



ARLINGTON
PUBLIC SCHOOLS
EDUCATE • PREPARE • INSPIRE



ARLINGTON
PUBLIC SCHOOLS

All
**BELONG
AND
LEARN**
in APC

2024-25
Improvement Planning



Arlington Public Schools Strategic Plan

MISSION

Arlington Public Schools educates all students, preparing and inspiring them to graduate and seek their full potential as lifelong learners.

MOTTO

Educate · Prepare · Inspire

OUR VALUES

Culture of Equitable Practices – We will use an EQUITY lens for decisions and provide access, opportunity and supports for learning and remove barriers to learning for EACH student.

Collective Responsibility – Everyone shares responsibility for fostering a positive and safe school culture/environment as well as taking care of Arlington Public Schools' equipment and facilities.

Continuous Improvement – We will engage and support ongoing accountability for measurable cycles of improvement and continuous improvement of all programs and services.

Collaborative Culture – We will foster a collaborative culture and engage in meaningful collaboration through Professional Learning Community (PLC) activities.

GOAL AREAS

1. **Student Learning and Achievement**

Each student will engage in learning that is rigorous, rich, evidence-based and focused on successful grade level transitions leading to graduation and further life pursuits by making at least one year of growth annually and meeting or exceeding standards.

Learning and Achievement Metrics

- Percentage of all students making a minimum of one year of growth from beginning to end of school year
- Percentage of third-grade students reading at grade level by the end of the year
- Percentage of eighth-grade students successfully passing math standards
- Number of eligible early high school credits earned by students during eighth grade
- Percentage of ninth-grade students on track for completing 24-credits
- Number of students earning college credits, industry-recognized certifications and CTE completer courses
- Graduation rates
- Student, staff and family perceptions of engagement and learning

Arlington Public Schools Strategic Plan

Adopted by School Board July 10, 2017

Updated & Approved by School Board August 12, 2019

Updated & Approved by School Board April 26, 2021

Updated & Approved by School Board August 22, 2022

Updated & Approved by School Board November 14, 2022

Page 2 of 3

2. Safe and Caring Environment

Each student will learn in a safe, caring and inclusive environment that supports a positive culture to increase student learning, achievement and belonging by listening to perspectives and voices of our students, staff, families and community, and by decreasing discipline and harassment, intimidation and bullying incidents.

Safe and Caring School Culture Metrics

- Number of in-school and out-of-school suspensions and expulsions
- Number of harassment, intimidation and bullying incidents
- Average daily attendance rate and chronic absence rate
- Number of safety drills conducted
- Student, staff perceptions of the learning and working environment
- Increased awareness of the SafeSchools Alert tip line

3. Resource Stewardship

Each student will have access to resources that support equitable learning and achievement by securing and allocating quality resources (people, time, money and property) and making decisions using an equity lens, data and needs.

Resource Stewardship Metrics

- Audit and financial review results
- The percentage of general fund balance related to annual costs
- Rates for staff retention
- Educational levels and experience of teaching staff
- Evidence of allocating resources based on need using an equity lens
- Hire high-quality, professional and diverse staff
- K-3 class size ratio
- Asset Preservation Program Rate (APP)
- Utility costs

4. Voices and Partnerships

Students, families, staff and community members will engage and partner with schools and the district in the education of students by increasing communication, partnerships, volunteering and sharing of voices/input and feedback.

Family and Community Partnerships Metrics

- Number of partnerships with local community organizations
- Number of registered family/community volunteers
- Number of families and community members on district committees
- Number of SchoolMessenger communications
- Number of social media posts
- Number of press releases

Arlington Public Schools Strategic Plan

Adopted by School Board July 10, 2017

Updated & Approved by School Board August 12, 2019

Updated & Approved by School Board April 26, 2021

Updated & Approved by School Board August 22, 2022

Updated & Approved by School Board November 14, 2022

Page 3 of 3

- Number of student advisors
- Student, staff and family perceptions of being a partner with the school and district
- Number of participants in “Voices” opportunities
- Number of student internships and apprenticeships in the community

Approved by the Arlington Public Schools Board of Directors at its November 14, 2022 meeting:

DocuSigned by:



CCEB5BEC7FE94AC...

Mary Levesque, Board Member

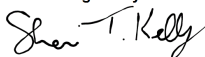
DocuSigned by:



47803BB3A3B3483...

Michael Ray, Board Member

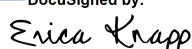
DocuSigned by:



ADABE1799A05449...

Sheri Kelly, Board Member

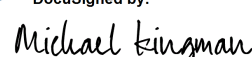
DocuSigned by:



85103D9DB92E420...

Erica Knapp, Board Member

DocuSigned by:

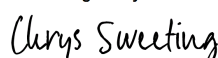


75A6F4883002417...

Michael Kingman, Board Member

Attest:

DocuSigned by:



51C348DCF84D480...

Dr. Chrys Sweeting, Superintendent

2024-25 IMPROVEMENT PLANNING CYCLE



September October November



December January February



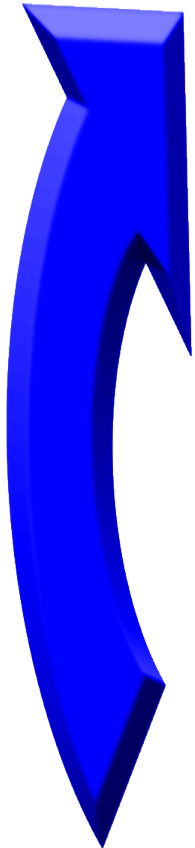
*Set and Prioritize
Goals*

*Collect, Sort and
Analyze Data*

*Implement Plan
Monitor Implementation
of Plan and Revise*

*Assess Plan
Evaluate Impact on Student
Achievement*

June July August



March April May



ARLINGTON PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN 2024-25

DISTRICT IMPROVEMENT TEAM:	Mr. Gary Sabol	Mr. Brian Long	Ms. Krissa Cramer
Dr. Chrys Sweeting	Mr. Eric DeJong	Mr. Dave McKellar	Dr. Matt Jurick
Ms. Kari Henderson-Burke	Mr. Brian Lewis	Ms. Brenda Wyman	Mr. Ed Aylesworth
Ms. Gina Zeutenhorst	Ms. Kerri Helgeson	Mr. Karl Olson	

DISTRICT STRATEGIC DIRECTION

GOAL 1: Student Learning & Achievement

Each student will engage in learning that is rigorous, rich, evidence-based and focused on successful grade level transitions leading to graduation and further life pursuits by making at least one year of growth annually and meeting or exceeding standards.

GOAL 2: Safe and Caring Environment

Each student will learn in a safe and caring and inclusive environment that supports a positive culture to increase student learning, achievement and belonging by listening to perspectives and voices of our students, staff, families and community, and by decreasing discipline and harassment, intimidation and bullying incidents.

GOAL 3: Resource Stewardship

Each student will have access to resources that support equitable learning and achievement by securing and allocating quality resources (people, time, money and property) and making decisions using an equity lens, data and needs.

GOAL 4: Voices & Partnerships

Students, families staff and community members will engage and partner with schools and the district in the education of students by increasing communication, partnerships, volunteering and sharing of voices/input and feedback.

DISTRICT IMPROVEMENT PLAN (DIP) AREAS & SMART GOALS:

DIP AREA #1: EQUITY AND STUDENT WELL-BEING

The Office of Equity and Student Well-Being will support increased equity across the district to provide access, opportunity and support for learning and the elimination of barriers to learning.

SMART GOAL 1.1 - *By June 2025, the Office of Equity and Student Well-Being will meet with various stakeholders multiple times throughout the year to listen, learn and respond to equity issues that need to be addressed in our buildings.*

ARLINGTON PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN 2024-25

DIP AREA #2: TEACHING AND LEARNING

Departments in Teaching and Learning will support the Strategic Plan Goal 1 to increase student learning and achievement.

TEACHING AND LEARNING SMART GOAL 2.1 - By June of 2025, the Executive Director of Teaching and Learning will establish a district-level MTSS team to develop an academic MTS implementation and professional development plan.

CTE SMART GOAL 2.2 - By spring of 2025, every CTE student will participate in innovative and engaging learning experiences incorporating career exploration and workplace readiness skills. By the end of the school year, Precision Exams 21st Century Success Skills assessment score will rise from 45% to 65%.

CATEGORICAL PROGRAMS ELL SMART GOAL 2.3 - By spring of 2024, ML and other school district staff that work with ML qualified students, will learn and implement new strategies in order to have an average growth rate of .5 or above as based on the average overall score of the WIDA Access between Spring 2024 and Spring 2025..

TECHNOLOGY SMART GOAL 2.4 - By June of 2025, the Director of Technology will have reconvened a District-wide Technology Advisory Committee (TAC) to create and publish a three-year District Technology Plan (DTP).

DIP AREA #3: HUMAN RESOURCES

To recruit, hire, motivate, train and retain a high-quality, professional and diverse staff; improve relations with employee groups and implement new negotiated agreements..

SMART GOAL 3.1 - In the 2024-25 school year, the Human Resources Department will recruit, hire, and train high-quality employees, meet with employee group representatives regularly to develop positive working relationships, and implement new bargaining agreements..

ARLINGTON PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN 2024-25

DIP AREA #4: OPERATIONS

Continue the design, construction and installation of instructional building and facility improvements funded by the 2024 voter approved Capital Levy and by meeting the requirements of House Bill 1238 by expanding access to school meals for students enrolled in buildings that have students in grades K-5.

OPERATIONS SMART GOAL 4.1 : In support of achieving Strategic Plan Goal #2, Safe and Caring Environment, by December 2029, improvements funded by the district's voters approved 2024 Capital Levy will be completed.

SUPPORT SERVICES SMART GOAL 4.2: In support of achieving Strategic Plan Goal #2, Safe and Caring Environment, by December 2025, the district will expand access to breakfast and lunch meals served at schools for all students enrolled in grades K-5 at Presidents and Eagle Creek Elementary.

DIP AREA #5: FINANCIAL SERVICES

The Financial Services Department will implement strategies to ensure vision-aligned budgeting is used to allocate resources into areas of most need to accomplish greater student achievement.

SMART GOAL 5.1 - Improve accounting and budget processes, methods, strategies and business practices to maximize student learning and to improve efficiency and effectiveness as measured by analysis and prioritized distribution of resources for 2024-25 and 2025-26 budgets.

DIP AREA #6: COMMUNICATIONS/PUBLIC RELATIONS

We will improve communications and relations internally and externally with students, staff, families and community members through increased use of communication tools.

SMART GOAL 6.1 - Improve frequency, variety and accessibility of district communications by at least 10 percent by June 2025, as measured by reports, website and social media metrics.

SMART

GOAL 6.2 - Improve organization and efficiency to respond to request deadlines by organizing the District Office archives.

DIP AREA #7: SPECIAL EDUCATION

By June 2025, the Special Education Department will identify evidence-based progress monitoring tools and processes in service of growing our district's capacity to effectively implement MTSS within each educational environment.

SMART GOAL 7.1 - By June 2025, the Special Education Department will create a digital "tool kit" to help staff effectively progress monitor the effectiveness of Tier 2 & 3 interventions for individual students.

EQUITY & STUDENT WELL-BEING

DISTRICT IMPROVEMENT AREA #1: The Office of Equity and Student Well-Being will support increased equity across the district to provide access, opportunity and support for learning and the elimination of barriers to learning.

SMART GOAL 1.1: By June 2025, the Office of Equity and Student Well-Being will meet with various stakeholders multiple times throughout the year to listen, learn and respond to equity issues that need to be addressed in our buildings.

ACTION PLAN <i>(with metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MID-YEAR PROGRESS <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
Provide resources, supports, data to raise mental health awareness to our staff, families and community. This will be done in the following ways: <ul style="list-style-type: none"> • Co-facilitate student advisory council to listen, learn, and respond to equity issues happening in our buildings and to also help them design lessons and activities around mental health awareness to introduce to younger students. • Chair the Arlington Youth Coalition bringing community members together to discuss mental health and substance use in our youth and determine strategies to support our youth. • With support from a consultant from Cascadia Youth Mental Health and Hospital District #3, begin use of discipline best practices against vaping and substance use and align discipline practices across the district. • Raise awareness and the impact on mental health around cell phone use and social media with students and families by showing Screenagers films to families and upper elementary and middle school students. 	June 2025		Meeting notes, discipline data, anecdotal notes
Continue to work alongside building administrators to support attendance and discipline issues.	June 2025		Anecdotal notes, attendance and discipline data
Meet monthly with building counselors to continue the rollout of the Comprehensive School Counseling Program (CSCP). The focus for this year is to analyze use of time data and the data from the Needs Assessment that was created last year. This data will be used to create a plan to support our students' needs.	June 2025		Data from the Needs Assessment
PROFESSIONAL DEVELOPMENT NEEDS:			

TEACHING & LEARNING

DISTRICT IMPROVEMENT AREA #2: Departments in Teaching and Learning will support the Strategic Plan Goal 1 to increase student learning and achievement.			
SMART GOAL 2.1: By June of 2025, the Executive Director of Teaching and Learning will establish a district-level MTSS team to develop an academic MTS implementation and professional development plan.			
ACTION PLAN <i>(with metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MID-YEAR PROGRESS <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
1. Working with the Superintendent, the Executive Director of Teaching and Learning will create a district-level MTSS Planning Team, comprised of members who represent each tier of an MTSS system (The Universal Tier, Tier 2, and Tier 3).	By December, 2024		Team roster
2. Using portions of the rubric from Continua, and the District-Level Team Checklist for Integrating District Support (from Kent MacIntosh and Steve Goodman's book <i>Integrating Multi-Tiered Systems of Support: Blending RTI and PBIS</i>), the team will assess and prioritize key areas of need.	December, 2024--February, 2025		Completed rubrics, areas to address, proposed focus area for broader leadership team
3. The Team will read Kent MacIntosh and Steve Goodman's book <i>Integrating Multi-Tiered Systems of Support: Blending RTI and PBIS</i> to guide planning steps.	December, 2024--April, 2025		Completed book, discussion notes, common understanding
4. The team will meet monthly to develop a plan for the District Leadership team to preview and provide input. The plan will include proposed, high-priority first steps, leadership professional development needed, and principal/building leadership for participation on the team for the following school year, and resources needed.	December, 2024-May, 2025		Completed proposal, added team members, and calendar for next school year
PROFESSIONAL DEVELOPMENT NEEDS: Effective MTSS Systems, Kent MacIntosh and Steve Goodman's book Integrating Multi-Tiered Systems of Support: Blending RTI and PBIS			

CTE

SMART GOAL 2.2: By spring of 2025, every CTE student will participate in innovative and engaging learning experiences incorporating career exploration and workplace readiness skills. By the end of the school year, Precision Exams 21st Century Success Skills assessment score will rise from 45% to 65%.			
ACTION PLAN <i>(with metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MID-YEAR PROGRESS <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
At the end of each quarter, we will review the 21st Century Skills rubric to assess effectiveness and adjust as needed. CTE courses will offer projects with Universal Design for Learning (UDL) options where feasible, enhancing accessibility across content areas.	Quarterly; Director Long and Mike Gudgeon		Using our 21st Century Skills You Science assessment results.

