

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 180-16-220](#). The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

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 Data	
Building Name: Yakima Online	Does your school share a building with another school? Yes If yes, which one(s)? Stanton
School Code: 595	Grade Span: 9-12 School Type:
Principal: Brenda Mallonee	Building Enrollment: 355
School District: Yakima School District	F/R Percentage: 86.5%
Board Approval Date: 12/17/24	Special Education Percentage: 14.4%
Plan Date: 8/1/25	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:



Support Tier 3 Compounded

Vision and Mission Statement

Yakima Online meets the unique and diverse needs of students by providing a supportive, innovative and rigorous educational experience that encourages students to achieve academic success. Yakima Online provides a safe, welcoming, non-traditional environment that supports student's growth towards graduation and beyond.

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Brenda Mallonee, Principal

Yeymi Roman- Aranda, Counselor

Ernesto Sanchez, History Teacher

Tanya George, English Teacher

Connie Glover, Science Teacher

Adam Rathjen, CTE Teacher

Allysen Fisher, CTE Teacher

Elizabeth Meissner, Instructional Facilitator

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. 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 Cycle 3 Identification Thresholds: All Schools Threshold: 2.25 Title 1 Threshold: 1.90 ELP Threshold: 9.4 Graduation Rate: 66.7%
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score	
Comprehensive (All Student Group)	2.55	3.55	
Comprehensive Graduation Rate	62.7	N/A	
Student Group			
American Indian/Alaska Native	N/A	N/A	
Asian	N/A	N/A	
Black/African American	N/A	N/A	
Hawaiian/Other Pacific Islander	N/A	N/A	

Hispanic/Latino	N/A	3.55
Two or more races	N/A	N/A
White	N/A	3.10
English Learner	N/A	3.05
Low Income	N/A	3.55
Special Education	N/A	3.55

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)

Section 3: 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 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](#).

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Note: If you are a school identified as Tier 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data 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.

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

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

Students are identified for Title I services using multiple, objective criteria including academic performance (grades, credits earned, and assessment data), teacher referrals, previous interventions or placements, and evidence of being at risk of failing.

- b. 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.**

Identified students are ranked based on greatest academic need. Priority is given to students who are significantly below grade level, failing core courses, or not meeting state standards. Grade level and credit deficiency are key factors in the rank-order process.

- c. 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?**

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Student progress is monitored every 4–6 weeks using grades, assessment data, and teacher feedback. A student may exit services when they demonstrate sustained academic improvement and are no longer at risk, as determined by performance data and team review.

Educators

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 interventions for both teaching and learning?

I am in the process of assessing current practices. However, we plan to prioritize professional learning aligned to student needs, including training in differentiated instruction, credit retrieval, and supporting at-risk learners.

What professional learning supports have you already implemented that are proving to be powerful and effective? What are your metrics for identifying them as successful?

Professional development will focus on data-driven instruction, online engagement strategies, and interventions for underperforming student groups. These align with the needs of educators working with students receiving targeted assistance.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development

a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

Professional development will focus on data-driven instruction, online engagement strategies, and interventions for underperforming student groups. These align with the needs of educators working with students receiving targeted assistance.

b. How will the professional development activities benefit the students receiving targeted assistance services?

These activities will directly support student achievement by improving instructional strategies, increasing engagement, and building staff capacity to address the academic and social-emotional needs of at-risk learners.

Systems of Support

1. 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 strength for your school’s system of support and how areas of need will be improved.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

A strength is our flexible, individualized learning model. An area of need is increasing consistent engagement and wraparound supports, including behavioral and SEL supports in a virtual setting.

2. How did your school identify these areas of strength and improvement?

These were identified through enrollment trends, academic progress data, and informal staff and student feedback regarding engagement and support gaps.

3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.

We are partnering with Yakima School District and community-based organizations to provide access to mental health supports, tutoring, and post-secondary planning, including connections to OIC and college readiness tools.

