

# 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> Adams Elementary	<b>Does your school share a building with another school?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <i>If yes, which one(s)?</i>
<b>School Code:</b> 2592	<b>Grade Span:</b> K-5 <b>School Type:</b> Elementary
<b>Principal:</b> Douglas Kaplicky.	<b>Building Enrollment:</b> 648
<b>School District:</b> Yakima SD	<b>F/R Percentage:</b> 97.4
<b>Board Approval Date:</b> Sp' 2025	<b>Special Education Percentage:</b> 16.4
<b>Plan Date:</b> 6/12/25 and 7/29/25	<b>English Learner Percentage:</b> 70.1
<b>Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status:</b> Tier 3 through WISF Cycle 3 - <i>T1 Compound, indicating that it is categorized within Tier 3 and has characteristics of Tier 1 compounding factors for support needs.</i>	



## Vision and Mission Statement

***Our vision* is to be an educational family that maximizes potential to inspire excellence, cultivating strong relationships and deep school pride.**

We are committed to:

- **Equity and Inclusion:** Ensuring every student—regardless of background, language, or ability has access to rigorous, culturally responsive learning.
- **High Expectations for All:** Using data-driven decision-making and targeted support to help every child meet and exceed grade-level standards.
- **Collaborative PLC Growth:** Partnering with families, staff, and the community to support academic, social-emotional, and behavioral success.
- **Continuous Improvement:** Engaging in reflective practice, innovation, and research-based strategies to close opportunity gaps and prepare students for lifelong learning.

**Through our vision; Our team will create a safe, welcoming environment where every student feels valued, challenged, and supported, because *All Means All* at Adams Elementary.**

***Our mission* is to make a difference in the world by **learning, leading, and lifting others**, ensuring growth for every student—every day.**

We do this by:

- Providing rigorous, engaging, and culturally responsive instruction.

- Fostering leadership, responsibility, and empathy in all learners.
- Building strong partnerships with families and the community.
- Using data and PLC collaboration to ensure academic, social-emotional, and behavioral success for all students.

**Through our mission: We believe that when we learn together, lead with purpose, and lift each other up, we create a school community *where every student can thrive and contribute to a better world.***

## School Leadership Team Members and Family-Community Partners

List by (Name, Title/Role)

Doug Kaplicky, Principal	Brandice Alejo, ELD Specialist	Jennifer Lisle, ELD Specialist
Jose Contreras, Vice Principal	Elissa Russell, School Counselor	Haylee Strom - SLP / SES
Miguel Alvarez - 5th shared role	Virginia De La Torre - 1st G	Hailey McCaffrey - Invt. Eng Specialist
Jessica Karstetter, Instructional Facilitator	Cirenio Salamanca - 3rd G	Leslie Fernandez - Kinder
Stacy Kirschenmann, 4th Grade Teacher	Triumph Aviation, Q Home Loans, 40 plus Project 700 Sponsors and many more	
Angelina Mesa, Reading Interventionist		

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## 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.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
<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>(Decil: 3.45)</b>	<b>(Decil: 4.90)</b>
Comprehensive Graduation Rate	<b>N/A</b>	<b>N/A</b>
<b>Student Group</b>		
American Indian/Alaska Native	2.36	3.48
Asian	None Reported	None Report
Black/African American	3.18	4.89
Hawaiian/Other Pacific Islander	Not a demo posted	Not a demo posted
Hispanic/Latino	3.33	4.93

<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%

Two or more races	3.36	4.84
White	Not a reported demo	Not a reported demo
English Learner	2.83	4.18
Low Income	3.33	4.88
Special Education	1.65	2.08

### 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?

**Positive student growth (SGP > 50).** Median SGPs are above the national midpoint (ELA  $\approx$  55, Math  $\approx$  54), and several student groups show SGP gains year-to-year (ELA median SGP +2; Math median SGP +4 for some groups). This indicates instruction is producing growth even though proficiency is low.

**Overall final score trending upward.** Final scores increased from 2023→2024 for most groups (All Students +1.5; Hispanic +1.6; Low-Income +1.6), showing schoolwide momentum.

**Hispanic and Low-Income groups performing near the school average.** Final scores for these groups are close to “All Students,” suggesting equitable improvement for large subgroups.

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

**Very low proficiency rates in ELA and Math.** Proficiency -18% for All Students (similar low rates across most subgroups). This is the largest academic need.

**Chronic low attendance.** Regular Attendance Rate -68.8% (and declines shown in decile change: -1 to -2 for multiple groups). Attendance is well below what’s needed for consistent learning.

**Students with Disabilities (SWD) lag significantly.** SWD final score and proficiency are much lower than peers (final score  $\approx$  2.08; lower proficiency and lower median SGP than other groups).

**ELL (English Learners) low proficiency and lower final score.** ELLs show lower proficiency and a lower final-score bar vs. All Students.

**Persistent gaps in math proficiency for some groups.** White students show relatively higher math proficiency (visible in chart), indicating uneven outcomes across groups in math.

### 3. What disproportionalities exist among student groups?

**Students with Disabilities (SWD)** are disproportionately lower in final score, proficiency, and, in some indicators, attendance – they are the most underperforming group relative to All Students.

**English Language Learners (ELL)** show disproportionately low proficiency (ELA & Math), lower final-score bar than All Students.

**Attendance declines** affect multiple groups but SWD and White students appear to have some of the lowest attendance rates (White attendance low in the table; SWD attendance -65.3%).

