

# *Parkview 26-27*

## *Integrated Student Supports 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. |                                                                                                                      |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Stephanie Johnson - Principal                                             | Lara Stark – Literacy Specialist                                                                                     |
| Erica Rasmussen - Asst Principal (leaving in July 2026)                   | <i>With input from Parkview School Leadership Team, that met to review data on May 13, 2026 and August 19, 2026.</i> |
| Chris Piasecki – Dean of Students (beginning August 2026)                 | Zara Paci-Green – Parent                                                                                             |
| Shannon Lemieux – MLL Specialist                                          | Steve Keller – Parent                                                                                                |
| Erin Connolly – Instructional Coach                                       |                                                                                                                      |



| Title I School Annual Checklist                                                                              |                              |                                |                |
|--------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------|----------------|
| Item                                                                                                         | Suggested Month for Activity | Due Date                       | Completed Date |
| Title I Annual Parent Meeting w sign in and notes; review Title I Parent Rights and need to know             | September                    | 10/30/2026                     |                |
| Review and Update School Title I Parent Engagement Policy w/Families w/sign in sheet and notes from families | September                    | 12/18/2026                     |                |
| Review and Finalize Annual Parent Compact with Families and Gather required Signatures/Dates                 | September-October            | 5/30/2027                      |                |
| Mid-Year SIP Review                                                                                          | Dec-January                  | January 30th/OSSI January 15th |                |
| Title I Notebook: Gather Required Evidence and upload to Notebook                                            | January-May                  | 5/30/2027                      |                |
| ISS Narrative End of Year Assessment                                                                         | May-June                     | 5/30/2027                      |                |
| End of Year SIP Review                                                                                       | June                         | 6/17/2027                      |                |



## 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 have Staff Agreements that are co-constructed and are re-visited each fall. We will also begin using our district-wide Data Agreements any time we are looking at school or student data.

#### Communication protocols

Notes from school leadership team meetings below will be summarized in weekly emails to Parkview staff.

#### Selection process for evidence-based practices and programs

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### **Data-based decision-making**

**The School Leadership Team** met in the spring of 2026 and again in August 2026 to do year-long planning. They meet monthly to review current data and, if needed, make adjustments to our year-long plan.

**Building-Based Teams** (facilitated by members of the School Leadership Team) will meet 2-3 times during the year to review current data and reflect on action steps we have taken. The School Leadership Team will use these reflections in their monthly meetings.

**Attendance Team** (Dean of Students, Counselor, and Office Assistant) meet weekly to review attendance data and connect with staff, families, and students to respond.

**Student Support Team** (Principal, Dean of Students, Counselor) meet weekly to respond to needs of classrooms, individual students, and families.

**CST Team** (Principal, Dean of Students, Counselor, Multilingual Language Specialists, Instructional Coach, Reading Specialist) meet monthly to review data and interventions for students who are not yet at standard.

**MDT Team** (SPED Teachers, OT, SLP, School Psychologist, Reading Specialist, Principal) meet weekly to review data and plan next steps for 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**



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*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?*

| School                                      | Parkview Elementary |
|---------------------------------------------|---------------------|
| Total Students This Year                    | 411                 |
| Currently Enrolled - As of June 10, 2026    | 398                 |
| Withdrawn                                   | 13                  |
| Asian Count                                 | 29                  |
| Asian Percentage                            | 7.3                 |
| Black African American Count                | 5                   |
| Black African American Percentage           | 1.3                 |
| Hispanic Latino Count                       | 115                 |
| Hispanic Latino Percentage                  | 27.4                |
| American Indian Native Alaskan Count        | 1                   |
| American Indian Native Alaskan Percentage   | 0.3                 |
| Native Hawaiian Pacific Islander Count      | 0                   |
| Native Hawaiian Pacific Islander Percentage | 0                   |
| Two Or More Races Count                     | 20                  |
| Two Or More Races Percentage                | 4.8                 |
| White Count                                 | 241                 |
| White Percentage                            | 59                  |
| MLL Count                                   | 62                  |
| MLL Percentage                              | 15.6                |
| Highly Capable Count                        | 17                  |



