ABERDEEN SCHOOL DISTRICT NO. 5
Regular Meeting of the Board of Directors
Aberdeen High School
October 7, 2025

5:30 p.m. Regular Meeting Call to Order

Flag Salute

Consent Agenda

1. Minutes
2. Trip Request

Comments from the Board

1. District Legislative Priorities

Comments from the Public

Comment on agenda items is welcome at this time. Please sign up on the sheet provided at the entrance to the meeting and specify the agenda item you wish to address. Please limit your comments to three minutes. Comment on all matters is welcome via email to schoolboard@asd5.org.

Presentations

Old Business

1. Policy 2020 Instructional Materials

Superintendent Reports

1. Seismic Safe Schools Update

    a. School Seismic Phase 3 Award / Harbor Learning Center

    b. School Seismic Phase 2 Design Grant / Stevens Elementary

    c. School Seismic Safety Grant / Central Park Elementary

    d. School Seismic Safety Grant / Robert Gray Elementary

    e. School Seismic Safety Grant / Aberdeen High School

    f. TCF Architecture Fee Proposal / Stevens Elementary School

    g. Haley & Aldrich, Inc. Geotechnical Design Services / Harbor Learning Center

    h. TCF Architecture Final Study and Survey

    i. Resolution 2025-07 Adopting the 2025 Study and Survey

2. WSSDA Conferences
3. Student Representative Interviews

New Business

1. 2025-2026 School Improvement Plans

2. Wenatchee Valley College 25-26 Agreement

3. University of Puget Sound 25-26 Agreement

4. Next Meeting

Executive Session / Closed Session

1. Personnel Report

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
<u>BOARD INFORMATION AND BACKGROUND</u>

Oct. 7, 2025

5:30 p.m. Regular Meeting Call to Order

Flag Salute

Consent Agenda – Enclosure 1

1. <u>Minutes</u> – The minutes from the regular meeting on Sept. 16, 2025, are enclosed for your review and approval.

2. <u>Trip Request</u> – GEARUP at Aberdeen High School is requesting permission to travel to PLU in Tacoma and WWU in Bellingham to explore post high school education opportunities on Oct. 20-21.

Comments from the Board

1. <u>District Legislative Priorities</u> – Discussion about the board's development of legislative priorities and participation in the WSSDA legislative advocacy process.

Comments from the Public

The Board welcomes public comment on agenda items. Please sign up on the sheet provided at the entrance to the meeting and indicate the agenda item you wish to address. Please limit your comments to three minutes.
Written public comment on both agenda and non-agenda matters is also welcome via email. Comments should be submitted to <u>schoolboard@asd5.org</u> before noon on the day of the meeting and will be included in the public record.

Individual student matters or complaints against employees should not be brought forward at a public meeting. The Superintendent's Office or board president should be contacted directly.

Presentations

Old Business

1. <u>Policy 2020 Instructional Materials</u> – Superintendent Traci Sandstrom will present the procedures for Policy 2020 – Course Design and Adoption of Instructional Materials for your information following the policy update at the previous meeting. Enclosure 2

Superintendent Reports

1. <u>Seismic Safe Schools Update</u> – Manuel Saldivar-Aguirre of Construction Services will join Superintendents Lynn Green and Traci Sandstrom to provide an update on the Seismic Safe Schools Grant. In addition, board approval is requested for the following:

a. Acceptance of a School Seismic Phase 3 design grant award of up to $3.3 million for a new Harbor High Learning Center. Enclosure 3

b. Acceptance of a School Seismic Phase 2 conceptual design planning grant of up to $4.5 million for a new Stevens Elementary School. Enclosure 4

c. Acceptance of an additional $50,000 in School Seismic Safety Grant funding for Phase 1 planning at Central Park Elementary School. Enclosure 5

d. Acceptance of an additional $50,000 in School Seismic Safety Grant funding for Phase 1 planning at Robert Gray Elementary School. Enclosure 6

e. Acceptance of a School Seismic Safety Grant of $150,000 for Phase 1 planning at Aberdeen High School. Enclosure 7

f. Approval of a fee proposal from TCF Architecture in the amount of $142,000 to complete the educational specifications for Stevens Elementary School for Phase 2 of the Seismic Safety Grant process. Enclosure 8

g. Approval of a proposal from Haley & Aldrich, Inc. of Vancouver for design-level geotechnical engineering services for the Harbor Learning Center for Phase III under the School Seismic Safety Grant. Enclosure 9

h. Adoption of the 2025 study and survey prepared by TCF Architecture on the physical condition and environmental resilience of school facilities. Enclosure 10

i. Adoption of Resolution 2025-07 Adopting the 2025 Study and Survey as final and ready to submit to OSPI. Enclosure 11

2. <u>WSSDA Conferences</u> – A reminder that the annual WSSDA Conference is scheduled for Nov. 19-22 in Seattle and the Legislative Conference is Jan. 9-10, 2026, also in Seattle.

3. <u>Student Representative Interviews</u> – It is recommended that interviews for student representatives to the board take place Oct. 9 or Oct. 10.

New Business

1. <u>2025-2026 School Improvement Plans</u> – Programs Administrator Jamie Stotler will present the annual school improvement plans for board review and approval. Enclosure 12

2. <u>WVC Agreement</u> – Human Resources Director Christi Clinkingbeard will present an agreement with Wenatchee Valley College to place a student teacher in the district in 2025-2026 for your review and approval. Enclosure 13

3. <u>UPS Agreement</u> – Special Education Director Stefanie Lamont will present an agreement with the University of Puget Sound for 2025-2026 to place a student

      in the district for occupational and physical therapy training for your review and approval. Enclosure 14

4. <u>Next Meeting</u> – The next regular meeting of the Board is scheduled for 5:30 p.m. Tuesday, Oct, 21, 2025, in the Community Room at Stevens Elementary School.

Executive Session / Closed Session

At this time the meeting will recess for an executive session expected to last 10 minutes under RCW 42.30.110 (g) and (h): To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee.

1. Personnel Report Enclosure 15

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
Minutes of the Regular Meeting of the
Board of Directors – September 16, 2025

President Jennifer Durney convened the regular meeting of the Aberdeen School District Board of Directors at 5:30 p.m. Tuesday, September 16, 2025, in the Community Room at Aberdeen High School. In attendance were Directors Mardi Emard-Colburn, Annica Mizin, Suzy Ritter and Jeremy Wright along with Superintendents Lynn Green and Traci Sandstrom and 20 patrons and staff. The meeting began with the flag salute.	CALL TO ORDER
On a motion by Director Ritter and seconded by Vice President Wright, the board approved the consent agenda, which included the minutes from the regular meeting on Sept. 2, 2025; August payroll vouchers 838528 through 838557 totaling $4,357,921.38; General Fund vouchers 838558 through 838559, 838578 and 838580 through 838675 totaling $1,823,392.31, ASB Fund vouchers838564 through 838569 and 838579 totaling $12,023.54, Capital Projects Fund vouchers 838560 through 838563 totaling $65,604.86 and Private Purpose Trust Fund vouchers 838570 through 838577 totaling $10,100.00; a trip request from the AHS Chamber Choir to travel to Yakima to perform at the state music educators conference and participate in a clinic at Central Washington University on Feb. 12-13, 2026; a gift to the district for Snug Harbor from Paige Hounsley and the Abel-Weatherwax Foundation in the amount of $8,000, and a grant from the Grays Harbor Community Foundation in the amount of $32,581.71 in support of the preschool program for 4-year-olds.	CONSENT AGENDA
Director Mizin commented on how much she enjoyed the Aberdeen/Hoquiam volleyball game, especially the genuine esprit de corps of the Bobcats, which people noticed and remarked upon.	COMMENTS FROM THE BOARD
Jerry Salstrom, retired Miller Junior High School principal, shared his experience talking with students about their contributions to the Miller Junior High School centennial time capsule, especially the contribution regarding True North.	COMMENTS FROM THE PUBLIC
Jerry Salstrom and Cynthia McGowan shared information about Harbor Strong's efforts to build a strong coalition in support of healthy youth and invited the board to its upcoming key leaders' event on Oct. 14 at the Rotary Log Pavilion which will focus on social media and how much adults need to learn about online behaviors in order to mitigate the negative influence on youth health.	HARBOR STRONG PRESENTATION
Andrew Twyman and Manuel Saldivar-Aguirre of ESD 112's Construction Services Group and J.R. Mill of TCF Architecture provided an update on the plans for a new Harbor Learning Center, shared a preliminary site plan for a new junior high and elementary campus off Basich Boulevard, preliminary site plan for a new Stevens Elementary School in South Aberdeen, plans for capital projects currently taking place in the district, including new intercom systems at Central Park and Robert Gray elementary schools, guardrail safety improvements at Aberdeen High School, equipment replacement and upgrades in the culinary	SEISMIC SAFE SCHOOLS

classroom at AHS and a new canopy outside the wood/auto shop area at AHS, and offered a list of proposed capital projects through 2029.

Superintendent Sandstrom presented an update to Policy 3241 – Student Discipline as recommended by the Washington State School Directors Association for second reading. On a motion by Vice President Wright and seconded by Director Ritter, the board adopted revised Policy 3241 – Student Discipline.

POLICY 3241 STUDENT DISCIPLINE

Superintendents Green and Sandstrom thanked the presenters from ESD 112 Construction Services Group and TCF Architecture, especially for the work to manage multiple, complex projects at the same time, and for the workshops with staff at the Harbor Learning Center that have contributed to a smooth and collaborative design process.

SUPERINTENDENT REPORTS

SEISMIC SAFE SCHOOLS

Superintendent Green provided an update on the start of the new school year, including the first official enrollment count which came in just two students above budget, the start of the preschool year for 3- and 4-year-olds at the grade schools, homecoming at Aberdeen High School and the carnival at A.J. West Elementary School, the celebration of National AVID Day for 9th and 10th graders at AHS; a curb on individual food deliveries at AHS, and an update on the timeline for the selection of new student representatives.

BACK TO SCHOOL UPDATE

Following a presentation from Superintendent Sandstrom, on a motion by Director Ritter and seconded by Director Mizin, the board approved the 2025-2026 Basic Education Compliance Report.

BASIC EDUCATION COMPLIANCE REPORT

Executive Director of Business and Operations Elyssa Louderback presented the Fiscal Status Report. The district ended the fiscal year with 100.88 percent in budgeted revenue and is at 99.77 percent of budgeted expenditures. In the report for August, she reported ending fund balances of $4,078,312.02 in the General Fund, $2,147,441.97 in the Capital Projects Fund, $787,321.58 in the Debt Service Fund, $270,533.30 in the Associated Student Body Fund and $605,629.91 in the Transportation Vehicle Fund.

FISCAL STATUS REPORT

On a motion by Director Mizin and seconded by Director Wright, the board approved the purchase of a 2025 Suburban to replace a 2004 Suburban with almost 200,000 miles.

VEHICLE PURCHASE

Following a presentation by Superintendent Sandstrom, on a motion by Director Ritter and seconded by Vice President Wright, the board approved a required update to Policy 2020 – Course Design and Adoption of Instructional Materials as recommended by WSSDA.

POLICY 2020 INSTRUCTIONAL MATERIALS

Following a presentation by Superintendent Green, on a motion by Vice President Wright and seconded by Director Mizin, the board approved a memorandum of understanding with Grays Harbor County's Juvenile Court for truancy enforcement and community engagement in 2025-2026.	GRAYS HARBOR JUVENILE COURT MOU
Following a presentation by Superintendent Sandstrom, on a motion by Vice President Wright and seconded by Director Ritter, the board approved renewal of a memorandum of understanding with Behavioral Health Resources for 2025-2026 allowing services to be provided at schools.	2025-2026 BHR AGREEMENT
On a motion by Vice President Wright and seconded by Director Ritter, the board declared as surplus an inventory of equipment and devices that have exceeded their useful life or are no longer needed for an educational purpose.	SURPLUS
President Durney announced that the next regular meeting is scheduled for 5:30 p.m. Tuesday, Oct. 7, 2025, in the Community Room at Aberdeen High School.	NEXT MEETING
At 6:25 p.m., President Durney recessed the meeting for an executive session expected to last 15 minutes under RCW 42.30.110 (g): to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. At 6:40 p.m. the session was extended for five minutes. The meeting reconvened in regular session at 6:45 p.m.	EXECUTIVE SESSION
On a motion by Vice President Wright and seconded by Director Mizin, the board approved the Personnel Report.	PERSONNEL REPORT
Under certificated matters, the board approved the hiring of Maria Ruiz Garcia as a current-year-only teacher at Stevens Elementary School effective Sept. 8; approved a change of assignment for Christine Popowich from 0.6 FTE to 1.0 FTE at Stevens Elementary School effective Sept. 8; approved a supplemental contract for Heather Berentsen as a highly capable enrichment teacher for the District effective Sept. 2, and approved the hiring of Ashley Cole, Maria Ruiz Garcia, Kayla Garman and Meaghan Steinfeld as substitutes for the district.	CERTIFICATED
Under classified matters, the board approved the hiring of Marly Palmer as a Tutor in the Professional Medical Careers program at the Twin Harbors Skills Center effective Sept. 19, Yoselin Diaz Recinos as a tutor in the Professional Medical Careers program at the Twin Harbors Skills Center with an effective date to be determined, Jacob Borden as a current-year-only MTSS Assistant at Grays Harbor Academy effective Sept. 15, Christi Goodenough as a LRC technician at Robert Gray Elementary School effective Sept. 15, and Karla Guzman as a bilingual MTSS assistant at Stevens Elementary School effective Sept. 15; approved a change of assignment for Virginia Barragan from student family services assistant to para-educator at McDermoth Elementary School; approved a leave of absence for Russell Edwards, MTSS assistant at Aberdeen High School,	CLASSIFIED

effective Oct. 14 to Dec. 5, 2025; approved the retirement of Diane Bramstedt, a preschool para-educator at Robert Gray Elementary School, effective Oct. 31; accepted the resignation of Hillari Mein as the accounts payable specialist for the district effective Sept. 5; approved the termination of Antonia Frye as a preschool para-educator at Stevens Elementary School effective Sept. 4; approved the hiring of Michael Cady effective Sept. 20 and Alicia Tisdale effective Sept. 4 as assistant coaches (0.5 FTE) for Cross Country at Miller Junior High School, and approved the hiring of Hanna Bielec, Robin Kelly Gleason and Barbara Richards as substitutes for the district.

There being no further business, the regular meeting was adjourned at 6:45 p.m. | ADJOURN

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Lynn Green, Secretary   Jennifer Durney, President

_____

Traci Sandstrom, Secretary

OVERNIGHT & OUT-OF-STATE STUDENT TRIP REQUEST

Overnight or out-of-state field trips require approval by the Board of Directors. Use the form below as an outline for the information necessary to submit a request for Board approval. Requests must be submitted to the building principal at least three weeks prior to submission to the Board. Following approval by the building principal and/or ASB, forward the request to the superintendent one week prior to the next scheduled Board meeting.

Group/Team __GEAR UP__

School __AHS__

Advisor __Lacey McMeekin__ Phone __360.470.9892__

Date(s) of Trip __Oct. 20 - Oct. 21, 2025__ Destination __PLU + WWU__

Lodging Location __La Quinta Inn & Suites__ Lodging Phone __360.747.7685__
__Bellingham__

Objective of Trip __To explore college campuses + give kids the chance to see all opportunities.__

Number of Students __40__ Number of Chaperones __4__

Cost per Student __$162.__ Cost per Chaperone __$300.__

Funding Source and/or Account Code __GEAR UP__

Type of Transportation __Bus__ Bus form required YES __X__ NO____

ASB Approval __N/A__ Date____

Principal Approval __Lynn Green__ Date __9/15/25__

Board Approval____ Date____

(Reference School Board Policy – Field Trips and Excursions 2320 and 2320P)

Course Design, Selection and Adoption of Instructional Materials

For the purposes of this procedure, the definitions from Policy 2020 will apply.

District course design and core instructional materials should be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices. All students will receive high quality core instruction and, as appropriate, strategic and intensive intervention supports matched to their needs.

Course Design

Existing Courses
The superintendent or designee will establish a regular cycle of course design review and development that includes examination by review committees composed of district subject area coordinators and, as appropriate, external content area experts. This review cycle should be based on student need, changing demographics and funding. The cycle should cover each content area to ensure current course relevance. The course design process should review the following:

1. Relevance, rigor, and alignment to state learning standards;

2. Efficacy of core, alternative core, and intervention instructional materials that support student learning, and

3. Processes and resources used to assess student progress and address teacher professional learning.

Based on this review, the following might occur:

1. Affirmation of continued use of current processes and instructional materials;

2. Establishment of a timeline for completion of recommended tasks;

3. Creation and assignment of tasks to subcommittees as required to select, write, or revise the course design;

4. Recommendation of new instructional materials selection to the Instructional Materials Committee (IMC);

5. Design of course implementation and staff development plans;

6. Identification of projected budget needs in accordance with established timelines, and/or

7. Maintained communications with impacted stakeholders.

New Courses or Major Modifications to Existing Courses
The superintendent or designee will review new course offerings or major course modifications that propose significant changes to course objectives or scope before they are scheduled to ensure that the course is rigorous, uses appropriate instructional materials, and is carefully considered part of the school's college and career pathways.

When implementing new or modified courses requires adopting new instructional resources, the

IMC will consider those resources using the process outlined in this procedure.

Selection and Adoption of Instructional Materials
For the purposes of this procedure, instructional materials used in the district will be classified as core, alternative core, intervention, supplemental, and temporary supplemental. They shall be selected according to the following procedures. The principal is responsible for ensuring their certificated staff is familiar with this procedure. The district will provide the technical assistance necessary to accomplish this.

Roles and Responsibilities in the Selection and Adoption of Instructional Materials

| Instructional Material Type | Role | | | | |
	Certificated Teaching Staff	Principal	Superintendent	Instructional Materials Committee (IMC)	School Board
Core material	Identify		Establish adoption procedure	Recommend	Adopt
Alternative core	Identify		Designate selector		
Intervention	Identify		Designate selector		
Supplemental	Identify	Designate selector			
Temporary Supplemental	Select – within district guidelines				

Social Studies Instructional Materials Review or Adoption
In compliance with RCW 28A.320.170, when the board adopts or reviews the district's social studies course design, it will incorporate the history, culture, and government of the nearest federally recognized Indian tribe or tribes using the John McCoy (lulilas) Since Time Immemorial: Tribal Sovereignty in Washington State instructional materials on the Office of the Superintendent of Public Instruction (OSPI) website. The district may adapt these resources for regional relevance or integrate them into existing instructional materials.

During regularly scheduled reviews and revisions of its social studies and history courses, the district will collaborate with any federally recognized tribe within or near its boundaries to incorporate expanded and improved instructional materials about Indian tribes and create classroom and community cultural exchange programs. OSPI's Office of Native Education will help identify federally recognized Indian tribes whose reservations are in whole or in part within the district's boundaries and those nearest to the district.

The district will collaborate with OSPI on instructional areas regarding tribal government and history that are statewide in nature, such as the concept of tribal sovereignty and the history of federal policy towards federally recognized Indian tribes.

Inclusive Instructional Materials
In compliance with RCW 28A.345.130, the board, within available materials, must adopt inclusive curricula and select diverse, equitable, inclusive, age-appropriate instructional materials that include the histories, contributions, and perspectives of historically marginalized and under-represented groups including, but not limited to, people from various racial, ethnic, and religious backgrounds, people with differing learning needs, people with disabilities, LGBTQ people as the term is defined in RCW 43.114.010, and people with various socioeconomic and immigration backgrounds.

In adopting curricula and selecting instructional materials, the board must seek curricula and instructional materials that are culturally and experientially diverse as possible, recognizing that the availability of materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups may vary.

Instructional Material Delivery Formats
Instructional materials may be delivered in many formats, including textbooks, technology-based materials, or other educational media.

Open Educational Resources
Open Educational Resources (OER<u>s</u>) are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. A wide variety of free, high quality instructional content is available from supplemental to core instructional materials. Supplemental instructional materials may be found on OSPI's Washington OER Hub. District staff are encouraged to consider OER when selecting instructional materials. OER are subject to the same selection and adoption procedures as other instructional materials outlined in this document.

Technology-based Resources
As new technologies rapidly evolve, district educational technology staff should be involved early in selecting and adopting core instructional materials and in developing policy regarding selecting digital supplemental materials. Key considerations include evaluating district technological impacts, ensuring compliance with student privacy and data protection laws, and promoting equitable access for students and teachers.

Core Instructional Material Selection

Instructional Materials Committee <u>(IMC)</u>
The evaluation and recommendation of core materials used by the district in conformance with stated criteria. The committee will act upon requests for core material approval and will evaluate and act upon a parent's ("parent" means a parent or legal guardian of a student enrolled in the district) requests for reconsideration of core materials.

Committee meetings will be held on a schedule determined by the district. If necessary, the committee chairperson may call special meetings. The committee secretary will provide department heads, principals, and program developers with copies of the committee meeting schedule.

In alignment with RCW 28A.320.230, the IMC will include the following: representative members from the district's professional staff, including those involved in curriculum development, and one or more parents of enrolled students, ensuring that parent members make up less than half of the committee's total membership.

The district will provide parents with reasonable notice of the opportunity to serve on the IMC and the terms of office for members. The district will also develop and implement a comprehensive outreach program to recruit a diverse pool of parent members that reflects the district's demographics and learning needs to the greatest extent possible. If the IMC cannot recruit at least one parent, it must report quarterly to the board and the public about its recruitment efforts.

The committee should include a member of the School Board of Directors. Instructional Materials Committees may include parents, but state law provides that parents must make up less than one-half the committee.

The superintendent or designee will appoint members through the district's committee process. The board must approve membership. The chairman and the secretary will be permanent members of the committee. Other members will have three-year terms. Temporary appointments of one year or less may be made to fill vacancies.

Criteria for Selection of Core Instructional Materials
Core instructional materials shall be selected based upon the degree to which they do the following:

    A. Demonstrate a likelihood of impact as shown by scientific or evidence-based research;

    B. Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements;

    C. Provide sufficient flexibility to meet the varied needs and abilities of the students served;

    D. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;

    E. Where appropriate, present balanced but differing views of issues, controversial or otherwise, so students may develop critical analysis and informed decision-making skills;

    F. Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);

    G. Support equitable access to learning and learning materials for all students, including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them, and

H. Are free of stereotyping and other forms of bias, recognizing that under certain circumstances, biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. The Washington model resource, Screening for Biased Content in Instructional Materials, published by OSPI, should be consulted when selecting non-biased materials.

Identification of Core Instructional Materials
Core materials shall be initially selected by certificated staff assigned by the superintendent or designee. Materials must meet the Criteria for the Selection of Core Materials described above.

Recommendation of Core Instructional Materials
The staff assigned by the superintendent will recommend core instructional materials for the IMC to review. The IMC will review those materials in accordance with this procedure to ensure compliance with the described selection criteria and will use the instructional material evaluation guidance on the OSPI Course Design & Instructional Materials website.

Based on its evaluation, the IMC will recommend instructional materials to the board for adoption.

Adoption of Core Instructional Materials
The board must approve core instructional materials before they are used in the classroom. Texts selected previously are exempt from this requirement.

Regularly Scheduled Core Material Updates
Any courses using district-adapted OER as their core instructional material shall annually convene a representative group of district teachers of the course to revise and improve the core material. Adaptations shall be based on teacher and student suggestions and data from state or district assessments identifying areas of lower student performance. Revised versions of the core material will be implemented for the following school year.

If the adaptations to the core material results in significant changes to course objectives or scope, the revised resource shall be forwarded to the IMC for consideration and formal recommendation for board adoption.

Exceptional Needs or Rapidly Changing Circumstances
The superintendent or designee may authorize the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. However, expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process.

Dual Credit Programs
Dual credit programs consistent with the requirements under Chapter 28A.600 RCW may have varying course designs as necessitated by their course credit transfer requirements. See the OSPI Dual Credit Programs website for program-specific Frequently Asked Questions documents.

Field Testing

The Superintendent or designee may consider using field testing as part of the adoption process. Field testing can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, and/or assessment resources through careful experimentation for an identified purpose based on student needs.

The superintendent may authorize trial-use core instructional material that is experimental and field-tested for no more than one school year before the materials must be adopted through the formal process.

Citizen Access to View Core Materials

Community members are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school, ~~in the~~ district office, or online. The review and examination process should be arranged to avoid disrupting the educational program. Core materials should be reviewed with the knowledge of district objectives in mind.

Protest Procedure for Core Instructional Materials

In accordance with RCW 28A.320.230, the process for receiving, considering, and acting upon complaints regarding the district's core instructional materials is described below.

1. **Submitting a Complaint:** A parent may submit a written complaint about core instructional materials to the principal of the school where the materials are being used.

2. **Seeking Resolution:** If the parent requests, the school will arrange a meeting with the parent, the principal, and a teacher using the materials in question to address the parent's concerns and find solutions.

3. **Committee Review:** If the issue cannot be resolved at the school level, the IMC will provide a written decision. The decision must be issued within 60 days of the meeting between the parent or within 90 days of receiving the complaint, whichever is later.

4. **Appeal Process:** The parent, a teacher using the reviewed materials, or the principal may appeal the IMC's decision by submitting a written request to the superintendent or designee. The superintendent's or designee's decision is final and cannot be appealed. Once a final decision is made, the same materials may not be reconsidered for at least three years unless the superintendent determines a significant change in circumstances has arisen.

The decisions made under this process must comply with RCW 28A.320.233, be based on the selection criteria for core instructional material described in this procedure, and may apply only to the student or students whose parent or guardian submitted the complaint.

Intervention Instructional Material Selection

Instructional materials designed to support strategic or intensive intervention for students at risk of not meeting established learning standards will be approved by the superintendent or designee based on evidence from reputable sources (e.g., National Center on Response to Intervention,

Johns Hopkins Best Evidence Encyclopedia).

