Consolidated School Improvement Plan 2026-27

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 180-16-220. The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

1. Step-by-Step School Improvement Planning and Implementation Guide
2. How to Use the School Improvement Plan Template Checklist
3. CI Webinar 4 - How to Use the School Improvement Plan Template

Curriculum for Social Awareness

Section 1: Building Data

Building Name: Leaders High School	**Does your school share a building with another school?** Yes x No ☐ **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**: Monroe High School**
School Code: 1806	**Grade Span:** 10-12 **School Type:** Alternative
Principal: Brett Wille	**Building Enrollment:** 69

School District: Monroe School District	**F/R Percentage:** 58%
Board Approval Date: 9/14/26	**Special Education Percentage:** 33%
Plan Date: 8/28/26	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Tier 3 Plus

Vision and Mission Statement

Mission: Partnering 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.

School Leadership Team Members and Parent-Community Partners

We gathered parent input as a part of our orientation for the school on 09/10/26.

Name	**Title (if applicable)**
Rachel Bleakney-Bailey	Assistant Principal
Rachel McKay	TOSA
Caitlin Garpestad Rouse	Counselor
Met with all Leaders families to discuss SIP plan on 09/10/26, including: Bill Craig and Michele Jacobsen.	Parents

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the Washington State Report Card to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.

WSIF Data Measures	2023 WSIF Cycle Data	2024 WSIF Annual Data	2025 WSIF Annual Data
Comprehensive (All Student Group)	48	40	69
Comprehensive Graduation Rate	58%	60%	
Student Group			
American Indian/Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	1.4%
Black/African American	4.2%	5%	1.4%
Hawaiian/Other Pacific Islander	N/A	N/A	N/A
Hispanic/Latino	35.4%	35%	42%

Two or more races	10.4%	12.5%	7.2%
White	50%	47.5%	47.8%
English Learner	4.2%	10%	17.4%
Low Income	75%	50%	58%
Special Education	22.9%	22.5%	33.3%

Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
  - ELA and Math Proficiency
  - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
  - Regular Attendance
  - Ninth Grade on Track
  - Dual Credit (if applicable)

Section 3: 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 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 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data 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).

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

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.

1. 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.

We are a small school designed as an intervention for students that are not having success at the comprehensive high school and students come to us through many means, whether from counselor/teacher referral, student request, or parents inquiry. Each individual student at our school has an individualized plan and all our courses this year will be completed at a students' own pace. In order for each student to have support following through with their plan, they will be placed in a homeroom with an advisor who will support them academically and personally, connecting them to services as needed.

    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.

We are a program for students that have struggled in a comprehensive high school. Starting this year, we are not accepting ninth grade students, and are only accepting some sophomores who can demonstrate a clear need. With this in mind, our number one goal is to ensure that students graduate.

When looking at our graduation data we noticed that our actual graduation rate was higher than our total graduation rate, and that actually we had greatly underperformed with students who had missed their graduation date (only 25% of these students graduated). As a program meant to serve students who have fallen behind, this is a group we need to have more success with and therefore this is the second group of students we have identified as needing more support.

Additionally, looking at our data, our attendance rates did go up overall and we now have 65% of students attending 90% or more. However we still have a large number of students that are rated as critical attenders (less than 80%). We believe these students are the most at risk.

Therefore our two most critical at risk groups are (1) Those past their true senior year, and (2) Students with critical attendance. We have made a list of these students by name.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

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?

We will monitor our students monthly in our Student Success Team. This team will look at attendance, proficiency rates, and graduation readiness to determine if students need to be added to the list. Seniors who have passed their actual graduation date will not exit the list until they have completed graduation requirements. Students at critical attendance will remain on the list until we can show at least two months of regular attendance. Finally, if a 'true' senior falls behind on their graduation plan and their advisor is not able to remediate the situation within a month, the advisor will refer the senior to the Student Success Team for further support.

Educators

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 interventions for both teaching and learning?

