

School Improvement Plans

School Board Presentation
October 27, 2025



EPHRATA
SCHOOL DISTRICT



Teaching & Learning Goals



Improve Student Success in Tier One (Core) Instruction

Goal: 10% increase student achievement in reading and math from May 2025 to May 2026



Increase Achievement of Multilingual Learners

Goal: 10% increase in English proficiency from May 2025 to May 2026



Increase Student Attendance

Goal: Decrease the number of students missing 10% or more of school days by 5% by June 2026



Improve Behavior Support Systems for Staff and Students

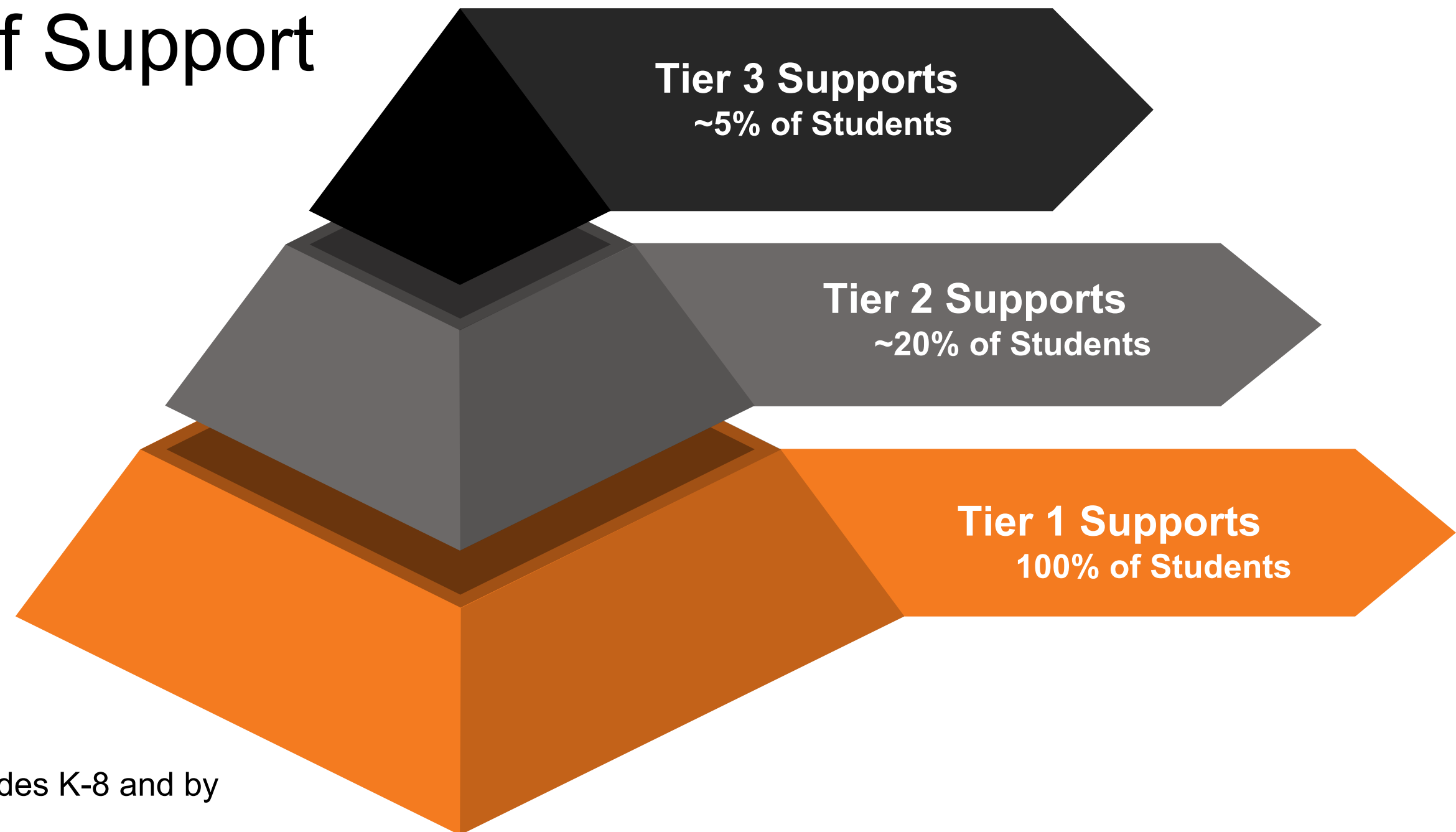
Goal: Decrease exclusionary discipline by 2% from 2024-2025 to 2025-2026

DISTRICT-WIDE GOALS

Goal 1: Improve Student Success in Tier 1 Instruction

Multi-Tiered Systems of Support

The percent of students meeting reading and math standards in Tier 1 instruction will increase by 10% from May 2025-May 2026*



* Measured by STAR Benchmark Assessments in Grades K-8 and by the Smarter Balanced Assessment in Grade 10

EVIDENCE BASED PRACTICES AND DATA MEASURES

1. Continue Essential Standards identification and alignment work by mapping curriculum to standards and developing common assessments.

Measured by: Student performance on common assessments aligned to the essential standards.

2. Implement targeted interventions based on student assessment performance.

Measured by: STAR CBM Progress Monitoring Data, Classroom-based assessments, Intervention Assessment Progress Monitoring Data

EVIDENCE BASED PRACTICES AND DATA MEASURES

3. Provide Professional Learning on high-leverage instructional practices, core curriculum and intervention and assessment programs; district admins work to refine “look fors” in instructional practices

Measured by: Classroom observations, Marzano Instructional Model, TPEP Essential Standards, Common Assessment Data, Progress Monitoring Data

4. Implement Professional Learning Communities (PLC+) to focus work essential standards and effective instructional planning.

Measured by: PLC+ Notes, Unit Plans, Common Assessment, Observations of an Evident “Data Culture.”

DISTRICT-WIDE GOALS

Goal 2: Increase Achievement of Multilingual Learners

The percent of Multilingual Learners making progress toward English proficiency will increase by 10% from March 2025 to March 2026*

* Measured by state English Learner Assessment (WIDA Access)



EVIDENCE BASED PRACTICES AND DATA MEASURES

1. Engage staff in Professional Learning on Effective English Language Development Instructional Strategies and on the WIDA English Language Development Framework.

Measured by: Unit/Lesson plans that include specific language outcomes, evidence of strategies in classroom observations

2. Review systems to maximize resources and increase our capacity to meet the needs of Multilingual Learners.

Measured by: Newcomer data by grade level, Long Term English Learner (LTEL) data by grade level and student group, staffing and funding source data, staff and student schedules

EVIDENCE BASED PRACTICES AND DATA MEASURES

3. Engage in frequent review of student data with staff to promote intentional focus on language strategies

Measured by: WIDA Data - drill down, intervention program data (e.g., Imagine Learning, Ballard and Tighe 'Hands-on English', Carousel of Ideas, Champion of Ideas, Cengage LIFT), classroom observations - flexible grouping, sheltered courses.

DISTRICT-WIDE GOALS

Goal 3: Increase Student Attendance

The percentage of chronically absent students - those who miss 10% or more of school days - will decrease by 5% from June 2025 - June 2026.

* Measured by Student Information (SIS) Attendance Data



EVIDENCE BASED PRACTICES AND DATA MEASURES

1. Provide safe and supportive learning environments

Measured by: Principal/Director classroom visits, student involvement data - clubs, academic competition programs, extra-curricular programs, survey data

2. Provide relevant and engaging classroom instruction and student opportunities.

Measured by: Classroom observations and walk through data

3. Tiered intervention and supports

Measured by: Attendance data, individual student data and conversations, CEB meetings and family conversations.

EVIDENCE BASED PRACTICES AND DATA MEASURES

3. Engage in positive and supportive messaging for students, families, communities and educators, dedicated to raising awareness about the importance of attendance.

Measured by: Start of school messaging, school newsletters, social media posts, student/school recognition assemblies, student awards.

4. Engage in best practices for attendance improvement work through Multi-Tiered Systems of Support.

Measured by: Evidence of support: family contacts, notices, Community Engagement Board.

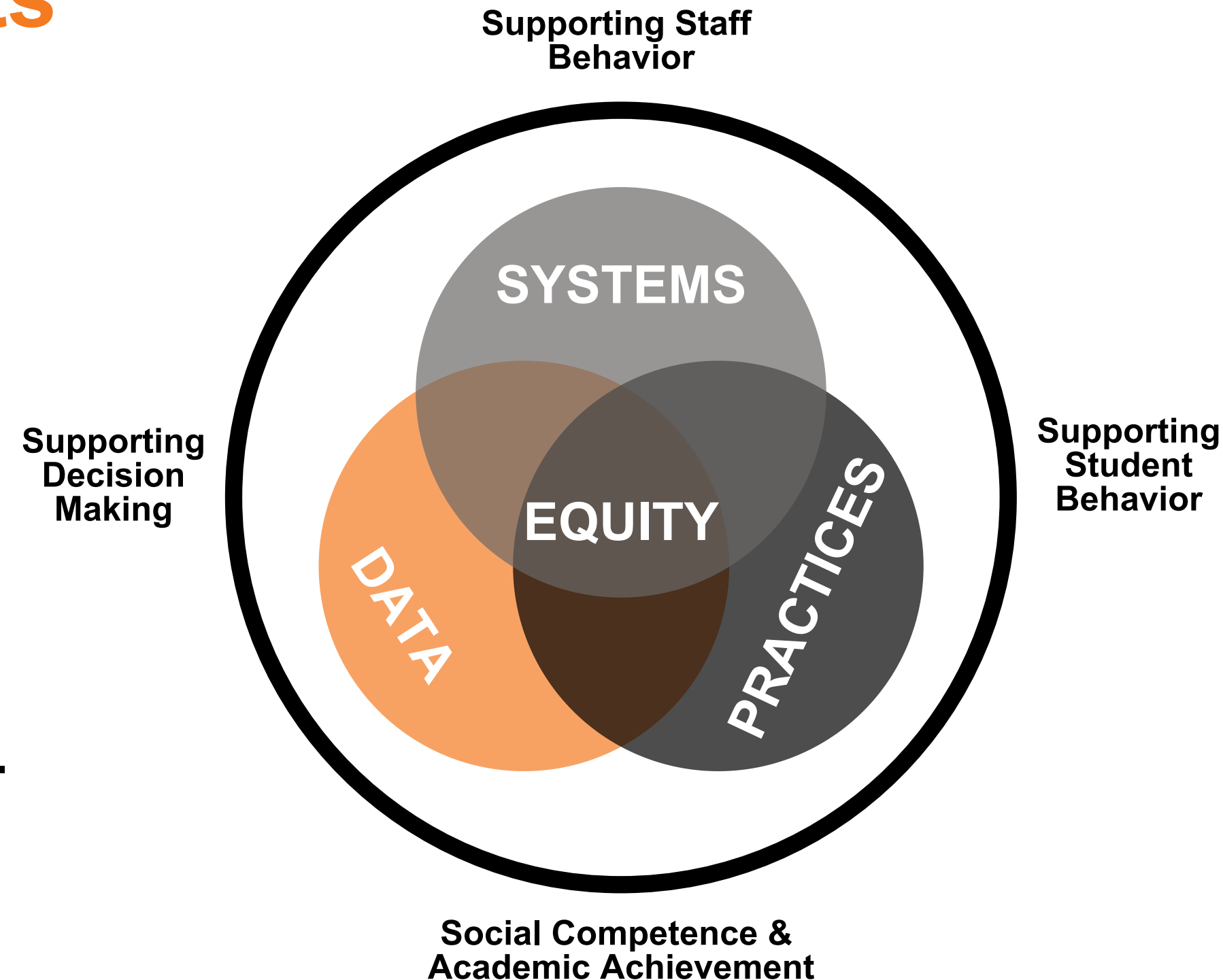
DISTRICT-WIDE GOALS

Goal 4: Improve Behavior Support Systems For Staff and Students

The percentage of students receiving exclusionary (including classroom and out-of-school) discipline actions will decrease 2% from 2024-2025 to 2025-2026.

