



Strategic School Improvement Planning 2025-2026
for
Victor Falls 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	6/11/25	VFE Certificated Staff	Principal late night focused on spring benchmark data and vertical alignment.
	8/27 & 8/28	VFE Certificated & Classified Staff	Reviewed plans made last spring, updating using the 5-why protocol.
Develop/Refine	9/15, 10/13	VFE Certificated Staff	Created Trimester 1 action plans for math and ELA. Reviewed Fall benchmark data
	10/17	VFE Certificated Staff	Intentional instructional strategy activities that will relate to future PD. Completed Trimester 1 action plans and Student growth goals. Vertical alignment on foundational skills
	10/8	BLT	Worked on aligning action plans and vertical alignment expectations

Staff Review			
Parent Review	10/21/25	VFE PTO General Membership	Reviewed our SEL goals around safe and caring. Shared Purposeful people and about our culture and climate.
District Review			

WSIF Cycle 3 Identification
Support Status: Support Tier 1: Targeted 1-2

Our Vision:

We envision a school community where kindness is cultural, collaboration is essential, and every adult and child grows toward their best self. We believe that when we root our community in kindness, authenticity, and collaboration, every child is empowered to grow as a whole person and realize that they are capable of achieving anything.

Our mission is to **add value to every student’s experience, our collective work, and our individual growth** by aligning to three core strategies:

- **Excellence in the Instructional Core:** Through rigorous, data-informed instruction that closes opportunity gaps and honors each student’s unique potential.
- **Collective Professional Growth:** Through deeply engaged Professional Learning Communities (PLCs) that foster curiosity, shared responsibility, and mutual respect.
- **Family Partnership & Relational Trust:** By intentionally building bridges with families, celebrating student identity, and learning from the Funds of Knowledge each family brings.

This needs assessment reflects those commitments by examining both successes and areas for growth in K–5 literacy. Data trends show where our students are thriving, where instructional practices are driving success, and where persistent challenges remain. Using a root cause analysis (5-Whys), we trace those challenges back to their origins, ensuring that our improvement efforts are equity-centered, research-informed, and sustainable. While this format is new to our certificated staff, we will continue to build on digging deep to reflect on our instructional strategies.

Across K–2, our analysis highlights the importance of explicit, SOR-aligned foundational literacy instruction. Root causes center on evolving research around letter names and sounds, developmental readiness, and gaps in phonics instruction. With intentional Tier 1 alignment, targeted Tier 2 supports, and structured PLC collaboration, we can ensure early literacy gaps are addressed before they compound.

In grades 3–5, successes in writing, comprehension, and subgroup growth are evident, but challenges remain around writing alignment, informational text engagement, and central idea mastery. Root causes

reveal inconsistencies in Tier 1 delivery, insufficient access to rigorous and engaging texts, and gaps in classroom management/SEL supports that hinder instructional focus. Strengthening PLC commitments, enriching core curriculum with high-quality texts, and expanding targeted interventions will directly address these needs.

Our school has already demonstrated resilience and progress, with strong evidence of student perseverance, subgroup growth, and instructional creativity. By grounding our next steps in the root causes identified here, we are prepared to close opportunity gaps, expand success across all grade levels, and fully live our mission to add value to every student's experience.

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>Data reviewed for the comprehensive needs assessment includes AimsWeb, SBA, 95% as well as overall cohort data using our June vertical alignment documents.</p> <p style="text-align: center;">Kindergarten - 2nd Grade</p> <p>Successes in the Data (K-2)</p> <ul style="list-style-type: none"> ● Kindergarten: 62% of students scored above the 50th percentile on LWSF; 10 more students are approaching the benchmark. Students with limited pre-k experience demonstrated strong growth in reading/writing CVC words and CCVC blends. ● 1st Grade: AIMS data showed greater growth in Letter Word Sound Fluency than letter naming. Students entering 1st grade had strong foundations in CVC/CCVC words, supported by expanded CKLA units and high-frequency word practice. 95% small group instruction contributed to significant growth. ● 2nd Grade: 69% of students scored at or above the 50th percentile in reading comprehension. Less than 1% scored below 90% accuracy on ORF. Students with 504s outperformed peers on SBA, and fluency work in phrasing and expression led to improvement. <p>Strategies & Supports That Contributed to Growth (K-2)</p>

- Rigorous Core Instruction: CKLA units expanded foundational literacy skills.
- Small Group Instruction: 95% groups provided targeted, skill-specific support.
- WIN Interventions: Flexible, data-informed groupings allowed for targeted fluency and phonics practice.
- Vertical Alignment: Strong collaboration between K–1 teams supported smoother transitions into foundational reading.

Areas of Concern in the Data (Sources Aimsweb)

- **Kindergarten:**
 - Students with IEPs: A portion of kindergarten special education students did not show measurable growth.
 - Tier Transition Growth: 21 kindergarten students did not progress across tiers, raising questions about the effectiveness of current interventions.
 - Overall Performance Distribution: 37% of kindergarten students (29 students) remain below the 50th percentile, highlighting a substantial group needing stronger Tier 1 and Tier 2 instruction.
 - 59% of Kindergarten students were below the 50th percentile for LNF
 - 38% of Kindergarten students were below the 50th percentile for LWSF
- **1st Grade:**
 - 59% of Kindergarten students were below the 50th percentile for LNF
 - 26% of 1st graders were below average on ORF in Spring compared to 48% in Fall.
 - 14% of 1st graders were below average on NWF in Spring compared to 12% in Fall.
 - Incoming kinders were 32% below average in Fall for LWSF.
 - By spring 26% of students were tier 3 based on composite scores.
 - 8% in tier 2 and 66% in tier 1.
 - The Fall to Spring SGP was 64% for tier 3, 78% for tier 2 and 69% for tier 3, which is encouraging.
- **2nd Grade:**
 - 45% of students did not show mastery of skills 1–6 on the PSI (Phonics) as of Spring 2025.
53% of students did not show mastery of skills 1–9 on the PSI as of Spring 2025.
 - 36% of students remain below the 50th percentile for ORF, indicating a gap in fluency that goes beyond accuracy and requires targeted phonics/fluency intervention.

5-Why Root Cause Analysis (K-2):

- **Kindergarten Root Cause:** Research is evolving. Students lacked consistent letter name instruction as a foundation for letter-sound correspondence. We now know this connection is essential, and we have a plan to adjust instruction moving forward.
- **1st Grade Root Cause:** Some students require re-teaching of foundational skills to fully access 1st grade standards. Our 95% Tune-Up program provides targeted interventions for those furthest behind, while others reinforce skills through early-year review.
- **2nd Grade Root Cause:** Students lacked explicit, direct, and SOR-aligned phonics instruction in Core, preventing mastery and fluency.

Implications & Next Steps to Consider (K-2)

- Explicit, SOR-aligned phonics instruction; intentionally include letter naming and its link to sounds in early literacy.
- WIN & Tier 2: Expand flexible, skill-specific groups to reteach foundational gaps and build fluency.
- Professional Growth: PLCs focus on vertical alignment of early literacy skills and effective SOR practices.
- Family Partnership: Equip families with tools to practice letter names, sounds, and passages at home.

3rd Grade - 5th Grade

Successes in the Data (3-5)

- **3rd Grade:** Students excelled in SBA Target 7 (Opinion Writing – Compose full texts) and Claim 4 (Research/Inquiry). Low-income subgroup increased proficiency from 51.2% (2024) to 57% (2025).
- **4th Grade:** 81% passed ELA, already reaching district goal. Only 14 students remain in 95% interventions. Students with environmental/behavioral needs and those identifying as two or more races made strong progress. Majority of ML students exited services.
- **5th Grade:** Students matched district averages in vocabulary and exceeded district by 1% in reading comprehension. 504 subgroup outperformed peers at 81.3% meeting standard. SBA success in RL Targets 1 & 4 and RI Targets 8, 10, 12 reflected strong comprehension and analysis skills.

