



Strategic School Improvement Planning 2025-2026
 for
Donald Eismann 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	Aug-Oct Monthly	Certificated and Classified Staff Assessment Team	
Develop/Refine	Oct 17 Monthly	Donald Eismann Staff Training Guiding Coalition	
Staff Review	Monthly	PLC PD	
Parent Review	Jan. 12 Monthly	PTA General Membership Meeting Admin/PTA Monthly Meeting	
District Review			

WSIF Cycle 3 Identification

Support Status: Foundational Supports

A Message from the Principal

Welcome to another exciting year at Donald Eismann Elementary. Our mission and vision guide everything we do: To Know, Value, and Support every learner. We believe each student can achieve.

At Donald Eismann, we see learning as a journey of exploration and growth. Our staff and students work hard every day, committed to routines and collaboration.

We focus on the data. By analyzing student learning data, we monitor progress, make informed adjustments, and celebrate milestones together. This process ensures that every decision we make moves us closer to our mission, helping all students thrive.

Our dedication to instructional excellence is unwavering. Our educators continually refine their craft, designing engaging, standards-based instruction that meets the diverse needs of our learners.

Donald Eismann Elementary is a vibrant and diverse community. Our students and families represent 20 different home languages and 22 native languages. Nearly 54% of our students receive additional services, whether through 504 plans, multilingual learning, free/reduced lunch, gifted programs, special education, or homeless support and we are deeply committed to knowing, valuing, and supporting every one of them.

Together, we are explorers, dreaming big, working hard, and reaching beyond what seems possible. Thank you for being part of our mission to inspire each learner to shine among the stars.

Sarah Thompson
Principal, Donald Eismann Elementary

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																	
<u>Content Area:</u>	<u>Summary of Data Analysis</u>																
<p>Literacy</p> <p><u>Connected Goal Areas:</u></p> <p><i>Goal 1: Success in the Early Years</i></p> <p><i>Goal 3: Academically-Prepared Critical Thinkers</i></p> <p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p>	<p>We reviewed a variety of data sources to gain a comprehensive understanding of student performance and instructional needs in ELA.</p> <p>These sources include:</p> <ul style="list-style-type: none"> ● SBA data ● Aimsweb progress monitoring data ● Report card grades ● Attendance records 																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%; text-align: center;">ELA SBA Data (All)</th> <th style="width: 35%; text-align: center;">ELA SBA Data (Students receiving tier 2 support)</th> </tr> <tr> <th></th> <th style="text-align: center;">24-25</th> <th style="text-align: center;">24-25</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">26%</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">74%</td> <td style="text-align: center;">53%</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">79%</td> <td style="text-align: center;">44%</td> </tr> </tbody> </table>			ELA SBA Data (All)	ELA SBA Data (Students receiving tier 2 support)		24-25	24-25	3rd	66%	26%	4th	74%	53%	5th	79%	44%
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	<p>Disproportionality and Impacted Student Groups</p> <p>For the purpose of this data analysis Tier 2 support refers to targeted interventions provided to students who are at risk of not meeting academic,</p>																

behavioral, or social expectations despite receiving Tier 1 instruction and support. A clear achievement gap exists for those students receiving Tier 2 support across all grade levels, with students in Tier 2 consistently performing below their peers. While these gaps narrow slightly in the upper grades, they remain significant, indicating that current Tier 2 interventions may be moderately effective but insufficient to fully close the gap. These findings point to inequities in instructional access, the effectiveness of supports, and the early identification of literacy needs.

Possible Root Causes of Inequities

- Lack of exposure and practice with SBA level questions.
- Disconnect between strategies taught in the classroom vs. small group.
- Core classroom instruction and intervention supports may not be fully aligned in focus or instructional strategies, resulting in fragmented support.
- Students may lack confidence or see limited value in the assessment.

Summary

While the school demonstrates overall strong ELA outcomes, a persistent gap remains for students receiving Tier 2 support. This indicates a need for deeper analysis of intervention structures, progress monitoring fidelity, and instructional coherence between core and intervention programs.

Mathematics

Connected Goal Areas:

Goal 1: Success in the Early Years

Goal 3: Academically-Prepared Critical Thinkers

Goal 4: Elimination of Disparities in Student Access and Success

A variety of data sources were reviewed to identify areas of strength and need in mathematics achievement and instruction.

