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: Beverly Elementary	**Does your school share a building with another school?** Yes ☐ No ☒ **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 3302	**Grade Span:** K-6 **School Type: Elementary**
Principal: Katie Mikel	**Building Enrollment:** 402
School District: Edmonds School District	**F/R Percentage:** 47%
Board Approval Date: October 13, 2026	**Special Education Percentage:** 23.1%

Plan Date: 08/24/2026	

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 Beverly community is committed to providing a caring, positive, equitable environment to foster lifelong learning.

Caring looks like: speak up pledge, providing clothes, talking charts, and using blue respect tickets

Positive looks like: staff interactions, greetings, welcoming environment

Equitable environment looks like: differentiation for learners, inclusive practices and environments, culturally responsive teaching and utilizing background knowledge

Lifelong learner looks like: growth from mistakes, asking questions, connections to community, HS partnerships

School Leadership Team Members and Parent-Community Partners

Name	Title (if applicable)	Role

Katie Mikel	Interim Principal	School Leadership
Cheryl Caesar	Teacher	School Leadership
Jeni Largent	Teacher	School Leadership
Elsha Tivera	School Counselor and Admin Intern	
Regina Jeffers	Parent	
Ashley McMurdie	Parent	
Val Aragon	Parent	

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)	4.05	3.80	3.40
Comprehensive Graduation Rate	NA	NA	NA
Student Group			
American Indian/Alaska Native	NA	NA	NA
Asian	6.78	4.93	3.83
Black/African American	3.60	3.90	3.00
Hawaiian/Other Pacific Islander	NA	NA	NA
Hispanic/Latino	2.45	1.25	1.30
Two or more races	3.95	NA	5.67
White	4.70	4.85	4.63
English Learner	1.85	1.25	1.15
Low Income	2.45	1.45	1.30
Special Education	1.25	1.20	1.05

Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
    - ELA and Math Proficiency
    - Student Growth Percentile
- Graduation Rate (if applicable)

- English Learner Progress
- School Quality or Student Success Indicators SQSS
    - Regular Attendance
    - Ninth Grade on Track
    - Dual Credit (if applicable)

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

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

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.

       Beverly Elementary uses multiple data sources to identify students who may benefit from additional academic supports and services. Criteria include district and school-based assessment data, i-Ready diagnostic and progress-monitoring data, classroom-based assessments and work samples, teacher observation and referral, previous interventions or services, attendance and engagement data, and progress toward grade-level standards.

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

As identified through the Comprehensive Needs Assessment (CNA), Beverly will also intentionally examine data for student groups experiencing disproportionalities, including Hispanic/Latino students, multilingual learners, students receiving special education services, and students who are dual served. Grade-level and intervention teams will review multiple sources of evidence to determine which students are not yet meeting grade-level standards and would benefit from additional targeted support.

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 prioritized for additional services based on level of academic need using multiple measures. Grade-level teams review students' performance relative to grade-level standards, universal screening and diagnostic data, classroom performance, rate of progress, and response to previous instruction or intervention. Students demonstrating the greatest gap between current performance and grade-level expectations and/or insufficient progress with core instruction are prioritized for additional support.
The team also considers the findings of the CNA and reviews the rank-order process through an equity lens to ensure students from groups experiencing identified disproportionalities have equitable access to intervention and support. Placement decisions are made collaboratively and are revisited as new student data become available rather than being based solely on previous placement or a single assessment score.

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?

Student progress will be monitored using multiple data sources, including i-Ready, Acadience, curriculum-based assessments, classroom formative assessments, student work, and teacher observation. Data will be reviewed regularly by grade-level and/or intervention teams to determine whether students are making adequate progress toward grade-level standards.

Progress-monitoring data will be used to determine whether services should be continued, adjusted, intensified, or reduced. Students will be considered ready to exit additional services when multiple data points demonstrate consistent growth, increased independence, and evidence that the student is able to successfully access grade-level instruction without the additional support. Following an exit or reduction in services, student progress will continue to be monitored to ensure growth is sustained.

