



Washington Office of Superintendent of
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Washington Integrated Student Supports Protocol Implementation Guidance

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WASHINGTON INTEGRATED STUDENT SUPPORTS PROTOCOL IMPLEMENTATION GUIDANCE

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Section	Page	Description of Revision	Revision Date

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REQUIREMENTS

The Washington State Legislature created Washington's [Integrated Student Supports Protocol](#) when it passed [4SHB 1541](#) in 2016, as recommended by the [State's Educational Opportunity Gap Oversight and Accountability Committee](#) (EOGOAC). OSPI developed the [Washington Integrated Student Supports Protocol: Essential Practices for Implementing Student Supports](#) in 2017 to outline the components of the Protocol.

In 2021, the Washington State Legislature modified the state's Learning Assistance Program (LAP) laws under Revised Code of Washington (RCW) Chapter [28A.165](#) through [SHB 1208](#). Starting in September 2025, school boards of directors must budget and expend the appropriations of LAP, under RCW [28A.165.005](#) through [28A.165.065](#), using the Washington Integrated Student Supports Protocol, established under RCW [28A.300.139](#). The purpose of LAP is to: (1) Promote the use of data when developing programs to assist students who are not meeting academic standards; and (2) guide school districts in providing the most effective and efficient practices when implementing supplemental instruction and services to assist students who are not meeting academic standards (RCW [28A.165.005](#)).

Requirements related to the Washington Integrated Student Supports Protocol are summarized and cited below for ease of use.

State Requirements for the Washington Integrated Student Supports Protocol

Topic	Summary	Citation
Components of the Protocol	The legislature established the Washington Integrated Student Supports Protocol. The Protocol is a school-based approach to promoting the success of all students by coordinating academic and nonacademic supports to reduce barriers to academic achievement. The essential components include needs assessments, resource mapping, community partnerships, integration and coordination, and continuous data tracking and monitoring to assess progress and address evolving student needs.	RCW 28A.300.139
Using LAP Funds to Implement Supports through the Protocol	School district board of directors must budget and expend LAP funds using the Washington Integrated Student Supports Protocol, established under RCW 28A.300.139 . LEAs may use up to 15 percent of their LAP allocation to deliver academic, nonacademic, and social emotional supports and services through community partners or other out-of-school organizations. These agreements must: (1) specify that the funds are only used to provide direct supports and services to students; (2) identify supports and services that will be made available and how they align with the students' identified needs; and (3) identify the in-school supports that will be reinforced by the supports and services provided by the community partner to promote progress towards meeting academic standards.	RCW 28A.165.037

Topic	Summary	Citation
Monitoring LAP Funds and the Use of the Protocol	Using, at minimum, data reported for RCW 28A.165.100 (annual LAP reporting), OSPI is required to monitor the effectiveness of LAP allocations and expenditure of resources, and fidelity in implementing best practices using the Washington integrated student supports protocol, established under RCW 28A.300.139 . OSPI may provide technical assistance to LEAs to improve the effectiveness of LAP.	RCW 28A.165.065

GUIDANCE

Audience & Purpose

This implementation guide is intended for education staff and partners who are engaged in **implementation** of Washington Integrated Student Supports **Protocol**. Starting in September 2025, school boards of directors must budget and expend the appropriations of LAP, under RCW [28A.165.005](#) through [28A.165.065](#), using the Washington Integrated Student Supports Protocol, established under RCW [28A.300.139](#). Given the intent of LAP, this means schools and **local education agencies (LEAs)** must use the protocol to plan and implement supplemental supports and services for students participating in LAP.

All schools, including schools identified for [improvement supports](#) (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use this guide and school template to support annual School Improvement Plan (SIP) requirements. The purpose of this implementation guide is to provide steps and resources necessary for schools and LEAs to implement the ISS Protocol with **fidelity** and intentionality.

How to Use this Guidance

Words that are listed in bold text are defined in the document glossary.

Introduction

The role of education is to promote student achievement and excellence. Education is an element of the preparation students engage with to be lifelong learners and contribute in meaningful ways within a diverse community. Students' learning and development is impacted by more than just the quality of the experiences they have in school. Their progress is also impacted by the experiences they have at home and in the community, the relationships or partnerships between individuals in these different settings, and the policies, cultural norms, and values that govern interactions in these spaces (Bronfenbrenner, 1979). Ensuring their success is, therefore, a shared responsibility between the school, families, and the community. Strong reciprocal **partnerships** between schools and the community (i.e., expanded learning providers, health and human services agencies, housing and basic needs providers) support positive student development (Weissberg & Greenberg, 1998; Moore, & et al. et al., 2014).

Meaningful and mutually beneficial partnerships between schools, community members, and community organizations allow for better alignment across learning environments (home, school, and community), expand the set of resources available to support students, increase the diversity in expertise among the individuals working on students' behalf, and facilitate easier access to supports and services for students and their families (Bronstein, & Mason, 2016).

