



Strategic School Improvement Planning 2025-2026
for
Mountain View Middle School
Sumner-Bonney Lake School District

Our Promise:

Our promise in the Sumner-Bonney Lake School District is to **know, value, and support** every student, helping them **graduate ready** to pursue a **promising future**. The SBLSD promise comes with a commitment to promote a district culture of **fair and inclusive practices**, where each student receives **equitable access** to the opportunities, resources and supports to **succeed and thrive**. Achieving this commitment honors our deeply held belief that **EQUITY** is achieved when each student receives what they need to graduate prepared for success after high school.

Our plan incorporates an emphasis on the following characteristics of highly effective schools:

- Clear and Shared Focus
- High Standards and Expectations
- Effective School Leadership
- High Levels of Collaboration and Communication
- Curriculum, Instruction and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning Focused Professional Learning
- Supportive Learning Environment
- High Level of Community and Parent Involvement

Stakeholder Involvement

Our plan has been reviewed and endorsed by the following:

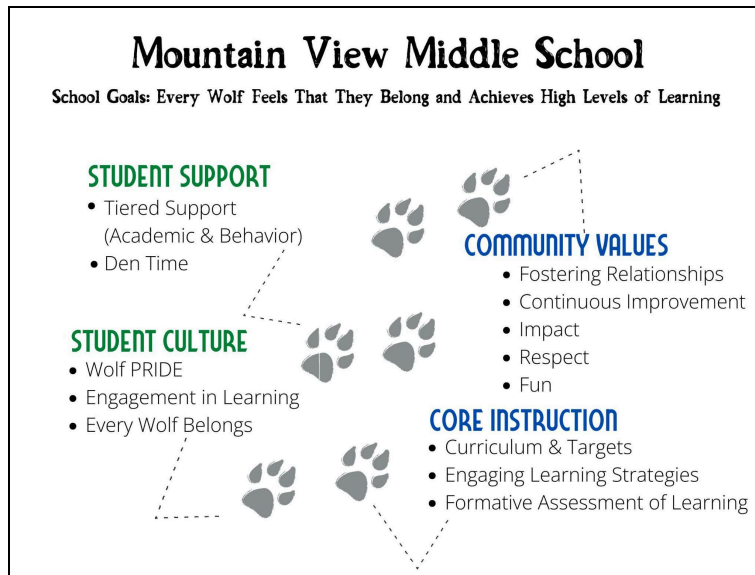
| Phase: | Date(s): | Persons Involved: | Notes: |
|-----------------|---------------------|--|--------|
| Data Analysis | Aug 2025 | Whole Staff | |
| Develop/Refine | August- November | Leadership Team, PLCs and Administration | |
| Staff Review | November | Leadership Team, PLCs | |
| Parent Review | November 19 | PTO Meeting | |
| District Review | | | |

WSIF Cycle 3 Identification

Support Status: Support Tier 2: Targeted EL Progress

The staff of Mountain View Middle school are committed to becoming a team that is grounded in common goals and values and to maintaining a student focused culture. Our primary goals as a school are to be a place where every Wolf belongs and for all students to achieve high levels of learning.

As a staff we have further defined “All Students” and “High Levels of Learning” to indicate all students are expected to be functioning members of society learning priority grade level standards (Ken Williams, Solution Tree).



Wolf Tracks

The “Wolf Tracks” are a visual outline of the strategies we believe will support the success of our students socially, emotionally & academically. The three elements: Core Instruction, Student Culture & Student Support have shifted slightly in the last seven years and currently represent the high leverage actions we are taking as a school to respond to the unique needs of our students as they return to full-time in person learning.

Core Instruction: The action items under core instruction mirror the essential questions of PLCs and are the basic foundation of teaching and learning. While the bulk of this work is done among the PLC, full staff activities to engage in improving practice, such as walk-through and formal observation feedback centered in these areas, also support our continued growth as a school.

While the topic of “core instruction” is quite broad and encompasses all areas of teaching and learning, the staff at MMS are engaging in professional learning and implementing instructional practices focused on:

- SIOP Instructional Model
- Engaging learning strategies that support movement and discourse including “Building Thinking Classrooms.”
- Increasing independence in rigorous reading and writing tasks.
- Utilizing formative assessment to determine needs for differentiated instruction.

Student Culture: The three elements under student culture are a partnership between students and staff to create a place where all students can find success. Our core character traits: Prepared, Responsible, Integrity, Determination and Excellence are the anchors to our PBIS system and are used to recognize and reinforce student commitment and engagement in their learning. Finally, we strive to be a place where every Wolf belongs through intentional programs and activities, embracing and celebrating diversity and creating an emotionally safe environment for all.

Student Support: We are in our seventh year of a middle school model for tiered academic intervention in reading and math. We are currently utilizing a full class model for Tier 2/3 academic interventions and have committed to using the new curriculum platforms of Math 180 and Read 180 to support students who are two or more grade levels behind. A shift in the 2025-2026 school year will be to increase Tier II instruction within the “Peer Group” and “Differentiated Day” structures of our Math and ELA curriculum. We are also focusing on our tiered system of behavior support including the development of a Tier II system in the 25-26 school year.

