

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 180-16-220](#). The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 - How to Use the School Improvement Plan Template](#)

Section 1: Building Data	
Building Name: College Place Elementary	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: 31	Grade Span: Kindergarten – 6 th Grade School Type: Elementary
Principal: Christi Kessler, Interim Principal	Building Enrollment: 449



School District: Edmonds School District	F/R Percentage: 74.2%
Board Approval Date: September 23, 2025	Special Education Percentage: 17.6%
Plan Date: August 2025	

Please select your school’s Washington School Improvement Framework (WSIF) Support Status by clicking “choose an item” below:

Tier 3

Vision and Mission Statement

Our 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.

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Christi Kessler, Interim Principal

Initial conversations around our School Improvement Plan has been presented to our Natural Leaders group, as well as our PTA board members.

Initial data examined and beginning goals for the SIP plan developed by 27 staff members (classroom teachers, Title teachers, ML teachers and LAP teachers) during 10 hours of professional development in August of 2025

Further leadership team members to be determined as the school year begins

The SIP will be brought to the PTA by October for parent input

We will also present the goals of our SIP at our Learning Night on September 24th to our community.

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the [Washington State Report Card](#) to complete the table.

Instructions

1. Enter your school’s name once the report card for your school has loaded
2. Scroll down and locate the “WSIF” section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the “Trend” button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run.
If there is no data for a specific student group indicate N/A in that cell.

<p>Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.</p>	<p>2023 WSIF Cycle 3 Identification</p> <p>Tier 3 Comprehensive</p>	<p>2024 WSIF Annual Data</p>	<p>WSIF Cycle 3 Identification Thresholds:</p> <p>All Schools Threshold: 2.25</p> <p>Title 1 Threshold: 1.90</p> <p>ELP Threshold: 9.4</p> <p>Graduation Rate: 66.7%</p>
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WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	4.15	1.95
Comprehensive Graduation Rate		
Student Group		
American Indian/Alaska Native		
Asian		
Black/African American	4.90	4.30
Hawaiian/Other Pacific Islander		
Hispanic/Latino	3.20	1.58
Two or more races		
White	5.55	3.10
English Learner	2.58	1.43
Low Income	3.75	1.58
Special Education	1.05	1.00

Summary of Comprehensive Needs Assessment (CNA):

A [Comprehensive Needs Assessment \(CNA\)](#) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
 - ELA and Math Proficiency
 - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
 - Regular Attendance
 - Ninth Grade on Track
 - Dual Credit (if applicable)

Section 3: 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 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 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data 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).

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

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.

1. 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.
Student diagnostic data from multiple sources (Acadience, iReady SBA data), Teacher referral, previous placement
 - 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.
This year, the whole student services team is meeting to talk about every student. We will be looking at multiple sources of data to determine how students receive services this year. We will be working as a school on our Tier 1 instruction in the classroom for all students. Increasing our focus on Tier 1 instruction will increase support for students who are not quite yet meeting standard. This team will determine services that will build on our Tier 1 classroom instruction. We will be focusing on primary grades as well as students who are not meeting standards in intermediate grades.
 - 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?
We will use diagnostic data to monitor student growth and proficiency. We will monitor progress every 6-9 weeks and students will be ready to exit services when they are showing consistent growth in multiple measures, as well as in classroom work.

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

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

The professional growth we will focus on this year is in all teachers knowing and teaching the Washington State Standards, using the district provided instructional materials purposefully and intentionally to teach the standards and to assess what students know, based on the Washington State Standards. This will help us strengthen and use evidence-based interventions because we will be clearer on what we are teaching and assessing. When we plan interventions, the skills we are teaching will be based on the standards.

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

I gave staff an opportunity to come back for 10 additional hours before school began, so we could begin to align our work together as a staff. We did a data walk to take a comprehensive look at our overall data. This was powerful; most staff reported that they did not understand that College Place Elementary was identified for WISF or what that meant. They did not realize that we are in the lowest 5% of schools in Washington State, nor that 70%-80% of our students are not meeting grade level standards, as measured by the SBA. This realization was a powerful moment for staff. They did not understand how significant our attendance rate of 69.6% was. They did not realize that the school's attendance rate should be in the 95% range. Using this data, we are now able to work from the common understanding of where we are. This year, we are going to meet for professional development during staff meetings and during our early release Friday times (about once a month). These meetings will be focused on curriculum (what we are teaching), instruction (how we are teaching) and assessment (how we know what students know). These 10 hours, plus the two contracted days, were successful for staff. My metric for

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

identifying this time as successful is from the feedback and reflection forms that staff filled out after the days, as well as what staff said during our reflection circles.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development

- a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

Our work on curriculum, instruction and assessment will help support teachers and para educators who are working with students who receive targeted assistance because they will be more aligned with classroom teachers on what it is, what skills and knowledge students need to know towards meeting the grade level standard.

