



Kamiak Elementary Consolidated School Improvement Plan

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

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement, and WAC 180-16-220. All schools in WA State are required to have a school improvement plan.

Section 1: Building Data	
1a. Building: Kamiak Elementary School	1g. Grade Span: K-5 School Type: Public
1b. Principal: Evan Hecker	1h. Building Enrollment: 321
1c. District: Pullman School District	1i. F/R Percentage: 46%
1d. Board Approval Date: November 13, 2024	1j. Special Education Percentage: 16%
1e. Plan Date: August 14, 2024	1k. English Learner Percentage: 8%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Targeted 1-2	



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

Please list by (Name, Title/Role)

Evan Hecker, Principal	Sadie Boone, First Grade
Cheyenne Webber, Assistant Principal	Kelly Pollestad, Second Grade
Sarah Corbin, Kindergarten	Shelly Opgenorth, Third Grade
	Victoria Schoenfelder, Fourth Grade
	Emily Poston, Fifth Grade
	Pat Doumit, Core + Teacher
	Madison Hotchkiss, Core + Teacher
	Kim Turner, Physical Education
	Katie Bridges, Parent
	Chisato Taylor, Parent

Section 3: Vision and Mission Statement

Our mission is to provide a safe, developmentally appropriate, nurturing environment that maximizes growth in social-emotional, cognitive, and physical development for every student.

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

The purpose of this section is to provide the following optional questions to use as you complete your CNA to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

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?
Our students at Kamiak Elementary continue to improve performance on state and locally determined indicators of learning and teaching success. We enter our 6th year as a school community and our students are benefiting from our proactive planning from our teachers which includes the creation of a Guaranteed and Viable Curriculum for all students during our late-start collaborative team time on Mondays. Built in time in our master schedule allows our certificated staff to create common formative assessments aligned to essential standards in ELA and math. The results are shared at future collaborative meetings and used to identify who requires additional support to meet standard and who requires enrichment opportunities for any given essential standard. Our certificated staff also discuss instructional practices use to teach each essential standard and identify best practices used to inform their instruction moving forward.
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 school district is Learning by Doing and engaged in the Professional Learning Communities at Work process. Our teachers have identified essential learning standards in ELA, and begin to do the same in math. Our collaborative teams create common formative assessments to see if students have learned the essential standards and meet weekly to discuss student data and to plan interventions and enrichments when students have not yet learned the material or if they show mastery. We are using Collaborative Literacy ELA materials that align with our identified essential standards.
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?
Our students use kind words when speaking with people. They are aware of their own responsibilities. Our students are open-minded and encouraged to try new things, include others, and to have a growth-mindset. Our students are respectful and follow expectations.
 - b. What challenges do they face?
Our students face many challenges. Some come from homes of poverty, others have experience or witnessed domestic violence in the home. Some of our students are food insecure.

- c. What are some important relationships in their life?

Our school employees are some of the most important people in the lives of our students. We center our work on building relationships with all students and making family connections to support students. We prioritize partnering with families to meet the needs of our students.

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?

All means all at Kamiak Elementary school. Whether you are a student in special education, a student from a low-income family, or a student from a sub-group who has been historically marginalized, we believe you can learn and grow. Our educators clarify and pace essential learnings in ELA and math using standards documents, curriculum guides, assessment blueprints, pacing guides, and textbooks. We develop and implement local, common, formative grade level assessments to frequently monitor each student's learning of essential standards and we provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets. Our educators create and implement a master instructional schedule at each grade level to provide protected block of core instructional time for all areas of the content. We initiate individual and small group programs to provide additional intervention and enrichment learning time for students. We provide parents with resources and strategies to help their children succeed academically. Information is provided through newsletters, parent-teacher conferences, curriculum nights, and family literacy, STEAM, and/or math nights. Our educators use a variety of best instructional strategies to help all students learn essential standards at or above grade level proficiency targets, using OSP's Best Practices Menu. As a staff, we develop in how we collaboratively student essential standards and curriculum guides to generate grade level lists of essential skills. Our staff creates a variety of common, formative assessment instruments designed to monitor student learning of essential skills in reading and writing. Lastly, we work together to provide ongoing, job-embedded professional development.

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)?

Our staff will always work to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports. As we dig deep into our essential math standards this school year, our school district will need to provide ongoing professional development when the need arises in the following areas: REAL process, how to use the REAL Process tool to identify essential learning standards, how to unpack standards using the unpacking tool, and how to use Depth of Knowledge Resources and information to complete the unpacking of standards process for mathematics. Additionally, our staff will need professional development centered on how to implement What I Need Time (WIN Time) to support students who have not yet met essential grade level standards and will requires TIER II and/or III interventions as well as how to support students who have already met grade level essential standards.