4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?

We will begin analyzing family survey data and participation rates from virtual events to align support strategies with family needs and preferences. This process will be established during the current school year.

5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)

Strength: Personalized communication with families.

Improvement goal: Increase virtual parent engagement and strengthen community partnerships to support student transitions and success.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 – Coordination and Transitions

a. How does your targeted assistance program coordinate with core and additional programs in the school?

Targeted assistance is aligned with core instruction through collaboration between support staff and content teachers. Supports such as tutoring, mentoring, and online interventions are integrated into student schedules.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- b. How have you aligned your targeted supports to ensure students in WSIF identified student groups are receiving required services to ensure growth and proficiency?**

Data will be disaggregated by WSIF-identified groups to ensure students receive supports tailored to their specific barriers, such as language access, SEL support, or academic intervention.

- c. How do you support transitions between grade spans?**

We provide credit evaluations, academic planning, and transition support for incoming 9th graders and outgoing seniors. This includes support from counselors and virtual check-ins.

- d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?**

Students receiving targeted support have access to electives and enrichment opportunities aligned to their interests and post-secondary goals, including CTE and dual credit options.

Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 – [Parent and Family Engagement](#)

- a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?**

Our engagement strategy includes regular communication, virtual parent meetings, and collaborative planning that aligns with student intervention plans and credit recovery efforts.

- b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?**

We will evaluate strategies through family surveys, attendance at virtual events, and follow-up conversations. Effectiveness will be measured by participation rates and feedback tied to student progress data.

CNA DATA Summary

- 1. What top strengths have emerged from multiple data sources?**

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Yakima Online offers a flexible, self-paced learning model that allows students to progress one course at a time. The program is uniquely positioned to serve diverse learners, including those facing social-emotional, medical, or behavioral challenges. The school has a high awareness of student need, demonstrated by the large percentage of students qualifying for free and reduced lunch.

2. What top needs have emerged from multiple data sources?

Key needs include improving proficiency rates in core subjects—particularly in math and reading—and reducing dropout rates. Additional needs include expanding academic interventions and increasing staff capacity to provide targeted student support.

3. What disproportionalities exist among student groups? In the past we have seen disproportionalities for our ELs and Students with Disabilities.

Students who are English learners and those receiving special education services have historically underperformed in comparison to their peers. Additionally, Hispanic/Latino students make up a majority of the population and are disproportionately represented among students at academic risk.

4. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Improving academic achievement in math and reading through focused interventions and support for targeted groups (EL and SWD) will likely yield the greatest impact. Ensuring consistent engagement and reducing course failure and dropout rates will also be critical to improving outcomes.

5. How do identified needs impact each other?

Low academic proficiency leads to credit deficiencies, which contributes to higher dropout rates. Limited instructional support makes it harder to close achievement gaps, particularly for high-need student groups. These factors compound and increase disengagement, especially in an online environment.

6. Which needs require short-term goals (3–6 months) and which needs require long-term goals (1–2 years)?

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Short-Term

- Launch targeted academic interventions for reading and math
- Begin progress monitoring for at-risk students
- Increase outreach to students not actively engaged

Long-Term

- Improve graduation and credit completion rates
- Develop a more comprehensive support system for ELs and students with disabilities
- Strengthen instructional staffing and digital learning supports

7. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?

Introducing targeted reading and math tutoring and increasing support for credit recovery would be high-visibility, quick wins that can build student confidence and reduce failure rates. This momentum can support broader initiatives like reducing dropout rates and improving graduation rates.

8. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

Yes. Additional data to consider include internal course pass/fail rates, engagement and attendance metrics, family and student surveys, and disaggregated academic performance by student group. This will support more targeted, data-driven decision-making and help measure progress toward key goals.

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

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.