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

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?

Based on the findings of the Comprehensive Needs Assessment, Beverly has identified professional learning focused on increasing student engagement, academic discourse, and access to grade-level learning, particularly for multilingual learners, students receiving special education services, and students who are dual served.

During the 2026–27 school year, Beverly will partner with district staff to implement selected GLAD (Guided Language Acquisition Design) strategies schoolwide. Staff will receive support in using common strategies that increase academic vocabulary, structured student-to-student conversation, visual supports, and opportunities for students to process and communicate their learning.

In addition, a cohort of educators in grades 2–4 will participate in comprehensive GLAD training. This cohort will build deeper expertise and serve as an internal resource for the school, supporting colleagues with implementation and helping staff consider how strategies can be tiered up or tiered down based on student needs.

Professional learning will build on Beverly's previous work with academic conversations and sentence stems while moving toward more consistent schoolwide practices. Ongoing collaboration, modeling, shared resources, and opportunities to learn from staff strengths will support implementation and build collective capacity across the school.

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?

Beverly has previously focused professional learning on increasing academic conversations and the use of sentence stems to provide students with greater access to classroom discourse. Staff identified this work as an important foundation for increasing student engagement and opportunities for students to talk about and demonstrate their learning. This learning is being extended during the 2026–27 school year through a more intentional focus on language acquisition and GLAD strategies.

Beverly will measure the effectiveness of professional learning through multiple indicators, including implementation of strategies during classroom instruction, student participation in academic conversations, student engagement, and student growth on measures such as

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i-Ready, Acadience, classroom-based assessments, and other district measures. Data will also be disaggregated to examine the impact on student groups identified through the CNA, including Hispanic/Latino students, multilingual learners, students receiving special education services, and students who are dual served.

Staff feedback, collaborative team reflection, and classroom observations will also be used to determine which professional learning supports are leading to meaningful changes in instructional practice and where additional training, modeling, or support is needed.

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?

        Professional development at Beverly will align directly with the needs identified through the CNA, including increasing student engagement, academic language, and structured opportunities for students to talk about their learning. These needs are particularly relevant for staff supporting multilingual learners, students receiving special education services, students who are dual served, and other students receiving targeted academic assistance.

        Teachers and paraeducators will be supported in developing consistent strategies that can be used across core instruction and targeted supports. Schoolwide professional learning will include selected GLAD strategies focused on academic vocabulary, visual supports, structured student discourse, and increasing access to grade-level content. A cohort of educators in grades 2–4 will receive comprehensive GLAD training and develop additional expertise that can be shared with colleagues and used to support differentiation, including tiering strategies up or down based on student need.

        Professional learning will also emphasize collaboration between classroom teachers, specialists, and paraeducators so that students experience consistent language, strategies, and expectations across learning environments. Staff feedback, classroom observations, student data, and collaborative team discussions will be used throughout the year to identify additional professional learning and support needs.

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

        Professional development activities will benefit students receiving targeted assistance by increasing staff capacity to provide consistent, accessible, and responsive instruction across both core and intervention settings. Beverly's focus on GLAD strategies,

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academic language, structured student discourse, visual supports, and student engagement directly addresses needs identified through the CNA.

These strategies will provide students with multiple ways to access grade-level content, develop academic vocabulary, explain their thinking, and engage with peers. This is particularly important for multilingual learners, students receiving special education services, students who are dual served, and other students who may need additional language or academic supports.

Building shared expertise among teachers, specialists, and paraeducators will also increase consistency between targeted assistance and classroom instruction. The goal is for students to experience supports that complement, rather than replace, strong Tier 1 instruction and allow strategies to be adjusted based on individual student need. Student progress will be monitored through i-Ready, Acadience, classroom-based assessments, and other district measures to determine whether professional learning is contributing to improved student access, engagement, and academic growth.

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.

