



**Vision:**

Every Student Thrives

**Mission:**

To Create an educational community that ignites a passion for learning where every student is known and empowered

**Core Values:**

- Student Focused
  - Culture of Belonging
  - Equity
  - Accountability
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**Dutch Hill Elementary**

**2025 – 2026 School Improvement Plan**

# Dutch Hill Elementary

## 2024-25

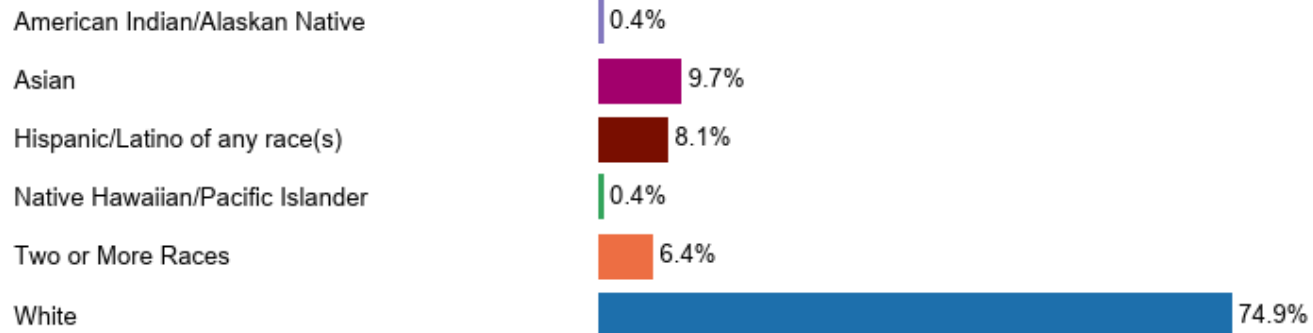
