

Consolidated School Improvement Plan 2025-26

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

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
1a. Building: Cedar Valley Community Elementary School	1g. Grade Span: Kindergarten - sixth School Type: Elementary
1b. Principal: Pedro Arellano Camarena	1h. Building Enrollment: 433
1c. District: Edmonds School District	1i. F/R Percentage: 70%
1d. Board Approval Date: September 23rd 2025	1j. Special Education Percentage: 18%
1e. Plan Date:	1k. English Learner Percentage: 55%
Section 1: Building Data	
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Tier 3 Plus - Comprehensive Plus	

Section 2: School Leadership Team Members and Parent-Community Partners
Please list by (Name, Title/Role)

<p>Pedro Arellano, (CV Principal)</p> <p>Widad Gaddah (CV SINC)</p> <p>John Chaffee (6th grade teacher)</p> <p>Angela Garrido (Family Resource Advocate)</p>	<p>Kim Copeland (Literacy Specialist)</p> <p>Angelica Lopez-Bustos (Dual Language Kinder teacher)</p> <p>Esther Ramirez (Parent)</p> <p>Latisha Williams (school counselor)</p>
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Section 3: Vision and Mission Statement

Edmonds Vision Statement: Equity, engagement, and excellence for each and every student.

Cedar Valley’s mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

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 Comprehensive Needs Assessment (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](#).

Note: If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

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

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

According to our SBA data from the 2023–2024 school year, only 21.9% of students met standard on the English SBA and 13.9% met standard on the Math SBA. Specifically, our Hispanic population is disproportionately not meeting state SBA standards compared to their peers. Our English Language Learners are meeting the SBA at 8%, compared to 20.4% for non-English Language Learners, and students classified as low-income are meeting the SBA at 9% compared to 26.4%.

For the 2024–2025 school year, 24.4% of our students met the ELA SBA and 17.6% met the Math SBA. We are continuing the strategies outlined below, and we did meet our annual 3% growth goal.

Down below are items we are continuing to work on:

Instructionally, to support our ML learners and students with IEPs, we will continue to refine how staff explore core learning concepts (vocabulary and question/discussion techniques) and how we facilitate knowledge gathering (student engagement practices). Lastly, to ensure we are making progress, staff need to be grounded in classroom data, using measures like i-Ready and Title team dashboards, and adjust instruction accordingly.

Our school focus for the year is writing, and we are providing professional development throughout the year with our ML team to help staff with strategies on how to scaffold and teach writing to our students. We also reviewed the state standards and SBA rigor to audit our curriculum and identify where we need to strengthen our work.

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

Areas of Strength

For the 2025–2026 school year, we are continuing to build up our student behavior support system utilizing a PBIS and self-discipline framework, which we launched during our August kickoff days. We are also aligning our school with a trauma-informed practices framework so that we can have adult goals alongside student goals.

Instructionally:

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

This year, we worked with the master scheduling team to incorporate “What I Need” blocks for every grade level, allocating time to provide Tier 2 and Tier 3 support and collaborating with our reading interventionists.

We are continuing our professional development and teacher observations with the 95 Percent Group consultancy to strengthen Tier 1 instruction during the literacy block for the 2024–2025 school year, with a focus on data tracking.

Progress Monitoring Timelines

We created a three-week schedule for Title intervention small group pull-out and push-in services. The Title/LAP team collaborates around student progress and regroups every three weeks instead of every six weeks.

Professional Development

All staff meetings focus on reviewing literacy goals and implementation practices, with an emphasis on sheltered instruction (SIOP/GLAD) strategies and key vocabulary to support our multilingual learners.

Intermediate ML Collaboration

Intentional ML team support is provided for content-led vocabulary anchor charts in grades 3–5.

SEL Support Lessons

We teach students how to build a community in school by fostering a sense of belonging. For example, mini-lessons during morning meetings teach students how to build trust and community in the classroom. SEL support follows a push-in model where teachers and staff collaborate to support students by building strong relationships, teaching them how to use their self-regulation “toolbox” (breaks inside the school, break cards, visual reward systems, and daily check-ins).

2025–2026 Goals

All teachers will continue to engage in Professional Learning Community (PLC) practices to embed more intentional student discussions in common assessments and data. We will be adding more perspectives and support within collaboration spaces to integrate skills within each content area. Our multilingual and Title/LAP teams will meet with grade-level teaching teams each month to collaborate on content and Tier 1 interventions.

Additionally, teachers will participate in the regrouping process every three weeks with the Title/LAP and multilingual teams. We aim to build teacher capacity to lead social-emotional lessons within the classroom. Teacher-led community- and relationship-building practices across the school will foster a stronger sense of belonging for students and build trust with peers and staff.

