

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: Washington Middle School | Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text. |
| School Code: Click or tap here to enter text. | Grade Span: 6-8 School Type: Title |
| Principal: William Hilton | Building Enrollment: 750 |
| School District: Yakima School District | F/R Percentage: 96.6% |
| Board Approval Date: 12/17/24 | Special Education Percentage: 13.2% |



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| Plan Date: Click or tap here to enter text. | |
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Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Tier 3 Plus Comprehensive

Vision and Mission Statement

Washington Middle School is an inclusive community of staff, students, and families. Our mission is to prepare and empower students to be community, career, and college ready through the values of PRIDE.

Positive - Responsible - Inclusive - Determined - Engaged

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

| | |
|-------------------------------|---|
| <i>Bill Hilton, Principal</i> | <i>Rebecca Wilson-Hayden, Behavior Specialist</i> |
| <i>Gonzalo Guillen, AP</i> | <i>Amanda Estes-Torres, Counselor</i> |
| <i>Patti Pendergast, IF</i> | <i>Natalia Rodriguez, Jenessa Markland, Justin Nickolaus, Greg Ausink, Jeff Murray, Felix Hernandez, Teachers</i> |

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.

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| Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals. | 2023 WSIF Cycle 3 Identification Tier 3 Plus Comprehensive | 2024 WSIF Annual Data |
| WSIF Data Measures | 2023 WSIF Overall Framework Score (indicate Not Applicable with N/A) | 2024 WSIF Overall Framework Score |
| Comprehensive (All Student Group) | 2.35 | 2.60 |
| Comprehensive Graduation Rate | | |
| Student Group | | |
| American Indian/Alaska Native | | |
| Asian | | |
| Black/African American | | |
| Hawaiian/Other Pacific Islander | | |
| Hispanic/Latino | 2.20 | 2.70 |
| Two or more races | | |

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

| | | |
|-------------------|------|------|
| White | 2.50 | 4.58 |
| English Learner | 2.15 | 1.88 |
| Low Income | 2.43 | 2.65 |
| Special Education | 1.55 | 1.55 |

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.

SBA Summative, Math and ELA Screeners, Behavior/SEL Screeners, Teacher Referrals, Discipline and Grade Data, CFAs
 - 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.

Read 180 percentile lists, Math – teacher referrals, screener data. Literacy intervention takes first priority. Mid-term and end of quarter grade checks by GPA and failing classes.
 - 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?

Read 180 – 3 progress monitoring assessments with lexile goals to exit

ELA and Math – screener 3 times per year

Behavior – SEL Screener 3 times per year

Tier 2 supports with exit criteria based on specific interventions

Grades – 8 times per year to meet with students and align with supports

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?

- RTI and intervention within PLC Process
- Continue PLC work – deepen understanding

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

- ELL and SPED inclusionary practices training (could include backwards planning with a language focus)

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?

- Creation of Content Team Plans – focus on instructions, assessment, intervention, data
- Building wide Literacy Plan
- PLC/PLT teaming
- 7 Steps to Language Acquisition
- Core Practices focused on research based instructional strategies

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?

ELL vs Non-ELL achievement Gap

SPED vs Non-SEPD achievement Gap

Low income students

All PD aligns to these students, strategies to support them, and data reflecting around their needs.

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

All PD aligns to these students, strategies to support them, and data reflecting around their needs.

Should lead to teaching practices that support students, data reflection on students and their needs.

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)

Strength: Intentional about identifying students for supports (read 180, ELD, behavior). Many supports are grounded in keeping students in class with behavioral supports, and interventions aligned to their greatest need.

Improve: Progress monitoring of data to see if supports are working.

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

ILT Team looking at data

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

Behaviorally we have a strong school, home, community continuity. Our community supports behavior celebrations, mentors students, and supports behavior initiatives. Instructionally could be improved for continuity.

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 look at CEE/Family Survey data as well as attendance and parent surveys. We typically get positive feedback from parents but have not necessarily used this to information enough unless we see a high need area.

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)

Strengths – we see a lot of support behaviorally and we see connections and engagement with social media helping create a positive school culture. We would like to improve this partnership academically and attendance based.

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?

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

Behaviorally – students are identified for supports and matched with an intervention that may be school based or community based.

