Monroe High School School Improvement Plan 2026-27

Section 1: Building and District data

Building Name: Monroe High School	Vision and Mission Statement
Principal: Brett Wille	**Our Mission is High School PLUS for every student at MHS** **Our Vision is to to be a Safe, Inclusive, Purposeful school where all students feel Challenged, Supported, and that they Belong** **Core Values** • **Purpose ..** We will create a purposeful learning experience for our students • **Life-Long Learning** ... We will continue to grow and improve our skills as educators • **Unity** ... We will create an environment where diversity is celebrated • **Support** ... We will support our students and each other in academic, social, and emotional ways
Board Approval Date:	
Building Enrollment: 1376 / 1205 (Sept 2026 count)	
F/R Percentage: 39%	
Special Education Percentage: 13.8%	
English Learner Percentage: 13.8%	

Name	Title (if applicable)	Role
Brett Wille, Sam Adams, Misty Berg, Karen Blaine, Rachel Bailey, Kathy Corson, Colleen Fitzgerald, Jayden Goodwin, Stephanie Hudson, Jaime Johnson, Morgan Jones, Brittany Kitts, Garret Mirsky, Brandon Packard, Noah Wallace, Ashley Wick, Sam Zeiders, Tara Bennett, Maura Hartway, Karl Akesson, Dan Bare, Scott Darrow, Amy Foote, Kristina Gaumnitz, Rachel McKay, Tyler Wood, Candice Diaz, Kaleigh Hinckley, Melissa Reed, Ester Stanton-Daly, Molly Shanks.	MHS SAT and Guiding Coalition Members	These staff leaders help guide our school in our school improvement efforts, specifically leading us in developing a Multi-Tiered System of Supports for essential Academic and Behavioral skills. Each team focuses on a different part of the MTSS pyramid and focuses on the most emerging priorities, in any given year, as we improve our MTSS framework.
Carrie Cox and our Bearcat Pride team	Bearcat Pride - PTO	This parent group provides feedback and input throughout the year regarding our school improvement efforts, as do parents in attendance at our monthly "coffee with the principal" meetings.
University of Washington, ESD Accreditation team, Center for Culturally Responsive Teaching and Learning, and Solution Tree		These collaborative, professional partners and organizations provide us with ongoing feedback and professional learning that is directly connected to action items within our School Improvement Plan each year.

School Leadership Team Members and Family-Community PartnersSummary of Comprehensive Needs Assessment (CNA)

CNA Data Summary

1. **What top strengths have emerged from multiple data sources?**
    a. 69% of our students in ELA passed the SBA. We've had 4 years of continuous growth in ELA. 88% of our students in ELA are at or near grade level. 21% of our MLL students passed, the highest since Covid.
    b. Our 10th grade cohort SBA data for ELA continues to show a massive growth curve for the students compared to their performance in 8th grade on the SBA
    c. 39% of our students in Math passed the SBA. This is up from just 23% in 2024. 61% of our students in Math are at or near grade level. 24% of our Low Income students passed, which is the highest since Covid
    d. Our grad rate (2025) is up over 90%, reaching 91.4%, the 2nd highest ever at MHS
    e. 88% of our students are passing all of the their classes, the highest since prior to Covid. 84% of our students in Special Education passed all of their classes, the highest since prior to Covid. 79% of our MLL students passed all of their classes, down 1% from the prior year but still the highest since prior to Covid.
    f. Our Regular Attendance rate hit 72%, way up from 47% in 2021
    g. We have greatly reduced the gap for MLL and students in Special Education when it comes to regular attendance (MLL gap is 3%, SPED gap is 5%)
    h. Our Dual Credit was up to 71.5%, the 2nd highest % ever
    i. Our Student Belonging hit 53%, up from 36% in 2021. It continues to improve each year since our students began taking the Panorama survey.