Teachers will set and implement clear, impactful Student Growth Goals, aiming to refine plans for the coming year. Additionally, they will guide CTE students in linking coursework to potential career paths, aligning instructional practices with both student growth and career readiness. This ensures that learning outcomes support academic success and future career pathways.	Evaluation cycles; Director Long		We will monitor and record the number of student taking CTE courses with purpose of pathway alignment as apposed to just wanting to or assigned.
In January, teachers and advisory boards will review proportionality data at the PAC meeting, identifying action steps to address any disparities as we approach course registration.	January; Director Long and PAC members		We monitor our proportionality data each year with our adivosry boards to determine negative and positive shifts.
PROFESSIONAL DEVELOPMENT NEEDS: Time to ensure CTE Staff and implment these concept, gather data, review, and plan for future adjustments.			

CATEGORICAL PROGRAMS - Multilingual Programs

SMART GOAL 2.3: By spring of 2025, ML and other school district staff that work with ML qualified students will learn and implement new strategies in order to have an average growth rate of .5 or above as based on the average overall score of the WIDA Access between Spring 2024 and Spring 2025.			
ACTION PLAN <i>(with metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MID-YEAR PROGRESS <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
Action 1: The high school ML teacher/instructional coach will be funded at .83 through TBIP funds, and the K-8 teacher/instructional coach will be funded at .7 TBIP funds. The remaining portions of their contracts will be funded through Title III; the focus will be in instructional coaching with general education teachers and interpreter-tutors. If possible, for the second semester we are seeking to increase instructional coaching at the middle school level to promote student growth in both core subjects and English Language Development.	Director of Categorical programs, ML teachers/instructional coaches, and interpreter-tutors; by spring of 2025.		Instructional coaching opportunities, teacher and interpreter self-reports.
Action 2: Professional learning will be provided in three key areas: WIDA standards, use of WIDA Access data, and assisting staff in meeting the requirements of supporting English language development and access to content for ML qualified students. In addition, ML staff will participate in the ESD 189 ML Cooperative for more professional development.	Director of Categorical programs, coaches, and interpreter-tutors; Friday meetings; through spring, 2025 and opportunities for district certificated staff.		Progress monitoring in January and May through Flashlight 360 for 2nd - 8th grade and progress monitoring of all qualified and recently exited ML students.

Action 3: Students will engage in a variety of newcomer supports at all levels in order to support English language acquisition and access to academic content. This will include a combination of secondary class periods specific to this need and professional development and coaching support at all levels.	Director of Categorical Programs, K-8/AHS ML Instructinoal Coaches, Interpreter-Tutors, and teachers; through spring of 2025.		Student progress monitoring newcomer data. Growth between WIDA Screener and WIDA Access.
Action 4: Arlington Public Schools will continue to provide an in-district English course for parents and families. This class will also provide opportunities for parents to learn strategies to support the education of their children and connect with schools. Furthermore, we will increase opportunities for families of multilingual students to gather in the school setting to further connect with educational opportunities for themselves and their children.	Director of Categorical Programs, Kim Contreras; from Sept. 26, 2024 - May of 2025.		Parent participation and perceptual feedback.
PROFESSIONAL DEVELOPMENT NEEDS: 1. Professional development for ML Instructional Coaches through the ESD 189, as a PLC, and other sources. 2. Whole building staff time to review and discuss WIDA Access Data and connect to WIDA Standards/Can Do Statements.			

TECHNOLOGY

SMART GOAL 2.4: By June of 2025, the Director of Technology will have reconvened the District-wide Technology Advisory Committee (TAC) to create and publish a three-year District Technology Plan (DTP).			
ACTION PLAN <i>(with metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MID-YEAR PROGRESS <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
Action 1: Convene TAC and establish meeting schedule, purpose, and expectations.	Director of Technology and TAC; January 2025.		TAC membership, meeting schedule, purpose, and expectations confirmed.
Action 2: Review work done on the DTP from the 22-23 and 23-24 school years.	Director of Technology, TAC, and Department staff; February 2025		Preliminary draft TAC substantially completed.
Action 3: Complete final draft of new 2025-2028 District Technology Plan and present to District stakeholder groups for review, feedback, and revision.	Director of Technology, TAC, and Department staff; May 2025.		Draft has been presented to District groups; feedback has led to revised drafts.
Action 4: Present DLT-approved draft of new 2025-2028 District Technology Plan to Arlington School Board of Directors for ratification.	Director of Technology, TAC and Department staff; June 2025.		Approved and published 2025-2028 District Technology Plan.
PROFESSIONAL DEVELOPMENT NEEDS: Attendance of Director at relevant technology workshops, conferences, and seminars. Compensation for staff members attending monthly TAC meetings.			

HUMAN RESOURCES

DISTRICT IMPROVEMENT AREA #3: To recruit, hire, motivate, train and retain a high-quality, professional and diverse staff; improve relations with employee groups and implement new negotiated agreements.			
SMART GOAL 3.1: In the 2024-25 school year, the Human Resources Department will recruit, hire, and train high-quality employees, meet with employee group representatives regularly to develop positive working relationships, and implement new bargaining agreements.			
ACTION PLAN <i>(with metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MID-YEAR PROGRESS <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
Comply with the required paraeducator training requirements. Contract with the ESD to provide the FCS training for our new paraeducators and include paraeducators in professional development in the District. Update the page on our District website for paraeducator training. Meet with paraeducators at each building at least one time. Track paraeducator progress on the FCS & General Certificate.	Executive Director of HR & Administrators. Ongoing.		Ongoing review of attendance, and completion of appropriate modules.
Continue to develop our substitute pool for certificated and classified staff and hold substitute orientations as necessary. Continue to offer competitive substitute wages compared to surrounding districts.	Executive Director of HR & HR Department October and TBD.		Review progress at HR meetings.; Track the number of substitutes hired and unfilled jobs.
Meet regularly with union leadership. Reach out directly when concerns arise. Respond in a timely fashion to requests for information or concerns. Work collaboratively, and proactively, to solve problems. Implement new bargaining agreements for employee groups.	Executive Director of HR Ongoing.		Updates to Cabinet and Superintendent.
PROFESSIONAL DEVELOPMENT NEEDS:			

OPERATIONS

DISTRICT IMPROVEMENT AREA #4: Continue the design, construction, and installation of instructional building and facilities improvements funded by the 2024 voter approved Capital Levy and by meeting the requirements of House Bill 1238 by expanding access to school meals for students enrolled in buildings that have students in grades K-5.			
SMART GOAL 4.1: In support of achieving Strategic Plan Goal #2, Safe and Caring Environment, by December 2029, improvements funded by the district's voter approved 2024 Capital Levy will be completed.			
ACTION PLAN <i>(With metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MID-YEAR PROGRESS <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
The District's Project Management Team, consisting of district staff and architect, McGranahan Architects, will complete the building and site improvements included in the capital levy proposal approved by voters in February 2024. District staff supporting the project design and construction include teachers, custodians, administrators, building and district office administrative assistants, and Technology and Finance Department staff.	The Project Management Team will schedule projects so that completion of approved projects will occur by the end of calendar year 2029.		The District Project Management Team has completed a timeline for the completion of projects. The team meets weekly to plan upcoming projects, monitor the projects in progress, plan for upcoming projects as needed, and realign existing plans as needed to accomodate for changes in facilities needs, marketplace conditions, or other barriers encountered during construction.
PROFESSIONAL DEVELOPMENT NEEDS: Administrators, support, and maintenance staff will require training to support operations of new and updated building systems including HVAC, roofing, and paved areas improvements included in the capital program.			

SUPPORT SERVICES

SMART GOAL 4.2: In support of achieving Strategic Plan Goal #2, Safe and Caring Environment, by December 2025, the district will expand access to breakfast and lunch meals served at schools for all students enrolled in grades K-5 at Presidents and Eagle Creek Elementary.			
ACTION PLAN <i>(w ith metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MID-YEAR PROGRESS <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
The District's Support Services Director, Assistant Supervisor of Child Nutrition, and Child Nutrition Program Director, will plan for the addition of two elementary schools to the meals-at-no-cost program mandated by Washington State House Bill 1238. This addition will provide access to meals at no cost to all students enrolled in grades K-4 across the district.	Program staffing to accommodate the expanded access will be included in the 2025-2026 district budget adopted in August 2025. Additional supplies		The Support Services Director will monitor program participation by document changes in meals

	and food will be determined and ordering will be conducted in the Spring of 2025. The program will begin expanded access in September 2025 to Pioneer Elementary.		served at each school site enrolling students in Grades K-4.
PROFESSIONAL DEVELOPMENT NEEDS: All food service staff will be trained on HB1238 requirements. The Food Service Administrative Program will continue professional development to improve knowledge in compliance requirements for HB1238.			

FINANCIAL SERVICES

DISTRICT IMPROVEMENT AREA #5: The Financial Services Department will implement strategies to ensure vision aligned budgeting is used to allocate resources into areas of most need to accomplish greater student achievement.			
SMART GOAL 5.1: Improve accounting and budget processes, methods, strategies and business practices to maximize student learning and to improve efficiency and effectiveness as measured by analysis and prioritized distribution of resources for 2024-25 and 2025-26 budgets.			
ACTION PLAN <i>(with metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MID-YEAR PROGRESS <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
Continue to build deeper understanding about the budget, especially as reductions and cost containment efforts continue, for the board, community, schools, departments and other stakeholders by engaging in opportunities such as the District Budget Advisory Task Force, community forums, board meeting presentations, public hearings, and community meetings (ACE and others), as well as increased frequency of budget status and review meetings with schools and departments through-out the year.	Executive Director of Financial Services in collaboration with Superintendent and staff support Sept 2024-August 2025.		Budget Advisory Task Force presentations, budget community forums, monthly board reports, budget public hearing, and other outreach.
Review district policies related to finance making appropriate updates and revisions as required.	Executive Director of Financial Services with Cabinet input September 2024 - August 2025.		Board meeting presentations, first and second reading, adoptions of updated policies.
Gain efficiencies and strengthen internal controls over receipting processes by continued refinement of use of district-wide automated receipting software program and interfaces that work hand-in-hand with the software. Namely, library interface and student assigned technology device inventory interface.	Executive Director of Financial Services and Team, school building fiscal secretary staff, January 2025 - August 2025.		Project timeline, internal software set-up readiness, training schedules, working interfaces with library & tech.
Gain efficiency and effectiveness by redesign, and update of the Business Services Procedures Handbook to reflect up-to-date guidance and requirements, update and automate various forms, and republish handbook so that it is accessible online as a resource for fiscal staff in departments and school buildings.	Executive Director of Financial Services and Team, January 2025 - August 2025.		Design new framework, re-write sections, meetings to share content/gain feedback, digital resource posted online.
PROFESSIONAL DEVELOPMENT NEEDS: Snohomish County School Business Administrators (SCSBA) meetings, regional team meetings hosted by NW ESD 189, School District Accounting Advisory Committee (SDAAC) meetings hosted by OSPI, May Annual Washington Association of School Business Officials (WASBO) Conference, monthly WASBO committee meetings for Accounting and Budgeting Committee (ABC), Associated Student Body (ASB), Payroll/Personnel, and others, Northwest Regional Data Center (NWRDC) trainings such as 'coffee with the coordinators' fiscal and payroll personnel groups, and other workshops as determined appropriate.			