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?

Professional Learning Communities at Work Trainings for members of our Guiding Coalition

RTI at Work training for all certificated staff during our back to school kickoff.

Unpacking Standards training for all certificated staff

DOK training for all certificated staff

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.
Kamiak Elementary will use a tiered model for interventions that is based on the Response to Intervention model for both academic and behavior. Core instruction is delivered in the general education classrooms while Tier II instruction is delivered through in-class and pull out models using researched and evidence-based materials and practices. The majority of intervention support will come via the push-in model. Our school Student Intervention Team (SIT) will meet every three weeks with each grade level collaborative team to analyze student data and develop a student plan of intervention in collaboration with the teacher(s). Teachers may refer a student to SIT for intervention support and progress monitoring. The SIT will provide coaching and instructional support for teachers and staff implementing intervention plans. Tier III Instruction is currently delivered to general education students and students on an IEP when data informs us that they have not yet learned essential grade level standards. Each grade level will spend an average of 60 or more minutes per day on core reading instruction. Core instruction is differentiated in the classroom to meet students' needs. The majority of Tier II support will be done as a push-in model at every grade level. Tier II push-in instruction will be delivered by the classroom teacher and/or the certificated Title I teacher. Paraeducators will provide instructional support in our push-in model. We will have three support paraeducators who will assist in delivering the push-in Tier II support for reading. Pull-out will be used for the students who need a double dose of intervention. Tier III instruction for students will be delivered in class and as a pull-out model by our classroom teacher, special education teachers, and/or Title I teacher. We will use the same model for mathematics instruction.
2. How did your school identify these areas of strengths and improvement?
Our school district and school identified that ELA and mathematics instruction and student growth towards mastery of essential standards is our priority.
3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
Kamiak Elementary will build strong and effective partnerships with families that can help children and families thrive. These partnerships will be grounded in positive, ongoing, and goal-oriented relationships with families. We will provide a welcoming environment for families and invite them to participate as equal partners in the education of their children. We will provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.

Kamiak Elementary will assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. We will involve families with their children in academic learning at home, work at home, goal setting, and other curriculum-related activities. Kamiak will involve families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other organizations. We will coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Schools and families collaborate in an authentic partnership to create a path for students to reach their highest potential.

4. What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?
Kamiak PTA involvement is high. WSU literacy partnerships. SEL STEAM Night partnerships. We hope to strengthen and build further family and community engagement and partnership during curriculum nights. The last few years attendance has been quite low. We think this is due to our night being so close to Back to School Night.

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

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

5a. SY 2024–2025 SMARTIE Goal #1:

Kamiak Elementary will improve student performance in language arts as measured by SBA and MAP, with a focus on students from low-income families. We will move 10% of all students at a Level 2 on the 2023-24 SBA to a level 3 or 4 on the 2024-25 SBA. We will increase the number of students who meet projected MAP growth by 10% from Fall 2024 – Spring 2025.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>

<p>Curriculum:</p> <p>1. Clarify & Pace Essential Standards(skills, concepts & dispositions) in each area of Language Arts utilizing Standards Documents, Curriculum Guides, assessment blueprints, pacing guides and textbooks.</p> <p>2. Teachers will utilize grade level established essential standards and DOK levels</p> <p>Assessments:</p> <p>3. Develop and implement local, common, formative grade level assessments to:1) frequently</p>	<ul style="list-style-type: none"> • Increased results for all students on local, district, state/provincial, and national indicators • Lists of Essential Standards • Learning Targets • Creation of Common Formative Assessments • Lists of Each Team's Essential Standards & Pacing Guides • Peer Observation Schedule • Common Grade Level Schedules • Intervention/Enrichment Schedule • Volunteer Log • Newsletters • 3 End of Term Reports • GradeLevel Lists ELA grade-level smart goals created within Collaborative teams 	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>	<p>Professional Learning Communities (Collaborative Grade Level Teams) for 1, 2, 3, 4, 5, 6, 7, 8, and 9.</p> <p>Principals and TOSAS for 10.</p>	<ul style="list-style-type: none"> • Grade-Level Collaborative Team goals and Pacing Guides • Solution Tree PLC Training • Essential Standards Alignment • Common Formative Assessments • Collaborative Teams • Menu of Best Practices ELA • Prioritize Instructional Content ELA • Staffing/Time • Common Core ELA Standards • PTA • Interim Assessments • Block Assessments • Vocabulary Lists • Digital Library
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<p>monitor each student's learning of essential outcomes 2.) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.</p> <p>Instruction:</p> <p>4. Create/implement a master instructional schedule at each grade level to provide protected blocks of instructional time for all areas of the content.</p> <p>5. Initiate individual and small group programs to provide additional</p>		Revisit once a year		<ul style="list-style-type: none"> • Core+ Intervention Schedule • ELA Core Instruction Schedule • Curriculum Nights • Family STEAM Night • Family Literacy Night • PSD Professional Development • Kamiak Professional Development • Peer Observations • Utilize TPEP evaluation growth model to support ELA instruction, including enhancement of principal evaluation
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intervention and enrichment learning time for students.		Ongoing throughout the year		support through collaboration
6. Provide parents with resources and strategies to help their children succeed academically. Information will be provided through newsletters, and parent/teacher conferences, curriculum nights, and parent/child reading nights.		Ongoing throughout the year		<ul style="list-style-type: none"> • CougPals • Penfriends • Horizontal and Vertical instructional alignment • Transition meetings between preschool and Middle school
7. Utilize a variety of instructional strategies to help students learn all Essential Skills at or above grade level proficiency targets, using the Best Practices Menus		Ongoing throughout the year		
Staff Development:				

