Walla Walla Public Schools
364 S. Park Street • Walla Walla, WA 99362 • (509) 527-3000 • www.wwps.org

BOARD OF DIRECTORS
Regular Business Meeting - 5:30 PM
December 16, 2025
364 S Park St
Walla Walla, WA 99362

Watch Live: https://wwps-org.zoom.us/j/93955520806
Listen: Dial 1-253-215-8782 and enter the Webinar ID: 939 5552 0806
Individuals with disabilities and those individuals who may have difficulty attending a board meeting due to issues such as mobility limitations may contact the superintendent's office at 509-526-6715 no later than three days before a regular meeting and as soon as possible in advance of a special meeting so the district can arrange for them to participate.
Spanish Agenda / Agenda Española: https://www.wwps.org/district/information/school-board/board-meeting-schedule

I. **CALL TO ORDER:** *(5:30 p.m.) Derek Sarley*
II. **FLAG SALUTE:** *Kathy Mulkerin*
III. **ROLL CALL:**
- Derek Sarley, President
- Ruth Ladderud, Vice President
- Alayna Brinton
- Kathy Mulkerin
- Ari Kim-Leavitt, Student Representative
- Abril Salazar, Student Representative

IV. **APPROVAL OF AGENDA:** *Derek Sarley*
V. **CONSENT AGENDA:** *Derek Sarley*

1. Personnel Report 3
2. Extracurricular Athletic Contracts 4
3. Non-Athletic Extra & Co-Curricular Contracts 5
4. 2026-2027 and 2027-2028 School Year Calendars 6
5. December 2 & 16 Accounts Payable and November Payroll 9
6. September Financial Report 10
7. October Financial Report 14
8. November Financial Report 18
9. Annual School Improvement Plans 22
10. Regular Business Meeting Minutes of November 18, 2025 291

VI. **OATH OF OFFICE FOR BOARD MEMBERS:** *(5:35 p.m.) Derek Sarley*
- Kathy Mulkerin
- Elizabeth Alonso-Barrientos

~ Oath administered by Walla Walla County Superior Court Judge Brandon Johnson

VII. **SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS:** *(5:35 p.m.) Derek Sarley*
1. Recognition of State Champions: *Dr. Ben Gauyan*

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- Wa-Hi Slow Pitch Softball - 3rd Place

VIII. **CITIZENS' COMMENTS:** *(5:45 p.m.) Derek Sarley* **293**

IX. **REPORTS:** *(5:55 p.m.) Derek Sarley*

1. Board of Directors Report: *Derek Sarley*
2. Superintendent's Report: *Dr. Ben Gauyan*
   a. Monthly Enrollment Report 294
3. Monthly Financial Dashboard Report: *Janette Jeffris* 296
4. School Report - Walla Walla Center for Children and Families: *Michelle Carpenter* 299
5. Nutrition Services Update: *Kara Carlson* 327
6. Superintendent Evaluation Process Review: *Dr. Ben Gauyan* 337
7. Policies Second Reading: *Dr. Ben Gauyan* 350
   - 2420 Grading and Progress Reports
   - 3143 Notification and Dissemination of Information About Student Offenses and Notification of Threats of Violence or Harm
   - 3421 Child Abuse and Neglect
   - 4260 Use of School Facilities and Equipment
   - 5000 Recruitment, Selection, and Evaluation of Staff
   - 5010 Nondiscrimination and Affirmative Action
   - 5260 Personnel Records

X. **ACTION:** *(6:55 p.m.) Derek Sarley*

1. Policies Second Reading:
   - 2420 Grading and Progress Reports
   - 3143 Notification and Dissemination of Information About Student Offenses and Notification of Threats of Violence or Harm
   - 3421 Child Abuse and Neglect
   - 4260 Use of School Facilities and Equipment
   - 5000 Recruitment, Selection, and Evaluation of Staff
   - 5010 Nondiscrimination and Affirmative Action
   - 5260 Personnel Records

XI. **ELECTION OF OFFICERS FOR BOARD OF DIRECTORS:** *(7:05 p.m.) Derek Sarley*

XII. **ADJOURNMENT:** *(7:15 p.m.) Board President*

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PERSONNEL REPORT

December 16, 2025 – Board Meeting

Date: December 11, 2025

EMPLOYMENT

Classified: Mikaylah Crawford, Bus Assistant, SE Washington Transportation Co-Op
Jessica Fernandez, Para-Educator, Sharpstein Elementary School

RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT

Certificated: Charlie Arias, Social Studies Teacher, Garrison Middle School, 34 years
Jeffrey Bartlow, School Counselor, Pioneer Middle School, 19 years
James Eggart, Physical Education Teacher, Pioneer Middle School, 28 years
Maria Garcia, School Psychologist, Pioneer Middle School, 29 years
Mark Yonts, Physical Education Teacher, Walla Walla High School, 35 years

Classified: Scott Towslee, Bus Driver, SE Washington Transportation Co-Op, 4.5 years

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EXTRA-CURRICULAR ATHLETIC CONTRACTS 2025-2026

Name	School	Assignment
VACANT	Garrison Middle School	Assistant Girls Basketball
VACANT	Garrison Middle School	Girls Basketball 6th Grade
Andraya Anderson	Green Park Elementary	Girls Basketball
Norma Arceo	Edison Elementary	Girls Basketball
Alfredo Avalos	Lincoln High School	Assistant Boys Basketball
Laura Berg	Sharpstein Elementary	Girls Basketball
Reginald Byrd	Garrison Middle School	Head Girls Basketball 7th Grade
Amber Davin	Garrison Middle School	Assistant Girls Basketball 7th
Ashley Estrada	Edison Elementary	Girls Basketball
Nathan Ferraro	Garrison Middle School	Head Girls Basketball 8th Grade
Ruben Garanzuay	Garrison Middle School	Assistant Girls Basketball 8th
Pablo Grimaldi	Garrison Middle School	Head 8th Grade Wrestling
Lori Grimes	Sharpstein Elementary	Girls Basketball
Stacey Klingenberg	Garrison Middle School	Girls Basketball 6th Grade
Ricky Lozano	Garrison Middle Schools	Assistant Wrestling 8th Grade
Sergio Maldonado	Berney Elementary	Girls Basketball
Judy Moser	Prospect Point Elementary	Girls Basketball
David Parodi	Prospect Point Elementary	Girls Basketball
Kristin Richard	Green Park Elementary	Girls Basketball

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2025-2026

Name	School	Assignment
Perrin Anderson	SH	Math Coach
Amber Baaken	SH	Math Coach
Russell Carroll	ED	Math Coach
Lynette Fogg	ED	Math Coach
Gabriela Mora Silva	GP	Math Coach
Matthew Stimmel	SEA	CTSO Assistant Advisor (SkillsUSA)
Jean Tobin	GP	Math Coach

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Human Resources
364 S. Park Street
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Date: December 12, 2025

To: The Board of Education

From: Chris Gardea

RE: Request for Approval of 2026-27 and 2027-28 School Year Calendars

We are requesting your approval on the following calendars. The calendar committee, comprised of PSE, WWVEA, and Admin developed the calendars based on the priorities from WWPS staff.

- 2026-27 School Year Calendar
- 2027-28 School Year Calendar

6

Thank you for your consideration.

CG/jh

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Walla Walla Public Schools

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2026-2027 School Year Calendar

026-2027 School Year Calenda

August

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

026-2027 School Year Calenda

September

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

026-2027 School Year Calenda

October

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

026-2027 School Year Calenda

November

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

026-2027 School Year Calenda

December

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

026-2027 School Year Calenda

January

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

026-2027 School Year Calenda

February

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

026-2027 School Year Calenda

March

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

026-2027 School Year Calenda

April

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

026-2027 School Year Calenda

May

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

026-2027 School Year Calenda

June

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

School Day
Conferences
Holiday
Break
Professional Day
Snow Day
Student Half Day

Walla Walla Public Schools

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2027-2028 School Year Calendar

027-2028 School Year Calenda

August

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

027-2028 School Year Calenda

September

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

027-2028 School Year Calenda

October

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

027-2028 School Year Calenda

November

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

027-2028 School Year Calenda

December

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

027-2028 School Year Calenda

January

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

027-2028 School Year Calenda

February

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29			

027-2028 School Year Calenda

March

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

027-2028 School Year Calenda

April

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

027-2028 School Year Calenda

May

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

027-2028 School Year Calenda

June

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Day
Conferences
Holiday
Break
Professional Day
Snow Day

WARRANT SUMMARY

Vouchers audited and certified by the auditing officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of December 16th, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		General Fund		
12/2/2025	251101	Through	251253	$ 680,848.81
12/16/2025	251254	Through	251361	$ 450,405.52
12/2/2025	252600128	Wire Transfer	252600147	$ 3,066.41
12/16/2025	252600151	Wire Transfer	252600168	$ 1,890.92

		Capital Projects		
		Through		
12/16/2025	250016	Through	250017	$ 626,754.33
		Through		
		Wire Transfer		
		Wire Transfer		

		ASB		
12/2/2025	250055	Through	250060	$ 1,909.24
12/16/2025	250061	Through	250068	$ 10,373.21
12/2/2025	252600127	Wire Transfer	252600127	$ 75.12
12/16/2025	252600148	Wire Transfer	252600150	$ 127.86

		Transportation Vehicle		
		Through		
		Through		
		Wire Transfer		
		Wire Transfer		

		Payroll		
11/4/2025	250855	Through	324856	$ 6,853.19
11/28/2025	251014	Through	251100	$ 2,322,219.29
11/28/2025	1400001	Wire Transfer	1401085	$ 3,998,916.76
11/28/2025	NA	Payroll Taxes	NA	$ 1,346,150.97

TOTAL:	**$**	**9,449,591.63**

SCHOOL BOARD PRESIDENT:

Derek Sarley

SECRETARY OF THE BOARD:

Dr. Ben Gauyan, Superintendent

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Business Office
364 S. Park Street
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(509) 527-3000
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TO: Dr. Ben Gauyan - Superintendent

FROM: Janette Jeffris – Director of Fiscal Services

DATE: November 15, 2025

RE: September's Financial Report

Attached is the September 2025 financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
  - General Fund ending balance is 10.5% of expenditures
- General Fund trend charts
- Payroll trend chart

Attachments

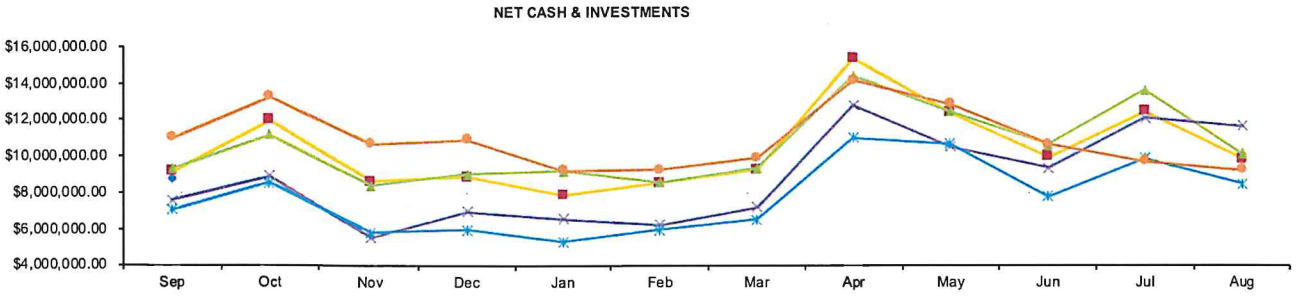
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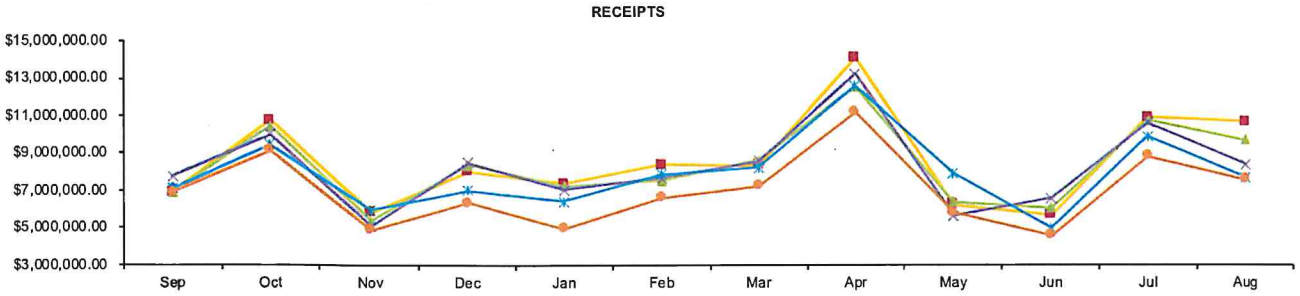
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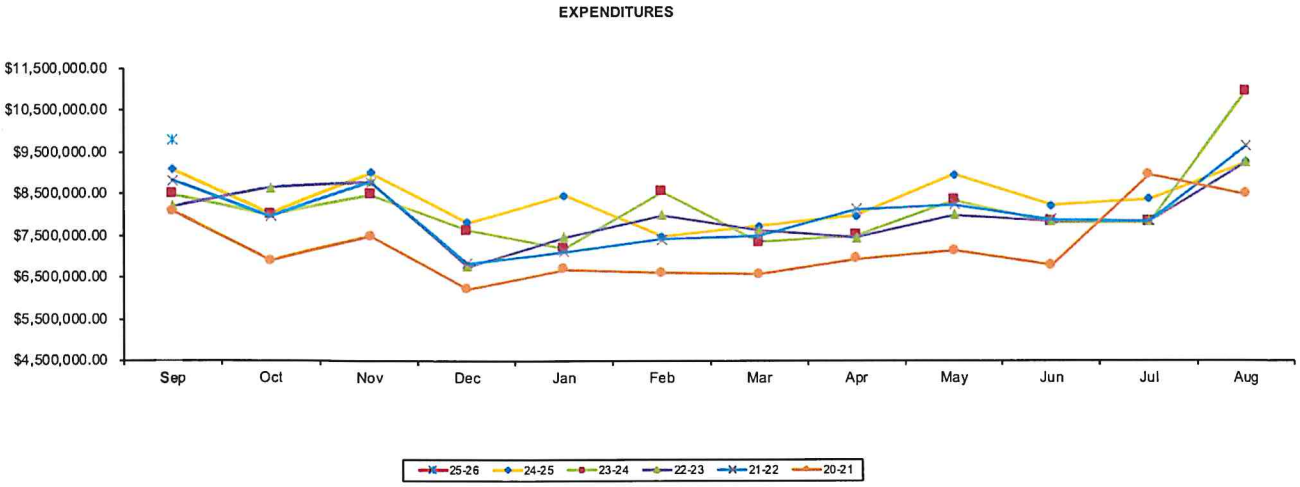
Walla Walla School District

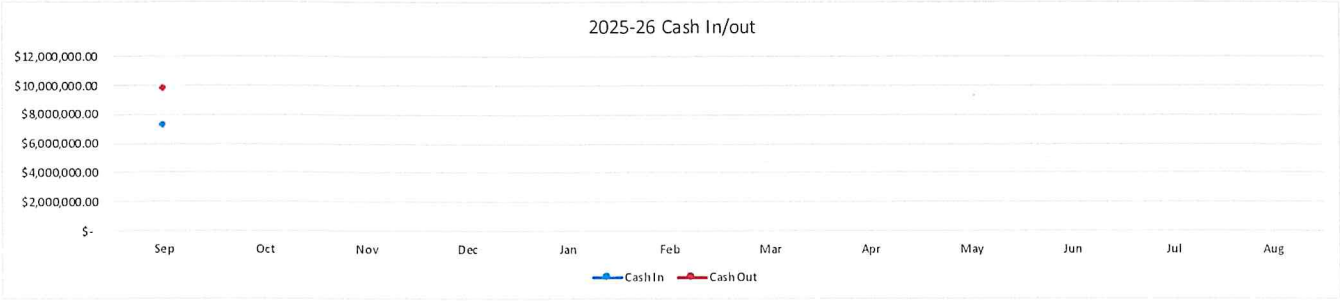
Monthly Financial Report
September 2025

	Adopted Budget	Working Budget	Year to Date	
GENERAL FUND				
Beginning Fund Balance	$ 11,000,000	$ 13,426,470	$ 13,426,470	
Revenues	$ 103,193,407	$ 103,193,407	$ 7,209,060	
Expenditures	$ (103,663,627)	$ (103,663,627)	$ (9,777,756)	
Prior Period Adjustment	$ -	$ -		
Transfers	$ (408,100)	$ (408,100)	$ -	
Ending Fund Balance	$ 10,121,680	$ 12,548,150	$ 10,857,774	10.5%
CAPITAL PROJECTS				
Beginning Fund Balance	$ 2,000,000	$ 2,484,323	$ 2,484,323	
Revenues	$ 2,347,853	$ 2,347,853	$ 67,995	
Expenditures	$ (3,000,000)	$ (3,000,000)	$ -	
Transfers	$ (750,000)	$ (750,000)	$ -	
Ending Fund Balance	$ 597,853	$ 1,082,176	$ 2,552,318	
DEBT SERVICE				
Beginning Fund Balance	$ 3,200,000	$ 3,192,182	$ 3,192,182	
Revenues	$ 6,026,536	$ 6,026,536	$ 102,864	
Expenditures	$ (5,979,050)	$ (5,979,050)	$ (550)	
Ending Fund Balance	$ 3,247,486	$ 3,239,668	$ 3,294,496	
ASB FUND				
Beginning Fund Balance	$ 400,000	$ 421,568	$ 421,568	
Revenues	$ 657,494	$ 657,494	$ 82,222	
Expenditures	$ (714,479)	$ (714,479)	$ (5,983)	
Ending Fund Balance	$ 343,015	$ 364,583	$ 497,807	
TRANSPORTATION VEHICLE				
Beginning Fund Balance	$ 622,000	$ 734,327	$ 734,327	
Revenues	$ 994,422	$ 994,422	$ 2,512	
Expenditures	$ (1,000,000)	$ (1,000,000)	$ -	
Transfers			$ -	
Ending Fund Balance	$ 616,422	$ 728,749	$ 736,839	

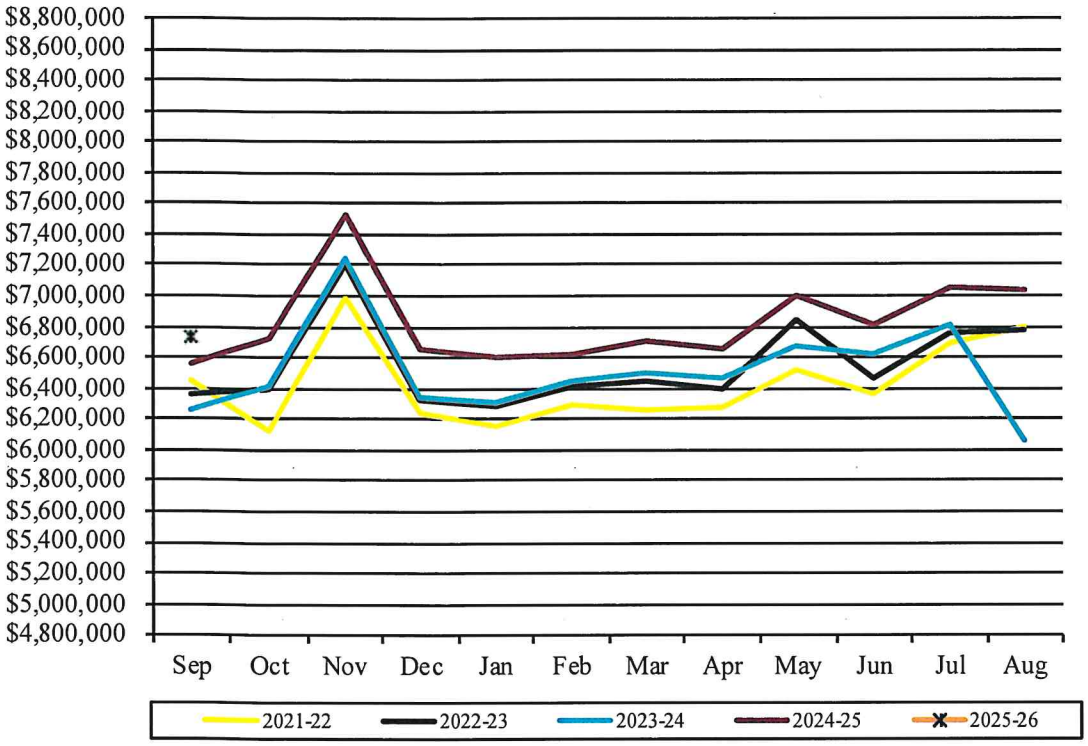

NET CASH & INVESTMENTS
$16,000,000.00
$14,000,000.00
$12,000,000.00
$10,000,000.00
$8,000,000.00
$6,000,000.00
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RECEIPTS
$15,000,000.00
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EXPENDITURES
$11,500,000.00
$10,500,000.00
$9,500,000.00
$8,500,000.00
$7,500,000.00
$6,500,000.00
$5,500,000.00
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25-26
24-25
23-24
22-23
21-22
20-21


2025-26 Cash In/out
$12,000,000.00
$10,000,000.00
$8,000,000.00
$6,000,000.00
$4,000,000.00
$2,000,000.00
$-
Sep
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
Jun
Jul
Aug
Cash In
Cash Out

WALLA WALLA PUBLIC SCHOOLS
Monthly Payroll



Walla Walla Public Schools
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(509) 527-3000
www.wwps.org

TO: Dr. Ben Gauyan - Superintendent

FROM: Janette Jeffris – Director of Fiscal Services

DATE: November 15, 2025

RE: October's Financial Report

Attached is the October 2025 financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
  - General Fund ending balance is 13.4% of expenditures
- General Fund trend charts
- Payroll trend chart

Attachments

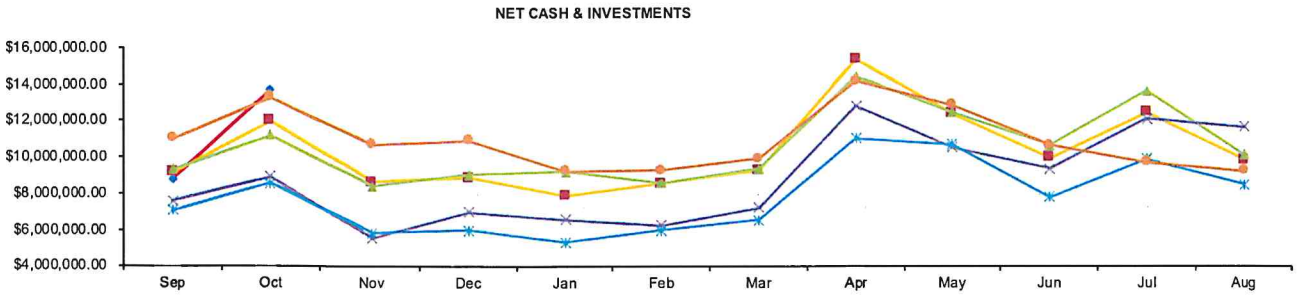
JJ

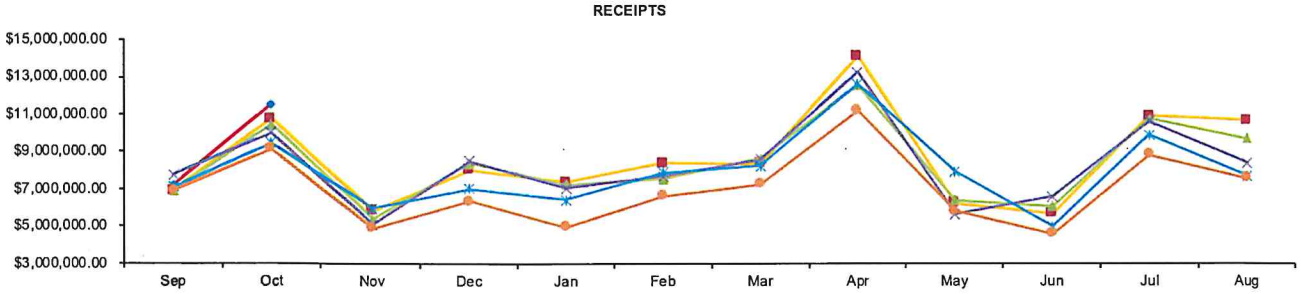
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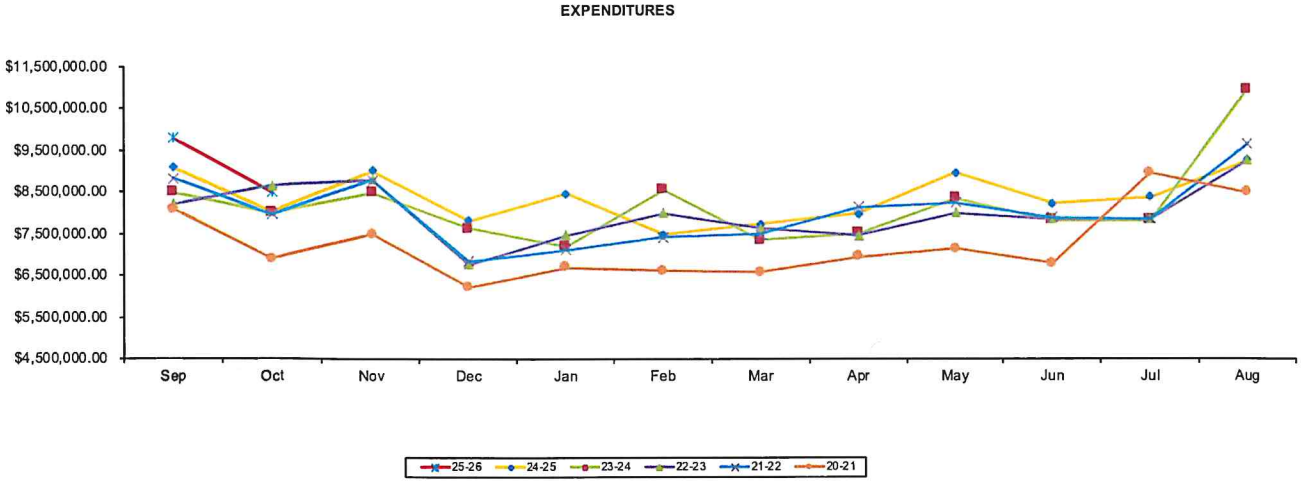
Walla Walla School District

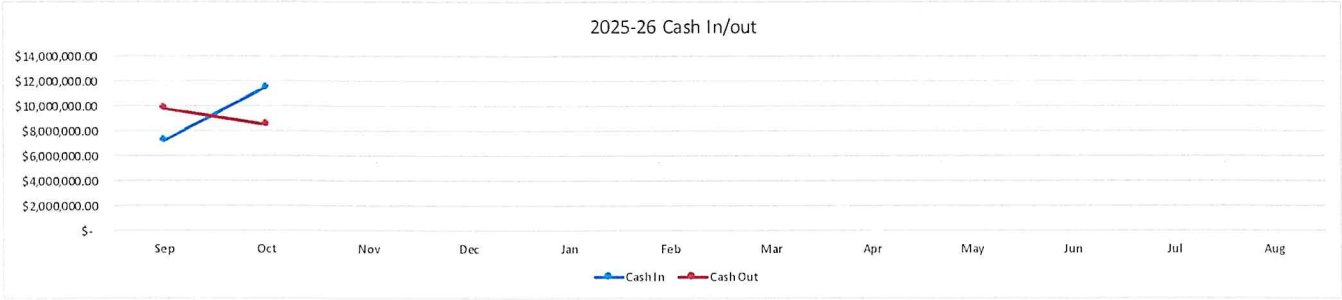
Monthly Financial Report
October 2025

	Adopted Budget	Working Budget	Year to Date	
GENERAL FUND				
Beginning Fund Balance	$ 11,000,000	$ 13,426,470	$ 13,426,470	
Revenues	$ 103,193,407	$ 103,193,407	$ 18,742,666	
Expenditures	$ (103,663,627)	$ (103,663,627)	$ (18,266,964)	
Prior Period Adjustment	$ -	$ -		
Transfers	$ (408,100)	$ (408,100)	$ -	
Ending Fund Balance	$ 10,121,680	$ 12,548,150	$ 13,902,172	13.4%
CAPITAL PROJECTS				
Beginning Fund Balance	$ 2,000,000	$ 2,484,323	$ 2,484,323	
Revenues	$ 2,347,853	$ 2,347,853	$ 821,112	
Expenditures	$ (3,000,000)	$ (3,000,000)	$ -	
Transfers	$ (750,000)	$ (750,000)	$ -	
Ending Fund Balance	$ 597,853	$ 1,082,176	$ 3,305,435	
DEBT SERVICE				
Beginning Fund Balance	$ 3,200,000	$ 3,192,182	$ 3,192,182	
Revenues	$ 6,026,536	$ 6,026,536	$ 1,625,181	
Expenditures	$ (5,979,050)	$ (5,979,050)	$ (550)	
Ending Fund Balance	$ 3,247,486	$ 3,239,668	$ 4,816,813	
ASB FUND				
Beginning Fund Balance	$ 400,000	$ 421,568	$ 421,568	
Revenues	$ 657,494	$ 657,494	$ 125,681	
Expenditures	$ (714,479)	$ (714,479)	$ (36,048)	
Ending Fund Balance	$ 343,015	$ 364,583	$ 511,200	
TRANSPORTATION VEHICLE				
Beginning Fund Balance	$ 622,000	$ 734,327	$ 734,327	
Revenues	$ 994,422	$ 994,422	$ 5,089	
Expenditures	$ (1,000,000)	$ (1,000,000)	$ -	
Transfers			$ -	
Ending Fund Balance	$ 616,422	$ 728,749	$ 739,417	

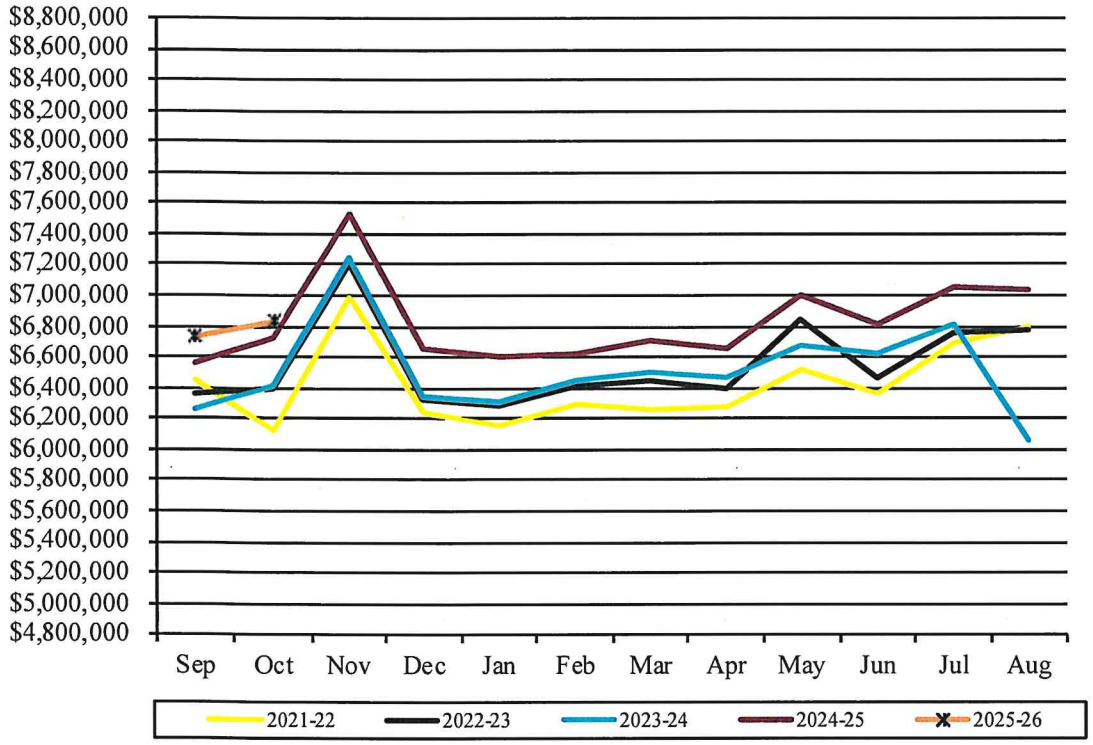

NET CASH & INVESTMENTS
$16,000,000.00
$14,000,000.00
$12,000,000.00
$10,000,000.00
$8,000,000.00
$6,000,000.00
$4,000,000.00
Sep
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
Jun
Jul
Aug


RECEIPTS
$15,000,000.00
$13,000,000.00
$11,000,000.00
$9,000,000.00
$7,000,000.00
$5,000,000.00
$3,000,000.00
Sep
Oct
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EXPENDITURES
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2025-26 Cash In/out
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WALLA WALLA PUBLIC SCHOOLS
Monthly Payroll



Walla Walla Public Schools
Developing Washington's Most Sought-After Graduates

Business Office
364 S. Park Street
Walla Walla, WA 99362
(509) 527-3000
www.wwps.org

TO: Dr. Ben Gauyan - Superintendent

FROM: Janette Jeffris – Director of Fiscal Services

DATE: December 15, 2025

RE: November's Financial Report

Attached is the November 2025 financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
    - General Fund ending balance is 10.2% of expenditures
- General Fund trend charts
- Payroll trend chart

Attachments

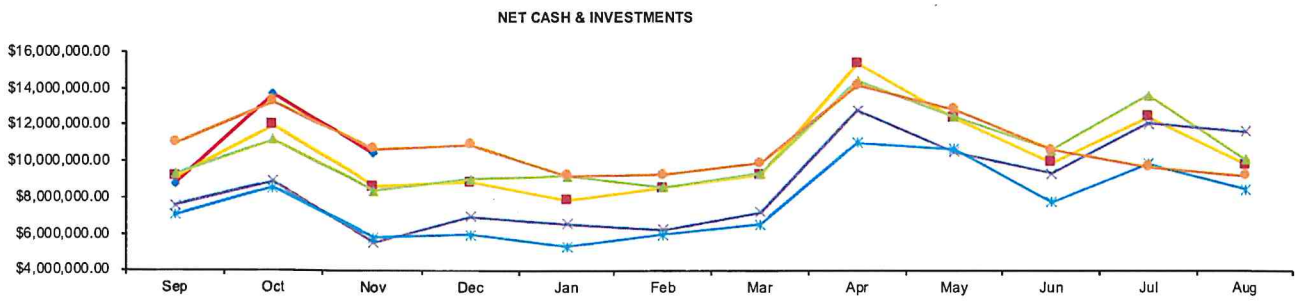
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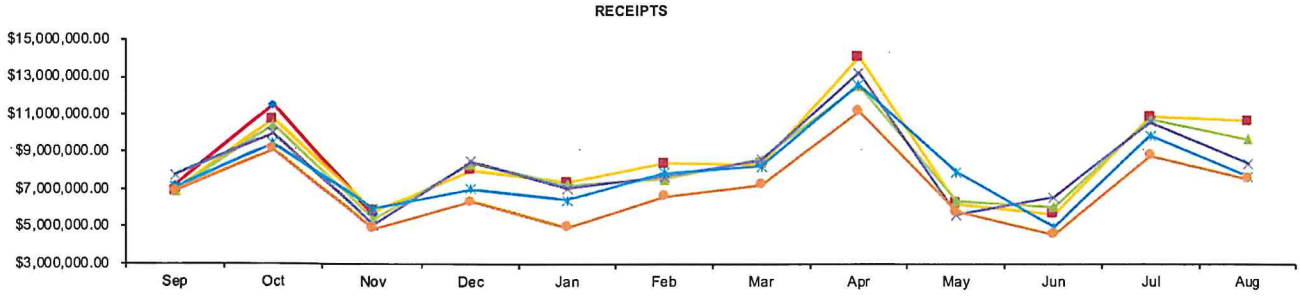
The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.

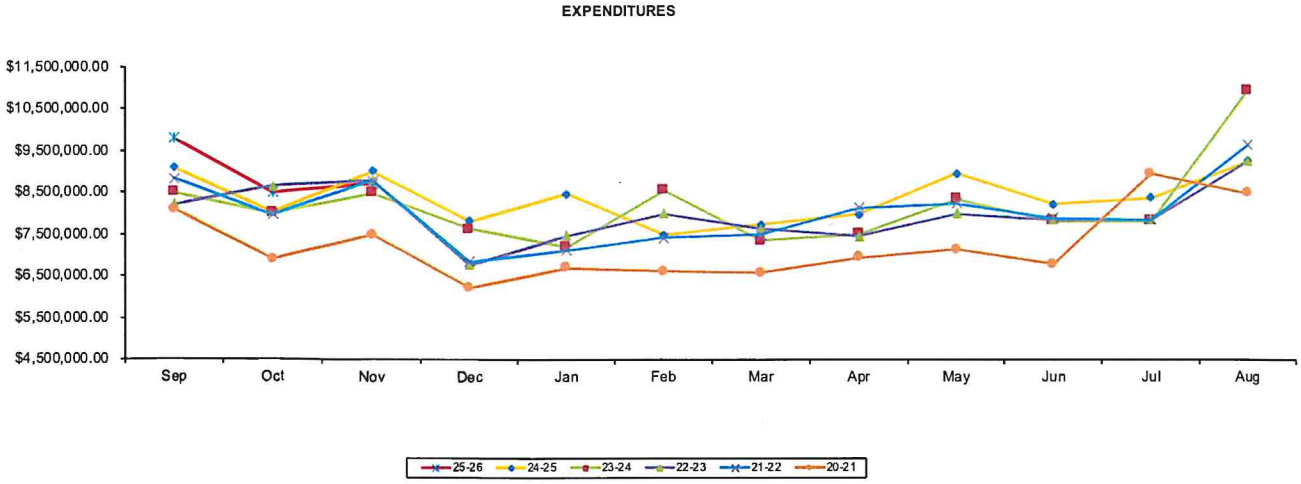
Walla Walla School District

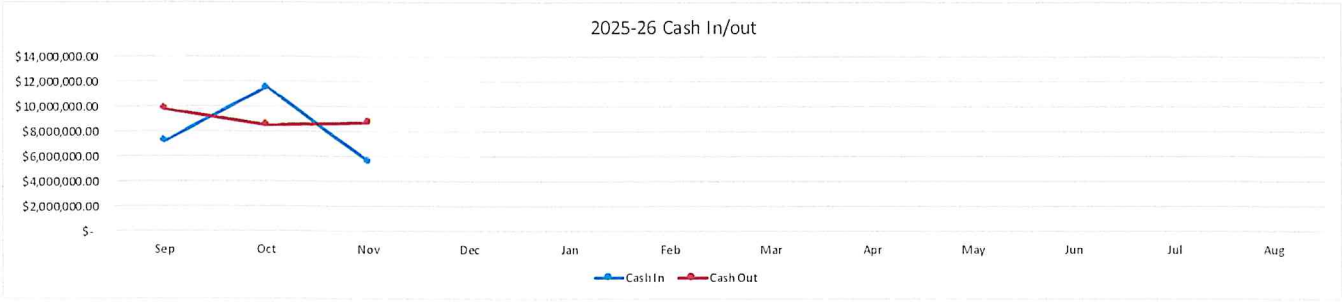
Monthly Financial Report
November 2025

	Adopted Budget	Working Budget	Year to Date	
GENERAL FUND				
Beginning Fund Balance	$ 11,000,000	$ 13,426,470	$ 13,426,470	
Revenues	$ 103,193,407	$ 103,193,407	$ 24,345,257	
Expenditures	$ (103,663,627)	$ (103,663,627)	$ (26,986,169)	
Prior Period Adjustment	$ -	$ -		
Transfers	$ (408,100)	$ (408,100)	$ (206,700)	
Ending Fund Balance	$ 10,121,680	$ 12,548,150	$ 10,578,858	10.2%
CAPITAL PROJECTS				
Beginning Fund Balance	$ 2,000,000	$ 2,484,323	$ 2,484,323	
Revenues	$ 2,347,853	$ 2,347,853	$ 959,474	
Expenditures	$ (3,000,000)	$ (3,000,000)	$ (27,517)	
Transfers	$ (750,000)	$ (750,000)	$ (250,000)	
Ending Fund Balance	$ 597,853	$ 1,082,176	$ 3,166,280	
DEBT SERVICE				
Beginning Fund Balance	$ 3,200,000	$ 3,192,182	$ 3,192,182	
Revenues	$ 6,026,536	$ 6,026,536	$ 2,362,787	
Expenditures	$ (5,979,050)	$ (5,979,050)	$ (550)	
Ending Fund Balance	$ 3,247,486	$ 3,239,668	$ 5,554,420	
ASB FUND				
Beginning Fund Balance	$ 400,000	$ 421,568	$ 421,568	
Revenues	$ 657,494	$ 657,494	$ 146,494	
Expenditures	$ (714,479)	$ (714,479)	$ (74,953)	
Ending Fund Balance	$ 343,015	$ 364,583	$ 493,109	
TRANSPORTATION VEHICLE				
Beginning Fund Balance	$ 622,000	$ 734,327	$ 734,327	
Revenues	$ 994,422	$ 994,422	$ 7,607	
Expenditures	$ (1,000,000)	$ (1,000,000)	$ -	
Transfers			$ -	
Ending Fund Balance	$ 616,422	$ 728,749	$ 741,934	

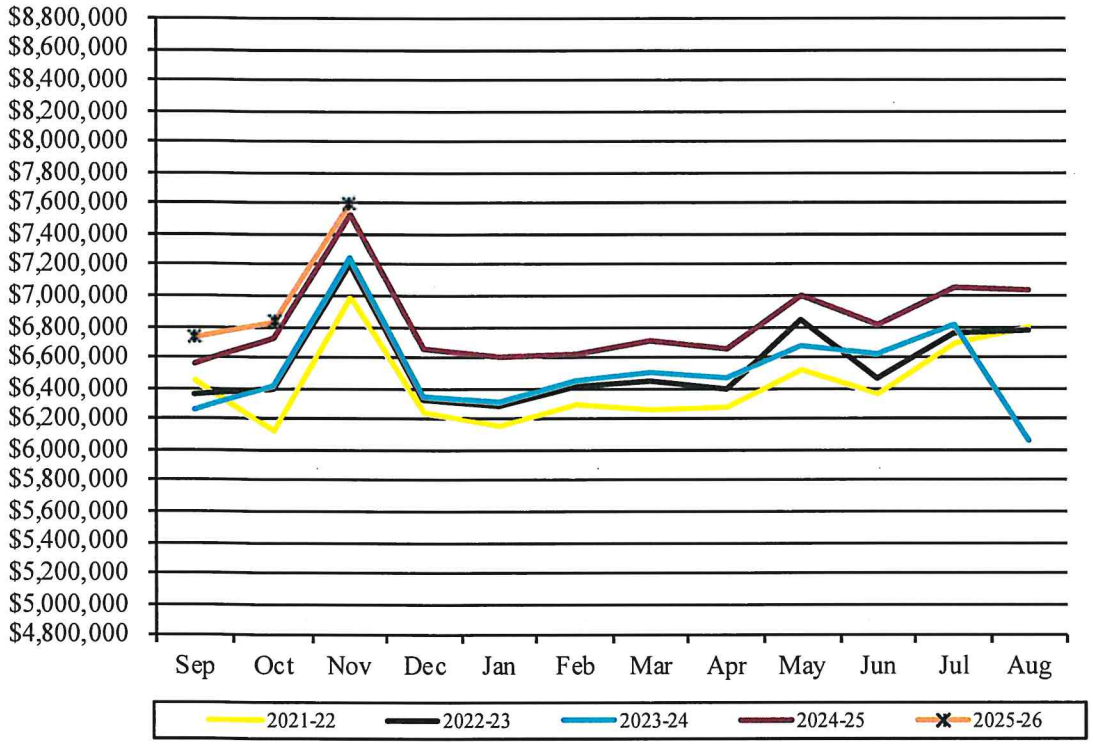

NET CASH & INVESTMENTS
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2025-26 Cash In/out
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Cash Out

WALLA WALLA PUBLIC SCHOOLS
Monthly Payroll



Integrated Student Supports Implementation Template
Berney Elementary

Audience & Purpose

This template is intended to be an optional working document to support implementation of school-level activities in each step of the ISS Protocol. The information gathered on this template can be used to coordinate annual state and federal requirements (see Appendix B in the ISS Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use this template to support annual School Improvement Plan (SIP) requirements.

