

Consolidated School Improvement Plan 2024-25

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

NOTE: Planning Year 2024-25

Implementation 2025-26 through 2027-28

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: West Auburn High School / Auburn Opportunity Project (AOP) | Does your school share a building with another school? Yes X -West Auburn High School No 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: 504/505 | Grade Span: 6-12 School Type: Middle School and High School |
| Principal: Andrea Love | Building Enrollment: 506 |
| School District: Auburn School District | F/R Percentage: 70% |
| Board Approval Date: September 2025 | Special Education Percentage: 13% |
| Plan Date: June 2025 | English Learner Percentage: 18.8% |
| 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)
Clinton Taylor, Executive Director for Your Money Matters

| | |
|--|------------------------------------|
| Andrea Love, Principal | Jackie Krezelak, Counselor |
| Cheryl Moyd, OC Teacher, OC ML Teacher | Cameron Barnes, Day School Teacher |
| Blaire Penry, Instructional Specialist | Brandy Englander, AO, MS Teacher |
| | Catherine Peter, Hybrid Teacher |


Section 2b: Superintendent and School Board Directors

Please list by (Name, Title/Role)

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|--|--|
| 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: 9/8/25
Signature of Approval

President Board of Directors:  Date: 9/8/2025
Signature of Approval

Section 3: Vision and Mission Statement

School Mission

From Here, It Is Possible!

School Vision

With many dynamic programs, West Auburn / AOP's highly trained staff partners with students and families to provide them with their best school experience. West Auburn / AOP offers high quality, personalized education for students through more options, flexibility, and individual support. Each student will be seen and valued for who they are now while developing their full academic and social potential to prepare them for the future they choose.

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

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.

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

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, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students**

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

Click or tap here to enter text.

- b. **Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.**

Click or tap here to enter text.

- c. **How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?**

Click or tap here to enter text.

Educators

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)?

[Implementation and PD Calendar](#)

Staff will need training on implementation of WIDA Can-Do statements to make them accessible and usable in all content classrooms. Staff will also need to identify the WIDA levels of their rostered students. Pre-reading and sentence-stem strategies will also be taught to staff. Staff will receive training on how to best utilize an online calendar, allowing students to access class materials from home.

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.

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

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

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

Click or tap here to enter text.

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

Click or tap here to enter text.

Systems of Support

1. 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, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

- c. **How do you support transitions between grade spans?**
8th graders are transitioned into 9th grade by attending a “Future Freshman Night” which allows incoming 9th graders to tour the building and meet key support staff, administrators, teachers, and student leaders. These 8th grade students also receive a brief Orientation. All other grade levels go to the same Orientation, offered four times throughout the year. Our online programs also offer Orientation programs to assist students with the transition each year. Towards the end of each year, counselors meet with each student to determine what needs to be accomplished by the end of the school year and forecast for the following school year. Graduating seniors work with counselors to solidify post-secondary plans; students will complete FAFSA and scholarship applications, receive assistance with job securement, or complete the enrollment processes for education or military opportunities. If a student is leaving our school to return to their comprehensive school, students will participate in an exit interview with the principal, and the information from that meeting is shared with the student’s team at their new school.
 - d. **Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interest?**
Click or tap here to enter text.
7. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 – Parent and Family Engagement**
- a. **How does your parent and family engagement strategy align to your targeted assistance practices and strategies?**
Click or tap here to enter text.
 - b. **How will you evaluate your parent and family engagement strategies? How will you know if they are working?**
Parents and families are brought into attendance, behavior, and academic intervention meetings. Our Family Engagement Liaison consistently works with families and students to address any barriers keeping students from success. We evaluate these strategies through parent attendance at Open House, conferences, intervention meetings, school events, and response to school or staff messaging. High parent participation is indicative of strong and effective engagement strategies. Monthly Progress Reviews also provide metrics for parent or family communication; these meetings allow for students, parents/families, and staff to discuss and review student progress on ALE courses.

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

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: The percent of E’s and F’s among the total population will be reduced from 35.8% in 2024 to 25% by 2028, specifically focusing on our Hispanic student population by reducing the percent from 37.4% in 2024 to 25% by 2028.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal? Student work will be collected including pre and post assessments. We expect to see an increase in our mid year credit attainment and the A through C spread in grades.

