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: Aberdeen High School	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 433	**Grade Span:** 9-12 **School Type: Secondary**
Principal: Aaron Roiko	**Building Enrollment:** 923
School District: Aberdeen SD	**F/R Percentage:** 55.3%
Board Approval Date: 9/8/26	**Special Education Percentage:** 16.4%

Plan Date: 9/2/26	

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

Foundational Support

Vision and Mission Statement

Vision Statement: **A community of confident, critical thinkers who are adaptable, responsible, and effective communicators.**

Mission Statement: **To facilitate an innovative and empowering learning experience for every student.**

School Leadership Team Members and Parent-Community Partners

Name	Title (if applicable)	Role
Aaron Roiko	Principal	School Improvement Team Members
Rachel Wenzel	Assistant Principal	
Gienelle Harless	Dean of Students	
Traci Sandstrom	Teaching & Learning Director	
Sal Abruscato	MTSS Coach	

Ashely Kohlmeier Jessica Madison & Faith Taylor - Eldred Jon Kranich, Ryan Eyre, Cami Revel, Stacy Swinhart, Kyle Guggisberg, Katina Gamleah,	AVID Site Coordinator Gear-Up Coordinator Teachers	

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)	4.55	4.45	4.40
Comprehensive Graduation Rate		82%	81.1%
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	4.05	3.60	3.48
Two or more races	5.25	4.80	5.02
White	5.07	4.73	4.77
English Learner	2.30	2.35	2.45
Low Income	3.85	3.55	3.65
Special Education	2.75	2.80	2.30

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.

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.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students
    a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

    Student Academic Data: Current and prior term grades, SBA and iReady assessment results

    Teacher Referrals: Recommendations from classroom teachers regarding academic performance using our GPS process

    Previous Placement

    Counselor/Administration/Family Input

    b. 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.

Students are ranked by need based on academic performance, assessment scores and GPS referrals. Our building closely monitors freshmen grades and establishes a mentoring program based on failing grades.

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

c. 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?

We use panorama smart groups to track academic performance. We monitor as a building administration team weekly, and share data out with the staff. Our MTSS coach uses the GPS system to determine if a student should require services or not..

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?

We have identified that our staff needs more professional development in supporting our increasing population of students in special education.

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?

Past professional development include topics such as project-based learning, restorative practices in discipline, and executive functioning in students. We have revamped our discipline policies to reflect restorative practices which has led to a decrease in students out of school for suspensions. We will be expanding on supporting our staff in implementing more executive functioning strategies.

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?

Our planned professional development for teachers at staff meetings includes time to identify students who need assistance, discuss evidence-based strategies in Panorama to support those students and implement systems to reduce the freshman failure rate and mitigate attendance issues using data collected in Panorama, SWIS, and Skyward. Our special education director is providing more professional development opportunities for staff including inclusionary practices.

    b. How will the professional development activities benefit the students receiving targeted assistance services?

These professional development activities can benefit students receiving targeted assistance by increasing teachers' ability to provide consistent, evidence-based instruction and interventions that address individual students' needs.

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

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.

   Our school provides an inclusive environment where students can feel safe and accepted for who they are. We have worked diligently to promote the latino(a) population that makes up nearly 40% of our students. We continue to support our EL program through intentional para supports and the system of peer mentoring students in math and english.

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

   Areas of strength identified through SEL surveys, student focus group meetings, and staff feedback. Our discipline data continues to decrease yearly. We have established a Day of the Dead dance and have a week long celebration that culminates with our dance. Continued improvement items identified by SIP team and analyzing SWISS and Panorama data.

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

   School administrators, teachers, counselors, and other support staff collaborate with community agencies, mental health providers (BHR), foster care advocates, Gear-Up team, and post secondary partners to assure the continuity of support for students.

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?

   We have done community engagement events for feedback with limited participation. This year our district sent out a community survey to inform decision making. Our Gear-up team holds family nights for FASFA and other engagement opportunities for families to get their student(s) ready for post secondary options.

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)

Parents, guardians, and community members are actively involved at Aberdeen High School. Many parents are involved through athletic events, band and choir programs, booster clubs, AVID, GearUp, and CTE event nights, special holiday and student recognition

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

events. We also provide academic planning events such as FAFSA informational nights. Many of our community members actively participate in academic activities such as Junior Business Week, Senior Boards, and CTE and Family nights. We would like to bolster our parent participation in academic support outside of primarily conferences. Increase participation in Gearup family nights and FASFA nights we hope to improve.

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?

Our Targeted Assistance program coordinates with core and additional programs with integration of special education services, MTSS coaching, alignment with English Learner Programs, and coordination with other Federal and State programs. In the past we have offered after school programming with 21st century grants. The iReady platform data and Panorama academic and behavioral data is accessible to all instructional staff.

    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?

We align target supports to ensure students in the WSIF identified student groups by using multiple state points: grades, iReady diagnostic assessment scores, SBAC scores, and teacher recommendations.

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    c. How do you support transitions between grade spans?

We include several opportunities for our incoming ninth graders to experience high school with the intent of a smooth transition. We have a 8th grade visit in the spring, and include a specific freshman opportunity during bobcat days for students to be acclimated using our Link Crew leadership group. We support transitions between grade levels by vertically aligning ELA courses to ensure coherence in standards.

    d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

    Yes

2. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 – **Parent and Family Engagement**

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

a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

We consider barriers in both our parent and family engagement and our targeted assistance practices and strategies. All decisions consider transportation, work schedules, language access and technology.

b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

Parent and family evaluation strategies are evaluated on participation in activities, such as conferences, family nights, etc. The Aberdeen School District provides the community the opportunity to provide feedback on surveys. Increased participation would indicate that our engagement strategies are working.

CNA DATA Summary

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

Our students are resilient, capable and embrace/respect each other's differences, not only within our diverse ethnic populations but also the large spread of socio-economic differences between many students. Our students believe they have strong relationships with adults (staff, teachers, coaches) according to the data from the Spring 2025 SEL survey in Panorama. Student behavioral referrals are significantly down. Our administration, MTSS, and BSS work have worked closely with many Tier 3 and Tier 2 students and their teachers over the past several years to improve behavior. We have improved our GPS system to identify students in need of intervention. Our staff has been supportive of these improved systems and attend and provide data to accurately measure student achievement and actively participate in problem solving.

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

We have a growing Special Education population and students with extremely high needs in the program with perceived inadequate funding, support, and staffing. We use a co-taught model that has not been further developed since implementation to be more academically inclusive or successful. On the WISF, our special education population scores have trended downward.

If students obtain all of their credits during their freshman year, they are more likely to graduate high school. Students who fail class their freshman year become behind with barriers for credit retrieval.

There is a lack of consistent strategies used across disciplines to support struggling students, specifically in Math and ELA, and insufficient mitigation to support academics across all sub-group populations, specifically our EL population and Special Education population which has grown at a rapid pace in the last decade.

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

Students struggle with executive functioning and need support.

3. What disproportionalities exist among student groups?

Students in special education score lower on the WISF than their counterparts not in special education. Those scores are trending downwards. Our EL students score significantly lower as well.

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

Our high mobility rate, poverty, apathy, and changing demographics have created barriers to student achievement. Although it is not an excuse, families that struggle financially or endure high levels of trauma, at times send students to school who need more than what a classroom teacher can offer. We have limited capacity for mental health help not only in our school but also in our community. We also have a significantly high Special Education population and students with extremely high needs in the program with inadequate funding and staffing. There is also a lack of consistent strategies used across disciplines to support struggling students, and insufficient mitigation to support academics across all sub-group populations, specifically the EL population which has grown at a rapid pace in the last decade.

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

Early identification of struggling students, particularly freshmen (attendance + grades + behavior data analyzed & tracked weekly); implementing systemic interventions for academic barriers

Continued professional development on ways to support executive functioning in students; use of AVID strategies across disciplines with fidelity

Continued use of AVID relational capacity activities to build relationships in the classroom implemented last year & other AVID initiatives of the past such as all teachers greeting students at the door, entry tasks, and weekly lesson plans posted.

Implementing universal Tier 1 academic supports to increase student scores in ELA and Math

Improving the co-teaching model

6. How do identified needs impact each other?

The interconnected nature of these challenges, inadequate resources, lack of appropriate special education support and professional development, inconsistent universal Tier 1 academic strategies across disciplines, and freshman year failures create a cycle where each

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.

Resource inequities include current and historical lack of access to academic support systems, lack of consistent strategies used across disciplines to support students, and insufficient mitigation to support academics across all demographic subgroups. This plan addresses these inequalities by implementing staff professional development to create academic support systems across all disciplines and identify students who need academic and attendance intervention.

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: Keeping our 9th graders on track to graduate by earning at least 6 credits in their freshman year.

Priority #2: Closing the ELA skill gap so more students can perform at grade level expectations.

Priority #3: Closing the math skill gap so more students can perform closer to grade level expectations, especially our sub population of students with disabilities.

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?

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.*

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: *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: By Spring 2027, 75% of freshman students will earn at least 6 credits, demonstrating on track progress towards graduation. This is a 7% increase from our 25-26 school year. Progress will be monitored through early warning indicators for at-risk students such as attendance, course grades, and advisory academic support program participation. Progress will be assessed monthly by our MTSS coach and shared with staff.

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? By mid-year, or the end of the semester, 75% of students pass their first semester courses.

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).

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

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. Launch Panorama data dashboard for freshman cohort and share preliminary data with staff to build awareness. Identify at-risk student in the first 6 weeks and use targeted interventions before credit barriers begin to emerge Continued professional development on ways to support executive functioning in students; use of AVID strategies across disciplines with fidelity Continued use of AVID relational capacity activities to build relationships in the classroom implemented last year & other AVID initiatives of the past	***What data will be collected to measure the impact of implementing this EBI?*** Panorama Smart Grouping ***How will the impact on equitable learning or behavior change be measured?*** ***How will the impact on equitable learning or behavior change be measured?*** Impact will be measured through academic data from weekly grade checks.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building Administration Team School Improvement Plan Team MTSS Coach AVID coordinator ***When will this EBI occur?*** Interventions will take place at the beginning of the school year (Sept.) and will be consistent throughout the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Weekly at Building Administration Meetings, staff meetings, and school improvement meetings. Grades will also be monitored at 6-week grade checks.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

such as all teachers greeting students at the door, entry tasks, and weekly lesson plans posted. Peer Mentoring Program ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Professional Development (Executive Functioning) Time during staff meetings Weekly Building Administration meetings (BAM) Monthly SIP team meeting				

For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

SY 2026-2027 SMARTIE Goal #2: By Spring 2027, 65% of students will demonstrate more than a typical year's growth on the i-Ready ELA diagnostic assessment from Fall to Spring. This is a 10% increase from the 25-26 school year. Progress will be monitored by comparing student's 26-27 iReady ELA diagnostic assessment benchmark scores from Fall to Spring. Based on i-Ready high school Norms tables, students will need to make at least 13 points growth.

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? An overarching goal to see at mid year that 50-60% of students have 6+ points of growth at mid-year.
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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

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. **Progress Monitoring System**: Building Administration Team Meetings monitoring i-Ready domain scores Early identification of students who do not show typical growth on Reading iReady test **Implement Tier 1 instructional strategies, including AVID instructional Strategies** Reading intervention strategies incorporated into staff meetings; Implementation of 1-2 across disciplines **Peer Tutoring Program** during Cats Connections time (advisory) *What resources will be used for implementation? (For example, professional development, extended*	***What data will be collected to measure the impact of implementing this EBI?*** Fall, Winter, and Spring ELA i-Ready data will be analyzed and collected. ***How will the impact on equitable learning or behavior change be measured?*** Impact will be measured by progress towards the overall goal of increasing Reading scores on iReady.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building Administration Team School Improvement Plan Team MTSS Coach AVID coordinator ***When will this EBI occur?*** Interventions will take place at the beginning of the school year (Sept.) and will be consistent throughout the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Weekly at Building Administration Meetings, staff meetings, and school improvement meetings.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

time, curriculum, materials, etc.?) Monthly collaborative time (CLT) with Math instructors Instructional coaching with MTSS coordinator PD time during Bi-weekly staff meetings ***What student groups will benefit from and why?*** All students could potentially benefit from more reading intervention and				
For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

SY 2026-2027 SMARTIE Goal #3: By Spring 2027, 62% of students with disabilities will demonstrate more than a year's typical growth on the i-Ready math diagnostic assessment from Fall to Spring. This is a 10% increase from 25-26 school year. Progress will be measured by comparing student's i-Ready math diagnostic assessment benchmark scores from Fall to Spring. Based on i-Ready high school Norms tables, students will need to make at least 8 points growth.

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?

An overarching goal to see at mid year that 50-60% of students have 6+ points of growth at mid-year.

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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. Collaboration with our Special Education director to support our students with disabilities and continued training in inclusionary practices and professional development for strengthening our co-taught model of teaching **Progress Monitoring System**: Building Administration Team	***What data will be collected to measure the impact of implementing this EBI?*** Fall, Winter, and Spring ELA i-Ready data will be analyzed and collected. ***How will the impact on equitable learning or behavior change be measured?*** Impact will be measured by progress towards the overall goal of increasing math scores on iReady.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building Administration Team School Improvement Plan Team MTSS Coach AVID coordinator Math Teachers ***When will this EBI occur?*** Interventions will take place at the beginning of the school year (Sept.)	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

Meetings monitoring i-Ready domain scores Early identification of students who do not show typical growth on math iReady test **Implement Tier 1 instructional strategies, including AVID instructional Strategies** **Peer Tutoring Program** during Cats Connections time (advisory) *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Monthly collaborative time (CLT) with Math instructors Instructional coaching with MTSS coordinator PD time during Bi-weekly staff meetings Inclusionary Practices Technical Assistance Networks *What student groups will benefit and why?*		and will be consistent throughout the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Weekly at Building Administration Meetings, staff meetings, and school improvement meetings.		

Most students will benefit from intentional math support.				
For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

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?

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

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.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* Click or tap here to enter text.
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.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* Click or tap here to enter text.
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.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Click or tap here to enter text.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* AVID Data Action meetings Continued PD with Carnegie

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
		Add any additional items from the SIP that may focus on supporting teacher/staff implement the EBI's
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.	*Example: After school Title III intervention staffing and supplies 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. Covers the cost of ESL coursework and GLAD professional development.* GLAD training strategies Title III intervention staffing - MTSS model WIDA Conference for MTSS instructional support EL teacher and paras Add any additional items from the SIP that may focus on supporting teacher/staff implement the EBI's.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* Click or tap here to enter text.
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day*

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
	students who have not yet met, or are at risk of not meeting, state/local graduation requirements	*programs. Also covers the cost of intervention curriculum for K–6 students.* monthly collaboration on Wednesday building level leadership meeting MTSS coach and building MTSS paras Instructional coaching with MTSS
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.

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: Harbor Jr/Sr High School	**Does your school share a building with another school?** Yes x No ☐ **If yes, which one(s)?** Harbor Jr/Sr High is on the Harbor Learning Center Campus. This campus includes: Open Doors and Grays Harbor Academy. The building also houses the district's therapy office, and Snug Day Care. Additionally, a private Christian Day Care shares our space as well.
School Code: 5330	**Grade Span:** 7th - 12th Grades **School Type:** Alternative School
Principal: Lisa Griebel	**Building Enrollment:** 120
School District: Aberdeen School District #5	**F/R Percentage:** 66%

Board Approval Date: October 6, 2026	**Special Education Percentage:** 26%
Plan Date: August 28, 2026	

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

Tier 3 Plus

Vision and Mission Statement

Harbor Junior Senior High School, a Title 1 Schoolwide Program, is dedicated to preparing our students to become Responsible Citizens, Lifelong Learners, Effective Planners and Successful Workers

Harbor Learning Center is our Aberdeen School District's alternative school- housing our teen parenting program/Snug Harbor Day Care, Grays Harbor Academy, and Open Doors/GED in addition to Harbor Jr/Sr High. Our Harbor Jr/Sr High students can move seamlessly from program to program as needed for each individual student.

School Leadership Team Members and Parent-Community Partners

Name	Title (if applicable)	Role
Lisa Griebel		Principal
Amy Moyer		Librarian
Kasi Turner		Counselor
Kayla Sturm		Teacher/Parent

Sal Abruscato		MTSS Coach / Parent
Robert Sutlovich		GHA Mentor Teacher
Emma Wimberley		GED Mentor Teacher
Stephanie Hoffman		CTE Teacher/Parent
Kris Bitar		IEP Teacher
Taren Huxley		SWD Teacher / Case manager
TBD		Native Ed Coordinator

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)	3.7	3.6	3.72
Comprehensive Graduation Rate	57%	56%	72.6%
Student Group			
American Indian/Alaska Native	na	na	na
Asian	na	na	na
Black/African American	na	na	na
Hawaiian/Other Pacific Islander	na	na	na
Hispanic/Latino	na	na	na
Two or more races	na	na	na
White	3.7	3.48	4.1
English Learner	na	na	na
Low Income	3.5	3.23	3.42
Special Education	na	3.15	4.55

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.

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.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students
    a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

       Click or tap here to enter text.
    b. 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.

       Click or tap here to enter text.

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

c. 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?

Click or tap here to enter text.

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?

Project Based learning pathway creation for graduation

Standards Based grading embedded into Master Based Integrated Projects (Project Based Learning)

Executive Function strategies to work with SWD and teens in general

Trauma informed instruction

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?

Schoolwide PBIS has helped with student behavior issues/concerns based on SWIS data. Attending the WALA conference has helped our teachers bring ideas from alternative learning that could be applied to our in person alternative school. We would like to continue to send new/more teachers/staff to this conference.

We've started to implement Project Based Learning in our school to provide meaningful learning and increase student engagement. Our school building is being replaced with the state Seismic Grant and we are creating alternative learning spaces like a Maker Space and Life Skills Lab in addition to an actual science lab. We will be seeking out professional development to prepare to best use these spaces to improve student engagement.

Our MTSS framework helps provide academic and social support on an ongoing basis as needs arise. If students don't respond to support provided we employ a Guided Path to Success process to meet between staff, students, and families to troubleshoot concerns and develop a plan together to help students succeed, track progress, and revisit as needed.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development

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

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?

Click or tap here to enter text.

b. How will the professional development activities benefit the students receiving targeted assistance services?

Click or tap here to enter text.

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.

   Choice school- families and students choose to attend our school and we offer a family orientation which includes meeting individually with a student's advisor before school starts to discuss state requirements and to develop a learning plan.

   We have shifted advisory to grade level and have new advisory lessons tied to School Links and "Give Thanks" led by our school counselor in order to help keep students on track with their specific grade level requirements.

   Project/Activity- advisory will also feature two days a week of clubs/activities that are high interest that students choose

   GPS (Guided Path to Success) progress for students who continue to struggle despite support provided.

   Contract/point based system allows students to progress toward course completion requirements with a flexible timeline.

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

   We analyzed staff surveys in regards to advisory, our senior data, and feedback from our families as well as data around our 9th grade achievement. We also looked at our attendance data, student SEL surveys, SWIS data, classroom performance, and benchmark assessments.

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

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

We continue to improve our school to community relationships in effort to support our families and students. The district has liaisons for categories such as: homeless, migrant, Foster care, and others, to help make sure families and students get the support they need.

One example is Behavioral Health Resources and True North. BHR provides counseling opportunities for students who qualify and we partner with True North to support students in regards to drug and alcohol use.

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?

