Consolidated School Improvement Plan 2026-27

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement1

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: Cedar Valley Elementary School	**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: 1230	**Grade Span:** K-6 **School Type:** Elementary School

Principal: Pedro Arellano Camarena	**Building Enrollment:** 453
School District: Edmonds School District	**F/R Percentage:** 76%
Board Approval Date: October 13, 2026	**Special Education Percentage:** 18%
Plan Date: September 24, 2026	**English Learner Percentage:** 55%

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:
Tier 3

Vision and Mission Statement
Edmonds Vision Statement: Equity, engagement, and excellence for each and every student. Cedar Valley's mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

School Leadership Team Members and Parent-Community Partners

Name	**Title (if applicable)**	**Role**

Pedro Arellano, (CV Principal) Widad Gaddah (CV SINC) Angela Garrido (Family Resource Advocate) Kim Copeland (Literacy Specialist) Karen Clarke (Multilingual Teacher) Carly Garcia (school counselor) Kathryn Feder (Parent)	See left column.	See left column.

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.

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)			1.65
Comprehensive Graduation Rate			
Student Group			
American Indian/Alaska Native			N/A
Asian			N/A
Black/African American			3.70
Hawaiian/Other Pacific Islander			N/A
Hispanic/Latino			1.20
Two or more races			N/A
White			3.55

English Learner			1.25
Low Income			1.15
Special Education			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

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

We use several different pieces of data to determine which students need additional support. This includes i-Ready, Acadience, classroom assessments, 95% Phonics assessments, SBA data when available, and teacher input. We also look at whether a student has received intervention in the past and get input from our multilingual and special education staff. We try not to make decisions based on one assessment and instead look at the overall picture of how a student is doing.

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 by grade level based on their level of need. We look at which students are furthest from grade-level expectations and whether we are seeing the same concerns across multiple assessments and in the classroom. Grade-level teams also consider teacher input and previous interventions when deciding which students should receive services first. Our WIN blocks give us time to provide these additional supports without students missing their core instruction. We use Acadience to determine students who qualify for reading intervention during the WIN blocks.

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

We regularly look at student data to see if interventions are working and whether changes need to be made. Grade-level teams and support staff review student progress about every 6-8 weeks using Acadience, classroom assessments, unit assessments, and intervention data. Our ML and Reading Intervention team also reviews schoolwide data in the fall, winter, and spring. If a student is consistently meeting grade-level expectations and multiple data points show they no longer need the additional intervention, the team can determine that the student is ready to exit services. We will continue monitoring the student in the classroom to make sure they are maintaining their progress.

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

We have identified a need for continued professional learning around strengthening Tier 1 instruction and making sure our interventions and small-group supports are aligned with grade-level standards. We will continue providing professional development around instructional scaffolds supporting ML and students with IEPs, vocabulary development, and GLAD strategies. We also want to provide more training and resources for paraeducators so they can effectively support small-group instruction.

For the 2026-27 school year, we will have a more intentional focus on vocabulary development by having grade-level teams create tier 2 words we want every student to learn in that grade level. We are also purchasing additional resources to support tier 1 instruction in Math. We will also provide opportunities for teachers to collaborate, look at student data, and strengthen consistency in math instruction across grade levels with release time.

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?

The focus on writing and our GLAD grade-level sessions have been two of the professional learning supports that have been the most effective. Our work around Writing Revolution has helped us develop more consistent writing strategies and scaffolds across grade levels, which gives students common tools they can continue to build on as they move from grade to grade. The GLAD sessions have also been valuable because they give grade-level teams time to work together and strengthen strategies that support language development and vocabulary. This is still something we need to strengthen at Cedar Valley for the 26-27 school year.

We look at several different measures to determine whether this work is having an impact, including i-Ready, Acadience, classroom and unit assessments, and teacher feedback. We have seen particularly strong growth in kindergarten and first grade, which tells us that some of the instructional practices and supports we have put in place are having a positive impact.

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

How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

Our professional development is focused on the same areas where we are seeing the greatest student needs. We will continue providing professional learning around GLAD/SIOP strategies, vocabulary development and Writing Revolution strategies. We also want to provide teachers and paraeducators with more support around small-group instruction so that the work happening during intervention and WIN blocks connects to what students are learning in the classroom. Using our OSSI funds to purchase additional paraeducator hours and using them to target specific skills is one strategy we are looking at strengthening. Right now, the paraeducator supports literacy or math block and the wondering the team has is if we can do more targeted small group with our paraeducators during their literacy or math blocks.