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

Lastly, we will be incorporating English Language Development (ELD) into our K–3 dual language classrooms to support English phonics skills.

Additionally, we are committing as a staff to focus on rigor and grade-level standards with appropriate supports and scaffolds.

3. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students**
 - a. **Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.**

Students are selected based on their individual literacy data, specifically Acadience. Intermediate students are chosen based on their independent reading levels, previous reading level placement from the prior learning year, or if they are low in their literacy diagnostic assessment (well below/strategic/intensive). We also have data from students' iReady spring and SBA scores from the 2024-2025 school year, which provides additional satellite data for teams to review.

- b. **Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.**

The rank order of students is determined by each individual's score on the Acadience assessment. Students who score below and well below are identified by their grade level to receive services. For intermediate students in grades 3rd-6th, those who fall well below and below are selected based on their scoring in these categories.

- c. **How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?**

Student data is collected through Acadience, a phonics skills inventory, and teacher assessments for reading comprehension. We use a three-week schedule to regroup students or exit them from services based on their data and growth.

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?

Edmonds Vision Statement: Equity, engagement, and excellence for each and every student.

Cedar Valley's mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that prepares them for success as lifelong learners and responsible world citizens.

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

The district and schools' mission and vision statements are reflected in many daily activities and ingrained in the overall school culture. Some of the activities that reflect our district's vision include:

- Opportunities for students to be leaders within the community, such as helping with school-wide community routines like attendance, office support, and serving as lunch and recess assistants.
- Continually seeking their feedback about their learning experiences through focus groups, student/staff lunches, and the annual student wellness survey.
- Routinely involving students in problem-solving teams to explore individual academic or social interventions, allowing them to advocate for their needs within their learning spaces.

Our learners also see a representation of themselves within our school community through our diverse and multilingual staff. This upholds the tenets of our school's mission statement, affirming that everyone's identity has value in our world.

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

For the 2025–2026 school year, we began our professional development days focused on accelerated learning from the TNTP network. This reflects our commitment to ensuring all staff work hard to cover and maintain grade-level content while providing scaffolds and quick reviews for concepts students may have missed. Time was provided for teams to calendar their scope and sequence work.

We are also focusing on writing this year. Staff participated in an SBA writing deep dive to examine the rigor of state standards and made adjustments to our scope and sequence to ensure students are well-prepared for end-of-year benchmarks.

24-25 School Year

Last year, we launched our behavior support system, which incorporates elements of both PBIS and self-discipline. Additionally, we are developing a culturally responsive discipline matrix for teachers to use in the classroom.

25-26 School Year:

We did professional development on Trauma Informed Practices and did an anonymous vote with 86% of staff agreeing that we should align our work students and families through a Trauma informed lens. This work will continue throughout the year.

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We will require ongoing professional development to build tiered supports in the academic portion of our MTSS system. Continued professional development on common assessments aligned with standards-based grading and data is also necessary. Teachers will use systemic collaboration structures to track progress monitoring data and identify remediation steps for students along the learning continuum.

Paraprofessionals will be introduced to the lessons and language of the 95% literacy curriculum through training with our literacy specialist, enabling them to support all students in gaining literacy skills. We have strategically placed all our paras in students' literacy blocks to strengthen their understanding of phonics materials and assist with small group instruction.

Teacher teams will meet with our site's iReady facilitator multiple times per semester to identify instructional methods that can be integrated into grade-level intervention math groups. Teachers will also continue to explore the iReady platform to find ways to provide home-school connections and increase at-home practice within students' individual learning paths.

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

This year, we have developed literacy blocks across our school to ensure that all students receive grade-level instruction without being pulled out of class. We have also established intervention blocks so the Title team can pull students during that time to provide tiered services based on data results. This follows an OSPI best practice to ensure all students receive tier 1 literacy instruction every day. We started the year by focusing on language domains, providing students with visuals to indicate whether they are focusing on reading, writing, listening, speaking, or metalinguistic connections. Classroom walkthroughs will be used as a metric to determine the success of this strategy.

- Below is a list of items initiated in the 2024-2025 school year that continue this year:
- **Staffing:** We have reading interventionists working with intermediate grade levels (4th-6th).
- **Facilitated 95% Consultant):** Teachers collaborated on core differentiation strategies and best practices for our multilingual and Special Education students. The effectiveness of this learning is measured through various methods, including phonics skill inventory (PSI) progression, individual iReady phonics growth, small group (Title/LAP) assessments, and independent reading level data.
- **Literacy Implementation Professional Development:** All educators were introduced to and began exploring the Science of Reading and strategies to assist students in gaining reading comprehension skills. This was done through differentiated

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

practices, with an emphasis on SIOP/GLAD strategies and key vocabulary. The effectiveness of this learning is measured by teacher implementation and grade-level lesson progression.

