

# Consolidated School Improvement Plan 2024-25

**NOTE: Planning Year 2024-25**

**Implementation 2025-26 through 2027-28**

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

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

Section 1: Building Data	
Building Name: Auburn High School	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan)
School Code: 401	Grade Span: 9-12
Principal: Jon Aarstad	School Type: Public high school
School District: Auburn School District	Building Enrollment: 1,965
Board Approval Date: September 2025	F/R Percentage: 61.9%
Plan Date: June 2025	Special Education Percentage: 11.4%
	English Learner Percentage: 25.6%
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)

Jon Aarstad, Principal	Kelly Love, Teacher
Carey Rockey, Assistant Principal	Anna Marshall, College and Career Counselor
Chequita Austin, Assistant Principal	Taryn Capps, Dean of Academics
Anna Balzarini, Teacher	Parent- TBD
Jason Capps, Teacher	Community Partner, TBD
Brandi Cole, Teacher	


**Section 2b: Superintendent and School Board Directors**

Please list by (Name, Title/Role)

Dr. Alan Spicciati (Superintendent)	Laura Theimer (School Board Director)
Valerie Gonzales (School Board Director)	Arlista Holman (School Board Director)
Shelly Combs (School Board Director)	Sheilia McLaughlin (School Board Director)

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

Superintendent:  Date: 9/8/25  
 Signature of Approval

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

### Section 3: Vision and Mission Statement

**Mission: In a culture of equity and excellence we engage, educate and empower each student for success beyond graduation.**

**Vision: Each student will have an educational experience in which they are 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.

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.

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

3. What are possible root causes your team has identified for areas of improvement? Consider of 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)?  
Planning and Implementation Calendar 2025-2026 [link](#)

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

Click or tap here to enter text.

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

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

- 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?

How will you evaluate your parent and family engagement strategies? Increasing family participation in school events, improving two-way communication with families, and supporting students' academic success by partnering with families.

How will you know if they are working? Parent feedback, event attendance numbers, ensuring emails and parent square messages are getting out timely regarding school events.

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

### c. How do you support transitions between grade spans?

Auburn High School supports students transitioning from middle to high school through a structured, multi-layered approach. Events begin with **Future Freshman Night** in March, where students and families learn about programs and register for classes. Middle school **CTE visits**, a **Freshman Welcome Day** in May, and **Trojan Day** in August (for devices, photos, and activity info) help ease the transition.

During the school year, 9th graders are grouped into **interdisciplinary teams** supported by dedicated counselors and administrators. They receive academic and emotional support through **Homework Club**, **multilingual assistance**, and **A-Town Mentors** peer support.

A daily 30-minute **advisory (Troy Time)** provides targeted intervention, enrichment, and planning time. As students progress through high school, counselors, teachers, and students collaboratively track credits. **Credit recovery** is offered through summer or online courses. All students maintain an online **High School and Beyond Plan** to guide their academic and postsecondary goals.

**AHS also features a full service college and career center staffed by our career counselor.** Student support and post-secondary related events emanate from our College & Career center to help with post-secondary envisioning and readiness in our students.

### 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?

For the 25-26 school year most of the administrative team is new to Auburn High School. Parent and family engagement strategies will need to be reviewed and enhanced as we work through this three-year plan. We will continue to support the work of our family engagement liaison, who will be instrumental in enhancing our parent engagement strategies.

We will be utilizing our new program called Parent Square, and will use the data received from Parent Square to evaluate our family engagement effectiveness.

## 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:

*Increase Semester credit earning grades in STEM related Math, Science & CTE courses from **\*(3yr/avg) 81.1% to 96.1%** by the Spring of 2028, **while** implementing evidence based Tier 1 practices for Multilingual Learners to incrementally decrease the -16.8% credit attainment opportunity gap to  $\leq$  than -5% by the Spring of 2028.*

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

What does the school expect to see mid-year to know if they are on track to meet the overarching goal? Increase in credit attainment and decrease in gap.