Staff Values: Our staff value focus this year “Continuous Improvement” and “Impact” with professional learning designed to strengthen PLC practices to develop collective efficacy and improve student learning.

Where are we now?

The Sumner-Bonney Lake Strategic Plan guides the work of school improvement plans. By adhering to the goals embedded within the plan, we achieve district-wide alignment, maintain a focus on data-driven analysis, and set a clear direction for the individual needs of each building.

Administrators lead this work by conducting a **comprehensive needs assessment** involving input from a wide range of stakeholders including staff, students, families, and community members. Based on an extensive review of data, each building is responsible for identifying goals that support the strategic plan. Evidence-based practices are selected to make sure each goal is properly executed with measurable outcomes. To monitor the effectiveness of implementation, buildings will engage in cycles of continuous improvement and monitor and adjust accordingly.

Below is a summary that highlights the strengths and areas for improvement related to goals in the strategic plan.

| Comprehensive Needs Assessment | |
|--|--|
| <u>Content Area:</u> | <u>Summary of Data Analysis</u> |
| <p>Literacy</p> <p><u>Connected Goal Areas:</u></p> <p><i>Goal 1: Success in the Early Years</i></p> <p><i>Goal 3: Academically-Prepared Critical Thinkers</i></p> <p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p> | <p>Data Analysis Process</p> <ul style="list-style-type: none"> ● All school staff engaged in analyzing SBA data at the overall proficiency rates, subgroups proficiency rates and compared cohort data over time. ● ELA teachers and administration have engaged in analyzing SBA target data in addition to the overall school wide data analysis. ● In conjunction with examining the academic data, staff reviewed CEE data that directly correlates with student and staff perceptions related to academics. <p>Data Analysis - Schoolwide</p> <ul style="list-style-type: none"> ● Overall pass rate for 6th grade was 68%. This was 19% above the state average and above the district average by 3%. This is also an increase of 12% at the grade level over the last three years. ● Overall pass rate for 7th grade was 70%. The 7th grade cohort showed 5% growth from the previous year’s SBA scores. This was 17% higher than the state average but 4% lower than the district average. This is also an increase of 10% at the grade level over the last three years. ● 8th Grade proficiency rate was 64%. The cohort improved by 1% between 7th and 8th grade year and 7% since 6th grade. This was 13% higher than the state average and 7.6% lower than the district average. While this was a bump of 10% at 8th grade between the 23-24 and 24-25 school year, that cohort was very impacted and this rate of proficiency is stagnant with the 2022-2023 school year. <p>Data Analysis- Sub Groups</p> |

- Females scored higher than males at all three grade levels. The largest discrepancy is proficiency was at 7th grade, where females out performed males by 9%.
- ML Students Proficiency Rates (significantly lower than grade level proficiency)
 - 33%- 6th Grade
 - 35% - 7th Grade
 - 5%- 8th Grade
 - 24% - Overall Proficiency
- IEP Students Proficiency Rates (significantly lower than grade level proficiency)
 - 18%- 6th Grade
 - 21%- 7th Grade
 - 17%- 8th Grade
 - 19%- Overall Proficiency
- Hispanic Students (previously an area of focus for MMS)
 - 6th- 71% (as compared to 68% grade level)
 - 7th- 59% (as compared to 61% grade level)
 - 8th- 51% (as compared to 64% grade level)
 - 60%- Overall Proficiency

Data Analysis- WIDA

- 39/52 students showed growth on the WIDA
- 25 students had composite scores in the “Emerging” or “Bridging” category
- 8 students regressed from the previous year’s assessment
- 1 student exited based on a proficient ML

Student & Staff Perception Data that Directly Correlates with Academics and/or Collective Efficacy

- “I believe that all students can meet state standards.” - 75% (Staff)
- “My teacher(s) expect all students to succeed, no matter who they are.”- 81% (Students)
- “My teacher tells me the purpose of the lesson or activity”- 46%

Summary Analysis

Our students continue to make progress on Language Arts assessments, yet overall achievement has not fully rebounded to pre-pandemic levels. This is most evident among students with Individualized Education Plans (IEPs) and Multilingual Learners (MLs), who continue to perform below grade-level expectations.

For students with IEPs, many are enrolled in foundational or co-teach courses that provide substantial scaffolding and support. While this structure helps students access the curriculum, it may also limit opportunities for independent skill application. The noticeable gap between classroom grades and state assessment results suggests a need to expand authentic, independent practice experiences that better prepare students for standardized measures.

At the same time, teachers are continuing to strengthen their instructional practices to support ML students—balancing the development of language proficiency with the pursuit of grade-level standards. Throughout the 2024–25 school year, all ELA and Science teachers

participated in a SIOP-focused PLC to enhance strategies for integrating language development across content areas. Despite this effort, discrepancies remain between in-class achievement and performance on state assessments. This may stem from the emphasis on scaffolds and modifications that bolster success in daily learning but don't always align with the demands of standardized assessments.

A particular area of focus for ML support involves ensuring that students receive not only embedded language assistance within content classes but also explicit instruction targeting foundational language acquisition. The upcoming use of WIDA preparation materials is expected to address this need and strengthen the connection between classroom success and measurable language growth on standardized assessments.

