

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: McClure Elementary	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: 0113.	Grade Span: K-5 School Type: Public
Principal: Gane Bourgeois	Building Enrollment: 562
School District: Yakima School District	F/R Percentage: 83.8%
Board Approval Date:	Special Education Percentage: 13.7%



Plan Date: 2025-2026	
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Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Choose an item.

Tier 3 Compounded (qualifying in the SWD area)

Vision and Mission Statement

Our Mission: To ensure high levels of learning for ALL students

Our Vision: Our McClure family provides a safe and equitable learning environment that fosters a positive growth mindset and promotes lifelong learners.

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Ganè Bourgeois, Principal	John Soler, Assistant Principal
Rachel Boucher, IF	Alexandria Terjeson, ELL
Micaela Button, Resource	Michelle Luna, Specialist
Sara Park, Kinder rep	Anne Robinson, 1st
3rd Grade rep	Carol Elshaug, 2nd
Taylor McElrea, 5th Grade	4th grade rep
	Erika Vestad, Interventionist

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	2024 WSIF Annual Data
	Choose an item.	
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	3.50	3.55
Comprehensive Graduation Rate	NA	NA
Student Group		
American Indian/Alaska Native	NA	NA
Asian	NA	NA
Black/African American	NA	NA

WSIF Cycle 3 Identification Thresholds: All Schools Threshold: 2.25 Title 1 Threshold: 1.90 ELP Threshold: 9.4 Graduation Rate: 66.7%
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Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	3.0	3.50
Two or more races	NA	NA
White	3.63	6.10
English Learner	3.68	3.40
Low Income	2.40	2.90
Special Education	1.70	1.10

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.**

Students are selected for interventions based on reading benchmark data (current and historic) with teacher and interventionist data
 - 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.**

Students are looked at and served by grade level. After administering each reading benchmark, we rank-order students by benchmark data, but we also look at previous data and performance in class and small groups. We serve as many students as possible at each grade level based on staffing availability. Paras also provide small group instruction for tier 2 in class in collaboration with the classroom teachers.
 - 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?**

Students who score below or well below benchmark on the benchmark assessment are progress monitored every two weeks. Students receiving mClass Interventions are progress monitored every ten lessons. Progress monitoring data is

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

reviewed every six weeks. Students who exit services are still monitored to make sure they continue to make progress in a larger setting

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?

- PD and time on how to support students with IEPs; know students goals and accommodations and plan on how that looks in the general education classroom.
- Time for teacher leaders to train teams on DIBELS
- PD on Reading Foundational Skills, SOR, and how they make a difference for paras
- PD on Reading Foundational Skills for 3-5 teachers (K-2 teachers have this opportunity this summer)
- PD on GLAD in math
- PD on math foundational skills
- Time to create a building-wide plan on math language and vocabulary across grade levels.
- PD on Proficiency Scales

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?

- Math unit planning – SBA, IABs, CFAs, team math goals
- PLCs – Increase in student scores in all academic areas, better grade level alignment,
- Data tracking alignment, common vocabulary in data discussions – people understand all grade level data and come away with a complete understanding of how all of our students are progressing.
- DIBELS Analysis – increase in student scores in DIBELS subtests and therefore, composite scores.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development

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

- 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?

K-2 and 3-5 foundational skills PD aligns to our students' needs and how our teachers are prepared to meet those needs. Foundational skills PD for paras also aligns with students' needs and the important role paras play in that learning.

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

Students receiving targeted assistance services will benefit from the PD activities because those instructing them will have a deeper understanding of reading foundational skills and how students learn to read and write.

