



Strategic School Improvement Planning 2025-2026 for Crestwood Elementary School Sumner-Bonney Lake School District

Our Promise:

Our promise in the Sumner-Bonney Lake School District is to **know**, **value**, and **support** every student, helping them **graduate ready** to pursue a **promising future**. The SBLSD promise comes with a commitment to promote a district culture of **fair and inclusive practices**, where each student receives **equitable access** to the opportunities, resources and supports to **succeed and thrive**. Achieving this commitment honors our deeply held belief that **EQUITY** is achieved when each student receives what they need to graduate prepared for success after high school.

Our plan incorporates an emphasis on the following characteristics of highly effective schools:

- Clear and Shared Focus
- High Standards and Expectations
- Effective School Leadership
- High Levels of Collaboration and Communication
- Curriculum, Instruction and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning Focused Professional Learning
- Supportive Learning Environment
- High Level of Community and Parent Involvement

Stakeholder Involvement

Our plan has been reviewed and endorsed by the following:

Phase:	Date(s):	Persons Involved:	Notes:
Data Analysis	May 2025	Admin	
Develop/Refine	June 2025	Admin- Team Leaders	
Staff Review	8/19/25 8/25/25 10/17/25	Team leads ALL Staff ALL Staff	
Parent Review	11/2025	Jill Dornan, Cheryl Eldridge, & Nicola Beckman, & CWE Families	During conferences, families will take time to review our SIP to better understand and allow families to give feedback on our current goals and plan.
District Review			

WSIF Cycle 3 Identification

Support Status: Support Tier 3: Compounded

Welcome to Crestwood Elementary, home of the Orcas! Our dedicated team of 32 certificated staff and 25 classified staff work hand in hand to support nearly 400 students from preschool through 5th grade. In recent years, our community has grown and changed in meaningful ways, and we are proud to now serve as a Title I School. We are committed to meeting the needs of every child.

One of the hallmarks of Crestwood Elementary is our three Developmental Learning Classrooms (DLC), which serve preschool, primary, and intermediate students. We take pride in celebrating the rich diversity of our student body, honoring their unique strengths, and supporting their individual learning journeys.

At Crestwood, we believe that strong relationships are the foundation for success. This year, our focus is on building meaningful connections with our students, staff, and families to create a safe, inclusive, and engaging environment for all. Together, we will work to unlock every child’s potential—supporting both high academic achievement and social-emotional growth.

Our mission is to cultivate a positive school culture where curiosity is encouraged, creativity is celebrated, and every student feels a true sense of belonging. Our staff is dedicated to ensuring that all students are represented, supported, and empowered to thrive.

At Crestwood Elementary, these are the principles we stand for and strive to embody each and every day:

M	We will know, value, and support every student everyday
V	Commitment, Communication, Teamwork, Equity
P	Ensuring every Orca graduates pursuing a promising future
S	Growing minds, choosing kind, elevate and celebrate



The Orca Way!

Be Safe

Be Respectful

Be Responsible

Be Caring

Be A Great Learner



Where are we now?

The Sumner-Bonney Lake Strategic Plan guides the work of school improvement plans. By adhering to the goals embedded within the plan, we achieve district-wide alignment, maintain a focus on data-driven analysis, and set a clear direction for the individual needs of each building.

Administrators lead this work by conducting a **comprehensive needs assessment** involving input from a wide range of stakeholders including staff, students, families, and community members. Based on an extensive review of data, each building is responsible for identifying goals that support the strategic plan. Evidence-based practices are selected to make sure each goal is properly executed with measurable outcomes. To monitor the effectiveness of implementation, buildings will engage in cycles of continuous improvement and monitor and adjust accordingly.

Below is a summary that highlights the strengths and areas for improvement related to goals in the strategic plan.

Comprehensive Needs Assessment	
Content Area:	Summary of Data Analysis
Literacy <u>Connected Goal Areas:</u> <i>Goal 1: Success in the Early Years</i> <i>Goal 3: Academically-Prepared Critical Thinkers</i> <i>Goal 4: Elimination of Disparities in Student Access and Success</i>	We analyzed multiple sources to assess student literacy performance, including: • Smarter Balanced Assessment (SBA) results (Spring 2025) • Progress monitoring tools (Aimsweb, Core Phonics Survey) • Report card grades • Individualized Education Program (IEP) progress data • Attendance records • Intervention placement and fidelity documentation The data revealed minimal or decreased literacy growth in grades 3–5, specifically measured by the ELA SBA: Key Findings and Themes: • Overall Achievement: Proficiency achievement for Spring 2025: ○ 3rd Grade – 67% proficiency (↓ 1%) ○ 4th Grade – 76% proficiency (↑ 8%) ○ 5th Grade – 67% proficiency (↑ 3%) While 4th grade showed meaningful growth, 3rd and 5th grade performance remained relatively flat, indicating inconsistent progress across grade levels. Subgroup Performance (Students with IEPs focus): ○ 3rd Grade Students with IEPs – 27% proficiency (36% decrease) ■ Level 4: 27%, Level 3: 0%, Level 2: 45%, Level 1: 27% ○ 4th Grade Students with IEPs – 28% proficiency (1% decrease) ■ Level 4: 14%, Level 3: 14%, Level 2: 29%, Level 1: 45% ○ 5th Grade Students with IEPs – 24% proficiency (12% growth)

