

Monroe HS School Improvement Plan 25-26

School District: Monroe School District

Building Name: Monroe High School

Date: September, 2025

Needs Assessment Summary

During the 2022-23 school year, MHS went through an extensive audit and needs assessment involving all of our stakeholders and several outside agencies and partners that helped provide for us a reflective mirror on the things going well at MHS and the areas we should focus on for growth. Our school improvement plan for the 25-26 school year is a continuation of our plans from the last 2 school years. It is informed by our needs assessment from 22-23, our reflective celebrations and areas of continued growth, and the guidance provided by the Monroe SD Strategic Plan.

Stakeholders and Partners

- **Students:** Our students continue to provide us with valuable feedback on what they feel is working and what they believe needs to be improved. Parts of our SIP this year include specific strategies recommended by our students.
- **Staff:** Our staff provide their feedback on what is working, what needs improvement, and what they feel are our greatest barriers to student learning and success. Our staff have demonstrated great care and investment in our ongoing improvement. We have a large number of our staff that are involved in various leadership teams that are working on pieces of our school improvement efforts.
- **Parents:** Families continue to provide feedback, highlighting where we are partnering well with families and where we might improve things for our students.
- **Christian Paige:** Christian Paige continues to work with dozens of our student leaders and staff to take the 6 areas (pillars) that they have identified for growth and turn those 6 pillars into action plans / projects that align with our goals and focus areas as a school. The 6 pillars, originally identified by students are : Student and staff relationships, community and student behavior, involvement and communication, diversity and inclusion, content and curriculum, and school pride.
- **Solution Tree:** We continue to partner with Solution Tree to ensure more students are learning at a high level every year by building out our MTSS systems for both academics and behavior.
- **ESD Accreditation:** In 22-23 MHS went through the accreditation process, which is a thorough audit of our school improvement efforts. This process yielded some valuable commendations and recommendations for our journey that we continue to use in our improvement journey. This year we have a check in with the ESD to review how our school improvement efforts are progressing.
- **Center for Culturally Responsive Teaching and Learning (CCRTL):** We continue to partner with Dr. Hollie and his CCRTL team of coaches to implement culturally and linguistically responsive strategies into our classrooms. This year we will have 2 more cadres of teachers participate in coaching cycles with his team and Dr. Hollie will have another training session with our staff on October 20th.
- **University of Washington:** The University of Washington continues to be a key partner in our efforts to be an inclusive high school and their visits and partnership throughout the last few years has been invaluable to us in our effort to sustain our improvement plans. Once again this year we have Anita Lenges, from the UW, working directly with our Math teachers to improve the Math discourse happening in our Math classrooms, with the goal of ensuring that students deepen their understanding of the Math and improve in their ability to solve complex problems.
- **Organic World Language:** Darcy Rogers, from Organic World Language, continues to work with and support our World Language and MLL team, helping them focus on and deepen their understanding of language proficiency and expanding our ability to ensure we are better supporting students in their language acquisition, especially our MLL students.

