

Fryelands 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: Fryelands Elementary School	Vision and Mission Statement
Principal: Jeff Presley	Our Vision for the Future Every Fryelands student will say... • I belong and I matter. • I am challenged, supported, and successful in my learning. • I believe in myself and my community believes in me. • I feel connected to my learning, to my peers, and to adults in my school. • I see a future I want and know how to achieve it.
Board Approval Date:	
Building Enrollment: 346 (K–5)	
F/R Percentage: 49%	
Special Education Percentage: 19%	
English Learner Percentage: 13%	Our Mission (Our Why/Purpose) Our students will experience a deep sense of belonging while being supported, challenged, and inspired to explore their passions, learn at high levels, achieve their goals, and leave ready to move to middle school prepared to thrive at the next level of their education.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

School Leadership Team Members and Family-Community Partners

Name	Title (if applicable)	Role
Jeff Presley Sara Alvarez Jennifer Gadd Allison Peckenpaugh Darcy Slater Shannon Boroughs Kathryn Tenney Traci Adams Cassie Birkbeck Stephanie Llanes Emily DeLong Ashley Perry Megan Simon Joslyn Cameron		Principal Assistant Principal 1st Grade Teacher (DGC rep) Kindergarten Teacher 1st Grade Teacher 2nd Grade Teacher 3rd Grade teacher 4th Grade teacher 4th Grade Teacher LAP Teacher Parent, PTA President Parent Parent Parent

Summary of Comprehensive Needs Assessment (CNA)

A [Comprehensive Needs Assessment \(CNA\)](#) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, including all key WSIF areas plus other sources of both quantitative and qualitative data.

WSIF Data

- Academic Achievement
 - ELA and Math Proficiency
 - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
 - Regular Attendance
 - Ninth Grade on Track
 - Dual Credit (if applicable)

Our SAT/BGC (School Advisory Team/Building Guiding Coalition) has looked at our goals and data from the previous year to determine our needs and in which areas to focus our actions, time, resources, and funding. We will be continuing the goals and focus from 2025-2026, with an emphasis on those goals that fall within the Monroe School District's Strategic Plan for 2024-2029.

We have been listed as a Tier 1 targeted school for needing improvement under the state's WSIF (Washington School Improvement Framework). Our Targeted focus is Multilingual Learners and the academic gaps that we see with them in all areas. Our growth goals in math and reading will target growth for our Multilingual Learners and

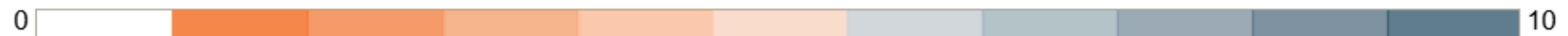
also for Students with Disabilities. The students in our categorical programs have not made the progress and academic growth at the same rate as students who are not in these two categorical groups

Fryelands Elementary

2025 Annual Identification

Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
ELA Levels 3 & 4 Rate	48.6%				31.4%		53.2%	56.1%	21.6%	41.9%	31.3%
Math Levels 3 & 4 Rate	48.2%				27.9%		51.6%	58.2%	18.6%	43.0%	35.1%
ELA Median SGP	44				39		56.5	46.5	32	45	39
Math Median SGP	45				47.5		42	44.5	41	49	35
EL Progress Rate*	48.6%										
Graduation Rate**											
Regular Attendance Rate	75.7%				76.2%		73.6%	76.8%	74.7%	73.6%	71.0%
Ninth Grade On Track Rate											
Dual Credit Rate											



Final Score and Decile Changes from 2024 to 2025

	All Students	American Indian/Alaskan Native	Asian	Black/African American	Hispanic/Latino of any race(s)	Native Hawaiian/Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
Final Score	0.6				-0.2		2.4	0.8	0.0	1.4	0.3
ELA Levels 3 & 4 Rate	0				0		2	0	0	0	0
Math Levels 3 & 4 Rate	1				0		1	1	0	1	1
ELA Median SGP	1				-2		7	2	0	1	0
Math Median SGP	0				1		0	0	0	3	0
Graduation Rate**											
EL Progress Rate*	1										
Regular Attendance Rate	2				2		-2	2	0	2	1
Ninth Grade On Track Rate											
Dual Credit Rate											



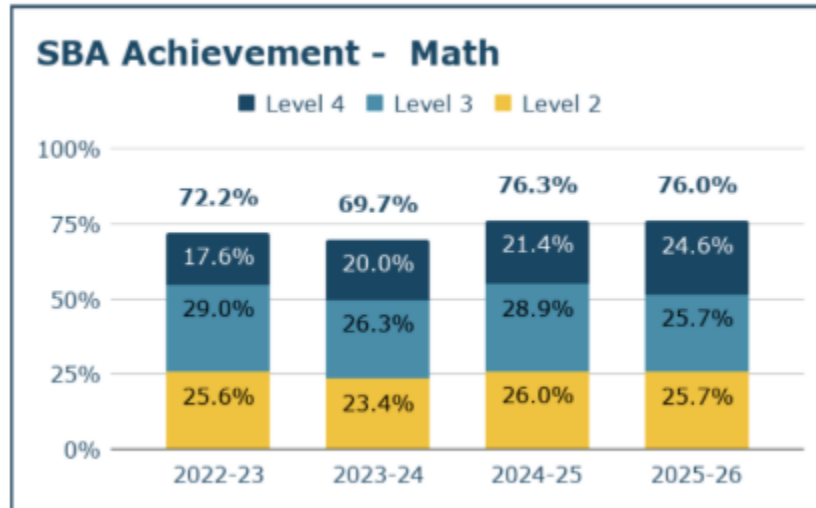
Math Data

MATH ACHIEVEMENT- SBA GOAL is 60% meeting standard (level 3 and 4)