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.
 - McClure has a comprehensive plan for behavior and academic supports for students who need support beyond Tier 1. We complete a yearly [MTSS audit](#) on our supports and analyze what we will continue and what we need to adjust. Planning and evaluating is an area of strength. An area of need is further strengthening the skills of our classified staff and teachers who need additional support in tier 1 practices. The area of need will be improved with additional support and time for the behavior specialist and reading interventionists to work with classified staff and teachers on tier 1 practices. Professional Development on tier 1 strategies in math with the Instructional Facilitator will also help support our areas of need. Another improvement will be a more structured PLT cycle for each grade level, outlining specific intervals and dates for collaborating with ELD, resource, and intervention teachers.
2. How did your school identify these areas of strength and improvement?
 - MTSS audit
 - Academic and behavioral data from the 24-25 school year
 - Reading, Math and PBIS TFIs

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

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

Successful tier 3 supports include:

- Mary Virginia Maxwell, ESD 105 Mental Health Therapist, is a community support for our highest need students and families.
- Karen Whitman, our school counselor, connects families with supports outside of the school system.

A tier 1 support we would like to build on next year include:

- Faith-Based Partnership
- 21st Century program

Successful tier 1 supports include:

- Right At School which provides childcare for our students before and after school and on days off within the school year.

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

We did not analyze family engagement this past school year. For the 25-26 school year we will be intentional about sending family surveys over parent square, plan more family nights, and analyze the data alongside student indicators.

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 have room to grow in this area. We would like to improve our faith based partnership to the point they are involved with our students and families. We will also improve our connection with families and community through parent square, newsletters, and phone calls home.

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 4 – Coordination and Transitions

- a. How does your targeted assistance program coordinate with core and additional programs in the school?

Our tier 3 interventions are taught using district approved curriculum. mClass Interventions are part of the same company as the CKLA tier 1 curriculum. However the scope and sequence of skills does not directly align. Really Great Reading Boost and Blitz are taught in the upper grades to fill foundational holes in student learning. Tier 2 interventions are directly aligned with the tier 1 curriculum.

- 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 WSIF identified student group is SWD. Those students receive pull out services to meet IEP goals during our Tier 3 intervention time so that they do not lose any tier 1 or elective instruction. We are moving towards an inclusionary model, but at this time, our SWD are not served by teachers under the Targeted Assistance Program.

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

We have vertical teaming time to assure teachers learn about the students moving to their class. The teachers also collaborate to create bridges between grade levels with similar content.

Teachers complete a spreadsheet for placement for the next grade level that includes important academic, behavior, and SEL information about each student.

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

Students who receive tier 2 and 3 interventions do not miss out on any tier 1 instruction or specialists. We have all students receiving targeted instruction at the same time in each grade level so no one misses out.

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?

Families receive a monthly newsletter that includes a suggestion of a fun literacy activity that families can do at home.

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

Families of students who receive tier 3 intervention support receive a letter at both fall and spring conferences explaining the services the students are receiving in that intervention program.

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

We should see increased family involvement with school if our family engagement strategies are working. Parent surveys, family night sign in sheets, and ultimately an increase in student scores will measure our success.

CNA DATA Summary

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

Dual Language (DL) Program Success:

Strong end-of-year scores across all DL grade levels.

Notable success in 2nd grade, where students transitioned to English instruction and still showed strong performance.

Dual Kindergarten achieved a 90% pass rate at grade-level goals.

SLA Letter Sounds in first grade increased dramatically from 52% to 97% at EOY.

Multilingual Learners (MLL) Achievement:

77% of MLL students met the goal in math, indicating strong academic support for language learners.

Reading and Literacy Growth (DIBELS Data):

Overall increases across multiple grade levels in DIBELS composite scores:

- i. 4th grade: +28% (from 43% to 71%)
- ii. 5th grade: +18% (from 43% to 61%)

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

Significant gains in foundational skills:

- iii. 1st grade PSF: from 71% to 91%
- iv. ORF accuracy (4th grade): from 56% to 91%

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.

- v. ORF fluency (4th grade): from 44% to 73%
 - vi. 5th grade accuracy: from 51% to 82%
 - vii. 5th grade fluency: from 43% to 61%
- **Math Proficiency:** Make time for collaboration between the resource teacher and classroom teachers to support classroom teachers and their instruction of students with disabilities.
 - **Funding:** Funding for staff time for planning and participation in family nights. Progress was made towards grade-level goals in math.
 - **Make time for creating and analyzing family surveys**
 - **Staffing:** We have a shortage of bilingual paras related to the number of dual language classes and bilingual families we need to support. Strong performance by MLL students was specifically noted, as well as strong growth for SWD in K-3.