Priority students for clubs and extended learning opportunities

Some Title Supports are built in the core program – read 180 and math intervention.

Some PLTs identify students for additional supports

Implementing advisory and literacy/reading block for all students

- 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?

Most of our school improvement efforts align to ELL, SPED, and low income students. These students make up a majority of our population and are represented proportionally in these supports.

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

5th to 6th Grade transition is our largest. We support this with elementary visits, family nights, 6th grade orientation, 5th graders in summer school, and open house. We share title opportunities. We also support 8th to 9th grade with family nights and site visits from the High School.

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

Yes. All get an elective, but may also receive 1 intervention. We also offer clubs after school and extended learning opportunities.

2. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 – [Parent and Family Engagement](#)

- a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

We ensure that our extra opportunities are mentioned and present at all family/parent nights, our parent nights also align to needed supports/areas of concern (math, ela, science, family supports)

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

We could improve here. We do look at some attendance data and some survey data, but could improve this practice. A survey looking at what parents would like to see could be powerful.

CNA DATA Summary

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

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

Discipline Data – less referrals and exclusions, WSIF Growth, SBA Scores on track with district, Math automaticity growth, Student supports (Tier 2 Behavior, Academic Supports, Extended learning opportunities)

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

Literacy, ELL and SPED achievement gaps, Attendance, Summative test scores (High Level 1)

3. What disproportionalities exist among student groups?

ELL vs Non-ELL, SPED vs. Non-SPED academically. Behaviorally we are proportionate.

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

Language development in general came up as a common theme and root cause through multiple sets of data.

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

Language Development, Attendance, Behavior supports and keeping student in class, ELL vs Non-ELL

6. How do identified needs impact each other?

Attendance is a driving factor in all goals, improving language development can impact all areas of academics and support all classes/contents.

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

All of these areas can have long term goals that also require short term check-ins and adjustments. We can be better and monitoring our goals at shorter intervals.

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

Literacy – looking at building wide literacy plans that all can follow would build some positivity around supporting students with literacy.

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

We feel we have analyzed a good amount of data and have enough data to look at gaps in academics, behavior, and attendance. We feel we need to better monitor data throughout the year to make sure we are following through and working toward our goals.

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.

- Mental Health/Counseling Support – we see a high number of students needing extra supports (poverty rate, McKinney Vento, 504, crisis plan, DCR calls) that show a need for extra Mental Health and behavioral supports. We feel we may be understaffed in this area when comparing to other schools who have the same supports and less students in need.

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: Reducing number of students “well-below” (level 1) on summative assessments

Priority #2: SEL/Behavioral Needs

Priority #3: Attendance

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: By June 2026, we will reduce the number of students at each grade level scoring Well Below Standard on Math and ELA summative assessments (Level 1/Red) by 10% from 2024–2025. Many of our SPED and ELL students are scoring level 1, this will lead to closing the gap.

*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?

Reduction of students in the “well below” category of IAB assessments by 10% (about 40% ELA and 50% math).

PLT Process – number of students mastering guaranteed standards, reduction of students not meeting standards on each CFA.

Monitoring number of students failing Math and ELA (____% of students failing math and ELA)

Growth measured by iReady/STAR (____% in the lowest percentile)

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>Continue PLT Implementation</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional Development, Extended time</p> <p><i>What student groups will benefit and why?</i></p> <p>All students at Tier 1 Level. Focus on ELL/SPED in TACA</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Students meeting/not meeting standard on CFA. ELL/SPED achievement</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>CFA data and TACA form</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>ILT</p> <p><i>When will this EBI occur?</i></p> <p>Year long</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Monthly ILT meeting focused on data</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>Schoolwide Literacy Plan</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional Development, Extended learning time for students</p> <p><i>What student groups will benefit and why?</i></p> <p>All students, focusing on ELL, SPED, low-income gaps.</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Student surveys – change in positive perceptions about reading.</p> <p>iReady/STAR reading assessment data</p> <p>Core practices implementation measured by walk-through data</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>ELL and SPED Gaps</p> <p>Student perception surveys</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>ILT</p> <p><i>When will this EBI occur?</i></p> <p>Yearlong, rollout August 2025</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 focused on data</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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SY 2025–2026 SMARTIE Goal #2: By June 2026, reduce the number of students “at-risk” socially and emotionally by 10% based on the district SEL Screener.

