

OSPI School Improvement Plan 2025-26

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, use the Consolidated School Improvement Template to satisfy the appropriate Components.

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 and District data

Building Name: Nob Hill Elementary	Does your school share a building with another school? Yes ☐ No ☒ If yes, which one(s)? (Note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: 2819	Grade Span: K-5 School Type: Elementary School
Principal: Craig Smith	Building Enrollment: 339
School District: Yakima School District	F/R Percentage: 68.4
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 19.8
Plan Date: 8/1/25	English Learner Percentage: 11.2



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Foundational Supports

Vision and Mission Statement

Mission: Nob Hill Nighthawks REACH for Excellence!

Vision: Building Life Long Learners

School Leadership Team Members and Family-Community Partners

List by (Name, Title/Role)

Craig Smith	Principal
Kathryn Barnick	Instructional Facilitator
Alexis Lizotte	Kindergarten
Jennifer Suhm	First Grade
Nickie Base	Second Grade
Kevin Cadigan	Third Grade
Beth Tamblyn	Fourth Grade
Kelly Hede	Fifth Grade
Amy Seely	Speech Pathologist
Lora Dykes	Reading Interventionist
Whitney Brandon	Para Educator

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans should show alignment of goals, and evidence-based interventions, with WSIF data.

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 Foundational	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)	5.0	4.65
Comprehensive Graduation Rate		
Student Group		
American Indian/Alaska Native		
Asian		
Black/African American		
Hawaiian/Other Pacific Islander		
Hispanic/Latino	4.22	3.23

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Two or more races		
White	6.65	6.13
English Learner	3.73	2.85
Low Income	3.50	3.45
Special Education	4.13	4.43

Section 3: 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)

CNA Data Summary

1. What top strengths have emerged from multiple data sources?
Our students with disabilities have continued to increase in proficiency since 2022 as seen in our WISIF Data.
2. What top needs have emerged from multiple data sources?
Every group except the students with disabilities has been declining in proficiency the the past three years as seen in our WISIF Data.
3. What disproportionalities exist among student groups?
White students and students with two or more races are considerably out performing the other student groups, We have a very small 2 or more race population.
4. What root causes has your team identified for disproportionalities among student groups?
The root cause is our instructional strategies, we need to use strategies that will benefit our EL students, and our Hispanic, Latino students.
5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
Using GLAD instructional strategies will benefit all subgroups.
6. How do identified needs impact each other?
We are seeing a decline in all of our sub groups. We need to do a better job of teaching academic vocabulary. This will benefit all students and help to see an increase this school year.
7. Which needs require short-term goals (3–6 months) and which needs require long-term goals (1–2 years)?
As stated above we need to focus on our EL students and look at our data with the lens of how our instruction is benefiting that student group. This will be a year long goal. All of the GLAD strategies will benefit all of our students.
8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.
At this point I don't think we have a quick win. We need to make sure all of our groups are learning at the same rate. Right now we have a large discrepancy for student learning.

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

We have also looked at our WIDA scores, and found that our EL students struggled in the listening portion of the assessment and that was improved this year. We now need to focus on writing.

Section 4: Resource Inequities

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.

Through our Comprehensive Needs Assessment (CNA) and use of the Examining Resource Inequities Tool, we identified several gaps that directly affect student learning. Foundational reading instruction is limited by the lack of consistent intervention staff and materials aligned across grade levels. Writing instruction, particularly in developing a clear main idea and supporting details, is impacted by inconsistent access to high-quality examples and professional development. Social and Emotional Learning (SEL) resources are insufficient, with limited staff training and tools to support students in problem-solving and breaking larger problems into manageable steps.

Addressed in the School Improvement Plan:

The plan prioritizes:

Expanding access to high-quality, aligned materials and staffing to strengthen foundational reading skills.

Providing targeted professional learning and classroom resources to improve student writing with a focus on main idea and supporting details.

Increasing SEL supports by training staff in explicit problem-solving strategies and ensuring resources are available to help students break down complex challenges into smaller steps.

