Union Gap School

Consolidated School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

Section 1: Building Data

Building Name: Union Gap School	**Does your school share a building with another school?** Yes ☐ No ☒ **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 2714	**Grade Span:** Tk-8th **School Type: Elementary + Middle**
Principal: Patrick Vincent	**Building Enrollment:** 525
School District: Union Gap School District	**F/R Percentage:** Click or tap here to enter text.
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 19%
Plan Date: 12/15/25	

Please select your school's Washington School Improvement Framework (WSIF) Support Status: Foundational Support

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-16-220. The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan. UGSD Board adopted on 12-16-25.

Vision and Mission Statement

Union Gap Vision: As a familia of learners, we learn with integrity, live with respect and lead with compassion.

Union Gap Mission: Rooted in integrity and care, our familia provides a high-quality education grounded in rigor, respect, and compassion. We commit to a welcoming and inclusive community where every child feels safe and valued. By engaging families, upholding high expectations, and supporting each child's unique needs, we empower students to learn with confidence and lead with compassion-ready to pursue a bright future.

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Principal	Patrick Vincent
Assistant Principal	Celia Jimenez
Special Education Director	Taylor Garcia
UGEA Representative	Kelli Lemke
PSE Representative	Kristal Vannattan
Parents or Community Members	Maria Alvarez
PreK-2 Teacher	Cecilia Cardenas
3-5 Teacher	Sandy Butler
6-8 Teacher	Melissa Butler
Specialists	Kristen Kangas
Classified Members	Tiffenie Stach

Section 2: WSIF Cycle Identification and Report Card Data

	2023 WSIF Cycle 3 Identification Foundational	2024 WSIF Annual Data
WSIF Data Measures	**2023 WSIF Overall Framework Score**	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	**NA**	**7.4**
Comprehensive Graduation Rate	**NA**	**NA**
Student Group		
American Indian/Alaska Native	**NA**	**NA**
Asian	**NA**	**NA**
Black/African American	**NA**	**NA**
Hawaiian/Other Pacific Islander	**NA**	**NA**
Hispanic/Latino	**NA**	**7.28**
Two or more races	**NA**	**NA**
White	**NA**	**7.4**
English Learner	**NA**	**5.25**
Low Income	**NA**	**7.23**
Special Education	**NA**	**3.85**

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Summary of Comprehensive Needs Assessment (CNA):

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

Educators

What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based interventions for both teaching and learning?

The school has identified several professional learning needs that will strengthen the implementation of evidence-based interventions across all instructional and support roles. Staff would benefit from additional training in progress-monitoring practices, differentiated instruction, and intervention protocols that align with our core curriculum. Support is also needed in using data systems to analyze trends, adjust instruction, and document student responses to interventions through the MTSS team. Paraprofessionals and support staff would benefit from structured training in small-group instructional strategies and consistent routines for reinforcing foundational skills. Administrators and counselors will continue developing their capacity to use data to support intervention planning, monitor fidelity, and coordinate services across programs.

These needs were identified through data review, classroom observations, and staff input during the Comprehensive Needs Assessment. Data is continually evaluated to ensure that professional learning directly supports improved student outcomes and equips staff with the skills needed to deliver the most appropriate supports.

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

This year, the school implemented professional learning focused on strengthening core instructional practices, using formative assessment more effectively, and aligning intervention supports across grade levels. Teachers engaged in collaborative data review sessions, strategy modeling, and follow-up coaching cycles. These supports have been powerful because they directly address the instructional needs identified through the Comprehensive Needs Assessment and reinforce consistent expectations across classrooms.

Success is measured through several indicators: improved student performance on classroom-based assessments, higher rates of growth on benchmark measures, increased consistency in instructional practices observed during walkthroughs, and teacher feedback showing greater

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

confidence in using data to guide instruction. Data is continually evaluated to ensure that professional learning is leading to stronger student outcomes and that staff are receiving the most relevant and effective supports.

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

        The professional development opportunities planned for the year are intentionally aligned to the instructional needs of teachers and paraeducators who work with students receiving targeted assistance. Training will focus on effective intervention delivery, use of progress-monitoring tools, differentiated instructional strategies, and consistent routines for small-group instruction. These areas were identified through the Comprehensive Needs Assessment, which highlighted the need for stronger alignment between core instruction and supplemental supports. By grounding professional learning in the specific skills required to accelerate achievement for students receiving targeted assistance, the school ensures that staff are equipped to implement evidence-based practices with consistency and fidelity.

        Data is continually evaluated to ensure that professional development is responsive to staff needs and directly supports improved outcomes for the students most at risk of not meeting grade-level standards.

