

Consolidated School Improvement Plan 2025-26

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

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

Additional Guidance:

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

Section 1: Building Data	
Building Name: Robertson Elementary	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: 116	Grade Span: K-5 School Type: Elementary
Principal: Carrie Davis	Building Enrollment: 474
School District: Yakima School District	F/R Percentage: 100%
Board Approval Date: 12/17/25	Special Education Percentage: 24%



Plan Date: 8/1/25

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

Tier 1: Targeted 1-2

Vision and Mission Statement

Vision Statement

- Robertson strives to build a community of resilient, lifelong learners who pursue their future with empathy and respect for all, prepared to contribute to a global society.

Mission Statement

- Robertson, in partnership with families and community, seeks to create a safe environment where every student has the support needed to achieve high levels of learning.

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Jennifer Jackson/Kindergarten Teacher

Maria Ponce/1st Grade Teacher

Sonia Jauregui/2nd Grade Teacher

Jennie Mathes/3rd Grade Teacher

Trinidad Rivera/4th Grade Teacher

Elizabeth Smith/5th Grade Teacher

Joa Crowder/Resource Room Teacher

Nichola Hill/Music Teacher

Melissa Caveness/Reading Specialist

Yolanda Vanscoy/ELD Teacher

Guadalupe Avalos De Gonzalez/Instructional Facilitator

Anita Navarro/Counselor

Ryan Treat/Assistant Principal

Carrie Davis/Principal

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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 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 Tier 1: Targeted 1-2	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)	3.85	2.40
Comprehensive Graduation Rate	N/A	N/A
Student Group		

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

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	3.23	1.70
Two or more races	N/A	N/A
White	5.70	3.98
English Learner	1.90	1.25
Low Income	3.38	1.90
Special Education	4.30	2.45

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.

Click or tap here to enter text.
 - 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.

Click or tap here to enter text.
 - 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?

Click or tap here to enter text.

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

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?

Our leadership team identified a need for professional development in teaching strategies for Multilingual Learners, PLC work to include backward planning and data analysis, and how to teach and support social skills instruction. Additionally, there was a gap in culture and climate data between students and staff perceptions of feeling safe and included at school. Further data is needed to determine root causes and professional development will be designed based on this data to better support students.

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?

We have already implemented some professional development for teaching multilingual learners and saw an increase in the number of students testing out of WIDA. Additionally, we have implemented targeted reading strategies and interventions and have seen great growth in reading foundational skills in K-2 and fluency in 3-5 as measured by DIBELS. Additionally, we have focused on creating and maintaining strong PLTs centered around the PLC process. Our district culture and climate survey data showed a high degree of trust in colleagues based on staff 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?

Our targeted assistance is for reading and math interventions. Teachers and paraeducators are trained on the curriculum used to support these interventions. Teachers also work in PLCs to analyze data, plan interventions, and analyze results. Teachers have been provided with ongoing training on analyzing data and planning next steps based on needs.

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

By better understanding student needs through data analysis, teachers and paraeducators can determine students' specific needs. By knowing the curriculum available, they can then design instruction to target those needs and use assessments to determine progress. Through PLCs, teachers are collaborating to share data, instructional practices, and working as a team to support all students.

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.

Some areas of strength are having an SEL curriculum to be used in all classrooms, having strong PBIS Tier 1. Some areas of need are additional training and specific non-negotiables regarding what must be taught in the SEL curriculum and developing more systems for student voice.

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

Strengths and needs were identified by the culture and climate survey data and a school based PBIS survey given to staff and families.

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

This is an area of improvement for our school. We currently partner with a faith based organization to provide supports, but we would like to add additional community partners.

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

We have taken data from the district culture and climate survey and our own family PBIS survey to gather feedback. This data is analyzed by the PBIS team and shared out with teams to gather additional qualitative data that is then shared back to the PBIS team. The PBIS team then includes this data in their action planning for the year.

