

# 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

<b>Building Name:</b> Central Emerson Elem.	<b>Does your school share a building with another school?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  <b>If yes, which one(s)?</b> (Note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
<b>School Code:</b> 3005	<b>Grade Span:</b> K-6  <b>School Type:</b> Elementary
<b>Principal:</b> Kelly Sheward	<b>Building Enrollment:</b> 473
<b>School District:</b> Snohomish SD	<b>F/R Percentage:</b> 48%



<b>Board Approval Date:</b> Click or tap here to enter text.	<b>Special Education Percentage:</b> 20.8%
<b>Plan Date:</b> Aug. 15, 2025	<b>English Learner Percentage:</b> 12.1%
<b>Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status:</b> Choose an item.	

### Vision and Mission Statement

When we establish strong, trust-based Professional Learning Communities (PLCs), we create the foundation for a culture of shared responsibility and collective efficacy. Clear expectations within these PLCs—combined with the consistent and purposeful use of data—enable educators to make informed decisions that align instruction across grade levels and programs, including both general education and special education.

Through this alignment, the goal is to have instructional practices that become more coherent, intentional, and responsive to the diverse needs of students. Teachers are better equipped to design and deliver high-quality, inclusive instruction that addresses learning gaps, extends student strengths, and fosters meaningful engagement.

The intended outcome is to have students experience not only higher levels of academic achievement but also a stronger sense of belonging within the school community. They benefit from a unified staff culture in which every educator is committed to their success, and where collaboration ensures that all students—regardless of background or program—have equitable access to rigorous, supportive learning experiences.

Ultimately, the establishment of well-structured PLCs positions our schools to cultivate excellence in teaching and learning, advance equity and inclusion, and sustain a professional culture where educators and students thrive together.

## School Leadership Team Members and Family-Community Partners

List by (Name, Title/Role)

Kelly Sheward, Principal	Erica Fague, Resource Teacher
Samantha Ogden, Assistant Principal	Colleen Delorenzo, Teacher
Connie Hellmund, ML Teacher	Jamie Darnell , Teacher

## 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 <a href="#">Washington School Improvement Report Card Data</a> to identify and maintain focus on student groups and SMARTIE Goals.	<b>2023 WSIF Cycle 3 Identification</b> Choose an item.	<b>2024 WSIF Annual Data</b>
<b>WSIF Data Measures</b>	<b>2023 WSIF Overall Framework Score</b> (indicate Not Applicable with N/A)	<b>2024 WSIF Overall Framework Score</b>
Comprehensive (All Student Group)	<b>6.05</b>	<b>5.60</b>
Comprehensive Graduation Rate	<b>na</b>	<b>na</b>
<b>Student Group</b>		
American Indian/Alaska Native	na	na

<b>WSIF Cycle 3 Identification Thresholds:</b>
All Schools Threshold: 2.25
Title 1 Threshold: 1.90
ELP Threshold: 9.4
Graduation Rate: 66.7%

Asian	na	na
Black/African American	na	na
Hawaiian/Other Pacific Islander	na	na
Hispanic/Latino	5.78	4.03
Two or more races	5.73	5.95
White	6.05	6.28
English Learner	4.60	4.00
Low Income	4.20	3.93
Special Education	1.88	3.45

### 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?

One of the most notable strengths emerging from our data is the growing cohesion and collaboration among our staff as we work to establish a comprehensive K–6 school community. Following last year’s merger of two schools, we placed intentional emphasis on building a positive culture and fostering collective efficacy among staff.

Survey results, when compared from fall to spring, show a clear shift in staff mindset. We are moving away from a deficit-based perspective toward a strength-based approach that emphasizes collaboration, shared ownership of student success, and professional growth. This shift is evident in the development of our Professional Learning Communities, as well as in the focus and design of our professional development. Together, these data points highlight that our staff is becoming increasingly aligned, reflective, and growth-oriented, which strengthens both our culture and instructional capacity.

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

Multiple data sources highlight that while students are making progress, overall growth remains limited. Classroom-based curriculum assessments show that students are advancing within daily instruction; however, this growth is not consistently transferring to external measures such as STAR or SBA assessments. This disconnect points to a need for stronger alignment between core instruction, formative assessments, and state-level expectations.

Mathematics emerges as the area of greatest need, with data indicating slower progress compared to other subject areas. To address this, we plan to strengthen instructional coherence, provide targeted math interventions, and expand professional learning opportunities that focus on evidence-based math practices.