Section 5: Priorities

Describe the top 3 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

Priority #1: Early Literacy to build strong foundational skills Goal 1

Priority #2: SEL Students Breaking Down Problems into Smaller Steps Goal 2

Priority #3: Writing Students will meet Proficiency in writing informational Text using main idea and supporting details Goal 3

Section 6: 2025–26 School Improvement Plan– SMARTIE Goals

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that are aligned with the data-based priorities that you plan to accomplish through evidence-based interventions (activities, practices, or strategies) for SY 2025–26. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. 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. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based interventions (activities, practices, or strategies) being used to achieve the SMARTIE Goal?

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 students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal is not 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?

SY 2025–2026 SMARTIE Goal #1

In collaboration with all stakeholders, **Nob Hill Elementary will prioritize the instruction of early literacy skills** to ensure every student—specifically our Multilingual Learner (ML) students—builds a strong foundation for future academic success. By **June 2026**, Nob Hill Elementary will increase the percentage of students in grades K–5 who demonstrate proficiency in early literacy from **62% to 80% on DIBELS**, with targeted supports in place to ensure **equitable growth for ML students**. Instruction will focus on the most foundational early literacy skills at each grade level where proficiency rates are below 80%.

According to current DIBELS data, **62% of students are proficient** in early literacy. By the end of the **2025–2026 school year**, our goal is to increase proficiency to **80% of students in grades K–5** as measured by DIBELS. Achieving this milestone in early literacy will, in turn, support a **10% increase in SBA ELA scores** by the end of the 2025–2026 school year.

*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 intervention (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

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

By mid-year, we will be following our progress monitoring data. Our intensive students will be Progress Monitored 2 a month were as our benchmark and strategic students 1 a month. After the MOY DIBELS Assessment, we should see that about 72% of our students are at Proficiency.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *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.) *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 the 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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<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> We will be measuring Foundation Growth through Tier 1 Instruction. Tier 1 ECRI Phonics Instruction Small Group Instruction differentiated by student need Interventions based on Students' Foundational Needs <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> Refresher PD for Progress Monitoring for both teachers and Para Educators. Coaching Cycles by Instructional Facilitator. Monthly Check-ins for Progress monitoring, where teachers share data <i>What resources will be used for implementation? (For example,</i>	<i>What data will be collected to measure the impact of implementing this EBI?</i> Progress Monitoring, Reviewing DIBELS Benchmarks Data, M-Class Data <i>How will the impact on equitable learning or behavior change be measured?</i> Grade Level teams will create TACA forms and revisit small group data on a six-week inquiry cycle.	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Craig Smith, Principal, Kathryn Barnick, Instruction Facilitator, ILT, Grade Level Teams <i>When will this EBI occur?</i> September 2025- June 2026 <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Monthly Progress Monitoring Data and DIBELS Benchmark dates September	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.
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<i>professional development, extended time, curriculum, materials, etc.?)</i> Refresh expectations for how to progress monitor and how often. We will track staff members' progress monthly to make sure we are meeting the expectations. <i>What resources will be used for implementation?</i> DIBELS assessment, Progress Monitoring Data, Creating Intervention groups based data in 6 weeks cycles. Teams will share data monthly during PLT, ELD Science Instruction. Click or tap here to enter text. <i>What student groups will benefit and why?</i> These efforts will enhance outcomes for all students, especially Multilingual Learner (ML) students.		2025, Jan. and May 2026		
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<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.
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SY 2025-2026 SMARTIE Goal #2: School SMARTIE goal: In collaboration with all stakeholders, Nob Hill Elementary will focus on students breaking problems into smaller steps and becoming assessment-capable learners during the 2025-26 school year. Currently, 47% 2nd-5th-grade students believe they are almost always good at breaking problems into smaller steps, and 53% of 2nd-5th-grade students believe they are sometimes and almost never good at breaking problems into smaller steps based on CEE survey data. Our goal is that by 5-29-26, 75% or more of students surveyed based on the Problem-Solving Self Assessment respond positively that they “always or usually” believe that they have the habits and behaviors necessary to develop personal ownership in their academic progress, problem-solving ability, and personal development plans.

