

# OSPI School Improvement Plan

## 2025-26

*Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, use the Consolidated School Improvement Template to satisfy the appropriate Components.*

Additional Guidance:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 - How to Use the School Improvement Plan Template](#)

### Section 1: Building and District data

<b>Building Name:</b> Edmonds eLearning Academy	<b>Does your school share a building with another school?</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  <b>If yes, which one(s)?</b> (Note each school with a school code must submit a separate School Improvement Plan): <b>We share a campus with Edmonds Heights K-12 Parent Partnership and Scriber Lake High School</b>
<b>School Code:</b> 588	<b>Grade Span:</b> 7-12  <b>School Type:</b> Online
<b>Principal:</b> Kim Hunter	<b>Building Enrollment:</b> 310 FTE – 510 Students
<b>School District:</b> Edmonds School District	<b>F/R Percentage:</b> 54.1%



<b>Board Approval Date:</b> September 23, 2025	<b>Special Education Percentage:</b> 20.2%
<b>Plan Date:</b> October 16, 2025	<b>English Learner Percentage:</b> 19.4%
<b>Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status:</b> Tier 3 Plus	

### Vision and Mission Statement

Vision - Authentic and Innovative Learning: Collaboratively preparing students for success in today's global community.

Mission:

Edmonds eLearning Academy honors the diversity of our students' life experiences by creating an inclusive learning environment and school community where each student partners in their own learning. We foster self-advocacy skills, a sense of responsibility, and independence for high school success and beyond.

### School Leadership Team Members and Family-Community Partners

List by (Name, Title/Role)

Kim Hunter, Principal	
Soraya Al Khoury, Teacher	
Jamie Regis, Counselor and Community Member	
Leslie Zebroski Prewitt, Teacher and Community Member	

Shirley Rogers, ALE Coordinator	
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## Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans should show alignment of goals, and evidence-based interventions, with WSIF data.

The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the [Washington State Report Card](#) to complete the table.

### Instructions:

- 1) Enter your school’s name, once the report card for your school has loaded
- 2) Scroll down and locate the “WSIF” section on the left-hand menu
- 3) Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school
- 4) Click on the “Trend” button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run.  
If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 <a href="#">Washington School Improvement Report Card Data</a> to identify and maintain focus on student groups and SMARTIE Goals.	<b>2023 WSIF Cycle 3 Identification</b> Choose an item.	<b>2024 WSIF Annual Data</b>
<b>WSIF Data Measures</b>	<b>2023 WSIF Overall Framework Score</b> (indicate Not Applicable with N/A)	<b>2024 WSIF Overall Framework Score</b>
Comprehensive (All Student Group)	<b>3.82</b>	<b>2.15</b>
Comprehensive Graduation Rate	<b>47.3%</b>	<b>48.5%</b>
<b>Student Group</b>		
American Indian/Alaska Native		

<b>WSIF Cycle 3 Identification Thresholds:</b>
All Schools Threshold: 2.25
Title 1 Threshold: 1.90
ELP Threshold: 9.4
Graduation Rate: 66.7%

Asian		
Black/African American		
Hawaiian/Other Pacific Islander		
Hispanic/Latino	3.90	2.55
Two or more races		
White	4.17	2.28
English Learner		2.15
Low Income	3.47	2.10
Special Education		2.0

### Section 3: Summary of Comprehensive Needs Assessment (CNA)

A [Comprehensive Needs Assessment \(CNA\)](#) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

#### WSIF Data

- Academic Achievement
  - ELA and Math Proficiency
  - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
  - Regular Attendance
  - Ninth Grade on Track
  - Dual Credit (if applicable)

## CNA Data Summary

1. What top strengths have emerged from multiple data sources?

We have a high average years of teaching experience (16.7 years)

Credit attainment data does not show significant gaps for different race/ethnicity groupings

2. What top needs have emerged from multiple data sources?

On time graduation rates

Average credit earned per semester

Consistent implementation of interventions

3. What disproportionalities exist among student groups?

ELA Proficiency rates for students of Hispanic/Latino race is lower in comparison to students of White race

Students receiving services are impacted by lower graduation rates, lower standardized test results, lower on track to graduate rates in 9<sup>th</sup> grade, and dual credit participation rates: English Language Learners, Low-Income, and Students with Disabilities

4. What root causes has your team identified for disproportionalities among student groups?

Access to materials and resources in native languages

Access to educational materials and live resources due to distance or housing insecurity

Lack of graduation pathway options that can be delivered in an online asynchronous environments

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Increasing identification of students who do not have the language skills needed (4<sup>th</sup> grade reading level) to access our curriculum

Need for consistent intervention strategies that can be measured and adjusted over time

Easy access to course based graduation pathways

Increased individual connection with students to improve engagement

6. How do identified needs impact each other?

Greater success in any of these areas should lead to increased on track rates and graduation rates over time

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?