Additionally, survey and observational data indicate the continued need to grow our collective efficacy and reinforce the shared belief that all students can achieve at high levels. Building this culture of collective responsibility, while simultaneously aligning instructional practices and assessment measures, will be critical to accelerating student growth and ensuring equitable outcomes across all learner groups.

### Priority Needs:

- Improve student outcomes in **mathematics** through targeted interventions and evidence-based instructional practices.
  - Strengthen **alignment** between classroom instruction, formative assessments, and external measures (STAR and SBA).
  - Continue to build **collective efficacy**, fostering a culture of high expectations and shared responsibility for student success.
3. What disproportionalities exist among student groups?

At Central Emerson, disproportionalities are evident within our student population. Of the 483 students enrolled, 88 students (18%) qualify for Special Education services. Within this subgroup, 26 students (30%) are female, and 62 students (70%) are male, reflecting a significant gender disproportion compared to the overall student population.

Additionally, 49% of our students qualify for Free and Reduced Lunch, highlighting an economic disproportionality that indicates nearly half of our student body is experiencing poverty. These factors have direct implications for access, opportunity, and achievement, and they underscore the need for intentional strategies to ensure equitable learning experiences and outcomes.

### Key Disproportionalities:

- **Gender imbalance in Special Education:** 70% of students receiving services are male, indicating a disproportionate representation.
  - **Economic disproportionality:** 49% of students qualify for Free and Reduced Lunch, demonstrating a significant impact of poverty within our student population.
4. What root causes has your team identified for disproportionalities among student groups?

Over the past two years, Central Primary School and Emerson Elementary have operated as separate entities while working toward becoming a unified K–6 school. Much of the focus during this period has been on managing the transition and merging school cultures, which at times diverted attention from instructional priorities.

Additionally, the Positive Behavior Support (PBS) program, centralized at Emerson, has required significant staff time and energy. While valuable for student behavior support, the program contributed to a reactive, day-to-day operational focus, limiting capacity

for proactive, targeted instruction. These factors—combined with the challenges of merging school systems and routines—have likely contributed to the observed disproportionalities among student groups, particularly within Special Education and economically disadvantaged populations.

#### **Actionable Strategies to Address Root Causes:**

- **Strengthen instructional focus:** Prioritize alignment of curriculum, assessments, and interventions across grade levels to ensure consistency and rigor for all students.
- **Targeted support for high-need groups:** Implement focused interventions for students with disabilities and students impacted by poverty, using data to guide instruction and monitor progress.
- **Enhance professional learning:** Provide ongoing training that builds staff capacity in equitable practices, inclusive instruction, and proactive classroom management.
- **Increase collaboration and collective efficacy:** Use Professional Learning Communities (PLCs) to coordinate efforts, share strategies, and maintain a unified instructional vision while balancing operational demands.
- **Monitor and adjust supports:** Regularly review data on student achievement and disproportionalities to adjust programs, interventions, and resource allocation as needed.

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

Mathematics is a critical area of focus for K–6 in 2025–26, with targeted interventions needed to accelerate student growth.

#### **Potential Impact Strategies:**

- **Professional Development:** Implement intentional, focused training on effective math instruction and interventions.
- **Collaborative PLC Work:** Use PLCs to plan, discuss, and refine instructional strategies aligned to student data.
- **Data-Driven Cycles:** Introduce a structured data cycle for frequent progress monitoring and short-term instructional adjustments.
- **Learning Walks & Reflection:** Conduct math-focused learning walks to support teacher reflection, collaboration, and alignment to school-wide goals.

### **Expected Outcomes:**

- Increased teacher efficacy through data-informed collaboration.
  - Improved student learning and achievement in mathematics across all grade levels.
  - Greater equity and responsiveness to student needs through targeted instructional strategies.
6. How do identified needs impact each other?

The needs identified are interconnected, with the foundational beliefs and collective efficacy of our staff serving as the driving force for overall student growth. While students are engaged and learning through current instruction, a shift in instructional approach is necessary to increase student ownership and active participation in their learning.

