

# 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	
<b>Building Name:</b> Garfield Elementary School	<b>Does your school share a building with another school?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
<b>School Code:</b> Click or tap here to enter text.	<b>Grade Span:</b> K-5 <b>School Type:</b> Title 1
<b>Principal:</b> Steve Brownlow	<b>Building Enrollment:</b> 508
<b>School District:</b> Yakima School District	<b>F/R Percentage:</b> 94.1%
<b>Board Approval Date:</b> TBD	<b>Special Education Percentage:</b> 15.0%
<b>Plan Date:</b> Jun 27, 2025	



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

Support Tier 1: Targeted 1-2

### Vision and Mission Statement

#### **Mission Statement**

At Garfield Elementary, we are building respectful relationships with all stakeholders to provide relevant, creative, safe and positive learning experiences that result in Garfield Elementary being truly IRRESISTIBLE to ALL students. Our school strives to recognize achievement while helping students reflect on their present and future goals. We respond with responsible interventions when students show signs of struggle because our staff desires that ALL students succeed and achieve in life.

### School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Steve Brownlow, Principal

Pedro Pacheco, 5th Grade Teacher

Michele Qualo, Assistant Principal

Sheila Modine, STEAM Specialist

Sandy Ozuna, Instructional Facilitator

Evelin Escobedo, Behavior Specialist

Hiridiana Montiel, Kindergarten DL Teacher

Joni Snyder, Special Education Teacher

Elsa Delgado, 1st Grade DL Teacher

Maria Llepez, Reading Interventionist

Racheal Schwindt, 2nd Grade Teacher

Michelle Johnson, Counselor

Susanna Nickens, 3rd Grade Teacher

Sarah Chandler, Paraeducator

Lacey Temple, 4th Grade 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 <a href="#">Washington School Improvement Report Card Data</a> to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification	2024 WSIF Annual Data
	Support Tier 1	
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	2.6	1.6
Comprehensive Graduation Rate	N/A	N/A
Student Group		
American Indian/Alaska Native	N/A	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A

<p><b>WSIF Cycle 3 Identification Thresholds:</b></p> <p>All Schools Threshold: 2.25</p> <p>Title 1 Threshold: 1.90</p> <p>ELP Threshold: 9.4</p> <p>Graduation Rate: 66.7%</p>
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Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	2.38	1.35
Two or more races	N/A	N/A
White	N/A	N/A
English Learner	1.48	1.20
Low Income	2.32	1.30
Special Education	1.05	2.70

### 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](#).

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

**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.  
  
Click or tap here to enter text.
  - 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.  
  
Click or tap here to enter text.
  - 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?  
  
Click or tap here to enter text.

### 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?

Click or tap here to enter text.

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

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?

Click or tap here to enter text.

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?

Click or tap here to enter text.

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

Click or tap here to enter text.

### 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.

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

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?

Click or tap here to enter text.

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)

Click or tap here to enter text.

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?

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?

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?

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

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?

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.

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:** ELA/SLA Foundational Reading Skills

**Priority #2:** Number sense

**Priority #3:** PBIS Implementation

## 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:

By **June 10, 2026**, increase the percentage of students in grades 3–5 meeting or exceeding proficiency on ELA/SLA state assessments from the **current OSPI baseline to +10 percentage points overall**, with at least a **12% increase for English Learners**.

*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.

*We will use interim assessment benchmark tests and unit assessments to measure our progress towards meeting the desired 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.)*

## 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).

**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.
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<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><i>Teachers implement Guided Language Acquisition Design (GLAD) strategies and structured literacy routines (close reading, interactive writing, language frames) to build comprehension and vocabulary in both English and Spanish. Lessons emphasize oral rehearsal before writing, structured academic talk, and scaffolds that gradually release responsibility to students.</i></p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p><i>Monthly PD</i></p> <p><i>What student groups will benefit and why?</i></p> <p><i>All students will benefit, but our students who are</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>GLAD fidelity checklists will be used.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p><i>Track growth by subgroup (English Learners, Students with Disabilities, Low-Income, Hispanic/Latino) on:</i></p> <ul style="list-style-type: none"> <li>• SBA interim assessments.</li> </ul>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>PLTs</p> <p><i>When will this EBI occur?</i></p> <p>Throughout the 2025-26 SY</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>This will be touched reviewed every two months by the school's ILT.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>
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<i>learning English as a second language should benefit the most.</i>				
<i>For more EBIs cut and paste the prompts to answer below.</i>	<i>For more EBIs cut and paste the prompts to answer below.</i>	<i>For more EBIs cut and paste the prompts to answer below.</i>	<i>For more EBIs cut and paste the prompts to answer below.</i>	<i>For more EBIs cut and paste the prompts to answer below.</i>
<b>Implement CKLA and Caminos curriculum with fidelity; weekly PLCs focus on text-dependent questioning and writing.</b>	Click or tap here to enter text.			

