OSPI School Improvement Plan 2026-27

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, use the Consolidated School Improvement Template to satisfy the appropriate Components.

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building and District data

Building Name: Scriber Lake High School	**Does your school share a building with another school?** Yes ☒ No ☐ **If yes, which one(s)?** (Note each school with a school code must submit a separate School Improvement Plan)**: Edmonds eLearning, VOICE, Edmonds Heights**
School Code: 3854	**Grade Span: 9-12** **School Type: Comprehensive High School**
Principal: Trina Gilday	**Building Enrollment:** 205
School District: Edmonds School District	**F/R Percentage:** 53.2%

Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 57.6%
Plan Date: July 2026	**English Learner Percentage:** 10.2%
Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Tier 3 Plus	

Vision and Mission Statement

Scriber Lake High School will ensure that all students become successful by helping them identify, develop, and maximize their strengths, skills, and talents.

School Leadership Team Members and Family-Community Partners

Name	
Trina Gilday – Principal	Allison Eva – Attendance Secretary
Saundra Whittemore- Office Manager	Nicole Herrin – Registrar
Mike Carey -Teacher	Karl Stern – Special Education and Admin Intern
Laurie Klavins – School Psychologist	Lindsay Eckle – Counselor
Brian Lundquist- Intervention Specialist	Angela Black -Parent of 9th grader Liam Black
SLHS Student Leadership Team (to review upon return to school in September)	

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans should show alignment of goals, and evidence-based interventions, with WSIF data.
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.

2023 WSIF Cycle 3 Identification: Choose an item.

WSIF Data Measures	2023 WSIF Cycle Data	2024 WSIF Annual Data	2025 WSIF Annual Data
Comprehensive (All Student Group)	2.5	3.35	2.7
Comprehensive Graduation Rate	53.8	52.3%	51.9%
Student Group			
American Indian/Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A
Hawaiian/Other Pacific Islander	N/A	N/A	N/A

Hispanic/Latino	40%	40%	60%
Two or more races	N/A	N/A	N/A
White	54.8%	53.3%	43.8%
English Learner	Less than 10%	Less than 10%	Less than 10%
Low Income	53%	50%	42%
Special Education	46%	38%	43%

Section 3: 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)

CNA Data Summary

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

   -There has been some improvement in attendance given targeted support in that area. We see a 10% increase in students at 90% or more attendance.

   -Increased graduation rate for students who receive Special education Services. Closing of equity gap in this area.

   - Students feel connected to staff in our building. Over 80% of students respond favorably to having at least one adult in the building they can go to if they have a problem.

   -Lots of conversations are happening about tier 2 and tier 3 students and their supports and needs.

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

   -Attendance, while improving, is still a major challenge with 41.7% regularly attending.

   -Only 41% of 9th graders passed all their courses, leading to off-track status.

   -Literacy scores are below grade level on both I-ready and SBA. Only 34% of students are showing ELA proficiency on SBA.

   -Staffing cuts over the previous years seem to be limiting student options for classes, especially in CTE.

   -Lack of standardized Tier 1 supports across all classrooms.

3. What disproportionalities exist among student groups?

   - Hispanic/Latino Students scoring below white peers in on grade level literacy.
   - Students who receive Special Education services have a lower sense of belonging score than their peers.
   - Low-income students attend school at a lower rate than non-low income.
   - Low-income students or students with high mobility rates struggle to attend regularly and to access resources outside the school day lowering reading and math scores.

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

-Attendance tracking and follow-through takes resources that are already stretched thin.
-Inconsistent access and support for students who receive special education services (resource teacher change mid-year)

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
   -Addressing attendance through identifying root causes of truancy and building systems to support students and families.
   -Maximizing student connection through Family, Entry, SLC's, and the new activity period to build sense of belonging and connection to the school and school community.
   -Use an MTSS Framework for Behavior, Academics, and SEL that identifies need and creates a plan for support with timelines and checks for fidelity.
   -Across all classrooms, adoption of strong Tier 1 instructional strategies that increase outcomes for all students, in line with district vision and mission.
   -Invigorate our ELA curriculum with high interest and relevant supplemental resources to engage students in literacy practice.
   -Looking at literacy across the curriculum, not just in ELA.
   -Time for staff to collaborate on these topics.

6. How do identified needs impact each other?
   Attendance impacts connection and sense of belonging.
   Attendance impacts academic achievement in all subject areas, therefore graduation.
   Literacy impacts all academic achievements and is hindered by lack of attendance.
   Students who fail classes in 9th grade are more likely to stop coming to school and not graduate.