Strategies & Supports That Contributed to Growth (3-5)

- **Engagement in Writing:** Mystery Writing in 3rd grade increased buy-in; SBA-aligned practice across modes supported full-text composition.

- **MIN & WIN:** Intentional prioritization of essential skills, with frequent exit tickets to monitor understanding (Grades 3–4).
- **Instructional Strategies:** GLAD, gallery walks, cognitive content dictionary, TPR, and graphic organizers improved vocabulary, comprehension, and writing organization (Grades 4–5).
- **BTC Practices:** Vertical non-permanent surfaces fostered collaboration and visible learning.

Areas of Concern in the Data (Sources: SBA, Aimsweb)

- **3rd Grade:**
 - Weakness in SBA Target 9 (Editing). Writing scores on SBA lower than expected given classroom performance.
 - Students need to strengthen skills with the writing process across all modes, especially in the revising stage.
- **4th Grade:**
 - Students need greater skill in interpreting, analyzing, and creating informational text.
- **5th Grade:**
 - *24/25 Cohort:* RI Targets 9 (Central Ideas) and 11 (Reasoning & Evidence) are priority needs; RI Targets 13–14 and RL Target 7 are supporting needs.
 - *25/26 Cohort:* RI Targets 9, 10, 11, 12, 14 identified as priority/supporting needs.

Overall ELA SBA Data

	22/23	23/24	24/25
3rd Grade	76.2%	73.3%	79.4%
4th Grade	52%	66.7%	61.6%
5th Grade	72%	55.9%	67.5%
EL	33.3%	50%	44%
Low Income	49.3%	51.2%	57%
Homeless	n/a	n/a	25%
504	38.5%	64.3%	81.3%
IEP	38.9%	37.1%	48%

5-Why Root Cause Analysis (3-5):

	<ul style="list-style-type: none"> ● 3rd grade Root Cause: Lack of collaborative planning and alignment has prevented consistent, effective writing instruction across classrooms. ● 4th grade root cause: Curriculum and classroom environments do not provide sufficient variety or engagement in informational texts, limiting student growth in this area. ● 5th grade root cause: Gaps in classroom management, SEL supports, and inconsistent instructional practices undermined systematic Tier 1 and Tier 2 instruction, leading to weak central idea performance. <p>Implications & Next Steps to consider (3-5)</p> <ul style="list-style-type: none"> ● 3rd: Align and tighten writing instruction with PLC commitments; emphasize the revising stage of the writing process. ● 4th: Increase variety and frequency of informational text exposure, incorporating engaging and rigorous nonfiction resources. ● 5th: Strengthen Tier 1 and Tier 2 instruction around central idea and supporting details; reduce reliance on technology and integrate SEL supports to improve engagement. ● WIN & Tier 2 Interventions: Use data to intentionally group students for targeted supports in writing (3rd), informational text comprehension (4th), and central idea analysis (5th). ● Professional Growth: PLCs should collaborate on grading calibration (3rd writing), informational text strategies (4th), and SBA target-specific instruction (5th). ● Family Partnership: Share strategies with families for supporting writing revision, nonfiction reading, and main idea analysis at home. ● Frame gaps as instructional alignment and curricular challenges rather than student deficits.
<p>Mathematics</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>In alignment with our mission to add value to every student’s experience, our collective work, and our individual growth, this math needs assessment examines both successes and challenges across grades K–5. Grounded in our three core strategies—Excellence in the Instructional Core, Collective Professional Growth, and Family Partnership & Relational Trust—the analysis reflects on data trends, subgroup performance, and the underlying root causes of persistent challenges. Using the 5-Why root cause analysis, we identified not only where students excel but also where instructional adjustments are needed to ensure equity, rigor, and access for all learners. The K–5 math data reflects clear successes and equity-focused growth, with strong subgroup outcomes and steady SBA improvements. However, root cause analysis reveals consistent needs: fluency practice (K, 3, 5), operational relationships and problem-solving (1, 4), and number sense/number comparison (2).</p> <p>By addressing these challenges through:</p>

- Instructional Core: Embedding explicit fluency, authentic problem-solving, and conceptual number sense into Tier 1.
- Collective Professional Growth: Strengthening PLC commitments to data-driven MIN/WIN groups, lesson studies, and SBA-targeted calibration.
- Family Partnership: Expanding math engagement beyond the classroom through family events, at-home games, and shared goal-setting.

We can ensure that all students build both fluency and conceptual understanding while developing perseverance and confidence as mathematicians. This unified approach ensures alignment to our mission of adding value to every student's experience, our collective work, and our professional growth.

Successes in the Data (K-2)

- Kindergarten:
 - 74% of students in Tier 1; 86% green or above for Quantity Total Fluency (QTF); 82% green or above for Number Naming Fluency (NNF).
 - Teachers met monthly to review their math action plan and began using Building Thinking Classrooms (BTC) strategies, which strengthened engagement and perseverance.
- 1st Grade:
 - 74% of students in Tier 1; 86% green or above on QTF; 82% green or above on NNF.
 - Instructional strengths included focus on place value, counting/cardinality, fluency practice, repeated practice, and progress monitoring. Kindergarten-to-1st grade transition was supported by intentional lesson studies and shared focus areas.
- 2nd Grade:
 - Only 9 students scored below the 50th percentile on Mental Computation.
 - Student Growth Percentile (SGP) on Aimsweb averaged 73%, showing strong growth.
 - Students with 504s passed the SBA at higher rates than peers, demonstrating the effectiveness of accommodations.

Strategies & Supports That Contributed to Growth (K-2)

- Foundational Instruction: Early emphasis on place value, counting, and fluency in K–1 supported readiness for higher math tasks in Grade 2.
- Progress Monitoring: Frequent checks (exit tickets, module notes, MCF tracking) ensured timely interventions.

- Family Partnership: Sending home weekly fluency games in 2nd grade strengthened practice opportunities outside school.
- Small Group Supports: Tier 2/3 groups and MIN/WIN time addressed specific foundational gaps (e.g., place value, number bonds).
- Engagement Practices: BTC tasks and math lesson studies built problem-solving stamina.

Areas of Concern in the Data (K-2)

- Kindergarten: Students are not yet fluent in counting-on strategies, limiting early number fluency. Lack of engaging math games to reinforce concepts. Limited rigor in daily lessons. Misalignment between curriculum pacing and AIMSweb assessments, particularly around counting-on strategies.
- 1st Grade: Many students struggle to recognize operations (+/-), often overgeneralizing equations as addition only. Subtraction introduced later in the year, limiting mixed-operation exposure; overemphasis on addition creates misconceptions.
- 2nd Grade: Students show persistent deficits in number comparison, with weak place value and mental number line understanding. Limited opportunities to build flexible number sense, inadequate instruction in magnitude and midpoints, and insufficient focus on number line reasoning.

Root Cause Analysis

- Kindergarten Root Cause: Misalignment between curriculum (EM2 pacing), assessment (AIMSweb), and student needs; insufficient fluency practice with counting-on strategies.
- 1st Grade Root Cause: Lack of early and consistent instruction showing the relationship between addition and subtraction; students overgeneralize equations as addition.
- 2nd Grade Root Cause: Students lack adequate, explicit instruction and practice in number comparison and place value reasoning, preventing flexible number sense development.

Implications & Next Steps to consider (K-2 Math)

- Instructional Core:
 - Embed explicit counting-on fluency practice in Kindergarten. Introduce subtraction earlier in Grade 1, paired with addition to highlight relationships.
 - Strengthen number comparison and place value instruction in Grade 2 through consistent use of number lines, games, and

visual models.

