

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](#)

Section 1: Building Data	
Building Name: Ocosta Elementary School	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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: Click or tap here to enter text.	Grade Span: Kindergarten through 6 th grade School Type: Elementary
Principal: Ana Farias	Building Enrollment: 322



School District: Ocosta Elementary	F/R Percentage: 82.6%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 13.7%
Plan Date: 8/19/2025	

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

Cycle 3 Support Status: Support Tier 3: Compounded

Vision and Mission Statement

To produce lifelong learners who are confident, skilled, and healthy by educating them in a safe, nurturing, and challenging environment

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Ana Farias-Principal

Brittany Madding- Teaching and Learning Director

Morgan Thompson- School Counselor

Sissy Schueber- Title/Lap Teacher

Jennifer Wright- ELL Teacher

Click or tap here to enter text.

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.	2023 WSIF Cycle 3 Identification Tier 3 Compounded	2024 WSIF Annual Data
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	2.90	3.45

WSIF Cycle 3 Identification Thresholds: All Schools Threshold: 2.25 Title 1 Threshold: 1.90 ELP Threshold: 9.4 Graduation Rate: 66.7%
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Comprehensive Graduation Rate		
Student Group		
American Indian/Alaska Native	N/A	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A
Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	2.13	1.95
Two or more races	3.50	N/A
White	3.45	4.10
English Learner	1.45	2.28
Low Income	3.00	2.98
Special Education	1.68	1.70

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.

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

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students
 - a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.
Students are identified using multiple criteria, including assessment data (state, district, and classroom), teacher referrals, prior intervention history, and attendance/engagement patterns.
 - b. Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.
Identified students are placed on a rank-order list based on greatest academic need. Priority is given to those farthest below grade level in reading and math.
 - c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?
Student progress is monitored through ongoing formative assessments and benchmark data at least three times per year. Students may exit services once they consistently meet or exceed grade-level expectations.

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?

Staff need ongoing training in evidence-based interventions, MTSS, and strategies for diverse learners.

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

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?

We have implemented PBIS training, PLC collaboration, and curriculum coaching through Iready Curriculum Coaches. These have been successful, as shown by stronger instructional alignment and improved classroom management as well as Iready Benchmark scores.

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

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

PD focuses on evidence-based instruction, PLCs, and Curriculum Masters coaching. Training targets reading, math, progress monitoring, and support for EL and Special Education. We also provide WASA PD for ELL staff to strengthen services for English Learners.

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

PD strengthens teacher and paraeducator skills, leading to more consistent interventions and improved instruction. WASA training for ELL staff directly supports English Learners, helping close achievement gaps.

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.

- **Strengths:** PLC collaboration, Curriculum Masters coaching, SEL programs (PBIS, Kelso's Choices).
- **Needs:** Consistent progress monitoring, more intervention staff.

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

- **Improvements:** Expand intervention resources, strengthen PLC data cycles, provide targeted PD for EL and Special Education support.
4. How did your school identify these areas of strength and improvement?
CNA data: state/district assessments, attendance, discipline, and subgroup performance, Family survey results and staff feedback and PLC data discussions.
 5. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.
Partnerships with local agencies for tutoring, mental health, and family resources. Coordination with community organizations ensures continuity of supports beyond school. Example: Family fun nights planned with local community programs.
 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?
Reviewed family surveys, participation rates at events, and feedback from conferences. Compared engagement data alongside academic and attendance outcomes. Used results to adjust outreach efforts and communication strategies.
 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)
Strengths: Strong partnerships with community organizations, positive staff-family relationships. Growth Goals: Increase family involvement in academic supports and decision-making, provide more accessible communication in multiple languages.
 8. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions
 - a. How does your targeted assistance program coordinate with core and additional programs in the school?
Title I services are coordinated with core instruction through regular PLCs and Curriculum coaching.

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

Intervention staff collaborate with classroom teachers to align strategies and avoid duplication.

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

Supports focus on EL, Special Education, and low-income students identified through CNA data. Progress monitoring ensures interventions target subgroup needs and track growth.

- c. How do you support transitions between grade spans?

Transition meetings are held between sending and receiving grade levels (e.g., K→1, 6→7). Student data and intervention progress are shared to ensure continuity of support.

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

Targeted assistance students have full access to electives and enrichment. Intervention scheduling avoids conflicts with high-interest classes and activities.

- 9. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 - **Parent and Family Engagement**

- a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

Family engagement activities are aligned with intervention strategies (e.g., literacy/math nights to support at-home learning). Communication in multiple formats (newsletters, digital platforms, conferences) ensures parents are informed about services.

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

Effectiveness measured through family surveys, event participation rates, and feedback forms. Adjustments made based on data (e.g., scheduling, translation services, workshop topics). Goal: Strengthen family-school partnerships by increasing parent input in academic support and decision-making.