COMMUNICATIONS

DISTRICT IMPROVEMENT AREA #6: We will improve communications and relations internally and externally with students, staff, families and community members through increased use of communication tools.			
SMART GOAL 6.1: Improve frequency, variety and accessibility of district communications by at least 10 percent by June 2025 as measured by reports, website and social media metrics.			
SMART GOAL 6.2: Improve organization and efficiency to respond to request deadlines by organizing the District Office archives.			
ACTION PLAN <i>(with metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MID-YEAR PROGRESS <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
Attend more community outreach events to increase awareness of Arlington Public Schools.	Director of Communications; June 2025.		Track the number of community events attended from July 1, 2024 to June 30, 2025.
Identify additional mediums to communicate important information districtwide.	Director of Communications; June 2025.		Evaluate social media metrics.
Create separate webpages for the Family Handbook so families are better able to access the information	Director of Communications; June 2025.		Complete project by June 30, 2025.
PROFESSIONAL DEVELOPMENT NEEDS: Appropriate workshops and conferences.			

SPECIAL EDUCATION

DISTRICT IMPROVEMENT AREA #7: By June 2025, the Specieal Education Department will identify evidence-based progress monitoring tools and processes in service of growing our district's capacity to effectively implement MTSS within each educational environment.			
SMART GOAL 7.1: By June 2025, the Special Education Department will create a digital "tool kit" to help staff effectively progress monitor the effectiveness of Tier 2 & 3 interventions for individual students.			
ACTION PLAN <i>(w ith metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MID-YEAR PROGRESS <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
Developing a "tracking tool"	November - June 2025.		Establish timelines for developing the tracking tool (Nov.-Jan.)
Develop a resource of reseach and evidence-based interventions	November - June 2025.		Establish timelines for developing the intervention resources (Jan. to Mar)
Train a small cadre of elementary Resource Room teachers on effective interventions, progress monitoring, and data based decision-making.	November - June 2025.		Establish timelines for developing the intervention resources (Jan. to Mar)
Have the cadre of elementary Resource Room teachers implement the defined progress-monitoring processes with an identified group of students.	November - June 2025.		Establish timelines for developing the intervention resources (Feb. to June)
PROFESSIONAL DEVELOPMENT NEEDS:			

Arlington High School
2024-25 SCHOOL IMPROVEMENT PLAN
"Inspiring all students to act as responsible, productive citizens who embrace lifelong learning."

<div><div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div><div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div></div>				<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>							
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>			
<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>								<div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div>ARLINGTON PUBLIC SCHOOLS EDUCATE · PREPARE · INSPIRE</div></div> <div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div>SeptemberOctoberNovember</div><div>DecemberJanuaryFebruary</div><div>MarchAprilMay</div><div>JuneJulyAugust</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div> </			

Arlington High School

2024-25 SCHOOL IMPROVEMENT PLAN

"Inspiring all students to act as responsible, productive citizens who embrace lifelong learning."

ENGLISH DEPARTMENT: Every freshman passing English Nine using study skills as listed in the Study Skills spreadsheet.	All English Staff	<p>Quarterly contact with anyone in jeopardy.</p> <p>Updated grade book every two weeks</p> <p>Checking Google Classroom and Skyward</p>	<ul style="list-style-type: none"> • Holding students accountable for passing. • Telling kids where they stand. • Passing grade in English Nine. • Keep track of communication.
HISTORY DEPARTMENT: Not Applicable – Social Studies currently has no freshmen students			
CAREER AND TECHNICAL EDUCATION (CTE) DEPARTMENT: Every freshman passing Introductory CTE classes using Time Management Rubric.	Entire Department	Professional Learning Communities (PLC) Meetings	Passing rates
ARTS DEPARTMENT: All freshmen passing arts classes. We will communicate with students and parents if a student has a "D" or "F".	Entire Department	Once a month	Communication log
COUNSELING DEPARTMENT: Administer needs assessment to all freshmen during advisory. Data collection will focus on addressing academic achievement needs and mental health needs. Data will be used to better target resources towards success for all freshmen.	Counselors and <u>ALL</u> freshmen advisors	<p>Administer: 10/17/24</p> <p>Respond: 10/18-11/1/24</p> <p>Identify supports:</p>	<ul style="list-style-type: none"> • Number of students who complete the assessment. • Identify students requesting additional support. • Number of students served after needs assessment data is collected.

Arlington High School

2024-25 SCHOOL IMPROVEMENT PLAN

"Inspiring all students to act as responsible, productive citizens who embrace lifelong learning."

		11/1-12/22/24	
SPECIAL EDUCATION (SPED) DEPARTMENT: Every freshman passing core classes using student/parent/teacher communication on Individualized Education Plan (IEP) accommodations and student participation	All SPED teachers	Weekly contact with students regarding goals and progress. Weekly eligibility checks. Checking Skyward frequently.	<ul style="list-style-type: none"> • Holding students accountable for passing all their core classes. • Passing core classes in ninth grade. • Keep track of communication.
WORLD LANGUAGE DEPARTMENT: Every freshman will pass Level One language. Students will be equipped to master basic language concepts, through focus on Essential Questions (EQ's), vocabulary, partner and group language interactions, culture activities, music, language games, and regular self-assessments. Teachers will make efforts to identify struggling freshmen students and will be available for one-on-one help before or after school.	All World Language Teachers	All Year	Students passing and earning credit for Level One language.
GOAL 2 – SMART GOAL: Supporting daily positive campus culture and a safe and caring learning environment as shown through student civility respect for self and others; and a clear sense of belonging.			
Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
SCIENCE DEPARTMENT: Our goal is to make science fun. We hope to create a comfortable and engaging classroom by greeting students at the door and being in the hallway. We are trying to be more intentional in our effort to create connections by sending home weekly emails and postcards.	All science teachers	Daily/ Weekly All year	We will see if referrals decrease by taking the time to connect with students. We will hope to see an increase in enrollment numbers in courses next year.

Arlington High School

2024-25 SCHOOL IMPROVEMENT PLAN

"Inspiring all students to act as responsible, productive citizens who embrace lifelong learning."

ENGLISH DEPARTMENT: Greeting students at the door as they walk into our room every day.	ELL English Teachers	All year	<ul style="list-style-type: none"> Professional accountability. Other teachers, students, admin can see us. Students will reciprocate the behavior and expect to be acknowledged. A sense of belonging will be created and respected.
HISTORY DEPARTMENT: We will interact with students by name whenever feasible. This could include greeting students at the door at the beginning of class; intentionally saying as many students' names as possible during each class period; having one-on-one conversations as much as possible; regularly writing positive postcards home.	Entire Department	Daily/Weekly	Students will look forward to entering our classes and the culture of the class will be positively impacted
CTE DEPARTMENT: Have a check in with every student a least once a week	Entire Department	PLC Meetings	Attendance rates
ARTS DEPARTMENT: We will greet students by name at the door before class. We will know all students by name and create meaningful relationships with each student.	Entire Department	Daily	Students will look forward to entering our classes and the culture of the class will be positively impacted.
COUNSELING DEPARTMENT: Support administration's commitment to implement Every Eagle. Continue to disaggregate Office of Superintendent of Public Schools (OSPI) data to determine equity gaps. Intentional focus on diversity/inclusion. Continued focus on providing resources and referrals to outside services that act as protective factors against specific inequities.	All school counselors and support staff	Throughout the school year	<ul style="list-style-type: none"> Improved grade data. Improved attendance data. Improved discipline data.
SPECIAL EDUCATION DEPARTMENT: Building working relationships with students on our caseload so they know who they can address when they are struggling.	All SPED teachers	All year	<ul style="list-style-type: none"> Provide IEP accommodations Provide guidance when communicating with teachers. Students will feel supported and understood to help them receive accommodations they need to succeed. Students will learn to advocate and communicate with teachers which helps them feel seen and that they belong.

Arlington High School

2024-25 SCHOOL IMPROVEMENT PLAN

“Inspiring all students to act as responsible, productive citizens who embrace lifelong learning.”

WORLD LANGUAGE DEPARTMENT: Language teachers will be mindful of the importance of “affective filters” by making daily efforts to create safe and supportive language-learning environments. Students will practice specific skills with teachers and partners, to build confidence in speaking. Also, students will learn about culture in other countries and develop a respect for different ways of living and traditions.	All World Language Teachers	All Year	<ul style="list-style-type: none"> Students listening while others are speaking, showing kindness and respect. Students engaging positively in cultural discussions and activities.
GOAL 3 – SMART GOAL: Closing the achievement gaps for students with disabilities and other areas of need (Equity).			
Action Plan (with metrics)	Responsibility	Timeline	Evidence
SCIENCE DEPARTMENT: We will improve the success of our IEP, Section 504 (504), and English Language Learner (ELL) students. This includes creating modified tests, creating multiple language versions of assignments, and preferential grouping and seating in classes. We also work closely with our paras to help support the full inclusion model. Using the UDL model, we will work to create a variety of assignments and assessments at different levels.	All science teachers	Daily All year	Pass rate of all groups and improvement of those groups with IEP’s and 504’s.
ENGLISH DEPARTMENT: Informing ourselves of the various needs of our students using Skyward indicators.	All English staff	Within the first month of school and then updating ourselves throughout the year.	Attending meetings, reaching out to colleagues and parents. Being able to identify and articulate who we need to help.
HISTORY DEPARTMENT: We will use support staff to aid us in the accommodation of student learning and assessment. At the PLC level in the fall, we will organize and plan how to: 1) Reduce work according to IEP accommodations; and 2) Plan for testing accommodations: length of test and testing location.	Done by PLC	PLC Meetings	Conversations/reflections with SPED department

Arlington High School

2024-25 SCHOOL IMPROVEMENT PLAN

"Inspiring all students to act as responsible, productive citizens who embrace lifelong learning."

CTE DEPARTMENT: We will target project management with all students to ensure they complete projects on time.	Entire Department	PLC Meetings	Student Survey
ARTS DEPARTMENT: We will utilize Google Classroom and Skyward to help students with various needs to help close the achievement gap.	Entire Department	All Year	Google Classroom and Skyward will be up to date.
COUNSELING DEPARTMENT: Collaboration with IEP team regarding graduation pathway options. Advocate for Least Restrictive Environment (LRE) and inclusion when planning graduation pathways.	All school counselors and IEP team members	Throughout the school year	All students served in Special Education graduate with a purposeful Graduation Pathway.
SPECIAL EDUCATION DEPARTMENT: Collaborating as a team to inform each other of concerns of the various needs of our students.	All SPED teachers	As situations occur. Weekly Skyward reports. Monthly Dept meetings & continuous communications with teachers in the building.	<ul style="list-style-type: none"> • Attending meetings, reaching out to colleagues and parents. • Conversations/Reflections with other departments
WORLD LANGUAGE DEPARTMENT: Language teachers will be aware of students with IEPs and 504 plans and make efforts to accommodate these students with disabilities. Teachers will select strong students as partners to work with those with special needs and offer special help and tutoring as needed.	All World Language Teachers	All Year	Teachers can document one-on-one help with students with disabilities and show that they have made efforts to accommodate their special needs (through seating preferences, work with specific classmates, requests to not speak in front of others, tutoring before/after school.)

Arlington High School

2024-25 SCHOOL IMPROVEMENT PLAN

"Inspiring all students to act as responsible, productive citizens who embrace lifelong learning."

GOAL 4 – SMART GOAL: Increasing collective efficacy of Tier 1 instruction through increased understanding of Universal Design for Learning (UDL), building alignment, cross-curricular connections, Professional Learning Communities, and focused collaboration time.			
Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
SCIENCE DEPARTMENT: We feel as though science lends itself very well to inquiry-style learning and Universal Design for Learning (UDL). Students have a variety of options to learn material and demonstrate knowledge. This may include but is not limited to projects, lab experiments, written tests, oral presentations, research reports, or even fun videos.	All science teachers	All year	Student success and reflection surveys. Data such as pass rate and overall grades in classes. Also, student improvement and success from the previous year.
ENGLISH DEPARTMENT: Creating a scope and sequence for 9-12 English curriculum.	All English teachers	Once a month Content PLC and Building Directed UDL instruction from Admin.	Meeting in our content PLC to create document - scope and sequence of 9-12
HISTORY DEPARTMENT: The Social Studies PLC groups will increase the number of student-centered projects.	Done by PLC	PLC Meetings	Each PLC will add projects based on opportunity of the curriculum
CTE DEPARTMENT: Use UDL to support project management by asking students what they need to support projects.	Entire Department	PLC Meetings	Student survey
ARTS DEPARTMENT: Students will have a variety of options to show their learning through different projects and/or performances.	Entire Department	All Year	Each PLC will add projects/performances based on the opportunity of the curriculum.
COUNSELING DEPARTMENT: Provide visual, written, and auditory instruction while facilitating guidance lessons in advisory and during registration.	All school counselors	Throughout the school year	All students served in special education graduate with a purposeful Graduation Pathway.
SPECIAL EDUCATION DEPARTMENT: Collaborating with parents/teachers/students to attend all IEP meetings.	All team members	All year	<ul style="list-style-type: none"> • Invite all team members to participate through teacher/parent surveys and attendance • Calendar invites, reminders, emails

Arlington High School
2024-25 SCHOOL IMPROVEMENT PLAN
"Inspiring all students to act as responsible, productive citizens who embrace lifelong learning."

			<ul style="list-style-type: none">Record attendance of team members to find areas of improvement.
WORLD LANGUAGE DEPARTMENT: Language teachers will continue to collaborate by sharing ideas, suggestions, and offering support to our colleagues in our PLCs. We will continue to share creative ideas to teach language concepts in different ways, to meet the unique learning styles and needs of our students.	All World Language Teachers	All Year	Time spent working in PLCs, and conversations during lunch and before/after school.
PROFESSIONAL DEVELOPMENT NEEDS:			

Year-End Progress Monitor

OSPI School Improvement Plan 2024–2025

[Step-by-Step School Improvement Planning and Implementation Guide](#)

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, please use the Consolidated School Improvement Template to satisfy the appropriate Components.