- Tier 2 & WIN Supports:
 - Protect time for targeted math interventions in all grades. Focus small-group instruction on specific gaps: counting-on (K), mixed operations (1), and number comparison (2).
- Professional Growth:
 - Use PLCs to unpack sub-skill level data (not just overall math scores). Collaborate on lesson design for fluency and number sense development.
- Family Partnership:
 - Share math games and fluency practice tools with families to reinforce at home.
 - Provide parent letters explaining key concepts (e.g., counting-on, number bonds, comparing numbers).
- Support Over Judgment:
 - Frame gaps as curricular misalignments and missed instructional opportunities, not student deficits.
 - Leverage data to refine Tier 1 instruction and ensure all students have access to engaging, rigorous math learning.

Successes in the Data (3-5)

- 3rd Grade: 86% of students passed the Math SBA in 2024–25, an increase from 80% the year prior. Students performed strongly on Target G (measurement and estimation). Both IEP and ML subgroups had 13 out of 25 students score a 3 or 4, showing equitable subgroup growth.
- 4th Grade: Historically strong performance in Target B (Multiplication & Division) and Target F (Fractions), with multiple cohorts sustaining these strengths. 52% of incoming 4th graders with an IEP passed the SBA. Alignment of instructional approaches with 3rd and 5th grade helped ensure continuity.
- 5th Grade:
 - 24/25 Cohort strengths: Targets A (numerical expressions), C (place value), E–F (fractions), I (volume), J (coordinate graphing), K (classifying shapes).
 - 25/26 Cohort strengths: Targets D (multi-digit place value), G (fractions from unit fractions), H (decimal notation/comparison), I (measurement conversion), K (angles).
 - Subgroups showed substantial growth: low-income students (+15.1%), 504 students (+10.7%), Hispanic/Latino (+18.8%), two or more races (+12%).

Overall Math SBA Data

	22/23	23/24	24/25
3rd Grade	77.4%	79.1%	85.6%
4th Grade	49%	60.3%	68.6%
5th Grade	42.4%	48%	59.2%
EL	42.9%	45%	52%
Low Income	35.6%	43%	58.1%
Homeless	n/a	n/a	0%
504	30.8%	64.3%	75%
IEP	30.6%	37.1%	52%

Strategies & Supports That Contributed to Growth (3-5)

- **Instructional Practices:**
 - 3rd grade: Double/triple dips, foundational mastery before advancing, para support.
 - 4th grade: Practical approaches to multiplication/division and fractions, consistent exposure across multiple contexts.
 - 5th grade: Lesson plan studies, manipulatives, GLAD, Building Thinking Classrooms (BTC), unpacking standards.

- **Systemic Supports:**
 - Fluid MIN groups adjusted weekly based on data.
Frequent common formative assessments (CFAs).
Professional development with the math TOSA.

- **Community & Culture:**
 - Math Olympiad, Family Math Nights, and school-wide focus on math fostered a positive math identity.

Common Challenges & Root Cause Analysis (3-5)

- 3rd Grade Challenge: Students need improvement in Target A (multiplication/division problem-solving).
Root Cause: Multiplication is introduced in 3rd grade, but the curriculum

does not provide enough repetitive practice. Limited time within lessons reduces depth of fluency instruction. Students need more at-bats with multiplication facts to build mastery.

- 4th Grade Challenge: Students struggle with Target A (using four operations in multistep word problems).

Root Cause: Word problems often lack authentic, relatable contexts. Students struggle to interpret and persist through multi-step problems requiring higher Depth of Knowledge (DOK). Weak SEL perseverance skills further limit success. Students need more relevant, engaging problem contexts and explicit instruction in problem-solving processes.

- 5th Grade Challenge: Students show unfinished learning in fact fluency and fact families, impacting four operations and multi-digit arithmetic.

Root Cause: Earlier instructional practices emphasized rote memorization over conceptual understanding, and fact fluency was assumed rather than explicitly taught. Without research-backed, intentional instruction, students entered 5th grade with gaps. Students need systematic, conceptual, and repetitive fluency practice integrated into daily math.

Implications & Next Steps to Consider (3–5 Math)

- Instructional Core:
 - 3rd: Embed daily multiplication/division fluency routines.
 - 4th: Integrate authentic, relevant word problems and explicitly teach multistep problem-solving.
 - 5th: Prioritize fact fluency through sprints, math games, and digital tools (Reflex, 99 Math, Khan Academy).
- Tier 2 Supports:
 - Maintain flexible MIN groups to target fluency gaps, problem-solving strategies, and unfinished learning.
 - Provide subgroup-specific supports, especially for IEP, ML, and low-income students.
- Professional Growth:
 - PLCs focus on SBA target alignment, fact fluency expectations, and calibrating DOK levels of word problems.
- Family Partnership:
 - Continue Family Math Nights, Olympiad, and at-home fluency resources.
 - Involve families in goal-setting and student data tracking.
- Support Over Judgment:
 - Recognize that fluency gaps and word problem struggles stem from systemic/curricular practices, not student deficits.

<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>Data sources analyzed</p> <p>We have collected data from a range of sources to create a clear picture of where we stood in previous years to create a plan of action for the 2025-26 school year. To evaluate the culture we are building at VFE, we track attendance patterns, behavior referrals, disciplinary action and analyze feedback gathered through the Center for Educational Effectiveness (CEE) to complete our data profile. Finally, in order to ensure the social and emotional growth of our student body we analyze data gathered by our Universal Screener, Tiered Fidelity Inventory and 3-5th grade needs assessment.</p> <p>Key findings and student groups impacted by disproportionalities</p> <p>Analysis of SWIS data revealed 26 behavior referrals issued to a total of 43 students out of 514. 52% of students with IEPs received behavior referrals, whereas only 23% of students without IEPs received behavior referrals. 100% of students who received more that 15 referrals also received IEP services by the end of the school year. This disproportionality of Special Education students receiving referrals indicates a need for ongoing staff training to increase the effectiveness of our Tier 2/MTSS team in supporting intervention strategies and addressing student behavior in an equitable fashion that meets the needs of all students.</p> <p>Additionally, During the 2024-25 school year there were 28 exclusionary discipline actions(in school and out of school suspensions) impacting a total of 10 students. 75% of these students were on an IEP, 60% of these students were students of color and 90% of these students were male. Skyward data shows that “Dangerous Behavior” was the most common behavior associated with exclusionary discipline. This data indicated a great disproportionality of exclusionary practices of male students and students with IEPs. VFE is committed to eliminating the need for exclusionary practices</p> <p>SWIS data shows that the majority of referrals happen in the classroom and playground. 44% of all misbehaviors were both major or minor physical aggression.</p> <p>Root Cause Analysis</p> <p>During the analysis of the disciplinary data, it was revealed that there was a high percentage of new students coming to VFE without established behavior plans, and possibly a lack of fidelity when implementing behavior plans once they were established.</p>
<p>Social-Emotional</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>Data sources analyzed</p> <p>A variety of data sources were analyzed to develop a comprehensive understanding of students’ social-emotional learning and school climate experiences. These included Panorama student survey data, building-level SEL dashboards, and results from the CharacterStrong and Purposeful People curriculum implementation reviews. Data were also examined from school</p>

behavior and counseling logs, as well as teacher and staff feedback collected through collaborative reflection meetings. The combination of quantitative survey data and qualitative staff insights provided a well-rounded view of student connection, belonging, and perceived safety across grade levels and subgroups.

Key findings and student groups impacted by disproportionalities

Key findings indicate strong growth in students' sense of belonging and connection to adults at school. Between Spring 2023 and Fall 2025, the percentage of students who agreed with the statement "I have an adult at VFE who can help me" increased from 88.3% to 97.9%, and the number of students who reported feeling safe at school rose from 86.2% to 88.1%. Nearly all students—97.9%—reported that there is at least one adult at VFE who cares about them.