**Math proficiency variance** – White subgroups appear to have higher math proficiency vs. other subgroups (e.g., White ≈ 26.3% in math vs. -17-18% for many others), showing a cross-group disparity in math outcomes.

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

**Chronic absenteeism / inconsistent seat time** → less access to instruction and interventions, depressing proficiency and attainment, especially for SWD and ELL.

**Insufficient targeted interventions or inconsistent MTSS/Tier 2-3 delivery** – growth (SGP) shows instruction can accelerate students, but low proficiency suggests Tier 2/3 supports are either too limited, poorly targeted, or not sustained.

**Language access barriers** – ELLs may not be getting adequate sheltered instruction or native-language supports; assessments/instruction may not be fully culturally/linguistically responsive.

**Inadequate specialized supports or inclusive practices for SWD** – IEP/service delivery, progress monitoring, or teacher training for differentiation may be insufficient or inconsistently implemented.

**Family engagement and community barriers** (transportation, work schedules, health) that contribute to attendance and engagement issues.

**Resource/capacity constraints** – limited staffing for interventions, bilingual staff shortages, limited time for collaborative planning or progress monitoring.

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

**Improve regular attendance (chronic absenteeism).** Because attendance is foundational — improving it increases exposure to Tier 1 instruction and interventions, raising proficiency potential.

**Strengthen Tier 2 & Tier 3 interventions (especially for SWD & ELL).** Targeted and consistent intervention with progress monitoring will translate growth (SGP) into higher proficiency.

**Increase language-responsive instruction and support for ELLs.** Sheltered strategies, native language support, and family outreach in home language will boost ELA gains.

**Build capacity and fidelity for inclusive practices and special education services.** Ensuring IEP goals are met, co-teaching models function, and progress monitoring is frequent will address SWD gaps.

*Addressing attendance + targeted interventions simultaneously creates multiplicative gains (attendance increases intervention dosage; better interventions increase motivation/engagement).*

6. How do identified needs impact each other?

**Attendance ↔ Proficiency & Intervention Effectiveness:** Low attendance reduces dosage and fidelity of interventions; that lowers proficiency gains. Conversely, struggling students who don't see results may miss school more.

**Language access ↔ Assessment & Instructional Placement:** Poor language supports can make assessments less valid and can hide true content knowledge; that misguides intervention targeting.

**Capacity constraints ↔ Fidelity of Interventions:** Staffing shortages or limited PD reduce implementation fidelity of MTSS, co-teaching, and specialized instruction — worsening outcomes for SWD and ELL.

**Family engagement ↔ Attendance & Learning:** Low engagement reduces followthrough with interventions and home practice; improving communication can help attendance and achievement.

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) – things that can be started or show quick movement**

- **Attendance campaign / rapid response for chronic absentees.**
  - Launch family outreach, attendance incentives, early warning systems, and case-managed supports for the most chronically absent.
  - **Metric:** increase Regular Attendance Rate by 5–8 percentage points for highest-need cohorts.
- **Progress-monitoring and data deep dive.**
  - Disaggregate proficiency by grade, classroom, and intervention participation; implement weekly progress monitoring for students receiving Tier 2 support.
- **Targeted tutoring pilots.**
  - After-school or in-school small-group tutoring for identified students (focus on ELA and Math fundamentals).
- **Immediate PD on sheltered instruction / differentiation.**
  - Brief PD for teachers on high-leverage strategies for ELL and SWD (e.g., vocabulary routines, explicit modeling, scaffolds).
- **Family communication in home language.**
  - Translate key messages, host short family nights focused on attendance and literacy routines.

**Long-term (1–2 years) – require structural change, hiring, or sustained implementation**

- **Scale and embed MTSS with fidelity.**
    - Fully staff Tier 2/3, define interventions, data protocols, progress-monitoring cadence, and intervention mapping.
  - **Build bilingual/biliterate capacity.**
    - Hire or train bilingual educators, develop dual-language supports, and create career pipelines for bilingual paraeducators.
  - **Strengthen Special Education delivery / inclusive models.**
    - Co-teaching models, increased specialized staff, clearer IEP monitoring and staff training to raise SWD outcomes.
  - **Curriculum alignment and assessment calibration.**
    - Adopt/align high-quality core curriculum and formative assessments; ensure teachers use data to adjust instruction.
  - **Sustainable family & community partnerships.**
    - Long-term engagement structures to address attendance determinants (transportation supports, partnerships for health/food/behavioral resources).
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8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.

**Attendance outreach & incentive plan** (short campaign, immediate effect on daily attendance) – quick monitoring shows movement and boosts morale.

**Start a small targeted tutoring pilot** (3 days/week for 6–8 weeks) for a focused cohort – can produce measurable gains on short assessments.

**Translated attendance & learning communications + brief family sessions** – builds trust and immediately improves engagement.

**Weekly progress-monitoring meetings for Tier 2 students** – easy to start with existing staff and will show measurable student-level changes quickly.

These quick wins provide visible improvement, which helps make the case for longer-term investments.

**Attendance:** raise regular attendance from -68.8% → 78–80% within 12 months (short-term goal: +5–8 points in 6 months).

**Proficiency:** raise building proficiency from -18% → 28–33% over 1–2 years via improved Tier 1 + targeted Tier 2/3.

**SWD outcomes:** annual measurable increase in SWD median SGP and proficiency (e.g., move SWD final score up by 1.0 decile in year 1; aim for parity gap reduction within 2 years).

