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
September 15, 2026
364 S Park St
Walla Walla, WA 99362

Watch Live: https://zoom.us/j/98834773666
Listen: Dial 1-253-215-8782 and enter the Webinar ID: 988 3477 3666
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 en Español: https://www.wwps.org/district/information/school-board/board-meeting-schedule

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

IV. **APPROVAL OF AGENDA:** *Kathy Mulkerin*
V. **CONSENT AGENDA:** *Kathy Mulkerin*

10. Excused Absence for Director Elizabeth Alonso-Barrientos and Student Representative Lucy Anderton from September 1, 2026 Regular Study Meeting

VI. **SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS:** *(5:35 p.m.) Kathy Mulkerin*
1. Building Belonging Recognition: *Dr. Julie Perron*
   - *SEL Summit Student Panelists*
2. Siri Mouat Named New WA State Board of Education Student Board Member for 26-27 &

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PERSONNEL REPORT

September 15, 2026 – Board Meeting

Date: September 11, 2026

EMPLOYMENT

Certificated: Joulin Pureco, School Nurse, Berney Elementary School/Prospect Point Elementary School/ Sharpstein Elementary School/Pioneer Middle School

Classified: Brian Casey, Custodian, Pioneer Middle School
Sebastian Cruz, Para-Educator, Walla Walla High School
Greta Heiser, Kitchen Assistant, Green Park Elementary School
Isabella Lara, Para-Educator, Pioneer Middle School
Colton Rogers, Para-Educator, Sharpstein Elementary School
Maria Trejo Olvera, Kitchen Assistant, Pioneer Middle School

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2026-2027

Name	School	Assignment
Akiko Seki-Gilmore	Garrison Middle School	Head 6th Volleyball
Nathan Paine	Lincoln High School	Head Volleyball
Luciano Antonio	Pioneer Middle School	Head 8th/7th Girls Soccer
Adrian Sandoval	Pioneer Middle School	Assistant Girls Soccer
Haven Bracken	Walla Walla High School	Fall Dance Asst. Coach
Yesenia Campos Diaz	Walla Walla High School	Concessions Assistant Manager (F)
Maggie Nicholson	Walla Walla High School	Assistant Slowpitch Softball

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2026-2027

Name	School	Assignment
Kristin Hessler	W	Drama Director - 2nd Semester 02/01/27-05/08/27
Kristin Hessler	W	Drama Director - 1st Semester 09/01/26 - 11/21/26
Chelsea Kuwahara	W	Drama Producer - 1st Semester 09/01/26 - 11/21/26
Chelsea Kuwahara	W	Drama Producer - 2nd Semester 02/01/27-05/08/27
Russell Skorina	W	Debate Advisor
Sarah Thomson	W	Drama Vocal Director - 2nd Semester 02/01/27-05/08/27
Kate Van Cleve	W	Drama Assistant Director - 1st Semester 09/01/26 - 11/21/26
Kate Van Cleve	W	Drama Assistant Director - 2nd Semester 02/01/27-05/08/27
Julia Woods	W	Drama Instrumental Director - 2nd Semester 02/01/27-05/08/27

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Date: September 11, 2026

To: The Board of Education

From: Chris Gardea CG

RE: 2026-2027 Request for Approval of Teachers:
- Who hold a limited teaching certificate

We are requesting your annual approval of the following staff who hold a limited teaching certificate (WAC 181-79A-231). 6

- Avalos, Quiara – Elementary School Counselor
- Berumen, Brenda – Dual Elementary Education Teacher
- Solis, Cecilia – Dual Elementary Education Teacher

Thank you for your consideration.

CG/jh

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 September 15th, 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 - 09/01/26				
Warrants Issued			ACH Issued	
From	To		From	To
253855	253937		9000000012	9000000024
Fund	Amount		Fund	Amount
General Fund	439,097.07		General Fund	3,165.52
ASB	5,415.12		ASB	1.90
Capital	-		Capital	-
Transportation	-		Transportation	-
Total	**444,512.19**		**Total**	**3,167.42**

Warrant Date - 09/15/26				
Warrants Issued			ACH Issued	
From	To		From	To
253938	254074		9000000025	9000000038
Fund	Amount		Fund	Amount
General Fund	779,264.93		General Fund	1,810.69
ASB	16,520.29		ASB	-
Capital	75,042.10		Capital	-
Transportation	-		Transportation	-
Total	**870,827.32**		**Total**	**1,810.69**

Payroll				
8/31/2026	253588	Through	253614	$ 2,242,047.39
8/31/2026	253838	Through	253854	$ 242,230.33
8/31/2026	1400001	Wire Transfer	1400978	$ 3,437,204.16
8/31/2026	3306	Wire Transfer	3355	$ 124,583.02
8/31/2026	NA	Payroll Taxes	NA	$ 1,159,611.94
8/31/2026	NA	Payroll Taxes	NA	$ 31,200.44

TOTAL:	**$**	**8,557,194.90**

SCHOOL BOARD PRESIDENT:

Alayna Brinton

SECRETARY OF THE BOARD:

Dr. Ben Gauyan, Superintendent

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TO: Dr. Ben Gauyan - Superintendent

FROM: Janette Jeffris – Director of Fiscal Services

DATE: September 14, 2026

RE: May's Financial Report

Attached is the May 2026 financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
    - General Fund ending balance is 14.1% of expenditures
- General Fund trend charts
- Payroll trend chart

Attachments

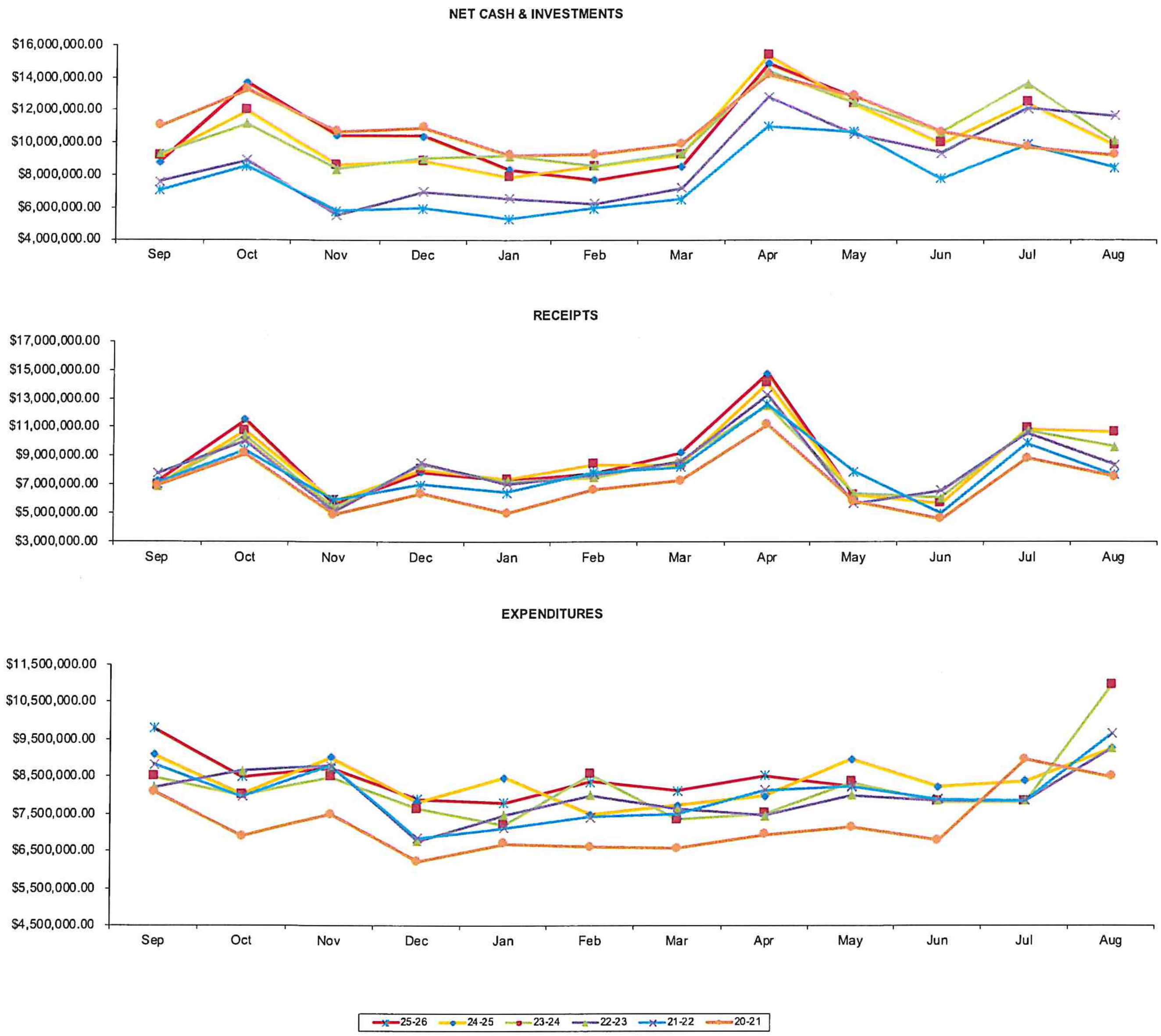
JJ

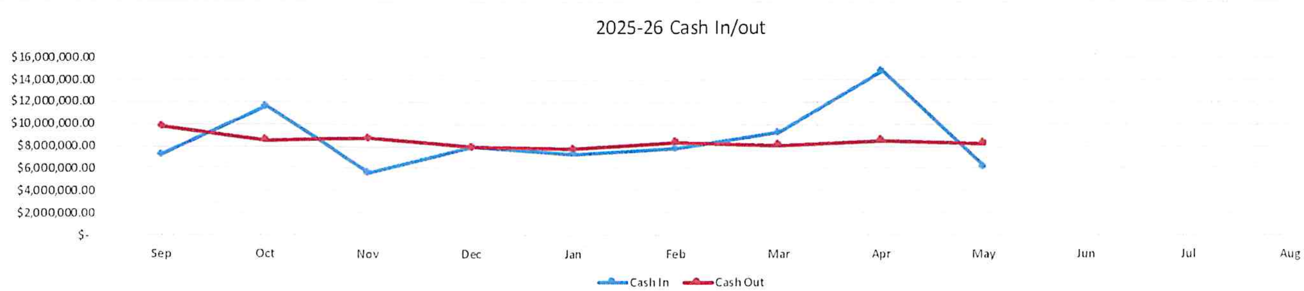
Walla Walla School District

Monthly Financial Report
May 2026

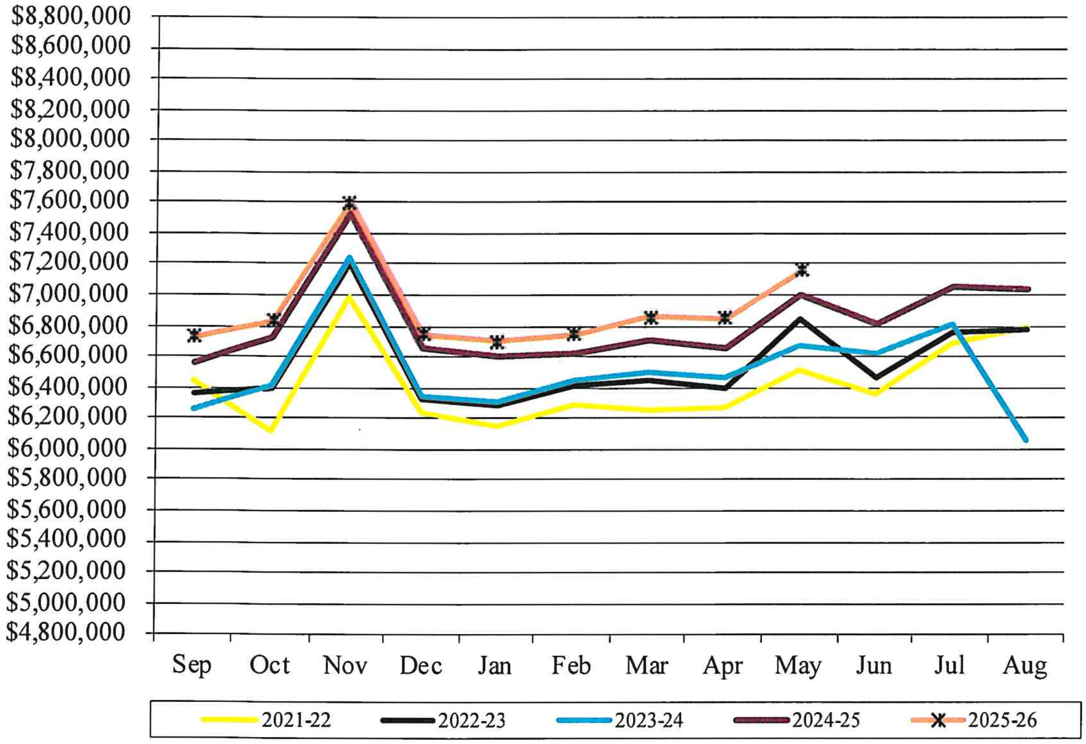
	Adopted Budget	Working Budget	Year to Date	
GENERAL FUND				
Beginning Fund Balance	$ 11,000,000	$ 13,426,470	$ 13,426,470	
Revenues	$ 103,193,407	$ 103,193,407	$ 77,501,950	
Expenditures	$ (103,663,627)	$ (103,663,627)	$ (75,878,490)	
Prior Period Adjustment	$ -	$ -		
Transfers	$ (408,100)	$ (408,100)	$ (408,100)	
Ending Fund Balance	$ 10,121,680	$ 12,548,150	$ 14,641,830	14.1%
CAPITAL PROJECTS				
Beginning Fund Balance	$ 2,000,000	$ 2,484,323	$ 2,484,323	
Revenues	$ 2,347,853	$ 2,347,853	$ 3,140,255	
Expenditures	$ (3,000,000)	$ (3,000,000)	$ (620,027)	
Transfers	$ (750,000)	$ (750,000)	$ (750,000)	
Ending Fund Balance	$ 597,853	$ 1,082,176	$ 4,254,551	
DEBT SERVICE				
Beginning Fund Balance	$ 3,200,000	$ 3,192,182	$ 3,192,182	
Revenues	$ 6,026,536	$ 6,026,536	$ 5,872,535	
Expenditures	$ (5,979,050)	$ (5,979,050)	$ (4,255,600)	
Ending Fund Balance	$ 3,247,486	$ 3,239,668	$ 4,809,117	
ASB FUND				
Beginning Fund Balance	$ 400,000	$ 421,568	$ 421,568	
Revenues	$ 657,494	$ 657,494	$ 364,274	
Expenditures	$ (714,479)	$ (714,479)	$ (256,972)	
Ending Fund Balance	$ 343,015	$ 364,583	$ 528,870	
TRANSPORTATION VEHICLE				
Beginning Fund Balance	$ 622,000	$ 734,327	$ 734,327	
Revenues	$ 994,422	$ 994,422	$ 10,130	
Expenditures	$ (1,000,000)	$ (1,000,000)	$ -	
Transfers			$ -	
Ending Fund Balance	$ 616,422	$ 728,749	$ 744,457	

WALLA WALLA PUBLIC SCHOOLS GENERAL FUND





WALLA WALLA PUBLIC SCHOOLS
Monthly Payroll



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September 10, 2025

To: Board of Directors
From: Christy Krutulis, Executive Director of Teaching and Learning
Subject: School Improvement Plans

Board of Directors:

Attached for your review and formal approval are the annual School Improvement Plans (SIPs) for all district buildings. Board approval is required before we can submit our district-level grant application to the Office of Superintendent of Public Instruction (OSPI) for state funding for our schools who have been identified for support. (Berney, Green Park, Garrison, Pioneer, Open Doors.)

The OSPI-identified schools requiring grant funding have completed the initial phase of the school improvement process, and their plans have received preliminary approval from the OSPI improvement review teams. Once the Board approves these plans, the district grant can be submitted for final state funding authorization.

Under Board Policy 2005, school plans are typically submitted prior to Winter Break. However, we are presenting all school plans for approval at this time to align our district-wide continuous improvement efforts under a single, cohesive timeline.

This year we have made moves to use our school improvement plans to encompass more meaningful goals and monitoring throughout the entire school year. Thus, we are submitting all plans at this time, not just for the buildings receiving funding. This year at leveled meetings we will quarterly review reading goals at the elementary level, and math goals at the secondary level. These built in quarterly check-ins will support our focus and allow for more effective monitoring and adjustments based on data.

These plans are typically 25-30 pages long when all components have been completed. Thus, the following pages are a spreadsheet of each building's goals without the additional information. Through school presentations at board meetings this year you will hear more about building goals and how principals and teams are addressing the student growth identified.

Please let me know if you have any questions.

Christy

		SMARTIE Goal #1		SMARTIE Goal #2	SMARTIE Goal #3
Berney		By Spring 2027, students receiving special education services will demonstrate measurable growth in ELA, reducing the performance gap between students with disabilities and all students on the SBA ELA assessment by at least 5 percentage points. Progress will be monitored through SBA Interim Assessments, Common Formative Assessments, and classroom engagement data.		By June 2027, 90% of Berney teachers will consistently implement Universal Design for Learning (UDL) principles, high-engagement instructional practices (Kagen Training), and executive functioning strategies to increase student access, participation, and independence. Implementation will be measured through monthly instructional walkthroughs, classroom observations, PLC reflections, and teacher self-assessments.	
Edison		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 students with repeated (2+) discipline referrals, from a 2024–25 baseline of [X students / X referrals] per Skyward data. Progress will be reviewed at a mid-point checkpoint in May 2026, with a target of a 5% reduction, and will be disaggregated by [subgroup categories — e.g., race/ethnicity, disability status, grade level] to ensure equitable progress across student populations. This work will include consistent, fidelity-monitored use of Fantastic Fours, structured SEL small groups, reteach opportunities, and aligned decision-making language school-wide, as measured by [walkthrough/fidelity checks, SEL small group attendance logs, etc.].		By the end of the school year (May 2027), 2nd-grade Spanish reading proficiency — measured as the percentage of students scoring At or Above Benchmark on the DIBELS composite score — will increase from 52% (39 of 75 students, BOY) to 68%. Simultaneously, the percentage of students scoring Well Below Benchmark will decrease from 44% (33 of 75 students) to 30% or lower. Progress will be confirmed at the Middle-of-Year checkpoint, with proficiency reaching 60% and Well Below Benchmark decreasing to 37% or lower. Foundational literacy instruction will be monitored every two weeks by classroom teachers, and students receiving Tier 3 intervention will be progress-monitored every two weeks by interventionists to enable timely instructional adjustments. 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.	
Green Park		By Spring 2027, Green Park students identified as multilingual learners will demonstrate an average increase of at least .7 point in their overall WIDA composite proficiency level from the 2025-26 school year as a result of focused instruction on high leverage engagement and vocabulary strategies.		By Spring 2027, students receiving special education services will demonstrate measurable growth in ELA, reducing the performance gap between students with disabilities and all students on the SBA ELA assessment by at least 8 percentage points, closing the gap from 28% to 20%. Progress will be monitored through SBA Interim Assessments, Common Formative Assessments, and classroom engagement data for grades 3-5. For K-2, student growth on the DIBELS/Lectura will be used. The gap between students with disabilities and students without in English programming will decrease from a 12% gap to less than 10%. The gap between students with disabilities and students without in Spanish programming will decrease from a 50% gap to 30% or less.	By June 2027, 90% of Green Park teachers will consistently implement Universal Design for Learning (UDL) principles, and high-engagement instructional practices (Kagan Training) to increase access, participation, and independence for students with disabilities. Present levels of building wide implementation stand at 75% of teachers utilizing these practices consistently. Implementation will be measured through monthly instructional walkthroughs, classroom observations, PLC reflections, and teacher self-assessments.

		SMARTIE Goal #1		SMARTIE Goal #2	SMARTIE Goal #3
Sharpstein		By the end of the 2026–27 school year, Sharpstein Elementary will increase the percentage of students in grades K–2 performing at or above the established literacy proficiency benchmark, as measured by the DIBELS Composite Score, through consistent implementation of strong core instruction using evidence-based foundational literacy curriculum and practices and responsive intervention. -Kindergarten: Increase the percentage of students at or above proficiency from 14% to 70%. This will be a 6% gain from EOY in 2026 with 64% at or above proficiency. Based on students being exposed to curriculum for the first time. -First Grade: Increase the percentage of students at or above proficiency from 35% to 65%. Based on students gains from last year and historical growth from 1st grade team. -Second Grade: Increase the percentage of students at or above proficiency from 41% to 60%. Based on the known challenges of this cohort. Classroom teachers and interventionists will use bi-weekly progress-monitoring data to identify students needing additional support, adjust core instruction and interventions, and provide timely, targeted instruction in foundational literacy skills. Teams will regularly examine student data through the PLC process to			
Prospect Point		By the end of the school year, K–2 reading proficiency on the DIBELS composite score will increase from 47% to 80%, while reducing the proportion of students scoring "Well Below Benchmark" by 25 percentage points across all student demographics—including students with IEPs. To ensure equitable literacy access, classroom teachers and Tier 3 interventionists will progress-monitor these students every two weeks, using the data to make immediate instructional adaptations.		By the Middle of the Year (MOY) diagnostic window, the percentage of 3rd through 5th-grade students performing on grade level will increase from 35% to 60% as measured by the i-Ready Reading Assessment. Simultaneously, the proportion of students scoring "Below" and "Well Below" grade level will decrease from 26% to 10% through targeted core instruction and data-driven Tier 2 and Tier 3 interventions. Intervention groups will be monitored on a 4-6 week cycle.	

		SMARTIE Goal #1		SMARTIE Goal #2	SMARTIE Goal #3
Garrison		By June 2027, 100% of teachers in 100% of classrooms will post and consistently reference learning intentions throughout instruction — up from a baseline of 87%. earning intentions will be: Aligned to WA state learning standards Written in student-friendly language Accessible to all learners, particularly students with disabilities and Multilingual Learners Students will be able to explain: what they're learning, why it matters, and how they'll know they've succeeded. Progress measured by: weekly admin walkthroughs, student interviews, common assessment data, and CEE Survey "Purpose of the Lesson" data (+10% by February 2027).		During the 2026–2027 school year (Year 2 of our four-year PLC+ implementation plan), GMS will strengthen collective teacher efficacy by implementing PLC+ through structured collaborative inquiry cycles. By June 2027: 100% of certificated staff will participate in PLC+ teams Teams will complete three full inquiry cycles using team protocols, student data, and reflection documents Evidence of student learning will be used to refine instructional practice By February 2027, CEE Survey growth will show: +5% —from 85% to 90% "PLC work results in improved student learning" +5% from 83% to 88%— "Monitor the effectiveness of instructional interventions" +5% from 90% to 95%— "Reflect on instructional practice" +10% — 77% to 87% "Engage in classroom-based professional development opportunities" This work will improve Tier I instruction and increase equitable access to high-quality learning, particularly for Multilingual Learners and students with disabilities.	Baseline (Fall 2026): 91% of content teams reported that 80% of their students scored 70% or higher on CSAs. By June 2027, GMS will increase student achievement schoolwide, with 85% of students reaching at least 75% proficiency on CSAs, measured quarterly. Student achievement data will be disaggregated by student group, including Multilingual Learners and students with disabilities, to monitor progress, evaluate the effectiveness of Tier I instruction and targeted supports, and inform instructional decisions. Through this process, GMS will increase equitable access to grade-level learning and work to reduce achievement disparities while improving outcomes for all students. This is Year 2 of an intentional effort to build staff capacity and support staff retention through professional learning and collaborative practice, specifically for math teachers. Baseline (Spring 2026): SBA proficiency rates were 36% overall, with 39% of 6th-grade students, 40% of 7th-grade students, and 32% of 8th-grade students meeting standard. Analysis of baseline data indicates a discrepancy between student proficiency demonstrated on classroom Common Summative Assessments (CSAs) and performance on the SBA. To address this gap, math teachers will work with Shannon McCaw to strengthen the alignment of CSAs to the rigor, Depth of Knowledge (DOK), and application required by the SBA. This work will also include identifying and implementing instructional strategies that provide students with opportunities to apply their mathematical understanding at increased levels of rigor and demonstrate proficiency on both classroom and state assessments. Overall, we should see our Math SBA passing rates increase by
Pioneer		By June of 2027, Pioneer will have moved 20% of students scoring below grade level, from 47% to 67% in ELA and 27% to 47% as measured by SBA up a level on the SBA in Math and our reduce our Relative Risk Rate by 1.5 through targeted interventions and strengthening Tier I instruction, as well as in-class support for multilingual learners and students with disabilities, and collegial coaching for teachers.		By June of 2027, through targeted professional development for teachers and implementation of Universal Design for Learning strategies, 80% of students 2 or more grade levels below in math, which was 48% of students for the 2025-26 school year, will meet stretch growth on iReady Math Diagnostic for the 2026-27 school year. The gap of 48% between students with disabilities and students without disabilities, 2 or more grade levels below, will decrease to 35% or less, as well.	
Lincoln		By June 2027, Lincoln will increase meaningful parent/guardian involvement events from 6 events per year to 12 events per year as well as increase the number of families that attend at least one event from 20% to 40% or more, as measured by sign-in sheets for student conferences and family engagement events. Lincoln will provide at least one accessible parent engagement opportunity each month including flexible scheduling and multiple communication methods with the goal of increasing participation among families who have historically been less engaged.		By the end of the 2026-27 school year, Lincoln will increase overall student attendance by at least 4 percentage points from the 2025-26 baseline of 76%, as measured by daily attendance data, by implementing a consistent schoolwide attendance-support system that includes daily attendance tracking, grade-level attendance competitions, proactive and varied parent/guardians communication, and incentives and recognition for improved attendance.	By June 2027, Lincoln will increase the percentage of 9th grade students who successfully earn 1.0 Geometry credits from the 2025-26 baseline of 47% to 60%. Progress will be monitored through quarterly data reviews, with targeted interventions and individualized supports provided to students who are not on pace to earn Geometry credit.