Alternative Core Instructional Material Selection
The superintendent, or designee, will establish procedures for approving schools' use of alternative core materials for specialized course offerings or flexible learning environments. In many cases, the superintendent may decide that certificated staff designated by the building principal should select these alternative core materials.

Supplemental Instructional Material Selection
Supplemental instructional materials will not require IMC approval or board adoption.
The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the principal or professional staff of the district. This includes preparing all student reading lists using state standards-aligned resources/repositories. Staff will rely on reason and professional judgment in selecting high-quality supplemental materials that align with state learning standards and are appropriate for their students' instructional programs, developmental levels and interests. While supplemental materials do not require item-by-item approval of the IMC, staff are expected to thoroughly preview such materials and give due consideration to the text complexity; developmental level of students; appropriateness of language or images; bias against racial, gender, ethnic, or other social groups, and other sensitive issues.

In accordance with RCW 28A.320.233, principals and professional staff cannot refuse to approve or prohibit any supplemental instructional materials for student instruction because they relate to or include the study of the role and contributions of any individual or group who is part of a protected class as established by RCW 28A.642.210 and 28A.640.010.

Requests for Review and Removal of Supplemental Instructional Materials

1. **Request for Review:** A parent may submit a written request to review and remove supplemental instructional materials to the applicable teacher and principal.

2. **Seeking Resolution:** If the parent requests, the school will arrange a meeting with the parent, the principal, and the teacher to address the parent's concerns and find solutions.

3. **Principal's Decision:** If the issue cannot be resolved, the principal, in consultation with a teacher-librarian, will review the materials and issue a written decision on whether to remove them. The decision must be issued within 30 days of meeting with the parent or within 60 days of receiving the complaint if the parent doesn't request a meeting.

4. **Appeal Process:** If the parent or teacher disagrees with the principal's decision, they may appeal to the superintendent or designee in writing. The superintendent's or designee's decision is final and cannot be appealed. Once a final decision is made, the same materials may not be reconsidered for at least three years unless the superintendent determines a significant change in circumstances arises.

The decisions made under this process must comply with RCW 28A.320.233, will be based on the criteria for selecting supplemental instructional materials described in this procedure, and may apply only to the student or students whose parent submitted the complaint.

Temporary Supplemental Material Selection
The district's professional staff will rely on reason and professional judgment in selecting high-quality temporary supplemental materials appropriate for their students' instructional programs, developmental levels, and interests.

Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

k12.wa.us

Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

October 2, 2025

Lynn Green, Superintendent
Aberdeen School District
216 North G Street
Aberdeen, WA 98520

Dear Superintendent Green:

Congratulations! The Aberdeen School District has been awarded a School Seismic Phase 3 design grant award in the amount of up to $3,300,000 for the Harbor High Learning Center. The grant will be reimbursed on actual costs incurred.

Phase 3 Design grant funding is provided to allow the district to cover the costs of design and other associated costs. The funding is being awarded with the requirement to report quarterly an overview and status of the school design, value engineering efforts, project cost estimates and other concerns of the School Seismic Safety Advisory Committee until design is completed.

The next advisory committee meeting is scheduled for 9:00 am on December 3, 2025.
The funding for the program was part of the state's capital budget (Section 5004, Chapter 474, laws of 2023) and your district should track all expenditures and reimbursements in its capital projects fund. All costs incurred by the district above the grant award allowances will be the responsibility of the district.

If you have any questions please contact Scott Black, Program Development Manager at 360-742-4028 or scott.black@k12.wa.us.

Sincerely,

T. J. Kelly

T.J. Kelly
Chief Financial Officer
Office of Superintendent of Public Instruction

cc: OSPI School Facilities

October 2, 2025

Lynn Green, Superintendent
Aberdeen School District
216 North G Street
Aberdeen, WA 98520

Dear Superintendent Green:

Congratulations! The Aberdeen School District has been awarded a School Seismic Phase 2 conceptual design planning grant award in the amount of up to $4,500,000 for the Stevens Elementary project. The grant will be reimbursed on actual costs incurred. Phase 2 planning grant funding is provided to allow the district to obtain professional services to perform the required conceptual schematic design that will be presented to our School Seismic Safety Committee to move on to phase 3 full design.

The funding for the program was part of the state's capital budget (Section 5004, Chapter 474, laws of 2023) and your district should track all expenditures and reimbursements in its capital projects fund. This is a reimbursement grant, and the district will need to provide evidence of payment to receive funding. All costs incurred by the district above the grant award allowances will be the responsibility of the district.

If you have any questions please contact Scott Black, Program Development Manager at 360-742-4028 or scott.black@k12.wa.us.

Sincerely,

T. J. Kelly

T.J. Kelly
Chief Financial Officer
Office of Superintendent of Public Instruction

cc: OSPI School Facilities

Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

k12.wa.us

Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

October 2, 2025

Lynn Green, Superintendent
Aberdeen School District
216 North G Street
Aberdeen, WA 98520

Dear Superintendent Green:

Congratulations! The Aberdeen School District has been awarded an additional $50,000 in School Seismic Safety School Program Phase 1 Planning grant for Central Park Elementary. The district previously received $92,000 for a grant total of $142,000 for possible relocation, seismic retrofits and/or vertical evacuation towers.

Phase 1 planning grant funding is provided to allow the district to obtain professional services to perform the required geotechnical and site assessments of the campus locations. The funding can also be used to hire professional services (project management) if needed by the district. Below are the Phase 1 planning grant allowances for each of the schools:

Funding reimbursements will be based on actual costs incurred at each school and the spending for each school will need to be tracked individually. Additional funding may be requested to include the cost of any additional professional services that might be necessary to complete the phase 1 planning. We will be contacting you to schedule time to review the requirements of the geotechnical and architectural and civil engineering assessments.

The funding for the program was part of the state's capital budget (Section 5004, Chapter 474, laws of 2023) and your district should track all expenditures and reimbursements in its capital projects fund. All costs incurred by the district above the grant award allowances will be the responsibility of the district.

If you have any questions please contact Scott Black, Program Development Manager at 360-742-4028 or scott.black@k12.wa.us.

Sincerely,

T.J. Kelly
Chief Financial Officer
Office of Superintendent of Public Instruction

Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

October 2, 2025

Lynn Green, Superintendent
Aberdeen School District
216 North G Street
Aberdeen, WA 98520

Dear Superintendent Green:

Congratulations! The Aberdeen School District has been awarded an additional $50,000 in School Seismic Safety School Program Phase 1 Planning grant award for Robert Gray Elementary. The district was awarded $92,000 for a total grant award of $142,000 for the possible relocation, seismic retrofits and/or vertical evacuation towers.

Phase 1 planning grant funding is provided to allow the district to obtain the professional services to perform the required geotechnical and site assessments of the campus locations. The funding can also be used to hire professional services (project management) if needed by the district.

Funding reimbursements will be based on actual costs incurred at each school and the spending for each school will need to be tracked individually.

The funding for the program was part of the state's capital budget (Section 5004, Chapter 474, laws of 2023) and your district should track all expenditures and reimbursements in its capital projects fund. All costs incurred by the district above the grant award allowances will be the responsibility of the district.

If you have any questions please contact Scott Black, Program Development Manager at 360-742-4028 or scott.black@k12.wa.us.

Sincerely,

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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

October 2, 2025

Lynn Green, Superintendent
Aberdeen School District
216 North G Street
Aberdeen, WA 98520

Dear Superintendent Green:

Congratulations! The Aberdeen School District has been awarded School Seismic Safety School Program Phase 1 Planning grant award for JM Weatherwax High School in the amount of $150,000.

Phase 1 planning grant funding is provided to allow the district to obtain professional services to perform the required geotechnical and site assessments of the campus location. The funding can also be used to hire professional services (project management) if needed by the district.

Funding reimbursements will be based on actual costs incurred at each school and the spending for each school will need to be tracked individually. Additional funding may be requested to include the cost of any additional professional services that might be necessary to complete the phase 1 planning. We will be contacting you to schedule time to review the requirements of the geotechnical and architectural and civil engineering assessments.

The funding for the program was part of the state's capital budget (Section 5004, Chapter 474, laws of 2023) and your district should track all expenditures and reimbursements in its capital projects fund. All costs incurred by the district above the grant award allowances will be the responsibility of the district.

If you have any questions please contact Scott Black, Program Development Manager at 360-742-4028 or scott.black@k12.wa.us.

Sincerely,

T. J. Kelly

T.J. Kelly
Chief Financial Officer
Office of Superintendent of Public Instruction

TCF

September 26, 2025

Re: Aberdeen School District
        South Site Elementary School
        TCF Project No. 2025-004
        Consulting Services Fee Proposal – Educational Specifications

Attn: Mr. Andrew Twyman, Associate Director

Dear Andy,

I am pleased to provide you with this Design Consulting Services proposal for the creation of educational specifications and school tours for the South Site Elementary School project. This fee proposal aims to provide you with our latest understanding of the project scope, fee, schedule, and requirements. Our goal is to deliver the services you need while setting fees that allow us to perform a high-quality job. Our proposal is based on the understanding and assumptions outlined herein.

Schedule: Below is a summary of the preliminary schedule proposed to complete the Educational Specification for the South Site Elementary School project. The schedule assumes that the school district and established Design Advisory Committees (DAC) and Core Leadership Team (CLT) will be available to meet with TCF at the proposed intervals.

• **Contracts:**	October, 2025
• **Finalize DAC:**	10/2/2025
• **CLT Meeting:**	10/2/2025
• **Notice to Proceed:**	10/08/2025
• **DAC Meeting #1:**	Occurred 4/3/2025
• **CLT Meeting:**	10/16/2025
• **School Tours:**	TBD; Week of 10/20 target
• **Ed Spec Workshops:**	TBD; Week of 10/27 target
• **CLT Meeting:**	10/30/2025
• **CLT Meeting:**	11/13/2025
• **Draft Ed Specs to DAC & CTL:**	11/26/2025
• **DAC Meeting #2:**	12/04/2025
• **CLT Meeting:**	12/11/2025
• **OSPI Seismic Safety Committee Update Meeting:**	December; Exact date TBD
• **School Board Meeting Presentation:**	12/16/2025
• **CLT Meeting:**	1/8/2026
• **Final Ed Spec Report Issuance:**	1/10/2026

Architectural Services: Our architecture services will include the following:

- **General Admin, Project Management, & Correspondence:** TCF will develop a project schedule for this phase and correspond with CSG|ESD 112 and Aberdeen School District throughout duration of Educational Specifications (Ed Spec) process as required to support project needs.

- **Weekly CSG|ESD 112 Meetings:** Attend weekly CSG|ESD 112 meetings to provide updates on Ed Spec progress and upcoming Ed Spec meetings with the district and committees.
- **Core Leadership Team (CLT) Meetings:** Attend meetings twice a month to update the Core Leadership Team on the progress of the Educational Specifications. We have included time to attend (5) virtual meetings over the duration of the predesign phase. Time includes meeting prep and creation of meeting agendas.
- **Design Advisory Committee (DAC) Meetings:** TCF will work with the District to establish a DAC committee at the beginning of the Ed Spec process. This committee will attend school tours and offer design input and feedback throughout the process.
- **School Tours:** TCF will facilitate scheduling and attending school tours for the CLT and DAC. A vision meeting will be held following the school tours to establish and align on project goals.
- **Ed Spec Workshops:** TCF will lead a series of Educational Specification workshops over a 1 to 2-week period. TCF will create a schedule for the spaces being reviewed and work with the district to schedule the appropriate staff to attend each meeting. In addition to representatives from Stevens Elementary, both A.J. West Elementary and McDermoth Elementary School will also be represented at the meetings.
- **Ed Spec Document Creation:** TCF will create an Ed Spec document based on the series of meetings that TCF will hold with district administration, school administration and Staff.
- **OSPI Seismic Safety Committee Meeting:** TCF will prepare a presentation in collaboration with ESD 112 | CSG to present to the OSPI Seismic Safety Committee.
- **School Board Meeting Presentation:** Attend a school board meeting and present the Educational Specification update to school board.
- **Draft Report:** TCF will create a draft Ed Spec report consisting of room data sheets and room adjacency diagrams for major spaces, where appropriate. TCF will review the draft Ed Spec report with the school Principal, DAC, and CLT groups to vet the input received from the staff and to reconcile any requests.
- **Final Report:** TCF will create a final report that addresses comments made on the draft report. The final report will be provided as a bookmarked PDF and/or as a printed hard copy.

Fee Type: Our fee is proposed on a fixed fee (or Lump Sum) basis. Please see the attached fee calculation sheet for a breakdown of our services.

Contract Type: TCF will issue a short-form Prime Agreement for the creation of Educational Specifications for the South Site Elementary School Project.

Reimbursable Expenses: Reimbursable expenses plus mark-ups will be charged in addition to our service fees. We have provided an estimate for expenses and will bill them as incurred plus a 10% mark-up.

Please give me a call if you have any questions.

Respectfully,
TCF Architecture PLLC

Steve Wachtler, AIA
Managing Principal

Attachments:
Fee Calculations

SSES Educational Specifications
Aberdeen School District

Exhibit A - Fee Calculation

Revised: 9/26/2025

SUMMARY OF WORK / ASSUMPTIONS: The following is a detailed breakdown of the scope of services and projected hours that TCF Architecture will provide for the Aberdeen School District Educational Specifications for the South Site Elementary School. Also reference our fee proposal letter for additional clarification on these items.

TASK	PROJECT TASK DESCRIPTION	TEAM MEMBER HOURS / FEES				TOTALS
		Principal	Project Architect	Job Captain	Administrative	
TASK 1 - ARCHITECTURAL SERVICES						
1.01	General Admin, Project Management, Coordination & Correspondence	10.0	10.0		10.0	
1.02	School Tours	10.0	16.0	16.0		
1.03	Ed Spec In-Person Meetings	24.0	24.0	24.0		
1.04	Core Leadership Team (CLT) Meetings	12.0	12.0			
1.05	Design Advisory Committee (DAC) Meetings	12.0	12.0	12.0		
1.06	Owner's Rep Meetings	4.0	4.0			
1.07	Ed Spec Documentation	40.0	120.0	180.0		
1.08	Building Program Update	8.0	8.0			
1.09	Draft Ed Spec Report	12.0	24.0	80.0	5.0	
1.10	Final Ed Spec Report	12.0	12.0	40.0	5.0	
1.11	Reimbursable Expesnes	$610				
	ESTIMATED HOURS	144.0	242.0	352.0	20.0	
	HOURLY RATE	$325	$185	$135	$115	
	ESTIMATED FEES	$46,800	$44,770	$47,520	$2,300	
TOTAL TASK 1 ARCHITECTURAL FEE						**$142,000**
TOTAL FEES						**$142,000**

September 29, 2025
File No. P210365-001

Aberdeen School District
216 North G Street
Aberdeen, Washington 98520

Attention: Lynn Green, Superintendent

Subject: Proposal for Design-Level Geotechnical Engineering Services
               Aberdeen School District No. 5
               Harbor Learning Center
               510 N I Street
               Aberdeen, Washington 98520

Dear Lynn Green:

Haley & Aldrich, Inc. (Haley & Aldrich) is pleased to submit this proposal to Aberdeen School District
(District) for design-level geotechnical engineering services for design of a new Harbor Learning Center
campus (site) in Aberdeen, Washington. This proposal supersedes our proposal (originally issued to TCF
Architecture PLLC) of August 12, 2025.

Haley & Aldrich previously investigated subsurface conditions at the existing Harbor Learning Center,
located at 300 North Williams Street, for support of planned retrofits of the existing campus. Subsurface
conditions at the existing campus predominantly consisted of soils susceptible to seismic-induced
liquefaction and lateral spreading, potentially resulting in up to approximately 2 feet of vertical
settlement and several feet of lateral spreading.

The District is planning to relocate the Harbor Learning Center facility and construct a new school
campus at a nearby site, located at 510 N I Street in Aberdeen. Haley & Aldrich previously investigated
subsurface conditions at this site and provided preliminary recommendations for site development as
summarized in, "Report of Preliminary Geotechnical Engineering Findings, New Aberdeen School District
Campus – Site 1, East 3rd Street & North I Street, Aberdeen, Washington," dated November 4, 2024, and
revised December 20, 2024. The planned Harbor Learning Center redevelopment will be located in the
northern portion of the site as discussed in this previous report. Geotechnical conditions in this portion
of the site are summarized as follows:

- Subsurface conditions include about 2 feet of subsoil overlying about 6 feet of very soft alluvium
  and residual soil, with bedrock found at 8 to 10 feet below ground surface.

- The alluvium and residual soil include fat clay with very high expansion potential.

- Cone penetration test data indicate that the soils overlying the bedrock may be compressible.

- Groundwater was encountered at relatively shallow depths and appeared to be perched above bedrock.

- Potential for liquefaction is generally low.

- The fine-grained soils overlying bedrock may be subject to cyclic softening under severe seismic shaking.

Our understanding of the new school and campus layout is based on sheets A2.02a, A2.03a, A2.04, and A3.01 of the 65% schematic design drawings, issued July 3, 2025. The proposed two-story school structure will house numerous classrooms, a gymnasium, a cafeteria, outdoor play areas, and limited driveway and parking areas.

The project team has requested design-level geotechnical recommendations for the planned school, specifically with respect to bearing capacities for spread footings, ground improvement, slabs-on-grade and subgrade preparation, trenching and temporary excavations, backfill and earthwork, seismic hazards, infiltration capacity, and pavement design (asphalt and concrete [light duty and heavy duty]). Additionally, design of offsite pavement for parking stalls is proposed.

Scope of Services

Haley & Aldrich proposes to conduct the following scope of services:

- Prepare a site-specific Health and Safety Plan for our on-site exploration activities.

- Mark proposed exploration locations in the field and notify the One-Call service for public utility locates and engage a private utility locator to assist with marking of buried utilities in the proposed work area.

- Conduct geophysical surface wave testing using the multi-channel analysis of surface waves (or similar surface-based geophysical) method to develop a deep shear wave velocity profile and determine the seismic site class.

- Perform a geophysical survey of the planned building footprint in the northern half of the site (approximately 47,000 square feet) using an EM61 (or similar) metal detector and ground penetrating radar methods to attempt to locate buried obstructions, active and inactive utilities, remnant foundations, and voids. Findings will be presented as an appendix to our report, with locations of anomalies depicted graphically on scaled figures referenced to above-ground features.

- Advance six hollow-stem auger borings to collect soil samples and log conditions including depth to bedrock across the site. Borings will be advanced at least 5 feet into the sedimentary bedrock.

- Conduct dynamic cone penetrometer testing at up to six locations to support design of new asphalt concrete pavements along planned angled parking stalls north of E 4th Street, along planned parallel parking stalls west of N H Street, and within planned parking and drive aisle areas in the southern portion of the property.

HALEY ALDRICH

- Conduct a program of laboratory testing on select soil samples collected to evaluate engineering properties of the materials. For budgeting purposes, we have assumed our testing will include a suite of moisture content, grain size distribution, and Atterberg limit tests for soil classification, two consolidation tests, and two suites of corrosivity testing.

- Conduct geotechnical engineering analyses to evaluate soil compressibility and strength, including developing estimates of bearing capacity, foundation skin friction, settlement, earth pressures, and ground improvement alternatives.

- Conduct geotechnical seismic analyses and refine previous findings regarding seismic design parameters, seismic settlement, seismic strength loss, liquefaction potential, lateral spread, and other potential geologic and seismic hazards.

- Prepare a design geotechnical report (one draft and one final) including information related to the following:

  - subsurface soil, rock, and groundwater conditions;
  - seismic hazards (e.g., liquefaction, settlement, and lateral spreading);
  - seismic design criteria;
  - earthwork;
  - slope stability;
  - design and construction of shallow or deep foundations;
  - ground settlement due to fill and/or foundation loading;
  - conceptual recommendations for ground improvement to support shallow foundations (design-level recommendations for ground improvement to be provided by a specialty contractor);
  - retaining wall design parameters;
  - slabs-on-grade;
  - design of flexible and rigid pavements;
  - locations of potential subsurface anomalies as detected by geophysical survey;
  - infiltration feasibility (based on grain size correlations), and if feasible, characteristics of site soils; and
  - soil corrosivity.

- Provide project management and support services, including coordinating staff and subcontractors, and conducting telephone consultations and email communications with you and the design team, etc.

- Perform a review of plans and specifications prepared by the project team.

Deliverables

- A draft geotechnical report in electronic (PDF) format; and

- A final geotechnical report in PDF format and three hard copies (if required).

HALEY ALDRICH

Project Fee

We will complete our work on a time and expenses basis for an estimated fee of approximately **$87,500** as shown on the attached table. Additional work beyond that described above (e.g., site response analysis, if required by site conditions exposed during the course of this study) will be completed for an additional cost to be negotiated.

Assumptions

In preparing our geotechnical scope of services and fee estimate, we have made the following assumptions:

- District or others will coordinate and provide right-of-access to the proposed exploration locations.

- If seismic response analysis per American Society of Civil Engineers 7 Chapter 21 is required based on site conditions encountered during our exploration, or if this analysis is requested by the structural engineer, these services can be provided at additional cost in a separate phase of work.

- Washington State and Federal (Davis Bacon) prevailing wages are not applicable and will not be paid to the drilling and utility locating subcontractors.

- No formal restoration of the ground surfacing/vegetation will be required other than backfilling the boreholes and removing soil spoils from the site.

- Pavement design recommendations for offsite pavements will be limited to those for planned parking stalls north of E 4th Street and east of N H Street; no recommendations for offsite traffic lanes will be provided.

- Effectiveness of geophysical surveys for detection of buried anomalies can vary depending on subsurface conditions (e.g., soil type, ground saturation, contrast between soil layers and buried features). Geophysical surveys may not result in total detection of all buried anomalies in the study area.

- Exploration drilling can be completed during regular business hours (Monday through Friday, 7 a.m. to 6 p.m.). In case of weekend or night work, extra cost may be applied.

- Contaminated soils will not be encountered.

- The assessment of oil and other hazardous materials or mold and other biological pollutants is not included in our scope of services. Also, the characterization of excavated soil or groundwater that will be generated as a result of the planned construction activity to assess possible requirements for managing contaminated media is excluded from this scope.

- Construction support services are not included in this scope.

- We will perform our work in general accordance with the standard of care of our profession, which means generally accepted professional practices in the same or similar localities related to the nature of the work accomplished at the time the services are performed.

HALEY ALDRICH

Limitations of Utility Locates

We are required by Washington State Law to call a Utility Location Center (811) before performing subsurface explorations. This "one-call system" prompts multiple utility owners to clear exploration locations in the public right-of-way. The location of utilities on private property is the responsibility of the property owner or facility operator. Haley & Aldrich conducts research for private properties, including hiring a private firm that uses specialized equipment to locate conducting underground utilities and reviewing plans provided by the owner and other utility maps, such as those that may be readily available online. Such services by the Consultant or its Subconsultant will be performed in a manner consistent with the ordinary standard of professional care. The District acknowledges that such research may not identify all utilities, such as plastic water and gas lines, plastic or tile sewer lines, concrete or plastic drain lines, or fiber optic lines, and that the information upon which Haley & Aldrich reasonably relies may contain errors or be incomplete. Haley & Aldrich cannot be held responsible for damages, including consequential damages, related to striking underground utilities that are not shown on plans or made of a conducting material and that could not be reasonably detected.
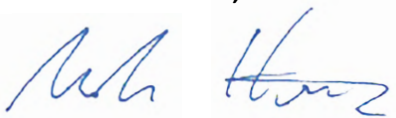
Authorization

Haley & Aldrich will provide the services described herein in accordance with the attached Modified Fee Schedule, which is integral to this proposal. This proposal is valid for a period of 60 days from the date of this letter. If acceptance and authorization to proceed are not received within that period, we reserve the right to renegotiate the estimated fee, schedule for completion, and scope of services.

If the above arrangements are satisfactory to you, please issue a contract for our review.

We appreciate the opportunity to submit this proposal and look forward to our association with you on this project. Please contact the undersigned if you wish to discuss this proposal or any aspect of the project.

Sincerely yours,
HALEY & ALDRICH, INC.

Micah D. Hintz, P.E.   Daniel J. Trisler, P.E.
Senior Project Manager   Principal Geotechnical Engineer

Attachments:
    Summary of Hours and Expenses
    2025 Modified Fee Schedule for Aberdeen School District

https://haleyaldrich.sharepoint.com/sites/AberdeenSchoolDistrictNo.5/Shared Documents/0210365.Aberdeen SD Harbor Learning Center/-001 HLC Relocation/Deliverables/Final/-001 Proposal v3/2025_0929_HAI_Aberdeen_HLC_Proposal_F.docx

ALDRICH

SUMMARY OF HOURS AND EXPENSES
ABERDEEN SCHOOL DISTRICT HARBOR LEARNING CENTER RELOCATION
ABERDEEN, WASHINGTON

Task Description	Sr. Principal	Principal	Senior Project Manager	Project Manager/ Senior Technical Specialist	Technical Specialist	Project Professional	Staff Professional 2	Staff Professional 1	Project Controls	Project Technician	Project Support	Professional Staff Fees Subtotal	Reimbursables / Expenses	Total
Billing Rates (2025 RS2)	*$395*	*$360*	*$265*	*$225*	*$205*	*$197*	*$177*	*$158*	*$147*	*$135*	*$122*			
Task 1: Pre-Field Activities and Field Exploration			6.0	1.0	2.0					52.0		$9,245	$40,000	$49,245
Task 2: Laboratory and Boring Logs			1.0		4.0						4.0	$1,573	$4,025	$5,598
Task 3: Engineering Analysis and Reporting														
Engineering Analysis		4.0	4.0		10.0	24.0						$9,278		$9,278
Reporting		4.0	6.0		36.0	24.0					6.0	$15,870		$15,870
Task 4: Design Consultations and Meetings		2.0	8.0									$2,840		$2,840
Task 5: Project Management and Support			6.0								4.0	$2,078		$2,078
Task 6: Plans and Specifications Preparation Support		2.0	4.0		4.0							$2,600		$2,600
TOTAL	**0.0**	**12.0**	**35.0**	**1.0**	**56.0**	**48.0**	**0.0**	**0.0**	**0.0**	**52.0**	**14.0**	**$43,484**	**$44,025**	**$87,509**

FEES FOR SERVICES

Fees for services will be based on the time worked on the project by staff personnel plus reimbursable expenses. The fee will be computed as follows.