- **SEL Support Lessons:** Student groups were presented with ongoing annual social-emotional lessons by our Student Intervention Coordinator (SINC) and counseling team to support positive peer interactions within the learning environment. The effectiveness of this support is measured by disciplinary referrals, student support requests, and problem-solving team requests.
- **Teacher Observations:** Educators observed colleagues' literacy phonics instruction using the 95% curriculum. These observations helped teachers better implement the literacy curriculum in their own classrooms. The effectiveness of this practice is measured through students' phonics skills inventory (PSI) and independent reading level growth.

2025-2026 School Year

- We are adding grade-level coaching sessions led by our ML teachers to continue strengthening our GLAD strategies throughout the building.
3. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development**
- a. **How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?**

Our professional development plan focuses on professional learning collaboration (PLC) training, social-emotional interventions, and differentiated instructional strategies. We will have scheduled monthly meetings with our paraeducators to provide this support.

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

Special education students will be supported by all staff through proactive social-emotional assistance and support.

Multilingual learners, along with all students, will have increased opportunities to access their core academic and social content.

Low-income learners, along with all students, will build relationships with a variety of staff through the collaboration model, which promotes shared accountability for the success of all students.

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

Systems of Support

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

The biggest challenge this school year is the limited professional development time available. To address this, we are leaning into a “learn by doing” approach through admin coaching cycles and ML-led GLAD grade-level sessions. Our goal is to embed learning into our daily practice, allowing staff to grow continuously throughout the year while applying new strategies in real time.

2. Consider the degree to which your school’s system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school’s system of support and how other areas will be strengthened. Click or tap here to enter text.

Areas of strength include our behavioral referral process and problem-solving team. Educators and staff utilize a culturally responsive behavioral referral form that seeks understanding through the student’s experience and perspective. Students advocate for themselves within the conflict resolution process, listen to others, and explore solutions collaboratively.

Similarly, our problem-solving team employs the same strategies to support students’ academic needs. Teachers work with the problem-solving team to identify and implement differentiated learning opportunities for students who are not making grade-level progress.

These areas can be further strengthened by focusing on data-driven observations rather than relying solely on observational data points.

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

Through conversations with different staff stakeholders, family partners and student focus groups

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

This year, based on our first Parent Staff Organization (PSO) meeting, we saw an increase in family attendance to support staff-community events. We are continuing to work with the PSO to explore ways to bridge the academic connection between school and home as we gauge consistent family participation.

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Our Family Resource Advocate (FRA) and Student Intervention Coordinator (SINC) play key roles in supporting our students. The FRA assists students with basic social needs. For example, families who are unable to purchase school supplies or clothes can connect with our FRA for local donations, shopping gift certificates, or direct supplies throughout the school year.

The SINC supports students' social-emotional and behavioral needs. Families facing challenges with social support can reach out to the SINC for behavioral plans, additional mental health support, and relationship-building activities or interventions.

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

Based on the family community survey responses from spring 2023, here are some areas of strength:

Based on the family community survey responses, here are some areas of strength:

59% of families strongly agreed with the statement, "I know how to contact my student's teacher when I have a concern," and 24% agreed.

34.7% of families strongly agreed with the statement, "I feel my student's school encourages families to be part of the school community," while 38% agreed.

An area for growth is the response to the question, "This year, how often has your student's teacher(s) and/or staff communicated about positive behaviors they see your student doing?" 36.6% of families responded with "1 to 2 times a year," and only 15.3% reported receiving communication monthly to weekly.

Another area for improvement is, "This year, how often has your student's teacher(s) and/or staff communicated with you about your student's academic progress?" 45.1% of families reported receiving communication "1 to 2 times a year," indicating a need for increased frequency in communication.

6. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions**
 - a. **How does your targeted assistance program coordinate with core and additional programs in the school?**

Title/LAP, multilingual and special education teachers, along with grade level teams routinely collaborate in support of students' needs and to coordinate intervention placements for tier 1 or tier $\frac{2}{3}$ supports.

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

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

We conduct fall, winter, and spring benchmark screening assessments (Acadience) to quickly identify students qualifying for Title I intervention support. In addition, we utilize SBA scores, Benchmark curriculum assessments, and district assessments (e.g., 2nd Grade Reading Assessment) to further identify Tier 2 students in the general education classroom who need support. Frequent assessments throughout the year monitor the reading progress of all students, with monthly progress monitoring for students in our Title I reading program and students with IEP reading goals.

c. How do you support transitions between grade spans?

