

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: AIM High School	Does your school share a building with another school? Yes ☒ No ☐ If yes, which one(s)? (Note each school with a school code must submit a separate School Improvement Plan): High School Re-Entry and Transition Center
School Code: 4265	Grade Span: 9-12 School Type: ALE
Principal: Doug Plucker	Building Enrollment: 150
School District: Snohomish	F/R Percentage: 39.7%



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Board Approval Date: 12/10/2025	Special Education Percentage: 19%
Plan Date: 9/3/25	English Learner Percentage: .6%
Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Tier 3 plus Graduation Rate	

Vision and Mission Statement

Mission- Promote the intellectual growth, social and emotional development and civic responsibility of all our students within a respectful, supportive and personalized learning environment. **Vision-** Know every student by name, strength and need.

School Leadership Team Members and Family-Community Partners

List by (Name, Title/Role)

Doug Plucker- Principal	Sam Ford- Teacher
Elizabeth Harms- TOSA	Heather Hunsburger- Teacher
Derek DeGroot- Counselor	Linda Hardy- Registrar/Admin Assistant
	Amy Waltz - Parent advisory group lead
	Jordyn Creager- Boys & Girls Club of Snohomish County

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)	3.97	3.13
Comprehensive Graduation Rate	62.3%	71.4%
Student Group		
American Indian/Alaska Native	NA (group size is too small to include)	NA (group size is too small to include)

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Asian	NA (group size is too small to include)	NA (group size is too small to include)
Black/African American	NA (group size is too small to include)	NA (group size is too small to include)
Hawaiian/Other Pacific Islander	NA (group size is too small to include)	NA (group size is too small to include)
Hispanic/Latino	NA (group size is too small to include)	NA (group size is too small to include)
Two or more races	NA (group size is too small to include)	NA (group size is too small to include)
White	3.47	3.63
English Learner	NA (group size is too small to include)	NA (group size is too small to include)
Low Income	NA (group size is too small to include)	2.38
Special Education	NA (group size is too small to include)	NA (group size is too small to include)

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)

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

- Relationships & Culture: Perceptual surveys, attendance interviews, and staff/student feedback consistently highlight strong, personalized relationships between staff and students as a protective factor.
- Credit Recovery & Graduation Pathways: Data shows that AIM students are successfully earning credits toward graduation at higher rates once enrolled, especially through individualized plans and smaller class sizes.
- Student Voice & Engagement: Students report feeling known, supported, and connected, which correlates with increased persistence and re-engagement.

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

- Attendance & Engagement: Chronic absenteeism remains high compared to district averages, limiting instructional impact.
- Academic Gaps: STAR and SBA results show persistent gaps in reading, writing, and math proficiency compared to comprehensive high schools.
- Postsecondary Readiness: Fewer students participate in dual credit, CTE pathways, or advanced learning opportunities, limiting access to college and career readiness indicators.

3. What disproportionalities exist among student groups?

- Higher enrollment of vulnerable groups: Students from low-income households, students receiving special education services, and multilingual learners are disproportionately represented at AIM.
- Graduation & On-Track: These groups have lower four-year graduation rates than peers at comprehensive high schools.
- Attendance: Students experiencing poverty or housing instability show higher rates of chronic absenteeism.

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

- Systemic Access: Stronger access to Tier 1 instruction and supports will have a positive impact for students of color, MLL, and students with disabilities upon enrollment at AIM.
- Structural Barriers: Limited transportation, work and family responsibilities, or unstable housing impact attendance and persistence.
- Instructional Gaps: Need for stronger scaffolds for academic language, conceptual rigor, and student centered, informed planning to ensure access for all student groups.

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

- Addressing attendance barriers will have a direct impact on learning opportunities.
- Embedding academic language and UDL practices into lesson design can raise achievement across groups.
- Expanding postsecondary pathways (dual credit, CTE, work-based learning) will improve long-term readiness.

6. How do identified needs impact each other?

- Chronic absenteeism exacerbates academic gaps by reducing instructional time.
- Chronic absenteeism limits access to rigorous, engaging instruction compounds low engagement and weakens persistence.
- Gaps in postsecondary readiness reflect the combined impact of absenteeism and credit deficiencies.

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

Short-term (3–6 months):

- Improve daily attendance through individualized outreach and tiered interventions.
- Increase clarity of learning targets and success criteria in all classrooms.
- Strengthen credit recovery tracking to ensure all students are on pace.

