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: Scriber Lake High School	**Does your school share a building with another school?** Yes X No ☐ **If yes, which one(s)?** (Note each school with a school code must submit a separate School Improvement Plan)**:** eLearning, VOICE, Edmonds Heights (all ESD schools)
School Code: 3854	**Grade Span:** 9-12 **School Type:** Comprehensive High School
Principal: Dan Falk	**Building Enrollment:** 199
School District: Edmonds School District #15	**F/R Percentage:** 63.3%
Board Approval Date: September 23, 2025	**Special Education Percentage:** 55.8
Plan Date: June 2025	**English Learner Percentage:** 11.6

Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Tier 3 Plus

Vision and Mission Statement

Scriber Lake High School will ensure that all students become successful by helping them identify, develop, and maximize their strengths, skills, and talents.

School Leadership Team Members and Family-Community Partners

List by (Name, Title/Role)

Allison Eva – Office Personnel / Attendance Support Brian Lundquist - Intervention Specialist Anila Gill – CBL instructor / Para Educator Michael Piper - Principal Melissa Boswell - Teacher Samatra Doyle - Family - Community Kristi Marion- Family-Community Jessica Anne Copley -Community	SLHS Instructional Council Lynn Willman - Counselor SLHS Student Leadership Team Sharon White - Teacher Laurie Klavins - School Psychologist Mike Carey - Teacher William Copley - Student Jacob Marion-Doyle - Student

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)	**2.5**	**3.35**
Comprehensive Graduation Rate	**53.8%**	**56.6%**
Student Group		
American Indian/Alaska Native	N/A	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A
Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	40%	55%

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Two or more races	N/A	N/A
White	54.8%	55.4%
English Learner	4.38%	9.7%
Low Income	53%	53.7%
Special Education	46.7%	45.5%

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)

CNA Data Summary

1. What top strengths have emerged from multiple data sources?
   *Strong implementation of SEL and Family-based support systems

   *Improved sense of belonging schoolwide, with 81% positive response

   *Closing equity gaps, especially for IEP students in graduation outcomes

2. What top needs have emerged from multiple data sources?
   *Attendance remains a major challenge (only 30% at 90% attendance)

   *Literacy scores flat: 75% of students below grade level on iReady

   *Administrative/counseling/support staff capacity constraints due to staffing reductions

3. What disproportionalities exist among student groups?

   *Homeless students with only 10% at 90% attendance

   *IEP students underrepresented in credit recovery until midyear fix

   *Ongoing small gap in sense of belonging for Students of Color

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

   *Staffing reductions limiting MTSS/attendance follow-through

   *Late start and staffing turnover in literacy strategy leadership

   *Inconsistent access or alignment of supports for special populations

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

   *Systematized use of MTSS for both academics and SEL

   *Protecting staff collaboration time despite resource constraints

   *Maximizing the Family/Entry/SLC structures

   *Attendance (improve through targeting on campus skipping)- behavior connection and PD/growth in this area

6. How do identified needs impact each other?

   *Attendance affects academic achievement and SEL

   *Literacy progress is hindered by poor attendance and engagement

   *Reduced staffing impacts all interventions

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

   Short term goals: Develop more organized MTSS systems; PD planning (summer and fall) for Famiy/Entry/SLC, calendar (protection) of staff collaboration time

   Long Term: Attendance through behavior PD and strategy development and growth, Family and Entry long term philosophy and model

8. What needs if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.
   Summer PD planning on all Entry, Family (homeroom) system, and behavior response/strategies to improve attendance. This would provide collaboration time and start the year off with positive momentum.

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?
   We have a robust and multi sourced data system at SLHS that informs our work. I would not add too much more as what we have is effective and informs our goals. What we are missing is guardian and community input which our current data sources in this area are minimal.

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.
During the 2024–25 school year, several resource inequities significantly impacted Scriber Lake High School's ability to implement its School Improvement Plan with full fidelity. A primary challenge was the reduction in administrative and counseling staff due to district budget reductions, which limited the capacity to consistently support MTSS processes and student interventions. Additionally, professional development time was constrained by competing district priorities such as Danielson framework training, which reduced opportunities for staff to engage in targeted planning around SIP priorities like literacy and SEL. The school also relied heavily on grant-funded support staff—particularly in attendance coordination—whose roles proved essential to sustaining key interventions. To address these inequities in the 2025–26 school year, SLHS will allocate three dedicated days of summer professional development focused on SIP goal implementation and add two additional paid hours per day for office staff throughout the year to lead and support MTSS work related to attendance. These strategic adjustments aim to stabilize support systems, improve fidelity of implementation, and ensure continuity in critical equity-focused work.