Building data

Please provide your school district and building name below.

School District: Arlington School District
Building Name: Weston High School
School Code: 4287
Date: July 15, 2024
Does your school share a building with another school? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If yes, which one? (Please note each school with a school code must submit a separate School Improvement Plan) Arlington Open Doors (5495)

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Andrea Dixon-Hundredmark, Principal	Steve Heywood, Science Teacher
Katy Brown, School Counselor	Leigh Anne Orcutt, Fiscal Secretary
Susan Black, English Teacher & Equity Facilitator	Stephanie Jordan, CTE Teacher
Sean Ferrill, Math Teacher	Jessica Ronhaar, Community Partner
	Tracy Van Beek, Parent

WSIF Cycle Identification and Report Card Data

Please use the 2023 WSIF Cycle 3 data from the [Washington State Report Card](#) to complete the table below. School Improvement Plans for schools identified for tiered support under WSIF are required to align their goals with their WSIF Cycle Identification. The data included in the table below will help align the focus on the Comprehensive Needs Assessment, SMARTIE Goals, and evidence-based practices used in this plan.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle Identification ELA Proficiency Graduation Rate Regular Attendance 9th Grade on Track Rate Dual Credit Rate
WSIF Data Measures	2023 WSIF Identification Score (indicate Not Applicable with N/A)
Comprehensive (All Student Group)	2.55% 38.8% 54.6% 38.3% 43.8% 25.7%
Comprehensive Graduation Rate	54.6%
Student Group	
American Indian/Alaska Native	N/A
Asian	N/A
Black/African American	N/A
Hawaiian/Other Pacific Islander	N/A
Hispanic/Latino	28.6% 26.3%
Two or more races	28.0% 20.0%
White	36.6% 55.4% 40.4% 46.9% 26.5%
English Learner	N/A
Low Income	25.0% 50.0% 30.0% 28.6% 25.4%
Special Education	39.4% 52.3% 19.2%

Summary of Comprehensive Needs Assessment (CNA):

A [Comprehensive Needs Assessment \(CNA\)](#) is required of all schools identified for improvement under the [Washington School Improvement Framework](#). In this section, please summarize data and information gathered from conducting your CNA including all relevant areas of the WSIF (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).

<p>What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?</p> <p>The Weston High School Faculty & Staff operate from a “meet them where they are” (whole child) mindset when it comes to serving students. This willingness to be reflective, responsive, creative and flexible makes this campus more authentically therapeutic (“family-like”) in our culture. Overall culture on our campus is extremely positive.</p>
<p>Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.</p> <p>Resource inequalities include Staffing (Mental Health Support), Materials (Instructional supplies, Professional Development to address Mental Health Supports), Classes (Funding to create new therapeutic classes designed to address the impacts of mental health)</p>
<p>What possible root causes has your team identified to account for these inequities, especially disproportionalities among student groups?</p> <p>Weston High School is the Arlington School District’s unofficial “alternative” high school. We serve a population of students that have not had positive experiences in their schooling career. More specifically, our student population disproportionately represents have levels of unaccompanied youth, students experiencing adverse childhood experiences, suffering from mental health problems (diagnosed/undiagnosed), active student threat assessments, chronic attendance issues, gaps in academic literacies, substance abuse/addictions, and victims of sexual assault. These factors coupled with over 90% of our student population qualifying for Free & Reduced Lunch (i.e. living in poverty) Weston High School acts a triage for students trending towards giving up on their educational career due to circumstances outside of their control.</p>
<p>Describe the highest priority focus areas for improvement (funding, staffing, materials, resources, etc.) identified through WSIF data and by conducting the Comprehensive Needs Assessment that will be addressed in this plan.</p> <p>Regular Attendance (Providing Mental Health Supports), Graduation Rates through Credits Earned (Offering enough classes to satisfy graduation requirements w/o the use of waivers, online classes, and independent studies)</p>

2024–25 School Improvement Plan

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that you plan to accomplish through evidence-based practices (interventions, activities, or strategies) for SY 2024–25. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and 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. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based practices (interventions, activities, or strategies) being used to achieve the SMARTIE Goal?

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 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?

SY 2024–2025 SMARTIE Goal #1:

100% of currently enrolled Weston students, as delineated by those receiving on-campus mental health support, will show growth each CAP through earned credits, average daily attendance, and positive behaviors as measured by Skyward data.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? The individual student data collected and tracked each CAP will include:

Credits attempted versus earned

Total cumulative days of school versus total days student attended

Total number of days student was absent for Mental Health (coded in Skyward)

Total number of visits to the Mental Health Counselor

Students placed on Active Student Threat Assessments

Total Number of Disciplinary Referrals versus Total Number of Exclusions (ISS/OSS)

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

We expect to see that students on the caseload of our Mental Health Counselor are earning credit and attending school regularly at rates commensurate or higher than students who are not receiving support for mental health. We expect that students on the caseload of our Mental Health Counselor are receiving fewer disciplinary referrals and exclusions. We also expect that these students are being placed on Active Student Threat Assessments at rates less than students who are not receiving support for mental health. In summary, we want to see that the therapeutic approaches that we are taking to address the Mental Health crisis on our campus are working.

Who will monitor the progress of this overarching goal?

24/25 WHS School Improvement Team Members

Andrea Dixon-Hundredmark, Principal

Katy Brown, Counselor

Pam Seely-Brown, Mental Health Counselor

When/how often will they monitor progress toward this overarching goal?

Monthly - all CAP data will be collected and entered into our Plan.Do.Study.Act (PDSA) Tracking Spreadsheet

Quarterly - The School Improvement Team will formally meet for PDSA study sessions where we will look at trends from each CAP and make modifications to enhance effectiveness of interventions.

Semester - Semester trends will be published and presented to our Board of Education and Cabinet. The Mid-Year Review for the OSSI SIP will also be completed and shared with our continuous improvement partner.

Annually - School Year trends will be published and presented to our Board of Education and Cabinet. The End-of-Year Review for the OSSI SIP will also be completed and shared with our continuous improvement partner.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
---	---------------	-----------	------	-----------

<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur?</i></p> <p><i>What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>MENTAL HEALTH COUNSELOR</p> <p>Students suffering from mental health problems (diagnosed/undiagnosed) who are not under the care of an outside provider, will be eligible to receive regularly scheduled on-campus counseling.</p>	<p>DATA COLLECTION:</p> <p>Short-Term – Each Credit Achievement Period (CAP) is roughly 4/5 weeks. We break the 180 day school year into eight (8) CAPs. Every CAP data is collected and added to the Plan.Do.Study.Act (PDSA) spreadsheet where we monitor data trends.</p> <p>The short-term data collected includes credits earned, daily attendance rates, disciplinary referrals, exclusions (ISS/OSS), number of new active Student Threat Assessments (STAs) and number of visits to the Mental Health Counselor.</p> <p>Long-Term – Every Quarter, the BLT meets for a formal Plan.Do.Study.Act. (PDSA) meeting where data trends are examined and adjustments/modifications are made. At Semester, data trends are updated again and more adjustments made and are shared out to Stakeholders. At the end of the school year the data trends are once again examined as a part of our Comprehensive Needs Assessments and decisions are made about interventions for the coming school year.</p> <p>The long-term data collected includes trends showing credits attempted vs earned, days of school vs average days attendance, disciplinary referrals versus numbers of exclusions (ISS/OSS),</p>	<p>OCCURANCE OF EVIDENCE-BASED INTERVENTION:</p> <p>Daily from September 2024 until June 2025</p> <p>FREQUENCY OF PROGRESS MONITORING:</p> <p>Monthly at the end of each CAP</p>	<p>IMPLEMENTATION/ADJUSTING OF INTERVENTION:</p> <p>Pam Brown-Seely, Mental Health Counselor</p> <p>MEASURING/ADJUSTMENT CONSULTATION:</p> <p>Andrea Dixon-Hundredmark, Principal</p> <p>Katy Brown, School Counselor</p> <p>Kerri Helgeson, Equity Director</p>	<p>IMPLEMENTATION RESOURCES:</p> <p>STAFFING</p> <p>The following (evidenced-based) Professional Services will be delivered to students at Weston High School-</p> <p>Cognitive Behavior Therapy</p> <p>Motivational Interviewing</p> <p>Psychotherapy</p>

	<p>numbers of new active Student Threat Assessments (STAs) compared to number of visits to the Mental Health Counselor.</p> <p>IMPACT MEASUREMENT:</p> <p>Equitable Learning – Data trends will be collected from Skyward measuring credits earned and average daily attendance rates.</p> <p>Behavioral Changes – Data trends will be collected from Skyward measuring behavioral referrals, exclusionary consequences, and active student threat assessments</p>			
<p>CAP SUPPLIES</p> <p>These funds will be utilized to continue to supply the Credit Achievement Program (CAP) and Parent/Community Engagement Efforts. The CAP program will help ensure that students are earning and recovering credit on an on-going basis. This intervention was designed to benefit all Weston High School Students. Our goal is to engage families and community partners through targeted monthly events for the purpose of seeing an increase in academic success and daily attendance rates, which will result in increases in graduation rates.</p>	<p>DATA COLLECTION:</p> <p>Short-Term – Each Credit Achievement Period (CAP) is roughly 4/5 weeks. We break the 180 day school year into eight (8) CAPs. Every CAP data is collected and added to the Plan.Do.Study.Act (PDSA) spreadsheet where we monitor data trends.</p> <p>For the program, each CAP we will determine the number of students earning credits, the number of students earning perfect attendance, the number of parents/guardians participating in the monthly CAP cookout and awards ceremony, and evening events.</p> <p>Long-Term – Every Quarter, the BLT meets for a formal Plan.Do.Study.Act. (PDSA) meeting where data trends are examined and adjustments/modifications are made. At Semester, data trends are updated</p>	<p>OCCURANCE OF EVIDENCE-BASED INTERVENTION:</p> <p>Daily from September 2024 until June 2025</p> <p>FREQUENCY OF PROGRESS MONITORING:</p> <p>Monthly at the end of each CAP</p>	<p>IMPLEMENTATION/ADJUSTING OF INTERVENTION:</p> <p>Andrea Dixon–Hundredmark, Principal</p> <p>MEASURING/ADJUSTMENT CONSULTATION:</p> <p>All Weston High School Faculty & Staff</p>	<p>IMPLEMENTATION RESOURCES:</p> <p>Funds from the OSSI grant will be used to purchase CAP supplies, fund Parent/Community engagement activities</p>

	<p>again and more adjustments made and are shared out to Stakeholders. At the end of the school year the data trends are once again examined as a part of our Comprehensive Needs Assessments and decisions are made about interventions for the coming school year.</p> <p>The long-term data collected includes trends showing credits attempted vs earned, days of school vs average days attendance, and the number of parents/community members joining us at each CAP event.</p> <p>IMPACT MEASUREMENT:</p> <p>Equitable Learning – Data trends will be collected from Skyward measuring credits earned and average daily attendance rates.</p> <p>Behavioral Changes – Data trends will be collected from Skyward measuring factors that positively influence student engagement on campus, such as academic progress (credits earned) and regular attendance.</p>			
<p>INSTRUCTIONAL SUPPLIES</p> <ul style="list-style-type: none">• Educational Technology such as Chromebooks, Chromebook Carts, Chargers, Digital Cameras• Educational Software/Subscriptions such as online classes covering behavioral topics such as Vaping/Substance Use Courses, and SmartPass• Magnatag Data Collection Boards & Supplies• Panther Period Organizational Supplies• Creation of classroom libraries with high interest, relevant and inclusive student reading materials	<p>DATA COLLECTION:</p> <p>Short-Term – Each Credit Achievement Period (CAP) is roughly 4/5 weeks. We break the 180 day school year into eight (8) CAPs. Every CAP data is collected and added to the Plan.Do.Study.Act (PDSA) spreadsheet where we monitor data trends.</p> <p>For the instructional supplies purchase, we will collect data each CAP to determine the number of students earning credits, average daily attendance rates (to show engagement with classes), and behavioral infractions leading to ISS/OSS</p>	<p>OCCURANCE OF EVIDENCE-BASED INTERVENTION:</p> <p>Daily from September 2024 until June 2025</p> <p>FREQUENCY OF PROGRESS MONITORING:</p> <p>Monthly at the end of each CAP</p>	<p>IMPLEMENTATION/ADJUSTING OF INTERVENTION:</p> <p>Andrea Dixon–Hundredmark, Principal</p> <p>MEASURING/ADJUSTMENT CONSULTATION:</p> <p>All Weston High School Faculty & Staff</p>	<p>IMPLEMENTATION RESOURCES:</p> <p>Funds from the OSSI grant will be used to purchase hardware, software, supplementary curriculum, data collection boards, organizational supplies and instructional supplies.</p>