25-26	24-25	23-24	22-23
50%	50%	46%	47%

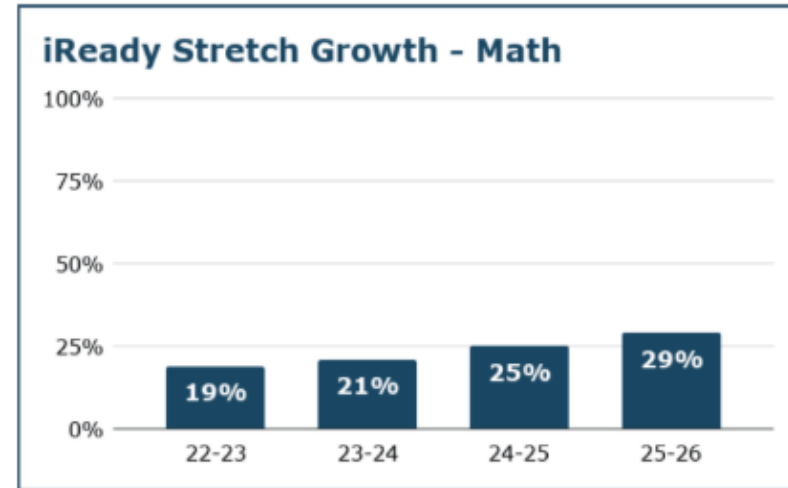
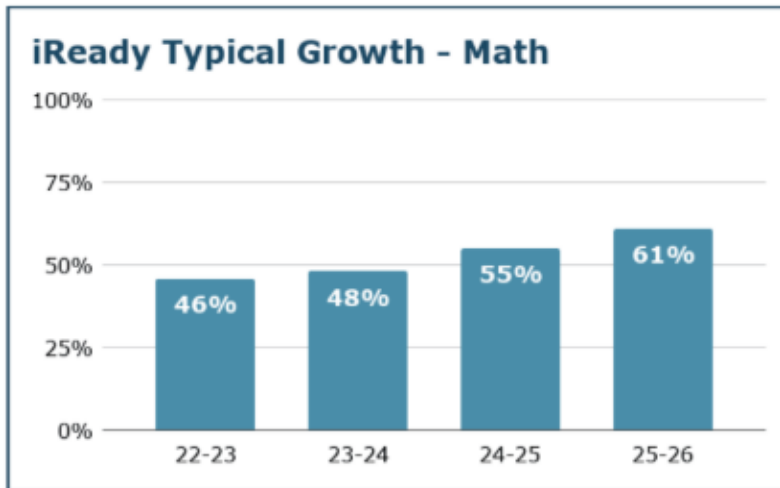
25-26 SBA Math

ELL	< 11.5%
SpEd	29%
Low Income	42%
Hispanic	28%
White	56%

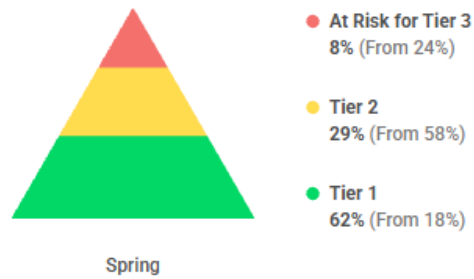


	State	District	FRE
3rd grade	53%	52%	61%
4th grade	49%	45%	38%
5th grade	43%	45%	50%

iReady Math Data 25-26

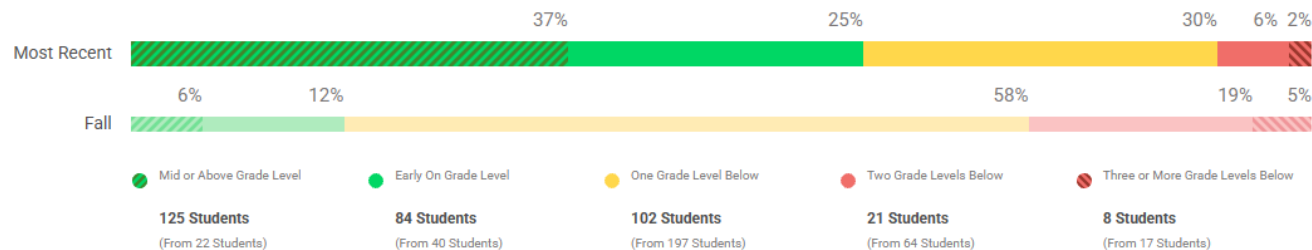


Overall Placement



Math

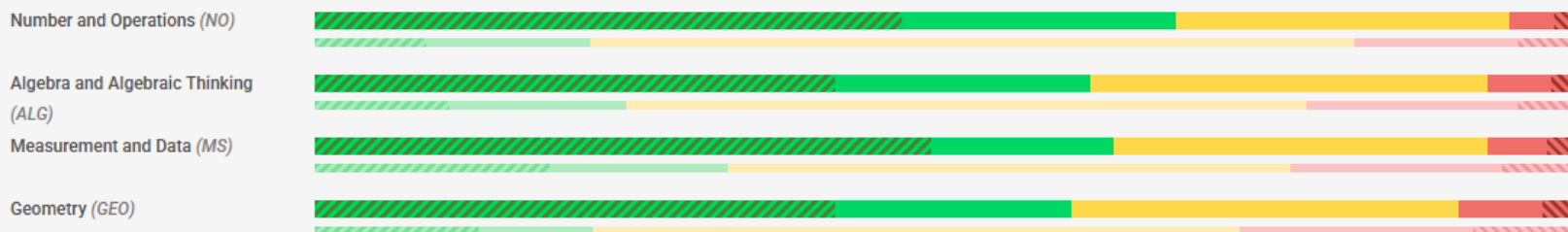
62% green (from 18%)
29% yellow (from 58%)
8% red (from 24%)



Domains

	Mid/Above	Early	One Grade Below	Two Grades Below	3+ Below
NO	46% (from 9%)	22% (from 13%)	26% (from 61%)	4% (from 13%)	2% (from 5%)
ALG	41% (from 11%)	20% (from 14%)	31% (from 54%)	5% (from 17%)	2% (from 5%)
MS	49% (from 19%)	14% (from 14%)	30% (from 45%)	5% (from 17%)	2% (from 6%)
GEO	41% (from 13%)	19% (from 9%)	31% (from 51%)	7% (from 19%)	3% (from 8%)

Placement by Domain



25-26 iReady Math

MLL	Fall	0% (green)	Spring	21% (green)
SpEd	Fall	6% (green)	Spring	36% (green)

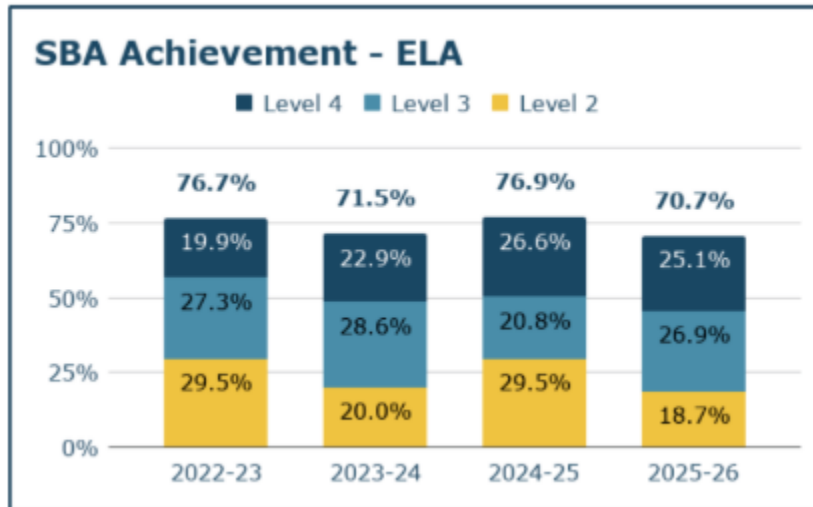
ELA Data

ELA ACHIEVEMENT- SBA GOAL is 60% meeting standard (level 3 and 4)

