

OSPI School Improvement Plan 2025-26

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, use the Consolidated School Improvement Template to satisfy the appropriate Components.

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 and District data

Building Name: Mountlake Terrace Elementary	Does your school share a building with another school? Yes ☐ No ☒ If yes, which one(s)? (Note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: 3254	Grade Span: K-6 School Type: Title 1
Principal: Keira Anderson	Building Enrollment: 416



School District: Edmonds School District	F/R Percentage: 26.1%
Board Approval Date: 09/23/2025	Special Education Percentage: 28%
Plan Date: 08/29/2025	English Learner Percentage: 26.1%
Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Targeted 3	

Vision and Mission Statement

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

Mission: 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 Family-Community Partners

List by (Name, Title/Role)

Keira Anderson, Principal	Heather Lippert, 2 nd grade teacher and EEA Representative
Tracy Boradori, Title Teacher	Callie Olson, 2 nd grade teacher
Kate Nichols, Special Education	Rachel Billet, 4 th grade teacher
Lola Ramos-Vergara, Teacher Multilingual	Mari Knowles, 4 th grade teacher
	Ana Alcazar, PTO President
	Natalie Moore, PTO Vice President

	Jaime Himmerich, PTO Vice President
--	-------------------------------------

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans should show alignment of goals, and evidence-based interventions, with WSIF data.

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.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	6.0	4.6
Comprehensive Graduation Rate	N/A	N/A
Student Group		
American Indian/Alaska Native	N/A	N/A
Asian	8.5	6.6

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Black/African American	7.63	6.48
Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	2.5	1.7
Two or more races	8.55	N/A
White	6.38	5.93
English Learner	2.33	1.8
Low Income	5.08	3.4
Special Education	1.9	3.50

Section 3: 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).

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.

Diagnostic Data: Acadience, i-Ready, classroom assessments, teacher referral

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

Click or tap here to enter text.

- 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.

By grade level, students who are not meeting standards and making progress based on multiple diagnostic measures.

Click or tap here to enter text.

- 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?

Diagnostic data to monitor student growth and proficiency every 6-8 weeks. Students will be ready to exit services when they are showing consistent growth and meeting grade level standards based on multiple measures.

Educators

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?

Support is needed to ensure classroom teachers and support services teachers have time to collaborate at regular intervals to analyze student data and progress.

Support is needed to ensure that support services are being provided in addition to, not instead of, CORE Instruction.

Ongoing professional learning in implementing the CORE math and literacy curriculum.

Consistency in the instructional resources and strategies used to support intervention instruction.

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?

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

Last year teachers grades 3-6 received training on implementing the Core Writing curriculum and analysis of writing samples in relation to expectations on the SBA. ELA SBA scores, especially for students with IEPs, showed significant growth. Teachers also reported they now understand how to implement the CORE curriculum.

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? Teachers and paraeducators will have an increased understanding of curriculum implementation aligned to the standards and how to incorporate evidence-based instructional practices in Tier 1, Tier 2, and Tier 3 instruction. Instruction will be aligned and teachers and paraeducators will have an increased understanding of what skills and knowledge students need to achieve grade level standards. Teachers will also understand how to use data to differentiate and provide targeted support based on the data.

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

The students will benefit because they will be clear and aware of what and why they are learning (what skill/what standard) and 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.

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

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.

Staff is very passionate about meeting the cultural, behavioral, social-emotional, and academic needs of students. There is a desire for ongoing continuous improvement and learning to better serve our students. In both academic and behavior tiers of support more clarity on what instruction looks like in each tier and clarity on the supports students receive during Tier 2 and Tier 3. More intentionality on scheduling Tier 2 and Tier 3 instruction is also needed.

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

CNA from 2024-2025 school year and input on current Tiers of Instruction during August professional learning.

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

This is an area of growth.

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?

The Instructional Leadership Team, Equity Team, and Family Resource Advocate have engaged in this work.

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)

Mountlake Terrace Elementary School has an active PTO that has multiple opportunities both within the school day and beyond the school day to engage families. An area of growth is to increase teacher engagement and participation.