These results suggest significant improvement in relationship-building, adult-student trust, and the school's overall climate of care. However, a small but consistent group of students continues to report lower levels of emotional safety or adult connection. Disproportionality is not observed across racial or ethnic groups but may exist within specific subgroups, including students with higher behavioral or attendance challenges, or those experiencing family transitions or stressors. These students appear more likely to feel disconnected or uncertain about adult support at school, even as overall trends remain highly positive.

Root Cause Analysis

Root cause analysis indicates that the remaining gaps in students' sense of safety and belonging stem from inconsistencies in Tier 1 SEL and relationship-based practices across classrooms and grade levels. While most teachers implement morning meetings, check-ins, and CharacterStrong lessons with fidelity, the depth and intentionality of these practices vary, leading to uneven student experiences.

Further, some students may require more personalized and sustained adult connections than the current Tier 1 structure provides. External stressors—such as family instability, housing insecurity, or attendance barriers—can compound these feelings of disconnection. At the system level, limited student voice in defining what "safety" and "connection" mean for them may prevent adults from fully addressing their specific needs. Finally, competing academic priorities and time constraints occasionally result in SEL being viewed as an "add-on" rather than a fully integrated, schoolwide priority.

Addressing these root causes will require consistent implementation of SEL practices, expanded opportunities for student feedback, ongoing professional development in culturally responsive and trauma-informed care, and enhanced collaboration with families to reinforce belonging and safety across settings.

Implications & Next Steps to Consider

	<p>The school’s ongoing emphasis on relationship-building practices has significantly strengthened students’ sense of belonging and safety. The integration of SEL and trauma-informed strategies has fostered environments where students feel cared for and supported by adults. In addition, staff training in culturally responsive and restorative practices has increased teachers’ capacity to create inclusive, safe, and emotionally supportive classrooms. These combined efforts have established a strong foundation for continued SEL growth.</p> <p>Moving forward, the focus will be on ensuring consistent implementation of these strategies across all grade levels so that every student experiences a predictable, caring environment. Targeted attention will be given to subgroups of students who may feel less connected or safe, with intentional efforts to build individualized relationships and increase engagement. The school will also strengthen peer mentorship and family partnerships to extend social-emotional supports beyond the classroom. Finally, full grade-level SEL lessons will continue to be implemented during Monday Specialists’ time to reinforce shared learning experiences and deepen students’ understanding of empathy, safety, and community.</p>
<p>Attendance:</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>Data sources analyzed</p> <p>A variety of data sources were analyzed to ensure a comprehensive understanding of attendance patterns and trends. The review included OSPI attendance records, the building-level data dashboard, and Skyward attendance reports. Together, these sources provided both longitudinal and real-time insights into attendance consistency, subgroup trends, and grade-level variations. The triangulation of state, district, and school-based data allowed for a more accurate identification of patterns and disproportionalities, supporting a data-informed approach to planning and monitoring attendance improvement efforts.</p> <p>Key findings and student groups impacted by disproportionalities</p> <p>The attendance data for the 2024–2025 school year indicates several notable trends. Overall, attendance rates remained more consistent from fall to spring compared to the prior year. Students with IEPs met attendance goals for nine out of ten months, and second grade attendance increased from fall to spring. The school-wide emphasis on connection and belonging contributed positively to these results. However, first and fifth grades experienced a decline in attendance, largely influenced by health-related absences and family circumstances.</p> <p>Data analysis revealed that the school maintained relatively stable attendance rates throughout the year. Students with IEPs demonstrated improved consistency, and the second-grade cohort showed significant growth despite behavioral challenges. These improvements suggest that interventions centered</p>

on connection, belonging, and communication with families have been effective. Additionally, students enrolled in the Highly Capable program and those with IEPs demonstrated the highest average daily attendance, with IEP students steadily improving their attendance over the past three school years—evidence of the effectiveness of individualized supports and increased engagement efforts. Attendance across racial and ethnic groups has remained relatively consistent year over year, with no significant disproportionalities observed. However, when examining data by graduation-year cohort, a disproportionality emerged—some cohorts demonstrated stronger attendance consistency than others, suggesting that grade-level factors, peer culture, or developmental transitions may influence attendance patterns.

Root Cause Analysis

Root causes contributing to attendance challenges include health-related absences, family and sibling care responsibilities, and limited understanding among families regarding the impact of attendance on learning. Additionally, some students struggle with motivation and engagement, particularly following periods of illness or family disruption. Addressing these causes requires a proactive, supportive approach grounded in relationship-building and communication rather than punitive measures.

Implications & Next Steps to Consider

By May 2026, the overall school attendance rate will increase by 2%, and the percentage of students identified as chronically absent (missing 10% or more of instructional days) will decrease by at least 3% compared to the 2024–2025 school year.

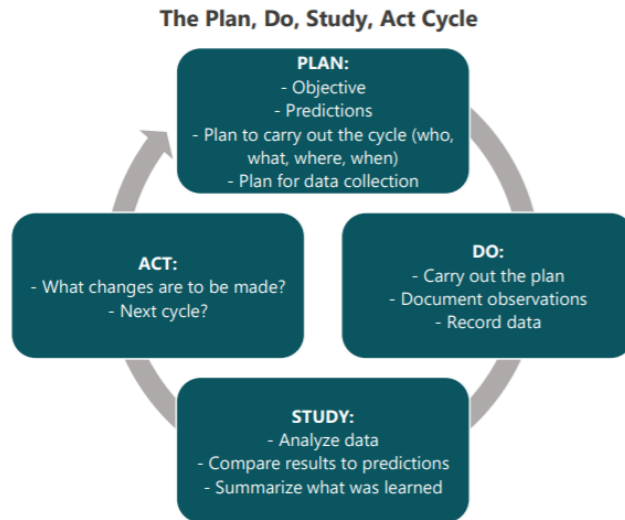
This goal aligns with the district’s focus on eliminating disparities in student access and success. By improving attendance rates and reducing chronic absenteeism, the school aims to ensure equitable opportunities for all students to engage in consistent learning experiences.

- *Continue intentional communication with families regarding attendance expectations and the importance of daily attendance.*
- *Embed attendance awareness activities within morning meetings and classroom community-building routines.*
- *Implement targeted outreach and support plans for students demonstrating patterns of absenteeism.*
- *Collaborate with the school nurse and counselors to address health-related absences and provide prevention strategies.*
- *Monitor data monthly to identify grade-level and subgroup trends, responding promptly to patterns of decline.*
- *Incorporate positive recognition and incentives for improved and consistent attendance.*

	<p>Attendance data will be reviewed monthly by the attendance team. Progress will be measured through school-wide data dashboards, identifying grade-level, subgroup, and individual trends. Adjustments to strategies will be made quarterly based on data analysis. Success will be evidenced by an increase in attendance consistency across all grade levels and a measurable reduction in chronic absenteeism.</p>
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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	<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: Last year we had 28 exclusionary disciplines as a school. The data revealed a pattern of disproportionality on students receiving special education services with 21 of the 28 (75%) exclusions involving students with IEPs.	
Theory of Action: If Victor Falls Elementary intensifies proactive Tier-1 engagement practices in every classroom and strengthens Tier 2/3 supports via disciplined team meetings, targeted interventions, and expert-crafted behavior plans, then Victor Falls Elementary will reduce exclusionary practices and increase the effectiveness of individual behavior plans for students receiving IEP services.	
<u>Schoolwide Student Goal(s):</u> <i>S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)</i>	By June 2026, Victor Falls Elementary will reduce exclusionary practices by 50%—from 28 incidents to 14—by decreasing the number of physical aggression referrals in SWIS from 48% of total referrals to 24% or less.
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, Victor Falls Elementary will reduce the number of exclusionary practices for Special Education students from 75% of exclusionary practices to 15%.