2. **What top needs have emerged from multiple data sources?**
    a. In looking at the specifics of our SBA data for ELA, our students are experiencing a lack of growth in reading, writing, and analysis of informational text as well as academic vocabulary (Reading Target 10 and Writing Targets 1 and 6). Our evidence suggests a need to get more of our teachers and teams invested in explicitly teaching and monitoring student progress on these skills.
    b. In looking at the specifics of our SBA data for Math, our students are experiencing low levels of proficiency across multiple learning targets. Our evidence suggests that students are not prepared for the DOK / rigor of the SBA questions, specifically in Algebra I skills.
    c. In looking at our disproportionality data, we have a need to improve our success rate for students served in MLL and Special Education.

d. We have a need to get better at our intervention efforts, specifically Tier 2 interventions for essential standards. Currently on most teams, individual teachers are trying to fill the holes and not taking the team approach that is necessary to move the needle for more students.
e. Finally, we have a need to continue to improve and streamline our grading practices, ensuring they are grounded in a standards-based mindset that supports a focus on learning and reporting students progress on essential standards.

3. What disproportionalities exist among student groups?

a. For ELA, even though our MLLs and students in Special Education grew from the prior year data, we still have a significant gap in overall proficiency rates. There is a 55% gap for our MLL students and a 49% gap for students in Special Education.
b. For Math, our MLL gap has increased and their pass rate has stayed stagnant for a few years now. Our gap for Students in Special Education has also increased and their pass rate has also stayed stagnant for multiple years.
c. For MLL students, there is a 14% gap in their on-time grad rate and a 22% gap in their 9th grade on track to graduate rate.
d. For students in Special Education, there is a 10% gap in their on-time grad rate and a 12% gap in their 9th grade on track to graduate rate.

4. What root causes has your team identified for disproportionalities among student groups?

a. A root cause for these disproportionalities are that we have raised the bar significantly for all students in Math and ELA and are still working to build our instructional skills on how to support students up to that high bar, specifically our students that have gaps in their learning
b. Another root cause for these disproportionalities is that we are only in year two of having a consistent and stable MLL team that is building our MLL system of support across our school. It is improving but it takes time to fully build out our system.
c. A 3rd root cause continues to be our mindset towards the capabilities of students that are served in MLL and Special Education. The words we often use as a staff to describe these students continues to indicate that we don't fully believe that they are as capable or that they are as motivated when compared to their non-MLL and non-Special Education peers
d. A final root cause is that we have mostly been approaching intervention on essential standards by classroom and by individual teachers vs looking at it as a team problem that can be tackled together after common assessments are administered

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

a. If we get our Social Studies, ELA, and Math teams this year focusing on some of the specific SBA learning targets that our students struggle with, by using / implementing the interim assessments, we believe that we can improve our SBA results.
b. If we can get teams building units together and following the proper unit planning steps, including analyzing their common assessment data every unit and developing plans for intervention / extension as a team, we believe that we will have more students that will meet proficiency on the essential standards across the school.

c. If we continue to focus on formative assessment as a building, specifically strategies for checking for understanding during a lesson (making thinking visible), we believe our teachers will uncover learning misconceptions earlier and be able to adjust their instruction, leading to more students reaching proficiency on the essential standards across the school. Essentially if we continue to improve our Tier 1 strategies, more students will learn what we believe is essential.
d. If we improve our grading practices, moving towards a standard-based mindset, all students will be more motivated to learn, engage in their own learning and growth, and have more overall success in our classes.

6. How do identified needs impact each other?

a. Staff needs for learning and growth and consistency, both in individual instructional practice and our collective effectiveness within our collaborative teams, will directly lead to more students learning and growing on our essential standards. Essentially our efforts to improve instruction and our collaborative team effectiveness will result in more students learning more this year.

7. Which needs require short-term goals (1-3 months) and which needs require long-term goals (6 mo - 1 year)?

a. Needs requiring short-term goals (1-3 months)
    i. Getting the interim assessments going in Math, ELA and Social Studies is a short-term goal
    ii. Getting teams building their units and implementing the common assessment data analysis process for every unit, creating a team-intervention plan, is also a short-term goal
b. Needs requiring long-term goals (6 months - 1 year)
    i. Implementing our common grading practices and moving towards a standards-based mindset within our grading practices is a long-term, multi-year goal
    ii. Growing our instructional practices across every classroom is also a long-term, multi-year goal that we will always focus on. Our staff are clear that continuous improvement and growth around their instructional practice will always be a focus.