	■ Level 4: 13%, Level 3: 13%, Level 2: 38%, Level 1: 38% Disproportionality Observed: Yes. The data reveals persistent inequities for students with IEPs, who are performing 30–50 percentage points below grade-level peers. What possible root causes can be attributed to inequities or disproportionalities among student groups? (5 Why Protocol) 1. Why are students served on IEPs underperforming in ELA? Because interventions are not resulting in measurable gains. 2. Why are interventions not effective? Because we have not been able to successfully differentiate for student needs. 3. Why have we not been able to differentiate? We have not had a shared understanding on effective differentiation. 4. Why have we not had a shared understanding? Teams have not had the opportunity to vertically align their understanding of grade level standards progression. 5. Why have teams not vertically aligned their understanding of grade level standards progression? Teams need time to observe each other modeling successful differentiation strategies, vertical planning time, and professional development. Summary: Students served on IEPs underperform in ELA because teachers have not had adequate time, structures, and professional development to build a shared, vertically aligned understanding of effective differentiation and standards progression. 2025–2026 Literacy Improvement Goal Goal Statement: By Spring 2026, Crestwood Elementary will increase overall literacy proficiency in grades 3–5 by at least 5 percentage points on the SBA, with specific focus on closing the achievement gap for students with IEPs by achieving 10% growth in proficiency across this subgroup.
Mathematics <u>Connected Goal Areas:</u> <i>Goal 1: Success in the Early Years</i> <i>Goal 3: Academically-Prepared Critical Thinkers</i>	Data Sources Analyzed: We reviewed SBA Spring 2025 math results for grades 3–5, subgroup performance, classroom-based unit assessments, iReady diagnostic data, and teacher progress-monitoring records. These multiple data sources provided both summative and formative perspectives, allowing us to identify areas of strength and need. Key Findings and Themes: ● Overall Achievement: ○ 3rd Grade – 69% proficiency (+16%) ○ 4th Grade – 61% proficiency (–9%)

<i>Goal 4: Elimination of Disparities in Student Access and Success</i>	○ 5th Grade – 67% proficiency (+11%) ● 3rd and 5th grade showed strong gains, but 4th grade experienced a significant decline, suggesting uneven effectiveness of instructional practices and supports across grade levels. Subgroup Performance (Students with IEPs focus): ● 3rd Grade Students with IEPs- 45% proficiency (5% decrease) ○ Level 4: 18%, Level 3: 27%, Level 2: 9%, Level 1: 45% ● 4th Grade Students with IEPs- 28% proficiency (15% decrease) ○ Level 4: 14%, Level 3: 14%, Level 2: 43%, Level 1 29% ● 5th Grade Students with IEPs- 26% proficiency (12% increase) ○ Level 4: 13%, Level 3: 13%, Level 2: 13%, Level 1: 63% SPED students continue to perform significantly below their peers, with limited movement out of Level 1. Root Cause Analysis (5 Why Protocol Application) What possible root causes can be attributed to inequities or disproportionalities among student groups? (5 Why Protocol) 1. Why are students served on IEPS underperforming in MATH? Because interventions are not resulting in measurable gains. 2. Why are interventions not effective? Because we have not been able to successfully differentiate for student needs. 3. Why have we not been able to differentiate? We have not had a shared understanding on effective differentiation. 4. Why have we not had a shared understanding? Teams have not had the opportunity to vertically align their understanding of grade level standards progression. 5. Why have teams not vertically aligned their understanding of grade level standards progression? Teams need time to observe each other modeling successful differentiation strategies, vertical planning time, and professional development. 2025–2026 Math Improvement Goal Goal Statement: By Spring 2026, Crestwood Elementary will increase overall math proficiency in grades 3–5 by at least 5 percentage points on the SBA. In addition, students with IEPs will demonstrate at least 10% growth in proficiency to reduce disproportionality between subgroups.
Discipline	We've collected data from a range of sources to create a clear picture of where we stand. To evaluate the culture we are building at our school, we track student

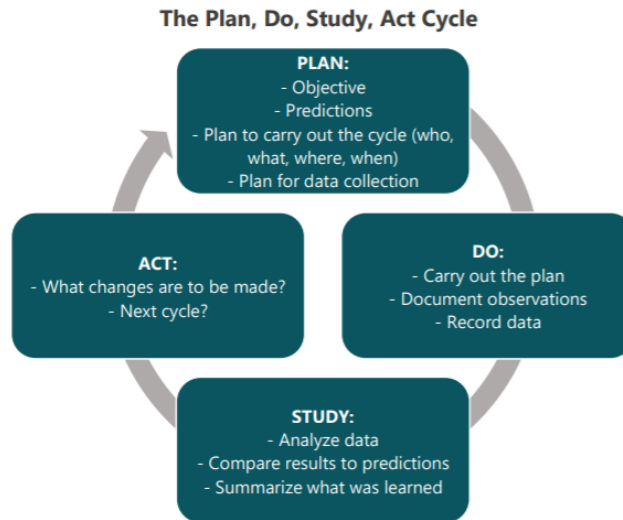
<u>Connected Goal Area:</u> <i>Goal 4: Elimination of Disparities in Student Access and Success</i>	attendance patterns and review feedback gathered through the Center for Educational Effectiveness (CEE). Our schoolwide analysis also incorporates attendance and discipline data, drawn from Skyward and SWIS, to complete our data profile. Finally, in order to ensure the social and emotional growth of our students we analyze data gathered by our Universal Screener, Tiered Fidelity Inventory, and CEE student data. <i>What key findings and themes emerged from the data? Is there disproportionality in your data? Which student groups are impacted?</i> Analysis of Crestwood Elementary's SWIS data reveals a significant disproportionality in behavioral referrals among primary grade male students. Specifically, male students in 1st, 2nd, and 3rd grades accounted for 65% of all referrals last year, highlighting a pattern of increased behavioral incidents within this subgroup. Furthermore, of the 11 students who were suspended, 8 were from these same grade levels, indicating that early elementary males are disproportionately impacted by exclusionary discipline practices. These findings suggest a need to strengthen Tier 1 behavioral supports, explicitly targeting early intervention and proactive strategies for younger male students. Additionally, there is an opportunity to enhance staff capacity in implementing restorative and positive behavior supports to reduce repeat referrals and suspensions among this group. <i>What specific behaviors are the student group being disciplined for their actions?</i> Our SWIS data shows that the majority of our referrals for the school are happening in the classroom or playground. Minor physical contact and minor defiance are the most common behaviors that the students are exhibiting. <i>What possible root causes can be attributed to inequities, or disproportionalities, among student groups? (Consider the 5 Why Protocol.)</i> Possible root causes contributing to the disproportionalities among student groups at Crestwood Elementary may include several interconnected factors. Students who are new to Crestwood—particularly those transitioning from private schools, home schools, or other educational settings—may experience adjustment challenges as they acclimate to new behavioral expectations, routines, and social norms. Additionally, students with a history of trauma or high Adverse Childhood Experiences (ACEs) may display behaviors rooted in emotional regulation difficulties, which can lead to higher referral rates if not met with trauma-informed supports. The recent implementation of a new SEL curriculum may also contribute, as staff and students are still in the process of learning and consistently applying new social-emotional strategies. Finally, more consistent and accurate documentation by Crestwood staff may have increased the visibility of behavioral incidents, reflecting improved reporting rather than a true increase in behaviors. Collectively, these factors suggest the need for continued staff training in trauma-informed practices, targeted SEL instruction, and supports that ease transitions for new students.
Social-Emotional <u>Connected Goal Area:</u> <i>Goal 2: Nurtured, Engaged, and Empowered Students</i>	At Crestwood Elementary, we believe that educating the whole child means ensuring that every student feels safe, known, valued, and supported. Social-emotional learning is foundational to academic and personal success. Our school continues to implement the district's newly adopted SEL curriculum-PurposeFull People. In addition, Positive Greetings at the Door (PGD) and Community

