

Consolidated School Improvement Plan 2026–27

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per [WAC 180-16-220](#). The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

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 Data	
Building Name: Frank Wagner Elementary	Does your school share a building with another school? ☐ Yes ☒ No If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan):
School Code: 3060	Grade Span: TK–5th School Type: Comprehensive Elementary
Principal: Hugo A. Molina-Duarte	Building Enrollment: 515
School District: Monroe School District	F/R Percentage: 70.5%
Board Approval Date: 9/23/2027	Special Education Percentage: 17%
Plan Date: 2026–2027 School Year	Revised: August 20th, 2026



Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Support Tier 3: Compound

Vision and Mission Statement

At Frank Wagner Elementary, we are committed to creating a school that knows no limits to the academic success of each student.
Our mission is to ensure that every student, without exception and without excuse, will be proficient or advanced in reading, language arts and math.

We believe every student can achieve at high levels. By working together, setting rigorous expectations, and committing to collaboration, we create the conditions for all learners to succeed.

School Leadership Team Members and Parent-Community Partners

Name	Title (if applicable)	Role
● Rachel Phillips ● Heather DeRousse ● John Greer ● Emily Hodgson ● Sarah Lunstrum ● Aremy Ayuso ● Sarah Morgan ● Robin Lampers ● Julio Chavez	● FWE Teacher on Special Assignment ● Kindergarten Teacher ● P.E. Teacher ● 4/5 Split Teacher ● Co-Executive Director of Take the Next Step ● Kidz Club Program Lead ● Co-Executive Director of Take the Next Step ● Monroe School District TOSA ● Assistant Principal – Park Place Middle School	● School Leadership ● School Leadership ● School Leadership ● School Leadership ● Community Partner ● Community Partner ● Community Partner ● Dual Language Advisory Board ● Dual Language Advisory Board

• Elena Kelly • Kristie Hilson • Melissa Hritsko • Maria Aznar-Serna • Susana Renteria-Ramos • Jennifer Murphy	• Family Rep • Principal – Park Place Middle School • Family Rep • 6th grade Dual Language Teacher • Family Rep • Director of Curriculum & Instruction	• Dual Language Advisory Board • Dual Language Advisory Board • Dual Language Advisory Board • Dual Language Advisory Board • Dual Language Advisory Board • Other
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Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the [Washington State Report Card](#) to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

WSIF Cycle 3 Identification Thresholds:
All Schools Threshold: 2.25
Title 1 Threshold: 1.90
ELP Threshold: 9.4
Graduation Rate: 66.7%

Use the 2023 [Washington School Improvement Report Card Data](#) to identify and maintain focus on student groups and SMARTIE Goals.

WSIF Data Measures	2023 WSIF Cycle Data	2024 WSIF Annual Data	2025 WSIF Annual Data
Comprehensive (All Student Group)	2.80	3.70	4.30
Comprehensive Graduation Rate	N/A	N/A	N/A
Student Group			
American Indian/Alaska Native	N/A	N/A	N/A

Asian	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A
Hawaiian/Other Pacific Islander	N/A	N/A	N/A
Hispanic/Latino	2.25	3.45	4.10
Two or more races	N/A	N/A	N/A
White	3.90	5.43	5.40
English Learner	1.97	2.70	4.22
Low Income	1.88	3.45	4.05
Special Education	1.00	1.00	1.05

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)

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Note: If you are a school identified as Tier 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

- Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students

Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

Frank Wagner Elementary selects students for targeted reading services using a multi-criteria screening process:

- Student Academic Data: Spring SBAC ELA scores (prioritizing Level 1 and Level 2 performance), i-Ready Reading Diagnostic scores (below the 35th percentile), and ARC/Units of Study baseline reading assessments.
- Multilingual Learner (MLL) Status & WIDA Scores: WIDA ACCESS literacy domain scores (prioritizing Levels 1–3) to identify students needing embedded language scaffolding during reading.
- Teacher Referrals & PLC Evidence: Grade-level PLC recommendations backed by classroom running records, text-dependent reading samples, and formative assessment data.
- Previous Placement & Attendance: Historical participation in LAP, Dual Language support, or Special Education, alongside attendance data impacting instructional access.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.

To ensure services target students at greatest risk of not meeting grade-level reading standards:

- Initial Risk Pool: All 3rd–5th grade students performing below proficient on SBAC ELA are pooled, with specific focus on 3rd-grade reading performance (14% baseline proficiency) and the MLL subgroup (9% baseline proficiency).
- Composite Score Calculation: Students are ranked based on a composite score weighting SBAC ELA scale score (40%), i-Ready Reading percentile (30%), and WIDA Literacy level (30%).
- PLC Verification: Grade-level PLCs review rank-ordered lists against 6–8 week ARC/Units of Study assessment evidence to finalize the targeted assistance roster.

How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

Progress Monitoring & Exit Criteria

- Monitoring Intervals: Student reading progress is formally monitored in 6–8 week cycles aligned with core curriculum units.
- Data Tools: PLCs evaluate bi-weekly running records, exit tickets, and 6–8 week ARC/Units of Study Common Formative Assessments (CFAs).
- Exit Criteria: A student is considered ready to exit targeted assistance when they demonstrate:
 - Benchmark proficiency on two consecutive 6–8 week reading CFAs.
 - Tier 1 level performance on the i-Ready Reading Diagnostic.
 - Consensus from the PLC and intervention team verifying independent mastery of grade-level reading standards without scaffolded Title I pull-out support.

Educators

What [professional learning](#) and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based interventions for both teaching and learning?

