

Virtual K-8 Consolidated School Improvement Plan

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement, and WAC 180-16-220. All schools in WA State are required to have a school improvement plan.

Section 1: Building Data	
1a. Building: Virtual K-8	1g. Grade Span: K-8 School Type: Yakima Online/Virtual ALE Elem/MS
1b. Principal: Brenda Mallonee	1h. Building Enrollment: 132
1c. District: Yakima	1i. F/R Percentage: 86.4%
1d. Board Approval Date:	1j. Special Education Percentage: 11.4%
1e. Plan Date: 8/1/2025	1k. English Learner Percentage: 33.3%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Foundational / Tier I	

Section 2: School Leadership Team Members and Parent-Community Partners
Please list by (Name, Title/Role)



Brenda Mallonee, Principal	
Steve Lembeck, Resource Room Teacher	
Wendy Wickersham, Middle School Teacher	
Rachel Brooks, Middle School Teacher	
Guadalupe Partida, Elementary School Teacher	
Crystal Solis, Home Liaison	

Section 3: Vision, Promise, and Core Values

Vision: Focusing on every student. everyday, strengthening community through education.

Promise: We will ensure a safe, equitable, inclusive, and quality learning environment so that every student thrives and succeeds.

Core Values: Diversity, equity & inclusion, high expectations for all, focus on the whole child, family engagement, and community partnerships

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your CNA to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

Our student enrollment numbers have been steadily increasing throughout the school year. However, we have encountered challenges in ensuring full student participation in assessments, including screeners and state testing. Notably, 45% of our students have not participated in state assessments over the past two years. During the 2022–23 school year, K–8 Virtual had passing rates of 11% in language arts, 4.3% in math, and 10.4% in science. Additionally, 8.3% of students met the standard in the English learner assessment, while 25% were progressing towards meeting those standards.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

During our weekly PLC meetings, our team will focus on identifying the root causes of our student failure rates and developing strategies to enhance the success of all our students.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representative example of the student population (Do not include identifiable information!).

- a. What strengths do they possess?

Our students are resilient and have faced various adversities and challenges. While some may struggle, others are high achievers who aim to graduate early. They are all brilliant, and our role is to help them identify their strengths and nurture those strengths to create the optimal learning environment for each individual student.

- b. What challenges do they face?

Students face various challenges with virtual learning, including a lack of structure and routine, which can lead to procrastination and disorganization. The limited interaction with peers and teachers often results in feelings of isolation and decreased engagement. Technological issues, such as unreliable internet and unfamiliarity with digital tools, can hinder participation, while distractions at home make it hard to focus. Additionally, the absence of immediate support from teachers can delay help and feedback, affecting understanding. Balancing these factors with the need to maintain motivation, manage mental health, and adapt to different learning styles can make virtual learning difficult for many students.

- c. What are some important relationships in their life?

Important relationships in students' lives include those with family members, who provide foundational emotional support and guidance, and teachers, who play a key role in their academic and personal development. Friendships offer social support, a sense of belonging, and influence behaviors and attitudes. Relationships with school counselors and support staff provide a safe space for discussing personal and academic challenges, while coaches and extracurricular advisors help students build confidence and life skills. Additionally, connections with community members, such as mentors and religious leaders, can offer further support and role models, enriching students' overall growth and well-being.

Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students

Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

We use data to select students for the program, focusing on those who are struggling in reading or math to provide them with targeted support.

Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.

We prioritize students for services by examining grades and assessment data. We ensure that no student is turned away, and we are committed to creating a system that supports all students who need help.

How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

A student will exit the program once they demonstrate the ability to pass their classes and achieve success in their academic career.

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

Our building culture would reflect the vision of "focusing on every student, every day, strengthening community through education" by prioritizing the needs of each individual student daily, fostering a supportive and inclusive environment, and actively engaging with the community to build strong, collaborative partnerships that enhance educational opportunities and outcomes for all.

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

For our K-8 virtual school, we have identified several areas where professional learning and support are crucial to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports:

1. Training in Virtual Instructional Strategies: Educators and administrators need ongoing professional development focused on effective virtual teaching strategies, including how to engage students in an online environment, differentiate instruction, and use digital tools to enhance learning outcomes.
2. Data Analysis and Assessment: Staff need training on how to analyze and use student data to inform instruction, monitor progress, and identify students who require additional support. This includes using data to tailor interventions and measure the effectiveness of those interventions.
3. Positive Behavior Interventions and Supports (PBIS): Professional learning opportunities are needed to help staff implement PBIS in a virtual setting, focusing on building a positive online classroom culture, setting clear expectations, and using positive reinforcement strategies to encourage desirable behaviors.

