

Consolidated School Improvement Plan 2024-25

NOTE: Planning Year 2024-25

Implementation 2025-26 through 2027-28

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

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Auburn Mountainview High School	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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: 405	Grade Span: 9-12th School Type: High School
Principal: Terri Herren	Building Enrollment: 1,617
School District: Auburn School District	F/R Percentage: 58.4%
Board Approval Date: September 2025	Special Education Percentage: 6.8%
Plan Date: June 2025	English Learner Percentage: 24.2%



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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

Choose an item.

Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Terri Herren - Principal	Kaitlyn Breidenbach - Literacy
Frank Ramirez - Assistant Principal	Erin Hall - Social Studies
Fawna Kuntzelman - Assistant Principal	Jennie Herrmann - CTE/Science
Jon Aarstad - Assistant Principal	Jessica Lee - Title 1/World Language
	Viktoria Schlagel - Math
	Elena Strizheus - Language Arts
	Sarah Erdmann - Parent/Leadership Teacher
	Laheeb Luay - Multiple Language Learners
	Camryn Singer - Student

Section 2b: Superintendent and School Board Directors

Please list by (Name, Title/Role)

Dr. Alan Spicciati (Superintendent)

Laura Theimer (School Board Director)

Valerie Gonzales (School Board Director)

Arlista Holman (School Board Director)

Shelly Combs (School Board Director)

Sheilia McLaughlin (School Board Director)

Date Plan Reviewed by Superintendent and School Board Directors: September 2025

Superintendent: _____ **Date:** _____

Signature of Approval

President Board of Directors: _____ **Date:** _____

Signature of Approval

Section 3: Vision and Mission Statement

Mission: At Auburn Mountainview we are confident, compassionate, and capable -- striving to “Make Every Day a Great Day at Auburn Mountainview.”

Vision: At Auburn Mountainview High School, students will emerge as confident, compassionate, and capable individuals who are equipped to succeed in a diverse and evolving world. Our students will graduate with a sense of purpose, the skills to achieve their goals, and the resilience to navigate future challenges. Together, we will create empowered citizens who contribute positively to society and pursue lifelong learning.

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

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

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

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

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

Student Populations

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

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?
Click or tap here to enter text.
2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?
Click or tap here to enter text.
3. What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.
Click or tap here to enter text.
4. **Title I, Part A, Schoolwide Program/LAP Requirement: Identification of Students**
 - a. **Please describe how you select students for tier 2/3 programs 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 identify students receiving tier 2/3 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

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
https://docs.google.com/document/d/1vj5vV3ExSu9nfMdedmql_2cOn6bM_-_H/edit?usp=sharing&ouid=113919019309463614342&rtpof=true&sd=true

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

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

Click or tap here to enter text.

3. **Title I, Part A, Schoolwide Program/LAP Requirement: 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 tier 2/3 support?

Click or tap here to enter text.

- b. How will the professional development activities benefit the students receiving tier 2/3 support?

Click or tap here to enter text.

Systems of Support

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

Click or tap here to enter text.

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

Click or tap here to enter text.

3. How did your school identify these areas of strengths and improvement?

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

6. **Title I, Part A, Schoolwide Program/LAP Requirement: Coordination and Transitions**

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

- a. How does your Title I Part A/LAP 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 falling 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?

At Auburn Mountainview High School, we are intentional in supporting students through each stage of their academic journey to ensure smooth transitions between grade levels and from middle school to high school.

Transition from Middle School to High School:

- **8th Grade Visitation (June):** All incoming freshmen visit AMHS to hear from administrators, counselors, teachers, and current students, offering a firsthand look at high school life.
- **Lion Pride Day (Late August):** Before the school year begins, students are invited to the building to pick up schedules, receive ID cards, get lockers, and connect with staff and peers.
- **Multilingual Family Nights (Fall & Winter):** Events such as ML Night and Afghan Night welcome and inform multilingual families about school expectations, supports, and community resources.
- **Lion Crew:** A peer mentorship program where upperclassmen support and guide underclassmen, helping them build relationships and adjust socially and academically.
- **Middle School Visit:** counselors go to our middle schools to introduce offerings and credit requirements before registration

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

- **Future Freshman Night (Spring):** Designed for current 8th graders and their families, this event introduces them to AMHS's academic programs, extracurricular activities, and key staff members, including teachers, counselors, and coaches.

