

Park Place Middle 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: Park Place Middle School	Vision and Mission Statement
Principal: Kristie Hilson	Mission: All Pumas learn at high levels (grade level and beyond) Vision: Pumas are connected and challenged for future success.
Board Approval Date:	
Building Enrollment: 800 (2025–26 OSPI Report Card)	
F/R Percentage: 47.5% (2025–26 OSPI Report Card)	
Students with Disabilities Percentage: 15.4% (2025–26 OSPI Report Card)	
English Learner Percentage: 17.3% (2025–26 OSPI Report Card)	

School Leadership Team Members and Family–Community Partners

Name	Title (if applicable)	Role
Kristie Hilson	Principal	
Tanya Brinck	Assistant Principal	
Julio Chavez	Assistant Principal	
Caitlin Clarke–Carey	Dean of Students, LAP & ELA Teacher	



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Michelle Bannon	CTE Teacher	
Craig Day	Science Teacher	
Courtney Edelsward	Students with Disabilities(Math) Teacher	
Mindi French	Math Teacher	
Tonia Mains	ELA-Writing & Social Studies Teacher	
Josh Roberson	Science Teacher	

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)

CNA Data Summary

1. What top strengths have emerged from multiple data sources?
 - a. Park Place has demonstrated an overall positive trajectory in academic achievement since 2021, despite a decline in ELA and relatively flat Math performance in Spring 2026. Overall ELA proficiency increased substantially from earlier post-pandemic levels and reached 50% in 2025 before declining to 46% in 2026. Math has also improved from earlier years and has remained near 38–39% over the past two years.
 - b. Additional strengths include evidence of growth among students with disabilities receiving services, increased progress among multilingual learners on language-development measures, and established collaborative team structures that provide a foundation for using common assessments and instructional data. The school has also begun developing shared mathematical routines and common instructional practices that can be strengthened and monitored in 2026–27.

2. What top needs have emerged from multiple data sources?
 1. **Academic literacy across content areas.** Students need stronger comprehension of informational text, academic vocabulary, and opportunities to explain, discuss, summarize, and write about grade-level content.
 2. **Mathematical reasoning and communication.** Students need consistent opportunities to engage in grade-level mathematics using mathematical routines, academic vocabulary, discourse, representations, and written or verbal justification of their thinking. These mathematical practices support targets B, C, E on the Smarter Balanced Assessment.
 3. **Responsive use of formative data.** Collaborative teams need more frequent common formative evidence and consistent data-analysis cycles that lead directly to reteaching, intervention, extension, and reassessment.
3. What disproportionalities exist among student groups?
 - a. The most persistent disproportionality is for **multilingual learners**. Spring 2026 SBA results show substantial proficiency gaps between multilingual learners and the overall student population in both ELA and Math across grade levels.
 - b. Students receiving special education services also continue to perform below the overall student population, although there is evidence of improvement in some areas. These patterns indicate that improving core instruction alone is not enough; instructional strategies must intentionally increase access to grade-level content for students who need language, scaffolding, and additional learning opportunities.
 - c. The SIP currently identifies the MLL gap through both SBA proficiency and WIDA performance.
4. What root causes has your team identified for disproportionalities among student groups?
 - a. Our working theory is that students do not yet experience sufficiently consistent access to **grade-level academic language and cognitively demanding student output** across classrooms.
 - b. Specifically, there is variability in the explicit instruction and reinforcement of academic vocabulary; opportunities for students to engage in structured academic discourse; expectations for students to explain their thinking orally and in writing; scaffolds that allow multilingual learners to engage with grade-level rather than reduced-level content; and collaborative-team use of formative assessment to respond quickly when students have not learned an essential standard.
 - c. This is currently a **theory of action/root-cause hypothesis**, rather than a confirmed cause. During the first 30 instructional days, walkthrough evidence, team artifacts, student work, and initial formative/interim data should be used to confirm or revise it.

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

- a. The highest-leverage theme is **academic literacy and student sense-making across content areas (application)**.
- b. Students need frequent opportunities to read, speak, write, represent, and reason with grade-level content. This begins with intentional academic vocabulary development but extends beyond vocabulary to structured discourse, informational-text comprehension, mathematical reasoning, written explanation, and evidence-based responses.
- c. At the collaborative-team level, teachers need timely common evidence of student learning and a shared expectation that when students have not learned an essential standard, the team collectively determines **what they will do differently next**.
- d. This directly supports the SIP's existing emphasis on academic literacy, vocabulary development, and collaborative teams re-engaging students when evidence demonstrates a lack of skill.