25-26	24-25	23-24	22-23
52%	47%	51%	47%

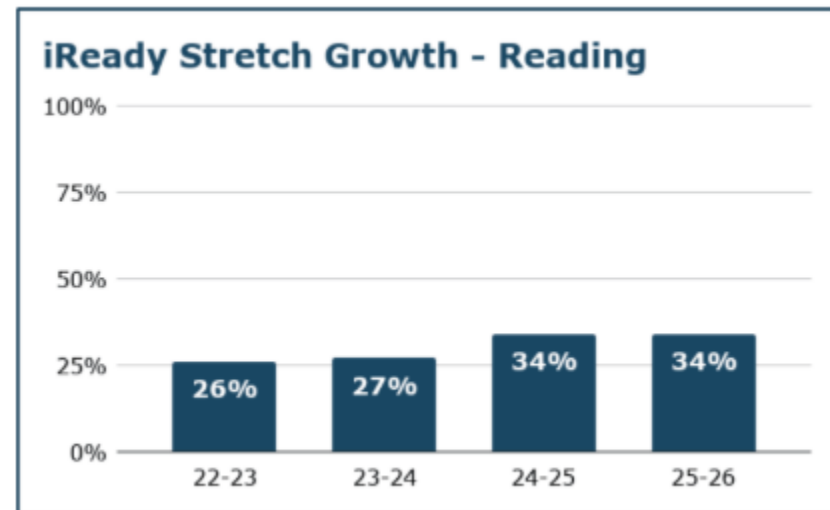
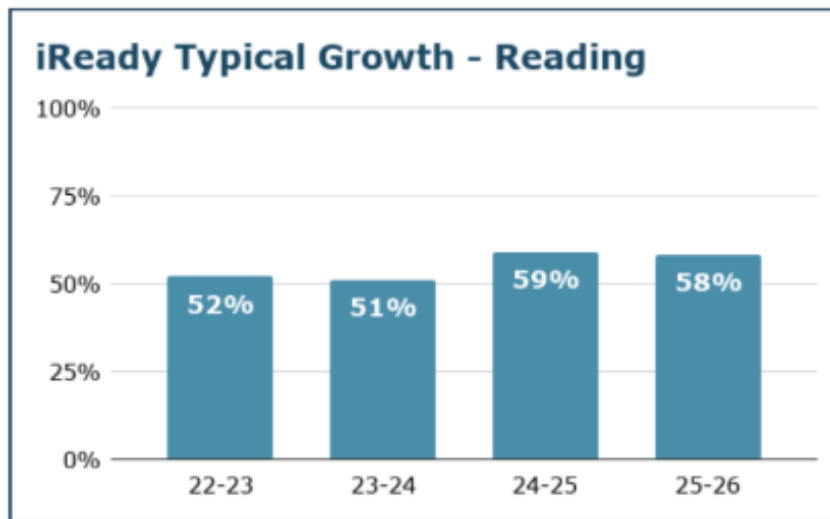
25-26 SBA ELA

ELL	15%
SpEd	40%
Low Income	40%
Hispanic	35%
White	61%

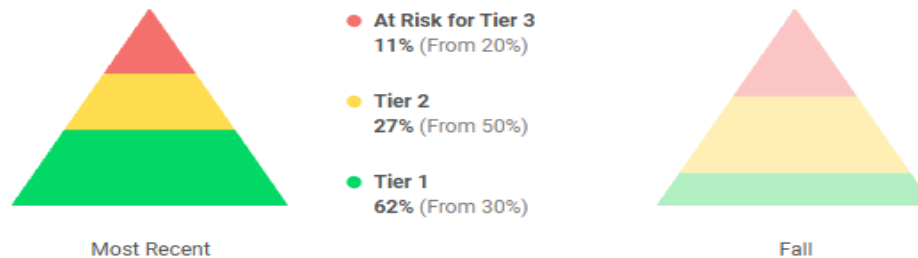


	State	District	FRE
3rd grade	49%	47%	50%
4th grade	51%	53%	47%
5th grade	54%	57%	59%

iReady Math Data 25-26

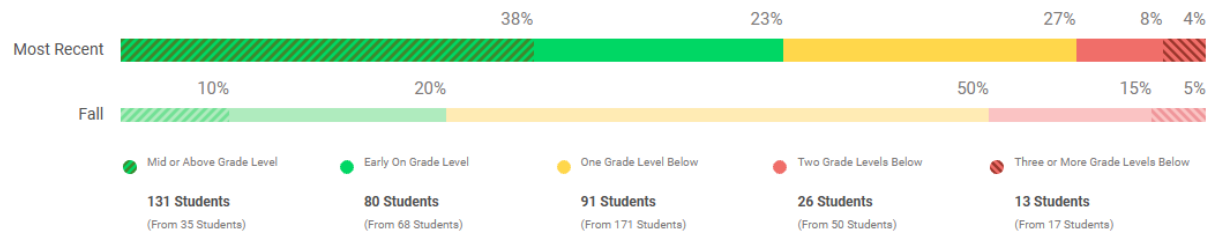


Overall Placement



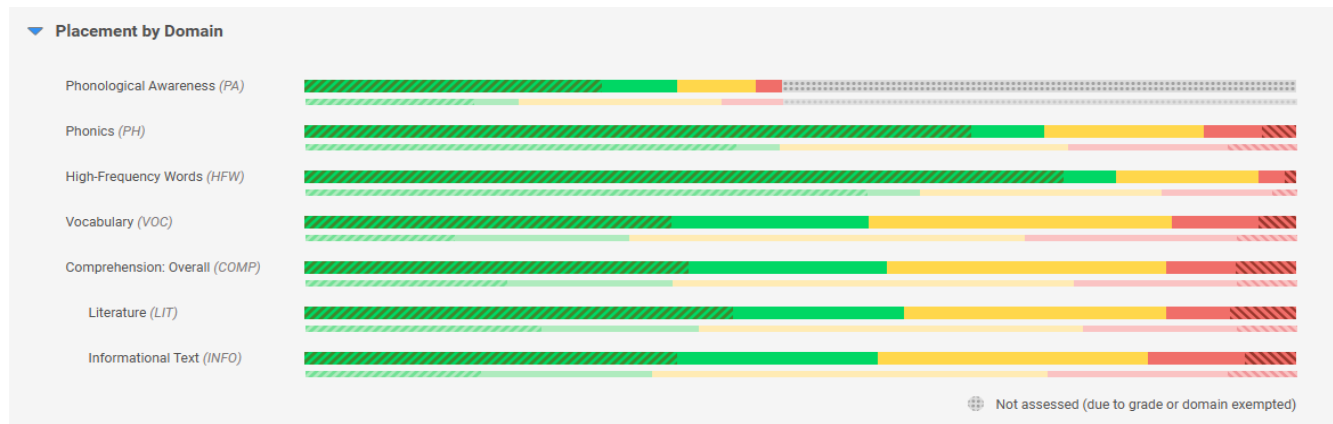
Reading

62% green (from 30%)
27% yellow (from 50%)
11% red (from 20%)