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

Short Term: Establish MTSS systems to start year strong. Build supports sooner rather than later. Identify students of concern sooner rather than when they are already failing.
Short Term: Staff training around literacy across the
Long Term: Attendance tracking and follow-through. Support for teachers, students, and families around attendance. Create a culture of attending.

8. What needs if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.
   A clear behavior response system implemented to support attendance. Follow through and communication on next steps for truancy.
   An clear understanding of quality Tier 1 instructional strategies that can be used every day in every class to keep students engaged, connected, and learning.

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?
   I think we have plenty of data, what we need is the next actionable steps.
   It would also be great to have more family/guardian support and feedback to help our efforts.

Section 4: Resource Inequities

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.

As a small school our biggest constraint/inequity is staffing. Recent years have seen cuts in administration and counseling roles, two places where student interventions frequently live. We are using grant funds to support work around attendance and follow through.

Section 5: Priorities

Describe the top 3 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

Priority #1: Increase on time graduation rate for all student groups.

Priority #2: Grow student sense of belonging through new activity period, Family, and SEL activities.

Priority #3: Improve literacy achievement and engagement through high interest resources and explicit multi-strategy comprehension and vocabulary instruction.

Section 6: 2026-27 School Improvement Plan- SMARTIE Goals

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that are aligned with the data-based priorities that you plan to accomplish through evidence-based interventions (activities, practices, or strategies) for SY 2026-27. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. 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. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based interventions (activities, practices, or strategies) being used to achieve the SMARTIE Goal?

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

- 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 students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal is not 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?

SY 2026-2027 SMARTIE Goal #1: **Scriber Lake High School (SLHS) will increase the on-time graduation rate of our students by 10% (awaiting final data from class of 2026) as measured by credits earned and requirements met during the 26- 27 school year (with quarterly review of each individual student's progress by administration/counseling). This goal is focused on inclusivity and Equity for all learners in the SLHS school environment (Special Education, Multi-Language, and Students of Color).**

Subgroup focus: Students who receive Special Education services currently graduate at a 15% lower rate than students who do not receive these services. We aim to close that gap by 10% during the 26-27 school year.

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?

Key data points for this goal will be our students' grades, credits earned, graduation plans/SLC meetings, and attendance. We expect to see at least 60% of our students on track to graduate at semester.

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. ***Progress monitoring of all students in collaboration and coordination with families and guardians through counseling and each student's family teacher. Visual road to success maps where students track their own progress.** ***Student led conferences twice yearly where families are invited to be part of the progress monitoring process and students can share their successes and challenges.*** *What resources will be used for implementation?* ***Professional Development around student success indicators.***	***What data will be collected to measure the impact of implementing this EBI?*** *****Passing grades **and** credit accrual at each quarter. Data will be tracked on our "Status" progress sheet and electronically for all students. On-time graduation rate, 12th grade grad plans (school summary sheet and individual plans). Data will be shared with families during Student led conferences so they can help track progress. Graduation progress will also be shared in annual IEP meetings for	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** *Counselors and Admin: Data for Status, grad plans, and progress sheets. IEP Case managers support tracking for their students. *Family Teachers: Coordinate student and Family	***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.

Updated digital tracking tools for graduation progress. ***What student groups will benefit and why?*** ! ªªÃ÷ž¡'ı÷â‰Èßž½Ñâ™ ºªªâl'ı',º÷âˆÑâ ÷˙ ÑâÑ÷È^÷'‰Žâ÷^È‰'÷Ñâ ºı¡ Ý°¡ž^ªü'¡â½ª^ıı ºı‰â^ı¡â ußªª^lßÈ^÷ßıâ™ º÷˙â'^u˙âÑ÷ž¡'ı÷â ^ı¡â,^Œ ºªŽıâ÷Ý'ÈŽßı'âÈ'u'Ý'Ñâ ºı¡ Ý°¡ž^ªü'¡âÑž½½ßÈ÷íâ	students who receive special education services. ***How will the impact on equitable learning or behavior change be measured?*** *We will be breaking down our data by subgroups to examine any disproportionalities that we will respond to with our MTSS systems.* *In particular, data for students who receive Special education services will be reviewed to find areas where these students are not finding similar success to their peers and identify and remove barriers where possible.*	conferences (SLCs) and review plans and Road to Success with assigned Family students. Students' families by taking part in student led conferences. ***When will this EBI occur?*** All-year ongoing work ***When or how often will progress be monitored or data reviewed? Be as specific as possible.***		

		Credits are updated each session (8 times a year). SLC's will occur twice per year.		