6. How do identified needs impact each other?

The needs are mutually reinforcing rather than separate ELA and Math problems.

Students who struggle with academic vocabulary and informational text also encounter barriers when interpreting complex mathematical tasks. Students who have limited opportunities for discourse and written explanation have fewer opportunities to process, clarify, and demonstrate their thinking in either content area.

Likewise, without frequent common formative assessments, collaborative teams cannot reliably determine whether students' difficulties result from content knowledge, academic language, task complexity, misconceptions, or instructional approach.

Therefore, **academic vocabulary + student discourse/output + grade-level rigor + responsive formative assessment** can serve as a coherent schoolwide instructional focus while ELA and Math teams apply those practices within their respective content areas.

7. Which needs require short-term goals (3–6 months) and which needs require long-term goals (1–2 years)?

Short term — first 3–6 months: Establish and monitor a small number of schoolwide expectations for academic vocabulary, discourse, and student output; explicitly teach and reinforce common mathematical routines; increase the frequency of common formative assessments in ELA and Math; implement a common collaborative-team data

protocol; provide targeted support around grade-level rigor/DOK and high-yield multilingual learner strategies; and use walkthroughs and student work to determine whether these practices are occurring consistently.

Long term — 1–2 years: Develop a schoolwide culture in which academic literacy is embedded across content areas; establish highly functioning collaborative teams that routinely use common evidence to adjust instruction; increase consistency of grade-level rigorous Tier 1 instruction; reduce proficiency gaps for multilingual learners and students receiving Students with Disabilities services; and increase overall ELA and Math proficiency while moving more students from Levels 1 and 2 into proficiency.

This expands upon the short-term priorities already identified in the SIP: academic vocabulary/informational text, more frequent common formative assessments, and high-yield MLL strategies.

8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.
 - a. The strongest quick win is **creating a simple, visible instructional/data cycle that every collaborative team can implement immediately:**
 - b. **Teach → Check → Analyze → Respond → Recheck → Celebrate**
 - c. During the first 30–45 instructional days, ELA and Math teams can identify one essential standard, administer a common formative assessment, analyze results by student and student group, identify students needing additional learning, agree upon a specific instructional response, reassess, and celebrate evidence of growth.
 - d. At the same time, walkthroughs can gather low-inference evidence around three schoolwide practices: **academic vocabulary, student discourse/output, and grade-level rigor.**
 - e. This gives Park Place actionable baseline data early in the year and creates an opportunity for teams to experience the impact of collective action before tackling the larger long-term proficiency gaps. It also strengthens the current SIP answer, which identifies collecting data to inform instructional moves and targeted interventions as the potential quick win.
 - f. Collection data to better inform instructional moves and targeted interventions for students as the school year continues.
9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

- a. Interim SBA data for math and ELA from the fall of 2026.

ELA Problem of Practice: Students taking the 6th grade 2026 SBA demonstrated low proficiency in informational text and academic vocabulary. Our evidence also suggests we are not providing enough opportunities for students to interact with text and context at grade level rigor in varied ways across all grade levels. Collaborative teams may also have some misunderstandings around depth of knowledge action words while unwrapping standards. During the first 30 days, we will examine how teachers have students interact with text, provide opportunities to engage with academic vocabulary, and identify what strategies they are using; in order to confirm or revise this theory.

Math Problem of Practice: Spring 2026 SBA results showed low proficiency across multiple math targets among last year's sixth-grade students, now in seventh grade, including a significant decline from their fifth-grade performance. The data also revealed a proficiency gap for multilingual learners across grade levels. During the first 30 instructional days, all math teams will explicitly teach, reinforce, and celebrate the mathematical routines established in 2025–26, engage in a common data protocol, and administer a Unit 1 interim assessment. Implementation and early student progress will be measured through walkthroughs, collaborative team documents, and assessment results, with the ML specialist and district TOSA providing targeted support to the seventh-grade team.

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

By Spring 2027, Park Place Middle School will increase schoolwide ELA proficiency from 46% to at least 55% of students meeting or exceeding grade-level standard (Levels 3 or 4) on the Smarter Balanced ELA assessment.

Multilingual learners and Students with Disabilities services will demonstrate accelerated growth, with each student group increasing proficiency from its Spring 2026 baseline and reducing the proficiency gap relative to the overall student population.

