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: College Place 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: 31.	**Grade Span:** Kindergarten - 6th grade **School Type:** Elementary
Principal: Stephanie Kirkpatrick	**Building Enrollment:** 384
School District: Edmonds SD	**F/R Percentage:** 73.8
Board Approval Date: October 13, 2026	**Special Education Percentage:** 16.3%

Plan Date: September 25, 2026.	

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

Tier 3.

Vision and Mission Statement

Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

School Leadership Team Members and Parent-Community Partners

Name	**Title (if applicable)**	**Role**
Stephanie Kirkpatrick	Principal	School Leadership
Robin Dragovich	Kindergarten - English	School Leadership.
Erica Rabura	First Grade - DL	School Leadership
Kristen Corwin	Second Grade - English	School Leadership
Gerardo Bernal Montoya	Third Grade - DL	School Leadership
Daniela Dominguez	Fourth & Fifth Grade - DL	School Leadership

Pete Hanson	Sixth Grade - English	School Leadership
Abigail Low	Resource Teacher	School Leadership
Veronica Mun	Instructional Coach	School Leadership
Rynae McKinney	Title Teacher	School Leadership
Emily Mahoney / Lois Park (shared)	ML Teacher	School Leadership
Regina Hopkins	Specialist	School Leadership
Linsi Moi	Parent	PTA Board Member

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)	4.15	1.95	2.55
Comprehensive Graduation Rate			
Student Group			
American Indian/Alaska Native	-	-	-
Asian	No data	No data	7.63
Black/African American	4.9	4.3	2.9
Hawaiian/Other Pacific Islander	-	-	-
Hispanic/Latino	3.20	1.58	1.95
Two or more races	-	-	-
White	5.55	3.10	4.05
English Learner	2.58	1.43	1.53
Low Income	3.75	1.58	2.23
Comprehensive (All Student Group)	4.15	1.95	2.55

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.

       Students are selected through screeners administered by our Title/LAP teachers 3 times per year.

    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.

       Screening data is reviewed and students are prioritized based on level of need. Students with the highest need are prioritized for Tier 2 intervention services.

    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?

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

Progress is monitored through 3x per year screeners, ongoing progress monitoring, and iReady diagnostic data. Students exit services as they get closer to proficiency.

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?

Professional development on high leverage Tier 1 instructional practices would benefit access to instruction for all students. We need to continue our work to align instruction to priority standards and increase clarity of instruction to allow for student engagement in their own learning pathway. We also need additional support in knowing how to implement Math Expressions as it is intended and with fidelity.

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?

-Quick Practice and Daily Routines from Math Expressions: we haven't had a lot of time yet to determine success, but teacher feedback has been positive and we will continue to check in as a staff and monitor student response.

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

      All professional development opportunities will amplify and extend teacher and paraeducators' ability to provide access for all students to rigorous instruction and differentiated supports.

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

      Students will benefit as a result of increased access to high quality, rigorous instruction. For instance, the emphasis on explicitly vocabulary instruction will benefit every student, but especially those for whom comprehension is a barrier to access.

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 system's strengths are in our staff's commitment to continual growth and improvement. Teachers are willing to examine their own practice, collaborate to understand specific student need, and try on new practices to best address these needs in service of academic and social emotional growth.

   Our greatest challenge is in designing and implementing a comprehensive MTSS system based solidly in common assessment and a continuous cycle of instruction that is commonly understood and consistently applied. For this, common formative assessment and grading calibration a next step.

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

   These areas of strength and improvement were developed through anecdotal feedback from teachers and the former administrator, as well as through comprehensive data analysis.

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

   College Place has an active PTA and Natural Leaders group. Each of these groups plays a key role in supporting students and staff to build community and partnership. These groups provide volunteers that increase adult supervision, plan and run family and student activities, fund field trips that supplement content instruction, and support teachers to purchase materials that support classrooms and instruction.

4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?

   Data on family engagement is gathered through the general family survey as well as the Dual language family survey.

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 would like to increase authentic family engagement in key committees and opportunities for families to provide input on improvement efforts.

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 aligns instruction with core curriculum and coordinates family engagement opportunities to amplify family partnerships.

   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 are closely monitoring our growth data of multi-lingual learners and students with disabilities to ensure progress and closing of opportunity and achievement gaps.

   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?

      Yes, extracurricular activities are open to all students.

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 are committed to providing effective access to information for all families. Opportunities for engagement vary to best align with the needs of the family. Factors considered include language, access to technology, and availability.

