

OSPI School Improvement Plan for 2021-2022

(Corresponds to Sections 15c, 16b, 17a, and 17b of the [OSPI Consolidated School Improvement Plan Template](#))

For guidance on completing Sections I, II, & III below, please refer to the [SY 2021-2022 School Improvement Plan Template Implementation Guide](#).

Section I. End-of-Year School Improvement Plan Review for School year 2020-21

This section will serve as a summative evaluation of SY 2020-2021 goals, activities, measures, and results. Please, use Sections 13, 15a, 15b, and 16a of OSSI's Consolidated Improvement Plan Template—or comparable sections if using your own custom SIP form—for reference in reflecting on your implementation and results.

Note: For schools operating a Title I, Part A, Targeted Assistance Program do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

Building Data: Please provide your school district, building name, and date of submission of this template to OSSI's SharePoint if applicable below.

School District Name:	Building Name:	Date of Submission to OSSI SharePoint (if applicable):
North Mason	North Mason High School	June 17 2021

SY 2020-2021 High-Priority Goal #1: MTSS blueprint implementation with a focus on AVID implementation schoolwide to increase student learning and better prepare students for college and career.

("Current implementation fidelity is at 60% according to spring staff survey. Goal is to increase to 79% by spring 2021.")

Activities: Choose and describe two high-leverage activities implemented or tested related to achieving the stated high-priority goal above.	Measures: How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	Results/Progress: Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1)Staff commitment self-reflection: We had staff do a self-reflection on our Tier one commitments which include using AVID strategies in class.	Staff would turn in the self-reflection and admin would total the scores up to determine an average score for each commitment.	After doing the self-reflection through email, the response rate was lower than in the past. The best way to do these going forward would be in person. ..\\..\\..\\Desktop\\Tier one checklist.docx
2)AVID presentations at staff meetings: We have an individual staff member or department demonstrate an AVID strategy or lesson for the entire staff.	BILT would help decide presentations by evaluating what staff members were willing and able to present a strategy. BILT would also complete a Tiered Fidelity Inventory (TFI) to measure implementation.	Since staff meetings have been virtual and focused on virtual learning, we haven't had as many AVID presentations. Need to increase AVID presentations with success stories from virtual learning.

SY 2020-2021 High-Priority Goal #2: Enhance model for E.L.L to ensure increases in E.L progress

("Current ELPA scores from spring 2020 show 43% (9th), 43% (10th), 60% (11th), and 50% (12th) at Level 2, with the rest at Level 1's. Goal is to increase the percent of students at Level 2 by 10% for each cohort by the spring 2021).

Activities: Choose and describe two high-leverage activities implemented or tested related to achieving the stated high-priority goal above.	Measures: How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	Results/Progress: Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1) Identified students who were struggling academically and created cohort groups for them to come to school twice a week.	Admin and BILT would analyze cohort attendance and engagement in their classes.	Students that were able to participate in the cohorts saw improvements to their grades and success.
2) Targeted students who didn't have Wi-Fi at home, struggle with English, SPED.	Translator works to contact families if student has not been attending and help them get appropriate services. MTSS para-educator would contact students who were not engaged.	The students we were able to get into cohorts and attending had much more success than they did when they were not attending.

SY 2020-2021 High-Priority Goal #3: Decrease number of students who are credit deficient and falling behind graduation rate.

("Currently, __9_% of our students are credit deficient, as of spring 2020. Goal is to decrease this rate to _5_% or less by spring of 2021).

Activities: Choose and describe two high-leverage activities implemented or tested related to achieving the stated high-priority goal above.	Measures: How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	Results/Progress: Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1) Identified students who were struggling academically and created cohort groups for them to come to school twice a week.	MTSS para-educator kept record of students she was able to contact. Admin and counselors would analyze individual situations to determine if they needed to attend the cohort. This tool would help us continue to add students who did not have internet access or needed additional help.	The cohorts were successful in getting students engaged who previously were not. Unfortunately, not all students who qualified for the cohorts wanted to participate for many reasons (health concerns, work, medical care, childcare for siblings)
2) Review grade distribution at progress reports and end of trimester.	BILT would review grade distribution at progress reports and end of trimester. The evaluation of grade distribution would help start and	Grade distribution is a great tool to review student success. Like many other schools student engagement was much lower than usual in remote learning. We spent 2/3 of our year remote and many students

	continue conversations with staff about ways to improve student success rates.	were not engaged and that caused our grade distribution to not be as successful as in previous years.
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Section II. 2020-21 End-of-Year Summary and Reflection Questions

The following Section is a summary reflection on end-of-year findings as documented in Section I above and to inform decision-making about 2021-2022 SIP Goals and Activities in Section III below. The purpose of these reflective and guiding questions is for building leadership to engage in practical and sustainable planning processes. Use of these questions and the additional Sections of this Template can encourage the formation of practical high-leverage goals and activities, progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2020-21, how have you responded to emerging student equity needs, particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities furthest from educational justice?