1. Labor related fees will be computed based on personnel billing rates in effect at the time the services are performed. Personnel billing rates are subject to revision on, or about, 1 January and 1 July of each year. The hourly rates are fully inclusive of fringe benefits, burden, and fee. Current rates are provided in the table below.

Classification	Hourly Rate
Project Support	$122
Technician	$125
Project Technician	$135
Senior Technician	$145
Project Controls	$147
Staff Professional 1	$158
Staff Professional 2	$177
Project Professional	$197
Technical Specialist	$205
Project Manager / Senior Technical Specialist	$225
Senior Project Manager / Technical Expert	$265
Program Manager / Senior Technical Expert	$339
Principal	$360
Senior Principal	$395

2. Pre-trial conferences, depositions, and expert testimony will be billed at one and one-half (1.5) times the rates quoted above.

3. Second and Third Shift, Weekend, and Holiday hours will be billed at $40/hour premium. Second and Third Shifts are those starting between 4 PM and 4 AM.

4. Field visits will be billed at 4-hour minimum; night shifts will be billed at 8-hour minimum. Cancellation of scheduled night shift within 24 hours will be charged the full 8 hours.

5. Direct non-salary expenses will be billed at our cost plus fifteen (15) percent, except for employee vehicle use which will be billed at IRS allowed mileage rates.

6. Subcontractors will be billed at our cost plus fifteen (15) percent.

7. Equipment and laboratory testing will be billed at rates listed in the attached Equipment and Laboratory Rate Schedules, as applicable.

EQUIPMENT RATE SCHEDULE

AIR MONITORING EQUIPMENT	Daily	Weekly	Monthly
Drager/Rae Sampling Kit (tubes not included)	$10	$40	$120
Dust Monitor	$100	$400	$1,200
Four-Gas Meter	$43	$172	$516
Photoionization Detector - 10.6 or 11.7 eV	$70	$280	$840
FIELD TESTING	Daily	Weekly	Monthly
Double Ring Infiltrometer	$250	---	---
Field Supplies	$28	$112	$448
Guelph Permeameter	$150	---	---
Inclinometer Readings	$250	---	---
Sand Cone Field Density Kit	$75	$225	$725
pH Meter	$15	$60	$180
Pile Load Testing (per test)	$1,500	---	---
Plate Load Tester (per day)	$50	---	---
Pit Box Test (per day)	$400	---	---
Slug Test Kit (per day)	$350	---	---
Wood Pile Load Testing (per test)	$250	---	---
SAMPLING EQUIPMENT	Daily	Weekly	Monthly
Groundwater Sampling Bundle with Bladder Pump	$315	$1,000	$3,000
Groundwater Sampling Bundle with Peristaltic Pump	$250	$750	$2,100
Groundwater Sampling Bundle with Grundfos Pump	$350	$1,100	$3,100
Rotohammer Drill	$100	$400	---
Soil Sampling or Tank Pull Equipment Bundle	$150	$350	$1,050
Soil Vapor Sampling Bundle	$400	$1,400	$2,600
Turbidity Meter	$20	$80	$240
YSI Meter with Flow Cell	$100	$400	$1,200
WATER LEVEL METERS AND INTERFACE PROBES	Daily	Weekly	Monthly
Barologger	$10	$40	$120
Levelogger	$25	$100	$300
Oil/Water Interface Probe	$50	$200	$600
Water Level Indicator	$20	$80	$240
GEOTECHNICAL INSTRUMENTATION	Daily	Weekly	Monthly
Cone Penetrometer	$15	$60	$180
Crack Monitors - Electronic Datalogger	---	$120	$360
Dynamic Cone Penetrometer	$150	---	---
Electronic Readout Box	$25	$100	$300
Geokon LC-2 Single Channel Logger	---	$80	$240
Geokon - CR 800 Vibrating Wire Datalogger with Modem	---	$100	$300
Geokon GK 401 Vibrating Wire Readout Box	$50	$100	$300
In-Place Inclinometer Rental	---	---	$1,250
Modem	---	---	$250
Nuclear Density Gauge	$100	$300	$900

EQUIPMENT RATE SCHEDULE (continued)

GEOTECHNICAL INSTRUMENTATION (continued)	Daily	Weekly	Monthly
Power System - Battery	$5	$20	$60
Power System - Solar	$15	$60	$180
Seismograph - Manual	$75	$225	$725
Seismograph - Remote Units	$100	$275	$825
Tiltmeter	---	$150	$450
Vibration and Sound Monitoring Station	$125	$325	$925
VDV Web Service	---	---	$200
UAS DATA ACQUISITION & PROCESSING	Daily	Weekly	Monthly
UAS Digital Imagery Equipment	---	$200	$800
UAS Digital Imagery w/Ground Control Package (UAS + GNSS)	---	$300	$1,200
UAS Hyperspectral Equipment	---	$300	$1,200
UAS Hyperspectral w/Ground Control Package (UAS w/HS + GNSS)	---	$400	$1,600
LiDAR SCANNING & PROCESSING	Daily	Weekly	Monthly
LiDAR Scanning Equipment (Terrestrial & Aerial)	$400	$1,600	---
LiDAR Equipment w/Ground Control Package (LiDAR + GNSS)	$500	$2,000	---
MISCELLANEOUS	Daily	Weekly	Monthly
Camera - Digital	$10		
Decontamination Kit (each)	$50	---	---
Field Truck (including fuel)	$150	$600	$2,100
Generator	$50	$200	$600
GeoTech Sample Jars 16 oz. (per box)	$10	---	---
GPS Unit	$150	$600	$1,800
Harness with Restraint Lanyard	$40	$160	$480
Motorola CP200d Radio (pair)	---	$35	$140
Personal Protective Equipment - Level C (per person)	$45	---	---
R/V Catalyst - 26 Ft Sampling Vessel	$600	---	---
Research Nets	$60	---	---
Sampling Tubing (roll)	$20	---	---
Saximeter II	$35	$140	$420
Sound Level Meter	$50	$200	$600
Tool Trailer	$300	---	---

LABORATORY RATE SCHEDULE

SOIL CLASSIFICATION AND INDEX TESTS	Unit Price
Atterberg Limits - 1 Point	$125
Atterberg Limits - 3 Point	$180
Grain Size - Hydrometer and Sieve Analysis	$300
Grain Size - 200 Wash	$100
Grain Size- Sieve Analysis (Standard Sample)	$125
Grain Size - Sieve Analysis (Bulk Sample)	$150
Grain Size - Hydrometer	$175
Water Content	$25
Organic Content	$75
Specific Gravity	$125
Visual Classification	$15
SOIL MOISTURE-DENSITY TESTS	Unit Price
Bulk Density	$100
California Bearing Ratio (CBR)	$650
Proctor - 1 Point	$120
Proctor - 4 Point	$250
Proctor - 4 Point (Cohesive Soil)	$300
SOIL CONSOLIDATION AND STRENGTH TESTS	Unit Price
Consolidation - Constant Rate of Strain (CRS)	$650
Consolidation - Incremental	$500
Unconfined Compression	$100
Direct Simple Shear (DSS)	$300
Cyclic Direct Simple Shear (CDSS)	$650
Triaxial Compression - Isotropic Consolidation	$500
Triaxial Compression - Ko/anisotropic Consolidation	$800
Triaxial Compression - Unconsolidated	$300
SURCHARGE RATES	Unit Price
Atterberg Limits Dry Prep	$15
Atterberg Limits Organic Classification	$40
Sample Preparation	$120
Triaxial High Pressure (over 100 psi)	$100
Tube Cut (per cut)	$25
Tube Extrusion	$100

Additional H&A Laboratory analyses, pricing, and rush rates available upon request.

Aberdeen School District No. 5

RESOLUTION 2025-07
Adopting the Study and Survey

WHEREAS, the Aberdeen School District Board of Directors approved the proposed Study and Survey at the regular meeting conducted on October 7, 2025;

THEREFORE, BE IT RESOLVED that the Aberdeen School District Board of Directors hereby accepts the Study and Survey as final and the Board authorizes the submission of the Study and Survey to the Office of Superintendent of Public Instruction (OSPI) in compliance with WAC 392-341-025.

Adopted this 7th day of October, 2025, at a regular meeting of the Board of Directors, Aberdeen School District No. 5, Grays Harbor County, Washington.

_____
Jennifer Durney, President

_____
Mardi Emard-Colburn

_____
Annica Mizin

_____
Suzy Ritter

_____
Jeremy Wright

Attest:

_____
Superintendent Lynn Green
Secretary to the Board of Directors

_____
Superintendent Traci Sandstrom
Secretary to the Board of Directors

Aj W

Consolidated School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-16-220. The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 – How to Use the School Improvement Plan Template

Section 1: Building Data	
Building Name: AJ West Elementary	**Does your school share a building with another school?** Yes ☐ No *X*☐ **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: Click or tap here to enter text.	Grade Span: **K-5** **School Type: Elementary**
Principal: Nani Villarreal	**Building Enrollment: 284**
School District: Aberdeen	**F/R Percentage: 85.6%**
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage: 31.7%**

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Plan Date: 8/17/25	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Tier 1: 1-2

Vision and Mission Statement

OUR WHY:
We believe all children have unlimited potential and deserve a safe, nurturing environment where they feel empowered, capable and worthy.

VISION:
Our vision is to inspire individual growth and independent thinkers in a nurturing community.

School Leadership Team Members and Parent-Community Partners
Please list by (Name, Title/Role)

Nani Villarreal, Principal	AJ West Certificated Staff
Sara Verde, MTSS Coach.	Marnie Ranheim, Counselor
Marnie Ranheim, Counselor	Rachel Johnson, SpEd Teacher

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the Washington State Report Card to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Foundational	2024 WSIF Annual Data Tier 1: 1-2
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	4.00	2.10
Comprehensive Graduation Rate	N/A	N/A
Student Group		
American Indian/Alaska Native	N/A	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: **2.25**

Title 1 Threshold: **1.90**

ELP Threshold: **9.4**

Graduation Rate: **66.7%**

Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	4.08	1.63
Two or more races	N/A	N/A
White	5.13	3.9
English Learner	3.17	1.48
Low Income	3.95	1.45
Special Education	2.25	1.8

Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
  - ELA and Math Proficiency
  - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
  - Regular Attendance
  - Ninth Grade on Track
  - Dual Credit (if applicable)

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the Comprehensive Needs Assessment Toolkit.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

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 requirement of Component 3 - Practices and Strategies.

SY 2025-2026 SMARTIE Goal #1:
By May 31, 2026 at least 70% of all students will meet 100% of typical growth in reading as measured by iReady End of Year Benchmark reading scores.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

Per MOY iReady ELA testing, at least 70% of students will be on track with annual typical growth.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the _level of evidence_ for the intervention.	What data will be collected to measure the impact of implementing this EBI?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?	What impact is the evidence-based intervention having?	What impact is the evidence-based intervention having?
Continued implementation of a Multi-Tiered System of Support as a Continuum of Support for Academics. **Establish a dedicated WIN (What I Need) block at each grade level/grade band for pull-out or walk-to interventions focused on Literacy. During this time, reading interventions, EL services, and SpEd Resource support will be provided. All students performing below grade level in foundational skills will participate in targeted, accelerated interventions to support their growth.**	**iReady Reading Data Reports (Fall, Winter, and Spring) overall growth reports.** _How will the impact on equitable learning or behavior change be measured?_ **iReady Reading Data Reports (Fall, Winter, and Spring) overall growth reports.**	**Principal, MTSS Coach, EL Teacher, Grade Level/Grade Band Teachers, SpEd Resource Teachers** _When will this EBI occur?_ **October, January, May** _When or how often will progress be monitored or data reviewed? Be as specific as possible._ **At least monthly at staff meetings and during collaboration time.**	Click or tap here to enter text. _What is evidence of impact?_ Click or tap here to enter text.	Click or tap here to enter text. _What is evidence of impact?_ Click or tap here to enter text.

What resources will be used for implementation? *(For example, professional development, extended time, curriculum, materials, etc.?)* **Core and intervention ELA curriculum and materials, collaboration time, MTSS Coach support, iReady training and support.** *What student groups will benefit and why?* **All students will benefit with an increased focus on students with disabilities and multilingual students.**				

SY 2025-2026 SMARTIE Goal #2:
By May 31, 2026 at least 61% of all students will meet 100% of typical growth in math as measured by iReady End of Year Benchmark math scores.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **Each evidence-based intervention needs to support the larger SMARTIE Goal.** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

Per MOY iReady math testing, at least 70% of students will be on track with annual typical growth.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Continued implementation of a Multi-Tiered System of Support as a Continuum of Support for Academics.** **Establish a dedicated WIN (What I Need) block at each grade level/grade band for pull-out or walk-to interventions focused on Literacy. During this time, reading interventions, EL services, and SpEd Resource support will be provided. All students performing below grade level in foundational**	*What data will be collected to measure the impact of implementing this EBI?* **iReady Math Data Reports (Fall, Winter, and Spring) overall growth reports.** *How will the impact on equitable learning or behavior change be measured?* **iReady Reading Data Reports (Fall, Winter, and Spring) overall growth reports.**	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* **Principal, MTSS Coach, EL Teacher, Grade Level/Grade Band Teachers, SpEd Resource Teachers** *When will this EBI occur?* **October, January, May.** *When or how often will progress be monitored or data reviewed? Be as specific as possible.* **At least monthly at staff meetings and during collaboration time.**	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

skills will participate in targeted, accelerated interventions to support their growth. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Core and intervention math curriculum and materials, collaboration time, MTSS Coach support, iReady training and support. *What student groups will benefit from and why?* All students will benefit with an increased focus on students with disabilities and multilingual students.				

SY 2025-2026 SMARTIE Goal #3:

By May 31, 2026 AJ West Elementary School will demonstrate a minimum of a 10% decrease of K-5 major behavior referrals in comparison to the 2024-25 school year as measured by SWIS.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strotegies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Doto +Evidence-Bosed Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Cool)*

Beginning of Year: Answer this question and fill out the table below.

MOY SWIS data will show a 10% decrease in K-5 major behavior referrals in comparison to MOY data for 2025-24.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stoted in the SIP? (Answer this question in this box ond include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations os stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Implement PBIS by engaging all students and staff in collaboratively defining and communicating clear expectations while promoting positive behavior through incentives and recognition.** **Hold monthly PBIS Committee meetings, update PBIS posters, maintain a calendar of preventative PBIS activities, recognize students regularly, organize monthly PBIS celebrations, and utilize the Cat Tracks token**	*What data will be collected to measure the impact of implementing this EBI?* **SWIS core data reports, Panorama student SEL surveys, and anecdotal feedback from staff and students.** *How will the impact on equitable learning or behavior change be measured?* **SWIS core data reports, Panorama student SEL surveys, and anecdotal feedback from staff and students.**	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* **Principal, MTSS Coach, EL Teacher, Grade Level/Grade Band Teachers, SpEd Resource Teachers, Counselor, Behavior Support Specialist** *When will this EBI occur?* **October, January, May.** *When or how often will progress be monitored or data reviewed? Be as specific as possible.* **At least monthly at staff meetings and during collaboration time.**	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

economy along with the school store.				
Continue to implement and improve a systematic approach to support student behavior and SEL needs.				
Develop and implement individualized student behavior plans with targeted support strategies. Utilize Restorative Practices, including accountability projects, structured schedules, and community service, to address behavior and promote personal responsibility.				
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)				
SEL curriculum and materials, PBIS materials and resources, collaboration time, Restorative Practices training and support.				

Consolidated School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-16-220. The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:
- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 – How to Use the School Improvement Plan Template

Section 1: Building Data	
Building Name: Central Park Elementary	**Does your school share a building with another school?** Yes ☐ No ☐ **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code:	**Grade Span:** K-5 **School Type:** Elementary
Principal: Ruth Erwin-Svoboda	**Building Enrollment:** 2024 – 136, 2025 – 121 (8/19)
School District: Aberdeen School District	**F/R Percentage:** 2024 – 62.5%, 2025 – 71, 58.7%
Board Approval Date:	**Special Education Percentage:** 2024 – 30.1%, 2025 – 42, 34.7%

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Plan Date: Click or tap here to enter text.	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:
Foundational Supports

Vision and Mission Statement
Educating the Heart and Mind.

School Leadership Team Members and Parent-Community Partners **Please list by (Name, Title/Role)**	
Ruth Erwin-Svoboda, Principal	Kari Aschenbrenner, Teacher
Britney Perez, BSS	Click or tap here to enter text.
Alexandra Lucas, SPED Teacher	Click or tap here to enter text.

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the Washington State Report Card to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Foundational Support	2024 WSIF Annual Data
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	6.33	5.13
Comprehensive Graduation Rate		
Student Group		
American Indian/Alaska Native	N/A	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A
Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	4.83	N/A
Two or more races	N/A	N/A
White	5.42	4.98
English Learner	N/A	N/A

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Low Income	5.67	4.08
Special Education	3.98	N/A

Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data
- Academic Achievement
  - ELA and Math Proficiency
  - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
  - Regular Attendance
  - Ninth Grade on Track
  - Dual Credit (if applicable)

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the Comprehensive Needs Assessment Toolkit.

Note: If you are a school identified as Tier 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).
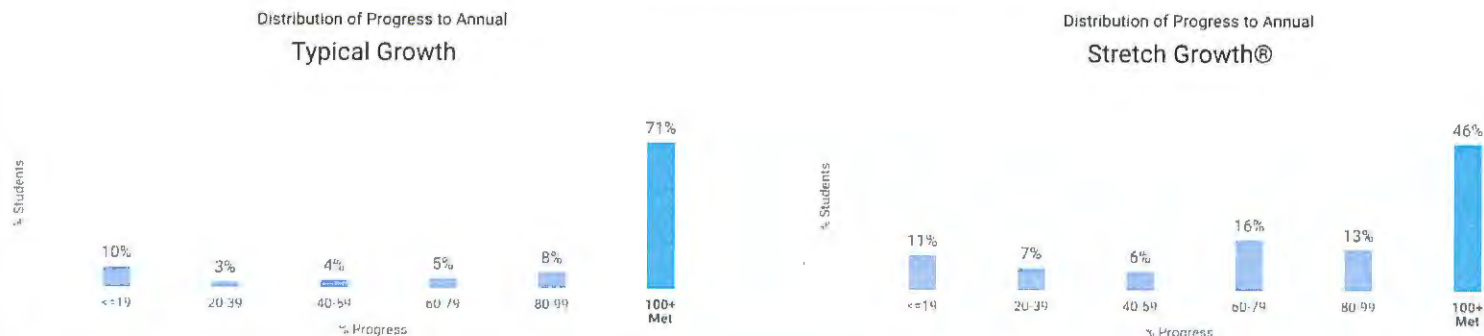
Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

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 requirement of Component 3 – Practices and Strategies.

SY 2025-2026 SMARTIE Goal #1:
By the end of the 2025–26 school year, **100% of grade-level cohorts K - 5th will** demonstrate overall growth in <u>Mathematics</u>, with each cohort meeting or exceeding its **expected typical growth target** from fall to spring as measured by iReady diagnostic assessments.

24-25 Results for Overall Growth in Math - only 71% made their expected typical growth
24-25 Results - 69% of students on grade level, 18% one grade below (Spring Benchmark)

Distribution of Progress to Annual
Typical Growth

Distribution of Progress to Annual
Stretch Growth®

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based intervention. *Each evidence-based intervention needs to support the larger SMARTIE Goal. (Data + Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*
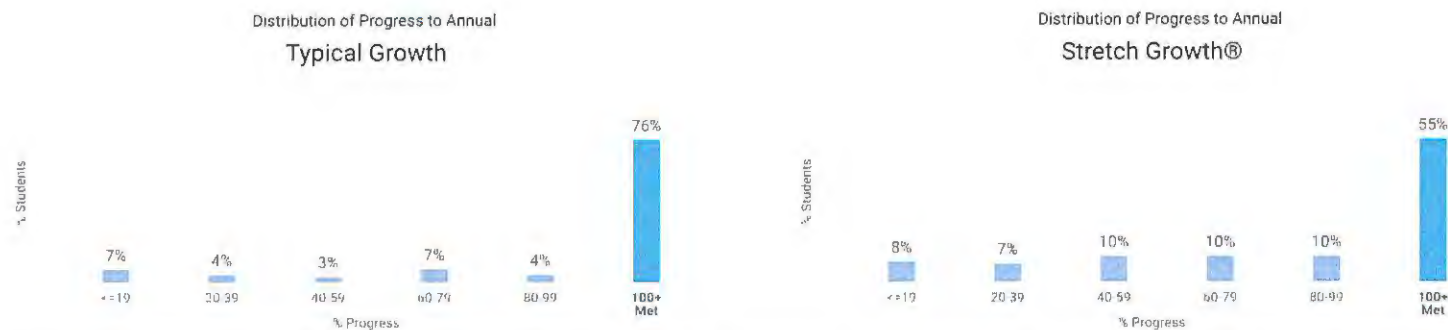
the resources used for implementation.				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence *for the intervention.* *1.* Math Facts Lab 2. iReady math pilot 3. Dedicated intervention blocks *What student groups will benefit and why?* • All Students • SWD • Students behind grade level	*What data will be collected to measure the impact of implementing this EBI?* 1. monthly progress monitoring 2. 3x yearly assessments 3. Bridges grouping assessment *How will the impact on equitable learning or behavior change be measured?* iReady Assessments	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* 1. Classroom Teachers 2. Classroom Teachers 3. MTSS Coach & paras *When will this EBI occur?* During the school day *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Monthly reports compiled and shared with the principal.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #2: By the end of the 2025–26 school year, **100% of grade-level cohorts** K - 5th, will demonstrate overall growth in <u>Reading</u>, with each cohort meeting or exceeding its **expected typical growth target** from fall to spring as measured by iReady diagnostic assessments.

24-25 Results for Overall Growth in ELA – only 76% made their expected typical growth
24-25 Results - 69% of students on grade level, 12% one grade below (Spring benchmark)

Distribution of Progress to Annual
Typical Growth

	<=19	20-39	40-59	60-79	80-99	100+ Met
% Students	7%	4%	3%	7%	4%	76%

Distribution of Progress to Annual
Stretch Growth®

	<=19	20-39	40-59	60-79	80-99	100+ Met
% Students	8%	7%	10%	10%	10%	55%

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **Each evidence-based intervention needs to support the larger SMARTIE Goal.** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: <u>Answer this question and fill out the table below.</u>

I want to see 60-70% progress toward Typical growth and 50% progress toward stretch growth from the fall to the winter benchmark.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. 1. Walk to Read (WIN Block) 2. 95% Group Resources	*What data will be collected to measure the impact of implementing this EBI?* 1. MTSS progress monitoring 2. MTSS and Teacher observation 3. iReady Assessments *How will the impact on equitable learning or*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* 1. MTSS paras and coaches 2. Classroom teachers 3. Teachers and MTSS Coaches *When will this EBI occur?*	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

3. Really Great Reading Core Instruction *What student groups will benefit from and why?* • All Students • SWD • Students behind grade level	*behavior change be measured?* iReady Assessments	During the school day *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Monthly reports compiled and shared with the principal.		

SY 2025–2026 SMARTIE Goal #3: By the end of the 2025–26 school year, 90% of students in grades 3-5 will indicate a positive response on the panorama survey in the Supportive Relationships category.

24-25 Results – only 80% reported supportive relationships as compared to 89% in ASD5.

McD

Consolidated School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-16-220. The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:
- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building Data

Building Name: McDermoth Elementary	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: Click or tap here to enter text.	**Grade Span:** PK-5 **School Type:** Elementary
Principal: Mindi Hammill	**Building Enrollment:** 282
School District: Aberdeen School District	**F/R Percentage:** 72.1

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Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 22.7%
Plan Date: 6/30/2025	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Foundational

Vision and Mission Statement

Bulldogs are Fierce-

*F*ocused

*I*ndividuals who are

*E*ager learners

*R*espectful and responsible

*C*reating space where

*E*veryone belongs

School Motto: When put to the test, we always give our Bulldog Best!

School Leadership Team Members and Parent-Community Partners
Please list by (Name, Title/Role)

Mindi Hammill, Principal	Tracy Miner, Counselor

Amber Melville, MTSS Coach	Dawn Skorzewski, Special Education
Amanda Lewis, EL Teacher	McDermoth Certificated Staff

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the Washington State Report Card to complete the table.

Instructions
1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

| Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals. | 2023 WSIF Cycle 3 Identification

Choose an item. | 2024 WSIF Annual Data |
|---|---|---|
| **WSIF Data Measures** | **2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A) | **2024 WSIF Overall Framework Score** |

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Comprehensive (All Student Group)	**5.8**	**4.1**
Student Group		
American Indian/Alaska Native		
Asian		
Black/African American		
Hawaiian/Other Pacific Islander		
Hispanic/Latino	4.0	4.1
Two or more races	4.6	3.6
White	6.8	3.7
English Learner	3.8	
Low Income	4.3	3.2
Special Education	2.9	2.3

Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
    - o   ELA and Math Proficiency
    - o   Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Note: For schools operating a Title I, Port A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.