Who will monitor the progress of this overarching goal? PLC and admin will monitor.

When/how often will they monitor progress toward this overarching goal? Once a month through PLCs and admin will monitor progress during the assigned staff meetings.

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)*

| <u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u> | Data Measures | Timeframe | Lead | | Resources |
|--|--|--|--|--|---|
| <i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i> | <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> | <i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i> | <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i> | | <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> |

| What student groups will benefit and why? | How will the impact on equitable learning or behavior change be measured? | When or how often (please be as specific as possible) will progress be monitored or data reviewed? | Who else will be involved? | | |
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| <p>Activity/Action Step 1:</p> <p><i>Staff will use WIDA Can Do statement descriptors to provide sentence frames for students to scaffold responses and provide response modeling</i></p> <p>August:</p> <p>Introduce goals and provide resources and time to implement.</p> <p>Teachers become familiar with sentence frame resources by content area.</p> <p>Sept - Nov:</p> <p>Teachers will analyze and compare previous</p> | <p>Impact:</p> <p>Student work samples from core classes that show student's ability to meet WIDA Can Do descriptors.</p> <p>Assignment completion % for Can Do statement aligned assignments.</p> <p>Track grades for assignments that show student growth on use of sentence frames.</p> <p>Monitor E/F grades/report every 4 weeks for reduction and to check for student growth and understanding.</p> | <p>Monthly in PLC or within each Unit</p> <p>Monthly in PLC or within each Unit</p> <p>Twice a quarter</p> | <p>August PD development: Admin</p> <p>PLC leads for targeted data driven discussion and analysis.</p> <p>Teachers for collecting student work and examining assignment completion and grades.</p> | | <p>Professional Development in August</p> <p>PLC time</p> <p>Staff meetings through the year when looking at SIP Implementation.</p> |

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| <p>and current student work samples utilizing sentence frames and continue with implementation</p> <p>Dec - Jan:</p> <p>Teachers will modify sentence frames based on student work samples and PLC discussions</p> <p>Feb - Apr:</p> <p>Case studies of tier 3 students with teams of teachers to create more targeted plans as we look forward to continual student growth.</p> <p>PLCs will determine if there's been an increase in student participation, assignment completion, and depth of student response with the</p> | <p>Implementation:</p> <p>PLC note taking reviewing data.</p> <p>Periodic informal check ins with Admin.</p> <p>Department head/peer check in.</p> <p>Artifact collecting for PLC and whole group staff meetings surrounding SIP.</p> | | | | |
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| <p>use of sentence frames.</p> <p>May - June:</p> <p>Continue full implementation as described above; review and reflect to determine Year 2</p> | | | | | |
| <p>Activity/Action Step 2:</p> <p><i>Staff will use WIDA Can Do statement descriptors to use and teach Pre-Reading strategies with a focus on annotation and use word banks to pre-teach and reteach academic vocabulary</i></p> <p>August:</p> <p>Introduce goal and provide resources and time to implement</p> | <p>Impact: Student data collected</p> <p>Pre-assessment quiz on academic vocabulary</p> <p>Mid-semester assessment on academic vocabulary</p> <p>Post-assessment quiz on academic vocabulary</p> <p>Implementation: How are monitoring adult work?</p> <p>PLC meeting agendas/minutes</p> | <p>Pre-assessment in September (qt 1) *new students take pre-assessment upon intake in program)</p> <p>Mid-semester assessment early December (2nd data point)</p> <p>Post-assessment quiz end of semester 1 (January, final data point)</p> | <p>August PD Training: 2 building teachers chosen by admin</p> <p>Admin: helping teachers to implement word bank/academic vocabulary strategies</p> <p>PLC content teams (implementations/measuring/adjusting)</p> | | <p>August building PD: Used for introduction of goal and initial work to choose academic vocabulary</p> <p>February staff meeting for professional development on pre-teaching strategies and annotation.</p> <p>Resources: Frayer model for vocabulary teaching, graphic organizers, word walls</p> |

