Cle Elum-Roslyn High School
School Improvement Plan
2025-2026

Our Vision

To cultivate a safe, inclusive, and engaging student experience where every learner is seen, heard, and valued. Through clear, rigorous instruction and strong relationships, we empower students to define their own success and graduate fully prepared for Enrollment, Enlistment, or Employment.

Our Mission

The mission of Cle Elum-Roslyn High School is to ensure every student graduates prepared to be Enrolled, Enlisted, or Employed by fostering a rigorous learning environment built on Respect, Responsibility, and Safety.

SY 2025–26 SMARTIE Goal #1: Enhance Relationships and Student Expectations for the 3 E's

90% of students in the focus subgroup will be able to identify a trusted adult and articulate a specific 'Enrollment, Enlistment, or Employment' goal by Spring 2026.

Subgroups: Students who are chronically absent (10+%), students with multiple discipline referrals.

Activities	Timeframe	Lead	Resources	Measures
What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What was/ is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*
We will implement the **"Check & Connect"** intervention model, an evidence-based student engagement intervention. This will be paired with a targeted **Trusted Adult Assignment** system where staff are explicitly matched with students who lack strong school connections. Additionally, we will integrate **Future-Focused Goal Setting (3 E's)**	The activity spans the entire **SY 2025–26 academic year**, commencing with baseline screening in November and concluding with final data verification in Spring 2026. **November:** Baseline SEL Screener administered. **Weekly/Bi-Weekly:** "Check & Connect" mentors will meet with their assigned students.	The **Counseling Team, Building Leadership Team and Building Administration** will lead the overall implementation, including data analysis and staff-student matching. **All Certified Staff** (Teachers) and selected Classified Staff will serve as the "Trusted Adults/Mentors" for the "Check & Connect" process. The Building Data Team will assist in aggregating survey results and attendance metrics.	**The District SEL Screener**	**March & May Follow-Up Surveys:** Quantitative growth in "Sense of Belonging" scores compared to the November baseline. **Student Interview Data:** Percentage of focus subgroup students who can verbally articulate a specific post-secondary goal (Enrollment, Enlistment, or Employment). **Lagging Indicators:** Reductions in chronic absenteeism rates and discipline referrals for the focus subgroup by Spring 2026.

with our Career Center Coordinator while they work on their High School and Beyond Planning.	**Quarterly:** Administrative review of attendance and discipline data to adjust mentorship assignments. **March & May:** Follow-up surveys administered to measure growth in "sense of belonging" and verify "3 E's" goal articulation.			

SY 2025–26 SMARTIE Goal #2: Increase Academic Growth

Increase the number of students in high achievement quartiles by 15% as measured by MAP, Fall to Spring.

Subgroup: Students with Disabilities (IEP, 504), Students on the verge of proficiency.

Activities	Timeframe	Lead	Resources	Measures
What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What was/ is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*
We will implement a **Data-Driven Multi-Tiered System of Supports (MTSS)** focusing on two key strands: **Early Warning Intervention:** A systematic, weekly review of the F/D list to identify students struggling with core content (Grades/Credits) and immediately deploy targeted remediation	This initiative spans the full **SY 2025–26 academic year**, with final growth calculations conducted following the Spring MAP administration. **Weekly:** Administrative, Counselor and MTSS Team review of the **F/D List** to assign immediate interventions. Administration of **NWEA MAP** (Fall,	**MTSS Team:** Responsible for weekly monitoring of D/F list and investigating interventions as needed. **Building Leadership Team (BLT):** Responsible for the macro-view of MAP data. **PLC Teams (Department Level):** Responsible for creating/analyzing CFAs and identifying specific instructional adjustments for students on the verge of proficiency.	MAPS Data D/F Lists	**Short-Term Data (Leading Indicators):** **-Weekly F/D Failure Rates:** Tracking the reduction of students on the F/D list week-over-week. **-CFA Proficiency Rates:** % of students mastering specific essential standards in real-time. **Long-Term Data (Lagging Indicators):** **-MAP Growth RIT Scores:** specifically measuring the **15% increase** in students moving into high

during advisory or intervention blocks. **Growth-Focused Assessment Cycles:** We will utilize **NWEA MAP** data and **Common Formative Assessments (CFAs)** to identify students "on the verge of proficiency." Instruction for these students will be differentiated to push them into the next achievement quartile. We will shift school culture by implementing a **Growth Recognition System**, explicitly celebrating students who exceed projected growth targets, not just those who achieve high proficiency.	Winter, Spring) to benchmark growth. **Ongoing (Bi-Weekly):** Analysis of **Common Formative Assessments (CFAs) based on Proficiency Scales** within PLCs to adjust instruction before summative grading.			achievement quartiles from Fall to Spring. **-Credit Accumulation:** The number of students in the focus subgroups ending the year on track for graduation (passing grades).