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>	Adult training utilizing monthly Professional Development staff meetings to strengthen staff understanding and application of restorative practices, trauma-informed responses, and equitable discipline procedures.	Data Measures: PD attendance logs, staff feedback surveys, and walk-through observation data to monitor implementation of restorative and trauma-informed strategies. Timeframe: Monthly PD sessions; data reviewed quarterly (October, January, March, June). Lead: Building Administrator, PBIS/Discipline Team. Resources: Professional development materials, SWIS behavior data, and district restorative practices framework.

<p>Practice #2 Subgroup</p>	<p>Strong and consistent restorative practices paired with Tier 1 SEL instruction during Monday grade-level lessons to build emotional regulation and conflict resolution skills for all students.</p>	<p>Data Measures: SWIS data on referrals and suspensions, restorative conference logs, and staff reflection forms documenting use of restorative language and practices. Timeframe: Lessons implemented weekly; data reviewed monthly by the PBIS/Discipline Team. Lead: SEL/Behavior Specialist, Grade-Level Leads. Resources: CharacterStrong curriculum, restorative circles toolkit, reflection and conference templates.</p>
<p>Practice #3 Optional Schoolwide or Subgroup</p>	<p>Implementing a new Tier 2/3 process to identify and support students at risk for exclusionary discipline through early intervention and progress monitoring.</p>	<p>Data Measures: Tier 2/3 meeting notes, progress monitoring data, and individual student intervention logs. Timeframe: Monthly Tier 2/3 meetings; quarterly analysis of subgroup trends. Lead: Counselor, Behavior Specialist, Administrator. Resources: Tiered intervention tracking system, collaboration time, district guidance for Tier 2/3 interventions.</p>

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:
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Practice #3:
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End-of-Year Reflection
This section is a summary reflection on end-of-year findings.

Practice #1:
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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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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: Since 2023, our data shows steady growth in ELA SBA performance for 3rd grade students and consistent gains in foundational literacy skills. However, achievement in grades 4 and 5 has remained below 70% proficiency for the past three years, with the exception of grade 5 in 2023 which scored 72%. While disaggregated data shows improvement across student groups, significant gaps persist. For example, students with IEPs increased from 38.9% proficiency in 2023 to 48% in 2025, yet still remain below the overall cohort average of 70%. Students with 504 plans performed above average at 81.3%.

Despite progress in foundational literacy, students are not consistently able to generalize these skills to access and engage with core curriculum tasks, particularly in writing. Contributing factors include inconsistent collaborative planning and alignment of ELA instruction, variability in writing instruction practices across classrooms, and challenges with student engagement, classroom management, and SEL support. Additionally, we have noted that teachers and paraprofessionals demonstrate varied skill levels in implementing GLAD and UDL strategies that support high-quality Tier 1 instruction. These inconsistencies have limited the effectiveness of Tier 1 and Tier 2 instruction, resulting in ongoing weaknesses in students' ability to develop and communicate central ideas in written texts.

Theory of Action: Based on the identified challenge, we believe if we strengthen instructional alignment and coherence across grade levels by tightening writing instruction through collaborative PLC commitments, increasing student exposure to engaging and rigorous informational texts, and enhancing Tier 1 and Tier 2 instruction around developing central ideas and supporting details (while integrating SEL supports to foster engagement) then students will be better able to generalize foundational literacy skills to access and demonstrate proficiency in core academic tasks.

If we intentionally use assessment data to group students for targeted supports and ensure that our interventions address specific needs in writing, comprehension, and idea development, then underperforming student groups will make continuous progress toward closing achievement gaps.

If we invest in professional growth focused on high-leverage Tier 1 and Tier 2 instructional practice, explicitly taught, modeled, and examined through collaborative lesson study cycles, and prioritize support for students with IEPs, then instructional consistency and efficacy will improve across classrooms.

By strengthening family partnerships and reframing achievement gaps as challenges of instructional alignment and curricular design rather than student deficits, we will create a cohesive, inclusive learning environment where all students, including those with IEPs and other identified supports, can make measurable gains in literacy and achieve proficiency on the ELA SBA.

Schoolwide Student Proficiency Goal(s):

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

By spring 2026, the percentage of all 4th and 5th grade students who demonstrate proficiency on the ELA SBA will increase by at least 15%, from spring 2025 as measured by state assessment data.

This growth will result from strengthened Tier 1 and Tier 2 instruction, consistent implementation of high-leverage literacy practices, and

	<p>improved alignment of writing and informational text instruction across classrooms.</p> <p>Grade Level:</p> <p>4th grade 2025 - 61.6% to 76.6%</p> <p>5th grade 2025 - 67.5% to 82.5%</p> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Interim assessments will show steady gains in reading comprehension and written response tasks aligned to SBA claims and targets. • PLC data reviews and lesson study reflections will document improved instructional alignment and student engagement, particularly for students with IEPs and other identified supports.
<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 spring 2026, through the implementation of high-leverage Tier 1 and Tier 2 instructional practices, including explicit modeling and collaborative lesson study focused on inclusive literacy instruction, students with IEPs will increase ELA SBA proficiency by 10% from 48% to 58%, and English Learners will increase from 44% to 55% as measured by state assessment data.</p> <p>This growth will result from strengthened instructional alignment, intentional data-driven interventions, and the use of universally designed lessons and GLAD teaching strategies.</p> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Progress will be monitored through interim assessments • PLC data cycles and lesson study reflections to ensure instruction remains equitable, accessible, and responsive to student needs.

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>Implement Universally Designed Literacy Instruction</p>	<p>Data Measures:</p> <ul style="list-style-type: none"> • Walkthroughs and coaching cycles show evidence of UDL and GLAD strategies

	<p>Teachers and support staff will apply UDL and GLAD strategies to make literacy tasks accessible to all learners, offering multiple means of engagement, representation, and expression within daily Tier 1 instruction.</p> <p>Note: Not all teachers will attend a full GLAD training, which is typically offered in June, but will focus on strategies that can be incorporated into their tier 1 instruction.</p>	<ul style="list-style-type: none"> ● PLCs document discussion of differentiation and accessibility strategies for IEP and ML students. ● Attendance and participation in UDL/GLAD professional development and follow-up coaching cycles. ● Common formative assessments, rubric-aligned writing samples. ● IAB assessment data <p>Timeframe:</p> <ul style="list-style-type: none"> ● December 2025 - April 2026 <p>Lead: BLL and Admin</p> <p>Resources:</p> <ul style="list-style-type: none"> ● IABs ● WCAP Data Portal ● Access to data ● UDL / ML Professional development
<p>Practice #2 <i>Subgroup</i></p>	<p>Collaborative Lesson Study Cycles Focused on Inclusion</p> <p>PLCs will engage in ongoing lesson studies centered on improving Tier 1 and Tier 2 practices for students with IEPs and English Learners. Each cycle will include co-planning, peer observation, and reflection using student work and engagement data.</p>	<p>Data Measures:</p> <ul style="list-style-type: none"> ● Agendas and minutes reflect consistent inclusion of co-planning, observation debriefs, and analysis of student work related to IEP and EL access to Tier 1 instruction. ● Completed lesson study plans include clear learning targets, anticipated barriers for IEP/EL students, and specific Tier 1/Tier 2 supports. ● Walkthrough or peer observation data show increased implementation of high-leverage, inclusive literacy strategies ● Teachers complete pre- and post-lesson study reflection forms rating confidence and effectiveness in inclusive practices. <p>Timeframe:</p> <ul style="list-style-type: none"> ● December 2025 - April 2026 <p>Lead: 4th & 5th team leads, BLL and Admin</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Lesson study funding for substitutes ● Lesson study format/templates for ELA ● Walk through tool
<p>Practice #3 <i>Optional Schoolwide or Subgroup</i></p>	<p>Aligned PLC practices with Special Education Resource Teachers and Intervention Teacher</p> <p>Grade-level PLCs with the highest percentages of students with IEPs and/or multilingual learners will meet regularly with the Special Education Resource Teacher and Intervention Teacher to collaboratively plan, analyze student progress, and align instructional strategies that support equitable access to Tier 1 literacy instruction.</p>	<p>Data Measures:</p> <ul style="list-style-type: none"> ● PLC agendas and notes reflect discussion of IEP goals, access to Tier 1 instruction, and differentiation strategies. ● Lesson plans include evidence of universally designed strategies. ● Student progress monitoring data (interim assessments, IEP goal tracking, formative literacy tasks) show increased access and achievement for students with IEPs and MLs. <p>Timeframe:</p>