   We track our attendance to Student Lead Conferences throughout the year. Parent concerns/complaints are reviewed through surveys and informal reporting during meetings and conferences. Our New Student Orientation helps ensure information is disseminated and plans for success are developed for each student. We also use this information along with our academic and social data to help guide our improvement strategies. Academic data is collected through benchmark assessments and class performance. Our social data is collected through student surveys 3 times yearly. Parent/Guardian input is taken throughout the year informally and more formally through surveys each conference period.

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)

   We have a history of good attendance at Student Lead Conferences- especially since we transitioned to a schedule allowing for two evenings. We continue to develop our school application process to our choice alternative school with a maintained wait list. We hope to continue to build relationships and partner with our families to better support our diverse population of student needs. We also hope to team with families and the community to improve overall student attendance and increase the priority for education for our at risk 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?

      Click or tap here to enter text.
   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?

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

Click or tap here to enter text.

c. How do you support transitions between grade spans?

Click or tap here to enter text.

d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

Click or tap here to enter text.

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?

   Click or tap here to enter text.

   b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

   Click or tap here to enter text.

CNA DATA Summary

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

   Our WISF data continues to trend above the minimum support numbers the last couple of school years.
   Student and family satisfaction with our school is high based on our surveys and feedback from students and families.
   Graduation rates, although lower than we like, continue to improve overall the past few years based on our graduation percentage rates.

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

   Providing support for various pathways for graduation that meet the state requirements, while also meeting the unique needs of our population of students.

   Although our populations of EL students is too small to show in the WSIF Data, this subgroup along with our SWD have traditionally struggled to graduate “on time” due to various factors such as credit deficiencies upon enrollment or making progress at a slower rate than traditional school timelines.

   Working with our 9th grade students and families to keep them “on track” for graduation.

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

3. What disproportionalities exist among student groups?

   Since our school has a smaller and transient population many of our subgroups data is difficult to track reliably.
   One student group that has traditionally performed below other sub groups is our Low income students which composes ⅔ of our students.
   Another group, our 9th grade students, tend to perform below the other grades when it comes to credit completion rates.

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

   Attendance and other poverty related challenges are a major cause for our low income students performing below state standards. These issues compound yearly throughout the students' school experience until they reach the secondary level with a deficit of foundational skills and a lack of feeling "successful" in traditional school.

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

   Ongoing communication with students and families around state requirements and student progress toward graduation.
   Differentiating instruction so students are able to successfully work with grade level curriculum and complete required courses.
   Improved attendance / engagement in their learning.

6. How do identified needs impact each other?

   Improving attendance as well as student engagement directly affects student understanding of concepts and completion of course requirements. It is harder to catch up than it is to keep pace. This also allows for better academic or social support from staff when needed.
   By making sure graduation requirements and student progress are clearly shared, families and students see the path to graduation and what their next steps are.
   The combined effects of poor attendance, transiency, lack of engagement, and other social/emotional factors create various skills gaps for our students over the years

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
   Measures of student success such as attendance and student progress in class and on assessments will be monitored regularly throughout the year. This information will help guide ongoing decisions regarding next steps. This short term data may also help us discover trends throughout the year.
   Overall yearly progress indicators will be used to measure effectiveness of our strategies used to obtain our goals.

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.

EL and SWD support is limited based on staffing. High caseload numbers for our SWD manager and limited student time from our EL teacher because they both share duties / responsibilities across several schools in the district.

Transportation can be challenging for our students since they come from all over the local city and surrounding county area without bussing. This could be one factor affecting attendance since the majority of our students come from low income families where transportation can be challenging.

Family engagement is also a challenge we continue to work on to improve. We have found that the more involved the family is with their students learning the more we are able to support their success.

Many of the students who enroll at Harbor High have struggled with the traditional school model, fall behind, and come to us with a deficit in grade level skills and credits.

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: Partnering with families to provide opportunities and support for students to continue their progress toward completion of the state graduation requirements regardless of their academic history.

Priority #2: Work with district personnel, community resources, and building specialists to identify, monitor, and improve the academic outcomes for our sub populations of students who may be underachieving.

Priority #3: Keep our incoming 9th grade students on track by working with families to develop learning plans based on state graduation requirements.

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?

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).

- 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?

***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: With the addition of a project based pathway, 83% of seniors with at least 17 credits enrolled at Harbor High School by October 1, 2026 will graduate on time by June 11, 2027.

This is a 5% increase of our graduation rate from our 2025-26 school year.

Progress toward graduation will be monitored and tracked monthly via our district data systems including Panorama and Qmulativ.

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

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).

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?

Our 12th grade students will have earned at least half of their remaining credit requirements for graduation by the end of the first semester as an indicator of being on track to meet our yearly goal.

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.)*

Evidence-based intervention (activity,	Data Measures	Lead and	Mid-Year Progress (MYPR) on each EBI and impact	End-of-Year Progress (EOYR) on each EBI and

practice or strategy) to support SMARTIE Goal and the resources used for implementation.		Timeframe	thus far in the 2026-27 school year.	impact during the 2026-27 school year.
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. Partnering with students and families to develop learning contracts for each student so that course / graduation requirements are shared and a pathway is developed.together Additional academic supports / tutoring through the After School Program, during the school day, and Summer school programs. Level 1 highly effective strategy per OSPI best practices Development of a project based graduation pathway . ***What resources will be used for implementation?*** *(For example, professional development, extended*	***What data will be collected to measure the impact of implementing this EBI?*** State graduation requirements will be monitored for each senior via our district data programs. Data will be collected via spreadsheet to monitor group progress toward graduation. ***How will the impact on equitable learning or behavior change be measured?*** Student data above can be sorted by student subgroups to look for inequitable patterns of success. Students who don't make adequate progress will be provided tier 2 support and then referred to our GPS team for further guidance if lack of progress continues.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Classroom teachers along with students and families are responsible for developing and implementing the learning contracts and utilizing additional learning time. PBL team will work to develop a Project based pathway for graduation. Progress will be monitored by the MTSS coach, added to the spreadsheets, and shared with the leadership team. ***When will this EBI occur?*** Leaning contracts are developed at the beginning of the school year, and at the start of any new course being taken throughout the school year. They are reviewed with families at each conference period	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

time, curriculum, materials, etc.?) Staff time for additional hours opportunities, Canvas course development, Learning contract development, MTSS student and tech support. PD expenses for subs, travel, lodging, etc. for Project based learning training and site visits, Material expenses for project based learning pathways. ***What student groups will benefit and why?*** This will most directly affect students completing their final graduation requirements, but all student groups will benefit from the development of additional opportunities to meet state graduation requirements. .		and other times as requested. The PBL team is currently working on the development of the project based pathway and will hopefully have a few students pilot the program this year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data will be collected monthly via our district data programs, Goal Spreadsheets will be updated and shared with the leadership team monthly.		

SY 2026-2027 SMARTIE Goal #2: 69% of our EL and SWD population of students who are enrolled at Harbor High School by October 1, 2026 will earn at least 6 credits or complete their remaining required credits for graduation during the 26 - 27 school year.

This is a 5% increase from the 25 - 26 school year.

Progress toward earning credits will be monitored and tracked monthly via our district data systems including Panorama and Qmulativ.

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?

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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. Partnering with students and families to develop learning contracts and IEP's for each student so that course / graduation requirements, accommodations, and expectations are shared and a pathway is developed.together Additional learning opportunities / support through the After School	***What data will be collected to measure the impact of implementing this EBI?*** IEP case managers track the progress of their students on IEP's and the EL Coach tracks the credits of EL students. These staff have additional support tracking student progress from : teachers, advisory teachers, MTSS assistants, MTSS coach, and school counselor. ***How will the impact on equitable learning or behavior change be measured?***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** EL teacher, IEP case manager, Resource teacher, classroom teachers, principal, counselor and MTSS coach. ***When will this EBI occur?*** Students work on their learning contracts each day in every class, during the After School Program, and in Summer School. Case managers work with students during resource	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

Program and Summer school programs. Additional Tier 2 language / writing support for struggling students. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Staff time for IEPs, learning plan development, Tier 2 supports, and additional learning times (After School Program and Summer School) *What student groups will benefit from and why?* Although this goal is targeted specifically at improving our EL and SWD population of students, all students can benefit from the additional language / writing support, additional time, and learning contracts developed with teachers.	Our school tracks disproportionality among our ethnic/racial groups, IEP students, and EL. We will compare the credits earned of EL and IEP to other groups of students as well as measure against historical data.	room, content mastery, or check ins during advisory. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Progress is monitored weekly in Advisory class. Monthly, our staff meet together to monitor and discuss students in our staff Collaboration meetings. We communicate student progress to families before school starts, at Fall and Spring Student Led Conferences, end of the semester, and the end of the school year. EL students are monitored additionally during the annual WIDA testing. Case Managers monitor the SWD students at the same time as other students and additionally at the time of their IEP yearly review.		

SY 2026-2027 SMARTIE Goal #3: 60% of our 9th grade students enrolled at Harbor High by October 1, 2026 will earn at least 6 credits by the end of the 26-27 school year.
This is a 6% increase from last school year.

Progress toward earning credits will be monitored and tracked monthly via our district data systems including Panorama and Qmulativ.

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?

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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. Harbor Jr/Sr High School uses contract based education so each teacher develops and monitors a unique individual contact with each student to retrieve or earn credit for each course. This allows our new to high school 9th graders the opportunity to struggle without lasting impacts to their high school transcripts as it is a work at your own pace environment. *What resources will be used for implementation?*	***What data will be collected to measure the impact of implementing this EBI?*** District data systems will be used by the team to track credit achievement of our 9th grade students ***How will the impact on equitable learning or behavior change be measured?*** Academic progress data will be collected and organized into a spreadsheet to monitor our 9th grade student progress. Data can be segregated based on different demographic information to monitor for any patterns in inequitable learning opportunities.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Classroom teachers, Advisory teachers, the counselor, and MTSS coach will track student progress and meet with students and families to share data and make adjustments to learning plans as needed. ***When will this EBI occur?*** Students work on their learning contracts each day in every class, during the After School Program, and in Summer School. Our school counselor holds grade level meetings throughout the year. In particular our 9th graders need frequent information	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

(For example, professional development, extended time, curriculum, materials, etc.?) *Our school offers additional staff support in the After School program and Summer School. Additional staff support in the form of additional secretary time to get our new students enrolled at the beginning of the school year so they have more time in classes and with staff. Additional staff support in the form of an additional MTSS assistant time to tutor students during the school day, after school, and in Summer School.* Research shows that student engagement and regular school attendance directly impacts student learning. Since our small school offers very little hands on/activity courses and traditionally provides paper packets of work as the curriculum, we are increasing the opportunity of Project Based Learning for students by providing		on credits, transcripts, and graduation requirements. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Progress is monitored weekly in Advisory class. Monthly, our staff meet together to monitor and discuss students in our staff Collaboration meetings. We communicate student progress to families before school starts, at Fall and Spring Student Led Conferences, end of the semester, and the end of the school year. Adjustments to learning plans, accommodations, or referrals for additional services can be made at these times based on data and student need.		

training to teachers, site visits to schools successfully implementing PBL, and purchasing materials to support PBL. ***What student groups will benefit and why?*** This is targeted at our 9th graders who will benefit from hands-on engaging activities, but will also benefit students from various grades and subgroups.				

Section 7: 2026–2027 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented 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?

   Click or tap here to enter text.

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?

Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

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.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* monthly collaboration on Wednesday building level leadership meeting MTSS coach and building MTSS para
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.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* MTSS interventions to serve Tier 1-2-3 students in Title/LAP
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.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* additional time for staff to meet regarding student plans after school program summer school program MTSS implementation and supports attendance to conferences, trainings, and site visits (like the Washington Alternative Learning Conference),

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
		new instructional technology support for serving our online students and meeting regularly with our online families.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* district provided GLAD mini session for classroom teachers
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.	*Example: After school Title III intervention staffing and supplies 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. Covers the cost of ESL coursework and GLAD professional development.* GLAD training strategies Title III intervention staffing - MTSS model WIDA Conference for MTSS instructional support EL teacher
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* advisory lessons

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
		Edgenuity iReady.
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 of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.* NA
Local Funds	Local levy revenue may be combined in schoolwide programs.	monthly collaboration on Wednesday building level leadership meeting attendance CEB meetings Data Action meetings MTSS coach and building MTSS paras
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	after school program

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: Grays Harbor Academy	**Does your school share a building with another school?** Yes x No ☐ **If yes, which one(s)?** Grays Harbor Academy is on the Harbor Learning Center Campus. This campus includes: Harbor Jr/Sr High and Open Doors. The building also houses the district's therapy office, and Snug Harbor Day Care. (There is a private Christian day care housed in our school as well.)
School Code: 5350	**Grade Span:** Kindergarten - 12th **School Type:** Alternative Learning Experience (ALE), fully online
Principal: Lisa Griebel	**Building Enrollment:** 69
School District: Aberdeen School District #5	**F/R Percentage:** 57%

Board Approval Date: October 6, 2026	**Special Education Percentage:** 22%
Plan Date: August 28, 2025	

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

Tier 3 Compounded Plus

Vision and Mission Statement

Grays Harbor Academy is an Alternative Learning Experience (ALE) that uses the Edgenuity Student Information System (SIS) and Imagine Learning as the online platform. Our goal is to provide a learning alternative for students who prefer an option that includes independent learning outside of the typical classroom experience.

Harbor Learning Center is our Aberdeen School District's alternative school- housing our teen parenting program/Snug Day Care, Grays Harbor Academy, Open Doors, and Harbor Jr/Sr High. Our Grays Harbor Academy students can receive the same resources as the other students at the HLC and can move seamlessly from program to program as needed for each individual student.

School Leadership Team Members and Parent-Community Partners

Name	Title (if applicable)	Role
Lisa Griebel		Principal
Kasi Turner		Counselor
Robert Sutlovich		GHA Mentor teacher
Kayla Sturm		Teacher

Amy Moyer		MTSS Para
Stephanie Hoffman		Parent / guardian
Brandi Creviston		EL Teacher
Sal Abruscato		MTSS Coach / Parent
Taren Huxley		IEP Case manager / Teacher
David Bennett		GHA MTSS Para
Aaron Doull		GHA MTSS Para (0.5)
TBD		Native Ed Coordinator

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)	2.5	2.55	1.8
Comprehensive Graduation Rate	na	55.6%	na
Student Group			
American Indian/Alaska Native	na	na	na
Asian	na	na	na
Black/African American	na	na	na
Hawaiian/Other Pacific Islander	na	na	na
Hispanic/Latino	na	na	na
Two or more races	na	na	na
White	na	2.5	na
English Learner	na	na	na
Low Income	1.55	2.55	2.05
Special Education	na	na	na

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.

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.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students
    a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

       Click or tap here to enter text.
    b. 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.

       Click or tap here to enter text.

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

c. 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?

Click or tap here to enter text.

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?

Project based learning

Neurodivergent training

Trauma informed instruction

Technology training for our Edgenuity platform and new district data systems.

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?

PBIS has shown a decrease in severe behaviors since its schoolwide implementation based on SWIS data. We are currently going through a fidelity inventory to improve our PBIS systems.

Improved relationships / communication between students, staff, and families has correlated to an improvement in student success based on feedback from families, and overall student indicators.

WALA alternative learning professional development has also helped with supporting student success.

Multi tiered Systems of Support framework helps guide our academic and SEL supports for students based on current data, teacher and family input.

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?

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

Click or tap here to enter text.

b. How will the professional development activities benefit the students receiving targeted assistance services?

Click or tap here to enter text.

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.

   Our building employs the MTSS framework to help support our students' areas of need in academics and Social emotional. We share progress regularly with families throughout the school year. We have a Guided Path to Success (GPS) team / process to meet with students and families who continue to struggle despite tier 1 and tier 2 supports and interventions.

   Through these processes, we will continue to work on building relationships with students and families to better understand specific challenges, share state requirements, and to work together to support student success.

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

   Data is collected formally and informally through i-Ready benchmark diagnostic assessments, SEL surveys, family surveys, the PBIS app,parent conferences, PBIS tiered fidelity inventories, and classroom data. Additionally we monitor our student data regarding which students have Intervention Plans and the success of those plans. Finally we track that students are meeting program requirements for the alternative learning environment (online school)

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

   Our building partners with community resources such as local food banks, counseling services, Native Education, homeless shelters, local colleges, and local businesses to help support the academic, social, and cultural needs of our students and families. The district counselors and program liaisons help connect students and families with community resources. Students have opportunities to learn more about careers through collaboration with local businesses, industries, and our CTE programs.

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?

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

We track family participation rates through conference logs, phone logs, and via email.

Feedback is collected at conferences, during education planning meetings, via surveys online, and at Family nights. We use the information gained from families along with school data to identify areas where we are finding success and those challenges that we can work to improve.

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)

   We work to make a safe environment where students and families can find a way to achieve academic success. We have been finding some success in partnering with families to help support student success. We hope to continue to build relationships with more families and partner with more community resources to build a fluid system of support for our students and families in need. Some of our families have chosen online learning due to their perceptions of a negative experience in their home school. It is difficult to close the academic gaps, in a timely manner, which occur when students have not been attending or finding success at their home school.

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?

      Click or tap here to enter text.
   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?

      Click or tap here to enter text.
   c. How do you support transitions between grade spans?

      Click or tap here to enter text.
   d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

      Click or tap here to enter text.
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?

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

Click or tap here to enter text.

b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

Click or tap here to enter text.

CNA DATA Summary

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

Building relationships with students and families has emerged as a key area of strength that helps support our students' success. Students and families that stay engaged are finding a much higher rate of success. The opportunity for our students to come into the school building for academic support as well as the support offered online has proved to be helpful for those who need a little extra support. Offering additional time to meet academic requirements at Summer School and the After School Program have also proved helpful..

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

Keeping students on track with a traditional school calendar via an online school is key to getting them to graduate on time and has proved to be a challenge for many of our students. We are finding many of our students are missing their WA State history credit from middle school which is a graduation requirement that students are expected to earn therefore, starting high school already at a credit deficit. Once students spend the recommended daily engagement time in course work they find success and can even accelerate achievement through our online program. The self discipline it takes to succeed online proves challenging for some students.

3. What disproportionalities exist among student groups?

Our school has a relatively small and transient population of students so tracking via specific demographic data is challenging due to the small sample sizes and transfers in and out throughout the school year. We are noticing a difference in success rates between students who transfer to GHA for disciplinary or court ordered reasons compared to those who choose this format and have family support. Students who don't meet the program requirements must be withdrawn at semester and are then forced into other local schooling options. Our 9th grade students also tend to earn credits at a slower pace than our other grade groups which can cause them to fall behind schedule for graduation.

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

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

Lack of family support / encouragement to participate in course work regularly from home is one of the main causes of students not making adequate progress and being withdrawn from the program.
Lack of time spent "on task" seems to be a major challenge for our student groups not finding success.
High caseload numbers for our SWD case manager and the online format make identifying and supporting individual needs challenging, especially those with special needs. Another challenge is that many of our students are performing well below grade level expectations and lack foundational skills to succeed with grade level online content.

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

   Partnering with families to keep them informed, share progress, and work together to identify and support challenges that arise.
   Having students and families build a school schedule and sticking to it in order to prevent falling behind in coursework.
   Having all students less than 2 years behind grade level expectations in reading and math would be very impactful to student outcomes. Keeping our 9th grade students engaged and on track for graduation is an area we tend to struggle with. Falling behind with credits early makes catching up and graduating on time even more challenging for our struggling students.