**Start a small targeted tutoring pilot** (3 days/week for 6–8 weeks) for a focused cohort – can produce measurable gains on short assessments.

**Translated attendance & learning communications + brief family sessions** – builds trust and immediately improves engagement.

**Weekly progress-monitoring meetings for Tier 2 students** – easy to start with existing staff and will show measurable student-level changes quickly.

These quick wins provide visible improvement, which helps make the case for longer-term investments.

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

**Kick off an Attendance Rapid Response team (principal, counselor, attendance clerk, community liaison) – implement contact trees, incentives, and targeted casework this month.**

**Run a data sprint (2–3 weeks): disaggregate proficiency, absenteeism, intervention rosters, and SWD/ELL caseloads. Identify the top 150 students causing most of the gap.**

**Launch 6–8 week tutoring / intervention pilot for highest-need cohort (monitor weekly).**

**Provide targeted PD for teachers on scaffolded instruction for ELLs and evidence-based strategies for math foundations.**

**Develop 1-year MTSS implementation plan with staffing and budget needs for Tier 2/3 scale-up (to be implemented over 12–24 months).**

**Collect family feedback and co-design attendance solutions with families/partners.**

## 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.

**We feel we are making positive growth momentum (SGP and rising final scores) but low proficiency and troubling attendance, with SWD and ELL students disproportionately affected – so prioritize quick, high-leverage work on attendance and targeted Tier 2/3 supports while building long-term capacity (bilingual staffing, MTSS fidelity, and inclusive practices) to convert growth into sustainable proficiency gains. Pro Dev. for staff and many staffing cuts are the nature of education, we could focus on the challenges but we are focused on growing and climbing together.**

## Section 5: Priorities

Describe the top 3 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

### **Priority #1:**

Increase Regular Attendance – The school's Regular Attendance Rate is approximately 68.8%, with declines across multiple student groups. Chronic absenteeism reduces access to core instruction and interventions, directly impacting academic outcomes. Improving attendance will be foundational to achieving gains in proficiency and growth.

### **Priority #2:**

Raise ELA and Math Proficiency Rates – Overall proficiency is very low (18% in both ELA and Math) across all student groups. While median student growth percentiles (SGPs) are above 50, indicating students are making progress, that growth is not translating into proficiency. Strengthening Tier 1 instruction and ensuring consistent, targeted Tier 2/3 interventions will be key to converting growth into higher achievement.

### **Priority #3:**

Close Gaps for Students with Disabilities (SWD) and English Language Learners (ELL) – SWD have the lowest outcomes of any group (final score  $\approx$  2.08), and ELLs also demonstrate significantly lower proficiency and final scores than the overall student population. Addressing these gaps through inclusive instructional practices, improved IEP progress monitoring, and enhanced language-responsive support will be critical for equity and overall performance improvement.



## 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:

By focusing on reading foundational skills in each student’s language of instruction, Adams Elementary students will achieve a 10% gain on each DIBELS mClass/Lectura subtest as measured by DIBELS Amplify/Lectura benchmark assessments and progress monitoring by June 2025.

Additionally, our students with disabilities and multilingual learners will achieve a 15% gain on each DIBELS mClass/Lectura subtest as measured by DIBELS Amplify/Lectura benchmark assessments and progress monitoring by June 2025.

*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?*

*At mid-year, Adams Elementary expects to see measurable growth on DIBELS mClass and Lectura subtests that is at least halfway toward the year-end targets—a 5% gain for all students and a 7–8% gain for students with disabilities and multilingual learners compared to fall benchmark data.*

*We will also expect to see:*

- *Increased percentage of students meeting or exceeding benchmark goals in foundational reading skills within their language of instruction.*
- *Consistent progress monitoring data showing upward trends in phonemic awareness, phonics, and fluency for both English and Spanish instruction.*
- *Implementation evidence from classroom walk-throughs, showing that Tier 1 instruction reflects the professional development focus on differentiated strategies, especially for students with disabilities and multilingual learners.*

- **Collaborative planning artifacts** (lesson plans, intervention schedules, PLC notes) indicating staff are using the PD content to inform instruction.
- **Teacher feedback** indicates increased confidence and consistency in delivering foundational reading skills.

*If these indicators are met by mid-year, we will know we are on track to reach or exceed our end-of-year 10% and 15% growth goals.*

