

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: Stanton Academy	Does your school share a building with another school? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): 593 and 595
School Code: 590	Grade Span: 9-11 School Type: Alternative Ed
Principal: Natalie Riley	Building Enrollment: 205
School District: Yakima School District	F/R Percentage: 100%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 18%



Plan Date: 6/14/25	
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Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Tier3 Plus

Vision and Mission Statement

Mission: As a community, we are committed to improve student learning by leveraging resources to ensure inclusivity and equity for ALL students in their pursuit of graduation and beyond.

Vision: To be an innovative learning community that prepares all students for their future.

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Natalie Riley - Principal	Melissa Olson- Math Teacher
Arlando Lara-Assistant Principal	Elizabeth Meissner- Instructional Facilitator
Mary Kay Velikanje- College Career Advisor	Sherry Martinez- Counselor
	Luca Bicchieri- ELA Teacher
	Technical Access Foundation (TAF) partnership

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	2024 WSIF Annual Data
	Choose an item.	
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	2.7	2.35
Comprehensive Graduation Rate	24%	32.4%
Student Group		
American Indian/Alaska Native	N/A	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A
Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	2.7	2.2
Two or more races	N/A	N/A

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

White	N/A	N/A
English Learner	N/A	N/A
Low Income	2.7	2.2
Special Education	N/A	N/A

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).

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

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.

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?

We have identified the need to strengthen our scaffolds for our students in the classroom to have students meet the higher expectations. Rather than lower the academic lift for students we need to build in the academic scaffolds that allow students to rise to the expectations and support them along the way.

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?

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

We are currently working with Technical Access Foundation (TAF) which is a project based educational transformative support to increase hands on learning that can be directly related to our community and the needs that we currently have. Our team was able to identify our students have more success when they are able to be hands- on and we have been able to work with TAF to increase this and begin to grasp what project-based schools can be and offer for students.

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?

Click or tap here to enter text.
 - b. How will the professional development activities benefit the students receiving targeted assistance services?

Click or tap here to enter text.

Systems of Support

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

We are making adjustments to the entire system due to the needs of our students around these areas. We have advisory 5 days a week for 30 min and are completely focused on addressing these concerns through thoughtful and evidence based lessons and activities that promote community and academic needs of our students.
2. How did your school identify these areas of strength and improvement?

We reviewed our assessment data, grades in different classes, student surveys/class request and results of our SEL assessment.
3. How well do school and community systems interact to ensure continuity of support for students? Provide at least one example.

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

Our work with TAF is a community partner and their goal is to bring additional community partnerships to connect with our students and the work that they are doing in the classroom. We also work with a foundation that provides full ride scholarships for our seniors and we were able to award 9 students the scholarship once they completed and graduated from Stanton.

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 reviewed our parent survey data and our goal is to improve response rate to have a more complete understanding of how our community is feeling about Stanton. We also connect with every family around attendance and have been able to support families in those meetings and conversations.

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)

Our conferences had more families attend than we have had typically, so we want to continue to showcase the work our students are doing and increase the families we see that evening. We are going to implement a Senior project and build on what we share with parents by having the data binder in advisory.

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?

Click or tap here to enter text.

- 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?

Click or tap here to enter text.

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

Click or tap here to enter text.

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?

Click or tap here to enter text.

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?

Click or tap here to enter text.

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

Click or tap here to enter text.

CNA DATA Summary

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

We have seen growth in our ELA and it continues to grow each year. While it is small growth we continue to see an increase.

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

The need to address our math scores in the classes and on assessments.

3. What disproportionalities exist among student groups?

We are seeing a gap between our EL and students in special education.

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

We have almost 40% of our population identified as either EL or special education, but aren't using consistent or specific strategies that could support growth or give a scaffold to help them engage in the learning at a higher level.

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

We found that almost all students could benefit from having consistent schoolwide strategies that are grounded in EL practices that would support students. We need to have consistency across all classrooms and school- high expectations and high levels of support.

6. How do identified needs impact each other?

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

We are struggling in key academic areas and have a large amount of EL and students in special education who also have attendance issues. All of these issues really go hand in hand and if we can support breaking down the material and helping build them up to meet the standards with consistent strategies it seems that it would confirm that there is a direct impact.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
Setting up the advisory calendar and activities will be short term and the long term in goal is that we are entirely project based in all our classes and collaborating cross curricular.
8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?
Success in the advisory and having the buy-in to manage the data folders and create the needed community.
9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?
Information about where students are coming from and the interventions prior to them arriving at the alternative space.

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.

We have some of the highest social emotional needs in the district and we do not have the support of social emotional specialists or behavior specialists. Our goal is to bring one in to support goal one and help build the needed systems. We also have a high level of EL population with 1 section of EL and not any additional support, our goals are addressing incorporating those strategies schoolwide to support.

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: Address attendance, SEL, academics through advisory and being data driven. Using data in all we do and sharing out with all staff. The attendance team will create tiered systems of support to increase attendance concerns.