6. How do identified needs impact each other?

   The time and effort it takes to meet the online program and state graduation requirements and having foundational skill gaps compound the challenges students face when doing grade level online school. The further students fall behind, the harder it becomes to get back on schedule to graduate on time especially without support at home.

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

   Although progress will be monitored throughout the year, progress toward graduation will be a long term goal tracking credits earned at the end of each semester. This will allow us to compare to previous yearly graduation rates to monitor the effectiveness of our strategies. Staff communicate with families monthly so any academic concerns can be addressed as they arise

   .

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

   Building relationships with students and families to partner in the students' learning would be a quick win and get us off to a great start toward tackling our challenges. We have found a correlation between success and having informed and involved support from home and students finding success completing school online.

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.

High IEP caseload sizes and multiple school assignments for our SpEd and EL teachers, coupled with flexible student schedules can make providing individualized support challenging. Continuing to increase family engagement and partnerships with families is another challenging area which we can address to better meet our student needs, especially those with minimal engagement. Current grade level curriculum expectations and limited support staff time make reteaching essential foundational skills challenging while students are also trying to stay up to date with current online grade level assignments.

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: Increasing the graduation rate of our senior students

Priority #2: Keeping our 9th graders on track for "on time" graduation

Priority #3: Making sure students entering 9th grade have earned their Washington state history credit requirement during Junior high so they don't start with a credit deficit.

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?

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.*

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: *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: 80% of our seniors enrolled at GHA by October 1, 2026 with at least 17 earned credits will graduate on time by the end of the 2027 school year. This is a 5% increase from our 25-26 graduation rate.

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?

By midyear seniors should have earned at least 20 credits toward graduation to be considered on track to meet the goal.

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.)*

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).

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

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.	***What data will be collected to measure the impact of implementing this EBI?***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?***	*What impact is the evidence-based intervention having?*	*What impact is the evidence-based intervention having?*
Our Grays Harbor Academy mentor teacher will meet with each student/family before school starts, during student-led conferencing, and after the traditional school year ends to develop individual plans for each student called a Student Learning Plan. Additionally, our high school counselor meets with each senior/family to make a graduation plan and checks in frequently on their progress. Students who are not making progress in their online classes receive an Intervention plan and often are required to come to school in person or zoom with an MTSS	State graduation requirements will be monitored for each senior via our district data programs. Data will be collected via spreadsheet to monitor group progress toward graduation. ***How will the impact on equitable learning or behavior change be measured?*** Student data above can be sorted by student subgroups to look for inequitable patterns of success. Students who don't make adequate progress will be provided tier 2 support and then referred to our GPS team for further guidance if lack of progress continues.	The GHA Mentor teacher will be responsible for the initial learning plan development with families upon enrolling into GHA. MTSS para educators provide academic support during regular school hours each day as well as extended hours after school and during summer. Our MTSS coach and GHA Mentor teacher use district data systems to collect progress data. The MTSS coach then add it to a spreadsheet tracking goal progress by individual students. Adjustments are made by the leadership team using collected data and staff input. ***When will this EBI occur?*** These EBIs will begin days before the school year starts when we begin working with families during GHA Family night	Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

para or an SWD teacher during the regular school day or in our After School Program. Students who are struggling to meet their graduation requirements are offered Summer School online classes in an effort to make up any missed credits. Some of our GHA students struggle with school anxiety or can only be on campus when there is limited exposure to other students so extended times are available for required tests needed for graduation and for tutoring.. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Additional staff time outside the regular school schedule will be required to meet the diverse needs of our students through the After school program ,		and continue throughout the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Student progress data is reviewed and the spreadsheet is updated monthly. The leadership team meets regularly during the school year to review data and make adjustments as needed.		

special testing sessions, home visits, before and after school, and Summer school ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Travel, lodging, and registration costs for staff professional development around project based learning, new district data systems, and alternative school conferences. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Staff time for the Development of online canvas courses to help meet state graduation requirements through project based pathways. ***What student groups will benefit and why?*** The current 12th grade students will benefit directly from this, with				

future classes also benefiting from what we learn. Students from demographic groups will benefit from our efforts to support their graduation.				

SY 2026-2027 SMARTIE Goal #2: 45% of our 9th grade students enrolled at GHA by October 1, 2026 will earn at least 6 credits by the end of the 26 - 27 school year. This is an 8% increase from last school year.

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 midyear our 9th graders should have earned at least 3 credits to be considered on track to meeting the goal.

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

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. Tutoring support by MTSS para educators online, focusing on our 9th grade students who are struggling. Home visits as needed. Development of a learning plan between the school, student and family followed by regular check-ins to share information, student progress, and answer questions. Professional development for staff around project based learning, neuro divergence, and alternative learning environments. Level 1 highly effective strategy per OSPI best practices *What resources will be used for implementation? (For example, professional development, extended*	*What data will be collected to measure the impact of implementing this EBI?* Student progress toward credits will be monitored via our district data system. Individual student data will be added to a spreadsheet to track student groups progress. *How will the impact on equitable learning or behavior change be measured?* Student data above can be sorted by student subgroups to look for inequitable patterns of success. Students who don't make adequate progress will be provided tier 2 support and then referred to our GPS team for further guidance if lack of progress continues.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* The GHA Mentor teacher will be responsible for the initial learning plan development with families upon enrolling into GHA. MTSS para educators provide academic support during regular school hours each day as well as extended hours after school and during summer. Our MTSS coach and GHA Mentor teacher use district data systems to collect progress data. The MTSS coach then add it to a spreadsheet tracking goal progress by individual students. Adjustments are made by the leadership team using collected data and staff input. *When will this EBI occur?* These EBIs will begin days before the school year starts when we begin working with families during GHA Family night	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

time, curriculum, materials, etc.?) Additional staff time outside the regular school schedule will be required to meet the diverse needs of our students through the After school program , special testing sessions, home visits, before and after school, and Summer school ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Costs related to professional development including travel, lodging, registration etc. ***What student groups will benefit from and why?*** These evidence based practices we employ are targeted specifically at our current 9th grade students, but will also benefit students across all demographic groups and grade levels.		and continue throughout the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Student progress data is reviewed and the spreadsheet is updated monthly. The leadership team meets regularly during the school year to review data and make adjustments as needed.		

SY 2026-2027 SMARTIE Goal #3: 75% of the 7th graders enrolled at GHA will earn their Washington state history credit by the end of the 26-27 school year. This will complete their first step toward high school graduation. This is a 9% increase from the 25-26 school year.

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 midyear our 7th grade students should have earned .5 WA State history credit to be considered on track to meeting the goal.

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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. Tutoring support by MTSS para educators online, focusing on our 7th grade students who are struggling with WA state history. Home visits as needed. Development of a learning plan between the school, student and family followed by regular check-ins to share information, student progress, and answer any questions. Professional development for staff around project	***What data will be collected to measure the impact of implementing this EBI?*** Course completion rates for WA state history will be monitored through the Edginuity online report system. Individual student progress data will be added to spreadsheet to monitor student group progress. ***How will the impact on equitable learning or behavior change be measured?*** Student data above can be sorted by student subgroups to look for inequitable patterns of success. Students who don't make adequate progress will be provided tier 2 support	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The GHA Mentor teacher will be responsible for the initial learning plan development with families upon enrolling into GHA. MTSS para educators provide academic support during regular school hours each day as well as extended hours after school and during summer. Our MTSS coach and GHA Mentor teacher use district data systems to collect progress data. The MTSS coach then add it to a spreadsheet tracking goal progress by individual students.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

based learning, neuro divergence, and alternative learning environments. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Additional staff time as needed. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Costs related to professional development including travel, lodging, registration etc. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** New district Data system used to track student progress *What student groups will benefit and why?*	and then referred to our GPS team for further guidance if lack of progress continues.	Adjustments are made by the leadership team using collected data and staff input. ***When will this EBI occur?*** These EBIs will begin days before the school year starts when we begin working with families during GHA Family night and continue throughout the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Student progress data is reviewed and the spreadsheet is updated monthly. The leadership team meets regularly during the school year to review data and make adjustments as needed.		

This will directly affect our current 7th grade student population including all demographic groups of students who struggle with Wa State History. The lessons we learn and strides we make as a staff will then help future generations of 7th graders to come, better prepared for high school graduation. I				

Section 7: 2026–2027 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented 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?

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

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.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* monthly collaboration on Wednesday building level leadership meeting MTSS coach and building MTSS paras
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.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* MTSS interventions to serve Tier 1-2-3 students in Title/LAP
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.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* additional staffing/support for after school and summer school programming attendance to conferences, trainings, and site visits (like the Washington Alternative Learning Conference), new instructional technology support for serving our online students and meeting regularly with our online families. A fterschool program

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
		summer school
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Click or tap here to enter text.
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.	*Example: After school Title III intervention staffing and supplies 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. Covers the cost of ESL coursework and GLAD professional development.* GLAD training strategies Title III intervention staffing - MTSS model WIDA Conference for MTSS instructional support EL teacher
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* Edgenuity

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
		iReady
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 of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.* monthly collaboration on Wednesday building level leadership meeting attendance CEB meetings Data Action meetings MTSS coach and building MTSS paras
Local Funds	Local levy revenue may be combined in schoolwide programs.	afterschool programs
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	

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: Harbor Open Doors	**Does your school share a building with another school?** Yes x No ☐ **If yes, which one(s)?** Open Doors is on the Harbor Learning Center Campus. This campus includes: Harbor Jr/Sr High and Grays Harbor Academy. The building also houses the district's therapy office and Snug Day Care. Additionally, we share the building with a private Christian Day Care.
School Code: 5330	**Grade Span:** 10 - 12th + **School Type:** ALE Open Doors
Principal: Lisa Griebel	**Building Enrollment:** 84
School District: Aberdeen School District #5	**F/R Percentage:** 75%

Board Approval Date: October 6th, 2026	**Special Education Percentage:** 19%
Plan Date: August 28, 2026	

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

Tier 3 Plus

Vision and Mission Statement

The Harbor Learning Center Open Doors program provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21 through GED preparation and a diploma pathway.

Harbor Learning Center is our Aberdeen School District's alternative school- housing our teen parenting program, Grays Harbor Academy, and Harbor Jr/Sr High. Our GED/Open Doors students can receive the same resources as the other students at the HLC and can move from program to program as needed for each individual student.

School Leadership Team Members and Parent-Community Partners

Name	Title (if applicable)	Role
Lisa Griebel		Principal
Kasi Turner		Counselor
Emma Wimberley		GED Mentor / Family service worker
Amy Moyer		MTSS assistant

Robert Sutlovich		GHA Mentor Teacher
Kayla Sturm		Teen Parenting Teacher
Brandi Creviston		EL Teacher
Sal Abruscato		MTSS Coach
Taren Huxley		SWD Teacher / Case manager
Ashlyn Yakovich		GED Mentor / Family service worker
TBD		Native Ed Coordinator

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)	na	na	na
Comprehensive Graduation Rate	na	na	na
Student Group			
American Indian/Alaska Native	na	na	na
Asian	na	na	na
Black/African American	na	na	na
Hawaiian/Other Pacific Islander	na	na	na
Hispanic/Latino	na	na	na
Two or more races	na	na	na
White	na	na	na
English Learner	na	na	na
Low Income	na	na	na
Special Education	na	na	na

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.

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.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students
    a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

       Click or tap here to enter text.
    b. 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.

       Click or tap here to enter text.

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

c. 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?

Click or tap here to enter text.

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?

Many of our Open Doors students are also working on multi disciplinary projects to earn their high school credits through the diploma pathway. Staff will need ongoing support and training from Alternative Learning Conferences like WALA and continued training and support in Project Based Learning, assessments, and district programs.

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?

We have had some success by increasing the communication between students, staff, and families. We will be adding another GED Mentor / Family service worker to the team for the 26-27 school year to help support the growing population of students. This communication helps all parties understand the requirements and progress toward those state requirements. This also builds a team atmosphere where families are included in the process of education as partners. Graduation/ GED completion rates and feedback from students and families show that these strategies are increasing success. PBIS has shown a decrease in severe behaviors since its schoolwide implementation based on SWIS data.

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?

    Click or tap here to enter text.

    b. How will the professional development activities benefit the students receiving targeted assistance services?

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

Click or tap here to enter text.

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.

   Our building employs the MTSS framework to help support our students' various areas of need. We use a Guided Path to Success process to meet with students and families who continue to struggle despite interventions.

   We will continue to work on building relationships with students and families to better understand specific challenges and to work together to support student success. Hiring an additional GED Mentor Case Manager/Family Service Worker will decrease the case load for the current case manager which will increase the ability to communicate frequently with Open Doors students and families. This will also give us the time to network in the community for resources our Open Doors students need in order to remove barriers to learning.

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

   Data is collected formally through benchmark diagnostic assessments, SEL surveys, family surveys, the PBIS app, and classroom observations and performance.

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

   Our building partners with community resources such as local food banks, counseling services, Native Education, homeless shelters, local colleges, and local businesses to help support the academic, social, and cultural needs of our students and families. Students have an opportunity to learn more about possible careers through collaboration with local businesses and industries. " Try a Trade" is an example where we worked with local agencies and businesses such as electricians, roofers, and the sheriff's department to provide opportunities for students to experience some different trades / jobs available locally.

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?

   We use the information gained from families along with our school data to identify areas where we are finding success and those challenges that we can work to improve. Information is shared with families and feedback is collected at conferences, during education planning meetings, and at family nights.

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

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)

   We have found success in partnering with families to help support student success. We hope to continue to build relationships with all families and partner with more community resources to build a fluid system of support for our students and 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?

      Click or tap here to enter text.
   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?

      Click or tap here to enter text.
   c. How do you support transitions between grade spans?

      Click or tap here to enter text.
   d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

      Click or tap here to enter text.
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?

      Click or tap here to enter text.
   b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

      Click or tap here to enter text.

CNA DATA Summary

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

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

Building relationships with students and families has emerged as a priority and an area of strength to help support our students' success. We are learning that many of our Open Doors students do not have a supportive family of origin which has contributed to their academic struggles over the years. Harbor Learning center and Open Doors staff work to build strong relationships with students and the adults/guardians in their lives.

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

   Because we have a semi flexible schedule to accommodate our student needs and many of our students are considered well below grade level on our benchmark assessments, keeping our students on the school schedule for course completion is a challenge. Many of our students take multiple years to complete their GED requirements. We need to continue to work with students and families to develop good work habits, plan for their future, and self advocate in order to help them complete their academic goals.

3. What disproportionalities exist among student groups?

   Our Low income, EL, and SWD populations of students are making slower progress toward passing their GED tests and / or earning credits through our diploma pathway.

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

   Current academic levels are well below grade level expectations, so foundational skills gaps
   Need for more in person tutoring and academic support
   Executive function skills gaps in organization, planning, etc.

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

   Providing in person academic support at their learning level can help close some of the skills gaps that the students need to succeed.

   This can be done through individual and small group tutoring.

   Identifying early which students can pursue the diploma pathway to make sure that in addition to studying for GED tests students are working on completing high school credits.

   Leveraging our EL Teacher to work with staff on strategies since time with students is so limited due to working at several schools.

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

6. How do identified needs impact each other?

   The challenges of foundational skill gaps, home life, and general lack of success in school compound. Helping students learn skills, both academic and social, at school should help remedy some of these challenges and better prepare them for success.

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

   All the needs identified will require long term goals to apply strategies and to measure the effectiveness of the strategies based on our student's yearly progress. We will check progress on a short term basis and modify strategies as needed. All Open Doors students MUST meet an IAP (Indicator of Academic Progress) every three months.

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

   Building a trusting partnership between staff and families would help build momentum, help support students succeed in their educational journey, and identify barriers and make a plan to overcome them. With the growing number of students, this is possible only with additional Open Doors mentor / family service employees.

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

   Growing IEP case load sizes and limited time available for EL and other academic tutoring supports.

   Attendance and correct I.D. for test completion are factors for many of our students.

   Severely anxious or court ordered students who cannot be on campus need additional time outside the regular school day to complete their GED Tests.

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.

High IEP caseloads, Limited EL support time, lack of transportation to our school, and foundational skill building opportunities are resource challenges.

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: Increasing the GED completion rates.

Priority #2: Supporting the GED / Diploma progress of our low income, EL, and SWD populations

Priority #3: Support our seniors who earned High School Credits in completing both their Diploma and GED through our new pathway.

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?

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.*

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: *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: During the 26-27 School Year, 80% of Open Doors students who are enrolled by October 1, 2026, will earn their GED by June 11, 2027. This is a 55% increase from the 25-26 school year. This includes our sub populations of low income students who have traditionally earned GEDs at a lower rate.

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?

By mid year students should have passed at least one GED test and made academic progress to be on track to meet the goal.

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.)*

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).

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

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. Access to additional academic support / tutoring for our Open Doors students beyond the "normal" 180 days 8:10-2:45 time frame by providing additional time for students to access tutoring and testing after school hours until 4 PM and during the Summer months Level 1 highly effective strategy per OSPI best practices ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Additional staffing will be provided During the school day, After School, and during the Summer time via an additional Open Doors Case manager, extended testing hours, MTSS paraeducatort, and	***What data will be collected to measure the impact of implementing this EBI?*** Each student is tracked and monitored in the Open Doors Program. We will collect # of GED tests passed, number or IAP's met, and number of high school credits earned. ***How will the impact on equitable learning or behavior change be measured?*** We will track the progress of low income, SWD and EL students separately to make sure they are making progress and closing the gap.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Our OPEN doors case managers are responsible for monitoring and recording the data. (It is needed for the yearly Open Doors report as well.) Mtss Coach tracks goal progress for students and student groups via a spreadsheet. ***When will this EBI occur?*** After school and in the summer time. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** The progress of Open Doors students is monitored monthly so we check our data before we do our monthly P223 state reporting. Additionally, progress is reported to parent/guardians (where applicable) at the beginning of the year, October Student Led Conferencing, end of January at the end of a traditional school semester, Spring Student	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

targeted SWD and EL support. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Extended time and support from staff are the major resources for our Open Doors students. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Additionally, our Open Doors SWD students will receive support from the SWD case manager. Our Open Doors EL students will receive support from the EL teacher. Where applicable, content subject area teachers may be providing tutoring outside of their contracted day as well. Travel, registration, and lodging for professional development such as		Led Conferencing and at end of the traditional school year.		

WALA, WODA, and OSSI conferences. ***What student groups will benefit and why?*** While all of our Open Doors students will benefit, there will be an emphasis on targeted support for our EL students and our SWD students.				

SY 2026-2027 SMARTIE Goal #2: 80% of our SWD and EL students enrolled in Open Doors by October 1st, 2026, will pass at least 2 GED tests and/or earn at least 2 High School Credits by the end of the 2027 school year. This is a 5% increase from our 2025-2026 school year.