Areas of Continued Work and Growth

- **Strategies:** Staff continue to advocate training and focus around strategies, particularly strategies that support our MLL students since this group of students continues to underperform, be less engaged, and has communicated to us that they aren't understanding what's happening in their classes. Our main support this year will be through our Oct 20th training w/ Dr. Hollie. He will be working with our staff on getting into the nuts and bolts of vocabulary and using writing to expand student literacy. We also have a Teacher on Special Assignment (TOSA) this year with 1 period of release each day to lead our CCRTL cadre work and support our teachers in building their culturally responsive tool belt.
- **Intervention:** There is continued support for and an identified need to make our FLEX intervention time more meaningful and focused on essential skills. This year our step forward around FLEX is developing priority days each week for different departments to run interventions and creating a system for allowing other students that don't need intervention to have spaces where they can be so that we can be more targeted with the intervention we are providing.
- **Systems:** In the spring of 22-23, both staff and students identified 4 main barriers to student learning that we continue to build systems around. This is in line with the feedback from the accreditation process as well ... build systems so that we aren't so reactive as a building. The tight expectation is that our systems need to be grounded in evidence / best practice and need to be focused on solid Tier 1 classroom support. The last two years we have worked on Attendance and Technology Use, which we will continue to focus on. This year we are digging into essential behavior #3 ... students persisting through challenges. Essentially we are being intentional with our efforts to teach students how to be good students. This year for improvement we have a heavy focus on our Tier 2 and Tier 3 systems for supporting these essential behaviors.
 - #1: Attendance ... students regularly coming to school and being prompt, staying in class
 - #2: Technology Use ... students using technology appropriately, specifically referring to cell phone usage
 - #3: Being a Great Student ... students persisting through challenging tasks vs being apathetic and disengaged
 - #4: Safe Language ... students using safe and appropriate language, particularly outside the classroom in common spaces
- **Leadership:** Through our annual surveys, staff continue to give valuable feedback around ways we can improve as building leaders, improve the climate of the school, and improve staff sense of belonging which will, in turn, positively impact our students.
- **Consistency:** Feedback from the accreditation process encouraged us to keep our goals short, doable, and the same from year to year vs lofty goals that aren't realistic and goals / focus areas that change from year to year. The recommendation was to have a multi-year plan that we update each year.
- **Student Engagement:** There is continued effort and priority towards a focus on essential skills and not just content knowledge in our classes. This includes implementing strategies that better engage students in the process of learning, including being more culturally responsive. This is one of the 6 pillars that students have identified as an area for growth.
- **Adjusting to 6 Periods:** After much input and collective work, we have moved back to a 6 period schedule and stair-stepping back to 24 required credits for graduation. We are supporting staff this year on ways to effectively teach in a 6 period schedule. We are also taking a look at our class offerings for next year and beyond, ensuring we are both offering classes that our students want to take, maximizing our staffing, as well as offering programs within our CTE department that are moving students towards jobs / careers that are in high demand in our region.
- **Assessment and Grading:** This year our collaborative team PLC work will zero in on assessment, assessment practices, and starting to build our knowledge around best practices in grading. All of these things work together to support our efforts to ensure more students learn at high levels, particularly around our efforts to provide targeted intervention on essential standards and move our students towards being more intrinsically motivated in their learning and not just chasing points from class to class.

Areas of Celebration

- **Student Voice:** We continue to listen to our students through the year and involve them in the process of improving our school. Our students want the same things that our staff want ... structure, order, safety, and accountability. Our students want to partner with us to make MHS great. This year there are 11 specific things they have given feedback around (from the Panorama survey) that we are working on improving.
- **Systems:** The implementation of systems has been much appreciated by staff and has resulted in a calmer feel in the school and one that is more focused on learning. The consistent implementation of a system for attendance and cell phone use, across the entire building, has been a huge success for our school and one that we can build upon as we roll up our sleeves this year on teaching students how to be great students, our 3rd essential behavior.
- **ALL Means ALL:** An inclusive mindset and an "All Means All" mentality continues to take root at MHS and become a part of our identity. Our staff are proud to share our story when other schools and districts come and visit. Our unified basketball and soccer teams are a great example of how this work is becoming who we are as well as our first ever multicultural assembly last year, which was a highlight for our school. More than even our staff believe in the work of becoming a school for ALL and our focus on adding tools to their tool belts will only help this identity and mindset deepen.
- **Collaboration / PLC Work:** Our collaborative teams are feeling more successful, they continue to grow their intentionality, and there is an increased focus on learning across the building, resulting in improved outcomes. Our collaborative practices are becoming our vehicle for improvement ... the way we do things at MHS.
- **Belonging and Inclusion:** According to Panorama, we continue to increase student belonging. Our staff love our students and continue to greet them warmly and work to make our students feel welcomed at MHS. We have some added intentionality this year again to continue to move the needle on student belonging, which we are excited about.
- **Goal Areas:** A huge celebration is that we continue to either hit our school goals or make positive movement towards our goals. This is a celebration because our collective efforts are working to improve our school as evidenced by how we are measuring progress.

- **Office Staff Customer Service:** As a part of our effort to provide world-class customer service, we are collecting feedback from stakeholders early in the year on the customer service of our main office staff and counseling office staff. This will help identify areas of strength and areas of focus to better serve our students, staff, and families.
- **New Danielson Framework:** We are rolling out the new and updated Danielson Instructional Framework this year with our teachers. This framework has direct connection to our PLC and MTSS work and raises the bar significantly in terms of what it expects from teachers to be Proficient. We plan to provide a heavy amount of learning and support this year for our teachers to ensure they are reflective about current practice and using the framework to set goals and growth in their instruction.

24-25 SIP Goals

Below is a summary of our goals from last year and the outcomes.