<ul style="list-style-type: none">Supplies to support Universal Design for Learning: Podcasting Equipment, Digital Media/Design, Art suppliesLab Supplies for Health/Physical Education/Life Sciences/Forensics/ArtSupplies for Social Studies, Art History and English Language Arts using Lego literacy (UDL)	<p>Long-Term – Every Quarter, the BLT meets for a formal Plan.Do.Study.Act. (PDSA) meeting where data trends are examined and adjustments/modifications are made. At Semester, data trends are updated again and more adjustments made and are shared out to Stakeholders. At the end of the school year the data trends are once again examined as a part of our Comprehensive Needs Assessments and decisions are made about interventions for the coming school year.</p> <p>The long-term data collected includes trends showing credits attempted vs earned, days of school vs average days attendance, and the number of exclusionary consequences assigned</p> <p>IMPACT MEASUREMENT:</p> <p>Equitable Learning – Data trends will be collected from Skyward measuring credits earned and average daily attendance rates.</p> <p>Behavioral Changes – Data trends will be collected from Skyward measuring factors that positively influence student engagement on campus, such as academic progress (credits earned), regular attendance, and reduced behavioral infractions.</p>			
<p>MINDFULNESS PROGRAM</p> <p><u>Breathe for Change</u> – This ESSA backed Level III evidenced based school focused program will help students learn how to better manage stress and emotions, ensuring that they are in a position to engage in classroom learning.</p>	<p>DATA COLLECTION:</p> <p>Short-Term – Each Credit Achievement Period (CAP) is roughly 4/5 weeks. We break the 180 day school year into eight (8) CAPs. Every CAP data is collected and added to the Plan.Do.Study.Act (PDSA) spreadsheet where we monitor data trends.</p> <p>For the Breathe for Change program, we will collect data each CAP to determine the number of students earning credits,</p>	<p>OCCURANCE OF EVIDENCE-BASED INTERVENTION:</p> <p>Daily from September 2024 until June 2025</p> <p>FREQUENCY OF PROGRESS MONITORING:</p> <p>Monthly at the end of each CAP</p>	<p>IMPLEMENTATION/ADJUSTING OF INTERVENTION:</p> <p>Andrea Dixon–Hundredmark, Principal Stephanie Jordan, Teacher</p> <p>MEASURING/ADJUSTMENT CONSULTATION:</p> <p>Stephanie Jordan, Teacher</p>	<p>IMPLEMENTATION RESOURCES:</p> <p>Funds from the OSSI grant will be used to purchase curriculum access, training, and resources for the implementation of the Breathe for Change program at Weston high School.</p>

	<p>average daily attendance rates (specifically the number of absences due to Mental Health), behavioral infractions leading to ISS/OSS, and the number of students receiving Mental Health support via the Mental Health Counselors caseload.</p> <p>Long-Term – Every Quarter, the BLT meets for a formal Plan.Do.Study.Act. (PDSA) meeting where data trends are examined and adjustments/modifications are made. At Semester, data trends are updated again and more adjustments made and are shared out to Stakeholders. At the end of the school year the data trends are once again examined as a part of our Comprehensive Needs Assessments and decisions are made about interventions for the coming school year.</p> <p>The long-term data collected includes trends showing credits attempted vs earned, days of school vs average days attendance, the number of exclusionary consequences assigned, and the number of students on the caseload of the Mental Health Counselor.</p> <p>IMPACT MEASUREMENT:</p> <p>Equitable Learning – Data trends will be collected from Skyward measuring credits earned and average daily attendance rates.</p> <p>Behavioral Changes – Data trends will be collected from Skyward measuring factors that positively influence student engagement on campus, such as academic progress (credits earned), regular attendance, and reduced behavioral infractions.</p>		<p>Katy Brown, School Counselor</p> <p>Pam Brown-Seely, Mental Health Counselor</p>	
<p>PROFESSIONAL CONFERENCES</p> <p>National Alternative Education Association</p> <p>Professional Development for Weston High School Administration and</p>	<p>DATA COLLECTION:</p> <p>Short-Term – Each Credit Achievement Period (CAP) is roughly 4/5 weeks. We break the 180 day school year into eight</p>	<p>OCCURANCE OF EVIDENCE-BASED INTERVENTION:</p> <p>October 2024</p>	<p>IMPLEMENTATION/ADJUSTING OF INTERVENTION:</p> <p>Andrea Dixon-Hundredmark, Principal</p>	<p>IMPLEMENTATION RESOURCES:</p> <p>Funds from the OSSI grant will be used to cover conference registration, travel, food,</p>

<p>Leadership Team to attend the National Alternative Education Association Conferences in Tucson, Az October 7-9, 2024</p> <p>Wellness Together</p> <p>Professional Development for Weston High School Leadership Team members to attend the School Mental Health Wellness conference in Anaheim, Ca in October 9-11, 2024</p> <p>This intervention was designed to benefit Weston High School Students through enhancing the competency of staff in meeting the needs of the population we serve.. We hope to see increased academic engagement and daily attendance from implementation of suggested practices after attending the conferences.</p>	<p>(8) CAPs. Every CAP data is collected and added to the Plan.Do.Study.Act (PDSA) spreadsheet where we monitor data trends.</p> <p>For this Professional Development, we will collect data from each CAP to determine the effectiveness of the strategies learned and implemented after the conferences. We will implement strategies that are focused on students earning credits, ways to increase daily attendance rates, ways to reduce behavioral infractions leading to ISS/OSS, and more effective ways to address Mental Health support at the Tier 1 level.</p> <p>Long-Term – Every Quarter, the BLT meets for a formal Plan.Do.Study.Act. (PDSA) meeting where data trends are examined and adjustments/modifications are made. At Semester, data trends are updated again and more adjustments made and are shared out to Stakeholders. At the end of the school year the data trends are once again examined as a part of our Comprehensive Needs Assessments and decisions are made about interventions for the coming school year.</p> <p>The long-term data collected includes trends showing credits attempted vs earned, days of school vs average days attendance, the number of exclusionary consequences assigned, and the number of students on the caseload of the Mental Health Counselor.</p> <p>IMPACT MEASUREMENT:</p> <p>Equitable Learning – Data trends will be collected from Skyward measuring credits earned and average daily attendance rates.</p> <p>Behavioral Changes – Data trends will be collected from Skyward measuring factors that positively influence student</p>	<p>FREQUENCY OF PROGRESS MONITORING:</p> <p>Monthly at the end of each CAP – starting upon return from the Conferences and after the implementation of new strategies learned.</p>	<p>MEASURING/ADJUSTMENT CONSULTATION:</p> <p>Stephanie Jordan, Teacher Katy Brown, School Counselor</p>	<p>lodging and substitute teachers while staff is attending the event.</p>
---	---	---	--	--

	engagement on campus, such as academic progress (credits earned), regular attendance, and reduced behavioral infractions.			
--	---	--	--	--

<p>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 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.</p>				
1.	Mental Health Counselor – \$50,000: (\$30,000 funded by Weston High School OSSI SIG, \$15,000 funded by Open Doors OSSI SIG, & \$5,000 funded by Arlington School District). Funds will cover the daily services delivered by the Mental Health Counselor for the 24/25 SY, who will have an onsite office on the campus of Weston High School.			
2.	CAP Supplies – \$2,600 (Funded by Weston High School OSSI SIG). Funds will purchase instructional supplies (such as notebooks, calendars, binders, writing utensils), CAP Awards (Weston High School foundational PBIS system), and food (for the monthly community/family engagement event)			
3.	Instructional Supplies – \$7,000 (Funded by Weston High School OSSI SIG). Funds will purchase instructional supplies, hardware/software,organizational supplies, data collection supplies, supplementary curriculum.			
4.	Mindfulness Program – \$3000 (Funded by Weston High School OSSI SIG). Funds will purchase the resources needed to implement the Breathe for Change program at Weston High School.			
5.	Professional Conferences – \$6,949 (Funded by Weston High School OSSI SIG). Funds will cover registration, travel, meals, and lodging for staff to attend the Conferences. Additionally, the cost of the substitute teacher will also be covered by the OSSI grant.			

Stillaguamish Valley Learning Center

2024-25 SCHOOL IMPROVEMENT PLAN

Stillaguamish Valley Learning Center envisions a partnership between home, school, and the community where each is an active participant in student-centered academic and social-emotional growth

DISTRICT STRATEGIC DIRECTION

Goal 1: Student Learning & Achievement

Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.

Goal 2: Safe and Caring Environment

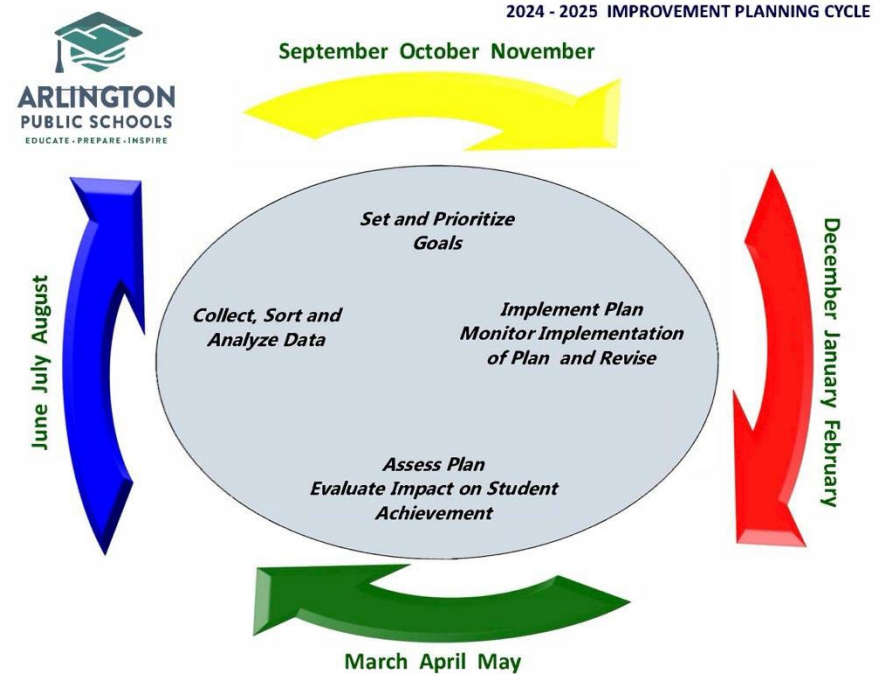
We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.

Goal 3: Resource Stewardship

We will align all resources (people, time, money and property) to support the District's mission.

Goal 4: Parent & Community Partnerships

We will engage and encourage parents and our community to partner in the education of students.



GOAL 1 - SMART GOAL:

By May 2025, SVLC staff will increase math achievement by integrating Universal Design for Learning (UDL) into Tier 1 math instruction. Achievement measures will be iReady, Smarter Balanced Assessment (SBA), and other curriculum-based measures.

Action Plan (with metrics)	Responsibility	Timeline	Evidence
Elementary will be using the ASD Math landing page <ul style="list-style-type: none"> Focus on Math standards, math games, and three act tasks New teachers will work through the Graham Fletcher professional development (PD) as a team Partner with district leaders and teachers to calibrate our work 	Karrie Marsh, Janell Sabol, Brandi Carter, Tennessy Fraumeni, Alissa Contreras, Erin Green	September 2024 - May 2025	Evidence of success will be measured by iReady growth, SBA data where appropriate.

Stillaguamish Valley Learning Center

2024-25 SCHOOL IMPROVEMENT PLAN

Stillaguamish Valley Learning Center envisions a partnership between home, school, and the community where each is an active participant in student-centered academic and social-emotional growth

Middle School (Onsite) will be using UDL strategies in the Tier 1 level <ul style="list-style-type: none"> Tier 2 and 3 level students will receive targeted support within the classroom 	Karrie Marsh, Rachel Manza	September 2024 - May 2025	Evidence of success will be measured by Standardized Testing and Reporting [STAR (iReady)], Course Pass Rate Data, and SBA data.
Arlington Online Program (AOP) will continue to use various supports for math, including a “Math Lab” where students can come onsite for targeted help	Karrie Marsh, Kimi Johnson, Alana Hunt	September 2024 - May 2025	Evidence of success will be measured by iReady growth, Course Pass Rate Data, and increased levels of satisfactory progress.
GOAL 2 – SMART GOAL: By May 2025, SVLC staff will increase reading proficiency in our K-8 onsite program. Achievement measures will be iReady, SBA assessments, and other curriculum-based measures.			
Action Plan (with metrics)	Responsibility	Timeline	Evidence
Elementary will be using common assessments and are implementing recurring structured assessments. This will allow for timely interventions.	Karrie Marsh, Janell Sabol, Brandi Carter, Tennessy Fraumeni, Alissa Contreras, Erin Green	September 2024 - May 2025	Evidence of success will be measured by iReady growth, increased fluency and reading skills, and increased levels of satisfactory progress.
Middle School will implement a strong focus on Vocabulary in Tier 1 instruction. An emphasis on academic vocabulary will be seen in courses and throughout Home Learning (HL).	Karrie Marsh, Tomas Ramirez, Jonathan Heen, Rachel Manza	September 2024 - May 2025	Evidence of success will be measured by STAR (iReady), Course Pass Rate Data, and SBA data.
Multi-Tiered Systems of Support (MTSS) Meetings are designed to identify students who need additional interventions. <ul style="list-style-type: none"> Interventions to be implemented in class, and some outside of class. 	Karrie Marsh, all SVLC Teachers	September 2024 - May 2025	Evidence of success will be measured by STAR (iReady), Course Pass Rate Data, and SBA data.
Learning Assistance Program (LAP) services for elementary students	Karrie Marsh, Brandi Carter		Evidence of success will be measured by iReady growth and increased fluency rates.

Stillaguamish Valley Learning Center

2024-25 SCHOOL IMPROVEMENT PLAN

Stillaguamish Valley Learning Center envisions a partnership between home, school, and the community where each is an active participant in student-centered academic and social-emotional growth

GOAL 3 – SMART GOAL:

By May of 2025, SVLC staff, students, and families will increase completed Home Learning turn-in rate. Students, families, and staff will discuss Home Learning (HL) progress monthly. Achievement measures will be found in monthly Satisfactory Progress rates.