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

        The professional development activities planned for the year will directly benefit students receiving targeted assistance by strengthening the effectiveness and consistency of the instructional supports they receive. As teachers and paraeducators deepen their skills in delivering evidence-based interventions, using progress-monitoring tools, and differentiating instruction, they will be better able to identify specific learning needs and respond with targeted strategies. This leads to more precise small-group instruction, timely adjustments to instructional plans, and improved alignment between intervention sessions and core classroom learning.

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As staff build capacity in these areas, students will experience more focused, responsive support that accelerates their progress toward grade-level expectations. Because data is continually evaluated to ensure that students are receiving the most appropriate supports, professional development becomes a direct lever for improving the quality and impact of targeted assistance services.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of supports and how areas of need will be improved.

   The planned professional development activities will directly benefit students receiving targeted assistance by strengthening the instructional practices used to support their learning. Staff training in evidence-based interventions, progress-monitoring tools, and small-group instructional routines will increase the precision and consistency of support provided to students with the greatest academic need. As teachers and paraeducators deepen their skills in differentiating instruction and using data to make timely adjustments, students will experience more targeted, responsive lessons that address their specific learning gaps. Because data is continually evaluated to ensure that students are receiving the most appropriate supports, the improved instructional capacity resulting from professional development will help accelerate progress and ensure that supplemental services are aligned with student needs.

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

   The school identified its strengths and improvement needs through a comprehensive review of data aligned to the content-area goals. Teams analyzed assessment results, progress-monitoring data, attendance and behavior trends, and perception surveys to understand patterns across grade levels and student groups. Regular collaboration supported this process. PLCs reviewed student work and benchmark data to confirm trends, while specialist teams—including SPED and ELL—provided deeper insight into the progress and needs of specific student populations. Administrators also facilitated individual data meetings with teachers to examine classroom performance, review intervention effectiveness, and identify emerging

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concerns. Together, these collaborative structures allowed the school to clearly identify strengths in instruction and teamwork, as well as areas for improvement related to intervention alignment, progress monitoring, and targeted supports. Data is continually evaluated to ensure these findings remain accurate and guide ongoing improvement efforts.

3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.
   School and community systems interact effectively to provide continuity of supports for students. Staff regularly collaborate with community partners to ensure that academic, behavioral, and family-support services remain connected across settings. For example, all families engage in Fall and Spring conferences to discuss their students' academic progress. Also, individually the school coordinates within the MTSS team to determine the need to assist families with attendance, wellness needs, and access to resources, helping maintain stable support for students both in and outside of school.

4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?
   The school reviewed family engagement data—such as survey responses, event participation rates, and informal feedback—alongside academic and non-academic indicators to better understand how family involvement relates to student outcomes. By comparing engagement trends with assessment results, attendance patterns, and behavior data, the school identified where additional communication, outreach, or support could strengthen student progress. These insights informed improvement strategies focused on more accessible communication, expanded opportunities for family participation, and clearer links between home and school learning.

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5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)
   The school identified strong relationships with families as an area of strength, with many caregivers reporting positive communication with staff and a sense of connection to the school community. Regular family events, accessible communication platforms, and strong partnerships with community agencies also contribute to a supportive environment for students. The school aims to improve by increasing consistent participation across all families, expanding opportunities for two-way communication, and strengthening collaboration with community partners to better address academic and non-academic needs.
1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions
   a. How does your targeted assistance program coordinate with core and additional programs in the school?
      The targeted assistance program is closely coordinated with core instruction and other supplemental programs to ensure that students receive coherent and aligned support. Intervention staff collaborate regularly with classroom teachers to review student progress, adjust instructional plans, and ensure that intervention goals reinforce grade-level expectations. Coordination also occurs with specialists, such as SPED and ELL teams, so that services are complementary rather than duplicative. This alignment helps maintain continuity of instruction and ensures that data is continually evaluated to provide students with the most appropriate supports.
   b. How have you aligned your targeted supports to ensure students in WSIF identified student groups are receiving required services to ensure growth and proficiency?
      Targeted supports are aligned to ensure that students in WSIF-identified student groups receive the services necessary for growth and proficiency. The school uses multiple data sources to identify students who need additional support and coordinates intervention plans with core instruction so that services directly address specific skill gaps. Collaboration among classroom teachers, interventionists, SPED, and ELL specialists ensures that supports are consistent, appropriately layered, and responsive to each student's needs. Data is continually evaluated to confirm that students in WSIF-identified groups are making progress and receiving the most appropriate level of assistance.