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

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?

Targeted assistance programs reinforce and build on Tier 1 instruction. Tier 2 literacy support uses the same curriculum as Tier 1 during Tier 2 instruction. An area of growth is alignment of Tier 3 instruction for students who receive targeted assistance.

- 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?

Using diagnostic assessment data that is disaggregated based on WSIF identified student groups ensures that students are receiving the required services to ensure growth and proficiency.

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

This is an area of growth. Collaboration time is needed to increase and strengthen vertical alignment.

- 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?

Instructional Leadership Team, Equity team, Family Resource Advocate, and PTO are reviewing data from 24-25 to determine areas of strength and growth.

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

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

Attendance and participation in family events, family survey.

CNA DATA Summary

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

In the 2024-2025 school year, students with disabilities showed significant growth on the ELA and Math SBA.

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

Continued support for students who are English Learners and students with disabilities in both ELA and Math as well as increasing attendance of students in these groups.

3. What disproportionalities exist among student groups?

In ELA, only 58% of students in 5th grade are proficient in ELA. The other grade levels are lower than this. In math, 43% of 4th grade are proficient in math. The other grade levels are lower than this. Students who are English Learners and students with disabilities are performing even lower.

4. What root causes has your team identified for disproportionalities among student groups?

Lack of alignment of Tier 1, Tier 2, and Tier 3 instruction for academic and social-emotional learning. Need for increased use of Tier 1 instructional strategies that increase access for English Learners and students with disabilities.

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Intentional scheduling of tiered supports so that all students receive Tier 1 instruction. Increased consistency in implementation of Core curriculum and evidence-based instructional practices during Tier 1 instruction. In addition, IEP goals aligned to standards and additional training for paraeducators delivering Tier 3 instruction.

6. How do identified needs impact each other?

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

Aligning tiered supports and increasing collaboration among staff who provide instruction in the different tiers will provide more consistency and continuity in instruction so that students aren't receiving siloed instruction but rather they can see the connection and how the targeted support instruction can be transferred to what they are learning in tier 1.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?

Short-term goal is creating a master schedule with clearly identified tiered instructional blocks in which all students have access to Tier 1 instruction and identifying what/why/how instruction is delivered in each tier. Long-term goals include the impact of professional development and PLC collaboration and data analysis in math and ELA.

What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?

A master schedule with clearly identified tiered instructional blocks. Also, working with Resource teachers to ensure that paraeducators have the lesson plans and training they need to deliver Tier 3 instruction aligned to students' standards-based IEP goals.

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

N/A

Section 4: Resource Inequities

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.

We lack the funding and resources to strategically design a master schedule to include time for all students to remain in the classroom during core instruction and to receive Tier II instruction as an additional intervention. This is especially impactful if the student qualifies for multiple services such as ML, SLP, or OT/PT. Their day becomes fragmented, making being a part of the learning in the general education classroom even more challenging. Additionally, as mentioned above, the IEP goals for our students that qualify for SPED are not standard-aligned and thus neither is the specialized instruction they are receiving. We need time, resources, and support for professional development for our SPED teachers. Another inequity that our SPED students and ML students experience is the lack of appropriate interventions, modifications, and accommodations being made in the general education classroom. We need time for ML and SPED teachers to truly collaborate and partner with classroom teachers. An additional inequity our students with IEPs and multilingual students experience is a lack of access to targeted and robust instruction around Tier II and Tier III vocabulary. We also lack time, resources, and funding to provide the professional development needed for both teachers and paraeducators around best practices in planning, instruction, and assessment. Moreover, many of our students have and continue to experience significant trauma outside of school. Additionally, many of our students have been diagnosed with neurological disorders and neurological diversity such as Autism Spectrum Disorder, Attention Deficit Disorder, and Dyslexia. We lack the time, resources, and funding to provide professional learning for both teachers and paraeducators in meeting the diverse needs of our students that experience these differences. As a result, we spend a significant amount of time reacting to escalated behaviors that are damaging to the students' learning environment, their self-esteem, and sense of safety and well-being at school.