8. Collaboratively study standards & curriculum guides to generate grade level lists of essential skills.		Revisit at least once a year		
9. Create a variety of common, formative assessment instruments designed to monitor student learning of essential skills in reading and writing.		Ongoing throughout the year		
10. Provide ongoing, job-embedded staff development.		Ongoing throughout the year		
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				

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1. Click or tap here to enter text.
2.

5b. SY 2024–2025 SMARTIE Goal #2: Kamiak Elementary will improve student performance in mathematics as measured by SBA and MAP, with a focus on students from low-income families. We will move 10% of all students at a Level 2 on the 2023-24 SBA to a level 3 or 4 on the 2024-25 SBA. We will increase the number of students who meet projected MAP growth by 10% from Fall 2024 – Spring 2025.				
<i>Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.</i>				
Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>

<p>Curriculum:</p> <p>1. Clarify and pace Essential Standards (skills, concepts & mathematical practices) in each area of Mathematics utilizing Standards Documents, Curriculum Guides, assessment blueprints, pacing guides, and curriculum materials.</p> <p>2. Teachers will use the Bridges curricular materials scope and sequence</p> <p>3. Teachers will utilize Solution Tree's REAL Process to prioritize essential standards.</p> <p>4. Teachers will conduct various Number Talks and</p>	<p>Click or tap here to enter text.</p> <ul style="list-style-type: none"> Increased results for all students on local, district, state/provincial, and national indicators Lists of Essential Standards, Create Learning Targets Common Formative Assessments Each Team's Essential Standards & Pacing Guides Peer Observation Schedule Common Grade Level Planning Schedule Tier 2 and Tier 3 Instructional Schedule Volunteer Log Newsletters End of Term Reports SMART Goals 	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p> <p>Revisit once a year</p>	<p>Professional Learning Communities (Collaborative Grade Level Teams) for 1, 2, 3, 4, 5, 6, 7, 8, and 9.</p> <p>Principals and TOSAS for 10.</p>	<ul style="list-style-type: none"> Grade-Level Collaborative Team goals and Pacing Guides Solution Tree PLC Training Essential Standards Alignment Common Formative Assessments Collaborative Teams Menu of Best Practices Priority Instructional Content in Math Staffing/Time Common Core Math Standards PTA Interim Assessments Block Assessments Vocabulary Lists Digital Library Core+ Intervention Schedule Math Block Schedule Curriculum Nights Family STEAM Night PSD Professional Development
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<p>Counting Collections to deepen student understanding of Place Value, and will use manipulatives, interactive resources, and materials.</p>		<p>Ongoing throughout the year</p>		<ul style="list-style-type: none"> • Kamiak Professional Development • Peer Observations • Utilize TPEP evaluation growth model to support mathematics instruction, including enhancement of principal evaluation support through collaboration
<p>Assessments:</p> <p>5. Develop and implement local, common, formative grade level assessments to:1) frequently monitor each student's learning of essential outcomes 2.) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.</p>		<p>Ongoing throughout the year</p>		<ul style="list-style-type: none"> • CougPals • Horizontal and Vertical instructional alignment • Transition meetings between preschool and Middle school
<p>Instruction:</p> <p>6. Create and implement a master</p>				

instructional schedule at each grade level to provide protected blocks of CORE instructional time for all areas of the content.		Revisit at least once a year		
7. Initiate individual and small group programs to provide additional intervention and enrichment learning time for students.		Ongoing and evolving throughout the year		
8. Provide parents with resources and strategies to help their children succeed academically. Information will be provided through newsletters, parent/teacher conferences, curriculum nights, and literacy nights.		Ongoing throughout the year		