Mathematics

Connected Goal Areas:

Goal 1: Success in the Early Years

Goal 3: Academically-Prepared Critical Thinkers

Goal 4: Elimination of Disparities in Student Access and Success

Data Analysis Process

- All school staff engaged in analyzing SBA data at the overall proficiency rates, subgroups proficiency rates and compared cohort data over time.
- Math teachers and administration have engaged in analyzing SBA target data in addition to the overall school wide data analysis.
- In conjunction with examining the academic data, staff reviewed CEE data that directly correlates with student and staff perceptions related to academics.

Data Analysis - School Wide

- Overall pass rate for 6th grade was 55%, this was the highest proficiency rate for all three grades. This was 14% above the state average and 1% higher than the district average.
- Overall pass rate for 7th grade was 52%. The 7th grade cohort showed 2% growth from the previous year's SBA scores. This was 9% higher than the state average and 4% lower than the district average.
- 8th Grade proficiency rate was 48%. The cohort's overall success decreased from 7th to 8th grade by 3%. This was 9% higher than the state average and 6% lower than the district average.

Data Analysis- Sub Groups

- Males scored higher than females in all 3 grade levels. Most notably 61% of 6th grade males reached proficiency while only 49% of female 6th graders met proficiency.
- ML Students Proficiency Rates (lower than grade level proficiency)
 - 33%- 6th Grade
 - 14% - 7th Grade
 - 14%- 8th Grade
- IEP Students Proficiency Rates (significantly lower than grade level proficiency)
 - 11%- 6th Grade
 - 9%- 7th Grade
 - 21%- 8th Grade
- Hispanic Students (previously an area of focus for MMS)
 - 6th- 42% (as compared to 55% grade level)
 - 7th- 40% (as compared to 52% grade level)

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| | <ul style="list-style-type: none"> ○ 8th- 41% (as compared to 48% grade level) <p>Student & Staff Perception Data that Directly Correlates with Academics</p> <ul style="list-style-type: none"> ● 45% of students identified that the purpose of the lesson was clearly communicated. 74% of staff indicated that this is, at minimum, “often true” ● 38% of staff say that they personalize learning for students. Likewise, 58% of students say their teacher finds ways for them to learn things they find difficult and 50% of students indicate that they are challenged by interesting activities (this is an increase from the previous year). <p>Summary Analysis</p> <p>Students continue to experience challenges in meeting grade-level expectations in mathematics. While learning loss from the pandemic amplified these gaps, performance data indicates that math proficiency has been an ongoing area of need for many years.</p> <p>Our teachers remain committed to delivering high-quality Tier I instruction and implementing our instructional framework with consistency. However, comparisons between SBA results and classroom grades reveal a disconnect—many students earn solid grades yet fall short on state assessments. In response, staff have worked collaboratively to analyze assessment data and refine their understanding of key standards. Interim assessments aligned to each unit have provided valuable insight into student progress, revealing that while some students demonstrate short-term mastery, they often struggle to retain concepts or meet the rigor required for state-level proficiency.</p> <p>To meet the diverse needs of our learners, we had previously expanded our math supports, including intervention programs, developmental math courses, co-teaching models, and honors options for advanced students. Despite these targeted efforts, students in our foundational-level courses continue to show limited gains on state assessments. While classroom performance has improved, many still have difficulty transferring their learning to demonstrate true grade-level mastery. As a result of this data, we have transitioned to two levels of math at the 7th and 8th grade levels.</p> <p>While subgroup performance remains a key focus, our broader priority continues to be strengthening Tier I instruction through the consistent implementation of our new math curriculum and ensuring all students have access to high-quality, grade-level learning experiences. Additionally our math teachers are increasing their competency in delivering in class Tier II instruction through the differentiation lessons incorporated in the math curriculum.</p> |
| <p>Discipline</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p> | <p>Data Analysis Process</p> <ul style="list-style-type: none"> ● All school staff engaged in analyzing student management data including suspension rates and major behavior referrals. Staff also examined the disparities in data amongst sub groups. <p>Data Analysis- School Wide</p> |

- 12% of students received “major” referrals. (Major= office managed and could be either an out of class/administrator handled incident or a class removal for disruptive behavior that impacted the learning environment). This is a decrease of 4% from the previous school year.
- 7th grade students (currently 8th grade students) had the largest number of referrals with a total of 678 major/minor referrals. The other two grades combined for 498 referrals.
- There were 140 school exclusions in the 24-25 school year which is a very slight decrease from the year prior (139).
 - 75 students make up the 140 school exclusions.
 - 30 of the school exclusions incidents were for physical aggression and 23 were for fighting.
 - There were 12 incidents of drinking/drugs on campus that resulted in school exclusion.
 - Male students have a significantly higher risk rate (3.031 Males vs. .33 females) based on rate of exclusion.