Multilingual learners will increase in proficiency from 4% to 10% proficient.

Students with Disabilities will increase from 18% to 23% (celebration as this goal was met with 2026 data)

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> 1: Collaborative cycles of instruction, assessment, and response All collaborative teams will use short cycles of inquiry around grade-level literacy expectations, with an emphasis on informational text, academic vocabulary, evidence-based responses, and student output. • Within the first 30 instructional days, every collaborative team will complete at least one common formative assessment cycle aligned to an essential grade-level standard. • Teams will identify students not yet proficient, provide an additional or different instructional response, and reassess learning.	<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> Collaborative Team Artifacts - highlighting literacy moves, data cycle evidence, and re-engagement plans. Collaborative team data protocols and tracking sheets	<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> Teams review weekly during early release time Reviewed and monitored by BGC bi monthly	<i>What impact is the evidence-based intervention having?</i>	<i>What impact is the evidence-based intervention having?</i>

- Teams will regularly identify students by name, with particular attention to MLL students and students with disabilities, and determine the instructional response needed to maintain grade-level access. - At least 60% of students receiving an additional learning opportunity will demonstrate one proficiency level of growth on the targeted standard. - ELA teams will use common assessments and SBA interim assessments to monitor grade-level rigor and student progress. 2: Increase academic literacy and student cognitive work across content areas All teachers will intentionally increase opportunities for students to read, write, speak, reason, and use academic language within grade-level content. - Explicitly teach and reinforce academic vocabulary and language structures. - Increase student discourse and written output so students—not teachers—are doing the majority of the cognitive work.	Collaborative Team Documents			
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- Implement culturally and linguistically responsive (CLR) and GLAD strategies that provide multiple entry points while maintaining grade-level rigor. - Use walkthrough data to monitor the presence and quality of student cognitive work, academic vocabulary/language, and student output. - Provide ongoing professional learning and feedback based on walkthrough trends and student needs. 3: Provide differentiated literacy intervention and extension Use multiple data sources to provide responsive support and extension while maintaining access to grade-level learning.	GLAD & CLR Strategies			
	Walkthrough Data			
	Weekly iReady Reports to monitor minutes	Admin Team		
	Stretch and Typical iReady growth between diagnostics	MLL Specialist Special education team Admin Team		
- Use i-Ready diagnostic and lesson data to identify skill needs and monitor student growth. - Increase number of students meeting typical growth within the school year from 54% - Include MLL and Special Education specialists in collaborative planning and data cycles to strengthen access to grade-level standards. - Provide targeted intervention based on	Collaborative Team Data collection	collaborative teams		

identified student needs rather than relying solely on program completion. • Provide weekly ELA extension opportunities for students who have tested out of i-Ready MyPath.		Certificated Staff Member with Para Support		
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SY 2026-2027 SMARTIE Goal #2: MATH

By Spring 2027, Park Place Middle School will increase schoolwide Math proficiency from 38% to at least 45% of students meeting or exceeding grade-level standard (Levels 3 or 4) on the Smarter Balanced Math assessment.

Multilingual learners and Students with Disabilities services will demonstrate accelerated growth, with each student group increasing proficiency from its Spring 2026 baseline and reducing the proficiency gap relative to the overall student population.

Multilingual learners will increase in proficiency from 7% to 10% proficient (2026 data flat)

Students with Disabilities will increase from 12% to 15% (2026 data flat)

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>	<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>
1: Collaborative cycles of instruction, assessment, and response All collaborative teams will use short cycles of inquiry around essential grade-level standards, with an emphasis on rigorous mathematical tasks, reasoning, academic vocabulary, and communicating mathematical thinking. • Within the first 30 instructional days, every collaborative team will complete at least one common formative assessment cycle aligned to an essential grade-level standard. • Teams will identify students not yet demonstrating proficiency, provide an agreed-upon additional or different instructional response, and reassess learning. • Teams will regularly identify students by name, with particular attention to MLL students and students with disabilities, and determine	Collaborative Team Artifacts – highlighting literacy moves, data cycle evidence, and re-engagement plans. Collaborative team data protocols and tracking sheets Collected walk through data	Collaborative Team weekly during Friday early release Reviewed and monitored by BGC – biweekly BGC to monitor and set snapshot walkthroughs quarterly		

