

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: High School Re-Entry	Does your school share a building with another school? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If yes, which one(s)? (Note each school with a school code must submit a separate School Improvement Plan): Re-Entry shares a school site with AIM High School and the district's Transition Center
School Code: 3981	Grade Span: 9-12 School Type: ALE
Principal: Doug Plucker	Building Enrollment: 40
School District: Snohomish	F/R Percentage: 52%



Board Approval Date: 12/10/25	Special Education Percentage: 32%
Plan Date: 9/3/25	English Learner Percentage: 7.5%
Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Tier 3 plus Grad Rate.	

Vision and Mission Statement

Mission- Engage learners in a supported environment with a focus on high school completion. Vision- School success through individualized planning and student-centered supports.

School Leadership Team Members and Family-Community Partners

List by (Name, Title/Role)

Doug Plucker- Principal	Paula Duchesne- IEP Case Manager/Teacher/Mentor
Brittany Holland- Teacher/Mentor	Jordyn Creager- Boys & Girls Club of Snohomish County
Linda Wetherald- Teacher Mentor	

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)	NA (group size is too small to include data)	NA (group size is too small to include data)
Comprehensive Graduation Rate	NA (group size is too small to include data)	NA (group size is too small to include data)

WSIF Cycle 3 Identification Thresholds: All Schools Threshold: 2.25 Title 1 Threshold: 1.90 ELP Threshold: 9.4 Graduation Rate: 66.7%
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Student Group		
American Indian/Alaska Native	NA (group size is too small to include data)	NA (group size is too small to include data)
Asian	NA (group size is too small to include data)	NA (group size is too small to include data)
Black/African American	NA (group size is too small to include data)	NA (group size is too small to include data)
Hawaiian/Other Pacific Islander	NA (group size is too small to include data)	NA (group size is too small to include data)
Hispanic/Latino	NA (group size is too small to include data)	NA (group size is too small to include data)
Two or more races	NA (group size is too small to include data)	NA (group size is too small to include data)
White	NA (group size is too small to include data)	NA (group size is too small to include data)
English Learner	NA (group size is too small to include data)	NA (group size is too small to include data)
Low Income	NA (group size is too small to include data)	NA (group size is too small to include data)
Special Education	NA (group size is too small to include data)	NA (group size is too small to include data)

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

Top Strengths from Multiple Data Sources

Attendance rates, while challenging, have shown gradual improvement with targeted interventions.

Engagement with families and community resources enhances student retention and success.

Increased enrollment is evidence that district students and families that are seeking support with school engagement are accessing this resource as a means to meet high school completion

Top Needs from Multiple Data Sources

Persistent attendance challenges remain for some students, impacting credit accumulation and graduation timelines.

Disproportionalities in attendance and graduation rates among certain student groups (SPED & Low income).

Need to connect students to mental health and behavioral supports linked to academic outcomes.

Enhanced coordination between school staff and external agencies for holistic student support.

Disproportionalities Among Student Groups

Lower attendance and graduation rates among low income students and students with disabilities.

Students experiencing homelessness or in foster care show higher absenteeism and lower graduation rates.

English Language Learners and students with disabilities face additional barriers affecting attendance and completion.

Root Causes Identified for Disproportionalities

Absenteeism limits access to resources and culturally responsive teaching and support.

Trauma and mental health issues disproportionately impacting marginalized students.

Economic and housing instability affecting consistent school attendance.

Lack of tailored supports that address specific needs of diverse student populations.

Findings or Themes with Greatest Potential Impact

Improving attendance through personalized case management and early intervention.

Expanding culturally responsive practices and equity-focused supports.

Strengthening access to mental health and behavioral resources integrated with academic planning.

Building stronger family and community partnerships to support re-entry students.

How Identified Needs Impact Each Other

Attendance difficulties directly affect credit accrual and graduation progress, which in turn impact student motivation and engagement.

Mental health challenges can cause absenteeism and academic struggles, worsening graduation outcomes.

Disproportionalities exacerbate these issues, requiring comprehensive and culturally relevant approaches.

Coordination gaps between supports limit effectiveness, amplifying attendance and achievement issues.

Short-Term vs Long-Term Goals

Short-Term (3-6 months): Increase case management capacity to monitor attendance and intervene early; provide targeted attendance incentives; initiate mental health check-ins.

Long-Term (1-2 years): Develop and implement district-wide culturally responsive support frameworks; expand partnerships with community agencies like Snohomish Counseling Collective; improve data systems for tracking and addressing disproportionalities; enhance family engagement strategies.

Quick Wins to Build Momentum

Implementing targeted attendance outreach with case managers to re-engage chronically absent students.

Providing immediate mental health support access and counseling referrals.

Enhancing communication with families about attendance importance and available supports.

Additional Data to Consider

Qualitative data from student and family surveys to understand barriers and needs.

Behavioral incident data to link supports with attendance and engagement.

