

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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Machias Elementary

25-26 School Improvement Plan

Machias Elementary

2024-25

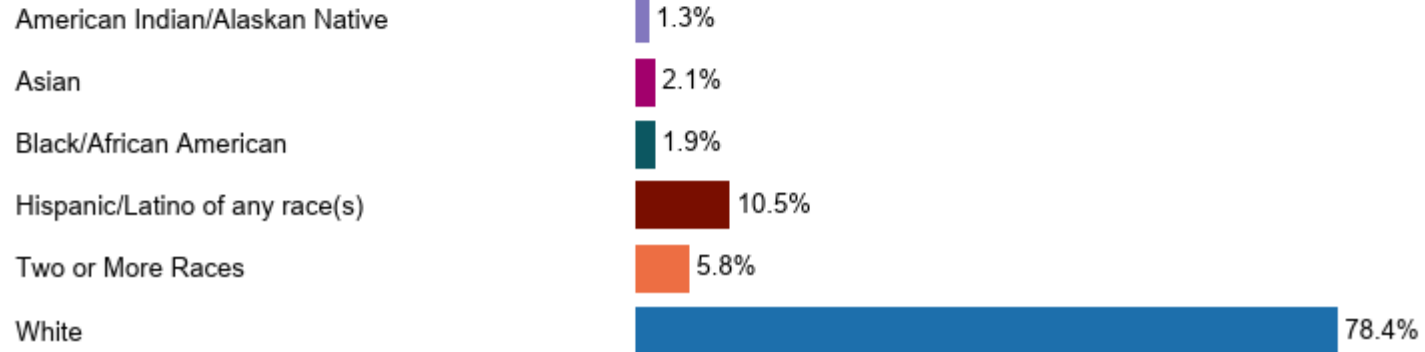
Total Student Enrollment

619

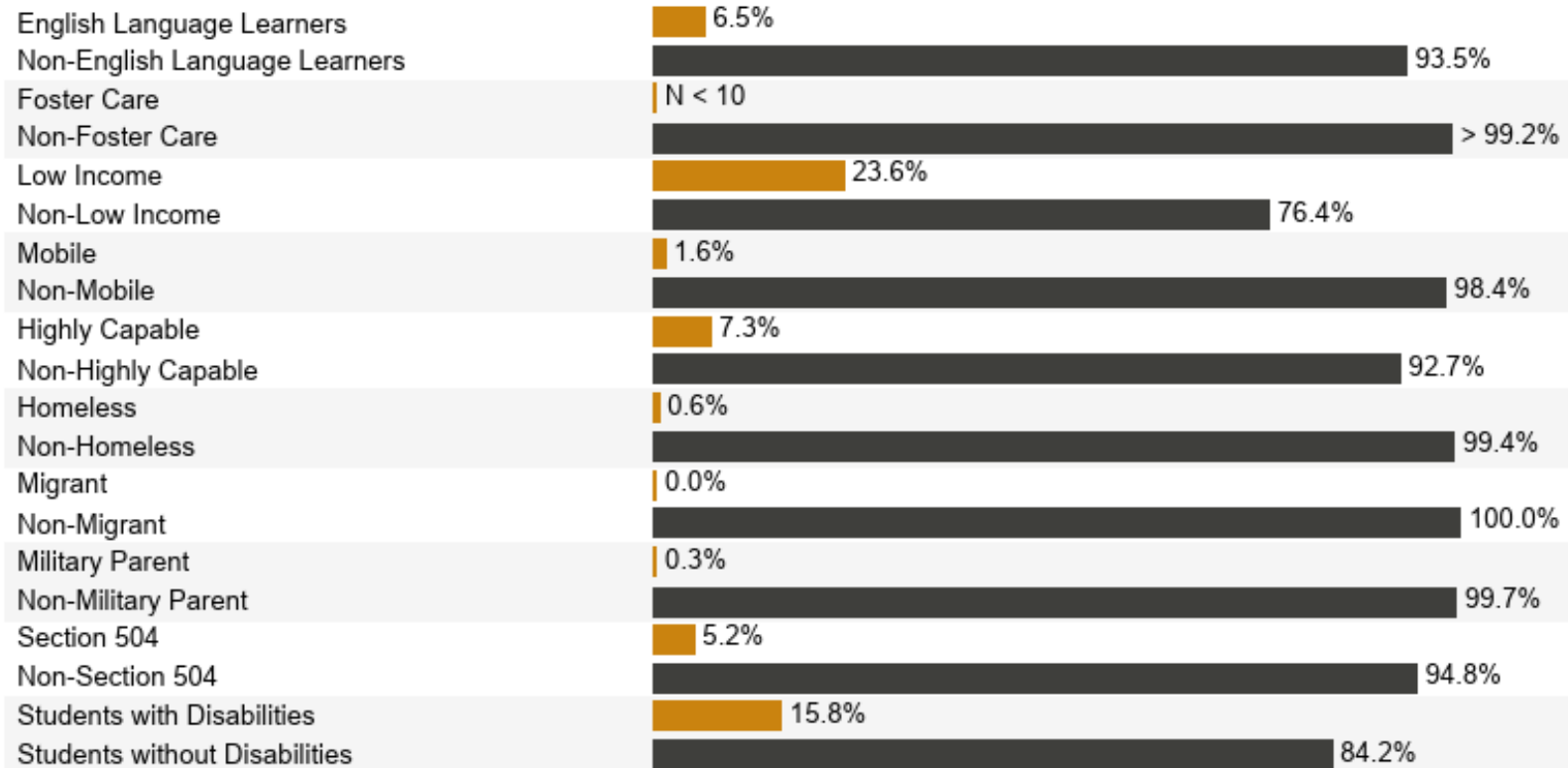
Gender



Race/Ethnicity



Program and Characteristic



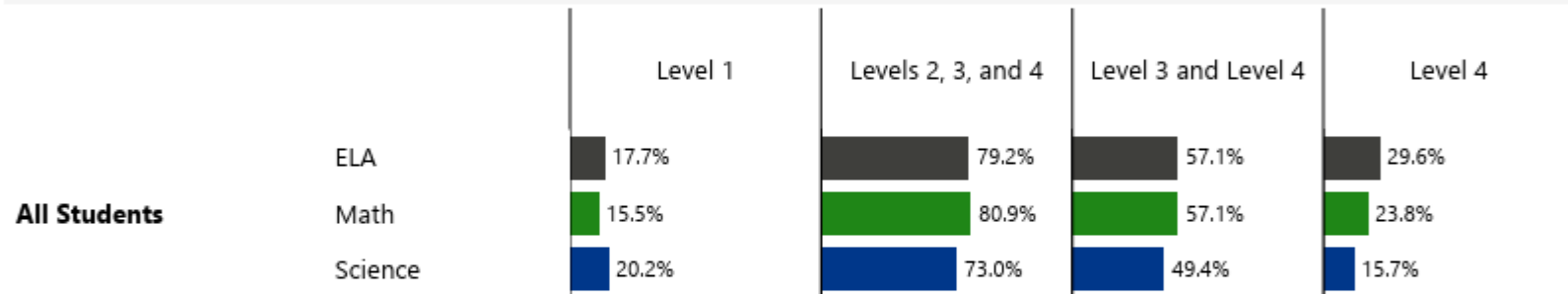
Machias Elementary

2024-25

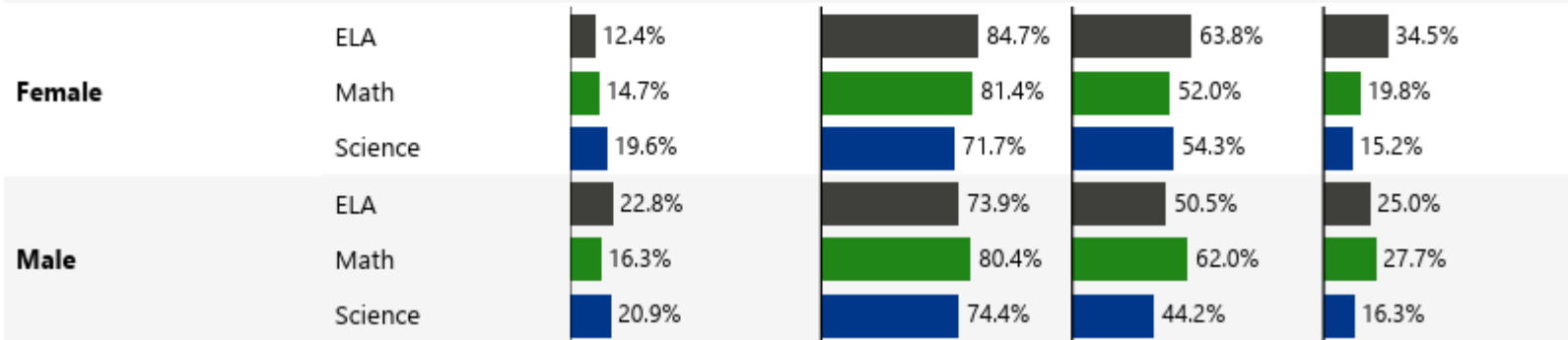
Smarter Balanced Assessments (**SBA**): English Language Arts (ELA) and Math state assessment for grades 3–8 and 10.

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

Achievement Levels



Gender



What is our building vision and mission statement?

Vision: Every Student Thrives

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

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

Goal #1 – Literacy

Machias 2025-2026 Literacy/Writing Goal

Specific:

Teachers will consistently use effective learning targets and success criteria in writing instruction.

Lessons will be aligned, engaging, and clearly focused for students.

Measurable:

90% of classroom observations/walkthroughs will show effective implementation.

Progress monitored through classroom-based assessments, student data, walkthroughs, PLC discussions, mid-year check-ins, and end-of-year observations.

Achievable:

Supported through targeted professional development, coaching, and collaboration in PLCs.