These sources include:

- SBA Data
- Aimsweb progress monitoring data
- Report card grades and standards-based performance indicators
- Attendance records

	Math SBA Data (All)	Math SBA Data (Students receiving tier 2 support)
	24-25	24-25
3rd	66%	41%
4th	62%	15%
5th	69%	0%

Disproportionality and Impacted Student Groups

The gap widens in the upper grades, with particularly concerning outcomes in 5th grade where no Tier 2 students met proficiency. This pattern suggests that

	<p>Tier 2 math interventions are not effectively addressing foundational skill gaps or accelerating growth to close the achievement gap. Students receiving Tier 2 support are most impacted, highlighting inequities in access to effective math instruction, the quality and intensity of intervention support, and early identification of students in need of additional assistance.</p> <p>Possible Root Causes of Inequities</p> <ul style="list-style-type: none"> ● Lack of exposure and practice with SBA level questions. ● Students may lack mastery of prerequisite skills, particularly number sense and operations, which impacts their ability to access grade-level content. ● Disconnections between classroom instruction and intervention focus may result in fragmented learning experiences. ● Students may lack confidence or see limited value in the assessment. <p>Summary</p> <p>Our school math data reflect strong upward trends toward the district goal but highlight persistent inequities for students receiving Tier 2 support. Addressing alignment between intervention and core curriculum and strengthening Tier 1 differentiation will be critical to ensuring all students achieve the district target of 80% proficiency by 2026.</p>
<p>Discipline</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p>	<p>To better understand discipline patterns and equity across our school, we analyzed multiple data sources:</p> <p>These sources include:</p> <ul style="list-style-type: none"> ● SWIS Discipline Data (2024-25) ● Homeroom Suspension Data (2024-25) ● Discipline Disproportionality (DEE Summary provided by District) ● Demographic Data (Skyward) <p>Together, these sources created a full picture of how behaviors occur, who is impacted, and how staff respond to student behaviors.</p> <p>Disproportionality and Impacted Student Groups</p> <p>Analysis of the 2024-2025 Donald Eismann Elementary data reveals several key findings:</p> <ol style="list-style-type: none"> 1. Gender Disproportionality: <ul style="list-style-type: none"> - Males represented 53–54% of students but accounted for 86–96% of discipline incidents. - The Relative Risk Ratio was 5.40, meaning boys were over five times as likely to receive an office referral.

2. Staff Response Patterns (SWIS Action Taken Data for students with 2 or more major referrals):

- 29% of SWIS referrals (for students who had 2 or more major referrals) primarily resulted in a parent/guardian contact.
- 25% of SWIS referrals (for students who had 2 or more major referrals) primarily resulted in a student conference.
- 12% of SWIS referrals (for students who had 2 or more major referrals) primarily resulted in requests for additional support.
- 12% of SWIS referrals (for students who had 2 or more major referrals) primarily resulted in a restorative conference.

Possible Root Causes of Inequities

Analysis of SWIS data shows that the most common behaviors leading to referrals were physical aggression/contact, defiance/disrespect, and disruption. These behaviors occurred most frequently in the classroom and on the playground, areas that require high levels of active supervision and consistent reteaching of expectations.

When focusing on Major referrals, the data reveal that physical contact/aggression was the top reason for referral, followed by defiance and disruption. A total of 23 students had repeated Major referrals (two or more) indicating a pattern of recurring behavior among a small group of students. Of these 23 students, 20 were male and 3 were female, reinforcing the ongoing disproportionality by gender and the need for more proactive and individualized support systems for boys. These repeat referrals were primarily for physical aggression and defiance, most often occurring in the classroom and playground. This data highlights that while most students respond to initial interventions, a subset of students (mostly male) continue to demonstrate ongoing behavioral challenges that require more targeted and consistent Tier 2 support through the Multidisciplinary Team process.

The data suggest that the root cause of the disproportionality in discipline is a combination of inconsistent Tier 1 behavior practices and limited proactive support for a small group of students, primarily boys. Although expectations are established schoolwide, they may not be consistently reinforced in high-need settings such as classrooms and playgrounds, where most incidents occur. Staff responses tend to focus on parent contact or student conferences, with fewer instances of restorative practices or Tier 2 interventions, indicating a gap between recognizing a pattern of behavior and providing targeted support. This pattern suggests that current systems may not fully address the social-emotional or engagement needs of male students, resulting in repeated incidents of aggression and defiance among a small subset of students. Overall, the issue appears to stem from a need for more consistent Tier 1 implementation and stronger Tier 2 structures that provide early, individualized interventions before behaviors escalate.