District focus for the 2025-2026 school year is on Tier 1 systems and supports.

* Measured by Positive Behavior Intervention Supports and School-Wide Information System (PBIS SWIS) and OSPI Discipline Data



EVIDENCE BASED PRACTICES AND DATA MEASURES

1. Establish PBIS district and school teams with clear goals for the year based off of the yearly tier Fidelity Inventory

Measured by: Meeting schedule, notes, progress toward yearly goals.

2. Enter discipline data in SWIS and review regularly. (High School uses Skyward)

Measured by: Referral data, drill down tool for building teams, discussed at each team meeting.

3. Monitor student responsiveness to intervention and assess implementation fidelity on an ongoing basis.

Measured by: Referral data (SWIS or Skyward), school surveys

DISTRICT REPORT CARD SNAPSHOT

Enrollment

Enrollment
2024-25 School Year

2,879

Low-Income
2024-25 School Year

64.5%

English Language Learners
2024-25 School Year

16.7%

Finance



Per Pupil Expenditure
2023-24 School Year

\$16,856

Attendance



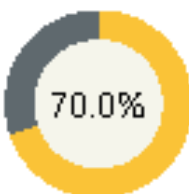
Students Attending 90% or
More of School Days in the
2023-24 School Year

75.7%

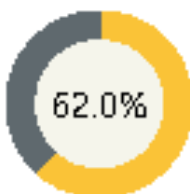
Assessment

Foundational Grade-level Knowledge (and above)

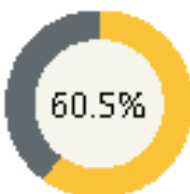
ELA
2024-25 School Year



Math
2024-25 School Year

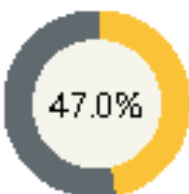


Science
2024-25 School Year

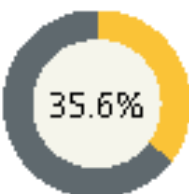


Consistent Grade-level Knowledge (and above)

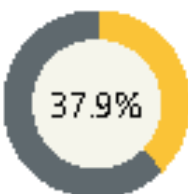
ELA
2024-25 School Year



Math
2024-25 School Year



Science
2024-25 School Year



Educators

Average Class Size
2023-24 School Year



19.9

Teacher Count
2023-24 School Year



163

Percent Teachers with Master's Degree or
Higher
2023-24 School Year



72.4%

Average Years of Teaching Experience
2023-24 School Year



14.8

ACHIEVEMENT DATA

College-Level Learning

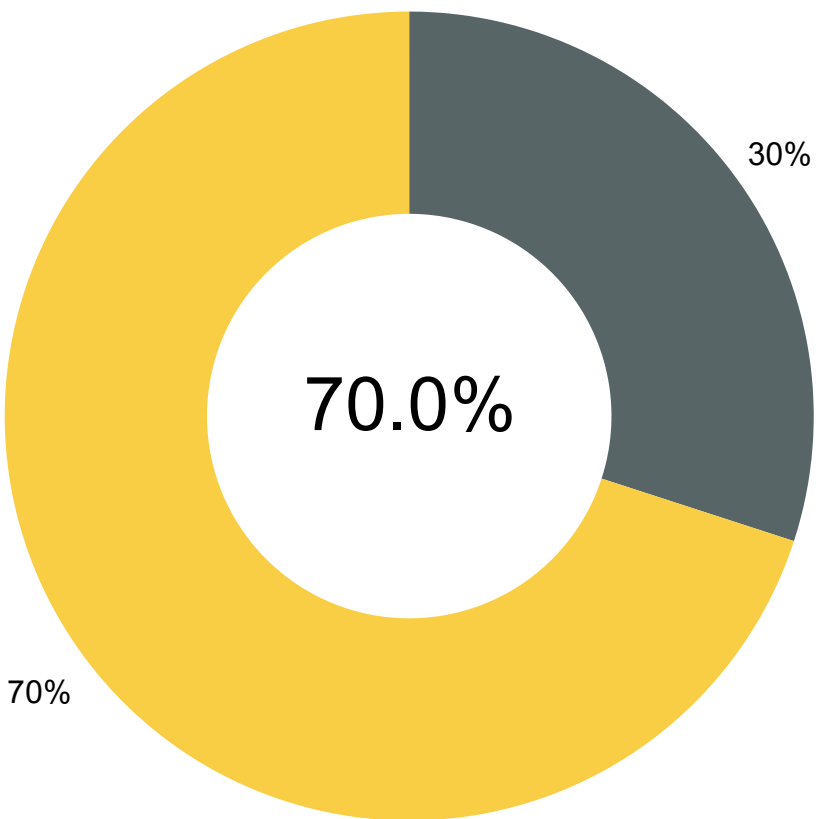


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Foundational Grade-level Knowledge (and above)