SY 2025-2026 SMARTIE Goal #1: By June 2026, increase the percentage of Grade 3–5 students meeting SBA ELA standards from 42% to 55%, with focused support for multilingual learners and students receiving special education services.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for eoch evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impoct = Support of SMARTIE Coal)*

<u>**Beginning of Year:**</u> <u>Answer this question and fill out the table below.</u>

By January 2026 (mid-year), we expect:
· SBA ELA Interim Block performance to indicate at least 48% of students on-track to meet standard.
· 70% of students below benchmark in Fall i-Ready Reading will meet Typical or Stretch growth on the Winter diagnostic.
· Subgroup growth: Multilingual learners (ML) and students receiving special education services (SpEd) show equal or greater median growth compared to all students.
· Fidelity to Tier 1 ELA curriculum ≥ 90% (as measured by walk-through look-fors and lesson plan checks).

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025–26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025–26 school year.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.	*What data will be collected to measure the impact of implementing this EBI?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*	*What impact is the evidence-based intervention having?*	*What impact is the evidence-based intervention having?*
EBI #1 — Structured Literacy (Science of Reading):	· i-Ready Reading (Fall/Winter/Spring) overall + domain subscores	MTSS team, classroom teachers, SST team	Click or tap here to enter text.	Click or tap here to enter text.
· **Explicit, systematic instruction in phonological awareness, phonics, morphology, fluency, and vocabulary.**	· Acadience/ORF,RAN for accuracy/fluency	*When will this EBI occur?*	*What is evidence of impact?*	*What is evidence of impact?*
· **Aligned core ELA curriculum; decodables; morphology/Greek-Latin roots in Grades 3–5.**	· SBA Interim Blocks (ELA) and classroom CBAs	Daily in BBB	Click or tap here to enter text.	Click or tap here to enter text.
· **ESSA Level: Strong. Resources: PD on SoR; coaching cycles; decodable libraries; morphology resources; planning time.**	· Walk-through fidelity tool (Tier 1 look-fors)	*When or how often will progress be monitored or data reviewed? Be as specific as possible.*		
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)	*How will the impact on equitable learning or behavior change be measured?*	Monthly data review, weekly data collection, ongoing movement within groups		
	· ↑ % students meeting Typical/Stretch growth on i-Ready Winter.			
	· Fidelity ≥ 90% per walk-throughs; small-group rosters updated biweekly.			
	· Subgroup growth (ML/SpEd) at or above school median.			

Really Great Reading programs, PD for implementation of RGR *What student groups will benefit and why?* All students will receive tiered instruction to match needs through our RGR programs to ensure all students get what they need regardless of label				
EBI 2 **High-Yield Small Group Instruction/Strategy Groups:** · **Flexible, data-driven groups targeting comprehension, vocabulary, and fluency.** · **Use of LLI or equivalent intervention; paraeducator push-in.** · **ESSA Level: Moderate. Resources: LLI kits or equivalent; progress-monitoring tools; para support; WIN block.**	*What data will be collected to measure the impact of implementing this EBI?* Weekly running records; oral reading fluency probes · Skill mastery checks; intervention entry/exit criteria · Subgroup progress dashboards (ML/SpEd) *How will the impact on equitable learning or behavior change be measured?* · ELPA21 growth and proficiency · Formative writing tasks scored with SBA-aligned rubrics (focus: language	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* MTSS team, classroom teachers, SST team *When will this EBI occur?* Daily in BBB *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Monthly data review, weekly data collection	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.

	use) · Observation data: presence/quality of language objectives			

SY 2025-2026 SMARTIE Goal #2: By June 2026, chronic absenteeism will decrease from 27% to 24%, with focused support for students experiencing homelessness, students of color, and students with disabilities.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

By January 1 25-26% of students will be chronically absent decreasing from 27% in SY 24-25

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the _level of evidence_ for the intervention.	What data will be collected to measure the impact of implementing this EBI?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?	What impact is the evidence-based intervention having?	What impact is the evidence-based intervention having?

• Intervention A: **Weekly attendance team meetings utilizing early warning data.**
 	
   • _Lead:_ **Attendance Coordinator**
   • _Data Check:_ **Weekly attendance reports**
 	
• Intervention B: **Launch check-in/check-out system for Tier 2 students.**
 	
   • _Lead:_ **Counselor or Attendance Liaison**
	Click or tap here to enter text.
	
	How will the impact on equitable learning or behavior change be measured?
	
	• **Attendance Monitoring:** Real-time dashboard reviewed at weekly attendance team huddles.
	
	• **Check-in/Check-out Review:** Bi-weekly look back to assess strategy fidelity and shifts.
	
	• **Family Feedback:** Quarterly surveys post-literacy nights and at check-ins to refine outreach.
		Attendance team
		
		When will this EBI occur?
		
		Monthly whole staff and weekly attendance team
		
		When or how often will progress be monitored or data reviewed? Be as specific as possible.
		
		Weekly for those with chronic absenteeism, monthly for those who are making the 90+% Daily for classes with perfect attendance
			Click or tap here to enter text.
			
			What is evidence of impact?
			
			Click or tap here to enter text.
				Click or tap here to enter text.
				
				What is evidence of impact?
				
				Click or tap here to enter text.

• *Data Check:* **Daily attendance logs**
 	
• Intervention C: **Conduct home visits and coordinate with McKinney-Vento liaison.**
 	
   • *Lead:* **Family Liaison & Counselor**
   • *Data Check:* **Visit logs and subsequent attendance changes**
 	
• Intervention D: **Use culturally responsive communication to families (texts, calls, translations).**
 	
   • *Lead:* **Family Liaison**
   • *Data Check:* **Communication logs, family survey responses**				

• Intervention E: **Implement "All Here All Year" recognition program for improved attendance.**
 	
   • *Lead:* **Administration & PBIS Team**
   • *Data Check:* **Monthly recognition data**
 	
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)
 	
Click or tap here to enter text.
 	
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)
 	
Click or tap here to enter text.
 	
What resources will be used for implementation?			

(For example, professional development, extended time, curriculum, materials, etc.?) Click or tap here to enter text. *What student groups will benefit from and why?* Click or tap here to enter text.				
For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.

Consolidated School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-16-220. The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 – How to Use the School Improvement Plan Template

Section 1: Building Data

Building Name: Robert Gray Elementary School	**Does your school share a building with another school?** Yes ☐ No ☒ **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: Robert Gray Elementary_2763	**Grade Span:** K-5 **School Type:** Public Elementary
Principal: Daniel Olson	**Building Enrollment:** 217
School District: Aberdeen School District_14005	**F/R Percentage:** 81.9%
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 21.3%

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Plan Date: Click or tap here to enter text.	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:
Tier 3 Compounded

Vision and Mission Statement
We believe all students at Robert Gray Elementary will achieve high academic and social expectations and we have the power to make that a reality.

School Leadership Team Members and Parent-Community Partners
Please list by (Name, Title/Role)

Dan Olson, Principal	*Brandi Creviston, MLL*
Amber Metke, MTSS Coach	*Julie Niemi, PBIS*
Katherine Kim, Counselor	*Mackenzie Ochoa, Teacher*

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and

- Evidence-based interventions used in your plan.

Use the Washington State Report Card to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)		3.15
Comprehensive Graduation Rate		
Student Group		
American Indian/Alaska Native		
Asian		
Black/African American		
Hawaiian/Other Pacific Islander		
Hispanic/Latino		2.15
Two or more races		
White		4.35

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

- 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: 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.

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 requirement of Component 3 – Practices and Strategies.

SY 2025–2026 SMARTIE Goal #1: *By June 2026, 70% of students in each grade level (K, 1st, 2nd, 3rd, 4th, and 5th) will meet or exceed their annual stretch growth goal in Reading, as measured by iReady diagnostic assessments, including 50% of students with disabilities (SWD), 50% of Multilingual Learners (MLLs) and 60% of Hispanic/Latino students.*

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

- *45–55% of students achieving or exceeding typical growth targets as indicated by benchmark data, ensuring that progress is on track for spring goals.*

- *SWD student group demonstrating comparable progress to their peers, using tailored progress-monitoring tools to ensure the intervention strategies are effective.*

- *Intervention effectiveness: Data from students receiving tiered interventions should show accelerated growth for those falling behind, indicating that additional supports are working.*

- *Classroom formative assessments indicating that the majority of students are progressing through key reading standards at the expected pace.*

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity,	Data Measures	Lead and	Mid-Year Progress (MYPR) on each EBI and impact	End-of-Year Progress (EOYR) on each EBI and

practice or strategy) to support SMARTIE Goal and the resources used for implementation.		Timeframe	thus far in the 2025–26 school year.	impact during the 2025–26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Implement a Multi-Tiered System of Supports that includes Data-Based Decision Making during grade level Data Action Meetings. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* 1a) Implement a monthly staff meeting focused on data action. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*	*What data will be collected to measure the impact of implementing this EBI?* iReady Reading Data Reports (Fall, Winter, and Spring) *Overall growth and growth reports for EL and SWDs *How will the impact on equitable learning or behavior change be measured?* **Benchmark assessments:** Fall, winter, and spring benchmark assessments (e.g., iReady, RAN assessments, 2nd/3rd grade ORF) will provide insight into students' reading levels and growth. **Progress monitoring:** For students receiving interventions (including SWD), regular progress monitoring data (weekly or bi-weekly) will provide information on specific reading skills (e.g., phonics, fluency, comprehension)	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* **Classroom teachers:** Responsible for tracking student progress through formative assessments and reading data at the individual and class level. **Special education teachers/interventionists:** Specifically tasked with monitoring SWD and students receiving interventions, ensuring they are meeting their IEP goals and making typical progress. **Reading specialists/coaches:** Supporting both general education and special education teachers by analyzing data and offering instructional support or	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

Implement a Multi-Tiered System of Support as a Continuum of Support for Academics.

3a) Implement a pull-out or walk-to-intervention for Literacy at each grade level. Reading interventions, EL services, and resource services are provided during this block. ALL students below grade level in foundational skills will receive an accelerated intervention.

What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)

All classroom teachers, including EL teachers, and Resource teacher and one paraprofessional received "Science of Reading" professional development in the spring of 2025 to increase understanding of how students learn to read that is research-based and exemplifies explicit instruction.

What student groups will benefit and why?

using tools like the BDS and ADS from Really Great Reading as well as various literacy tasks in iReady.

Formative assessments: Classroom-based formative assessments aligned with the reading curriculum, including running records, teacher-created assessments, and comprehension checks, will contribute to understanding ongoing progress.

professional development as needed.

School leadership team: This includes the principal, and instructional coach, who oversee data analysis at the grade level, monitor school-wide trends, and ensure alignment with the school's literacy plan. *When will this EBI occur?*

Data Action Meetings will occur monthly throughout the 2025-26 school year.

When or how often will progress be monitored or data reviewed? Be as specific as possible.

Benchmark assessment checkpoints: Three times per year (fall, winter, spring) during established assessment windows (e.g., iReady, RAN and 2nd/3rd grade ORF).

Progress monitoring for intervention groups: Weekly or bi-weekly for students receiving Tier 2 and Tier 3 interventions,

All students, including the three target groups, will benefit due to improved collaboration and Science of Reading knowledge by building staff.		with SWD progress tracked according to their IEPs. **Monthly data meetings:** Grade-level teams and school leadership will meet monthly to analyze formative and progress-monitoring data, adjusting instructional plans as needed to ensure students are on track for typical growth. **Mid-year review:** A formal mid-year review after winter benchmark data will provide a school-wide progress check to determine if additional instructional adjustments or supports are needed.		
For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut ond paste the prompts to answer below.* Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #2: *By June 2026, 65% of students in each grade level (K, 1st, 2nd, 3rd, 4th, and 5th) will meet or exceed their annual stretch growth goal in Math, as measured by iReady diagnostic assessments, including 45% of students with disabilities (SWD), 55% of Multilingual Learners (MLLs) and 60% of Hispanic/Latino students.*

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

- ***45–55% of students achieving or exceeding typical growth targets*** *as indicated by benchmark data, ensuring that progress is on track for spring goals.*

- ***SWD student group demonstrating comparable progress*** *to their peers, using tailored progress-monitoring tools to ensure the intervention strategies are effective.*

- ***Intervention effectiveness:*** *Data from students receiving tiered interventions should show accelerated growth for those falling behind, indicating that additional supports are working.*

- ***Classroom formative assessments*** *indicating that the majority of students are progressing through key Math standards at the expected pace.*

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence *for the intervention.* Implement a Multi-Tiered System of Supports that includes Data-Based Decision Making during grade level Data Action Meetings. *What resources will be used for implementation? (For example, professional development, extended*	*What data will be collected to measure the impact of implementing this EBI?* iReady Math Data Reports (Fall, Winter, and Spring) *Overall growth and growth reports for EL and SWDs* *How will the impact on equitable learning or behavior change be measured?* **Benchmark assessments:** Fall, winter, and spring benchmark assessments (e.g., iReady) will provide	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* **Classroom teachers:** Responsible for tracking student progress through formative assessments and math data at the individual and class level. **Special education teachers/interventionists:** Specifically tasked with monitoring SWD and students receiving interventions, ensuring they are meeting their IEP goals	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

time, curriculum, materials, etc.?)	insight into students' math levels and growth.	and making typical progress.		

time, curriculum, materials, etc.?)

1a) Implement a monthly staff meeting focused on data action.

What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)

Implement a Multi-Tiered System of Support with a Continuum of Support for Academics

2a) Implement the Bridges Math Intervention Curriculum as a targeted math intervention for small-group instruction during Math intervention blocks for K-5th grade.

What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)

Click or tap here to enter text.

What student groups will benefit from and why?

Progress monitoring: For students receiving interventions (including SWD), regular progress monitoring data (weekly or bi-weekly) will provide information on specific reading skills (e.g., phonics, fluency, comprehension) using tools with the Bridges Intervention Program for our tier 2 interventions and Math Triumphs for our tier 3 interventions.

Formative assessments: Classroom-based formative assessments aligned with the math curriculum, teacher-created assessments will contribute to understanding ongoing progress.

Coaches: Supporting both general education and special education teachers by analyzing data and offering instructional support or professional development as needed.

School leadership team: This includes the principal and instructional coach, who oversee data analysis at the grade level, monitor school-wide trends, and ensure alignment with the school's literacy plan.

When will this EBI occur?

Data Action Meetings will occur monthly throughout the 2025-26 school year.

When or how often will progress be monitored or data reviewed? Be as specific as possible.

Benchmark assessment checkpoints: Three times per year (fall, winter, spring) during established assessment windows (e.g., iReady).

Progress monitoring for intervention groups: Weekly or bi-weekly for

All students, including the three target groups, will benefit due to improved collaboration implementation of Number corners.		students receiving Tier 2 and Tier 3 interventions, with SWD progress tracked according to their IEPs. **Monthly data meetings**: Grade-level teams and school leadership will meet monthly to analyze formative and progress-monitoring data, adjusting instructional plans as needed to ensure students are on track for typical growth.		
For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #3: Robert Gray Elementary will reduce Behavior Referrals by 30% from the 2024-25 total of 268 at the conclusion of the 2025-2026 school year as measured by SWIS. Data will be reviewed for students in regards to hispanic/latino, SWDs, and Multilingual learners to ensure that behavior incidents are evenly distributed among all subgroups and categories

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overorching goal?

Referral Trends:

- *By mid-year, the school expects to see a decreasing trend in the number of behavior referrals, with a projection to reduce referrals by 30% compared to the same time frame as the 2024-25 school year.*

- *Behavior incidents should be evenly distributed across student subgroups without overrepresentation of Hispanic/Latino, SWDs, or MLLs in referrals.*

Intervention Effectiveness:

- *The school anticipates mid-year data will show positive impacts of behavioral interventions, including a reduction in repeat referrals for students receiving additional support.*

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence *for the intervention.* **Implement PBIS: All students and staff members will work together to define and communicate**	*What data will be collected to measure the impact of implementing this EBI?* ***SWIS (School-Wide Information System) Behavior Referral Data:*** *This data will track the number of behavior referrals over time, including specifics by*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* **Classroom teachers:** Responsible for tracking student progress through formative assessments and math data at the individual and class level. **Special education teachers/interventionists:**	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

expectations and incentivize positive behavior.

What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)

1a) Develop a calendar of PBIS preventative practices activities to implement (Recess Rodeo, 20 Rules in 20 Days, Teaching Common Area Expectations, etc.)
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)

1b) Implementation of the Robert Gray Store and Blue Ships(Token Economy and School Store)

What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)

1c) Create a positive inclusive environment on

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category, incident type, and student subgroup.

Disaggregation of data by Hispanic/Latina, SWDs (Students with Disabilities), and Multilingual Learners will allow the school to assess whether behavior referrals are distributed equitably across these subgroups.

Equity in Referrals:

Analysis of the distribution of behavior incidents to ensure no subgroup is disproportionately represented in referral data.

Behavior Intervention Data:

Information on students receiving tiered behavioral interventions (e.g., PBIS Tier 1, 2, or 3) to gauge if the interventions are effective in reducing referrals.

How will the impact on equitable learning or behavior change be measured?

PBIS team will review the SWIS data **monthly** to

Specifically tasked with monitoring SWD and students receiving interventions, ensuring they are meeting their IEP goals and making typical progress.

Coaches: Supporting both general education and special education teachers by analyzing data and offering instructional support or professional development as needed.

School leadership team: This includes the principal and instructional coach, who oversee data analysis at the grade level, monitor school-wide trends, and ensure alignment with the school's literacy plan.

When will this EBI occur?

Daily throughout the school year.

When or how often will progress be monitored or data reviewed? Be as specific as possible.

Progress will be monitored monthly through regular reviews of SWIS behavior data to identify trends and

the playground for all students to participate and engage in active play and to support social-emotional well-being by implementing Playworks *What student groups will benefit and why?* All students, including the three target groups, will benefit due to improved collaboration and updates as needed.	review our progress and make adjustments. PBIS team will review the PBIS TFI **annually** to determine effectiveness of our systems. Our PBIS Team will develop and adjust the Robert Gray Store **quarterly** for continued novelty and to maintain interest.	*adjust strategies as needed.* *Formal **mid-year reviews** will occur at the end of each semester, using the data to reflect on overall progress toward the 400-referral goal and equity of distribution among subgroups.*		
For mare EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.

Section 7: 2025–2026 Mid-Year Reflection Questions

Consolidated School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-16-220. The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building Data

Building Name: Stevens Elementary	Does your school share a building with another school? **No** **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: 114	Grade Span: Prek – 5 School Type: Public Elementary
Principal: Tosha Love	Building Enrollment: 305
School District: Aberdeen School District #5	F/R Percentage: 74%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 23.93%
Plan Date: August 27, 2025	

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Tier III Compounded

Vision and Mission Statement

Our Vision for Stevens Elementary

Stevens Elementary is a safe caring place where meaningful learning and relationships are
fostered through respect, teamwork, a quest for excellence and the development of an ethic of lifetime learning.

Our Mission: to prepare each student to be successful through

- Character development
- High expectations
- Project based learning
- Collaboration amongst staff, students, and families
- Involve community/agencies/businesses
- Focused professional development
- Goal setting
- Enjoying the journey

School Leadership Team Members and Parent-Community Partners
Please list by (Name, Title/Role)

Tosha Love, Principal	
Jamie Stotler, Program Administrator	Rees Sturm, Teacher
Amber Metke, MTSS Coach	Juli Brotzel, Teacher
Amber Melville, MTSS Coach	Loni Tegelberg, Teacher
Heather Colwell, MLL	Renee Frederickson, Teacher
Martha Lennier, Teacher	Kirsten Tageant, Teacher
Lori Gay, Teacher	Heather Colwell, MLL Teacher
Jessica Prosch, SpEd	Stacy Hunt, Teacher
Ryan Sturm, Teacher	Michelle Lawson, Teacher
Christine Vanairsdale, Teacher	Rhonda Turner, Teacher
Katie Chapman, Teacher	Kim George, Teacher
Danielle Rosetta, Counselor	Kerry Tadique, Teacher

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the Washington State Report Card to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	3.25	3.50
Comprehensive Graduation Rate	N/A	
Student Group		
American Indian/Alaska Native	N/A	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	2.78	3.48
Two or more races	5.63	5.18
White	3.55	2.98
English Learner	2.63	3.45
Low Income	3.00	3.38
Special Education	1.20	3.08

Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
  - o ELA and Math Proficiency
  - o Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
  - o Regular Attendance
  - o Ninth Grade on Track
  - o Dual Credit (if applicable)

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the Comprehensive Needs Assessment Toolkit.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

- When and how often will data be checked for progress?

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 or historically unserved/underserved students have equitable 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: 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.

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 requirement of Component 3 – Practices and Strategies.

SY 2025-2026 SMARTIE Goal #1: **ELA Growth**

By the end of the 2025–26 school year, **100% of grade-level cohorts** K - 5th, will demonstrate overall growth in Reading, with each cohort meeting or exceeding its **expected typical growth target** from the fall assessment in September 2025 to spring assessment in May 2026 as measured by iReady reading diagnostic assessments and students with disabilities (SWD) and Tier 2 students meeting their **stretch growth target** in Reading will increase from **35% to 38%** as measured by iReady diagnostic assessments from the fall assessment in September 2025 to spring assessment in May 2026

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

100% of K–5 grade-level cohorts will demonstrate at least 50% improvement on typical growth in ELA , with 38% SWD and Tier II students demonstrating 50% stretch growth, as measured on the iReady ELA diagnostic assessment from the fall benchmark in September 2025 to the winter benchmark in January 2026.

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact	End-of-Year Progress (EOYR) on each EBI and

			thus far in the 2025-26 school year.	impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> *for the intervention.* **Really Great Reading:** *A structured literacy program grounded in the science of reading, explicitly teaching phonics, decoding, and word recognition. Evidence shows significant improvement in foundational literacy skills, particularly for struggling readers and students with disabilities.* **Level of Evidence:** *Strong (ESSA Tier 1)* *What resources will be used for implementation for Really Great Reading?* **Instructional Materials:** Complete RGR curriculum kits (phonics lessons, decodable texts, teacher guides, student practice	*What data will be collected to measure the impact of implementing this EBI?* **iReady Reading diagnostic data (fall, winter, spring)** *How will the impact on equitable learning or behavior change be measured?* The impact on equitable learning will be measured through a combination of quantitative data, qualitative observations, and equity-focused analysis: **iReady Diagnostic Assessments (Fall, Winter, Spring):** Growth toward typical and stretch targets will be monitored at the cohort and subgroup levels (including Students with Disabilities, multilingual learners, and Tier 2/3 students). Disaggregated data will identify and address opportunity gaps.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Classroom teachers, EL/sped teachers, MTSS team, building administrator *When will this EBI occur?* Fall: Set baseline and growth targets. Winter: Mid-year review and adjust interventions. Spring: Evaluate growth, plan next steps. *When or how often will progress be monitored or data reviewed? Be as specific as possible.* **iReady Reading Diagnostics (3x per year):** Administered fall, winter, and spring to measure growth toward typical and stretch goals. Data disaggregated by grade-level cohort and subgroup (SWD, multilingual learners, Tier	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

books).

Professional Development:
Initial and ongoing training sessions for teachers on structured literacy practices aligned to the Science of Reading.

Technology Supports:
Access to RGR's digital tools, online lessons, and printable resources for whole group and small group instruction.

Staffing Resources:
Classroom teachers, interventionists, and paraprofessionals trained to deliver RGR lessons with fidelity.

Assessment Tools: Built-in diagnostic and progress monitoring assessments to track student growth and adjust instruction.

Collaboration Structures:
CLT/grade-level meetings to review RGR data, share strategies, and ensure

Progress Monitoring and Intervention Tracking:
Weekly and biweekly progress monitoring within iReady and Really Great Reading will provide data on intervention effectiveness, allowing for timely instructional adjustments.

Equity Data Reviews:
The Critical Data Process will guide teacher teams in analyzing student performance trends by subgroup, ensuring that interventions are both equitable and responsive to individual student needs. As part of this work, the EL teacher serves on the GPS team, collaborating with staff to review data and provide targeted support for multilingual learners and students receiving special education services.

Classroom Observations and Fidelity Checks:
Instructional walkthroughs and fidelity checklists for iReady, GLAD, and Step Up to Writing will measure implementation quality and its connection to improved

2/3, historically underserved).

Monthly PLC/Data Team Meetings:
Teachers will review student performance and subgroup growth monthly. Adjustments will be made to small-group instruction and intervention cycles based on findings.

Weekly/Biweekly Progress Monitoring (Tier 2/3 and SWD):
Progress monitored using iReady skill checks, Really Great Reading lessons, and Step Up to Writing benchmarks.
Data reviewed every 1–2 weeks for students receiving interventions.

Leadership Team Reviews (Monthly):
The leadership team will review building-wide and subgroup reading data monthly.
Focus on monitoring fidelity of interventions and ensuring equity in growth.

consistent implementation across classrooms. **GLAD:** *A research-based instructional model for scaffolding academic language development and improving literacy outcomes for multilingual learners.* **Level of Evidence:** *Promising (ESSA Tier 3)* *What resources will be used for implementation of GLAD?* **Instructional Materials:** GLAD strategy manuals, anchor chart templates, graphic organizers, sentence frames, and visual supports to make content comprehensible for all learners. **Professional Development:** Initial and ongoing GLAD training for teachers and paraprofessionals, including modeling, coaching, and collaboration time.	student outcomes. **Student Work Samples and Teacher Reflections:** Monthly reflection cycles, PLC meetings, and peer strategy-sharing will document changes in instructional practices, student engagement, and literacy skill development.	**Instructional Walkthroughs (Bi-Monthly):** Administrators will conduct classroom walkthroughs twice per month to check fidelity of Wonders, GLAD, and intervention practices. Walkthrough data will be shared with teachers to support instructional adjustments. **Family Communication and Engagement (Quarterly):** Student reading growth updates shared with families during conferences and through quarterly progress reports. Literacy nights and family workshops will provide additional feedback opportunities.		