Each spring, the principal, at least one kindergarten teacher, learning support staff, and the school psychologist/counselor attend a district staffing session to gather information on students entering our school in the fall from the Developmental Kindergarten and Early Childhood Center. This helps ensure a smooth transition for students moving to Cedar Valley from those programs.

In the spring, grade-level teams also meet to carefully consider classroom placements for the following year. Academic levels, behaviors, learning styles, and special learning needs are all taken into account as teachers work to create well-balanced classes and ensure the best possible placement for each child.

To ensure a smooth transition to middle school, our 6th-grade teachers, school counselor, and learning support team work closely with middle school staff to assess students for placement in appropriate English and math classes and to ensure successful scheduling.

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

Yes

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

a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

The target is to get families to reinforce and support students in what they are learning at school so strengthening that connection via a guaranteed viable curriculum will help tremendously in our efforts there.

We also will have a curriculum night in late September and will program more family events similar to curriculum night.

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

Family feedback through surveys

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

Reading achievement data

feedback with natural leaders and PSO

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

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

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

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

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

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

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.

5a.SY 2024–2025 SMARTIE Goal #1: By June 2025, our district will increase the percentage of students meeting or exceeding standard on the Smarter Balanced Assessment (SBA) in ELA from 24.4% in 2024 to 28% in 2025 by providing targeted instruction, data-driven interventions, and professional learning focused on equitable access to grade-level ELA standards for all student groups, with an emphasis on historically underserved populations.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Who will monitor the progress of this overarching goal?

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

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

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

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

<i>What student groups will benefit and why?</i>	<i>How will the impact on equitable learning or behavior change be measured?</i>	<i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>(intervention, activity, or strategy)? Who else will be involved?</i>	<i>extended time, curriculum, materials, etc.)?</i>
<p>Deliver guaranteed and viable reading intervention and core curriculum to students grades K-6 with the purpose of aligning and progress monitoring student reading data as a grade level team and school.</p>	<p>iReady and acadience diagnostic assessments, independent reading levels (Running records), and aligned classroom-based assessments.</p> <p>Implementing GLAD strategies: sentence patterning chart and “fragment vs. sentence” activities to provide scaffolds</p>	<p>This practice will be in place for the 2024-2026 school year.</p> <p>Progress monitoring timelines – grade level and the Title/LAP team will collaborate for student regrouping every 3 or 4 weeks.</p>	<p>Principal, Literacy Specialist, Title/LAP team and grade level teachers</p> <p>Other supports: Multi-lingual teachers SpEd teachers Paraprofessionals</p>	<p>Teacher Observations, professional development (focused on phonics instruction and collaboration practices)</p> <p>Strategically placed paras to support classrooms during the literacy blocks</p>
<p>Activity 2 Teachers will utilize systemic collaboration structures to capture progress monitoring data and remediation steps for students on the learning continuum.</p>	<p>iReady diagnostic assessments, acadience benchmark data, phonics skills inventory, and SBA data</p>	<p>This practice will be in place for the 2024-2026 school year.</p> <p>Progress monitoring timelines – grade level Title/LAP, ML, and SpEd educators will collaborate for student regrouping every 3 weeks</p>	<p>Grade level teams, literacy specialist, Title/LAP team, Multilingual team, Special Education Teacher</p> <p>Other supports: Principal Paraprofessionals</p>	<p>Release time, professional development (focused on collaboration strategies), teacher observations</p> <p>Strategically placed paras to support classrooms during the literacy blocks</p>

				to assist with differentiation.
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
Professional development focused on instructional best practices for literacy instruction.
Release time for staff to participate in professional development or plan tier 1 instruction tied to best practices.
Purchase decodable books/curriculum to support students during intervention blocks or tier 1 instruction.
Additional hours for paraeducators to support students during literacy blocks

<p>5b. SY 2025–2026 SMARTIE Goal #2: By June 2025, our district will increase the percentage of students meeting or exceeding standard on the Smarter Balanced Assessment (SBA) in mathematics from 17.6% in 2024 to 22% in 2025 by providing targeted instruction, data-driven interventions, and professional learning focused on equitable access to grade-level math standards for all student groups, with an emphasis on historically underserved populations.</p>
<p>What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?</p>
<p>Who will monitor the progress of this overarching goal?</p>