Ongoing support ensures success is realistic and attainable.

Relevant:

Connects directly to schoolwide priorities for improving writing instruction and student engagement.

Aligns with district and state standards for instructional clarity

Time-bound:

To be achieved by the end of the academic year.

Includes mid-year check-ins to assess progress and make adjustments.

Inclusive:

Ensures that all students—including those with IEPs, 504 plans, receiving LAP services, and multilingual learners—can access and benefit from writing instruction.

Equitable:

Commits to high-quality instruction for every learner, ensuring all students have clear, understandable learning goals and success criteria.

Emphasizes fair access to engaging, well-designed lessons for diverse student needs

Complete Literacy/Writing Goal Statement:

By the end of the academic year, all teachers will consistently use effective learning targets and success criteria in their writing instruction to create aligned learning experiences that promote student engagement, with 90% of classroom observations/walkthroughs demonstrating effective learning targets and success criteria. Professional development will support this initiative, ensuring that effective writing learning targets and success criteria are implemented, and teachers design and deliver engaging lessons that all students can access, including those with individual education plans, 504 plans, receive LAP services, and are multilingual learners. Progress will be evaluated through classroom classroom-based assessments, student data review, walkthroughs, PLC meetings, mid-year check-ins, and finalized observations, fostering continuous improvement.

<u>Evidence-based practice</u> (intervention, activity, or	Implementation and Impact Data	Timeframe	Lead	Resources
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strategy) to support SMARTIE Goal				
<p>Grade Level teams will collaborate with building learning specialists to align instructional learning targets and success criteria, including scaffolds and academic vocabulary.</p>	<p>Implementation Statement: Evidence of implementation will include team collaboration notes, PLC agendas/minutes, and shared grade-level documents demonstrating aligned learning targets and success criteria with embedded scaffolds and academic vocabulary. Walkthroughs and instructional observations will monitor consistent use of aligned targets and scaffolds across classrooms.</p> <p>Impact Statement: Impact will be measured through increased clarity and accessibility of writing lessons, as shown by improved student performance on classroom-based writing assessments and growth among multilingual learners, LAP students, and students with IEPs/504s. Observation data will show that at least 90% of classrooms consistently post and reference effective</p>	<p>September-June</p>	<p>K-6th Teachers Learning Specialists: Resource, LAP, MLL Administration</p>	