Grade-Level Transitions and Ongoing Support:

- **Course Planning and Credit Guidance:** Each semester, counselors meet with students by grade level to review graduation requirements, plan future coursework, and ensure students stay on track.
- **Xello and SEL Curriculum:** Lessons are tailored by grade level to address students' academic, social, and career readiness needs.
- **AVID Program:** Select students in each grade participate in AVID, which develops college readiness skills such as note-taking, time management, and critical thinking.
- **College and Career Exposure:** Through our Career Center and AVID program, students access college visits, internships, business partnerships, and meetings with college reps and military branches to prepare for life after high school.
- **Academic Support and Credit Recovery:** SBA/SAT/ASVAB prep, Tutoring clubs, Extended Learning Program, Summer School
- **Family Engagement Strategies:** Open House, Multilingual Night, Afgan Night, Parent-Teacher Conferences, FAFSA Night.

Through these programs and intentional efforts, AMHS ensures that students and their families feel supported, informed, and prepared throughout each academic transition.

d. Are the students in your Title I Part/LAP program able to participate in electives/enrichment time that pique their interest?

Click or tap here to enter text.

7. Title I, Part A, Schoolwide Program/LAP Requirement: Parent and Family Engagement

a. How does your parent and family engagement strategy align to your Title I Part A/LAP program practices and strategies?

Click or tap here to enter text.

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

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

Evaluation Strategies

- **Surveys and Feedback Forms**
 - Distribute parent surveys after events (e.g., Family Night, conferences, multilingual events).
 - Use digital and paper formats to increase accessibility.
 - Include questions about clarity, relevance, and connection to school goals.
- **Participation & Attendance Tracking**
 - Monitor attendance data at events by demographic group (e.g., multilingual families, grade level).
 - Track repeat engagement to identify trends over time.
- **Focus Groups or Listening Sessions**
 - Host regular small-group conversations with diverse families to gather qualitative feedback.
 - Invite underrepresented voices (e.g., Afghan families, multilingual families, working parents).
- **Communication Response Rates**
 - Measure engagement with newsletters, Remind messages, emails, or other outreach platforms.
 - Track open/click-through rates or RSVPs to gauge communication effectiveness.
- **Staff Reflections and Debriefs**
 - Debrief with staff after events to reflect on attendance, engagement, and areas for improvement.
 - Use structured protocols to analyze what worked and what didn't.
 - Review Family Communication Logs with regards to frequency, type of communication and responsiveness to parent inquiries
- **Student Impact Data**
 - Analyze correlations between family engagement and student outcomes (e.g., attendance, grades, behavior improvements).
- **Translation/Interpretation Usage**
 - Track how often and where translation or interpretation services are requested and used to ensure language access is effective.

Indicators that Strategies Are Working

- Increased attendance and participation at events over time.
- Positive parent feedback and comments from surveys/focus groups.
- Greater diversity in parent engagement (language groups, socioeconomic backgrounds, etc.).

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

- Improved parent understanding of school systems and student academic requirements.
- More frequent two-way communication initiated by families.
- Increased student success and improvement in family-school relationships.
- Families reporting that they feel welcomed, informed, and included in decision-making.

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

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

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

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

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

5a.SY 2024–2025 SMARTIE Goal #1: Strengthen transparency in credit attainment and increase the graduation rate for all students, with targeted support for Multilingual Learners (MLs) and SPED students.

(ELA, Social Studies, Fine Arts, SPED) The percent of E’s and F’s for all students Semester 2 will decrease from 11.5% in 2024 to 5% in 2028, with the percent for ML students decreasing from 19.9% in 2024 to 9% in 2028.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**?