		SMARTIE Goal #1		SMARTIE Goal #2	SMARTIE Goal #3
WaHi		Walla Walla High School will improve the ninth-grade On-Track rate from 74% to 80% by strengthening Tier 1 instruction, consistent PLC practices, and timely supports through Blue Devil Time and SST. We will increase the number of 9th grade students passing Geometry from 83% to 90% in semester 1		Increase enrollment in Honors and Dual Credit courses so the demographics of those courses more closely reflect that of our school. (This will be detailed out later in the month after data is more readily available in Qmlativ.)	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.
CCF		By the end of the school year, 80% of TTK students will demonstrate developmentally appropriate social proficiency as measured by the WA Kids and ongoing observational data. Students who have not previously attended an educational setting will increase in school readiness from their baseline beginning of the year data to Kindergarten ready by the end of the year.		By the end of the year, all students in the Foundations Program (developmental delay preschool) will spend at least one hour of their school day in the general education TTK setting. At the beginning of the year, 3 out of 24 students are accessing at least 30 minutes average daily. We will increase that to all students participating in some appropriate portion of the TTK program based on their IEP goals.	
SEATech		During the 2026-27 school year SEATech students will prioritize, plan and manage work to achieve the intended result (21st Century Skills Standard 10.A.2). By June 2027, 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.		During the 2026-27 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/work-based learning models. Entering the current year, we have students in our Advanced Manufacturing and Welding Technology, Construction Technology, Careers in Education, and Health Science Careers courses engaged in formal internship/practicum opportunities. By the end of the 2026-27 school year, we will increase our partnerships by three or more across SEATech Programs.	During the 2026-27 school year CTE Dual Credit opportunities will be expanded as compared to the 2025-26 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.
Carnegie		By June of 2027, 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.			

Integrated Student Supports Implementation Template
Pioneer 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.	
Kris Duncan- Principal Lisa Franklin- Assistant Principal Amanda Bess- Multilingual Learners Support Helen Freer - Community in Schools representative	Guiding Coalition Members- Felipe Virrueta, 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? 19

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 47% of students not on IEPs Schoolwide, only 27% 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.*

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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 Multilingual Learners
3. Growth for Students on IEPs

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
Math Support Team	Daily Math intervention classes with para support	Supplemental materials Additional planning time Progress Monitoring Tool	Collaboration with math consultant Common planning time	School Improvement (SI) Grant Title and LAP Funding

Click or tap here to enter text.

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Mapping Resources to Address Priorities

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	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	Time	Additional training around small group instructions	Basic Ed
Professional Learning Teams	Deeper data analysis and more training around High Yield instruction and intervention	Additional data tracking tools Training	PLT Plus Training	School Improvement (SI) Grant

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Math Support Team		Materials for Intervention classes	Common planning with para	School Improvement (SI) Grant, Title and LAP

Mapping Resources to Address Priorities

Tier 3 (Intensive)				
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

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 23

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?
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** **Math Application class for all 6th graders. This will benefit students by both filling in gaps and demonstrating engaging**	*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** **Math scores assessed at semester will determine if students in support classes are benefitting**	*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, math support team**	*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, para support in math intervention classes**

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What is our vision and mission statement?				
math practices for all students **Math Support in 7th and 8th grade for students identified by Diagnostic as two or more grade levels below**	**Formative and Summative assessments broken down by demographics**	**and who will need to be enrolled 2nd semester**		

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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 June of 2027, Pioneer will have moved 20% of students scoring below grade level, from 47% to 67% in ELA and 27% to 47% as measured by SBA up a level on the SBA in Math and our reduce our Relative Risk Rate by 1.5 through targeted interventions and strengthening Tier I instruction, as well as in-class support for multilingual learners and students with disabilities, and collegial coaching for teachers.

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	Yearlong- one per quarter	ML coordinator	ML coordinator support and staff PD
Universal Design for Learning Strategies and practices	CFAs, observational data, Interim Block assessment data	Yearlong	Guiding Coalition	Release and extended time for Common Planning Staff Professional Development Wayground Subscription for additional resources (SI grant) Ongoing training
Full Inclusion with support	Grades, assessment scores, progress monitoring	Yearlong	Case managers and PLTs	Case Managers, IEP accommodations, teacher professional development around accommodations
PLT resets to strengthen Tier I instruction through professional learning, specifically the PLT+ training module	Formative and Summative assessment scores- comparing the need for test retakes from last year to this year	Fall training plus Yearlong reinforcement	PLT+ trained staff	PLT+ training (SI Grant)

Funding: *<u>Bilingual State and Federal Funding</u> to support ML coordinator and para to support creation of Word Walls and Anchor Charts* *<u>Special Education State and Federal Funding</u> to support full inclusion and para classroom support* *<u>School Improvement Grant</u> to purchase Wayground subscription for Universal Design for Learning as well as PLT+ training to support the PLT reset*
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 2027, through targeted professional development for teachers and implementation of Universal Design for Learning strategies, 80% of students 2 or more grade levels below in math, which was 48% of students for the 2025-26 school year, will meet stretch growth on iReady Math Diagnostic for the 2026-27 school year. The gap of 48% between students with disabilities and students without disabilities, 2 or more grade levels below, will decrease to 35% or less, as well.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Strategic Professional Learning with math coach to strengthen Tier I instruction as well as timely interventions	Observational data Common Assessment data Diagnostic growth data	Yearlong	Math Team	Release and extension time for training and common planning Funding for Math trainer
Universal Design for Learning Strategies and practices	CFAs, observational data, Interim Block assessment data	Yearlong	Guiding Coalition	Release and extended time for Common Planning Staff Professional Development Text, online and subscription resources Ongoing training
Core plus more scheduling for students two or more grade levels behind	Diagnostic data, regular formative assessments	Semester	Math team	Math teachers, math coach, math-specific para

Frequent Progress Monitoring	Progress Monitoring Tool to be determined	Yearlong	Math Support teachers	Progress Monitoring Tool

Funding:

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

Title and LAP to support Progress Monitoring tool and Core plus more scheduling and staffing
School Improvement Grant to support Universal design for learning materials and subscriptions as well as professional development with math coach, release and additional planning time

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. 30

- **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 6th graders have access to Math Applications throughout the year	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*	*Communicatio n*
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
Math	Results on SBA and Diagnostic data	Math Support class	Daily	School Day	Classroom	Teacher and Math Para	Diagnostic and Formative Assessments	Wednesday data share with math team
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*	*Communicatio n*
Support class (ML or SpEd)	Assessment and testing data	Additional class for	Daily	School Day	Classroom	ML coordinato r and/or	Weekly	Parent communication

		intensive pre or reteaching				SpEd teachers		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.	September 15, 2026
School staff	Monthly Staff Meeting	November 2026
Community partners	Schedule Meeting	October 2026
Families	Available for review at various parent engagement nights	Aug 12, 2026

		October 6-8, 2026

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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.*): Shared SIP goals with staff on August 13th, School Board [with amendments] on November 18th. Shared revised goals with staff on December 11.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Weekly Professional Learning Team meetings- teams use data on weekly Common Formative Assessments to determine which students need interventions and small-group reteaching. Support is provided by Resource teachers, paraprofessionals and ML coordinator. See attached See attached Bi-monthly Guiding Coalition meetings include review of data and overview of what interventions were put in place and what are still neededData from GC meetings is used to determine what Professional Development should be offered during Building PD days. See Attached
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Small-group reteaching and interventions Building Day trainings provided 4 times per year (upcoming in February and May) Provided: Reteaching and Interventions provided by support staff

August and September Building-wide staff trainings Math Release days throughout the year Guiding Coalition trainings with consultant, data walk
Documentation of materials, training, and coaching to ensure fidelity of implementation: See above attached PD session materials. 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?*
Weekly PLT reviews	Data indicates that retakes of CAs have been successful post-intervention.	Regular trainings for math t eam as well as curriculum review and intervention training for ELA teachers.	Teams and District Office Curriculum office	Weekly review of data and timely interventions	N/A

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Every two weeks for Guiding Coalition data checks	See link to data charts in Step 4	Action items are developed every two weeks depending on data findings. For example, staff PD session offerings were based on these data reviews.	GC members	NA	Guiding Coalition notes, weekly memo updates by admin
Diagnostic Data review	Growth in Math and Reading Scores by Target Group	Data indicates we are having a positive impact on increasing scores. More of the same is needed	GC, Math and ELA teachers, District Office Leads	Ongoing	N/A

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 Amy Hartford- Learning Specialist Shannon Hand- Title/LAP Danielle VanDyke- K/3 Specialist	Guiding Coalition Members: Kelley Hubbard, Ana Diaz, Kim Kearbey, Zaklina Jones, Angela Bona, Ilana James, Shawn Reser Shawn Reser & Danielle Alaniz- Special Education Jen Mallo- PTA President and parent Nancy Buttice- Parent and PTA member

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PUBLIC INSTRUCTION

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 Our Guiding Coalition team meets twice each month, with a focus on strengthening engagement through a UDL lens. The guiding coalition will help lead staff meetings, sharing new strategies they are learning and we will do peer observation that will include a variety of data collection tools including ones that incorporate student voice. GC will review data specific to student engagement, ensuring that we consistently reflect on how well we are engaging students. The SpEd team along with our K-3 and Title/LAP 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.
Communication protocols PLTs load and submit data each week to be available for review from the Guiding Coalition and Admin. Teams are expected to share data with colleagues throughout the year.
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: Data from Common Formative and Summative assessments to determine effectiveness of materials and interventions. Review MClass and UFLI results frequently to determine effectiveness of the intervention and groups.

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 Utilize our MTSS process to review data every 8 weeks. We will form and adjust groups/support accordingly.

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?

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- € Intensive review of our strengths and needs (every 3-5 years): In Spring 2026, our leadership team conducted a comprehensive review of our school's strengths and areas for growth. This process included an analysis of multiple data sources, including DIBELS, SBA results, disaggregated discipline data, subgroup performance, and staff survey results. We also reviewed the Community and Schools Needs Assessment to ensure our improvement efforts are responsive to the needs of our students, staff, families, and community. The information gathered has been used to identify priorities and guide our school improvement planning for the next 3–5 years.
- € Focused review of our strengths and needs (yearly): mClass results, annual SBA scores, classroom Formative and Summative assessments

What are the demographics in our school?

Total enrollment: 307

Gender: 46.6% Female and 53.4% Male

Race/Ethnicity: 1.0% Asian, 1.0% Black or African American, 27.7% Hispanic, 3.6% Multiple, 1.0% Native Hawaiian or Other Pacific Islander, and 65.1% White

Program and characteristic: 76.9% No IEP and 23.1% has IEP, 39.7% not low income and 60.3% low income, 98.8% Not ML and 6.2% 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.

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

Strengths	Needs

Strengths in the SBA Data (Math & ELA) • **Outperforming District Performance in Math:** A key strength is the school's math proficiency rate of **43%**. This actively outperforms the Walla Walla Public Schools district math average of **36%** and sits slightly above the Washington state math average of **41%**, indicating that Berney's core math instruction is showing strong relative outcomes. • **Balanced Core Proficiency:** Unlike many schools that experience a massive disparity between subjects, Berney maintains an identical overall proficiency rate of **43%** in both Math and ELA. This indicates a balanced instructional focus across both core tested content areas. Click or tap here to enter text. Click or tap here to enter text.	While Berney Elementary's core math and ELA instruction successfully positions our overall student body ahead of district averages, historical SBA data indicates a critical need for targeted, specialized modifications to ensure our students with disabilities are accessing the same level of academic growth and closing the proficiency gap. **Elevating ELA Proficiency to Meet State Standards:** While ELA proficiency (**43%**) matches math performance, it sits significantly below the Washington state ELA average of **53%**. Standardizing and reinforcing ELA interventions is a primary area of needed growth to bring reading and writing outcomes in line with state expectations. **Sub-Group Achievement Gap:** There is a stark discrepancy between the academic achievement of the overall student body and historical growth rates for specific sub-groups, particularly Special Education and Multilingual learners, on ELA and Math state assessments. Bridging this gap requires intensive, system-wide alignment of core curriculum and specialized supports. Increase staff capacity with targeted professional development for executive functioning and engagement.

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

1. Number of students in poverty
2. Low attendance rates
3. Lack of resources for support over the summer
4. Beginning stages of Universal Design for Learning

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 Reading
2. Growth for students on IEP's

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 1 teaching, executive functioning and engagement strategies	Federal, state and district funding
Professional Learning Teams by Grade and Content	Release time for collaboration	Data trackers for CFAs	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	Engagement, UDL Consultant and Executive Functioning	District

Mapping Resources to Address Priorities

Click or tap here to enter text.

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
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
All	Supporting students with Executive Functioning	Time and PD	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. Examples of engagement strategies.	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.
Professional Learning Teams	Deeper data analysis	Additional data tracking tools	NA	Basic Ed

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Mapping Resources to Address Priorities

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	Basic Ed and Title II
Teachers	Deepening understanding of engagement strategies aligned to inclusionary practices and executive functioning.	Kagan Training	Increase staff capacity with targeted professional development for executive functioning and engagement	District

Tier 3 (Intensive)				
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
Special Ed lead teacher and Paraeducators	Extended day	Tier 3 UFLI	Additional UFLI training for paras	Title/LAP

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.
Susanna Bauman, Community in Schools Coordinator

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	Cabinet

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

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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.

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 IEP's 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, Title/Lap, K-3 intervention, ML coordinator and grade level classroom teachers.**	*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 time, professional development.**

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 Spring 2027, students receiving special education services will demonstrate measurable growth in ELA, reducing the performance gap between students with disabilities and all students on the SBA ELA assessment by at least 5 percentage points. Progress will be monitored through SBA Interim Assessments, Common Formative Assessments, and classroom engagement data.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources

Implement UFLI Foundations explicit, systematic phonics lessons daily. For students receiving Special Education services, enhance lessons with multisensory tools (magnetic letter tiles, sound chips), embedded visual cues, explicit mouth-position articulation modeling, and additional built-in repetition cycles.	Bi-weekly UFLI progress monitoring tracking sheets (grapheme-phoneme mastery); mClass (DIBELS 8th) benchmark and progress monitoring data (Nonsense Word Fluency, Phoneme Segmentation Fluency, Oral Reading Fluency).	Daily instruction across the 2026–2027 school year; data reviewed during 8-week MTSS cycles.	Special Education Team, Principal, and Guiding Coalition Members.	UFLI Foundations manuals, specialized decodable text libraries, manipulatives, mClass progress monitoring platform
Utilize structured sentence stems, interactive word walls, visual anchor charts, graphic organizers, and assistive technology (e.g., text-to-speech, speech-to-text) during core ELA tasks.	Classroom engagement logs, Student Voice surveys focused on engagement, Common Formative Assessments (CFAs), and SBA Interim Assessment block scores	Ongoing daily instruction; reviewed weekly in PLTs and bi-monthly by the Guiding Coalition.	Special Education Team, Principal, and Guiding Coalition Members.	UDL Guidelines/Framework, peer observation rubrics, weekly Wednesday collaborative PLT planning time.
Provide data-driven, small-group ELA interventions focusing on	Student-specific IEP goal tracking probes; weekly	Daily small-group intervals; groupings and schedules adjusted		Customized ELA progress monitoring probes, paraprofessional

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decoding, vocabulary, and reading comprehension.	CFA scores; MTSS data spreadsheet monitoring.	every 8 weeks based on data outcomes.	Special Education Team, Learning Specialist, and Title/LAP Specialist.	professional development..
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: UFLI training and coaching. 2. Basic Ed: Wednesday collaboration 3. Title I: Small group interventions				

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SMARTIE Goal #2: By June 2027, 90% of Berney teachers will consistently implement Universal Design for Learning (UDL) principles, high-engagement instructional practices (Kagen Training), and executive functioning strategies to increase student access, participation, and independence. Implementation will be measured through monthly instructional walkthroughs, classroom observations, PLC reflections, and teacher self-assessments. .				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Provide school-wide professional	Monthly instructional walkthrough rubrics,	Monthly	Principal and Guiding Coalition Members	UDL Guidelines matrix, executive functioning

development on the UDL Guidelines and Executive functioning while focusing on multiple means of Engagement (building autonomy and relevance) and Representation (customizing how information is displayed).	Guiding Coalition peer-observation logs. Staff and Student engagement surveys.			resources, time with consultants, peer-observation data collection tools, staff meeting time.
Train and support staff in embedding cooperative learning structures (e.g., Think-Pair-Share, numbered heads, interactive response cards) and regular formative checks to maximize active participation for all student groups.	Classroom Formative and Summative assessment trends, disaggregated by student group (IEP/Low Income).	Weekly planning integration during Wednesday PLTs; reviewed during 8-week MTSS cycles.	Learning Specialist & PLT Grade-Level Leads.	Wednesday early release collaboration time.
Deploy explicit, school-wide executive functioning supports including visual checklists, predictable daily schedules, physical organization system, and explicit modeling of	Classroom environment checklist audits (visual schedules, anchor charts visible).	Daily routine execution; reviewed every 8 weeks within the MTSS data process.	Special Education Team, K/3 Specialist	Professional development, templates and organizers.

goal-setting and time-management strategies. Implement Universal Design for Learning (UDL), Kagan Cooperative Learning Structures, high-engagement instructional practices, and executive functioning strategies across all classrooms through ongoing professional learning, coaching, PLC collaboration, and classroom implementation.	Monthly instructional walkthroughs using a UDL/Engagement look-for tool; classroom observation data; PLC reflection logs; teacher self-assessments; participation in professional learning. Student engagement observations, mCLASS growth, SBA growth (including subgroup performance), attendance, behavior data, and student work samples demonstrating increased access and participation.	August 2026 – June 2027	Principal and Guiding Coalition Members	Kagan Professional Development UDL Framework resources Executive Functioning professional learning materials PLC collaboration time Walkthrough observation tool Professional learning communities State and district professional development funds
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 II: UDL Consultant 2. Basic Ed: Wednesday collaboration 3. SI Grant: Executive Functioning Training				

4. SI Grant: Kagan Training

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?*

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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 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	Consent agenda for the first Board of Directors business meeting in September. Plans will be resubmitted in December per our annual policy that all plans go to the board before January 1.	September 10, 2026 will be submitted to board for consent agenda and approval at the September 15, 2026 business board meeting.

School staff	During PD and in working with the building leadership team.	Building directed days in August, and then MOY check in with all staff when MOY data is updated.
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

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How are we tracking implementation within the school?
Documentation of communication (*to share implementation progress, barriers, etc.*): Shared SIP goals with staff in August 2026 during building directed days, School Board will receive copies of plans in September and again in December. When MOY updates are made, progress and revisions will be shared with staff again.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Berney Elementary uses a consistent data-driven cycle to ensure timely access to academic, behavioral, and social-emotional supports. Universal screening and formative data from MClass, OASIS, classroom CFAs, behavior and attendance data, and the building-wide data collection sheet are reviewed regularly in PLTs and MTSS meetings to identify students needing additional support. See attached

PLT teams use the building-wide data collection sheet to analyze CFA results, monitor progress, and plan targeted instructional responses. The Guiding Coalition reviews this data monthly to monitor implementation, identify patterns across grade levels, and determine professional learning and resource needs. See attached Bi-Monthly Guiding Coalition Reviews: Meeting twice each month, the Guiding Coalition examines building-wide data through a Universal Design for Learning (UDL) lens. They review student engagement metrics, analyze progress-monitoring trends across grade levels, and utilize peer-observation data (incorporating student voice) to measure the building-wide effectiveness of core instruction and professional development.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Continued training with Tier 1 Universal Design for Learning (UDL) frameworks focusing on active engagement and multiple means of representation. Professional development on Executive Function and explicit, systematic literacy support using UFLI Foundations paired with inclusionary, multisensory adaptations for special education students. Provided: Reteaching and Interventions provided by support staff, Building-wide staff trainings on Executive Functioning and Engagement, Guiding Coalition trainings with consultant, data walk, time to review data.
Documentation of materials, training, and coaching to ensure fidelity of implementation: Materials and professional learning include Guiding Coalition presentation materials aligned to UDL and inclusionary practices. The Guiding Coalition received targeted training and coaching from Jeff Horwitz (Novak Education) to deepen understanding of inclusive instructional practices and support consistent implementation across the building. Jeff Horwitz UDL MTSS Guiding Document (See PDF following the plan.) Sara Ward, Executive Functioning Kagen Training

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?*
September 2026	Evaluate initial baseline data from mClass (DIBELS 8th) and primary UFLI diagnostic checks to ensure special education students are correctly grouped. Assess early implementation of Tier 1 UDL sentence stems and visual scaffolds across all classrooms. Consistency of daily UFLI blocks, availability of paraprofessional push-in	Determine necessary shifts in student intervention groupings or micro-scaffolds based on initial ghost walks and baseline building-wide data sheet updates.	Guiding Coalition and Admin	September 2026	Share baseline trends and targeted push-in schedules with staff during Wednesday PLT collaboration meetings.

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	schedules, and baseline structural engagement during core ELA instruction. Audit whether the scheduled explicit phonics routines and visual checklist rollouts were executed with fidelity from week one.				

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Integrated Student Supports Implementation Template
Walla Walla Open Doors Program

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.	
Erica Wauchek- Lincoln Open Doors Teacher April Sorensen- Lincoln Open Doors SPED Teacher Marci Knauft- Lincoln Open Doors Principal Nathan Paine-Community in Schools	

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 - **Commitment to Students** - Helping students achieve their goals of completing a GED. diploma, or work readiness skills. **Collaboration** - We will work together as a team in weekly Focus of Concern meetings to find the best way to help students succeed**. Accountability**- Each member will follow through on commitments to the team and to students as well as keep student information confidential.
Communication protocols- The Lincoln High School Open Doors team will communicate with each other primarily through emails. Emails should be responded to in 48 hours or less. For more urgent matters, group and individual texts may be used. The team will meet in person on Wednesdays for a Focus of Concern meeting to talk about the successes and barriers our Open Doors students are facing. We will problem solve ways to help students with what they need to be successful in school.
Selection process for evidence-based practices and programs- In addition to using the district provided School Links Program and AHA Soft Skills, the Lincoln High School Open Doors team will explore different evidence-based programs that emphasize work readiness skills such as the Skills to Pay the Bills program from the US Government Publishing Office and the My Net Move career exploration tool from the US Dept. of Labor.
Data-based decision-making- The Lincoln High School Open Doors teams will use the data from monthly case management meetings along with career inventories through School Links and AHA Soft Skills to determine if all students are utilizing the evidence-based practices. We will also use data based on school attendance, credit attainment, and GED/Diploma attainment to see how students in all Tiers are progressing. The team will use this data at the mid-year review to determine next steps.

