Consolidated School Improvement Plan 2025–26

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

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

Additional Guidance:

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

Section 1: Building Data

Building Name: Barge-Lincoln Elementary	**Does your school share a building with another school?** Yes ☐ No [X] **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: LEA Code per OSPI 39007	**Grade Span:** K-5 **School Type:** Title 1
Principal: Tori Brennan	**Building Enrollment:** 526
School District: Yakima School District	**F/R Percentage:** 93,2%
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 19.2%

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Plan Date: June 24, 2025	

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

Foundational

Vision and Mission Statement

At Barge-Lincoln, we are reaching and teaching every student, every day to create learners who are supported and confident as they develop learning habits to master rigorous standards.

School Leadership Team Members and Parent-Community Partners
Please list by (Name, Title/Role)

Tori Brennan, Principal	Elizabeth Tull, 5th Grade Teacher
Michele Qualo, Assistant Principal	Nicole Vigansky, Librarian
Karly Watson, Instructional Facilitator	Janea Graeber, Special Education Teacher (Self-Contained)
Mayra Juarez, Kindergarten DL Teacher	Melissa Gray, Special Education Teacher (Resource Room)
Mary Binauea, 1st Grade Teacher	Aldo Ramirez, English Language Development Specialist
Dawn Dick, 2nd Grade Teacher	Delia Torres, Counselor

Sarah Valenzuela, 3rd Grade Teacher	Brenda Mendez, Paraeducator
Virginia Rodriguez VIllegas, 4th Grade DL Teacher	

Section 2: WSIF Cycle Identification and Report Card Data

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

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

Use the Washington State Report Card to complete the table.

Instructions

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

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	**5.50**	**5.00**
Comprehensive Graduation Rate	**N/A**	**N/A**
Student Group		

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

American Indian/Alaska Native	N/A	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A
Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	5.68	5.93
Two or more races	N/A	N/A
White	N/A	N/A
English Learner	5.20	4.68
Low Income	5.68	5.65
Special Education	4.90	1.28

Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is needed for all WSIF–identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
    - ELA and Math Proficiency
    - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
    - Regular Attendance
    - Ninth Grade on Track
    - Dual Credit (if applicable)

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

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the Comprehensive Needs Assessment Toolkit.

Note: If you are a school identified as Tier 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the Comprehensive Needs Assessment Toolkit found on our website.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students
   a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

      ELA/SLA DIBELS/Lectura Screeners, Behavior/SEL Screeners, Teacher RTI Referrals, Common Formative Assessments

   b. Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.

      DIBELS/Lectura Benchmark Data/Progress Monitoring for "intensive" students first (all grades) for tier 3 interventions

   c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

      DIBELS/Lectura– every two weeks (bi-monthly)
      Math – screener 3 times per year

Behavior – SEL Screener 3 times per year (tier 2 supports, 6 week cycles)
Tier 3 supports with exit criteria based on benchmark data (DIBELS/Lectura/CFAs)

Educators

What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based interventions for both teaching and learning?

- RTI and intervention within PLC Process
- Continue PLC work – deepen understanding
- Project GLAD–foundational training for high leverage foundational, language acquisition strategies
- ELL and SPED inclusionary practices training (could include backwards planning with a writing focus)

What professional learning supports have you already implemented that are proving to be powerful and effective? What are your metrics for identifying them as successful?

- Creation of Unit Plans – focus on guaranteed standards, high-yielding instructional practices, common formative assessments, data analysis, and interventions
- PLC/PLT teaming
- Language Acquisition Strategies
- Instructional Coaching Cycles
- (K-2) Integrating Language Acquisition Strategies into ELA/SLA
- (3-5) Math Mindset Professional Development

Metrics:

- Summative Assessments (WIDA, SBA, etc.)
- Common Formative Assessments
- TGEM
- Staff Surveys

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

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development
   a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

      - ELL vs Non-ELL achievement Gap (Focus on 4 language domains, with intention to writing based on WIDA)
      - SPED vs Non-SEPD achievement Gap (Inclusionary practices, with intention on co-planning and collaboration)
      - Low income students (High yielding best practices with intention on trauma and social emotional needs)

   b. How will the professional development activities benefit the students receiving targeted assistance services?

      Since all of the professional development is research based and it aligns to identified student needs, then the teaching practices and strategies will support the student growth and achievement.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of supports and how areas of need will be improved.

   Strength: Intentional about identifying students for supports (ELA/SLA Tier 3, ELD, Tier 2 and Tier 3 behavior).