	Circles, remain integral to our daily practice and to building relationships that foster belonging and emotional safety. Based on CEE Survey data from our 4th and 5th graders, we are continuing to track growth in the percentage of students who report: • I feel safe at school • There is at least one adult that knows and cares about me • Students at this school are respectful We will continue to prioritize these areas through intentional relationship-building strategies, restorative practices, and consistent SEL instruction. To deepen our impact, Crestwood staff will: • Continue implementing Positive Greetings at the Door and Community Circles daily to strengthen student-teacher relationships and classroom community. • Use the district's newly adopted SEL curriculum- PurposeFull People • Use universal screener data, student needs assessments, and Tier 2/3 referral processes to identify and support students requiring additional social-emotional or behavioral intervention. • Provide small-group instruction focused on emotional regulation, conflict resolution, self-confidence, and friendship skills who are still developing foundational social-emotional competencies. Our 2025–26 SEL Goal is to increase student perception of safety, connectedness, and respect as measured by the CEE Survey: • Increase the percentage of students who report “I feel safe at school” by 5% (2023- 62%, 2024- 64%, 2025- 68%) • Increase the percentage of students who report “There is at least one adult who knows and cares about me” by 5% (2023- 75%, 2024- 73%, 2025- 85%) • Increase the percentage of students who report “Students at this school are respectful” by 5% (2023- 16%, 2024- 17%, 2025- 51%) Through this focus, Crestwood Elementary will continue to cultivate a learning environment where every student feels a deep sense of belonging and is empowered to grow both socially and academically.
Attendance: <u>Connected Goal Area:</u> <i>Goal 2: Nurtured, Engaged, and Empowered Students</i>	Last school year; 3% (9 students) of Crestwood Elementary’s student population fell within the Severe Chronic Absence tier, while 20% (69 students) were identified as Chronic or At-Risk. The majority of absences were excused, yet analysis shows that these absences had a measurable impact on students’ academic progress and social-emotional growth. To address this, Crestwood implemented a multi-tiered system of attendance support including family partnership efforts, teacher communication, removal of barriers (e.g., alarm clocks, transportation, incentive plans), monthly registrar meetings, and weekly attendance tracking through district tools.

	Specific trends included: • Several students were absent due to medical procedures or behavioral health appointments. • A few families had extended out-of-state travel. For the 2025–2026 school year, Crestwood will continue to strengthen family engagement and proactive communication while refining support for identified subgroups. Attendance monitoring will occur weekly, and letters, meetings, and barrier-reduction strategies will be deployed as needed. Goal: In 2025–2026, Crestwood Elementary will increase the percentage of students with 90% or greater attendance from 78% to 85%. Strategies: • Continue consistent weekly tracking through district attendance tools. • Implement targeted Tier 2 interventions (attendance meetings, check-ins, transportation supports) for students below 90% attendance. • Enhance communication through ParentSquare, classroom teacher outreach, and attendance awareness campaigns. • Recognize and celebrate improved attendance through schoolwide incentive programs.
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What's the process we'll use to determine effectiveness?

After schools complete a comprehensive review of building based data, goals will be firmly established. Goals will include benchmarks for learning, frequently measure progress toward established targets, and determine next steps in order to improve instructional practice and student learning. A results-oriented cycle of inquiry will be implemented to provide buildings with a framework for continuous improvement.



Source: OSPI Academic and Student Well-Being Plan: Planning Guide 2021

Goal: Table of Contents			
#	Strategic Plan Goal Title	Measure of Student Progress	Equity Looks Like
1	K-12 Common Goal Goal 4: Elimination of Disparities in Student Access and Success	4C. Percent of students with suspensions and expulsions	Every Student, regardless of background or circumstance, is assured of non-prejudicial treatment and needs-based resources to meet cognitive and behavioral expectations.
2	K-12 Common Goal Goal 4: Elimination of Disparities in Student Access and Success	4B. Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps in reading/literacy	
3	Grade Band Common Goal Goal 4: Elimination of Disparities in Student Access and Success	4B. Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps in mathematics	
4	Grade Band Common Goal Goal 1: Success in the Early Years	1D: Percent of students attaining grade-level proficiency in Reading by Grade 3	Every student, regardless of background or experience, can access opportunities and experience success in acquiring the academic and social-emotional skills for a successful transition out of Grade 3.
5	School Specific Goal Goal 1: Success in the Early Years	1D: Percent of students attaining grade-level proficiency in Mathematics by Grade 3	

On the following pages, continuous improvement plans are outlined for the K-12 Common Goal, the Grade Band Common Goal and, if applicable, the School Specific Goal for the 25-26 school year.

