

# 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> Ridgeview 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> 118	<b>Grade Span:</b> K-5 <b>School Type:</b> Elementary
<b>Principal:</b> Christopher Whitehurst	<b>Building Enrollment:</b> 534
<b>School District:</b> Yakima	<b>F/R Percentage:</b> 88.6%
<b>Board Approval Date:</b> Click or tap here to enter text.	<b>Special Education Percentage:</b> 16.3%



**Plan Date:** 6/25/2025

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

Tier 3 Compounded

### Vision and Mission Statement

**Mission:** To Ensure HIGH LEVELS of Learning for ALL: School \* Family \* Community

**Vision:** All students achieving at grade level or higher. All staff taking an active role in team collaboration focused on collective inquiry and acting on measurable student growth and achievement data. Students, staff and parents feel welcomed, cared for, and valued as a part of our school community.

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

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

Christopher Whitehurst, Principal  
Angela Zuno, Dual Language Teacher  
Kim McRae, Teacher  
Sonia Nevarez, Dual Language Teacher  
Martha Mejia, Dual Language Teacher  
Micheal Clark, Teacher  
Erika Rodriguez, Teacher

Jennifer Henson, Instructional Facilitator  
Lorena Zuniga, Teacher  
Kelly McIlrath, Teacher  
Griselda Vargas, Teacher  
Emma Vargas, Interventionist  
Kristin Kuestermeyer, Interventionist  
Kathy Graham, SPED Teacher

	Deborah Murphy, Specialist Teacher
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## 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 each year. If there is no data for a specific student group indicate N/A in that cell.

<p><b>WSIF Cycle 3 Identification Thresholds:</b></p> <p>All Schools Threshold: 2.25</p> <p>Title 1 Threshold: 1.90</p> <p>ELP Threshold: 9.4</p> <p>Graduation Rate: 66.7%</p>
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Use the 2023 <a href="#">Washington School Improvement Report Card Data</a> to identify and maintain focus on student groups and SMARTIE Goals.	<p><b>2023 WSIF Cycle 3 Identification</b></p> <p><b>Tier 3 Compounded</b></p>	<b>2024 WSIF Annual Data</b>
<b>WSIF Data Measures</b>	<b>2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)</b>	<b>2024 WSIF Overall Framework Score</b>
Comprehensive (All Student Group)	<b>2.75</b>	<b>2.55</b>
Comprehensive Graduation Rate	<b>N/A</b>	<b>N/A</b>

Student Group		
American Indian/Alaska Native	N/A	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A
Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	2.45	2.0
Two or more races	N/A	N/A
White	2.6	3.38
English Learner	1.58	1.05
Low Income	2.45	2.28
Special Education	1.05	1.0

## Summary of Comprehensive Needs Assessment (CNA):

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

### WSIF Data

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

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

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

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

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

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

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.

Special education students – intensive on progress monitoring, SBA scores, DIBELS. ELL students – WIDA, SBA, progress monitoring
  - 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.

DIBELS – Red or Yellow for reading interventions is the first indicator. All SPED students come to interventions and receive SPED intervention. IEP goals/SPED interventions. ELL's targeted in the intervention rooms and receive extra support with the ELD teacher/EL para support. Newcomer support directly with the ELD teacher when they first arrive. Progress monitoring with skills along the way.
  - 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?

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

Math – PLTs meet and review student data. Review CFA, exit ticket, and IAB scores to create intervention groups. Reviewed Fastbridge and previous year's data to identify who needs extra help.  
Reading – DIBELS scores are reviewed, maze scores, and intervention progress monitoring.  
Three benchmark windows shows when students have grown enough to exit the program.

### 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?

PLC process within the reading curriculum. Vocabulary. 15 Day Challenge. Understanding Target Trend Data/use. Literary Text. Math intervention. SPED PLCs. Colleague AI Training. DL Training. Language support – Spanish support.

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?

PLC. IABs. Reading Interventions. CFAs aligning with IABs. – Measuring with SBA data, DIBELS data, progress monitoring data.

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?

Adding PLT for SPED teachers helps them understand the standards/progressions and prepare them for state testing. Vocabulary, language support and DL all support our ELL needs. Target trend data support helps teachers understand standards and how they are paired as targets on the SBA when students are scored.