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

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

We will evaluate based on number of parents involved in opportunities to engage with school, as well as family survey data. We will know our strategies are working when we see an increase in involvement and family satisfaction.

CNA DATA Summary

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

   We have a strong desire as a staff to better meet the academic and behavioral needs of our students.

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

   Our biggest need is to create systems that support student learning and professional development around curriculum, instruction and assessment.

   Data indicating need:

   - Attendance rates – close to 20% decline since pre-pandemic rates
   - College place is underperforming in MATH in all grade levels as compared to the district and the state. Proficiency decreased by 4.7% from spring 2025 to spring 2026. All grade levels scored over 50% at Level 1.
   - College Place is underperforming in ELA in all grade levels as compared to the district and the state. Proficiency decreased by 3% from spring 2025 – spring 2026.

3. What disproportionalities exist among student groups?

   According to 24-25 data, College Place Hispanic/Latino students are underperforming as compared to All Students in ELA, Math, and Science.

   - SWD have a l0.8% lower attendance rate than their peers without disabilities.
   - 70% to 80% of our students are not achieving grade level standard, including our students who are Hispanic, who are English Language Learners and who qualify for Special Education

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

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

This disproportionality exists due to inconsistent Tier 1 instructional understanding and practices. Tier 1 instruction needs to be focused on the Washington State Standards, not curriculum dependent. In order for our interventions to be successful, we need to increase asset-based Tier 1 instructional practices in all our classrooms.

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

   Improving our Tier 1 instruction in all classrooms (focusing on curriculum/instruction/assessment) will have the greatest impact on student outcomes. This year, we will work to increase teacher clarity, including consistent application of learning targets and language objectives. Academic strategies will include explicit high-leverage vocabulary instruction and implementation of math Quick Practices and Daily Routines from Math Expressions to increase math fluency.

6. How do identified needs impact each other?

   Inconsistent attendance is an indicator of a lack of engagement. Students who are not consistently present in the classroom experience gaps in their access to learning opportunities.
   When students are not knowledgeable in key vocabulary used on state assessments, this is a barrier to student access to both reading comprehension and math.
   Improving our Tier 1 instruction, increasing our attendance rate and creating a culture of academic engagement impact each other because they are the foundational aspects in improving student achievement: when we are creating an engaging learning environment, students will want to be here and when we are clear on what we are teaching and why, student achievement will increase.

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

   3-6 months:

   - Attendance is a primary concern as we begin school at a new site that is farther from our families' neighborhoods.
     - Social and emotional learning and clear and consistent PBIS systems will help develop students' desire to be at school each and every day. Class meetings will increase student sense of belonging.

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

    - Consistent and clear communication with families prior to school starting and throughout the school year to inform about the impact of absenteeism.
    - Ongoing contact with families of students who are missing school to support the removal of barriers to attendance.
- Increasing teacher clarity
    - This is a high leverage strategy that is positively correlated with student achievement.
    - We will do this through modeling/demonstrating, collaboration to plan, and circling back to review progress.
- Initial use of Quick Practices & Daily Routines to bolster math achievement across all grades and classrooms.
- Implement systems for teaching key vocabulary across all grade levels and learning spaces.

  1-2 years:
    - Ongoing monitoring of attendance
    - Revision and reinforcement of teacher clarity
    - Consistent use and monitoring of Quick Practices & Daily routines in math
    - Intentional teaching of key vocabulary across all grade levels
    - Alignment of instruction with Washington State Standards

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

   A quick win will be the use of clear PBIS and SEL strategies [posters, common language, intentional teaching and reinforcing consistent expectations across all classrooms]. In addition, all classrooms will have a space where students can go to work through big emotions and then return to the learning.

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

    - This year and next, College Place will be off-site while our new building is constructed. The current location has some space constraints that make it difficult to schedule consistent intervention blocks across grade levels.

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

- Staff has experienced challenges and changes with administration. Therefore, there is a need to focus on strengthening relationships and building trust across the adults in the building.

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:

Low student engagement has an inverse impact in both reading and math achievement for all student groups but most especially our students furthest from educational justice. This also is evident in lack of meaningful relationship and connection between students and between students and staff.

A lack of alignment of instructional materials with the Washington State Standards, inconsistent and unsupported professional development, a high percentage of new teachers (to the school and to the profession) and historically high staff turnover in the last several years all impact our students' social and academic growth. In addition, this fall we will open in a temporary space which puts a strain on systems and staff.

