

OSPI School Improvement Plan 2025–2026

Building data

Please provide your school district and building name below.

School District: Okanogan School District
Building Name: Virginia Grainger Elementary (Grainger Elementary)
School Code: Click or tap here to enter text.
Date: Updated 9/30/25

Instructions:

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

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan. Our 2024-2025 end of year needs assessment has highlighted Special Education and English Language Learners (ELL) as our top priorities, our data reflected growth but was still revealing learning disparities. Data indicates that students in both groups are performing better in reading than in mathematics. To address the needs of our ELL students, we implemented Imagine Learning Language and Literacy and Frames for Fluency in 2023 and will continue this program throughout the year. To enhance support, the district maintained an additional ELL para educator originally hired with OSSI grant funds to collaborate directly with our certified ELL teacher, allowing us to serve more students and address individual needs effectively. Under the guidance of our certificated teacher, this para will support student intervention groups with Imagine Learning Language and Literacy, Frames for Fluency and I-Ready. Our master schedule includes dedicated intervention time for all students, including those in Special Education and ELL programs. This ensures that core instructional blocks remain uninterrupted by service pulls. We are also introducing a tiered intervention structure within the master schedule, accommodating Tier 2 and Tier 3 supports. This year, we will implement the I-Ready assessment and intervention platform to further aid student growth. Recognizing the need for effective learning strategies, we will focus on GLAD (Guided Language Acquisition Design) strategies, providing training to support ELL, Special Education, and low socioeconomic status (SES) students. By the end of October 2025, we aim to explore the significance of learning targets and success criteria, culminating in a goal for students to articulate these concepts based on fidelity checks during "Learning Walks" conducted by the principal and teachers. To strengthen GLAD implementation, we will continue a Learning Meeting format for staff training on the Cognitive Content Dictionary, starting in October 2025. Monthly fidelity checks will also be instituted, conducted by the principal and the special education director, to monitor instructional consistency. Through these targeted strategies, we aim to create a more equitable and effective learning environment for all students. Last year the building and Leadership Team reviewed and adopted mClass Dibels and Literacy Assessment and Dyslexia Screening. This tool will add consistency and fidelity to school-wide data collection in a user-friendly interface. Screenings/progress monitoring will be continued monthly and evaluated in monthly MTSS meeting. To support our SMARTIE goal for math achievement, we are prioritizing consistent, rigorous standards-based core instruction across all classrooms. Math practice will be aligned with clearly defined learning targets, which will be made visible and accessible to students to promote ownership of their learning. The principal will conduct regular walkthroughs to observe evidence of these targets in action and ensure students can articulate what they are learning and why it matters. Additionally, we will begin staff-led classroom learning walks to build collective capacity around high-quality math instruction and to promote a shared understanding of effective practices that drive student growth. These efforts will support our commitment to ensuring all students show measurable progress on the I-Ready assessment, with equitable outcomes across grade levels.

SMARTIE Goals

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

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

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

Specific: Increase the academic performance of identified English Learner (EL) and Special Education (SpEd) students in reading.

Measurable: The goal is to improve student scores by 5 percentile points annually on standardized assessments measured by I-Ready

Achievable: Support will be provided through targeted interventions, individualized tutoring (WIN), and increased access to language development resources and specialized resources and accommodations. (Tier 3).

Relevant: This goal aligns with the school’s commitment to closing achievement gaps and ensuring equitable learning opportunities for EL and SpEd students.

Time-bound: The target is to see a 5 percentile point improvement per year over the next three years, with annual reviews of student progress.

Inclusive: Progress will be monitored for all identified EL and SpEd students, including those from diverse linguistic backgrounds and varying levels of language proficiency. Progress will also be monitored for all identified SPED students, including those with varying disabilities and needs, ensuring that support is tailored appropriately.

Equitable: Data will be disaggregated by factors such as language proficiency level, grade, and demographic background to ensure targeted support is provided to those most in need. Data will also be disaggregated by factors such as disability type, grade, and demographic background to ensure targeted support is provided to those most in need.

SMARTIE Goal: By the end of the 2025-2026 academic year, identified English Learner (EL) and (SpEd) students will demonstrate an improvement of 5 percentile cohort growth annually on their I-Ready assessments reading, with the goal of increasing their overall academic performance by 15 percentile points over the next 3 years. This will be achieved through rigorous-standards based core instruction, tailored interventions MTSS, language support programs, and regular progress monitoring to ensure equitable learning outcomes for all students.

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

Activities	Measures	Timeframe	Lead	Resources
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<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
School-wide screener using I-Ready data to sort students into intervention blocks by identified needs. (rotating monthly) Blocks will be separate from core instruction allowing full access for all Completed Block will be 30-40 minutes daily of tiered intervention focusing on reading using Phonic for Reading and Rewards curriculum. Completed Special Education students will receive specific supports during this Intervention time and service towards IEP goals. Ongoing Classroom teachers will be supported with a para throughout core blocks allowing for targeted supports for identified students throughout the day. Ongoing Learning Targets with Success criteria is an area we identified as needing support throughout the school. As a benchmark step we will begin study on the Why behind learning targets/success criteria by the end of June 2024. Completed This work will result in a 24/25 goal for students being able to verbalize target/success criteria based on walkthrough fidelity checks conducted by principal or teacher “Learning Walks” in classrooms. Targets in place in all	Phonics Diagnostic Assessment testing monthly based on individual needs and data monitored through monthly MTSS Data meetings I-Ready will be assessed 3 times per year, fall, winter, spring as a school wide screener and progress monitor tool measuring student growth data. Learning Meeting Notes	Monthly- Students will take Phonics Diagnostic assessment to progress monitor growth. PLC teams will review this data monthly to sort groups, adapt interventions and celebrate success and monitored through monthly MTSS Data meetings Fall to Winter, to Spring data will be taken through I-Ready and reviewed to reflect, revise and celebrate growth. September-June 24/25 Student Goals 24-25 School year	Grade level PLC teams inclusive with Special Education and ELL staff and administration. Building Leadership Team will meet monthly to review data and growth. Building MTSS team will review data quarterly. Administrative Leadership Team will review data quarterly. Building Leadership Team Grade Level Teams	Time in master schedule for daily collaborative PLC time. Staff training on Phonics for Reading and Rewards curriculum Phonics Diagnostic Assessment Phonics for Reading- intervention curriculum k-3 grade Rewards- intervention curriculum 4-5 grade I-Ready curriculum grades k-5 Staff training and Learning Meeting reviews on WIDA “Can Do Descriptors” Articles, Hattie Research, Units of Study

