Shuksan MS 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.	
Alli Chryst (Principal)	Lyle Brunner (Paraeducator)
Rachel Grogan (Asst. Principal)	Anna Burns (Special Education)
CJ Fisher (LMS, Ed Tech Coach)	Carrera Casper (Cert. teacher)
Abby Atkins (Certificated Teacher)	Beth Insera (Cert. teacher)
Sidney Balfour (Special Ed)	Brian Pahl (Cert. teacher)

Stefany Brown (MLL Specialist, Certificated teacher)	Stephanie Strow (Cert. 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: *662*

Gender: *Male: 349 – 52.72% Female: 309 – 46.68% Non-Binary: 4 - .60%*

Race/Ethnicity:

White: 52.87% (350)

Hispanic Latino: 31.12% (206)

Two or More Races: 8.61% (57)

Asian: 4.38% (29)

Black/African American: 1.96% (13)

American Indian/Alaska native: .76% (5)

Native Hawaiian/Other Pacific Islander: .30% (2)

Program and characteristic:

504: 7.40% (49)

MLL: 19.33% (128)

F/R: 49.24% (326)

HCL: 5.74% (38)

Special Education: 15.70% (104)

McKinney Vento: 10.57% (70)

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

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

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

Strengths	Needs
Qualtrics: Safety increased, student 1:1 adult connections, student overall feeling positive at Shuksan. **Ready Growth** (iReady) – reading: 2024–25: Median progress toward typical growth was 125%, a significant improvement from 83% in 2023–24. **Math Growth** (iReady) - Growth improved from 56% in 2023–24 to 74% in 2024–25. **WIDA ACCESS**: 65.7% of ML (Multilingual Learner) students made progress in 2024–25. This is a strong indicator of effective language development support. In 2023-24, 18% of students are making progress. Referral counts are relatively low in high-severity categories.	**Math and ELA Proficiency (State Assessments):** Math Proficiency: 27.8% overall; only 5.1% of English Learners and 2.6% of students with disabilities met standard. ELA Proficiency: 38.6% overall; significant disparities by race (e.g., 14.8% for Black/African American students). **Attendance:** Only 66.1% of students attended 90% or more of school days. Chronic absenteeism is especially high among students of color and low-income students. **Equity Gaps:** WSIF Scores (Washington School Improvement Framework) show low performance for: English Learners (2.38) Students with Disabilities (1.83) Low-Income Students (2.93) These groups are consistently underperforming across multiple metrics. **Academic Readiness** Of total school pop. The following students are on track for are on track for college-level learning without remedial classes: 35% ELA, 27% Math, 40% Science Qualtrics: Parents want more connections, teachers feel like students are disconnected from learning, students feel unsafe in bathrooms.

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

1. English Language (ML Students)

Trends: Only **2.5%** met English proficiency in 2023–24. **65.7%** made progress, but this still falls short of the 100% target (In 2023-24, 18% students made progress). High concentration of **Long-Term English Learners (LTELs)** and **Recent Newcomers**.

Root Causes:

- **Possible Implicit bias** and lower expectations from educators.
- **Interrupted or limited prior education** in home countries.
- **Insufficient access to grade-level content** due to language barriers.
- **Lack of training** on research-based practices to support MLs.
- **Lack of Alignment** of curriculum, vertically and horizontally for varying subject areas.
- **Inadequate Staffing for ML needs**, examples bilingual, bicultural staff
- **Limited bilingual support** and/or culturally responsive instruction.
- **High mobility** and inconsistent schooling.

2. Students with Disabilities

Trends:

- **Math proficiency**: 5.9%
- **ELA proficiency**: 7.7%
- **WSIF score**: 1.83 (very low)

Root Causes:

- **Inadequate differentiation** or accommodations in general education settings.
- **Limited access to inclusive practices** and co-teaching models.
- **Behavioral and attendance challenges** that interfere with learning.
- **Possible Implicit bias** and lower expectations from educators.

3. Low-Income Students

Trends:

- **Math proficiency**: 16.6%
- **ELA proficiency**: 25%
- **WSIF score**: 2.93

Root Causes:

- **Chronic absenteeism** due to housing instability, transportation, or health issues.
- **Limited access to enrichment opportunities** outside of school.
- **Higher exposure to trauma and stress**, impacting focus and behavior.
- **High mobility** and inconsistent home schools.

