Sky Valley Education Center School Improvement Plan 2026-27

Section 1: Building and District data

Building Name: Sky Valley Education Center	Vision and Mission Statement
Principal: Karen Rosencrans	At Sky Valley, our mission is to partner with families and the community to educate, inspire, and empower students in an innovative environment to discover and nurture their unique potential and passion so they may go confidently in the direction of their chosen future.
Board Approval Date:	
Building Enrollment: 1150	
F/R Percentage: N/A	
Special Education Percentage: Approximately 6%	
English Learner Percentage: <1%	

School Leadership Team Members and Family-Community Partners

Karen Rosencrans	**Principal**	
Alexandra Clark	**Assistant Principal**	
Amber Ortiz	**Assistant Principal and Family Engagement Coordinator**	
DeAnn Hermes	**Assistant Principal, Special Education, and Instructional Technology**	

Other Leaders and Partners: **Guiding Coalition** **School Advisory Team** **Counseling Admin Family Engagement and Special Education Team** **Parent Advisory Committee** **Learning Differences and Special Education Parent Advisory Group** **SVEC K-12 Associated Student Body**		

CNA Data Summary

Factors such as Engagement, Supportive Relationships, and Diversity and Inclusion continue to be strong positive indicators at SVEC. And continued growth drives expansion of options and opportunities for families and students. A focus on a strong, intentional onboarding process for all families, not just at the beginning of the school year but throughout the year have been well received by families and staff and seen as strengthening our community.
Our diverse programs and course offerings inspire students of all ages to find their passion, enjoy school, and find community. And our climate and culture centered around family is also a key driver of our continued success in drawing enrollment from a wide area. Districts and other groups across our region visit and consult with Sky Valley Education Center in the hopes of replicating our model and success, and we continue to be a leader across the state of Washington for Alternative Education.
Efforts to encourage participation in state testing are slowly making a positive impact, especially at the high school level, with nearly 80% of 10th grade students taking the Smarter Balance Assessment (SBA). Passing scores for 10th grade ELA are especially encouraging; approximately 80% of 10th graders who take the test pass it. Passing scores at all other grade levels both in ELA and Math are on par with the rest of the district and the state, but are clearly in need of improvement.

At SVEC our greatest challenge is in improving academic achievement across all grade levels in a school where half of the teachers don't teach core content and half of the students don't take classes in core content. Improving academic outcomes for students is a paramount goal of any public school, regardless of the challenges.
Additionally, our data indicates our students lack learning behavior/executive function skills, and lack the confidence they can acquire those skills. Of additional concern is the number of adult family members who feel they lack the skills to teach their students these vital school success behaviors. Another area of growth for Sky Valley is in providing inclusionary practices support for our students who struggle and their families who are key participants in supporting them.

2026-27 School Improvement Plan- SMARTIE Goals

SY 2026-2027 SMARTIE Goal #1: ELA

SMARTIE Goal: By May 2027, increase student performance, as measured by Level 3 and Level 4 performance in ELA by 5% across all grade levels as measured by the SBA . Current L3 and L4 performance percentages are as follows: 3rd grade: 53%, 4th grade: 43%, 5th grade: 50%, 6th grade: 41%, 7th grade: 54%, 8th grade: 50%, and 10th grade: 77%.

Fall Problem of Practice: We noticed one similar weakness in ELA across all grade levels tested - 3rd-8th and 10th grade: opinion/persuasive/argumentative writing. And anecdotally, we have noticed our students tend to have good reading and grammar skills, but struggle with writing. Addressing this school-wide weakness is especially challenging since nearly half of our students do not take a language arts class at SVEC. Our problem of practice requires us to consider not only how to address this skill in our ELA classes, but also how we could support all of our families and students whether they take an ELA class with us or not. Our Panorama data also shows our students struggle with learning behaviors, their parents struggle with teaching learning behaviors, and our students lack self efficacy about their ability to learn, adding a layer of complexity to our efforts to improve SBA test scores for all of our students. In addition, participation in SBA testing continues to be a challenge. The more students who take the test, the more accurate the data we receive.