Summary:

Key strengths include exceptional growth in literacy across all grades, remarkable performance by Dual Language and MLL students, and consistent achievement of math goals at the grade level.

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

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

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

- **Letter Naming and Blending:**

Priority #1: SWD Increase the classroom teachers' capacity to support and teach their students with disabilities.

- K-1 students, both English and Dual Language, need support in letter naming and blending sounds to form whole words.

- **Phonemic Awareness in Upper Grades:**

Priority #2: Family Engagement Increase family engagement in all areas; survey participation, family night attendance, and supporting their student's learning.

- 4th and 5th grade students lack sufficient phonics and phonemic awareness instruction due to curriculum gaps.

Priority #3: Continue growth in reading and math Continued focus in the academic areas of reading and math; utilizing unit planning, standards unpacking documents, PLCs, and vertical teaming to ensure student growth towards proficiency in reading and math.

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?

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).

- 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 th

e requirement of Component 3 - Practices and Strategies.

SY 2025–2026 SMARTIE Goal #1: By June 2026, through the PLC process, data analysis, and best practices, 80% or more of all students including MLL and SWD will meet proficiency in DIBELS and/or Lectura in each grade level’s most foundational skill based on need. All students not meeting proficiency in the grade level’s most foundational skill will show above average growth on the grade level’s most foundational skill during benchmark periods.

*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?

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).

By the middle of the year DIBELS and Lectura benchmark, we expect to see progress being made toward the 80% proficiency goal, and students not yet at proficiency should be making above average growth.

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.)*

<u>Evidence-based intervention (activity, practice or strategy)</u> 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>Create grade level goals as identified by the most foundational skills</p> <ul style="list-style-type: none"> ● strong evidence <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>DIBELS and Lectura data from the previous benchmark</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Continued professional development on the PLC cycle and on unit planning.</p> <p><i>What resources will be used for implementation?</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Teachers will collect benchmark composite scores as long-term data and progress monitoring scores from the lowest foundational skill needed by students for short-term data.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Impact will be measured through progress monitoring</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Grade-level team leader Administration Instructional Facilitator</p> <p><i>When will this EBI occur?</i></p> <p>Grade level goals will be written at before school PD days, edited after the fall benchmark data is finished, and reviewed every six weeks during PLT times.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Progress monitoring will occur according to the district guidance of every 2 weeks for below and well below and once every 4 weeks for benchmark and above.</p> <p>Grade level PLTs will review the data after each progress monitoring assessment and determine next instructional steps</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>
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<p><i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Time for vertical and horizontal teaming in both dual and non dual instructional teams.</p> <p><i>What student groups will benefit from and why?</i></p> <p>All student groups will benefit from this EBI because their progress towards the grade level goal will be monitored monthly and instruction will be adjusted as needed.</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>Utilize PLC process to analyze student work and data and adjust instruction to meet student learning needs.</p> <ul style="list-style-type: none"> strong evidence <p><i>What resources will be used for implementation?</i> <i>(For example, professional</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Progress monitoring data</p> <p>Benchmark data, as appropriate and available</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Impact will be measured through progress monitoring and benchmark</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Grade level team leader</p> <p>Grade level team</p> <p>Administration</p> <p>Instructional Facilitator</p> <p>Reading Interventionists</p> <p>ELD teacher</p> <p>Resource teacher</p> <p><i>When will this EBI occur?</i></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</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>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

