

Consolidated School Improvement Plan 2025-26

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:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 - How to Use the School Improvement Plan Template](#)

| Section 1: Building Data | |
|--|---|
| Building Name: Kahlotus Elementary & Secondary School | Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan) |
| School Code: 3214 | Grade Span: K-12 School Type: K-12 |
| Principal: Mark Bitzer | Building Enrollment: 43 |
| School District: Kahlotus | F/R Percentage: 72% |
| Board Approval Date: | Special Education Percentage: 18% |



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Plan Date: Winter/Spring 2025

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

Tier 1, 1-2

Vision and Mission Statement

VISION

The Kahlotus School District will see, value and create an environment every day that promotes:

Honesty: The courage to be truthful, responsible and accountable for our actions, feelings and work.

Optimism: Believing in oneself and others, making the most of any situation with a positive mindset and outlook on the future.

Welcoming: Ensuring the inclusion and acceptance of people and ideas. Say "Hello". Be kind.

Learning: Individuals who are open-minded, keep going, take on new challenges and committed to gaining knowledge and understanding.

MISSION STATEMENT

The mission of the Kahlotus School District shall be to
strive for academic excellence and growth in a nurturing environment that encourages students to reach their full
potential as responsible individuals.

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

| | |
|--|--|
| <i>Dr. Andie Webb, Superintendent</i> | <i>Mr. Ray Nielsen, Teacher, Art & Music, Grades Prek-12</i> |
| <i>Mr. Mark Bitzer, Principal</i> | <i>Mrs. Hilary Wheeler, SpEd Director</i> |
| <i>Ms. Julia Saenz, Title 1/LAP Instructor & Coordinator</i> | <i>Mrs. Sandi Miller, Grades 2-3 Elementary Teacher</i> |
| <i>Mr. Weston Kane, Teacher, CTE, Grades 6-12</i> | <i>Parents, students and community from forums 2022-2023</i> |

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: NA

Graduation Rate: 100%

| | | |
|--|--|---|
| <p>Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.</p> | <p>2023 WSIF Cycle 3 Identification Tier 1 Targeted 1-2</p> | <p>2024 WSIF Annual Data WSIF Year: 2024 Student Group: All Students Composite Final Score: 3.20</p> <p>Made up of the following indicator scores: Proficiency Combined Score: 4.0 Proficiency ELA Decile: 4.0 Proficiency Math Decile: 4.0 Other Academic Achievement: 2.5 Growth ELA Decile: 3.0 Growth Math Decile: 2.0 AL ELA Decile (2022 Run only): AL Math Decile (2022 Run only): Graduation Combined Decile: NA Four Year Graduation Decile: NA Extended Year Graduation Decile Increase: NA English Learner Progress Score: NA School Quality and School Success Combined Score: 3.5 Regular Attendance Decile: 5.0 Ninth Graders On Track Decile: NA Dual Credit Decile: 2</p> |
| <p>WSIF Data Measures</p> | <p>2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)</p> | <p>2024 WSIF Overall Framework Score</p> |
| <p>Comprehensive (All Student Group)</p> | <p>2.95</p> | <p>3.20</p> |
| <p>Comprehensive Graduation Rate</p> | <p>N/A</p> | <p>NA</p> |
| <p>Student Group</p> | | |
| <p>American Indian/Alaska Native</p> | <p>N/A</p> | <p>NA</p> |

| | | |
|---------------------------------|------|-----|
| Asian | N/A | NA |
| Black/African American | N/A | NA |
| Hawaiian/Other Pacific Islander | N/A | NA |
| Hispanic/Latino | N/A | N/A |
| Two or more races | N/A | N/A |
| White | N/A | N/A |
| English Learner | N/A | NA |
| Low Income | 1.98 | NA |
| Special Education | N/A | N/A |

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).

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 OSS, 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.

