OSPI School Improvement Plan 2025–2026

Building data

Please provide your school district and building name below.

School District: Monroe School District
Building Name: Fryelands Elementary School
School Code: Click or tap here to enter text.
Date: September 2025

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2025–26 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the OSSI SY 2025–2026 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Our SAT/BGC (School Advisory Team/Building Guiding Coalition) has looked at our goals and data from the previous year to determine our needs and in which areas to focus our time, resources, and funding. We will be continuing the goals and focus from 2024-2025, with an emphasis on those goals that fall within the Monroe School District's Strategic Plan for 2024-2029.

Our Academic focus will continue to be in the Achievement and Growth of both Reading and Math for all students from Kindergarten through 5th grade.

We have been listed as a Tier 1 targeted school for needing improvement under the state's WSIF (Washington School Improvement Framework). Our Targeted focus is Multilingual Learners and the academic gaps that we see with them in all areas. Our growth goals in math and reading will target growth for our Multilingual Learners and also for Students with Disabilities. The students in our categorical programs have not made the progress and academic growth at the same rate as students who are not in these two categorical groups.

Based on our needs, the plan is to develop out our Multi-tiered Systems of Support (MTSS) so that we are providing effective Tier 1 core instruction for both academics and behavior, and then providing more practice and support for those students needing additional time and feedback at Tier 2 in academics and behavior skills, which supports essential standards and learning. Students needing intensive foundational skills well below grade level, will receive Tier 3 instruction with the highest level of frequency, practice, and monitoring of progress.

We are also focused on Attendance and Sense of Belonging for Students and Families, as these correlate to academic and behavioral improvement, achievement and success.

Our Math data over time shows our need to continue this work using Eureka Math materials, having essential standards identified at every grade level, creating common formative assessments in collaborative teams, and then providing targeted interventions of support and feedback to students to master those essential skills and standards.

MATH ACHIEVEMENT- GOAL is 60% meeting standard

SBA Math Goal- By June 2025, we will increase the percentage of total students who reached proficiency on the Math SBA from 46% to 60%.

SBA Math Data - Met Standard (Level 3 or 4 on the state assessment)

24-25	23-24	22-23	21-22
49%	46%	47%	39%

Overall SBA Math data shows we are slowly increasing scores, but we are below our goal of 60%

Breakdown by grade level

		FRE Spring 2023	**FRE Spring 2024**	**FRE Spring 2025**	**FRE Spring 2026**		**Monroe Spring 2025**	**State Average 2025**
SBAC Math	% of 3rd Graders Meeting/Exceeding State Standards	54%	59%	**55%**			51%	52%
	% of 4th Graders Meeting/Exceeding State Standards	43%	37%	**50%**			49%	49%
	% of 5th Graders Meeting/Exceeding State Standards	49%	44%	**42%**			46%	43%

SBA Math	Level 3 or 4 (Met Standard)	
White	59%	
Hispanic	26%	
English Learners	14%	(We will increase the percentage of MLL students who reach proficiency from 27% to 40%)
Students with Disabilities	31%	(We will increase the percentage of Students with Disabilities who reach proficiency from 32% to 50%)

iReady Math Goal- By June 2025, we will increase the percentage of students who meet typical growth to 100% and stretch growth to 25%, as measured by the spring 2025 iReady diagnostic. This data goal will include our MLL Students and Students with Disabilities, as they should also be making typical and stretch growth each year.

MATH GROWTH using iReady Data

iReady Math as a School

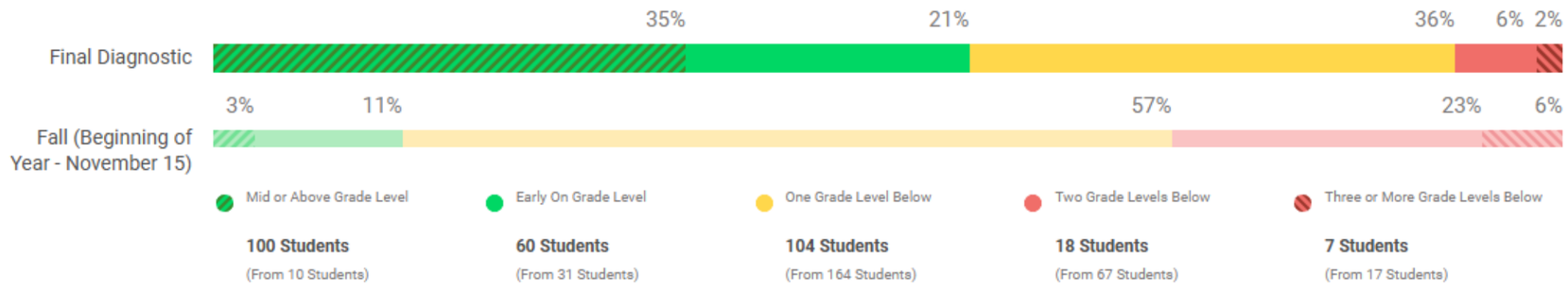
Annual Typical Growth (ATG):

ATG 55% met (**goal is 100%** of students make annual growth)