	learning targets and success criteria during instruction.			
Grade level teams will collaborate to review benchmark/classroom-based writing assessment data and plan for instruction.	<p>Implementation Statement: Evidence of implementation will include PLC data review logs, meeting agendas, and instructional adjustment plans informed by writing assessment data. Teams will document instructional next steps based on identified student needs.</p> <p>Impact Statement: Impact will be measured through improved alignment between instructional planning and student data, demonstrated by upward trends in writing proficiency on classroom-based and benchmark assessments. Teachers will report increased confidence in using data to drive instruction through mid-year and end-of-year reflection surveys.</p>	September-June	K-6 th grade teachers Administration	
Ongoing PD tied to effective learning targets and success criteria	<p>Implementation Statement: Implementation will be evidenced by PD attendance records, session feedback forms, and follow-</p>	September-June	Leadership Team Building teacher leaders Administration	

	<p>up application artifacts such as teacher-created learning targets and success criteria. Walkthrough data will show increased frequency and quality of posted and referenced targets.</p> <p>Impact Statement: Impact will be demonstrated through growth in teacher instructional clarity and student engagement, as shown by observation rubrics and student feedback surveys. Over time, classroom walkthrough data will reflect that 90% or more of lessons include clearly communicated and aligned learning targets and success criteria.</p>			
<p>Ongoing PD tied to instructional practices and supports, including scaffolding and academic vocabulary</p>	<p>Implementation Statement: Implementation will be tracked through PD attendance, coaching logs, and teacher reflection tools showing incorporation of scaffolding strategies and explicit vocabulary instruction. Lesson plans and PLC discussions will</p>	<p>September-June</p>	<p>Leadership Team Building teacher leaders Administration</p>	

	<p>include specific scaffolds and vocabulary supports.</p> <p>Impact Statement: Impact will be measured through student writing samples showing improved use of academic vocabulary and organizational structures, and through increased success among students receiving targeted supports (IEP, 504, LAP, MLL). Walkthroughs will show more equitable access to writing tasks and higher levels of engagement across diverse learners.</p>			
<p>Smarter Balanced PD including interim resources and writing samples</p>	<p>Implementation Statement: Implementation will be evidenced through teacher participation logs, PD reflections, and integration of Smarter Balanced writing rubrics and exemplars into classroom instruction. PLCs will review writing samples to calibrate scoring and expectations.</p> <p>Impact Statement: Impact will be measured through increased consistency in writing instruction and scoring alignment, reflected in</p>	<p>November</p>	<p>Building Assessment Coordinator Administration</p>	

	grade-level scoring calibrations and improved student performance on Smarter Balanced interims and performance tasks.			
3 rd -6 th grade students will engage in Smarter Balanced interim assessments, including the ELA Performance Task full write.	<p>Implementation Statement: Implementation will be tracked through assessment participation logs and teacher use of interim data to guide instructional next steps. PLCs will analyze interim results collaboratively.</p> <p>Impact Statement: Impact will be measured by growth in student writing performance across interim cycles and final Smarter Balanced assessments. Data will show increased student proficiency in writing organization, evidence use, and elaboration aligned to grade-level standards.</p>	November-June	3 rd -6 th Teachers Administration	
Educators will provide flexible literacy/writing intervention groups.	<p>Implementation Statement: Implementation will be demonstrated through intervention group rosters, lesson plans, and progress monitoring data. Teachers will adjust group composition and instruction</p>	September-June	K-6 th grade teachers Learning Specialists: Resource, LAP, MLL Support Staff Administration	

	<p>based on ongoing assessment results.</p> <p>Impact Statement: Impact will be reflected in increased writing proficiency among students receiving intervention, as measured by pre- and post-assessments and progress monitoring tools. Data will show reduction in the number of students performing below standard in writing domains.</p>			
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Goal #2 – Math
Machias 2025-2026 Math Goal

Specific:
 Teachers will focus instruction and intervention on the Numbers and Operations domain, ensuring students build strong number sense, computation fluency, and conceptual understanding.
 Classroom instruction will include intentional use of strategies and tasks that strengthen these skills.