Action Plan (with metrics)	Responsibility	Timeline	Evidence
This is a Community Goal - Parents are our partners, and the primary educators of their children <ul style="list-style-type: none">For our elementary grades - continued discussion of best practice for HL in Progress MeetingsTeachers have created a feed-back form that will allow for discussion during monthly progress meetings	Karrie Marsh, Elementary Teachers	September 2024 - May 2025	Evidence of success will be measured by iReady growth and increased levels of satisfactory progress.
<ul style="list-style-type: none">For our onsite middle school students/families - teachers are documenting HL turn-in rates - with a focus on HL turned in on time.Looking for 80% of Home Learning turned in on time each month	Karrie Marsh, Middle School Teachers	September 2024 - May 2025	Evidence of success will be measured by iReady growth and increased levels of satisfactory progress.
<ul style="list-style-type: none">AOP - Discussion during onboarding, with tighter boundaries around satisfactory progress designations.	Karrie Marsh, Arlington Online Program Teachers	September 2024 - May 2025	Evidence of success will be measured by iReady growth and increased levels of satisfactory progress.

PROFESSIONAL DEVELOPMENT NEEDS:

- Support with ASD Math - both training, and opportunities to collaborate with other teachers
- Continued support from District Directors with LAP services

Year-End Progress Monitor

Haller Middle School

2024-25 SCHOOL IMPROVEMENT PLAN

A Bridge to Success for Every Student

<div><div><div>DISTRICT STRATEGIC DIRECTION</div><div><div>Goal 1: Student Learning & Achievement</div><div>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</div></div><div><div>Goal 2: Safe and Caring Environment</div><div>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</div></div><div><div>Goal 3: Resource Stewardship</div><div>We will align all resources (people, time, money and property) to support the District's mission.</div></div><div><div>Goal 4: Parent & Community Partnerships</div><div>We will engage and encourage parents and our community to partner in the education of students.</div></div></div><div><div><div><div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div><div><div><div>September</div><div>October</div><div>November</div></div><div><div>December</div><div>January</div><div>February</div></div><div><div>March</div><div>April</div><div>May</div></div><div><div>June</div><div>July</div><div>August</div></div></div><div><div><div>Set and Prioritize Goals</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div></div><div><div>ARLINGTON PUBLIC SCHOOLS</div><div>EDUCATE · PREPARE · INSPIRE</div></div></div></div></div></div></div></div>				<div>GOAL 1 - SMART GOAL: Multi-Tiered Systems of Support (MTSS) Plan - Haller MS will implement an MTSS plan with three stages to address Tier 1, Tier 2, and Tier 3 students who need intervention. Grade level meetings will be held once monthly where students of concern are identified, targeted, and tracked with Tier 1 interventions. The CST (Child Study Team) will meet monthly following the MTSS meetings to address students identified needing possible Tier 2 interventions. The Multi-Disciplinary Team (MDT) will meet monthly and as necessary to implement plans to address students needing Tier 3 interventions.</div>		
Action Plan <div>(with metrics)</div>	Responsibility	Timeline	Evidence			
<div>MTSS Plan - Tier 1, Tier 2, and Tier 3 Meetings</div> <div><div><div>Monthly grade-level meetings</div><div>Monthly CST meetings</div><div>MDT meetings as needed</div></div></div>	Brooke/Joseph/HMS Staff	Sept.-June	<div><div><div>Running MTSS sheets through the once monthly grade level meetings</div><div>CST meetings following the MTSS meetings once monthly</div><div>MDT meetings as needed</div></div></div>			

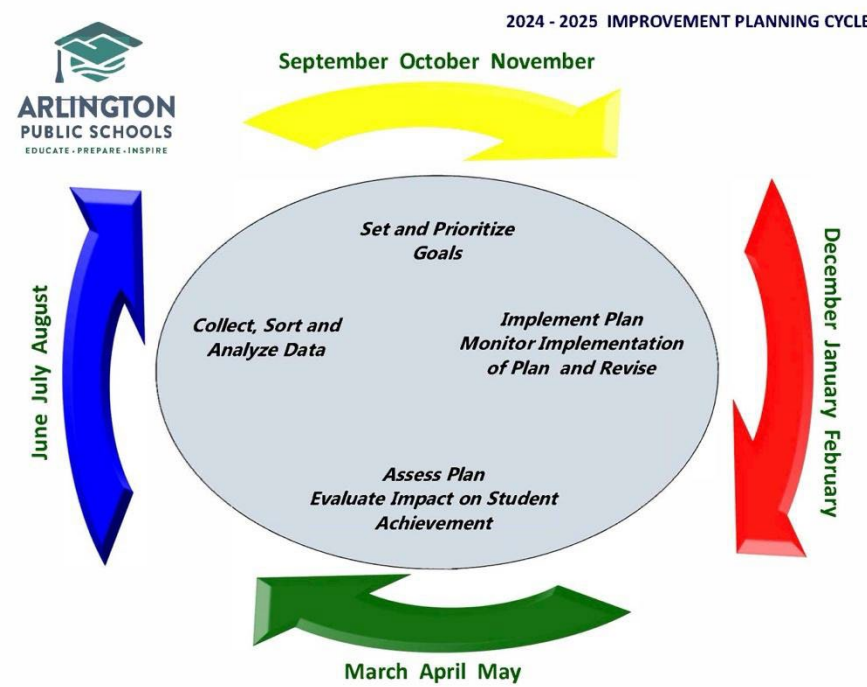
Haller Middle School

2024-25 SCHOOL IMPROVEMENT PLAN

A Bridge to Success for Every Student

GOAL 2 – SMART GOAL: Attendance - Haller MS will increase attendance rates by 10% from 64.92% to 74.92% over the course of the 2024-25 school year. Haller MS staff will monitor student attendance weekly, initiate counselor meetings with students that are in need, set up a reward/incentive system for attendance, communicate with families, and use the Arlington School District (ASD) Community Engagement Board (CEB) process with identified students.			
Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
Attendance <ul style="list-style-type: none"> Monitor monthly grade-level attendance Counselor/Student Support Advocate (SSA) meetings where necessary Reward system Family communication Use CEB process 	Brooke/ Joseph/ Nathan/Staff Robin/ Counselor/ SSA	Sept. - June	<ul style="list-style-type: none"> Data collected monthly and quarterly. Counselor groups and checkins. Reward system
GOAL 3 – SMART GOAL: Social Emotional Learning (SEL) - Haller MS will continue to implement Character Strong SEL curriculum to meet the needs of students at Haller. Grade-level teams will meet once monthly, and staff as a whole will meet once monthly to address additions to the curriculum that will focus on students' emerging needs throughout the year. Periodically, staff and students will be surveyed to make needed adjustments to the curriculum.			
Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
Character Strong (CS) Implementation Year 3 <ul style="list-style-type: none"> Change CS classes into equal classes across the board Meet for a longer time on Fridays. Implement monthly assemblies (culture building) Identify other needs of students and address them in the CS meetings Monthly grade level meetings to talk about CS Haller Hawk Cards Monthly SOAR Students of the Month 	All Staff	Sept. - June	<ul style="list-style-type: none"> Data collected from surveys, HAWK cards, and notes taken at meetings. Monthly grade level meeting notes to troubleshoot situations that arise.
PROFESSIONAL DEVELOPMENT NEEDS: <ul style="list-style-type: none"> Trauma Informed Practices (English Language Arts [ELA] Team from summer 2024 conference) MTSS/Character Strong 			
Year-End Progress Monitor			

Post Middle School 2024-25 SCHOOL IMPROVEMENT PLAN

<p style="text-align: center;">DISTRICT STRATEGIC DIRECTION</p> <p>Goal 1: Student Learning & Achievement Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</p> <p>Goal 2: Safe and Caring Environment We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</p> <p>Goal 3: Resource Stewardship We will align all resources (people, time, money and property) to support the District's mission.</p> <p>Goal 4: Parent & Community Partnerships We will engage and encourage parents and our community to partner in the education of students.</p>	<p style="text-align: right;">2024 - 2025 IMPROVEMENT PLANNING CYCLE</p> 
--	---

GOAL 1 - SMART GOAL:

Between September 2024 and May 2025, there will be an increase in student engagement and achievement by focusing on school culture through targeted social and emotional learning and positive school-wide behavior supports as measured by school year iReady data points, school year Standardized Testing and Reporting (STAR) data points, monthly discipline data, monthly attendance data, monthly counselor data, and weekly F reports.

Action Plan (with metrics)	Responsibility	Timeline	Evidence
Quarterly What I Need (WIN) goals with measures	School Improvement Plan (SIP) team	Sept - May	SIP notes; grade level team notes; student survey data from Q1, S1 and end-of-year classroom collected data
Relaunch of Student of the Month and Student Recognition	Angie	Sept-June	Student of the Month write-ups, parent letters, and activities
Weekly Character Strong lessons building-wide	Leslie/SIP	Sept-May	PMS Character Strong Plan; discipline data, Post Student Survey

Post Middle School 2024-25 SCHOOL IMPROVEMENT PLAN

	Team		Data
Small group expectations talks in September	Paul/Leslie	September	Class sign-up list by date and presentation slides; discipline data
Where Everyone Belongs (WEB) Program Activities	Russ/Amy	Aug-April	WEB Day Agenda, Student Survey Feedback
GOAL 2 – SMART GOAL: Between September 2024 and May 2025, Post staff will increase their collective efficacy and collaboration to remove barriers for students, grow instructional practice, and improve student learning by participating in professional learning and collaborating as a staff as measured by school year iReady data points, school year STAR data points, monthly discipline data, monthly attendance data, monthly counselor data, and weekly F reports.			
Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
Monthly Staff Meetings	Leslie	Sept-May	Staff meeting/ Professional Development (PD) slides, staff surveys, attendance logs
Monthly grade-level team meeting	SIP Team	Sept-May	Grade level Professional Learning Community (PLC) Notes, including goals, data, and next steps by month
Content PLC meetings (2x per month)	Department Heads	Sept-May	PLC Meeting Notes; Department Head Monthly SIP reports
Friday PD and Collaboration Time	All Staff/Leslie	Sept-May	PLC data, Staff Meeting/Friday PD slide deck, Collaboration Day staff surveys
GOAL 3 – SMART GOAL: Between September 2024 and May 2025, Post will continue to increase inclusionary practices and strategies, including implementation of Universal Design for Learning (UDL) approaches by implementing UDL principles and utilizing collaboration in PLCs as measured by school year iReady data points, school year STAR data points, monthly discipline data, monthly attendance data, monthly counselor data, and weekly F reports.			
Action Plan (with metrics)	Responsibility	Timeline	Evidence
UDL reflections and implementation planning time	Department Heads	Sept-May	Teacher collected feedback, inclusion data, students with disabilities learning data
4 Read, Watch, Hear Activities by Katie Novak (All Staff)	Leslie	Nov-April	PD/Staff Meeting Slide Deck
Semester Grade Level Cross Curricular Project	Angie	Oct-May	Grade level project plan document and team meeting notes
Monthly Grade Level Focus Goals (Social Emotional Learning [SEL] + Academic)	Leslie/SIP	Nov-May	Grade level PLC notes, plans, and shared data
GOAL 4 – SMART GOAL: Between September 2024 and May 2025, Post will improve its Multi-Tiered System of Support (MTSS) system to remove barriers and meet student individual needs by refining the building MTSS plan and improving intervention actions and tracking as measured by school year iReady data points, school year STAR data points, monthly discipline data, monthly attendance data, monthly counselor data, and weekly F reports.			
Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence

**Post Middle School
2024-25 SCHOOL IMPROVEMENT
PLAN**

Implementation of Tier 1 strategies schoolwide	Leslie	Aug-April	Training slides and attendance sheet; Post MTSS Tier 1 plan; Tier 1 data for students referred to Students of Concern (SOC)
Student of Concern Referrals Process Refinement	Leslie/Josh	Oct-April	SOC Google Referral Form and spreadsheet; Post MTSS Plan document
Student of Concern Intervention Planning and tracking	Leslie/MTSS Team	Oct-May	Weekly Meeting notes on SOC spreadsheet
PROFESSIONAL DEVELOPMENT NEEDS: Collective Efficacy and team collaboration work; Universal Design for Learning Implementation Reflection and Refinement; Tier 1 strategies implementation and refinement; Behavioral Intervention Strategies beyond Tier 1			

Year-End Progress Monitor

Consolidated School Improvement Plan 2024-25

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 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Eagle Creek Elementary	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, which one(s)?
School Code: 31016	Grade Span: K-5 School Type: Elementary
Principal: Bethany Belisle	Building Enrollment: 677
School District: Arlington School District	F/R Percentage: 45.8%
Board Approval Date: October 2024	Special Education Percentage: 23.5%
Plan Date: September 2024	English Learner Percentage: 7.4%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Targeted EL Progress	



Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Bethany Belisle, Principal
Angie Hansen, Assistant Principal

Christina Ford, Kindergarten Teacher

Jamie Wilson, 1st Grade Teacher/Parent

Miranda Anderson, 2nd Grade Teacher

Mende Kron, 3rd Grade Teacher

Cory Timm, 4th Grade Teacher/Parent

Wesley Klein, 5th Grade Teacher
Katelynn Overgaard, Special Education Teacher
Nicole Egholm, School Counselor/Parent

Section 3: Vision and Mission Statement

Eagle Creek Mission: Our mission... your child's success.