   Beverly's strengths include high expectations for students, strong family access to teachers and administration, and a commitment to meeting individual student needs. Areas for growth include student engagement and belonging, academic disproportionalities, and rebuilding community connections that decreased following COVID. We will address these through consistent Tier 1 practices, GLAD strategies, structured academic discourse, and increased opportunities for student and family connection.

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

   These areas were identified through the CNA process using multiple data sources, including academic and assessment data, disaggregated student-group data, student and family feedback, attendance data, and staff reflection. The team looked for themes that emerged across multiple sources.

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

   Beverly works with families, district staff, and community partners to provide continuity of support for students. For example, when students have academic, behavioral, attendance, or social-emotional needs, school staff collaborate with families and connect them with additional district or community resources when appropriate. Strengthening family and community partnerships continues to be an area of focus.

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?

   Family feedback is considered alongside academic, attendance, engagement, and other student data during the CNA process. Families report knowing how to contact teachers and the principal and feeling comfortable doing so, while the CNA also identified a need for increased opportunities for community connection. These findings will inform efforts to strengthen volunteer opportunities, family engagement, and community partnerships.

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)

   A strength at Beverly is that families report knowing how to contact teachers and the principal and feeling comfortable doing so. Areas for growth include strengthening student belonging and rebuilding family and community connections that decreased following COVID. We hope to increase opportunities for volunteering, cross-grade connections, Natural Leaders, and other meaningful ways for students and families to engage with the Beverly community.

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 is coordinated with core instruction through grade-level collaboration, assessment data, and shared instructional priorities. Classroom teachers, specialists, interventionists, and paraeducators work together to ensure additional supports complement Tier 1 instruction and respond to individual student needs.

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

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?

Beverly uses disaggregated student data to identify needs and monitor students within WSIF-identified groups, including Hispanic/Latino students, multilingual learners, students with IEPs, and students who are dual served. Targeted supports are aligned with core instruction and adjusted based on i-Ready, Acadience, classroom assessments, and progress-monitoring data to support growth and proficiency.

c. How do you support transitions between grade spans?

Beverly supports transitions between grade spans through collaboration among teachers, specialists, and support staff, including sharing relevant academic and student-support information. Staff use student data and identified needs to help maintain continuity of supports as students transition to the next grade level.

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

Yes. Students receiving targeted assistance continue to have access to electives, enrichment, and other opportunities available to their peers. Targeted supports are scheduled with the goal of providing needed intervention without unnecessarily limiting students' access to engaging and enriching learning experiences.

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?

Beverly partners with families by communicating student strengths, needs, progress, and targeted supports. Families are included as partners in identifying student needs and understanding how school-based strategies can be reinforced at home.

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

Beverly will evaluate family engagement through family feedback, participation rates, communication data, and opportunities for family involvement. We will also consider these measures alongside student attendance, engagement, and academic growth to determine whether strategies are strengthening partnerships and supporting student success.

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

CNA DATA Summary

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

   • Students shared that they believe their teachers have high expectations for them and hold them to high standards. • Families know how to contact both teachers and the principal and feel comfortable doing so.

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

   Disproportionalities for students identified as Hispanic/Latino in both math and literacy.• Disproportionalities for students identified as EL and those dual served with an IEP.• Student/ Community connection.• The team reflected on also missing things after COVID like with volunteer rules, buddy classrooms went away, and schedules didn't match, plus Natural Leaders went away.ck or tap here to enter text.

3. What disproportionalities exist among student groups?
   - Click or tap here to enter text. Disproportionalities for students identified as Hispanic/Latino in both math and literacy.

4. What root causes has your team identified for disproportionalities among student groups?
   Click or tap here to enter text. In 2025-26 the team identified student engagement.

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. In 2025-26 the team shared that there are limited structured opportunities for students to talk about their learning with their peers which limits access for our language learners and our students who may have language deficits due to learning disabilities or lack of exposure.