What evidence-based interventions EBI (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? *(include resources that you will use)*	***What data will be collected to measure the impact of this EBI on student learning or behavior, including its impact on equitable outcomes?***	***Who will be responsible for implementing, monitoring, and adjusting the EBI, when will it occur, and how often will progress be monitored and data reviewed? Be as specific as possible.***	*What impact is the evidence-based intervention having?*	*What impact is the evidence-based intervention having?*
PLC groups in the following focus areas: Writing: Persuasive/Argumentative/Opinion Self Efficacy Learning Behaviors: TimeManagement, Perseverance, Task Initiation, Work Completion, Organization, Sustained Attention	***PLC assessment data*** ***Panorama data*** ***Classroom based assessment data*** ***SBA scores and participation rates,*** ***Interim assessment data***	**Guiding Coalition (GC) - monthly monitoring** ***PLC groups and individual teachers - monthly monitoring*** ***Counseling, Administration, Family Engagement and Special Education staff (CAFES) - weekly updates and needs***		

MTSS Strategies: Tier 1 supports Special Education: Executive Function Student Groups Consult Model with teachers and parents to support Tier 1 and 2 strategies **K-12 HomeBased Core Curriculum Review and Overhaul**	***Special Education consulting data - number of students provided support, number of families and staff seeking support, survey data*** ***Staff PD survey data regarding MTSS*** ***Survey data regarding home based curriculum library***	***assessments prior to monthly staff meetings and PD*** ***School Advisory Team (SAT) - monthly monitoring*** ***Curriculum Committee - quarterly updates and end of the year outcomes report***		

SY 2026-2027 SMARTIE Goal #2: MATH

SMARTIE Goal:
By May 2027, increase student performance, as measured by Level 3 and Level 4 performance in Math by 5% across all grade levels as measured by the SBA . Current L3 and L4 performance percentages are as follows: 3rd grade: 40%, 4th grade: 31% , 5th grade: 26% , 6th grade: 21% , 7th grade: 49%, 8th grade: 32%, and 10th grade: 48%.

Fall Problem of Practice: We noticed two similar weaknesses in Math across all grade levels tested - 3rd-8th and 10th grade: number sense and computation. And anecdotally, we have noticed in general our students begin to struggle with mathematics at around the 3rd or 4th grade. Addressing this school-wide weakness is especially challenging since over half of our students do not take a math class at SVEC. Our problem of practice requires us to consider not only how to address this skill in our classes, but also how we could support all of our families and students whether they take a math class with us or not. Our Panorama data also shows our students struggle with learning behaviors, their parents struggle with teaching learning behaviors, and our students lack self efficacy about their ability to learn, adding a layer of

complexity to our efforts to improve SBA test scores for all of our students. In addition, participation in SBA testing continues to be a challenge. The more students who take the test, the more accurate the data we receive.

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.
What evidence-based interventions EBI (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? *(include resources that you will use)* **PLC groups in the following focus areas:** Math: Number Sense and Computation Self Efficacy Learning Behaviors: TimeManagement, Perseverance, Task Initiation, Work Completion, Organization, Sustained Attention **MTSS Strategies:** Tier 1 supports Special Education: Executive Function Student Groups Consult Model with teachers and parents to support Tier 1 and 2 strategies	***What data will be collected to measure the impact of this EBI on student learning or behavior, including its impact on equitable outcomes?*** ***PLC assessment data*** ***Panorama data*** ***Classroom based assessment data*** ***SBA scores and participation rates,*** ***Interim assessment data*** ***Special Education consulting data - number of students provided support, number of families and staff seeking***	***Who will be responsible for implementing, monitoring, and adjusting the EBI, when will it occur, and how often will progress be monitored and data reviewed?*** *Be as specific as possible.* **.Guiding Coalition (GC) - monthly monitoring** ***PLC groups and individual teachers - monthly monitoring*** ***Counseling, Administration, Family Engagement and Special Education staff (CAFES) - weekly updates and needs assessments prior to monthly staff meetings and PD***	***What impact is the evidence-based intervention having?***	***What impact is the evidence-based intervention having?***