These partnerships are critical to delivering effective **Integrated Student Supports (ISS)**. Child Trends (2014) defines ISS as "a school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and nonacademic barriers to achievement" (p. 12). Their review of research indicates that ISS is a promising approach for improving student learning and promoting healthy development (Moore, H.L. et. al., 2017). To support effective implementation, this guide outlines the essential activities in each step of the

Washington Integrated Student Supports Protocol (ISS Protocol).

The ISS Protocol is implemented through a Multi-Tiered System of Supports (MTSS). MTSS is a framework that guides how supports are organized and delivered by educational professionals, in partnership with families and communities. The ISS Protocol Implementation Guide outlines a coordinated set of steps and activities in the MTSS framework. Therefore, MTSS and the ISS Protocol work together to support the needs and inform the services for each and every student.

Coordination of State and Federal Requirements

For optimal student academic and nonacademic outcomes, the Protocol should be used broadly to integrate related state and federal requirements. McIntosh and Goodman (2016), emphasize integrating student supports may lead to more efficient use of resources and protection against multiple competing initiatives, enhancing sustainability and improving student outcomes.

Therefore, to assist schools and LEAs with coordination of federal and state program requirements, [Appendix A](#) as developed to facilitate an integrated process for planning and implementation, leading to conditions that allow each student to thrive.

Educational environments that are designed to support individual student needs are developed through the intentional process of collecting and evaluating academic and nonacademic data. This process can be utilized in the development of school improvement plans (SIP). School improvement plans are required annually for every school in Washington State ([WAC 180-16-220](#)). Through the development of the SIP, schools identify the academic and nonacademic barriers to student success and determine priorities, including LAP supports.

GETTING STARTED

ISS implementation requires intentional collaboration and regular communication. Before getting started with the steps in this guide, Schools and LEAs should identify their implementation teams and team procedures.

Implementation Teams

To ensure effective and sustainable implementation, each LEA identifies teams at the LEA-level and school-level to lead implementation of the ISS Protocol. These teams may be existing teams, such as MTSS Teams, Comprehensive School Counseling Program Teams, Leadership Teams, etc., that are able to support implementation of the ISS Protocol. Schools and LEAs may need to complete a teaming inventory to identify the most appropriate existing teams to support implementation.

- LEA team: The LEA team is responsible for establishing aligned systems, resources, policies, and practices. It also ensures that coaching, training, and evaluation capacity are developed across the system so that school-level teams can implement the Protocol with fidelity.
- School teams: With the guidance and support of the LEA team, school teams are responsible for implementing aligned systems and practices that lead to the intentional integration of supports in coordination with community partners and families to ensure positive outcomes for students.

Resources to identify teams and team membership: [Implementation Teams Overview](#), [LEA Team Membership](#), [School Team Membership](#), [Creating an Implementation Team](#), [Teaming Inventory](#)

Team Procedures

Implementation teams operate most effectively with clear procedures and plans in place. Teams develop working agreements to ensure clarity in purpose and operation. As part of their working agreements, the team indicates how communication flows between various audiences within the system, including but not limited to LEA and school teams, community partners, students, and families.

Resources to create or update teaming procedures: [Team Working Agreements](#), [Communication Protocols Worksheet](#), [Example Communication Protocol](#), [Selecting Useable Innovations](#), [Evidence-Based Interventions](#), [Data-Based Decision Making](#), [School-Based Team Functionality Rubric](#)

PROTOCOL STEPS

The steps in the ISS Protocol are designed to positively impact each and every student. As schools and LEAs work through the steps in the Protocol, it is intended to lead to actionable information that will intentionally address the academic and nonacademic needs of students in an integrated and coordinated manner. This guidance, therefore, provides clarity for teams regarding activities that align systems for positive student outcomes and addresses unique roles and responsibilities of LEA and school teams.

There are five steps in the ISS Protocol. Each step in the Protocol includes objectives, expected products, step-by-step activities at the school and LEA level, and a link to the self-assessments in [Appendix B](#) for readiness and growth. To support the completion of these steps, OSPI encourages teams to use the optional school-level and LEA-level templates. There are circumstances when the school and LEA team may need to be combined to lead implementation of ISS, such as in a very small school district. In this situation, the activities in each step could then be completed by one implementation team.

Overview of Steps in the Protocol



Step 1: Assess Strengths and Needs

The purpose of this step is to use data to determine priorities for supporting student well-being and growth. This process begins with a strengths and needs assessment conducted by teams that are made up of individuals from all levels of the organization and community, which includes educators, families, students, and community-based organizations. This inclusive representation allows for diversity of perspectives leading to transparency and collective responsibility. Through a well-ordered examination of academic and non-academic data from multiple sources, teams systematically identify student strengths and needs. Teams conduct root cause analysis as part of this examination to better understand and address identified needs. In alignment with the greatest identified needs, teams determine top priorities and map resources in the school, LEA, community, and region to address those priorities.