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

CNA DATA Summary

10. What top strengths have emerged from multiple data sources?
Strong PLC collaboration and data review practices. Curriculum coaching supports instructional alignment. Positive attendance rates compared to district averages.
11. What top needs have emerged from multiple data sources?
Closing proficiency gaps in ELA and Math for EL, Special Education, and low-income students. More consistent progress monitoring across grade levels. Additional intervention staffing to reduce caseloads.
12. What disproportionalities exist among student groups?
EL and Special Education students underperforming compared to peers.
13. What root causes has your team identified for disproportionalities among student groups?
Inconsistent curriculum implementation across classroom and limited intervention time and staffing.
14. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
Strengthening Tier 1 instruction through PLC's and coaching. Expanding targeted small group intervention to both reading and math.
15. How do identified needs impact each other?
Academic gaps are compounded by inconsistent monitoring and family engagement challenges
16. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
Short-Term (3–6 months): Improve progress monitoring, add supplemental intervention resources .Long-Term (1–2 years): Close achievement gaps in ELA/Math, expand equitable access to enrichment.
17. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?
Implement consistent progress monitoring tools and increase use of PLCs to track student progress
18. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?
Subgroup growth data/testing benchmarks.

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

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.

Identified Inequities:

- **Technology Access:** Limited student devices and inconsistent internet access for some families restrict learning opportunities beyond the classroom.
- **Class Size:** Larger class sizes in some grade levels reduce opportunities for small-group instruction.
- **Instructional Coaching:** Coaching support is stronger in ELA than in Math, creating gaps in content-specific teacher support.
- **Assessment Tools:** Limited availability of consistent progress-monitoring tools across grade levels impacts timely identification of student needs.

Addressed in SIP:

- **Increase student access to devices and strengthen home-school tech support.**
- **Explore staffing adjustments or support staff allocation to reduce class size impact.**
- **Expand Curriculum coaching to include Math-focused support.**
- **Implement standardized progress-monitoring tools schoolwide.**

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: Implement consistent tools and data cycles to identify and address student needs in real time..

Priority #2: Increase coaching, resources, and targeted interventions to raise math proficiency across grade levels.

Priority #3: Improve coordination between grade levels and expand intervention staff to ensure smooth transitions and continuity of services.

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?

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).

- 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: Ocosta Elementary Students will demonstrate an increase in daily attendance by grade level to meet or exceed 93%.

*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? **By mid-year, Ocosta Elementary expects average daily attendance to reach at least 91% across grade levels, with a noticeable decrease in the number of students identified as chronically absent compared to the prior year. Progress will be measured through monthly attendance reports, family outreach data, and participation in attendance incentive programs.***

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 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> <ul style="list-style-type: none"> • Daily Attendance Monitoring: Use attendance tracking systems with weekly reports shared in PLCs. • Incentive Programs: Implement 	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>Daily attendance percentage by grade level (schoolwide and subgroup breakdowns).</p> <p>Number and percentage of students identified as chronically absent (missing 10%+ of school days).</p> <p>Comparison of mid-year and end-of-year attendance data against prior years.</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>Principal-Ana Farias</p> <p>Secretary- Lesley Hatton</p> <p>School Counselor- Morgan Thompson</p> <p>Attendance Team</p> <p>When will this EBI occur?</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