Measurable:
 Student proficiency in Numbers and Operations will increase by 20% as measured by classroom-based assessments, benchmark data, and standardized test results.
 Progress will be monitored through data reviews, PLC discussions, and classroom walkthroughs.

Achievable:
 Teachers will participate in targeted professional development focused on effective math instruction and lesson design.
 Support will include model lessons, coaching, and collaboration time during PLCs to ensure consistent instructional growth.

Relevant:
 Improving student proficiency in Numbers and Operations directly supports our school’s mathematics achievement goals and aligns with district and state standards.
 This focus strengthens the foundation for all higher-level math skills.

Time-Bound:

The 20% increase in proficiency will be achieved by June 2026.

Progress checkpoints will occur through mid-year assessments, PLC data reviews, and end-of-year evaluations to ensure ongoing improvement.

Inclusive:

Instructional strategies and learning experiences will be designed to be accessible to all students, including those with IEPs, 504 plans, multilingual learners, and students receiving intervention support (LAP).

Teachers will use differentiation, scaffolding, and language supports to meet diverse learning needs.

Equitable:

Every student will receive high-quality math instruction and access to grade-level standards, ensuring that equity—not background or circumstance—determines success.

Data will be reviewed regularly to identify and address achievement gaps among student groups.

Complete Math Statement:

By June 2026, our school will increase the percentage of K-6 students scoring proficient or above in math domain, Numbers and Operations, by 20%. This initiative will be supported through targeted professional development for teachers, including design and delivery of engaging lessons. This will ensure all instructional strategies are inclusive and accessible to every learner, providing equitable support for all students. Progress will be evaluated through classroom-based assessments, classroom walkthroughs, PLC meetings, data review meetings, mid-year check-ins and finalized observations, ensuring continuous growth.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Grade Level teams will collaborate with building learning specialists to align instructional learning targets and success criteria, including scaffolds and academic vocabulary.	Implementation Statement: Evidence of implementation will include PLC agendas, collaboration notes, and shared planning documents that reflect aligned math learning targets and success criteria. Lesson plans and walkthrough data will show	September-June	K-6 th Teachers Learning Specialists: Resource, LAP, MLL Administration	

	<p>intentional inclusion of scaffolds and math academic vocabulary strategies developed with learning specialists.</p> <p>Impact Statement: Impact will be measured through increased clarity of instruction and student ability to articulate mathematical reasoning. Student performance data from classroom-based and benchmark assessments will show growth in Numbers and Operations, especially among students supported by IEP, 504, LAP, or MLL services. Walkthrough data will show 90% of classrooms using aligned and visible math learning targets and success criteria.</p>			
<p>Grade level teams will collaborate to review benchmark/classroom-based math assessment data and plan for instruction.</p>	<p>Implementation Statement: Implementation evidence will include PLC meeting notes, data analysis templates, and instructional next-step plans informed by math assessment results. Teachers will document instructional adjustments based on data trends and identified skill gaps.</p>	<p>September-June</p>	<p>K-6th grade teachers Administration</p>	

	<p>Impact Statement: Impact will be demonstrated through improved alignment between instruction and identified student needs. Benchmark and classroom-based math assessments will show growth in student proficiency across all grade levels, and teachers will report greater confidence in data-driven math instruction during reflection and PLC surveys.</p>			
<p>Ongoing PD tied to effective learning targets and success criteria</p>	<p>Implementation Statement: Implementation will be evidenced through PD attendance logs, teacher reflection surveys, and samples of teacher-created math learning targets and success criteria aligned to grade-level standards. Walkthroughs will record increased frequency and quality of posted and referenced learning targets during math instruction.</p> <p>Impact Statement: Impact will be measured by improved instructional clarity and student understanding of learning</p>	<p>September-June</p>	<p>Leadership Team Building teacher leaders Administration</p>	

