

# Consolidated School Improvement Plan 2025-26

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

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

### Additional Guidance:

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

Section 1: Building Data	
<b>Building Name:</b> McKinley Elementary	<b>Does your school share a building with another school?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  <b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
<b>School Code:</b> Click or tap here to enter text.	<b>Grade Span:</b> k-5 <b>School Type:</b> Urban
<b>Principal:</b> Amanda Voorhees	<b>Building Enrollment:</b> 408
<b>School District:</b> Yakima School District	<b>F/R Percentage:</b> 91%
<b>Board Approval Date:</b> Click or tap here to enter text.	<b>Special Education Percentage:</b> 12.7%



Plan Date: August 2025







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

Tier 3 Plus

### Vision and Mission Statement

*We are ALL Mavericks, bringing out the best in each other through LOVE and LEARNING.*

*As a result of our daily commitment to LOVE and LEARNING, McKinley Mavericks will:*

-  Foster a culture of independence, curiosity, engagement and leadership.
-  Feel safe and connected within our school community.
-  Possess exceptional emotional, social, and academic problem-solving skills.
-  Demonstrate proficiency in communication and literacy in one or more languages.
-  Surpass the standards-based goals set before them, achieving high levels of growth.
-  Approach their next academic endeavors with confidence and readiness.

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

Please list by (Name, Title/Role)

*Sara Maass, Kindergarten Rep, Mayra Delgado, Dual Language Rep*

*Annie Blake, 3<sup>rd</sup> grade Rep, Emily Nickens, 4<sup>th</sup> grade Rep*

*John Schutz, Special Education Rep, Kaitlin Elmo, SEL Rep*

*Darlene Salamanca, 5<sup>th</sup> grade Rep, Sara Scheidegger, Instructional Rep*

*Danielle Linker, 1<sup>st</sup> grade Rep, Ryan Hawkins, 2<sup>nd</sup> grade Rep*

*Amanda Voorhees, Principal*

*Sara Coyner, Intervention Rep, Brianna Bass, Paraprofessional Rep.*

## Section 2: WSIF Cycle Identification and Report Card Data

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

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

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

### Instructions

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

Use the 2023 <a href="#">Washington School Improvement Report Card Data</a> to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification <b>Tier 3 Plus Comprehensive</b>	2024 WSIF Annual Data
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	<b>1.60</b>	<b>2.55</b>
Comprehensive Graduation Rate		
Student Group		
American Indian/Alaska Native	N/A	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A

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

Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	1.40	<b>1.98</b>
Two or more races	N/A	N/A
White	3.03	<b>4.45</b>
English Learner	1.25	1.20
Low Income	1.35	<b>1.93</b>
Special Education	1.88	1.60

### 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 the targeted assistance program using multiple data sources, including academic assessments (such as DIBELS and classroom-based data), teacher referrals (BSET), and previous placement history. Additional factors such as behavior concerns, IEP or MLL status (English language proficiency), and attendance trends are also considered to ensure a well-rounded view of student need.
  - 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.

The prioritized list is created by reviewing student performance across key indicators, including those who are performing below grade level, at risk of failing, or not meeting academic standards. Students are prioritized based on level of need, with consideration given to grade level, age, historical academic performance and behavioral supports to ensure services are directed to those with the greatest need. Monthly meetings to review student need through the BSET process and coordination of Tier I and Tier II supports help identify students with the most need. The student being served are reviewed after 6-8 week intervention cycles for students to exit interventions or continue with support.

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

- 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?