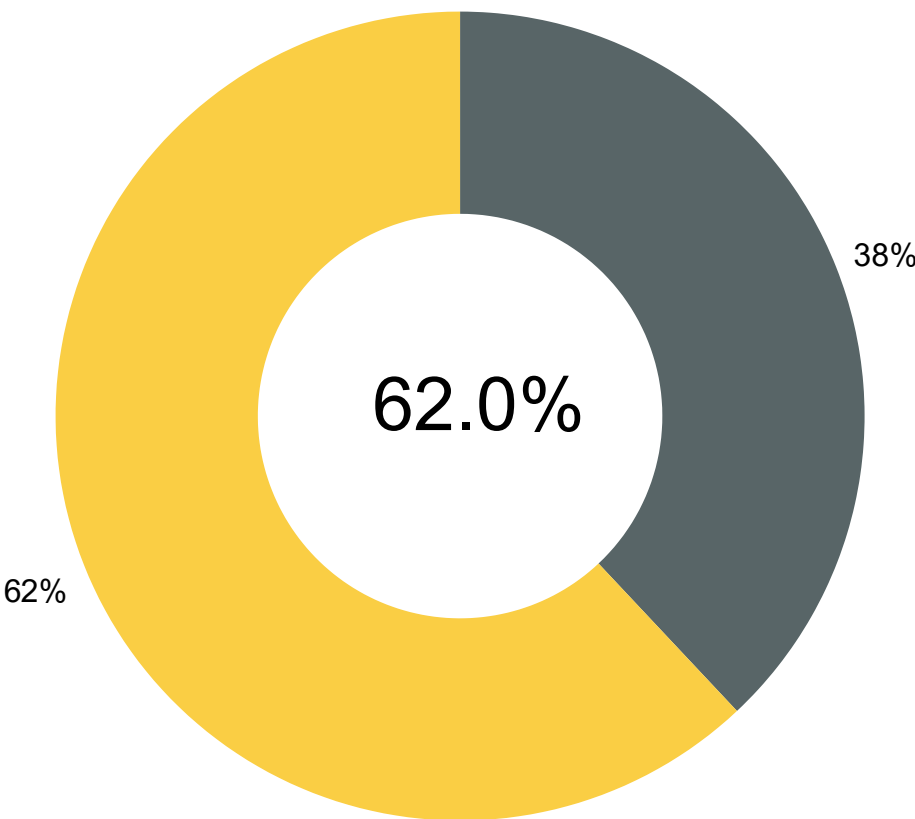
ELA

2024-2025 School Year



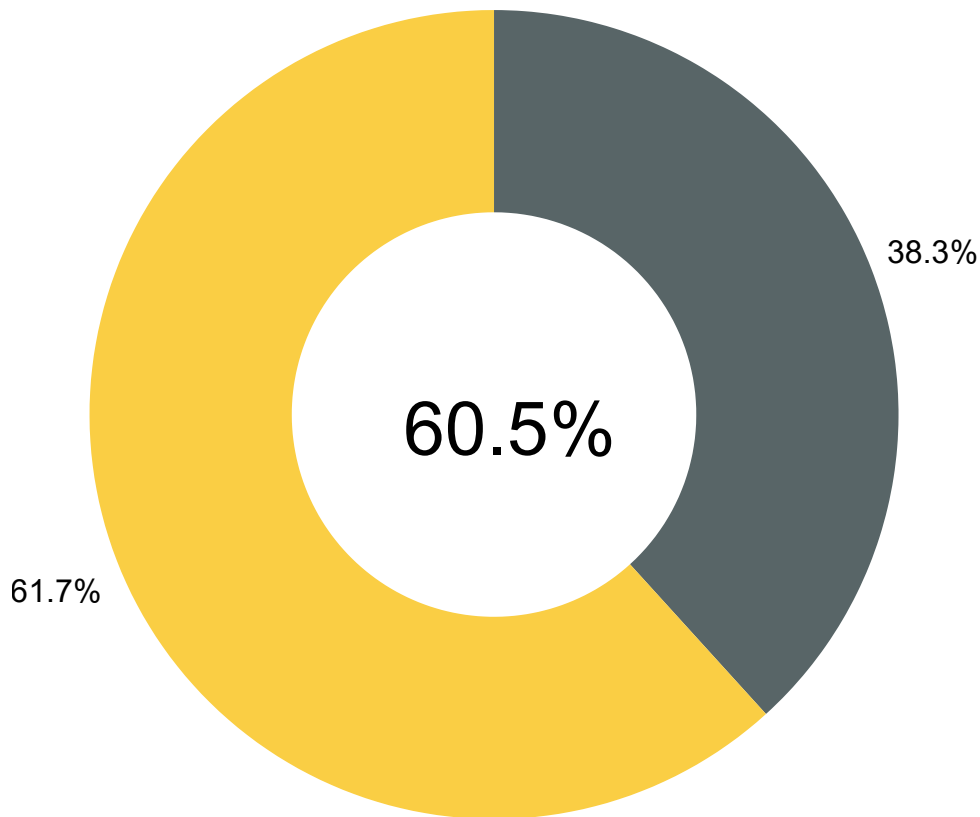
Math

2024-2025 School Year



Science

2024-2025 School Year

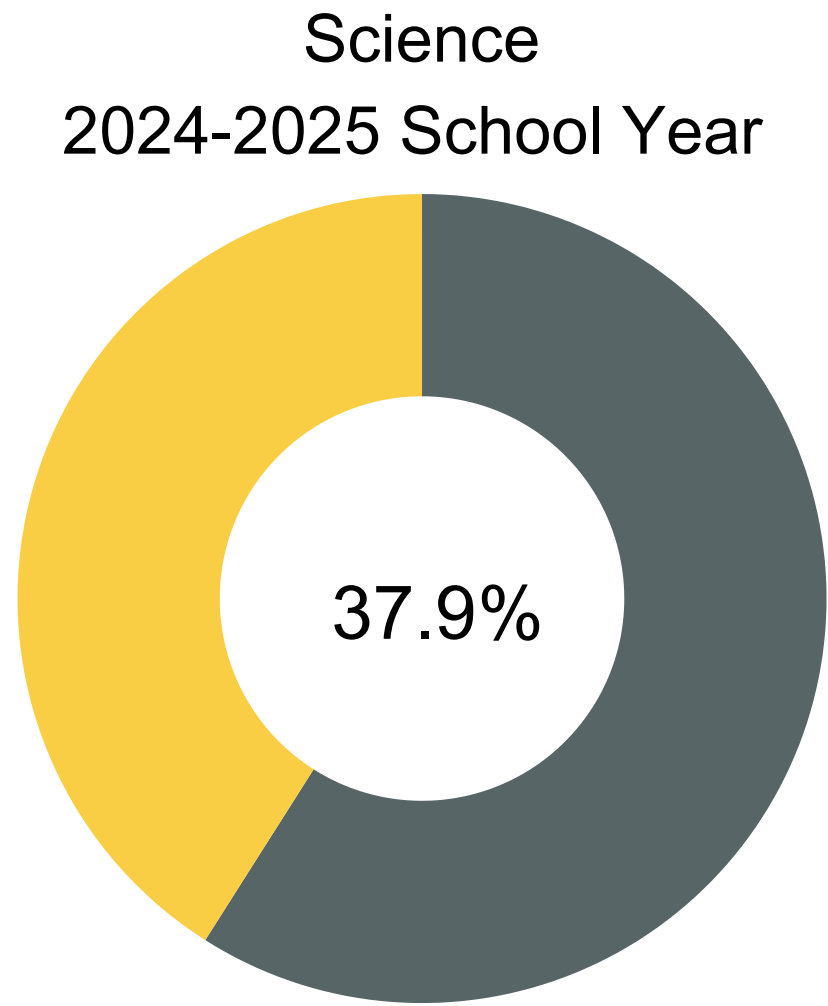
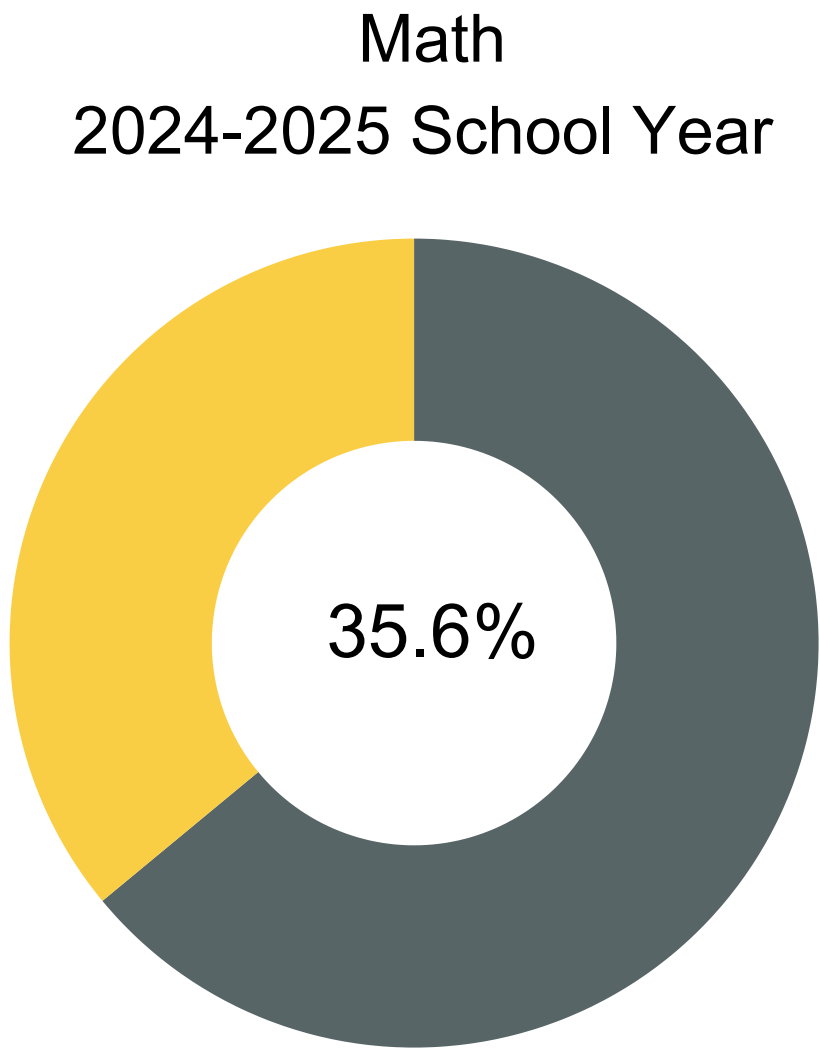
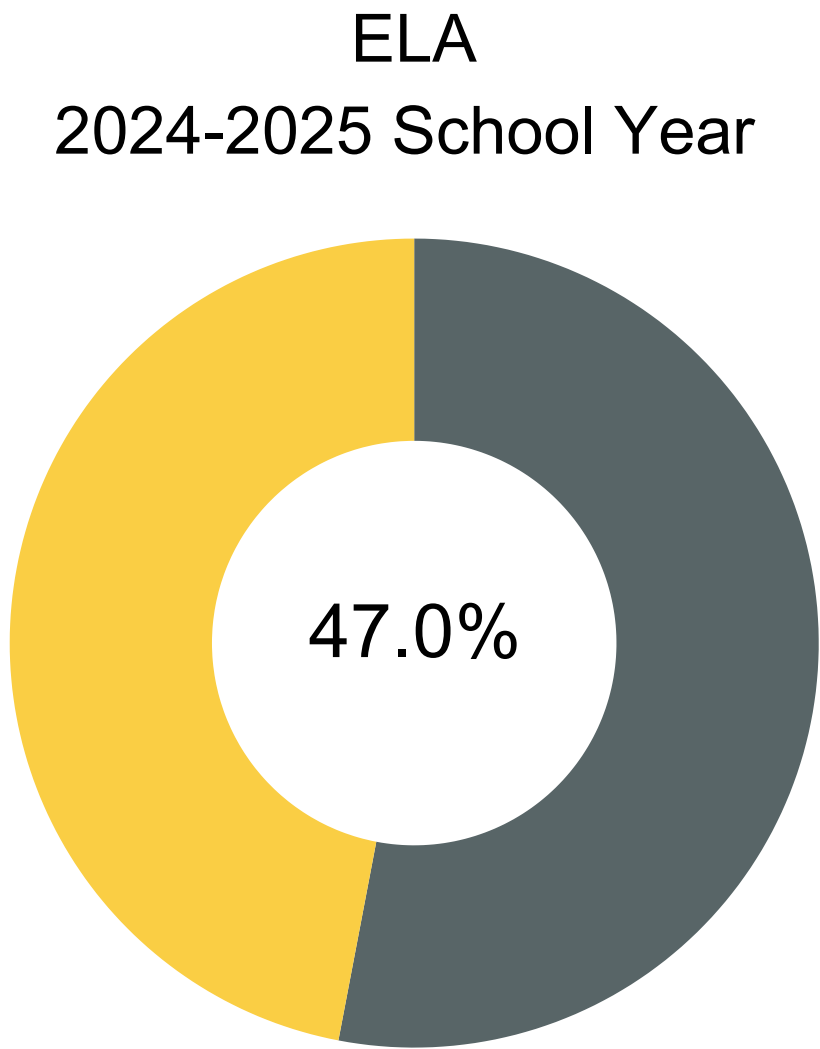


ACHIEVEMENT DATA

Foundational Grade Level Learning



Consistent Grade-level Knowledge (and above)