|                               |      |
|-------------------------------|------|
| Highly Capable Percentage     | 4.3  |
| Special Education Count       | 99   |
| Special Education Percentage  | 24.9 |
| Section 504 Count             | 22   |
| Section 504 Percentage        | 5.5  |
| Homeless Count                | 51   |
| Homeless Percentage           | 12.8 |
| Free Reduced Lunch Count      | 205  |
| Free Reduced Lunch Percentage | 51.5 |

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

|                                                                                                                        |                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> <a href="#">Attendance</a>                                                         | <input checked="" type="checkbox"/> <a href="#">WaKIDS assessment</a>                                                            |
| <input checked="" type="checkbox"/> <a href="#">Behavior (discipline referrals, etc.)</a>                              | <input checked="" type="checkbox"/> Academic screening                                                                           |
| <input checked="" type="checkbox"/> Student, family, and staff perception data (surveys, etc.)                         | <input checked="" type="checkbox"/> <a href="#">State summative assessment</a>                                                   |
| <input type="checkbox"/> Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)          | <input type="checkbox"/> <a href="#">On track for graduation</a> (if applicable)                                                 |
| <input checked="" type="checkbox"/> <a href="#">Social, emotional, behavioral, and mental health (SEBMH) screening</a> | <input type="checkbox"/> Support data across tiers (participation, pre/post data, impact data): Click or tap here to enter text. |
| <input checked="" type="checkbox"/> <a href="#">WIDA assessment</a>                                                    | <input type="checkbox"/> 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?*



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Strengths</b></p> <p><i>Strong partnership between the school and the PTO, and between the school and a local church. We partner with WWU to support the learning of literacy practicum students, which also provides additional literacy support for some of our students. Our Family Liaison is also a strong partner in supporting our families with school and community resources.</i></p> <p><i>More of our students are meeting grade level standard in reading based on both the SBA and iReady Inform assessments.</i></p> <p>Click or tap here to enter text.</p> | <p><b>Needs</b></p> <p><i>Many of our multi-lingual students are not making as much academic growth as we would like.</i></p> <p><i>Our student's math scores on both SBA and iReady Inform show a significant number of students not meeting grade level standard.</i></p> <p><i>Despite an increased focus on maximizing the number of days students attend school, our overall attendance rates showed little improvement during the 2025-26 school year.</i></p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

1. Not all of our teachers have had access to GLAD training as a way to support oral language development of all students. Our classroom teachers and special education teachers have not had sufficient collaboration time built into the day to support collaboration related to implementing **oral language** strategies in their classrooms.
2. We did not have a systematic way to track student **math growth** across multiple data points, or to disaggregated data for individual groups of students.
3. Our **attendance** team was meeting bi-weekly and was not consistently able to follow through with all families whose students had high numbers of absences. The team did not have the capacity to focus on students who were tardy during the 2025-26 school year.

**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. Oral language development
2. Attendance
3. Math

## Mapping Resources to Address Priorities

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

| Tier 1 (Universal)               |                                  |                                  |                                  |                                  |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Staff                            | Instruction/Services             | Tools/Materials                  | Professional Learning            | Funding                          |
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| 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)               |                                  |                                  |                                  |                                  |
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| 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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| Mapping Resources to Address Priorities |                                  |                                  |                                  |                                  |
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| Tier 2 (Targeted)                       |                                  |                                  |                                  |                                  |
| Staff                                   | Supports/Services                | Tools/Materials                  | Professional Learning            | Funding                          |
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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.

**Lettered Streets Church** - This group provides basic needs for families to support consistent school attendance. Stephanie Johnson, school principal, and Traci Kaiser, Admin Assistant, are the primary points of contact.