*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 we should see that 63% of our students will respond positively that they “always or usually” believe that they have the habits and behaviors necessary to develop personal ownership in their academic progress, problem-solving ability, and personal development plans.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *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.) *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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<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> Tier 1 Social Emotional Learning, Social Emotional Small Groups run by our Behavioral Specialist and Counselor <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> We will provide Professional Development on how to give the assessment, provide instruction for students to learn how to track progress for meeting this goal <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> CEE Data, 2nd Steps, Curriculum, Problem-Solving Self-Assessment Form. <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> Teachers will be utilizing SEL instruction time for Tier 1,	<i>What data will be collected to measure the impact of implementing this EBI?</i> Staff will check CEE data, Progress Monitor Instruction, and learning of students during a 6-week Inquiry cycle <i>How will the impact on equitable learning or behavior change be measured?</i> This will be measured through 6-week learning cycles, where teams will monitor student data and report out during PLT and ILT meetings. We will also be utilizing CEE	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Craig Smith, Principal, Kathryn Barnick, Instruction Facilitator, ILT, Grade Level Teams <i>When will this EBI occur?</i> This will occur during our SEL block and will be integrated in other core academic blocks, where students will be breaking problems down into smaller steps. <i>When or how often will progress be monitored or data reviewed?</i>	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.
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Students will monitor their progress to meeting this goal. Students will have the opportunity for SEL intervention based on the students individual need. <i>What student groups will benefit and why?</i> All student groups will benefit from this work.	data to compare this process.	<i>Be as specific as possible.</i> We will be tracking this data monthly during PLT, and with ILT 3 times a year during Inquiry Cycles in ILT dates are 11/21/25, 3/6/26, 6/10/26		
<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.

SY 2025–2026 SMARTIE Goal #3: Our goal is that through collaboration with all stakeholders and implementing the PLC process with fidelity, K–2 Nob Hill students will meet proficiency by May 2026, and 3–5 Nob Hill students will meet proficiency by April 2026 in writing informational text using main idea and supporting details. Currently, 4.3% of all K–5 students meet proficiency in Writing Informational text using the main idea and supporting details. By April 2026, 25% of all 3–5 students will meet proficiency in the Informational Writing text using the main idea and supporting details. By May 2026 45% of all K–2 students will meet proficiency in the Informational Writing text using main idea and supporting details.

*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 the Middle of the school year, we expect to see 10% of students meeting writing proficiency.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *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.) *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 Craig Smith Principal, Kathryn Barnick Instruction Facilitator, ILT, Grade Level Teams	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.
<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> Tier 1 Fidelity to CKLA, and referencing students' reading with the lens of the author's organization of informational text, focusing on the Main Idea and supporting details. Cross-curriculum writing of	<i>What data will be collected to measure the impact of implementing this EBI?</i> Students will be writing informational text, with a focus on the Main Idea and supporting details. We will	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Lead and Timeframe Craig Smith Principal, Kathryn Barnick	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

informational text. GLAD strategies <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> Click or tap here to enter text. <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> Click or tap here to enter text. <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> Click or tap here to enter text. <i>What student groups will benefit and why?</i> Click or tap here to enter text.	also be using the end-of-the-year SBA Data as a summative assessment. <i>How will the impact on equitable learning or behavior change be measured?</i> We will be using sentence patterning charts and other glad strategies to support this work. We will be looking at this data through the lens of our ML Data	Instruction Facilitator, ILT, Grade Level Teams <i>When will this EBI occur?</i> We will be tracking this data monthly during PLT, and with ILT 3 times a year during Inquiry Cycles in ILT dates are 11/21/25, 3/6/26, 6/10/26 <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> We will be tracking this data monthly during PLT, and with ILT 3 times a year during Inquiry Cycles in ILT dates are 11/21/25, 3/6/26, 6/10/26		
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Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, 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) 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 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 the SMARTIE goal tables above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated 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.