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

Deeper understanding of content standards and targets in the curriculum. Providing specific and intentional instruction to them during intervention times. Help students understand growth and how it is shown within the learning. Vocab and language support will help make the content understandable.

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

### Systems of Support

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

We continually review and identify students with behavioral needs and try to establish intervention plans for those students. Screenings, progress monitoring, academically. Reading intervention program is a strength. Monitoring data around students. SEL time set aside to get to know students. Improvement – The need for a whole school math intervention system. Behavior tracking data consistent across the building (6-week cycle). Attendance, especially the lower grade levels.

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

Areas of strength were identified were using data, SBA, WIDA, DIBELS, IABs, and CFAs. Improvement areas came from data sources as well – attendance data, math data and school schedule, SAEBRs.

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

Some grade levels feel this relationship is still weak. We do parent nights and have random events where we have community supports interact. This is an area we are growing in. We have connections with Northwest Harvest to support our students who need extra food.

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?

At ILT we review the data points. We reviewed data from parent walkthroughs. After school, teachers meet with parents outside during pick up. We are trying to identify with families what time of day works best for interactions/events.

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

5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)

Family nights – consistent. Dental clinic, Northwest Harvest, Grant County PUD, Soccer for Success. We are actively trying to find more ways to get families and community members to interact and join school functions.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 – Coordination and Transitions

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

Our intervention program works through Amplify. Intervention tried to read some of the core stories that were involved in the curriculum. Interventions also practiced some IAB sample questions with grades 3,4,5. ELD would front load vocabulary for newcomers, and try to include curriculum from grade levels in instruction. ELD groups would wrap around and provide extra support for ELL students. SPED students joined interventions, and some received extra support through the resource teacher.

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

Our WSIF identified students are ELL and SPED students. We track their data; our interventions are very intentional. SPED goals are standard aligned, and their interventions are also very intentional and targeted.

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

We have done vertical teaming and looked at progression of standards. The IF joins team meetings to discuss and ensure consistency with standards. ELD teacher shares the WIDA scores of incoming students at the beginning of the year. SPED teachers have transition meetings.

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

Yes, students participate in core instruction and electives. The only time they are pulled during electives is for speech.

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?

We have a reading and a math night in which we invite families to come do reading and math games with their children. Our parent walkthrough's happened during reading and math blocks.

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

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

Attendance will increase because of the strategies. Parent survey results.

### CNA DATA Summary

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

Decreasing red students in DIBELS composite. Decreasing red students in math SBA (also ELL and SPED). 45% of intensive readers showed above average growth on SBA. Target trend data – shown growth in areas we hadn't shown growth in in years. DL only 2 red kids in reading.

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

Writing (for a purpose), literary texts, vocabulary. Schoolwide math intervention. Exiting students in WIDA.

3. What disproportionalities exist among student groups?

Class size amongst grade levels. ELLs and SWDs. Schoolwide math interventions.

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

Poverty, attendance, family engagement, Language acquisition, and students with disabilities – resources, time, interventions and supports needed to help these students.

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

Schoolwide math interventions, attendance and family support. Continued use of reading intervention programs. Equity of technology. Dual Language and language acquisition professional development.

6. How do identified needs impact each other?

Poverty influences attendance and student's social and emotional health. Chronic attendance affects the whole child, if not at school they cannot learn. Students with disabilities have barriers that influence their development. Language barriers can slow progression.

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

Schoolwide math intervention, attendance, Professional Development – short term. Attendance, Language, Social-emotional, and Professional Development.

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

Expanding math interventions. Currently only available in two grade levels this would allow all students to receive interventions in needed areas for growth.

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

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

CFA data – continue to dig into this data to make informed decisions. Breakfast after the Bell data, does this program benefit/not. Data from other buildings on math intervention programs. Other data sources for SWDs and ELLs that show more of what they can do, not what they can't do.