- All staff need continued learning around class meetings and building class community within their homerooms.
- Admin and leadership staff need continued training on ALEs and the different ways that we can use flexibility within the school system to support individual students.

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

- Based on the learning we have done as a school around flexible learning models which was initiated as a result of student and family data, we have restructured our school. All students will work on classes at their own pace. All students will be assigned to advisories and an advisor who will support their individual academic journey.
- We will measure the success of the flexible learning model through our attendance data and proficiency rates. For attendance, our most critical attenders have reported to us that at first they do not attend for personal reasons, then they fall behind and they do not come back because they feel too far behind. This recognizes that many of our students do not have the same ability to attend five days a week for the entire school year, and by giving more flexibility we believe we will have fewer critical attenders. For proficiency rates- we believe the independence will allow students to be more independent and earn credits faster. We will hope to see a 3.5 average of credits earned by students per semester for the 2026-2027 school year.
- All staff worked with the Culturally Responsive Trainer on running class meetings. This was also part of our additional paid week at the end of the 25-26 school year when every staff member practiced running class meetings with the rest of the staff. We believe this will positively impact our sense of belonging and attendance data this year.

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

Section 3: 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?

- Our system this year will rely heavily upon advisories where students will be working at their own pace. We will continue the work supporting our teachers at having class meetings and doing class activities to create connections with staff development opportunities.
- Our teachers will continue to connect with their MHS teammates to work through the PLC process. The focus for these teams during the 26-27 school year will be tracking data and planning interventions. Our SBA data suggests that our students are not reaching standard and we believe the connection to the high school will help raise expectations and ensure assessments are rigorous.
- Additionally, admin will meet with each individual teacher to discuss assessments and how well assessments align with essential standards identified by the joint PLC. If assessments do not measure essential standards, admin and teacher will create a plan to shift assessments.
- Finally- math, social studies and ELA classes will have interim tests required in the class so that we can have common, third point data to analyze. This will help us have a better idea of the rigor in our classes and how well our students are prepped for meeting their pathway.

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

- The students we have identified as needing the most support (critical attendance and missed graduation) will be more likely to attend if they feel a greater sense of belonging. Class meetings are a data-informed strategy for improving attendance and sense of belonging.
- For our seniors, ensuring that we are teaching kids to standard will help them to feel confident and be successful with whatever pathway they select for graduation.

Systems of Support

1. 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 strength for your school's system of supports and how areas of need will be improved.

- The attendance team that we put in place this year was successful and we saw growth in the number of students attending 90% or more of the time. We believe that this is a strength that can be improved upon to reach even more students- especially by focusing on students who have critical attendance (80% or lower).
- An area of growth for Leaders is our student to student connections are not high, and we have seen that in our walk through data as well as our Panorama data. In classes, most of our teachers allow students to sit with their friends, or each student is seated alone, and there is very little community building. The phrase we have heard is "I love Leaders, this is a great place, except for those people- they shouldn't be here."

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Data pulled from Panorama Survey on Social Awareness (nested within Sense of Belonging) in the spring of 2026. These are students self-reporting.

49% said they cared about the feelings of others (down 16% from spring 2025).

45% listened to other's opinions (15% down from spring 2025)

40% stood up for themself without putting others down (down 13% from spring 2025).

35% could disagree with others without starting an argument (down 16% from spring 2025).

- Additionally, our graduation goal for last year was 65% and we had 63% of our on time graduates graduate! We were very close to meeting this goal and this feels like a good strength to build upon.
- However, for our students who had already missed their graduation year but were hoping to graduate, we were very far away from our goal- with only 2 out of 8 graduating or 25%. This will need to be an area of focus for the coming year.
- We had very low rates of proficiency as measured by the SBAC. Only one student (out of 11) who took the SBAC tested as proficient in mathematics, and only 2 students (out of 15) tested as proficient in ELA. We need to do more to support our students in grade level proficiency and not just earning credits.
- For most of the year, we had a licensed therapist that was shared between MHS (the comprehensive high school) and Leaders. He had to leave suddenly, but before he left he was working with 12 of our students, which took up more than half of his case load. While his work was confidential, every student that we referred to him told us that they wanted to continue talking to him and were more likely to attend on the days they were set to work with him.