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c. How do you support transitions between grade spans?
The school supports transitions between grade spans through intentional coordination among teachers and support staff. During the regular collaboration between content-area and grade-level groups, teams review student data, share instructional practices, and discuss individual needs to ensure continuity of support as students move to the next grade. Specialists, including SPED and ELL, also provide input to help receiving teachers understand student strengths and required interventions. Data is continually evaluated to ensure that transition plans reflect current needs and that students experience a smooth and well-supported progression from one grade span to the next.

d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?
Students receiving targeted assistance are able to participate in electives and enrichment opportunities that match their interests. Intervention schedules are designed to minimize conflicts with electives so that students do not lose access to classes or experiences that support their engagement and growth. In addition, all students—including those receiving targeted assistance—have open access to the school's pilot program of clubs, allowing them to explore areas of interest and strengthen connections within the school community. Data is continually evaluated to ensure that participation in supplemental services does not limit access to enrichment and that students benefit from a well-rounded school experience.

2. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 - **Parent and Family Engagement**

a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?
The school's parent and family engagement strategy is directly aligned to the supports offered through targeted assistance. Families receive clear communication about student progress, intervention goals, and strategies they can use at home to reinforce learning. Engagement activities—such as family nights, conferences, classroom communication, and targeted outreach—are designed to help families understand how interventions work, what skills students are developing, and how school and home can work together. Families of students receiving targeted assistance receive additional communication and support as needed to ensure they have equitable access to

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information, resources, and opportunities to participate in decision-making about their child's learning. Data is continually evaluated so that engagement efforts remain responsive and aligned to the needs of students receiving targeted assistance.

b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?
The school will evaluate parent and family engagement strategies by reviewing participation data, family feedback, and student progress measures. Surveys, event attendance, communication records, and meeting participation will provide insight into how effectively families are being reached and supported. In addition, the school will monitor whether engagement efforts correlate with improved student progress for those receiving targeted assistance. Findings will be discussed in MTSS, PLC, and administrative data meetings to determine whether strategies need to be strengthened or adjusted. Data is continually evaluated to ensure that engagement strategies are contributing to stronger family partnerships and improved student outcomes.

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?
School-wide improvement and student learning is evident across multiple domains, especially early literacy (3-5) and the gradual progression of mathematical achievement and learning.
2. What top needs have emerged from multiple data sources?
Continued focus will be needed at student-level progress. This will be managed by the MTSS (Multi-tiered system of support) process and team.
3. What disproportionalities exist among student groups?
No noted disproportionalities existed among targeted groups.
4. What root causes has your team identified for disproportionalities among student groups?
NA
5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
Extra emphasis will continue to be placed on provided tiered interventions for students who have not yet reached their full academic potential. This will result in more specific instruction for students that is regularly assessed and monitored.

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

6. How do identified needs impact each other?
   The school will use these findings to refine and focus improvement strategies that align with the needs identified across multiple data sources. Core priorities will emphasize strengthening MTSS structures, ensuring consistent use of progress-monitoring tools, and deepening alignment between instruction, intervention, and assessment. Teams will use the identified strengths to reinforce effective practices already in place, while the identified needs will shape professional learning, resource allocation, and tiered supports. Regular data review cycles will be used to evaluate implementation and adjust strategies so that students receive the most responsive and effective supports.
7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
   Short-term goals (3–6 months) will focus on tightening student-level progress monitoring and strengthening the use of tiered interventions within the existing MTSS structure. This includes more consistent data review, clearer documentation of student response, and timely adjustments to supports. Long-term goals (1–2 years) will center on deepening and sustaining the MTSS framework across the school, including continued refinement of core instruction, intervention design, and alignment of resources. Over time, this work will support more consistent growth in literacy and mathematics for all students. Data is continually evaluated to ensure that both short- and long-term goals remain aligned to student needs. Additionally, within the long term goal, we will investigate the augmentation of instructional resources with the help of AI through the instructional material committee as well as all instructional staff.
8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?
   A quick win can be achieved by strengthening the consistency of progress-monitoring routines schoolwide. Ensuring that teams regularly document student progress, review data together, and make timely instructional adjustments would lead to immediate improvements in how students receive support. This work is manageable in the short term and will build confidence and shared ownership, while also laying the foundation for tackling more complex, long-term needs related to full MTSS implementation and sustained academic growth.
9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

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

Data sets established for consideration are state assessments (SBA, WCAS, WIDA-ACCESS, and WaKDIS); the school-wide committee will review these data sets annually. Additional data will be reviewed by the MTSS team (Exe. Universal screeners, benchmark, baseline, progress monitoring, or classroom level data sources).

