

Consolidated School Improvement Plan 2025-26

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

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

Additional Guidance:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 - How to Use the School Improvement Plan Template](#)

Section 1: Building Data	
Building Name: Click or tap here to enter text.	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: 103199	Grade Span: 6-8 School Type: P
Principal: Vikki Fogelson	Building Enrollment: 824
School District: Yakima School District	F/R Percentage: 90.3%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 10.10%



Plan Date: 6/1/25

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

Support Tier 3 Compounded

Vision and Mission Statement

Creating Confident Communities

Leaders Learners & Legends

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Vikki Fogelson, Principal

Casciela Miller, Assistant Principal

Artemio Chavez, Assistant Principal

Adam Koenig, Instructional Facilitator

Katie Watters, Behavior Interventionist

Brianne Schorzman, Math Teacher

Frances Logan, ELA Teacher

Becky Canham, Science Teacher

Jaret Cash, CTE Teacher

Barb Preston, Special Education Teacher

Ashley Sisson, 6th grade Team Lead

Conseulo Luna, Counselor

Eric Despain, Reading Teacher

Janell Coons, 7th Grade Team Leader

Section 2: WSIF Cycle Identification and Report Card Data

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

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

Use the [Washington State Report Card](#) to complete the table.

Instructions

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

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data	WSIF Cycle 3 Identification Thresholds: All Schools Threshold: 2.25 Title 1 Threshold: 1.90 ELP Threshold: 9.4 Graduation Rate: 66.7%
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score	
Comprehensive (All Student Group)	2.7	2.7	
Comprehensive Graduation Rate			
Student Group			
American Indian/Alaska Native			
Asian			
Black/African American			
Hawaiian/Other Pacific Islander			
Hispanic/Latino	2.63	2.9	
Two or more races			
White	2.22	4.43	
English Learner	1.88	1.55	
Low Income	2.63	2.58	
Special Education	1.28	1.55	

Summary of Comprehensive Needs Assessment (CNA):

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

WSIF Data

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

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

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

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

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

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

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

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

Students are selected through a series of data measures: SBA scores, WIDA scores, teacher referral based on Common Formative Assessments, and our district math and ELA summative assessments administered 3 times a year.
 - 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.

Based on the aforementioned data, we prioritize those students struggling in multiple academic areas first, i.e. a student who is performing at below standard in math and ELA would get services first.
 - 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?

Through the use of our standards aligned, common formative assessments administered by our teachers, which are administered multiple times per year, we will collect ongoing data.

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?

PBIS systems and implementation for all staff-team to attend building trainings by professionals in the field that regularly train with the district during August and January building training days, inclusionary practice training to involve district 3-year plan for special education ongoing, ongoing PLC development for teams, to include on-site training with Solution Tree staff embedded throughout the school year as well as leadership attending the PLC Conference in August 2025 along with specific training in interventions and extensions & RTI to support staff in how to respond to questions 3 and 4; 3) How will we respond when they don't learn? (Focuses on intervention). 4) How will we respond when they already know it? (Focuses on enrichment) Additionally, a team will attend summer training in PLC EL training to begin a task force to research and determine a plan for implementation of evidence-based interventions for EL strategies, which supports ALL students, for both teaching and learning.

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?

Staff has participated in ongoing PLC development training for the last three school years, involving the process of planning/aligning lessons to standards, identifying a guaranteed and viable curriculum, developing common formative assessments and units of study, creating scales, and reflecting on data and practice after each taught unit. This year specifically PLTs had to determine a unit of study that was their ALL MEANS ALL unit where they began to provide interventions and extensions to ensure that ALL students met standard on one of their units of study for an essential standard, creating interventions to ensure that ALL students got there. This led us to determine our staff needed specific training on how to create interventions and extensions while developing units of study to ensure this step next year for additional units of study as we move forward. Metrics for success include common summative assessment data, SBA data, WISF data, reading and math universal screener data. This has led to improvement in all areas for the last three years. Specifically, this year, student growth in math made some significant improvement. Our teams will end the year determining if they have identified the most essential standards or if they need to adjust those or their pacing for the coming school year.

