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: Franklin Middle School	**Does your school share a building with another school?** Yes ☐ ☑ No **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: Click or tap here to enter text.	**Grade Span:** 6–8. **School Type:** Middle School
Principal: Andrew Espindola	**Building Enrollment:** 859
School District: Yakima School District	**F/R Percentage:** 85.6%
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 17.3%

Washington Office of Superintendent of PUBLIC INSTRUCTION

Plan Date: Click or tap here to enter text.	

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

Foundational

Vision and Mission Statement

Mission:

Our mission is to **ensure that everyone learns at high levels.** We say everyone because learning is not limited to students—our staff, families, and community members grow alongside our students every day. This mission reflects our moral and ethical commitment to support all learners and ensure that Franklin Middle School students become positive, engaged contributors to our community.

We are committed to focusing on every student, every day, and to strengthening our community through the power of education.

Vision:

At Franklin Middle School, our vision is for students to **enter as learners and leave as leaders.**

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

● **SCIENCE:** MIKE ROSE ● **SOCIAL STUDIES:** ERIC RUMBLE ● **MATH:** KIM GUTIERREZ ● **ELA:** KELSEY LOOTENS ● **ELD:** CIERRA JUAREZ ● **EXPLORATORY:** JEFF MCFADDEN ● **SELF-CONTAINED:** TARYN NIX ● **RESOURCE ROOM:** JOE ROBEL ● **PE:** LAUREL HUTH ● **BEHAVIOR:** TERESA YORK	● **COUNSELING:** ANA MONTEMAYOR ● **6th Grade Team Lead:** OFELIA MENDOZA ● **7th Grade Team Lead:** ROBERT SANDERS ● **8th Grade Team Lead:** DONOVAN BARNHART ● **Principal,** Andrew Espindola ● **Asst. Principal,** Tahisha Ayala-Dean ● **Asst. Principal,** Faith Lindley

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)	**5.85**	**4.95**
Comprehensive Graduation Rate	**N/A**	**N/A**
Student Group		
American Indian/Alaska Native	6.93	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A
Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	5.50	4.78
Two or more races	4.6	4.13
White	7.98	7.53
English Learner	4.63	4.30
Low Income	5.5	4.78
Special Education	2.65	2.38

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

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.

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 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.

      i. We select students based on test score data, students who previously haven't shown growth on common assessments. We would also use benchmark data to determine students receiving targeted assistance. Teachers submit referrals for services in grade-level team meetings.

   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.

      i. Teachers were given a spreadsheet of classes honors, general ed, and intervention and were asked to recommend students to those classes based on data.

   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?

      i. We will use common formative and summative assessments to inform our decision-making process. Progress monitoring on benchmark assessments, common assessment, classroom success, to exit kids. Additionally, if students are proficient on the SBA that will also be used to exit students at the end of the school year.

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?

Continued training/additional co-planning time for inclusion practices with ELA and Math. Additional resources/training with resources provided by the district to help access the same content to engage student engagement and belonging. Time to create formative and summative assessments to inform instructional practices. Provide training for the myPath math curriculum. There needs to be time for the paraeducators to work with the teachers on strategies for instruction and best practices to help support student growth.

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?

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

The co-planning ALD supported student academic success in the areas of ELA. 20 more students passed WIDA than the previous year with a total of 26 passing in the 24-25 school year. Continue using Read 180 and Math Mindset (look for results in the student assessments)

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?

        1. The time that the paraeducators have to work with the teachers will allow the teacher to give them the necessary skills and common understanding of student goals around academic needs.

        2. Teachers need additional time to plan targeted lessons to meet ALL students' needs with the curriculum provided by the district.

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

        I1. It will directly benefit the receiving targeted assistance students by allowing the students to have access to staff and materials that are appropriate for their learning needs.

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.

    Strengths:

    PBIS – Tier IBroad reinforcement of positive behaviors. Focused on the Franklin Way and rewarding students with Bolts. Student recognition and acknowledgements especially in 6th grade.