Data Analysis- Sub Group

- 14% of all referrals were students with IEPs
 - Of the 20 IEP students that did receive major referrals, 17 of them were males.
 - 3 male students who qualified for Social/Behavior IEPs through the course of the school year made up 117 of the total major/minor referrals. They are factored into IEP data however were not receiving SDI until Semester 2.
- 15 of those students were IEP students and 8 of those students were on a 504.
- 12 of the incidents of school exclusion were students in “Connections” including 6 incidents of physical aggression.
- Black, Hispanic, Pacific Islander and Multiracial students have a higher risk rate than White students.

Data Analysis Summary

Student behavior at the middle level continues to reflect the evolving challenges of the post-pandemic era. Through focused professional learning, staff have deepened their understanding of how to effectively support students’ behavioral, social, and emotional needs. We have implemented systems and resources designed to provide consistent, compassionate, and restorative responses to student behavior. While we continue to see areas for growth, our collective commitment and collaboration are yielding important insights and gradual improvements. Recognizing that meaningful change takes time, we will continue to strengthen our tiered systems of support, making thoughtful adjustments to enhance their effectiveness and ensure all students are met with the care, structure, and opportunities they need to thrive.

Social-Emotional

Connected Goal Area:

Data Analysis Process

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| <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p> | <ul style="list-style-type: none"> ● All school staff engaged in analyzing student CEE data that pertained to our two school wide goals: high levels of academic learning for all students and being a school where every Wolf feels that they belong. ● Administrators and counselors reviewed CEE data combined with our quarterly student “check in” data to gauge the feeling of physical and emotional safety of students throughout the school year. <p>School Wide Analysis</p> <ul style="list-style-type: none"> ● Although in small increments, the CEE student perception data was trending up in many areas. ● 85% of students answered positively to the question: “In this school there is at least one adult who knows and cares about me. (This is an increase of 2%) ● 60% of students indicate that they feel safe at school. This is lower than was indicated on the quarterly student surveys given throughout the year and 1% higher than the previous year and an increase of 6% in two years. ● 26% of students said students at MMS treat each other respectfully which is a decrease of 1% ● 92% of students indicated knowing school expectations in the TFI. ● 93% of students indicated having received recognition for meeting Wolf PRIDE expectations. (TFI) <p>Summary Analysis</p> <p>Students report feeling cared for by staff, understanding school expectations, and feeling celebrated for their efforts and achievements. These positive perceptions reflect the intentional work staff have done to build strong relationships with students. Strategies such as greeting students at the door and implementing the 2x10 relationship-building approach have helped ensure that every student has a meaningful connection with an adult at school, and this focus is clearly paying off in the data and in daily interactions.</p> <p>In addition, advisory lessons continue to reinforce the school’s core values through the <i>Wolf PRIDE Challenge of the Week</i> and community circles centered on respect, belonging, and shared responsibility. These efforts have contributed to a supportive and connected school culture.</p> <p>An area for continued growth involves strengthening students’ sense of safety—though data sources provide mixed evidence in this area—and deepening respect among peers. A next step will be to explore more deeply how students define and experience respect within peer relationships, to better align school practices with their perspectives and needs.</p> |
| <p>Attendance:</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p> | <p>Data Analysis Process</p> <ul style="list-style-type: none"> ● Last year as a team, the attendance secretary, administrators/counselors reviewed attendance data monthly to determine which students were having chronic or severe absenteeism. <p>School Wide Analysis</p> |

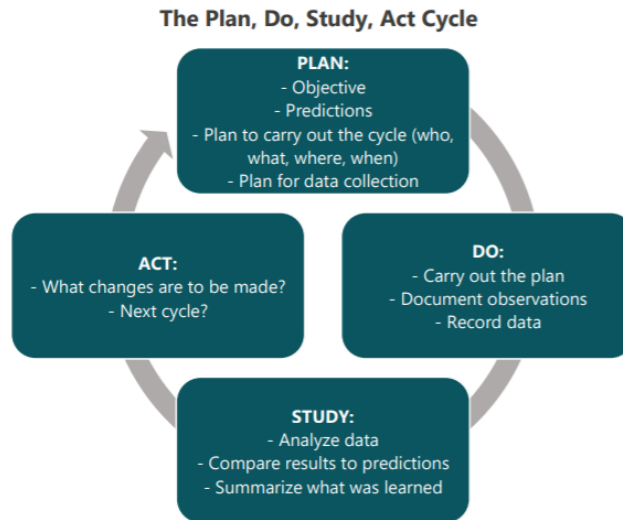
- The average daily attendance is at 91% - this has been relatively consistent over the last 3 years.
- 71% of students have 2 or fewer absences per month on average. There is a steady decline through the grade levels with 6th grade being the highest at 75% and 8th grade dropping to 68%.
- 60% of Low Income and Homeless students miss less than 2 days per month which is a 11% difference from the combined rates.

Summary Analysis

- This last year, we participated in community engagement boards and utilized the barrier to attendance protocol in working with students and families.
- We have focused on providing individualized support for students by engaging parents, providing additional social/emotional support, incentivizing improved attendance, etc.

What's the process we'll use to determine effectiveness?

After schools complete a comprehensive review of building based data, goals will be firmly established. Goals will include benchmarks for learning, frequently measure progress toward established targets, and determine next steps in order to improve instructional practice and student learning. A results-oriented cycle of inquiry will be implemented to provide buildings with a framework for continuous improvement.