The school improvement plan addresses these inequities by prioritizing consistent, standards aligned Tier 1 instruction and providing staff with professional learning, collaborative planning, and aligned instructional materials.

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: Increase achievement in ELA by improving our Tier 1 instruction through fidelity of implementation and application of high-leverage teaching strategies.

Priority #2: Increase achievement in Math by improving our Tier 1 instruction through fidelity of implementation and application of high-leverage teaching strategies.

Priority #3: Increasing our rate of attendance.

Throughout the 2026-27 school year, College Place Elementary will use its existing Instructional Leadership Team, grade-level collaboration, and attendance team structures to monitor progress toward our three SMARTIE goals. Academic assessment results, instructional implementation data, and attendance information will be reviewed at the intervals identified in each goal with results disaggregated by student group to identify disparities and monitor progress toward closing opportunity gaps.

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 June of 2027, College Place Elementary will strengthen its Tier 1 instruction by increasing the percentage of students meeting or exceeding grade level standard by 5 percentage points in ELA as measured by the Smarter Balanced Assessment and district level common assessments.

This will be achieved by a school wide focus on academic engagement by increasing teacher clarity, aligning our instruction to the Washington State Standards, and implementation of the high-leverage strategies defined by Edmonds school district: *Elevate student reading proficiency across all grade levels by embedding explicit weekly vocabulary and academic language instruction into the core instructional block, ensuring consistent development of comprehension, oral language, content knowledge, word learning, academic discourse, and ownership.*

We will focus on improving outcomes for all students with particular attention to Hispanic/Latino students, multilingual learners, and students with disabilities whose outcomes reflect disparities in our WSIF and school-level data.

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)*

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).

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?

At mid-year, we would expect to see data from district common assessments showing accelerated growth. We expect to see teachers using the Washington State Standards explicitly in their planning and instruction, including regular and effective use of learning targets and language objectives to make learning explicit. Students will know what they are learning, why they are learning it, and how to gauge their own progress. Weekly key vocabulary lessons will be taught across all grade levels.

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. **Schoolwide teaching of key vocabulary, curated and aligned vertically.** *Evidence level: Strong. The What Works Clearinghouse identifies explicit vocabulary instruction as supported by strong evidence. Research source: Kamil et. al. (2008) Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Institute of Education Sciences/ What Works Clearinghouse. Use of evidence-based reading instruction in every classroom. ***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?*** iReady usage and diagnostic data Common formative assessment data Teacher input re: fidelity of implementation and availability of resources (qualitative) Consistency of IBA administration ***How will the impact on equitable learning or behavior change be measured?*** Disaggregated data from iReady and SBA. By doing so, the ILT will review results for Hispanic/Latino students, ML, and students with disabilities to determine whether	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Instructional Leadership Team (ILT) Grade level teams ***When will this EBI occur?*** Monthly (ILT) Ongoing (teams) ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly at ILT	*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.?) Professional development on key vocabulary progression and research aligned best practices for vocabulary instruction. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Time provided for grade level and vertical team coordination of assessments and planning with data. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Purchase of Fishtank Plus and related resources for English strand teacher ***What student groups will benefit and why?*** Our focus is Tier 1, therefore all students will	academic performance and growth disparities are narrowing and will identify instructional adjustments.			

benefit. Information available through alignment will support implementation of data informed T2 and T3 interventions to close the gap for multilingual learners and students with disabilities.				
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 of 2027, College Place Elementary will strengthen its Tier 1 instruction by increasing the percentage of students meeting or exceeding grade level standard by 5 percentage points in Mathematics as measured by the Smarter Balanced Assessment and district level common assessments.

This will be achieved by a school wide focus on increasing teacher clarity by aligning our instruction and common assessments to the Washington State Standards and ensuring students know what they are learning and how they will demonstrate proficiency. In addition, we will implement the high-leverage strategies defined by Edmonds school district: *Elevate student math proficiency across all grade levels by embedding high-impact daily routines in grades K–2 and quick practices in grades K–6 from the Math Expressions curriculum into the core instructional block, ensuring consistent development of number sense, fluency, automaticity, problem-solving, mathematical discourse, and ownership.*

We will focus on improving outcomes for all students with particular attention to Hispanic/Latino students, multilingual learners, and students with disabilities whose outcomes reflect disparities in our WSIF and school-level 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?