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)

Currently, we have families and community partners that volunteer regularly or for various events. We have a great deal of interest in volunteering, and we would like to improve partnerships to also focus on supporting academics, attendance, social, and behavioral as appropriate. We would like to move the focus from just events, to partnerships that promote academic and social success.

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 reading curriculum and intervention curriculum work together by utilizing DIBELS benchmark and progress monitoring data. The intervention curriculum provides targeted support based on the data. Our reading interventionist is trained in the program and with prior reading training, she is able to design reading instruction to target individual student needs. The intervention curriculum supports students based on their level of progress.

- 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 primary student groups identified by WSIF include English Language Learners, Hispanic/Latino, low-income, and students with disabilities. We have created school wide systems for looking at these student groups when teams look at data. Teams look at all data, but specifically narrow focus to these groups. We then target our supports through interventions and intervention staff, when needed, to ensure instruction targets the student groups and targets their specific needs.

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

This year our school partnered with childcare providers and our district pre-K school to share ideas and practices for a smooth transition to kindergarten. As a leader, I also participated in a yearlong partnership with UW Early Learning to learn more about supporting early learning and transitions to kindergarten. We surveyed kinder families to learn what went well and how we can improve. For 5th graders transitioning to middle school, we did a district wide field trip to a middle school, there were middle school family nights, and the district arranged for music fittings at the elementary for students interested in participating in band/orchestra. Our elementary and middle school counselors also meet to share information and students with 504s. Additionally, the special education teachers at pre-k meet with elementary staff and elementary staff then meet with middle school staff to share the needs of our special education students to help with their transition. Additionally, IEPs are held before student transitions to make sure they are up to date.

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

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

At elementary, all students are able to participate in specialist classes as we do not have electives like middle and high school.

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 support our family engagement by ensuring that all communication is in English and Spanish, which is our primary second language. We also utilize communication tools that will translate into other languages as we have additional languages as well. We ensure that during events, translators are available.

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

After participating in new learning with the UW Early Learning Cohort, we are analyzing our practices through family surveys and working to build more opportunities for families to be engaged with their child's school. We will continue to seek input from families to co-build family engagement and measure this through short surveys given to families.

CNA DATA Summary

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

Some reading strengths from DIBELS include: high levels of students meeting benchmark in accuracy goals, all students making growth from each benchmark, over 80% of 1st graders scored at or above benchmark in their overall composite score. K-2 had high levels of students at or above benchmark in various subskills needed for foundational reading skills development.

Some strengths from WIDA are an increase in the number of students exiting from last year, growth for 1st-5th in scores from last year

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

Supporting our ELL students and students with disabilities, SBA ELA and Math are needs as the data has remained stagnant the past three years. Attendance is another area of need.

3. What disproportionalities exist among student groups?

We continue to see disproportionalities for our English Language Learners and students with disabilities

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

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

Our SBA data has been pretty stagnant the past three years, we need to dive deeper into target data and individual student data to determine areas of focus. Our WSIF is lower than the last run, most likely from stagnant SBA scores. Once data is finalized our leadership team will dive deeper to determine root cause. We found that at the individual student level, many that performed below standard or benchmark also had higher rates of absenteeism.

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

When looking at the district culture and climate survey data for students, we found some lower scores regarding school safety, feeling respected, and having an adult they connect with. While this may not account for all student absenteeism, we are curious if the student perceptions are having an impact on their attendance.

6. How do identified needs impact each other?

As students miss school, they miss important instruction that cannot always be made up. The more absences a student has, the more gaps they have in their education leading to lower academic achievement. This in turn can affect how a student feels at school and their desire to be at school versus home.

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

We have set some short term goals for attendance and have established longer goals for ELA and math SBA achievement.

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

Using a student survey about their perceptions of school, creating some schoolwide Tier 1 and Tier 2 supports, tracking weekly attendance, and then checking in within 45 days to measure progress could be a quick win if attendance is improving. We could also see progress in academics as well.

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

We will use attendance data, progress monitoring data, classroom data, and student surveys to monitor goals and make decisions about next steps.

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.

