# *Consolidated School Improvement Plan 2025-26*

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

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-16-220. The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

### Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

## Section 1: Building Data

| | |
|---|---|
| **Building Name:** MILL POND ELEMENTARY | **Does your school share a building with another school?**<br>Yes ☐<br>No **X**<br>**If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text. |
| **School Code:** 4451 | **Grade Span:** PreK-5<br>**School Type:** Public Schools |
| **Principal:** Rebecca Fowler | **Building Enrollment:** 376 as of June 1, 2025 Count |
| **School District:** Yelm Community Schools | **F/R Percentage:** 46.1% as of June 1, 2025 |
| **Board Approval Date:** Tentative November 20, 2025 | **Special Education Percentage:** 25.5% as of June 1, 2025 |

| | |
|---|---|
| **Plan Date:** 10/24/2025 | |

**Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:**

Foundational

## Mission Statement

Empowering every student to reach their full potential through strong instruction, meaningful relationships, and deep connections with families and community.

## School Leadership Team Members and Parent-Community Partners

**Please list by (Name, Title/Role)**

| STAFF MEMBERS | PARENT/COMMUNITY MEMBERS |
|---|---|
| Megan Wolfe | Alanna Blankenship (awaiting confirmation) |
| Sarah Fisk | Scott Cole |
| TBD | TBD |

# Section 2: WSIF Cycle Identification and Report Card Data

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

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

Use the Washington State Report Card to complete the table.

## Instructions

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

| 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**<br>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) | **8.73** | **8.05** |
| Comprehensive Graduation Rate | **NA** | **NA** |
| **Student Group** | | |
| American Indian/Alaska Native | NA | NA |
| Asian | NA | NA |
| Black/African American | NA | NA |
| Hawaiian/Other Pacific Islander | NA | NA |
| Hispanic/Latino | 7.4 | 7.20 |

**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 | 9.15 | 8.55 |
| White | 8.53 | 8.33 |
| English Learner | NA | NA |
| Low Income | 7.83 | 7.40 |
| Special Education | 5.78 | 5.25 |

## 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),

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

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).

### CNA DATA Summary

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

   A strong majority of students feel like they belong at each school as measured by the district's Student Belonging Survey
   Most students' SEL needs are being met based on low #s of students scoring in the At Risk or Need for Instruction categories on the SAEBRS and DESSA SEL screeners.

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

   1. Chronic absenteeism across student groups
   2. Inconsistent Tier I instruction and variable MTSS implementation
   3. Disproportionalities in discipline referrals and access to academic/leadership enrichment
   4. Low family engagement in academic planning and student-led goal setting
   5. What disproportionalities exist among student groups?

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

   1. Uneven use of early warning systems and intervention protocols
   2. Gaps in differentiated instructional practices and staff training
   3. Limited access to co-curricular and extended learning supports
   4. Communication barriers between schools and families

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

   1. Addressing absenteeism will ensure that students are at school receiving effective Tier 1 instruction and intervention services. Students cannot learn if they aren't at school.

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

2. Strengthening Tier 1 Instruction and providing expanded Tier 2 opportunities will improve student learning outcomes.
3. Effective engagement with our school communities will improve student outcomes and increase available resources

5. How do identified needs impact each other?

   Absenteeism and lack of community engagement are linked to poor student outcomes.

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

   Short Term Goals: Absenteeism and Community Engagement
   Long Term Goals: Improvement of Tier 1 Instruction and expansion of Tier 2 opportunities.

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

   Addressing absenteeism will provide greater opportunities for students to learn. Effectively engaging our community will bring in desperately needed resources (passing a levy).

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

   The lack of levy dollars due to levy failures and cutbacks to federal/state funding are increasing barriers to do the important work necessary to improve student outcomes.

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

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

The failure to pass a local levy has created significant barriers to provide needed services to students and families. Schools are reallocating current reduced resources to cover critical services.

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

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

**Priority #1:** Ensuring all students engage in rigorous, responsive learning that prepares them for IEP goal attainment and grade-level growth and proficiency.