At mid-year, we would expect to see data from district common assessments showing accelerated growth. We expect to see teachers using the Washington State Standards explicitly in their planning and instruction, including regular and effective use of learning targets and language objectives to make learning explicit. Students will know what they are learning, why

they are learning it, and how to gauge their own progress. Quick Practice and Daily Routines will be taught with fidelity and consistency across all grade levels. Work will be in motion to align common formative assessments to guide instructional next steps.
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. **Schoolwide teaching of Quick Practice and Daily Routines in Math Expressions.** **Administer common formative Math Expressions assessments across grade levels.** *Evidence level: Strong. Math Expressions is rated strong by evidence for ESSA based on a randomized study of 4,114 students that found positive effects on mathematics achievement. Research source: Agodini & Harris (2010); An Experimental Evaluation of Four Elementary School Math Curricula. *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?*** Ready usage and diagnostic data Common formative assessment data Teacher input re: fidelity of implementation and availability of resources (qualitative) Consistency of IBA administration ***How will the impact on equitable learning or behavior change be measured?*** Disaggregated data from iReady and SBA. By doing so, the ILT will review math assessment results for Hispanic/Latino students, ML, and students with disabilities to monitor whether disparities in achievement and growth are narrowing. Findings will inform discussion about the	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Instructional Leadership Team (ILT) Grade level teams ***When will this EBI occur?*** Monthly (ILT) Ongoing (teams) ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly at ILT	***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 on implementation and resources for Quick Practice and Daily Routines, including access to Math Genius Squad resources ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** • Time provided for grade level and vertical team coordination of assessments and planning with data. ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** • Release time for grade levels to align	implementation of Quick Practices and Daily Routines as mentioned in the goal.			

assessments and scoring. • Use of staff time for data analysis and planning for instructional next steps. ***What student groups will benefit from and why?*** Our focus is Tier 1, therefore all students will benefit. Information available through alignment will support implementation of data informed T2 and T3 interventions to close the gap for multilingual learners and students with disabilities.				
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 June of 2027, College Place Elementary will increase its daily attendance rate from 69.9% to 80%. This will be achieved by our progress in our first two goals. In creating a culture of academic achievement and strengthening our Tier 1 instruction, students will feel more connected to school, their teachers and their purpose for being at school. Attendance and chronic absenteeism will be reviewed monthly and disaggregated by student group, with particular attention to students with disabilities. The attendance team will use these data to determine whether attendance disparities are narrowing and adjust supports as needed.

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?

At mid-year, we will expect to see an increase in our school wide daily attendance rate. We will have established an attendance team that meets regularly to identify students of concern and connect them with a trusted adult. Students with attendance concerns will be connected with a trusted adult at school.

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. **Include attendance messaging and resources from Attendance Works**	***What data will be collected to measure the impact of implementing this EBI?*** Daily attendance rates ***How will the impact on equitable learning or behavior change be measured?*** Increased attendance for students identified as	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Attendance team (principal, FRA, counselor, nurse, registrar, OM) ***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.

in monthly family newsletters **Increase teacher communication with families regarding specific student attendance concerns** **Individual problem-solving meetings with families of students experiencing attendance challenges (nurse, counselor, FRA based on need)** *Evidence base: Attendance Works' tiered attendance framework is research-based and includes universal prevention, early personalized outreach, identification of barriers, and individualized problem solving for students experiencing chronic absence. The Attendance Playbook identifies the supporting research and ESSA evidence levels for specific attendance interventions.	at-risk due to chronic absenteeism	Ongoing ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** ● Monthly (team) ● As needed (teacher outreach)		

*What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Attendance team to monitor data and support students & families *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Attendance Works family resources: videos and handouts *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Increase use of ParentSquare for regular attendance reminders and updates *What student groups will benefit and why?*				

All students will benefit from efforts to strengthen attendance and school engagement with particular attention to students with disabilities, whose attendance rates are lower than their peers. Improved attendance will reduce academic barriers and support student learning.				
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.
• Click or tap here to enter text.
• 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.* Basic Education funding will be used to provide teachers with time to implement and strengthen SIP strategies. This includes time for professional learning, coaching, collaboration, and opportunities for teachers to put new instructional strategies into practice. Release time will support our schoolwide focus on strengthening Tier I instruction in literacy, math, and our MTSS Behavior initiatives.
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.* Title I, Part A funding will be used to provide Tier 2 intervention support in literacy for students who are not meeting grade level standards. Interventions will consist of small group learning and targeted instruction. A small portion of funds will be used to purchase literacy materials and resources such as books and instructional materials to support tarted instruction.
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.*

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
	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.	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 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.

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
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.