

Integrated Student Supports Implementation Template School Level

Audience & Purpose

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

Getting Started

Implementation Teams

Resources: [Implementation Teams Overview](#), [School Team Membership](#), [Creating an Implementation Team](#), [Teaming Inventory](#)

Who are our school implementation team members? List Name and Title/Role.

Jodi Grove- Principal

Sarah Spiess- Assistant Principal

Meg Berg - ML Specialist

Sara Moran - Learning Specialist

Kristin Garcia - Title Learning Specialist- Math

Angela Uding - Title Learning Specialist- Reading

Misty Spiess- Davis Parent



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 Maintain a student-centered focus and use data to guide decision-making. Come prepared and actively participate in all meetings. Assume positive intent and engage in professional, solution-oriented dialogue. Follow through on assigned action items and responsibilities. Respect all voices and perspectives while maintaining confidentiality. Commit to implementing agreed-upon instructional and behavioral practices with fidelity.
Communication protocols Communicate openly, respectfully, and professionally. Share relevant student data and intervention updates in a timely manner. Ensure consistent communication between classroom teachers, specialists, interventionists, counselors, and administration. Maintain confidentiality regarding student and staff information.
Selection process for evidence-based practices and programs Review schoolwide, grade-level, and subgroup data to identify areas of need. Prioritize practices and programs supported by research and aligned with ESSA evidence levels when available. Consider alignment with district goals, state standards, and identified SIP priorities. Use feedback from staff, students, and families to inform decisions. Regularly review effectiveness through student outcome data and implementation.



Data-based decision-making

Use multiple sources of data including i-Ready, DIBELS, Benchmark Advance, Spring Math, attendance, behavior referrals, MTSS, and intervention progress monitoring.

Review student data during PLCs, Student Focus Team meetings, MTSS meetings, and leadership team meetings.

Analyze data by student groups to identify equity gaps.

Use data to determine intervention placement, instructional adjustments, and resource allocation.

Monitor progress regularly and adjust supports when students are not demonstrating expected growth.

Evaluate the effectiveness of evidence-based interventions and schoolwide systems through ongoing progress monitoring.

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: 706

Gender: Male: 376 (53.3%)

Female: 330 (46.7%)

Race/Ethnicity:

White: 365 students (51.7%)

Hispanic/Latino: 289 students (40.9%)

Black/African American: 16 students (2.3%)

Two or More Races: 16 students (2.3%)

Asian: 12 students (1.7%)

Native Hawaiian/Pacific Islander: 6 students (0.9%)

American Indian/Alaska Native: 2 students (0.3%)



Program and characteristic:

Free/Reduced Lunch: 59.4% (OSPI Report Card)

Special Education: 26%

Multilingual Learners (EL/MLL)

Highly Capable Program

504 Students

Homeless Students

Transitional Bilingual Program (Grades 1–5)

Dual Language Program (Beginning in Kindergarten)

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

€ <u>Attendance</u>	€ <u>WaKIDS assessment</u>
€ <u>Behavior (discipline referrals, etc.)</u>	€ Academic screening
€ Student, family, and staff perception data (surveys, etc.)	€ <u>State summative assessment</u>
€ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)	€ <u>On track for graduation</u> (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 Strong academic growth in Reading and Math, with 79% of students meeting or exceeding Annual Typical Growth in Reading and 76% in Math. Multilingual Learners also exceeded growth goals in both areas (63% Reading, 68% Math). Schoolwide intervention systems (WIN/SWIN, UFLI/ENIL, Math WIN, MTSS) are producing positive outcomes and helping students make progress toward grade-level standards. Behavior referrals decreased from 239 to 207, demonstrating positive impact from MTSS, SEL instruction, restorative practices, and targeted interventions.	Needs Increase the percentage of students performing at or above grade level in Reading, particularly among Multilingual Learners, students receiving Special Education services, Low-Income students, Kindergarten students, and Grade 5 students. Increase the percentage of students performing at or above grade level in Math, with a focus on Multilingual Learners, students receiving Special Education services, Low-Income students, and Grade 5 students. Reduce major behavior referrals and disciplinary incidents by strengthening Tier 1 behavior systems, increasing consistency of implementation, and providing targeted support for students with intensive behavioral needs.
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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. Many students identified as Multilingual Learners, Low-Income, and Special Education belong to multiple student groups, creating overlapping academic and behavioral needs that require intensive support.