Section 5: Priorities

Describe the top 3 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

Priority #1: Develop a Master Schedule that includes targeted interventions for Tier 2 and Tier 3 instruction outside of the Tier 1 Instructional Block.

Priority #2: Strengthen and align Tier 1 instruction in ELA and Math vertically and horizontally ensuring students receive standards-based instruction utilizing the adopted core curriculum and evidence-based instructional practices.

Priority #3: Ensure that paraeducator staff delivering instruction have the training and resources needed to effectively deliver instruction under the direction of the special education teachers.

Section 6: 2025-26 School Improvement Plan- SMARTIE Goals

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that are aligned with the data-based priorities that you plan to accomplish through evidence-based interventions (activities, practices, or strategies) for SY 2025-26. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. 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. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based interventions (activities, practices, or strategies) being used to achieve the SMARTIE Goal?

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

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- 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 students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal is not 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?

SY 2025-2026 SMARTIE Goal #1: Between the spring of the 2024 school year and spring of the 2027 school year, the percentage of English Language Learners in grades 4-6 that score as proficient or above on the ELA portion of the SBA will increase from 15% to 25%, and the percentage of Students with Disabilities in grades 4-6 that score at proficient or above on the ELA portion of the SBA will increase from 27% to 35%.

*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?

Mid-Year we expect to see students meeting their stretch goal and typical growth goal on the i-Ready Math and ELA assessments.

Classroom formative and summative unit assessments will also be used to monitor growth and make instructional adjustments.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *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.) *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.
<i>Intervention 1</i> <i>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.</i> Professional development on how to use SIOP/GLAD strategies to increase explicit Tier 2 and Tier 3 vocabulary instruction during Core Reading and Writing. <i>What resources will be used for implementation? (For example,</i>	<i>Intervention 1</i> <i>What data will be collected to measure the impact of implementing this EBI?</i> i-Ready Diagnostics fall, winter, spring. Core curricular unit assessments. SBA Interim Assessments	<i>Intervention 1</i> <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> General Ed, SPED, and ML, Leadership Team, Principal <i>When will this EBI occur?</i> This practice will take place from	<i>Intervention 1</i> <i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>Intervention 1</i> <i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

<i>professional development, extended time, curriculum, materials, etc.?)</i> Professional development on SIOP/GLAD strategies and Tier 2/3 vocabulary instruction best practices. Professional Text: “Bringing Words to Life: Robust Vocabulary Instruction” Professional Text: “Teaching the Critical Vocabulary of the Common Core: 55 Words that Make-or-Break Student Understanding” Professional development around best practices for teaching vocabulary. What student groups will benefit and why? English Language Learners and Students with Disabilities will benefit because SIOP/GLAD strategies increase access to language and vocabulary scaffolds that support learners during CORE instruction.	Acadience data-at benchmark intervals set by our district throughout the year. How will the impact on equitable learning or behavior change be measured? Through analysis of the above data, staff will monitor the progress of English Language Learners and Students with Disabilities and make instructional adjustments.	August 2025-June 2026. When or how often will progress be monitored or data reviewed? Be as specific as possible. Data will be reviewed by General Ed, SPED, and ML every 6-8 weeks. Leadership Team and principal will review data in fall, winter, and spring.		
--	--	---	--	--

Intervention 2 <i>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.</i> All staff will strategically use data to review student progress and differentiate instruction. <i>What resources will be used for implementation?</i> (For example, professional development, extended time, curriculum, materials, etc.?) Continued professional development around PLC implementation. Implement monthly PLC collaboration. <i>What student groups will benefit and why?</i> English Language Learners and Students with Disabilities because small group targeted instruction can be differentiated to address	Intervention 2 <i>What data will be collected to measure the impact of implementing this EBI?</i> i-Ready Diagnostics fall, winter, spring. Core curricular unit assessments. SBA Interim Assessments Acadience data-at benchmark intervals set by our district throughout the year. <i>How will the impact on equitable learning or behavior change be measured?</i>	Intervention 2 <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> General Ed, SPED, and ML, Leadership Team, Principal <i>When will this EBI occur?</i> This practice will take place from August 2025-June 2026. <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Data will be reviewed by General Ed, SPED, and ML	Intervention 2 <i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	Intervention 2 <i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.
---	---	--	---	---