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

The goal is for students receiving targeted assistance to experience more consistent instruction throughout their day. When teachers, interventionists, and paraeducators are using similar strategies and scaffolds, students can build on what they are learning in the classroom instead of intervention feeling like something completely separate. Professional development around GLAD/SIOP, vocabulary, writing, and small-group instruction will also help staff provide better access to grade-level content, especially for our multilingual learners and students with disabilities. While we have provided a lot of PD to our certificated staff, we can definitely improve in providing those learning opportunities to our paraeducators.

Systems of Support

3. **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.**

One of our strengths is the collaboration between our classroom teachers, ML team, interventionists, special education staff, and paraeducators. Our ML team provides GLAD release days where grade-level teams have time to work together on strategies that strengthen Tier I instruction, particularly around language, vocabulary, and access to grade-level content. We also have reading intervention in place for

students who need additional targeted reading instruction, and our WIN blocks allow students to receive this support without missing their core instruction.

Writing Revolution has also helped us create more consistency between Tier I instruction and small-group supports. We have worked on using the same writing principles and scaffolds across grade levels so that classroom teachers, interventionists, ML staff, special education staff, and paraeducators are working from the same instructional framework. We want to continue this work next year while putting a stronger focus on Tier I math instruction and small-group math support.

Behaviorally and socially, we will continue our PBIS, SEL, and Kelso's Choice work, which has helped us see fewer behavior concerns during recess and lunch. We will also begin incorporating Collaborative Problem Solving based on Dr. Ross Greene's work. This will give staff another way to understand and respond to challenging behavior while helping us build a more consistent system of academic, behavioral, and social-emotional support for students.

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

We identified these strengths and areas for improvement by looking at multiple sources of data throughout the year. This includes i-Ready, Acadience, SBA, classroom assessments, student perception surveys, discipline and referral data, family survey data, and feedback from staff.

Our academic data continues to show a need in both ELA and Math, especially when we look at different student groups. On the 2025-26 ELA SBA, 22.7% of students met standard. This included 5.6% of English Language Learners, 18.9% of low-income students, 16.7% of students with disabilities, and 14.4% of Hispanic/Latino students. In Math, 14.2% of students met standard, including 4.8% of English Language Learners, 11.1% of low-income students, 13.9% of students with disabilities, and 7.6% of Hispanic/Latino students. This data reinforces the need to strengthen Tier I instruction while also paying closer attention to how different student groups are progressing.

Our student perception data also helped us identify strengths and areas for improvement. Overall, 66% of students responded favorably to questions around sense of belonging, while teacher-student relationships were 60% favorable and supportive learning environment was 49%. We also saw differences when looking at student groups. For example, students with disabilities reported 62% favorable responses around belonging and Black/African American students reported 52%, compared to 66% overall. This tells us that while belonging continues to be an important focus, we also need to pay attention to relationships, student voice, safety, and the overall learning environment.

At the same time, our math results showed that we did not make the growth we wanted, which is one of the reasons we are making math and Tier I math instruction a larger focus this upcoming year.

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

We have systems in place to connect school supports with families and community resource. One example is the work of our Family Resource Advocate who works with our counselor, who works with teachers, and other support staff. When a student or family has a need that goes beyond the classroom, these staff members can work together to connect the family with our Family Resource Advocate with additional resources.

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

We give families an annual survey to get feedback about communication, school climate, family engagement, and how connected they feel to the school. We use that information to identify areas where we are doing well and areas where we need to improve. Our 2026 survey had 178 responses, including a large number of responses completed in Spanish, which gives us feedback from a broad range of our families

One area we have intentionally worked on is communication between teachers and families. We have provided teachers with dedicated time to reach out to families and have encouraged staff to increase positive-facing communication, rather than families primarily hearing from school when there is a concern. This continues to be an area we want to improve, but our survey data shows progress. Overall favorable responses around school communication increased from 72% in 2024 to 77% in 2026, and satisfaction with overall school communication increased from 70% to 78%.

We also work closely with our PSO to create events and opportunities for families to be involved in the school community. Our Family Resource Advocate leads our Natural Leaders group, which helps bring family voice into our school and plans events that celebrate our community, including Multicultural Night and Día de los Muertos. This work connects with what we are seeing in our family survey. Families reporting that the school encourages them to be part of the school community increased from 73% in 2024 to 86% in 2026, and favorable responses about opportunities to strengthen students' cultural identity increased from 53% to 78%.