Staffing Supports: EL specialists and classroom teachers working together to integrate GLAD strategies into daily instruction across content areas. **Collaboration Structures:** CLT and grade-level meetings dedicated to sharing GLAD strategies, planning lessons, and reviewing student progress. **Technology & Classroom Resources:** Access to projectors, chart paper, markers, and digital tools for creating and displaying GLAD visuals and scaffolds. **iReady Personalized Instruction & Progress Monitoring:** *Adaptive, personalized lessons aligned to diagnostic data that provide just-in-time support, allowing for targeted small-group instruction and intervention cycles for Tier 2 and Tier 3 students.* **Level of Evidence:** *Strong (ESSA Tier 1)*				

What resources will be used for implementation of IReady personalized instruction & progress monitoring? **Digital Platform & Licenses:** Access to i-Ready online instructional lessons, personalized learning paths, and progress monitoring tools for all students. **Professional Development:** Ongoing training and coaching for teachers on how to use i-Ready data to inform Tier 1 instruction, small group work, and interventions. **Staffing Supports:** Classroom teachers, interventionists, and instructional coaches using i-Ready reports to guide instructional planning and targeted supports. **Collaboration Structures:** Time during CLTs and grade-level meetings to review i-Ready data, adjust instructional strategies, and			

monitor student growth. **Wonders Core ELA Curriculum** *A comprehensive K–5 literacy curriculum aligned to Common Core State Standards that integrates comprehension, vocabulary, writing, and phonics instruction. Wonders provides data-driven instructional resources and supports differentiation for multilingual learners.* Level of Evidence: *Strong (ESSA Tier 1)* *What resources will be used for implementation of Wonders Core ELA?* *Instructional Materials:* Wonders teacher editions, student practice books, digital platform access, leveled readers, and assessment tools. *Professional Development:* Initial and ongoing training for teachers on curriculum design, pacing, differentiation, and				

alignment with the Science of Reading. **Staffing Supports:** Classroom teachers, instructional coaches, and interventionists collaborating to ensure fidelity of implementation and effective Tier 1 instruction. **Collaboration Structures**: CLT and grade-level meetings dedicated to reviewing Wonders lessons, planning instruction, and analyzing student data. **Technology & Digital Tools:** Access to the Wonders online platform for interactive lessons, assignments, and assessments. *Step Up to Writing* *A highly structured writing intervention designed to help students organize and communicate ideas effectively, supporting*			

reading comprehension and content-area writing *Level of Evidence: Moderate (ESSA Tier 2)* *What resources will be used for implementation of Step Up to Writing?* **Instructional Materials:** Step Up to Writing teacher guides, student notebooks, graphic organizers, anchor charts, and online resources. **Professional Development:** Initial and ongoing training for teachers and support staff on writing strategies, scaffolds, and alignment with core ELA instruction. **Staffing Supports:** Classroom teachers, instructional coaches, and interventionists using Step Up to Writing strategies consistently across grade levels. *Collaboration Structures:* CLT and grade-level meetings focused on planning writing instruction,			

calibrating expectations, and reviewing student writing samples. ***Technology & Classroom Tools:*** Access to projectors, document cameras, and digital platforms to model writing strategies and share exemplars. ***Critical Data Process (PLC/Data Team Framework)*** ***A collaborative process for analyzing disaggregated student data, identifying barriers, and designing responsive instruction and interventions to ensure equity and close learning gaps.*** ***Level of Evidence: Promising (ESSA Tier 3)*** ***What resources will be used for implementation of the Critical Data Process?*** **Professional Development:** Training for teachers and staff on how to analyze data by subgroup, identify trends, and align			

interventions equitably. **Collaboration Structures:** Dedicated time during CLT days, grade-level meetings, and DAM meetings to review data, share strategies, and plan interventions. **Staffing Supports:** Involvement of EL and Special Education teachers in GPS/Data Teams to ensure supports for multilingual learners and students with disabilities are integrated into core planning. **Technology & Tools:** Access to i-Ready, Panorama, and benchmark assessment platforms to collect, disaggregate, and monitor student performance data. *What student groups will benefit and why?* These EBIs will be implemented schoolwide, with special emphasis on			

students with disabilities, Tier 2 and Tier 3 students, and multilingual learners. All interventions are supported by ongoing professional development, instructional coaching, and fidelity monitoring by the leadership team..				
For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	*For more EBIs cut and paste the prompts to onswer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*Far more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #2: **Math Growth**

By the end of the 2025–26 school year, **100% of grade-level cohorts** K - 5th will demonstrate overall growth in Mathematics, with each cohort meeting or exceeding its **expected typical growth target** from the fall assessment in September 2025 to spring assessment in May 2026as measured by iReady math diagnostic assessments with disabilities (SWD) and Tier 2 students meeting their **stretch growth target** in Mathematics will increase from **21% to 25%** as measured by iReady diagnostic assessments from the fall assessment in September 2025 to spring assessment in May 2026.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

100% of K–5 grade-level cohorts will demonstrate at least 50% improvement on typical growth in Math , with 25% SWD and Tier II students demonstrating 50% stretch growth, as measured on the iReady Math diagnostic assessment from the fall benchmark in September 2025 to the winter benchmark in January 2026.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>*level of evidence*</u> *for the intervention.* **iReady Math (Diagnostic + Personalized Instruction)** Provides adaptive diagnostics and targeted lessons that close gaps and accelerate math learning. Research supports significant achievement gains across elementary grade levels. **Level of Evidence:** *Strong (ESSA Tier 1)*	*What data will be collected to measure the impact of implementing this EBI?* **iReady Math diagnostic data (fall, winter, spring)** *How will the impact on equitable learning or behavior change be measured?* **Disaggregated iReady Math Data (Fall, Winter, Spring):** Growth toward typical and stretch goals will be tracked by grade-level cohort and by subgroups (SWD, multilingual learners, Tier 2/3 students,	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* **Classroom teachers, EL/sped teachers, MTSS team, building administrator** *When will this EBI occur?* **Fall:** Establish baseline and growth targets. **Winter:** Data review and instructional adjustments. **Spring:** Final evaluation and plan revisions.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

What resources will be used for implementation or iReady Math? (For example, professional development, extended time, curriculum, materials, etc.?)	historically underserved groups). Equity analysis will identify whether subgroup performance is closing gaps in growth rates compared to peers.	*When or how often will progress be monitored or data reviewed? Be as specific as possible.*	
Professional Development: Ongoing training and coaching for teachers on using i-Ready to inform Tier 1 instruction, small group lessons, and interventions.	**Bridges & Number Corner Progress Monitoring:** Teachers will use Bridges intervention tools and daily Number Corner routines to collect ongoing evidence of conceptual growth, particularly for SWD. Progress will be documented through small-group notes, math work samples, and intervention logs.	Progress toward the math goal will be monitored at multiple levels and intervals to ensure timely adjustments: **iReady Math Diagnostics (3x per year):** Administered fall, winter, and spring to measure cohort and subgroup progress toward typical and stretch growth targets.	
Instructional Materials: Access to i-Ready digital lessons, teacher toolkits, print resources, and practice materials aligned to standards.			
Extended Learning Time: Integration of i-Ready personalized practice into core math instruction, intervention blocks, and after-school support.	**Math Fact Fluency Tracking:** Student fluency benchmarks will be measured schoolwide to ensure automaticity in operations, with subgroup data reviewed to monitor equity of outcomes.	**Monthly PLC/Data Team Meetings:** Teacher teams will review classroom- and subgroup-level math data monthly using the Critical Data Process. Focus will include monitoring Tier 2 and Tier 3 intervention effectiveness and adjusting instructional strategies.	
Collaboration Structures: Time during CLT and grade-level meetings to analyze i-Ready data, plan instruction, and monitor student progress.	**Instructional Walkthroughs & Fidelity Monitoring:** The leadership team will conduct classroom observations to monitor	**Weekly Progress Monitoring (Tier 2/Tier 3 Students):** Teachers will use iReady progress checks, Bridges intervention activities, and math fact fluency	

Technology Access:
Devices and reliable internet access to ensure all students can complete online lessons and diagnostics.

Bridges in Mathematics (Core + Intervention for SPED)
A comprehensive K–5 curriculum designed to deepen conceptual understanding and problem-solving. For **students with disabilities**, Bridges provides targeted intervention resources and Number Corner routines to support access to core math instruction, strengthen conceptual understanding, and scaffold skills.
Level of Evidence:
Moderote (ESSA Tier 2)

What resources will be used for implementatian of Bridges in Mathematics Core & SpEd interventions? (For example, professional development, extended time, curriculum, materials, etc.?)

implementation of Building Thinking Classrooms and Bridges routines. Fidelity rubrics will document whether teachers are shifting practice toward higher student engagement, collaboration, and problem-solving behaviors.

PLC/Data Team Equity Reviews:
Through the **Critical Data Process**, teacher teams will analyze subgroup performance on a monthly basis, monitor the effectiveness of math interventions, and make instructional adjustments to ensure equitable support for all students.

The **EL teacher is a member of the GPS team**, collaborating with general education and Special Education staff to review data and provide targeted support for multilingual learners (ML) and students receiving Special Education services.

Student & Family Voice:
Panorama surveys and family feedback will be

benchmarks weekly to track students receiving additional support.

Leadership Team Reviews (Monthly):
The school leadership team will review disaggregated math data monthly, checking for equity of progress across SWD, multilingual learners, and historically underserved groups.

Instructional Walkthroughs (Bi-Monthly):
Administration will conduct classroom observations twice per month to monitor implementation fidelity of iReady, Number Corner, Bridges for SPED, and Building Thinking Classrooms strategies

Quarterly Family and Community Updates:
Attendance and progress will be shared with families and the Community Engagement Board quarterly to ensure transparency and collective problem-solving.

Professional Development: Training and coaching for teachers and support staff to ensure fidelity of Bridges core and intervention use. **Curriculum & Materials:** Teacher guides, student workbooks, manipulatives, intervention kits, and Number Corner resources. **Instructional Supports:** Small-group and resource room interventions, scaffolds, and hands-on tools tailored for SpEd students. **Building Thinking Classrooms (Instructional Framework)** A research-based framework that increases engagement and deep thinking through collaborative problem-solving strategies (e.g., random groups, vertical surfaces). **Level of Evidence:** *Promising (ESSA Tier 3)* *What resources will be used for implementation of Building Thinking*	used to measure shifts in student engagement, confidence in math, and equitable access to high-quality instruction. Together, these measures will demonstrate whether equity-focused instructional changes (Bridges for SPED, iReady pathways, Building Thinking Classrooms, fluency routines) are producing measurable growth and reducing subgroup gaps in mathematics.			

Classrooms? (For example, professional development, extended time, curriculum, materials, etc.?)			
Professional Development: Training and coaching for teachers on BTC strategies, including how to structure problem-solving tasks, use vertical whiteboards, and promote student collaboration.			
Curriculum & Materials: Non-permanent vertical surfaces (whiteboards, chart paper, laminated boards), rich problem-solving tasks, and manipulatives to support hands-on learning.			
Instructional Supports: Collaboration time for teachers to plan tasks, share strategies, and reflect on implementation during CLTs and grade-level meetings.			
Extended Learning Opportunities: Integration of BTC practices into core math instruction, intervention blocks, and enrichment activities to			

deepen mathematical reasoning. ***Number Corner (Daily Skills and Conceptual Practice)*** *A doily skills component of Bridges that builds number sense, fluency, and conceptual reasoning. Used schoolwide to reinforce grade-level learning and support Tier 2 students.* ***Level of Evidence: Moderate (ESSA Tier 2)*** *What resources will be used for implementation of Number Corner? (For example, professional development, extended time, curriculum, materials, etc.?)* **Professional Development:** Ongoing training and coaching for teachers to ensure fidelity of daily Number Corner routines and alignment with Bridges core math. **Curriculum & Materials:** Teacher guides, student			

| activity books, manipulatives, calendar markers, and visual display resources that support conceptual understanding.

Instructional Supports: Time in CLTs and grade-level meetings for teachers to plan lessons, review student work, and share strategies for differentiation.

Math Fact Fluency Practice *Systematic fluency practice paired with strategy instruction to support automaticity in foundational operations, essential for future math success.* *Level of Evidence: Moderate (ESSA Tier 2)*

What resources will be used for implementation of Math Fact Fluency? (For example, professional development, extended time, curriculum, materials, etc.?)

Professional Development: Training for teachers on | | | | |
|---|---|---|---|

strategies and tools to build fact fluency, including number talks, math games, and progress monitoring practices.

Curriculum & Materials: Fact fluency programs, manipulatives, games, flashcards, and digital tools to provide engaging practice opportunities.

Instructional Supports: Dedicated time during math blocks, intervention groups, and family engagement events (e.g., math game nights, make–and–take activities) to reinforce skills.

Collaboration Structures: CLTs and grade-level meetings used to review student fluency data and share effective instructional strategies.

Critical Data Process (PLC/Data Team Framework)
Collaborative data team cycles used to monitor subgroup growth, identify

inequities, and adjust interventions for moth ochievement. **Level of Evidence:** *Promising (ESSA Tier 3)* **What resources will be used for implementation of the Critical Data Process? (For example, professional development, extended time, curriculum, materials, etc.?)** **Professional Development:** Training and coaching for staff on how to analyze subgroup data, identify trends, and align interventions equitably. **Collaboration Structures:** Dedicated time during CLT days, grade-level meetings, and DAM meetings for teacher teams to review data and plan supports. **Staffing Supports:** Inclusion of EL and Special Education teachers on GPS/Data Teams to ensure multilingual learners and SpEd students are supported within core			

planning.			
Technology & Tools: Access to i–Ready, Panorama, and benchmark assessments for collecting, disaggregating, and monitoring student performance data.			
Monthly Teacher Reflections and Peer Sharing *Teacher–led reflection cycles to analyze math practices and share strategies for improving equitable outcomes.* ***Level of Evidence:*** *Demonstrates Rationale (ESSA Tier 4)*			
What resources will be used for implementation of Monthly Teacher Reflections and Peer Sharing? ***(For example, professional development, extended time, curriculum, materials, etc.?)***			
Professional Development & Coaching: Guidance for staff on using reflection			

protocols, peer feedback strategies, and collaborative discussion tools.

Collaboration Structures: Dedicated time during staff meetings, CLTs, and professional learning days for teachers to reflect on practice, share successes, and problem-solve challenges.

Instructional Supports: Reflection templates, discussion protocols, and digital platforms (e.g., shared documents or online forums) to capture and share teacher learning.

What student groups will benefit from and why?

Students with Disabilities (SWD): Will benefit from targeted interventions such as Step Up to Writing and Really Great Reading, which provide explicit, structured literacy support aligned to evidence-based practices. These approaches reduce

barriers in decoding, comprehension, and written expression, helping SWD make progress toward grade-level standards.

Tier 2 Supports

i-Ready personalized learning pathways targeting specific skill gaps
- Small-group instruction within the classroom (push-in model)
- Frequent progress monitoring to guide adjustments
- Supplemental practice embedded in core math block

Tier 3 Supports

Intensive, targeted small-group or 1:1 instruction
- **Pull-out math intervention groups** with interventionists or specialists
- More frequent progress monitoring (weekly/bi-weekly)

– Collaboration with SpEd/EL staff to provide additional scaffolds and individualized strategies

Monthly equity reviews help ensure these students' needs remain a focus in both core and intervention supports. | | | | |
| *For more EBIs cut and paste the prompts to answer below.*

Click or tap here to enter text. | *For more EBIs cut and paste the prompts to answer below.*

Click or tap here to enter text. | *For more EBIs cut and paste the prompts to answer below.*

Click or tap here to enter text. | *For more EBIs cut and paste the prompts to answer below.*

Click or tap here to enter text. | *For more EBIs cut and paste the prompts to answer below.*

Click or tap here to enter text. |

SY 2025–2026 SMARTIE Goal #3: **Attendance**

By the end of the 2025–26 school year, Stevens Elementary will achieve a **3% increase in overall student attendance rates of 90% or more days** as compared to the 24-25 school year attendance of 79% of students meeting attendance expectations to 82% in the

25-26 school year, with students with disabilities (SWD) increasing from 75% in the 24-25 school year to 78% in the 25-26 school year, as measured by **Panorama attendance survey data** from fall to spring.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: <u>Answer this question and fill out the table below</u>.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

Attendance will reflect a 3% increase of 76% students attending 90% or more days at the end semester one of the 24-25 school year to 79% at the end semester one of the 25-26 school year.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overorching improvement goal? Include the <u>*level of evidence*</u> *for the intervention.* **Family Engagement through Regular Communication** Research shows that consistent, two-way communication with families (letters, calls, conferences, and home visits) improves student attendance. Stevens will send monthly attendance letters and conduct direct outreach to families of students at risk. **Level of Evidence:** *Strong (ESSA Tier 1)* What resources will be used for implementation of family engagement through regular communication? (For example, professional development, extended	*What data will be collected to measure the impact of implementing this EBI?* **Panorama attendance surveys (fall, spring)** **Daily attendance reports** *How will the impact on equitable learning or behavior change be measured?* **Daily and Monthly Attendance Data:** Student attendance will be tracked daily and reviewed monthly, disaggregated by grade-level cohort and subgroup (SWD, multilingual learners, historically underserved). This will allow the leadership team to identify inequities in attendance patterns and monitor progress toward the 3% improvement goal.	*Wha (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* **Administrator, office coordinator, MTSS/GPS team, counselor, classroom teachers** *When will this EBI occur?* **The evidence-based interventions (EBIs) for attendance will occur on a regular, scheduled basis throughout the school year to ensure consistent monitoring and support:** **Daily** Attendance tracked through Skyward and reviewed by office staff. Classroom teachers monitor attendance patterns and report concerns. **Weekly** Office and intervention staff	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *Whot is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

time, curriculum, materials, etc.?)

Professional Development: Training for staff on effective family communication strategies, including culturally responsive practices and use of translation tools.

Communication Tools & Materials: Attendance letters, newsletters, flyers, and digital platforms to provide consistent updates to families.

Staffing Supports: Use of **Community Engagement Board (CEB)** to support families with attendance challenges and connect them to resources.

Collaboration Structures: Time during CLTs and staff meetings to align communication strategies and review family engagement data.

Chronic Absenteeism Rates: Reductions in chronic absenteeism (students missing 10% or more of instructional days) will be measured across all subgroups. Equity-focused analysis will confirm whether interventions are closing gaps between historically underserved students and their peers.

Implementation Tracking of EBIs: Logs of monthly attendance letters, truancy interventions, and Community Engagement Board meetings will document outreach and support provided to at-risk groups. Evidence will show whether behavior changes (e.g., improved communication, family partnerships) are occurring as intended.

Panorama Surveys (Fall & Spring): Student and family survey data will measure shifts in engagement, belonging,

review lists of students with 2+ absences. Tier 2/3 students identified for family contact or support.

Monthly **Attendance letters** sent home to families.

Community Engagement Board (CEB) meetings with staff, families, and community partners to review attendance data and problem-solve. Leadership team reviews disaggregated subgroup attendance trends.

Quarterly Recognition assemblies and classroom celebrations for improved or consistent attendance. Data shared with families and staff at quarterly schoolwide updates.

Ongoing/As Needed **Truancy court referrals** and interventions implemented for students who meet chronic absenteeism

Community Engagement Boards (CEB)
Collaborative family-school-community meetings promote shared accountability for student success. Monthly CEB meetings will focus on attendance data, barriers, and solutions, ensuring families and community partners have a voice in improving attendance.
Level of Evidence:
Moderate (ESSA Tier 2)

What resources will be used for implementation of CEB? (For example, professional development, extended time, curriculum, materials, etc.?)

Professional Development: Training for staff and board members on effective family engagement, culturally responsive practices, and attendance interventions.

Staffing Supports: School administrators, counselors, and community partners serving on the CEB to meet

and barriers to attendance, especially for SWD and multilingual learners. Survey results will provide qualitative evidence of whether families feel supported in improving attendance.

Staff and Family Feedback: Input gathered at monthly community engagement meetings will provide real-time evidence of behavior change and highlight additional strategies to reduce inequities.

thresholds.

Individual family conferences and home visits for students flagged through MTSS supports.

When or how often will progress be monitored or data reviewed? Be as specific as possible.

Daily
Attendance tracked in Skyward by teachers and reviewed daily by office staff.
Immediate follow-up on unexcused absences through parent contact.

Weekly
The attendance team reviews weekly reports to identify students with multiple absences.
Tier 2/Tier 3 interventions initiated for students showing early warning signs.

Monthly
Attendance letters sent home to families summarizing absences and encouraging improvement.
Community Engagement

with families and connect them to supports. **Collaboration Structures:** Scheduled CEB meetings to review attendance data, problem-solve barriers, and develop individualized family support plans. **Materials & Communication Tools:** Attendance letters, family resource guides, and translation services to ensure equitable communication *Positive Attendance Incentives & Recognition Programs* *Attendance recognition programs (certificates, classroom celebrations, and schoolwide recognition) are shown to motivate students and build positive habits. Incentives will be equitable, acknowledging both improvement and consistent attendance.* *Level of Evidence:*		**Board (CEB) meetings** held monthly to review disaggregated attendance data (SWD, multilingual learners, historically underserved groups) and develop solutions with families. Leadership team reviews monthly attendance trends against the 3% improvement goal. **Quarterly** Schoolwide and classroom recognition programs for consistent or improved attendance. Attendance reports and equity analysis shared with families, staff, and district leaders. **Fall, Winter, Spring (3x/year)** Attendance data formally reviewed alongside **Panorama surveys** and academic data during BOY, MOY, and EOY SIP review cycles. Subgroup analysis ensures progress toward reducing gaps for SWD, multilingual learners, and historically underserved students.		

Promising (ESSA Tier 3) *What resources will be used for implementation of positive attendance incentives and recognition programs? (For example, professional development, extended time, curriculum, materials, etc.?)* **Student Recognition:** Certificates, ribbons, Husky Habit shout-outs, school store items, extra recess, special lunches with the principal, and assemblies celebrating improved or perfect attendance. **Planning & Collaboration:** PBIS team, leadership, and CLTs track attendance data, set monthly/quarterly goals, plan recognition events, and align strategies with family engagement and CEB supports. **Funding & Partnerships:** Title I, LAP, district allocations, PTO support, and local business/community partnerships to provide		**Ongoing/As Needed** Truancy court referrals initiated for students who meet chronic absenteeism thresholds. Family conferences and home visits conducted as barriers are identified.		

incentives, event supplies, and recognition prizes. ***Truancy Prevention & Early Intervention Programs*** *Colloboration with truancy court and community agencies provides structured interventions for chronically absent students, addressing underlying causes and reducing legal consequences.* ***Level of Evidence: Strong (ESSA Tier 1)*** ***What resources will be used for implementation of truancy prevention and early intervention programs? (For example, professional development, extended time, curriculum, materials, etc.?)*** **Intervention Strategies:** Early outreach calls and letters, individualized attendance improvement plans, restorative problem-solving, and check-in/check-out systems.				

Staff & Community Roles: Administrators, counselors, teachers, and the Community Engagement Board (CEB) working together with families to address barriers and connect them to supports. Sustainability & Support: Title I, LAP, and district funding, along with partnerships with community agencies, courts, and social services to sustain resources and provide wraparound support. *MTSS Attendance Monitoring and Support* *Attendance will be monitored through the Multi-Tiered System of Supports (MTSS). Students with emerging attendance concerns will receive Tier 2 supports (family conferences, check-ins), and students with chronic obsenteeism will receive Tier 3 intensive supports.* **Level of Evidence: Promising (ESSA Tier 3)**				

What resources will be used for implementation of MTSS attendance and monitoring support? (For example, professional development, extended time, curriculum, materials, etc.?) **Tier 1 (Universal Supports):** Schoolwide PBIS and Husky Habit recognition for good attendance – Daily attendance tracking in Skyward – Regular family communication (letters, newsletters, phone calls) – Schoolwide incentives and assemblies celebrating strong attendance **Tier 2 (Targeted Supports):** – Small group or individual check-in/check-out for students with emerging attendance concerns – Early outreach and attendance letters to families – Goal setting with students and families (short-term attendance plans) – Monitoring through Panorama and grade-level/CLT team			

discussions			

Tier 3 (Intensive Supports):
– Individualized attendance contracts with students and families

Referrals to the **Community Engagement Board (CEB)** for chronic absenteeism
– collaboration with counselors, social workers, and community agencies to address barriers
– More frequent monitoring and restorative problem–solving meetings

Panorama Student and Family Surveys
Surveys will capture student and family perspectives on barriers to attendance and school engagement, informing equity–focused adjustments
Level of Evidence:
Demonstrates Rationale (ESSA Tier 4)

What resources will be used for implementing panorama student and family surveys? (For example, professional development, extended

time, curriculum, materials, etc.?)			
Survey Platform & Tools: Panorama Education platform for administering surveys, disaggregating data by subgroup, and generating reports on school climate, SEL, and family engagement.			
Staffing & Collaboration: Administrators, counselors, and MTSS/leadership teams analyzing data during CLTs, grade-level, and DAM meetings to inform instructional and engagement strategies.			
Communication Supports: Translation services, family outreach, and technology access to ensure all families can participate.			
What student groups will benefit and why?			
Students with Disabilities (SWD): *SWD often face additional barriers to consistent attendance, including medical, transportation,*			

and access challenges. Targeted supports through MTSS interventions, family conferences, and Bridges with community agencies will help ensure equitable access to school.

Tier 2 and Tier 3 Students (at-risk for chronic absenteeism): These students will benefit from monthly attendance letters, family outreach, and tiered supports to address patterns early. Truancy prevention programs and Community Engagement Board meetings will provide problem-solving supports for families.

