



# 2025–26 R. A. Long High School School Improvement Plan



## Vision and Mission Statement

**Ready to Learn, Ready for Life. Together We Aspire and Achieve**

*The motto for the Lumberjacks and Lumberjills is Respect-Achieve-Lead.* We encourage our students to get involved with our extracurricular activities so that they are continually developing character traits that will help them beyond high school. We are committed to ensuring ways for students to increase their involvement and find ways to develop their passions and show leadership in a safe and supportive environment.

THE MISSION of R.A. Long High School is to empower all students to envision and achieve extraordinary lives.

## School Performance Data – Math

**Smarter Balanced Assessment** Foundational Level is a total of L2 (Nearly met grade level standards), L3 (met grade level standards), and L4 (exceeded grade level standards)

RALHS Met Smarter Balanced Mathematics						
Math	Foundational Level			Career/College Ready		
	2023	2024	2025	2023	2024	2025
Grade 10	41%	46%	46%	20.3%	22.0%	22.3%

- Career/College Ready is a total of L3 and L4

## 2025–2026 SMARTIE Goal #1 (Academic Achievement Math):

By May of 2026 students taking the SBA will reach a level of **55% Foundational and 32% Career/College Ready** as measured by the Smarter Balanced Assessment

*Use the empty rows in the table below to detail high leverage evidence-based actions (activities, practices, or strategies) supporting your SMARTIE Goal #1. Each evidence-based action needs to support the larger SMARTIE Goal.*

### **Beginning of Year:**

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

- Students will be attaining “on time” credits earned. 70 % of all students will earn 3 semester credits by the end of semester 1.
- Interim assessments will show students are making appropriate progress to making benchmark gains prior to the SBA in May.
- Formative and summative assessments (lesson tests and unit tests) around essential standards will show students are benchmarking prior to the SBA assessment.

<b>Action to support SMARTIE Goal.</b>	<b>Implementation Measures</b>	<b>Data Measures</b>	<b>Lead and Timeframe</b>	<b>Resources</b>	<b>Progress Check on Actions</b>
<i>Describe three actions that will address your SMARTIE goal?</i>	<i>What instructional practices will change as a result of this action? How will you measure the effectiveness of this action?</i>	<i>What data will be collected to measure the impact of implementing this action?</i>	<i>Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?</i>	<i>What resources will be needed for implementation of this action?</i>	<i>What progress is the evidenced-based action having on student performance?</i>
<i>Teaching and using mathematical vocabulary during instruction and practice.</i>	Students will be using this vocabulary in conversations with peers and teachers.	Notes will be structured to emphasize proper vocabulary for each lesson.	Progress will be measured through each unit with emphasis placed on using appropriate vocabulary for current lessons and beyond.	No new resources are needed. We will use appropriate vocabulary in notebooks and assignments and tests.	By the end of first semester, students will be using math appropriate vocabulary from the first three units as measured with formative and summative assessments. Admin will support and provide feedback through walkthrough opportunities.
<i>3-Act math tasks</i>	These tasks are designed to engage students in the learning through low-floor high-ceiling tasks. We will know they are effective when students are more engaged as measured	Only formative data will be collected. Since these tasks are low-floor tasks, all students have the ability to engage regardless of their aptitude in math.	Progress will be measured after each task to determine engagement level as a percentage of students in class for those days. Classroom teachers will collect this data.	We already have access to 3-Act math tasks for our units. We will need to adjust to make this a focal point of each unit so that we can accurately measure student engagement.	By the end of first semester, we will analyze the data for engagement using 3-act math tasks to help us determine a direction for using the tasks moving forward.

	formatively by the teacher.				
<i>Daily openers</i>	The openers are designed to engage learners on a daily basis using reasoning and justifying a solution which are mathematical practices. They incorporate a lot of mathematical vocabulary which will support our first action item,	Formative data will be collected on engagement with these openers. We will pursue 100% participation of those present in class each day through varying techniques.	Progress will be measured at four points during the semester, mid first quarter, end of first quarter, mid second quarter and end of second quarter. Classroom teachers will collect the data.	All of our openers have been created and used for multiple years, but we have not been active in measuring the engagement level for these items. I know that I have always had a higher level of engagement with the openers than other times in class by groups earning points for getting these correct.	We will be analyzing this data four times to determine next steps if needed, and discussing enhancements or changes to make these more engaging.
<b>Mid-Year Review</b>					
<ol style="list-style-type: none"> <li>1. Which evidence-based actions 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.</li> <li>2. 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.</li> </ol>					

