2025-26 Monticello Middle School Improvement Plan

Vision and Mission Statement

Vision

We Believe We Inspire We Succeed

Mission Statement

We provide a high level of education to each student, and inspire them to believe they can succeed by creating a supportive learning environment.

Core Values:

- Inclusive & Supportive Relationships
- Consistency & Connection
- Empowerment & Growth
- Resiliency & Positivity

School Performance Data - Math

Smarter Balanced Assessment (2023 & 2024 data pulled from WA State Report Card)

Monticello Met Smarter Balanced Mathematics						
Math	Foundational Level			Career/College Ready		
	2023	2024	2025	2023	2024	2025
Grade 6	62%	62%	60%	33.3%	30.9%	34.4%
Grade 7	59%	64%	58%	31.8%	45.0%	29.0%
Grade 8	58%	54%	60%	37.2%	28.5%	35.8%

- 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

iReady Assessment

Spring iReady Early On, Mid/Above Grade Level in Mathematics			
	2023	2024	2025
Grade 6	46.0%	43.4%	43.0%
Grade 7	33.6%	40.7%	34.2%
Grade 8	32.9%	31.3%	29.7%

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

Last year on average, 52% of our students met their typical annual growth goal. This year, our goal is for all students to meet their annual typical growth goal in math and the number of students proficient or above on the state math assessment will improve by 10% at each grade level.

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?

At mid-year, we would expect to see all of our students at 50% (or higher) of their annual typical growth goal based on their winter diagnostic iReady assessment.

Action to support SMARTIE Goal.	**Implementation Measures**	**Data Measures**	**Lead and Timeframe**	**Resources**	**Progress Check on Actions**
Describe three actions that will address your SMARTIE goal?	*What instructional practices will change as a result of this action? How will you measure the effectiveness of this action?*	*What data will be collected to measure the impact of implementing this action?*	*Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?*	*What resources will be needed for implementation of this action?*	*What progress is the evidenced-based action having on student performance?*
Utilize elements of teacher clarity to design and implement instruction for a range of learners to meet their needs anchored in grade level standards, feedback, learning targets, success criteria, task alignment and assessment.	Teachers will strengthen Teacher Clarity by developing strong learning targets and success criteria tied to grade level standards that are posted, communicated and referenced throughout the lesson. Teachers will provide timely feedback utilizing common formative assessments data. Teachers will utilize the data to make intentional decisions about daily tasks.	Walkthrough data collection, CFA data and iReady diagnostic assessments	All teachers and admin	Common Planning Time Ready Math Core Curriculum PLC Time Feedback from walkthroughs and observations	All classrooms will have clear learning targets tied to state standards and include success criteria posted in the classroom. Teachers will reference the targets throughout the lesson. Teachers will create common formative assessments that are used to make future lesson decisions. Students, when asked, will be able to explain what they are working on and what it will take for them to be successful.
Engage in collaboration to plan	Utilize Ready Math discourse protocols to	Walkthrough data collection, common	Grade level math teachers with	PD from READY math associates, PLC time	Student discourse will improve and be more

and provide high quality core instruction through the PLC process	improve Tier 1 Instruction. Focus on improving student discourse using READY math discussion protocol Try it, Discuss It, Connect It.	formative assessments	guidance from READY math associates and administration	to collaborate and discuss effectiveness of strategies	effective. The ratio of student to student talk will outweigh teacher to student talk. Students will utilize key vocabulary words to explain their reasoning to one another.
Practice, promote & model growth mindset through feedback and goal setting	Teachers will provide opportunities for students to set individual math goals based on diagnostic assessments. Students will track progress and reflect on strategies for growth. Teachers will facilitate individualized data chats prior to each iReady assessment.	iReady math growth from Fall to Winter to Spring.	Grade level math teachers will provide opportunities for students to reflect. Grade level math teachers will meet individually with each student. Admin will help provide data to support these data chats.	Time, intentional lesson plans including iReady online lessons to help provide time for teachers to have individual conversations, and timely data.	Students will review their previous assessment results in the fall and set goals for their fall, winter & spring iReady assessments. Students will track their growth before and after each assessment and meet with teachers to discuss how their effort has played a factor in their results.
Utilize data analysis to create intervention and extensions through the PLC process	Tiered Intensive Support based on need. Small group instruction. Teachers will complete data analysis protocol after FIAB to determine strengths and areas of growth. Teachers will utilize CFAs to create intervention and extension opportunities	Common Formative Assessments, iReady (Fall, Winter & Spring Assessments) FIAB	Grade level math teachers	Daily intervention time, PD support for intervention/small group instruction	Students that are below grade level, will show growth in pre-requisite skills needed to be proficient on grade level standards. Students on-level will be able to apply their knowledge to real world scenarios and unfamiliar situations on a deeper level.

