

THREE-YEAR PLAN

Edmonds School Improvement Plan (SIP) Grades K–6, K–8, 7–8, and 9–12

Template Revised 08/06/2024

Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve **engagement, equity, and excellence** for our students. The plan states goals and why these goals were chosen. Our plan outlines what staff members will do to ensure every student experiences belonging and is able to engage in their best learning. Our three-year SIP also includes ongoing student and family engagement as well as opportunities to reflect and revise to ensure we are making progress toward our goals.

Our School Name Seaview Elementary

Current School Year 2025-2026

Section 1. Our School

Seaview Elementary is a K-6 community school where new learning occurs daily in every classroom. Seaview also provides Intensive Support education programs for 1st-3rd and 4th-6th students. In addition, we offer multilingual services for our 42 students across all grades who speak different languages. Our school strives to support all students. We provide a nurturing, safe, inclusive learning environment, using rigorous academic and social-emotional resources, so that each student knows they belong. We include family engagement activities, annual Shark Runs, Readathons, Running Club, Art Docents, Science Day, Talent Show, Buddy Classrooms, Student Store, Seaview Singers, Equity/PTA Family engagement activities, and more, creating a united community.

Our Mission statement is:

S: Strive for Success

W: Work Together

I: Inspire Others

M: Make a Difference.

Our mission also includes being kind, safe, and responsible every day. We have a staff Social-Emotional Team that reviews daily attendance and Edmonds School District SEL student surveys, to create supportive connections with our students individually, in small groups, and as a whole school. Our Equity work is growing with a Parent/Teacher evening group and Staff Equity team focusing on Equity Themes aligned with ESD. We are working on current and historical barriers for marginalized students and how to become more culturally responsive in our practice. We believe in creating a solid home-to-school connection with our families. We know that progress monitoring and communication with our families will establish a partnership to support our students socially, emotionally, and academically. We are preparing our students for lifelong learning so that each student can fulfill their full potential. We are pleased to serve our students and families here at Seaview Elementary.

Group	# of Students	% of Students	Group	# of Students	% of Students
Total Enrollment	422	NA	Two or More Races	47	14%
American Indian/Alaskan Native	1	0.24%	Multilingual Education	47	11.13%
Black/African American	29	6.87%	Homeless/ McKinney - Vento	2	0.47%
Hispanic/Latino	46	10.66%	Free and Reduced Lunch	95	22.5%
Asian	27	6.4%	Section 504	19	4.5%

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3) Vision | Equity, engagement, and excellence for each and every student

Our 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.

Data and School Community Engagement Summary

Below is a list of possible data sources to help plan our three-year SIP or our annual target and strategies. Please check the data sources the SIP team used to tell our school's story. These data sources could include (but are not limited to) assessments, surveys, listening sessions or focus groups, participation in events, human resources data, and other data.

Equity (such as student demographics, listening sessions)

- ☒ Student demographics
- ☐ Employee demographics
- ☐ Enrollment in advanced courses and specialized programs
- ☒ Opportunity gaps in academics, social-emotional learning, and discipline
- ☐ Family Surveys
- ☐ Special education and least restrictive environment data
- ☐ Other

Engagement (such as school culture and climate)

- ☒ State data on students who are regular attenders
- ☒ District attendance data
- ☒ Exclusionary discipline data
- ☒ Student survey data
- ☒ Family survey data
- ☒ Family partnerships
- ☒ Participation in events and volunteer opportunities
- ☐ Other

Instructional Excellence (and student learning)

All Students

- ☒ State ELA assessment
- ☒ State math assessment
- ☒ WCAS and/or WA-AIM
- ☒ State student growth
- ☒ Grade level on-track indicators
- ☒ Acadience

- ☒ Classroom observation tool
- ☐ Other

Elementary

- ☒ State WaKIDS
- ☒ i-Ready reading
- ☒ i-Ready math
- ☒ Running Records
- ☐ Other

Secondary

- ☐ State graduation rates
- ☐ State dropout rates
- ☐ State ninth grade on-track
- ☐ District course completion
- ☐ District grades/GPA
- ☐ District i-Ready
- ☐ Other

Reflection Questions (Please answer each question in 150 to 300 words.)

1. Based on the data that our team reviewed, what strengths and specific needs were identified to inform planning our school's SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

High Overall Proficiency: Seaview has a high overall proficiency rate, with scores showing 70% of students meeting English Language Arts (ELA) standards and 61% meeting Math standards.