One area of inequity is the response from all family demographics. While all families were offered surveys, some groups were underrepresented. In our SIP we will include ways to better reach all families. Additionally, while all students with disabilities and English Language Learners, are provided access to grade level content and materials, we will continue to work on implementing strategies to help ensure that all students are able to access the content.

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: Our English Language Learners are not performing as well as our non-English Language Learners. Root cause: English Language Learners are struggling to acquire deep content knowledge due to having limited English Proficiency. Theory of Action: If we focus on identifying the specific language needs of students, target instruction and interventions through specific teaching strategies to meet those needs, and monitor student progress in academics and language we will begin to help our English Language Learners master important content.

Priority #2: Our Tier 1 instruction is not leading to substantial growth from year to year for ELA and math as measured by SBA data. Root cause: there has been turnover in staff at grade 3-5 for the past three years resulting in new teachers to an SBA grade level that have not taught the grade level content and standards before. Theory of Action: If we continue to focus on building highly effective PLCs and use the strength of our PLCs to continue cycles of data analysis and planning for Tier 1 and Tier 2 instruction based on standards to target student needs, along with using specific instructional strategies for Tier 1 instruction to support student engagement and thinking, we can begin to close the achievement gap for students. Additionally, we will add more vertical teaming throughout the

year to ensure standards alignment from grade to grade. We will also have teachers leading some professional development on best practices for use in their own classrooms to build the expertise of all instructional staff.

Priority #3: We have higher rates of absenteeism and lower positive responses in student perception data of the school culture and climate. Additionally, many of the students with high rates of absenteeism also show lower academic growth and progress. Root cause: The leadership team believes there is a correlation in negative student perceptions, absenteeism, and lack of academic growth that all contribute to each other. Theory of Action: If we create strong Tier 1 supports to monitor student attendance to intervene early, share important attendance information with families, survey students to better understand their perceptions about school, and leverage student leadership and voice to create a more inclusive culture, we can positively impact student attendance and academic growth.

Priority #4: We want to decrease our percentage of exclusionary discipline in order to ensure students are in school and that staff support positive behaviors. We believe that students need supportive school environments to help them meet academic standards and support social and emotional needs. Root cause: The leadership team noted that many of the exclusionary discipline incidents involved that same few students. Additionally, there were more instances of physical fighting than prior years. Theory of Action: If we focus on our PBIS expectations, acknowledge positive behaviors, and teach SEL skills we can support students with behavior at school to help them learn. Additionally, we will use student voice to learn more about the cause of behavior and how students feel about the behaviors they see at school. We will also expand student leadership groups to promote community involvement and give students alternative activities to engage in to support a safe and positive school environment.

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.

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).

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.

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.

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).

SY 2025–2026 SMARTIE Goal #1:

In partnership with our students and families, our goal is to increase our ELA growth from 42 SGP to 57 SGP, our Students with Disabilities from 42 to 57 SGP, and our Multilingual Learner from 43 to 58 SGP by 2027, as measured by:

- Student outcome data: daily, weekly, monthly, and interim formative assessments aligned to the SBA targets and WA standards
- Team process data: ILT and GLT Tier 1 ELA learning walks, Tiered Fidelity Inventory (TFI) Tier 1 Reading data, DIBELS 8 benchmarks and progress monitoring, CKLA knowledge and skills assessments, and daily check for understanding.
- *Reading TFI to check for Tier 1 implementation*
- *During data analysis, staff will look specifically at the scores for ELL students and SWD to determine progress, needs, and next steps.*

*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?

We hope to see an increase in the achievement data we are collecting. We also expect to see adequate growth for our ELL students and SWD.

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).