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Identified Professional Learning Needs

- Evidence-Based MLL Reading Scaffolds: Scaffolded literacy strategies, explicit vocabulary development, and language acquisition structures (SIOP/GLAD) integrated into ARC/UoS core reading blocks.
- 6–8 Week Data Cycles: Training PLCs to analyze common assessment data within 6–8 week cycles and translate results into targeted small-group reading instruction.
- Paraeducator & Intervention Alignment: Joint training for teachers and paraeducators on structured small-group reading routines and behavior co-regulation.

What professional learning supports have you already implemented that are proving to be powerful and effective? What are your metrics for identifying them as successful?

- Instructional Coaching & Walkthroughs: Instructional coaching paired with shared walkthrough look-fors has strengthened Tier 1 classroom reading delivery.
- Dean of Students Discipline Support: Adding a Dean of Students has successfully protected instructional time by handling real-time behavioral needs.
- Metrics of Success: Panorama teacher survey scores for Staff-Leadership Relationships reached 88% (+18 over district), School Leadership scored 74% (+20 over district), and perception of Educating All Students reached 84%.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development
 - a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?
 - Staff Alignment: PD directly addresses staff requests for ongoing, meaningful learning over "one-and-done" workshops. Joint certificated and classified training ensures paraeducators and LAP teachers deliver aligned intervention strategies.
 - b. How will the professional development activities benefit the students receiving targeted assistance services?

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- Student Benefit: Targeted students receive high-leverage Tier 1 reading instruction and coordinated Tier 2 small-group interventions. Replicating successful Dual Language literacy strategies accelerates growth for MLL students toward the 25% proficiency goal.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of supports and how areas of need will be improved.

Areas of Strength:

- Supportive Adult Relationships: 92% of 3rd–5th graders report having supportive adult relationships at school (>90th percentile nationally).
- Family Climate & Efficacy: Families report low Barriers to Engagement (86%) and strong Family Efficacy (74%).
- Staff Leadership & Culture: High staff trust and strong administrative support.

Areas for Improvement:

- Peer Belonging & Conflict: Only 58% of 3rd–5th graders report a positive sense of belonging, driven by low peer-to-peer respect.
- Tier 3 Behavioral & Special Education Systems: Need for structured Tier 3 behavioral space, trained personnel, and consistent implementation of student behavior plans.

2. How did your school identify these areas of strength and improvement?

- Strengths and needs were identified through analysis of spring Panorama survey data across students (N=233), teachers (N=33), staff (N=32), and families (N=144), alongside multi-year SBAC cohort data and team Problem of Practice reviews.

3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.

- Frank Wagner Elementary collaborates with community advocates and district resources to support families during times of hardship (e.g., immigration concerns). To ensure continuity of support, staff maintain close communication with community partners to ensure basic family needs are met so students can remain focused on learning.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?
 - Data Analysis: Family survey data shows high perceived fit (72%) and low barriers (86%), but teacher feedback highlights that Title I financial constraints prevent many families from providing basic classroom supplies.
5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)
 - Strengths: Strong welcoming school climate (77%) and high trust in staff.
 - Improvement Focus: Expanding multicultural family events (e.g., Cultural Diversity Night), improving dual-language family communication, and providing school-funded supplies to reduce financial burdens on Title I families.
1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 – Coordination and Transitions
 - a. How does your targeted assistance program coordinate with core and additional programs in the school?
 - Coordination with Core Programs Targeted reading assistance operates as an extension of Tier 1 core instruction. Title I/LAP interventions utilize the same priority standards and text structures as the core ARC/Units of Study curriculum. Interventions take place during flexible intervention windows to prevent students from missing core Tier 1 instruction.
 - b. How have you aligned your targeted supports to ensure students in WSIF identified student groups are receiving required services to ensure growth and proficiency?
 - Alignment for WSIF Student Groups to accelerate growth for Multilingual Learners and low-income students, targeted reading supports incorporate specialized language acquisition scaffolds, bi-literacy strategies from Dual Language classrooms, and small-group instruction led by LAP teachers and trained paraeducators.
 - c. How do you support transitions between grade spans?

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- Early Learning to Kindergarten: Spring family orientations, dual-language program briefings, and baseline developmental screenings, WaKIDS Home Connections meetings.
 - Elementary to Middle School: 5th graders participate in orientation visits with Park Place Middle School, paired with spring articulation meetings where 5th-grade teachers share reading assessment data and student profiles with middle school staff.
- d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?
- All targeted assistance schedules protect student access to core electives, physical education, music, MakerSpace, and recess. Interventions are scheduled strictly within dedicated Tier 2 intervention windows or flexible small-group rotations during the core reading block.
2. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 – Parent and Family Engagement
- a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?
- Family engagement initiatives are directly tied to reading growth goals. Parent workshops provide families with practical home-reading strategies, decodable text resources, and bilingual reading materials aligned with ARC and UoS units. Dual-language communications will ensure MLL families receive updates on their child's progress across 6–8 week CFA cycles.
- b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?
- Strategy effectiveness will be evaluated through annual Panorama Family Surveys, attendance logs across MLL demographic groups, and direct family feedback after literacy events.
 - Engagement strategies will be deemed successful when family workshop attendance increases, family survey scores for School Fit (72%) and Climate (77%) maintain or improve, and participating students demonstrate accelerated growth on 6–8 week reading CFAs.