Building staff capacity to implement student-centered, reflective practices will directly influence how instruction is delivered, how students engage with content, and how learning outcomes are achieved. As our school develops a culture that prioritizes shared responsibility, equitable practices, and student agency, this growth will reinforce all areas of instruction, assessment, and intervention. In essence, strengthening collective efficacy and instructional practices amplifies the impact across all identified needs, leading to more meaningful and sustained improvements in student learning.

### **Impact of Identified Needs:**

- **Staff Beliefs & Collective Efficacy:** Strengthening these foundations drives consistent, high-quality instruction across all areas.
  - **Student Ownership:** Teaching students to actively engage and take responsibility for their learning enhances engagement and achievement.
  - **Interconnected Growth:** As staff and students grow together, improvements in instructional practices, assessment, and student outcomes reinforce one another, creating a sustainable cycle of learning and success.
7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?

Short-term goals (3–6 months) will focus on building staff capacity to implement the data cycle within Professional Learning Communities (PLCs) and using this data to make targeted instructional decisions in mathematics. Each data cycle will last 6–8

weeks, and staff will participate in 3–4 cycles throughout the school year, allowing for regular progress monitoring and instructional adjustments.

Long-term goals (1–2 years) will focus on sustaining these practices and achieving measurable growth in student outcomes. While short-term goals build the structures and processes for success, long-term goals aim to ensure consistent application of data-informed instruction, increased student ownership of learning, and overall improvement in mathematics achievement across K–6. By aligning short-term actions with long-term objectives, the school will create a sustainable cycle of growth for both students and staff.

### **Short-Term and Long-Term Goals:**

- **Short-Term Goals (3–6 months):**

- Implement 6–8 week data cycles within PLCs.
- Use student data to make targeted instructional decisions in mathematics.
- Monitor progress and adjust instruction regularly through 3–4 cycles per year.

- **Long-Term Goals (1–2 years):**

- Sustain data-informed instructional practices across all grade levels.
- Increase student ownership and engagement in learning.
- Achieve measurable growth in mathematics outcomes K–6.
- Establish a sustainable cycle of improvement for both students and staff.

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

Focusing on intentional, targeted instruction that addresses specific student learning needs represents a clear opportunity for a quick win. When teachers observe measurable progress as a result of data-informed strategies, it can generate momentum that extends beyond mathematics to other content areas and assessments. This early success can build confidence among staff, reinforce the value of collaborative planning and data-driven instruction, and begin to bridge gaps in both teaching practices and student learning. By leveraging these initial gains, the school can create a foundation of momentum to tackle more complex, long-term needs.

### **Quick Wins to Build Momentum:**

- **Targeted Instruction:** Focus on intentional, data-informed teaching that addresses specific student needs.
  - **Early Progress:** Quick, observable gains will increase teacher confidence and engagement.
  - **Transferable Momentum:** Success in targeted areas can extend to other subjects and assessments.
  - **Foundation for Growth:** Early wins help bridge gaps in teaching and learning, setting the stage for addressing more complex, long-term needs.
9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

### **Attendance Goal and Focus:**

As attendance is a district priority, we will align our school goals to better meet the needs of all students. While overall attendance at Central Emerson is relatively strong, some students experience significant chronic absenteeism, which negatively impacts their learning and access to instruction.

To address this, we have established an Attendance Focus Team charged with implementing targeted strategies for students with high absenteeism. The team will also monitor attendance data more frequently to ensure timely interventions and supports are in place.

Our goal is to achieve a **95% or higher attendance rate**, which equates to missing no more than nine school days per year. By prioritizing consistent attendance, we aim to maximize instructional time, improve student engagement, and support equitable learning opportunities for all students.

### **Attendance Goal:**

- **Target:** Achieve 95% or higher attendance, allowing no more than 9 missed school days per year.
- **Focus:** Provide targeted support for students with chronic absenteeism.
- **Strategy:** The Attendance Focus Team will implement individualized interventions and monitor attendance data regularly.

- **Expected Outcome:** Increased instructional time, improved student engagement, and equitable learning opportunities for all students.

## 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.

To fully achieve our school goals, we require funding that provides staff with dedicated time, resources, and professional development opportunities. Specifically, we need support to:

- Support Professional Learning Communities (PLCs) through dedicated time for collaborative planning and data review.
- Provide substitute coverage to allow teachers and administrators to participate in classroom walkthroughs, reflective observation, and instructional coaching.
- Offer targeted training focused on high-impact instructional strategies, including inclusive practices that reduce barriers to learning for all students.