   *The intent is aligned to keeping students in class with strong tier 1 and tier 2 supports, with minimal pull-out interventions (only tier 3 for academics and tier 2 for behavior),

   *Tier 1 behavior has proven to be a strength with intentional best practices aligned to our PBIS system. (PBIS Rewards, BLAZE Bucks, etc.)

   Improve: Progress monitoring of Tier 2 behavior data and ELD data; strengthen collaboration and consistency between general education and resource room settings for goal-setting and instruction.

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

2. How did your school identify these areas of strength and improvement?

   Based upon discipline data analysis, Tiered Fidelity Inventories, and Staff Feedback from ILT

3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.

   Behaviorally we have a strong school, home, community continuity. Our counselors and administration meets with the local Department of Children Youth Services to have monthly meetings regarding high needs families. Similarly, there is a faith-based partnership that supports our students and families with after-school events, opportunities for enrichment, and basic needs of families. Our local community supports behavior celebrations and initiatives.

4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?

   We look at CEE/Family Survey data, as well as attendance at after-school family events. Our family survey results demonstrate positive feedback from families. Likewise, the ILT reviews the survey data to discuss areas of growth and opportunities as a building. The survey participation shows a high percentage of participation, compared to other buildings.

5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)

   Strength: Parent-Teacher Organization (PTO) family events are highly attended (over 400 attendees), Parent Communication
   Improve: Parent Voice Circles around Diversity, Equity, and Inclusion

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 – Coordination and Transitions
   a. How does your targeted assistance program coordinate with core and additional programs in the school?

- Behaviorally – students are identified for supports and matched with an intervention that may be school based or community based.
- Priority students for extended learning opportunities (Migrant, LAP)
- LAP Supports are aligned to the core programs for literacy and language

b. How have you aligned your targeted supports to ensure students in WSIF identified student groups are receiving required services to ensure growth and proficiency?

Our school improvement action steps specifically target our students who are WSIF identified groups, such as an ELL or SWD. The SIP goals align to ensure we provided targeted support for our ELLs and SWD subgroups.

c. How do you support transitions between grade spans?

Our transition for our incoming kindergarten students is a priority.

- Family–Engagement Parent Night (2 Hours)
- Family–Engagement 1:1 Family Meetings (45 minutes each)
- Staggered Start for first days of school
- Additional Paraprofessional Support in Kindergarten Classroom Settings (year–long)
- Early Learning SPED Transition Meetings

d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

Yes. At the elementary level, ALL students participate in specialist blocks.

2. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 – **Parent and Family Engagement**
   a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

   We ensure that our extra opportunities are mentioned and present at all family/parent nights, our parent nights also align to needed supports/areas of concern (math, ela, science, family supports). All meetings are provided in both Spanish and English, along with all family communication is the household's primary language.

      b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

- Family Survey Data Collections given annually and at family events

CNA DATA Summary

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

   Click or tap here to enter text.
2. What top needs have emerged from multiple data sources?

   Click or tap here to enter text.
3. What disproportionalities exist among student groups?

   Click or tap here to enter text.
4. What root causes has your team identified for disproportionalities among student groups?

   Click or tap here to enter text.
5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

   Click or tap here to enter text.
6. How do identified needs impact each other?

   Click or tap here to enter text.
7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
   Click or tap here to enter text.
8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?

   Click or tap here to enter text.
9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

   Click or tap here to enter text.

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

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

*Students with Disabilities: FULL access to general education instructional materials for self-contained rooms

*Students with Disabilities: Limited access to specially designed instruction and intervention in their primary language

*Dual Language Students: Specially designed instruction not always being provided in their primary language due to staffing

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

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

Priority #1: Attendance

Priority #2: English Language Arts/Spanish Language Arts Reading Proficiency

Priority #3: Foundational Math Proficiency

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

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

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

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

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

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

SY 2025–2026 SMARTIE Goal #1: **Attendance**

Specific: Increase overall attendance rate to 93% for the 2025–26 from the 90% current reality of 2024–25 school year.

Measurable: Track daily attendance records and calculate the percentage bimonthly.

Achievable: Implement attendance improvement strategies such as automated attendance systems, create student attendance success plans with families, communication with absentees, and incentives for consistent attendance.

Relevant: Higher attendance rates contribute to better student engagement, academic performance, and overall school success.

Time-bound: Achieve the 93% attendance rate by the end of the 2025–26 academic year.

Inclusive: All students will be included in the data tracking.

Equitable: Barge students and families will have access to incentives, supports, and plans to ensure regular attendance is attainable.