Getting Started

Implementation Teams

Resources: Implementation Teams Overview, School Team Membership, Creating an Implementation Team, Teaming Inventory

Who are our school implementation team members? List Name and Title/Role.	
Amy Ford- Principal Kelley Hubbard- Kindergarten Ana Diaz- 1st Grade Kim Kearbey- 2nd Grade Tammy Baker- 3rd Grade	Angela Bona- 4th Grade Ilana James- 5th Grade Shawn Reser- Special Education Shannon Hand- LAP

Team Procedures

Resources: Team Working Agreements, Communication Protocols Worksheet, Example Communication Protocol, Selecting Useable Innovations, Evidence-Based Interventions, Data-Based Decision Making, Data Teaming Tools

What are our team procedures?
Working agreements ● We will commit to having a growth mindset. ● We will commit to communicate with enthusiasm and optimism to our teams and colleagues. ● We will strive to create, and present, clear steps while being open to feedback. ● We will commit to being data-driven, building-wide.
Communication protocols ● Listen with intention ● Responding Respectfully ● Staying focused on Outcomes ● Feedback Culture

Selection process for evidence-based practices and programs

At Berney Elementary, the selection of evidence-based practices and programs is guided by alignment to our district's Strategic Plan and school improvement goals. Our process includes the following steps:

1. **Data Review and Needs Identification**
    - Building teams (SEL Team, Guiding Coalition, grade-level PLTs) and district TOSAs/curriculum coordinators collaboratively review student outcome data (academic, behavior, and SEL) each fall, winter, and spring.
    - Data sources include DIBELS, i-Ready, WIDA, attendance, behavior incident reports, and perception surveys.
    - Teams identify priority areas where current practices may need to be refined or supplemented.
2. **Alignment with District-Approved Resources**
    - Practices and interventions are selected from district-adopted programs and frameworks whenever possible, ensuring consistency across schools.
    - When new strategies are considered (e.g., oral language scaffolds, UDL applications, or PBIS supports), staff review available evidence, seek feedback from curriculum coordinators, and confirm alignment with district initiatives.
3. **Collaborative Vetting and Input**
    - The SEL Team and Guiding Coalition co-develop recommendations for practices or tools, incorporating feedback from staff through surveys, discussions, and pilots.
    - Staff voice is integral to building commitment and ensuring selected practices are responsive to classroom realities.
4. **Implementation, Monitoring, and Refinement**
    - Building teams monitor implementation fidelity using simple data collection tools (tallies, trackers, walkthroughs, or surveys).
    - Progress is reviewed with staff at set intervals (October and January) and adjustments are made to strengthen effectiveness.
    - District TOSAs provide coaching and resources to support sustained use.

This process ensures that instructional and behavioral supports are **evidence-based, aligned to district priorities, responsive to student needs, and refined through ongoing staff collaboration.**

Data-based decision-making

The Guiding Coalition (GC) and SEL Teams play a central role in analyzing schoolwide data to guide improvement efforts. Both teams meet twice per month, with at least one meeting each month dedicated to reviewing multiple data sources (e.g., academic, behavior, SEL, and attendance). Through this process, teams identify trends, monitor progress toward SIP goals, and recommend responsive actions to ensure that instructional and behavioral supports are effectively meeting student needs.

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

Step 1: Assess Strengths and Needs

Resources: Comprehensive Needs Assessment Toolkit, Washington State Report Card, PBIS Tiered Fidelity Inventory, Reading Tiered Fidelity Inventory, Washington 211 Resource Inventory, Finding the Root Cause, NIRN Root Cause Analysis

School-Level Data

Which assessment did we engage in this year?

- € Intensive review of our strengths and needs (every 3-5 years): This is the principal's first year at Berney Elementary, following three leadership transitions in three years. Because of this transition, a full-scale comprehensive needs assessment has not yet been completed. Plans are in place to begin a more comprehensive review later in the 2025–26 school year to provide long-term direction and stability.
- € Focused review of our strengths and needs (yearly): Since July 1, 2025, the leadership team has engaged in a focused review of available data to identify immediate strengths and needs for the current school year. The following sources were reviewed:

- **EES Survey** (staff and stakeholder input)
- **State Report Card/SBA** results
- **DIBELS 8** fall benchmark data

- **i-Ready** diagnostic data
- **5Labs discipline data** (behavior/SEL trends)
- **Review of prior year's building data** for patterns and continuity

This focused review provided the foundation for setting the 2025–26 School Improvement Plan goals and will guide ongoing adjustments throughout the year.

What are the demographics in our school?

Total enrollment: 331
Gender: 48.6% Female and 51.1% Male
Race/Ethnicity: 1.2% Asian, 0.9% Black or African American, 26% Hispanic, 3.6% Multiple, 0.9% Native Hawaiian or Other Pacific Islander, and 67.4% White
Program and characteristic: 79% No IEP and 20.5% has IEP, 43.8% not low income and 56.2% low income, 309 Not ML and 22 ML

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school?

€ Attendance	€ WaKIDS assessment
€ Behavior (discipline referrals, etc.)	€ Academic screening
€ Student, family, and staff perception data (surveys, etc.)	€ State summative assessment
€ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)	€ On track for graduation (if applicable)
€ Social, emotional, behavioral, and mental health (SEBMH) screening	€ Support data across tiers (participation, pre/post data, impact data): Click or tap here to enter text.
€ WIDA assessment	€ Other: Click or tap here to enter text.

What are the main trends in student data, disaggregated by student group and program, in our school?

Strengths	Needs
Attendance	**Attendance**

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• **Strengths:** 60.7% of students demonstrate strong attendance, providing a solid foundation of consistent school participation. **Behavior** • **Strengths:** Data shows clearer patterns in the types of behaviors being documented, helping us understand root causes rather than isolated events. **Academic Benchmarks** • **Strengths:** The majority of students are meeting or nearing grade-level benchmarks (Tier 1). Median Student Growth Percentile (SGP) in math is strong overall at 60, with Hispanic/Latino students at 65 and students with disabilities at 68. These growth rates demonstrate that targeted instructional supports are effectively helping students move forward, even when proficiency levels remain lower. **ELA Proficiency** • **Strengths:** Some progress is evident, and growth for subgroups indicates instructional scaffolds are making a difference. **Positives:** High levels of growth in math across subgroups and a majority of students maintaining strong attendance and behavior within Tier 1 expectations.	• **Areas of Growth:** 39.3% of students are chronically absent (Tier 3, missing 18+ days). An additional group falls into Tier 2 (10–17 absences) and are at risk. Early outreach, targeted supports, and family partnerships will be essential to improve attendance, particularly for student groups showing lower attendance rates. **Behavior** • **Areas of Growth:** We had 117 minor referrals, which represent the majority of discipline incidents. Most students remain in Tier 1 (0–1 referrals), while Tier 3 (5+ referrals or multiple majors) is relatively small. The focus moving forward is improving month-to-month consistency in documentation to strengthen data-based interventions. **Academic Benchmarks** • **Areas of Growth:** Students in Tier 2 need expanded and earlier interventions to close gaps before they widen. **ELA Proficiency** • **Areas of Growth:** Overall proficiency remains under 50% across all subgroups, with especially low performance among English Learners and students with disabilities. These groups will benefit from sustained focus on oral language, literacy instruction, and scaffolding strategies. The scaffolding strategies will come through intentional planning to reduce barriers and increase engagement with the implementation of inclusionary practices. **Areas of Growth:** Address chronic absenteeism, strengthen Tier 2 supports (both academic and behavior), and prioritize ELA proficiency, especially for English Learners and students with disabilities. Additional support for students with Tier III SEL needs.

What are the root causes for the trends in student data, disaggregated by student group and program, in our school?

1. **Behavior**

- **Root Causes:**

    - Inconsistent professional learning opportunities for teachers and support staff in behavior de-escalation, SEL integration, and trauma-informed practices.
    - Limited funding to sustain ongoing training or provide substitutes for staff to attend professional development.
    - Gaps in behavior documentation and data consistency across classrooms, making it harder to track and respond to patterns in real time.

2. **Academics**

- **Root Causes:**

    - Lack of cohesive building-wide systems to monitor student progress across all grade levels and subjects.
    - PLTs (Professional Learning Teams) vary in effectiveness; some are not consistently reviewing data or aligning instructional responses.
    - Insufficient structures to ensure Tier 2 students receive timely, targeted interventions before gaps widen.
    - Instructional practices in literacy (particularly oral language and scaffolds) are not yet fully aligned with the needs of English Learners and students with disabilities

3. **Systems & Structures**

- **Root Causes:**

    - Current data tools are fragmented (Skyward, 5Lab, i-Ready, DIBELS, SBA, etc.), limiting teachers' ability to see a comprehensive picture of student progress.
    - Without a unified building-wide data system, reviews are inconsistent, which impacts timely responses to instruction.
    - Need for clearer protocols in the PLT cycle to ensure data is consistently collected, reviewed, and used to adjust instructional practices.

OSSI Identified Schools: *All schools identified for improvement must review family engagement data and WSIF data accessed through the Washington State Report Card in their comprehensive needs assessment process.*

Priorities Aligned with Data Trends

Based on our careful review of school-level data, what are our top priorities?

1. **Priority 1: Reduce Chronic Absenteeism and Strengthen Academic Access**

- **SMARTIE Goal Connection:** *By May 2026, 100% of classroom teachers will implement oral language development strategies aligned with UDL principles to increase access and engagement for all learners.*
- **Alignment:** Oral language development and UDL strategies provide equitable access to core instruction, which is especially critical for students disproportionately impacted by absenteeism and for English Learners/students with disabilities. Strengthening Tier 1 instruction makes every day of attendance more meaningful and engaging, supporting improved attendance and learning outcomes.

2. **Priority 2: Improve Consistency and Support in Behavior Systems**

- **SMARTIE Goal Connection:** *By May 2026, we will refine and implement a schoolwide behavior support system that includes consistent data collection, clear protocols, and responsive interventions, co-developed by the SEL Team with input from staff.*
- **Alignment:** Addressing behavior trends through a consistent schoolwide system ensures equity across classrooms, strengthens positive climate, and builds staff confidence in managing behaviors. This will reduce referrals, provide proactive interventions, and support students' sense of belonging and engagement.

3. **Priority 3: Increase Academic Proficiency through Strengthened Data Systems**

- **SMARTIE Goal Connection:** *By May 2026, 100% of professional learning teams will engage in weekly cycles of inquiry using the four Danielson questions to guide collaborative conversations. Teams will co-create a simple data collection tool (e.g., a weekly tally or digital tracker) to monitor and reflect on implementation progress and ensure transparency across grade levels. The system will be designed with input from all teams during the months of Aug/Sept and refined in October and January based on staff feedback.*

- **Alignment:** Establishing a consistent building-wide data system and structured PLT cycles will improve how staff monitor student progress, identify Tier 2 students, and respond to instruction. This process creates transparency across grade levels, supports early intervention, and addresses persistent gaps in ELA and math proficiency.

Mapping Resources to Address Priorities

What resources are available in the school, community and region to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
Certified teachers (general education and specialists) Paraeducators supporting instruction and SEL Counselor, psychologist, and student support team Building SEL Team, Guiding Coalition, and Leadership Team Custodial, office, and cafeteria staff contributing to safe and supportive environments Click or tap here to enter text.	Core curriculum in ELA (HMH), math, and writing UDL-aligned instructional practices (sentence stems, visuals, oral language scaffolds) SEL curriculum (Second Step and PurposeFull People) and schoolwide PBIS expectations ("Berney Big 3") WIN (What I Need) intervention and enrichment blocks Monthly recognition assemblies to build belonging and celebrate success or tap here to enter text.	Assessment systems: i-Ready, DIBELS 8, SBA, WIDA, 5Lab (behavior/discipline data), Skyward (attendance) PBIS recognition systems (Paw Prints, Golden Tray, ABC slips) Technology: 1:1 student devices, Google Workspace for Education, Padlet, Seesaw Classroom libraries, UFLI resources for early literacy Family communication systems: ParentSquare, newsletters, family engagement events	District PD on UDL, SEL, and PLCs Building-level PD: Guiding Coalition-led sessions on oral language and visuals , Kellie Humbert on scaffolds) Collaboration through PLTs with focus on Danielson 4 questions State/district opportunities (LETRS, PBIS trainings, UFLI Support)	Building discretionary budget Title I (academic supports, family engagement) LAP (Learning Assistance Program) funds for Tier 1 & 2 interventions Special Education resources for inclusive practices PTA contributions (e.g., headphones, recognition items, community partnerships) Local grants/donations from regional businesses and organization

Mapping Resources to Address Priorities

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Click or tap here to enter text.

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Click or tap here to enter text.

What resources still need to be identified and secured to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
All	Supporting students with autism	For this initial presentation, materials will be based on the presenter handouts	UW Autism Consultant provides whole staff profession learning	Title or LAP depending on which funds need to be spent first. .
Classroom Teachers	Differentiation with a focus on reducing barriers/inclusionary practices with a focus on our ML learners, special education students, and students who may lack background knowledge based on their income status.	Examples of lessons modified to meet the needs of a variety of learners	Guiding Coalition will lead staff during extended collaboration, release time, and grade level PLT time.	None as the professional learning will happen within the current contracted times.

Tier 2 (Targeted)

Mapping Resources to Address Priorities				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Guiding Coalition	Deepening understanding of how inclusionary practices fit within the instruction already being provided.	We are considering a common text to use, other materials will be provided by the consultant.	Release time and extend day time with NOVAK consultant to deepen understanding of inclusionary practices, implementation, and leading peers	Stronger Connections grant covers the cost of the consultant. We will use Title funds to cover release time for staff.
All	Increasing understanding of sensory needs of our students, irrelevant of their student group.	Articles to build understanding. Noise cancelling headphones.	Building and district PT will lead staff in learning about sensory needs of students and how noise cancelling headphones can be a support.	PTA will support headphone purchase. If time is needed beyond what is built into the contract we will use Title I funds.

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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OSSI Identified Schools: *Schools identified for improvement must identify, examine, and address resource inequities.*

Step 2: Build Community Partnerships

Resources: Creating Clear Agreements

Who is our point of contact for partnerships at the school level? List Name and Title/Role.
Amy Ford, Principal Elizabeth Bahena, Community in Schools

Who is our point of contact for partnerships at the district level? List Name and Title/Role.
Christy Krutulis, Executive Director of Teaching and Learning, Brent Cummings, Community Outreach and Partnership Coordinator

What district policies and procedures do we need to follow for community partnerships?
All building community partners must be approved by the district. This ensures the necessary paperwork is in place for potential funding, data sharing, and student access.

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
What is the name of the partner?	*What services do they provide?*	*How do these services align with the results of our strengths and needs assessment process?*	*What data sharing agreement is in place?*	*When did the school board approve the agreement?*	*Who (school staff, community partners, families, students) needs to be informed of this approved partnership?*
Community in Schools (CIS)	Wrap around services for families, truancy support, and coordinator of other community partnerships and programs in the building.	This partnership was an outcome of the district needs assessment conducted as part of our current strategic plan. The services they provide are customized to current students and families based on back to school paperwork and ongoing meetings with families.	Our CIS staff member has access to the same data staff do. This agreement is part of the district contract.	We began our partnership with CIS in 2021	Families are notified annually of this partnership.
Walla Walla Schools Foundation	Outdoor education field trips for all students at each grade level.	These programs are tied to student engagement.	District level, non-identifiable data is shared.	WWSF began in 2022 and they present annually to the Board of Directors.	There is ongoing communication with families and the community about this partnership.
Whitman College	Math and Reading tutoring and mentoring.	Building relationships and trusted adults who can support and further engage students who are not yet at grade level.	We don't share data with the student tutors.	Thai partnership does not require official board approval. However, all programs and students are vetted through at least the Teaching and Learning department and	Cabinet

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
				follow district office protocols.	

Step 3: Plan Integrated Student Supports

Resources: Developing SMARTIE Goals, Identifying Evidence-Based Practices and Programs, Evidence-Based Interventions, Planning Training and Coaching, Coordinating State and Federal Funding Sources

What is our vision and mission statement?
At Berney Elementary, our mission is to ensure learning for all by any means necessary. We believe we must become a high-functioning professional learning community that serves all students in order to become Washington's most sought after graduates.

Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources

What is our vision and mission statement?				
What evidence-based practice ***(intervention, activity, or strategy)*** *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the extent to which this* ***evidence-based practice (intervention, activity, or strategy)*** *was implemented as intended?* *What short-and long-term* ***data*** *will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur?* *What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the* ***evidence-based practice (intervention, activity, or strategy)?*** *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

SMARTIE Goal #1
By May 2026, we will **refine and implement a schoolwide behavior support system** that includes consistent **data collection, clear protocols, and responsive interventions**, co-developed by the SEL Team with **input from staff**.

Evidence-based practice	Implementation and Impact Data	Timeframe	Lead	Resources
The SEL Team will lead professional development throughout the year on **PBIS strategies, de-escalation practices**, and **intervention protocols**, with at least **three training sessions** provided schoolwide. Specifically, our district SEL team will provided training for all staff. Then our building SEL team will lead the data collection and monitoring of practices through ghost walks, analyzing referral data monthly, and survey staff on their understanding and use of de-escalation strategies.	Using **5Labs behavior dashboards**, we will monitor trends pulled from Skyward to ensure data-informed decisions. This work supports equity and inclusion by ensuring **all staff are equipped** to support diverse student needs and that systems are **transparent, consistent, and restorative** across all classrooms. Both the SEL and SST team will also utilize ABC data to monitor the success of our plans every 6-8 weeks. The impact of this goal will be a reduction in radio calls and escalated students because staff will be able to more successfully implement	Establishing and publishing **schoolwide behavior protocols** by November 2025. At least **85% of staff reporting clarity and confidence** in behavior systems via a mid-year feedback survey. **Monthly data reviews** indicating improved consistency in documentation and reduced referrals in identified focus areas (e.g., defiance, disruption).	The SEL Team which includes the Principal	District SEL Team for pd around specific strategies.

	proactive strategies to head off the escalation. This is tied to our needs assessment and We had 117 minor referrals, which represent the majority of discipline incidents. Most students remain in Tier 1 (0–1 referrals), while Tier 3 (5+ referrals or multiple majors) is relatively small. The focus moving forward is improving month-to-month consistency in documentation to strengthen data-based interventions.			
Funding: List and describe funding source(s) associated with the activities described above.				

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Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.
1. LAP

SMARTIE Goal #2: By **May 2026**, **100% of classroom teachers** will implement **oral language development strategies** aligned with **Universal Design for Learning (UDL)** principles to increase access and engagement for all learners. **Additionally, each month the Guiding Coalition will present a new inclusionary practice strategy** to support staff learning and strengthen inclusive instructional practices schoolwide.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Professional development and resources will be provided through Guiding Coalition leadership, including a fall book study, strategy modeling, and team-led professional learning. Staff will engage in collaborative planning and reflection using UDL checkpoints, with opportunities to share implementation successes and challenges.	Self-Assessments, Classroom Walk-Through's and Student Engagement Check-In's This goal promotes equity by ensuring that all students, including multilingual learners and students with disabilities, have access to rich, interactive learning environments that honor diverse ways of communicating and demonstrating understanding. Guiding coalition members will conduct classroom	Staff self-assessments and reflections collected twice during the year (November and April). Classroom walk-through data showing evidence of UDL-aligned oral language supports in at least 80% of classrooms by March. A student engagement check-in (survey or observational data) showing growth in participation and oral expression opportunities	The Guiding Coalition which includes the Principal	UDL Practices/Resources Guiding Coalition Summits District Special Ed Director and ML Specialist. Outside consultant to provide specific professional development for students with autism.

	walks during the student day and ghost walks to collect and provide ongoing feedback on student engagement. This will support the following identified need from our CNA. Overall proficiency remains under 50% across all subgroups, with especially low performance among English Learners and students with disabilities. These groups will benefit from sustained focus on oral language, literacy instruction, and scaffolding strategies. The scaffolding strategies will come through intentional planning to reduce barriers and increase engagement with the implementation of inclusionary practices.	in both general education and support settings		

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

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Funding Source	Description	Activities in the goal funded with these dollars
Basic Ed	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	Early Release Wednesdays for team collaboration.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Additional staff members on the GC who are not part of the basic classroom teacher allocation from the district stipend.
Title IV, Part A-Stronger Connections Grant	Aligned with the Safe and Healthy Students program purpose.	Our District Stronger Connections grant provides funding for inclusionary practices work related to extended collaboration, time with consultants, and release time to visit each other's classrooms.

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SMARTIE Goal #3:

By May 2026, 100% of professional learning teams will engage in **weekly cycles of inquiry** using the four Danielson questions to guide collaborative conversations. Teams will **co-create a simple data collection tool** (e.g., a weekly tally or digital tracker) to monitor and reflect on implementation progress and ensure **transparency across grade levels**. The system will be designed with input from all teams during the months of Aug/Sept and refined in October and January based on staff feedback.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
To support implementation, staff will receive training in **inquiry cycles, CFA design**, and **collaborative reflection protocols** during Aug/Sept and through ongoing coaching.	Weekly Tracking Sheet CFA's This goal supports equity by ensuring all teams—regardless of experience—have input in the system design, and that all students benefit from **collaborative, responsive instruction**. We will use math and ELA CFA data at weekly PLT collaboration, and then at our 2x monthly Guiding Coalition meetings, to track growth toward this goal. As part of the GCs review of data, we will disaggregate by special education, ML, and free/reduced. The impact of the data will be to support an increase in attendance as students	Weekly tracking data showing at least **80% of teams completing inquiry cycles consistently** by January and sustaining through May. **Common formative assessment (CFA)** data showing at least **80% of students meeting team-identified learning targets** in units where inquiry cycles have been used.	The Guiding Coalition which includes the principal.	"Powerful Guiding Coalitions" by Bill Hall among other Guiding Coalition Resources.

	have stronger academic supports. As we strengthen Tier 2 supports (both academic and behavior), and prioritize ELA proficiency, especially for English Learners and students with disabilities we will be addressing this need that emerged from our CNA.			

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

1.

Funding Source	Description	Activities in the goal funded with these dollars
Basic Ed	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	Early Release Wednesdays for team collaboration.
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	Funding from the district only covers grade level representation membership on the Guiding Coalition. We leverage LAP dollars to include our LAP funded staff member to be part of this building leadership team.

2.

What supports are available to meet the identified needs of students? Outline the following for optimal coordination of academic and nonacademic supports.

- **Area of focus:** identified need (academic skills, nonacademic barriers, etc.)
- **Decision rules:** data-based criteria for entrance and exit to supplemental supports
- **Supports to be provided**: specific supports, academic or nonacademic, to be provided if student meets criteria
- **Duration and frequency:** how long and often supports should be provided
- **Time of day:** when supports occur (before school, during intervention block, after school, weekend, etc.)
- **Location:** where supports occur
- **Staff:** support lead and contact
- **Progress monitoring:** tool used to assess student progress and implementation of supports
- **Communication:** plan to communicate with staff, partners, and families

Tier 1 (Universal) – *What do all students have access to in Tier 1?*

Academic	**Nonacademic**
Every student has access to core instruction and supports	All students have access to SEL Support.

Tier 2 (Targeted) – *What do some students, based on data-informed needs, have access to in Tier 2?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
All subjects	Results on Formative and Summative Assessments	Small group intervention, reteaching, test retakes	As needed, per data results	Class time	Classrooms	Para	Retakes, future assessments	N/A

Tier 3 (Intensive) – *What do a few students, based on data-informed needs, have access to in Tier 3?*

Area of focus	*Decision Rules (Entry*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*

	& Exit Criteria)							
Support class (ML or SpEd)	Assessment and testing data	Additional lessons for intensive pre or reteaching	Daily	School Day	Classroom	ML coordinator and/or SpEd teachers	Weekly	Parent communication when scheduling, IEP meetings
Self-regulation	ABC data and other time on task data	SElf-regulation strategies .	3x a week for 20 minutes to start, fading in frequency when student demonstrates they can consistently apply skills	Built in around core time	Typically counselor's office, or PAWs Center.	Counselor and district SEL Team	Weekly	In-person meetings and email, including sharing of data trackers.

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Communication	Method(s)	Date Received and/or Approved
School board	Board Packet from the Superintendent for initial review. More progress and updates are also shared before January 1, per our district policy.	September 26, 2025
School staff	During PD and in working with the building leadership team.	Ongoing
Community partners	In-person conversations	Ongoing
Families	PTA meetings and monthly newsletters	Ongoing

Step 4: Deliver Integrated Student Supports

Resources: Understanding Implementation Fidelity, Monitoring Implementation of Planned Supports, Implementing Evidence-Based Practices with Fidelity

How are we tracking implementation within the school?
Documentation of communication (*to share implementation progress, barriers, etc.*): Click or tap here to enter text.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Click or tap here to enter text.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Click or tap here to enter text. Provided: Click or tap here to enter text.
Documentation of materials, training, and coaching to ensure fidelity of implementation: Click or tap here to enter text.

Step 5: Use Data to Drive Continuous Improvement

Resources: Using Improvement Cycles, Data-Based Individualization (DBI) Steps and Resources, SIP EOY Rubric and Feedback Template

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
Date of Review: *When did the data review take place?*	**Data Review & Evaluation:** *What is the impact, or student response, to provided supports?* *Which factors might have contributed to the student response?* *Was the plan for implementation followed? If not, why?*	**Action Items:** *What adjustments need to be made to improve our impact on student learning? (e.g., changes for students - initiate, continue, intensify, fade, or discontinue supports – and/or changes for adults – training and coaching, scheduling, etc.)*	**Lead:** *Who is responsible for each action item?*	**Timeframe:** *When do these action items need to be completed?*	**Communication:** *What communications need to occur related to these action items? Who, what, how?*
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Integrated Student Supports Implementation Template
CCF

Audience & Purpose

This template is intended to be an optional working document to support implementation of school-level activities in each step of the ISS Protocol. The information gathered on this template can be used to coordinate annual state and federal requirements (see Appendix B in the ISS Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use this template to support annual School Improvement Plan (SIP) requirements.

Getting Started

Implementation Teams

Resources: Implementation Teams Overview, School Team Membership, Creating an Implementation Team, Teaming Inventory

Who are our school implementation team members? List Name and Title/Role.	
Michelle Carpenter/Principal Brent Cummings/Community Outreach and Partnership Director Emma Kubrock/School Psychologist	Anastasia Garcia/Head Start Education Manager Linda Solis/ECEAP Site Coordinator Stephanie Huse/Special Education Teacher

Team Procedures

Resources: Team Working Agreements, Communication Protocols Worksheet, Example Communication Protocol, Selecting Useable Innovations, Evidence-Based Interventions, Data-Based Decision Making, Data Teaming Tools

What are our team procedures?
Working agreements We care for ourselves. We care for our friends. We are for our school. o Working together as one team. o Teaching and sharing knowledge with others. o Modeling care and good behavior. o Showing up and being positive. o Covering for each other when needed.
Communication protocols ● **Positive Communication:** ● Encouraging words and affirmations. ● Asking others how to help. ● Speaking up when something is wrong. ● Happy voices, music, singing, and laughter filling the school. ● Clear expectations communicated at the beginning of the year. ● **Support and Cooperation:** ● Collaborating with each other to solve problems. ● Sharing knowledge and teaching others when they need help. ● Always being available to assist and support each other. ● Ensuring that everyone feels valued and appreciated.

Selection process for evidence-based practices and programs: At Walla Walla Center for Children and Families, the selection of evidence-based practices and programs is guided by alignment to our district's Strategic Plan and school improvement goals. Our process includes the following steps:

1. **Data Review and Needs Identification**
    - Building teams (SEL Team, SST Team and each program–Head Start, ECEAP, Developmental Preschool and TTK) collaboratively review student outcome data (academic, behavior, and SEL) each fall, winter, and spring.
    - Data sources include WAKids, ASQ, Teaching Strategies Gold, attendance, behavior incident reports, and perception surveys.
    - Teams identify priority areas where current practices may need to be refined or supplemented.
2. **Alignment with District-Approved Resources**
    - Practices and interventions are selected from OSPI TTK Framework and Guidelines, PBIS and Conscious Discipline. Additionally standards are followed from Head Start and ECEAP and our District T & L Department.
    - When new strategies are considered staff review available evidence, seek feedback from curriculum coordinators, and confirm alignment with district initiatives.
3. **Collaborative Vetting and Input**
    - The SEL Team and Building Leadership Team co-develop recommendations for practices or tools, incorporating feedback from staff through surveys, discussions, and pilots.
    - Staff voice is integral to building commitment and ensuring selected practices are responsive to classroom realities.
4. **Implementation, Monitoring, and Refinement**
    - Building teams monitor implementation fidelity using simple data collection tools (tallies, trackers, walkthroughs, or surveys).
    - Progress is reviewed with staff at set intervals (October and January) and adjustments are made to strengthen effectiveness.

This process ensures that instructional and behavioral supports are **evidence-based, aligned to district priorities, responsive to student needs, and refined through ongoing staff collaboration**

Data-based decision-making

The SST, SEL, Building Leadership, Housekeeping, and Attendance Teams play a central role in analyzing schoolwide data to guide improvement efforts. All teams meet weekly, with at least one meeting each month dedicated to reviewing multiple data sources (e.g., academic, behavior, SEL, and attendance). Through this process, teams identify trends, monitor progress toward SIP goals, and recommend responsive actions to ensure that instructional and behavioral supports are effectively meeting student needs.

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

Step 1: Assess Strengths and Needs

Resources: Comprehensive Needs Assessment Toolkit, Washington State Report Card, PBIS Tiered Fidelity Inventory, Reading Tiered Fidelity Inventory, Washington 211 Resource Inventory, Finding the Root Cause, NIRN Root Cause Analysis

School-Level Data

Which assessment did we engage in this year?

- € Intensive review of our strengths and needs (every 3-5 years) Community Needs Assessment, Building Self-Assessment
- € Focused review of our strengths and needs (yearly) CEE Survey data, WaKids, ASQ, Head Start Checkpoints, Attendance

What are the demographics in our school?

Total enrollment:

Head Start

- 6 classrooms serving 116 students

ECEAP (Operated by ESD 123)

- 5 classrooms serving up to 90 students

Transitional Kindergarten

- 5 classrooms serving 90 students

Developmental Preschool

- 2 half-day classrooms serving up to 24 students

- ***JUST CCF FROM OSPI:***
  - ***109 students***

Gender: Female-40.4% Male-59.6%

Race/Ethnicity: White-42.2% Hispanic-50.5% Black/African American-3.7% Two or More Races-3.7%

Program and characteristic: ELL-13.8% Non-ELL-86.2% Low Income 71.6%, Homeless: 5.5%,IEPs: 33%

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school?

€ Attendance	€ WaKIDS assessment
€ Behavior (discipline referrals, etc.)	€ Academic screening
€ Student, family, and staff perception data (surveys, etc.)	€ State summative assessment
€ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)	€ On track for graduation (if applicable)
€ Social, emotional, behavioral, and mental health (SEBMH) screening	€ Support data across tiers (participation, pre/post data, impact data): Click or tap here to enter text.
€ WIDA assessment	€ Other: Click or tap here to enter text.

What are the main trends in student data, disaggregated by student group and program, in our school?

Strengths	Needs
Attendance: Attendance this school year has been steady at 80% based on monthly meetings, an attendance committee and family connection/communication. **Behavior** Data shows clearer patterns in the types of behaviors being documented, helping us understand root causes rather than isolated events.Able to implement interventions with fidelity.	**Attendance**: Only 45.4% of our students have 90% or above attendance. Early outreach, targeted supports, and family partnerships will be essential to improve attendance, particularly for student groups showing lower attendance rates.

	Behavior Our focus is improving month-to-month consistency in documentation to strengthen data-based interventions.

What are the root causes for the trends in student data, disaggregated by student group and program, in our school?

1. Attendance
   a. Transportation, lack of clarity of purpose
2. Behavior & Cycles of Inquiry
   a. Inconsistent professional learning opportunities for teachers and support staff in behavior de-escalation, SEL integration, and trauma-informed practices–specifically at the TTK level.
   b. Limited funding to sustain ongoing training or provide substitutes for staff to attend professional development.
   c. Gaps in behavior documentation and data consistency across classrooms, making it harder to track and respond to patterns in real time.
3. Family Engagement
   a. Lack of clarity of purpose regarding events, school initiatives, or family involvement expectations creates confusion or reduces motivation to participate.

OSSI Identified Schools: *All schools identified for improvement must review family engagement data and WSIF data accessed through the Washington State Report Card in their comprehensive needs assessment process.*

Priorities Aligned with Data Trends
Based on our careful review of school-level data, what are our top priorities? 1. Improve over all student attendance 2. Improve consistency and support in behavior systems and inquiry cycles 3. Increase family engagement

Mapping Resources to Address Priorities

What resources are available in the school, community and region to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
Certified teachers (general education and specialists) Paraeducators supporting instruction and SEL Student support team Building SEL Team and Leadership Team Custodial, office, and cafeteria staff contributing to safe and supportive environments	Core curriculum in TTK Guidelines UDL-aligned instructional practices (sentence stems, visuals, oral language scaffolds) SEL curriculum (Second Step and PurposeFull People) and schoolwide PBIS expectations ("CCF Agreements")	Assessment systems: WAKids, TSGold, 5Lab (behavior/discipline data), Skyward (attendance) Classroom libraries, resources for early literacy Family communication systems: ParentSquare, newsletters, family engagement events	District PD on UDL, SEL, and PLCs Building-level PD: Sessions on oral language and visuals Collaboration through PLTs with focus on Danielson 4 questions State/district opportunities (LETRS, PBIS trainings, UFLI Support)	Building discretionary budget Title I (academic supports, family engagement) LAP (Learning Assistance Program) funds for Tier 1 & 2 interventions Special Education resources for inclusive practices Local grants/donations from regional businesses and organization

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
All	Supporting students with varied developmental and behavioral needs	For this initial presentation, materials will be based on the presenter handouts	Michelle Gwinn will provides whole staff professional learning	Title or LAP depending on which funds need to be spent first. .

Mapping Resources to Address Priorities

Classroom Teachers	Differentiation with a focus on reducing barriers/inclusionary practices with a focus on our ML learners, special education students, and students who may lack background knowledge based on their income status.	Examples of lessons modified to meet the needs of a variety of learners	Building SEL and Leadership Team will lead staff during extended collaboration, release time, and team time.	None as the professional learning will happen within the current contracted times.

Click or tap here to enter text.

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
All	Increasing understanding of sensory needs of our students, irrelevant of their student group.	Articles to build understanding. More noise cancelling headphones, fidgets and alternative seating.	Building and district PT will lead staff in learning about sensory needs of students and how noise cancelling headphones, fidgets and alternative seating can be a support.	Title 1 funds and grant funds will support headphone purchase.
Building Leadership Team	Deepening understanding of how inclusionary practices fit within the instruction already being provided.	We will use the Haring Institute materials and website.	Release time and extend day time with NOVAK consultant to deepen understanding of inclusionary practices, implementation, and leading peers	We will use Title funds to cover release time for staff.

Click or tap here to enter text.

Mapping Resources to Address Priorities

What resources still need to be identified and secured to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
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Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

OSSI Identified Schools: *Schools identified for improvement must identify, examine, and address resource inequities.*

Step 2: Build Community Partnerships

Resources: Creating Clear Agreements

Who is our point of contact for partnerships at the school level? List Name and Title/Role.
Michelle Carpenter, Principal Brent Cummings, Community Partnerships and Outreach Coordinator Cindy Ramirez, Communities in Schools

Who is our point of contact for partnerships at the district level? List Name and Title/Role.
Christy Krutulis, Executive Director of Teaching and Learning, Brent Cummings, Community Outreach and Partnership Coordinator

What district policies and procedures do we need to follow for community partnerships?
All building community partners must be approved by the district. This ensures the necessary paperwork is in place for potential funding, data sharing, and student access.

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
What is the name of the partner?	*What services do they provide?*	*How do these services align with the results of our strengths and needs assessment process?*	*What data sharing agreement is in place?*	*When did the school board approve the agreement?*	*Who (school staff, community partners, families, students) needs to be informed of this approved partnership?*
Community in Schools (CIS)	Wrap around services for families, truancy support, and coordinator of other community partnerships and programs in the building.	This partnership was an outcome of the district needs assessment conducted as part of our current strategic plan. The services they provide are customized to current students and families based on back to school paperwork and ongoing meetings with families.	Our CIS staff member has access to the same data staff do. This agreement is part of the district contract.	We began our partnership with CIS in 2021	Families are notified annually of this partnership.
Walla Walla Schools Foundation	Outdoor education field trips for all students at each grade level.	These programs are tied to student engagement.	District level, non-identifiable data is shared.	WWSF began in 2022 and they present annually to the Board of Directors.	There is ongoing communication with families and the community about this partnership.
Whitman College	Reading and mentoring.	Building relationships and trusted adults who can support and further engage students.	We don't share data with the student tutors.	Thai partnership does not require official board approval. However, all programs and students are vetted through at least the Teaching and Learning department and	Cabinet

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
				follow district office protocols.	

Step 3: Plan Integrated Student Supports

Resources: Developing SMARTIE Goals, Identifying Evidence-Based Practices and Programs, Evidence-Based Interventions, Planning Training and Coaching, Coordinating State and Federal Funding Sources

What is our vision and mission statement?
At CCF we care for ourselves, our school and our friends. The Walla Walla Center for Children & Families provides birth-to-five services for youth and parents as a coordinated and comprehensive community learning hub. From parenting education and support to infant care and early learning, the center is far more than just a preschool. Its services address and help overcome the staggering access gap for many Walla Walla youth and families, promoting an inclusive community resource that encourages integration, engagement and opportunity for all.

Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.

What is our vision and mission statement?				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
What evidence-based practice ***(intervention, activity, or strategy)*** *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the extent to which this* ***evidence-based practice (intervention, activity, or strategy)*** *was implemented as intended?* *What short-and long-term* ***data*** *will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur?* *What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the* ***evidence-based practice (intervention, activity, or strategy)?*** *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

SMARTIE Goal #1
Click or tap here to enter text.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
The SEL Team will lead professional development throughout the year on PBIS strategies, de-escalation practices, and intervention protocols, with at least three training sessions provided schoolwide. Specifically, our district SEL team will provide training for all staff. Then our building SEL team will lead the data collection and monitoring of practices through ghost walks, analyzing data monthly, and survey staff on their understanding and use of de-escalation strategies.	Using our internal tracking system, we will monitor trends pulled from Skyward to ensure data-informed decisions. This work supports equity and inclusion by ensuring all staff are equipped to support diverse student needs and that systems are transparent, consistent, and restorative across all classrooms. Both the SEL and SST team will also utilize ABC data to monitor the success of our plans every 6-8 weeks. The impact of this goal will be a reduction in radio calls and escalated students because staff will be able to more successfully implement proactive strategies to head off the escalation. This is tied to our needs assessment	Establishing and publishing schoolwide behavior protocols by November 2025. At least 85% of staff reporting clarity and confidence in behavior systems via a mid-year feedback survey. Monthly data reviews indicating improved consistency in documentation and reduced referrals in identified focus areas (e.g., defiance, disruption).	The principal	District SEL Team

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

What supports are available to meet the identified needs of students? Outline the following for optimal coordination of academic and nonacademic supports.

- **Area of focus:** identified need (academic skills, nonacademic barriers, etc.)
- **Decision rules:** data-based criteria for entrance and exit to supplemental supports
- **Supports to be provided**: specific supports, academic or nonacademic, to be provided if student meets criteria
- **Duration and frequency:** how long and often supports should be provided
- **Time of day:** when supports occur (before school, during intervention block, after school, weekend, etc.)
- **Location:** where supports occur
- **Staff:** support lead and contact
- **Progress monitoring:** tool used to assess student progress and implementation of supports
- **Communication:** plan to communicate with staff, partners, and families

Tier 1 (Universal) - *What do all students have access to in Tier 1?*

Academic	**Nonacademic**
Every student has access to core instruction and supports	All students have access to SEL Support.

Tier 2 (Targeted) - *What do some students, based on data-informed needs, have access to in Tier 2?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
All subjects	Results on Formative and Summative Assessments	Small group intervention, reteaching	As needed, per data results	Class time	Classrooms	Para	Retakes, future assessments	N/A

Tier 3 (Intensive) - *What do a few students, based on data-informed needs, have access to in Tier 3?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
Support class (ML or SpEd)	Assessment and testing data	Additional lessons for intensive pre or reteaching	Daily	School Day	Classroom	ML coordinator and/or SpEd teachers	Weekly	Parent communication when scheduling, IEP meetings
Self-regulation	ABC data and other time on task data	SElf-regulation strategies .	3x a week for 20 minutes to start, fading in frequency when student demonstrates they can consistently apply skills	Built in around core time	Typically classroom, Sped office, or Sensory Room	Building and district SEL Team	Weekly	In-person meetings and email, including sharing of data trackers.

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Communication	Method(s)	Date Received and/or Approved
School board	Board Packet from the Superintendent for initial review. More progress and updates are also shared before January 1, per our district policy.	December 16, 2025
School staff	During PD and in working with the building leadership team.	Ongoing
Community partners	In-person conversations	Ongoing
Families	Meetings and monthly newsletters	Ongoing

Step 4: Deliver Integrated Student Supports

Resources: Understanding Implementation Fidelity, Monitoring Implementation of Planned Supports, Implementing Evidence-Based Practices with Fidelity

How are we tracking implementation within the school?
Documentation of communication (*to share implementation progress, barriers, etc.*): Click or tap here to enter text.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Click or tap here to enter text.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Click or tap here to enter text. Provided: Click or tap here to enter text.
Documentation of materials, training, and coaching to ensure fidelity of implementation: Click or tap here to enter text.

Step 5: Use Data to Drive Continuous Improvement

Resources: Using Improvement Cycles, Data-Based Individualization (DBI) Steps and Resources, SIP EOY Rubric and Feedback Template

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
Date of Review: *When did the data review take place?*	**Data Review & Evaluation:** *What is the impact, or student response, to provided supports?* *Which factors might have contributed to the student response?* *Was the plan for implementation followed? If not, why?*	**Action Items:** *What adjustments need to be made to improve our impact on student learning? (e.g., changes for students - initiate, continue, intensify, fade, or discontinue supports – and/or changes for adults – training and coaching, scheduling, etc.)*	**Lead:** *Who is responsible for each action item?*	**Timeframe:** *When do these action items need to be completed?*	**Communication:** *What communications need to occur related to these action items? Who, what, how?*
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Integrated Student Supports Implementation Template
School Level

Audience & Purpose

This template is intended to be an optional working document to support implementation of school-level activities in each step of the ISS Protocol. The information gathered on this template can be used to coordinate annual state and federal requirements (see Appendix B in the ISS Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use this template to support annual School Improvement Plan (SIP) requirements.

Getting Started

Implementation Teams

Resources: Implementation Teams Overview, School Team Membership, Creating an Implementation Team, Teaming Inventory

Who are our school implementation team members? List Name and Title/Role.	
Eli Entrenna, Title I Teacher/Assessment Coordinator, GC Andrea Valencia, First Grade Teacher, GC Siomara Hobbs, Second Grade Teacher, GC Martin Telstad, Librarian Russell Carroll, Learning Specialist	Jazmin Lopez, Third Grade Teacher, GC Jason Schafer, Fourth Grade Teacher, GC Cecilia Solis, Fifth Grade Teacher, GC Brandy Ross, Interim Principal

Team Procedures

Resources: Team Working Agreements, Communication Protocols Worksheet, Example Communication Protocol, Selecting Useable Innovations, Evidence-Based Interventions, Data-Based Decision Making, Data Teaming Tools

What are our team procedures?
Working agreements **1. Center What Matters Most** Ground decisions in what strengthens student learning, engagement, and well-being. **2. Lead with Trust and Respect** Assume positive intent, listen actively, and value all perspectives. **3. Let Evidence Guide Us** Approach data with inquiry and use it to shape meaningful, informed action. **4. Bring a Growth Mindset** Stay open to feedback, new thinking, and continuous improvement. **5. Be Clear and Follow Through** Identify next steps, roles, and timelines—and return with timely updates.
Communication protocols **Norms** - Four agreements of Courageous Conversations: • Stay engaged • Speak your truth • Experience discomfort • Expect and accept non-closure

Selection process for evidence-based practices and programs
As a new principal, our teams are engaging in a deeper, long-range review of Edison's strengths and needs. Although this work is still new, we have begun a 3–5 year analysis of reading and MTSS data to understand historical trends, system gaps, and areas where instructional practices have had the greatest impact. This includes following student cohorts across multiple years using mCLASS, Lectura, i-Ready, and SBA data to identify patterns in literacy development in both Spanish and English. Alongside this long-range review, we will conduct an annual focused analysis of our strengths and needs in reading, attendance, and behavior. Teams collaboratively examine current mCLASS, attendance, and behavior data to identify students needing targeted supports and to determine areas where our Tier 1 and Tier 2 systems require strengthening. This information guides the development of intervention plans, success plans for individual students, and adjustments aligned to our SIP goals. Using OSPI's evidence-based practice criteria, we select interventions that directly align to identified needs, support our multilingual and diverse learners, and can be implemented with fidelity using available staff, time, and resources. The Guiding Coalition, MTSS teams, and grade-level teams review research, consider feasibility, and ensure alignment with district expectations. We are working on ideas on how we can engage student and family voice.
Data-based decision-making
Data-based decision making is a shared responsibility across several key teams, including the Guiding Coalition (GC), Assessment Team, Title I/LAP teachers, the SEL Team, and the Housekeeping Team, which includes the Psychologist, Special Education Teacher, SLP, OT, Learning Specialist, and Principal. Together, these teams play a central role in analyzing schoolwide data to guide improvement efforts. Teams meet regularly, with at least one meeting focused on reviewing multiple data sources such as academic achievement, behavior patterns, SEL indicators, and attendance trends. This structured review process allows teams to identify emergent needs, monitor progress toward SIP goals, and recommend timely, responsive actions to ensure that instructional, behavioral, and social-emotional supports are effectively meeting student needs.

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

Step 1: Assess Strengths and Needs

Resources: Comprehensive Needs Assessment Toolkit, Washington State Report Card, PBIS Tiered Fidelity Inventory, Reading Tiered Fidelity Inventory, Washington 211 Resource Inventory, Finding the Root Cause, NIRN Root Cause Analysis

School-Level Data

Which assessment did we engage in this year?

- € Intensive review of our strengths and needs (every 3-5 years)

As a new principal, our teams are engaging in a deeper, long-range review of Edison's strengths and needs. Although this is my first year at the school, we are beginning an intensive review cycle by examining multiple years of reading and MTSS data to understand trends over time and determine how well our systems have supported student learning. Due to significant principal turnover in prior years, we will need to work collaboratively to establish a consistent, comprehensive needs assessment process and determine how we will move forward together.