CNA DATA Summary

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

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- Staff-Leadership Relationships & Culture: Staff survey scores for Staff-Leadership Relationships reached 86% (+24 change), and teachers scored it at 88% (+18 compared to district). Overall School Leadership ranges from 74% to 75%, with staff specifically noting the positive impact of adding a Dean of Students for discipline support.
- Supportive Adult-Student Relationships: 92% of 3rd–5th graders report having supportive relationships with adults at school, placing FWE above the 90th percentile nationally.
- Educator Commitment & Reflection: Teachers demonstrate strong reflective practice (82%, >90th percentile) and high efficacy in Educating All Students (84%), with staff actively modeling Life Skills and co-regulation in classrooms.
- Pockets of Instructional Excellence: Dual Language (DL) classrooms are generating higher student outcomes, serving as a key internal source of best practices.
- Family Engagement: Families report low Barriers to Engagement (86%), strong Family Efficacy (74%), and positive perception of School Fit (72%).

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

- Academic Proficiency in ELA and Math: 3rd-grade SBAC ELA proficiency is persistently low at 14%–19%, while 3rd–5th grade Math proficiency remains between 19% and 25%.
- Peer Belonging & Social Dynamics: Only 58% of 3rd–5th graders report a positive sense of belonging, driven primarily by peer conflict and low peer-to-peer respect.
- Student Social-Emotional Competencies: Student survey results show lower performance in Self-Efficacy (42%, -14 vs. district), Social Awareness (58%, -10 vs. district), and Self-Management (64%, -12 vs. district).
- Instructional Fidelity & CFA Cycles: Inconsistent adoption of core ELA/Math curricula and variability in using Common Formative Assessments (CFAs) to adjust small-group instruction.
- Targeted Program Supports & Basic Resources: Need for structured Tier 3 behavior programs, equitable intervention support for Dual Language/Special Education (SLC), and baseline classroom supplies for Title I families.

3. What disproportionalities exist among student groups?

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- FWE vs. District/State Averages: FWE grade-level academic proficiency significantly lags district averages (e.g., FWE 3rd-grade ELA at 14% vs. district at 48%).
- Adult Support vs. Peer Relationships: While 92% of students feel supported by adults, only 58% experience a positive sense of belonging with peers.
- Dual Language vs. General Education Performance: Dual Language classrooms demonstrate higher achievement outcomes than general education classrooms, despite DL staff reporting fewer equitable resources and intervention supports.
- Specialized Program Gaps: Students in Structured Learning Classrooms (SLC) and those requiring Tier 3 behavioral supports experience inconsistent execution of behavior plans and AAC devices.

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

- Instructional Practice & Systemic Inconsistency: Variability in Tier 1 curriculum fidelity, inconsistent progress monitoring via CFAs, delayed instructional adjustments, and teacher turnover.
- Intervention & Resource Deficits: Lack of dedicated Tier 3 behavioral space/staffing, insufficient LAP/intervention support for Dual Language, and out-of-pocket costs for basic student supplies.
- Socioeconomic Stress & External Trauma: High levels of student/family trauma, financial instability, language barriers, and community stress (e.g., ICE concerns) impacting emotional regulation.
- Unstructured Peer Dynamics: Absence of school-wide conflict resolution protocols and standardized community circle practices.

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

- Disciplined 6–8 Week CFA Data Cycles: Administering common assessments and analyzing student work in PLCs to pivot small-group instruction immediately.
- Core Curriculum Fidelity: Enforcing consistent implementation of adopted ARC, Units of Study, and Eureka Math programs across all classrooms.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- Scaling Internal Best Practices: Studying and replicating instructional strategies from high-performing Dual Language classrooms.
- School-Wide Peer Norms & Conflict Resolution: Launching morning community circles and explicit peer conflict tools to rebuild belonging.

6. How do identified needs impact each other?

- Peer Conflict directly reduces Academic Engagement: Poor self-management (64%) and peer disrespect trigger classroom disruptions, reducing instructional time and lowering academic self-efficacy (42%).
- Inconsistent Core Instruction drives Academic Deficits: Lack of curriculum fidelity and delayed CFA data analysis directly prevent students from reaching grade-level benchmarks in ELA (14%) and Math (19%–25%).
- Inadequate Tier 3 Interventions increase Staff Burnout: Unmet specialized behavioral and DL support needs increase staff stress, contributing to turnover that undermines instructional stability.

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

- Short-Term Goals
 1. Establish 6–8 week CFA data cycles and PLC protocols
 2. Launch morning circles and school-wide peer conflict resolution routines.
 3. Conduct walkthroughs with shared look-fors on small-group differentiation.
 4. Provide school-funded basic learning supplies to relieve Title I burden.
- Long-Term Goals
 5. Achieve sustained grade-level SBAC proficiency growth across ELA and Math.
 6. Build a structured, fully staffed Tier 3 behavior and MTSS intervention framework.
 7. Scale Dual Language instructional strategies across all general education cohorts.
 8. Maintain ongoing professional learning on equity, trauma, and culturally responsive teaching.

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

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- Morning Circles & Shared Conflict Tools: Implementing standard morning routines and sentence stems for peer resolution directly targets the lowest student survey metrics at low cost.
- Clear CFA Calendar & Exit Tickets: Establishing transparent assessment windows (e.g., September Eureka/ARC checks) clarifies expectations for PLCs.
- District/School-Provided Student Supplies: Centralizing baseline supply distribution removes daily classroom friction and builds trust with staff and families.

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

- Demographic Disaggregation's: Academic performance broken down specifically by Multilingual Learners (ELL), Special Education (IEP/504), and Low-Income status.
- Behavioral & Attendance Analytics: Office Discipline Referrals (ODRs), suspension rates, and chronic absenteeism data.
- MTSS & Tier 2/3 Progress Monitoring: Tracking data on student entry/exit rates for reading, math, and behavioral interventions.
- Instructional Walkthrough Metrics: Quantitative data tracking Tier 1 core curriculum implementation fidelity over time.

