

Chain Lake School Improvement Plan 2026–27

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, use the Consolidated School Improvement Template to satisfy the appropriate Components.

Additional Guidance:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 – How to Use the School Improvement Plan Template](#)

Section 1: Building and District data

Building Name: Chain Lake Elementary	Vision and Mission Statement
Principal: Ana Apter	At Chain Lake Elementary, we believe in growing every Cheetah, every day, in every way. <i>The mission of Chain Lake Elementary School is to provide a safe and supportive environment that promotes learning. As a community of learners, we strive to empower individuals with skills for success in a changing and diverse world.</i> We believe that school should be a positive experience. Our staff have the following beliefs: - We have high expectations for students and ourselves. - We model, support, and encourage skills for ongoing learning in all our students. - By working together and communicating (students, families, and staff), we can better meet the needs of students. - Everyone deserves to be treated with respect in our school community. - We recognize that students learn differently and will achieve and succeed with instruction that is challenging and engaging.
Board Approval Date:	
Building Enrollment: 452	
F/R Percentage: 24.9%	
Special Education Percentage: 14.7%	
English Learner Percentage: 12.4%	



Washington Office of Superintendent of
PUBLIC INSTRUCTION

School Leadership Team Members and Family-Community Partners

Name	Title (if applicable)	Role
Ana Apter Dezerae Cave Samantha Connors Mindy Neth Brandi Wolfe Marcilla Proudfit Audrey Lewis Jennifer Robertson Kiya Neely Sandra Monson Sarah Wilson	Principal Assistant Principal Kindergarten Teacher 1st grade Teacher 2nd grade Teacher 3rd grade Teacher Highly Capable Teacher 4th grade Teacher 5th grade Teacher LAP Teacher Resource Teacher	

2026-27 School Improvement Plan- SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based interventions (activities, practices, or strategies) being used to achieve the SMARTIE Goal?

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?

Consider adding a subgroup goal: Alongside your overall Math or ELA SMARTIE goal, identify a subgroup that would benefit from additional focus. This helps make intervention and support efforts more targeted and gives staff a clearer way to see whether those supports are making a difference.

SY 2026-2027 SMARTIE Goal #1: ELA

SMARTIE Goal:

By June 2027, we will increase the percentage of total students who reached proficiency in vocabulary, going from 72% proficient on the Spring 2026 iReady Reading Inform to 80% proficient as measured by the Spring 2027 iReady Reading Inform.

By June 2027, 10/10 students who were both below grade level AND met their iReady stretch growth goal in reading in Spring 2026 will again meet their stretch growth goal in reading as measured by the Spring iReady Reading Inform.

By June 2027, 63% of students will meet standard of 3 or 4 on the ELA SBA, up from 55.6% in Spring 2026.

Fall Problem of Practice:

Students across grades are experiencing a weak understanding of vocabulary, which is leading to lower comprehension. Our evidence suggests that a lack of strong curricular materials and teacher understanding of best practices for teaching vocabulary may be contributing. During the first 30 days we will examine unit plans and walkthrough data to look at teachers' plans and actions to support students in learning and engaging with academic vocabulary.

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

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

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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<i>What evidence-based interventions EBI (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? (include resources that you will use)</i>	<i>What data will be collected to measure the impact of this EBI on student learning or behavior, including its impact on equitable outcomes?</i>	<i>Who will be responsible for implementing, monitoring, and adjusting the EBI, when will it occur, and how often will progress be monitored and data reviewed? Be as specific as possible.</i>	<i>What impact is the evidence-based intervention having?</i>	<i>What impact is the evidence-based intervention having?</i>
Marzano's "six step process" for teaching vocabulary - we will teach this strategy to staff and informally monitor implementation.	iReady Reading assessments - Winter, Spring FIABs Informal classroom walkthrough data Classroom-based CFAs	Guiding Coalition, Admin, and classroom teachers will be responsible for implementing. Guiding Coalition and admin will be responsible for monitoring, and adjusting the EBI. We will review data after each iReady window.		

GLAD Training – our 3rd–5th grade teachers will be trained in GLAD, which incorporates intentional vocabulary teaching	iReady Reading assessments – Winter, Spring FIABs Informal classroom walkthrough data Classroom-based CFAs	Guiding Coalition, Admin, and classroom teachers will be responsible for implementing. Guiding Coalition and admin will be responsible for monitoring, and adjusting the EBI. We will review data after each iReady window.		
Use of iReady as intended. Students will use iReady My Path 30–49 minutes per subject/per week.	iReady Reading assessments – Winter, Spring	Admin, iReady leads, and classroom teachers will be responsible for implementing, monitoring, and adjusting the EBI. We will review data every 6 weeks.		

SY 2026–2027 SMARTIE Goal #2: MATH

SMARTIE Goal:

By June 2027, we will increase the percentage of total students who reached proficiency in the numbers & operations strand going from 72% proficient on the Spring 2026 iReady Math Inform to 80% proficient as measured by the iReady Math spring Inform.

By June 2027, 9/9 students who were both below grade level AND met their iReady stretch growth goal in math in Spring 2026 will again meet their stretch growth goal in math as measured by the Spring iReady Math Inform.

By June 2027, 58% of students will meet standard on the Math SBA, up from 54.6% in Spring 2026.

