

# Consolidated School Improvement Plan 2025-26

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

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per [WAC 180-16-220](#). The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

### Additional Guidance:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 - How to Use the School Improvement Plan Template](#)

<b>Section 1: Building Data</b>	
<b>Building Name:</b> Nespelem Elementary	<b>Does your school share a building with another school?</b>  Yes <input type="checkbox"/>  No <input checked="" type="checkbox"/>  <b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
<b>School Code:</b> 2494	<b>Grade Span:</b> P -8  <b>School Type:</b> ELEM
<b>Principal:</b> Keta Cline	<b>Building Enrollment:</b> 135
<b>School District:</b> Nespelem SD	<b>F/R Percentage:</b> 100%



<b>Board Approval Date:</b> June 2025	<b>Special Education Percentage:</b> 27%
<b>Plan Date:</b> April 1, 2025	

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

Tier 3 Plus

**Vision and Mission Statement**

*To enable a child to be a thinking, caring, productive person using high standards in a positive environment.*

<b>School Leadership Team Members and Parent-Community Partners</b>	
<b>Please list by (Name, Title/Role)</b>	
<i>Dr Effie Dean, Superintendent</i>	<i>Lisa Vaughan, ELA REP</i>
	<i>Ron Frescas, ELEM REP</i>
<i>Keta Cline, Principal</i>	<i>Deb Bays, Math REP</i>
<i>Desirae Bear Eagle, Counselor</i>	<i>Leslie Moses, Parent Advisory</i>

## 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 <a href="#">Washington School Improvement Report Card Data</a> to identify and maintain focus on student groups and SMARTIE Goals.	<b>2023 WSIF Cycle 3 Identification</b>  Choose an item.	<b>2024 WSIF Annual Data</b>	<b>WSIF Cycle 3 Identification Thresholds:</b>  All Schools Threshold: 2.25  Title 1 Threshold: 1.90  ELP Threshold: 9.4  Graduation Rate: 66.7%
<b>WSIF Data Measures</b>	<b>2023 WSIF Overall Framework Score</b> (indicate Not Applicable with N/A)	<b>2024 WSIF Overall Framework Score</b>	
Comprehensive (All Student Group)	1.10	1.60	
Comprehensive Graduation Rate	-	-	
<b>Student Group</b>			
American Indian/Alaska Native	1.00	1.28	
Asian	-	-	

Black/African American	-	-
Hawaiian/Other Pacific Islander	-	-
Hispanic/Latino	-	-
Two or more races	-	-
White	-	-
English Learner	1.05	1.60
Low Income	1.00	1.55
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).

#### Educators

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

Click or tap here to enter text.

What professional learning supports have you already implemented that are proving to be powerful and effective? What are your metrics for identifying them as successful?

Click or tap here to enter text.

#### Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of supports and how areas of need will be improved.

Due to our location on the Reservation, we do not have taxable land. Thus, we do not have a Levy or bond capacity. We are able to apply for Impact Aid to replace the levy, but we are in desperate need of a bond replacement. We struggle with finding highly qualified staff and limited funding for resources and materials. We are growing our own educators and providing instructional coaching to our

teachers on EL Achieve, ESD Math, and PLC. We are a part of the Mastery-Based Learning Grant, which provides support. We also address our attendance by engaging with the Tribal Youth Development Team. Our PBIS / SEL/ PAX system is running well, which results in limited referrals. This has led to an increase in attendance, which is also impacting student academics.

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

We identified these areas of strength by using our referral and suspension data.

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

We are heavily involved with the Tribe, as we are on the Reservation. This next year, we are targeting truancy with their Education Team.

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

We have used CEE two springs now to help survey parents & students. We also conduct a fall and spring services survey with parent each year.

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

We will work with the Tribe to provide truancy data and they will provide home visits and support.

### CNA DATA Summary

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

Our students' culture is a strength. Also, the teachers are all highly engaged in helping the students' succeed.

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

Our population is poverty stricken due to generational trauma and lives in a rural, remote setting with limited resources.