student needs using formative assessments.	Through the analysis of the above data, staff will monitor the progress of English Language Learners and Students with Disabilities and make instructional adjustments.	every 6-8 weeks. Leadership Team and principal will review data in fall, winter, and spring.		
Intervention 3 <i>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.</i> Continue protected time for core literacy instruction. <i>What resources will be used for implementation?</i> (For example, professional development, extended time, curriculum, materials, etc.?) Master Schedule	Intervention 3 <i>What data will be collected to measure the impact of implementing this EBI?</i> i-Ready Diagnostics fall, winter, spring. Core curricular unit assessments. SBA Interim Assessments Acadience data-at benchmark	Intervention 3 <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> General Ed, SPED, and ML, Leadership Team, Principal <i>When will this EBI occur?</i> This practice will take place from August 2025-June 2026.	Intervention 3 <i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	Intervention 3 <i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

Collaboration between Classroom Teachers and Support Staff <i>What student groups will benefit and why?</i> Students who need/qualify for Tier 2 and Tier 3 support will benefit because all students deserve access to Tier 1 instruction.	intervals set by our district throughout the year. <i>How will the impact on equitable learning or behavior change be measured?</i> Through analysis of the above data, data, staff will monitor the progress of English Language Learners and Students with Disabilities and make instructional adjustments.	<i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Data will be reviewed by General Ed, SPED, and ML every 6-8 weeks during staff meetings and PLCs. Instruction will be adjusted based on data analysis to close identified learning gaps. Leadership Team and principal will review data in fall, winter, and spring.		
---	---	--	--	--

Intervention 4 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. Collaboration between the Principal and Resource teachers to ensure paraeducators receive training in the 95% phonics curriculum, trauma informed practices, and how to provide effective push-in services for students with disabilities.	Intervention 4 What data will be collected to measure the impact of implementing this EBI? IEP progress monitoring data every 6-8 weeks SBA Interim, Acadience, i-Ready, and other curriculum-based assessments.	Intervention 4 Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? Special Education teachers, principal, Resource paraeducators When will this EBI occur? This practice will occur during the	Intervention 4 For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	Intervention 4 For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.

<i>What resources will be used for implementation?</i> (For example, professional development, extended time, curriculum, materials, etc.?) Collaboration and consultancy from the district level Special Education Department monthly. Monthly collaboration with Resource teachers. Paraeducator PLCs every 6 weeks to provide training, in addition to training during conference week in October. <i>What student groups will benefit and why?</i> Students with disabilities will benefit from improved instructional practices that better meet their individual learning needs.	<i>How will the impact on equitable learning or behavior change be measured?</i> Through analysis of the above data, staff will monitor the progress of English Language Learners and Students with Disabilities and make instructional adjustments.	2025-2026 school year. <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Data will be reviewed by General Ed and Resource teachers every 6-8 weeks during staff meetings and PLCs. Instruction will be adjusted based on data analysis to close identified learning gaps.		
--	---	---	--	--

SY 2025-2026 SMARTIE Goal #2: Between the spring of the 2024 school year and the spring of 2027 school year, the percentage of English Language Learners in grades 4-6 that score at proficient or above on the Math portion of the SBA will increase from 14% to 25% and the percentage of Students with Disabilities in grades 4-6 that score at proficient or above on the Math portion of the SBA will increase from 32% to 45%.

*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?

Mid-Year we expect to see students meeting their stretch goal and typical growth goal on the i-Ready Math and ELA assessments.