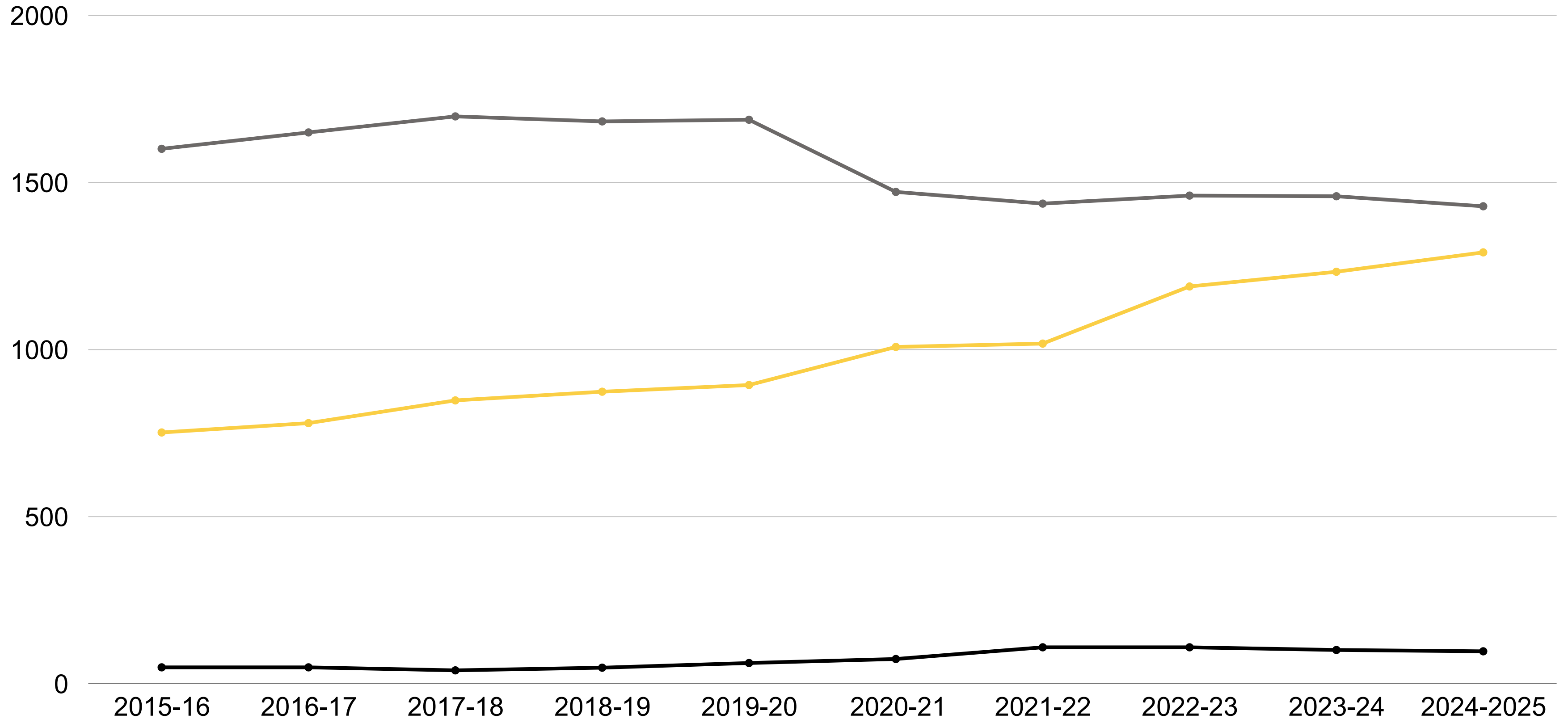


DISTRICT DEMOGRAPHIC DATA



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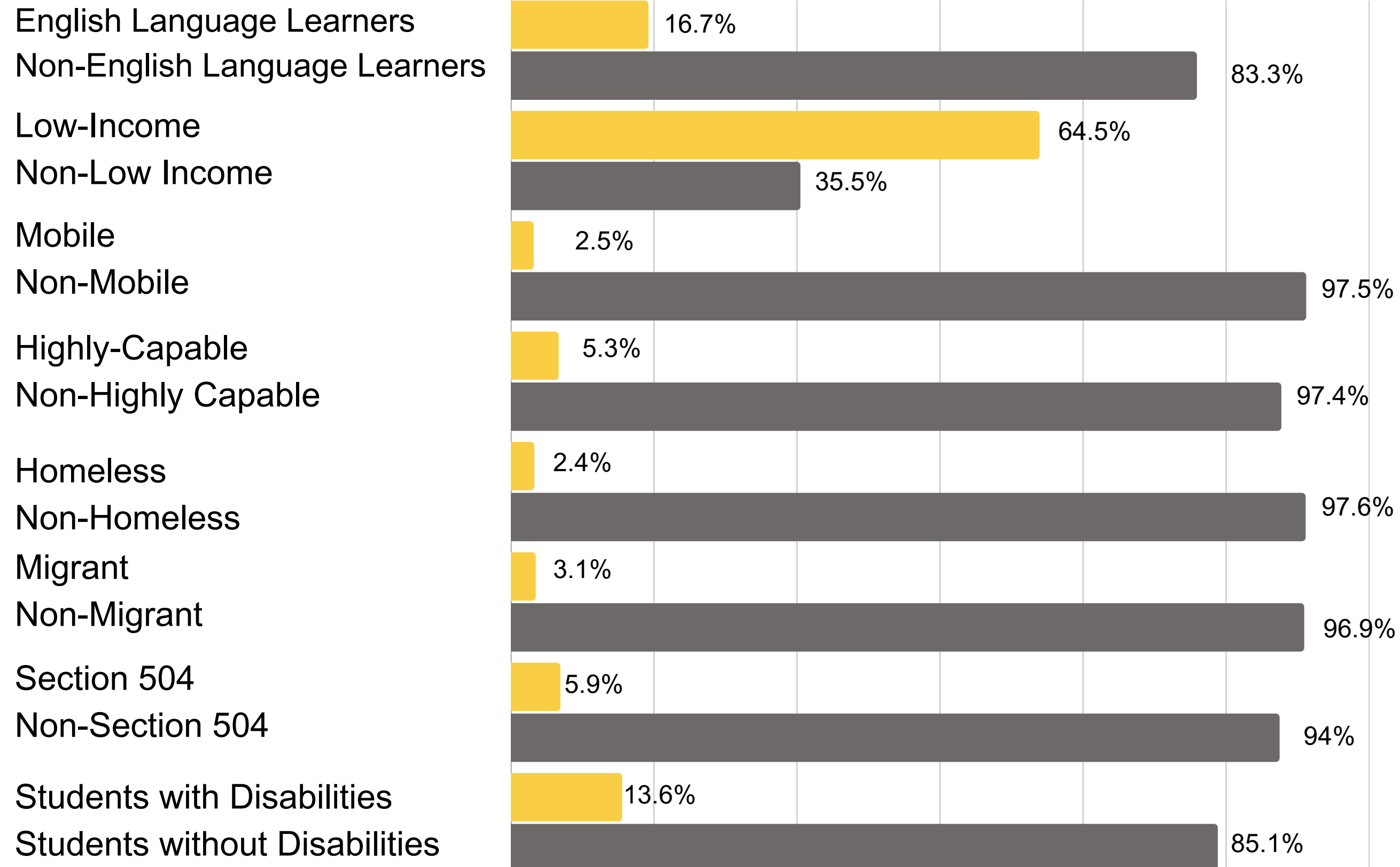
● Hispanic/Latino ● White ● Two or More Races



DISTRICT PROGRAM DATA



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Questions, Comments, Thoughts?



EPHRATA
SCHOOL DISTRICT

COLUMBIA RIDGE ELEMENTARY

School Improvement Plan

October 27, 2025



COLUMBIA RIDGE REPORT CARD SNAPSHOT

Enrollment

Enrollment
2024-25 School Year

480

Low-Income
2024-25 School Year

63.1%

English Language Learners
2024-25 School Year

24.0%

Finance



Per Pupil Expenditure
2023-24 School Year

\$16,680

Attendance



Students Attending 90% or
More of School Days in the
2023-24 School Year

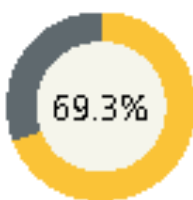
81.3%

Assessment

Foundational Grade-level Knowledge (and above)

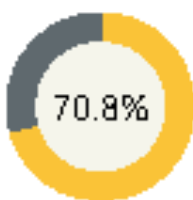
ELA

2024-25 School Year



Math

2024-25 School Year



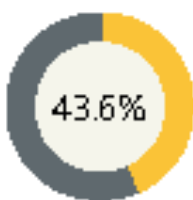
Science

2024-25 School Year

Consistent Grade-level Knowledge (and above)

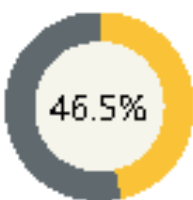
ELA

2024-25 School Year



Math

2024-25 School Year



Science

2024-25 School Year

Educators

Average Class Size
2023-24 School Year



20.3

Teacher Count
2023-24 School Year



32

Percent Teachers with Master's Degree or
Higher
2023-24 School Year



78.1%

Average Years of Teaching Experience
2023-24 School Year



15.5



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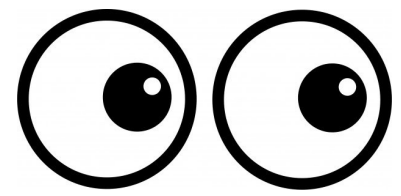
NEEDS ASSESSMENT / PROCESS

Academics: we have used our SBA scores, and STAR screening scores in reading and math to determine the greatest academic needs for our Columbia Ridge students for the 2025-2026 school year.

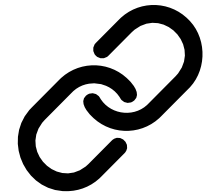
	STAR Reading	STAR Math
K		
1st	39% at or above benchmark	30% at or above benchmark
2nd	34% at or above benchmark	49% at or above benchmark
3rd	35% at or above benchmark	49% at or above benchmark
4th	42% at or above benchmark	43% at or above benchmark
3rd	SBA Reading 36%	SBA Math 42%
4th	SBA Reading 52%	SBA Math 53%
3rd/4th	SBA Foundational 69.3%	SBA Foundational 70.8%



To Accomplish Our Goals, Kids Need:



To be SEEN



To be connected with kids, teachers, staff



To be at school



To be successful





SCHOOL IMPROVEMENT GOALS

Goal 1: Increase ELA and Math Scores in STAR / SBA

ACTION STEPS TO ACHIEVE GOAL

1. Intervention for all grades kinder to 4th in Reading, Math, ELL.
2. Para support for Reading and math intervention for kinder to 4th.
3. Professional Development on Essential Standards and foundational teaching strategies to meet the standards.
4. Professional Development on creating a “thinking classroom” to increase engagement.
5. Increase foundational skill practice at all grades.
6. Parent education on the importance of at home reading.
7. Reading incentives for Accelerated Reader points and reading incentives over breaks.

DATA MEASURES / PROGRESS MONITORING

1. STAR assessment in Reading and Math 3 times a year.
2. CBM testing and progress monitoring in reading monthly.
3. Math fact testing monthly.



SCHOOL IMPROVEMENT GOALS

Goal 2: Increase Use of PBIS Strategies Schoolwide

ACTION STEPS TO ACHIEVE GOAL

1. Professional Development for staff through PBIS team and ESD.
2. Weekly classroom observations to track use of PBIS strategies at the classroom level
3. Behavioral data tracking through SWIS.
4. Create a PBIS handbook for teachers and families.
5. Check in check out program used for struggling students.
6. Note tracking system for behaviors and interventions.

DATA MEASURES / PROGRESS MONITORING

1. SWIS data tracking through referrals
2. Check in check out data
3. School wide usage of STRIPES program



SCHOOL IMPROVEMENT GOALS

Goal 3: Increase Academic Performance of Multilanguage Learners

ACTION STEPS TO ACHIEVE GOAL

1. ELL intervention for all identified multilingual learners.
2. Provide spanish and english support when needed.
3. Increased communication with multilingual learners families in home language and english
4. Increased para support at kindergarten for our limited English students.
5. Professional Development on ELL strategies.

DATA MEASURES / PROGRESS MONITORING

1. WIDA scores pre and post tests fall and spring



SCHOOL IMPROVEMENT GOALS

Goal 4: Increase Overall Attendance Rate Schoolwide

ACTION STEPS TO ACHIEVE

1. Graph monthly attendance rates for all grades.
2. Track overall attendance each month.
3. Send positive letters home for students with perfect attendance and to students that have improved their attendance.
4. Monthly classroom attendance awards.
5. Quarterly attendance events.

DATA MEASURES / PROGRESS MONITORING

1. Monthly attendance records
2. Track students with low attendance 5< with an attendance incentive.

Questions, Comments, Thoughts?