2. Students performing below grade level need additional support in foundational literacy, academic language, mathematical reasoning, and problem-solving to access grade-level content successfully.
3. Continued improvement is needed in the consistent implementation of evidence-based instructional practices, intervention systems, and behavior supports to accelerate achievement and reduce opportunity gaps across student groups.

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. Increase student achievement in reading by strengthening classroom instruction and providing targeted support and interventions to help more students reach grade-level standards.
2. Increase student achievement in math by strengthening classroom instruction and providing targeted support and interventions to help more students reach grade-level standards.
3. Strengthen and sustain our schoolwide behavior systems so all students have a safe, supportive learning environment where they can succeed and teachers can focus on high quality instruction and building positive relationships.

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
Classroom teachers Special Education staff Specialists Counselors ML Staff Admin	- Core reading and math instruction, - PLC collaboration, - MTSS framework,	- Benchmark Advance/Adelante - i-Ready - SpringMath - DIBELS	- PLCs - Instructional WIN coaching/guidance - Behavior and MTSS coaching/guidance,	- Basic Education, - Title I, Part A - Special Education - Title II, Part A



Mapping Resources to Address Priorities

Paraeducators	schoolwide behavior expectations and systems, • SEL instruction, academic language supports • Academic Student Focus Team-meeting with all grade levels 1/month • SEL Student Focus Team	• classroom formative assessments • behavior data and systems • SBA • Curriculum Scope and Sequence Guides • Common Formative Assessments and data review in PLC.	• Walkthrough feedback, • Collaboration time	
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Tier 2 (Targeted)

Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Learning Specialists Paraeducators ML Staff Sped Staff Counselors Behavior Specialist Admin District Mental Health Specialist Communities in Schools	• WIN intervention targeted reading and math groups, SEL groups • Check-In/Check-Out • Attendance supports • Student Focus Team (SFT)	• Reading Mastery • Niela Materials • Corrective Reading • MyPath • Spring Math • progress monitoring tools	• PLC • Feedback and monitoring paras teaching small group instruction • Training on Trauma Informed Practices	• Basic Ed • Title I, Part A • LAP High Poverty • TBIP & Title II • Special Education • OSSI Funding



Mapping Resources to Address Priorities

		• behavior tracking systems • Conscious Discipline • Trauma Informed Practices • Purposeful People	• Training with Conscious Discipline Strategies • Back to school Pd around academic and behavior systems school-wide.	
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Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Learning Specialist Paraeducators Counselors District Mental Health Specialist Behavior Specialist Admin Communities in Schools	• Intensive interventions individualized behavior plans • counseling services Functional Behavior Assessments (FBAs), • Behavior Intervention Plans (BIPs)	• Individual progress monitoring tools • behavior intervention plans • diagnostic assessments • specialized instructional materials	• PLC • Feedback and monitoring paras teaching small group instruction • Training on Trauma Informed Practices • Training with Conscious Discipline Strategies • Back to school Pd around academic	• Basic Ed • Title I, Part A • LAP High Poverty • TBIP & Title II • Special Education • OSSI Funding



Mapping Resources to Address Priorities

	wraparound supports		and behavior systems school-wide.	
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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
We currently have resources needed to address our top priorities. Ideas of things we will watch and adjust as needed- Continued staffing to support effective class sizes, intervention blocks, and collaborative planning.	Ideas of things we will watch and adjust as needed- Ongoing review of Tier 1 reading, math, and behavior practices to ensure consistent implementation across all classrooms.	Ideas of things we will watch and adjust as needed- Additional instructional resources aligned to the new Washington State ELA and Math Learning Standards and evidence-based instructional practices.	Continued professional learning in evidence-based literacy and math instruction, academic language development, behavior supports, and effective use of student data.	Sustainable funding for curriculum resources, instructional materials, professional learning, and MTSS implementation.
Tier 2 (Targeted)				



Mapping Resources to Address Priorities

Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
We currently have resources needed to address our top priorities. Ideas of things we will watch and adjust as needed- Additional intervention staffing and paraeducator support to meet the academic and behavioral needs of students requiring targeted support. *as/if needed	We currently have resources needed to address our top priorities. Ideas of things we will watch and adjust as needed- Expanded intervention opportunities and consistent progress monitoring for students receiving Tier 2 academic and behavior supports.	We currently have resources needed to address our top priorities. Ideas of things we will watch and adjust as needed- Additional evidence-based intervention materials and progress monitoring tools for reading, math, and behavior.	We currently have resources needed to address our top priorities. Ideas of things we will watch and adjust as needed- Continued training on intervention planning, progress monitoring, data analysis, and effective Tier 2 instructional and behavior practices.	We currently have resources needed to address our top priorities. Ideas of things we will watch and adjust as needed- Sustainable funding to support intervention staffing, instructional resources, and targeted student supports.

