Enumclaw School District

Board Work Study

Date and Time

Monday December 1, 2025 at 6:30 PM PST

Agenda

		Purpose
I.	**Opening Items**	
	A. Call the Meeting to Order	
	B. Roll Call	
II.	**WORK STUDY SESSION**	
	A. Presentation: School Improvement Plans	FYI
III.	**BOARD PROCESS DEBRIEF**	
IV.	**Closing Items**	
	A. Adjourn Meeting	Vote

Coversheet

Presentation: School Improvement Plans

Section: II. WORK STUDY SESSION
Item: A. Presentation: School Improvement Plans
Purpose: FYI
Submitted by:
Related Material: Birth to Five-SIP 2025-2026.pdf
                      Black Diamond Elementary-SIP 2025-2026.docx.pdf
                      Byron Kibler Elementary - SIP 2025.2026.docx (1).pdf
                      Enumclaw High School-SIP 2025-2026.pdf
                      Enumclaw Middle School-SIP 2025-2026.pdf
                      Southwood Elementary-SIP 2025-2026.pdf
                      Sunrise Elementary-SIP 2025-2026.pdf
                      Thunder Mountain-SIP 2025-2026.pdf
                      Westwood Elementary -SIP 2025-26.pdf

Birth to Five @ JJ Smith
School Improvement Plan
2025-2026 School Year

Section 1: Building Data	
1a. Building: JJ Smith	**1g. Grade Span:** PK (3-year-olds to 5+-year-olds) **School Type**: Early Learning
1b. Principal: Stacy Lucas	**1h. Building Enrollment:**

1h. Building Enrollment:

2025-2026	2024-2025	2023-2024	2022-2023
	172 (09/15/24)	171 (09/15/23)	119 (09/20/22)
144 (10/01/25)	176 (10/01/24)	174 (10/01/23)	120 (10/01/22)
	179 (11/01/24)	184 (11/01/23)	129 (11/01/22)
	196 (06/02/25)	199 (06/03/24)	157 (05/05/23)

1c. District: Enumclaw School District	**1i. F/R Percentage:** 59%
1d. Board Approval Date:	**1j. Special Education Percentage:** TK 24% (9 out of 38 students) *Up from 15% in 2024-2025* ECEAP 35% (24 out of 68 students) *Up from 13% in 2024-2025* School 53% (77 out of 144 students) *Up from 47% in 2024-2025*

1e. Plan Date: November 1, 2025	**1k. English Learner Percentage:** TK 21% (8 out of 39 TK students provisionally qualified)
1f. School's Washington School Improvement Framework (WSIF) Support: N/A	

Section 2: School Leadership Team Members **Parent-Community Partners** Please list by (Name, Title/Role)	
Stacy Lucas, Principal	Charity Breidenbach, DVPS Teacher (DVPS rep)
Treasa Brock, Office Manager	Melody Hildebrand, ECEAP Teacher (ECEAP rep)
Sandra VanHoof, Family Support Specialist	

Section 3: Vision Statement
Our Birth to Five Center is a community where we all belong, learn, and strive to reach our full potential together.

Section 4: Theory of Action
If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

Section 5: Culture of Equity Statement
We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students' strengths and needs, including factors and variables that may not be easily identified.

Section 6: Plan / Needs Assessment

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals, and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Student Populations

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

Washington School Improvement Framework		
	Preschool Goal	*May 2025*
ELA Proficiency	Letters	89% at age standard *(down from 94% in 23-24 school year)*
Math Proficiency	Counting	86% at age standard *(up from 85% in 23-24 school year)*

ELA Growth	Letters	21% gain from Nov 24 to May 25 *(down from 23% gain in 23-24 school year)*
Math Growth	Counting	26% gain from Nov 24 to May 25 *(down from 31% gain in 23-24 school year)*
Attendance	Attended at least 90% of the time	79% of the students *(up from 61% in 23-24 school year)*

Parent Survey October 2025	
School is achieving school vision	89% of responses said BTF is achieving their vision
Would recommend BTF to others	100% of responses said Yes they would recommend
Strengths	Amazing staff; positivity; supportive; inclusion; kind staff; building confidence in students; helps achieve students' goals; welcoming staff; communication; personal connections; accommodations for students; feeling of community; sense of belonging; staff to student ratio; safe environment; organization; students' growth and development
Areas of Growth	Funding; gluten free lunch options; insight as to what students are doing each day; app to track transportation; technology enhancements such as CCTV; program awareness in our community; start times are difficult; too many reminders; unaware of what services are provided for Birth to Three children; facilities; more events and spirit weeks

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

Challenge	Possible Root Cause	Strategies
Low Attendance Rate up from last year but 79% of our students attend school 90% of the time	- Parents transport for ECEAP (68 students) - Half Day program easier to miss instead of arriving late - Programs have similar start times to elementary schools	☐ Attendance campaign ☐ Publish attendance data ☐ Provide opportunity for parents/guardians for input ☐ Desegregate data by program, if possible
DVPS Letter Gain *Fall 24 - 72%* *Winter 25 - 79%* *Spring 25 - 79%*	- Some students are not speaking yet - Enrollment occurs all year	☐ Intentional letter focus school wide ☐ How to embed letter identification in play
Lower Enrollment in both TK and DVPS *TK 39/40 students* *DVPS 34 students vs 60+ last two years*	- More students enrolled in inclusion classes (12+) - Enrollment is down at at least two area preschools - COVID boom graduated to K - Drop in birth rates in King County from 2020 to 2022 - COVID preschoolers presenting more delays	☐ More intentional outreach

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)
   a. What strengths do they possess?

Excited to come to school; loves their teacher(s); supported family; eager to learn; enthusiastic

b. What challenges do they face?

Limited social skills, communication skills, ability to attend (or keep attention), and lack of self-regulation skills

c. What are some important relationships in their life?

Family (immediate and extended); friends at school (although they may not know their names); teachers

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day-to-day activities of your school?

Vision: Our Birth to Five Center is a community where we all belong, learn, and strive to reach our full potential together. Equity Statement: We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students' strengths and needs, including factors and variables that may not be easily identified.

As an early learning center, we are committed to being part of the school district and to ensure a smooth transition to Kindergarten, alignment with what the elementary schools are doing is important. This includes creating School Improvement Plan goals around the school district Commitments. Creating specific goals helps create high expectations for all students at the BTF Center. A unique sense of belonging happens on campus where students are excited to come to school, eager to learn, and where multiple adults know each child. Feedback from parents include "personal connections", "feeling of community", and "sense of belonging" as some of our many strengths.

2. 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)?

- Purposeful Play
- Early Learning and Development Guidelines for Washington State
- Teaching Strategies Gold
- Augmentative and Alternative Communication Devices
- Culturally Responsive Practices (inclusion and equity)
- Pyramid Model
- Developmentally Appropriate Practices

3. 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?

One support that was implemented last year in our ECEAP classrooms was staffing with three adults. This was successful because we were able to maintain the 1:10 teacher to student ratio at all times. It also proved to be successful because when one of the teachers was absent and we were unable to get a substitute, it was easier to provide coverage (just during lunch breaks). This year, a Developmental Preschool fte and a paraeducator were released to provide case management and support in the inclusion classrooms. Our professional development this year is intentionally focused on purposeful play. Through this, we developed "soft skills" that will be emphasized. Our success is measured on the smooth transition to kindergarten.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the 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.

Strengths: Parents have stated areas of strength around support are: staff to student ratio; sense of belonging; staff know the students; kind staff; accommodations for students; and a safe environment. In addition, our ChildFind screening program runs smoothly; we use Second Step curriculum center-wide; we have four family conferences a year; and we are utilizing the Pyramid Model as we begin a Student Support Team.

Areas to Strengthen: Finding a way to monitor effectiveness of curriculum and strategies; successful PLCs for all programs; use of TS Gold (assessment); how to meet the needs of our children's mental health; how to promote inclusion (SDI for students on IEPs)

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

The Local District Inclusion Self-Assessment and the Early Childhood Program-Wide PBS Benchmarks of Quality were used to survey staff last year (twice). A Parent Survey in October 2025 was also used.

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

Rainier Foothills Wellness Foundation provides backpack meals each Thursday for families who sign up. We have a partnership with Enumclaw High School who provide Teacher Academy and Transition Program students to come assist in the classrooms daily. Children's Therapy Center provides services for our birth to three students

and helps create a smooth transition from their services to ours. Our ECEAP program has two Family Support Specialists who do not hesitate to help out any family, even those not enrolled in ECEAP. Our teachers provide next year's Kindergarten teachers with a "seed packet" cover on each student (showing strengths and stretches). In February, we host an Early Childhood Resource Fair where parents find out what local organizations are available for their young children.

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

Our Instagram page gets visited frequently hoping to build engagement.   We have connected with the Children's Librarian from Enumclaw Library. King County Library has reached out to restart Talk Time: English Conversation Practice, a free program led by volunteers to provide time for community members to practice their English skills. We have a weekly parent-ran Toddler Play Time in our Resource Room, giving parents/guardians a safe place for their toddler to play, where they meet other local parents. We host an Early Childhood Resource Fair in February to help provide families with local resources.

Section 7: Schoolwide Reform Strategies	
Aligned to Enumclaw School District Commitments	
Priority Goal #1 (PG1)	Student Well-Being **Priority Goal #1** - Students will be able to establish and sustain positive relationships with peers according to Teaching Strategies standards based on age level.
Priority Goal #2 (PG2)	Literacy Proficiency **Priority Goal #2** - Students will be able to recognize or identify (a few, 10, 10+) uppercase and/or lowercase letters according to Teaching Strategies standards based on age level.
Priority Goal #3 (PG3)	Algebraic Reasoning **Priority Goal #3** - Students will be able to count (0-10, 0-20, or 0-20+) according to Teaching Strategies standards based on age level.
Goal/Priority #1 (G1) *Student Well-Being*	Actively monitoring student engagement, hope, belonging and social emotional learning. Teaching Strategies Objective 2.c Establishes and sustains positive relationships: Interacts with Peers *3-year-olds use successful strategies for entering groups of students* *4-year-olds initiates, joins in, and sustains play with a small group of two or three students* *End of Kindergarten students interact cooperatively in groups of four or five students*
Goal/Priority #2 (G2) *Literacy*	*Actively monitoring Oral Reading Fluency and Comprehension.* Teaching Strategies Objective 16.a Demonstrates knowledge of the alphabet: Identifies and Names Letters *3-year-olds recognizes a few letters in own name* *4-year-olds recognizes as many as 10 letters* *End of Kindergarten students identify 26 uppercase and 26 lowercase letters*
Goal/Priority #3 (G3) *Mathematics*	*Actively monitoring Operations and Algebraic Thinking, and Numbers in Base Ten.* Teaching Strategies Objective 20.a Uses number concepts and operations: Counts *3-year-olds verbally counting to 10* *4-year-olds verbally counting to 20* *End of Kindergarten students count from 0-100*

Section 8A: Action Planning			
Priority Goal 1 - **Students will be able to successfully use strategies to establish and sustain positive relationships with peers according to Teaching Strategies standards based on age level.**			
Activity	**8b. Timeframe for Implementation**	**8c. Lead(s)**	**8d. KPIs** Key Performance Indicators
A1) Assess Social Emotional Objectives through Teaching Strategies Gold or WAKids	November February May	ECEAP, TK, & DVPS Teachers	Growth from November to June Overall percentage of children meeting age level standards
A2) Provide families with Second Step Home Links	Ongoing	Stacy and Teachers	Link in Newsletter
A3) Provide families with tips	Ongoing	Stacy	Evidence from Newsletters
A4) Provide families with data from TS Gold	November February May/June	ECEAP, TK, & DVPS Teachers	TS Reports

Section 8B: Action Planning			
Priority Goal 2 - Students will be able to recognize or identify (a few, 10, 10+) uppercase and/or lowercase letters according to Teaching Strategies standards based on age level.			
Activity	**8b. Timeframe for Implementation**	**8c. Lead(s)**	**8d. KPIs** Key Performance Indicators
B1) Assess Literacy Objectives through Teaching Strategies Gold or WAKids	November February May	ECEAP, TK, & DVPS Teachers	Growth from November to June Overall percentage of children meeting age level standards
B2) Involve parents/guardians in the discussion of where the child is at and provide ideas to do at home.	Conferences: November February May	ECEAP, TK, & DVPS Teachers	Goals around alphabet and introduced to families at conferences
B3) Provide families with data from TS Gold	November February May/June	ECEAP, TK, & DVPS Teachers	TS Reports

Section 8C: Action Planning			
Priority Goal 3 - **Students will be able to count (0-10, 0-20, or 0-20+) according to Teaching Strategies standards based on age level.**			
Activity	**8b. Timeframe for Implementation**	**8c. Lead(s)**	**8d. KPIs** Key Performance Indicators
C1) Assess Math Objectives through Teaching Strategies Gold or WAKids	November February May	ECEAP, TK, & DVPS Teachers	Growth from November to June Overall percentage of children meeting age level standards
C2) Involve parents/guardians in the discussion of where the child is at and provide ideas to do at home.	Conferences: November February May	ECEAP, TK, & DVPS Teachers	Goals around counting and introduced to families at conferences
C3) Utilize the newsletter to provide ideas for parents/guardians	Ongoing	Stacy	Evidence from newsletters
B4) Provide families with data from TS Gold	November February May/June	ECEAP, TK, & DVPS Teachers	TS Reports

Black Diamond Elementary School
School Improvement Plan
2025-2026 School Year

Section 1: Building Data	
1a. Building: Black Diamond Elementary	**1g. Grade Span:** K-5 **School Type:** Elementary
1b. Principal: Deserae Bull	**1h. Building Enrollment:** 409
1c. District: Enumclaw School District	**1i. F/R Percentage: 30%**
1d. Board Approval Date:	**1j. Special Education Percentage:** 20%
1e. Plan Date: November 2025	**1k. English Learner Percentage:** 12.3%
1f. School's Washington School Improvement Framework (WSIF) Support: None	

Section 2: School Leadership Team Members Parent-Community Partners Please list by (Name, Title/Role)		
Building Leadership Team		
Megan Peterson, Kindergarten	Kristah Coonradt, 5th grade	Jessieca Graff, PTO President
Debbie Evans, 1st grade	Kimarie Nuez, Early Intervention Specialist	
Cheri Flatness, 2nd grade	Derek Tulluck, Counselor	
Lindsay Porter, 3rd grade	Kendall Williams, Classified Represetative	
Sarah Hanson, 4th grade	Deserae Bull, Principal	

Section 3: Vision Statement
Enumclaw School District Mission: Inspiring students to learn, lead and impact their community and the world. Black Diamond Mission: A thinking and sharing community that inspires learning.

Section 4: Theory of Action
If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

Section 5: Culture of Equity Statement
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Section 6: PLAN/NEEDS ASSESSMENT

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Student Populations

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

   Black Diamond has experienced a fairly stable enrollment for the last several years. We have experienced demographic changes over time that have invited diversity into our school community. Students are excited to learn and grow at Black Diamond, and it is our responsibility to create the conditions where students thrive.

   We are in the second year of implementing math curriculum K-5 and ELA curriculum 3-5 that has impacted student learning. In addition to this, our instructional staff have worked hard to build effective systems for our intervention blocks, specifically around foundational literacy. This last year, all reporting groups showed growth in SBA testing from the previous year. During the intervention block, or WIN (What I Need) time, each grade level receives additional support with classified staff to help facilitate small group instruction. This year, certificated staff are providing intentional support to classified staff so they are able to provide more targeted intervention to students.

   We are committed to serving each student with a high-quality education that honors the whole child. Grade levels routinely collaborate and strive for alignment of instruction in the classroom, while providing scaffolded support for all types of learners.

   Black Diamond Student Demographic Information

   Black Diamond Student Enrollment by Grade Level

Year	SY 25/26 (Current Data)	SY 24/25	SY 23/24	SY 22/23	SY 21/22
Total #	409	415	411	396	393

Black Diamond Student Enrollment by Sub-Group (Notable Changes)

Student Demographic Group	Total School Enrollment							
	SY 24/25		SY 23/24		SY 22/23		SY 21/22	
	#	%	#	%	#	%	#	%
Asian	43	10.4%	43	10.5%	36	9.1%	37	9.3%
Black/African American	7	1.7%	8	1.9%	8	2.0%	10	2.5%
Hispanic/Latino of any race(s)	85	20.5%	80	19.5%	73	18.4%	76	19%
Two or More Races	34	8.2%	29	7.1%	25	6.3%	26	6.5%
White	243	58.5%	248	60.3%	250	63.1%	246	61.5%
Multi-Language Learners (MLL)	51	12.3%	54	13.1%	51	12.0%	41	10.4%

Student Achievement Data

SBA Data						
	SBA ELA			SBA Math		
	SY 24/25	SY 23/24	SY 22/23	SY 24/25	SY 23/24	SY 22/23
ALL STUDENTS	59.7% (+5.8%)	53.9% (+0.3%)	53.6% (-3.9)	50.0% (+8.9%)	41.1% (-4.3%)	45.4% (-1.1)
Grade 3	59.2% (+0.9%)	58.3% (+5.1%)	53.2 (+0.2%)	47.9% (+6.2%)	41.7% (-9.9%)	51.6% (+0.8%)
Grade 4	64.1% (+14.1%)	50.0% (+0%)	50.0% (-12.3%)	60.9% (+20.9%)	40.0% (+2.5%)	37.5% (-11.2%)
Grade 5	56.3% (+2.3%)	54.0% (-2.9%)	56.9% (+1.0%)	42.3% (+0.3%)	42.0% (-4.2%)	46.2% (+7.2%)
	SY 24/25	SY 23/24	SY 22/23	SY 24/25	SY 23/24	SY 22/23
Asian	69.2% (+0.4%)	68.8% (-0.4%)	69.2% (-5.8)	61.5% (+5.2%)	56.3% (-12.9%)	69.2% (-7.0)
Hispanic/Latino	43.9% (+13.3%)	30.6% (-10.6%)	41.2% (-11.4)	34.1% (+9.1%)	25.0% (-4.4%)	29.4% (+3.1)
White	62.8% (+2.8%)	60.0% (+6.7%)	53.3% (-4.1)	55.0% (+9.8%)	45.2% (-2.3%)	47.5% (-2.5)
Low-Income	46.3% (+13.0%)	33.3% (-0%)	33.3% (-6.3)	31.3% (+10.5%)	20.8% (+0.8%)	20.0% (-0.8)
IEP/Disabilities	23.3% (+13.3%)	10% (-7.1%)	17.1% (-1.7)	20.9% (+13.4%)	7.5% (-7.1%)	14.6% (-1.0)
MLL	30.4% (+17.9%)	12.5% (-7.5%)	20.0% (+1.0%)	21.7% (+8.7%)	<13.0% (12.0%)	25.0% (+6.0%)
Female	65.3% (+4.8%)	60.5% (-5.4%)	65.9% (+4.3)	50.0% (+13.0%)	37.0% (-11.8%)	48.8% (+3.9)
Male	54.6% (+6.1%)	48.5% (+4.9%)	43.6% (-9.8)	50.0% (+5.6%)	44.4% (-1.4%)	42.6% (-5.5)

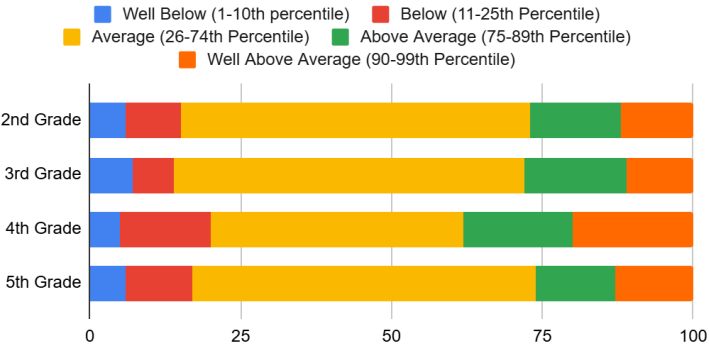| SBA areas of strength	SBA areas of growth/curiosities
All areas, including students with a disability have improved in the BSA scores from the 2023/24 to the 2024/25 school year.	Although the achievement gap is narrowing between males and females, work still needs to be done in these areas, but significant growth has been demonstrated.
The achievement gap between males and females is narrowing.	Math continues to be an area of focus for all grades and subgroups
There have been significant gains with the Hispanic, low-income, MLL, and IEP subgruops in both reading and math scores.	Curiosity: The increased in all subgroups, including special education may suggest tightened Tier 1 instruction, new instructional materials, and a committment to alignment in grade level teams.

AIMSWeb Reading and Math Measures: Fall Benchmark

AIMSWeb is a district benchmark assessment that measures student readiness and proficiency in reading and math measures. These benchmarks are given three times a year: one in the fall, winter, and spring. Benchmark scores are generated using a variety of skill assessments and help teachers identify those students who may be in need of intervention services and additional progress monitoring.
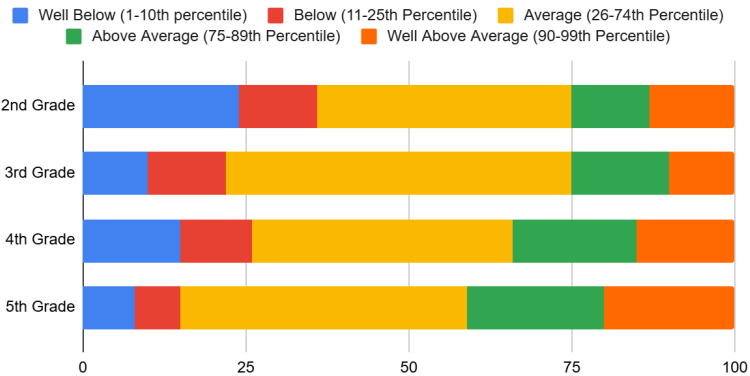
25/26 AIMSWeb ORF (Oral Reading Fluency)
(1st-5th Grade Percentages)

Well Below (1-10th percentile)   Below (11-25th Percentile)   Average (26-74th Percentile)
Above Average (75-89th Percentile)   Well Above Average (90-99th Percentile)
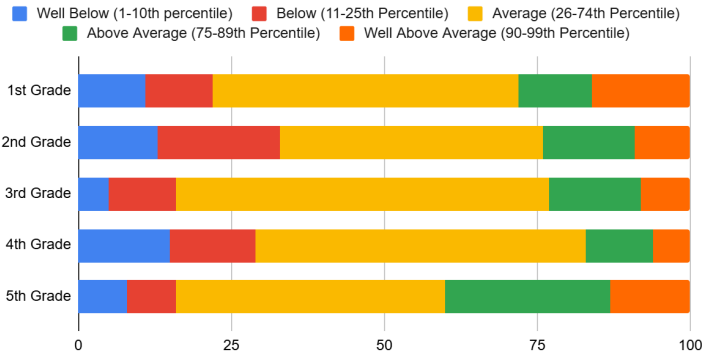
25/26 AIMSWeb Reading Composite
(2nd-5th Grade Percentages)

Well Below (1-10th percentile)   Below (11-25th Percentile)
Average (26-74th Percentile)   Above Average (75-89th Percentile)
Well Above Average (90-99th Percentile)

25/26 AIMSWeb Math Composite Scores
(2nd-5th Grade Percentages)

25/26 AIMSWeb Math Number Sense Fluency
(2nd-5th Grade Percentages)
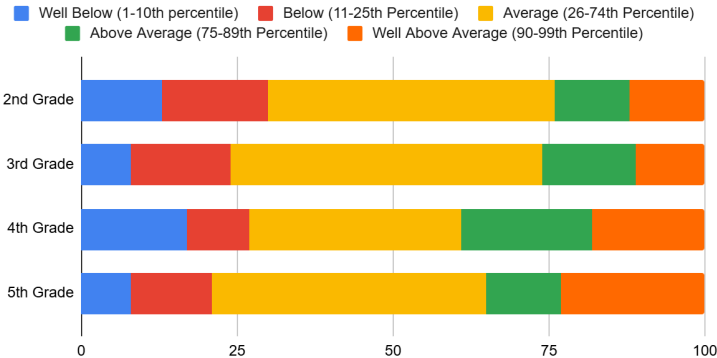
WA-KIDS Kindergarten readiness assessment

(students who have met the criteria in all 6 readiness skills at the start of Kindergarten)

|	SY 24/25	SY 23/24	SY 22/23
All Students (*meeting in all 6 criteria*)	67.9% (-5.0%)	72.9% (+11.6%)	61.3% (-4.7)
Female	84.0% (+15.6%)	68.4% (-5.9%)	74.3% (+8.5)
Male	54.8% (-23.3%)	78.1% (+22.8%)	55.3% (-11.4%)
Hispanic	53.3% (-11.4%)	64.7%	not reported
Two or More Races	Not reported	not reported	not reported
Asian	70.0% (+0.8%)	not reported	69.2%
White	74.1% (-0.9%)	75.0%	75.0 %
Low-income	43.5% (-8.9%)	52.4%	not reported
Cognitive	82.1% (+2.9%)	79.2% (+4.2%)	75.0% (-15.1)
Language	82.1% (-4.0%)	86.1% (+2.3%)	83.8% (-0.7)
Literacy	80.4% (+1.2%)	79.2% (-5.8%)	85.0% (-0.9)
Math	80.4% (-7.1%)	87.5% (+3.7%)	83.8% (-7.7)
Physical	96.4% (-0.8%)	97.2% (-1.6%)	98.8 (+5.8)
SEL	83.9% (-3.6%)	87.5% (+6.2%)	81.3% (+3.8)

| WA KIDS areas of strength	WA KIDS areas of growth/curiosities
84% of Female students entering kindergarten in the fall of the 24/25 school year demonstrated meeting school readiness criteria.	There was a significant gap between school readiness of males and females coming into school for the 24/25 school year.
70% of students identified as Asian students have entered kindergarten meeting school readiness criteria.	Students who are identified in the following areas demonstrate the biggest opportunity gaps: low-income students, male students, and Hispanic students.

Student Well-Being

In the fall of 2024, students in Black Diamond Elementary participated in the Hope Survey. The Hope Scale is a set of eight questions for students in grades 3 through 5. The questions assess how well students feel they are doing in their lives, their ability to solve problems, and how confident they are in their future success. The answers are used to calculate scores for pathways and agency, which combined provide an overall "hope" score for each student. The results will help us better understand our students' ability to set and pursue goals and their ability to navigate challenges.

