OSPI School Improvement Plan Beginning of Year Review (BOYR) Rubric and Feedback Template 2024-25

Overview

All schools are required to have a School Improvement Plan (SIP) as per [(ESEA section 1111(d)(1)(B)(iv) and (2)(C)). Schools identified as Tier 3 and Tier 3 Plus in the WSIF Cycle 3 must upload their SY24-25 SIP into Basecamp by August 30th, for OSPI Beginning of Year Review (BOYR) feedback. The goal of the BOYR Rubric Feedback Template is to provide meaningful feedback on the SIP goals, and ensure goals are aligned to address student groups, areas for improvement informed by all indicators in the Washington School Improvement Framework (WSIF), and priorities determined from conducting a comprehensive needs assessment.

The development and biannual progress review of School Improvement Plans (SIPs) are required by the Washington State Every Student Succeeds Act (A.1[viii][d] and [e]) for schools identified for supports under Tier 1, Tier 2, Tier 3, and Tier 3 Plus. OSPI conducts progress monitoring reviews for schools identified as eligible for Tier 3 and Tier 3 Plus supports (i.e., comprehensive, and comprehensive graduation rate, compounded, comprehensive plus, comprehensive graduation rate plus). Local Education Agencies (LEAs, i.e., districts) are responsible for progress monitoring for schools identified as eligible for Tier 1 and Tier 2 supports (i.e., targeted 1-2, targeted 3+, and EL progress).

OSPI will use an online tool to facilitate the review and feedback of SIPS through BOYRs for Tier 3 and Tier 3 Plus schools. All OSPI-completed reviews for Tier 3 and Tier 3 Plus schools will be uploaded to appropriate schools' OSPI Basecamp folders.

School and District Information

Please complete the following information:

ESD (enter number only, e.g., 101): Click or tap here to enter text.
School District Name: Click or tap here to enter text.
Building Name: Click or tap here to enter text.
Reviewer Name(s): Click or tap here to enter text.
Email Address(es): Click or tap here to enter text.
Date: Click or tap here to enter text.

Section A: Beginning of Year Review for 2024-2025

1. Is there a SIP that identifies priority goals for SY 2024-25 in the school's Basecamp folder?
   ☐ Yes
   ☐ No
   ☐ Not Able to Determine

   If not able to determine please explain:
   Click or tap here to enter text.

2. To what extent was information gleaned from the Comprehensive Needs Assessment evident in the SIP?
   ☐ No evidence provided
   ☐ Minimal connection/reflections provided
   ☐ Sufficient connection/reflections provided
   ☐ Detailed connection/reflections provided
   ☐ Not Able to Determine

   If not able to determine please explain:
   Click or tap here to enter text.

3. Does the SIP identify resource inequities (funding, staffing, materials, resources, etc.) as identified in the Comprehensive Needs Assessment?
☐ Yes
☐ No
☐ Not Able to Determine

If not able to determine please explain:
Click or tap here to enter text.

Section B

After analyzing the 2024-2025 School Improvement Plan, respond to the checklist questions below about each goal described in the SIP.

SMARTIE Goal 1

Copy and paste **Goal 1**
Click or tap here to enter text.

4. What are the major themes of **Goal 1** (select all that apply)?
   ☐ ELA (English Language Arts)
   ☐ Math
   ☐ MLL or EL (Multi Language Learner, or English Learner)
   ☐ MTSS (Multi-tiered System of Supports)
   ☐ SEL (Social Emotional Learning)
   ☐ Attendance
   ☐ Student, Family, and/or Community Engagement
   ☐ Credit Attainment
   ☐ Graduation Rate
   ☐ Behavioral and/or Disciplinary (can include PBIS – Positive Behavior Intervention Supports and RTI – Response to Intervention)

☐ School Climate and/or Climate (can include CRE – Culturally Responsive Education)
☐ Professional Learning Communities (PLCs)
☐ Other [Type here]

5. Does **Goal 1** address a need identified in the Comprehensive Needs Assessment?
    ☐ Yes
    ☐ No
    ☐ Not Able to Determine

    If not able to determine please explain:
    Click or tap here to enter text.

6. Are resource inequities (funding, staffing, materials, resources, etc.) addressed in **Goal 1**?
    ☐Yes
    ☐ No
    ☐ Not Able to Determine

    If not able to determine please explain:
    Click or tap here to enter text.

7. Which of the school's WSIF indicators are explicitly addressed by **Goal 1?** (select all that apply)
    ☐ELA Proficiency
    ☐ELA SGP
    ☐Math Proficiency
    ☐Math SGP
    ☐Graduation Rate
    ☐EL Progress
    ☐Regular Attendance
    ☐Ninth Grade on Track
    ☐Dual Credit

☐ No indicators addressed

8. Which student groups addressed in **Goal 1** align with the school's WSIF data (select all that apply)?
   ☐ All students
   ☐ American Indian/Alaskan Native
   ☐ Asian
   ☐ Black/African American
   ☐ Hispanic/Latino of any race(s)
   ☐ Two or more races
   ☐ White
   ☐ English/Multi Language Learner
   ☐ Students with Disabilities
   ☐ Low-income
   ☐ Student group chosen does not align with WSIF data
   ☐ Other

9. If you selected "Other" above, please list the student groups addressed by this goal (separate groups with a comma).
   Click or tap here to enter text.

10. Does **Goal 1** focus on closing an equity gap seen in the WSIF data and/or school-based data?
    ☐ Yes
    ☐ No
    ☐ Not Able to Determine

    If not able to determine please explain:
    Click or tap here to enter text.