## 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.

Math curriculum and intervention time: Our math curriculum has not been updated for many years. Teachers feel there are better resources available through other avenues. With our tight academic schedule, we have not had a time slotted specifically for building wide math interventions at all grade levels. At best this has been done individually by classroom teachers. PLC time is always needed: Due to state, federal and district budget hardships, we foresee continued struggles with finding ways to pay teams to meet to continue to do needed PLC work outside of daily contract hours. Contract time is tight and teacher planning and prep is protected per contracts. Inclusionary Practices: We have three self-contained Autism rooms; however, we are consistently trying to move students to the least restrictive environment. We have found in doing so that many of these rooms have not had consistent access or instruction in grade level core curriculum. This has made it harder fading student back into the general education setting. While they have been growing and meeting IEP goals, they have not been exposed to the grade level content per se, even at a scaffolded level.

## 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: Attendance**

**Priority #2: PLC/PLT**

**Priority #3: Growth of SPED students**

## 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?

## 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).

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.

**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:** By June of 2026, Ridgeview will increase the number of students attending at a 90% attendance rate from 65% to 75% as measured by district attendance data and Skyward building data using focused interventions and family outreach.

*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)*

## 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).

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

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

*At the mid-year mark, we expect to see our attendance rate around 80%. We have some students that take extended time off over winter break and if we can get through that stretch above our desired mark, we believe that we can then reach our 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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and	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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the resources used for implementation.				
<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>Attendance incentive programs for students and families – Moderate Evidence</p> <p>Continued family/community engagement board support and education – Strong Evidence</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Funding for the family/community engagement team to meet with families after contract time. Funding for tracking attendance incentives or aides, ie sticker charts, markers, alarm clocks,</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Attendance data tracked through Skyward, Homeroom, and PBIS Rewards.</p> <p>Targeted students/groups will be tracked by our family liaison and attendance team.</p> <p>Family nights we will collect sign-in sheets and possibly surveys.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Data will be compared to peer data and individual students past data, hoping to create a change in patterned absences and build knowledge around chronic absenteeism.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Our Attendance team (a PBIS subgroup) and our family/community engagement team.</p> <p><i>When will this EBI occur?</i></p> <p>Our team already has a list of students from last year to focus on and reach out to as we start the year. We will be including attendance information from the beginning of the year and continue throughout.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>The Attendance team will meet biweekly to review attendance data and track attendance interventions. The family/community engagement team will meet at least monthly beginning in Sept. to review school attendance data, plan</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>attendance works materials. Skyward, Homeroom-connect, PBIS Rewards, and Compass Curriculum.</p> <p><b><i>What student groups will benefit and why?</i></b></p> <p>The family/community engagement groups focus is K-2. These students rely on adults to get to school more. The outreach to families by this group is required to educate families and induce a change in attendance. The PBIS team (attendance subgroup) will focus on migrant, homeless, and impoverished students. Last year these groups were all below 60% regular attendance.</p>		<p>community data and education events, and discuss other potential needs.</p>		
<p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p>	<p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p>	<p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p>	<p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p>	<p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p>

**SY 2025–2026 SMARTIE Goal #2:** By June of 2026, Ridgeview will increase the number of all students showing standard growth or better from 55% to 65% as seen on the reading SBA assessment and DIBELS reading assessment using PLCs, interventions, and IAB materials.

*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?*

*At the mid-year mark, we expect to see 70–75% of our students meeting the path for a year’s worth of growth on the DIBELS assessment. All classrooms should be meeting our building goal of 80% of students passing CFA’s prior to moving on to the next lesson/unit. mClass intervention in full swing, grouping students by their needs and adjusting approximately every 6 weeks. Classrooms have given at least one IAB.*

**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>SBA aligned entry/exit tasks – Strong</p> <p>Use of IAB sample questions and IAB’s – Strong</p> <p>MClass intervention program – Strong</p> <p>PLCs – Strong</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>SBA Reading Data, DIBELS data, WIDA data, End of Unit Assessment data, CFA data, IAB data, target trend data, and progress monitoring data</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>This will be measured using SBA scoring and the expected yearly growth in points as well as DIBELS</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>The Instructional Leadership Team, Instructional Facilitator, Academic Specialist, and Reading Interventionist will all be responsible for implementing and ensuring we meet the goal.</p> <p><i>When will this EBI occur?</i></p> <p>Reading interventions will take place daily.</p> <p><i>When or how often will progress be monitored or</i></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