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

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

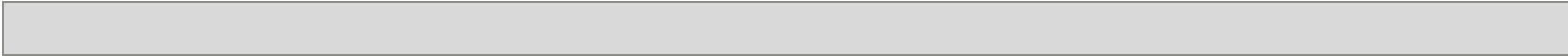
***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur?</i></p> <p><i>What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1 Deliver guaranteed and viable math interventions along with core curriculum to students grades K-6 for the purpose of aligning</p>	<p>iReady diagnostic assessment, Smarter balanced assessment</p>	<p>This practice will be in place for the 2024-2026 school year</p> <p>Progress monitoring timelines – grade level teams, SpEd</p>	<p>Grade level teams, Multilingual team, Special Education Teacher</p> <p>Other supports: Principal</p>	<p>Teacher observations, professional development (focused on differentiation strategies and collaboration practices), Social emotional</p>

and progress monitoring student math data as a grade level team/school		and the ML teams will collaborate for student progress monitoring every 3 - 4 weeks.	Paraprofessionals Literacy Specialist	intervention (responsive classroom training)
<p>Activity 2</p> <p>Provide small group math interventions K – 6, during core instruction to provide explicit differentiation for students.</p>	iReady mypath lessons, Math expressions unit tests, classroom based assessments	<p>This practice will be in place beginning with the 2023-2024 school year.</p> <p>Progress monitoring timelines – grade level, ML, and SpEd educators will collaborate for student regrouping every 3 weeks</p>	<p>Grade level teams, Multilingual team, Special Education Teacher</p> <p>Other supports: Principal Paraprofessionals Literacy Specialist</p>	Teacher observations, professional development (focused on differentiation strategies)

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Additional hours for paraeducators to support students during math blocks
2. Professional development on instructional best practices to support math instruction, with a focus on strategies for Multilingual learners and students with IEPs.



<p>5c. SY 2024–2025 SMARTIE Goal #3: By June 2025, the percentage of students reporting a strong sense of belonging and supportive relationships at school will increase from 69% to 74%, as measured by the district’s annual student perception survey. This growth will be achieved through intentional relationship-building practices, inclusive classroom environments, and schoolwide initiatives that promote equity, connection, and student voice.</p>
<p>What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?</p>
<p>Who will monitor the progress of this overarching goal?</p>
<p>When/how often will they monitor progress toward this overarching goal?</p>

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

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

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

<p><i>achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p>(intervention, activity, or strategy)?</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>What was/is the projected length of time?</i></p> <p>When or how often <i>(please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p>evidence-based practice (intervention, activity, or strategy)?</p> <p><i>Who else will be involved?</i></p>	<p><i>professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1</p> <p>If we provide social emotional learning by using Trauma Informed Lessons, Kelsos Choices, and culturally responsive strategies, then students will feel a sense of belonging at school.</p>	<p>Counseling referral forms, discipline referral data (SWIS), teacher break forms (out of class), Problem-Solving team requests</p>	<p>This practice will be in place for the 2024-2026 school year.</p> <p>Progress monitoring timelines – grade level teams, SpEd, Counseling and the ML teams will collaborate for student progress monitoring every 4 weeks, or as needed.</p>	<p>Teaching teams, Multilingual team, Special Education Teacher Principal Paraprofessionals Counselor/Psyche SINC</p> <p>Other supports: FRA</p>	<p>Professional development (focused on differentiation strategies and collaboration practices), Social emotional intervention (responsive classroom training)</p>
<p>Activity 2</p> <p>Social emotional instruction in all classrooms as reflected in Responsive Classroom strategies and by delivering SEL core curriculum to students' grades K-6.</p>	<p>Counseling referral forms, discipline referral data (SWIS), teacher break forms (out of class), Problem-Solving team requests</p>	<p>This practice will be in place for the 2024-2026 school year.</p> <p>Progress monitoring timelines – grade level teams, SpEd, Counseling and the ML teams will collaborate for student progress</p>	<p>Teaching teams, Multilingual team, Special Education Teacher Principal Paraprofessionals Counselor/Psyche SINC</p> <p>Other supports:</p>	<p>Professional development (focused on differentiation strategies and collaboration practices), Social emotional intervention (responsive classroom training)</p>

		monitoring every 4 weeks, or as needed.	FRA	
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Professional development on trauma-informed practices or Social Emotional Learning for tier 1 classroom instruction.
2. Release time for staff to work on developing our PBIS and Sense of Belonging school initiatives tied to social-emotional learning.
3. Increase Office support hour to support families on attendance

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

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Click or tap here to enter text.
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	Click or tap here to enter text.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Click or tap here to enter text.
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.	<i>Example: After school Title III intervention staffing and supplies 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. Covers the cost of ESL coursework and GLAD professional development.</i> Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Click or tap here to enter text.

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

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
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	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i> Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.