Our CNA and the Examining Resource Inequities Tool surfaced several gaps that disproportionately impact ELs, SWDs, and credit-deficient students. The most significant are limited Tier 2/3 capacity (staffing and protected time for small-group/1:1 support), inconsistent progress-monitoring tools and processes (not always disaggregated or on tight review cycles), insufficient access to credit-retrieval/tutoring and re-engagement outreach, gaps in SEL/wraparound supports (life-coaching, family engagement, home-visit capacity), and misaligned intervention materials/PD for an alternative/online setting. The school improvement plan addresses these inequities by expanding intervention and life-coach staffing/time and establishing protected MTSS blocks; tightening progress monitoring to 4–6-week cycles with disaggregated reviews; increasing credit-retrieval seats, targeted tutoring, and dropout-recovery outreach; strengthening SEL and family-engagement supports (including home visits); and investing in aligned intervention materials and staff PD.

Section 5: CNA Priorities (Component #1 – Needs Assessment Summary)

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.

Priority #1: Focus on increasing student achievement through targeted interventions, particularly for students who are not meeting grade-level standards. Prioritize English learners and students with disabilities who are disproportionately underperforming.

Why: Low proficiency rates in math and reading are directly linked to course failure and long-term academic risk.

Priority #2: Implement systems to track credit attainment, provide timely academic support, and improve engagement with at-risk students.

Why: Dropout and credit deficiency rates are significantly impacting student success and long-term outcomes.

Priority #3: Develop and implement a more robust, tiered intervention system that addresses both academic and social-emotional needs. Ensure access to consistent, personalized support for vulnerable groups.

Why: Targeted supports will reduce disproportionalities and improve outcomes for students most at risk.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/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 data-based improvement goals and evidence-based interventions (activities, practices, or strategies) for SY 2025–26. The goals should be based on 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 “Data 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?

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/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).

- 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.

SY 2025–2026 SMARTIE Goal #1:

By June 2026, Yakima Online will increase the percentage of students meeting grade-level standards in ELA from 37% to 50% and in math from 5% to 20%, as measured by state assessment data and course pass rates.

To support this, staff will implement targeted academic interventions and integrate life coaching services for at-risk students, prioritizing English Learners (ELs) and students with disabilities (SWDs). Interventions will be monitored quarterly and adjusted based on student growth and engagement data.

*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.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/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).

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

At least 25% of students not meeting standards show improvement on interim assessments and local benchmarks.

Life coaching has been implemented and at least 75% of referred students have had their first session.

Progress monitoring data shows improved engagement and assignment completion in ELA and math courses for ELs and SWDs.

Teacher and support staff collaboration logs reflect use of targeted interventions and small-group supports.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *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 and fill out the EOYR section of the table below.) *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 <u>level of evidence</u> for the intervention.</i></p> <p>Targeted small-group instruction + one-on-one academic interventions (ESSA Tier 2); Life Coaching (Tier 3 – emerging research)</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Life coach, intervention teacher time, benchmark assessments, progress monitoring tools, PD on Tier 2/3 interventions</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Benchmark scores, weekly grade reports, life coach logs, progress monitoring</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Disaggregated growth data by student group; reduction in failure rates for ELs/SWDs</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Admin, intervention team, and life coach staff</p> <p><i>When will this EBI occur?</i></p> <p>September 2025 – May 2026</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Every 4–6 weeks; benchmark assessments reviewed quarterly</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>

<p><i>What student groups will benefit and why?</i></p> <p>ELs, SWDs, and students performing below standard—due to high disproportionality and need</p>				
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SY 2025–2026 SMARTIE Goal #2:

Increase Credit Completion and On-Time Graduation Rates Mid-Year Checkpoint (January 2026):

- 60% or more of enrolled students are on pace with course completion by mid-year.
- Credit-deficient seniors are enrolled in credit retrieval and receiving targeted academic coaching/life coaching support.
- Graduation tracking systems are in place and updated monthly, with a current projection of at least 65% on-time graduation.
- Documentation shows increased student contact and re-engagement efforts for students at risk of dropping out.