4. Students of Color (especially Black, Hispanic, Native American)

Trends:

- **Black students**: 14.8% ELA, 11.1% Math proficiency.
- **Hispanic students**: 18.3% ELA, 31% Math.
- **Native American students**: 5.1% ELA, 2.6% Math.

Root Causes:

- **Cultural disconnects** between staff, curriculum, and student identity.
- **Possible Implicit bias** and lower expectations from educators.
- **Disproportionate discipline** and referral rates.
- **Language barriers** for some Hispanic students (MLs)

5. Schoolwide Programmatic Factors

Trends:

- **Attendance**: Only 66.1% of students attend 90%+ of school days.
- **Behavior**: High referrals for defiance, cell phone use, and disrespect.

Root Causes:

- **Lack of engaging, culturally relevant curriculum**.
- **Inconsistent access of SEL supports** like counseling and other student service personnel.
- **Limited family engagement**, especially for marginalized communities.

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. Talk and Communication
2. Belonging and Connection
3. Measurable Growth

Mapping Resources to Address Priorities

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

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

Mapping Resources to Address Priorities				
Talk & Communication: Stefany Brown, Danielle Crow, Rachel Grogan-ML Specialists	Focus on SIOP blended with AVID strategies to elicit conversations and academic vocabulary alignment.	AVID access, SIOP trainings and teacher leaders, AVID Team	Schoolwide AVID focus on focused communication. Instructional Rounds centered on student talk.	Built in FTE, ISD days, TPEP funding for IRs.
Belonging & Connection: All staff and families.	Relational Capacity learning and strategies in AVID. Increasing evening opportunities for family connections. In school connection opportunities for all students-assemblies and activity days.	CRE Trainings for new staff, Community in Schools Liaison	Relational Capacity learning and strategies in AVID. CRE Planning focus, Class review fulfillment. Continual focus on Relational Capacity during ISD time.	Potential building funds, FIESTA funds.
Measurable Growth: Certificated staff and administrators.	IReady training in the fall with Jeffrey (iReady Trainer), focusing on class tools and groupings and strategies for structure for implementation of targeted instruction. Formative and summative alignment in content and grade levels. Student Data Talks	iReady training.	Supporting students in measuring their own growth and goal setting. Learning progressions for unit assessments and planning.	District funded iReady training.

Mapping Resources to Address Priorities

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Talk & Communication: Counselors, Homeroom teachers, Admin and support staff, ML Specialists	Student voice groups, small group practice, AVID Socratic extensions, Conversation partner, visual and structural language supports.	Mid- year connections survey, formative Instructional Walks	Neurodivergent comprehension, second-language acquisition and trauma informed practices for learning. Common norms around student talk. District provided SIOP training for LMS, SpEd and MLL specialists	Title 3 funds for extended SIOP training
Belonging & Connection: Counselors, support staff- Giles, Gartner, Martinez, Martin	More affinity groups during the day, 1:1 check ins with preferred adults, intentional mentoring, small group SEL support,	Mid-year connections survey.	Training for necessary staff on restorative circles, check-in/check-out practices, SEL supports.	Additional training potentially.
Measurable Growth:	Focused student instruction- skills based. Progress monitoring,	Classroom observation checklists (SIOP), Data from ML coach	PD on formative assessment alignment and differentiation. Data	Title III

Mapping Resources to Address Priorities

	intervention classes and supports, data protocols. Teacher Data Protocols, Instructional coaching,	supporting instructional changes for MLs, Click or tap here to enter text.	understanding and conversations. Data analysis with specialists.	

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Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Talk & Communication MTSS team, SLP, school counselors, case managers, administrators.	SLP in class coaching, Personalized Communication Plans, Alternate comms plans, Collaborative IEP Comms goals.	Coaching cycles and learning walks, Click or tap here to enter text.	SLP Support for classroom teachers, personalized communication plans, case study protocols.	Collaborative time, training around protocols and comms plans. Click or tap here to enter text.
Belonging & Connection: FRC, Compass health, CCS, CIS, Attendance team, SST, MTSS Team	Adult allyship programs, weekly counseling, outside school counseling, family partnership support. Modified learning supports and environments- access to safe spaces. Identity affirming services.	Kate Haskell – learning around secondary trauma	Trauma informed practices, supporting students with school avoidance, supporting staff with secondary trauma learning	School avoidance training from District.
Measurable Growth:	Individualized Learning Plans, 1:1 and small	Co-planning time for teachers for	Growth portfolios, MTSS protocol structure,	Data-case studies training

Mapping Resources to Address Priorities

	group interventions, Diagnostic deep dives, alternate scheduling, MTSS data case studies,	supports/intervention initiatives, SST interventions and data tracking of progress	student-centered data case studies.	