<p><i>development, extended time, curriculum, materials, etc.?)</i></p> <p><i>Planning time, either 30 min weekly or 50 minutes biweekly.</i></p> <p><i>What resources will be used for implementation?</i> <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Paid collaboration time outside of contracted time with ELD, resource, or reading intervention teachers.</p> <p><i>What resources will be used for implementation?</i> <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Grade level PLT cycles and data spreadsheets</p> <p><i>What student groups will benefit and why?</i></p> <p>All student groups will benefit from this EBI because their progress towards the grade level goal will be monitored monthly and instruction will be adjusted as needed.</p>	<p>data, as well as by team completion of TACA forms.</p>	<p>Monday early release,</p> <p>PLTs scheduled weekly or bi-weekly during planning time above the contracted amount</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 six weeks using student progress monitoring data. Progress on TACA form completion will be monitored throughout the year.</p>		
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<p>Teachers will be supported in their data analysis through the use of the TACA which will additionally benefit students and their learning.</p>				
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.</i></p> <p>Teachers set goals with students and track progress towards goals. (Danielson 6.3)</p> <ul style="list-style-type: none"> ● strong evidence <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Binders, folders, tracking sheets</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>Students will set goals and track progress in the subskills of the DIBELS, beginning with their lowest foundational skill.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Impact will be measured through progress monitoring</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Classroom teachers support staff students</p> <p><i>When will this EBI occur?</i></p> <p>Students will track progress towards their goal after every progress monitoring assessment and after the three benchmarks.</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 according to the district recommendation; once every two weeks for students who are below or well below benchmark and once every four weeks for</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</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>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

<p><i>time, curriculum, materials, etc.?)</i></p> <p>Additional staff support to aid in testing and goal setting with students.</p> <p><i>What resources will be used for implementation?</i> <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p><i>What student groups will benefit and why?</i></p> <p>All student groups will benefit from this EBI because students will know what their goal is and be able to see where they are in relationship towards their goal.</p>		<p>students who are benchmark or above.</p>		
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SY 2025–2026 SMARTIE Goal #2: By June 2026, through the PLC process, analyzing data, and implementing best practices, 80% or more of all students, including MLL and SWD subgroups will be proficient in their grade level mathematics fluency standard as measured by a measurement tool. (STAR assessment or grade level CFA) All other students below proficiency will show above average growth.

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

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

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

By the middle of the year math benchmark, we expect to see progress being made toward the 80% proficiency goal, and students not yet at proficiency should be making above average growth.

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>Create grade-level goals</p> <ul style="list-style-type: none"> ● strong evidence <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Math fluency data from the previous benchmark</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 collect benchmark composite scores as long-term data and progress monitoring scores from the lowest foundational skill needed by students.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Impact will be measured through math progress monitoring</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Grade-level team leader Administration Instructional Facilitator</p> <p><i>When will this EBI occur?</i></p> <p>Grade level goals will be written at before school PD days, edited after the fall benchmark data is finished, and reviewed every six weeks during PLT times.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Progress monitoring will occur at least once a month. Grade level PLTs will review the data after each progress monitoring</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 on the PLC cycle and on unit planning</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Time for vertical and horizontal teaming in both dual and non dual instructional teams.</p> <p><i>What student groups will benefit from and why?</i></p> <p>All student groups will benefit from this EBI because their progress towards the grade level goal will be monitored monthly and instruction will be adjusted as needed.</p>		<p>assessment and determine next instructional steps</p>		
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.</i></p> <p>GLAD strategies</p> <ul style="list-style-type: none"> ● strong evidence 	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Grade level goal data.</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>Classroom teachers</p> <p>District language TOSA</p> <p>ELD teacher</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>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>GLAD PD</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Materials for GLAD lab</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Extended prep time outside of contracted time to prepare materials.</p> <p>What student groups will benefit and why?</p> <p>All student groups will benefit from this EBI because GLAD is a powerful strategy for instruction. This EBI will be particularly beneficial to our MLL students and other students who need extra</p>	<p>Impact will be measured through math progress monitoring and math benchmark data</p>	<p>Instructional Facilitator</p> <p>When will this EBI occur?</p> <p>GLAD instruction will occur during the math block in each classroom.</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Progress will be monitored monthly using the math progress monitoring.</p>		
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support with language and/or visual learning.				
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.</i></p> <p>Proficiency scales will be created to determine a common agreement of success.</p> <ul style="list-style-type: none"> ● strong evidence <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Proficiency scales Professional Development,</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>Student math benchmark and progress monitoring will be collected and viewed through the lens of the proficiency scales.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Impact will be measured through progress monitoring and benchmark goals.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Classroom teachers Instructional Facilitator Administration</p> <p><i>When will this EBI occur?</i></p> <p>This EBI will occur when CFAs are created by grade level teams and to determine proficiency for other assessments used in a grade level.</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 at GLT meetings as teams are using proficiency scales to discuss student work.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</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>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