Data: IXL Diagnostic, content based assessments, classroom check-ins, teacher evals, PLCs

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

Mid-Year Results: all students will be able to use Can Do descriptors and will understand how to use success criteria to reach proficiency on formative and summative assessments

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

Administrators, Leadership Team, Content Leads, Title 1 Coordinators, SIP Committee

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

District Designated PLC meetings, School-wide PLC (3x year)

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

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

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
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<p>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</p> <p>What student groups will benefit and why?</p>	<p>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</p> <p>How will the impact on equitable learning or behavior change be measured?</p>	<p>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</p> <p>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</p> <p>Who else will be involved?</p>	<p>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</p>
<p>Activity/Action Step 1: All classroom teachers will use WIDA Can Do Descriptors to plan lessons and develop success criteria.</p> <p>August: Identify ML students and their levels</p> <p>Sept - Nov: Teachers become familiar with Can Do descriptors</p> <p>Equity Team Walk-Through: Observe and note culturally and</p>	<p>IMPACT:</p> <p>Fall & Winter IXL benchmark in all ELA classes</p> <p>Classroom/Content-based assessments</p> <p>Mid & Quarterly teacher analysis of grade data in PLC to inform instruction</p> <p>Formative assessments indicated measurable growth in ELs' ability to meet both language and content objectives,</p>	<p>September- June</p> <p>Progress will be reviewed at each grading period.</p> <p>February: mid-year review</p>	<p>Administrators</p> <p>Building Leadership Team- (Department Heads)</p> <p>PLCs</p> <p>Title I Coordinator</p> <p>SIP Committee</p> <p>ML Teacher Team</p>	<p>UNDERSTANDING BY DESIGN® FRAMEWORK BY JAY MCTIGHE AND GRANT WIGGINS</p> <p>WIDA Resources</p> <p>Professional development, Extended Day, Edgenuity, Summer School, Literacy support</p> <p>*August hours for professional development/teacher collaboration</p> <p>*Building Hours for professional development/Teacher</p>

<p>linguistically inclusive instructional practices.</p> <p>Dec - Jan: Teachers analyze assessments to determine accessibility for all students using the Can Do descriptors and use Can Do descriptors to develop success criteria for the assessment</p> <p>Feb - Mar: using the CAN DO descriptors to write success criteria for their sequence of lessons prior to the assessment and students use the success criteria to determine where they are in their learning</p> <p>April - June: Continue full implementation as described above; review and reflect to determine Year 2.</p>	<p>affirming the effectiveness of this targeted instructional approach.</p> <p>Implementation: School-wide PLCs at least 3 times to support implementation and review Classroom Walkthrough data</p> <p>Equity Team Walkthrough Data</p> <p>Connect Student Growth Goals to SIP</p> <p>Revise rubrics to include Success Criteria with CAN DO language (compiled in a shared department drive)</p> <p>Observational data and student work samples showed increased participation and</p>			<p>collaboration</p> <p>*Staff Meeting Time</p> <p>*PLC time</p>
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<p>Equity Team Year-End Reflection: Identify strengths and growth areas in instructional planning for belonging and multilingual learner support.</p>	<p>improved language use across content areas.</p>			
<p>Activity/Action Step 2: Intentional backwards planning based on standards with learning target and success criteria that clearly state the language expectations.</p> <p>August: build teacher background knowledge; rationale; expectations for classroom practice</p> <p>Sept - Nov: In PLCs, identify priority standards for upcoming units and highlight key language demands for multilingual learners.</p> <p>Unpack each priority standard into student-</p>	<p>IMPACT:</p> <p>Fall & Winter IXL benchmark in all ELA classes</p> <p>Classroom/Content-based assessments</p> <p>Mid & Quarterly teacher analysis of grade data in PLC to inform instruction</p> <p>Implementation:</p> <p>PLC agenda notes paired with admin observations of PLC in action¹</p> <p>Common assessments in shared-Google drive within Department</p>	<p>September - June</p>	<p>Administrators Building Leadership Team- (Department Heads) PLCs Title I Coordinator SIP Committee ML Teacher Team</p>	<p>UNDERSTANDING BY DESIGN® FRAMEWORK BY JAY MCTIGHE AND GRANT WIGGINS</p> <p>WIDA Resources</p> <p>Professional development, Extended Day, Edgenuity, Summer School, Literacy support</p> <p>*August hours for professional development/teacher collaboration</p> <p>*Building Hours for professional development/Teacher collaboration</p> <p>*Staff Meeting Time</p> <p>*PLC time</p>

<p>friendly learning targets aligned with WIDA or language development expectations.</p> <p>Dec - Jan: Plan formative assessments that directly measure both the content and language parts of your success criteria.</p> <p>Discuss scaffolds and supports in PLCs to help multilingual learners meet both content and language goals.</p> <p>Feb - Mar: Analyze student work together to check if learning targets and success criteria are leading to student success.</p> <p>Adjust success criteria or instructional supports based on common misunderstandings seen in multilingual learners' work.</p>	<p>Connect Student Growth Goals to SIP</p>			
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<p>April - June: Reflect in PLCs on the effectiveness of learning targets, success criteria, and language expectations across the year.</p> <p>Plan updates or improvements for the next school year to deepen support for multilingual learners through clearer language objectives.</p>				
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.
2. Click or tap here to enter text.

