

# 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> Roosevelt 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> 117	<b>Grade Span:</b> Kindergarten-5th Grade <b>School Type:</b> Title 1
<b>Principal:</b> Casceila Miller	<b>Building Enrollment:</b> 455
<b>School District:</b> Yakima School District	<b>F/R Percentage:</b> 91.6%
<b>Board Approval Date:</b> Click or tap here to enter text.	<b>Special Education Percentage:</b> 19.3%



<b>Plan Date:</b> 8/7/25	
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<b>Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b> Foundational Supports
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<b>Vision and Mission Statement</b>
<b>Mission:</b> Compassion, Respect, Growth: Every Bear, Everywhere
<b>Vision:</b> Building a bold, brave, bright future.

<b>School Leadership Team Members and Parent-Community Partners</b> <b>Please list by (Name, Title/Role)</b>
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Casceila Miller/Principal	Cassandra Benitez/Kindergarten Teacher
Ryan Treat/Assistant Principal	Lisa Cyr/ELD Teacher
Sarah James/SLP	Linsey Hiles/4th Grade Teacher
Lupita Mason/Counselor	Jacqueline Silva/2nd Grade Teacher
Kyleen Welch/Instructional Facilitator	Kim Thomas-Dietz/3rd Grade Teacher
Alvena McClintick/Behavior Specialist	Jenell Crosier/5th Grade Teacher
Steven Churchwell/Music teacher	Cynthia Deloza/1st Grade Teacher
	Melanie Marquez/LAP Paraeducator
	Mike Kay/Parent

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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 <a href="#">Washington School Improvement Report Card Data</a> to identify and maintain focus on student groups and SMARTIE Goals.	<b>2023 WSIF Cycle 3 Identification</b> Choose an item.	<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>5.85</b>	<b>3.40</b>
Comprehensive Graduation Rate	<b>N/A</b>	<b>N/A</b>

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

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	5.18	2.75
Two or more races	N/A	N/A
White	6.67	5.98
English Learner	2.73	1.85
Low Income	5.18	2.75
Special Education	3.93	3.05

## 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
2.
  - a. Students are selected based on the following criteria: performance based on WISF, student assessment scores (DIBELS, SBA, CBAs, Common Summative Assessments), teacher referral, family referral.
  - b. Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.  
  
Students who are identified at-risk or below grade level standard per assessment data or showing a lack of growth on multiple assessment measures (classroom, summative, benchmark).
  - 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)

Student data will be utilized to monitor progress monthly to determine student growth.

### 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?

PBIS systems and implementation for all staff, de-escalation strategies, strengthening implementation of evidence-based practices for teaching, development of a strong PLC culture to meet the needs of students, addressing the needs of students through intervention, data analysis and decision-making based on a data inquiry cycle, inclusionary practices

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?

Walk-throughs to identify instructional strategies–witnessing strategies in use, common vocabulary used throughout grade levels

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?

This year we will focus on data inquiry cycles in PLCs to determine which students are meeting standard, near standard, and far below standard. This will be done through development of a systematic continued implementation of grade-level PLCs. Through this process staff will develop skills to identify students who require targeted assistance.

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

Students will be placed in the appropriate interventions and/or extensions based on their needs. Data will be analyzed frequently to determine needs and growth in order to ensure that students are receiving the assistance that they need at the appropriate time.

### 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.

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

- a. Strength: PBIS, common school expectations, incentives at Tier I level, targeted intervention time built into schedule, community connections—faith based partners and Booster Club is active.
- b. Areas of Need: Tier II behavior interventions and systematic approach to student behavior, teachers need to utilize data cycles to make instructional decisions, development of a strong PLC culture. These will be improved via clear communication with staff, training multiple times throughout the year, and a focus on data cycles in PLC teams. Students who are not at standard will receive targeted intervention based on data.

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

Behavior referral numbers, TFI data, teacher climate survey, student achievement data

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

There is a strong Booster Club that hosts monthly family nights, which encourage family-school connections.

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?

N/A, this is an area for growth

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

There is a strong Booster Club that hosts monthly family nights, which encourage family-school connections. Family surveys, recruitment for involvement and volunteers at Open House, continuing partnership with families/faith-based partners and school.