## School Performance Data – English Language Arts (ELA)

### Smarter Balanced Assessment

RALHS Met Smarter Balanced ELA						
ELA	Foundational Level			Career/College Ready		
	2023	2024	2025	2023	2024	2025
Grade 10	81%	85%	78%	57.0%	57.6%	58.6%
Students w/disabilities (approx 16% of pop.)	26.1%	N/A	39.4%	13%	7.5%	12.1%
Hispanic/Latino (approx. 27.5% of pop.)	68.5%	78.7%	75.4%	44.4%	44.3%	55.7%

- Foundational Level is a total of L2 (Nearly met grade level standards), L3 (met grade level standards), and L4 (exceeded grade level standards)
- Career/College Ready is a total of L3 and L4

## 2025-2026 SMARTIE Goal #2 (Academic Achievement ELA):

<p><b>By spring 2026</b>, 10th grade students will increase their college- and career-ready scores on the Smarter Balanced Assessment from <b>58.6% to 80%</b>, and foundational-level scores from <b>85% to 99.9%</b>, through <b>frequent exposure to SBA Interims, targeted test-environment coaching, and culturally responsive communication with students and families in their home languages</b>. These strategies will ensure <b>all student groups—particularly multilingual learners and students with disabilities—have equitable access to test-preparation experiences and support</b>.</p>					
<p><i>Use the empty rows in the table below to detail high leverage evidence-based actions (activities, practices, or strategies) supporting your SMARTIE Goal #1. Each evidence-based action needs to support the larger SMARTIE Goal.</i></p>					
<p><b>Beginning of Year:</b>  <i>What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?</i></p> <ul style="list-style-type: none"> <li>• Students will be attaining “on time” credits earned.</li> <li>• Interim assessments will show students are making appropriate progress</li> <li>• Formative and summative assessments around essential standards will show students are benchmarking prior to the SBA assessment.</li> </ul>					
Action to support SMARTIE Goal.	Implementation Measures	Data Measures	Lead and Timeframe	Resources	Progress Check on Actions
<i>Describe three actions that will address your SMARTIE goal?</i>	<i>What instructional practices will change as a result of this action? How will you measure the effectiveness of this action?</i>	<i>What data will be collected to measure the impact of implementing this action?</i>	<i>Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?</i>	<i>What resources will be needed for implementation of this action?</i>	<i>What progress is the evidenced-based action having on student performance?</i>