GRANT ELEMENTARY

School Improvement Plan

October 27, 2025



GRANT ELEMENTARY REPORT CARD SNAPSHOT

Enrollment

Enrollment
2024-25 School Year

466

Low-Income
2024-25 School Year

71.9%

English Language Learners
2024-25 School Year

24.9%

Finance



Per Pupil Expenditure
2023-24 School Year

\$17,084

Attendance



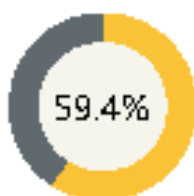
Students Attending 90% or
More of School Days in the
2023-24 School Year

71.2%

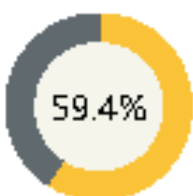
Assessment

Foundational Grade-level Knowledge (and above)

ELA
2024-25 School Year



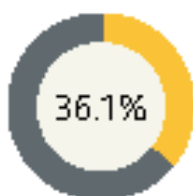
Math
2024-25 School Year



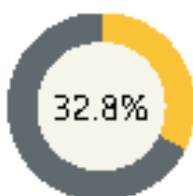
Science
2024-25 School Year

Consistent Grade-level Knowledge (and above)

ELA
2024-25 School Year



Math
2024-25 School Year



Science
2024-25 School Year

Educators

Average Class Size
2023-24 School Year



20.7

Teacher Count
2023-24 School Year



31

Percent Teachers with Master's Degree or
Higher
2023-24 School Year



77.4%

Average Years of Teaching Experience
2023-24 School Year



12.5



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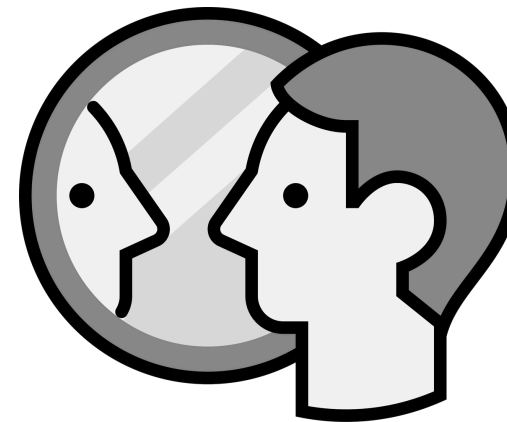
PLANNING PROCESS AT-A-GLANCE



Here's What

Needs Assessment, Part 1

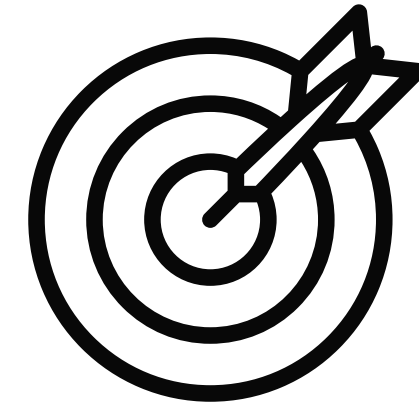
Analyze Comprehensive Data
for Strengths & Areas for
Growth



So What?

Needs Assessment, Part 2

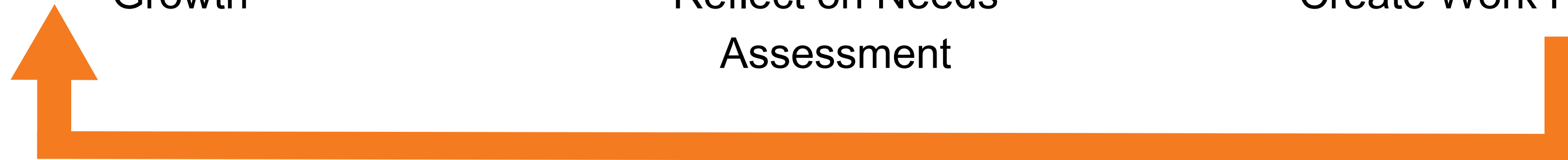
Prioritize Growth Areas
Identify Root Causes
Reflect on Needs
Assessment



Now What?

SMARTIE Goals

Identify SMARTIE Goals
Prioritize Strategies
Create Work Plan



Monitor Progress Throughout the Year







NEEDS ASSESSMENT / PROCESS

Identified Four Areas According to OSPI Framework (below the Title I Threshold):

1. English Language Learners
2. Students with Disabilities
3. Hispanic / Latino
4. Low Income

We looked at the systemic causes of our concerns and generalized data in order to establish areas of concern.

Input from Various Stakeholders

-  Spring 2025 - Staff PLC
-  September 29 - Staff Data Carousel
-  October 2025 - PTO meeting
-  October 2025 - Leadership Team

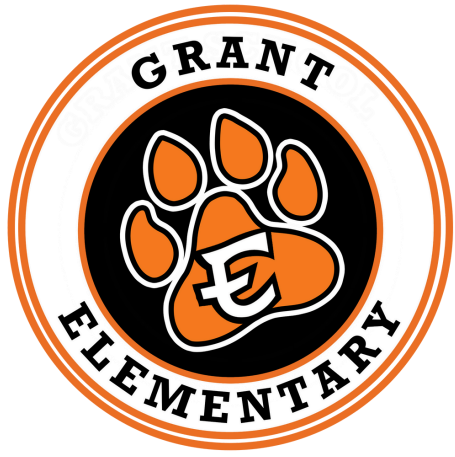


SCHOOL IMPROVEMENT GOALS

Grant Elementary is in year two of the Tier 2 Improvement Process. We continue to focus our efforts in the same four areas, moving from identification of the systematic changes that positively impact our building to using strategies that focus on our Multi-language learners (which inevitably positively impacts ALL learners).

We will focus our TIER 1 BEST PRACTICES on our Multilingual learners which will positively impact all 4 identified areas in the following subject areas:





ACTION STEPS TO ACHIEVE SCHOOL IMPROVEMENT GOALS

- Tiger Walks
- Classroom Expectations (negotiables vs. non-negotiables)
- Common Vocabulary (w/ actions)
- Academic Conversations



DATA MEASURES / PROGRESS MONITORING FOR SCHOOL IMPROVEMENT GOALS

- WIDA Growth
- STAR Growth (between testing periods)
- Kindergarten Monthly Assessments
- Progress monitoring (within PLC+ time and during weekly data meetings in GLTs)

Questions, Comments, Thoughts?



PARKWAY INTERMEDIATE

School Improvement Plan

October 27, 2025



PARKWAY INTERMEDIATE REPORT CARD SNAPSHOT

Enrollment

Enrollment
2024-25 School Year
407

Low-Income
2024-25 School Year
61.4%

English Language Learners
2024-25 School Year
13.8%

Finance



Per Pupil Expenditure
2023-24 School Year
\$15,329

Attendance



Students Attending 90% or
More of School Days in the
2023-24 School Year
81.8%

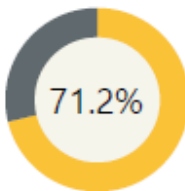
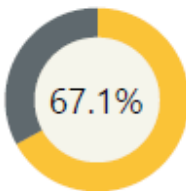
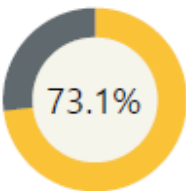
Assessment

Foundational Grade-level Knowledge (and above)

ELA
2024-25 School Year

Math
2024-25 School Year

Science
2024-25 School Year

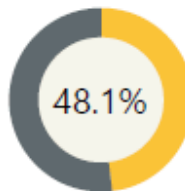
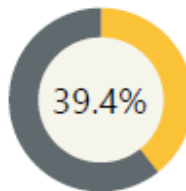
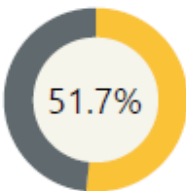


Consistent Grade-level Knowledge (and above)

ELA
2024-25 School Year

Math
2024-25 School Year

Science
2024-25 School Year



Educators

Average Class Size
2023-24 School Year



23.6

Teacher Count
2023-24 School Year



26

Percent Teachers with Master's Degree or
Higher
2023-24 School Year



61.5%

Average Years of Teaching Experience
2023-24 School Year



12.7



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NEEDS ASSESSMENT / PROCESS

Leadership Team Discussion

Met with Leadership Team Spring 2025 to discuss priorities for upcoming year.

01



Analyzed SBA Data

Quick SBA data review in content teams during welcome back week, August 2025

03



Additional Data Analysis

Looked more closely at demographic data, STAR data, SBA Data, and WIDA scores, September 2025.

05



Reviewed Staff Survey Results

Read through PW Staff Survey Results, Summer 2025.

02



Developed Theme & Vision Statement for PW

Worked as a team to review the Ephrata School District Mission Statement and develop a Vision Statement for Parkway based on identified priorities.

04



PLC's worked to set goals.

Initial goals developed during PLC's by the end of September 2025.

06

PARKWAY INTERMEDIATE



CREATING A SHARED VISION FOR PARKWAY INTERMEDIATE

Tiger Pride ~ Tiger Drive ~ Show Your Stripes

Student Centered- We take **PRIDE** in our work by aiming high and using the support around us to reach our goals. We build **BELONGING** by forming strong relationships that fuel our **DRIVE to learn**. We grow in character and celebrate our progress as we **SHOW OUR STRIPES**.

Staff Centered- Work collectively to build **PRIDE** by setting high expectations and supporting students to meet them. Foster **BELONGING** through strong relationships that ignite the **DRIVE for learning**. Develop character and celebrate growth as we **SHOW OUR STRIPES**.



SCHOOL IMPROVEMENT GOALS

Attendance

Between October 2025 and June 2026, we will increase the percentage of students regularly attending school from 78.5% to 82% as measured by monthly ATTEND Network data through NCESD.



Academics

By Spring 2026, we aim to increase student proficiency in both ELA and Math across 5th and 6th grades. For 5th grade, ELA proficiency will rise to 50% and Math to 48%. For 6th grade, ELA proficiency will increase to 55% and Math 50%. In addition, Multilingual Learners will demonstrate measurable growth in SBA target areas aligned to essential standards.

Behavior

By June 2026, we will increase staff implementation fidelity of Tier 1 PBIS practices from 60% to 80%, as measured by the Tiered Fidelity Inventory (TFI). This improvement will strengthen consistency in schoolwide expectations, promote positive student behavior, and foster a unified approach to behavior management while supporting staff in developing an individual toolbox of effective strategies.

Social Emotional Learning

By June 2026, we will increase students' sense of belonging by intentionally building community and connections, enhancing school culture, and recognizing and celebrating student success.



ACADEMIC GOALS

5TH GRADE GOALS

ELA Goal:

Based on 2024 SBA results, 39% of incoming 5th grade students met standard in English Language Arts. By Spring 2026, the percentage of students meeting or exceeding standard will **increase to 50%**, reflecting a 10 percentage point gain in overall proficiency.

Math Goal:

Based on 2024 SBA results, 40% of incoming 5th grade students met standard in Mathematics. By Spring 2026, the percentage of students meeting or exceeding standard will **increase to 48%**, reflecting an 8 percentage point gain in overall proficiency.

ML Goal:

By Spring 2026, Multilingual Learner (ML) students will demonstrate growth in SBA target areas aligned with identified essential standards in both ELA and Math, as measured by WIDA data, classroom assessments, and the Smarter Balance Assessment.