Source: OSPI Academic and Student Well-Being Plan: Planning Guide 2021

| Goal: Table of Contents | | | |
|--------------------------------|--|---|---|
| # | Strategic Plan Goal Title | Measure of Student Progress | Equity Looks Like |
| 1 | <u>K-12 Common Goal</u> Goal 4: Elimination of Disparities in Student Access and Success | 4C. Percent of students with suspensions and expulsions | Every Student, regardless of background or circumstance, is assured of non-prejudicial treatment and needs-based resources to meet cognitive and behavioral expectations. |
| 2 | <u>K-12 Common Goal</u> Goal 4: Elimination of Disparities in Student Access and Success | 4B. Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps in literacy | |
| 3 | <u>Grade Band Common Goal</u> Goal 4: Elimination of Disparities in Student Access and Success | 4B. Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps in mathematics | |
| 4 | <u>Grade Band Common Goal</u> Goal 2: Nurtured, Engaged, and Empowered Students | 2B: Percent of students with positive perceptions of safety, academic support, academically-focused learning environment, and teacher-student trust | Every student receives fair treatment, and personalized support essential for their social-emotional growth and cognitive development. |
| 5 | <u>School Specific Goal</u> Goal 2: Nurtured, Engaged, and Empowered Students | 2C. Percent of students with access to emotional, behavioral, mental, and physical health supports | |

On the following pages, continuous improvement plans are outlined for the K-12 Common Goal, the Grade Band Common Goal and, if applicable, the School Specific Goal for the 25-26 school year.

K-12 Common Goal: Measure of Student Progress #1

4C. Percent of students with suspensions and expulsions.

Identified Challenge: While suspensions address immediate behavioral concerns, they do not effectively support long-term behavior change or positive student outcomes. For middle school students, exclusionary discipline can hinder academic progress, decrease connection to school, and negatively impact attendance, sense of belonging, and peer relationships.

Theory of Action: If staff continue to strengthen tiered behavior supports, intentionally build positive relationships and implement restorative practices, then students will demonstrate improved behavior, stronger peer respect, and a greater sense of safety and connection—leading to fewer behaviors resulting in suspension.

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| <p>Schoolwide Student Goal(s):</p> <p><i>S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)</i></p> | <p>By June 2026, the school will reduce the number of behavior incidents resulting in suspension by 25% from the 2024–25 baseline.</p> |
| <p>Highest Leverage Subgroup Student Goal(s):</p> <p><i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i></p> | <p>By June 2025, the school will reduce by 50% the number of male students with an IEP who are removed from class due to a major referral or suspension, as compared to the 2023–24 school year baseline.</p> |

How will we get there?

| <p>Evidence-Based Practices</p> <p><i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i></p> | | <p>Monitoring of Evidence-Based Practices</p> <p><i>What data will be reviewed, when, and by whom to determine evidence of student learning resulting from the practice? What resources are needed?</i></p> | |
|--|--|--|--|
| <p>PBIS Schoolwide</p> | <p>Implement clear, schoolwide behavior expectations with consistent routines, positive reinforcement, and reteaching across all settings. Use common language aligned to the school’s PBIS framework.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> Professional learning and implementation of PROMPT Implementation of common classroom expectations (created in 24-25 school year) | <p>Data Measures: Various</p> <ul style="list-style-type: none"> Quarterly SWIS Data Tier 1- TFI Teacher survey on implementation of PROMPT and consistency to the common class expectations (2 times per year) <p>Timeframe: Ongoing (August-June)</p> <p>Lead: Brett McDaniel & Grade Level Coordinators</p> <p>Resources: Grade Level Coordinators and Staff Meeting</p> | |

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| <p>Practice #2 <i>Special Education</i></p> | <p>Strengthen Tier II and Tier III behavior supports by implementing evidence-based interventions such as Check-In/Check-Out (CICO) and Check & Connect to build positive adult relationships, increase accountability, and improve behavioral outcomes for students receiving special education services.</p> | <p>Data Measures: Various</p> <ul style="list-style-type: none"> ● CI/CO 6 Week Data (Tier II) ● Tier III progress monitoring data ● Quarterly SWIS review <p>Timeframe :September-June</p> <p>Leads: Brett McDaniel & Amy Montgomery</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Special Education Team Meetings, ● Counseling Team Meetings |
| <p>Practice # 3 Push-In Behavior <i>Schoolwide</i></p> | <p>Implement a push-in behavior support model that provides real-time assistance to teachers, allowing them to facilitate impromptu restorative conversations with students in the moment to address behavior, repair relationships, and maintain classroom learning time.</p> | <p>Data Measures:</p> <ul style="list-style-type: none"> ● End of Semester and End of Year Teacher Perception Survey Re: Implementation with Restorative Convo (learned in previous year) <p>Timeframe: September- June</p> <p>Lead: Amy Montgomery</p> <p>Resources: Various</p> <ul style="list-style-type: none"> ● Campus Safety Officers ● Restorative Practices Training (Pack Meeting) |

Mid-Year Reflection

This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3: (If added)

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection

This section is a summary reflection on end-of-year findings.