Post-graduation outcomes for re-entry students (employment, postsecondary enrollment).

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.

Student support resources. Referral opportunities for students to access mental health and social emotional supports are limited. Our SIP will direct funds to for SEL support such as staffing and professional development, mentorship and guidance.

Staffing Inequity: Student Support Advocates provide essential emotional, social, and academic support that helps students navigate challenges and stay engaged in school. Without this dedicated role, students miss out on critical personalized support that other schools may offer, creating an uneven playing field.

Material and Program Resources: Advocates often connect students to additional resources such as counseling, community services, or tutoring. Without them, students' access to these programs is limited or non-existent, impacting their overall support system. Impact on Student Outcomes: Without targeted support roles, student retention, attendance, and graduation rates may suffer—indicators often tied to school performance and improvement goals.

Section 5: Priorities

Describe the top 2 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

Priority #1: Increase school engagement through progress through credit retrieval and mastery of high school standards.

Priority #2: Attendance

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: *Re-entry students will increase school engagement and complete an average of .3 credits/month (3.0 credits per semester) as measured by course completion data in February 2026 and June 2026.*

*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?

By mid-year we expect to see students earn an average of 3 credits as measured by course completion. A byproduct of this will be that students that have caught up on credits and see an increased sense of school success will transition from this reengagement program to an ALE or comprehensive school program. The student success team will review student academic progress monthly during regular progress monitoring times to evaluate effectiveness of evidence-based interventions and make necessary adjustments to interventions.

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 level of evidence for the intervention.</i></p> <p>Behavior Support and Monitoring Practices</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional development, Materials, extended time, Student/family support</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Monthly Tracking Form and Progress monitoring</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>Yearlong-Monthly progress monitoring</p> <p>Principal</p> <p>Registrar</p> <p>Mentor/Case manager</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</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>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

<p>services by hiring personnel (similar to Student Support Advocate)</p> <p>What student groups will benefit and why?</p> <p>All students will benefit however a focus on supporting Low-income students with Metacognition, executive function, organization and study skills will occur.</p>	<p>Impact on student progress will be measured from a baseline established in the first month of enrollment.</p>	<p>When will this EBI occur?</p> <p>Weekly</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Individual Student Learning Plans will be monitored Monthly by Mentor and student during mentor meetings. These meetings will occur on the first Tuesday or Thursday of each month.</p>		
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<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.</i></p> <p>Students will make progress on credit recovery in previously attempted courses</p> <p>Credit Retrieval and Mastery of High School Standards</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p><i>Professional development, Materials, extended time, Student/family support services by hiring personnel (similar to Student Support Advocate)</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Individual Student Learning Plans, Student Reflection Sheets, Monthly Tracking Form and Progress monitoring</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Impact on student progress will be measured from a baseline established in</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Yearlong-Monthly progress monitoring</p> <p>Principal</p> <p>Registrar</p> <p>Mentor/Case manager</p> <p><i>When will this EBI occur?</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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	<p>the first month of enrollment.</p>	<p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Individual Student Learning Plans will be monitored Monthly by Mentor and student during mentor meetings. These meetings will occur on the first Tuesday or Thursday of each month.</p>		
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SY 2025-2026 SMARTIE Goal #2: *Re-Entry will increase ATTENDANCE by 5% and decrease TARDY RATES by 10% by June 2026, as measured by weekly, monthly and yearly data.*

*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?

Students attending 90% or more of school days will increase from 86.2% (2024-25) to 91.2% or greater by the mid-year review. Attendance data will be reviewed monthly to assess progress.

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>Behavior Support and Monitoring Practices</p> <p>Tier 1 Informal attendance check-ins by mentors, seek to understand barriers, collaboration with pertinent staff</p> <p>Tier 2 Formal identification of attendance barriers. Seek to understand barriers and solutions to excessive absences.</p> <p>Tier 3 Formal attendance meetings using a Community Truancy Board format.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Weekly attendance.</p> <p>Tier 2 Mentor attendance meeting form.</p> <p>Tier 3 Attendance Intervention Form</p> <p>How will the impact on equitable learning or behavior</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Principal</p> <p>Case manager</p> <p>Attendance Secretary</p> <p>When will this EBI occur?</p> <p>Tier 1- Yearlong</p> <p>Tier 2- 2 absences within a month</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</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>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

<p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Professional development, Materials, extended time, Student/family support services by hiring personnel (similar to Student Support Advocate)</p> <p>What student groups will benefit and why?</p> <p>All students will benefit however a focus on supporting Low-income students with commitment to regular attendance and addressing barriers to regular attendance.</p>	<p>change be measured?</p> <p>Close monitoring of student attendance and rapid response to attendance issues will allow for Tiered interventions to occur in a timely manner</p>	<p>Tier 3- multiple tier 2 interventions or 4 absences in a month</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Data is reviewed formally at the beginning of each month</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.