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.*

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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)

X Focused review of our strengths and needs (yearly)

What are the demographics in our school?

Total enrollment: 102 Gender: Female 41.2% Male 57.8% X 1%

Race/Ethnicity: American Indian 1%- Asian 1% -2 or more races 2.9%- Hispanic/Latino 53.9% -White 41.2%

Program and characteristic: ELL 15.7% - Low Income 93.1% -Mobile 15.7% -Homeless 7.8% -504 6.9% -Disabilities 26.5% 61

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

Attendance	GED Pre-Test Scores
Behavior	Credit Attainment-IAP
Free and Reduced Lunch	WIDA Assessment
Parent Meetings and Home Visits	Focus of Concern Data
Case Management meetings and Orientation	School Links Data

IEP and 504 data	Progress monitoring for returning students

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

Strengths	Needs
Strengths Students are re-engaging with school and desire their GED, diploma, or job skills. Students are looking for work readiness skills and experiences Students are increasing their GED score and passing tests through direct instruction	Needs Attendance Barriers- childcare for siblings and own children, transportation, clothing, Opportunities for career exploration, internships, job readiness through an onsite job coach. The opportunity to earn industry certifications through the Open Doors Program. Due to attendance, students have significant gaps in their learning and need more direct instruction to increase GED scores and help students earn credit. Multilingual Learner support- the percentage of ML students in Open Doors is increasing each year Time for staff to complete home visits, meet with parents, and student progress monitoring outside contracted day

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

1. Financial/Poverty - Parents of students need students to work or watch younger siblings to help support the family. Young student parents need to work full time rather than finish school.
2. An increase of Sped and ML students in the Open Doors Program- traditional school program hasn't been successful
3. Students enrolled in the Open Doors program demonstrate a greater tendency toward academic disengagement.

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. Removing barriers so students can attend school and complete credit
2. Provide work readiness skills, job shadows, internships, and work site visits so students can obtain a living wage job.
3. Provide extra support for SPed and ML students

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
Job Coach	Internships, job shadowing, career exploration, job site visits	Open Doors tracking of skills attained, jobs obtained, etc.	Resources at the WALA conference and other conferences -OSPI Open Doors resources and trainings	OSSI Grant
Open Doors Staff	Remove barriers for student to attend school	Extended hours Pick up students in school van Help obtain childcare Home visits Parent meeting	Resources at the WALA conference and other conferences -OSPI Open Doors resources and trainings	OSSI Grant
Open Doors Staff	Flexible Learning Environment -daily classes -individual work -GED prep and testing -Work Readiness Skills	-Curriculum Development -Extended hours as needed	Resources at the WALA conference and other conferences -OSPI Open Doors resources and trainings	OSSI Grant

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Mapping Resources to Address Priorities

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Open Doors Staff	Provided extra support for SPed students	-Curriculum development -Community partnerships -parent meetings	Resources at the WALA conference and other conferences -OSPI Open Doors resources and trainings	OSSI Grant
Open Doors Staff	Provide extra support for ML students	-Curriculum development -Community partnerships -parent meetings -1-1 teaching with non English speakers	Resources at the WALA conference and other conferences -OSPI Open Doors resources and trainings -PD for ML for Open Doors staff	OSSI Grant

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Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Open Doors Staff	SEL students.	-Curriculum development -Community partnerships -parent meetings	Resources at the WALA conference and other conferences -OSPI Open Doors resources and trainings	OSSI Grant

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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
Job Coach	Internships, job shadowing, career exploration, job site visits	Open Doors tracking of skills attained, jobs obtained, etc.	Resources at the WALA conference and other conferences -OSPI Open Doors resources and trainings	OSSI Grant

Mapping Resources to Address Priorities

Open Doors Staff	Remove barriers for student to attend school	Extended hours Pick up students in school van Help obtain childcare Home visits Parent meeting	Resources at the WALA conference and other conferences -OSPI Open Doors resources and trainings	OSSI Grant
Open Doors Staff	Flexible Learning Environment -daily classes -individual work -GED prep and testing -Work Readiness Skills	-Curriculum Development -Extended hours as needed	Resources at the WALA conference and other conferences -OSPI Open Doors resources and trainings	OSSI Grant

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Open Doors Staff	Provided extra support for SPed students	-Curriculum development -Community partnerships -parent meetings	Resources at the WALA conference and other conferences -OSPI Open Doors resources and trainings	OSSI Grant
Open Doors Staff	Provide extra support for ML students	-Curriculum development -Community partnerships -parent meetings -1-1 teaching with ML students	Resources at the WALA conference and other conferences -OSPI Open Doors resources and trainings -PD for ML for Open Doors staff	OSSI Grant
Open Doors Staff	Provided extra support for SPed students	-Curriculum development -Community partnerships -parent meetings	Resources at the WALA conference and other conferences -OSPI Open Doors resources and trainings	OSSI Grant

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Open Doors Staff	SEL students.	-Curriculum development -Community partnerships	Resources at the WALA conference and other conferences -OSPI Open Doors resources and trainings	OSSI Grant

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Mapping Resources to Address Priorities				
		-parent meetings		

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.
April Sorensen-Open Doors Teacher

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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

What district policies and procedures do we need to follow for community partnerships?
Volunteer applications

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?*
WorkSource	Tours of facility/explanation of services	Work Readiness skills	N/A	N/A	N/A
Baker Boyer Bank	Financial University taught at Lincoln	Work Readiness skills	N/A	N/A	N/A
Goodwill Employment Center	Tours of facility/explanation of services	Work Readiness Skills	N/A	N/A	N/A
Walla Walla Community College	Try-A-Trade Program/School tours	Work Readiness Skills Vo tech/trades	N/A	N/A	N/A
United Way Blue Mountains	College and Career Readiness Advisor	Work Readiness Skills Vo tech/trades	N/A	N/A	N/A

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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?
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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 (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.*

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SMARTIE Goal #1 By the end of the 26-27 school year, 75% of Open Doors students who have attended for at least 120 days will complete at least one work readiness experience (such as a mock interview, resume creation, School Links interest inventory, career research, job shadow, or internship, etc. with at least 75% demonstrating improvement in employability skills as measured by quarterly case management meetings, ensuring all students including those with IEP's, English learners and historically underserved groups have equitable access to resources, accommodations, and community partnerships. Students who desire their GED or diploma will work on those simultaneously throughout the school year. This is the same goal from the 25-26 school year in which we achieved 47% of this goal.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
This goal will be supported through the implementation of Work-Based Learning opportunities (job shadowing, and internships) combined with explicit instruction in employability skills. Research demonstrates that WBL experiences significantly increase students' postsecondary employment outcomes.	Open Doors staff will track all work readiness skills in the Progress Monitoring spreadsheet used for all Open Doors activities.	The work readiness goal will take place over the course of the 26-27 school year. Data will be collected monthly.	Erica Wauchek and April Sorensen. Others involved: para-educators, intervention specialists, secretarial staff, certified staff, and administration.	**1** Seth Glogower will maintain and update the Progress Monitoring spreadsheet utilizing a personal service contract. **2** Tiffany Sinclair will continue as the job coach to teach job readiness skills such as resume and cover letter writing, job applications, practice interviewing, etc. as well as to partner with the community to provide students with job shadow and internship

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				opportunities. This will be through a personal service contract. **3** Five staff will attend the WALA conference in March 2027 to gain new ideas around job support for Open Doors students. Cost will include registration, travel, and food. **4** Certified staff will use non-contract hours to collect data, maintain the Progress Monitoring spreadsheet, student contact, and curriculum development. and work with community partners such as Worksource, Blue Mountain Action Council, etc.
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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. 1. Personal service contract Seth Glogower to maintain and update Progress Monitoring spreadsheet $1,000 (approx. 30 hours) 2. 2. Personal service contract for job coach $20,000 (approx. 650 hours 15 hours per week) 3. 3. 5 Staff to attend WALA conference $8,000 (Approx costs Registration $3,000, Food $320, Hotel $2000, subs $2,300) 4. 4. Extended certificated staff time $18,500 (approx. 250 hours)

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SMARTIE Goal #2 During the 2026-27 school year the Open Doors Program will establish a Community Connections Team that will bring together Community Partners once a quarter to bridge the gap between school and community to get the best possible outcomes for Opportunity youth. The goal is to increase student engagement and attendance while connecting 70% of students to at least one community organization or resources during the school year. Progress will be measured on a Google spreadsheet.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
This goal will be supported using a Multi-Tiered System of Supports (Universal, Targeted, and Intensive). Students who need additional community support will be identified through attendance, credit data, and case management discussions. Research demonstrates that coordinated	Open Doors will track all students who participate in Community Partner activities and their outcomes.	2026-27 School Year	Erica Wauchek and April Sorensen. Others involved: para-educators, intervention specialists, secretarial staff, certified staff, and administration.	-1. Office supplies to reach out to community partners. This would include the printing of brochures and agendas for meetings. -2 Certified staff will use non-contract

partnerships among school, family, and community organizations can improve youth outcomes.				hours to collect data, and maintain a Google spreadsheet to track all students who are involved with community partners
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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. $500.00 for office supplies
2. Extra certificated hours $2,000 (approx. 30 hours)

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**
High School Diploma GED Work Readiness Skills	Afterschool activities at Lincoln High School

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*
SPed Students	Academic assessment IEP monitoring	IEP accommodations	Schedules change throughout the school year	Open Doors Hours are 8am-4pm, but may be	Lincoln High School Open Doors	April Sorensen	Data on attendance, credit attainment, GED pre/post tests, work readiness survey,	In person Text Phone

		-one-on-one and small group instruction -modified curriculum	-Students attend in person at least 2 hours per week, but usually more	extended as needed	Walla Walla		assessments, and all other pertinent data is entered daily and monitored weekly and monthly.	Email Parent Meetings Staff Focus of Concern Meetings
ML Students	WIDA and language assessments	ML classes and one-on-one support as needed	Schedules change throughout the school year -Students attend in person at least 2 hours per week, but usually more	Open Doors Hours are 8am-4pm, but may be extended as needed	Lincoln High School Open Doors Walla Walla	Tracy Gerbino.	Data on attendance, credit attainment, GED pre/post tests, work readiness survey, assessments, and all other pertinent data is entered daily and monitored weekly and monthly.	In person Text Phone Email Parent Meetings Staff Focus of Concern Meetings
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*
SEL	Academic assessment IEP monitoring	IEP accommodations -one-on-one and small group instruction -modified curriculum	Schedules change throughout the school year -Students attend in person at least 2 hours	Open Doors Hours are 8am-4pm, but may be extended as needed	Lincoln High School Open Doors Walla Walla	April Sorensen	Data on attendance, credit attainment, GED pre/post tests, work readiness survey, assessments, and all other pertinent data is entered daily and monitored weekly and monthly.	In person Text Phone Email Parent Meetings Staff Focus of Concern Meetings

			per week, but usually more					

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	Open Doors staff includes two people and they were both involved in the development of this plan in conjunction with the principal.	Ongoing throughout the development of the plan.
Community partners	Once specific aspects of the plan are approved for funding we'll reach out to partners.	Ongoing
Families	Through family events.	TBD Fall

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.*): Student Progress Monitoring- every conversation and student accomplishment is documented here, credit attainment, GED scores. We are also tracking each student who has been in Open Doors for 90 days or more for The SMARTIE goal attainment of the completion of at least one work based readiness experience.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Student Progress Monitoring, Focus of Concern spreadsheet from weekly team meetings, IEP updates, ML updates
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Staff meets once a week on Wednesdays to discuss goals and tracking. Update SMARTIE goal tracker sheet for individual students Provided: The new job coach and extra support for students is being utilized 20 hours or more per week
Documentation of materials, training, and coaching to ensure fidelity of implementation: Tracking all money spent from the OSSI grant and where it fits into the SMARTIE goals. This includes new staff, non-contract hours, and work experiences for students.

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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 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, Leadership Team, Instructional Coach Jami Schultheis, Leadership Team, Instructional Coach Jennifer Hernandez, Community in Schools Representative	Caleb Condie,Leadership Team Christy Kuhlman, Leadership Team Nate Ferraro,Leadership Team Kim Endres, Leadership Team Steve Pitzer, Leadership Team Brian Casey, Leadership Team Reggie Byrd, Leadership 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?
Our Leadership Team meets twice each month to monitor implementation of our School Improvement Plan and strengthen schoolwide systems. A primary focus is building stronger student connections through Universal Design for Learning (UDL) strategies implemented during Advisory, while regularly examining schoolwide attendance, behavior, and academic data. Particular attention is given to the progress and outcomes of our underserved student groups, specifically multilingual learners and students receiving special education services. Each quarter, the Leadership Team facilitates a structured data protocol with the full staff. Grade-level and content teams analyze attendance, behavior, academic performance, and Common Summative Assessment data to identify trends, celebrate successes, and determine instructional next steps. In addition, the Leadership Team reviewed state assessment results, CEE survey data, and staff feedback. This analysis identified a need to redesign our Wednesday professional learning structure to better increase teacher efficacy and improve student learning outcomes. As a result, our professional learning will focus on strengthening Tier 1 instruction, collaboration, and instructional practices that support the success of all students, with an intentional emphasis on multilingual learners and students with IEPs. These efforts align with our commitment to ensuring every student experiences meaningful growth and success in support of our school's mission.
Communication protocols The Communication Protocol – Our Leadership Team will continue to use this as they are sharing out with staff.

Selection process for evidence-based practices and programs

During the 2026–2027 school year, our Guiding Coalition will continue refining schoolwide systems by implementing evidence-based practices designed to improve academic achievement, student engagement, and belonging. Universal Design for Learning (UDL) will remain a foundational instructional framework across all initiatives as staff continue to design learning experiences that reduce barriers, increase student engagement, and provide multiple pathways for students to access, engage with, and demonstrate their learning.

After studying *The Middle School Advisory Handbook* (AMLE) and reflecting on student, staff, and family feedback, our Advisory program has been redesigned to meet four days per week (Monday, Tuesday, Thursday, and Friday) for 20 minutes. The redesigned Advisory emphasizes relationship-building by intentionally placing students with adults with whom they have established connections, reducing Advisory class sizes, and implementing structured activities focused on belonging, student voice, and engagement. UDL principles will be incorporated into Advisory lessons to provide multiple ways for students to participate, connect, and contribute while strengthening our Tier 1 system of support. These changes are intended to improve student connectedness, attendance, behavior, and overall school climate.

To strengthen collaborative professional learning, our schoolwide PLC structure will transition to the PLC+ framework after a year-long study by the Re-Design Team. Two teacher leaders completed PLC+ certification with co-authors Nancy Fisher and Doug Fisher, and their learning will guide implementation across the building. PLC+ will provide a consistent process for collaborative inquiry, analyzing student learning, and refining instructional practices grounded in evidence.

Additionally, professional learning will focus on strengthening classroom environment and culture through Charlotte Danielson's **Domain 2: Classroom Environment** and the Center for Educational Leadership (CEL) Classroom Environment and Culture Framework. Staff will examine how physical learning spaces, routines and rituals, classroom expectations, and relationship-centered practices create environments where every student experiences a sense of belonging and is positioned for success. UDL strategies will continue to be embedded within this work to ensure classrooms are intentionally designed to support learner variability, engagement, and equitable access to high-quality instruction.

To further support this work, the Leadership Team will study *The Will to Learn* by Dave Stuart Jr., exploring the intersection of productive academic achievement and students' social-emotional development. This learning will support our continued efforts to build classrooms where strong relationships, engaging instruction, and high expectations work together to improve outcomes for all students, with particular attention to multilingual learners and students with IEPs.

Data-based decision-making

In reviewing the data– the learning target walkthrough data, the quarterly CSA proficiency data reported by content area, our CEE Survey (staff, student and families), Spring SBA data, Spring i-Ready data, we recognized the need to adjust our goals to better meet the needs of our staff and students to improve student outcomes.

- Goal #1: We found that while not all teachers are consistently posting learning targets, the majority of staff have demonstrated readiness to extend their practice beyond simply displaying learning targets. This data indicates an opportunity to deepen implementation by focusing on how learning targets are integrated into instruction and used to support student understanding, rather than solely emphasizing their presence in the classroom.

- Goal #2: Based on the reflections from the Redesign Team, the staff felt that we were ready to move onto year 2 of implementation of PLC+. Year 2 includes running 3 staff-wide cycles using the Redesign Team as leaders for each group.

- Goal #3: Analysis of our Common Summative Assessment (CSA) data indicated high levels of student proficiency on grade-level standards as reported by teachers. However, when compared with our Smarter Balanced Assessment (SBA) results, the two data sets are not closely aligned. This discrepancy suggests that our current measures of proficiency may not accurately reflect students' readiness to demonstrate mastery on state assessments. As a result, we recognize the need to establish more rigorous proficiency expectations and use the PLC+ process to refine and calibrate our CSAs so they more closely align with the rigor and expectations of the SBA.

In response, our Leadership Team adjusted our goals from last year to:

- SMARTIE Goal #1: By June 2027, learning intentions will be posted by 100% of teachers in 100% of classrooms. The learning target is clearly articulated, linked to standards, embedded in instruction and accessible by students.

- SMARTIE Goal #2: To strengthen collective teacher efficacy and improve outcomes for all learners, GMS will implement PLC + through structured collaboration cycles as evidenced by team protocols,student data and cycle reflection documents

- SMARTIE Goal #3: GMS will increase student achievement schoolwide, with a target of 85% of students reaching at least 75% proficiency on CSAs (classroom summative assessments), measured 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 24-25-26, CEE Data 24-25-26, CSA (Common Summative Assessment) SY 25-26 quarterly, SY 26-27 quarterly
- Our format is a data carousel where we look at Academics, Attendance, Behavior, CEE, attendance, discipline, grades, SBA, iReady and CSAs to determine strengths and needs.

What are the demographics in our school?

Total enrollment: 558

Gender: 51.3% female, 48.6% male

Race/Ethnicity:Hispanic 48.9%, 2 or more races 3.8%, White 44.6%

Program and characteristic: Students who are ML– 16.1%, Low Income– 58.2%, Highly Capable– 17.4%, Students with disabilities– 16.5%, Students with a 504– 8.1% 83

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: • Over 90% of students have a trusted adult at school • Growing each year in increasing our equity practices– 17% growth from 2024 to 2026 • Trust and reliability as a school has increased by 18% from 2024 to 2026 • 93% of staff believe that their goals are connected to the goals of the building • Growing each year in the effectiveness of PLC teams by 14% from 2024 to 2026 SBA data: • 8th grade ELA ○ In comparison to our district, we are equal to that of the other school. ○ Decreased the number of L1 and increased the number of L3 of this cohort	Marginalized students identified as ML and students with an IEP are not make the gains as non-marginalized students Strengthening Tier 1 instruction so more students are meeting grade level proficiency on Common Summative Assessments and SBA PLT teams lack the desired outcomes of productivity and increasing instructional strategies

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• 7th grade ELA
  ◦ In comparison to our district, our students scored higher than that of the other school.
  ◦ Number of L3 increased of this cohort
• 7th grade Math
  ◦ In comparison to our district, our students scored higher than that of the other school. We were 2% away from matching the state average.	

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
    a. Students engaging with the learning targets/intentions and understanding the purpose of the learning
    b. Teachers using instructional strategies to specifically support students with disabilities
2. Attendance for students categorized as chronically absent
3. Lack of alignment between CSAs and the SBA assessment
    a. Teachers working as teams to examine the data, identify what the focus of instruction and next steps should be

***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 the effectiveness of Tier I instruction through a collaborative process while using PLC+ 2. Provide instruction and scaffolded instruction specifically 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.

Priorities Aligned with Data Trends
3. Our data should show learning targets moving beyond compliance 4. Misalignment between CSA and SBA results.

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Mapping Resources to Address Priorities

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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 specific focus on reducing barriers to content for special education students and ML learners	Title
All Staff	Book Study	The Will to Learn by Dave Stuart Jr.	All staff will have the opportunity to participate in a book study of *The Will to Learn* by Dave Stuart Jr. to strengthen Tier I instruction for all students. Throughout the book study, staff will explore strategies that promote student engagement, build meaningful relationships, and strengthen instructional practices through the lenses of Universal Design for Learning (UDL), access, equity, and belonging. This shared	Title

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			learning experience will support the development of a common instructional framework focused on meeting the diverse needs of all 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
Certificated Teacher	7th and 8th grade math intervention	Classroom space, manipulatives, additional math materials	Math release days to plan with data	Title
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	District training	Bilingual funds

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		Material for visual supports		
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

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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.
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

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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?
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 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 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 June 2027, 100% of teachers in 100% of classrooms will post and consistently reference learning intentions throughout instruction — up from a baseline of 87%.**

Learning intentions will be:

- Aligned to WA state learning standards
- Written in student-friendly language
- Accessible to all learners, particularly students with disabilities and Multilingual Learners

Students will be able to explain: what they're learning, why it matters, and how they'll know they've succeeded.

Progress measured by: weekly admin walkthroughs, student interviews, common assessment data, and CEE Survey "Purpose of the Lesson" data (+10% by February 2027).

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.	**IMPLEMENTATION** 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 and focus on how to embed	The 2026-2027 school year.	Administration Instructional coaches Leadership Team	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

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.	the learning target throughout the lesson. **<u>IMPACT DATA</u>** **Common assessment data for all content areas**– broken down **Learning Target data** will be gathered by admin and shared with staff weekly. Admin will be looking to visibly see the learning target and they will interview students in the classroom to determine if they know why the learning is important. Admin will check the learning targets against the pacing map and standards for quality and alignment. Admin will walk classrooms with the District Coordinators for our ML and Special Education programs to look at the sentence frames, anchor charts, the learning targets– so they are written in ways that our students are able to access and understand what the learning for the day is. **CEE Survey Data**			instructional coaches to meet and plan to look at data, to celebrate what is working and respond differently where it is not.

	High Quality Curriculum, Instruction, and Assessment– Purpose of the Lesson. By February 2027, our goal is to increase this area by 10%, both student and staff,			

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.
3. Release time for ML Coordinator, Sped Teachers, Instructional Coach to examine Learning Targets with assessment data-Exit tickets, Formative and Common Summative Assessments
4. Release time to plan PD specifically to : Learning Target matches exit tickets/formative assessments which match the student outcomes

SMARTIE Goal #2: **During the 2026-2027 school year (Year 2 of our four-year PLC+ implementation plan), GMS will strengthen collective teacher efficacy by implementing PLC+ through structured collaborative inquiry cycles.**

By June 2027:

- 100% of certificated staff will participate in PLC+ teams
- Teams will complete three full inquiry cycles using team protocols, student data, and reflection documents
- Evidence of student learning will be used to refine instructional practice

By February 2027, CEE Survey growth will show:

- +5% —from 85% to 90% "PLC work results in improved student learning"
- +5% from 83% to 88%— "Monitor the effectiveness of instructional interventions"

- +5% from 90% to 95%— "Reflect on instructional practice"
- +10% — 77% to 87% "Engage in classroom-based professional development opportunities"

This work will improve Tier I instruction and increase equitable access to high-quality learning, particularly for Multilingual Learners and students with disabilities.

