

OSPI School Improvement Plan 2025–2026

Building data

Please provide your school district and building name below.

School District: Monroe School District
Building Name: Salem Woods Elementary
School Code:
Date: 9/9/25

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.

Math: We know from looking at data and conversations in grade-level teams that we need to focus specifically on Number and Operations for all students K-5. We noticed that only 73% of students were proficient in this strand using the 2024–2025 i-Ready spring Diagnostic. The areas focused on in Number and Operations are crucial for students to know as they continue to higher-order thinking in mathematics. We will focus on the agreed upon grade level standards, with intentionality on Numbers and Operations for all students K-5.

Reading: We noticed that our 1st–5th grade students were 65% proficient in the comprehension strand using the spring i-Ready Reading Diagnostic. Comprehension and vocabulary are areas that have continued to be our areas of greatest need since we started using the i-Ready Diagnostic in 2020. We also know that phonics and phonemic awareness are vital for our students as growing readers. We will focus on comprehension for our 1st–5th grade students. We will also have a strong focus on phonics with our kindergarten–2nd grade students.

Belonging: We learned from data taken in the spring of 2025 from our Panorama Surveys that only 72% of our students shared that they feel that they are valued members of the school community. In the spring of 2025 the same survey showed us that only 83% of families feel a sense of belonging in the school community. We will continue to develop relationships with families to promote our school’s mission, communicate high academic expectations, and have regular communication about student progress.

Attendance: We have seen a drastic drop in attendance since the Covid Pandemic. In 2018–19 we had 94.8% of students with two or less absences a month (similar in 2017/18). In 2021–22 we only had 64.9% of students with two or fewer absences a month. During the 2024–2025 school year, 93% of students had two or fewer absences each month. We will continue to share with students and families the importance of good attendance for academic success as well as student social emotional needs.



SY 2025–2026 SMARTIE Goal #1

- 100% of students will make typical progress and 45% of students will make stretch goals on the iReady Math assessment by the end of the 2025-2026 school year.
- 78% of students will meet standard on the Math SBA by the end of the 2025-2026 school year, up from 71% in the 2024-2025 school year.
- 100% of students with an IEP and students identified as MLL who take the iReady Math assessment will make more than one year’s progress by the end of the 2025-2026 school year.
- We will increase the percentage of total students who reached proficiency in the numbers & operations strand as measured by the i-Ready Math Diagnostic, going from 73% proficient on the 2024-2025 spring i-Ready Math Diagnostic to 84% proficient on the 2025-2026 spring i-Ready Math Diagnostic.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have 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>
Increased use of math manipulatives for students who need concrete understanding before moving to abstract.	Walkthrough data, teacher-provided usage data and information within collaborative team notes for differentiated instruction/progression ladders	2025–2026 school year	Melanie Gray, Alison Mitchell, SAT, and Guiding Coalition General Education Teachers, Special Education teachers, and Intervention teachers	Eureka math manipulatives Resources to show how to differentiate going from concrete to abstract Staff share resources and strategies for using manipulatives
Progress monitoring of weekly i-Ready lessons by teachers and goal setting with students	Weekly lessons passed and optimum minutes on i-Ready lessons	2025–2026 school year Weekly for lesson progress Fall and Spring for diagnostic	Melanie Gray, Alison Mitchell, SAT, Guiding Coalition General Education Teachers, Special Education teachers, and Intervention teachers	i-Ready resources for running reports and tracking progress for staff Supports for students to set goals and track their own progress
Intentional use of interim assessments to measure growth and identify areas of need	Interim assessments and Standards Mastery	2025–2026 school year	Alison Mitchell, Melanie Gray, SAT, and Guiding Coalition 3rd–5th Grade Classroom Teachers, Intervention Teachers, and Special Education Teachers	IAB resources from OSPI and i-Ready Standards Mastery
Increased inclusion for students with an IEP in the general education classroom	i-Ready data specific to students identified as Multi Lingual and students with an IEP IEP and schedule audit	2025–2026 school year i-Ready Diagnostics 3x	Special Education Teachers, Melanie Gray, and Alison Mitchell	Support from Special Services Department, professional development, and materials UW Haring Center for Inclusive Schools