Domains

	Mid/Above	Early	One Grade Below	Two Grades Below	3+ Below
PA	30% (from 17%)	8% (from 4%)	8% (from 21%)	3% (from 6%)	
PH	67% (from 43%)	7% (from 4%)	16% (from 29%)	6% (from 16%)	4% (from 7%)
HFW	77% (from 57%)	5% (from 5%)	14% (from 24%)	3% (from 11%)	1% (from 3%)
VOC	37% (from 15%)	20% (from 18%)	30% (from 40%)	9% (from 21%)	4% (from 6%)
LIT	43% (from 24%)	17% (from 16%)	26% (from 39%)	6% (from 16%)	7% (from 6%)
INFO	38% (from 18%)	20% (from 17%)	27% (from 40%)	10% (from 18%)	5% (from 7%)



25-26 iReady Reading

MLL	Fall	4% (green)	Spring	26% (green)
SpEd	Fall	14% (green)	Spring	42% (green)

Our Academic focus will continue to be in the Achievement and Growth of both Reading and Math for all students from Kindergarten through 5th grade.

Based on our needs, the plan is to continue to develop our Multi-tiered Systems of Support (MTSS) so that we are providing effective Tier 1 core instruction for both academics and behavior, and then providing more practice and support for those students needing additional time and feedback at Tier 2 in academics and behavior skills, which supports essential standards and learning. Students needing intensive foundational skills well below grade level, will receive Tier 3 instruction with the highest level of frequency, practice, and monitoring of progress.

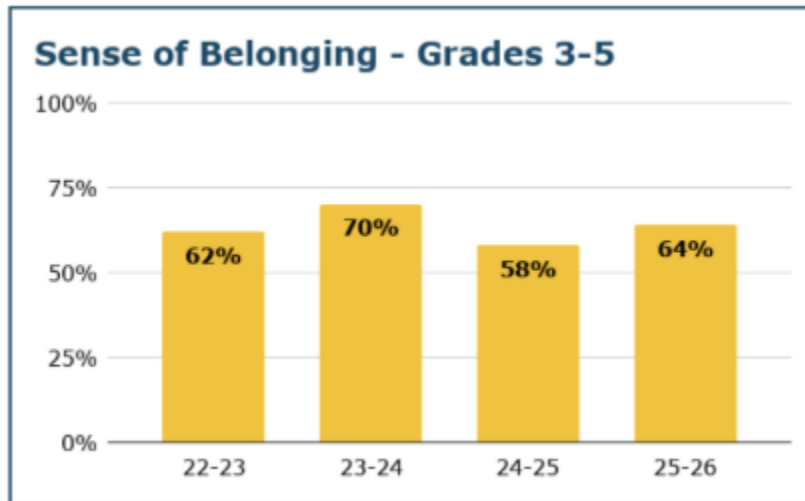
We are also focused on Attendance and Sense of Belonging for Students and Families, as these correlate to academic and behavioral improvement, achievement and success.

SENSE OF BELONGING

3rd-5th Grade Survey 25-26

Goal: 80% favorable

Fall 25	68%	Spring 26	64%
Fall 24	64%	Spring 25	58%
Fall 23	72%	Spring 24	70%
Fall 22	71%	Spring 23	62%



How much respect do students at your school show you? Goal 70%

Fall 25	59%	Spring 26	51%
Fall 24	55%	Spring 25	39%
Fall 23	63%	Spring 24	59%
Fall 22	62%	Spring 23	45%

Overall, how much do you feel like you belong at your school? Goal 80%

Fall 25	70%	Spring 26	69%
Fall 24	70%	Spring 25	68%
Fall 23	78%	Spring 24	75%
Fall 22	76%	Spring 23	68%

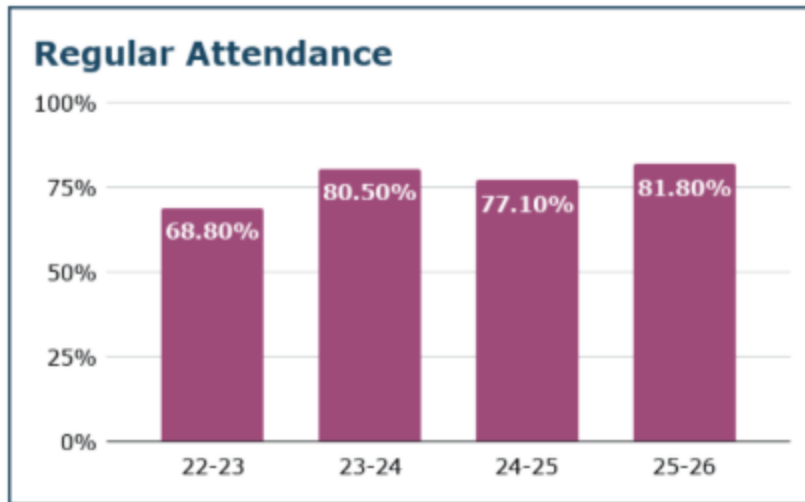
ATTENDANCE

Daily Attendance 25-26 Goal: 95%

25-26	93%
24-25	93%
23-24	93%
22-23	92%

Chronic Absenteeism (Regular Attendance) 25-26 Goal: less than 20%

25-26	19% (70 out of 365 students)
24-25	23%
23-24	17%
22-23	31%



CNA Data Summary

1. What top strengths have emerged from multiple data sources?
 - 3rd grade met the goal in SBA Math with 61% reaching level 3 or 4
 - 5th grade just missed the SBA ELA goal with 59% reaching level 3 or 4
 - iReady Math continues to go up each year in Typical Growth and Stretch Growth
 - iReady Reading exceeds our stretch growth each year
 - Attendance is improving for students who have been identified as chronically absent
 - Sense of Belonging increased by 6% and student respect for each other grow from 39% to 51% (12% improvement)
 - ML iReady Reading went from 4% in the green in the fall to 26% green in the spring
 - ML iReady Math went from 0% in the green in the fall to 21% green in the spring
 - SpEd iReady Math went from 6% in the green in the fall to 36% green in the spring
2. What top needs have emerged from multiple data sources?
 - Stagnant or little growth in both SBA Reading and Math. Both content areas hover around 50%; we have not reached our goal of 60% on the SBA.
 - We always see a drop in SBA scores from 3rd to 4th grade, then back up again in 5th. How do we stop this dip from happening?
 - We have a large number of 3rd graders who are not reading at grade level by the end of 3rd grade. How do we help students become readers by the end of 2nd grade so that they are reading to learn information in 3rd grade and beyond? How do we decrease the number of students needing reading support in the intermediate grades?