Social-Emotional

Connected Goal Area:

Goal 2: Nurtured, Engaged,
and Empowered Students

Two key data sets were reviewed to understand student needs and school climate.

These sources include:

- DEE 24-25 Student Needs Assessment
- DEE 24-25 Universal Screener Data

These two tools provide both perception data (student voice) and longitudinal growth data on SEL competencies and overall school culture along with disaggregated data on students who show externalized and internalized behavior.

Disproportionality and Impacted Student Groups

There are mild but notable disproportionalities by grade level and student support services:

- In the Needs Assessment 95.5% of 3-5th grade students said “yes” to “I feel my school is safe and welcoming”. 4.5% said “no” to “I feel my school is safe and welcoming”. 71% of the students who answered “no” were 5th grade students.
- 4.81% of the student population showed external at risk behaviors. Of those students, 14.81% were students with an IEP, 16.67% were students with a 504 plan, and 7.89% were students who are multilingual.
- In the Needs Assessment, students identifying social emotional needs reported: 10.4% reported friendship problems, 9.9% anxiety, and 3.9% home-related challenges.

Possible Root Causes of Inequities

The analysis of potential root causes highlights areas where strengthening our support systems can lead to positive outcomes for all students. The high number of students requesting counselor follow-up for "Friendship problems" and "Anxiety" shows that students feel comfortable identifying and reaching out for help with these key social and emotional challenges. This openness suggests a good foundation of trust and awareness of available adult support.

However, the data also reveals areas for refinement, particularly in addressing disproportionality. It is important to note that many students with an IEP or 504 plan that were showing externalized behaviors, are receiving targeted interventions and support. With this in mind, we would focus our efforts on students who are showing the majority of externalized behaviors that are not already receiving targeted intervention and support. Specifically students who are multilingual, who would benefit from more tailored interventions.

Finally, the finding that a large group of students who reported the school was not safe or welcoming were in the 5th grade points to a specific developmental or transitional strain that we can strategically address. This offers a clear

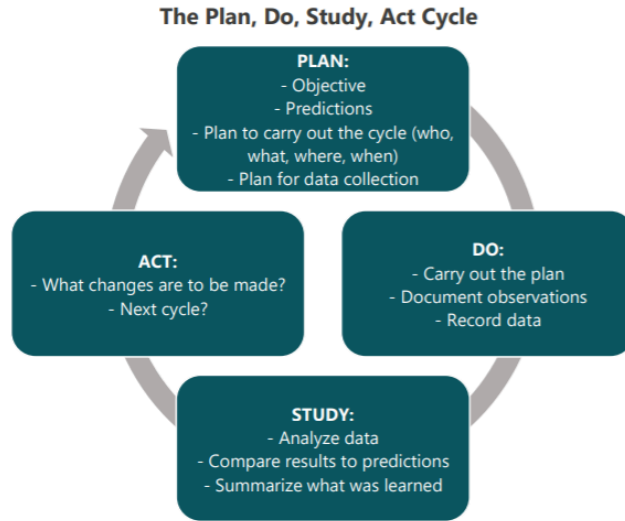
	<p>opportunity to enhance our SEL instruction at the intermediate level to ensure a positive and supportive environment for those transitioning students.</p>
<p>Attendance:</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>Attendance data from the 2024-25 school year was analyzed using multiple sources to provide a comprehensive understanding of attendance patterns across student groups.</p> <p>These sources include:</p> <ul style="list-style-type: none"> ● Attendance by Grade Level ● Attendance by Gender ● Attendance by Race/Ethnicity ● Attendance by Month ● Attendance by Program/Service Type <p>Disproportionality and Impacted Student Groups</p> <p>The overall percentage of students meeting the 90% attendance threshold was 79.8%. The 90% attendance threshold can be described as students who are attending 90% or more of the school year. Several patterns emerged across grade levels, demographics, and student programs:</p> <ul style="list-style-type: none"> ● By Grade Level: Attendance was lowest in Kindergarten (76.19%) and 4th grade (76.36%), and highest in 3rd grade (83.46%). These trends suggest that younger students may face greater barriers to consistent attendance. ● By Gender: Rates were similar for females (80.07%) and males (79.43%), indicating no notable gender disproportionality. ● By Race/Ethnicity: Attendance was highest among White (82.67%) and Asian (81.69%) students, and lowest among Hispanic/Latino (70.75%) and Native Hawaiian/Pacific Islander (66.67%) students. ● By Program/Service Type: Gifted students (82.46%) demonstrated the highest attendance, while Homeless (62.5%) and Bilingual (62.22%) students showed the lowest. Students qualifying for Free/Reduced Lunch (74.12%), Special Education (74.53%), 504 (70%), and LAP (71.74%) were all below the school average. ● By Month: Attendance dropped sharply in January (60.84%) and February (67.77%), suggesting a midyear decline potentially related to illness, weather, family travel, or lower engagement during the winter months.