Students are selected using the standardized data from the statewide testing (SBAC) along with local assessment data (STAR/DBLS) in conjunction with a cut score.

- 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.

SBAC data was reviewed from the previous year and placed into a spreadsheet that could be arranged based on given criteria. This was done for all grades through intervention specialists. In addition, all students were provided on-site assessment in ELA and math through STAR or DIBLS which was then transposed to the spreadsheets and compared to the SBAC score for reliability before creating a final list.

- 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?

The data provided will have two additional data points (January and May) showing the score compared to benchmark

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

for all grades. In between these points, teachers will meet monthly with grade-level teams to discuss support of core instruction. Each month, all teams will meet to review additional data and make decisions on student progress or review the need to continue support through PLC groups. Our intervention specialist will monitor and analyze data throughout the year with specific points of growth or loss outlined by quarter/data point in ELA and math and will create and maintain a schoolwide chart available to all staff for review and planning of instruction. A month-to-month review of student progress will be reviewed by the Title 1/LAP specialist and administration with supporting information from instructors for exit-ready success.

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?

As a staff, we have identified that fidelity and consistency in the instruction of ELA and math curriculum are required to stabilize student progress and learning. We have also identified that individual and group progress monitoring and measuring is needed through the use of Student Growth Goals as well as PLC team goals and data collection. We have identified additional training and coaching in PLC is needed as well as continued support in Tier one implementation and Tier Two development in the area of data use to inform instruction. Our staff has also noted that further training in PBIS and SEL is needed for all staff including the paraeducators who work with students as much as the classroom teacher. Specific professional learning includes MTSS Tier 2, Professional Learning Communities (PLC+), learning cycles within course frameworks and connections to standards and rubrics.

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?

Our support system includes a year-long schedule of teacher release time that is structured by month into PLC groups, collaboration teams, committee meetings (inclusive of curriculum adoption) and professional development centered on Tier 2 and PLC+. Our new teachers are part of a BEST cohort and have a mentor assigned to them both at the building level and through the regional ESD. In addition, we bring in coaches and trainers with the regional ESD for PLC+ and math instruction. Our intervention specialist is a regional ELA fellow and is learning to be a staff trainer in the Science of Reading as well as math MPR's. Certified staff have also been trained in Character Strong and a small measure of PBIS.

Our metrics will be the progress indicators used within WSIF, STAR, DIBLS, WAKIDS, SBAC and Character Strong for individual students, the feedback and monitored progress from our intervention specialist on individual students, formative assessment, Student

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

Growth Goal data, PLC data, and IEP data. Metrics will also extend to teacher growth and success in the supervision cycle in the areas of SGG, Criterion 3 (differentiation), Criterion 6 (assessment), and Criterion 8 (professional practice).

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development
 - a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

Instructional and support staff have been trained on how to provide instruction through Wonders reading (K-3), CIA (4-6), Pearson English (7-12), My Math (K-5), Envision math (6) and Pearson Math (7-12). Our K-5 staff have also implemented CUB and CUBE this year. This applies to their work in the collaboration teams that create enrichment and support as well as their PLC groups which are using student data and growth goals to inform instruction. Instructional staff have further been engaged in using instructional frameworks which included standards, learning cycles and assessment marking periods. IEP support staff have been trained in specially designed instruction (SDI) and collecting data from students each day as they work in their respective plans showing their needs and growth for each week. Our overall program is aligned to the eight Washington state criterion for effective Instruction and aims to be aligned to the nine characteristics of high performing schools.

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

The professional development will address the areas/categories that are supported by research to have an effect on instruction, support and growth of each individual student. With input and feedback from teachers, parents and students alike, we can make changes to our systems that will have long-term effects for students based on the tailored needs of our student body and staff. Staff will be more attuned to learning cycles, assessment data and differentiation and can continue to identify student needs, apply teaching and learning strategies in ELA and math and support effective use of the six keys of Tier 1 instruction as well as the implementation of interventions in and Tier 2.