6TH GRADE GOALS

ELA Goal:

Based on 2024 SBA results, 52% of incoming 5th grade students met standard in English Language Arts. By Spring 2026, the percentage of students meeting or exceeding standard will **increase to 55%**, reflecting a 3 percentage point gain in overall proficiency.

Math Goal:

Based on 2024 SBA results, 40% of incoming 6th grade students met standard in Mathematics. By Spring 2026, the percentage of students meeting or exceeding standard will **increase to 50%**, reflecting a 10 percentage point gain in overall proficiency.

ML Goal:

By Spring 2026, ML students will demonstrate measurable growth in proficiency on SBA target areas associated with identified essential standards in ELA and Math, as measured by WIDA, local benchmark assessments, and SBA results.



ACTION STEPS TO ACHIEVE SCHOOL IMPROVEMENT GOALS



Data Driven Instruction

- Have regular data team meetings to analyze formative and summative results.
- Adjust instruction and interventions based on data.



Standards-Based Instructional Alignment

- Use ELA and Math essential standards to guide intervention progress monitoring
- Integrate common rubrics & success criteria to focus intervention.



Targeted ML Support

- Embed academic vocabulary instruction and structured speaking/writing opportunities in Tier I instruction.
- Monitor ML progress toward essential standards and provide Tier 2 support accordingly



Collaboration & Learning

- Provide coaching and collaboration time for teachers to align instructional practices
- Provide professional learning in ELD and Behavior Solutions.
- Provide time for regular collaboration.
- Community Engagement in initiatives.



Celebrate Growth & Build Community

- Celebrate successes through assemblies, recognition programs, and newsletters
- Organize school-wide events to foster connection and collaboration.
- Encourage student-led initiatives

Use Data

Focus on Essentials

ML Supports

Professional Development

Focus on Culture



DATA MEASURES / PROGRESS MONITORING FOR SCHOOL IMPROVEMENT GOALS

5th

5th Grade ELA/ MATH

- PLC data trackers from formative and summative assessments.
- Quarterly SBA Interims and STAR testing
- End-of-year results

6th

6th Grade ELA/ MATH

- PLC data trackers from formative and summative assessments.
- Quarterly SBA Interims and STAR testing
- End-of-year results



Multilingual Learners (ML)

- SBA results in target areas aligned to essential standards
- PLC data showing mastery of essential standards
- Classroom formative assessments reflecting growth



Tier 1 PBIS Implementation

- Tiered Fidelity Inventory (TFI) scores tracking fidelity growth
- SWISS behavior data (analyzed monthly)
- Staff survey results- Behavior Mindset & 4C's



Social Emotional Learning (SEL)

- Student survey results on culture and communication
- Participation rates in school-wide-activities and events
- Documentation of recognition programs and celebrations of student success



Attendance

- Measured by monthly ATTEND Network data through NCESD

Questions, Comments, Thoughts?



EPHRATA MIDDLE SCHOOL

School Improvement Plan

October 27, 2025



EPHRATA MIDDLE SCHOOL REPORT CARD SNAPSHOT

Enrollment

Enrollment
2024-25 School Year
474

Low-Income
2024-25 School Year
60.3%

English Language Learners
2024-25 School Year
15.0%

Finance



Per Pupil Expenditure
2023-24 School Year
\$16,534

Attendance



Students Attending 90% or
More of School Days in the
2023-24 School Year
75.7%

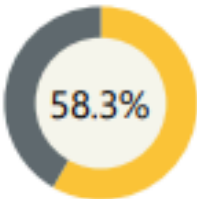
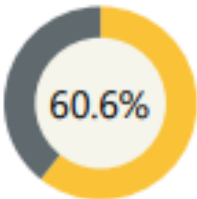
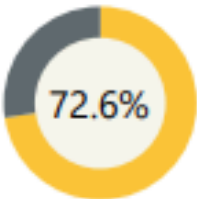
Assessment

Foundational Grade-level Knowledge (and above)

ELA
2024-25 School Year

Math
2024-25 School Year

Science
2024-25 School Year

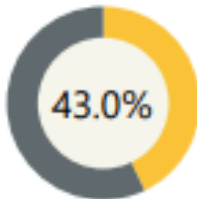
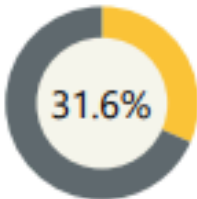
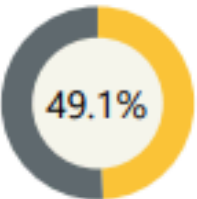


Consistent Grade-level Knowledge (and above)

ELA
2024-25 School Year

Math
2024-25 School Year

Science
2024-25 School Year



Educators

Average Class Size
2023-24 School Year



21.6

Teacher Count
2023-24 School Year



27

Percent Teachers with Master's Degree or
Higher
2023-24 School Year



74.1%

Average Years of Teaching Experience
2023-24 School Year



15.7

EMS NEEDS ASSESSMENT AND REFLECTION

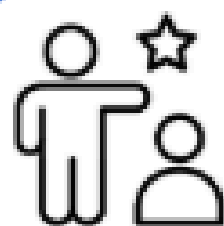
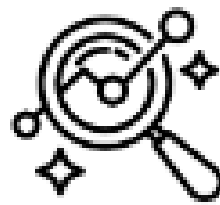


Assessed the outcomes

June 2025-identified the outcomes of goals during BLT and Staff meetings

EMS goals

Aug/Sept 2025-Continued analyzing of data specifically for EMS. Looked at: **Climate Survey, Family Survey, STAR, SBA, Attendance, Grades, SWIS and WIDA**



24/25 SIP approval

Approved the SIP plan in 12/24, revised through the 24/25 school year

District data analyzing

August 2025-looked at the K-12 data for all goal areas all across the district including STAR, SBA, Attendance, SWIS, WIDA

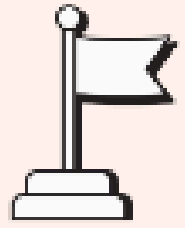
Refining of Goals

October 25-Refining of goals based on continued data analysis
Highlights-MLL (WIDA) and IEP (inegrated)



Goal: Tier 1 Instruction

PLAN
ACTION



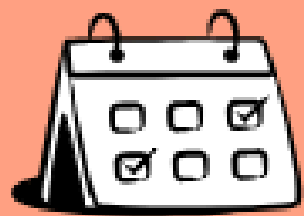
25/26 goal focus: By February 2026, reduce the percentage of students at EMS failing any subject to less than 14% based upon classroom assessment.



PLC intentionality and continued planning with formative and summative assessments (classroom, interims, STAR, etc)



Admin Walkthrus focused on TPEP criterion and High Leverage practices (ELD strategies), utilizing the Breakthrough Coach model to ensure more classroom admin support

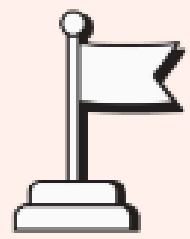


Class Intervention planning and adjustments (ELA 2, RTI, Guided Studies, ALE) and **Class Support** through class sizes and para support



Goal: MultiLingual Learners

ACTION PLAN

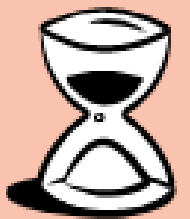


25/26 goal focus: The percentage of Multilingual Learners (MLs) making progress toward English proficiency will increase by 10% from March 2024 to March 2025, as measured by the state English Learner Assessment (WIDA ACCESS).



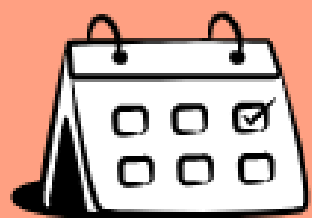
PLCs

- Use PLC time to review WIDA data, monitor student progress, and plan targeted instruction to support MLs' language growth across all content areas.
- Collaborate on strategies for integrating language objectives with content objectives.



Professional Development-Provide training in high-leverage practices to strengthen instruction for MLs, including:

- WIDA Frameworks and Tools for language development and assessment.
- John Kirk's practices in Fluency Development, Meaning-Focused Input, Language-Focused Learning, and Meaning-Focused Output.

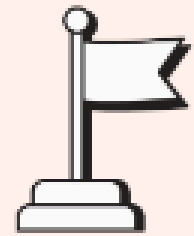


Continued implementation of GLAD (Guided Language Acquisition Design) and High Leverage strategies to promote engagement, vocabulary growth, and language acquisition. Build off our success last year!



Goal: IEP students

ACTION PLAN



25/26 goal focus: By June 2026, the percentage of students with IEPs who have a course failure rate (one or more failing grades in core content areas) will decrease from 21% to 14%, as measured by quarterly grade reports and progress monitoring data.



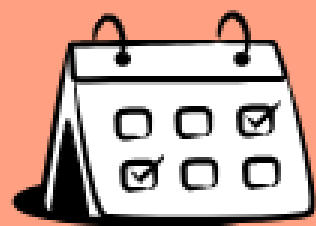
Guided Studies

- one for each case manager to support Tier 1 as well as support progress monitoring



Professional Development

- High Leverage practices
- Additional STAR Assessment training
- support for integration of students with special needs



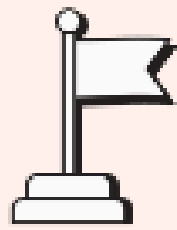
PLCs

- Continue to use PLC time to review classroom assessment data, monitor student progress, and plan targeted instruction to support IEP students
- Continue to collaborate on strategies for integrating students with special needs through high leverage practices, accommodations and modifications across all content areas.



Goal: Attendance

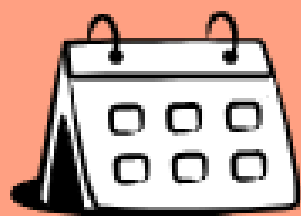
25/26 goal focus: By end of the academic school year 25/26, increase student attendance by implementing school-wide strategies and supports to motivate students to attend regularly and improve overall school attendance (as measured by OSPI) from 80% to 85% (Subgoal of 90% for our School Data Solution Attendance).



Create a Culture of Excitement: Implement school-wide competitions, Tribe Challenges, various clubs/activities, and reward systems that celebrate attendance milestones.



Positive Behavior Intervention Support: Refining and using to support positive attendance in school TIGER PRIDE

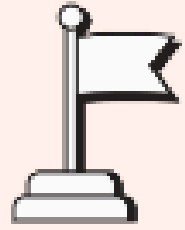


Intervention System for Tier II Students: Use multiple strategies to contact parents/families to encourage regular attendance. (continued use of Absence Response System)

PLAN
ACTION



Goal: Positive Behavior Support



25/26 goal focus: By June 2026, our school will increase staff implementation fidelity of Tier 1 PBIS practices from 56% to 73% as measured by the Tiered Fidelity Inventory (TFI), to improve consistency in schoolwide expectations and support positive student behavior.