PBIS development, a strategic discipline/behavior flow-chart/plan, and the process of analysis of precise problem statements via the TIPs process as a team has resulted in an increase in positive behavior and a decrease school-wide in fights, insubordination, and suspension rates. This is measured by the rates of referrals by classroom teachers and an analysis of exclusionary practice rates. This work continued from the previous school year with school-wide interventions happening quarterly based upon precise problem statements. An overall goal was set to reduce ODR's for the year by 10% and we are on track to meet that goal.

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?

This year teachers and paraeducators provided interventions and extension on one essential standard working towards all means all, tracking student progress to ensure that all students met that one standard. As they were working through this process we determined we needed additional training for staff on how to specifically design interventions and extensions while creating units of study. This training will be provided by a solution tree trainer in August of 2025.

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

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

Training teachers and paraeducators to create interventions and extensions while creating their units of study and continuing to embed in intervention and extension to ensure that all students meet that standard will benefit students receiving targeted assistance as we are tracking student progress by student by standard. For those students who have not yet met standard, teachers will strategically reteach and reassess to ensure understanding of those standards deemed essential for ALL students.

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 support and how areas of need will be improved.

This year was the first year required for staff to include in the Danielson Framework an element of SEL along with academic needs of students while creating their growth goal. In preparing staff for this work to come we have had a school-wide focus through our PBIS Action team on supporting growth for staff in cultural, behavioral, and SEL strategies. There has been staff professional development each year in this area to support this growth and will continue into the 2025-26 school year.

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

Through the PBIS Action team analyzing data and completing the PBIS TFI yearly with support of outside trainers and district staff, we have analyzed areas of strength and areas for improvement. We have made significant growth in reducing student discipline. We are seeing success due to the work of our PBIS team and our Tier 2 team. Both teams have been analyzing data monthly to determine the needed support for our students as either specific interventions or in the case of Tier 1 work, shifts in practices across the board. PBIS has focused on supporting staff moving from punitive disciplinary measures to more evidence based social emotional practices. Examples of this include: having a monthly focus for our "Blazer Bucks" which are our tier 1 incentives for our students, addressing the areas in our all school expectations refreshers that our students are struggling in according to classroom referral data, and completing a Student Intervention Matching survey for our Tier 2 students to ensure we are using the most effective interventions for them.

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

Lewis & Clark works with Educational Service District in several capacities. One is a mental health therapist that works in our building nearly exclusively to support students on a case management list identified by participating as part of the building Tier 2 Team and referral system. Additionally, we have the 21st Century Grant after school program supporting students in ELA and Math and extracurricular activities in STEM, ART, and other activities. This program also provides a Summer School Program to

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

support our students in ELA and Math with an opportunity to pass Washington History if they did not pass for highschool credit during the school year. Finally, we have the GEAR UP Grant through the University of Washington with two grants this next year will have it for all three grade levels in our building. This partnership has enabled us to provide some incredible opportunities for students and staff. Students have attended field trips engaging in College Experiences and STEM Opportunities. Staff have been able to attend professional development to continue to grow in the PLC Process. Additionally, they are provided with the opportunity to offer after school tutoring services to their students in science and math.

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?

Our school completes the CEE Survey as part of district surveys that has a component for parent, staff, and student feedback. This survey information is shared with the school leadership team along with academics as part of the school improvement work. We also have a component with our 21st Century Program through the ESD that has parent involvement that enables us to work with families to gather input and to better inform improvement strategies.

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)

Areas of strength for us are our partnerships with the ESD and GEAR UP with the University of Washington. These partnerships have enabled us to offer programs and opportunities for our students and staff that we otherwise would not have been able to. Additionally, our parent nights are very well attended so we would like to continue to improve in this area by offering more and engaging our families in our building in additional capacities.

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?

N/A

- 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?

N/A

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

c. How do you support transitions between grade spans?