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

The Comprehensive Needs Assessment and resource equity review highlighted several areas where access to resources is not yet fully aligned to student need. As a small, single-building Title I district serving a high percentage of students experiencing poverty, multilingual learners, migrant students, and students with disabilities, the school has invested heavily in intervention systems, extended learning opportunities, and social-emotional supports. However, this review also surfaced key inequities. First, access to high-quality external professional development is limited. Because of the district's size and fiscal constraints, the school often relies on internal expertise rather than ongoing, specialized training from outside providers, particularly in advanced intervention practices and content-specific pedagogy. Second, facilities for our youngest and highest-need learners remain constrained. The current shared recess and play areas can be overwhelming for preschool and special education students and do not fully support their developmental, sensory, and social-emotional needs. An expanded, intentionally designed preschool and special education recess area has been identified as a critical facility need. These inequities will be addressed in the school improvement plan by prioritizing: 1) More targeted use of professional learning resources, 2) including strategic partnerships and internal capacity-building focused on intervention, MTSS, and early literacy and numeracy; and3) Planning and advocacy for improved early learning and special education play spaces that better match students' developmental and accessibility needs. These steps are intended to ensure that resources—people, time, professional learning, and facilities—are more closely aligned to the students and programs with the greatest needs.

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

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

Priority #1: Serving the underserved

Priority #2: Equitable access to tiered interventions for all students

Priority #3: High quality tier 2 interventions provided by paraprofessionals and supported by certificated staff member's comprehensive approach to supplemental instruction

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

Content goals can be found in the appendix 1 of this document.

Section 7 & 8: 2025–2026 Mid-Year and End-of-Year Reflection Questions

Guiding questions can be found in appendix 2 of this document

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2025-26)

Program	Amount	Intent, Purpose, and Activities Implemented to Meet the Intent and Purpose
Basic Education	$100,000	To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, curriculum and instructional support, supplemental materials, supplies, equipment, technology, extended learning, staff development, and substitutes.
Title I, Part A	$565,530	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education, and to close educational achievement gaps. Funds are used to support the activities above. Examples include: Salaries and Benefits, Parent Involvement and professional development.
Title II, Part A	$52,242	Preparing, training, and recruiting effective teachers, principals, or other school leaders. Funds are used to support the activities listed above by covering the cost of teacher salaries and benefits for professional development for district designated days.
Title III	$11,272	To ensure that multilingual 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. Funds are used to implement language instruction education programs designed to help multilingual students achieve these standards.

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2025-26)

Program	Amount	Intent, Purpose, and Activities Implemented to Meet the Intent and Purpose
Learning Assistance Program (LAP)	$433,401	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not yet met annual measurable objectives or are at-risk of not meeting state/local graduation requirements. LAP is a state-funded program designed to provide the most effective and efficient supplemental instruction and services to TK-12 students who are not yet meeting academic standards. The legislature defines students who are not yet meeting academic standards as "students with the greatest academic deficits in basic skills as identified by statewide, school, or district assessments or other performance measurement tools" (RCW 28A.165.015). Basic skill areas include reading, writing, math, or readiness associated with basic skill areas. LAP may also be used to support students in grades 8-9 who may need supplemental instruction and services to transition successfully to high school K-4 literacy and math focus through professional development, instructional resources/supplies, salaries, and benefits.
Local Funds	$100,000	To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed. Local Levy funds are combined to support the activities listed above. Examples include: classroom teachers, curriculum and instructional support, supplemental materials, supplies, equipment, technology, extended learning, staff development, and substitute costs.
Total	$1,262,445	

Appendix 1: SIP Content Goals

K-2 English Language Arts Union Gap School –2025-2026

Goal #1: By June 2025, at least 80% of Union Gap students will meet or exceed ELA standards as measured by benchmark assessments or make more than one year's worth of grade-level equivalent growth toward meeting the grade level's ELA standards as measured by district benchmark assessments.

Strategy: Ensure teachers are using the most effective learning/teaching strategies (core instruction aligned with standards).

Framework	***Building Focus***	***Timeline***	***Resources***	***Who is Responsible***	***Monitoring Effectiveness***
Identify and use appropriate assessment data. Use common formative and summative assessments	• Analyze PAA, Phonics, and DIBELS 8 data by grade level • Benchmark Writing Assessments • Curriculum (Wonders) Assessments	Present to 6/6/26	• Adopted curriculum (Wonders) • Classroom Libraries • Language for Learning • Language for Thinking • Scholastic News • Info Text materials • GLAD • Read Naturally • Literacy circles • Read Works • Achieve the Core • Florida Center • David Matteson • Learning Without Tears • Performance Tasks • SBA Rubrics • Appendix A of CCSS • PAA Activities/Assessments • Kilpatrick Literacy Resources	Staff Admin	Building Directed Optional Hours &Team Meetings
Identify and use the most effective learning/teaching strategies. • Direct instruction • Explicit instruction for academic and content vocabulary • Partner work; small groups; teamwork • Adjust instruction based on results of formative assessment (differentiate) • Student self-assessment (introduce)	• Leveled reading groups • Pacing Guides • Wonders • PLCs – grade level teaming • Grade level common assessments • Reading fluency & accuracy • Building phonemic awareness • Common Core Standards • Oral language • High Level Questioning • Instructional outcomes	Present to 6/6/26		Staff Admin Students	Assessment and Progress Monitoring Data PLCs and Content Level Teams – Collaborative scoring

