



**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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# Glacier Peak High School

## 25-26 School Improvement Plan

# Glacier Peak High School

## 2024-25

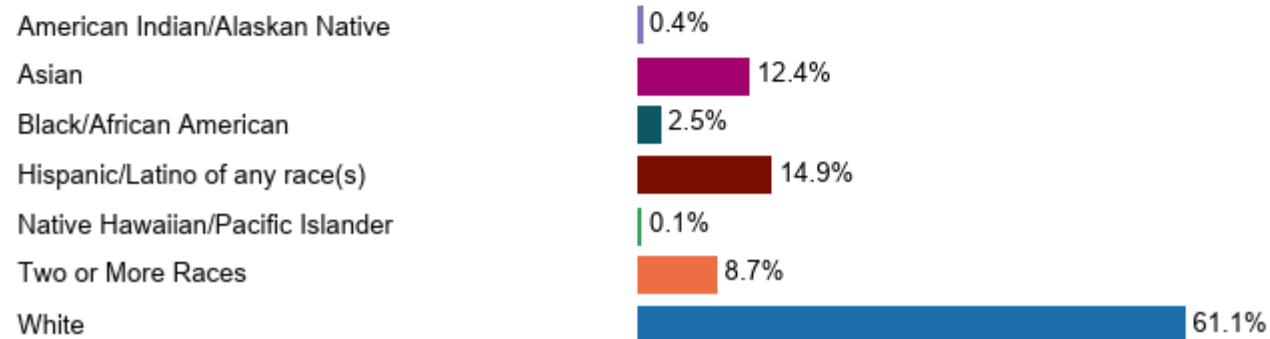
### Total Student Enrollment

1,651

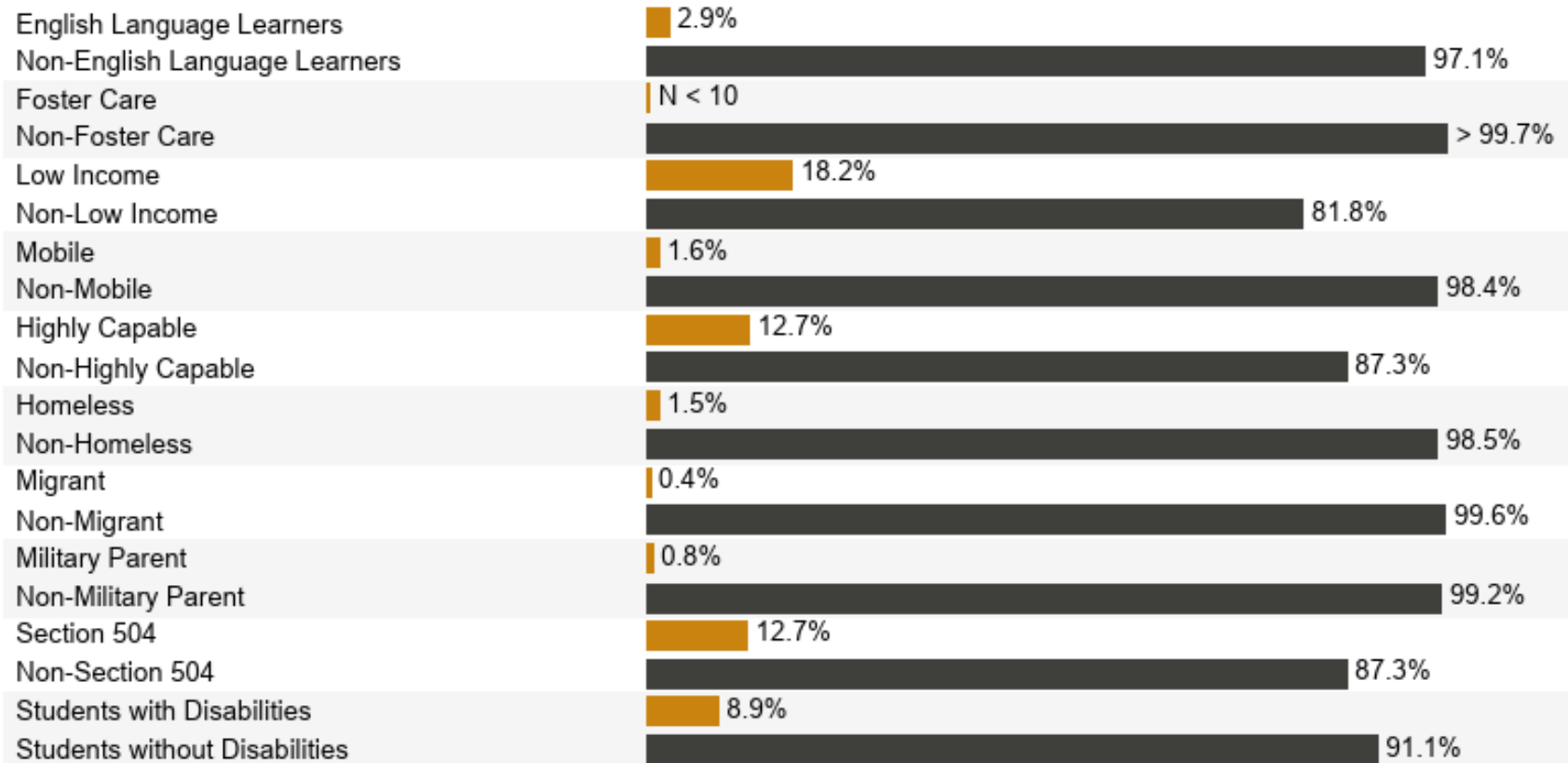