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.

School Performance Data – English Language Arts (ELA)

Smarter Balanced Assessment (2023 & 2024 data pulled from WA State Report Card)

Monticello Met Smarter Balanced ELA						
ELA	Foundational Level			Career/College Ready		
	2023	2024	2025	2023	2024	2025
Grade 6	62%	68%	73%	41.5%	38.9%	47.6%
Grade 7	71%	76%	66%	48.4%	56.7%	49.0%
Grade 8	72%	73%	66%	48.3%	50.7%	45.0%

- 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

iReady Assessment

Spring iReady Early On, Mid/Above Grade Level in Reading			
	2023	2024	2025
Grade 6	43.9%	40.9%	36.1%
Grade 7	41.6%	49.7%	41.7%
Grade 8	40.1%	35.0%	36.1%

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

Last year on average, 62% of our students met their annual typical growth goal. This year, our goal is for all students to meet their annual typical growth goal in ELA and the number of students proficient or above on the state ela assessment will improve by 10% at each grade level.

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?

At mid-year, we would expect to see all of our students at 50% (or higher) of their annual typical growth goal based on their winter diagnostic iReady assessment.

Action to support SMARTIE Goal.	Implementation Measures	Data Measures	Lead and Timeframe	Resources	Progress Check on Actions
Describe three actions that will address your SMARTIE goal?	*What instructional practices will change as a result of this action? How will you measure the effectiveness of this action?*	*What data will be collected to measure the impact of implementing this action?*	*Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?*	*What resources will be needed for implementation of this action?*	*What progress is the evidenced-based action having on student performance?*
Utilize elements of teacher clarity to design and implement	Teachers will strengthen	Walkthrough data collection, CFA data	All teachers and admin	Common Planning Time	All classrooms will have clear learning targets tied to state

instruction for a range of learners to meet their needs anchored in grade level standards, feedback, learning targets, success criteria, task alignment and assessment.	Teacher Clarity by developing strong learning targets and success criteria tied to grade level standards that are posted, communicated and referenced throughout the lesson. Teachers will provide timely feedback utilizing common formative assessments data. Teachers will utilize the data to make intentional decisions about daily tasks.	and iReady diagnostic assessments		StudySync Core Curriculum PLC Time Feedback from walkthroughs and observations	standards and include success criteria posted in the classroom. Teachers will reference the targets throughout the lesson. Teachers will create common formative assessments that are used to make future lesson decisions. Students, when asked, will be able to explain what they are working on and what it will take for them to be successful.
Improve Tier 1 Instruction Through PLC Work With Educational Excellence	Year long projection map Teachers will create and use CFAs, review results, and adjust instruction. Effectiveness will be measured through CFA data showing student growth.	Common formative assessments	PLC lead Grade Level ELA teachers with guidance from EdEx	PD from EdEx, weekly PLT meetings	Utilizing CFAs, more students will be proficient at the grade level standard. Students that are not proficient, will improve on the pre-requisite skills needed to be proficient on the grade level standard.
LAP Reading Class for Struggling Readers	Implement a targeted LAP reading class for students who are significantly below grade level in reading, providing evidence-based interventions focused on foundational skills, comprehension, vocabulary, and fluency.	READLive for fluency and comprehension Dibels Oral Reading Fluency iReady SBA	LAP teacher	Time, intentional lesson plans and data tracking Access to READLive licenses	Students will improve in word recognition, reading fluency, and comprehension.

Practice, promote & model growth mindset through feedback and goal setting	Teachers will provide opportunities for students to set individual reading goals based on diagnostic assessments. Students will track progress and reflect on strategies for growth. Teachers will facilitate individualized data chats prior to each iReady assessment.	iReady reading growth from Fall to Winter to Spring.	Grade level reading teachers will provide opportunities for students to reflect. Grade level reading teachers will meet individually with students. Admin will help provide data to support these data chats.	Time, intentional lesson plans to provide time for teachers to meet with individual students, and timely data.	Students will review their previous assessment results in the fall and set goals for their fall, winter & spring iReady assessments. Students will track their growth before and after each assessment and meet with teachers to discuss how their effort has played a factor in their results.