2. How did your school identify these areas of strength and improvement?

- We looked at attendance data, Panorama survey data, walk-through data, proficiency rates and graduation data. Above are the pieces that stood out to us as most important.

3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.

- We connected with an elementary school to have a group of students earn credit by working with elementary aged students. For the students that took part, this was a really great opportunity and (through anecdotal data) made them want to come to school more.
- Kelly Ward is our Student Resource Coordinator and works hard to connect students to resources that they need, including food, school supplies and clothing.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- A major need for our students is mental health support and we have more students that need it than we can provide with our current resources. An audit of students who were supposed to, but did not graduate in 25-26 informed us that all of them needed mental health support and/or substance abuse support.

4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?

- This is definitely an area of growth for Leaders. We lack significant good data to work with because not enough families took our Panorama survey to give us reliable results.

Some ideas we have to improve family engagement:

- This year at our required orientation for Leaders students and their families we will be
  - Connecting to Parent Square
  - Sharing our SIP and asking for input.
  - Asking for parent/family volunteers who can be a part of our planning team going forward.
- Additionally this school year we will be:
  - Creating a bi-weekly newsletter with information for families.
  - Planning at least two community events that bring our families and our students together, in addition to graduation and orientation.

5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)

- The only two events that we currently have are (1) orientation, and (2) graduation. These are both well attended and we have gotten positive feedback from them. We hope to build on their success.

1. 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?

- A member of our Student Support Team will be assigned to each of the individual students we have identified (either for critical attendance or for being beyond their year of graduation). This team will meet weekly to discuss students and ensure students are

connected with support for whatever needs are coming up- whether this is to a therapist, the college and career counselor, or a community organization.

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

- We will have our bilingual paraeducator be a part of our team and she will proactively engage with Spanish speaking and Hispanic families from the beginning of school. This is a change from last year when she engaged only when a student was flagged as needing support. She will also be a part of planning out family events to ensure they are culturally accessible for all our families. Our advisors will still be the most important point of contact for all families, but we hope that she can be an additional support for these critical families.
- Our flexible model will allow students to earn credits faster than the traditional model and this should support our students who have fallen behind with credits. We expect to see an average of 7 credits earned per student by the end of this school year.

c. How do you support transitions between grade spans?

- The majority of our students will be upper classmen and we are creating a school that is more tailored to independent, older students. We are encouraging all freshmen to start at the comprehensive high school.

d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

- Yes. The schedule changes we have made over the last couple years have ensured that students have access to electives at the main high school and all our students are encouraged to take at least one class there according to their interest. We have had a number of students interview and be accepted to outside programs, including Sno Isle, Running Start, and Job Corps. The flexible learning model will only give greater access to opportunities outside of the school for students.

2. 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?

- Our advisors will be the main point of contact for our families, a connection point we will set up at our orientation. All families will spend individual time with their advisory at our orientation and means of contact will be established.
- Also as a part of our orientation we will be asking for feedback on our SIP plan, and looking for parents/families who are interested in helping us make leadership decisions. We will offer a range of options from planning events, to joining our leadership team to look at data together. I will discuss with them the Panorama survey and the how/when of receiving it so that we can hopefully get more families taking it this year.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

- If we can get more than 50% of families to fill out the Panorama survey, this will be a major win. We currently have no data to look at from our families because not enough of them took it to meet the threshold. If 50% of families take the survey, that will show us that our efforts are working and we are getting in communication with more families AND it will give us actual feedback to work from for next steps.
- We will plan one of our family events during the Panorama window to facilitate getting more family feedback.

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?

    - Students feel supported by adults at our school (80% said they have an adult they can count on at school, 63% said adults give them a lot of support).
    - We nearly met our graduation goal for students who were in their senior year last year- with 63% graduating on time.
    - We have more students attending at 90% or better (it went from 28% in quarter 1 in the 25-26 school year, to 56% in quarter 4 of 25-26).