The depth of the process, that occurs annually, depends on an LEA and school's progress toward their identified priorities for supporting student well-being and growth. For example, if an LEA or school is making expected progress toward their identified goals, an end-of-year evaluation based on monitoring implementation and impact may be more appropriate than another intensive needs assessment process. While LEAs and schools assess and monitor individual student well-being and growth on an on-going basis, they should engage in an intensive assessment of their strengths and needs at least once every three-to-five years.

Objective

Teams identify priorities for supporting student well-being and growth through a comprehensive strengths and needs assessment process.

Products

- Top priorities based on data trends
- Map of resources to address priorities

School-Level Activities

- ❑ With support from the LEA team, use the [Comprehensive Needs Assessment](#) (CNA) Toolkit to identify and examine school-level strengths and needs.
 - Schools identified for improvement may use the [CNA template](#) and [Examining Resource Inequities Tool](#) to support their assessment process.
- ❑ Aligned with the results of the strengths and needs assessment process, outline the school's top priorities (maximum of 3).
- ❑ Map resources available to address top priorities in the school, LEA, community, and region to address top priorities.
 - Schools may choose to use the [PBIS Tiered Fidelity Inventory](#) (TFI) and [Reading Tiered Fidelity Inventory](#) (R-TFI) to deepen their understanding of the system of supports they have in place.

LEA-Level Activities

- ❑ Use the [Comprehensive Needs Assessment](#) (CNA) Toolkit to identify and examine LEA-level strengths and needs.

- ❑ Aligned with the results of the strengths and needs assessment process, outline the LEA's top priorities (maximum of 3 is recommended).
- ❑ Map resources available in the LEA, community, and region to address top priorities.
 - LEAs may choose to use the [District Capacity Assessment](#) (DCA) or [PBIS District Systems Fidelity Inventory](#) (DSFI) to deepen their understanding of the system of supports they have in place.

Self-Assessment

Refer to the [ISS Self-Assessments](#) to assess LEA and school readiness, as well as implementation throughout the school year.

Step 2: Build Community Partnerships

The purpose of this step is to strategically build partnerships with community or other out-of-school organizations to expand the set of resources available to support students and families. This process begins with the identification of an individual on the implementation team(s) who serves as the point of contact for partnerships. Team(s) also ensure that effective and consistent policies and procedures are in place, accessible, and followed when partnerships are established. Utilizing resource mapping from Step 1, team(s) review existing partnerships for alignment with, and/or select new partnerships to support, their identified top priorities. Each partnership should have a clear agreement that demonstrates alignment with these top priorities. In alignment with the LEAs' policies and agreements, teams seek annual school board approval for established and new partnerships and communicate these approvals with all relevant parties.

Objective

Teams strategically build relationships with community partners in alignment with top priorities to holistically support students and families.

Products

- Partnership policies and procedures
- Partnership agreements

School-Level Activities

- ❑ Identify an individual on the implementation team to serve as the point of contact for coordinating partnerships.
- ❑ With support from the LEA implementation team, use results from resource mapping to review and/or select community and out-of-school organizations that can provide needed supports to students and their families.
- ❑ Collaborate with the LEA point of contact to develop agreements, such as contracts, [Memorandum of Understanding \(MOU\)](#), and/or [tribal compacts](#), with each partner in alignment with established policies and procedures.
- ❑ Communicate approved partnerships with school staff, families, and community members.

LEA-Level Activities

- ❑ Identify an individual on the implementation team to serve as the point of contact for coordinating partnerships.
- ❑ Ensure policies and procedures are established and accessible for developing partnerships with community or other out-of-school organizations in alignment with state requirements.
- ❑ Use results from resource mapping to review and/or select community and out-of-school organizations that supplement existing resources and provide needed supports to students and their families.
- ❑ Create clear agreements, such as contracts, [MOUs](#), and/or [tribal compacts](#), with each partner. Agreements outline necessary information for optimal coordination, which may include expectations for services, training, data sharing, space and location, transportation, and any other resource that may facilitate a mutually beneficial partnership.

- If LAP funds are used for **direct supplemental supports and services** to students, funding requirements apply, and the following must be included in the agreement per [RCW 28A.165.037](#):
 - Specify that LAP funds may only be used to provide direct supplemental supports and services to participating students.
 - Outline the supports and services that will be made available to students by the community partner. Additionally, include how those supports and services align to the needs of the students as identified in the needs assessment process.
 - Identify how supports and services provided by the community partner reinforce supports and services provided by school staff to promote student progress towards meeting academic standards.
- ❑ Share proposed partnerships with school board to seek annual approval.
- ❑ Communicate approved partnerships with school-level implementation team(s), community partners, and families.

Self-Assessment

Refer to the [ISS Self-Assessments](#) to assess LEA and school readiness, as well as implementation throughout the school year.