Stretch 24% met (**goal is 25%** of students make stretch growth)

iReady Math	21-22	22-23	23-24	**24-25**
Typical Growth	49%	46%	48%	**55%**
Stretch Growth	21%	19%	21%	**24%**
	ATG %MET	Stretch %MET		
1st grade	54%	36%		
2nd grade	66%	44%		
3rd grade	65%	18%		
4th grade	49%	11%		
5th grade	63%	25%		

	ATG	Stretch Growth
White	53%	26%
Hispanic	60%	22%
English Learners	54%	12%
Students with Disabilities	43%	19%



Our ELA data over time shows that we have work to do in helping our students become better readers and writers. Our reading and writing data over time shows our need to develop essential standards identified at every grade level, create common formative assessments in collaborative teams, and then provide targeted interventions of support and feedback to students to master those essential skills and standards.

ELA ACHIEVEMENT- GOAL is 60% meeting standard
SBA Goal- By June 2025, we will increase the percentage of total students who reached proficiency on the ELA SBA from 47% to 60%.
SBA ELA Data - Met Standard (Level 3 or 4 on the state assessment)

24-25	23-24	22-23	21-22
46%	47%	47%	41%

Overall, SBA ELA data shows we are flat in our scores, and we are below our goal of 60%
Breakdown by grade level

		FRE Spring 2023	FRE Spring 2024	FRE Spring 2025	FRE Spring 2026		Monroe Spring 2025	State Average 2025
SBAC	% of 3rd Graders Meeting/Exceeding State Standards	48%	62%	**40%**			47%	49%
ELA	% of 4th Graders Meeting/Exceeding State Standards	52%	33%	**49%**			53%	51%
	% of 5th Graders Meeting/Exceeding State Standards	43%	59%	**49%**			56%	54%

SBA ELA	Level 3 or 4 (Met Standard)	
White	52%	
Hispanic	26%	
English Learners	16%	(We will increase the percentage of MLL students who reached proficiency from 38% to 50%)
Students with Disabilities	26%	(We will increase the percentage of Students with Disabilities who reached proficiency from 29% to 40%)

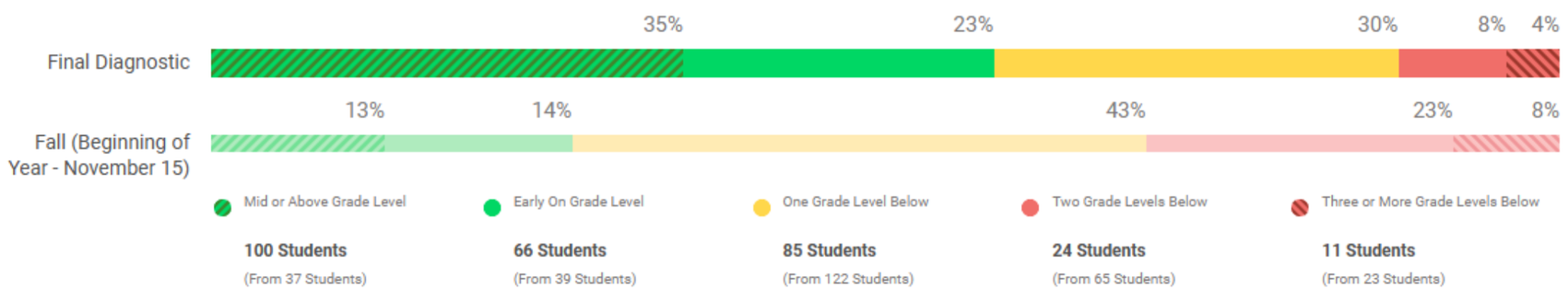
iReady Reading Goal- By June 2025, we will increase the percentage of students who meet typical growth to 100% and stretch growth to 25%, as measured by the spring 2025 iReady diagnostic. This data goal will include our MLL Students and Students with Disabilities, as they should also be making typical and stretch growth each year.

READING GROWTH using iReady Data

iReady Reading as a School
Annual Typical Growth (ATG):
ATG 58% met (**goal is 100%** of students make annual growth)
Stretch 34% met (**goal is 25%** of students make stretch growth)

iReady Reading	21-22	22-23	23-24	**24-25**
Typical Growth	53%	52%	51%	**58%**
Stretch Growth	31%	26%	27%	**34%**
	ATG %MET	Stretch %MET		
1st grade	66%	41%		
2nd grade	75%	45%		
3rd grade	77%	45%		
4th grade	51%	30%		
5th grade	65%	33%		

	ATG	Stretch Growth
White	59%	34%
Hispanic	54%	28%
English Learners	50%	25%
Students with Disabilities	59%	34%



ATTENDANCE GOALS
One area of focus, as with all schools in our state, is attendance for the last few years. There are two components of data that are used to look at for attendance.