We worked very hard to eliminate opportunity gaps for our students during this extremely challenging school year of 2021. We developed a position for an MTSS paraeducator that would call students daily if they have not been engaged in school. The MTSS paraeducator would keep records of who she talked with and what services were needed to help this student succeed. Admin and guidance counselors would review this data and setup students who qualify to come into the building twice a week for in person help. Many of these students did not have access to connectivity so having them come in twice a week helped them get the needed materials to succeed. There were paraeducators in the library to help any student who needed assistance.

2. **If Tribal consultation is applicable/required by ESSA Section 8538 in your district and building:** How is your district engaging in timely, meaningful, and ongoing Tribal consultation in the planning and implementation of your SIP plan supporting AI/AN students, families, and communities?

Click or tap here to enter text.

3. Did you achieve any of your high-priority goals listed in Section I above? Describe what led to achieving that/(those) goal(s) or what prevented you from achieving it/(them).

No, we did not achieve any of our high-priority goals in 20-21. We were the closest in achieving the MTSS blueprint implementation with a focus on AVID implementation schoolwide to increase student learning and better prepare students for college and career goal. If we would have been in person instead of remote, we believe we would have achieved our goal for implementation with proper professional development and in-building staff time.

4. How did at least one of the documented activities mentioned in Section I above (from SY 2020-21) positively impact student outcomes in relation to achieving its associated high-priority goal?

One activity that had a positive impact of student outcomes was, we identified students who were struggling academically and created cohort groups for them to come to school twice a week. These cohort groups would meet in our library twice a week. We had para-educators in the library to help any students who needed assistance. Breakfast and lunch were also provided.

5. What challenge(s) did you encounter this year with implementing activities for at least one high-priority goal?

The major challenge that we encountered is similar to all other schools. COVID caused our school to be remote 2/3 of the year. Students struggled to be engaged and successful during remote learning for many reasons including (Health concerns, work, caring for siblings, medical issues, connectivity).

6. What adjustments and modifications could be made towards addressing the challenge(s) detailed above for the upcoming academic year?

The major adjustment will be made when we are allowed to be in person for learning everyday next year. These guidelines will help us create a master schedule where we can have some credit recovery for students that failed classes during the pandemic. Having everyone back in person will help with our AVID school wide implementation also.

7. What additional sources of data, if needed, will be collected to monitor the progress of those activities to be adjusted or modified?
 We will monitor credit recovery success rate for students who need it.

Section III. OSPI School Improvement Plan for 2021-2022

Using the goals and activities, guiding questions, and planned adjustments detailed in Sections I and II above, please fill out the table below restating, reinterpreting or rewriting new SMARTIE Goals, associated activities, and budget allocations for SY 2021-22, incorporating any adjustments as necessary. Please refer to the OSSI SY 2020-2021 End-of-Year Review and SY 2021-2022 School Improvement Plan Template Implementation Guide for more details on examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.

SY 2021-22 SMARTIE Goal #1: Avid school wide implementation. North Mason High School will increase the number of teachers who are AVID trained from 25% to 50% by the end of 2021-22 school year. This will be measured by teachers who have attended the trainings and are implementing AVID strategies, for all students especially students who were negatively impacted by remote learning and our E.L.L students.				
Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.</i>	<i>What is the projected length of time of the activity?</i>	<i>Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?</i>	<i>What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
1)Staff commitment self-reflection: We will have staff do a self-reflection on our Tier one commitments which include using AVID strategies in class.	2021-22 school year	Admin, BILT	AVID PD, Path trainings, binders for each student.	Grade distribution, credit acquisition, Tier 1 commitments.
2)AVID presentations at staff meetings: We have an individual staff member or department demonstrate an AVID strategy or lesson for the entire staff.	2021-22 school year	Admin, BILT	AVID PD, Path trainings	BILT will develop a schedule for each department to present at staff meetings.
Funding amount and source(s) allocated to support activity (SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:				

1) Click or tap here to enter text.

2) Click or tap here to enter text.

SY 2021-22 SMARTIE Goal #2: Credit recovery. North Mason High School will decrease the percentage of 10-12 graders of the 21-22 school year who are credit deficient from 24% to 9%. This will be measured by credit acquisition for the identified students including E.L.L students.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.</i>	<i>What is the projected length of time of the activity?</i>	<i>Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?</i>	<i>What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
1) Weekly targeted credit recovery homerooms. (Tier 2)	2-6 weeks	Admin, counselors, classified.	Edgenuity, core curriculum. Graduation specialist.	Grade distribution, credit acquisition, graduation rate.
2) Targeted credit recovery classes. (Tier 3)	Full trimester.	Admin, BILT, Counselors, Teachers.	Edgenuity, core curriculum. Graduation specialist.	Grade distribution, credit acquisition, graduation rate.