Step 3: Plan Integrated Student Supports

The purpose of this step is to plan the coordination of integrated supports for students based upon identified priorities. Teams first set [SMARTIE](#)/strategic goals for growth aligned with their identified priorities and outline the evidence-based practices/interventions, that will help them achieve each goal. As part of that planning, teams outline the data, timeframe, lead, resources, and funding necessary for implementation. At the school level, teams then embed the selected evidence-based practices, including those provided by identified partners, into a support matrix. Thoughtful collaboration is essential in the creation of the matrix for optimal coordination during implementation. The matrix includes available academic and nonacademic supports as well as decision rules and procedures at each tier of instruction. In alignment with the LEA policies and agreements, school teams may seek annual school board approval for their plans and communicate these approved plans with all relevant parties.

Objective

Teams plan the integrated delivery of academic and/or nonacademic supports in coordination with community partners and families to create a seamless system of supports.

Products

- LEA plan with identified goals, evidence-based practices/interventions, and funding sources
- School plan with identified goals, evidence-based practices/interventions, support matrix, and funding sources

School-Level Activities

- ☐ Aligned with the results of Step 1 and 2, review and update the school plan. In the plan, schools should:
 - Identify [goals](#) aligned with vision, mission and priorities to drive growth.
 - Outline [evidence-based practices/interventions](#), including [training and coaching](#), to achieve identified goals and ensure staff/partners are equipped to deliver integrated supports as designed.
 - Identify measures and [established procedures](#) for data-based decision making that will be utilized by the school-level implementation team to monitor implementation and address ongoing student needs.
 - Outline [state and federal funding sources](#) that will be used to implement identified priorities, goals, and evidence-based practices.
 - Embed selected evidence-based practices/interventions, including those provided by identified partners, into a support matrix that lists available academic and nonacademic supports as well as decision rules and procedures at each tier of instruction.
- ☐ Share school plan with school board to seek annual approval.
- ☐ In alignment with LEA policies and agreements, share the plan with staff, community partners, and families, and seek on-going feedback.

LEA-Level Activities

- ☐ Aligned with the results of Step 1 and 2, review and update the LEA plan. In the plan, LEAs should:

- Identify [goals](#) aligned with vision, mission and priorities to drive growth.
- Outline [evidence-based practices/interventions](#), including [training and coaching](#), to achieve identified goals and ensure staff/partners are equipped to deliver integrated supports as designed.
- Identify measures and [established procedures](#) for **data-based decision making** that will be utilized by the LEA-level implementation team to monitor implementation and impact.
- Outline [state and federal funding sources](#) that will be used to implement identified priorities, goals, and evidence-based practices.
- ❑ Share LEA plan with school board to seek annual approval.
- ❑ Communicate approved plan with school-level implementation team(s), community partners, and families.

Self-Assessment

Refer to the [ISS Self-Assessments](#) to assess LEA and school readiness, as well as implementation throughout the school year.

Step 4: Deliver Integrated Student Supports

The purpose of this step is to deliver integrated student supports with fidelity. This process begins with implementation of the plans to support students, which include evidence-based practices and procedures, that were outlined and shared with staff, community partners, and families in Step 3. Teams document implementation of their plan to monitor fidelity of implementation and impact in Step 5. Throughout implementation, teams maintain a feedback loop to communicate progress, barriers, and necessary adjustments.

Objective

Teams deliver integrated academic and/or nonacademic supports in coordination with community partners and families to ensure positive outcomes for students.

Products

- Documentation of planned supports
- Documentation of provided supports

School-Level Activities

- ☐ Implement school plan and procedures with fidelity.
- ☐ Document implementation across the school using fidelity tools best aligned to identified priorities.
- ☐ In alignment with LEA policies and agreements, use established procedures to communicate implementation progress, barriers, and successes with relevant parties, including LEA team, school team, staff delivering interventions, community partners, students, and families.

LEA-Level Activities

- ☐ Implement LEA plan and procedures, including training and coaching, with fidelity.
- ☐ Document implementation across the LEA using fidelity tools best aligned to identified priorities.
- ☐ Use established procedures to maintain an effective feedback loop between LEA team, school team, staff delivering interventions, community partners, and families.

Self-Assessment

Refer to the [ISS Self-Assessments](#) to assess LEA and school readiness, as well as implementation throughout the school year.

Step 5: Use Data to Drive Growth

The purpose of this step is to use data to improve the implementation and impact of integrated student supports. This process begins with the careful organization of data outlined in Step 3 and gathered from Step 4. Teams use their established data-based decision making process at regular meetings to analyze fidelity of implementation and its impact on students. To ensure student and system level goals are achieved, teams develop action plans based on their analysis. These action plans should include necessary adjustments to implementation and are communicated to all relevant parties.

Objective

Teams use their data-based decision-making process to review implementation of academic and nonacademic support and student response for continual improvement.