*Student progress is monitored using ongoing formative assessments and progress monitoring tools, such as DIBELS and curriculum-based measures, reviewed every 4–6 weeks. Data is analyzed by teachers at grade level data meetings and intervention teams (BSET) to determine if instructional adjustments are needed. When students consistently meet grade-level benchmarks and demonstrate sustained growth, they are considered for exit from targeted services, with input from both data and teacher observations. This is an area to continue to strengthen, including support staff in grade level data meetings.*

### 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?

*Based on the data reflection, several areas for professional learning and support have been identified to strengthen the implementation of evidence-based interventions. Staff need targeted training on small group math instruction, including how to plan, differentiate, and implement strategies effectively across both English and Spanish instruction. There is also a need for professional development focused on using progress monitoring data to inform instruction and interventions consistently, especially in reading comprehension and math regrouping. Newer teachers would benefit from mentorship and collaboration opportunities to learn effective intervention practices already in use by experienced staff. Additionally, clearer guidance on consistent intervention implementation, use of behavior data to adjust supports, and cross-department collaboration (e.g., between counselors, support staff, and classroom teachers) will help ensure all students receive the support they need to succeed.*

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?

*Professional learning supports that have already shown to be effective include the implementation of behavior systems that appear to be reducing Centegix usage, particularly for frequent flyers. Additionally, SEL assemblies and consistent morning announcements have helped reinforce school-wide behavior expectations and contributed to improved climate in several classrooms. In 4th grade, professional learning around oral reading fluency and accuracy has resulted in notable growth, as reflected in student data. These efforts are considered successful based on metrics such as decreased behavioral incidents, improved attendance in certain classrooms, and increased accuracy scores on reading assessments. Observational data, classroom trends, and feedback from staff further support the effectiveness of these initiatives.*

## 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 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?

The planned professional development directly aligns with the needs of teachers and paraeducators by focusing on effective small group instruction, data-driven decision-making, and consistent implementation of interventions. These areas are essential for supporting students receiving targeted assistance, particularly those with IEPs, language needs, or behavioral challenges.

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

The professional development will equip staff with strategies to deliver more effective, targeted instruction and interventions, leading to improved academic and behavioral outcomes for students receiving assistance. By strengthening adult understanding of data use and differentiated support, students will receive more consistent, responsive, and individualized instruction aligned to their specific needs.

### Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of supports and how areas of need will be improved.

McKinley's system of supports shows strength in reinforcing behavioral expectations through SEL assemblies and morning announcements, which have contributed to reduced Centegix usage and improved behavior for frequent flyers. There is also evidence of academic success in some grade levels, particularly in 4th grade reading fluency and accuracy, as well as strong attendance and engagement in select classrooms. However, areas of need include inconsistent intervention implementation, gaps in small group math instruction, and inequitable outcomes for students with disabilities, English learners, and those with behavioral challenges. To improve, the school will provide targeted professional development, increase collaboration among staff, and ensure data-informed instruction is consistently applied to better meet the diverse academic and social-emotional needs of all students.

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

These areas of strength and improvement were identified through a comprehensive data carousel process that analyzed academic, behavioral, and attendance data across grade levels and student groups. Staff reviewed trends from progress

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

monitoring tools, end-of-year assessments, discipline referrals, and attendance rates to highlight inconsistencies in student outcomes. Patterns such as improved reading fluency in 4th grade, reduced Centegix usage, and inequities in math achievement and intervention effectiveness informed the school's understanding of both successes and areas requiring targeted support.

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

School and community systems interact moderately well to provide continuity of support, with some promising practices in place. For example, students receiving behavioral support through school systems have also benefited from partnerships with outside service providers, such as counseling or WISE services, helping to reinforce consistent strategies across settings. However, there is a need to strengthen communication and collaboration to ensure all stakeholders are aligned in supporting students with academic, behavioral, and social-emotional needs. Continuing with the parent group started in the 24-25 school year will strengthen two way communication around academic and behavioral needs.

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?

The school has begun to analyze family engagement data by reviewing participation rates in events, informal feedback, and survey responses alongside academic and behavioral indicators. This analysis has helped identify patterns, such as stronger attendance and academic success in classrooms with higher family involvement. These insights are informing improvement strategies that focus on increasing two-way communication, creating more inclusive events, and building stronger home-school partnerships to support student growth.