<p>Substitute time to release teachers to create proficiency scales.</p> <p><i>What resources will be used for implementation?</i> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Materials and resources to create proficiency scales.</p> <p><i>What student groups will benefit and why?</i></p> <p>All student groups will benefit from this EBI because teachers and students will have a clear expectation of what students need to do to be successful on a given assessment or task.</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>Utilize PLC process to analyze student work and data and adjust instruction to meet student learning needs.</p> <ul style="list-style-type: none"> strong evidence <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p><i>Planning time, either 30 min weekly or 50 minutes biweekly.</i></p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Paid collaboration time outside of contracted time with ELD, resource, or reading intervention teachers.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>CFA data</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Impact will be measured through progress monitoring of CFA data, as well as by team completion of TACA forms.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Grade level team leader</p> <p>Grade level team</p> <p>Administration</p> <p>Instructional Facilitator</p> <p>ELD teacher</p> <p>Resource teacher</p> <p><i>When will this EBI occur?</i></p> <p>Monday early release,</p> <p>PLTs scheduled weekly or bi-weekly during planning time above the contracted amount</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 six weeks using student progress monitoring data. Progress on TACA form completion will be monitored 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>What resources will be used for implementation?</i> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Grade level PLT cycles and data spreadsheets</p> <p><i>What student groups will benefit and why?</i></p> <p>All student groups will benefit from this EBI because their progress towards the grade level goal will be monitored monthly and instruction will be adjusted as needed. Teachers will be supported in their data analysis through the use of the TACA which will additionally benefit students and their learning.</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>Teachers set goals with students and track progress</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Students will set goals and track progress the math fluency standard for their grade level.</p> <p><i>How will the impact on equitable learning or</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Classroom teachers support staff students</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><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>towards goals. (Danielson 6.3)</p> <ul style="list-style-type: none"> ● strong evidence <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Binders, folders, tracking sheets</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Additional staff support to aid in testing and goal setting with students.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p><i>What student groups will benefit and why?</i></p> <p>All student groups will benefit from this EBI because students will know</p>	<p><i>behavior change be measured?</i></p> <p>Impact will be measured through progress monitoring.</p>	<p><i>When will this EBI occur?</i></p> <p>Students will track progress towards their goal after every progress monitoring assessment and after the three benchmarks.</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 monthly..</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
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what their goal is and be able to see where they are in relationship towards their goal.				
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SY 2025–2026 SMARTIE Goal #3: Through collaboration with families and community members, by June 2026 we will increase our monthly attendance from an average of 91% to 95% with focus on low income and white subgroups, as measured with bi weekly data via homeroom and Skyward.