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.

Areas of strength include trained staff, research-based curriculum, identified and specific academic intervention, Common behavior goals, common intervention practices from staff, use of data in identifying academic student needs, an

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

implemented curriculum(Character Strong) for SEL, and a research-based intervention system (MTSS). All of these facets will help to build and adjust the system-wide processes and products and improve them over time while still meeting our student's needs as identified by data.

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

Our staff worked collectively on a vision and identifying core values which is the basis for our behavior management and intervention system as well as the SEL curriculum. Behavior goals are also the result of collaboration and committee work and seen throughout all three academic levels. The need for a behavior system and definitive behavior management was the collaboration of the district team through survey work, curriculum reviews, and team analysis and the choices for behavior interventions is the ongoing work of a district-wide cross-grade team and review with building input. Data and feedback from a community-wide forum on district needs and a portrait of a graduate were also key to identification.

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

The connection with community and parents is an area that needs improvement. While individual teachers are proficient at providing communication about support, the school-wide system needs improvement. Last year, we had minimum parent/community events specific to support and while we did host a family literacy night, we only involved one parent and did not request any feedback on how to improve.

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?

Attendance at school events and survey information.

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)

We have good general support from parents. We have regular communication from teachers in the form of a newsletter, daily/weekly notes home for students, daily bulletin and social media and we have multiple opportunities for parents to participate in events. We hope to add more teacher communication for individual students and their academic growth as well as more frequent, positive communication with parents. Our plan is to add at least one more family academic night where students

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and families attend an event centered on academics. The additional event will be centered on math and science and will be added to our family literacy night event in the spring.

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?

Our intervention specialists work with individual teachers, grade-level groups and the principal to coordinate in-class intervention, specially designed instruction that supports core curriculum, and monthly meetings to review data on student learning. The program also coordinated with special education during assessments and in creating the intervention groups.

- 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?

The intervention specialist, teaching staff and support staff are all using the same model (monitored, strategic and intense) for academic classification and the same system of support (general classroom, push-in support instruction, and intensive support (SDI) instruction) with each student with data being gathered in an identical manner and with staff-wide accessible platforms and tools. Specialists connect and collaborate with teachers to ensure fidelity and monitor student progress. All feedback is being recorded and shared through reports and a data wall and the WSIF information as well as SBAC data is shared multiple times with staff along with public presentations to the community and the Board of Directors.

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

Transitions are supported through educational format in Elementary and High School in that students have similar policies and staff members year to year. We transition our elementary students to middle school through an anchor classroom which is housed in the elementary and has a homeroom teacher, but has their own middle school schedule and specialists in science and math who push into sixth grade while 7th grade has ELA, math and social studies specialist pull-outs. This change allows for a smoother transition from having one teacher each day to multiple teachers each day. One of the largest hurdles for transitions from elementary to middle school. We also have the same individual for K-12 special education and an additional individual support specialist for K-12 ELA and math. Transitions are also supported with IEP specialists and IEP reviews and updates.

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

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

NA

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?

We have basic communication with parents but we have not established consistent methods and frequency for supporting the targeted assistance practices or strategies. Last spring we held a family literacy night which was a success as it targeted students in reading support, but we need to add more events and more communication about student growth or challenges to parents in greater space and detail than just report cards. This is an area we need to improve.

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

The evaluation will have components of feedback and input from staff, parents and students. The gauge for us will be the level of understanding that parents and students have of their role and the academic/behavior goals of the student that would indicate a starting point, a measurement of success, accomplishment of goals and the ability to set new goals.

CNA DATA Summary

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

Staff experience, community support, district support from ESD's, Technology available

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

Structural improvement/replacement, staffing resources, curriculum supplements, declining enrollment, additional clubs/programs for students

3. What disproportionalities exist among student groups?

Primarily economic challenges

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

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

Rural location often leaves a lack of opportunity for students and families, economic challenges narrow student opportunities, multi-job families may prevent parents/families from participating in school events or activities.