Priority #2: Students struggle with output and when academics get challenging and often stop trying. We as educators need to put scaffolds or schools wide strategies in place that build students up and specifically look at ones that support EL students since we have a high population of students.

Priority #3: Our math scores have continued to decline and as a result we moved our math to CTE math and have incorporated math each week into advisory to continually expose and support students in their learning.

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?

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

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

SY 2025–2026 SMARTIE Goal #1: In support of our goal to create an environment with a strong sense of belonging and academic success, We will increase attendance and on-track academics for 50% of our 10th grade students that attended as 9th graders by 10% from spring 2025 data by June of 2026. In addition, we will increase attendance and on-track academics for our incoming 9th grade students by 10% from Fall baseline data to Spring by June 2026.

*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.

We would expect all students to have a data binder that is tracking their attendance, SEL and academics. These would include long term and short term goals related to these topics. Students would have multiple grades in gradebooks and those not passing classes would be involved in interventions at the building level. Students with attendance concerns would have a plan in place with our

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).

retention specialist and created by our attendance team. We would have 50% of the 10th grade passing 3 or more classes and attending 70% or more of the trimester. This would be the same goal for the 9th grade classes.

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

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

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>All students will have a daily advisory period that has a focus on attendance, academics and social emotional learning. We will focus on goal setting and data tracking student success around all focus areas. Students that are not experiencing success will have intervention including additional tutoring.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Data tracking binders and training of staff to complete these with students. Goal setting, data tracking and support when students aren't meeting their goals. Teachers to cover tutoring time before/after school and potentially during lunch to support struggling</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>All data tracking sheets for attendance, academics and SEL. School wide common assessments in ELA/Math will be used for the academic area. We will also use district wide screeners for SEL.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Data collection during advisory for all students. All students will complete school wide common assessments for academic areas.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Advisory teachers and Advisory coordinator</p> <p><i>When will this EBI occur?</i></p> <p>Weekly</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>One time a month during our ILT data share out.</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>students. Teachers may need PD on how to support a tutoring time with students.</p> <p><i>What resources will be used for implementation?</i> <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Monthly meetings with the Advisory/SEL committee to plan lessons and create plans to be shared with staff. Monthly time at staff meetings to train staff on the materials.</p> <p><i>What resources will be used for implementation?</i> <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Building a “house” system for our SEL groups and building community between our advisory groups. We may need additional training to ensure that we are building systems that are supporting the goal of SEL and creating a community that is focused on social</p>				
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<p>emotional learning and collaboration.</p> <p><i>What student groups will benefit and why?</i></p> <p>All students because they will be a part of a community and working toward improving their academic and SEL skills as one community. Our intended outcome is to increase their academic success and support their social emotional needs and learning at the same time. Allowing students to have academic success to complete their high school requirements and move to post secondary goals.</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>Our Attendance team will be meeting bi-weekly to identify and create a tiered system of support for our students struggling with attending regularly and</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Weekly attendance data from our management system and created into tiers by our attendance team. Tracking the improvement of students place on the tiered attendance and their growth.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Attendance Team, Assistant Principal</p> <p><i>When will this EBI occur?</i></p> <p>Weekly meetings</p> <p><i>When or how often will progress be monitored or</i></p>		

<p>creating interventions to reduce absences to school. We will be using the LSU attendance model as a framework to support the creation of the tiers and response to students that are often non-attenders. We will create tiers and provide support at each level to increase attendance and maintain for those on track for attendance.</p> <p><i>What resources will be used for implementation?</i> <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>PD/Weekly meeting around attendance and interventions that have impact for students. Time to meet and create the systems needed to have the system function.</p> <p>Collaboration with other schools that are having attendance success and trying to visit the campus to see options and learn from what they may have in place.</p>	<p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Attendance is one of our biggest struggles for our students. It is vital for them to experience academic success and complete the required material for each class. We would hope to see a connection to students' academic success in school with increased attendance.</p>	<p><i>data reviewed? Be as specific as possible.</i></p> <p>Weekly as an attendance team.</p> <p>Monthly as an ILT and the whole staff.</p> <p>We will be sharing out with families monthly as well</p>		
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<p><i>What student groups will benefit and why?</i></p> <p>All students since attendance is a huge concern at Stanton</p>				
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SY 2025–2026 SMARTIE Goal #2: To improve equitable student outcomes in literacy, we will engage in the Professional Learning Communities (PLC) process with a focused emphasis on strengthening literacy instruction in Claim, Evidence, and Reasoning. By June 2026, we will increase the percentage of students meeting or exceeding expectations on Claim, Evidence and Reasoning–based writing tasks by 25%, as measured by schoolwide common formative assessments using both literary and informational texts comparing growth from fall of 2025 to spring 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.