	expectations, reflected in observation data and student feedback. Over time, walkthrough and observation data will show 90% of classrooms consistently using effective and aligned learning targets and success criteria in math.			
Ongoing PD tied to instructional practices and supports, including scaffolding and academic vocabulary	<p>Implementation Statement: Implementation evidence will include PD attendance and follow-up coaching documentation showing incorporation of scaffolding and academic vocabulary into math instruction. Lesson plans and PLC discussions will explicitly reference strategies to support conceptual understanding and equitable access for all learners.</p> <p>Impact Statement: Impact will be demonstrated by increased student participation and success in explaining mathematical reasoning using academic vocabulary. Assessment data and observation feedback will show stronger performance</p>	September-June	Leadership Team Building teacher leaders Administration	

	and engagement among multilingual learners and students receiving intervention or specialized support.			
Educators will provide flexible math intervention groups	<p>Implementation Statement: Implementation will be shown through intervention schedules, group rosters, and progress monitoring records. Teachers will use ongoing data to flexibly adjust group membership and instructional focus based on student needs.</p> <p>Impact Statement: Impact will be reflected in measurable growth in students' foundational math skills, particularly within the Numbers and Operations domain. Progress monitoring and pre/post-assessment data will show reduced skill gaps and increased movement of students toward grade-level proficiency.</p>	September-June	K-6 th grade teachers Learning Specialists: Resource, LAP, MLL Support Staff Administration	
K-5 th grade teachers will grow their understanding of Bridges resources and best practices for implementation and differentiation	<p>Implementation Statement: Implementation evidence will include PD participation logs, collaborative planning documentation, and lesson</p>	September-June	K-5 th grade teachers Learning Specialists: Resource, MLL Administration	

	<p>artifacts showing effective use of Bridges materials and differentiation strategies. Coaches and administrators will observe consistent integration of Bridges routines and problem-solving structures.</p> <p>Impact Statement: Impact will be measured through enhanced lesson coherence, student engagement, and improved understanding of mathematical concepts. Data from Bridges unit assessments and classroom observations will show stronger student performance and teacher confidence in using program resources effectively.</p>			
<p>6th grade teachers will grow their understanding of Big Ideas resources and best practices for implementation and differentiation</p>	<p>Implementation Statement: Implementation will be supported through PD sessions, lesson planning artifacts, and team collaboration evidence reflecting strategic use of Big Ideas resources for concept development and differentiation. Coaching and walkthrough data will confirm consistent,</p>	<p>September-June</p>	<p>6th grade teachers Learning Specialists: Resource, MLL Administration</p>	

	<p>intentional use of program components.</p> <p>Impact Statement: Impact will be reflected in increased student mastery of key 6th grade math standards within Numbers and Operations, as shown by classroom-based assessments and interim data. Teacher reflections will show improved ability to differentiate and engage all learners in rigorous mathematical thinking.</p>			
<p>3rd-6th grade students will engage in Smarter Balanced interim assessments and sample questions</p>	<p>Implementation Statement: Implementation evidence will include assessment participation records and PLC data analysis notes showing teacher collaboration around interim results. Teachers will use item-level data to inform instruction and address areas of need in Numbers and Operations.</p> <p>Impact Statement: Impact will be measured through student growth across interim assessment cycles and summative Smarter Balanced results. Students will demonstrate</p>	<p>November-April</p>	<p>3rd - 6th grade teachers Learning Specialists: Resource, MLL Administration</p>	

	increased accuracy and confidence in solving multi-step problems and applying conceptual understanding to real-world tasks.			
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Goal #3: Attendance - Machias 2025-2026 Attendance Goal

Specific:

The goal targets two specific attendance metrics: overall attendance rate and chronic absenteeism rate, using a three-tiered intervention system with clearly defined strategies at each level.

Measurable:

Overall attendance rate: 82.9% for the 2024-2025 academic year → 85% for the 2025-2026 academic year

Chronic absenteeism rate: Tier 2 (10-20% absent): 13.8%; Tier 3 (20%+): 3.2%

Monthly data collection and analysis for all students

Weekly data monitoring for at-risk students

Disaggregated data by subgroups (race, ethnicity, SES, EL, SPED, gender)

Achievable:

Building capacity through professional development, establishing clear protocols for data review and intervention, and allocating administrator time for Tier 3 supports makes this goal attainable within existing resources.