<p><i>Explicit Academic Vocabulary Instruction</i></p>	<p>1. Student reflection of existing knowledge and confidence. 2. Creation of student driven Word Walls and resources. 3. Frayer model (How are these words used in other classes?) 4. Common INB Resource pages 5. Select 5 Most important terms for each year to imbed in lessons and make frequent reference to.</p>	<p>Scores from... ...CommonLit Written Response scores. (out of 4) ...Critical Response (to reading) ...Reading Logs</p>	<p>All ELA teachers. PLC Facilitator will gather data from teachers.</p>	<p>(SBA List of Academic Vocabulary) <a href="https://44715956.fs1.hubspotusercontent-na1.net/hubfs/44715956/ela-construct-relevant-vocabulary.pdf?utm_source=chatgpt.com">https://44715956.fs1.hubspotusercontent-na1.net/hubfs/44715956/ela-construct-relevant-vocabulary.pdf?utm_source=chatgpt.com</a>  Smarter Balanced Interim Assessment items  Graphic organizers and RACES response scaffolds  Common rubrics and exemplars</p>	<p>Through a quarterly review, staff will bring most recent written responses that correlate to a particular set of academic vocabulary by grade level to determine common misconceptions and methods of intervention</p>
<p><i>Scaffolded Socratic Seminar experiences to build confidence in formulating responses</i></p>	<p>1. Student reflection of existing experience and confidence. 2. Use of digital tools to build experience and confidence (Parlay) 3. Model responses in provided sentence frames.</p>	<p>Observation checklists or participation trackers during Socratic seminars  Student self-reflections or exit tickets on discussion confidence and preparedness  Pre- and post-writing samples demonstrating improved synthesis and elaboration skills</p>	<p>All ELA teachers. PLC Facilitator will gather data from teachers.</p>	<p>Discussion stems and sentence frames for academic talk  Rubrics for evaluating seminar participation and textual evidence use  Professional development on dialogic instruction and equitable participation</p>	<p>The team will review, revise, and align rubrics for socratic seminars based on student performance, and discuss next steps of instruction and share possible scaffolds to support student growth.</p>
<p><i>Culturally responsive email/letter communication to families</i></p>	<p>The ELA department will design and send quarterly family communications in students' home languages, explaining learning targets, SBA test structure, and strategies for supporting literacy at home. Instructional practices will shift toward proactive partnership with families and transparent communication about learning goals. Effectiveness will be measured by increased family engagement responses and student participation in test-prep opportunities.</p>	<p>Records of communication sent and languages represented  Family engagement surveys or feedback forms  Correlation between communication frequency and student participation in test-prep or SBA Interims</p>	<p>Department chair and bilingual liaison will coordinate translation and distribution quarterly (October, January, March, May).  ELA teachers will provide content drafts and monitor student engagement data quarterly.</p>	<p>District translation services and multilingual templates  Communication platform (email, Remind, or printed letters)  Family engagement survey tools</p>	<p>Each member will communicate within a week of the start of a new unit of study to student families through either email or a print letter. We will review these letters collaboratively and share any responses. Adjustments will be made to build greater family engagement.</p>
<p><b>Mid-Year Review</b></p>					

1. Which evidence-based actions 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.
2. 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.

## School Performance Data – College & Career

### Ninth Grade On-Track

RALHS Ninth Grade On-Track			
	2023	2024	2025*
Grade 9	75.1%	71.6%	

### Graduation Rate

Graduation Rate	2023	2024	2025*
RA Long	92.4%	89.5%	

## 2025-2026 SMARTIE Goal #3 (Career & College):

<p>By June of 2026 <b>80% of RA Long Freshman will have earned all 6.0 credits</b>. As well, the RA Long graduation rate will be <b>90%+ for the graduating class of 2026</b>.</p>					
<p>Use the empty rows in the table below to detail high leverage evidence-based actions (activities, practices, or strategies) supporting your SMARTIE Goal #1. Each evidence-based action needs to support the larger SMARTIE Goal.</p>					
<p><b>Beginning of Year:</b>            What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?  <b>80% Freshmen students will have accumulated 3.0 credits. RA Long seniors will have accumulated 21.0+ credits prior to their final semester of their HS career.</b></p>					
Action to support SMARTIE Goal.	Implementation Measures	Data Measures	Lead and Timeframe	Resources	Progress Check on Actions
<p><i>Describe three actions that will address your SMARTIE goal?</i></p>	<p><i>What instructional practices will change as a result of this action?</i>   <i>How will you measure the effectiveness of this action?</i></p>	<p><i>What data will be collected to measure the impact of implementing this action?</i></p>	<p><i>Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?</i></p>	<p><i>What resources will be needed for implementation of this action?</i></p>	<p><i>What progress is the evidenced-based action having on student performance?</i></p>
<p>Use of BERCC and AVID Site Team Goal around engagement strategies to connect</p>	<p><a href="https://docs.google.com/document/d/1v-4DWKUYKD3LUgrm8tHx0NfSAtdslVpYu9r2OrsBxxy/edit?tab=t.0">https://docs.google.com/document/d/1v-4DWKUYKD3LUgrm8tHx0NfSAtdslVpYu9r2OrsBxxy/edit?tab=t.0</a></p>	<ul style="list-style-type: none"> <li>Staff walk-through data</li> </ul>	<ul style="list-style-type: none"> <li>Admin and teacher are responsible for the action.</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Commitment to new learning</li> <li>Walk-through form</li> </ul>	<ul style="list-style-type: none"> <li>High level of rigor and engagement should elicit greater</li> </ul>