3. What disproportionalities exist among student groups?

Our Native, trauma/poverty population is very homogenous.

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

Generational trauma is the main cause of deep need in our Community.

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

Lack of HOPE is our largest SEL Community issue, which requires success they can witness. Academically, literacy is hugely lacking. Addressing these issues will produce a healthier Community.

6. How do identified needs impact each other?

SEL issues block learning, which in turn blocks the literacy skills, leading to failure in employment and success.

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

Teachers need training now and coaching in the future in all areas mentioned (SEL/Behavior, ELL/Literacy strategies, STEM/ELA curriculum usage, PLC & Data usage).

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

Our teachers need more training in teaching strategies & data usage, as well as behavior techniques and curriculum usage.

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

We need funding and support to implement what we are already aware of as needs.

#### 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.

Due to our location on the Reservation, we do not have taxable land. Thus, we do not have a Levy or bond capacity. We can apply for Impact Aid to replace the levy, but we are in desperate need of a bond replacement. Due to our rural and remote location, we struggle with finding highly qualified staff and limited funding for resources and materials. Training for teachers to improve academics is addressed in the SIP in many areas. We also address our attendance by engaging with the Tribal Youth Development Team. Lastly, due to the generational trauma and poverty, many students experience trauma and a lack of hope, resulting in attendance issues. We address SEL/Trauma training as well. We hope to find success that will lead to HOPE in the community.

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

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

**Priority #1: Leadership Distribution: Leadership training of staff & the Tribal community with a Leadership Consultant is a main priority, with additional AI & technology training to enhance documentation to aid in this process.**

**Priority #2: Quality Staff: Training of staff through professional development and coaching in teaching strategies & curriculum usage with fidelity to improve academic success, specifically literacy & STEM, is a high priority. This includes continued training in cultural support and trauma informed practices for Native students who are still in need of Language Acquisition strategies.**



**Priority #3: DATA/Assessment:** Training of staff PLCs in deep data gathering & usage, while aligning standards, followed by implementing interventions, monitoring and making adjustments to improve academic success, SEL/Behavior health and attendance comprises the final priority.

## 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 2025-2026 SMARTIE Goal #1:** By **June 2026**, Nespelem Elementary School will strengthen its sustainability and continuous improvement efforts by **designing and implementing at least three cohesive, documented systems** that support **distributed leadership, collaborative data use, and anti-racist, anti-biased practices**. These systems will be co-created with at least 80% participation from staff in conjunction with the principal.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **\*Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

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

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

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

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

<u>Evidence-based intervention (activity, practice or strategy)</u> 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 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p><i>When will this EBI occur?</i></p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p><i>What is evidence of impact?</i></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p><i>What is evidence of impact?</i></p>
<p><b>Evidence-Based Intervention 1:</b></p> <p>Build a leadership team:</p> <ul style="list-style-type: none"> <li>• Elementary Only</li> <li>• Build Leadership Capacity</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Time</li> </ul>	<p><b>Data (Progress Monitoring):</b></p> <ul style="list-style-type: none"> <li>• Data collected</li> <li>• System Documentation</li> </ul> <p><b>Impact on Behavior (Process Monitoring):</b></p> <ul style="list-style-type: none"> <li>• Team Agenda</li> </ul>	<p><b>Lead:</b></p> <p>Keta Cline (Principal)</p> <p><b>Occur:</b></p> <p>Monthly</p> <p><b>How Often:</b></p>	<p><b>Impact:</b></p> <p><i>Evidence of Impact:</i></p>	<p><b>Impact:</b></p> <p><i>Evidence of Impact:</i></p>