K-12 HomeBased Core Curriculum Review and Overhaul	*support, survey data* *Staff PD survey data regarding MTSS* *Survey data regarding home based curriculum library*	*School Advisory Team (SAT) - monthly monitoring* *Curriculum Committee - quarterly updates and end of the year outcomes report*		

SY 2026-2027 SMARTIE Goal #3: Belonging

SMARTIE Goal: Improve student sense of belonging as measured by Panorama across all grade levels by 5% from 71% to 76% for 3rd-5th graders and from 59% to 64% for 6-12th graders..

Fall Problem of Practice:
Our POP with Sense of Belonging, other than improving student sense of belonging, is around parents having a sense of belonging and defining and operationalizing what it means to be a "parent partnership" school. Our goal is to improve the quality of the partnership between teachers and family members by clearly defining and supporting the behaviors that define a successful partnership, both teacher behaviors and parent/family behaviors. Currently there is no clear definition of what we expect from our partners, so we have varying degrees of success with families. Since none of our students attends all day every day, we depend on the partnership for students to be successful. The students who are the most successful and engaged and the families who are the most satisfied with their child's education at SVEC are the families who are the most involved.
In addition providing multiple ways for students to connect with each other is challenging in an environment where students are coming and going all day, every day, and may have as many as seven different classes and teachers every week. Our goal is to provide many opportunities for students of all ages to “find their people,” and connect at school.

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.**

What evidence-based interventions EBI (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? *(include resources that you will use)*	***What data will be collected to measure the impact of this EBI on student learning or behavior, including its impact on equitable outcomes?***	***Who will be responsible for implementing, monitoring, and adjusting the EBI, when will it occur, and how often will progress be monitored and data reviewed?*** *Be as specific as possible.*	***What impact is the evidence-based intervention having?***	***What impact is the evidence-based intervention having?***
Schoolwide Student Engagement Activities throughout the year **Individual Classroom Beginning of the Year Sense of Belonging Activities** **Define and Operationalize partnership behaviors - for parents and teachers** **Intentional classroom administrative walkthroughs with feedback for emphasis on sense of belonging classroom activities** **Provide professional development for teachers and parents to develop and strengthen those behaviors** **Special Education and Consultation support for teachers and families around inclusionary practices** **Learning Resources Fair**	***Number of activities and participation*** ***Teacher participation numbers*** ***Survey and data collection of families exhibiting partnership behaviors*** ***Survey of staff PD opportunities*** ***Numbers of teachers and families seeking consultation and feedback surveys*** ***Number of participants and survey data***	Volunteer and Event Coordinator and Family Engagement - monthly .Counseling, Administration, Family Engagement, and Special Education - weekly meetings *Individual classroom teachers - monthly feedback* *School Advisory Team - monthly* *SVEC Leadership Team - weekly* *Special Education Team*		

SY 2026-2027 SMARTIE Goal #4: Attendance

Maintain our high level of Weekly Contact schoolwide at 99%. Additionally, improve the authenticity of weekly contact by strengthening the relationship between families and the Learning Plan Advisor.

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.**
What evidence-based interventions EBI (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? *(include resources that you will use)* **Continued weekly contact for all students, K-12, even for excused absences** **Strengthen communication and communication tools for staff use in improving relationship as WSLP Advisors**	***What data will be collected to measure the impact of this EBI on student learning or behavior, including its impact on equitable outcomes?*** ***Percentage of weekly contact made*** ***Family and teacher surveys, number of weekly contacts made by primary WSLP Advisor***	***Who will be responsible for implementing, monitoring, and adjusting the EBI, when will it occur, and how often will progress be monitored and data reviewed?*** *Be as specific as possible.* .WSLP Advisors and office and admin team - weekly *WSLP Advisors* *SAT* *Office and Admin team*	***What impact is the evidence-based intervention having?***	***What impact is the evidence-based intervention having?***