• Student articulates learning target, progression of learning, and resources available (with cue) • Explicit instruction on comprehension strategies • Provide access to a variety of reading materials and genres • Template usage • Differentiated instruction • Use of rubrics • Modeling good writing	• Varying of instructional modes • Focus on grammar • Prompt practice (informational, narrative and opinion) • Writing in content areas • Phonological Awareness activities/assessments		• Heggerty • Lalilo		

3-5 English Language Arts Union Gap School –2025-2026

Goal #1: By June 2026, at least 80% of Union Gap students will meet or exceed ELA standards as measured on the state assessment or make more than one year's worth of grade-level equivalent growth toward meeting the grade level's ELA standards as measured by district benchmark assessments.					
Strategy: Ensure teachers are using the most effective learning/teaching strategies (core instruction aligned with standards).					
Framework	***Building Focus***	***Timeline***	***Resources***	***Who is Responsible***	***Monitoring Effectiveness***

Identify and use appropriate assessment data. Use common formative and summative assessments	• Analyze SBA, PAA, DIBELS 8, and ISTAR Reading data by grade level • Benchmark Writing Assessments • Curriculum (Wonders) Assessments	Present to 6/15/26	• Adopted curriculum (Wonders) • Classroom Libraries • • Language for Learning • Language for Thinking • Scholastic News/StoryWorks • Info Text materials • • GLAD • SBA released items • Read Naturally • Literacy circles • Read Works • Achieve the Core • Florida Center • ELA/STAR Reading • 6 traits of writing • 4 square • David Matteson • • Performance Tasks • SBA Rubrics • Appendix A of CCSS • PAA Activities/Assessments • Kilpatrick Literacy Resoures • WIDA Standards • Phonics for Reading • Renaissance Accelerated Reading	Staff Admin	Building Directed Optional Hours &Team Meetings
Identify and use the most effective learning/teaching strategies. • Direct instruction • Explicit instruction for academic and content vocabulary • Partner work; small groups; teamwork • Adjust instruction based on results of formative assessment (differentiate) • Student self-assessment • Student articulates learning target, progression of learning, and resources available • Explicit instruction on comprehension strategies • Provide access to a variety of reading materials and genres • Template usage • Differentiated instruction	• Leveled reading groups • Pacing Guides • Curricular alignment • SBA released items • PLCs – grade level teaming • Grade level common assessments • Reading fluency & accuracy • Building phonics skills • Common Core Standards • Oral language • High Level Questioning • Instructional outcomes • Varying of instructional modes • Focus on grammar • Prompt practice (informational, narrative and opinion) • Writing in content areas • Phonological Awareness activities/assessments • Curriculum (Wonders) Assessments	Present to 6/15/26		Staff Admin Students	Assessment and Progress Monitoring Data Interim/Block Assessments PLCs and Content Level Teams – Collaborative scoring

• Use of rubrics • Modeling good writing					

6-8 English Language Arts Union Gap School –2025-2026

Goal #1: By June 2025, at least 80% of Union Gap students will meet or exceed ELA standards as measured on the state assessment or make more than one year's worth of grade-level equivalent growth toward meeting the grade level's ELA standards as measured by district benchmark assessments.					
Strategy: Ensure teachers are using the most effective learning/teaching strategies (core instruction aligned with standards).					
Framework	***Building Focus***	***Timeline***	***Resources***	***Who is Responsible?***	***Monitoring Effectiveness***
Identify and use appropriate assessment data. Use common diagnostic, formative and summative assessments	• Analyze assessment data (SBA, I-READY and progress monitoring.) • Quarterly writing assessments	Present to 6/15/25	• Open Up EL Education ELA Curriculum • Wonders - Adopted curriculum (6th)	Staff Admin	Building Directed Optional Hours Team Meetings