**Priority #2:** Ensuring that every student learns in an environment where they are known, valued, and empowered to thrive.

**Priority #3:** Cultivating authentic partnerships and transparent communication systems that empower families and communities to co-lead student success.

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

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

Using the guiding questions and tables below, identify your highest priority data-based improvement goals and evidence-based interventions *(*activities, practices, or strategies*)* for SY 2025-26. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the Step-by-Step School Improvement Planning and Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Data Measures" column for support, and other helpful planning aids.

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

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

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

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

## SY 2025-2026 SMARTIE Goal #1: By June 2026**, 90%** of all students, including those that qualify for multilingual or special education services, will make the minimum targeted score (scale/raw) growth from fall 2025 to spring 2026 as shown in the table of assessments below.

| Grade(s) | Subject | Assessment | Minimum Target Score Growth Fall to Spring |
|---|---|---|---|
| K | Math | Number Sequencing | 5 pts |
| 1 | Math | Decomposing | 4 pts |
| 2 | Math | aMath | 8 pts |
| 3 | Math | aMath | 5 pts |
| 4 | Math | aMath | 4 pts |
| 5 | Math | aMath | 5 pts |
| K | ELA | Letter Sounds | 22 pts |
| K | ELA | Nonsense Word Fluency | 10 pts* |
| 1 | ELA | Nonsense Word Fluency | 10 pts |
| 2 | ELA | ORF | 45 pts |
| 3 | ELA | ORF | 41 pts |
| 4 | ELA | ORF | 38 pts |
| 2 | ELA | ORF - Accuracy | 0-83% accuracy-7pts<br>84-90% accuracy - 7 pts<br>90%+ accuracy - 4 pts |
| 3 | ELA | ORF - Accuracy | 90%+ (no regression) |
| 4 | ELA | ORF - Accuracy | 90%+ (no regression) |
| 5 | ELA | aRead | 7 pts |

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

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

*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?*

*90% of students should make half of their targeted fall to spring growth as measured by district benchmark screening assessments.*

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

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

| Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation. | Data Measures | Lead and<br>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.*<br><br>**Increase Student Attendance**<br><br>*What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*<br><br>Intentional communication with families (contact from office and classroom teacher)<br><br>Attendance contracts<br><br>Recognition of positive student attendance<br><br>Student specific plans for struggling students | ***What data will be collected to measure the impact of implementing this EBI?***<br><br>Chronic Absentee Rates<br><br>Average Daily Attendance<br><br>***How will the impact on equitable learning or behavior change be measured?***<br><br>Chronic absentee and average attendance rates will be compared against SY2425 data | ***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?***<br><br>Front Office staff and classroom teachers<br><br>***When will this EBI occur?***<br><br>Throughout the school year<br><br>***When or how often will progress be monitored or data reviewed? Be as specific as possible.***<br><br>Monthly attendance meeting | *What impact is the evidence-based intervention having?*<br><br>Click or tap here to enter text.<br><br>***What is evidence of impact?***<br><br>Click or tap here to enter text. | *What impact is the evidence-based intervention having?*<br><br>Click or tap here to enter text.<br><br>***What is evidence of impact?***<br><br>Click or tap here to enter text. |

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| *What student groups will benefit and why?*<br><br>All Student Groups | | | | |
| *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.*<br><br>**Improve Tier I Instruction Through Intentional Walkthroughs**<br><br>***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)*<br><br>Quarterly data meetings with Lap and Title by grade level<br><br>*What student groups will benefit and why?*<br><br>All Students | ***What data will be collected to measure the impact of implementing this EBI?***<br><br>Total minutes spent engaging in walkthroughs by education term.<br><br>% of students meeting or exceeding standards on ELA, Math, and Science interim assessments.<br><br>% of students meeting or exceeding standards on SBA/WCAS and district benchmarks.<br><br>***How will the impact on equitable learning or behavior change be measured?***<br><br>Impact will be measured by student progress in ELA and math on district BM/ | ***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?***<br><br>Building Administrators<br><br>***When will this EBI occur?***<br><br>MTSS rotations, data meetings quarterly, weekly grade level data review in PLC groups<br><br>***When or how often will progress be monitored or data reviewed? Be as specific as possible.***<br><br>MTSS rotations, data meetings quarterly, weekly grade level data review in PLC groups | *What impact is the evidence-based intervention having?*<br><br>Click or tap here to enter text.<br><br>***What is evidence of impact?***<br><br>Click or tap here to enter text. | *What impact is the evidence-based intervention having?*<br><br>Click or tap here to enter text.<br><br>***What is evidence of impact?***<br><br>Click or tap here to enter text. |