Although this is still very new for us, our current 3–5 year review thoughts includes:

1. Cohort Analysis of Reading Outcomes
We are following cohorts of students across multiple years using MCLASS, i-Ready, and SBA data to identify long-term patterns in early literacy development, growth trajectories, and areas where instructional practices have had the strongest impact in both Spanish and English Reading.

2. Identifying Historical Strengths and System Gaps
The team will be working to identify:

- instructional practices that have shown sustained success,
- student groups who have experienced consistent growth, and system gaps or patterns of disproportionality that need attention.

4. Using Findings to Shape a New Cycle of Improvement
This long-range data review will inform updates to our SIP, guide professional learning priorities, and influence decisions about evidence-based programs and interventions for the next several years.

- € Focused review of our strengths and needs (yearly)

As a school we are analyzing our strengths and needs with a particular focus on our reading, attendance and behavior goals. This work involves collaboratively reviewing MCLASS data for early literacy and building-wide attendance data to understand current patterns, identify students who require additional support, and determine areas for system strengthening.

Through this ongoing analysis, we are identifying both areas of growth and areas needing targeted intervention. Teams will be using this information to create proactive and responsive plans, such as success plans for individual students, intervention plans for small groups, and structured check-ins to support attendance and engagement. This work ensures that our next steps are intentional, data-informed, and aligned with our SIP goals. Leading to the success of our students.

What are the demographics in our school? *2024-2025 Report Card*

Total enrollment: 463

Gender: Female: 52.1%, Gender X .2%, Male 47.7%

Race/Ethnicity: American IndianAlaskan Native .4%, Asian.2%, Black/African American.4%, Hispanic/Latino of any race(s) 73.7%, Native Hawaiian/Pacific Islander .2%, Two or More Races 3.2%, White 21.8%

Program and characteristic:

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school?

Do

€ Attendance	€ WaKIDS assessment

€ Behavior (discipline referrals, etc.)	€ Academic screening
€ Student, family, and staff perception data (surveys, etc.)	€ State summative assessment
€ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)	€ On track for graduation (if applicable)
€ Social, emotional, behavioral, and mental health (SEBMH) screening	€ Support data across tiers (participation, pre/post data, impact data): Click or tap here to enter text.
€ WIDA assessment	€ Other: Click or tap here to enter text.

What are the main trends in student data, disaggregated by student group and program, in our school?

Strengths	Needs
Attendance Strengths: 78.4 percent of students demonstrate strong attendance, providing a solid foundation of consistent school participation. **Behavior:** Behavior referrals decreased from 64 last year → 16 this year during the same time period. This represents a 75% reduction in referrals, indicating	**Attendance** Needs: 21.6 percent of our students are chronically absent (Chronically Absent Students: A student whose attendance is less than 90% - according to 5Lab) Out of 99 K–5 students who are chronically absent, 24 are kindergartners. Chronic absence in kindergarten creates early learning gaps that become much harder to close later **Behavior:** Even with the overall reduction in referrals, the playground has emerged as a location where challenges are increasing. Based on the number of students we are actively

stronger Tier 1 systems, clearer expectations, and more consistent follow-through across classrooms and common areas. Increase in stud **SLA Proficiency:** **Kindergarten:** From BOY to EOY in *Sonidos de Letras (FSL)*, we reduced the number of students in the **well below** category from **57 students to 18 students** on mCLASS. (sounds) **First Grade:** From BOY to EOY in *Sonidos de Letras (FSL)*, we decreased the number of students in the **well below** category from **27 to 17 students** on mCLASS. **Second Grade:** From BOY to EOY in *Accuracy (FLO–Prec)*, the number of students in the **well below** category decreased from **28 to 17 students**, and the number of students **at grade level** increased from **27 to 41 students**.	intervening with during recess, we believe that more referrals could or should have been documented. Reviewing our referral process with staff will help with more accurate data. This suggests a need for targeted supervision strategies, reteaching of recess expectations, and consistent adult language. Trends show that unstructured times continue to present the highest need for support. **SLA Proficiency** As we celebrate this growth, we also recognize the importance of continuing to refine our alignment between foundational skills instruction and Lectura so that students experience a cohesive literacy pathway across classrooms and grade levels.

What are the root causes for the trends in student data, disaggregated by student group and program, in our school?

1. Lack of understanding of the current rigor of kindergarten based on state standards. Root cause needs include early intervention, strengthened family partnerships, and a more proactive system for monitoring and responding to emerging attendance concerns.
2. Significant administrative turn over systems with behavior are not solid yet, due frequent change in building leadership. Root cause needs include: Clear and consistent referral procedures, Targeted supervision strategies during unstructured times reteaching and reinforcement of recess expectations, shared, consistent adult language and responses across staff
3. A root cause need is the continued refinement of alignment between foundational skills instruction and Lectura. A more cohesive, schoolwide literacy pathway is needed so students experience consistent, connected instruction across classrooms and grade levels

OSSI Identified Schools: *All schools identified for improvement must review family engagement data and WSIF data accessed through the Washington State Report Card in their comprehensive needs assessment process.*

Priorities Aligned with Data Trends
Based on our careful review of school-level data, what are our top priorities? 1. Develop solid Tier 1, 2 & 3 systems for behavior. 2. Professional Development around the new curriculum materials (year 2) and continuing to work around developing consistency across grade levels with foundational skills. 3. Strengthen Tier 1 and Tier 2 attendance systems, with a focus on early identification, family partnerships, and reducing chronic absenteeism especially in kindergarten.

Mapping Resources to Address Priorities
What resources are available in the school, community and region to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding

Mapping Resources to Address Priorities				
Certified teachers (general education and specialists) Paraeducators supporting instruction and SEL Counselor, psychologist, and student support team Building SEL Team, Guiding Coalition, and Leadership Team	Core curriculum in ELA (HMH), math, and writing Arriba La Lectura UDL-aligned instructional practices SEL curriculum (Second Step and PurposeFull People) and schoolwide PBIS expectations Fantastic Fours WIN (What I Need) intervention	Assessment systems: i-Ready, DIBELS 8, SBA, WIDA, 5Lab (behavior/discipline data), Skyward (attendance) PBIS recognition systems. Weekly Recognition and monthly Assemblies Classroom libraries, Family communication systems: ParentSquare, newsletters, family engagement events	District PD on UDL, and PLCs, District Alignment with HMH, Dual Alignment, LETRS, UFLI Support) Building-level PD: Guiding Coalition-led sessions on UDL Materials & Resources Collaboration through PLTs	Building discretionary budget LAP (Learning Assistance Program) funds for & 2 interventions Special Education resources for inclusive practices PTA contributions (Family Nights community partnerships) Whitman Partnership for Science Night

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Certified teachers (general education and specialists)	UDL-aligned instructional practices			LAP/Title Building Budget

Mapping Resources to Address Priorities				
District Literacy TOSA Paraeducators supporting instruction and SEL Counselor, psychologist, and student support team	Model lessons for certificated, meet with teams, Professional Development in literacy SEL curriculum (Second Step (Bullying) and PurposeFull People) and small group social skills instruction WIN (What I Need)intervention and enrichment blocks	Small group literacy and social skill friendship groups Tracking charts for attendance & behavior Check-in Check-Out (CICo) for students	Summer UFLI training for Paraeducators, model learning, progress monitoring Focus on identifying SEL small group Targeted behavior re-teaching	

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Multi-Lingual Learners Coordinator	Dedicated class time and release time	Constructing Meaning Materials Spanish texts Material for visual supports	District training	Bilingual funds

Mapping Resources to Address Priorities

Counselor, psychologist, SpEd and student support team	1:1 SEL Support	Second Step	District Support	

Click or tap here to enter text.

What resources still need to be identified and secured to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
All Staff	Consistent Tier 2 and Tier 3 behavior intervention systems (e.g., Check-In/Check-Out, small-group SEL supports). Improved attendance interventions, including early outreach systems and student success plans. Structured MTSS processes for reviewing data and planning interventions across reading, attendance, and	Extended collaboration and release time. Materials will be identified.	Training in Tier 1 behavior expectations, common adult language, and de-escalation strategies. Continued PD for Year 2 implementation of new curriculum materials. Ongoing learning to strengthen alignment between foundational skills instruction and Lectura. Training on accurate referral processes and equitable behavior	Title I/LAP

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	behavior. Clear, consistent referral and reporting procedures to ensure accurate behavior data		documentation. Professional learning for staff on effective attendance strategies and engaging families early.	

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Guiding Coalition	Guided analysis of data collected from progress monitoring, CFAs and the Amplify platform.	Access to Amplify and 5LAB and data protocols.	Use of data protocols to better understand the root causes and next steps.	Title I and LAP when extended time is required. Title dollars to include staff beyond the district allocation for guiding coalition membership.
Additional staff capacity to provide small-group interventions	Structured Tier 2 intervention cycles for reading (e.g., targeted foundational skills	Standardized progress monitoring tools for reading and behavior (e.g.,	Training for staff on implementing Tier 2 academic interventions with fidelity	LAP & Building Budget

Mapping Resources to Address Priorities				
(academic, behavior, and attendance). Trained staff to implement **Check-In/Check-Out (CICO)** or other Tier 2 behavior supports. Attendance team members assigned to consistent follow-up with identified students. Paraeducator support to assist with targeted foundational skills groups.	groups, progress monitoring every 10–15 days). Tier 2 behavior supports such as **CICO**, social skills groups, and structured re-teaching plans for students with recurring behavior challenges. Tier 2 attendance interventions including personalized success plans, family outreach, and ongoing progress checks. Consistent intervention schedules for Paraeducators built into the master calendar to ensure students receive support without	DIBELS intervention PM, behavior tracking forms). Intervention materials aligned to foundational literacy needs (decodable texts, phonics practice materials, Spanish literacy tools for SLA). SEL/behavior curriculum materials for small groups (social skills lessons, self-regulation strategies). Attendance communication materials (personalized attendance plans, check-in sheets, parent	(foundational skills, Lectura alignment, UFLI data sheets & fidelity check list. Professional learning on Tier 2 behavior systems such as CICO, small-group SEL instruction Training for the attendance team on early warning indicators, effective intervention strategies, and culturally responsive family outreach. Coaching and collaboration time to analyze intervention data and adjust supports based on student response. Click or tap here to enter text.	

	missing core instruction.	communication templates).		

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Attendance team CIS and team members able to conduct frequent, personalized outreach	Resources for families Truancy partnerships Tier 3 attendance services, such as individualized attendance contracts, wraparound support, or home visits where appropriate.	Data	Quarterly meetings with Community in Schools and district attendance leads Professional learning for attendance teams on case management, motivational interviewing, and culturally responsive family engagement for high-risk students	Basic Ed
Bilingual paras	Additional staff for push-in support	Additional Staff	As needed with lead teachers	Basic Ed and Title III

Mapping Resources to Address Priorities				
Dedicated interventionist or specialist time to provide 1:1 or very small-group (1:2–1:3) academic and behavior supports. Special education and general education collaboration time for students receiving intensive supports.	Individualized academic intervention plans with increased frequency, duration, and progress monitoring (e.g., daily foundational skills instruction, intensive SLA support). MTSS meetings for students requiring intensive, coordinated supports. Collaboration with specialists (e.g., special education, school psychologist, counselor, speech-language pathologist) to integrate services. Click or tap here to enter text.	Intensive intervention programs or materials designed for significant skill gaps (e.g., phonics intervention programs Spanish literacy intervention tools). Tools for high-frequency progress monitoring, including daily behavior trackers, goal sheets, and academic probes. Data platforms or forms for tracking Tier 3 plans, fidelity, and student response to intervention.	Specialized PD for intensive academic interventions intensive phonics, Spanish-language intervention practices. Training on trauma-informed practices, crisis prevention/intervention, and de-escalation for students with high-intensity needs. . Coaching to support fidelity of Tier 3 interventions and problem-solving processes.	Click or tap here to enter text.

OSSI Identified Schools: *Schools identified for improvement must identify, examine, and address resource inequities.*

Step 2: Build Community Partnerships

Resources: Creating Clear Agreements

Who is our point of contact for partnerships at the school level? List Name and Title/Role.
Brandy Ross, Interim Principal Nicole Flores-RamirezCommunity in Schools
Who is our point of contact for partnerships at the district level? List Name and Title/Role.
Christy Krutulis, Executive Director of Teaching and Learning Brent Cummings, Community Outreach and Partnership Coordinator
What district policies and procedures do we need to follow for community partnerships?
All building community partners must be approved by the district. This ensures the necessary paperwork is in place for potential funding, data sharing, and student access.

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
What is the name of the partner?	*What services do they provide?*	*How do these services align with the results of our strengths and needs assessment process?*	*What data sharing agreement is in place?*	*When did the school board approve the agreement?*	*Who (school staff, community partners, families, students) needs to be informed of this approved partnership?*
Community in Schools (CIS)	Wrap around services for families, truancy support, and coordinator of other community partnerships and programs in the building.	This partnership was an outcome of the district needs assessment conducted as part of our current strategic plan. The services they provide are customized to current students and families based on back to school paperwork and ongoing meetings with families.	Our CIS staff member has access to the same data staff do. This agreement is part of the district contract.	We began our partnership with CIS in 2021	Families are notified annually of this partnership.
Walla Walla Schools Foundation	Outdoor education field trips for all students at each grade level.	These programs are tied to student engagement.	District level, non-identifiable data is shared.	WWSF began in 2022 and they present annually to the Board of Directors.	There is ongoing communication with families and the community about this partnership.
Whitman College	Math and Reading tutoring and mentoring.	Building relationships and trusted adults who can support and further engage	We don't share data with the student tutors.	Thai partnership does not require official board approval. However, all	Cabinet

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
		students who are not yet at grade level.		programs and students are vetted through at least the Teaching and Learning department and follow district office protocols.	

Step 3: Plan Integrated Student Supports

Resources: Developing SMARTIE Goals, Identifying Evidence-Based Practices and Programs, Evidence-Based Interventions, Planning Training and Coaching, Coordinating State and Federal Funding Sources

What is our vision and mission statement?
Mission: Our mission is to ensure high academic achievement and sociocultural competencies for all students in a dual language program. **Vision:** Edison will become a fully bilingual and biliterate school of distinction, grounded in sociocultural competencies, preparing students for success in collaboration and partnership with students, staff, and

What is our vision and mission statement?
families.

Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
What evidence-based practice ***(intervention, activity, or strategy)*** *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the extent to which this* ***evidence-based practice (intervention, activity, or strategy)*** *was implemented as intended?* *What short-and long-term* ***data*** *will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur?* *What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the* ***evidence-based practice (intervention, activity, or strategy)?*** *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used*

for LAP supports and services.

SMARTIE Goal #1 PBIS/SEL Goal By May 2027, Edison will strengthen its PBIS system by refining Tier 1 expectations, expanding Tier 2 SEL supports, and increasing positive recognition, resulting in a 10% reduction in repeated discipline incidents from the 2024–2025 baseline. This work will include consistent use of Fantastic Fours, structured SEL small groups, reteach opportunities, and aligned decision-making language school-wide. Baseline data: Number of referrals from 24-25 from Skyward. Click or tap here to enter text.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Tier 1 Practices Schoolwide reteaching of **Fantastic Fours** expectations across all settings. Consistent use of aligned decision-making language (e.g., "safe body," "respectful choice," "try that again").	Overall 10% reduction in repeated referrals. Decreased disproportionality across student groups. Improved school climate survey scores (student sense of belonging, safety, connectedness).	**Implementation:** Ongoing through May 2027	The guiding coalition and SEL team will be responsible for implementing, measuring, and adjusting the activity. Others involved will be PLC teams, certificated staff, classified staff Click or tap here to enter text.	PBIS professional development Tier 1 Fidelity check SEL curriculum and group materials Time for staff planning and reteach lessons Consistent recess expectations and

Increased **positive recognition**, including Fantastic Four awards, shout-outs, and classwide incentives. Monthly SEL mini-lessons integrated into classrooms. **Tier 2 Practices** **Structured SEL small groups** (friendship groups, self-regulation groups, conflict-resolution). **Check-In/Check-Out (CICO)** for identified students. **Behavior Intervention Plans** using consistent schoolwide tools and visuals.	Increase in instructional time (reduced removals).			supervision maps Fantastic Four recognition materials (certificates) Collaboration time for Tier 2 planning

Reteach sessions following moderate or repeated behaviors..				
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Funding: List and describe funding source(s) associated with the activities described above. **Reminder:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.				
1. LAP				
2. Title IV				

SMARTIE Goal #2:

By spring 2027, 75% of students identified as Well Below on the fall DIBELS/Lectura benchmarks will meet or exceed their individual growth goals, as measured through winter and spring progress monitoring cycles. Growth will be supported through targeted WIN groups, strengthened foundational skills instruction, and consistent implementation of intervention routines across K–5.

Progress will be monitored through mCLASS benchmark assessments, biweekly to monthly progress monitoring, and PLC data reviews to ensure instruction and intervention are responsive to student need. This goal is inclusive and equitable, ensuring that English Learners, Dual Language students, and students receiving special education services receive appropriate and effective supports to accelerate growth.

Click or tap here to enter text.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Edison will implement aligned early literacy practices across K–5, with a specific focus on connecting Foundational Skills (FSL/English), Lectura, and WIN intervention using the following evidence-based strategies:	Monthly review of mCLASS progress monitoring participation and accuracy. PLC documentation of phonics + Lectura alignment discussions.	**Implementation:** August 2024 – June 2027 **WIN Cycles:** Every 6–8 weeks **Progress Monitoring:** Bi-weekly depending on student need	The guiding coalition will be responsible for implementing, measuring, and adjusting the activity. Others involved will be PLC teams, certificated staff, classified staff The building leadership team is responsible for	Professional development on Foundational Skills + Lectura alignment mCLASS diagnostics and progress-monitoring tools

Tier 1 Evidence-Based Practices Strengthen alignment between **Foundational Skills** and **Lectura** instruction through shared routines, pacing discussions, and common language. Daily **systematic and explicit phonics** instruction using core materials. Consistent **progress monitoring** using mCLASS data to inform instructional adjustments. **Tier 2 Evidence-Based Practices** Targeted WIN groups using **mCLASS skill deficit data** (PA, FSL,	WIN group rosters updated every 6–8 weeks. Mid-year mCLASS composite data trends. Consistency of instructional routines across classrooms WIN cycle adjustments aligned to student need progression. Students who start the year "well below" will show growth so that over the course of two years, all students who receive explicit instruction with foundational reading skills will be at or near grade level benchmarks.	**PLC Data Reviews:** Twice monthly **EOY Outcome Review:** June 2025, 2026, and 2027 This is a 2025-26 school year goal. Data will be monitored bi-weekly? monthly for students well-below, quarterly for students below, and at benchmark for students on or above.	implementing, measuring, and adjusting the activity. Others who will be involved are: District UDL consultant Building professional development coordinator PLC leads Para educators	WIN instructional materials aligned to targeted subskills Dedicated collaboration/PLC time District DL and Literacy Department support Alignment work across schools Release days to support the work Release time for teams to analyze data, course correct when they get too far off pacing with the proficiency map plan. Professional learning for those new to explicit reading instruction and UFLI for third

NWF, ORF). Small-group instruction based on **diagnostic sub-skills** (accuracy, advanced phonics, fluency). Additional practice opportunities through decodable texts aligned to students' specific need pathways. **Tier 3 Evidence-Based Practices** Individualized intervention sessions for students with persistent decoding/fluency gaps. Collaboration with specialists (SPED, DL, Interventionist) to ensure linguistic and instructional alignment.				grade and up teachers.

UFLI foundational skills instruction for third graders. Explicit reading instruction for K-2 students in Spanish. Implementation of inclusionary practices that reduce barriers to accessing grade level content while students increase their knowledge and use of foundational skills.				
Funding: List and describe funding source(s) associated with the activities described above. **Reminder:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.				
1. Title I				
2. LAP				

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Communication	Method(s)	Date Received and/or Approved
School board	Per district policy, consent agenda before January 1	December 16, 2025
School staff	Through GC work and building professional learning	Ongoing

Community partners	Through district and building level meetings.	Ongoing
Families	PTA meetings and communication throughout the year	Ongoing

Step 4: Deliver Integrated Student Supports

Resources: Understanding Implementation Fidelity, Monitoring Implementation of Planned Supports, Implementing Evidence-Based Practices with Fidelity

How are we tracking implementation within the school?
Documentation of communication (*to share implementation progress, barriers, etc.*): Click or tap here to enter text.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Click or tap here to enter text.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Click or tap here to enter text. Provided: Click or tap here to enter text.
Documentation of materials, training, and coaching to ensure fidelity of implementation: Click or tap here to enter text.

Step 5: Use Data to Drive Continuous Improvement

Resources: Using Improvement Cycles, Data-Based Individualization (DBI) Steps and Resources, SIP EOY Rubric and Feedback Template

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
Date of Review: *When did the data review take place?*	**Data Review & Evaluation:** *What is the impact, or student response, to provided supports?* *Which factors might have contributed to the student response?* *Was the plan for implementation followed? If not, why?*	**Action Items:** *What adjustments need to be made to improve our impact on student learning? (e.g., changes for students - initiate, continue, intensify, fade, or discontinue supports – and/or changes for adults – training and coaching, scheduling, etc.)*	**Lead:** *Who is responsible for each action item?*	**Timeframe:** *When do these action items need to be completed?*	**Communication:** *What communications need to occur related to these action items? Who, what, how?*
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Integrated Student Supports Implementation Template
Green Park Elementary

Audience & Purpose

This template is intended to be an optional working document to support implementation of school-level activities in each step of the ISS Protocol. The information gathered on this template can be used to coordinate annual state and federal requirements (see Appendix B in the ISS Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use this template to support annual School Improvement Plan (SIP) requirements.

Getting Started

Implementation Teams

Resources: Implementation Teams Overview, School Team Membership, Creating an Implementation Team, Teaming Inventory

Who are our school implementation team members? List Name and Title/Role.	
Cesar Hernandez, Principal Bailey Hayes, Assistant Principal Jamie Adolfae, Guiding Coalition Member, Title/LAP	Marcia Frandsen, Guiding Coalition Member, Sped Katie Mirkovich, Guiding Coalition Member, ML Coordinator Jeanette Nuno, Guiding Coalition Araceli Garcia, Guiding Coalition Iris Salazar, Guiding Coalition Rebecah Boeckman, Guiding Coalition Missy Johnson, Guiding Coalition Deborah Ambler

Team Procedures

Resources: Team Working Agreements, Communication Protocols Worksheet, Example Communication Protocol, Selecting Useable Innovations, Evidence-Based Interventions, Data-Based Decision Making, Data Teaming Tools

What are our team procedures?
Working agreements ● Assume positive intent – approach all conversations with trust and respect. ● One voice at a time – listen actively, avoid side conversations. ● Equity of voice – ensure everyone has space to share and contribute. ● Be solution-oriented – focus on problem solving and having a growth mindset
Communication protocols ● Keep Conversations student centered ● Foster Growth through feedback and Recognition. ● Listen to Understand ● Stay Purpose-Driven
Selection process for evidence-based practices and programs We select evidence-based practices and programs that align directly with our district's strategic plan and our building priorities, ensuring coherence across initiatives. Implementation and effectiveness are monitored consistently through building teams, our Guiding Coalition, and in collaboration with our district literacy coach to drive continuous improve
Data-based decision-making Our Guiding Coalition and SEL team ground all decisions in multiple data sources, including CFAs, SBA data, DIBELS, Lectura, i-Ready, WIDA, and 5 Labs. By analyzing these measures, we identify trends, monitor growth, and implement targeted supports that align with our School Improvement Plan and ensure high levels of learning for all students.

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

Step 1: Assess Strengths and Needs

Resources: Comprehensive Needs Assessment Toolkit, Washington State Report Card, PBIS Tiered Fidelity Inventory, Reading Tiered Fidelity Inventory, Washington 211 Resource Inventory, Finding the Root Cause, NIRN Root Cause Analysis

School-Level Data

Which assessment did we engage in this year? This year, Green Park engaged in a focused review of our strengths and needs, analyzing current student performance data across CFAs, SBA, DIBELS, Lectura, i-Ready, WIDA, and 5 Labs. This review guided our School Improvement Plan updates and allowed us to identify specific areas for growth, with particular attention to student subgroups such as multilingual learners and students with disabilities.

- Intensive review of our strengths and needs (every 3–5 years) Our last intensive review occurred as part of the 2024–2025 SIP development process, where we engaged in a deep analysis of building-wide and subgroup data, aligned to district and state strategic priorities. This comprehensive process shaped our long-term SMARTIE goals and intervention strategies.
- Focused review of our strengths and needs (yearly) Each year, including 2025–2026, we conduct a focused review of current student data with our Guiding Coalition, SEL team, and building leadership. This ongoing process ensures we monitor progress toward our goals, make mid-course adjustments, and align evidence-based practices to support high levels of learning for all students.

What are the demographics in our school?

Total enrollment: 527

Gender: 52% female, 48% male

Race/Ethnicity: 56% Hispanic/Latino, 39% White, 3% Two or More Races, 1% Asian, >1% Black/African American

Program and characteristic: 24% ML, 75% Low Income, 4% Homeless, 6% HiCap, 2% 504, 17% Sped, 2% Migrant 2%

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school?

€ Attendance	€ WaKIDS assessment
€ Behavior (discipline referrals, etc.)	€ Academic screening
€ Student, family, and staff perception data (surveys, etc.)	€ State summative assessment
€ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)	€ On track for graduation (if applicable)
€ Social, emotional, behavioral, and mental health (SEBMH) screening	€ Support data across tiers (participation, pre/post data, impact data): Click or tap here to enter text.
€ WIDA assessment	€ Other: Click or tap here to enter text.

What are the main trends in student data, disaggregated by student group and program, in our school?

Strengths	Needs
Growth in Multilingual Learners (WIDA): Many students in our dual language and ELD programs are showing strong growth on WIDA, with progress toward language acquisition targets exceeding state expectations for a majority of students. **Foundational Literacy Gains (K–2):** DIBELS and Lectura results highlight improvement in early literacy skills, with increased percentages of students meeting benchmark in phonemic awareness and decoding.	**Students with Disabilities:** Despite progress, this subgroup continues to perform below peers in both reading and math on i-Ready, SBA, and CFA measures, signaling a need for intensified Tier 2 and Tier 3 interventions. **Literacy in Upper Grades (3–5):** Lectura, DIBELS, and SBA ELA results show persistent gaps in comprehension and vocabulary, especially for multilingual learners transitioning to more complex text.

Math Proficiency Trends: i-Ready and CFA data indicate steady gains in math achievement across multiple grade levels, particularly among students receiving targeted WIN block support. **Positive School Climate:** SEL data and classroom feedback suggest improved student engagement and a stronger recognition culture tied to the 4:1 positive-to-negative ratio goal.	**Consistency Across Subgroups:** Disaggregated data reveal gaps remain between student groups (English learners, students with disabilities, and historically marginalized populations) compared to their peers, particularly in meeting grade-level standards. **Attendance & Engagement:** Chronic absenteeism data and SEL indicators suggest a need to strengthen family partnerships and student engagement strategies to ensure all students can fully access learning opportunities.

What are the root causes for the trends in student data, disaggregated by student group and program, in our school?

1. Students in the upper grade levels 3-5 more specifically multilingual learners, need stronger supports with vocabulary and complex text to close ELA gaps.
2. Variability in how interventions, differentiation and UDL strategies are applied across classrooms impacts students with disabilities and multilingual learners the most.

OSSI Identified Schools: *All schools identified for improvement must review family engagement data and WSIF data accessed through the Washington State Report Card in their comprehensive needs assessment process.*

Priorities Aligned with Data Trends

Based on our careful review of school-level data, what are our top priorities?

Multilingual Learners: Strengthen academic language development and provide targeted scaffolds in literacy and math to accelerate growth and close achievement gaps.

Students with Disabilities: Increase access to grade-level content through UDL, differentiated instruction, and consistent Tier 2 and Tier 3 interventions to improve outcomes in reading and math.

Mapping Resources to Address Priorities

What resources are available in the school, community and region to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
Certified Teachers	Best practices and ongoing training in instruction	State and district adopted curriculum	Ongoing PD around Tier I teaching	Federal, state and district funding
Professional Learning Teams by Grade and Content	Release time for collaboration	Data trackers for CFAs and CSAs	Building-directed time for Tier 1 professional development Training for Universal Design for Learning	TItle and LAP

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Guiding Coalition	Professional development for staff	Meeting time every two weeks for planning	Quarterly summits for training and collaboration	District

Click or tap here to enter text.

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Multi-Lingual Learners Coordinator	Dedicated class time and release time	Constructing Meaning Materials Spanish texts Material for visual supports	District training	Bilingual funds

Click or tap here to enter text.

What resources still need to be identified and secured to address our top priorities?

Mapping Resources to Address Priorities

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
Professional Learning Teams	Deeper data analysis	Additional data tracking tools	N/A	Basic Ed
All Staff	Staff need to collaborative develop their depth of knowledge of high leverage strategies and how to incorporate them into their planning and instructional routines to ensure they are consistently implemented.	Extended collaboration and release time. Materials will be building identified UDL strategies as well as the WIDA framework.	WIDA language development framework and high leverage ML strategies	Title I
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Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Guiding Coalition	Guided analysis of data collected from progress monitoring, CFAs and the Amplify platform.	Access to Amplify and 5LAB and data protocols.	Use of data protocols to better understand the root causes and next steps.	Title I and LAP when extended time is required. Title dollars to include staff beyond the district allocation for guiding coalition membership.

Tier 3 (Intensive)

Mapping Resources to Address Priorities				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Attendance team	Resources for families Truancy partnerships	Data	Quarterly meetings with Community in Schools and district attendance leads	Basic Ed
Bilingual paras	Additional staff for push-in support	Additional Staff	As needed with lead teachers	Basic Ed and Title III
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OSSI Identified Schools: *Schools identified for improvement must identify, examine, and address resource inequities.*

Step 2: Build Community Partnerships

Resources: Creating Clear Agreements

Who is our point of contact for partnerships at the school level? List Name and Title/Role.
Cesar Hernandez, Principal Bailey Hayes, Assistant Principal Kristi Richard, Community in Schools

Who is our point of contact for partnerships at the district level? List Name and Title/Role.
Christy Krutulis, Executive Director of Teaching and Learning, Brent Cummings, Community Outreach and Partnership Coordinator

What district policies and procedures do we need to follow for community partnerships?
All building community partners must be approved by the district. This ensures the necessary paperwork is in place for potential funding, data sharing, and student access.

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
What is the name of the partner?	*What services do they provide?*	*How do these services align with the results of our strengths and needs assessment process?*	*What data sharing agreement is in place?*	*When did the school board approve the agreement?*	*Who (school staff, community partners, families, students) needs to be informed of this approved partnership?*
Community in Schools (CIS)	Wrap around services for families, truancy support, and coordinator of other community partnerships and programs in the building.	This partnership was an outcome of the district needs assessment conducted as part of our current strategic plan. The services they provide are customized to current students and families based on back to school paperwork and ongoing meetings with families.	Our CIS staff member has access to the same data staff do. This agreement is part of the district contract.	We began our partnership with CIS in 2021	Families are notified annually of this partnership.
Walla Walla Schools Foundation	Outdoor education field trips for all students at each grade level.	These programs are tied to student engagement.	District level, non-identifiable data is shared.	WWSF began in 2022 and they present annually to the Board of Directors.	There is ongoing communication with families and the community about this partnership.
Whitman College	Math and Reading tutoring and mentoring.	Building relationships and trusted adults who can support and further engage students who are not yet at grade level.	We don't share data with the student tutors.	Thai partnership does not require official board approval. However, all programs and students are vetted through at least the Teaching and Learning department and follow district office protocols.	Cabinet

Step 3: Plan Integrated Student Supports

Resources: Developing SMARTIE Goals, Identifying Evidence-Based Practices and Programs, Evidence-Based Interventions, Planning Training and Coaching, Coordinating State and Federal Funding Sources

What is our vision and mission statement?
Mission: At Green Park we ALL work together to ensure that students feel included and are learning at high levels. Vision: At Green Park we are lifelong learners who are committed to academic and social-emotional success of ALL students.

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Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources

What is our vision and mission statement?				
What evidence-based practice **We will be improving PLCs.** Although all students will benefit from this activity, the largest benefit will be to our ML students and students with disabilities This activity will take multiple years to implement fully, action steps we will be taking this year focus on: -using data to problem solve -proficiency on student common assessments -developing two-way communication	**Short-term:** -PLT Notes -Teacher self assessment of student knowledge **Long-term:** -Iready Data -Portfolios (look at twice a year) **Process:** -PLT Notes	This activity is projected to take 3 years for complete implementation. We are in year 1. **Short-term:** -PLT Notes will be reviewed Monthly -Teacher self assessment of student knowledge will be reviewed End of each unit **Long-term:** -Iready Data will be reviewed Semester -Portfolios (look at twice a year) will be reviewed semester **Process:** -PLT Notes will be reviewed Monthly	The guiding coalition will be responsible for implementing, measuring, and adjusting the activity. Others involved will be PLC teams, certificated staff, classified staff.	This activity will require the following resources: -PD in building -Release time for walkthroughs -PD provided by other facilitators of UDL -Additional staff pay for implementing, monitoring, and adjusting the practice

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OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

SMARTIE Goal #1: Students at Green Park will show an increase of pass rates by 10% in the WIDA from 25-26. Our students with disabilities will show an increase of pass rates by 15% in the WIDA from 25-26.				
Evidence-based practice (intervention, activity, or	Implementation and Impact Data	Timeframe	Lead	Resources

strategy) to support SMARTIE Goal				
We will be improving PLCs. Although all students will benefit from this activity, the largest benefit will be to our ML students and students with disabilities This activity will take multiple years to implement fully, action steps we will be taking this year focus on: -using data to problem solve -proficiency on student common assessments -developing two-way communication The "activities" for this SMARTIE goal are professional learning for staff about the WIDA framework, ML strategies and inclusionary practices. Ensuring that all staff are participants in this work reduces the PD inequity	**Short-term:** -PLT Notes -Teacher self assessment of student knowledge **Long-term:** -i-Ready Data -Portfolios (look at twice a year) **Process:** -PLT Notes The impact of this focus will be demonstrated in our CFA, i-Ready, DIBELS/Lectura and SBA data. It will likely take longer to see the impact on SBA data, but our internal progress monitoring data will be our focus for this year.	This activity is projected to take 3 years for complete implementation. We are in year 1. **Short-term:** -PLT Notes will be reviewed Monthly -Teacher self assessment of student knowledge will be reviewed End of each unit **Long-term:** -i-Ready Data will be reviewed Semester -Portfolios (look at twice a year) will be reviewed semester **Process:** -PLT Notes will be reviewed Monthly Progress monitor, specifically in mCLASS will help us know every two weeks how our students who are "well below" grade level are	The guiding coalition will be responsible for implementing, measuring, and adjusting the activity. Others involved will be PLC teams, certificated staff, classified staff	This activity will require the following resources: -PD in building -Release time for walkthroughs -PD provided by other facilitators of UDL -Additional staff pay for implementing, monitoring, and adjusting the practice

that happens when we only focus on specific teachers, or grades, for example.		growing, For our students just below grade level we will progress monitor monthly. We also have BOY, MOY, and EOY benchmark data to monitor.		

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

SMARTIE Goal #2: students with disabilities and multilingual learners will increase proficiency on **essential standards** by at least **10%**, as measured by the SBA in Reading and Math. .				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
.Targeted professional and coaching to implement the utilization of Universal Design for Learning school-wide, including certificate staff and classified staff. Although a change this size is a multi-year activity, action steps we will be taking this year focus on: • building staff capacity and readiness • identifying targeted strategies for	Short term data • Teacher knowledge data gathered at professional development Long-term data • SBAC Spring to Spring • Increase WIDA Data The data we will review to best determine impact The impact of this focus will be demonstrated in our CFA, i-Ready, DIBELS/Lectura and SBA data. It will likely take longer to see	This activity is projected to take 3-5 years for complete implementation. We are in year 1. Progress will be reviewed at monthly leadership team meetings. • Teacher knowledge data will be captured 3 times a year after professional development • SBA data will be captured once a year • WIDA data will be	The building leadership team is responsible for implementing, measuring, and adjusting the activity. Others who will be involved are: • OSSI SIP • District UDL consultant • Building professional development coordinator • PLC leads • Para educators	To implement this activity we will need the following resources: • Additional time for BLT to implement, monitor and adjust the practice • Release funds for coaching cycles • Additional time for professional development for staff leads • Additional time for professional development for classroom para educators

building-wide use • developing UDL staff leads • coaching for implementation and fidelity • developing progress monitoring tools Universal Design for Learning strategies will provide the largest benefit to IDENTIFIED GROUPS. Our ML learners and special education students, students in our identified groups, UDL strategies take into consideration what students can do and then builds steps to reduce barriers so they can access	the impact on SBA data, but our internal progress monitoring data will be our focus for this year.	captured once a year Progress monitor, specifically in mCLASS will help us know every two weeks how our students who are "well below" grade level are growing, For our students just below grade level we will progress monitor monthly. We also have BOY, MOY, and EOY benchmark data to monitor.		

grade level content and knowledge because of the implemented strategies. Our para educators are instrumental in provide small group and 1:1 instruction. Thus, their learning alongside certificated colleagues ensures they have access to the same learning and language and can thus provide consistency for students.				

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

1. Provide all students with instruction aligned to grade-level state standards in both English and Spanish, ensuring equitable access through differentiation, enrichment, and language supports to foster high levels of learning for every learner.

2. **Title I, Part A** – To provide all children, including multilingual learners, equitable access to a fair, high-quality, and comprehensive education that supports biliteracy, academic excellence, and cultural competence while working to close educational achievement gaps

What supports are available to meet the identified needs of students? Outline the following for optimal coordination of academic and nonacademic supports.

- **Area of focus:** identified need (academic skills, nonacademic barriers, etc.)
- **Decision rules:** data-based criteria for entrance and exit to supplemental supports
- **Supports to be provided**: specific supports, academic or nonacademic, to be provided if student meets criteria
- **Duration and frequency:** how long and often supports should be provided
- **Time of day:** when supports occur (before school, during intervention block, after school, weekend, etc.)
- **Location:** where supports occur
- **Staff:** support lead and contact
- **Progress monitoring:** tool used to assess student progress and implementation of supports
- **Communication:** plan to communicate with staff, partners, and families

Tier 1 (Universal) - *What do all students have access to in Tier 1?*

Academic	**Nonacademic**
Every student has access to core instruction and supports	All students have access to SEL Support.

Tier 2 (Targeted) - *What do some students, based on data-informed needs, have access to in Tier 2?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
All subjects	Results on Formative and Summative Assessments	Small group intervention, reteaching, test retakes	As needed, per data results	Class time	Classrooms	Para	Retakes, future assessments	N/A

Tier 3 (Intensive) - *What do a few students, based on data-informed needs, have access to in Tier 3?*

Area of focus	*Decision Rules (Entry*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*

	& Exit Criteria)							
Support class (ML or SpEd)	Assessment and testing data	Additional class for intensive pre or reteaching	Daily	School Day	Classroom	ML coordinator and/or SpEd teachers	Weekly	Parent communication when scheduling, IEP meetings

Communication	Method(s)	Date Received and/or Approved
School board	Board Packet from the Superintendent for initial review. More progress and updates are also shared before January 1, per our district policy..	Sep 26, 2025.
School staff	Monthly Staff Meeting	Nov 20, 2025
Community partners	Schedule Meeting	Oct. 8, 2025
Families	Family Engagement Nights	TBD

Step 4: Deliver Integrated Student Supports

Resources: Understanding Implementation Fidelity, Monitoring Implementation of Planned Supports, Implementing Evidence-Based Practices with Fidelity

How are we tracking implementation within the school?
Documentation of communication (*to share implementation progress, barriers, etc.*): Click or tap here to enter text.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Click or tap here to enter text.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Click or tap here to enter text. Provided: Click or tap here to enter text.
Documentation of materials, training, and coaching to ensure fidelity of implementation: Click or tap here to enter text.

Step 5: Use Data to Drive Continuous Improvement

Resources: Using Improvement Cycles, Data-Based Individualization (DBI) Steps and Resources, SIP EOY Rubric and Feedback Template

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
Date of Review: *When did the data review take place?*	**Data Review & Evaluation:** *What is the impact, or student response, to provided supports?* *Which factors might have contributed to the student response?* *Was the plan for implementation followed? If not, why?*	**Action Items:** *What adjustments need to be made to improve our impact on student learning? (e.g., changes for students - initiate, continue, intensify, fade, or discontinue supports – and/or changes for adults – training and coaching, scheduling, etc.)*	**Lead:** *Who is responsible for each action item?*	**Timeframe:** *When do these action items need to be completed?*	**Communication:** *What communications need to occur related to these action items? Who, what, how?*
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Integrated Student Supports Implementation Template
Prospect Point Elementary

Audience & Purpose

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Getting Started

Implementation Teams

Resources: Implementation Teams Overview, School Team Membership, Creating an Implementation Team, Teaming Inventory

Who are our school implementation team members? List Name and Title/Role.	
Justin Vernon, Principal Julie Wiley, Intervention Specialist/principal designee Suzette Kennedy, LAP Lead, Guiding Coalition Rep	Amy Heinzman, K Guiding Coalition Rep Staci Humphrey, 1stGuiding Coalition Rep Wendy Baldwin, 2nd Guiding Coalition Rep Denise Jausoro, 3rd Guiding Coalition Rep Vanessa Prull, 4th Guiding Coalition Rep Heather Babbitt, 5th Guiding Coalition Rep

Team Procedures

Resources: Team Working Agreements, Communication Protocols Worksheet, Example Communication Protocol, Selecting Useable Innovations, Evidence-Based Interventions, Data-Based Decision Making, Data Teaming Tools

What are our team procedures?
Working agreements ● We are committed to student growth in all areas ● We are committed to continually growing our craft ● We are committed to using data to drive decisions ● We are committed to assuming positive intent with all members of our team and school community
Communication protocols ● Listen with an open mind ● Allow all to have a voice ● Staying focused on student growth ● Respond with civility

Selection process for evidence-based practices and programs

At Prospect Point Elementary, the selection of evidence-based practices and programs is guided by alignment to our district's Strategic Plan and school improvement goals. Our process includes the following steps:

1. **Data Review and Needs Identification**
    - Building teams (SEL Team, Guiding Coalition, grade-level PLTs) and district TOSAs/curriculum coordinators collaboratively review student outcome data (academic, behavior, and SEL) each fall, winter, and spring.
    - Data sources include DIBELS, i-Ready, WIDA, attendance, behavior incident reports, and perception surveys.
    - Teams identify priority areas where current practices may need to be refined or supplemented.
2. **Alignment with District-Approved Resources**
    - Practices and interventions are selected from district-adopted programs and frameworks whenever possible, ensuring consistency across schools.
    - When new strategies are considered (e.g., oral language scaffolds, UDL applications, or PBIS supports), staff review available evidence, seek feedback from curriculum coordinators, and confirm alignment with district initiatives.
3. **Collaborative Vetting and Input**
    - The SEL Team and Guiding Coalition co-develop recommendations for practices or tools, incorporating feedback from staff through surveys, discussions, and pilots.
    - Staff voice is integral to building commitment and ensuring selected practices are responsive to classroom realities.
4. **Implementation, Monitoring, and Refinement**
    - Building teams monitor implementation fidelity using simple data collection tools (tallies, trackers, walkthroughs, or surveys).
    - Progress is reviewed with staff at set intervals (October and January) and adjustments are made to strengthen effectiveness.
    - District TOSAs provide coaching and resources to support sustained use.

Data-based decision-making

The Guiding Coalition and Social Emotional Learning Teams play a central role in analyzing schoolwide data to guide improvement efforts. Both teams meet twice per month, with at least one meeting each month dedicated to reviewing multiple data sources (e.g., academic, behavior, SEL, and attendance). Through this process, teams identify trends, monitor progress toward SIP goals, and recommend responsive actions to ensure that instructional and behavioral supports are effectively meeting student needs.

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

Step 1: Assess Strengths and Needs

Resources: Comprehensive Needs Assessment Toolkit, Washington State Report Card, PBIS Tiered Fidelity Inventory, Reading Tiered Fidelity Inventory, Washington 211 Resource Inventory, Finding the Root Cause, NIRN Root Cause Analysis

School-Level Data

Which assessment did we engage in this year?

- € Intensive review of our strengths and needs (every 3-5 years)
- € Focused review of our strengths and needs (yearly)

- **EES Survey** (staff and stakeholder input)
- **State Report Card/SBA** results
- **Student SEL Survey 3xs a year** results
- **DIBELS 8** fall benchmark data
- **i-Ready** diagnostic data
- **Discipline data (CEDARs, 5Lab)** (behavior/SEL trends)
- **Review of 24-25 building data** for patterns and continuity

This focused review provided the foundation for setting the 2025–26 School Improvement Plan goals and will guide ongoing adjustments throughout the year.

What are the demographics in our school?

Total enrollment: 404 students

Gender: 205 Female, Male 99

Race/Ethnicity:

Asian: 30

Black or African American: 46

Native Hawaiian or Other Pacific Islander: 4

White: 315

Hispanic/Latino: 99

American Indian or Alaska Native: 9

Program and characteristic:

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school?

€ Attendance	€ WaKIDS assessment
€ Behavior (discipline referrals, etc.)	€ Academic screening
€ Student, family, and staff perception data (surveys, etc.)	€ State summative assessment

€ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)	€ On track for graduation (if applicable)
€ Social, emotional, behavioral, and mental health (SEBMH) screening	€ Support data across tiers (participation, pre/post data, impact data): Click or tap here to enter text.
€ WIDA assessment	€ Other: Click or tap here to enter text.