*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)*

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

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

==Beginning of Year:== Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

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

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

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

and the resources used for implementation.			impact thus far in the 2025–26 school year.	
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence *for the intervention.* *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* *What student groups will benefit and why?*	*What data will be collected to measure the impact of implementing this EBI?* *How will the impact on equitable learning or behavior change be measured?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* *When will this EBI occur?* *When or how often will progress be monitored or data reviewed? Be as specific as possible.*	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

INTERVENTION:	DATA	WHO:		
The attendance monitoring team will meet once a week, for one hour, to assess, analyze and develop a plan of action to increase both student and family engagement. –Weekly attendance data will be analyzed from Homeroom. –Daily phone calls will be made to students who have an unexcused absences by the Student/Family Liaison **RESOURCES**: Student/Family & Community Liaison; PD for all staff to use the Skyward platform to identify intensive attendance needs; create attendance compact parent folders that include attendance pamphlets.	Weekly attendance reports from Skyward; daily tracking for chronically absent students with the student/family and community liaison **MEASURE:** Individual student attendance rates (of identified students).	Counselor, Administration, Behavior Specialist, and Family Liaison **WHEN**: August 2025–May 2026 then the team will monitor the growth and effectiveness of the process and interventions. October 2025–June 2026 the attendance monitoring team/BSET team will meet with parents monthly to discuss an attendance compact. The team will meet weekly (9:30–10:00 AM on Mondays) to coordinate this work.		

STUDENTS: Students with attendance rates of less than 80% will benefit with additional school–family connections and possible incentives.				
INTERVENTION: The BSET and Attendance Monitoring Team (AMT) will create attendance plans for students with chronically unexcused absences and meet with parents to sign an attendance compact form. Student reward systems will, also, be included in these AMT meetings. **RESOURCES**: Monthly attendance tracking forms, prizes. PD for staff of how to monitor classroom attendance; incentivize classroom rewards; Back to School Night information distributed on attendance	**DATA**: Weekly attendance reports from Skyward; daily tracking for chronically absent students with the student/family and community liaison. **MEASURE**: For students identified for the Attendance Monitoring Incentive Program, the family liaison keeps a monthly chart, tracking which days students attend.	**WHO**: Administration and Family Liaison **WHEN**: Oct. 2025–May 2026 (check in with BSET team to adjust action steps)		

STUDENTS: Students with patterns of low attendance (below 80%) that have not responded to other interventions.				
INTERVENTION: Classroom teachers will implement daily social-emotional learning activities, such as: *Monthly character word slides *Second Step lessons *Family circles *PBIS 3 standards *Goal charts *Blaze Bucks **RESOURCES**: *PBIS Rewards training *Onboarding training and refresher training for staff *Saebers training *Skyward training **STUDENTS**:	**DATA**: *PBIS Rewards Reports *Saebers *Skyward Discipline Reports *Classroom referrals **MEASURE**: *PBIS TFI Score (raise)	**WHO**: *Administration *B-Set Teams *PBIS Teams *Classroom Teachers **WHEN**: September 2025-June 2026		

All students				

SY 2025–2026 SMARTIE Goal #2: **English Language Arts/Spanish Language Arts**

Specific: Increase overall Amplify reading proficiency rate to 60% for the 2025–26 from the 48% current reality of 2024–25 school year and 42% former reality in 2023–24.

Measurable: Amplify progress monitoring and benchmark assessments

Achievable: Implement reading improvement strategies such as tier 2 & tier 3 interventions, data analysis action plans for students, communication with families on present reading levels for their learner, and incentives for reading growth.

Relevant: Higher reading proficiency rates contribute to overall academic success.

Time-bound: Achieve the 60% reading proficiency rate by the end of the 2025–26 academic year.

Inclusive: All students will have the opportunity to be included in the data tracking.

Equitable: Barge students and families will have access to incentives, individualized supports, and plans to ensure reading proficiency growth.

*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?

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

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

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

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) What student groups will benefit and why?	What data will be collected to measure the impact of implementing this EBI? How will the impact on equitable learning or behavior change be measured?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? When will this EBI occur? When or how often will progress be monitored or data reviewed? Be as specific as possible.	What impact is the evidence-based intervention having? Click or tap here to enter text. **What is evidence of impact?** Click or tap here to enter text.	What impact is the evidence-based intervention having? Click or tap here to enter text. **What is evidence of impact?** Click or tap here to enter text.
INTERVENTION: The resource teacher, ELD specialists, reading interventionist, and instructional facilitator will utilize quarterly meetings and building Wednesday early release days to collaborate with individual teachers during professional learning team meetings and/or individually before or after	**DATA**: *Quarterly progress monitoring report from IEP goals *Formative benchmark testing results for students that are receiving special education services or language intervention	**WHO**: Resource Room Teacher, English Language Development Specialists, Reading Interventionist, & Instructional Facilitator **WHEN**: August/Sept. 2025 (1st meeting)		