Products

- Data-based action plan

School-Level Activities

- ☐ Organize data collected during implementation and share it in a format that is accessible to all team members.
- ☐ Meet at regular intervals to review implementation and impact data in order to make informed decisions about supports (when to initiate, continue, intensify, fade, or discontinue supports) through the problem-solving protocol with established decision rules.
- ☐ In alignment with LEA policies and agreements, use established procedures to share decisions to staff, community partners, school team, families, and students, and receive on-going feedback.

LEA-Level Activities

- ☐ Organize data collected during implementation and share it in a format that is accessible to all team members.
- ☐ Meet at regular intervals to review **implementation** and **impact data** using the established data-based decision making process to [problem-solve](#) implementation issues, adjust resources, and remove barriers.
- ☐ Use established procedures to communicate data-based decisions and subsequent action steps to all relevant parties, which may include school-level team, community partners, and families.

Self-Assessment

Refer to the [ISS Self-Assessments](#) to assess LEA and school readiness, as well as implementation throughout the school year.

GLOSSARY

The terms below have been defined for the purpose of this document and may be utilized differently in other documents and settings.

Community partnerships: Agreements between LEAs, schools, and or other out-of-school organizations to provide supports and services to students and families. Examples of community partnerships may include, but are not limited to, expanded learning providers, mental health agencies, child welfare, local hospital, library, university, tribes, and businesses. Example supports and services may include, but are not limited to, out-of-school personnel providing tutoring, mentoring, health services, counseling, basic needs, etc. to students and their families. ([LAP Q & A, 2021](#))

Data-based decision-making: The use of data by teams to inform decision-making and continually improve supports ([Washington's Multi-Tiered System of Supports Framework, 2020](#)).

Direct supports and/or services: Supports and/or services provided to students without any intermediary. Examples would include, out-of-school personnel providing tutoring, mentoring, health services, etc. ([LAP Q & A, 2021](#)).

Fidelity (i.e., fidelity of implementation): The extent to which evidence-based practices and procedures are being implemented as intended. ([Washington's Multi-Tiered System of Supports Framework, 2020](#)).

Implementation: Carrying out planned, intentional activities that aim to turn evidence and ideas into policies and practices that work for people in the real world ([NIRN, 2020](#)).

Implementation data (i.e., fidelity data, process/participation data): Data gathered to measure planned, intentional activities, including evidence-practices and procedures.

Indirect supports and/or services: Supports provided on behalf of students for the purpose of enhancing student achievement and include an intermediary. Examples would include, collaboration or consultation ([Substitute Senate Bill 5030](#)).

Impact data (i.e., progress monitoring, outcome data): Academic or non-academic data gathered to measure the rate of growth, or achievement, in response to planned, intentional activities. ([Washington's Multi-Tiered System of Supports Framework, 2020](#)).

Integrated Student Supports (ISS): A school-based approach to promoting students' academic success by developing or securing coordinated supports that target academic and non-academic barriers to achievement ([Child Trends, 2014](#))

Local education agency (LEA): A public authority legally constituted within Washington state for either administrative control or direction of, or to perform a service function for, public schools. School districts, charter districts, and tribal compact agencies are considered LEAs ([OSPI, 2020](#)).

Map of resources (i.e., resource mapping, mapping resources): Identifying the full range of services available in the school, community, and/or region. Resources may include, but are not limited to, services, staff, materials, professional learning, and funding.

Perception data: The educators, student, family, and community perception of elements of the school environment ([Washington's Multi-Tiered System of Supports Framework, 2020](#)).

Protocol: A detailed plan or procedure. Examples would include, communication protocol, decision-making protocol, or Washington Integrated Student Supports Protocol ([LEA Capacity Assessment, 2019](#)).

SMARTIE goal: Is a specific, measurable, attainable, realistic, time-bound, inclusive, and equitable goal that should answer the questions: (1) What will be improved? (2) By how much? (3) By when? (4) And, for whom/what? ([SMARTIE Goals](#)).

APPENDICES

A. Coordination of State and Federal Requirements

The following tables outline related state and federal requirements that would benefit from broader use of the ISS Protocol for planning and implementation of supports and services. Please note, if LAP base or high poverty funds are used to support any related requirement below, such as K-4 Literacy, Ninth Grade Success, Transition to Kindergarten, etc., it must be part of the planning and implementation process of the ISS Protocol.