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 the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Grade level teams will meet weekly with the instructional facilitator, and principal. Teams will use an inquiry cycle to look at student data, progress toward proficiency and student growth. Teams will create common formative assessments and adjust instruction as needed based on their assessment of student learning.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional development on backwards planning, analyzing data, and planning instruction will be provided. Grade level teams will be provided with weekly collaboration time and will have adopted reading materials.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>DIBELS 8 benchmark and progress monitoring data, classroom based data and common formative assessments,</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>When teachers analyze data, part of the protocol is to look specifically at our targeted groups (ELL and SWD) to measure their growth and plan for supports.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Carrie Davis-Principal Guadalupe Gonzalez- IF All teachers</p> <p><i>When will this EBI occur?</i></p> <p>This activity will occur during weekly team meetings and Monday collaboration for the entire 25-26 school year.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>ILT and grade level teams will analyze DIBELS benchmark data three times per year. Grade level teams will analyze progress monitoring data every 6 weeks.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>
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<p><i>What student groups will benefit and why?</i></p> <p>All student groups will benefit from more targeted instruction. SWD, ELL, and students performing below benchmark will benefit from the planned interventions teachers will create based on data analysis to target the skills they need to improve.</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>Professional development will be provided to teachers to support ELL students.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional development on analyzing WIDA to determine student language strengths and needs and how to plant based on the data.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>DIBELS 8 benchmark and progress monitoring data, classroom based data and common formative assessments, WIDA, and Imagine Learning data.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>When teachers analyze data, part of the protocol is to look specifically at our targeted groups (ELL and SWD) to measure their growth and plan for supports.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Carrie Davis-Principal Guadalupe Gonzalez- IF All teachers</p> <p><i>When will this EBI occur?</i></p> <p>This activity will occur during weekly team meetings and Monday collaboration for the entire 25-26 school year.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>ILT and grade level teams will analyze DIBELS and Imagine Language and Literacy benchmark data three times per year. Grade level teams</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>Additional training on high leverage ELL strategies to make content comprehensible and assess language development. Additional training for Imagine Language and Literacy will be provided to teachers so students can utilize the program.</p> <p><i>What student groups will benefit and why?</i></p> <p>ELL students and students performing below benchmark will benefit from the strategies and interventions teachers will plan to provide scaffolds during instruction.</p>		<p>will analyze DIBELS progress monitoring data every 6 weeks. Grade level teams will also analyze classroom based assessment data weekly and monthly.</p>		
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SY 2025–2026 SMARTIE Goal #2:

In partnership with our students and families, our goal is to increase our math growth from 42 SGP to 51 SGP, our Students with Disabilities from 52 to 61 SGP, and our Multilingual Learners from 40 to 49 SGP by 2027, as measured by

- Student outcome data: daily, weekly, monthly, and interim formative assessments aligned to the SBA targets and WA standards
- Team process data: ILT and GLT Tier 1 math learning walks, Tiered Fidelity Inventory (TFI) Tier 1 math, STAR benchmarks

and progress monitoring, math module common formative assessments, and daily check for understanding.

*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?

We hope to see an increase in the achievement data we are collecting. We also expect to see adequate growth for our ELL students and SWD.