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: Increase on-time graduation, particularly among IEP students **Priority #2:** Maintain and improve schoolwide sense of belonging **Priority #3:** Strengthen literacy achievement and engagement with iReady

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: **Scriber Lake High School (SLHS) will increase the on-time graduation rate of our students from 56.6% to 65% as measured by credits earned and requirements met during the 25 - 26 school year (with quarterly review of each individual student's progress by administration/counseling). This goal is focused on inclusivity and Equity for all learners in the SLHS school environment (Special Education, Multi-Language, and Students of Color).**

Our subgroup of focus for this goal is our Special Education students who we aim to close the opportunity gap by 5% (from 10%).

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?

Key data points for this goal will be our students' grades, credit's earned, graduation plans/SLC meetings, and attendance. We expect to see 65% of our students on track to graduate at semester and 60% for our students with disabilities on track at our mid year.

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.)*

Evidence-based intervention (activity, practice or strategy) 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.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. *Progress monitoring of all students in collaboration and coordination with families and guardians through counseling and each student's family teacher. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)*	***What data will be collected to measure the impact of implementing this EBI?*** *Passing grades **and** credit accrual at each quarter. Data will be tracked on our "Status" progress sheet for all students. *Completed Road to Success plans and student led	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** *Counselors and Admin: Data for Status, grad plans, and progress sheets. *Family Teachers: Coordinate student and Family conferences (SLCs) and review plans	***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.	***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 Development, Roads to Success Posters, ***What student groups will benefit and why?*** All student groups will benefit as this strategy targets individualized planning and collaboration with each student and family.	conferences (SLCs) with families. *On-time graduation rate, 12th grade grad plans (school summary sheet and individual plans). ***How will the impact on equitable learning or behavior change be measured?*** *We will be breaking down our data by subgroups to examine any disproportionalities that we will respond to with our MTSS systems.*	and Road to Success with assigned Family students. *Note: Family is our home room class at Scriber Lake high school. All students are assigned a Family teacher and class to be with throughout their Scriber educational experience.* ***When will this EBI occur?*** *All year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** *Data for plans and summary sheets gathered every session (8x in the school year) with examination by all staff. *Road to Success reviewed and revised at every student led conference (4x a year).		

		*Graduation rate will be summative in the Spring.		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? ***Evidence Based Practice: Credit Recovery Program - Contract Based Learning (CBL) that allows for recovery outside of scheduled classes.*** ***Note: CBL stands for "contract based learning". CBL allows students to work at their own pace through a teacher created independent study. Our CBL classroom is monitored by a Paraeducator who coordinates the work and assessments being done by the certificated staff.*** *What resources will be used for implementation?*	***What data will be collected to measure the impact of implementing this EBI?*** ****Credits recovered through CBL (measured each session).*** ****Graduation "Status" progress sheet.*** ****On-time graduation rate, 12th grade grad plans (school summary sheet and individual plans).*** ***How will the impact on equitable learning***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** ****Our CBL instructor (para II) will be responsible for collecting and sharing the data with admin, counseling and staff.*** ****Our admin and counseling team will be responsible for monitoring accountability and adjustments made.*** ***When will this EBI occur?***	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

Para II to supervise and coordinate the CBL room, teaching time for grading and course development *What student groups will benefit and why?* *All credit deficient students who need to catch up and/or recover credits for graduation*	*or behavior change be measured?* ***We will be breaking down our data by subgroups to examine who is accessing and being successful with our CBL program to create plans on how best to respond and close any gaps identified.***	*All year *When or how often will progress be monitored or data reviewed? Be as specific as possible.* **Each quarter and session (1/8 school year) we will collect CBL data on credits earned, courses completed, and individual student progress in the CBL program.*		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? ***Intensive attendance progress monitoring and intervention support in collaboration with families and guardians.*** *What resources will be used for implementation?* *MTSS Team (staff time), OP support (2 hours per day)* *What student groups will benefit and why?*	*What data will be collected to measure the impact of implementing this EBI?* **Credits recovered through CBL (measured each session).* **Graduation "Status" progress sheet.* **On-time graduation rate, 12th grade grad plans (school*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* **Our attendance team (lead OP, Family resource advocate, student intervention coordinator, student safety specialist, and principal) will lead our attendance team that will collaborate and coordinate with all staff.*		