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? Our EL and SWD students will have earned at least one credit or passed one GED practice / test by February 1, 2027 to be considered on track to meet our goal.
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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

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. Targeted tutoring during the school day based on students specific needs *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Additional staff support / tutoring will be made available by decreasing the Open Doors Case manager's case load and by hiring an additional case manager. An additional MTSS assistant will also provide targeted tutoring in the area our students struggle with the most in Open Doors. *What student groups will benefit and why?* This will benefit all students but especially those who have foundational skill gaps like many of our low	*What data will be collected to measure the impact of implementing this EBI?* Student progress toward GED requirements will be collected in our Panorama Online Program and used to measure progress toward our goal *How will the impact on equitable learning or behavior change be measured?* Panorama Online Program will help track student progress toward GED completion and can be filtered by demographic to check the progress of specific sub groups.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Classroom teachers, MTSS paraeducators, and EL teacher will be responsible for providing targeted tutoring to students and they and the counselor will be responsible for tracking progress. *When will this EBI occur?* Targeted tutoring will take place on an ongoing basis throughout the school year *When or how often will progress be monitored or data reviewed? Be as specific as possible.* During weekly staff meetings data will be discussed with principal, counselor, teachers, caseload managers, and other HOD staff, to decide effectiveness of tutoring and make adjustments as needed. Monthly Collaboration meetings are another opportunity for the team to	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

income, EL, and SWD students.		look at progress data and plan for upcoming support.		

SY 2026-2027 SMARTIE Goal #3: At least 25% of the Senior Open Door candidate students enrolled by October 1st, 2026, and have 7 or fewer credits remaining will earn their High School Diploma by June 4th, 2027. This is an increase of 5% as compared to the HOD students earning their diploma during the 25-26 school year.

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?

Seniors should have 4 or fewer credits left to complete at the mid year point to be considered on track to meet this goal.

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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. Partnering with Families to support student progress toward earning their GED. Ongoing meetings with students and families to discuss progress and next steps for earning their GED and possible Diploma. *What resources will be used for implementation? (For example, professional*	***What data will be collected to measure the impact of implementing this EBI?*** Student progress toward GED requirements will be collected in our Panorama Online Program and used to measure progress toward our goal and shared with families ***How will the impact on equitable learning or behavior change be measured?*** Checking conference attendance against Panorama Online Program	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Teachers, families, counselors and students will all be part of sharing progress and making adjustments a needed. ***When will this EBI occur?*** At the beginning of the school year or when students enroll, at family nights, and during Student Led Conferences 2 times a year in fall and Winter.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

development, extended time, curriculum, materials, etc.?) Progress Checklists for GED requirements will be used during student meetings and conferences to share progress and next steps with families Additional time will also be used to develop and modify student learning plans as necessary. ***What student groups will benefit and why?*** Building learning partnerships with families will benefit all of our students but especially those who have struggled to find academic success in the past.	data will help track student progress toward GED completion, track family involvement, and can be filtered by demographic to check the progress of specific sub groups.	***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Harbor Open Doors staff meet weekly to review data and to make adjustments and collaboration time is set aside monthly to work with additional staff.		

Section 7: 2026–2027 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented 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?

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

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.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* monthly collaboration on Wednesday building level leadership meeting MTSS coach and building MTSS paras
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.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* MTSS interventions to serve Tier 1-2-3 students in Title/LAP
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.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* additional staffing/support for after school and summer school programming attendance to conferences, trainings, and site visits (like the Washington Alternative Learning Conference) new instructional technology support for serving our online students and meeting regularly with our online families. afterschool program

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
		academic tutors beyond the regular school day additional staff for GED/Open Doors case manager
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Click or tap here to enter text.
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.	*Example: After school Title III intervention staffing and supplies 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. Covers the cost of ESL coursework and GLAD professional development.* GLAD training strategies Title III intervention staffing - MTSS model WIDA Conference for MTSS instructional support EL teacher Edgenuity iReady

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
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* Click or tap here to enter text.
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 of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.* monthly collaboration on Wednesday building level leadership meeting attendance CEB meetings Data Action meetings MTSS coach and building MTSS paras
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Grays Harbor Community Foundation	after school program Invest Ed

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: Miller Junior High	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 2305	**Grade Span:** 6-8. **School Type:** Middle school.
Principal: John Meers	**Building Enrollment:** 623
School District: Aberdeen	**F/R Percentage:** 68%
Board Approval Date: .	**Special Education Percentage:** 18.1%

Plan Date: 8/26/2026	

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

Tier 3: Compounded

Vision and Mission Statement

Mission: To facilitate an innovative and empowering learning experience for every student.

Vision: A community of confident critical thinkers who are adaptable, responsible and effective communicators

School Leadership Team Members and Parent-Community Partners

Name	Title (if applicable)	Role
John Meers	Principal	Staff Member
Kasey Robbins	Assistant Principal	Staff Member
Lori Snyder	MTSS Coordinator	Staff Member
Monica Kaufman	Special Education Teacher, Admin.Intern	Staff Member
Ann Yancey	ELA Teacher	

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:

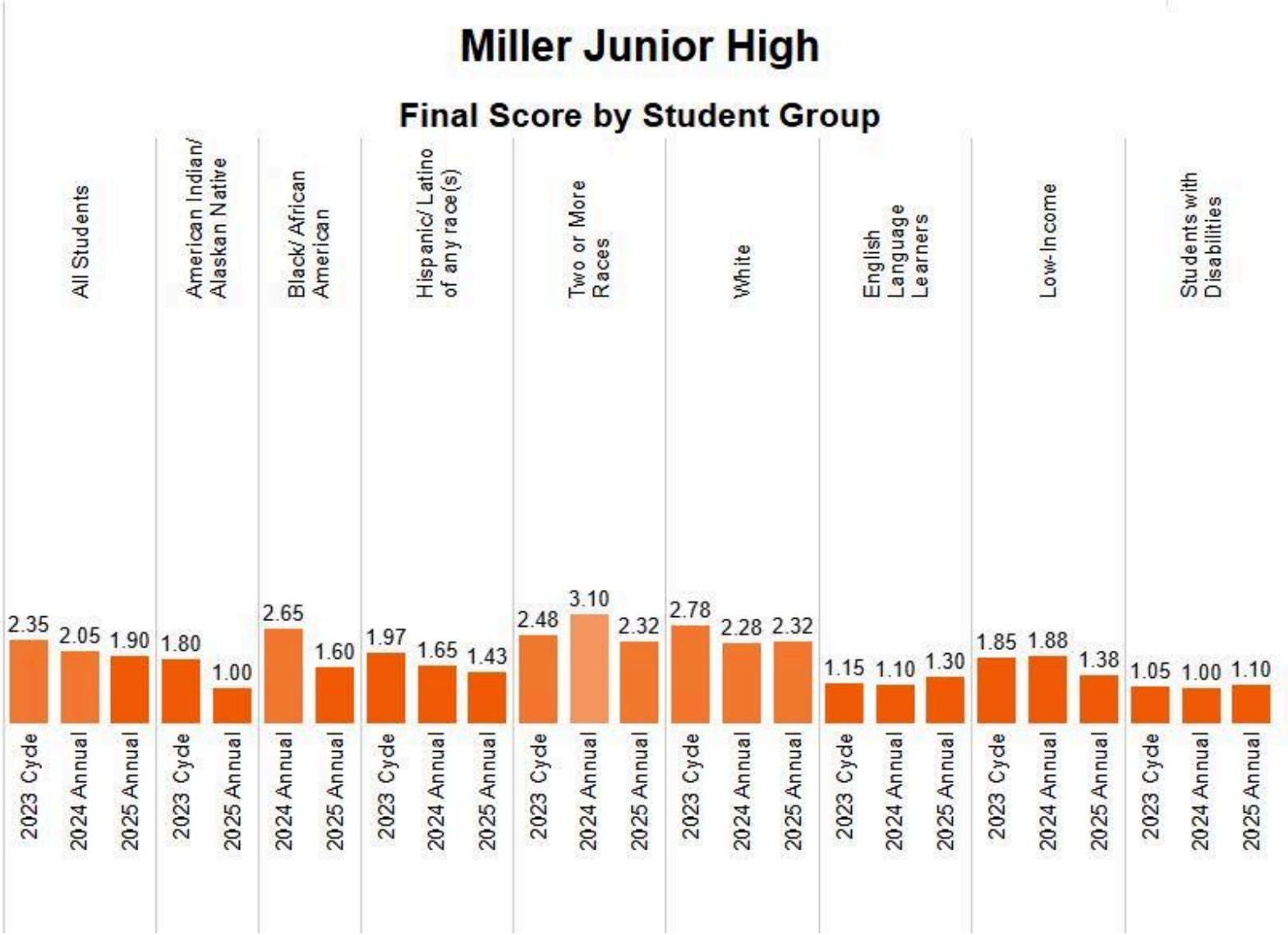
All Schools Threshold: 2.25

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.



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.

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.

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

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

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

Utilizing our school assessment data, student SBA scores, teacher referrals, our GPS process.

b. 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.

We utilize multiple assessment criteria to create a qualifier list. We use our scores from the above mentioned items. Utilizing the list and we look at students by grade and previous rating while looking at current trends.

c. 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?

We reassess every 6 weeks with our groups that have been identified along with looking at current academics

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?

A GLAD training and more targeted tier 1 strategies professional development

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?

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?

    Click or tap here to enter text.

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

b. How will the professional development activities benefit the students receiving targeted assistance services?

During staff meetings we will be doing PD training in areas for GLAD, Tier 1 strategies and other areas that have been in need that our staff has asked for more training. The Para's will be given more strategic training to be better at supporting students.

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.

   Our areas of need will benefit from the systematic PD's during our staff meeting. Our identified students will then get better trained staff to provide more specific support that they may need.

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

   Our white and two race student are our most successful group, and our attendance has gone up across the board especially our ELL students.

   Areas of improvement are our ELL students, SPED, and Low Income students need more support. Math competency is one of our most critical needs

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

   We do somewhat well, we do career days where different companies come in and work with students in showing what the various career options are open and the skills that they need. We have had several members come and work with small groups of students that need supports.

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?

   We have used a family engagement survey to find out how engaged parents are in the school and we use our data from parent/student/teacher conferences looking at the number of families who come. Plus any comments parents give when coming to our events.

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)

   Our career days an CTE days held by Gear up has really brought more partnerships with our building and the community. Also our arena style conferences has increased family engagement over the years in supporting their students in school.

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?

      Last years only worked with one grade, this year the focus will be more wide spread to case a bigger net.
      .
   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?

      We have created a system data base that will have check point in the support class all students will engage with to ensure that they are growing and if they are not then we will more to the next level of support.

   c. How do you support transitions between grade spans?

      We are utilizing data to intentionally targeted the skill gaps students have for Math or ELA to move them to the next level of support.

   d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

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

All students in the program still have the ability to participate in electives and students who test out of needed the targeted instruction can move into an enrichment class instead of the targeted instruction of need.

.

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?

    We will be asking families how they plan or prefer to support their students' success. Then send the families the data they reported and what we will do and the support we will provide them and teachers will provide to improve the success of parents who support their students.

    b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

    We will do 3 different checks using surveys during parent/student/teacher conferences. We will know it's working when parents report they feel like they are successful in helping their student. Plus student success in grades and assessment scores improve.

CNA DATA Summary

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

    Attendance has improved across everything.

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

    Our ELL, SPED, and low income are our top group needs. Math is still a critical need.

3. What disproportionalities exist among student groups?

    . THe groups who have had no growth in academics is the ELL, SPED, and low income.

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

    The areas have had support but not as intentional as it needed to be plus better accountability tools will need to be in place for monitoring success..

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

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

   Staff need more specified PD in key areas our students need better support in such as GLAD training, and utilizing better tier 1 strategies.

6. How do identified needs impact each other?

   There was a bit of an overlap where it came down to whether more intentional training is needed to better support students. However with ELL they got different support, but it would have been better to have a more aligned support system for continuity.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
   Our low income and SPed could be short term in creating more capacity in staff with PD to be more impactful in instruction success. ELL will need more system alignment which will take more time and get more staff trained to better support as a school wide system and not operate as a silo.

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

   Get all staff trained on Glad training which is good for all students.

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

   Student feelings about the climate and culture. Behaviors during specific parts of the day or subjects.

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.

Distribution of MTSS support for a whole grade and little growth was made. Special education support needed to be better executed. El Students needed more wrap around support in all content areas to help with language acquisition and academic support.

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: Improve Outcomes for Students with Disabilities and Other Underserved Groups

Priority #2: Increase Math Achievement Across All Student Groups.

Priority #3: Improve School Engagement

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?

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.*

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: *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: By spring 2027, the percentage of all students who score a 3 or higher on the English/Language Arts SBA will increase by ten percentage points from the spring 2026 scores. The percentage of students who scored a 3 or higher in spring of 2026 was 30%.

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?

We will expect to see an improvement of at least five percentage points in our January 2027 ELA iReady scores over our September 2026 scores.

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).

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

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. We will provide professional development for staff to implement GLAD-based strategies across all content areas. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Professional Development; staff meeting and PD day time. ***What student groups will benefit and why?*** Research shows that EL, Low-Income and Special Education students will benefit from GLAD-based strategies, especially those that increase academic vocabulary.	***What data will be collected to measure the impact of implementing this EBI?*** Classroom assignment and assessment data; iReady assessment scores; SBA scores; and office referral data. ***How will the impact on equitable learning or behavior change be measured?*** We will look for increases in student achievement and decreases in office referrals from the beginning of the year, as well as the previous school year.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Administrative team and MTSS ***When will this EBI occur?*** Throughout the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data will be reviewed monthly during MTSS meetings and throughout the year after iReady and SBA testing.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

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. Miller Junior High will employ Flex time during each school day in which students will receive interventions for Math and ELA. Student placement will be determined by diagnostics from iReady assessments. ***What resources will be used for implementation?*** Flex time imbedded into schedule; iReady program; MTSS Coordinator and Assistants ***What student groups will benefit and why?*** All students with gaps in their ELA learning should benefit. EL students, low-income and Special Education students will especially benefit.	***What data will be collected to measure the impact of implementing this EBI?*** Classroom assignment and assessment data; iReady assessment scores; SBA scores. ***How will the impact on equitable learning or behavior change be measured?*** We will look for increases in student achievement on classroom assignments and assessments, as well as iReady scores and SBA scores.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Administrative team and MTSS ***When will this EBI occur?*** Throughout the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data will be reviewed monthly during MTSS meetings and throughout the year after iReady and SBA testing.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

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. Planning/Alignment meetings among content-area teams to align and plan instruction to meet standards. ***What resources will be used for implementation?*** Four hours of curriculum rate per teacher to meet to align instruction to meet standards. ***What student groups will benefit and why?*** All students with gaps in their ELA and Math learning should benefit. EL students, low-income and Special Education students will especially benefit.	***What data will be collected to measure the impact of implementing this EBI?*** Classroom assignment and assessment data; iReady assessment scores; SBA scores. ***How will the impact on equitable learning or behavior change be measured?*** We will look for increases in student achievement on classroom assignments and assessments, as well as iReady scores and SBA scores.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Administrative team and MTSS ***When will this EBI occur?*** August and September 2026, ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data will be reviewed monthly during MTSS meetings and throughout the year after iReady and SBA testing.		

SY 2026-2027 SMARTIE Goal #2: By spring 2027, the percentage of all students who score a 3 or higher on the Math SBA will increase by ten percentage points from the spring 2026 scores. The percentage of students who scored a 3 or higher in spring of 2026 was 14%.

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?

We will expect to see an improvement of at least five percentage points in our January 2027 Math iReady scores over our September 2026 scores.

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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. We will provide professional development for staff to implement GLAD-based strategies across all content areas. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*	***What data will be collected to measure the impact of implementing this EBI?*** Classroom assignment and assessment data; iReady assessment scores; SBA scores; and office referral data. ***How will the impact on equitable learning or behavior change be measured?*** We will look for increases in student achievement and decreases in office referrals from the beginning of the year, as well as the previous school year.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Administrative team and MTSS ***When will this EBI occur?*** Throughout the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data will be reviewed monthly during MTSS meetings and throughout the year after iReady and SBA testing.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

Professional Development; staff meeting and PD day time. ***What student groups will benefit and why?*** Research shows that EL, Low-Income and Special Education students will benefit from GLAD-based strategies, especially those that increase academic vocabulary.				
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. Miller Junior High will employ the Bridges math curriculum in weekly interventions to close gaps in math skills for students. ***What resources will be used for implementation?*** Bridges math curriculum; Flex period implementation; MTSS coordinator and assistants.	***What data will be collected to measure the impact of implementing this EBI?*** Classroom assignment and assessment data; iReady assessment scores; SBA scores. ***How will the impact on equitable learning or behavior change be measured?*** We will look for increases in student achievement on classroom assignments and assessments, as well as iReady scores and SBA scores.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Administrative team and MTSS ***When will this EBI occur?*** Throughout the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data will be reviewed monthly during MTSS meetings and throughout the year after iReady and SBA testing.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

Staff Meeting PD sessions. ***What student groups will benefit and why?*** All students with gaps in their math learning will benefit from this strategy.				
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. Miller Junior High will employ Flex time during each school day in which students will receive interventions for Math and ELA. Student placement will be determined by diagnostics from iReady assessments. ***What resources will be used for implementation?*** Flex time imbedded into schedule; iReady program; MTSS Coordinator and Assistants ***What student groups will benefit and why?***	***What data will be collected to measure the impact of implementing this EBI?*** Classroom assignment and assessment data; iReady assessment scores; SBA scores. ***How will the impact on equitable learning or behavior change be measured?*** We will look for increases in student achievement on classroom assignments and assessments, as well as iReady scores and SBA scores.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Administrative team and MTSS ***When will this EBI occur?*** Throughout the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data will be reviewed monthly during MTSS meetings and throughout the year after iReady and SBA testing.		

All students with gaps in their math learning should benefit. EL students, low-income and Special Education students will especially benefit.				

SY 2026-2027 SMARTIE Goal #3: By June 2027, the school will foster a more positive, inclusive, and respectful school culture by increasing students' sense of belonging and connectedness, as measured by an annual school climate survey, from **68% to 80%** reporting that they feel safe, respected, and valued at school. During the same period, office discipline referrals will decrease by **20%**, and chronic absenteeism will decrease by **10%** through the implementation of schoolwide positive behavior supports, relationship-building strategies, and restorative practices.

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?

We expect to see 74% of our students report that they feel safe, respected and valued. We expect that we will see a 20% decrease in referrals from the same time last year, and that we will see a 10% of chronic absenteeism from the same time last year.

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

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. We will provide professional development for staff to implement GLAD-based strategies across all content areas. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Professional Development; staff meeting and PD day time. ***What student groups will benefit and why?*** Research shows that EL, Low-Income and Special Education students will benefit from GLAD-based strategies, especially those that increase academic vocabulary.	***What data will be collected to measure the impact of implementing this EBI?*** Classroom assignment and assessment data; iReady assessment scores; SBA scores; and office referral data. ***How will the impact on equitable learning or behavior change be measured?*** We will look for increases in student achievement and decreases in office referrals from the beginning of the year, as well as the previous school year.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Administrative team and MTSS ***When will this EBI occur?*** Throughout the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data will be reviewed monthly during MTSS meetings and throughout the year after iReady and SBA testing.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

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. MJH will hold Bobkitten Days prior to the first day of school. Bobkitten Days is designed for families and students to come in and get prepared for the first day of school. Students will be able to get schedules, lockers, bus routes, ASB cards and school photos taken. ***What resources will be used for implementation?*** Office staff and classified staff. Additional timesheet pay for some classified staff will be necessary. ***What student groups will benefit and why?*** This will benefit all student groups.	***What data will be collected to measure the impact of implementing this EBI?*** We will keep data on how many families attend by the number of schedules remaining to be distributed. ***How will the impact on equitable learning or behavior change be measured?*** We will utilize family surveys	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Administrative team and MTSS ***When will this EBI occur?*** August 2026 ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data will be reviewed during the September MTSS Meeting.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

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. Miller Junior High will be implementing Explorer Classes. The purpose is to expose students to expand the academic interests of students, thereby increasing overall engagement. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Supplies for teachers to utilize during implementation. ***What student groups will benefit and why?*** All students will benefit.	***What data will be collected to measure the impact of implementing this EBI?*** Attendance data, and student engagement survey ***How will the impact on equitable learning or behavior change be measured?*** We will look for increases in student achievement and decreases in office referrals from the beginning of the year, as well as the previous school year.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Administrative team will implement. MTSS will help assess. ***When will this EBI occur?*** Quarterly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Surveys will be conducted each semester.		