Possible Root Causes of Inequities

The attendance data suggest that the root cause of the disproportionality lies in a combination of barriers related to socioeconomic status, language access, and stability that disproportionately affect certain student groups. Students experiencing homelessness, multilingual learners, and those qualifying for free or reduced lunch show the lowest attendance rates, indicating that external factors such as housing insecurity, family mobility, transportation challenges, and limited access to consistent communication or school resources may hinder regular attendance. Additionally, the sharp decline in attendance during the winter months points to seasonal factors such as illness, weather, and family travel that further compound these barriers. For younger students, particularly in kindergarten and early grades, family routines and parent engagement may also play a role in attendance consistency. Overall, the data indicate that attendance challenges are less about student motivation and more about systemic and environmental barriers that require stronger Tier 1 attendance supports, family outreach, and targeted interventions for identified groups.

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	<u>K-12 Common Goal</u> 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	<u>K-12 Common Goal</u> 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	<u>Grade Band Common Goal</u> 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	<u>Grade Band Common Goal</u> 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	<u>School Specific Goal</u> 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: Behavior data from the previous school year indicates that a small group of students, primarily males, are receiving multiple Major referrals (two or more) for behaviors such as physical aggression and defiance, leading to a higher number of suspensions and other exclusionary discipline actions for male students.

Theory of Action: If the school consistently implements restorative practices that emphasize relationship-building, accountability, and repairing harm, and provides targeted support for male students through the Multidisciplinary Team process, then students who receive repeated Major referrals (particularly males) will experience improved relationships, increased engagement, and better behavioral outcomes, leading to a reduction in repeated referrals and exclusionary discipline actions by the end of the 2025–2026 school year.

<p>Schoolwide Student Goal(s):</p> <p><i>S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)</i></p>	<p>By the end of the 2025–2026 school year, our school will decrease the total number of exclusionary discipline actions by 52%, from 25 to 12.</p>
<p>Highest Leverage Subgroup Student Goal(s):</p> <p><i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i></p>	<p>By the end of the 2025–2026 school year, the number of identified male students with two or more Major SWIS referrals will decrease by 30%, from 20 students to 14 students, as measured by SWIS referral data.</p>

How will we get there?

<p>Evidence-Based Practices</p> <p><i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i></p>		<p>Monitoring of Evidence-Based Practices</p> <p><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></p>
<p>Practice #1 <i>Schoolwide</i></p>	<p>Consistent implementation of restorative practices that emphasize relationship-building, accountability, and repairing harm.</p>	<p>Data Measures:</p> <ul style="list-style-type: none"> ● Staff survey on implementation and needs. ● Paraeducator meeting agendas and reflection notes. ● Walkthrough observation data documenting use of restorative practices. ● SWIS data tracking restorative interventions.