- November 2025 - May 2026
- Lead:
- 4th & 5th grade team leads, Admin, Resource Teacher
- Resources:
- IABs
 - PLC Time
 - UDL professional development

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.
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End-of-Year Reflection

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

Practice #1:

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Practice #3:

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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 #1

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

Identified Challenge:

Since 2023, SBA math performance for grades 3–5 has shown consistent growth. 4th grade proficiency increased nearly 20 percentage points (49% → 68.6%), and 5th grade improved from 42.4% to 59.2%, bringing the overall SBA math proficiency to 72.2%. Despite this progress, students with IEPs and those receiving Multilingual (ML) services continue to underperform at 52%, indicating persistent opportunity gaps.

Analysis of performance data and classroom evidence reveals that students continue to struggle with multi-step problem solving, conceptual understanding of operations, and mathematical fluency. Students, particularly those with IEPs and Multilingual (ML) supports, often struggle to fully comprehend the context and language demands of abstract or multi-step problems. When problem situations are unfamiliar or heavily language-based, students may find it challenging to interpret key information, apply reasoning, and persist through higher Depth of Knowledge (DOK) tasks. Additionally, unfinished learning in fact fluency and fact families limits accuracy and efficiency with multi-digit arithmetic, further compounding difficulty with complex problem-solving.

Root causes include a historical emphasis on rote procedures over conceptual understanding, inconsistent fluency instruction, and limited integration of real-world, relevant problem contexts. Weak perseverance and self-regulation skills further impact students' ability to engage deeply in challenging tasks.

Theory of Action: Based on the identified challenges, we believe that if instruction consistently emphasizes fact fluency and understanding of operations, provides authentic and relevant problem-solving experiences, and includes aligned vocabulary and explicit teaching of problem-solving strategies and perseverance skills, then all students will develop stronger conceptual understanding, greater confidence, and improved mathematical performance. These actions will help close existing equity gaps by ensuring every student has access to rigorous, meaningful learning opportunities.

To achieve this, grade-level teams will align instruction and assessment to the rigor of the SBA, strengthen teacher capacity, and use culturally responsive teaching and high expectations to promote deeper learning. Building on the 2024–25 work, teachers will continue implementing Building Thinking Classrooms and deepening their use of the Standards for Mathematical Practice to foster reasoning, collaboration, and persistence. Instructional practices will align with the Depth of Knowledge (DOK) expectations of the SBA to ensure equitable access to core curriculum and differentiated supports for emergent mathematicians, guaranteeing rigorous Tier 1 instruction for all students.

Interventions will be timely, evidence-based, and responsive to student needs. Students with IEPs will receive support tied to priority standards in addition to foundational skill development, while flexible MIN groups will target fluency gaps, problem-solving strategies, and unfinished learning for IEP, ML, and low-income students. Professional Learning Communities (PLCs) will ensure alignment to SBA targets and calibration of DOK levels, and families will engage in goal-setting and data tracking to celebrate growth. Grounded in a belief in support over judgment, we recognize that fluency and problem-solving gaps stem from systemic practices, not student deficits. Through equitable, intentional instruction, we will foster a culture of growth where every student experiences success in mathematics.

<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 Spring 2026, the percentage of all 4th and 5th grade students who demonstrate proficiency in mathematics, as measured by the Smarter Balanced Assessment (SBA), will increase by at least 10 percentage points from Spring 2025 results. Click here to enter text.</p> <p>This growth will result from strengthened Tier 1 and Tier 2 instruction, consistent implementation of high-leverage math practices, and improved alignment of instruction and assessment to the Depth of Knowledge (DOK) and rigor of the SBA. Instructional efforts will emphasize fact fluency, conceptual understanding of operations, and authentic problem-solving experiences that support equitable access for all learners.</p> <p>Grade Level Targets:</p> <ul style="list-style-type: none"> ● 4th Grade: Spring 2025 – 68.6% → 78.6% ● 5th Grade: Spring 2025 – 59.2% → 69.2% <p>Progress Monitoring: Interim assessments will show steady gains in computational fluency, problem-solving accuracy, and reasoning aligned to SBA claims and targets. PLC data reviews will document improved instructional alignment, increased engagement, and evidence of growth among students with IEPs, MLs, and other identified supports.</p>
<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 spring 2026, we will increase math proficiency for students with Individualized Education Plans (IEPs) and Multilingual Learners (MLs) from 52% to at least 67%, representing a 15 percentage point increase, as measured by the Smarter Balanced Assessment (SBA).</p> <p>This growth will result from strengthened Tier 1 and Tier 2 instruction, the intentional integration of language supports within math instruction, and targeted interventions that build conceptual understanding, academic vocabulary, and problem-solving perseverance. Instructional teams will ensure equitable access to rigorous, grade-level mathematics and foster engagement and confidence in all learners.</p> <p>Progress Monitoring: Ongoing common assessments, fluency checks, and SBA-aligned interim assessments will track student growth in computation, reasoning, and application. PLC data reviews and reflections will document improved instructional alignment, evidence of academic language development, and increased engagement among students with IEPs</p>

	and MLs. Data will be used to adjust supports, guide targeted interventions, and celebrate progress toward equitable math outcomes.
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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>
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<p>Practice #1 Schoolwide</p>	<p>Instruction & Data--Math Target Action Plans for each Trimester Teachers will continue the work from 2024/2025 by looking at SBA target data disaggregated for students with IEPs, each grade level team created Target Action Plans for each trimester focusing on ensuring student learning for the SBA target where there is the greatest opportunity for growth. The target action plans have specific action steps addressing the skill needs of students with IEPs.</p>	<p>Data Measures:</p> <ul style="list-style-type: none"> ● Teachers will give the baseline IAB Assessment ● Analyze data ● PLC data reviews will be conducted to ensure instructional alignment, increased engagement, and evidence of growth among students with IEPs, MLs. <p>Timeframe:</p> <ul style="list-style-type: none"> ● Baseline October - Post December ● Baseline January - Post April <p>Lead: 4th & 5th team leads, BLL and Admin</p> <p>Resources:</p> <ul style="list-style-type: none"> ● IABs ● WCAP Data Portal ● SBLSD Item analysis resources ● PLC time ● Appropriate accommodations explicitly taught and accurate in system
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<p>Practice #2 Subgroup</p>	<p>Begin developing and using math language routines and incorporate intentional scaffolds for students with IEPs and MLs.</p> <p>Teachers will continue BTC practices and attend training on UDL, GLAD strategies and language/vocabulary development. In addition, teachers and the resource teacher will ensure there are appropriate scaffolds to support access during tier 1.</p> <p>As a next step, our math leads will design and facilitate training sessions informed by their current fluency book study.</p>	<p>Data Measures:</p> <ul style="list-style-type: none"> ● Ongoing common assessments ● fluency checks ● SBA-aligned interim assessments ● PLC data reviews <p>Timeframe:</p> <ul style="list-style-type: none"> ● We will follow IAB timelines and trimester action plans <p>Lead: 4th & 5th team leads, BLL and Admin</p> <p>Resources:</p> <ul style="list-style-type: none"> ● UDL training ● Tier 1 language supports training ● Continued exploration and training using BTC ● Possible math fluency training
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<p>Practice #3 Optional Schoolwide or Subgroup</p>	<p>Aligned PLC practices with Special Education Resource Teachers and Intervention Teacher Grade-level PLCs with the highest percentages of students with IEPs and/or multilingual learners will meet regularly with the Special Education Resource Teacher and Intervention Teacher to collaboratively plan, analyze student progress, and align instructional strategies that support equitable access to Tier 1 math instruction.</p>	<p>Data Measures:</p> <ul style="list-style-type: none"> • PLC agendas and notes reflect discussion of IEP goals, access to Tier 1 instruction, and differentiation strategies. • Lesson plans include evidence of universally designed strategies. • Student progress monitoring data (interim assessments, IEP goal tracking, formative literacy tasks) show increased access and achievement for students with IEPs and MLs. <p>Timeframe:</p> <ul style="list-style-type: none"> • November 2025 - May 2026 <p>Lead:</p> <ul style="list-style-type: none"> • 4th & 5th grade team leads, Admin, Resource Teacher <p>Resources:</p> <ul style="list-style-type: none"> • IABs • PLC Time • UDL professional development
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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: While K–2 students demonstrated notable gains in foundational literacy within the school year, data indicate that progress is not sufficient to close achievement gaps as students transition from one grade to the next. In kindergarten, 62% of students scored above the 50th percentile on LWSF; however, this percentage declined to 57% in the fall of first grade. Although kindergarten literacy growth was exceptional—rising from 30% to 62% meeting standards, with student growth percentiles (SGP) consistently above 50—these gains are not sustaining into subsequent grades.