Section 4: Resource Inequities (Component #1 – Needs Assessment Summary)

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [Examining Resource Inequities Tool](#). Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

Through the Comprehensive Needs Assessment (CNA) and the Examining Resource Inequities Tool, Frank Wagner Elementary identified four primary resource inequities across staffing, instructional materials, standards alignment, and special education practices that directly impact our high-poverty, predominantly minority student population.

1. Historical Staffing Turnover & Instructional Capacity:

- Identified Inequity: A multi-year history of high teacher turnover created an ongoing trickle-down effect on student achievement and classroom stability, disproportionately impacting our low-income students and students of color.
 - SIP Action & Response: Building leadership has successfully stabilized the teaching staff, eliminating turnover driven by burnout or ineffectiveness. To address the lingering effects of past instability, the School Improvement Plan prioritizes protected time, instructional coaching, and targeted professional learning so teachers can refine their craft while actively accelerating student growth.
2. Curricular & Material Inequities in Dual Language and Monolingual Classrooms:
- Identified Inequity: The school historically relied on a single, one-size-fits-all ELA curriculum that failed to meet the linguistic needs of our Spanish Dual Language Immersion (DLI) strand and our MLL population and struggled to engage students needing responsive instruction.
 - SIP Action & Response: Material gaps were directly closed by purchasing American Reading Company (ARC) Spanish curriculum tailored for DLI classrooms and establishing clearer implementation supports for monolingual teachers utilizing Units of Study.
3. Gap Between Adopted Materials and State Standards:
- Identified Inequity: Relying solely on publisher claims that materials are "aligned" created a disconnect between daily classroom instruction and the actual rigor required by state standards.
 - SIP Action & Response: Leadership has intentionally restructured the teacher workday to carve out dedicated time for grade-level teams to unpack essential state standards, ensure true curricular alignment, and design common formative assessments (CFAs).
4. Special Education (IEP) Standards Alignment:
- Identified Inequity: Resource Case Managers historically developed IEP goals that were isolated from general education learning expectations, creating an instructional gap for students receiving special education services.
 - SIP Action & Response: Professional support is actively provided to Resource Case Managers to ensure all IEP goals directly align with grade-level standards and accurately reflect the Tier 1 learning occurring in general education classrooms.

Section 5: CNA Priorities (Component #1 – Needs Assessment Summary)

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.

Priority #1: Strengthen High-Quality Tier 1 Reading Instruction & Curricular Alignment

- Core Curriculum Equity: Implement adopted Tier 1 reading programs with consistency across all classrooms by utilizing the newly acquired American Reading Company (ARC) Spanish curriculum in Dual Language Immersion (DLI) classrooms and providing targeted coaching on Units of Study in monolingual classrooms.
- Essential Standards Unpacking: Provide protected time during the teacher workday to unpack newly adopted essential state reading standards, closing the gap between published curriculum materials and state rigor expectations.
- Special Education Alignment: Train Resource Case Managers to align all student IEP goals directly with grade-level general education standards and classroom learning expectations.
- Target Outcome: Accelerate 3rd–5th grade reading proficiency from 28% to 42% overall, with a targeted increase for Multilingual Learners (MLL) from 9% to 25% by June 2027.

Priority #2: Establish Consistent 6–8 Week Data & Intervention Cycles

- Structured Assessment Cycles: Standardize 6–8 week Common Formative Assessment (CFA) cycles across all grade-level PLCs to continuously monitor student reading progress and evaluate student work.
- Responsive Instruction & Tiered Support: Use disaggregated CFA data to adjust Tier 1 small-group reading instruction and deploy targeted Tier 2 LAP/Title I interventions, specifically for MLL and low-income students.
- Scaling Biliteracy Expertise: Study, observe, and scale high-leverage language acquisition and small-group literacy strategies from high-performing Dual Language classrooms into monolingual learning spaces.
- Target Outcome: Ensure 100% of PLCs systematically adjust instruction every 6–8 weeks, meeting mid-year benchmark targets of 35% overall reading proficiency and 17% MLL proficiency by January 2027.

Priority #3: Enhance Student Belonging, Peer Respect, and Classroom Engagement

- School-Wide Culture Routines: Implement mandatory daily Morning Community Circles and teach standardized peer conflict resolution protocols to reduce classroom disruptions and build student-to-student respect.
- Capitalizing on Staff Stability: Leverage a stabilized teaching staff and strong staff-leadership culture (88% trust rating) to deepen trauma-informed practices and provide culturally responsive instruction for our predominantly low-income and minority student population.

- Title I Family Partnership: Expand dual-language family communications, host multicultural family engagement events.
- Target Outcome: Increase student-reported sense of belonging on the Panorama survey from 58% to 70% by Spring 2027 while maintaining strong supportive adult relationship scores (>90%).

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority data-based improvement goals and evidence-based interventions (activities, practices, or strategies) for SY 2025-26. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids.

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

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- 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?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Note: *This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

Note: *For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.*

SY 2026–2027 SMARTIE Goal #1:

Goal Statement:

- By June 2027, Frank Wagner Elementary will increase the percentage of students in grades 3–5 meeting proficiency in writing on the state ELA assessment from 26% to 40%, with a specific increase for Multilingual Learner (MLL) students from 9% to 25%, as measured by the state summative assessment.