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| | curriculum-based assessments,<br><br>Proficiency levels on SBA IABs and SBA. | | | |
| *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.*<br><br>**Implement a Multi-Tiered System of Supports (MTSS)**<br><br>*What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*<br><br>Quarterly assessment data, classroom date (observations, behavior charts, teacher collected data)<br><br>***What student groups will benefit and why?***<br><br>All Students | ***What data will be collected to measure the impact of implementing this EBI?***<br><br>% of students showing academic growth during intervention period disaggregated by student groups receiving additional support.<br><br>***How will the impact on equitable learning or behavior change be measured?***<br><br>% of students showing academic growth during intervention period disaggregated by student groups receiving additional support. | ***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?***<br><br>Grade level teams, Lap and Title teachers, Building Psych and Building Counselor<br><br>***When will this EBI occur?***<br><br>Throughout the school year.<br><br>***When or how often will progress be monitored or data reviewed? Be as specific as possible.***<br><br>6-week cycles for team-shared data with follow-up iTeam meetings scheduled by building admin | *What impact is the evidence-based intervention having?*<br><br>Click or tap here to enter text.<br><br>***What is evidence of impact?***<br><br>Click or tap here to enter text. | *What impact is the evidence-based intervention having?*<br><br>Click or tap here to enter text.<br><br>***What is evidence of impact?***<br><br>Click or tap here to enter text. |

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| *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.*<br><br>**Increase Student Ownership of Learning**<br><br>*What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*<br><br>Classroom data including district and benchmark assessments, student survey results<br><br>*What student groups will benefit and why?*<br><br>All Students | ***What data will be collected to measure the impact of implementing this EBI?***<br><br>% of students reporting high engagement and ownership on student surveys<br><br>***How will the impact on equitable learning or behavior change be measured?***<br><br>By survey responses | ***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?***<br><br>Building admin<br><br>***When will this EBI occur?***<br><br>Throughout the year<br><br>***When or how often will progress be monitored or data reviewed? Be as specific as possible.***<br><br>In MTSS cycles every 6 weeks, and with district surveys. Student attendance at evening events and the foundation of a leadership program that is student-centered. | *What impact is the evidence-based intervention having?*<br><br>Click or tap here to enter text.<br><br>***What is evidence of impact?***<br><br>Click or tap here to enter text. | *What impact is the evidence-based intervention having?*<br><br>Click or tap here to enter text.<br><br>***What is evidence of impact?***<br><br>Click or tap here to enter text. |

## SY 2025-2026 SMARTIE Goal #2:

The school will establish and maintain a culture of dignity that results in an increase of the percentage of ALL students indicating they feel a sense of belonging as measured on the YCS Student Belonging Survey on the specific domain of ***Overall Sense of Belonging (3 of 4 pillars)*** from 86% (baseline) to 90% by June 2026.

*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?*

The Student Belonging Survey is only administered fall and spring so there isn't a mid year.