Below are student responses for a selection of questions from the Hope Survey measure for Fall of 2024:

## I think I am doing pretty well. (Grades 3-5 responses)

Count of I think I am doing pretty well.
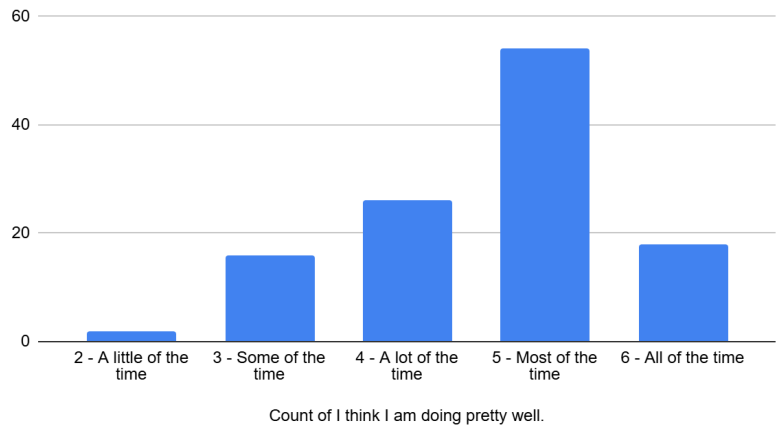
I am doing just as well as other kids my age. (Grades 3-5 responses)

Count of I am doing just as well as other kids my age.
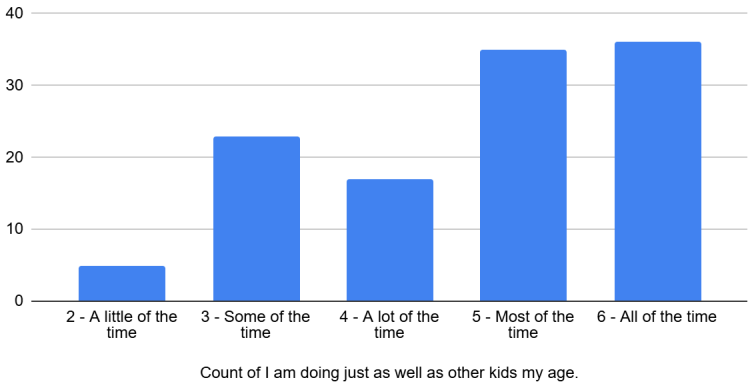
Even when others want to quit, I know that I can find ways to solve the problem. (3rd-5th Grade Responses)

Count of Even when others want to quit, I know that I can find ways to solve the problem.
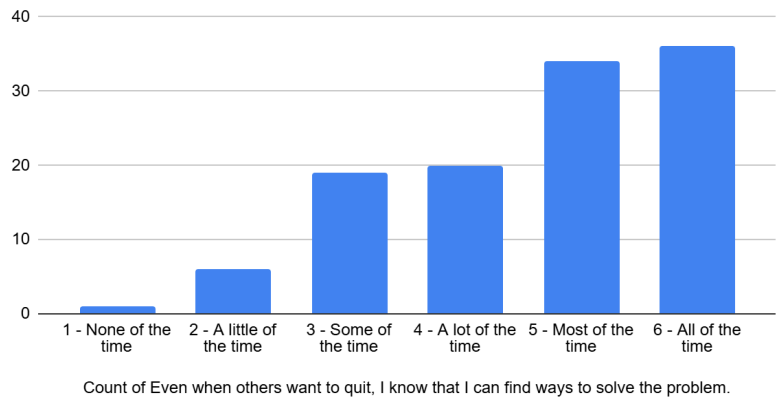
When I have a problem, I can come up with lots of ways to solve it. (3rd-5th Grade Responses)
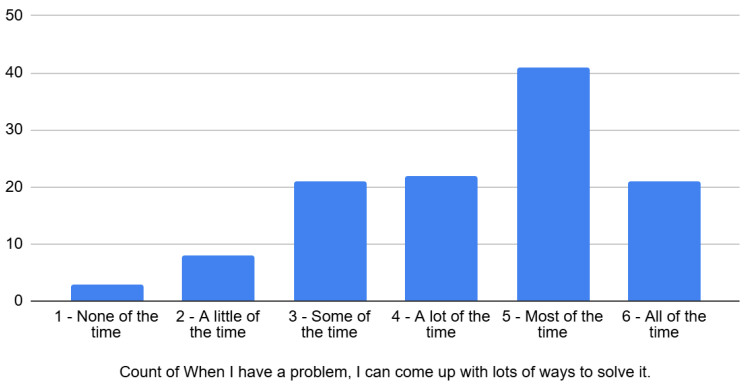
Count of When I have a problem, I can come up with lots of ways to solve it.

2. **What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas**.

   - Students continue to enter our school with increasing social/emotional needs that can impact their academic progress.
   - Student behavior, especially for several students in the primary grades can impact the entire school. We have seen an increase of students entering our building with high-needs and trauma since COVID. Staff continue to build their skills in understanding ACEs, student behavior, and meeting diverse beahvioral needs.
   - Our SST (Student Support Team) continues to refine their process to help support teachers and individual students.
   - Overall, our students are demonstrating high hope. There is a need for intervening for students demonstrating low hope scores, as this is a skill that can be taught.
   - Our students are demonstrating that they are growing in their academic skills, as evidenced in SBA and AIMSWeb scores.
   - Teachers are in their second year math and ELA curriculum adoptions, which has resulted in increased efficacy and understanding of the scope and sequence. Some teachers are reporting that now that they have been teaching the materials for over a year, they are better able to anticipate possible student misconceptions.
   - Conversely, teachers are still learning the materials and work can still be done to strengthen Tier 1 instruction building wide.
   - There is a need for continued discussion around tiered instruction, differentiation, and extension in all academic areas.
   - Staff strive to make our school a place where learning occurs and relationships matter. Student belonging is at the forefront of our work.

3. **A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)**

   a. **What strengths do they possess?**

   - Students come to school excited and are happy to be here.
   - Students make strong connections with staff members, it is a caring and responsive culture.
   - Students are typically willing to take intellectual risks in class and make mistakes when given new tasks.
   - The diversity of our student population continues to increase, bringing new cultural celebrations and traditions to our classrooms.

- Students advocate for each other, and help build our culture of care for one another. They know the "Miner Way" and what is expected of them.
- Families are generally supportive, and they want to partner with our staff for the success of their children.

b. **What challenges do they face?**

- Social/emotional needs have impacted the ability to learn at a high level for some students. We are finding more students requiring explicit instruction in social/emotional regulation.
- The opportunity gap continues to increase for some populations of students.
- There is a demonstrated need for quality tiered instruction in many classrooms.
- Many students are facing situations outside of their control when not in school, and this can impact how they show up for the day.
- We continue to build a responsive intervention system, but there are students who need strong intervention now in reading, math, and social/emotional.
- Math instruction continues to be an area of growth for our students and staff, specifically around number sense and fact fluency.
- Foundational literacy skill deficits become more evident as students get older.

c. **What are some important relationships in their life?**
   - Parents/guardians continue to be one of the most influential relationships for our students.
   - Students value their peer connections.
   - Students make trusting connections with staff at school
   - Our community continues to be close and supportive.

Educators

1. **Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?**

- The building culture is built on high expectations for all students with the support necessary to achieve at high levels.

- Staff want to cultivate a culture of student belonging through the school family meeting, which is incorporated into the daily schedule. This would include working with common vocabulary. We have also purchased Character Strong for our school family meetings, and many staff are utilizing these tools to help foster classroom community.
- Collaborative work and problem solving continue to be a keystone to how teachers interact within their grade level teams and the greater school staff.
- Our PTO is highly supportive and a very important partnership to our school and community.

2. **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)?**

- Continuous PD around math implementation
- Building Leadership Team is participating in on-going PD on implementation science and evidence-based leadership practices
- PD on Implementation Science
- Job Embedded PLC PD on essential standards, use of assessment, and backward planning
- Grow our ability to teach social emotional skills through tools such as Conscious Discipline, Social Thinking, and Character Strong
- The Teaching and Learning department continues to work with school teams to align instructional materials and instructional practices.

3. **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?**
-
- We are experiencing success in our data chats and planning for student needs at the grade level team meetings
- Job-embedded PD around adult learning with a focus on collaboration, and grade level standards
- Job-embedded PD around behavior management and student supports

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Systems of Support

1. **Consider the degree to which your school's system of support is grounded in meeting the 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.**

   - District Wide commitment to student well-being.
   - Ongoing commitment of school family meetings in each classroom.
   - Implementation of de-escalation spaces in the school, including sensory spaces and sensory paths throughout the school. We created a classroom designated specifically for emotional regulation called the GEMS (Growing Emotional Mindset Skills) room.
   - Strong family connections and a positive relationship with the PTO to bring family connection events monthly
   - Staff training around student behavior and tier 1 and 2 classroom management strategies

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

   - Conversations the building leadership team
   - Debriefing with staff who handle tier 2 and 3 student behavior.
   - Analysis of student behavior data
   - Conversations with families

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

   - Black Diamond elementary takes pride in ensuring equity and high-quality instructional delivery among students and staff. Character education is a high priority.
   - Tier 1 strategies include daily family meetings in each classroom, PTO community connection events, and Social/Emotional classroom lessons from our school counselor.
   - Our Student Support Team (SST) meets regularly to discuss student need, analyze academic and behavior data, and support classroom teachers with the implementation of classroom-based interventions.
   - All grade levels participate in scheduled academic intervention blocks where students receive differentiated instruction in literacy
   - We partner with the local food bank to provide meal assistance to families in need

- We continue to refine our SST to be a supportive factor for classroom teachers. The team meets weekly to discuss student attendance, character education, staff support, student support, student discipline, academic intervention and all things that contribute to student success.

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

- We partner with the PTO to offer family connection events monthly
- Our PTO is excited to bring new ideas to the school and are committed to bring more family connection opportunities to our community
- Parent volunteers are engaged in our school, working with students, and helping in the classrooms.
- This year, for the 25/26 school year, our PTO has brought new ideas to the school. They are looking to engage our community in different ways, including non-academic events such as a mix and mingle, and a chili cookoff. This is to help make our school as a true hub for our families and communities.
- The PTO also fundraises to help support the acquisition of classroom materials, social/emotional tools, and playground equipment. Our PTO works very hard to be a support to our school community.
- The PTO shares a goal with school staff to get more parents involved in the school volunteering with students and in classrooms. Since COVID, we have experienced a decline in volunteers in the building. This is the first year in several years where the PTO has seen an increase in parent involvement during PTO meetings, and these parents are sharing unique ideas for events and fundraising.
- An area to strengthen is getting a more diverse representation of parents involved, including fathers and grandparents into the building.
- PTO and the principal will partner to provide opportunities to further engage families with events such as "coffee with the principal" opportunities starting in January.

Section 7: Schoolwide Reform Strategies	
SY 25/26 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES	
Goal/Priority #1 (G1)	Mathematics: A focus on fact fluency school-wide in math, as appropriate to each grade level and individual student need.
Goal/Priority #2 (G2)	Literacy: A focus on oral reading fluency, as appropriate to each grade level and individual student need
Goal/Priority #3 (G3)	Student Well Being: Student social/emotional learning and emotional regulation
Goal/Priority #4 (G4)	Professional Development: Provide adult learning opportunities for instructional staff around emotional regulation strategies, data literacy, and vertical alignment

Section 8A: Action Planning			

Priority Goal 1 - Mathematics: A focus on fact fluency school-wide in math, as appropriate to each grade level and individual student need. This continues to be an identified need by the Building Leadership Team

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
AIMSWeb Benchmark Testing	Fall, Winter, Spring Benchmark window	Nuez (Assessment Coordinator), classroom teachers	Data from benchmarks will help guide instruction
Regular progress monitoring on math fluency for those students not at benchmark (50th percentile or below)	25/26 SY	Nuez, classroom teachers	Data indicators would include students of concern making growth in their fluency acquisition
Data chats with grade level teams	At every benchmark period (October, January, May)	Bull, Nuez	Looking at groups and data to determine the effectiveness of math instruction, looking at AIMSWeb and curriculum based assessments.

Section 8B: Action Planning			

Priority Goal 2 - Literacy: A focus on oral reading fluency and comprehension acquisition as appropriate to each grade level and individual student need

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
AIMSWeb Benchmark Testing	Fall, Winter, Spring Benchmark window	Nuez (Assessment Coordinator), classroom teachers	Data from benchmarks will help guide instruction

Regular progress monitoring on oral reading fluency for those students not at benchmark (50th percentile or below)	25/26 SY	Nuez, classroom teachers	Data indicators would include students of concern making growth in their fluency acquisition
Data chats with grade level teams	At every benchmark period (October, January, May)	Bull, Nuez	Looking at groups and data to determine the effectiveness of math instruction, looking at AIMSWeb and curriculum based assessments.
Working to provide intentional support and training in literacy instruction to the paraeducators who facilitate different WIN (What I Need) groups	Ongoing	Harris, instructional paras	Providing professional development to our instructional paras who help facilitate grade level WIN groups

Section 8B: Action Planning

Priority Goal 3 - Student Well Being: Student social/emotional learning and emotional regulation

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
School Family Meetings in all classrooms	Daily, throughout the school year.	Classroom Teachers	Collaboration around creating what components make a successful classroom family meeting
Implementation of Character Strong	Ongoing	Classroom Teachers, Tulluck	Character Strong is used in classrooms for family meetings. Monthly character traits are recognized and celebrated.
Tier 1 instruction in Social/Emotional development and well-being	Daily	Tulluck, Classroom Teachers	Tulluck provides targeted lessons in classrooms monthly. Classroom teachers address social/emotional skills and student belonging in school family meetings.
De-escalation space for students experiencing complex emotions	Available daily	Nuez, special education teachers, Bull	Students utilizing our GEMs (Growing Emotional Mindsets) room to learn appropriate strategies for regulating emotions.

			Understanding emotional zones, how to use different sensory strategies, and integrating back into class successfully. Data will be analyzed through our behavior communication system (SWIS)
Small group instruction on social/emotional skills and wellbeing	Ongoing	Tulluck, Special Education Staff, Nuez	Identifying students who require additional support in developing emotional regulation strategies and social/emotional skills. Our SEL team helps identify students and group them in small groups that include friendship groups, social skills, and emotional regulation. Small groups run for several weeks or all year depending on student need.

Section 8B: Action Planning

Priority Goal 4 - Professional Development: Provide adult learning opportunities for instructional staff around standards, backward planning, and data literacy.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
Ongoing partnership with Continua to build capacity in the building leadership team and our skills to support the entire staff.	Throughout the year	Bull, Leadership Team	Staff trust data, feedback, staff meeting feedback.
New student management system (Qmalitiv) for district staff.	]December-February	District, Bull, Qmalitiv Staff Lead	Learning new reporting system for attendance, lunch, report card, student management, etc.
Learning implementation science	Throughout the year	Bull, Building Leadership Team	Understanding the stages of implementation science for all staff, ability to self-assess our current state for multiple initiatives including

			instruction, behavior systems, communication, etc.
Behavior management, function of behavior, Tiered reponses for students	Ongoing	Bull, SST, Leadership Team	PD at staff meetings to help foster collaboration around student behavior and responses. Looking at behavior data and trends.

**Byron Kibler Elementary
School Improvement Plan
2024-2025 School Year**

Section 1: Building Data	
1a. Building: Byron Kibler Elementary School	**1g. Grade Span:** K-5 **School Type**: Elementary
1b. Principal: Travis Goodlett	**1h. Building Enrollment:** 445 (10.1.24)
1c. District: Enumclaw School District	**1i. F/R Percentage:** 36.5 (2024)
1d. Board Approval Date:	**1j. Special Education Percentage:** 23.4% (2024)
1e. Plan Date: November 2025	**1k. English Learner Percentage:** 9.2% (2024)
1f. School's Washington School Improvement Framework (WSIF) Support: None	

Section 2: School Leadership Team Members Parent-Community Partners Please list by (Name, Title/Role)	
Breana Crossley	Margo Anderson
Kelly McNeil	Shannon Paladini
Barbara Sadler	Tina Hickcox
Katie Moynihan	Christa Boulier
Susan Heater	Shannon Cunningham
Heather Clerget	Travis Goodlett
Barb Meekhof	

Section 3: Vision Statement

Byron Kibler Elementary is a family of genuine kindness, belonging, safety, and hope among students, staff, and families. We are all Kibler Bears! Each child is warmly welcomed every day, whether it is their 1st day or their 1000th day as a Kibler Bear. We believe in each child's ability to learn and help them feel they belong while seeing each child as a gift with inherent value. The goal is to help each child accelerate their learning so we can release more and more ownership over what and how they learn, with the purpose of offering more independence as they master skills and content through the grades. We look for barriers to student learning and go around or remove them. Each child is different and gets what they need.

We believe in one another's abilities, we are invested in one another, and we trust each other that we are here to promote student learning and student academic success, which prepares our students for the future. All of our kids are all of our kids. We share our successes and struggles and support one another through it all. Our impeccably talented and professional school staff puts student learning as their top priority. This is how we make decisions. Our staff has high expectations whether a student is on, below, or above grade level in any area. We emphasize problem-solving with a solution-finding mentality to support students in contributing to their own academic, personal, and societal success.

Our staff takes the responsibility of teaching character traits seriously, we make time to learn and practice them. Our school commitments are to Show Respect, Make Good Choices, and Solve Problems. We also teach the "Be Kind" social skills of empathy, cooperation, and respect, the "Be Strong" executive functioning skills of responsibility, perseverance, and courage, and the "Be Well" emotional regulation skills of gratitude, honesty, and creativity. We believe focusing on these traits will help prepare our students to be "ready to learn," flexible thinkers who can adapt to whatever lies ahead for their learning. We know that providing this extra layer of instruction will help sustain an atmosphere of comfortable but challenging learning where all students can thrive.

We will focus on the foundational skills of reading and problem-based learning for math. We foster a learning environment that prepares students not only for their next grade level but middle school, high school, and beyond. Our students will be healthy, and successful by their own definition, live where they want to live, be financially independent, and do what they enjoy whether it is their work, hobbies, or both combined. This is the result of our intense and rigorous work while they are young and in our care. It is our gift as well as our charge to our students, families, and community that we prepare them by carrying out our ESD Theory of Action: If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.Remember to Keep it Kind Kibler and Go Bears!

Section 4: Theory of Action

If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

Section 5: Culture of Equity Statement

We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students' strengths and needs, including factors and variables that may not be easily identified.

Section 6: PLAN/NEEDS ASSESSMENT

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Student Populations

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

    Key takeaways from our state and local indicators show that our systems of support are improving. Last year was our second year with an adjusted master schedule, our second year with a new ELA curriculum in grades 3–5, continued implementation of WIN time, increased instructional time, a newer math curriculum, a new phonics curriculum (UFLI), our first full year of Character Strong, new Aimsweb assessments, and the addition of the 95 Percent Group intervention materials. We are also refining our Student Support Team process for students with academic or behavioral needs.

    ENROLLMENT

2021.2022	2022.2023	2023.2024	2024.2025
405	436	427	444

Grade 3 ELA

	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
WA State	79446		2427	Percent 29% 23% 21% 28% / Count 22.7K 18K 16.7K 22K	49%
ESD	337		2444	Percent 19% 23% 26% 32% / Count 64 79 86 108	58%
Byron Kibler	72		2431	Percent 21% 26% 28% 25% / Count 15 19 20 18	53%

Grade 3 Math

	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
WA State	80093		2436	Percent 28% 20% 26% 26% / Count 22.1K 16.4K 20.9K 20.6K	52%
ESD	338		2446	Percent 22% 22% 27% 29% / Count 74 73 92 99	57%
Byron Kibler	72		2442	Percent 22% 21% 25% 32% / Count 16 15 18 23	57%

Grade 4 ELA

	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
WA State	76217		2470	Percent 30% 19% 21% 29% Count 23.2K 14.5K 16.3K 22.2K	51%
ESD	310		2485	Percent 20% 23% 29% 28% Count 61 72 90 87	57%
Byron Kibler	74		2480	Percent 18% 23% 32% 27% Count 13 17 24 20	59%

Grade 4 Math

	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
WA State	76767		2479	Percent 25% 26% 24% 25% Count 19.1K 20K 18.7K 19K	49%
ESD	310		2495	Percent 18% 23% 31% 28% Count 56 72 95 87	59%
Byron Kibler	74		2491	Percent 11% 31% 35% 23% Count 8 23 26 17	58%

Grade 5 ELA

	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution		Percent in Levels 3 & 4
WA State	78669		2510	Percent 27% 19% 27% 27%	Count 21.3K 14.7K 21.2K 21.4K	54%
ESD	351		2512	Percent 23% 20% 33% 24%	Count 80 71 116 84	57%
Byron Kibler	82		2489	Percent 30% 22% 35% 12%	Count 25 18 29 10	48%

Grade 5 Math

	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution		Percent in Levels 3 & 4
WA State	79095		2504	Percent 33% 24% 17% 26%	Count 26K 19.3K 13.6K 20.2K	43%
ESD	352		2503	Percent 29% 30% 20% 22%	Count 101 104 71 76	42%
Byron Kibler	82		2477	Percent 34% 41% 13% 11%	Count 28 34 11 9	24%

Grade 5 Science

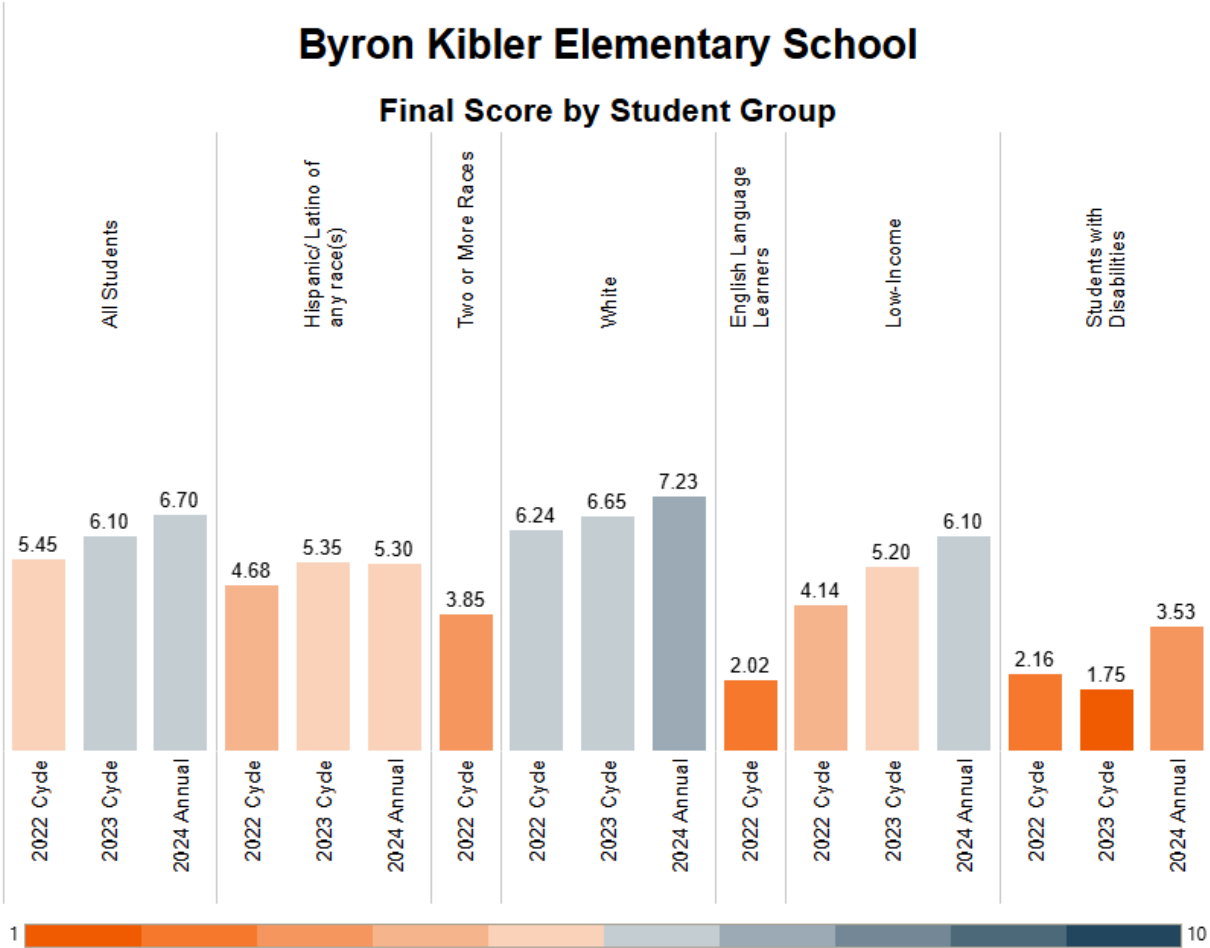|	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution					Percent in Levels 3 & 4
	79061		695	Percent	26%	21%	35%	17%	52%
				Count	20.9K	16.8K	27.8K	13.6K	
WA State	351		691	Percent	23%	26%	38%	13%	51%
				Count	80	92	135	44	
ESD	82		684	Percent	26%	28%	35%	11%	46%
Byron Kibler				Count	21	23	29	9	

Byron Kibler Elementary School
2024 Annual Identification
Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
ELA Proficiency Rate	53.5%				46.8%	71.9%	54.6%	15.4%	48.0%	28.1%
Math Proficiency Rate	50.3%				37.0%	71.9%	52.5%	17.9%	41.6%	29.2%
ELA Median SGP	49.5				51		49		48.5	33
Math Median SGP	60				51		62		58.5	55.5
EL Progress Rate*	43.9%									
Graduation Rate**										
Regular Attendance Rate	76.5%				71.3%	76.5%	77.8%	70.3%	72.2%	73.1%
Ninth Grade On Track Rate										
Dual Credit Rate										

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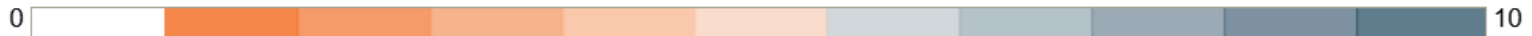
How did each student group perform on the Washington School Improvement Framework, over time?

Byron Kibler Elementary School

Final Score by Student Group

Previous Graphs

Strengths	Growth Areas
Enrollment is trending upward. Scores increased for All Students, White, and Low-Income groups. All Students went from 6.1 to 6.7 (9.8% increase). White students went from 6.65 to 7.23 (8.7% increase). Low-Income students went from 5.2 to 6.1 (17.3% increase). Students with disabilities improved from 1.75 to 3.53 (17.3% increase). Grade 4 ELA was above district and state averages. Grade 3 Math matched the district and exceeded the state average. Grade 3 ELA was above the state average.	Hispanic student scores stayed nearly the same, decreasing slightly from 5.35 to 5.30. SBA scores overall were in the 50s and 40s, lower than previous years. Grade 5 Math, ELA, and Science were below state and district averages. Grade 4 Math was below the district average. Grade 3 ELA was below the district average.

AIMSWeb Reading and Math Measures

AIMSWeb is another measure to see how students are doing and inform the instruction they require for success. We use AimswebPlus, a universal screening, benchmarking, and progress-monitoring tool from Pearson, to assess literacy and math proficiency in grades K-5. These assessments help identify students who are meeting grade and term-level benchmarks and those who may need additional support.