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. Miller Junior High will be preparing to implement the WEB program for the 27-28 school year. This will involve some training and setup during the 26-27 school year. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Training for staff; materials ***What student groups will benefit and why?*** Incoming sixth-grade students will benefit by becoming more acclimated and prepared for Junior High before attending.	***What data will be collected to measure the impact of implementing this EBI?*** Sixth-grade achievement (classroom, district and state assessments) for 27-28. ***How will the impact on equitable learning or behavior change be measured?*** We will look for increases in student achievement and decreases in office referrals from the beginning of the year, as well as the previous school year.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building and District Admin Team. ***When will this EBI occur?*** Training will occur during the upcoming winter and spring. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly once implemented.		

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. Miller Junior High will hold two Student/Family Engagement events during the 26-27 school year. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Materials and supplies for the events. ***What student groups will benefit and why?*** All students will benefit if family engagement increases..	***What data will be collected to measure the impact of implementing this EBI?*** Attendance data, and student and family engagement survey ***How will the impact on equitable learning or behavior change be measured?*** We will look for increases in student achievement and decreases in office referrals from the beginning of the year, as well as the previous school year.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Administrative team and staff ***When will this EBI occur?*** Once each semester. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Surveys will be conducted each semester.		

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?

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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

This section is a summary reflection on end-of-year findings, 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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

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.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* *Monthly Collaboration Time for staff* Building Leadership Teams PD for teachers to support EL/Special Education
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.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* *MTSS Coach, MTSS Assistants for Intervention*
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.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* SIP Team to OSSI Conference- $5,000 Bridges Curriculum Materials- $3,500 WEB training in preparation for 2027-28- $5,000 Supplemental Materials for Explorer Classes- $2,000 GLAD Training for Staff- $6,000 Materials for Family Engagement Events- $1,500

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
		Teacher Collaboration/Planning Time for Alignment- $7,000
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* AVID training and implementation Data Action Meetings Continued PD for My Perspectives and Carnegie Math
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.	*Example: After school Title III intervention staffing and supplies 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. Covers the cost of ESL coursework and GLAD professional development.* *GLAD Training Strategies, Title III Intervention Staffing- MTSS model* WIDA Conference for MTSS instructional support

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
		EL Teacher and Paras
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* Second Steps; Panorama
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 of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K-6 students.* *Monthly teacher collaboration* Building Level Leadership Team meeting- monthly MTSS coach and building MTSS paras
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.

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: AJ West Elementary	**Does your school share a building with another school?** Yes ☐ No x **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: Click or tap here to enter text.	**Grade Span:** PreK-5 **School Type:** Elementary
Principal: Serena O'Neill	**Building Enrollment:** 275
School District: Aberdeen	**F/R Percentage:** 81.5%
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 35.6%

Plan Date: 8/17/2026	

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

Tier 1: 1-2

Vision and Mission Statement

OUR WHY:

All students can learn and have unlimited potential. All students deserve a safe and nurturing environment where they feel empowered, capable, worthy, and valued each day.

VISION:

To inspire individual growth in students, building individual thinking and problem solving skills as students grow from PreK through 5th grade

School Leadership Team Members and Parent-Community Partners

Name	Title (if applicable)	Role
Serena O'Neill	Principal	Admin
Sara Verde	MTSS Coach	Classified
Marnie Ranheim	PTO Member	Parent
Amanda Lewis	Multilingual Teacher	Certificated

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)	4.0	2.1	2.7
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	4.08	1.63	1.68
Two or more races	N/A	N/A	N/A
White	5.13	3.90	4.43
English Learner	3.17	1.48	2.05
Low Income	3.95	1.45	2.30
Special Education	2.25	1.80	1.98

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.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students
    a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

       Click or tap here to enter text.
    b. 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.

       Click or tap here to enter text.
    c. 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?

       Click or tap here to enter text.

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?

- **Evidence based reading and math teaching strategies to support instruction using iReady Math, Really Great Reading, and other district instructional materials, and in partnership with ESD content staff..**

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

- **Systematic classroom management and positive behavior interventions including restorative practices.**
- **Writing effective IEP goals and how to support IEP accommodations and goals within the general education classroom**
- **Understanding language development needs and instructional practices for multilingual students.**

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?

- **MTSS staff support and training, Restorative Practices, Counselor SEL Lessons, intro to iReady Math resources**

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?

        School level data indicates students struggle with engagement in class. The professional learning opportunities support educators with strategies to adapt instruction to increase access to teaching and learning for all students, increase restorative practices to keep students in class to continue to engage in learning, and increase grade level and developmentally appropriate support for individual students in accordance with their needs (related to the unique needs of individual students' disability, language development, or both).

    b. How will the professional development activities benefit the students receiving targeted assistance services?

        When instruction is planned that considers and removes barriers for individual students through evidence based teaching strategies and increases means to access and engage in learning, and thereby demonstration of learning; student agency increases, opportunities for student engagement increases, positive engagement reduces the frequency of behavior interventions, reduces the amount of time students are out of class for behavior support/coaching, and increases educators formative assessment to support students and their diverse needs.

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.

    The MTSS and PBIS systems of support at AJ West are robust. The MTSS system provides support that is responsive to each student's unique needs and students show growth in ELA and math through the MTSS system each year.

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

While the PBIS system is robust, there needs to be consistent use across classrooms as well as a structure within the PBIS system to acknowledge academic and social-emotional growth of students in addition to rewarding following school rules and behavior expectations. Acknowledging growth is of particular importance for students with disabilities where adhering to some of the schoolwide expectations that are grounded in social interactions may be challenging as a function of their unique disability. Further, a shared understanding of who provides MTSS support (general education teacher, paraprofessional, special education teacher) needs to be further clarified to increase access to research-based teaching strategies across learning environments.

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

   Spring 2026 Tiered Fidelity Inventory results

   MTSS data

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

   There is mixed success with community/ school interaction. Parents and community partners are supportive of AJ West and some grant opportunities can be accessed within the local or larger community, funding programs and events in the school. However, as a remote community, continuity of supports for student and family needs that transcend in and out of school are limited (mental health, wrap around, financial assistance programs, etc.)

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?

   Panorama surveys, parent engagement in school programs and family nights inform improvement strategies throughout the year.

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)

   There is a high number of Choice requests and In-District transfer requests for students to attend AJ West, paired with positive feedback in Panorama surveys from families and students. However, thoughtful efforts to engage families and community members need to increase in order to fully understand the strengths and needs of the AJ West parent/community partnership and continuum of support.

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

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?

        Targeted assistance at AJ West transcends role and environment with specific focus on supporting students with disabilities, behavioral intervention, and multilingual learners. Targeted assistance is supported in general education, and individualized support settings.
    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?

        Targeted supports ensure our WSIF identified student groups are receiving support through comprehensive scaffolded training and professional development for general education staff as well as MTSS teams. In this way, every staffer that works with students on content, language, and/or behavior support has received professional development and resources to support students responsively.
    c. How do you support transitions between grade spans?

        Comprehensive support and understanding of the grade level standards, the continuum of learning within a content area that occurs before and after one's grade level of instruction, and support for formative and summative assessment in context of the continuum of learning. End of year collaboration on student growth and needs as students move to the next grade.
    d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

        Yes. All students are able to participate in band, swimming, theater, and the bicycle program regardless of whether they receive additional support or not.
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?

        Panorama surveys and family nights are only as accessible and available as the resources families have to get there or access surveys online or in their home language. As a school we need to increase opportunities for parent and family engagement.
    b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

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

We will know our engagement strategies are working when we see families engaging who have not before, when families feel safe to give honest feedback, and when families feel seen, heard, and respected in their participation and engagement with staff and programs at AJ West.

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?
    - **Staff and students are responsive to the PBIS system in place as reflected in SWIS data and anecdotal feedback**
    - **Per iReady data students show consistent overall growth in reading**
    - **Per Panorama SEL student surveys, students generally feel supported at AJ West**
2. What top needs have emerged from multiple data sources?
    - **Need for additional training and resources for staff to support the high number of students with IEPs**
    - **Need for additional training and resources for staff to support behavior needs of students**
    - **Need for additional training and resources for staff to support students who are multilingual learners**
    - **Need for increased certificated staff time to support multilingual students. Currently AJ West is allocated one certificated Multilingual teacher/ two days a week.**
    - **Staff training focused best practices for language development and working with multilingual students**
3. What disproportionalities exist among student groups?
    - **Only 15.9% of SWD met standard on SBAC ELA whereas 22.7% of SWD met standard on the SBAC Math**
    - **Only 8.3% of multilingual learners met standard on SBAC ELA and 19.4% of multilingual learners met standard on SBAC Math**
    - **Only 8.47% of multilingual learners met standard on the WIDA**
4. What root causes has your team identified for disproportionalities among student groups?
    - **Lack of adequate training and resources for staff to support students with disabilities in general education**
    - **Lack of adequate training and resources for staff to support students with behavior needs**
    - **Lack of adequate training and resources for staff to support students who are multilingual learners**

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

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

   Staff need access to training and resources to support students' behavioral, special education, and language development needs.

6. How do identified needs impact each other?

   When staff have access to training/professional learning on strategies and resources that support students with disabilities, engagement/disengagement and behavioral needs, and language development, and educators are supported throughout the learning and implementation process, then students' engagement and achievement increases as a function of evidence-based instructional strategies that support all learners.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
   - Short term:
     i. Collaborate with staff to identify PBIS rewards (Cat Tracks) for students academic, social-emotional, behavioral growth
     ii. Collaborating with staff to analyze school level engagement (Cat Tracks) and disengagement data (SWIS) to identify disengagement trends toward understanding common antecedents
   - Long term:
     i. Apply understanding of common antecedents toward folding in instructional approaches that mitigate the given antecedents across learning environments
     ii. Increase instructional strategies that increase student engagement through student/community connected learning opportunities
     iii. Increase instructional strategies that are designed to remove barriers to learning as a function of disability or language development

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

   Collaborate with staff to identify PBIS rewards (Cat Tracks) for students academic, social-emotional, behavioral growth. When students are acknowledged for their growth in learning and connection, then students have a greater sense of confidence and belonging. When **all** students feel like they can do things, can contribute to the class, and they do belong, then it creates momentum toward getting deeper into strategies that increase student engagement and learning.

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

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.

Funding and time constraints limit training/professional learning opportunities for staff to learn about and implement evidence based strategies to increase engagement and achievement for students with disabilities, when students have behavioral challenges, and students who are multilingual learners.

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: **Need for additional training and resources for staff to support the high number of students with IEPs**

Priority #2: **Need for additional training and resources for staff to support behavior needs of students**

Priority #3: **Need for additional training and resources for staff to support students who are multilingual learners**

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

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).

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?

***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.*

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).

SY 2026-2027 SMARTIE Goal #1:

By May 31, 2027 at least 70% of all students will meet 100% of typical growth in reading as measured by iReady End of Year Benchmark reading scores.

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?

Per MOY iReady ELA testing, at least 70% of students will be on track with annual strength growth.

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.)*

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).

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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. **Continued implementation of a Multi-Tiered System of Support as a Continuum of Support for Academics.**	***What data will be collected to measure the impact of implementing this EBI?*** **iReady Reading Data Reports (Fall, Winter, and Spring) overall growth reports.** ***How will the impact on equitable learning or behavior change be measured?*** **iReady Reading Data**	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** **Principal, MTSS Coach, EL Teacher, Grade Level/Grade Band Teachers, SpEd Resource Teachers** ***When will this EBI occur?*** **October, January, May**	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Continued implementation of a dedicated WIN (What I Need) block at each grade level/grade band for pull-out or walk-to interventions focused on Literacy. During this time, reading interventions, EL services, and SpEd Resource support will be provided. All students performing below grade level in foundational skills will participate in targeted, accelerated interventions to support their growth. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* **Core and intervention ELA curriculum and materials, collaboration time, MTSS Coach support, iReady training and support.**	**Reports (Fall, Winter, and Spring) overall growth reports.**	*When or how often will progress be monitored or data reviewed? Be as specific as possible.* **At least monthly at staff meetings and during collaboration time (PLC).**		

What student groups will benefit and why? **All students will benefit with an increased focus on students with disabilities and multilingual students.**				
For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.	*For more EBIs cut and paste the prompts to answer below.* Click or tap here to enter text.

SY 2026-2027 SMARTIE Goal #2:

By May 31, 2027 at least 75% of all students will meet 100% of typical growth in math as measured by iReady End of Year Benchmark math scores.

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?

Per MOY iReady math testing, at least 70% of students will be on track with annual stretch growth.

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

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. **Continued implementation of a Multi-Tiered System of Support as a Continuum of Support for Academics.** **Establish a dedicated WIN (What I Need) block at each grade level/grade band for pull-out or walk-to interventions focused on Literacy. During this time, reading interventions, EL services, and SpEd Resource support will be provided. All students performing below grade level in foundational skills will participate in targeted, accelerated interventions to support their growth.**	***What data will be collected to measure the impact of implementing this EBI?*** **iReady Math Data Reports (Fall, Winter, and Spring) overall growth reports.** ***How will the impact on equitable learning or behavior change be measured?*** **iReady Reading Data Reports (Fall, Winter, and Spring) overall growth reports.**	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** **Principal, MTSS Coach, EL Teacher, Grade Level/Grade Band Teachers, SpEd Resource Teachers** ***When will this EBI occur?*** **October, January, May.** ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** **At least monthly at staff meetings and during collaboration time (PLC).**	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) **Core and intervention math curriculum and materials, collaboration time, MTSS Coach support, iReady training and support.** *What student groups will benefit from and why?* **All students will benefit with an increased focus on students with disabilities and multilingual students.**				
For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

SY 2026-2027 SMARTIE Goal #3:

By May 31, 2027 AJ West Elementary School will demonstrate a minimum of a 30% decrease of K-5 minor behavior referrals in comparison to the 2025-26 school year as measured by SWIS.

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?

MOY 2026-2027 SWIS data will show a 50% decrease in K-5 minor behavior referrals (to 195 referrals) in comparison to MOY data for 2025-26 (392 referrals).

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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. **Continued support to staff to consistently implement PBIS by engaging all students and staff in communicating clear expectations while promoting positive behavior through incentives and recognition.** **Collaboratively define student growth in academics and social/behavioral contexts to recognize**	*What data will be collected to measure the impact of implementing this EBI?* **SWIS core data reports, Panorama student SEL surveys, and anecdotal feedback from staff and students.** *How will the impact on equitable learning or behavior change be measured?* **SWIS core data reports, Panorama student SEL surveys, and anecdotal feedback from staff and students.**	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* **Principal, MTSS Coach, EL Teacher, Grade Level/Grade Band Teachers, SpEd Resource Teachers, Counselor, Behavior Support Specialist** *When will this EBI occur?* **October, January, May.** *When or how often will progress be monitored or data reviewed? Be as specific as possible.* **At least monthly at staff meetings and during collaboration time.**	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

students regularly and consistently for individual growth. Hold monthly PBIS Committee meetings, update PBIS posters, maintain a calendar of preventative PBIS activities, recognize students regularly, organize monthly PBIS celebrations, and utilize the Cat Tracks token economy along with the school store. Continue to implement and improve a systematic approach to support student behavior and SEL needs. Develop and implement individualized student behavior plans with targeted support strategies and individualized recognition of growth through Cat Tracks. Utilize Restorative Practices, including accountability projects, structured schedules, and community service,				

to address behavior and promote personal responsibility. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* **SEL curriculum and materials, PBIS materials and resources, collaboration time, Restorative Practices training and support.** *What student groups will benefit and why?* **All students will benefit with an increased focus on students with disabilities and multilingual students.**				
For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

Section 7: 2026–2027 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented 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.

2. 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?

   Click or tap here to enter text.

3. 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?

   Click or tap here to enter text.

4. 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.

   Click or tap here to enter text.

5. 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?

   Click or tap here to enter text.

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.

- 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?

  Click or tap here to enter text.

- 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.

  Click or tap here to enter text.

- 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?

  Click or tap here to enter text.

- 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.

  Click or tap here to enter text.

- 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?

  Click or tap here to enter text.

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

  Click or tap here to enter text.

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

  Click or tap here to enter text.

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.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

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.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* Collaboration time (PLC), monthly staff meetings for PL on formative/summative assessment, UDL, and understanding diverse student needs
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.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* Intentional Tier II intervention in general education spaces and MTSS through adaptive and flexible groupings and responsive What I Need support.
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.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Coaching for teachers on mathematical fluency strategies, implementing WIDA standards in teaching and learning, focus on effective formative and summative assessment, monthly communities of practice to support successes, monthly problem of practice groupings to collaborative problem solve and support implementation of evidence based teaching strategies.

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
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* PBIS and Restorative Practice professional development
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.	*Example: After school Title III intervention staffing and supplies 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. Covers the cost of ESL coursework and GLAD professional development.* WIDA training and conference
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* Continued support of existing SEL programs and implementation
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 of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K-6 students.*

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
		MTSS coaches and paraprofessional support, 5-year math plan and support from content team at ESD,
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.

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: Central Park Elementary	**Does your school share a building with another school?** NO
School Code: Click or tap here to enter text.	**Grade Span:** Kinder - 5th **School Type:** Elementary
Principal: Ruth Erwin-Svoboda	**Building Enrollment:** 123 (25-26)
School District: Aberdeen School District #5	**F/R Percentage:** 60.2%
Board Approval Date: October 6, 2026	**Special Education Percentage:** 36.6%
Plan Date: August 17, 2026	

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

Tier 1

Vision and Mission Statement

Central Park: Work Hard, Be Kind

Aberdeen SD Mission: To facilitate an innovative and empowering learning experience for every student.

Aberdeen SD Vision: A community of confident critical thinkers who are adaptable, responsible and effective communicators.

School Leadership Team Members and Parent-Community Partners

Name	Title (if applicable)	Role
Ruth Erwin-Svoboda	Click or tap here to enter text.	Principal
Britney Perez	Click or tap here to enter text.	Paraeducator
Wendy Clevinger	Click or tap here to enter text.	Teacher
Alexys Katainen		Parent/PTO

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:

- 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.

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)	6.33	5.13	4.42
Comprehensive Graduation Rate			
Student Group			
American Indian/Alaska Native			
Asian			
Black/African American			
Hawaiian/Other Pacific Islander			
Hispanic/Latino	4.83		
Two or more races			
White	5.42	4.98	4.60
English Learner			
Low Income	5.67	4.08	3.98
Special Education	3.98		

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?

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.*

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: *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: Forty-five percent of students will make their annual stretch growth by the spring iReady benchmark ELA assessment.

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?

We expect to see that at least 45% of students are more than half way to their stretch grown goal on the Winter iReady assessment.

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.)*

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).