with access to grade level content in the least restrictive environment			General Education Teachers, Special Education Team, and Intervention teachers	
Coaching provided to grade level teams to best support our students identified as Multi Lingual and implementation of ELD Strategies	WIDA data, i-Ready and walkthrough data	2025-2026 school year i-Ready Diagnostics 3x and WIDA in spring	Melanie Gray, Alison Mitchell, Guiding Coalition, Joy Gallaher Classroom Teachers, Intervention Teachers, Specialists, and Special Education Teachers	Professional development around ELD strategies Coaching for grade level teams as provided by MLL Specialist
Focus on the MSD Math Essential Standards with an emphasis on Number and Operations and academic vocabulary for all students	Eureka Assessments, i-Ready Diagnostic, grade level created assessments, and Standards Mastery	2025-2026 school year i-Ready Diagnostics 3x	Melanie Gray, Alison Mitchell, SWE Guiding Coalition Classroom Teachers, Intervention Teachers, Specialists, and Special Education Team	Time for grade level teams to have accountable collaboration around the Essential Standards. Achieve the Core, CCSS, and Eureka Math Curriculum MSD Math Academic Vocabulary Document
Planning for quality instruction, monitoring and reflecting on teaching and student learning during grade level team meetings using the PLC four questions.	Eureka Assessments, grade level created assessments, and i-Ready Diagnostics	2025-2026 school year	Melanie Gray, Alison Mitchell, SWE Guiding Coalition Classroom Teachers, Intervention Teachers, Specialists, and Special Education Teachers	Time for grade level teams to have accountable collaboration around the Essential Standards. Achieve the Core, CCSS, and Eureka Math Curriculum

SY 2025-2026 SMARTIE Goal #2:

- 100% of students will make typical progress and 40% of students will make stretch goals on the iReady Reading assessment by the end of the 2025-2026 school year
- 81% of students will meet standard on the ELA SBA by the end of the 2025-2026 school year up from 73% in the 2024-2025 school year
- 100% of students with an IEP and students identified as MLL who take the iReady Reading assessment will make more than one year's progress by the end of the 2025-2026 school year.
- We will increase the percentage of total students in 1st-5th grades who reached proficiency in the Comprehension strand as measured by the i-Ready Reading Diagnostic, going from 65% proficient on the 2024-2025 spring i-Ready Reading Diagnostic to 80% proficient on the 2025-2026 spring i-Ready Reading Diagnostic
- We will increase the percentage of total students in kindergarten-2nd grade who reached proficiency in the phonics strand as measured by the i-Ready Reading Diagnostic, going from 76% proficient on the 2024-2025 spring i-Ready Reading Diagnostic to 85% proficient on the 2025-2026 spring i-Ready Reading Diagnostic

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<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>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<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>
Progress monitoring of weekly i-Ready lessons by teachers and goal setting with students	Weekly lessons passed and optimum minutes on i-Ready lessons	Weekly monitoring i-Ready Diagnostics 3x	Melanie Gray, Alison Mitchell, SAT, and Guiding Coalition Classroom Teachers, Intervention Teachers, and Special Education Teachers	i-Ready resources for running reports and tracking progress for staff Supports for students to set goals and track their own progress
Intentional use of interim assessments to measure growth and identify areas of need.	Interim Assessments, Standards Mastery	2025-2026 school year	Melanie Gray, Alison Mitchell, SWE Guiding Coalition and SAT Classroom Teachers, Intervention Teachers, and Special Education Teachers	IAB resources from OSPI Standards Mastery resources within i-Ready
Explicit phonics instruction K-2	i-Ready, common formative and summative assessments Expanded CORE Phonics Assessment K-5	2025-2026 school year i-Ready Diagnostics 3x	Melanie Gray, Alison Mitchell, Sandra Monson, SAT, and Guiding Coalition Classroom Teachers, Intervention Teachers, and Special Education Teachers	UFLI and i-Ready resources for teachers
Increased inclusion for students with an IEP in the general education classroom with access to grade level content in the least restrictive environment	i-Ready data specific to students identified as multi-lingual and students who are identified as having an IEP IEP and schedule audit	2025-2026 school year i-Ready Diagnostics 3x	Special Education Teachers, Melanie Gray, and Alison Mitchell General Education Teachers, Special Education team, and Intervention teachers	Support from Special Services Department, schedule and staffing information, professional development, and materials UW Haring Center for Inclusive Schools
Focus on SWE Grade Level Essential Standards with an emphasis on comprehension for 1st-5th graders	Eureka Assessments, i-Ready Diagnostic, common formative and summative assessments, grade level created assessments, and Standards Mastery	2025-2026 school year i-Ready Diagnostics 3x	Melanie Gray, Alison Mitchell, SWE Guiding Coalition Classroom Teachers, Intervention Teachers, and Special Education Teachers	Time for grade level teams to have accountable collaboration around the Essential Standards. CCSS, Standards Mastery, and Fountas and Pinnell Continuum
Coaching provided to grade level teams to best support our students identified as Multi Lingual and implementation of ELD Strategies	WIDA data, i-Ready, and walkthrough data	2025-2026 school year i-Ready Diagnostics 3x and WIDA in spring	Melanie Gray, Alison Mitchell, SWE Guiding Coalition, and Joy Gallaher Classroom Teachers, Intervention Teachers, Specialists, Para Educators, and Special Education Teachers	Professional development around ELD strategies Coaching for grade level teams as provided by MLL Specialist
Planning for quality instruction, monitoring and reflecting on teaching and student	i-Ready Diagnostics, grade level created assessments, common formative and summative assessments	2025-2026 school year i-Ready Diagnostics 3x	Melanie Gray, Alison Mitchell, SWE Guiding Coalition	Time for grade level teams to have accountable collaboration around the Essential Standards.

