

# 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> Gilbert Elementary	<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> 39007	<b>Grade Span:</b> K-5 <b>School Type:</b> Elementary School
<b>Principal:</b> Stephanie Rosbach	<b>Building Enrollment:</b> 415
<b>School District:</b> Yakima School District	<b>F/R Percentage:</b> 79 percent
<b>Board Approval Date:</b> 12/17/24.	<b>Special Education Percentage:</b> 23 percent



**Plan Date:** August 2025

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

Tier 3 Compounded

### Vision and Mission Statement

*Gilbert Vision: Gilbert is a professional learning community where students and staff are active participants in an ongoing learning process. We foster a growth mindset to ensure all students achieve high levels of social, emotional, and academic learning to succeed in the global community.*

*Gilbert Mission: Providing inclusionary academic foundations for life-long learning through relationships and inspiring students*

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

**Please list by (Name, Title/Role)**

Stephanie Rosbach, Principal  
John Soler, Assistant Principal  
Allison Jones, Instructional Facilitator  
April Daugherty, Special Education Teacher  
Tristan Blachly, ELD teacher  
Rosa Limon, Dual Language teacher

Justin Regalado, Kindergarten Teacher  
Carson Bare, First Grade Teacher  
Heather Lee, Second Grade Teacher  
Lydia Williams, Third Grade Teacher  
Todd Lynde, Fourth Grade Teacher  
Kelly Clift, Fifth 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 Tier 3 Compounded	2024 WSIF Annual Data
<b>WSIF Data Measures</b>	<b>2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)</b>	<b>2024 WSIF Overall Framework Score</b>
Comprehensive (All Student Group)	4.45	6.45
Comprehensive Graduation Rate	N/A	N/A
<b>Student Group</b>		
American Indian/Alaska Native	N/A	7.30
Asian	N/A	N/A
Black/African American	N/A	N/A

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

Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	3.10	5.93
Two or more races	N/A	N/A
White	6.38	7.55
English Learner	2.20	5.73
Low Income	3.58	6.28
Special Education	1.45	4.98

### 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.

*We use student benchmark, diagnostic and progress monitoring data to select students for support. We also use teacher referral and parent concerns with students who show an intense need for support.*
  - 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.

*We analyze student data by grade level, race/ethnicity, gender and then serve students who are prioritized based on their need of support.*
  - 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?

*We monitor students based on their student data, which is constantly monitored. Student groups for and interventions are rapid, fluid and targeted. Students who no longer need support in one area will then receive support in the next area of need. Students who receive interventions and no longer need them return to Tier 1 instruction and the next prioritized student replaces them.*

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

### 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?

*We are continuing to focus on increasing staff knowledge and skills around working with multi-language learners. We have secured the district TOSA to provide monthly PD for teachers during this upcoming school year. We are also continuing to build staff knowledge and skills around teaching math effectively. We have the leader of the local Math Fellows coming to lead PD with our staff on a couple of Wednesday early release days. We also focus on using the PLC process on a six-week inquiry cycle rotation.*

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?

*Last year we had the district TOSA lead monthly PD to support staff working with ML students. This was helpful and grew staff understanding of the topic. We also had grade level teachers administer the WIDA, instead of the ELD teacher. When teachers see what students need to know and be able to do to pass it, it helps build their capacity. We had more students pass the WIDA last year than we have in many years. Our PLC process has also been both powerful and effective. We are becoming more aligned with common assessments for guaranteed standards, and unit planning in math.*

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?

*We are a Title 1 school and almost of our students qualify for this program based on economic status. We use data to determine what skills our staff need support in, and plan professional learning experiences around that.*

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

*By discussing the strategies that are working well, we have helped teachers expand their own skill set. This benefits our students daily as they are exposed to more high-quality Tier 1 instruction as well as interventions.*

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

### 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.

*We use screeners for reading, math and social emotional needs of all students. Students with areas of concern are brought to the B-SET (Building Student Education Team). These students receive interventions for reading and language support, behavioral needs and social emotional skills. We do a solid job of tracking our academic interventions, however our biggest area for improvement is keeping data for the students receiving SEL and behavioral interventions. We use data to identify where we need to improve through our needs assessment, ILT meetings and MTSS meetings. We are continuously looking to improve the way our system functions and its effectiveness.*

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

*We use screeners and daily discipline write-ups to determine the SEL and behavioral needs of our students. This data has helped us know which students need more support. We discuss options as a group in our BSET meetings and prepare for students' behaviors. We try to be as proactive as possible when it comes to working with students and staff on behavior.*

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

*We have a newly refreshed PTA that is doing a lot to support and engage our families with a variety of parent nights and activities. We plan multiple parent/family nights to help get families engaged in the learning that takes place at school. We are working to build more community partnerships to help with family engagement.*

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?