Who will monitor the progress of this overarching goal? Administrators, counselors, student success teams, BLT, PLCs

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

*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
<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</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</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>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>

	<i>behavior change be measured?</i>	<i>progress be monitored or data reviewed?</i>	<i>Who else will be involved?</i>	
<p><b>Activity/Action Step 1:</b></p> <p>All classroom teachers will use WIDA Can Do Descriptors to plan lessons and develop success criteria</p> <p><b>August:</b> Identify ML students and their levels</p> <p><b>Sept – Nov:</b> Teachers become familiar with “Can-Do” descriptors.</p> <p><b>Dec – Jan:</b> Teachers analyze assessments to determine accessibility for all students using the “Can-Do” descriptors and use “Can-Do” descriptors to develop success criteria for the assessment.</p> <p><b>Feb – Mar:</b> Using the descriptors to write success criteria for their sequence of lessons prior to the assessment and students use the success criteria to determine where they are in their learning</p> <p><b>April – June:</b> Continue full implementation of expectations as described above; review and reflect to determine Year 2</p>	<p><b>impact (student data):</b></p> <p>Formative and summative course assessment data routinely analyzed and instruction decisions made within PLCs</p> <p>Mid-Term and Quarterly Grade data disaggregated by course and Non-ML vs ML students</p> <p>Semester grade data analyzed for progress toward SMARTIE Goal</p> <p><b>implementation:</b></p> <p>PLC notes reflect analysis of assessments (Admin and BLT)</p> <p>Success Criteria for common assessments are shared at BLT meetings to reflect use of Can Do descriptors</p> <p>Classroom walkthrough tool will include evidence of implementation of Can</p>	<p>Building capacity over the course of the year for staff to fully implement Action Step 1</p> <p>Action Step 1 is broken down into smaller chunks of learning for staff to aid implementation</p>	<p>Administrators</p> <p>Building Leadership Team</p> <p>PLCs Activator</p> <p>Counselors</p>	<p>August hours for professional development/teacher collaboration</p> <p>*Building Hours + Principal 6 for professional development/Teacher collaboration</p> <p>*Staff Meeting Time</p> <p>*PLC time</p> <p><b>CEL 5D+ &amp; State Criterion Observables</b></p> <p><b>C1:</b> Centering instruction on high expectations for student achievement.</p> <p><b>C2:</b> Demonstrating effective teaching practices.</p> <p><b>C3:</b> Recognizing individual student learning needs and developing strategies to address those needs.</p>

	Do descriptors in LT and SC			
<p><b>Activity/Action Step 2:</b></p> <p>Elevate the work of PLCs by regularly reviewing assessment data (state testing data, IXL, classroom assessment data, common assessment data, etc.) to inform planning and instruction. Use intentional backward planning based on standards with a focus on key academic vocabulary and multiple opportunities for students to demonstrate understanding.</p> <p><b>August:</b> Establish expectation, and train PLCs on Data Protocols</p> <p><b>Sept – Nov:</b> PLCs create or revise plans using backwards design &amp; provide feedback on data use.</p> <p><b>Dec – Jan:</b> Plan targeted small groups, interventions based on data gaps</p> <p><b>Feb – Mar:</b> Midyear review &amp; analyze IXL diagnostics, mid-year common assessments</p> <p><b>April – June:</b> Continue full implementation of expectations as described above; review and reflect to determine Year 2</p>	<p><b>Impact (student data):</b></p> <p>State testing data; IXL for math; classroom assessment data for math, science, and CTE; common assessment data for math and science; assessment on common strategies in each CTE project,</p> <p><b>Implementation (monitoring of adult work):</b></p> <p>IXL data; PLC minutes, including reflection on IXL and discussions on common assessments and strategies, along with making instructional adjustments based on student data. Success criteria for common assessments are shared at BLT meetings.</p>	<p>Building capacity over the course of the year for staff to fully implement Action Step 2</p> <p>Action Step 2 is broken down into smaller chunks of learning for staff to aid implementation</p>	<p>Administrators</p> <p>Building Leadership Team</p> <p>PLCs/Activator</p> <p>Counselors</p>	<p>August hours for professional development/teacher collaboration</p> <p>*Building Hours + Principal 6 for professional development/Teacher collaboration</p> <p>*Staff Meeting Time</p> <p>*PLC time</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

### 5b. SY 2024–2025 SMARTIE Goal #2:

*Increase credit earning grades in HUMANITIES related Language Arts, Social Studies & Health courses from **\*(3yr/avg) 85% to 97%** by the of Spring 2028, while implementing evidence based Tier 1 practices for Multilingual Learners to decrease the -10.6% credit attainment opportunity gap to **</= than -2%** by the Spring 2028.*

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

What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? Increase in credit attainment and decrease in gap.

