

# SCHOOL IMPROVEMENT PLAN 2025/26



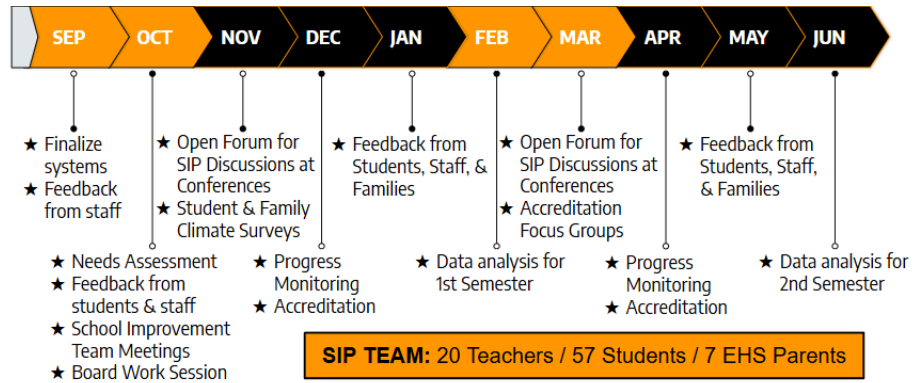
**EPHRATA  
HIGH SCHOOL**

## PROCESS

Required for every public school in WA

**Should include:**

- A comprehensive needs assessment
- SMARTIE Goals
- Interventions, strategies, and activities developed to move toward goals
- Progress monitoring
- Continuous improvement



## COMPREHENSIVE NEEDS ASSESSMENT

WA State Data Measures	Year	State	ESD	EHS	Change
Graduation Rate:	2023/24	82.8%	92.4%	92.4%	-1.9%
Regular Attendance (students attending >90%)	2023/24	72.7%	75.7%	71.2%	4.6%
9th Grade on Track (passed all 9th grade classes)	2023/24	70.6%	70.8%	70.8%	-2.5%
Dual Credit (students who completed a course)	2023/24	67.5%	59.8%	59.8%	4.4%
State Assessment – SBA ELA (Foundational)	2024/25	70.9%	70.0%	69.1%	-2.3%
State Assessment – SBA Math (Foundational)	2024/25	63.3%	62.0%	52.2%	9.2%
State Assessment – Science (Foundational)	2024/25	62.6%	60.5%	52.3%	-8.4%
State Assessment – SBA ELA (On-Track College)	2024/25	50.9%	47.0%	46.7%	-0.6%
State Assessment – SBA Math (On-Track College)	2024/25	40.7%	35.6%	30.8%	7.3%
State Assessment – Science (On-Track College)	2024/25	43.3%	37.9%	22.0%	-10.2%
State Assessment – WIDA (Met Standard)	2024/25	8.8%	6.1%	2.6%	-0.2%
State Assessment – WIDA (Progressing)	2024/25	37.6%	35.3%	11.7%	-4.6%
Discipline Rate for Out-of-School Exclusions	2023/24	3.7%	3.1%	4.0%	0.2%
Discipline Rate for 10+ Day Exclusions	2023/24	10.8%	13.2%	25.6%	17.3%

WSIF Data Measures by Group	2023	2024
<b>Comprehensive (All Student Groups)</b>	<b>6.05</b>	<b>6.2</b>
<b>Comprehensive Graduation Rate</b>	<b>7</b>	<b>8</b>
White	7.6	7.7
Two or more races	N/A	5.2
Low Income	4.7	5.0
Hispanic/Latino	4.5	4.8
English Learner	3.4	3.9
Special Education	2.9	3.0
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

### HISTORICAL DATA INDICATES:

- Students at EHS score below the state average on benchmark assessments in English, math, and science.
- A significant number of our Multilingual Learners (MLL), low-income students, and Hispanic/Latino students lack the support they need to be successful in the 9th grade.
- The needs of students on 504 plans, students with disabilities, migrant students, homeless students, and MLLs are not consistently being supported in a way that allows them to graduate on time.
- As the number of MLLs has increased, EHS's ability to support their English language proficiency has decreased.
- There are barriers preventing homeless students, low-income students, students with disabilities, MLLs, and migrant students, in particular, from attending regularly.
- There are barriers preventing students with disabilities, homeless students, MLLs, and low-income students from completing dual credit courses.

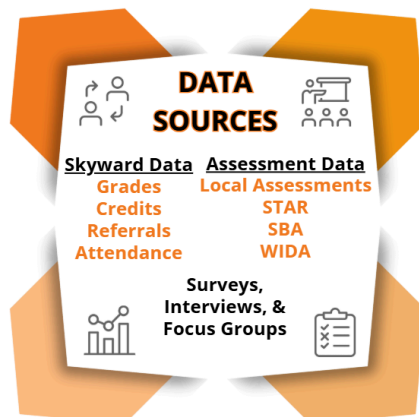
## PROGRESS MONITORING & CONTINUOUS IMPROVEMENT

### Bi-Weekly

Tiger Days  
D & F Rates  
Behavior Referrals  
Attendance Rates

### Quarterly

Grade Reports  
Systems Review



### Monthly

SIT Meetings  
Leadership Meetings  
Student Meetings

### Bi-Annually

On-Track Data  
STAR Data  
Parent Feedback

### Annually

Climate Surveys  
Accreditation Focus Groups  
SBA Data  
WIDA Data

# SCHOOL IMPROVEMENT PLAN 2025/26



**EPHRATA  
HIGH SCHOOL**

## SMARTIE GOALS

SPECIFIC

MEASURABLE

ATTAINABLE

REALISTIC

TIME-BOUND

INCLUSIVE

EQUITABLE

### 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%**

**SCHOOL  
IMPROVEMENT GOALS**  
BUILD SYSTEMS OF SUPPORT (AY2025)

IMPLEMENT & MONITOR  
SYSTEMS OF SUPPORT (AY2026)

### 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%**

## INTERVENTIONS, ACTIVITIES, & 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
- Audited Master Schedule & added MLL support
- Rebooted expectations for paras & scheduling
- Acquired curriculum

### **Behavior**

- Hired Behavior Support Specialist
- Started implementing PBIS systems
- Integrated behavior incentives into Tiger Days
- Emphasized clear expectations and 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
- Created monthly "look fors" for observations
- Scheduled 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
- Built MTSS report and assigning interventions
- Creating an in-house Open Doors Program
- Working to administer STAR assessments

### **Support for Multilingual Learners**

- Monitoring the effectiveness of new courses
- Monitoring the effectiveness of 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

### **Attendance**

- Implemented Securly Flex for attendance on TDs
- Working to regularly send out nudge letters
- Increasing Parent Square communication
- Increasing recognition for positive attendance