Mid-Year Review

3. 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.

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.

School Performance Data - Climate & Culture

Attendance (2023 & 2024 data pulled from WA State Report Card)

Percent of Students With 90% or Better Attendance			
Monticello	**2023**	**2024**	**2025**
Grade 6	61.0%	70.1%	67.2%
Grade 7	61.8%	66.0%	52.8%
Grade 8	68.4%	68.8%	51.7%

Climate & Culture Survey

MMS Student Climate & Culture Survey Results			
	2023	**2024**	**2025**
Belonging	73.1%	78.7%	78.3%
Optimism	80.9%	85.0%	85.9%
Pride	75.2%	80.1%	81.3%
Purpose	70.4%	77.7%	77.7%
Resiliency	76.1%	80.9%	82.4%

MMS Parent Climate & Culture Survey Results			
	2023	**2024**	**2025**
Belonging	80.0%	87.4%	83.3%
Optimism	81.8%	86.9%	83.0%
Pride	81.6%	87.5%	83.0%
Purpose	78.8%	89.7%	80.2%
Resiliency	78.5%	82.3%	81.3%

MMS Staff Climate & Culture Survey Results			
	2023	**2024**	**2025**
Belonging	81.1%	92.8%	92.7%
Optimism	87.3%	93.6%	94.2%
Pride	81.8%	89.5%	88.0%
Purpose	81.7%	88.3%	87.8%
Resiliency	79.7%	90.8%	88.7%

2025-2026 SMARTIE Goal #3 (Climate & Culture):

Monticello will improve the average daily attendance from 57.2% to 70% by the end of the 2025-26 school year.
Based on climate & culture survey data, we will improve our average satisfactory rating by 5% for students, staff, & parents.

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?

We would expect to see our average daily attendance consistently above 90% and we would expect to see 70% or more of our students to be on track to hit 90% attendance for the year.

Action to support SMARTIE Goal.	**Implementation Measures**	**Data Measures**	**Lead and Timeframe**	**Resources**	**Progress Check on Actions**
Describe three actions that will address your SMARTIE goal?	*What instructional practices will change as a result of this action?*	*What data will be collected to measure the impact of implementing this action?*	*Who will be responsible for implementing, measuring, and adjusting the implementation of this*	*What resources will be needed for implementation of this action?*	*What progress is the evidenced-based action having on student performance?*

	How will you measure the effectiveness of this action?		*action and how often will progress be measured?*		
Tier 1 Attendance Support: **Clarify attendance expectations in September. Celebrate students meeting 90% expectation. Monthly challenges and consistent communication of the importance of attendance to parents and students.**	Newsletters, posters, weekly emails, readerboard announcements and intercom announcements stating importance of attendance. Kick of Sept challenge. End of month recognize those that were in school 90% or more	Attendance data at the end of each month	Admin, Bilingual liaison	Data, mashinter funds to purchase prizes and rewards for those that achieve the goal	
Create a safe, welcoming and inclusive environment through the consistent use of routines and procedures.	Our advisory committee will create lessons to address common concerns at middle school such as bullying, making positive choices etc. We will also utilize schoolinks to provide lessons to help students identify possible career choices. Each month, we will provide a celebration recognizing students that have demonstrated the 4Bs Being Responsible Being Respectful Being Safe Being A Learner We will provide monthly PBIS events to improve student connectedness and to improve student social	Climate & Culture Survey Data A decline in SWIS office referrals Fall & Spring Student Connectedness Survey Data SWIS office referral data	All staff at Monticello Behavior specialist and Tovah (outside consultant provided by the district)	Schoolinks online curriculum Time & money to pay for staff to create weekly lessons and to prepare for monthly celebrations Time for training, swis referral data, and PD from Tovah as well as PD from our behavior specialist	

	and emotional well being. Clear & consistent expectations and routines, praise outnumbers redirects 4 to 1, and greet students at the door. Classroom walkthroughs will be conducted to provide feedback.				
Family Engagement: Consistent communication via multiple mediums. **Family Events:**	Clear & consistent communication through weekly updates, monthly newsletters and periodic REMIND notifications. Events created to build student and family connections to Monticello. Open House in September, Family Bingo Night in December and Evening of Excellence in February 6th Grade Parent/Student Orientation in May	Climate & Culture Survey Data, survey data gathered after each event	Admin and teachers.	We will utilize the professional enrichment time to pay for teachers to be at the event beyond school hours and to pay for teachers to set up events. We will use PTO and mashinter funds to help pay for Bingo prizes.	