Average Daily Attendance- Goal is 95% attendance each day

24-25	23-24	22-23
93%	93%	92%

Regular Attendance (defined as missing two or less days per month or 18 or less days over the 180 day school year)- Goal is 80%

24-25	23-24	22-23
77%	83%	69%

SENSE OF BELONGING GOALS
Sense of Belonging and Family Engagement are an area of focus for our school
Panorama Survey Data

Overall, how much do you feel like you belong at your school? - (goal is 80%)

24-25	23-24	22-23
58%	70%	62%

This was a very unexpected survey result for Sense of Belonging in spring 2025. We did not expect the results and we are looking for ways to improve Student Voice, Student Leadership, Student to Student Respect, Behavior Expectations, and Tier 2 SEL practices.

When digging deeper into the questions in this category, we focused on the following:
How well do people at your school understand you as a person? (goal is 80%)

24-25	23-24	22-23
62%	71%	57%

How much respect do students at your school show you? (goal is 70%)

24-25	23-24	22-23
39%	59%	45%

When you are at school, how much do you feel like you belong at your school? (goal is 80%)

24-25	23-24	22-23
68%	70%	68%

For Family Engagement, we have seen a sharp decrease in parent participation in school, such as volunteering and participation, since the pandemic has ended. Our data with families is showing an improving trend and that we are helping them connect back to school and we will continue to focus on this important partnership.

Our first goal was to increase the number of surveys coming in from families to have a better understanding of their views.

Survey Responses	**24-25**	23-24	22-23
	208 families	116 families	34 families

Family Efficacy- (Goal is 75%)

24-25	23-24	22-23
71%	66%	62%

How confident are you in your ability to connect with other parents? (Goal is 50%)

24-25	23-24	22-23
43%	38%	27%

How confident are you in your ability to help your child deal with their emotions appropriately? (Goal is 80%)

24-25	23-24	22-23
71%	67%	74%

Learning Behaviors- (Goal is 80%)

24-25	23-24	22-23
52%	50%	48%

How often does your child struggle to get organized for school? (Goal is 70%)

24-25	23-24	22-23
52%	48%	42%

How often does your child give up on learning activities that are hard? (Goal is 60%)

24-25	23-24	22-23
38%	37%	33%

Barriers to Engagement- (Goal is 90%)

24-25	23-24	22-23
88%	82%	85%

You do not feel a sense of belonging with your child's school community? (Goal is 90% do feel a Sense of Belonging to the school)

24-25	23-24	22-23
90%	81%	94%

The school provides little information about involvement opportunities? (Goal is 90% feel the school provides info about involvement activities)

24-25	23-24	22-23
89%	84%	88%

SMARTIE Goals

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

SY 2024–2025 SMARTIE Goal #1:

Math: SBA Goals

By June 2026, we will increase the percentage of ALL students who reach proficiency on the Math SBA from 49% to 60%.

By June 2026, we will increase the percentage of MLL students who reach proficiency on the Math SBA from 14% to 40%.

By June 2026, we will increase the percentage of Students with Disabilities who reach proficiency on the Math SBA from 31% to 50%.

iReady Goals

By June 2025, we will increase the percentage of students who meet Annual Typical Growth (ATG) to 100% and stretch growth to 25%, as measured by the spring 2026 iReady diagnostic. This data goal will include our MLL Students and Students with Disabilities, as they should also be making typical and stretch growth each year.

Math Data	Goal = 100% 24-25 % Met Typical Growth	Goal = 25% 24-25 % Met Stretch Growth
ALL	55%	24%
1	54%	36%
2	66%	44%
3	65%	18%
4	49%	11%
5	63%	25%
MLL	54%	12%
SpEd	43%	19%