Classroom formative and summative unit assessments will also be used to monitor growth and make instructional adjustments.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *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.) *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.
<i>Intervention 1</i> <i>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.</i> Professional Learning and Implementation of Math Expressions Daily Routines and Quick Practices to build number sense and fluency.	<i>Intervention 1</i> <i>What data will be collected to measure the impact of implementing this EBI?</i> i-Ready Math, other curriculum-based assessments, SBA Interim Assessments,	<i>Intervention 1</i> <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> General Education, SPED, and ML Teachers, as well as the	<i>Intervention 1</i> <i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>Intervention 1</i> <i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

<i>What resources will be used for implementation?</i> (For example, professional development, extended time, curriculum, materials, etc.?) i-Ready, Math Genius Squad, Math Expressions/Time in Master Schedule <i>What student groups will benefit and why?</i> English Language Learners and Students with Disabilities will benefit from Quick Practices and Daily Routines because these consistent, structured activities promote accessibility and engagement through repetition, visual supports, and clear language. The routines help solidify foundational number sense and fluency while reducing cognitive load, allowing students to focus on understanding and applying key mathematical concepts with confidence.	and teacher anecdotal observation data. <i>How will the impact on equitable learning or behavior change be measured?</i> Through analysis of the above data, staff will monitor the progress of English Language Learners and Students with Disabilities and make instructional adjustments.	Leadership Team. <i>When will this EBI occur?</i> This practice will take place from August 2025-June 2026. <i>When or how often will progress be monitored or data reviewed?</i> <i>Be as specific as possible.</i> Data will be collected and reviewed by General Ed, SPED, and ML teachers every 6-8 weeks. Data will be collected and reviewed by the Leadership team		
---	--	--	--	--

		and principal three times a year (fall, winter, spring).		
Intervention 2 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. Professional development on how to use SIOP/GLAD strategies to increase explicit Tier 2 and Tier 3 vocabulary instruction during Core Math. What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)	Intervention 2 What data will be collected to measure the impact of implementing this EBI? i-Ready Math, other curriculum-based assessments, SBA Interim Assessments, and teacher anecdotal observation data.	Intervention 2 Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? General Education, SPED, and ML Teachers, as well as the Leadership Team. When will this EBI occur?	Intervention 2 What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.	Intervention 2 What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.

• Professional Text: "Bringing Words to Life: Robust Vocabulary Instruction" • Professional Text: "Teaching the Critical Vocabulary of the Common Core: 55 Words that Make-or-Break Student Understanding" • Professional development around best practices for teaching vocabulary. • Professional development targeted at supporting ML students (SIOP, GLAD). • Math Genius Squad What student groups will benefit and why? English Language Learners and Students with Disabilities will benefit because SIOP/GLAD strategies increase access to	How will the impact on equitable learning or behavior change be measured? Through analysis of the above data, staff will monitor the progress of English Language Learners and Students with Disabilities and make instructional adjustments.	This practice will take place from August 2025-June 2026. When or how often will progress be monitored or data reviewed? Be as specific as possible. Data will be collected and reviewed by General Ed, SPED, and ML teachers every 6-8 weeks. Data will be collected and reviewed by the Leadership team and principal three times a		
---	--	--	--	--

language and vocabulary scaffolds that support learners during CORE instruction.		year (fall, winter, spring).		
--	--	------------------------------	--	--

Intervention 3 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. Professional Development and implementation in standards-aligned, backwards planning of Math Expressions Units What resources will be used for implementation? Attend Math Genius Squad Planning Sessions Sub release time for professional learning. PLC time to plan What student groups will benefit and why? English Language Learners and Students with Disabilities will benefit because backwards planning allows for intentional implementation of standards-based instruction with visual supports,	Intervention 3 What data will be collected to measure the impact of implementing this EBI? i-Ready Math, other curriculum-based assessments, SBA Interim Assessments, and teacher anecdotal observation data. How will the impact on equitable learning or behavior change be measured? Through analysis of the above data, staff will monitor the progress of	Intervention 3 Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? General Education, SPED, and ML Teachers, as well as the Leadership Team. When will this EBI occur? This practice will take place from August 2025-June 2026. When or how often will progress be monitored or data reviewed?	Intervention 3 What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.	Intervention 3 What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.
---	--	---	---	---

manipulatives, scaffolds and structured routines. It also helps teachers implement formative assessments to monitor progress and adjust instruction to provide additional support as needed.	English Language Learners and Students with Disabilities and make instructional adjustments.	<i>Be as specific as possible.</i> Data will be collected and reviewed by General Ed, SPED, and ML teachers every 6-8 weeks. Data will be collected and reviewed by the Leadership team and principal three times a year (fall, winter, spring).		
--	--	--	--	--