**Western Washington University** – Literacy Practicum students from WWU provide additional tier 2 instruction to identified students under the guidance of Lara Stark, our Literacy Specialist

**Parkview Parent Teacher Organization** – This group organizes special events for students during the day and for families in the evening. They also support field trips and additional experiences for students.

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

Jennifer Gaer – Bellingham Schools Volunteer Coordinator

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

5630 Policy – Volunteers

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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? |                                       |                                                                                                    |                                                 |                                                         |                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <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> |
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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?

The staff at Parkview Elementary School, is dedicated to providing an environment where EVERYONE (students, families, and staff) knows they BELONG and are LOVED because this is critical in laying the foundation for life-long learning. We monitor the learning of every student and adjust instruction accordingly to ensure 21st century skills are acquired.



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

**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 – Oral Expressive Language

By June 2027, Parkview multilingual students who are in 1st thru 5<sup>th</sup> grade (and took the WIDA in 2026) will increase their overall English language proficiency score from 28% meeting typical growth measured with the WIDA Language Expected Progress Chart to 50% meeting typical growth when compared to their baseline WIDA overall score.

| <u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal                                              | Implementation and Impact Data                                                                                                                                                                               | Timeframe                                                                                                           | Lead                                                                                                    | Resources                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Classroom Teacher, MLL Specialist, & SPED Teachers will collaborate to incorporate GLAD strategies into teaching.                         | MLL Teachers will support classroom teachers & SPED teachers in monitoring student progress using the WIDA Expressive Language Charts, which also help identify next teaching steps for individual students. | Fall – Winter - Spring                                                                                              | Shannon Lemieux & Carmen Avila Cervera (our MLL Specialists)                                            | WIDA Expressive Language Charts & WIDA English Language Development Standards                                           |
| Professional Development for teachers to deepen understanding of the speaking and writing components of Thinking Maps and GLAD strategies | MLL Teachers & Instructional Coach will co-facilitate training for the whole staff as well as grade level teams. They will also provide 1:1 modeling and coaching for individual teachers.                   | We will plan PD dates for whole staff learning in August.<br><br>Training for teams and individuals will be ongoing | Shannon Lemieux & Carmen Avila Cervera (our MLL Specialists)<br><br>Erin Connolly (Instructional Coach) | GLAD Training Modules, Thinking Map Tools, WIDA Expressive Language Charts, WIDA English Language Development Standards |



**Funding:** District ML program PD funding will support GLAD training for 2<sup>nd</sup> and 5<sup>th</sup> grade teams (plus Julie Johnson and Karina Swank – 1<sup>st</sup> grade – who was unable to attend training during the 2025-26 school year. We will also use building-based professional development time and Thursday after school collaboration time for this work.

**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. Building-based professional development funds
2. District funding to support students who are multi-language learners



## SMARTIE Goal #2 - Attendance

Parkview schoolwide student attendance will increase from 79% of students attending 90% of school days during the 2025-26 school year TO 85% of students attending 90% of school days during the 2026-27 school year.

| <u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal                                                                                | Implementation and Impact Data                                                              | Timeframe                              | Lead                                                      | Resources                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Attendance team reviews attendance data monthly for both absences and tardies                                                                                               | Homeroom Attendance Dashboard<br><br>Attendance Tracking Spreadsheet to track actions taken | Monthly during the 2026-27 school year | Dean of Students<br><br>Counselor<br><br>Office Assistant | MTSS Attendance Resources                                                                  |
| Certificated Staff professional development on state and building protocols related to attendance                                                                           | Staff attendance sign in sheets                                                             | August thru October 2025               | Dean of Students                                          | OSPI Guidance Documents                                                                    |
| Teachers, Dean of Students, Counselor and/or Office Assistant follow up with families whose students have high numbers of absences and/or tardies to collaborate on ways to | Attendance Tracking Spreadsheet to track action taken                                       | June 2026 thru June 2027               | Dean of Students                                          | Script/prompts for staff to follow (if needed)<br><br>School Avoidance Training Strategies |



|                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| strengthen school attendance                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |
| <p><b>Funding:</b> We do not need funding for these action steps.</p> <p><b>Reminder:</b> 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.</p> |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |



