AJW

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%

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. 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.	*What data will be collected to measure the impact of implementing this EBI?* 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.	*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.

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 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.

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 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 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.				

CP

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%

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).

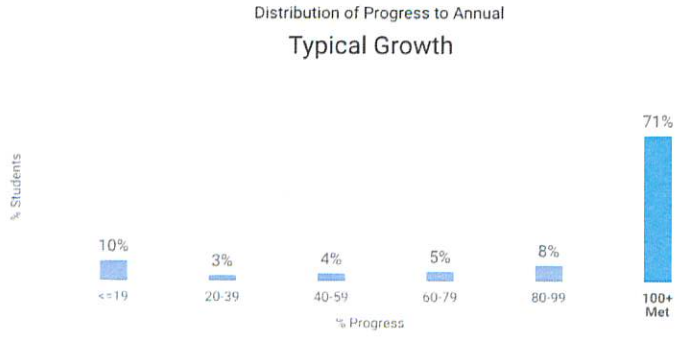
Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

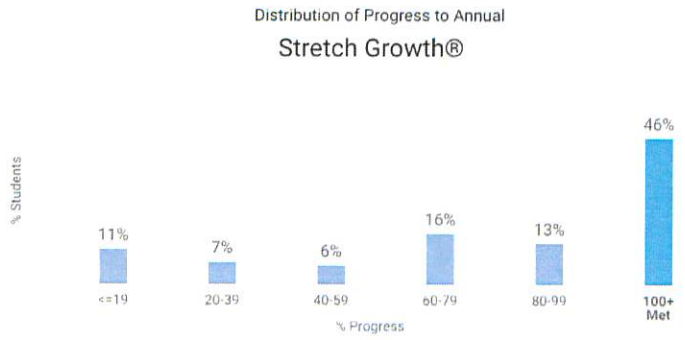
Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic 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 Mathematics, 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)



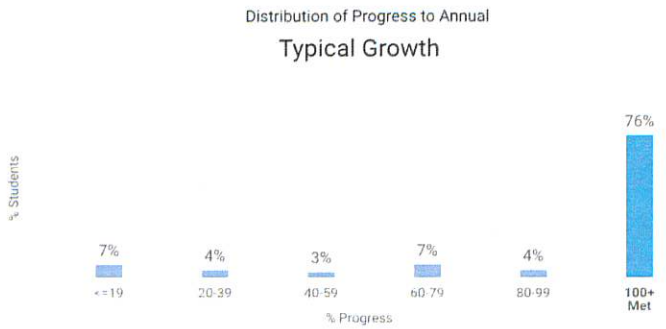


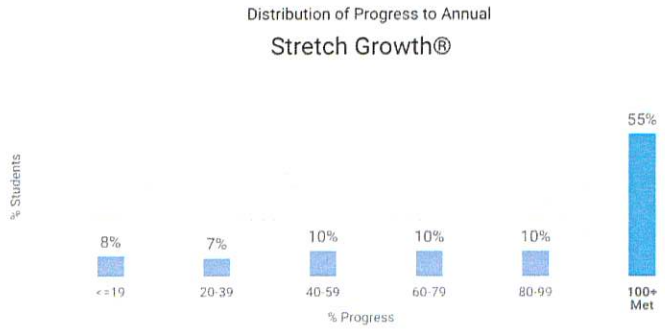
Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
Instructions: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

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 Reading, 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)





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.

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

Washington Office of Superintendent of
PUBLIC INSTRUCTION

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 Amanda Lewis, EL Teacher	Dawn Skorzewski, Special Education 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
  - ELA and Math Proficiency
  - 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, 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, 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 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 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. **EBI #1 — Structured Literacy (Science of Reading):** **· Explicit, systematic instruction in phonological awareness, phonics, morphology, fluency, and vocabulary.** **· Aligned core ELA curriculum; decodables; morphology/Greek-Latin roots in Grades 3–5.** **· ESSA Level: Strong. Resources: PD on SoR; coaching cycles; decodable libraries; morphology resources; planning time.** *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?*** · i-Ready Reading (Fall/Winter/Spring) overall + domain subscores · Acadience/ORF,RAN for accuracy/fluency · SBA Interim Blocks (ELA) and classroom CBAs · Walk-through fidelity tool (Tier 1 look-fors) ***How will the impact on equitable learning or behavior change be measured?*** · ↑ % 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.	***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, ongoing movement within groups	*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.

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.

RG

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%

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 and 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.?) 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?***	insight into students' math 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) 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.	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?*** 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 overarching 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	*category, incident type, and student subgroup.* *Disaggregation of data by **Hispanic/Latino, 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 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.

Section 7: 2025–2026 Mid-Year Reflection Questions

STV

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**	

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
  - 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).

- 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

support SMARTIE Goal and the resources used for implementation.			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. **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 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 #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 level of evidence 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.?) **Professional Development:** Ongoing training and coaching for teachers on using i-Ready to inform Tier 1 instruction, small group lessons, and interventions. **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. **Collaboration Structures:** Time during CLT and grade-level meetings to analyze i-Ready data, plan instruction, and monitor student progress.	historically underserved groups). Equity analysis will identify whether subgroup performance is closing gaps in growth rates compared to peers. **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. **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. **Instructional Walkthroughs & Fidelity Monitoring:** The leadership team will conduct classroom observations to monitor	***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** 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. **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. **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:** *Moderate (ESSA Tier 2)* ***What resources will be used for implementation 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 daily 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 math achievement. ***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: 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?