**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.

<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <a href="#">level of evidence</a> for the intervention.</i></p> <ul style="list-style-type: none"> <li>• Provide targeted, ongoing professional development for all school staff on delivering foundational reading skills in Tier 1 instruction.</li> <li>• Focus on differentiated strategies that address the needs of students with disabilities and multilingual learners.</li> </ul> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <ul style="list-style-type: none"> <li>• Research indicates that well-implemented PD yields a significant positive impact on student learning (Visible Learning, <math>d = 0.62</math>).</li> <li>• Successful PD is collaborative, job-embedded, and focused on improving teaching practice.</li> </ul> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>See Above</p> <p><i>What resources will be used for implementation? (For example,</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p><b>Short-Term Outcome</b></p> <ul style="list-style-type: none"> <li>• Teachers will complete a coaching needs form three times per year to identify areas of support for follow-up by the Instructional Facilitator (IF) and Reading Interventionist.</li> </ul> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <ul style="list-style-type: none"> <li>• Improved teacher instruction will result in measurable student growth on DIBELS Amplify/Lectura subtests from the beginning of the</li> </ul>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <ul style="list-style-type: none"> <li>• Jessica Karstetter, Instructional Facilitator</li> <li>• Angelina Mesa, Reading /Hailey McCaffrey Interventionists</li> </ul> <p><b>Additional Staff Involved:</b></p> <ul style="list-style-type: none"> <li>• K-5 General Education Teachers</li> <li>• K-5 Resource Room Teacher</li> <li>• LAP Paraprofessionals</li> <li>• Special Education Paraprofessionals</li> <li>• Admin</li> </ul> <p><i>When will this EBI occur?</i></p> <p>Previous SIP Dates for 24-25, 9/16, 9/30, 10/7, 10/21, 11/4, 11/18, 12/2, 1/6, 2/2, 3/17, 3/31, 4/21, 5/5, and 5/19</p> <p><i>When or how often will progress be monitored or data</i></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>
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<p><i>professional development, extended time, curriculum, materials, etc.?)</i></p> <p><i>Allocate additional time outside of the regular workday as needed for printing reports, organizing data, and analyzing trends in preparation for team meetings.</i></p> <p><i>Allocate time for creating and maintaining grade-level data tracking sheets to support progress monitoring and collaborative analysis.</i></p> <p><i>What student groups will benefit and why?</i></p> <ul style="list-style-type: none"> <li>● <i>Strengthen Tier 2 &amp; Tier 3 interventions (especially for SWD &amp; ELL). Targeted and consistent intervention with progress monitoring will translate growth (SGP) into higher proficiency.</i></li> <li>● <i>Increase language-responsive instruction and supports for ELLs. Sheltered strategies, native language supports, and family outreach in home language will boost ELA gains.</i></li> <li>● <i>Build capacity and fidelity for inclusive practices and special education services. Ensuring IEP goals are met, co-teaching models function, and progress monitoring is frequent will address SWD gaps.</i></li> </ul>	<p><i>year to the end of the year.</i></p>	<p><i>reviewed? Be as specific as possible.</i></p> <p>TBA Starting 8/26/25</p> <p>STTC - 8/21/25 SIP Dates for 25-26, 9/16, 9/30, 10/7, 10/21, 11/4, 11/18, 12/2, 1/6, 2/2, 3/17, 3/31, 4/21, 5/5, and 5/19</p> <p>Student data analyzed 3 times a year (Fall, Winter and Spring) for improvement as measured by DIBELS Amplify/Lectura Fall Benchmark testing starting September 2024 and ending with DIBELS Amplify/Lectura Spring Benchmark testing in May 2025</p> <p>+++++</p> <p>End-of-Year (EOY) Progress-Monitoring Dates:</p> <p>Week Of:</p> <ul style="list-style-type: none"> <li>● September 16, 2025</li> </ul>		
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<ul style="list-style-type: none"> <li>● Active school leadership ensures commitment, builds teacher capacity, and supports sustained implementation that drives student growth.</li> </ul> <p style="text-align: center;">+++++</p> <p>Activity 2:</p> <ul style="list-style-type: none"> <li>● Implement 6–8 week inquiry cycles to monitor student progress, with a particular focus on students with disabilities and multilingual learners identified from WSIF Cycle 3.</li> <li>● Use progress monitoring data to adjust and differentiate instruction for these target groups.</li> <li>● Provide collaborative inquiry training to all staff to identify barriers, plan targeted interventions, and monitor implementation and impact.</li> </ul> <p><i>WHY? – Building Data Literacy Potential users of data need the capacity and conditions to use data effectively in their decision-making. Thoughtful policies and practices must ensure that everyone expected to use data has the skills and support they need to do so. Making sure every user is data literate is critical to creating a culture that truly values evidence.</i></p> <p><i>Data literacy is not just a buzzword – it’s transformational. It shapes the way we hold conversations, make decisions,</i></p>	<p style="text-align: center;">+++++</p> <p><b>Implementation Details:</b></p> <ul style="list-style-type: none"> <li>● Progress-monitor students using the most relevant subtests for their grade level, language of instruction, and current skill level.</li> <li>● Provide coaching (led by Jess) to support differentiated assessment practices in middle and upper grade levels.</li> </ul> <p><b>Long-Term Impact:</b></p> <ul style="list-style-type: none"> <li>● By June 2026, we expect to see measurable increases in core reading data</li> </ul>	<ul style="list-style-type: none"> <li>● October 28, 2025</li> <li>● December 16, 2025</li> <li>● January 27, 2026</li> <li>● March 10, 2026</li> <li>● April 21, 2026</li> <li>● May 26, 2026</li> </ul> <p><b>Inquiry Cycles: for 2025–2026 Identified in Aug. 2025.</b></p> <p>Inquiry cycles will take place during collaborative team planning times, grade-level team meeting days, and/or building Mondays, in alignment with the building’s schedule and district PD calendar.</p>		
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<p><i>and take action to improve student outcomes.</i></p> <p><i>(Source: Hammer to Flashlight: A Decade of Reform, January 2017)</i></p>	<p>from Fall 2024 to Spring 2025, as tracked through DIBELS Amplify/Lectura progress-monitoring tools.</p> <ul style="list-style-type: none"> <li>• End-of-year data will be analyzed in June 2025 to inform instructional priorities and next steps for the 2025–2026 school year.</li> </ul>			
<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p><b>PROGRESS GOALS FROM SP' 2025 ILT to Fall 2025 ILT Continued Progress:</b></p> <ul style="list-style-type: none"> <li>• Training has been provided for all staff during district Mondays and as requested by grade-level teams, focused on teaching foundational skills.</li> <li>• Teachers have engaged in observations of effective foundational skill instruction and peer observations to enhance their practice.</li> <li>• Teacher reflections have revealed a need for targeted Tier 2 training and coaching for primary grades in</li> </ul>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p><b>ILT to Fall 2025 ILT Continued Progress:</b></p> <p><b>Sustainability &amp; Impact:</b></p> <ul style="list-style-type: none"> <li>• This focus on foundational skills will continue into next school year, ensuring sustainability.</li> <li>• Increased professional development and</li> </ul>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p><b>RESOURCES</b> – To ensure high-quality delivery of foundational reading skills in Tier 1 instruction, Adams Elementary will leverage the following resources:&gt;&gt;&gt;&gt; Professional Development (PD) Ongoing, job-embedded PD for all staff on evidence-based practices for teaching foundational reading</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>