K-12 Common Goal: Measure of Student Progress #1	
4C. Percent of students with suspensions and expulsions. Identified Challenge: In the 2024/2025 school year, Crestwood students accumulated 27 suspensions. The data reveals a pattern of disproportionate impact on students in primary grades (K, 1, and 2). Theory of Action: Based on the identified challenge, we believe that establishing a schoolwide culture that fosters emotional regulation, belonging, and respectful behavior will lead to a decrease in behavior referrals. Additionally, by developing individualized behavior interventions for students in grades 1 through 3 who receive repeated referrals—and by integrating proactive and restorative strategies—we expect to see a reduction in suspensions.	
Schoolwide Student Goal(s): <i>S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)</i>	By the end of the 2025-26 school year, our school will reduce the total number of exclusionary discipline actions from 27 to 20.
Highest Leverage Subgroup Student Goal(s): <i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i>	By the end of the 2025-26 school year, our school will reduce the number of exclusionary discipline actions, involving students in 1st, 2nd, or 3rd grade, from 8 students to 4 students.

How will we get there?		
Evidence-Based Practices <i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Evidence-Based Practices <i>What data will be reviewed, when, and by whom to determine evidence of student learning resulting from the practice? What resources are needed?</i>
Practice #1 <i>Schoolwide</i>	Strategy: Establish a schoolwide culture that promotes emotional regulation, belonging, and respectful behavior. Key Practices: - Implement Tier 1 SEL curriculum with daily lessons and classwide practice. - Begin each day with positive greetings at the door to build connection. - Facilitate community circles to	Data Measures: - Playworks Para Educator Meeting Agenda Items - Tier 1 Agenda Notes - Survey of staff around implementation of Character Strong Timeframe: - October Universal Screener - Weekly Para Meetings Lead: - Admin - Counselor - Classroom teachers - Paraprofessionals

	foster peer relationships and communication. • Maintain strong Tier 1 academic instruction to reduce frustration and disengagement. • Implementation of Playworks	Resources: • Playworks Games • Tier 1 Meeting Time
Practice #2 <i>Subgroup:</i> 1st, 2nd, & 3rd Graders	Strategy: Develop individualized behavior interventions for students in grades 1st, 2nd and 3rd with repeated referrals, integrating proactive and restorative strategies. Key Practices: • Identify students through behavior data (e.g., SWIS, Universal Screener, Tier 2 referral process). • Implement small group SEL interventions (e.g., coping skills, conflict resolution groups, etc). • Assign adult mentors or check-in/check-out systems for relationship-building and accountability. • Monitor behavior progress and adjust support plans every 4–6 weeks.	Data Measures: • SWIS referrals • MTSS (tier 2) intervention tracking tool Timeframe: • As scheduled- Tier 2 Meetings Lead: • Admin • Counselor • Classroom teachers • Learning Specialists Resources: • PLC Time • Tier 1 team data analysis • SWIS referral Data • MTSS (tier 2) intervention tracking tool • Character Strong Tier II

Mid-Year Reflection

This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1: Establish a schoolwide culture that promotes emotional regulation, belonging, and respectful behavior.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2: Provide additional supports for students with emerging behavioral or emotional challenges.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3: Deliver personalized, high-intensity supports for students with chronic behavior challenges or trauma-related needs

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection

This section is a summary reflection on end-of-year findings.

Practice #1: Establish a schoolwide culture that promotes emotional regulation, belonging, and respectful behavior.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2: Provide additional supports for students with emerging behavioral or emotional challenges.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3: Deliver personalized, high-intensity supports for students with chronic behavior challenges or trauma-related needs

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

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K-12 Common Goal: Measure of Student Progress #2

4B: Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps in **reading/literacy**.

Identified Challenge: Literacy growth among 4th & 5th grade students is stagnant with minimal or no growth. Students with IEPs have also been stagnant, with less than 35% meeting proficiency on the SBA and the greatest percentage remaining at a level 1. Data indicates limited progress despite interventions, suggesting gaps in differentiated Tier 1 instruction, intervention alignment with IEP goals, and inadequate use of data to adjust supports.

Theory of Action: If we implement differentiated Tier 1 literacy instruction aligned to the Science of Reading, provide targeted Tier 2/3 interventions tailored to IEP goals, and establish data-driven collaborative practices through PLCs, then students with IEPs will experience meaningful gains in literacy achievement and close existing opportunity gaps, moving students from a level 1 on SBA to levels 2-4.

Schoolwide Student Proficiency Goal(s):

S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)

By Spring 2026, Crestwood Elementary will increase overall literacy proficiency in grades 4 & 5 by at least **5 percentage points** on the SBA

Specific:

Crestwood Elementary will improve literacy outcomes by focusing on data-driven instruction, alignment with grade-level standards, targeted support for students performing below grade level, and professional development for staff.

Measurable:

By **Spring 2026**, overall literacy proficiency in grades 4 & 5 will increase by **at least 5 percentage points** on the SBA.

Achievable:

With intentional use of data teams, targeted interventions, and aligned professional development, this goal is ambitious but attainable. Past SBA results show steady improvement in some grades, indicating capacity for further growth.

Relevant:

This goal directly supports district and school priorities of improving academic outcomes and closing achievement gaps, ensuring that all students

Time-bound:

The goal will be reached by **Spring 2026**. Progress will be checked quarterly through data team meetings, with mid-year benchmarks set for Winter 2026 to ensure the school is on track.

