Whole Child				
Persistence to Graduation				

Midyear Review Questions:

1. How did you identify and respond to equity needs for specific student groups, from the beginning of the year to the middle of the year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?
2. Please share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?
3. Which evidence-based practices (interventions, activities, or strategies) being implemented are having the largest impacts on positively improving student outcomes and your high-priority SMARTIE goals? Describe what is contributing to the success of this work.
4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

February Review– This data will be utilized for your SIP presentation

Goal:	Data Source	Results	On-Track	Implications for Planned Actions
ELA - Whole School				

- WSIF Group(s) - ML - SPED				
Math - Whole School - WSIF Group(s) - ML - SPED				
Whole Child - Whole School - WSIF Group(s) - ML - SPED				
Persistence to Graduation - Whole School - WSIF Group(s) - ML - SPED				

March Review

Goal:	Data Source	Results	On-Track	Implications for Planned Actions
ELA				
Math				
Whole Child				
Persistence to Graduation				

April Review

Goal:	Data Source	Results	On-Track	Implications for Planned Actions
ELA				
Math				
Whole Child				
Persistence to Graduation				

May Review

Goal:	Data Source	Results	On-Track	Implications for Planned Actions
ELA				
Math				
Whole Child				
Persistence to Graduation				

End of Year Review Questions:

1. How did you identify and respond to equity needs for specific student groups, from the beginning of the year to the middle of the year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?
2. Please share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on the improvements as you transition into supports for your 2026-2027 SIP.
3. Describe the progress made toward each SMARTIE Goal. Describe what led to or is leading to achievement of the SMARTIE Goals.
4. How did at least one of the activities documented in your action plan positively impact student outcomes in pursuit of its associated SMARTIE Goal?

June Review

Goal:	Data Source	Results	On-Track	Implications for Planned Actions
ELA - Whole School - WSIF Group(s) - ML - SPED				
Math - Whole School - WSIF Group(s) - ML - SPED				
Whole Child				

- Whole School - WSIF Group(s) - ML - SPED				
Persistence to Graduation - Whole School - WSIF Group(s) - ML - SPED				