<p>foundational skills.</p> <ul style="list-style-type: none"> <li>• The reading interventionist has adjusted intervention time slots to better serve students, allowing for increased flexibility and targeted skill support as informed by data.</li> <li>• Renewed focus on specific foundational skills in intervention is helping accelerate student growth.</li> </ul>	<p>ongoing teacher reflection will support closing skill gaps.</p> <ul style="list-style-type: none"> <li>• With targeted Tier 2 training and stronger intervention supports, we anticipate a continued narrowing of foundational skill gaps and sustained student progress over time.</li> </ul>	<p>skills in English and Spanish.</p> <p>Focused training on differentiated strategies to address the specific needs of students with disabilities and multilingual learners.</p> <p>Collaboration with district literacy coaches, ELD specialists, and special education staff to model and co-teach lessons.</p> <p>Use of adopted ELA curriculum aligned to state standards and the Science of Reading, supplemented with Spanish language foundational skills resources. Access to decodable texts, word work materials, and language development supports for targeted instruction..</p> <p>PLCs reviewing data every 4–6 weeks to identify students needing additional support or extension.</p>	<p><i>Consider in Jan 2026: Extended Learning Opportunities</i></p> <p><i>Small-group intervention during the school day, focused on phonemic awareness, phonics, and fluency.</i></p> <p><i>Targeted after-school or extended-day literacy sessions for students not meeting growth benchmarks.</i></p> <p><i>Collaboration and Planning Time</i></p> <p><i>Protected PLC time for grade-level teams to analyze data, plan differentiated lessons, and share strategies.</i></p> <p><i>Cross-team collaboration between general education, special education, and ELD teachers.</i></p> <p><i>Research Alignment:</i></p> <p><b><i>Visible Learning research (Hattie, 2018)</i></b>  <i>indicates that well-implemented PD (effect size <math>d = 0.62</math>) and formative evaluation (effect size <math>d = 0.90</math>) have a significant positive impact on student achievement. Our approach combines both, ensuring that professional learning is directly applied to classroom instruction and continuously informed by student data.</i></p>	
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SY 2025–2026 SMARTIE Goal #2: By **June 2026**, Adams Elementary will increase the “almost always true” response rate on the Yakima School District climate survey item “*The development of students’ social-emotional learning enhances the learning environment in our classrooms*” from **57% (Spring 2024)** to **70%**, as measured by the district’s annual survey. **Adams Equity Focus:** Progress will be disaggregated for students with disabilities (SWD) and multilingual learners (MLL) to ensure equitable improvement across all student groups, aligning with WSIF Cycle 3 expectations.

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?

By mid-year (January 2026), our ILT, B-SET, and PBIS Teams at Adams Elementary expects to see:

- **PBIS Implementation:** Walkthrough and Tiered Fidelity Inventory (TFI) scores showing **80% or higher fidelity** in PBIS Tier 1 implementation.
- **Student SEL Skills:** A **5% increase** from fall baseline on student self-assessment or staff observation rubrics measuring SEL skills (self-regulation, problem-solving, constructive conflict resolution).
- **Behavior Data:** A **10% decrease** in office discipline referrals and incidents of unsafe or disruptive behavior compared to the same time frame the previous year.
- **Family Engagement:** An **average monthly attendance of at least 75 families** at SEL-focused family events, with at least 20% participation from families of students in the identified group.
- **Classroom Connections:** Post-event surveys indicating that **at least 80% of participating families** report feeling more confident supporting SEL at home and more connected to the school.