In first grade, 26% of students remained below average in Oral Reading Fluency (ORF) by spring. Tier distribution data show a persistent gap, with 37%–43% of students performing below the 50th percentile (grades 1 through 3) in ORF, indicating continued need for intensive foundational support.

Similarly, in second grade, while 69% of students met or exceeded the 50th percentile in reading comprehension, more than half did not master key phonics skills (PSI skills 1–9). This trend suggests that early decoding gaps are compounding over time, impacting fluency and comprehension.

By third grade, students demonstrated notable strengths in SBA Target 7 (Opinion Writing – Compose Full Texts) and Claim 4 (Research/Inquiry), with the low-income subgroup increasing proficiency from 51.2% (2024) to 57% (2025). Engagement in writing increased, which improved motivation and stamina, while SBA-aligned writing practice across multiple modes supported full-text composition. WIN structures prioritized essential skills and used frequent exit tickets to monitor progress across classrooms. However, areas of concern persist in SBA Target 9 (Editing), where writing scores were lower than expected based on classroom performance. Students need continued development in the writing process across all modes, particularly in revising and editing for clarity and correctness.

Overall, disaggregated data reveal persistent performance gaps hindering consistent progress toward grade-level reading proficiency by grade 3 across all student groups, including those with IEPs, 504 plans, and multilingual learners.

Root cause analysis indicates inconsistent implementation of explicit, Science of Reading (SOR)-aligned phonics instruction—particularly in connecting letter naming to sound correspondence and systematically reviewing foundational skills. In grades 3–5, limited collaborative planning and vertical alignment have contributed to inconsistent writing instruction and uneven expectations across classrooms. Intervention data further suggest that Tier 2 and Tier 3 supports require tighter alignment to phonics, fluency, and writing process instruction.

Theory of Action: Based on the identified challenge, we believe if we strengthen explicit, SOR-aligned phonics instruction—intentionally emphasizing the connection between letter naming and sounds—then students will develop stronger decoding skills that sustain growth across grade levels.

We will continue working towards strong WIN and Tier 2 interventions through flexible, skill-specific groupings and frequent progress monitoring, then instruction will more effectively target foundational gaps in phonics, fluency, and early comprehension, accelerating student progress toward proficiency.

If we increase collaborative planning and vertical alignment across K–3, then instructional practices in reading and writing will be more consistent, ensuring smoother skill progression from foundational literacy to composition, revising, and editing. This includes, embed explicit instruction in the writing process—including planning, drafting, revising, and editing—within daily literacy routines, then students will strengthen their

ability to compose, refine, and publish complete written works aligned to grade-level standards.

If PLCs focus on vertical alignment and consistent SOR-aligned practices and effective writing instruction, then teacher capacity will deepen, supporting coherence in literacy instruction across classrooms/grades.

If we invest in professional growth focused on high-leverage Tier 1 and Tier 2 instructional practice, explicitly taught, modeled, and examined through collaborative lesson study cycles, and prioritize support for students with IEPs, then instructional consistency and efficacy will improve across classrooms.

If we equip families with tools and resources to practice letter names, sounds, and passages at home, then literacy skills will be reinforced beyond the classroom, accelerating progress toward grade-level proficiency by grade 3.

Schoolwide Student Proficiency Goal(s):

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

By spring 2026, the percentage of all 3rd grade students who demonstrate proficiency on the ELA SBA will increase by at least 10%, from spring 2025 as measured by state assessment data.

Grade Level Targets:

3rd Grade: Spring 2025 – 79.4% → 89.4%

This growth will result from strengthened Tier 1 and Tier 2 instruction, consistent implementation of high-leverage literacy practices, and improved alignment of writing and informational text instruction across classrooms.

Progress Monitoring:

- Interim assessments will show steady gains in reading comprehension and written response tasks aligned to SBA claims and targets.
- Oral reading fluency and accuracy

PLC data reviews and lesson study reflections will document improved instructional alignment and student engagement, particularly for students with IEPs and other identified supports.

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 spring 2026, the percentage of all 3rd grade students with IEPs, or are English Learners who demonstrate proficiency on the ELA SBA will increase by at least 10%, from spring 2025 as measured by state assessment data.

3rd Grade Level Targets:

ML: Spring 2025 – 50% → 60%

IEP: Spring 2025 - 67% → 77%

	<p>This growth will result from strengthened instructional alignment, intentional data-driven interventions, and the use of universally designed lessons and GLAD teaching strategies.</p> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Progress will be monitored through interim assessments <p>PLC data cycles and lesson study reflections to ensure instruction remains equitable, accessible, and responsive to student needs.</p> <p>Additional Subgroup, which supports overall SBA scores the following year:</p> <p>By spring 2026, the percentage of all 2nd grade students, including those with IEPs, or are English learners who demonstrate proficiency on AimsWeb Reading composite score will increase 15% from 69% to 84%.</p> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> 95% data Oral reading fluency/accuracy AimsWeb benchmark End of unit assessments
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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>	Implement Universally Designed Literacy Instruction Teachers and support staff will apply UDL and GLAD strategies to make literacy tasks accessible to all learners, offering multiple means of engagement, representation, and expression within daily Tier 1 instruction. Note: Not all teachers will attend a full GLAD training, which is typically offered in June, but will focus on strategies that can be incorporated into their tier 1 instruction.	Data Measures: <ul style="list-style-type: none"> Walkthroughs and coaching cycles show evidence of UDL and GLAD strategies PLCs document discussion of differentiation and accessibility strategies for IEP and ML students. Attendance and participation in UDL/GLAD professional development and follow-up coaching cycles. Common formative assessments, rubric-aligned writing samples. IAB assessment data Timeframe: <ul style="list-style-type: none"> December 2025 - April 2026 Lead: BLL and Admin