6. How do identified needs impact each other?

   Limited student engagement impacts both reading and math for all student groups but most especially our students furthest from educational justice. In addition, we believe it is impacting on student connections with each other and with staff.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
   Long-term working on Language Acquisition strategies such as GLAD. The team reflected on last year increasing academic conversations by using sentence stems.

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. Staff connection—highlight staff strengths in specific areas to leverage collective building knowledge.

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation? For the 26-27 school year, Beverly has had a change in administration with an interim principal.

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

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. In 2025-26 the team identified several inequities using the tool. The first is that our staff demographics do not align with our student demographics in terms of race or language. In addition, while we have a phonics program that is being used with fidelity across K-5, we lack a high-quality literacy program that would support both teachers and students with rigorous, standards-aligned curriculum. Lastly, we do struggle in some areas to ensure that all students, including students with IEPs and students who are multilingual, have consistent access to grade level curriculum.

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: 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.

Priority #2: 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.

Priority #3: Elevate student attendance across all grade levels by embedding tiered attendance support.

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

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

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

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

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

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

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

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

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

SY 2026-2027 SMARTIE Goal #1: By June 2027, all K–6 grade levels will consistently embed explicit vocabulary and academic language instruction at least weekly within the core literacy block to strengthen students' comprehension, oral language, content knowledge, word learning, academic discourse, and ownership of learning.

As a result, the percentage of students meeting or exceeding grade-level reading proficiency will increase by at least 10 percentage points from the fall 2026 baseline, with progress examined both schoolwide and by student groups to ensure improvement is occurring equitably.

Progress will be measured through:

- Implementation data showing weekly vocabulary and academic language instruction across all grade levels.
- District and school-based reading assessment data, including common formative assessments.
- Student evidence demonstrating increased use and understanding of academic vocabulary and language.
- Grade-level/PLC review of student work and instructional practices.

Progress Monitoring: Grade-level teams will review implementation and student learning data monthly, and the school leadership/ILT team will review schoolwide reading proficiency data at each benchmark window (fall, winter, and spring) to identify progress, disparities among student groups, and instructional adjustments needed to meet 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).

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?

The team wants to stay tight on phonics practice and embed in a word of the day, core words each week.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

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).

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. Teach explicit vocabulary, teaching site words, phonics ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Using district weekly vocabulary lists ***What resources will be used for implementation?*** *(For example,*	***What data will be collected to measure the impact of implementing this EBI?*** Classroom based assessments, growth on iReady ***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?*** ILT ***When will this EBI occur?*** Monthly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.***	***What impact is the evidence-based intervention having?*** Academic language is a function of access. ***What is evidence of impact?*** Students used academic language beyond schooling.	***What impact is the evidence-based intervention having?*** Increase overall literacy scores on satellite based data ***What is evidence of impact?*** Increase overall literacy scores on satellite based data

professional development, extended time, curriculum, materials, etc.?) See above ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* See above ***What student groups will benefit and why?*** All student groups	Students' use of words in conversation, in writing, and in classroom and curriculum based assessments	Weekly in PLCs		
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, all K–6 grade levels will consistently embed high-impact daily math routines in grades K–2 and Math Expressions Quick Practices in grades K–6 within the core instructional block to strengthen students' number sense, fluency, automaticity, problem-solving, mathematical discourse, and ownership of learning.

As a result, the percentage of students meeting or exceeding grade-level math proficiency will increase by at least 10 percentage points from the fall 2026 baseline, with progress examined schoolwide and by student groups to ensure improvement is occurring equitably.

Progress will be measured through:

- Implementation data demonstrating consistent use of daily routines and Quick Practices.
- District and school-based math assessment data, including common formative assessments.
- Student evidence demonstrating growth in number sense, fluency, problem-solving, and mathematical reasoning.
- Grade-level/PLC review of student work and instructional practices.

Progress Monitoring: Grade-level teams will review implementation and student learning data monthly, and the school leadership/ILT team will review schoolwide math proficiency data at each benchmark window (fall, winter, and spring) to identify progress, disparities among student groups, and instructional adjustments needed to meet the goal.