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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. WIN Blocks RGR as part of core instruction in K-2	***What data will be collected to measure the impact of implementing this EBI?*** iReady benchmark tests RGR Fall/Winter/Spring assessment (tentative) ***How will the impact on equitable learning or behavior change be measured?***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All staff ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.***	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Heggerty for K and 1 to increase PH 95% vocabulary instruction for 3-5 ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Individual data meetings with staff. RGR training ***What student groups will benefit and why?*** Low Income Students 1 grade level behind (yellow)	We want to specifically focus on students who are 1 grade level behind. These students will be tracked by name.	iReady benchmarking assessments 3x yearly		

SY 2026-2027 SMARTIE Goal #2: Forty-five percent of students will make their annual stretch growth by the spring iReady benchmark math test.

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?

We expect to see that at least 45% of students are more than half way to their stretch grown goal on the Winter iReady assessment.

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

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. WIN Blocks Ready Math Curriculum ESD Math Partnership & Training ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Staff meetings Special trainings ***What student groups will benefit from and why?*** Low Income Students 1 grade level behind (yellow)	***What data will be collected to measure the impact of implementing this EBI?*** iReady benchmark tests ***How will the impact on equitable learning or behavior change be measured?*** We want to specifically focus on students who are 1 grade level behind. These students will be tracked by name.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All staff ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** iReady benchmarking assessments 3x yearly	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

SY 2026-2027 SMARTIE Goal #3: Central Park will have Tier 1 PIBS strategies implemented at 40% or greater as measured on the spring TFI.

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?

We will have successfully implemented the suggestions from the 25-26 TFI. There will be a formal PBIS team and written processes for our practices.

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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. Create a PBIS Handbook Extend the Matrix teaching modules Create a written process for positive acknowledgement. Designate a PBIS team leader 3:1 positive to corrective ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Monthly, all staff, PBIS meetings.	***What data will be collected to measure the impact of implementing this EBI?*** Check off the tasks in column 1. Internal TFI review. ***How will the impact on equitable learning or behavior change be measured?*** ODR analysis compared to previous years. Baseline positive reinforcement tracking	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** PBIS Team Principal ***When will this EBI occur?*** Monthly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data checks before winter break and then in the spring TFI.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

PD during district training days ***What student groups will benefit and why?*** All of them				

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?

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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

This section is a summary reflection on end-of-year findings, 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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* Click or tap here to enter text.
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.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* Click or tap here to enter text.
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.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Click or tap here to enter text.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop*

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
	the same academic content and academic achievement standards that other children are expected to meet.	*English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.* Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* Click or tap here to enter text.
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 of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K-6 students.* Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.

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: McDermoth Elementary	**Does your school share a building with another school?** No **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code:	**Grade Span:** PK-5th Grade **School Type:** Public
Principal: Amber Melville	**Building Enrollment:** 288
School District: Aberdeen School District	**F/R Percentage:** 72%
Board Approval Date:	**Special Education Percentage:** 23%
Plan Date: August 21, 2026	

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

Foundational Supports

Vision and Mission Statement

Motto:
"When put to the test, we always give our Bulldog Best!"

Mission:
At McDermoth, we work as One Team to ensure every student belongs, grows, and achieves their Bulldog Best.

Vision — currently under development:

McDermoth Elementary is engaged in a collaborative process to develop a shared school vision centered on our theme, ***"One Team, One Dream."*** *Through staff collaboration, we are defining our collective commitments and shared vision for student success, belonging, and growth. Our goal is to create a vision that reflects the voices of our school community and ensures we are working together toward common goals for every Bulldog.*

School Leadership Team Members and Parent-Community Partners

Name	Title (if applicable)	Role
Principal, classroom teachers, specialists, MTSS/PBIS team members, counselor, support staff, and district leadership collaborated to review data, identify needs, and develop the SIP goals and interventions.	Click or tap here to enter text.	

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)	5.75	4.1	4.1
Comprehensive Graduation Rate			
Student Group			
American Indian/Alaska Native			
Asian			
Black/African American			
Hawaiian/Other Pacific Islander			

Hispanic/Latino	4.03	4.13	4.5
Two or more races	4.58	3.63	4
White	6.82	3.68	3.73
English Learner	3.78		3.75
Low Income	4.33	3.18	3.5
Special Education	2.85	2.3	2.02

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.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students
    a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

       Click or tap here to enter text.
    b. 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.

       Click or tap here to enter text.
    c. 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?

       Click or tap here to enter text.

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?

Click or tap here to enter text.

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

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?

Click or tap here to enter text.

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?

        Click or tap here to enter text.

    b. How will the professional development activities benefit the students receiving targeted assistance services?

        Click or tap here to enter text.

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.

    Click or tap here to enter text.

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

    Click or tap here to enter text.

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

    Click or tap here to enter text.

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?

   Click or tap here to enter text.

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)

   Click or tap here to enter text.

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?

      Click or tap here to enter text.
   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?

      Click or tap here to enter text.
   c. How do you support transitions between grade spans?

      Click or tap here to enter text.
   d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

      Click or tap here to enter text.
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?

      Click or tap here to enter text.
   b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

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

Click or tap here to enter text.

CNA DATA Summary

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

   Click or tap here to enter text.
2. What top needs have emerged from multiple data sources?

   Click or tap here to enter text.
3. What disproportionalities exist among student groups?

   Click or tap here to enter text.
4. What root causes has your team identified for disproportionalities among student groups?

   Click or tap here to enter text.
5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

   Click or tap here to enter text.
6. How do identified needs impact each other?

   Click or tap here to enter text.
7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
   Click or tap here to enter text.
8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?

   Click or tap here to enter text.
9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

   Click or tap here to enter text.

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.

Click or tap here to enter text.

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: Click or tap here to enter text.

Priority #2: Click or tap here to enter text.

Priority #3: Click or tap here to enter text.

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?

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.*

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: *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:

By the end of the 2026–27 school year, McDermoth Elementary will increase the percentage of students attending at least 90% of school days from 64% (2025-26) to 72%, an increase of 8 percentage points.

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?

Fall: *Establish baseline and identify students below 90%.*

Quarter 1: *Increase students at 90%+ from 64% to* ***66%****.*

Midyear: *Reach* ***68%****.*

Quarter 3: *Reach* ***70%****.*

End of Year: *Reach* ***72%****.*

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).

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

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. ***EBI #1: Create an Early Warning Attendance System*** *Review attendance data weekly, not just at the end of a quarter.* *Use three levels for monitoring:* ● *Green: 95–100% attendance* ● *Light Green: 90–94%* ● *Yellow: 80–89%* ● *Red: Below 80%* *Identify students whose attendance is beginning to decline before they become chronically absent.* *Review students with repeated tardies and partial-day absences in addition to full-day absences.*	***What data will be collected to measure the impact of implementing this EBI?*** Qmlativ Attendance Reports -% of students attending 90% or more -% of students with Chronic Absenteeism -Grade level attendance -Monthly attendance trends ***How will the impact on equitable learning or behavior change be measured?*** The impact will be measured through monthly attendance data, including the percentage of students attending at least 90% of the time. Data will be disaggregated by student groups to monitor gaps, identify barriers, and determine whether targeted supports are improving attendance equitably.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The Attendance/MTSS Team, principal, counselor, Student/Family Support staff, office staff, and classroom teachers will implement supports, review data, and adjust interventions. The EBI will be implemented **throughout the 2026–27 school year**, beginning with early identification and family outreach in the fall. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** **Attendance data will be reviewed weekly**, with the Attendance/MTSS Team conducting a **monthly progress review** to identify trends, evaluate interventions, and adjust supports.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Use weekly attendance data, disaggregated by student group, including students receiving special education services, to identify students approaching or below 90% attendance. The Attendance/MTSS Team will identify individual barriers and coordinate targeted supports with families and special education staff. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Weekly attendance data, MTSS/team meeting time, family outreach, student check-ins, attendance incentives, and support from administrators, counselors, Student/Family Support, and community partners will be used to identify barriers and provide targeted attendance interventions. ***What student groups will benefit and why?***				

All students will benefit, with targeted support for students attending below 90% and those showing early attendance concerns. Disaggregated data will also help identify student groups experiencing higher absenteeism so supports can be matched to specific barriers.				
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. ***EBI #2: Use Tiered Attendance Supports*** • ***Tier 1: Schoolwide attendance messaging, classroom celebrations, family communication, and recognition of improvement.*** • ***Tier 2: Personal check-ins, family contact, attendance goal***	***What data will be collected to measure the impact of implementing this EBI?*** Qmulativ Attendance Reports -% of students attending 90% or more -% of students with Chronic Absenteeism -Grade level attendance -Monthly attendance trends ***How will the impact on equitable learning or behavior change be measured?*** The impact will be measured through monthly attendance data, including	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The **Attendance/MTSS Team, principal, counselor, Student/Family Support staff, office staff, and classroom teachers** will implement supports, review data, and adjust interventions. The EBI will be implemented **throughout the 2026–27 school year**, beginning with early identification and family outreach in the fall. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.***	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

setting, mentoring/check-in systems, and identification of barriers. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Weekly attendance data, MTSS/team meeting time, family outreach, student check-ins, attendance incentives, and support from administrators, counselors, Student/Family Support, and community partners will be used to identify barriers and provide targeted attendance interventions. ***What student groups will benefit and why?*** All students will benefit, with targeted support for students attending below 90% and those showing early attendance concerns. Disaggregated data will also help identify student groups experiencing higher absenteeism so supports	the percentage of students attending at least 90% of the time. Data will be disaggregated by student groups to monitor gaps, identify barriers, and determine whether targeted supports are improving attendance equitably.	**Attendance data will be reviewed weekly**, with the Attendance/MTSS Team conducting a **monthly progress review** to identify trends, evaluate interventions, and adjust supports.		

can be matched to specific barriers.				
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. ***EBI #3: Shift Recognition Toward Growth and Improvement*** ***Celebrate:*** • ***90%+ attendance*** • ***Students moving from below 90% to above 90%*** • ***Monthly attendance milestones*** ***This allows students who have already missed school to continue having something meaningful to work toward.*** *What resources will be used for implementation? (For example, professional development, extended*	***What data will be collected to measure the impact of implementing this EBI?*** Qmulativ Attendance Reports -% of students attending 90% or more -% of students with Chronic Absenteeism -Grade level attendance -Monthly attendance trends ***How will the impact on equitable learning or behavior change be measured?*** The impact will be measured through monthly attendance data, including the percentage of students attending at least 90% of the time. Data will be disaggregated by student groups to monitor gaps, identify barriers, and determine whether targeted supports are	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The **Attendance/MTSS Team, principal, counselor, Student/Family Support staff, office staff, and classroom teachers** will implement supports, review data, and adjust interventions. The EBI will be implemented **throughout the 2026–27 school year**, beginning with early identification and family outreach in the fall. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** **Attendance data will be reviewed weekly**, with the Attendance/MTSS Team conducting a **monthly progress review** to identify trends, evaluate interventions, and adjust supports.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

time, curriculum, materials, etc.?) Weekly attendance data, MTSS/team meeting time, family outreach, student check-ins, attendance incentives, and support from administrators, counselors, Student/Family Support, and community partners will be used to identify barriers and provide targeted attendance interventions. ***What student groups will benefit and why?*** All students will benefit, with targeted support for students attending below 90% and those showing early attendance concerns. Disaggregated data will also help identify student groups experiencing higher absenteeism so supports can be matched to specific barriers.	improving attendance equitably.			

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. ***EBI #4: Strengthen Family Partnerships*** ***Use positive, supportive communication that answers:*** • ***How is the student doing?*** • ***What is getting in the way of attendance?*** • ***What can the school do to help?*** • ***What is our shared attendance goal?*** ***The emphasis should be on removing barriers while continuing to follow district and state attendance requirements outlined in the handbook.*** ***What resources will be used for implementation?*** *(For example, professional development, extended*	***What data will be collected to measure the impact of implementing this EBI?*** Qmulativ Attendance Reports -% of students attending 90% or more -% of students with Chronic Absenteeism -Grade level attendance -Monthly attendance trends ***How will the impact on equitable learning or behavior change be measured?*** The impact will be measured through monthly attendance data, including the percentage of students attending at least 90% of the time. Data will be disaggregated by student groups to monitor gaps, identify barriers, and determine whether targeted supports are improving attendance equitably.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The **Attendance/MTSS Team, principal, counselor, Student/Family Support staff, office staff, and classroom teachers** will implement supports, review data, and adjust interventions. The EBI will be implemented **throughout the 2026–27 school year**, beginning with early identification and family outreach in the fall. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** **Attendance data will be reviewed weekly**, with the Attendance/MTSS Team conducting a **monthly progress review** to identify trends, evaluate interventions, and adjust supports.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

time, curriculum, materials, etc.?) Weekly attendance data, MTSS/team meeting time, family outreach, student check-ins, attendance incentives, and support from administrators, counselors, Student/Family Support, and community partners will be used to identify barriers and provide targeted attendance interventions. ***What student groups will benefit and why?*** All students will benefit, with targeted support for students attending below 90% and those showing early attendance concerns. Disaggregated data will also help identify student groups experiencing higher absenteeism so supports can be matched to specific barriers.				

SY 2026-2027 SMARTIE Goal #2:

By the end of the 2026–27 school year, McDermoth Elementary will strengthen its Tier 2 PBIS system and reduce office discipline referrals by at least 20%, from 220 (2025–2026) referrals to 176 or fewer, while increasing the percentage of students receiving targeted Tier 2 interventions who demonstrate improvement in behavior data.

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?

88 Referrals at mid-year

220 → 176 or fewer referrals for the 2026-27 school year

That is a reduction of ***44 referrals****, or* ***20%****.*

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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. *EBI#1: Disaggregate referral data by student group, including students receiving special education services, to identify patterns and disproportionality. Students with repeated referrals will receive individualized Tier 2 supports, such as Lunch Bunch, targeted social-emotional/behavior skill groups, and other*	***What data will be collected to measure the impact of implementing this EBI?*** Office referral data, repeat referrals, students receiving Tier 2 supports, and pre/post intervention data for students participating in **Lunch Bunch and small groups** will be collected. The baseline is **220 referrals, with 149 generated by 29 students**. ***How will the impact on equitable learning or behavior change be measured?*** *Referral and Tier 2 data will be disaggregated by*	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The **PBIS/MTSS Team, principal, counselor, classroom teachers, and support staff** will implement Tier 2 supports, review referral data, and adjust interventions. ***When will this EBI occur?*** Tier 1 PBIS supports will occur **daily throughout the school year**, with Lunch Bunch and targeted small groups provided in **6–8 week intervention cycles** based on student need.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

interventions aligned with student needs and existing plans. ***TWhat resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Weekly attendance data, MTSS/team meeting time, family outreach, student check-ins, attendance incentives, and support from administrators, counselors, Student/Family Support, and community partners will be used to identify barriers and provide targeted attendance interventions. ***What student groups will benefit and why?*** All students will benefit, with targeted support for students attending below 90% and those showing early attendance concerns. Disaggregated data will also help identify student groups experiencing higher absenteeism so supports can be matched to specific barriers.	*student group to identify disproportionality and determine whether students receiving targeted supports demonstrate improved behavior and fewer referrals.*	This builds on McDermoth's existing PBIS framework and Paw Law expectations. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Referral data will be reviewed **monthly by the PBIS/MTSS Team**. Students receiving Tier 2 interventions will have progress monitored **every 2–3 weeks**, with supports adjusted at the end of each intervention cycle.		

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. *EBI#2: Establish a Tier 2 Identification and Referral Process* *McDermoth will develop a consistent process for identifying students who need additional support* ***before referral patterns become chronic****.* *The PBIS/MTSS team will review:* • *Students accumulating multiple referrals* • *Frequency of referrals* • *Type/function of behavior* • *Location and time of incidents*	***What data will be collected to measure the impact of implementing this EBI?*** Office referral data, repeat referrals, students receiving Tier 2 supports, and pre/post intervention data for students participating in **Lunch Bunch and small groups** will be collected. The baseline is **220 referrals, with 149 generated by 29 students**. ***How will the impact on equitable learning or behavior change be measured?*** *Referral and Tier 2 data will be disaggregated by student group to identify disproportionality and determine whether students receiving targeted supports demonstrate improved behavior and fewer referrals.*	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The **PBIS/MTSS Team, principal, counselor, classroom teachers, and support staff** will implement Tier 2 supports, review referral data, and adjust interventions. ***When will this EBI occur?*** Tier 1 PBIS supports will occur **daily throughout the school year**, with Lunch Bunch and targeted small groups provided in **6–8 week intervention cycles** based on student need. This builds on McDermoth's existing PBIS framework and Paw Law expectations. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Referral data will be reviewed **monthly by the PBIS/MTSS Team**. Students receiving Tier 2 interventions will have progress monitored **every**	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

• *Repeated minor behaviors* • *Teacher concerns* • *Social-emotional or relationship needs* • *Previous interventions and student response* *Students meeting established criteria will be matched with an appropriate Tier 2 intervention.* ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Weekly attendance data, MTSS/team meeting time, family outreach, student check-ins, attendance incentives, and support from administrators, counselors, Student/Family Support, and community partners will be used to identify barriers and provide targeted attendance interventions.		**2–3 weeks**, with supports adjusted at the end of each intervention cycle.		