Funding amount and source(s) allocated to support activity (SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:

1) Click or tap here to enter text.

2) Click or tap here to enter text.

SY 2021-22 SMARTIE Goal #3: Please write your goal here

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.</i>	<i>What is the projected length of time of the activity?</i>	<i>Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?</i>	<i>What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development,</i>	<i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>

			<i>extended time, curriculum, materials, etc.)?</i>	
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Funding amount and source(s) allocated to support activity (SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:				
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Section II: 2021-22 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings as documented in Section I above and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help verify the efficacy of current high-leverage activities and/or provide data-informed adjustments within implementation cycles.

- 1. If Tribal consultation is applicable/required by ESSA Section 8538 in your district and building:** How is your school building using timely, meaningful, and ongoing Tribal consultation in the planning and implementation of your SIP to support AI/AN students, families, and communities?

We are working on procedures to improve this practice. Our communication practices are inclusionary to all cultures.

- 2.** In SY 2021-22, how are you identifying and responding to equity needs for specific student groups, particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities furthest from educational justice? What data are you using to inform your decision making?

After reviewing our data including our disproportionality report for all of our subgroups and monitoring and adjusting where needed. BILT reviews grade distribution each trimester to eliminate any opportunity gaps that are there.

- 3.** Please, describe the progress made so far toward your High-Priority Goals 1, 2 and 3 listed in Section I above. Describe what is leading to the achievement of goals 1, 2 and 3.

Goal #1 AVID school wide implementation. We will be registering more teachers to attend AVID summer institute training. Currently we have teachers in every department trained and will continue that growth.
Goal #2 Credit recovery: (Need data from graduation specialist and counselors.)

- 4.** How is at least one of the documented activities mentioned in Section I above (from SY 2021-22) positively impacting student outcomes in pursuit of your high-priority goal?

In Goal #2 we have weekly targeted homerooms for credit recovery. This has proven to positively impact our students. Our graduation specialist and guidance counselors lead these homeroom classes. They perform weekly grade checks and help students gather missing work from previous trimesters they need to complete to change their grades.

- 5.** Are you encountering any challenges with making progress toward any of your priority goals? If so, please describe at least one specific challenge.

We were hopeful to be further along with goal #1 at this point. There were plans for some local AVID training that did not happen because of the COVID pandemic. We are confident we can still reach our goal but not having those local training courses is definitely a challenge.

6. What adjustments or modifications will you be making toward addressing the challenge(s) detailed above for the remainder of the academic year? What, if any, additional sources of data will be needed?

We will be looking at other options for AVID training. Teachers are still excited about AVID and we will continue the push for school wide. We also issued binders to every student to start the school year and every homeroom teacher is expected to complete binder checks. This helps keep AVID on the radar for the entire school.

OSPI School Improvement Plan for 2022–2023 and End-of-Year Summary for 2021–2022

*For guidance on completing Sections I & II below, please refer to the
[SY 2022-2023 School Improvement Plan \(SIP\) Template Implementation Guide](#)*

Section I: End-of-Year School Improvement Review for School Year 2021–22

This section will serve as a summary on progress, impact, and success for School Year (SY) 2021–2022 goals, activities, measures, and results.

SY 2021-22 SMARTIE Goal #1: Avid school wide implementation. North Mason High School will increase the number of teachers who are AVID trained from 25% to 50% by the end of 2021-22 school year. This will be measured by teachers who have attended the trainings and are implementing AVID strategies, for all students especially students who were negatively impacted by remote learning and our E.L.L students.

Activities	Timeframe	Lead	Resources	Measures/Progress
<i>What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.</i>	<i>What is the projected length of time of the activity?</i>	<i>Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?</i>	<i>What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
1)Staff commitment self-reflection: We will have staff do a self-reflection on our Tier one commitments which include using AVID strategies in class.	2021-22 school year	Admin, BILT	AVID PD, Path trainings, binders for each student.	Grade distribution, credit acquisition, Tier 1 commitments.

2)AVID presentations at staff meetings: We have an individual staff member or department demonstrate an AVID strategy or lesson for the entire staff.	2021-22 school year	Admin, BILT	AVID PD, Path trainings	BILT will develop a schedule for each department to present at staff meetings.
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Funding amount and source(s) allocated to support activity (SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:

1) Click or tap here to enter text.

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SY 2021-22 SMARTIE Goal #2: Credit recovery. North Mason High School will decrease the percentage of 10-12 graders of the 21-22 school year who are credit deficient from 24% to 9%.This will be measured by credit acquisition for the identified students including E.L.L students.