### Gender



### Race/Ethnicity



## Program and Characteristic



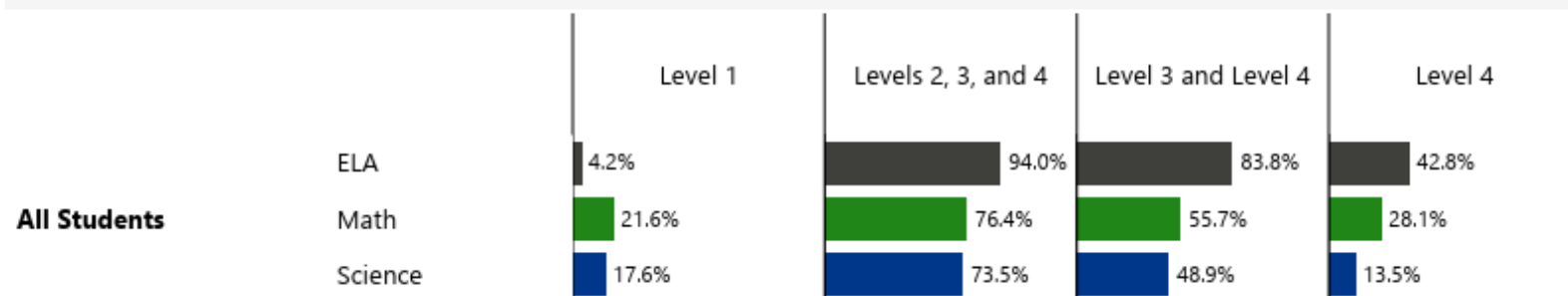
# Glacier Peak High School

2024-25

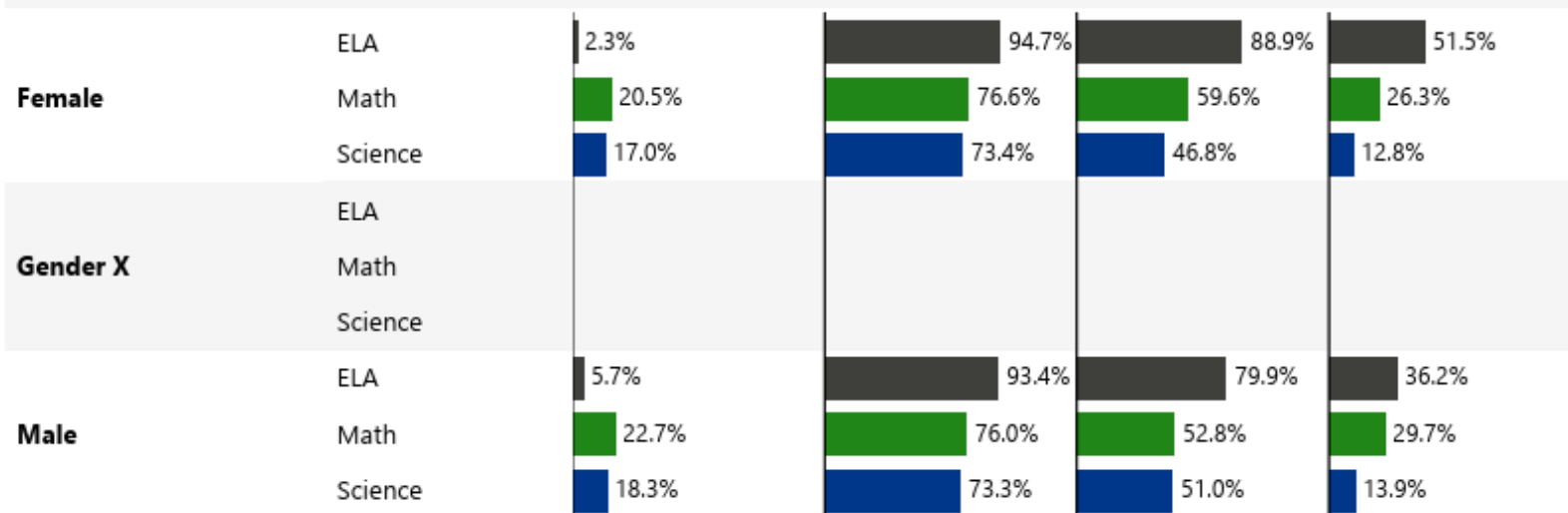
Smarter Balanced Assessments (**SBA**): English Language Arts (ELA) and Math state assessment for grades 3–8 and 10.