4. Social-Emotional Learning (SEL): Educators, counselors, and support staff need training in SEL practices to support students' emotional and mental well-being, which is critical in a virtual learning environment. This includes recognizing signs of stress or disengagement and knowing how to respond appropriately.

5. Technology Integration and Troubleshooting: All staff members, including paraprofessionals and support staff, require training on the use of educational technology platforms and tools. This training should cover both instructional uses and troubleshooting common technical issues to ensure a smooth and effective learning experience for students.

6. Collaboration and Communication Skills: Professional development should include strategies for effective collaboration and communication within the virtual school environment. This includes building strong relationships among staff, students, and families, and using digital communication tools to maintain open lines of communication.

7. Culturally Responsive Teaching: Staff should receive training on culturally responsive teaching practices to ensure that instruction is inclusive and meets the diverse needs of all students, fostering an equitable learning environment.

By addressing these areas, we can better equip our staff to deliver high-quality, evidence-based instruction and support, ensuring that every student has the opportunity to succeed in our virtual learning environment.

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: *In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).*

Using the tables below, identify your highest priority school improvement goals and activities for SY 2024–25 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the [QSSI SY 2024–2025 School Improvement Plan Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

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?

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 equal access, and is there an element of fairness and justice inherent in the goal?

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

- If the outcome specified in this goal isn't 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?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

* Please use the following guidance to support your reform goals and strategies: [Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior](#).

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Student engagement and progress in coursework / completion of courses

2024-25 SMARTIE GOAL #1: We will increase the percentage of students successfully completing all courses from 50% in the 2024-25 school year to 65% in the 2025-26 school year.

What Strategic Plan Goal does this support? GOAL 3: Equitable Opportunity to Achieve Core Mastery & Critical Thinking

What Strategic Plan measure will you use? 3.2 Increased percentage of students who demonstrate mastery of relevant skills in multiple ways.

Teaching and Learning Strategies to Achieve HQTL – Professional Learning Communities

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have	What short- and long-term data will be collected to measure the impact of	What was / is the projected length of time of this activity?	Who (what team or individual) will be respon	What resources will be used to implement this activity toward reaching the stated SMARTIE

<i>impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>sible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Staff members will look at student data weekly to help students successfully complete their classes. K8 will begin to offer “in-person” tutoring for students. We will have a counselor work with students that are struggling with their core classes of reading and math.	We will collect completion rates of courses through Pearson. We will collect data to show how many students are utilizing our “in-person” tutoring sessions.	Weekly data monitoring	K8 Virtual Staff Counselor	Pro-Tech Data reports from Pearson Attendance reports of “in-person” tutoring sessions
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
K8 Virtual would like to have a pro-tech work with our students six- hours a day, three- days a week. Total cost will be \$8100 for the pro-tech. This funding will come out of LAP monies.				

2024-25 SMARTIE GOAL #2: By the end of the 2025-26 school year, K8 Virtual will implement partial counseling and life coaching services for students by establishing a framework for service delivery, hiring or contracting with at least one qualified counselor and one life coach, and providing initial training to staff on how to refer students to these services. We will aim for 50% of our students to actively utilize these services by the end of the school year.
What Strategic Plan Goal does this support? Empowered, Connected, Supported & Engaged
What Strategic Plan measure will you use? 2.1 Increased percentage of students who feel safe, have a sense of belonging, and believe that their school is inclusive and offers opportunities for student voice.

Teaching and Learning Strategies to Achieve HQTL – Professional Learning Communities				
Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.				
Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
K8 Virtual will provide life-coaching access through technology. We will also provide access to a certificated counselor for all of our students.	K8 Virtual will track student usage of our life-coaching app as well as document how many students are utilizing our counseling services.	Our students will have access to our life-coaching app 24 hours a day, 7 days a week. We plan on hiring a counselor for 1-2 days a week.	Principal: Responsible for hiring the counselor and setting up the expectations. She will also make sure to get the contract set up for the life-coach app.	Counselor Life-Coach App
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
The life-coaching app is \$8,000 for the remainder of the 2025-26 school year. \$30,000 for a counselor 2 days a week, starting October 2025. The funding for the life-coaching app and a counselor will come out of our Title I monies.				