2. What top needs have emerged from multiple data sources?

    - Graduation rates for those who are beyond their senior year did not meet our goal (2 out of 8).
    - Building community between students (which is nested within the sense of belonging):

Data pulled from Panorama Survey on Social Awareness (nested within Sense of Belonging) in the spring of 2026. These are students self-reporting.

49% said they cared about the feelings of others (down 16% from spring 2025).

45% listened to other's opinions (15% down from spring 2025)

40% stood up for themself without putting others down (down 13% from spring 2025).

35% could disagree with others without starting an argument (down 16% from spring 2025).

    - Attendance rates for those who are critical (80% or less), which grew from 32% to 37% across the 25-26 school year even as the students attending 90% or better grew.
    - Students achieving proficiency in critical skills in math and ELA as measured by the SBAC.

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

3. What disproportionalities exist among student groups?

- Our Hispanic students rate their sense of belonging at 42%, compared with 45% for our overall student body. There is a higher percentage of Hispanic students that have critical attendance (50%) as compared with the overall student body (42%).
- Interestingly- the percentage of Hispanic students attending 90% or more is higher than the overall number attending 90% or more- which indicates a success for our goals last year which targeted this group. One of the biggest successes we believe came from our bilingual paraeducator who targeted Spanish speaking families and connected with our Spanish speaking students. Crucially- more of our students who identified as being Spanish speaking (not just Hispanic) rated themselves as having a high sense of belonging (48%). We believe that is a result of our bilingual paraeducators' work, and we believe that further expanding her role will support more students and families within this group.

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

- We believe that our Hispanic students do not feel as connected to the school, even as we have improved the sense of belonging among Spanish speaking students.

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

- We believe that the low sense of connection between students is the biggest issue for our school. If students do not feel they belong, they do not attend. And if they do not attend- they will struggle to meet grade-level expectations and graduate.

6. How do identified needs impact each other?

- We will be working this year to ensure that individual classes are meeting grade level standards through auditing of individual classes If classes are not meeting these standards, it explains our low levels of proficiency, and will have a great impact on students' confidence to move through more difficult classes, and to complete a pathway to graduation. Students who do not feel capable, do not feel a sense of belonging, which impacts attendance, and ultimately graduation.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)? What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?

- Students in homerooms, having class meetings and creating classroom constitutions is a short term goal and we believe will have a quick impact on overall sense of belonging. Additionally- the Check and Connect we believe will have a quick and positive impact on some of our most difficult students and we believe will show in our fall data.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- Our flexible learning model will also yield quick wins as we believe we will see more students earning credit quicker (goal is 3.5 credits per student at semester).
- Longer term wins will be the aligning of all assessments with grade level standards. This will take time for teachers to shift their teaching and adjust goals for their classes. We will likely have more beliefs to contend with to make these shifts. It will take a year or two to start seeing this work reflected in the SBAC/pathway data for our students.

8. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

- Additional data could include a mental health screener

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

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the **Examining Resource Inequities Tool**. Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

Our school is an intervention for students that have not been successful at the comprehensive high school. Each individual student does not come to us for the same reason, but that is the commonality between all our students: They needed an alternative. As a result of this, our students are more likely to struggle with attendance, to be behind in credits, and to have experienced trauma. All these things mean that our students have a greater need for personalized education plans that will allow them to earn credits faster and with less constraints (like being in a class every day at a specific time), and more check-ins with caring adults.

Need: Low attendance and belonging

→ Resource inequity: Students who are disengaging do not have consistent access to an adult who monitors, connects, and responds early

→ Evidence-based strategy: Implement Check & Connect to provide identified students with a consistent adult mentor who monitors engagement and intervenes early

→ Expected outcome: Improved attendance and belonging

Need: Behind on credits

→ Resource inequity: Students who are behind on credits need more flexible options to catch up on lost learning.