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?

- At least 60% of enrolled students are on track to complete all assigned courses by mid-year.
- Graduation projection reports show an increase in the percentage of seniors on track to graduate (targeting at least 65%).
- Credit retrieval participation has increased, with at least 75% of identified credit-deficient students actively enrolled in support or recovery courses.
- Life coaching and academic mentoring logs show consistent engagement with students identified as at risk of not graduating.
- Course failure rates show a measurable decline compared to the same point last year.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *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 and fill out the EOYR section of the table below.) *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.)*

<u>Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and</u>	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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the resources used for implementation.			thus far in the 2025-26 school year.	
<p>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.</p> <p>Credit retrieval & academic mentoring programs (Tier 2), Life Coaching for re-engagement (Tier 3)</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Grad tracking tools, teacher office hours, intervention periods, coach check-ins</p> <p>What student groups will benefit and why?</p> <p>Credit-deficient students, seniors, disengaged learners—targeted for re-engagement and retention</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>Course completion reports, grad rate projections, attendance, life coach contact logs</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>Graduation and course pass rates by subgroup (ELs, SWDs, FRL-eligible)</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>Graduation coordinator, academic counselors, interventionists</p> <p>When will this EBI occur?</p> <p>September 2025 – June 2026</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Monthly course audits; bi-monthly grad tracking meetings</p>	<p>What impact is the evidence-based intervention having?</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 impact is the evidence-based intervention having?</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>



SY 2025–2026 SMARTIE Goal #3:

Strengthen Tiered Support Systems for High-Need Student Groups

Mid-Year Checkpoint (January 2026):

- A formal Tiered Support Plan (MTSS) is in place and used consistently by staff.
- At least 80% of ELs and SWDs receiving targeted services have progress monitoring plans in place.
- Course failure rates for ELs and SWDs have decreased by at least 7–10% compared to the same time last year.
- Staff PD on interventions, accommodations, and ELD strategies has been delivered and reflected in classroom practice.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: 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 Interventions 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?

- A Tiered Support Plan (MTSS framework) is fully developed and actively in use by staff.
- At least 80% of identified ELs and students with disabilities have documented support plans and are receiving interventions.
- Course failure rates for ELs and SWDs have decreased by at least 7–10% compared to the same time last year.
- Staff have participated in professional development on MTSS, accommodations, and culturally responsive practices.
- Regular progress monitoring and team meetings are occurring at least monthly to adjust supports based on student data.

<p>Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) <i>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.)</i></p>
<p>End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) <i>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.)</i></p>

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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<p>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.</p> <p>Multi-Tiered System of Supports (MTSS) + culturally responsive practices (Tier 1-3)</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>PD on MTSS, SEL supports, EL/IEP collaboration time, tracking forms</p> <p>What student groups will benefit and why?</p> <p>ELs, SWDs, and students with chronic absenteeism or behavior referrals</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>Tier placement, academic growth, SEL check-ins, family contact logs</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>Improved progress rates and fewer failures for ELs/SWDs; consistent supports across tiers</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>MTSS team, special education staff, admin</p> <p>When will this EBI occur?</p> <p>October 2025 – June 2026</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Monthly MTSS review meetings; bi-weekly student progress checks</p>	<p>What impact is the evidence-based intervention having?</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 impact is the evidence-based intervention having?</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>
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Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented 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) (including WSIF Tier 1-Tier 3 Plus) 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 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 Section I b above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated SMARTIE 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.