2024-2025

% at/ above 50 percentile

Oral Reading Fluency				
	Fall	Winter	Spring	GOAL
Kindergarten	24	38	60	75
1st Grade	45	43	25	75
2nd Grade	51	50	35	75
3rd Grade	46	50	56	75
4th Grade	44	50	49	75
5th Grade	44	44	36	75
% Met T1 Aimsweb ORF				

% of Students Meeting ORF Proficiency

Grade	Fall	Winter	Spring	GOAL
Kindergarten	24	38	60	75
1st Grade	45	43	25	75
2nd Grade	51	50	35	75
3rd Grade	46	50	56	75
4th Grade	44	50	49	75
5th Grade	44	44	36	75

As measured by aimwebPlus

Legend: Fall, Winter, Spring, GOAL
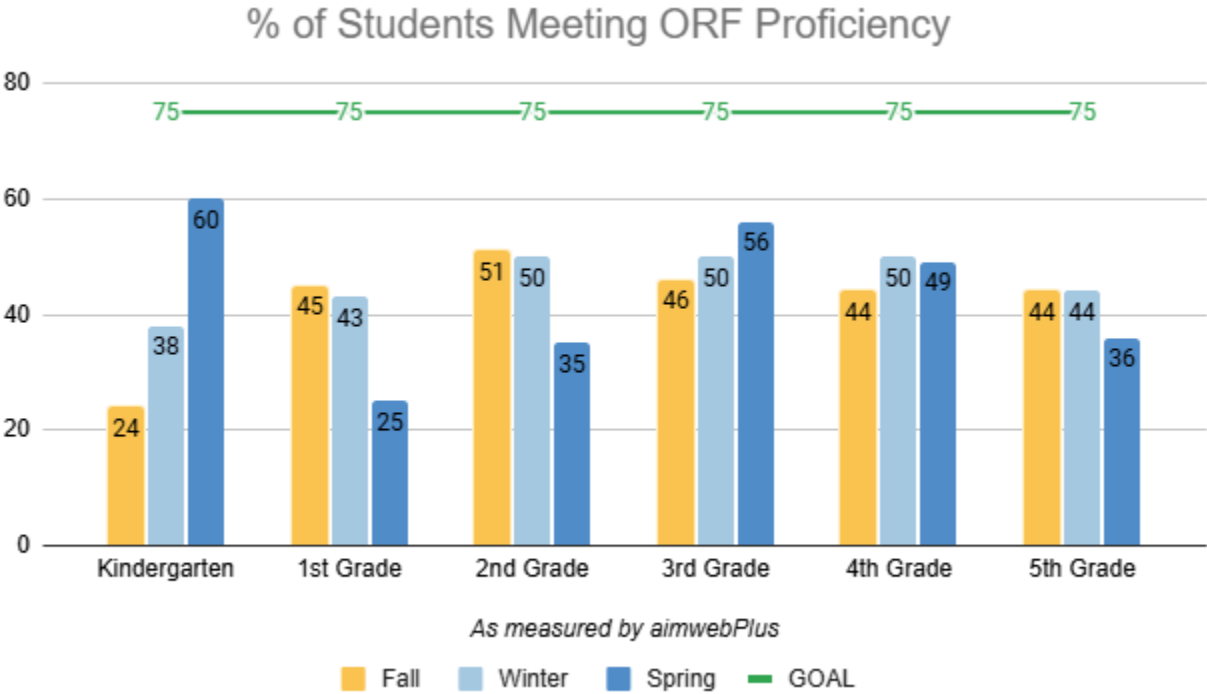
Strengths	Growth Areas
K, 3, and 4 increased their ORF scores from Fall to Spring. Kindergarten increased by 36 points; Grade 3 increased by 10; Grade 4 increased by 5.	Grades 1, 2, and 5 all decreased from Fall to Spring. None of the grades reached the goal of 75% meeting benchmark; Kindergarten was closest at 60%.

2024-2025

	Number Sense Fluency		
	Fall	Winter	Spring
*Kindergarten		74	
*1st Grade	36	42	67
2nd Grade	46	52	70
3rd Grade	40	64	62.00000
4th Grade	59	66	64
5th Grade	67	65	55
% Met T1 Aimsweb NSF			

% of Students Proficient in Number Sense Fluency
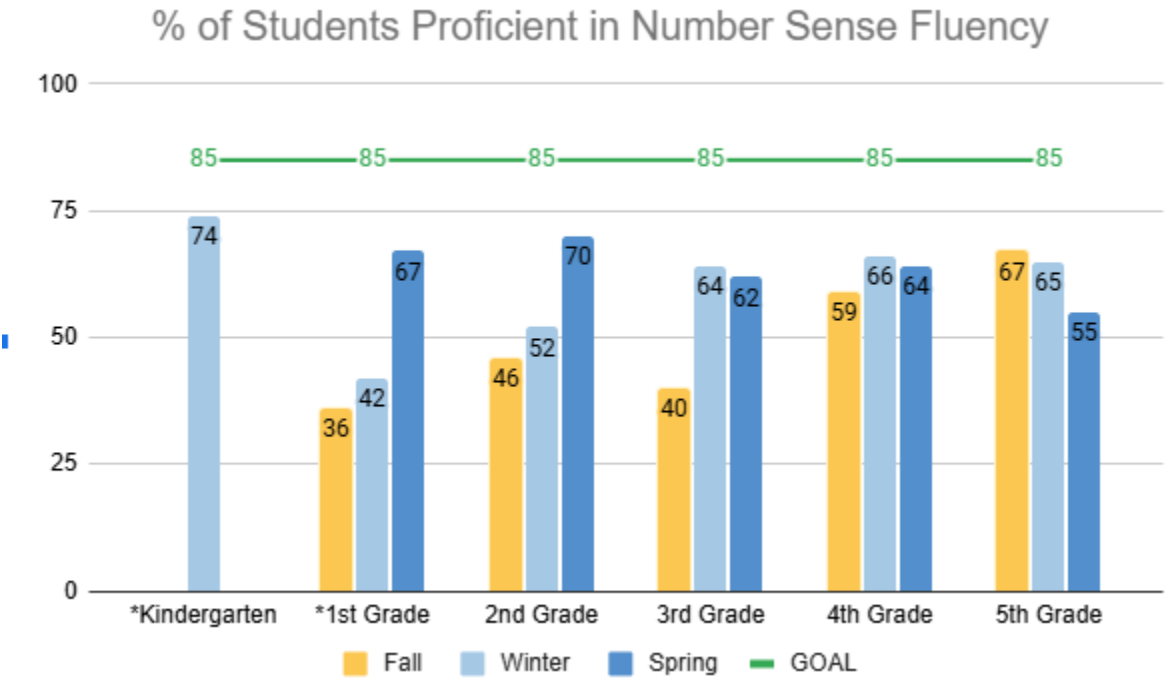
Strengths	Growth Areas
K-4 all showed growth in NSF K-2 showed over 20% growth	Our goal is for 90% students meeting the benchmark for each grade level and we have room for growth. 5th went down 12 points. We would like to see 4th grade and 5th grade make growth similar to grades K-3.

What percent of students entered kindergarten ready in all six areas of development and learning, over time?

Byron Kibler Elementary School

All Students

2017-18	2018-19	2019-20	2021-22	2022-23	2023-24	2024-25
65.1%	60.9%	66.3%	41.4%	33.8%	33.8%	12.3%
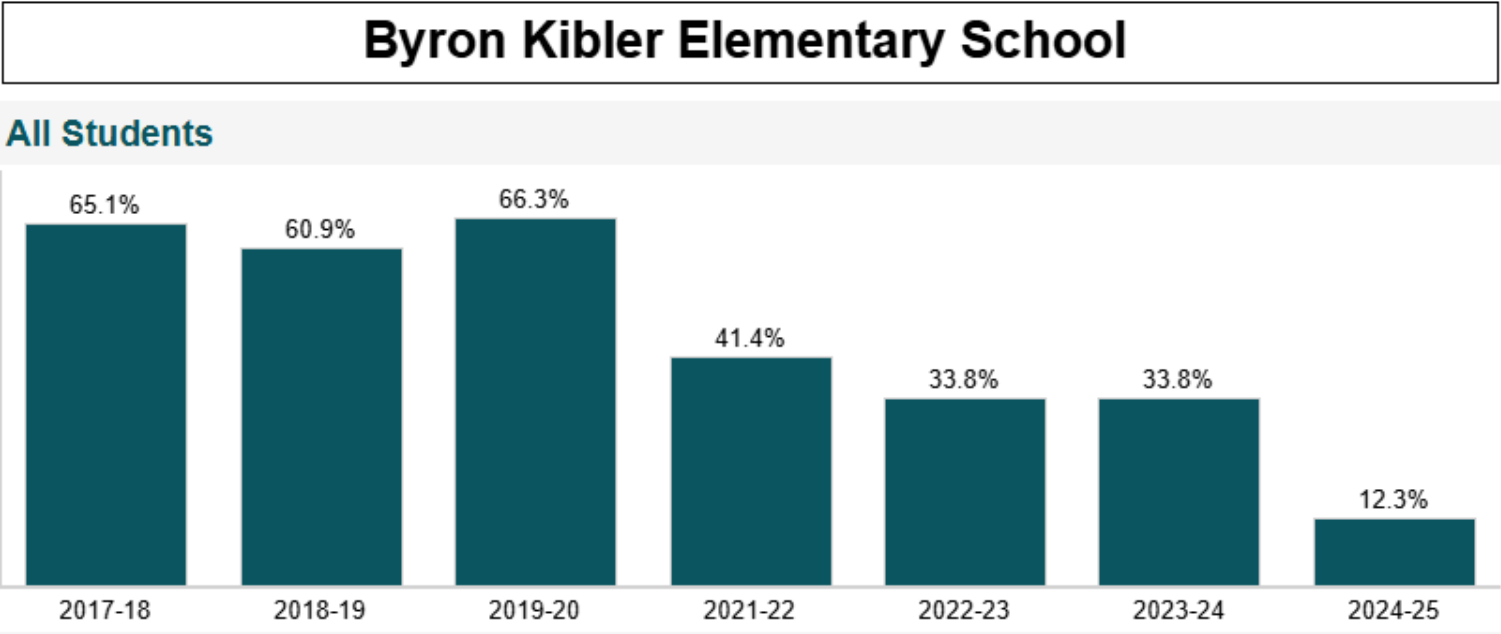
Strengths	Growth Areas
Seeing the higher data from a few years ago, reminds us all that we hope to get back to this place.	Our incoming Kindergarten readiness data has steadily declined since 2019–2020 and is significantly lower than other district and neighboring schools. This remains an urgent focus.

Student Belonging Data 2024-2025

In March of 2025, 3rd-5th grade Byron Kibler students took a **climate survey**, focused on belonging, called the Psychological Sense of School Memberships Survey. Major findings include:

- *70% of 3rd–5th graders completed the survey. We intend to raise this to 95% this year.*
- *Average score for "People notice when I am good at something" was 3.39. Our goal is to raise this to 4.0 or higher in 2025–2026.*

Key Takeaways about student groups from analyzing the data:

- All student groups that are measured have made growth into the 24/25 school year.
- With all of the continuous improvement adjustments to the master schedule, the addition of new curriculum, new intervention materials and new assessment measures, this trend should continue as staff and students gain familiarity in all areas.
- We came across the kindergarten readiness scores recently and are wondering what, if anything, we can do differently to aggressively and intentionally accelerate all students. Especially our younger ones with lower readiness scores.
- We hope another year into our UFLI curriculum and Aimsweb assessments, including progress monitoring will lead to high scores by the end of this year.
- In number sense fluency, we are proud of the gains and our staff has determined to keep our Math goal in number sense fluency to see if we can keep raising our students' learning. We are also using Reflex Math as a math fluency support for all students. .

2. What are some possible root causes your team has identified? Consider both the identification of areas of strength and what it will take to build strength in other areas.

We do believe as a school community we will continue to see the impacts of a lack of in-school learning, or even in-person daycare or in-person activities for years to come. Students missed out on active play with others which is crucial in their social development. This impact is getting farther and farther removed. Our students are resilient, we believe in them and we believe we will continue to make small tweaks for large impacts to improve student learning.

Students need to continue to master phonics, increase reading fluency, math fluency, reading comprehension, vocabulary and problem-solving along with building their stamina to keep learning all day long to make the improvements we need to see. Teachers creatively use their time to maximize student learning by attending to their daily schedule and the natural rhythms of the daily routine. They are experts at making adjustments to be more efficient with their time.

With all the changes listed above, it also is challenging for teachers to acclimate to their new assessments and learning materials, they need time and professional development to gain familiarity with the new materials. Time to see how students respond, time to find gaps in the learning materials, and how to fill them. No one curriculum covers all the standards deeply, but it takes time to figure this out and make changes based on how students are learning.

Two responses to build strength have been a change to our master schedule, which is district-wide amongst all the elementary schools and the second is the addition of WIN (What I Need) time, also district-wide. The master schedule increased learning time for students, increased teacher-student contact time, created daily, common planning for teachers and many other benefits for student learning. The WIN time has added a defined acceleration time for each student. Teachers have named their English Language Arts and Math Essential Learning Times, where no student is pulled out for extra services during this time. Every student is in class, getting their first instruction (tier 1 instruction) from their teacher with their peers. This is still a priority for our district and school this year. WIN time is in its second year in our schedule and is using current data to help all students improve their reading skills. Every teacher and grade level is exploring options to provide what their students need. No new instruction is given during this time so no student is missing important tier 1 instruction. We believe these two adjustments will lead to improved student learning outcomes in the future as documented by our Aimsweb and SBA data.

Yet another strength is our PAWS room. This year our PAWS room, is continuing to develop and refine systems to help students learn self-regulation skills that allow them to de-escalate, calm down and/or take a break to then get back to a positive mental state that is ready-to-learn. This room along with the two caring adults who work in concert with our special education department and classroom teachers and paraeducators are truly making a difference in helping more students spend more of their time in the classrooms learning. They are being taught through 1:1 and small group instruction. We are using Conscious Discipline concepts rooted in brain science as a guide for adults and an online program called Everday Speech that allows our Resource Room and PAWS room to find premade lessons/videos that support students' learning in a variety of areas. If a student struggles with raising their hand to be called on, some videos and lessons help students reflect on their behaviors and try to learn from watching, modeling, practicing, and reflecting. This team is facilitating communication between classroom teachers, other staff, and families to help students do their best. This is a draft process, which means it is being tweaked and reflected upon often to serve students in the best ways possible.

We continue to hold our Student Support Team meetings each week as a leadership team and also set aside time to meet with the classroom teachers about students of concern. This team works together to implement intervention ideas to support student learning with academic and/or behavioral needs. The team follows a process of using data and all information available about a child to support their learning. The team sets up a schedule to meet again about a student to analyze the information and see if the student has made significant growth. If yes, the team the continue the current intervention or abort the intervention if not needed. If no, the team decides to continue with a certain intervention, begin a new one, and/or decide if a student should be evaluated for special education services.

Finally, our strength is in our adults. All adults at Kibler care about our students. We are the school with heart. They are here early, here late, and make the most of all their time spent at school and at home too, to prepare their best lessons for students to learn. They collaborate on a daily and weekly basis. They share what is working and problem-solve challenges together. They welcome and support new staff to help all deal with the challenges of working with a variety of students at different levels within their rooms, trying their best to serve each student where they are with a reflective intensity that promotes engaged learning.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representative example of the student population. (Do not include identifiable information!)

    a. What strengths do they possess?

    A typical Kibler student is kind and caring. They are not afraid to ask questions and advocate for themselves. They love to interact with their peers and are eager to learn. Kibler students are curious and excited to participate in school and classroom activities, and they want to be leaders. They have Kibler school spirit, they love learning and are increasing their stamina every day they are present. Kibler students love to make new friends and love to truly engage and own their learning. A student recently shared how his project didn't work properly and he was "problem-solving" to figure out what went wrong and how he could fix it. Other students showed their projects, they were proud of their learning, and the process it took to get there, and then proud of their success. They were also proud of their classmates' success and rallied around those students who were still trying to problem solve. What a great collection of strong learning students.

    b. What challenges do they face?

    Kibler students are still challenged with learning how to be resilient students even four years removed from a school year that had masks, physical distancing, new leadership, new staff, new schedules, new curriculum, isolation, lack of play with peers, quarantines, absences, and ever-changing health and safety guidelines. They have hit the ground running this year on how to be respectful students who make good decisions and solve problems. Our typical student may have struggles in reading and/or writing and/or math but they keep trying. They are talking more and more about math, they are working in groups more and they are enjoying math instead of feeling anxious.

    c. What are some important relationships in their life?

    Family, Enumclaw is all about family and our Kibler families exemplify this. Family is the most important relationship in their life. The family bond is strong and parents do their part to ensure student success in school. Kibler students also see the importance of peer relationships as well as relationships with their teachers and the other adults in the building. Their number one relationship in school will always be their teacher, and just like adults, they thrive when they know their teacher cares about them and believes in

them. We are excited to see more and more volunteers back in our building. On a daily basis, there are numerous volunteers supporting their children and the other children in class.

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day-to-day activities of your school?

Our vision was created through a collaborative staff effort, and a Vision team and finalized at the very beginning of last year. It is not a statement, but rather a one-page document of our beliefs of where we want to be in 5 years. We plan to create further pieces to our school culture, but start with our Vision.

The second piece of our Vision has been the creation of our school norms. Throughout our school, we have co-developed our cultural norms to define how we work with each other. Each group that works together has a set of norms for when we meet and whenever we gather.

A third piece of our Vision has been the motto of "Mission Possible." This is on a t-shirt, it's promoted in our announcements and at our assemblies. We want our school community to remember three pivotal things. Students need to know the adults believe in them, they need to believe in each other and they need to believe in themselves. We are focusing on and encouraging the building of students' self-efficacy. We are making it explicit this year. We will continue data to help us increase student learning. To focus on growth. We want to celebrate our staff and how hard they work together with the importance placed on student learning.

Each child is significant and valued at Kibler. In ESD we have the 4-Bs. This is how we make sure each child gets what they need, we focus on belonging, broadcasting student voice, belief in students, and reducing barriers. The 4-B's help us keep what is important right in front of us. There is no arguing these b's. They are what is important for kids.

The district has also introduced our 5 Commitments last year. Student well-being, literacy proficiency by grade 3, algebraic reasoning by grade 9, on track for graduation by grade 9, and graduates with a plan and pathway. We continue to dive into these commitments. The first commitment, student well-being, is crucial to our student learning growth. This year we will continue to take the Hope Scale Survey. This survey, with its six questions for students in grades 3-5 will help us know how students believe and feel about their ability to influence their own outcomes. We believe Hope is a skill and we want to help students know they have agency and power to improve their own outcomes.

Educators within our building are still working towards learning each student's "story". Who are they? Where did they come from? What interests do they have? What is important to them? Who supports them at home? Are there aspects of their culture that are important to them? What traditions do they value? What are their goals for the future? What needs do they have to be successful? How do their culture/values impact their learning/worldview? How do they learn? How do we know they have learned what they have been taught? Once teachers learn this information and how they can utilize it to create an academic environment that supports the individual child and their success.

2. 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)?

Leaders who engage in strong adult learning will be better prepared to support the adult learning of staff. The principal and two staff members attended the NWPBIS conference last spring. The principal and assistant principal also attended the AWSP conference right after school was completed. Our staff this year will have professional development in ELA and will continue to learn through our distributive leadership model of PLCs.

It is important to note that our school has experienced frustrations recently with all the changes to our school community. A new schedule, new curriculum, new assessments, a new special education team, and larger class sizes in the intermediate grades, among other stressors have created uncertainty, frustration, and anxiety throughout our school family. Changes in education and in schools can always lead to some messiness. When we embrace the messy and keep optimistic that challenges like these allow for continuous adult improvement and can lead to improved student outcomes, the changes will have been worth it.

Our BLT is focused on improving student learning through increasing Tier 1 instruction by increasing the use of data and evidence-based strategies.

Another need this year has been a focus on our systems with student behaviors. There is a concerted effort both schoolwide and within the classrooms to help students allow the teachers to teach and the students to learn. We are continuing to refine our discipline systems and our implementation of SWIS. SWIS is a way for schools to track student behavior that is managed by adults and managed by the administration, with improved communication with the family as well.

3. 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?

Staff will receive some extra training regarding our 3-5 curriculum in January. This will be well-timed as staff has had a little over a year to become familiar with this new, rigorous and challenging learning material. Staff will also be spending time learning about the new Skyward update called Qmality. This training will allow them to be more familiar with our school information system and how it impacts the logistics of being a teacher with attendance and grading as examples.

Systems of Support

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

Kibler has many ways to support students. We have a Student Success Team (formerly MTSS) that meets weekly to address behavior challenges and to brainstorm support for the students. There are refined procedures for this team regarding the meeting with the teacher on Thursday mornings and the Friday SST leadership team meetings that have begun to wrap around and improve support of the action steps the SST meeting with the teacher created. The SST meets to discuss students with academic and/or behavioral needs. Our Guidance Team meets with families to determine if a student requires specialized instruction that our Resource Room or ILC can provide. Kibler has transitioned from a solution room to the PAWS room, where students can come to take a break and/or work out issues they are having within the classroom and/or on the playground. Students can choose to come to the PAWS room on their own or they can be referred to the PAWS room by their teacher or other adults. The PAWS room is one step in our desire for a progressive discipline approach.

We use Character Strong as our schoolwide, Tier 1 Social Emotional Curriculum. This curriculum makes it simple for a classroom teacher to support our monthly character trait with daily lessons that teach the skills of being kind, respectful, responsible, and many more. Many of our teachers provide a safe, calming area for students to use during and inside class to help them self-regulate. For example: A class was on the carpet beginning a math lesson when a student suddenly began screaming for an unknown reason, the teacher prompted the student to use the safe space. The student quickly sat down in a comfy chair while still crying loudly. Another student came over and handed the upset student a stuffed animal and walked away. The class continued learning on the carpet. The teacher kept teaching. Meanwhile, the student was calming down on their own. The class transitioned back to their desks to work in pairs and soon after the student quietly moved back to his seat and began participating. The time span of this was less than five minutes. The student could still access the learning, self-regulated mostly on his own and then joined back to class on their own. The teacher can decide if and when to reflect with the student

about the whole situation. What a great example of how a safe space can support student learning, teacher instruction, and a positive class environment.

One way we are strengthening our systems is by the district-wide adoption of SWIS, Schoolwide Information Systems, which tracks student misbehavior with communication forms. We are currently refining our reporting processes, and communication processes and moving towards a matrix that may help how we respond to misbehavior in the future.

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

Kibler uses the following ways to identify areas of strengths and improvement:

The Building Leadership Team, Staff meetings, 1on1 and small group conversations, Student Support Team Meetings, District Leadership and principal meetings, Certificated and Classified Union input and more. We use our Aimsweb data and recent SBA scores.

Teacher observations based on academic, behavior/discipline, and/or attendance data are taken from our new SWIS dashboard that keeps track of student referrals for behavior. We analyze health room visits, referrals from families, referrals from the office staff, CPS concerns, Student Support Team requests, and attendance among others.

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

School and community systems interact extremely well to support students. For example, a student who has a challenging recess may be referred to our PAWS room for a conversation with our paraeducator. Her work with the child is intended to get the child back to their schedule as soon as possible with a mental state that will allow them to learn. It may be a restorative conversation with another student, it could be a time to do some self-regulation practice and then return to recess, etc. At a later time, but still as soon as possible, the PAWS room para will then communicate with the teacher that the student visited the PAWS room. The teacher can then make the decision on when/if the family needs to be notified. A communication form may or may not be filled out that details the incident for documentation that can be accessed by the AP, P, Counselor and the EIS at any time. This data can be useful for the Student Success Team, progressive discipline, or a Guidance Team in making future decisions if needed.

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

Teachers and staff are more than willing to meet students where they are and work as a team to support them in their social, emotional and academic growth. Our PTA provides support through fundraisers and events. Our PTA has raised over $25,000 through our Fall fundraisers. We have had a back-to-school BBQ, Fall Movie Night, Trunk or Treat, movie nights, and more engagement events are planned. Our student leadership team is planning a coin drive for December, where grades will compete, and the winner will be the Rainier Foothills and Wellness Center. We have also partnered with the Plateau Outreach Ministries and donated over 2000 lbs for a schoolwide food drive the past three years. This past year, we included the other four elementary schools, so that we donated over 5000 lbs of food total. We also have had continued support from Grace Point Northwest. They are always looking for ways to support our school, and last year they donated 18 carts we use for our students who bring lunches each day. They take up less room, are sturdy, and quieter in our long hallways! They also donated two more soccer goals, adding on to the two goals they donated last year. We have volunteers to support our picture days, PE running club two days a week and multiple volunteers in classrooms on a consistent basis. We love our community support and want to continue to strengthen current partnerships while creating new ones.

Section 7: Schoolwide Reform Strategies

SY 2025-2026 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES

Goal/Priority #1 (G1) SEL	Students will raise their average score on the question, "People at my school notice when I am good at something," from 3.4 in March 2025 to 4.0 or higher in March 2026, as measured by the PSSM.
Goal/Priority #2 (G2) Literacy	Kindergarten - By Spring Benchmark of 2026, 80% of students will meet proficiency in Letter Word Sounds Fluency as measured by the Aimswebplus. Grades 1 and 2 - By Spring Benchmark of 2026, 80% of students will meet proficiency in Oral Reading Fluency, or will increase over 20% over the 2025 Spring Benchmark as measured by Aimswebplus. Grades 3-5 - By Spring Benchmark of 2026, 80% of students will meet proficiency in the Reading Composite Score as measured by the Aimswebplus.
Goal/Priority #3 (G3) Math	By Spring of 2026, 90% of students in K-5 will meet the Spring Benchmark in Number Sense Fluency as measured by Aimsweb Plus.

Section 8A: Action Planning

Priority Goal 1 - Key Performance Objective (KPO): Social Emotional Learning - Students will raise their average score on the question, "People at my school notice when I am good at something," from 3.4 in March 2025 to 4.0 or higher in March 2026, as measured by the PSSM.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
A1) Character Strong SEL curriculum implementation	2025-2026	Classroom Teachers, Principal, AP, student leadership team	Students participate in daily lessons that teach and reinforce monthly character traits such as kindness, respect, gratitude, etc. Increasing

			recognition of the traits through weekly and monthly announcements and recognition assemblies. Classroom teachers will continue to make intentional instructional decisions to help students feel like they belong to a class family.
A2) Intentional use of strategies to increase recognition and encouragement of others by staff to student and especially student to student.	2025-2026	Various adults in the school	Use of two or more of the listed strategies: Shout outs at the end of class periods where students can recognize each other for positive behavior. Use scouts in class settings (GLAD strategy), looking for specific things to increase students' recognition students. Using students to demonstrate/help teach new skills as they master new concepts. 5:1 strategy - noticing 5 good things for every correction. At monthly assemblies (or via video) had 3 kids do something they are good at - like a 5 minute talent. Try out at recess. Have teachers ask students what no one knows you are good at and highlight those students who have hidden talents.
A3) Improve Participation in the PSSM from 68% to 95%	2025-2026	Principal, AP, Counselor, EIS, and classroom teachers	All 3-5 classes will take the Hope Survey and the PSSM surveys on the same day. This is to improve participation rates. Make sure all classroom teachers have the list of questions and access to the survey ahead of time. Create a document that allows teachers to review the main points of the PSSM so students can

			focus on their responses and not on what the questions are asking. We believe this coaching will help students accurately represent themselves on the survey.

Section 8B: Action Planning

Priority Goal 2 - Key Performance Objective (KPO): Literacy: Kindergarten - By Spring Benchmark of 2026, 80% of students will meet proficiency in Letter Word Sounds Fluency as measured by the Aimswebplus. Grades 1 and 2 - By Spring Benchmark of 2026, 80% of students will meet proficiency in Oral Reading Fluency, or will increase over 20% over the 2025 Spring Benchmark as measured by Aimswebplus. Grades 3-5 - By Spring Benchmark of 2026, 80% of students will meet proficiency in the Reading Composite Score as measured by the Aimswebplus

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
A1) Continued implementation of UFLI and Heggerty in K-2 and K-1, respectively.	2025-2026	Classroom Teachers K-2 and K-1	UFLI helps improve decoding skills, link sounds to letters, improve confidence, and help improve fluency. Heggerty provides explicit phonemic awareness instruction for all students
A2) Progress Monitoring	2025-2026	Classroom Teachers/Title/LAP, RR	Use of AIMSWEB, 95%, UFLI, and other tools to keep track of student progress and to create skill-based interventions.
A3) Focused Fluency Practice K-5	2025-2026	Classroom Teachers, Title, Special Education and MLL	Use of reading fluency improvement strategies at below/on/above grade level text. Strategies could include repeated readings, choral reading, paired reading, readers theater,

			audio-assisted reading, varied practice, recorded readings, and the use of smooth finger tracking, proper posture, and ready-to-read skills.