Rationale:

- While overall ELA growth percentiles (57%) indicate that students are making annual progress, proficiency scores in writing have remained static for three years. The gap between MLL (9%) and non-MLL students (43%) demonstrates the need for targeted, sustained instruction in writing that is culturally and linguistically responsive. Notably, WIDA exit rates are high, suggesting that students may be reaching oral language proficiency without transferring those skills into academic writing.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

By mid-year (January 2027), Frank Wagner Elementary expects to see measurable improvement in both overall writing proficiency and Multilingual Learner (MLL) subgroup performance, signaling that we are on track to meet the overarching goal. Specifically, we anticipate:

1. Increased Writing Proficiency Rates
 - Schoolwide writing proficiency (based on the common mid-year writing prompt and rubric) will increase from baseline to at least 33%, with MLL proficiency rising from 9% to 17%.
 - This growth will reflect gains in organization, elaboration, and conventions.
2. Improved Formative Assessment Data
 - i-Ready ELA mid-year diagnostic will show increased scale scores for at least 60% of students, with MLL students demonstrating accelerated growth toward grade-level writing skills.
3. Evidence of Consistent Writing Instruction
 - Walkthroughs and Learning Walks will show that all grade levels are implementing daily writing opportunities across content areas, using agreed-upon scaffolds and rubrics.
4. Positive Student Growth Conversations
 - Student writing samples will show increased use of academic vocabulary, complex sentences, and genre-specific structures, especially among MLL students.
 - Students will be able to articulate their writing goals and describe strategies they use to improve.

Key Strategies:

- Writing Across the Curriculum – Integrate daily structured writing tasks into all content areas, emphasizing genre variety and authentic purposes.
- Multilingual Learner (MLL) -Focused Writing Interventions – Implement scaffolded writing supports aligned to SLA and ELD blocks, emphasizing vocabulary development, sentence construction, and paragraph organization.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

- Use of Writing Rubrics and Feedback Cycles – Establish common grade-level rubrics and provide students with consistent feedback through conferencing and peer review.
- Professional Learning – Provide PD for all teachers on effective writing instruction for MLLs, including strategies from Writing Workshop, SIOP, and GLAD.
- Progress Monitoring – Track writing growth quarterly using a schoolwide writing prompt and rubric, disaggregated by MLL status.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *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 and fill out the EOYR section of the table below.) *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 the level of evidence for the intervention.</i> Specialized Literacy Instruction for Students Receiving EL Services Evidence-based Moderate Targeted, scaffolded literacy instruction tailored to Multilingual Learners (MLLs) supports their unique linguistic needs and accelerates writing development. Targets writing gaps and bridges language to academic writing. <i>What resources will be used for implementation?</i> Professional development in the form of co-planning between ML specialist and teacher; instructional happy hour with focus on structured literacy and GLAD strategies, whole school and district PD	<i>What data will be collected to measure the impact of implementing this EBI?</i> • Progress Monitoring of literacy proficiency (6-8 weeks) • i-Ready Diagnostic Window (Fall, Winter, Spring) benchmark monitoring • Whole School Data on Essential Standards • WIDA Exam(Jan-Feb.) • SBA Exam (April-June) • Interim Based Assessments (3rd-5th grade) • UFLI Progress Monitoring (K-2) <i>How will the impact on equitable learning or behavior change be measured?</i> We will expect to see the gap continue to close in student literacy proficiency between ML and non-ML students and student growth should be accelerated for our ML students as compared to their non0ML peers	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> All Certificated teachers, Acceleration Teachers (LAP, ML and Title), School Instructional coach, School Admin <i>When will this EBI occur?</i> Year long professional development that happens at weekly instructional happy hours, quarterly data chats, regular cycles of collaborative teams. <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> We progress monitor every 6-8 weeks and use the district established benchmark windows to confirm (summatives) progress thus far.	<i>What impact is the evidence-based intervention having?</i> <i>What is evidence of impact?</i>	<i>What impact is the evidence-based intervention having?</i> <i>What is evidence of impact?</i>
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focused on literacy and PLCs; professional development on writing; subbing out teachers for planning, coaching, etc; job-embedded coaching <i>What student groups will benefit and why?</i> All students benefit but students with language needs, like our ML students benefit the most				
Tutoring by an Intervention Specialist Evidence-based Strong One-on-one or small-group intensive tutoring focused on writing conventions, organization, and elaboration can raise writing proficiency — particularly important for students who are not yet meeting grade level standards. Delivers focused, individual support where proficiency is farthest behind. <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i>	<i>What data will be collected to measure the impact of implementing this EBI?</i> • UFLI Progress monitoring • Core phonics screener • Literacy Task assessments • Formative assessments <i>How will the impact on equitable learning or behavior change be measured?</i> Students with the greatest needs will receive two or three opportunities for targeted and explicit instruction in the content they need most, so this should support the continued GAP closing efforts. Closing the GAP is a significant indicator that what we are doing is working.	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> • Acceleration Team members - certificated LAP, ML and Title Teachers • Instructional para educators • School administrators • District TOSAs • School Instructional Coach <i>When will this EBI occur?</i> This will be year-round although the students will be flexibility moved in and out of tutoring as the data indicates. <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i>		