<ul style="list-style-type: none"> <li>• Mentor (OSSI Coach)</li> <li>• Book Study - Crucial Conversations</li> </ul> <p><b>Student Groups Impacted:</b></p> <p>All elementary students will benefit from this, as it will support a focus on data and continuous improvement</p>	<ul style="list-style-type: none"> <li>• Team Notes</li> </ul>	Twice a Month		
<p><b>Evidence-Based Intervention 2:</b></p> <p>Principal Mentorship</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• ESD 171 (PLC)</li> <li>• AWSP - ()</li> <li>• OSSI (Continuous Improvement)</li> </ul> <p><b>Student Groups Impacted:</b></p> <p>All elementary students will benefit from this, as it will support a focus on data and continuous improvement</p>	<p><b>Data (Progress Monitoring):</b></p> <ul style="list-style-type: none"> <li>• AWSP Evaluation Process</li> <li>• Principal Self-Evaluation</li> <li>• System Documentation</li> </ul> <p><b>Impact on Behavior (Process Monitoring):</b></p> <ul style="list-style-type: none"> <li>• Calendared dates</li> </ul>	<p><b>Lead:</b></p> <p>Mentors</p> <p><b>Occur:</b></p> <p>Quarterly</p> <p><b>How Often:</b></p> <p>Bi-Weekly</p>	<p><b>Impact:</b></p> <p><b>Evidence of Impact:</b></p>	<p><b>Impact:</b></p> <p><b>Evidence of Impact:</b></p>

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SY 2025-2026 SMARTIE Goal #2: By June 2026, staff will increase participation in Professional Learning Team data analysis from 50% to 80%. This will increase equitable access to learning by improving data systems and staff data literacy, ensuring all staff can make informed, equity-driven instructional decisions through a shared leadership model. This will be measured through PLC agendas.

*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 intervention (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?*

<p><b>Mid-Year Progress Review:</b> (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) <i>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.)</i></p>
<p><b>End of Year Progress Review:</b> (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) <i>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.)</i></p>

<u>Evidence-based intervention (activity, practice or strategy)</u> 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 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p><i>When will this EBI occur?</i></p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p><i>What is evidence of impact?</i></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p><i>What is evidence of impact?</i></p>
<p><b>Evidence-Based Intervention 11:</b></p> <p>Increase data analysis during PLCs</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• PD on gathering disaggregate data and analyzing data</li> </ul>	<p><b>Data (Progress Monitoring):</b></p> <ul style="list-style-type: none"> <li>• Common Formative Assessments</li> </ul> <p><b>Impact on Behavior (Process Monitoring):</b></p> <ul style="list-style-type: none"> <li>• PLC Agenda Notes</li> </ul>	<p><b>Lead:</b></p> <p>Keta Cline</p> <p><b>Occur:</b></p> <p>Throughout the 25-26 School Year</p>	<p><b>Impact:</b></p> <p><b>Evidence of Impact:</b></p>	<p><b>Impact:</b></p> <p><b>Evidence of Impact:</b></p>



<ul style="list-style-type: none"> <li>● PLC Training</li> <li>● ESD Support</li> <li>● OSSI Support (CIP)</li> <li>● Improved disaggregated data</li> </ul> <p><b>Student Groups Impacted:</b></p> <p>All Students</p>	<ul style="list-style-type: none"> <li>● Walkthrough documentation</li> </ul>	<p><b>How Often:</b></p> <p>Weekly</p>		
<p><b>Evidence-Based Intervention 2:</b></p> <p>Develop data protocols to use with various types of data - process data, progress monitoring data to inform interventions</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● PD on data collection/protocols</li> <li>● OSSI Support (CIP)</li> </ul> <p><b>Student Groups Impacted:</b></p> <p>All Students</p>	<p><b>Data (Progress Monitoring):</b></p> <ul style="list-style-type: none"> <li>● Increased Interventions</li> <li>● Data documents</li> </ul> <p><b>Impact on Behavior (Process Monitoring):</b></p> <ul style="list-style-type: none"> <li>● Data protocol documents</li> </ul>	<p><b>Lead:</b></p> <p>Keta Cline</p> <p><b>Occur:</b></p> <p>Throughout the 25-26 school year</p> <p><b>How Often:</b></p> <ul style="list-style-type: none"> <li>● Weekly PLC</li> <li>● PD Monthly</li> </ul>	<p><b>Impact:</b></p> <p><b>Evidence of Impact:</b></p>	<p><b>Impact:</b></p> <p><b>Evidence of Impact:</b></p>

SY 2025-2026 SMARTIE Goal #3: By June 2026, students will demonstrate a 10% increase in ELA and math achievement through the sustained implementation of instructional, assessment, and curriculum initiatives, focusing on improving outcomes for Students with Disabilities and Multilingual Learners as measured by the STAR assessment.