*Parent and family surveys by the district (like CEE surveys) and through feedback on the Parent Square communication platform, as well as feedback from individual parents.*

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

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)

*We need to focus on getting more parents and families involved in our school. This has been a challenge to build back since covid.*

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?

*The funding goes to provide behavioral and academic support to students through paraeducators. Training, planning and materials for teachers.*

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

*Our SIP goals outline this question.*

- c. How do you support transitions between grade spans?

*Through the guaranteed standards, common unit planning and unit assessments, we prepare students for success at the next grade level. We also offer a little time for vertical teaming for teachers.*

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

*Yes, all students participate in electives and enrichment time.*

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?

*Targeted intentional family nights and family / school activities connecting parents with the teachers, students and the community. We do family surveys and use the feedback in our MTSS teams to address concerns and build on strengths. We are working to increase parent involvement this year.*

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

*We use the survey data as well as parent communication to show growth in this area. As one of our major goals will be increasing student attendance, we can also use student attendance data to show growth in this area.*

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

### CNA DATA Summary

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

- 14 students passed WIDA to exit receiving ML services
- 5<sup>th</sup> grade had 54% of students pass ELA SBA, and 46% of student pass Math SBA
- 54% of students passed science WCAS test, beating the state average of 53%
- 4<sup>th</sup> and 5<sup>th</sup> grade math SBA scores were the highest in the district

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

*We need to continue to improve learning opportunities for SWD and ML students.*

3. What disproportionalities exist among student groups?

*Having five self-contained autism classes gives us a higher than typical number of students on IEPs. With 23 percent of our students in special educations, this is a big number to move.*

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

*We have space and the district needed these special education classrooms to go somewhere. It not something we have control of at the building level.*

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

*By using effective strategies for our ML learners, we are also improving the learning of all students, especially students with disabilities.*

6. How do identified needs impact each other?

*We need to continue to improve tier one teaching to support all our students. We will continue to build more effective teaching strategies for all teachers that support ML and students with disabilities this year.*

7. Which needs require short-term goals (3–6 months) and which needs require long-term goals (1–2 years)?

*We continue to focus on our ML students and improving teaching math to our students. This is a long-term goal to build teachers' capacity to be more effective. In the short-term we are focusing on aligning common assessments for each of the guaranteed standards.*

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

*Common district assessments allow us to compare apples to apples and see how our students are doing compared to other buildings in the district. This might allow our teachers to glean successful strategies from other grade levels in other buildings.*

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

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

*We are always evolving and growing. We focus heavily on students making growth and celebrate any growth for our kids. This last year, our ML students showed more growth in ELA based on SBA and DIBELs scores than they did in math, which surprised me. Our SWD face significant achievement gaps, and only made tiny bits of progress last year, compared to the year before.*

## 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.

- *Make time for collaboration between the resource teacher and classroom teachers to support classroom teachers*
- *Make time for Autism teachers to collaborate with specialists to better support our most needy students*
- *Funding for planning and participation in family nights*
- *Staffing: more para support could help us support more students with foundational reading and foundational math skills*

## 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:** Improve learning opportunities for ML students by increasing teacher capacity to work with student effectively.

**Priority #2:** Improve learning opportunities for SWD by increasing teacher capacity to work with students effectively

**Priority #3:** Improve math instruction at all grade levels by again, building teacher capacity.

## 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: Gilbert students will increase ELA scores from 43 percent in 2024 to 60 percent as measured with the SBA by spring of 2026.**

**Target:** We will increase our reading proficiency for ML students by 35% by the end of the 2026 school year from 17% passing to 52% passing. We will increase our reading proficiency for students with disabilities by 43% by the end of the 2026 school year from 11% passing to 54% passing.