Our 2026 survey had 178 responses, including 89 surveys completed in Spanish and 79 in English, along with responses in Arabic, Farsi, Russian, and Vietnamese. This is important for us because it gives us feedback from families representing the different languages and communities we serve.

7. **What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)]**

We have seen growth in several areas of family engagement. Families reporting that the school encourages them to be part of the school community increased from 73% in 2024 to 86% in 2026, and favorable responses about opportunities to strengthen students' cultural identity increased from 53% to 78%. We want to continue building on this work through Natural Leaders, our PSO, family events, and other opportunities for families to have a voice in our school.

We still want to improve how connected families feel to one another and continue finding ways for families to be involved beyond attending events. While family engagement has improved overall, only 53% of families reported feeling connected to other families at the school. We want to continue building opportunities for family voice, strengthen communication between teachers and families, and use our annual family survey to help us decide where to focus our efforts.

8. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions
    1. **How does your targeted assistance program coordinate with core and additional programs in the school?**

Our targeted assistance program is designed to work alongside core instruction rather than replace it. WIN blocks provide time for students to receive Tier II and Tier III support without missing their Tier I instruction. Reading intervention provides additional instruction for students who need more support in reading, while our ML team works with grade-level teams through GLAD release days to strengthen Tier I instruction and provide better access to grade-level content. Writing Revolution also gives us a common instructional framework so classroom teachers, interventionists, ML staff, special education staff, and paraeducators can use similar writing strategies and scaffolds. For 2026-27, we will continue this work while putting a stronger focus on strengthening Tier I math instruction.

    2. **How have you aligned your targeted supports to ensure students in WSIF identified student groups are receiving required services to ensure growth and proficiency?**

We use multiple sources of student data to identify students who need additional support and monitor whether those supports are working. Our data has shown that multilingual learners and students with disabilities are not meeting grade-level benchmarks at the same rates as their peers, so these groups continue to be an important focus of our intervention work. We use i-Ready, Acadience, classroom assessments, intervention data, and teacher input to determine student needs and adjust supports. We also try to make sure services are coordinated between classroom teachers, ML staff, special education staff, interventionists, and paraeducators so students are receiving consistent support rather than separate programs that do not connect to each other

    3. **How do you support transitions between grade spans?**

We support transitions between grade levels by having staff collaborate and share information about student academic, behavioral, and social-emotional needs. We have an excel document that documents all those data points in order to best place students. We could strengthen

this by having a “meet your new teacher” event which would require us to have class placements done much sooner, so that we could run this event at the end of June.

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

Yes. We intentionally schedule intervention through our WIN blocks so that students receiving targeted assistance do not have to miss their core Tier I instruction. We also want students receiving additional academic support to continue participating in enrichment, specialists, school activities, and other opportunities available to their peers. Targeted assistance should provide students with additional support without limiting their access to the rest of their school experience.

9. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 - **Parent and Family Engagement**
    1. **How does your parent and family engagement strategy align to your targeted assistance practices and strategies?**

Our family engagement work supports our targeted assistance practices by keeping families informed about how their students are doing and helping families understand how they can support learning at home. Teachers communicate with families about student progress, and we have provided staff with dedicated time to reach out to families and encouraged more positive-facing communication. Our survey shows that 84% of families reported that their student’s teacher or school helps them understand what they can do to help their student learn. We also work through our PSO, Natural Leaders group, and Family Resource Advocate to create additional ways for families to connect with the school and have a voice in our community.

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

We will continue using our annual family survey as one of our main ways to evaluate whether our family engagement strategies are working. We can compare results from year to year in areas such as communication, family knowledge and confidence, school climate, and family engagement. The data is already showing some positive growth. Overall favorable responses for school engagement practices increased from 65% in 2024 to 76% in 2026, and the percentage of families who said their concerns or requests are responded to in a timely manner increased from 66% to 84%. We will also look at participation in family events, feedback from our PSO and Natural Leaders, and communication between teachers and families. We can look at this information alongside academic, attendance, behavior, and student perception data to see whether stronger family partnerships are also supporting better outcomes for students.