*What other metric might give insight into whether the school is on-track?*

*Additional opportunities for student feedback*

*Teacher feedback*

*Parent input/feedback (quarterly parent nights and daily communication)*

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

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

| Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation. | Data Measures | Lead and<br>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.*<br><br>**Create Positive and Respectful School Environments (Cultures of Dignity)**.<br><br>*What resources will be used for implementation? (For example, professional development, extended* | ***What data will be collected to measure the impact of implementing this EBI?***<br><br>% of students reporting feeling known, valued, and connected on the Spring Belonging Survey<br><br>Office Referral Counts<br><br>***How will the impact on equitable learning or behavior change be measured?*** | ***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?***<br><br>All staff and parents<br><br>***When will this EBI occur?***<br><br>Monthly<br><br>***When or how often will progress be monitored or data reviewed? Be as specific as possible.***<br><br>District survey data 2xs annually | ***What impact is the evidence-based intervention having?***<br><br>Click or tap here to enter text.<br><br>***What is evidence of impact?***<br><br>Click or tap here to enter text. | ***What impact is the evidence-based intervention having?***<br><br>Click or tap here to enter text.<br><br>***What is evidence of impact?***<br><br>Click or tap here to enter text. |

| | | | | |
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| ***time, curriculum, materials, etc.?)***<br><br>District survey, teacher reported data<br><br>***What student groups will benefit from and why?***<br><br>All Students | Comparing office referral rates to previous year by month.<br><br>The changes from fall to spring on the student belonging survey will indicate effectiveness of the activities | | | |
| *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.*<br><br>**Expand Student Leadership, Creativity, and Recognition Activities**<br><br>*What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)***<br><br>Admin and building staff<br><br>*What student groups will benefit from and why?*<br><br>All Students | ***What data will be collected to measure the impact of implementing this EBI?***<br><br>Number and type of events showcasing student voice, creativity, recognition. *(focus is where students have a voice.)*<br><br>***How will the impact on equitable learning or behavior change be measured?***<br><br>Number and type of events | ***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?***<br><br>All staff<br><br>***When will this EBI occur?***<br><br>Throughout the school year.<br><br>***When or how often will progress be monitored or data reviewed? Be as specific as possible.***<br><br>Click or tap here to enter text. | *What impact is the evidence-based intervention having?*<br><br>Click or tap here to enter text.<br><br>***What is evidence of impact?***<br><br>Click or tap here to enter text. | *What impact is the evidence-based intervention having?*<br><br>Click or tap here to enter text.<br><br>***What is evidence of impact?***<br><br>Click or tap here to enter text. |

## SY 2025-2026 SMARTIE Goal #3:

By June 2026, the school will cultivate authentic partnerships and transparent communication systems that empower families and communities to co-lead student success. The school will achieve a 75% spring family survey completion rate at each grade level.

*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?*

The family survey is given only one time each year so there won't be a mid year data point. Would hope to see increased engagement in leadership activities as they are available to students and attendance in out of school events.

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

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

| Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation. | Data Measures | Lead and<br>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.*<br><br>**Increase Community Input and Shared Ownership**<br><br>*What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)***<br><br>Feedback from parents on survey, attendance at school events, communication with parents | ***What data will be collected to measure the impact of implementing this EBI?***<br><br>The number of different(unique) parents/guardians actively engaged in building leadership teams. Not counting staff as family members.<br><br>Community satisfaction ratings related to engagement and partnership (via survey)<br><br>***How will the impact on equitable learning or behavior change be measured?***<br><br>There are an increasing number of unique parents actively involved on building leadership teams. | ***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?***<br><br>District staff and Booster Club<br><br>***When will this EBI occur?***<br><br>Throughout the school year<br><br>***When or how often will progress be monitored or data reviewed? Be as specific as possible.***<br><br>Quarterly review of survey information and event attendance. Admin to host 2 parent night Q7A throughout year (fall and spring) | *What impact is the evidence-based intervention having?*<br><br>Click or tap here to enter text.<br><br>*What is evidence of impact?*<br><br>Click or tap here to enter text. | *What impact is the evidence-based intervention having?*<br><br>Click or tap here to enter text.<br><br>*What is evidence of impact?*<br><br>Click or tap here to enter text. |