8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?

a. We believe that if we can get teams to feel successful and a sense of accomplishment as they analyze their common assessment data together, this will generate an added layer of confidence and momentum with each new unit that they tackle together.

SY 2026-2027 SMARTIE Goal #1: ELA

SMARTIE Goal: **In the Spring of 2026, 69% of our students passed the ELA SBA. In the Spring of 2027, 74% of our students will pass the ELA SBA.**

Fall Problem of Practice: Our Fall problem of practice is ensuring all of our Social Studies and ELA teams are explicitly teaching and assessing SBA learning targets that our students struggle with. We will do this through the use of Interim Assessments specific to these learning targets. Our 2nd Fall problem of practice is ensuring all of our ELA and Social Studies teams are analyzing their common assessment data for the essential standards in each unit and developing a team intervention plan for students that have yet to reach proficiency on those essential standards.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

Targeted Interim Assessments: Our ELA and Social Studies teams will each choose one specific learning target from the SBA that our students struggle with. They will teach and assess this learning target, giving the Interim Assessment on that learning target 2x during the year to measure growth. Data from these Interim Assessments will be compiled by one of our office staff and provided back to the team for reflection. This process will help our students get more targeted instruction on these learning targets, it will provide good feedback to our teams on their Tier 1 instruction, and it will help our teams improve their assessments to be more like the SBA. **Interim Assessment Test Preparation:** Our ELA 10 team specifically will continue to use the Interim Assessments throughout the year to help our students get familiar with the test format and the test questions. Students will set goals and reflect on their results. **Common Assessment Data Analysis:** At least once per unit, our Social Studies and ELA teams will administer a common formative assessment and reflect on the results together. They will identify and share successful instructional strategies that can be replicated across the team and they will create a team plan for the students	**Targeted Interim Assessments:** We will collect and compile the data from these Interim Assessments and provide that back to teams for reflection. **Interim Assessment Test Preparation:** Our ELA 10 team compiles the data from their Interim Assessments within a team google doc that include every student and their SBA scores from 8th grade and 10th grade (in the Spring). They use this data for reflection as a team. **Common Assessment Data Analysis:** Our admin team will be present in these data meetings, keeping track of team progress, and our teams keep "by student by standard" data to measure how many students have learned the essential standards throughout the year. **Building-Wide Focus on Formative Assessment:** Our admin team has a shared google doc	**Targeted Interim Assessments:** Our SS and ELA teams will implement this and our admin team will collect, monitor, and provide the data back to teams. We will do this 2x per year, right after the teams give the Interim Assessments. **Interim Assessment Test Preparation:** Our ELA 10 team will implement this and our admin team will monitor it each time the assessment is given. **Common Assessment Data Analysis:** Our teams will implement this each unit and our admin team will monitor the frequency and effectiveness. The goal is that it happens in every unit. **Building-Wide Focus on Formative Assessment:** Our teachers and admin team will work together to identify a specific strategy they want to "try on" and we will work together to engage in monthly	*What impact is the evidence-based intervention having?*	*What impact is the evidence-based intervention having?*

that aren't yet proficient and need intervention on the essential standards being assessed. **Building-Wide Focus on Formative Assessment:** Our instructional focus as a building this year will continue to be Assessment (Criterion 6 in Danielson). Specifically we will be focusing on assessment during instruction (3d) ... checking for understanding and making student thinking visible. Each teacher will have a specific strategy they are working on and getting feedback on through our monthly coaching cycles. We will continue to provide our staff with professional learning opportunities throughout the year in this focus area.	data sheet where we will track this process and the progress with each teacher.	coaching cycles around this strategy. Our admin team will monitor this and look at this data monthly.		