*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?*

*All teachers grades 3–5 should be using IABs as common assessments to practice the format of the test, and measure how our students are progressing. We should also 80% of students meeting the guaranteed standards that have studied thus far. We should also see steady growth in reading foundational skills as measured by DIBELS benchmark and progress monitoring.*

## 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	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>Use of IABs to practice format of test; measuring growth in foundational reading skills; student mastery of guaranteed standards</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>IABs; DIBELS Benchmark &amp; progress monitoring</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>DIBELS, IABs, time set aside for CFAs, data team conversations</p> <p><i>What resources will be used for implementation? (For example, professional</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>80% of students meeting guaranteed standards;</p> <p>Students passing IABs</p> <p>DIBELS benchmark &amp; PM growth</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Focus on ML student growth and SWD growth</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Stephanie Rosbach, Principal</p> <p><i>When will this EBI occur?</i></p> <p>August 26, 2025–June 12, 2026</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Progress Monitoring data will be reviewed in January and May, as well as throughout the school year during data team &amp; ILT meetings.</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>development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><b><i>What student groups will benefit and why?</i></b></p> <p>All student groups will benefit</p>				
<p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p>	<p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p>	<p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p>	<p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p>	<p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p>

**SY 2025–2026 SMARTIE Goal #2: Gilbert students will increase Math scores from 35 percent in 2023 to 50 percent as measured with the SBA by spring of 2026.**

**Target:** We will increase our math proficiency for ML students by 30% by the end of the 2026 school year from 16% passing to **46% passing**. We will increase our math proficiency for students with disabilities by 42% by the end of the 2026 school year from 7% passing to **49% passing**.

*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?*

*All teachers grades 3–5 should be using IABs as common assessments to practice the format of the test, and measure how our students are progressing. We should also 80% of students meeting the guaranteed standards that have studied thus far. We should also see steady growth in math foundational skills as measured STAR benchmark and progress monitoring.*

**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.)*

<b>Evidence-based intervention (activity, practice or strategy)</b> to support SMARTIE Goal and the resources used for implementation.	<b>Data Measures</b>	<b>Lead and Timeframe</b>	<b>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</b>	<b>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</b>
<p><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>Use of IABs to practice format of test; measuring growth in foundational math skills; student mastery of guaranteed standards</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>80% of students meeting guaranteed standards; Students passing IABs</p> <p>STAR benchmark &amp; PM growth</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>We will focus on ML and SWD.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Stephanie Rosbach, Principal</p> <p><i>When will this EBI occur?</i></p> <p>August 26, 2025–June 12, 2026</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Progress Monitoring data will be reviewed in January and May, as well as throughout the school year</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>IABs; STAR Benchmark &amp; progress monitoring</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>STAR, IABs, time set aside for CFAs, data team conversations</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 from and why?</i></p> <p>All students will benefit</p>		<p>during data team &amp; ILT meetings.</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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**SY 2025-2026 SMARTIE Goal #3:**

By June 1st, 2026, our Gilbert Elementary will increase Tier 1 PBIS implementation from 48% to 80% by increasing student engagement, reviewing behavior data monthly, and teaching and reinforcing schoolwide expectations.

*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?

At the mid-year mark, we should see a large improvement in our PBIS consistency schoolwide, and more students following schoolwide expectations.

**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>Reteach expectations monthly; use schoolwide acknowledgement system consistently; Respond to misbehavior by teaching and reinforcing expectations; Create and review behavior data monthly; provide ongoing PBIS PD for staff</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional Development; PBIS reviewing data regularly; TFI 3.0, Skyward and Homeroom Data, PBIS fidelity checklists; walkthrough observations</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>TFI 3.0, Skyward and Homeroom data.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>More students will follow school expectations which means less class time will be spent dealing with student behavior.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>John Soler, Assistant Principal</p> <p><i>When will this EBI occur?</i></p> <p>August 27, 2025–June 12, 2026</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Progress will be monitored every month</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>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>All student groups will benefit from this</p>				
<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>

## Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented 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.