Historically Underserved Groups (including students from low-income backgrounds): Families experiencing poverty may face housing instability, transportation issues, or health barriers that impact attendance. Partnerships with community agencies and proactive outreach will provide resources to | | | |

remove these barriers. **Multilingual Learners (ML):** ML families may encounter communication challenges. Attendance interventions that include translated materials, interpreter support, and culturally responsive outreach will improve equitable access and ensure families are fully informed. **General Education Students:** All students benefit when schoolwide systems encourage consistent attendance, including recognition programs, classroom celebrations, and positive reinforcement. Improved attendance increases instructional time and peer collaboration, supporting stronger academic and social outcomes.				

Consolidated School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-16-220. The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building Data

Building Name: Miller Junior High	Does your school share a building with another school?
	Yes ☐
	No ☒
	If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: 2305	Grade Span: 6-8
	School Type: Junior High
Principal: John Meers	Building Enrollment: 650
School District: Aberdeen School District 5	F/R Percentage: 63%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 17%

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Plan Date: 8/27/25	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Tier 3: Compounded

Vision and Mission Statement

Mission: To facilitate an innovative and empowering learning experience for every student.

Vision: A community of confident critical thinkers who are adaptable, responsible and effective communicators

School Leadership Team Members and Parent-Community Partners
Please list by (Name, Title/Role)

John Meers, Principal	Ann Yancey, ELA Teacher
Margie Barlow, Social Studies and ELA Teacher	Amber Melville, MTSS Coach
Kasey Robbins, Assistant Principal	Michelle Reed, Social Studies Teacher
Lori Snyder, Math Teacher	Jamie Sutton, Special Education Teacher
Alan Friberg– PTO President and Parent	Heidi Armenta, Social Studies Teacher
Thad Williams, School Counselor	Nancy Vazquez Fuentes, EL Teacher

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the Washington State Report Card to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification **Tier 3 Compounded**	2024 WSIF Annual Data
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	2.35	2.05
Comprehensive Graduation Rate	N/A	N/A
Student Group		
American Indian/Alaska Native	1.80	N/A
Asian	N/A	N/A
Black/African American	N/A	2.65
Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	1.97	1.65

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Two or more races	2.48	3.10
White	2.78	2.28
English Learner	1.15	1.10
Low Income	1.85	1.88
Special Education	1.05	1.00

Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
  - ELA and Math Proficiency
  - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
  - Regular Attendance
  - Ninth Grade on Track
  - Dual Credit (if applicable)

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the Comprehensive Needs Assessment Toolkit.

Note: If you are a school identified as Tier 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data used for your identification: (Academic Achievement (ELA and Math Proficiency),

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

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 requirement of Component 3 - Practices and Strategies.

SY 2025-2026 SMARTIE Goal #1: By spring 2026, the number of students school-wide who are at grade level in ELA according to our iReady assessment will increase by ten percentage points from the fall assessment in September 2025 to the spring assessment in May 2026. The students in our identified groups will increase by five percentage points. Those groups are Hispanic/Latino; English Language Learners, Low Income and Students with Disabilities. The fall baseline percentage of students who were at grade level are as follows: All students- 26%; Hispanic/Latino- 15%; English Language Learners- 1%; Low Income- No Data available; Students with Disabilities- 5%

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

We expect an increase in the " On Grade Level" iReady winter scores in ELA of five percentage points for All Students and three percentage points for our identified groups on the winter benchmark assessment in January as compared to the fall benchmark assessment in September 2025.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based an end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025–26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025–26 school year.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.	*What data will be collected to measure the impact of implementing this EBI?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*	*What impact is the evidence-based intervention having?*	*What impact is the evidence-based intervention having?*
Employ iReady Guided Pathways in ELA 20 to 50 minutes weekly to help foster growth in student skills.	*iReady scores three times annually.*	Classroom teachers, admin, MTSS coach.	*What is evidence of impact?*	Click or tap here to enter text.
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)	*How will the impact on equitable learning or behavior change be measured?*	*When will this EBI occur?*		*What is evidence of impact?*
Continued subscription to iReady platform.	We will be looking for increased grade-level placement.	*Weekly*		Click or tap here to enter text.
What student groups will benefit and why?		*When or how often will progress be monitored or data reviewed? Be as specific as possible.*		
This will benefit all students, as the program provides practice and intervention based on students' individual needs.		Progress will be checked weekly by the ELA teacher for student usage. Students will be assessed three times throughout the year for grade-level achievement.		

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the _level of evidence_ for the intervention.	What data will be collected to measure the impact of implementing this EBI?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?	What impact is the evidence-based intervention having?	What impact is the evidence-based intervention having?
Utilize RACE and CER writing strategies across content area to help student formulate their thoughts completely for writing.	Growth will be measured three times during the school year using iReody; Will assess using SBA results; Increased classroom achievement.	Classroom teachers; Admin Team; MTSS Coach	Click or tap here to enter text.	Click or tap here to enter text.
	How will the impact on equitable learning or behavior change be measured?	_When will this EBI occur?_	_What is evidence of impact?_	_What is evidence of impact?_
		Daily, throughout the year.	Click or tap here to enter text.	Click or tap here to enter text.
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)	It will be measured using iReady assessments.	_When or how often will progress be monitored or data reviewed? Be as specific as possible._		
Continuing professional development in the strategies, and collaboration between teachers.		Progress will be monitored weekly with classroom performance, and will be monitored three times annually using iReady ossessments.		
What student groups will benefit and why?				
This will benefit all students. It will especially helpful to Students with Disabilities and EL Students because it provides				

structure for writing and expression.				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Conduct Data Action Meetings to monitor student progress using iReady data and classroom achievement data. These meetings allow teachers to analyze student performance and plan targeted interventions. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Funds to provide substitutes for teacher release time; MTSS Coach to lead and facilitate meetings. *What student groups will benefit and why?*	*What data will be collected to measure the impact of implementing this EBI?* iReady scores and classroom achievement data will be collected to track student growth and evaluate the effectiveness of interventions. *How will the impact on equitable learning or behavior change be measured?* Analysis of growth during these meetings will help drive instruction in the classroom to accommodate students' needs. By analyzing growth during meetings, teachers can adjust instruction to meet the needs of all students, with particular attention to identified subgroups (Hispanic/Latino, English Language Learners, Low Income, and Students with Disabilities).	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* The Administrative Team, MTSS Coach, and classroom teachers will be responsible for leading meetings, analyzing data, and adjusting interventions as needed. *When will this EBI occur?* Three times annually *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Student data (iReady Reports and classroom assessments) will be reviewed at each meeting to track progress and inform instructional adjustments.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

This will primarily benefit students who are achieving below grade-level in ELA and math because this process will allow teachers to devise strategies to assist these students and target their individual needs.				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. *Utilize Flex Time to provide targeted support for students based on individual learning needs. This intervention allows teachers to deliver differentiated instruction and timely interventions to students performing below grade level.* ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)*	*What data will be collected to measure the impact of implementing this EBI?* *iReady and classroom achievement data.* ***How will the impact an equitable learning or behavior change be measured?*** Growth will be measured through improvements in iReady and classroom achievement data, ensuring that all students, including identified subgroups, are receiving equitable support.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Admin Team, Teachers, Leadership Team. ***When will this EBI occur?*** *Daily* ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** *Progress will be monitored monthly during teacher collaboration time to review student data and adjust interventions as needed.*	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Subscription to Securly Flex app to efficiently assign students to the appropriate Flex sessions. Time for teacher to collaborate to set up Flex strategies. *What student groups will benefit and why?* All students will benefit, primarily those who are achieving below grade level as this will allow students to more effectively receive intervention and assistance. Flex time will have a particular focus on those performing below grade level, as Flex Time provides targeted interventions to support skill growth and mastery.				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Our Gear Up coordinator will be providing tutoring for students who are below	*What data will be collected to measure the impact of implementing this EBI?* *Gear Up coordinator will provide names of the students she is assisting, and those students iReady scores will be checked for growth.*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Gear Up Coordinator *When will this EBI occur?* *Daily* *When or how often will progress be monitored or*	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

benchmark in ELA. *What resources will be used for implementotion? (For exomple, professional development, extended time, curriculum, moteriols, etc.?)* Gear Up grant, Gear Up coordinator. *Whot student groups will benefit ond why?* All students will benefit, primarily those who are achieving below grade level, as this will provide additional opportunities for help with content.	*How will the impact on equitoble learning or behavior chonge be measured?* Through iReady and classroom achievement data.	*data reviewed? Be as specific as possible.* Monthly, during teacher collaboration time.		
What evidence-based interventions (EBI) (octivity, proctice or strotegy) will you implement to support ochieving this overarching improvement goal? Include the level of evidence for the intervention. Teachers in all content areas will utilize AVID strategies to help promote student growth. *What resources will be used for implementation? (For exomple, professional*	*What data will be collected to measure the impact of implementing this EBI?* *iReady assessment data and clossroom ochievement data.* *How will the impact an equitable learning or behavior change be measured?* Through iReady and classroom achievement data.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* AVID Coordinator; AVID Teachers; Administrators *When will this EBI occur?* *Daily* *When or how often will progress be manitored or data reviewed? Be as specific as possible.*	*What impoct is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

development, extended time, curriculum, materials, etc.?) AVID funds; Building AVID Team. **What student groups will benefit and why?** All students will benefit, primarily those who need assistance with organizational and study skills.		Monthly, during teacher collaboration time.		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence *for the intervention.* *Special Education teachers will implement Hooked on Phonics to support students with decoding skills. This research-based program provides structured, systematic instruction to improve foundational reading abilities for students with disabilities.* *What resources will be used for implementation? (For example, professional*	*What data will be collected to measure the impact of implementing this EBI?* *iReady assessment data and classroom achievement data.* *How will the impact on equitable learning or behavior change be measured?* Progress will be measured through iReady and classroom achievement data, ensuring that Students with Disabilities receive equitable access to interventions tailored to their learning needs.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Special Education teachers; Administration *When will this EBI occur?* *Daily* *When or how often will progress be monitored or data reviewed? Be as specific as possible.* *Progress will be reviewed monthly during teacher collaboration time to track growth and refine instructional strategies.*	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

development, extended time, curriculum, materials, etc.?) Special Education funds to purchase the curriculum. *What student groups will benefit and why?* This intervention specifically targets Students with Disabilities, addressing decoding skills identified as a critical area of need to improve reading proficiency and grade-level achievement.				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention. The MTSS Coach will collaborate with the EL teacher to strengthen the EL program at Miller Jr. High. This includes reviewing student data, identifying EL students who are "making progress" according to state WSIF metrics using the business	*What data will be collected to measure the impact of implementing this EBI?* WSIF state metrics for EL students, iReady ELA scores for EL students, Classroom assessment and progress monitoring data *How will the impact on equitable learning or behavior change be measured?* By tracking growth in WSIF metrics and iReady scores	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* MTSS Coach, EL teacher EL MTSS Assistants Administration (for oversight and support) *When will this EBI occur?* Ongoing, with scheduled coaching and collaboration sessions throughout the school year.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

rules, and coaching EL MTSS Assistants and teachers on effective EL instructional strategies to use in the classroom. This evidence-based coaching and data-driven support is intended to improve EL students' language proficiency and grade-level performance in ELA.	for EL students. Monitoring the number of EL students moving toward grade-level performance. Observing the implementation of EL strategies in the classroom through coaching feedback and teacher reflection	*When or how often will progress be monitored or data reviewed? Be as specific as possible.*		
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)		Data will be reviewed during bi-weekly collaboration sessions between the MTSS Coach and EL teacher		
Time allocated for MTSS Coach and EL teacher collaboration. Professional development for EL instructional strategies. Access to WSIF metrics and other assessment data systems. Coaching materials and resources for EL MTSS Assistants		Formal progress monitoring and adjustments will occur quarterly using iReady scores, and classroom assessment data		
What student groups will benefit and why?				
This intervention will primarily benefit English Language Learners (ELs), as it targets their specific needs in language				

acquisition and reading skills. By providing individualized support and classroom strategies, the program ensures that EL students can access grade-level content and make measurable academic growth.				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>*level of evidence*</u> *for the intervention.* The EL teacher will collaborate weekly with the English department to support EL students performing at Level ⅔ in grade-level English courses. This collaboration will include co-planning lessons, providing strategies for scaffolding instruction, and monitoring student progress to ensure EL students access grade-level content and improve reading and writing skills. *What resources will be used for implementation? (For example, professional*	*What data will be collected to measure the impact of implementing this EBI?* iReady ELA scores for EL students Classroom assessments and grades in English courses Teacher observations and anecdotal notes on student engagement and comprehension *How will the impact on equitable learning or behavior change be measured?* Monitoring improvements in iReady scores and classroom grades for EL students	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* EL teacher English department teachers Administration for oversight and support *When will this EBI occur?* Weekly *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Progress will be monitored during weekly collaboration sessions, with formal review of iReady scores, classroom performance,	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

development, extended time, curriculum, materials, etc.?) Scheduled weekly collaboration time between the EL teacher and English department Professional development on EL instructional strategies and scaffolding techniques Access to student data, including iReady scores and classroom performance data ***What student groups will benefit and why?*** English Language Learners (ELs) performing at Level ⅔ will benefit most, as they receive targeted support in accessing grade-level content. This collaboration ensures differentiated instruction and scaffolding, promoting equitable learning opportunities and increased ELA achievement.	Tracking the number of Level ⅔ EL students moving toward grade-level proficiency Observation of effective EL instructional strategies in English classrooms	and instructional strategies each quarter.		

SY 2025-2026 SMARTIE Goal #2: By spring 2026, the number of students school-wide who are at grade level in Math according to our iReady assessment will increase by ten percentage points from the fall assessment in September 2025 to spring assessment in May 2026. The students in our identified groups will increase by five percentage points. Those groups are Hispanic/Latino; English Language Learners, Low Income and Students with Disabilities. The fall baseline percentage of students who were at grade level are as follows: All students-13%; Hispanic/Latino- 4%; English Language Learners- 0%; Low Income- No Data available; Students with Disabilities- 3%

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

<u>Beginning of Year:</u> Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

We expect an increase in the iReady winter scores in Math of five percentage points for All Students and three percentage points for our identified groups on the winter benchmark assessment in January as compared to the fall benchmark assessment in September 2025.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Employ iReady Guided Pathways in math 20 to 50 minutes weekly to help foster growth in student skills. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*	*What data will be collected to measure the impact of implementing this EBI?* *iReady scores three times annually.* *How will the impact on equitable learning or behavior change be measured?* We will be looking for increased grade-level placement.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Classroom teachers, admin, MTSS coach. *When will this EBI occur?* *Weekly* *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Progress will be checked weekly by the math teacher for student usage. Students will be assessed three times throughout the year	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

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Continued subscription to iReady program. **What student groups will benefit from and why?** This will benefit all students, as the program provides practice and intervention based on students' individual needs. Click or tap here to enter text.		for grade-level achievement.		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>*level of evidence*</u> *for the intervention.* The MTSS team will provide push-in and pull-out interventions in math for 6th-grade students identified as qualifying for LAP services. These targeted interventions are research-based and designed to support students who are below grade level, helping them master key skills	*What data will be collected to measure the impact of implementing this EBI?* iReady assessment data in math Classroom performance and progress monitoring data Intervention logs documenting push-in and pull-out support *How will the impact on equitable learning or behavior change be measured?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* MTSS Coach, MTSS Assistants, Classroom Teachers (for collaboration and progress monitoring) **When will this EBI occur?** *Daily, with both push-in and pull-out support during scheduled intervention times* *When or how often will progress be monitored or data reviewed? Be as specific as possible.* *Progress will be monitored weekly by the MTSS team using iReady data,*	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

and access grade-level content.	Interventions will be adjusted, decreased or increased based on data.	*classroom performance, and intervention logs, with adjustments made as needed to meet student needs.*		
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)				
Staffing of the MTSS Coach and MTSS Assistants				
Materials and resources for targeted intervention activities				
Professional development on intervention strategies as needed				
What student groups will benefit from and why?				
Primarily 6th-grade students performing below grade level in math will benefit. All subgroups—including Hispanic/Latino, English Language Learners, Low Income, and Students with Disabilities—will receive targeted support tailored to their specific skill gaps.				

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the _level of evidence_ for the intervention.	What data will be collected to measure the impact of implementing this EBI?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?	What impact is the evidence-based intervention having?	What impact is the evidence-based intervention having?
The MathLinks program will be used in conjunction with MTSS pull-out interventions to target 6th-grade students' math skill need. This evidence-based program provides structured, individualized instruction to strengthen foundational math concepts and close skill gaps, helping students achieve grade-level proficiency.	_iReady math assessment scores (three times annually)_	MTSS Coach and Assistants. Classroom Math teacher.	Click or tap here to enter text.	Click or tap here to enter text.
	Classroom math performance and progress monitoring data	**When will this EBI occur?**	**What is evidence of impact?**	**What is evidence of impact?**
		Daily	Click or tap here to enter text.	Click or tap here to enter text.
What student groups will benefit from and why?	_Intervention logs documenting student participation and skill focus_	**When or how often will progress be monitored or data reviewed? Be as specific as possible.**		
6th-grade students performing below grade level in math will benefit most, including students in subgroups such as Hispanic/Latino, English Language Learners, Low Income, and Students with Disabilities. Pull-out interventions provide targeted instruction that addresses individual	**How will the impact on equitable learning or behavior change be measured?**	_iReady math assessments will be analyzed three times per year_		
	Growth in iReady math scores and classroom performance for students receiving interventions	_Classroom performance and participation data will be reviewed weekly_		
	Evidence of skill mastery and movement toward grade-level proficiency	_Adjustments to instruction will be made as needed based on collected data_		
	Monitoring subgroup progress to ensure equitable outcomes			

learning gaps and promotes equitable access to math standards.				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Conduct data action meetings to monitor student progress using iReady data and classroom performance data. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* MTSS Coach; Release time for teachers. *What student groups will benefit from and why?* All students, especially those who are below grade-level in math. Teachers will be able to identify and better address their needs.	*What data will be collected to measure the impact of implementing this EBI?* *Growth in iReady or classroom achievement.* *How will the impact on equitable learning or behavior change be measured?* Growth in iReady or classroom achievement.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* MTSS Coach, Admin team, Classroom teachers. *When will this EBI occur?* *Three times annually.* *When or how often will progress be monitored or data reviewed? Be as specific os possible.* *The growth will be three times onnually via iReady; Weekly for classroom achievement*	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the _level of evidence_ for the intervention.	What data will be collected to measure the impact of implementing this EBI?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?	What impact is the evidence-based intervention having?	What impact is the evidence-based intervention having?
A Math Coach from ESD 113 will provide monthly professional development (PD) focused on Building Thinking Classrooms. The coach will also conduct classroom walkthroughs to observe instructional practices, provide feedback, and support teachers in implementing evidence-based strategies that foster student engagement, problem-solving skills, and conceptual understanding in math.	iReady math assessment scores Classroom observation notes from walkthroughs Teacher reflections and lesson plans showing implementation of Building Thinking Classroom strategies	Math Coach from ESD 113 6th-grade math teachers MTSS Coach and school administration for support and monitoring	Click or tap here to enter text. _What is evidence of impact?_ Click or tap here to enter text.	Click or tap here to enter text. _What is evidence of impact?_ Click or tap here to enter text.
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) Monthly PD sessions led by the Math Coach from ESD	Student performance data on formative and summative classroom assessments _How will the impact on equitable learning or behavior change be measured?_ Growth in iReady math scores across all student groups, with attention to subgroups below grade level	_When will this EBI occur?_ Monthly collaboration sessions, with classroom walkthroughs conducted the same month. _When or how often will progress be monitored or data reviewed? Be as specific as possible._ Walkthrough observations and teacher reflections will be reviewed quarterly. iReady math scores and classroom assessment data will be analyzed quarterly to evaluate student growth		

113	Increased student engagement and participation in classroom activities, as observed during walkthroughs	and the impact of instructional changes		
Time allocated for classroom walkthroughs and coaching feedback				
Instructional materials and resources provided during PD	Evidence of teachers consistently implementing strategies that support conceptual understanding and critical thinking for all students			
Collaboration time for teachers to reflect on feedback and plan next steps				
What student groups will benefit from and why?				
All 6th-8th grade students will benefit, particularly those performing below grade level in math. Students in subgroups such as Hispanic/Latino, English Language Learners, Low Income, and Students with Disabilities will benefit because improved teacher practices and higher-quality instruction increase equitable access to grade-level content and enhance problem-solving skills.				

SY 2025-2026 SMARTIE Goal #3: By spring 2026, the percentage of out-of-school suspensions for all students and students in our identified groups will decrease by 20% from the number of out-of-school suspensions that occurred during the 2024-25 school year, as measured by the Suspension reports in Skyward. Those groups are Hispanic/Latino; English Language Learners, Low Income and Students with Disabilities. The total number of suspensions for the 2024-25 school year was 193. The total number of suspensions by identified group for 2024-25 were: Hispanic/Latino- 40; English Learners- 16; Students with Disabilities- 44

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

We expect to see a twenty- percent decrease in suspensions from the same date one year prior. There were 106 suspensions for the year as of January 31, 2025.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Admin Team, Leadership Team and PBIS team will be working with Kelvin Oliver of LeavingTheVillage to restructure our discipline team to improve relationship building between staff and students and develops more effective alternatives to suspension. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*	*What data will be collected to measure the impact of implementing this EBI?* *SWIS behavior data, Suspension data from Skyward.* *How will the impact on equitable learning or behavior change be measured?* We will be able to measure the effect for all students and for identified groups of students via these reports.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Admin Team, MTSS Coach; Counselors; Behavior Support Specialists. *When will this EBI occur?* *Daily* *When or how often will progress be monitored or data reviewed? Be as specific as possible.* *Data will be monitored weekly.*	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

District contract with Kelvin Oliver; Time to meet with Kelvin monthly. *What student groups will benefit and why?* All students should benefit from this because it will contribute to the overall building culture, and help to keep students in school more, and should decrease the frequency of classroom disruptions.				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence *for the intervention.* Continue to utilize and enhance PBIS Rewards program to recognize positive student behavior. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*	*What data will be collected to measure the impact of implementing this EBI?* *Student points earned will be measured using the PBIS Rewards App. SWIS Behavior data will be analyzed weekly.* *How will the impact on equitable learning or behavior change be measured?* The impact will be measured and differentiated utilizing demographic reports in SWIS.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Admin Team, MTSS Coach; Counselors; Behavior Support Specialists. *When will this EBI occur?* Click or tap here to enter text. *When or how often will progress be monitored or data reviewed? Be as specific as possible.* *This will be done weekly on Mondays.*	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

Purchase of subscription; time dedicated during class. *What student groups will benefit from and why?* All students should benefit as it provides recognition for expected behavior.				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention. Continue implementation of E-Hallpass to regulate student time out of class, and contribute to safety of students *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Funds to purchase the subscription; Continued	*What data will be collected to measure the impact of implementing this EBI?* SWIS data regarding incidents in commons and hallway areas will be collected. *How will the impact on equitable learning or behavior change be measured?* This will be measured using SWIS.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Admin team, Behavior Support Specialists *When will this EBI occur?* *Daily* *When or how often will progress be monitored or data reviewed? Be as specific as possible.* *Weekly on Monday.*	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

professional development for implementation. *What student groups will benefit from and why?* All students will benefit, as it will provide safety and structure during out-of-class time.				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. The **Bobkitten Cup PBIS reward** will be implemented as a school-wide, grade-level competition to reduce office referrals, improve attendance and punctuality, and promote academic excellence. Points are awarded based on the lowest percentage of referrals, highest attendance, lowest percentage of tardies, and the highest percentage of students on track academically (no F's in classes). This PBIS strategy	*What data will be collected to measure the impact of implementing this EBI?* Office referral data (SWIS) Attendance and tardy records (Skyward) Academic progress data (percentage of students on track with no F's) (Panorama) Weekly PBIS points by grade level (google sheets) *How will the impact on equitable learning or behavior change be measured?* Monitoring reductions in office referrals across all	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* PBIS Team Administration Grade-level teams for data collection and reporting *When will this EBI accur?* *Daily monitoring of behavior, attendance, and academics, with weekly points tallied and reported* *When or how often will progress be monitored or data reviewed? Be as specific as possible.*	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

encourages positive behavior, fosters a supportive school culture, and motivates students to take responsibility for their behavior and academic performance. ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** PBIS tracking system or spreadsheet to record weekly points Staff time to monitor behavior, attendance, and academic progress School-wide communication tools to update grade-level standings and celebrate successes Recognition rewards or assemblies for winning grade levels ***What student groups will benefit from and why?***	grade levels and subgroups Tracking improvements in attendance and punctuality for students with previous challenges Measuring increased academic engagement and percentage of students on track, with attention to equity across all student groups	*Weekly on Friday, with updates shared with students and staff* *Monthly review by PBIS team and administration to adjust strotegies as needed*		

All students will benefit, as the program motivates positive behavior, attendance, and academic engagement. Grade levels with higher percentages of students with previous office referrals, attendance challenges, or academic struggles will particularly benefit, as the program provides a positive, collaborative incentive to improve outcomes.				