Arlington Public Schools Vision: Arlington Public Schools educates all students, preparing and inspiring them to graduate and seek their full potential as lifelong learners.

Equity Statement: We will provide access, opportunity, and supports for learning to remove barriers to learning for EACH student.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

Student Populations

1. **What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?**

WSIF data shows growth for almost all categories- and we got a banner for closing the achievement gap! There is a slight drop in the decile level for all students in the 2023 run but our EL students and students with disabilities made solid academic growth in the last run. The data shows continued need for our EL and students with two or more races in the area of attendance. Math student growth data also indicates a need for focus in multiple student groups- white, low income, and Hispanic, but we are celebrating the growth for our EL students in this area.

2. **What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?**

Strengths include a positive school culture with a focus on relationship first! In addition, we have solid tier one behavior supports- common expectations/positive reinforcement, a growing tier 2 SEL support system- including use of a SEL screener, small group instruction for students who need it, and individualized plans and interventions for those needing that approach. All Tier 2 instruction utilizes evidence-based curriculum with fidelity.

3. **What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.**

The COVID-19 pandemic and the subsequent health department mandates have had a clear impact on our students' academic performance in Reading and Math, their social/emotional development, and school attendance. The shift to virtual and hybrid learning models disrupted traditional learning environments and contributed to a decline in both academic achievement and professional development. Additionally, there has been a noticeable decline in language skills across all grade levels, with WA Kids data indicating lower Kindergarten readiness in language and literacy for our current students. Teachers have also observed reduced engagement from students and families, as reflected in attendance and volunteer data. Finally, in an effort to fill gaps, educational staff have adjusted traditional pacing thus veering from our guaranteed and viable curriculum. Work towards standard aligned, common pacing is going to be highly important in the 23-24 school year.

Despite these challenges, we have witnessed significant growth in social, academic, and behavioral aspects over the past three years as we returned to full-time instruction. Our staff is actively participating in professional development and implementing Science of Reading and Universal Design for Learning strategies to enhance student learning and engagement. Ongoing efforts will be essential to address the attendance and academic proficiency needs of all students, including those in identified populations.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

4. 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.

Academic: Students are screened universally using the STAR assessment in both reading and mathematics. Students who screen below benchmark are then tested using additional diagnostic measures (Reading: DIBELS/CORE; Math: Number sense assessment). This provides us a cut line for students in need of services. Students falling below the cut line will receive evidence based intervention- in most cases, this is a small group, direct instruction program for the identified need. Please note: if the student also has attendance issues, the intervention assigned will be an attendance intervention. This will assist us in addressing the main need of the student as well as providing supports to students who have consistent attendance.

SEL: Students are universally screened using the SRSS-IE by classroom teachers. School counselor/Behavior TOSA/Admin review data and consult teachers on best intervention for students scoring in the red/yellow area. Interventions include small group focused instruction for internalizing and externalizing behaviors, check and connect, and check-in/out systems to address needs. Students who have previously qualified and continue to display the need will have interventions in place at the start of the school year.

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.

See above.

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?

Universal Screening in both SEL and Math/Reading are scheduled for 9-week intervals. Interventions will be run for 9 weeks with formative assessment providing notes about progress and need for services. Universal screening will be repeated after 9 weeks and new/continued interventions will be put in place for students demonstrating need.

Educators

1. 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 practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

Grade level and special education teachers will need continued work on best practices in mathematics instruction as we work to implement a new District pacing guide for mathematics. Teachers will need planning time around implementation of the pacing guide components: standards-based instruction, rich/3 act tasks, and math games.

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

Last year, teachers engaged in learning with Graham Fletcher around number sense progressions and 3 act tasks. This will be very important moving forward as implementation of these tasks/best practices is now expected with the new pacing guide.

3. **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?**

Almost all professional development time will be allotted to supporting the new math pacing guide. This will include grade-level and intervention planning. In addition, staff meeting time will be dedicated to SEL screenings. Finally, ESSA funds will be utilized to provide release time to review data and make intervention decisions for all students.

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

A guaranteed and viable curriculum is an evidence-based practice that supports all students, particularly those who qualify for additional services (Title/LAP/EL). Ensuring that all teachers are teaching the same standard at the same time will support tier 2 services as they work to ensure that students are moving toward standard.

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

One of the greatest inequities is time- and we know we cannot create more of it! In an effort to give teachers and intervention staff an extended opportunity to review data and make decisions to support individual students, we will allocate funds to support a CST (Child Study Team) review of data after each universal learning cycle.

2. 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 the strength for your school's system of support and how other areas will be strengthened.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

In the 2022-2023 school year, we established a common Tier 1 language and instructional framework for school behavior expectations, which effectively supported most students in exhibiting appropriate behavior. We also introduced a Social Emotional screener, which allowed us to identify students needing additional social-emotional and behavioral support. Consequently, small groups were formed to address these needs. However, the demand for support exceeds the available resources.

To address this, we plan to creatively adjust staffing to implement additional check-in/check-out interventions, enabling students to set daily behavioral goals and track their progress with positive reinforcement. Our academic intervention schedule accommodates Tier 2 instruction outside of core academic times, ensuring all students receive Tier 1 instruction while also benefiting from additional support tailored to their needs.

Students receiving Title/LAP support have access to research-based instructional programs. However, those in the Resource Room do not have access to the same quality of instructional materials, which needs to be addressed at a systemic level. Gifted students receive individualized learning plans from general education teachers, but further work with Universal Design for Learning principles is necessary to meet the needs of all learners.

For students not making progress in Tier 1 and Tier 2 instruction, our Child Study Team (CST) evaluates additional interventions. Currently, this teacher-referred system has missed some students in need of support. To improve this, we will revise our CST process to collaboratively review data in 9 week cycles with grade level and intervention staff, ensuring we meet the needs of all students more effectively next year.

3. How did your school identify these areas of strengths and improvement?

Questions and discussion through the needs assessment process were helpful in highlighting areas of strengths and needs. In addition, our data supports these needs.

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

We are fortunate to have a supportive community in Arlington, which collaborates with us to enhance our educational programs. Our partnerships with the Stillaguamish Tribe of Indians, the Snohomish County Public Utility District, and the Snohomish Conservation District enrich our instruction through hands-on learning activities and guest speakers. Additionally, the Hospital District provides us with a licensed mental health counselor who offers on-campus support for some of our most vulnerable students. We also benefit from grant

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

opportunities through the Arlington Education Foundation, which has funded various projects that support learning and school culture, including our school garden and outdoor classroom.

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

Our PTA has done an amazing job providing fun activities for families as part of school engagement efforts. These activities are always very well attended. We would like to focus efforts on improving family engagement in academic/learning activities. This may include providing more academic focused engagement nights and partnering with families to set and meet academic goals.

6. **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 Title/LAP staff meet with general education teachers to help support the needs of students on a regular basis. Core instruction happens outside of the targeted assistance time so that all kids have access to core instruction

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

Additional time for teachers to meet to discuss in-class and extended interventions will be provided to support students who are qualifying as EL as well as all students.

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

Parent engagement nights are provided to support preschool-elementary and 5th grade-middle school transitions. In addition, school counselors meet with our 5th grade students to answer questions and determine electives. Kindergarten families meet with their teacher for a WA Kids conference at the beginning of the school year. Finally, field trips are coordinated to support both preschool-elementary and elementary-middle school transitions.

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

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

We currently have very limited enrichment activities which include Runner's Club, Library Helpers, and Respect Team. These are open to all students to apply to participate in, including those receiving Title services. There are no financial barriers to these activities.

7. 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?

Families complete a Title compact to support a partnership in academic growth at the beginning of the school year, this is also reviewed at Spring conferences. The "Cool Bus" is a summer academic outreach which provides reading and math activities at a variety of stops throughout town. Students can come to the bus weekly during the summer to access math and reading activities/books and engage with school staff. An increase in academic engagement nights is needed for next school year.

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

Click or tap here to enter text.

Parent surveys are sent each year to determine family interest in engagement activities and volunteerism :

- i. Strong parent attendance at conferences. 87% attended both conferences.
- ii. Over 60% of people feel they have sufficient information about special programs (SPED, Title/LAP, EL, etc.)
They greatest area of need is Title/LAP and HiCap.
- iii. Most parents listen to students read at home.
- iv. Parents want to be engaged in school decisions but are impacted by schedule conflicts.

Our school district also sends a communication survey out to families each year. August 2023 results show:

- v. Families feel welcome at Eagle Creek and are supported by office staff, teachers, and administration.
- vi. Families appreciate frequent communication via email (weekly updates from Mrs. B).
- vii. Most families feel that teachers provide adequate communication about learning and progress.
- viii. Parents feel their children are most in need of reading/writing and social-emotional supports.
- ix. Most parents understand what our school is doing to improve student learning but this is also an area where we could improve for some families.

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: *In past templates, 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 school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. 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 “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.*

5a.SY 2024–2025 SMARTIE Goal #1: By May of 2025, Eagle Creek student attendance will improve from 74% average daily attendance to 89% average daily attendance.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? Attendance data will be at 89% or higher throughout the year.

Who will monitor the progress of this overarching **goal**? *SIP team, Admin, teaching staff*

When/how often will they monitor progress toward this overarching **goal**? *Weekly by admin. Monthly celebrations will also be included for students.*

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence- based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i>	<i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice</i>	<i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development,</i>

<i>What student groups will benefit and why?</i>	<i>How will the impact on equitable learning or behavior change be measured?</i>	<i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>(intervention, activity, or strategy)? Who else will be involved?</i>	<i>extended time, curriculum, materials, etc.)?</i>
Activity 1 Eagle Creek staff will engage families in attendance outreach and conferences for students in need of intervention.	Monthly attendance data.	August- goal setting conferences for at-risk students. September-June: Monthly conferences for at-risk students.	Grade level staff, building administration and counseling staff	Admin, office, counseling staff.
Activity 2 Eagle Creek school staff will continue to build a positive school culture by explicitly teaching and reinforcing school-wide behavior expectations/PurposeFull People instruction and supporting students identified with Tier 2 SEL needs.	Office referral data-monthly. SEL Screener data and interventions- November, January, May PLC Notes	September 2024-June 2025; Monthly monitoring of data.	All EC Staff; Building Admin.	Support staff (CARE/Counselor), PD time for screening, PurposeFull People curriculum.
Activity 3 Grade level teams will meet 3 times a year to review attendance, SEL, and academic data and determine appropriate interventions.	Universal Assessment Data, Intervention Progress Monitoring	9 Week cycles	Grade level teams, Building Admin, Title/LAP, SEL, and Resource staff.	Funds from the ESSA grant will be utilized to provide substitutes to release teachers from their classrooms to engage in this work.

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 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.
<ol style="list-style-type: none"> 1. Para educator time will be allocated to support attendance outreach (phone calls) 2. Substitutes for grade level teams to engage in data meetings. 3. DIBELS data system will be purchased (\$600) with ESSA funds to support student intervention monitoring from data meetings.

5b. SY 2024–2025 SMARTIE Goal #2: By May of 2025, Arlington elementary staff will increase math achievement by integrating UDL into tier one math instruction. Achievement will increase by 15% on SBA and STAR measures.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? STAR/SBA. What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? 15% or more students at standard in mathematics on Winter benchmark

Who will monitor the progress of this overarching **goal**? SIP Team, Grade Level Team

When/how often will they monitor progress toward this overarching **goal**? Universal assessment windows (Fall, Winter, Spring)

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence- based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur?</i></p> <p><i>What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1</p> <p>PLC teams will meet monthly to plan mathematics instruction-utilizing the district pacing guide and planning the implementation of rich/3-act tasks, and math games.</p>	<p>PLC Notes, Lesson Plans, Classroom based and universal assessment.</p>	<p>Monthly SIP updates/PLC notes, Universal Assessment window.</p>	<p>Grade level teams, Teaching and Learning department.</p>	<p>Weekly Friday Early Release time will be dedicated to this work.</p>
<p>Activity 2</p> <p>Grade level teams will meet 5 times a year to review attendance, SEL, and academic data and</p>	<p>Universal Assessment Data, Intervention Progress Monitoring</p>	<p>9 Week cycles</p>	<p>Grade level teams, Building Admin, Title/LAP, SEL, and Resource staff.</p>	<p>Funds from the ESSA grant will be utilized to provide substitutes to release teachers from their classrooms to engage in this work.</p>

determine appropriate interventions.				
--------------------------------------	--	--	--	--

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 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.

1. \$21,300 ESSA funds for Subs for release.

2. Click or tap here to enter text.

5c. SY 2024–2025 SMARTIE Goal #3: By August of 2025, all Eagle Creek classroom teaching staff will have engaged in professional development around best practices in writing (Writing Revolution Training and implementation).