Tier 3 (Intensive)

Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
We currently have resources needed to address our top priorities.	We currently have resources needed to address our top priorities.	We currently have resources needed to address our top priorities.	We currently have resources needed to address our top priorities.	We currently have resources needed to address our top priorities.



Mapping Resources to Address Priorities				
Ideas of things we will watch and adjust as needed- Continued access to specialized staff and mental health supports to meet the needs of students requiring intensive academic and behavioral interventions.	Ideas of things we will watch and adjust as needed- Expanded access to intensive academic, behavioral, and wraparound services through school and community partnerships.	Ideas of things we will watch and adjust as needed- Additional specialized intervention materials, diagnostic assessments, and behavior support resources to meet individual student needs.	Ideas of things we will watch and adjust as needed- Ongoing training in intensive intervention strategies, trauma-informed practices, behavior support, and inclusive instructional practices.	Ideas of things we will watch and adjust as needed- Sustainable funding to maintain specialized staffing, intervention programs, and community partnerships that support students with the greatest needs.

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.
Jodi Gove, Principal
Sarah Spiess, Assistant Principal
Xochitl España, Communities In Schools (CIS) Site Coordinator



Who is our point of contact for partnerships at the district level? List Name and Title/Role.

Stacey Babcock, District Social Worker

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

Ensure all community partnerships align with the mission, vision, and goals of College Place Public Schools and Davis Elementary.

Follow district policies and procedures related to volunteer approval, visitor management, background checks, and student confidentiality.

Coordinate partnerships with district and building leadership to establish clear roles, responsibilities, communication, and equitable access to services for students and families.



What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
<i>What is the name of the partner?</i>	<i>What services do they provide?</i>	<i>How do these services align with the results of our strengths and needs assessment process?</i>	<i>What data sharing agreement is in place?</i>	<i>When did the school board approve the agreement?</i>	<i>Who (school staff, community partners, families, students) needs to be informed of this approved partnership?</i>
Blue Mountain Action Council (BMAC)	Connects students and families with food, housing, utility assistance, and other community resources that reduce barriers to learning.	Supports students and families by addressing basic needs such as food, housing, and utility assistance, reducing barriers to attendance, engagement, and academic success identified in our needs assessment.	Data sharing occurs in accordance with district confidentiality procedures and FERPA.	N/A	School staff, students, families, and BMAC staff.
Communities In Schools (CIS)	Provides case management, attendance support, family engagement, mentoring, basic needs support, and connections to community resources.	Provides targeted support for students experiencing behavioral, attendance, academic, and social-emotional challenges through case management, mentoring, family engagement, and resource coordination,	District Data Sharing Agreement (DSA) and Memorandum of Understanding (MOU).	Contract signed and in place 7/22/24	School staff, students, families, and CIS staff.



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

		strengthening our MTSS framework.			
Department of Children, Youth, and Families (DCYF)	Collaborates with school staff and families to support student safety, well-being, and access to needed services.	Collaborates with school staff and families to ensure students receive coordinated supports that promote safety, well-being, and access to services, helping remove barriers that impact learning and behavior.	Data sharing occurs in accordance with state law, district procedures, and FERPA.	N/A	School staff, families, DCYF staff, and students, as appropriate.
Comprehensive Healthcare	Provides behavioral health support, crisis intervention, and family referrals.	Expands access to behavioral health and mental health services, supporting students with social-emotional and behavioral needs.	Data sharing occurs in accordance with district confidentiality procedures, FERPA, and applicable consent requirements.	N/A	School staff, families, students receiving services, and Comprehensive Healthcare staff.
Walla Walla Valley Disability Network (WWVDN)	Partners with the school to provide inclusive programming, family support, community connections, and resources for students with	Supports students with disabilities and their families by providing inclusive opportunities, family resources, and community connections that promote equitable access and student success.	Data sharing occurs in accordance with district confidentiality procedures and FERPA.	N/A	School staff, students, families, and WWVDN staff.