Identify and use the most effective learning/teaching strategies. • Direct instruction • Explicit instruction for academic vocabulary and content vocabulary (Greek/Latin morphemes) • Individual and partner work; small groups; teamwork • Adjust instruction based on results of formative assessment (differentiate) • Student self-assessment • Student articulates learning target, learning progression • Explicit instruction on comprehension strategies • Provide access to a variety of reading materials and genres • I do, we do, you do… • Differentiated Instruction • Use of SBA Writing Rubrics • Writing Exemplars • Student journaling • Goal setting • Performance Tasks • Short writing pieces • Paragraph frames • Common core stems/prompts	• Pacing Guides • SBA released items • PLCs – grade level teaming • Fluency & Accuracy • High Level Questioning • Instructional outcomes • Varying of instructional modes • Alignment of current curriculum to CCSS • Text based evidence • Annotating • WIDA language standards • Prompt practice (narrative, informational, argumentative) • Writing in content areas • Keyboarding • Essential Questions • Rubrics • Informational text • Wonders (curriculum) • Assessments/ Progress Monitoring • Benchmark assessing	Present to 6/15/25	• OSPI -Resources & OER • Classroom/ school libraries • Graphic organizers • GLAD • Scholastic News & Scope • Primary source documents • Smarter Balanced website • Achieve the Core • Common Lit • 6-traits • Writer's Workshop • NWWP materials • SBA website/rubrics • Team created resources • EasyCBM • Fishtank • I-Ready • Wid • The Juice News	Staff and students ELA Vertical Teams Parents/ Guardians	Assessment Data PLCs/Teams Benchmark testing Progress monitoring at ability levels Data meetings Interim/Block Assessments Collaborative scoring

Math – K – 2 Union Gap School –2025-2026

Goal #1: By June 2025, at least 80% of Union Gap students will meet or exceed ELA standards as measured on the state assessment or make more than one year's worth of grade-level equivalent growth toward meeting the grade level's ELA standards as measured by district benchmark assessments.					
Strategy: Ensure teachers are using the most effective learning/teaching strategies (core instruction aligned with standards).					
Framework	***Building Focus***	***Timeline***	***Resources***	***Who is Responsible?***	***Monitoring Effectiveness***
Identify and use appropriate assessment data. Use common diagnostic, formative and summative assessments	• Analyze assessment data (SBA, I-READY and progress monitoring.) • Quarterly writing assessments	Present to 6/15/25	• Open Up EL Education ELA Curriculum • Wonders - Adopted curriculum (6th)	Staff Admin	Building Directed Optional Hours Team Meetings

Identify and use the most effective learning/teaching strategies. • Direct instruction • Explicit instruction for academic vocabulary and content vocabulary (Greek/Latin morphemes) • Individual and partner work; small groups; teamwork • Adjust instruction based on results of formative assessment (differentiate) • Student self-assessment • Student articulates learning target, learning progression • Explicit instruction on comprehension strategies • Provide access to a variety of reading materials and genres • I do, we do, you do… • Differentiated Instruction • Use of SBA Writing Rubrics • Writing Exemplars • Student journaling • Goal setting • Performance Tasks • Short writing pieces • Paragraph frames • Common core stems/prompts	• Pacing Guides • SBA released items • PLCs – grade level teaming • Fluency & Accuracy • High Level Questioning • Instructional outcomes • Varying of instructional modes • Alignment of current curriculum to CCSS • Text based evidence • Annotating • WIDA language standards • Prompt practice (narrative, informational, argumentative) • Writing in content areas • Keyboarding • Essential Questions • Rubrics • Informational text • Wonders (curriculum) • Assessments/ Progress Monitoring • Benchmark assessing	Present to 6/15/25	• OSPI -Resources & OER • Classroom/ school libraries • Graphic organizers • GLAD • Scholastic News & Scope • Primary source documents • Smarter Balanced website • Achieve the Core • Common Lit • 6-traits • Writer's Workshop • NWWP materials • SBA website/rubrics • Team created resources • EasyCBM • Fishtank • I-Ready • Wid • The Juice News	Staff and students ELA Vertical Teams Parents/ Guardians	Assessment Data PLCs/Teams Benchmark testing Progress monitoring at ability levels Data meetings Interim/Block Assessments Collaborative scoring