2) SY 2025–2026 Math SMARTIE Goal #2: Garfield will increase overall math proficiency rate to 50% for the 2025–26 SY from the 24.9% in SY 2024–25. We will maintain a focus on multilingual and SWD.

In SY 2024–25 61 students in grades 3–5 were proficient in Math SBA. The goal is to increase this number to 88 students in the current school year (2025–26). These numbers will include multilingual and SWD.

*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.

By January 2026 Garfield expects to see a total of 74 students meeting or exceeding benchmark in math (i.e., STAR Math testing and common unit assessments, CFAs)

**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.
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<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Fluency building strategies such as Number Talks, word problem analysis, Boler Strategies and fluency strategies in Math Eureka</p> <p>Imagine Math is encouraged to be practiced at home a minimum of 60 minutes per week. The goal is to have all students pass 30 lessons in a year.</p> <p>Increase foundation knowledge of academic math vocabulary used in all assessments.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Star and District-built common formative assessments</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>CEE Data?</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Individual teachers will monitor classes. Data share-out will happen during PLT time. ILT will then use this data to share-out as grade-levels to inform at a building level</p> <p><i>When will this EBI occur?</i></p> <p>Click or tap here to enter text.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>
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<p><i>time, curriculum, materials, etc.?)</i></p> <p>Teacher will utilize plan time and PLT</p> <p>Teachers may utilize ½ day Wednesday (district directed days and building directed days)</p> <p>Imagine Learning before school (8:00-8:30) four days a week</p> <p>Click or tap here to enter text.</p> <p><i>What student groups will benefit from and why?</i></p> <p>Multilingual learners, Tier II students &amp; SWD</p>				
<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>

### 3) SY 2025–2026 PBIS SMARTIE Goal:

By the end of this school year, our elementary school will increase Tier 1 PBIS implementation from 48% to 75% by teaching expectations weekly, using consistent positive reinforcement, and responding to behavior with instructional strategies.

*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?*

- TFI 3.0 Tier 1 scores (especially subscales 1.3, 1.4, 1.5, 1.7) are at a level 3
- SEL screeners show more student at low risk (reduction in number of students at some or high risk) in the winter screener data
- PBIS fidelity checklists & walkthrough observations show that Tier 1 strategies are being utilized school-wide and students are knowledgeable about systems and expectations. We would expect to see Tier 1 implementation around 61%
- Monthly discipline data is lower compared to last year's incident

**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.)*



<p><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</p>
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><b>Individual-level:</b></p> <p>Respond to misbehavior with reteaching and restorative reflection tools</p> <p><b>Group-level:</b></p> <p>Increase reteaching of expectations following incidents</p> <p>Increasing family engagement in behavior support</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Discipline data</p> <p>SEL screeners</p> <p>TFI scores</p> <p>PBIS fidelity checklists</p> <p>PBIS Rewards usage and reward purchasing</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Use behavior data to identify disproportionality and trends. By the end of the 2025-2026 school</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>PBIS (Michelle Johnson, Evelin Escabedo, Aaron, Admin, and Grade level Reps, specialist) and BSET team</p> <p>Michelle Johnson–"Just hear me ROAR!!"</p> <p><i>When will this EBI occur?</i></p> <p>Daily: Reteaching individuals, PBIS rewards usage, reteaching school-wide expectations during announcements, strengthening relationships,</p> <p>Monthly: Reteaching school-wide</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