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 overarching improvement goal? Include the level of evidence 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.	*Who (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. *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.?) **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*** *Collaboration 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 absenteeism 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.				

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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%

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 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 ELA 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.?)* Continued subscription to iReady platform. ***What student groups will benefit and why?*** This will benefit all students, as the program provides practice and intervention based on students' individual needs.	***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 ELA teacher for student usage. Students will be assessed three times throughout the year for grade-level achievement.	***What impact is the evidence-based intervention having?*** ***What is evidence of impact?***	***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. Utilize RACE and CER writing strategies across content area to help student formulate their thoughts completely for writing. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Continuing professional development in the strategies, and collaboration between teachers. ***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	***What data will be collected to measure the impact of implementing this EBI?*** *Growth will be measured three times during the school year using iReady; Will assess using SBA results; Increased classroom achievement.* ***How will the impact on equitable learning or behavior change be measured?*** It will be measured using iReady assessments.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Classroom teachers; Admin Team; MTSS Coach ***When will this EBI occur?*** *Daily, throughout the year.* ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** *Progress will be monitored weekly with classroom performance, and will be monitored three times annually using iReady assessments.*	***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.

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 on 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 implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Gear Up grant, Gear Up coordinator. ***What student groups will benefit and 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 equitable learning or behavior change 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) (activity, practice or strategy) will you implement to support achieving 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 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?*** 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 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.

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 level of evidence 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. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* 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 ***What student groups will benefit and why?*** This intervention will primarily benefit English Language Learners (ELs), as it targets their specific needs in language	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.*** Data will be reviewed during bi-weekly collaboration sessions between the MTSS Coach and EL teacher Formal progress monitoring and adjustments will occur quarterly using iReady scores, and classroom assessment data		

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 level of evidence 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)*

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 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.

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 level of evidence 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. ***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.	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 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 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. ***What student groups will benefit from and why?*** 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	***What data will be collected to measure the impact of implementing this EBI?*** *iReady math assessment scores (three times annually)* *Classroom math performance and progress monitoring data* *Intervention logs documenting student participation and skill focus* ***How will the impact on equitable learning or behavior change be measured?*** Growth in iReady math scores and classroom performance for students receiving interventions Evidence of skill mastery and movement toward grade-level proficiency Monitoring subgroup progress to ensure equitable outcomes	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** MTSS Coach and Assistants. Classroom Math teacher. ***When will this EBI occur?*** *Daily* ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** *iReady math assessments will be analyzed three times per year* *Classroom performance and participation data will be reviewed weekly* *Adjustments to instruction will be made as needed based on collected 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.

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 as possible.*** *The growth will be three times annually 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. 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. ***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	***What data will be collected to measure the impact of implementing this EBI?*** iReady math assessment scores Classroom observation notes from walkthroughs Teacher reflections and lesson plans showing implementation of Building Thinking Classroom strategies 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	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Math Coach from ESD 113 6th-grade math teachers MTSS Coach and school administration for support and monitoring ***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	***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.

113 Time allocated for classroom walkthroughs and coaching feedback Instructional materials and resources provided during PD 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.	Increased student engagement and participation in classroom activities, as observed during walkthroughs Evidence of teachers consistently implementing strategies that support conceptual understanding and critical thinking for all students	and the impact of instructional changes		

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 level of evidence 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 occur?*** *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 strategies 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.				

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.

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.

AMS

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%**

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

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 level of evidence 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 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.

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 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 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 overarching 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. 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 students and Honors Society students.	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.	AVID coordinator, MTSS coach, Administration, Math 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 analyzed 3 times per year: Fall (Sept.)	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 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. 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

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.

GHA

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: 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 Center Campus. This campus includes: Harbor Jr/Sr High and Open Doors. The building also houses the district's therapy office, and Snug Harbor Day Care. (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%

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
  - 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**: 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 #1:75% 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-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 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. 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. ***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?*** Each student's progress towards graduation is tracked and communicated: credits, required assessment/pathways, and senior project. 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.	***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, 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.***	*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?***

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 level of evidence 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?*

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 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: 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 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?

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.

HLC

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%

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 Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	**NA**	**NA**
Comprehensive Graduation Rate	**NA**	**NA**
Student Group		
American Indian/Alaska Native	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%

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. 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 ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* 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.	***What data will be collected to measure the impact of implementing this EBI?*** 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. ***How will the impact on equitable learning or behavior change be measured?*** We will track the progress of SWD and EL students separately to make sure they are making progress and closing the gap.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Our OPEN doors case managers are responsible for monitoring and recording the data. (It is needed for the yearly Open Doors report as well.) ***When will this EBI occur?*** After school and in the summer time. ***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 impact is the evidence-based* ***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.?)* 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.				
Evidence-based intervention (activity, practice or strategy) 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+ 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?

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 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. 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