

# OSPI School Improvement Plan 2025–2026

Building data: FALL 2025

School District: Monroe School District
Building Name: Sky Valley Education Center

## Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2025–26 that are based on 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.

SVEC families and the diversity of educational experiences they desire for their students continues to drive our efforts as a community to understand how best to deliver the appropriate content that represents these expectations. We want to embed learning skills that improve academic performance across all subject matter and all grade bands so that no matter what programs or classes families choose, their students will all receive the same important instruction. After reviewing the data provided by Panorama, and other in-house surveys and anecdotal evidence, it is clear that this year’s area of focus will be around the learning behaviors that encompass executive functioning. Students, staff, and parents all indicated this was a growth area for our community. In an effort to embed this work into the PLC process, PLC groups will select a skill from one of these categories: Organization & Work Completion, Task Initiation & Time Management, Sustained Attention & Perseverance. Additionally, we will continue our attendance work by focusing this year on consistent, on-time attendance. We have achieved our goal for weekly contact, and consistently make contact with over 99% of students every week. We will continue our efforts to support a sense of belonging for not just our students but our families and staff as well. And, we will continue to step up our efforts to increase participation in state testing so our families and staff have more data about our students’ achievement levels.

All of this brings us to the conclusion that our biggest needs at SVEC are:

1. Teaching executive functioning skills to K–12 students for the purpose of improving their academic performance (and state test outcomes) by strengthening their ability to plan, focus, manage time, and persist through challenging tasks.
2. Improve SBA school-wide participation rates from 64% in SY 24–25 to 75% for 2025–26
3. Expand opportunities for students, families, and staff to feel a sense of belonging in our school community.
4. Increase the collaborative efforts of families and staff, to address student tardies and skipping.

## 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 2025–2026 SMARTIE Goal #1: Math

- By June 2026, 100% of SVEC teachers will have taught lessons on at least one executive function skill resulting in improvement in academic achievement as measured by data collected as part of the PLC process. Additionally, by May 2026, at least 75% of students in grades 3-8 and 10 will participate in the Smarter Balanced Assessment.

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>School-wide PLC focus on Executive Functioning lessons, activities, and strategies to develop and improve student:</p> <ul style="list-style-type: none"> <li>• Organization &amp; Work Completion</li> <li>• Task Initiation &amp; Time Management</li> <li>• Sustained Attention &amp; Perseverance</li> </ul>	<p>Student self-assessment surveys</p> <p>Teacher observations and behavior rubrics</p> <p>Assignment completion and turn-in rates</p> <p>Goal-setting and reflection logs</p> <p>Classroom climate and engagement surveys</p> <p>Discipline or behavior data</p> <p>Entrance and exit tickets</p> <p>Teacher and family feedback</p>	<p>Progress monitored monthly at PLCs, formally reviewed each semester</p>	<p>SVEC Guiding Coalition</p> <p>PLC Groups</p> <p>Administrators</p>	<p>Panorama Learning Behavior resources</p> <p>ESD189 MTSS professional development</p> <p>Neurodivergent student EF skill professional development</p> <p>EF classroom-based lessons and activities</p> <p>EF professional development at each monthly staff meeting</p> <p>In-class support from counseling and family engagement team</p>
<p>School wide Executive Function professional development for parents and family members</p>	<p>Number of family members who participate</p>	<p>25–26 school year</p>	<p>Admin</p> <p>C&amp;FE</p> <p>Event and Volunteer Coordinator</p>	<p>EDGE Foundation workshops</p> <p>Neurodivergent student resources and workshops</p> <p>TIER 1 resources for parents</p>
<p>School-wide campaign about why SBA participation matters</p>	<p>24–25 number of opt out forms turned in by parents vs 2025–26</p> <p>Number of teachers who embed importance of SBA into their core content classes</p>	<p>25–26 school year, beginning with September Family Orientations.</p>	<p>Counseling and Family Engagement Team</p> <p>Administrators</p>	<p>Discuss as part of orientation at the beginning of the year</p> <p>Professional Development at February staff meeting</p> <p>Data regarding SBA from prior years</p> <p>Comparison of percentage of passing with and without “opt outs”</p> <p>Signage - on campus, online, in newsletters</p>