SY 2026-2027 SMARTIE Goal #2: MATH

SMARTIE Goal: **In the Spring of 2026, 39% of our students passed the Math SBA. In the Spring of 2027, 44% of our students will pass the Math SBA.**

Fall Problem of Practice: Our Fall problem of practice is ensuring all of our Math teams are explicitly teaching and assessing SBA learning targets that our students struggle with. We will do this through the use of Interim Assessments specific to these learning targets. Our 2nd Fall problem of practice is ensuring all of our Math teams are analyzing their common assessment data for the essential standards in each unit and developing a team intervention plan for students that have yet to reach proficiency on those essential standards.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

Targeted Interim Assessments: Our Math teams (Algebra, Geometry, and Algebra II) will each choose one specific learning target from the SBA that our students struggle with. They will teach and assess this learning target, giving the Interim Assessment on that learning target 2x during the year to measure growth. Data from these Interim Assessments will be compiled by one of our office staff and provided back to the team for reflection. This process will help our students get more targeted instruction on these learning targets, it will provide good feedback to our teams on their Tier 1 instruction, and it will help our teams improve their assessments to be more like the SBA. **Tier 3 Math Support:** We have two periods of Extended Math, which is a Tier 3 support class for students that have been identified as having holes and gaps in their foundational Math skills. Students in the class are mostly 9th and 10th graders. This is a co-taught class and will focus heavily on number sense and foundational Algebra skills. Instruction in this class will almost entirely be in a small group setting. **Common Assessment Data Analysis:** At least once per unit, our Math teams will administer a common formative assessment and reflect on the results together. They will identify and share successful instructional strategies that can be replicated across the team and they	**Targeted Interim Assessments:** We will collect and compile the data from these Interim Assessments and provide that back to teams for reflection. **Tier 3 Math Support:** Our teachers in the class will collect the data for each skill. Students that make progress and demonstrate proficiency can exit the class. **Common Assessment Data Analysis:** Our admin team will be present in these data meetings, keeping track of team progress, and our teams keep "by student by standard" data to measure how many students have learned the essential standards throughout the year. **Building-Wide Focus on Formative**	**Targeted Interim Assessments:** Our Math teams will implement this and our admin team will collect, monitor, and provide the data back to teams. We will do this 2x per year, right after the teams give the Interim Assessments. **Tier 3 Math Support:** Our Tier 3 Math team will implement this and collect data weekly on the progress of each student. **Common Assessment Data Analysis:** Our teams will implement this each unit and our admin team will monitor the frequency and effectiveness. The goal is that it happens in every unit. **Building-Wide Focus on Formative Assessment:** Our teachers and admin team will work together to identify a specific strategy they want to "try on" and we will work together to engage in monthly coaching cycles	*What impact is the evidence-based intervention having?*	*What impact is the evidence-based intervention having?*

will create a team plan for the students that aren't yet proficient and need intervention on the essential standards being assessed. **Building-Wide Focus on Formative Assessment:** Our instructional focus as a building this year will continue to be Assessment (Criterion 6 in Danielson). Specifically we will be focusing on assessment during instruction (3d) ... checking for understanding and making student thinking visible. Each teacher will have a specific strategy they are working on and getting feedback on through our monthly coaching cycles. We will continue to provide our staff with professional learning opportunities throughout the year in this focus area. The Math team specifically has been focusing on the Building Thinking Classrooms approach, which gets students up at the vertical white-boards frequently to talk about Math problems and work them out together. This approach allows our Math teachers to quickly see the misconceptions and errors that need to be addressed. This is our 2nd year with an intentional focus on this formative approach across our Math classes.	**Assessment:** Our admin team has a shared google doc data sheet where we will track this process and the progress with each teacher.	around this strategy. Our admin team will monitor this and look at this data monthly.		