5b. SY 2024–2025 SMARTIE Goal #2: Strengthen transparency in credit attainment and increase the graduation rate for all students, with targeted support for Multilingual Learners (MLs) and SPED students.

(Science, Math, Phy, World Language, CTE Courses)

- The percent of E's and F's for all students Semester 2 will decrease from 11.3% in 2024 to 5.0% in 2028, with the percent for ML students decreasing from 18.1% in 2024 to 9% in 2028.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**?

Data: IXL Diagnostic, content based assessments, classroom check-ins, teacher evals, PLCs

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

Mid-Year Results: all students will be able to use Can Do descriptors and will understand how to use success criteria to reach proficiency on formative and summative assessments

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

Administrators, Leadership Team, Content Leads, Title 1 Coordinators, SIP Committee

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

District Designated PLC meetings, School-wide PLC (3x year)

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

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

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity/Action Step 1: All classroom teachers will use WIDA Can Do Descriptors to plan lessons and develop success criteria.</p> <p>August: Identify ML students and their levels</p> <p>Sept - Nov: Teachers become familiar with Can Do descriptors</p>	<p>IMPACT:</p> <p>Fall & Winter IXL benchmark in all math classes</p> <p>Classroom/Content-based assessments</p> <p>Mid & Quarterly teacher analysis of grade data in PLC to inform instruction</p>	<p>September - June</p> <p>Progress will be reviewed at each grading period.</p> <p>February: mid-year review</p>	<p>Administrators Building Leadership Team- (Department Heads) PLCs Title I Coordinator SIP Committee ML Teacher Team</p>	<p>WIDA Resources</p> <p>Professional development, Extended Day, Edgenuity, Summer School, Literacy support</p> <p>*August hours for professional development/teacher collaboration</p> <p>*Building Hours for professional development/Teacher</p>

<p>Equity Team Walk-Through: Observe and note culturally and linguistically inclusive instructional practices.</p> <p>Dec - Jan: Teachers analyze assessments to determine accessibility for all students using the Can Do descriptors and use Can Do descriptors to develop success criteria for the assessment</p> <p>Feb - Mar: using the descriptors to write success criteria for their sequence of lessons prior to the assessment and students use the success criteria to determine where they are in their learning</p> <p>April - June: Continue full implementation as described above; review</p>	<p>Implementation: School-wide PLCs at least 3 times to support implementation and review Classroom Walkthrough data</p> <p>Equity Team Classroom Walkthrough Data</p> <p>Connect Student Growth Goals to SIP</p> <p>Revise rubrics to include Success Criteria with CAN DO language (compiled in a shared department drive)</p> <p>EXAMPLE Observational data and student work samples showed increased participation and improved language use across content areas. Additionally, formative assessments indicated measurable growth in ELs' ability to meet both language and content objectives, affirming the effectiveness of this targeted instructional approach.</p>			<p>collaboration *Staff Meeting Time *PLC time</p>
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<p>and reflect to determine Year 2.</p> <p>Equity Team Year-End Reflection: Identify strengths and growth areas in instructional planning for belonging and multilingual learner support.</p>				
<p>Activity/Action Step 2: Intentional backwards planning based on standards with learning target and success criteria that clearly state the language expectations.</p> <p>August: build teacher background knowledge; rationale; expectations for classroom practice</p> <p>Sept - Nov: In PLCs, identify priority standards for upcoming units and highlight key language demands for multilingual learners.</p>	<p>IMPACT:</p> <p>Fall & Winter IXL benchmark in all ELA classes</p> <p>Classroom/Content-based assessments</p> <p>Mid & Quarterly teacher analysis of grade data in PLC to inform instruction</p> <p>Implementation:</p> <p>PLC agenda notes paired with admin observations of PLC in action</p>	<p>September - June</p>	<p>Administrators Building Leadership Team- (Department Heads)</p> <p>PLCs</p> <p>Title I Coordinator</p> <p>SIP Committee</p> <p>ML Teacher Team</p>	<p>UNDERSTANDING BY DESIGN® FRAMEWORK BY JAY MCTIGHE AND GRANT WIGGINS</p> <p>Professional development, Extended Day, Edgenuity, Summer School, Literacy support</p> <p>*August hours for professional development/teacher collaboration</p> <p>*Building Hours for professional development/Teacher collaboration</p> <p>*Staff Meeting Time</p> <p>*PLC time</p>

