

Consolidated School Improvement Plan 2025–26

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 Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Whitney Elementary School	<p>Does your school share a building with another school?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.</p>
School Code: 3312	<p>Grade Span: PreK-5</p> <p>School Type: Elementary</p>
Principal: Brandon Hunt	Building Enrollment: 412
School District: Yakima School District	F/R Percentage: 81.5%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 20.1%
Plan Date: 8/13/25	English Learner Percentage: 17.8%
<p>Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</p> <p>Foundational Supports</p>	

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



Brandon Hunt	Principal
Cassie Nalley	Assistant Principal
Teresa Blondin	Instructional Facilitator
Leslie Padilla	Counselor
Nikki Roberts	Behavior Specialist
Adilen De Los Reyes	Kindergarten
Doug Siebol	1st Grade
LaQwayshia Crutchfield	2nd Grade
Cecilia Cuevas	3rd Grade
Tonya Wetch	4th Grade
Julie McGregor	5th Grade
Claudia Monter	Classified Paraeducator
Marie Webb	Music Teacher
Onalee Duhrkoop	Resource Teacher

Section 3: Vision and Mission Statement

Our Mission: Whitney will prepare all students to be lifelong learners and productive community members through a commitment to high standards.

Section 3: Vision and Mission Statement

Our Vision: The Whitney school community envisions each student taking responsibility for his/her learning in a safe and caring relationship centered environment, where risk-taking is celebrated and mistakes become opportunities to grow.

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 Comprehensive Needs Assessment (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 school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

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 and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?
2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?
3. What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.

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

Educators

1. 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)?
2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.
2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
3. How did your school identify these areas of strengths and improvement?
4. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.
5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

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 guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please 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 “Measures” column for support, and other helpful planning aids.

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 or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- 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.

5a.SY 2025–2026 SMARTIE Goal #1: Math

1. **High-Priority Goal #1:** By June of 2026, students will increase grade level math proficiency from **23% to 65%** as measured by our STAR Math Assessment.

Subgroup Targets:

- i. **Students with Disabilities** - By June of 2026, students that qualify as having a disability will increase grade level math proficiency from **13% to 30%** as measured by our STAR Math Assessment.
- ii. **English Language Development** - By June of 2026, students that qualify as English Language Development will increase grade level math proficiency from **13% to 30%** as measured by our STAR Math Assessment.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

We will use our STAR Math data to determine our progress on our overarching goal. We expect to see student growth in both our whole school and sub group of students during our mid-year check.

Who will monitor the progress of this overarching goal?

Our Building Leadership Team

When/how often will they monitor progress toward this overarching goal?

Monthly progress monitoring

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

**Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)*

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources

<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></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>
<p>Grade level teams (PLCs) will meet weekly with the instructional facilitator and principal. Every 6 weeks this meeting will also include our Behavior Specialist, Reading Specialist Specialist, and Counselor. Teams will use our inquiry cycle to keep us engaged with the needs of our learners through repeated cycles of reflection and improvement using classroom/grade level data, progress toward proficiency and student growth data. Part of these meetings will specifically focus on how our</p>	<p>Progress monitoring</p> <p>CBA standards tracker</p> <p>STAR Screener</p> <p>Formative/summative assessments</p>	<p>August 2025-June 2026</p>	<p>Instructional Facilitator/BLT (Building Leadership Team)</p> <p>facilitator for grade level</p> <p>All teachers</p>	<p>Inquiry cycle time and planning</p> <p>Teacher/Para collaboration time</p> <p>MTSS Handbook</p> <p>We will meet every 6 weeks to review progress monitoring data with our intervention team.</p> <p>We worked to hone our focus on our students with disabilities and English language learners. We still have work to do in this area.</p>

students with disabilities and English language learners are progressing.				
Teams will continue to create, align, and track common formative assessments specifically targeting our Guaranteed Standards. They will use the data collected to adjust instructional practices as needed. All students will track their own progress toward Common Core Learning Targets and Success Criteria. Teams will specifically focus on how our students with disabilities and English language learners are progressing.	Students tracking their progress Formative assessments	August 2025-June 2026	Instructional Facilitator/BLT (Building Leadership Team) facilitator for grade level All teachers	Common core companion books Professional development Standards based unit planning documents.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

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5b. SY 2025–2026 SMARTIE Goal #2: ELA

1. A. By June of 2026, **monolingual** students will increase reading proficiency from **54% to 65%** as measured by our composite Amplify ELA Assessment.

a. **Subgroup Targets:**

- i. **Monolingual Students with Disabilities** - By June of 2026, students that qualify as having a disability will increase reading proficiency from **36% to 50%** as measured by our composite Amplify ELA Assessment.
- ii. **Monolingual English Language Development** - By June of 2026, students that qualify as English Language Development will increase reading proficiency from **27% to 50%** as measured by our composite Amplify ELA Assessment.