CNA DATA Summary

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

One of our biggest strengths is the growth we are seeing in our primary grades, especially kindergarten and first grade. Acadience data shows that more students are reaching grade-level expectations compared to previous years. We have also seen some positive results with student belonging and behavior. More students are reporting that they feel connected to the school, and we have seen fewer behavior concerns during recess and lunch. Our family survey data has also shown growth in areas like communication, family engagement, and families feeling welcomed at school.

11. **What top needs have emerged from multiple data sources?**

Our biggest academic need is making sure the growth we are seeing in kindergarten and first grade continues as students move into second grade and the intermediate grades. We start to see a noticeable drop in growth beginning in second grade. Math is also an area where we need to improve, so for the 2026-27 school year we want to have a more intentional focus on strengthening Tier I math instruction. At the same time, we will continue our work with Writing Revolution, GLAD strategies, reading intervention, and aligned small-group instruction.

12. **What disproportionalities exist among student groups?**

Our clearest disproportionalities continue to be with multilingual learners and students with disabilities. These students are not meeting grade-level benchmarks at the same rates as their peers. We have seen some positive examples of growth within these groups, but overall the gap is still there and continues to be an area of focus.

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

One of the root causes is that we need stronger alignment between Tier I instruction and our Tier II and Tier III supports. Students work with several different staff members throughout the day, so it is important that the strategies and supports they receive are consistent.

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

One of the biggest themes is the need for stronger and more consistent Tier I instruction across grade levels. Our early literacy results show that strong systems, protected instructional blocks, early intervention, and consistent practices can make a difference. We want to build on that by strengthening Tier I math instruction, continuing Writing Revolution principles across grade levels, providing GLAD release days, and making sure small-group instruction is aligned with what students are doing in the classroom.

15. **How do identified needs impact each other?**

Many of our needs are connected. When Tier I instruction is stronger, fewer students may need intensive intervention. For students who do need additional support, it is also important that intervention connects directly to what they are learning in the classroom. Stronger alignment across grade levels can also help students build on the same strategies and scaffolds as they move from one grade to the next. This is especially important for multilingual learners and students with disabilities who may work with several different staff members during the day.

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

In the short term, we can continue refining our master schedule to protect WIN blocks, literacy blocks, and core instructional time. We can also improve the alignment between classroom teachers, ML staff, special education staff, Title, interventionists, and paraeducators. Longer-term work includes developing more consistent K-6 instructional practices in math and writing, improving outcomes beginning in second grade, and reducing gaps for multilingual learners and students with disabilities

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

A quick win would be improving how we use the systems and staff we already have in place. We already have WIN blocks, reading intervention, GLAD release days, paraeducator support, and Writing Revolution strategies. Better aligning all of those supports with Tier I instruction is something we can continue working on right away. Another quick win is continuing to build common math routines across classrooms and giving teachers more support and resources to use those routines consistently.

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

We already have a lot of useful data through i-Ready, Acadience, SBA, classroom assessments, behavior data, and student and family surveys. One area we can continue improving is looking more closely at the data by grade level and student group so we can see where gaps begin and whether our interventions are making a difference over time.

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

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

One of our resource challenges is maintaining consistent staffing and instructional systems from year to year. We have experienced reductions in staffing over the past several years, including fewer paraeducator hours and a reduction in our Family Resource Advocate position. At the same time, staff turnover can make it difficult to continue building on instructional work from one year to the next. We have made progress in retaining staff at Cedar Valley, but this is still an area of growth for our school.

Because of this, one of our priorities is creating stronger systems for Tier I instruction that are consistent across classrooms and grade levels. We want the work we are doing around GLAD/SIOP, Writing Revolution, vocabulary and academic language, and math instruction to become part of how we teach at Cedar Valley rather than depending on individual staff members. This will help us continue building from year to year and give new staff a clearer instructional framework when they join our school.

We also want to be strategic with the staff, time, and resources we have available. Providing teachers with time to collaborate, strengthening professional learning for teachers and paraeducators, and using additional staffing for targeted small-group support will help us strengthen Tier I instruction while continuing to provide additional support for students who need it most.

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

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

Our top three priorities for school improvement are:

Strengthen consistent Tier I literacy and language instruction. We want to continue our Writing Revolution alignment across grade levels and our use of GLAD/SIOP strategies, with an increased focus on vocabulary and academic language. Our ELA data shows that this continues to be an area of need, particularly for our multilingual learners, students with disabilities, low-income students, and Hispanic/Latino students. We want to build consistent instructional practices and scaffolds from kindergarten through sixth grade so that students experience similar strategies and supports across classrooms and grade levels.