Section 8B: Action Planning

Priority Goal 3 - Key Performance Objective (KPO): Math: By Spring of 2026, 90% of students in K-5 will meet the Spring Benchmark in Number Sense Fluency as measured by Aimsweb Plus.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
A1) Use of Open Up Resources (Illustrative Math) Learning Materials	2025-2026	Classroom Teachers	Teachers continue implementing the curriculum within their classroom instructional practice and using the 5 mathematical practices from Open Up Resources.
A2) Grade-level collaboration	2025-2026	Grade-level PLCs	Teachers work together to analyze data and implement the math curriculum, ensuring effective math strategies are taught in line with state standards.
A3) Use of specific Number Sense Fluency activities	20245-2026	Classroom Teachers, Resource Room	To build number sense fluency, we will use engaging strategies such as games, manipulatives, subitizing activities, puzzles, real-life connections, and measuring tasks. Students will practice explaining their answers, which deepens understanding and helps assess comprehension. These varied approaches make learning hands-on,

			practical, and relevant, helping students strengthen their comfort and confidence with numbers.

Enumclaw High School - School Improvement Plan
2025-26 School Year

REFORM STRATEGIES

Improve the number of students who attend 90% or more school days.

Close the on-time graduation rate opportunity gap for students who receive special education services.

Improve the number of students graduating with an EHS diploma and a plan for next steps.

Enumclaw High School Vision

We empower every student to learn, grow, and thrive through meaningful relationships, rigorous learning, and purposeful pathways—so they graduate with confidence, connection, and a clear plan for their future.

Enumclaw SD Theory of Action: If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

Equity Statement: We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students' strengths and needs, including factors and variables that may not be easily identified.

1

Section 1: Building Data	
1a. Building: Enumclaw High School	**1g. Grade Span:** 9 -12 **School Type**: High School
1b. Principal: Rod Merrell	**1h. Building Enrollment:** 1344
1c. District: Enumclaw School District	**1i. F/R Percentage:** 31.8%
1d. Board Approval Date:	**1j. Special Education Percentage:** 13.7%
1e. Plan Date: October, 2025	**1k. English Learner Percentage:** 5.3%
1f. School's Washington School Improvement Framework (WSIF) Support: Foundational Supports	

Section 2: School Leadership Team Members Parent-Community Partners Please list by (Name, Title/Role)	
Rod Merrell, Principal	Matt Gerhardt, EHS Social Studies
Paul Iacobazzi, Assistant Principal	Tandy Schafer, EHS English
Kim Herd, Assistant Principal/CTE	
Mark Gunderson, EHS Health and Fitness	Kami Johnson, EHS Counseling
Kody Dribnak, Assistant Principal	Allison Abrahamse, EHS Science
Paul Scott, EHS Fine Arts	Katie Green, EHS Special Education
Heather Oliver, EHS Family and Consumer Science	Elyssa Greene, EHS Special Education

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Section 6: PLAN/NEEDS ASSESSMENT

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Student Populations

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

   Enumclaw High School has persistent opportunity gaps when we look at the achievement of white students compared to other student groups at the high school. Additionally, the measure of regular attendance continues to be a challenge at EHS. Based on our data from the 2024-2025 school year, the high school regular attendance rate was 67.9%. We have made improving student attendance one of our school-wide goals for improvement. Our data shows that we have opportunity gaps in regular attendance with students of color, students receiving special education services, and students experiencing poverty.

   (EHS Attendance Data - 23-24)

Group	Regular Attendance Rate (YEAR?)	Gap (State Avg 72.7)
All Students	69.2%	3.5%
Hispanic/Latina/o of any race(s)	67.0%	2.2%
Two or more races	76.1%	N/A
Students receiving MLL Services	69.4%	.04%
Low-Income	68.4%	.08%

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2. **What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.**

Our team has identified a range of root causes that are adversely impacting student achievement and school attendance. These causes span academic, social-emotional, and environmental domains, highlighting the complex and interconnected challenges many students face.

- **Areas of Strength:**
  We have seen relative strength in academic engagement among students who feel connected to at least one trusted adult on campus and participate in extracurricular activities or structured support programs. These students often have more consistent attendance and demonstrate greater resilience in overcoming challenges. Additionally, when mental health support is accessible and visible, students are more likely to utilize services, helping reduce absenteeism due to anxiety or depression.
- **Areas for Growth:**
  However, significant gaps remain. A large number of students struggle with chronic absenteeism rooted in mental health issues, academic disengagement, family responsibilities, or housing instability. For some, school feels irrelevant or disconnected from their future goals, which diminishes motivation. Others lack reliable transportation or have caregiving roles at home. Students experiencing poverty or homelessness often face barriers that go beyond the reach of traditional school supports.
- **What It Will Take:**
  To build strength in these areas, we need a more coordinated system of support that includes stronger partnerships with community mental health providers, expanded access to academic interventions and mentoring, and increased efforts to create a sense of belonging and purpose on campus. This also means rethinking curriculum relevance, providing alternative pathways to graduation, and implementing early warning systems to identify and intervene before students disengage. Our team is committed to using data to drive these improvements and to cultivating a more inclusive and responsive school environment for all learners.

3. **A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)**

   a. *What strengths do they possess?* A typical student at Enumclaw High School is a kind, community-minded young person who values connection and takes pride in their school. This student likely participates in at least one extracurricular activity—whether it's athletics, the arts, FFA, or a club—and feels a strong sense of belonging both on campus and in the wider Enumclaw community.

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They are respectful toward staff and peers, often showing small but meaningful acts of care, such as helping a classmate or checking in on a friend.

This student is resilient. They may face challenges—whether academic pressure, personal struggles, or family responsibilities—but they keep showing up, often drawing strength from their relationships with EHS staff and peers. They want to succeed and are motivated to learn, especially when they see how their education connects to their goals and values. Their loyalty and pride in being a Hornet are clear in how they show up for their peers, engage in school traditions, and represent their school positively both on and off campus. This student reflects both the strengths and the aspirations of our school community.

b. ***What challenges do they face?*** A typical student at Enumclaw High School faces a range of challenges that reflect both personal and community-level issues. While many of our students are caring, involved, and motivated to succeed, they are also navigating a complex and sometimes overwhelming set of obstacles.

This student may be impacted by the economic realities of their household, which can create stress and limit access to basic resources like transportation, consistent health care, or academic support outside of school. They are growing up in a time when the culture of personal responsibility is shifting, and they may struggle with independent problem-solving or perseverance when faced with academic setbacks. Social pressure is a constant—shaped heavily by peers, family expectations, and the influence of social media—often making it difficult for students to prioritize long-term goals over immediate acceptance or image.

Additionally, mental health challenges are increasingly common, and many students face barriers to accessing consistent support. In some cases, strained relationships between families and schools contribute to low engagement or a lack of trust, making it harder for students to see school as a place where they are fully supported. Despite these challenges, our students continue to show up and try—demonstrating a resilience that motivates our team to keep finding better ways to meet their needs.

c. ***What are some important relationships in their life?*** A typical student at Enumclaw High School is someone deeply rooted in relationships that shape their identity, motivation, and outlook on life. This student is connected to a network of support that includes family members who care about their well-being, EHS staff who know them by name, peers who influence their day-to-day decisions, and mentors from activities such as sports teams, clubs, or faith-based groups.

These connections play a central role in how the student experiences school. A coach may serve as a trusted adult who encourages academic focus, while a teacher might provide a consistent and safe space in an otherwise unpredictable day. Friends offer emotional support, but also bring social pressures that impact behavior and decision-making. This student navigates the highs and lows of adolescence within the context of these relationships, and their success is often linked to the strength and stability of the connections they've built.

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Centering on this learner means recognizing that growth and achievement don't happen in isolation—they happen in community. Supporting this student requires ongoing attention to the relationships that surround them, and creating opportunities in school that reflect the values, interests, and support systems they hold most dear.

Educators

1. **Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day-to-day activities of your school?** We have been working on vision and culture for the past three years at Enumclaw High School. Staff and students collaborated to create EHS CARES - our school-wide norms and created common expectations for different spaces on campus, including hallways, the commons, and offices. We also created common expectations for classrooms that we implemented in the spring of last year. This year, we revised our electronics policy to address student cell phone use in the building in an effort to increase student engagement with learning. Additionally, administration, the building leadership team, and certificated staff collaborated on staff common expectations (LINK). Finally, during our August days, we focused on increasing rigor and engagement with all students at EHS. This is directly related to increasing expectations for all students at EHS.

2. **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)?**

   We have identified several areas where we could use additional professional development, including:
   - AVID instructional methodologies
   - Implementation of Tier-1 Common Expectations
   - Rigor in the classroom.
   - AVID Focused Note-taking Process.
   - Learning and the Brain
   - Conducting challenging conversations in the classroom
   - Leveraging High Engagement Strategies for improved learning

3. **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?**
   This is my fifth year as the principal of Enumclaw High School. Our initial professional development has been on fostering positive relationships in the classroom and across the campus at EHS. We focused on the importance of positive relationships, strategies for building relationships with students, and strengthening our system of behavior interventions. We are now moving our focus to professional development on implementing AVID instructional practices, increasing rigor and engagement in the classroom, and brain-based learning. As part of the effort to increase professional learning for staff, EHS retooled our PLC structure to allow for a learning-centered PLC each month (LINK). We collect feedback data from each session to improve our practice.

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Systems of Support

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

   At Enumclaw High School, we have implemented several professional learning initiatives that are proving to be powerful and effective in improving instruction and student engagement. Notably, the integration of AVID instructional methodologies, including the Focused Note-Taking process, has helped teachers support students in developing consistent academic habits and deeper processing of content. The use of high engagement strategies has also led to more active participation and increased cognitive demand in classrooms across content areas.

   The implementation of Tier-1 Common Expectations has provided a consistent foundation for classroom behavior and learning routines, creating a more predictable and supportive learning environment. In addition, training around rigor in the classroom and conducting challenging conversations has strengthened teachers' ability to push thinking and manage sensitive topics respectfully and inclusively. Professional development through Learning and the Brain has further deepened our staff's understanding of how students learn, helping to align strategies with cognitive science.

   We measure the success of these initiatives through a combination of classroom observation data, student engagement metrics, discipline trends, and feedback from staff and students. For example, classrooms that consistently implement AVID strategies show improved student organization and academic discourse. We've also seen reduced behavior incidents in classes that fully apply Tier-1 expectations, and teachers report increased confidence in facilitating rigorous and meaningful discussions. These outcomes indicate that our current professional learning efforts are both relevant and impactful.

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

   The school used qualitative and quantitative data to identify these areas of strength and improvement. Data sources included EHS Belonging and Inclusion Survey, discipline data, attendance data, student interviews, staff interviews, and work with the EHS Student Support Team.

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

   One area of strength with school and community partnerships can be seen in the continuing support of our full-time mental health counselor and part-time drug and alcohol counselor. These important services for students became a reality through a partnership between the Enumclaw School District and Rainier Foothills Wellness. In addition, this partnership has created opportunities to offer students

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psychoeducational groups on topics like anger management, dealing with anxiety, and positive relationships. Providing students with mental health services is vitally important.

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

One area of strength is the Enumclaw CTE Program. Our CTE Program aligns with the district's theory of action with regard to authentic and deep learning experiences for students, and it provides opportunities for students to participate in areas of study that will often lead to post-secondary opportunities. Our CTE Director is focusing on the CTE Advisory program, where industry leaders in our area and CTE teachers collaborate to increase the efficacy of our programs and to align our programs with standards within each industry. This effort is one way to strengthen our family and community partnerships.

One new initiative for the year is the implementation of a new high school and beyond platform. This new platform allows us to connect students with businesses and industries both in our community and the Puget Sound region. In addition, all graduates from ESD from 2025 and beyond will continue to have access to this resource beyond graduation. Alumni can use it as a resource to continue accessing support for the job search and work-related support programs, including resume writing and other professional skills. We hope that this will allow us to stay connected to our past students and continue providing a valuable resource throughout their lifetime.

Section 7: Schoolwide Reform Strategies	
SY 2023 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES	
Goal/Priority #1 (G1)	Improve the number of students who attend 90% or more school days.
Goal/Priority #2 (G2)	Close the on-time graduation rate opportunity gap for students who receive special education services.
Goal/Priority #3 (G3)	Improve the number of students graduating with an EHS diploma and a plan for next steps.

Section 8A: Action Planning			
Priority Goal 1 - Improve the number of students who attend 90% or more school days.			
Activity	**8b. Timeframe for Implementation**	**8c. Lead(s)**	**8d. KPIs**
1. Strengthen Tiered Attendance Monitoring & Intervention System.	September-June	Kody Dribnak, Admin Team, Ella Kurczewski, Counselors	1. Develop and implement an Early Warning System (EWS).

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			2. Create and train an Attendance Response Team (ART).
2. Improve Communication with Families About Attendance Expectations.	September-June	Kody Dribnak, Admin Team, Ella Kurczewski, Counselors	1. Launch an "Attendance Matters" awareness campaign. 2. Send the appropriate letters home to parents per the WAC code. 3. Meet with parents of students who are not regularly attending school.
3. Reduce Barriers to Attendance.	September-June	Kody Dribnak, Admin Team, Ella Kurczewski, Counselors	1. Partner with families to identify any barriers that may be affecting students' ability to attend school.
4. Build a Positive Attendance Culture.	September-June	Kody Dribnak, Admin Team, Ella Kurczewski, Counselors	1. Recognize individual and collective attendance achievements. 2. Use the extra Monday 15-minute time and Academic focus weeks to discuss attendance, goals, and time management. 3. Empower student leaders to promote attendance.
5. Partner with Community Agencies and Support Networks.	September-June	Kody Dribnak, Admin Team, Ella Kurczewski, Counselors	1. Formalize referral pathways to support services. 2. Engage tribal, cultural, and community leaders. 3. Implement restorative circles for chronically absent students.

Notes:
- **Washington School Improvement Framework for Enumclaw High School - 2024 WSIF**
- **OSPI Attendance Data for EHS (23-24) - EHS Regular Attendance Data**

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Section 8A: Action Planning			
Priority Goal 2 - **Close the on-time graduation rate opportunity gap for students who receive special education services.**			
Activity	**8b. Timeframe for Implementation**	**8c. Lead(s)**	**8d. KPIs**
1. Improve the implementation and monitoring of IEPs to ensure alignment with student goals, academic expectations, and EHS graduation requirements.	Ongoing	Paul Iacobazzi Elyssa Greene Katie Green Building Admin Team General Education Staff	1. 100% of IEPs are reviewed and updated annually with progress monitoring logs completed each quarter; 2. 100% of IEP meetings are attended by case managers, general education representatives, and a building administrator; 3. 100% of draft IEPs provided to IEP team (building administrators) 2 days prior to IEP meetings; 4. 85% of students with IEPs are on track with credits and graduation pathway requirements by the end of junior year; 5. Provide training to case managers and building administrators on writing effective IEPs.
2. Improve EHS staff members' understanding of Special Education Law and staff responsibilities to support students receiving special education services.	August 14, 2025 * Ongoing	Paul Iacobazzi Elyssa Greene Katie Green Building Admin Team General Education Staff	1. Hold Enumclaw School District SPED Launch * 2025-2026; 2. Address the importance of Special Education and IEP case management at every staff meeting; 3. Hold a Building Accommodations Fair/training; 4. Develop Gen Ed IEP at a glance organization.
3. Redesign the Independent Learning Classroom (ILC) program.	Dec. 2025	Paul Iacobazzi C Blechschmidt, Morag Crawford, Amy French	1. Meet with the ILC team to plan for redesign of the ILC program. 2. Enhance Life Skills classes to meet the needs of ILC students.

Notes:
- **Washington School Improvement Framework for Enumclaw High School -** [2024 WSIF](#)
- Need data for Resource students culled out of all SPED. Impacting and focusing on Resource students can increase grad rates overall.
- ILC grad rate (?)
- This is a work in progress. KPI to be determined once pertinent current data is clearer.

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Section 8B: Action Planning			
Priority Goal 3 - Improve the number of students graduating with an EHS diploma and a plan for next steps.			
Activity	**8b. Timeframe for Implementation**	**8c. Lead(s)**	**8d. KPIs**
1. Hold Senior Exit Interviews for all students in the class of 2026.	Completed by June 1, 2026	Lindsay Duerre, Kim Herd, Rod Merrell	1. All Senior students introduced to the Exit Interview process/ expectations (Qtr 1) 2. Staff trained on giving feedback/ assessing expectations (Otr. 3) 3. Students scheduled for Interview (Qtr 3) 4. All seniors complete exit interview (Otr 4)
2. Re-implement HSBP for all students grades 9-12.	Ongoing 2025-2026	Kim Herd Counselors Lindsay Duerre	1. Determine scope and sequence of Schoolinks material for each grade level 2. Create monthly 20-minute lessons for grades 10-12 3. Train staff on how to provide lessons to students 4. 90% of students complete lessons each month.

3. Hold "Follow Your Pathway"- Senior/Junior information night	November 2025- Conferences	Counselors	1. Design and implement evening program designed to support seniors/ Family as they move towards life beyond high school
			     a. post high school pathways overview
			     b. Financial Aid 101
			     c. Senior year timeline and Deadlines
			     d. College application crash course
			     e. Skilled Trade/ Apprenticeship options
			     f. Supporting mental health through transitions
			     g. SchooLinks and postsecondary planning tools
			     h. Alumni and Parent Panel
			     i. Sports beyond high school
			     j. Creative ways to pay for college
			
			 2. Implement incentive program for student and families attendance

4. Hold College/ Career Day	Spring 2025	Lindsay Duerre Junior Achievement support CTE support team	1. Plan and implement a career day that includes the following
			     a. College fair
			     b. Guest speakers from a variety of careers
			     c. Reality fair for seniors

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5. Hold Trades Festival	June 2026	TBD Grayson McKoon Eric Heintzinger CTE support team	1. Plan and implement a trades festival that includes opportunities for all students to visit and learn about potential careers and trade opportunities
6. Implement SchooLinks adoption- 2025 Course Planner	Ongoing	Kim Herd Lea Tiger Tice Counselors	1. Investigate different components of the SchooLinks platform. 2. Training on how to use Course Planner option (October)- this meets the requirement of course planning support in grade 10 for students pathway choice. 3. Create an adoption plan for Course Planner -following transition to Q. 4. 100% use in the 2026 school year
7. Link HSBP to Student SPED Transition Plans	Ongoing	Elyssa Greene Mike Rettinhouse Paul Iacobazzi	1. Revise EHS Transition plan to match EHS High School and Beyond Plan. 2. Train SPED Staff to use School Links for transition plan/HSBP.

Notes:
- **2023-24 EHS Graduation Data Summary** - EHS Graduation Summary 23-24
- **EHS Exit Interview Instructions** - EHS Senior Exit Interview Instructions

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Enumclaw Middle School
School Improvement Plan
2025-26 School Year

Section 1: Building Data	
1a. Building: Enumclaw Middle School	**1g. Grade Span:** 6-8 **School Type**: Middle School
1b. Principal: Lindsay Richter	**1h. Building Enrollment:** 522
1c. District: Enumclaw School District	**1i. F/R Percentage:** 38.3%
1d. Board Approval Date:	**1j. Special Education Percentage:** 16.3%
1e. Plan Date:	**1k. English Learner Percentage:** 5.7%
1f. School's Washington School Improvement Framework (WSIF) Support: Foundational Supports	

Section 2: School Leadership Team Members Parent-Community Partners Please list by (Name, Title/Role)	
Lindsay Richter, Principal	Paul Dumontet, Assistant Principal
Brian Erickson, History Department & Leadership Chair	Megan Jones, Special Education Department Chair
Renee Woods, Science Department Chair	Desiree Gibb, Math Department Chair
Ainsley Holz, Choir/Electives Chair	JB Blair, English Language Arts Department Chair
Mindi Dribnak, Physical Education Department Chair	Davette Eneboe, Counselor

Section 3: Vision Statement
Inspiring students to learn, lead, and impact their community and the world.

Section 4: Theory of Action
If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

Section 5: Culture of Equity Statement
We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students strengths and needs, including factors and variables that may not be easily identified.

Section 6: PLAN/NEEDS ASSESSMENT

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Student Populations

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

Test	*Takeaways*	

SBA- Math, ELA, Science

Assessment

Foundational Grade-level Knowledge (and above)			Consistent Grade-level Knowledge (and above)		
ELA 2024-25 School Year	Math 2024-25 School Year	Science 2024-25 School Year	ELA 2024-25 School Year	Math 2024-25 School Year	Science 2024-25 School Year
78.0%	68.9%	76.2%	53.1%	44.3%	64.2%

Note:

Foundational Grade Level Knowledge includes Levels 2-4 students; students are demonstrating they have **the essentials** of that grade's standards — they may still be growing in complexity, depth, or accuracy, but they are not entirely off grade level.

Consistent Grade Level Knowledge includes Levels 3-4; not only at grade level, but are reliably doing the tasks that grade level expects, and are more likely to be on track for college- and career-readiness (especially by the later grades). They handle more complex problems, apply skills accurately, and show more independence in their thinking.

The two labels help differentiate between "on or near grade level" versus "strongly on grade level / college-ready trajectory."

Enumclaw Middle School
2024 Annual Identification
Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
ELA Proficiency Rate	54.2%				35.7%		50.7%	59.1%	8.3%	37.0%	23.2%
Math Proficiency Rate	43.6%				25.0%		33.8%	48.9%		26.0%	13.7%
ELA Median SGP	52				47		44.5	53	57.5	50	43
Math Median SGP	63				60		60	63.5	45	62	45
EL Progress Rate*	13.2%										
Graduation Rate**											
Regular Attendance Rate	75.7%			85.0%	66.9%		80.0%	77.5%	72.1%	66.7%	68.3%
Ninth Grade On Track Rate											
Dual Credit Rate											

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*The EL Progress measure only applies to students who are English Learners and is only calculated for the All Students group
**Graduation decile score includes bonus points for extended graduation rate

SBA Takeaways:

Foundational Knowledge (SBA Levels 2-4): A high percentage of students demonstrated foundational grade-level knowledge (Levels 2-4) in core subjects during the 2024-25 school year:
  ◦ **English Language Arts (ELA): 78.0%**
  ◦ **Science: 76.2%**

Consistent Knowledge in Science: The percentage of students demonstrating consistent grade-level knowledge (Levels 3-4) in **Science (64.2%)** is the highest among all subjects in this category.

Math has the lowest percentage of students demonstrating consistent grade-level knowledge (Levels 3-4) on the SBA assessment, with only **44.3%** achieving this level in the 2024-25 school year.

Subgroup	Concern	Data Point
Students with Disabilities (SD)	**Lowest Overall Performance**	Received the lowest WSIF Final Score in 2024 at **1.93**, falling below the Cycle 3 Title I Identification Threshold.
	Extremely Low Proficiency	Math Proficiency Rate: **13.7%**. ELA Proficiency Rate: **23.2%**.
	Low Growth	ELA Median SGP: **43** (lowest subgroup). Math Median SGP: **45** (tied for lowest subgroup).
English Language Learners (ELL)	**Severe ELA Deficiency**	ELA Proficiency Rate: **8.3%** (the lowest of all listed subgroups).
	WSIF Identification	Identified for **WSIF Cycle 3: Tier 2 English Language Progress (ELP)**, indicating the school is among the lowest performing five percent in the measure for English language proficiency progress (based on WIDA test scores).
	Low Math Performance	Math Proficiency Rate: **26.0%**. Math Median SGP: **45** (tied for lowest subgroup).
Low-Income Students	**Lowest Attendance**	Regular Attendance Rate: **66.7%** (lowest observed rate).
	Low Proficiency	Math Proficiency Rate: **26.0%**. ELA Proficiency Rate: **37.0%**.
Hispanic/Latino Students	**Low Operational Metrics**	Regular Attendance Rate: **66.9%**. ELA Proficiency Rate: **35.7%**. Math Proficiency Rate: **25.0%**.

2. **What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.**

Root Causes:

Student Well-being	Algebraic Reasoning by grade 9	On-track for Graduation by grade 9
• Cell phones and social media continue to significantly impact students socializing skills, willingness to stand up for others, and fear of being ostracized • Some students don't feel their voice matters • Lack of empowerment/ownership as being the change agent for our school • Need to build better understanding of what it means to feel like you belong	• Students continue to struggle with computational skills that hinder them from performing higher level thinking/problem solving concepts • Students lack motivation- build in motivation to persevere; build a common goal for all to work towards • Attendance • Track students who haven't taken the test and have someone else administer the test in a structured setting • How can we make STAR relevant so that students care? • Need intensive math intervention for Level 1 & 2	• MLL- students need to better understand the importance of the test and impact of the test, along with use of tools (microphone, speech to text, etc) • All subgroups tend to have more barriers, structures and less experiences that allow them to perform at a higher rate • Need for building understanding of researched based strategies to build literacy skills • Build on interventions available for students during the school year

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day-to-day activities of your school?
   The vision and equity statement are the foundation to all of our meetings and what drives our work at EMS.
   We strive to make the learning authentic for their future, whether it's how they treat others in the halls & classrooms, or it's academic, striving to be the best student they can be. Our teachers and students continue to operate from an asset based approach. We identify the strengths that each person has in our building and we seek to foster those strengths. We work within systems to ensure that no student is lost and that we maximize our effectiveness as educators. We work to develop a culture where every student knows that they are valued and supported each and every day. We believe that when we recognize and reward healthy behaviors we get more of those behaviors. We work to ensure our students are best prepared for success in high school and, more importantly, in life.

2. 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)?

Student Well-being	Algebraic Reasoning by grade 9	On-track for Graduation by grade 9
• Continue to break down what does it mean to belong- need student perspective because are we measuring the same thing • MTSS Training- in September to improve SST process	• Created intervention options for students- built in Math Intervention class into the master schedule • Continued training in problem based learning strategies that allows for deeper thinking but also reinforces needed skills •	**MLL Needs:** EMS has been identified as needing more support for our MLL students. Our MLL students are quite a bit above the threshold when you factor in all other areas other than WIDA. However, because the state only uses WIDA scores to determine English Language Progress (ELP), we have been identified as WSIF Cycle 3: Tier 2 ELP. By training students and staff around WIDA, we believe we can make quick gains to show more accurate student performance on the test. Unfortunately, we will be considered Cycle 3, Tier 2 ELP for three years. While we don't think this is an accurate portrayal of how our students are performing overall, we do believe we need to be more intentional about all our subgroups. Students need to be fully literate in home language. **ELA** • More time with MLL teacher so that collaboration can occur with content teachers • Backtrack and differentiate with reading strategies linked to MLL and SPED classes • Collegial learning labs- MLL and content teachers observe each other; PLC time to work together to align or crosswalk content • Time to collaborate- align standards • Teacher availability in the day to call struggling students in and focus on them to support • Better understand the reading across discipline that is occuring- weight feels like it's only on ELA and Math

3. 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?