Who will monitor the progress of this overarching **goal**? Administrators, counselors, student success teams, BLT, PLCs

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

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

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

<u>Evidence-based practice (intervention, activity, or strategy)</u>	Data Measures	Timeframe	Lead	Resources
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<u>strategy</u> ) to support SMARTIE Goal				
<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><b>Activity/Action Step 1:</b></p> <p>All classroom teachers will use WIDA Can Do Descriptors to plan lessons and develop success criteria</p> <p><b>August:</b> Identify ML students and their levels</p> <p><b>Sept – Nov:</b> Teachers become familiar with “Can-Do” descriptors.</p> <p><b>Dec – Jan:</b> Teachers analyze assessments to determine accessibility for all students using the “Can-Do” descriptors and use “Can-Do” descriptors to develop success criteria for the assessment.</p>	<p>Formative and summative course assessment data routinely analyzed and instruction decisions made within PLCs</p> <p>Mid-Term and Quarterly Grade data disaggregated by course and Non-ML vs ML students</p> <p>Semester grade data analyzed for progress toward SMARTIE Goal</p> <p><b>implementation:</b></p>	<p>Building capacity over the course of the year for staff to fully implement Action Step 1</p> <p>Action Step 1 is broken down into smaller chunks of learning for staff to aid implementation</p>	<p>Administrators</p> <p>Building Leadership Team</p> <p>PLCs/Activator</p> <p>Counselors</p>	<p>August hours for professional development/teacher collaboration</p> <p>*Building Hours + Principal 6 for professional development/Teacher collaboration</p> <p>*Staff Meeting Time</p> <p>*PLC time</p> <p><b>CEL 5D+ &amp; State Criterion Observables</b></p> <p><b>C1:</b> Centering instruction on high expectations for student achievement.</p>

<p><b>Feb – Mar:</b> Using the descriptors to write success criteria for their sequence of lessons prior to the assessment and students use the success criteria to determine where they are in their learning</p> <p><b>April – June:</b> Continue full implementation of expectations as described above: review and reflect to determine Year 2</p>	<p>PLC notes reflect analysis of assessments (Admin and BLT)</p> <p>Success Criteria for common assessments are shared at BLT meetings to reflect use of Can Do descriptors</p> <p>Classroom walkthrough tool will include evidence of implementation of Can Do descriptors in LT and SC</p>			<p><b>C2:</b> Demonstrating effective teaching practices.</p> <p><b>C3:</b> Recognizing individual student learning needs and developing strategies to address those needs.</p>
<p><b>Activity/Action Step 2:</b></p> <p>Elevate the work of PLCs by regularly reviewing assessment data (state testing data, IXL, classroom assessment data, common assessment data, etc.) to inform planning and instruction. Use intentional backward planning based on standards with a focus on key academic vocabulary and multiple opportunities for students to demonstrate understanding.</p>	<p><b>Impact (student data):</b></p> <p>State testing data; IXL for ELA; classroom assessment data for ELA, social studies, and health; common assessment data for ELA, social studies, and health.</p> <p><b>Implementation (monitoring of adult work):</b></p> <p>IXL data; PLC minutes, including reflection on IXL and discussions on common assessments, along with making instructional adjustments based on</p>	<p>Building capacity over the course of the year for staff to fully implement Action Step 2</p> <p>Action Step 2 is broken down into smaller chunks of learning for staff to aid implementation</p>	<p>Administrators</p> <p>Building Leadership Team</p> <p>PLCs/Activator</p> <p>Counselors</p>	<p>August hours for professional development/teacher collaboration</p> <p>*Building Hours + Principal 6 for professional development/Teacher collaboration</p> <p>*Staff Meeting Time</p> <p>*PLC time</p>

<p><b>August:</b> Establish expectation of collaboration during PLCs, and train PLCs on data protocols.</p> <p><b>Sept – Nov:</b> PLCs create or revise plans using backwards design &amp; provide feedback on data use.</p> <p><b>Dec – Jan:</b> Plan targeted small groups, interventions based on data gaps</p> <p><b>Feb – Mar:</b> Midyear review &amp; analyze IXL diagnostics, mid-year common assessments</p> <p><b>April – June:</b> Continue full implementation of expectations as described above; review and reflect to determine Year 2</p>	<p>student data. Success criteria for common assessments are shared at BLT meetings.</p>			
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

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

### 5c. SY 2024–2025 SMARTIE Goal #3:

Over the next three academic years, the overall student attendance rate will increase by **5% percentage points** annually from 42% in 23/24 to 62% in 27/28, ensuring equitable access to education for all students. Progress will be measured yearly through attendance records and analyzed for trends in student engagement.

**(Students from Non-English-Speaking Households):**

Over the next three academic years, the attendance gap between students from non-English-speaking households and their English-speaking peers will decrease by **1% percentage point** from 16.5% in 23/24 annually to 11.5% in 27/28. Attendance data will be disaggregated each year to monitor progress and ensure equitable outcomes.