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

## Achievement Levels



## Gender



What is our building vision and mission statement?

**Building mission statement:** Preparing students to lead extraordinary lives.

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><b>When will this <i>evidence-based practice (intervention, activity, or strategy)</i> occur? What was/is the projected length of time?</b></p> <p><b>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</b></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

GP will increase the overall number of students meeting standard in ELA from 81% to 85% as measured by the SBA by June 2026.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Focused vocabulary and grammar instruction	Classroom assignments; weekly Grammar & Vocab quizzes; accountability on summative essays	Fall 2025-Spring 2026	ELA 10 teachers and Honors ELA 10 teachers	Each week, students will work through vocabulary and grammar notes that specifically teach vocabulary and grammar tested in the SBA (POS, commas, semicolons, colons, parallelism). Then, students identify correct usage of grammar in informational texts as well as in their own writing.
Focused listening practice	Classroom assignments; formative assessments; TKM and ABC chapter quizzes	Fall 2025-Spring 2026	ELA 10 teachers and HE 10 teachers	Students will listen to short clips of audio with no aid of written text. Then, students will process the message of the audio and answer questions based on plot/setting, central claim, and analysis of information provided within the audio.
Improve tier I instruction and least restrictive environment by providing professional development focused on high leverage activities and strategies for engaging all students in learning	Classroom observation rubrics, SBA proficiency trends,	Administration reviews observations monthly, plans professional development for PGFs	Principal & Assistant Principals	District PD and instructional resources, Danielson observation rubrics, collaboration time for reflection

<p>(e.g., scaffolded methods of explanation and using varied supports for understanding). Embedded in the professional development is ongoing knowledge of least restrictive environment.</p>	<p>and student grade data</p>	<p>based on classroom observations, and embeds ongoing knowledge into Department Chair meetings and observation conversations with teachers</p>		
<p>As a whole staff, we are continuing to norm our beliefs and values regarding the role of the General Education teacher in serving all students. These continued conversations in our PLD, PGFs, and schoolwide staff communications are intended to improve knowledge and understanding of least restrictive environment.</p>	<p>IEP team meetings, PLC meetings, and Department Chair meetings – examination of student placement and the matrices of service.</p>	<p>Administration began this norming in August and continuously revisits this work through professional development opportunities. This also includes monthly meetings between administration and the special education department to evaluate and revisit implementation of this work.</p>	<p>Principal &amp; Assistant Principals, Sped Department</p>	<p>Sped Parent Square, District PD and instructional resources, collaboration with Special Services and TLS</p>
<p><b>Funding:</b> List and describe funding source(s) associated with the activities described above.</p>				
<p>1. LAP funding</p>				

## Goal #2 - Math

GP will increase the overall number of students meeting standard in Math from 49% to 55% as measured by the SBA by June 2026.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
SBA interim assessment will be given to students	Administer Interim Assessments as a way of reviewing previous knowledge to be tested and to familiarize students with the format and usage of online tools.	Fall 2025-Spring 2026	Algebra 1, Geometry, Algebra 2 Trig Teams	Using SBA interim site teachers will administer tests and review results with their classes; supplemental instruction may be used to support areas of weaknesses.
Vertical surfaces and Building Thinking Classroom approach will be used in instruction.	Teachers will create 1-2 class activities per week around the vertical surfaces to increase student discussion and mathematical reasoning while solving problems.	Fall 2025-Spring 2026	Algebra 1, Geometry, Algebra 2 Trig Teams	Students will work in small groups at vertical surfaces for both curricular and non-curricular tasks to increase engagement, mathematical discussion, and allow for deeper understanding of the content by focusing on commonly accepted Mathematical practices.