- Looking at targeted data from the ELA SBA, we see all intermediate students are lower in informational text
- Students are showing below proficiency in Informational Text in the following areas-
 - 3rd grade: Target 9 identify central ideas;
 - 4th grade: Target 9 central ideas and Target 14 language use;
 - 5th grade: Target 9 central ideas and Target 10 word meaning, along with Target 12 analysis within and across texts.
- In addition, data from iReady also shows Vocabulary and Informational Comprehension to be low in all grade levels.
 - Students are not at grade level in reading by the end of 2nd grade
 - Vocabulary and Fluency are two areas that would help improve comprehension
 - How can we help students so that at least 80% of students are going into 3rd grade at grade level in reading? How do we measure this?
- Students are showing below proficiency in the following targeted SBA Math areas-
 - 3rd grade: Target B Understand multiplication and division and Target E Use place value understanding to perform multi-digit problems;
 - 4th grade: Target B Understand multiplication and division and Target E Use place value understanding to perform multi-digit problems;
 - 5th grade: Target B Analyze patterns and relationships and Target E Use equivalent fractions to add and subtract fractions. Data from iReady also shows that students across K-5 are showing that they have a weak foundation in number sense and place value.
- iReady Math shows that all four domains are in the 40% at every grade level, K-5. Number Sense, which includes place value and operations, is an area for focus

3. What disproportionalities exist among student groups?

- Students in our categorical programs, ML and SpEd, perform below peers in SBA and iReady Reading and Math
- Hispanic students perform lower than peers on the SBA
 - Math- Hispanic at 28% (White peers at 56%)
 - ELA- Hispanic at 35% (White peers at 61%)
- Our low income students are only slightly lower than peers
 - SBA Math at 42%
 - SBA ELA at 40%

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

- **Differences in access to grade-level instruction and intervention:** Students receiving ML and SpEd services may have less consistent access to grade-level core instruction due to service schedules, intervention needs, and the need for additional scaffolding and support.

- **Unmet academic skill gaps:** Some students enter grades with gaps in foundational reading and mathematics skills that compound over time, making it more difficult to access increasingly complex grade-level content.
- **Language acquisition and academic language demands:** For ML students, developing academic English while simultaneously learning grade-level content can affect performance, particularly on assessments such as the SBA that rely heavily on academic language and comprehension.
- **Inconsistent differentiation and scaffolding:** Students may not consistently receive instruction that is sufficiently differentiated to address their individual learning needs while maintaining access to grade-level standards.
- **Limited use of data to identify and respond to gaps early:** There may be opportunities to strengthen how SBA, iReady, classroom assessment, and progress-monitoring data are used to identify specific skill deficits and provide timely, targeted intervention.
- **Attendance and continuity of instruction:** Differences in attendance, mobility, or interruptions in instructional services may contribute to cumulative academic gaps for some student groups.
- **Need for stronger alignment between interventions and classroom instruction:** Interventions may not always be closely connected to the specific skills and standards students are expected to master in core instruction.
- **Culturally responsive teaching:** We identified opportunities to strengthen culturally responsive and inclusive instructional practices. This includes ensuring that curriculum, classroom materials, instructional strategies, and learning experiences reflect and affirm the diverse cultures, languages, identities, and experiences of our students. We believe strengthening these practices can increase student engagement and sense of belonging while providing more equitable access to rigorous grade-level instruction.

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

- Students are not consistently entering 3rd grade with grade-level reading skills.
- Reading fluency is a significant instructional need.
- Students in grades 3–5 demonstrate weaknesses with informational text.
- Students need more consistent access to explicit, grade-level literacy instruction.
- Foundational gaps in number sense and place value
- Need for consistent use of concrete → pictorial → abstract learning
- Inconsistent opportunities for mathematical reasoning and discourse
- Need for stronger formative assessment and feedback
- Disproportionalities indicate a need for targeted support.
- Data should drive earlier and more targeted intervention.

6. How do identified needs impact each other?

The identified needs in ELA are interconnected and build upon one another across grade levels. Foundational reading gaps in phonemic awareness, phonics, decoding, and fluency can make it difficult for students to read grade-level text accurately and automatically. When students must devote significant effort to decoding words, they have less cognitive capacity available for comprehension, vocabulary development, and making meaning from increasingly complex text.

These foundational gaps are particularly evident in the transition from primary to intermediate grades. Students who leave 2nd grade without strong foundational reading skills and fluency may struggle to independently access the more complex texts encountered in grades 3–5. This can contribute to weaknesses in informational-text comprehension, including identifying main ideas and key details, determining meaning of academic vocabulary, summarizing, making inferences, and using text evidence.

The identified needs in mathematics are interconnected and build upon one another. Foundational gaps in number sense and place value in grades K–5 can make it difficult for students to develop conceptual understanding of more advanced mathematical concepts. As students progress through the grades, these foundational gaps may contribute to difficulties with multiplication and division, multi-digit computation, fractions, patterns, relationships, and problem solving.

When students have limited opportunities to connect concrete, pictorial, and abstract representations, explain their mathematical thinking, and engage in math discourse, they may develop procedural skills without fully understanding the underlying concepts. This can make it more difficult for students to transfer their learning to new or increasingly complex tasks. Inconsistent use of formative assessment and feedback may also result in misconceptions or unfinished learning not being identified and addressed early.

7. Which needs require short-term goals (1–3 months) and which needs require long-term goals (6 mo – 1 year)?

First 1–3 months

- Establish consistent instructional practices.
- Train/support teachers.
- Identify specific student skill gaps.
- Begin targeted interventions.
- Establish progress-monitoring routines.
- Look for early growth on assessment measures

6–12 months

- Increase student proficiency.
- Improve i-Ready growth.
- Improve SBA performance.
- Increase the number of students reading at grade level by the end of 2nd grade.
- Improve grades 3–5 informational-text performance.
- Improve mathematics proficiency.
- Reduce identified subgroup achievement gaps.

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

ELA

1. Establish a consistent daily fluency routine in K–5.

A 10–15 minute, schoolwide approach to fluency—teacher modeling, echo reading, partner reading, repeated reading, and immediate feedback—can be implemented quickly. Early improvements in accuracy, rate, and prosody can provide visible evidence of progress.

2. Establish common K–2 foundational reading routines.

Agreeing on consistent practices for phonemic awareness, phonics, decoding, and high-frequency words gives teachers a common approach and helps ensure students receive systematic instruction.