School-wide test prep activities in the weeks leading up to our SBA test window	Number of families who take advantage of at least one test-prep digital or printed grade level testing material Number of families who take advantage of at least one in-person tech and SBA testing platform training	January through April 2026	Assistant Principal Curriculum Specialist (Library) Digital Learning Specialist	test prep materials, both in print and online for grades 3-8 and 10
Snacks and mindfulness/stress reducing activities the week of testing	Feedback from students and families	May 2026	PTA Assistant Principal	PTA funds
Allow students to self-schedule their testing on days that match their schedule and with teaching staff they identify as trusted adults.	Number of students who are in a group with a teacher they know	April-May 2026	Assistant Principal Registrar	ALIS (student information system)
Monday-Friday SBA welcome breakfast for testing students and their families	Student and family feedback survey	May 2026	Family Engagement Coordinator Volunteer and Event Organizer PTA	PTA funds Volunteer work force

### SY 2025-2026 SMARTIE Goal #2: ELA

- By June, 100% of SVEC teachers will have taught lessons on at least one executive function skill resulting in improvement in academic achievement as measured by data collected as part of the PLC process. Additionally, by May 2026, at least 75% of students in grades 3-8 and 10 will participate in the Smarter Balanced Assessment.

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>School-wide PLC focus on Executive Functioning lessons, activities, and strategies to develop and improve student:</p> <ul style="list-style-type: none"> <li>Organization &amp; Work Completion</li> <li>Task Initiation &amp; Time Management</li> <li>Sustained Attention &amp; Perseverance</li> </ul>	<p>Student self-assessment surveys</p> <p>Teacher observations and behavior rubrics</p> <p>Assignment completion and turn-in rates</p> <p>Goal-setting and reflection logs</p> <p>Classroom climate and engagement surveys</p> <p>Discipline or behavior data</p> <p>Entrance and exit tickets</p>	<p>Progress monitored monthly at PLCs, formally reviewed each semester</p>	<p>SVEC Guiding Coalition</p> <p>PLC Groups</p> <p>Administrators (for support)</p>	<p>Panorama Learning Behavior resources</p> <p>ESD189 MTSS professional development</p> <p>Neurodivergent student EF skill professional development</p> <p>EF classroom-based lessons and activities</p> <p>EF professional development at each monthly staff meeting</p>

	Teacher and family feedback			In-class support from counseling and family engagement team
School wide Executive Function professional development for parents and family members	Number of family members who participate	25-26 school year	Admin C&FE Event and Volunteer Coordinator	EDGE Foundation workshops Neurodivergent student resources and workshops TIER 1 resources for parents
School-wide campaign about why participation matters	24-25 number of opt out forms turned in by parents vs 25-26 Number of teachers who embed importance of SBA into their core content classes	25-26 school year, beginning with September Family Orientations.	Counseling and Family Engagement Team Administrators	Discuss as part of orientation at the beginning of the year Professional Development at February staff meeting Data regarding SBA from prior years Comparison of percentage of passing with and without "opt outs" Signage - on campus, online, in newsletters
School-wide test prep activities in the weeks leading up to our SBA test window for classroom and home use	Number of families who take advantage of at least one test-prep digital or printed grade level testing material Number of families who take advantage of at least one in-person tech and SBA testing platform training	January through April 2026	Assistant Principal Curriculum Specialist (Library)	test prep materials, both in print and online for grades 3-8 and 10
Snacks and mindfulness/stress reducing activities the week of testing	Feedback from students and families	May 2026	PTA Counseling and Family Engagement Team Assistant Principal	PTA funds
Allow students to self-schedule their testing on days that match their schedule and with teaching staff they identify as trusted adults.	Number of students who are in a group with a teacher they know	April-May 2026	Assistant Principal Registrar	ALIS (student information system)
Monday-Friday SBA Welcome Breakfast for testing students and their families	Student feedback survey	May 2026	Family Engagement Coordinator Volunteer Organizer PTA	PTA funds Volunteer work force

### SY 2025-2026 SMARTIE Goal #3: Sense of Belonging

- By June 2026, SVEC will increase the percentage of students and families who report a strong sense of belonging (as measured by the responses of the annual Panorama survey in the categories of family member - school climate and staff and student - sense of belonging) by at least 10%, through implementing community-building events, classroom connection activities, and staff training focused on inclusive relationship-building practices.

