

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

Building Name: Ridgeline Middle School	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, which one(s)? (Note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: 5052	Grade Span: 6-8 School Type: Public
Principal: Craig Curry.	Building Enrollment: 577
School District: Yelm Community Schools	F/R Percentage: 41.3%



Board Approval Date: Tentative November 20, 2025	Special Education Percentage: 19.9%
Plan Date: August 2025 - June 2026	English Learner Percentage: 3.7%
Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Foundational	

Mission Statement

Empowering every student to reach their full potential through strong instruction, meaningful relationships, and deep connections with families and community.

School Leadership Team Members and Family-Community Partners

List by (Name, Title/Role)

STAFF MEMBERS	PARENT/COMMUNITY MEMBERS
Daryn Walter, ELA/AVID Site Coordinator	Becca Cole.
Christian Kerrigan, History/AVID Site Team Member	Jennifer Lampi
Donna McCarty, History/AVID Site Team Member	
Julie Ruger, LAP Reading/AVID Site Team Member.	
Jeremiah McMahan, Science/AVID Site Team Member	

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 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	6.83	5.7
Comprehensive Graduation Rate	NA	NA
Student Group		
American Indian/Alaska Native	NA	NA
Asian	NA	NA
Black/African American	NA	NA
Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	4.28	4.8

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

Two or more races	7.18	6.43
White	6.88	6.45
English Learner	2.3	1.6
Low Income	5.25	4.55
Special Education	2.7	1.6

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?

A strong majority of students feel like they belong as measured by the district's Student Belonging Survey
Most students' SEL needs are being met based on low #s of students scoring in the At Risk or Need for Instruction categories on the SAEBRS and DESSA SEL screeners.

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

- a. Chronic **student absenteeism**
- b. Variability in **the quality of MTSS implementation fidelity**
- c. Disparities in **discipline practices** and **access to enrichment or leadership opportunities**.
- d. Inconsistent family engagement in **academic goal-setting** and student-led conferences.

3. What disproportionalities exist among student groups?

- a. Attendance levels of Native American students are significantly lower than other student groups
- b. Academic achievement levels of Native American students lag behind other student groups
- c. Disciplinary rates for students with disabilities show a far greater incidence of suspension applied when compared to their non-disabled peers.
- d. ELA performance for students receiving ML services lags behind the groups math performance
- e. Graduation rates for Native Americans, those from low income families and those with disabilities lag behind other student groups.

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

- a. Uneven use of early warning systems and intervention protocols
- b. Gaps in differentiated instructional practices and staff training
- c. Communication barriers between schools and families

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

- a. Addressing absenteeism will ensure that students are at school receiving effective Tier 1 instruction and intervention services. Students cannot learn if they aren't at school.
- b. Strengthening Tier I instruction and timely Tier 2 supports through consistent MTSS structures.
- c. Embedding student-led reflection and goal-setting practices in classrooms.
- d. Increasing access to dual credit, CTE, and postsecondary pathways aligned with student interests.
- e. Deepening partnerships with families to support student learning and belonging.

f. Consistent application of discipline practices.

6. How do identified needs impact each other?

Absenteeism and lack of community engagement are linked to poor student outcomes.

Disparities in discipline practices and lack of enrichment/leadership opportunities can result in reduced student/family engagement.

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

Short Term Goals:

- a. Improving attendance through real-time interventions
- b. Using consistent discipline practices
- c. Expanding advisory systems
- d. Increasing use of student voice tools

Long Term Goals:

- a. Implementing MTSS with fidelity to close academic and engagement gaps across student groups in order to provide access to graduation and postsecondary pathways.

8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs. Addressing high levels of absenteeism and increasing community engagement through student-led conferences will provide quick wins.

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

The lack of levy dollars due to levy failures and cutbacks to federal/state funding are increasing barriers to do the important work necessary to improve student outcomes.

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.