represent, and critique mathematical reasoning. ● Implement CLR and ELD strategies that provide multiple access points and support diverse cultural and linguistic learning needs without reducing grade-level rigor. ● Use walkthrough evidence to monitor student cognitive work, academic vocabulary/language, discourse, and written/visual representation of mathematical thinking. ● Provide collaborative-team release time and professional learning focused on lesson design, rigorous tasks, common assessment, and response to student evidence. 3: Provide differentiated mathematics intervention and extension Use multiple sources of student evidence to provide targeted intervention and extension while maintaining access to grade-level mathematics. ● Use i-Ready diagnostic, MyPath, and lesson data to identify skill needs and monitor student growth. ● Increase the number of students meeting typical growth from 39%.		MLL Specialist District TOSA Admin Team District TOSA		
	iReady: *inform results *my path lessons (minutes)	Admin Team Certificated Staff Member with Para Support		

• Include MLL and Special Education specialists in collaborative planning and data cycles to strengthen access to grade-level mathematics. • Provide targeted intervention based on identified student needs and monitor whether the intervention results in measurable growth. • Provide weekly mathematics extension opportunities for students who have tested out of i-Ready MyPath.	Para Support in math classrooms based on identified students through a rank order process Team data sheets	All staff through Puma Time for iReady my path lessons Collaborative teams		
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SY 2026-2027 SMARTIE Goal #3: Belonging

By Spring of 2027, Park Place students will positively report a Sense of Belonging increasing from 58% to 63% as measured by the Panorama spring survey.

We are monitoring the category of Student Efficacy with the goal of continued improvement. (2026 - 46%, 2025: 43%)
How sure are you that you can complete all the school work given to you? 50% (2026)

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> 1: Strengthen schoolwide Tier 1 belonging and relationship practices Implement consistent, proactive PBIS and relationship-centered practices across all settings to increase students' sense of connection, predictability, and belonging. Implement agreed-upon classroom practices, including positive greetings at the door, posted learning	<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> Panorama Fall and Spring data Staff input with PBIS team members Student feedback – leadership class, student survey results, student advisory groups	<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> PBIS & Admin Team	<i>What impact is the evidence-based intervention having?</i>	<i>What impact is the evidence-based intervention having?</i>

vocabulary/response strategies to improve data quality. • Leadership students and the principal engage in monthly feedback cycles to identify strengths, barriers, and opportunities for greater connection. • Use findings to select or adjust schoolwide practices rather than simply monitoring the data. 3: Provide targeted support for students not yet experiencing connection Use Tier II data and multidisciplinary problem-solving to identify students who need more individualized connection and SEL/behavior support. • Monthly Tier II team reviews attendance, behavior, Panorama/student voice, teacher referral, and other available data. • Utilize LAP and other support staff to implement targeted strategies such as Check-In/Check-Out (CICO), intentional adult connections, and reteaching of SEL/behavior skills. • Monitor individual student response to intervention and adjust supports accordingly.	student body population. Using Panorama SEL and incoming PPM student data to inform CICO groups. Short term: Intervention progress monitoring in 4-6 week cycles. Long term: Panorama survey data, Spring 2025	MTSS Team LAP Team Counseling & BHT Team		
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SY 2026-2027 SMARTIE Goal #4: Attendance

By spring of 2027, Park Place students will improve their attendance rate from 72% to 80% attending 90% or more school days.

Monitoring:

Students with Disabilities goal: reduce the number of students in the critical category from 18% to 15%. (2025-20%)

- Avg Daily Attendance: 2025-26: 90% (flat from 2024-25)
- Regular Attendance as reported by OSPI: 2024-25: 76.8 2023-24: 75.1 (increase 7.5% since 2022)

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>	<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>
Tier 1: Preventative Attendance Focus rolled into PBIS (school wide) Classroom Strategy: Positive greeting at the door During Puma Time, students will engage in a metacognitive strategy to reflect on their current attendance, set and monitor goals (for attendance). Re-commitment of staff to engage students in learning from bell-to-bell. This includes reinforcement of student tardies, and engaging earlier with families and in school interventions. Staff focus on tracking tardies, communicating with families to inform school wide monthly celebration Monthly information reports sent out via Skyward inform families of recorded attendance and tardies (starting Nov 1); this is in addition to daily reminders. Tier 2: Early & Targeted Interventions	Monthly Skyward report; by grade level, overall tardies	PBIS Team		

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.