Intervention 4 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. All staff will strategically use data to review student progress and differentiate instruction. What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) Continued professional development around PLC implementation. Implement monthly PLC collaboration. What student groups will benefit and why? English Language Learners and Students with Disabilities because small group targeted instruction can	Intervention 4 What data will be collected to measure the impact of implementing this EBI? i-Ready Math, other curriculum-based assessments, SBA Interim Assessments, and teacher anecdotal observation data. How will the impact on equitable learning or behavior change be measured? Through analysis of the above data, staff will monitor the progress of	Intervention 4 Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? General Education, SPED, and ML Teachers, as well as the Leadership Team. When will this EBI occur? This practice will take place from August 2025-June 2026. When or how often will progress be monitored or data reviewed?	Intervention 4 What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.	Intervention 4 What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.
---	--	---	---	---

be differentiated to address student needs using formative assessments.	English Language Learners and Students with Disabilities and make instructional adjustments.	<i>Be as specific as possible.</i> Data will be collected and reviewed by General Ed, SPED, and ML teachers every 6-8 weeks. Data will be collected and reviewed by the Leadership team and principal three times a year (fall, winter, spring).		
---	--	--	--	--

SY 2025-2026 SMARTIE Goal #3: Between the spring of 2024 and the spring of 2027, the percentage of English Language Learners that attend school with a rate of 90% or above, will increase from 66% to 88%, and the percentage of Students with Disabilities that attend school with a rate of 90% or above, will increase from 66% to 88% as measured by daily Attendance Data in Skyward.

*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?

Attendance Data that shows improvement for English Language Learners and Students with Disabilities. Belonging survey data that shows and increased sense of belonging for all students and in particular our English Language Learners and Students with Disabilities.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *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.) *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.
<i>Intervention 1</i> <i>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.</i> School staff will make individual contact with families of Students with Disabilities and families of students that qualify for ELL services after 3, 5, and 7 absences.	<i>Intervention 1</i> <i>What data will be collected to measure the impact of implementing this EBI?</i> Daily attendance. Contact logs kept by the attendance team and classroom teachers.	<i>Intervention 1</i> <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Attendance Team: Principal Family Resource Advocate Office Support Secretary	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) Time for Attendance Team to meet to analyze data, create, and execute action items. Extended time to make family contacts. Spreadsheet with attendance data of English Learners and Students with Disabilities. What student groups will benefit and why? English Language Learners and students with IEPs will benefit from attendance meetings as improved attendance ensures continuity of instruction, consistent access to accommodations and interventions, and stronger relationships with teachers and support staff.	How will the impact on equitable learning or behavior change be measured? Through analysis of attendance and attendance intervention data, staff will monitor the progress of English Language Learners and Students with Disabilities and adjust. .	Nurse When will this EBI occur? September 2025- June 2026 When or how often will progress be monitored or data reviewed? Be as specific as possible. Monthly		
--	--	---	--	--

Intervention 2 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. Family attendance meetings will be conducted to support families with overcoming attendance barriers and increase awareness of the importance of attendance. What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) Flex time for the Family Resource Advocate so that they can hold the meetings in the evenings, if needed, to ensure that families have availability to attend. What student groups will benefit and why?	Intervention 2 What data will be collected to measure the impact of implementing this EBI? Attendance and interventions will be recorded at each of these family engagement meetings. How will the impact on equitable learning or behavior change be measured? Through analysis of attendance and attendance intervention data, staff will monitor the progress of	Intervention 2 Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? Attendance Team: Principal Family Resource Advocate Office Support Secretary Nurse When will this EBI occur? September 2025-June 2026 When or how often will progress be monitored or data reviewed? Be as specific as possible. Monthly	Intervention 2 What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.	Intervention 2 What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.
--	---	--	---	---