The following section is a reflection on mid-year findings, as documented as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

Consolidated School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-16-220. The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:
- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 – How to Use the School Improvement Plan Template

Section 1: Building Data	
Building Name: Aberdeen High School	**Does your school share a building with another school?** Yes ☐ No **X** **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: 433	**Grade Span:** 9-12 **School Type:** High School
Principal: Aaron Roiko	**Building Enrollment:** 983
School District: Aberdeen School District	**F/R Percentage:** 54.3%
Board Approval Date: 10/7/25	**Special Education Percentage: 16.7%**

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Plan Date:	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Foundational Support

Vision and Mission Statement

Vision Statement: **A community of confident, critical thinkers who are adaptable, responsible, and effective communicators.**

Mission Statement: **To facilitate an innovative and empowering learning experience for every student.**

School Leadership Team Members and Parent-Community Partners
Please list by (Name, Title/Role)

Aaron Roiko, Principal	**Traci Sandstrom, Teaching and Learning Director**
Rachel Wenzel, Assistant Principal	**Sal Abruscato, MTSS**
Gienelle Harless, Dean of Students	**Ashley Kohlmeier, AVID Site Coordinator**
	Jessica Madison & Faith Taylor-Eldred, Gear-Up Coordinators
	SIP Team: Jon Kranich, Ryan Eyre, Cami Revel, Stacy Swinhart, Kyle Guggisberg, Katina Gamleah, Rachel Wenzel, Aaron Roiko, Gienelle Harless

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the Washington State Report Card to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	4.55	4.45
Comprehensive Graduation Rate		82%
Student Group		
American Indian/Alaska Native	N/A	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A

Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	4.05	3.60
Two or more races	5.25	4.80
White	5.07	4.73
English Learner	2.30	2.35
Low Income	3.85	3.55
Special Education	2.75	2.80

Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
  - ELA and Math Proficiency
  - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
  - Regular Attendance
  - Ninth Grade on Track
  - Dual Credit (if applicable)

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the Comprehensive Needs Assessment Toolkit.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

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 requirement of Component 3 - Practices and Strategies.

SY 2025-2026 SMARTIE Goal #1: By Spring of 2026, the number of students attending 90% or more of their school days will increase 8% from 67% (June 2025) to 75% (June 2026). This growth will be measured by October and May attendance reports. All student subgroups (demographics) will be included.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

Our school will monitor attendance on a weekly basis to ensure we are tracking and identifying the subgroups of chronically absent and truant students. By mid year we hope to see at least 75% of students on track based on our panorama attendance data. AVID strategy of greeting students at the door and implementing Relationship Centered Learning lessons/activities that are proactive tools to build and sustain relationships. Our team is entering our second year of implementing Restorative Accountability projects as part of our attendance progress discipline plan. Our SEL surveys have demonstrated low self-efficacy scores amongst our student population. We are expecting to see this percentage to positively increase due to implementations of our EBI's.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.	*What data will be collected to measure the impact of implementing this EBI?*	*Wha (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*	*What impact is the evidence-based intervention having?*	*What impact is the evidence-based intervention having?*
	SEL survey data		Click or tap here to enter text.	Click or tap here to enter text.
AVID Strategy: greet students at the door and implement Relationship Centered tools.	Panorama Attendance Data	**Administration team** **SIP committee team**	*What is evidence of impact?*	*What is evidence of impact?*
	Panorama Smart Grouping	**AVID coordinator**	Click or tap here to enter text.	Click or tap here to enter text.
What resources will be used for implementation? (For exomple, professional development, extended time, curriculum, moteriols, etc.?)	Skyward attendance report	MTSS coach *When will this EBI occur?*		
Professional Development (Restorative Practices)	*How will the impact on equitable learning or behavior change be measured?*	**Weekly Attendance Monitoring**		
Time during Bi-Weekly staff meetings	**Monitoring attendance data will be reviewed in Panorama to cross reference all demographic subgroups**	**Student/staff surveys conducted in the Fall, Winter and Spring**		
Weekly Building Administration meetings (BAM)		*When or how often will progress be monitored or doto reviewed? Be as specific os possible.*		
Monthly SIP team meeting		**Bi-weekly progress monitoring of attendance data**		
Wednesday Accountability Projects in library after school				

What student groups will benefit and why? **Students who indicate low self-efficacy score on SEL survey (42%) in Winter of 2025**				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>*level of evidence*</u> *for the intervention.* **Cat's Closet to provide essentials (clothing, toiletries, etc.) for our students in need** *What resources will be used for implementation?* **Staff time to collect, organize, and provide access to Cat's Closet resources as needs arise.** *What student groups will benefit and why?*	*What data will be collected to measure the impact of implementing this EBI?* **Usage rates for the Cat's Closet will be tracked and compared to attendance data mentioned in the above section.**	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* **Administration team** **SIP committee team** **AVID coordinator** **MTSS coach** **Kaye Pearse – Transitions coordinator** *When will this EBI occur?* **Ongoing throughout the school year as student needs arise.**	*For more EBIs cut and poste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and poste the prompts to answer below.* Click or tap here to enter text.

Our low income students will benefit from this. Having basic needs met can help them feel comfortable and ready for school.		*When or how often will progress be monitored or data reviewed? Be as specific as possible.* **Bi-weekly progress monitoring of attendance data**		

SY 2025-2026 SMARTIE Goal #2: By Spring of 2026, the percentage of 9th grade students earning their English credit will increase from 76% to 81%, compared to the 2024-25 school year. The freshmen subgroup includes all demographics: American Indian/Alaskan Native; Hispanic/Latino; English Language Learners; Low Income; and Students with Disabilities.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer oll prompts in each calumn for eoch evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness ond Impoct = Support of SMARTIE Cool)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

The school expects to see positive trends in credit completion in English across all included sub-groups. At least 78% or higher of 9th-grade students having earned their English credit at the 12-week mark of the semester would indicate steady progress between the baseline and target.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025–26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025–26 school year.

the resources used for implementation.				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overorching improvement goal? Include the level of evidence for the intervention. **AVID strategies: classroom implementation/focus on increasing student engagement through teaching/scaffolding organizational strategies.** **Teachers use Week at a Glance calendar on their classroom whiteboard and/or in Canvas.** **September training for students' use of planner by AVID Elective team.** **Peer mentor groups by using Link Crew**	*What data will be collected to measure the impact of implementing this EBI?* **9th grade 12-week grades will be collected to provide an indicator of meeting the goal.** **Fall, Winter, and Spring ELA i-Ready data will be analyzed and collected.** **Pre/Post surveys for staff and students.** *How will the impact on equitable learning or behavior change be measured?* **Impact will be measured through positive survey feedback and academic data from 12-week grade checks and iReady scores.**	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* **AVID coordinator, MTSS coach, Administration, ELA department** *When will this EBI occur?* **Interventions will take place at the beginning of the school year (Sept.) and will be consistent throughout the year.** *When or how often will progress be monitored or data reviewed? Be as specific as possible.* **ELA grades will be monitored at the 6-week grade check (October 3) and 12-week grade check (November 14).** **i-Ready ELA data will be collected and**	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

students and Honors Society students. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* **Monthly collaborative time (CLT) with ELA instructors** **Instructional coaching with MTSS coordinator** **PD time during Bi-weekly staff meetings** *What student groups will benefit from and why?* **All 9th grade students will benefit from advisory emphasis on use of planner and intentional lesson planning from AVID elective team.**		analyzed 3 times per year: Fall (Sept.) Winter (January) Spring (May).		

For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #3: By Spring of 2026, the percentage of 9th-grade students earning their math credit will increase from 78% to 83%, compared to the 2024-25 school year. The freshmen subgroup includes all demographics: American Indian/Alaskan Native; Hispanic/Latino; English Language Learners; Low Income; and Students with Disabilities.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

The school expects to see positive trends in credit completion in mathematics across all included sub-groups. At least 80% or higher of 9th-grade students having earned their math credit at the 12-week mark of the semester would indicate steady progress between the baseline and target.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of eviden0100ce for the intervention.	What data will be collected to measure the impact of implementing this EBI?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?	What impact is the evidence-based intervention having?	What impact is the evidence-based intervention having?
AVID strategies: classroom implementation/focus on increasing student engagement through teaching/scaffolding organizational strategies.	9th grade 12-week grades will be collected to provide an indicator of meeting the goal.	AVID coordinator, MTSS coach, Administration, Math department	Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.
Teachers use Week at a Glance calendar on their classroom whiteboard and/or in Canvas.	Fall, Winter, and Spring ELA i-Ready data will be analyzed and collected.	*When will this EBI occur?* Interventions will take place at the beginning of the school year (Sept.) and will be consistent throughout the year.		
September training for students' use of planner by AVID Elective team.	Pre/Post surveys for staff and students. *How will the impact on equitable learning or behavior change be measured?*	*When or how often will progress be monitored or data reviewed? Be os specific as possible.*		
Peer mentor groups by using Link Crew students and Honors Society students.	Impact will be measured through positive survey feedback and academic data from 12-week grade checks and iReady scores.	ELA grades will be monitored at the 6-week grade check (October 3) and 12-week grade check (November 14). i-Ready ELA data will be collected and analyzed 3 times per year: Fall (Sept.)		

What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) **Monthly collaborative time (CLT) with Math instructors** **Instructional coaching with MTSS coordinator** **PD time during Bi-weekly staff meetings** *What student groups will benefit and why?* **All 9th grade students will benefit from advisory emphasis on use of planner and intentional lesson planning from AVID elective team.**		Winter (January) Spring (May).		

For more EBIs cut and paste the prompts to answer below.	For more EBIs cut and paste the prompts to answer below.	For more EBIs cut and paste the prompts to answer below.	For more EBIs cut and paste the prompts to answer below.	For more EBIs cut and paste the prompts to answer below.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

   Click or tap here to enter text.

2. 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?

   Click or tap here to enter text.

Consolidated School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI Sch... Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-16-220. The plans mu... data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitorin... ajusting, and updating of the plan.

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 – How to Use the School Improvement Plan Template

Section 1: Building Data

Building Name: Grays Harbor Academy	**Does your school share a building with another school?** Yes x No ☐
	If yes, which one(s)? Grays Harbor Academy is on the Harbor Learning Cen... Campus. This campus includes: Harbor Jr/Sr High and Open Doors. The building also houses the district's therapy office, and Snug Harbor Day Ca... (There is a private christian day care housed in our school as well.)
School Code: 5350	**Grade Span:** Kindergarten – 12th
	School Type: Alternative Learning Environment, online
Principal: Lisa Griebel	**Building Enrollment:** 88
School District: Aberdeen School District #5	**F/R Percentage:** 55%

Washington Office of Superintendent
PUBLIC INSTRUCTION

Board Approval Date: ????????.	Special Education Percentage: 15%
Plan Date: 8/15/25	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:
Tier 3 Compounded Plus

Vision and Mission Statement

Grays Harbor Academy is an Alternative Learning Experience (ALE) that uses the Edgenuity Student Information System (SIS) and Imagine Learning as the online platform. Our goal is to provide a learning alternative for students who prefer an option that includes independent learning outside of the typical classroom experience.

Harbor Learning Center is our Aberdeen School District's alternative school- housing our teen parenting program/Snug Day Care, Grays Harbor Academy, Open Doors, and Harbor Jr/Sr High. Our Grays Harbor Academy students can receive the same resources as the other students at the HLC and can move seamlessly from program to program as needed for each individual student.

School Leadership Team Members and Parent-Community Partners
Please list by (Name, Title/Role)

Lisa Griebel, Principal	Amy Moyer, MTSS assistant
Kasi Turner, Counselor	Alison Cline, IEP teacher
Robert Sutlovich, GHA mentor teacher	Stephanie Hoffman, parent/guardian
Kayla Sturm, Teen Parenting teacher	Brandi Creviston, EL teacher
Sal Abruscato, MTSS Coach	

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the Washington State Report Card to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	2.5	2.55
Comprehensive Graduation Rate		55.6%
Student Group		
American Indian/Alaska Native	na	na
Asian	na	na
Black/African American	na	na

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Hawaiian/Other Pacific Islander	na	na
Hispanic/Latino	na	na
Two or more races	na	na
White		2.5
English Learner	na	na
Low Income	1.55	2.55
Special Education	na	na

Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
  - o ELA and Math Proficiency
  - o Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
  - o Regular Attendance
  - o Ninth Grade on Track
  - o Dual Credit (if applicable)

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the Comprehensive Needs Assessment Toolkit.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire pragrom. All students benefit from the interventions and services mode possible through o schoolwide progrom; however, schools should ploce emphasis on strategies thot help learners struggling to meet state stondords.

Note: For schools operoting a Title I, Part A, Targeted Assistance Program, indicote within your gools how you will oddress the needs of those students served to sotisfy the requirement of Component 3 – Proctices ond Strotegies.

SY 2025-2026 SMARTIE Goal #1: 75% of our GHA seniors we begin the 25-26 school year with, will graduate on time which will increase our graduation rate by nine percent as compared to the 24-25 graduation rate of 66%.

*Instructions: Use the empty rows in the table below to detail evidence-bosed interventions (activities, practices, or strategies) supporting your SMARTIE Gool #1: answer all prompts in each column for each evidence-bosed interventions (activities, practices or strotegies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Coal.** (Data +Evidence-Based Interventian+ Data to Meosure Effectiveness and Impact = Support of SMARTIE Coal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year ta know if they ore on track to meet the averarching goal?

We expect to see 75% of our senior students within 4 credits of meeting the state requirements for graduation by the end of the first semester.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025–26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025–26 school year.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the _level of evidence_ for the intervention.	What data will be collected to measure the impact of implementing this EBI?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?	What impact is the evidence-based intervention having?	What impact is the evidence-based intervention having?
Our Grays Harbor Academy mentor teacher will meet with each student/family before school starts, during student-led conferencing, and after the traditional school year ends to develop individual plans for each student called a Student Learning Plan. Additionally, our high school counselor meets with each senior/family to make a graduation plan and checks in frequently on their progress.	Each student's progress towards graduation is tracked and communicated: credits, required assessment/pathways, and senior project.	Our GHA team which includes principal, counselor, GHA mentor teacher, IEP case manager, EL coach, MTSS coach, and MTSS paraeducators	What is evidence of impact?	What is evidence of impact?
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)	We also track the intervention plans and students accessing the interventions provided. _How will the impact on equitable learning or behavior change be measured?_ Our school tracks disproportionality among our ethnic/racial groups, IEP students, and EL.	_When will this EBI occur?_ Our GHA students work on their Student Learning Plan courses (which earn credits toward graduation) each day. Targeted students are supported by our MTSS staff, EL staff, IEP staff, After School Program staff and in our Summer School. Additionally, the CTE teacher who monitors the senior project and High School and Beyond Plan for our online students is available ANY TIME students are ready to present. _When or how often will progress be monitored or data reviewed? Be as specific as possible._		

Students who are not making progress in their online classes receive an Intervention plan and often are required to come to school in person or zoom with an MTSS para or an SWD teacher during the regular school day or in our After School Program. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Students who are struggling to meet their graduation requirements are offered Summer School online classes. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Some of our GHA students struggle with school anxiety or can only be on campus when there is limited exposure to other students so		Progress is monitored weekly foremost by our GHA staff supported by the GHA IEP case manager and our school counselor. This is required in ALE schools. We communicate student progress towards graduation with families before school starts, at Fall and Spring Student Led Conferences, end of the semester, and the end of the school year. The counselor meets individually with each senior and their family to sign off on a graduation plan. Counselor continues to meet individually with seniors and holds whole group senior meetings which our GHA seniors are invited to.	

extended times are available for required tests needed for graduation and for tutoring. *What student groups will benefit and why?* *All GHA students can access these additional resources so that they can stay on track to graduate as a senior or by the time they are seniors. A specific emphasis is given to those students in our online school who we have identified as at risk for graduating on time, such as our EL and IEP/SWD students.*				
For more EBIs cut and paste the prompts to answer below.	*For more EBIs cut and paste the prompts to answer below.*	*For more EBIs cut and paste the prompts to answer below.*	*For more EBIs cut and paste the prompts to answer below.*	*For more EBIs cut and paste the prompts to answer below.*

SY 2025-2026 SMARTIE Goal #2: 100% of our 9-12 grade GHA students with IEP's enrolled in September of 2025 should earn at least three credits by the first of February 2026. This is an increase of 46% over the 24/25 school year.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

This goal's end date is mid year so we would expect to see 100% of our SWD (students with disabilities) who are enrolled in Grays Harbor Academy to have earned three credits at the end of first semester.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP?* (*Answer this question in this box and include specific descriptions and data points below.*)

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>*level of evidence*</u> *for the intervention.* SWD students on intervention plans will come to the building in person to receive support from the IEP case manager, an MTSS paraeducator, or After School Program staff. Zoom support is also offered if there are reasons the student can not come into the school	*What data will be collected to measure the impact of implementing this EBI?* Attendance in person and on Zoom for their interventions Academic progress as measured by assessments *How will the impact on equitable learning or behavior change be measured?* We compare the progress of our different identified groups including SWD students.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Our GHA team which includes principal, counselor, GHA mentor teacher, IEP case manager, EL coach, MTSS coach, and MTSS paraeducators *When will this EBI occur?* Our GHA students work on their Student Learning Plan courses (which earn credits toward graduation) each day. Targeted students are supported by our MTSS staff, EL staff, IEP staff,	*What impact is the evidence-based intervention having?* *What is evidence of impact?*	*What impact is the evidence-based intervention having?* *What is evidence of impact?*

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building during the school day or after school. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Imagine Edgenuity, the platform used to deliver most of the online curriculum to our IEP students *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Staff resources are used such as MTSS paraeducators, summer school staff, and After School Program staff. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*	We use credits earned, number of students on Intervention plans, growth on district assessments as measures.	After School Program staff and in our Summer School. Additionally, the CTE teacher who monitors the senior project and High School and Beyond Plan for our online students is available ANY TIME students are ready to present. Accommodations are made for the Senior Project as outlined in a student's IEP. *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Progress is monitored weekly foremost by our GHA staff supported by the GHA IEP case manager and our school counselor. This is required in ALE schools. We communicate student progress towards graduation (earning credits) with families before school starts, at Fall and Spring Student Led Conferences, end of the semester, and the end of the school year. The counselor meets individually with each seniors and their family (including our IEP students)		

What student groups will benefit from and why? While all GHA students have access to our additional support and interventions, only our SWD/IEP students have access to Imagine Edgenuity which is monitored by the IEP case manager.		to sign off on a graduation plan. The IEP case manager is included in this plan. Counselor continues to meet individually with seniors and holds whole group senior meetings which our GHA seniors (including our IEP GHA seniors) are invited to.		
For more EBIs cut and poste the prompts to answer below.	*For more EBIs cut and paste the prompts to answer below.*	*For more EBIs cut and paste the prompts to answer below.*	*For more EBIs cut and paste the prompts to answer below.*	*For more EBIs cut and paste the prompts to answer below.*

SY 2025-2026 SMARTIE Goal #3: 100% of elementary students enrolled in GHA will make at least one year's worth of typical growth based on the i-Ready Math Diagnostic assessment from the fall assessment in September 2025 to the spring assessment in May, 2026.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer oll prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: <u>Answer this question and fill out the table below</u>.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

By the end of the first semester, we hope to see 100% of our elementary students make a minimum of 50% typical annual growth as compared to the i-Ready Fall math benchmark assessment given in September 2026 and winter benchmark assessment given in January 2026 .

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.

We will use differentiated interventions for students to help support their learning of foundational math skills to support their future success in subsequent math classes. This progress is assessed 3 times yearly with benchmark assessments. Ongoing personalized pathway progress reports are also available for individual students throughout the year.. | What data will be collected to measure the impact of implementing this EBI?

i-Ready data reports for benchmark assessments, individualized learning pathways progress, and usage reports will be collected and used to measure impact.

How will the impact on equitable learning or behavior change be measured?

Impact will be measured by using benchmark assessment data 3 times yearly, Beginning, middle and end of year.

This data will give us a measure of the " typical annual growth" of our students. | Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?

Our GHA team which includes principal, counselor, GHA mentor teacher, IEP case manager, EL coach, MTSS coach, and MTSS paraeducators

When will this EBI occur?

This is a year long EBI.

Students and staff will begin the first weeks of school. Benchmark assessment and learning pathways for all students will be ready by Sept. 20th.

Students will have ongoing differentiated | What impact is the evidence-based intervention having?

What is evidence of impact? | What impact is the evidence-based intervention having?

What is evidence of impact? |

What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) The i-Ready online math program will be used. Students will have access through school computers or from home. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* MTSS coach, GHA advisor, and other staff as needed, will need time to monitor student progress and share the information with students and families. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* *What student groups will benefit and why?*	Results can be filtered by groups to guide our plans for support each benchmark period.	math lessons available all year long. *When or how often will progress be monitored or data reviewed? Be as specific as possible.* After each completion of benchmark assessments, data will be reviewed by the above mentioned team. Ongoing monitoring of individualized progress and student usage will occur monthly. If need arises, GPS meetings can be scheduled for students who continue to struggle despite intervention.		

This strategy has the potential to benefit students in all subgroups. By having an individualized program of instruction, students can continue to build skills at their rate and on their schedule. This can remove some scheduling barriers for all students.				
For more EBIs cut and paste the prompts to answer below.	For more EBIs cut and paste the prompts to answer below.	For more EBIs cut and paste the prompts to answer below.	For more EBIs cut and paste the prompts to answer below.	For more EBIs cut and paste the prompts to answer below.

Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

Consolidated School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-16-220. The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building Data	
Building Name: Harbor Learning Center Open Doors	**Does your school share a building with another school?** Yes x No ☐ **If yes, which one(s)?** Open Doors is on the Harbor Learning Center Campus. This campus includes: Harbor Jr/Sr High and Grays Harbor Academy. The building also houses the district's therapy office and Snug Day Care. Additionally, we share the building with a private Christian Day Care.
School Code: 5330	**Grade Span:** 10th - 12th + **School Type:** ALE Open Doors
Principal: Lisa Griebel	**Building Enrollment:** 80
School District: Aberdeen School District #5	**F/R Percentage:** 59%

Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Board Approval Date: ?????????	Special Education Percentage: 20%
Plan Date: 8/15/25	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:
Tier 3 Plus

Vision and Mission Statement

The Harbor Learning Center Open Doors program provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21 through GED preparation and a diploma pathway.

Harbor Learning Center is our Aberdeen School District's alternative school- housing our teen parenting program, Grays Harbor Academy, and Harbor Jr/Sr High. Our GED/Open Doors students can receive the same resources as the other students at the HLC and can move from program to program as needed for each individual student.

School Leadership Team Members and Parent-Community Partners
Please list by (Name, Title/Role)

Lisa Griebel, Principal	Amy Moyer, MTSS Assistant
Kasi Turner, Counselor	Robert Sutlovich, GHA Mentor Teacher
Alison Cline, SWD Teacher	Stephanie Hoffman, Parent/Guardian
Emma Wimberly, GED Mentor/Family Service Worker	Kayla Sturm, Teen Parenting Teacher
Brittni Leitch, GED Mentor/Family Service Worker	Brandi Creviston, EL teacher

Sal Abruscato, MTSS Coach	

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the Washington State Report Card to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data		WSIF Cycle 3 Identification Thresholds:
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**		All Schools Threshold: 2.25
Comprehensive (All Student Group)	NA	NA		Title 1 Threshold: 1.90
Comprehensive Graduation Rate	NA	NA		ELP Threshold: 9.4
Student Group				Graduation Rate: 66.7%
American Indian/Alaska Native	NA	NA		

Asian	NA	NA
Black/African American	NA	NA
Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	NA	NA
Two or more races	NA	NA
White	NA	NA
English Learner	NA	NA
Low Income	NA	NA
Special Education	NA	NA

Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
  - ELA and Math Proficiency
  - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
  - Regular Attendance
  - Ninth Grade on Track
  - Dual Credit (if applicable)

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

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 requirement of Component 3 - Practices and Strategies.

SY 2025-2026 SMARTIE Goal #1: During the 25-26 School Year, 80% of Open Doors students working on their GED who are enrolled as of the September count day will earn their GED, which is a 5% increase as compared to 75% in the 24/25 school year.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

Percentage of students passing required tests toward earning their GED.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.	*What data will be collected to measure the impact of implementing this EBI?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*	*What impact is the evidence-based* *What is evidence of impact?*	*What impact is the evidence-based intervention having?* *What is evidence of impact?*
Access to additional support for our Open Doors students beyond the "normal" 180 days 8:10-2:45 time frame by providing additional time for students to access tutoring and testing after school hours until 4 PM and during the Summer months	Each student is tracked and monitored in the Open Doors Program. We will collect # of GED tests passed, number or IAP's met, and number of high school credits earned.	Our OPEN doors case managers are responsible for monitoring and recording the data. (It is needed for the yearly Open Doors report as well.)		
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)	*How will the impact on equitable learning or behavior change be measured?*	*When will this EBI occur?* After school and in the summer time.		
Additional staffing will be provided After School and during the Summer time via an additional Open Doors Case manager, extended testing hours, MTSS paraeducator support, and targeted SWD and EL support.	We will track the progress of SWD and EL students separately to make sure they are making progress and closing the gap.	*When or how often will progress be monitored or data reviewed? Be as specific as possible.* The progress of Open Doors students is monitored monthly so we check our data before we do our monthly P223 state reporting. Additionally, progress is reported to parent/guardians (where applicable) at the beginning of the year, October Student Led Conferencing, end of January at the end of a traditional school semester, Spring Student Led Conferencing and at end of the traditional school year.		

What resources will be used for implementation? *(For exomple, professional development, extended time, curriculum, materials, etc.?)* Extended time is the major resource for our Open Doors students. **What resources will be used for implementation?** *(For example, professional development, extended time, curriculum, materials, etc.?)* Additional staff support by decreasing the Open Doors Case manager's case load by hiring an additional case manager. An MTSS assistant will also provide targeted tutoring in the area our students struggle with the most in Open Doors– math. Additionally, our Open Doors SWD students will receive support from the SWD case manager. Our Open Doors EL students will receive support from the EL teacher. Where applicable, content subject area teachers may be providing tutoring outside of their contracted day as well.				

What student groups will benefit and why? While all of our Open Doors students will benefit, there will be an emphasis on targeted support for our EL students and our SWD students.				
<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	*For more EBIs cut and paste the prompts to answer below.* *What data will be collected to measure the impact of implementing this EBI?* *How will the impact on equitable learning or behavior change be measured?*	*For more EBIs cut and paste the prompts to answer below.* *Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* *When will this EBI occur?* *When or how often will progress be monitored or data reviewed? Be as specific as possible.*	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	*For more EBIs cut and paste the prompts to answer below.*

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.				
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)				
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)				
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)				

What student groups will benefit and why?				