Short Term – Creation of course based graduation pathways, development of intervention strategies, implementation of student requirements to enter school based on reading and math level

Long-Term – Implementation, review, and adjustment to these goals

8. What needs if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.

Having a course based graduation pathway in place at the beginning of next school year will help immensely with students getting to graduation.

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

No

## Section 4: Resource Inequities

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [Examining Resource Inequities Tool](#). Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

Our greatest resource inequity is in access to graduation pathways for our students. The state will not permit us to offer Bridge to College courses in our online asynchronous environment and we have not yet realigned our CTE course frameworks to have an approved CTE pathway. This work will be essential to increasing our graduation rates as students are sometimes not graduating due to lacking their pathway.

Family engagement is also a difficult area due to our online asynchronous model. We have worked and will continue to work on including our families in our educational environment and making sure our community and families truly understand what is available to them as an ALE program.

## Section 5: Priorities

Describe the top 3 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

**Priority #1: Providing students access to course based graduation pathway options**

**Priority #2: Barriers to student credit completion**

**Priority #3: Student school refusal**

## Section 6: 2025-26 School Improvement Plan- SMARTIE Goals

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that are aligned with the data-based priorities that you plan to accomplish through evidence-based interventions (activities, practices, or strategies) for SY 2025-26. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

### SMARTIE Goals

*What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based interventions (activities, practices, or strategies) being used to achieve the 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?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

**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 equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal is not 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?

**SY 2025-2026 SMARTIE Goal #1:** By providing a strong academic program, tiered academic interventions, academic strategies, counseling, and social emotional learning, the percentage of No Credit (NC) grades will decrease by 10% in the 2025-2026 school year. This would represent roughly a 1 NC per full-time student average change from the 2024-2025 school year. This data will be analyzed on a disaggregated basis to ensure that all student groups, especially our Latinx students, are showing similar growth.

In 2024-25 Latinx students represented a disproportionate number of No-Credit (NC) grades in both 1st and 2nd Semester

- Overall S1 = 51% NCs
  - Latinx = 61%
- Overall S2 = 46% NCs
  - Latinx = 57%

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **\*Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

**Beginning of Year:** Answer this question and fill out the table below.

*What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?*

We expect to see higher course completion rates in Semester 1 in approximate range of the overall credit goal.

**Mid-Year Progress Review:** (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

**End of Year Progress Review:** (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

**Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.**

**Data Measures**

**Lead and  
Timeframe**

**Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.**

**End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.**

<p><b>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</b></p> <p>Each full-time student at EeLA will have a full graduation plan that is shared with students, families, and teachers in order to understand what they need to accomplish during the school year.</p> <p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Counselor and counseling secretary time to create and maintain graduation plans.</p> <p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p>	<p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>Qualitative data from teachers and students about usefulness of the graduation plan.</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p> <p>Disaggregating data for identified racial groups and service groups</p>	<p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>Counselors, counseling secretary, teachers, Instructional leadership team (ILT)</p> <p><b>When will this EBI occur?</b></p> <p>Throughout school year</p> <p><b>When or how often will progress be monitored or data reviewed? Be as specific as possible.</b></p> <p>Quarterly</p>	<p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>	<p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>
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<p>Teacher time in Student Led Conferences to discuss progress with students</p> <p><b>What student groups will benefit and why?</b></p> <p>All high school level students</p>				
<p><b>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</b></p> <p>Utilize collaborative teams to design and implement Tier 2 academic interventions for students needing this level of support.</p> <p>Redirect Tier 3 interventions to Student Support Team when students are experiencing significant outside barriers to success.</p>	<p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>Results data after interventions have been implemented.</p> <p>Course completion for students identified for Tier 2 or Tier 3 supports</p> <p><b>How will the impact on</b></p>	<p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>MTSS Collaboration teams, SST team, teachers</p> <p><b>When will this EBI occur?</b></p>	<p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>	<p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>

