Roosevelt Integrated Student Supports Template School Level

School Board approved September 18, 2025

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.	
Aaron Darragh, Principal Tina Allsop, Assistant Principal Jennifer Hanley, Teacher Kacey Emerson, Teacher Ashley Priest, Parent Advisory	April O'Halloran, Instructional Coach Jennifer Trople, Reading Specialist Andrea Dunkin, Librarian Carmen Avila, ML 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 Click or tap here to enter text.
Communication protocols Click or tap here to enter text.
Selection process for evidence-based practices and programs Click or tap here to enter text.
Data-based decision-making Click or tap here to enter text.

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)
- ☐ X Focused review of our strengths and needs (yearly)

What are the demographics in our school?

Total enrollment: *371*

Gender: *Male: 201 – 54.18% Female: 170 – 45.82% Non-Binary: N/A*

Race/Ethnicity:

White: 61.46% (228)

Hispanic Latino: 25.61% (95)

Two or More Races: 8.09% (30)

Asian: 1.62% (6)

Black/African American: 2.96% (11)

American Indian/Alaska native: .27% (1)

Native Hawaiian/Other Pacific Islander: N/A

Program and characteristic:

504: 5.92% (22)

MLL: 11.85% (44)

F/R: 46.36% (172)

HCL: 2.96% (11)

Special Education: 16.98% (63)

McKinney Vento: 7.81% (29)

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

☐ X Attendance	☐ X WaKIDS assessment
☐ X Behavior (discipline referrals, etc.)	☐ X Academic screening
☐ X Student, family, and staff perception data (surveys, etc.)	☐ X 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	☐ X Other: Climate Survey Data

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

Strengths	Needs
Attendance rates have improved. Math growth has improved. Click or tap here to enter text.	Based on internal student climate survey, students report that they do not feel important or valued at school. 50% of students are not meeting annual growth goals according to I-Ready diagnostic. 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?

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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. Cohesive structure for literacy instruction that incorporates active view of reading and anti-racist teaching. 2. Increase sense of belonging for students. 3. Increase student ownership and engagement in learning through reflection

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
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Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
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Mapping Resources to Address Priorities

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
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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
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Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding

Mapping Resources to Address Priorities				
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Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
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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.
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Who is our point of contact for partnerships at the district level? List Name and Title/Role.
Click or tap here to enter text.

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

Roosevelt's Mission Statement

At Roosevelt Elementary School, we believe all people thrive in a community of love, belonging, and hope, where their culture, gifts, and strengths are valued, and where authentic opportunities are provided to inquire into the world, and develop knowledge and skills, agency and sense of self.

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

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

SMARTIE Goal #1 Students will be able to reflect on strengths and challenges and set goals for their learning leading to an increase in engagement and ownership in learning from 58% to at least 80% as measured by the annual student climate survey.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	**Implementation and Impact Data**	**Timeframe**	**Lead**	**Resources**
Teachers will engage in professional learning at monthly sessions around conferring practices.	*Teachers will confer with students two times yearly.* *Teachers will monitor and analyze perception data from students following conferring sessions to inform next steps for planning and instruction.*	*Monthly during 2025-26 school year*	*PLT members*	*Funds to purchase Street Data* for staff members OSSI Grant funding for subs for teacher release to confer and analyze data 3 hrs. Tech Learning Time Also could use ISD or assessment days to confer.

Teachers will implement student-centered assessment practices that lead to increased student engagement, reflection, and academic performance.	*Teachers and students will develop:* *Student reflection* Portfolio entries Co-constructed rubrics/checklists (Unit planners will reflect summative work)	*2025-26 school year*	*PLT members*	Learning Walks and/or Instructional Rounds

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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SMARTIE Goal #2: **The number of students who are multilingual and in special education will see an increase in typical growth as compared to prior year rate with an increase of 20% more students making typical growth by year end.**				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Teachers will participate in monthly ½ day collaboration sessions that focus on planning for literacy instruction imbedded in inquiry units and in a literacy workshop model.	*Common core standards are integrated into units of inquiry and literacy workshop* *Grade level teams monthly reflections at collaboration*	*Monthly throughout 25-26 school year*	*Instructional Coach, ML teacher, Literacy Specialists*	*Monthly 1/2 day release time for teachers using OSSI funds*
Teachers will engage in professional learning around the active view of reading and structures for literacy instruction using Jennifer Serravallo's teaching from *Reading Across the Day*.	*Teachers will apply learning to their inquiry unit development* Teachers will integrate learning into their literacy block structure	*Monthly throughout 25-26 school year*	Instructional Coach, ML teacher, Literacy Specialists	Monthly 1/2 day release time for teachers using OSSI funds Essential Instructional Practices - Literacy Essentials

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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SMARTIE Goal #3: **Based on conferring data and school climate survey data, students will show an increase in their sense of belonging.**				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Teachers will engage in professional learning and planning around Tier 1 instruction that includes culturally responsive practices and UDL.	*Number of requests for student support from admin team* Student time in classroom increasing	*2025-26 school year during monthly staff meetings*	*PLT members*	*Training from district special education team (Rebecca Sauter)* *CRT & B*-Hammond
Teachers will implement Tier 1 and Tier 2 SEL practices and structures like morning meeting, safe space, buddies, soft start, regulation plans, and break spaces.	*Number of requests for student support from admin team* Students utilizing tools and strategies Teacher reporting/reflection CST intervention checklist	*2025-26 school year during monthly staff meetings*	*PLT members*	*Positive Discipline* Funding for para-educators to attend staff meetings

Students will have opportunities to participate in clubs, assemblies, and whole school activities.	*Number of students participating in weekly assemblies* Student leadership in clubs	*2025-26 school year*	*BLT members*	PTA funding Bellingham Schools Foundation

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**
Click or tap here to enter text.	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 & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
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Communication	Method(s)	Date Received and/or Approved
School board	Click or tap here to enter text.	Click or tap here to enter text.
School staff	Click or tap here to enter text.	Click or tap here to enter text.
Community partners	Click or tap here to enter text.	Click or tap here to enter text.
Families	Click or tap here to enter text.	Click or tap here to enter text.

Step 4: Deliver Integrated Student Supports

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

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

Step 5: Use Data to Drive Continuous Improvement

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

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