→ Evidence-based strategy: Offer individualized education plans to each student, and an advisor who is checking in with them and keeping them moving on their plan weekly (at least).

→ Expected outcome: Improved proficiency rates and graduation rates.

Section 5: CNA Priorities (Component #1 – Needs Assessment Summary)

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.

Priority #1: Our number one priority is to improve our graduation rates for all our students (not just our true seniors), with a focus on our students who are beyond their fourth year of high school.

Priority #2: Our second priority is to improve students' sense of belonging, specifically our student-student relationships.

Priority #3: Our third priority is to improve student attendance, especially those marked as critical attenders (80% or less).

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/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 data-based improvement goals and evidence-based interventions *(*activities, practices, or strategies*)* for SY 2025-26. 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 "Data 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.*

SY 2026-2027 SMARTIE Goal #1: For the year 2026-2027, 65% of all students in their senior year, as well as 65% of those who are beyond their 'true' senior year, will graduate high school by the end of the school year in June 2027.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

- Our students will have earned 4 credits on average by the end of the first semester.
- All seniors (true or otherwise) will have a pathway identified OR will be placed into the performance based pathway support class at semester.
- Attendance rates will be up for all seniors, with less than 20% at or below critical attendance (80% or less).

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *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 and fill out the EOYR section of the table below.) *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.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. All seniors will create a graduation plan at the beginning of the year that is personalized and includes plans for credit retrieval for those that need it. (promising) and an advisor charged with consistent support and check-ins on their individual plan. If a student falls behind and the advisor is not able to get them back on track, the student will be referred to the Student Success Team- which will result in being added to	***What data will be collected to measure the impact of implementing this EBI?*** Data will be collected on the average number of credits being earned per student (should be 3.5 at semester) and on our graduation rate (65% of all seniors should be on track at semester). ***How will the impact on equitable learning or behavior change be measured?*** See above.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The Leadership team will be responsible for evaluating the overall data. Individual advisor teachers will be responsible for tracking their students' data and inputting it. ***When will this EBI occur?*** This will occur throughout the whole school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.***	*What impact is the evidence-based intervention having?* ***What is evidence of impact?***	*What impact is the evidence-based intervention having?* ***What is evidence of impact?***

the Check and Connect System (Research-Based). *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Continued staff training on how to do academic check ins and progress monitoring. Our TOSA will be leading and monitoring the Check and Connect System. *What student groups will benefit and why?* All seniors will benefit from being connected with an advisor who is tracking their progress.		The Leadership team will monitor data on credits earned at semester. The Student Success team will discuss students who have fallen behind on their graduation plan as soon as they are referred by individual advisors.		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Check and Connect will be used for all students	***What data will be collected to measure the impact of implementing this EBI?*** The student success team will monitor these students progress towards graduation and	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The Student Success Team will discuss these students monthly, the leadership team will	*What impact is the evidence-based intervention having?* ***What is evidence of impact?***	*What impact is the evidence-based intervention having?* ***What is evidence of impact?***

that are beyond their senior year and true seniors that have fallen behind their personalized plan (EBI is research-based). *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Our TOSA will lead the Student Success team and the Check and Connect system. Our Students Success team (including our TOSA bilingual paraeducator) will be paid to meet bi-weekly and discuss students of concern. A member of the team will be assigned to do Check and Connect with each student who meets this criteria. *What student groups will benefit and why?* This will primarily focus on the students we have identified as being critical this year:	discuss their needs monthly. *How will the impact on equitable learning or behavior change be measured?* We will use proficiency rates (number of credits earned per student) and graduation rates to determine the success of this intervention.	monitor the overall data quarterly. *When will this EBI occur?* This will occur from the start of school on through the end of the school year. *When or how often will progress be monitored or data reviewed? Be as specific as possible.* The Student Success Team will meet biweekly to discuss students and the progress of Check and Connect. The Leadership Team will meet quarterly to check in on overall data and determine the level of success of these interventions.		

