Integrated Student Supports Implementation Template

**LEA Level**

# Audience & Purpose

This template is intended to be an optional working document to support local education agencies (LEAs) in implementing the LEA-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 Protocol Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. LEAs that are applying for Office of System and School Improvement (OSSI) grants are required to use the L-CAP.

# Getting Started

## Implementation Teams

Resources: [Implementation Teams Overview](https://implementation.fpg.unc.edu/implementation-practice/teams/), [District Team Membership](https://implementation.fpg.unc.edu/wp-content/uploads/District-Implementation-Team.docx.pdf), [Creating an Implementation Team](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fimplementation.fpg.unc.edu%2Fwp-content%2Fuploads%2FActivity_-Creating-an-Implementation-Team.docx&wdOrigin=BROWSELINK), [Teaming Inventory](https://nemtss.unl.edu/wp-content/uploads/2018/08/PBIS-Working-Smarter-Matrix.pdf)

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| --- | --- |
| Who are our district implementation team members? List Name, Title/Role. | |
| Click or tap here to enter text.  Click or tap here to enter text.  Click or tap here to enter text. | Click or tap here to enter text.  Click or tap here to enter text.  Click or tap here to enter text. |

## Team Procedures

Resources: [Team Working Agreements](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fimplementation.fpg.unc.edu%2Fwp-content%2Fuploads%2FActivity-Implementation-Team-Working-Agreements-1-2.docx&wdOrigin=BROWSELINK), [Communication Protocols Worksheet](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fimplementation.fpg.unc.edu%2Fwp-content%2Fuploads%2FCommunication-Protocol-Worksheet.docx&wdOrigin=BROWSELINK), [Example Communication Protocol](https://implementation.fpg.unc.edu/wp-content/uploads/AI-Hub-Sample-Communication-Protocol.pdf), [Selecting Useable Innovations](https://implementation.fpg.unc.edu/implementation-practice/usable-innovations/), [Evidence-Based Interventions](https://ospi.k12.wa.us/sites/default/files/2025-03/evidence-based-interventions-guidance.pdf), [Data-Based Decision Making](https://www.pbis.org/topics/data-based-decision-making)

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| 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. |

***LEAs with OSSI Identified Schools:*** *Evidence-based practices, or interventions, are defined in* [*OSSI’s guidance*](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf) *and aligned with the definition used for LAP supports and services.*

# Step 1: Assess Strengths and Needs

Resources: [Comprehensive Needs Assessment Toolkit](https://ospi.k12.wa.us/sites/default/files/2023-08/comprehensive_needs_assessment_march_2023.pdf), [Washington State Report Card](https://washingtonstatereportcard.ospi.k12.wa.us/), [District Capacity Assessment](https://implementation.fpg.unc.edu/wp-content/uploads/DCA-7.7-10-18-19.pdf), [PBIS District Systems Fidelity Inventory](https://assets-global.website-files.com/5d3725188825e071f1670246/650a33a8ae062c51f98cf532_PBIS%20District%20Systems%20Fidelity%20Inventory%20(DSFI).pdf), [Washington 211 Resource Inventory](https://search.wa211.org/), [Finding the Root Cause](https://docs.google.com/presentation/d/1aOpZCt5-fneMivzeQubJEUJkQwqqAnSPcS8ee7OkdE8/edit#slide=id.p), [NIRN Root Cause Analysis](https://www.implementationpractice.org/wp-content/uploads/2021/08/NIRN-CIP-Root-Cause-Analysis-Resources-fillable-7.29.21.pdf)

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| LEA-Level Data |
| Which assessment did we engage in this year?  * Intensive review of our strengths and needs (every 3-5 years) * Focused review of our strengths and needs (yearly)   *What are the demographics in our LEA?*   |  | | --- | | *Total enrollment:*  *Gender:*  *Race/Ethnicity:*  *Program and characteristics:* |  Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our LEA?  |  |  | | --- | --- | | * [Attendance](https://ospi.k12.wa.us/student-success/support-programs/attendance-chronic-absenteeism-and-truancy) | * [WaKIDS assessment](https://ospi.k12.wa.us/student-success/testing/state-testing/washington-kindergarten-inventory-developing-skills-wakids) | | * [Behavior (discipline referrals, etc.)](https://ospi.k12.wa.us/student-success/support-programs/student-discipline) | * Academic screening | | * Student, family, and staff perception data (surveys, etc.) | * [State summative assessment](https://ospi.k12.wa.us/student-success/testing/state-testing/washington-state-smarter-balanced-assessment-consortium) | | * Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.) | * [On track for graduation](https://ospi.k12.wa.us/student-success/support-programs/ninth-grade-success) (if applicable) | | * [Social, emotional, behavioral, and mental health (SEBMH) screening](https://ospi.k12.wa.us/student-success/health-safety/school-safety-center/mental-social-behavioral-health) | * Support data across tiers (participation, pre/post data, impact data): Click or tap here to enter text. | | * [WIDA assessment](https://ospi.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program/wida-standards-assessments-and-professional-learning) | * Other: Click or tap here to enter text. |   *What are the main trends in student data, disaggregated by student group and program, in our LEA?*   |  |  | | --- | --- | | Strengths  Click or tap here to enter text.  Click or tap here to enter text.  Click or tap here to enter text. | Needs  Click or tap here to enter text.  Click or tap here to enter text.  Click or tap here to enter text. |   *What are the* [*root causes*](https://www.implementationpractice.org/wp-content/uploads/2021/08/NIRN-CIP-Root-Cause-Analysis-Resources-fillable-7.29.21.pdf) *for the trends in student data, disaggregated by student group and program, in our LEA?*   1. Click or tap here to enter text. 2. Click or tap here to enter text. 3. Click or tap here to enter text. |