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,</u>	Data Measures	Lead and	Mid-Year Progress (MYPR) on each EBI and impact	End-of-Year Progress (EOYR) on each EBI and
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<p><u>practice or strategy</u>) to support SMARTIE Goal and the resources used for implementation.</p>		Timeframe	thus far in the 2025-26 school year.	impact during the 2025-26 school year.
<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>Grade level teams will meet weekly with the instructional facilitator and principal. Teams will use an inquiry cycle to look at student data, progress toward proficiency and student growth. Teams will create formative assessments and adjust instructional practices as needed.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional development on backwards planning, analyzing data, and planning instruction will be provided. Grade level teams will be provided</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Star math benchmarks three times per year and progress monitoring every 4-6 weeks, Imagine Learning benchmark data three times per year, SBA, classroom based common formative assessments</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>When teachers analyze data, part of the protocol is to look specifically at our targeted groups (ELL and SWD) to measure their growth and plan for supports.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Carrie Davis-Principal Guadalupe Gonzalez- IF All teachers</p> <p><i>When will this EBI occur?</i></p> <p>This activity will occur during weekly team meetings and Monday collaboration for the entire 25-26 school year.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Star Math and Imagine Learning Math benchmark data will be reviewed by teams and ILT three times per year. Additionally, Star Math progress monitoring data will be reviewed by grade level teams every 4-6 weeks</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>with weekly collaboration time. Additional PD will be provided for math fluency instruction and problem solving instructional strategies. Star Math is new this year and teachers will be provided with professional development on how to use it, analyze the data it provides, and plan for instruction.</p> <p><i>What student groups will benefit from and why?</i></p> <p>All student groups will benefit as we are focused on having strong math foundational skills at Tier 1 level. ELL and SWD will continue to be monitored during data analysis to determine growth and progress. Additionally, the ELL strategies from goal 1 will benefit students in all content areas.</p>				
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<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.</i></p> <p>Professional development will be provided to teachers on math instructional strategies including thinking routines, math talks, fact fluency, language routines for math, and problem solving strategies.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional development on targeted math strategies listed above. Teachers will be provided with collaboration time to plan for use of strategies and debrief on effectiveness based on student work. Teachers will also be given collaboration time to work in vertical grade bands to align practices and strategies building wide to</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Star math benchmarks three times per year and progress monitoring every 4-6 weeks, Imagine Learning benchmark data three times per year, SBA, classroom based common formative assessments</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>When teachers analyze data, part of the protocol is to look specifically at our targeted groups (ELL and SWD) to measure their growth and plan for supports.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Carrie Davis-Principal Guadalupe Gonzalez- IF All teachers</p> <p><i>When will this EBI occur?</i></p> <p>This activity will occur during weekly team meetings and Monday collaboration for the entire 25-26 school year.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Star Math and Imagine Learning Math benchmark data will be reviewed by teams and ILT three times per year. Additionally, Star Math progress monitoring data will be reviewed by grade level teams every 4-6 weeks</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>create common strategies for students.</p> <p><i>What student groups will benefit from and why?</i></p> <p>All student groups will benefit as we are focused on having strong math foundational skills at Tier 1 level. ELL and SWD will continue to be monitored during data analysis to determine growth and progress.</p>				
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SY 2025–2026 SMARTIE Goal #3:

In partnership with our students and families, by 2027, our school will increase the percentage of students with regular attendance (missing fewer than 10% of school days) from 90% to 95% and our Students with Disabilities from 64% to 95% by improving early intervention and family engagement strategies as measured by:

- Skyward and Homeroom data dashboards
- Tiered Attendance Intervention Tracker
- Monthly data review at PBIS

*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?

We expect to see an increase in regular student attendance, especially students that have chronic absences. We also expect to see an increase in student perception data from our baseline survey in the fall to the second survey in the winter.

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>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</p> <p>Focus on implementation of Tier 1 attendance supports provided in all classrooms, students tracking attendance in leadership notebooks and setting goals, increase parent awareness.</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Professional development will be provided on best Tier 1 practices. Additional time will be provided for grade level teams to look at attendance data for their students.</p> <p>What student groups will benefit and why?</p> <p>This will benefit students with chronic absenteeism by monitoring their attendance and intervening</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>Weekly and monthly attendance data,</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>By monitoring attendance data, we will be able to see if there is a decrease in absences.</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>Carrie Davis-Principal Ryan Treat-Assistant Principal All teachers Instructional Leadership Team Attendance team</p> <p>When will this EBI occur?</p> <p>Teachers will use the school wide attendance plan to engage in monthly attendance activities. Teachers will have students track attendance daily in student leadership notebook</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Grade level teams will look at attendance data monthly. ILT will monitor with Skyward data three times per year and the attendance team will monitor chronic absences weekly using Skyward data.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>
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<p>early to help them feel more supported at school.</p>				
<p>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</p> <p>Utilize student voice and survey data to create a school environment of safety and belonging through student leadership groups.</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Student survey and time for student groups to meet and plan collaboration time for teachers to analyze student survey data and plan for ways to respond.</p> <p>What student groups will benefit and why?</p> <p>This will benefit students with chronic absenteeism by monitoring their attendance and intervening</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>Student survey data, SAEBRS and my SAEBRS data, attendance data.</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>By monitoring attendance data, we will be able to see if there is a decrease in absences.</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>Carrie Davis-Principal Ryan Treat-Assistant Principal All teachers Instructional Leadership Team Attendance team</p> <p>When will this EBI occur?</p> <p>Student leadership reps will meet monthly with the principal. Student surveys will be used three times per year</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Grade level teams and ILT will analyze SAEBRS, mySAEBRS data, and student survey data three times per year.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

early to help them feel more supported at school.				
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SY 2025-2026 SMARTIE Goal #4:

