



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



Parent Partnership Program

25-26 School Improvement Plan and
Integrated Student Supports

Parent Partnership 2024-25

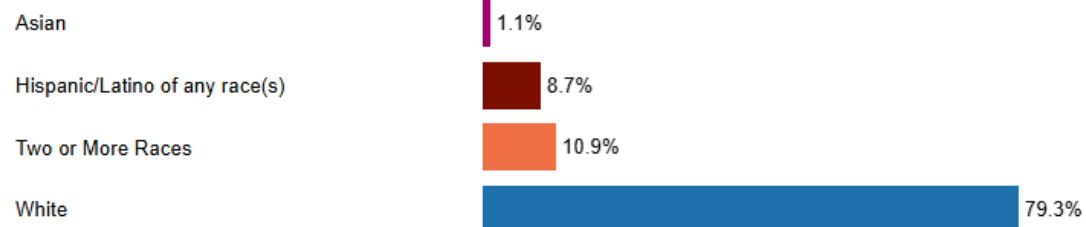
Total Student Enrollment

92

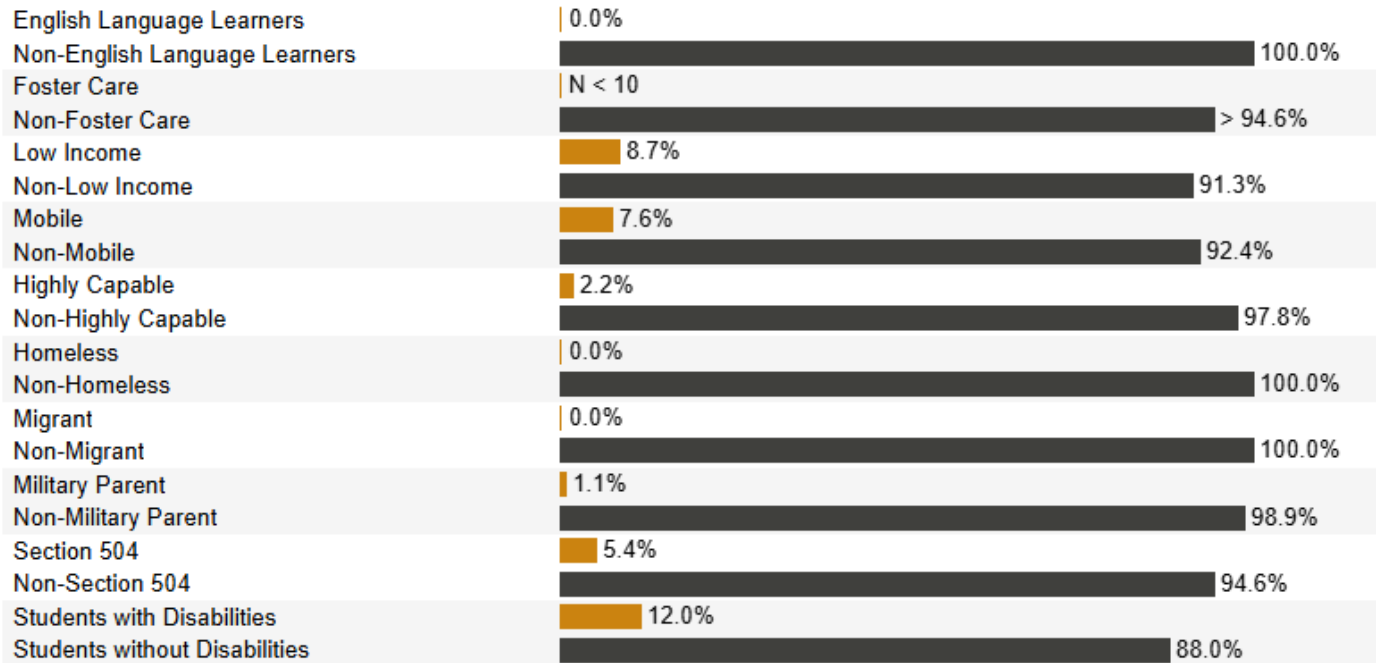
Gender



Race/Ethnicity



Program and Characteristic



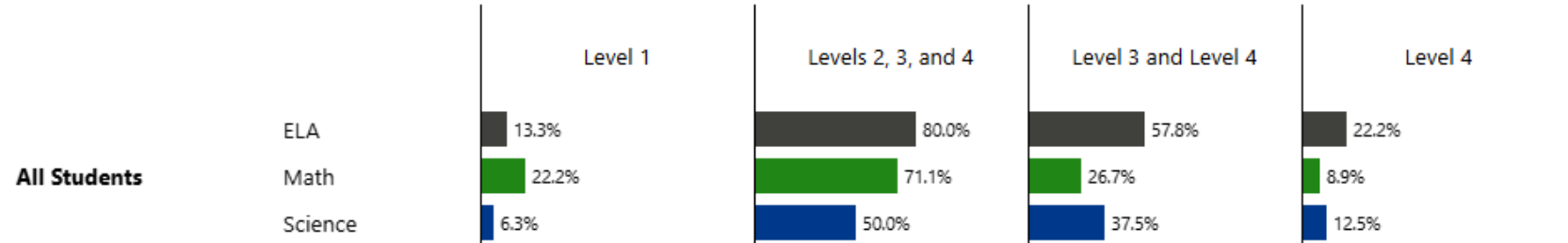
Parent Partnership

2024-25

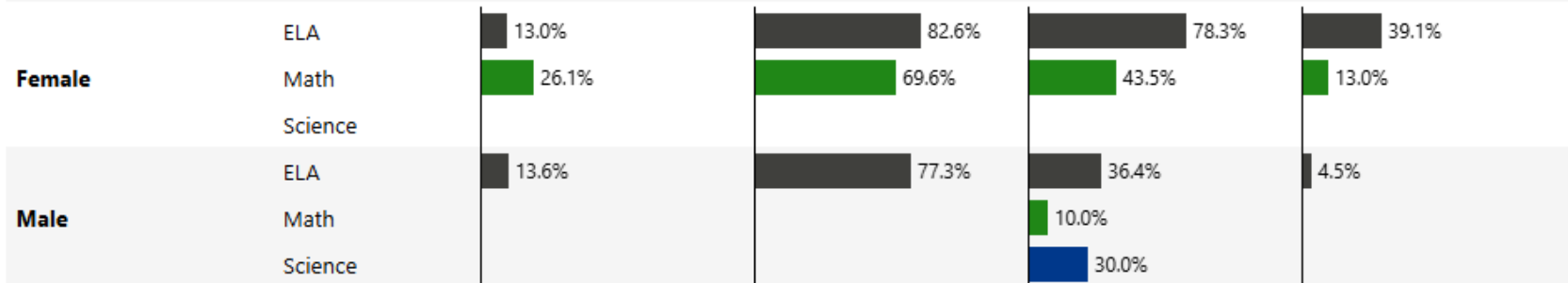
Smarter Balanced Assessments (SBA): English Language Arts (ELA) and Math state assessment for grades 3–8 and 10.

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?

Our mission is to create an educational community that ignites a passion for learning where every student is known and empowered.

Part I - Develop SIP Goals and Supporting Evidence Practices: *Must have one literacy and one math goal.*

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.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
<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

Parent Partnership will increase the number of students meeting ELA standards by 10%, as measured by building and state assessments by June 2026

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
<p>Monthly Umbrella Topics, Learning Targets and success criteria linked to state standards- To create coherence with literacy instruction and create vertical alignment, teachers chose reading and writing standards for each month that they would be discussing in class and that parents could support at home. Teachers are working to create learning targets and success criteria rubrics for each of these standards that are in student and parent friendly language. Once these are in place we will then be looking at how to provide varied supports for understanding and multiple modes of input. By creating this plan program-wide it allows students at a variety of grade levels to be focusing on similar learning and allows parents a streamlined way of supporting multi-age children in the same home.</p>	<ul style="list-style-type: none"> • Completion of Yearlong calendar • Learning Targets and Success Criteria linked to State Standards completed • STAR Data 	<ul style="list-style-type: none"> • Umbrella Topics Completed- November & December 2025 <p>LT & SC linked to standards Implemented yearlong</p>	<p>Grade Level Teams</p>	<p>Time for teams to develop yearlong calendar.</p> <p>PLD & PGF time</p>
<p>Newsletter/Parent-Community Engagement- PPP is a partnership with families to provide instruction to students both on campus and at home. School staff not only instruct</p>	<ul style="list-style-type: none"> • Newsletters • SLP/Parent meeting notes 	<p>Yearlong</p>	<p>Elizabeth H.</p>	<ul style="list-style-type: none"> • Summary of reading and writing standards • Strategies for parents