<p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Administrative directed time for collaborative team meetings</p> <p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Counseling secretary time to collect and provide data to collaborative teams</p> <p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Customization or customized reports in our Student Information System to help collect data</p> <p><b>What student groups will benefit and why?</b></p> <p>Students that are identified for Tier 2 and Tier 3 supports</p>	<p><b>equitable learning or behavior change be measured?</b></p> <p>By disaggregating data for students identified as Hispanic and those receiving specialized services</p>	<p>Monthly for focus student groups</p> <p><b>When or how often will progress be monitored or data reviewed? Be as specific as possible.</b></p> <p>Quarterly</p>		
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<p><b>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</b></p> <p><b>Continue to refine credit based recovery program for students that are credit deficient</b></p> <p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Administrative directed time for collaborative team meetings and teacher time for customizing courses</p> <p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Training and collaborative time for paraeducators supporting credit recovery in the classroom</p> <p><b>What resources will be used for implementation?</b> (For example,</p>	<p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>Credit recovery course completion/credit earned rates</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p> <p>Disaggregated data on course completion rates for students identified as Hispanic and receiving specialized services</p>	<p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>Credit Recovery collaborative team</p> <p><b>When will this EBI occur?</b></p> <p>Throughout year</p> <p><b>When or how often will progress be monitored or data reviewed? Be as specific as possible.</b></p> <p>At Semester grade points</p>	<p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>	<p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>
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<p><i>professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Headphones, keyboards, and mice for students to use in credit recovery program</p> <p><b><i>What resources will be used for implementation?</i></b> <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Translation services for student resources</p> <p><b><i>What resources will be used for implementation?</i></b> <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Counseling secretary time for data collection and analysis</p> <p><b><i>What student groups will benefit and why?</i></b></p> <p>Students throughout the district that are credit deficient</p>				
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<p><b>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</b></p> <p><b>Creation and implementation of courses for graduation pathways</b></p> <p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Admin directed time for collaborative team meetings</p> <p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Teacher time for development and customization</p> <p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p>	<p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>Graduation rates and completion of graduation pathway requirements</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p> <p>Disaggregating data for students identified as Hispanic/LatinX and those receiving specialized services</p>	<p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>Graduation pathway collaborative team, teachers of courses, committee for submission evaluation</p> <p><b>When will this EBI occur?</b></p> <p>Throughout school year</p> <p><b>When or how often will progress be monitored or data reviewed? Be as specific as possible.</b></p>	<p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>	<p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>
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<p>Paid time for staff to evaluate work submissions in Performance Based pathway courses</p> <p><b>What student groups will benefit and why?</b></p> <p>Click or tap here to enter text.</p>		<p>Quarterly in terms of progress and 4<sup>th</sup> quarter in terms of completion</p>		
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**SY 2025-2026 SMARTIE Goal #2:** By providing social emotional learning, increased orientation opportunities, increased student and family events, and transparent and compassionate communication, the student and family sense of belonging in our school will show a 3% increase as shown by comparison of 2024-2025 sense of belonging survey data and 2025-2026 sense of belonging survey data. This data will be analyzed on a disaggregated basis to ensure that all student groups, especially our Latinx students, are showing similar growth.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **\*Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

**Beginning of Year:** Answer this question and fill out the table below.

*What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?*

Measurable increase as shown by the fall 2025-2026 sense of belonging in comparison to the 2024-2025 sense of belonging survey data.

In 2024-2025 Our Sense of Belonging Favorable Results were:

Fall 24-25 – 65%

Spring 24-25 – 69%

With specific strengths in

- I feel that I belong in this school community – 72%
- I can be myself at this school – 74%
- I feel that adults at this school care about me – 80%
- I feel that there is at least one adult at this school I can talk to if I have a problem – 78%

Latinex Community – 73%

**Mid-Year Progress Review:** (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

**End of Year Progress Review:** (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*



<p><b><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</b></p>	<p><b>Data Measures</b></p>	<p><b>Lead and Timeframe</b></p>	<p><b>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</b></p>	<p><b>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</b></p>
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><b>Creation and implementation of student intake form to learn more about students on entry.</b></p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Staff time to create this form, registrar implementation with registration process, and</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Data on submission of forms and qualitative data from teachers regarding usefulness of this information.</p> <p><i>How will the impact on equitable learning or</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Full Staff creation, registrar implementation, and counseling secretary data collection and analysis</p> <p><i>When will this EBI occur?</i></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

<p>counseling secretary time to evaluate submission data.</p> <p><b>What student groups will benefit and why?</b></p> <p>All students, especially those coming to us with ACEs so that we can be proactive in our support of them.</p>	<p><b>behavior change be measured?</b></p> <p>Staff reflection on usefulness of information in supporting students as individual learners.</p>	<p>Throughout school year as new students enroll.</p> <p><b>When or how often will progress be monitored or data reviewed? Be as specific as possible.</b></p> <p>Quarterly during early release Fridays</p>		
<p><b>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</b></p> <p><b>Develop and implement individual, transparent, and compassionate communication norms to be</b></p>	<p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>Survey data regarding teacher support of students and families.</p> <p><b>How will the impact on</b></p>	<p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>All staff and administrator</p> <p><b>When will this EBI occur?</b></p>	<p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>	<p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>