*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 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>Evidence-based intervention (activity, practice or strategy) 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 level of evidence for the intervention.</i></p> <p>Refine our Tier 2 PBIS and SEL Support process.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional development, extended time, data system</p> <p><i>What student groups will benefit from and why?</i></p> <p>All students, students at risk socially and emotionally</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>SEL Screener Data</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Reduction in students at risk on Screener</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>PBIS Team</p> <p><i>When will this EBI occur?</i></p> <p>Year long, screener 3 times per year. 2 times per month PBIS meeting for analyzing data</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>2 times per month</p> <p>Screener 3 times per year</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>Create a yearlong advisory plan that analyzes screener data to implement SEL Lessons based on student need.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional development, extended time, SEL curriculum</p> <p><i>What student groups will benefit from and why?</i></p> <p>All students, students at risk socially and emotionally</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>SEL Screener Data</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Reduction in students at risk on Screener</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Advisory Team</p> <p><i>When will this EBI occur?</i></p> <p>Year long, screener 3 times per year.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Monthly meeting</p> <p>Screener 3 times per year</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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SY 2025–2026 SMARTIE Goal #3: Washington Middle School students will increase from an 88% (2024–2025) to a 92% period attendance rate in the 2025–2026 school year.

(Period Attendance = percentage of class periods that a student is in attendance. Not Full day attendance)

*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?

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

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

| <p><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</p> | <p>Data Measures</p> | <p>Lead and Timeframe</p> | <p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p> | <p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</p> |
|--|--|--|--|--|
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Analyze data monthly to celebrate attendance of students making attendance progress</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Time and attendance data, professional development</p> <p><i>What student groups will benefit and why?</i></p> <p>All students. Low attendance students. 504</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Monthly period percentage attendance rate.</p> <p>Number of students meeting attendance goal.</p> <p>Weekly percentage attendance numbers</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Attendance percentages and monthly comparison from last year</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Attendance team</p> <p><i>When will this EBI occur?</i></p> <p>Yearlong</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Monthly team meeting</p> <p>Weekly percentage checks</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>and SPED students have the attendance gap.</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>Creation of a 3-tiered attendance plan, including an attendance committee with action steps for each tier of attendance.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Time and attendance data, professional development</p> <p><i>What student groups will benefit and why?</i></p> <p>All students. Low attendance students. 504 and SPED students have the attendance gap.</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Monthly period percentage attendance rate.</p> <p>Number of students meeting attendance goal.</p> <p>Weekly percentage attendance numbers</p> <p>Student absence counts for Tiers of attendance</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Attendance percentages and monthly comparison from last year</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Attendance team</p> <p><i>When will this EBI occur?</i></p> <p>Yearlong</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Meeting two times per month to analyze students in each tier of attendance.</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> |

Section 7: 2025–2026 Mid-Year Reflection Questions

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

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

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

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

1. Click or tap here to enter text.

2. Click or tap here to enter text.

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

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

| Program | Intent and Purpose | Activities Implemented to Meet Intent and Purpose |
|---------------------------|---|--|
| Basic Education | To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed. | <i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> <i>Collaboration time, PLC Mondays/Wednesdays</i> |
| 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> <i>Before, after school, and lunch supports for identified struggling students, after school activities to support ELA and math students that are struggling</i> |
| 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> Progress monitoring through PLT process and TACA data, backwards planning and student identification, MTSS alignment for attendance, SEL and academic supports |
| 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> <i>District</i> |
| Title III | To ensure that limited English Proficient (LEP) students, including immigrant children and | <i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP)</i> |

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

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

| Program | Intent and Purpose | Activities Implemented to Meet Intent and Purpose |
|--|--|---|
| | youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. | <p><i>students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i></p> <p><i>District</i></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><i>District</i></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><i>Student identified intervention, Read 180 teir 2 and instructional coaches in the building, along with building instructional leadership team, PBIS and SEL teams for MTSS</i></p> |
| Local Funds | Local levy revenue may be combined in schoolwide programs. | Click or tap here to enter text. |
| Other Funding Sources, including | Click or tap here to enter text. | 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 |
|----------------------------------|--------------------|---|
| School Improvement Grant Funding | | |