Student Well-being	Algebraic Reasoning by grade 9	On-track for Graduation by grade 9

• Restructured our leadership teams to incorporate more staff (from 1 team to 4 different teams with different representative)- Traditional BLT, Wolf Den Curriculum Building Team, Tier 2 Team, Climate and Culture Team
• Building Leadership Team Meetings (BLT)- leaders have input on building needs, upcoming meetings, protocols, etc
• Created Subcommittees within our BLT around Securly Hall Pass and Discipline
• 4 Full Day release days centered around Tier 1 practices with our BLT
 	
• MTSS focus on SST process
 	
• Restorative Practices-
○ Continuing reflection sheets with the 4 researched based questions to that work towards de-escalation and ensuring students have been given a chance to present their side of a situation
  ○ Improved accountability project for students assigned ISS that incorporate those 4 questions
  ○ Updated our referral form
  ○ Utilizing SWIS as a data platform for more informative behavior data than what Skyward can offer
 	
• Continue to capitalize on Wolf Den to capitalize on structured intervention times for students, SEL lesson opportunities for all, and school culture building
• Improved no cell phone policy with more consistency in phone plans
• Updated expectations around the 3Rs
	• Standards training
	• Curriculum training Open Up and Imagine Learning (IL)- same curriculum but resource different
	• Continue with Vertical Boards; Building the Thinking Classroom
	• Building Thinking Classrooms in Aug
	• Consistent make up procedures during testing window to catch students who haven't taken the test due to absences
	• Piloting AI and technology program that will help give feedback to students but NOT the answers, as well as, allows for differentiation based on student need
	• Leveled math classes without labeling them so that teachers can teach grade level standards but target missing gaps
	• Added a math intervention class that is in addition to grade level math class
	• Learning Lounge at the end of the day for optional additional support
	• Piloting a new way to reach our struggling students- each teacher "adopts" a student of concern; it can't be the same student. We reach out to them throughout the year and support them academically in needs they may have. The purpose is to build a connection to the student as we try to support them intentionally in academics but also in parent communication
		MLL:
		• Build in time to staff meetings to learn/calibrate on best practices for MLL students
		• WD support at the end of the day
		
		ELA
		• Consistent reading reading strategies- proximity and sitting with students; reading text out loud, write on text so can turn and talk
		• Setting reading goals- cycling back to independent reading skills
		• Piloting new curriculum
		
		• Learning Lounge at the end of the day for optional additional support
		
		• Piloting a new way to reach our struggling students- each teacher "adopts" a student of concern; it can't be the same student. We reach out to them throughout the year and support them academically in needs they may have. The purpose is to build a connection to the student as we try to support them intentionally in academics but also in parent communication

- Teen Truth- both assembly for students and training for staff around hearing student voice: most impact when students are involved
- Rising Up training- older students students are trained to work with younger students
- Piloting a new way to reach our struggling students- each teacher "adopts" a student of concern; it can't be the same student. We reach out to them throughout the year and support them academically in needs they may have. The purpose is to build a connection to the student as we try to support them intentionally in academics but also in parent communication

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the 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.

   We recognize that we need to continue to strengthen our interventions and ability to focus on students-of-concern (behavioral, social-emotional and academic needs); therefore, we restructured our staff meetings and how we use the time we have together in order to make a difference for these varying needs. See above for the nested meetings and structures. The key is finding the right data to focus on, not flying the plane before it's built, and not taking on too many changes at the risk of becoming burnt out.

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

   At the end of each year, Richter/Dumontet held end of year exit interviews to gather input on what worked and what didn't. Those changes along with recommendations from Continua and Cascadia who completed surveys with parents, students and staff, led to the purpose of the year (Continue to improve systems, procedures and best practices that increase positive student engagement (both in and out of the classroom). In addition, through key student conversations last year, it was apparent that students were not ok speaking up against their peers in fear of being rejected from their group.

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

   School and community systems are always a work in progress, given that those systems are changing. We work with itinerant Mental Health supports but can grow in offering community-based supports for students with social-emotional, socio-economic, alternatives to discipline, and academic supports. We are also able to utilize the Enumclaw Y services for parents that need them.
   At least 2x month communication with parents
   Parent feedback surveys throughout the year
   We are VERY excited to welcome our formal PTSO this year!!!

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

   Strengths with family and community engagement have been around surveys to parents at the end of last year to guide the work this year; 2 x month communication (at least)

EMS is looking to build partnerships with community-based programs and parents in order to get the more marginalized groups involved/engaged. It's been difficult to reach the parent base that speaks limited to no English, but also, the parents who feel their student is always in trouble.

EMS would like to see a parent support group (PTO) feel welcomed enough to re-form for added support for students.

Section 7: Schoolwide Reform Strategies

SY 2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES

Goal/Priority #1 (G1)	**Belonging**
	75% of students in grades 6-8 will respond with a 4 or 5 on question #1 when measured by the PSSM.
	Increase the percentage of all students in grades 3 - 12 reporting high hope as measured by the Children's Hope Scale by 5%.
Goal/Priority #2 (G2)	**Algebraic Reasoning**
	50% of students in grades 6-8 will meet proficiency as measured by the STAR math assessment.
Goal/Priority #3 (G3)	**On track for Graduation**
	85% percent of students in grades 6-9 will pass all classes by the end of the 25.26 school year as measured by student transcripts in Skyward.

STUDENT WELL-BEING

Actively monitoring student engagement, hope, belonging and social emotional learning

Section 8A: Action Planning

Priority Goal 1 - Increase students' feeling of safety and belonging
75% of students in grades 6-8 will respond with a 4 or 5 on question #1 when measured by the PSSM.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
Increase Participation on Belonging Survey	Oct. 2025	BLT	Increase participation rates for secondary students to 85%
Implement School-wide lessons for 3 R's	Throughout Sept.	BLT & WD	Fidelity checks- Oct 1 Walk throughs throughout the year
Teen Truth- All school Assembly to increase student voice	Sept. 12	Leadership Admin	Feedback from students

		Thrive Club	
Teen Truth- Teacher Training	Sept. 12	Leadership Admin Thrive Club	Student Check Ins
Rising Up- student training on peer mentoring	Sept. 12	ASB students Karl Karkainen	Monthly calendar of Rising Up groups in WD
Securly Pass	Aug 2025	Admin Securly Pass Subcommittee	Monthly review of data with subcommittee, then discuss key data in staff meetings
Create walk through form that reflects school wide Tier 1 expectations in the classroom	August/Early September	BLT Team & interested staff	Walk through data that offers valuable feedback according to agreed upon expectations
Professional development around Tier 1 School Wide Expectations	Release Day trainings- Aug 15, Sept. 24, Dec 3, Feb 3, April 28	BLT	Participate in leadership sessions then create what's needed to move forward with both staff and students
Continue to teach/reteach 3 Rs (Respectful, Responsible, Resilient) and what that looks like in and out of the classroom	Staff meetings	Continua BLT, admin	Social-Emotional Lessons (SEL) centered around the 3R's Respectful, Responsible, Resilient Review data- grades and behaviors, intervention opportunities Refine restorative practices and protocols Increase/Explore structured days and other discipline that have bigger impact Reward system around Red Timberwolf Tickets
Thrive Club	Late October	Mindy Dribnak, LouAnn Sawyer Tatum Howard	Increased participation
7th/8th Grade CTE Total Wellness curriculum	All year	Mindy Dribnak Sam White Rocky Poulin	Performance on projects School Links CTE Wellness Conference
Student Leadership opportunities	Aug- June	Karl Karkainen & Lena McLaughlin	Greeting students at the front door every Friday Socials Clubs Rising Up
Weekly Wolf Den SEL lessons	All year	All Staff	SEL Check Ins School wide SEL lessons based on needs being seen throughout the year

			WD Work habits tracker Students writing 3R cards
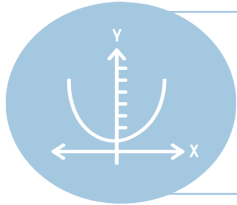
ALGEBRAIC REASONING BY GRADE 9

Actively monitoring operations & algebraic thinking, and numbers in base ten in grades PK - grade 9

Section 8A: Action Planning

Priority Goal 2 - 50% of students in grades 6-8 will meet proficiency as measured by the STAR math assessment.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
Increase participation on the Spring 6-8 Star Math	May	Math Department	Average percentage of students meeting the low-risk threshold.
Increase participation in STAR assessment	May 2025	Math department	Increase the participation rate of the STAR Math Assessment to 95% of grades 6-8 by the end of the 24.25 school year during each benchmark window.
Monitoring new curriculum implementation	Sept 2024	Lindsey Marquardt Department Head	Use of data to drive implementation discussions
Increase Data Literacy	Oct. 4 Homeroom training Future staff meetings	Admin BLT leaders	Use of data platform (Homeroom) to guide PLC and planning conversations
Incorporate problem solving language in other content areas	Staff meetings	Admin & BLT members	Implementation of problem solving language in content areas
Implement math labs	Sept 2024-May 2025	Math Department	Participation #s
Intentionally use algebraic vocabulary in cross content areas	All year	All departments	Walk throughs/observations reflect algebraic reasoning vocabulary (chronological thinking, cause/effect, analyzing data, charts & graphs, statistics ics, critical thinking, logical reasoning, achievements, problem solving, figuring out solutions, explore patterns & relationships)

ON-TRACK FOR GRADUATION BY GRADE 9

Actively monitoring literacy proficiency in grades 4-8 and successful course completion in grades 6-9.

Section 8C: Action Planning

Priority Goal 3 - 85% percent of students in grades 6-9 will pass all classes by the end of the 25.26 school year as measured by student transcripts in Skyward.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
Increase participation on the Spring 6-8 STAR Reading	May	ELA Department	Increase the participation rate of the benchmark literacy assessments to 100% of grades 6-8
Offer literacy intervention class	Aug 2025-June 2026	ELA Department	Literacy Class 77th & 8th Graders first semester Literacy Class 6th & 7th graders second semester MAP Scores at the beginning and end of the semester will measure student growth STAR scores should also reflect growth
Monitor Ds and Fs	After Oct. 4 Weekly Ds & Fs reports Monthly data focused staff meetings	Admin MLL WD Study Skills IEP Case Managers	Apply D and F data in Wolf Den setting Printing out progress reports for students Learning Lounge Resource classes
Share with teachers the CAN DO descriptors and names of MLL students in how they performed	End of August/Early September	Lindsay Richter Kyra Lesher	Teachers will know how to adjust for MLL students as they are planning their lessons.
One teacher per core content intentionally PLC with MLL specialist	Throughout the year	Math, Science, ELA, Social Studies, & Mary Catherine Tolbert	MLL student growth in other content areas due to collaboration
Embed MLL instructional strategies in staff development	3 x per year	Mary Catherine Tolbert	Teachers will use the strategies in their own classroom
Spanish Literacy Workshop	2 x per month	Amy Ihde	Participation & performance in workshop
New ELA Curriculum- in progress	All year	ELA department	Common language across grade level- Sign posts with reading strategies Use of formative feedback

			Intentional Grammar mini lessons Differentiation with different learning groups within the class Built in MLL strategies
Recognize positive attendance	Each quarter	Admin	Increased attendance rates
SLC slide deck	Nov. 1- SLC	WD teachers All students	Complete SLC slide deck and present to parents
Implementation of School Links	Follow School Links calendar	WD teachers Wellness classes	100% participation of 7th & 8th grade completion of career surveys Connect School Links to SLC process
Exit Interviews	End of Year	JB Blair	100% participation of 8th graders

Southwood Elementary School
School Improvement Plan
2025-26 School Year

Section 1: Building Data	
1a. Building: Southwood Elementary	**1g. Grade Span:** K-5 **School Type**: Elementary
1b. Principal: Andy Means	**1h. Building Enrollment:** 342
1c. District: Enumclaw School District	**1i. F/R Percentage:** 39.0%
1d. Board Approval Date: TBD	**1j. Special Education Percentage:** 20.6%
1e. Plan Date: August 2025	**1k. Multi-Language Learner Percentage:** 7.0%
1f. School's Washington School Improvement Framework (WSIF) Support: Support Tier 3: Compounded, students with disabilities	

Section 2: School Leadership Team Members   Parent-Community Partners   Please list by (Name, Title/Role)
Building Leadership Team: Julie Damery (1st), Rachel Johnson (Library/Media teacher), Mary Colby (Resource Room teacher), Gigi Van Hoof (Resource Room para), Brandi Huizenga (PE), Rachel Smith (Title/LAP para), Shannon Hanson (Title/LAP para), Elizabeth Lucas (Library para) Mia Harrington (KG), Andy Means (principal)
Climate, Culture & Community Leadership Team: Rachel Miller (1st), Laura Johnson (3rd/4th), Becca Bowen (counselor), Jami Carnino (Early Interventionist), Elizabeth Lucas (Library para), Brandi Huizenga (PE), Whittaker Harpel-McGaw (Music), Andy Means (principal)
Instructional Leadership Team: Michelle Blanchard (Title/LAP), Rachel Miller (1st), Melissa Younce (4th), Mia Harrington (KG), Andy Means (principal)
Student Support Team: Jami Carnino (Early Interventionist), Michelle Blanchard (Title/LAP), Mary Colby (Resource Room), Becca Bowen (Counselor), Alyssa Woods (Psychologist), Andy Means (principal)

Behavior Support Team: Jami Carnino (Early Interventionist), Becca Bowen (Counselor), Debbie Hitch (PAWS Room paraeducator), Andy Means (principal)
PTO Board: Tiffany Bettis (President), Ruby Haskell (Treasurer), Amee Smith (Vice President), Sara Rook (Secretary)

Section 3: Vision Statement
Inspiring students to learn, lead and impact their community and the world.

Section 4: Theory of Action
If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

Section 5: Culture of Equity Statement
We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students' strengths and needs, including factors and variables that may not be easily identified.

Section 6: PLAN/NEEDS ASSESSMENT

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

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

Smarter Balance Assessment

Spring 2025 SBA/WCAS Data					
Grade	**ELA: Southwood**	**ELA: WA State**	**Math: Southwood**	**Math: WA State**	**Science: SW**	**Science: WA St**
3rd Grade	52%	49%	56%	52%		
4th Grade	44%	51%	44%	49%		
5th Grade	64%	54%	59%	43%	not released yet	not released yet

Analysis:
- Southwood students had a higher rate of proficiency than the state in four areas (3rd grade ELA, 3rd grade Math, 5th grade ELA, 5th grade Math), and a lower rate of proficiency than the state in two areas (4th grade ELA, 4th grade Math).
- The fourth grade cohort has shown academic deficiencies over the past few years, and continues to be a targeted cohort. Compared to the cohort's 3rd grade SBA scores in the 2023-24 school year, the 4th grade cohort saw slight growth in ELA proficiency (41% to 44%) and slight regression in Math proficiency (49% to 44%).
- The fifth grade cohort showed year over year growth in proficiency in both math and ELA as compared to the 2023-24 4th grade data (58% to 64% in ELA, and 55% to 59% in Math)
- In previous years, math has been a relative weakness at Southwood, but recent work in math has closed this gap.

In March of 2024 Southwood received a "Support Tier 3: Compounded, students with disabilities" designation through the Washington School Improvement Framework (WSIF). That was based on data from the 2022-23 school year, and mostly from the 2023 3rd-5th grade State SBA assessments. Any subgroup with a score below 1.9 received a designation for support. In 2023, Southwood students with disabilities had a score of 1.30. In 2024, the score increased to 1.35, which still fell below the 1.9 threshold:

Southwood Elementary School

Final Score by Student Group

Student Group	2022 Cycle	2023 Cycle	2024 Annual
All Students	6.24	5.55	6.45
Hispanic/Latino of any race(s)	3.45	4.67	3.25
White	6.96	6.08	6.98
English Language Learners	1.58		
Low-Income	4.40	3.75	5.00
Students with Disabilities	1.44	1.30	1.35
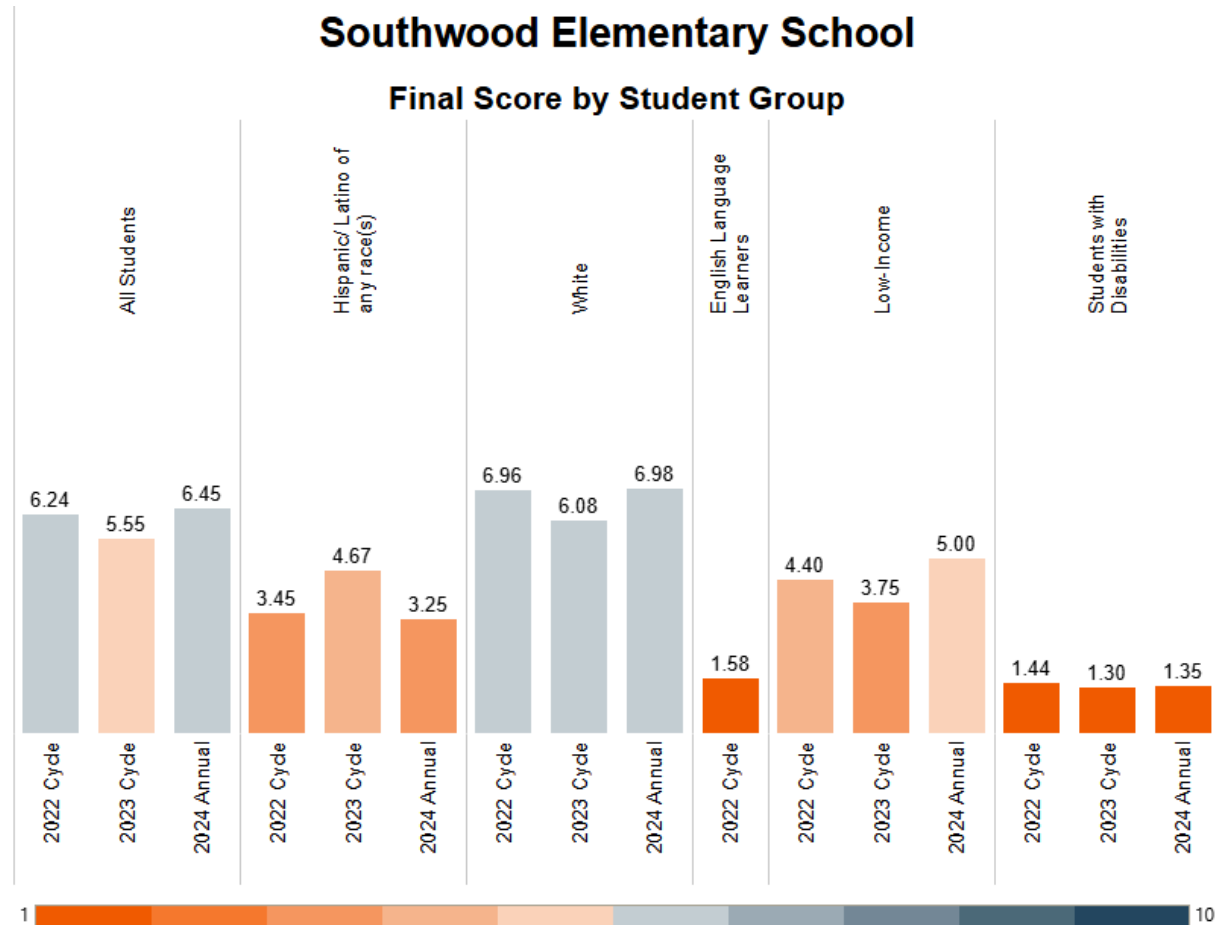
The two main factors in determining the 1.35 score are:

1. Proficiency rate for the Math and ELA 2024 SBA assessments for 3rd-5th grade students with a disability.
2. Median student growth percentile for the Math and ELA 2024 SBA assessments for 4th-5th grade students with a disability.

District Benchmark Assessments

In 2024-25, Southwood prioritized growth in overall math proficiency as measured by quarterly benchmark assessments through Aimsweb.
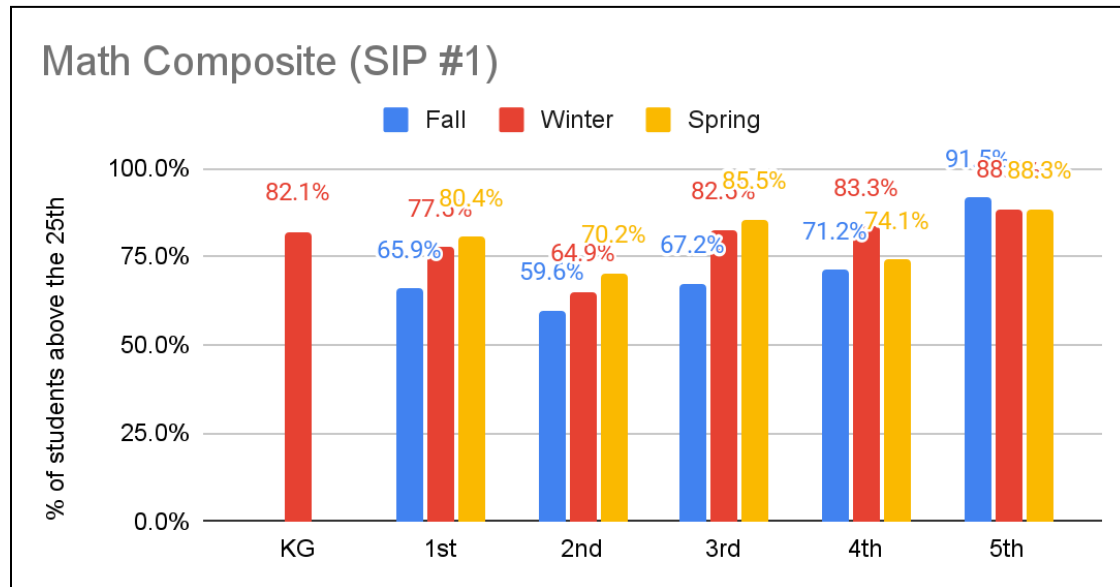
The percent of students who were above the "at-risk" 25th percentile threshold increased for nearly all grades between fall and spring benchmarks. The only exceptions were 5th grade, which already was very high, and KG, who did not have data for a composite score in fall or spring.

The data was equally encouraging for reading composite scores:
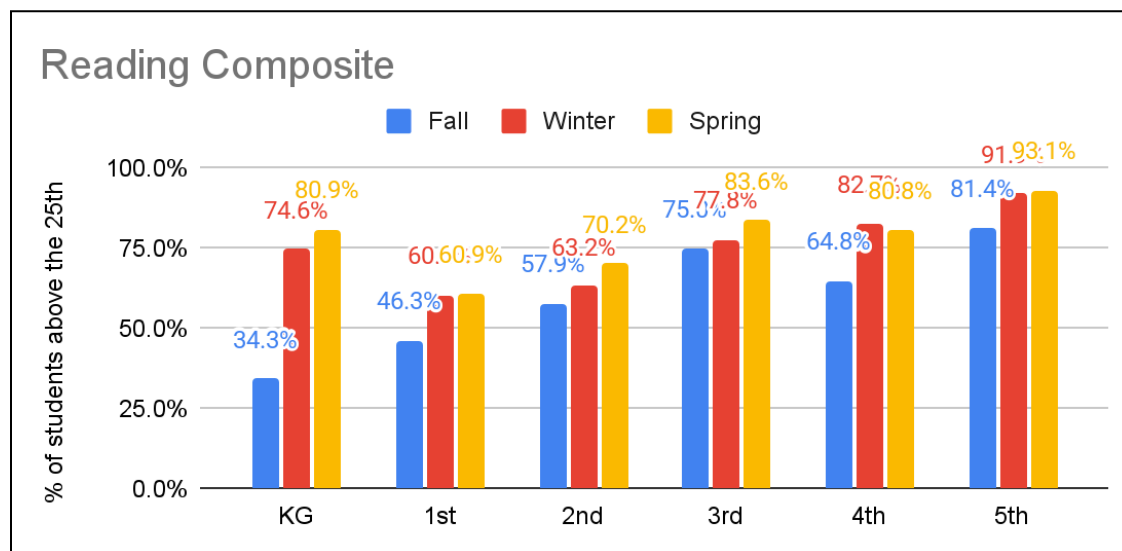
The percent of students who were above the "at-risk" 25th percentile threshold increased for all grades between fall and spring benchmarks.

Targeted Intervention:
Another 2024-25 School Improvement goal focused on targeted intervention for students below the at-risk threshold. Our goal was:

All students identified below the 25th percentile threshold for the Aimsweb **literacy and math _fluency_ benchmarks** will demonstrate more than a year's growth by increasing their percentile rank by at least 10% from the fall 2024 to the spring 2025 benchmark. The charts on the following page document the growth shown:

Less than typical growth = percentile rank stayed the same or went down

Some gap closing growth = percentile rank increased by 1 to 9 points

Large gap closing growth = percentile rank increased by at least 10 points

Literacy Fluency Targeted Intervention Results (SIP #2)
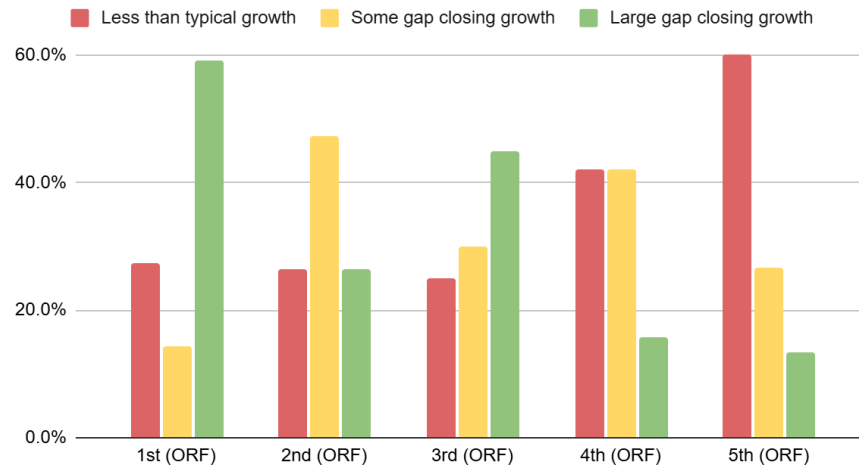
Math Fluency Targeted Intervention Results (SIP#2)
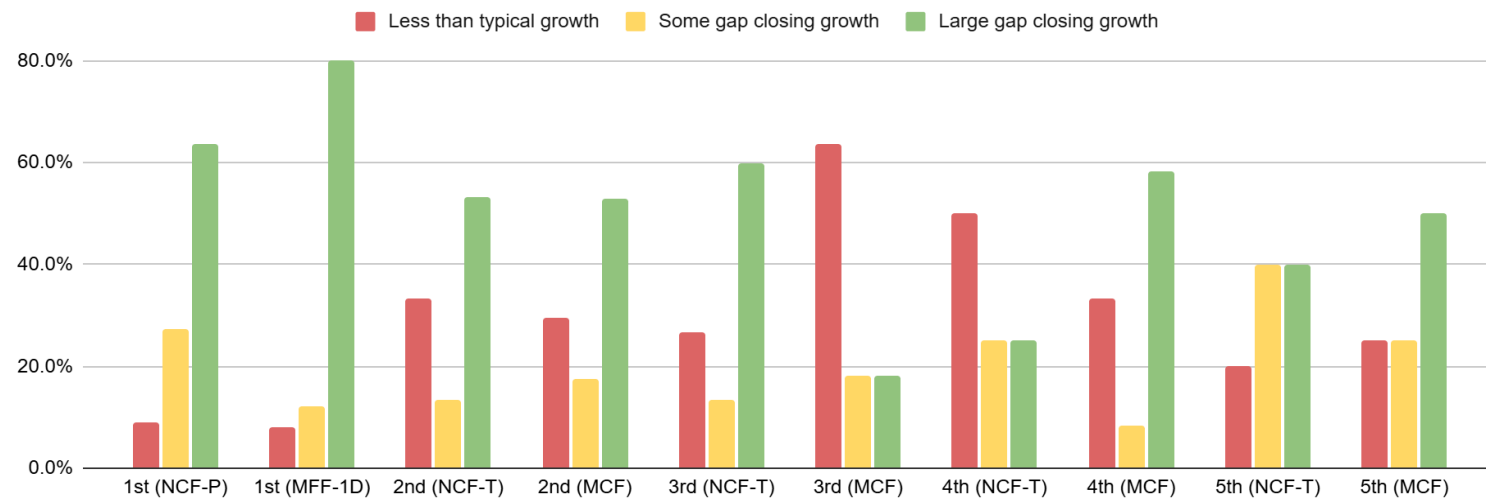
Though no single assessment had 100% of the students showing gap closing results, the results show that the majority of targeted students have made at least some gap closing growth (yellow), and many have shown large gap closing growth (green).