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

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
<u>Intentional schedule planning</u> Tier 1 Common planning times Tier 1 Common instructional blocks Tier 2 WIN (What I Need) time for Math Tier 3 SpEd schedule coordinated with other tiers **<u>RTI Time</u>** Tier 2 and 3 ● 2nd grade team uses their Friday planning time to collaborate with teachers in our categorical programs (SpEd, LAP, ML), along with paraeducators to create small group learning as Tier 2 and Tier 3 support for all students. ● Kindergarten and 1st grade teams use one Friday planning time a month to collaborate with teachers in our categorical programs (SpEd, LAP, ML), along with paraeducators to create small group learning as Tier 2 and Tier 3 support for all students. **Paraeducators** are assigned in a primary team (K-2) and intermediate team (3-5) to work with classroom teachers and categorical teachers to support students. They move with the same group of students throughout their day, including recesses and lunch.	**Tier 1** **Common Formative Assessments** Exit tickets Topic Quizzes Mid Module Assessments will be used to assess student progress **Common Summative Assessments** End of Module assessments will be used to measure essential standard achievement and growth **Focused Interim Assessment Blocks (FIAB)** 3rd-5th grade staff will use 3 FIABs to analyze student performance on math standards using the state assessment tool (Oct/Nov, Jan/Feb, and Mar/Apr) **iReady Data** **Screening-** Diagnostics (3x a year) **Progress Monitoring -** My Path iReady lessons on a weekly basis for 40 minutes of instruction time and at least 2 lessons passed per week Use Standards Mastery Assessments in iReady as a grade level 2nd-5th **Tier 2 and 3** Progress monitoring of targeted skills in each small group based on grade level essentials to learn and master OR foundational skills in math Measured weekly or bi-monthly	**Progress Monitoring cycles that parallel Eureka modules that are focused on Targeted Essential Standards** **Tier 1** ● Committed to collecting, analyzing, and interpreting data through data cycles of 6 weeks ● Collaborative teams will create effective tier 2 interventions in math, based on the data collected. **Tier 2** ● Students will move in and out of WIN groups based on the progress monitoring data to have the extra time, support, practice and feedback in small groups working on targeted standards from the current math modules. ● Committed to collecting, analyzing, and interpreting data through data cycles of 2 weeks **Tier 3** ● Working on foundational math skills much lower than at grade level ● Goals will be based on essential standards at the	**Grade Level Teams** **& Building Guiding Coalition** Every Friday afternoon 50 minutes is designated for PLC Collaboration Time to answer the 4 critical PLC questions. Teams will use the PLC agenda template of the work being done. Process collaboration time is weekly and Product Collaboration time as needed. **ML Teacher** **Instructional techniques for Tier 1 include:** ● Better understanding of supports and scaffolds for language learners, i.e. the use of MSD's adopted ELD strategies ● Charts, sentence stems, and visual and auditory cues will be used to support SWD and MLL students along with incorporation of ELD strategies - language targets, academic vocabulary, and sentence stems **ML teacher** will work with grade level teams to ensure Tier 2 instructional practices and support for our students.	**Whole School Data Spreadsheets** A transparent set of documents being created to house all data and information on each student, in each grade level. This is the cornerstone of our work this year- Assessment- and how we use it to drive instruction, support for additional learning, and feedback to students. **Other data collection tools include: ESGI, iReady, Panorama, and WaKIDS** We continue to seek further training in iReady and Panorama as valuable tools for student success and planning. **Weekly PLC collaboration** Using resources and tools from Learning by Doing, PLC at Work, All Things PLC **WIN time** Weekly collaboration with colleagues on instructional practices, materials use, assessments created, student progress tools **Eureka Math** Fluency, Prep and Customization, Lesson Planning Template, Observation Tool, Eureka PD

Build out our MTSS (Multi-Tiered System of Supports) ● Attended MTSS State Conference in Wenatchee in July 2025 with 5 members of our MTSS team ● Tier 1 - Eureka Math, mathematical practices, math instructional practices, Essential Standards in Math, Common Formative Assessments, data collection ● Tier 2 - Intervention supports of essential standards, progress monitoring, data collection ● Tier 3 - Intensive intervention using Math to Mastery materials for foundational skills in math, progress monitoring, data collection	Create clear decision making rules and data analysis procedures for each tier in the system Use the same Tier 2 data collection model for Tier 3, so that our system is aligned Make all data collection electronic for easy access and transparency Work with KC Knudson from ESD 189 and our district MTSS team to build out our tiered systems of support Review our Tier 1 practices with Eureka Math and instructional practices based on student results in Tier 1, 2, and 3 instruction Use Common Formative Assessments to implement Tier 2 interventions with appropriate size and dosage, aligned to core instruction	grades below their current grade level ● Increased frequency, smaller groups, different interventions, and changes to delivery ● Committed to collecting, analyzing, and interpreting data through data cycles every week Our MTSS Team will be creating artifacts and templates to use with each tier of the system We are using this year to create an MTSS folder with the resources that we will use, train on, practice, and refine throughout the school year. These include data collection tools, data analysis tools/protocols, and a framework for prevention and intervention	**SpEd teachers** will work with grade level teams to ensure Tier 3 instructional practices and support for our students. **The MTTS Team and SAT/BGC Team will work together to help support the tiered system, with the SAT/BGC focused on the Tier 1 component pieces and grade level Tier 2 pieces that require team collaboration, and the MTSS team is focused on the Tier 2 and 3 interventions that are part of the more intensive interventions.**	**Training/PD for this year:** ● FIABs for 3rd-5th grade teachers ● Use of Math Manipulatives ● Data Chats and Student Feedback ● iReady use with Math ● Panorama use with Math ● Data Analysis Protocols ● Electronic Data Collection ● Complete Math Essentials work and Unit Planning ● Develop CFAs for each Essential Math Standard **Book Study-** Taking Action for BGC and MTSS teams
Continue District work with schools on developing our Essential Standards at every grade level in Math (PLC question #1) and Common Formative Assessments (PLC question #2) **Creating sub out time for the following:** PLC Collaboration -Unit/module planning -4 PLC questions -Data collection, analysis, and chats	**PLC Agenda notes, planning documents, and products** **Common Formative Assessments** **Common Summative Assessments** **Focused Interim Assessment Blocks (FIAB)** **ESGI data** **iReady data**	**Continue district work on Math Essentials by grade level** **Continue PLC collaboration** **Math Modules and Essential Standards unit planning** **Weekly school wide monitoring of iReady instructional lessons to meet weekly benchmarks**	**Continue Math Leads to develop the grade level essential standards into learning targets, proficiency scales, progression ladders, academic vocabulary, and common formative assessments per unit.** **Admin/Grade Level Teams** **iReady Teacher Leads** **Building Guiding Coalition**	**Collaborative PLC Team Time every Friday early release** **iReady Professional Development** ● **1-2 six hr training days** **Eureka Professional Development**