Investing in these areas will strengthen instructional capacity, promote equitable teaching practices, and directly support the achievement of our school goals by enabling staff to apply new learning effectively in the classroom.

Based on our Needs Assessment and data analysis, it is clear that our resources should prioritize the integration of Special Education staff into instructional planning and Professional Learning Teams (PLCs). Historically, Special Education staff have worked primarily in isolation with students with disabilities, resulting in limited collaboration with general education teachers.

This lack of connection has reduced opportunities for coordinated instruction and the implementation of inclusive practices that meet the needs of all learners. By intentionally including Special Education staff in PLCs and instructional planning, we can

strengthen collaboration, align instructional strategies across programs, and ensure that both general and special education students receive coherent, high-quality, and differentiated support.

Investing in this collaboration will promote a unified instructional approach, enhance teacher capacity, and improve student outcomes by leveraging the expertise of all staff members to meet diverse learning needs.

#### **Resource Focus: Special Education Collaboration**

- **Goal:** Integrate Special Education staff into instructional planning and PLCs.
- **Current Challenge:** Special Education staff have historically worked in isolation, limiting collaboration with general education teachers.
- **Strategy:** Provide time and resources for joint planning, shared instructional strategies, and coordinated support.
- **Expected Impact:** Strengthened collaboration, coherent and inclusive instruction, and improved outcomes for all students.

## **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.

#### **School Improvement Priorities**

##### **Priority #1: English Language Arts (ELA)**

- **Focus:** Reading and writing with phonetic accuracy, fluency, and comprehension.

##### **Priority #2: Mathematics**

- **Focus:** Common Core Math Practice – Make sense of problems and persevere in solving them.

### Priority #3: Student Engagement & Well-Being

- **Focus:** Enhance students' sense of belonging and improve attendance rates.

## 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:

### Goal:

All Central Emerson students will demonstrate expected or greater growth in reading as measured by the SBA, Fountas & Pinnell Benchmark Assessment System (BAS), and STAR Reading assessments.

### Targets:

- **SBA ELA:** Increase the percentage of students meeting standard from **51% to 65%**.
  - **Students with Disabilities:** Increase proficiency from **30% to 45%**.
- **Fountas & Pinnell BAS:** All students are expected to demonstrate growth according to grade-level expectations. Students with disabilities will continue to progress toward proficiency, with a target increase from **30% to 45%**.
- **STAR Reading:** Increase the number of students achieving Level 3 or 4. For students with disabilities, the goal is to increase from **27% to 45%**.

### Progress Monitoring:

- Students will participate in Fountas & Pinnell and STAR Reading assessments at least **three times per year**.
- Assessment results will guide instructional design, targeted interventions, and ongoing support to ensure adequate yearly progress for all students.

### Focus:

This goal emphasizes equitable growth, with targeted support for students with disabilities, and ensures that instructional planning is data-driven, responsive, and aligned to grade-level expectations.

*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?*

Using assessment data (STAR and F&P) as a baseline, teams will compare the classroom-based assessment to determine mid-year growth and next instructional steps.

**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.)*

<b>Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.</b>	<b>Data Measures</b>	<b>Lead and Timeframe</b>	<b>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</b>	<b>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</b>
<p>Central Emerson Elementary will build and grow our professional learning teams using a data cycle of improvement (promising practice) to include Special Education staff, with an instructional focus on increasing the communication of learning targets and success criteria within General and Special Educ. Classes.</p>	<p><b><i>What data will be collected to measure the impact of implementing this EBI?</i></b></p> <p>Walkthrough protocol to include the communication and implementation of learning targets and success criteria in all classrooms.</p> <p>IEP progress reports to determine growth for</p>	<p><b><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></b></p> <p>Administration, BLT, Spec. Ed. Team, Intervention Team</p> <p><b><i>When will this EBI occur?</i></b></p> <p>Throughout the school year</p> <p><b><i>When or how often will progress be monitored or</i></b></p>	<p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p>	<p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p>

	<p>students with disabilities.</p> <p>Data team data</p> <p><b><i>How will the impact on equitable learning or behavior change be measured?</i></b></p> <p>Each grade level PLC will use a common assessment and analyze data in their monthly PLC</p>	<p><b><i>data reviewed? Be as specific as possible.</i></b></p> <p><b>Click or tap here to enter text.</b></p> <p>Monthly in PLC meetings</p>		
<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>The literacy goal at Central Emerson Elementary is to increase educator instructional expertise and effectively impact literacy outcomes for students. We will facilitate decision</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Curriculum map checks</p>	<p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Administration, BLT, Spec. Ed. Team,</p>	<p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p>	<p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p>