Data strengths:

- 1st-3rd grade oral reading fluency: 70-80% of the targeted students in each of these grades made some (yellow) or large (green) gap closing growth.
- In the following math indicators, at least 70% of the targeted students in each of these grades made some (yellow) or large (green) gap closing growth:
    - 1st grade Number Comparison Fluency (pairs)
    - 1st grade Math Fact Fluency (1 digit)
    - 2nd grade Number Comparison Fluency (triads)
    - 2nd grade Math Computational Fluency
    - 3rd grade Number Comparison Fluency (triads)
    - 5th grade Number Comparison Fluency (triads)
    - 5th grade Math Computational Fluency

Data concerns:

- 4th and 5th grade oral reading fluency: 42% of 4th grade and 50% of 5th grade targeted students showed less than typical growth (pink).
- 3rd grade mental computation fluency: 64% showed less than typical growth (pink).
- 4th grade number comparison fluency: 50% showed less than typical growth (pink).

Sense of Belonging

In March of 2024 and 2025, 3rd-5th grade Southwood students took a **climate survey**, focused on belonging. Major findings include:

- *On all 16 survey questions for both years*, more students answered positively than negatively.
- The strongest indicators focused on adult to student relationships, including:
  - Teachers at my school respect me
  - There is at least one teacher or adult I can talk to in my school if I have a problem.
- Questions that focused on student-to-student relationships or "freedom to be myself" were slightly lower. In these cases, more students answered positively than negatively, but the difference was smaller.

Southwood focused on three questions in the following chart in the 2024-25 school year:

2024-25 School Improvement Plan Questions

■ 2024   ■ 2025

% that slightly or strongly agreed
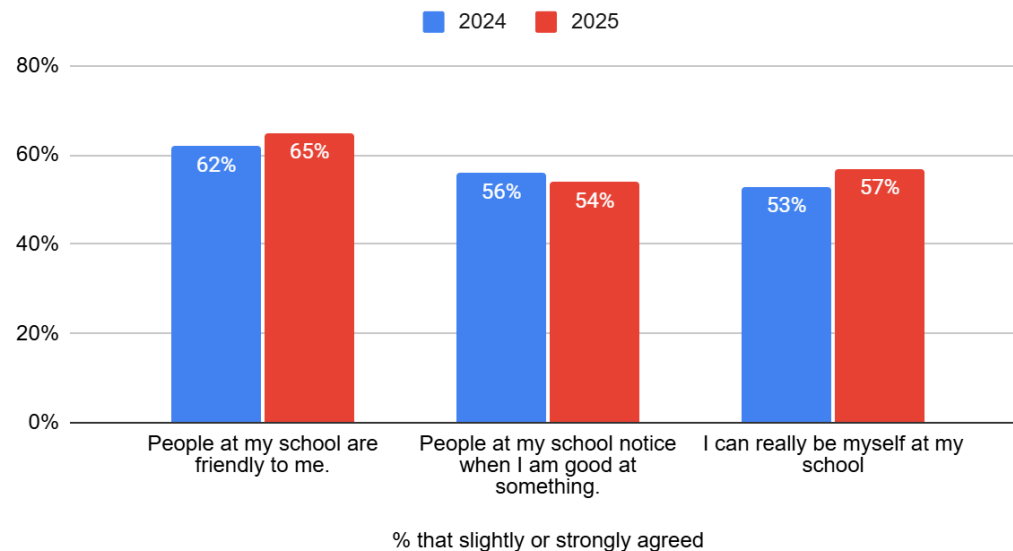
The data shows minimal change from one year to the next in belonging data. This is somewhat surprising, giving the efforts across school, and a general staff perception of growth in students demonstrating expected behaviors from last year to this year.

Possible explanations for the lack of growth in the data are:

- In 2024, about 30% of the 3rd-5th grade students did not take the survey. The 70% that did respond may have skewed the data in a more positive direction, making it harder to show growth from 2024 to 2025.
- The cohorts of students changed somewhat from one year to the next.
- When the data was gathered in March of 2024, there was no targeted follow up with students, because the data was anonymous.

In our analysis and reflection, we determined several action steps for the following school year:
- Leverage the Panther Bucks system that was piloted in the spring to increase students' sense that "people at my school notice when I am good at something."
- Conduct the same survey in the fall to identify students for whom classroom teachers and support staff can provide targeted support.

Attendance

- Southwood's regular attendance rate (percent of students who attend at least 90% of the school days) improved from 70.4% in 2021-22 to 78.6% in 2022-23 and then to 87.5% in 2023-24. The 2023-24 **attendance** rate for Washington state was 72.7% Data for 2024-25 has not been finalized yet, but early indicators show that Southwood's attendance rate continues to be strong. Since regular attendance is an early indicator of likelihood to graduate, this continues to be a priority.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

- Southwood prioritizes an organizational structure where all students with significant learning needs receive additional target reading instruction during a daily reading intervention time. This targeted support comes through classroom teachers, the Title/LAP program, and special education services, and has resulted in steady literacy growth across the school, as reflected in SBA and Aimsweb data.
- With a prioritized focus on math instruction and intervention, Southwood saw gap closing growth in math in most grades, as indicated by Aimsweb and SBA data. We look forward to building on this work in the year ahead.

==Resource Inequities:==
- 2023-24 WSIF data indicated that students with disabilities have struggled in particular to show growth in **math**. With the greater emphasis on early literacy, less time has been dedicated to developing our multi-tiered systems for math instructional practice. Lack of time and funding has limited our capacity to build the shared expertise in accessible whole group math instruction and targeted intervention. The year ahead offers an opportunity to focus energy on professional learning for
  - Accessible whole group math instruction (Goal/Priority #1 in sections 7 and 8); and
  - Data-driven math intervention by classified and certificated staff (Goal/Priority #2 in sections 7 and 8)
- In the climate survey, only 53% of last year's Southwood 3rd-5th grade students slightly agreed or strongly agreed with the statement, "I can really be myself at school." It is likely that a significant number of students with disabilities struggle with this positive sense of self. Student well-being is a core value of Enumclaw School District and has a positive correlation with academic growth.
  - Southwood students would benefit from training to develop their understanding of various disabilities and skills for supporting their peers in feeling part of the learning community. This would help all students in feeling comfortable being themselves in school (Goal/Priority #3 in sections 7 and 8)

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

   a. What strengths do they possess?

   A sense of belonging to the class community and school community
   A steady learning progression in literacy

   b. What challenges do they face?

   Some (not most) face increased academic challenges

   c. What are some important relationships in their life?

   Parents, siblings, extended family, teachers, friends

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

    Southwood staff are first dedicated to creating class environments where students feel safe and feel part of a caring school family. Next, they are dedicated to providing our students with irresistible, deep, exciting and authentic learning experiences that foster an excitement and curiosity for learning that will prepare them for their future.

2. 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)?

    - Continued PD on whole group math instruction utilizing a problem based math curriculum.
    - PD to support the implementation of Open Up Resource math centers, focusing on math fluency and in-class math intervention structures.
    - Continued PD and support on effective PLC work, data cycles, and progress monitoring utilizing the Aimsweb benchmark assessment and progress monitoring tools.
    - Continued PD to support student development of social-emotional skills to be a positive contributor to the school community and beyond.

3. 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?

    - Develop an understanding of Southwood's MTSS (Multi-Tiered Systems of Support) structures and how they support individual academic student needs in the areas of academics, emotions and behavior.
    - Utilize new Aimsweb assessment tools to identify students with literacy and/or math needs.
    - Understand how to utilize newly developed district-wide scope and sequence documents and common unit assessments to create more alignment in our instructional and assessment efforts in ELA and math.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the 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.

   We have regular systems in place to consider school-wide behavioral, social-emotional and academic needs. There are increased needs as a result of the pandemic. We are excited to match student needs with corresponding parts of our systems of support this year. In particular, we look forward to maximizing the use of daily grade level literacy intervention to close targeted academic gaps. We provide multi-tiered behavioral support, starting with whole class instruction, and then drilling down to small group and individual social-emotional and behavioral needs.

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

   Examining behavior data and school based learning data (STAR assessment, Aimsweb assessment, foundational literacy indicators, student behavior data).

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

   As student needs emerge that are beyond the scope of school, we reach out to local resources, including Enumclaw Y Social Impact for youth and family counseling services, and Plateau Outreach Ministries for rent support. Additionally, we have partnered with the local backpack program to send meals home on the weekends for families that would benefit from this support.

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

   We are proud of the partnerships already formed, and hope to connect more students and families with these same partners, so that more needs can be met.
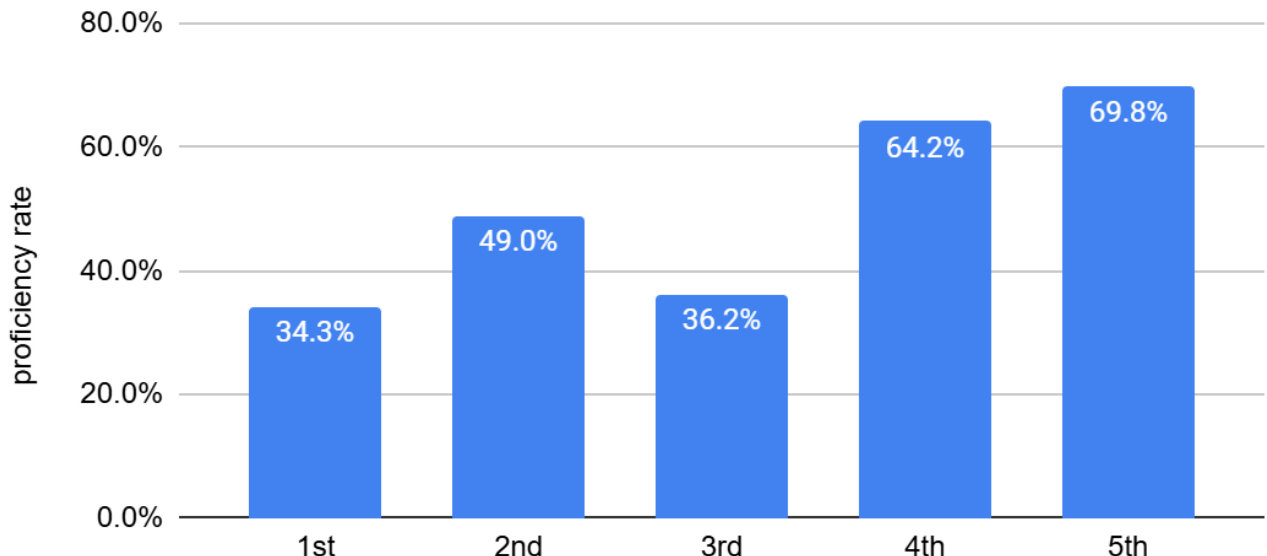
Section 6b: Funding, Component #3- Consolidated Funds Matrix SY 2024-25

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.	Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies. Teachers have a PLC meeting every Friday to plan, review, and respond to student data.
Title 1, Part A	To provide all children a significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	The certificated teacher and paraprofessionals provide diagnostic assessment, progress monitoring and individualized instruction for at-risk K-5 students not meeting grade level standards in reading. This is determined using multiple measures of assessment several times a year. A rank order list is used to determine needs and goals and students receive intervention based on the lowest deficit skill needs.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	Title II funds will be utilized to cover the cost of paying teachers to attend additional training, and to cover the cost of substitutes so teachers can attend trainings during the school day. These trainings include, math and reading curriculum implementation, as well as the development of district-wide instructional materials.
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.	After-school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, meet academic standards. Our MLL para educators work with our students daily and our teachers will attend training with our certificated MLL teacher.
Title IV, Part A	Our Title IV, Part A funds are transferred to Title II, Part A	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	The LAP certificated teacher provides diagnostic assessment, progress monitoring and individualized instruction for at-risk K-4 students at not meeting grade level standard in reading. This is determined using multiple measures of assessment and creating a rank order list.

Section 7: Schoolwide Reform Strategies

SY 2024 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES

Goal/Priority #1 (G1)	**Core Math Instruction**: The percentage of students who demonstrate proficiency on the Aimsweb math composite will increase by 10% from the fall 2025 benchmark window to the spring 2026 benchmark window (fall data available after 10/9).
	• Assessments include: NCF-P (number comparison fluency, pairs, 1st grade), MFF-1D (math fact fluency, 1 digit, 1st grade), NCF-T (number comparison fluency, triads, 2nd-5th grade), MCF (math computation fluency, 2nd-5th grade), and CA (concepts and applications, 1st-5th grade)
	• Note: Aimsweb KG math benchmark data is not gathered in the fall benchmark window. We will monitor data from the winter to the spring benchmark, using NNF (number naming fluency) and QTF (quantity total fluency)
	Math Composite (SIP #1)
	proficiency rate — 1st: 34.3%, 2nd: 49.0%, 3rd: 36.2%, 4th: 64.2%, 5th: 69.8%
Goal/Priority #2 (G2)	**Targeted Intervention:** All students identified below the 25th percentile threshold for the Aimsweb math and reading fluency benchmark assessments will demonstrate more than a year's growth by increasing their percentile rank by at least 10% from the fall 2025 to the spring 2026 benchmark.

	Math Indicators	Reading Indicators
KG	Number Naming Fluency (NNF)	Letter Naming Fluency (LNF), Letter Word Sound Fluency (LWSF)
1st	Number Comparison Fluency–Pairs (NCF-P), Math Fact Fluency–1 Digit (MFF-1D)	Oral Reading Fluency (ORF)
2nd	Number Comparison Fluency–Triads (NCF-T), Math Computation Fluency (MCF)	Oral Reading Fluency (ORF)
3rd	Number Comparison Fluency–Triads (NCF-T), Math Computation Fluency (MCF)	Oral Reading Fluency (ORF)
4th	Number Comparison Fluency–Triads (NCF-T), Math Computation Fluency (MCF)	Reading Composite
5th	Number Comparison Fluency–Triads (NCF-T), Math Computation Fluency (MCF)	Reading Composite

NOTE: This is the primary goal that will support the academic growth of students with disabilities, promoting progress connected to our designation as a Tier 3 Compound school associated with students with disabilities. This goal and the corresponding action steps will help us monitor our efforts for our students with disabilities to show "gap closing" growth over the course of the school year.

Goal/Priority #3 (G3)	**We have three goals that encompass belonging and behavior, which we are working in together:**

3a) Student Belonging: 3rd-5th grade students will indicate an increased sense of belonging at Southwood through increased self-reporting scores on the PSSM Sense of Belonging survey. On the following three survey questions, the number of students who say they slightly agree or strongly agree with the statement will increase by at least 10% from the spring 2025 survey to the spring 2026 survey:

- People at my school notice when I am good at something:
  - 54% to at least 64%
- People at my school are friendly to me:
  - 65% to at least 75%
- I can really be myself at my school:
  - 57% to at least 67%

3b) Targeted Behavior Support: Students with 4 or more incidents in a two month window will be identified for targeted intervention and progress monitoring. Targeted students will decrease their incident rate by 50% over the remainder of the school year.

3c) Decreasing physical aggression incidents: Total physical aggression incidents will decrease by at least 30%, from 124 incidents in 2024-25 to less than 86 incidents in 2025-26.

Section 8: Action Planning			
Priority Goal 1 - Core Math Instruction: The percentage of students who demonstrate proficiency on the Aimsweb math benchmark assessments will increase by 10% from the fall 2025 benchmark window to the spring 2026 benchmark window (fall data available after 10/10).			
Activity	**8b. Timeframe for Implementation**	**8c. Lead(s)**	**8d. KPIs** Key Performance Indicators
A) All classroom teachers will refine their practices in implementing a problem-based math, understanding the value of a lesson summary and the role of direct instruction within problem based math instruction	Throughout the year, with modeling and training in staff meetings.	Instructional Leadership Team (ILT)	Lesson observations show that all teachers are using lesson summaries to solidify student understanding and infusing direct instruction at appropriate moments to move student learning forward
B) All certificated staff will refine their practices in identifying **learning targets**	Throughout the year, with modeling and	Instructional Leadership Team (ILT)	Classroom observations will show that students understand the daily learning target

and **success criteria** for each daily math lesson. They will: • Communicate the LT verbally and visually • Check for student understanding of the LT • Reference LTs throughout instruction. • Ensure SC are present and align to the LTs. • Guide students in using the SC to communicate what they are learning	training in staff meetings.		and are using the success criteria to communicate what they are learning.
C) Specific teachers will pilot strategies from Building Thinking Classrooms	Throughout the year	members of the ILT	Students in the pilot classrooms demonstrate active thinking throughout the math lesson, as shown in their speech and writing.

Section 8: Action Planning

Priority Goal 2 - Targeted Intervention: All students identified below the 25th percentile threshold for the Aimsweb math and reading benchmark assessments will demonstrate more than a year's growth by increasing their percentile rank by at least 10% from the fall 2025 to the spring 2026 benchmark.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
A) All teachers will identify students below the 25th percentile threshold for targeted math and reading intervention after the fall and winter benchmark windows.	After fall benchmark (by 10/9) and winter benchmark (by 2/13)	Instructional Leadership Team, Jami Carnino, Andy Means	School-wide list will indicate students identified for targeted intervention

B) Grade-level teams will: ● Use diagnostic assessments to identify specific learning targets for intervention. ● Design appropriate development lessons to support given learning targets. ● Monitor progress toward specific targets and adjust goals based on student learning data	Within two school weeks of identifying students (by 10/23 and 3/6)	Instructional Leadership Team, Jami Carnino, Andy Means	Targeted intervention is scheduled within the daily math and ELA blocks, strategies align with student need, and formative assessments demonstrate ongoing progress toward goals.
C) Student interventions will be tracked on a shared Google Sheet, sorted by grade level and content area. Students with disabilities will be included on this Sheet so that general education and special education teachers can monitor progress.	A Google Sheet will be created by 9/30. Data will be imputed throughout the year.	Members of the Instructional Leadership Team	Data in the Google Sheet will confirm that all identified students are receiving targeted intervention. Progress monitoring data will indicate the effectiveness of interventions. Students with disabilities will show evidence throughout the year of effective intervention in their service areas.

Section 8: Action Planning

Priority Goal 3 - **3a) Student Belonging**: 3rd-5th grade students will indicate an increased sense of belonging at Southwood through increased self-reporting scores on the PSSM Sense of Belonging survey. On the following three survey questions, the number of students who say they slightly agree or strongly agree with the statement will increase by at least 10% from the spring 2025 survey to the spring 2026 survey:
- People at my school notice when I am good at something:
  - 54% to at least 64%
- People at my school are friendly to me:
  - 65% to at least 75%
- I can really be myself at my school:

○ 57% to at least 67%

3b) Targeted Behavior Support: Students with 4 or more incidents in a two month window will be identified for targeted intervention and progress monitoring. Targeted students will decrease their incident rate by 50% over the remainder of the school year.

3c) Decreasing physical aggression incidents: Total physical aggression incidents will decrease by at least 30%, from 124 incidents in 2024-25 to less than 86 incidents in 2025-26.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
A) Conduct Interactive Disability Education Awareness programs (with the IDEA project) to create understanding and empathy by educating students about differences and different abilities	1/26-1/28: Two assemblies (K-2 and 3-5), followed by workshops for each classroom	IDEA Project coordinators, Andy Means	Student oral and written responses after participating in the programs provide evidence that students have increased understanding of and empathy for students with disabilities.
B) Promote school-wide community culture through the Share Fair, SW and district art show, Read Across America Week, Running Club, 4th-5th grade choir, monthly Panther Pride assemblies, and various leadership opportunities	Share Fair = 9/25, Assemblies and buddy classes throughout the year	Climate Culture and Community (CCC) Leadership Team	Students regularly participate in activities that connect them with the rest of the school. Participation rates for various clubs will increase from 2024-25 to 2025-26. Students with disabilities will be representative participants in each club.
C) In addition to previous years' systems for recognizing positive student behavior (Golden Awards, Panther Pride Awards, Shout Outs read over intercom, Electronic Shout Outs sent home), we will implement the Panther Bucks positive recognition system.	throughout the year	CCC Leadership Team	The quantity of Panther Bucks received will demonstrate that students are regularly being recognized for specific behaviors.

D) Implement Character Strong in all classrooms for community building through character development	throughout the year	CCC Leadership Team	Classroom observations show that Character Strong is experienced by all students. Students use the language of Character Strong throughout the school day.
E) Monitor student behavior data through SWIS to identify areas for targeted support (e.g. specific demographics, areas on campus, etc.)	Monthly for behavior support team, 3x per year for all staff	CCC Leadership Team (examine data 6x per year), Behavior Support Team (examine data monthly)	SWIS data indicates decreased behavior incidents in targeted areas from the beginning to the end of the year, with an emphasis on progress with targeted students (goal 3b) and physical aggression (goal 3c)
F) Students with 4 or more incidents in a two month window will be identified for targeted intervention and progress monitoring.	Data analyzed and students identified monthly by the Behavior Support Team	Behavior Support Team, Student Support Team, Special Education Case Managers	Students identified for targeted intervention will decrease their incident rate by 50% over the remainder of the school year.

Sunrise Elementary School
School Improvement Plan
2025-2026 School Year

Section 1: Building Data	
1a. Building: Sunrise	**1g. Grade Span:** Kindergarten through fifth grade **School Type**: Elementary
1b. Principal: Ashley Ferguson	**1h. Building Enrollment:** 383
1c. District: Enumclaw School District	**1i. F/R Percentage:** 37.9%
1d. Board Approval Date:	**1j. Special Education Percentage:** 18.8%
1e. Plan Date: 2025-2026	**1k. English Learner Percentage:** 8.4%
1f. School's Washington School Improvement Framework (WSIF) Support: T3: T1 Compounded	

Section 2: School Leadership Team Members Parent-Community Partners Please list by (Name, Title/Role)	
Haley Christiansen, TItle I/LAP Teacher	Lea Tiger-TIce, Principal (2024-25)
Diane Dal Santo, Early Intervention Teacher	Bethany Whisler, Dean of Students/Title I Teacher (2024-25)
Nicole Leahy, 4th Grade Teacher	Ashley Ferguson, Principal (2025-2026)
Diane Hammons, 5th Grade Teacher	
Kaitlynn Turner, Music Teacher	

Section 3: Vision Statement
Inspiring students to learn, lead and impact their community and the world.

Section 4: Theory of Action
If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

Section 5: Culture of Equity Statement
We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students strengths and needs, including factors and variables that may not be easily identified.

Section 6: PLAN/NEEDS ASSESSMENT

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

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

Performance data at Sunrise Elementary from the Washington School Improvement Framework (spring of 2024) Smarter Balanced data from spring of 2025, and Aimsweb data from the 2024-25 school year show progress across several student groups, while also identifying areas where continued focus and support are needed. One of the most significant gains is among students who are English Language Learners (ELL/MLL). According to the 2024 WISF scores, this group, which previously did not meet the "Cycle 3 Identification Threshold," is now performing several levels above that benchmark. This growth reflects the impact of intentional instructional practices and targeted language support.
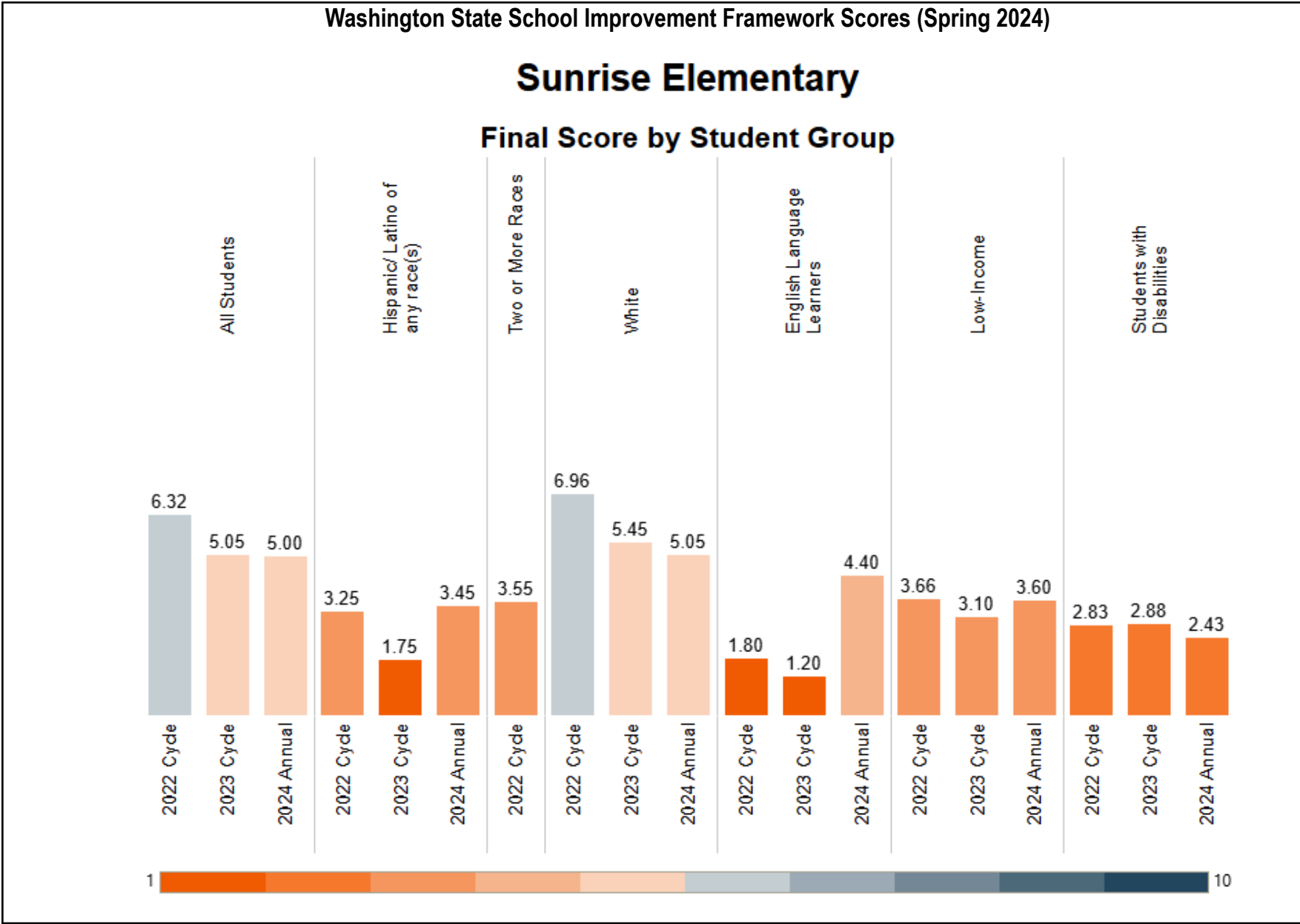
In English Language Arts, students in all three tested grade levels, (3rd, 4th, and 5th) met or exceeded the statewide percentage of students scoring at Level 3 or 4 on the Smarter Balanced Assessment. In mathematics, Sunrise students in grades 4 and 5 also met or exceeded the statewide averages for proficiency. While Sunrise students in 3rd grade were two percent under the statewide average for [percentage of students at a Level 3 or 4, only 17% of Sunrise 3rd graders scored a Level 1, compared to 27% statewide, indicating a smaller proportion of students performing at the lowest level.