What are the main trends in student data, disaggregated by student group and program, in our school?

Strengths	**Needs**
SBA scores are above state for ELA, Math, for 3rd-5th & Science 5th MTSS systems for foundational reading is a strength. In an all student survey, students enjoy coming to school.	Continue to develop and implement high leverage UDL practices to improve instructional outcomes (SBA, Summative Assessments, I-Ready) Continue to adjust tier II & III supports to meet the needs of students in foundational reading (K-2) Continue "check ins" with students regarding how they enjoy coming to school Work to grow staff capacity around Restorative Practices through PD, Modeling, & Coaching

What are the root causes for the trends in student data, disaggregated by student group and program, in our school?

1. **Academics**
   - **Root Causes:**
     - PLTs (Professional Learning Teams) vary in effectiveness; some are not consistently reviewing data or aligning instructional responses.
     - Insufficient staffing to ensure Tier 2 students receive timely, targeted interventions before gaps widen.

2. **Behavior**
   - **Root Causes:**
     - Inconsistent professional learning opportunities for teachers and support staff in behavior de-escalation, Restorative Practices, SEL integration, and trauma-informed practices.
     - Limited funding to sustain ongoing training or provide substitutes for staff to attend professional development.
     - Gaps in behavior documentation and data consistency across classrooms, making it harder to track and respond to patterns in real time.

OSSI Identified Schools: *All schools identified for improvement must review family engagement data and WSIF data accessed through the Washington State Report Card in their comprehensive needs assessment process.*

Priorities Aligned with Data Trends

Based on our careful review of school-level data, what are our top priorities?

1. **Priority 1: Reduce Chronic Absenteeism and Strengthen Academic Access**
2. **Priority 2: Improve Consistency and Support in Behavior Systems**

Mapping Resources to Address Priorities

What resources are available in the school, community and region to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
Certified teachers (general education and specialists) Paraeducators supporting instruction and SEL	Core curriculum in ELA (HMH), math, and writing UDL-aligned instructional practices (sentence stems, visuals, oral language scaffolds)	Assessment systems: i-Ready, DIBELS 8, SBA, WIDA, 5Lab (behavior/discipline data), Skyward (attendance)	District PD on UDL, SEL, and PLCs Building-level PD: Guiding Coalition-led sessions on oral language and visuals	Building discretionary budget LAP (Learning Assistance Program) funds for & 2 interventions

Mapping Resources to Address Priorities

Counselor, psychologist, and student support team Building SEL Team, Guiding Coalition, and Leadership Team Custodial, office, and cafeteria staff contributing to safe and supportive environments	SEL curriculum (Second Step and PurposeFull People) and schoolwide PBIS expectations ("Star Pledge") WIN (What I Need) intervention and enrichment blocks Monthly recognition assemblies to build belonging and celebrate success Restorative Practices in place for all classrooms	PBIS recognition systems (Gotcha's tickets, ABC slips) Technology: 1:1 student devices, Google Workspace for Education, Padlet, Seesaw Classroom libraries, UFLI resources for early literacy Family communication systems: ParentSquare, newsletters, family engagement events	Collaboration through PLTs with focus on Danielson 4 questions State/district opportunities (LETRS, PBIS trainings, UFLI Support) PD for Restorative Practices (conference, staff training)	Special Education resources for inclusive practices PTA contributions (e.g., headphones, recognition items, community partnerships) Local grants/donations from regional businesses and organization

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Certified teachers (general education and specialists) Paraeducators supporting instruction and SEL Counselor, psychologist, and student support	UDL-aligned instructional practices (sentence stems, visuals, oral language scaffolds) SEL curriculum (Second Step and PurposeFull People) and small group social skills instruction	Small group social skills curriculum (we thinkers, etc), friendship groups Tracking charts for attendance & behavior Check-in Check-Out (CICo) for students	Initial training for a few staff around Restorative Practices Focus on identifying SEL small group curriculums Targeted behavior re-teaching	Special Education to support SEL curriculum LAP for restorative practice trainings

Mapping Resources to Address Priorities

team Building SEL Team, Guiding Coalition, and Leadership Team	WIN (What I Need) intervention and enrichment blocks Restorative conversation between students, staff and parents			

Click or tap here to enter text.

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Building SEL Team, Guiding Coalition, and Leadership Team Counselor, psychologist, SpEd and student support team Paraeducators supporting instruction and SEL	SEL curriculum (Second Step and PurposeFull People) and small group social skills instruction WIN (What I Need) intervention and enrichment blocks Restorative conversation between students, staff and parents	Small group social skills curriculum (we thinkers, etc), friendship groups Tracking charts for attendance/behavior 1:1social skills/behavioral interventions		LAP SpEd Funding

Click or tap here to enter text.

What resources still need to be identified and secured to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
Classroom Teachers	Differentiation with a focus on reducing barriers/inclusionary practices with a focus on	Examples of lessons modified to meet the needs of a variety of learners	Guiding Coalition will lead staff during extended collaboration, release time, and grade level PLT time.	None as the professional learning will happen within the current contracted times.

	our ML learners, special education students, and students who may lack background knowledge based on their income status.			

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Guiding Coalition	Deepening understanding of how inclusionary practices fit within the instruction already being provided.	We are considering a common text to use, other materials will be provided by the consultant.	Release time and extend day time with NOVAK consultant to deepen understanding of inclusionary practices, implementation, and leading peers	LAP Funding/Teaching & Learning
Counselor & SEL Team	Deepen understanding or Restorative Practices	Book study and research practices online	Conferences/PD	LAP funding

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Counselor & SEL Team	Deepening understanding of how inclusionary practices fit within the instruction already being provided.	We are considering a common text to use, other materials will be provided by the consultant.	Release time and extend day time with NOVAK consultant to deepen understanding of inclusionary practices, implementation, and leading peers	LAP Funding/Teaching & Learning

Mapping Resources to Address Priorities				
Counselor & SEL Team	Deepen understanding or Restorative Practices	Book study and research practices online	Conferences/PD Restorative Practice Conference/PD	LAP funding

OSSI Identified Schools: *Schools identified for improvement must identify, examine, and address resource inequities.*

Step 2: Build Community Partnerships

Resources: Creating Clear Agreements

Who is our point of contact for partnerships at the school level? List Name and Title/Role.
Justin Vernon, Principal Rosemary Hernandez, Community in Schools

Who is our point of contact for partnerships at the district level? List Name and Title/Role.
Christy Krutulis, Executive Director of Teaching and Learning, Brent Cummings, Community Outreach and Partnership Coordinator

What district policies and procedures do we need to follow for community partnerships?
All building community partners must be approved by the district. This ensures the necessary paperwork is in place for potential funding, data sharing, and student access.

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
What is the name of the partner?	*What services do they provide?*	*How do these services align with the results of our strengths and needs assessment process?*	*What data sharing agreement is in place?*	*When did the school board approve the agreement?*	*Who (school staff, community partners, families, students) needs to be informed of this approved partnership?*
Community in Schools (CIS)	Wrap around services for families, truancy support, and coordinator of other community partnerships and programs in the building.	This partnership was an outcome of the district needs assessment conducted as part of our current strategic plan. The services they provide are customized to current students and families based on back to school paperwork and ongoing meetings with families.	Our CIS staff member has access to the same data staff do. This agreement is part of the district contract.	We began our partnership with CIS in 2021	Families are notified annually of this partnership.
Walla Walla Schools Foundation	Outdoor education field trips for all students at each grade level.	These programs are tied to student engagement.	District level, non-identifiable data is shared.	WWSF began in 2022 and they present annually to the Board of Directors.	There is ongoing communication with families and the community about this partnership.

Step 3: Plan Integrated Student Supports

Resources: Developing SMARTIE Goals, Identifying Evidence-Based Practices and Programs, Evidence-Based Interventions, Planning Training and Coaching, Coordinating State and Federal Funding Sources

What is our vision and mission statement?
Our mission at Prospect Point is to foster an enduring love of learning for all students through engaging academics. High levels of collaboration and learning ensure all students are socially, emotionally, and academically skilled members of our community. Every student: Engaged, Involved, Empowered!

Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources

What is our vision and mission statement?				
What evidence-based practice ***(intervention, activity, or strategy)*** *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the extent to which this* ***evidence-based practice (intervention, activity, or strategy)*** *was implemented as intended?* *What short-and long-term* ***data*** *will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur?* *What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the* ***evidence-based practice (intervention, activity, or strategy)?*** *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

SMARTIE Goal #1: By the **middle of the school year**, students in **grades K–2** will demonstrate measurable growth in early literacy as measured by the **mCLASS composite score**. Specifically, the percentage of students **well below grade level** will decrease from **40% to 25%**, and the combined percentage of students **at or above grade level** will increase from **42% to 55%** through targeted small-group instruction, progress monitoring, and intentional intervention strategies.   Click or tap here to enter text.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Evidence based curriculum (UFLI) Trained staff on curriculum, both certificated and support staff	mClass BOY, MOY & EOY Progress monitoring	Beginning, Middle and End of year, along with progress monitoring bi-monthly	District K-2 coach, LAP teacher	Release time for training around UFLI
Funding: List and describe funding source(s) associated with the activities described above. **Reminder:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.				
1. LAP FUNDING				

SMARTIE Goal #2:By June 2025, our small group of elementary teachers will use restorative practices with our students by leading quick daily check-ins (morning or post-recess) and using restorative conversations after conflicts at least twice per week. We will keep a simple log to track when check-ins and conversations occur and note any positive changes in student behavior or peer interactions. Our goal is to reduce repeated minor conflicts in our classrooms by 25% and increase students' sense of safety and belonging, measured through a short student "How am I feeling at school?" survey in the spring. To ensure these practices are inclusive and equitable, we will give every student a chance to share, use age-appropriate language, and create a supportive space where all voices are heard. Click or tap here to enter text.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Small group curriculum Friendship circles Class meeting	All student survey	Survey administered BOY, MOY, EOY	Counselor, CIS advocate & office admin team	Restorative practice PD/conference Book study Release time to plan, analyze data and strategize
Funding: LAP				

What supports are available to meet the identified needs of students? Outline the following for optimal coordination of academic and nonacademic supports.

- **Area of focus:** identified need (academic skills, nonacademic barriers, etc.)
- **Decision rules:** data-based criteria for entrance and exit to supplemental supports
- **Supports to be provided**: specific supports, academic or nonacademic, to be provided if student meets criteria
- **Duration and frequency:** how long and often supports should be provided
- **Time of day:** when supports occur (before school, during intervention block, after school, weekend, etc.)
- **Location:** where supports occur
- **Staff:** support lead and contact
- **Progress monitoring:** tool used to assess student progress and implementation of supports
- **Communication:** plan to communicate with staff, partners, and families

Tier 1 (Universal) - *What do all students have access to in Tier 1?*

Academic	**Nonacademic**
Core instruction for all academic areas WIN time	SEL lessons/class meetings (weekly)

Tier 2 (Targeted) - *What do some students, based on data-informed needs, have access to in Tier 2?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
All subjects	Results on Formative and Summative Assessments	Small group intervention, reteaching, test retakes	As needed, per data results	Class time	Classrooms	Para	Retakes, future assessments	N/A

Tier 3 (Intensive) - *What do a few students, based on data-informed needs, have access to in Tier 3?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*

Reading & Math after school Program	Reading Based on mClass benchmark assessment and Progress monitoring data Math-Iready diagnostic, classroom CFA's and classroom summative assessments	LAP Paras	Jan-May 2 hours after school 5 days a week	After school	Prospect Pt	2 Para Certificated Staff as a resource LAP teacher resource	6-8 week cycles	Teachers communicate with family Para communicate with certificated lead and LAP teacher bi-monthly

Communication	Method(s)	Date Received and/or Approved
School board	Per district policy through consent agenda	December 16, 2025
School staff	Through staff meetings, GC work, and building directed days.	Ongoing
Community partners	Through meetings with community partners.	Ongoing
Families	PTA meetings, back to school information.	Ongoing

Step 4: Deliver Integrated Student Supports

Resources: Understanding Implementation Fidelity, Monitoring Implementation of Planned Supports, Implementing Evidence-Based Practices with Fidelity

How are we tracking implementation within the school?
Documentation of communication (*to share implementation progress, barriers, etc.*): Click or tap here to enter text.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Click or tap here to enter text.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Click or tap here to enter text. Provided: Click or tap here to enter text.
Documentation of materials, training, and coaching to ensure fidelity of implementation: Click or tap here to enter text.

Step 5: Use Data to Drive Continuous Improvement

Resources: Using Improvement Cycles, Data-Based Individualization (DBI) Steps and Resources, SIP EOY Rubric and Feedback Template

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
Date of Review: *When did the data review take place?*	**Data Review & Evaluation:** *What is the impact, or student response, to provided supports?* *Which factors might have contributed to the student response?* *Was the plan for implementation followed? If not, why?*	**Action Items:** *What adjustments need to be made to improve our impact on student learning? (e.g., changes for students - initiate, continue, intensify, fade, or discontinue supports – and/or changes for adults – training and coaching, scheduling, etc.)*	**Lead:** *Who is responsible for each action item?*	**Timeframe:** *When do these action items need to be completed?*	**Communication:** *What communications need to occur related to these action items? Who, what, how?*
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Integrated Student Supports Implementation Template
Sharpstein Elementary

Audience & Purpose

This template is intended to be an optional working document to support implementation of school-level activities in each step of the ISS Protocol. The information gathered on this template can be used to coordinate annual state and federal requirements (see Appendix B in the ISS Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use this template to support annual School Improvement Plan (SIP) requirements.

Getting Started

Implementation Teams

Resources: Implementation Teams Overview, School Team Membership, Creating an Implementation Team, Teaming Inventory

Who are our school implementation team members? List Name and Title/Role.	
Marit Rasmussen – Interim Principal Ashley Goss – Learning Specialist Jeremy Hubbard – Title 1 Teacher Nicole Hyatt – Special Education Teacher	Lori Gillin – Kindergarten Rep Richele Locati – 1st Grade Rep Laura Berg – 3rd Grade Rep Denyse Hutchinson – 3rd Gr Rep Lacey Mendoza – 4th Gr Rep Ben Van Donge – 5th Gr Rep

Team Procedures

Resources: Team Working Agreements, Communication Protocols Worksheet, Example Communication Protocol, Selecting Useable Innovations, Evidence-Based Interventions, Data-Based Decision Making, Data Teaming Tools

What are our team procedures?
Working agreements 1. **We will stay student-centered** – Anchor all discussions on what will improve learning, engagement, and well-being of students. 2. **Use data with curiosity** – Refrain from judgment and develop a shared understanding before seeking a solution. 3. **Work toward clarity** – Identify next steps, person responsible for action, and timelines before leaving each meeting. 4. **Commit to follow-through –** By completing tasks between meetings and bringing updates back to the group. 5. **Embrace continuous improvement** – Use a growth mindset and recognize that our SIP is a living document we revise throughout the year.

Communication protocols

We will use the Seven Norms of Collaboration:

1. **Pausing**
   Slowing down to allow thinking time, deepen understanding, and support balanced participation.

2. **Paraphrasing**
   Restating what others say to confirm understanding and show that their ideas are heard.

3. **Probing**
   Asking gentle, curious questions that expand thinking and invite clarity.

4. **Putting Ideas on the Table**
   Offering ideas in a tentative, open way so the group can examine and build on them together.

5. **Paying Attention to Self and Others**
   Being aware of your own participation patterns, listening deeply, and supporting balanced contributions.

6. **Presuming Positive Intent**
   Approaching all comments and actions with the assumption that team members are acting constructively.

7. **Pursuing a Balance Between Advocacy and Inquiry**
   Sharing your thinking (advocacy) while also seeking to understand the thinking of others (inquiry).

Selection process for evidence-based practices and programs

At Sharpstein Elementary, the selection of evidence-based practices and programs is guided by alignment to our district's Strategic Plan and school improvement goals. Our process includes the following steps:

1. **Data Review and Needs Identification**
    - Building teams (Academic Support Team, Student Services Team, SEL Team, Guiding Coalition, grade-level PLTs) and district TOSAs/curriculum coordinators collaboratively review student outcome data (academic, behavior, and SEL) each fall, winter, and spring.
    - Data sources include DIBELS, i-Ready, WIDA, attendance, behavior incident reports, and perception surveys.
    - Teams identify priority areas where current practices may need to be refined or supplemented.
2. **Alignment with District-Approved Resources**
    - Practices and interventions are selected from district-adopted programs and frameworks whenever possible, ensuring consistency across schools.
    - When new strategies are considered (e.g., oral language scaffolds, UDL applications, or PBIS supports), staff review available evidence, seek feedback from curriculum coordinators, and confirm alignment with district initiatives.
3. **Collaborative Vetting and Input**
    - The SEL Team and Guiding Coalition co-develop recommendations for practices or tools, incorporating feedback from staff through surveys, discussions, and pilots.
    - Staff voice is integral to building commitment and ensuring selected practices are responsive to classroom realities.
4. **Implementation, Monitoring, and Refinement**
    - Building teams monitor implementation fidelity using simple data collection tools (tallies, trackers, walkthroughs, or surveys).
    - Progress is reviewed with staff at set intervals (October and January) and adjustments are made to strengthen effectiveness.
    - District TOSAs provide coaching and resources to support sustained use.

Data-based decision-making

Multiple teams at Sharpstein Elementary play a central role in analyzing schoolwide data to guide improvement efforts: The Guiding Coalition (GC), Social Emotional Learning (SEL) team, the Student Services Team (SST), the Academic Support Team, and the Housekeeping (SPED) team. All of these teams have a hand in identifying and monitoring trends and progress toward SIP goals. These teams work to develop actionable steps to support the academic and behavior needs of students.

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

Step 1: Assess Strengths and Needs

Resources: Comprehensive Needs Assessment Toolkit, Washington State Report Card, PBIS Tiered Fidelity Inventory, Reading Tiered Fidelity Inventory, Washington 211 Resource Inventory, Finding the Root Cause, NIRN Root Cause Analysis

School-Level Data

Which assessment did we engage in this year?

- € Intensive review of our strengths and needs (every 3-5 years): This is the principal's first year at Sharpstein Elementary and she is serving as an interim principal. She is following two leadership transitions in two years. Because of this transition, a full-scale comprehensive needs assessment has not yet been completed.
- € Focused review of our strengths and needs (yearly): The following sources are reviewed continuously to assess our strengths and needs:

1. **EES Survey** (staff and stakeholder input)
2. **State Report Card/SBA** results
3. **DIBELS 8** fall benchmark data
4. **i-Ready** diagnostic data
5. **5Labs discipline data** (behavior/SEL trends)

6. **Review of prior year's building data** for patterns and continuity

What are the demographics in our school?

Total enrollment: 298

Gender: 41% Female, 59% Male, .3% X

Race/Ethnicity: 57% White, 39% Hispanic/Latino, 3% Two or More Races, .6% American Indian, .6% Asian.

Program and characteristic: 25 students are students in the Bridges program, in total 29% of the students are Sharpstein qualify for special education services, 15% of students are ML learners, 75% qualify for F/R, 8% are identified as highly capable,

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school?

€ Attendance	€ WaKIDS assessment
€ Behavior (discipline referrals, etc.)	€ Academic screening
€ Student, family, and staff perception data (surveys, etc.)	€ State summative assessment
€ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)	€ On track for graduation (if applicable)
€ Social, emotional, behavioral, and mental health (SEBMH) screening	€ Support data across tiers (participation, pre/post data, impact data): Click or tap here to enter text.
€ WIDA assessment	€ Other: Click or tap here to enter text.

What are the main trends in student data, disaggregated by student group and program, in our school?

Strengths	Needs
There was a merging of two programs into one, Bridges, which is providing more support for students and supporting more integration into the gen-ed classrooms.	More support and plans for further integration of Bridges students into the gen ed classroom for successful. longer periods of time.
Increasing success with student growth in K-2 where UFLI is being delivered.	Continued calibration of Tier I behavior lessons and supports and Tier II lessons and plans.
Click or tap here to enter text.	Focus on Tier II reading supports, specific to fluency, for grades 3-4-5.

What are the root causes for the trends in student data, disaggregated by student group and program, in our school?

6. Could be adults haven't had time to become full PLT, time
7. Too many students identified for discipline - not a clear system of Tier I, II, and III behavior so we were over referring
8. Ensuring access to grade level content, implementing UDL practices to reduce barriers and increase engagement

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OSSI Identified Schools: *All schools identified for improvement must review family engagement data and WSIF data accessed through the Washington State Report Card in their comprehensive needs assessment process.*

Priorities Aligned with Data Trends

Based on our careful review of school-level data, what are our top priorities?

1. K-2 implementation of UFLI as it is presented in the materials.
2. Increased SEL lessons for students and consistent established Tier I and Tier II expectations building-wide.
3. Continued focus on systems and plans as the Bridges program supports students to receive the supports they need in the Bridges classroom and then in the gen ed classrooms.

Mapping Resources to Address Priorities

What resources are available in the school, community and region to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
Building level Bridges staff	The why and how of visuals and use of positive reinforcement for plans.	Student visuals and plans	Support from UW Autism Center	Sped
K-2 Teachers	UFLI	UFLI	UFLI and LETRS	LAP/Title I
Building SEL Team, Guiding Coalition, and Leadership Team	SEL curriculum (Second Step and PurposeFull People) and schoolwide PBIS expectations ("Berney Big 3")	Core materials for SEL (PurposeFull People)	Ongoing modeling with support from counselors	Basic Ed

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
All	District Office Sped and SEL team		Lessons specific to understanding behavior and adult regulation	LAP
K-2	K-2 Literacy Leader	Time	Modeling, co-teaching, lesson feedback	LAP

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Multi-Lingual Learners Coordinator	Dedicated class time and release time	Constructing Meaning Materials Spanish texts	District training	Bilingual funds

Mapping Resources to Address Priorities

		Material for visual supports		

Click or tap here to enter text.

What resources still need to be identified and secured to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
All	Supporting students with autism	For this initial presentation, materials will be based on the presenter handouts	UW Autism Consultant provides whole staff profession learning	Title or LAP depending on which funds need to be spent first. .
K-2	Feedback from K-2 literacy TOSA	Data from fidelity inventory	TBD based on scores on implementation fidelity check list	LAP

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Guiding Coalition	Deepening understanding of how inclusionary practices to increase engagement	Resources provided by NOVAK consultant, resources gained from collaborating with our colleagues.	Release time and extend day time with NOVAK consultant to deepen understanding of inclusionary practices, implementation, and leading peers	Stronger Connections grant covers the cost of the consultant. We will use Title funds to cover release time for staff.
K-2	1:1 Coaching	NA	Co-teaching, watching someone model	LAP

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding

Mapping Resources to Address Priorities				
TBD	Extended collaboration and/or release time	Data and time	Learning from the data, other buildings, DO support to respond to student data	Title

OSSI Identified Schools: *Schools identified for improvement must identify, examine, and address resource inequities.*

Step 2: Build Community Partnerships

Resources: Creating Clear Agreements

Who is our point of contact for partnerships at the school level? List Name and Title/Role.
Marit Rasmussen, Principal Erika Walsh, Community in Schools

Who is our point of contact for partnerships at the district level? List Name and Title/Role.
Christy Krutulis, Executive Director of Teaching and Learning, Brent Cummings, Community Outreach and Partnership Coordinator

What district policies and procedures do we need to follow for community partnerships?
All building community partners must be approved by the district. This ensures the necessary paperwork is in place for potential funding, data sharing, and student access.

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
What is the name of the partner?	*What services do they provide?*	*How do these services align with the results of our strengths and needs assessment process?*	*What data sharing agreement is in place?*	*When did the school board approve the agreement?*	*Who (school staff, community partners, families, students) needs to be informed of this approved partnership?*
Community in Schools (CIS)	Wrap around services for families, truancy support, and coordinator of other community partnerships and programs in the building.	This partnership was an outcome of the district needs assessment conducted as part of our current strategic plan. The services they provide are customized to current students and families based on back to school paperwork and ongoing meetings with families.	Our CIS staff member has access to the same data staff do. This agreement is part of the district contract.	We began our partnership with CIS in 2021	Families are notified annually of this partnership.
Walla Walla Schools Foundation	Outdoor education field trips for all students at each grade level.	These programs are tied to student engagement.	District level, non-identifiable data is shared.	WWSF began in 2022 and they present annually to the Board of Directors.	There is ongoing communication with families and the community about this partnership.
Whitman College	Math and Reading tutoring and mentoring.	Building relationships and trusted adults who can support and further engage students who are not yet at grade level.	We don't share data with the student tutors.	Thai partnership does not require official board approval. However, all programs and students are vetted through at least the Teaching and Learning department and	Cabinet

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
				follow district office protocols.	

Step 3: Plan Integrated Student Supports

Resources: Developing SMARTIE Goals, Identifying Evidence-Based Practices and Programs, Evidence-Based Interventions, Planning Training and Coaching, Coordinating State and Federal Funding Sources

What is our vision and mission statement?
Sharpstein Mission: "Every Child, Every Day, Every Step of the Way, Welcoming, Achieving, Caring, Educating."

Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.				
Evidence-based practice (Intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources

What is our vision and mission statement?				
What evidence-based practice ***(intervention, activity, or strategy)*** *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the extent to which this* ***evidence-based practice (intervention, activity, or strategy)*** *was implemented as intended?* *What short-and long-term* ***data*** *will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur?* *What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the* ***evidence-based practice (intervention, activity, or strategy)?*** *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*

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OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

SMARTIE Goal #1 By May 2026, we will refine and implement a schoolwide behavior support system that includes consistent data collection, clear protocols, and responsive interventions, co-developed by the SEL Team with input from staff.				
Evidence-based practice (intervention, activity, or	Implementation and Impact Data	Timeframe	Lead	Resources

strategy) to support SMARTIE Goal				
The SEL Team will lead professional development throughout the year on PBIS strategies, de-escalation practices, and intervention protocols, with at least three training sessions provided schoolwide. Specifically, our district SEL team will provided training for all staff. Then our building SEL team will lead the data collection and monitoring of practices through ghost walks, analyzing referral data monthly, and survey staff on their understanding and use of de-escalation strategies.	Using 5Lab behavior dashboards, we will monitor trends pulled from Skyward to ensure data-informed decisions. This work supports equity and inclusion by ensuring all staff are equipped to support diverse student needs and that systems are transparent, consistent, and restorative across all classrooms. Both the SEL and SST team will also utilize ABC data to monitor the success of our plans every 6-8 weeks. The impact of this goal will be a reduction in radio calls and escalated students because staff will be able to more successfully implement	Establishing and publishing schoolwide behavior protocols by November 2025. At least 85% of staff reporting clarity and confidence in behavior systems via a mid-year feedback survey. Monthly data reviews indicating improved consistency in documentation and reduced referrals in identified focus areas (e.g., defiance, disruption).	The SEL Team which includes the Principal	District SEL Team for PD around specific strategies.

	proactive strategies to head off the escalation.			

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

1. Title IV
2. Title I

SMARTIE Goal #2: To **implement the Universal Design for Learning (UDL) framework** school-wide by launching and sustaining the **"Bump it Up" strategy** to increase **student independence, ownership, and engagement, especially in writing**.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Targeted professional and coaching to implement the utilization of Universal Design for Learning school-wide, including certificate staff and classified staff. Our team will be launching the Bump it Up strategy with staff (January 14 staff meeting) in a push to increase student independence, ownership, and engagement, especially related to writing. Each grade level will work together to develop a Bump it Up plan for a given opinion question: *What is your favorite season?* on butcher paper. Teams	Walk classrooms, GC visit each other during instruction. We will collect baseline data first in early January and then set goals for the remainder of second semester.	GC will meet with staff monthly or every other month in order to connect re: the strategy. Teachers can share what they've done and also show student samples. Either they can share photos or teams can walk through the building to look at how Bump it Up is being used in classrooms. (March 4 for 1st check-in)	The building leadership team is responsible for implementing, measuring, and adjusting the activity. Others who will be involved are: District UDL consultant Building professional development coordinator PLC leads Para educators	To implement this activity we will need the following resources: Additional time for the GC to implement, monitor and adjust the practice Release funds for coaching cycles Additional time for professional development for staff leads Additional time for professional development for classroom para educators

will develop ideas of the visuals as well as the criteria After each poster is created, teams will wander the room to see what is happening vertically Bump it Up posters will be printed to be used in each classroom.				

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

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7. Title I

What supports are available to meet the identified needs of students? Outline the following for optimal coordination of academic and nonacademic supports.

- **Area of focus:** identified need (academic skills, nonacademic barriers, etc.)
- **Decision rules:** data-based criteria for entrance and exit to supplemental supports
- **Supports to be provided**: specific supports, academic or nonacademic, to be provided if student meets criteria
- **Duration and frequency:** how long and often supports should be provided
- **Time of day:** when supports occur (before school, during intervention block, after school, weekend, etc.)
- **Location:** where supports occur
- **Staff:** support lead and contact
- **Progress monitoring:** tool used to assess student progress and implementation of supports
- **Communication:** plan to communicate with staff, partners, and families

Tier 1 (Universal) - *What do all students have access to in Tier 1?*

Academic	**Nonacademic**
Core instruction in math, ELA, Science, and Social Studies	Recess and SEL supports.

Tier 2 (Targeted) - *What do some students, based on data-informed needs, have access to in Tier 2?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
All subjects	Results on Formative and Summative Assessments	Small group intervention, reteaching, test retakes	As needed, per data results	Class time	Classrooms	Para	Retakes, future assessments	N/A

Tier 3 (Intensive) - *What do a few students, based on data-informed needs, have access to in Tier 3?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
Support class (ML or SpEd)	Assessment and testing data	Additional lessons for intensive pre or reteaching	Daily	School Day	Classroom	ML coordinator and/or SpEd teacher	Weekly	Parent communication when scheduling, IEP meetings
Self-regulation	ABC data and other time on task data	SElf-regulation strategies .	3x a week for 20 minutes to start, fading in frequency when student demonstrates they can consistently apply skills	Built in around core time	Typically counselor's office, or PAWs Center.	Counselor and district SEL Team	Weekly	In-person meetings and email, including sharing of data trackers.

Communication	Method(s)	Date Received and/or Approved
School board	Consent Agenda	December 16, 2025
School staff	Staff meeting	Spring 2026 for the 2026-27 school year
Community partners	In-person meetings	Ongoing
Families	PTA Meeting	Spring 2026

Step 4: Deliver Integrated Student Supports

Resources: Understanding Implementation Fidelity, Monitoring Implementation of Planned Supports, Implementing Evidence-Based Practices with Fidelity

How are we tracking implementation within the school?
Documentation of communication (*to share implementation progress, barriers, etc.*): Click or tap here to enter text.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Click or tap here to enter text.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Click or tap here to enter text. Provided: Click or tap here to enter text.
Documentation of materials, training, and coaching to ensure fidelity of implementation: Click or tap here to enter text.

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Step 5: Use Data to Drive Continuous Improvement

Resources: Using Improvement Cycles, Data-Based Individualization (DBI) Steps and Resources, SIP EOY Rubric and Feedback Template

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
Date of Review: *When did the data review take place?*	**Data Review & Evaluation:** *What is the impact, or student response, to provided supports?* *Which factors might have contributed to the student response?* *Was the plan for implementation followed? If not, why?*	**Action Items:** *What adjustments need to be made to improve our impact on student learning? (e.g., changes for students - initiate, continue, intensify, fade, or discontinue supports – and/or changes for adults – training and coaching, scheduling, etc.)*	**Lead:** *Who is responsible for each action item?*	**Timeframe:** *When do these action items need to be completed?*	**Communication:** *What communications need to occur related to these action items? Who, what, how?*
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Integrated Student Supports Implementation Template
Opportunity Program & Walla Walla Online 6-12

Audience & Purpose

This template is intended to be an optional working document to support implementation of school-level activities in each step of the ISS Protocol. The information gathered on this template can be used to coordinate annual state and federal requirements (see Appendix B in the ISS Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use this template to support annual School Improvement Plan (SIP) requirements.

Getting Started

Implementation Teams

Resources: Implementation Teams Overview, School Team Membership, Creating an Implementation Team, Teaming Inventory

Who are our school implementation team members? List Name and Title/Role.	
Rob Ahrens - Program Director Donnetta Elsasser - Opportunity Program Representative Sarah Foster - Walla Walla Online Program Representative	

Team Procedures

Resources: Team Working Agreements, Communication Protocols Worksheet, Example Communication Protocol, Selecting Useable Innovations, Evidence-Based Interventions, Data-Based Decision Making, Data Teaming Tools

What are our team procedures?
Working agreements: Opportunity and Walla Walla Online are two different schools. Both Schools each have a small staff. Walla Online has five teachers, a shared counselor, shared secretary, shared intervention services and shared administration. The Opportunity has 4.6 teachers, a shared counselor, shared secretary, shared intervention specialist and shared administration Agendas 12.5.25 SIP Meeting
Communication protocols Each school is small, and teachers work in shared spaces. Communication frequently happens organically on a regular and as needed basis. The full staff of each school meets each week separately in PLC to discuss the individual needs of each program. During those meetings, we discuss the needs and progress of our students. Decisions are made collectively after discussion and agreement. **(Is this where we put needs/ideas for improvement)**

Selection process for evidence-based practices and programs

The most important work we do is to get students to graduate and be ready for their future. Everything we do should align with this premise.

- **On-time graduation goal**
  - 4 Year Cohort - 95% **(From when to when?)**
  - 5 Year Cohort - 100%
  - 6 Year Cohort - 100%
- Attendance Goal
  - Opp - 100% Monthly Count
  - WWOnline - 100% Monthly Count
- 100% Completion of the High School and Beyond Plan for all students.
- Credit Attainment Goal
  - Credits/Students on a quarterly basis
    - Opp
    - WWOnline

Data-based decision-making **(Do we have to do this part????)**

The Build-Measure-Learn Loop

The model consists of three core steps that are meant to be executed as rapidly as possible:

1. **Build:** Create the smallest possible version of a product, feature, or campaign to test a hypothesis. This is called the **Minimum Viable Product (MVP)**.
2. **Measure:** Collect quantitative and qualitative data on how users interact with the MVP. The goal is to get validated learning—data that proves or disproves the initial hypothesis.
    - *Example data:* Conversion rate, click-through rate, usage frequency, customer survey responses.
3. **Learn:** Analyze the data from the "Measure" step to determine what was learned. This is the crucial step where you decide on the next course of action:
    - **Persevere (Keep Going):** If the hypothesis was proven correct, continue development.
    - **Pivot (Change Course):** If the hypothesis was proven incorrect, change a core element of the strategy (e.g., target user, feature set, or business model) and start the loop again.

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OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

Step 1: Assess Strengths and Needs

Resources: Comprehensive Needs Assessment Toolkit, Washington State Report Card, PBIS Tiered Fidelity Inventory, Reading Tiered Fidelity Inventory, Washington 211 Resource Inventory, Finding the Root Cause, NIRN Root Cause Analysis

School-Level Data

Which assessment did we engage in this year? (This is on the form….. Do the items below match THIS year?)

- € Grad Rate Intensive review of our strengths and needs (every 3-5 years)
- € Focused review of our strengths and needs (yearly)

What are the demographics in our school?

Total enrollment: ~~*Rob will fill in.*~~ ***Gather data from secretaries or registrars.***

Opportunity:

Walla Online:

Gender:

Opportunity:

Walla Walla Online

Race/Ethnicity:

Opportunity

Walla Walla Online

Program and characteristic:

Opportunity: The Opportunity program is an ALE program designed to accelerate the learning of credit deficient students as well as to meet the needs of many students who don't find success in a comprehensive high school. Each student has a ***very*** *individualized education plan designed to meet their needs. At a minimum, students meet with each of their teachers for a 20*

minute individualized meeting each week. Students then work independently for 90 minutes in the building Monday through Friday, with the expectation of 4.5 hours of work outside of the building each day.

Walla Walla Online: Walla Walla Online (WWO) is an online ALE program. WWO utilizes the Edgenuity platform as a basis for course delivery. Students meet with their WWO advisor for a minimum of 20 minutes each week to review progress in Edgenuity, academic support, and SEL support.

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school?

€ Attendance – Attendance is reviewed on a daily basis by teachers, secretarial staff, intervention specialists, and admin. When a student fails to make a weekly meeting, there are procedures in place to make contact with the student and their family. At WWO, teachers call, text, and email the student and the parent if a student misses their advisory meeting. At Opportunity, teachers make contact for absent students who are on their schedule that day. If a student does not have a scheduled meeting, the secretary or intervention specialist makes contact. (what role does the counselor play?)	€ Assessment Data – Assessment data (SBA, ASVAB, ACT) are frequently reviewed to determine if proficiency credit is available for students. At WWO, reading data is often reviewed to determine if academic integrity is an issue for student work.
€ Behavior (discipline referrals, etc.) – Administration reviews discipline records prior to program entry. Student behavioral issues at Opportunity are addressed on a daily basis by all staff. More formal discussions happen during PLC meetings. Our system lacks consistent communication protocols for follow through and resolution.	€ Credit Attainment/Course Completion – Each student's course record is analyzed at Walla Walla Online by the counselor. WWO teachers enter final grades and mark completion on SPS and WSLP. At Opportunity, the teachers and the administrator determine the best course placements and monitor progress in the SPS and WSLP. Courses are closed out by teachers, transcribed by the secretary, and rechecked by the teachers.

€ Student, family, and staff perception data (surveys, etc.) – This data is collected via the CEE survey. Unfortunately, data is aggregated among 3 schools, which makes the analysis unreliable and invalid. This is due to the small sample size (N) for each school.	€
€ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.) – Both programs often serve the needs of students with chronic health conditions and students with housing and food insecurity.	€ On track for graduation – This forms the core of our work. Graduation progress is continuously monitored by all staff at WWO and Opportunity, adjusting coursework to meet students' needs. If a student is not an on-time graduate, we work with the student and family to keep the student enrolled the next year.
€ Social, emotional, behavioral, and mental health (SEBMH) screening – SEL needs are paramount and are addressed during weekly meetings at each school. Referrals are then made to the intervention specialist, administration, and the counselor. The Linewize monitoring system monitors students concerning language. WWO lacks communication protocols to address SELBMH student needs. Opportunity needs to create a tiered communication protocol between the intervention specialist and the administrator.	€ Support data across tiers (participation, pre/post data, impact data) – This is a hallmark of the WWOnline program. Students who are struggling are placed in an intervention cycle. The intervention process is time-intensive for teachers but has shown great success. For Opportunity students who are struggling, they are discussed at PLC and suggestions are made with group consensus. This cycle repeats as necessary. The Opportunity Program lacks a clear communication protocol for timelines.
€ WIDA assessment Administration reviews ML student achievement with our testing coordinator and ML coordinator.	€ Other: Click or tap here to enter text.

What are the main trends in student data, disaggregated by student group and program, in our school?

Strengths	Needs

Student needs are addressed individually and quickly by staff. Opportunity and Walla Walla Online teachers know their students very well. They integrate SEL needs into their subject teaching. Courses are often individually tailored to meet the specific needs of students. This includes specific enrichment opportunities. Both program's teachers have regular and frequent communication with families regarding student progress. Walla Walla Online calls parents/guardians of all students who are on an intervention plan after a failed Monthly Progress Evaluation. Opportunity staff attempt to involve parents in programming planning for their students.	We need clearer communication protocols related to student needs. We need clearer communication protocols for students and families to involve them in program planning and execution. With a growing enrollment, across all programs (Approaching 500 students) we are struggling to maintain appropriate levels of service for student success. WWOnline time to review and modify Edgenuity. Both programs need time to effectively support students with SchoolLinks. Clear expectations of which parts of the HSBP to help students is needed. Right now we operate on what we have done in the past but need more efficient communication protocols.

What are the root causes for the trends in student data, disaggregated by student group and program, in our school?

1. Students at our comprehensive high school are continuing to seek ALE placements at greater rates for various reasons. Both programs are growing and need district support to match the growth.
2. In the post COVID educational setting, students are presenting with greater skill deficits both academically and in terms of soft skills.
3. Our community is a high poverty community and both resources and employment are becoming increasingly limited.

OSSI Identified Schools: *All schools identified for improvement must review family engagement data and WSIF data accessed through the Washington State Report Card in their comprehensive needs assessment process.*

Priorities Aligned with Data Trends
Based on our careful review of school-level data, what are our top priorities? 1. We need to have improved processes and communication related to the wrap around services available to students at both Opportunity and Walla Walla Online.

Priorities Aligned with Data Trends
2. We need to have improved processes and communication with our feeder schools and families related to determining the most equitable WWPS educational fit for all students.

Mapping Resources to Address Priorities

OSSI Identified Schools: *Schools identified for improvement must identify, examine, and address resource inequities.*

Step 2: Build Community Partnerships

Resources: Creating Clear Agreements

Who is our point of contact for partnerships at the school level? List Name and Title/Role.
Rob Ahrens director of Walla Walla Online and Opportunity • Rob Ahrens - CCRA, ASU • Donnetta Elsasser - Whitman and Salmon in the Schools • Phil Kahler - Audubon Society • Jackie Hellie - First Foods, Walla Walla Community College • Maria Green - Community outreach • Kelsee Anderson -Volunteer Opportunities • Shannon Jones - WWPS Foundation field trips • Hannah Slominski - WWPS Foundation field trips • Jason Knittel - Volunteer Opportunities • Sarah Foster - GEAR Up Linkage
Who is our point of contact for partnerships at the district level? List Name and Title/Role.
Chris Gardea WWPS Assistant Superintendent

What district policies and procedures do we need to follow for community partnerships?
All building community partners must be approved by the district. This ensures the necessary paperwork is in place for potential funding, data sharing, and student access.

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
What is the name of the partner?	*What services do they provide?*	*How do these services align with the results of our strengths and needs assessment process?*	*What data sharing agreement is in place?*	*When did the school board approve the agreement?*	*Who (school staff, community partners, families, students) needs to be informed of this approved partnership?*
BMAC	Pre-ETS	Provides students will job skills and placements	Pre-ETS application	NA	Students, families, staff
CCRA Elevate	Post High School Planning	Assistance with FAFSA/WAFSA and post secondary opportunities	District Level Agreement	Unknown	Students, families, staff
ASU	Dual Credit Courses	ASU provides students the opportunity to earn Dual Credits and leading to a graduation pathway	District Level Agreement	Spring 2023	Students, families, staff, feeder school admin and counselors
Whitman Tutoring	Direct tutoring services for our students during block times.	This service provide our students with direct support with their current course load in all academic areas.	None	NA	Teachers, students, families
Audubon Society	Volunteer Opportunities	Students require 40 hours of volunteer service in order to graduate.	None	NA	Teachers, students, familie

Step 3: Plan Integrated Student Supports

Resources: Developing SMARTIE Goals, Identifying Evidence-Based Practices and Programs, Evidence-Based Interventions, Planning Training and Coaching, Coordinating State and Federal Funding Sources

What is our vision and mission statement?
WWOnline: Your Journey, Your Pace, In Partnership: Walla Walla Online Opportunity: In Progress

Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources

What is our vision and mission statement?				
What evidence-based practice ***(intervention, activity, or strategy)*** *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the extent to which this* ***evidence-based practice (intervention, activity, or strategy)*** *was implemented as intended?* *What short-and long-term* ***data*** *will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur?* *What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the* ***evidence-based practice (intervention, activity, or strategy)?*** *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

SMARTIE Goal #1 By June of 2026, In order to have coherent and effective systems of student support in place the Walla Walla Online and Opportunity staff will develop, define, refine and publish clear systems of support and program procedures ensuring clearly defined and replicable procedures that drive both programs leading to on-time graduation. Click or tap here to enter text.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Develop an organizational flow chart clearly communicating protocols, roles and responsibilities for all staff members for both WWOnline and the Opportunity Program	• Starting 2nd semester 2025-2026. • Introduce SIP plan and do a staff feedback survey • Identify critical check points • Divide responsibilities via consensus and deligation • Completion flow chart • Monitor (HOW often?)	• December 19th, SIP team develops a list of communication protocols • 1st PLC in January PLC Share list of protocols and gather staff feedback. • Friday, February 6th Staff builds the initial "Communication Protocol" • May 2026 Complete data analysis	SIP Team All staff	• February release time Staff Data Day Kelsee needs to be green sheeted.
Funding: List and describe funding source(s) associated with the activities described above. **Reminder:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.				
1. LAP				

What supports are available to meet the identified needs of students? Outline the following for optimal coordination of academic and nonacademic supports.

- **Area of focus:** identified need (academic skills, nonacademic barriers, etc.)
- **Decision rules:** data-based criteria for entrance and exit to supplemental supports
- **Supports to be provided**: specific supports, academic or nonacademic, to be provided if student meets criteria
- **Duration and frequency:** how long and often supports should be provided
- **Time of day:** when supports occur (before school, during intervention block, after school, weekend, etc.)
- **Location:** where supports occur
- **Staff:** support lead and contact
- **Progress monitoring:** tool used to assess student progress and implementation of supports
- **Communication:** plan to communicate with staff, partners, and families

Tier 1 (Universal) - *What do all students have access to in Tier 1?*

Academic	**Nonacademic**
All students have access to grade level core content.	All students have access to teacher advisors to support SEL needs. All Students have access to an administrator and counselor for grad planning.