Goal 1 - Attendance: 75% of our students will attend school 90% of the time as measured by Panorama

We improved again last year but fell just short of our goal ... 73% of our students attended school 90% of the time as measured by Panorama. This was up from 70% the prior year.. For most of the year we were at or exceeding our goal in this area. Our 11th grade class was the highest at 74%

Goal 2 - Student Belonging: 45% of our students will report favorably that they feel a Sense of Belonging at MHS as measured by Panorama

We improved again last year but fell just short of our goal ... an average of 44% of our students had a favorable rating towards their sense of belonging between the fall and the spring survey. This was up from an average of 39% the prior year. In the specific Panorama question around sense of belonging, we exceeded the goal by .5%

Goal 3 - Staff Belonging: 60% of our staff will report favorably that they feel a Sense of Belonging at MHS as measured by Panorama

We exceeded our staff sense of belonging goal ... 63% of our staff reported favorably that they feel a sense of belonging at MHS (54 out of the 86 staff that took the survey)

Goal 4 - Math: 30% of our students will pass the Math SBA as measured by Smarter Balanced

We exceeded our Math goal... 33.3% of our students passed the Math SBA.. This was up from 20% the prior year. 55% of our students are at or near grade level in Math.

Goal 5 - ELA: 68% of our students will pass the ELA SBA as measured by Smarter Balanced

We improved again last year but fell short of our goal ... 63% of our students passed the ELA SBA. This was up from 60% the prior year. 83% of our students are at or near grade level in ELA.

Annual Goal - Pass Rates: Each year at MHS we will have an increasing % of students pass all of their classes across the school.

We have an annual goal connected to student success in all of their classes. It gives us a big picture view and year over year data on how we are doing at helping our students succeed. Below is a summary of that data from the last 3 school years since Covid.

- 83% of our students passed all of their classes in 21-22
- 84% of our students passed all of their classes in 22-23
- 86% of our students passed all of their classes in 23-24
- 88% of our students passed all of their classes in 24-25

Our 3 Focus Areas for 2025-2026

The following are our 3 focus areas for this school year ... all of our school goals fit into these three categories.

1. **PLC Work / Collaborative Teams:** We will improve our assessments, our assessment literacy, and be more targeted w/ our interventions as a result of the data that our assessments give us
2. **Tier 1 Systems:** We will successfully implement a Multi-Tiered System of Support, aligned to best practice, that teaches and supports students to increase their Regular Attendance, improve their Appropriate Use of Technology, and develop the habits of being a Great Student.
3. **Sense of Belonging:** We will continue to increase the sense of belonging across our school system for both students and staff

Goal 1 - Attendance: In 2024-2025, 73% of our current students attended school 90% of the time as measured by Panorama. In 2025-2026, 78% of our current students will attend school 90% of the time as measured by Panorama

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>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?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>System: We will continue to implement an Attendance system that is consistent across the school, in every classroom, and is aligned to the OSPI expectations and timelines for how Attendance should be monitored and supported in a school.</p> <p>Connect and Check Strategy: In Homerooms again this year we are using our Panorama data to implement a Connect and Check strategy. Each student is assigned a Homeroom and the teachers in each Homeroom will be intentionally connecting and checking in with each of their students at least 1x per month around both academics and attendance. The strategy will be an intentional connection and relationship building system as well as a way to identify areas of concern that are emerging and specific student needs for support. With regards to attendance, our goal is that the 1 on 1 check-ins will help us identify issues and barriers that may exist for students, particularly those that are chronically absent. We will then use that information to refer students for intervention and support. This year we are providing teachers w/ the names of between 4 and 8 of their Homeroom students that have been identified as needing extra support to start the year based off of at-risk data from last year that we have collected through Panorama.</p> <p>Attendance Team: Our Dean of Students this year is leading our weekly Attendance Team meeting (admin, counselors, security, office staff and student support staff). Their weekly agenda identifies things that are working well, student success stories, logistical and system updates from our office staff, and students of concern. The conversations around each student identify strategies to implement and who is taking point with each of the students. Our student support staff will be meeting with each of our school counsel. This intentionality, student by student, will support our efforts to ensure we hit our attendance goals.</p>	<p>We will monitor our student attendance using the Panorama platform, our own Skyward reports, and the Washington State Report Card.</p>	<p>This is a multi-year plan until the system and strategies become a normal part of our culture.</p> <p>We will monitor on a monthly basis using the Panorama platform and Skyward. We will monitor on an annual basis using the Washington State Report Card.</p>	<p>Our Dean of Students and our Attendance Team will monitor implementation and progress and recommend adjustments to the plan as needed.</p> <p>All staff will be involved in implementing the Connect and Check strategy.</p>	<p>We will train our staff on the strategy and system and will be using the Panorama platform</p>

Funding: Building budget and attendance dollars reallocated to the buildings.