N/A

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

N/A

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?

N/A

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

N/A

CNA DATA Summary

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

The PLC work that our teams are doing is what is narrowing the academic achievement gap for our SPED and EL students. Our recent WSIF data demonstrates that our students are growing significantly in math student growth data in all student sub groups in comparison to the growth in the 2023-2024 school year:

All students +4%

EL students +5%

Hispanic students +4%

Students with Disabilities +11%

Low Income Students +5%

White students +9.5%

In comparison to the Math SBA data in 2024 at the end of the year 6th grade remained the same, 7th grade grew 3%, and 8th grade grew 6%. So we are seeing this same correlation. We saw similar gains in ELA SBA in 7th and 8th grade and expect to see the same across all three grade levels in both areas in this year's data.

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.

Based on per-pupil expenditure and student demographics in our school, students are receiving supplemental resources at an equitable level. Three years ago we were under the threshold for WSIF in all areas and at the end of year three we are now only under in Students with Disabilities and EL's. In year two we were able to get a second teacher to begin to provide the per-pupil expenditure that these students deserved and needed and are beginning to see the effects of this in other areas of our WSIF data and will in our EL data. In our Students with Disabilities we had several years where we had long term subs in the positions and then licensed teachers but new to teaching. We are making gains in two short years in this area despite this and look forward to future gains this year. In the coming year we are attending a PLC EL specific training to develop an EL Task Force to determine next steps on school-wide EL instructional practices and next steps in a year by year action plan to support our school improvement plan.

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: Continue our work with developing Professional Learning Communities and a Guaranteed & Viable Curriculum through Units of Study with an emphasis this year on creating Interventions & Extensions while developing a school-wide plan for a systematic RTI Model

Priority #2: Develop an EL Task Force to create a yearly action plan to support our school improvement plan. Begin this year with training for this team and determine research-based best practices for school-wide consistency.

Priority #3: Continue with our goal to support PBIS and the reduction of Office Discipline Referrals with specific staff training on school-wide strategies to support students with ACES and Restorative Practices.

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 on 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?

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).

- 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.

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: As a result of developing a PLC culture and engaging in targeted PLC PD, all Lewis & Clark Middle School students will show an increase of 10% proficiency in all content areas in addition our Students with Disabilities will increase achievement in content areas by 10%, 15%, & 20% over the next 3 years.

- 50% in ELA, 40% in Math, and 24.2% in Science or above by June 2026
- 10% increase or above from June 2026 in ELA, in Math, and in Science by June 2027
- 10% increase or above from June 2027 in ELA, in Math, and in Science by June 2028

Success will be measured by SBA (3 or 4), District ELA and Math Benchmarks, Proficiency of a Priority guaranteed standard that each PLT Team will identify by quarter one with the first end of unit assessment and

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

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provide interventions on and track data on “by student by standard” for “All MEANS ALL” with results reported quarterly until June 1st.

*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? Each PLT will have completed the unit to the end of unit assessment, completed the TACA, provided an intervention/extension, compiled a By Student By Standard Tracking Sheet, All of this will be in the District PLC Folder for Guiding Coalition to Review. 50% of Students at Standard by Mid-Year.