Tier 2 (Targeted) - *What do some students, based on data-informed needs, have access to in Tier 2?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
Attendance	Missing scheduled appointments.	Student and family contact	Each time a meeting is missed	During scheduled block or advisory meeting	In building/Phone/Zoom	All Staff	Progress is monitored during PLC meetings.	N/A

Student Engagement	WWOnline - Not passing ⅔ of class at end of each month	Intervention plan	Monthly	Variable	Zoom/Phone/In Person	Teacher Advisor	Click or tap here to enter text.	Click or tap here to enter text.
Tier 3 (Intensive) – *What do a few students, based on data-informed needs, have access to in Tier 3?*								
Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
Seriously credit deficient seniors (Opp)	6 or more credits behind at semester	Students will be assigned a staff advisor	Weekly progress monitoring with students. Monthly communication with families	Variable	Variable	Teaching staff, admin, counselor	Review progress at PLC meetings	Phone/email/letter home
Intervention Process	Students not passing ⅔ of their course load	Modification of course work. Increased meeting times	Check in with an advisor twice per week.					

Communication	Method(s)	Date Received and/or Approved
School board	Per district policy, in consent agenda by January 1	December 12, 2025
School staff	Email, SPS, dialogue during PLC meetings	Ongoing
Community partners	Primarily through district partnership meetings	Ongoing
Families	Parent square, letters home, emails, texts, phone calls home.	Ongoing

Step 4: Deliver Integrated Student Supports

Resources: Understanding Implementation Fidelity, Monitoring Implementation of Planned Supports, Implementing Evidence-Based Practices with Fidelity

How are we tracking implementation within the school?
Documentation of communication (*to share implementation progress, barriers, etc.*): Click or tap here to enter text.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Click or tap here to enter text.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Click or tap here to enter text. Provided: Click or tap here to enter text.
Documentation of materials, training, and coaching to ensure fidelity of implementation: Click or tap here to enter text.

Step 5: Use Data to Drive Continuous Improvement

Resources: Using Improvement Cycles, Data-Based Individualization (DBI) Steps and Resources, SIP EOY Rubric and Feedback Template

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
Date of Review: *When did the data review take place?*	**Data Review & Evaluation:** *What is the impact, or student response, to provided supports?* *Which factors might have contributed to the student response?* *Was the plan for implementation followed? If not, why?*	**Action Items:** *What adjustments need to be made to improve our impact on student learning? (e.g., changes for students - initiate, continue, intensify, fade, or discontinue supports – and/or changes for adults – training and coaching, scheduling, etc.)*	**Lead:** *Who is responsible for each action item?*	**Timeframe:** *When do these action items need to be completed?*	**Communication:** *What communications need to occur related to these action items? Who, what, how?*
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Integrated Student Supports Implementation Template
Garrison Middle School

Audience & Purpose

This template is intended to be an optional working document to support implementation of school-level activities in each step of the ISS Protocol. The information gathered on this template can be used to coordinate annual state and federal requirements (see Appendix B in the ISS Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use this template to support annual School Improvement Plan (SIP) requirements.

Getting Started

Implementation Teams

Resources: Implementation Teams Overview, School Team Membership, Creating an Implementation Team, Teaming Inventory

Who are our school implementation team members? List Name and Title/Role.	
Kim Doepker, Principal Nicole Fish, Assistant Principal Agnes Wooters, Guiding Coalition Member, Instructional Coach	Jami Shultize, Instructional Coach, Classroom Teacher Caleb Condie, Guiding Coalition Sean Reid, Guiding Coalition Christy Kuhlman, Guiding Coalition Nate Ferraro, Guiding Coalition Kim Endres, Guiding Coalition

Team Procedures

Resources: Team Working Agreements, Communication Protocols Worksheet, Example Communication Protocol, Selecting Useable Innovations, Evidence-Based Interventions, Data-Based Decision Making, Data Teaming Tools

What are our team procedures?

Our Guiding Coalition team meets twice each month, with a focus on strengthening connections with students through UDL implementation strategies in Advisory. Each quarter, the GC leads staff in reviewing attendance and discipline data specific to their Advisory classes, ensuring that we consistently reflect on how well we are supporting student belonging.

We also examined state assessment results, CEE survey data, and teacher feedback. This reflection revealed that our previous Professional Learning Format on Wednesdays was not producing the desired outcomes—increasing teacher efficacy in ways that directly boost student academic performance.

As part of this work, we are prioritizing student groups whose needs have not been fully met: multilingual learners and students with IEPs. Our GC is committed to ensuring that these students, in particular, experience the growth and success envisioned in our school's mission

Communication protocols

The Communication Protocol will be a great template for GC to work from when communicating data and progress. This same format can be used for our Building SEL Teams. Both teams meet two Fridays a month.

Selection process for evidence-based practices and programs

Our Guiding Coalition is studying *The Middle School Advisory Handbook* (published by AMLE—Association of Middle Level Educators) to deepen our understanding of Advisory and to identify the practices needed to implement a strong program. Our focus is on achieving meaningful outcomes: increased student attendance and fewer disciplinary incidents.

To strengthen collaboration and growth in our PLCs, several teachers volunteered to serve on the Re-Design Team, which is using the PLC+ framework. The two teachers leading this work completed certification training in May 2025 with PLC+ co-authors Nancy Fisher and Doug Fry.

Data-based decision-making

Using data from the 5 LAB, we recognized the need to approach Advisory differently in order to strengthen student belonging and school connectedness. Along with this, the WWPS District's UDL implementation served as a key driver for rethinking how Advisory is structured.

We also examined SBA and iReady data, which revealed that we were not adequately meeting the needs of our multilingual learners and students with IEPs.

In response, our Guiding Coalition set two measurable goals:

- **Goal 1:** 100% of teachers will post and use student-friendly learning targets that clearly reflect the standards being taught.
- **Goal 2:** 80% of students will reach at least 70% proficiency on Classroom Summative Assessments (CSAs). These results will be reviewed and shared quarterly.

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

Step 1: Assess Strengths and Needs

Resources: Comprehensive Needs Assessment Toolkit, Washington State Report Card, PBIS Tiered Fidelity Inventory, Reading Tiered Fidelity Inventory, Washington 211 Resource Inventory, Finding the Root Cause, NIRN Root Cause Analysis

School-Level Data

Which assessment did we engage in this year?

- SBA three year data 22-23-24, CEE Data 23-34-25
- Our format is a data carousel where we look at 5LAB, CEE, attendance, discipline, grades, SBA, iReady and CSAs to determine strengths and needs. Our 8th grade ELA and Math on the SBA increased from previous school year showing an upward trend.

What are the demographics in our school?

Total enrollment: 550

Gender: 49.6% female, 50.4% male

Race/Ethnicity:Hispanic 49.1%, 2_more races 4.0%, White 43.6%

Program and characteristic: Dual Language, Highly Capable, Embedded Honors for Social Studies and Science, Co-taught classes for ELA and Math

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school?

Attendance	WaKIDS assessment
Behavior (discipline referrals, etc.)	Academic screening

€ Student, family, and staff perception data (surveys, etc.)	€ State summative assessment
€ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)	€ On track for graduation (if applicable)
€ Social, emotional, behavioral, and mental health (SEBMH) screening	€ Support data across tiers (participation, pre/post data, impact data): Click or tap here to enter text.
€ WIDA assessment	€ Other: Click or tap here to enter text.

What are the main trends in student data, disaggregated by student group and program, in our school?

Strengths	Needs
CEE Data reports that over 90% of students have a trusted adult at school	Marginalized students identified as ML and students with an IEP are not make the gains as non-marginalized students
Upward trend in 8th grade LEA, 8th grade math, 6th grade math and 6th grade ELA SBA Scores	Strengthening Tier 1 instruction so more students are meeting grade level proficiency on Common Summative Assessments and SBA
Click or tap here to enter text.	PLT teams lack the desired outcomes of productivity and increasing instructional strategies

What are the root causes for the trends in student data, disaggregated by student group and program, in our school?

1. Lack of teacher clarity in content, standards and instructional strategies
2. Attendance for students categorized as chronically absent

OSSI Identified Schools: *All schools identified for improvement must review family engagement data and WSIF data accessed through the Washington State Report Card in their comprehensive needs assessment process.*

Priorities Aligned with Data Trends
Based on our careful review of school-level data, what are our top priorities? 1.Increasing Tier I instruction through a collaborative process while using PLC 2.Provide scaffolded instruction for Multilingual and Special Education students through coordinated collaboration among ML Coordinator, Special Education staff, general education teachers, and paraeducators to deliver targeted, direct instruction. 3. Aligning standards learning targets and CSAs for aligned and coherent instruction for all especially building a system when students are absent that para educators could step in to support and scaffold as noted in bullet point 2

What resources are available in the school, community and region to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
Agnes Wooters	Instructional Coach	PLC + Books	Working with volunteer teachers for the re-design team to focus on implementing strategies to provide better access to core content for our ML and SpEd students.	Basic Ed
Jami Schultheis	Instructional Coaching	PLC + Books	Working with volunteer teachers for the re-design team to focus on implementing strategies to provide better access to core content for our ML and SpEd students.	Basic Ed
Teaching Staff	UDL	PD days with Jeff Horwitz	PD specific to strategies to reduce barriers and increase student engagement in learning.	Stronger Connections Grant
Professional Learning Teams by Grade and Content	Release time for collaboration	Data trackers for CFAs and CSAs	Building-directed time for Tier 1 professional development Training for Universal Design for Learning to understand the why of UDL and then how to begin to implement strategies that increase access and engagement for all students, with a	TItle

			specific focus on reducing barriers to content for special education students and ML learners	

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Communities in Schools	Support identified students who are chronically absent or are approaching chronically absenteeism	Classroom space Incentives for attendees	PD days that CIS provides their coordinators	Stronger Connections Grant
Certificated Teacher and one Para	6th grade math intervention	Classroom space, manipulatives, additional math materials	Math release days Release time to plan quarterly for incoming cohorts	Basic Ed
Academic Support for 7th and 8th grade students	Classroom space Incentives Additional materials for reteaching and preteaching	Additional math materials, Incentives	Release time to plan for how to respond to specific student data as we need to implement new and different strategies than in the past.	Title

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Multi-Lingual Learners Coordinator	Dedicated class time and release time	Constructing Meaning Materials Spanish texts Material for visual supports	District training	Bilingual funds

Special Education Staff	Dedicated class time and release time	Support Curriculum for Resource teaching and Co Teaching	District and Building Trainings	SpEd funds and Title I
Paraprofessionals	Scheduled push-ins for support	Core curriculum, list of accommodations, IEP-at-a-glance	District and Building Trainings	SpEd, Title and Bilingual funds

OSSI Identified Schools: *Schools identified for improvement must identify, examine, and address resource inequities.*

Step 2: Build Community Partnerships

Resources: Creating Clear Agreements

Who is our point of contact for partnerships at the school level? List Name and Title/Role.
Jennifer Hernandez, Community in Schools

Who is our point of contact for partnerships at the district level? List Name and Title/Role.
Christy Krutulis, Director of Teaching and Learning; Brent Cummings, Community Outreach and Partner Coordinator

What district policies and procedures do we need to follow for community partnerships?
All building community partners must be approved by the district. This ensures the necessary paperwork is in place for potential funding, data sharing, and student access.

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
What is the name of the partner?	*What services do they provide?*	*How do these services align with the results of our strengths and needs assessment process?*	*What data sharing agreement is in place?*	*When did the school board approve the agreement?*	*Who (school staff, community partners, families, students) needs to be informed of this approved partnership?*
Communities In Schools	Coordination of community services for families, Social and Emotional support and interventions for students, coordination of volunteers	Attendance and lack of basic needs are contributing factors to a lack of growth for many students. This partnership works to support in these areas	Reports to administration around caseload data and attendance tracking	2023	Staff, Parents, Students, District

Step 3: Plan Integrated Student Supports

Resources: Developing SMARTIE Goals, Identifying Evidence-Based Practices and Programs, Evidence-Based Interventions, Planning Training and Coaching, Coordinating State and Federal Funding Sources

What is our vision and mission statement?
Garrison Middle School ensures **all** students grow academically and socially, achieving high levels of learning to be successful in high school. Collectively we guarantee all students access to high levels of quality learning and opportunities for

What is our vision and mission statement?
measurable growth both academically, socially and emotionally.

Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources

What is our vision and mission statement?				
What evidence-based practice ***(intervention, activity, or strategy)*** *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the extent to which this* ***evidence-based practice (intervention, activity, or strategy)*** *was implemented as intended?* *What short-and long-term* ***data*** *will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur?* *What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the* ***evidence-based practice (intervention, activity, or strategy)?*** *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*

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OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

SMARTIE Goal #1 Improve Tier I instruction through quantitative inquiry by having 80% of all students will show proficiency of 70% or higher on Summative Assessments.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources

Plan, Do, Study, Act will be a cycle of inquiry our Instructional coaches will use when working with PLC teams and their CSA data with specific focus on our ML learners and special education students Paras can have a positive impact on student achievement when they receive ongoing PD and feel like an important member of the team, thus ongoing PD for paras is a key strategy to meet this goal. Paras are placed in classroom to support our ML and special education students	CFA Data for all content areas. Five Share Data-In progress grades, at least monthly. Diagnostic Growth Data for i-Ready, BOY to MOY. Data will be monitored by PLCs after each summative assessment. This data will be shared out with staff quarterly.Then, the Guiding Coalition will be looking at disaggregated data quarterly with focus on ML and our special education students to find patterns of success, what's going well and areas that we may need to look at more deeply Paraeducator support must be designed, supervised, and monitored by certificated special education staff; and that the role of paraeducator is	At least 4 times this year, with the overall time frame being over 2-3 years to build capacity and retain staff. This will be on going for the 25.26 school year	Special education certificated staff in conjunction with district level special education staff Instructional coach, Sped teachers and ML coordinator	Paras are an important part of a school's community and play a valuable part of MTSS and intervention teams. Release time for PD with research based techniques and strategies

As noted inTechnical Assistance Paper; includes **Appendix A: Best Practices for Planning Paraeducator Support**.	supplementary, not replacing specialized instruction. Instructional coaches and special education teachers and ML coordinator will plan a school wide system of how to effectively use para educators when in classes working with ML and special education students. Paras will be given specific lessons and tracking methods so we are able to see and celebrate progress by student and by specific intervention.			
UDL strategies, specifically sentence frames and anchor charts for this year.	Admin, GC, SEL team,Resource Room teachers, ML Coordinator ML coordinator will deliver quarterly PD to all staff on best practices to support our ML students. The GC and SEL team in partnership will design lessons for Advisory that include warm welcomes and activities to support	Yearlong with quarterly report outs	ML Coordinator, GC SEL and Admin	ML coordinator support and staff PD Release and extended time to work with paras, special education teachers and gen ed teachers with instructional coaches On going training

	the building of a culture of belonging. Admin and ML coordinator will walk classrooms bi weekly to see the anchor charts, sentence frames and strategies presented during PD GC will continue work with Novak consultant on learning targets and their importance. Admin will do walk throughs to collect data and share with staff			Text, online and subscription resources Release time to visit neighboring districts and or other buildings with the District

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

1. Title I and LAP dollars will be used to pay staff for extended time when training is needed outside of the school day.

SMARTIE Goal #2: By June 2026, all classrooms will consistently display **standards-aligned, student-friendly learning targets** that are developed and refined through the work of Professional Learning Communities (PLCs).				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
OSPI has made priority standards more visible and is developing guides for teachers to unpack standards and use exemplars, which supports our goal of making learning targets both standards-aligned and student-friendly. Our PLCs will use these guides to develop and refine learning targets. Aligned to Washington State learning standards which 'define what all students need to know and be able to do' (OSPI) and that instructional materials are designed to support student acquisition of these standards, our plan includes training for writing student-friendly learning targets based on those standards to ensure clarity for students and coherence in instruction.	Common assessment data for all content areas. Diagnostic growth data from BOY to MOY as measured by i-Ready for math and reading. Instructional coaches will work with teams aligning learning targets that match the standards in student friendly terms. Additionally, the instructional coaches will work with PLT teams to disaggregate the data with an emphasis on our ML and Special education students. Learning Target data will be gathered by admin and shared with staff weekly Admin will walk classrooms with ML coordinator to not only look at the sentence	25.26 school year	Instructional coaches and admin, GC and ML coordinator	Providing PLC+ texts and structured release time for teachers to collaborate on the development of student-friendly learning targets and ensure alignment with state standards. Release time for ML coordinator and Instructional coaches to plan PD in response to data being collected. Release time for special education teachers, paras and instructional coaches to meet and plan to look at data, to celebrate what is working and respond differently where it is not.

	frames, anchor charts but also the learning targets. Are they written in ways that our ML students are able to access and understand what the learning for the day is.			

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

1. A combination of Title I and LAP funds will be used for extended collaboration time.
2. Basic ed covers the embedded PLC time one early release day a week.

SMARTIE Goal #3: By June 2026, the Redesign Team will explore and implement a new model of Professional Learning Communities (PLC+) through a book study and will complete at least one pilot cycle during the 2025–26 school year.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
The *Behavior Menu of Best Practices & Strategies* calls out **Professional Learning Communities (PLCs)** as a "promising" strategy. It defines PLCs as groups of teachers, administrators, coaches, etc., meeting regularly in a planned way to "collaboratively improve behavioral and academic practices, with the goal of supporting student outcomes with emphasis on our ML and special education students Book studies are already used within Washington's regional professional learning networks as a way to explore evidence-based practices, build leadership capacity, and deepen content knowledge among	The redesign is comprised of volunteer teachers who meet every Wednesday and are going through the PLC + BookYour Introduction to PLC+: Building Collaborative Teams That Drive Student Success	In partnership with our grant coach in 2024-25,, Chris Clem, we developed a four-year implementation model. During Year 1 (2025–26), volunteers will participate in the PLC+ book study and pilot the process during Quarter 4.	Instructional coaches and Admin	Release time to plan and study and a copy of Your Introduction to PLC+: Building Collaborative Teams That Drive Student Success

educators. WAESD Our plan to implement a book study as part of the redesign team for PLC+ pilot cycles is consistent with this state precedent.				
Math and ELA FellowsThe Fellows' Network is a group of instructional leaders convened by the Office of Superintendent of Public Instruction (OSPI) and the Association of Educational Service Districts (AESD) to support district and community implementation of state learning standards in Mathematics, English Language Arts (ELA), and Science.	To support the learning of all teachers and students three members of the Re Design team have applied and were accepted to the Fellows Network for our ESD 123-Math, ELA and Science Transitioning to new standards with an emphasis on the WIDA standards in ELA this learning will be paramount for our teachers and led by teachers. This will be one more layer of learning to support PLCs when looking at standards, writing learning targets with language goals for all	The Fellows Network is a three year program. The Network meets four times in a school year	Instructional Coaches-Agnes Wooters (ELA Fellow), Jami Schultheis (Science Fellows) and Robin Brown (Re-Design Team and Math Fellow) and Admin	Release time to attend Fellows training Funding to pay for additional PD that aligns with the Fellows work Extended Collaboration and release time for the Fellows leaders to work with PLCs

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

1. A combination of Title I and LAP funds will be used for extended collaboration time.

What supports are available to meet the identified needs of students? Outline the following for optimal coordination of academic and nonacademic supports.

- **Area of focus:** identified need (academic skills, nonacademic barriers, etc.)
- **Decision rules:** data-based criteria for entrance and exit to supplemental supports
- **Supports to be provided**: specific supports, academic or nonacademic, to be provided if student meets criteria
- **Duration and frequency:** how long and often supports should be provided
- **Time of day:** when supports occur (before school, during intervention block, after school, weekend, etc.)
- **Location:** where supports occur
- **Staff:** support lead and contact
- **Progress monitoring:** tool used to assess student progress and implementation of supports
- **Communication:** plan to communicate with staff, partners, and families

Tier 1 (Universal) - *What do all students have access to in Tier 1?*

Academic	**Nonacademic**
All students have access to grade level core instruction.	All students have access to Tier I SEL lessons through our core adopted materials, Character Strong., School Links, GUidance Counselor

Tier 2 (Targeted) - *What do some students, based on data-informed needs, have access to in Tier 2?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*

ELA and Math	Results on Formative and Summative Assessments	Small group intervention, reteaching, test retakes	As needed, per data results	Class time and if student makes prior arrangements to come in the morning or after school	Classrooms	Teacher	Retakes, future assessments	Teachers communicate through JParent Square when assessments are going to be given, how students can make up tests
All subjects	Results on Formative and Summative Assessments	Study Spot	As needed	Before and After school Arrangements can be made during lunch	Study Spot	Communities in Schools	Grades along with completion of Success Plan template	N/A
Tier 3 (Intensive) - *What do a few students, based on data-informed needs, have access to in Tier 3?*								
Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
6th Math -	Students have been identified in 6th grade through the Fall iReady Diagnostic	Identified students will be placed in a support class for one quarter	One quarter five days a week for 48 mins	3rd and 5th periods	Classroom	One certificated staff member and one para educator	Classroom based assessments- CFAs and CSAs	Identified students were talked to 1:1 with the guidance counselors and parent communication went home to

								each parent of identified students
Support class (ML or SpEd)	Assessment and testing data	Additional class for intensive pre or reteaching	Daily	School Day	Classroom	ML coordinator and/or SpEd teachers	Weekly	This support class is part of the students' schedule
Paraprofessional support	Assessment and testing data	Reteaching, one-on-one or small group teaching and/or support	Daily or weekly as determined by need	School Day	Classroom	SpEd or bilingual para	weekly	Parent Communication when scheduling, IEP meetings

Communication	Method(s)	Date Received and/or Approved
School board	Board Packet from the Superintendent for initial review. More progress and updates are also shared before January 1, per our district policy.	September 26, 2025
School staff	Monthly Staff Meeting	September 19, 2025

Community partners	Schedule Meeting	September 22, 2025
Families	Available for review at various parent engagement nights	TBD

Step 4: Deliver Integrated Student Supports

Resources: Understanding Implementation Fidelity, Monitoring Implementation of Planned Supports, Implementing Evidence-Based Practices with Fidelity

How are we tracking implementation within the school?
Documentation of communication (*to share implementation progress, barriers, etc.*): 1. We will share out school wide the progress on CSA's (goal 1) four times per year 2. Posting of Learning targets will be shared weekly by the percentage of targets posted 3. Weekly progress of the PLC + re design team is shared in the staff newsletter
Documentation of data-based decision-making process (*to ensure timely access to supports*): We will share with our Guiding Coalition team and then from there decide on how we want to share out with staff. When we identify students for 6th grade quarterly math intervention, we will use fall iReady diagnostic assessment. To see student progress we will look at classroom based formative and summative assessments
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Teachers provided CSA data on a formal that goes to a spreadsheet Provided: Teachers were provided the form and PD on the how and why in August start up days
Documentation of materials, training, and coaching to ensure fidelity of implementation: Weekly updates are provided to staff about the PLC + redesign team. All PD is located on our HUB which outlines agendas, meeting notes and future collaboration and meeting dates

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Step 5: Use Data to Drive Continuous Improvement

Resources: Using Improvement Cycles, Data-Based Individualization (DBI) Steps and Resources, SIP EOY Rubric and Feedback Template

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
Date of Review: *When did the data review take place?*	**Data Review & Evaluation:** *What is the impact, or student response, to provided supports?* *Which factors might have contributed to the student response?* *Was the plan for implementation followed? If not, why?*	**Action Items:** *What adjustments need to be made to improve our impact on student learning? (e.g., changes for students - initiate, continue, intensify, fade, or discontinue supports – and/or changes for adults – training and coaching, scheduling, etc.)*	**Lead:** *Who is responsible for each action item?*	**Timeframe:** *When do these action items need to be completed?*	**Communication:** *What communications need to occur related to these action items? Who, what, how?*
October 22 will be the first time CSA data is reviewed	The goal will be to examine the first quarter data and gage where grade levels are at. The Guiding Coalition will determine the next steps such as enlisting the feedback of students through informal surveys	This will be determined based on the CSA data .	Admin, GC and Instructional Coaches	TBD based on the data	TBD based on the data
Learning Targets	Data on the percentage of teachers posting learning targets is shared weekly in the staff newsletter	Teachers that do not have LT posted will have an in person follow up with Admin Once the data is in the GC, Admin and Instructional coaches need to disaggregate the data into MLs, Sped to see if learning targets are a component to their growth	GC, Instructional Coaches and Admin	Quarterly after each submission of CSA data	TBD by the GC

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Integrated Student Supports Implementation
Lincoln High School

Audience & Purpose

This template is intended to be an optional working document to support implementation of school-level activities in each step of the ISS Protocol. The information gathered on this template can be used to coordinate annual state and federal requirements (see Appendix B in the ISS Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use this template to support annual School Improvement Plan (SIP) requirements.

Getting Started

Implementation Teams

Resources: Implementation Teams Overview, School Team Membership, Creating an Implementation Team, Teaming Inventory

Who are our school implementation team members? List Name and Title/Role.	
Marci Knauft, Principal Kris Bland, Math Teacher Stephanie Gomsrud, History Teacher Erica Wauchek, Open Doors Teacher	

Team Procedures

Resources: Team Working Agreements, Communication Protocols Worksheet, Example Communication Protocol, Selecting Useable Innovations, Evidence-Based Interventions, Data-Based Decision Making, Data Teaming Tools

What are our team procedures?
Working agreements The GC will meet at least once a month to create, review, and evaluate the goals outlined in this plan..
Communication protocols The Guiding Coalition will meet monthly off site to limit school distractions. Lincoln staff and Lincoln Open Doors staff meet weekly on Wednesday afternoons for our Focus of Concern meetings and PLC time. Weekly updates are sent out via email to all building staff on Sunday to ensure staff receive regular and timely updates.
Selection process for evidence-based practices and programs Visits to other ALE programs, regular building data review, teacher voice, Guiding Coalition, family voice, student voice
Data-based decision-making Program decisions are based on student needs collected from FOC data, student surveys, parent input, academic information (i.e. grades, credit attainment, standardized tests, formatives, and summatives), attendance data, and teacher input.

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

Step 1: Assess Strengths and Needs

Resources: Comprehensive Needs Assessment Toolkit, Washington State Report Card, PBIS Tiered Fidelity Inventory, Reading Tiered Fidelity Inventory, Washington 211 Resource Inventory, Finding the Root Cause, NIRN Root Cause Analysis

School-Level Data

Which assessment did we engage in this year?

- € Intensive review of our strengths and needs (every 3-5 years)
  CEE Survey (2024-25), Healthy Youth (2025-26), uPAR (2025-26), formal writing sample (2025-26), Focus of Concern meetings (weekly - all staff), IEP/504 data, SchooLinks data,
- € Focused review of our strengths and needs (yearly)

  See above

What are the demographics in our school? The demographics for the 2024-25 school year are as follow:

Total enrollment: 188

Gender: 39.4% female, 2.1% gender x, 58.5% male

Race/Ethnicity: 1.1% Asian, .5% Black/African American, 38.3% Hispanic/Latino, 4.3% two or more races, 55.9% White

Program and characteristic: 9% ELL, 3% foster care, 82.4% low income, 8% mobile, 1.1% highly capable, 12.2% homeless, 1.1% migrant, .5% military parent, 14.4% Section 504, 37.8% students with disabilities

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school?

€ Attendance 2025-26 attendance data - Session 1 - 78%	€ WaKIDS assessment

Session 2 - 71% Session 3 - 74%	
€ Behavior (discipline referrals, etc.) 10.6% of all students were suspended, emergency removed, or expelled in response to a behavioral violation during the 2024-25 school year	€ Academic screening During the 2025-26 school year, all students at Lincoln have participated in a uPAR assessment and have completed a formal writing sample that staff have scored using a building-created rubric..
€ Student, family, and staff perception data (surveys, etc.) CEE Survey completed annually	€ State summative assessment ELA - L1 40.5%, L2 32.4%, L3 16.2%, L4 5.4% Math - 0% Science - L1 43.2%, L2 45.4%, L3 20.5%, L4 0%
€ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)	€ On track for graduation (if applicable) 89.3% (2023-24)
€ Social, emotional, behavioral, and mental health (SEBMH) screening WARNS assessment completed as needed	€ Support data across tiers (participation, pre/post data, impact data): Focus of Concern data is collected and updated weekly by grade level teams, credit attainment tracking is done at the end of each session, and the number of students that require an intervention plan are tracked each session

€ WIDA assessment	€ Other: Click or tap here to enter text.

What are the main trends in student data, disaggregated by student group and program, in our school?

Strengths	Needs
Students have solid attendance (74% to date for the 2025-26 school year), students have a strong sense of belonging and "school spirit", students have a solid grasp of credit and graduation requirements due to grade level advisories held each session and transcript analysis pages, and student volunteering has significantly increased,	Staff noted in June of 2025 that there was a lack of student engagement in classes due to the distraction of cell phones and other technology, parent involvement is lacking, and students aren't taking advantage of academic opportunities (i.e.FLEX) to the extent that they should,

What are the root causes for the trends in student data, disaggregated by student group and program, in our school?

1. Technology (i.e. cell phones) gives students a "way out" and allows them to escape being actively engaged or to participate in the classroom setting.
2. There is an increase in student anxiety and depression as noted by staff, which impacts attendance, student participation, and credit attainment.
3. There is a high percentage of students in our building who have special plans and/or receive special services (i.e. IEPs, 504s, and ELL) that can struggle with engagement and work completion and need a different way to demonstrate mastery.
4. A high percentage of our students are living in poverty. Their parents are working full time and/or at multiple jobs, they lack transportation, etc. making it difficult for them to support their student or be actively involved in their child's education.

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OSSI Identified Schools: *All schools identified for improvement must review family engagement data and WSIF data accessed through the Washington State Report Card in their comprehensive needs assessment process.*

Priorities Aligned with Data Trends

Based on our careful review of school-level data, what are our top priorities?

1. Increasing student engagement by limiting access to personal technology during school hours.
2. Increasing the number of students participating in class by purposefully utilizing UDL strategies.
3. Increasing parent belonging and involvement

Mapping Resources to Address Priorities

What resources are available in the school, community and region to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
All Staff	Clear tech guidelines written and implemented consistently across all classrooms	Yondr Pouches	Data from middle schools, online research, stats from Yondr	District funded and supported
Classified Staff	In-class support provided by para-educators	Para-educators, intervention specialists, and campus support	Regular team time and PD for classified staff is provided each Wednesday from 2:15-3:15	District funded and supported
School Counselor and Admin	Grade Level Advisory each session	SchooLinks, credit analysis sheets	Regular counselor PD	District funded and supported
Certified staff with support from Jeff Horowitz	UDL components included each session in written student learning plans	WSLPs, PLC time weekly, staff created/compiled strategies	Weekly PLC time on Wednesday from 2:15-3:00	District supported and funded

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding

Mapping Resources to Address Priorities

All Staff	YMCA Experiential Learning Opportunities for students at the margins	Time to collaborate, field trips designed to build belonging and connect students to school	Collaboration with the YMCA staff, research on building belonging	YMCA grant funded
Intervention Specialist, School Counselor, Admin	Intervention Plans	Intervention Plan Template, transcripts, Time to meet with students to create plans	Regular collaboration	District Funded and supported

Click or tap here to enter text.

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Staff funded through the Open Doors budget and Admin	Open Doors Program for students who are in 11th grade and are more than 6 credits behind	Student is enrolled in an alternative program (OD) to best meet their individualized learning needs, a master calendar that includes OD classes	Regular collaboration time for certified staff teaching in Open Doors	District funded and supported
Lincoln Counselor and Intervention Specialist	Connecting students with intensive counseling support through outside agencies such as Comprehensive (i.e. WISE program)	Time to meet with students/families, the referral forms from outside agencies	Collaboration with community partners as needed	N/A
Intervention Specialist, Communities in School Staff, Attendance Secretary, Admin	Encouraging students who are not in school to attend on a regular basis	Weekly meetings, data collection tools for attendance, process for supporting students, home visits, WARNS,	Quarterly district level meetings, data review	District funded and supported

Mapping Resources to Address Priorities

		community truancy boards, individualized plans for students		

Click or tap here to enter text.

What resources still need to be identified and secured to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
TBD Certified Staff	More elective class options for engaging students (i.e. we added one period of drama this year)	Classroom space, materials	TBD	TBD
Lincoln Staff	Opportunity for staff to travel to visit ALE sites in the PNW	Travel costs (i.e. mileage, hotel, food, etc.)	Staff would be able to gather innovative ideas from other programs to implement at Lincoln to increase student engagement and parent belonging	TBD
Lincoln Staff	Spring Academic Night	Supplies for classroom activities	Staff will plan an academic night in spring of 2026 to engage students and parents. Students can show off their learning and parents can attend to increase their sense of belonging and engagement	TBD

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding

Mapping Resources to Address Priorities				
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Classified TBD	A van driver to pick students up and drop them off when they don't have a way to get to school. This will increase attendance and engagement. Currently we have to pull a para from classroom support in order to transport students.	Type 2 driver, van, fuel	Type 2 driver's training	TBD

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OSSI Identified Schools: *Schools identified for improvement must identify, examine, and address resource inequities.*

Step 2: Build Community Partnerships

Resources: Creating Clear Agreements

Who is our point of contact for partnerships at the school level? List Name and Title/Role.
Marci Knauft, Lincoln Principal
Who is our point of contact for partnerships at the district level? List Name and Title/Role.
Chris Gardea, Assistant Superintendent Christy Krutulis, Director of Teaching and Learning
What district policies and procedures do we need to follow for community partnerships?
Volunteers need to follow the VIP process outlined on the school district website.

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
What is the name of the partner?	*What services do they provide?*	*How do these services align with the results of our strengths and needs assessment process?*	*What data sharing agreement is in place?*	*When did the school board approve the agreement?*	*Who (school staff, community partners, families, students) needs to be informed of this approved partnership?*
YMCA	Experiential Learning Field Trips	These activities lead by district staff and YMCA staff support student engagement.	We share attendance and grade data, but do not include any personal identifiers.	This partnership was approved by Chris Gardea.	Lincoln staff, students, parents
Communities in Schools	Attendance support	Student Engagement			Lincoln staff, students, parents
Jeff Horwitz	UDL Training	Student Engagement	N/A		Lincoln staff
Scholar Fund	College and career support for our seniors and graduates	Student Engagement			Lincoln staff, students, parents
Lincoln Health Center	Medical and counseling support for students	Student Engagement			Lincoln staff, students, parents

Step 3: Plan Integrated Student Supports

Resources: Developing SMARTIE Goals, Identifying Evidence-Based Practices and Programs, Evidence-Based Interventions, Planning Training and Coaching, Coordinating State and Federal Funding Sources

What is our vision and mission statement?
See below.

Vision Statement:
To graduate students for a future with options and purpose

Mission Statement:
Lincoln is dedicated to meeting the unique social, emotional, and educational needs of our diverse community of students. We strive to provide a safe and supportive environment to encourage students to expand their life skills, realize their self-worth, develop an eagerness for life-long learning, and pursue post-high school opportunities enabling them to contribute to their communities in meaningful and positive ways.

Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources

What is our vision and mission statement?				
What evidence-based practice ***(intervention, activity, or strategy)*** *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the extent to which this* ***evidence-based practice (intervention, activity, or strategy)*** *was implemented as intended?* *What short-and long-term* ***data*** *will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur?* *What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the* ***evidence-based practice (intervention, activity, or strategy)?*** *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*

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OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

SMARTIE Goal #1 By August 2025, Lincoln will implement an inclusive and equitable tech-free campus during instructional hours—developed with stakeholder input—to increase student engagement as measured by a 30% reduction in tech-related disruptions, a 10% increase in observed on-task behavior, and improved student and staff survey results.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources

Yondr Pouches	Attendance data, credit analysis data, intervention plan data, staff surveys, student surveys	2025-26 SY	Marci Knauft	Yondr Pouches
Staff created tech policy	Attendance data, credit analysis data, intervention plan data, staff surveys, student surveys	2025-26 SY	Marci Knauft	Time to collaborate using Separate Contract Days and early release Wednesdays

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

1. Yondr Pouches were funded by the district.
2. Separate contract days and early release Wednesdays were negotiated by the union in partnership with the district.

SMARTIE Goal #2: By August 2025, certificated staff will include UDL strategies in each of their session's learning plans to increase student engagement and at least two options for students to demonstrate mastery as measured by teacher report, a review of written student learning plans, improved student learning and participation, and increased staff confidence.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Staff PLC time to collaborate	Credit analysis data	Wednesday afternoons during the 2025-26 SY	Marci Knauft	Time weekly built in
School visits		March 2026	Marci Knauft	Mileage
Classroom walk-throughs		One period each session during the 2025-26 school year	Marci Knauft	Time built in during grade level advisory

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

1. Early release Wednesdays were negotiated by the union in partnership with the district.
2. Mileage for staff to travel to other schools (local day trips) in order to observe and gather ideas to improve student engagement at Lincoln.

What supports are available to meet the identified needs of students? Outline the following for optimal coordination of academic and nonacademic supports.

- **Area of focus:** identified need (academic skills, nonacademic barriers, etc.)
- **Decision rules:** data-based criteria for entrance and exit to supplemental supports
- **Supports to be provided**: specific supports, academic or nonacademic, to be provided if student meets criteria
- **Duration and frequency:** how long and often supports should be provided
- **Time of day:** when supports occur (before school, during intervention block, after school, weekend, etc.)
- **Location:** where supports occur
- **Staff:** support lead and contact
- **Progress monitoring:** tool used to assess student progress and implementation of supports
- **Communication:** plan to communicate with staff, partners, and families

Tier 1 (Universal) - *What do all students have access to in Tier 1?*

Academic	**Nonacademic**
All students have access to 6 periods of instruction daily, a flexible schedule based on academic and nonacademic needs, FLEX time daily from 1-3, para-educator support in core classes, Yondr pouches to limit distractions, and extended time (2 weeks) to bring incompletes up to passing at the end of each session.	All students have access to medical and counseling support through the Lincoln Health Center, access to supports provided through our building intervention specialist and school counselor, and access to extra-curricular activities.

Tier 2 (Targeted) - *What do some students, based on data-informed needs, have access to in Tier 2?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
Academic	Packets available in some classes for students who are credit deficient	Packets	As needed for students who are behind on credit	N/A	Home	Certified Staff	Monthly credit analysis	In person, email, phone

Nonacademic	Specialized groups to build connections and belonging	Specialized groups and trips (i.e. SOS, girl's group, guy's group, YMCA fieldtrips, etc)	TBD based on the type of group the student is participating in	TBD based on the type of group the student is participating in	Lincoln and the community	TBD based on the type of group the student is participating in	Weekly FOC meeting data and monthly credit analysis	In person, phone, email, US Mail
Tier 3 (Intensive) – *What do a few students, based on data-informed needs, have access to in Tier 3?*								
Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
Academic	Intervention Plans	Personalized intervention plans are put in place at the end of each session for students who did not make academic progress. Student voice is included in the creation of the plan	Monthly	N/A	N/A	Shelly Roberson and Marci Knauft	Progress is monitored based on the intervention plan	Staff and students sing the finalized plan.
Nonacademic	Community Truancy boards and individualized interventions for students who aren't attending school regularly	Wrap around support for students to get to school based on individual circumstances	Weekly attendance team meetings	2:30 Thursday	Main Office	Marci Knauft, Shelly Robertson, Alejandra Quintero, Nathan Paine	Weekly attendance review	In person, email, mail, phone

Nonacademic	Intervention for students whose barrier to attendance is transportation	Rides to and from school in the school van	As needed	TBD	To/from school	Staff with Type 2 driver's license	Weekly attendance review	Radio, email, phone, in person

Communication	Method(s)	Date Received and/or Approved
School board	Per district policy by January 1. Consent agenda	By January 1
School staff	Weekly emails sent out to staff each Sunday with announcements for the week. Weekly PLC time built in with time for celebrations and announcements. 1-1 meetings with staff as needed.	Ongoing
Community partners	Through partnership meetings.	Ongoing
Families	Weekly letters and transcripts mailed to parents at the end of each session. Regular Parent Square messages sent out to families.	Ongoing

Step 4: Deliver Integrated Student Supports

Resources: Understanding Implementation Fidelity, Monitoring Implementation of Planned Supports, Implementing Evidence-Based Practices with Fidelity

How are we tracking implementation within the school?
Documentation of communication (*to share implementation progress, barriers, etc.*): Click or tap here to enter text.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Click or tap here to enter text.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Click or tap here to enter text. Provided: Click or tap here to enter text.
Documentation of materials, training, and coaching to ensure fidelity of implementation: Click or tap here to enter text.

Step 5: Use Data to Drive Continuous Improvement

Resources: Using Improvement Cycles, Data-Based Individualization (DBI) Steps and Resources, SIP EOY Rubric and Feedback Template

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
Date of Review: *When did the data review take place?*	**Data Review & Evaluation:** *What is the impact, or student response, to provided supports?* *Which factors might have contributed to the student response?* *Was the plan for implementation followed? If not, why?*	**Action Items:** *What adjustments need to be made to improve our impact on student learning? (e.g., changes for students - initiate, continue, intensify, fade, or discontinue supports – and/or changes for adults – training and coaching, scheduling, etc.)*	**Lead:** *Who is responsible for each action item?*	**Timeframe:** *When do these action items need to be completed?*	**Communication:** *What communications need to occur related to these action items? Who, what, how?*
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Integrated Student Supports Implementation Template
School Level

Audience & Purpose

This template is intended to be an optional working document to support implementation of school-level activities in each step of the ISS Protocol. The information gathered on this template can be used to coordinate annual state and federal requirements (see Appendix B in the ISS Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use this template to support annual School Improvement Plan (SIP) requirements.

Getting Started

Implementation Teams

Resources: Implementation Teams Overview, School Team Membership, Creating an Implementation Team, Teaming Inventory

Who are our school implementation team members? List Name and Title/Role.	
Kris Duncan- Principal Lisa Franklin- Assistant Principal Amanda Bess- Multilingual Learners Support	Guiding Coalition Members- Matt Manley, Rachel Geiter, Theresa Salemme, John Avery, Seth Ahrens, Lani Kiefel Nate Dross, Jaimee Pollan, Danica Rosendahl- SpEd team

Team Procedures

Resources: Team Working Agreements, Communication Protocols Worksheet, Example Communication Protocol, Selecting Useable Innovations, Evidence-Based Interventions, Data-Based Decision Making, Data Teaming Tools

What are our team procedures?
Working agreements The Guiding Coalition meets twice per month to examine data in Core content areas and determine building wide needs based on said data. The team plans professional development and guides the work of the Professional Learning Teams. The SpEd team and the ML coordinator examine student-specific data to determine where to provide support from paraprofessionals and where to push into various classrooms to prove scaffolding and accommodations. Professional Learning Teams examine Common Assessment data to determine necessary interventions and supports. The math team examines diagnostic data three times throughout the year as well as Interim Based Assessments
Communication protocols PLTs load and submit data each week to be available for review from Guiding Coalition and Admin. Teams are expected to share data with colleagues throughout the year.
Selection process for evidence-based practices and programs Data from Common Formative and Summative assessments to determine effectiveness of materials and interventions.
Data-based decision-making Professional Learning Teams (grade and subject alike teachers) meet every Wednesday to review data from Common Formative and Summative Assessments. Using this data they make decisions around interventions and/or extensions See Working Agreements

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

Step 1: Assess Strengths and Needs

Resources: Comprehensive Needs Assessment Toolkit, Washington State Report Card, PBIS Tiered Fidelity Inventory, Reading Tiered Fidelity Inventory, Washington 211 Resource Inventory, Finding the Root Cause, NIRN Root Cause Analysis

School-Level Data

Which assessment did we engage in this year?

- € Intensive review of our strengths and needs (every 3-5 years) - School Report Cards, Growth trends from SBA, WIDA and State reports, WSIF
- € Focused review of our strengths and needs (yearly)- iReady diagnostic growth, annual WIDA scores, annual SBA scores, classroom Formative and Summative assessments

What are the demographics in our school?

Total enrollment: 610

Gender: 49% female, 51% male

Race/Ethnicity: 51% white, 42% Hispanic/Latino, 4% two or more races, 1.8% Asian, .8% Black/African American

Program and characteristic: Dual Program, HiCap, Multilingual Learners

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school?

€ Attendance	€ WaKIDS assessment
€ Behavior (discipline referrals, etc.)	€ Academic screening

€ Student, family, and staff perception data (surveys, etc.)	€ State summative assessment
€ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)	€ On track for graduation (if applicable)
€ Social, emotional, behavioral, and mental health (SEBMH) screening	€ Support data across tiers (participation, pre/post data, impact data): Click or tap here to enter text.
€ WIDA assessment	€ Other: Click or tap here to enter text.

What are the main trends in student data, disaggregated by student group and program, in our school?

Strengths	Needs
Our diagnostic data indicates that our students on IEPs are growing at the same or a slightly higher rate than their peers WIDA scores indicate strong growth in language acquisition Each year 3-4 students have been exited from ML status and Special Education	Of our students identified as English Language Learners, only 8% tested on grade level for ELA Of our students on IEPs, only 10% tested on grade level for ELA compared to 54% of students not on IEPs Schoolwide, only 28% of our students met standard on the Math SBA

What are the root causes for the trends in student data, disaggregated by student group and program, in our school?

1. High number of students in poverty
2. Low attendance rates for students in Special Education
3. High number of first generation, migrant, and newcomer students

OSSI Identified Schools: *All schools identified for improvement must review family engagement data and WSIF data accessed through the Washington State Report Card in their comprehensive needs assessment process.*

Priorities Aligned with Data Trends

Based on our careful review of school-level data, what are our top priorities?