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	**IMPLEMENTATION** **Qrt 1** Intro-Build knowledge, define a problem of practice and Evidence-based practices and the process of inquiry. Calendar of Implementation **Qrt 2-3** -Teachers will sort themselves into teams (PLC) based on a common challenge. The team will capture data and notes on this template. At the end of quarters 2-3, staff will share their reflections, growth and that of their students. **IMPACT DATA** **CSA Data**	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. Year 2 (2026-2027)-Qrt 1 will be building knowledge with the entire staff Qrts 2-3 will be about the process, teacher reflection and refining the work of PLC +	Instructional coaches Redesign Team Administration	Release time for PLC+ groups to plan with instructional coaches

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educators. WAESD Our plan to implement a book study as part of PLC+ cycles is consistent with this state precedent.	**CEE Survey Data** Collaboration and Communication– PLC work results in improved student learning. By February 2027, our goal is to increase this by 5%. Monitoring of Teaching and Learning– Monitor the effectiveness of instructional interventions. By February 2027, our goal is to increase this by 5%. Monitoring of Teaching and Learning– Reflect on instructional practice. By February 2027, our goal is to increase this by 5%. Focused PD– engage in classroom based PD opportunities. By February 2027, our goal is to increase this by 10%.			
Math and ELA Fellows The Fellows' Network is a group of instructional leaders convened by the Office of Superintendent of Public Instruction (OSPI) and the Association of Educational Service	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	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

Districts (AESD) to support district and community implementation of state learning standards in Mathematics, English Language Arts (ELA), and Science.	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			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.				

SMARTIE Goal #3: **Baseline (Fall 2026):** 91% of content teams reported that 80% of their students scored 70% or higher on CSAs.

By June 2027, GMS will increase student achievement schoolwide, with 85% of students reaching at least 75% proficiency on CSAs, measured quarterly.

Student achievement data will be disaggregated by student group, including Multilingual Learners and students with disabilities, to monitor progress, evaluate the effectiveness of Tier I instruction and targeted supports, and inform instructional decisions. Through this process, GMS will increase equitable access to grade-level learning and work to reduce achievement disparities while improving outcomes for all students.

This is Year 2 of an intentional effort to build staff capacity and support staff retention through professional learning and collaborative practice, specifically for math teachers. **Baseline (Spring 2026):** SBA proficiency rates were **36% overall**, with **39% of 6th-grade students, 40% of 7th-grade students, and 32% of 8th-grade students** meeting standard. Analysis of baseline data indicates a discrepancy between student proficiency demonstrated on classroom Common Summative Assessments (CSAs) and performance on the SBA. To address this gap, math teachers will work with Shannon McCaw to strengthen the alignment of CSAs to the rigor, Depth of Knowledge (DOK), and application required by the SBA. This work will also include identifying and implementing instructional strategies that provide students with opportunities to apply their mathematical understanding at increased levels of rigor and demonstrate proficiency on both classroom and state assessments. **Overall, we should see our Math SBA passing rates increase by 10% to 46% passing overall.**				
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 content teams and their CSA data with specific focus on our ML learners and special education students	**IMPLEMENTATION** Each quarter, staff report their CSA data on a Google Form. This data is broken down by content and differing classes (Transitional, Foundational, Co-Taught, Resources and Basic Ed). Our ML Coordinator will work with one of our paras to continue to provide additional support to our ML students	This data collection and share out will happen quarterly. This is the second year of our intentional efforts to build staff capacity and support staff retention. We will continue to invest in professional learning and	Instructional Coaches Admin Special Education staff ML Coordinator Leadership Team	Paras are an important part of a school's community and play a valuable part of MTSS and intervention teams. Time during the day for ML coordinator, District ML support and our para to plan pre and post assessments, and mini lessons used to support our multi-lingual students.

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	within one of the four domains of the WIDA (reading, writing, listening, speaking). At the beginning of the four week period, there will be a pre-assessment and at the end, there will be a post-assessment. Throughout the four week time frame, the para will provide mini lessons to support these students. The Leadership Team compiles and analyzes the data to present to all staff, specifically the disaggregated data for students on IEPs and MLs. When presenting to staff we can celebrate successes and identify areas of growth moving forward. <u>**IMPACT DATA**</u> **CSA Data** for all content areas reported quarterly **In progress grades**, at least monthly. **ML Student pre and post assessment data,** reported quarterly. **SBA data** at the end of the year.	collaborative practices that strengthen instructional effectiveness while fostering a positive, supportive culture for staff.		

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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 As noted inTechnical Assistance Paper; includes **Appendix A: Best Practices for Planning Paraeducator Support**.	<u>**IMPLEMENTATION**</u> Paraeducator support must be designed, supervised, and monitored by certificated special education staff; and that the role of paraeducator is supplementary, not replacing specialized instruction. Instructional coaches, 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 student by student and by specific intervention. <u>**IMPACT DATA**</u> **Para data tracker** for specific students within their classroom. **CSA Data** **Para reflections** **Teacher reflections**	Monthly for the 2026-2027 school year. This will happen beyond the school day, so that all paras can participate.	Instructional coaches SPED teachers ML Coordinator OT, SLP RISE Teacher	Time during the day for PD with research based techniques and strategies Green sheet time for planning of the PD by the trainers and release time to go observe paras in action Release time for teacher/para partners to work with Instructional Coaches on implementation

UDL strategies identified through the common Problem of Practice within the PLC+ cycles.	**IMPLEMENTATION** ML coordinator will deliver quarterly PD to all staff on best practices to support our ML students. The Leadership team will design lessons for Advisory that include warm welcomes and activities to support the building of a culture of belonging. The Leadership Team will continue work with the Novak consultant on learning targets and their importance. Admin will do walk throughs to collect data and share with staff **IMPACT DATA** **CSA Data** **PLC+ Trackers** **Teacher Reflections** **SBA Data** at the end of the year	The 2026-2027 school year	Administration ML Coordinator Leadership Team	ML coordinator support and staff PD Release and extended time to work with paras, special education teachers and gen ed teachers with instructional coaches to meet the needs of our students with disabilities in their core classes On going training Text, online and subscription resources Release time to work with Jeff Horwitz, Novak Consulting
Math Collaboration with Shannon McCaw	**IMPLEMENTATION** Sept 14– Time to work with admin to determine look fors within math instruction. She will also work with our math fellow to determine next steps within the math department.	Two meetings during the 2026-2027 school year	Admin Leadership Team Robin Brown (Math Fellow)	Release time for teachers to attend these days and additionally if they needed more to continue to plan CSAs and instruction strategies.

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	Dec 2– Focus on analyzing assessment data aligned to second-semester priority standards and SBA release items to refine CSAs and ensure they reflect the rigor of SBA expectations. Shannon will then support teachers in embedding instructional strategies that prepare students to demonstrate proficiency on the revised assessments. **IMPACT DATA** i-Ready Correlation Report (Mid-Year) Interim Assessment Data CSA Data			
Book Study of The Will to Learn by Dave Stuart Jr.	**IMPLEMENTATION** All staff will have the opportunity to participate in a book study of *The Will to Learn* by Dave Stuart Jr. to strengthen Tier I instruction for all students. Throughout the book study, staff will explore strategies that promote student engagement, build meaningful relationships, and strengthen instructional practices through the lenses of	The 2026-2027 school year	Administrators Instructional Coaches Leadership Team	Books Clock Hours for teachers to receive Release time if teachers were willing to take actionable steps resulting from the reading and then share out with the staff about their results.

	Universal Design for Learning (UDL), access, equity, and belonging. This shared learning experience will support the development of a common instructional framework focused on meeting the diverse needs of all learners, specifically for students with disabilities. <u>**IMPACT DATA**</u> **CSA Data** **Teacher reflections**			

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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.

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 Advisory lessons four days a week.

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 Parent Square when assessments are going to be given, how students can make up tests
Re-teach and Re-take	Results on Formative and Summative Assessments	Small group intervention, reteaching and test retakes	As needed, per data results	At both lunches	Room 208	Paraprofessional	Retakes	The para and classroom teachers will communicate regarding students who are attending the re-

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								teach and re-take at lunch.
All subjects	Results on Formative and Summative Assessments	Study Spot	After school on Tuesday and Thursday	Before and After school Arrangements can be made during lunch	Study Spot	Communities in Schools and paraprofessional	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*
7th and 8th Grade Math	Students have been identified based on iReady and SBA scores	Identified students will be placed in a 9 week math intervention support class	Monday-Friday	8th grade students will be 2nd period, 7th grade students will be 3rd period	Room 164	Bryan Eggart, Certificated Teacher	iReady and Interim assessments	Communication of progress will be to parents by the classroom teacher with weekly progress reports through our grading reporting system QMaltiv, Admin and Counselors will communicate with students and families prior so they know why they will

								have this 9 week intervention
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	4th 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/approval in the September business meeting. More progress and updates are also shared before January 1, per our district policy.	September 15, 2026
School staff	August Building Days 2026 and Monthly Staff Meeting	August 2026
Community partners	Schedule Meeting	September 2026
Families	Available for review at various parent engagement nights	Ongoing throughout the school year

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. **Goal 1:** Posting of Learning targets will be shared weekly in the staff newsletter by the percentage of targets posted.
2. **Goal 2:** Weekly progress of the PLC+ is shared in the staff newsletter once a week. This will be a summary of the work that we are doing each week in collaboration as well as continued learning from the PLC+ Resources from the Instructional Coaches.
3. **Goal 3:** We will share progress on CSA's four times per year on the first Wednesday of the month, using a protocol.
4. CSA quarterly data, SIP Goals and Learning Target percentages will be shared with parents in the bi-weekly newsletter. Additionally, progress will be posted on our "Wall of Fame."

Documentation of data-based decision-making process (*to ensure timely access to supports*):

In **Year 2**, weekly coaching meetings will focus on the progress of all staff implementation of PLC+ along with our paraeducator training and mentoring initiative, carrying forward the foundational support of alignment, release days, and co-teaching established in Year 1.

Data-driven decision-making will remain central to our math interventions. In **Year 2, we will sustain our 6th-grade math interventions while adding targeted 7th and 8th-grade math intervention classes**. Counselors, principals, and teachers will continue using fall i-Ready data to place students two or more grade levels below standard into 9-week instructional interventions, maintaining clear family communication around schedule adjustments and monitoring student growth via benchmark assessments.

Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals:

Planned: Teachers will submit CSA data from formal assessments into a centralized tracking spreadsheet to allow teams to analyze results collaboratively, target areas for student growth, and implement responsive instructional strategies. This includes data submission from:

- General education teachers
- Special Education teachers across Resource Room, co-taught, foundational, and Transitional math and ELA classes

Provided: Teachers were provided with the required form and will receive continuous support and PD centered on: ● Learning Target Integration: Collecting, posting, and sharing learning target data alongside concrete examples and actionable strategies for incorporating and revisiting targets throughout each lesson. ● Quarterly Data Review: Examining both overall and disaggregated data, with Common Summative Assessment (CSA) data collected and analyzed on a quarterly basis. ● Collaborative Planning: Working in teams to identify data-driven next steps and adjust instruction accordingly.
Documentation of materials, training, and coaching to ensure fidelity of implementation: Weekly updates are provided to staff about the progress towards reaching our goals. Evidence of implementation will include professional learning calendars, book study materials, PLC+ protocols and note trackers, instructional resources, classroom walkthrough data, coaching and feedback documentation, and teacher reflection forms. These documents will be used to monitor implementation, provide ongoing support, and ensure the initiatives are implemented with fidelity. 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?*	**Action Items:** *What adjustments need to be made to improve our impact on student learning? (e.g., changes for students – initiate,*	**Lead:** *Who is responsible for each action item?*	**Timeframe:** *When do these action items need to*	**Communication:** *What communications need to occur related to these action items?*

	Which factors might have contributed to the student response? *Was the plan for implementation followed? If not, why?*	*continue, intensify, fade, or discontinue supports – and/or changes for adults – training and coaching, scheduling, etc.)*		*be completed?*	*Who, what, how?*
Learning Targets -Weekly	We will continue from year 1 of posting Learning Targets. Our goal is not only to post the percentages of posted learning targets but to also interview students about what the LT is, why the LT is important	Our purpose for adjusting this goal is to move from compliance to a meaningful practice. We need to come at this with a more UDL focus to clarify the purpose of the learning targets– communicating and making the learning accessible to all students as well as expressing the relevance of the standards beyond just completing the task.	Admin Leadership Team Instructional Coaches Teachers	Ongoing– We have planned for roll out during our August building days and will calendar reviewing our data weekly.	Leadership Team will communicate in the planning as well as the PD provided the first Wednesday of every month and the weekly staff communication. These PD days do involve our paras as well.
PLC+--	This school year, the PLC+ Redesign Team will launch the PLC+ model schoolwide with a target of completing three full cycles. Key actions include: • **Guiding Collaboration:** Leading staff through all four driving questions and establishing sustainable collaborative structures.	This year, we are moving from a re-design team of six teachers to the entire staff who will complete three different cycles of the PLC+framework. This will have a bigger impact on the students simply because we have a greater number of teachers participating.	Leadership Team Instructional Coaches	[Here is our calendar for the year]()	Leadership Team and Instructional coaches will communicate in the planning as well as the PD provided the first Wednesday of every month and the weekly staff communication. These PD days do involve our paras as well.

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	● **Building Capacity:** Providing weekly updates, scaffolding, and professional development to support teacher growth. ● **Ensuring Fidelity:** Fostering strong instructional collaboration to ensure all educators meaningfully engage in the process.				Leadership team meets the first and third Fridays of the month.
Tier 1 Instruction and CSA Data Quarterly	Staff members will collaborate in data teams each quarter to examine student learning data, identify trends, and use evidence to inform instructional decisions that strengthen Tier I instruction and improve outcomes for all learners. To better reflect grade-level rigor, we will raise our proficiency target and use the PLC+ process to align Common Summative Assessments (CSAs) with the rigor and expectations of the Smarter Balanced Assessment (SBA). Teams will also disaggregate student achievement data to monitor	To adjust and grow, we adapting the questions that we ask when teachers input the data to disaggregate. We will also look at our common summative assessments and determine if the rigor for these matches the rigor for the SBA.	Admin Leadership Team Instructional Coaches Teachers	Ongoing– We have planned for roll out during our August building days and will calendar them quarterly. A big part of the PLC+ is to align standards and assessments to support student learning.	Leadership Team will communicate in the planning as well as the PD provided the first Wednesday of every month. These PD days do involve our paras as well.

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At the end of May	the progress of students with disabilities and Multilingual Learners, using the results to identify needs, evaluate the effectiveness of supports, and guide instructional planning. **Current Status (Fall 2026):** Utilizing feedback from twice-yearly PD, we are tailoring upcoming training to address paraprofessional requests for de-escalation strategies and small-group management. Paraprofessionals are currently engaging in the beginning phase of our year-long goal-setting process, supported by scheduled check-in opportunities. **Targeted Outcome (May 2027):** By the end of May 2027, we hope to demonstrate increased paraprofessional efficacy in small-group instruction and de-escalation through completed goal-setting cycles, regular progress feedback, and actionable	We will continue to provide PD for paras in the coming year. The PD provided is based on the end of the year feedback survey that they filled out.			

	end-of-year survey data to guide future planning.				

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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.	
Bailey Hayes, Principal Matt Manley, Assistant Principal Jamie Adolfae, Guiding Coalition Member, K-3 Intervention Kristi Richards, Community in Schools representative Sylvia Cazares (parent)	Marcia Frandsen, Guiding Coalition Member, Sped Katie Mirkovich, Guiding Coalition Member, ML Coordinator Jeanette Nuno, Guiding Coalition Laura James, Guiding Coalition Iris Salazar, Guiding Coalition Rebecah Boeckman, Guiding Coalition Gabby Mora, Guiding Coalition Debora Ambler, 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?
Working agreements 1. Putting Students First! - Equity - Focused on student standards and data - Student centered! 2. Putting Ideas on the Table - Communicating with respect - Listening with respect - Assume goodwill - Share all thoughts - Stay aware of how things affect others 3. Solutions focused! - What did we accomplish? - Where are we going next?
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, and WIDA. 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 118

School-Level Data
Which assessment did we engage in this year?
€ Intensive review of our strengths and needs (every 3-5 years) Our last intensive review occurred as part of the 2025–2026 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. In Fall of 2025, our leadership team conducted a comprehensive review of our school's strengths and areas for growth. This process included an analysis of multiple data sources, including DIBELS, SBA, Lectura, and WIDA results, disaggregated discipline data, subgroup performance, and staff survey results. The information gathered has been used to identify priorities and guide our school improvement planning for the next 3–5 years and allowed us to identify specific areas for growth, with particular attention to student subgroups such as multilingual learners and students with disabilities..

- € Focused review of our strengths and needs (yearly): Each year, including 2025–2026, we conduct a focused review of current mClass results, annual SBA scores, classroom Formative and Summative assessments 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: 516

Gender: 50.6% Female and 49.4% Male

Race/Ethnicity: 1.2% Asian, 1.0% Black or African American, 56.8% Hispanic, 2.1% Multiple, 0.2% Native Hawaiian or Other Pacific Islander, and 38.8% White

Program and characteristic: 84.9% No IEP and 15.1% has IEP, 25.6% not low income and 74.4% low income, 78.5% Not ML and 21.5% ML

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school? 119

€ 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
• **Outperforming District Performance in Math:** A key strength is the school's math proficiency rate of **41.6%**. This actively outperforms the Walla Walla Public Schools district math average of **36%** and sits slightly above the Washington state math average of **41%**, indicating that Green Park's core math instruction is showing strong relative outcomes. • **Balanced Core Proficiency:** Unlike many schools that experience a massive disparity between subjects, Berney maintains a very similar overall proficiency rate of **47.4%** in both Math and ELA. This indicates a balanced instructional focus across both core tested content areas. • **Growth in Multilingual Learners (WIDA):** We had 17 students pass the WIDA in the spring of 2026. Many other 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.	While Green Park Elementary's core math and ELA instruction successfully positions our overall student body ahead of district averages, historical SBA data indicates a critical need for targeted, specialized modifications to ensure our students with disabilities are accessing the same level of academic growth and closing the proficiency gap. (3rd - 29%, 4th - 29%, 5th - 28%) **Elevating ELA Proficiency to Meet State Standards:** While ELA proficiency (**47.4%**) is stronger than math results, it sits significantly below the Washington state ELA average of **53%**. Standardizing and reinforcing ELA interventions is a primary area of needed growth to bring reading and writing outcomes in line with state expectations. **Sub-Group Achievement Gap:** There is a stark discrepancy between the academic achievement of the overall student body and historical growth rates for specific sub-groups, particularly Special Education and Multilingual learners, on ELA and Math state assessments. Bridging this gap requires intensive, system-wide alignment of core curriculum and specialized supports. Increase staff capacity with targeted professional development for engagement, multilingual learner strategies, and intensive interventions for students with disabilities.

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What are the [root causes](#) for the trends in student data, disaggregated by student group and program, in our school?

1. Number of students in poverty

2. Low attendance rates
3. Lack of resources for support over the summer
4. Beginning stages of Universal Design for Learning

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.

Engagement: Increase engagement for all students, specifically targeting our multilingual learners and students with disabilities; increase opportunities for access and representation in all 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

Mapping Resources to Address Priorities

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

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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	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.

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
Professional Learning Teams	Deeper data analysis	Additional data tracking tools	N/A	Basic Ed
All Staff	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. Examples of engagement strategies.	WIDA language development framework and high leverage ML strategies	None as the professional learning will happen within the current contracted times.

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	Basic Ed and ????
Teachers	Deepening understanding of engagement strategies aligned to inclusionary practices and executive functioning.	Kagan Training	Increase staff capacity with targeted professional development for executive	LEA SI

Mapping Resources to Address Priorities				
			functioning and engagement	

Tier 3 (Intensive)				
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

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

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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.
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	Cabinet

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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.	
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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?
Mission: Here at Green Park, we maintain a unified commitment to fostering an inclusive environment where every student achieves at high levels. Vision: Our unified commitment at Green Park fosters an inclusive environment focused on the lifelong academic and social-emotional achievement of every student.

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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.

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 IEP's 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, Title/Lap, K-3 intervention, ML coordinator and grade level classroom teachers.**	*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 time, professional development.**

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

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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 Spring 2027, Green Park students identified as multilingual learners will demonstrate an average increase of at least .7 point in their overall WIDA composite proficiency level from the 2025-26 school year as a result of focused instruction on high leverage engagement and vocabulary strategies.				
Evidence-based practice (intervention, activity, or	Implementation and Impact Data	Timeframe	Lead	Resources

strategy) to support SMARTIE Goal				
Targeted literacy and oral language scaffolding. Although all students will benefit from this activity, the largest benefit will be to our ML students and students with disabilities Action steps we will be taking this year include: -Full implementation of sentence frames -Visuals in all classrooms (interactive word walls, anchor charts, graphic organizers, etc.) -Language targets -Leveraging assistive technology (e.g., text-to-speech, speech-to-text) during core ELA tasks. The "activities" for this SMARTIE goal are professional learning for staff about the WIDA framework, ML strategies and	**Short-term:** -PLT Notes -Classroom walk through audits -Teacher self assessment of student knowledge -Interim assessments, CFAs, i-Ready data **Long-term:** -WIDA scores The impact of this focus will be demonstrated in our WIDA scores.	Daily instruction across the 2026-2027 school year; data reviewed during 8-week MTSS cycles. **Short-term:** -Monthly analysis & reflection of integrated strategies **Long-term:** -i-Ready Data will be reviewed at Semester -WIDA scores **Process:** -Review progress data and adjust Tier 2/3 language supports for students off-track for 1.0 point growth. -Ensure ELD time is allotted in the master schedule to support all grade levels; adjust as needs arise.	The guiding coalition will be responsible for implementing, measuring, and adjusting the activities. Others involved will be the ELD Coordinator, 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 supporting ML learners & bilingual students. -Additional staff pay for implementing, monitoring, and adjusting the practice

inclusionary practices. Ensuring that all staff are participants in this work reduces the PD inequity that happens when we only focus on specific teachers, or grades, for example.				

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: To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed. Early Release Wednesdays for PLT collaboration
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.

SMARTIE Goal #2: By Spring 2027, students receiving special education services will demonstrate measurable growth in ELA, reducing the performance gap between students with disabilities and all students on the SBA ELA assessment by at least 8 percentage points, closing the gap from 28% to 20%. Progress will be monitored through SBA Interim Assessments, Common Formative Assessments, and classroom engagement data for grades 3-5. For K-2, student growth on the DIBELS/Lectura will be used. The gap between students with disabilities and students without in English programming will decrease from a 12% gap to less than 10%. The gap between students with disabilities and students without in Spanish programming will decrease from a 50% gap to 30% or less.

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

to support SMARTIE Goal				
Implement UFLI Foundations explicit, systematic phonics lessons daily. For students receiving Special Education services, enhance lessons with multisensory tools (magnetic letter tiles, sound chips), embedded visual cues, explicit mouth-position articulation modeling, and additional built-in repetition cycles. Utilize structured sentence stems, interactive word walls, visual anchor charts, graphic organizers, and assistive technology (e.g., text-to-speech, speech-to-text)	Bi-weekly UFLI progress monitoring tracking sheets (grapheme-phoneme mastery); mClass (DIBELS 8th) benchmark and progress monitoring data (Nonsense Word Fluency, Phoneme Segmentation Fluency, Oral Reading Fluency). Classroom engagement logs, Student Voice surveys focused on engagement, Common Formative Assessments (CFAs), and SBA Interim	Daily instruction across the 2026–2027 school year; data reviewed during 8-week MTSS cycles. Ongoing daily instruction; reviewed weekly in PLTs and bi-monthly by the Guiding Coalition.	Special Education Team, Principal, and Guiding Coalition Members. Special Education Team, Principal, and Guiding Coalition Members.	UFLI Foundations manuals, specialized decodable text libraries, manipulatives, mClass progress monitoring platform UDL Guidelines/Framework, peer observation rubrics, weekly Wednesday collaborative PLT planning time. Customized ELA progress monitoring probes, paraprofessional professional development.. Additional time and resources to support peer visits and just-in-time

during core ELA tasks. Provide data-driven, small-group ELA interventions focusing on decoding, vocabulary, and reading comprehension.	Assessment block scores Student-specific IEP goal tracking probes; weekly CFA scores; MTSS data spreadsheet monitoring.	Daily small-group intervals; groupings and schedules adjusted every 8 weeks based on data outcomes.	Special Education Team, Learning Specialist, and Title/LAP Specialist.	coaching for the implementation of explicit instruction.