Activities	Timeframe	Lead	Resources	Measures/Progress
<i>What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.</i>	<i>What is the projected length of time of the activity?</i>	<i>Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?</i>	<i>What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
1)Weekly targeted credit recovery homerooms. (Tier 2)	2-6 weeks	Admin, counselors, classified.	Edgenuity, core curriculum. Graduation specialist.	Grade distribution, credit acquisition, graduation rate.
2)Targeted credit recovery classes. (Tier 3)	Full trimester.	Admin, BILT, Counselors, Teachers.	Edgenuity, core curriculum. Graduation specialist.	Grade distribution, credit acquisition, graduation rate.

Funding amount and source(s) allocated to support activity (SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:

1)Click or tap here to enter text.

2)Click or tap here to enter text.

SY 2021-22 SMARTIE Goal #3: Please write your goal here

Activities	Timeframe	Lead	Resources	Measures/Progress
<i>What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.</i>	<i>What is the projected length of time of the activity?</i>	<i>Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?</i>	<i>What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
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Funding amount and source(s) allocated to support activity (SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:

1)Click or tap here to enter text.

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Section II: 2021–22 End-of-Year Reflection Questions

The following Section is a summary reflection on end-of-year findings as documented in Section I above and can be used to inform decision-making about 2022–23 SIP Goals and Activities in Section III below. The purpose of these reflective and guiding questions is for building leadership to engage in practical and sustainable planning processes. Use of these questions and the additional Sections of this Template can encourage the formation of practical high-leverage goals and activities, progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

7. **If Tribal consultation is applicable/required by ESSA Section 8538 in your district and building:** How did your school building use timely, meaningful, and ongoing Tribal consultation in the planning and implementation of your SIP to support AI/AN students, families, and communities?

We are continuing to work on procedures to improve this practice. Our communication practices are inclusionary to all cultures.

8. In SY 2021–22, did you identify and respond to equity needs for specific student groups, particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities most marginalized? What specific data did you use to inform your decision making?

To respond to equity needs we adjusted the master schedule to allow for team teaching between ELA and ELL teachers. We plan to continue and grow this practice next year. Graduation specialist also works with students that are credit deficient to help close the achievement gap. Credit acquisition data was reviewed weekly to determine student needs.

9. Describe the progress made toward your High-Priority Goals 1, 2, and 3 listed in Section I above. Describe what led to or is leading to the achievement of Goals 1, 2, and 3.

Goal 1: We will send 4 more staff members to AVID Summer Institute in June which will surpass our goal of 50% trained.

Goal 2: Progress was made by hiring a graduation specialist. NMHS had 36 Seniors (24% of Senior class) in credit recovery because they were not on track to graduate. Only 6 of those Seniors (4% of Senior class) will not graduate on time.

10. How did at least one of the activities documented in Section I above (from SY 2021–22) positively impact student outcomes in pursuit of its associated High-Priority Goal?

A recommended AVID strategy/activity is to have students use a binder to help with organization and executive function skills. All students in grade 9-12 were given a binder and dividers to start the school year. Staff were trained in how to build a binder. Staff complete binder checks throughout the year.

11. How did you respond to and adjust for challenges as you made progress toward your High Priority Goals? Please describe at least one specific challenge and adjustment to that challenge.

One adjustment we made was implementing team teaching with core ELA teachers and ELL teachers. This was done in an effort to improve language acquisition through the use of WIDA standards for our ELL subgroup population.

12. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2022–23? How will you utilize available and additional sources of data in this planning process? Please describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2022–23.

We plan to increase the use of team teaching within other core disciplinary subjects. This should help our ELL subgroups in credit and language acquisition through the use of UDL and WIDA standards.

Section III: 2022–23 OSPI School Improvement Plan

Building data

Please provide your school district and building name below.

School District: North Mason
Building Name: North Mason High School
Date: 6/2/2022

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2022–23. Please refer to the OSSI SY 2022–23 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.

SY 2022–23 SMARTIE Goal #1: Avid school wide implementation. North Mason High School will increase the number of teachers who are AVID trained from 25% to 50% by the end of 2021-22 school year. This will be measured by teachers who have attended the trainings and are implementing AVID strategies, for all students especially students who were negatively impacted by remote learning and our E.L.L students.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described.

Activities	Timeframe	Lead	Resources	Measures
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<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? 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>	<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>
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
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SY 2022–23 SMARTIE Goal #2: North Mason High School will decrease the percentage of 10-12 graders of the 21-22 school year who are credit deficient from 24% to 9%. This will be measured by credit acquisition for the identified students including E.L.L students.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? 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>	<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>
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
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SY 2022–23 SMARTIE Goal #3: Click or tap here to enter text.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #3: answer all prompts in each column for each activity described.

Activities	Timeframe	Lead	Resources	Measures
<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 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><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>
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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.