1. Schoolwide growth in Math
2. Growth for Students on IEPs
3. Growth for Multilingual Learners

Mapping Resources to Address Priorities

What resources are available in the school, community and region to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
Certified Teachers	Best practices and ongoing training in instruction	State and district adopted curriculum	Ongoing PD around Tier I teaching	Federal, state and district funding
Professional Learning Teams by Grade and Content	Release time for collaboration	Data trackers for CFAs and CSAs	Building-directed time for Tier 1 professional development Training for Universal Design for Learning	TItle and LAP $

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Guiding Coalition	Professional development for staff	Meeting time every two weeks for planning	Quarterly summits for training and collaboration	District

Click or tap here to enter text.

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding

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Mapping Resources to Address Priorities

Multi-Lingual Learners Coordinator	Dedicated class time and release time	Constructing Meaning Materials Spanish texts Material for visual supports	District training	Bilingual funds
Special Education Staff	Dedicated class time and release time	Support Curriculum for Resource teaching	District Training	SpEd funds
Paraprofessionals	Scheduled push-ins for support	Core curriculum, list of accommodations, IEP-at-a-glance	District Training	SpEd and Bilingual funds

Click or tap here to enter text.

What resources still need to be identified and secured to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
Math Department	Time to plan and examine data more extensively and then how to respond to the data, specific to reducing barriers for second language learners and special education students.	Time Inclusionary practices that are specific to students lacking foundation math skills, reading skills, and knowledge of vocabulary.	Additional training around small group instructions. Time with the GC who has been working with our NOVAK consultant on gathering data and monitoring inclusionary practices. The math team can leverage their colleagues to implement what they are learning.	Title II and Title I
Professional Learning Teams	Deeper data analysis Differentiated instruction, with proactive planning	Additional data tracking tools	N/A Deeper data analysis to be able to pull and analyzing	Basic Ed

	to reduce barriers is needed for our ML students and special education students.		their own data from i-Ready for math and reading, for example. Team CFA analysis to uncover root causes for most of our students is needed, as indicated by our data. However, as we continue to move to full inclusion, it is critical classroom teachers know how to disaggregate the data to "see" what our ML learners and special education students can do, and then build ramps to access grade level content.	

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
All	Word Walls, Anchor Charts and Sentence Starters	Minimal…teachers have the curriculum.	We need to continue to leverage our ML coordinator to provide professional learning and the importance of word walls, anchor charts and sentence stems. The learning is not just about the why, but how to select key words, what content to consider for anchor	Title I, Title III

Mapping Resources to Address Priorities				
			charts, and universal sentence starters.	

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Attendance team	Resources for families Truancy partnerships For some families, frequently our ML learners at this time, a support we need is to develop a plan that honors families work schedules, increases knowledge about their child's academic progress, and what services we can provide to help.	Data We need to develop more manageable systems to track and follow up with all of our students/families who are chronically absent.	Quarterly meetings with Community in Schools and district attendance leads The quarterly meetings include learning from the judge about what she can and cannot do to support families and the data that is most helpful for school teams to provide, for example. The quarterly meetings also provide opportunities for all building teams to share ideas about how they are working internally to make home visits and set up contracts, for example.	Basic Ed and LAP

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OSSI Identified Schools: *Schools identified for improvement must identify, examine, and address resource inequities.*

Step 2: Build Community Partnerships

Resources: Creating Clear Agreements

Who is our point of contact for partnerships at the school level? List Name and Title/Role.
Helen Freer, Communities in Schools Coordinator

Who is our point of contact for partnerships at the district level? List Name and Title/Role.
Christy Krutulis, Director of Teaching and Learning; Brent Cummings, Community Outreach and Partner Coordinator

What district policies and procedures do we need to follow for community partnerships?
All building community partners must be approved by the district. This ensures the necessary paperwork is in place for potential funding, data sharing, and student access.

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
What is the name of the partner?	*What services do they provide?*	*How do these services align with the results of our strengths and needs assessment process?*	*What data sharing agreement is in place?*	*When did the school board approve the agreement?*	*Who (school staff, community partners, families, students) needs to be informed of this approved partnership?*
Communities In Schools	Coordination of community services for families, Social and Emotional support and interventions for students, coordination of volunteers	Attendance and lack of basic needs are contributing factors to a lack of growth for many students. This partnership works to support in these areas	Reports to administration around caseload data and attendance tracking	2023	Staff, Parents, Students, District

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Step 3: Plan Integrated Student Supports

Resources: Developing SMARTIE Goals, Identifying Evidence-Based Practices and Programs, Evidence-Based Interventions, Planning Training and Coaching, Coordinating State and Federal Funding Sources

What is our vision and mission statement?
To prepare all students for success in high school and participation in a global society

Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.

What is our vision and mission statement?				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
What evidence-based practice ***(intervention, activity, or strategy)*** *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?* **Full inclusion with support. This will benefit students on IEPs and multilingual learners by providing them access to grade level standards along with targeted support**	*What short-and long-term* ***data*** *will be collected to measure the extent to which this* ***evidence-based practice (intervention, activity, or strategy)*** *was implemented as intended?* *What short-and long-term* ***data*** *will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?* **Regular presentations and reports to staff at Building Days, data collected by Guiding Coalition** **Diagnostic and Interim assessments, Common**	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur?* *What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?*** **Yearlong practice. Data will be reviewed daily by teacher, weekly by team, monthly by Guiding Coalition**	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the* ***evidence-based practice (intervention, activity, or strategy)?*** *Who else will be involved?* **Special Education Teachers, ML coordinator, grade level classroom teacher**	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?* **Support curriculum, additional class periods (core plus more), collaboration time**

What is our vision and mission statement?				
	Formative and Summative assessments broken down by demographics			

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

SMARTIE Goal #1 By June of 2026, Pioneer will have increased our grade level pass rate on the SBA in ELA by 20% and our Relative Risk Rate by 1.5 through targeted interventions for multilingual learners and students on IEPs				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Word Walls and Anchor Charts	Admin and GC Observations ML students come with varying levels of language mastery. Traditionally there is a shortage of materials in students' native language(s) so teachers must use strategies to make materials more accessible. Admin and ML coordinator will do weekly classroom checks for Word Walls and anchor charts to ensure support	Yearlong- one per quarter	ML coordinator Based on the above data, Teacher professional development will include trainings provided by Guiding Coalition and ML coordinator on how to create visual supports	ML coordinator support and staff PD

	for ML students. ML coordinator will monitor assessment data of MLs to ensure growth. ML coordinator will meet with PLTs monthly to examine data and interventions.		that will benefit MLs and students on IEPs.	
Universal Design for Learning Strategies and practices with a specific focus on our ML learners and special education students.	CFAs, observational data, Interim Block assessment data, focused on the inclusionary practices being implemented during a particular cycle. The GC has learned to do ghost walks, and walks during the school day, with the support of our NOVAK consultant, to collect specific data to help us celebrate what is working well and continue to monitor what needs more support.	Yearlong	Guiding Coalition	Release and extended time for Common Planning Staff Professional Development Text, online and subscription resources Ongoing training
Full Inclusion with support	Grades, assessment scores, progress monitoring on a monthly basis during Wednesday collaboration.	Yearlong	Case managers and PLTs	Case Managers, IEP accommodations, teacher professional development around accommodations

Funding: List and describe funding source(s) associated with the activities described above. **Reminder:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.
1. Title I Part A- To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.
2. LAP services are provided to students who have not yet met, or are at risk of not meeting, state/local graduation requirements

SMARTIE Goal #2: By June of 2026, Pioneer will increase the percentage of all students on grade level in math by 20% through targeted professional development for teachers and implementation of Universal Design for Learning strategies				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Small Group and rotations for reteaching and extension. Students who are below grade level need solid Tier I instruction and additional time to master prior year's standards. Small groups for differentiated instruction, will be a practice we can implement without more staff and more funding.	Observational data Common Assessment data Diagnostic growth data While our math data indicates a need for Tier I improvement in math (hence SMARTIE goal #2) so resources will include district-wide training and professional development to be monitored by math team and Guiding Coalition through Interim Based Assessments, iReady growth and CFA/CSA team data. Additionally, with our focus on ML learners and students receiving special education services, the observational data will focus on what specific	Yearlong	Math Team	Release and extension time for training and common planning

	supports to reduce barriers are being offered and if they are being used by students. We will also monitor who is in what small group and how this supports their individual academic growth.			
Universal Design for Learning Strategies and practices for reducing barriers specifically focused on students who need more support with the language/vocabulary associated with math, and for students who do not have automaticity with prior year's skills.	CFAs, observational data, Interim Block assessment data It will also be important for us to collect data on what tools and strategies students are able to use independently, and the success of answering questions correctly with these resources.	Yearlong	Guiding Coalition	Release and extended time for Common Planning Staff Professional Development Text, online and subscription resources Ongoing training

Funding: Title II–Preparing, training, and recruiting effective teachers, principals, or other school leaders.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

1. Basic Ed- To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
2. Title I Part A- To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.

What supports are available to meet the identified needs of students? Outline the following for optimal coordination of academic and nonacademic supports.

- **Area of focus:** identified need (academic skills, nonacademic barriers, etc.)
- **Decision rules:** data-based criteria for entrance and exit to supplemental supports
- **Supports to be provided**: specific supports, academic or nonacademic, to be provided if student meets criteria
- **Duration and frequency:** how long and often supports should be provided
- **Time of day:** when supports occur (before school, during intervention block, after school, weekend, etc.)
- **Location:** where supports occur
- **Staff:** support lead and contact
- **Progress monitoring:** tool used to assess student progress and implementation of supports
- **Communication:** plan to communicate with staff, partners, and families

Tier 1 (Universal) - *What do all students have access to in Tier 1?*

Academic	**Nonacademic**
All students have access to grade level core content	All students have access to Tier I SEL support through weekly advisory lessons

Tier 2 (Targeted) - *What do some students, based on data-informed needs, have access to in Tier 2?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
All subjects	Results on Formative and Summative Assessments	Small group intervention, reteaching, test retakes	As needed, per data results	Class time	Classrooms	Teacher	Retakes, future assessments	N/A
All subjects	Results on Formative and Summative Assessments	Academic Lab	As needed	Before and After school	Academic Lab	Title I para	Grades	N/A

Tier 3 (Intensive) – *What do a few students, based on data-informed needs, have access to in Tier 3?*								
Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
Support class (ML or SpEd)	Assessment and testing data	Additional class for intensive pre or reteaching	Daily	School Day	Classroom	ML coordinator and/or SpEd teachers	Weekly	Parent communication when scheduling, IEP meetings
Paraprofessional support	Assessment and testing data	Reteaching, one-on-one or small group teaching and/or support	Daily or weekly as determined by need	School Day	Classroom	SpEd or bilingual para	weekly	Parent Communication when scheduling, IEP meetings
Accommodations	IEP document and meeting	Student-specific per the IEP	Student-specific per the IEP	Student-specific per the IEP	Student-specific per the IEP	Classroom teacher	Student-specific per the IEP	IEP meeting

Communication	Method(s)	Date Received and/or Approved

School board	Board Packet from the Superintendent for initial review. More progress and updates are also shared before January 1, per our district policy.	Sep 26, 2025
School staff	Monthly Staff Meeting	Nov 20, 2025
Community partners	Schedule Meeting	Oct 6, 2025
Families	Available for review at various parent engagement nights	TBD

Step 4: Deliver Integrated Student Supports

Resources: Understanding Implementation Fidelity, Monitoring Implementation of Planned Supports, Implementing Evidence-Based Practices with Fidelity

How are we tracking implementation within the school?
Documentation of communication (*to share implementation progress, barriers, etc.*):
Documentation of data-based decision-making process (*to ensure timely access to supports*): Click or tap here to enter text.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Click or tap here to enter text. Provided: Click or tap here to enter text.
Documentation of materials, training, and coaching to ensure fidelity of implementation: Click or tap here to enter text.

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Step 5: Use Data to Drive Continuous Improvement

Resources: Using Improvement Cycles, Data-Based Individualization (DBI) Steps and Resources, SIP EOY Rubric and Feedback Template

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
Date of Review: *When did the data review take place?*	**Data Review & Evaluation:** *What is the impact, or student response, to provided supports?* *Which factors might have contributed to the student response?* *Was the plan for implementation followed? If not, why?*	**Action Items:** *What adjustments need to be made to improve our impact on student learning? (e.g., changes for students - initiate, continue, intensify, fade, or discontinue supports – and/or changes for adults – training and coaching, scheduling, etc.)*	**Lead:** *Who is responsible for each action item?*	**Timeframe:** *When do these action items need to be completed?*	**Communication:** *What communications need to occur related to these action items? Who, what, how?*
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Integrated Student Supports Implementation
SEATech

Audience & Purpose

This template is intended to be an optional working document to support implementation of school-level activities in each step of the ISS Protocol. The information gathered on this template can be used to coordinate annual state and federal requirements (see Appendix B in the ISS Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use this template to support annual School Improvement Plan (SIP) requirements.

Getting Started

Implementation Teams

Resources: Implementation Teams Overview, School Team Membership, Creating an Implementation Team, Teaming Inventory

Who are our school implementation team members? List Name and Title/Role.	
Jerry Maher Chris Schumacher	CTE and SEATech Skills Center Director CTE Program and Partnership Coordinator

Team Procedures

Resources: Team Working Agreements, Communication Protocols Worksheet, Example Communication Protocol, Selecting Useable Innovations, Evidence-Based Interventions, Data-Based Decision Making, Data Teaming Tools

What are our team procedures?
Working agreements Start and End on Time Be engaged/present Prioritize what's best for students Address ideas/issues, not people Be respectful and smile
Communication protocols Agenda, Minutes, Robert's Rules of Parliamentary Procedures for decision making; CTE GAC Bylaws, District Policies/Procedures
Selection process for evidence-based practices and programs Comprehensive Local Needs Assessment (Perkins Performance Indicators, Survey Data, etc); WWPS Strategic Plan; Annual CTE Program Evaluations; UDL Framework; Visible Learning Framework/research-based practices; Student data (academic, attendance, behavior)
Data-based decision-making Perkins performance indicator results for CTE Concentrators, CTE Advisory Committee input, CEE Survey Data, Annual Program Evaluations, Student Performance Data (grades, attendance, discipline)

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

Step 1: Assess Strengths and Needs

Resources: Comprehensive Needs Assessment Toolkit, Washington State Report Card, PBIS Tiered Fidelity Inventory, Reading Tiered Fidelity Inventory, Washington 211 Resource Inventory, Finding the Root Cause, NIRN Root Cause Analysis

School-Level Data

Which assessment did we engage in this year?

- € Intensive review of our strengths and needs (every 3-5 years)
- € Focused review of our strengths and needs (yearly)

What are the demographics in our school?

Total enrollment: 262

Gender: F 115 M 147

Race/Ethnicity:

- *American Indian/Alaskan Native: 2*
- *Asian: 1*
- *Black/African American: 2*
- *Hispanic/Latino of any race(s): 119*
- *Native Hawaiian/Pacific Islander: 0*
- *Two or More Races: 14*
- *White: 124*

Program and characteristic:

- *English Language Learners: 26*
- *Non-English Language Learners: 236*
- *Foster Care*
- *Non-Foster Care*
- *Low Income: 127*

- *Non-LowIncome: 135*
- *Mobile: 0*
- *Non-Mobile: 262*
- *Highly Capable: 3*
- *Non-Highly Capable: 253*
- *Homeless: 4*
- *Non-Homeless: 258*
- *Migrant: 3*
- *Non-Migrant: 259*
- *Military Parent: 4*
- *Non-Military Parent: 258*
- *Section 504: 20*
- *Non-Section 504: 242*
- *Students with Disabilities: 38*
- *Students without Disabilities: 224*

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school?

€ Attendance	€ Certification Attainment
€ Behavior (discipline referrals, etc.)	€ Academic screening
€ Student, family, and staff perception data (surveys, etc.)	€ Dual Credit attainment
€ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)	€ On track for graduation (if applicable)
€ Social, emotional, behavioral, and mental health (SEBMH) screening	€ Support data across tiers (participation, pre/post data, impact data):

€ WIDA assessment	€ Other: Perkins performance indicators for CTE concentrators (grad rates, academic proficiency, post-secondary placement, non-trad enrollment, IRC attainment, dual credit enrollment, WBL data); Quarterly grade reports, Bi-weekly attendance reports, Work-based learning data

What are the main trends in student data, disaggregated by student group and program, in our school?

Strengths	Needs
Refer to Perkins CLNA.	Refer to Perkins CLNA.

What are the root causes for the trends in student data, disaggregated by student group and program, in our school?

1. Refer to Perkins CLNA above.

OSSI Identified Schools: *All schools identified for improvement must review family engagement data and WSIF data accessed through the Washington State Report Card in their comprehensive needs assessment process.*

Priorities Aligned with Data Trends

Based on our careful review of school-level data, what are our top priorities?

1. Program completion with a B or better.
2. Student engagement in career-connected opportunities.
3. Opportunities for students to earn college credit (Dual Credit) and/or industry-recognized credentials.

Mapping Resources to Address Priorities

What resources are available in the school, community and region to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding

Mapping Resources to Address Priorities

Early Release Wednesdays	Three Period Block Schedule (½ day)	Industry Standard Equipment and Technology	UDL/Visible Learning	Program 45 (State)
Separate Contract Days	Small Staff Student Ratio	Click or tap here to enter text.	SEL/Equity	
Early Dismissal Professional Development	Intervention opportunities during class		October Data/Collaboration Hybrid Day	
181st/182nd Contract Days	Career Center Secretary		Click or tap here to enter text.	

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
PLC Autonomy for Singletons	Home high school case managers and resources	Software/curriculum subscriptions	Conferences/Trainings for "Job-A-Likes)	ABA Grant
	Attendance Intervention Procedures		BEST Program for New Teachers	Barrier Reduction Funding
	Career Center Secretary			

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Targeted support from office staff, WWPS.	McKinney Vento Liason	Varies by program	CTE Newer Teacher Training	Adopt a Student
	Gear up tutoring	Click or tap here to enter text.	BEST Support	Barrier Reduction Funds
	Office hours/Open Shop		Site visits	
	College Career Readiness Coordinators (CCRAs)		Targeted release time	

Mapping Resources to Address Priorities

What resources still need to be identified and secured to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
UDL/Visible Learning Implementation	UDL/Visible Learning Implementation	AI implementation	AI implementation	Grants (State and Federal) – lack of stability currently
CTE Program and Partnership Coordinator	CTE Program and Partnership Coordinator			

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
CTE Program and Partnership Coordinator	CTE Program and Partnership Coordinator	AI implementation	AI implementation	Grants (State and Federal) – lack of stability currently
	Attendance/Academic intervention (more students than ever before)			
	Continue to establish career-connected opportunities			

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
CTE Program and Partnership Coordinator	CTE Program and Partnership Coordinator	AI implementation	AI implementation	Grants (State and Federal) – lack of stability currently
	Attendance/Academic intervention (more			

Mapping Resources to Address Priorities				
	students than ever before)			

OSSI Identified Schools: *Schools identified for improvement must identify, examine, and address resource inequities.*

Step 2: Build Community Partnerships

Resources: Creating Clear Agreements

Who is our point of contact for partnerships at the school level? List Name and Title/Role.
Chris Schumacher, CTE Program and Partnership Coordinator

Who is our point of contact for partnerships at the district level? List Name and Title/Role.
Chris Schumacher, CTE Program and Partnership Coordinator

What district policies and procedures do we need to follow for community partnerships?
CTE Work-based Learning Handbook
Volunteer in Person Procedures (aligned with WWPS policies and procedures)
CTE General Advisory Committee bylaws
SEATech Joint-Operation Agreement
WA State Labor & Industries

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
What is the name of the partner?	*What services do they provide?*	*How do these services align with the results of our strengths and needs assessment process?*	*What data sharing agreement is in place?*	*When did the school board approve the agreement?*	*Who (school staff, community partners, families, students) needs to be informed of this approved partnership?*
Moreno and Castillo	Employer	WWPS Strategic Planning Goal: to increase internships	WSL	2025	Parent, student, employer, instructor, district office, CTE office staff
ESF Solutions	Employer	WWPS Strategic Planning Goal: to increase internships	WSL	2025	Parent, student, employer, instructor, district office, CTE office staff
Cutting Edge Plumbing	Employer	WWPS Strategic Planning Goal: to increase internships	WSL	2025	Parent, student, employer, instructor, district office, CTE office staff
Hood Plumbing	Employer	WWPS Strategic Planning Goal: to increase internships	WSL	2025	Parent, student, employer, instructor, district office, CTE office staff
AJAC	Apprenticeship Sponsor	WWPS Strategic Planning Goal: to increase internships	MOA	2024	Parent, student, employer, instructor, district office, CTE office staff, L&I, AJAC
RDL Machine	On-the-job training (OTJ) agent	WWPS Strategic Planning Goal: to increase internships	WSL	2025	Parent, student, employer, instructor, district office, CTE office staff, L&I, AJAC
Habitat for Humanity	Affordable housing	WWPS Strategic Planning Goal: to increase internships	MOA	2017(?)	Parent, student, Habitat, instructor, district office, CTE office staff
Spectrum	Marketing, mentorship, project-based learning partner	WWPS Strategic Planning Goals to increase career-connected learning, 21st Century Skills	n/a	CTE 5-year plan is approved annually	Field trips approved through the office, parents, students, teacher

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
Park Manor	Clinical Rotation Provider	WWPS Strategic Planning Goals to increase career-connected learning, 21st Century Skills; required hours for certification attainment	MOA	Agreement renewed annually and submitted to DO	Parent, student, Park Manor, instructor, district office, CTE office staff
Regency at the Park	Industry Partner	CTE Program Standards	n/a	CTE 5-year plan is approved annually	n/a
Odd Fellows	Industry Partner	CTE Program Standards	n/a	CTE 5-year plan is approved annually	n/a
Boeing	Industry Partner, Summer Internship Provider	WWPS Strategic Planning Goals to increase career-connected learning, 21st Century Skills	n/a	CTE 5-year plan is approved annually	Depends on activities
AGC	Industry Partner	CTE Program Standards	n/a	CTE 5-year plan is approved annually	n/a
SEATech Joint-Operation Partners: 6 school districts, WWCC	Joint-operation oversight	CLNA, Program Evaluation, etc.	Joint-Operation Agreement	Every two years	School Board, District Office
Various others	varies	varis	n/a	varies	varies

Step 3: Plan Integrated Student Supports

Resources: Developing SMARTIE Goals, Identifying Evidence-Based Practices and Programs, Evidence-Based Interventions, Planning Training and Coaching, Coordinating State and Federal Funding Sources

What is our vision and mission statement?
CTE Mission: Preparing students—through relevant instruction and hands-on learning—to excel in technical careers, to engage in their communities, and to be lifelong learners. WWPS Vision: Developing Washington's Most Sought-After Graduates

Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources

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What is our vision and mission statement?				
What evidence-based practice ***(intervention, activity, or strategy)*** *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the extent to which this* ***evidence-based practice (intervention, activity, or strategy)*** *was implemented as intended?* *What short-and long-term* ***data*** *will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur?* *What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the* ***evidence-based practice (intervention, activity, or strategy)?*** *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

SMARTIE Goal #1 During the 2025-26 school year SEATech students will prioritize, plan and manage work to achieve the intended result (21st Century Skills Standard 10.A.2). By June 2026, 68% of all students at SEATech Skills Center will earn a B or better (83% or higher). Progress will be measured quarterly at the building level through grade checks. Programs will measure student progress and track assessment scores in Skyward. The goals have been selected based on early observation of students' academic performance and attendance to this point in the year. Students will be required to engage in learning to achieve the goal, and must be able to connect to the relevant lessons delivered in class.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Grade checks for all students quarterly, and more frequently for students who need a more customized plan if they do not keep up with their personalized attendance and assignment plan. Early warning intervention and monitoring systems are evidence-based programs, and designated as strong evidence based programming as identified by research published by, Evidence for ESSA, Evidence-Based Attendance Programs, an evidence based practices site recommended by OSPI.	Mid-semester progress checks, Semester 1 and 2 final grade reports.	Quarterly	CTE Director, Program and Partnership Coordinator, Career Secretary	Danielson Framework, CTE Curriculum Frameworks, Certification competencies, CTE Dual Credit competencies, CTE equivalency standards
Build staff capacity to learn about additional	Implementation of new intervention strategies.	Annually	CTE Director	Quarterly grade reports, bi-weekly attendance reports,

early interventions to support students who demonstrate they need more support, beyond what we have in place at this time. For new ideas we will leverage the work of our colleagues in other skills center programs as well as learn from research such as that published on What Works Clearinghouse, specific to CTE interventions. [Review Protocol for Postsecondary Career and Technical Education (CTE) Interventions]				attendance/academic/behavioral contracts, Universal Design for Learning action research (PLC meetings/trainings)

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

1. Program 45 state funding
2. Click or tap here to enter text.

SMARTIE Goal #2:

During the 2025-26 school year, additional partnerships with industry will be established to increase the number of students who engage in unpaid internships, paid internships, and participate in instructional or cooperative worksite learning models. Entering the current year, we have students in our Construction Technology and Health Sciences Careers course engaged in

formal internship opportunities. By the end of the 2025-26 school year, we will increase our partnerships by three or more in manufacturing, education, or additional programs.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
By the end of the year, 3 or more agreements will be made to provide students with opportunities to access experiences in manufacturing, education, or additional programs at SEATech.	Work-based learning data, to include worksite learning, practicum, and job shadows.	Summer 2025-Summer 2026	Chris Schumacher, CTE Program and Partnership Coordinator	Work-based learning handbook. WA State Labor & Industries. Career Connect Coordinator (ESD 123) CTE Advisories/Industry Partners Apprenticeship Builder of America Grant funding and staff
Accelerating Connections to Employment outlines Tier I, strong evidence based practices and can be found on What Works Clearinghouse website.	Partnership data (i.e. internship providers)	Summer 2025-Summer 2026	Chris Schumacher, CTE Program and Partnership Coordinator	Work-based learning handbook. WA State Labor & Industries. Career Connect Coordinator (ESD 123)

				CTE Advisories/Industry Partners Apprenticeship Builder of America Grant funding and staff Various certification boards/providers.
Focus groups will be had with students to include marginalized groups and address systematic inequalities to increase access in the future. Including student voice and choice in their education has a significant amount of research behind it, including the implementation of inclusionary practices. The What Works Clearinghouse website has recommendations for advising for postsecondary students which provide strong Tier I and moderate Tier	Survey data results.	Second semester, 25-26.	Chris Schumacher, CTE Program and Partnership Coordinator	CTE Career and College Specialist College & Career Readiness Advisors (CCRA)

2 evidence for empowering students.				
Universal Design for Learning (YDL) will be a focus during staff professional development days, with action research implemented. This professional development also aligns with the district's strategic plan. Focused staff professional development, specifically collective teacher efficacy and teachers learning with and from each other, has an effect size of 1.57, according to John Hatti's research. This is significant considering a 0.4 effect size equates to one year of student growth.	Staff feedback survey data.	Ongoing from summer 2025 professional development through June 2026.	Jerry Maher, CTE and SEATech Director Chris Schumacher, CTE Program and Partnership Coordinator	UDL Framework The Illustrated Guide to Visible Learning

Funding: List and describe funding source(s) associated with the activities described above. **Reminder:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.
1. Program 45 state funding
2. ABA Grant Funding

SMARTIE Goal #3: During the 2025-26 school year CTE Dual Credit opportunities will be expanded as compared to the 2024-25 school year. This will occur through efforts to expand articulation agreements beyond what has been offered through new partnerships and by applying for new articulations with existing partners. The number of students who register in SERS (student management system) will be tracked to measure this goal's progress.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Review current articulation agreements with Walla Walla Community College, Columbia Basin College, Clover Park, and Bates Technical College to determine if other (or) new courses exist that may be articulated to SEATech programs. Exemplary Practice 10.0: Program Evaluation Exemplary Practices in Alternative Education NAEA website	2024-25 articulation agreements (baseline data) and number of students registered in CTE Dual Credit management system.	Annual review	Karen Ruzicka, Career and College Specialist Chris Schumacher, CTE Program and Partnership Coordinator Jerry Maher, CTE and SEATech Skills Center Director	Walla Walla Community College Columbia Basin College Pierce County Careers Connection (PC3) consortium
Establish new articulation agreements. Planning for students' transitioning into the workforce, or	2025-26 articulation agreements. 2025-26 students registered in CTE Dual	Annual review	Karen Ruzicka, Career and College Specialist Chris Schumacher, CTE Program and Partnership Coordinator	Walla Walla Community College Columbia Basin College

educational opportunities beyond high school is critical to ensuring students have the skills and experiences in high school that align with their high school and beyond planning. Exemplary Practice 7.0: Transition Planning and Support Exemplary Practices in Alternative Education NAEA website	Credit management system.		Jerry Maher, CTE and SEATech Skills Center Director	Pierce County Careers Connection (PC3) consortium

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

1. Program 45 state funding
2. ABA Grant Funding

What supports are available to meet the identified needs of students? Outline the following for optimal coordination of academic and nonacademic supports.

- **Area of focus:** identified need (academic skills, nonacademic barriers, etc.)
- **Decision rules:** data-based criteria for entrance and exit to supplemental supports
- **Supports to be provided**: specific supports, academic or nonacademic, to be provided if student meets criteria
- **Duration and frequency:** how long and often supports should be provided
- **Time of day:** when supports occur (before school, during intervention block, after school, weekend, etc.)
- **Location:** where supports occur
- **Staff:** support lead and contact
- **Progress monitoring:** tool used to assess student progress and implementation of supports
- **Communication:** plan to communicate with staff, partners, and families

Tier 1 (Universal) - *Students at SEATech have support for academics in a ½ day block scheduling format. Teachers see 64 students or less each day, compared with a more traditional comprehensive high school model of up to 150:1. Students also have systems of support from staff at SEATech and their home high school, regarding tier 1 systems at multiple schools, to include SEATech.*

Academic	**Nonacademic**
Three-period blocks of instruction with a small staff-to-student ratio (considering a comprehensive high school model of up to 150:1).	Staff support and interventions for behavior and attendance at home high schools and at SEATech.

Tier 2 (Targeted) - *What do some students, based on data-informed needs, have access to in Tier 2?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
Academic progress	B or better.	Varies by program. When students are performing below	Varies. Example: Open shop on most Wednesdays for students who have	Varies. Before school, after school, in-	Home high school, SEATech, at home	SPED/504 case managers, SEATech instructors,	SEATech Teachers, SEATech Secretary,	SEATech Teachers, SEATech Secretary, SEATech

		potential, staff are encouraged to communicate home. Most programs have make-up work policies to provide flexibility.	excused absences to be made up.	between sessions, home school support/flex time.	make-up work.	advisory instructors.	SEATech Director	Director, Home high school staff.
Internships and career-connected experiences	Must qualify based on program standards or industry job-postings.	Small group conferences, differentiated plans based on senior (2nd year status).	Primarily 2nd semester for practicum/internship experiences.	AM or PM based on bell schedule.	Offsite, varies.	Instructor, CTE Program and Partnership Coordinator	CTE Program and Partnership Coordinator	Instructor and Program and Partnership Coordinator
CTE Dual Credit	Students may opt in to sign up for CTE Dual Credit status.	Instructor, Career Specialist, CTC staff support the CTE Dual Credit registration process.	Annual registration process.	Varies by program.	Classroom.	SEATech Instructor, CTE Career and College Specialist, CTC staff.	CTE Career and College Specialist, SEATech Instructor	SEATech Instructor, CTE Career and College Specialist, CTC Staff, CTE Program and Partnership Coordinator, SEATech Director
Tier 3 (Intensive) - *What do a few students, based on data-informed needs, have access to in Tier 3?*								
Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*

Academic progress	Regular grade and attendance reports.	Interventions - one on one conferences; home high school collaboration, parent meetings, etc.	Ongoing (bi-weekly reports)	7:45 am - 3:15 pm is most common.	SEATech, virtual, phone, conferences, or home high schools	Instructor, CTE Program and Partnership Coordinator, CTE Director, CTE Secretary, Home High School Admin, Counselors, etc.	Ongoing, Skyward, Guidance notes, Spreadsheets, etc.	ParentSquare, email, phone, Skyward.
Internships and career-connected experiences are to enter text.	Program qualifications (i.e. behavior, academic progress, attendance). Industry eligibility criteria.	Instructor and CTE Program and Partnership Coordinator conferences. Weekly class attendance requirements.	Varies over second semester primarily.	AM or PM Session	Off-site	Instructor, CTE Program and Partnership Coordinator	CTE Program and Partnership Coordinator	Instructor and Program and Partnership Coordinator
CTE Dual Credit	Defined by articulation agreements with Career and Tech Colleges	One-on-one support (classroom or with CTE Career and College Specialist)	Quarterly grade review aligned with progress report/semester grades.	7:45 am - 3:15 pm is most common.	SEATech	SEATech Instructor, CTE Career and College Specialist, CTC staff.	CTE Career and College Specialist, SEATech Instructor	SEATech Instructor, CTE Career and College Specialist, CTC Staff, CTE Program and Partnership Coordinator, SEATech Director

Communication	Method(s)	Date Received and/or Approved
School board	School Board meetings (CTE 5-year plan annual approval, annual presentations, etc.)	November 18, 2025; May 2026
School staff	Collaboration, professional development, staff meetings, etc.	August Inservice, October 3rd Hybrid Day, monthly collaboration, monthly staff meetings, 12/11/25 SIP review, etc.
Community partners	Multiple dates and times off-site facilitated by CTE Program and Partnership Coordinator; CTE General Advisory Committee Meetings (3), CTE Program Advisory Committee Meetings, SEATech Tours, annual meetings (i.e. WWCC), etc.	Varies by program and type. GAC: October, January, May
Families	Fall Open House, Conferences, Winter Open House, ParentSquare	August, September, February, Ongoing

Step 4: Deliver Integrated Student Supports

Resources: Understanding Implementation Fidelity, Monitoring Implementation of Planned Supports, Implementing Evidence-Based Practices with Fidelity

How are we tracking implementation within the school?
Documentation of communication (*to share implementation progress, barriers, etc.*): Click or tap here to enter text.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Click or tap here to enter text.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Click or tap here to enter text. Provided: Click or tap here to enter text.
Documentation of materials, training, and coaching to ensure fidelity of implementation: Click or tap here to enter text.

Step 5: Use Data to Drive Continuous Improvement

Resources: Using Improvement Cycles, Data-Based Individualization (DBI) Steps and Resources, SIP EOY Rubric and Feedback Template

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
Date of Review: *When did the data review take place?*	**Data Review & Evaluation:** *What is the impact, or student response, to provided supports?* *Which factors might have contributed to the student response?* *Was the plan for implementation followed? If not, why?*	**Action Items:** *What adjustments need to be made to improve our impact on student learning? (e.g., changes for students - initiate, continue, intensify, fade, or discontinue supports – and/or changes for adults – training and coaching, scheduling, etc.)*	**Lead:** *Who is responsible for each action item?*	**Timeframe:** *When do these action items need to be completed?*	**Communication:** *What communications need to occur related to these action items? Who, what, how?*
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Integrated Student Supports Implementation
Walla Walla High School

Audience & Purpose

This template is intended to be an optional working document to support implementation of school-level activities in each step of the ISS Protocol. The information gathered on this template can be used to coordinate annual state and federal requirements (see Appendix B in the ISS Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use this template to support annual School Improvement Plan (SIP) requirements.

Getting Started

Implementation Teams

Resources: Implementation Teams Overview, School Team Membership, Creating an Implementation Team, Teaming Inventory

Who are our school implementation team members? List Name and Title/Role.	
John Schumacher, Principal Claudia Salazar, Asst. Principal Carina Stillman, Asst. Principal Libby Thompson, Admin Susan James, Asst. Principal Jacob Heezen, Admin Intern	Brandi McIntire, Guiding Coalition member Crystal Evans, Guiding Coalition member Jamie Kemano, Guiding Coalition member Jennifer Hein, Guiding Coalition member Jessica Johnson, Guiding Coalition member Jimmy Hill, Guiding Coalition member Julie Laufenburg, Guiding Coalition member Keith Michels,Guiding Coalition member Shannon Ahrens, Guiding Coalition member Shari Widmer, Guiding Coalition member Stephanie Garcia, Guiding Coalition member

Team Procedures

Resources: Team Working Agreements, Communication Protocols Worksheet, Example Communication Protocol, Selecting Useable Innovations, Evidence-Based Interventions, Data-Based Decision Making, Data Teaming Tools

What are our team procedures?
Our admin team meets twice per week to review schoolwide data, and PLC collaboration in order to determine what items/issues we need to bring to our Guiding Coalition to process and discuss. Our Guiding Coalition (GC) meets twice each month, with a focus on reviewing student data (both achievement and perceptual) in order to problem-solve and identify action steps in order to improve student outcomes in achievement, attendance, and behavior. Through the work of the GC we have identified three key areas for improvement as a school that are connected to our District Strategic plan (Vision 2030).
Communication protocols We utilize a running agenda for both our admin and GC meetings, and utilize a similar protocol to that outlined in the The Communication Protocol.
Selection process for evidence-based practices and programs Our GC formed subcommittees to oversee our schoolwide goals, and each subcommittee then identified the key data points that we would use to measure success. These data points consisted both of quantitative and qualitative data.
Data-based decision-making Utilizing data from SBA, CEE survey, and 5 Lab, our guiding coalition identified that we were not adequately meeting the needs of our multilingual learners as well as students with an IEP in terms of academic achievement and post secondary preparation. In response, our Guiding Coalition set the following measurable goals: ● **Goal 1:** Increasing our Ninth-grade on track from 72% to 80%. ● **Goal 2:** Increasing enrollment of our Hispanic/Latino students in Honors and Dual Credit courses by at least 5%.

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

Step 1: Assess Strengths and Needs

Resources: Comprehensive Needs Assessment Toolkit, Washington State Report Card, PBIS Tiered Fidelity Inventory, Reading Tiered Fidelity Inventory, Washington 211 Resource Inventory, Finding the Root Cause, NIRN Root Cause Analysis

School-Level Data

Which assessment did we engage in this year?

- SBA three year data 22-23-24, CEE data 23-24-25
- Our format is a data carousel where we look at 5LAB, CEE, attendance, discipline, grades, SBA, and AP to determine strengths and needs.

What are the demographics [1]in our school?

Total enrollment: 1574 (Information is based on the 2024-25 school year)

***Gender**:*
Female: 50.0%
Gender X: 0.4%
Male: 49.6%

***Race/Ethnicity**:*
American Indian/Alaskan Native: 0.6%
Asian: 1.1%
Black/African American: 0.8%
Hispanic/Latino of any race(s): 43.7%
Two or More Races: 4.1%
White: 49.7%

Program and characteristic:
English Language Learners: 11.9%
Non-English Language Learners: 88.1%

Foster Care: N<10
Non-Foster Care: >99.7%
Low Income: 58.1%
Non-Low Income: 41.9%
Mobile: 3.0%
Non-Mobile: 97.0%
Highly Capable: 11.8%
Non-Highly Capable: 88.2%
Homeless: 1.7%
Non-Homeless: 98.3%
Migrant: 1.3%
Non-Migrant: 98.7%
Military Parent: 1.1%
Non-Military Parent: 98.9%
Section 504: 9.0%
Non-Section 504: 91.0%
Students with Disabilities: 13.6%
Students without Disabilities: 86.4%

273

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school?

€ Attendance	€ WaKIDS assessment
€ Behavior (discipline referrals, etc.)	€ Academic screening
€ Student, family, and staff perception data (surveys, etc.)	€ State summative assessment
€ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)	€ On track for graduation (if applicable)
€ Social, emotional, behavioral, and mental health (SEBMH) screening	€ Support data across tiers (participation, pre/post data, impact data): Click or tap here to enter text.

€ WIDA assessment	€ Other: AP Tests.

What are the main trends in student data, disaggregated by student group and program, in our school?

Strengths	Needs
72% of 9th graders are on track. CEE data reports that 78% of staff believe all students can meet state standards. We are at/or above state averages for SBA results in Math, ELA & Science.	Marginalized students identified as ML and/or Low income are not making the gains as non-marginalized students Strengthening Tier 1 instruction so more students are meeting grade level proficiency on Common Summative Assessments and SBA Click or tap here to enter text.

What are the root causes for the trends in student data, disaggregated by student group and program, in our school?

1. Attendance rates by race: White = 73.5%, Hispanic/Latino = 66.9%, Overall = 70.3%
2. Attendance rates by program: Students with Disabilities = 61.0%, English Language Learners 64.5%
3. Ninth grade on track rate by race: White = 74.6%, Hispanic/Latino = 60.2%, Overall = 68.0%
4. Ninth grade on track rate by program: Students with Disabilities = 62.0%, English Language Learners = 47.1%

OSSI Identified Schools: *All schools identified for improvement must review family engagement data and WSIF data accessed through the Washington State Report Card in their comprehensive needs assessment process.*

Priorities Aligned with Data Trends
Based on our careful review of school-level data, what are our top priorities? 1. Increasing Tier I instruction through a collaborative process while utilizing the PLC process to increase the percent of 9th graders on track. 2. Increase enrollment in honors and Dual Credit courses so the demographics of those courses more closely reflect that of our school. 3. Increase student sense of belonging and enjoyment of school by strengthening student and staff connections.

Mapping Resources to Address Priorities

What resources are available in the school, community and region to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
Professional Learning Teams by Content	Release time for collaboration	Data trackers for CFAs and CSAs	Building-directed time for Tier 1 professional development Training for Universal Design for Learning to understand the why of UDL and then how to begin to implement strategies that increase access and engagement for all students, with a specific focus on Flexible Methods & Materials.	Basic Ed
John Schumacher	Instructional Coaching	Books	Working with volunteer teachers to focus on implementing strategies to support student motivation.	Basic Ed
Teaching Staff	UDL	PD days with Jeff Horwitz	PD specific to strategies to reduce barriers and increase student engagement in learning.	Stronger Connections Grant

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding

Mapping Resources to Address Priorities

Communities in Schools	Support identified students who are chronically absent or are approaching chronically absenteeism	Classroom space Incentives for attendees	PD days that CIS provides their coordinators	Stronger Connections Grant
Academic Support Teachers	Classroom space Incentives Additional materials for reteaching and preteaching	Classroom space	AVID strategies for organization, AI integration	Title
CCRA	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
GEAR Up	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Click or tap here to enter text.

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Multi-Lingual Learners Coordinator	Dedicated class time and release time	Constructing Meaning Materials Spanish texts Material for visual supports	District training	Bilingual funds
Special Education Staff	Dedicated class time and release time	Support Curriculum for Resource teaching and Co Teaching	District and Building Trainings	SpEd funds and Title I
Paraprofessionals	Scheduled push-ins for support	Core curriculum, list of accommodations, IEP-at-a-glance	District and Building Trainings	SpEd, Title and Bilingual funds

Click or tap here to enter text.

OSSI Identified Schools: *Schools identified for improvement must identify, examine, and address resource inequities.*

Step 2: Build Community Partnerships

Resources: Creating Clear Agreements

Who is our point of contact for partnerships at the school level? List Name and Title/Role.
John Schumacher, Principal

Who is our point of contact for partnerships at the district level? List Name and Title/Role.
Christy Krutulis, Director of Teaching and Learning; Brent Cummings, Community Outreach and Partner Coordinator.

What district policies and procedures do we need to follow for community partnerships?
All building community partners must be approved by the district. This ensures the necessary paperwork is in place for potential funding, data sharing, and student access.

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
What is the name of the partner?	*What services do they provide?*	*How do these services align with the results of our strengths and needs assessment process?*	*What data sharing agreement is in place?*	*When did the school board approve the agreement?*	*Who (school staff, community partners, families, students) needs to be informed of this approved partnership?*
Communities In Schools	Coordination of community services for families, Social and Emotional support and interventions for students,	Attendance and lack of basic needs are contributing factors to a lack of growth for many students. This partnership works to support in these areas	Reports to administration around caseload data and attendance tracking	2023	Staff, Parents, Students, District

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
	coordination of volunteers				
GEAR UP	After school tutoring for all students who have low grades. Support 11th and 12th graders who are credit deficient due to attendance	Attendance is a contributing factor to lack of academic growth and/or progress	Attendance data from 5Lab, shared in small group SST to large group SST, GC		Staff, Parents, Students, District

Step 3: Plan Integrated Student Supports

Resources: Developing SMARTIE Goals, Identifying Evidence-Based Practices and Programs, Evidence-Based Interventions, Planning Training and Coaching, Coordinating State and Federal Funding Sources

What is our vision and mission statement?
Mission Statement: Intellectually, socially, personally transformative for all. Vision Statement: Ensuring high academic achievement, building meaningful relationships, and empowering all students to own their futures.

What is our vision and mission statement?

Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.				
Evidence-based practice ([2]intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
What evidence-based practice ***(intervention, activity, or strategy)*** *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the extent to which this* ***evidence-based practice (intervention, activity, or strategy)*** *was implemented as intended?* *What short-and long-term* ***data*** *will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur?* *What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the* ***evidence-based practice (intervention, activity, or strategy)?*** *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

SMARTIE Goal #1 Walla Walla High School will improve the ninth-grade On-Track rate from 72% to 80% by strengthening Tier 1 instruction, consistent PLC practices, and timely supports through Blue Devil Time and SST.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Plan, Do, Study, Act will be a cycle of inquiry our Guiding Coalition will use when working with PLC teams and their CSA data with specific focus on our ML learners.	Tracking F rates for 9th grade students, and BDT appointments via SIP Dashboard. Action planning with GC Data will be monitored by PLCs after each summative assessment. Guiding Coalition will be looking at disaggregated data quarterly with focus on ML students to find patterns of success, what's going well and areas that we may need to look at more deeply	At least monthly Monthly On going	Admin	Paras are an important part of a school's community and play a valuable part of MTSS and intervention teams.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Funding: List and describe funding source(s) associated with the activities described above. **Reminder:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.				
1. LAP				
2. Basic Ed.				