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

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions
  - a. How does your targeted assistance program coordinate with core and additional programs in the school?  
N/A
  - 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?  
N/A
  - c. How do you support transitions between grade spans?  
N/A
  - d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?  
N/A
  
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?  
N/A
  - b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?  
N/A

### CNA DATA Summary

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

English–Language Learners have fallen from a 2.73 to 1.85 score on WISF and continue to struggle on SBA, Students with Disabilities went from 3.93 to 3.05 on WISF and struggle on SBA. All students scored a 3.4 on WISF.

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

In 2024-25 there were 850 disciplinary referrals, with 306 of these being in second grade.

3. What disproportionalities exist among student groups?

English-Language Learners

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

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

Behavior has been a struggle in the building, development of strong Tier I across the building and Tier II interventions will create more positive outcomes for students. We will be utilizing a push-in model for ELD.

6. How do identified needs impact each other?

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

Behavior requires a short-term goal—in order to ensure that the school is running smoothly and students are in class and receiving instruction.

Long-Term goals: increasing student achievement through data analysis/cycles in order to track whether or not students are meeting standard and how to appropriately intervene if they are not.

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

Shoring up behavior and having clear school-wide expectations, working teachers through a data cycle in the fall so that they can begin to be more comfortable with the process.

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

New administration this year, staff have identified the need to strengthen their PLC process,

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

## 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.

N/A

## 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:** ELL Students

**Priority #2:** Click or tap here to enter text.

**Priority #3:** Click or tap here to enter text.

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

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

Using the guiding questions and tables below, identify your highest priority data-based improvement goals and evidence-based interventions (activities, practices, or strategies) for SY 2025–26. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids.

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

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

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

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

### SY 2025–2026 SMARTIE Goal #1:

**In partnership with our students, student reading accuracy proficiency will increase by 5% by June of 2026. In addition, our ELL students will increase reading accuracy proficiency by 10%. Growth will be measured by monthly DIBELS progress monitoring, classroom-based formative assessment, and district benchmark assessments.**

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **\*Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

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

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

Mid-year we expect to see progression on this goal as measured by monthly DIBELS progress monitoring, DIBELS mid-year benchmark, and classroom assessments. Teachers will track individual students to determine their 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).

**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><b>Students will receive strategic, targeted interventions and/or extensions during WINN time based on review of formative assessment data utilizing the TACA form. Tier III students will receive intervention with our Reading Specialist.</b></p> <p><i>What resources will be used for implementation?</i></p> <p><b>Professional development on data cycles, intervention curriculum (mClass, curriculum interventions)</b></p> <p><i>What student groups will benefit and why?</i></p> <p><b>All students will benefit from targeted instruction because instruction will meet individual needs based on assessment data.</b></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>DIBELS benchmark and progress monitoring, mClass assessment, classroom based formative assessment</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p><b>Teachers will track all students to determine growth, through the implementation of 6-week data cycles, all students will receive targeted instruction based on their needs.</b></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p><b>Admin, IF, ILT</b></p> <p><i>When will this EBI occur?</i></p> <p><b>Throughout the 2025-26 SY</b></p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p><b>Monthly/bi-weekly progress monitoring, data cycles in PLT groups</b></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p>
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<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><b>Teachers will engage in the PLC process with their grade-level teams to create assessments, analyze student progress, and make instructional decisions based on data.</b></p> <p><i>What resources will be used for implementation?</i></p> <p>Professional development on data cycles, coaching on PLC process</p> <p><i>What student groups will benefit and why?</i></p> <p>All students will benefit from targeted instruction because instruction will meet individual needs based on assessment data</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>DIBELS benchmark and progress monitoring, mClass assessment, classroom based formative assessment</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p><b>Teachers will track all students to determine growth, through the implementation of frequent and consistent data cycles, all students will receive targeted instruction based on their needs.</b></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p><b>Admin, IF, ILT</b></p> <p><i>When will this EBI occur?</i></p> <p><b>Throughout the 2025-26 SY</b></p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p><b>Monthly/bi-weekly progress monitoring, data cycles in PLT groups</b></p>	<p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p>	<p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p>
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**SY 2025–2026 SMARTIE Goal #2:** In partnership with our students, all Roosevelt students will show an increase of 10% proficiency in district benchmark math assessments. In addition, our ELL students will increase an additional 5% in math proficiency by June of 2026.