• Those with critical attendance. • Students past their true graduation year. • Seniors who have fallen behind in their graduation plan.				

SY 2026-2027 SMARTIE Goal #2: We will have 65% of students reporting a positive sense of belonging by the spring of 2027 according to the Panorama survey, including 65% of Hispanic students.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

- The fall Panorama survey is given in October- we would expect to see that at least 60% of students were feeling a sense of belonging. If the fall survey were lower than this- we would need to revise our strategies for this school year and consider further data points to track progress.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *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 and fill out the EOYR section of the table below.) *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.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Class Meetings in advisory for all students, as well as Classroom Constitutions created by each homeroom, and regularly community activities initiated by homeroom teacher- which is a trauma-informed practice (promising). *What resources will be used for implementation? **(For example, professional development, extended***	***What data will be collected to measure the impact of implementing this EBI?*** We will use the Panorama Survey results on Sense of Belonging to determine the success of these interventions. ***How will the impact on equitable learning or behavior change be measured?*** It will be measured using the Sense of Belonging results in the Panorama Survey.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All teachers will be responsible for implementing the homerooms and the community building. ***When will this EBI occur?*** Starting from the first day of school through the whole year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** The Leadership Team will evaluate the success and/or need for	*What impact is the evidence-based intervention having?* *What is evidence of impact?*	*What impact is the evidence-based intervention having?* *What is evidence of impact?*

time, curriculum, materials, etc.?) All teachers will have a homeroom. Continued professional development will be provided for teachers to create community in their classroom. (Targeted Professional Learning = Research-Based) *What student groups will benefit from and why?* All students will benefit from class meetings and the creation of community in homerooms.		adjustment in the fall, at semester and in the spring with the Panorama data.		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Advisory lessons on Self-Awareness (SEL) for all students, and small groups will be implemented by counselor and student support staff with students identified as needing more support	*What data will be collected to measure the impact of implementing this EBI?* Our counselor will set up surveys for all students that can be given as a part of the lessons to track success. The Panorama Survey should show growth in the student-student categories, although it is unlikely to affect the fall survey and we will look out for the spring survey.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Our Counselor will be the primary person coordinating this effort. *When will this EBI occur?* The lessons will start the first month of school. We should be pulling small groups by October. *When or how often will progress be monitored or*	*What impact is the evidence-based intervention having?* *What is evidence of impact?*	*What impact is the evidence-based intervention having?* *What is evidence of impact?*

with these skills. (Social Skills Instruction = Research-Based) *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Our counselor will lead the administration of SEL lessons in homeroom. Our Leadership Team will determine which individual students need more support based on Panorama survey results and discipline issues. *What student groups will benefit from and why?* All students will benefit from this intervention.	***How will the impact on equitable learning or behavior change be measured?*** The Panorama Survey should show growth in the student-student categories, although it is unlikely to affect the fall survey and we will look out for the spring survey. Our discipline rates for student-student issues will be tracked and should go down throughout the year.	***data reviewed? Be as specific as possible.*** Our counselor will set up surveys for all students that can be given as a part of the lessons to track success. The Panorama Survey in the spring will be the most important measure of our growth and we should see significant growth in our student-student relationships.		

SY 2026-2027 SMARTIE Goal #3: We will have 65% of all students attending 90% of the time or better. Additionally, we will reduce our students with critical attendance (those attending less than 80% of the time) from 42% to 20% of students. Our Hispanic students with critical attendance will be reduced from 50% to 30%.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