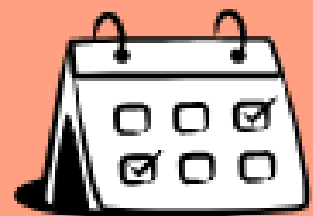
Teaching Expectations:

- Pacing guide for teaching expectations for year
- Rotations for each location for students to see/hear the expectations in action.
- Supplemental videos to re-teach when needed.
- Information for new students and walk-throughs
- Explicit information for subs



Problem Behavior Definitions

- Continued use of SWIS and monitoring fidelity
- Continue to explicitly define what behaviors mean.
- Revisiting the common area posters and having one poster with Spanish/English

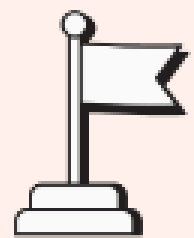


Building on TIGER PRIDE TRIBES we implemented last year

- monthly TIGER PRIDE assembly competitions alternating staff and student led
- TRIBE points based on placement 1-5 for both assembly and academic competitions
- ACADEMIC competitions as well awarded monthly

ACTION PLAN

Goal: Family & Community Engagement



25/26 goal focus: By June 2025, EMS Will Increase Family Participation in School-Sponsored Events to at Least One Event Per Quarter, with a Focus on Engaging Families from Diverse Backgrounds, (particularly non-English speaking) Through Targeted Outreach and Inclusive Event Planning

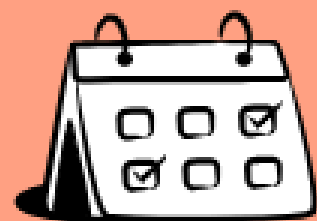


Family Engagement and School Community Partnerships-

- Work with Gear Up to establish
 - resource fair
 - after school tutoring support

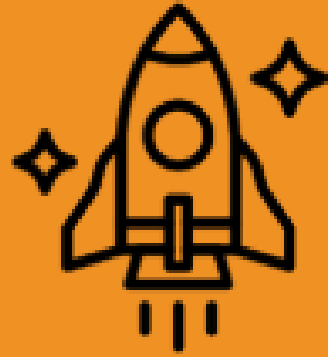


- Continue Quarterly Family Nights/Events to possibly include: Orientations, Family Fun Night like Mystery Science Night, Staff vs Staff events, College and Career nights, Drama Performance, Game Night, La Chispa Cultural Celebration and/or Talent Show











- Continue Tiger of the Quarter morning celebrations
- Continue Weekly Newsletter communications via ParentSquare and social media
- Continue PAWS group and family voice

ACTION PLAN



Data Measures/Progress Monitoring



-  STAR Assessments (December, April and Other Dates as Needed)
-  Weekly Grade Checks by the RTI Team
-  Common Formative Assessments After Units of Study
-  WIDA Scores in Spring
-  Implement and Monitor AIMS-WEB Goal Growth
-  Surveys (family, Staff & Students)
-  SWIS Data
-  Classroom daily data (interims/exit tickets/assignments)

Questions, Comments, Thoughts?



EPHRATA HIGH SCHOOL

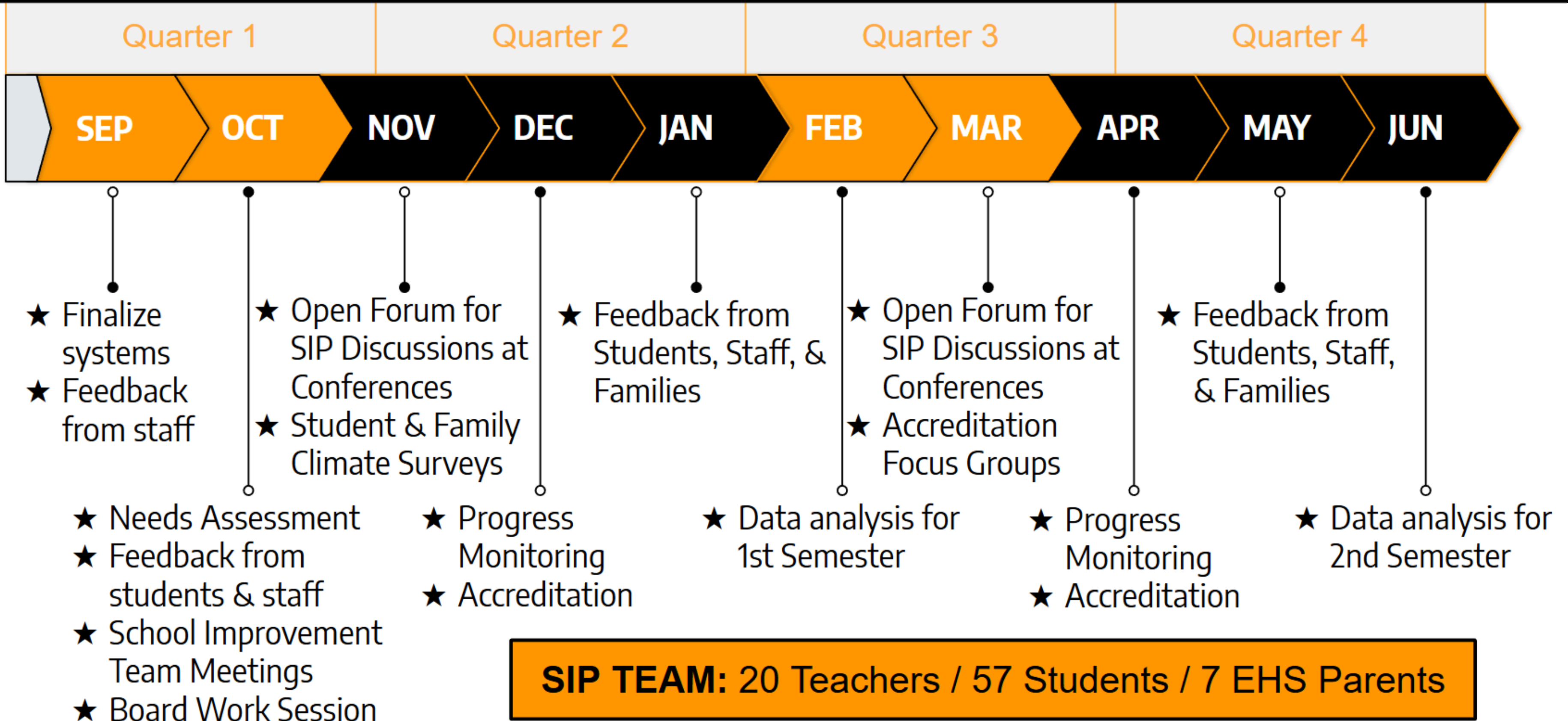
School Improvement Plan

October 27, 2025





PROCESS & TIMELINE





EHS REPORT CARD SNAPSHOT

Enrollment

Enrollment
2024-25 School Year
902

Low-Income
2024-25 School Year
61.1%

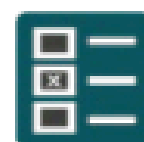
English Language Learners
2024-25 School Year
12.7%

Finance



Per Pupil Expenditure
2023-24 School Year
\$17,406

Attendance

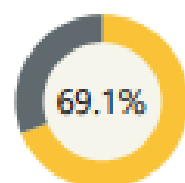


Students Attending 90% or
More of School Days in the
2023-24 School Year
71.2%

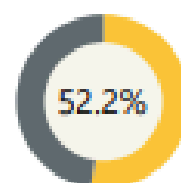
Assessment

Foundational Grade-level Knowledge (and above)

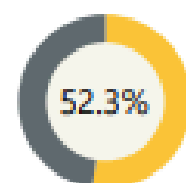
ELA
2024-25 School Year



Math
2024-25 School Year

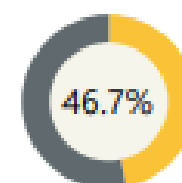


Science
2024-25 School Year

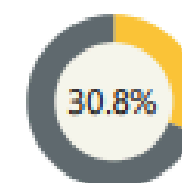


Consistent Grade-level Knowledge (and above)

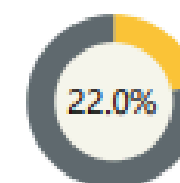
ELA
2024-25 School Year



Math
2024-25 School Year

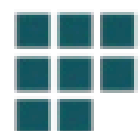


Science
2024-25 School Year



Educators

Average Class Size
2023-24 School Year



17.9

Teacher Count
2023-24 School Year



52

Percent Teachers with Master's Degree or
Higher
2023-24 School Year



67.3%

Average Years of Teaching Experience
2023-24 School Year



15.9



Washington Office of Superintendent of
PUBLIC INSTRUCTION



STATE REPORT CARD DATA

WA State Data Measures	Data Year	State	ESD	EHS	Change
Graduation Rate	2023/24	82.80%	92.40%	92.40%	-1.90%
Regular Attendance (students attending >90%)	2023/24	72.70%	75.70%	71.20%	4.60%
9th Grade on Track (passed all 9th grade classes)	2023/24	70.60%	70.80%	70.80%	-2.50%
Dual Credit (students who completed a course)	2023/24	67.50%	59.80%	59.80%	4.40%
State Assessment – SBA ELA (Foundational)	2024/25	70.90%	70.00%	69.10%	-2.30%
State Assessment – SBA Math (Foundational)	2024/25	63.30%	62.00%	52.20%	9.20%
State Assessment – Science (Foundational)	2024/25	62.60%	60.50%	52.30%	-8.40%
State Assessment – SBA ELA (On-Track College)	2024/25	50.90%	47.00%	46.70%	-0.60%
State Assessment – SBA Math (On-Track College)	2024/25	40.70%	35.60%	30.80%	7.30%
State Assessment – Science (On-Track College)	2024/25	43.30%	37.90%	22.00%	-10.20%
State Assessment – WIDA (Met Standard)	2024/25	8.80%	6.10%	2.60%	-0.20%
State Assessment – WIDA (Progressing)	2024/25	37.60%	35.30%	11.70%	-4.60%
Discipline Rate for Out-of-School Exclusions	2023/24	3.70%	3.10%	4.00%	0.20%
Discipline Rate for 10+ Day Exclusions	2023/24	10.80%	13.20%	25.60%	17.30%



WA SCHOOL IMPROVEMENT FRAMEWORK (WSIF)

EHS WSIF ID: FOUNDATIONAL *(not targeted for improvement)*

- Combines five indicators to generate a score:
 - Academic Achievement
 - SBA Growth %
 - Graduation
 - MLL Progress
 - Student Success
- Schools ranked relative to one another
- Schools with student groups in the lowest 5% are targeted for improvement

WSIF Data Measures by Group	2023	2024
Comprehensive (All Student Groups)	6.05	6.2
Comprehensive Graduation Rate	7	8
White	7.6	7.7
Two or more races	N/A	5.2
Low Income	4.7	5
Hispanic/Latino	4.5	4.8
English Learner	3.4	3.9
Special Education	2.9	3
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