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Building Budget to pay for subs for progress monitoring team time, lead teachers attending year long training in iReady, Eureka math, and PLC work

SY 2024–2025 SMARTIE Goal #2:

ELA: SBA Goals
By June 2026, we will increase the percentage of ALL students who reach proficiency on the ELA SBA from 46% to 60%.
By June 2026, we will increase the percentage of MLL students who reach proficiency on the ELA SBA from 16% to 40%.
By June 2026, we will increase the percentage of Students with Disabilities who reach proficiency on the ELA SBA from 26% to 50%.

iReady Goals
By June 2025, we will increase the percentage of students who meet Annual Typical Growth (ATG) to 100% and stretch growth to 25%, as measured by the spring 2026 iReady diagnostic. This data goal will include our MLL Students and Students with Disabilities, as they should also be making typical and stretch growth each year.

Reading Data	Goal = 100%	Goal = 25%
	24-25 % Met Typical Growth	24-25 % Met Stretch Growth
ALL	58%	34%
1	66%	41%
2	75%	45%
3	77%	45%
4	51%	30%
5	65%	33%
MLL	50%	25%
SpEd	59%	34%

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

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*

<u>Intentional schedule planning</u>
Tier 1 Common planning times
Tier 1 Common instructional blocks
Tier 2 WIN (What I Need) time for ELA
Tier 3 SpEd schedule coordinated with other tiers

<u>RTI Time</u>
Tier 2 and 3

- 2nd grade team uses their Friday planning time to collaborate with teachers in our categorical programs (SpEd, LAP, ML), along with paraeducators to create small group learning as Tier 2 and Tier 3 support for all students.
- Kindergarten and 1st grade teams use one Friday planning time a month to collaborate with teachers in our categorical programs (SpEd, LAP, ML), along with paraeducators to create small group learning as Tier 2 and Tier 3 support for all students.

Paraeducators are assigned in a primary team (K-2) and intermediate team (3-5) to work with classroom teachers and categorical teachers to support students. They move with the same group of students throughout their day, including recesses and lunch.

UFLI phonics instruction for K-3 students at Tier 1
With additional supports of phonics instruction using UFLI in Tier 2 and 3

Intentional Vocabulary Practice each week K-5
This will be used at each tier, with some planning by our ML teacher

Tier 1
Common Formative Assessments
Assessments will be used to assess student progress in phonemic awareness, phonics, fluency, vocabulary, and comprehension of literature and informational text.

Assessments will be used to assess student progress in writing, including spelling, sentence structure, paragraph writing, grammar, stamina in writing, and writing on a topic or with a purpose.

Common Summative Assessments
Unit assessments will be used to measure essential standard achievement and growth in reading and writing units

Focused Interim Assessment Blocks (FIAB)
3rd-5th grade staff will use 3 FIABs to analyze student performance on ELA standards using the state assessment tool (Oct/Nov, Jan/Feb, and Mar/Apr)

iReady Data
Screening- Diagnostics (3x a year)
Progress Monitoring - My Path iReady lessons on a weekly basis for 40 minutes of instruction time and at least 2 lessons passed per week

Use Standards Mastery Assessments in iReady as a grade level 2nd-5th

Use Standards Mastery Assessments in iReady as a grade level 2nd-5th

Use Literacy Task Assessments in iReady at each grade level

Progress Monitoring cycles that parallel our Reading and Writing Units that are focused on Targeted Essential Standards

Tier 1

- Committed to collecting, analyzing, and interpreting data through data cycles of 6 weeks
- Collaborative teams will create effective tier 2 interventions in ELA, based on the data collected.

Tier 2

- Students will move in and out of WIN groups based on the progress monitoring data to have the extra time, support, practice and feedback in small groups working on targeted standards from the current ELA units and UFLI lessons.
- Committed to collecting, analyzing, and interpreting data through data cycles of 2 weeks

Tier 3

- Working on foundational reading and writing skills much lower than at grade level
- Goals will be based on essential standards at the grades below their current grade level
- Increased frequency, smaller groups, different interventions, and changes to delivery
- Committed to collecting, analyzing, and interpreting data through data cycles every week

Grade Level Teams
& Building Guiding Coalition
Every Friday afternoon 50 minutes is designated for PLC Collaboration Time to answer the 4 critical PLC questions.

Teams will use the PLC agenda template of the work being done. Process collaboration time is weekly and Product Collaboration time as needed.

ML Teacher will provide Instructional training for classroom teachers for Tier 1 including:

- ELD strategies with modeling of language targets, academic vocabulary, sentence stems, and charts
- GLAD strategies with unit planning and modeling of GLAD instruction

LAP and ML teacher will work with grade level teams to ensure Tier 2 instructional practices and support for our students, with an emphasis on UFLI implementation at K-3

ML Teacher will build weekly Vocabulary units and lessons for each grade level using words from UFLI, Academic Vocabulary, and grade level content to help with vocabulary.