	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Provide ongoing professional learning on restorative practices focusing on responses to challenging behaviors and impromptu conversations. • Train recess paraeducators to use restorative approaches during recess and include monthly collaboration time. • Teach staff how to track restorative work within SWIS as a Tier 1 intervention measure. • Conduct walkthroughs to observe classroom circles, restorative language, and conflict resolution practices. 	<p>Timeframe:</p> <ul style="list-style-type: none"> • Initial training: December • Monthly Tier 1 meetings • Survey: December • Walkthroughs: December, March, May <p>Lead:</p> <ul style="list-style-type: none"> • Principal • Deans of students <p>Resources:</p> <ul style="list-style-type: none"> • Restorative Practice Toolkit (Tier 2) • Walkthrough templates • MTSS Tier 1 meeting time • Staff PD sessions • Paraeducator collaboration meetings
<p>Practice #2 <i>Subgroup</i></p>	<p>Male Student Support Through Multidisciplinary Team</p> <p>Implementation Steps:</p> <ul style="list-style-type: none"> • Identify male students with two or more major office referrals and bring them to the Multidisciplinary Team (MDT) for review. • Use MDT meetings to analyze patterns, identify root causes, and match students with targeted interventions • Ensure each identified student has a documented intervention plan with clear strategies, responsible staff, and follow-up timelines. • Communicate plans with teachers and families to ensure consistency and collaboration. 	<p>Data Measures:</p> <ul style="list-style-type: none"> • Number of students with two or more Major SWIS referrals. • Reduction in repeat Major referrals among identified male students (goal: 30% decrease from 20 to 14). • MDT meeting minutes documenting intervention matches and progress updates. • Fidelity tracking of support implemented for each student. <p>Timeframe:</p> <ul style="list-style-type: none"> • Monthly Tier 2 meetings • Weekly fidelity checks for the first four weeks <p>Lead:</p> <ul style="list-style-type: none"> • Principal • Deans of students • Multidisciplinary Team <p>Resources:</p> <ul style="list-style-type: none"> • MTSS meeting time • Data-tracking tools • Tier 2 intervention menu • Collaboration time for teachers and support staff.

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:

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:

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:

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:

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: Students that need Tier 2 support in ELA are not demonstrating consistent or sufficient growth to close the achievement gap with their grade-level peers. Students identified as needing tier 2 support are defined as those who scored between the 11th & 49th percentile in Aimsweb assessments. While overall proficiency rates are strong, 66% in 3rd grade, 74% in 4th grade, and 79% in 5th grade, students that need Tier 2 support performed significantly lower, at 30%, 50%, and 40% respectively. The data indicates that current interventions are only moderately effective and are not fully meeting the needs of students requiring additional support in reading and literacy development.

Theory of Action: Based on this identified challenge, we believe that if we strengthen Tier 2 reading interventions by ensuring alignment with core instruction, increasing the intensity and frequency of targeted small-group instruction, and using progress monitoring data to make timely instructional adjustments, then students that need Tier 2 supports will make continuous progress toward grade-level proficiency. As a result, achievement gaps in reading and literacy will narrow, and more students will meet or exceed ELA standards on the SBA and classroom 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, 5th grade students will increase reading proficiency by 5% as measured by SBA.

- 5th Grade: 79% to 84%

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, 3rd–5th grade students receiving Tier 2 reading support will increase their reading proficiency by 15%, as measured by the spring 2026 SBA results.

- 3rd- From 30% to 45%
- 4th- From 50% to 65%
- 5th- From 40% to 55%

How will we get there?

Evidence-Based Practices

What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?

Monitoring of Evidence-Based Practices

*What data will be reviewed, when, and by whom to determine evidence of **student learning** resulting from the practice? What resources are needed?*

**Practice #1
Schoolwide**

Utilizing formative data to adjust instruction across all classrooms.

Implementation Steps:

Data Measures:

- Use of FIAB's in PLC's
- AimsWeb growth
- Team-created assessments

	<ul style="list-style-type: none"> • Vertical alignment on ELA priority standards that students must know coming into the next grade level. • Utilize SBA structure/format while teaching topics and to create student goals. • Monthly TACA documentation to answer the big 4 questions (What do we want students to know and be able to do? How will we know if they learned it? What will we do if they already know it? What will we do when they haven't learned it?) • Time allotted to review and collaborate on implementation within PLCs. 	<ul style="list-style-type: none"> • Spring SBA Data <p>Timeframe:</p> <ul style="list-style-type: none"> • FIAB: pre- October post-march • Aimsweb: Pre- September <p>Lead:</p> <ul style="list-style-type: none"> • Classroom teachers • Interventionist • Principal • Lead teachers <p>Resources:</p> <ul style="list-style-type: none"> • FIAB practice schedule 3-5 • Aimsweb Benchmarking • 95% Multi-syllable and Vocab Surge instruction across K-5
<p>Practice #2 <i>Subgroup</i></p>	<p>Reading interventions using evidence-based programs during Tier 2 times separate from core instruction.</p> <p>Implementation Steps:</p> <ul style="list-style-type: none"> • Professional development on Tier 2 strategies in the classroom • Define Clear Expectations for Use • Conduct Regular Walkthroughs to provide coaching 	<p>Data Measures:</p> <ul style="list-style-type: none"> • MTSS Disaggregated data • AimsWeb progress monitoring scores • 95% • Team-created assessments <p>Timeframe:</p> <ul style="list-style-type: none"> • PD during staff learning meetings <p>Lead:</p> <ul style="list-style-type: none"> • Classroom teachers • Interventionist • Principal • Lead teachers <p>Resources:</p> <ul style="list-style-type: none"> • PD on intervention fidelity • PLC time • Schedule adjustments • MTSS Team Meetings

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?