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 include consistent family participation in events like Open House and SEL assemblies, as well as strong relationships built by some classroom teachers that correlate with higher student attendance and engagement. The school aims to improve in creating more equitable engagement across all classrooms and student groups, particularly for families of students receiving targeted assistance. Future efforts will focus on increasing opportunities for co-planning with families, gathering more

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

structured feedback, and expanding partnerships with community organizations to provide additional resources and support for students and families.

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?

While some collaboration between interventionists and classroom teachers occurs, we need to create more consistent systems to ensure alignment of instructional goals and avoid scheduling conflicts through intentional planning of the building-wide schedule. Developing clearer structures will help ensure students can access both interventions and core/enrichment learning without missing critical instruction.

- 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?

Targeted supports are prioritized for students in WSIF-identified groups, including English learners, students with disabilities, and those from low-income backgrounds, using disaggregated data to guide service placement. English interventions are tailored to address specific skill gaps, and progress is monitored regularly to ensure students are making adequate growth toward proficiency. There is a need to support Dual Language interventions in k-3, barriers to this currently include bilingual intervention staffing and funding.

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

At McKinley, transitions between grade levels are supported through intentional activities such as Move-Up Days, where students visit their next grade to build familiarity and ease anxiety. Additional supports include Open House events that allow families to connect with new teachers and classrooms, as well as WaKIDS conferences that facilitate a smooth transition into kindergarten by fostering early relationships and sharing valuable developmental information. The building will continue to use peer walkthroughs to assist with vertical teaming and intentionally plan to increase vertical teaming during PLT time.

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

Yes, some students in the targeted assistance program are able to participate in enrichment opportunities based on age and grade level. These include student leadership roles, hi-cap, mileage club, library helpers, safety patrol, BIPOC group, and McKinley Dancers, allowing students to explore their interests and build confidence beyond core academics.

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

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?

Parent Newsletters  
Parent Square  
STEAM Night (content nights)  
Open Library during the summer  
Conferences and OPEN house  
SBA/grade level nights  
Integrating reading writing and math into conferences

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

CEE survey fall and spring and data reviewed at ILT  
Parent Forum  
QR code for immediate feedback at the end of each parent night

### CNA DATA Summary

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

Key strengths included improved reading fluency and accuracy in 4th grade, reduced Centegix usage through consistent behavioral systems, increased attendance, successful SEL assemblies, and effective response to behavior walkie-talkie calls.

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

Areas for growth include clearer implementation of interventions, stronger small-group math instruction, and more consistent use of progress monitoring tools. Greater clarity is needed regarding available intervention programs—both academic and behavioral—as well as increased collaboration and communication between ELL staff and intervention teams. Math interventions require more attention and resources than reading interventions at this time.





#### 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.

No funding inequities are found.

#### 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:** Writing – Enhancing the writing process schoolwide by providing structured support in planning, drafting, revising, and publishing to improve student outcomes in written communication.

**Priority #2:** Math – Building foundational math skills and improving fluency across grade levels, while increasing clarity and consistency in small group instruction and intervention.

**Priority #3:** Reading – Strengthening foundational reading skills in grades K–2 and improving reading comprehension in grades 3–5, with a focus on aligning instruction and assessment 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 off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

**Note:** *This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

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

**Note:** In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

**Note:** For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

### SY 2025–2026 SMARTIE Goal #1: Writing

By **June 2026**, McKinley Elementary will **increase student achievement in writing** across all grade levels, as measured by **three writing benchmarks using a common rubric** and **Smarter Balanced Assessment (SBA) writing scores**, with targeted support for **students with disabilities (SWD)** and **English language learners (ELL)**.