What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
	disabilities and their families.				
Go Team Therapy Dogs	Supports student and staff social-emotional well-being by providing opportunities to reduce stress, build connections, and promote a positive school climate.	Promotes a positive school climate by supporting student and staff well-being, reducing stress, and fostering positive relationships that contribute to improved engagement and learning.	No formal student data is routinely shared.	Board approval 6/26.	School staff, students, families, and Go Team Therapy Dogs volunteers.
Walla Walla University	Provides college student tutors who support students with academic skill development, individualized instruction, and increased learning opportunities.	Provides academic tutoring that strengthens foundational skills, increases student confidence, and supports the school's goal of improving student achievement in reading and mathematics.	Data sharing occurs in accordance with district confidentiality procedures and FERPA.	District maintained	School staff and Walla Walla University tutoring program staff.

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?

Davis Vision: Champion rigor and joy for every student, in every classroom, every day.

Davis Mission: Engage students in effective academic instruction, focused on reading, writing, and mathematics, that is equitable, systemic, and grounded in a culture of inquiry.

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.

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

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 – READING

All School

By June 2027, the percentage of Davis Elementary students performing at grade level in Reading, as measured by the Spring i-Ready Reading Diagnostic, will increase from **59% to 66%** while the percentage of students below grade level will decrease from **13% to 7%** through strong Tier 1 instruction, explicit and systematic literacy instruction, targeted small-group interventions, and ongoing progress monitoring.



Multilingual Learners

By June 2027, the percentage of Davis Elementary Multilingual Learners performing at grade level in Reading, as measured by the Spring i-Ready Reading Diagnostic, will increase from **28% to 36%**, while the percentage of ML students below grade level will decrease from **27% to 22%** through strong Tier 1 instruction, language-rich instructional practices, targeted interventions, and ongoing progress monitoring.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Explicit, Systematic Phonics Instruction (UFLI/ENIL)	Implementation: Classroom walkthroughs, lesson observations, instructional planning, and PLC discussions to monitor fidelity of UFLI/ENIL implementation. Impact: DIBELS benchmark and progress monitoring data, i-Ready Reading Diagnostic results, classroom formative assessments, and the percentage of students moving from below or approaching grade level to at grade level.	August 2026–May 2027. Progress monitored through PLCs monthly and after each benchmark assessment window.	Principal, Assistant Principal, Classroom Teachers, Learning Specialist, Title/ML Staff	UFLI Foundations, ENIL resources, Benchmark Advance/Adelante, DIBELS, i-Ready, PLC, common planning time, Learning Specialist supports
Small Group Reading Instruction (WIN/SWIN)	Implementation: Intervention schedules, group rosters, progress-monitoring records, SFT documentation, and intervention fidelity checks. Impact: Progress monitoring every 2–4 weeks, i-Ready Reading	September 2026–June 2027. Intervention groups reviewed every 4 weeks through SFT meetings.	Classroom Teachers, Learning Specialists, ML Specialists, Special Education Staff, Academic SFT Team	WIN/SWIN intervention time, UFLI Foundations, ENIL resources, Benchmark Advance/Adelante, DIBELS, i-Ready, PLC, common planning time,



	growth, DIBELS growth, and the percentage of students moving from Tier 3 to Tier 2 and Tier 2 to Tier 1. Conduct monthly Academic Student Focus Team (SFT) meetings with grade-level teams to review student data, monitor progress, and adjust instructional groups and interventions based on student needs.			Learning Specialist supports
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 Education – Classroom teachers, core instruction, and instructional materials.				
2. Title I, Part A and LAP/LAP HP – Reading intervention staff, supplemental instructional materials, and professional learning.				
3. TBIP and Title III, Part A – Supplemental academic-language supports, multilingual instructional resources, and professional learning to strengthen access to grade-level reading instruction.				
4. OSSI Grant Funds – Support school improvement initiatives, evidence-based instructional practices, professional learning, intervention resources, and other grant-funded activities aligned to the School Improvement Plan.				



SMARTIE Goal #2- MATH

All School

By June 2027, the percentage of Davis Elementary students performing at grade level in Mathematics, as measured by the Spring i-Ready Math Diagnostic, will increase from **57% to 63%**, while the percentage of students below grade level will decrease from **11% to 6%** through strong Tier 1 instruction, targeted interventions, and ongoing progress monitoring.