English Language Learners and students with IEPs who have poor attendance will benefit from family attendance conferences to improve attendance and ensure continuity of instruction, consistent access to accommodations and interventions, and stronger relationships with teachers and support staff.	English Language Learners and Students with Disabilities and adjust.			
Intervention 3 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. Create and implement affinity clubs. What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)	Intervention 2 What data will be collected to measure the impact of implementing this EBI? Attendance and interventions will be recorded at each of these family engagement meetings. How will the impact on equitable	Intervention 3 Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? Equity Team Staff When will this EBI occur? September 2025-June 2026	Intervention 3 What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.	Intervention 3 What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.

Equity Team staff will facilitate monthly student led affinity groups for 5th and 6th grade students during lunch recess. <i>What student groups will benefit and why?</i> Students who choose to join a club will benefit from a sense of belonging and advocacy by contributing to our school community.	<i>learning or behavior change be measured?</i> Through analysis of attendance data, staff will monitor the progress of English Language Learners and Students with Disabilities and adjust.	<i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Fall, Winter, Spring		
--	---	---	--	--

Intervention 4 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. Implement classroom lessons based on race, equity, and inclusion. What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) Classroom resources for race, equity, and inclusion lessons. Support and guidance from Equity Team. What student groups will benefit and why? English Language Learners and students with disabilities will benefit from instruction on equity, race, and inclusion because it helps create a safe,	Intervention 4 What data will be collected to measure the impact of implementing this EBI? Sense of Belonging Student Survey Behavior referral data How will the impact on equitable learning or behavior change be measured? Through analysis sense of belonging survey and discipline referrals related to race, equity, and inclusion, staff will	Intervention 4 Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? Classroom Teachers in partnership with Equity Team When will this EBI occur? September 2025-June 2026 How will progress be monitored or data reviewed? Be as specific as possible. End of Unit assessment and Fall, Winter, Spring	Intervention 4 What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.	Intervention 4 What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.
--	---	--	---	---

affirming environment where diversity is celebrated and barriers to learning are reduced. When students see their cultures, languages, and abilities represented and respected, they are more likely to engage, develop confidence, and experience a stronger sense of belonging—key factors in academic and social success.	monitor the progress of English Language Learners and Students with Disabilities and adjust.			
Intervention 5 <i>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.</i> Implement cross-grade level student and family connections. <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> Cross-grade level lunch and recess.	Intervention 5 <i>What data will be collected to measure the impact of implementing this EBI?</i> Sense of Belonging Survey. Anecdotal data. Attendance at PTO events. <i>How will the impact on</i>	Intervention 5 <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Classroom Teachers/Paraeducators Equity Team Instructional Leadership Team Little Hawks Alliance (PTO) <i>When will this EBI occur?</i>	Intervention 5 <i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	Intervention 5 <i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

Cross-grade level Classroom Buddies that meet monthly. Choose 1 week schoolwide each month. Partner with PTO on family events. <i>What student groups will benefit and why?</i> Cross-grade activities help build a strong, connected school community where students learn from and support one another. Older students develop leadership, empathy, and responsibility by mentoring younger peers, while younger students gain confidence, comfort, and excitement for learning. These partnerships also strengthen social-emotional skills, reinforce academic concepts through peer teaching, and make school more joyful and inclusive.	<i>equitable learning or behavior change be measured?</i> Through analysis of the sense of belonging survey, anecdotal data, and attendance at PTO events, staff will monitor the progress of English Language Learners and Students with Disabilities and adjust. .	September 2025-June 2026 <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Monthly at Attendance Team Meetings		
---	--	--	--	--

Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, 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) 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 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 the SMARTIE goal tables above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated 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.