### SMARTIE Goal #3 - Math

By June 2027, Parkview 1<sup>st</sup>-5<sup>th</sup> graders will increase their math proficiency on the iReady Math Inform assessment from an average of 43% meeting typical growth during the 2025-26 school year TO 73% meeting typical growth during the 2026-27 school year.

| <u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal                                                                                | Implementation and Impact Data                                                                                                                                                                                                                                                                                                       | Timeframe                                                                                                                 | Lead                                                                         | Resources                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------|
| Implement accountability system so 2nd-5th graders are engaged in iReady MyPath lessons for the equivalent of 10 min/daily. Ideally students would pass 2 lessons per week. | Instructional Coach and Dean of Students will teach classroom teachers and special education teacher how to monitor iReady MyPath data of 2 <sup>nd</sup> -5 <sup>th</sup> grade students.<br><br>The CST Team will monitor schoolwide iReady Inform data, and follow up with teachers whose students are not meeting this standard. | Weekly for special education teachers and classroom teachers.<br><br>Monthly for Instructional Coach and Dean of Students | Instructional Coach – Erin Connolly<br><br>Dean of Students – Chris Piasecki | iReady Reports<br><br>Thursday Collaboration Time |
| Professional Development and Collaboration to support strengthening                                                                                                         | MLL Specialists will provide professional development for classroom teachers and special education teachers                                                                                                                                                                                                                          | Professional Development date for staff learning will be determined in August.                                            | MLL Specialists – Shannon Lemieux and Carmen Avila Cervera                   | Professional Development and Collaboration time   |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                              |                                              |                                                                                                        |                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| vocabulary instruction during math lessons.                                                                                                                                                                                                                                                                                                                                                                                                                                                  | in the fall, and provide ongoing support throughout the year.<br><br>Click or tap here to enter text.                                                                                        | Support will be ongoing throughout the year. |                                                                                                        |                                                                                                                                                      |
| All classroom teachers will monitor Bridges curriculum assessments using the color-coded spreadsheet which will allow us to monitor schoolwide progress.                                                                                                                                                                                                                                                                                                                                     | Instructional Coach and CST Team will monitor Bridges Assessment spreadsheets monthly.                                                                                                       | Monthly                                      | Instructional Coach – Erin Connolly<br>CST Team                                                        | Bridges Math color-coded assessment spreadsheets                                                                                                     |
| Classroom teacher will implement mini-interventions for a few students with skill gaps.                                                                                                                                                                                                                                                                                                                                                                                                      | Using the Bridges Assessment spreadsheets and iReady intervention lessons, teachers will implement mini-interventions to target specific math skills with some students who have skill gaps. | Ongoing                                      | Instructional Coach – Erin Connolly<br><br>Dean of Students – Chris Piasecki<br><br>Classroom Teachers | Bridges Assessment Spreadsheet<br><br>Bridges Intervention Placement Test<br><br>iReady Math Intervention Lessons<br><br>Thursday Collaboration time |
| <p><b>Funding:</b> These activities do not require additional funding. They will be carried out as part of staff responsibilities.</p> <p><b>Reminder:</b> 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.</p> |                                                                                                                                                                                              |                                              |                                                                                                        |                                                                                                                                                      |
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**SMARTIE Goal #4:**

By the conclusion of the Spring 2027 state assessment administration, 100% of eligible students will participate in state accountability assessments as measured by completed tests in TIDE.

| <u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal                             | Implementation and Impact Data                                        | Timeframe                        | Lead                                                                                                      | Resources                                                                            |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Family Communications<br><br>Multiple forms of communication related to the importance of participation, schedules, etc. | School and classroom newsletters and ParentSquare messages            | March through testing completion | Principal – Stephanie Johnson                                                                             | Communication toolkit produced by district communications department                 |
| Weekly Attendance team meetings w/test completion tracking                                                               | Attendance data in Skyward and Homeroom, test completion data in TIDE | Spring testing window            | Dean of Students – Chris Piasecki<br><br>Counselor – Catherine Mullett<br><br>Office Asst – Krista Morrow | Time for weekly meetings; data and reports on student attendance and test completion |



**Funding:** These activities do not require additional funding. They will be carried out as part of staff responsibilities.