This requires some resource allocation of materials and time in the master schedule for the Tier 2 and Tier 3 interventions to occur <i>What student groups will benefit and why?</i> Students identified as having Tier 2 and Tier 3 needs will benefit the most from this strategy. This will include ML students and students with disabilities		We progress monitor every 6-8 weeks and use the district established benchmark windows to confirm (summatives) progress thus far.		
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> Professional Learning Communities (PLCs) Promising Practice Structured collaboration among educators to analyze writing data, share strategies, and calibrate instructional practices ensures consistency and promotes continuous improvement across classrooms. Enables collaborative refinement of writing instruction and	<i>What data will be collected to measure the impact of implementing this EBI?</i> • Grade level student learning outcome data (collected via spreadsheet) • Collaborative team minutes/agendas • Common Formative assessment data • Unit plans • Walkthrough data <i>How will the impact on equitable learning or behavior change be measured?</i> As teachers engage in collaborative practices we will see an increase in the use of high impact instructional strategies across classrooms as measured by walkthrough data. We will also see an increase in teachers intentionally planning for Tier II instruction and utilize the collaborative team structure to serve the needs of all learners. We expect that student learning outcomes will also improve as measured by CFAs on essential standards	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> • All staff <i>When will this EBI occur?</i> Collaborative teams meet during their collaborative team time every Friday. In addition, may teams use common planning time as a second opportunity to meet. Finally, teams are subbed out as needed to engage in the collaborative team cycle which includes regularly scheduled time for data chats. <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i>		

progress monitoring, especially for MLL and SE students. <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> Master schedule has to provide common planning, requires ongoing professional learning at both the school and district level; requires stipends and additional time for teacher leads and leadership teams <i>What student groups will benefit and why?</i> All students benefit from teacher collective efficacy but sub groups of students who struggle the most benefit the most from targeted intervention at all tiers which can be provided when teachers share data and provide Tier 1 intervention first and plan together for Tier 2 intervention		We progress monitor every 6-8 weeks and use the district established benchmark windows to confirm (summatives) progress thus far.		
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include</i>	<i>What data will be collected to measure the impact of implementing this EBI?</i> Grade level student learning outcome data (collected via spreadsheet)	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Designated teacher(s)		

<i>the level of evidence for the intervention.</i> Before/After School Academies Evidence-based Moderate Dedicated time outside of the regular school day for literacy writing support—integrated with enrichment or culturally responsive activities—provides additional, focused opportunities for MLLs to practice and grow in writing skills. Extends learning time in flexible, culturally engaging settings. <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> Requires extended time and staffing, training and materials What student groups will benefit and why? Students who need additional practice and support to become proficient.	- Conducted using a pre-, post-. - WIDA area of focus <i>How will the impact on equitable learning or behavior change be measured?</i> As teachers engage in collaborative practices we will see an increase in the use of high impact instructional strategies across classrooms as measured by walkthrough data. We will also see an increase in teachers intentionally planning for Tier II instruction and utilize the collaborative team structure to serve the needs of all learners. We expect that student learning outcomes will also improve as measured by CFAs on essential standards	- Support Para(s) - Administrators <i>When will this EBI occur?</i> Collaborative teams meet during their collaborative team time every Friday. In addition, may teams use common planning time as a second opportunity to meet. Finally, teams are subbed out as needed to engage in the collaborative team cycle which includes regularly scheduled time for data chats. <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> We progress monitor every 6-8 weeks and use the district established benchmark windows to confirm (summatives) progress thus far.		
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SY 2026–2027 SMARTIE Goal #2:

Goal Statement:

- By June 2027, Frank Wagner Elementary will increase the percentage of students with regular attendance (attending 90% or more of school days) from 78% to 85% overall, with a targeted increase for Multilingual Learner (MLL) and low-income students from 71% to 80%, as measured by district and state attendance data.

Rationale:

- Over the past four years, Frank Wagner Elementary has made sustained progress in rebuilding regular attendance, rising from 54% in past years to 74%, and reaching 78% by Spring 2026 through targeted outreach and community partnerships. Despite this multi-year improvement, 22% of students remain chronically absent, disproportionately impacting low-income students and Multilingual Learners. Chronic absenteeism directly undermines academic recovery in 3rd–5th grade reading (28% proficiency) and restricts student peer belonging (58% positive perception). Building on the stability of our current teaching staff, 2026–2027 efforts will focus on early identification, removing non-academic barriers for Title I families, and strengthening classroom connection.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

By mid-year (January 2027), Frank Wagner Elementary expects to see measurable progress toward regular attendance across all student groups:

Focus Are/Subgroup	Baseline (Spring 2026)	Mid-Year Benchmark (January 2027)	Measurement Tool
All Students – Regular Attendance	78%	82%	District Monthly Attendance Reports

MLL & Low Income Subgroups	71%	76%	Disaggregated District Attendance Data
Chronic Absenteeism	22%	18% or lower	District Attendance Data

Key Strategies:

- Tiered Early Warning System: Maintain a predictable bi-weekly data cadence to identify emerging attendance risks early, initiating personalized attendance plans, counselor check-ins, and student attendance contracts before patterns become chronic.
- Barrier Removal for Title I Families: Utilize school support channels and community partnerships to eliminate non-academic attendance barriers, including transportation challenges, healthcare access, and basic material needs, communicated in families' home languages.
- Classroom-Level Belonging Routines: Leverage structured Morning Circles and peer respect protocols to create warm, welcoming classroom environments that motivate daily student attendance.
- Growth-Oriented Attendance Recognition: Implement schoolwide and classroom-based recognition systems that celebrate both high attendance and individual attendance growth, reinforcing positive habits rather than penalizing past absences.
- Coordinated Staffing Supports: Align the work of the Dean of Students, school counselors, LAP/Title I staff, and community advocates to deliver wraparound academic and attendance supports for high-need students.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *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 and fill out the EOYR section of the table below.) *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 the <u>level of evidence</u> for the intervention.</i> Establish Data-Based Teams to Regularly Review Student Data – Strong Evidence <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i>	<i>What data will be collected to measure the impact of implementing this EBI?</i> Qualitative Data ● Panorama Student Survey (Winter) ●)Panorama Student & Family Survey (Spring) ● Staff Survey Exit Tickets Quantitative Data ● Progress Monitoring (6-8 weeks) ● i-Ready Diagnostic Window (Fall, Winter, Spring) ● Whole School Data Spreadsheet re: Essential Standards ● WIDA Exam (Jan-Feb.)	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> All Certificatd teachers ● All Building Staff ● ASB advisors and leadership & CCDEI work with outside consultant (Christian Paige) ● All Building Staff <i>When will this EBI occur?</i> Year long professional development <i>When or how often will progress be monitored or</i>	<i>What impact is the evidence-based intervention having?</i> <i>What is evidence of impact?</i>	<i>What impact is the evidence-based intervention having?</i> <i>What is evidence of impact?</i>