Highest Leverage Subgroup Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented,

By Spring 2026, Crestwood Elementary will increase overall literacy proficiency in grades 4 & 5 by at least **5 percentage points** on the SBA, with specific focus on closing the achievement gap for students with IEPs by achieving **10% growth in proficiency** across this subgroup.

Inclusive:

The entire school community—including teachers, administrators, support staff, parents, and students—will collaborate to support literacy growth.

<i>Timely/Time-bound, Inclusive, and Equitable)</i>	Instructional approaches will intentionally include students with IEPs, English Learners, and students from historically marginalized groups. Equitable: Resources and support will be distributed to ensure students with the greatest needs receive the highest levels of support. Instruction will be differentiated and culturally responsive to ensure every student has the opportunity to succeed.
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How will we get there?		
Evidence-Based Practices <i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Evidence-Based Practices <i>What data will be reviewed, when, and by whom to determine evidence of student learning resulting from the practice? What resources are needed?</i>
Practice #1 <i>Schoolwide</i>	Deliver engaging, scaffolded, and standards-aligned instruction that builds foundational literacy skills and comprehension. Key Practices: - Engage in grade level lesson studies to improve teaching practices, improve curriculum understanding and most importantly; have a direct impact on student achievement. - Receive professional development on best practices around successfully implementing differentiation strategies. - Deliver explicit, well-paced instruction with built-in scaffolds and supports. - Use of high-interest texts, literature circles, and graphic organizers. - Frequent formative assessments (e.g., 6-minute solution, running records) to adjust instruction. - Student goal setting and progress reflection (e.g., fluency goals, writing rubrics). - Integrate GLAD strategies and clearly posted language objectives to support language development across content areas.	Data Measures: - Phonics Screening Inventory - AIMS Web - IABs - PLC Notes Timeframe: - PD delivered at Professional Development PLCs - Monthly grade level data meetings Lead: - Classroom teachers - Interventionist & Learning Specialists - Admin Resources: - PLC Time - Title 1 Funds - Professional Development

Practice #2 Students served on IEPs	Strategy: Address decoding, fluency, or comprehension gaps with structured small-group instruction. Key Practices: • Use diagnostics and weekly data (e.g., aimsweb, formative and summative assessments) to group students. • Implement 95% Group intervention programs with fidelity. • Provide intentional intervention for students on IEPs that are aligned with evidence based programs during Tier II/Tier III separate from core instruction. • Regroup every 4–6 weeks based on progress monitoring.	Data Measures: • IEP progress monitoring logs • Weekly intervention & delivery fidelity checks • AIMS Rate of Improvement (ROI) • PLC Notes ○ Opportunities for teams to vertically align Timeframe: • Monthly data review at Tier 3/MDT meetings Lead: • Special Education Team • Intervention Team • Admin Resources: • Progress monitoring logs • Fidelity Check- checklist • PLC time
Practice #3 Students served on IEPs	Strategy: Provide daily, intensive instruction in phonological awareness, decoding, or comprehension based on specific student needs. Key Practices: • Identify foundational skill gaps using assessments and set IEP goals using priority standards. • Intensive intervention materials used for specially designed instructional groups • Track progress every 1–2 weeks and share with appropriate stakeholders • Revisit and revise plans in collaboration with support staff and families	Data Measures: • IEP goals aligned to priority standards • IEP progress monitoring logs • Notes from lesson studies Timeframe: • Monthly data review at Tier 3/MDT meetings Lead: • Special Education Team • Admin Resources: • IEP meetings with families • Lesson studies

Mid-Year Reflection

This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1: Deliver engaging, scaffolded, and standards-aligned instruction that builds foundational literacy skills and comprehension.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2: Address decoding, fluency, or comprehension gaps with structured small-group instruction.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3: Provide daily, intensive instruction in phonological awareness, decoding, or comprehension based on specific student needs.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection

This section is a summary reflection on end-of-year findings.

Practice #1: Deliver engaging, scaffolded, and standards-aligned instruction that builds foundational literacy skills and comprehension.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2: Address decoding, fluency, or comprehension gaps with structured small-group instruction.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3: Provide daily, intensive instruction in phonological awareness, decoding, or comprehension based on specific student needs.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

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Grade Band Common Goal: Measure of Student Progress #1

4B: Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps **in mathematics.**

Identified Challenge: Math growth among 4th & 5th grade students is stagnant with minimal or no growth. Students with IEPs' SBA scores have also been stagnant, the greatest percentage of students scoring at a level 1 and 2. Data indicates limited progress despite interventions, suggesting gaps in differentiated Tier 1 instruction, intervention alignment with IEP goals, and inadequate use of data to adjust supports.

Theory of Action: If we intentionally focus on students with IEPs and strengthen our instructional approach through enhanced mathematical practices, intentional use of SBA interim assessments, and targeted scaffolds while supporting culturally responsive teaching, then we will decrease our achievement gaps, and see overall higher student achievement on state tests and benchmark assessments.

Schoolwide Student Proficiency Goal(s):

S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)

By Spring 2026, Crestwood Elementary will increase overall math proficiency in grades 4 & 5 by at least **5 percentage points** on the SBA. In addition, students on IEPs will demonstrate at least **10% growth in proficiency** to reduce disproportionality between subgroups.

Specific:

Crestwood Elementary will improve math proficiency for all students in grades 4 & 5 by increasing achievement on the SBA through strengthened core instruction, targeted interventions, and staff professional development. A focused effort will be made to reduce disproportionality by accelerating growth for students on IEPs.

Measurable:

By **Spring 2026**, overall math proficiency in grades 4 & 5 will increase by **at least 5 percentage points** on the SBA. Students on IEPs will show **at least 10% growth in proficiency**, demonstrating progress toward closing the achievement gap. Progress will be measured using SBA scores, diagnostics, and common formative assessments.