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 1003 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),

1. Life Coaching Services: Title I
 - a. \$16,000
2. Progress Monitoring Services for ALE: School Improvement
 - a. \$18,000
3. Academic Tutoring- Online, in-person and outreach: Title I
 - a. \$15,000
4. Summer School: School Improvement
 - a. \$20,000

5. Family Engagement Events: LAP
 - a. \$10,000
6. ALE WALA Conference Attendance: School Improvement
 - a. \$7,500
7. Student Engagement Incentives: School Improvement
 - a. \$10,000
8. Student Interventions during Intercession: LAP
 - a. \$20,000
9. Targeted Outreach to Dropouts: LAP
 - a. \$15,000
10. Time Sheets for MTSS Work: School Improvement
 - a. \$10,000
11. Home Visits/Mileage: Title I
 - a. \$4,000
12. Intervention Materials: LAP
 - a. \$45,000

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.

Yakima Online – Equity-Focused Accountability Plan (2025–2026)

Goal 1: Improve Academic Proficiency in Math & ELA

WSIF Gap Addressed: Low proficiency rates among ELs, SWDs, and low-income students

Action Steps:

- Implement targeted academic interventions in math and ELA
- Provide life coaching support for academic confidence and SEL barriers
- Use benchmark assessments to monitor growth quarterly
Equity Focus: Prioritize ELs and SWDs for intervention groups; track disaggregated progress data
Accountability: Admin + intervention team review data every 6 weeks and adjust supports accordingly

Goal 2: Increase Credit Completion & On-Time Graduation

WSIF Gap Addressed: Low graduation rates, high course failure, chronic disengagement

Action Steps:

- Expand credit retrieval access and monitor student progress monthly
- Launch life coaching for at-risk and credit-deficient students
- Develop a re-engagement strategy for students not on track to graduate
Equity Focus: Target seniors and high-needs subgroups (ELs, SWDs, low-income)
Accountability: Graduation coordinator and counselors conduct bi-monthly reviews of credit progress and re-engagement success

Goal 3: Strengthen Tiered Support Systems for High-Need Student Groups

WSIF Gap Addressed: Disproportional course failure and lack of consistent SEL/academic supports

Action Steps:

- Develop and implement MTSS with a focus on culturally responsive supports

- Ensure individualized intervention plans for all ELs and SWDs
- Train staff in inclusive practices and intervention documentation
 - Equity Focus:** Establish tiered systems that address the whole child and reduce disparities
 - Accountability:** MTSS team holds monthly meetings to review data, update plans, and ensure fidelity of support

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

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>Supplies for Interventions</i>
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<i>Life Coaching Services</i> <i>Academic Tutoring</i> <i>Home Visits & Mileage</i>
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (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 opportunity gaps, specifically those driving identification.	<i>Progress Monitoring Services for ALE</i> <i>Summer School</i> <i>ALE WALA Conference</i> <i>Student Engagement Incentives</i> <i>Time Sheets for MTSS Work</i>

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025-26)

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
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	N/A
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.	N/A
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	N/A
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>Intervention Materials</i> <i>Targeted Outreach to Dropouts</i> <i>Student Interventions During Intercession</i> <i>Summer School</i>
Local Funds	Local levy revenue may be combined in schoolwide programs.	N/A
Other Funding Sources, including	Click or tap here to enter text.	N/A

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

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
School Improvement Grant Funding		
Progress Monitoring Services for ALE	Monitor academic progress of at-risk students to ensure growth & inform instruction	Purchase/implement tools (ALE), staff training, data team analysis cycles
Summer School	Provide extended learning time for credit recovery and proficiency improvement	Staff stipends, online platform access, targeted instruction for ELs, SWDs, and credit-deficient students
ALE WALA Conference Attendance	Build staff capacity around online learning, alternative education, MTSS/SEL	Travel, registration, and PD sessions focused on equity-based ALE implementation
Student Engagement Incentives	Increase motivation, attendance, and course completion for at-risk students	Recognition events, rewards for benchmarks (e.g., completed courses, improved grades and attendance)
Time Sheets for MTSS Work	Support development and implementation of a tiered system of academic/SEL supports	Staff time for MTSS meetings, student plan development, intervention review, and data entry