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: UFLI training and coaching.
2. Basic Ed: Wednesday collaboration
3. Title I: Small group interventions
4. SI: Extended collaboration and release time for peer observations.

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SMARTIE Goal #3:

By June 2027, 90% of Green Park teachers will consistently implement Universal Design for Learning (UDL) principles, and high-engagement instructional practices (Kagan Training) to increase access, participation, and independence for students with disabilities. Present levels of building wide implementation stand at 75% of teachers utilizing these practices consistently. Implementation will be measured through monthly instructional walkthroughs, classroom observations, PLC reflections, and teacher self-assessments.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Provide school-wide professional development on the UDL Guidelines and Executive functioning while focusing on multiple means of Engagement (building autonomy and relevance) and Representation (customizing how information is displayed). Train and support staff in embedding cooperative learning structures (e.g., Think-Pair-Share, numbered heads, interactive response	Monthly instructional walkthrough rubrics, Guiding Coalition peer-observation logs. Staff and Student engagement surveys. Classroom Formative and Summative assessment trends, disaggregated by student group (IEP/Low Income).	Monthly Weekly planning integration during Wednesday PLTs; reviewed during 8-week MTSS cycles.	Principal and Guiding Coalition Members Learning Specialist & PLT Grade-Level Leads.	UDL Guidelines matrix, executive functioning resources, time with consultants, peer-observation data collection tools, staff meeting time. Wednesday early release collaboration time.

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cards) and regular formative checks to maximize active participation for all student groups. Deploy explicit, school-wide executive functioning supports including visual checklists, predictable daily schedules, physical organization system, and explicit modeling of goal-setting and time-management strategies. Implement Universal Design for Learning (UDL), Kagan Cooperative Learning Structures, high-engagement instructional practices, and executive functioning strategies across all classrooms through ongoing professional learning, coaching, PLC collaboration, and	Classroom environment checklist audits (visual schedules, anchor charts visible). Monthly instructional walkthroughs using a UDL/Engagement look-for tool; classroom observation data; PLC reflection logs; teacher self-assessments; participation in professional learning. Student engagement observations, mCLASS growth, SBA growth (including subgroup performance), attendance, behavior data, and student work samples	Daily routine execution; reviewed every 8 weeks within the MTSS data process. August 2026 – June 2027	Special Education Team, K/3 Specialist Principal and Guiding Coalition Members	Professional development, templates and organizers. Kagan Professional Development UDL Framework resources Executive Functioning professional learning materials PLC collaboration time Walkthrough observation tool Professional learning communities

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classroom implementation.	demonstrating increased access and participation.			State and district professional development funds

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 II: UDL Consultant
2. Basic Ed: Wednesday collaboration
3. SI Grant: Kagan Training

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 & 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
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	Consent agenda for the first Board of Directors business meeting in September. Plans will be resubmitted in December per our annual policy that all plans go to the board before January 1.	September 10, 2026 will be submitted to board for consent agenda and approval at the September 15, 2026 business board meeting.
School staff	During PD and in working with the building leadership team.	Building directed days in August, and then MOY check in with all staff when MOY data is updated.
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.*): Implementation at Green Park is tracked through multiple, intentional structures.. PLC collaboration and Guiding Coalition agendas and action steps capture schoolwide implementation priorities, monitoring, and next steps. MTSS and Student Support Team meetings, along with CIS team case management, intervention alignment, and responsiveness to student needs. In addition, staff professional development, coaching, and implementation expectations and ensure continuous improvement across classrooms and systems. ● PLC Collaboration ● Guiding Coalition agendas and action steps ● MTSS and student support team collaboration ● CIS support team meeting notes and case management records ● Staff professional development Shared SIP goals with staff in August 2026 during building directed days, School Board will receive copies of plans in September and again in December. When MOY updates are made, progress and revisions will be shared with staff again.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Data-based decision making at Green Park is documented through a comprehensive system of universal screening and ongoing progress monitoring, including i-Ready, DIBELS, WIDA, classroom-based assessments, attendance, and behavior data. PLCs regularly analyze this information to identify trends, determine instructional needs, and plan targeted interventions. Data-based decision making is documented through: ● Universal screening and progress monitoring (i-Ready, Mclass, WIDA, CFAs, attendance, behavior) ● PLC data and intervention planning: PLT teams use the building-wide data collection sheet to analyze CFA results, monitor progress, and plan targeted instructional responses. The Guiding Coalition reviews this data monthly to monitor implementation, identify patterns across grade levels, and determine professional learning and resource needs.

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- MTSS referral and progress monitoring documentation
- CIS needs assessments and student goal tracking
- Guiding Coalition meeting twice each month, the Guiding Coalition examines building-wide data through a Universal Design for Learning (UDL) lens. They review student engagement metrics, analyze progress-monitoring trends across grade levels, and utilize peer-observation data (incorporating student voice) to measure the building-wide effectiveness of core instruction and professional development.

Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals:

Planned: Continued training with Tier 1 Universal Design for Learning (UDL) frameworks focusing on active engagement and multiple means of representation. Professional development on Engagement strategies, ELD strategies, and explicit, systematic literacy support using UFLI Foundations paired with inclusionary, multisensory adaptations for special education students. Planned supports are monitored through regular check-ins with the Guiding Coalition, PLCs, SEL and MTSS teams. These structures are used to monitor progress toward SMARTIE goals, ensure evidence-based practices are being implemented, and identify areas where additional support and resources are needed. Support is provided proactively and in response to ALL Green Park team needs 140

Provided: Reteaching and Interventions provided by support staff, Building-wide staff trainings on Executive Functioning and Engagement, Guiding Coalition trainings with consultant, data walk, time to review data.

Documentation of materials, training, and coaching to ensure fidelity of implementation:

- Conducted a comprehensive needs assessment with the Guiding Coalition and school leadership team.
- Materials and professional learning include Guiding Coalition presentation materials aligned to UDL and inclusionary practices. The Guiding Coalition received targeted training and coaching from Jeff Horwitz (Novak Education) to deepen understanding of inclusive instructional practices and support consistent implementation across the building, including Title/LAP, Special Education, and English Language Development teams.
- Implemented building and district-level walkthroughs for dual language staff, including coaching opportunities with the HMH core curriculum coach and district curriculum liaison.

• In-building supports provided by ELD coordinator to increase language access & use for multilingual learners.

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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?*
May 13, 2025	Leadership team and guiding coalition being intentional of looking at student needs and data. How this can guide us through collaboration and peer support to guide students to high levels of learning.	PLC team members will analyze data at least once a month. .	PLC team leads, Guiding Coalition, Admin Team	Continual collaboration with PLC/GC teams throughout the school year.	PLC team leads communicating with Guiding and building administrators
September 18, 2026	Students are responding positively to the layered attendance, behavioral, academic, and social emotional supports provided through MTSS, PBIS, counseling, and basic needs assistance, which	To improve impact on student learning, we will continue effective Tier I supports, intensify targeted Tier II/III academic and SEL interventions for students needing additional support,	CIS coordinator and learning specialist	Throughout the year	CIS coordinator, building staff, goal revisions with status updates.

	are designed to improve engagement, school climate, and access to learning. This response is influenced by consistent implementation, strong collaboration among CIS and school staff, and the removal of barriers such as food, clothing, and family supports that impact readiness to learn. Overall, the plan has been implemented as intended through coordinated, goal-aligned supports and regular progress monitoring, with systems in place to adjust interventions as needed to ensure fidelity and student success	and fade or discontinue strategies that show limited progress.			
October 6 & October 9th 2025. February 2nd and 5th 2026. April 20th & 23rd 2026.	Students are showing improved engagement and progress in targeted skill areas as a result of Tier I instruction and Tier II/III interventions, with increased consistency in attendance, behavior, and academic participation. Contributing factors include structured small-group instruction, aligned progress monitoring, staff collaboration, and timely use of data to adjust supports. The plan for implementation was largely followed, with minor	To improve our impact on student learning, we will continue effective supports, intensify targeted interventions, and ensure students receive timely access to the appropriate tier of instruction.	MTSS, PLT Teams, Guiding Coalition, Building Admin	Quarterly and it will be continuous throughout the year	Agendas, documents, and schedules were shared with staff to provide clear expectations and consistency across the building. Throughout the year, staff engaged in ongoing communication and professional learning focused on interventions and progress

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	adjustments to scheduling and staffing.				monitoring. Student data was regularly reviewed to monitor growth, identify needs, and make adjustments to ensure students received the support necessary to learn at high levels.

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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	

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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.

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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%
  - 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

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Data-based decision-making

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

- € 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: Updated 9/4/26

Opportunity: 119

Gender: 51 F, 68 M

Race/Ethnicity

- *Hispanic/Latino: 59*
- *American Indian or Alaska Native: 2*
- *Asian: 3*
- *Black or African American: 29*
- *Hawaiian or Other Pacific Islander: 0*
- *Middle Eastern or North African: 0*
- *White: 95*

Walla Online: 232

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Gender: 149 F, 82 F

- *Hispanic/Latino: 62*
- *American Indian or Alaska Native: 5*
- *Asian: 11*
- *Black or African American: 35*
- *Hawaiian or Other Pacific Islander: 3*
- *Middle Eastern or North African: 0*
- *White: 203*

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	€ 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.

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, counselor or intervention specialist makes contact.	
€ 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. A more formal system for discipline referrals was established and presented to the staff in August of 2026.	€ 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.

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€ 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.

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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. EdgeEX courses were added to the course catalog in 2026

	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. 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

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
Luis Perez	FAFSA/WAFSA support	Space @ Opportunity	As needed	Grant Funding
Carrie Givens	PreETS	Space @ Opportunity	As needed	Grant Funding
Marilyn Melgoza/Jenny Foster	CCRA Elevate	Space @ Opportunity Advisory Meeting Time	Ongoing	Grant Funding
Daily Teacher/Student Meetings	Master Schedule	SPS/Skyward	New staff embedded training	None
Intake Meetings	Administator	Credit Planning Sheet	On the job training	None

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
PLC Meetings	Routing additional supports towards students as needed	Home visit Counselor visit Material needs Schedule Change Intervention Determination	Click or tap here to enter text.	None
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
MDT Meetings (LM)	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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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
Teaching Staff	WSLP	Skyward needed updates – ALE Handbook	New staff embedded training	None
All Opp Staff	Attendance Rewards	Prizes	None	Welch Grant/Staff Funding
All Staff WWO	SchooLinks	Central Organizer	Communication/Delivery	Unfunded
All Staff/Opp	HSBP	SchooLinks	Training and Time Needed.	Unfunded

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.

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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.

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 • Phil Kahler – Audubon Society • Jackie Hellie – First Foods, Whitman Tutors • Maria Green – Pre–ETS • Kelsee Anderson –Volunteer Opportunities • Shannon Jones – WWPS Foundation field trips • Jason Knittel – Volunteer Opportunities, ASU, Salmon in the Schools • Sarah Foster – GEAR Up Linkage

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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, families

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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?
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.

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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 2027, 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	• 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	Rob Ahrens All staff	• Release Time Staff Data Day Kelsee needs to be green sheeted.

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SMARTIE Goal #2 Student Att 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	• 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.

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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.

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

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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

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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.
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.
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

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Intervention Process	Studnets not passing ⅔ of there course load	Modification of course work. Increased meeting times	Check in with an advisor twice per week.	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.

Communication	Method(s)	Date Received and/or Approved
School board	Board Consent agenda	September 15, 2026
School staff	Email, SPS, dialogue during PLC meetings	Ongoing
Community partners	Check in Meetings	Annual meeting
Families	Parent square, letters home, emails, texts, phone calls home.	Ongoing

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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.
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
Center for Children and Families (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/Director of Early Learning and Community Partnerships Emma Kubrock/School Psychologist	Anastasia Garcia/Head Start Education Manager Linda Solis/ECEAP Site Coordinator Stephanie Huse/Special Education Teacher

What are our team procedures?

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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.

Team Procedures

Resources: Team Working Agreements, Communication Protocols Worksheet, Example Communication Protocol, Selecting Useable Innovations, Evidence-Based Interventions, Data-Based Decision Making, Data Teaming ToolsStep 1: Assess Strengths and Needs 171

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:***
  - ***105 students***

Gender: Female–41% Male–59%

Race/Ethnicity: White–45.7% Hispanic–49.5% Black/African American–1% Two or More Races–1.9%

Program and characteristic: ELL–22.9% Non-ELL–77.1% Low Income 64.8%, Homeless: 2.9%,IEPs: 38.1% 172

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.

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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

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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)	Core curriculum in TTK Guidelines	Assessment systems: WAKids, TSGold, 5Lab (behavior/discipline data), Skyward	District PD on UDL, SEL, and PLCs	Building discretionary budget

Mapping Resources to Address Priorities

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	UDL-aligned instructional practices (sentence stems, visuals, oral language scaffolds) SEL curriculum (Second Step and PurposeFull People) and schoolwide PBIS expectations ("CCF Agreements")	(attendance) Classroom libraries, resources for early literacy Family communication systems: ParentSquare, newsletters, family engagement events	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)	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

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Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
All	Supporting students with varied developmental and behavioral needs	Conscious Discipline trainer	Whole staff professional learning before school and 4 coaching sessions.	Grant funds secured.
Classroom Teachers	Differentiation with a focus on reducing barriers/inclusionary practices with a focus on our ML learners, special education students, and	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.

Mapping Resources to Address Priorities

	students who may lack background knowledge based on their income status.			

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.

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

Tier 1 (Universal)

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Mapping Resources to Address Priorities

Staff	Instruction/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.

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.	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.

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.	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.

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

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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, Director of Early Learning and Community Partnerships 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, Director of Early Learning and Community Partnerships

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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.
Click or tap here to enter text.
Click or tap here to enter text.

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	Cabinet

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

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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

What is our vision and mission statement?
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.				
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.)?*

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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 the end of the school year, **80% of TTK students** will demonstrate developmentally appropriate social proficiency as measured by the WA Kids and ongoing observational data. Students who have not previously attended an educational setting will **increase in school readiness** from their baseline beginning of the year data to Kindergarten ready by the end of the year.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
A conscious discipline trainer will lead professional development throughout the year on PBIS strategies, de-escalation practices, and intervention protocols, with at least three training sessions provided schoolwide and 4 additional coaching sessions. 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 2026. 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 Conscious Discipline–in person and on-line Materials

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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 By the end of the year, all students in the Foundations Program (developmental delay preschool) will spend at least one hour of their school day in the general education TTK setting. At the beginning of the year, 3 out of 24 students are accessing at least 30 minutes average daily. We will increase that to all students participating in some appropriate portion of the TTK program based on their IEP goals.

Click or tap here to enter text.

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Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Pre-K Teach Town curriculum	Running record of students daily schedule and IEP goals	Monthly	Principal Housekeeping Team	Professional development on Teach Town materials Release time for preparation and data analysis.

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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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 Every student has access to core instruction and supports	**Nonacademic** 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	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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			consistently apply skills					

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 15, 2026
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

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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?*
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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 Sofia Parson, Second Grade Teacher, GC Martin Telstad, Librarian Russell Carroll, Dean of Students	Jazmin Lopez, LAP Teacher, GC Angie Dalgleish, Learning Specialist, GC Cecilia Solis, Fifth Grade Teacher, GC Brandy Ross, Principal Joyce Moreno, First Grade Teacher Jennifer Aceves, Third Grade 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 **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.

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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?

€ 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*

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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

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stronger Tier 1 systems, clearer expectations, and more consistent follow-through across classrooms and common areas. **ELA Proficiency:** **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. **ELA Proficiency** **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.

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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.*

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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)

Mapping Resources to Address Priorities

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	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

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

Mapping Resources to Address Priorities

Certified teachers (general education and specialists) District Literacy TOSA Paraeducators supporting instruction and SEL Counselor, psychologist,and student support team	UDL-aligned instructional practices Model lessons for certificated, meet with teams, Professional Development in Litearcy 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	LAP/Title Building Budget

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	District training	Bilingual funds

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Mapping Resources to Address Priorities

		Spanish texts Material for visual supports		
Counselor, psychologist, SpEd and student support team	1:1 SEL Support	Second Step	District Support	
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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	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	Title I/LAP

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Mapping Resources to Address Priorities

	plans. Structured MTSS processes for reviewing data and planning interventions across reading, attendance, and behavior. Clear, consistent referral and reporting procedures to ensure accurate behavior data		between foundational skills instruction and Lectura. Training on accurate referral processes and equitable behavior documentation. Professional learning for staff on effective attendance strategies and engaging families early.	
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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

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Mapping Resources to Address Priorities

				guiding coalition membership.
Additional staff capacity to provide small-group interventions (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.	Structured Tier 2 intervention cycles for reading (e.g., targeted foundational skills 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.	Standardized progress monitoring tools for reading and behavior (e.g., 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).	Training for staff on implementing Tier 2 academic interventions with fidelity (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	LAP & Building Budget

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Mapping Resources to Address Priorities

	Consistent intervention schedules for Paraeducators built into the master calendar to ensure students receive support without missing core instruction.	Attendance communication materials (personalized attendance plans, check-in sheets, parent communication templates).	supports based on student response. 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
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

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Mapping Resources to Address Priorities				
Bilingual paras	Additional staff for push-in support	Additional Staff	As needed with lead teachers	Basic Ed and Title III

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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.

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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.
Brandy Ross, Interim Principal Nicole Flores-Ramirez 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

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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

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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.	
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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.

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

What is our vision and mission statement?
sociocultural competencies, preparing students for success in collaboration and partnership with students, staff, and 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

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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.*

By May 2027, Edison will strengthen its schoolwide PBIS and SEL systems, resulting in at least a **10% reduction in disciplinary offense occurrences**, from **66 offenses involving 32 students in 2025–26 to 59 or fewer offenses in 2026–27**.

To support this outcome, Edison will strengthen consistent Tier 1 implementation of the **Fantastic Fours**, provide intentional reteaching of schoolwide expectations, increase positive recognition of expected behaviors, and provide targeted Tier 2 SEL supports for students demonstrating repeated behavioral needs.

Discipline data will be reviewed regularly by the PBIS/SEL team and disaggregated by **grade level, race/ethnicity, disability status, and other relevant student groups** to identify patterns, monitor equitable outcomes, and determine where additional supports or adjustments are needed. Progress will also be monitored through implementation measures, including consistent use of Fantastic Fours language and expectations, SEL small-group participation, reteaching and support plans, and schoolwide positive-recognition practices. **Updated 9/26** 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"). Increased **positive recognition**, including Fantastic Four awards,	10% reduction in disciplinary offense occurrences Decreased disproportionality across student groups. Improved school climate survey scores (student sense of belonging, safety, connectedness). Increase in instructional time (reduced removals).	**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 supervision maps

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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. **Reteach sessions** following moderate or repeated behaviors..				Fantastic Four recognition materials (certificates) Collaboration time for Tier 2 planning

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<tr><td colspan="5">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.</td></tr>
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SMARTIE Goal #2: By Spring 2027, at least 70% of students completing Grade 2 will score At or Above Grade Level on the mCLASS Lectura Composite Score. In addition, the percentage of Grade 2 students scoring Well Below Grade Level will decrease by at least 30% from the BOY baseline. To support this outcome, K–2 PLTs will regularly analyze Lectura assessment and progress-monitoring data to identify foundational Spanish literacy needs, strengthen Tier 1 instruction, provide targeted supports, and monitor the progress of students performing Below and Well Below Grade Level. **(updated 9/26)** 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, Lectura, and WIN intervention using the following evidence-based strategies: **Tier 1 Evidence-Based Practices** Strengthen alignment between **Foundational**	Monthly review of mCLASS progress monitoring participation and accuracy. PLC documentation of phonics + Lectura alignment discussions. WIN group rosters updated every 6–8 weeks.	**Implementation:** August 2024 – June 2027 **WIN Cycles:** Every 6–8 weeks **Progress Monitoring:** Bi-weeklydepending on student need **PLC Data Reviews:** Twice monthly	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 implementing, measuring, and adjusting the activity.	Professional development on Foundational Skills + Lectura alignment mCLASS diagnostics and progress-monitoring tools WIN instructional materials aligned to targeted

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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, NWF, ORF). Small-group instruction based on **diagnostic sub-skills** (accuracy, advanced phonics,	Mid-year mCLASS composite data trends. Consistency of instructional routines across classrooms WIN cycle adjustments aligned to student need progression.	**EOY Outcome Review:** June 2025, 2026, and 2027	Others who will be involved are: District UDL consultant Building professional development coordinator PLC leads Para educators	subskills Dedicated collaboration/PLC time District DL and Literacy Department support Alignment work across schools Release days to support the work

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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.				

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	Students who start the year "well below" will show growth so that over the course of two years, all students who	This is a 2025-26 school year goal. Data will be monitored bi-weekly? monthly for students well-below, quarterly for students below, and		Release time for teams to analyze data, course correct when they

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and use of foundational skills.	receive explicit instruction with foundational reading skills will be at or near grade level benchmarks.	at benchmark for students on or above.		get too far off pacing with the proficiency map plan. Professional learning for those new to explicit reading instruction and UFLI for third grade and up teachers.
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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. 219

1. Click or tap here to enter text.
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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 Click or tap here to enter text.				**Nonacademic** Click or tap here to enter text.				
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*
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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*

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	& Exit Criteria)							
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Communication	Method(s)	Date Received and/or Approved
School board	Per board policy will be submitted in consent agenda.	September 15, 2026
School staff	Staff meetings	Fall 2026
Community partners	Annual start up meeting	September 2026
Families	PTA meeting	Fall

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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?*
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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: 226

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

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€ [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? 228

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.

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	Basic Ed Title IV
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	Basic Ed
School Counselor and Admin	Grade Level Advisory each session	SchooLinks, credit analysis sheets	Regular counselor PD	Basic Ed
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	Basic Ed and Stronger Connections grant

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

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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	Basic Ed

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	OSSI
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	Title I

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	OSSI and Title I
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	Title I

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

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Mapping Resources to Address Priorities

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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.

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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

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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?
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. 235

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.*

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SMARTIE Goal #1: Increasing Parent Involvement By June 2027, Lincoln will increase meaningful parent/guardian involvement events from 6 events per year to 12 events per year as well as increase the number of families that attend at least one event from 20% to 40% or more, as measured by sign-in sheets for student conferences and family engagement events. Lincoln will provide at least one accessible parent engagement opportunity each month including flexible scheduling and multiple communication methods with the goal of increasing participation among families who have historically been less engaged.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
		2026-27 SY	Marci Knauft	
		2026-27 SY	Marci Knauft	

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.
2.

SMARTIE Goal #2: Increasing Daily Attendance By the end of the 2026-27 school year, Lincoln will increase overall student attendance by at least 4 percentage points from the 2025-26 baseline of 76%, as measured by daily attendance data, by implementing a consistent schoolwide attendance-support system that includes daily attendance tracking, grade-level attendance competitions, proactive and varied parent/guardians communication, and incentives and recognition for improved attendance.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
			Marci Knauft	
			Marci Knauft	
			Marci Knauft	
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.				
2.				

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SMARTIE Goal #3: On TIme Credit Attainment for 9th Grade Geometry By June 2027, Lincoln will increase the percentage of 9th grade students who successfully earn 1.0 Geometry credits from the 2025-26 baseline of 47% to 60%. Progress will be monitored through quarterly data reviews, with targeted interventions and individualized supports provided to students who are not on pace to earn Geometry credit.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
			Marci Knauft	
			Marci Knauft	
			Marci Knauft	

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.

3.
4.

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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

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Communication	Method(s)	Date Received and/or Approved
School board	Per district policy by January 1. Consent agenda for board packet.	September 15, 2026
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.*):
Documentation of data-based decision-making process (*to ensure timely access to supports*): Data is collected weekly (attendance, SEL, academic, discipline), at the end of each session (grades and attendance), mid-year (uPAR, writing sample, CEE Survey) and end of year (staff and student building surveys).
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals:
Documentation of materials, training, and coaching to ensure fidelity of implementation:

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

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 support (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.	
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

Washington Office of Superintendent of
PUBLIC INSTRUCTION

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 and to understand ● 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. 247
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

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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.