<p>recognition systems (class rewards, certificates, assemblies) to encourage strong attendance.</p> <ul style="list-style-type: none"> • Family Engagement & Outreach: Conduct early outreach for students trending toward chronic absenteeism, including phone calls, letters, and family meetings. • Community & Counselor Support: Partner with counselors and community agencies to address barriers (transportation, health, basic needs). <p>What resources will be used for implementation? (For example, professional</p>	<p>Documentation of family contacts, interventions, and participation in incentive programs.</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>Improved attendance ensures historically underserved groups (EL, Special Education, low-income) have equitable access to classroom instruction.</p> <p>Reduces learning loss caused by chronic absenteeism, narrowing achievement gaps.</p> <p>Promotes fairness by addressing barriers (transportation, health, family needs) that disproportionately affect certain student groups.</p>	<p>Daily: Attendance tracked and parent contact made for absences.</p> <p>Weekly: Admin/counselor review at-risk students (<90%) and provide outreach.</p> <p>Monthly: Grade-level data analyzed and shared with staff/families.</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Beginning of Year (September 2025): Establish baseline attendance data by grade level during the first month of school. Share grade-level attendance averages with staff and families.</p> <p>Ongoing Monitoring (Monthly): Review attendance data monthly at leadership team meetings and PLCs. Send out monthly attendance</p>		
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<p><i>development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional Development: Training for staff on attendance monitoring, family engagement strategies, and culturally responsive communication.</p> <p><i>What resources will be used for implementation?</i> <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Materials & Incentives: Certificates, small rewards, recognition bulletin boards, and supplies for attendance celebrations.</p> <p><i>What resources will be used for implementation?</i> <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p>		<p>updates by grade level to staff and families.</p> <p>Quarterly Checkpoints (November, February, April): Analyze attendance trends each quarter to identify at-risk grade levels or student groups. Implement additional supports/interventions if grade-level attendance falls below 92%.</p> <p>Mid-Year Review (January 2026): Expect overall attendance to show measurable progress toward the 93% goal, with grade levels averaging at least 92% by mid-year. Adjust interventions as needed.</p> <p>End-of-Year Review (June 2026): Attendance by grade level will meet or exceed 93%, with improvements demonstrated across all groups compared to the 2024–2025 school year baseline.</p>		
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<p>Staffing: Time for the Attendance Team, family liaison, and counselors to monitor data and conduct outreach.</p> <p><i>What student groups will benefit and why?</i></p> <p>All Students: Improved attendance supports access to instruction and learning opportunities.</p> <p>Targeted Groups: Students identified as chronically absent, particularly those in low-income, English Learner, and Special Education groups, who historically have higher absenteeism rates.</p> <p>Equity Focus: Ensures underserved students have more consistent access to classroom instruction, reducing opportunity gaps.</p>				
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<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>
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SY 2025-2026 SMARTIE Goal #2: All grade levels, including English Language Learners and Special Education students at Ocosta Elementary School, will demonstrate increased growth in ELA as measured by the iReady benchmark assessment.

Grade	Baseline	Goal Growth
Kindergarten	57%	85%
1st	47%	85%
2nd	46%	85%
3rd	60%	85%
4th	60%	85%
5th	78%	85%
6th	70%	85%

*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.

- At least **50% of students** to meet or exceed their typical growth target on the iReady winter benchmark in ELA.
- **Growth across all grade levels**, with specific evidence that English Language Learners and Special Education students are showing measurable progress toward their individualized growth goals.
- **Increased on-task usage of iReady online lessons** (meeting the 30–45 minutes per week recommendation for most students) and evidence that small-group interventions are addressing identified skill gaps.

- Grade-level teams and leadership team to use winter benchmark data to adjust instruction and interventions for the remainder of the year.

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*

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*

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe		End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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<p>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.</p> <p>Implement a multi-tiered system of support that facilitates data-driven decision-making during grade-level data meetings.</p> <p>Teachers will utilize benchmark and intervention data to modify tier 1 instruction to address classroom-based needs. Data will also inform intervention planning for small groups and individual students, supporting tier 2 and tier 3 plans.</p> <p>What resources will be used for</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>iReady benchmark data (fall, winter, spring) for growth and proficiency.</p> <p>iReady progress monitoring reports (usage, lesson completion, skill mastery).</p> <p>Formative classroom assessments (running records, reading checks).</p> <p>Disaggregated data for ELL, Special Education, and below-grade-level students.</p> <p>PLC/grade-level meeting notes documenting instructional adjustments.</p> <p>How will the impact on equitable learning or behavior change be measured?</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>Classroom teachers – deliver core instruction, monitor iReady progress, adjust groups.</p> <p>Interventionists/paraeducators – provide Tier 2/3 small-group supports.</p> <p>EL specialist & Special Education staff – implement targeted supports for identified students.</p> <p>Principal & leadership team – monitor schoolwide data, ensure fidelity of interventions.</p> <p>PLC/grade-level teams – review data, plan responsive instruction.</p> <p>When will this EBI occur?</p> <p>Daily: Core ELA instruction and small-group interventions during reading blocks.</p> <p>Weekly: Teachers review iReady lesson progress and adjust instruction.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>
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<p>implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>iReady Reading program (benchmarks, online lessons, progress monitoring); core ELA curriculum; PD on data-driven literacy & ELL supports; intervention blocks with staff/paras; leveled readers & phonics/vocabulary materials; PLC/grade-level collaboration time for data review.</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Click or tap here to enter text.</p> <p>What resources will be used for implementation? (For</p>	<p>Comparison of growth rates across all grade levels to ensure equitable progress.</p> <p>Disaggregated iReady data for ELL and Special Education to monitor closing of gaps.</p> <p>Increased access to grade-level curriculum for students previously below standard.</p> <p>Evidence of consistent small-group instruction and differentiated supports.</p> <p>Student engagement data (iReady usage, participation in interventions).</p>	<p>Bi-weekly: Interventionists/paras provide targeted Tier 2/3 supports.</p> <p>Monthly: Leadership team reviews grade-level data and shares with staff.</p> <p>Quarterly: iReady benchmark assessments administered; data analyzed schoolwide.</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Quarterly: Formal analysis of iReady benchmark results (fall, winter, spring).</p> <p>Mid-Year (Jan 2026): Schoolwide data review to ensure progress toward growth targets.</p> <p>End-of-Year (June 2026): Comprehensive review of all benchmarks to evaluate overall growth and equity across groups.</p>		
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<p>example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Click or tap here to enter text.</p> <p><i>What student groups will benefit from and why?</i></p> <p>All grade levels – targeted instruction aligned to iReady data.</p> <p>English Language Learners – explicit vocabulary and language supports to build comprehension.</p> <p>Special Education students – differentiated instruction and Tier 2/3 interventions.</p> <p>Students below grade level – small-group support and frequent progress monitoring.</p>				
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<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>
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SY 2025-2026 SMARTIE Goal #3: All grade levels, including English Language Learners and Special Education students at Ocosta Elementary School will demonstrate increased growth in MATH as measured by iReady benchmark assessment.