Table Legend: ✓ Requirement ★ Best Practice

State and Federal Requirements, Part 1

ISS Steps	<u>LAP</u>	<u>Highly Capable</u>	<u>IDEA B</u>	<u>IDEA CEIS</u>	<u>School Improvement</u>	<u>Title IA</u>	<u>Title IC</u>	<u>Title IIA</u>	<u>Title III</u>	<u>Title IVA</u>	<u>Title IVB</u>
Assess strengths and needs	✓	✓	✓	✓	✓	✓	✓	★	✓	✓	✓
Build community partnerships	✓		★	★	✓	★		✓	✓	✓	✓
Plan integrated supports	✓	✓	✓	✓	✓	★		★	✓	✓	
Deliver integrated supports	✓	✓	✓	✓	✓	★	✓		✓	✓	
Use data for growth	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

State and Federal Requirements, Part 2

ISS Steps	<u>Building Bridges</u>	<u>Comprehensive School Counseling Programs</u>	<u>High School and Beyond Plans</u>	<u>Literacy (K-4, Dyslexia)</u>	<u>Mental, social, and Behavioral Health</u>	<u>Ninth Grade Success</u>	<u>Transition to Kindergarten (TK)</u>	<u>Tribal Consultation</u>
Assess strengths and needs	✓	✓	✓	✓	★	✓	✓	
Build community partnerships	✓		✓	★	✓		✓	✓ *
Plan integrated supports	✓	✓		★	✓	✓	★	
Deliver integrated supports	✓	✓	✓	★	✓	✓	★	✓
Use data for growth	✓	✓	✓	✓	★	✓	✓	✓

*Affected LEAs are required to complete and document tribal consultation

B. Self-Assessment

Schools and LEAs can use the following rubrics to assess readiness for ISS as well as implementation of ISS throughout the school year. OSPI will also use this tool to monitor implementation in annual reporting for LAP.

School-Level Assessment

Getting Started

Step in the Protocol	Fully in Place (2)	Partially in Place (1)	Not Yet in Place (0)
Getting Started	<p>Implementation team has been established, and <i>all</i> procedures below have been clearly outlined:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Representative members of team (name, title/role) <input type="checkbox"/> Working agreements <input type="checkbox"/> Communication protocol(s) <input type="checkbox"/> Selection process for evidence-based practices and programs <input type="checkbox"/> Data-based decision-making process 	<p>Implementation team has been established, and <i>some</i> of the procedures below have been clearly outlined.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Representative members of team (name, title/role) <input type="checkbox"/> Working agreements <input type="checkbox"/> Communication protocol(s) <input type="checkbox"/> Selection process for evidence-based practices and programs <input type="checkbox"/> Data-based decision-making process 	<p>Implementation team has not been established and/or procedures have not been outlined.</p>

Step 1: Assess Strengths and Needs

Step in the Protocol	Fully in Place (2)	Partially in Place (1)	Not Yet in Place (0)
Step 1: Assess Strengths and Needs	<p><i>Intensive</i> review of quantitative and qualitative data to identify the following every 3-5 years:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student-level strengths and needs, including root cause analysis <input type="checkbox"/> Priorities for improvement <input type="checkbox"/> Map of resources to address strategic priorities <p>Yearly review of school-level data, priorities, and resources to ensure adequate progress.</p>	<p><i>Limited</i> review of quantitative or qualitative data to identify <i>some</i> of the following every 3-5 years:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student-level strengths and needs, including root cause analysis <input type="checkbox"/> Priorities for improvement <input type="checkbox"/> Map of resources to address strategic priorities <p>No yearly review of school-level data, priorities, and resources to ensure adequate progress.</p>	<p>No review of quantitative or qualitative data to identify strengths and needs, priorities, and resources.</p>

Step 2: Build Community Partnerships

Step in the Protocol	Fully in Place (2)	Partially in Place (1)	Not Yet in Place (0)
Step 2: Build Community Partnerships	<p>Partnerships are <i>consistently</i> planned and coordinated in alignment with LEA policies and procedures and supported by the LEA point of contact. Partnerships are based on data-based priorities, with the following in place:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School point of contact for coordinating partnerships <input type="checkbox"/> Verification of board approval of proposed partnerships <input type="checkbox"/> Agreement with each partnership <input type="checkbox"/> Communication of approved partnerships with school staff, community partners, and families 	<p>Partnerships are <i>inconsistently</i> planned and coordinated in alignment with LEA policies and procedures and may be supported by the LEA point of contact. Partnerships are based on data-based priorities, with <i>some</i> of the following in place:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School point of contact for coordinating partnerships <input type="checkbox"/> Verification of board approval of proposed partnerships <input type="checkbox"/> Agreement with each partnership <input type="checkbox"/> Communication of approved partnerships with school staff, community partners, and families 	<p>There are no partnerships currently in place; or partnerships are not planned and/or coordinated.</p>