students, but we also provide supports to parents that may have questions about best practice or content. We do this through parent meetings and our monthly newsletters. This communication provides aligned learning experiences and consistency to support student understanding.	<ul style="list-style-type: none"> STAR Data 			
Lexia- The program uses scaffolds and visual representations as well as audio cues. When students struggle, teachers are notified and provided lessons to teach students in another mode to support understanding. At PPP, students are using Lexia both while on campus and at home. We use PGF time to review data and make informed decisions in grade band teams.	Lexia Dashboard Data	January-June	Doug Plucker Elizabeth Harms K-6 team	Lexia Subscriptions for K-6 PPP students Lexia Training for K-6 Staff
Funding: List and describe funding source(s) associated with the activities described above.				
1. District supported Lexia subscription and building resources				

Goal #2 - Math				
Parent Partnership will increase the number of students meeting math standards by 10%, as measured by STAR and state assessments by June 2026				
<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Establishing & implementing IAB schedule- Allowing students to take interim assessments provides them opportunities to engage with the standards (learning targets)	<ul style="list-style-type: none"> IAB Data SBA Data 	December to March	Kim Schuler	<ul style="list-style-type: none"> PGF time IAB blueprints

<p>and practice their use of academic language. The interims can be structured so that students work collaboratively in groups to answer questions, explain their thinking, and identify misconceptions.</p>				
<p>Building Thinking Classrooms Instructional practices and future Workshops- Last year teachers read BTC as a staff book study. They learned about the instructional practices and began implementing some. This year, we will use PGF time to deepen our understanding of BTC strategies. The purpose is to provide students opportunities for deeper learning (i.e. discussions with peers in random groups, and hints/extensions to maintain the flow). Students also have the chance to use multiple methods of input, by using vertical surfaces, practicing thinking out loud and writing meaningful notes.</p>	<p>Classroom assessments</p>	<p>Yearlong</p>	<p>All Staff Secondary Math Teacher</p>	<ul style="list-style-type: none"> • Release time for workshop • PGF time for collaboration
<p>Funding: List and describe funding source(s) associated with the activities described above.</p>				
<p>1. Release time for future workshops, PGF time and Building resources</p>				