**As measured by CEE data, the percentage of students who state their teachers keep them informed of how they are doing in class will increase from 65% in 2024 to 80% in 2028.**

click or tap here to enter text.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? Tableau data showing attendance attainment.

What does the school expect to see mid-year to know if they are on track to meet the overarching goal? Increase in attendance attainment and decrease in gap.

Who will monitor the progress of this overarching goal? Administrators, counselors, student success teams, BLT, PLCs

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

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

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

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
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<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><b>Activity/Action Step 1:</b></p> <p>Staff will continue to consistently utilize Capturing Kids Hearts (CKH) and Culturally Responsive Practices daily.</p> <p><b>August:</b> Introduce CKH process champions to staff, log into CKH accounts (for returning staff)</p> <p><b>Sept – Nov:</b> Create social contracts with all classes, share effective CKH and CRTp strategies in PLCs and staff meetings, try new strategies and share results in PLCs</p> <p><b>Dec – Jan:</b> Staff revisit reflections, celebrate growth and offer micro-PD or coaching on specific strategies needing work reinforcement</p>	<p><b>Impact (student data):</b></p> <p>Attendance data disaggregated by race, ethnicity, and ML vs. non-ML reported to staff monthly with plans for next steps.</p> <p><b>Implementation:</b></p> <p>Social contracts are visible in classrooms.</p> <p>CKH survey (beginning of the year, mid-year and end of year)</p>	<p>Building capacity over the course of the year for staff to fully implement Action Step 1</p> <p>Action Step 1 is broken down into smaller chunks of learning for staff to aid implementation</p>	<p>Administrators</p> <p>Building Leadership Team</p> <p>PLCs/Activator</p> <p>CKH Process Champions</p> <p>Classroom Teachers</p>	<p>Student listening sessions</p> <p>Resources to support CKH and CRTp practices</p>

<p><b>Feb – Mar:</b> Sustain consistent habits and maintain coaching cycles regularly building responsive practices.</p> <p><b>April – June:</b> Continue full implementation of expectations as described above; review and reflect to determine Year 2</p>				
<p><b>Activity/Action Step 2:</b></p> <p>Staff will gather and utilize student and parent feedback to improve engagement.</p> <p><b>August:</b> Introduce importance of using feedback for engagement improvement &amp; teachers sets plans on how they will gather feedback</p> <p><b>Sept – Nov:</b> Gather first round of feedback and analyze individually or in PLCs. Communicated response with parent and students</p> <p><b>Dec – Jan:</b> Plan second feedback collection. Revise and prepare new feedback forms.</p> <p><b>Feb – Mar:</b> Highlight improvements made from</p>	<p><b>Impact (student data):</b></p> <p>Attendance data disaggregated by race, ethnicity, and ML vs. non-ML reported to staff monthly with plans for next steps.</p> <p><b>Implementation:</b></p> <p>Student listening sessions will be shared out at staff meetings and/or BLT meetings (CKH Process Champions).</p>	<p>Building capacity over the course of the year for staff to fully implement Action Step 2</p> <p>Action Step 2 is broken down into smaller chunks of learning for staff to aid implementation</p>	<p>Attendance Office Staff</p> <p>Administrators</p> <p>Building Leadership Team</p> <p>PLCs/Activator</p> <p>Counselors</p>	<p>Staff will be trained on effective communication strategies for family outreach, including a standardized progress-tracking system.</p>

<p>feedback and acknowledging students' &amp; parents' voices.</p> <p><b>April - June:</b> Continue full implementation of expectations 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.

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

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Basic Education</b>	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
<b>Title I, Part A</b>	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Staff to support intervention services and classes, including extended day tutoring.
<b>School Improvement</b>	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.	Click or tap here to enter text.
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Click or tap here to enter text.
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>ML certificated staff to support English language development for students that qualify for ML services.</i>
<b>Title IV, Part A</b>	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Click or tap here to enter text.
<b>Learning Assistance Program (LAP)</b>	The use of state LAP revenue is allowable if it can be shown services are provided only to students	Staff to support intervention services and classes, including extended day tutoring.

**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
	who have not yet met, or are at risk of not meeting, state/local graduation requirements	
<b>Local Funds</b>	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
<b>Other Funding Sources, including School Improvement Grant Funding</b>	Click or tap here to enter text.	Click or tap here to enter text.

\*AHS 2024-2025 ASD Planning Document:

<https://docs.google.com/document/d/1-YsLUdl7hUzEmTiUh5ncKsBhdShpq77-vcOPNIUBGjU/edit?usp=sharing>