School Improvement Plan – Math – Grades 3-5 Union Gap School –2025-2026

Goal #1: By June 2025, at least 80% of Union Gap students will meet or exceed standards as measured by benchmark quarterly assessments or make more than one year's worth of grade-level equivalent growth toward meeting the grade level's math standards as measured by district benchmark assessments.					
Strategy: Ensure teachers are using the most effective learning/teaching strategies (core instruction aligned with standards).					
Framework	***Building Focus***	***Timeline***	***Resources***	***Who is Responsible?***	***Monitoring Effectiveness***
Identify and use appropriate assessment data. Use common formative and summative assessments. • Daily independent work • Progress monitoring with CCSS • Accommodations for Special Education students • Performance Tasks • Entry/Exit Tasks • Quarterly Benchmarks • IM Unit Benchmarks	• Analyze assessment data • I-Ready • First Steps activities • ORIGO • Illustrative Math • Number Talks • Problem Solving	Present to 6/6/26	• Illustrative Mathematics Curriculum • Kim Sutton • ORIGO • Daily mental math • I-Ready • OSPI • Sasha Hammond	Staff Administration Students	PLC Meetings Student work Assessment data Progress monitoring Data Meetings
Identify and use the most effective learning/teaching strategies. • Direct instruction • Explicit instruction for academic vocabulary and content vocabulary	• Basic math facts mastery • Build positive attitude towards math • RTI • Authentic learning opportunities • First Steps/ORIGO activities	Present to 6/6/26	• ORIGO activities • I-READY • Grade-level pacing guides • Games and manipulatives • CCSS Standards	Staff Administration	PLC Meetings Student work

• Adjust instruction based on results of formative assessment (differentiate) • Student self-assessment • Student articulates learning target, progression of learning, and resources available • Use of rubrics • Partner work; small groups; teamwork • Individualized work • Number Talks • GLAD	• Differentiation (small group work and accommodations for SpEd students) • Standards based instruction		• YouCubed.org • Number Talks • Kathy Richardson • Dot Cards • REKenREK • LearnZillion • Targeted Math Interventions on Drive	Students	Assessment Data Progress monitoring Data Meetings

6-8 Math Union Gap School –2023-2024

Goal #1: By June 2024, at least 80% of Union Gap students will meet or exceed mathematics standards as measured on the state assessment or students will make more than one year's worth of grade-level equivalent growth toward meeting the grade level's math standards as measured by district benchmark assessments.

Strategy: Ensure teachers are using most effective learning/teaching strategies (core instruction aligned with standards).

Framework	***Building Focus***	***Timeline***	***Resources***	***Who is Responsible?***	***Monitoring Effectiveness***
Identify and use appropriate assessment data. Use common formative and summative assessments. • Daily independent work • Illustrative Mathematics • Amplify Desmos	• Analyze assessments by grade level to drive instruction and intervention • Separate benchmark assessments by Claim 1 and 2-4. • Progress monitor fundamental skills	Present to 6/15/24	• Illustrative Mathematics • Amplify Desmos • • Freckle (STAR) • OSPI • Test & Item Specs • KhanAcademy • Sasha Hammond	Staff Administration Students	PLC Meetings Student work

• Performance Tasks • Freckle (STAR) • • Interim/Block Assessments • Benchmark Assessments			• Magma Math		Assessment data Progress monitoring Data Meetings
Identify and use the most effective learning/teaching strategies. • Classroom instruction • Explicit instruction for academic vocabulary and content vocabulary • Adjust instruction based on results of formative assessment (differentiate) • Student self-assessment • Student understands learning target, progression of learning, and resources available • Partner work; small groups • Individualized work • First Steps	• Build positive attitude towards math • Authentic learning opportunities • Differentiation • Standards based instruction • High expectations • Number Talks • Number of the Day	Present to 6/15/24	• I-Ready • Grade-level pacing guides • Games and manipulatives • CCSS Standards • Quarterly Benchmark/Progress Monitor Assessments • Test & Item Specs • YouCubed.org • KhanAcademy • Illustrative Mathematics • Targeted Math Interventions on Drive • Desmos Lessons	Staff Administration Students	PLC Meetings Student work Assessment Data Progress monitoring Data Meetings

Science – K – 2 Union Gap School –2025-2026

Goal #1: By June 2025 at least 80% will demonstrate understanding of NGSS/kit concepts through formative assessment, or students will make more than one year's worth of grade-level equivalent growth toward meeting the grade level's science standards.					
Strategy: Ensure teachers are using the most effective learning/teaching strategies (core instruction aligned with standards).					
Framework	***Building Focus***	***Timeline***	***Resources***	***Who is Responsible?***	***Monitoring Effectiveness***
Identify and use appropriate assessment data. Use common formative assessments. • Science Journals • Lab Work and Reflections • Formative assessments from each kit	• Analyze formative assessment data	Present to 6/6/26	• Adopted curriculum kits • OSPI	Staff Administration Students	PLC Meetings Student work
Identify and use the most effective learning/teaching strategies. • Direct instruction • Explicit instruction for academic vocabulary and content vocabulary • Adjust instruction based on results of formative assessment (differentiate) • Student self-assessment	• Equitable Access to high level learning for all students in all grades. • Build positive attitude towards science • Standards based instruction • High Expectations • Hands-on authentic learning opportunities	Present to 6/6/26	• Science kits • NGSS Standards • Grade level science vocabulary emphasis • Mystery Science • Scholastic	Staff Administration Students	PLC Meetings Student work