Long-term (1–2 years):

- Reduce disproportionality in graduation outcomes across groups.
- Build consistent pathways for postsecondary readiness (dual credit, CTE, apprenticeships).
- Improve academic performance on state assessments and STAR benchmarks.

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

- Establish consistent attendance monitoring routines (quick calls, check-ins, incentives).
- Provide professional learning on effective use of learning targets/success criteria (Danielson 3a).
- Strengthen student voice structures (surveys, advisory councils) to increase engagement and belonging.

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

- Student focus groups to better understand attendance and engagement barriers.
- Disaggregated course completion data by subgroup to monitor equity.

- Postsecondary tracking data (National Student Clearinghouse, apprenticeships, workforce entry) to measure long-term readiness.
- Family engagement feedback to identify supports that increase connection and persistence.

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.

AIM High School does not have access to a Student Support Advocate. Lacking a Student Support Advocate is a resource inequity that directly affects students' success.

Staffing Inequity: Student Support Advocates provide essential emotional, social, and academic support that helps students navigate challenges and stay engaged in school. Without this dedicated role, students miss out on critical personalized support that other schools may offer, creating an uneven playing field.

Material and Program Resources: Advocates often connect students to additional resources such as counseling, community services, or tutoring. Without them, students' access to these programs is limited or non-existent, impacting their overall support system. Impact on Student Outcomes: Without targeted support roles, student retention, attendance, and graduation rates may suffer—indicators often tied to school performance and improvement goals.

Section 5: Priorities

Describe the top 2 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

Priority #1: Graduation Rate

Priority #2: Attendance

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: *AIM High will increase the number of students GRADUATING in four and five years by 5% as measured by yearly data, by June 2026. Students that qualify as low-income graduating in four and five years will increase by 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?

Mid-year we expect to see credit deficiency decrease and credit accrual increase. Student progress is monitored monthly and interventions implemented when students are not making adequate progress monthly. Credit recovery and credit acceleration opportunities occur twice each semester with weekly progress monitoring. Mid-year data will demonstrate the number of credits earned beyond a standard 3 credit course load. The student success team will review student academic progress monthly during regular progress monitoring times to evaluate effectiveness of evidence-based interventions and make necessary adjustments to interventions.

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

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

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> Targeted Professional Learning- PBL Works <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> Professional Development, Extended Time. Curriculum & Materials <i>What student groups will benefit and why?</i>	<i>What data will be collected to measure the impact of implementing this EBI?</i> Credits Earned Monthly progress monitoring Student Interventions <i>How will the impact on equitable learning or behavior change be measured?</i> Subgroup data will be compared to All	Doug Plucker- Lead All Staff involved Fall Workshop November 2025. Spring Refresher March 2026 First Semester, each Staff will plan and implement a "Gold Star" project in one or more their classes. The number of students with interventions and attendance will be compared to a progress monitoring period where	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

Low Income, Hispanic/Latino, Homeless		traditional instruction is employed. Second Semester a minimum of one "Gold Star" project will be implemented		
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> Targeted Professional Learning WALA Spring Conference <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i>	<i>What data will be collected to measure the impact of implementing this EBI?</i> Credits Earned Monthly progress monitoring Student Interventions <i>How will the impact on equitable learning or behavior change be measured?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Elizabeth Harms-Lead 5 staff members will make up the delegation <i>When will this EBI occur?</i> February 2026	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

Professional Development, Travel, What student groups will benefit and why? Low Income, Hispanic/Latino, Homeless	Subgroup data will be compared to All			
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention. Credit Retrieval and Mastery of High School Standards 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? • Credit recovery rate • Credit acceleration (credits earned beyond 3.0/semester) How will the impact on equitable learning	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? Doug Plucker-Principal Elizabeth Harms-TOSA When will this EBI occur? End of each Semester Monthly Credit recovery Fridays When or how often will progress be	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.

Extended Time, Materials, Student/family support services What student groups will benefit and why? Low Income, Hispanic/Latino, Homeless	or behavior change be measured? Subgroup data will compared to All	monitored or data reviewed? Be as specific as possible. Monthly		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention. Behavior Support and Monitoring Practices- Extended School Day 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? Attendance Credits Earned Monthly progress monitoring Student Interventions How will the impact on equitable learning	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? Principal Linda Wetherald Attendance Secretary When will this EBI occur? Yearlong Twice a Month & Saturdays in May	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.