SMARTIE Goal #2: Goal 2: Increase enrollment in Honors and Dual Credit courses so the demographics of those courses more closely reflect that of our school.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Increases AP options, ongoing teacher training (AP Seminar added 24/25, AP Research 25/26)	Current Data	2025-2026 and beyond	Carina Stillman plus GC members	https://apstudents.collegeboard.org/
UDL Professional Learning Universal Design for Learning, administrators and certificated staff	Implementation: Staff PD, first year UDL goals of using Voicelift and implementing at least one choice board lesson in the first semester. Guiding Coalition, early adopters, and administration Training from Novak Consulting Impact data: (see above)	2023-24-early adopters 2024-2025-increased UDL cohort (optional for staff) 2025-26-whole-staff adoption of UDL goals	Administrative team and Guiding Coalition team (building leadership)	"The Shift to Student-Led"; book to support UDL implementation Novak Consulting Early Adopter staff Opportunities to share implementation
Blue Devil Time (just in time intervention)		Added in 2024-2025, ongoing	John Schumacher, Guiding Coalition members	Securely Pass Explanatory Slides

Targeted and intentional Honors, Dual Credit, and AP recruitment paired with intentional supports AVID	Implementation: Informational and counseling meetings for students and parents to highlight the course benefits, workload expectations, and supports. A "myth busting" one-pager for families about advanced coursework for freshman (bilingual). Meetings will occur at middle school for student level and future freshmen night with parents and students. Short bilingual informational session.	Spring 2026 - recruitment Fall 2026 - strategic supports for enrolled students Check grades and supports dashboard every other week to ensure students are accessing supports if needed. Forecasting data: percentage of targeted students who registered Persistence data: drop/WD rates from advanced courses with qualitative data regarding reason for dropping Percentage of students continuing in advanced classes. Success data: course pass rates, grades. AP exam participation/scores. Attendance patterns for students in advanced courses. Support utilization: AVID enrollment data or participation in Freshmen Enrichment.	High School Counselors: forecasting, 1:1 outreach, family meetings Middle School Counselors: early identification, 8th grade forecasting AVID Teachers: support pathways, student skill-building Freshman Enrichment Teachers: skill development, encouragement Department representatives: recruitment endorsements, parent night and class presentations High School Admin: oversight, scheduling, resource allocation Middle School Admin: coordination of 8th grade recruitment Bilingual Family Engagement Coordinator: family outreach and translation	Wa-Hi course catalog Proactive recruitment lists, including grades, teacher recommendations, and classroom work habits. Disaggregated enrollment reports Data dashboard for enrolled students to monitor supports access (GEARUP, AVID Tutorials, Blue Devil Time, Freshman Enrichment class supports

			Peer ambassadors from current advanced classes to visit with 8th grade students to share their experience and reduce perceived barriers.	

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

1. Basic Ed.

SMARTIE Goal #3: By June 2026, increase student sense of belonging and enjoyment of school by implementing at least three structured opportunities throughout the year for strengthening student and staff connections. Progress will be measured through quarterly student/staff climate surveys and CEE Survey, aiming for a 10% increase in students reporting they feel connected to at least one adult in school and in students who say they enjoy coming to school.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Advisory SEL Integration: create lessons that support our school Go Blue Values and promote belonging, and connection (student-student and student-staff)	Monthly SEL lessons embedded into advisory. Staff receive lesson guides/support/materials in advance. Student check-ins, sharing and community-building are incorporated. GC/admin walkthrough look-fors; agenda artifacts from BDT/advisory. CEE Survey in Spring	Monthly; ongoing throughout the school year	Admin team, Guiding Coalition, SEL team, advisory teachers.	Building-directed time for PD; advisory/BDT time; sample connection routines & circle prompts; SIP Dashboard to monitor survey items and attendance; CEE/5Lab survey tools.
Student-Staff Connection Tracking	Quarter 1, 2, 3, and 4 student survey items (adult connection, belonging, enjoyment) disaggregated by grade, gender, and ethnicity; change in % positive for focus groups (Hispanic/Latino, "Other" gender, 10th/11th grades)	Quarterly	Admin team, Guiding Coalition, SEL team, advisory teachers.	Building-directed time for PD; advisory/BDT time; sample connection routines & circle prompts; SIP Dashboard to monitor survey items and attendance;

	Attendance trends (improved attendance often correlates with belonging). CEE Survey in Spring			CEE/5Lab survey tools.
Positive school culture and recognition events that strengthen community, improve climate, and increase student motivation and sense of belonging.	Public recognition of students and staff: Go Blue Student of the Month, Staff Shout Outs (increase number of nominations) Monthly inclusive activities (celebrations, spirit days, lunchtime events). Recognize/celebrate various history months and multicultural groups during lunches: invite outside organizations to participate (ballet folklorico, etc) Quarter 1, 2, 3, and 4 student survey items (adult connection, belonging, enjoyment) disaggregated by grade, gender, and ethnicity; change in % positive for focus groups (Hispanic/Latino, "Other" gender, 10th/11th grades) CEE Survey in Spring	Monthly/Quarterly	Admin team, SEL team, advisory teachers.	Building-directed time for PD; advisory/BDT time; sample connection routines & circle prompts; SIP Dashboard to monitor survey items and attendance; CEE/5Lab survey tools.

Funding: List and describe funding source(s) associated with the activities described above. **Reminder:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.
1. Basic Ed.

What supports are available to meet the identified needs of students? Outline the following for optimal coordination of academic and nonacademic supports.

- **Area of focus:** identified need (academic skills, nonacademic barriers, etc.)
- **Decision rules:** data-based criteria for entrance and exit to supplemental supports
- **Supports to be provided**: specific supports, academic or nonacademic, to be provided if student meets criteria
- **Duration and frequency:** how long and often supports should be provided
- **Time of day:** when supports occur (before school, during intervention block, after school, weekend, etc.)
- **Location:** where supports occur
- **Staff:** support lead and contact
- **Progress monitoring:** tool used to assess student progress and implementation of supports
- **Communication:** plan to communicate with staff, partners, and families

Tier 1 (Universal) - *What do all students have access to in Tier 1?*

Academic	**Nonacademic**
Blue Devil Time, GEAR UP after school tutoring (Academic Lab) College & Career Readiness, access to grade level core instruction	*Clubs, athletics, access to SchooLinks, SEL*

Tier 2 (Targeted) - *What do some students, based on data-informed needs, have access to in Tier 2?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
9th grade on track	Attendance, grades, behavior	SST, intentional Blue Devil Time, Gear Up tutoring	As needed per data results	During school day, after school for tutoring	WaHi campus	Teachers, counselors, Gear up staff, admin	3 week intervals	Weekly progress reports, email, phone calls, Parent Square

Tier 3 (Intensive) – *What do a few students, based on data-informed needs, have access to in Tier 3?*								
Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
9th Grade on track for Hispanic/Latino students, and Students with Disabilities	Attendance, grades, behavior	SST, intentional Blue Devil Time, Gear Up tutoring, GRC, Attendance meetings, home visits, ML coordinator support, push in para support, ELD class, IEP Support class, Co-Teaching in Math & ELA, Student Success class	Daily	During school day, after school for tutoring	WaHi campus	Teachers, counselors, Gear up staff, admin	Academic progress in core classes, ML Coordinator (list of identified most at-risk students), IEP Case Managers progress monitoring.	Weekly progress reports, email, phone calls, Parent Square

Communication	Method(s)	Date Received and/or Approved
School board	Per policy by January 1 through consent agenda.	By January
School staff	Weekly memo, staff meetings	August 2025
Community partners	Communities in Schools	August 2025
Families	Family Advisory Council	October 2025

Step 4: Deliver Integrated Student Supports
Resources: Understanding Implementation Fidelity, Monitoring Implementation of Planned Supports, Implementing Evidence-Based Practices with Fidelity

How are we tracking implementation within the school?
Documentation of communication (*to share implementation progress, barriers, etc.*): Click or tap here to enter text.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Click or tap here to enter text.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Click or tap here to enter text. Provided: Click or tap here to enter text.
Documentation of materials, training, and coaching to ensure fidelity of implementation: Click or tap here to enter text.

Step 5: Use Data to Drive Continuous Improvement

Resources: Using Improvement Cycles, Data-Based Individualization (DBI) Steps and Resources, SIP EOY Rubric and Feedback Template

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
Date of Review: *When did the data review take place?*	**Data Review & Evaluation:** *What is the impact, or student response, to provided supports?* *Which factors might have contributed to the student response?* *Was the plan for implementation followed? If not, why?*	**Action Items:** *What adjustments need to be made to improve our impact on student learning? (e.g., changes for students - initiate, continue, intensify, fade, or discontinue supports – and/or changes for adults – training and coaching, scheduling, etc.)*	**Lead:** *Who is responsible for each action item?*	**Timeframe:** *When do these action items need to be completed?*	**Communication:** *What communications need to occur related to these action items? Who, what, how?*
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

BOARD OF DIRECTORS
Regular Business Meeting – 5:30 p.m.
November 18, 2025
WWPS Administration Building / 364 S. Park Street

PRESENT

BOARD OF DIRECTORS
Derek Sarley, President
Ruth Ladderud, Vice President
Alayna Brinton
Kathy Mulkerin
Terri Trick
Ari Kim-Leavitt, Student Representative
Abril Salazar, Student Representative

ADMINISTRATORS
Dr. Ben Gauyan, Superintendent
Chris Gardea, Assistant Superintendent
Janette Jeffris, Director of Fiscal Services

AUDIENCE

Approximately 30 individuals, including board members, administrators and guests, were in attendance.

I. CALL TO ORDER

The meeting was called to order at 5:30 p.m. in the Administration Building Anne Golden Boardroom, by President Derek Sarley.

II. FLAG SALUTE

The flag salute and Pledge of Allegiance were led by Director Terri Trick.

III. ROLL CALL

All board members were present.

IV. APPROVAL OF AGENDA

Motion by Ruth Ladderud and seconded by Terri Trick to approve the agenda as presented; the motion carried unanimously.

V. CONSENT AGENDA

Motion by Terri Trick and seconded by Alayna Brinton to approve the consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) non-athletic extra & co-curricular contracts; 4) November 4 & November 18 accounts payable and October payroll; 5) August financial report; 6) CTE Program Five-Year Plan; 7) 2025-2026 Multilingual Learner Plan 8) Resolution 07-2025; 9) regular business meeting minutes of October 21, 2025; and 10) regular business meeting minutes of November 4, 2025. The motion carried unanimously.

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

Building Belonging Recognition: Director of Equity and Dual Programs Dr. Julie Perron presented a Building Belonging award to Nahomi Navarro-Sotelo. Dr. Perron noted the Building Belonging award is aligned to the district's "We All Belong Here" unity message promoting a civil, safe and compassionate learning environment. This board level recognition is awarded to students or staff who promote activities that create and sustain a sense of belonging, fairness, and justice for all students.

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.

VII. ASSOCIATED STUDENT BODY STUDENT REPRESENTATIVE REPORT

ASB President Bruno Richardson reported on student activities at Walla Walla High School.

VIII. CITIZENS' COMMENTS

Public comment was received by one individual.

IX. REPORTS

Board of Directors Report: The Board members shared of events and activities in which they participated or attended since the last Board meeting, honoring Director Terri Trick for seven years of service. President Derek Sarley presented Director Terri Trick with a Golden Apple.

Superintendent's Report: Superintendent Dr. Ben Gauyan reported the district is up 10 FTE from last month.

Monthly Financial Dashboard Report: Director of Fiscal Services Janette Jeffris provided a review of revenues, expenditures and ending fund balance.

School Report – Pioneer Middle School: Principal Kris Duncan presented a school update to the Board of Directors giving a clear understanding of Pioneer's Mission and Vision and how that Mission and Vision guides the school's goals and strategic direction.

CTE Program Five-Year Plan: Director Jerry Maher and Partnership Coordinator Chris Schumacher briefed the Walla Walla Public Schools Board of Directors on the district's CTE strategic planning efforts during his Fall 2025 update. Maher outlined progress on current initiatives and walked board members through the development of the district's new CTE Five-Year Plan, highlighting upcoming priorities and key areas of focus.

Policies First Reading: Dr. Gauyan presented the following policies for first reading.
•2420 Grading and Progress Reports
• 3143 Notification and Dissemination of Information About Student Offenses and Notification of Threats of Violence or Harm
• 3421 Child Abuse and Neglect
• 4260 Use of School Facilities and Equipment
• 5000 Recruitment, Selection, and Evaluation of Staff
• 5010 Nondiscrimination and Affirmative Action
• 5260 Personnel Records

X. ACTION

XI. ADJOURNMENT

President Sarley adjourned the meeting at 6:57 p.m.

Minutes to be presented for board approval on December 16, 2025.

APPROVED:

Dr. Ben Gauyan, Superintendent
and Secretary of the Board
- Veronica Esparza, Recorder

Derek Sarley
School Board President

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~ CITIZENS' COMMENTS ~

We welcome your comments and questions during the time set aside in regular business meetings for citizens' comments. Attendees sign up to provide public comment using the sign-in form in the boardroom prior to the start of the Citizens' Comments period of the meeting.

Citizens' Comment Script:
This is the time in the meeting we welcome citizens to come forward and offer public comment, ask questions, or provide recommendations for educational improvement. Per Board policy we typically refrain from providing responses following public comments, and will ensure follow up is made if requested and necessary.

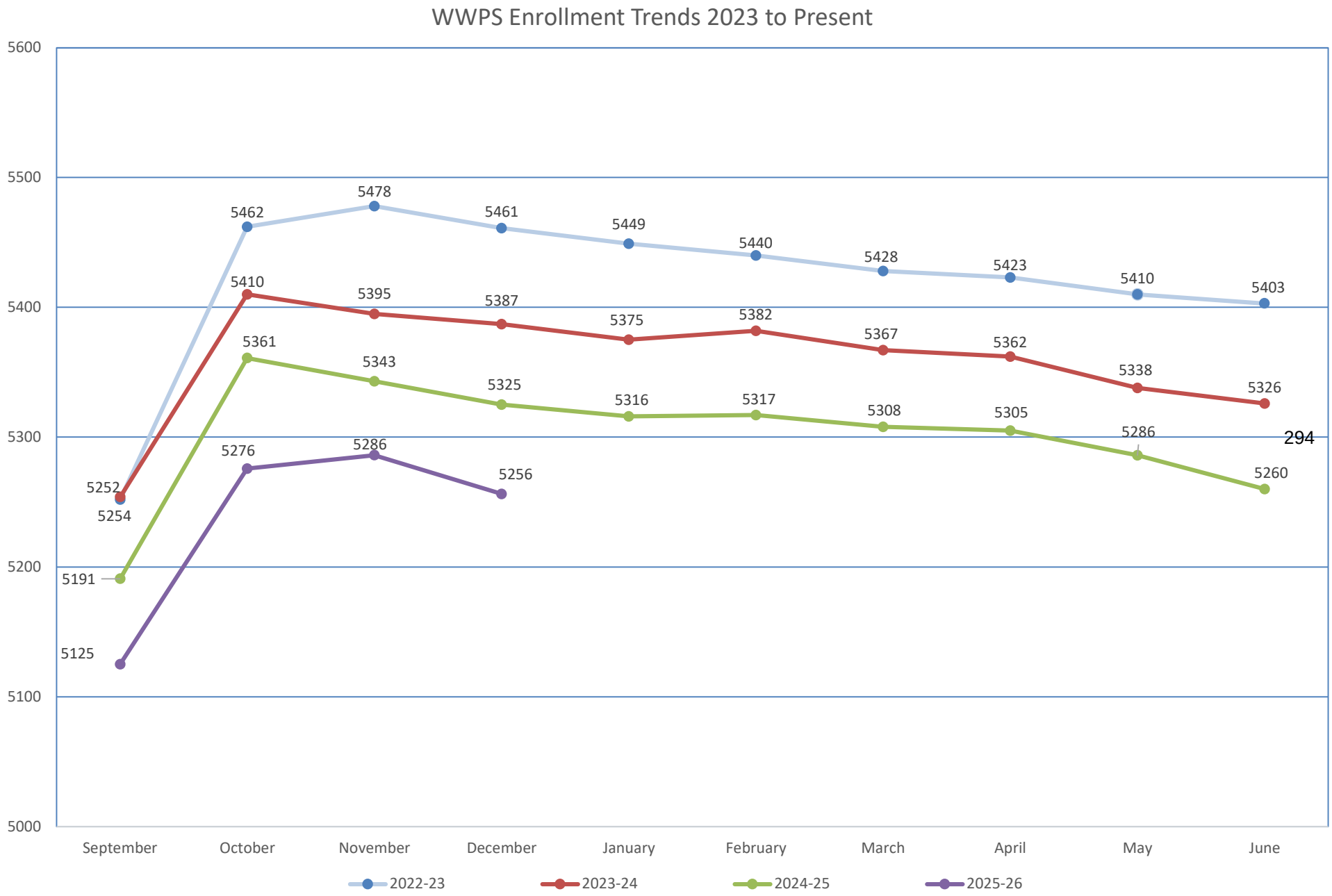
We also ask that you adhere to the following guidelines:

- State your name.
- Keep your comments brief and to the point, with a **three-minute time limit**.
- Do not reflect adversely on the political or economic view, ethnic background, character, or motives of any individual.
- If you have a specific complaint about an individual employee, it must be addressed through the Superintendent's office and not in this setting.

At this time, please come forward if you wish to address the board.

01/03/2022

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WWPS Enrollment Trends 2023 to Present
5600
5500
5400
5300
5200
5100
5000
September
October
November
December
January
February
March
April
May
June
2022-23
2023-24
2024-25
2025-26
5462
5478
5461
5449
5440
5428
5423
5410
5403
5410
5395
5387
5375
5382
5367
5362
5338
5326
5361
5343
5325
5316
5317
5308
5305
5286
5260
5252
5254
5276
5286
5256
5191
5125

Target Avg Class Size	24		25		27		27		28		28		
2025-2026	**Kindergarten**		**First**		**Second**		**Third**		**Fourth**		**Fifth**		**TOTALS**
Berney	Vicari, S	21	Diaz Madrigal, A	18	Hartelius, S	21	Baker, T	23	Ambler, C	25	Cummings, T	22	
	Hubbard, K	20	Gonzales, C	22	Kearbey, K	21	Pekar, K	21	Bona, A	24	Holbrook, J	22	
					Parodi, D	21					James, I	21	
Behavior Prg K-5	Merrill, L	1.00	Merrill, L	-	Merrill, L	2	Merrill, L	4	Merrill, L	1	Merrill, L	1	
SECTIONS	**14**	41		40		63		44		49		65	302
slots available	7		10		18		10		7		19	Ratio	21.57
Edison	Espinosa, M	22	Maycumber, Y	20	Hobbs, S	22	Aceves, J	23	Ledesma, M	26	Ochoa, F	24	
	Helm, E	21	Berumen, B	20	Parsons, S	21	Estrada, A	24	Reed, J	24	Solis Martinez, V	25	
	Matson, E	22	Moreno, J	20	Saldivar, C	21	Lopez, J	23	Schafer, J	25	Solis, C	22	
	Valencia, A	22	Williams, N	18	Sanchez Sarabia, C	20							
SECTIONS	**21**	87		78		84		70		75		71	465
slots available*	(3)		6		0		11		9		13	Ratio	22.14
Green Park	Goble, E	24	Bahena-Flores, R	20	Chavez, R	24	Contreras, A	19	Esquivel, T	19	Maya, J	26	
	Nuno, J	24	Garcia, A	20	Salazar, I	23	Lopez, M	22	Mora, G	20	Ambler, D	28	
	Hartzheim, M	16	Collins, A	20	Shuler, A	23	Boeckman, R	20	Johnson, M	21	Lux, J	28	
	Katsel, E	15	James, L	20	Stimmel, M	21	Partlow, B	18	Tobin, J	20			
Lifeskills Program	Angotti, E	2	Angotti, E	5	Angotti, E	2	Angotti, E	-	Angotti, E	1	Angotti, E	1	
	Hinsley, D	-	Hinsley, D	3	Hinsley, D	1	Hinsley, D	-	Hinsley, D	5	Hinsley, D	0	
SECTIONS	**23**	79		80		91		79		80		82	491
slots available	17		20		17		47		52		2	Ratio	21.35
Prospect Point	Ferraro, A	17	Hanson, K	21	Baldwin, W	19	Jausoro, D	25	Prull, V	23	Babbit, H	25	
	Heinzman, A	17	Humphreys, S	21	McFetridge, M	21	Kuhlmann, K	26	Taylor, L	24	Parodi, D	27	
	Kaup Rose, S	18	Pederson, R	22	Paul, M	20	Reese, N	25	Watson, K	21	Pegel, G	25	
SECTIONS	**18**	52		64		60		76		68		77	295 397
slots available*	20		11		21		5		16		7	Ratio	22.06
Sharpstein	Gillin, L	22	Locati, R	20	Griffith, R	23	Berg, L	21	Mendoza, L	25	Keyes, K	26	
	Wilson, H	22	Ruvalcaba, G	21	Russell, J	24	Hutchinson, D	21	Woiblet, B	25	VanDonge, B	27	
							York, L	21					
Developmental Prog	Breland, K	-	Breland, K	4	Breland, K	1	Breland, K	-			Breland, K	6	
Autism Program	Amundson	-	Amundson	-	Amundson	1	Amundson	3	Amundson	1	Amundson	-	
	Vaughan	-	Vaughan	3	Vaughan	2	Vaughan	1	Vaughan	2	Vaughan	-	
SECTIONS	**12**	44		41		47		63		50		53	298
slots available	4		9		7		18		6		3	Ratio	24.83
WW Online/Homelink	Homelink	6	Homelink	9	Homelink	7	Homelink	6	Homelink	4	Homelink	11	
	WW Online	-	WW Online	-	WW Online	2	WW Online	-	WW Online	1	WW Online	2	
		6		9		9		6		5		13	48
slots available													
TOT SLOTS AVAIL	45		56		63		91		90		44		
GRADE LVL TOTAL		303		303		345		332		322		348	1953
GRADE LVL SECTNS	15		15		16		15		14		14		
AVERAGE LOADS		20.20		20.20		21.56		22.13		23.00		24.86	

TOTAL SC SPED	3	15	9	8	10	8	53
TOTAL ENROLLED	312	327	363	346	337	369	2054

Dual classes

MONTHLY REVENUE REPORT

MONTH	LOCAL TAXES	LOCAL NONTAX	STATE GEN PURP	FED GEN PURP	FED SPEC PURP	REV (SD)	REV (OTHER)	TOTAL PROJ.	TOTAL ACT.	VARIANCE	
SEP PROJECTED	$ 268,536	$ 59,000	$ 6,580,581	$ -	$ 150,000	$ 8,000	$ -	$ 7,066,117		$ 142,943	2.02%
SEP ACTUAL	$ 291,234	$ 71,752	$ 6,634,481	$ 5,006	$ 194,783	$ 11,803			$ 7,209,060	$ 142,943	YTD
OCT PROJECTED	$ 4,296,576	$ 102,000	$ 6,032,866	$ 14,000	$ 536,698	$ 8,000	$ -	$ 10,990,140		$ 543,466	4.95%
OCT ACTUAL	$ 4,815,828	$ 182,604	$ 6,201,254	$ -	$ 326,781	$ 7,140			$ 11,533,606	$ 686,409	YTD
NOV PROJECTED	$ 596,747	$ 85,000	$ 4,006,322	$ 7,000	$ 406,198	$ 8,000	$ -	$ 5,109,267			
NOV ACTUAL									$ -	$ 686,409	YTD
DEC PROJECTED	$ 134,268	$ 65,000	$ 6,760,394	$ 7,000	$ 1,227,139	$ 8,000	$ -	$ 8,201,801			
DEC ACTUAL									$ -	$ 686,409	YTD
JAN PROJECTED	$ 29,837	$ 85,000	$ 6,362,243	$ 7,000	$ 839,072	$ 8,000	$ -	$ 7,331,152			
JAN ACTUAL									$ -	$ 686,409	YTD
FEB PROJECTED	$ 566,909	$ 70,000	$ 6,815,331	$ 7,000	$ 801,571	$ 8,000	$ -	$ 8,268,811			
FEB ACTUAL									$ -	$ 686,409	YTD
MAR PROJECTED	$ 1,133,819	$ 48,000	$ 6,832,831	$ 7,000	$ 801,572	$ 8,000	$ -	$ 8,831,222			
MAR ACTUAL									$ -	$ 686,409	YTD
APR PROJECTED	$ 6,504,538	$ 50,000	$ 6,991,917	$ 7,000	$ 809,072	$ 8,000	$ -	$ 14,370,527			
APR ACTUAL									$ -	$ 686,409	YTD
MAY PROJECTED	$ 1,118,900	$ 95,000	$ 4,199,909	$ 7,000	$ 972,072	$ 8,000	$ -	$ 6,400,881			
MAY ACTUAL									$ -	$ 686,409	YTD
JUN PROJECTED	$ 59,675	$ 125,000	$ 4,645,677	$ 7,000	$ 801,572	$ 8,000	$ -	$ 5,646,924			
JUN ACTUAL									$ -	$ 686,409	YTD
JUL PROJECTED	$ 74,593	$ 35,000	$ 9,784,196	$ 7,000	$ 678,571	$ 8,000	$ -	$ 10,587,360			
JUL ACTUAL									$ -	$ 686,409	YTD
AUG PROJECTED	$ 104,431	$ 65,000	$ 7,552,005	$ -	$ 1,596,624	$ 8,000	$ -	$ 9,326,059			
AUG ACTUAL									$ -	$ 686,409	YTD
Total Projected	**$ 14,888,829**	**$ 884,000**	**$ 76,564,272**	**$ 77,000**	**$ 9,620,161**	**$ 96,000**	**$ -**	**$ 102,130,261**			
Adopted Budget	**$ 15,380,068**	**$ 684,000**	**$ 78,151,742**	**$ 80,000**	**$ 8,802,596**	**$ 95,000**	**$ -**	**$ 103,193,406**			
Variance	**$ (491,239)**	**$ 200,000**	**$ (1,587,470)**	**$ (3,000)**	**$ 817,565**	**$ 1,000**	**$ -**	**$ (1,063,145)**			
TOTAL ACTUAL	$ 5,107,062	$ 254,356	$ 12,835,735	$ 5,006	$ 521,564	$ 18,943	$ -	$ 18,742,666	**FORECAST ACTUAL**	**$**	**102,816,671**
% collected to PRO	34.30%	28.77%	16.76%	6.50%	5.42%	19.73%	#DIV/0!	18.35%			

NOTES:

LEGEND	Above or within 2.00% of projection	Between 2.01% & 5.00% below	Below 5.01% of projection

MONTHLY EXPENDITURE REPORT

MONTH	PROJ. P/R	ACTUAL P/R	PROJ. A/P	ACTUAL A/P	TOTAL		VARIANCE	
SEPTEMBER PROJECTED	$ 6,690,237		$ 2,778,222		$ 9,468,459	MONTHLY	$ 309,297	3.27%
SEPTEMBER ACTUAL		$ 6,727,816		$ 3,049,940	$ 9,777,756	YTD	$ 309,297	3.27%
OCTOBER PROJECTED	$ 6,883,943		$ 1,512,682		$ 8,396,625	MONTHLY	$ 92,583	1.10%
OCTOBER ACTUAL		$ 6,830,963		$ 1,658,246	$ 8,489,208	YTD	$ 401,880	2.25%
NOVEMBER PROJECTED	$ 7,678,857		$ 1,503,821		$ 9,182,678	MONTHLY		
NOVEMBER ACTUAL					$ -	YTD	$ 401,880	1.49%
DECEMBER PROJECTED	$ 6,783,964		$ 1,169,736		$ 7,953,699	MONTHLY		
DECEMBER ACTUAL					$ -	YTD	$ 401,880	1.15%
JANUARY PROJECTED	$ 6,776,710		$ 1,903,271		$ 8,679,981	MONTHLY		
JANUARY ACTUAL					$ -	YTD	$ 401,880	0.92%
FEBRUARY PROJECTED	$ 6,792,113		$ 864,568		$ 7,656,681	MONTHLY		
FEBRUARY ACTUAL					$ -	YTD	$ 401,880	0.78%
MARCH PROJECTED	$ 6,867,830		$ 965,591		$ 7,833,421	MONTHLY		
MARCH ACTUAL					$ -	YTD	$ 401,880	0.68%
APRIL PROJECTED	$ 6,823,981		$ 1,322,453		$ 8,146,433	MONTHLY		
APRIL ACTUAL					$ -	YTD	$ 401,880	0.60%
MAY PROJECTED	$ 7,172,953		$ 1,976,652		$ 9,149,605	MONTHLY		
MAY ACTUAL					$ -	YTD	$ 401,880	0.53%
JUNE PROJECTED	$ 6,986,422		$ 1,418,093		$ 8,404,514	MONTHLY		
JUNE ACTUAL					$ -	YTD	$ 401,880	0.47%
JULY PROJECTED	$ 7,268,797		$ 1,337,441		$ 8,606,238	MONTHLY		
JULY ACTUAL					$ -	YTD	$ 401,880	0.43%
AUGUST PROJECTED	$ 7,251,234		$ 2,320,273		$ 9,571,507	MONTHLY		
AUGUST ACTUAL					$ -	YTD	$ 401,880	0.39%
TOTAL PROJECTED	$ 83,977,040		$ 19,072,802		$ 103,049,842			
ADOPTED BUDGET	$ 84,497,702		$ 19,165,853		$ 103,663,555			
VARIANCE	$ 520,663		$ 93,051		$ 613,713			
TOTAL ACTUAL		$ 13,558,779		$ 4,708,185	$ 18,266,964	**FORECAST ACT**	**$**	**103,451,722**
% spent to projected		16.15%		24.69%	17.73%			
Notes:								
LEGEND	**Below or within 2.00%**		**Between 2.01% & 5.00% above**		**Above 5.01% of projection**			

MONTHLY ENDING FUND BALANCE REPORT

DATE		Revenue	Expenditure	Ending Fund Balance	Variance		EFB Monthly Projection for Year End
Beginning Fund Balance (Projected)				$ 11,000,000			
Beginning Fund Balance (Actual)				$ 13,426,470			
September	PROJECTED	$ 7,066,117	$ 9,468,459	$ 8,597,658			
	ACTUAL	$ 7,209,060	$ 9,777,756	$ 10,857,774	$ 2,260,116	26.29%	11.16%
October	PROJECTED	$ 10,990,140	$ 8,396,625	$ 11,191,173			
	ACTUAL	$ 11,533,606	$ 8,489,208	$ 13,902,172	$ 2,710,999	24.22%	11.59%
November	PROJECTED	$ 5,109,267	$ 9,182,678	$ 7,117,761			
	ACTUAL	$ -	$ -	$ 13,902,172			
December	PROJECTED	$ 8,201,801	$ 7,953,699	$ 7,365,863			
	ACTUAL	$ -	$ -	$ 13,902,172			
January	PROJECTED	$ 7,331,152	$ 8,679,981	$ 6,017,034			
	ACTUAL	$ -	$ -	$ 13,902,172			
February	PROJECTED	$ 8,268,811	$ 7,656,681	$ 6,629,164			
	ACTUAL	$ -	$ -	$ 13,902,172			
March	PROJECTED	$ 8,831,222	$ 7,833,421	$ 7,626,964			
	ACTUAL	$ -	$ -	$ 13,902,172			
April	PROJECTED	$ 14,370,527	$ 8,146,433	$ 13,851,059			
	ACTUAL	$ -	$ -	$ 13,902,172			
May	PROJECTED	$ 6,400,881	$ 9,149,605	$ 11,102,335			
	ACTUAL	$ -	$ -	$ 13,902,172			
June	PROJECTED	$ 5,646,924	$ 8,404,514	$ 8,344,744			
	ACTUAL	$ -	$ -	$ 13,902,172			
July	PROJECTED	$ 10,587,360	$ 8,606,238	$ 10,325,867			
	ACTUAL	$ -	$ -	$ 13,902,172			
August	PROJECTED	$ 9,326,059	$ 9,571,507	$ 10,080,419			
	ACTUAL	$ -	$ -	$ 13,902,172			
PRELIMINARY PROJECTED EFB		**$ 102,130,261**	**$ 103,049,842**	**$ 10,080,419**			9.71%
ACTUALS TO DATE		**$ 18,742,666**	**$ 18,266,964**				
FORECASTED ACTUALS*		**$102,816,671**	**$103,451,722**	**$11,991,418**	**YEAR END PROJECTION**		11.59%

Monthly Variance	**Above or within 2.00% of projection**	**Between 2.01% & 5.00% below projection**	**Below 5.01% of projection**
Yr End Projection	**Above 8.00%**	**Between 6.00% to 7.99%**	**Below 6.00%**

*Calculated using actuals through the current month and projected revenue and expenditures for future months. Includes August Maint Res Transfer of $800K

Walla Walla Center for Children and Families

December 16, 2025

Michelle Carpenter, Principal
Brent Cummings, Community Outreach & Partnership Coordinator

Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

Our Mission:
In partnership with families and community, Walla Walla Public Schools ensures a culture of equity and belonging, where every student achieves ambitious levels of learning through relevant and rigorous educational experiences.

Our Beliefs
WE BELIEVE:
That diversity is our strength
In challenging and supporting all students
That quality instruction is critical to students
In elevating student voice and agency
In investing in staff to ensure excellence
In maximizing the impact of our resources
In collaborative and transparent operation
In the importance of family and community

Highlights and Learning for this Presentation

- ➔ Gain a clear understanding of CCF
- ➔ Learn how our Agreements guide the school's goals and strategic direction
- ➔ Review CCF's progress and future plans within the framework of the District's 4 Strategic Plan goals









Walla Walla Public Schools
Developing Washington's Most Sought-After Graduates

Early Learning Programs



Head Start
- 6 classrooms serving up to 116 students

ECEAP (Operated by ESD 123)
- 5 classrooms serving up to 90 students

Transitional Kindergarten
- 5 classrooms serving up to 90 students

Developmental Preschool
- 2 half-day classrooms serving up to 24 students









Center Partners

- Akin (Children's Home Society)
- Communities in Schools
- WWCC Parent Education – Tot Spot
- Walla Walla Valley Disability Network
- Walla Walla Valley Early Learning Coalition (now at BMAC)



WALLA WALLA VALLEY Disability Network

Communities In Schools®
Blue Mountain Region

304

akin

elc Walla Walla Valley early learning coalition

Family Resource Center

Family Resource Centers (FRCs) are place-based organizations that provide a single point of entry to a range of services for anyone in the community.

Summer Services

- Enrollment and Intake Coordination Services continue year-round
- Referral and direct service (CIS and Family Navigation)

After-Hours & Community Events

- Resource fairs - social and health-based services
- Family Events - Explore Together (Northwest Public Broadcasting & PBS)
- Community Outreach - City of Walla Walla Block Parties and Events

Recruitment & Enrollment

- Collaborative preschool recruitment process and universal ‘Interest Form’
- Coordinated outreach, referral, and placement to ensure the best fit and appropriateness of services based on the needs of each child and family
- Shared Enrollment Coordinator





Eligibility Priorities



- ECEAP and Head Start serve 3 & 4 year-olds and have specific income-based eligibility criteria. Other developmental and socio-economic factors also influence eligibility.
- TK students must be 4-years-old by August 31 and lack access to early learning opportunities for program consideration.
  - Exhibit delayed language, social, or academic skills based on WWPS administered screening
  - Does not adversely impact enrollment in community based preschool or child care programs
  - Strong collaboration with private early learning providers; includes monthly meetings & shared professional development
  - Partner with child care to increase access to high-quality early learning, meeting the unique needs of families

Inclusive Practices



WWPS Special Education Department supports all programs by providing certified special education preschool teachers and special education para-educators

SPED students included in general education preschool classrooms with support of a special education teacher and special education para-educators

Multiple placement options to serve children with disabilities in the **least restrictive environment** along side typically developing peers

General education preschool teachers have **direct access to special education staff** within the building to assist with individual children and setting up classroom environments for the success of all students

Walla Walla Center for Children and Families

Creating the CCF Family–Everyone Belongs–

TTK, Head Start, Foundations and ECEAP

Care for YOURSELF

Care for your SCHOOL

Care for your FRIENDS



Care for your FRIENDS

Looks Like:

- Sharing the load and responsibilities.
- Letting others know you appreciate them.
- Direct communication and being open.
- Sharing is caring—whether it's snacks, coffee, or tasks.
- Supporting and helping each other out.
- Showing empathy and being understanding.
- Feeding and nurturing your friends.
- Smiling, offering hugs, and showing warmth.
- Respecting each other's opinions and needs.
- Offering your time and being available.
- Looking for the good in others and acknowledging their unique qualities.
- Creating a positive environment and being flexible.
- Being open-minded and fostering a trusting atmosphere.
- Setting healthy boundaries and maintaining confidentiality.
- Giving the benefit of the doubt and assuming positive intent.

Sounds Like:

- Offering words of encouragement and support.
- Acknowledging others' hard work and successes.
- Communicating openly, whether the conversation is positive or negative.
- Asking how you can help and offering assistance without being asked.
- Actively listening and showing that you care.
- Sharing knowledge, resources, and information.
- Giving compliments and praise.
- Greet each other warmly, asking, "How can I help you?" or "What do you need?"
- Being mindful of your tone when speaking with others.
- Offering kind words and not engaging in gossip or negativity.
- Expressing gratitude through thank-you notes or emails.
- Recognizing and celebrating achievements together.

Care for your SCHOOL

Looks Like:

- **Teamwork and Collaboration:**
  - Working together as one team.
  - Teaching and sharing knowledge with others.
  - Modeling care and good behavior.
  - Showing up and being positive.
  - Covering for each other when needed.
- **Environment:**
  - Keeping the school clean and organized.
  - Ensuring the environment is welcoming, safe, and fun.
  - Creating a safe environment through cleanliness and safety practices.
  - Respecting materials and taking care of school property.
- **Communication and Respect:**
  - Communicating clearly with staff, students, and parents.
  - Listening to and respecting one another.
  - Using CCF common language and modeling expectations.
  - Practicing mindfulness and being professional.
  - Celebrating each other's successes and achievements.
- **Safety and Responsibility:**
  - Following safety guidelines and reporting concerns.
  - Closing doors and gates to maintain security.
  - Parking lot safety and mindful driving.
  - Encouraging students to speak up when they see something wrong.
  - Ensuring safety during after-school and CCF events.

Sounds Like:

- **Positive Communication:**
- Encouraging words and affirmations.
- Asking others how to help.
- Speaking up when something is wrong.
- Happy voices, music, singing, and laughter filling the school.
- Clear expectations communicated at the beginning of the year.
- **Support and Cooperation:**
- Collaborating with each other to solve problems.
- Sharing knowledge and teaching others when they need help.
- Always being available to assist and support each other.
- Ensuring that everyone feels valued and appreciated.



Care for YOURSELF

Looks Like:

- **Rest and Relaxation:**
  - Have enough sleep and rest.
  - Take scheduled breaks.
  - Stay home when you are sick.
  - Engage in "me" time and hobbies.
- **Physical Well-being:**
  - Stay hydrated and drink plenty of water.
  - Exercise regularly—whatever that looks like for you.
  - Eat a healthy meal and pack a lunch every day.
  - Take care of your body through activities like yoga, meditation, or stretching.
- **Mental and Emotional Health:**
  - Maintain a positive mindset.
  - Practice mindfulness and be present.
  - Set healthy boundaries and know your limits.
  - Engage in positive self-talk and affirmations.
  - Take time for yourself, whether it's a walk, deep breathing, or just pausing.
- **Self-Care Practices:**
  - Take personal days when needed.
  - Don't overwork yourself—balance is key.
  - Practice self-care activities like showers, enjoying a cup of coffee, or even indulging in something special like cheesecake.
- **Social Support:**
  - Reach out for help when overwhelmed.
  - Know when to say "no" and that it's okay.
  - Trust your team and communicate openly about your needs.
  - Laugh, smile, and engage positively with those around you.
- **Daily Essentials:**
  - Breathe—take deep breaths and count to ten if needed.
  - Stay organized and plan your day.
  - Leave work at work; don't bring it home.
  - Keep a balanced work/life schedule.

Sounds Like:

- Asking for help when needed.
- Saying "no" without guilt.
- Expressing positive affirmations and self-compassion.
- Communicating your needs and boundaries clearly.
- Sharing laughter and creating moments of peace and quiet.



Walla Walla Center for Children and Families

School Improvement Plan

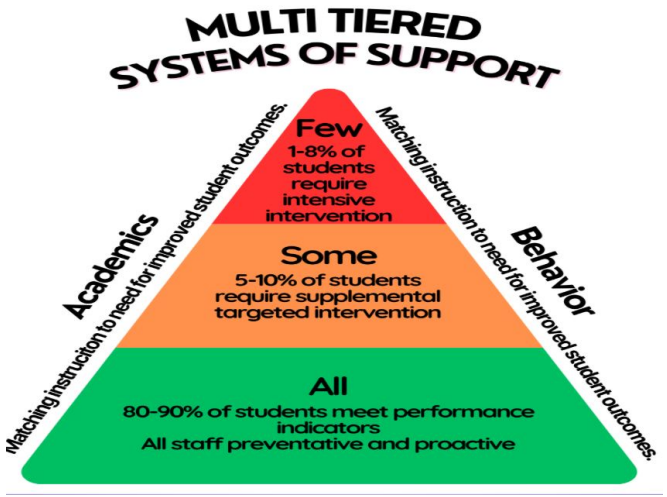
***Attendance**

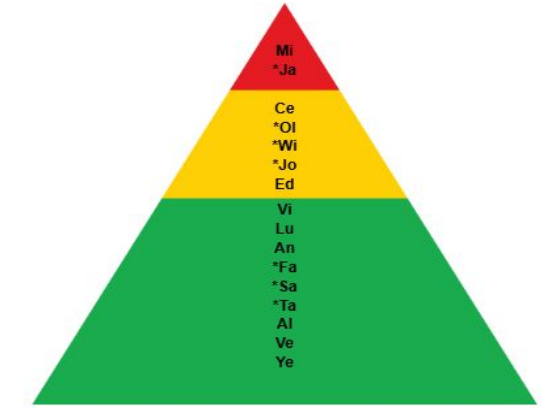
***Behavior (MTSS) & Cycles of Inquiry**

***Family Engagement**

Walla Walla Center for Children and Families

Professional Development–MTSS





RP	HW	AS	AG
Group 1	Group 2	Group 3	Group 4

314

Walla Walla Center for Children and Families

Professional Development

- Conscious Discipline and PBIS





Walla Walla Center for Children and Families

Professional Development – Staff-led PD



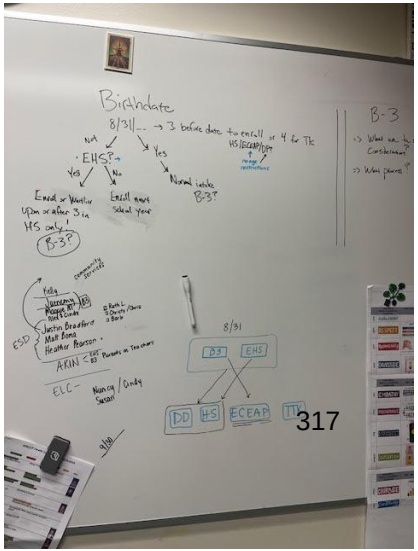
1-- Library with Samantha
2--Conf Rm 112 with Christine
3--Walk Throughs
2:00-2:10 in Library together
2:10-2:25 Rotation 1
2:30-2:45 Rotation 2
2:50-3:05 Rotation 3
3:05-3:15 in Library together

Walla Walla Center for Children and Families

Professional Development–Standards, TTK Guidelines and Year Long Planning

	September	October	November
Purposefull People	Respect	Responsibility	Gratitude
Conscious Discipline	CCF Agreements--We care for ourselves, care for our school and care for our friends	Eyes watching, ears listening, voices off and body safe	Naming Emotions Follow the Group Plan
Attendance	Every Day Counts	On Time for Success	Welcome! We All Belong!
Equity Work		The importance of honoring names/heritage	
Creative Curriculum			
Language			
Math			
Science			
Social Studies			
Danielson Framework	3C--Engaging students in learning	3C--Engaging students in learning	2B--Fostering a culture for learning





Walla Walla Center for Children and Families

DIVERSITY at CCF

What Diversity Looks Like
- Family photos and cultural displays
- Books, visuals, and art representing many identities
- Classrooms honoring all holidays
- Spaces that reflect our full school community

What Diversity Sounds Like
- Respectful communication
- Correct name pronunciation
- Curiosity about others' experiences
- Multiple languages, music, and stories

How We Ensure Diversity
- Choosing diverse materials
- Creating opportunities to learn about one another
- Modeling empathy and belonging
- Supporting every child's voice

EQUITY at CCF

Looks Like:
- Culturally responsive materials
- Adaptations for student needs
- Diverse staff representation
- Fair access to supports

Sounds Like:
- Respectful language
- Inclusive communication
- Modeling fairness
- Bilingual support

We Ensure It By:
- Integrating culture into teaching
- Building strong relationships
- Expanding language awareness
- Providing equitable opportunities

CULTURAL COMPETENCY

Cultural competency means learning about and honoring the cultural histories, and experiences of our students and families.