<i>students to “their learning”</i>			<ul style="list-style-type: none"> <li>It was be measured quarterly and review/and reflected upon in staff meetings to discuss implementation strategies</li> </ul>		understanding of content and success in coursework leading to greater credit attainment.
<i>Collect data around attendance and credit earned</i>	<ul style="list-style-type: none"> <li>Weekly attendance reports.</li> <li>Identify high flyers</li> <li>Weekly F reports by grade level</li> </ul>	<ul style="list-style-type: none"> <li>Freshman attendance and credits earned</li> <li>Senior credits and attendance</li> </ul>	<ul style="list-style-type: none"> <li>Attendance data will be collected weekly by administration</li> <li>Credit checks and grades will be done a minimum of quarterly by counselors and administration</li> </ul>	<ul style="list-style-type: none"> <li>All data available through Skyward systems.</li> </ul>	<ul style="list-style-type: none"> <li>10%reduction of student full day absence</li> <li>Monitored on a monthly basis</li> <li>Reduce number of Fs by 10% on a every two week basis</li> </ul>
<i>Counselor and SST Intervention</i>	<ul style="list-style-type: none"> <li>Measured by the number of contacts made by counselors to assist students in personal growth and school success that will help in credit attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Increase attendance</li> <li>Credit attainment</li> <li>Resources students are receiving</li> </ul>	<ul style="list-style-type: none"> <li>School counselors and administration</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Intentional scheduling</li> <li>Communication with supportive parents</li> <li>Parent/student/ staff commitment.</li> </ul>	<ul style="list-style-type: none"> <li>Contact data</li> <li>Student success around attendance and grades</li> <li>Credits earned</li> </ul>

**Mid-Year Review**

1. Which evidence-based actions 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.
2. 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. Click or tap here to enter text.

## School Performance Data – Climate & Culture Attendance

Percent of RALHS Students With 90% or Better Attendance			
	2023	2024	2025
Grade 9	64.7%	60.9%	55.4%
Grade 10	59.0%	63.1%	56.3%
Grade 11	57.8%	65.5%	53.6%
Grade 12	53.0%	59.1%	57.7%

### Climate & Culture Survey

RALHS Student Climate & Culture Survey Results			
	2023	2024	2025
Belonging	79.6%	82.2%	84.0%
Optimism	86.3%	85.8%	87.6%
Pride	79.5%	81.6%	84.5%
Purpose	77.5%	79.8%	83.9%
Resiliency	79.3%	81.3%	84.6%

RALHS Parent Climate & Culture Survey Results			
	2023	2024	2025
Belonging	85.0%	88.1%	84.8%
Optimism	90.1%	89.2%	88.6%
Pride	86.2%	85.9%	84.1%
Purpose	84.5%	85.5%	83.2%
Resiliency	84.0%	84.7%	81.9%

RALHS Staff Climate & Culture Survey Results			
	2023	2024	2025
Belonging	91.4%	93.3%	96.7%
Optimism	94.1%	96.1%	97.7%
Pride	89.2%	89.7%	92.9%
Purpose	89.6%	88.2%	93.0%
Resiliency	87.9%	86.0%	92.8%

### 2025-2026 SMARTIE Goal #4 (Climate & Culture):

Students achieving 90% attendance rates in grades 9-12 are in the mid 50% range. By June of 2026 students with 90% attendance will increase from the mid 50% range in grades 9-12 to 70% as measured by State attendance data.

As well, RA Long students' "sense of belonging" will increase from 84% to 90% by June of 2026 as measured by the "Culture of Hope" survey results.

*Use the empty rows in the table below to detail high leverage evidence-based actions (activities, practices, or strategies) supporting your SMARTIE Goal #1. Each evidence-based action needs to support the larger SMARTIE Goal.*

#### **Beginning of Year:**

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

By Mid-year, students achieving 90% attendance will increase to 60% for grades 9-12.