Extra Time, Student/family support services What student groups will benefit and why? Low Income, Hispanic/Latino, Homeless	or behavior change be measured? Subgroup data will compared to All	When or how often will progress be monitored or data reviewed? Be as specific as possible. Monthly		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention. Family Engagement- Spanish Speaking Outreach What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) Extra Time, Student/family support services; additional personnel using grant	What data will be collected to measure the impact of implementing this EBI? Call logs, email responses and attendance at family events How will the impact on equitable learning or behavior change be measured? Subgroup data will compared to All	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? Doug Plucker-Principal Jazmine Gonzales-Translator/Interpreter When will this EBI occur? Yearlong on Fridays When or how often will progress be monitored or data reviewed?	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.

money (similar to student support advocate) What student groups will benefit and why? Hispanic/Latino		reviewed? Be as specific as possible. Quarterly		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention. Targeted Professional Learning- Technology, Literacy, Curriculum Modification, Learning Targets/Success Criteria & Engaging Students in Learning What resources will be used for implementation? (For example, professional	What data will be collected to measure the impact of implementing this EBI? Credits Earned Monthly progress monitoring Student Interventions 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? Elizabeth Harms- Lead All Staff will participate When will this EBI occur? Weekly staff meetings will include a, AI tool Tech Tip. Monthly PGF time will include a technology area of	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.

<i>development, extended time, curriculum, materials, etc.?)</i> Professional Development, Materials- Magic School Subscription, Student/family support services <i>What student groups will benefit and why?</i> Low Income, Hispanic/Latino, Homeless	Subgroup data will compared to All	focus and instructional priorities.		
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SY 2025-2026 SMARTIE Goal #2: *AIM High will increase daily ATTENDANCE by 5% and decrease TARDY RATES by 5% by June 2026, as measured by monthly, semester, and yearly data. Students that qualify as low income will increase daily attendance and decrease tardy rates by 10%.*

*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?

- 1- 51+% Students attending 90% or more of school days (OSPI School Report Card data)
- 2- Attendance MTSS tiered supports implemented with fidelity (Data on Tier 2 and Tier 3 attendance interventions)

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.)*

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<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> Improve our sense of Belonging, credit accrual & Student Agency, Credit Retrieval and Mastery of High School Standards A focus on building relationships, and project-based learning activities	<i>What data will be collected to measure the impact of implementing this EBI?</i> Attendance rate monitoring <i>How will the impact on equitable learning or behavior change be measured?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Principal Intern, Principal, Counselor & Attendance Secretary <i>When will this EBI occur?</i> Weekly <i>When or how often will progress be monitored or data</i>	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

(Math, Science, ELA, Social Studies, ART) to establish a commitment to learning. <i>What resources will be used for implementation?</i> (For example, professional development, extended time, curriculum, materials, etc.?) Professional Development, Extended Time. Curriculum & Materials. (Magic School Subscription), Student/family support services. Hire personnel using grant money (similar to student support advocate) <i>What student groups will benefit and why?</i> Low Income, Hispanic/Latino, Homeless	Subgroup data will compared to All	<i>reviewed? Be as specific as possible.</i> Quarterly		
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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 <u>level of evidence</u> for the intervention. Family Engagement Daily Personalized attendance calls What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) Curriculum, Materials (Magic School), Student/family support services, by hiring personnel (similar to student support advocate) Magic School Subscription	Call Tracking Sheet	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? Attendance Secretary/Admin Assistant, Principal Intern When will this EBI occur? Daily When or how often will progress be monitored or data reviewed? Be as specific as possible. Monthly	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.
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What student groups will benefit and why? Low Income, Hispanic/Latino, Homeless				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention. Family Engagement Spanish Speaking Family Outreach 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? Call logs, email responses and attendance at family events 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? Doug Plucker-Principal Jazmine Gonzales-Translator/Interpreter When will this EBI occur? Weekly When or how often will progress be monitored or data	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.

<i>Extra Time, Student/family support services, by hiring personnel (similar to student support advocate.</i> <i>What student groups will benefit and why?</i> Hispanic/Latino	Subgroup data will compared to All	<i>reviewed? Be as specific as possible.</i> Quarterly		
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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.