<p>9. Utilize a variety of instructional strategies to help students learn all Essential Skills at or above grade level proficiency targets, using the Best Practices Menu</p>		Ongoing throughout the year		
<p>Staff Development:</p> <p>10. Collaboratively study standards & curriculum guides to generate grade level lists of essential skills.</p>		Revisit at least once a year		
<p>11. Create a variety of common, formative assessment instruments designed to monitor student learning of essential skills in mathematics.</p>		Ongoing throughout the year		
<p>12. Provide ongoing, job-</p>				

<div> <div>embedded staff development.</div> </div>		Ongoing throughout the year		
<div> <div>Activity 2</div> <div>Click or tap here to enter text.</div> </div>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Click or tap here to enter text.				
2. Click or tap here to enter text.				
5c. SY 2024–2025 SMARTIE Goal #3: Students at Kamiak Elementary will consistently demonstrate behaviors that Learning is Required by ALL Kestrels which will positively increase 5 th grade attendance and tardy records from 2023-24 to 2024-25.				
<i>Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.</i>				

Activities	Measures	Timeframe	Lead	Resources												
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>												
<p>Activity 1</p> <table><tr><td>Information Letter to all students and parents that includes benefits of regular of</td></tr><tr><td>1. Attendance Protocol Phone, Monitor Attendance Data Daily</td></tr><tr><td>2. Email or Phone Call from Teacher about missed days</td></tr><tr><td>3.RTI for Students with high attendance issues (Community</td></tr></table>	Information Letter to all students and parents that includes benefits of regular of	1. Attendance Protocol Phone, Monitor Attendance Data Daily	2. Email or Phone Call from Teacher about missed days	3.RTI for Students with high attendance issues (Community	<p>Skyward Attendance Report, Data Attendance</p>	<table><tr><td>Beginning of the Year</td></tr><tr><td>Daily</td></tr><tr><td>As needed</td></tr><tr><td>After 7th unexcused,</td></tr></table>	Beginning of the Year	Daily	As needed	After 7th unexcused,	<table><tr><td>Teacher/Office</td></tr><tr><td>Attendance Secretary</td></tr><tr><td>Teachers</td></tr><tr><td>SIT Team</td></tr></table>	Teacher/Office	Attendance Secretary	Teachers	SIT Team	<ul style="list-style-type: none">• Skyward Attendance Reports• RTI• State Attendance Truancy Requirements• Attendance Awareness Materials• Information Letter for Parents
Information Letter to all students and parents that includes benefits of regular of																
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After 7th unexcused,																
Teacher/Office																
Attendance Secretary																
Teachers																
SIT Team																

Engagement Board): Enter in agreement		excused		
4. Phone call from AP/Secretary about missed absence		After 1 unexcused absence	AP and/or Attendance Secretary	
5. Attendance Protocol: Letter to Families		As Needed, after 1 unexcused	Assistant Principal	
6. Take Data Informed Steps to eliminate or reduce student's absences		Between 2 and 7 unexcused	Admin Team/SIT	
7. Attendance: Meeting with Parents-Create Family Plan		After 3 absence in month	Admin/Counseling Team SPED Team if necessary	
8. File truancy petition		After 7 unexcused in a month or 15 cumulative absences	Admin Team	

Activity 2 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Click or tap here to enter text.				
2. Click or tap here to enter text.				

5a. SY 2024–2025 SMARTIE Goal #4:

Kamiak Elementary will build strong and effective partnerships with families that can help children and families thrive.