By Mid-year students' sense of belonging will increase as measured by their increased attendance rates and "wanting to attend school". Final survey results will be measured in the Spring of 2026

Action to support SMARTIE Goal.	Implementation Measures	Data Measures	Lead and Timeframe	Resources	Progress Check on Actions
<i>Describe three actions that will address your SMARTIE goal?</i>	<i>What instructional practices will change as a result of this action? How will you measure the effectiveness of this action?</i>	<i>What data will be collected to measure the impact of implementing this action?</i>	<i>Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?</i>	<i>What resources will be needed for implementation of this action?</i>	<i>What progress is the evidenced-based action having on student performance?</i>
<i>Use of BERC and AVID Site Team Goal around engagement strategies to connect students to “their learning”</i>	<a href="https://docs.google.com/document/d/1v-4DWKUyKD3LUgrm8tHx0NfSA1Ds1VpYu9r2OrsBxxY/edit?tab=t.0">https://docs.google.com/document/d/1v-4DWKUyKD3LUgrm8tHx0NfSA1Ds1VpYu9r2OrsBxxY/edit?tab=t.0</a>	<ul style="list-style-type: none"> <li>Staff walk-through data</li> </ul>	<ul style="list-style-type: none"> <li>Admin and teacher are responsible for the action.</li> <li>It was be measured quarterly and review/and reflected upon in staff meetings to discuss implementation strategies</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Commitment to new learning</li> <li>Walk-through form</li> </ul>	<ul style="list-style-type: none"> <li>High level of rigor and engagement should elicit greater understanding of content and success in coursework leading to greater credit attainment.</li> </ul>
<i>Staff will welcome students into every classroom, every period</i>	<ul style="list-style-type: none"> <li>Students will feel connected to each of their classrooms upon entering with little to no inhibitions.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance</li> <li>Tardies</li> <li>Requests to leave the classroom for (bathroom, water, nurse, counselor)</li> </ul>	<ul style="list-style-type: none"> <li>All certificated staff</li> </ul>	<ul style="list-style-type: none"> <li>Commitment</li> <li>Communication</li> <li>Growth Mindset</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly data checks</li> <li>Student surveys after every unity of study</li> </ul>
<i>Home contacts and student/parent/teacher conferencing</i>	<ul style="list-style-type: none"> <li>Time dedicated for in-person contact</li> </ul>	<ul style="list-style-type: none"> <li>Attendance</li> <li>Grades</li> <li>Anecdotal feedback</li> </ul>	<ul style="list-style-type: none"> <li>All staff connected with the student in question</li> </ul>	<ul style="list-style-type: none"> <li>Resources will be determined by student need.</li> </ul>	<ul style="list-style-type: none"> <li>Frequency will depend on student need and results measured intermittently</li> </ul>
<p><b>Mid-Year Review</b></p> <p>1. Which evidence-based actions 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.</p>					

## End of Year Reflection:

*Has the school met this goal, based on end-of-year expectations as stated in the SIP?*

### 2025–2026 End-of-Year Reflection Questions

1. How did at least one of the activities positively impact student outcomes in pursuit of its associated SMARTIE Goal?  
Click or tap here to enter text.
2. 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 you made. Additionally, describe how these adjustments will influence the 2026–27 SIP goals or actions?  
Click or tap here to enter text.
3. 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.
4. How will you utilize available and additional sources of data in this planning process?  
Click or tap here to enter text.
5. 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.

### Building Data:

<b>Building Name:</b> R.A. Long	<b>Does your school share a building with another school?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
<b>School Code:</b> 2416	<b>Grade Span:</b> 9-12 <b>School Type:</b> High School
<b>Principal:</b> Rich Reeves	<b>Building Enrollment:</b> 943
<b>School District:</b> Longview	<b>F/R Percentage:</b> 62.5%
<b>Board Approval Date:</b> Click or tap here to enter text.	<b>Special Education Percentage:</b> 16.0%
<b>Plan Date:</b> 2025-2026	<b>English Learner Percentage:</b> 8.8%

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

### School Leadership Team Members and Parent-Community Partners:

Rich Reeves, Principal / AVID District Director	RA Long Counselors
Lacey Griffiths, Associate Principal/AVID Site Coordinator/SPED	Student Support Team, Various Members
DeWayne McCabe, Associate Principal/Student Activities	Graduation and Transition Coaches - Gwen and Keli (LAP Advocates)
Site Based Team(Faculty Advisory Board)-Certificated Reps	
AVID Site Team-Summer Institute Attendees(Cert Staff)	