Consistent Growth: Smarter Balanced Assessment (SBA) data shows consistent overall growth in ELA (from 65% in 21-22 to 70% in 24-25).

Strong Performance for Specific Groups: SBA data shows strong student growth in ELA and Math for the following demographics: Females, Asians, and Two or More Races.

Strong ELA Performance: The school's overall ELA proficiency is robust, with 2024-2025 data showing a 70% proficiency rate, an improvement from previous years.

The primary concern is the consistent drop in Math proficiency as students move into 5th and 6th grades, particularly for the current 6th-grade cohort. This cohort shows the most severe drop-off, suggesting that the complexity of the math curriculum is a factor. This indicates a potential misalignment between 5th-grade instruction and 6th-grade readiness, or a significant challenge with the 6th-grade math curriculum.

Based on these trends, the most critical area for immediate focus is Math instruction and curriculum alignment across 4th, 5th, and 6th grades to address the sharp declines in both 5th and 6th grade.

2. Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?

SBA data demonstrates consistent overall growth in ELA, 65% in 21-22, 63% in 22-23, 68% in 23-24, and 70% in 24-25.

SBA data shows consistent overall concerns in Math: 64% in 21-22, 59% in 22-23, 67% in 23-24, and 61% in 24-25.

SBA data demonstrates consistent overall concerns in 5th-grade Science 68% in 21-22, 66% in 22-23, 83% in 23-24, and 62% in 24-25.

Despite significant challenges last year, our school achieved strong growth in student achievement. This success is a direct result of the fidelity of our staff's Professional Learning, including their PLC grade level teams, which consistently focus on implementing Cycles of Inquiry.

Our academic environment faced considerable strain due to several factors:

- Larger Class Sizes and Split Classes: These conditions reduced the amount of individualized instructional time.
- Increased Discipline with Minimal Support: We observed an increase in discipline issues without the necessary support staff, including a Student Intervention Coordinator or adequate behavioral support.
- Growing Student Population Needs: We managed a rising number of 504 students, an increased population of Multilingual (ML) students, and a higher free and reduced-lunch population, all of which require specialized and intensified support.
- Increased student counseling services each year.

3. Based on the data that our team reviewed, what areas are not achieving our school's goals and/or not making satisfactory progress? Why?

Persistent Achievement Gaps for Target Groups

- Students with Disabilities (SWD) and Section 504 Students
- Black/African American Students
- Economically Disadvantaged Students

While overall ELA scores are strong, other diagnostic data points to specific instructional gaps in literacy that need attention to sustain high performance:

- Students need support with comprehension and vocabulary instruction, with a focus on Informational Texts
 - Fall 2025 i-Ready Diagnostic data showed that 53% of students were 1 year or more below grade level in reading comprehension, 50% were below grade level in vocabulary, and 56% were below grade level in reading Informational Texts. This suggests a need to deepen instruction beyond foundational skills in phonics and fluency, which are already identified as strengths.
4. How did our team or school engage school community members (e.g., families, students, educators) in an ongoing way to help create, support, and monitor the SIP?

We will engage our students, families, and staff throughout this year by providing two-way communication and surveys that offer clarity and collaboration centered on our SIP goals.

Our Leadership team will plan and lead staff through professional learning and data dives. We will use assessment data from the ESD Reading and Math curricula and the Edmonds SEL survey to inform our next steps in professional development and instructional strategies. Students will create new personal learning goals with their teachers and communicate them with their families. Staff and students will progress monitor and reflect on growth using i-Ready Reading and Math diagnostics and other forms of communication. We will communicate goals to our families and report on progress throughout the year. We will provide opportunities for our families through daily communication with the principal and staff, the Equity Team, the PTA, and Student/Family Surveys.

Data team meetings will occur throughout the year, including general educators, LAP, and Learning Support staff. We will review Acadience, Tier 2 interventions, and Tier 3 support. Our Learning Support, LAP, and Multi-lingual teachers communicate frequently and partner with families so they know how to support their children to increase student growth.

Teachers use several communication tools to engage families in creating goals and providing strategies for their children. Instructional guidance on how to help their child is provided at conferences and through two-way communication.

Families also participate in our PTA and Equity Team meetings to be more involved in supporting their children.