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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 Counselor, psychologist, and student support team Building SEL Team, Guiding Coalition,CIS and Leadership Team Custodial, office, and cafeteria staff contributing to safe and supportive environments	Core curriculum adopted by WWPS in ELA (HMH), math, and writing (The Writing Revolution) UDL-aligned instructional practices (sentence stems, visuals, oral language scaffolds) SEL curriculum (Second Step and PurposeFull People) and schoolwide PBIS expectations ("Star Pledge") WIN (What I Need) intervention and enrichment blocks	Assessment systems: i-Ready, DIBELS 8, SBA, & WIDA (behavior/discipline data), Skyward (attendance) PBIS recognition systems (Gotcha's tickets, ABC slips) Technology: 1:1 student devices, Google Workspace for Education, Padlet, Classroom libraries, UFLI resources for early literacy	District PD on UDL, SEL, and PLCs Building-level PD: Guiding Coalition-led sessions on oral language, visuals and research from Leveled Reading Leveled Lives Collaboration through PLTs with focus on Danielson 4 questions State/district opportunities (LETRS, PBIS trainings, UFLI Support)	Building discretionary budget LAP (Learning Assistance Program) funds for & 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

	Monthly recognition assemblies to build belonging and celebrate success Restorative Practices in place for all classrooms	Family communication systems: ParentSquare, newsletters, family engagement events		

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 team Building SEL Team, Guiding Coalition, and Leadership Team	UDL-aligned instructional practices (sentence stems, visuals, oral language scaffolds) 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 Check-in Check-Out (CICo) for students	Increase staff capacity with targeted professional development for 2nd-5th grade staff around strategies to support students access to grade level text Focus on identifying SEL small group curriculums Targeted behavior re-teaching and use of restorative practices in response to behaviors	Special Education to support SEL curriculum LAP for restorative practice trainings

Click or tap here to enter text.

Tier 3 (Intensive)

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Mapping Resources to Address Priorities

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	Quarterly meetings with Community in Schools and district attendance leads	LAP SpEd Funding

Click or tap here to enter text.

What resources still need to be identified and secured to address our top priorities? 254

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 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)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding

Mapping Resources to Address Priorities

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	NA	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
Counselor & SEL Team	Deepen understanding or Restorative Practices	Book study and research practices online	N/A	LAP funding

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

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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.

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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.

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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?
Our mission at Prospect Point is

What is our vision and mission statement?
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

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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.)?*

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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 the end of the school year, K–2 reading proficiency on the DIBELS composite score will increase from 47% to 80%, while reducing the proportion of students scoring "Well Below Benchmark" by 25 percentage points across all student demographics—including students with IEPs. To ensure equitable literacy access, classroom teachers and Tier 3 interventionists will progress-monitor these students every two weeks, using the data to make immediate instructional adaptations.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Implement UFLI Foundations explicit, systematic phonics lessons daily. For students receiving Special Education services, enhance lessons with multisensory tools (magnetic letter tiles, sound chips), embedded visual cues, explicit mouth-position articulation modeling, and additional built-in repetition cycles. Provide data-driven, small-group ELA interventions focusing	mClass Bi-weekly UFLI progress monitoring tracking sheets with LAP team Student-specific IEP goal tracking probes; weekly CFA scores; MTSS data spreadsheet monitoring. Common Formative Assessments (CFAs), and	Daily instruction across the 2026–2027 school year; data reviewed during 8-week MTSS cycles. Ongoing daily instruction; reviewed weekly in PLTs and bi-monthly by the Guiding Coalition. Daily small-group intervals; groupings and schedules adjusted every 8 weeks based on data outcomes.	District K-2 coach, LAP teacher Special Education Team, Principal, and Guiding Coalition Members.	UFLI Foundations manuals, specialized decodable text libraries, manipulatives, mClass progress monitoring platform UDL Guidelines/Framework, peer observation rubrics, weekly Wednesday collaborative PLT planning time. PD for foundational Reading Instruction

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on decoding, vocabulary, and reading comprehension. Utilize structured sentence stems, interactive word walls, visual anchor charts, graphic organizers, and assistive technology (e.g., text-to-speech, speech-to-text) during core ELA tasks.	SBA Interim Assessment block scores			HMH core curriculum and Mystery Science to support knowledge building, & vocabulary

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
2. Basic Ed: Wed. Collaboration
3. LAP: Small group interventions

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SMARTIE Goal #2 ~By the Middle of the Year (MOY) diagnostic window, the percentage of 3rd through 5th-grade students performing on grade level will increase from 35% to 60% as measured by the i-Ready Reading Assessment. Simultaneously, the proportion of students scoring "Below" and "Well Below" grade level will decrease from 26% to 10% through targeted core instruction and data-driven Tier 2 and Tier 3 interventions. Intervention groups will be monitored on a 4-6 week cycle.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Implement and use of knowledge building district adopted curriculum focusing on vocabulary, reading comprehension and building of background knowledge in a variety of content areas. For students receiving Special Education services, enhance lessons that focus individual needs of students to build on the skills focused on in core instruction. Data-driven small-group ELA interventions	4-6 week progress monitoring tracking in conjunction with common formative & summative assessments, weekly formative checkin's with small groups	Ongoing daily instruction; reviewed weekly in PLT's & LAP teams Daily small-group intervals; groupings and	Classroom, SpEd, LAP teachers and MTSS Team (Principal, Learning Specialist + LAP)	HMH Manuals, Mystery Science specialized additional grade level text libraries, mClass platform & access to grade level text Research practices PD from *Leveled Reading Leveled Lives.* Pilot Word Origins for 3rd-5th Grade

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focusing on vocabulary, and reading comprehension using grade level text. Utilize sentence stems, pictures to support vocabulary words, graphic organizers, student made flash cards & assistive technology when needed (text to speech/speech to text)	MOY I-Ready diagnostic	schedules adjusted every 6-8 weeks based on data outcomes.		
Funding: 1. LAP 2. Basic Ed: Wed. Collaboration 3. Small group intervention				

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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	LAP Paras	Jan-May 2 hours after school 5 days a week	After school	Prospect Pt	2 Para Certificated Staff as a resource	6-8 week cycles	Teachers communicate with family Para communicate

	monitoring data Math-Iready diagnostic, classroom CFA's and classroom summative assessments					LAP teacher resource		with certificated lead and LAP teacher bi-monthly

Communication	Method(s)	Date Received and/or Approved
School board	Consent agenda in board packet per board policy.	September 15, 2026.
School staff	Staff meeting	Fall and Spring
Community partners	Annual start of year meeting.	Fall
Families	PTA Meeting	Fall

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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.
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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

Washington Office of Superintendent of
PUBLIC INSTRUCTION

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
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: 257

Gender: F 115 M 147

Race/Ethnicity:

- *American Indian/Alaskan Native: 0*
- *Asian: 1*
- *Black/African American: 5*
- *Hispanic/Latino of any race(s): 126*
- *Native Hawaiian/Pacific Islander: 0*
- *Two or More Races: 8*
- *White: 116*

Program and characteristic:

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

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- *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? 271

€ 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.*

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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	CTE Program and Partnership Coordinator		CTE Program and Partnership Coordinator	

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"	Barrier Reduction Funding
Collaborative Teams	Attendance Intervention Procedures		BEST Program for New Teachers	

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 United Way Funds
	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 Year 3	UDL/Visible Learning Implementation Year 3	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			

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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			

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

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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	2026	Parent, student, employer, instructor, district office, CTE office staff
ESF Solutions	Employer	WWPS Strategic Planning Goal: to increase internships	WSL	2026	Parent, student, employer, instructor, district office, CTE office staff
Cutting Edge Plumbing	Employer	WWPS Strategic Planning Goal: to increase internships	WSL	2026	Parent, student, employer, instructor, district office, CTE office staff
Hood Plumbing	Employer	WWPS Strategic Planning Goal: to increase internships	WSL	2026	Parent, student, employer, instructor, district office, CTE office staff
AJAC	Apprenticeship Preparation Sponsor	WWPS Strategic Planning Goal: to increase internships	MOA	2026	Parent, student, employer, instructor, district office, CTE office staff, L&I, AJAC
RDL Machine	On-the-job training (OJT) agent	WWPS Strategic Planning Goal: to increase internships	WSL	2025	Parent, student, employer, instructor, district office, CTE office staff, L&I, AJAC
MetalCraft	On-the-job training (OJT) agent	WWPS Strategic Planning Goal: to increase internships	WSL	2026	Parent, student, employer, instructor, district office, CTE office staff, L&I, AJAC

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What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
Habitat for Humanity	Affordable housing	WWPS Strategic Planning Goal: to increase internships	MOA	2026	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
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	Joint-operation oversight	CLNA, Program Evaluation, etc.	Joint-Operation Agreement	Every two years	School Board, District Office

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What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
Partners: 6 school districts, WWCC					
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

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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 ***(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 During the 2026-27 school year SEATech students will prioritize, plan and manage work to achieve the intended result (21st Century Skills Standard 10.A.2). By June 2027, 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, CTE Program and Partnership Coordinator	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

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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 reports, 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 2026-27 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/work-based learning models. Entering the current year, we have students in our Advanced Manufacturing and Welding Technology, Construction

Technology, Careers in Education, and Health Science Careers courses engaged in formal internship/practicum opportunities. By the end of the 2026-27 school year, we will increase our partnerships by three or more across SEATech 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 SEATech programs.	Work-based learning data, to include worksite learning, practicum, and job shadows.	Summer 2026-Summer 2027	Chris Schumacher, CTE Program and Partnership Coordinator	Work-based learning handbook. WA State Labor & Industries. CTE Advisories/Industry Partners
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 2026-Summer 2027	Chris Schumacher, CTE Program and Partnership Coordinator	Work-based learning handbook. WA State Labor & Industries. CTE Advisories/Industry Partners

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				Various certification providers.
High school counselors, Career and College Readiness Advisors (CCRAs), and FAFSA advisors will be accessible to students on SEATech's campus for individualized advising, to include high school academic planning and post-secondary planning. The What Works Clearinghouse website has recommendations for [advising for postsecondary students] which provide strong Tier I and moderate Tier 2 evidence for empowering students.	Post-secondary college and career readiness data.	Second semester, 26-27.	Chris Schumacher, CTE Program and Partnership Coordinator	CTE Career and College Specialist College & Career Readiness Advisors (CCRA)
Universal Design for Learning (UDL) will be a focus during staff professional development days, with cycles of inquiry implemented. This professional development also aligns	Staff feedback survey data.	Ongoing from summer 2026 professional development through June 2027.	Jerry Maher, CTE and SEATech Director Chris Schumacher, CTE Program and Partnership Coordinator	UDL Framework The Illustrated Guide to Visible Learning

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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.				
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				

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SMARTIE Goal #3: During the 2026-27 school year CTE Dual Credit opportunities will be expanded as compared to the 2025-26 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	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 Shoreline Community College Spokane Community Colleges
Establish new articulation agreements. Planning for students' transitioning into the workforce, or	2026-27 articulation agreements. 2026-27 students registered in CTE Dual	Annual review	Chris Schumacher, CTE Program and Partnership Coordinator	Walla Walla Community College Columbia Basin College

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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 Shoreline Community College Spokane Community Colleges
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				

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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.*

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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*	*Communicatio n*
Academic progress	WWCC: B or better CBC: 85% grade 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

	Bates Technical College: C or better Cover Park Technical College: C or better Spokane Community Colleges: 2.0 or higher	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, CTC staff support the CTE Dual Credit registration process.	Annual registration process.	Varies by program.	Classroom.	SEATech Instructor, CTC staff, CTE Program and Partnership Coordinator	SEATech Instructor, CTE Program and Partnership Coordinator	SEATech Instructor, 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*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*

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	& Exit Criteria)							
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 Program and Partnership Coordinator)	Quarterly grade review aligned with progress report/semester grades.	7:45 am – 3:15 pm is most common.	SEATech	SEATech Instructor, CTC staff, CTE Program and Partnership	CTE Program and Partnership Coordinator, SEATech Instructor	SEATech Instructor, CTC Staff, CTE Program and Partnership Coordinator, SEATech Director

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						Coordinato r		

Communication	Method(s)	Date Received and/or Approved
School board	School Board meetings (CTE 5-year plan annual approval, annual presentations, etc.)	September 2026, November 2026
School staff	Collaboration, professional development, staff meetings, etc.	August Inservice, October 3rd Hybrid Day, monthly collaboration, monthly staff meetings, 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.*): SEATech Google Classroom, Meeting Materials (i.e. UDL Action Research Choice Boards, UDL exit tickets, staff meeting slides)
Documentation of data-based decision-making process (*to ensure timely access to supports*): Qmlativ Guidance Tab, Attendance Reports, WSL/WBL Reporting (Qmlative, ImBlaze, etc), CLNA, Advisory Documents, Minutes
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Attendance Reports, "Quarterly" Grade Reports, CLNA updates, CTE Dual Credit Articulation Agreements, Partnerships Provided: WBL Performance, Perkins Performance Data, CTE Dual Credit Registration Information
Documentation of materials, training, and coaching to ensure fidelity of implementation: UDL scope and sequence, meeting minutes, survey data, CLNA, meeting slides, professional development materials and resources, CTE 5-year plan, etc.

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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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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 – 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. 296
    - 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. **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.

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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: Internal review of SEL, UDL and Reading through the Academic Intervention Team. (Notes in PDF form attached at the end of this plan.)

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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 success. longer periods of time.

Increasing success with student growth in K-2 where UFLI is being delivered. Recalibration and implementation of schoolwide behavior matrix. Re-established SST meeting 2x a month.	Continued calibration of Tier I behavior lessons and supports and Tier II lessons and plans. Focus on Tier II reading supports, specific to fluency, for grades 3-4-5. Deeper examination of data needed to get at the underlying reasons of what foundational skills might be missing that are preventing 3rd, 4th and 5th graders from responding to fluency interventions. We need to monitor how our ML learners are progressing as a specific subgroup. Continued support for the Guiding Coalition (GC) to share their leadership and learning of reducing barriers and increasing student engagement through inclusionary practices.

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

1. We need to become more data literate in our PLTs and SST meetings. We collect data, but systematic and ongoing monitoring of our responses to data needs to be deeper. This means we need to spend more time talking with staff about our data and collectively supporting each other to respond, monitor, and revise as student growth does or does not happen. 299
2. Too many students identified for discipline which we believe is a result of lack of ongoing calibration of a clear system of TIer I, II, and III behavior as we have had a transition in principal leadership and some team members over the last three years.
3. Ensuring access to grade level content, implementing UDL practices to reduce barriers and increase engagement that are tailored for specific needs, such as students not yet reading at grade level. Thus, we have not yet fully implemented Tier I practices that successfully reduce barriers.

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. This focus, aligned with our district strategic plan, will significantly reduce the number of 3rd, 4th and 5th graders who need reading intervention.

Priorities Aligned with Data Trends

2. Increased SEL lessons for students and consistent established Tier I and Tier II expectations building-wide. There is also a need to share the SEL data (minor/major referral data, for example) with the SEL team, and then the whole staff, to increase awareness of our collective understanding of schoolwide expectations and responses.
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. This includes the implementation of inclusionary practices with a focus on reducing barriers and increasing student 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
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

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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

Mapping Resources to Address Priorities

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 Material for visual supports	District training	Bilingual funds

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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	Release time and extend day time with NOVAK consultant to deepen understanding of	Stronger Connections grant covers the cost of the consultant. We will

Mapping Resources to Address Priorities				
		collaborating with our colleagues.	inclusionary practices, implementation, and leading peers	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
Grade level teams	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.*

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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	We don't share data with the student tutors.	Thai partnership does not require official board approval. However, all programs and	Cabinet

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

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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?
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.)?*

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 end of the 2026–27 school year, Sharpstein Elementary will increase the percentage of students in grades K–2 performing at or above the established literacy proficiency benchmark, as measured by the DIBELS Composite Score, through consistent

implementation of strong core instruction using evidence-based foundational literacy curriculum and practices and responsive Tier II and Tier III intervention.

- **Kindergarten:** Increase the percentage of students at or above proficiency from **14% to 70%**. This will be a 6% gain from EOY in 2026 with 64% at or above proficiency.
- **1st Grade:** Increase the percentage of students at or above proficiency from **35% to 65%**.
- **2nd Grade:** Increase the percentage of students at or above proficiency from **41% to 60%**.

Classroom teachers and interventionists will use bi-weekly progress-monitoring data to identify students needing additional support, adjust core instruction and interventions, and provide timely, targeted instruction in foundational literacy skills. Teams will regularly examine student data through the PLC process to monitor progress, identify disparities in outcomes, and ensure that all students have equitable access to the instruction and support needed to meet the literacy goal. Classroom teachers will use DIBELS data to prioritize instruction in the highest-weighted subtest areas for their grade level.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
UFLI will serve as the primary evidence-based foundational literacy practice in K–2. Teachers will implement the UFLI scope and sequence with fidelity, including explicit, systematic instruction in phonemic awareness,	**Implementation data:** Teams will monitor the consistency and fidelity of UFLI implementation through classroom walkthroughs, planning/PLC conversations, pacing and lesson evidence, and teacher reflection. Teams will access support from Melissa	**Fall 2026:** Establish baseline data, identify priority students, and ensure consistent implementation of UFLI routines and expectations. **Throughout the year:** Teachers and interventionists will	School leadership will provide protected PLC time for teams to analyze literacy data, plan responsive instruction, and monitor progress. Leadership will support consistent UFLI implementation through professional learning, classroom walkthroughs, feedback,	UFLI Foundations curriculum and instructional materials; DIBELS assessment and progress-monitoring tools; CPE assessment and progress monitoring; protected PLC time;

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phonics, decoding, encoding, and high-frequency words. Instruction will include modeling, guided practice, opportunities for student response, and cumulative review. Teachers will use core literacy instruction and targeted intervention to respond to identified student needs.	Carter to develop strong implementation skills. **Impact data:** DIBELS Composite Scores and CPE data will be monitored through fall, winter, and spring benchmark assessments. Progress monitoring assessments will be monitored in between benchmark testing.	review bi-weekly progress-monitoring data and use PLCs to adjust instruction and intervention. **Winter 2027:** Conduct a formal mid-year review of DIBELS data and determine whether instructional adjustments are needed. **Spring 2027:** Evaluate end-of-year DIBELS results and determine progress toward the K–2 targets of 70% proficiency in kindergarten, 65% in first grade, and 60% in second grade.	and opportunities for teachers to collaborate around effective foundational literacy practices. Leadership will encourage and support K-2 teams accessing the expertise of Melissa Carter. Leadership will work with interventionists and grade-level teams to identify students needing additional support and coordinate available intervention resources.	interventionist support; professional learning/coaching related to UFLI and foundational literacy; grade-level data protocols and student data dashboards; decodable texts and other aligned instructional materials; and time for teachers to collaboratively plan and analyze student work and progress-monitoring data.

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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 will be used for extended collaboration and professional development.

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SMARTIE Goal #2:

By the end of the 2026–27 school year, Sharpstein Elementary will increase the percentage of students in grades 3-5 performing at or above the established literacy proficiency benchmark, as measured by the DIBELS Composite Score, through consistent implementation of strong Tier I core instruction as well as responsive Tier II and Tier III intervention.

- **3rd Grade:** Increase the percentage of students at or above proficiency from **56% to 70%**. This will be a 14% gain from EOY in 2026 with 64% at or above proficiency.
- **4th Grade:** Increase the percentage of students at or above proficiency from **46% to 65%**.
- **5th Grade:** Increase the percentage of students at or above proficiency from **41% to 60%**.

Classroom teachers and interventionists will use bi-weekly progress-monitoring data to identify students needing additional support, adjust core instruction and interventions, and provide timely, targeted instruction in foundational literacy skills. Teams will regularly examine student data through the PLC process to monitor progress, identify disparities in outcomes, and ensure that all students have equitable access to the instruction and support needed to meet the literacy goal. Classroom teachers will use DIBELS data to prioritize instruction in the highest-weighted subtest areas for their grade level.

Evidence-based practice (intervention, activity, or	Implementation and Impact Data	Timeframe	Lead	Resources

strategy) to support SMARTIE Goal				
Classroom teachers will provide strong, standards-aligned Tier I literacy instruction with explicit instruction, modeling, guided practice, independent application, and opportunities for students to engage with complex grade-level text. Teachers will use DIBELS data to prioritize instruction in the highest-weighted subtest areas for their grade level. Because fluency is a priority area, teachers will ensure instruction supports student growth with overall fluency rate. Students requiring additional support will receive targeted Tier II and Tier III intervention aligned to identified skill needs. UFLI will continue to support targeted foundational literacy instruction for students	**Implementation data:** Leadership and teams will monitor the consistent implementation of Tier I literacy instruction, including implementation of fluency specific strategies, UFLI, and targeted interventions through classroom walkthroughs, PLC discussions, lesson/planning evidence, and intervention data. **Impact data:** Teams will monitor DIBELS Composite Scores and subtest data at benchmark periods and use bi-weekly progress-monitoring data for students receiving intervention. PLC teams will regularly analyze grade-level, student-group, and individual student data to identify students needing additional support,	**Fall 2026:** Establish baseline data, identify priority students and skill areas, and ensure consistent implementation of Tier I literacy practices and intervention systems. **Throughout the school year:** Teachers and interventionists will review progress-monitoring data at least bi-weekly and use PLC time to analyze data and adjust instruction and intervention. **Winter 2027:** Conduct a formal mid-year review of DIBELS data and determine necessary instructional or intervention adjustments. **Spring 2027:** Evaluate end-of-year DIBELS results and progress toward grade-level targets of **70% in 3rd grade, 65% in 4th grade, and 60% in 5th grade**.	School leadership will provide protected PLC time and establish consistent protocols for analyzing literacy data and determining instructional responses. Leadership will support teachers through UFLI professional learning, classroom walkthroughs, feedback, and opportunities to collaborate around effective literacy practices. Leadership will work with classroom teachers, interventionists, and support staff to identify students requiring additional support, coordinate Tier II and Tier III interventions, and monitor the effectiveness of interventions. Leadership will also support calibration around the use of DIBELS data to inform	UFLI Foundations materials and resources; DIBELS assessment and progress-monitoring tools; grade-level core literacy curriculum and aligned instructional materials; appropriately complex texts; materials to support fluency instruction; intervention materials aligned to identified skill needs; protected PLC collaboration time; interventionist support; professional learning and coaching; grade-level data protocols and data dashboards; and resources to

in grades 3–5 who demonstrate gaps in phonics, decoding, encoding, or word-reading skills.	adjust instruction and intervention, and monitor progress toward proficiency.		instructional priorities. Leadership will provide support with the implementation of instructional strategies that support development of fluency.	support targeted Tier II and Tier III intervention.
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 will be used for extended collaboration and professional development.				