classrooms, completed. Students verbalizing/target success criteria ongoing. In addition to our intervention data tracking spreadsheet we will be creating an RTI pyramid for a visual on school growth. This will be incorporated into our monthly data meetings beginning October 2025. ongoing We will also be adding fidelity checks conducted monthly by principal and special education director on our instructional practice consistency beginning October 2024. Ongoing Adding mCLASS mClass Dibels and Literacy Assessment and Dyslexia Screening Completed	Data Sheets Observation Checklist MTSS DATA	October, 2024 October-June 25-26 March 2025	MTSS Team Principal/SpEd Director MSTSS Team	Title funded
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Phonics for Reading and Rewards- cost to still be determined based on identified numbers
2. mClass- title funded

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

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
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will result in a 24/25 goal for students being able to verbalize target/success criteria based on walkthrough fidelity checks conducted by principal or teacher “Learning Walks” in classrooms. Targets in all classrooms, completed. Students verbalizing target/success criteria ongoing. In addition to our intervention data tracking spreadsheet we will be creating an RTI pyramid for a visual on school growth. This will be incorporated into our monthly data meetings beginning October 2024. Ongoing We will also be adding fidelity checks conducted monthly by principal and special education director on our instructional practice consistency beginning October 2025. Ongoing Adding mCLASS mClass Dibels and Literacy Assessment and Dyslexia Screening Completed	Learning Meeting Notes	September-June 24/25 Student Goals 24-25 School year	Building Leadership Team Grade Level Teams	Articles, Hattie Research, Units of Study
	Data Sheets	October, 2024	MTSS Team	
	Observation Checklist MTSS DATA	October-June 25/26 March 2025	Principal/SpEd Director MTSS TEAM	Title Funded

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SMARTIE Goal: By the end of the 2025-2026 academic year, all students will demonstrate an improvement of 5 percentile cohort growth annually on their I-Ready assessment for math, with the goal of increasing their overall academic performance by 15 percentile points over the next 3 years. This will be achieved through rigorous-standards based core instruction, tailored interventions, and regular progress monitoring to ensure equitable learning outcomes for all students. Defined by Leadership Team and staff: 9/26/25(rigorous-challenging, intentional teaching, commitment to instruction and practice time, standards based-target driven, maintaining high expectations for all students, GRIT-not allowed to fail mindset, study hall make-up time for missing work?, Rewards/incentives for completed work/homework?, opportunities for enrichment, individualized WIN, Rocket Math, extra math, I-Ready, how do we make up missed instruction? Observations for specific purpose and feedback, Choice Boards-academic connections? Intervention needs- identify and share, Classroom communication when students are absent- Dojo etc for work missing that day?)
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Quarterly GLAD strategy shared during Learning Meeting Time Opportunity for teams to have ½ day release time to develop strategies and resources(min 2 opportunities) Targeted professional learning for staff provided through the ESD on GLAD. As requested by teams for release time PLC and Targeted Professional Learning monthly on strategy specific GLAD share create events. Ongoing Formal and Informal monthly observations by administrator looking for GLAD evidence and practice. Ongoing Teachers participating in “Learning Walks” seeing others classrooms in action seeing GLAD strategies and practice that others are using. (Fall, Winter, Spring) October 25-June 26 To continue and further support GLAD we will be using a Learning Meeting format to train staff on the use of Cognitive Content Dictionary and other high yield strategies. We will use the ESD GLAD trainer to support timelines	Checklist for all staff of when (date) they completed GLAD training. Checklist for attendees at our monthly GLAD share/create events. Formal and Informal monthly observations notes from administration. Learning Walk “evidence and reflection” chart for staff completed (fall, Winter, Spring) Evidence of student growth for SMARTIE Goals 1 and 2 Cognitive Content Dictionary, Sentence Patterning, Listen and Sketch	2024-2025 school year for GLAD training Monthly for PLC and Targeted Professional Learning on strategy specific GLAD supports. 2024-2025 school year for “Learning Walks Monthly for administrative walkthroughs looking for GLAD evidence. All these items will be discussed monthly with the Building Leadership Team. This will go back out to PLC teams to review data and discuss as a team as well monthly. October-June 2025/26	Principal and Federal Programs Director will establish training dates tracking progress for GLAD. Building Leadership Team will be responsible for monitoring and adjusting monthly strategy specific GLAD share/create events. Principal will implement, measure and adjust data from monthly observations. Building Leadership Team will monitor “Learning Walks”. Principal and BLT	ESD GLAD training District Clock hours established for GLAD share and create events. eVAL documentation BLT created “evidence and reflection” tracker. Substitute teachers to cover classrooms for walkthroughs Title Funding for Trainer