**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.
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<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <a href="#">level of evidence</a> for the intervention.</i></p> <p>Three key activities listed below:</p> <p><b>Evidence-Based Practices &amp; Implementation Plan</b></p> <p>1. Monthly Family Engagement Events</p> <ul style="list-style-type: none"> <li>• Host culturally responsive family nights focused on strategies for supporting students’ social-emotional learning at home.</li> <li>• Incorporate classroom visits during events to strengthen home-school connections and deepen families’ understanding of daily learning.</li> <li>• Progress Monitoring: Track event attendance, collect family feedback, and compare survey response trends mid-year and year-end.</li> </ul> <p>2. “Adams Champions League” Attendance Incentive</p> <ul style="list-style-type: none"> <li>• Launch a bracket-style, school-wide attendance competition with a soccer</li> </ul>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p><b>See activity 1 to the left:</b></p> <p><b>Short-Term:</b> Each student will complete the SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) three times annually. Tier 1, 2, and 3 PBIS data will also be reviewed regularly to monitor progress and identify areas of need.</p> <p><b>Long-Term:</b> We will use the Tiered Fidelity Inventory (TFI) annually to measure PBIS implementation fidelity. PBIS Rewards point data will be analyzed each year to identify which expectations are being met and which require</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p><b>Lead for Activity 1 &amp; 2:</b></p> <ul style="list-style-type: none"> <li>• Elissa Russell</li> </ul> <p><b>Additional Staff Involved:</b></p> <ul style="list-style-type: none"> <li>• Administrators</li> <li>• Adams PBIS Representatives</li> <li>• All Adams Staff</li> </ul> <p><b>When will this EBI occur?</b></p> <p><b>Ongoing Implementation:</b></p> <ul style="list-style-type: none"> <li>• Daily schoolwide PBIS practices throughout the 2025-2026 school year</li> </ul> <p><b>Schoolwide PBIS Review (PBIS Rodeo) of Expectations:</b></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></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><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>
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<p>theme to foster excitement and improve daily attendance.</p> <ul style="list-style-type: none"> <li>Target a 3% increase in school-wide attendance during a 5-week pilot in Fall 2025, with potential expansion if results are positive.</li> <li>Progress Monitoring: Weekly attendance tracking, class leaderboards, and recognition for top classes.</li> </ul> <p>3. Professional Development for Staff on Inclusionary Practices for SWD</p> <ul style="list-style-type: none"> <li>Provide targeted, job-embedded PD and collaborative coaching on inclusionary practices between October 2025 – March 2026.</li> <li>Focus on strategies that integrate SEL supports for SWD within core instruction.</li> </ul> <p>Progress Monitoring: PD attendance records, teacher self-reflection surveys, instructional walkthrough data, and disaggregated climate survey results</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>+++++</p>	<p>reteaching and reinforcement.</p> <p><b><i>How will the impact on equitable learning or behavior change be measured?</i></b></p> <p>SEE Activity 1 – 3</p> <p>+++++</p> <p>Activity 2</p> <p>Short Term:</p> <p>Monitor daily attendance and notify parents/guardians promptly about absences to encourage excused attendance.</p> <p>Decrease the number of students in the chronic absenteeism category so they can consistently access instruction, intervention, and support services.</p>	<ul style="list-style-type: none"> <li>September 2025</li> <li>January 2026</li> <li>April 2026</li> </ul> <p><b>Monthly Recess Meetings with Each Grade Level:</b></p> <ul style="list-style-type: none"> <li>Review PBIS expectations and address grade-specific behavior goals.</li> </ul> <p><b>PBIS Committee Meetings (Bimonthly):</b></p> <ul style="list-style-type: none"> <li>Begin September 2025 and continue bimonthly through the end of the 2025–2026 school year.</li> </ul> <p><b>PBIS Annual Review of Tiered Fidelity Inventory (TFI):</b></p> <ul style="list-style-type: none"> <li>Spring 2026</li> </ul> <p><b><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></b></p>		
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<ul style="list-style-type: none"> <li>• Current bilingual instructional materials and access to curriculum updates</li> <li>• Professional development led by content-area experts</li> <li>• Opportunities for external training beyond on-site PD sessions</li> <li>• Guest speakers to enhance teacher knowledge and practice</li> </ul> <p>+++++</p> <p>Activity 1 Implement Positive Behavior Interventions and Supports (PBIS) with fidelity schoolwide.</p> <p>Strengthen our PBIS practices to help all students – especially our identified group – regulate behavior in stressful or high-anxiety situations.</p> <p>Teach students to solve problems in positive, constructive ways that support a safe, welcoming school climate. Host Monthly Family Engagement Events focused on Social-Emotional Learning (SEL).</p> <p>Organize culturally responsive monthly events that help families support students' SEL skills at home.</p> <p>Invite families into the classrooms during these events to build strong home-school connections and enhance their understanding of student learning and classroom expectations.</p> <p>Invite families into the classrooms during these events to build strong home-school connections and enhance their understanding of student learning</p>	<p>Use Skyward to track historical attendance data and have Adams staff conduct visual check-ins to support accurate recordkeeping.</p> <p>Long Term:</p> <p>Improve attendance rates to increase students' academic progress and support positive behavioral outcomes by ensuring regular access to instruction.</p> <p>Monitor academic growth through ongoing formative assessments, quarterly screener data, and Student Growth Percentiles (SGP) on summative assessments to evaluate impact.</p> <p>+++++</p>	<p><b>Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) Schoolwide Screening:</b></p> <ul style="list-style-type: none"> <li>• October 2025</li> <li>• February 2026</li> <li>• May 2026</li> <li>• Daily check-in with those students that have less than 90% attendance ACL will spirit a new energy for attendance.</li> </ul>		
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<p>and classroom expectations</p> <p>Activity 2</p> <p>Monitor attendance schoolwide on a daily basis to ensure all students have access to instruction, with a targeted focus on students attending less than 90% of the time.</p> <p>“Adams Champions League” Attendance Incentive (May 2025):</p> <p>Launch a bracket-style, soccer-themed schoolwide attendance competition to increase overall attendance rates by 3% during the five-week pilot.</p> <p>Measure progress weekly using attendance data and class leaderboard tracking.</p> <p><b><i>What student groups will benefit and why? All</i></b></p> <p>+++++</p> <p>Activity 3: All staff will implement the <i>Zones of Regulation</i> and <i>Second Step</i> curricula to teach emotional regulation and social-emotional skills. All Adams students will benefit from direct instruction in these areas, and we will also involve parents, staff, and community partners to support skill development and reinforce these strategies across all settings.</p>	<p><b>Activity 3</b></p> <p><b>Short Term:</b></p> <p><i>Complete the SAEBRS three times per year for every student.</i></p> <p><i>Review PBIS Tier 1, 2, and 3 data to identify trends and inform targeted social-emotional supports.</i></p> <p><b>Long Term:</b></p> <p><i>Analyze SAEBRS data annually to measure students’ social-emotional growth and use these findings to guide future social-emotional instruction and intervention planning.</i></p>			
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<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>