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.

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:

Building Name: Monticello	**Does your school share a building with another school?** Yes ☐ No **X** **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.
School Code: 2831	**Grade Span:** 6-8 **School Type:** Middle School
Principal: Scott Merzoian	**Building Enrollment:** 528
School District: Longview School District	**F/R Percentage:** 73.5%
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 22.9%
Plan Date: 2025-26	**English Learner Percentage:** 12.1%

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:

Scott Merzoian, Principal	Kamber Johnson, Health/PE Teacher
Gina Ramsey, Assistant Principal	Misty Velke, ELA/SS Teacher
Dave Rodman, Counselor	Kelly Wooden, Math Teacher
Sara Churchman, ELA/SS Teacher	Tammi Johnson, SPED Teacher
LaVonne Rodgers, Parent	Cassidy Johnston, Guidance Office Secretary

WSIF Cycle Identification and Report Card Data:

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	**2023 WSIF Cycle 3 Identification** Choose an item.	**2024 WSIF Annual Data**
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	**6.55**	**6.55**
Comprehensive Graduation Rate	**N/A**	**N/A**
By Student Group		

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

American Indian/Alaska Native	N/A	N/A
Asian	N/A	8.85
Black/African American	N/A	N/A
Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	6.30	6.18
Two or more races	6.15	5.75
White	7.03	7.33
English Learner	4.63	3.80
Low Income	6.38	6.40
Special Education	2.70	2.43

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.
    Spring iReady reading scores, reading fluency assessments, teacher input and previous placement are the criteria considered to place students in the LAP program.
    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.
    The rank order list of students identified to receive services was created using multiple data sources and teacher input. First, Spring iReady Reading data was used as the initial screener to identify students performing below grade-level expectations. Next, DIBELS Oral Reading Fluency assessments (running records) were administered to provide additional information about each student's reading proficiency. After these assessments, teachers reviewed the data and provided input regarding which students demonstrated the greatest need for LAP support based on classroom performance and progress in core instruction. Because a large number of students were identified as Tier 3, the final ranking prioritized those who needed the most support with foundational reading skills, ensuring that students with the highest need were served first.
    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?
    Student data will be used to monitor progress through a combination of regular assessments and ongoing instructional activities. Students will spend approximately 40% of their time engaged in Tier 2 learning activities and 60% in Tier 3 interventions, including REWARDS, Lexia PowerUp, and individualized or small group lessons. During the first week of each month, students will be assessed using DIBELS Oral Reading Fluency to monitor growth and identify areas needing

additional support. In addition, students will use the READLive program to track progress in both fluency and comprehension. At the end of each academic quarter, data from these assessments and programs will be reviewed to determine which students are ready to exit services and which may need to begin or continue receiving support.

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?

Our team needs targeted professional learning to strengthen Tier 2 interventions. We currently serve a large number of students who are performing multiple grade levels below expectations and who are missing foundational skills.

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?

Our Professional Learning Communities (PLCs) help support teachers and students by creating a culture of collaboration focused on results. We meet weekly to share effective instructional practices and collectively analyze student achievement data. This process ensures that we develop a shared understanding of what students need to learn and how to measure that learning. Although PLCs have been around for a long time at Monticello, over the last two years, we have placed a heavier emphasis on improving their effectiveness. We are currently working on improving our common formative assessment analysis protocol and our data analysis protocol which should help us identify the effectiveness or our PLC work.

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?
    Starting in January of 2025, we hired Educational Excellence to provide support for our teachers to strengthen our PLCs and to improve tier 1 instruction. We have finished up building projection maps for all of our content teams and are currently working on developing unit maps for each unit.
    b. How will the professional development activities benefit the students receiving targeted assistance services?
    With consistent unit maps and strong data analysis, teachers will be able to pinpoint individual deficiencies and collectively provide intensive support and targeted assistance.

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.
    We have worked hard to build strong tier 1 strategies to support students culturally, behaviorally, and social-emotionally. Our teachers have been trained in trauma informed practices and understand the whole-child approach. We have added support beyond our school counselors. We have a behavior specialist, a substance abuse professional and outside health and wellness agencies working in our building to support students' well being. We are currently working with consultants to provide a strong PBIS approach across our building with an emphasis in improving Tier 2 and 3 support.