Internal assessment data further supports this positive trend. On both the Reading and Math Aimsweb Composite assessments, every grade level showed an increase in the number of students reaching the "Low Risk" category from fall to spring. This shift indicates that more students are achieving at or above the 40th percentile as the year progresses, suggesting that core instruction and intervention systems are having a measurable impact.

At the same time, the data also point to areas requiring continued attention. Students with disabilities emerged as the lowest-performing subgroup in the WISF 2024 analysis, with performance hovering above, but near, the Cycle 3 Identification Threshold. Supporting this group will be a priority moving forward. The Special Education team will implement research- and evidence-based instructional programs to deliver targeted, skill-specific instruction aligned to students' Individualized Education Plans.

Sunrise Elementary remains committed to ensuring that all students have access to high-quality, standards-aligned instructional materials, including Open Up Math (K–5), Open Up ELA (3–5), and UFLI Foundations (K–2). Targeted interventions, including the 95 Percent Group reading program, will continue to support students identified for additional support. Certificated staff will engage in ongoing professional development to deepen their instructional practices and ensure consistent alignment with best practices. Teams will regularly analyze ongoing and formative assessment data to monitor student progress, refine instruction, and adjust interventions to meet the evolving needs of all learners.

Below, you will see WISF data from spring of 2024, SBA data from spring of 2025, and Aimsweb data from the 2024-25 school year.

Washington State School Improvement Framework Scores (Spring 2024)

Sunrise Elementary

Final Score by Student Group

3rd Grade ELA Summative SBA

Washington State	2427	Percent 28% 23% 21% 28% / Count 21.9K 17.5K 16.3K 21.5K		49%
Enumclaw School District	2444	Percent 19% 24% 25% 32% / Count 63 79 85 107		57%
Sunrise	2450	Percent 12% 31% 26% 31% / Count 7 18 15 18		57%

4th Grade ELA Summative SBA

Washington State	2471	Percent 30% 19% 21% 29% / Count 22.4K 14.1K 15.9K 21.8K		51%
Enumclaw School District	2486	Percent 19% 23% 29% 28% / Count 58 72 90 87		58%
Sunrise	2478	Percent 19% 30% 26% 25% / Count 10 16 14 13		51%

5th Grade ELA Summative SBA

Washington State	2511	Percent 27% 19% 27% 27% / Count 20.3K 14K 20.3K 20.7K		54%
Enumclaw School District	2512	Percent 23% 20% 33% 24% / Count 79 69 114 83		57%
Sunrise	2511	Percent 22% 21% 29% 28% / Count 15 14 20 19		57%

3rd Grade MATH Summative SBA

			Percent	Count	
Washington State	2437		27% / 20% / 26% / 26%	21.4K / 15.9K / 20.4K / 20.2K	52%
Enumclaw School District	2445		22% / 21% / 27% / 29%	73 / 72 / 92 / 98	57%
Sunrise	2448		17% / 33% / 26% / 24%	10 / 19 / 15 / 14	50%

4th Grade MATH Summative SBA

			Percent	Count	
Washington State	2480		25% / 26% / 24% / 25%	18.5K / 19.4K / 18.3K / 18.6K	49%
Enumclaw School District	2496		18% / 23% / 31% / 28%	54 / 71 / 95 / 87	59%
Sunrise	2478		25% / 19% / 38% / 19%	13 / 10 / 20 / 10	57%

5th Grade MATH Summative SBA

			Percent	Count	
Washington State	2504		33% / 24% / 17% / 26%	24.8K / 18.5K / 13K / 19.5K	43%
Enumclaw School District	2503		29% / 29% / 20% / 22%	100 / 100 / 70 / 76	42%
Sunrise	2501		32% / 22% / 23% / 23%	22 / 15 / 16 / 16	46%

Aimsweb Group Tier Transition reports for ELA and Math can be found linked below. The reports show the progress and rate of improvement that each grade level has made throughout the 2024-25 school year on the Aimsweb Reading and and Aimsweb Math comprehensive assessments.

The triangle colors represent different performance tiers based on national percentile rankings:

- **Green (Tier 1)**: Students performing **at or above the 40th percentile:** These students are considered **low risk** and typically performing at grade level.
- **Yellow (Tier 2)**: Students performing between the **25th and 39th percentiles:** These students are considered **moderate risk** and may need targeted intervention.
- **Red (Tier 3)**: Students performing **below the 25th percentile:** These students are considered **high risk** and likely need intensive intervention.

Aimsweb K-5 Group Tier Transition Report Reading

Aimsweb K-5 Group Tier Transition Report Math

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

Areas of strength:
- WISF 2024 scores indicate that students who are English Language Learners (ELL or MLL) have made tremendous growth. This subgroup of students was previously identified as not meeting the "Cycle 3 Identification Threshold", and now they are performing several levels above this threshold.
- On the English Language Arts Smarter Balanced Assessment, Sunrise Elementary students met or exceeded the statewide percentage of students scoring at Level 3 or 4 across all three tested grade levels.
- On the Math Smarter Balanced Assessment, Sunrise Elementary students in grades 4 and 5 met or exceeded the statewide percentage of students scoring at Level 3 or 4. In grade 3, Sunrise had only 17% of students score a level 1, while the statewide percentage at a level 1 was 27%.
- On both the Reading and Math Aimsweb comprehensive assessments, every grade level saw an increase of students falling into the "Low Risk" category from fall to spring. This means that more students were performing at the 40th percentile or greater as the school year progressed.

What it will take to build strength in other areas:

- The WISF 2024 scores indicate that Sunrise students with disabilities are close to the "Cycle 3 Identification Threshold", making this subgroup the lowest performing subgroup on this analysis of 2024 scores. Building skills in this group will be a priority, along with maintaining the growth our MLL students have made. To build skills, the Special Education team will be utilizing research and evidence-based curricula to provide targeted instruction to students with Individualized Education Plans.
- Sunrise Elementary will continue to implement high-quality, standards-aligned instructional materials to support student learning across all grade levels and all student populations. This includes Open Up Math (K-5), Open Up ELA (3-5), Fountas & Pinnell Classroom (K-2), and UFLI Foundations (K-2). Targeted students will also receive additional support through 95 Percent Group reading intervention from Title/LAP staff. Certificated staff will engage in ongoing professional development to strengthen instructional practices, ensure alignment to research-based strategies, and support consistent implementation. Teams will regularly analyze data from ongoing and formative assessments to inform instruction, monitor progress, and adjust supports to meet student needs.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

    a. What strengths do they possess?

A typical student at Sunrise Elementary is a hard-working and resilient learner who shows up each day eager to grow. Our students are motivated to learn and value the connections they build with their peers and staff; they see school as a second family. They understand that mistakes are part of the learning process and demonstrate a growth mindset in the face of challenges.

Sunrise students are also hopeful, positive, and encouraging. They lift each other up and help create a culture of support. Because they feel safe, seen, and known at school, they are able to take academic and social risks that help them thrive. Perhaps most notably, our students look out for one another and strive to include others, fostering a sense of belonging that defines our school community.

While all students are learning and growing academic, social, and emotional skills, and will make mistakes in these areas, at the core they embody the aforementioned strengths. This blend of perseverance, positivity, and empathy makes our students not only strong learners but also kind and compassionate members of our school community.

    b. What challenges do they face?

While our students demonstrate many strengths, they also face challenges that impact their learning and overall well-being. Many place pressure on themselves or compare their progress to that of their peers, which can lead to frustration or self doubt. In recent years, we've observed an increase in anxiety and a decline in emotional regulation, coping strategies, and personal problem solving skills, making it more difficult for some students to navigate the everyday ups and downs of school life.

Another challenge is the disconnect between home and school expectations, which can create confusion and inconsistency for students who are trying to make sense of what is expected of them in different environments. Additionally, many of our students have had limited exposure to diverse life experiences, cultures, and perspectives, which can make it harder to build understanding and empathy beyond their immediate context.

Like many schools across the country, we continue to address the impacts of learning loss and academic gaps, particularly in foundational skills. These challenges require thoughtful, individualized support and continued collaboration between staff, families, and students to ensure each child is equipped to succeed.

      c.   What are some important relationships in their life?

Our students are shaped by a network of meaningful relationships that support their growth, identity, and sense of belonging. Family members: parents, grandparents, siblings, cousins, aunts, and uncles, play a central role in their lives, offering love, guidance, and connection to culture and tradition. For many students, extended family members are actively involved in their daily routines and educational journey.

At school, trusted relationships with staff members: teachers, specialists, paraeducators, and office staff, provide a foundation of emotional safety and academic encouragement. These bonds help students feel seen, valued, and supported in their learning.

Friendships and peer connections are also incredibly important, offering students a sense of community and a space to practice empathy, collaboration, and problem-solving. Many students are additionally influenced by coaches, youth leaders, and mentors through sports teams, church groups, and extracurricular activities. These relationships often serve as extensions of their support system, reinforcing positive values and providing safe spaces beyond home and school.

Educators
1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school:

At Sunrise, we celebrate and honor the unique differences of every individual, fostering a culture of appreciation, understanding, empathy, and respect. We build this inclusive environment by integrating diverse literature, creating opportunities for student voice, and encouraging students to share their strengths and identities within the classroom.

Our school community values early intervention over remediation. This is reflected in how we structure intervention, ("What I Need" time) time to address both academic needs and student strengths, as well as through the work of our Counselor and Early Intervention staff member, who support students' social, emotional, and behavioral growth.

We believe in firm, fair, consistent, and positive discipline that is rooted in high expectations, mutual respect, and responsible decision-making. This is supported through twice monthly SEL lessons provided by our Counselor, weekly videos focused on expectations and safety, and the intentional teaching of social skills in response to student behavior.

Collaboration, both professional and with our broader community, is essential to our work. We utilize our weekly Professional Learning Community (PLC) time to reflect on instructional practices, share strategies, and analyze student strengths and needs to ensure purposeful and responsive teaching.

These values are woven into the fabric of our daily culture and drive our collective efforts to support all students.

2. 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)?

We will continue to strengthen our use of Sheltered Instruction strategies through ongoing professional development, ensuring that all students, especially our Multilingual Learners, have access to rigorous and meaningful instruction. Additionally, we will deepen our professional learning around routines and practices that support problem-based mathematics, fostering critical thinking and student discourse. Our professional development will also include a focus on evidence-based practices aligned with the Science of Reading, with an emphasis on how these approaches can be effectively integrated into our reading curriculum and daily instruction.

3. 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?

Over the past two years, Sunrise Elementary has implemented focused professional development on Sheltered Instruction strategies to better support our Multi-Language Learners (MLLs). This learning has been delivered through dedicated full day sessions as well as ongoing professional development embedded in staff meetings, ensuring sustained focus and practical application across classrooms.

We measure the success of this professional learning through the rate of students meeting the criteria to exit MLL services. In 2024, 28% of our MLL students exited services, and in 2025, 20% met the exit criteria. These results reflect the effectiveness of our professional development efforts and the growing capacity of our staff to implement language-rich, inclusive instruction that supports English language development and academic achievement.

Another area of professional learning that has proven to be effective at Sunrise Elementary is our school wide focus on mathematics instruction, specifically around problem-based learning and problem strings, aligned with the Open Up Resources curriculum. Our leadership team has guided professional development sessions and collaborative planning focused on helping teachers implement these strategies consistently and effectively in their classrooms. This work supports students in building conceptual understanding, flexibility with numbers, and strong mathematical discourse.

To assess the impact of this instructional shift, we use a combination of Aimsweb benchmark data and Open Up unit assessments. Aimsweb Math Composite scores provide a universal screener and progress monitoring tool to help us evaluate student growth across grade levels. In parallel, Open Up unit assessments allow us to monitor students' understanding of grade-level standards and application of problem-solving strategies within the core curriculum. We've seen promising results in both data sources, with a decrease in the percentage of students falling in the "at risk" category and a greater percentage of students in the "low risk" category when looking at fall to spring assessments.

Systems of Support
1. Consider the degree to which your school's system of support is grounded in meeting the 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.

   An area of strength is a tiered system of support that works collaboratively to meet the needs of our students.

   We have several layers of support that our staff provide to meet the behavioral/social-emotional and academic needs of students to a high degree. This staffing includes classroom teachers, classified support, identified behavior support personnel, our counselor and Early

Intervention staff, Resource room team, Title I/LAP team, and the principal. Classroom teachers carry out the first tier of learning for academics and behavior/social-emotional teaching. Our Early Intervention and counselor also provide tier one SEL instruction to all students through weekly lessons using the Conscious Discipline Curriculum and Second Step Curriculum Suite.

We focus on building connections and a feeling of belonging so we can identify individual needs in students. Tier two academic support consists of small intervention groups during designated grade level intervention times, push-in support from classified and certificated staff, Title I/LAP small group and one-on-one reading support. Tier two behavior support consists of identified behavior support personnel present during unstructured times during the school day. Other tier two support comes from the counselor and Early Intervention teachers through the use of quarterly support groups.

When students have needs that exceed the two tiers of support, we utilize our Student Support Team to determine what additional supports are needed. Our third tier of academic and SEL support can come from our Resource room and/or ILC team. These teams provide both push-in and pull out support based on student need and Individualized Education Plans. Our counselor and principal also serve as tier three behavioral support, and our Early Intervention Teacher provides both academic and behavioral support.

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

We examined behavior data and academic assessment data (SBA, DRA, Aimsweb, foundational literacy indicators, and WIDA, as well as grade level and classroom assessments as needed).

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

As student needs emerge that are beyond the scope of school, we reach out to local resources, including YMCA for youth and family counseling services, and Plateau Outreach Ministries for rent, utility, and food support. Additionally, we have partnered with Rainier Foothills Wellness Foundation with the local backpack program to send meals home on the weekends for families that would benefit from this support. Our Student Leadership Group has even had the opportunity to take field trips to these community resources to learn about them and volunteer their time to do things like sort donated food and toys. We also partner with our PTO to provide enrichment opportunities for students, such as funding for field trip transportation and entry fees and bringing the Pacific Science Center mobile Science lab to the school.

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

    Areas of strength are partnering with organizations within the school and community. We partner with our PTO to provide family connection events like our Winter Family Night, movie night, BINGO night, and our end of the school year family event. We hope to strengthen positive communication through the use of technology and social media platforms. We also hope to include more parent and student voice in our school decisions through surveys and parent representatives.

Section 7: Schoolwide Reform Strategies	
IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES	
Goal/Priority #1 (G1)	Increase the sense of belonging among all K–5 students as measured by at least 95% of students rating connection-related questions as a 4 or 5 on a 5-point scale on the May Minute Meeting Surveys.
Goal/Priority #2 (G2)	Improve reading proficiency for students in grades 2–5, with a goal of at least 55% of students scoring at or above the 50th percentile on the spring Aimsweb Reading Composite assessment.
Goal/Priority #3 (G3)	Improve math proficiency for students in grades 1–5, with a goal of at least 55% of students scoring at or above the 50th percentile on the spring Aimsweb Math Composite assessment.
Goal/Priority #4 (G4)	80% of MLL students will grow at least 0.7 composite proficiency points on the WIDA ACCESS from 2025 to 2026.

Section 8A: Action Planning			
Priority Goal 1 - Increase the sense of belonging among all K–5 students as measured by at least 95% of students rating connection-related questions as a 4 or 5 on a 5-point scale on the May Minute Meeting Surveys.			
Activity	**8b. Timeframe for Implementation**	**8c. Lead(s)**	**8d. KPIs** Key Performance Indicators
SEL Lessons (Second Step)	Bi-weekly throughout the year	Counselor, Early Intervention Teacher, Community and Culture Team	-At least 90% of planned lessons completed by EOY. -Decrease in behavior incidents, as tracked using SSC forms and SWIS
Class Meetings	Daily throughout the year	Counselor, Early Intervention Teacher,	-Teacher self reports of meeting frequency -Decrease in behavior incidents, as tracked using SSC forms and SWIS

		Community and Culture Team, Teachers	
Greeting students at exit/arrival	Daily throughout the year	Counselor, Teachers, Community and Culture Team	-Monthly Minute Meeting results
Check in/Check out (CICO) system for tier 2 support	As needed throughout the year	Counselor, Early Intervention Teacher, Special Education Teachers	-Decrease in behavior incidents, as tracked using SSC forms and SWIS for individual students receiving CICO support.

Section 8B: Action Planning

Priority Goal 2 - Improve reading proficiency for students in grades 2–5, with a goal of at least 65% of students scoring at or above the 50th percentile on the spring Aimsweb Reading Composite assessment.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
Ongoing, targeted progress monitoring: formative and benchmark data use to guide instruction	1x Monthly throughout the year for "high risk" students. 3x per year for "low risk" and "moderate risk" students	Title/LAP Teacher, K-5 Teachers	-100% of students not meeting 50th percentile on the AIMSWEB comprehensive score are progress monitored monthly. -100% of classroom and support staff utilizing the AIMSWEB assessment receive instruction on progress monitoring.
Differentiate Reading Instruction: Small group interventions ("What I Need" Time)	1x daily throughout the year as identified on the master schedule	K-5 Teachers, Title/LAP Teacher	-80% of identified students (under the 50th percentile) receive differentiated instruction through Title I/LAP, building support, or their classroom teacher. -80% of WIN support groups utilize evidence-based practices (such as explicit phonics or fluency instruction).

			-At least 75% of students identified for Title I/LAP support meet their individualized "ambitious" growth goal on AIMSWEB.
Implement Structured Literacy using UFLI	Daily throughout the year as identified on the master schedule	K-2 Teachers, Title/LAP Teacher	-100% of K-2 classes implementing UFLI lessons (tracked by classroom walkthroughs and self-reporting).

Section 8C: Action Planning

Priority Goal 3 - Improve math proficiency for students in grades 1–5, with a goal of at least 55% of students scoring at or above the 50th percentile on the spring Aimsweb Math Composite assessment.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
Ongoing progress monitoring: formative and benchmark data use to guide instruction	3x per year (fall, winter, and spring benchmarks)	Classroom teachers, Instructional Leadership Team members, Early Intervention Teacher	-100% of students assessed each trimester using AIMSWEB Math. -Teacher self-reported use of Open Up formative checks (such as cool-downs and unit assessments).
Ensure consistent, high-fidelity implementation of the Open Up Resources math curriculum	Walkthrough sheet will be used at least 1x for each classroom teacher as a part of their fall, winter, or spring observation	Elementary Principal team	-Use of Open Up math walkthrough sheet during observations and/or walkthroughs to note implementation of Open Up routines.
Ongoing collaborative planning and reflection centered on student work and instructional practice.	3x per year based on grade level pacing and individual PLC team agendas	Classroom teachers, Instructional Leadership Team members, Early Intervention Teacher	-PLC team self-reports of time utilization with the goal of at least 3 PLCs being used to analyze student work from Open Up performance tasks or assessments and plan response to student strengths and needs.

Section 8D: Action Planning			
Priority Goal 4 - 80% of MLL students will grow at least 0.7 composite proficiency points on the WIDA from 2025 to 2026.			
Activity	**8b. Timeframe for Implementation**	**8c. Lead(s)**	**8d. KPIs** **Key Performance Indicators**
Implement SIOP strategies in all classrooms	Observations completed at least 3x for each teacher during fall, winter, and spring observation windows Analysis of WIDA results in June of 2026	MLL Teachers, Principal, TEAM	-Conduct classroom observations and walkthroughs to observe and provide feedback on use of SIOP strategies for each classroom teacher at least three times over the course of the year. -Impact on student performance on the WIDA -Students meeting their individual growth trend line in Aimsweb math and reading from fall to spring.
Use language supports embedded in core curricula, specifically UFLI and Open Up	Observations completed at least 3x for each teacher during fall, winter, and spring observation windows Analysis of Aimsweb individual student reports for trend lines after the spring reporting window in 2026	Principal, Instructional Leadership Team	-Conduct classroom observations and walkthroughs to observe and provide feedback for each classroom teacher at least three times over the course of the year. -In K–2, implement UFLI with intentional vocabulary and syntax support for MLLs (e.g., visuals, sentence stems) as measured by teacher self reporting. -In K-5 Open Up math, teachers utilize the Mathematical Language Routines (outlined by il Classroom and Illustrative Mathematics) as applicable to lessons, as self-reported. -Students meeting their individual growth trend line in Aimsweb math and reading from fall to spring.

Section 9: Funding, Component #3- Consolidated Funds Matrix SY 2023-24		
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.	Provide for additional collaboration time to support math instruction, PLC training, and WIN support time.
Title 1, Part A	To provide all children a significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Creation of a schedule that allows for students to receive support services and Tier 2 and 3 instruction while still being able to access all Tier 1 instruction.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	SIOP training to ensure teachers are prepared and trained in effective practices. Math professional development training.
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.	SIOP training to ensure teachers are prepared and trained in effective practices.
Title IV, Part A	Our Title IV, Part A funds are transferred to Title II, Part A	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	Paraprofessional support for students. Intervention curriculum and professional development for staff implementing this curriculum for K–5students.
Local Funds	Not applicable	
Other Funding Sources, including School Improvement Grant Funding	OSSI Grant	SIOP training to ensure teachers are prepared and trained in effective practices. Attendance at "MTSS Fest" conference by support staff to develop the Student Support Team.

Thunder Mountain Middle School
School Improvement Plan
2025-2026 School Year

Section 1: Building Data	
1a. Building: Thunder Mountain	**1g. Grade Span:** 6-8 **School Type**:
1b. Principal: Steve Stoker	**1h. Building Enrollment:** 549
1c. District: Enumclaw School District	**1i. F/R Percentage:** 24.3%
1d. Board Approval Date:	**1j. Special Education Percentage:** 13.4%
1e. Plan Date: October 2025	**1k. English Learner Percentage:** 7.7%
1f. School's Washington School Improvement Framework (WSIF) Support: Tier 1	

Section 2: School Leadership Team Members Parent-Community Partners Please list by (Name, Title/Role)	
Steve Stoker-Principal	Gracie Holden- Assistant Principal
Kamele Kimball- 6th Grade Science	Jean Christensen- 6th Grade ELA
Jessie Eames- 8th Grade Math	Dan Rogel-Electives
Tom Riddell- 6th Grade History	Mike Garasi- 8th Grade Science
Mike Firnkoess- 7th Grade History	Shaun DeForrest- 7th Grade PE
Shawna Cano- PTSO/Community Member	

Section 3: Vision Statement

At Thunder Mountain Middle School, we are dedicated to fostering an engaging learning environment that is rich, authentic, and meaningful for all students. Our committed staff supports each student in their journey to grow academically and develop as responsible citizens. We prioritize building strong relationships and nurturing a culture of care and learning.

Section 4: Theory of Action

If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

Section 5: Culture of Equity Statement

We actively engage all members of our school and community to establish high expectations and promote equitable practices. Our goal is to empower every student to achieve their personal and educational potential. We are dedicated to understanding our students' strengths and needs, including identifying underlying factors and variables that may not be immediately apparent.

Section 6: PLAN/NEEDS ASSESSMENT

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Student Populations

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

Recent information from OSPI indicates that Thunder Mountain Middle School has once again scored above the state average across all grade levels and subjects in the SBA assessments.

English Language Arts (ELA):

- **6th Grade:** 65.1% proficiency, exceeding the state average by 17.1%
- **7th Grade:** 54.1% proficiency, 3.7% above the state average
- **8th Grade:** 58.4% proficiency, 9.9% higher than the state average

Mathematics:

- **6th Grade:** 53.2% proficiency, 14.6% above the state average
- **7th Grade:** 44.1% proficiency, 4.9% above the state average
- **8th Grade:** 50.3% proficiency, with impressive growth at 14.8% higher than the state average

Thunder Mountain Middle School continues to monitor the progress of our students across all measures of the Washington School Improvement Framework, demonstrating growth in two key areas:

- **Hispanic/Latino Students**
- **Multi-Language Learners (MLL)**

The MLL subgroup, previously identified as a concern, we had a slight increase, increasing its score by 0.5 deciles, rising from 1.38 to 1.88 deciles. Thunder Mountain is committed to closely monitoring the MLL subgroup to elevate its overall score above the state-required benchmark of 2.0 deciles.

This year, Thunder Mountain conducted baseline STAR testing in Math and Reading for all students, with a focus on the **Pathway to Proficiency** track. This framework indicates expected growth for students aiming to achieve proficiency on the SBA:

- **Scores above the proficiency line** suggest that students are on track, indicating potential proficiency on the SBA.
- **Scores below the line** indicate a need for increased improvement to reach proficiency.

Results:

- **6th Grade:**
    - Reading: **48.1%** of students scored above the proficiency line
    - Math: **28.3%** of students scored above the proficiency line
- **7th Grade:**
    - Reading: **59.2%** of students scored above the proficiency line
    - Math: **35.3%** of students scored above the proficiency line
- **8th Grade:**
    - Reading: **48.2%** of students scored above the proficiency line
    - Math: **32.3%** of students scored above the proficiency line

All grade levels will continue to participate in the STAR assessment to monitor progress and growth.

2. What are some possible root causes your team has identified? Consider both the identification of areas of strength and what it will take to build strength in other areas.

   - Fall benchmark scores in both math and reading STAR tests are a baseline indicator for future success on the SBA. In prior years, the focus was on an increase in scale score. There has not been a consistent correlation between success on the STAR test and the SBA. For this reason, Thunder Mountain has chosen to focus on the Pathway to Proficiency strand of the STAR test.

- A positive observation from evaluating STAR data is that in Reading, the majority of students scored at or above the proficiency line at every grade level. A positive indicator is that the 7th-grade students score at or near the 60% proficiency line. With the fall assessment being baseline data, Thunder Mountain will look for increases in all grade levels in the upcoming assessment windows.

- An area to monitor is a lower score on the 8th-grade Math STAR test. Of all tests given, 6th-grade Math had the lowest proficiency rating, 28.3%. One possible reason for the lower score is the increased cognitive load between the 5th and 6th grade assessments. Baseline testing, which is completed in the opening days of school, does not allow students to fully engage in the 6th-grade curriculum. As students progress through the grade-level curriculum, which will expose them to grade-level content, scores should increase. This will be closely monitored.

- A celebration for Thunder Mountain was the scores obtained on the 24-25 SBAC assessment. In both ELA and Math, Thunder Mountain students increased their scores from the previous year in all three grade levels. A significant gain was seen on both assessments in the 8th grade. The charts below depict the increase in scores.
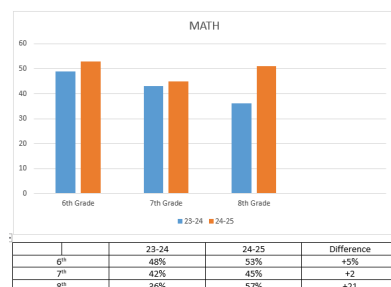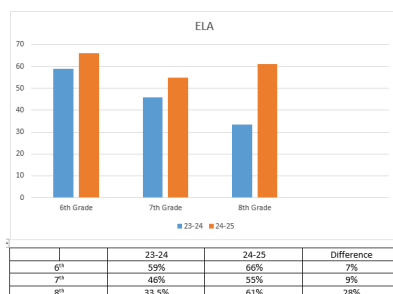
ELA

	23-24	24-25	Difference
6th	59%	66%	7%
7th	46%	55%	9%
8th	33.5%	61%	28%

MATH

	23-24	24-25	Difference
6th	48%	53%	+5%
7th	42%	45%	+2
8th	36%	57%	+21

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representative example of the student population. (Do not include identifiable information!)

   a. What strengths do they possess?