LOOKS LIKE
- Family photos and cultural displays
- Cultural fair & volunteers
- Instruction connected to traditions
- Awareness of many languages

SOUNDS LIKE
- Respectful language
- Inclusive communication
- Honoring traditions

SOUNDS LIKE
- English & Spanish spoken
- Respectful questions
- Honoring traditions

WE ENSURE IT BY:
- Learning about family backgrounds
- Interviewing families
- Bringing cultures into the classroom
- Asking thoughtful questions

INCLUSION at CCF

LOOKS LIKE:
- Students learning at their own pace
- Supports for disabilities
- Fairness and consistency
- Opportunities for success for all

SOUNDS LIKE:
- Encouraging, accepting language
- Grace, patience, understanding
- Affirming identities

WE ENSURE IT BY:
- Using teachable moments
- Responding with grace
- Avoiding assumptions
- Keeping an open mind
- Supporting children as they are




TRUCKS






Goal
1
Ambitious
Learning
For All


Goal
2
Relevant and
Rigorous
Experience

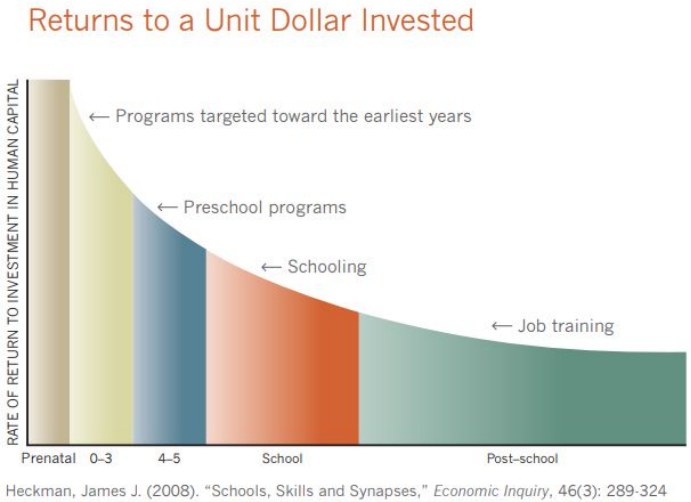

Goal
3
Culture of
Equity and
Belonging


Goal
4
Partnership
with Family and
Community

Where are we now?	Intentional play based learning with a strong foundation of SEL skills Monthly family engagement and check-in meetings Attendance committee
What are we working on?	Building a year long plan Using The Creative Curriculum with fidelity and alignment Helping families set goals and achieve them Attendance campaign
How are we measuring progress?	Alignment amongst programs CEE Survey Building needs assessment WAKids Data Teaching Strategies Gold documentation

Why Early Learning?

- Children in early childhood education programs:
  - Less likely to repeat a grade
  - More prepared academically for later grades
  - More likely to graduate from high school
  - Higher earners in the workforce
  - Higher test scores from preschool to age 21
  - Better grades in reading and math
  - Fewer teen pregnancies
  - Improved mental health
  - Lower risk of heart disease in adulthood
  - A longer lifespan

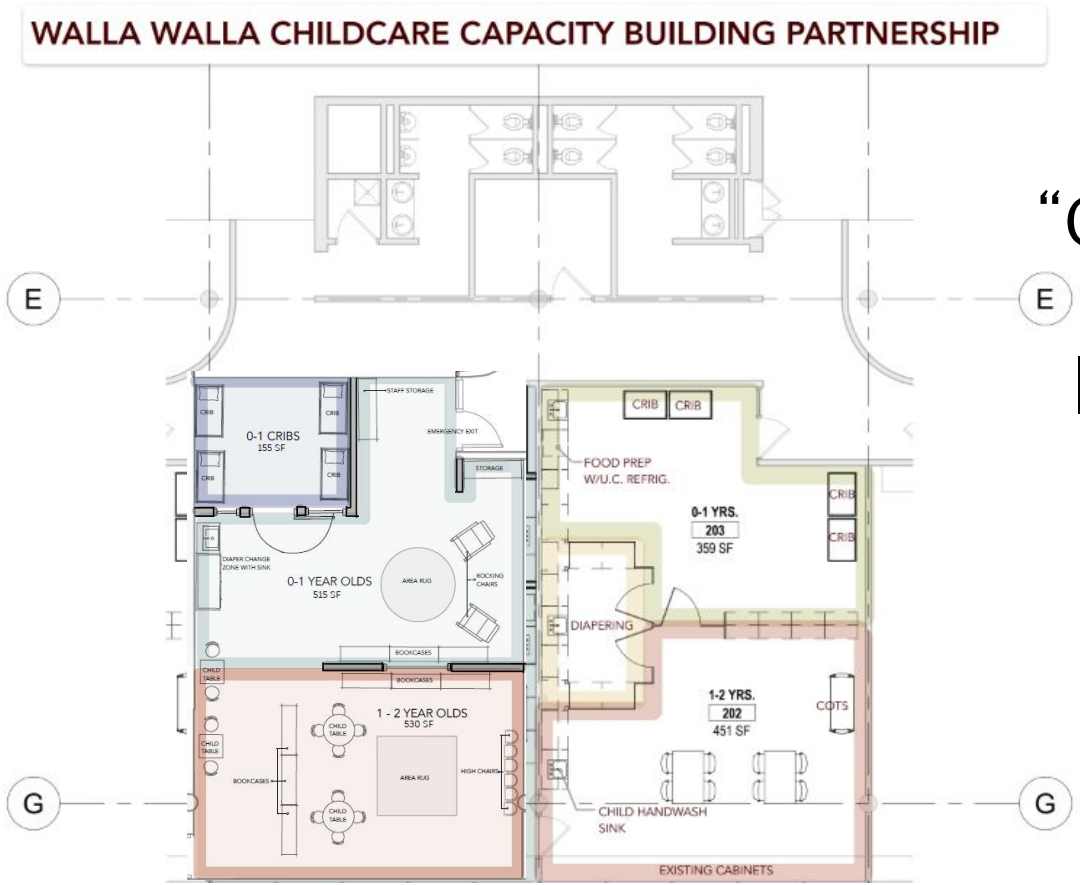


Heckman, James J. (2008). "Schools, Skills and Synapses," *Economic Inquiry*, 46(3): 289-324

"Investing in comprehensive birth-to-five early childhood education is a powerful and cost-effective way to mitigate [poverty's] negative consequences on child development and adult opportunity."[322]

García, J. L., Heckman, J. J., Leaf, D. E., & Prados, M. J. (2016). *The lifecycle benefits of an influential early childhood program* [One-pager]. The Heckman Equation.

Our Newest Space



"Growing, just like our youngest learners, to meet our community need."


We are not
just creating
a space
for kids and
families.
We are creating
a second home
for those who
might not love
their first one.



Highlights and Learning for this Presentation

- ➔ Gain a clear understanding of CCF
- ➔ Learn how our Agreements guide the school's goals and strategic direction
- ➔ Review CCF's progress and future plans within the framework of the District's 4 Strategic Plan goals

Questions?
Comments?

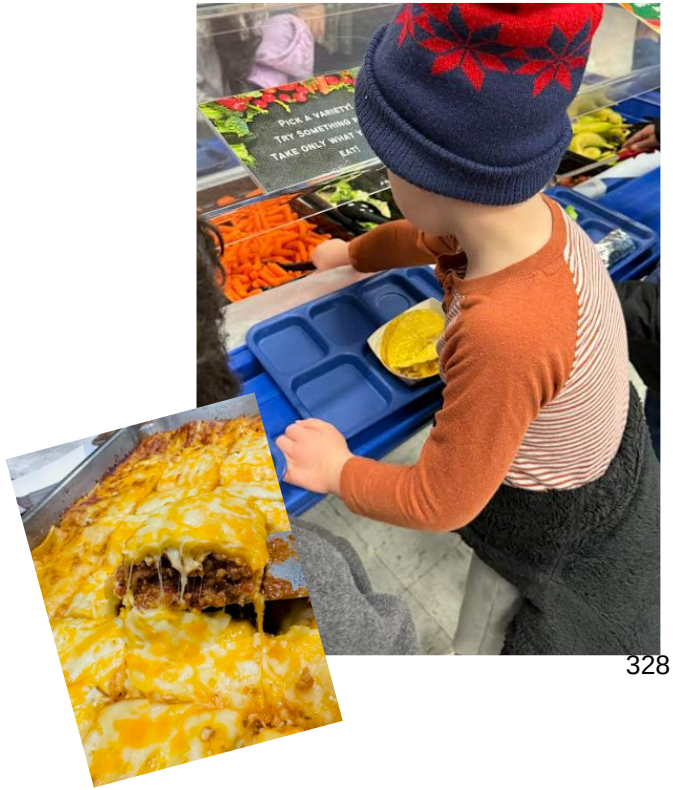


Nutrition Services Update

December 16, 2025

Today's Objectives

- Who We Are
- Meal Service Data
- Our Service- Largest Impacts
- Shout Outs
- Opportunities and Challenges



Our Team

- 9 on-site kitchens serving 11 sites
- 9 kitchen managers
- 10 cooks
- 10 kitchen assistants
- 2 secretaries
- 1 director

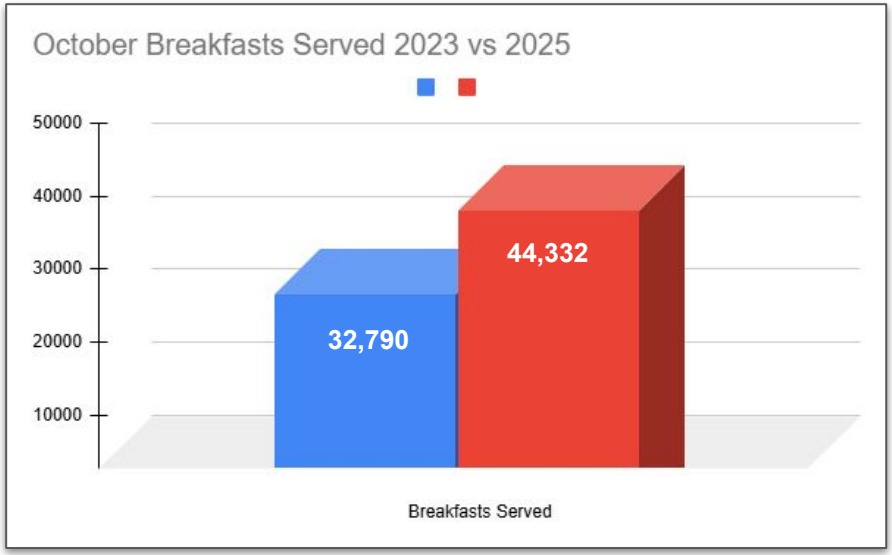


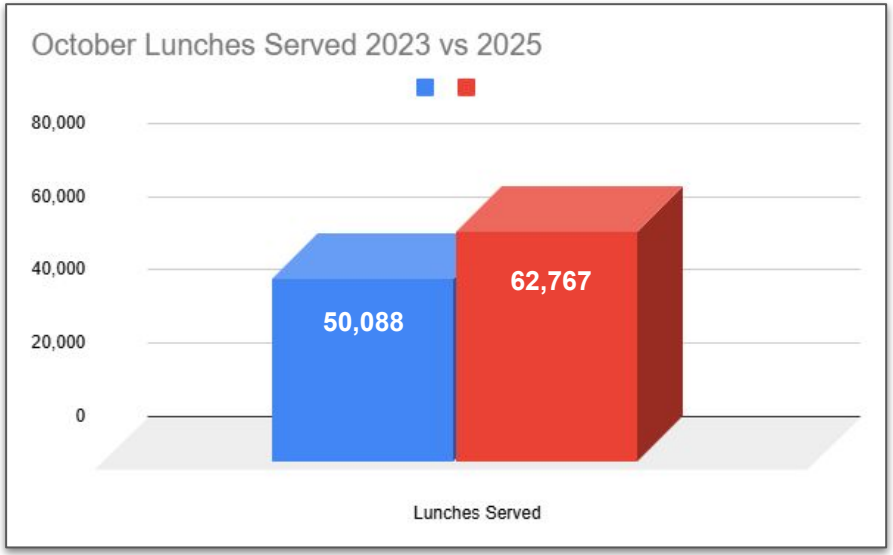






Our Services





330

Increase in participation means more funding to support better quality ingredients and more staff time for scratch cooking

Our Service- Largest Impacts

October Breakfast			
	2023	2025	Increase in Participation
Green Park	7,052	8,496	1,444
Edison	5,963	7,402	1,439
Garrison	1,334	4,462	3,128
WaHi	3,313	4,287	974

October Lunch			
	2023	2025	Increase in Participation
Green Park	7,025	9,180	2,155
Edison	6,204	7,599	1,395
Garrison	5,085	6,598	1,513
WaHi	11,501	13,954	2,453

- Increasing participation even as enrollment declines
- Community Eligibility Program (approved for 4 more years)
- WaHi and Prospect Point to start Breakfast after the Bell this year
- New menu offerings, return of salad bars, and scratch cooking

Shout Outs

- **Nationally recognized** by USDA Food and Nutrition Service's Healthy Meals Incentives Initiative, Action for Healthy Kids
  - **Innovation in the Preparation of School Meals**
    - **Scratch cooking**: quesabirria burritos, homemade mac and cheese, greek yogurt ranch dip, homemade parfaits
- **Washington Farm to School Grant**: awarded $44,000 to use over the next two years for Washington Grown foods
- **Partnerships with local businesses:** Cedar Rain and Smokin' Bandits BBQ for pulled pork

Shout Outs

- **Partnership with WaHi Plant Biology class**: aeroponic system to grow produce for use in the school cafeterias







Shout Outs

- **Farm to School Partnerships:**
  - **Taste Washington Day:** Chipotle Salmon Tacos
  - Farm to School Team with the Sustainable Living Center
  - Welcome Table Farms





- **USDA Farm to School Grant Partnership**

Opportunities and Challenges

- Scratch cooking with breakfast service
- Increase vegetarian options
- Focus on quality not quantity
- Breakfast after the Bell-WaHi and Prospect Point
  - $14,000 grant to support implementation
- Continue to build relationships with local partners
- More student involvement: taste tests, feedback



Questions?

Superintendent Evaluation Process

25-26 Evaluation Year

Essential Responsibilities of a School Board

- Adopt the budget
- Set policy
- Hire and **evaluate** the superintendent

Superintendent Evaluation Process

"Selecting and evaluating the superintendent is one of the school board's most important jobs. A high quality superintendent evaluation process helps develop good board/superintendent relationships, clarifies roles, creates common understanding of the leadership being provided and provides a mechanism for public accountability" (NSBA).

Evaluation Tool - WSSDA

Goal Centered Evaluation Model:

- Progress toward strategic goals
- Student outcomes
- Operational leadership work

Evaluation Tool - WSSDA

Benefits of using the tool:

- Support the superintendent's growth
- Foster trust between the board and the superintendent
- And keep the process focused on student success

Evaluation Tool - WSSDA

Strategic plan goals

Superintendent entry plan goals

Operational and leadership goals

Superintendent Goals

Goal 1 / Strategy 3 - Proficient Elementary Readers

Measurement:

- LETRS training
- DIBELS - 2nd grade
- Lectura - 2nd grade

Superintendent Goals - Strategic Plan

Goal 2 / Strategy 5 - Access to Rigorous Curriculum and Courses

Measurement:

- Percentage increase of student groups from 24-25

Superintendent Goals - Strategic Plan

Goal 3 / Strategy 9 - Culture of support and collective accountability

Measurement:

- Percentage increase of staff, student and family groups from 24-25

Superintendent Goals - Strategic Plan

Goal 4 / Strategy 10 - Maximizing Family Engagement

Measurement:

- Percentage increase of staff, student and family groups from 24-25

Superintendent Goals - Entry Plan

Goal 1 - Climate and culture

Goal 2 - Organizational understanding

Goal 3 - Community engagement

Goal 4 - Performance and equity analysis

Superintendent Goals - Operational and Leadership Goals

Impactful Instructional Leadership

Supportive Climate for Students, Staff, and Community

Values-Based Leadership

Timeline

Dec. 16	Regular Business Mtg.	Board reviews Superintendent evaluation process
Feb	Executive Session	Superintendent shares self-evaluation summary
Feb.		Individual board members complete survey monkey ratings individually
Feb.	Executive Session	Board President consolidates feedback. Board reaches collective consensus and finalizes draft evaluation
March	Executive Session	Board presents draft document to Superintendent. Possible input/refinement.
March 17	Regular Business Mtg.	Board approves evaluation/takes action on Superintendent contract renewal.

BOARD POLICY

GRADING AND PROGRESS REPORTS

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents/guardians informed of student welfare and progress in school.

The district will inform parents or legal guardians about their students' academic progress, including the right to receive periodic reports on their students' educational growth and development in accordance with RCW 28A.150.240 and to receive notice of their students' performance on state learning standard tests and assessments in accordance with RCW 28A.230.195. The district will also inform the parents or legal guardians whether their students' performance could threaten their ability to be promoted to the next grade level. Parents or legal guardians have the right to request an in-person meeting with their students' classroom teachers and principals to discuss any resources or strategies available to support and encourage their students' academic improvement.

The issuance of grades, written progress reports and parent conferences on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These written and verbal reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent/guardian.

The district shall comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students' grade points shall be reported for each term, individually and cumulatively.

The superintendent or designee will establish a system of reporting student progress and will require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each term, each teacher shall specify in writing the student learning goals or standards for their respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected if they were absent on a day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process. Individual students who feel that an unjust application of attendance or tardiness factors has been made, may follow the appeal process for resolving the differences.

Cross References: Board Policy 3122 Excused and Unexcused Absences
3520 Student Fees, Fines, Charges

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BOARD POLICY

Legal References:	RCW	28A.150.240(2g)	Basic Education Act of 1977--Certificated teaching & administrative staff as accountable for classroom teaching--Scope--Responsibilities--Penalty
		28A.635.060	Defacing or injuring school property--Liability of parent/guardian
		28A.600.030	Grading policies--Option to consider Attendance
	WAC	180-40-235	Discipline--Conditions & limitations
		180-44-010	Responsibilities Related to instruction
		180-57	Secondary Education--Standardized High School Transcript
		392-210	Washington State Honors Award Program

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First Reading: March 19, 2002
Adopted by the Board: July 16, 2002
Second Reading/Revision: December 16, 2025

BOARD POLICY

NOTIFICATION AND DISSEMINATION OF INFORMATION ABOUT STUDENT OFFENSES AND NOTIFICATION OF THREATS OF VIOLENCE OR HARM

The district is committed to providing a safe and secure environment for all its students and staff. All students, including those who have committed or been adjudicated for offenses, have constitutional rights to public education.

A. Notification of Student Offenses from County Sheriff's Office, Courts, Department of Social and Health Services, Department of Corrections, and Other School Districts.

The district receives notices and information about student offenders from several statutorily authorized sources, including the county sheriff's office, the courts, the department of social and health services, the department of corrections, and other school districts where the student previously enrolled. The district will take appropriate precautionary measures when it receives notices and information of student offenses from any of these sources. Student discipline, if any, will be consistent with 3241 – Student Discipline.

The superintendent, or their designee, and school principals play an important role in determining and implementing appropriate precautionary measures relating to notices and information about student offenses. If the superintendent, a designee of the superintendent, or a principal of a school receives student offense information under RCW 28A.225.330 (notifications from other school districts), 9A.44.138 (sheriff notifications to school districts), 13.04.155 (court notifications to school districts), 13.40.215 (department of children, youth, and families notifications to school districts), or 72.09.730 (department of corrections notifications to school districts), the following notification provisions will be followed.

1. Sex Offenses and Registered Sex or Kidnapping Offenders.

a. Superintendent or Designee. Upon receipt of information about sex offenses as defined in RCW 9.94A.030 or upon receipt of information about registered sex or kidnapping offenders pursuant to RCW 9A.44.138, the superintendent or their designee will provide the information to the principal of the school where the student is enrolled or will enroll—or, if not known, where the student was most recently enrolled.

b. Principals. When the principal receives the information described above, they must then disclose the information as follows.

If the student is classified as a risk level II or III, the principal shall provide the information received to every teacher of the student and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.

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If the student is classified as a risk level I, the principal shall provide the information received only to personnel who, in the judgment of the principal, for security purposes should be aware of the student's record.

c. Convicted Juvenile Sex Offenders Attendance at Victims School. Convicted juvenile sex offenders are prohibited from attending the elementary, middle, or high school attended by their victims or their victims' siblings. The parents or legal guardians of the convicted juvenile sex offender shall be responsible for providing transportation or covering other costs associated with or required by the sex offender's change in school.

The Department of Social and Health Services (DSHS) Sex Offender School Attendance Program assists with ensuring that juvenile sex offenders, committed to Juvenile Rehabilitation Administration (JRA), do not enroll in the same school as their victim or their victims' siblings. If there is a conflict in schools, DSHS program staff will work with JRA to have the offender moved to another school.

d. Collaboration. The principal or designee will consult and collaborate with department of corrections, juvenile justice staff, treatment providers, victim support groups, and families, as applicable, when working with students required to register as a sex or kidnapping offender.

e. Inquiries by the Public. Law enforcement agencies receive relevant information about the release of sex and kidnapping offenders into communities and decide when such information needs to be released to the public. Therefore, district and school staff will refer all inquiries by the public at large (including parents and students) regarding students required to register as a sex or kidnapping offender directly to law enforcement.

2. Violent Offenses, Firearms and Dangerous Weapons Crimes, Unlawful Possession or Delivery of Controlled Substances, or School Disciplinary Actions.

a. Superintendent or Designee. Upon receipt of information about a violent offense as defined in RCW 9.94A.030, any crime under chapter 9.41 RCW, unlawful possession or delivery, or both, of a controlled substance in violation of chapter 69.50 RCW, or a school disciplinary action, the superintendent or designee will provide the information to the principal of the school where the student is enrolled, will enroll, or if not known, where the student was most recently enrolled.

b. Principals. When the principal, receives the information described above, they, have discretion to share the information with a district staff member if, in the principal's judgment, the information is necessary for:

- The staff member to supervise the student;
- The staff member to provide or refer the student to therapeutic or behavioral health services; or
- Security purposes.

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School principals and staff should use care not to allow a student's demographic or personal characteristics to bias the decision of whether to share information received.

Upon receipt of information about an adjudication in juvenile court for an unlawful possession of a controlled substance in violation of chapter 69.50 RCW, the principal must notify the student and the parent or legal guardian at least five days before sharing the information with a district staff member.

If either the student or the student's parent or legal guardian objects to the proposed sharing of the information, the student, the student's parent or legal guardian, or both, may, within five business days of receiving notice from the principal, appeal the decision to share the information with staff to the superintendent of the district in accordance with procedures developed by the district.

The superintendent shall have five business days after receiving an appeal under the above to make a written determination on the matter. Determinations by the superintendent under this subsection are final and not subject to further appeal.

A principal may not share adjudication information under this subsection with a district staff member while an appeal is pending.

3. Public Records Act.

Any information received by district staff under this section is exempt from disclosure under the public records act (chapter 42.56 RCW) and may not be further disseminated except as provided in RCW 28A.225.330, other statutes or case law, and the family and educational and privacy rights act of 1994 (20 U.S.C. Sec. 1232g et seq.).

4. Assignment of Student Offenders to Certain Classrooms.

A student committing an offense under chapter 9A.36 (assault), 9A.40 (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), 9A.46 (harassment), or 9A.48 RCW (arson, reckless burning, and malicious mischief) when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned.

A student who commits an offense under chapter 9A.36 (assault), 9A.40 (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), 9A.46 (harassment), or 9A.48 RCW (arson, reckless burning, and malicious mischief), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

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B. Notification of Threats of Violence or Harm.

Students and school employees who are subjects of threats of violence or harm will be notified of the threats in a timely manner. "Threats of violence or harm" means direct or indirect communications by any means of the intent to inflict physical harm upon a specific individual or individuals or that place a person in fear of the imminent likelihood of serious harm.

The district will assess and address potential threats of violence or harm in a manner consistent with Policy and Procedure 3225 – School-Based Threat Assessment, other safety policies, and comprehensive safe school plans. In instances where the threat is deemed moderate risk or high risk, or requires further intervention to prevent violence or serious harm, the school administrator shall notify the parent and/or guardian of any student who is the target/recipient of a threat as well as the parent and/or guardian of any student who made the threat. The district will ensure that the notice is in a language the parent and/or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

If there is a specific and significant threat to the health or safety of a student or other individuals, the district may disclose information from education records to appropriate parties whose knowledge of the information is necessary. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.

The district may use information about a threat of harm or violence in connection with student discipline consistent with Policy and Procedure 3241 – Student Discipline.

The district, board, school officials, and school employees providing notice in good faith as required and consistent with the board's policies are immune from any liability arising out of such notification. A person who intentionally and in bad faith or maliciously, knowingly makes a false notification of a threat under this section is guilty of a misdemeanor punishable under RCW 9A.20.021.

C. Immunity.

Any school district or district employee who releases the information in compliance with federal and state law is immune from civil liability for damages unless it is shown that the school district or district employee acted with gross negligence or in bad faith.

D. Notification of Criminal Action.

Upon receiving a report that a criminal action is alleged to have been committed against a student on school property during the school day, or during a school-sponsored activity, including if there has been a shooting on school property, or that a student has been detained based on probable cause that they were involved in a criminal activity on school property during the school day, the district will immediately notify the student's parents or legal guardians.

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Cross References:

2161 - Special Education and Related Services for Eligible Students

2162 - Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

3120 - Enrollment

3140 - Release of Resident Students

3207 - Prohibition of Harassment, Intimidation, and Bullying

3225 - School-Based Threat Assessment

3231 - Student Records

3241 - Student Discipline

4020 - Confidential Communications

5281 - Disciplinary Action and Discharge

6513 - Workplace Violence Prevention

Legal References:

RCW 13.04.155 Notification to school principal of conviction, adjudication, or diversion agreement - Provision of information to teachers and other personnel - Confidentiality

RCW 13.40.215 Juveniles found to have committed violent or sex offense or stalking - Notification of discharge, parole, leave, release, transfer, or escape - To whom given - School attendance - Definitions

RCW 28A.600.460 Classroom discipline - Policies - Classroom placement of student offenders - Data on disciplinary actions

RCW 4.24.550 Sex offenders and kidnapping offenders - Release of information to public - Web site

RCW 9A.44.130 Registration of sex offenders and kidnapping offenders - Procedures - Definition - Penalties

RCW 28A.225.330 Enrolling students from other districts - Requests for information and permanent records - Immunity from liability - Rules

RCW 28A.320.128 Notice and disclosure policies - Threats of violence - Student conduct - Immunity for good faith notice - Penalty

RCW 28A.320; 2020 c 167 - 1 -Notification provisions

RCW 72.09.345 Sex offenders - Release of information to protect public - End-of-sentence review committee - Assessment - Records access - Review, classification, referral of offenders - Issuance of narrative notices

WAC 392-400 Student Discipline

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20 U.S.C. 1232g; 34 C.F.R. Part 99 Family Educational Rights and Privacy Act Article IX, Section 1, Washington State Constitution
RCW 28A.605.005 Parental rights

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Adopted: July16, 20020
Revised: November17, 2020
Second Reading/Revision: December 16, 2025

BOARD POLICY

CHILD ABUSE AND NEGLECT

Child abuse or neglect, including exploitation, are violations of children's human rights and an obstacle to their educational development. The board directs that staff will be alert for any evidence of child abuse or neglect, including exploitation.

For purposes of this policy, the term "child" means anyone under the age of 18.

"Child abuse or neglect" means:

A. Injury of a child by any person under circumstances which cause harm to the child's health, welfare, or safety;

B. Sexual abuse or sexual exploitation by any person under circumstances which cause harm to the child's health, welfare, or safety; or

C. The negligent treatment or maltreatment of a child by a person responsible for or providing care to the child.

Physical discipline of a child, including the reasonable use of corporal punishment, is not considered abuse when it is reasonable and moderate and is inflicted by a parent or guardian for the purposes of restraining or correcting the child.

Children (including other students), family members, and any other adult can engage in child abuse or neglect. This may include incidents of student on student misconduct. Staff should report all incidents of suspected child abuse or neglect regardless of the age of the person who engages in it.

Staff should not focus on a person's mental status to determine if they have committed child abuse or neglect. The law governing mandated reporting does not allow for exceptions for people with medical conditions that may mitigate the intent for committing child abuse or neglect.

When feasible, the district will provide community education programs for prospective parents, foster parents, and adoptive parents on parenting skills and on the problems of child abuse or neglect and methods to avoid child abuse or neglect situations. The district will also encourage staff to participate in in-service programs that address the issues surrounding child abuse or neglect.

The superintendent will develop reporting procedures and provide them to all staff on an annual basis. The purpose is to identify and timely report all evidence of child abuse or neglect to the proper authorities. Staff will receive training regarding reporting obligations during their initial orientation and every three years after initial employment.
All staff are responsible for reporting all suspected cases of child abuse or neglect to the proper authorities and/or the appropriate school administrator. Under state law, staff are free from liability for

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reporting a reasonable suspicion of child abuse or neglect. However, failing to report the incident may result in criminal liability regardless of whether the authorities determine the incident is provable in a subsequent legal proceeding.

Staff need not verify a report that a child has been abused or neglected. Legal authorities have the responsibility for investigating each case and taking appropriate action under the circumstances.

Cross References:
Board Policy 4310 - District Relationships with Law Enforcement and other Government Agencies
Board Policy 3226 - Interviews and Interrogations of Students on School Premises
Board Policy 5253 - Maintaining Professional Staff/Student Boundaries

Legal References:
RCW 13.34.300 - Relevance of failure to cause juvenile to attend school as evidence under neglect petition
RCW 26.44.020 - Definitions
RCW 26.44.030 - Reports - Duty and authority to make - Duty of receiving agency - Duty to notify - Case planning and consultation - Penalty for unauthorized exchange of information - Filing dependency petitions - Investigations - Interviews of children - Records - Risk assessment process
RCW 28A.320.160 - Alleged sexual misconduct by school employee - Parental notification - Information on public records act
RCW 28A.400.317 - Physical abuse or sexual misconduct by school employees - Duty to report - Training
RCW 28A.620.010 - Purposes
RCW 28A.620.020 - Restrictions - Classes on parenting skills and child abuse prevention encouraged
RCW 43.43.830(6) - Background checks--Access to children or vulnerable persons – Definitions
WAC 110-30-0030 - What is child abuse or neglect?

AGO 1987, No. 9 - Children--Child Abuse--Reporting by School Officials--Alleged Abuse by Student

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Adopted by the Board: July 16, 2002
Revised: May 16, 2017
Revised: April 18, 2023
Second Reading/Revision: December 16, 2025

BOARD POLICY

USE OF SCHOOL FACILITIES AND EQUIPMENT

The board believes that public schools are owned and operated by and for the community. The public is encouraged to use school facilities but will be expected to reimburse the district for such use to ensure that funds intended for education are not used for other purposes. On recommendation of the superintendent, the board will set the rental rates schedule.

District sponsored activities, including curricular and co-curricular functions, retain first priority in use of facilities. Authorization for use of school facilities will not be considered as endorsement or approval of the activity, group or organization.

The superintendent is authorized to establish procedures for use of school facilities, including rental rates, supervisory requirements, restrictions, and security. Those using school facilities will maintain insurance for accident and liability covering persons using the district's facilities under the sponsorship of the organization.

The district does not discriminate based on race, ethnicity, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, marital status, the presence of any sensory mental or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability and provides equal access to Boy Scouts of America and other designated youth groups.

Community athletics programs that use district facilities will not discriminate against any person on the basis of sex in the operation, conduct or administration of their programs. The district will provide copies of the district's nondiscrimination policy to all third parties using district facilities.

For rental rate purposes, organizations seeking the use of school facilities have been divided into three categories:

School or Child-Related Groups or Other Government Agencies
School or Child-related groups or other government agencies include those organizations whose main purpose is to promote the welfare of students, or to provide members of the community access to government programs or opportunities for civic participation. Examples

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are: Scouts, Campfire, PTA, 4-H, city or county sponsored recreation groups, polling places, political caucuses and governmental groups. The district will provide official recruiting representatives of the state and United States military forces, Job Corps, Peace Corps and AmeriCorps with access to school facilities (including number of days and type of presentation space) equal to and no less than the access provided to other post-secondary occupational or educational representatives.

When facilities are used outside of regular school hours, or when the district incurs extra utility, cleaning or supervision costs, a fee, established by the superintendent or designee, will be charged to recoup those costs. Additionally, youth organizations engaged in sports activities and using school facilities must provide a statement of compliance with the policies for the management of concussion and head injury in youth sports as required by RCW 28A.600.

Nonprofit Groups
Nonprofit groups and organizations may use school facilities for lectures, promotional activities, rallies, entertainment, college courses, or other activities for which public halls or commercial facilities generally are rented or owned. The district may charge a rental rate in excess of costs incurred. Excess charges may be waived when a service club or other nonprofit group is raising funds for charitable purposes.

Professional fundraisers representing charities must provide evidence that they are registered and bonded by the state of Washington. Such fundraisers must provide evidence that the charity will receive at least sixty (60) percent of the gross revenues received from the public prior to approval to use the facilities.

Similar treatment may be granted public universities and colleges when offering college courses within the community or when any university/college is offering a course for staff at the request of the district. Nonprofit groups of the kind that in most communities have their own facilities (churches, lodges, veterans groups, granges, etc.) who wish to use district facilities on a regular, but temporary, basis may do so under this rental rate.

Commercial Enterprises
Commercial Enterprises include profit-making organizations and business-related enterprises. While the district would prefer these organizations use commercial or private facilities, facilities may be rented for non-regular use at the prevailing rate charged by commercial facilities in the area.

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BOARD POLICY

Cross References:

3422 - Student Sports Concussion, Head Injury and Sudden Cardiac Arrest

Legal References:

RCW 28A.230.180 Access to campus and student information directories by official recruiting representatives Informing students of educational and career opportunities.

RCW 4.24.660 Liability of school districts under contracts with youth programs

RCW28A.320.510 Night schools, summer schools, meetings, use of facilities for

RCW 28A.335.150 Permitting use and rental of playgrounds, athletic fields, or athletic facilities

RCW 28A.335.155 Use of buildings for youth programs Limited immunity

20 USC Sec. 7905 Boys Scout of America Equal Access Act

34 CFR Sec. 108.6 Equal Access to Public School Facilities For The Boy Scouts of America and Other Designated Youth Groups

AGO 1973 No. 26, Initiative No. 276 - School districts Use of school facilities for presentation of programs Legislature Elections

Adopted by the Board: July 16, 2002
Revised: January 15, 2008
Revised: December 18, 2012
Second Reading/Revision: December 16, 2025

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Walla Walla Public Schools

BOARD POLICY

RECRUITMENT, SELECTION, AND EVALUATION OF STAFF

The board of directors delegates most or all recruitment and selection of school district staff to the superinentdent and/or their designee(s).

Staff are recruited and selected to ensure that all staff members are highly effective and have the necessary skills and experience to meet the learning needs of all students.

Staff positions are established by the board based on recommendations of the superintendent or designee according to the needs and financial constraints of the district. The superintendent or designee establishes the necessary skills, competencies, qualifications, education, experience, and past performance levels required for each position and to contribute toward the goal of continued improvement in student learning. Selection of staff is based on which candidate is the most qualified for the position, and is made pursuant to the district's standard screening, interview, reference check process, and other requirements.

Positions are created and filled with consideration of salary and budget parameters, strategic goals, student enrollment and legal requirements. Part of the district's strategic and short-term planning processes analyze current and projected staffing requirements. The superintendent or their designee(s) annually evaluates the effectiveness of the district's staff recruitment and selection processes and reports the findings and recommendations from the evaluation to the board.

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Cross References:

5005 - Employment and Volunteers: Disclosures, Certification Requirements, Assurances and Approval

5610 - Substitute Employment

Legal References:

RCW 28A.400.300 Hiring and discharging of employees - Written leave policies - Seniority and leave benefits of employees transferring between school districts and other educational employers.

RCW 28A.405.210 Conditions and contracts of employment - Determination of probable cause for nonrenewal of contracts - Nonrenewal due to enrollment decline or revenue loss - Notice - Opportunity for hearing

RCW 43.43.830 Background checks - Access to children or vulnerable persons - Definitions

RCW 43.43.832 Background checks -Disclosure of information - Sharing of criminal background information by health care facilities

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RCW 49.44.200 Personal social networking accounts - Restrictions on employer access - Definitions

RCW 49.44.205 Violations of RCW 49.44.200 -Civil action - Remedies

Chapter 162-12 WAC Preemployment Inquiry Guide (Human Rights Commission)

P.L. 99-603 (IRCA)Immigration Reform and Control Act of 1986

Title 8 USC, Ch. 12 -1324a and -1324b

WAC 392-190-0591 Public school employment and contract practices - Nondiscrimination

Adopted by the Board: July 16, 2002
Revised: October 7, 2003; February 27, 2018
Second Reading/Revision: December 16, 2025

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BOARD POLICY

NONDISCRIMINATION AND AFFIRMATIVE ACTION

Definition
"Protected status" is short for the phrase "age, sex, race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, marital status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability."

Nondiscrimination
The district is committed to an educational and working environment free from discrimination and harassment based on a person's protected status.

The district will not deny any person the benefit of, or subject any person to discrimination in employment, recruitment, promotion, advancement, consideration or selection in connection with employment based on their protected status.

The district will make all employment decisions in a non-discriminatory manner and will not limit, segregate or classify any person in a way that could adversely affect their employment opportunities or status based on their protected status.

The district will not enter into any contractual or other relationship that directly or indirectly results in the discrimination of any person in connection with employment based on their protected status.

The district will not grant preferential treatment to applications for employment based on an applicant's enrollment at any education institution or entity that only predominantly admits students based on sex, race, color, or national origin if the giving of such preferences has the effect of discriminating based on sex, race, color or national origin.

Equal Employment Opportunity
The district will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training.

Examples of Employment Discrimination
Employment discrimination may include the following:

1. Unfair treatment based on an employee's protected status, including unfair or separate treatment in pay scale, assignment of duties, opportunities for advancement, conditions of employment, hiring practices, leaves of absence, hours of employment and assignment of instructional and non-instructional duties.

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2. Harassment based on an employee's protected status by supervisors, co-workers, or others in the workplace that is so severe or persistent that it creates a hostile environment.

3. Denial of a reasonable workplace accommodation that an employee needs because of religious beliefs or a disability.

4. Retaliation because an employee complained about employment discrimination or assisted with an employment discrimination investigation or lawsuit.

5. Making employment or placement decisions based on stereotypes or assumptions about one's protected status.

6. Discriminating against individuals married to or otherwise associated with people of a certain group.

7. Prohibiting an employee from using the restroom consistent with his or her gender identity.

These are examples of employment discrimination and are not an exhaustive list.

Discriminatory Harassment
The district prohibits discriminatory harassment in the workplace. Discriminatory harassment is unwelcome or offensive conduct directed toward a person based on their protected status that is sufficiently severe or pervasive to create an environment that a reasonable person would consider intimidating, hostile or offensive: Petty slights, annoyances, or isolated incidents, unless extremely serious, will not rise to the leave of discriminatory harassment.

Harassing conduct may include, but is not limited to, offensive jokes, slurs, epithets, name-calling, physical assaults, threats, intimidation, ridicule, mockery, insults, put-downs, offensive objects or pictures, and interference with work performance.

When the district becomes aware of potential discriminatory harassment, it will promptly investigate the conduct and, as appropriate, take reasonable steps to prevent and promptly correct the harassing conduct.

Employment of Persons with Disabilities
To fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

1. The district will not discriminate against a qualified individual based on their disability, nor will the district limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects their opportunities or status because of their disability. This prohibition applies

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to all aspects of employment from recruitment to promotions, and includes fringe benefits and other elements of compensation.

2. The district will reasonably accommodate the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship. Reasonable accommodations may include:

    - making facilities used by staff readily accessible and usable by persons with disabilities;
    - job restructuring; part-time or modified work schedules; acquisition or modification of equipment or devices; the provision of readers or interpreters; and other similar actions.

    An undue hardship means an accommodiation would be unduly costly, extensive, substaintial or disruptive or would fundamentally alter the nature or operation of the district. In determining whether an accommodation would impose an undue hardship on the district, the district may consider, among other things, the cost of the accommodation, the district's size, the district's financial resources, and the nature and structure of its operations.

3. The district will not use any employment tests or criteria that screen out persons with disabilities unless the test or criteria is clearly and specifically job-related, and the district will not use such tests or criteria if alternative tests or criteria that do not screen out persons with disabilities are available.

4. While the district may not make pre-employment inquiries as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.

Nondiscrimination for Military Service
The district will not discriminate against any person who is a member of, applies to be a member of, or performs, has performed, applies to perform or has an obligation to perform service in a uniformed service, on the basis of their participation in a uniformed service. This includes initial employment, retention in employment, promotion or any benefit of employment. The district will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

Affirmative Action Program
The district will develop an affirmative action employment plan or program that includes appropriate provisions designed to eliminate discrimination based on protected status.

Regarding sex discrimination, the district's affirmative action employment plan or program must include the requirements to maintain credential requirements for all personnel without regard to sex; make no differentiation in pay scale based on sex; make no differentiation in the assignment of school duties based on sex except where an assignment would involve duty areas or situations such as, but not limited to, a shower room, where persons might be disrobed; provide the same opportunities for advancement

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for males and females; and make no differentiation in conditions of employment based on sex, including, but not limited to, hiring practices, leaves of absence, hours of employment, and assignment of or payment for instructional or noninstructional duties.

Complaint Procedure

The district will adopt a complaint procedure in accordance with chapter 392-190 WAC.

Annually, the district will publish a notice of the complaint procedure in a way that is reasonably calculated to inform all employees of it. The district will provide the notice in a language each employee can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for those with limited English proficiency.

The district will not adopt any policy, procedure, or practice that would limit a person's right to file a complaint under the complaint procedure.

Compliance Officer

The superintendent or designee will designate an employee who is responsible for monitoring and coordinating the district's compliance with chapter 392-190 WAC and the guidelines the Office of the Superintendent of Public Instruction has adopted under WAC 392-190-005.

The compliance officer is responsible for ensuring that all complaints filed under the complaint procedure are promptly investigated and resolved.

Retaliation Prohibited

The district will not intimidate, threaten, coerce, or discriminate against any individual who seeks to secure their rights under this policy or chapter 392-190 WAC or because the individual has filed a complaint under the complaint procedure. Further, the district will not tolerate someone else retaliating against another because they sought to secure their rights under this policy or chapter 392-190 WAC or because they have filed a complaint under the complaint procedure.

Any person who retaliates will be subject to appropriate discipline.

Cross References:
Board Policy 2030 Service Animals in Schools
Board Policy 5011 Sex Discrimination and Sex-Based Harassment of District Staff
Board Policy 5270 Resolution of Staff Complaints
Board Policy 5407 Military Leave

Legal References:
RCW 28A.400.310 Law against discrimination applicable to district's employment practices
RCW 28A.640.020 Regulations, guidelines to eliminate discrimination—Scope – Sexual harassment policies
RCW 28A.642 Discrimination prohibition

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RCW 49.60 Discrimination – Human rights commission
RCW 49.60.030 Freedom from discrimination – Declaration of civil rights
RCW 49.60.180 Unfair practices of employer
RCW 49.60.400 Discrimination, preferential treatment prohibited
RCW 73.16 Employment and Re-employment
WAC 392-190 Equal Education Opportunity – Unlawful Discrimination Prohibited
WAC 392-190-0591 Public school employment and contract practices - Nondiscrimination
WAC 392-190-0592 Public school employment--Affirmative action program
8 USC 1324 (IRCA) Immigration Reform and Control Act of 1986
20 USC 1681-1688 Title IX Educational Amendments of 1972
29 USC 794 Vocational Rehabilitation Act of 1973
38 USC 4212 Vietnam Era Veterans Readjustment Act of 1974 (VEVRAA)
38 USC 4301-4333 Uniformed Services Employment and Reemployment Rights Act
42 USC 2000e1-2000e10 Title VII of the Civil Rights Act of 1964
42 USC 12101-12213 Americans with Disabilities Act
34 CFR 104 Nondiscrimination on the basis of handicap in Programs of activities receiving federal financial assistance

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Adopted: July 16, 2002
Revised: October 07, 2003; October 04. 2005;
November 21, 2006; May 21, 2013; August 15, 2017
Revised: February 18, 2025
Second Reading/Revision: December 16, 2025

Walla Walla Public Schools

BOARD POLICY

Policy No. 5260

PERSONNEL RECORDS

The district will organize, compile and maintain personnel records and files for each staff member of the district which will be kept secure under the authority of the superintendent/designee. The contents of the files will be available to the superintendent or designee and to those staff authorized by the superintendent or designee to organize, compile and maintain the files. Any confidential college or university credentials or other confidential pre-employment materials received by the district will be returned to the sender or maintained in personnel records, such as an application file.

Any staff member will be permitted, during normal district business hours, to review the contents of his/her personnel file in the presence of an authorized staff member. Personnel files may be maintained by the district in hard copy or in an electronic format

Any staff member may request, at least annually, that the superintendent/designee review all information in the staff member's personnel file(s) to determine if there is any irrelevant or erroneous information in the file(s), and will remove all such information from the file(s). If a staff member does not agree with the determination, the staff member may at their request have placed in the staff member's personnel file a statement containing a rebuttal or correction.

Cross Reference:	Board Policy 4040	Public Access to District Records
Legal References:	RCW 28A.405.250	Certificated employees, applicants for certificated position, not to be discriminated against--Right to inspect personnel file
	42.56.230 (3)	Certain personal and other records exempt (from public inspection)
	49.12.240-260	Employee inspection of personnel file

First Reading: May 21, 2002
Adopted by the Board: July 16, 2002
Second Reading/Revision: December 16, 2025

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