

Hidden River 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: Hidden River Middle School	Vision and Mission Statement
Principal: Jonathan Judy	Our Purpose at Hidden River is to ensure that ALL students learn the essential academic, social, and citizenship skills to be successful in middle school and beyond. All Means All! At Hidden River the needs of the student come first; we will meet those needs through unsurpassed collaboration; no one is big enough to work independently of others; the combined wisdom of one's peers is greater than any individual; and we will use a teamwork approach, share our insights, and take a continuous interest in each other's growth.
Board Approval Date:	
Building Enrollment: 310	
F/R Percentage: 46.5%	
Special Education Percentage: 24%	
English Learner Percentage: 10.6%	

School Leadership Team Members and Family-Community Partners

Name	Title (if applicable)	Role
Jonathan Judy	Principal	
Shauna Briggs	Assistant Principal	
Christine Conradt	ELA Teacher	District Guiding Coalition Representative
Rachel Brotherton	ELA Teacher	ELA Team Lead



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Joe Larson	Math Teacher	Math Team Lead
Katy White	Science Teacher	Math Team Lead
Lily Chastain	School Counselor	Counseling Representative
Jenny Nelson	Instructional Coach	MSD Math Instructional Coach

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 Proficiency
 - Overall Progress: 56.7% of students met proficiency
 - MLL Progress: 0% of students met proficiency
 - Special Education Progress: 8.5% of students met proficiency
 - Math Proficiency
 - Overall Progress: 43.4% of students met proficiency
 - MLL Progress: 3% of students met proficiency
 - Special Education Progress: 8.5% of students met proficiency
- Student Growth
 - ELA Growth Percentile: 53.5
 - iReady Reading Typical Growth: 51%
 - iReady Reading Stretch Growth: 21%
 - Math Growth Percentile: 51.0
 - iReady Math Typical Growth: 37%
 - iReady Math Stretch Growth: 18%
- Regular Attendance: 76.1% of students attended 90% of school days or more (up from 73.5% in 2024-2025)
- Student Sense of Belonging: 51% of students expressed a favorable sense of belonging (up from 46% in 2024-2025)

CNA Data Summary

1. What top strengths have emerged from multiple data sources?

*6th Grade ELA had the highest overall proficiency rate (58%) for students across grade levels, and had the highest percentage of students with disabilities meet proficiency (21%).

*Year-over-year growth achieved in both Sense of Belonging and Regular Attendance.

*4-Year growth in Math proficiency, from 33.3% Proficiency in 2022-23 to 43.4% Proficiency in 2025-26.

2. What top needs have emerged from multiple data sources?

*While some progress has been made in overall Regular Attendance rates, that only 76% of our students attend regularly still impacts nearly 24% of our student population. Increasing student attendance is a significant need, as students will benefit from the instructional program as they attend school consistently.

*Year-over-year Math cohort data results indicate that 7th and 8th grade students continued to grow at a steady rate during the 2025-26 school year, while 6th grade students' growth was flat. This indicates a need for concentrated focus on the planning and preparation, instructional routine, assessment and student response / intervention practices connected to the recommendations outlined in Illustrative Mathematics instructional resource. Increasing fidelity of practices anchored to the instructional resource guidelines in 6th grade math classes and scaling them to all grade levels is a need for improvement.

*Students in 6th grade math need increased instruction on the following targets measured on the Smarter Balanced Assessment: Target B (dividing fractions by fractions), Target C (multi-digit computational fluency and finding greatest common factors and least common multiples, and Target E (algebraic expressions and whole number exponents). Students at Hidden River have underperformed on these skills for the past three years, and the Hidden River math team will implement specific planning, teaching, and re-teaching strategies to improve performance on these targeted skill areas.

*Students need improved support, instruction, and strategies for reading and comprehending informational text across all grade levels.

3. What disproportionalities exist among student groups?

*Significant disproportionalities exist among our two primary focus subgroups-- Students served through Special Education and Multilingual Learners and our students who are not identified for Special Education or MLL services. In some grade levels, no students with disabilities or MLL students met proficiency standards, revealing significant achievement gaps amongst these student groups.

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

*Student reading proficiency has a significant impact on a student's ability to read, write, and process mathematical information. As such, students who have difficulty reading fluently in English have not performed well on state assessments. In particular, students have lower performance on tasks that require comprehension and production of informational text.