Section 3. School Improvement Plan (SIP)

This section describes what our staff members will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

- **K–8 school goals should address a literacy goal, a math goal, and an engagement goal.**
- **High school goals should address an on-time graduation goal, a ninth-grade on-track for graduation goal, and an engagement goal.**

Long-Term SIP Goal 1 (Three-Year SMARTIE Goal)

From Fall 2024 to Spring 2027, the percentage of students in grades 3-6 who are at or above the benchmark in ELA will increase from 68% to 75%, as measured by SBA.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

From Fall 2025 to Spring 2026, the percentage of students in grades 1-3 who are at or above the benchmark in ELA will increase from 49% to 70%, as measured by i-Ready.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If professional learning focuses on teaching strategies that strengthen reading comprehension of informational texts and vocabulary acquisition, then students will have greater access to applying comprehension skills within and across texts.

Annual Strategies and Ongoing Work Plan

Reflection questions to consider when identifying our key strategy or strategies

- *What solutions or strategies will we use to address the problem?*
- *Is the solution or strategy evidence-based?*
- *How will we make sure it is delivered with fidelity or as intended?*
- *What do families, staff members, and students think about the solution or strategy?*
- *What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?*

Please list one to three key strategies.

1. Professional learning sessions will focus on key elements of nonfiction reading units, classroom assessment tools, student goal setting, and strategies to support the comprehension of informational texts.
2. Shared reading of nonfiction passages from the 95% Core will be utilized to provide additional practice in identifying nonfiction text structures, central ideas, and key details to support comprehension.

What will the strategy or strategies look like in action?

As we learn about the updated Danielson Framework, teachers will identify essential parts of unit planning to be documented in a schoolwide unit planning tool.

Instructional coaches and colleagues will support teachers in planning Unit of Study nonfiction reading units that include formative assessment, student goal-setting, background content, instruction on multiple text structures, and academic vocabulary. These units will also be paired with writing units of the same genre.

Teachers will learn how to use the Units of Study comprehension assessments and rubrics to inform and adapt unit plans and small-group instruction within student goal setting.

Our Multilingual teacher and Instructional Coach will support staff in incorporating GLAD strategies for language support into nonfiction and content instructional units to support our English language learners and build background knowledge for all students.

Grade-level K-2 teams will continue explicit, systematic instruction in foundational skills like letter-sound correspondence, blending CVC words, and phonemic awareness. Key elements include hands-on practice with phonics chips, mapping phonemes to graphemes, and applying knowledge to read and write words, phrases, and sentences. Staff will also

incorporate high-frequency word practice, spelling, and reading decodable text to build fluency and comprehension.

Grade-level 3-6 teams will build advanced word analysis skills—specifically morphology (roots, prefixes, suffixes) and multisyllabic decoding—to improve reading complex informational texts. Increased accuracy and automaticity through practice and orthographic mapping allow students to apply the foundational skills to text. As they master word recognition, students will free up cognitive capacity to focus on higher-level comprehension strategies like inferring, questioning, and synthesizing information

Team or person responsible

Classroom teachers, LAP, ML, Learning Support Specialists

Progress Monitoring

Reflection questions to consider when planning how we will monitor progress

- *What will staff and/or students know and be able to do after we implement the SIP?*
- *What data will be used to monitor progress?*
- *Are these data reliable?*
- *Is the collection of these data doable?*
- *How and when will we monitor progress?*

Progress monitoring: What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who, and when data will be collected)

Grade-level teams will provide data to track progress toward our goal of having 70% of students at or above grade level in reading (including specific domains and overall individual growth).

We will assess the effectiveness of these efforts by regularly reviewing i-Ready Reading, Acadience, and Running Records data to identify improvements in students' typical growth across all grade levels.

Long-Term SIP Goal 2 (Three-Year SMARTIE Goal)

From Fall 2024 to Spring 2027, the percentage of students in grades 3-6 who are at or above the benchmark in Math will increase from 67% to 72%, as measured by SBA.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

From Fall 2025 to Spring 2026, the percentage of students in grades 1-3 who are at or above the benchmark in Math will increase from 24% to 60%, as measured by i-Ready.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If we align our professional learning focus on teaching strategies that strengthen math practices at the unit and grade levels, then we will enhance the development of math vocabulary, academic discourse, conceptual understanding, and operational fluency in our students.

Annual Strategies and Ongoing Work Plan

Questions to consider when identifying our key strategy or strategies

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?

- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

Please list one to three key strategies

1. Professional learning sessions will focus on the Grade-Level Math Expressions Unit for each grade level.
2. Each classroom teacher will be provided with a Math Expressions Math Genius Squad license, including the Quick Start Review in the Fall, to ensure that all staff and students have access to all ESD resources and thereby increase student math growth.
3. Leadership Team members will guide and mentor each grade-level team to increase Quick Practice, Daily Math Routines, and related activities using the Math Genius Squad resources.