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| <p>Sept – Nov:</p> <p>Staff analyze the standards to determine key/essential academic vocabulary in their content area; as a whole staff, determine the 10 or so most important and versatile academic vocabulary words</p> <p>Teachers will display and utilize the vocabulary words (word wall) throughout content and connect with context in their classrooms</p> <p>Dec – Jan:</p> <p>Teachers will analyze and compare previous and current student work samples utilizing the strategy</p> | <p>Classroom observations</p> <p>Staff Meeting discussion</p> <p>Measure: PLC teams will look at the 3 data points to measure if student growth has occurred for use and understanding of academic vocabulary</p> <p>using PLC notes to determine if there's been an increase to student-driven annotations, accuracy in summarizing text and identifying supporting details, and increase in student reading comprehension with pre-reading and annotation strategies</p> <p>staff review list of words and determine changes</p> | <p>Monitoring:</p> <p>Monthly monitoring in PLC teams</p> <p>January/February : PLC teams review academic terms and adjust as needed</p> | <p>All teachers:</p> <p>implementations/measuring/adjusting</p> | | <p>AVID pre-reading strategies.</p> |
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| <p>At semester change: staff review list of words and make changes based on word usage and relevancy</p> <p>Feb - Apr:</p> <p>Teacher will continue to reference the academic vocabulary words during lessons</p> <p>Teachers become familiar and utilize at least 1 pre-reading and annotation strategies. teachers will have further time to implement</p> <p>May - June:</p> <p>Continue full implementation as described above; review and reflect to determine Year 2 implementation</p> | <p>that need to be made to the list based on student feedback and PLC discussions (content specific)</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.

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5b. SY 2024–2025 SMARTIE Goal #2: The percentage of students who are at risk for attendance in our Day School program will decrease from 92% in the first semester of 2024-25 to 76% in the first semester of the 2027-28, with a focus on our Asian, Black, and American Indian populations by reducing the number of at-risk from 100% in the first semester of 2024-25 to 80% in the first semester 2027-28.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal? Students will take a pre, mid-term and post assessment to provide data regarding student learning related to academic vocabulary. By mid-year, the school should see an increase in the percentage of student mastering academic vocabulary. Student surveys and comparison data between attendance rates and grades; student expects to see a correlation between use of online calendar/planner and student grades/assignment completion.

Who will monitor the progress of this overarching goal? Content teachers

When/how often will they monitor progress toward this overarching goal? September (pre)/December (Midterm)/January (post)

Calendars: September and January

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)***

| Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal | 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:</p> <p>Staff will guide students through creating and implementing personal SMART goals.</p> <p>August:</p> <p>Introduce and instruct staff on how to write and teach about SMART goals.</p> <p>Sept - Nov:</p> <p>Teachers introduce and teach how to write</p> | <p>Impact:</p> <p>Student surveys at the beginning and end at the quarter.</p> <p>Student reflections on growth toward their goals each quarter.</p> <p>Monitor monthly attendance reports.</p> <p>Implementation:</p> <p>PLC notes will reflect short term and long term goal trend data.</p> | <p>September (start of qtr 1): Student survey</p> <p>Review Data at end of Qtr 1</p> <p>Review Data at end of semester (January) so that adjustments can be made for 2nd semester</p> | <p>Professional development in August:</p> <p>Admin</p> <p>Department heads will be responsible for checking in with homeroom progression.</p> <p>PLC leads will facilitate data driven discussions.</p> <p>Teachers will lead SMART goals work in classrooms.</p> <p>BLT will review PLC notes for updates.</p> | <p>August PD on SMART goals.</p> <p>PLC Time</p> <p>BLT meetings throughout the year.</p> |