<p>making around instruction and will build knowledge of the curriculum (instructional material choices) through formative assessment, data analysis and instructional strategies, which include classroom walk-throughs. (Targeted Professional Learning; an evidence-based practice)</p> <p>Our students with disabilities will be our focused group, therefore our Spec. Ed. Staff will be trained and will engage in best instructional practices.</p>	<p>Vertical alignment of standards</p> <p>Professional Development</p> <p>Exit tickets</p> <p>Staff reflection of trainings</p>	<p>Intervention Team</p>		
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## SY 2025-2026 SMARTIE Goal #2: Common Core Math Practice: Make sense of problems and persevere in solving them

### **Goal:**

All Central Emerson students will demonstrate expected or greater growth in mathematics as measured by the SBA, STAR Math assessments, and classroom-based assessments (Bridges).

### **Instructional Focus:**

At Central Emerson, instructional design and practice will be guided by both data and evidence-based inclusionary practices to reduce barriers and individualize instruction, maximizing math learning opportunities for all students. The Building Leadership Team will design professional development and systems of support to increase staff knowledge and confidence in implementing data-informed, inclusive math practices. This includes clear communication of learning targets and success criteria, as well as our school-wide focus on helping students make sense of problems and persevere in solving them.

### **Vertical Alignment:**

Efforts will be made to align math standards, instructional strategies, and adopted resource materials across grade levels to ensure continuity and rigor for all learners.

### **Targets:**

- **SBA Math:** Increase the percentage of students meeting standard from **40% to 50%**.
  - **Students with Disabilities:** Increase proficiency from **21% to 45%**.
- **Bridges & STAR Math:** All students are expected to grow according to grade-level expectations. For students with disabilities, the goal is to increase proficiency from **27% to 45%**.

### **Progress Monitoring:**

- Students will participate in STAR Math assessments at least **three times per year**.

- Assessment results will inform instructional planning, interventions, and supports to ensure adequate yearly progress for all students.

**Focus:**

This goal emphasizes equitable growth in mathematics by combining data-driven instruction, inclusive practices, vertical alignment, and a focus on problem-solving and perseverance, ensuring that all students have the support and opportunity to succeed.

*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?*

Using the Fall assessment data (STAR and Bridges) as a baseline, teams will compare the classroom-based assessment to determine mid-year growth and next instructional steps. If we are on track, we are hoping to see students making not only the average growth, but additional growth as a result of our Professional Learning Teams, data analysis and increase of Professional Development around the Essential Standards of Learning.

**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.)*

<p><b><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</b></p>	<p><b>Data Measures</b></p>	<p><b>Lead and Timeframe</b></p>	<p><b>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</b></p>	<p><b>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</b></p>
<p><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></p> <p>The Central Emerson leadership team will Provide coaching and Professional Development for Professional Learning Communities and grade level teams on essential learning elements, how to use diagnostic assessments, formative</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Classroom walkthrough protocol</p> <p>PLC running agendas, to include student data</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Administration, Grade Level PLCs, Spec. Ed. Team, Building</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

<p>assessment processes, and progress monitoring tools to make instructional decisions. We will provide feedback as teachers assess students and use data for planning instruction</p> <p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Professional Development on the implementation of the walk through protocol to include learning targets, success criteria, scaffolding, and engagement.</p> <p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Extended time as we create and build Professional Learning Teams with intentionality and ownership.</p> <p><b>What student groups will benefit and why?</b></p> <p>As this will be our school wide focus, all students will benefit.</p>	<p>Training on math instructional strategies, reflection and share out.</p> <p>DreamBox Math data, effective usage</p> <p>IXL Math introduction for student practice of skills</p> <p>PLC notes to include the data cycle.</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p> <p>Each grade level PLC will use a common assessment and</p>	<p>Leadership Team</p> <p><b>When will this EBI occur?</b></p> <p>Throughout the school year</p> <p><b>When or how often will progress be monitored or data reviewed?</b></p> <p><b>Be as specific as possible.</b></p> <p>Monthly in PLC's</p>		
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	analyze data in their monthly PLC			
<p>Central Emerson will utilize professional learning communities (promising practice) to collaborate with mathematics instructional leaders to create an action plan for school improvement, which includes communicating purpose and content. We will utilize professional learning communities with teachers to review student work, anticipate student misconceptions, and deepen teachers' own mathematical content and knowledge.</p>	<p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>Classroom walkthrough protocol</p> <p>Teacher reflection from collaboration time</p> <p>Observational data</p>	<p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>Administration, Grade Level PLCs, Spec. Ed. Team, Building Leadership Team</p> <p><b>When will this EBI occur?</b></p>	<p><b>For more EBIs cut and paste the prompts to answer below.</b></p> <p>Click or tap here to enter text.</p>	<p><b>For more EBIs cut and paste the prompts to answer below.</b></p> <p>Click or tap here to enter text.</p>