### Total Student Enrollment

701

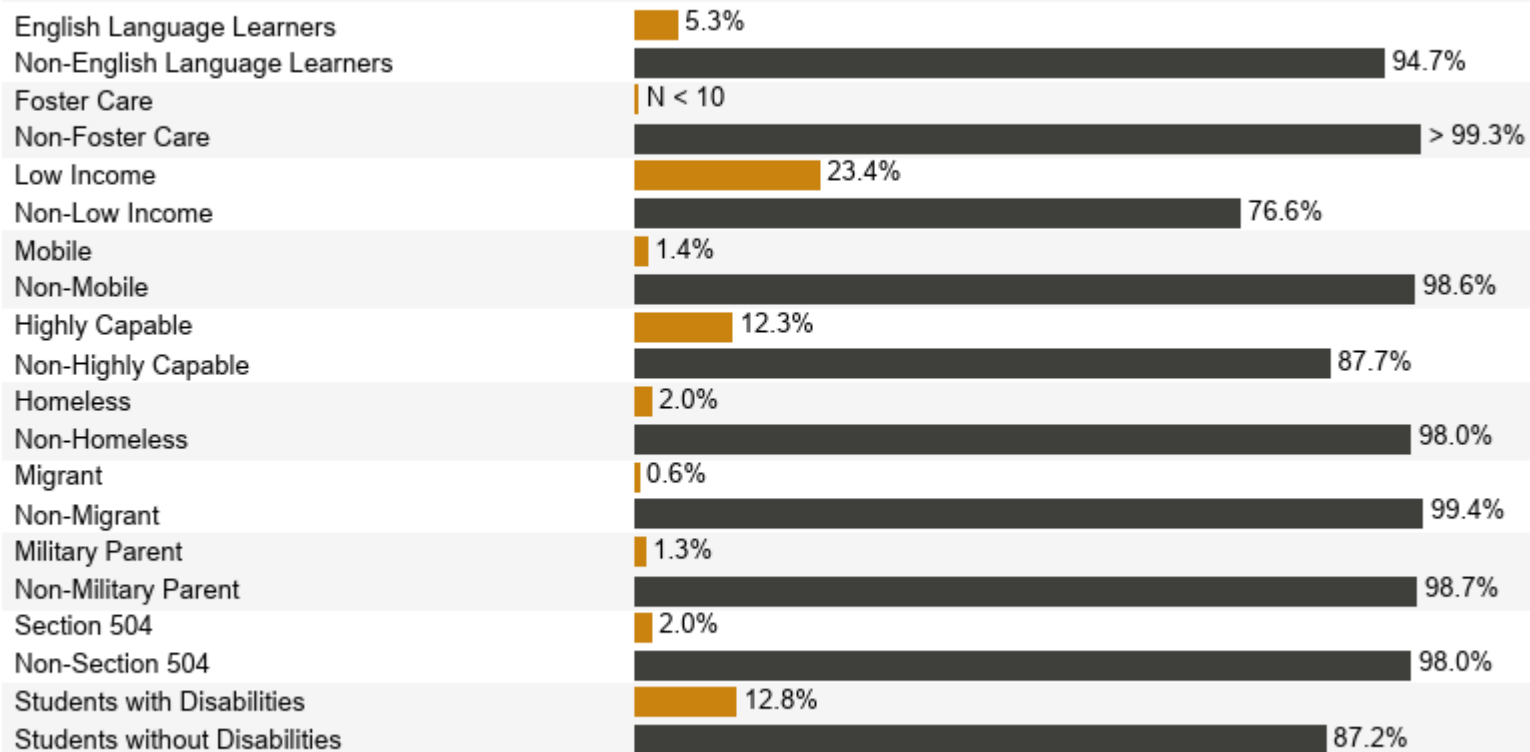
### Gender



### Race/Ethnicity



## Program and Characteristic



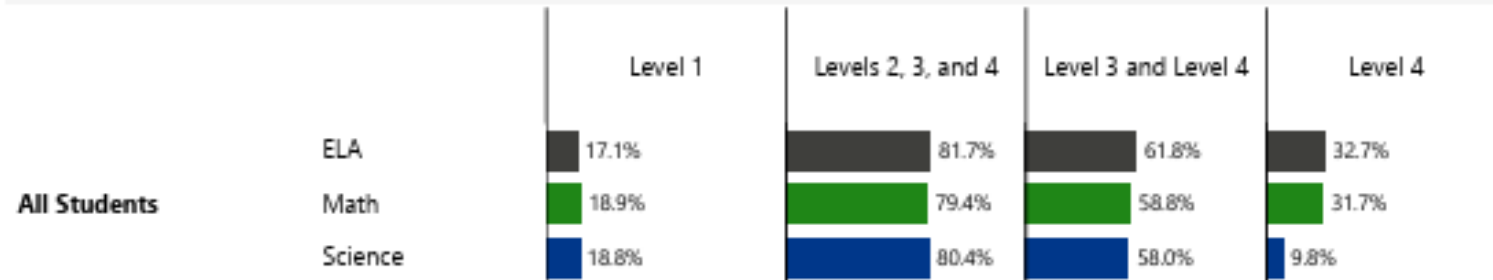
# Dutch Hill Elementary

2024-25

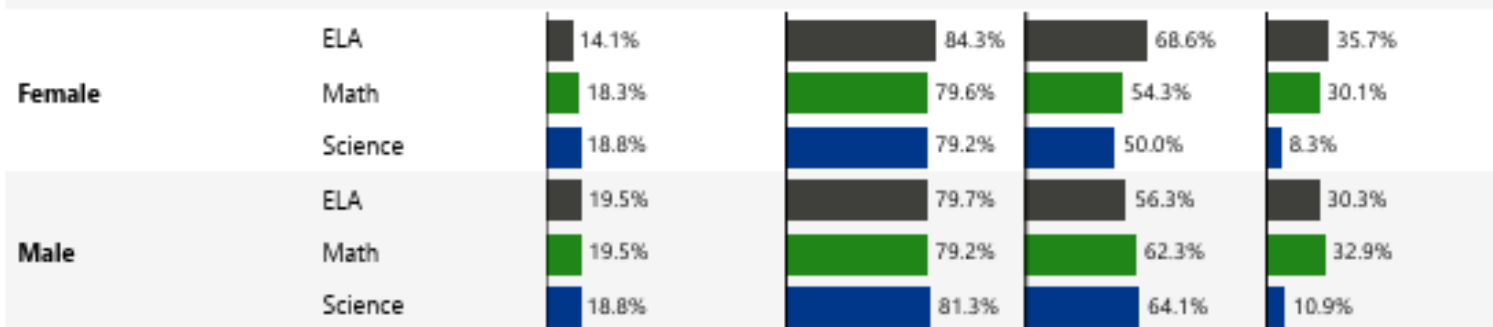
Smarter Balanced Assessments (SBA): English Language Arts (ELA) and Math state assessment for grades 3–8 and 10.

Washington Comprehensive Assessment of Science (WCAS): Science state assessment for grades 5, 8, and 11.