SY 2025-2026 SMARTIE Goal #2: Of the SWD students enrolled in Open Doors in September of 2025, 100% will pass at least one GED test and/or earn at least 2 high school credits by the end of May 2026. ==as compared to 60% last year during the 24/25 school year, this is an increase of 40%==

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

All SWDs will have earned at least 1 credit or be preparing to take and pass one of the GED tests by February 2026.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Targeted support of SWD students by the SWD case manager (including tutoring, modified assignments/instruction	*What data will be collected to measure the impact of implementing this EBI?* Each student in Open Doors is tracked and monitored in the Open Doors Program. We will collect # of GED tests passed, number or IAP's met, and number of high school credits earned.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Our Open Doors Team and especially our Open Doors SWD teacher. *When will this EBI occur?* This occurs during the time periods that Open Doors is open to students with an	*What impact is the evidence-based intervention having?* *What is evidence of impact?*	*What impact is the evidence-based intervention having?* *What is evidence of impact?*

and online courses) and additional support/case management to reduce barriers from the addition of another Open Doors Case Manager. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Modified curriculum including on line courses. After school staff support and Summer school support. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Professional development obtained at the WALA conference and continued training and implementation for Project Based learning. *What resources will be used for implementation? (For example, professional development, extended*	*How will the impact on equitable learning or behavior change be measured?* We will track the progress of SWD students separately to make sure they are making progress and closing the gap. We also monitor the behavior of our Open Doors SWD students who have BIP's and discipline which have placed them in our After School section of Open Doors and offer additional support during the regular school hours when they are being successful.	emphasis on the After School hours portion of Open Doors. This also occurs during our Summer Hours in June and July. The WALA conference happens once a year. *When or how often will progress be monitored or data reviewed? Be as specific as possible.* The progress of Open Doors students is monitored monthly before we submit our monthly P223 state report. Additionally, progress is reported to parent/guardians where applicable at the beginning of the year, October Student Led Conferencing, end of January at end of a traditional school semester, Spring Student Led Conferencing and at end of the traditional school year. We also monitor this progress at their IEP meetings.		

time, curriculum, materials, etc.?) **Increasing the time the testing center is Open.** *What student groups will benefit from and why?* While all Open Doors students benefit, the SWD case manager provides targeted support to our SWD students including the SWD students who are required to attend the After School Only option.				
For more EBIs cut and paste the prompts to answer below.	*For more EBIs cut and paste the prompts to answer below.*	*For more EBIs cut and paste the prompts to answer below.*	*For more EBIs cut and paste the prompts to answer below.*	*For more EBIs cut and paste the prompts to answer below.*

SY 2025-2026 SMARTIE Goal #3: At least 20% of the Open Doors Diploma Candidate students enrolled on the September count day will earn their high school diploma by June 1, 2026. This is an increase of 5% as compared to 15% of students earning their diploma during the 24/25 school year.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Doto to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-yeor to know if they ore on track to meet the overarching goal?

Students will be within 4 credits of earning their diploma by the mid year point. by February 2026

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stoted in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.		Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Access to additional support for our Open Doors students beyond the "normal" 180 days 8:10-2:45 time frame by providing additional time for students to access tutoring and testing during school hours, after school hours until 4 PM, and during the Summer months. *What resources will be used for*		*What data will be collected to measure the impact of implementing this EBI?* Each student in Open Doors is tracked and monitored in the Open Doors Program. We will collect # of GED tests passed, number or IAP's met, and number of high school credits earned. *How will the impact on equitable learning or behavior change be measured?* We track the progress of each Open Doors student and also track the data of the two populations who struggle most in Open Doors- EL and SWD students to make sure they are making progress and closing	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Our Open Doors team is responsible for this. *When will this EBI occur?* Our Open Doors program is Open Daily 8:10-2:45, but we provide targeted support for our most struggling Open Doors students After School and in the Summer months. *When or how often will progress be monitored or data reviewed? Be as specific as possible.* The progress of Open Doors students is	*What impact is the evidence-based intervention having?* ???????? *What is evidence of impact?* ????????	*What impact is the evidence-based intervention having?* ???????? *What is evidence of impact?* ????????

implementation? (For example, professional development, extended time, curriculum, materials, etc.?) Extended time is the major resource for our Open Doors students. This includes opportunities for students to demonstrate mastery of state standards in a variety of ways (projects, assessments, online classes, contracts with subject area teachers) in order to earn high school credits. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Additional staffing will be provided during the school day, After School, and during the Summer time via an additional Open Doors Case manager.		the gap. We also monitor the behavior of our Open Doors SWD students who have BIP's and discipline which have placed them in our After School section of Open Doors and offer additional support during the regular school hours when they are being successful. We monitor the relationship between the number of in person contact hours with the progress in completing tests and credits and require students not making progress to attend in person more days and hours.	monitored monthly before submitting our monthly P223 state report. Additionally, progress is reported to parent/guardians where applicable at the beginning of the year, October Student Led Conferencing, end of January at the end of a traditional school semester, Spring Student Led Conferencing and at the end of the traditional school year. Our SWD students also have data collected and analyzed at their IEP meetings. EL students have their data examined WIDA and ELPA.	

extended testing hours, MTSS paraeducator support, and targeted SWD and EL support. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Additional staff support by decreasing the Open Doors Case manager's case load by hiring an additional case manager. An MTSS assistant will also provide targeted tutoring in the area our students struggle with the most in Open Doors- math. Additionally, our Open Doors SWD students will receive support from the SWD case manager. Our Open Doors EL students will receive support from the EL teacher. Support in Project based learning will be needed for our staff.				

What student groups will benefit and why? While all Open Doors students benefit, the SWD case manager provides targeted support to our SWD students including the SWD students and the students who are required to attend the After School Only option. EL teacher provides support our EL students.					
For more EBIs cut and paste the prompts to answer below.		For more EBIs cut and paste the prompts to answer below.	For more EBIs cut and paste the prompts to answer below.	For more EBIs cut and paste the prompts to answer below.	For more EBIs cut and paste the prompts to answer below.

Section 7: 2025–2026 Mid-Year Reflection Questions

Alternative Routes to Certification Program
Memorandum of Agreement ("Agreement")

Between
Wenatchee Valley College
(hereinafter referred to as "TPP" or "WVC")
1300 5ᵗʰ Street
Wenatchee, WA 98801

And
Aberdeen School District

Program Title
Bachelor of Applied Science in Teaching
(hereinafter referred to as "Program")

August 2025 to August 2027

This memorandum outlines the agreement between Wenatchee Valley College (WVC) Teacher Preparation Program (TPP), an approved Washington State institution offering college credit courses through its Bachelor of Applied Science in Teaching Department and Aberdeen School District(s). The purpose of this partnership is for teacher preparation programs and single/multiple district partnerships to strengthen the Program with an emphasis on grow your own teacher strategies to address district staffing needs.

The Program will be carried out in accordance with Washington Administrative Code (WAC) 181-80 authorizing the Alternative Routes to Certification Program (previously RCW 28A.660.040), Authority WAC 181-80-002, Definitions WAC 181-80-005, Basic requirements WAC 181-80-010, and Program types WAC 181-80-020.

The parties agree to the following:

The TPP and the Aberdeen School District agree to implement the Program with candidate instruction beginning August 2025.

The Program will offer a residency certification program with Early Childhood and Early Childhood Special Education endorsement courses (180 undergraduate credits). Program will offer Route 1.

Specific responsibilities of each of the parties are as follows:

WVC Teacher Preparation Program:

Effective development and implementation of the MOA requires collaborative planning, coordination, and communication of all program goals and activities. Questions or concerns related to policies should be directed to the WVC Program Coordinator, Dr. Marie Rose-McCully (phone: 509-422-7844; email: mrose-mccully@wvc.edu).

WVC Bachelor of Applied Science in Teaching Program will:

1. Schedule Program courses.
2. Identify and assign key highly qualified faculty to implement the program
3. Provide supervision and facilitate learning activities such as peer observation and feedback.
4. Coordinate with district representatives for school site/placement selection
5. Clearly communicate program goals and objectives to school site mentor teacher
6. Develop and implement orientation and training for Mentor teachers
7. Require that candidates comply with all policies, procedures, rules and regulations, including Aberdeen School District policies and procedures.
8. Ensure candidates have completed applicable State and Aberdeen School District requirements for background check/medical clearances/Child Abuse and Neglect training.
9. Maintain and ensure all candidates comply with all confidentiality policies and procedures outlined by the Aberdeen School District and WVC.
10. Defend, indemnify, and hold harmless the District, its directors, employees, and agents form any loss, claim, or damage arising out of the candidates' or WVC faculty's provision of services under this Agreement.
11. Provide professional liability coverage for assigned candidates and faculty and, upon request, deliver a certificate or other evidence of such coverage to the District.

District will:

1. Identify a key Administrator/Principle who will serve as a District liaison to TPP.
2. Select Mentor teachers who are highly skilled and able to work collaboratively
3. Work with the TPP and candidate to create an adapted, or modified, work schedule for the 6-week 'lead teacher' student teaching which may include a combination of leave without pay, sick leave, and personal leave as defined by Aberdeen School District policies.
4. Communicate school culture and expectations for the candidates
5. Complete three Formal Observations of WVC Candidates during their student-teaching (to be completed by the mentor teacher and/or school administrator and/or other designated teacher).
6. Based on observation provide timely feedback to candidate to facilitate professional growth.
7. Maintain all confidentiality policies and procedures outlined by the school district and WVC.

WVC Faculty Supervisor/School Liaison will:
1. Clearly communicate objectives, requirements and policies to candidates and school site mentors;
2. Work effectively one-on-one to foster growth and development of knowledge, skills and professional dispositions for student learning
3. Clearly communicate timelines for candidate expectations;
4. Based on program expectations, conduct observations and provide continual and timely feedback and documentation of candidate progress.
5. Maintain all confidentiality policies and procedures outlined by the school district and WVC.

School District Site Mentors Teachers
School site mentors will be selected by the appropriate administrator and will meet the definition of highly qualified which ensures full teacher certification, minimum of three years of experience in the role they are supervising and identified by the district administrator as highly skilled and able to work collaboratively.

School site mentor teachers will:
1. Clearly communicate with the WVC Supervising faculty/School liaison to facilitate effective program implementation; Assist candidates in meeting expected outcomes;
2. Model professional dispositions for candidates; Explain rationale for professional decisions to candidates;
3. Engage candidates in critical thinking to determine strategies for accomplishing desired outcomes with students;
4. Provide opportunities of increasing responsibility for working with students; Assist candidates in becoming reflective professionals who are ready to assume responsibility;
5. Observe candidates and provide continual and timely feedback to facilitate professional growth.
6. Maintain all confidentiality policies and procedures outlined by the school district and WVC.

Candidate:

Each candidate is required to be actively engaged as a paraeducator, assistant, or lead teacher in an early childhood (birth to third grade) or early childhood special education (birth to third grade) classroom setting for the duration of their standard contract. Within their designated contract, candidates must serve as the 'lead teacher' in a designated classroom for six weeks. Candidates are expected to exhibit professional dispositions and behaviors, actively participate in school district and TPP professional development opportunities as appropriate, demonstrate commitment to professional goals, maintain confidentiality of program/district/student information and data, and follow the residency experience guidelines

Candidates must pass appropriate coursework and required exams (e.g. West-E, NES, edTPA) to be recommended by WVC for their degree, teaching certificate and endorsement in Early Childhood and/or Early Childhood Special Education.

Responsibilities of All

1. Maintaining professional conduct
2. Communicating ideas and concerns; seeking aid when in doubt
3. Gaining new skills and sharpening existing skills
4. Working as supportive, caring team members

Outcomes:

In order to accomplish the general objectives of this agreement and meet the associated outcomes, the TPP and District shall perform the specific duties, as outlined in this form. The understanding is that the information may be subject to change based upon the district program needs, agreed upon by all partners.

Key roles and responsibilities

Responsibilities	WVC	District	ESD 171	Other
Advising	X			
Preparation (needed perquisites and testing)	X			
Admissions and Financial Aide Support	X			
Program Delivery	X			
Residency Experience	X	X		
Candidate Supports	X	X		
Program completion and Certification	X			
Facilities and Technology	X	X		
Classroom Materials	X	X		
Mentoring and Professional Development	X	X		
Residency and Field Supervision	X			
Candidate oversight	X	X		
720 hours student teaching	X	X		
Mentor selection		X		
Mentor training	X	X		
Mentor support	X	X		

Key activities timelines

Activities	Dates	Responsible Indicate if it is a preparation program, district, partner, mentor, student, and indicate the name, organization, and title.
Advising and Preparation	Ongoing	WVC
Admissions and Financial Aide Support	Ongoing	WVC
Program Delivery	Ongoing	WVC

Residency Experiences	Ongoing	WVC, District
Mentor selection*	Aug/Sept 2025 Aug/Sept 2026	District
Mentor training*	Oct 2025 Oct 2026	WVC
Program Completion & Certification	June 2026, June 2027	Candidate, WVC

Program management
The following shall be the contact person for all communications regarding the performance of this Agreement.

	Teacher preparation program	District	Other partner
Name	Marie Rose-McCully		
Title	Bachelor of Applied Science in Teaching Program Coordinator		
Mailing address	1300 5th St, Wenatchee, WA 98801		
Telephone number	509-422-7844		
Email	mrose-mccully@wvc.edu		

Terms of agreement and termination

This Agreement is effective beginning Aug 1, 2025 or upon approval of both parties. The Agreement may be amended by a written addendum signed by all parties and with final approval by PESB. The authorizing signatories for this Agreement are as follows:

Teacher preparation program representative

Name: _Marie Rose-McCully_____ Signature: _____

Title: _BAS-Teaching Program Coordinator_____ Date: _____

District representative

Name: _____ Signature: _____

Title: _____ Date: _____

PESB ONLY MOA APPROVAL	Date
Representative	Signature

EXTENDED CAMPUS AGREEMENT

BETWEEN
ABERDEEN SCHOOL DISTRICT
216 N G St
Aberdeen, WA 98520

AND

UNIVERSITY OF PUGET SOUND
1500 North Warner
Tacoma, Washington 98416

THIS AGREEMENT is entered into by and between Aberdeen School District, herein after referred to as the "Facility," and the University of Puget Sound, hereinafter referred to as the "University."

RECITALS

A. **WHEREAS,** the University has a School of Occupational Therapy and a School of Physical Therapy with Graduate students enrolled, and

B. **WHEREAS,** the Facility has desirable clinical facilities for the instruction of said students; now, therefore, it is agreed:

C. **THAT** the University will send to the Facility students enrolled in the Graduate program of the School of Occupational Therapy or the School of Physical Therapy of the University who desire to receive instruction and clinical experience in the student's designated field for the purpose of furthering the following objectives of both parties hereto:

(1) to provide clinical experience and related instruction for students of the University;

(2) to improve the overall educational program of the University by providing opportunities for learning experiences that will progress the student to higher levels of performance;

(3) to increase contacts between academic faculties and clinical faculties for fullest utilization of available teaching facilities and expertise;

(4) to establish and operate a Clinical Education Program of the first rank; and

D. THAT, in consideration of these mutual benefits, the parties further agree as follows:

1. **General Information**
   a. The course of instruction (Clinical Education Program) will cover a period of time as arranged between the University and the Facility. The beginning dates and length of experience shall be mutually agreed upon by the University and the Facility.

   b. The period of time for each student's clinical education will be mutually agreed upon at least one month before the beginning of the Clinical Education Program.

   c. The number of University students eligible to participate in the Clinical Education Program will be mutually determined by agreement of the parties and may be altered by mutual agreement.

d. It is agreed by both parties that there shall be no discrimination on the basis of sex, race creed, color, national origin, religion, disability, marital or familial status, sexual orientation, Vietnam-era veteran status, gender identity or any other basis protected by local, state or federal law.

2. **Responsibilities of the University:**

a. The University will send the name, student contact information and objectives for the clinical education for each student enrolled in the program before the beginning date of the Clinical Education Program.

b. The University will maintain immunization data, a criminal background that includes Washington Statewide Search, 7 Year County Criminal Search Outside Washington, National Criminal and Sex Offender Search, Nationwide Healthcare Fraud and Abuse, Social Security Alert and Residency History, certification of HIPAA, OSHA Health and Safety training, copy of a valid American Heart Association HealthCare Provider CPR certification, and evidence of personal health insurance coverage for each student enrolled in the program and will provide documentation of same to Facility upon request.

c. The University is responsible for supplying any additional information required by the Facility prior to the arrival of the students.

d. The University will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the curriculum and whose health status and personal characteristics demonstrate the potential for successful completion of the Clinical Education assignment.

e. The University will designate a faculty member to coordinate and act as the liaison person designee of the Facility. The assignment to be undertaken by the students participating in the Clinical Education Program will be mutually arranged, and a frequent exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

f. The University will support rules and regulations governing students that are mutually agreed upon between the University and the Facility.

g. The University warrants and represents that it provides general liability and professional liability insurance for its students with limits of at least $1,000,000 per occurrence and $3,000,000 annual aggregate.

h. The University will ensure that its employees and graduate students comply with all laws, rules, regulations, and other requirements applicable at the Facility pursuant to this Agreement.

3. **Responsibilities of the Facility:**

a. The Facility shall maintain complete records and reports on each University student's performance and provide an evaluation to the University on forms provided by the University.

b. The Facility may request the University to withdraw from the Clinical Education Program any University student whose performance is unsatisfactory, whose personal characteristics prevent desirable relationships within the Facility, or whose health status is a detriment to the their successful completion of the clinical education assignment.

c. The Facility shall, on reasonable request, permit the inspection of the clinical facilities, services available for clinical experience, University student records, and such other items pertaining to the Clinical Education Program by the University or agencies, or by both,

charged with the responsibilities for accreditation of the curriculum.

    d.   The Facility shall designate and submit in writing to the University the names and professional and academic credentials of persons to be responsible for the Clinical Education Program. A person shall be designated the Clinical Education Supervisor, and shall maintain contact with the University-designated liaison person to assure mutual participation in and surveillance of the clinical program.

    e.   The Facility shall notify the University in writing of any change or proposed change of the Clinical Education Supervisor.

    f.   The Facility shall provide a supervised program of clinical experience and assume all supervision responsibilities for the care of its students.

4. **Responsibilities of the Student:**

The University shall notify each student that he or she is responsible for:

a. following the administrative policies, standards and practices of the Facility;

b. obtaining any necessary and appropriate uniforms required but not provided by the Facility;

c. providing his or her own transportation and living arrangements;

d. reporting to the Facility on time and following all established regulations during the regularly scheduled operating hours of the Facility;

e. conforming to the standards and practices established by the University while training in the Facility;

f. obtaining prior written approval of the Facility and the University before publishing any material relating to the Clinical Education experience;

g. obtaining and maintaining his or her own health insurance, CPR certification and required immunizations; and

h. adhering to the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 C.F.R. Part 99; WAC 392-172A-05180 through 392-172A-05245; and the Health Insurance Portability and Accountability Act of 1996 with respect to the confidentiality of personally identifiable information and education, health, and medical records.

5. **Indemnification:**

a. Each Party shall indemnify, defend, and hold the other Party harmless against any and all claims, damages, losses, or liabilities to third parties caused by or arising out of the Party's negligent performance of its obligations under this Agreement, misconduct, or breach of the material terms of this Agreement. Neither Party shall be obligated to indemnify the other Party in any manner for the other Party's negligence. Each Party hereby agrees and acknowledges that their own liabilities, including debts and other financial obligations, shall remain their liabilities and not become the liabilities of any other party.

6. **Departmental Letter Agreement Authorized:**

a. Recognizing that the specific nature of the clinical experience required by different institutional training programs may vary, it is agreed by the University and the Facility that, following execution of this agreement and within the scope of its provisions, the University may develop letter agreements with their clinical counterparts in the Facility to formalize operational details of the Clinical Education.

b. The authority to execute these letter agreements shall remain with the University's Dean of Graduate Studies and the chief administrative officer of the Facility unless it is specifically delegated to others.

7. **Term of Agreement:**

a. This agreement shall be automatically renewed yearly provided, however, that either party hereto shall have the right to terminate this agreement upon not less than 30 days' written notice to the other. However, said termination shall occur at the end of each quarter term. The District may terminate the Agreement effective immediately if the District determines that termination is necessary for the health, safety, welfare, or education of students or staff members. The agreement will be reviewed after five (5) years.

b. It is understood and agreed that the parties to this agreement may revise or modify this agreement by written amendment when both parties agree to such amendment.

c. This agreement shall be effective when executed by both parties.

CLINICAL EDUCATION FACILITY
ABERDEEN SCHOOL DISTRICT
216 N G St
Aberdeen, WA 98520

By: _____   Date: _____
    Name

    Title

By: _____   Date: _____
    Name

    Title

UNIVERSITY OF PUGET SOUND
School of Occupational Therapy and Physical Therapy
1500 North Warner #1030
Tacoma, WA 98416

By: _____   Date: _____
    Dr. Julia Looper
    Associate Provost of Graduate Affairs

CERTIFICATED

HIRES: We recommend the Board approve the following certificated hires:

Name	Location	Position	Effective Date
Pam Caba	Aberdeen High School	ASP Math Teacher .5 FTE	10/06/25
Josh Dea	Aberdeen High School	ASP ELA Teacher	10/06/25
Katie Foulds	Aberdeen High School	ASP Math Teacher .5 FTE	10/06/25
Michele Clark	Central Park Elementary	SpEd Teacher .6 FTE	09/08/25

LEAVE OF ABSENCE REVISION: We recommend the Board approve the following certificated leave of absence revision:

Name	Location	Position	Effective Date
Dawn Meyers	Miller Jr. High	Teacher	09/25/25-11/25/25

RETIREMENT: We recommend the Board approve the following certificated retirement:

Name	Location	Position	Effective Date
Kaye Pearse	Aberdeen High School	SpEd Teacher	08/01/26

Certificated Substitute Hires:
Jacey Hernandez
Lisa Shell
Erica Watkins

CLASSIFIED

HIRES: We recommend the Board approve the following classified hires:

Name	Location	Position	Effective Date
Holly Houston	District	Registered Behavior Technician	09/22/25
Kasi Turner	District	21st Century Director	10/01/25
Mason Campeau	Miller Jr. High	SpEd Paraeducator – CYO	10/13/25
Olivia Arellano	Central Park Elementary	SpEd Paraeducator – CYO	09/25/25
Joseph Butler	Central Park Elementary	SpEd Paraeducator – CYO	10/02/25
Raquel Palmer	Central Park Elementary	SpEd Paraeducator – CYO	09/29/25
Edward Smith	McDermoth Elementary	SpEd Paraeducator – CYO	10/13/25
Hayley McDermott	Stevens Elementary	Health Assistant – CYO	10/06/25
Anne Ramsey	Aberdeen High School	ASP Coordinator	10/06/25
Jeri Distler	Aberdeen High School	ASP Paraeducator	10/06/25
Emma-Leigh Wimberley	Harbor Learning Center	ASP Site Coordinator	10/06/25
Cassandra Chesterman	Harbor Learning Center	ASP Paraeducator	10/06/25
Teresa Simpson	Harbor Learning Center	ASP Paraeducator	10/06/25
Kelly Bielec	Central Park Elementary	ASP Site Coordinator	10/06/25
Kelly Bielec	Central Park Elementary	ASP Paraeducator	10/06/25
Jennifer Krasowski	Central Park Elementary	ASP Paraeducator	10/06/25
Jennifer Niemann	McDermoth Elementary	ASP Site Coordinator	10/06/25
Virginia Barragan	McDermoth Elementary	ASP Paraeducator	10/06/25
Jennifer Niemann	McDermoth Elementary	ASP Paraeducator	10/06/25

CHANGE OF ASSIGNMENT: We recommend the Board approve the following classified change of assignment:

Name	Location:	Position To:	Position From:	Effective Date
Amanda Marchese	Stevens Elementary	Preschool Para	SpEd Para – CYO	09/18/25

CLASSIFIED (Cont'd)

CHANGE OF ASSIGNMENT: We recommend the Board approve the following classified change of assignment:

Name	Position:	Location To:	Location From:	Effective Date
Kimberly Wolfe	Paraeducator	Stevens	Central Park	10/13/25

EXTRA-CURRICULAR HIRES: We recommend the Board approve the following extra-curricular hires:

Name	Location	Position	Effective Date
Jason Garman	Miller Jr. High	Head Wrestling Coach	10/27/25
Johnanas Johnson	Miller Jr. High	Assistant Wrestling Coach	10/27/25
Larry Fleming	Miller Jr. High	Head Girls' Basketball Coach	10/27/25
Jimmy McDaniel	Miller Jr. High	Head Girls' Basketball Coach	10/27/25
Breanna Gentry	Miller Jr. High	Head Girls' Basketball Coach	10/27/25
Trina Wallin	Miller Jr. High	Head Girls' Basketball Coach	10/27/25
Rebel Jordan	AJ West Elementary	5th Grade Girls' Basketball Coach	10/06/25
Megan Jones	Central Park Elementary	5th Grade Girls' Basketball Coach	10/06/25
Amy Thelin	McDermoth Elementary	5th Grade Girls' Basketball Coach	10/06/25
Sam Schneider	Robert Gray Elementary	5th Grade Girls' Basketball Coach	10/06/25
Ashley Aschim-Oldham	Stevens Elementary	5th Grade Girls' Basketball Coach	10/06/25

EXTRA-CURRICULAR RESIGNATION: We recommend the Board approve the following extra-curricular resignation:

Name	Location	Position	Effective Date
Jeremy Plummer	Miller Jr. High	Head Girls' Basketball Coach	09/30/25

Classified Substitute Hires:
Bobby Beck
Brooke Cain
M Eileen Christensen
Michael Hammond
Serena Parker
Sarahi Ramirez
Alexis Sangder