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Evidence Based Practice: Credit Recovery Program and Mastery of High School Standards (OSPI Identified Promising practice) - Contract Based Learning (CBL) that allows for recovery outside of scheduled classes. Note: CBL stands for "contract based learning". CBL allows students to work at their own pace through a teacher created independent study. Our CBL classroom is monitored by a Paraeducator who coordinates the work and assessments being done by the certificated staff. What resources will be used for implementation? Para II to supervise and coordinate the CBL room, teaching time for grading and course development	What data will be collected to measure the impact of implementing this EBI? *Credits recovered through CBL (measured each session). *Graduation "Status" progress sheet. *On-time graduation rate, 12th grade grad plans (school summary sheet and individual plans). Review of what CL"s are most accessed to identify additional areas of need. How will the impact on equitable learning or behavior change be measured? We will be breaking down our data by subgroups to examine	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? *Our CBL instructor (para II) will be responsible for collecting and sharing the data with admin, counseling and staff. *Our admin and counseling team will be responsible for monitoring accountability and	For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.	For more EBIs cut and paste the prompts to answer below. Click or tap here to enter text.

What student groups will benefit and why? ***All credit deficient students who need to catch up and/or recover credits for graduation*** ***What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal?*** ***Intensive attendance progress monitoring and intervention support in collaboration with families and guardians. Attendance is a key to academic success and significant factor in on-time graduation.*** ***What resources will be used for implementation?***â ***Attendance Team (staff time), OP support (2 hours per day)for***	who is accessing and being successful with our CBL program to create plans on how best to respond and close any gaps identified. In particular, we will see how successfully our students who receive special education services are accessing CBL's and with what frequency. ***What data will be collected to measure the impact of implementing this EBI?*** **Weekly attendance data used to make watch lists and connect with families to find reasons**	***adjustments made.*** ***When will this EBI occur?*** *All year ***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** ***Our attendance team (lead OP, Family resource advocate, student intervention***		

attendance interventions and home connection ***What student groups will benefit and why?*** ***All students whose attendance is impacting their school progress.***	**behind lack of attendance.** **Data on success of intervention strategies in changing attendance behaviors.** ***How will the impact on equitable learning or behavior change be measured?*** We will look at data from various subgroups to identify gaps or places where individual subgroups are not achieving attendance goals. We will adapt our practices to meet the needs of students and families in our sub groups.	***coordinator, student safety specialist, and principal) will lead our attendance team that will collaborate and coordinate with all staff.*** ***When will this EBI occur?*** *All year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** ***Our attendance team will meet regularly to review plan interventions***		

		and supports for students with attendance barriers.		

SY 2026-2027 SMARTIE Goal #2: **Scriber Lake will provide a positive environment for all students through an intentionally designed SEL program and our new activity period both of which are focused on increasing our students' sense of belonging (73% to 85% favorable responses). This growth will be measured through our district's Sense of Belonging survey system (with quarterly review of the data by all staff). This goal is focused on inclusivity and Equity for all learners in the SLHS environment (Special Education, Multi-Language, and Learners of Color).**

Subgroup focus: Students who receive Special Education services currently have an 8% lower favorable response to sense of belonging questions. We aim to remove this equity gap.

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.
We will collect data through our district survey system to measure quantifiable growth. We should be at 80% favorable by mid-year. We will also take quantifiable data by collecting Family class feedback and Student Leadership team feedback.

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.	***What data will be collected to measure the impact of implementing this EBI?***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?***	***What impact is the evidence-based intervention having?***	***What impact is the evidence-based intervention having?***
Weekly designed Social Emotional Learning (SEL) experiences and activities that focus on our students' Sense of Belonging delivered in Family class. The family teacher serves as a supportive adult who does check-ins, progress monitoring, and offers guidance (School-based mentoring is tied to strong feelings of belonging, increased attendance and positive academic outcomes and is a Tier 2 EBI). ***We are increasing the time in family each day by twenty minutes, over last year, to allow more time for positive connection and mentoring.***	District survey data, twice a year. Student focus groups. Surveys in Family class. Families invited to school for Student led conferences as a way to get their feedback and celebrate student success. ***How will the impact on equitable learning or behavior change be measured?*** ***We will be examining our data by student***	Administration (in coordination with counseling and SEL teacher lead and identified students and staff) will be responsible for sharing out, communicating, and providing support for our weekly activities. ***When will this EBI occur?*** Once weekly in Family class.	Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What resources will be used for implementation? *(For example, professional development, extended time, curriculum, materials, etc.?)* **Staff Planning time and materials.** ***What student groups will benefit and why?*** **All students will benefit.**	***groups to address any disproportionalities that exist. Student leadership and focus groups will help design plans we take to close gaps identified.*** ***By devoting more time we are prioritizing this work and SEL for our students.***	***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Quarterly monitoring for progress and fidelity in implementation.		
For more EBIs cut and paste the prompts to answer below. **New 4th period activity/club period that gives student an opportunity to connect and build community within the school day.** **As a small school that transports students from all over the district to our site, we do not have the capacity for after school clubs and activities other schools do. By building these**	***What data will be collected to measure the impact of implementing this EBI?*** **Student attendance at activities, student surveys for feedback on activities. Parent**	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** **Admin and counseling will oversee scheduling. Paraeducators will oversee**	***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.

