Integrated Student Supports Implementation Template

**School Level**

# Audience & Purpose

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

# Getting Started

## Implementation Teams

Resources: [Implementation Teams Overview](https://implementation.fpg.unc.edu/implementation-practice/teams/), [School 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 school implementation team members? List Name and Title/Role. |
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## 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), [Data Teaming Tools](https://intensiveintervention.org/implementation-intervention/data-teaming)

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| What are our team procedures? |
| Working agreementsClick or tap here to enter text. |
| Communication protocolsClick or tap here to enter text. |
| Selection process for evidence-based practices and programsClick or tap here to enter text. |
| Data-based decision-makingClick or tap here to enter text. |

***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/), [PBIS Tiered Fidelity Inventory](https://www.pbis.org/resource/tfi), [Reading Tiered Fidelity Inventory](https://mimtsstac.org/reading-tiered-fidelity-inventory-r-tfi), [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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| School-Level Data  |
| Which assessment did we engage in this year? * Intensive review of our strengths and needs (every 3-5 years)
* Focused review of our strengths and needs (yearly)

*What are the demographics in our school?*

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| *Total enrollment:* *Gender:**Race/Ethnicity:**Program and characteristic:* |

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

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

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| StrengthsClick or tap here to enter text.Click or tap here to enter text.Click or tap here to enter text. | NeedsClick 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 school?* 1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.
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***OSSI Identified Schools:*** *All schools identified for improvement must review family engagement data and WSIF data accessed through the* [*Washington State Report Card*](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 school-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** |
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| *What resources are available in the school, community and region to address our top priorities?*

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| 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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| Tier 3 (Intensive) |
| Staff | Supports/Services | Tools/Materials | Professional Learning | Funding |
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Click or tap here to enter text.*What resources still need to be identified and secured to address our top priorities?*

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| Tier 1 (Universal) |
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| Tier 2 (Targeted) |
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***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: [Creating Clear Agreements](https://drive.google.com/file/d/12aUsSOd37G0UgNmPEdb6kA9LFkdXPM_b/view)

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

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

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| 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?  |
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| *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](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.)?* |

***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 Goal #1Click 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. **Reminder:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources. |
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| SMARTIE Goal #2: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. **Reminder:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources. |
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| SMARTIE Goal #3: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. **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** Click or tap here to enter text. | **Nonacademic** 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](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)

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| 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](https://implementation.fpg.unc.edu/implementation-practice/improvement-cycles/), Data-Based Individualization (DBI) [Steps](https://intensiveintervention.org/sites/default/files/NCII-placemat-508.pdf) and [Resources](https://intensiveintervention.org/data-based-individualization), [SIP EOY Rubric and Feedback Template](https://ospi.k12.wa.us/sites/default/files/2024-06/23-24-ospi_school_improvement_plan_eoyr_rubric-and-feedback.docx)

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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?*  | **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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