ML Teacher will designate time each week for Tier 3 support for our ML students with the lowest WIDA skills.

SpEd teachers will work with grade level teams to ensure Tier 3 instructional practices and support for our students.

Whole School Data Spreadsheets
A transparent set of documents being created to house all data and information on each student, in each grade level.
This is the cornerstone of our work this year- Assessment- and how we use it to drive instruction, support for additional learning, and feedback to students.

Other data collection tools include: ESGI, iReady, Panorama, UFLI, and WaKIDS
We continue to seek further training in iReady and Panorama as valuable tools for student success and planning.

Weekly PLC collaboration
Using resources and tools from Learning by Doing, PLC at Work, All Things PLC

WIN time
Weekly collaboration with colleagues on instructional practices, materials use, assessments created, student progress tools

F&P Classroom
Use the curriculum components of F&P to teach the essential standards of reading
(Interactive Read Alouds, Guided Reading, Shared Reading, Reading and Writing Mini Lessons, Book Clubs, Independent Reading)

UFLI
Use UFLI at K-3 and in Tier 2 and 3 as supports for phonics and decoding work

GLAD Strategies will be used in each grade level, with TK though 2nd grade starting to build out a unit using GLAD strategies in the fall 2025. 3rd-5th grade will receive GLAD training this year to begin to build units using GLAD Strategies. **Move to the Science of Reading model and components of Literacy at Work** K-2 - UFLI, IRA/Shared Reading, and Differentiated Reading/Guided Reading 3-5 - Fluency, Vocabulary, and Comprehension **Writing** K-2 is using Primary Bliss as their writing system 3-5 is piloting several writing curriculums this year to decide on which writing system they will use as an intermediate team **Build out our MTSS (Multi-Tiered System of Supports)** ● Attended MTSS State Conference in Wenatchee in July 2025 with 5 members of our MTSS team ● Tier 1 - Eureka Math, mathematical practices, math instructional practices, Essential Standards in Math, Common Formative Assessments, data collection ● Tier 2 - Intervention supports of essential standards, progress monitoring, data collection ● Tier 3 - Intensive intervention using Math to Mastery materials for foundational skills in math, progress monitoring, data collection	**Tier 2 and 3** Progress monitoring of targeted skills in each small group based on grade level essentials to learn and master OR foundational skills in Reading and Writing. Measured weekly or bi-monthly Create clear decision making rules and data analysis procedures for each tier in the system Use the same Tier 2 data collection model for Tier 3, so that our system is aligned Make all data collection electronic for easy access and transparency Work with KC Knudson from ESD 189 and our district MTSS team to build out our tiered systems of support Review our Tier 1 practices in Reading and Writing with instructional practices based on student results in Tier 1, 2, and 3 instruction Use Common Formative Assessments to implement Tier 2 interventions with appropriate size and dosage, aligned to core instruction	Our MTSS Team will be creating artifacts and templates to use with each tier of the system We are using this year to create an MTSS folder with the resources that we will use, train on, practice, and refine throughout the school year. These include data collection tools, data analysis tools/protocols, and a framework for prevention and intervention	**The MTTS Team and SAT/BGC Team will work together to help support the tiered system, with the SAT/BGC focused on the Tier 1 component pieces and grade level Tier 2 pieces that require team collaboration, and the MTSS team is focused on the Tier 2 and 3 interventions that are part of the more intensive interventions.**	**LAP Teacher and District TOSA will train staff on the UFLI program as part of our K-3 implementation of UFLI for phonics development.** **Training/PD for this year:** ● FIABs for 3rd-5th grade teachers ● Data Chats and Student Feedback ● iReady use with Reading ● Panorama use with Reading ● Data Analysis Protocols ● Electronic Data Collection ● Work with ELA Essential Standards that were decided as a district and create Reading and Writing Units ● Develop CFAs for each Essential ELA Standard ● UFLI training as we implement K-3 ● GLAD training for 3rd-5th and implementation training for TK-2nd **Book Study-** Taking Action for BGC and MTSS teams

Continue District work with schools on developing our Essential Standards at every grade level in Reading (PLC question #1) and Common Formative Assessments (PLC question #2) **Creating sub out time for the following:** PLC Collaboration -Unit/module planning -4 PLC questions -Data collection, analysis, and chats **iReady training/planning** **UFLI training** **GLAD training**	**PLC Agenda notes, planning documents, and products** **Common Formative Assessments** **Common Summative Assessments** **Focused Interim Assessment Blocks (FIAB) 3rd-5th grades** **ESGI data for K** **iReady data K-5** **1:1 conferring data**	**Continue district work on Reading Essentials by grade level** **Continue PLC collaboration** **Unit planning in Reading and Writing based on agreed upon essential standards** **Weekly school wide monitoring of iReady instructional lessons to meet weekly benchmarks** **Continue learning to use and implement Standards Mastery and Literacy Tasks within iReady**	**ELA Leads created for each grade level this year to begin the work in the building and within the district** **Grade level PLC teams begin to develop the grade level ELA essential standards into learning targets, proficiency scales, progression ladders, academic vocabulary, and common formative assessments per unit.** **Admin/Grade Level Teams** **iReady Teacher Leads** **Building Guiding Coalition**	**Collaborative PLC Team Time every Friday early release** **iReady Professional Development** ● **1-2 six hr training days** **Professional Development** ● UFLI ● GLAD Strategies ● PD in Science of Reading ● 7 elements of a lesson ● Danielson Framework of Instruction ● High Impact Teaching Strategies (HITS)