SY 2026-2027 SMARTIE Goal #3: Belonging

SMARTIE Goal:**In 2025-2026 an average of 51.5% of our students taking the survey reported favorably that they feel a Sense of Belonging at MHS as measured by Panorama in both the Fall and Spring. In 2026-2027, an average of 57% of our students taking the survey will report favorably that they feel a Sense of Belonging at MHS as measured by Panorama in both the Fall and Spring.**

Fall Problem of Practice: Over the last few years our Sense of Belonging score for our Latino students and our students in our MLL program has been slightly higher or about the same as the rest of our student population. Our problem of practice for the Fall is to ensure that the Sense of Belonging continues to improve for these students at the same rate as the rest of our student population. This is a problem of practice because a key staff member that was heavily involved in intentionally supporting these students is no longer at MHS.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	**Data Measures**	**Lead and Timeframe**	**Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.**	**End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.**
Check and Connect in Homeroom: We have weekly Homerooms for all students and, on most weeks, the time in Homeroom is set aside for our Homeroom teachers to check in and connect with each of their students. The focus is on social and emotional support, attendance, and also as an academic focus when needed. Homeroom teachers are aware of the 4-8 students they have in their homerooms that, according to our Panorama data, have a high need for this check and connect each week. **MTSS Implementation:** We are running Tier 2 support groups again this year in 6 week cycles, using Panorama data to identify students for these groups connected to our non-academic essential behaviors. We are adding a fall group cycle this year based on Panorama data from last year. **Consejo Counseling Partnership:** We are partnering this year with Consejo Counseling and Referral Services to provide mental health counseling to qualifying students and families that traditionally struggle to access this	**Check and Connect in Homeroom:** We will measure the effectiveness of this intervention through our Panorama student survey and the support notes that teachers put into Panorama. **MTSS Implementation:** We will measure the effectiveness of this intervention through student pre-post surveys and through the Panorama survey **Consejo Counseling Partnership:** Our Consejo counselor will keep data on the effectiveness	**Check and Connect in Homeroom:** Teachers implement the strategy, it happens weekly, and our admin team will monitor the progress, reviewing Panorama data entry and analyzing the Panorama survey data. **MTSS Implementation:** Our MTSS team will implement this intervention and monitor the progress after each 6 week cycle. **Consejo Counseling Partnership:** Our Consejo counselor will implement this support and monitor the progress for each student on a regular basis. **Clubs and Interest Groups:** Our club advisors will implement this and	*What impact is the evidence-based intervention having?*	*What impact is the evidence-based intervention having?*

type of counseling and therapy support. **Clubs and Interest Groups:** We continue to encourage all students to be connected to a club or activity here at MHS. This year we are adding time each month during the school day for our clubs and activities to meet. We are also working to expand and strengthen our Latino Student Union (LSU), which 2 years ago was extremely strong and heavily involved in impacting MHS in a positive way. **Weekly Check In / Check Out with our Dean of Students:** Our Dean of students has a growing list of students that she checks in and out with every week, based on our Panorama data from the Spring. This support gives these students an extra touch point from a caring staff member each week, specific to their needs. **Support For Heritage Class:** We are working closely with our new Heritage Spanish teacher to ensure this support class, specifically for MLL students, serves its intended purpose in both helping the students expand their literacy skills and grow their connection and belonging to MHS.	of this intervention **Clubs and Interest Groups:** We track the number of students in each club compared to prior years as well as the frequency of club meetings **Weekly Check In / Check Out with our Dean of Students:** Our Dean has a running spreadsheet, tracking the impact of this intervention on each student as well as our Panorama survey data **Support For Heritage Class:** Impact will be measured by student satisfaction with the class, Panorama survey data, and future numbers of students in the Heritage program	our admin team will monitor the progress throughout the year **Weekly Check In / Check Out with our Dean of Students:** Our Dean of students will implement this strategy and monitor the progress of it weekly **Support For Heritage Class:** Our Heritage teacher will teach the class and Rachel Bailey will monitor the progress and support as needed each week.		