Achievable:

The goal is ambitious yet attainable, given recent growth trends in 5th (+11%) grades. With consistent use of data-driven instruction, targeted supports, and a structured intervention system, continued improvement is realistic.

Relevant:

This goal aligns directly with district and school priorities to strengthen math achievement and address subgroup disproportionality. It ensures that all students, particularly those most impacted by inequities, are supported in mastering grade-level standards.

Time-bound:

The goal will be achieved by **Spring 2026**, with progress monitored quarterly. Mid-year benchmarks (Winter 2026 and interim assessments) will serve as checkpoints to ensure the school is on track.

Highest Leverage Subgroup Student Proficiency Goal(s): <i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i>	By the spring of 2026, we will increase math proficiency for 4th and 5th-grade students with Individualized Education Plans (IEPs) by at least 15%, as measured by the Smarter Balanced Assessment (SBA). Increase the proficiency of students on an IEP as follows: 4th grade 2025- 34% to 49% in 2026 5th grade 2025 20% to 35% in 2026 Inclusive: Teachers, administrators, staff, families, and students will all play a role in supporting math achievement. Instructional strategies will include collaboration in PLCs, family engagement opportunities, and scaffolds to meet the diverse needs of learners. Equitable: Resources and interventions will be prioritized for SPED students and other historically underserved groups. Instruction will emphasize differentiation and culturally responsive practices to ensure every student has access to meaningful, high-quality math learning experiences.
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How will we get there?		
Evidence-Based Practices <i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Evidence-Based Practices <i>What data will be reviewed, when, and by whom to determine evidence of student learning resulting from the practice? What resources are needed?</i>
Practice #1 <i>Schoolwide</i>	Strategy: Ensure that all students receive high-quality, grade-level instruction through clarity, engagement, and skill-focused whole-group teaching. Key Practices: - Engage in grade level lesson studies to improve teaching practices, improve curriculum understanding and most importantly; have a direct impact on student achievement. - Deliver explicit, well-paced instruction with built-in scaffolds and supports. - Frequent formative assessments to adjust instruction. - All 3-5 teachers will follow the District IAB assessment plan that includes:	Data Measures: - AIMS Web - IABs - PLC Notes Timeframe: - PD delivered at Professional Development PLCs - Monthly grade level data meetings Lead: - Classroom teachers - Interventionist & Learning Specialists - Admin Resources: - PLC Time - Title 1 Funds - Professional Development - Exit tickets - District IAB assessments - Building Thinking Classrooms Practices

	Integrate GLAD strategies and clearly posted language objectives to support language development across content areas.	
Practice #2 <i>Students with IEPS</i>	Strategy: Address unfinished learning using small-group instruction tailored to specific, diagnosed skill gaps. Key Practices: - Analyze math data to form skill-based groups to support during tier 2. - Provide intentional intervention in the classroom setting for students on IEPs that are aligned to priority standards. - Regroup every 4–6 weeks based on formative assessment progress.	Data Measures: - IEP progress monitoring logs - Weekly intervention & delivery fidelity checks - PLC Notes - Opportunities for teams to vertically align Timeframe: - Monthly data review at Tier 3/MDT meetings Lead: - Special Education Team - Intervention Team - Admin Resources: - Eureka exit tickets - Summative unit assessments - PLC time
Practice #3 <i>Students with IEPS</i>	Strategy: Provide intensive, individualized instruction in critical math skills with high-frequency progress checks. Key Practices: - Identify foundational skill gaps using assessments - Intensive intervention materials used for specially designed instructional groups. - Track progress every 1–2 weeks and share with appropriate stakeholders. - Tier 3 team analyze growth data monthly - Revisit and revise plans in collaboration with support staff and families (e.g. Data Meetings, MDT, etc)	Data Measures: - IEP goals aligned to priority standards - IEP progress monitoring logs - Notes from lesson studies Timeframe: - Monthly data review at Tier 3/MDT meetings Lead: - Special Education Team - Admin Resources: - IEP meetings with families - Lesson studies

Mid-Year Reflection

This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1: Ensure that all students receive high-quality, grade-level instruction through clarity, engagement, and skill-focused whole-group teaching.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2: Address unfinished learning using small-group instruction tailored to specific, diagnosed skill gaps.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3: Provide intensive, individualized instruction in critical math skills with high-frequency progress checks.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection

This section is a summary reflection on end-of-year findings.

Practice #1: Ensure that all students receive high-quality, grade-level instruction through clarity, engagement, and skill-focused whole-group teaching.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2: Address unfinished learning using small-group instruction tailored to specific, diagnosed skill gaps.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3: Provide intensive, individualized instruction in critical math skills with high-frequency progress checks.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

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Grade Band Common Goal: Measure of Student Progress #2

SCHOOL CHOICE: 1D: Percent of students attaining grade-level proficiency in **Reading by Grade 3**

Identified Challenge: Literacy growth among 3rd grade students is stagnant with minimal or no growth. Students with IEPs have also been stagnant, with less than 27% meeting proficiency on the SBA and the greatest percentage remaining at a level 1 and 2. Data indicates limited progress despite interventions, suggesting gaps in differentiated Tier 1 instruction, intervention alignment with IEP goals, and inadequate use of data to adjust supports.

Theory of Action: If we implement differentiated Tier 1 literacy instruction aligned to the Science of Reading, provide targeted Tier 2/3 interventions tailored to IEP goals, and establish data-driven collaborative practices through PLCs, then students with IEPs will experience meaningful gains in literacy achievement and close existing opportunity gaps, moving students from a level 1 on SBA to levels 2-4.

Schoolwide Student Proficiency Goal(s):

S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)

By June 2026 **75%** of 3rd grade students will be meeting or exceeding grade level standards in ELA as measured by Spring SBA.