**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**

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**Nonacademic**

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**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 &amp; Exit Criteria)</i> | <i>Support to be provided</i>    | <i>Duration &amp; Frequency</i>  | <i>Time of Day</i>               | <i>Location</i>                  | <i>Staff</i>                     | <i>Progress Monitoring</i>       | <i>Communication</i>             |
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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 &amp; Exit Criteria)</i> | <i>Support to be provided</i> | <i>Duration &amp; Frequency</i> | <i>Time of Day</i> | <i>Location</i> | <i>Staff</i> | <i>Progress Monitoring</i> | <i>Communication</i> |
|----------------------|---------------------------------------------------|-------------------------------|---------------------------------|--------------------|-----------------|--------------|----------------------------|----------------------|
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| Communication      | Method(s)                                          | Date Received and/or Approved |
|--------------------|----------------------------------------------------|-------------------------------|
| School board       | Regular Board Meeting                              | 10/15/2026                    |
| School staff       | SIP Review during August Professional Learning Day | 08/26/2026                    |
| Community partners | Schoolwide goals shared during PTO Meeting         | 10/6/26                       |



|          |                                                                     |                    |
|----------|---------------------------------------------------------------------|--------------------|
| Families | Schoolwide goals shared during PTO Meeting and in school newsletter | 10/6/26 & 10/30/26 |
|----------|---------------------------------------------------------------------|--------------------|



## 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> ):<br>Click or tap here to enter text.                                                                                                                |
| Documentation of data-based decision-making process ( <i>to ensure timely access to supports</i> ):<br>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:<br><br>Planned: Click or tap here to enter text.<br><br>Provided: Click or tap here to enter text. |
| Documentation of materials, training, and coaching to ensure fidelity of implementation:<br>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? |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                              |                                                                 |                                                                              |                                                                                                                            |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Date of Review:</b><br><i>When did the data review take place?</i>                            | <b>Data Review &amp; Evaluation:</b><br><i>What is the impact, or student response, to provided supports?</i><br><i>Which factors might have contributed to the student response?</i><br><i>Was the plan for implementation followed? If not, why?</i> | <b>Action Items:</b><br><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> | <b>Lead:</b><br><i>Who is responsible for each action item?</i> | <b>Timeframe:</b><br><i>When do these action items need to be completed?</i> | <b>Communication:</b><br><i>What communications need to occur related to these action items?</i><br><i>Who, what, how?</i> |
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| Program                | Amount Available | How the Intents and Purposes of the Program will be Met                                                                                                                                                                                                                                                                                                                                      |
|------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Basic Education</b> | \$3,646,244      | <p>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.</p> <p>Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.</p> |
| <b>Title I, Part A</b> | \$144,869        | To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.                                                                                                                                                                                                                            |



|                                          |                    |                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title II, Part A</b>                  | n/a                | Preparing, training, and recruiting effective teachers, principals, or other school leaders.                                                                                                                                                                                                                                                                                           |
| <b>Title III</b>                         | n/a                | <p>To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.</p> <p>Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p> |
| <b>Learning Assistance Program (LAP)</b> | \$294,009          | To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements                                                                                                                             |
| <b>Local funds</b>                       | n/a                | Local levy revenue may be combined in schoolwide programs.                                                                                                                                                                                                                                                                                                                             |
| <b>Total</b>                             | <b>\$4,085,122</b> |                                                                                                                                                                                                                                                                                                                                                                                        |