    PBIS – Tier II- There is a system to request support for students in need of academic or SEL support.

    Homeroom-Started working on attendance and providing incentives for attendance. Seeing students twice a day/creating relations, reviewing grades with students was good.

After school tutoring– Helped students who were struggling academically.

Wednesday intervention days– focused on academic/content area, catching up, reward sessions for students who are passing, etc.

Areas of Improvement: Having all staff members on board with the systems in place.

BSET– Noticing that some students who are referred were not served (lack of follow up).

After school tutoring– No structure, students not coming for academic purposes. "Goofing around" and "hanging out".

Academics–what can we do to support students who are not engaging, or failing/struggling. How can we change their mindsets/culture?

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

Teacher feedback via surveys–

Student surveys – multiple times throughout the year positive feedback about homeroom. School culture

Monday–Homeroom– checking data and checking grades with students.

PBIS rewards

TACA forms–PLTs

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

Family Engagement events– Winter Fest (STEAM Night), etc.

GEAR up– field trips, lunch sessions, college readiness information, assemblies, etc.

(We need more community systems)

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?

   Survey of parents during Parent Teacher Conference– (we need to analyze the data collected– sign in sheets, other data from these nights). Incentives for attending? Making it worth it for parents. Classroom tours (**Why is it in the gym? Impersonal**)

   ILT– discussed results of Teacher/Parent/Student Survey. – Prompted the school to send out another survey later in the year.

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)

   Parent Teacher Conferences, Family Engagement Nights, Getting feedback from Families on Surveys.

   We are developing a Family Engagement Board that will include 10 parents from each grade level as a way to partner with families, provide them with school data and gain their feedback on school systems. We hope this will improve communication with families.

1. <mark>Title I, Part A,</mark> 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?

      Click or tap here to enter text.
   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?

      Click or tap here to enter text.
   c. How do you support transitions between grade spans?

      Click or tap here to enter text.
   d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

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

Click or tap here to enter text.

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?

    Click or tap here to enter text.

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

    Click or tap here to enter text.

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?

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.

Click or tap here to enter text.

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: Academic Proficiency and Growth on Assessments in Literacy and Numeracy

Priority #2: Improving Educational Experience for SWD

Priority #3: Attendance

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:

During the 2025–26 school year, Franklin Middle School staff will engage in the Professional Learning Communities (PLC) process to improve student outcomes in all content areas, with a focus on literacy and numeracy. Literacy instruction will target improving students' ability to understand the meaning of words, identify claims, and use evidence and reasoning to articulate understanding. Numeracy instruction will focus on extending operational strategies and foundational math skills to rational numbers, including fractions and decimals. Success will be measured by:
- **Star Renaissance:** 70% of students at or above grade level by the Spring benchmark.
- **MyPath:** A year or more of growth on assigned intervention lessons.
- **Common End of Unit Assessments:** 70% of students meeting proficiency on guaranteed standards in each unit in Math and ELA.

*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?

We are expecting to see growth made based on benchmarks and pre/post assessments.

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).

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 Units of study must embed Literacy and Numeracy Strategies in lessons. TACA-Data Analysis Each department focus on: Claim	Lead and Timeframe Dept Chair 4-6 Weeks (MyPath-Principal and IF) Quarterly	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.

	Evidence Reasoning Determining meaning of words(Academic Vocabulary) Graphing Rational Numbers Fractions Decimals RTI Lightning Learning Days(Intervention/Enrichment) Homeroom Tier 2/3 focus MyPath Reading/Math	Annually		
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.* Units of study must embed Literacy and Numeracy Strategies in lessons. TACA-Data Analysis Each department focus on:	*What data will be collected to measure the impact of implementing this EBI?* MyPath SBA Common Assessments IABs/FIABS Benchmark Data *How will the impact on equitable learning or*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* ILT Admin Depts *When will this EBI occur?* Quarterly	*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.