***LEAs with OSSI Identified Schools:*** *All schools identified for improvement must review family engagement data and WSIF data accessed through the* [*Washington State Report Card*](https://washingtonstatereportcard.ospi.k12.wa.us/) *in their comprehensive needs assessment process.*

| **Priorities Aligned with Data Trends** |
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| *Based on our careful review of LEA-level data, what are our top priorities?*  1. Click or tap here to enter text.  2. Click or tap here to enter text.  3. Click or tap here to enter text. |

| **Mapping Resources to Address Priorities** |
| --- |
| *What resources are available in the LEA and community/region to address our top priorities?*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Tier 1 (Universal) | | | | | | Staff | Instruction/Services | Tools/Materials | Professional Learning | Funding | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Tier 2 (Targeted) | | | | | | Staff | Supports/Services | Tools/Materials | Professional Learning | Funding | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Tier 3 (Intensive) | | | | | | Staff | Supports/Services | Tools/Materials | Professional Learning | Funding | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |   *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 | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Tier 2 (Targeted) | | | | | | Staff | Supports/Services | Tools/Materials | Professional Learning | Funding | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Tier 3 (Intensive) | | | | | | Staff | Supports/Services | Tools/Materials | Professional Learning | Funding | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | |

***LEAs with OSSI Identified Schools:*** *Schools identified for improvement must identify, examine, and address* [*resource inequities*](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fospi.k12.wa.us%2Fsites%2Fdefault%2Ffiles%2F2025-03%2Fossi-examining-resource-inequities-tool.docx&wdOrigin=BROWSELINK)*.*

# Step 2: Build Community Partnerships

Resources: [Memorandum of Understanding (MOU)](https://drive.google.com/file/d/12aUsSOd37G0UgNmPEdb6kA9LFkdXPM_b/view),[Tribal compacts](https://ospi.k12.wa.us/student-success/access-opportunity-education/native-education/tribal-consultation)

| Who is our point of contact for partnerships at the district level? List Name, Title/Role. |
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| Click or tap here to enter text. |

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| What are our district policies and procedures for establishing partnerships? | Date of Board Approval | Date for Review and Update |
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| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. |

| What partnerships have been built in our district to address our top priorities? | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| *What is the name of the partner?* | *Which school(s) do they work with?* | *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 implementation team, community partners, families) needs to be informed of this approval?* |
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# Step 3: Plan Integrated Student Supports

Resources: [Developing SMARTIE Goals](https://ospi.k12.wa.us/sites/default/files/2024-03/l-cap-implementation-guide.pdf), [Identifying Evidence-Based Practices and Programs](https://mtss4success.org/resource/navigating-evidence-based-practice-resource-websites-online-module), [Evidence-Based Interventions](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf), [Planning Training and Coaching](https://intensiveintervention.org/training/coaching), [Coordinating State and Federal Funding Sources](https://ospi.k12.wa.us/sites/default/files/2024-02/unlocking_federal_and_state_program_funds_to_support_student_success-2024_1.pdf)

| What is our vision and mission statement? |
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| Click or tap here to enter text. |

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| Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. [SMARTIE Goals](https://ospi.k12.wa.us/sites/default/files/2024-03/step-step-sip-planning-and-implementation-guide.pdf) are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable. | | | | |
| [Evidence-based practice](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf) (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.)?* |

***LEAs with OSSI Identified Schools:*** *Evidence-based practices, or interventions, are defined in* [*OSSI’s guidance*](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf) *and aligned with the definition used for LAP supports and services.*

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| SMARTIE/Strategic Goal #1  Click or tap here to enter text. | | | | |
| [Evidence-based practice](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf) (intervention, activity, or strategy) to support SMARTIE Goal | Implementation and Impact Data | Timeframe | Lead | Resources |
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| **Funding:** List and describe funding source(s) associated with the activities described above. | | | | |
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| SMARTIE/Strategic Goal #2:  Click or tap here to enter text. | | | | |
| [Evidence-based practice](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf) (intervention, activity, or strategy) to support SMARTIE Goal | Implementation and Impact Data | Timeframe | Lead | Resources |
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| SMARTIE/Strategic Goal #3:  Click or tap here to enter text. | | | | |
| [Evidence-based practice](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf) (intervention, activity, or strategy) to support SMARTIE Goal | Implementation and Impact Data | Timeframe | Lead | Resources |
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| **Funding:** List and describe funding source(s) associated with the activities described above. | | | | |
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| Communication | Method(s) | Date Received and/or Approved |
| School board | Click or tap here to enter text. |  |
| School staff | Click or tap here to enter text. |  |
| Community partners | Click or tap here to enter text. |  |
| Families | Click or tap here to enter text. |  |

# Step 4: Deliver Integrated Student Supports

Resources: [Understanding Implementation Fidelity](https://implementation.fpg.unc.edu/resource/handout-fidelity-q-a/), [Monitoring Implementation of Planned Supports](https://intensiveintervention.org/implementation-intervention/fidelity), [Implementing Evidence-Based Practices with Fidelity](https://iris.peabody.vanderbilt.edu/module/ebp_02/challenge/#content)

| How are we tracking implementation at each school in the district? |
| --- |
| 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](https://implementation.fpg.unc.edu/implementation-practice/improvement-cycles/), [Data Inquiry Guide](https://ospi.k12.wa.us/sites/default/files/2023-08/data_inquiry_guide_2023.pdf)

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| 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?* | **Actions Items:**  *What adjustments need to be made to improve our impact on student learning? (e.g., policy, funding, professional learning, 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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