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

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End-of-Year Reflection

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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 #3

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

Identified Challenge: Students that need Tier 2 support in mathematics are not demonstrating consistent or sufficient growth to close the achievement gap with their grade-level peers. Students identified as needing tier 2 support are defined as those who scored between the 11th & 49th percentile in Aimsweb assessments. While overall proficiency rates are strong, 67% in 3rd grade, 62% in 4th grade, and 69% in 5th grade, data shows a widening achievement gap across grade levels, with 3rd-grade Tier 2 students performing at 41% proficiency, 4th grade at 15%, and 5th grade at 0%.

Theory of Action: Based on this identified challenge, we believe that if we strengthen the quality, consistency, and alignment of Tier 2 math interventions with core instruction, by using data-driven decision-making, targeted small-group instruction, and frequent progress monitoring, then students that need Tier 2 supports will demonstrate continuous growth in mathematics proficiency. This will result in a measurable reduction in achievement gaps between Tier 2 students and their grade-level peers over time.

<p><u>Schoolwide Student Proficiency Goal(s):</u></p> <p><i>S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)</i></p>	<p>By June 2026, students in 5th grade will increase math proficiency by 11% as measured by SBA.</p> <ul style="list-style-type: none"> ● 5th Grade: 69% to 80%
<p><u>Highest Leverage Subgroup Student Proficiency Goal(s):</u></p> <p><i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i></p>	<p>By June 2026, 3rd–5th grade students receiving Tier 2 math support will increase their math proficiency by 15%, as measured by the spring 2026 SBA results.</p> <ul style="list-style-type: none"> ● 3rd - From 47% to 62% ● 4th- From 20% to 35% ● 5th- From 0% to 15%

How will we get there?

Evidence-Based Practices		Monitoring of Evidence-Based Practices
<i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i>		<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>
<p>Practice #1 <i>Schoolwide</i></p>	<p>All 5th grade teachers will follow the District IAB assessment plan.</p> <p>Implementation Steps:</p> <ul style="list-style-type: none"> ● Staff led Professional Development on how to create an FIAB schedule for math 	<p>Data Measures:</p> <ul style="list-style-type: none"> ● Baseline IAB Assessment ● FIAB growth data ● Eureka exit tickets ● Spring SBA <p>Timeframes:</p> <ul style="list-style-type: none"> ● Baseline Oct. 22nd- Post Dec. 12th

	<ul style="list-style-type: none"> • Provide District FIAB schedule • Conduct peer-observations for 5th grade teachers 	<ul style="list-style-type: none"> • Baseline Jan. 9th- Post April 1st <p>Lead:</p> <ul style="list-style-type: none"> • 5th Team Lead • Principal <p>Resources:</p> <ul style="list-style-type: none"> • Slide Decks on Interim Assessment Plan • Menu on IAB best practices • WCAP Data Portal • PLC Time
Practice #2 <i>Subgroup</i>	<p>Math interventions using evidence-based programs during Tier 2 times separate from core instruction.</p> <p>Implementation Steps:</p> <ul style="list-style-type: none"> • Professional development on Tier 2 strategies in the classroom • Define clear expectations for use • Conduct regular walkthroughs to provide coaching 	<p>Data Measures:</p> <ul style="list-style-type: none"> • MTSS Disaggregated data • AimsWeb progress monitoring scores • Team-created assessments <p>Timeframe:</p> <ul style="list-style-type: none"> • PD during staff learning meetings <p>Lead:</p> <ul style="list-style-type: none"> • Classroom teachers • Interventionist • Principal • Lead teachers <p>Resources:</p> <ul style="list-style-type: none"> • PD on intervention fidelity • PLC time • Schedule adjustments • MTSS Team Meetings

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:

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:

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:

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:

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 #4

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

Identified Challenge: A significant number of K-3 students that need Tier 2 support are performing below grade-level expectations in reading. Students identified as needing Tier 2 support are defined as those who scored between the 11th & 49th percentile in Aimsweb assessments. Despite strong overall ELA performance, foundational reading skills, particularly decoding, fluency, and comprehension, remain areas of need for early learners. Current Tier 2 interventions are not closing gaps quickly enough to ensure that all students reach grade-level proficiency by the end of 3rd grade.