Multilingual Learners

By June 2027, the percentage of Davis Elementary Multilingual Learners performing at grade level in Mathematics, as measured by the Spring i-Ready Math Diagnostic, will increase from **34% to 41%**, while the percentage of ML students below grade level will decrease from **19% to 14%** through strong Tier 1 instruction, language-rich instructional practices, targeted interventions, and ongoing progress monitoring.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Use of formative assessments to guide mathematics instruction, monitor student learning, and adjust instructional practices and intervention groups.	Implementation: PLC planning documents, formative assessment data, Academic SFT meeting notes, and classroom walkthroughs. Impact: i-Ready Math Diagnostic results, common formative assessments, SBA Mathematics, and student growth data.	August 2026 – June 2027	Principal, Assistant Principal, Classroom Teachers, Learning Specialist, Title/ML Staff	Common formative assessments, i-Ready, Academic SFT process, PLC collaboration time



Provide multiple opportunities for mathematics instruction through a layered instructional model that includes high-quality Tier 1 core instruction, differentiated classroom instruction, and targeted mathematics WIN intervention based on student need.	Implementation: Classroom schedules, WIN groupings, intervention plans, progress-monitoring data, and classroom observations. Impact: i-Ready Math Diagnostic placement and growth, intervention progress-monitoring data, classroom assessments, and reduced percentage of students performing below grade level.	September 2026 – June 2027	Principal, Assistant Principal, Classroom Teachers, Learning Specialist, Title/ML Staff	Core mathematics curriculum, WIN intervention materials, Title/learning specialist support, paraeducator support
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 Education – Classroom teachers, core instruction, and instructional materials.				
2. Title I, Part A and LAP/LAP HP – Reading intervention staff, supplemental instructional materials, and professional learning.				
3. TBIP and Title III, Part A – Supplemental academic-language supports, multilingual instructional resources, and professional learning to strengthen access to grade-level reading instruction.				
4. OSSI Grant Funds – Support school improvement initiatives, evidence-based instructional practices, professional learning, intervention resources, and other grant-funded activities aligned to the School Improvement Plan.				



SMARTIE Goal #3:

By June 2027, our school will reduce the number of major behavior referrals among K–5 students by 10%, from 207 in 2025–2026 to 186 or fewer, by implementing schoolwide Tier 1 systems and MTSS for behavior and social emotional learning through the continued implementation of positive behavior supports, restorative practices, and conflict resolution strategies.

By June 2027, our school will reduce the total number of disciplinary actions (exclusions, out-of-school suspensions, and in-school suspensions) among K–5 students by 15%, from 41 in 2025–2026 to 35 or fewer, by implementing schoolwide Tier 1 systems and MTSS for behavior through the continued implementation of positive behavior supports, restorative practices, and conflict resolution strategies.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Schoolwide PBIS/Tier 1 Behavior/SEL Implement schoolwide Positive Behavioral Interventions and Supports (PBIS) by explicitly teaching and reinforcing FIRE expectations, establishing consistent classroom behavior routines, and recognizing positive student behaviors. This practice supports all students by creating predictable, positive learning environments that reduce problem behaviors and increase engagement.	Implementation Data: Staff implementation will be monitored through behavior data reviews, MTSS/Student Focus Team (SFT) meetings. Impact Data: Major behavior referrals, and discipline incidents will be reviewed monthly to evaluate the effectiveness of Tier 1 behavior supports.	September 2026 – June 2027 Tier 1 behavior supports will be implemented throughout the school year. Progress will be monitored monthly through behavior data reviews and MTSS/SFT meetings, and SMARTIE goal progress will be reviewed as needed.	Assistant Principal, SEL Team, SFT Team.	FIRE behavior expectation matrix, PurposeFull People curriculum, PBIS schoolwide expectations, behavior data reports, and dedicated SEL team and SFT collaboration time.



MTSS for Behavior/SEL Implement a Multi-Tiered System of Supports (MTSS) for behavior by using behavior, attendance, and SEL data to identify students in need of additional support, monitor intervention effectiveness, and provide targeted Tier 2 and Tier 3 interventions. This practice ensures students receive increasingly intensive support based on individual need.	Implementation Data: Student Focus Teams (SFTs) will use behavior, attendance, and SEL data to identify students needing Tier 2 and Tier 3 support, monitor intervention implementation, and adjust interventions based on student progress. Intervention plans and student data will be reviewed regularly to ensure supports are meeting student needs. Impact Data: Student progress will be monitored through behavior referrals, discipline incidents, attendance, intervention progress-monitoring data, and SEL outcomes.	September 2026 – June 2027 Student data will be reviewed through weekly Student Focus Team meetings. Intervention progress will be monitored regularly, and SMARTIE goal progress will be reviewed as needed.	Assistant Principal, SEL Team, SFT Team.	Behavior and attendance data reports, Student Focus Team process and documentation, SEL screener data, intervention progress-monitoring tools, and dedicated SEL team and SFT collaboration time.
Restorative Practices Implement restorative practices to strengthen relationships, repair harm following behavioral incidents, and build students' problem-solving and conflict-resolution skills. This practice	Implementation Data: Staff will implement restorative practices following behavioral incidents by facilitating restorative conversations, teaching problem-solving skills, and supporting students in repairing harm and rebuilding relationships.	September 2026 – June 2027 Restorative practices will be implemented throughout the school year. Progress will be monitored monthly through behavior data reviews and SFT meetings, and SMARTIE	Assistant Principal, SEL Team, SFT Team.	Restorative conversation guides, Conscious discipline conflict resolution materials, behavior reflection/problem-solving tools.