## Achievement Levels



## Gender



Review the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.

<p><u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal</p>	<p>Implementation and Impact Data</p>	<p>Timeframe</p>	<p>Lead</p>	<p>Resources</p>
<p><b>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</b></p> <p><b>What student groups will benefit and why?</b></p>	<p><i>What short-and long-term <b>data</b> will be collected to measure the extent to which this <b>evidence-based practice (intervention, activity, or strategy)</b> was implemented as intended?</i></p> <p><i>What short-and long-term <b>data</b> will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?</i></p>	<p><i>When will this <b>evidence-based practice (intervention, activity, or strategy)</b> occur? What was/is the projected length of time?</i></p> <p><i><b>When or how often</b> (please be as specific as possible) <b>will progress be monitored or data reviewed?</b></i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the <b>evidence-based practice (intervention, activity, or strategy)?</b></i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this <b>evidence-based practice (intervention, activity, or strategy)</b> (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

## Goal #1 - Literacy

By June 2026, the percentage of Dutch Hill students meeting or exceeding grade-level standards in English Language Arts will increase from **81.7% to 85%**, as measured by the Smarter Balanced Assessment (SBA). Emphasis will be placed on increasing engagement and achievement among low-income and multilingual learners.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Conduct regular classroom walkthroughs focused on student engagement, discourse, and differentiation, followed by timely, actionable feedback to teachers.	<p><i>Implementation:</i> Walkthrough observation rubrics, coaching logs, and teacher reflection forms.</p> <p><i>Impact:</i> STAR Reading growth, Lexia progress, SBA proficiency trends, and improved student engagement indicators.</p>	Ongoing throughout 2025–2026; walkthroughs conducted weekly, feedback shared within one week; data reviewed each trimester.	Principal & Assistant Principal	STAR Reading, Lexia Core5, observation rubrics, PD on effective feedback cycles, collaboration time for reflection.
Facilitate reflective conversations during PLCs using walkthrough data to identify common strengths and areas for growth.	<p><i>Implementation:</i> PLC minutes, walkthrough trend summaries.</p> <p><i>Impact:</i> Improved instructional consistency and student</p>	Ongoing throughout 2025–2026; walkthroughs conducted weekly, feedback shared within one week; data reviewed each trimester.	Principal & Assistant Principal	STAR Reading, Lexia Core5, observation rubrics, PD on effective feedback cycles, collaboration time for reflection.

	engagement metrics.			
Implement <i>Total Participation Techniques (TPTs)</i> to promote active student engagement and equitable participation during reading, writing, and discussion. Teachers will apply strategies such as Quick Writes, Chalkboard Splash, Hold Ups, and Think-Pair-Share. Regular classroom walkthroughs will monitor implementation, followed by timely, actionable feedback.	<i>Implementation:</i> Walkthrough rubrics focused on student engagement, teacher reflection logs, and PLC discussion notes. <i>Impact:</i> STAR Reading growth, Lexia Core5 usage, SBA ELA proficiency, and student engagement survey results.	Ongoing throughout 2025–2026; walkthroughs weekly with feedback within one week. Data reviewed each trimester (Dec, Mar, June).	Principal & Assistant Principal	<i>Total Participation Techniques</i> (Himmele & Himmele), Lexia Core5, STAR Reading, PD on engagement strategies, PLC collaboration time, release time for peer observation.
<b>Funding:</b> List and describe funding source(s) associated with the activities described above.				
1. Building Budget				

**Goal #2 - Math**

By June 2026, the percentage of Dutch Hill students meeting or exceeding grade-level standards in Math will increase from **79.4% to 83%**, as measured by the SBA. Special focus will be on strengthening engagement, problem-solving confidence, and reasoning skills among low-income, ELL, and SPED student groups. Conduct **regular classroom walkthroughs** focused on student engagement, discourse, and differentiation, followed by **timely, actionable feedback** to teachers.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Conduct regular classroom walkthroughs with feedback focused on math discourse, student reasoning, and engagement strategies.	<i>Implementation:</i> Walkthrough rubrics, teacher feedback forms, PLC data discussions. <i>Impact:</i> STAR Math growth, SBA proficiency, and increased student participation in problem-solving activities.	Ongoing throughout 2025–2026; walkthroughs weekly, feedback within one week; trimester data reviews (Dec, Mar, June).	Principal & Assistant Principal	STAR Math, DreamBox, Reflex Math, walkthrough and feedback templates, PD on student discourse, collaboration time.
Use walkthrough trends to design targeted professional development and peer observations that enhance math engagement practices.	<i>Implementation:</i> PD attendance and follow-up surveys. <i>Impact:</i> Increased student engagement, improved consistency in math instruction.	Reviewed monthly	Principal & Assistant Principal	STAR Reading, Lexia Core5, observation rubrics, PD on effective feedback cycles, collaboration time for reflection.
Implement <i>Total Participation Techniques (TPTs)</i> to enhance student engagement and math discourse during instruction. Teachers will integrate strategies such as Quick Draws, Number	<i>Implementation</i> Walkthrough observation rubrics, PLC reflection	Ongoing throughout 2025–2026; walkthroughs weekly with feedback within one week. Data	Principal & Assistant Principal	<i>Total Participation Techniques</i> (Himmele & Himmele), DreamBox, STAR Math, PD on mathematical discourse and engagement, PLC collaboration time, and release time for peer observation.