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>One unit of study will be presented to the building principal and IF for feedback in their PLC process.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p><i>Continued professional development will be provided by IF, Admin, and Solution Tree Trainers through the school year. Along with extended time on Mondays and Wednesdays, materials and curriculum to develop</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Teachers will use the Student Goal Setting and Tracking Sheet (scale) to collect data on student progress. Teachers will collect data using their schoolwide analysis tool (TACA) in the District PLC folder and the Data Reflection Tool.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Teams will complete the TACA Form & the Teacher Data Collection Form as Part of the Unit Study Process and Save in their Unit of Study to the District PLC Folder for the Guiding Coalition to Review and as evidence of progress towards impact on equitable learning and behavior change.</p> <p>Teams will update a By Student By Standard form as they complete each of</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Guiding Coalition, Admin & IF</p> <p><i>When will this EBI occur?</i></p> <p>PLC time; Monday and Wednesday early releases</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>PLTs will update the By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard as they provide interventions throughout the 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>
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<p><i>All Students will benefit as this leads to units of study that benefit the learning of all students.</i></p>	<p>the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard Unit for Guiding Coalition to Review as evidence of progress towards impact on equitable learning and behavior change.</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>Staff will attend the PLC institute in Summer 2025 to ensure increased student achievement on the SBA by improving teacher instructional practice.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Approx. \$2500 per person from Gear-Up</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Teachers will use the Student Goal Setting and Tracking Sheet (scale) to collect data on student progress. Teachers will collect data using their schoolwide analysis tool (TACA) in the District PLC folder and the Data Reflection Tool.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Admin, IF, and guiding coalition.</p> <p><i>When will this EBI occur?</i></p> <p>Teams will attend the training. August 13-15, 2025. The training for staff will be ongoing throughout the 25-26 school year.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></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>funding and special programs. 5 people will be sent. Those that attend will incorporate strategies learned into professional development provided to staff to support training on Units of Study, Intervention/Extension, & RTI.</p> <p><i>What student groups will benefit and why?</i></p> <p><i>All Students will benefit as this leads to units of study that benefit the learning of all students.</i></p>	<p>Teams will complete the TACA Form & the Teacher Data Collection Form as Part of the Unit Study Process and Save in their Unit of Study to the District PLC Folder for the Guiding Coalition to Review and as evidence of progress towards impact on equitable learning and behavior change.</p> <p>Teams will update a By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard Unit for Guiding Coalition to Review as evidence of progress towards impact on equitable learning and behavior change.</p>	<p>PLTs will update the By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard as they provide interventions throughout the 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>Staff will receive targeted PLC RTI PD from Dr.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Teachers will use the Student Goal Setting and Tracking Sheet (scale) to collect data on student progress. Teachers will collect data using their</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Admin, IF, and Guiding Coalition.</p>		

<p>Luis Cruz supports school-wide implementation & feedback on the PLC RTI process and works with the school leadership team.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>OSSI funding will be used to support Dr. Luis Cruz from Solution Tree training Staff in March of 2026. Those that attend will incorporate strategies learned into professional development provided to staff to support training on Units of Study, Intervention/Extension, & RTI.</p> <p><i>What student groups will benefit and why?</i></p>	<p>schoolwide analysis tool (TACA) in the District PLC folder and the Data Reflection Tool.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Teams will complete the TACA Form & the Teacher Data Collection Form as Part of the Unit Study Process and Save in their Unit of Study to the District PLC Folder for the Guiding Coalition to Review and as evidence of progress towards impact on equitable learning and behavior change.</p> <p>Teams will update a By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard Unit for Guiding Coalition to Review as evidence of</p>	<p><i>When will this EBI occur?</i></p> <p>Training will occur March 25th 2026.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>PLTs will update the By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard as they provide interventions throughout the year.</p>		
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	progress towards impact on equitable learning and behavior change.			
<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>Staff will receive targeted PLC PD from Maria Nielsen supporting school-wide implementation of Interventions and Extensions supporting staff in embedding these into the unit of study responding to students in question 3 and 4. How do I respond when they do not get it? and How do I respond when they do?</p> <p>Teams will implement interventions and extensions for each unit of study. Three units of study will be finalized this year to include all components using</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Teachers will use the Student Goal Setting and Tracking Sheet (scale) to collect data on student progress. Teachers will collect data using their schoolwide analysis tool (TACA) in the District PLC folder and the Data Reflection Tool.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Teams will complete the TACA Form & the Teacher Data Collection Form as Part of the Unit Study Process and Save in their Unit of Study to the District PLC Folder for the Guiding Coalition to Review and as</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Admin, IF, and Guiding Coalition.</p> <p><i>When will this EBI occur?</i></p> <p>Training will occur August 22nd, 2025</p> <p>November 24th, 2025</p> <p>March 2nd, 2026</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>PLTs will update the By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard as they provide</p>		