*Students in 6th grade math have underperformed for 3 consecutive years in 3 target areas: Division of fractions by fractions, computational fluency with multi-digit numbers and finding common factors and multiples; and applying understanding of arithmetic to algebraic expressions.

*Students in all discipline areas need to increase purposeful and productive student discourse, allowing students within both subgroups to increase their use of academic language and vocabulary within each respective course.

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

*Improving student reading fluency will have a positive impact on reading and writing proficiency and will also support student growth in mathematics. Instructional routines that support improved reading fluency were fully implemented in our 6th grade ELA classrooms during the 2025–26 school year, resulting in the highest overall proficiency rates as well as the highest proficiency rates for students with disabilities across all grades and content areas.

*Improving student math fluency will support overall math proficiency, as will strengthening planning, preparation, assessment, and instructional responses to three targets on which Hidden River students have underperformed for three consecutive years.

6. How do identified needs impact each other?

*If more students improve attendance to regular attendance levels (90% of school days or more), they will have increased opportunities to build reading and math fluency skills as a result of their classroom instruction.

*As students build reading fluency and comprehension skills, they will improve their ability to understand, problem solve, and communicate mathematical reasoning mathematics problems that are text-heavy.

*As students learn and apply explicitly taught, consistent routines for reading, writing, and problem solving, they will improve reading comprehension, writing fluency and proficiency, and conceptual reasoning in mathematics. The use of consistently applied approaches to these learning tasks will focus student cognitive load on comprehension and understanding of content and concepts.

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

*Improving regular attendance and reducing chronic absenteeism requires short and long-term goals. Short-term goals will focus on constructing a multi-tiered systems of support (MTSS) model to increase regular attendance and reduce chronic absenteeism. Long-term goals will focus on implementing the MTSS structures.

*Identifying planning, instructional, assessment, and response priorities and commitments amongst our math teacher team to support improved math proficiency on Essential Skills should be completed within the first 3 months of the school year (short-term goal).

*Implementing planning, instructional, assessment, and response priorities identified by the math teacher team will be completed over the course of the year, with identified intentions related to the 3 targets identified by the math teacher team on which students have underperformed the past 3 years (long-term goal).

*Identifying evidence-based instructional routines to be implemented in service of reading and writing fluency, in particular in regards to comprehending and producing informational text should be completed within the first 3 months of the school year (short-term goal).

*Implementing evidence-based instructional routines in service of reading and writing fluency growth, in particular in regards to comprehending and producing informational text, should be completed within the first half of the school year across all ELA and Social Studies classes (long-term goal).

*Developing instructional routines in service of reading and writing fluency across content areas (interdisciplinary work for all staff) is a long-term goal that will take the entire school year, with the desired outcome of all staff having the skills to increase literacy work and practice for students across all content areas.

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

*Identifying the most impactful essential skills on which students have been historically (i.e. past 3 years) underperforming in both ELA and Mathematics will allow teachers to develop strategies to intentionally plan for and develop instruction and interventions that support student growth in those specific skill areas for students.

*Identifying and developing team commitments for the instructional routines that need to be in place within both Math and ELA / Social Studies classes to support improved proficiency on math, reading, and writing skills will provide clarity to all teachers about the instructional routines that need to be implemented. This will allow teacher teams to leverage their

*One of our strategies for increasing a sense of belonging for students and families, and for improving student attendance, is for every student to receive a beginning-of-school-year phone call from a Hidden River teacher. Establishing an early, proactive connection builds a foundation for the ongoing work focused on student belonging and consistent attendance.

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: On the 2027 ELA Smarter Balanced Assessment, students at Hidden River Middle School will improve from 57% ($n = 178$ students) proficiency to 61% ($n = 190$ students) proficiency. Students in Special Education will improve from 8.5% ($n = 5$ students) to 15% ($n = 12$ students) proficiency rate and students who are Multilingual Learners (MLLs) will improve from 0% ($n = 0$ students) to 10% ($n = 3$ students).

Fall Problem of Practice: ELA / Humanities team will develop instructional routines that all teachers agree to implement by the start of 2nd Semester. Instructional routines will focus on strategies for improving reading fluency, reading comprehension, academic vocabulary comprehension, and writing proficiency. Timeframe for implementation will be determined by ELA team members, and supported through professional development about the identified instructional routines.