What student groups will benefit and why? All students will benefit, with targeted support for students attending below 90% and those showing early attendance concerns. Disaggregated data will also help identify student groups experiencing higher absenteeism so supports can be matched to specific barriers.				
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. ***EBI#3: Implement Structured Lunch Bunch Groups*** ***Lunch Bunch will provide targeted support for students who need additional instruction and practice with:*** ● ***Friendship and peer relationships***	***What data will be collected to measure the impact of implementing this EBI?*** Office referral data, repeat referrals, students receiving Tier 2 supports, and pre/post intervention data for students participating in **Lunch Bunch and small groups** will be collected. The baseline is **220 referrals, with 149 generated by 29 students**. ***How will the impact on equitable learning or behavior change be measured?*** *Referral and Tier 2 data will be disaggregated by*	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The **PBIS/MTSS Team, principal, counselor, classroom teachers, and support staff** will implement Tier 2 supports, review referral data, and adjust interventions. ***When will this EBI occur?*** Tier 1 PBIS supports will occur **daily throughout the school year**, with Lunch Bunch and targeted small groups provided in **6–8 week intervention cycles** based on student need.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

• ***Conflict resolution*** • ***Emotional regulation*** • ***Problem solving*** • ***Kelso's Choices*** • ***Following Paw Law expectations*** • ***Communication and social skills*** ***Lunch Bunch groups will have an identified skill focus, student goal, and defined intervention period rather than functioning solely as an informal social opportunity.*** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Weekly attendance data, MTSS/team meeting time, family outreach, student check-ins, attendance incentives, and support from administrators, counselors, Student/Family Support, and community	*student group to identify disproportionality and determine whether students receiving targeted supports demonstrate improved behavior and fewer referrals.*	This builds on McDermoth's existing PBIS framework and Paw Law expectations. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Referral data will be reviewed **monthly by the PBIS/MTSS Team**. Students receiving Tier 2 interventions will have progress monitored **every 2–3 weeks**, with supports adjusted at the end of each intervention cycle.		

partners will be used to identify barriers and provide targeted attendance interventions. ***What student groups will benefit and why?*** All students will benefit, with targeted support for students attending below 90% and those showing early attendance concerns. Disaggregated data will also help identify student groups experiencing higher absenteeism so supports can be matched to specific barriers.				
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. ***EBI #4: Implement Targeted Skill-Based Small Groups*** ***The counselor and other identified staff will provide short intervention cycles,***	***What data will be collected to measure the impact of implementing this EBI?*** Office referral data, repeat referrals, students receiving Tier 2 supports, and pre/post intervention data for students participating in **Lunch Bunch and small groups** will be collected. The baseline is **220 referrals, with 149 generated by 29 students**. ***How will the impact on equitable learning or***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The **PBIS/MTSS Team, principal, counselor, classroom teachers, and support staff** will implement Tier 2 supports, review referral data, and adjust interventions. ***When will this EBI occur?*** Tier 1 PBIS supports will occur **daily throughout the school year**, with Lunch	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

such as 6–8 weeks, based on student need. ***Each student participating in a group will have:*** • ***Identified behavioral/social skill need*** • ***Baseline data*** • ***Specific goal*** • ***Regular intervention*** • ***Progress-monitoring measure*** • ***Decision to exit, continue, modify, or intensify support*** ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Weekly attendance data, MTSS/team meeting time, family outreach, student check-ins, attendance incentives, and support from administrators,	***behavior change be measured?*** *Referral and Tier 2 data will be disaggregated by student group to identify disproportionality and determine whether students receiving targeted supports demonstrate improved behavior and fewer referrals.*	Bunch and targeted small groups provided in **6–8 week intervention cycles** based on student need. This builds on McDermoth's existing PBIS framework and Paw Law expectations. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Referral data will be reviewed **monthly by the PBIS/MTSS Team**. Students receiving Tier 2 interventions will have progress monitored **every 2–3 weeks**, with supports adjusted at the end of each intervention cycle.		

counselors, Student/Family Support, and community partners will be used to identify barriers and provide targeted attendance interventions. ***What student groups will benefit and why?*** All students will benefit, with targeted support for students attending below 90% and those showing early attendance concerns. Disaggregated data will also help identify student groups experiencing higher absenteeism so supports can be matched to specific barriers.				
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. ***EBI #5: Monitor the 29-Student Pattern*** ***A major indicator of Tier 2 effectiveness will be whether McDermoth can reduce the concentration***	***What data will be collected to measure the impact of implementing this EBI?*** Office referral data, repeat referrals, students receiving Tier 2 supports, and pre/post intervention data for students participating in **Lunch Bunch and small groups** will be collected. The baseline is **220 referrals, with 149 generated by 29 students**.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The **PBIS/MTSS Team, principal, counselor, classroom teachers, and support staff** will implement Tier 2 supports, review referral data, and adjust interventions. ***When will this EBI occur?***	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

of referrals among students with repeated referrals. ***The PBIS/MTSS team will regularly identify:*** ● ***Students with 2+ referrals*** ● ***Students with 3+ referrals*** ● ***Students with 5+ referrals*** ● ***Students responsible for a disproportionate percentage of referrals*** ● ***Whether students receiving Tier 2 intervention experience fewer referrals after intervention begins*** ***The goal is not simply to reduce the number of referrals written. The goal is to determine whether students who repeatedly struggle are developing the skills necessary to be successful without***	***How will the impact on equitable learning or behavior change be measured?*** *Referral and Tier 2 data will be disaggregated by student group to identify disproportionality and determine whether students receiving targeted supports demonstrate improved behavior and fewer referrals.*	Tier 1 PBIS supports will occur **daily throughout the school year**, with Lunch Bunch and targeted small groups provided in **6–8 week intervention cycles** based on student need. This builds on McDermoth's existing PBIS framework and Paw Law expectations. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Referral data will be reviewed **monthly by the PBIS/MTSS Team**. Students receiving Tier 2 interventions will have progress monitored **every 2–3 weeks**, with supports adjusted at the end of each intervention cycle.		

repeated office intervention. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Weekly attendance data, MTSS/team meeting time, family outreach, student check-ins, attendance incentives, and support from administrators, counselors, Student/Family Support, and community partners will be used to identify barriers and provide targeted attendance interventions. ***What student groups will benefit and why?*** All students will benefit, with targeted support for students attending below 90% and those showing early attendance concerns. Disaggregated data will also help identify student groups experiencing higher absenteeism so supports can be matched to specific barriers.				

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. ***EBI #5: Use Referral Data to Drive Schoolwide Decisions*** ***At least monthly, the PBIS team will analyze:*** • ***Total referrals*** • ***Number of students receiving referrals*** • ***Referrals per student*** • ***Behavior type*** • ***Location*** • ***Time of day*** • ***Grade level*** • ***Repeat referrals*** • ***Tier 2 participation and outcomes*** ***When patterns indicate a broader Tier 1 issue, staff will respond with schoolwide or grade-level reteaching. When the pattern is concentrated among individual students, the response will shift***	***What data will be collected to measure the impact of implementing this EBI?*** Office referral data, repeat referrals, students receiving Tier 2 supports, and pre/post intervention data for students participating in **Lunch Bunch and small groups** will be collected. The baseline is **220 referrals, with 149 generated by 29 students**. ***How will the impact on equitable learning or behavior change be measured?*** *Referral and Tier 2 data will be disaggregated by student group to identify disproportionality and determine whether students receiving targeted supports demonstrate improved behavior and fewer referrals.*	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The **PBIS/MTSS Team, principal, counselor, classroom teachers, and support staff** will implement Tier 2 supports, review referral data, and adjust interventions. ***When will this EBI occur?*** Tier 1 PBIS supports will occur **daily throughout the school year**, with Lunch Bunch and targeted small groups provided in **6–8 week intervention cycles** based on student need. This builds on McDermoth's existing PBIS framework and Paw Law expectations. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Referral data will be reviewed **monthly by the PBIS/MTSS Team**. Students receiving Tier 2 interventions will have progress monitored **every 2–3 weeks**, with supports	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

toward Tier 2 intervention and progress monitoring. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Weekly attendance data, MTSS/team meeting time, family outreach, student check-ins, attendance incentives, and support from administrators, counselors, Student/Family Support, and community partners will be used to identify barriers and provide targeted attendance interventions. ***What student groups will benefit and why?*** All students will benefit, with targeted support for students attending below 90% and those showing early attendance concerns. Disaggregated data will also help identify student groups experiencing higher absenteeism so supports can be matched to specific barriers.		adjusted at the end of each intervention cycle.		

SY 2026-2027 SMARTIE Goal #3:

By the end of the 2026–27 school year, McDermoth Elementary will increase mathematics achievement in grades 3–5 by increasing SBA mathematics proficiency from 33.6% to at least 40%, with a focus on supporting students in moving from Level 1 to Level 2, Level 2 to Level 3, and from Level 3 to Level 4.

Current Baseline

- **33.6%** of students are proficient on SBA mathematics.
- **60.8%** of students currently score at Levels 2, 3, or 4.
- This means approximately **27.2% are currently at Level 2**, creating an important group of students who may be close to proficiency.

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?

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

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. ***EBI #1: Build Principal Instructional Leadership in Mathematics*** *The principal will participate in professional learning focused on effective mathematics instruction and the Standards for Mathematical Practice, with an emphasis on recognizing what effective mathematics teaching and student thinking look and sound like in the classroom.* *Professional learning will support the principal in:* • *Understanding the Mathematical Practices.* • *Identifying evidence of the practices during classroom instruction.*	***What data will be collected to measure the impact of implementing this EBI?*** Completion of math-focused professional development, principal reflection, and walkthrough data showing the presence of effective mathematical practices. ***How will the impact on equitable learning or behavior change be measured?*** *Walkthrough and student achievement data will be reviewed to determine whether effective math practices are visible across classrooms and accessible to all student groups.*	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The **principal**, with support from district math leadership/coaches. ***When will this EBI occur?*** Throughout the **2026–27 school year**, beginning with principal professional learning in the fall. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Principal learning and implementation will be reviewed **quarterly**, with reflections used to determine next steps for staff learning and walkthroughs.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

• *Knowing what to look and listen for during classroom walkthroughs.* • *Developing a stronger understanding of student mathematical reasoning and discourse.* • *Providing meaningful feedback and asking reflective questions about mathematics instruction.* ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** **Resource 1:** Professional development focused on the **Standards for Mathematical Practice and effective elementary mathematics instruction**. **Resource 2:** District math coaches/leaders, instructional resources, and opportunities to observe or				

learn from effective math instruction. **Resource 3:** Dedicated principal time for professional learning, classroom observations, reflection, and development of a math-focused walkthrough ***What student groups will benefit and why?*** **All students will benefit**, as increased principal knowledge will strengthen instructional leadership and support more effective and equitable mathematics instruction across classrooms..				
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. ***EBI #2: Build Shared Staff Understanding of Effective Mathematics Instruction***	***What data will be collected to measure the impact of implementing this EBI?*** Staff participation, professional learning reflections/feedback, walkthrough observations, and student math achievement data will be collected.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The **principal, district math leadership/coaches, and teaching staff** will participate in implementing and adjusting professional learning. ***When will this EBI occur?***	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Staff will participate in ongoing professional learning and collaborative conversations designed to build a common understanding of how students learn mathematics and what effective mathematics instruction looks like. *Rather than introducing multiple new initiatives, professional learning will focus on gradually shifting thinking from primarily teaching students procedures toward providing opportunities for students to reason, problem-solve, explain their thinking, make connections, and develop conceptual understanding.* *Professional learning may include:* • *Introduction to the Standards for Mathematical Practice.* • *Examples of the Mathematical Practices in elementary classrooms.*	***How will the impact on equitable learning or behavior change be measured?*** *Student math data will be disaggregated by student group, including students receiving special education services, to monitor growth and identify achievement gaps.*	Math-focused professional learning will occur throughout the school year during scheduled staff professional learning and collaboration opportunities. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Staff learning and walkthrough trends will be reviewed **quarterly**, with professional learning adjusted based on identified needs.		

• *Student mathematical discourse and reasoning.* • *Examining examples of student thinking.* • *Discussions about productive struggle and problem solving.* • *Connecting current instructional practices to effective mathematics practices.* ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** *Resource 1:* *Staff professional development focused on mathematical practices, student reasoning, discourse, problem solving, and conceptual understanding.* *Resource 2:* *Existing staff meeting, collaboration, and professional learning time*				

will be used to provide information, examine examples, and engage staff in conversations about mathematics instruction. *Resource 3:* *District curriculum, math resources, instructional coaches, videos/examples of effective practice, and student work samples will support professional learning.* ***What student groups will benefit and why?*** **All students will benefit**, with particular attention to students at **Levels 2 and 3 and students receiving special education services**, as stronger instructional practices provide greater access to mathematical thinking, reasoning, and grade-level learning.				

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. ***EBI #3: Mathematics-Focused Classroom Walkthroughs and Reflection*** *The principal will conduct regular, non-evaluative mathematics walkthroughs to gather information about current instructional practices and identify areas for future professional learning.* *Walkthroughs will initially focus on a small number of observable indicators, such as:* • *Are students doing the mathematical thinking?* • *Are students explaining how or why they solved a problem?* • *Are multiple strategies or*	***What data will be collected to measure the impact of implementing this EBI?*** Non-evaluative walkthrough data will be collected around targeted math practices, including student reasoning, mathematical discourse, problem solving, use of multiple strategies, and student ownership of mathematical thinking. ***How will the impact on equitable learning or behavior change be measured?*** Walkthroughs will examine whether **all students have opportunities to engage in mathematical thinking, reasoning, discussion, and problem solving**. Student achievement data will also be disaggregated to monitor growth across student groups.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The **principal**, with support from district instructional/math leadership as appropriate. ***When will this EBI occur?*** Math-focused walkthroughs will begin after initial professional learning and continue **throughout the school year**. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Walkthrough data will be collected **at least quarterly** and reviewed **quarterly** for schoolwide trends. Findings will be used to celebrate growth and determine future professional learning needs.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

representations visible? • *Are students discussing mathematics with one another?* • *Are students engaged in problem solving rather than only completing procedures?* *Walkthrough information will be used to identify schoolwide trends, celebrate growth, and determine future professional learning needs rather than evaluate individual teachers.* ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** **Resource 1:** A simple **math-focused walkthrough tool** aligned with the mathematical practices and the instructional areas emphasized through professional learning.				

Resource 2: Dedicated principal time for regular classroom walkthroughs, data collection, reflection, and identification of schoolwide trends. **Resource 3:** Staff collaboration and professional learning time will be used to share trends, celebrate effective practices, and identify areas for continued learning. ***What student groups will benefit and why?*** **All students will benefit**, as walkthroughs will help ensure students across classrooms have opportunities to **reason, problem-solve, discuss mathematics, and explain their thinking**. Data can also be used to identify differences in access or participation among student groups.				

Section 7: 2026–2027 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented 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?

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

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.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* Click or tap here to enter text.
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.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* Click or tap here to enter text.
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.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Click or tap here to enter text.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop*

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
	the same academic content and academic achievement standards that other children are expected to meet.	*English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.* Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* Click or tap here to enter text.
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 of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K-6 students.* Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.

Consolidated School Improvement Plan 2026-27

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

Section 1: Building Data

Building Name: Robert Gray Elementary School	**Does your school share a building with another school?** Yes ☐ No ☐**X**
School Code: Robert Gray Elementary_2763	**Grade Span:** K-5 **School Type:** Public Elementary
Principal: Daniel Olson	**Building Enrollment:** 203
School District: Aberdeen School District_14005	**F/R Percentage:** 80.9%
Board Approval Date: September 18, 2026	**Special Education Percentage:** 23%
Plan Date: Click or tap here to enter text.	

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

Tier 3

Vision and Mission Statement

We believe all students at Robert Gray Elementary will achieve high academic and social expectations and we have the power to make that a reality.

School Leadership Team Members and Parent-Community Partners

Name	Title	Role
Dan Olson	*Principal*	*Administrator*
Amber Metke	*MTSS Coach*	*Administrator*
Tiffanie Burgher	*5th Grade Teacher*	*Certificated Staff*
Denise Robert 3rd Grade Teacher	*3rd Grade Teacher*	*Certificated Staff*
Randy Heckard	*Special Education Teacher*	*Certificated Staff*
Brandi Creviston	*MLL Teacher*	*Certificated Staff*
Mackenzie Ochoa	*PTO Member*	*Parent*
Julie Niemi	*2nd Grade Teacher*	*PBIS*

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)	3.55	3.15	3.20
Comprehensive Graduation Rate			
Student Group			
American Indian/Alaska Native			
Asian			
Black/African American			
Hawaiian/Other Pacific Islander			
Hispanic/Latino	1.85	2.15	2.53
Two or more races			
White	3.83	4.35	3.85
English Learner	2.13	2.03	2.40

Low Income	3.18	2.93	2.98
Special Education	2.38	2.93	2.92

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 is
  - Student Growth Percentile
- 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.

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).

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

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.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students
    a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

       iReady testing data, completed three times each year. Teacher referral. GPS team meets to discuss student progress/performance and reviews classroom interventions. If progress/performance doesn't improve, student is placed in an MTSS group for targeted intervention.

    b. 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.

       Students are selected based on their performance on iReady assessments. Students transition in/out of group placement based on performance on the next assessment. All students who fall below the established parameters are identified and placed in MTSS groups.

    c. 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?

       Between iReady assessments, MTSS progress monitoring, and classroom teacher observations, students are monitored for actual skills and assessment results. If there is a significant gap between performance and observed skills, discussions can take place to move students into different tiers of 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)

We need to strengthen our ELA interventions across all grade levels through the implementation of an evidence-based writing curriculum. The benefit of this program will positively impact both teachers and students. We also need to grow in the area of addressing the needs of our MLL and Hispanic/Latino students. Through collaboration with OSPI

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?

We designate one staff meeting per month to building professional development. Monthly topics focus on staff identified needs. Two years ago we focused on the Science of Reading, which is still providing benefits in the following years. Support has also been provided for Math growth with the implementation and training on Bridges Number Corners for all K-5 classrooms. Our high growth in ELA and Math across all grade levels is the proof of effectiveness.

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?

        The planned professional development for this year addresses needs for all stakeholders in the areas of Math and ELA.

    b. How will the professional development activities benefit the students receiving targeted assistance services?

        Click or tap here to enter text.

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.

    Experienced teaching staff with years of experience working with the students in our building and participating in PBIS initiatives. Positive relationships with families in our community and generations attending this school. Established MTSS schedule and coach. Bringing new programs and approaches to improve/strengthen opportunities for student growthCollaborative work between MTSS and Special Education programs to reach all Tier 2 and Tier 3 students. Plans to connect EL teacher and classroom teachers to share resources and ideas to reach all students. Needs in the building to strengthen PBIS initiatives and more comprehensive training for all staff.

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

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

   Limited growth shown by iReady data. WSIF report card.

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

   There are monthly PTO meetings. All parents are invited to attend, learn about what is happening at school and participate in fundraising and volunteer opportunities. There are monthly PBIS awards assemblies that our parents are invited to attend. There is an annual school carnival encouraging positive connections between the school and families, as well as the Missoula Children's theater who come annually to work with students and encourage families to participate through volunteer opportunities and/or supporting their students. "Ketchup Club", is also offered once a year to families where a family member can come and connect with their student over lunch in the school cafeteria.

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?

   Panorama student surveys occur two times each year and that data is analyzed by building leadership to identify critical information for the support of student needs. Parents also completed a survey about services in the building during spring conferences. The building also meets once per month as a whole staff to analyze student iReady assessment data and make informed decisions on any necessary adjustments to student supports.

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)

   Our community partnership with the YMCA through the 21st Century Grant established our before/after school program and our numbers fluctuated throughout the school year, but solidified after spring conferences. With that ongoing partnership, our program will continue to thrive and strengthen.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 – Coordination and Transitions

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

a. How does your targeted assistance program coordinate with core and additional programs in the school?

Our MTSS programs utilize Really Great Reading and collaboration between classroom teachers and MTSS occurs on a regular basis. For Math assistance, we support students with components of the iReady Math curriculum, which is utilized by each teacher in the building for their classroom 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?

MTSS teams support all students in the building, including our lower performing sub groups. We have also scheduled bi-weekly meetings between MTSS, SPED, and MLL to coordinate supports for the targeted sub groups.

c. How do you support transitions between grade spans?

All teachers identify academic concerns on the digital placement cards for student classroom assignments for the next year and meet to discuss student performance with the incoming teacher. MTSS also meets with teachers at the beginning of the school year to discuss all concerns about student academic needs.

d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

Yes

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?

Parents are partners in education in our building. Each parent is engaged in the discussion about interventions relating to their student. Parents are welcomed into our building at any time and communication from the school is continuous. Our community events last year were overwhelming successes. Our PTO events were so heavily attended that we ran out of food two of the three events. We had standing room only for one of the events.

b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

Through family surveys. Based on the responses from the parents.

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

CNA DATA Summary

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

   Overall student growth was high on iReady assessments at the end of the year. All groups showed high growth, and Kinder and 1st grade students showed high performance as well. Student chronic absenteeism improved by 6% last year.

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

   Additional academic growth in ELA and Math for all students, especially Hispanic/Latino any race, ELL students, and Students With Disabilities. (iReady, SBA testing, and WSIF report card) Significant improvement in chronic absenteeism.

3. What disproportionalities exist among student groups?

   Lower proficiency and growth percentages for Hispanic/Latino any race, ELL students, and Students With Disabilities on iReady and SBA assessments and the WISF report card. Higher levels of chronic absenteeism for Hispanic/Latino students than other sub groups.

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

   More collaboration between classroom teachers and our special program teachers. Need for more collaboration between MTSS and special program teachers.

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

   Continued collaboration between MTSS and all teachers in the building. Continued professional development to assist teachers with reaching the sub groups identified by the WSIF. Need for additional information for parents about the effects of chronic absenteeism.