supports a positive school climate while reducing repeat behaviors.	Implementation will be monitored through behavior data reviews, Student Focus Team meetings and informal observation. Impact Data: Effectiveness will be measured through major behavior referrals, discipline incidents, repeat behavior data.	goal progress will be reviewed as needed.		
Social-Emotional Learning (SEL) Provide explicit instruction in social-emotional competencies, including self-awareness, self-management, relationship skills, and responsible decision-making. This practice equips students with the skills needed to regulate emotions, solve problems, and engage successfully in learning.	Implementation Data: Students will participate in three universal SEL screeners throughout the school year to identify social-emotional strengths and areas of need. Screening data will be used to identify students for Tier 2 and Tier 3 SEL supports. Tier 2 SEL groups will be provided using the CharacterStrong curriculum, and student progress will be monitored throughout the intervention cycle. Impact Data: Effectiveness will be measured through SEL screener data, student participation and progress	September 2026 – June 2027 Universal SEL screening will occur three times throughout the school year. Tier 2 and Tier 3 supports will be implemented based on screening data, with progress monitored regularly and SMARTIE goal progress reviewed as needed.	Assistant Principal, Principal, School Counselor, SEL Team, Classroom Teachers, and Student Focus Team	Universal SEL screener, CharacterStrong Tier 2 curriculum, SEL intervention materials, progress-monitoring tools, behavior and attendance data reports.



	in Tier 2 interventions, behavior referrals, discipline incidents, attendance, and student perception data.			
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 Education – Classroom teachers, core instruction, and instructional materials.				
2. OSSI Grant Funds – Support school improvement initiatives, evidence-based instructional practices, professional learning, intervention resources, and other grant-funded activities aligned to the School Improvement Plan.				



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 receive high-quality core instruction in reading and mathematics aligned to Washington State Learning Standards. Universal supports include:

- Benchmark Advance/Adelante core reading instruction
- iReady Curriculum
- SpringMath core mathematics instruction
- UFLI/ENIL foundational literacy instruction
- Academic language supports
- Differentiated instruction
- Universal screening using i-Ready, DIBELS, and classroom formative assessments
- PLC data review and instructional adjustments
- WIN time for enrichment and differentiation

Nonacademic

All students have access to:

- Schoolwide PBIS/FIRE expectations
- PurposeFull People SEL lessons
- Positive behavior reinforcement
- Restorative practices
- Attendance monitoring
- Counselor support as needed
- Safe and supportive classroom environments
- Family engagement opportunities



Tier 2 (Targeted) - What do some students, based on data-informed needs, have access to in Tier 2?								
<i>Area of focus</i>	<i>Decision Rules (Entry & Exit Criteria)</i>	<i>Support to be provided</i>	<i>Duration & Frequency</i>	<i>Time of Day</i>	<i>Location</i>	<i>Staff</i>	<i>Progress Monitoring</i>	<i>Communication</i>
Reading intervention for students performing below benchmark or demonstrating limited progress in Tier 1 instruction.	Students identified through i-Ready, DIBELS, classroom assessments, teacher recommendation, PLC review, or Student Focus Team (SFT). Exit when benchmark goals are met and progress is maintained.	WIN/SWIN small-group instruction, Reading Mastery, Corrective Reading, UFLI/ENIL, targeted language development, and progress monitoring.	30 minutes, 4–5 days per week; intervention groups reviewed every 6–8 weeks.	During WIN/SWIN intervention block.	Classroom, intervention room, or designated small-group instructional space.	Classroom teachers, Title teachers/staff, ML staff, Special Education staff, paraeducators.	DIBELS, i-Ready MyPath, intervention assessments, classroom formative assessments.	PLC meetings, Student Focus Team meetings, family conferences.
Math intervention for students performing below grade level or demonstrating limited progress in	Students are identified through the	Small-group math intervention during WIN, MyPath, targeted skill instruction, pre-teaching, re-teaching, and math fact	30 minutes, 4–5 days per week. Intervention groups are reviewed every 6–8 weeks.	During WIN/intervention block.	Classroom or intervention space.	Classroom teachers, Title teachers/staff, Special Education staff, ML staff, paraeducators.	i-Ready Math, MyPath data, classroom formative assessments, common assessments, teacher observations,	PLC meetings, Student Focus Team meetings, family conferences.