<p>building templates as described in the LC PLC handbook including interventions and extensions.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>OSSI funding will be used to support Maria Nielsen from Solution Tree training Staff in August 22, 2025, November 24, 2025, and March 2nd. Those that attend will incorporate strategies learned into professional development provided to staff to support training on Units of Study, Intervention/Extension, & RTI.</p> <p><i>What student groups will benefit and why?</i></p> <p><i>All Students will benefit as this leads to units of study</i></p>	<p>evidence of progress towards impact on equitable learning and behavior change.</p> <p>Teams will update a By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard Unit for Guiding Coalition to Review as evidence of progress towards impact on equitable learning and behavior change.</p>	<p>interventions throughout the year.</p>		
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<p><i>that benefit the learning of all students.</i></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>PLT teams will write one or more SMART goals for the year. Goal should be overarching for the team. This is a teacher focused goal to grow their PLT Team in the PLC Process, not for students.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional development to support teams goal if needed as well as extended time and materials provided by</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Teachers will use the Student Goal Setting and Tracking Sheet (scale) to collect data on student progress. Teachers will collect data using their schoolwide analysis tool (TACA) in the District PLC folder and the Data Reflection Tool.</p> <p>Data will be provided by staff based on each team's individual smart goals. Data will be collected on staff progression on Units of Study.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Admin, IF, and Guiding Coalition.</p> <p><i>When will this EBI occur?</i></p> <p>Goals will be due to Guiding Coalition by October 1, 2025</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>PLTs will update the By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard as they provide</p>		

<p>title or high pov lap funding</p> <p><i>What student groups will benefit and why?.</i></p> <p><i>All Students will benefit as this leads to units of study that benefit the learning of all students.</i></p>	<p>Data will be provided by staff based on each team's individual smart goals. Data will be collected on staff progression on Units of Study.</p> <p>Teams will complete the TACA Form & the Teacher Data Collection Form as Part of the Unit Study Process and Save in their Unit of Study to the District PLC Folder for the Guiding Coalition to Review and as evidence of progress towards impact on equitable learning and behavior change.</p> <p>Teams will update a By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard Unit for Guiding Coalition to Review as evidence of progress towards impact on equitable learning and behavior change.</p>	<p>interventions throughout the year.</p>		
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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>In our Co Teaching placements PLTs will look at SPED data when looking at summative assessments, specifically on the TACA form and data reflection for interventions.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional development to support teams goal if needed as well as extended time and materials provided by</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Teachers will use the Student Goal Setting and Tracking Sheet (scale) to collect data on student progress. Teachers will collect data using their schoolwide analysis tool (TACA) in the District PLC folder and the Data Reflection Tool.</p> <p>Data will be provided by staff based on each team's individual smart goals. Data will be collected on staff progression on Units of Study.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Data will be provided by staff based on each team's individual smart goals. Data will be</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Admin, IF, and Guiding Coalition.</p> <p><i>When will this EBI occur?</i></p> <p>Goals will be due to Guiding Coalition by October 1, 2025</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>PLTs will update the By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard as they provide interventions throughout the year.</p> <p>In Co Teaching Classrooms students on IEPs will be highlighted on the by student by standard form</p>		
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<p>title or high pov lap funding</p> <p><i>What student groups will benefit and why?.</i></p> <p><i>Students on IEP's will benefit as this leads to units of study that benefit the learning of these students.</i></p>	<p>collected on staff progression on Units of Study.</p> <p>Teams will complete the TACA Form & the Teacher Data Collection Form as Part of the Unit Study Process and Save in their Unit of Study to the District PLC Folder for the Guiding Coalition to Review and as evidence of progress towards impact on equitable learning and behavior change.</p> <p>Teams will update a By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard Unit for Guiding Coalition to Review as evidence of progress towards impact on equitable learning and behavior change.</p> <p>In Co Teaching Classrooms students on IEPs will be highlighted on the by student by standard form for the PLT to monitor and the Guiding Coalition.</p>	<p>for the PLT to monitor and the Guiding Coalition.</p>		
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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>According to Math TFI: 1.4 Teacher (Grade-Level) Teams are established to support the implementation of Tier 1/core math instruction. Data Source/Comment: the team scored at a 1 in this area and recommended an action step for the coming school year of staff meeting in the same place to make it easier to have staff together to develop consistently. On district and building directed</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Teachers will use the Student Goal Setting and Tracking Sheet (scale) to collect data on student progress. Teachers will collect data using their schoolwide analysis tool (TACA) in the District PLC folder and the Data Reflection Tool.</p> <p>Data will be provided by staff based on each team's individual smart goals. Data will be collected on staff</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Admin, IF, and Guiding Coalition.</p> <p><i>When will this EBI occur?</i></p> <p>2025-26 School Year</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>PLTs will update the By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding</p>		