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

Academic clarity and support, outside experiences that take kids to other places, opportunities for parents to be welcomed to the school.

6. How do identified needs impact each other?

Parent engagement opportunities struggle against the need to work long hours or multiple jobs. Presenting opportunities to students requires additional funding that is not readily available. Small student body may reduce staff numbers and further opportunities for programs or activities outside of the core curriculum.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?

Community engagement and partnering, improved structures, academic improvement and SEL. Increased enrollment and added opportunities for students in both academic and extracurricular components, academic improvement and SEL.

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

Continued academic success of students K-12 as well as improvement for the percentages of students who are not currently meeting grade-level benchmarks by 3-5%. Building a Districtwide Community Engagement Framework, Improved student attendance by 15% and approval of grants for structural improvements.

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

Additional stakeholder input.

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.

The largest inequities found were access to services and ample number of pre-trained support staff. As the district is rural, and in a very small location, we are often left without adequate numbers of bus drivers, highly trained applicants for special education and general education paraeducator positions and must contract for psychologists, SLPA's and OT/PT when needed. In addition, programs such as Running Start or Skills Center are not readily available to students due to transportation.

We will continue to build a strong recruitment and human resources plan as well as continue to provide training for the paraeducators that we have. Our levy in 2024 as well as 2026 will include funds for this support. We will also continue to offer bus driver education and safety training to multiple staff and continue recruitment efforts. Our work in accessing programs for students may include collaborating with another local district for ride-shares or program shares.

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: INSTRUCTIONAL IMPROVEMENT

Build student responsibilities with rigor through homework, assessment, relevant goals and expectations while providing teachers with the resources, training and standards needed to improve instruction and teach the skills and dispositions of hands-on learning, powerful engagement and real-world connections with support and direction that develops thriving learning cultures.

Priority #2: BUILDING THE WHOLE CHILD

Ensure that each student is healthy, safe, supported and challenged while meeting diverse needs and learning styles in the classroom and districtwide through instruction and multi-tiered, positive intervention that encourages innovation and flexibility and honors belonging, with connection for students, staff and our community.

Priority #3: SCHOOL CONNECTED TO COMMUNITY

Increase communication inside and outside of the school with stakeholders that fosters continual strengthening of relationships among parents, school board, employees, students and administrators in order to build capacity for student opportunities and provide a variety of ways to have families, volunteers and community engage with students and the district.

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?

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).

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 2025-2026 SMARTIE Goal #1:

By June 2026, we will improve ELA and Mathematics comprehension in grades K-12 by improving literacy and problem solving instruction and practices as seen through Student Growth Goals, and assessment data from STAR, DIBELS and SBAC. Staff will implement strategies and practices through Wonders, CIA and Pearson with Renaissance, Lexia and Moby Max platforms as support and assessment for ELA. Staff will implement strategies and practices through MyMath, Envision and Pearson with Renaissance and Moby Max platforms as support and assessment for math. Our emphasis in ELA will be: a) Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, (b) read and comprehend literature, including stories, dramas, and poetry, by grade text complexity band proficiently, with scaffolding as needed at the high end of the range, (c) determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, (d) provide an objective summary of the text and Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

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).

Our emphasis in math will be: a) find all factor pairs for a whole number in the range 1-100. Recognizing that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite, (b) draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and Identify these in two-dimensional figures, (c) use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit, (d) represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale, (e) understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them and (f) algebra.

*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?

We expect to see our students in the norm-referenced grade level in terms of ability for math and ELA. We expect that all of our data gathered reflects academic growth for each student and for those students who have not shown growth consistently, we should have data to review that gives us insight into their intervention or placement needed. We expect that students who are not growing academically have been identified and a plan is in place for them for additional support in the classroom in Tier 2 or SDI.

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).