Teams meet consistently to review attendance patterns, identify at-risk students, and coordinate timely interventions. Alignment: Provides early detection and allows interventions to be targeted before chronic absenteeism sets in. <i>What student groups will benefit from and why?</i> All students benefit from data cycles and intentional teacher response	• SBA Exam (April-June) • Interim Based Assessments (3rd-5th grade) • UFLI Progress Monitoring (K-2) <i>How will the impact on equitable learning or behavior change be measured?</i> We would expect to see a decreasing number of students who need Tier 2/3 intervention as the year progresses using the data above.	<i>data reviewed? Be as specific as possible.</i> We progress monitor every 6-8 weeks and use the district established benchmark windows to confirm (summatives) progress thus far.		
Implement a Tier 2 Check-In/Check-Out System for Students with Emerging Attendance Issues – Strong Evidence Daily or weekly structured contact with a trusted adult builds accountability, connection, and support for students needing Tier 2 interventions.	See Above	See Above		

Provide Behavior-Specific Praise and Reinforce Target Behaviors Moderate Evidence Use recognition systems to celebrate improved or consistent attendance, focusing on specific positive behaviors rather than generic praise. Alignment: Reinforces attendance as a valued and celebrated behavior across the school.	See Above	See Above		
Use an Intervention Team Guided by Implementation Science (e.g., Hexagon Tool) Promising Evidence Apply structured decision-making tools to select, adapt, and monitor attendance interventions that match school capacity and student needs. Alignment: Ensures chosen strategies are feasible, culturally responsive, and sustainable.	See Above	See Above		

What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) (1) Master scheduling priorities and extended time will be needed for teacher data teams to be established, subs for data chats (2) Check-In Check-Out materials and master scheduling time (3) Creating and maintaining systems and structures for reinforcement; time in the schedule for celebration (4) Extended time, stipends and master scheduling that promotes team collaboration and time to review data; Panorama survey time; PD related to data systems What student groups will benefit from and why? All students have the ability to access these behavioral supports but students who will most benefit are those who need additional Tier 2 and Tier 3 support in order to improve attendance - this includes students who are Multilingual Learners as well as students receiving specially designed instruction.				
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SY 2026–2027 SMARTIE Goal #3:

Goal Statement:

- By June 2027, Frank Wagner Elementary will increase the percentage of 3rd–5th grade students reporting a positive sense of belonging on the Panorama Survey from 58% to 70%, with a specific focus on increasing belonging for Multilingual Learner (MLL) students and students of color from 51% to 65%.

Rationale:

- After a multi-year decline reaching a low of 52% in 2025, targeted school climate interventions helped rebuild positive sense of belonging to 58% by Spring 2026. While 92% of students report having a supportive adult at school, peer-to-peer respect and conflict resolution remain major barriers to classroom focus and social-emotional well-being, particularly for Multilingual Learners and students of color. Sustaining academic recovery in reading (28%) and regular attendance (78%) requires an intentionally inclusive school culture. Leveraging our stabilized teaching staff and strong staff-leadership culture (88% trust rating), 2026–2027 efforts will focus on daily community-building routines, standardized peer conflict resolution frameworks, and elevated student voice.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

By mid-year (January 2027), Frank Wagner Elementary expects to see measurable progress across school culture and student perception indicators:

Focus Are/Subgroup	Baseline (Spring 2026)	Mid-Year Benchmark (January 2027)	Measurement Tool
All Students – Sense of	58%	64%	Fall/Winter Panorama Student

Belonging			Survey
MLL & Sped Subgroups	51%	58%	Disaggregated Panorama Survey
Supportive Adult Relationships	92%	Maintain >90%	Panorama Student Spring Survey

Key Strategies

- School-Wide Morning Community Circles: Enforce and support daily Morning Circles in all classrooms to build welcoming environments, strengthen peer relationships, and deliver explicit SEL instruction.
- Standardized Peer Conflict Resolution Tools: Implement school-wide conflict resolution protocols and restorative practices, equipping students with concrete tools to navigate peer conflict and foster mutual respect.
- Culturally Responsive Teaching & Materials: Integrate inclusive literature, culturally relevant curriculum materials, and identity-affirming practices across core ARC/Units of Study reading blocks and Dual Language classrooms.
- Student Voice & Leadership Opportunities: Create structured campus leadership roles (e.g., peer mentors, student ambassadors, lunch helpers) with intentional recruitment of Multilingual Learners and underrepresented student groups.
- Family Culture & Community Partnerships: Align belonging strategies with Title I family engagement by hosting multicultural events (e.g., Cultural Diversity Night) and creating welcoming, dual-language school communications.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *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 and fill out the EOYR section of the table below.) *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.)*