		<p>Resources:</p> <ul style="list-style-type: none"> • IABs • WCAP Data Portal • Access to data • UDL / ML Professional development
<p>Practice #2 <i>Subgroup</i></p>	<p>Collaborative Lesson Study Cycles Focused on Inclusion PLCs will engage in ongoing lesson studies centered on improving Tier 1 and Tier 2 practices for students with IEPs and English Learners. Each cycle will include co-planning, peer observation, and reflection using student work and engagement data.</p>	<p>Data Measures:</p> <ul style="list-style-type: none"> • Agendas and minutes reflect consistent inclusion of co-planning, observation debriefs, and analysis of student work related to IEP and EL access to Tier 1 instruction. • Completed lesson study plans include clear learning targets, anticipated barriers for IEP/EL students, and specific Tier 1/Tier 2 supports. • Walkthrough or peer observation data show increased implementation of high-leverage, inclusive literacy strategies • Teachers complete pre- and post-lesson study reflection forms rating confidence and effectiveness in inclusive practices. <p>Timeframe:</p> <ul style="list-style-type: none"> • December 2025 - April 2026 <p>Lead: 4th & 5th team leads, BLL and Admin</p> <p>Resources:</p> <ul style="list-style-type: none"> • Lesson study funding for substitutes • Lesson study format/templates for ELA • Walk through tool
<p>Practice #3 <i>Optional Schoolwide or Subgroup</i></p>	<p>K-2 Vertical Alignment & Strengthened Tier 2 Shared instructional language and routines across grades (e.g., decoding protocols, comprehension stems, writing feedback frames). In addition, targeted instruction in phonics, fluency and comprehension.</p>	<p>Data Measures:</p> <ul style="list-style-type: none"> • Progress monitoring, fluency/accuracy • 95% data • PLC reflection/taca showing increased coherence in literacy and writing <p>Timeframe:</p> <ul style="list-style-type: none"> • Fall - Winter - Spring AimsWeb benchmark • Monthly (min) progress monitoring <p>Lead: K-3 Team leads and Admin</p> <p>Resources:</p> <ul style="list-style-type: none"> • Dedicated vertical alignment time • Review and Boost resources (Used in Sept) • AimsWeb reporting (Would like to be able to disaggregate w/in the system)

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?

Practice #3:

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?

Practice #3:

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: While K–3 math data shows promising gains in fluency and foundational understanding—particularly following the work initiated during the 2024–25 school year—persistent performance gaps remain between local benchmark assessments and the SBA. These gaps appear strongly correlated to differences in Depth of Knowledge (DOK) and rigor between daily instruction and SBA demands. Specifically with students who are multilingual and who receive special education services, which are showing 67% proficiency in 3rd grade SBA as compared to the cohort of 79.4%.

Specifically, students demonstrate:

- Inconsistent fluency with counting-on and operational relationships in Grades K–1.
- Ongoing needs in number comparison and place value flexibility in Grade 2.
- Gaps in multiplication/division problem-solving stamina and DOK application in Grade 3.

Although scores and student confidence have increased, root cause analysis suggests the need for tighter alignment between instruction, assessment rigor, and equitable access to Tier 1 learning and intentional integration of culturally responsive math practices that support diverse learners. .

Theory of Action: Based on the identified challenge, we believe that continuing and deepening the instructional work begun in the 2024–25 school year will strengthen outcomes for all students.

If we align instructional rigor to the Depth of Knowledge (DOK) and cognitive demand of the SBA, and strengthen the Instructional Core through explicit fluency routines, earlier and integrated instruction of operational relationships, and consistent number sense-building across K–3, and implement culturally responsive teaching practices that ensure equitable access to the core curriculum and differentiated support for emergent mathematicians, and engage in Collective Professional Growth through PLC collaboration, data-driven MIN groups, and calibration on fluency and conceptual rigor then all K–3 students will:

- Demonstrate improved fluency, flexibility, and confidence in foundational mathematical reasoning,
- Close early skill gaps, and
- Engage successfully in high-DOK, rigorous learning experiences—ensuring equitable outcomes in mathematics for all students.

Schoolwide Student Proficiency Goal(s):

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

By Spring 2026, the percentage of all 3rd grade students who demonstrate proficiency in mathematics, as measured by the Smarter Balanced Assessment (SBA), will increase by at least 5 percentage points from Spring 2025 results.

This growth will result from strengthened Tier 1 and Tier 2 instruction, consistent implementation of high-leverage math practices, and

	<p>improved alignment of instruction and assessment to the Depth of Knowledge (DOK) and rigor of the SBA. Instructional efforts will emphasize fact fluency, conceptual understanding of operations, and authentic problem-solving experiences that support equitable access for all learners.</p> <p>Grade Level Targets:</p> <ul style="list-style-type: none"> • 3rd Grade: Spring 2025 –85.6% → 90.6% <p>Progress Monitoring: Interim assessments will show steady gains in computational fluency, problem-solving accuracy, and reasoning aligned to SBA claims and targets. PLC data reviews will document improved instructional alignment, increased engagement, and evidence of growth among students with IEPs, MLs, and other identified supports.</p>
<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 spring 2026, we will increase math proficiency for students with Individualized Education Plans (IEPs) and Multilingual Learners (MLs) from 67% to at least 80%, representing a 13 percentage point increase, as measured by the Smarter Balanced Assessment (SBA).</p> <p>This growth will result from strengthened Tier 1 and Tier 2 instruction, the intentional integration of language supports within math instruction, and targeted interventions that build conceptual understanding, academic vocabulary, and problem-solving perseverance. Instructional teams will ensure equitable access to rigorous, grade-level mathematics and foster engagement and confidence in all learners.</p> <p>Progress Monitoring: Ongoing common assessments, fluency checks, and SBA-aligned interim assessments will track student growth in computation, reasoning, and application. PLC data reviews and reflections will document improved instructional alignment, evidence of academic language development, and increased engagement among students with IEPs and MLs. Data will be used to adjust supports, guide targeted interventions, and celebrate progress toward equitable math outcomes.</p>

How will we get there?	
Evidence-Based Practices	Monitoring of Evidence-Based Practices <i>What data will be reviewed, when, and by whom to</i>

<i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i>		<i>determine evidence of student learning resulting from the practice? What resources are needed?</i>
<p>Practice #1 Schoolwide</p> <p>Instruction & Data--Math Target Action Plans for each Trimester Teachers will continue the work from 2024/2025 by looking at SBA target data disaggregated for students with IEPs, each grade level team created Target Action Plans for each trimester focusing on ensuring student learning for the SBA target where there is the greatest opportunity for growth. The target action plans have specific action steps addressing the skill needs of students with IEPs.</p>	<p>Data Measures:</p> <ul style="list-style-type: none"> • Teachers will give the baseline IAB Assessment • Analyze data • PLC data reviews will be conducted to ensure instructional alignment, increased engagement, and evidence of growth among students with IEPs, MLs. <p>Timeframe:</p> <ul style="list-style-type: none"> • Baseline October - Post December • Baseline January - Post April <p>Lead: 4th & 5th team leads, BLL and Admin</p> <p>Resources:</p> <ul style="list-style-type: none"> • IABs • WCAP Data Portal • SBLSD Item analysis resources • PLC time • Appropriate accommodations explicitly taught and accurate in system 	
<p>Practice #2 Subgroup</p> <p>Begin developing and using math language routines and incorporate intentional scaffolds for students with IEPs and MLs.</p> <p>Teachers will continue BTC practices and attend training on UDL, GLAD strategies and language/vocabulary development. In addition, teachers and the resource teacher will ensure there are appropriate scaffolds to support access during tier 1.</p> <p>As a next step, our math leads will design and facilitate training sessions informed by their current fluency book study.</p>	<p>Data Measures:</p> <ul style="list-style-type: none"> • Ongoing common assessments • fluency checks • SBA-aligned interim assessments • PLC data reviews <p>Timeframe:</p> <ul style="list-style-type: none"> • We will follow IAB timelines and trimester action plans <p>Lead: 4th & 5th team leads, BLL and Admin</p> <p>Resources:</p> <ul style="list-style-type: none"> • UDL training • Tier 1 language supports training • Continued exploration and training using BTC • Possible math fluency training 	
<p>Practice #3 Optional Schoolwide or Subgroup</p>	<p>Data Measures:</p> <p>Timeframe:</p> <p>Lead:</p> <p>Resources:</p>	

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?

Practice #3:

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?

Practice #3:

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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