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.)*

| | | | | |
|--|---------------|--------------------|--|--|
| <u>Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.</u> | Data Measures | Lead and Timeframe | Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year. | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year. |
|--|---------------|--------------------|--|--|

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| <p>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</p> <p>*High-quality Tier 1 instruction SE</p> <p>*Data-driven Instruction & Progress Monitoring SE</p> <p>*Multi-Tiered Systems of Support SE</p> <hr/> <p>*Structured Literacy/Science of Reading SE</p> <p>*Explicit Vocabulary Instruction SE</p> <p>*Structured Reading Comprehension Instruction SE</p> <hr/> <p>*Writing Instruction with Explicit Models SE</p> <hr/> <p>*Explicit, Systematic Math Instruction K-5 SE</p> | <p>What data will be collected to measure the impact of implementing this EBI?</p> <p>*Universal Screening *STAR Benchmarking *SBAC *MTSS TFI *ELA TFI *Math TFI</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>Academic Equity Indicators</p> <ul style="list-style-type: none"> • Growth toward grade-level standards • Rate of closing gaps between subgroups • Access to grade-level instruction (time, materials, teacher assignment) • Reduction in disproportionality for intervention | <p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>*Elementary Team *Secondary Team *LAP/Assessment Specialist *Administration</p> <p>When will this EBI occur?</p> <p>*Daily *Weekly *Annually</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>*Monthly for SGP *Initial Universal Screen *Quarterly STAR Assessment *Annually for SBAC</p> | <p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p> | <p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p> |
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| <ul style="list-style-type: none"> *Number Sense & Conceptual Understanding K-5 SE *Schema-Based Instruction 6-12 SE *Strategic Practice & Spaced Retrieval 6-12 SE *Small-Group Instruction K-12 SE <p><i>What resources will be used for implementation?</i></p> <ul style="list-style-type: none"> *K-12 Curriculum in ELA & Math *Instructional frameworks *Professional Development *Renaissance assessment platforms & reports *ELA & Math Standards *MTSS 1, 2 and 3 *IEPs <p><i>What student groups will benefit and why?</i></p> <ul style="list-style-type: none"> *Universal student group *Targeted student group: Math | <p>placement</p> | | |
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| <p>*Targeted Student Group:ELA</p> <p>*Tier 2 Behavior</p> | | | | |
| <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> |

SY 2025-2026 SMARTIE Goal #2: By June 2026, we will provide and further implement an MTSS structure within the building to support each student on their individual learning path. MTSS Systems of support will be in place, with an increased number of students demonstrating success at the Tier one level in academic and non-academic areas. This will be measured by qualitative and quantitative data from Student Growth Goals and IEP's, assessment results from DIBLS, WAKIDS, SBAC and STAR, and results from student surveys in SEL.

*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?

Students should feel motivated to want to be here (in school and in Kahlotus) as seen by the increased and high percentage of attendance K-12. We should also be able to provide examples of students as partners in learning and with ownership in their learning through voice and choice. Our school and community is a place of respectful individuals and environment with all students benefitting from Character Strong lessons and practices that we have put into place inclusive of low numbers of discipline referrals and reduced or low numbers of students in Tier 2 or Tier 3. We want to see our families and the community involved in 50% or more of student education/education events and continue balancing/negating the economic disparities of our students, staff and community.

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.)*

| <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 2025-26 school year. | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year. |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>*Universal Screening SE *Data-Based Decision Making SE *High Quality Tier 1 Instruction SE *School-Wide Positive Behavior Interventions and Supports SE</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <ul style="list-style-type: none"> *Universal Screening in ELA & Math *STAR Benchmarking in ELA & Math *MTSS TFI <ul style="list-style-type: none"> *ELA TFI *Math TFI *Healthy Youth survey *Character Strong SEL Surveys *Attendance *Graduation *CTE/21st Century skills <p><i>How will the impact on equitable learning or</i></p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <ul style="list-style-type: none"> *Elementary Team *Secondary Team *Behavior Specialist *MTSS Team *Administration <p><i>When will this EBI occur?</i></p> <ul style="list-style-type: none"> *Daily *Weekly *Monthly *Annually <p><i>When or how often will progress be monitored or</i></p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