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Building Budget to pay for subs for progress monitoring team time, lead teachers attending year long training in iReady and PLC work

SY 2024–2025 SMARTIE Goal #3:

Attendance:
For the 2025-2026 school year, students will improve their average daily attendance from 93% to 95%.
For the 2025-2026 school year, the number of students meeting the regular attendance criteria will increase from 77% to 85%. Regular attendance is defined as missing two or less days per month or 18 or less days over the 180 day school year.
For the 2025-2026 school year, decrease the number of tardies by 50% each month from the previous school year as measured by Skyward data.

Sense of Belonging:
For the 2025-2026 school year, students in 3rd-5th grades will increase their overall Sense of Belonging from 58% favorable to 80% favorable as measured by the spring 2025 to spring 2026 Panorama survey data.

This will also be measured by the following specific survey question data:

How well do people at your school understand you as a person? (goal 80%)	**From 62% to 80% favorable**
How much respect do students at your school show you? (goal 70%)	**From 39% to 70% favorable**
When you are at school, how much do you feel like you belong at your school? (goal 80%)	**From 68% to 80% favorable**

Family Engagement
For the 2025-2026 school year, increase Family Engagement as measured by the spring 2025 to spring 2026 Panorama survey data.
Goal- Continue having over 200 survey responses for spring 2026

Family Efficacy- Increase from 71% to our goal of 80%
How confident are you in your ability to connect with other parents? (Goal 50%) From 43% to 50% favorable
How confident are you in your ability to help your child deal with their emotions appropriately? (Goal 80%) From 71% to 80% favorable

Learning Behaviors- Increase from 52% to our goal of 80%
How often does your child struggle to get organized for school? (Goal 70%) From 52% to 70% favorable
How often does your child give up on learning activities that are hard? (Goal 60%) From 38% to 70% favorable

Barriers to Engagement- Increase from 88% to our goal of 90%
You do not feel a sense of belonging with your child's school community? (Goal is 90%) Continue to have 90% of families feel a Sense of Belonging to the school
The school provides little information about involvement opportunities? (Goal is 90%) Continue to have 90% of families feel the school provides info about involvement activities

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

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Attendance Matters information to families in the weekly Falcon Flyer, on Facebook page, and through Parent Square. **District attendance letters mailed weekly to set up family conferences for attendance concerns and school support.** **Attendance Specialist monitoring absence trends using Panorama, with an emphasis in the current list of Chronically Absent students from 24-25 and 25-26** **Recognition** **Schoolwide- Thermometer in main hallway going up to 20 bars to reach incentive (each bar is 95% or better daily attendance as a school)** **Daily-** **30 second dance party and bubbles for 100% attendance**	**Using Panorama Data- We should see an increase in attendance which can be reviewed daily, weekly, and monthly.** **We should see a decrease in the amount of attendance letters going out each week as the year progresses.** **Track data on our schoolwide and monthly recognition** **We will collect specific family data through our attendance conferences to provide specific supports to students and families based on those conversations**	**Weekly- attendance information going out to families through our various communication tools and specific letters mailed to families with students who have attendance concerns.** **Weekly Tuesday phone calls or Parent Square communication to families on our Chronically Absent list from last year and this year from attendance support specialist for positive note of good attendance or check in regarding absences for the week.** **Daily, weekly, and monthly recognition and awareness of attendance (see activities)**	**Attendance Specialist** **Counselor** **Attendance Secretary** **Admin/Grade Level Teams** **Building Guiding Coalition**	**Attendance Team meetings** **Printing and mailing attendance letters** **Calling families and meeting for conferences** **Using Attendance Matters and Panorama Playbook strategies** **To recognize students with good or improved attendance, with certificates at the end of each month.** **Continued PD on Panorama with staff**

Weekly- **Attendance Trophy for the class with the best attendance that week based on percentage (given each Friday)** **No Tardy Trophy for the class with the lowest tardies for the week based on percentage (given each Friday)** **Monthly-** **0-1 absences AND must have 0-1 tardies = Individual Certificates for each student, also name put into drawing for prizes at the end of each semester** **Monthly-** **Class with the most 100% attendance days in the month (graph chart in the main hallway) will reach incentive**				
Sense of Belonging ● **Tier 1 Supports for Students**- Greeting by staff at every entrance to school, ● Positive Greeting at the Door by classroom teachers ● Entry Task ● Pre corrections ● Daily 2nd Step lessons ● Daily classroom circles ● Visual Schedules ● Calming Corners ● Daily video show every morning to start the day ● Daily positive recognition SOAR tickets ● Co-constructed classroom norms ● Common area expectations.	**BGC Team** ● Monitor our student data with our Tier 1 supports and provide training through the school year with staff. ● Review Panorama Data on monthly behavior/discipline data and student survey data ● Quarterly checks on Tier 1 supports in place in each classroom	**BGC Team** ● Meets 2 hours a month to look at data and monitor progress of Sense of Belonging **MTSS Team:** ● Meets 1 hour a month to look at data and monitor progress of SEL groups and Behaviors	**MTSS Team** **Grade Level Teams** **Counselor** **Building Guiding Coalition**	**Panorama training for all staff** **Tier 1 curriculum** Tier 1 support binder 2nd Step Zones of Regulation