Grade	Baseline	Goal Growth
Kindergarten	33%	85%
1st	37%	85%
2nd	50%	85%
3rd	31%	85%
4th	60%	85%
5th	78%	85%
6th	70%	85%

*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?

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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*

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*

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe		End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.

<p>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.</p> <p>Implement a multi-tiered system of support that facilitates data-driven decision-making during grade-level data meetings.</p> <p>Teachers will utilize benchmark and intervention data to modify tier 1 instruction to address classroom-based needs. Data will also inform intervention planning for small groups and individual students, supporting tier 2 and tier 3 plans.</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>iReady benchmark data (fall, winter, spring) for growth and proficiency.</p> <p>iReady progress monitoring reports (usage, lesson completion, skill mastery).</p> <p>Formative classroom assessments (running records, reading checks).</p> <p>Disaggregated data for ELL, Special Education, and below-grade-level students.</p> <p>PLC/grade-level meeting notes documenting instructional adjustments.</p> <p>How will the impact on equitable learning or</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>Classroom teachers – deliver core instruction, monitor iReady progress, adjust groups.</p> <p>Interventionists/paraeducators – provide Tier 2/3 small-group supports.</p> <p>EL specialist & Special Education staff – implement targeted supports for identified students.</p> <p>Principal & leadership team – monitor schoolwide data, ensure fidelity of interventions.</p> <p>PLC/grade-level teams – review data, plan responsive instruction.</p> <p>When will this EBI occur?</p> <p>Daily: Core ELA instruction and small-group interventions during reading blocks.</p> <p>Weekly: Teachers review iReady lesson progress and adjust instruction.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>
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<p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p>iReady math program (benchmarks, online lessons, progress monitoring); core ELA curriculum; PD on data-driven math interventions & ELL supports;</p> <p>Teachers will work in collaborative teams to identify essential standards and develop a scope and sequence for instruction.</p> <p>Principal will create a master schedule allowing for weekly collaboration</p>	<p><i>behavior change be measured?</i></p> <p>Comparison of growth rates across all grade levels to ensure equitable progress.</p> <p>Disaggregated iReady data for ELL and Special Education to monitor closing of gaps.</p> <p>Increased access to grade-level curriculum for students previously below standard.</p> <p>Evidence of consistent small-group instruction and differentiated supports.</p> <p>Student engagement data (iReady usage, participation in interventions).</p>	<p>Bi-weekly: Interventionists/paras provide targeted Tier 2/3 supports.</p> <p>Monthly: Leadership team reviews grade-level data and shares with staff.</p> <p>Quarterly: iReady benchmark assessments administered; data analyzed schoolwide.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Quarterly: Formal analysis of iReady benchmark results (fall, winter, spring).</p> <p>Mid-Year (Jan 2026): Schoolwide data review to ensure progress toward growth targets.</p> <p>End-of-Year (June 2026): Comprehensive review of all benchmarks to evaluate overall growth and equity across groups.</p>		
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What student groups will benefit and why?

All grade levels – targeted math instruction using iReady data to close gaps and extend learning.

English Language Learners – visual supports, vocabulary scaffolds, and language-rich strategies to strengthen math understanding.

Special Education students – differentiated instruction, manipulatives, and Tier 2/3 math interventions to build foundational skills.

Students below grade level – small-group, targeted instruction to accelerate growth and meet grade-level standards.

<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</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
Basic Education	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>
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.	<p><i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i></p> <p>Click or tap here to enter text.</p>
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.	<p><i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i></p> <p>Click or tap here to enter text.</p>
Title II, Part A	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>

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
		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.	<p><i>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.</i></p> <p>Click or tap here to enter text.</p>
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<p><i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i></p> <p>Click or tap here to enter text.</p>
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	<p><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></p> <p>Click or tap here to enter text.</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
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.