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>
<i>The HRMS ELA / Social Studies Team will add specific Essential Standards based on SBA targets-level data analysis. Targets that have underperformed for 3 consecutive years will be added to ELA team Essential Standards, ensuring teacher teams are monitoring and responding to student learning to ensure guaranteed learning for every student on the Essential Standards selected.</i>	<i>*Team-identified essential standards</i> <i>*Team analysis protocol examining SBA Targets-Level data</i> <i>*Team planning documents identifying when, where, and how Essential Standards will be taught, integrated into the annual curriculum map, and intervened on throughout the year</i>	<i>*ELA teacher team, through instructional cycle unit planning and monitoring of student learning on team common formative assessments</i> <i>*ELA teacher team, through team selected Focused Interim Assessment Benchmarks (FIABs) provided for at least 2 Targeted Essential Skills during the 2026-27 school year</i>		

<i>Team identification and implementation of Tier 1 and Tier 3 instructional routines based on the Science of Reading, which support improved reading fluency, reading comprehension, vocabulary comprehension, and writing proficiency. Practices will be implemented at Tier 1, and adapted for students demonstrating basic reading and writing needs at a Tier 3 level, based on intensity of student needs.</i>	<i>*Teacher-collected Reading fluency improvement data</i> <i>*Team common formative assessments</i> <i>*FIAB data</i>	<i>*Quarterly reading fluency data review; disaggregated by student need-based groupings</i> <i>*iReady Benchmark improvement (Fall to Winter; Winter to Spring), specifically in Reading Comprehension and Vocabulary; disaggregated by student subgroup</i> <i>*ELA teacher team, through team selected Focused Interim Assessment Benchmarks (FIABs) provided for at least 1 Reading and 1 Writing Essential Skill between October, 2026, and February, 2027; disaggregated by subgroup</i>		
<i>ELA team will implement the following collaborative team Essential Team Actions vertically, across 6th - 8th grades: create an aligned curriculum map of Essential Skills, create common assessments vertically, calibrate definitions of proficiency at each grade level, and create scaffolds, interventions, and extensions anchored to promote high levels of learning for all students on the Essential Skills at each grade level.</i>	<i>*Team assessment data on each of the Essential Skills selected</i> <i>*Team developed instructional resources to support the intervention and extension needs of all students on Essential Skills</i>	<i>*Curriculum map to be completed by October 1, 2026</i> <i>*Team assessments created in advance of the beginning of each instructional cycle</i> <i>*Assessment data will be available connected to each skill's respective instructional cycle</i>		

		<i>timeframe within the school year</i>		
<i>ELA / Social Studies teachers will provide Tier 2 targeted re-teaching for students who have not yet demonstrated proficiency on Essential Skills, through individually-implemented Hawk Time interventions. ELA / Social Studies work together to design the interventions and individual teachers provide the intervention to their respective students.</i>	<i>*Teacher student growth data; whole-group and intervention-group data</i> <i>*Team developed resources and scaffolds for use by individual teachers for intervention or extension</i>	<i>*Individual teacher student growth monitoring, based on Essential Skills assessments and / or intervention data</i>		

SY 2026-2027 SMARTIE Goal #2: MATH

SMARTIE Goal: On the 2027 Math Smarter Balanced Assessment, students at Hidden River Middle School will improve from 44% ($n = 137$ students) proficiency to 50% ($n = 156$ students) proficiency. Students in Special Education will improve from 8.5% ($n = 5$ students) to 15% ($n = 12$ students) proficiency rate and students who are Multilingual Learners (MLLs) will improve from 3% ($n = 1$ student) to 10% ($n = 3$ students)

Fall Problem of Practice: 6th grade math students historically underperforming on skills related to Target B (dividing fractions by fractions), Target C (multi-digit computational fluency and finding greatest common factors and least common multiples, and Target E (algebraic expressions and whole number exponents); varying levels of consistency amongst math team related to planning, instructional, and assessment practices related to practices that are recommended as part of the adopted instructional materials design.