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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
Talk and Communication	AVID Training on T&C Strategies,	Time to review talk and communication data	Time for grade level AVID site team to lead learning on T&C strategies	Instructional Rounds
Belonging & Connection	AVID Relational Capacity lessons	Regular data access and time to review student & connection	SIOP training for staff not yet trained	Click or tap here to enter text.
Measurable Growth	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
T&C	AVID training for teachers not AVID training, SIOP training for non-trained	Click or tap here to enter text.	6th Grade AVID training	Click or tap here to enter text.
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Mapping Resources to Address Priorities				
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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.
Click or tap here to enter text.

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?
Click or tap here to enter text.

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

Talk & Communication: By **June 2026**, 100% of **classroom teachers** at Shuksan Middle School will implement **at least two structured academic talk strategies per week** (e.g., Think-Pair-Share, Socratic Seminar, Accountable Talk Stems), with a focus on **supporting multilingual learners and students with communication-based anxiety**, as measured by **monthly teacher reflection logs, student self-assessments, and classroom walk-through data, in partnership with AVID Site team leads, and our ML Specialists.**

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Implementing two strategies / week for talk/comm strategies	**monthly teacher reflection logs, student self-assessments, and classroom walk-through data, in partnership with AVID Site team leads, and our ML Specialists.**	September 2025 – June 2026	CJ Fisher	SIOP Interaction Strategies, ML team, AVID team and All Staff Training PD on talk/communication strategies
Instructional Round Training for talk/communication strategies	Instructional Rounds led Click or tap here to enter text.	September 2025 – June 2026	CJ Fisher	AVID

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. TPEP Budget – PD for training and instructional rounds
2. Click or tap here to enter text.

SMARTIE Goal #2: By June 2026, Shuksan Middle School will increase students' sense of belonging and connection by ensuring that 100% of students are intentionally connected to at least one adult and one peer group through advisories, clubs, affinity spaces, or extracurricular programs.

The school will gather Spring Qualtrics data to measure progress, aiming for at least a 15% increase in students responding "strongly agree" or "agree" to statements such as *"I feel like I belong at this school"* or *"There is at least one adult at school who knows and supports me."*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Biannual equity-centered professional development on **relationship-building strategies**, **identity-affirming practices**, and **inclusive student engagement**, with an emphasis on **marginalized student populations**	Dr. Velazquez Farmer training on interrupting Bias parts 1& 2 Continue training on migrant population Partnership with FRC for MV families The school will gather S**pring Qualtrics data** to measure progress, aiming for at least a **15% increase**	Fall, Winter, Spring	Dr. Velazquez Farmer, Jami Pitman, Isabel Meeker	Time

	in students responding "strongly agree" or "agree" to statements such as *"I feel like I belong at this school"* or *"There is at least one adult at school who knows and supports me."*			
Belonging and Connection: Increase opportunities for students and families to provide feedback to shape building decisions / initiatives.	QR codes for families Homeroom reps w/ admin	Spring 2026	Click or tap here to enter text.	Click or tap here to enter text.

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

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

1. Basic Education, Title III
2. Click or tap here to enter text.

SMARTIE Goal #3: By June 2026, 100% of core content teachers and students at Shuksan Middle School will engage in data-informed goal setting and reflection using i-Ready diagnostic data and classroom-based assessments, with the aim of at least 70% of students meeting or exceeding their annual typical growth target in Reading and Math.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
iReady Training for SMS	August training for staff (internal iReady review) Data team meetings to review i-Ready and classroom data. Review of iReady data in January 2026	Fall, ongoing Click or tap here to enter text.	IReady Trainer (Jeff) Click or tap here to enter text.	iReady Data from 24-25 Click or tap here to enter text.
	Using universal screening tools like i-Ready to identify student needs.	monthly	CJ Fisher, Barr, Stanage, Martin, Burns, Mayfield	I ready data, team meeting time, paid release time to review data as teams

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

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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