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

The students will benefit because they will become more clear and aware of what exactly they are learning (what skill/what standard), the progress they have made and the next steps for their own learning. When teachers are clear on what they are teaching and why, students will benefit because they will have a purpose for their learning.

Systems of Support

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

Creating school wide systems of support is an area of need and growth for College Place Elementary. Our goals are to meet the cultural, behavioral, social-emotional and academic needs of our students. There is a strong staff desire to meet those needs. But we need common systems of support, such as school wide expectations for behavior (common quiet signal, teaching recess behaviors, explaining to students why an expectation needs to be followed, for example). We are working on creating a culture of academic engagement; learning is the most important thing we do at College

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

Place Elementary. Our language as adults, when talking to each other and talking with students, will revolve more around our purpose for being here; learning. Moving away from talking about behavior as compliance, and talking about behavior as a way to support learning, will help students to understand how their behavior influences their learning.

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

We identified these areas during the optional professional development days and the contracted school days for staff at the beginning of the year. I also spent time during the last month of the 2024-2025 school year talking with staff about what their areas of strength and areas of improvement were. (I was a substitute principal during the last month of the school year)

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

We do have systems that support families, through our Family Resource Advocate, that support families with everything from accessing services such as health care and counseling, to school supplies, food and other foundational needs. We would like to increase our community supports to help focus on student learning. We do have Science Clubs and other activities that support students outside of the school day.

4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?

We analyzed family engagement data alongside academic and climate, culture and sense of belonging data in our schoolwide data walk. Having a full picture of what our data is telling us about families and students, both

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

academically and how they feel about school, gives us a clearer foundation to work from. There is a district survey that gives us information about family involvement; we will also be adding other ways for families to give us feedback.

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

Our areas of strength are in having many opportunities for our community to come together throughout the year (reading nights, science night, multicultural night etc). We have a Natural Leaders program that supports families volunteering at the school. We hope to improve family engagement and partnership in academics – engaging families more in what students are learning and how they can support their child’s learning at home.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions

- a. How does your targeted assistance program coordinate with core and additional programs in the school?

We are working to align our targeted assistance program more closely with our Tier 1 classroom instruction. Currently, there is some connection based on sharing information, but we need to increase our coordination around academics – our Tier 1 instruction focused on the Washington State Standards and our targeted assistance programs focusing their supports on where students are developmentally in the standards and scaffolding instruction (based on the standards) to what skills students need in order to reach grade level standard.

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

Our ML Title and LAP programs target our students identified in WSIF, English Learners, Low income and Hispanic/Latino groups.

- c. How do you support transitions between grade spans?

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

This is an area where we need to have a more systemic approach in sharing information between grade levels. While conversations happen informally, there is not yet a system set up for these conversations to happen with intention and purpose.

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

Yes

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

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

We will be engaging parents this year around what students need to be learning at their grade level. This will align with our work on clearly focusing what we are teaching (the curriculum – the Washington State Standards).

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

We will use the districts family engagement survey to show if our engagement strategies are working. We will also collect qualitative data, such as parent feedback in informal settings, feedback administration gets from parents about how they are feeling about their child's academic and social emotional progress.

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?

Our top strengths are our willingness to engage with families and we have a strong desire as a staff to better meet the academic needs of our students.

2. What top needs have emerged from multiple data sources?

Our biggest need is to create systems that support student learning and professional development around curriculum, instruction and assessment.