What will the strategy or strategies look like in action?

Classroom teachers and Learning Support will participate in professional development for the Math Expression Math Genius Squad (MGS). MGS provides training videos for each grade level, unit, and lesson, along with resources to explain concepts and support implementation. Following each math unit training, teachers will consistently collaborate within their grade-level PLC teams to implement both Tier 1 and Tier 2 intervention groups. The Tier 2 groups will use flexible groupings and employ differentiated instruction to address specific student needs, supported by a variety of tools, such as scaffolding, enrichment, and RTI-aligned materials. To further bolster students' understanding, math vocabulary will be explicitly taught throughout instruction.

Team or person responsible

Classroom teachers, principal, and coaches from Math Expression Genius Squad.

Progress Monitoring

Questions to consider when planning how you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who, and when data will be collected)

Student Outcome Data

These measures focus on student performance and growth to gauge the effectiveness of instruction:

- Math Expressions Pre/Post-Unit Assessments
 - Focus: Student growth and conceptual mastery of unit-specific content.
 - Who Collects: Classroom Teachers.
 - When Collected: Before and After each Math Expressions Unit.
- Math Expressions Quick Quizzes
 - Focus: Student understanding of specific lessons and ongoing progress within a unit.
 - Who Collects: Classroom Teachers.
 - When Collected: Throughout each Math Expressions Unit.
- i-Ready Math Diagnostics
 - Focus: Overall student proficiency, growth trajectory, and identification of specific skill deficits.
 - Who Collects: Learning Support, Classroom Teachers (Administered by).
 - When Collected: Fall, Winter, and Spring (Trimester intervals).
- Classroom-Based Assessments (CBAs)
 - Focus: Application of skills, problem-solving abilities, and teacher-created measures.
 - Who Collects: Classroom Teachers.
 - When Collected: Ongoing, as determined by unit/lesson flow.

Implementation and Process Data

These measures focus on fidelity of strategy implementation and teacher collaboration:

- Daily Quick Practice and Routines
 - Focus: Fidelity of implementation, frequency of use, and student engagement in routines.
 - Who Collects: Leadership Team, Grade-Level PLC Teams (through observation/checklists).
 - When Collected: Daily/Weekly checks throughout the school year.

- PLC Agendas/Notes (Implementation Quality)
 - Focus: Evidence of collaborative planning, focus on Tier 1 and Tier 2 instruction, and consistent use of MGS resources.
 - Who Collects: Leadership Team.
 - When Collected: Weekly/Bi-Weekly during PLC meetings.

Long-Term SIP Goal 3 (Three-Year SMARTIE Goal)

From Fall 2024 to Spring 2027, the percentage of students in grades 3-6 who report a sense of belonging in school will maintain or increase from the 2024-2025 baseline of 80%, as measured by student surveys.

Data Review to Identify Our Annual Target Goal

Reflection questions when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

From Fall 2025 to Spring 2026, the percentage of students in grades 3-6 who report a sense of belonging in school will maintain or increase from the 2024-2025 baseline of 80%, as measured by student surveys.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If we have a schoolwide focus on Kindness and Respect, develop a common understanding of what Kindness and Respect look and sound like, and teach students to apply listening and speaking skills to social interactions and problem-solving conversations, then students will experience being kind and respectful, increasing their sense of belonging.

Annual Strategies and Ongoing Work Plan

Questions to consider when planning our key strategy or strategies

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

Please list one to three key strategies.

1. Fostering Social-Emotional Health & Safety

This strategy focuses on creating an emotionally intelligent and secure school environment where students feel safe to express themselves, manage their feelings, and receive support.

2. Building Pride Through Effort & Achievement.

This strategy centers on developing students' positive self-concept and sense of competence by recognizing their efforts, celebrating their individuality, and broadening the definition of success.

3. Cultivating a Strong Sense of Belonging

This strategy aims to establish an inclusive community where every student feels valued, accepted, and connected to their peers, teachers, and the broader school environment.

What will the strategy or strategies look like in action?

Emotional Check-Ins: Start the day with a brief, structured process (e.g., using an emotions chart, Zones of Regulation, or "Morning Meetings") to help students name and discuss their current feelings.