*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?*

*Mid-year students will show between 5-10% growth in math proficiency. This will be measured by formative classroom assessments, district benchmark assessments, and district common summative assessments.*

**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><b>Evidence-based intervention (activity, practice or strategy)</b> 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>Teachers will use Number Talks to increase student's number sense, problem-solving, and mental math skills.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Formative assessment data</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Students will confidently engage in mathematical discussions with their peers and teachers. Formative assessment measures, district assessments.</p> <p><i>What data will be collected to measure the</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Admin, IF, teachers</p> <p><i>When will this EBI occur?</i></p> <p>Throughout the 2025-26 SY</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Teachers will conduct six-week data cycles in their PLT based on common formative assessments and district assessments.</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>Walk-throughs, professional development as needed, Number Talks materials, PLT-created formative assessments</p> <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Teachers will participate in collaborative data inquiry cycles to determine needs of students, align interventions and extensions to these needs through the PLC process in grade-level teams.</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 data inquiry cycles, time to create assessments, time to analyze assessments in teams.</p> <p><i>What student groups will benefit from and why?</i></p>	<p><i>impact of implementing this EBI?</i></p> <p><b>Formative assessment data, district benchmark assessments</b></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p><b>Students will confidently engage in mathematical discussions with their peers and teachers. Formative assessment measures, district assessments.</b></p>			
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<p>All students will benefit from this instruction because the data inquiry cycle will provide teachers and students with timely feedback that will allow them to address any needs.</p>				
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Teachers will participate in collaborative data inquiry cycles to determine needs of students, align interventions and extensions to these needs through the PLC process in grade-level teams.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p><b>Professional development on data inquiry cycles, time to create assessments, time</b></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p><b>Formative assessment data</b></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p><b>Formative assessment measures, district assessments.</b></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p><b>Admin, IF, teachers</b></p> <p><i>When will this EBI occur?</i></p> <p><b>Throughout the 2025-26 SY</b></p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p><b>Teachers will conduct six-week data cycles in their PLT based on common formative assessments and district assessments.</b></p>	<p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p>	<p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p>

<p>to analyze assessments in teams.</p> <p><i>What student groups will benefit from and why?</i></p> <p>All students will benefit from this instruction because the data inquiry cycle will provide teachers and students with timely feedback that will allow them to address any needs.</p>				
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**SY 2025–2026 SMARTIE Goal #3:** In partnership with parents, families, and community members, Roosevelt Elementary students will increase attendance for the 2025–26 SY 10% by June 2026. Additionally, students will demonstrate safe and respectful behavior, as measured by a 5% decrease in disciplinary referrals by January 2026 and an additional 5% reduction in disciplinary referrals by June of 2026.

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

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

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

By mid-year we should see a reduction of student disciplinary referrals. Students should be able to identify school expectations and actively engage in meeting those expectations. Students with Tier II needs will be strategically addressed through a systematic identification process, including classroom data, discipline data, and teacher feedback. Additionally, we should see a positive trend in attendance and have an attendance committee meeting every other week to address students of concern.

**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>Implementation of a building-wide PBIS expectation matrix, connected to our BEAR Expectations.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Back-to-School professional development for staff led by the PBIS team, teaching lessons provided for the first two weeks of school to create consistency across the building.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Student discipline data, classroom referrals</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Students should be spending more time in class, measured by a reduction of time excluded from class as a result of a strong PBIS system.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Admin, PBIS team, Behavior Specialist</p> <p><i>When will this EBI occur?</i></p> <p>First month of school, ongoing throughout the year.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Data will be monitored at the PBIS meetings every other week using the TIPS protocol.</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 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>Development and implementation of an attendance committee to address students and families who are struggling with attending school.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Community outreach, attendance data from Homeroom</p> <p><i>What student groups will benefit and why?</i></p> <p>Students and families who struggle with attendance, since we will work on developing supports for them to be more connected to school/find supports in the community.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Student attendance data, family input</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Students will be spending more time in school, as evidenced by attendance data. This will result in an increase in overall achievement.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Admin, attendance team, Behavior Specialist, counselor, attendance specialist</p> <p><i>When will this EBI occur?</i></p> <p>Ongoing throughout year-every other week.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Data will be monitored at the attendance meetings every other week.</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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## Section 7: 2025–2026 Mid-Year Reflection Questions

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

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

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

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

1. Click or tap here to enter text.

2. Click or tap here to enter text.

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

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

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

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

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

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