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

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

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

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

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

<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 Attendance team will meet biweekly to review attendance data, and follow and implement the McClure Attendance plan to re-engage students.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Tiered data for tiers 1, 2, and 3</p> <p>Skyward and Homeroom attendance data</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>We get a weekly attendance sheet from Homeroom and the Data</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Principal</p> <p>Attendance Secretary</p> <p>Behavior Specialist</p> <p><i>When will this EBI occur?</i></p> <p>Bi-Weekly</p> <p><i>When or how often will progress be monitored or</i></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>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Available translator to communicate between monolingual teachers and parents.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional Development in attendance strategies</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Time for teachers to communicate with parents.</p> <p><i>What student groups will benefit and why?</i></p>	<p>Specialist puts the data in the Attendance Success Plan Needs document. As students move in and out of risk their risk indicator changes.</p>	<p><i>data reviewed? Be as specific as possible.</i></p> <p>Involved staff meets bi-weekly and takes action as needed.</p>		
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<p>Students who struggle with attendance will benefit from this EBI.</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>School wide attendance recognition</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Staff to cover extra recess</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>LifeGate raffles</p> <p><i>What resources will be used for implementation?</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Skyward attendance data</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Impact will be measured by seeing improved attendance at the bi-weekly attendance meeting.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Principal</p> <p>Attendance Secretary</p> <p>Behavior Specialist</p> <p><i>When will this EBI occur?</i></p> <p>Monthly</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Involved staff meet bi-weekly and discuss progress..</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>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Time for the recognition, whether that is an assembly or extra recess or something else.</p> <p>What student groups will benefit and why?</p> <p>Students who struggle with attendance will benefit from this EBI.</p>				
<p>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.</p> <p>Attendance check in and check out for Tier 3 students</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>Skyward attendance data</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>We get a weekly attendance sheet from Homeroom where we can see how student attendance is impacted by the intervention.</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>Behavior Specialist</p> <p>When will this EBI occur?</p> <p>Daily check in and out by students, weekly reporting by staff.</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Progress will be monitored and</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

<p>Staff volunteers for check in/check out</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Binders to track check-in/check out</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>student rewards for meeting their goals.</p> <p><i>What student groups will benefit and why?</i></p> <p>Students who struggle with attendance will benefit from this EBI.</p>		<p>bi-weekly attendance meetings.</p>		
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SY 2025–2026 SMARTIE Goal #4: In partnership with our students, we will decrease discipline referrals in classroom disruption overall by 20% and discipline referrals in classroom disruption for SWD by 30% during the 25–26 school year.

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

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

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

By mid year, we expect to see a downward trend in our classroom disruption referral data for all students and specifically students with disabilities.

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>Intentionally teach schoolwide expectations for all areas of the school at least three times a year.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Expectation fair plan and schedule</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>Skyward and Homeroom behavior data</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Impact will be measured using skyward and homeroom referral data.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Behavior Specialist, school counselor, administrators</p> <p><i>When will this EBI occur?</i></p> <p>At the beginning of the year, after winter break, and after spring break</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 monthly to determine if the expectations need to be reviewed more often.</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>Expectation fair videos</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Class time set aside to teach the expectation fair</p> <p><i>What student groups will benefit and why?</i></p> <p>All student groups will benefit from knowing the school expectations because they know what is expected of their behavior while they are at school.</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>Use of the behavior flowchart by all staff members.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Skyward and Homeroom discipline data</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>Administrators, behavior specialist, school counselor</p> <p><i>When will this EBI occur?</i></p> <p>Year round</p> <p><i>When or how often will progress be monitored or</i></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>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Copies of the behavior flowchart available to all staff and communicated with families.</p> <p>What student groups will benefit and why?</p> <p>All students will benefit from universal use of the behavior flowchart.</p>	<p>Impact will be measured using skyward and homeroom referral data.</p>	<p>data reviewed? Be as specific as possible.</p> <p>Progress will be monitored monthly</p>		
<p>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.</p> <p>5 schoolwide practices used in the classroom</p> <p>What resources will be used for implementation? (For example, professional development, extended</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>Skyward and Homeroom discipline data</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>Impact will be measured using skyward and homeroom referral data.</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>Administrators, behavior specialist, school counselor</p> <p>When will this EBI occur?</p> <p>Year round</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

<p><i>time, curriculum, materials, etc.?)</i></p> <p>Professional development in schoolwide practices and time to select five practices to use at McClure.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Possible materials to implement the 5 strategies, depending on which strategies the staff chooses to focus on.</p> <p><i>What student groups will benefit and why?</i></p> <p>All student groups will benefit.</p>		<p>Progress will be monitored monthly</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.