3. Implement common progress monitoring.

Regularly reviewing fluency and foundational-skills data can quickly identify students who need additional support and allow teachers to respond before gaps become larger.

Math

1. Establish a consistent K–5 number-sense routine.

Short daily opportunities to work with numbers, place value, mental math, representations, and mathematical reasoning can begin immediately.

2. Increase math discourse and math talks.

Having students routinely explain “**How did you solve it?**” “**How do you know?**” and “**Is there another way?**” is a relatively easy instructional shift that can strengthen mathematical reasoning.

3. Increase use of concrete and pictorial representations.

Teachers can intentionally use manipulatives, drawings, number lines, arrays, base-ten models, fraction models, and other representations before moving students to abstract procedures.

4. Strengthen formative feedback.

Teachers can use exit tickets, questioning, student work, and quick checks to identify misconceptions during instruction rather than waiting for unit or state assessments.

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, 80% of second-grade students will be able to read a PRF(Passage Reading Fluency) with 95% accuracy. Recorded on the District MSD Phonics data sheet.

By June 2027, 80% of second-grade students will demonstrate comprehension of a grade level text by scoring a 3 or above on the retell portion of the end of year PRF. Recorded on the District MSD Phonics data sheet.

By June 2027, 80% of second-grade students will read 40 out of 50 words on the District MSD phonics, five decoding sub-tests. Recorded on the District MSD Phonics data sheet.

Student proficiency will be determined using multiple sources of evidence, including i-Ready, classroom-based assessments, progress monitoring, and grade-level reading assessments. Throughout the year, teachers will use common data cycles to identify individual student needs, provide targeted instruction and intervention, and monitor growth toward grade-level expectations. The team will monitor outcomes by student groups, including ML, SpEd, and Hispanic students, and adjust instruction and support to ensure that all students have meaningful opportunities to reach grade-level reading proficiency.

By June 2027, 80% of students in grades 3–5 will demonstrate proficiency with grade-level informational text, including identifying main idea and key details, using text evidence, determining vocabulary meaning, and analyzing text structure and features. Student proficiency will be measured using iReady Standards Mastery assessments in those specific areas by October 30 and January 29, and with an FIAB Interim assessment in April, and the SBA summative in May 2027. The team will monitor outcomes by student groups, including ML, SpEd, and Hispanic students, and adjust instruction and support to ensure that all students have meaningful opportunities to reach grade-level reading proficiency.

SBA Goals

By June 2027, we will increase the percentage of ALL students who reach proficiency on the ELA SBA from 52% to 60%.

By June 2027, we will increase the percentage of MLL students who reach proficiency on the ELA SBA from 15% to 40%.

By June 2027, we will increase the percentage of Students with Disabilities who reach proficiency on the ELA SBA from 40% to 50%.

iReady Goals

By June 2027, we will increase the percentage of students who meet Annual Typical Growth (ATG) to 80% and stretch growth to 35%, as measured by the spring 2027 iReady diagnostic.

By June 2027, we will increase the percentage of MLL students who reach proficiency on iReady Reading from 26% to 40%.

By June 2027, we will increase the percentage of Students with Disabilities who reach proficiency on iReady Reading from 42% to 60%.

Fall Problem of Practice:

Students are leaving 2nd grade without the reading skills necessary to independently access grade-level text in 3rd grade. As students progress through grades 3–5, these gaps are compounded by weaknesses in informational text comprehension, including main idea, text evidence, vocabulary, text structure, inference, and summarization. These weaknesses are reflected in i-Ready and ELA SBA performance. Our problem of practice is to strengthen K–2 foundational literacy instruction so students leave 2nd grade as grade-level readers, while developing a consistent 3–5 approach to explicitly teaching informational text comprehension. We will use culturally

responsive instruction, grade-level texts, targeted scaffolds, intervention, and ongoing data cycles to ensure equitable access and improve outcomes for all students, particularly identified student groups.

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>
Teams Create Unit Plans for essential grade level standards, which include: Teacher Clarity- Clarify essential learning and success criteria Assessment & Support Clarity- Develop shared assessment practices and intentionally plan scaffolds that build student independence Collective Response- Establish commitments for analyzing evidence and coordinating timely Tier 2 support and extension	K-2 UFLI Progress Monitoring datasheets (weekly)	PLC Teams K-5, along with intervention teams (1-2 times per month for ELA)		
Identify and implement FIABs (Focused interim assessment blocks) for 3rd-5th grade students 3 times a year in ELA with an emphasis on informational text	FIAB data collection and analysis of the data for next steps	3rd-5th grade PLC Teams (once per data cycle)		
Oral Reading Fluency practices and assessment created and implemented by 2nd-5th grades	ORF data collection and analysis of the data for next steps	2nd-5th grade PLC Teams (once per data cycle)		
Assessment systems built out for staff input, monitoring, and analysis	Assessment checks after every 6 week data cycle	Admin with BGC (Every 2 weeks)		

Common Data Protocol as a school for analysis Implement the Five Team Actions, which includes 6 week Data Cycles Cycle 1 9/21-10/30 Cycle 2 11/2-12/11 Cycle 3 1/4-2/12 Cycle 4 2/15-3/26 Cycle 5 3/29-5/7 Cycle 6 5/10-6/18 Walkthroughs by Admin and colleagues PLC Artifacts of evidence Units, Students Work and Assessment Data Book Study • Taking Action • The Road to Success with MTSS • Reading Fluency Leadership Actions- 1. Establish 6 week data cycles using the Essential Team Actions 2. Help teams establish assessment plans per cycle with progress monitoring tools	Assessment checks after every 6 week data cycle BGC will monitor and support the training and implementation of the assessment systems Admin data collection and feedback PLC Agenda and hyperlinks PDS courses and staff attendance in Book Study (Choose 2 books) Implementation and Reflection data of the Leadership Actions every 6 weeks through a Staff Survey	Admin with BGC (Every 6 weeks) Admin with BGC PLC Teams (Every 6 weeks) Admin (2 times per month) PLC Teams (1-2 times per month for ELA) Admin with BGC (Course every 12 weeks) Admin (Every 6 weeks)		
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(ie., CFAs, FIABs, exit tickets, ORF, UFLI), 3. Strengthen Tier 1 instructional practices with admin walkthroughs using look-for protocols, timely feedback after each visit, targeted support for individuals and teams, and focused peer walkthroughs using look-for protocols to build consistent practices 4. Frequent celebrations of the instructional strategies and student progress data to help build collective teacher efficacy within the work 5. Admin will create a process for tracking assessment data from the assessment plans				
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SY 2026-2027 SMARTIE Goal #2: MATH

SMARTIE Goal:

By June 2027, 70% of students in grades 3–5 will demonstrate grade-level mathematics proficiency, as measured by multiple measures across targeted areas including multiplication and division, place value and multi-digit computation, patterns and relationships, and equivalent fractions. Student proficiency will be determined using multiple sources of evidence, including i-Ready, classroom-based assessments, formative and interim assessments, progress monitoring, and grade-level mathematics assessments. Throughout the year,

teachers will use common data cycles to identify individual student needs, provide targeted instruction and intervention, and monitor growth toward grade-level expectations. To strengthen foundational number sense and ensure equitable access to grade-level mathematics, instruction will include concrete, pictorial, and abstract representations, purposeful use of manipulatives, math talks, explicit instruction, and specific formative feedback. Grade-level and intervention teams will collaboratively examine instructional practices and student data, using walkthroughs and data cycles to celebrate effective practices and adjust instruction and supports. The team will monitor outcomes by student group, including ML, SpEd, Hispanic, and low-income students, and adjust instruction and interventions to ensure that all students have meaningful opportunities to develop strong mathematical understanding and reach grade-level proficiency.

By June 2027, 70% of students in grades K–5 will demonstrate grade-level proficiency in Numbers and Operations, with a focus on number sense and place value, as measured by i-Ready domain assessments and school-based number sense and place value assessments. We will monitor progress by student groups and provide targeted instruction and intervention to address identified gaps and ensure that all students, particularly students who are currently performing below grade level, have equitable access to grade-level mathematics learning and opportunities to demonstrate growth.

Math: SBA Goals

By June 2027, we will increase the percentage of ALL students who reach proficiency on the Math SBA from 50% to 60%.

By June 2027, we will increase the percentage of MLL students who reach proficiency on the Math SBA from 11% to 40%.

By June 2027, we will increase the percentage of Students with Disabilities who reach proficiency on the Math SBA from 29% to 40%.

iReady Goals

By June 2027, we will increase the percentage of students who meet Annual Typical Growth (ATG) to 80% and stretch growth to 35%, as measured by the spring 2027 iReady diagnostic.

By June 2027, we will increase the percentage of MLL students who reach proficiency on iReady Math from 21% to 40%.

By June 2027, we will increase the percentage of Students with Disabilities who reach proficiency on iReady Math from 36% to 50%.

Fall Problem of Practice:

Student achievement data indicates that students in grades 3–5 are consistently meeting approximately 50% of identified math standards, with performance rarely exceeding 60%. Students are demonstrating below-proficiency levels in key targeted areas, including multiplication and division and multi-digit computation using place value understanding in grades 3 and 4; and analyzing patterns and relationships and adding and subtracting fractions using equivalent fractions in grade 5. Additionally, i-Ready data indicates that students across grades K–5 have foundational gaps in number sense and place value. This data suggests a need to strengthen students' conceptual understanding of numbers and their values before and as they move toward more abstract mathematical thinking.

Our evidence suggests that K-5 students may not be receiving consistent and sufficient opportunities to develop number sense through meaningful experiences that connect concrete, pictorial, and abstract representations. There is also a need to strengthen the consistent use of manipulatives as mathematical tools, math discourse and math talks, and specific formative feedback during instruction. These high-leverage practices can support students in developing conceptual understanding, making connections between representations, and applying mathematical reasoning to increasingly complex tasks.

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> Teams Create Unit Plans for essential grade level standards, which include: Teacher Clarity- Clarify essential learning and success criteria Assessment & Support	<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> Eureka Math Progress	<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>

Clarity- Develop shared assessment practices and intentionally plan scaffolds that build student independence Collective Response- Establish commitments for analyzing evidence and coordinating timely Tier 2 support and extension	Monitoring datasheets (multiple times per Module)	PLC Teams K-5, along with intervention teams (1-2 times per month for ELA)		
Identify and implement FIABs (Focused interim assessment blocks) for 3rd-5th grade students 3 times a year in Math with an emphasis on multiplication and division, place value and multi-digit computation, patterns and relationships, and equivalent fractions.	FIAB data collection and analysis of the data for next steps	3rd-5th grade PLC Teams (once per data cycle)		
Number Sense and Place Value practices and assessments created and implemented by K-5 teams	Number Sense and Place Value data collection and analysis of the data for next steps	K-5 PLC Teams (once every 12 weeks)		
Assessment systems built out for staff input, monitoring, and analysis	Assessment checks after every 6 week data cycle	Admin with BGC (Every 2 weeks)		
Common Data Protocol as a school for analysis	Assessment checks after every 6 week data cycle	Admin with BGC (Every 6 weeks)		
Implement the Five Team Actions, which includes 6 week Data Cycles Cycle 1 9/21-10/30	BGC will monitor and support the training and			

Cycle 2 11/2-12/11 Cycle 3 1/4-2/12 Cycle 4 2/15-3/26 Cycle 5 3/29-5/7 Cycle 6 5/10-6/18 Walkthroughs by Admin and colleagues Use of manipulatives and math tools in all classrooms PLC Artifacts of evidence Unit, Students Work and Assessment Data Book Study • Taking Action • The Road to Success with MTSS Leadership Actions- 1. Establish 6 week data cycles using the Essential Team Actions 2. Help teams establish assessment plans per cycle with progress monitoring tools (ie., CFAs, FIABs, exit tickets, UFLI), 3. Strengthen Tier 1 instructional practices with admin walkthroughs using look-for protocols, timely feedback after	implementation of the assessment systems Admin data collection and feedback Walkthrough data, staff survey data, PD opportunities PLC Agenda and hyperlinks PDS courses and staff attendance in Book Study (Choose 1 book) Implementation and Reflection data of the Leadership Actions every 6 weeks through a Staff Survey	Admin with BGC PLC Teams (Every 6 weeks) Admin (2 times per month) Admin and BGC PLC Teams (1-2 times per month for ELA) Admin with BGC (Course every 12 weeks) Admin (Every 6 weeks)		
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each visit, targeted support for individuals and teams, and focused peer walkthroughs using look-for protocols to build consistent practices 4. Frequent celebrations of the instructional strategies and student progress data to help build collective teacher efficacy within the work 5. Admin will create a process for tracking assessment data from the assessment plans				
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SY 2026–2027 SMARTIE Goal #3: Belonging

SMARTIE Goal:

By June 2027, students in grades 3–5 will increase their overall favorable Sense of Belonging on the Panorama student survey from 64% to 80%, as measured by the Spring 2027 Panorama survey. To support this goal, we will implement consistent Tier 1 practices that strengthen academic confidence, student voice, respectful relationships, productive struggle, rigorous thinking, and self-management across classrooms.

Progress toward the goal will also be monitored through two targeted Panorama survey measures:

- **“How much respect do students at your school show you?”** Increase from **51% to 70% favorable**.
- **“When you are at school, how much do you feel like you belong at your school?”** Increase from **69% to 80% favorable**.