SCHOOL IMPROVEMENT GOALS

9TH Graders

Reduce the gap in on-track rates **by 5%** between MLLs and non MLLs AND between students with and without disabilities

Multilingual Learners

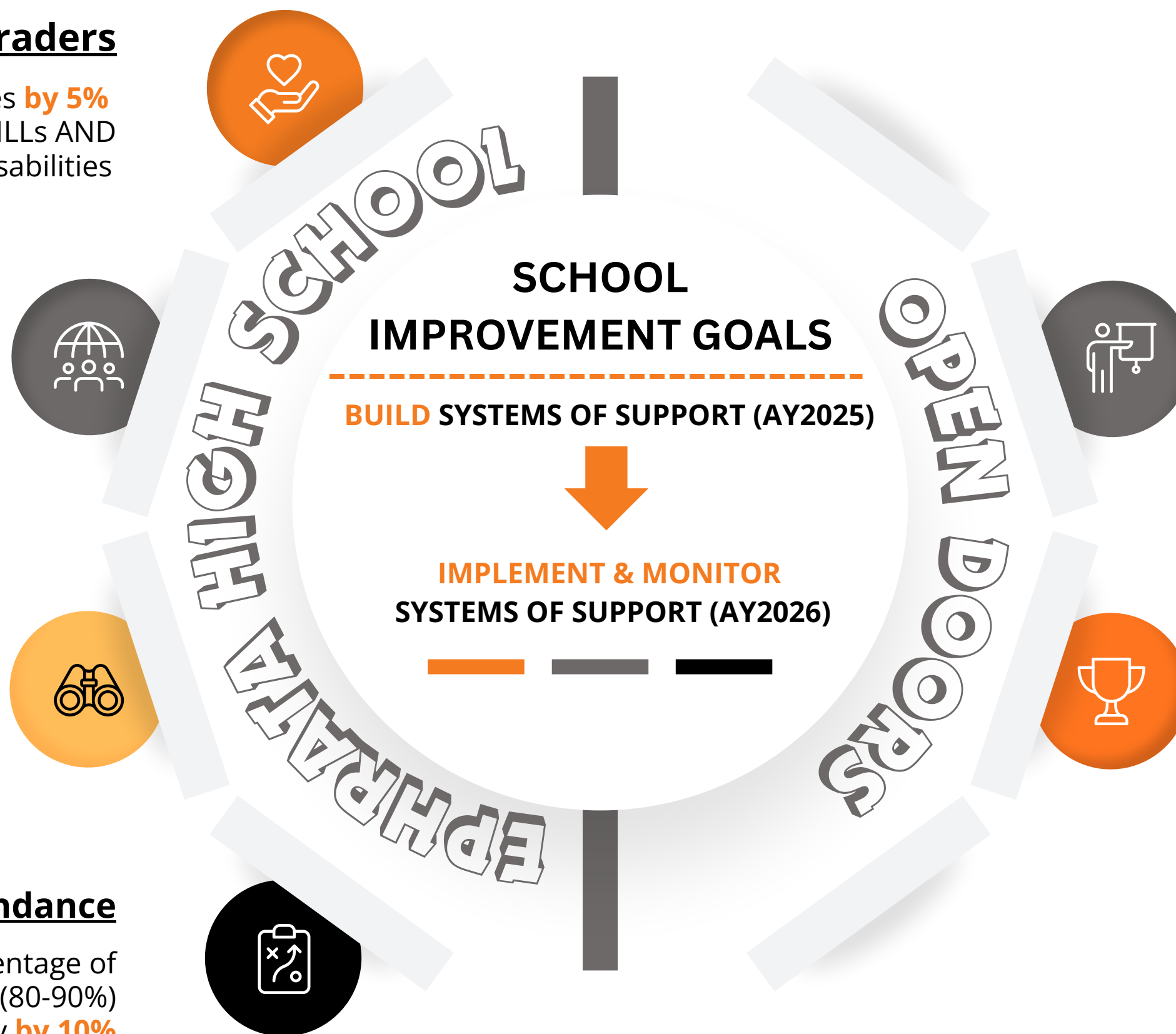
Increase the percentage of students who are progressing on the WIDA **by 10%**

Behavior

Reduce referrals **by 5%**
Increase staff agreement that "school administrators consistently enforce school rules" **by 10%**

Attendance

Decrease the percentage of students in the Tier II (80-90%) attendance category **by 10%**



Credits

Increase the average number of credits earned from 1.65 **to 2.25 per quarter**

Completion

Increase completion rates (graduation and/or GED) from 28% **to 45%**



ACTIVITIES, INTERVENTIONS & STRATEGIES

AY2025



Tier 1 Instruction

- Conducted instructional rounds
- Rebooted observation feedback data
- Engaged in *The Coaching Habit* book study
- Went to Breakthrough Coach training



Multi-tiered Systems of Support (MTSS)

- Built Tiger Day intervention & enrichment system
- Built Good PRIDE Standing report
- Created 12 School Improvement Teams (SIT)
- Increased flexible scheduling options



Support for Multilingual Learners

- Hired ELD Coordinator
- Networked with neighboring schools with strong ELD programs
- Audited Master Schedule & added MLL support classes
- Rebooted expectations for para support, advising, & scheduling
- Acquired curriculum



Behavior

- Hired Behavior Support Specialist
- Started implementing PBIS systems
- Integrated behavior incentives into Tiger Days
- Emphasized clear expectations and consistent consequences



Attendance

- Integrated attendance incentives into Tiger Days
- Improved attendance tracking and response systems
- Clarified expectations for excused absences

AY2026



Tier 1 Instruction

- Scheduled coaching days for all admin (Breakthrough Coach)
- Created structured monthly “look fors” for observations
- Created a schedule for monthly PD to align with “look fors”
- Rebooted Student Growth Goal process



Multi-tiered Systems of Support (MTSS)

- Implemented the Securly Flex System
- Began assigning Tiger Day interventions & enrichments
- Built MTSS report & began meeting to assign interventions and track students
- Creating an in-house Open Doors Program
- Working to administer STAR assessments to gather additional data



Support for Multilingual Learners

- Monitoring the effectiveness of the new courses
- Monitoring the effectiveness of the new curriculum
- Administering empathy interviews and focus groups to better understand barriers



Behavior

- Implemented the Securly Pass system
- Finished PBIS Posters
- Increasing recognition for positive behaviors
- Creating an internal discipline matrix to further improve consistency



Attendance

- Implemented the Securly Flex system for attendance on Tiger Days
- Increasing the use of WARNS survey
- Working to regularly send out nudge letters with grade reports
- Increasing Parent Square communication regarding attendance
- Increasing recognition for positive attendance



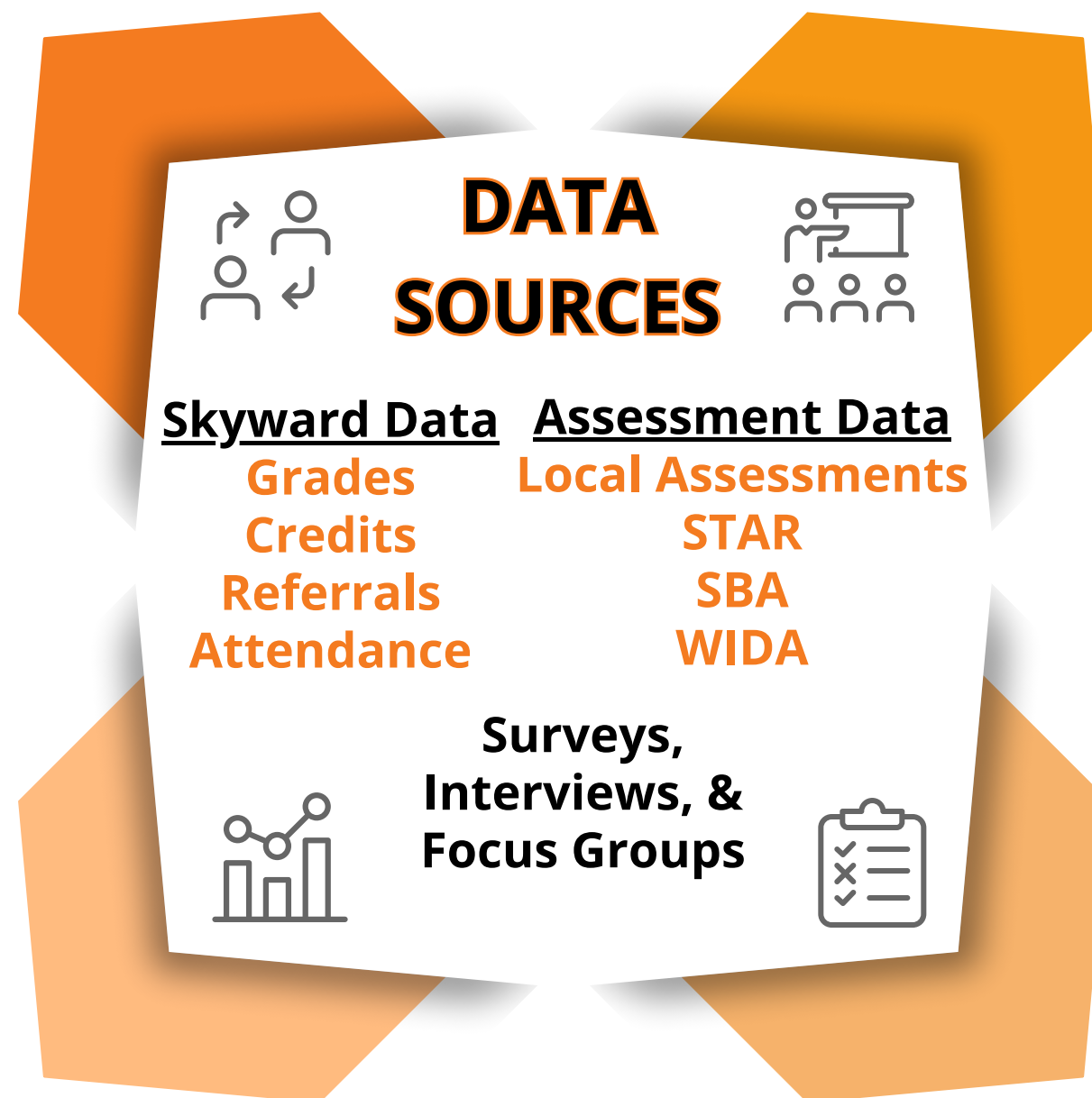
PROGRESS MONITORING

Bi-Weekly

Tiger Days
D & F Rates
Behavior Referrals
Attendance Rates

Quarterly

Grade Reports
Systems Review



Annually

Climate Surveys
Accreditation Focus Groups
SBA Data
WIDA Data

Monthly

SIT Meetings
Leadership Meetings
Student Meetings

Bi-Annually

On-Track Data
STAR Data
Parent Feedback

Questions, Comments, Thoughts?