To accomplish this, **each grade-level team will implement focused writing instruction and practice aligned to the following grade-specific targets:**

- **Kindergarten:** Students will with prompting and support write 1 complete **sentence** with grade level appropriate capitalization and punctuation. (progressed monitored 3 times per year)
- **Grade 1:** Students will with prompting and support write one **paragraph** that includes a main idea, **three key details**, and a **closing sentence** across **informational, opinion, and narrative genres (total of 3 writing samples per year)**.
- **Grades 2–5:** Students will write one complete piece in each genre (informational, opinion, narrative) two times per year (**total of six writing samples**), with the following grade-level expectations:
  - **Grade 2:** Five writing pieces with teacher guidance and one independent piece.
  - **Grade 3:** Five writing pieces with teacher scaffolds and one independent multi-paragraph piece.
  - **Grade 4:** Three independent three-paragraph papers (three times per year) and three scaffolded papers.
  - **Grade 5:** Three independent five-paragraph papers (three times per year) and three scaffolded papers.
- **Specialist connection:** Keyboarding and 2-3 assistance of researching, research IAB in the library

Writing will be assessed using a **district writing rubric** aligned with state standards, and **IAB performance tasks** will be used in grades 3–5 to monitor SBA readiness. Instructional practices and interventions will be **inclusive of and equitable for all learners**, with **scaffolds and supports embedded** to ensure growth for **students with disabilities and English language learners**.

## 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).

*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?*

### **Mid-Year Progress Expectations (by January/February 2026)**

- **Kindergarten:** Most students can, with prompting and support, write at least **one complete sentence** with correct capitalization at the beginning and ending punctuation about 70–80% of the time.
- **Grade 1:** Most students can, with prompting and support, write a **complete paragraph** with a main idea and at least two supporting details, with developing ability to add a closing sentence.
- **Grade 2:** Students have completed **at least three scaffolded writing pieces** across genres and are beginning to produce short independent writing with partial accuracy in conventions and structure.
- **Grade 3:** Students have completed **three scaffolded writing pieces** and are beginning to draft independent multi-paragraph writing with support for organization and elaboration.
- **Grade 4:** Students have completed **1–2 independent three-paragraph pieces** and **2 scaffolded pieces**; most can organize ideas into paragraphs with clear topic sentences.

## 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).

- **Grade 5: Students have completed 1–2 independent five-paragraph pieces and 2 scaffolded pieces; most are showing growth in elaboration, transitions, and introduction/conclusion paragraphs.**

### **Schoolwide Mid-Year Indicators:**

- All grade levels have completed **half of their planned total writing samples** for the year.
- Writing benchmarks show measurable improvement from fall to winter, especially in organization and conventions.
- SWD and ELL subgroups are on track toward growth targets, with interventions in place for students below expected progress.

**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.)*

## 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).

<p><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</p>
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><b>Targeted Professional Learning focused on The Writing Revolution Strategies</b></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>Data from individual writing samples will be collected 3-6 times per year as indicated by the grade level, district and SBA rubrics will be used to score writing</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>The impact will be measured by analyzing</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Instructional Facilitator, Admin, and Grade level teams</p> <p><i>When will this EBI occur?</i></p> <p>Throughout the school year within the Intervention and Core ELA block, assessments will follow the district benchmark schedule.</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><b>What is evidence of impact?</b></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><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p>

<p><i>time, curriculum, materials, etc.?)</i></p> <p><b>Professional Development on Monday ER.</b></p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p><b>Classroom and Curricular Materials</b></p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p><b>Additional time for PLC work around this goal (scoring and data review)</b></p> <p><i>What student groups will benefit and why?</i></p> <p><b>ALL students will benefit from this goal, with additional focus on ELL students and Students with Disabilities.</b></p>	<p>growth and achievement data for our English language learners (ELL) and students with disabilities (SWD), ensuring these groups show measurable progress toward grade-level expectations.</p>	<p><b><i>data reviewed? Be as specific as possible.</i></b></p> <p>Progress will be monitored and data reviewed every six weeks during extended time, data meetings, or Early Release Mondays. The Instructional Leadership Team (ILT) will conduct a focused review of writing data after each benchmark assessment period to evaluate progress and guide next steps.</p>		
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<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>
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**SY 2025-2026 SMARTIE Goal #2: Math:**

**By June 2026, McKinley Elementary will increase students' math fact fluency across grades K-5, as measured by grade-level fluency checks administered three times per year, with targeted supports for students with disabilities (SWD) and English language learners (ELL).**