### WSIF Cycle Identification and Report Card Data:

Use the 2023 <a href="#">Washington School Improvement Report Card Data</a> to identify and maintain focus on student groups and SMARTIE Goals.	<b>2023 WSIF Cycle 3 Identification</b> Choose an item.	<b>2024 WSIF Annual Data</b>	<b>WSIF Cycle 3 Identification Thresholds:</b> All Schools Threshold: 2.25 Title 1 Threshold: 1.90 ELP Threshold: 9.4 Graduation Rate: 66.7%
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WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	6.35	6.00
Comprehensive Graduation Rate	92.4%	91.6%
By 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	6.10	5.93
Two or more races	7.80	6.13
White	6.50	5.95
English Learner	5.90	5.30
Low Income	5.27	5.10
Special Education	2.85	3.85

### 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

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.  
Click or tap here to enter text.
  - 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.  
Click or tap here to enter text.
  - 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?  
Click or tap here to enter text.

## 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?

Click or tap here to enter text.

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?

Click or tap here to enter text.

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?  
Click or tap here to enter text.
  - b. How will the professional development activities benefit the students receiving targeted assistance services?  
Click or tap here to enter text.

## 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 supports and how areas of need will be improved.
  - Strengths:
    - Students feel connected to their school and 84% feel a sense of belonging
    - AVID Demonstration School: Schoolwide instructional strategies.
    - Staff commitment to improvement around Rigor/Inquiry and Engagement
    - Social/emotional supports in place. 4-7 mental health itinerants in on campus weekly
  - Improvement Needs:
    - Early identification of students at risk
  - Multiple opportunities for students to demonstrate mastery on concepts
2. How did your school identify these areas of strength and improvement?
  - Culture of Hope survey data
  - Grades
  - Attendance
  - Mental Health service requests

3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.
  - RA Long has 6-7 mental health therapists that come to the school weekly to meet with their caseload of students. ( Link , CORE Health, etc)
  
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?
  - Culture of Hope Parent Survey
  - Open House attendance
  - Arena Conferencing Attendance
  - Attendance for parents attending IEP, 504, and gen ed meetings
  - Number of parents accessing weekly newsletter through Smore.
  
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)
  - Parents are calling when concerned about their students
  - Staff or frequently contacting parents around student progress
  - Skyward grading and attendance is updated weekly.
  - Improvement needed by staff when grades are suffering to communicate directly with parents, rather than assume parents are checking Skyward. More initiative needed on the school side of things.
  
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?  
Click or tap here to enter text.
  - 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?  
Click or tap here to enter text.
  - c. How do you support transitions between grade spans?  
Click or tap here to enter text.
  - d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?  
Click or tap here to enter text.
  
2. 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?  
Click or tap here to enter text.
  - b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

Click or tap here to enter text.

### CNA DATA Summary

1. What top strengths have emerged from multiple data sources?  
Click or tap here to enter text.
2. What top needs have emerged from multiple data sources?  
Click or tap here to enter text.
3. What disproportionalities exist among student groups?  
Click or tap here to enter text.
4. What root causes has your team identified for disproportionalities among student groups?  
Click or tap here to enter text.
5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?  
Click or tap here to enter text.
6. How do identified needs impact each other?  
Click or tap here to enter text.
7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?  
Click or tap here to enter text.
8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?  
Click or tap here to enter text.
9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?  
Click or tap here to enter text.

### 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.

- Need for additional staff for MLL students who are monolingual, particularly Chuukese students.
- Special Education Credit retrieval curriculum
- 

### CNA Priorities (Component #1 - Needs Assessment Summary):

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

**Priority #1:** Click or tap here to enter text.

**Priority #2:** Click or tap here to enter text.

**Priority #3:** 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), 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.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Basic Education</b>	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.
<b>Title I, Part A</b>	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>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i> Click or tap here to enter text.
<b>School Improvement</b>	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>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i> Click or tap here to enter text.
<b>Title II, Part A</b>	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.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
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.	<i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i> Click or tap here to enter text.
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	<b><i>Students who have shown that they are at-risk, behind academically, MLL students, and credit deficient are served by LAP funding support staff. RA Long employs a Graduation Coach, a Transition Coach, and a MLL paraeducator that supports our most at-risk of school success students per credit deficiencies or language acquisition. As well, LAP funding supports the professional development training for staff through AVID to support schoolwide instructional strategies to support all, but our most at-risk learners. Students served are indicated as such in Skyward for data collection purposes.</i></b>
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.