<p>Unpack each priority standard into student-friendly learning targets aligned with WIDA or language development expectations.</p> <p>Dec - Jan: Plan formative assessments that directly measure both the content and language parts of your success criteria.</p> <p>Discuss scaffolds and supports in PLCs to help multilingual learners meet both content and language goals.</p> <p>Feb - Mar: Analyze student work together to check if learning targets and success criteria are leading to student success.</p> <p>Adjust success criteria or instructional supports based on common misunderstandings seen</p>	<p>Common assessments in shared-Google drive within Department</p> <p>Connect Student Growth Goals to SIP</p>			
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<p>in multilingual learners' work.</p> <p>April - June: Reflect in PLCs on the effectiveness of learning targets, success criteria, and language expectations across the year.</p> <p>Plan updates or improvements for the next school year to deepen support for multilingual learners through clearer language objectives.</p>				
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1. Click or tap here to enter text.
2. Click or tap here to enter text.

5c. SY 2024–2025 SMARTIE Goal #3: Strengthen the culture and climate of our school.

The percentage of students who responded that they feel safe at school will increase from 48% in 2024 to 80% in 2028 as measured by the students CEE survey.

What data will be used to determine the extent to which the school is on track to meet this overarching goal?

Data: attendance reports, CEE Survey, Bullying/Harassment Building Survey

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

Mid-Year Results: increased positive feedback on surveys, increased attendance, evidence of relationship building in Lion Time classes

Who will monitor the progress of this overarching goal?

Administrators, Leadership Team, Content Leads, Title 1 Coordinators, Counselors, Lion Time teachers, SIP Committee

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

Biannual Equity Walkthrough, Yearly Building Climate Survey, CEE Survey (every 2-3 years)

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

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

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
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Commented [1]: Revised Goal 3: Strengthen the culture and climate of our school to ensure a safe, inclusive, and affirming environment for all students, staff, and families, especially those from multilingual and multicultural backgrounds
We will create a school culture where every student and staff member feels safe, valued, and respected. This includes increasing staff capacity for cultural humility, multilingual family engagement, and equitable practices that reflect and honor the linguistic and cultural diversity of our ML population, including Afghani and Hispanic students who are overrepresented in our "at-risk" attendance and course failure data.

Commented [2]: Revised Goal 2: Increase student attendance through culturally responsive and language-accessible engagement strategies, with a focus on reducing chronic absenteeism among Multilingual Learners
We will improve regular attendance across all student groups by addressing systemic barriers and increasing family-school partnerships, with particular attention to ML students, whose regular attendance rate is currently 44.5%—below the school-wide rate of 50.9%. This includes implementing culturally relevant communication, home-language outreach, and targeted attendance supports for ML families.

<p>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</p> <p>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity/Action Step 1:</p> <p>Lion Time teachers, in collaboration with counselors, will intervene and support students with attendance issues in all their classes.</p> <p>August: Research on attendance and its effects on grades; Use of school-wide planners; Equity Team Focused Goals</p> <p>Sept - Nov: Identify the root causes of absenteeism for your</p>	<p>IMPACT:</p> <p>Attendance reports, including reports for at-risk students, ML students, students with IEPs</p> <p>CEE Survey 2026</p> <p>Building Survey about Bullying and Harassment</p> <p>Implementation:</p> <p>PLC agenda notes paired with admin</p>	<p>September - June</p> <p>Progress will be reviewed at each grading period.</p> <p>February: mid-year review</p>	<p>Administrators</p> <p>Building Leadership Team</p> <p>Content Leads</p> <p>PLCs</p> <p>Title I Coordinator</p> <p>Counselors</p> <p>SIP Committee</p>	<p>Professional development, Extended Day, Edgenuity, Summer School, Literacy support</p> <p>*August hours District Designated Day</p> <p>*Principal Hours for professional development/teacher collaboration</p> <p>*Building Hours for professional development/Teacher collaboration</p> <p>*Staff Meeting Time</p> <p>*PLC time</p>