Mindfulness and Stress Reduction: Incorporate routine practices like breathing exercises and mindfulness breaks (e.g., "Mindful Mondays") to equip students with self-regulation tools.

Establish Safe Spaces: Designate specific, nonjudgmental areas where students can request a break to self-calm and reflect when overwhelmed.

Promote Kindness and Empathy: Engage students in activities that encourage positive social interaction, such as kindness challenges, "Thoughtful Tuesdays," or a "pom-pom jar" to celebrate collective acts of kindness.

Praise Effort Over Outcome: Provide specific, positive reinforcement that focuses on a student's hard work, perseverance, and growth, rather than just praising perfect results.

Celebrate Uniqueness and Identity: Intentionally "shine a light on each student" by creating opportunities to share unique talents, interests, and family heritage through being the star of the week or sharing artifacts from home.

Build Strong Relationships: Teachers make small, consistent gestures—like greeting students at the door by name and learning about their backgrounds—to build trusting, caring relationships.

Promote Inclusion: Monitor peer interactions and intentionally create opportunities for all students, especially those often overlooked (Intensive Support/ML), to build relationships with classmates.

Involve Student Voice: Empower students by creating channels (Student Council) for them to contribute to the classroom and school community, such as setting class expectations and fostering a sense of ownership.

Engage Families as Partners: Encourage family involvement by sending small surveys to gather input, hosting accessible virtual family hours, or organizing community activities that celebrate and represent the students' diverse cultures.

Encourage Responsibility and Independence: Give students opportunities to act independently and set achievable goals, helping them build confidence as they successfully tackle new challenges.

Public & Private Recognition: Use school displays for a "wall of fame" and send positive notes or phone calls home to celebrate students' character, effort, and achievements with their families.

Team or person responsible

MTSS SEL team, Counselor, Psychologist, Principal, certificated and classified staff, and community members.

Progress Monitoring

Questions to consider when planning you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

Student Outcome Data

These measures focus on student performance and growth to gauge the effectiveness of instruction:

- ESD Belonging Survey:
 - Focus: Student perception of belonging, acceptance, inclusion, and safety.
 - Who Collects: Classroom Teachers (Administering), School Leadership (Analyzing).
 - When Collected: Three times this year (e.g., Fall, Winter, Spring).
- Counselor 1:1 Meeting Logs/Triage Data:
 - Focus: Process data (e.g., number of students met, meeting frequency) and initial outcome data (e.g., top reasons for referral, identified student needs).
 - Who Collects: School Counselor.
 - When Collected: Ongoing, with a weekly review by the Counselor and Leadership.
- Discipline/Referral Data:
 - Focus: Outcome data on behavior incidents, aggression, and conflicts (indirect measure of emotional self-management and safety).
 - Who Collects: Administration, School Leadership.
 - When Collected: Monthly/Quarterly analysis.
- Student Attendance/Engagement Rates:
 - Focus: Outcome data on school connectedness and motivation (indirect measure of belonging and pride).
 - Who Collects: School Attendance Secretary/Administration.
 - When Collected: Monthly analysis, disaggregated by grade/subgroup.
- Teacher Observation Checklists / SEL Rubrics:
 - Focus: Implementation quality and frequency of positive SEL behaviors, effort recognition, and use of inclusive practices in the classroom.
 - Who Collects: Leadership Team (Classroom Walkthroughs), Grade-Level Teams (Self-Assessment).
 - When Collected: Quarterly during team meetings and walk-through cycles.
- Qualitative Data from Student Focus Groups:

- Focus: Deeper insight into what is driving student feelings of pride, belonging, and safety.
- Who Collects: Counselor, Leadership Team.
- When Collected: Once per Semester (e.g., Fall/Spring) with a sample of students.

Section 4. Who Helped or Will Help Design Our SIP?

Name	Role
Julie Greathouse	Kindergarten Teacher
Jana Cuenca	First Grade Teacher
Suzannah Johnson	Second Grade Teacher
Leilani Burns	Third Grade Teacher
Spencer Rice	Fourth Grade Teacher
Ryan Holmes	Fifth Grade Teacher
Catherine Mathias	Sixth Grade Teacher
CoryFortin	Librarian Specialist
Jacob Nam	Intensive Support teacher
Kelley Reeves	Paraeducator
Heather Pickar	Principal

Links to supporting documents

- [Edmonds School District 2021–2026 Strategic Plan](#)
- [Mid-year Reflect & Revise Template_2025-26](#)
- [End of Year Reflect & Revise Template_2025-26](#)