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

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

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

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

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

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<u>Evidence-based intervention (activity, practice or strategy)</u> 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 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p><i>When will this EBI occur?</i></p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p><i>What is evidence of impact?</i></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p><i>What is evidence of impact?</i></p>

<p><b>Evidence-Based Intervention 1:</b></p> <p>Implement a consistent coaching system</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• ESD 171</li> <li>• Professional development - BEH/Trauma Training</li> <li>• Professional Development - EL Achieve, LETRS</li> <li>• Professional Development - math strategies, manipulatives</li> </ul> <p><b>Student Groups Impacted:</b></p> <p>While all students will benefit, our focus will be on our Students with Disabilities and Multilingual learners</p>	<p><b>Data (Progress Monitoring):</b></p> <ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• STAR Benchmark</li> </ul> <p><b>Impact on Behavior (Process Monitoring):</b></p> <ul style="list-style-type: none"> <li>• Classroom walkthroughs</li> </ul>	<p><b>Lead:</b></p> <p>Keta Cline</p> <p><b>Occur:</b></p> <p>Throughout the school year</p> <p><b>How Often:</b></p> <p>Weekly</p>	<p><b>Impact:</b></p> <p><b>Evidence of Impact:</b></p>	<p><b>Impact:</b></p> <p><b>Evidence of Impact:</b></p>
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<p><b>Evidence-Based Intervention 2:</b></p> <p>Implement daily phonemic awareness strategies with integrity</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Professional Development - LETRS training</li> <li>ESD support</li> <li>Support from ELA coordinator</li> </ul> <p><b>Student Groups Impacted:</b></p> <p>While all students will benefit, our focus will be on our Students with Disabilities and Multilingual learners</p>	<p><b>Data (Progress Monitoring):</b></p> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> <li>STAR ELA data</li> </ul> <p><b>Impact on Behavior (Process Monitoring):</b></p> <p>Classroom Walkthrough</p>	<p><b>Lead:</b></p> <p>Keta Cline</p> <p><b>Occur:</b></p> <p>Daily throughout the 25-26</p> <p><b>How Often:</b></p> <ul style="list-style-type: none"> <li>CFAs - Bi-Weekly</li> <li>STAR - Quarterly</li> <li>Classroom Walkthrough - Monthly</li> </ul>	<p><b>Impact:</b></p> <p><b>Evidence of Impact:</b></p>	<p><b>Impact:</b></p> <p><b>Evidence of Impact:</b></p>
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## Section 7: 2025–2026 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 2025–2026, 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: 2025–2026 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 2025–2026, 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 2026-2027 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 2025–2026) 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 2026–27?

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 2026–27.

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 2025-26)

**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
<b>Basic Education</b>	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<p><i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i></p> <p>Click or tap here to enter text.</p>
<b>Title I, Part A</b>	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<p><i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i></p> <p>Click or tap here to enter text.</p>
<b>School Improvement</b>	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.	<p><i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i></p> <p>Click or tap here to enter text.</p>
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<p><i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i></p> <p>Click or tap here to enter text.</p>
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and	<p><i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including</i></p>

## Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2025-26)

**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
	youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>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.</i>  Click or tap here to enter text.
<b>Title IV, Part A</b>	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i>  Click or tap here to enter text.
<b>Learning Assistance Program (LAP)</b>	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	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i>  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.
<b>Other Funding Sources, including School Improvement Grant Funding</b>	Click or tap here to enter text.	Click or tap here to enter text.