Goal 2 – Student Sense of Belonging: In 2024–2025, an average of 44% of our students taking the survey reported favorably that they feel a Sense of Belonging at MHS as measured by Panorama in the Fall and the Spring. In 2025–2026, an average of 50% of our students taking the survey will report favorably that they feel a Sense of Belonging at MHS as measured by Panorama in the Fall and in the Spring

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>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?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Connection and Check Strategy / Positive Greeting: The Connect and Check strategy described above not only will improve attendance but will also help our students increase their sense of belonging because they will have regular check-ins with a staff member that they know is looking out for them and cares about their success. This will be especially true for the 4-8 students per Homeroom that really need this support based off of our data from last year. Part of this commitment around this strategy is that we will positively greet our students throughout the building each day.</p> <p>CLR Work w/ Dr. Hollie: As a staff we are continuing to work with Dr. Sharroky Hollie and his team this year as he helps us with strategies to be more culturally and linguistically responsive. We will have two more cadres of teachers go through coaching cycles with his team, implementing strategies that help students feel more connected to what they are learning and connected to the school. These strategies are ... culturally and linguistically responsive (CLR) classroom management, CLR academic vocabulary, CLR academic literacy, CLR academic language, and CLR learning environment. Dr. Hollie will be with our staff on October 20th to provide further training on how to use CLR strategies in our classrooms. We also have one of our teachers this year filling a building TOSA role for 1 period of the day, specifically with the focus on CLR and increasing the use of strategies across our classrooms.</p> <p>Clubs, Activities, Interest Groups: Last year we did a reset of our clubs and activities in terms of what is expected of our advisors and we're going to make a continued effort to increase club engagement and participation. We will have club fairs throughout the year to recruit more students into our clubs and activities and we are using some technology platforms to creatively bring more students into the loop on clubs and activities and also as a way to track club sign ups and participation.</p> <p>Work w/ Christian Paige: Our student-leaders have been working with Christian Paige for a few years now and are implementing their actions plans around the 6 pillars that they identified as areas for growth. This</p>	<p>We will monitor our student sense of belonging using the Panorama survey. We will monitor our clubs and activities participation using internal data and our new technology platform that will allow us to track this.</p>	<p>This is a multi-year plan until the system and strategies become a normal part of our culture.</p> <p>We will monitor student sense of belonging 2x year with the fall and the spring Panorama survey.</p> <p>This year we are implementing a technology platform to track student participation numbers in clubs and activities</p>	<p>Our admin team will oversee the Connect and Check strategy. Rachel Bailey and Molly Eslinger (TOSA) are taking point on the Dr. Hollie cadre work. Noah Wallace and Jaime Johnson and Brett Vlahovich are overseeing the clubs and activities focus. Brett Vlahovich is taking point, with support from Jaime Johnson, on the work with Christian Paige. Our admin team is overseeing the</p> <p>continued implementation of our MTSS. Our admin team and SAT, in partnership with our student leaders, will oversee the class charters / agreements.</p>	<p>We will use staff meeting time as needed, some of our professional learning time for the Dr. Hollie work, building budget for associated costs, and Panorama to track progress and gather info on students,</p>

<p>particular group of students has begun to partner with our school advisory team (SAT) to help with our school improvement plan and efforts.</p> <p>MTSS Implementation: We are continuing to build systems for the essential (non-academic) behaviors we've identified using an evidence based model, with our students. This will continue to increase order, safety, and consistency across the building which our students have asked for. This year we are continuing with Attendance, Appropriate Use of Technology, and will begin working with our students on "How to Be A Great Student", our 3rd identified essential behavior.</p> <p>Class Charters / Agreements: Our student leaders, as a part of the work w/ Christian Paige, made a compelling case to staff around why we need class charters / agreements in every class period. They shared that in classes where this is done well, the students feel more successful, engaged in the learning, and that they belong and feel safe in that space. The student leaders presented to our staff in August and our staff committed to building and creating these charters / agreements with our students to start the school year.</p>				
<p>Funding: Building budget</p>				

Goal 3 - Staff Sense of Belonging: In the Spring of 2025, an average of 63% (54/86) of our staff who took the survey reported favorably that they Belong at MHS and feel like valued members of the school community as measured by Panorama. In the Spring of 2026, an average of 70% of our staff will report favorably that they Belong at MHS and feel like valued members of the school community as measured by Panorama