SMARTIE Goal #3: By the end of the 2026–27 school year, Sharpstein Elementary will reduce the frequency of repeated behavior incidents by 20%, as measured by schoolwide behavior referral data and Support Staff Request tracker. This reduction will be supported through consistent implementation of The Stomper Way, including explicit teaching of schoolwide expectations, positive acknowledgment through the schoolwide incentive system, and consistent adult responses to behavior.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	**Implementation and Impact Data**	**Timeframe**	**Lead**	**Resources**
Use of evidence-based instructional practices will	**Implementation data:** Track the frequency and consistency of teaching	Launch and explicitly teach The Stomper Way during the first weeks of the 2026–27	The principal, PBIS/behavior team, and Guiding Coalition will provide a	Resources will include the Stomper Way behavior matrix and

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support strong Tier I instruction and raise student engagement, while PBIS practices will provide explicit teaching of behavioral expectations, positive reinforcement, opportunities to practice expected behaviors, and consistent responses to behavior. The Stomper Way (Show respect, Make good choices, Solve problems, and Stick with it) will align schoolwide behavioral expectations with Sharpstein's Core Values of Community, Integrity, and Perseverance.	schoolwide expectations, use of Stomper tickets/incentives, and staff use of common behavior-response practices. **Impact data:** Monitor schoolwide behavior referrals and the Support Staff Request tracker, looking for a 20% reduction in repeated behavior incidents and a decrease in requests for additional staff support through radio calls. Data will be reviewed regularly by the leadership team to identify trends, determine areas needing additional support, and adjust implementation.	school year, with ongoing reteaching and reinforcement throughout the year. Review behavior and support-staff request data monthly, with more frequent review when trends indicate a need. Conduct a midyear review of implementation and impact data and evaluate progress toward the 20% reduction goal by the end of the 2026–27 school year.	consistent schoolwide framework for expectations and responses. Leadership will monitor data, communicate trends and celebrations to staff, support reteaching when needed, and provide coaching and problem-solving around areas of concern. Leadership will also ensure that staff have opportunities to calibrate expectations and responses so students experience consistency across settings and adults.	location-specific expectations, visual expectation posters/materials, Stomper tickets and incentive/reward materials, Support Staff Request tracker, schoolwide behavior referral data, staff communication through *The Footprint*, PBIS/SEL resources, and time during staff meetings/PLC or team meetings for data review, reteaching, and problem-solving.

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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.
2. Title I will be used for extended collaboration and professional development.

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 Core instruction in math, ELA, Science, and Social Studies				**Nonacademic** 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*

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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*	*Communicatio n*
Support class (ML or SpEd)	Assessment and testing data	Additional lessons for intensive pre or reteaching	Daily	School Day	Classroom	ML coordinato r 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.

Communication	Method(s)	Date Received and/or Approved

School board	Consent Agenda	September 15, 2026
School staff	Staff meeting	Spring 2026 for the 2026-27 school year
Community partners	In-person meetings	Ongoing
Families	PTA Meeting	Fall 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.*): • **Academic Intervention Team Monitoring:** The Academic Intervention team reviews universal, targeted, and intensive student data multiple times throughout the year with focused meetings in the fall and winter with grade level teams. Progress monitoring occurs every three weeks using MClass and OASIS to track student growth, intervention effectiveness, and responsiveness to instruction. Adjustments to supports are made based on data trends and individual student needs. • **Guiding Coalition Oversight:** The Guiding Coalition supports implementation of schoolwide UDL strategies such as Bump It Up. Discussion centers around ensuring that instructional strategies, including inclusionary practices and UDL-aligned supports, are being implemented with fidelity. Grade level teams monitor student data to determine instructional needs, effectiveness and professional learning priorities. Updates and progress are shared by grade level representatives with their team during weekly PLC collaboration. Regular check-ins are implemented by way of staff meetings led by the Guiding Coalition to ensure fidelity of implementation and identify areas of need. • **SEL Team & PBIS Feedback Loop:** The SEL and BRT (Building Representative Team) teams review behavior and climate data monthly and gather ongoing staff feedback on the school-wide Behavior Expectation Matrix and system. Feedback is used to identify areas of strength and opportunities for

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refinement. Adjustments to PBIS practices, expectations, and supports are made based on both quantitative data and staff input to ensure consistency and effectiveness across settings.

Documentation of data-based decision-making process (*to ensure timely access to supports*):

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Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals:

Planned: PLT teams planned instructional supports and interventions using benchmark and CFA data aligned to grade level standards, SMARTIE goals, UDL/inclusionary practices, and behavior expectations.

Provided: Supports were implemented and tracked through MTSS systems including Academic Intervention Team, Student Services Team, and Guiding Coalition Teams, MClass and OASIS progress monitoring, Review of Academic, Behavior and Attendance data through Data Dashboard with GC, AIT BRT and SEL teams.

Sharpstein Elementary uses a consistent data-driven cycle to ensure timely access to academic, behavioral, and social-emotional supports through the following teams and meeting structures: Focus of Concern, Academic Intervention Team, Student Support Team, SEL Team, Guiding Coalition and Building Representative Team. The Data Dashboard tool is being implemented in winter to effectively communicate high level data for academics, attendance and behavior. The GC, SEL, BRT and AIT teams review and monitor this data regularly.

PLT teams analyze CFA results, monitor progress, and plan targeted instructional responses to grade level standards and expectations. Grade level teams report to the Guiding Coalition bi-monthly to monitor implementation of instruction and UDL strategies. The GC identifies patterns across grade levels, and determines professional learning and resource needs.

When needs are identified, teams analyze trends, align instructional supports, appropriate UDL/inclusionary practices and assign tiered interventions through the MTSS process. Progress is monitored regularly, allowing teams to adjust or intensify supports as needed.

Decisions and action steps are documented through grade level and building wide team meeting notes. Ongoing communication with staff and families ensures timely adjustments and equitable access to supports.

Documentation of materials, training, and coaching to ensure fidelity of implementation: Materials and professional learning include Guiding Coalition presentation materials aligned to UDL and inclusionary practices. The Guiding Coalition received targeted training and coaching from Jeff Horwitz (Novak Education) to deepen understanding of inclusive instructional practices and support consistent implementation across the building. Staff professional development was provided by Chelsea Deaconson (University of Washington Autism Center) focused on classroom supports for students with autism, removing barriers to learning, and strengthening inclusive practices. Linked materials include training slides, presentations, and implementation resources used with staff. Slides from August Start Up – Bridges inclusion, UDL Attach U of W slides Bump It Up PD Slides Bump It Up Instructional Slides

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 Emily Dana, Asst. Principal	Brandi McIntire, Guiding Coalition member Crystal Evans, Guiding Coalition member Jacob Heezen, Guiding Coalition member Kerri Tucker, Guiding Coalition member Jessica Johnson, Guiding Coalition member Jimmy Hill, Guiding Coalition member Sarah Thomson, 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 724% 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.*

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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 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%

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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%

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school? 321

€ 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%

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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 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

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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.

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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.

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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
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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.

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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?
Mission Statement: Intellectually, socially, personally transformative for all. Vision Statement: Ensuring high academic achievement, building

What is our vision and mission statement?
meaningful relationships, and empowering all students to own their futures.

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 Walla Walla High School will improve the ninth-grade On-Track rate from 74% to 80% by strengthening Tier 1 instruction, consistent PLC practices, and timely supports through Blue Devil Time and SST. We will increase the number of 9th grade students passing Geometry from 83% to 90% in semester 1.				
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 Data Dashboards. 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 Hispanic/Latino 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. Click or tap here to enter text.
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SMARTIE Goal #2: NOTE: To be updated and formatted for SMARTIE goal after current enrollment data is examined. Will add an Algebra 2 success goal.

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	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	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

			for students in advanced courses. Support utilization: AVID enrollment data or participation in Freshmen Enrichment.	Middle School Admin: coordination of 8th grade recruitment Bilingual Family Engagement Coordinator: family outreach and translation 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. 332

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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SMARTIE Goal #3: By June 2027, increase students' sense of belonging by implementing at least three structured strategies throughout the year that strengthen student-staff relationships, promote student engagement, and support regular attendance. Progress will be measured through attendance data, with a goal of reducing the percentage of students identified as chronically absent and increasing the percentage of students demonstrating improved attendance.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Continue implementing monthly SEL lessons that support the Go Blue Values and intentionally promote a sense of belonging, positive relationships, and a welcoming school community. Lessons will address relevant student needs and topics that support students' ability to engage positively in school.	Monthly SEL lessons embedded into advisory. SEL Team develops and provides lessons, materials, and guidance to advisory teachers in advance. Lessons include opportunities for student reflection, discussion, and community-building. Implementation monitored through lesson completion and admin/Guiding Coalition walkthroughs. Attendance data will be reviewed throughout the year to monitor attendance trends.	Monthly; ongoing throughout the school year	Admin team, Guiding Coalition, SEL team, advisory teachers.	Advisory time; SEL Team-developed lessons and materials; Go Blue Values; discussion and community-building activities
Quarterly Whole-School Belonging Activities: The SEL Team will facilitate a quarterly whole-school	Three to four whole-school activities implemented throughout the year.	Quarterly	Admin team, Guiding Coalition, SEL team,	SEL Team planning time; ASB/Leadership support;

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activity designed to promote a sense of belonging, school spirit, and enjoyment of school. Activities will provide opportunities for students and staff to participate together and build a stronger sense of school community.	Monitor participation and engagement in activities. Gather informal student and staff feedback when appropriate. Review attendance data to monitor overall attendance trends and attendance patterns surrounding school-wide engagement activities.		advisory teachers, ASB/Leadership	activity/event materials; school communication resources
Student-Staff Relationships, Recognition & Attendance Support: Create opportunities for students to build positive relationships with staff, feel recognized and valued, and experience a strong sense of belonging at school. Use attendance data to identify students who may benefit from additional connection, recognition, or support to encourage regular attendance.	Regular review of attendance data to identify students needing additional support. Track students receiving intentional staff support and monitor individual and schoolwide attendance trends, including chronic absenteeism and improvement in attendance among targeted students. Continue Go Blue Student of the Month, Staff Shout Outs, spirit activities, celebrations, and other recognition opportunities that promote inclusion and school community.	Monthly/Quarterly	Admin team, counselors, SEL Team, Guiding Coalition, advisory teachers	Attendance data/dashboard; counseling and attendance supports; staff time for student support;

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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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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*

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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
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Communication	Method(s)	Date Received and/or Approved
School board	Consent agenda per board policy.	September 15, 2026
School staff	Weekly memo, staff meetings	August 2026 and ongoing
Community partners	Communities in Schools	August 2026
Families	Family Advisory Council	October 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.*): WWHS documents implementation progress through: ● Regular Student Services team meetings (counselors, administrators, Student Assistance Professional, ELD, SPED, and School-Based Health Center partners). ● Threat Assessment and MTSS meetings where student concerns, barriers, and progress toward interventions are discussed and recorded. ● Communication logs in Skyward documenting family outreach and academic planning updates. ● Ongoing collaboration with the School-Based Health Center team to monitor referrals, access, and follow-up support. ● Administrative updates shared during staff meetings and via email to ensure staff awareness of available supports and processes.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Data sources include: ● Attendance reports ● Behavior referrals and discipline data ● Course performance and credit accrual reports ● Graduation progress and volunteer hour tracking in SchooLinks ● Threat assessment documentation when applicable SST teams review data regularly to identify students needing Tier 2 or Tier 3 supports. Referrals are documented and monitored, and progress is reviewed during follow-up meetings to ensure timely access to academic, behavioral, and mental health interventions.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals:

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Planned: • Academic planning and graduation pathway tracking through SchooLinks • Tiered interventions identified during SST meetings • Referrals to the School-Based Health Center for medical or mental health services • Participation in Student Assistance Professional groups (substance use prevention, mental health skill-building) • Alternative pathway enrollment (Opportunity Program, Running Start, College in the High School) **Provided:** • Documented counseling sessions and academic advising meetings • Verified participation in support groups and wellness programming • Credit recovery and alternative program placement • Individualized supports through IEPs and 504 plans • Ongoing progress monitoring through grade checks, attendance tracking, and behavior data review All supports are aligned with district SMARTIE goals focused on increasing on-time graduation, improving attendance, strengthening student engagement, and reducing disproportionality in discipline.
Documentation of materials, training, and coaching to ensure fidelity of implementation: • Staff training on SST processes and referral systems • Threat Assessment protocol training • Ongoing coordination with the School-Based Health Center clinicians • Professional development related to trauma-informed practices, equity, and culturally responsive instruction • Administrative walkthroughs and monitoring aligned with the Danielson Framework to ensure instructional practices support whole-child outcomes

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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BOARD OF DIRECTORS
Regular Business Meeting – 5:30 p.m.
August 18, 2026
WWPS Administration Building / 364 S. Park Street

PRESENT

BOARD OF DIRECTORS
Alayna Brinton, President
Kathy Mulkerin, Vice President
Elizabeth Alonso-Barrientos
Ruth Ladderud
Derek Sarley
Abril Salazar, Student Representative

ADMINISTRATORS
Dr. Ben Gauyan, Superintendent
Chris Gardea, Assistant Superintendent
Mark Higgins, Director of Communications
Christy Krutulis, Director of Teaching & Learning

AUDIENCE

Approximately 26 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 Alayna Brinton.

II. FLAG SALUTE

The flag salute and Pledge of Allegiance were led by Director Elizabeth Alonso-Barrientos.

III. ROLL CALL

All board members were present.

IV. APPROVAL OF AGENDA

President Alayna Brinton made a motion to pull consent agenda item number five, the May financial report and report agenda item number four, the monthly financial dashboard report and table them to the agenda for the next business meeting. Motion by Ruth Ladderud and seconded by Elizabeth Alonso-Barrientos to approve the modified agenda as presented; the motion carried unanimously.

V. CONSENT AGENDA

Motion by Elizabeth Alonso-Barrientos and seconded by Derek Sarley to approve the consent agenda consisting of the following items after clarification of the items that were tabled: 1) personnel report; 2) extracurricular athletic contracts; 3) non-athletic extra & co-curricular contracts; 4) August 4 & 18 accounts payable and July payroll; 5) May financial report; 6) 2026-2027 Student Insurance; 7) regular business meeting minutes of July 21, 2026; 8) excuse absence for student representative Abril Salazar from July 21, 2026 regular business meeting and 9) special meeting/school board retreat meeting minutes of July 23, 2026. The motion carried unanimously.

VI. OATH OF OFFICE FOR STUDENT REPRESENTATIVE:

President Brinton administered the oath of office to Lucy Anderton, student board representative.

VII. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

Recognition of 2024-2026 Student School Board Representative Ari Kim-Leavitt: Dr. Gauyan & School Board members honored and thanked Student Board Representative Ari Kim-Leavitt for his leadership in serving as 2024-2026 student board representative.

VIII. CITIZENS' COMMENTS

None

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, sharing that many were at a school on the first day of school. Director Sarley attended his last WSSDA board meeting in Olympia after being on the board for six years.

Superintendent's Report: Superintendent Dr. Ben Gauyan attended all the schools on the first day with the exception of SeaTeach which me will visit tomorrow. He also announced that Walla Walla High School is one of the best high schools again.

GEAR UP Program Update: WSU Tri-Cities GEAR UP Program Specialist Becky Waggoner-Schwartz provided school board members an update on the GEAR UP program in Walla Walla Public Schools.

2026-2027 School Board Committee Assignments: Presented by Director Brinton

2026-2027 Board Meeting Schedule: Presented by Director Brinton

Policy First Reading: Dr. Gauyan presented the following policy for first reading.
1250 Student on Governing Boards

X. ACTION

2026-2027 School Board Committee Assignments: Motion by Derek Sarley and seconded by Kathy Mulkerin to approve 2026-2027 School Board Committee Assignments.

2026-2027 Board Meeting Schedule: Motion by Kathy Mulkerin and seconded by Derek Sarley to approve 2026-2027 Board Meeting Schedule.

Policy Second Reading: Motion was made to approve policy 1250 as presented; the motion carried unanimously.

XI. ADJOURNMENT

President Brinton adjourned the meeting at 6:09 p.m.

Minutes to be presented for board approval on September 15, 2026.

APPROVED:

Dr. Ben Gauyan, Superintendent and Secretary of the Board *- Veronica Esparza, Recorder*	Alayna Brinton School Board President

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

BOARD OF DIRECTORS
Regular Study Meeting – 5:30 p.m.
September 1, 2026
WWPS Administration Building / 364 S. Park Street

PRESENT

BOARD OF DIRECTORS	ADMINISTRATORS
Alayna Brinton, President	Dr. Ben Gauyan, Superintendent
Kathy Mulkerin, Vice President	Chris Gardea, Assistant Superintendent
Elizabeth Alonso-Barrientos	Christy Krutulis, Director of Teaching and Learning
Ruth Ladderud	Mark Higgins, Director of Communications
Derek Sarley	Julie Perron, Director of Equity and Dual Programs
Abril Salazar, Student Representative	
Lucy Anderton, Student Representative	

AUDIENCE
Approximately 17 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 Alayna Brinton.

II. FLAG SALUTE
The flag salute and Pledge of Allegiance were led by Director Kathy Mulkerin.

III. ROLL CALL
All board members were present, except Director Elizabeth Alonso-Barrientos and Student Representative Lucy Anderton, who were excused.

IV. APPROVAL OF AGENDA
Motion by Derek Sarley and seconded by Ruth Ladderud to approve the agenda as presented; the motion carried unanimously.

V. STUDY ITEMS
Beginning of School Review:
Walla Walla Center for Children and Families Principal Michelle Carpenter, Edison Elementary Principal Brandy Ross, Garrison Middle School Principal Kim Doepker, and Walla Walla High School Principal John Schumacher shared highlights and observations from the first three weeks of school.

VI. ADJOURNMENT
President Brinton adjourned the meeting at 6:36 p.m.

Minutes to be presented for board approval on September 15, 2026.

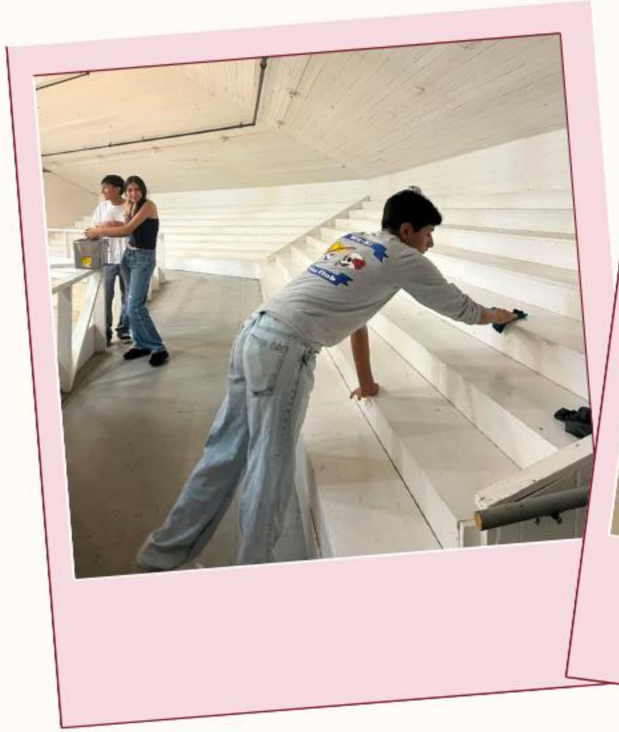
APPROVED:

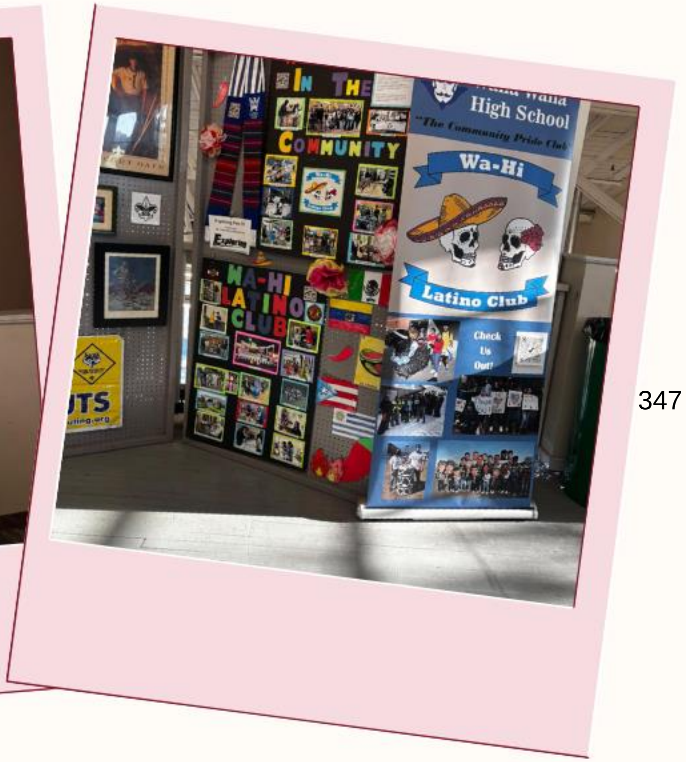
Dr. Ben Gauyan, Superintendent
and Secretary of the Board
- Veronica Esparza, Recorder

Alayna Brinton
School Board President

LATINO CLUB

Looking back at the year so far...





Walla Walla Fair/Parade

UPDATES/ UPCOMING EVENTS

01. WSU C.A.S.H.E Conference Oct. 16-18

02. Rock Painting

03. Concessions

04. Upcoming Meeting

CHILDREN OF AZTLÁN SHARING HIGHER EDUCATION

CASHE is a student-led leadership conference that brings high school students from across Washington to the WSU Pullman campus for a weekend-long experience centered on higher education, cultural identity, and community.

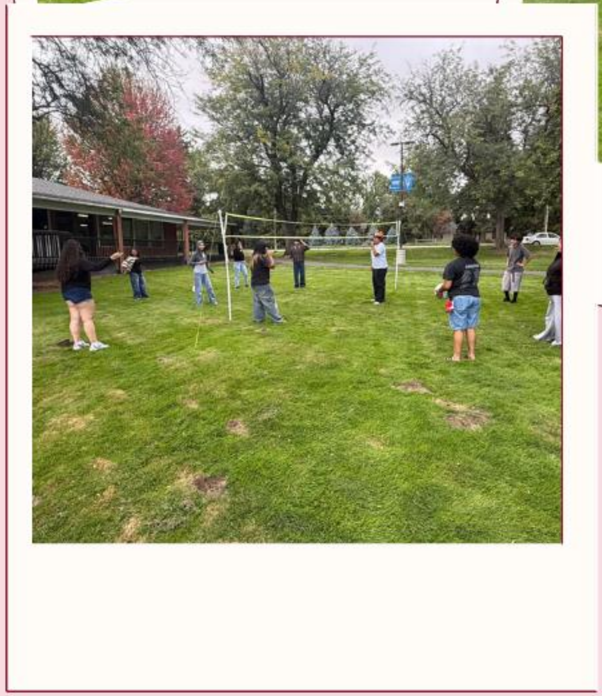
The conference is designed to uplift and support students from Chicanx/Latinx backgrounds, but students of all identities and backgrounds are welcome and encouraged to apply.

bitly

October 16-18

UPCOMING MEETING

Our next meeting will be on September 17 in Reyes room. We'll hopefully play volleyball again if the weather allows.



ROCK PAINTING FOR HISPANIC HERITAGE MONTH

Today, September 15th, is the start of Hispanic Heritage Month, and Latino Club hopes to, sometime this week, if all goes as planned, paint the WaHi rock next to the culinary art building.

THANK YOU VERY MUCH!

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

~ 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.