Grade-level teams and the intervention team will use Panorama data to identify and implement high-leverage strategies that promote belonging, academic confidence, and self-management. Strategies will include daily student goal setting, explicit modeling of productive struggle, recognition of student effort and growth, increased opportunities for student voice and academic discourse, and explicit instruction in focus and emotional regulation strategies. Student progress and implementation will be reviewed throughout the year to

ensure that strategies are responsive to student needs and that historically underserved students experience equitable opportunities to feel respected, connected, and successful at school.

Fall Problem of Practice:

Spring 2026 Panorama data for students in grades 3–5 indicate a significant need to strengthen students' sense of academic confidence, engagement, and self-management. **Self-Efficacy consistently ranked around the 10th percentile nationally across multiple grade levels**, indicating that many students may not consistently believe they are capable of being successful learners or persisting through challenging academic tasks. **Rigorous Expectations** showed inconsistent results across grade levels, suggesting a need for greater consistency in how students are challenged to engage in productive struggle, explain their thinking, and persevere with complex tasks. Students also reported challenges with self-management. **47% of students reported difficulty paying attention and ignoring distractions, while 42% reported difficulty remaining calm when bothered.** These results suggest that students may need additional opportunities to develop strategies for maintaining focus, managing emotions, responding to frustration, and persisting when learning becomes difficult.

The connection between self-efficacy, rigorous expectations, and self-management suggests that these needs should be addressed together rather than in isolation. Students who lack confidence in their ability to be successful may be more likely to avoid challenging tasks, disengage when learning becomes difficult, or struggle to regulate frustration. Likewise, students need consistent classroom experiences that communicate high expectations while providing the academic and emotional supports necessary to experience success and productive struggle.

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 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> Tier 1 Supports for Students- • Greeting by staff at every entrance to school, • Positive Greeting at the Door by classroom teachers • Entry Task • Pre corrections • Daily 2nd Step lessons • Daily classroom circles • Visual Schedules • Calming Corners • Daily video show every morning to start the day • Daily positive recognition SOAR tickets • Co-constructed classroom norms	<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> Walk throughs, discipline data, SOAR ticket data, teacher survey	<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> PLC Teams, Admin and BGC (every 6 weeks)	<i>What impact is the evidence-based intervention having?</i>	<i>What impact is the evidence-based intervention having?</i>

Common area expectations.				
Schoolwide Family Evening Events - Art Night- January - PE Night- TBD - Literacy Night- April - Cultural Night- February - Math Night- TBD - NEW- Family Game Nights each month	Sign In, QR code, 2-3 question survey	Admin and BGC (after event)		
Falcon PRIDE Assemblies Recognition for character traits, attendance, literacy, and math	Recognition Data	Admin and BGC (after event)		
Check in/Check out (CICO) system for students identified as needing a champion at school	CICO Data	Admin and BGC (Monthly)		
WIN Room (reset room, sensory room, and work space) using a PBIS shared support para	WIN Room log	Admin and BGC (Monthly)		
NEW- Falcon Nest Quiet space in office for individual students to reset, complete work, eat lunch	Falson Nest log	Admin and BGC (Monthly)		
Student Leadership opportunities- - Green Team - Playground Managers - Safety Patrol - Library Pages - Assembly Assistant		Admin and BGC (Quarterly)		

• Trash Patrol • School Reporter • Student Council • NEW-Equity Team Academic confidence and goal setting Daily/weekly “I Can” goals, student reflection, specific feedback, and recognition of effort and growth. Productive struggle and rigorous thinking Teachers explicitly model how to approach challenging tasks, normalize mistakes, and provide opportunities for students to explain and revise their thinking. Belonging, relationships, and student voice Create consistent opportunities for students to feel known, respected, heard, and valued through relationship-building, student voice, collaboration, and academic discourse.	# and % of students participating; participation by student group/grade Student goal/reflection sheets, classroom walkthroughs, student surveys Walkthrough look-fors, student work samples, teacher reflection, student survey Panorama survey, short student pulse surveys, classroom	PLC Teams, Admin and BGC (Monthly) PLC Teams, Admin and BGC (Monthly) PLC Teams, Admin and BGC (6-12 weeks)		
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Self-management and emotional regulation Explicitly teach strategies for attention, managing distractions, handling frustration, and regulating emotions, with Tier 2 intervention for students needing additional support.	observations, student focus groups Student self-rating, behavior/MTSS data, teacher observation or checklists	PLC Teams, Admin and BGC (Monthly)		
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SY 2026-2027 SMARTIE Goal #4: Attendance

Attendance:

By June 2027, we will increase the school's average daily attendance from **93% to 95%**, as measured by **Skyward attendance data**. Grade-level teams and the attendance team will monitor attendance monthly, identify students and student groups experiencing attendance barriers, and provide targeted Tier 2 and Tier 3 supports to increase consistent school attendance and ensure equitable access to instruction.

By June 2027, we will increase the percentage of students meeting the school's **regular attendance criteria** from **81.8% to 85%**, as measured by **Skyward attendance data**. Regular attendance is defined as missing **two or fewer days per month, or 18 or fewer days during the 180-day school year**. The attendance team will review data monthly, identify patterns and barriers to attendance, and provide proactive supports, family outreach, and individualized interventions for students who are at risk of chronic absenteeism.

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> Admin and BGC	<i>What impact is the evidence-based intervention having?</i>	<i>What impact is the evidence-based intervention having?</i>

Attendance Matters information to families in the weekly Falcon Flyer, on Facebook page, and through Parent Square.	# of messages/post; ParentSquare engagement; family awareness and feedback	(Weekly)		
District attendance letters mailed weekly to set up family conferences for attendance concerns and school support.	# of letters sent; # of families contacted; # of conferences scheduled and completed; barriers identified; attendance change following intervention	Admin, BGC Attendance Specialist, Counselor, Office (Weekly)		
Attendance Specialist monitoring absence trends using Panorama, with an emphasis on the current list of Chronically Absent students	# and % of chronically absent students; students moving in/out of chronic absenteeism	Admin, Attendance Specialist, Counselor (Weekly)		
NEW- Daily Attendance Check In with select students (incentives for the week and month)	# of students participating; daily attendance; weekly/monthly	Admin, Paras, Counselor (Daily)		

Recognition Schoolwide Thermometer in hallway to monitor 95% daily attendance for schoolwide incentive when 20 days are reached Student Attendance Recognition every 6 weeks for students with 0-1 absences	attendance goal attainment; incentives earned; change in absences Daily attendance percentage; # of days school reaches $\geq 95\%$; progress toward 20-day incentive # and % of students recognized; changes in attendance over time	Admin, BGC Office (Daily) Admin, BGC Office (Every 6 weeks)		
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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.