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>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?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Based on staff feedback from the spring, Brett and our admin team will continue to focus on and get better at the following:</p> <ul style="list-style-type: none"> ● Trust: We will continue to deepen the trust we have for our staff, assuming that all staff are on board with the direction of the school and trusting our staff to make decisions in alignment with our mission and in line with what is best for students ● Clarity on Decision Making Structures: We will provide greater clarity around our different leadership teams working on parts of our school improvement efforts. Our staff has asked for clarity on the purpose of each team, what decisions get made, who gets to 	<p>We will monitor our staff's sense of belonging, and other measures connected to school leadership, using the Panorama survey and the 21 responsibilities of a leader survey. We will also monitor our staff perception data using the annual PLC Current Reality survey that our staff take each spring.</p>	<p>This is annual plan to support and take care of staff as leaders while gathering their feedback along the way</p> <p>We will use our spring surveys to monitor our progress.</p>	<p>Our admin team will implement the strategies and our leadership teams will provide ongoing support and feedback.</p>	<p>Time is the main resource we will use to ensure we implement and follow through on the strategies and ensure we are holding ourselves accountable for leading in a way that increases the sense of belonging of our staff.</p>

<p>make the decisions, etc. This will bring us all onto the same page with regards to how the school is being led, particularly around key decisions.</p> <ul style="list-style-type: none"> ● Enforce Consistent Expectations: We will improve the consistency of expectations and of high standards that the staff would like to see in place, both for students and for their colleagues. ● Narrow Focus / Protect Staff Well Being: We will continue to keep focused on our goals and improvement areas and not get sidetracked onto other initiatives that begin to exhaust our staff. As a part of this we will also pay consistent attention to the well-being of our staff, slowing down or speeding up as needed, based on their feedback. ● Advance Inclusion: We will continue to advance our efforts around inclusive and culturally responsive practices as well as continuing to work at diversifying our staff. ● Student Recognition: We will regularly have our students recognize different staff members for exemplifying the values, beliefs and behaviors that our students appreciate. ● Brett’s Mission Statement This Year: Based on the focus areas above, Brett’s mission statement this year is to “Love and take care of staff while maintaining a sense of urgency towards continued growth so that more students learn at high levels”. 				
<p>Funding: No funding needed for this goal</p>				

Goal 4 - Math: In the Spring of 2025, 33.3% of our students passed the Math SBA. In the Spring of 2026, 38% of our students will pass the Math SBA.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>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?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Instructional Strategies: Our Math team will continue to work with Anita Lenges from the UW on improving Math discourse. The professional learning and coaching sessions will be job embedded throughout the year in our Math classrooms.</p> <p>Extended Math Classes: We have students that need extra time and support on Math and they have been assigned an Extended Math class based on their level of proficiency on the essential standards in 8th grade Math and Algebra. These are Tier 3 classes, specifically working on helping the students on their foundational Math skills. We have 2 of</p>	<p>Our Math team is tracking student progress by the essential standards for each unit of instruction. Students will be involved in this tracking process as well this year.</p> <p>We will also monitor our progress, over time, with our annual SBA data, our MAP assessment data</p>	<p>The length of time is this school year and we will adjust our plans based on progress for future years.</p> <p>The Math team will monitor progress using the annual SBA data, Interim Assessment data, as well as student progress on the essential standards in every unit of instruction. Students will also be</p>	<p>The stakeholders involved will be our Math team, our admin team, our Learning and Teaching staff, as well as our core-content teachers w/ the Interim Assessments.</p>	<p>Resources include professional development, time focused on learning and practicing the strategies, sub time for teams if needed, and whatever other resources emerge throughout the year that would support this goal.</p>