### SY 2025–2026 SMARTIE Goal #3:

By focusing on **Counting and Cardinality/Numbers and Operations in Base Ten**, all Adams Elementary students will demonstrate a 10% growth in scores from Fall 2024 to Spring 2025, as measured by grade-level standards quizzes and progress-monitoring tools, by June 2025.

Additionally, students with disabilities and multilingual learners will achieve a 15% gain in scores on grade-level standards quizzes and progress-monitoring assessments during the same period.

*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 intervention (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 (January 2025), Adams Elementary expects to see: **Overall Student Growth:** At least **5% growth** from fall baseline scores on grade-level standards quizzes and progress-monitoring tools in Counting & Cardinality/Numbers and Operations in Base Ten for all students.*

***Identified Student Groups:** At least **7–8% growth** from fall baseline for students with disabilities and multilingual learners on the same measures.*

***Progress Monitoring Data:** Consistent upward trends in classroom-based progress-monitoring checks (e.g., weekly/biweekly exit tickets, small-group assessments) showing mastery of taught standards.*

***Instructional Implementation:** Evidence from classroom observations and collaborative planning that targeted instructional strategies are being used with fidelity, including differentiation for identified student groups.*

***Student Engagement:** Student work samples and formative assessments showing increased accuracy, fluency, and confidence in solving grade-level math problems aligned to Counting & Cardinality/Numbers and Operations in Base Ten.*

<p><b>Mid-Year Progress Review:</b> (Answer this question in January for the Mid-Year Progress Review.) <i>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.)</i></p>
<p><b>End of Year Progress Review:</b> (Answer this question in June for the End-of Year Progress Review.) <i>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.)</i></p>

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.

<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <a href="#">level of evidence</a> for the intervention.</i></p> <p>Activity 1</p> <p>We will implement 6–8 week inquiry cycles to progress-monitor students, with particular attention to students with disabilities and multilingual learners, as identified in WSIF Cycle 2. This will allow us to inform instruction and differentiate supports for these groups. To achieve this, we will provide collaborative inquiry training for staff to identify barriers, develop targeted action plans, and monitor progress to ensure continuous improvement.</p> <p><i>WHY? Build Data Literacy. Potential users of the information produced by data systems need the capacity and conditions to use data effectively to make decisions. Thoughtful policies and practices should be implemented to ensure that everyone expected to use data is able to do so.. Making sure that every potential user of data is “data literate” is critical to creating a culture that values evidence. Data literacy is not just a buzzword; it can be transformational to conversations, decisions, behaviors, and actions to get results.</i></p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Time will be allocated, as needed, outside the regular workday to print</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p><b>Short Term:</b> Progress-monitor students in the most pertinent CCSS strands for their grade level and language of instruction, matched to each student’s level of achievement. Provide coaching (led by Jess) to support differentiated instruction at middle and upper grade levels.</p> <p><b>Long Term:</b> Students will demonstrate measurable growth by moving up performance levels and/or meeting standard on the Math SBA by June 2026.</p> <p><i>How will the impact on equitable</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p><b>Lead (2025–2026):</b> Jessica Karstetter Hailey McCaffrey</p> <p><b>Additional Staff Involved:</b> General Education Teachers Resource Room Teachers LAP Paraprofessionals Special Education Paraprofessionals Instructional Facilitator (IF) Academic Specialist Reading Interventionist</p> <p><b>When will this EBI occur?</b></p> <p><b>Week of:</b></p> <p>September 3, 2025 October 15, November 16 January 21, 2026 March 11, April 29, May 27,</p> <p><b>When or how often will</b></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></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><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>
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<p>reports, organize data, and analyze trends prior to team meetings.</p> <p>Time will also be set aside to build data-tracking sheets for grade-level results and to create progress-monitoring check-in quizzes for each grade level.</p> <p>+++++</p> <p><b>Activity 2</b></p> <p>Staff will administer a progress-monitoring quiz every 6–8 weeks to all Adams Elementary students, focused on the grade-level identified standard.</p> <p><i>What resources will be used for implementation?</i></p> <p>Time will be allocated, as needed, outside the regular workday to print reports, organize data, and analyze trends prior to team meetings.</p> <p>Time will also be set aside to build data-tracking sheets for grade-level results and to create progress-monitoring check-in quizzes for each grade level.</p> <p><i>What student groups will benefit and why? K-5 Listed target groups above.</i></p>	<p><i>learning or behavior change be measured?</i></p> <p>Click or tap here to enter text.</p> <p>+++++</p> <p><b>Activity 2</b></p> <p><b>Short Term:</b></p> <ul style="list-style-type: none"> <li>• Math activities based on progress monitoring outcomes to increase student performance.</li> </ul> <p><b>Long Term:</b></p> <ul style="list-style-type: none"> <li>• Students will improve and close gaps in learning via the standards progression of Counting/Cardinality and Numbers Base 10.</li> </ul>	<p><i>progress be monitored or data reviewed? Be as specific as possible.</i></p> <p><i>Inquiry Cycles:</i>  <i>Inquiry cycles will take place during collaborative team planning times, grade-level team meeting days, and/or Building Mondays, as determined by the building schedule and district PD calendar.</i></p> <p>+++++</p> <p><i>Activity 2 Timeline</i></p> <p><b>Lead for Activity 2:</b></p> <p>Jessica Karstetter &amp; Jose Contreras</p> <p><b>Who else is involved:</b></p> <p>Classroom teachers 5 times a year during the 2025–2026 school year.</p> <p><b>Dates:</b></p> <p>September 2025, Nov 2026, Jan 26, March 26, May 25</p>		
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<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>