5b. SY 2024-25 SMARTIE Goal #3: By the end of the 2025-26 school year, K8 Virtual will increase student, parent, and family involvement by implementing a structured engagement plan that includes Quarterly virtual events, annual surveys to gather feedback, and targeted communication strategies. We aim to increase participation in school activities by 30% compared to the previous year, measured by attendance at events and response rates to surveys.
What Strategic Plan Goal does this support? GOAL 2: All Students: Empowered, Connected, Supported, Resilient and Engaged

What Strategic Plan measure will you use? 2.1 Increased percentage of students who feel safe, have a sense of belonging, and believe that their school is inclusive and offers opportunities for student voice.				
Teaching and Learning Strategies to Achieve HQTl – Professional Learning Communities				
<i>Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.</i>				
Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
K8 Virtual will host three- school wide rallies to recognize and celebrate student achievements in areas such as academic performance, attendance, and student of the month. Additionally, we will offer in-person events, including an open house, a Halloween celebration, and a Christmas celebration. Each student will also have the opportunity to participate in at least one field trip.	School-developed surveys Attendance from school sponsored events	2025-26 school year Progress will be monitored after each family event	K8 Virtual Staff	Create surveys Awards for rallies Financial support for field trips Meals for family events
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				

\$4,000 for field trips and awards to improve school attendance and culture will come out of Title I monies. \$2,000 for family nights, meals, consumables, and instructional kits will be funded out of family engagement monies.

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024-25)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> General Education Program
Title I, Part A	To provide all children a significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	General Education Program
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Title II funds rolled into Title I funds
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> District supports, various
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Title IV funds rolled into Title I funds
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of the intervention curriculum for K-6 students.</i> Support for professional learning through district TOSAs

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Local Funds	Local levy revenue may be combined in schoolwide programs.	N/A
Other Funding Sources, including School Improvement Grant Funding	OSSI Grant	N/A

Yakima School District – Strategic Plan Goals and Measures:

- GOAL 1: The Early Years: Developing a Strong Foundation
 - 1.1 Increased percentage of Kindergarteners who demonstrate resilience, engagement in purposeful play, creativity in problem-solving, and prudent risk-taking in learning.
 - 1.2 Increased percentage of students in PK–3 who meet growth criteria for the whole child: social-emotional, physical, literacy development, mathematics, and scientific/technological.
 - 1.3 Increased percentage of students meeting or exceeding grade-level standards by the end of third grade in literacy and numeracy (based on multiple measures).
- GOAL 2: All Students: Empowered, Connected, Supported, Resilient, Engaged
 - 2.1 Increased percentage of students who feel safe, have a sense of belonging, and believe that their school is inclusive and offers opportunities for student voice.
 - 2.2 Increased use of positive alternative options to suspension and rules that are fair and equitable.
 - 2.3 Increased percentage of students engaged in their own academic progress, goal setting, and personal development plans.
- GOAL 3: Equitable Opportunity to Achieve Core Mastery & Critical Thinking
 - 3.1 Increased student ability to use feedback, engage in self-assessment, and set goals related to their learning.
 - 3.2 Increased percentage of students who demonstrate mastery of relevant skills in multiple ways.
 - 3.3 Increase equity of access to and achievement in rigorous academic courses and programs for all student subgroups.
- GOAL 4: Bilingual, Biliterate by Graduation

- 4.1 Increased percentage of students achieving the Washington State Seal of Biliteracy or meeting/exceeding grade-level standards in two or more languages.
 - 4.2 Increased percentage of students enrolled in a world language or two-way dual language program.
 - 4.3 Increased percentage of students who model positive social skills and resilience for a culturally diverse community.
- GOAL 5: Persistence Through Graduation and Beyond
 - 5.1 Increased percentage of students who demonstrate successful transitions from Pre-Kindergarten to Kindergarten, Kindergarten to Elementary, Elementary to Middle, Middle to High School, High School to College/Post-Secondary experiences.
 - 5.2 Increased percentage of students passing classes in 6th–9th grades, resulting in an increased percentage of 10th grade students on track to graduate.
 - 5.3 Increased percentage of seniors with a High School and Beyond Plan that includes one of these: an acceptance letter to college, the military, trade/technical training, industry certification/apprenticeship, or verifiable employment.