In partnership with our students, we will decrease discipline referrals during recess by 50% during the 25-26 school year, as measured by:

- Monthly reports of discipline data from Homeroom and Skyward
- TFI subscale 1.7: Responses to Inappropriate Behavior
- Staff fidelity checks and self-assessments

*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?

We expect to see a decrease in exclusionary discipline referrals. We also expect to see student leadership groups set up and to have collected student voice data to determine our current reality at the student level.

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>Focus on implementation of Tier 1 PBIS and SEL supports by providing ongoing training in best practices for supporting student behavior to be used by all staff</p> <p><i>What resources will be used for implementation? (For example, professional</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Monthly discipline data,</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>By monitoring discipline data, we can detect patterns of behavior or note what students may need additional support</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Carrie Davis-Principal</p> <p>Ryan Treat-Assistant Principal</p> <p>All teachers</p> <p>PBIS Team</p> <p>Michelle Dufault-Behavior Specialist</p> <p><i>When will this EBI occur?</i></p> <p>Initial training will occur before school starts, and ongoing</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

<p><i>development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional development will be provided on best Tier 1 practices. Additional time will be provided for grade level teams to look at data for their students.</p> <p><i>What student groups will benefit and why?</i></p> <p>This will benefit all students by supporting positive behaviors and learning SEL skills</p>		<p>training will be provided during team times and staff meetings.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Grade level teams will look at discipline data monthly. PBIS will monitor Homeroom data monthly, and ILT will review data three times per 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>Utilize student voice and survey data to create a school environment of safety and belonging through student leadership groups.</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>Student survey data, SEL screener data, attendance data in leadership groups.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>By monitoring data, we will be able to see if there is a decrease in exclusionary discipline and student surveys should indicate</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Carrie Davis-Principal Ryan Treat-Assistant Principal All teachers Instructional Leadership Team PBIS Team Michelle Dufault-Behavior Specialist</p> <p><i>When will this EBI occur?</i></p> <p>Student leadership reps will meet monthly with the</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>time, curriculum, materials, etc.?)</p> <p>Student survey and time for student groups to meet and plan collaboration time for teachers to analyze student survey data and plan for ways to respond.</p> <p>What student groups will benefit and why?</p> <p>This will benefit all students by supporting positive behaviors and learning SEL skills</p>	<p>more positive perceptions of the school.</p>	<p>principal. Student surveys will be used three times per year</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Grade level teams and ILT will analyze SEL screener and student perception survey data three times per year.</p>		
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Section 7: 2025–2026 Mid-Year Reflection Questions

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

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

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

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

1. Click or tap here to enter text.

2. Click or tap here to enter text.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Provides for collaboration time to support planning for instruction and professional development on strategies for ELA, math, and supporting ELL students.
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i> Provides for additional PLC collaboration to plan instruction for ELA, math, and to support ELL students. Small group interventions.
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	<i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i> Inquiry data cycles with grade level teams, instructional coaching
Title II, Part A	N/A	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP)</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
	youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<p><i>students, including immigrant children and youth, develop 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>Title III intervention staffing and supplies, as well as professional development on effective strategies to support ELL students.</p>
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<p><i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i></p> <p>N/A</p>
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<p><i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K-6 students.</i></p> <p>Reading interventionist and instructional coach.</p>
Local Funds	Local levy revenue may be combined in schoolwide programs.	Local levy funds directed by the school district.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	N/A