into the school day, students can build a larger sense of community and belonging that goes beyond the academic setting. ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** **Classified staff to support variety of activities.** **Materials to support the activities (games, books, art supplies).** ***What student groups will benefit and why?*** **All students will benefit as they will all be assigned an activity.**	**feedback during SLC's.** ***How will the impact on equitable learning or behavior change be measured?*** ***We will use data to see if student activity offerings and engagement increase our overall sense of belonging looking specifically at focus groups. We can identify student groups who are not connecting through the activities we offer and try to find offerings to meet more student groups.***	**activity offerings.** ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** **Since this is new, we will begin collecting data immediately to see if changes are needed. Formal student feedback on the program will be collected quarterly, at a minimum.**		

SY 2026-2027 SMARTIE Goal #3: **Scriber Lake will provide a supportive and responsive learning environment for all students with a specific focus on Literacy skill development. SLHS will raise our students reading at grade level from 30% to 45% during the 26-27 school year. This growth will be measured through our iReady diagnostic assessment system as well as the SBA and student successful course completion. This goal is focused on inclusivity and Equity for all learners in the SLHS environment (Special Education, Multi-Language, and Learners of Color).**

Subgroup focus: Our students who are low-income showed on grade level reading at a 12% lower rate. We aim to cut this equity gap in half.

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.
Mid-year data will show students trending upwards on IReady diagnostics with a mid-year goal of 40% at grade level. IReady assessment data, course passage rates, and SBA results (from the Spring) are data indicators to inform growth towards this goal.

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. ***Explicit Multi-Strategy Comprehension and Academic Vocabulary Instruction across subject areas (Tier 1) . High-quality literacy instruction across the curriculum for all students focused on reading as a life-long learning tool for***	***What data will be collected to measure the impact of implementing this EBI?*** *iReady data and classroom grades will be reviewed quarterly by teaching staff and school teams.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** ***All teachers across the school will use strategies to promote literacy. Direct***	***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.

success. Use of high interest texts and tools to engage students in literacy practice. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* **All staff PD around Literacy skills across the curriculum, specifically comprehension and vocabulary.** **New literacy resources, focused on high interest texts.** **Iready diagnostic and SBA Test** ***What student groups will benefit and why?*** All students benefit from work around literacy especially when it is embedded across the curriculum.	*SBA data will be collected at the end of the school year for summative purposes. SBA data is shared with families and case managers. During classroom observations there will be feedback on how literacy strategies are being used. This will ensure the training is enacted and support discussion around literacy as part of professional growth. ***How will the impact on equitable learning***	***literacy instruction will be supported by ELA teachers.*** ***When will this EBI occur?*** ***Daily across the curriculum as reading is essential to all subject areas.*** ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** ***Iready data to be reviewed quarterly. SBA data will come out in the Spring.*** ***Students are regularly monitored in all class settings***		

	or behavior change be measured? ***We will be examining our data by student groups to address any disproportionalities that exist. We will seek to identify barriers to literacy for low-income students and find ways to close those gaps. Teachers, case managers, and support staff will plan interventions and supports to close any identified gaps.***	***where literacy has a component to the learning.*** Click or tap here to enter text.		

Section 7: 2026-2027 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2026-27, 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) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

   Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

   Click or tap here to enter text.

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

This section is a summary reflection on end-of-year findings, as documented in the SMARTIE goal tables above, and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2026-2027, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

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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.

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3. How did at least one of the activities documented in the SMARTIE goal tables above (from SY 2026–2027) positively impact student outcomes in pursuit of its associated goal?

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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.

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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?

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

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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.