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| <p>SMART goals during homeroom.</p> <p>At quarter change: teachers guide students through monitoring progress on their goals and revising/rewriting their SMART goals - Each student has a micro and macro goal.</p> <p>Dec - Jan:</p> <p>Teachers will guide students on how to use and monitor SMART goals. Teachers will have students participate in a "goal achievement" survey.</p> <p>Feb - Apr:</p> <p>At quarter change: teachers guide students through monitoring progress on their goals and revising/rewriting their SMART goals.</p> <p>Possible monitor: staff review use and implementation of SMART goals and determine changes that need to be made to the</p> | <p>PLC note taking and data analysis about goal surveys throughout the year.</p> <p>Department heads will report monthly about homeroom implementation.</p> | | | |
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| <p>process based on student feedback and PLC discussions.</p> <p>May – June:</p> <p>Continue full implementation as described above; review and reflect to determine Year 2.</p> | | | | |
| <p>Activity/Action Step 2: Staff will use an online calendar/planner to give students access to school work.</p> <p>August:</p> <p>Introduce the template for google calendars/Weekly at a Glance for staff to utilize.</p> <p>Teachers introduce the planner/calendar system and instruct the class on how to best utilize it</p> <p>Sept – Nov:</p> <p>Teachers will use the</p> | <p>Impact: Student data collected</p> <p>September; Student survey on use of online calendar/ planners in their life to give teachers an initial understanding of student skills in using these resources (upon intake, give student this survey)</p> <p>January: Student survey to provide feedback on use of online calendar/planner</p> | <p>September (start of qtr 1): Student survey</p> <p>Review Data at end of Qtr 1</p> <p>Review Data at end of semester (January) so that adjustments can be made for 2nd semester</p> | <p>Who: Teacher to train colleagues on CommonCurriculum tool and on Planbook and helping with implementation.</p> <p>Admin: Ensuring each content teacher has an online calendar/planbook in place for students (monitoring)</p> <p>September: Teacher planning tool in place</p> <p>Teachers: Use student feedback to monitor use</p> | <p>August: Professional development on the 2 tools available to teachers (Commoncurriculum and Planbook)</p> <p>PLC: Use time in PLC throughout the year to monitor student use and feedback on tools; teachers learn how to better utilize the features of their chosen tool</p> |

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| <p>planner/calendar system to document work and learning for students and staff to access.</p> <p>Dec - Jan:</p> <p>At semester change: teachers will refine the planner/calendar system based on student feedback and experience with the program during the first two quarters.</p> <p>Feb - Apr:</p> <p>Teachers will refine use of planner/calendar system based on student use, feedback, and PLC discussions</p> <p>May - June:</p> <p>Possible monitor: considering switching all staff to a new calendar or planner system based on ease of use for teachers and students.</p> <p>Continue full implementation as described above;review</p> | <p>Measure: Using attendance data, look for correlational connections to student grades in class and completion of class work</p> <p>Implementation: How are monitoring adult work?</p> <p>Admin monitoring via classroom visits.</p> | | <p>of tool; can work with PLC team to made adjustments at semester</p> <p>January (start of 2nd semester): change in tool made if needed</p> | |
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| and reflect to determine Year 2. | | | | |
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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.

5c. SY 2024–2025 SMARTIE Goal #3: We will increase student perception of “I am good at staying focused on my goals” from 76% in 2024 to 90% in 2028 based on the CEE student survey.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal? Student surveys and micro and marco goals will be collected. We expect to see students getting more comfortable with the smart goal process, higher levels of understanding on how to break goals down into small achievable parts, and an increase in goal satisfaction on surveys.

Who will monitor the progress of this overarching goal? Teachers, admin, PLC, BLT.

When/how often will they monitor progress toward this overarching goal? At the beginning and end of the quarters, and throughout the PLC and BLT meeting scheduling