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? *Teachers attending training, lesson plans, PLC notes.* What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? *Grades 3-5 implementing the pacing guide by February 2025 and K-2 teachers registered for Spring/Summer courses.*

Who will monitor the progress of this overarching **goal**? Grade Level PLCs, Admin

When/how often will they monitor progress toward this overarching **goal**? Monthly via PLC notes for 3-5.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence- based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1</p> <p>Grades 3-5 staff will meet to write lesson plans to implement the Writing Revolution training received in Summer of 2024.</p>	<p>Classroom based assessments in writing.</p> <p>ELA SBA</p> <p>Lesson plans and PLC notes</p>	<p>24-25 school year.</p> <p>Progress monitored through monthly PLC notes, data review, SIP team feedback.</p>	<p>Grade level teams; Building Admin.</p>	<p>ESSA funds will be used to pay teachers for additional planning time.</p>

Activity 2 Grades K-2 will engage in Writing Revolution training	Registrations, team meetings	24-25 school year/summer	Grade level teams; building admin.	ESSA funds will be used to pay for training. \$12,000
---	------------------------------	--------------------------	---------------------------------------	---

during the school year and/or Summer 2025 with the goal of implementation the 25-26 school year.				
--	--	--	--	--

<p>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 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.</p>
<p>1. \$12,000 for training and planning time.</p>
<p>2. Click or tap here to enter text.</p>

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2024-25)

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.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Certificated and classified staffing, collaboration time.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Intervention staff- certificated and classified to support small group instruction for qualified students.
School Improvement	All 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.	SIP Team stipends for 10 staff members.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	Professional development.
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.	Interpretive tutor, EL supports.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for	Title IV funds transferred into the Title III grant.

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2024-25)

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
	student learning, and improved use of instructional technology.	
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 Math Teachers (Fox/Bass); paraprofessionals to support small group instruction, curricular materials.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Basic ed funding is utilized to support small group instruction (para professionals)
Other Funding Sources, including School Improvement Grant Funding	ESSA Funds:	Will purchase substitutes for Data Team Reviews (MTSS process), provide for PD for teachers, provide funding to support implementation of new learning, and provide for a data system to progress monitor students.

Kent Prairie Elementary
2024-25 SCHOOL IMPROVEMENT PLAN
At Kent Prairie, we educate students by building relationships that foster academic achievement

<div>DISTRICT STRATEGIC DIRECTION</div> <div>Goal 1: Student Learning & Achievement</div> <div>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</div> <div>Goal 2: Safe and Caring Environment</div> <div>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</div> <div>Goal 3: Resource Stewardship</div> <div>We will align all resources (people, time, money and property) to support the District's mission.</div> <div>Goal 4: Parent & Community Partnerships</div> <div>We will engage and encourage parents and our community to partner in the education of students.</div>		<div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div> <div><div><div>September</div><div>October</div><div>November</div></div><div><div>December</div><div>January</div><div>February</div></div><div><div>March</div><div>April</div><div>May</div></div><div><div>June</div><div>July</div><div>August</div></div></div> <div><div><div>ARLINGTON PUBLIC SCHOOLS</div><div>EDUCATE • PREPARE • INSPIRE</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan</div><div>Monitor Implementation of Plan and Revise</div><div>Assess Plan</div><div>Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div></div>	
<div>GOAL 1 - SMART GOAL: By May of 2025, Arlington elementary staff will increase math achievement by integrating Universal Design for Learning (UDL) into Tier 1 math instruction. Achievement measures will be Standardized Testing and Reporting (STAR), Smarter Balanced Assessments (SBA), and other curriculum-based measures.</div> <div>Kent Prairie Elementary will increase the percentage of students at or above proficiency in math by 5% as measured by STAR and SBA by June 2025.</div>			
Action Plan	Responsibility	Timeline	Evidence
<div>(with metrics)</div> <div>Staff will continue to learn about and implement Tier 1 instructional strategies to address the varied needs of all learners in math. Focus will be on lesson planning & assessments.</div>	<div>School Improvement Plan (SIP)</div> <div>Team, Building</div>	<div>August - June</div>	<div>SIP Notes</div> <div>Professional Learning Community (PLC) Notes</div> <div>Grade Level Assessment Data</div> <div>STAR Scores</div>

Kent Prairie Elementary

2024-25 SCHOOL IMPROVEMENT PLAN

At Kent Prairie, we educate students by building relationships that foster academic achievement

	Principal		
Grade level PLCs will collaborate using common assessment data during monthly learning cycles in Math.	Classroom Teachers, Admin	September - June	Assessment Data PLC Notes Title Data
Implementation of District Pacing Guide Including 3 Act Tasks, Games, San Francisco Unified School District Curriculum (SFUSD), Rich Tasks	Classroom Teachers, Admin	September - June	District Pacing Guide STAR Data Classroom Data
Implementation of Key “Building Thinking Classrooms” strategies *Student Collaboration *Vertical Non-Permanent Surfaces *Using Thinking Questions	Teachers, Admin	September - June	STAR Data Classroom Data
GOAL 2 – SMART GOAL: Kent Prairie Elementary will increase the percentage of students at or above proficiency in reading by 5% as measured by STAR and SBA by June 2025.			
Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
Implementation of grade level intervention blocks where students from the grade levels are grouped by academic need. This includes Title/LAP/Remedial staff.	Teachers, Admin	October - June	Learning Assistance Program (LAP) Data STAR Data SBA
Implement “One School, One Book” Family partnership program	Parents and Staff		Student, parent, and teacher feedback.
PROFESSIONAL DEVELOPMENT NEEDS:			

Year-End Progress Monitor

Pioneer Elementary

2024-25 SCHOOL IMPROVEMENT PLAN

Pioneer students will develop the skills to become lifelong learners and productive citizens.

<div><div>DISTRICT STRATEGIC DIRECTION</div><div><div>Goal 1: Student Learning & Achievement</div><div>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</div><div>Goal 2: Safe and Caring Environment</div><div>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</div><div>Goal 3: Resource Stewardship</div><div>We will align all resources (people, time, money and property) to support the District's mission.</div><div>Goal 4: Parent & Community Partnerships</div><div>We will engage and encourage parents and our community to partner in the education of students.</div></div></div>	<div><div><div><div><div><div>2024 - 2025 IMPROVEMENT PLANNING CYCLE</div><div><div><div><div>September</div><div>October</div><div>November</div></div><div><div>Set and Prioritize Goals</div><div>Implement Plan</div><div>Monitor Implementation of Plan and Revise</div><div>Assess Plan</div><div>Evaluate Impact on Student Achievement</div><div>Collect, Sort and Analyze Data</div></div><div><div>June</div><div>July</div><div>August</div></div><div><div>March</div><div>April</div><div>May</div></div><div><div>December</div><div>January</div><div>February</div></div></div></div><div><div><div>ARLINGTON PUBLIC SCHOOLS</div><div>EDUCATE · PREPARE · INSPIRE</div></div></div></div></div></div></div></div>		
GOAL 1 - SMART GOAL: By May of 2025, Arlington elementary staff will increase math achievement by integrating Universal Design for Learning (UDL) into Tier 1 math instruction. Achievement measures will be Standardized Testing and Reporting (STAR), Smarter Balanced Assessment (SBA), and other curriculum-based measures.			
Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
Focus on grade level standards, implementing 3 Act Tasks and Math Games into math instruction	All Staff	24-25 school year	Professional Learning Communities (PLC) and School Improvement Plan (SIP) notes, classroom visits, staff meeting share out
PLC's use of four questions, common formative assessments, and data cycles	All Staff	24-25 school year	PLC and SIP notes
Increase student attendance to 85% or greater	All Staff	23-25 school year	Attendance data and recognition assemblies


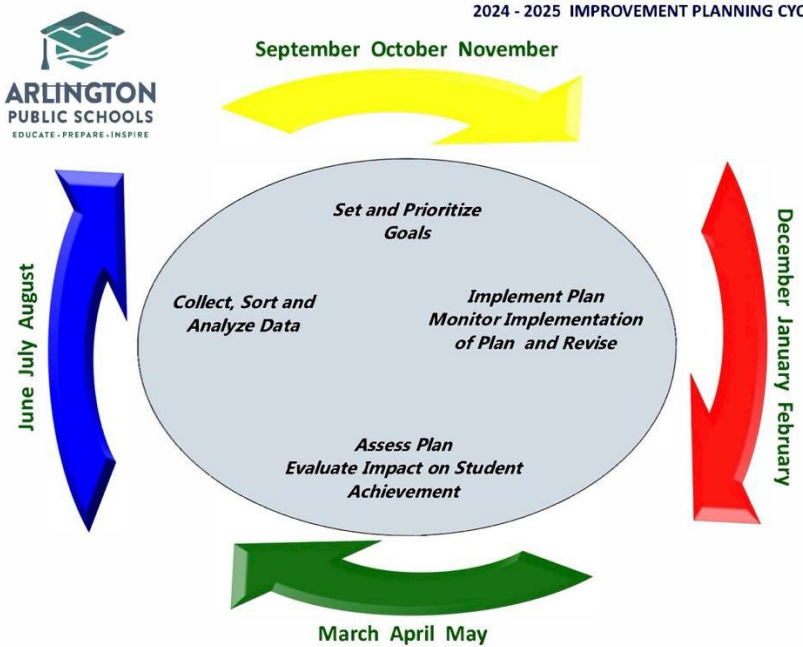
Pioneer Elementary
2024-25 SCHOOL IMPROVEMENT PLAN

Pioneer students will develop the skills to become lifelong learners and productive citizens.

PROFESSIONAL DEVELOPMENT NEEDS:

Presidents Elementary 2024-25 SCHOOL IMPROVEMENT PLAN

The Presidents Elementary Community will maximize achievement and will meet individual student needs.

<div style="text-align: center;"> DISTRICT STRATEGIC DIRECTION Goal 1: Student Learning & Achievement <i>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</i> Goal 2: Safe and Caring Environment <i>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</i> Goal 3: Resource Stewardship <i>We will align all resources (people, time, money and property) to support the District's mission.</i> Goal 4: Parent & Community Partnerships <i>We will engage and encourage parents and our community to partner in the education of students.</i> </div>		<div style="text-align: center;">  <p>2024 - 2025 IMPROVEMENT PLANNING CYCLE</p>  </div>		
		GOAL 1 - SMART GOAL: By May of 2025, Arlington elementary staff will increase math achievement by integrating Universal Design for Learning (UDL) into Tier 1 math instruction. Achievement measures will be Standardized Testing and Reporting (STAR), Smarter Balanced assessment (SBA), and other curriculum-based measures.		
Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence	
UDL Staff will continue to learn about and implement Tier 1 instructional strategies to address the varied needs of all learners in math. Focus will be on lesson planning using the San Francisco Unified School District (SFUSD) curriculum & assessments.	Whole staff	Aug. 2024-June 2025	<ul style="list-style-type: none"> • PowerPoints • Sign in sheets • Professional development (PD) activity artifacts • Student work • Lesson Plans & Curriculum Based Assessments (CBAs) 	
Professional Learning Communities (PLCs) Grade level PLCs will collaborate using common assessment	PLC Teams	Sept. 2024-June 2025	<ul style="list-style-type: none"> • PLC Notes • Sign in sheet 	

Presidents Elementary

2024-25 SCHOOL IMPROVEMENT PLAN

The Presidents Elementary Community will maximize achievement and will meet individual student needs.

data during monthly learning cycles in math.			<ul style="list-style-type: none"> • STAR Data, Class-based assessments • Data spreadsheets
Inclusion/Diversity Teachers work towards transforming math instruction into diverse, multiple, and accessible learning opportunities that embrace student variation.	Whole staff	Sept. 2024-June 2025	<ul style="list-style-type: none"> • Student-created artwork • Pictures • Teacher bulletin boards • Staff Meeting Notes • Notes from PLCs • Student Growth Goals
PROFESSIONAL DEVELOPMENT NEEDS: SFUSD			

DATA from 2024-2025 SY:

	Math			Reading		
Grade/Window	Fall	Winter	Spring	Fall	Winter	Spring
K	n/a	n/a	n/a	n/a		
1	27%			54%		
2	53%			41%		
3	49%			49%		
4	54%			57%		
5	29%			45%		

The Presidents Elementary Community will maximize achievement and will meet individual student needs.

The Presidents Elementary Community will maximize achievement and will meet individual student needs.

DATA from 2023-2024 SY:						
	Math			Reading		
Grade/Window	Fall	Winter	Spring	Fall	Winter	Spring
K	n/a	n/a	n/a	n/a	52%	52%
1	65%	68%	61%	65%	64%	75%
2	44%	66%	74%	41%	81%	79%
3	83%	76%	68%	58%	72%	64%
4	65%	59%	62%	51%	53%	53%
5	56%	47%	43%	52%	52%	45%

	Math			Reading		
Grade/Window	Fall	Winter	Spring	Fall	Winter	Spring
K	n/a	n/a	n/a	n/a	52%	52%
1	65%	68%	61%	65%	64%	75%
2	44%	66%	74%	41%	81%	79%
3	83%	76%	68%	58%	72%	64%
4	65%	59%	62%	51%	53%	53%
5	56%	47%	43%	52%	52%	45%

Arlington Public Schools provides equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The District will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with hearing, vision, or speech disabilities.

The following employees have been designated to handle questions and complaints of alleged discrimination:
TITLE IX/SEX EQUITY OFFICER AND CIVIL RIGHTS COMPLIANCE COORDINATOR

Mr. Eric DeJong
Executive Director, Human Resources
315 N French Ave.
Arlington, WA 98223
360.618.6212
eric.dejong@asd16.org

HARASSMENT, INTIMIDATION AND BULLYING (HIB) COMPLIANCE OFFICER

Ms. Kerri Helgeson
Director of Equity and Student Well-Being
315 N French Ave.
Arlington, WA 98223
360.618.6228
kerri.helgeson@asd16.org

SECTION 504/ADA COMPLIANCE COORDINATOR

Mr. Dave McKellar
Director of Special Education
315 N French Ave.
Arlington, WA 98223
360.618.6209
dave.mckellar@asd16.org