Tier 1 instruction.	Student Focus Team (SFT) process using i-Ready Math, Spring Math classroom assessments, teacher input, and other relevant student data. Students exit supports when they consistently meet grade-level expectations and demonstrate sustained progress.	fluency support.					Spring Math assessments.	
Behavior, social-emo	Students are identified	Check-In/Check-Out, targeted	Based on student	Throughout the	Classroom, counseling	Classroom teachers,	Behavior referrals,	Student Focus Team meetings,



tional learning (SEL) supports for students demonstrating behavioral / social-emotional concerns.	through the Student Focus Team (SFT) process using behavior, attendance, SEL screener data, teacher input, and other relevant student data. Students exit supports when they consistently meet behavior and/or attendance goals and demonstrate sustained progress.	SEL groups, behavior intervention plans, restorative practices, counseling support, attendance interventions, and individualized behavior supports as needed.	need. Supports are reviewed every 4–6 weeks and adjusted as needed.	school day, based on student needs.	office, intervention space, or other designated support areas.	counselor, behavior specialist, assistant principal, Communities in Schools (CIS), and Student Focus Team (SFT).	attendance data, SEL screener results, teacher observations, and intervention progress monitoring.	family communication, conferences, and collaboration with community partners as needed.
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Tier 3 (Intensive) - What do a few students, based on data-informed needs, have access to in Tier 3?

<i>Area of focus</i>	<i>Decision Rules (Entry & Exit Criteria)</i>	<i>Support to be provided</i>	<i>Duration & Frequency</i>	<i>Time of Day</i>	<i>Location</i>	<i>Staff</i>	<i>Progress Monitoring</i>	<i>Communication</i>
Intensive reading intervention for students with significant	Students are identified through the Student Focus Team (SFT) process using diagnostic	Individualized reading intervention, intensive foundational literacy support,	Based on individual student needs and documented intervention plans.	Throughout the school day, including intervention blocks	Classroom, intervention room	Title teachers/staff, ML staff, classroom teachers,	Diagnostic assessments, i-Ready, DIBELS, intervention	Student Focus Team meetings, family communication and progress updates.



reading skill deficits.	assessments, progress monitoring, classroom data, and teacher input. Students exit or adjust supports based on individual progress and team review.	language development,	Reviewed every 4–6 weeks or as needed.	and specially designed instruction.		paraeducators,	progress monitoring,	
Intensive math intervention for students who are not responding to Tier 2 supports.	Students are identified through the Student Focus Team (SFT) process using i-Ready Math, progress monitoring, classroom data, and teacher input. Supports are adjusted based on student response to intervention.	Intensive individualized or very small-group math instruction, increased intervention time, targeted skill instruction, and frequent progress monitoring.	20–30 minutes, 4–5 days per week or as determined by the SFT team.	During intervention blocks and other scheduled instructional times.	Classroom or designated instructional space.	Title teachers/staff, ML staff, classroom teachers, paraeducators,	Diagnostic assessments, i-Ready, Spring Math, intervention progress monitoring,	Student Focus Team meetings, family communication and progress updates.



Intensive behavior/social-emotional support for students who are not responding to Tier 2 interventions.	Students are identified through the Student Focus Team (SFT) process using behavior referrals, attendance, SEL screener data, progress monitoring, teacher input, and other relevant student data. Supports are adjusted based on student response.	Individualized behavior plans, mentoring, Check-In/Check-Out, counseling, restorative conferences, behavior coaching, attendance interventions, wraparound supports, and community agency referrals when appropriate.	Based on individual student need. Intervention plans are reviewed every 4–6 weeks.	Throughout the school day.	Classroom, intervention space, or other designated support areas.	Assistant Principal, counselor, behavior specialist, Communities in Schools, classroom teachers, and Student Focus Team.	Behavior referrals, attendance, SEL screener data, intervention progress monitoring, teacher observations, and behavior goals.	Student Focus Team meetings, family communication, conferences and collaboration with community partners as needed.
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Communication	Method(s)	Date Received and/or Approved
School board	SIP presentation and board approval	October 27, 2026