Measurable:

By **June 2026, 75% of 3rd grade students** will be meeting or exceeding grade-level standards in ELA, as measured by the Spring SBA. (Current baseline: 67% proficiency, ↓1% from 2024).

Achievable:

This goal is attainable with an **8% increase** in proficiency. With focused small-group instruction, consistent intervention supports, and intentional use of data, the goal is within reach.

Relevant:

This goal addresses a key area of need, as 3rd grade is a critical literacy milestone that predicts future academic success. It aligns with district and school priorities to improve reading achievement and ensure students are on track for long-term learning.

Time-bound:

Progress will be monitored **quarterly** (Fall, Winter, Spring) through diagnostics, classroom-based assessments, and interim SBA results, with a final evaluation in **June 2026**.

Highest Leverage Subgroup Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

By June 2026 **40%** of 3rd grade students on IEPs will be meeting or exceeding grade level standards in ELA as measured by Spring SBA.

Inclusive:

All 3rd grade students—including students on IEPs subgroup—will be supported with equitable access to core literacy instruction, interventions, and scaffolds. Collaboration with families will ensure students receive support both at school and at home.

Equitable:

Additional resources, interventions, and differentiation will be directed toward students performing below grade level, with a particular focus on historically

	underserved groups. Instructional practices will be culturally responsive and aligned with grade-level standards, ensuring that every student has the opportunity to succeed.
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How will we get there?		
Evidence-Based Practices <i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Evidence-Based Practices <i>What data will be reviewed, when, and by whom to determine evidence of student learning resulting from the practice? What resources are needed?</i>
Practice #1 <i>Schoolwide</i>	Deliver engaging, scaffolded, and standards-aligned instruction that builds foundational literacy skills and comprehension. Key Practices: - Engage in grade level lesson studies to improve teaching practices, improve curriculum understanding and most importantly; have a direct impact on student achievement. - Receive professional development on best practices around successfully implementing differentiation strategies. - Deliver explicit, well-paced instruction with built-in scaffolds and supports. - Use of high-interest texts, literature circles, and graphic organizers. - Frequent formative assessments (e.g., 6-minute solution, running records) to adjust instruction. - Student goal setting and progress reflection (e.g., fluency goals, writing rubrics). - Integrate GLAD strategies and clearly posted language objectives to support language development across content areas.	Data Measures: - Phonics Screening Inventory - AIMS Web - IABs - PLC Notes Timeframe: - PD delivered at Professional Development PLCs - Monthly grade level data meetings Lead: - Classroom teachers - Interventionist & Learning Specialists - Admin Resources: - PLC Time - Title 1 Funds - Professional Development

Practice #2 Students with IEPs	Strategy: Address decoding, fluency, or comprehension gaps with structured small-group instruction. Key Practices: • Use diagnostics and weekly data (e.g., aimsweb, formative and summative assessments) to group students. • Implement 95% Group intervention programs with fidelity. • Provide intentional intervention for students on IEPs that are aligned with evidence based programs during Tier II/Tier III separate from core instruction. • Regroup every 4–6 weeks based on progress monitoring.	Data Measures: • IEP progress monitoring logs • Weekly intervention & delivery fidelity checks • AIMS Rate of Improvement (ROI) • PLC Notes ○ Opportunities for teams to vertically align Timeframe: • Monthly data review at Tier 3/MDT meetings Lead: • Special Education Team • Intervention Team • Admin Resources: • Progress monitoring logs • Fidelity Check- checklist • PLC time
Practice #3 Students with IEPs	Strategy: Provide daily, intensive instruction in phonological awareness, decoding, or comprehension based on specific student needs. Key Practices: • Identify foundational skill gaps using assessments and set IEP goals using priority standards. • Intensive intervention materials used for specially designed instructional groups • Track progress every 1–2 weeks and share with appropriate stakeholders • Revisit and revise plans in collaboration with support staff and families	Data Measures: • IEP goals aligned to priority standards • IEP progress monitoring logs • Notes from lesson studies Timeframe: • Monthly data review at Tier 3/MDT meetings Lead: • Special Education Team • Admin Resources: • IEP meetings with families • Lesson studies

Mid-Year Reflection

This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1: Deliver engaging, scaffolded, and standards-aligned instruction that builds foundational literacy skills and comprehension.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2: Address decoding, fluency, or comprehension gaps with structured small-group instruction.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3: Provide daily, intensive instruction in phonological awareness, decoding, or comprehension based on specific student needs.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection

This section is a summary reflection on end-of-year findings.

Practice #1: Deliver engaging, scaffolded, and standards-aligned instruction that builds foundational literacy skills and comprehension.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2: Address decoding, fluency, or comprehension gaps with structured small-group instruction.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3: Provide daily, intensive instruction in phonological awareness, decoding, or comprehension based on specific student needs.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

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School Specific Goal: Measure of Student Progress #1

SCHOOL CHOICE: 1D: Percent of students attaining grade-level proficiency in **Mathematics by Grade 3**

Identified Challenge: Our recent data shows that while 3rd grade SBA shows moderate growth, the proficiency and growth of students with IEPs is stagnant, with rates of 45% in 3rd grade as compared to students not on IEPs with rates of almost 70% in 3rd grade.

Theory of Action: If we intentionally focus on students with IEPs and strengthen our instructional approach through enhanced mathematical practices, intentional use of SBA interim assessments, and targeted scaffolds while supporting culturally responsive teaching, then we will decrease our achievement gaps, and see overall higher student achievement on state tests and benchmark assessments.

Schoolwide Student Proficiency Goal(s):

S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)

By June 2026 75% of 3rd grade students will be meeting or exceeding grade level standards in Math as measured by Spring SBA.

Specific:

Crestwood Elementary will strengthen 3rd grade math achievement by implementing targeted small-group instruction, embedding intervention supports, and using data to guide instructional decisions.

Measurable:

By **June 2026, 75% of 3rd grade students** will be meeting or exceeding grade-level standards in math, as measured by the Spring SBA.