<p>used by all staff in family and student interactions.</p> <p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Staff time to develop and implement norms.</p> <p><b>What student groups will benefit and why?</b></p> <p>All students and families will benefit.</p>	<p><b>equitable learning or behavior change be measured?</b></p> <p>Identification of improvement in teaching practice as measure by the Danielson Framework</p>	<p>Throughout school year.</p> <p><b>When or how often will progress be monitored or data reviewed?</b> <b>Be as specific as possible.</b></p> <p>Quarterly through early release Fridays.</p>		
<p><b>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <a href="#">level of evidence</a> for the intervention.</b></p> <p>Enhance resources to inform the public and district about our school mission, vision, and structure.</p> <p><b>What resources will be used for implementation?</b> (For example,</p>	<p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>Student and family survey data regarding our school culture.</p> <p><b>How will the impact on</b></p>	<p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>Instructional Leadership Committee</p> <p><b>When will this EBI occur?</b></p>	<p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>	<p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>

<p><i>professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Teacher pay for supporting community events above and beyond contract obligations, food and beverage expenses for in-person gatherings, collaboration with communications department, and pay for translation and interpretation services to support our linguistically diverse population.</p> <p><b><i>What student groups will benefit and why?</i></b></p> <p>All students with the intention of a greater impact on students and families that are not familiar with our school when they seek enrollment.</p>	<p><b><i>equitable learning or behavior change be measured?</i></b></p> <p>Qualitative data on increased interaction with families that speak a home language other than English.</p>	<p>Throughout the school year.</p> <p><b><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></b></p> <p>Bi-annually at third and fourth quarter shifts.</p>		
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<p><b><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></b></p> <p><b>Develop systems to verify student and family contact information in order to increase successful communications with families.</b></p> <p><b><i>What resources will be used for implementation?</i></b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Registrar time, counseling secretary time, Instructional Leadership Committee time</p> <p><b><i>What student groups will benefit and why?</i></b></p> <p>Students for whom we do not have current contact information for in order to increase successful communication and intervention.</p>	<p><b><i>What data will be collected to measure the impact of implementing this EBI?</i></b></p> <p>Weekly contact data.</p> <p><b><i>How will the impact on equitable learning or behavior change be measured?</i></b></p> <p>Students and families will increase their communication.</p>	<p><b><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></b></p> <p>Instructional leadership team, registrar, and counseling secretary</p> <p><b><i>When will this EBI occur?</i></b></p> <p>Focus at point when student enrolls at school.</p> <p><b><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></b></p> <p>Quarter two and four</p>	<p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p>	<p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p>
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<p><b>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</b></p> <p><b>Develop systems to track communications and communication types with students including and beyond weekly contact in order to support deeper understanding of interactions students are having.</b></p> <p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p>	<p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>Qualitative data on the ability of teachers to see the broader picture of student experience.</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p>	<p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>Counseling Secretary, Instructional Leadership Team</p> <p><b>When will this EBI occur?</b></p> <p>Throughout the school year</p> <p><b>When or how often will progress be</b></p>	<p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>	<p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>

<p>Counseling secretary work towards helping develop systems, new Student Information System and Instructional Leadership Team time.</p> <p><b>What student groups will benefit and why?</b></p> <p>All students because teachers will be able to tell what and what type of interactions students are having with other staff.</p>	<p>Identification of improvement in teaching practice as measure by the Danielson Framework</p>	<p><b>monitored or data reviewed? Be as specific as possible.</b></p> <p>At third and fourth quarters through early release Friday times.</p>		
<p><b>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</b></p> <p><b>Continue to develop and refine our SEL curriculum for Parliament and Student Led Conferences.</b></p> <p><b>What resources will be used for implementation? (For example,</b></p>	<p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>Parliament and Student Led Conference attendance and participation.</p> <p><b>How will the impact on equitable</b></p>	<p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>Parliament teacher lead, Instructional Leadership Team, Principal</p>		

<p><i>professional development, extended time, curriculum, materials, etc.?)</i></p> <p>SEL curriculum resources and materials and funding to support guest speakers at Parliament</p> <p><b><i>What student groups will benefit and why?</i></b></p> <p>All full-time eLearning students due to their attendance at Parliament and increase social emotional supports.</p>	<p><b><i>learning or behavior change be measured?</i></b></p> <p>Disaggregated data on attendance and participation for our Latinx population and those students receiving specialized services.</p>	<p><b><i>When will this EBI occur?</i></b></p> <p>Throughout the school year</p> <p><b><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></b></p> <p>Quarterly as part of staff meetings</p>		
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## Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

## Section 8: 2025–2026 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented in the SMARTIE goal tables above, and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026-2027 SIP.

Click or tap here to enter text.

3. How did at least one of the activities documented in the SMARTIE goal tables above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated goal?

Click or tap here to enter text.

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.

Click or tap here to enter text.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?

Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?

Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

Click or tap here to enter text.