Step 3: Plan Integrated Student Supports

Step in the Protocol	Fully in Place (2)	Partially in Place (1)	Not Yet in Place (0)
Step 3: Plan Integrated Student Supports	<p>Plan is developed and/or updated in coordination with LEA implementation team and community partners, and includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SMARTIE goals aligned to data-based priorities <input type="checkbox"/> Evidence-based practices and/or programs intended to achieve SMARTIE goals <input type="checkbox"/> Measures to monitor implementation and impact of evidence-based practices and/or programs <input type="checkbox"/> Lead responsible for monitoring implementation of evidence-based practices and/or programs <input type="checkbox"/> Resources, including funding, required to support implementation of evidence-based practices and/or programs <input type="checkbox"/> Matrix of supports available to meet the identified needs of students <input type="checkbox"/> Board approval of plan <input type="checkbox"/> Communication of approved plan with school staff, community partners, and families 	<p>Plan is developed and/or updated with <i>minimal</i> coordination with LEA implementation team and community partners, and may include <i>some</i> of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SMARTIE goals aligned to data-based priorities <input type="checkbox"/> Evidence-based practices and/or programs intended to achieve SMARTIE goals <input type="checkbox"/> Measures to monitor implementation and impact of evidence-based practices and/or programs <input type="checkbox"/> Lead responsible for monitoring implementation of evidence-based practices and/or programs <input type="checkbox"/> Resources, including funding, required to support implementation of evidence-based practices and/or programs <input type="checkbox"/> Matrix of supports available to meet the identified needs of students <input type="checkbox"/> Board approval of plan <input type="checkbox"/> Communication of approved plan with school staff, community partners, and families 	<p>Plan is not developed and/or documented.</p>

Step 4: Deliver Integrated Student Supports

Step in the Protocol	Fully in Place (2)	Partially in Place (1)	Not Yet in Place (0)
Step 4: Deliver Integrated Student Supports	<p>Implementation is <i>regularly</i> tracked and documented, including the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of ongoing communication between teams, partners, and families (e.g., meeting notes, emails, message board, etc.) <input type="checkbox"/> Documentation of data-based decision-making process (e.g., meeting notes, data tracker/system, etc.) <input type="checkbox"/> Documentation of planned and implemented supports aligned with evidence-based practices in SMARTIE goals (e.g., learning plans, support tracker, etc.) <input type="checkbox"/> Documentation of materials, training, and coaching (e.g., inventory tracker, training and coaching schedule, etc.). 	<p>Implementation is <i>inconsistently</i> tracked and documented, including <i>some</i> of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of ongoing communication between teams, partners, and families (e.g., meeting notes, emails, message board, etc.) <input type="checkbox"/> Documentation of data-based decision-making process (e.g., meeting notes, data tracker/system, etc.) <input type="checkbox"/> Documentation of planned and implemented supports aligned with evidence-based practices in SMARTIE goals (e.g., learning plans, support tracker, etc.) <input type="checkbox"/> Documentation of materials, training, and coaching (e.g., inventory tracker, training and coaching schedule, etc.). 	<p>Implementation is not tracked and/or documented.</p>

Step 5: Use Data to Drive Growth

Step in the Protocol	Fully in Place (2)	Partially in Place (1)	Not Yet in Place (0)
Step 5: Use Data to Drive Growth	Meetings are held at regular intervals using established procedures for data-based decision making to accomplish the following: <ul style="list-style-type: none"><input type="checkbox"/> Review implementation and impact data<input type="checkbox"/> Develop data-based action plan to implement needed adjustments to supports	Meetings are held at irregular intervals and may use established procedures for data-based decision making to accomplish some of the following: <ul style="list-style-type: none"><input type="checkbox"/> Review implementation and impact data<input type="checkbox"/> Develop data-based action plan to implement needed adjustments to supports	Meetings are not held for the purpose of reviewing implementation and impact data.

LEA-Level Assessment

Getting Started

Step in the Protocol	Fully in Place (2)	Partially in Place (1)	Not Yet in Place (0)
Getting Started	<p>Implementation team has been established and <i>all</i> procedures below have been clearly outlined:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Representative members of team (name, title/role) <input type="checkbox"/> Working agreements <input type="checkbox"/> Communication protocol(s) <input type="checkbox"/> Selection process for evidence-based practices and programs <input type="checkbox"/> Data-based decision-making process 	<p>Implementation team has been established, and <i>some</i> of the procedures below have been clearly outlined.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Representative members of team (name, title/role) <input type="checkbox"/> Working agreements <input type="checkbox"/> Communication protocol(s) <input type="checkbox"/> Selection process for evidence-based practices and programs <input type="checkbox"/> Data-based decision-making process 	<p>Implementation team has not been established and/or procedures have not been outlined.</p>

Step 1: Assess Strengths and Needs

Step in the Protocol	Fully in Place (2)	Partially in Place (1)	Not Yet in Place (0)
Step 1: Assess Strengths and Needs	<p><i>Intensive</i> review of quantitative and qualitative data to identify the following every 3-5 years:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student-level strengths and needs, including root cause analysis <input type="checkbox"/> Priorities for improvement <input type="checkbox"/> Map of resources to address strategic priorities <p>Yearly review of LEA-level data, priorities, and resources to ensure adequate progress.</p>	<p><i>Limited</i> review of quantitative or qualitative data to identify <i>some</i> of the following every 3-5 years:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student-level strengths and needs, including root cause analysis <input type="checkbox"/> Priorities for improvement <input type="checkbox"/> Map of resources to address strategic priorities <p>No yearly review of LEA-level data, priorities, and resources to ensure adequate progress.</p>	<p>No review of quantitative or qualitative data to identify strengths and needs, priorities, and resources.</p>