school to address individual students and goals. The resource teacher, ELD specialists, and reading interventionist will join PLT meetings in the fall, winter and spring to learn and connect grade level curriculum to IEP goals and learning objectives for interventions. **RESOURCES**: *Early Release Wednesdays *PLTs *Planning time *PLTs on Tuesdays **STUDENTS**: The students receiving resource services, ELD, and reading interventions.	*Amplify progress monitoring from all interventions *WIDA checklist progress monitoring *DIBELS/Lectura disaggregated reports (students receiving language, SPED, etc.) **MEASURE**: Growth demonstrated on IEP progress reports, DIBELS/Lectura and on Common Formative Assessments.	January–Feb. 2026 (2nd meeting) April–May 2026 (3rd meeting) Grade level meetings in Sept, Jan and April 2025–2026		

SY 2025-2026 SMARTIE Goal #3: **MATH**

Specific: Increase overall math proficiency rate to 80% for the 2025-26 from the 79% current reality of 2024-25 school year and 74% from the 2023-24 school year.

Measurable: ==Fastbridge== progress monitoring, Math SMARTIE grade-level goals, and Eureka benchmark assessments

Achievable: Implement mathematic improvement strategies such as tier 2 interventions, Number Talks, calendar routines, station rotations, data analysis action plans for students, communication with families on present math levels for their learner, and incentives for math growth.

Relevant: Higher math proficiency rates contribute to overall academic success.

Time-bound: Achieve the 80% math proficiency rate by the end of the 2025-26 academic year.

Inclusive: All students will have the opportunity to be included in the data tracking.

Equitable: Barge students and families will have access to incentives, individualized supports, and plans to ensure math proficiency growth.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

==**Beginning of Year:**== Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

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

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

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the _level of evidence_ for the intervention. What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) What student groups will benefit and why?	What data will be collected to measure the impact of implementing this EBI? How will the impact on equitable learning or behavior change be measured?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? When will this EBI occur? When or how often will progress be monitored or data reviewed? Be as specific as possible.	What impact is the evidence-based intervention having? Click or tap here to enter text. _What is evidence of impact?_ Click or tap here to enter text.	What impact is the evidence-based intervention having? Click or tap here to enter text. _What is evidence of impact?_ Click or tap here to enter text.
INTERVENTION: The resource teacher, ELD specialists, and instructional facilitator will utilize quarterly meetings and building Wednesday early release days to collaborate with individual teachers during professional learning team meetings	**DATA:** *Quarterly progress monitoring report from IEP goals *Formative benchmark testing results for students that are receiving special education services or language intervention	**WHO**: Resource Room Teacher, English Language Development Specialists, & Instructional Facilitator **WHEN**: August/Sept. 2025 (1st meeting)		

and/or individually before or after school to address individual students and goals. **RESOURCES:** *Early Release Wednesdays *PLTs *Planning time *WAC time **STUDENTS:** All students receiving interventions (TBIP, LAP, SPED).	*YSD math assessment platform progress monitoring from all interventions *WIDA checklist progress monitoring *Disaggregated reports (students receiving language, SPED, etc.) **MEASURE:** Growth demonstrated on IEP progress reports and on Common Formative Assessments.	January–Feb. 2026 (2nd meeting) April–May 2026 (3rd meeting)		
INTERVENTION: The resource teacher and ELD specialists will join PLT meetings in the fall, winter, and spring to learn and connect grade level curriculum to IEP goals and learning objectives for interventions. **RESOURCES:** *PLTs on Tuesdays	**DATA:** PLT notes will be reviewed as well as quarterly IEP parent progress notes. **MEASURE:** Growth demonstrated on IEP progress reports and on Common Formative Assessments.	**WHO**: Resource Room Teacher & English Language Development Specialists **WHEN**: Grade level meetings in Sept, Jan and April 2025–2026		

*Early Release Wednesdays *Planning time *WAC time **STUDENTS:** All Students				

Section 7: 2025–2026 Mid-Year Reflection Questions

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated

Accountability Plans (L–CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1.   Click or tap here to enter text.
2.   Click or tap here to enter text.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* BEA Paraprofessional, Staff timesheets for collaboration
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* LAP Paraprofessionals, Family Liaison, Professional Development for ELA/SLA and Math
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* N/A
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* N/A
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop*

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

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

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