• Student articulates learning target, progression of learning, and resources available • Use of rubrics • Partner work; small groups; teamwork • Individualized work • GLAD					

Science – 3rd – 5th Union Gap School – 2025-2026

Goal #1: By June 2025, 80% of 5th grade students will meet or exceed science standards as measured by the state assessment or students will make more than one year's worth of grade-level equivalent growth towards meeting the science standards as measured district benchmark assessments. 80% of 3rd and 4th grade students will meet or exceed science standards as measured by district benchmark assessments or students will make more than one year's worth of grade-level equivalent growth towards meeting the science standards as measured district benchmark assessments..					
Strategy: Ensure teachers are using most effective learning/teaching strategies (core instruction aligned with standards).					
Framework	***Building Focus***	***Timeline***	***Resources***	***Who is Responsible?***	***Monitoring Effectiveness***
Identify and use appropriate assessment data. Use common formative and summative assessments. • Entry/Exit Tasks • End of the unit assessments (summative or formative) • Lab work and write-ups • Writing (Claims, evidence and reasoning)	• Analyze assessment data	Present to 6/15/25	• Adopted curriculum/Kits • OSPI • Test and Item Specs • StemScopes Assessments	Staff Administration Students	PLC Meetings Student work Assessment data Progress monitoring Data Meetings
Identify and use the most effective learning/teaching strategies. • Direct instruction	• Equitable access to high-level learning for all students in all grades • Build positive attitude towards Science	Present to 6/15/25	Content/Kit pacing guides	Staff Administration	PLC Meetings Student work

• Explicit instruction for academic vocabulary and content vocabulary • Adjust instruction based on results of formative assessment (differentiate) • Student self-assessment • Student articulates learning target, progression of learning, and resources available • Use of rubrics • Partner work; small groups; teamwork • Individualized work • GLAD	• Authentic learning opportunities • Standards based instruction • High expectations		NGSS standards Test and item specs Mystery Science USATest Prep Website StemScopes Curriuclum	Students	Assessment Data Progress monitoring Data Meetings

6-8 Science Union Gap School –2023-2024

Goal #1: By June 2024, 80% of 8th grade students will meet or exceed science standards as measured by the state assessment or students will make more than one year's worth of grade-level equivalent growth towards meeting the science standards as measured district benchmark assessments. 80% of 6th and 7th grade students will meet or exceed science standards as measured by district benchmark assessments or students will make more than one year's worth of grade-level equivalent growth towards meeting the science standards as measured district benchmark assessments.

Strategy: Ensure teachers are using most effective learning/teaching strategies (core instruction aligned with standards).

Framework	***Building Focus***	***Timeline***	***Resources***	***Who is Responsible?***	***Monitoring Effectiveness***
Identify and use appropriate assessment data. Use common formative and summative assessments. • End of unit tests/performance tasks • Entry/exit tasks • Lab work and Lab write-ups • 6th – 8th grade interim creation • 8th Grade NGSS state exam	• Analyze assessments by grade level to drive instruction	Present to 6/15/24	• StemScopes assessments • OPSI • Betterlesson.com (NGSS)	Staff Administration Students	PLC Meetings Student work Assessment data Progress monitoring Data Meetings
Identify and use the most effective learning/teaching strategies.	• Equitable access to high-level learning for all students in all grades	Present to 6/15/24	• Grade-level pacing guides • NGSS Standards • Stemscopes curriculum • MiddleSchoolChemistry.com	Staff Administration	PLC Meetings Student work

• Explicit instruction for academic vocabulary and content vocabulary • Adjust instruction based on results of formative assessment (differentiate) • Student articulates learning target, progression of learning, and resources available • Collaborative groups • Use of rubrics	• Build positive attitude towards Science • Authentic learning opportunities • Differentiation • Standards based instruction • High expectations			Students	Assessment Data Progress monitoring Data Meetings

Appendix 2. Components 7 & 8

Middle of Year Reflection Questions

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?
2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?
3. Which evidence-based interventions (activities, practices, or strategies) (including WSIF Tier 1-Tier 3 Plus) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.
4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

End of Year Reflection Questions

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?
2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026-2027 SIP.
3. How did at least one of the activities documented in Section I b above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated SMARTIE Goal?
4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.
5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?
6. How will you utilize available and additional sources of data in this planning process?
7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

These questions, and those like these questions, will be discussed by the Steering Committee at specified intervals through the year.