Theory of Action: Based on this identified challenge, we believe that if we strengthen early literacy instruction by implementing consistent, evidence-based Tier 2 interventions aligned with core reading instruction; increase progress monitoring and data-informed instructional adjustments; and provide professional learning focused on foundational literacy practices, then more students will make accelerated growth in reading. As a result, a greater percentage of K-3 students, especially those who fall between the 11th and 49th percentile will meet or exceed grade-level reading proficiency by the end of 3rd grade, leading to stronger long-term academic outcomes.

<p>Schoolwide Student Proficiency Goal(s):</p> <p><i>S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)</i></p>	<p>By June 2026, students in 3rd grade will increase reading proficiency by 14% as measured by SBA.</p> <ul style="list-style-type: none"> ● 3rd Grade: 66% to 80%
<p>Highest Leverage Subgroup Student Proficiency Goal(s):</p> <p><i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i></p>	<p>By June 2026, kindergarten through 3rd grade students receiving Tier 2 reading support will increase their reading proficiency by 15%, as measured by the spring 2026 AimsWeb assessment.</p> <ul style="list-style-type: none"> ● 3rd Grade: 35% to 50% ● 2nd Grade: 29% to 44% ● 1st Grade: 28% to 43% ● Kindergarten: 24% to 39%

How will we get there?

Evidence-Based Practices		Monitoring of Evidence-Based Practices
<i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i>		<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>
<p>Practice #1 <i>Schoolwide</i></p>	<p>All K-2 teachers will follow the District ESGI assessment schedule while 3rd grade follows the District IAB assessment plan.</p>	<p>Data Measures:</p> <ul style="list-style-type: none"> ● Baseline IAB Assessment ● FIAB growth data ● ESGI growth data

	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Staff led Professional Development on how to create an FIAB schedule for ELA • Vertical alignment on ELA priority standards that students must know coming into the next grade level. • Monthly TACA documentation to answer the big 4 questions (What do we want students to know and be able to do? How will we know if they learned it? What will we do if they already know it? What will we do when they haven't learned it?) • Time allotted to review and collaborate on implementation within PLCs. 	<p>Timeframe:</p> <ul style="list-style-type: none"> • Baseline November- Post January • Baseline February- Post April <p>Lead:</p> <ul style="list-style-type: none"> • K-3 Team Leaders • Interventionist • Principal <p>Resources:</p> <ul style="list-style-type: none"> • Aimsweb • ESGI Assessments • 95% resources (assessments & curriculum) • Tune up • Scope & sequence (CKLA & 95%)
<p>Practice #2 <i>Subgroup</i></p>	<p>Reading interventions using evidence-based programs during Tier 2 times separate from core instruction.</p> <p>Implementation Steps:</p> <ul style="list-style-type: none"> • Professional development on Tier 2 strategies in the classroom • Define clear expectations for use of Tier 2 time • Conduct regular walkthroughs to provide coaching 	<p>Data Measures:</p> <ul style="list-style-type: none"> • MTSS Disaggregated data • AimsWeb progress monitoring scores • 95% • Teachers give the baseline ESGI or Aimsweb Assessment <ul style="list-style-type: none"> • Baseline data analyzed • PLCs meet to determine next steps to address the data <p>Timeframe:</p> <ul style="list-style-type: none"> • Every 6 Weeks: Review progress monitoring data; regroup students • Quarterly: Review Aimsweb benchmarks and adjust Tier 2 supports • June 2026: Compare end-of-year proficiency data to baseline to measure 15-point increase <p>Lead:</p> <ul style="list-style-type: none"> • Classroom teachers • Interventionist • Principal <p>Resources:</p> <ul style="list-style-type: none"> • PD on intervention fidelity • PLC time • Aimsweb • ESGI Assessments • 95% Resources

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:

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:

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:

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:

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 #5

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

Identified Challenge: Many students in K-3 receiving Tier 2 math support are performing below grade-level expectations, demonstrating gaps in number sense, computation, and problem-solving skills. Students identified as needing Tier 2 support are defined as those who scored between the 11th & 49th percentile in Aimsweb assessments. Despite overall strong performance in grades 3-5, early math proficiency data reveal that Tier 2 supports are not yet yielding sufficient growth to close achievement gaps. Foundational skill development in the primary grades remains inconsistent, limiting students' ability to access grade-level math content as they progress through school.