Tier 2 Supports for Students- ● Check in/Check out (CICO) system for students identified as needing a champion at school ● WIN Room (reset room, sensory room, and work space) using a PBIS shared support para ● An intentional soc/emo block of 20 minutes 2 days a week for prescribed teaching of SEL skills ○ Self Regulation (Zones of Regulation) ○ Social Skills (Social Thinking and Superflex) ○ Executive Function **Tier 3 Supports for Students**- ● Check in/Check out (CICO) system for students identified as needing a champion at school ● WIN Room (reset room, sensory room, and work space) using a PBIS shared support para ● An intentional soc/emo block of 20 minutes 4 days a week for prescribed teaching of SEL skills ○ Self Regulation (Zones of Regulation) ○ Social Skills (Social Thinking and Superflex) ○ Executive Function **Increased use of Parent Square as a communication tool with families by the school and by teachers in classrooms and categorical programs** **Parent Connections-** PTA, PTA events, Watch DOGS, Parent Square,	**MTSS Team** ● Review monthly CICO data from folders ● Look at monthly WIN room log data ● Review Tier 2 social/emotional blocks in 6 week cycles to see if students can exit the group or need additional cycles ● Review of Panorama data on behavior ● Review Tier 3 social/emotional data collection from small group student progress, related to IEP goals matched up with Panorama data **Data from Parent Square of weekly use and also data from events on participation**	**CICO Team meets every month to check on progress of students** **Monthly WIN Room log review by admin and counselor** **SEL** **Tier 2** **Bi-monthlly data collection**, with 6 week intervention checks to update groups and plan for groups **Tier 3** **Weekly data collection**, with 6 week intervention checks to check on goals and individual student plans **Yearlong, monthly events** **Family Engagement Calendar** Aug 27 PTA Back to School Event Sept 30 Open House Night Oct 10 PTA Event Nov International/Culture Night Dec PTA Craft Night Jan PE Night Feb Career Fair with families Mar Hispanic Parent Event Apr 22 STEAM Fair Night May PTA BINGO & Auction June School BBQ	**Specific staff as part of our CICO system for Tier 2 support** **The CICO team** is monitoring student CICO folders which contain daily information/data and they are working with staff who are implementing the program to help support them with being a champion. **WIN Room data log for each day**, who used the WIN Room, for how long and why so we can put additional supports in for students **Para in WIN Room** **Counselor/Admin** **MTSS team to monitor** **SpEd teachers to plan lessons** **PTA Board and PTA members** **Admin/Staff**	**CICO data folders** **SIM forms** **Zones of Regulation** **CICO folders created and then training staff on how to be a Champion for students.** Monthly meetings to discuss the program and specific strategies when working with our students. **Tier 2 curriculum** CICO 2nd Step Zones of Regulation Think Social- Superflex Executive Function Materials for the WIN Room **Tier 3 curriculum** Zones of Regulation Strong Start (K-2) Strong Kids (3-5) Think Social- Superflex Social Stories Executive Function **Various resources for each event** **Teacher training on Parent Square and communication practices**

Music concerts, Family Conferences, Family Connection Meetings, Veterans Assembly, and Family Night events, Hispanic Parent Meetings **Counselor following ASCA model with a goal of 80% direct and indirect support to students** ● Conflict resolution support at all recesses ● Scheduled small group time, individual student time, classroom lessons **Student Leadership opportunities-** ● Green Team ● Playground Managers ● Safety Patrol ● Library Pages ● Assembly Assistant ● Trash Patrol ● School Reporter ● Student Council	**Counselor time study data** **We are collecting student participation data in our leadership roles and finding ways to increase participation from students who could benefit from a leadership opportunity**	**Quarterly data checks** **Weekly meetings with Counselor and Admin** **Monthly Counselor PLC meetings** **Application process to participate** **Daily leadership positions for some roles, others will vary depending on the role** **Student Council is a year-long position for 3rd-5th grades**	**Counselor/Admin** **Teacher and Para Advisors for Leadership**	**2nd Step** **Zones of Regulation** **Think Social- Superflex** **Social Stories** **Provide leadership students with badges and other equipment for their specific roles in the school.** **Training for each position**

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. District funding of 3.5 hours per week for an Attendance Support Specialist to support students and families at our school
2. Building budget for materials and equipment for implementing the various activities for Attendance and Sense of Belonging