All students will have all been given the common formative assessment school wide even those that have recently transferred to ensure all have baseline data. We will have a focus in our advisory and all classes on claim, evidence and reasoning and have taught

multiple lessons with a midpoint check in assessment that is agreed upon by all our PLC's. We will have at least 10% growth at this mid-point check in.

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

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

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Students will be given a preassessment on claim, evidence and reasoning to determine areas of focus for the whole school. During advisory each week we will focus on structuring academic output for students and create ELA activities that support these. Some of the example strategies are text analysis, sentence starters and frames, connections to the real world. These connect directly to our work with TAF and project based teaching. With our end goal being applying these strategies to claim evidence and reasoning in both informational and literary text.</p> <p>We will also expand this idea to classrooms using claim evidence and reasoning schoolwide. As well as having specific structured academic</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Common formative assessment data. Advisory weekly ELA data in their data binder. Additional assessments completed through PLC's around our goal.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Our goal would be that students are hearing the same common language and being able to apply the concept cross curricular. We would track based on grade levels and outcomes on assessment data.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Advisory Teachers, Instructional Facilitator and Advisory Coordinator</p> <p><i>When will this EBI occur?</i></p> <p>Weekly in advisory and each Monday with staff during PD.</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 reviewed bi monthly by instructional facilitator and at ILT meeting once a month</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>outputs used consistently in all classrooms.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Weekly PD for all staff and collaborative work with PLC groups to support these strategies across the building and outside of the advisory time.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Data collection binders and materials related to completing the readings and applying strategies to advisory activities.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>A potential need for books to support a book student or smaller article reads to</p>				
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<p>offer options for students to engage in this learning.</p> <p><i>What student groups will benefit from and why?</i></p> <p>All students will benefit from this goal. It will improve student output in ELA. Especially students that are identified as EL and special education as these are scaffolds to support the learning.</p>				
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SY 2025–2026 SMARTIE Goal #3: By June 2026, 30% of all students will demonstrate 15% growth in grade-level foundational math skills as measured by schoolwide common pre/post assessment. This will be accomplished through systematic development of number sense, mathematical vocabulary, computational fluency, and problem-solving skills aligned to algebra and geometry standards.

*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.

Students will have a weekly math focus in advisory with a pre-assessment completed by all students to have a clear baseline. Each student will have a data binder tracking their progress and engagement in the weekly math learning. A focus will be created each week that addresses the above goals and students will be assessed throughout the weeks in advisory. Our goal at the midpoint would be to see at least 80% of our students engaging and 25% of our students showing 7% growth on that check point.

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

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

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>All math classes are now CTE math classes and we work with a Technical Access Foundation (TAF) that specifically focuses on project based teaching for students. This is our focus this year in the math classes to make the material more applicable to the real world and offer hands-on experiences using math.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional development monthly with TAF and attending their summer institute to refine practices around project based. On going training for CTE math teacher to increase engagement with the material for students.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Schoolwide common formative assessment, Classroom assessment- pre and post. Project outcomes.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Through assessment data in advisory and math classes. As well as overall pass rate for classes.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Math Teacher, Advisory coordinator</p> <p><i>When will this EBI occur?</i></p> <p>Weekly/Monthly</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Monthly at ILT meeting</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 resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Materials to support the student created projects in math.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Extended time to build in math intervention through tutoring.</p> <p><i>What student groups will benefit and why?</i></p> <p>All students enrolled in math classes.</p>				
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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>During the advisory meeting we will have Math Monday and students will be focused on building their skills on fluency, math reasoning, number sense, math vocabulary and problem solving. These math skills will be focusing on algebra and geometry standards.</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Providing PD to teachers each month on the math lessons and supporting them to teach them to the students. Ensuring all students are given the common assessment when they arrive at Stanton for us to know where students are starting and our school areas of focus.</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>All advisory student data folders information. Schoolwide common assessment.</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>Math is an area of needed focus for our building and an area that students struggle with. We would hope to see an increase in the assessment scores and in the math classes as a whole.</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>Advisory Teachers, Advisory coordinator</p> <p>When will this EBI occur?</p> <p>Weekly</p> <p>Assessment- as soon as students in enrolled in Stanton or the 2nd week for students already enrolled.</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Weekly in Advisory Monthly at ILT Monthly with all staff</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>
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<p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Meeting time for the Advisory team and math teacher to collaborate and support the lessons that are being taught to students.</p> <p><i>What student groups will benefit and why?</i></p> <p>All students in the building</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 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. OSSI- Monthly ILT meetings (2 per month) 9,000, Monthly advisory Meetings (1 per month) 5,000, Behavior Specialist- 30,000, TAF Summer Institute- 10,000, Books and materials- 10,000. Teacher tutoring- 10,000

2. Title- IF support

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> Click or tap here to enter text.
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> Click or tap here to enter text.
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> Click or tap here to enter text.
Title II, Part A	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.
Title III	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>
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>Click or tap here to enter text.</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>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.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.