	<p>Student progress</p> <p>Special Ed. Student IEP's</p> <p><b><i>How will the impact on equitable learning or behavior change be measured?</i></b></p> <p>Each grade level PLC will use a common assessment and analyze data in their monthly PLC</p>	<p>Throughout the school year</p> <p><b><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></b></p> <p>Monthly in PLC's</p>		
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## SY 2025-2026 SMARTIE Goal #3: Sense of Belonging/Attendance

Our Central Emerson goal is to create an environment where every student and community member feels safe, accepted, welcome, and represented in our school. We are committed to reducing barriers and creating learning environments that foster consistent attendance and maximize teaching and learning potential for all students. Our goal includes achieving a 20% increase in our overall yearly attendance average.

### Areas of Focus:

- Increase students' sense of belonging from 67% to 75%, and from 45% to 60% for students with disabilities, based on internal survey data.
- Strengthen and align schoolwide expectations to ensure a shared commitment to common goals.
- Review SWIS data three times per year to identify trends and determine targeted professional development needs, including workshops, instructional coaching, and Professional Learning Communities (PLCs).
- Expand Family Engagement Nights to better reflect and celebrate the diversity of our student population.

### Goal:

Central Emerson will create a school environment where all students, staff, and community members feel safe, accepted, welcomed, and reflected. By reducing barriers and fostering inclusive, supportive learning environments, we aim to maximize engagement, teaching effectiveness, and student learning for 100% of our staff and students.

### Targets:

- **Attendance:** Increase overall yearly attendance by **20%**, ensuring students are present and engaged in learning.
- **Sense of Belonging (Internal Staff Survey):**
  - Schoolwide: Increase from **67% to 75%**.
  - Students with Disabilities: Increase from **45% to 60%**.

### Areas of Focus and Strategies:

- **Schoolwide Expectations:** Strengthen shared norms and goals to foster a unified and positive school culture.

- **Data-Informed Interventions:** Review SWIS (School-Wide Information System) data three times per year to identify trends and target professional development.
- **Family Engagement:** Expand Family Engagement Nights to better represent and include the diverse student population, fostering stronger connections between families and the school community.

**Expected Impact:**

By increasing students' and staff's sense of belonging and improving attendance, we anticipate higher engagement, stronger school culture, and improved student outcomes. Inclusive practices and community engagement will ensure that all students, particularly those with disabilities, feel valued, supported, and motivated to attend school consistently.

*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?*

By mid-year, the expectation is that we have a school wide expectation system in place for all students, staff and families to better understand our success criteria. Additionally, we should have about 4 months of SWIS data to analyze to determine next steps.

**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.)*

<p><b><u>Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.</u></b></p>	<p><b>Data Measures</b></p>	<p><b>Lead and Timeframe</b></p>	<p><b>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</b></p>	<p><b>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</b></p>
<p><b><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></b></p> <p>We will teach students to recognize, understand, label, express, and regulate emotions. (social skills instruction-research based). We will provide explicit small group instruction on targeted social skills and integrate prosocial skill building into lessons across all content</p>	<p><b><i>What data will be collected to measure the impact of implementing this EBI?</i></b></p> <p>Observational data from our school wide expectations</p> <p>Feedback on morning messages, assemblies, and student participation</p>	<p><b><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></b></p> <p>Administration</p> <p>PBIS Team</p> <p>School Counselor</p> <p>Students</p>	<p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p>	<p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p>