All students whose attendance is impacting their school progress.	***summary sheet and individual plans).*** *How will the impact on equitable learning or behavior change be measured?* ***We will be breaking down our data by subgroups to examine who is accessing and being successful with our CBL program to create plans on how best to respond and close any gaps identified.***	*When will this EBI occur?* *All year *When or how often will progress be monitored or data reviewed? Be as specific as possible.* **Our attendance team will meet (coordinate) every Friday to review weekly data and plan interventions and supports for students with attendance barriers.*		

SY 2025-2026 SMARTIE Goal #2: **Scriber Lake will provide a positive environment for all students through an intentionally designed SEL program that is focused on increasing our students' sense of belonging (70% to 85% favorable responses). This growth will be measured through our district's Sense of Belonging survey system (with quarterly review of the data by all staff). This goal is focused on inclusivity and Equity for all learners in the SLHS environment (Special Education, Multi-Language, and Learners of Color).**

Our subgroup of focus for this goal is our Hispanic students who we will close the opportunity gap completely (24-25 there was a 5% gap)

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?

We will collect data through our district survey system to measure quantifiable growth (we should be at or above 80% mid year in favorable responses for sense of belonging with no gap for Hispanic students). We will also take quantifiable data by collecting Family class feedback and Student Leadership team feedback.

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.)*

Evidence-based intervention (activity, practice or strategy) 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.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Weekly designed Social Emotional Learning (SEL) experiences and activities that focus on our students Sense of Belonging. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Staff Planning time and materials.	***What data will be collected to measure the impact of implementing this EBI?*** Monthly survey that created by district that measures sense of belonging. Focus group with Student Leadership team, Family classes, and other	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Administration (in coordination with counseling and SEL teacher lead and identified students and staff) will be responsible for sharing out, communicating, and providing support for our weekly activities.	*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.	*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.

What student groups will benefit and why? All students will benefit but there will be increased awareness and support for our Hispanic students.	community groups. ***How will the impact on equitable learning or behavior change be measured?*** ***We will be examining our data by student groups to address any disproportionalities that exist. Student leadership and focus groups will help design plans we take to close gaps identified.***	***When will this EBI occur?*** Every Thursday and some Fridays. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Quarterly review on SEL program with focus groups (student leadership team, IC, and family partnership team).		

SY 2025-2026 SMARTIE Goal #3: **Scriber Lake will provide a supportive and responsive learning environment for all students with a specific focus on Literacy skill development. SLHS will raise our students reading at grade level from 27% to 50% during the 24 - 25 school year. This growth will be measured through our iReady diagnostic assessment system (with quarterly review of the data by all staff). This goal is focused on inclusivity and Equity for all learners in the SLHS environment (Special Education, Multi-Language, and Learners of Color).**

Our subgroup of focus for this goal is our IEP students who we will close the opportunity gap by 10%.

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?

Mid year we expect to see positive trend growth from 26% moving towards 50% reading at grade level. iReady assessment data, course passage rates, and SBA results (from the Spring) are data indicators to inform growth towards this goal.

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.)*

Evidence-based intervention (activity, practice or strategy) 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.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Dedicated sustained silent reading (SSR) time for our students with specific instruction and support on reading strategies. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Books, staff time to coordinate and create reading strategy lessons.	*What data will be collected to measure the impact of implementing this EBI?* *iReady data and classroom grades will be collected quarterly for review by teaching staff and school teams. *SBA data will be collected at the end of the	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* *Administration (in coordination with school librarian, and identified staff) will be responsible for sharing out, communicating, and providing support for SSR and schoolwide reading strategy communications.*	*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.	*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.

What student groups will benefit and why? All students. Reading is fundamental to all courses and learning for everyone.	school year for summative purposes. *How will the impact on equitable learning or behavior change be measured?* ***We will be examining our data by student groups to address any disproportionalities that exist. Teachers, case managers, and support staff will plan interventions and supports to close any identified gaps.***	***When will this EBI occur?*** M – W every week. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** *iReady data will be reviewed each semester as a full staff and grade data will be reviewed quarterly.		

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.