SY 2025–26 SMARTIE Goal #3: Improve Pathway Readiness

Increase the percentage of students demonstrating 'Pathway Readiness' for their chosen 'E' by 10%.

Subgroup: Graduating Class of 2026

Activities	Timeframe	Lead	Resources	Measures
What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What was/ is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*
To ensure Pathway Readiness, we will implement a dual-approach strategy focused on academic intervention and competency alignment: **Targeted Senior Intervention:** We will implement a weekly monitoring system where staff meet individually with Seniors who have an "F" to explicitly discuss and	This initiative will span the entire **2025–26 Academic Year**, culminating in the Spring 2026 graduation and post-secondary declaration window. **Weekly:** One-on-one meetings with Seniors currently on the F/D list to monitor immediate progress. **Bi-Weekly:** The MTSS team meets to assign supports and track	The **MTSS Team**, **Counselors, and High School Administration** will serve as the primary leads for this initiative. The MTSS team meets bi-weekly to review data profiles, assign supports, and monitor interventions for students at risk. **Secondary PLCs (Content Teams):** Responsible for developing Proficiency Scales around Essential Standards and analyzing assessment data to identify skill gaps. **Staff Mentors/Advisors:** Designated staff will meet specifically with	The **"Portrait of a Graduate"** will serve as the guiding document for defining readiness attributes. Newly developed **Proficiency Scales** aligned to Essential Standards for each unit to ensure grading reflects true readiness.	**Short-Term Data (Leading Indicators):** **Weekly F/D List:** We will track the weekly reduction of Seniors on the F/D list to measure the immediate impact of the "roadblock" meetings. **Unit Proficiency Data:** PLCs will collect data unit-by-unit and standard-by-standard to ensure students are meeting the Essential Standards required for graduation.

remove roadblocks to success, ensuring they remain on track for graduation. **Competency-Based Alignment:** We will align classroom instruction with the **"Portrait of a Graduate"** framework and utilize **Proficiency Scales around Essential Standards**. This ensures that the grades and credits earned represent actual readiness skills required for the student's chosen "E" (Enrollment, Enlistment, Employment).	interventions for students flagged for academic or behavioral concerns. **Unit-by-Unit:** PLCs will analyze data regarding proficiency on Essential Standards to ensure students are mastering the skills necessary for post-secondary readiness.	Seniors weekly if they have an "F" grade to discuss roadblocks to success. **Counseling Team:** Involved in assigning staff to students to create connection and to work with each student in each grade as they develop their "High School and Beyond Plan"	Platforms to track Tier 1 "big picture" data (Attendance, MAP, Credits) and generate the F/D lists used for weekly monitoring. "School Links" Computer Platform to track students' High School and Beyond Plans (7th grade to the 12th grade.)	**Intervention Response:** The MTSS team will track the response to interventions for students flagged in Tier 2/3 reviews. **Graduation & Credit Completion:** Grades and credit accumulation remain the primary overall measure of successful pathway completion. **MAP Growth:** Fall-to-Spring MAP data will be used to verify academic growth and readiness for post-secondary demands. **Pathway Verification:** The final percentage of the Class of 2026 demonstrating readiness in their specific "E" (Enrollment, Enlistment, Employment) as defined by the Portrait of a Graduate.

SY 2025–26 SMARTIE Goal #4: Adult Professional Learning

100% of CERHS teachers will engage in professional activities in the area of identified Tier I instructional strategies, unit planning, and student data analysis

Subgroup: The certificated staff.

Activities	Timeframe	Lead	Resources	Measures
What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What was/ is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*
We will use Cycles of Inquiry to align Proficiency Scales with Essential Standards, resulting in improved instructional strategies and increased student success.	Complete the initial Cycle of Inquiry by **February 17**. Subsequently, implement a recurring **six-week cycle cadence**, incorporating a minimum of two collaborative data reviews per cycle	Secondary PLCs will drive this work, operating under defined expectations to ensure specific outcomes are met.	Utilize weekly Friday PLCs for collaborative data analysis, instructional adjustment, and cycle evaluation. Align Professional Development initiatives specifically to **Teacher Clarity** to support these efforts.	We will measure impact by tracking the correlation between instructional agility and student outcomes. Data collection will focus on two key instructional indicators: **Intervention Efficacy** (actions taken when students struggle) and **Extension Quality** (actions taken when mastery is met). By documenting how strategies are adjusted, modified, or tweaked during the cycle, we will generate a qualitative dataset that identifies exactly which instructional moves lead to improved student proficiency.