Claim Evidence Reasoning Determining meaning of words(Academic Vocabulary) Graphing Rational Numbers Fractions Decimals RTI Lightning Learning Days(Intervention/Enrichment) Homeroom Tier 2/3 focus MyPath Reading/Math *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Curriculum (MyPath) HomeRoom Lightning Learning Days Interventions	*behavior change be measured?* TACA/ PLT process	*When or how often will progress be monitored or data reviewed? Be as specific as possible.* Every 4-6 weeks		

What student groups will benefit and why? All Students/ Groups				
PLT (TACA/Units of Study) *What data will be collected to measure the impact of implementing this EBI?* Common Assessments IABS/FIABS Benchmarks *How will the impact on equitable learning or behavior change be measured?* Making sure teachers across the dept are collaborating *Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* All teachers *When will this EBI occur?*	*Lightning Learning* *What data will be collected to measure the impact of implementing this EBI?* *Collect from Formative Assessment and MyPath; Gradebook* First Day: Intervention on Skills Students are Deficient on (not necessarily CER or Math) Priority Dept: Must work on CERERC writing/ Math Growth Second Day: Intervention & Extension/ Study Hall *How will the impact on equitable learning or behavior change be measured?* Students will be given the opportunity to work on skills they are deficient in	*Homeroom Tier 2 & 3* Focus (MyPath) *What data will be collected to measure the impact of implementing this EBI?* Through MyPath *How will the impact on equitable learning or behavior change be measured?* Student progress on lessons *Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Teachers Admin IF *When will this EBI occur?* Weekly	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.

Quarterly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** 4-6 weeks	Data will be student proficiencies at the end of unit assessment ***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Teachers Admin IF ***When will this EBI occur?*** 4-6 weeks ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** 4-6 weeks Data Dashboard from MyPath and Homeroom Connect (IF)	***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Every 4 weeks		

SY 2025–2026 SMARTIE Goal #2:

During the 2025–26 school year, Franklin Middle School will strengthen **inclusionary practices** (e.g., co-teaching, co-planning, access to core with supports, and targeted interventions) to improve outcomes for **Students with Disabilities (SWD) by showing two or more years of growth** across ELA, Math, and Science. Instruction will emphasize access to grade-level guaranteed standards with specially designed instruction and collaborative PLC cycles. **Success will be measured by:**

- **Star Renaissance (ELA & Math): 70% of SWD** meeting benchmark **or** demonstrating expected growth (Fall, Winter, Spring).
- **Intervention Progress:** Documented **MyPath** lesson growth for SWD receiving interventions.
- **Common Assessments: 70% of SWD** are proficient on **guaranteed standards** on common assessments within each unit of study **or** demonstrating 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?

- **Progress Monitoring: IABs/FIABs (ELA & Math):** Regular administration and analysis within PLCs to adjust instruction and interventions- Measured at 2nd and 3rd quarter with a 2% growth each quarter of the students with SWD.
- *Star Renaissance (ELA & Math): 40% of SWD meeting benchmark **or** demonstrating expected growth (Fall, Winter, Spring). This assessment has yet to be determined by the district.*
- **Intervention Progress:** Documented **MyPath** lesson growth for SWD receiving interventions with 3% growth each quarter.

- **Common Assessments: 60% of SWD** show growth and **20% of SWD** are proficient on **guaranteed standards** on common assessments (from pre to post assessments) within each unit of study

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 data will be collected to measure the impact of implementing this EBI?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?	What impact is the evidence-based intervention having?	What impact is the evidence-based intervention having?
Co-Planning and Co-Teaching lessons and units.	Evidence from formative and summative assessments that were created during the co-teaching and co-planning process.	ELA teachers, Special Education teachers and Paraprofessionals,	Click or tap here to enter text.	Click or tap here to enter text.
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)	*How will the impact on equitable learning or behavior change be measured?*	*When will this EBI occur?*	*What is evidence of impact?*	*What is evidence of impact?*
Professional development training, extended planning time, co-created curriculum, materials	The students engage in the learning and they show growth on their unit/curriculum assessments.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)		*When or how often will progress be monitored or data reviewed? Be as specific as possible.*		
District computers, district provided curriculum, teacher created		Click or tap here to enter text.		
What resources will be used for implementation? (For example, professional development, extended				

time, curriculum, materials, etc.?) Click or tap here to enter text. *What student groups will benefit from and why?* Click or tap here to enter text.				
For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.