<p>Improve tier I instruction and least restrictive environment by providing professional development focused on high leverage activities and instructional strategies for engaging all students in learning (e.g., scaffolded methods of explanation and using varied supports for understanding). Embedded in the professional development is ongoing knowledge of least restrictive environment.</p>	<p>Classroom observation rubrics, SBA proficiency trends, and student grade data</p>	<p>Administration discusses classroom observations regularly, plans professional development for PGFs based on classroom observations, and embeds ongoing learning and shared understanding into Department Chair meetings and observation conversations with teachers</p>	<p>Principal &amp; Assistant Principals</p>	<p>District PD and instructional resources, Danielson observation rubrics, collaboration time for reflection</p>
<p>As a whole staff, we are continuing to norm our beliefs and values regarding the role of the General Education teacher in serving all students. These continued conversations in our PLD, PGFs, and schoolwide staff communications are intended to improve knowledge and understanding of least restrictive environment.</p>	<p>IEP team meetings, PLC meetings, and Department Chair meetings – examination of student placement and the matrices of service.</p>	<p>Administration began this norming in August and continuously revisits this work through professional development opportunities. This also includes monthly meetings between administration and the special education department to evaluate and revisit implementation of this work.</p>	<p>Principal &amp; Assistant Principals, Sped Department</p>	<p>Sped Parent Square, District PD and instructional resources, collaboration with Special Services and TLS</p>

**Funding:** List and describe funding source(s) associated with the activities described above.

1. LAP Funding

Goal #3:

GP will increase the number of students with Tier I or “good attendance” (i.e., absent 10% or less) from 67.71% to 80% by the end of the 2025-2026 school year.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Check and Connect (progress monitoring meetings with students)	Team reviews grade data and creates a caseload for In-school interventionist	September 2025-June 2026	Administrators, counselors, In-school interventionist	Grade data, attendance data, shared tracking spreadsheet
Guidance Team	Team reviews monthly risk indicator to develop systems of support and timelines of implementation	September 2025-June 2026	Administrators, counselors, teachers	Grade data, monthly risk indicator, teacher feedback, etc.
Attendance letters and conferences (letters home and conferences with students)	Student behavior intervention tracker to track at-risk attendance conferences	September 2025-June 2026	Administrators, In-school interventionist	Letters, attendance data

<p>Tier I Interventions (e.g., positive greeting at the Door, Adopt a Grizzly, etc.)</p>	<p>As an entire staff we are evaluating and adopting 1-2 Tier 1 interventions in 4-8 week cycles</p>	<p>September 2025-June 2026</p>	<p>Administrators, counselors, teachers</p>	<p>Tier 1 attendance interventions reviewed and selected by department chairs and administrators</p>
<p>Improve tier I instruction and least restrictive environment by providing professional development focused on high leverage activities and instructional strategies for engaging all students in learning (e.g., scaffolded methods of explanation and using varied supports for understanding). Embedded in the professional development is ongoing knowledge of least restrictive environment.</p>	<p>Classroom observation rubrics, SBA proficiency trends, and student grade data</p>	<p>Administration discusses classroom observations regularly, plans professional development for PGFs based on classroom observations, and embeds ongoing learning and shared understanding into Department Chair meetings and observation conversations with teachers</p>	<p>Principal &amp; Assistant Principals</p>	<p>District PD and instructional resources, Danielson observation rubrics, collaboration time for reflection</p>
<p>As a whole staff, we are continuing to norm our beliefs and values regarding the role of the General Education teacher in serving all students. These continued conversations in our PLD, PGFs, and schoolwide staff communications are intended to improve knowledge and understanding of least restrictive environment.</p>	<p>IEP team meetings, PLC meetings, and Department Chair meetings – examination of student placement and the matrices of service.</p>	<p>Administration began this norming in August and continuously revisits this work through professional development opportunities. This also includes monthly meetings between administration and the special education</p>	<p>Principal &amp; Assistant Principals, Sped Department</p>	<p>Sped Parent Square, District PD and instructional resources, collaboration with Special Services and TLS</p>

		department to evaluate and revisit implementation of this work.		
<b>Funding:</b> List and describe funding source(s) associated with the activities described above.				
1. LAP Funding				