A typical student at Thunder Mountain Middle School embodies a positive demeanor and a genuine enjoyment of the school environment. While middle school presents its challenges, Thunder Mountain students stand out for their kindness and willingness to support their peers. They demonstrate a strong sense of responsibility and pride in their school community.

Visitors to Thunder Mountain frequently remark on the school's cleanliness and the calm, inviting atmosphere that permeates the halls, reflecting the respectful and caring nature of its students.

        b.   What challenges do they face?

Students at Thunder Mountain Middle School encounter challenges similar to those in any middle school environment. A significant hurdle for incoming sixth graders is navigating the friendship dynamics as they come together from three feeder schools. This integration often leads to the formation of new relationships, while existing friendships may become strained or lost. Additionally, self-perception becomes a crucial concern during this developmental stage, as students begin to explore their identities and consider their roles within their peer group.

The Thunder Mountain staff excels at teaching and modeling acceptance and kindness, emphasizing the importance of getting involved in school life. We encourage students to join clubs, sports, or other activities, offering a wide variety of options and ensuring that most sports are non-cut to maximize participation.

Some challenges faced by our students extend beyond their control. Factors such as divorce, financial stress, medical issues, and homelessness can significantly impact their lives. These situations may manifest as disruptive behavior, academic struggles, or absenteeism. Our dedicated staff is skilled at identifying students facing these difficulties.

Through Thunder Mountain's MTSS (Multi-Tiered System of Supports) process, we partner with students identified as needing additional assistance. When challenges arise in students' lives, our staff strives to provide the appropriate support and resources to help them succeed academically and socially.

        c.   What are some important relationships in their life?

 At Thunder Mountain, the relationships our students cultivate can be broadly categorized into three key areas: family, staff, and peers.

Family Support: Most students at Thunder Mountain benefit from a robust family support system. Parents are actively involved in their children's academic and co-curricular activities, fostering strong communication with the school. Trust is a foundational element of the relationship between Thunder Mountain and its families, enhancing collaboration and engagement.

Staff Relationships: Our staff members prioritize building strong connections with the students they teach. Each teacher develops trusting and caring relationships in their own unique way, contributing to a safe and inclusive environment where students feel valued and respected.

Peer Interactions: One of our greatest strengths lies in the care and respect our students show for one another. This solidarity is evident in their interactions throughout the halls, classrooms, and common areas, highlighting a positive and supportive school culture.

Together, these relationships create a nurturing environment that empowers students to thrive both academically and socially.

Educators
1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day-to-day activities of your school?

At Thunder Mountain, we are dedicated to making our equity statement a reality. As it articulates, we empower our students to achieve their personal and educational potential. Our staff actively participates in academic Professional Learning Communities (PLCs) to design units of study that are both authentic and engaging, ensuring that every student is involved in meaningful learning experiences.

The Thunder Mountain staff goes above and beyond to understand their students' individual needs, fostering an environment of support and care. We maintain high expectations for our students in both academics and citizenship, and our students consistently rise to meet these standards.

Evidence of our commitment to equity is reflected in our discipline data, attendance rates, and test scores, showcasing the positive outcomes of our efforts.

2. 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)?

Thunder Mountain Middle School employs a rigorous Multi-Tiered System of Supports (MTSS) process to identify students who need additional assistance. Every Wednesday, staff members convene in grade-level teams to discuss students who may be facing challenges. An administrator or counselor joins these discussions to facilitate the conversation, focusing on students struggling with attendance, academics, or behavior.

This year, Thunder Mountain is collaborating with other schools within our system to establish clear expectations for the Student Support Team (SST) process. The Thunder Mountain SST team will work closely with the Student Support Services team to ensure calibration and alignment. In the fall, both groups will participate in a dedicated training session on the SST process, enhancing our existing structures and promoting consistency across our schools.

3. 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?

During the 2023–2024 school year, Thunder Mountain partnered with the consulting group Continua to identify a school-wide focus for professional development. Typically, Continua's recommendations center around establishing or refining school-wide expectations and routines. However, because Thunder Mountain already has strong structures and routines in place, the leadership team chose to pursue a more academically focused initiative.

After careful consideration, the leadership team decided to conduct a book study on *Academic Conversations*, facilitated by the Common Core leadership team -Thunder Mountain's academic leadership body.

Academic conversations are sustained, purposeful discussions that promote deeper critical thinking and a stronger understanding of content. Unlike casual conversations, academic discourse emphasizes the use of precise language, respectful interaction, and grounding ideas in evidence.

Building on the foundation established during the 2024–2025 school year, the Common Core team will expand this work in 2025–2026 by developing a school-wide protocol for conducting academic conversations. As part of this initiative, staff will learn how to:

- Incorporate sentence stems to support student discourse

- Extend student thinking through purposeful questioning

- Provide and receive peer feedback on implementation

To ensure consistency and effectiveness, the Common Core team will conduct fidelity checks in classrooms across the school. These walkthroughs are designed not as evaluations, but as opportunities to spark dialogue between the Common Core team and teachers about deep, meaningful conversations occurring across all disciplines.

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

A Multi-Tiered Systems of Support (MTSS) framework is at the heart of who we are at Thunder Mountain. Our approach is systematic, proactive, and student-centered, designed to identify and address behavioral, academic, and attendance concerns before they become barriers to success.

Concerns are often identified organically by classroom teachers — those who know students best. Once a need is recognized, the administrative team, in collaboration with our school counselor and other support staff, responds quickly to provide targeted interventions. A network of support, including the school counselor, outside counseling professionals, our cultural support specialist, and the administrative team, works collaboratively to address and mitigate concerns identified through the MTSS process.

Built-in feedback loops ensure that no student "falls through the cracks." These loops include weekly check-ins with grade-level teams, the cultural support specialist, and counseling services. This ongoing communication allows for timely updates, progress monitoring, and closure when interventions are no longer necessary.

Thunder Mountain offers a comprehensive range of supports in three key areas: academic, social-emotional, and behavioral.

- **Academic Support:** Universal screeners — including STAR, Read 180, and IXL assessments — are administered at the beginning of each school year to identify students who may need additional academic support. Students flagged for intervention receive small-group instruction during Thunder Mountain's dedicated intervention period.

- **Social-Emotional Support:** Individual and small-group counseling sessions are provided by our school counselor and outside counseling partners. These supports foster emotional well-being and resilience, allowing students to better engage with their learning.

- **Behavioral Support:** The administrative team and school counselor address behavioral needs through restorative practices, structured interventions, and ongoing monitoring.

Teachers also have access to a library of Tier II interventions — targeted strategies designed to support students within the classroom setting. These interventions are critical tools in narrowing achievement gaps and promoting equitable outcomes.

Our structured systems and daily routines further reinforce the MTSS framework, helping students achieve their academic and personal goals consistently and successfully.

An ongoing enhancement to our MTSS approach is a weekly student check-in survey, developed by Assistant Principal Gracie Holden. This proactive tool allows students to share concerns, reflect on their stress levels, and communicate needs directly. Because the survey responses are tailored to individual situations, students feel their voices are heard and valued. An example of this "tailored" approach is giving candy to those who choose it. Each week, the question 'what do you need right now' is asked. One of the answers in this multiple-choice question is candy. The look on a student's face when they are allowed to choose a piece of candy is priceless! A similar weekly check-in is also distributed to staff, fostering a culture of care and connection across our school community. Feedback from both students and staff has been overwhelmingly positive, highlighting appreciation for the consistent attention to well-being and support.

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

Areas of strength and opportunities for growth are identified through a variety of feedback sources, including surveys, input from building leadership teams, and information gathered during weekly check-ins.

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

Our primary community partner at Thunder Mountain continues to be our Parent Teacher Student Organization (PTSO), which provides direct support to classroom teachers, staff, and students. Teachers are encouraged to take advantage of a 'scholarship' offered by the PTSO for a classroom want or need. Thunder Mountain's PTSO is a generous group that is more than happy to partner with Thunder Mountain's Staff.

The PTSO organizes several fundraisers throughout the year, one of the most popular being our monthly Float Friday. During this event, students can purchase a float for $3 or "float a friend" by purchasing two floats for $5. This simple yet creative fundraiser regularly generates up to $1,000 each month. Funds raised by the PTSO are used to directly support classroom needs and to sponsor school-wide events and activities, including our 8th Grade Promotion celebration.

In addition to the work of the PTSO, Thunder Mountain engages in broader community support efforts. Each holiday season, the school organizes a food drive to support local families. We also run a backpack program, which provides essential food items to students and families in need throughout the year.

Through these partnerships and initiatives, Thunder Mountain continues to strengthen its connection to the community while ensuring that students and families receive the support they need to thrive.

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

Another vital component of Thunder Mountain's community outreach is our Cultural Support Program, which serves as a critical bridge between families and the school. This program provides direct communication pathways — particularly for our Spanish-speaking families — ensuring they have consistent access to school information, resources, and support. Through this initiative, families are more engaged and connected to their students' educational experiences, fostering stronger school-home partnerships.

Looking ahead, one of Thunder Mountain's key priorities is strengthening the Cultural Support Program. Currently, our program specialist, Annette Quezada, splits her time between both middle schools. However, we believe the needs of our students and families warrant a full-time specialist dedicated solely to Thunder Mountain. As the program continues to grow, our goal is to expand staffing so that Annette can serve Thunder Mountain full-time while an additional cultural support specialist is hired to serve Enumclaw Middle School.

Another area identified for growth is our Newcomer Program, designed to support students who have recently arrived in the United States and speak little to no English. These students often face unique academic, social, and cultural challenges as they transition into a new educational environment. Thunder Mountain staff strongly believe that expanding targeted support — including additional instructional resources, language development opportunities, and social-emotional supports — is essential to ensuring equitable access to learning and setting these students on a path to long-term success.

Section 7: Schoolwide Reform Strategies	
SY 2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES	
Goal/Priority #1 (G1)	Address student well-being by soliciting feedback on well-being and school safety from key stakeholders, which include staff, students, and community members..
Goal/Priority #2 (G2)	Address literacy and mathematics through ongoing professional development on the book study, Academic Conversations.
Goal/Priority #3 (G3)	Address on time graduation with a plan and pathway by implementing Thunder Mountain's portion of the High School and Beyond Plan.

Section 8A: Action Planning			
Priority Goal 1 - Key Performance Objective (KPO): Conduct multiple surveys to measure student well-being at Thunder Mountain.			
Activity	**8b. Timeframe for Implementation**	**8c. Lead(s)**	**8d. KPIs** Key Performance Indicators
A1) The administrative team will conduct a student survey designed to gather feedback on students' perceptions of physical safety and social-emotional support at Thunder Mountain. The survey will ask students to rate the effectiveness and accessibility of supports available to them in these areas. The purpose of this survey is to gain deeper insight into students' lived experiences and evaluate the impact of current programs and interventions. The results will guide future decisions around policies, practices, and resources to ensure that all students feel safe,	October- November	Building administration	The data collected will inform future decisions about programming, resource allocation, and targeted interventions, ensuring that all students at Thunder Mountain feel supported, connected, and valued. .

supported, and connected within the school community.			
A2). The administrative team will conduct a staff survey designed to gather perception data on the level of trust, communication, and support between staff members and school leadership. The purpose of this survey is to understand staff experiences better, strengthen relationships, and identify areas where the administrative team can improve collaboration, transparency, and support. The results will guide future leadership practices and professional culture initiatives at Thunder Mountain.	November-December .	Building administration	The data collected will help the administrative team better understand the current levels of trust and support within the building. This information will be used to guide decision-making and, if necessary, adjust leadership practices to strengthen relationships and foster a more collaborative and supportive school culture. .
A3) The administrative team will conduct a community survey to gather feedback on the school community's perceptions of safety and trust at Thunder Mountain. The purpose of this survey is to better understand how families and community members view the school environment and the effectiveness of current safety measures and communication practices. The results will help guide future initiatives aimed at strengthening school-community relationships and ensuring that Thunder Mountain remains a safe, welcoming, and trusted place for all..	January	Building administration	The data collected will provide valuable insight into the community's perception of Thunder Mountain. If the results indicate any areas of concern or negative perceptions, the administrative team will collaborate to develop strategies and action plans to address those issues and strengthen trust and partnerships with the community. .

Section 8B: Action Planning

Priority Goal 2 - Key Performance Objective (KPO): Conduct PD and fidelity checks on Academic Conversations protocols.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
A1) Develop and provide a series of lessons to review and build on the concepts presented in the book Academic Conversations.	September to January- Lessons taught to staff.	Common Core team/Gracie Holden	Feedback given by staff on each professional development lesson.
A2 Fidelity teams will ensure conservation protocols are being utilized throughout the school.	February- Fidelity walk-throughs and feedback loops conducted.	Common Core team/Gracie Holden	Walk-through feedback loops. Feedback will be given to individual teachers after the team assesses the success of the protocols in each classroom.
A3) End-of-year progress created by the Common Core team.	June	Common Core team/Gracie Holden	All objectives are met on the Academic Conversations' to-do checklist.

Section 8B: Action Planning

Priority Goal 3 - Key Performance Objective (KPO): Complete all steps of the middle level portion of the HSBP.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
A3) Science teachers in the 7th and 8th grade will complete the Schoolinks onboarding/Find Your Path assessment.	September	Science teachers in 7th and 8th grade.	Onboarding survey Find Your Path Assessment
A2)Through Focus classes, students will create/modify a career SMART goal and complete the SMART goal feedback survey.	November	8th-grade teachers	Completed Career SMART goal Completed SMART goal survey
A3)Students will submit their initial High School and Beyond Plan and complete the submission survey.	May	8th-grade teachers	Submitted HSBP Completed HSBP survey

Westwood Elementary School
School Improvement Plan
2025-26 School Year

Section 1: Building Data	
1a. Building: Westwood Elementary School	**1g. Grade Span:** Kindergarten - Fifth Grade **School Type**: Elementary
1b. Principal: Scott Meyer	**1h. Building Enrollment:** 437
1c. District: Enumclaw School District	**1i. F/R Percentage:** 27.9%
1d. Board Approval Date:	**1j. Special Education Percentage:** 18%
1e. Plan Date: November 1, 2024	**1k. English Learner Percentage:** 11.5%
1f. School's Washington School Improvement Framework (WSIF) Support: Foundational Supports	

Section 2: School Leadership Team Members Parent-Community Partners Please list by (Name, Title/Role)	
Scott Meyer, Principal	Jackie Carel, Teacher
Jen Lee, Early Intervention Specialist	
Jess Kelly, Counselor	
Sarah Rae, Teacher	
Shannon Wolfe, Teacher	

Section 3: Vision Statement

Inspiring students to learn, lead, and impact their community and world.

Section 4: Theory of Action

If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

Section 5: Culture of Equity Statement

We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students' strengths and needs, including factors and variables that may not be easily identified.

Section 6: PLAN/NEEDS ASSESSMENT

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Student Populations

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

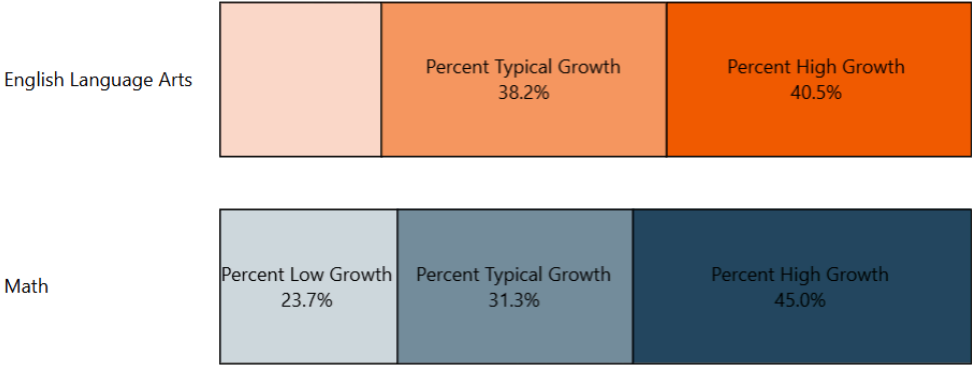Washington School Improvement Framework Data for Westwood Elementary
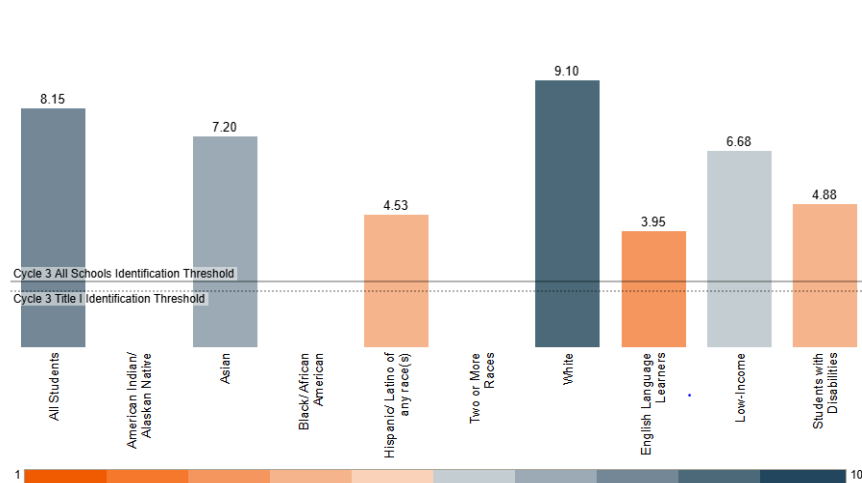
	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
ELA Proficiency Rate	60.7%		80.6%		38.9%	57.1%	64.8%	24.5%	45.1%	32.5%
Math Proficiency Rate	50.8%		58.1%		33.3%	42.9%	55.4%	17.0%	40.2%	28.6%
ELA Median SGP	56		49		42		62	44	53	48
Math Median SGP	63		53.5		59		65	60.5	64	61
EL Progress Rate*	63.9%									
Graduation Rate**										
Regular Attendance Rate	78.2%		63.6%		65.3%	69.2%	84.0%	57.0%	69.9%	75.4%
Ninth Grade On Track Rate										
Dual Credit Rate										

Smarter Balanced Assessment Data - Passing Averages Compared with the State

3rd ELA State/WW		4th ELA State/WW		5th ELA State/WW		3rd Math State/WW		4th Math State/WW		5th Math State/WW	
47.8	65.3	49.4	64.2	52.9	62.3	51.2	69.4	48.3	71.6	41.9	43.5

Westwood Elementary School
2024-25

English Language Arts

	Percent Typical Growth 38.2%	Percent High Growth 40.5%

Math

Percent Low Growth 23.7%	Percent Typical Growth 31.3%	Percent High Growth 45.0%

Key Take-Aways:

- No student group is below the threshold identified by the WSIF. Westwood is identified as "Foundational Supports" for WSIF
- Westwood is significantly outperforming state averages in most areas. On average, Westwood is 13.9% above in ELA and 14.4% in math.
- The majority of students are making a year's worth of growth or more, according to formative data collected by the classroom teacher.
- 78.7% of students are identified as making "Typical or High" growth in ELA
- 76.3% of students are identified as making "Typical or High" growth in Math
- Our focus - Students identified with language acquisition supports are not progressing at the same rate as other student populations on standardized assessments

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

- Strong alignment to standards and core instruction produces high levels of progress and growth, building skills systematically as aligned to the progression outlined in the CCSS.
- Strong tier one (classroom) instruction for all students is effective, meets the needs of the individual learner and strives to challenge each student.
- Almost all students who are receiving special education are also receiving core instruction from their homeroom teacher. Core plus more allows for the opportunity to shrink the gaps in learning, which often widen when pulled from core instruction in a model that supplants.
- Learning engages students at high levels of depth of knowledge, not simply recall.
- A strong intervention system ensures students get additional supports when needed, not when they have a label.
- A strong growth mindset program encourages students to take risks, see challenges as growth opportunities, and celebrate individual goal setting and "leveling up".

- A strong whole-child approach ensures students are being cared for and developed in all areas, including social/emotional skills.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

A strength of our belief system is not focusing on a "typical" student as mentioned above but on each individual student. The individual student at Westwood is kind, caring, smart, fun, talented, works hard, has many strengths, has areas in need of development, has the potential to reach the goals they desire, can achieve at high levels, has unique skills, abilities, and attributes, and loves school.

   a. What strengths do they possess?

   Westwood students possess the following strengths and more: *The individual student at Westwood is kind, caring, smart, fun, talented, works hard, has many strengths, has areas in need of development, has the potential to reach the goals they desire, can achieve at high levels, has unique skills, abilities, and attributes, and loves school.*

   b. What challenges do they face?

   Each child has unique challenges based on his or her diverse background and life experiences. Many challenges may include poverty, abuse, inequitable school experience and access, inequitable access to resources, and a possible lack of emphasis on school/education at home. Although the pandemic is several years in the past, varied impacts can still be seen.

   c. What are some important relationships in their life?

   Many Westwood students have important relationships with their parents, siblings, extended family members, teachers/educators, coaches, religious affiliates, friends, neighbors, pets/animals, and more...

Educators
1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

Our beliefs and values are evident the minute you enter our school building/campus. All staff, on a daily basis, engage students in an inclusive and loving environment where the child is nurtured, challenged, and provided the supports necessary to grow and thrive. Through relationships and positive encouragement/celebration, students are met with high expectations for their learning and high levels of support.

2. 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)?

   Student Engagement and Active Participation - Engagement is requirement for learning. There are proven strategies and structures we can employ to ensure maximum student participation and engagement. Westwood staff will focus our professional learning over the course of the year on Active Participation strategies as taught by Anita Archer. On a continuum of engagement, we want our students actively driving and investing in their learning.

   Math Problem-Based Instruction - Problem-based math continues to be a point of emphasis as we continue to implement Open Up Resources. Continued time and discussion to understand the foundations of the program and how to implement all of the components of the program will continue to be needed. Teachers will also continue to identify where supplementation is needed, in addition to adjustments within the curriculum to be better aligned with standards or the needs of learning.

   WIN Development - Westwood has always had an intervention period K-5, but as we continue to refine and implement our block schedule, WIN Development continues to be refined and a focus. WIN stands for What I Need and is a committed time for intervention, reteaching, and or enrichment. Intentional time with grade-level teams will be a continued focus to ensure we are intentionally teaching our students based on identified need and skills. WIN development will look different K-2 than it does at grades 3-5.

3. 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?

   Staff had initial training or professional learning on all of our new initiatives, which include: master schedule, problem-based math, AimsWeb, and EL. The current reality is that we continue to still feel the weight of implementing new programs, which requires continued attention and responsiveness to our teachers' needs. The key variable for success with these programs and initiatives will be continued and consistent collaborative professional learning over the course of the year. Teachers will need time and the empowerment to identify problems, time to problem-solve through our collective expertise, and possibly outside resources/training. Westwood will commit to

spending extra hours within the 56-hour contract for professional development focused on teaming around current needs identified by the group.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the 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.

   Our system of support is responsive, knowledgeable, knows our students well, and works extremely hard to give each student who is not progressing in the core program the supports he or she needs within a short-term intervention with the sole purpose of success in the homeroom. The strength of the team is our ability to work together to meet the needs of students. The counselor, LAP teacher, early interventionist, psychologist, principal, speech pathologist, and school resource room teacher meet weekly to discuss kids and implement plans for the purpose of learning, not a label. Westwood blends aspects of Positive Behavior Interventions and Support (PBIS), Conscious Discipline, Second Step, and other resources to teach self-regulation, problem-solving, growth mindset, and positive learning behaviors.

   Areas that can be improved include access to different supports to meet the varied needs of students. Based on the progress or lack of progress, students need individualized resources to meet specific needs.

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

   The school identified our areas of strength through discussion, observation, and the level of growth of our students.

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

   As student needs emerge that are beyond the scope of school, we reach out to local resources, including Nexus for youth and family counseling services, and Plateau Outreach Ministries for a variety of supports. Additionally, we have partnered with the local backpack program to send meals home on the weekends for families that would benefit from this support. We partner with our PTO to provide enrichment opportunities for students. When there is a building-wide reteaching need, parents are engaged with communication and information necessary to support our work with children. For example, last year, we identified a trend in unsafe language coming from many of our students. A parent newsletter was sent home and we worked together to identify the problem and replace unsafe language with safe words. This was a very successful partnership.

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

> Areas of strength are partnering with organizations within the school and community to provide resources to students and families. We partner closely with parents who are police officers to have lunch with students. We use frequent and consistent communication to engage our families. Our PTO is extremely strong and a great liaison when reaching out to our community.

Section 7: Schoolwide Reform Strategies	
SY 2025 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES	
Goal/Priority #1 (G1)	School Family Priority - Continued focus and development of the Westwood school family and environment for staff that supports the team and promotes collaborative work, grace, and self-care for the benefit of our students.
Goal/Priority #2 (G2)	Math Priority - 85% of students in grades K-5 will be proficient in math as measured by the Aimsweb composite score.
Goal/Priority #3 (G3)	Literacy Priority - 75% of students in grades K-3 will be proficient in reading as measured by the Aimsweb composite score.

Section 8A: Action Planning 20			
Priority Goal 1 - Key Performance Objective (KPO): 100% of all Westwood staff members will participate in creating a culture of adult learning.			
Activity	**8b. Timeframe for Implementation**	**8c. Lead(s)**	**8d. KPIs** Key Performance Indicators
A1) Staff engagement in school family rituals, routines, and team meetings that encourage collaborative discussions that unite, celebrate and support each other in our work this year.	September - June	All staff	Evidence of brain smart starts, staff celebrations (quacks), wish-wells, and collaborative work in support of one another at staff meetings and professional learning communities.

Section 8B: Action Planning

Priority Goal 2 - Key Performance Objective (KPO): 85% of students in grades K-5 will be proficient in math as measured by the Aimsweb composite score.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
Math implementation and commitment to Open Up Resources.	September - June	Homeroom teachers	All homeroom teachers will commit to teaching OUR as our adopted math program, teaching with fidelity and to the best of their knowledge of the program.
Commitment to 75-90 minutes of math daily as outlined in our master schedule	September - June	Homeroom teachers	All homeroom teachers will engage students in math for 75-90 minutes a day. PLCs can determine how the math block is chunked. Some teams have already committed to a 60-minute lesson and 30-minute math WIN time.
Spring Math - Foundational Skills Intervention K-3	October-June	K-3	All students in grades K-3 will take part in Spring Math, which is a foundational skills research-based intervention program

Section 8B: Action Planning

Priority Goal 3 - 75% of students in grades K-3 will be proficient in reading as measured by the Aimsweb composite score.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
Professional learning communities will partner with the administration to best implement and problem-solve new programs - EL, UFLI, 95%,	All year	PLCs, principal	Classroom lessons will show evidence of new programs in use, within the master schedule blocks and with data from AimsWeb.
Use of benchmark data to identify student needs and then align WIN interventions or	All year	PLCs, Principal	Evidence will show students in purposeful small group learning during WIN.

enrichment to fill gaps and/or extend learning			
K-2 Daily Reading Groups	Every trimester	Principal, early intervention teacher and PLC teams	Student growth on Aimsweb assessment data and unit assessments, targeted instruction based on students needs within core instruction and WIN time