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<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 the <u>level of evidence</u> for the intervention.</i> Use of Culturally Responsive Teaching and Inclusive Practices Strong Evidence Embedding culturally sustaining pedagogy and inclusive classroom strategies improves student engagement, identity affirmation, and belonging. <i>What resources will be used for implementation? (For example, professional development, extended</i>	<i>What data will be collected to measure the impact of implementing this EBI?</i> Qualitative Data ○ Panorama Student Survey (Winter) ○ Panorama Student & Family Survey (Spring) ○ Staff Survey Exit Tickets ● Quantitative Data ● Progress Monitoring (6-8 weeks) ● i-Ready Diagnostic Window (Fall, Winter, Spring) ● Whole School Data Spreadsheet Essential Standards ● WIDA Exam (Jan-Feb.) ● SBA Exam (April-June) ● Interim Based Assessments (3rd-5th grade)	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> ● All Certificated teachers ● All Building Staff ● ASB advisors and leadership & CCDEI work with outside consultant (Christian Paige) ● All Building Staff <i>When will this EBI occur?</i> Year long professional development <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i>	<i>What impact is the evidence-based intervention having?</i> <i>What is evidence of impact?</i>	<i>What impact is the evidence-based intervention having?</i> <i>What is evidence of impact?</i>

<i>time, curriculum, materials, etc.?</i> Extended time for staff to learn about and apply high impact, culturally responsive teaching strategies; Stipends for teacher leads; Instructional Coach on staff <i>What student groups will benefit and why?</i> All students benefit Note: Resources and student groups are the same for all EBI's in this section.	• UFLI Progress Monitoring (K-2) <i>How will the impact on equitable learning or behavior change be measured?</i> Based on all of the work we have aligned with our plan, the impact should be captured by the Panorama survey, i-Ready Diagnostic, and the Common Formative Assessments we have created to measure and capture the learning happening.	We progress monitor every 6-8 weeks and use the district established benchmark windows to confirm (summatives) progress thus far.		
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> Implement Positive Behavior Interventions and Supports (PBIS) with a Focus on Equity Strong Evidence PBIS frameworks that intentionally integrate equity components help create safe, supportive environments	See Above	See Above		

where students feel respected and connected. Aligns with creating an inclusive, respectful school climate.				
Student Voice and Leadership Opportunities Moderate Evidence Involving students in decision-making and leadership roles, including equity teams and affinity groups, fosters agency and belonging. Supports belonging through empowerment and representation.	See Above	See Above		
Professional Development on Implicit Bias and Equity Promising Evidence Ongoing training for staff on equity, cultural competence, and implicit bias raises awareness and builds skills for fostering inclusive classrooms. Enables staff to more effectively promote belonging and reduce barriers.	See Above	See Above		

Section 7: 2026–2027 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. 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 2026–2027, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? 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. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?
3. Which evidence-based interventions (activities, practices, or strategies) (including WSIF Tier 1-Tier 3 Plus) 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?

Section 8: 2026–2027 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented as documented in the SMARTIE goal tables above and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. 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 supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?
2. Share an example of progress made in narrowing opportunity gaps 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 Section I b above (from SY 2026–2027) positively impact student outcomes in pursuit of its associated SMARTIE Goal?
4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.
5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2027–28?

6. How will you utilize available and additional sources of data in this planning process?

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2027–28.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

2026–27 Funding Note: The district is currently finalizing school and program-level funding allocations during a transition in fiscal leadership with a new Chief Financial Officer. Exact 2026–27 amounts for Title I, LAP, Title II, Title III, and BEA are not yet available. Identified funding sources and planned uses are included below based on current staffing and implementation plans. Dollar amounts will be updated when final allocations are confirmed, anticipated in early September 2026.

Funding Source	Amount / Planned Use
1. OSSI School Improvement 1003 Grant	\$30,000 – Supports school improvement activities and evidence-based strategies identified in the SIP that directly address the inequities contributing to WSIF identification.
2. Title I, Part A	Amount pending final district allocation – Funds school-level instructional and intervention staff, including the school's instructional coach, as well as supplemental academic supports and services aligned with identified student needs and SIP goals.

3. Learning Assistance Program (LAP)	Amount pending final district allocation – Funds school and district staff who provide supplemental academic intervention, instructional support, and coaching to teachers serving students who need additional support to meet grade-level standards.
4. Title II, Part A and Title III	Amount pending final district allocation – Supports district instructional coaching and professional learning, including coaching and implementation support for teachers serving multilingual learners and students in the Dual Language program. Expenditures are aligned with the allowable purposes of the respective funding sources.
5. Basic Education Allocation (BEA)	Amount pending final district allocation – Supports core staffing, instruction, collaborative team time, professional learning, and district instructional supports that contribute to implementation of the SIP.
6. Other District/Program Funds, as applicable	Amount pending final district allocation – Additional district resources may be braided with the funding sources above to support SIP implementation based on identified student and staff needs.

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2026–27)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	• Professional Learning Communities (PLCs) • Tutoring by an Intervention Specialist • Establish Data-Based Teams to Regularly Review Student Data • Implement a Tier 2 Check-In/Check-Out System for Students with Emerging Attendance Issues • Provide Behavior- Specific Praise and Reinforce Target Behaviors • Use an Intervention Team Guided by Implementation Science

		• Student Voice and Leadership Opportunities
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	• Tutoring by an Intervention Specialist • Before/After School Academies • Establish Data-Based Teams to Regularly Review Student Data • Use an Intervention Team Guided by Implementation Science • Student Voice and Leadership Opportunities
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	• Before/After School Academies • Use an Intervention Team Guided by Implementation Science • Use of Culturally Responsive Teaching and Inclusive Practices • Student Voice and Leadership Opportunities • Professional Development on Implicit Bias and Equity
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	• Use an Intervention Team Guided by Implementation Science
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	• Use an Intervention Team Guided by Implementation Science
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	N/A
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk	• Tutoring by an Intervention Specialist

	of not meeting, state/local graduation requirements	
Local Funds	Local levy revenue may be combined in schoolwide programs.	
Other Funding Sources, including School Improvement Grant Funding		