6. How do identified needs impact each other?

   All of them impact student success. Regular attendance provides additional access to learning and collaboration and PD can provide more effective instruction.

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

   Collaboration and professional development will be longer term goals, but attendance can have an immediate positive impact.

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

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

   Reduced chronic absenteeism would be the quick win. Here more often provides increased access to learning.

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

   N/A

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.

- ***Funding Gaps:***
  The Comprehensive Needs Assessment revealed that our school has historically struggled with securing adequate funding to provide ongoing professional development for teachers, particularly in evidence-based literacy and math instruction. This has resulted in a lack of consistent, high-quality training for teachers, which in turn has impacted student outcomes.
- ***Staffing Challenges:***
  There is a shortage of specialized instructional staff who are trained in the latest educational methodologies, such as math discourse strategies. Without this expertise, our teachers have been limited in their ability to implement effective instructional practices, particularly in numeracy.
- ***Insufficient Instructional Materials:***
  Our assessment highlighted a significant disparity in the availability and quality of instructional materials across subjects. While some subjects are well-supported, there has been a noticeable lack of comprehensive, research-based resources for teaching reading and fostering mathematical discourse. This has created an inequitable learning environment where not all students have access to the tools they need to succeed.

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: Click or tap here to enter text. *Improving ELA growth for all students, especially Hispanic/Latino any race, MLL learners, and Students With Disabilities to bring them to grade level.*

Priority #2: Click or tap here to enter text. *Improving Math growth for all students, especially Hispanic/Latino any race, EL learners, and Students With Disabilities to bring them to grade level.*

Priority #3: Click or tap here to enter text. *Reduce chronic absenteeism for all students, especially Hispanic/Latino students, Multilingual Learners (MLs), and students with disabilities by at least 8% through attendance monitoring, MTSS supports, family engagement, and targeted interventions.*

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?

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).

- 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?

***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: *By June 2027, 30% of students in each grade level (K, 1st, 2nd, 3rd, 4th, and 5th) will meet or exceed their annual stretch growth goal in Reading, as measured by iReady diagnostic assessments, including 20% of students with disabilities (SWD), Multilingual Learners (MLLs), and Hispanic/Latino students.*

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).

- ***45–55% of students achieving or exceeding 50+% of their Stretch growth targets*** *as indicated by benchmark data, ensuring that progress is on track for spring goals. This was based off of the iReady Reading data from the end of year evaluation from the 2024/25 school year.*
- ***SWD student group demonstrating comparable progress*** *to their peers, using tailored progress-monitoring tools to ensure the intervention strategies are effective.*
- ***Intervention effectiveness****: Data from students receiving tiered interventions should show accelerated growth for those falling behind, indicating that additional supports are working.*
- ***Classroom formative assessments*** *indicating that the majority of students are progressing through key reading standards at the expected pace.*

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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. Implement a Multi-Tiered System of Supports that includes Data-Based Decision Making during grade level Data Action Meetings. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* 1a) Implement a monthly staff meeting focused on data action and one staff meeting focused on MLL assistance for classroom teachers.	***What data will be collected to measure the impact of implementing this EBI?*** iReady Reading Data Reports (Fall, Winter, and Spring) Overall growth and growth reports for EL and SWDs ***How will the impact on equitable learning or behavior change be measured?*** **Benchmark assessments**: Fall, winter, and spring benchmark assessments (e.g., iReady,RAN assessments, 2nd/3rd grade ORF) will provide insight into students' reading levels and growth. **Progress monitoring**: For students receiving interventions (including SWD), regular progress monitoring data (weekly or bi-weekly) will provide	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** **Classroom teachers**: Responsible for tracking student progress through formative assessments and reading data at the individual and class level. **Special education teachers/interventionists**: Specifically tasked with monitoring SWD and students receiving interventions, ensuring they are meeting their IEP goals and making typical progress. **Reading specialists/coaches**: Supporting both general education and special education teachers by	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What resources will be used for implementation? *(For example, professional development, extended time, curriculum, materials, etc.?)* Implement a Multi-Tiered System of Support as a Continuum of Support for Academics. 3a) Implement a pull-out or walk-to-intervention for Literacy at each grade level. Reading interventions, EL services, and resource services are provided during this block. ALL students below grade level in foundational skills will receive an accelerated intervention. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Teacher peer observation release time with substitutes to observe effective teaching practices. All classroom teachers, including EL teachers, and Resource teacher and one paraprofessional received	information on specific reading skills (e.g., phonics, fluency, comprehension) using tools like the BDS and ADS from Really Great Reading as well as various literacy tasks in iReady. **Formative assessments**: Classroom-based formative assessments aligned with the reading curriculum, including running records, teacher-created assessments, and comprehension checks, will contribute to understanding ongoing progress.	analyzing data and offering instructional support or professional development as needed. **School leadership team**: This includes the principal, and instructional coach, who oversee data analysis at the grade level, monitor school-wide trends, and ensure alignment with the school's literacy plan. ***When will this EBI occur?*** Data Action Meetings will occur monthly throughout the 2026-27 school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** **Benchmark assessment checkpoints**: Three times per year (fall, winter, spring) during established assessment windows (e.g., iReady, RAN and 2nd/3rd grade ORF). **Progress monitoring for intervention groups**: Weekly or bi-weekly for students receiving Tier 2		

"Science of Reading" professional development in the spring of 2025 to increase understanding of how students learn to read that is research-based and exemplifies explicit instruction. ***What student groups will benefit and why?*** All students, including the three target groups, will benefit due to improved collaboration and Science of Reading knowledge by building staff.		and Tier 3 interventions, with SWD progress tracked according to their IEPs. **Monthly data meetings**: Grade-level teams and school leadership will meet monthly to analyze formative and progress-monitoring data, adjusting instructional plans as needed to ensure students are on track for typical growth. **Mid-year review**: A formal mid-year review after winter benchmark data will provide a school-wide progress check to determine if additional instructional adjustments or supports are needed.		
For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

SY 2026-2027 SMARTIE Goal #2: *By June 2027, 25% of students in each grade level (K, 1st, 2nd, 3rd, 4th, and 5th) will meet or exceed their annual stretch growth goal in Math, as measured by iReady diagnostic assessments, including 20% of students with disabilities (SWD), 30% of Multilingual Learners (MLLs) and 30% of Hispanic/Latino students.*

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?

- ***45-55% of students achieving or exceeding 50+% of their Stretch growth targets*** *as indicated by benchmark data, ensuring that progress is on track for spring goals. This goal was based on the end of year iReady Math data from the 2024/25 school year.*
- ***SWD student group demonstrating comparable progress*** *to their peers, using tailored progress-monitoring tools to ensure the intervention strategies are effective.*
- ***Intervention effectiveness****: Data from students receiving tiered interventions should show accelerated growth for those falling behind, indicating that additional supports are working.*
- ***Classroom formative assessments*** *indicating that the majority of students are progressing through key Math standards at the expected pace.*

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

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. Implement a Multi-Tiered System of Supports that includes Data-Based Decision Making during grade level Data Action Meetings. ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** 1a) Implement a monthly staff meeting focused on data action and one staff meeting each month to focus on Math curriculum and support. ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Implement a Multi-Tiered System of Support with a	***What data will be collected to measure the impact of implementing this EBI?*** iReady Math Data Reports (Fall, Winter, and Spring) Overall growth and growth reports for EL and SWDs ***How will the impact on equitable learning or behavior change be measured?*** **Benchmark assessments**: Fall, winter, and spring benchmark assessments (e.g., iReady) will provide insight into students' math levels and growth. **Progress monitoring**: For students receiving interventions (including SWD), regular progress monitoring data (weekly or bi-weekly) will provide information on specific reading skills (e.g., phonics, fluency, comprehension) using tools with the Bridges Intervention Program for our tier 2 interventions and Math Triumphs for our tier 3 interventions. **Formative assessments**: Classroom-based formative assessments	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** **Classroom teachers**: Responsible for tracking student progress through formative assessments and math data at the individual and class level. **Special education teachers/interventionists**: Specifically tasked with monitoring SWD and students receiving interventions, ensuring they are meeting their IEP goals and making typical progress. **Coaches**: Supporting both general education and special education teachers by analyzing data and offering instructional support or professional development as needed. **School leadership team**: This includes the principal, instructional coach, and building leadership team, who oversee data analysis at the grade level, monitor school-wide trends, and	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

Continuum of Support for Academics 2a) Implement the Bridges Math Intervention Curriculum as a targeted math intervention for small-group instruction during Math intervention blocks for K-5th grade. Before/After school program to provide additional support in Math, building support from ESD113 in Math fact and fluency instruction. ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Teacher peer observation release time with substitutes to observe effective teaching practices, manipulatives, vertical white boards, anchor charts, Math Fact Lab online math fact program, fluency games and other resources supporting number sense, discourse, problem solving, and fluency.	aligned with the math curriculum, teacher-created assessments will contribute to understanding ongoing progress.	ensure alignment with the school's literacy plan. ***When will this EBI occur?*** Data Action Meetings will occur monthly throughout the 2026-27 school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** ***Benchmark assessment checkpoints****: Three times per year (fall, winter, spring) during established assessment windows (e.g., iReady).* ***Progress monitoring for intervention groups****: Weekly or bi-weekly for students receiving Tier 2 and Tier 3 interventions, with SWD progress tracked according to their IEPs.* ***Monthly data meetings****: Grade-level teams and school leadership will meet monthly to analyze formative and progress-monitoring data, adjusting instructional plans as needed to ensure students are on track for typical growth.*		

What student groups will benefit from and why? All students, including the three target groups, will benefit due to improved collaboration and implementation of Number corners.				
For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

SMARTIE Goal #3: *By June 2027, chronic absenteeism will decrease by at least 8% schoolwide, including students with disabilities (SWD), Multilingual Learners (MLLs), and Hispanic/Latino students.*

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?

Panorama review will show that chronic absenteeism is +/- 3% of our yearly goal of 20% chronic absenteeism. An improvement of 8% from the 2025-2026 school year.

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and	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.

the resources used for implementation.				
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. Continue improving building culture through PBIS initiatives. Data Tracking student attendance at monthly leadership meetings. Bi-yearly public relations initiatives promoting regular student attendance. Monthly building newsletters and website promotion of the importance of regular attendance. Classroom newsletters promoting regular attendance. Bump letters to all families three times per year to promote regular attendance. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*	***What data will be collected to measure the impact of implementing this EBI?*** Panorama and Skyward Q attendance data. ***How will the impact on equitable learning or behavior change be measured?*** Same data disaggregated by sub group.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** **School leadership team**: This includes the principal, instructional coach, and leadership team who oversee data analysis at the grade level, monitor school-wide trends, and ensure alignment with the school's attendance plan. ***When will this EBI occur?*** Data Action Meetings will occur monthly throughout the 2026-27 school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** **Monthly data meetings**: School leadership will meet monthly to analyze data, adjusting approaches to address developing trends and student needs.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

Monthly staff meetings for PBIS/leadership for professional development and data review of attendance statistics. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Posters and signage in the building, paper, envelopes, and postage to send newsletters and bump letters to families. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Watch Dogs parent volunteer program to support students and staff in our building. *What student groups will benefit and why?* All students in the building will benefit.				

For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

Section 7: 2026–2027 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented 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?

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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.

1. **OSSI School Improvement 1003 Grant — $20,000**

2. **Approximately $4,000 – SIP Team Professional Learning & Improvement Planning**
   Travel, lodging, registration, and related expenses for the SIP Team to participate in school improvement professional learning and collaborative planning in Wenatchee. Learning informed the selection, implementation, and progress monitoring of EBIs aligned to identified achievement and equity gaps.

3. **$4,000 – SIP Team Data Analysis & Progress Monitoring**
   Substitute coverage for SIP Team members to participate in four scheduled data-analysis cycles (Sept., Nov., Feb., May). Teams will analyze ELA, Math, Attendance, SWD, Hispanic/Latino, and EL data; evaluate EBI implementation; and make data-informed instructional adjustments.

4. **$1,000 – ESD/OSPI Math and MLL Coaching**
   ESD/OSPI Math and MLL coaches will provide professional learning focused on standards-aligned, evidence-based instruction.

5. **$3,500 – Teacher Observation & Collaboration Release Time**
   Substitute coverage to allow MLL and K–5 teachers to participate in peer observations and collaborative planning focused on implementing evidence-based instructional practices.

6. **$4,500 – Math Instructional Materials**
   Purchase of instructional materials identified through the SIP planning process, including math manipulatives, vertical wipeboards, anchor-chart materials, Math Fact Lab online program, fluency games, and other resources supporting number sense, mathematical discourse, problem-solving, and fluency.

7. **$3,000 – Family Engagement, PBIS, and Attendance Related Resources**
   Purchase of Watch Dogs family engagement program, material resources to support Attendance messaging, including paper for fliers with envelopes and postage and posters for the building.

8. **Total OSSI School Improvement 1003 Grant: $20,000**

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.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* PLC training; comprehension strategies and Bridges Number Corners PD; Monthly Wednesday Collaboration Building-Level Leadership Meetings Attendance & CEB Meetings
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.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* Intentional Tier II intervention instruction in ELA and Math aligned to the grade level standards; Extended Learning Time Evidence-Based Literacy Programs MTSS Framework
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.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Click or tap here to enter text.

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
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Math professional development from ESD 113 within our building.
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.	*Example: After school Title III intervention staffing and supplies 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. Covers the cost of ESL coursework and GLAD professional development.* GLAD professional development. GLAD Professional Development training & strategies EL intervention staff ELL Critical Data Matrix WIDA conference & resources
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* Click or tap here to enter text.
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	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day*

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
	of not meeting, state/local graduation requirements	*programs. Also covers the cost of intervention curriculum for K–6 students.* MTSS coach, MTSS paraprofessional support; the cost of intervention curriculum for K–5 students, Monthly collaboration meetings building level leadership meetings; attendance/CEB meetings data action meetings MTSS coaches and paras
Local Funds	Local levy revenue may be combined in schoolwide programs.	
Other Funding Sources, including School Improvement Grant Funding	21st Century Anita Lowery Grant	Afterschool Program

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: Click or tap here to enter text.	**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)**:** Click or tap here to enter text.
School Code: Click or tap here to enter text.	**Grade Span:** Click or tap here to enter text. **School Type:** Click or tap here to enter text.
Principal: Click or tap here to enter text.	**Building Enrollment:** Click or tap here to enter text.

School District: Click or tap here to enter text.	**F/R Percentage:** Click or tap here to enter text.
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** Click or tap here to enter text.
Plan Date: Click or tap here to enter text.	

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

Choose an item.

Vision and Mission Statement

Click or tap here to enter text.

School Leadership Team Members and Parent-Community Partners

Name	Title (if applicable)	Role

Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

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)			
Comprehensive Graduation Rate			
Student Group			
American Indian/Alaska Native			
Asian			
Black/African American			
Hawaiian/Other Pacific Islander			
Hispanic/Latino			
Two or more races			
White			
English Learner			
Low Income			
Special Education			

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.

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.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students
    a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.
    Click or tap here to enter text.
    b. 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.
    Click or tap here to enter text.
    c. 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?
    Click or tap here to enter text.

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?

Click or tap here to enter text.

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?

Click or tap here to enter text.

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?

    Click or tap here to enter text.

b. How will the professional development activities benefit the students receiving targeted assistance services?

Click or tap here to enter text.

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.
   Click or tap here to enter text.

2. How did your school identify these areas of strength and improvement?
   Click or tap here to enter text.

3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.
   Click or tap here to enter text.

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?
   Click or tap here to enter text.

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)
   Click or tap here to enter text.

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?
   Click or tap here to enter text.
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?
   Click or tap here to enter text.
c. How do you support transitions between grade spans?
   Click or tap here to enter text.
d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?
   Click or tap here to enter text.

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?
      Click or tap here to enter text.
   b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?
      Click or tap here to enter text.

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?
   Click or tap here to enter text.
2. What top needs have emerged from multiple data sources?
   Click or tap here to enter text.
3. What disproportionalities exist among student groups?
   Click or tap here to enter text.
4. What root causes has your team identified for disproportionalities among student groups?
   Click or tap here to enter text.
5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
   Click or tap here to enter text.
6. How do identified needs impact each other?

Click or tap here to enter text.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
   Click or tap here to enter text.
8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?
   Click or tap here to enter text.
9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?
   Click or tap here to enter text.

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.

Click or tap here to enter text.

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: Click or tap here to enter text.

Priority #2: Click or tap here to enter text.

Priority #3: Click or tap here to enter text.

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?

***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: Click or tap here to enter text.

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?

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	**Data Measures**	**Lead and Timeframe**	**Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.**	**End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.**
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. Click or tap here to enter text. ***What resources will be used for***	***What data will be collected to measure the impact of implementing this EBI?*** Click or tap here to enter text. ***How will the impact on equitable learning or behavior change be measured?*** Click or tap here to enter text.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Click or tap here to enter text. ***When will this EBI occur?*** Click or tap here to enter text. ***When or how often will progress be monitored or***	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

implementation? *(For example, professional development, extended time, curriculum, materials, etc.?)* Click or tap here to enter text. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Click or tap here to enter text. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Click or tap here to enter text. ***What student groups will benefit and why?***		***data reviewed? Be as specific as possible.*** Click or tap here to enter text.		

Click or tap here to enter text.				
For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

SY 2026-2027 SMARTIE Goal #2: **Click or tap here to enter text.**

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?

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	**Data Measures**	**Lead and Timeframe**	**Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.**	**End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.**
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. Click or tap here to enter text. ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)***	***What data will be collected to measure the impact of implementing this EBI?*** Click or tap here to enter text. ***How will the impact on equitable learning or behavior change be measured?*** Click or tap here to enter text.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Click or tap here to enter text. ***When will this EBI occur?*** Click or tap here to enter text. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Click or tap here to enter text. ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Click or tap here to enter text. ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Click or tap here to enter text. ***What student groups will benefit from and why?*** Click or tap here to enter text.				

For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

SY 2026-2027 SMARTIE Goal #3: Click or tap here to enter text.

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?

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.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	**Data Measures**	**Lead and Timeframe**	**Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.**	**End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.**

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. Click or tap here to enter text. ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Click or tap here to enter text. ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)***	***What data will be collected to measure the impact of implementing this EBI?*** Click or tap here to enter text. ***How will the impact on equitable learning or behavior change be measured?*** Click or tap here to enter text.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Click or tap here to enter text. ***When will this EBI occur?*** Click or tap here to enter text. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Click or tap here to enter text. ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Click or tap here to enter text. ***What student groups will benefit and why?*** Click or tap here to enter text.				
For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

Section 7: 2026–2027 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented 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?

   Click or tap here to enter text.

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?
   Click or tap here to enter text.

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.
   Click or tap here to enter text.

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?

Click or tap here to enter text.

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?

   Click or tap here to enter text.

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.
   Click or tap here to enter text.

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?
   Click or tap here to enter text.

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.
   Click or tap here to enter text.

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?
   Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?
   Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2027–28.
   Click or tap here to enter text.

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.
1. Click or tap here to enter text.

2. Click or tap here to enter text.

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.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* Click or tap here to enter text.
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.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* Click or tap here to enter text.
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.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Click or tap here to enter text.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.*

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
		Click or tap here to enter text.
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.	*Example: After school Title III intervention staffing and supplies 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. Covers the cost of ESL coursework and GLAD professional development.* Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* Click or tap here to enter text.
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 of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.* Click or tap here to enter text.

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
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.