B. By June of 2026, **dual** students will increase reading proficiency from **50% to 65%** as measured by our composite Amplify ELA Assessment.

a. **Subgroup Targets:**

- i. **Dual Students with Disabilities** - By June of 2026, students that qualify as having a disability will increase reading proficiency from **0% to 50%** as measured by our composite Amplify ELA Assessment.
- ii. **Dual English Language Development** - By June of 2026, students that qualify as English Language Development will increase reading proficiency from **53% to 65%** as measured by our composite Amplify ELA Assessment.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Teachers will use Amplify DIBELS progress monitoring data and Benchmark data to track progress in meeting this overarching goal. Students will show typical, above typical, and well above typical growth or maintain benchmark.

Who will monitor the progress of this overarching **goal**?

Classroom teacher, instructional facilitator, reading interventionist, Building Leadership Committee, and administration will monitor the progress of this overarching goal.

When/how often will they monitor progress toward this overarching goal?

Every 6 to 8 weeks

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></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>
<p>Grade level teams (PLCs) will meet weekly with the instructional facilitator, principal. Every 6 weeks this meeting will also include our Behavior</p>	<p>Amplify progress monitoring data will be reviewed every 6 weeks, using aim lines to check on growth toward individual student goals.</p>	<p>August 2025-June 2026</p>	<p>Instructional Facilitator/BLT facilitator for grade level</p> <p>Admin Team</p>	<p>Inquiry Cycle Time and planning</p> <p>Teacher/Para collaboration time</p>

<p>Specialist, Reading Specialist, and Counselor. Teams will use our inquiry cycle to keep us engaged with the needs of our learners through repeated cycles of reflection and improvement using classroom/grade level data, progress toward proficiency and student growth data. Part of these meetings will specifically focus on how our students with disabilities and English language learners are progressing.</p> <p>Teams will continue to create, align, and track common formative assessments specifically targeting our Guaranteed Standards. They will use the data collected to adjust instructional practices as needed. All students will track their own progress toward Common Core Learning Targets and Success Criteria. Teams will</p>	<p>Specifically review data for students + ELD students.</p> <p>Amplify screener 3 times per year(Fall, Winter, and Spring).</p> <p>Formative/summative assessments.</p>		<p>All teachers</p>	<p>MTSS Handbook</p> <p>2025-2026 DIBELS Progress Monitoring</p>
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specifically focus on how our students with disabilities and English language learners are progressing.				
Staff will continue implementing a reading curriculum adopted last school year.	Student growth data reported at inquiry cycle meetings	August 2025-June 2026	All classroom teachers Instructional Facilitator Admin Team	Professional Development for all staff

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

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5c. SY 2024–2025 SMARTIE Goal #3: Attendance

We will increase our regular attendance (students with less than 18 absences in a school year) from 79% to 85% in 2025–2026 as measured by daily, bi-weekly, monthly, and quarterly attendance data

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Skyward and aCICO data

mid year: At least 85% of students will have missed 9 or fewer days of school by the 90th day of school (have not crossed the threshold into chronic absenteeism)

<p>Who will monitor the progress of this overarching goal?</p> <p>PBIS/attendance committee</p>
<p>When/how often will they monitor progress toward this overarching goal?</p> <p>Monthly</p>

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></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>
<p>The attendance committee will meet monthly to track student attendance</p>	<p>Skyward Attendance Reports</p>	<p>August 2025-June 2026</p>	<p>Behavior Specialist and Counselor</p>	

Students that end the 2023-24 school year with 18 or more absences will have an intervention plan for the 2024-25 school year	Skyward Attendance Reports	August 2025-June 2026	Principal, Counselor and or Behavior Specialist,	
aCICO	Skyward Attendance Reports, Attendance Calendars	Monthly from Sep-June	PBIS/Attendance Teams, attendance coaches	

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

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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> Click or tap here to enter text.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Click or tap here to enter text.
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	Click or tap here to enter text.
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> Click or tap here to enter text.
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> Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Click or tap here to enter text.

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
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 intervention curriculum for K–6 students.</i> Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.