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>

<i>The HRMS Math Team will add specific Essential Standards based on SBA targets-level data analysis. Targets that have underperformed for 3 consecutive years will be pre-identified for when and where they are taught in the instructional resource, ensuring teacher teams are monitoring and responding to student learning to ensure guaranteed learning for every student on the Essential Standards selected.</i>	<i>*Team-identified essential standards</i> <i>*Team analysis protocol examining SBA Targets-Level data</i> <i>*Team planning documents identifying when, where, and how Essential Standards will be taught, integrated into the annual curriculum map, and intervened on throughout the year</i>	<i>*Essential Standards Completed: October 1, 2026</i> <i>*Team data analysis and next steps planning: October 1, 2026</i>		
<i>The HRMS Math team will identify the critical practices for planning, instructional routines, assessment, and response to student learning that will be implemented in every single math classroom.</i>	<i>*Team commitments for planning, instruction, assessment, and response</i> <i>*Team and teacher unit planning documents</i> <i>*Team use of Smarter Balanced Assessment Focused Interim Assessment Benchmarks (FIABs) to assess for rigor in student learning and to provide student</i>	<i>*Team Commitments List completed: October 9, 2026</i> <i>*Teacher unit planning documents: throughout school year, connected to each respective unit plan</i> <i>*Instructional implementation: walkthrough data collected monthly</i>		

	<i>opportunities to engage with assessment experiences that are computer-based</i> <i>*Observational walk-through data utilizing team developed tools that connect directly to the agreed upon instructional practices</i>			
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SY 2026-2027 SMARTIE Goal #3: Belonging

SMARTIE Goal: Students at Hidden River Middle School will increase their sense of belonging at school, as measured by an increase from 51% favorable responses (N = 141) to 58% favorable responses (N = 181) in the Sense of Belonging domain on the Spring, 2027, Panorama student perception survey.

Fall Problem of Practice: On Panorama surveys and student climate perception surveys, students have reported low levels of self-efficacy related to their learning and have consistently, over multiple years, expressed a need for more direct help from staff. As such, our theory of action is that if we can help students become independent learners and provide them the help they need to experience success, they will experience an increased sense of belonging not only related to their social needs but as it pertains to their self-perception about who they are as students who are academically capable.

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>

<i>HRMS teachers will utilize weekly advisory groups (called “Hawk Academy”) to teach and facilitate work habits and learning behaviors associated with increased student ownership and self-monitoring of their learning. Advisory groups will be focused explicitly on learning behaviors and student connection.</i>	<i>*Student weekly self-efficacy routines completion</i> <i>*Student work completion rates</i> <i>*Panorama student perception questions related to self-efficacy, help from staff, and sense of belonging</i>	<i>*All teachers are responsible for implementing Hawk Academy lessons, learning behavior routines, and connection activities</i> <i>*Counseling and administrative staff are responsible for structuring, planning, and providing Hawk Academy routines, lessons, and activities for implementation</i>		
<i>HRMS Teachers will implement a daily Tier 2 Intervention through our schoolwide “Hawk Time” structure to one of their respective classes per day. Our Hawk Time intervention period will rotate through each class period, offering one Hawk Time period per day. During Hawk Time HRMS teachers will be providing targeted reteaching, help on assignments, or work completion opportunities directly tied to the essential standards work students are doing in their classes.</i>	<i>*Teacher Team Common Formative Assessment data</i> <i>*Panorama student perception questions related to self-efficacy, help from staff, and sense of belonging</i>	<i>*All teachers are responsible for providing Tier 2 Interventions for students within each of their respective class periods</i> <i>*Tier 2 interventions and resources will be designed by collaborative teams of teachers</i>		

SY 2026–2027 SMARTIE Goal #4: Attendance

The percentage of students at Hidden River Middle School with on track attendance (attend school 90% of days or more) will increase from 76% during the 2025–26 school year ($n = 237$) to 80% during the 2026–27 school year ($n = 250$).

The percentage of Special Education students at Hidden River Middle School with on track attendance (attend school 90% of days or more) will increase from 67% during the 2025–26 school year ($n = 55$ students) to 75% during the 2026–27 school year ($n = 62$ 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>

<i>HRMS Attendance Team will develop and support implementation of a comprehensive MTSS-based attendance support system that includes teaching and reinforcing of attendance expectations, and the implementation of consistent responses to chronic absenteeism.</i>	<i>*Weekly attendance reports screening for chronic absenteeism</i> <i>*Evidence of attendance goals met for students who have received attendance goal-setting conferences</i> <i>*2-way communication opportunities to engage families in identifying and resolving barriers to attendance</i> <i>*Increased number of students receiving 90% monthly attendance recognition</i>	<i>*Attendance team comprised of school administration, counselor, attendance outreach specialist, and attendance office support staff will monitor chronic absenteeism and determine next steps of support for individual students weekly</i> <i>*Attendance team will develop and monitor positive attendance recognition, celebration and supports offered monthly</i> <i>*HRMS Advisory teachers will facilitate student attendance reflection and goal setting monthly</i>		
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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.