- There will be less than 20% of students with critical attendance (80% or less).
- There will be less than 30% of Hispanic students with critical attendance (80% or less).
- The overall number of students with 90% or better attendance will be 65% or higher.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *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 and fill out the EOYR section of the table below.) *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.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Check and Connect for all students with critical attendance (80% of less). (Evidence Based) *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Our TOSA will lead the Student Success team and the Check and Connect system. Our Students Success team (including our TOSA bilingual paraeducator) will be paid to meet bi-weekly and discuss students of concern. A member of the team will be assigned to do Check and Connect with each student who meets this criteria. *What student groups will benefit and why?*	***What data will be collected to measure the impact of implementing this EBI?*** Attendance data will be collected monthly. ***How will the impact on equitable learning or behavior change be measured?*** We will use attendance data to measure effectiveness.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The Student Success Team will be responsible for this measure. ***When will this EBI occur?*** The Student Success Team will start right away with students already marked as needing a Check and Connect. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Attendance data will be reviewed monthly.	*What impact is the evidence-based intervention having?* *What is evidence of impact?*	*What impact is the evidence-based intervention having?* *What is evidence of impact?*

This will primarily focus on the students we have identified as being critical this year: • Those with critical attendance. • Students past their true graduation year. • Seniors who have fallen behind in their graduation plan.				

Section 7: 2026–2027 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. 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 2026–2027, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? 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. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

3. Which evidence-based interventions (activities, practices, or strategies) (including WSIF Tier 1-Tier 3 Plus) 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?

Section 8: 2026–2027 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented in the SMARTIE goal tables above and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. 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 supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

2. Share an example of progress made in narrowing opportunity gaps 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 Section I b above (from SY 2026–2027) positively impact student outcomes in pursuit of its associated SMARTIE Goal?

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

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2027–28?

6. How will you utilize available and additional sources of data in this planning process?

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

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 1003 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.

2026–27 Funding Note: The district is currently finalizing school and program-level funding allocations during a transition in fiscal leadership with a new Chief Financial Officer. Exact 2026–27 amounts for Title I, LAP, Title II, Title III, and BEA are not yet available. Identified funding sources and planned uses are included below based on current staffing and implementation plans. Dollar amounts will be updated when final allocations are confirmed, anticipated in early September 2026.

Funding Source	Amount / Planned Use
1. OSSI School Improvement 1003 Grant	**$50,000** – Supports school improvement activities and evidence-based strategies identified in the OSSI SIP that directly address the inequities contributing to WSIF identification.
2. Title I, Part A	**Amount pending final district allocation** – Funds school-level instructional and intervention staff, including the school's instructional coach, as well as supplemental academic supports and services aligned with identified student needs and SIP goals.
3. Learning Assistance Program (LAP)	**Amount pending final district allocation** – Funds school and district staff who provide supplemental academic and behavioral intervention, instructional support, and coaching to teachers serving students who need additional support to meet grade-level standards.
4. Title II, Part A and Title III	**Amount pending final district allocation** – Supports district instructional coaching and professional learning, including coaching and implementation support for teachers. Expenditures are aligned with the allowable purposes of the respective funding sources.
5. Basic Education Allocation (BEA)	**Amount pending final district allocation** – Supports core staffing, instruction, collaborative team time, professional learning, and district instructional supports that contribute to implementation of the SIP.
6. Other District/Program Funds, as applicable	**Amount pending final district allocation** – Additional district resources may be braided with the funding sources above to support SIP implementation based on identified student and staff needs.

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2026-27)

***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.	• Professional Learning Communities (PLCs) • Tutoring by an Intervention Specialist • Establish Data-Based Teams to Regularly Review Student Data • Implement a Tier 2 Check-In/Check-Out System for Students with Emerging Attendance Issues • Provide Behavior Supports and SEL Lessons
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	• Tutoring by an Intervention Specialist • Establish Data-Based Teams to Regularly Review Student Data
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (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 opportunity gaps, specifically those driving identification.	• Use an Intervention Team Guided by Implementation Science • Use of Culturally Responsive Teaching and Inclusive Practices • Family Engagement Opportunities • Professional Development
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	• Access district TOSAs for Coaching Support

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2026-27)

***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
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.	• Access to ML Specialist for intervention and Coaching Support
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	• N/A
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	• Reading and Behavioral support by an Intervention Specialist
Local Funds	Local levy revenue may be combined in schoolwide programs.	
Other Funding Sources, including School Improvement Grant Funding		