<p>Mondays and Wednesdays we will meet in a common meeting place to allow all of the following individuals to be consistently present:</p> <ul style="list-style-type: none"> *administrator with authority *staff who provide core math instruction, *staff who provide supplementary math instruction *staff who push in or co-deliver math instruction (for example special education, EL or related service specialist) <p>We will use the above model for all content areas.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Common meeting area.</p>	<p>progression on Units of Study.</p> <p>Math TFI 2025-26 1.4</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Teams will complete the TACA Form & the Teacher Data Collection Form as Part of the Unit Study Process and Save in their Unit of Study to the District PLC Folder for the Guiding Coalition to Review and as evidence of progress towards impact on equitable learning and behavior change.</p> <p>Teams will update a By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard Unit for Guiding Coalition to Review as evidence of progress towards impact on equitable learning and behavior change.</p>	<p>ongoing student progress on the 1st Guaranteed Standard as they provide interventions throughout the year.</p> <p>In Co Teaching Classrooms students on IEPs will be highlighted on the by student by standard form for the PLT to monitor and the Guiding Coalition.</p> <p>Annually on the TFI</p>		
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<p><i>What student groups will benefit and why?.</i></p> <p><i>Students on IEP's will benefit as this leads to units of study that benefit the learning of these students.</i></p>	<p>In Co Teaching Classrooms students on IEPs will be highlighted on the by student by standard form for the PLT to monitor and the Guiding Coalition.</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>According to Math TFI: 1.15 Professional learning is purposely selected for supporting the implementation of a School-wide Math Plan. School wide math training for the 25-26 school year will be attended by all grade level math teams, IF, and Principal. They will attend the Mathematics in a PLC at Work Summit in December of 2025.</p> <p>Math Team will determine 3 best professional learnings to</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Math TFI 25-26 - 1.15 Data.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Teams will complete the TACA Form & the Teacher Data Collection Form as Part of the Unit Study Process and Save in their Unit of Study to the District PLC Folder for the Guiding Coalition to Review and as evidence of progress towards impact on</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Admin, IF, and Guiding Coalition.</p> <p><i>When will this EBI occur?</i></p> <p>2025-26 School Year</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>PLTs will update the By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard as they provide</p>		

<p>implement as a team when returning from the Summit for the remainder of the 2025-26 school year.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>OSSI Funding to Attend the Mathematics in a PLC at Work Summit in December of 2025</p> <p><i>What student groups will benefit and why?.</i></p> <p><i>Students on IEP's will benefit as this leads to units of study that benefit the learning of these students.</i></p>	<p>equitable learning and behavior change.</p> <p>Teams will update a By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard Unit for Guiding Coalition to Review as evidence of progress towards impact on equitable learning and behavior change.</p>	<p>interventions throughout the year.</p> <p>Annually on the TFI</p>		
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SY 2025–2026 SMARTIE Goal #2: Through appropriate placement Multilingual Language Learners will have a 5% increase in WIDA Proficiency.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