Strengthen Tier I math instruction. Math will be a major instructional focus for the 2026-27 school year. Our SBA and school-based data show that math continues to be an area of need, particularly for our multilingual learners, low-income students, and Hispanic/Latino students. We want to improve the consistency and quality of Tier I math instruction across grade levels, with a focus on number sense, mathematical reasoning, foundational skills, and student discourse. We will provide professional development, resources, and time for teachers to collaborate and strengthen their instructional practices.

Implement Collaborative Problem Solving. We will begin incorporating Dr. Ross Greene's Collaborative Problem Solving approach into our behavioral and social-emotional supports. This will build on the PBIS, SEL, and conflict-resolution systems we already have in place. Our focus will be on better understanding the needs behind challenging behaviors, helping students develop skills to solve problems, and giving staff a more consistent approach for supporting students.

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

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

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

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

SY 2026-2027 SMARTIE Goal #1:

For the 2026–27 school year, we will increase the percentage of students in grades 3rd-6th meeting or exceeding grade-level standards on the ELA SBA from 22.7% to 27%. We will focus on improving outcomes for all students, with particular attention to multilingual learners, students with disabilities, low-income students, and Hispanic/Latino students, who are identified through our WSIF and school-level data.

We will accomplish this by strengthening consistent Tier I literacy instruction across grade levels, including explicit weekly vocabulary and academic language instruction and the continued use of GLAD/SIOP and Writing Revolution strategies. These practices will support students' access to grade-level reading and writing, comprehension, oral language, content knowledge, academic discourse, and vocabulary development.

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?

At mid-year, we would expect to see growth in i-Ready Reading and Acadience data, along with progress on classroom and core curricular assessments. We would expect to see an increase in the number of students meeting grade-level expectations, as well as growth from students who are currently below grade level. We will look at the data for all students and by student group, with particular attention to multilingual learners, students with disabilities, low-income students, and Hispanic/Latino students, to determine whether students are making progress and whether gaps are beginning to close.

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

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

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Teachers will implement explicit vocabulary and academic language instruction as part of Tier I ELA instruction, using GLAD/SIOP strategies and Writing Revolution principles and scaffolds. Grade-level teams will participate in GLAD coaching/release days 3-4 times during the year to plan, practice, and strengthen consistent implementation across classrooms. *What resources will be used for implementation? (For example, professional development, extended time,*	***What data will be collected to measure the impact of implementing this EBI?*** **Student outcome measures:** i-Ready Reading Diagnostics (fall, winter, spring), Acadience benchmark data, core curricular and classroom assessments, and SBA Interim Assessments. **Implementation measures:** GLAD coaching/release-day documentation and periodic classroom walkthroughs to monitor the use of explicit vocabulary and academic language strategies during Tier I instruction. ***How will the impact on equitable learning or behavior change be measured?*** We will review student outcome data by student group, with particular attention to multilingual	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** General education teachers, SPED and ML staff, Leadership Team, and Principal. ***When will this EBI occur?*** This practice will take place from August 2026–June 2027. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Student data will be reviewed by General Education, SPED, and ML staff every 6-8 weeks. The Leadership Team and principal will review student outcome data in fall, winter, and spring. GLAD	***What impact is the evidence-based intervention having?*** ***What is evidence of impact?***	***What impact is the evidence-based intervention having?*** ***What is evidence of impact?***

curriculum, materials, etc.?) GLAD/SIOP professional development and coaching, teacher release time for grade-level collaboration, Writing Revolution resources and professional learning, core ELA curriculum, and 95% Phonics resources where appropriate. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Click or tap here to enter text. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*	learners, students with disabilities, low-income students, and Hispanic/Latino students. We will compare their growth and progress toward grade-level expectations with overall student progress and use the data to make instructional adjustments when we are not seeing the growth we expect.	coaching/release-day documentation and periodic classroom walkthroughs will also be reviewed throughout the year to monitor whether vocabulary and academic language strategies are being consistently implemented during Tier I instruction.		

95% phonics curriculum to fidelity and writing revolution 2.0 book. *What student groups will benefit and why?* English Language Learners and Students with Disabilities will benefit because SIOP/GLAD strategies increase access to language and vocabulary scaffolds that support learners during CORE instruction.				
For more EBIs cut and paste the prompts to answer below. **ELA:** "Project GLAD is supported by an IES-funded cluster-randomized efficacy study that found positive literacy outcomes for English learners, including effects in reading comprehension, vocabulary, and selected writing outcomes.	***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.