Fall Problem of Practice:

Students across grades are showing a weak foundation in numbers and operations, particularly in place value and base-ten concepts. Our evidence suggests that a lack of consistent visual and physical representations and limited opportunities for math talk may be contributing. During the first 30 days we will use walkthrough data to assess the level of math talk and manipulative use across grades, and then we will use this data to support strategy and skill development for our teachers.

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

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

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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<i>What evidence-based interventions EBI (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? (include resources that you will use)</i>	<i>What data will be collected to measure the impact of this EBI on student learning or behavior, including its impact on equitable outcomes?</i>	<i>Who will be responsible for implementing, monitoring, and adjusting the EBI, when will it occur, and how often will progress be monitored and data reviewed? Be as specific as possible.</i>	<i>What impact is the evidence-based intervention having?</i>	<i>What impact is the evidence-based intervention having?</i>
Targeted professional development – each grade level will engage in a 2 hour professional development session to review/learn about the CRA process and effective math talks, as well as practice integrating manipulatives and math talks into upcoming lesson plans.	iReady Math assessments – Winter, Spring FIABs Informal classroom walkthrough data Classroom-based CFAs	Guiding Coalition, Admin, and classroom teachers will be responsible for implementing. Guiding Coalition and admin will be responsible for monitoring, and adjusting the EBI. We will review data after each iReady window.		

Use of iReady as intended. Students will use iReady My Path 30–49 minutes per subject/per week.	iReady Math assessments – Winter, Spring	Admin, iReady leads, and classroom teachers will be responsible for implementing, monitoring, and adjusting the EBI. We will review data every 6 weeks.		
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SY 2026–2027 SMARTIE Goal #3: Belonging

SMARTIE Goal: Student Sense of belonging will increase overall (from 59% in Spring 2026), and specifically student-to-student relationships will improve from 44% in Spring 2026 to 60% in Spring 2027 AND 90% of students will confirm they have an adult they can trust (from 86% in Spring 2026) as measured by Spring 2027 Panorama data.

Fall Problem of Practice:

Students across grades are experiencing challenges with peers, which is leading to a reduced sense of belonging. Our evidence suggests that a lack of strong curricular materials as well as structured opportunities to have positive peer experiences may be contributing. During the first 30 days we will explore additional Tier 2 resources to support positive student-to-student interactions, as well as build an intentional K-5 Cheetah Crews system to create positive connections amongst students.

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

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

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
<i>What evidence-based interventions EBI (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? (include resources that you will use)</i>	<i>What data will be collected to measure the impact of this EBI on student learning or behavior, including its impact on equitable outcomes?</i>	<i>Who will be responsible for implementing, monitoring, and adjusting the EBI, when will it occur, and how often will progress be monitored and data reviewed? Be as specific as possible.</i>	<i>What impact is the evidence-based intervention having?</i>	<i>What impact is the evidence-based intervention having?</i>

Implementation of a "Cheetah Crews" system connecting all students to a crew made up of K-5 students and adults.	Student feedback Panorama survey data Office referrals	Our Cheetah Crews Team, as overseen by our PBIS Team, as overseen by our Guiding Coalition is in charge of the implementation, monitoring, and adjustment of Cheetah Crews. We will examine student feedback once before Winter Break and again prior to Spring Break in addition to fall Panorama data in November and spring Panorama data in May.		
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SY 2026–2027 SMARTIE Goal #4: Attendance

By June 2027, 87% of students will be on track for positive attendance by the end of the 26–27 school year, up from 83.9% in the 2025–26 school year.

By June 2027, Chain Lake students will reach 93% average daily attendance, increasing from 92.4% in the 2025–26 school year.

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

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

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
<i>What evidence-based interventions EBI (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? (include resources that you will use)</i>	<i>What data will be collected to measure the impact of this EBI on student learning or behavior, including its impact on equitable outcomes?</i>	<i>Who will be responsible for implementing, monitoring, and adjusting the EBI, when will it occur, and how often will progress be monitored and data reviewed? Be as specific as possible.</i>	<i>What impact is the evidence-based intervention having?</i>	<i>What impact is the evidence-based intervention having?</i>

Proactive & explicit focus on attendance	Panorama & Skyward Attendance Data	Our PBIS team, Counselor, Admin, and Attendance Outreach Specialist will implement, monitor, and adjust this EBI. We will examine data each month by grade and school, and at conferences time by student.		
Attendance celebrations	Panorama & Skyward Attendance Data	Our PBIS team, Counselor, Admin, and Attendance Outreach Specialist will implement, monitor, and adjust this EBI. We will examine data each month by grade and school, daily by school, and at conferences time by student.		

2026–2027 Mid-Year Reflection Questions

Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2026–27, how have you identified equity and learning needs for specific student groups, from the beginning of the year to the middle? What specific data did you use to inform your decision making? How did you respond to these needs?
2. Share an example of your progress in narrowing opportunity gaps and/ or accelerating learning. What strategies will the school implement, or continue to implement, to close gaps between now and the end of the year?
3. Which evidence-based interventions (activities, practices, or strategies) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.
4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

2026–2027 End-of-Year Reflection Questions

The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2026–2027, 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 what specific data did you use to inform your decision making?
2. Share an example of progress made in narrowing opportunity gaps and/ or accelerating learning and the plan to sustain and build on improvements as you transition into support for your 2027–2028 SIP.

3. How did at least one of the activities documented in the SMARTIE goal tables above (from SY 2026–2027) positively impact student outcomes?
4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.
5. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2027–28.