Relevant:

Improved attendance directly impacts student achievement, engagement, and long-term success. This goal aligns with district priorities and addresses barriers to equitable educational access.

Time-bound:

September-October: Early identification of Tier 2 and Tier 3 students

Weekly: At-risk student data review and intervention adjustments

Monthly: All student data analysis and tier assignment reviews

Quarterly: Progress monitoring and strategy adjustments

June 2026: Goal completion and evaluation

Inclusive:

Data will be disaggregated by race, ethnicity, socioeconomic status, English Learner status, special education status, and gender to identify and address disproportionate absenteeism

Intervention teams will examine attendance barriers through an equity lens, addressing systemic issues (transportation, childcare, work schedules, cultural responsiveness)

Family communication will be provided in home languages and through multiple accessible formats

Tier 1 strategies emphasize culturally responsive teaching and inclusive classroom environments where all students feel valued and connected

Equitable:

Universal supports (Tier 1) focus on creating engaging, culturally responsive learning environments that reduce preventable absences for all students

Early intervention protocols (Tier 2) ensure students from historically marginalized groups receive timely support before attendance issues become chronic – Intensive administrator/counselor involvement (Tier 3) provides advocacy and resource coordination for students facing the most significant barriers

Goal explicitly addresses opportunity gaps by ensuring students most impacted by absenteeism receive proportionate support and resources

Complete Attendance Goal Statement:

By the end of the academic year, Machias Elementary will increase overall student attendance rate from 82.9% to 85% and reduce chronic absenteeism from Tier 2 @13.8% and Tier 3@3.24% for the 2024-2025 academic year to Tier 2 at 10% and Tier 3@1.5% for the 2025-2026 academic year through a systematic Multi-Tiered System of Supports (MTSS) approach that emphasizes prevention, early intervention, and intensive support.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Tier 1: Ongoing PD emphasizing inclusive classroom practices where all students feel valued, connected, and a sense of belonging	<p>Implementation Statement: Implementation will be demonstrated through PD attendance logs, session agendas, and staff reflections documenting strategies used to strengthen classroom belonging and student connectedness. Walkthroughs and classroom observations will provide evidence of inclusive and engaging practices that promote a positive school climate.</p> <p>Impact Statement: Impact will be reflected in increased student attendance and engagement, as shown by improved daily attendance</p>	September-June	Teachers Support Staff Administration	

	<p>rates, student perception survey data (e.g., sense of belonging, connectedness), and reductions in Tier 1 chronic absenteeism. Teachers will report increased confidence in creating inclusive environments that encourage consistent attendance.</p>			
<p>Tier 2: Establish data review meetings (monthly for Tier 1, weekly for Tier 2 & 3)</p>	<p>Implementation Statement: Implementation will be tracked through attendance team meeting schedules, agendas, and minutes showing consistent review of attendance data at Tier 1, 2, and 3 levels. Meeting documentation will include identification of students moving between tiers and action steps for interventions.</p> <p>Impact Statement: Impact will be measured through improved timeliness and accuracy of interventions, reflected in reductions in the number of students entering or</p>	<p>September-June</p>	<p>Administration Counselor Front Office Secretary</p>	

	<p>remaining in Tier 2 and Tier 3. Monthly and quarterly data will show steady progress toward the goal of decreasing chronic absenteeism and improving the overall attendance rate to 85%.</p>			
<p>Tier 2 & 3: Family Communication: Family communication will be provided in home languages. Conduct student/family conferences to identify barriers and develop support plans.</p>	<p>Implementation Statement: Implementation will be evidenced through documentation of family contacts (logs, conference notes, attendance letters) and the use of translation or interpretation services for multilingual families. Support plans will be recorded and monitored to ensure follow-through.</p> <p>Impact Statement: Impact will be demonstrated by improved attendance among targeted students, reduced chronic absenteeism in Tier 2 and Tier 3, and increased family engagement as measured by participation rates in conferences and communication responsiveness. Student-</p>	<p>September-June</p>	<p>Administration Counselor Front Office Secretary</p>	

	specific data will show sustained attendance gains following family collaboration and support planning.			
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