<p>students; Lion Time rosters with absentees & create SMART attendance goal; Equity Team Walk-Through: Representation & Inclusion</p> <p>Dec - Jan: Advisory mentorship & relationship building in Lion Time; Lion Time rosters with absentees & monitor SMART attendance goal; Equity Team Walk-Through: Student Engagement & Relationships</p> <p>Feb - Apr: Advisory mentorship & relationship strengthening in Lion Time; Lion Time rosters with absentees & monitor SMART attendance goal; Equity Team Walk-Through: Curriculum & Instruction</p>	<p>observations of PLC in action</p> <p>Parent/Guardian Log</p> <p>Connect Student Growth Goals to SIP</p> <p>Addressing systemic barriers and increasing family-school partnerships, with particular attention to ML students by:</p> <p>1. Auditing ML Student Access and Outcomes</p> <p>Review data on course enrollment, discipline, and extracurriculars for ML students.</p> <p>Identify disparities and share findings with staff for action planning.</p> <p>2. Ensure Language Access Across the School</p> <p>Translate all school-wide communications</p>			
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<p>May - June: Lion Time rosters with absentees & reflection on SMART attendance goal; Equity Team reflection and needs assessment for next year: Action & Accountability</p>	<p>into top home languages.</p> <p>Provide interpreters for meetings and events.</p> <p>3. Train Staff in Inclusive Practices</p> <p>Deliver PD on scaffolding and culturally responsive instruction for ML students.</p> <p>Support co-teaching or push-in ESL models where possible.</p> <p>Increasing Family-School Partnerships (ML Families) by:</p> <p>1. Improve Home-School Communication</p> <p>Use translation tools or bilingual staff for two-way communication with ML families.</p>			
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	<p>Send all messages in families' home languages.</p> <p>2. Host Inclusive Family Events</p> <p>Offer multilingual family nights with childcare, food, and interpretation.</p> <p>Hold events at flexible times and formats (in-person/virtual).</p> <p>3. Involve ML Families in Decision-Making</p> <p>Invite ML parents to join advisory groups or planning teams.</p> <p>Conduct translated family surveys to gather input and assess needs.</p>			
<p>Activity/Action Step 2:</p> <p>All teachers will use and support student use of school-wide planners.</p>	<p>Impact:</p> <p>Student Planner Checks</p> <p>SMART Goals in planner</p>	September - June	<p>Administrators</p> <p>Building Leadership Team</p> <p>Content Leads</p> <p>PLCs</p>	<p>Professional development, Extended Day, Edgenuity, Summer School, Literacy support</p> <p>*August hours for</p>

<p>August- Planner distribution & usage training</p> <p>Sept -Nov: bi-monthly planner checks with grades</p> <p>Dec - Jan: bi-monthly planner checks with grades</p> <p>Feb - Apr: bi-monthly planner checks with grades</p> <p>May - June: bi-monthly planner checks with grades</p>	<p>Implementation:</p> <p>21st Century Skill grading category for planner checks</p> <p>Teacher Self-Reflections</p> <p>Equity walk-through checklist Results</p> <p>AVID walk-through checklist</p>		<p>Title I Coordinator</p> <p>Counselors</p> <p>SIP Committee</p>	<p>professional development/teacher collaboration</p> <p>*Building Hours for professional development/Teacher collaboration</p> <p>*Staff Meeting Time</p> <p>*PLC time</p>
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.
2. Click or tap here to enter text.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education (0100)	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Core classroom teachers, and paraprofessionals.</i> Click or tap here to enter text.
Title I, Part A (51xx)	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<i>Cover the cost of teachers supporting students in LA and Math</i>
School Improvement (OSSI) (5189)	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	<i>Example: As described in OSSI grant, paraprofessional to support students at risk or not meeting state academic/graduations requirements.</i> Click or tap here to enter text.
Title III (64xx)	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.
Learning Assistance Program (LAP) (55xx)	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	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i>

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	not meeting, state/local graduation requirements	Click or tap here to enter text.
Local Funds (0101-01xx)	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.

[AMHS 2024-2025 ASD SIP Planning Document](#)