Research source: Deussen, Autio, Roccograndi, & Hanita (2014), *The Impact of Project GLAD on Students' Literacy and Science Learning: Year 1 Results from a Cluster-Randomized Trial of Sheltered Instruction*."				

SY 2026-2027 SMARTIE Goal #2:

For the 2026-27 school year, we will increase the percentage of students in grades 3-6 meeting or exceeding grade-level standards on the Math SBA from 14.2% to 18%. We will focus on improving outcomes for all students, with particular attention to multilingual learners, students with disabilities, and Hispanic/Latino students, who are identified through our WSIF and school-level data.

We will accomplish this by strengthening consistent Tier I math instruction across grade levels, including high-impact daily routines in grades K-2 and quick practices in grades K-6 from the Math Expressions curriculum. Our focus will be on building number sense, fluency, automaticity, problem-solving, mathematical discourse, and student ownership.

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

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

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

At mid-year, we would expect to see growth in i-Ready Math data, along with progress on classroom and core curricular assessments. We would expect to see an increase in the number of students meeting grade-level expectations, as well as growth from students who are currently below grade level. We will look at the data for all students and by student group, with particular attention to multilingual learners, students with disabilities, and Hispanic/Latino students, to determine whether students are making progress and whether gaps are beginning to close.

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

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

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

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Teachers will strengthen Tier I math instruction by consistently using high-impact daily routines in grades K-2 and Math Expressions quick practices in grades K-6. These routines will focus on number sense, fluency, automaticity, mathematical reasoning, problem-solving, and student discourse. Grade-level teams will use collaboration and professional learning time to strengthen consistent implementation across classrooms and grade levels. *What resources will be used for implementation? (For example, professional*	***What data will be collected to measure the impact of implementing this EBI?*** **Student outcome measures:** i-Ready Math Diagnostics (fall, winter, spring), core curricular and classroom assessments, SBA Interim Assessments, and student work samples. **Implementation measures:** Grade-level collaboration/PLC documentation and periodic classroom walkthroughs to monitor the consistent use of Math Expressions daily routines and quick practices during Tier I math instruction. ***How will the impact on equitable learning or behavior change be measured?*** We will review student outcome data by student group, with particular attention to multilingual learners, students with disabilities, and	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** General education teachers, SPED and ML staff, Leadership Team, and Principal. ***When will this EBI occur?*** This practice will take place from August 2026-June 2027. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Student progress data will be reviewed by grade-level teams, SPED, and ML staff every 6-8 weeks. The Leadership Team and principal will review schoolwide and student-group data at fall,	***What impact is the evidence-based intervention having?*** ***What is evidence of impact?***	***What impact is the evidence-based intervention having?*** ***What is evidence of impact?***

development, extended time, curriculum, materials, etc.?) Math Expressions curriculum and resources, professional development focused on Tier I math instruction, and teacher collaboration/release time for grade-level teams to plan, review student work and data, and strengthen consistent instructional practices. *What student groups will benefit and why?* All students will benefit from more consistent Tier I math instruction. We will pay particular attention to multilingual learners, students with disabilities, and Hispanic/Latino students based on our WSIF and school-level data. Consistent daily routines, quick practices, and opportunities for mathematical discourse are intended to increase students' access to grade-level math instruction and strengthen	Hispanic/Latino students. We will compare their growth and progress toward grade-level expectations with overall student progress and adjust instruction when we are not seeing the growth we expect.	winter, and spring benchmarks. Grade-level collaboration documentation and periodic classroom walkthroughs will also be reviewed throughout the year to monitor the consistent implementation of Math Expressions daily routines and quick practices.		

foundational skills across classrooms.				
For more EBIs cut and paste the prompts to answer below. **Math:** "Math Expressions has been evaluated through large-scale randomized research in elementary mathematics. Evidence for ESSA identifies Strong evidence based on a randomized study of more than 4,000 students, while the current What Works Clearinghouse review finds no discernible effects and does not assign an ESSA tier. Research source: Agodini & Harris (2010), *An Experimental Evaluation of Four Elementary School Math Curricula*."	***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:

For the 2026-27 school year, we will increase the percentage of students who respond favorably to the statement "I feel that I belong in this school community" from 69% to 75%. We will focus on improving belonging for all students, with particular attention to students with disabilities and other student groups identified through our WSIF and student perception data. We will work toward this goal by strengthening supportive relationships, consistent behavioral supports, and Collaborative Problem Solving practices across the school.