The failure to pass a local levy has created significant barriers to provide needed services to students and families. Schools are reallocating current reduced resources to cover critical services

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: Chronic student absenteeism

Priority #2: Variability in the quality of MTSS implementation (fidelity)

Priority #3: Inconsistent student and family engagement

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: **90%** of all students, including those that qualify for multilingual or special education services, will make the minimum targeted scale score growth from fall 2025 to spring 2026 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Target Score Growth Fall to Spring
6-10	Math	aMath	2 Pts
6-10	ELA	aRead	4 pts

*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?

90% of students will have achieved 50% of their targeted growth for the school year on district benchmark screening assessments.

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><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</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>Increase Student Attendance</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Attendance letters</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Chronic Absentee Rates</p> <p>Average Daily Attendance</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Chronic absentee and average attendance rates will be compared against SY2425 data</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Anthony Quichocho</p> <p>Daryn Walter</p> <p>William Warren</p> <p>Melanie LaMadeleine</p> <p><i>When will this EBI occur?</i></p> <p>Throughout the school year</p> <p><i>When or how often will progress be monitored</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>Attendance contracts</p> <p>Attendance rewards</p> <p>Providing a safe and supportive culture where kids want to attend school.</p> <p><i>What student groups will benefit and why?</i></p> <p>All Student Groups</p>		<p><i>or data reviewed? Be as specific as possible.</i></p> <p>Bi-Weekly</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>Improve Tier I Instruction</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <ul style="list-style-type: none">  RMS Meetings and Tentati...  Progress Monitoring at R...  Literacy Strategies - One-... 	<p>Total minutes spent engaging in walkthroughs by education term.</p> <p>% of students meeting or exceeding standards on ELA, Math, and Science interim assessments.</p> <p>% of students meeting or exceeding standards on SBA/WCAS and district benchmarks.</p> <p>F Rates in HS Credited Courses</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>AVID Site Team</p> <p><i>When will this EBI occur?</i></p> <p>Throughout the school year.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Monthly</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><i>What student groups will benefit and why?</i></p> <p>All Students</p>	<p>Impact will be measured by student progress in ELA and math on district BM/ curriculum-based assessments,</p> <p>Proficiency levels on SBA IABs and SBA.</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>Implement a Multi-Tiered System of Supports (MTSS)</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> RMS 5 Tier 1 Practices wit... <input type="checkbox"/> Progress Monitoring at R... <input type="checkbox"/> RMS Behavior Manageme... <input type="checkbox"/> RMS Meetings and Tentati... <p><i>What student groups will benefit and why?</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>% of students showing academic growth during intervention period disaggregated by student groups receiving additional support.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>% of students showing academic growth during intervention period disaggregated by student groups</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>AVID Site Team</p> <p>MTSS Team</p> <p><i>When will this EBI occur?</i></p> <p>Throughout the school year.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Bi-weekly to monthly</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>

All Students	receiving additional support.			
<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>Increase Student Ownership of Learning</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>☰ Fall 2025 Learning Experi...</p> <p>☰ Ridgeline Empathy Intervi...</p> <p><i>What student groups will benefit and why?</i></p> <p>All Students</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>% of students reporting high engagement and ownership on student surveys</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>By survey responses</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>AVID Site Team</p> <p><i>When will this EBI occur?</i></p> <p>Throughout the year</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Quarterly</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><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>Implementing HSBP with Fidelity</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p><input type="checkbox"/> RMS Copy of WA 2025 C...</p> <p><i>What student groups will benefit and why?</i></p> <p>All Students</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>4 and 5 year graduation rates</p> <p>Completion rates for HSBP</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Improved graduation rates</p> <p>100% completion of HSBP</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Social Studies teachers</p> <p><i>When will this EBI occur?</i></p> <p>Throughout the year</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Weekly</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>
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SY 2025–2026 SMARTIE Goal #2: The school will establish and maintain a culture of dignity that results in an increase of the percentage of ALL students indicating they feel a sense of belonging as measured on the YCS Student Belonging Survey on the specific domain of **Feeling Validated** from **85%** (baseline) to **92%** by June 2026.