School staff	Review during August professional development and throughout the year.	August 2026
Families	Fall Newsletter and school communication channels	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 (<i>to share implementation progress, barriers, etc.</i>): Monthly Academic SFT meeting documentation Staff meeting agendas and principal communications Leadership Team meeting updates as appropriate
Documentation of data-based decision-making process (<i>to ensure timely access to supports</i>): Monthly Academic SFT meetings to review i-Ready, Spring Math, DIBELS (Reading), common formative assessment, attendance, and behavior data PLC data cycles used to identify students needing additional support and adjust instructional strategies Ongoing review of intervention effectiveness and movement between Tier 1, differentiated instruction, and WIN intervention groups Progress monitoring used to determine continuation, intensification, or exit from interventions
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: • Academic SFT intervention plans • WIN/Math WIN and reading intervention group rosters • PLC instructional planning documents



- Student intervention and progress-monitoring schedules

Provided:

- Academic SFT documentation
- progress-monitoring records
- Updated WIN/Math WIN groupings
- i-Ready and Spring Math reports demonstrating student growth

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

Grade level common formative assessments data collection and review

Training on Spring Math, UFLI, ENIL, and district-adopted instructional resources by Learning Specialist and Bilingual Specialist

PLC collaboration focused on analyzing student data and adjusting instruction as needed

Instructional coaching and collaborative planning to support consistent implementation of Tier 1 instruction, differentiated instruction, and WIN interventions by Learning Specialist

Ongoing calibration of Academic SFT processes and progress-monitoring practices



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: <i>When did the data review take place?</i>	Data Review & Evaluation: <i>What is the impact, or student response, to provided supports?</i> <i>Which factors might have contributed to the student response?</i> <i>Was the plan for implementation followed? If not, why?</i>	Action Items: <i>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.)</i>	Lead: <i>Who is responsible for each action item?</i>	Timeframe: <i>When do these action items need to be completed?</i>	Communication: <i>What communications need to occur related to these action items? Who, what, how?</i>
Monthly Academic SFT Meetings (3rd Wednesday of each month)	Review DIBELS data, Spring Math Fluency data, intervention progress-monitoring, and teacher input to identify students who are not making adequate progress. Determine whether planned supports were implemented with fidelity and identify instructional, attendance, or engagement factors impacting student progress.	Continue, initiate, intensify or discontinue interventions based on student response to instruction. Adjust differentiated instruction, Math WIN groups, intervention frequency, and instructional strategies. Identify students requiring additional MTSS supports or consideration for Special Education referral when appropriate. Determine professional learning or coaching needs to strengthen	Learning Specialist (Facilitator), Principal, Assistant Principal, Title Team, ML Specialist, School Psychologist, Classroom Teachers, 1 Special Education Staff	Monthly (September 2026–June 2027)	Decisions and next steps are documented during Academic SFT meetings. Updated intervention plans and Math WIN groupings are communicated with intervention staff. Building-wide trends and instructional priorities are shared through



		Tier 1 mathematics instruction and intervention practices.			Leadership Team meetings, staff meetings, and principal communications.
Fall, Winter, and Spring i-Ready Diagnostic Reviews	Following each i-Ready Diagnostic we will review schoolwide, grade-level, classroom, subgroup (including Multilingual Learners), and individual student data to evaluate progress, analyze growth, proficiency, and instructional trends to determine the effectiveness of instruction.	Adjust instruction, Math WIN groupings, and intervention intensity based on student performance. Determine professional learning and coaching needs based on instructional trends and student outcomes.	Principal, Assistant Principal, Learning Specialist, Academic SFT Team, Grade-Level Teams, Title Team, ML Specialist	Following each Fall, Winter, and Spring i-Ready Diagnostic window	Review results with grade-level teams during PLCs. Share building trends with the Leadership Team and staff meetings.
Grade-Level PLC Meetings (Common Formative Assessment Reviews)	Grade-level teams review Reading and Mathematics common formative assessment data to monitor student mastery of essential standards, evaluate the effectiveness of instructional practices, and identify students requiring additional support or enrichment. Data is used to inform instructional planning and respond to student learning needs before the next benchmark assessment.	Adjust Tier 1 instruction, reteaching plans, differentiation strategies, flexible grouping, and WIN instruction. Identify instructional practices that require refinement and develop common instructional strategies across the grade level.	Classroom Teachers, Principal, Assistant Principal, Learning Specialist	Ongoing throughout the school year during scheduled PLC meetings	Document PLC action plans and instructional adjustments in PLC template.