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>
Increase opportunities for student voice	<p>Leadership Institute participation</p> <p>Student input on master schedule</p> <p>Student Needs Survey</p> <p>Expanded ASB</p>	<p>January - May 2026</p> <p>January - February 2026</p> <p>Beginning and end of the 25-26 school year</p>	<p>ASB and Leadership</p> <p>Counseling and Family Engagement Team</p> <p>Administration</p>	<p>materials for leadership institute</p> <p>in-house student needs survey</p>
Continue to systematize our onboarding process for new students and families who join us after the school year starts and make it a requirement before being able to enroll in classes	number of new families from October 2025 through April 2026	Ongoing for all enrollment after the beginning of the school year.	Counseling and Family Engagement Team	Mid-year onboarding packet created by C&FE
Strengthen community and belonging through shared beliefs and focusing on what we have in common	<p>surveys of parents, students, and staff</p> <p>participation in social activities and clubs</p> <p>volunteerism numbers</p>	25-26 school year	<p>Admin</p> <p>Counseling and Family Engagement</p> <p>PTA</p> <p>Parent Advisory Committee</p>	<p>onboarding</p> <p>tour outline</p> <p>orientation</p> <p>Newsletter</p> <p>At Sky Valley We... campaign materials</p>
Infuse DEI activities across our school community, K-12	<p>QSA feedback</p> <p>Student surveys</p>	25-26 school year	<p>Administration</p> <p>Counseling and Family Engagement team</p>	<p>ASB Leadership</p> <p>QSA Students</p> <p>PTA</p>
Provide parents/family members access to DEI activities for home use	Family surveys and feedback	25-26 school year	<p>Admin</p> <p>C&amp;FE</p> <p>Volunteer and Event Coordinator</p>	DEI resources such as The Dignity Index, Neurodivergent student inclusion strategies, and Kindness campaign
Bring intentionality and opportunity to develop Tier 1 strategies in teachers that support students in the classroom	Student and family surveys	25-26 school year	<p>Admin</p> <p>Counseling and Family Engagement team</p>	<p>Information about MTSS and tiered interventions.</p> <p>Specific PD including sessions with outside consultants.</p>
Provide staff development to help our staff support a variety of neurodivergent students, K-12. Provide consult-model	Number of staff who participate in trainings	25-26 school year	<p>Admin</p> <p>Counseling and Family Engagement (C&amp;FE)</p>	<p>Student Services</p> <p>outside agencies, including ESD189</p>

special education access to teachers and parents			Student Services	
Schoolwide events and activities throughout the year to provide opportunities for students, staff, and family members to connect	Number of activities Number of participants	25-26 school year	Volunteer and Event Coordinator Counseling and Family Engagement Team	PTA and ASB resources Volunteers and donations

### SY 2025-2026 SMARTIE Goal #4: Attendance

- By June 2026, SVEC will reduce overall student tardiness and unexcused absences by 10% (as measured by attendance records in ALIS) through the implementation of consistent family communication protocols, student accountability check-ins, and positive attendance incentives developed collaboratively with parents and staff.

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>
Communicate to families the expectation for good attendance and share the importance of good attendance in newsletters, social media, our website and campus postings. Involve parents in attendance campaign	Weekly contact percentage by week and month for the 25-26 school year	All year - weekly/monthly	C&FE Admin ALIS/WSLP Specialist Parent Advisory Committee	ALIS (student information system) Newsletters, Website, PeachJar, Parent Square
Weekly check-ins with teaching staff requesting a review of their attendance records or notes regarding tardiness or suspected skipping.	Weekly attendance reports from ALIS Handwritten records and notes from teachers. One on one conversations with teachers	All year - weekly	Office staff and C&FE	Two-way communication tools with families of students with chronic tardiness or suspected skipping issues.
Analyze attendance data every month for all students to look for patterns and trends of tardiness and skipping and reach out to families or students who are struggling and offer help	Monthly ALIS SIS data about class attendance	Monthly	C&FE Parents/family members	ALIS (student information system)
Provide professional development to parents and other family members about attendance strategies	Number of family members who participate	25-26 school year	Admin C&FE Parent Advisory Committee PTA	PTA and building resources