<p>Talks, and Turn-and-Talk to ensure all students actively process and share mathematical reasoning. Regular classroom walkthroughs will monitor fidelity, followed by targeted feedback.</p>	<p>summaries, and coaching feedback logs. <i>Impact:</i> STAR Math growth, DreamBox data, SBA Math proficiency, and student engagement survey data.</p>	<p>reviewed each trimester (Dec, Mar, June).</p>		
<p><b>Funding:</b> List and describe funding source(s) associated with the activities described above.</p>				
<p>1. Building Budget</p>				

<p><b>Goal #3:</b></p> <p>By June 2026, the percentage of Dutch Hill Elementary students attending 90% or more of school days will increase from <b>76.6% to 83%</b>, as measured by the OSPI Regular Attendance metric. Particular emphasis will be placed on improving attendance rates for low-income students (currently 68.8%) and students with disabilities (currently 68.9%).</p>				
<p><u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal</p>	<p>Implementation and Impact Data</p>	<p>Timeframe</p>	<p>Lead</p>	<p>Resources</p>
<p>Implement a schoolwide attendance initiative focused on proactive communication, relationship-building, and early intervention. Strategies include:</p>	<p><i>Implementation:</i> Monthly attendance team logs, family contact</p>	<p>Attendance data reviewed monthly; progress evaluated each quarter.</p>	<p>Principal, Counselor, Attendance Team, Office Staff, Grade-Level Teachers.</p>	<p>Skyward attendance reports, family communication tools (ParentSquare), Attendance Works resources, recognition materials, and counselor/</p>

<ul style="list-style-type: none"> <li>• Regular attendance reviews by grade level and subgroup.</li> <li>• Tiered outreach (calls, letters, home visits) for students approaching chronic absenteeism.</li> <li>• Positive recognition for improved and consistent attendance.</li> </ul>	<p>documentation, and outreach records.</p> <p><i>Impact:</i> OSPI regular attendance data, Skyward daily attendance reports, subgroup analysis, and reduction in chronic absenteeism rates.</p>			<p>secretary time for family contact.</p>
<p>Conduct regular attendance data meetings (aligned with MTSS) to identify barriers and coordinate supports with families, counselors, and community partners.</p>	<p>Implementation: Attendance intervention logs and meeting notes.</p> <p><i>Impact:</i> Increased regular attendance percentage among target subgroups.</p>	<p>Ongoing throughout 2025–2026; data reviewed monthly and quarterly.</p>	<p>Principal, Counselor, Attendance Team, Office Staff, Grade-Level Teachers.</p>	<p>Community partnerships, district social services liaison, attendance intervention protocols, and PD on family engagement.</p>
<p>Integrate student engagement practices using Total Participation Techniques (TPT) to increase in-class participation and sense of belonging. Focus on creating inclusive, interactive lessons that promote active learning, connection, and accountability.</p>	<p>Implementation: Classroom walkthroughs, staff reflections, and PGF collaboration focused on TPT strategies.</p>	<p>Ongoing throughout 2025–2026; data reviewed monthly and quarterly.</p>	<p>Principal, BLT, Grade-Level Teachers.</p>	<p>Total Participation Techniques (Himmele &amp; Himmele), PGF time for training and reflection, PLCs, collaborative planning templates, observation tools for engagement monitoring.</p>

	Impact: Increased student engagement indicators from classroom observations and improved attendance trends among chronically absent subgroups.			
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**Funding:** List and describe funding source(s) associated with the activities described above.

1. Building Budget