Kamiak Elementary will build strong and effective partnerships with families that can help children and families thrive. These partnerships will be grounded in positive, ongoing, and goal-oriented relationships with families. We will provide a welcoming environment for families and invite them to participate as equal partners in the education of their children. We will provide parents opportunities to acquire necessary information, knowledge, and skills to support their children’s education at home and at school. Kamiak Elementary will assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. We will involve families with their children in academic learning at home, work at home, goal setting, and other curriculum-related activities. Kamiak will involve families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other organizations. We will coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Schools and families collaborate in an authentic partnership to create a path for students to reach their highest potential.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
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<div>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</div> <div>Who, specifically, will benefit from this practice/activity?</div>	<div>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</div>	<div>What was / is the projected length of time of this activity?</div> <div>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</div>	<div>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</div> <div>Who else will be involved?</div>	<div>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</div>																				
<div>Activity 1</div> <div>Click or tap here to enter text.</div> <table><tr><td>Parent Advisory Committee</td></tr><tr><td>Core + Curriculum Night Presentations</td></tr><tr><td>Grade-Level/Program Curriculum Nights</td></tr><tr><td>Family Nights</td></tr><tr><td>Newsletter to parents from admin</td></tr><tr><td>Welcome Night Fall and Spring</td></tr><tr><td>Classroom Volunteers</td></tr></table>	Parent Advisory Committee	Core + Curriculum Night Presentations	Grade-Level/Program Curriculum Nights	Family Nights	Newsletter to parents from admin	Welcome Night Fall and Spring	Classroom Volunteers	<table><tr><td><ul style="list-style-type: none">• Parent Sign-In records• Attendee Count• Feedback Surveys• Improve Volunteer numbers each opportunity• Family Advisory Committee• Student progress monitoring scores</td></tr></table>	<ul style="list-style-type: none">• Parent Sign-In records• Attendee Count• Feedback Surveys• Improve Volunteer numbers each opportunity• Family Advisory Committee• Student progress monitoring scores	<table><tr><td>1 time a month</td></tr><tr><td>1 time each fall</td></tr><tr><td>1 time each fall</td></tr><tr><td>3 times a year</td></tr><tr><td>5 times a year</td></tr><tr><td>1 time each</td></tr></table>	1 time a month	1 time each fall	1 time each fall	3 times a year	5 times a year	1 time each	<table><tr><td>Evan</td></tr><tr><td>CORE + Teachers</td></tr><tr><td>Teachers/Principal</td></tr><tr><td>Teachers/Principal/PTA, SEL, WSU</td></tr><tr><td>Principal</td></tr><tr><td>Teachers/Principal</td></tr></table>	Evan	CORE + Teachers	Teachers/Principal	Teachers/Principal/PTA, SEL, WSU	Principal	Teachers/Principal	<ul style="list-style-type: none">• PTA• Teacher volunteers• Community Partnerships• Website and Newsletters• Parent Volunteers• Learning spaces at Kamiak• SEL• WSU
Parent Advisory Committee																								
Core + Curriculum Night Presentations																								
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<ul style="list-style-type: none">• Parent Sign-In records• Attendee Count• Feedback Surveys• Improve Volunteer numbers each opportunity• Family Advisory Committee• Student progress monitoring scores																								
1 time a month																								
1 time each fall																								
1 time each fall																								
3 times a year																								
5 times a year																								
1 time each																								
Evan																								
CORE + Teachers																								
Teachers/Principal																								
Teachers/Principal/PTA, SEL, WSU																								
Principal																								
Teachers/Principal																								

<div>Family Advisory Committee</div> <div></div> <div></div>	<ul style="list-style-type: none"> Student assessment scores 	<div>1 time each year</div> <div>1 time a month</div> <div></div> <div></div>	<div>Teachers</div> <div>Parent Advisory Committee/Hecker</div> <div></div> <div></div>	
Activity 2 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Click or tap here to enter text.				
2. Click or tap here to enter text.				

5a. SY 2024–2025 SMARTIE Goal #5:

Students at Kamiak Elementary will consistently demonstrate behaviors that reflect a safe, open-minded, aware, and respectful school climate as assessed by a variety of measurement tools such as High Five Cards and Review 360 positive referrals and Review 360 discipline records. The goal is to have a decrease of incidents every month from September-June due to a strong 3 tier behavior support plan.

Click or tap here to enter text.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1</p> <p>Click or tap here to enter text.</p> <div>PBIS School-Wide Expectation Implementation</div>	<div>High Five Card and Review 360 Positive and Negative Behavior Referral Data</div>	<div>1 time a month at PBIS meetings</div>	<div>All staff</div>	<ul style="list-style-type: none"> • Current staffing/time • Common planning time • Review 360 data tracking and training • PBIS resources and presentations

Use Review 360 Data to inform PBIS lessons, expectations		Review lessons and expectations when necessary	All Staff	<ul style="list-style-type: none"> • SEL Menu of Best practices • Break spaces • Second Step materials • Bounce Back materials • Mindful Monday
Enhance reinforcement strategies, including Kamiak High Five Cards		All day every day	All staff	
Second Step usage in all K-5 classrooms		Every week	Teachers and counselor	
Kestrel Minds Matter Club		Every Monday	Mental Health Therapists	
Classroom Break Spaces		All day every day	Teachers	
Ongoing staff development		When necessary	Principal	
Bounce Back and Counselor Small Groups		Several groups a week	Counselor	