#### SY 2025-2026 SMARTIE Goal #4:

By June 2026, Adams Elementary staff will support multilingual learners with disabilities to grow by 4 levels in the domains of Speaking and Writing as measured by WIDA data. This will be achieved through high-quality Tier 1 instruction focused on language acquisition strategies (e.g. GLAD), Tier 2 targeted vocabulary development, and enhanced opportunities for speaking and writing practice.

Additionally, we will continue to analyze data, conduct further research, and engage in action research to determine a reasonable rate of progress for students who qualify as both multilingual learners and students with disabilities.

*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?*

**Implementation of GLAD Strategies:**

- *At least **80% of K-5 classrooms** are regularly implementing core GLAD Tier 1 strategies (e.g., process grids, 10/2 oral rehearsal, pictorial input charts) as verified through walkthrough data, lesson plans, and instructional coaching notes.*
- *Collaborative planning artifacts show intentional integration of language objectives in both speaking and writing.*

**Student Learning Evidence:**

- *Students qualifying as both multilingual learners and students with disabilities produce **clear evidence of increased oral language and writing output** in samples such as journals, process grids, and writing tasks compared to fall baselines.*
- *Mid-year language rubrics show progress toward at least **two levels of growth** in the domains of Speaking and Writing for targeted students.*

**Data Use & Reflection:**

- *Grade-level teams review and analyze disaggregated WIDA domain data for targeted students during PLCs, identify instructional next steps, and document actions in inquiry cycle records.*

**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><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</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><b>Activity 1:</b> Provide targeted training and support for teachers to implement GLAD strategies during Tier 1 instruction, including participation in GLAD Academy sessions, collaborative planning, and ongoing instructional coaching.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <ul style="list-style-type: none"> <li>• PD once a month,</li> </ul>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p><b>Short Term:</b> Evidence of K-5 strategy implementation will be demonstrated through student learning products, such as writing samples, journals, and process grids.</p> <p><b>Long Term:</b> Students will show increased WIDA scores and</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <ul style="list-style-type: none"> <li>• Lead: Brandice Alejo &amp; Jenn Lisle</li> </ul> <p>Who else is involved:</p> <ul style="list-style-type: none"> <li>• Instructional Facilitator</li> <li>• District Language Acquisition Specialist</li> <li>• Building Administration</li> <li>• Teachers</li> </ul>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></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><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>

<ul style="list-style-type: none"> <li>• modeling, coaching cycle in classrooms</li> <li>• GLAD Lab (materials and space for teachers to work and create the materials necessary to implement GLAD strategies in their classrooms)</li> <li>• Time to create instructional materials</li> </ul> <p><b>Activity 2:</b> Four times per year, all Adams Elementary students will complete a brief 5–10 minute independent writing task around a common theme, in their language of instruction.</p> <p><b>Activity 3 and students impacted:</b> ELD teachers will conduct frequent one-on-one check-ins with students who are within 1.0 point of passing the WIDA ACCESS. They will closely monitor progress in speaking and writing skills to support students' success.</p> <p><b>Students by Grade Level:</b></p> <ul style="list-style-type: none"> <li>• 5th grade: 22 students</li> <li>• 4th grade: 6 students</li> <li>• 3rd grade: 4 students</li> </ul>	<p>demonstrate sufficient progress to successfully exit program services.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Activity 2:</p> <p><b>Short Term:</b> Writing prompts completed by students with disabilities will be collected and reviewed during grade-level and grade-band PLT meetings to monitor and document improvements in foundational writing skills.</p> <p><b>Long Term:</b> Students will demonstrate grade-level proficiency across genres — including narrative, expository, and argumentative writing — as they progress toward mastery of writing standards.</p>	<p><b>When will this EBI occur?</b></p> <p>Activity 1</p> <p><b>Teacher training dates for 25–26 school year (4 hours each session):</b></p> <p>Oct. 25 Jan. 26 April. 26</p> <p>Demonstration teaching and training (7 Hours each day)</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p><b>Implementation Dates:</b> September 2025 December 2025 February 2026 May 2026</p> <p><b>Onboarding:</b> New staff will receive training on brief write</p>		
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	<p>Activity 3</p> <p>Writing samples and anecdotal speaking records will be collected and reviewed using the WIDA proficiency level descriptors.</p>	<p>implementation as needed.</p> <p><b>Data Analysis:</b> Schoolwide data will be reviewed four times per year following each brief write to monitor progress and inform instructional next steps.</p> <p>Activity 3</p> <p><b>students will be monitored at least twice a month from September 2025-February 2026</b></p>		
<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>

## 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.