*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?

High student engagement in student voice opportunities and survey data indicating high student belonging and agency in classes.

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><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</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>Create Positive and Respectful School Environments (Cultures of Dignity).</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>RMS Behavior Managemen...</p> <p>CASEL 3 Signature Practices: https://signaturepractices.casel.org/</p> <p><i>What student groups will benefit from and why?</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>% of students reporting feeling known, valued, and connected on the Spring Belonging Survey</p> <p>Office Referral Counts</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Comparing office referral rates to previous year by month</p> <p>The changes from fall to spring on the student belonging survey will indicate effectiveness of the activities</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Anthony Quichocho</p> <p>MTSS Team</p> <p><i>When will this EBI occur?</i></p> <p>Monthly</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Monthly</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>

All Students				
<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>Expand Student Leadership, Creativity, and Recognition Activities</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student-Nominated G.O.A.... <input type="checkbox"/> AVID - Building Confidenc... <p><i>What student groups will benefit from and why?</i></p> <p>All Students</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Attendance / Participation in Student Voice Forums and in Rewards</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Referrals and Grade Data</p> <ul style="list-style-type: none"> <input type="checkbox"/> F Rates for 2025 	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Craig Curry</p> <p>Anthony Quichocho</p> <p>AVID Site Team</p> <p><i>When will this EBI occur?</i></p> <p>Throughout the year</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Bi-weekly</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>

SY 2025–2026 SMARTIE Goal #3:

By June 2026, the school will cultivate authentic partnerships and transparent communication systems that empower families and communities to co-lead student success. The school will achieve a 75% spring family survey completion rate at each grade level.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: 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?

The family survey is given only one time each year so there won't be a mid year data point.

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><u>Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.</u></p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</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>Increase Community Input and Shared Ownership</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p> Parent Survey on Student ...</p> <p>https://x.com/Ridgeline_MS</p> <p>https://www.facebook.com/RidgelineMiddleSchoolBoosterClub</p> <p> Coffee with the Principal - ...</p> <p> Coffee with the Principal - ...</p> <p>STORM Report: https://ridgeline.ycs.wednet.edu/our-school/newsletters</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>The number of different(unique) parents/guardians actively engaged in building leadership teams. Not counting staff as family members.</p> <p>Community satisfaction ratings related to engagement and partnership (via survey)</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>There are an increasing number of unique parents actively involved on building leadership teams.</p> <p>Impact will be evaluated based on the</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Craig Curry</p> <p>Becca Cole</p> <p>Jennifer Lampi</p> <p><i>When will this EBI occur?</i></p> <p>Throughout the school year</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Monthly</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><i>What student groups will benefit and why?</i></p> <p>All Students</p>	<p>degree of community satisfaction with engagement and partnership.</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>Increase Inclusive Two-Way Communication</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Weekly or bi-weekly class emails from all teachers</p> <p>Positive and proactive phone calls home</p> <p><i>What student groups will benefit and why?</i></p> <p>All Students</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>The number of reads for each school newsletter published-S'more</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>The number of reads.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Craig Curry</p> <p>Anthony Quichocho</p> <p><i>When will this EBI occur?</i></p> <p>At conference times</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Monthly</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><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>Increase Family Partnerships Supporting Student Learning</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> RMS Copy of WatchDog_P... <input type="checkbox"/> Parent Survey on Student ... <input type="checkbox"/> Coffee with the Principal - ... <input type="checkbox"/> Coffee with the Principal - ... <p><i>What student groups will benefit and why?</i></p> <p>All students, with a focus on those performing below grade level at conference time</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Participation rates in student/parent conferences</p> <p>% Families reporting strong, supportive partnerships with their child's school (via survey)</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>By the number of participants</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Craig Curry</p> <p>Anthony Quichocho</p> <p><i>When will this EBI occur?</i></p> <p>Monthly</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Monthly</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>
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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.