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

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

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

At mid-year, we would expect to see improvement in student perception data related to belonging, teacher-student relationships, and supportive learning environment. We will also review behavior referrals, counseling referrals, and other behavior data to look for changes over time. We will review this data overall and by student group, with particular attention to students with disabilities, to determine whether students are experiencing a stronger sense of belonging and whether disparities in behavior referrals or exclusion from instruction are decreasing.

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

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

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

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.	***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?***
We will strengthen schoolwide social-emotional and behavioral supports through consistent SEL instruction, Responsive Classroom practices, and the implementation of Collaborative Problem Solving. Staff will use Collaborative Problem Solving strategies to better understand the needs behind challenging behaviors, identify lagging skills, and work with students to solve problems. This will build on the PBIS, SEL, and conflict-resolution systems already in place and provide staff with a more	**Student outcome measures:** Student perception survey data related to belonging, teacher-student relationships, and supportive learning environment; discipline/SWIS data; counseling referrals; teacher break/out-of-class forms; and Problem-Solving Team requests. **Implementation measures:** Staff professional learning/implementation records and periodic review of whether Collaborative Problem Solving and agreed-upon SEL/behavior practices are being used consistently across classrooms and school settings. ***How will the impact on equitable learning or behavior change be measured?*** We will review student perception, behavior referral, and exclusion-from-instruction data by student group, with particular attention to students with disabilities. We will look for	Classroom teachers, SPED and ML staff, Counseling Team, Leadership Team, and Principal. ***When will this EBI occur?*** This practice will take place throughout the 2026-27 school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** MTSS Behavior team will review student behavior and support data every four weeks, or as needed. The Leadership Team and principal will periodically review schoolwide and disaggregated behavior and belonging data to identify patterns and determine	***What is evidence of impact?***	***What is evidence of impact?***

consistent approach for supporting students across settings. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Collaborative Problem Solving professional learning and staff collaboration time, Responsive Classroom strategies and resources, Second Step/SEL curriculum, and existing PBIS and schoolwide behavior-support systems. *What student groups will benefit and why?* All students will benefit from consistent social-emotional and behavioral supports across the school. We will pay particular attention to students with disabilities based on our WSIF, student	increases in students reporting a sense of belonging and decreases in disparities in behavior referrals and time out of class. SWIS and RFS data will be used to identify patterns and determine whether adjustments to supports are needed.	whether adjustments are needed. Implementation of Collaborative Problem Solving and other agreed-upon SEL and behavior practices will also be reviewed throughout the year.		

perception, and behavior data. Consistent use of Collaborative Problem Solving, SEL, and schoolwide behavior supports is intended to strengthen relationships, increase students' sense of belonging, and reduce disparities in behavior referrals and time out of class.				
For more EBIs cut and paste the prompts to answer below. **Belonging/Behavior:** "Collaborative & Proactive Solutions (CPS) is supported by peer-reviewed research, including randomized controlled research and reviews of its use with children experiencing behavioral challenges. Research sources: Ollendick et al. (2016), *Parent Management Training and*	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

Collaborative & Proactive Solutions: A Randomized Control Trial for Oppositional Youth; Greene & Winkler (2019), *Collaborative & Proactive Solutions (CPS): A Review of Research Findings in Families, Schools, and Treatment Facilities*."				

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.* Basic Education funding will be used to provide teachers with time to implement and strengthen SIP strategies. This includes time for professional learning, coaching, collaboration, and opportunities for teachers to put new instructional strategies into practice. Release time will support our schoolwide focus on strengthening Tier I instruction in literacy, math, and our MTSS Behavior initiatives.

Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* Title I, Part A funding will be used to purchase additional paraeducator hours to support literacy blocks in grade levels where students are not meeting grade-level expectations. Paraeducators will provide targeted small-group support aligned with core literacy instruction. Title I funding will also support one hour of staff time for MTSS data collection and analysis to help teams monitor student progress, identify students needing additional support, and make data-informed decisions about interventions. A small portion of funds will also be used to purchase literacy materials and resources, such as books, instructional materials, and literacy-related digital subscriptions, to support targeted literacy instruction and increase student access to appropriate reading resources.
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Click or tap here to enter text.

Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.* Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* Click or tap here to enter text.
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.* Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.