3. What disproportionalities exist among student groups?

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

70% to 80% of our students are not achieving grade level standard, including our students who are Hispanic, who are English Language Learners and who qualify for Special Education

4. What root causes has your team identified for disproportionalities among student groups?
This disproportionality exists because our Tier 1 instruction needs to be focused on the Washington State Standards. In order for our interventions to be successful, we have to have a strong foundation in our Tier 1 instruction in all our classrooms.
5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
Improving our Tier 1 instruction in all classrooms (focusing on curriculum/instruction/assessment) will have the greatest impact on student outcomes.
6. How do identified needs impact each other?
These needs – improving our Tier 1 instruction, increasing our attendance rate and creating a culture of academic engagement impact each other because they are the foundational aspects in improving student achievement: when we are creating an engaging learning environment, students will want to be here and when we are clear on what we are teaching and why, student achievement will increase.
7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
There are short term and long term goals in each of these areas. Short term goals are strategies such as all school quiet signals, creating school wide systems (arrival and dismissal procedures, how we move around the school, following adult directions for example) and increasing communication with teachers around curriculum/instruction/assessment during professional development days and faculty meetings. Longer term goals include creating a sustainable MTSS system, focusing school committees around learning and longer term professional development on common instructional strategies.
8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?
Schoolwide behavioral expectations would represent a quick win and build momentum towards the longer term goal of improving our Tier 1 instruction (curriculum/instruction/assessment).

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

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

Click or tap here to enter text.

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

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [Examining Resource Inequities Tool](#). Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

Resource inequities: lack of alignment of instructional materials with the Washington State Standards, lack of sustained and consistent professional development time, high percentage of new teachers (to the school and to the profession) and high staff turnover in the last several years. We have lost funding from the OSSl grant, which will impact our ability to provide time for professional development opportunities, as well as not being able to pay for some classified staff time.

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

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

Priority #1: Creating a schoolwide culture of academic engagement.

Priority #2: Improving our Tier 1 instruction by focusing on the Washington State Standards; what we are teaching (curriculum) how we are teaching (instruction) and how we know what students know (assessment)

Priority #3: Increasing our rate of attendance

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

Note: In past templates, Evidence-Based Interventions/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 data-based improvement goals and evidence-based interventions (activities, practices, or strategies) for SY 2025-26. 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 “Data 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?

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

Note: In past templates, Evidence-Based Interventions/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).

- 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.*

SY 2025-2026 SMARTIE Goal #1: By June of 2026, 90% of staff at College Place Elementary will consistently implement three strategies to build a culture of academic engagement: schoolwide systems for learning, building learning relationships with students, and teaching from the Washington State Standards. This will be evidenced by walk through data, self-reflection on an academic engagement rubric and increase in the areas of “teacher-student relationships” and “sense of belonging” in the culture and climate survey. The goal is to ensure that these practices foster an inclusive and equitable learning environment for all students.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

At mid year, we would expect to see 50 % of staff following our school wide expectations (all school quiet signal – used by all staff, waiting for all students attention when teachers are teaching, teachers explaining why when correcting a student’s behavior and teachers explaining why what they are learning is important) as well as students following the expectations that were taught – being quiet when an adults gives the all school quiet signal, following the recess and lunchroom expectations, following directions given by staff) Students will be able to talk about what they are learning and why it is important.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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<p>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</p> <p>Evidence based interventions:</p> <p><i>All staff consistently: using an all school quiet signal, in individual classrooms (students are not talking when the teacher is teaching) and in common areas, such as the lunchroom</i></p> <p><i>Using positive language (academically and behaviorally) at a 5:1 ratio</i></p> <p><i>Teachers explaining why what they are learning is important and why a behavioral expectation is being made.</i></p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p><i>Observational data from walk-throughs</i></p> <p>Teacher reflection data</p> <p>Student responses on culture and climate survey</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>We will measure the impact on equitable learning through academic achievement measures (iReady, SBA scores, WA Kids, Acadience, etc.)</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>The leadership team and the staff</p> <p>When will this EBI occur?</p> <p><i>Every day</i></p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p><i>Within the first 6 weeks, we will do a progress monitoring to see what progress was made and if we need to adjust</i></p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>
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<p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p><i>Professional development on the Washington State Standards (knowing the standards so teachers can explain why the learning is important)</i></p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p><i>Every teacher having a copy of and using the Washington State Standards</i></p> <p>What resources will be used for implementation? (For example, professional development, extended</p>				
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<p>time, curriculum, materials, etc.?)</p> <p>Professional development on behavioral strategies.</p> <p>What student groups will benefit and why?</p> <p>All student groups will benefit because we are implementing consistent Tier 1 instruction.</p>				
<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>