<p>these Math classes, one for 9th graders and one for 10th graders. Both of them are co-taught classes.</p> <p>Math Intervention and Extension: All of our Math teams are working together to have interventions and extensions across their classrooms after their common formative assessments. We are moving towards being able to swap students, between same period classes, based on their proficiency on the standards. This targeted support, by grouping students together with similar needs, will help our team zoom in on specific learning targets that students need support with. This was extremely effective last year and led to more students passing the SBA.</p> <p>Focus on Criterion 6: As a building we are focusing on Criterion 6 in Danielson ... planning assessments, using frequent assessments during instruction, and responding to the data the assessments give us. This targeted focus across our school will help our teams be more in tune with which students haven't demonstrated proficiency on specific learning targets, allowing us to be more targeted with our interventions. Part of this building-wide focus will include the student growth goal component of Danielson, supporting our teachers in using student data to set short term learning goals, have students track their progress, and reflect on the achievement of the goal afterwards which includes student feedback to the teachers on how they experienced the learning. All of this intentionality and focus will result in more students learning the essential skills in class.</p> <p>Team Coaching: We have used some of our resources again this year to create a small team of building coaches that will work with our teams around their successful implementation of the PLC process as well as focused learning and growth together around the strategies that we are working on. These coaches will also guide our building PLC Guiding Coalition. We have 3 teachers filling this role this year.</p> <p>Test Prep / Interim Assessments: Like the last two years, we will work with our students to take the test seriously and do their best, add incentives for students based on the test results, and we will implement a late-start testing format, which is very helpful to provide focus and intentionality on the assessment. We are also having students in 9-11 grade levels and across all of our core-content teams (Math, ELA, Social Studies, Science) take different interim Smarter Balanced Assessments throughout the year so that they are more prepared. This will also help us track student growth across our teams, it will provide teams with great data to reflect on the success of their instruction, and it will give them great feedback on how well their assessments match the level of rigor of the SBA.</p>	<p>from our Math Extended classes, and our Interim Assessment data.</p>	<p>involved in monitoring their own progress on all of the essential standards.</p>		
---	---	---	--	--

Funding: Building budget

Goal 5 - ELA: In the Spring of 2025, 63% of our students passed the ELA SBA. In the Spring of 2026, 68% of our students will pass the ELA SBA.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>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?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>ELA Intervention and Extension: Our ELA teams are working together to have interventions and extensions across their classrooms after their common formative assessments. We are moving towards being able to swap students, between same period classes, based on their proficiency on the standards. Our ELA teams are also intentionally planning “stop and respond” intervention days within their units to ensure more students learn what’s essential before moving on to the next unit.</p> <p>Focus on Criterion 6: As a building we are focusing on Criterion 6 in Danielson ... planning assessments, using frequent assessments during instruction, and responding to the data the assessments give us. This targeted focus across our school will help our teams be more in tune with which students haven’t demonstrated proficiency on specific learning targets, allowing us to be more targeted with our interventions. Part of this building-wide focus will include the student growth goal component of Danielson, supporting our teachers in using student data to set short term learning goals, have students track their progress, and reflect on the achievement of the goal afterwards which includes student feedback to the teachers on how they experienced the learning. All of this intentionality and focus will result in more students learning the essential skills in class.</p> <p>Team Coaching: We have used some of our resources again this year to create a small team of building coaches that will work with our teams around their successful implementation of the PLC process as well as focused learning and growth together around the strategies that we are working on. These coaches will also guide our building PLC Guiding Coalition. We have 3 teachers filling this role this year.</p> <p>10th ELA Unit Planning: Our 10th grade ELA team this year is working to plan and execute their units in a similar fashion to what our 9th grade team has in place, which is highly successful. This will develop cohesion and consistency from 9th to 10th grade, ensuring a strong focus on the essential standards.</p> <p>Test Prep / Interim Assessments: Like the last two years, we will work with our students to take the test seriously and do their best, add incentives for students based on the test results, and we will implement a</p>	<p>Our ELA team is tracking student progress by the essential standards for each unit of instruction. Students will be involved in this tracking process as well this year.</p> <p>We will also monitor our progress, over time, with our annual SBA data and our Interim Assessment data.</p>	<p>The length of time is this school year and we will adjust our plans based on progress for future years.</p> <p>The ELA team will monitor progress using the annual SBA data, Interim Assessment data, as well as student progress on the essential standards in every unit of instruction. Students will also be involved in monitoring their own progress on all of the essential standards.</p>	<p>The stakeholders involved will be our ELA team, our admin team, our Learning and Teaching staff, as well as our core-content teachers w/ the Interim Assessments.</p>	<p>Resources include professional development, time focused on learning and practicing the strategies, sub time for teams if needed, and whatever other resources emerge throughout the year that would support this goal.</p>

<p>late-start testing format, which is very helpful to provide focus and intentionality on the assessment. We are also having students in 9-11 grade levels and across all of our core-content teams (Math, ELA, Social Studies, Science) take different interim Smarter Balanced Assessments throughout the year so that they are more prepared. This will also help us track student growth across our teams, it will provide teams with great data to reflect on the success of their instruction, and it will give them great feedback on how well their assessments match the level of rigor of the SBA.</p> <p>ELA Lab Class: We have 2 ELA Lab classes this year, specifically for students that need Tier 3 levels of support in Reading.</p>				
<p>Funding: Building budget and district resources</p>				