SY 2025–2026 SMARTIE Goal #3:

With a district goal of 95% of students attending school 95% of the time, Franklin Middle School will increase the percentage of students having fewer than 2 absences per month on average from 86% to 90% during the 2025/26 school year and 90% to 95% during the 2026/27 school year. This will be achieved by implementing targeted attendance initiatives and interventions, ensuring that all student groups are engaged and supported through equitable practices to foster consistent attendance across the entire student body.

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?

*We expect **At least 88%** of students having fewer than 2 absences per month on average during the 2025/26 school year (halfway between the current 86% and the 90% year-end goal).*

*Evidence that **all student groups**—including historically underrepresented or frequently absent groups—are making gains toward that benchmark.*

*Positive results from **targeted attendance initiatives and interventions**, such as reduced chronic absenteeism rates and improved student/family engagement.*

Consistent monthly attendance patterns, with no significant dips that would jeopardize reaching 90% by year-end.

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.)*

<table>
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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.*)

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</table>

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. Positive reinforcements-rewards for attendance. *What resources will be used for implementation? (For example, professional development, extended*	*What data will be collected to measure the impact of implementing this EBI?* PBIS Rewards Data-How often bolts are being given out in connection to attendance. Attendance Data *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?* PBIS Tier I Team & Attendance Team or OLT *When will this EBI occur?* Daily *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.

time, curriculum, materials, etc.?) PBIS Rewards–Issuing Bolts for attendance *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Professional Development for staff on how to use PBIS rewards. Training for students on how to access the store and their PBIS rewards account. *What student groups will benefit and why?* All Students will benefit. Attendance contributes to long term success.	Track students who have 2 or more absences a month by student groups such as grade level, SWD, ethnicity, gender or program. Compare attendance growth rates across groups to identify whether rewards are benefiting everyone or disproportionately favoring certain groups. Track which students are consistently receiving bolts to ensure equitable access. Identify patterns– if some groups are not receiving rewards this can identify a barrier we need to address. Student Surveys–for student input and gaging student perception.	2 times a month at the PBIS Tier I meetings. Attendance meetings 2 times a week.		

For more EBIs cut and paste the prompts to answer below. *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.* Community Engagement Boards *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Our Family and Student Liaison, Migrant Liaison, school Counselors and Attendance Secretary will be utilized to support and engage families in their student's attendance. *What student groups will benefit and why?* Students who are in the top 15% for having poor attendance.	*For more EBIs cut and paste the prompts to answer below.* *What data will be collected to measure the impact of implementing this EBI?* Student attendance data specifically for students in the top 15% for having poor attendance. *How will the impact on equitable learning or behavior change be measured?* The impact will be measured using Homeroom connect attendance data quarterly for this specific group of students.	*For more EBIs cut and paste the prompts to answer below.* *Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Admin, Family and Student Liaison, Migrant Liaison, Guidance counselors, and Attendance secretary. *When will this EBI occur?* Once a month from 4–6 pm. *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Quarterly –at the end of each quarter.	*For more EBIs cut and paste the prompts to answer below.* *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.	*For more EBIs cut and paste the prompts to answer below.* *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.

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.* Click or tap here to enter text.
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.* Click or tap here to enter text.
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.* Click or tap here to enter text.
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.* Click or tap here to enter text.
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.* Click or tap here to enter text.
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.* Click or tap here to enter text.
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.* Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.