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?

Consistent classroom use of curriculum at times in day

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*
End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

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

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. Teachers will use the Math Expressions ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Math Expressions and Math Genius ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Math Expressions and Math Genius ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Math Expressions and Math Genius ***What student groups will benefit and why?*** All students	***What data will be collected to measure the impact of implementing this EBI?*** iready ***How will the impact on equitable learning or behavior change be measured?*** Increase in math literacy	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** ILT ***When will this EBI occur?*** biweekly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** biweekly	***What impact is the evidence-based intervention having?*** Seeing quick practices and daily routines ***What is evidence of impact?*** Seeing quick practices and daily routines	***What impact is the evidence-based intervention having?*** Increase overall literacy scores on satellite based data ***What is evidence of impact?*** Increase overall literacy scores on satellite based data

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 2027, Beverly Elementary will increase the percentage of K–6 students attending school regularly from 79.6% to at least 85% by implementing a consistent, tiered attendance support system that emphasizes early identification, family partnership, relationship-building, and targeted interventions.

Progress will be examined schoolwide and across student groups to identify and address disparities in attendance and ensure students and families receive responsive support.

Progress will be measured through:

- Percentage of students attending regularly.
- Rates of chronic absenteeism.
- Number of students receiving Tier 1, Tier 2, and Tier 3 attendance supports.
- Individual student response to attendance interventions.

Progress Monitoring: Attendance data will be reviewed monthly by the school attendance team to identify students needing additional support and evaluate the effectiveness of interventions. Schoolwide and student-group attendance trends will be reviewed quarterly by the leadership team to determine progress toward the 85% regular attendance goal and make adjustments to 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?

Increase of student attendance overall

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

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

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. Developing tiered support, starting with tier 1 stating the expectations and removing barriers ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Parentsquare, developing team, partnering with community ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Parentsquare, developing team, partnering with community ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Parentsquare, developing team, partnering with community ***What student groups will benefit and why?*** All student groups	***What data will be collected to measure the impact of implementing this EBI?*** Attendance data from Skyward ***How will the impact on equitable learning or behavior change be measured?*** More minutes in class and instructional time	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Attendance team to be determined ***When will this EBI occur?*** Every Friday ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Support secretary	*What impact is the evidence-based intervention having?* Improving class time ***What is evidence of impact?*** Attendance data	*What impact is the evidence-based intervention having?* Students attending ***What is evidence of impact?*** Increase instructional minutes

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.* *Provides grade-level standards-aligned core instruction in literacy and mathematics, including differentiation, enrichment, collaboration time, and instructional resources to meet the academic and social-emotional needs of all students.*
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.* *Provides supplemental academic supports and targeted interventions in literacy and mathematics for students not yet meeting grade-level standards. Supports include small-group instruction, progress monitoring, and additional resources designed to reduce achievement and opportunity gaps identified through the CNA.*
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	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Supports implementation of Beverly's School Improvement Plan with a focus on reducing identified disproportionalities in literacy and mathematics. Activities include strengthening MTSS, monitoring disaggregated student data, increasing

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
	educational opportunity gaps, specifically those driving identification.	student engagement and academic discourse, and supporting implementation of evidence-based instructional practices.
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.* *Supports professional learning to strengthen evidence-based instructional practices. This includes GLAD professional development, development of a grades 2–4 GLAD cohort, and ongoing staff learning focused on academic language, student discourse, engagement, and equitable access to grade-level instruction.*
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.* *Supports multilingual learners in developing English proficiency and accessing grade-level academic content. Activities may include language-development supports, instructional resources, and professional learning such as*

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
		GLAD strategies that strengthen academic vocabulary, student discourse, and language acquisition.
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.* *Not applicable*
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.* *Not applicable*
Local Funds	Local levy revenue may be combined in schoolwide programs.	*Not applicable*
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	*Not applicable*