SY 2026-2027 SMARTIE Goal #4: Attendance

Smartie Goal: **In 2025-2026, 71.80% of our students met the criteria for being considered a regular attender as measured by OSPI. In 2026-2027, 75% of our students will meet the criteria for being considered a regular attender as measured by OSPI. Regular attendance, as measured by OSPI, means that students have less than 2 absences per month, on average.**

Fall Problem of Practice: Our fall problem of practice is providing better and more targeted Tier 3 support for our students that are chronically tardy to class and/or chronically absent from school

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the	**Data Measures**	**Lead and Timeframe**	**Mid-Year Progress (MYPR) on each EBI and impact thus**	**End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.**

resources used for implementation.			**far in the 2026-27 school year.**	
Targeted Meetings and Support for Individual Students: We have identified students from last school year that need a Tier 3 level of support and we are starting the year meeting with each of them. Our counselors are meeting with the Seniors and Juniors, our Attendance Specialist is meeting with the Sophomores, and our Dean of Students is meeting with the 9th graders. **Check In / Check Out for 9th Graders:** Based off of Panorama data from last school year, our Dean of Students has 137 9th grade students that she checks in and out with each week to be proactive in supporting them with their attendance this year. **Building-Wide Instructional Focus:** As a building we continue to focus on building our instruction skills around formative assessment and instructional strategies that are culturally and linguistically responsive (CLR). Growing our skills in a way that better meets the learning needs of our students will lead to more students feeling supported and wanting to attend school each day. **Leaders HS Flexible Learning Model:** Leaders HS is implementing a flexible learning model this year, which is a true alternative school approach to supporting students in	**Targeted Meetings and Support for Individual Students:** Impact will be measured with Attendance and Tardy data **Check In / Check Out for 9th Graders:** Impact will be measured on a weekly spreadsheet w/ our Dean of Students as well as through the Panorama platform **Building-Wide Instructional Focus:** Impact will be measured by our monthly Attendance reports as well as the google doc our admin team shares for tracking coaching cycles **Leaders HS Flexible Learning Model:** Impact will be measured by monthly attendance reports and	**Targeted Meetings and Support for Individual Students:** Our counselors, attendance specialist, and Dean of Students will implement the strategy and we will collect data monthly **Check In / Check Out for 9th Graders:** Our Dean of Students will implement the strategy and we will progress monitor the effectiveness weekly **Building-Wide Instructional Focus:** Our teachers and admin team will work together to identify a specific strategy they want to "try on" and we will work together to engage in monthly coaching cycles around this strategy. Our admin team will monitor this and look at this data monthly. **Leaders HS Flexible Learning Model:** Our LHS staff will implement the strategy and we will	*What impact is the evidence-based intervention having?*	*What impact is the evidence-based intervention having?*

learning the essential standards in a way that is more flexible and adaptive than in a traditional model. Our MHS students have access to this model if they are identified as a student that would benefit from it. **Check and Connect in Homeroom:** We have weekly Homerooms for all students and, on most weeks, the time in Homeroom is set aside for our Homeroom teachers to check in and connect with each of their students. The focus is on social and emotional support, attendance, and also as an academic focus when needed. Homeroom teachers are aware of the 4-8 students they have in their homerooms that, according to our Panorama data, have a high need for this check and connect each week.	success rates in classes for LHS students **Check and Connect in Homeroom:** We will measure the effectiveness of this intervention through our Panorama student survey and our Attendance reports	monitor the effectiveness on a monthly basis **Check and Connect in Homeroom:** Teachers implement the strategy, it happens weekly, and our admin team will monitor the progress, reviewing Panorama data entry and analyzing the Panorama survey data as well as the monthly Attendance data		

2026-2027 Mid-Year Reflection Questions

Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2026-27, how have you identified equity and learning needs for specific student groups, from the beginning of the year to the middle? What specific data did you use to inform your decision making? How did you respond to these needs?

2. Share an example of your progress in narrowing opportunity gaps and/ or accelerating learning. What strategies will the school implement, or continue to implement, to close gaps between now and the end of the year?

3. Which evidence-based interventions (activities, practices, or strategies) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

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

2026-2027 End-of-Year Reflection Questions

The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2026-2027, 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 what specific data did you use to inform your decision making?

2. Share an example of progress made in narrowing opportunity gaps and/ or accelerating learning and the plan to sustain and build on improvements as you transition into support for your 2027-2028 SIP.

3. How did at least one of the activities documented in the SMARTIE goal tables above (from SY 2026–2027) positively impact student outcomes?

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

5. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2027–28.