Step 2: Build Community Partnerships

Step in the Protocol	Fully in Place (2)	Partially in Place (1)	Not Yet in Place (0)
Step 2: Build Community Partnerships	<p>Partnerships are <i>consistently</i> planned and coordinated based on data-based priorities, and include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Point of contact for coordinating partnerships <input type="checkbox"/> Established policies and procedures <input type="checkbox"/> Agreement with each partnership <input type="checkbox"/> Board approval of proposed partnerships <input type="checkbox"/> Communication of approved partnerships with school teams, community partners, and families 	<p>Partnerships are <i>inconsistently</i> planned and coordinated based on data-based priorities, and include <i>some</i> of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Point of contact for coordinating partnerships <input type="checkbox"/> Established policies and procedures <input type="checkbox"/> Agreement with each partnership <input type="checkbox"/> Board approval of proposed partnerships <input type="checkbox"/> Communication of approved partnerships with school teams, community partners, and families 	<p>There are no partnerships currently in place; or partnerships are not planned and/or coordinated.</p>

Step 3: Plan Integrated Student Supports

Step in the Protocol	Fully in Place (2)	Partially in Place (1)	Not Yet in Place (0)
Step 3: Plan Integrated Student Supports	<p>Plan is developed and/or updated in coordination with school-level teams and community partners, and includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SMARTIE/strategic goals aligned to data-informed priorities <input type="checkbox"/> Evidence-based practices and/or programs intended to achieve SMARTIE/strategic goals <input type="checkbox"/> Measures to monitor implementation and impact of evidence-based practices and/or programs <input type="checkbox"/> Lead responsible for monitoring implementation of evidence-based practices and/or programs <input type="checkbox"/> Resources, including funding, required to support implementation of evidence-based practices and/or programs <input type="checkbox"/> Board approval of plan <input type="checkbox"/> Communication of approved plan with school teams, community partners, and families 	<p>Plan is developed and/or updated with <i>minimal</i> coordination with school-level implementation teams and community partners, and may include <i>some</i> of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SMARTIE/strategic goals aligned to data-informed priorities <input type="checkbox"/> Evidence-based practices and/or programs intended to achieve SMARTIE goals <input type="checkbox"/> Measures to monitor implementation and impact of evidence-based practices and/or programs <input type="checkbox"/> Lead responsible for monitoring implementation of evidence-based practices and/or programs <input type="checkbox"/> Resources, including funding, required to support implementation of evidence-based practices and/or programs <input type="checkbox"/> Board approval of plan <input type="checkbox"/> Communication of 	<p>Plan is not developed and/or documented.</p>

Step in the Protocol	Fully in Place (2)	Partially in Place (1)	Not Yet in Place (0)
		approved plan with school teams, community partners, and families	

Step 4: Deliver Integrated Student Supports

Step in the Protocol	Fully in Place (2)	Partially in Place (1)	Not Yet in Place (0)
Step 4: Deliver Integrated Student Supports	<p>Implementation is <i>regularly</i> tracked and documented, including the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of ongoing communication between teams, partners, and families (e.g., meeting notes, emails, message board, etc.) <input type="checkbox"/> Documentation of data-based decision-making process (e.g., meeting notes, data tracker/system, etc.) <input type="checkbox"/> Documentation of planned and implemented supports aligned with evidence-based practices in SMARTIE/strategic goals (e.g., learning plans, support tracker, etc.) <input type="checkbox"/> Documentation of materials, training, and coaching (e.g., inventory tracker, training and coaching schedule, etc.). 	<p>Implementation is <i>inconsistently</i> tracked and documented, including <i>some</i> of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of ongoing communication between teams, partners, and families (e.g., meeting notes, emails, message board, etc.) <input type="checkbox"/> Documentation of data-based decision-making process (e.g., meeting notes, data tracker/system, etc.) <input type="checkbox"/> Documentation of planned and implemented supports aligned with evidence-based practices in SMARTIE/strategic goals (e.g., learning plans, support tracker, etc.) <input type="checkbox"/> Documentation of materials, training, and coaching (e.g., inventory tracker, training and coaching schedule, etc.). 	<p>Implementation is not tracked and/or documented.</p>

Step 5: Use Data to Drive Growth

Step in the Protocol	Fully in Place (2)	Partially in Place (1)	Not Yet in Place (0)
Step 5: Use Data to Drive Growth	<p>Meetings are held at <i>regular</i> intervals using established procedures for data-based decision making to accomplish the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review implementation and impact data <input type="checkbox"/> Develop data-based action plan to implement needed adjustments 	<p>Meetings are held at <i>irregular</i> intervals using established procedures for data-based decision making to accomplish <i>some</i> of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review implementation and impact data <input type="checkbox"/> Develop data-based action plan to implement needed adjustments 	<p>Meetings are not held for the purpose of reviewing implementation and impact data.</p>

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