<p>YSD 5/GLAD strategies – Strong</p> <p>DIBELS – Strong</p> <p>UDL – Strong</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>CKLA–curriculum, mClass intervention curriculum, GLAD materials, IAB practice items, End of Unit Assessments, DIBELS progress monitoring, CFAs, 15 day challenge plc process, Para support during interventions, Professional development around CKLA and mClass, Professional development around YSD 5, UDL, and GLAD strategies.</p> <p><i>What student groups will benefit from and why?</i></p> <p>All students will benefit from the use of the core tier 1 curriculum and instructional strategies such as GLAD and the YSD 5. Grade level instruction is rigorous and challenging pushing students to</p>	<p>expected yearly growth. The other data, CFAs, IABs, unit assessments, will help inform instruction along the way to fill gaps and ensure growth is happening in between the larger growth assessments.</p>	<p><b><i>data reviewed? Be as specific as possible.</i></b></p> <p>The SBA will be reviewed in May. DIBELS will be administered 3 times a year – Sept, Jan, and May. WIDA will be administered Feb–Mar. 6–8 week inquiry cycles, CFA’s will be used in every instructional unit. Every unit will have an end of unit assessment. IAB sample questions will be used weekly as entry/exit tasks, and IABs will be given 2–4 times this year depending upon instructional topic within the grade levels.</p>		
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<p>perform at standard. The use of IABs will also prepare all students for the SBA rigor, style of questions, and presentation. mClass interventions, progress monitoring, and CFAs will benefit students that are falling behind in the achievement gap or who already behind, this tends to be our migrant, bilingual, and SPED students.</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>

SY 2025–2026 SMARTIE Goal #3: By June of 2026 Ridgeview will increase the number of students with disabilities showing substantial growth (60 points or more) from 35% to 45% on the reading and math SBA and DIBELS assessments through inclusion of SPED teachers in grade level PLCs and planning.

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

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

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

*At the mid-year mark, we expect that SPED teachers have attended 90% of their assigned grade level PLTs. SPED students are being exposed to the general education core curriculum as appropriate with support as needed. SPED teachers have shared strategies to support SPED students in gen. ed classrooms to help them access the content. We expect to see growth/upward trend on both the DIBELS and STAR math assessments by this student group. In the past these students have remained somewhat flat in growth.*

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

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

<p><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</p>
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>UDL – Strong</p> <p>PLCs – Strong</p> <p>Inclusionary Practices – Strong</p> <p>mClass Intervention – Strong</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Eureka-curriculum, math interventions, CKLA, mClass, STAR math, GLAD materials, IAB practice items, End of Unit</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>SBA Reading Data, DIBELS data, STAR math data, WIDA data, End of Unit Assessment data, CFA data, IAB data, progress monitoring data, and IEP goal data.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>This will be measured using SBA scoring and the expected yearly growth in points as well as DIBELS and STAR math expected yearly growth. The other data, CFAs, IABs, unit assessments, IEP goals, will help inform instruction along the way to fill gaps and ensure growth is</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>The Instructional Leadership Team, Instructional Facilitator, Academic Specialist, Reading Interventionist, and SPED lead will all be responsible for implementing and ensuring we meet the goal.</p> <p><i>When will this EBI occur?</i></p> <p>PLCs happen weekly. Reading and math interventions will take place daily.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>The SBA will be reviewed in May. DIBELS and STAR will</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>Assessments, progress monitoring, CFAs, Para support during interventions, Professional development around inclusion, Professional development around YSD 5, UDL, and GLAD strategies.</p> <p><i>What student groups will benefit and why?</i></p> <p>Students with IEPs will benefit the most as the focus is directly tied to their learning and ensuring they can access tier 1, grade level instruction regardless of placement. However, all other students will benefit from the UDL, YSD 5, and GLAD strategies as they will increase student access across the board.</p>	<p>happening in between the larger growth assessments.</p>	<p>be administered 3 times a year – Sept, Jan, and May. WIDA will be administered Feb–Mar. CFA’s will be used in every instructional unit. Every unit will have an end of unit assessment. IAB sample questions will be used weekly as entry/exit tasks, and IABs will be given 2–4 times this year depending upon instructional topic within the grade levels. IEP Goals are progress monitored monthly and reviewed yearly.</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. Note – We were notified we are not receiving any OSSI funds.

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>  Not Applicable
<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><i>Not Applicable</i></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.