**To accomplish this, each grade-level team will implement intentional instruction and fluency-building activities aligned to grade level Common Core expectations, with the following grade-specific targets:**

- Kindergarten: 85% of students will be able to decompose numbers less than or equal to 10 into pairs in more than one way, using objects or drawings, and record each decomposition with a drawing or equation (k.OA.3)**
- Grade 1: 85% of students will fluently add and subtract within 10 and develop strategies to add and subtract within 20 (1.OA.6).**
- Grade 2: 85% of students will fluently add and subtract within 20 using strategies, including mental strategies, arrays, and repeated addition by (2.OA.2)**

- **Grade 3: 80% of students will fluently multiply and divide within 100, knowing all facts by memory(3.OA.7).**
- **Grade 4: 75% of students will fluently multiply up to 4x1 and 2x2 multidigit numbers using a variety of place value strategies (4.NBT.5)**
- **Grade 5: 75% of students will fluently multiply multi-digit numbers using the standard algorithm (5.NBT.5)**
- **Specialist connection: STEAM and PE integrating skip counting to reinforce math goals**

**Fact fluency will be assessed through common grade-level fluency checks given three times per year (fall, winter, spring) and tracked for progress monitoring.**

**Instructional practices and interventions will be inclusive of and equitable for all learners, with scaffolded supports and culturally responsive strategies to ensure growth and access for students with disabilities and English language learners.**

*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 mid-year, the school expects to see students performing at or above 50%–60% of the end-of-year fluency targets in each grade level, based on the winter fluency check. Specifically:***

- ***Kindergarten: Most students can decompose numbers within 10 into pairs in more than one way and accurately represent decompositions with drawings or equations for numbers up to 6–8.***
- ***Grade 1: Most students fluently add and subtract within 10 and show developing strategies for adding and subtracting within 20.***

- **Grade 2:** Most students fluently add and subtract within 20 with growing efficiency in mental strategies, arrays, and repeated addition.
- **Grade 3:** Most students fluently solve multiplication and division problems within 50, with partial recall of facts to 100.
- **Grade 4:** Most students accurately multiply up to  $3 \times 1$  and  $2 \times 1$  multidigit numbers using place value strategies, with emerging accuracy for  $4 \times 1$  and  $2 \times 2$ .
- **Grade 5:** Most students accurately multiply smaller multi-digit numbers using the standard algorithm, with increasing success on larger factors.

**Schoolwide Indicators of Being on Track:**

- Mid-year fluency data shows upward growth for all grades from fall to winter.
- SWD and ELL subgroups demonstrate measurable progress toward grade-level targets.
- Instructional teams are using progress monitoring data to adjust interventions and supports.
- Specialist areas (STEAM and PE) are incorporating skip counting and other math connections regularly to reinforce classroom instruction.

**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>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><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Click or tap here to enter text.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>When will this EBI occur?</i></p> <p>Click or tap here to enter text.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

<p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What student groups will benefit from and why?</i></p> <p>Click or tap here to enter text.</p>				
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<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>
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**SY 2025–2026 SMARTIE Goal #3: Reading:**

By June 2026, McKinley Elementary will increase student proficiency in reading by strengthening foundational reading skills in grades K–2 and comprehension strategies in grades 3–5, as measured by universal screeners, common assessments, and benchmark reading data administered three times per year, with intentional supports for students with disabilities (SWD) and English language learners (ELL).

To accomplish this, each grade-level team will implement explicit instruction aligned to the Common Core State Standards, with the following grade-specific targets:

**K–2 Focus: Foundational Reading Skills**

- Kindergarten:
  - 90% of students will Read common high-frequency words by sight (RF.K.3c)
- Grade 1:
  - 80% of students will Read grade-level text with purpose and understanding (RF.1.4a)
- Grade 2:
  - 80% of students will Read with sufficient accuracy and fluency to support comprehension (RF.2.4)

**3–5 Focus: Reading Comprehension**

- Grade 3:
  - 80% of students will:
    - Ask and answer questions to demonstrate understanding of text (RL/RI.3.1)
    - Determine the main idea and key details (RI.3.2)
    - Read with sufficient accuracy and fluency to support comprehension
  