Theory of Action: Based on this identified challenge, we believe that if we strengthen early math instruction by implementing consistent, research-based Tier 2 interventions aligned with core classroom instruction; increase progress monitoring and data-driven instructional adjustments; and provide targeted professional learning focused on numeracy development and mathematical reasoning, then students that need Tier 2 supports will make accelerated progress toward grade-level proficiency. As a result, a greater percentage of K-3 students will meet or exceed grade-level math standards by the end of 3rd grade, contributing to higher overall achievement in mathematics schoolwide.

Schoolwide Student Proficiency Goal(s):

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

By June 2026, students in 3rd grade will increase math proficiency by 10% as measured by SBA.

- 3rd Grade: 66% to 76%

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, kindergarten through 3rd grade students receiving Tier 2 math support will increase their math proficiency by 15%, as measured by the spring 2026 AimsWeb assessment.

- 3rd Grade: 29% to 44%
- 2nd Grade: 26% to 41%
- 1st Grade: 14% to 29%
- Kindergarten: 30% to 45%

How will we get there?

Evidence-Based Practices

What evidence-based "measurable" practices will you implement in order to have an impact toward reaching this goal?

Monitoring of Evidence-Based Practices

*What data will be reviewed, when, and by whom to determine evidence of **student learning** resulting from the practice? What resources are needed?*

**Practice #1
Schoolwide**

All K-2 teachers will follow the District ESGI assessment schedule while 3rd

Data Measures: Teachers give the baseline ESGI or Assessment

- Baseline data analyzed

	<p>grade follows the District IAB assessment plan.</p> <p>Implementation Steps:</p> <ul style="list-style-type: none"> ● Staff led Professional Development on how to create an FIAB schedule for math ● Provide District FIAB schedule ● Conduct peer-observations and lesson studies for K-3 grade teachers 	<ul style="list-style-type: none"> ● PLCs meet to determine next steps to address the data <p>Timeframe:</p> <ul style="list-style-type: none"> ● Baseline November- Post January ● Baseline February- Post April <p>Lead:</p> <ul style="list-style-type: none"> ● K-3 Team Leaders ● Interventionist ● Principal <p>Resources:</p> <ul style="list-style-type: none"> ● Aimsweb ● ESGI Assessments ● Eureka2 Resources
<p>Practice #2 <i>Subgroup</i></p>	<p>Math interventions using evidence-based programs during Tier 2 times separate from core instruction.</p> <p>Implementation Steps:</p> <ul style="list-style-type: none"> ● Professional development on Tier 2 strategies in the classroom ● Define Clear Expectations for Use ● Conduct Regular Walkthroughs to provide coaching ● Conduct peer-observations for Kindergarten grade teachers ● Conduct lesson studies for 1st, 2nd, and 3rd grade 	<p>Data Measures:</p> <ul style="list-style-type: none"> ● MTSS Disaggregated data ● AimsWeb progress monitoring scores ● Teachers give the baseline ESGI or Assessment <ul style="list-style-type: none"> ● Baseline data analyzed ● PLCs meet to determine next steps to address the data <p>Timeframe:</p> <ul style="list-style-type: none"> ● PD during staff learning meetings <p>Lead:</p> <ul style="list-style-type: none"> ● Classroom teachers ● Interventionist ● Principal ● Lead teachers <p>Resources:</p> <ul style="list-style-type: none"> ● PD on intervention fidelity ● PLC time ● Schedule adjustments ● Aimsweb ● ESGI ● Eureka2 Resources

<p>Mid-Year Reflection</p> <p><i>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?</i></p>	
<p>Practice #1:</p> <p>Please describe the extent to which this evidence-based practice is being implemented as planned.</p> <p>What have you found in your data and what does it mean regarding progress toward your goal?</p>	
<p>Practice #2:</p>	

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:

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:

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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