Achievable:

This goal is realistic and attainable with a focus on consistent math intervention, alignment of instruction to standards, and use of progress-monitoring tools (classroom assessments). Recent gains in math proficiency indicate strong potential for continued growth.

Relevant:

Math proficiency in 3rd grade is a key predictor of long-term academic success, making this a critical area of focus. This goal aligns with district and school priorities for increasing math achievement and reducing subgroup gaps.

Time-bound:

Progress will be tracked **quarterly** through diagnostics, unit assessments, and interim SBA results, with the final outcome measured in **June 2026**.

Highest Leverage Subgroup Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

By June 2026 60% of 3rd grade students on IEPs will be meeting or exceeding grade level standards in Math as measured by Spring SBA.

Inclusive:

All 3rd grade students will be supported through differentiated instruction, scaffolded learning, and family-school partnerships.

Equitable:

Resources and interventions will be prioritized for students below grade level, with specific attention to historically underserved groups. Instructional

	strategies will emphasize culturally responsive teaching and equitable access to core content to ensure every student has the opportunity to succeed.
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How will we get there?		
Evidence-Based Practices <i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Evidence-Based Practices <i>What data will be reviewed, when, and by whom to determine evidence of student learning resulting from the practice? What resources are needed?</i>
Practice #1 <i>Schoolwide</i>	Strategy: Ensure that all students receive high-quality, grade-level instruction through clarity, engagement, and skill-focused whole-group teaching. Key Practices: - Engage in grade level lesson studies to improve teaching practices, improve curriculum understanding and most importantly; have a direct impact on student achievement. - Deliver explicit, well-paced instruction with built-in scaffolds and supports. - Integrate real-life math applications (e.g., calendar math, attendance-based number talks, BTC Practices). - Embed frequent formative assessments (e.g., exit tickets & Eureka quick checks) to inform instruction. - Promote student goal setting and reflection (e.g., math fluency trackers). - All 3-5 teachers will follow the District IAB assessment plan that includes: Giving the baseline and post assessment, analyzing the data, and addressing identified challenges and misconceptions during core instruction.	Data Measures: - AIMS Web - IABs - PLC Notes Timeframe: - PD delivered at Professional Development PLCs - Monthly grade level data meetings Lead: - Classroom teachers - Interventionist & Learning Specialists - Admin Resources: - PLC Time - Title 1 Funds - Professional Development - Exit tickets - District IAB assessments - Building Thinking Classrooms Practices

	• Use data to drive instructional decisions (e.g., TACA documents, formative and summative assessment analysis). • Integrate GLAD strategies and clearly posted language objectives to support language development across content areas.	
Practice #2 <i>Subgroup</i>	Strategy: Address unfinished learning using small-group instruction tailored to specific, diagnosed skill gaps. Key Practices: • Analyze math data (e.g., exit tickets, Eureka CFA results) to form skill-based groups. • Use "walk-to" or in-class intervention blocks. • Implement Tier 2 resources aligned to module focus (e.g. Eureka Tier 2, etc) • Regroup every 4–6 weeks based on formative assessment progress.	Data Measures: • IEP progress monitoring logs • Weekly intervention & delivery fidelity checks • PLC Notes ◦ Opportunities for teams to vertically align Timeframe: • Monthly data review at Tier 3/MDT meetings Lead: • Special Education Team • Intervention Team • Admin Resources: • Eureka exit tickets • Summative unit assessments • PLC time
Practice #3 <i>Optional Schoolwide or Subgroup</i>	Strategy: Provide intensive, individualized instruction in critical math skills with high-frequency progress checks. Key Practices: • Use detailed diagnostics • Deliver daily, individualized support (1:1 or very small group). • Monitor progress biweekly using skill-aligned checks. • Revisit and revise plans in collaboration with support staff and families (e.g. Data Meetings, MDT, etc.)	Data Measures: • IEP goals aligned to priority standards • IEP progress monitoring logs • Notes from lesson studies Timeframe: • Monthly data review at Tier 3/MDT meetings Lead: • Special Education Team • Admin Resources: • IEP meetings with families • Lesson studies

Mid-Year Reflection

This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1: Ensure that all students receive high-quality, grade-level instruction through clarity, engagement, and skill-focused whole-group teaching.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2: Address unfinished learning using small-group instruction tailored to specific, diagnosed skill gaps.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3: Provide intensive, individualized instruction in critical math skills with high-frequency progress checks.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection

This section is a summary reflection on end-of-year findings.

Practice #1: Ensure that all students receive high-quality, grade-level instruction through clarity, engagement, and skill-focused whole-group teaching.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2: Address unfinished learning using small-group instruction tailored to specific, diagnosed skill gaps.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3: Provide intensive, individualized instruction in critical math skills with high-frequency progress checks.

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

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Comprehensive Mid-Year Reflection Questions

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

1. How did you identify and respond to equity needs for specific student groups, from the beginning of the year to the middle of the 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?

Please 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?

2. Which evidence-based practices (interventions, activities, or strategies) being implemented are having the largest impacts on positively improving student outcomes and your high-priority SMARTIE goals? Describe what is contributing to the success of this work.

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

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Comprehensive End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings as documented in the five goals in the school improvement plan and can be used to inform decision-making about developing SMARTIE goals and evidence-based practices (interventions, activities, or strategies) for your 2026-27 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practicable and sustainable planning processes.

1. In school year 2025-26, 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?

Please share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on the improvements as you transition into supports for your 2026-27 SIP.

2. Describe the progress made toward your SMARTIE goals. Describe what led to or is leading to the achievement of the goals.

3. How did at least one of the activities documented in your SIP positively impact student achievement in pursuit of its associated SMARTIE goal?

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

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for the school year 2026-27? How will you utilize available and additional sources of data in the planning process? Please describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026-27?

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