<p>initiatives</p> <p><b>School-wide:</b></p> <p>Strengthen Tier 1 supports and student-staff relationships</p> <p>Consistent PBIS strategies</p> <p>Re-teach schoolwide expectations monthly</p> <p>Use a schoolwide acknowledgment system consistently</p> <p>Review behavior data monthly to inform decisions and share data with students to increase self-reflection</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Provide ongoing PBIS professional development to staff on classroom management</p>	<p>year, we will reduce the number of office discipline referrals by 20% compared to the previous school year. We will see this decrease school-wide as well as with students with disabilities.</p>	<p><b>When or how often will progress be monitored or data reviewed? Be as specific as possible.</b></p> <p>Referral and behavior data, looked at monthly.</p> <p>SEL screener data will be analyzed x3/year</p> <p>TFI scores will be collected and analyzed x3/year</p> <p>PBIS fidelity checklists will be collected and analyzed x3/year</p> <p>PBIS rewards usage and reward data will be collected x3/year</p>		
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<p>100% staff will receive coaching on behavior expectations and flowcharts by December</p> <p><i>What student groups will benefit and why?</i></p> <p>All students will benefit, and we will specifically track the benefit to students with disabilities.</p>				
<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>

**4) SY 2025–2026 SMARTIE ELD GOAL:**

60% of students who currently qualify for ELD support will increase overall scores by at least one level. ELD levels as indicated by 2025 WIDA assessment will be used as a pre-assessment point. The post assessment will be the spring 2026 WIDA assessment.

<b>Strategies for Improvement</b>  <b>Progress Monitoring Tool</b>				
<p><i>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. <b>*Each evidence-based intervention needs to support the larger SMARTIE Goal.</b> (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)</i></p> <p><b><u>Beginning of Year:</u></b> Answer this question and fill out the table below.</p> <p><i>What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?</i></p>				
<p><b>Mid-Year Progress Review:</b> (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) <i>How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)</i></p>				
<p><b>End of Year Progress Review:</b> (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) <i>How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)</i></p>				

<u>Evidence-based intervention (activity,</u>	Data Measures	Lead and	Mid-Year Progress (MYPR) on each EBI and impact	End-of-Year Progress (EOYR) on each EBI and
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<p><u>practice or strategy</u>) to support SMARTIE Goal and the resources used for implementation.</p>		Timeframe	thus far in the 2025-26 school year.	impact during the 2025-26 school year.
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Click or tap here to enter text.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>When will this EBI occur?</i></p> <p>Click or tap here to enter text.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

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

### 5) SY 2025-2026 Attendance SMARTIE Goal:

*Garfield Elementary will increase overall school regular attendance to 95%. Additionally, students who had below 70% attendance last year will demonstrate at least a 20% improvement this year.*

*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?*

*Specific: Garfield Elementary will increase overall school regular attendance to 95%. Additionally, students who had below 70% attendance last year will demonstrate at least a 20% improvement this year.*

*Create an attendance dashboard for staff review during monthly leadership/attendance team meetings.*

*Tier 1 (All Students): Promote positive attendance culture through morning greetings, monthly celebrations (e.g., "On Time Tigers"), and recognition of classrooms with the highest attendance.*

*Provide parent workshops on the importance of daily attendance, especially for younger students.*

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <a href="#">level of evidence</a> for the intervention.</i></p> <p><i>Share monthly attendance updates with staff and families (newsletter, bulletin board, Parent Square).</i></p> <p><i>Send bilingual attendance letters at key thresholds per YSD and Washington State procedures.</i></p> <p><i>Tiered Interventions</i></p> <p><i>Monthly annual recognition for students with improved attendance, not just perfect attendance.'</i></p> <p><i>Quarterly incentives for classes meeting 95%+ attendance.</i></p> <p><i>What resources will be used for implementation?</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Click or tap here to enter text.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>When will this EBI occur?</i></p> <p>Click or tap here to enter text.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>
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<p><i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What student groups will benefit and why?</i></p> <p>Click or tap here to enter text.</p>				
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<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>
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## 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
<b>Basic Education</b>	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i>  Click or tap here to enter text.
<b>Title I, Part A</b>	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i>  Click or tap here to enter text.
<b>School Improvement</b>	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.	<i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i>  Click or tap here to enter text.
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i>  Click or tap here to enter text.
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop</i>

## 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.	<p><i>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.</i></p> <p>Click or tap here to enter text.</p>
<b>Title IV, Part A</b>	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<p><i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i></p> <p>Click or tap here to enter text.</p>
<b>Learning Assistance Program (LAP)</b>	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	<p><i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i></p> <p>Click or tap here to enter text.</p>
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
<b>Other Funding Sources, including School Improvement Grant Funding</b>	Click or tap here to enter text.	Click or tap here to enter text.