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3: *(If added)*

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

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K-12 Common Goal: Measure of Student Progress #2

4B: Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps **in literacy.**

Identified Challenge: While student achievement in ELA continues to show growth across most grade levels, overall proficiency remains below target benchmarks, particularly in the areas of reading comprehension, critical analysis, and writing. Many students are still developing foundational literacy skills and struggle to engage deeply with complex texts. Current instructional practices are not yet consistently differentiated or rigorous enough to meet the full range of student abilities and learning needs. To accelerate progress and close remaining gaps, we must strengthen instructional strategies, ensure alignment to the depth of knowledge required by state standards, and provide engaging, high-quality learning experiences that promote critical thinking and mastery of grade-level expectations.

Theory of Action: If teachers implement the Savvas ELA curriculum with fidelity and integrate SIOP strategies to create language-rich, student-centered classrooms, while fostering independence in reading, writing, and critical thinking, then instruction will become more engaging, responsive, and aligned with the rigor of state standards. By emphasizing close reading, academic vocabulary, and meaningful student discourse, teachers will promote deeper comprehension and analytical thinking. As a result, students will take greater ownership of their learning, demonstrate increased confidence and skill in interpreting and responding to complex texts, and show measurable growth in literacy achievement across all grade levels.

Schoolwide Student Proficiency Goal(s):

S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)

MMS Achievement Goal: 80% of students at each grade level will meet proficiency on the SBA Language Arts assessment in 2026.

Highest Leverage Subgroup Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

All ML students will demonstrate growth on the WIDA in February of 2026. The rate of growth necessary is based on each students' baseline data. The range for growth is .4-1.0 growth.

How will we get there?

Evidence-Based Practices

What evidence-based "measurable" practices will you implement in order to have an impact toward reaching this goal?

Monitoring of Evidence-Based Practices

*What data will be reviewed, when, and by whom to determine evidence of **student learning** resulting from the practice? What resources are needed?*

Practice #1
Schoolwide

Implementation of Savvas Curriculum

Data Measures: Staff Survey
Timeframe: August-June
Lead: Amy Montgomery & Allison Kilmer

| | | |
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| | <ul style="list-style-type: none"> ● Emphasis on complex text, close reading, writing to sources and academic and concept vocabulary. ● Utilize peer group learning to increase student discourse while also shifting away from teacher directed instruction. ● Increase the numbers of writing tasks and independent reading expectations. | Resources: <ul style="list-style-type: none"> ● Savvas Curriculum and Framework ● Professional Learning- District ● PLC |
| Practice #2 Subgroup | Schoolwide Implementation of SIOP Strategies <ul style="list-style-type: none"> ● Use instructional coaching cycles with targeted feedback tied to specific SIOP features. (Volunteer- Cross Content) ● Require lesson plans to include explicit language objectives alongside content objectives. (ELA and Science) ● Use PLCs to design lessons that integrate SIOP strategies in Language Arts and content areas. (Social Studies) | Data Measures: Various <ul style="list-style-type: none"> ● Fidelity Walkthroughs ● Staff Survey ● Grades and Assessment Data Timeframe: August-June Lead: Amy Montgomery & Jesse Reeh Resources: Various <ul style="list-style-type: none"> ● Pack Meeting - Professional Learning ● Push-In Academic Support (ML TOSA) ● Para Educator Support |
| Practice #3 Subgroup | Create model classrooms where SIOP strategies are demonstrated and observed by peers. <ul style="list-style-type: none"> ● 8th Grade Science ● 7th Grade Science | Data Measures: Various <ul style="list-style-type: none"> ● Feedback from participating teachers ● Grade and Assessment Data Timeframe: September-May Lead: Jesse Reeh Resources: <ul style="list-style-type: none"> ● Substitutes for professional learning (District) ● PLC |

Mid-Year Reflection

This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3: (If added)

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection

This section is a summary reflection on end-of-year findings.

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3: *(If added)*

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

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Grade Band Common Goal: Measure of Student Progress #1

4B: Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps in mathematics.

Identified Challenge: Our scores indicate a need for improvement, in both building foundational skills and fostering problem-solving abilities. Currently, many students struggle with key concepts, which impacts their confidence and engagement in math. Additionally, instructional strategies may not consistently support diverse learning needs, limiting students' ability to make meaningful progress. To close these gaps, we need to enhance our instructional practices, provide targeted interventions, and cultivate a growth mindset toward math. By doing so, we aim to create a more effective and inclusive math program that drives measurable improvement in students.

Theory of Action: If teachers intentionally establish clear mathematics learning goals to focus learning (NCTM Teaching Practice 1), elicit and use evidence of student thinking to inform instructional decisions (Teaching Practice 8), and support productive struggle through scaffolds that promote reasoning and perseverance (Teaching Practice 7), while implementing the EdGems curriculum with instructional strategies that increase engagement, differentiation, and responsiveness to student needs, then students will experience targeted and effective math instruction that meets them where they are, supports diverse learning styles, and provides opportunities for active, inquiry-based learning. As a result, students will develop stronger conceptual understanding, problem-solving skills, and confidence in mathematics, leading to increased proficiency on grade-level standards and overall growth in math achievement.