SY 2025-2026 SMARTIE Goal #2: By June of 2026, College Place Elementary will strengthen its Tier 1 instruction by increasing the percentage of students meeting or exceeding grade level standard by 5% in both Literacy and Mathematics as measured by the Smarter Balanced Assessment and district level common assessments. This will be achieved by a school wide focus on aligning our curriculum, instruction and assessment with the Washington State Standards. We will ensure this goal is inclusive and equitable by disaggregating the data of our WISF categories to make sure our improvements are benefiting all students.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

At mid-year, we would expect to see data from district common assessments showing more growth than in past years. We expect to see teachers using the Washington State Standards explicitly in their planning and instruction and having them feel more confident in what they are teaching and beginning to use common instructional strategies more consistently.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of-Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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<p>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</p> <p><i>Professional development to help teachers align their instructional materials with the Washington State Standards.</i></p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p><i>Professional Development for teachers to align their assessments to the Washington State Standards.</i></p> <p>What resources will be used for</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p><i>Use of Washington State Standards in instruction.</i></p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>Number of students showing growth and meeting standard on classroom-based assessments, district and state assessments.</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>Click or tap here to enter text.</p> <p>When will this EBI occur?</p> <p>Click or tap here to enter text.</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>
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<p>implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p><i>We will be using professional development support from NW ESD in literacy and mathematics.</i></p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Click or tap here to enter text.</p> <p>What student groups will benefit from and why?</p> <p>All students will benefit from the alignment of our curriculum, instruction and assessment practices to the Washington State Standards.</p>				
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<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>
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SY 2025-2026 SMARTIE Goal #3: By the end of the 2025-2026 school year, College Place Elementary will increase its daily attendance rate from 69.9% to 80%. This will be achieved by our progress in our first two goals. In creating a culture of academic achievement and strengthening our Tier 1 instruction, students will feel more connected to school, their teachers and their purpose for being at school. This goal will benefit all student groups and will be monitored through our WISF data.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

At mid-year, we will expect to see a increase in our daily attendance rate.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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<p>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</p> <p><i>All staff will communicate with families the importance of being at school, through direct conversations, newsletters and conversations with students.</i></p> <p><i>Increasing student engagement in learning will increase student's participation and their desire to be at school</i></p> <p><i>CPE will be consistent in sending attendance letters home when students miss school, in accordance with district policies.</i></p> <p>What resources will be used for</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>Click or tap here to enter text.</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>Click or tap here to enter text.</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>Click or tap here to enter text.</p> <p>When will this EBI occur?</p> <p>Click or tap here to enter text.</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>
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<p>implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p><i>Professional development around Tier 1 instruction and engagement strategies.</i></p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p><i>Kicking off the year with a "Learning Night" where teachers will talk with families and students about what they will be learning during the year</i></p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p>				
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<p>Click or tap here to enter text.</p> <p><i>What student groups will benefit and why?</i></p> <p>This will benefit all students because increasing engagement and attendance will increase student achievement.</p>				
<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>

Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented as documented in the SMARTIE goal tables 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 show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) (including WSIF Tier 1-Tier 3 Plus) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

Section 8: 2025–2026 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented as documented in the SMARTIE goal tables above and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams 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 SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026-2027 SIP.

Click or tap here to enter text.

3. How did at least one of the activities documented in Section I b above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated SMARTIE Goal?

Click or tap here to enter text.

- 4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.
Click or tap here to enter text.

- 5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?
Click or tap here to enter text.

- 6. How will you utilize available and additional sources of data in this planning process?
Click or tap here to enter text.

- 7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.
Click or tap here to enter text.

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 1003 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. College Place Elementary is not receiving OSSI funds

2. Click or tap here to enter text.

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

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.	<p><i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i></p> <p><i>Use professional development time to support the alignment of instructional materials with the Washington State Standards.</i></p>
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<p><i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i></p> <p>Small group interventions</p>
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (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 opportunity gaps, specifically those driving identification.	<p><i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i></p> <p>MTSS implementation</p>

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

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
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<p><i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i></p> <p><i>Not applicable</i></p>
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.	<p><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></p> <p><i>Not applicable</i></p>
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<p><i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i></p> <p><i>Not applicable</i></p>
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only	<p><i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs.</i></p>

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

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
	to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<p><i>Also covers the cost of intervention curriculum for K–6 students.</i></p> <p><i>Not applicable</i></p>
Local Funds	Local levy revenue may be combined in schoolwide programs.	<i>Not applicable</i>
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	<i>Not applicable</i>