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| <p>*Targeted Small-Group Academic Interventions SE</p> <p>*Targeted Behavior Supports SE</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>*K-12 Curriculum in ELA & Math</p> <p>*Instructional frameworks</p> <p>*Professional Development</p> <p>*Renaissance assessment platforms & reports</p> <p>*ELA & Math Standards</p> <p>*MTSS 1, 2 and 3</p> <p>*IEPs</p> <p><i>What student groups will benefit from and why?</i></p> | <p><i>behavior change be measured?</i></p> <p>Behavioral / Social-Emotional Equity Indicators</p> <ul style="list-style-type: none"> ● Reduction in exclusionary discipline ● Increased instructional engagement ● Improved attendance and on-task behavior ● Student self-regulation and sense of belonging <p>Academic Equity Indicators</p> <ul style="list-style-type: none"> ● Growth toward grade-level standards ● Rate of closing gaps between subgroups ● Access to grade-level | <p><i>data reviewed? Be as specific as possible.</i></p> <p>*Monthly for SGP, attendance *Initial Universal Screen *Quarterly STAR Assessment *Annually for SBAC, Healthy Youth Survey</p> | | |
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| <p>*All student groups K-12</p> | <p>instruction (time, materials, teacher assignment)</p> <ul style="list-style-type: none"> • Reduction in disproportionality for intervention placement | | | |
| <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> |

SY 2025-2026 SMARTIE Goal #3: By June of 2026, we will have a well-rounded and more structured program of events and activities that engage with all of our parents and community on multiple levels to provide increased relationships between the school and our stakeholders, as well as increasing and maximizing ways for parents, community and volunteers to engage with students and the school.

*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?

By mid-year we expect to have successfully held one community event per month and two parent/family events per month and have connected to all of our families at a minimum of one event between September and January. We also look to have parents and community members become part of school committees such as finance, school improvement and curriculum adoption where their contributions and opinions can be included in messages to the board and greater community.

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.)*

| <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 2025-26 school year. | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year. |
|--|---|---|--|--|
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>*Clear Engagement Vision Tied to Student Outcomes ME</p> <p>*Dedicated Family-Community Liaison SE</p> <p>*Dedicated Activities Coordinator ME</p> <p>*Two-Way, Culturally Responsive Communication SE</p> <p>*Family Learning Events ME</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <ul style="list-style-type: none"> *Stakeholder Surveys *Evaluations *Quantitative data on events, activities & Communication *Attendance of Stakeholders & Students <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <ul style="list-style-type: none"> *Accessing of Learning Supports Outside the Classroom *Attendance and Engagement Percentages *Higher Rates of Academic Progress Across All Subgroups | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <ul style="list-style-type: none"> *Elementary Team *Secondary Team *Social Worker *Activity Coordinator *Special Education Staff *Administration <p><i>When will this EBI occur?</i></p> <ul style="list-style-type: none"> *Weekly *Monthly *Annually <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <ul style="list-style-type: none"> *Weekly for Attendance *Monthly for SGP, Events & Activities *Quarterly STAR Assessment | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

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| <p>*Well-Rounded Student Activities SE</p> <p>*Service Learning SE</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>*Extended Time</p> <p>*Professional Development</p> <p><i>What student groups will benefit and why?</i></p> <p>*Universal groups</p> <p>*Targeted Learning Groups</p> | <p>*Reduction in Disciplinary Referrals</p> <p>*Increased Positive Peer Interactions</p> <p>*Reduced Over-Identification for Special Education</p> | <p>*Annual Review & Evaluations</p> | | |
| <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> |