<p>areas using our SWIS data and Second Step Data</p> <ul style="list-style-type: none"> <li>Attendance: <b>Increase overall yearly attendance by 20%, ensuring students are present and engaged in learning.</b></li> <li>Sense of Belonging (Internal Staff Survey): <ul style="list-style-type: none"> <li><b>Schoolwide: Increase from 67% to 75%.</b></li> <li><b>Students with Disabilities: Increase from 45% to 60%.</b></li> </ul> </li> </ul> <p><b><i>What resources will be used for implementation?</i></b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Internal Staff Survey Data Professional Development focused on sense of belonging, Schoolwide expectations posters</p>	<p><b><i>How will the impact on equitable learning or behavior change be measured?</i></b></p> <p>We will use SWIS data monthly to measure the impact on learning</p>	<p><b><i>When will this EBI occur?</i></b></p> <p>Throughout the school year</p> <p><b><i>When or how often will progress be monitored or data reviewed?</i></b> <b><i>Be as specific as possible.</i></b></p> <p>Each month we will review both SWIS and Attendance data to see trends.</p>		
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<p>for classrooms and common areas.</p> <p><b><i>What student groups will benefit and why?</i></b></p> <p>As these are school wide focuses, the impact will be for all students. However, we will monitor data to determine if specific students need intentional focus.</p>				
<p><b><i>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.</i></b></p> <p>Central Emerson will implement behavior support and monitoring practices (research based) involving educators using specific strategies to reinforce positive behaviors and reduce problem behaviors in the classroom while monitoring how</p>	<p><b><i>What data will be collected to measure the impact of implementing this EBI?</i></b></p> <p>Review and analyze SWIS data 3 times a year (Dec. March, June)</p> <p>Look specifically at data from students with disabilities to determine if there</p>	<p><b><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></b></p> <p>Administration</p> <p>PBIS Team</p> <p>School Counselor</p> <p>BLT</p>	<p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p>	<p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p>

<p>students respond and make adjustments to support students in meeting behavioral expectations or student performance goals. We will use data collected through SWIS to design a school wide behavior intervention system.</p> <p><b>What resources will be used for implementation?</b> <i>(For example, professional development, extended time, curriculum, materials, etc.)</i></p> <p>Internal Survey Data Professional Development focused on sense of belonging, Schoolwide expectations posters for classrooms and common areas.</p> <p><b>What student groups will benefit and why?</b></p> <p>As these are school wide focuses, the impact will be for all students. However, we will monitor data to determine if specific students need intentional focus.</p>	<p>is any correlation with behavior and a decrease in learning.</p> <p>School-Wide Behavior Expectations</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p> <p>We will use SWIS data monthly to measure the impact on learning.</p>	<p>Spec. Ed team Students</p> <p><b>When will this EBI occur?</b></p> <p>Throughout the school year</p> <p><b>When or how often will progress be monitored or data reviewed?</b> <b>Be as specific as possible.</b></p> <p>We will use SWIS data monthly to measure the impact on learning.</p>		
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<p><b>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.</b></p> <p>Attendance:</p> <p>Strengthen the relationships with students and families.</p> <p>Foster a positive and welcoming environment so students want to be in school. (Family Engagement; Researched Based)</p> <p>Family Engagement Events:</p> <p>We will build a sense of belonging for our students and families by increasing our family engagement events. As we build a comprehensive K-6 school, we want all families to feel connected. (Family Engagement; Researched Based)</p>	<p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>Implement proactive classroom/hallway management strategies.</p> <p>Positive greetings at the door</p> <p>Positive morning message video</p> <p>Well managed transitions to increase sense that every minute is important</p> <p>Admin learning walk data reflects increased use of strategies to build student connections</p>	<p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>The Attendance Team, BLT, and administration with the school counselor</p> <p><b>When will this EBI occur?</b></p> <p>Throughout the school year</p> <p><b>When or how often will progress be monitored or data reviewed?</b></p>		
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<p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p><b>What student groups will benefit and why?</b></p> <p>As these are school wide focuses, the impact will be for all students. However, we will monitor data to determine if specific students need intentional focus.</p>	<p>Family engagement event signs in sheets</p> <p>Data collection around how many families are receiving and reading our school communications.</p> <p>Family feedback</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p> <p>We will use Attendance data monthly to measure the impact on learning.</p>	<p><b>Be as specific as possible.</b></p> <p>We will use Attendance data monthly to measure the impact on learning.</p>		
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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.