



SCHOOL IMPROVEMENT

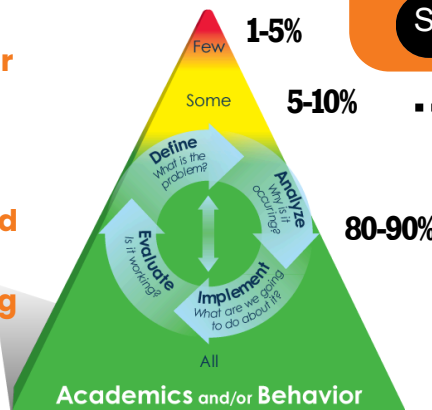
Last year (24-25) Grant Elementary was identified as a Tier 2 school in improvement. This cycle will continue through the end of the 26-27 school year. Last year we focused our efforts on identifying systemic changes that positively impact our 4 areas of improvement.

NEEDS ASSESSMENT (% at grade level)

	Reading	Writing	Math
K	STAR data in January	in progress	# Recognition 8.9% (7/78)
1st	STAR Early Lit. 25.8% (23/89)	in progress	STAR Early Lit. 25.8% (23/89)
2nd	STAR 27.7% (23/83)	in progress	STAR 30.5% (29/95)
3rd	STAR 28.9% (24/83)	in progress	STAR 29.2% (26/89)
4th	STAR 44.7% (38/85)	in progress	STAR 34.5% (29/84)

During the 24-25 school year the School Improvement Team reviewed data which informed our decision to move towards systemic change.

October 2025 the same team reviewed current STAR data. Based on that analysis, the team reviewed last year's goals, making necessary changes for the 2025-2026 school year.



FALL 2025



DEMOGRAPHICS 23-24 & 4 AREAS OF IMPROVEMENT

Total # of Students = 463

Low Income 67.6% (#313)

English Lang. Learn. 21.2% (#98)

Hispanic / Latino 43% (#199)

Students w/ Disabilities 17.7% (#82)

DEMOGRAPHICS 24-25 & 4 AREAS OF IMPROVEMENT

Total # of Students = 466

Low Income 71.9% (#335)

English Lang. Learn. 24.9% (#116)

Hispanic / Latino 48.1% (#224)

Students w/ Disabilities 16.3% (#76)

We are NOT consistently meeting 80% of our students during Tier 1 instruction (according to STAR).



FOCUS AREAS

**SCHOOL-WIDE GOALS ARE CENTERED AROUND
LANGUAGE ACQUISITION FOR ALL K-4 SCHOLARS.**

According to our 24-25 OSPI trainer, we will continue with the goals focused around Evidence-Based Activities for each goal that are yet to be determined. The goal(s) will combine 1 or more of the 4 identified areas of improvement. Since we are identified as a tier 2 school, we will continue to work on these goals and continuously change and improve them over the 3 year intentional focus.

MATH

1. 1st-4th multilingual learners performing at/above grade level from 10% (10/97) to 20% (20/97) according to STAR Math assessments by June 2026.
2. 1st-4th students performing at/above grade level from 30% (104/357) to 40% (142/357) according to STAR Math assessments by June 2026.
3. Kindergarten multilingual learners performing at/above grade level from 0% (0/13) to 80% (10/13) according to Number Recognition Assessment by June 2026.
4. Kindergarten students performing at/above grade level from 8.9% (7/78) to 80% (63/78) according to Number Recognition Assessment by June 2026.

FAMILY CONNECTIONS

- **At Home Reading:** district team working on how to help families read more outside of the school setting.
- We will send home a **MONTHLY FAMILY FOCUS** to provide strategies for families to support their child's learning. This will connect our school Brain Model, Monthly Character Trait, Academic Conversations with weekly actionable and *equitable* "tips" for the home.

READING

1. Multilingual learners performing at/above grade level from 15% (15/98) to 26% (25/98) according to STAR Reading assessments by June 2026.
2. All 1st-4th students performing at/above grade level from 31.8% (108/340) to 42% (142/340) according to STAR Reading assessments by June 2026.

BEST PRACTICES

- Staff Tiger Walks: learning walks for staff to learn from one another.
- Learning Expectations: negotiable/non-negotiables for instruction in reading, writing, math, science, social studies, SEL
- Common Vocabulary: K-4 vocabulary alignment with scaffolded definitions & actions to provide consistency
- Academic Conversations: weekly sentence stems & goals for Content/Language/Social learning
- Writing: data dashboard
- Writing: K-4 rubric alignment
- PLC+ Pacing Guide: this is a continuous planning document to align our team conversations to ensure they are able to continuously work on our focus areas