OSPI School Improvement Plan 2024–2025

Step-by-Step School Improvement Planning and Implementation Guide

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, please use the Consolidated School Improvement Template to satisfy the appropriate Components.

Building data

Please provide your school district and building name below.

School District: Click or tap here to enter text.
Building Name: Click or tap here to enter text.
School Code: Click or tap here to enter text.
Date: Click or tap here to enter text.
Does your school share a building with another school? Yes ☐ No ☐
If yes, which one? (Please note each school with a school code must submit a separate School Improvement Plan)Click or tap here to enter text.

School Leadership Team Members and Parent-Community Partners

Please list by (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.

WSIF Cycle Identification and Report Card Data

Please use the 2023 WSIF Cycle 3 data from the Washington State Report Card to complete the table below. School Improvement Plans for schools identified for tiered support under WSIF are required to align their goals with their WSIF Cycle Identification. The data included in the table below will help align the focus on the Comprehensive Needs Assessment, SMARTIE Goals, and evidence-based practices used in this plan.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	**2023 WSIF Cycle Identification** Choose an item.
WSIF Data Measures	**2023 WSIF Identification Score** (indicate Not Applicable with N/A)
Comprehensive (All Student Group)	
Comprehensive Graduation Rate	

Washington Office of Superintendent of PUBLIC INSTRUCTION

Student Group	
American Indian/Alaska Native	
Asian	
Black/African American	
Hawaiian/Other Pacific Islander	
Hispanic/Latino	
Two or more races	
White	
English Learner	
Low Income	
Special Education	

Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is required of all schools identified for improvement under the Washington School Improvement Framework. In this section, please summarize data and information gathered from conducting your CNA including all relevant areas of the WSIF (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?
Click or tap here to enter text.
Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.
Click or tap here to enter text.
What possible root causes has your team identified to account for these inequities, especially disproportionalities among student groups?
Click or tap here to enter text.
Describe the highest priority focus areas for improvement (funding, staffing, materials, resources, etc.) identified through WSIF data and by conducting the Comprehensive Needs Assessment that will be addressed in this plan.
Click or tap here to enter text.

2024-25 School Improvement Plan

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that you plan to accomplish through evidence-based practices (interventions, activities, or strategies) for SY 2024–25. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Please refer to the **Step-by-Step School Improvement Planning and Implementation Guide** for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the "Data Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based practices (interventions, activities, or strategies) being used to achieve the SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

SY 2024–2025 SMARTIE Goal #1: Click or tap here to enter text.
What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?
Who will monitor the progress of this overarching **goal**?
When/how often will they monitor progress toward this overarching **goal**?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. *(Data + Evidence-based Practice = Support of SMARTIE Goal)*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	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 impact of implementing this* ***evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*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.)?*
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

SY 2024–2025 SMARTIE Goal #2: Click or tap here to enter text.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?
Who will monitor the progress of this overarching **goal**?
When/how often will they monitor progress toward this overarching **goal**?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. *(Data + Evidence-based Practice = Support of SMARTIE Goal)*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	**Data Measures**	**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 impact of implementing this* ***evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*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.)?*
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1. Click or tap here to enter text.

2. Click or tap here to enter text.

SY 2024–2025 SMARTIE Goal #3: Click or tap here to enter text.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?
Who will monitor the progress of this overarching **goal**?
When/how often will they monitor progress toward this overarching **goal**?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.
*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. *(Data + Evidence-based Practice = Support of SMARTIE Goal)*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	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 impact of implementing this **evidence-based practice (intervention, activity, or strategy)**?* *How will the impact on equitable learning or behavior change be measured?*	*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.)?*
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