Schoolwide Student Proficiency Goal(s):

S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)

MMS Achievement Goal: 80% of students at each grade level will meet proficiency on the SBA Math assessment in 2026.

Highest Leverage Subgroup Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

All ML students will make one year of progress in Math as measured by the MAP assessment. (Fall 2025-Spring 2026)

How will we get there?

| Evidence-Based Practices <i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i> | | Monitoring of Evidence-Based Practices <i>What data will be reviewed, when, and by whom to determine evidence of student learning resulting from the practice? What resources are needed?</i> | |
|---|---|---|--|
| Practice #1 <i>Schoolwide</i> | Implement the EdGems Curriculum with Fidelity <ul style="list-style-type: none"> • Use EdGems lessons and tasks as the foundation for daily instruction, ensuring alignment to grade-level standards. • Incorporate built-in formative checks and performance tasks to monitor understanding. • Facilitate teacher collaboration and reflection through PLCs to share successes, challenges, and student work samples. • Provide professional learning focused on lesson planning, pacing, and differentiation within the curriculum. | Data Measures: Various <ul style="list-style-type: none"> • Teacher survey • MAP Scores • SBA Scores Timeframe: September-June Lead: Amy Montgomery & Brett McDaniel Resources: Various <ul style="list-style-type: none"> • Districted provided professional learning (McCaw, Funding for Substitutes) • PLCs | |
| Practice #2 <i>ML Students</i> | Utilize SIOP Strategies to Support Math Instruction: <ul style="list-style-type: none"> • Engage ML students in purposeful talk routines using academic sentence • Frames and word banks to help students express mathematical reasoning (e.g., “<i>The pattern I notice is...</i>” or “<i>I agree with ___ because...</i>”). • Consistently model mathematical language in context rather than teaching vocabulary in isolation. | Data Measures: Various <ul style="list-style-type: none"> • Teacher survey • MAP Scores • SBA Scores Timeframe: September-June Lead: Amy Montgomery & Brett McDaniel Resources: Various <ul style="list-style-type: none"> • Professional Learning (Pack Meeting) • PLC • Support from ML TOSA | |
| Practice #3 <i>School Wide</i> | Implementation of BTC <ul style="list-style-type: none"> • Integrate vertical whiteboard tasks into weekly lessons to encourage movement, engagement, and peer-to-peer reasoning. | Data Measures: Teacher Survey Timeframe: September-June Lead: Amy Montgomery & Carrie Kaczynski (Math Lead) Resources: Various <ul style="list-style-type: none"> • Wipeboards and Supplies • BTC Books • Conference Attendance (provided by district) • PLC | |

Mid-Year Reflection

This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3: (If added)

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection

This section is a summary reflection on end-of-year findings.

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3: (If added)

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

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Grade Band Common Goal: Measure of Student Progress #2

SCHOOL CHOICE: 2B. Percent of students with positive perceptions of safety, academic support, academically-focused learning environment, and teacher-student trust.

Identified Challenge: Although a majority of students report feeling safe at school (84%) and treated respectfully by their peers (61%), these perceptions indicate that a significant portion of students still experience inconsistent feelings of safety and belonging. Gaps in peer-to-peer respect and inclusion suggest that not all students feel fully valued or connected within the school community. In order to reach the goal of 100% of students feeling safe and a sense of belonging, we must strengthen positive school culture practices, increase student voice and connection opportunities, and ensure consistent modeling and reinforcement of respectful, inclusive behaviors across all settings.

Theory of Action: If staff intentionally foster a culture of belonging by building positive relationships with and among students, explicitly teaching and modeling respectful interactions, and providing regular opportunities for student voice, collaboration, and inclusion in decision-making, then students will feel more connected to peers and adults, experience a stronger sense of respect and safety, and engage more positively in the school community. As a result, all students will feel valued, supported, and secure at school, leading to improved school climate, social-emotional well-being, and academic engagement.

| | |
|---|---|
| <p><u>Schoolwide Student Proficiency Goal(s):</u></p> <p><i>S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)</i></p> | <p>At the end of the 25-26 school year, 100% of students will report that they feel safe at school and that peers treat each other with respect on the CEE student perception survey.</p> |
| <p><u>Highest Leverage Subgroup Student Proficiency Goal(s):</u></p> <p><i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i></p> | <p>Note: Data is being tracked for all student groups.</p> |

How will we get there?

| Evidence-Based Practices | Monitoring of Evidence-Based Practices |
|---|---|
| <i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i> | <i>What data will be reviewed, when, and by whom to determine evidence of student learning resulting from the practice? What resources are needed?</i> |
| <p>Practice #1 <i>Schoolwide</i></p> <p>Use student perception surveys and focus groups regularly to gather feedback on belonging, respect, and safety—and share back results transparently.</p> | <p>Data Measures: Various</p> <ul style="list-style-type: none"> ● Quarterly student survey ● CEE Survey <p>Timeframe: October-June</p> |

| | | |
|-------------------------------|---|--|
| | | Lead: Amy Montgomery (Focus Groups) Shelley O'Dell (Survey) Resources: Advisory |
| Practice #2 Schoolwide | Implement the <i>WEB (Where Everybody Belongs)</i> program to establish a structured cross-age mentoring system in which trained 8th-grade student leaders support and guide incoming 6th-grade students through their transition to middle school. WEB leaders will participate in leadership training focused on empathy, communication, and inclusivity, and will facilitate orientation activities, team-building sessions, and ongoing check-ins throughout the school year. This peer-led approach will foster meaningful relationships, promote mutual respect, and provide a sense of belonging for all students. | Data Measures: Various <ul style="list-style-type: none"> • Quarterly student survey • CEE Survey Timeframe: August-June Lead: Amy Montgomery & Avery Keiswether Resources: Various <ul style="list-style-type: none"> • Flex Points • Advisory • ASB Funding |