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

Reviewing our MTSS framework. We have put more time in implementing Tier 1 practices and now need to look at consistent tier 2 and 3 practices across the building.

3. How well do school and community systems interact to ensure continuity of support for students? Provide at least one example.
   We work closely with outside agencies such as CORE Health and Columbia Wellness to provide therapy services within the building which helps support families that have transportation issues and to ensure students do not miss extra school time.

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?
   Each year, our school district provides students, staff and families an opportunity to complete a climate and culture survey. We also utilize other surveys including a student connectedness survey (to measure the number of students that have at least one positive connection with a staff member) and a behavioral and emotional screener that our staff complete to identify students in need of support. Our families also take various surveys throughout the year to provide feedback on family engagement activities.

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)
   In the most recent Climate & Culture survey, we consistently scored above 80% for overall satisfaction in the five areas: belonging, optimism, pride, purpose and resiliency.

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?
      Our LAP interventionist meets regularly with our core literacy teachers. He is also a member of the ELA PLC teams that meet once a week. Together they discuss student placement, they discuss instructional strategies that can be reinforced in his LAP classes and they address concerns to address the needs of our students.
   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?
      The biggest challenge we have is ensuring students that are receiving additional services such as ELL and special education have an opportunity to also receive LAP services. The schedule will not provide for that in some instances. Our teachers meet to discuss these challenges to ensure proper placement of students. The two areas identified in WSIF were special education and ELL.
   c. How do you support transitions between grade spans?
      Our Learning Assistance Program is designed to be fluid, allowing students to move in and out of services based on ongoing progress monitoring and demonstrated growth. Each year, we look at a variety of assessments, teacher input and previous placement to identify students that require LAP services.
   d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?
      It depends on their schedule and the number of other services students are receiving. We provide additional math interventions for students that are not proficient on the state math assessment. We provide ELL support and support for students receiving special education services. If a student is receiving support in multiple areas, they will not have an

opportunity to take an elective class. We do work with the student and family to address this concern in hopes of finding a way to provide some elective choice.

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?
    One of our goals for family engagement is to maintain consistent and transparent communication about how our school system operates. We actively seek family feedback and encourage participation through our Site-Based Team and Parent Teacher Organization (PTO), fostering meaningful involvement in school decision-making and student learning.
    b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?
    We will utilize climate and culture survey data as well as other family survey results. We will look to increase the number of parents involved in both our site based team and PTO.

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?
   We consistently outperform other schools with similar demographics.
2. What top needs have emerged from multiple data sources?
   An area of focus would be towards supporting ELL and students receiving special services.
3. What disproportionalities exist among student groups?
   We have a high ELL and Students with disabilities population. Those two groups are not growing and improving at the same rate as our other student groups.
4. What root causes has your team identified for disproportionalities among student groups?
   Students lack of basic foundational skills in reading and math.
5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
   Strengthen core instruction including professional development on SIOP strategies and UDL.
6. How do identified needs impact each other?
   We do have several students that are in need of Tier 3 interventions that are already receiving support in ELL classes or special education classes. The master schedule can cause barriers to students needing Tier 3 support.
7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
   These would be long-term goals in order to have time and resources to train our staff
8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?
   Continue to strengthen tier 1 support through strong professional learning communities. Using data analysis protocols to determine interventions necessary to support students that are working below grade level and are missing key prerequisite skills.
9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?
   WIDA testing

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.
Click or tap here to enter text.

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

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.
Priority #1: Improved Tiered Support in Math and ELA (specifically for our EL and special education students) **Priority #2:** Improve attendance for all students **Priority #3:** Improve student connectedness as measured by Climate & Culture survey & student connectedness survey.

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
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* Teachers participate in one hour of PLC time each week, and all ELA and math teachers have a common daily preparation period designed to facilitate collaboration and alignment of instruction.
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	high-quality well-rounded education and to close educational achievement gaps.	Teachers receive intentional guided support designed to address the 4 questions of PLCs.Working with Educational Excellence, teachers are creating projections maps, unit maps and common formative assessments. They are conducting common formative assessment item analysis to strengthen unit lessons. Title funds are used to
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.	*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.* 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	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of the intervention curriculum for K–6 students.* LAP funds are used to hire a literacy intervention teacher and to provide resources for the reading intervention program. LAP funds are also used to support professional development for teachers to strengthen PLCs. The funds are used to hire Educational Excellence to deliver the intentional professional development to address the 4 PLC questions