learning during grade level team meetings using the PLC four questions.			Classroom Teachers, Intervention Teachers, Specialists, and Special Education Teachers	CCSS, Standards Mastery, and Fountas and Pinnell Continuum
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SY 2025-2026 SMARTIE Goal #3:

- 100% of students will report a positive sense of belonging as measured by the Panorama survey by the end of the 2025-2026 school year, up from 72% in the 2024-2025 school year.
- 100% of families will report positive sense of belonging within the school community by the end of the 2025-2026 school year, up from 83% as measured by the Panorama survey in the 2024-2025 school year.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<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>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<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>
Increased inclusion for students with an IEP in the general education classroom, with access to grade-level content in the least restrictive environment	IEP and schedule audit Panorama survey data fall and spring Student Interviews	2025-2026 school year	Special Education Teachers, Melanie Gray and Alison Mitchell General Education Teachers, Special Education teachers, Para Educators, and Specialists	Support from Special Services Department, professional development, and materials UW Haring Center for Inclusive Schools
Second Step lessons aligned and reinforced building wide and PAX relaunch	Lessons taught weekly and conversations with students around monthly topics at each grade level.	Monthly monitoring 2025-2026 school year	Melanie Gray and Alison Mitchell All SWE Staff	Second Step Curriculum and PAX training for new staff.
Proactive classroom management strategies and Timberbeast TEAM (PBIS)	Walkthrough data and Panorama Student Success platform	2025-2026 school year	Melanie Gray, Alison Mitchell, SWE Guiding Coalition Classroom Teachers	Strategies for staff to support circles/meetings, positive greeting at the door, pre corrections, etc.
Analysis of Panorama data and action plan for student check ins	Panorama Student Success platform	Monthly for the 2025-2026 school year	Melanie Gray, Alison Mitchell, Shannon Morgan All SWE Staff	Panorama resources/Playbook
School staff and families engaging in two-way conversations around student	Panorama Student Success platform and i-Ready Diagnostic	2025-2026 school year	Melanie Gray, Alison Mitchell, SWE Guiding Coalition and SAT	i-Ready and teacher created reports, Lionbridge Translation Services, ParentSquare

progress, academic supports, and ways to be involved within the school			Classroom Teachers, Intervention Teachers, Special Education Teachers, Specialists	
Family engagement- more evening events for families	Family feedback after each event to evaluate our effectiveness	2025-2026 school year	Melanie Gray, Alison Mitchell, SWE Guiding Coalition and SAT SWE Staff (when available)	Materials aligned to each event

SY 2025-2026 SMARTIE Goal #4:

- Panorama metrics for attendance is that students who attend 90% or more school days are on Track for Graduation and students that attend 95% or more school days are On Track for College/Career Readiness. 90% of students will be on track for positive attendance by the end of the 2025-2026 school year up from 80% in 2024-2025.
- Regular Attendance: Students will improve their average daily attendance from 93% in 2024-2025 to 97% in 2025-2026.
- At Risk Absenteeism is when a student has attended 80% or more, and less than 90% of school days. In 2024-2025, our school had 16% of students in the At Risk Absenteeism category. Our goal is to decrease the overall total of At Risk Absenteeism to 10% or less by the end of 2025-2026 school year.
- Critical Absenteeism identifies students that have attended less than 80% of school days. In 2024-2025, at our school 3% of students were recorded as Critical Absenteeism. Our goal is to reduce low Critical Chronic Absenteeism to 1% in the 2025-2026 school year

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<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<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>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<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>
Analysis of Panorama data and action plan for student check ins with supports and accountability	Panorama Student Success platform	Monthly	Melanie Gray, Shannon Morgan, Alison Mitchell, Guiding Coalition, SAT All SWE Staff	Panorama resources/Playbook
Information to students and families about the importance of attendance	Attendance data from Skyward/Panorama	2025-2026 school year Weekly attendance monitoring	Melanie Gray, Alison Mitchell, Karen Ligman All SWE Staff	Panorama and Skyward resources for parent communication (letters and reports) for attendance.
Positive Greeting at the Door (PGD) - Strategically welcoming students who have been absent	Attendance data from Skyward/Panorama	2025-2026 school year	Melanie Gray and Alison Mitchell All SWE Staff	Training/refresher on how to use PGD