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

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

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

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

<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>Team members from guiding coalition and admin to attend Soluciones PLC Conference in July of 2025, to return and form Action Team for MLs with focus of creating year long action plan of researched based plan for MLs</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Teachers will use the Student Goal Setting and Tracking Sheet (scale) to collect data on student progress. Teachers will collect data using their schoolwide analysis tool (TACA) in the District PLC folder and the Data Reflection Tool.</p> <p>Data will be provided by staff based on each team's individual smart goals. Data will be collected on staff progression on Units of Study.</p> <p>EL Student data will be monitored by Guiding</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Admin, IF, and Guiding Coalition.</p> <p><i>When will this EBI occur?</i></p> <p>July 2025 and 2025-2026 School Year</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>PLTs will update the By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard as</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>Professional development to support teams goal if needed as well as extended time and materials provided by TBIP, TITLE, HIGHPOV LAP. Funds to attend conf from TBIP and Admin Prof. Dev. Fund.</p> <p><i>What student groups will benefit and why?</i></p> <p><i>All Students will benefit as this leads to units of study that benefit the learning of all students.</i></p>	<p>Coalition for progress on WIDA.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Data will be provided by staff based on each team's individual smart goals. Data will be collected on staff progression on Units of Study.</p> <p>Teams will complete the TACA Form & the Teacher Data Collection Form as Part of the Unit Study Process and Save in their Unit of Study to the District PLC Folder for the Guiding Coalition to Review and as evidence of progress towards impact on equitable learning and behavior change.</p> <p>Teams will update a By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st</p>	<p>they provide interventions throughout the year.</p>		
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	<p>Guaranteed Standard Unit for Guiding Coalition to Review as evidence of progress towards impact on equitable learning and behavior change.</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>PLTs were trained to take their identified academic vocabulary (IE math vocab cards) from their unpacked standards to use a schoolwide academic vocabulary strategy to support ELs (Frayer Model). During the 2025-26 School Year staff school-wide will continue to use this model to support all students.</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>Teachers will use the Student Goal Setting and Tracking Sheet (scale) to collect data on student progress. Teachers will collect data using their schoolwide analysis tool (TACA) in the District PLC folder and the Data Reflection Tool.</p> <p>Data will be provided by staff based on each team's individual smart goals. Data will be collected on staff progression on Units of Study.</p> <p>EL Student data will be monitored by Guiding Coalition for progress on WIDA.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Admin, IE, and Guiding Coalition.</p> <p><i>When will this EBI occur?</i></p> <p>2025-26 School Year.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>PLTs will update the By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard as they provide interventions throughout the year.</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>time, curriculum, materials, etc.?)</i></p> <p>Professional development to support teams goal if needed as well as extended time and materials provided by TBIP, TITLE, HIGHPOV LAP.</p> <p><i>What student groups will benefit and why?</i></p> <p>All Students will benefit as this leads to units of study that benefit the learning of all students.</p>	<p>Staff surveys to check implementation for school-wide status of the frayer model.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Data will be provided by staff based on each team's individual smart goals. Data will be collected on staff progression on Units of Study.</p> <p>Teams will complete the TACA Form & the Teacher Data Collection Form as Part of the Unit Study Process and Save in their Unit of Study to the District PLC Folder for the Guiding Coalition to Review and as evidence of progress towards impact on equitable learning and behavior change.</p> <p>Teams will update a By Student By Standard form as they complete each of the 3 Units of Study, as well as, update the By Student</p>			
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	By Standard Form quarterly regarding ongoing student progress on the 1st Guaranteed Standard Unit for Guiding Coalition to Review as evidence of progress towards impact on equitable learning and behavior change.			
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SY 2025-2026 SMARTIE Goal #3: Because social emotional learning impacts every facet of student education, we will provide Tier 1, Tier 2, and Tier 3 support to decrease the number of office discipline referrals by 10% each 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 Interventions Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

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

A trend of 10% reduction in mid-year ODR data at mid-year.