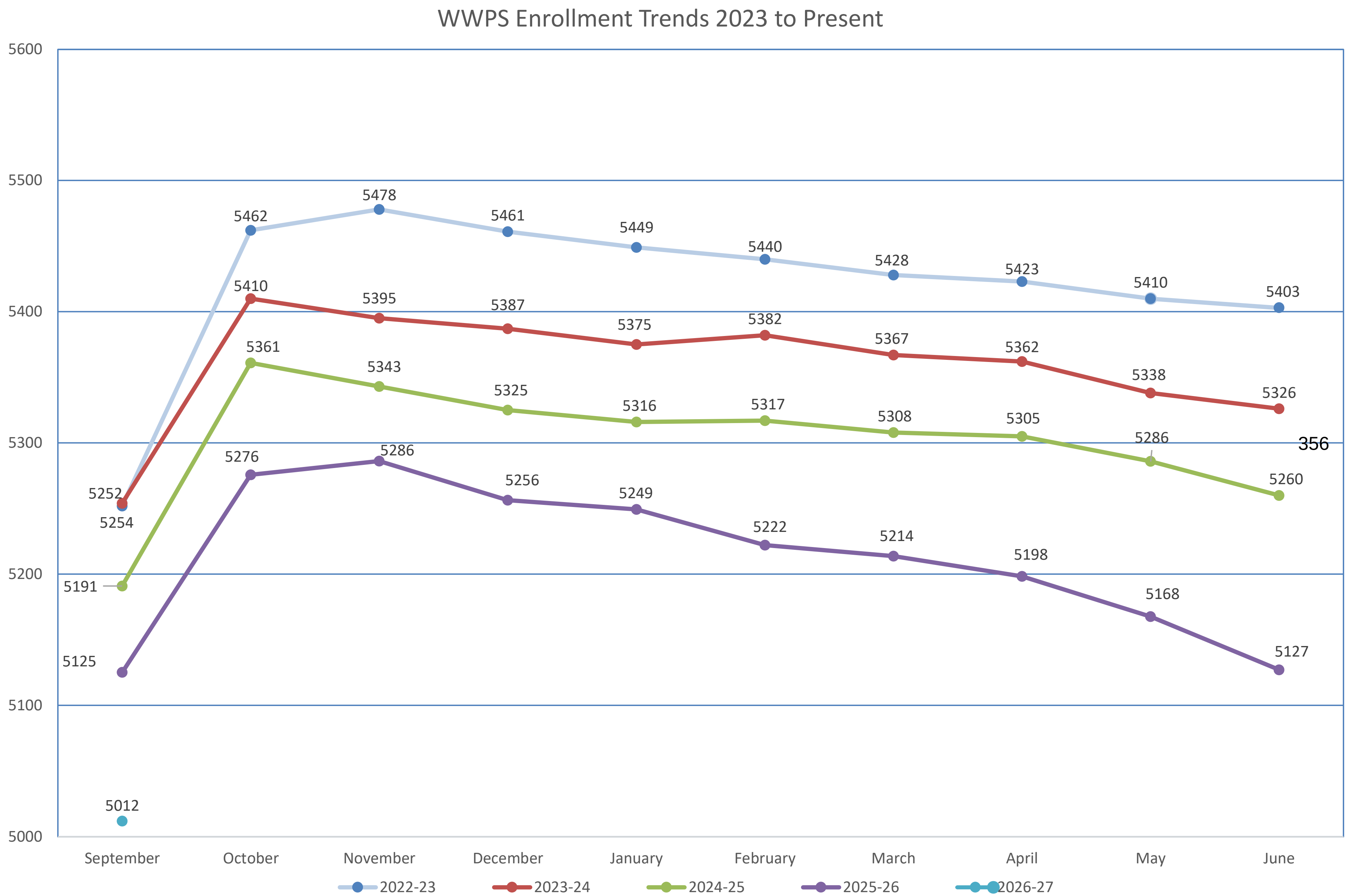
Citizens' Comment Script:
This is the time in the meeting we welcome citizens to come forward and offer public comment, ask questions, or provide recommendations for educational improvement. Per Board policy we typically refrain from providing responses following public comments, and will ensure follow 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


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
2026-27
5252
5462
5478
5461
5449
5440
5428
5423
5410
5403
5254
5410
5395
5387
5375
5382
5367
5362
5338
5326
5191
5361
5343
5325
5316
5317
5308
5305
5286
5260
5125
5276
5286
5256
5249
5222
5214
5198
5168
5127
5012

Target Avg Class Size	24		25		27		27		28		28		
2026-2027	**Kindergarten**		**First**		**Second**		**Third**		**Fourth**		**Fifth**		**TOTALS**
Berney	Hubbard, K	16	Diaz Madrigal, A	13	Kearbey, K	19	Baker, T	18	Ambler, C	26	Holbrook, J	23	
	Vicari, S	18	Gonzales, C	20	Parodi, D	17	Hartelius, S	19	Bona, A	25	James, I	21	
							Jones, Z	19					
Behavior Prg K-5	Merrill, L		Merrill, L	2	Merrill, L	1	Merrill, L	2	Merrill, L	5	Merrill, L	3	
SECTIONS	**12**	34		33		36		56		51		44	254
slots available	14		17		18		25		5		12	Ratio	21.17
Edison	Barajas Espinosa, A	21	Maycumber, Y	22	Hobbs, S	18	Aceves, J	26	Ledesma, M	22	Lopez, C	25	
	Carrillo, T	20	Berumen, B	21	Parsons, S	19	Estrada, A	26	Leos, S	22	Solis Martinez, V	24	
	Helm, E	22	Moreno, J	22	Saldivar, C	20	Ochoa, F	26	Reed, J	23	Solis, C	24	
	Matson, E	22	Williams, N	19	Sanchez Sarabia, C	19							
SECTIONS	**21**	85		84		76		78		67		73	463
slots available*	(1)		0		8		3		17		11	Ratio	22.05
Green Park	Goble, E	22	Bahena-Flores, R	23	Chavez, R	19	Contreras, A	24	Mora, G	20	Maya, J	18	
	Nuno, J	22	Garcia, A	24	Salazar, I	19	Espinosa, M	22	Rodriguez-Ceballos, A	21	Lopez, M	19	
	Hartzheim, M	17	Collins, A	17	Shuler, A	21	Boeckman, R	24	Johnson, M	22	Ambler, D	20	
	Katsel, E	21	James, L	17	Stimmel, M	22	Cummings, T	21	Tobin, J	20	Lux, J	20	
Lifeskills Program	Angotti, E	-	Angotti, E	2	Angotti, E	6	Angotti, E	1	Angotti, E	-	Angotti, E	1	
	Hinsley, D	1	Hinsley, D	-	Hinsley, D	2	Hinsley, D	2	Hinsley, D	1	Hinsley, D	5	
SECTIONS	**24**	82		81		81		91		83		77	495
slots available	14		19		27		38		49		35	Ratio	20.63
Prospect Point	Ferraro, A	19	Hanson, K	20	Baldwin, W	26	Jausoro, D	20	Prull, V	26	Babbit, H	26	
	Heinzman, A	19	Humphreys, S	20	McFetridge, M	24	Kuhlmann, K	21	Taylor, L	27	Parodi, D	25	
	Kaup Rose, S	19	Pederson, R	20	Paul, M	23	Reese, N	22	Watson, K	27	Pegel, G	25	
SECTIONS	**18**	57		60		73		63		80		76	357 409
slots available*	15		15		8		18		4		8	Ratio	22.72
Sharpstein	Gillin, L	18	Locati, R	16	Berg, L	22	Hutchinson, D	24	Griffith, R	21	Keyes, K	24	
	Wilson, H	17	Ruvalcaba, G	16	Russell, J	21	York, L	26	Mendoza, L	20	VanDonge, B	25	
									Woiblet, B	18			
Developmental Prog	Cole, L		Cole, L	1	Cole, L	8	Cole, L	1	Cole, L		Cole, L	1	
Autism Program	Amundson		Amundson		Amundson		Amundson	5	Amundson	5	Amundson	2	
	Doherty	5	Doherty	6	Doherty		Doherty		Doherty		Doherty		
SECTIONS	**12**	35		32		43		50		59		49	268
slots available	13		18		11		4		43		7	Ratio	22.33
WW Online/Homelink	Homelink	7	Homelink	4	Homelink	8	Homelink	8	Homelink	6	Homelink	6	
	WW Online		WW Online		WW Online		WW Online		WW Online	1	WW Online	2	
		7		4		8		8		7		8	42
slots available													
TOT SLOTS AVAIL	55		69		72		88		118		73		
GRADE LVL TOTAL		293		290		309		338		340		319	1889
GRADE LVL SECTNS	15		15		15		14		14		14		
AVERAGE LOADS		19.53		19.33		20.60		24.14		24.29		22.79	
TOTAL SC SPED		6		11		17		11		11		12	68
TOTAL ENROLLED		306		305		334		357		358		339	1999

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		$ 493,324	9.66%
NOV ACTUAL	$ 838,942	$ 89,981	$ 4,121,599	$ -	$ 536,852	$ 15,217			$ 5,602,591	$ 1,179,733	YTD
DEC PROJECTED	$ 134,268	$ 65,000	$ 6,760,394	$ 7,000	$ 1,227,139	$ 8,000	$ -	$ 8,201,801		$ (329,041)	-4.01%
DEC ACTUAL	$ 80,301	$61,739	$ 6,729,005	$ 21,128	$ 966,392	$ 14,195			$ 7,872,760	$ 850,692	YTD
JAN PROJECTED	$ 29,837	$ 85,000	$ 6,362,243	$ 7,000	$ 839,072	$ 8,000	$ -	$ 7,331,152		$ (21,983)	-0.30%
JAN ACTUAL	$ 37,058	$ 13,734	$ 6,244,462		$ 1,009,945	$ 3,968			$ 7,309,169	$ 828,709	YTD
FEB PROJECTED	$ 566,909	$ 70,000	$ 6,815,331	$ 7,000	$ 801,571	$ 8,000	$ -	$ 8,268,811		$ (504,235)	-6.10%
FEB ACTUAL	$ 55,975	$59,042	$ 6,714,285	$ 14,085	$ 918,099	$ 3,089			$ 7,764,576	$ 324,474	YTD
MAR PROJECTED	$ 1,133,819	$ 48,000	$ 6,832,831	$ 7,000	$ 801,572	$ 8,000	$ -	$ 8,831,222		$ 424,210	4.80%
MAR ACTUAL	$ 1,197,224	$87,933	$ 6,763,408	$ -	$ 1,195,288	$ 11,579			$ 9,255,431	$ 748,683	YTD
APR PROJECTED	$ 6,504,538	$ 50,000	$ 6,991,917	$ 7,000	$ 809,072	$ 8,000	$ -	$ 14,370,527		$ 426,491	2.97%
APR ACTUAL	$ 6,357,977	$ 106,862	$ 7,422,732	$ 7,043	$ 898,857	$ 3,547			$ 14,797,019	$ 1,175,174	YTD
MAY PROJECTED	$ 1,118,900	$ 95,000	$ 4,199,909	$ 7,000	$ 972,072	$ 8,000	$ -	$ 6,400,881		$ (245,417)	-3.83%
MAY ACTUAL	$ 992,158	$ 89,571	$ 4,175,375	$ 14,085	$ 874,724	$ 9,550			$ 6,155,463	$ 929,757	YTD
JUN PROJECTED	$ 59,675	$ 125,000	$ 4,645,677	$ 7,000	$ 801,572	$ 8,000	$ -	$ 5,646,924			
JUN ACTUAL									$ -	$ 929,757	YTD
JUL PROJECTED	$ 74,593	$ 35,000	$ 9,784,196	$ 7,000	$ 678,571	$ 8,000	$ -	$ 10,587,360			
JUL ACTUAL									$ -	$ 929,757	YTD
AUG PROJECTED	$ 104,431	$ 65,000	$ 7,552,005	$ -	$ 1,596,624	$ 8,000	$ -	$ 9,326,059			
AUG ACTUAL									$ -	$ 929,757	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	$ 14,666,697	$ 763,220	$ 55,006,601	$ 61,346	$ 6,921,721	$ 80,089	$ -	$ 77,499,675	**FORECAST ACTUAL**	**$**	**103,060,018**
% collected to PRO	98.51%	86.34%	71.84%	79.67%	71.95%	83.43%	#DIV/0!	75.88%			

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	$ (463,473)	-5.05%
NOVEMBER ACTUAL		$ 7,599,699		$ 1,119,507	$ 8,719,205	YTD	$ (61,593)	-0.23%
DECEMBER PROJECTED	$ 6,783,964		$ 1,169,736		$ 7,953,699	MONTHLY	$ (67,780)	-0.85%
DECEMBER ACTUAL		$ 6,749,658		$ 1,136,262	$ 7,885,920	YTD	$ (129,373)	-0.37%
JANUARY PROJECTED	$ 6,776,710		$ 1,903,271		$ 8,679,981	MONTHLY	$ (894,406)	-10.30%
JANUARY ACTUAL		$ 6,703,622		$ 1,081,953	$ 7,785,575	YTD	$ (1,023,779)	-2.34%
FEBRUARY PROJECTED	$ 6,792,113		$ 864,568		$ 7,656,681	MONTHLY	$ 709,234	9.26%
FEBRUARY ACTUAL		$ 6,742,374		$ 1,623,542	$ 8,365,916	YTD	$ (314,544)	-0.61%
MARCH PROJECTED	$ 6,867,830		$ 965,591		$ 7,833,421	MONTHLY	$ 288,672	3.69%
MARCH ACTUAL		$ 6,855,025		$ 1,267,069	$ 8,122,094	YTD	$ (25,872)	-0.04%
APRIL PROJECTED	$ 6,823,981		$ 1,322,453		$ 8,146,433	MONTHLY	$ 370,112	4.54%
APRIL ACTUAL		$ 6,848,746		$ 1,667,799	$ 8,516,546	YTD	$ 344,240	0.51%
MAY PROJECTED	$ 7,172,953		$ 1,976,652		$ 9,149,605	MONTHLY	$ (933,335)	-10.20%
MAY ACTUAL		$ 7,164,018		$ 1,052,252	$ 8,216,270	YTD	$ (589,094)	-0.77%
JUNE PROJECTED	$ 6,986,422		$ 1,418,093		$ 8,404,514	MONTHLY		
JUNE ACTUAL					$ -	YTD	$ (589,094)	-0.69%
JULY PROJECTED	$ 7,268,797		$ 1,337,441		$ 8,606,238	MONTHLY		
JULY ACTUAL					$ -	YTD	$ (589,094)	-0.63%
AUGUST PROJECTED	$ 7,251,234		$ 2,320,273		$ 9,571,507	MONTHLY		
AUGUST ACTUAL					$ -	YTD	$ (589,094)	-0.57%
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		$ 62,221,920		$ 13,656,569	$ 75,878,489	**FORECAST ACT**	**$**	**102,460,747**
% spent to projected		74.09%		71.60%	73.63%			
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%	11.26%
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%	11.70%
November	PROJECTED	$ 5,109,267	$ 9,182,678	$ 7,117,761			
	ACTUAL	$ 5,602,591	$ 8,719,205	$ 10,785,557	$ 3,667,796	51.53%	12.64%
December	PROJECTED	$ 8,201,801	$ 7,953,699	$ 7,365,863			
	ACTUAL	$ 7,872,760	$ 7,885,920	$ 10,772,398	$ 3,406,535	46.25%	12.38%
January	PROJECTED	$ 7,331,152	$ 8,679,981	$ 6,017,034			
	ACTUAL	$ 7,309,169	$ 7,785,575	$ 10,295,992	$ 4,278,957	71.11%	13.23%
February	PROJECTED	$ 8,268,811	$ 7,656,681	$ 6,629,164			
	ACTUAL	$ 7,764,576	$ 8,365,916	$ 9,694,652	$ 3,065,487	46.24%	12.05%
March	PROJECTED	$ 8,831,222	$ 7,833,421	$ 7,626,964			
	ACTUAL	$ 9,255,431	$ 8,122,094	$ 10,827,989	$ 3,201,025	41.97%	12.18%
April	PROJECTED	$ 14,370,527	$ 8,146,433	$ 13,851,059			
	ACTUAL	$ 14,797,019	$ 8,516,546	$ 17,108,462	$ 3,257,404	23.52%	12.24%
May	PROJECTED	$ 6,400,881	$ 9,149,605	$ 11,102,335			
	ACTUAL	$ 6,155,463	$ 8,216,270	$ 15,047,656	$ 3,945,321	35.54%	12.91%
June	PROJECTED	$ 5,646,924	$ 8,404,514	$ 8,344,744			
	ACTUAL	$ -	$ -	$ 15,047,656			
July	PROJECTED	$ 10,587,360	$ 8,606,238	$ 10,325,867			
	ACTUAL	$ -	$ -	$ 15,047,656			
August	PROJECTED	$ 9,326,059	$ 9,571,507	$ 10,080,419			
	ACTUAL	$ -	$ -	$ 15,047,656			
PRELIMINARY PROJECTED EFB		**$ 102,130,261**	**$ 103,049,842**	**$ 10,080,419**			9.71%
ACTUALS TO DATE		**$ 77,499,675**	**$ 75,878,489**				
FORECASTED ACTUALS*		**$103,060,018**	**$102,460,747**	**$13,225,740**	**YEAR END PROJECTION**		12.91%
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

SEATech

Where the present meets your future

May 2026

SEATECH
SOUTHEAST AREA TECHNICAL SKILLS CENTER

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

SEATECH

SOUTHEAST AREA TECHNICAL SKILLS CENTER

A half-day High School career prep. program for Juniors and Seniors*

- Advanced Manufacturing and Welding Technology
- Careers in Education
- Careers in Media & Entertainment
- Construction Technology
- Criminal Justice
- Health Science Careers

*Summer School available to incoming 9th-12th grade students

Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

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

SEATech: *A High School Program for Juniors and Seniors*

WWPS 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.

SEATech

2025-2026 SIP Priorities

- By June 2026, 68% of all students at SEATech Skills Center will earn a B or better (83% or higher)
- 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.
- During the 2025-26 school year CTE Dual Credit opportunities will be expanded as compared to the 2024-25 school year.

SEATech SIP Goal - Grades of Completers

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).

2025 S2	Number	%	B or Better	B Better %
A	38	18.45%	138	66.99%
A-	30	14.56%		
B+	32	15.53%		
B	38	18.45%		
B-	14	6.80%		
C+	19	9.22%		
C	14	6.80%		
C-	10	4.85%		
D+	3	1.46%		
D	6	2.91%		
P	0	0.00%		
F	2	0.97%		
Total	206	100.00%		
Passing Rate	204	99.03%		

25-26 Sem 2	Number	%	B or Better	B Better %
A	58	25.00%	170	73.28%
A-	30	12.93%		
B+	35	15.09%		
B	47	20.26%		
B-	21	9.05%		
C+	14	6.03%		
C	9	3.88%		
C-	4	1.72%		
D+	4	1.72%		
D	9	3.88%		
F	1	0.43%		
Total	232	100.00%		
Passing Rate	231	99.57%		

CTE Dual Credit Updates

2024-25 (81.6)

- Advanced Manufacturing and Welding Technology: 13.4
- Careers in Media & Entertainment: 10.4
- Construction Technology: 34
- Criminal Justice: 10.4
- Health Science Careers: 13.4

Colleges: WWCC, Bates, Clover Park

2025-26 (95.6)

- Advanced Manufacturing and Welding Technology: 13.4
- Careers in Education: 14
- Careers in Media & Entertainment: 10.4
- Construction Technology: 34
- Criminal Justice: 10.4
- Health Science Careers: 13.4

Colleges: WWCC, CBC, Bates, Clover Park

Pending review in 26-27: Careers in Education (CBC curriculum changes); Criminal Justice (WWCC new course request); Careers in Media & Entertainment (WWCC new course request), Construction Technology (PC3 renewal process)

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

Name of Strategy/Focus:

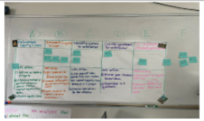
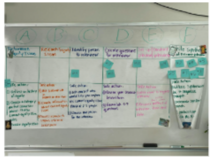
DESCRIPTION OF HOW/WHEN YOU USED IT (this can be text or graphic)	GRAPHIC TO DESCRIBE STRATEGY	ONE THING THAT WORKED	ONE THING THAT YOU WILL IMPROVE ON NEXT TIME
Working on students having complete Portfolios / film reels for media jobs, next steps, art schools ect.		Breaking the class into 3 different subgroups. Conducting daily small group meetings. Implementing a choice board for students' next steps during lab time.	Creating a visible physical progress board for shared visibility. Designing collaborative methods to support each other towards completion.

SEATech's current state:

- Interdisciplinary Team (Teachers who teach different content but work collaboratively toward common goals)

Cycles of Inquiry: Focus on UDL/Visible Learning Crosswalk

Name of Strategy/Focus:

DESCRIPTION OF HOW/WHEN YOU USED IT (this can be text or graphic)	GRAPHIC TO DESCRIBE STRATEGY	ONE THING THAT WORKED	ONE THING THAT YOU WILL IMPROVE ON NEXT TIME
EXPLICIT TEACHING STRATEGY: Incorporate more critical thinking, student-friendly resources. Providing students with **success criteria** so that they can recognize their progress toward learning target attainment.	 	**Clarity and Visualization** **Focus and Direction:** **Reassurance and Relief:** **Need for Specific Feedback:** **Specific Results:**	I will provide the progress tracking template from the onset, and encourage students to add the dates. Will create a digital version that is combined with related resources to that task.

Goal 2 Relevant and Rigorous Experience

Formal Partnerships
Student Practicum/Internships/Paid Employment

2024-25 (75)

- Advanced Manufacturing and Welding Technology: Boeing, AJAC (RDL) - 6
- Careers in Media & Entertainment: Spectrum - 34
- Construction Technology: Cutting Edge, Moreno-Castillo - 2
- Health Science Careers: Clinicals (Park Manor) - 33

2025-26 (115)

- Advanced Manufacturing and Welding Technology: Boeing, AJAC (RDL & Metal Craft) - 3
- Careers in Education (WWPS) - 11
- Careers in Media & Entertainment: Spectrum, Touchet SD (May Day) - 37
- Construction Technology: ESF, Switch Electrical, Hood Plumbing, City of Walla Walla - 5
- Health Science Careers: Clinicals (Park Manor) - 59

Pending: Job Shadows in Advanced Manufacturing, Additional Careers in Ed partner Districts

Goal 3

Culture of Equity and Belonging

Comprehensive Local Needs Assessment (CLNA) Survey of 25-26 WWPS Juniors and Seniors

- Student feedback
  - *I enjoy SEATech*
  - *I love SEATech and the opportunity it brings me, I am so grateful to have an opportunity to explore the career field I'm interested on before fully committing to it, this has solidified my want to become a teacher!*
  - *SEATech and GeoCon are amazing*
  - *I think the CTE classes are underrated. These programs prepare us for life or school. The teachers and instructors truly care about their students and the learning environment.*
- Prioritize Universal Design for Learning (inclusionary practices)
- Partnerships with home high schools (to support students)
- Implementation of Yondr program
- Leverage block schedule (small cohorts, high levels of engagement)

Goal 3
Culture of Equity and Belonging

SEATech ASB students were asked: What do you like (about SEATech)?

- Hands-on approach
- More professional beyond just a regular classroom experience
- People take it more seriously
- Feels like a college course
- Focusing on the career aspect
- A lot of diversity in points of view and multiple fields of work
- Workforce practices, such as time cards
- Certifications
- Smaller, feels more like a community, get to know people, build relationships
- Like being able to get a lot of work done with the schedule, it can sometimes be too much (depends on the day)

Goal 3

Culture of Equity and Belonging

Unexcused Attendance comparison (In-person WWPS)

	Better SEATech	Better HS	The Same
Number	107	42	19
Percent	63.69%	25%	11.31%

Total number of students reviewed: 168

Goal 4

Partnership with Family and Community

- Overall % of participants from CTE Courses
- Categories (i.e. guest speaker series, structured field trips, health care clinicals, etc.) with number of participants

Spring WBL 2025

- **95.91% at SEATech**

Spring WBL 2026

- **93% at SEATech**

Note: Students who are enrolled must be reported even if brief, impacting last year's participation.

- **What's going well**
  - Support of our CTE Program and Partnership Coordinator has provided flexibility (i.e. staffing worksite learning) and supports strategic planning priorities
  - Passionate teachers and students committed to maximizing leadership opportunities
    - 73.28% of students earned a B or better in June 2026
    - Increased CTE Dual Credit opportunities
    - Universal Design for Learning - ongoing training
    - Increased practicum/internships/paid employment
    - Overall positive student feedback about their experiences
      - Supported by attendance trends

- **Challenges**
  - Multiple bell schedules to account for at home high schools
  - SEATech Long-range plan relies on legislative approval
    - Criminal Justice is currently taught in a converted computer lab
    - Careers in Education is taught in WWCC's Technology Center
  - New graduation requirements are pending (Future Ready)
  - Budget reductions as a percentage of WA State operating budget.
    - The cost of materials, supplies, and operating costs (MSOCs) continue to increase at a substantial rate from year-to-year
    - A line item where state grants for CTE was removed in this state budget biennium

Thank you for supporting
SEATech and Career and Technical Education!

Questions?
Comments?