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)**

| <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> |

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| <p>Activity/Action Step 1:</p> <p>Staff will use an online calendar/planner to give students access to school work.</p> <p>August:</p> <p>Introduce the template for google calendars/Weekly at a Glance for staff to utilize.</p> <p>Teachers introduce the planner/calendar system and instruct the class on how to best utilize it.</p> <p>Sept - Nov:</p> <p>Teachers will use the planner/calendar system to document work and learning for students and staff to access.</p> <p>Dec - Jan:</p> <p>At semester change: teachers will refine the planner/calendar system based on student feedback and experience with the</p> | <p>Impact: Student data collected</p> <p>September; Student survey on use of online calendar/ planners in their life to give teachers an initial understanding of student skills in using these resources (upon intake, give student this survey)</p> <p>January: Student survey to provide feedback on use of online calendar/planner</p> <p>Implementation: How are monitoring adult work?</p> <p>Admin monitoring via classroom observations, Tpep/PGO meetings, informational checks with students</p> | <p>September (start of qtr 1): Student survey</p> <p>Review Data at end of Qtr 1</p> <p>Review Data at end of semester (January) so that adjustments can be made for 2nd semester</p> | <p>Who: Teacher to train colleagues on CommonCurriculum tool and on Planbook and helping with implementation.</p> <p>Admin: Ensuring each content teacher has an online calendar/planbook in place for students (monitoring)</p> <p>September: Teacher planning tool in place</p> <p>Teachers: Use student feedback to monitor use of tool; can work with PLC team to made adjustments at semester</p> <p>January (start of 2nd semester): change in tool made if needed</p> | <p>August: Professional development on the 2 tools available to teachers (Commoncurriculum and Planbook)</p> <p>PLC: Use time in PLC throughout the year to monitor student use and feedback on tools; teachers learn how to better utilize the features of their chosen tool</p> |
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| <p>program during the first two quarters.</p> <p>Feb - Apr:</p> <p>Teachers will refine use of planner/calendar system based on student use, feedback, and PLC discussions</p> <p>May - June:</p> <p>Possible monitor: considering switching all staff to a new calendar or planner system based on ease of use for teachers and students.</p> <p>Continue full implementation as described above;review and reflect to determine Year 2.</p> | | | | |
| <p>Activity/Action Step 2:</p> <p>Staff will guide students through creating and</p> | <p>Impact:</p> | <p>September (start of qtr 1): Student survey</p> | <p>Professional development in August:</p> | <p>August PD on SMART goals.</p> |

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| <p>implementing personal SMART goals.</p> <p>August:</p> <p>Introduce and instruct staff on how to write and teach about SMART goals.</p> <p>Sept - Nov:</p> <p>Teachers introduce and teach how to write SMART goals during homeroom.</p> <p>At quarter change: teachers guide students through monitoring progress on their goals and revising/rewriting their SMART goals - Each student has a micro and macro goal.</p> <p>Dec - Jan:</p> <p>Teachers will guide students on how to use and monitor SMART goals. Teachers will have students participate in a "goal achievement"</p> | <p>Student surveys at the beginning and end at the quarter.</p> <p>Student reflections on growth toward their goals each quarter.</p> <p>Monitor monthly attendance reports.</p> <p>Implementation:</p> <p>PLC notes will reflect short term and long term goal trend data.</p> <p>PLC note taking and data analysis about goal surveys throughout the year.</p> <p>Department heads will report monthly about homeroom implementation.</p> <p>Analyze CEE results Feb 2026.</p> | <p>Review Data at end of Qtr 1</p> <p>Review Data at end of semester (January) so that adjustments can be made for 2nd semester</p> | <p>Admin</p> <p>Department heads will be responsible for checking in with homeroom progression.</p> <p>PLC leads will facilitate data driven discussions.</p> <p>Teachers will lead SMART goals work in classrooms.</p> <p>BLT will review PLC notes for updates.</p> | <p>PLC Time</p> <p>BLT meetings throughout the year.</p> |
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| <p>survey.</p> <p>Feb - Apr:</p> <p>At quarter change: teachers guide students through monitoring progress on their goals and revising/rewriting their SMART goals.</p> <p>Possible monitor: staff review use and implementation of SMART goals and determine changes that need to be made to the process based on student feedback and PLC discussions.</p> <p>May - June:</p> <p>Continue full implementation as described above; review and reflect to determine Year 2.</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.

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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 | To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed. | N/A |
| Title I, Part A | To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps. | Staffing: 1.0 Online Program Manager, TOSA to support students with significant gaps in learning and credits .5 Building Counselor to support students with significant gaps in learning and credits .5 Building Counselor to support students with significant gaps in learning and credits .4 Teacher to support Credit Recovery to support students with significant gaps in learning and credits .33 CTE Teacher to support online CTE education |
| School Improvement | 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. | N/A |
| Title II, Part A | Preparing, training, and recruiting effective teachers, principals, or other school leaders. | N/A |
| Title III | To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. | To support additional activities of ML teachers to implement ML programs. |
| Title IV, Part A | School-level services that support a well-rounded education, improved conditions | N/A |

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 |
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| | for student learning, and improved use of instructional technology. | |
| Learning Assistance Program (LAP) | The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements | N/A |
| Local Funds | Local levy revenue may be combined in schoolwide programs. | Building budget to purchase supplies for implementation. |
| Other Funding Sources, including School Improvement Grant Funding | Click or tap here to enter text. | N/A |