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| *What student groups will benefit and why?*<br><br>All students | Impact will be evaluated based on the degree of community satisfaction with engagement and partnership. | | | |
| *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.*<br><br>**Increase Inclusive Two-Way Communication**<br><br>*What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*<br><br>District survey results, parent feedback, PLC time to review data<br><br>*What student groups will benefit and why?*<br><br>All Students | ***What data will be collected to measure the impact of implementing this EBI?***<br><br>The number of reads for each school newsletter published-S'more<br><br>***How will the impact on equitable learning or behavior change be measured?***<br><br>The number of reads. | ***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?***<br><br>Led by building admin, supported by staff and Booster Club<br><br>***When will this EBI occur?***<br><br>At conference times<br><br>***When or how often will progress be monitored or data reviewed? Be as specific as possible.***<br><br>Fall, spring and end of year | ***What impact is the evidence-based intervention having?***<br><br>Click or tap here to enter text.<br><br>***What is evidence of impact?***<br><br>Click or tap here to enter text. | ***What impact is the evidence-based intervention having?***<br><br>Click or tap here to enter text.<br><br>***What is evidence of impact?***<br><br>Click or tap here to enter text. |

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| *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.*<br><br>**Increase Family Partnerships Supporting Student Learning**<br><br>*What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)***<br><br>Open communication with parents increases parent volunteers. Hosting event in the fall and in the spring to hear parent concerns and share building data<br><br>*What student groups will benefit and why?*<br><br>All students, with a focus on those performing below grade level at conference time | ***What data will be collected to measure the impact of implementing this EBI?***<br><br>Participation rates in student/parent conferences<br><br>% Families reporting strong, supportive partnerships with their child's school (via survey)<br><br>***How will the impact on equitable learning or behavior change be measured?***<br><br>By the number of participants | ***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?***<br><br>Led by building admin and supported by staff and Booster Club<br><br>***When will this EBI occur?***<br><br>All year<br><br>***When or how often will progress be monitored or data reviewed? Be as specific as possible.***<br><br>Fall, spring and end of year | ***What impact is the evidence-based intervention having?***<br><br>Click or tap here to enter text.<br><br>***What is evidence of impact?***<br><br>Click or tap here to enter text. | ***What impact is the evidence-based intervention having?***<br><br>Click or tap here to enter text.<br><br>***What is evidence of impact?***<br><br>Click or tap here to enter text. |

## Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.

Click or tap here to enter text.

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

   Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?

   Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

   Click or tap here to enter text.

| Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data. |
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| 1. NA - All elementary schools are schoolwide and have not been allocated any OSSI Grant funds for SY2526. |

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

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

| Program | Intent and Purpose | Activities Implemented to Meet Intent and Purpose |
|---|---|---|
| **Basic Education** | To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed. | *Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.*<br><br>PLCs -Late Start Wednesday |
| **Title I, Part A** | To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps. | *Example: Extended learning time, small-group interventions, evidence-based literacy programs.*<br><br>Title I funds are used for intervention staff and family engagement activities |
| **School Improvement** | All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification. | *Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.*<br><br>Funds Not Available - limited to only Tier 3 Plus schools. YCS does not have any elementary schools in the Tier 3 Plus category. |
| **Title II, Part A** | Preparing, training, and recruiting effective teachers, principals, or other school leaders. | *Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.*<br><br>Effective Tier 1 and Tier 2 Instruction PD |
| **Title III** | To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet | *Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop* |

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

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

| Program | Intent and Purpose | Activities Implemented to Meet Intent and Purpose |
|---|---|---|
| | the same academic content and academic achievement standards that other children are expected to meet. | *English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.*<br><br>These funds are used to support ML students access available supports |
| **Title IV, Part A** | School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology. | *Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.*<br><br>Not allocated to elementary schools |
| **Learning Assistance Program (LAP)** | The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements | *Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.*<br><br>Funds are used for intervention staffing and family engagement |
| Local Funds | Local levy revenue may be combined in schoolwide programs. | Not available due to levy failure |
| **Other Funding Sources, including School Improvement Grant Funding** | Click or tap here to enter text. | Not available |