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>The PBIS team will use the TIPS protocol to analyze the most frequent Tier 1 problems</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>The team will fill out the analysis tool each time an analysis is done.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>PBIS Lead, Behavior Interventionist, & Admin.</p> <p><i>When will this EBI occur?</i></p> <p>The 2025-2026 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>and come up with solutions.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>The PBIS team will meet before school twice a month. TFI 1.12: Discipline Data</p> <p><i>What student groups will benefit and why?</i></p> <p>All students as we are responding to Tier 1.</p>	<p>The data analysis tool will provide us with the needed information to let us know if a behavior change was made.</p>	<p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>The data is reviewed bi-weekly at a building PBIS Team meeting and monthly via district PBIS data review and discipline team meeting.</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>The PBIS team will contract with two behavior consultants to train staff. Once in August to launch the</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>The Reduction in ODR Referrals.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>The PBIS will analyze ODR Referrals by staff</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>PBIS Lead, Behavior Interventionist, & Admin.</p> <p><i>When will this EBI occur?</i></p> <p>The 2025-2026 School year.</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>year and once in January to provide a mid-year reset. The focus will be on restorative practices, ACES, and tools on how to effectively address the needs of students with these needs in the classroom without going straight to consequences.</p> <p><i>TFI 1.8: Classroom Procedures, 1.3, Behavioral Expectations, 1.6: Discipline Policies</i></p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>OSSI funding will be used to pay for contracted services for both behavior consultants.</p> <p><i>What student groups will benefit and why?</i></p> <p>All student groups will benefit as we are responding to Tier 1.</p>	<p>members to determine which skills and strategies need to be retrained at the mid-year review and then again throughout the year.</p>	<p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>The data is reviewed bi-weekly at a building PBIS Team meeting and monthly via district PBIS data review and discipline team meeting.</p>		
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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>The PBIS team will integrate student and parent voice into the PBIS team.</p> <p><i>TFI 1.1: Team Composition, 1.11: Student/Family/Community Involvement</i></p> <p><i>LTFI 1.3 Opportunities for Family school partnerships Increase Collaboration.</i></p> <p><i>L TFI 1.1 A school leadership team effectively supports the implementation of the adolescent literacy components of an MTSS framework.</i></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>Family and student input surveys at conferences.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Survey results will be utilized to determine effectiveness and next steps to further engage families and students into the PBIS process.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>PBIS Lead, Behavior Interventionist, & Admin.</p> <p><i>When will this EBI occur?</i></p> <p>The 2025-2026 School year.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>At least three times per year, August, fall conferences, spring conferences.</p>		
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<p><i>time, curriculum, materials, etc.?)</i></p> <p>Adjustment of meeting time/information, ParentSquare to share information with families.</p> <p><i>What student groups will benefit and why?</i></p> <p>All students as we are responding to Tier 1.</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>Members from the PBIS Team will learn the strategies developed by Jessica and John Hannigan, for targeted interventions in the classroom. These will then be taught to our staff to support their growth in more effectively reducing</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>The Reduction in ODR Referrals.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>The PBIS will analyze ODR Referrals by staff members to determine which skills and strategies need to be retrained at the mid-year</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>PBIS Lead, Behavior Interventionist, & Admin.</p> <p><i>When will this EBI occur?</i></p> <p>The 2025-2026 School year.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></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>referral behaviors in the classroom.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>PBIS Team members will attend the, <i>Behavior Solutions: A Practical Road Map for Behavior Success in All Tiers Workshop</i>, presented by Solution Tree & the Hannigan Team.</p> <p><i>What student groups will benefit and why?</i></p> <p>All student groups will benefit as we are responding to Tier 1.</p>	<p>review and then again throughout the year.</p>	<p>The data is reviewed bi-weekly at a building PBIS Team meeting and monthly via district PBIS data review and discipline team meeting.</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
Basic Education	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.
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i> Click or tap here to enter text.
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	<i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i> Click or tap here to enter text.
Title II, Part A	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.
Title III	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>
Title IV, Part A	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>
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<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.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.