- Grade 4:
  - 80% of students will:
    - Refer to details and examples to explain what the text says (RL/RI.4.1)
    - Compare and contrast key elements from two texts (RL.4.9)
    - Read with sufficient accuracy and fluency to support comprehension
  
- Grade 5:
  - 80% of students will:
    - Quote accurately from a text and draw inferences (RL/RI.5.1)
    - Compare texts in the same genre (RL.5.9)
    - Read with sufficient accuracy and fluency to support comprehension

Assessments will include DIBELS (K–2), benchmark reading inventories, and comprehension-based common assessments (3–5) to track student growth. Grade-level teams will collaborate to analyze data, plan instruction, and monitor progress.

Instruction will be inclusive and equitable, with embedded scaffolds, language supports, and small group interventions to ensure access and success for SWD and ELL students.

*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, McKinley Elementary expects to see students performing at or above 50–60% of the end-of-year proficiency targets for their grade level, based on winter universal screeners, common assessments, and benchmark reading data.*

### **Grade-Level Mid-Year Indicators**

#### **K–2 Focus: Foundational Reading Skills**

- *Kindergarten: Most students can read at least half of the identified high-frequency words by sight and are demonstrating steady growth in letter-sound knowledge and blending skills.*
- *Grade 1: Most students can read grade-level text with developing fluency and demonstrate basic comprehension when reading with teacher support.*
- *Grade 2: Most students read grade-level text with improving accuracy and fluency, showing increased automaticity and comprehension during oral reading.*

#### **3–5 Focus: Reading Comprehension**

- *Grade 3: Most students can answer literal and basic inferential questions about a text, identify a main idea with some key details, and read with fluency approaching grade-level expectations.*
- *Grade 4: Most students can refer to details from the text to answer comprehension questions and begin comparing elements from two texts with teacher support.*
- *Grade 5: Most students can quote from a text to support answers, make basic inferences, and begin comparing texts within the same genre.*

### **Schoolwide Mid-Year Indicators**

- *All grades show measurable improvement from fall to winter benchmark scores.*
- *SWD and ELL subgroups demonstrate growth toward grade-level expectations, closing the gap from fall performance.*

- *Intervention and core instruction data are being used in PLCs to adjust grouping, pacing, and supports to ensure continued progress toward the June 2026 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.)*

<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 <a href="#">level of evidence</a> for the intervention.</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Click or tap here to enter text.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>When will this EBI occur?</i></p> <p>Click or tap here to enter text.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>
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<p>Click or tap here to enter text.</p> <p><i>What student groups will benefit and why?</i></p> <p>Click or tap here to enter text.</p>				
<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>

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

The following section is a reflection on mid-year findings, as documented as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) (including WSIF Tier 1-Tier 3 Plus) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

## Section 8: 2025–2026 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented as documented in the SMARTIE goal tables above and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026–2027 SIP.

Click or tap here to enter text.

3. How did at least one of the activities documented in Section I b above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated SMARTIE Goal?

Click or tap here to enter text.

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.

Click or tap here to enter text.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?

Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?

Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

Click or tap here to enter text.

**Funding:** List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

## Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

**NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Basic Education</b>	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i>  Click or tap here to enter text.
<b>Title I, Part A</b>	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i>  Click or tap here to enter text.
<b>School Improvement</b>	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	<i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i>  Click or tap here to enter text.
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i>  Click or tap here to enter text.
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop</i>

## Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

**NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	the same academic content and academic achievement standards that other children are expected to meet.	<p><i>English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i></p> <p>Click or tap here to enter text.</p>
<b>Title IV, Part A</b>	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<p><i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i></p> <p>Click or tap here to enter text.</p>
<b>Learning Assistance Program (LAP)</b>	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<p><i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i></p> <p>Click or tap here to enter text.</p>
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
<b>Other Funding Sources, including School Improvement Grant Funding</b>	Click or tap here to enter text.	Click or tap here to enter text.