Mid-Year Reflection
This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1:
Please describe the extent to which this evidence-based practice is being implemented as planned.
What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:
Please describe the extent to which this evidence-based practice is being implemented as planned.
What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection
This section is a summary reflection on end-of-year findings.

Practice #1:
Please describe the extent to which this evidence-based practice is being implemented as planned.
What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:
Please describe the extent to which this evidence-based practice is being implemented as planned.
What have you found in your data and what does it mean regarding progress toward your goal?

School Specific Goal: Measure of Student Progress #1

SCHOOL CHOICE: 2C. Percent of students with access to emotional, behavioral, mental, and physical health supports.

Identified Challenge: Our school is experiencing an increase in students exhibiting anxiety, depression, substance use, and self-harm or suicidal ideation. These challenges are contributing to chronic absenteeism, reduced engagement, and barriers to academic success. While staff work diligently to support students, the level of need exceeds current capacity for early identification, prevention, and intervention. Strengthening a coordinated system of emotional, behavioral, and mental health supports—including proactive SEL instruction and access to counseling and community partnerships—is essential to ensure every student feels safe, supported, and ready to learn.

Theory of Action: If we implement a structured, schoolwide Social and Emotional Learning (SEL) advisory program that provides consistent opportunities for students to build emotional regulation, connection, and resilience, utilize “needs assessment” surveys and establish intentional partnerships with community mental and behavioral health providers to expand access to counseling and wraparound services we will improve student well-being, improved attendance and engagement, and stronger academic and social outcomes across the school community.

Schoolwide Student Proficiency Goal(s):

S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)

During the 2025-2026 school year we will increase the amount of support provided for all students in need and improve systems to ensure that students have access and are matched with appropriate resources.

How will we get there?

| Evidence-Based Practices <i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i> | | Monitoring of Evidence-Based Practices <i>What data will be reviewed, when, and by whom to determine evidence of student learning resulting from the practice? What resources are needed?</i> |
|---|--|--|
| <p>Practice #1 <i>Schoolwide</i></p> | <p>Quarterly “needs assessment surveys” delivered in Den Time to assess needs and response systems developed by the Care Team. Responses to include:</p> <ul style="list-style-type: none"> ● Tier II groups ● Access to mental health providers ● Access to Drug/Alcohol Prevention/Intervention ● Increases school counseling support. | <p>Data Measures: Survey</p> <p>Timeframe: October-May</p> <p>Lead: Shelley O’Dell (Survey) and Counseling Team (service providers)</p> <p>Resources: Community Mental Health Partnerships</p> |
| <p>Practice #2 <i>Schoolwide</i></p> | <p>Continue implementation of a consistent advisory structure that provides all students with regular opportunities to build SEL competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—leading to improved emotional regulation, academic engagement, and school connectedness.</p> | <p>Data Measures: Mid Year- Staff and Student Survey (Advisory Implementation and Effectiveness)</p> <p>Timeframe: January</p> <p>Lead: Shelley O’Dell</p> <p>Resources: District Advisory Curriculum</p> |

Mid-Year Reflection

This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection

This section is a summary reflection on end-of-year findings.

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

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Comprehensive Mid-Year Reflection Questions

The following section is an overall reflection on mid-year findings as documented in the five goals in the school improvement plan and is meant to inform decision-making about progress toward the achievement of goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based practices (interventions, activities, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. How did you identify and respond to equity needs for specific student groups, from the beginning of the year to the middle of the 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?

Please share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

2. Which evidence-based practices (interventions, activities, or strategies) being implemented are having the largest impacts on positively improving student outcomes and your high-priority SMARTIE goals? Describe what is contributing to the success of this work.

For each goal that is not on track, what adjustments will be made to increase the chances that the school will meet the goal?

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Comprehensive End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings as documented in the five goals in the school improvement plan and can be used to inform decision-making about developing SMARTIE goals and evidence-based practices (interventions, activities, or strategies) for your 2026-27 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practicable and sustainable planning processes.

1. In school year 2025-26, 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?

Please share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on the improvements as you transition into supports for your 2026-27 SIP.

2. Describe the progress made toward your SMARTIE goals. Describe what led to or is leading to the achievement of the goals.

3. How did at least one of the activities documented in your SIP positively impact student achievement in pursuit of its associated SMARTIE goal?

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE goals? Please describe at least one specific challenge and adjustment to that challenge.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for the school year 2026-27? How will you utilize available and additional sources of data in the planning process? Please describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026-27?

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