11. Which elements of a "SMARTIE" goal are PRESENT in **Goal 1** (select all that apply)?
    ☐ S (Specific)
    ☐ M (Measurable)

☐ A (Attainable/Actionable)
☐ R (Reasonable)
☐ T (Time-Bound)
☐ I (Inclusive)
☐ E (Equitable)

12. Are there at least two evidence-based practices addressed in **Goal 1**? (Refer to OSPI Evidence-Based Practices Guidance).
    ☐ Yes
    ☐ No
    ☐ Not Able to Determine

    If not able to determine please explain:
    Click or tap here to enter text.

13. Do the evidence-based practices directly support **Goal 1** and the student groups named in the goal?
    ☐ Yes
    ☐ No
    ☐ Not Able to Determine

    If not able to determine please explain:
    Click or tap here to enter text.

14. Did the school identify evidence/data that will be used to document progress toward **Goal 1** and its associated activities?
    Check all that apply
    ☐ school did not identify evidence/data they will use to document progress toward **Goal 1**
    ☐ school identified data/measures that are loosely tied to **Goal 1**
    ☐ school identified data/measures that are strongly aligned with **Goal 1**

15. Is the process for evidence/data collection and review adequate and appropriate toward achieving **Goal 1**?
    ☐ Evidence/data collection and review process not likely to adequately monitor progress for achieving **Goal 1**
    ☐ Evidence/data collection and review process likely to adequately monitor progress for achieving **Goal 1**

☐ Not Able to Determine

If not able to determine please explain:
Click or tap here to enter text.

16. Is there a designated team or individual responsible for monitoring the progress of **Goal 1**?
    ☐ Yes
    ☐ No
    ☐ Not Able to Determine

    If not able to determine please explain:
    Click or tap here to enter text.

17. How often are the proposed timeframes for data collection, review, and monitoring for activities in **Goal 1** being examined throughout the year?
    (Select all that apply)
    ☐ weekly
    ☐ monthly
    ☐ every 6-10 weeks
    ☐ quarterly
    ☐ annually
    ☐ Not Able to Determine

    If not able to determine please explain:
    Click or tap here to enter text.

18. Please share feedback about this goal and any suggestions for improving the likelihood that the intended outcomes of **Goal 1** will be achieved. What are the strengths of this goal? Please incorporate specific feedback that encourages equitable planning, implementation, and adjustment(s) with a focus on growing and supporting better academic, behavioral, and social-emotional

outcomes for those students most at risk of encountering disproportionate opportunity gaps in the school. Please consider using questions to generate self-reflection for improvement.

Click or tap here to enter text.

SMARTIE Goal 2

Copy and paste **Goal 2**
Click or tap here to enter text.

19. What are the major themes of **Goal 2** (select all that apply)?
    - ☐ ELA (English Language Arts)
    - ☐ Math
    - ☐ MLL or EL (Multi Language Learner, or English Learner)
    - ☐ MTSS (Multi-tiered System of Supports)
    - ☐ SEL (Social Emotional Learning)
    - ☐ Attendance
    - ☐ Student, Family, and/or Community Engagement
    - ☐ Credit Attainment
    - ☐ Graduation Rate
    - ☐ Behavioral and/or Disciplinary (can include PBIS – Positive Behavior Intervention Supports and RTI – Response to Intervention)
    - ☐ School Climate and/or Climate (can include CRE – Culturally Responsive Education)
    - ☐ Professional Learning Communities (PLCs)
    - ☐ Other [Type here]

20. Does **Goal 2 address** a need identified in the Comprehensive Needs Assessment?
    - ☐ Yes
    - ☐ No
    - ☐ Not Able to Determine

    If not able to determine please explain:
    Click or tap here to enter text.

21. Are resource inequities (funding, staffing, materials, resources, etc.) addressed in **Goal 2**?
    - ☐ Yes
    - ☐ No
    - ☐ Not Able to Determine

    If not able to determine please explain:
    Click or tap here to enter text.

22. Which of the school's WSIF indicators are explicitly addressed by **Goal 2**? (select all that apply)
    - ☐ ELA Proficiency
    - ☐ ELA SGP
    - ☐ Math Proficiency
    - ☐ Math SGP
    - ☐ Graduation Rate
    - ☐ EL Progress
    - ☐ Regular Attendance
    - ☐ Ninth Grade on Track
    - ☐ Dual Credit
    - ☐ No indicators addressed

23. Which student groups addressed in **Goal 2** align with the school's WSIF data (select all that apply)?
    - ☐ All students

☐ American Indian/Alaskan Native
☐ Asian
☐ Black/African American

☐ Hispanic/Latino of any race(s)
☐ Two or more races
☐ White
☐ English/Multi Language Learner
☐ Students with Disabilities
☐ Low-income
☐ Student group chosen does not align with WSIF data
☐ Other

24. If you selected "Other" above, please list the student groups addressed by this Goal (separate groups with a comma).

Click or tap here to enter text.

25. Does **Goal 2** focus on closing an equity gap seen in the WSIF data and/or school-based data?
☐ Yes
☐ No
☐ Not Able to Determine

If not able to determine please explain:
Click or tap here to enter text.

26. Which elements of a "SMARTIE" goal are PRESENT in **Goal 2** (select all that apply)?
☐ S (Specific)
☐ M (Measurable)
☐ A (Attainable/Actionable)
☐ R (Reasonable)
☐ T (Time-Bound)

☐ I (Inclusive)
☐ E (Equitable)

27. Are there at least two evidence-based practices addressed in **Goal 2**? (Refer to [OSPI Evidence-Based Practices Guidance](#)).
☐ Yes
☐ No
☐ Not Able to Determine

If not able to determine please explain:
Click or tap here to enter text.

28. Do the evidence-based practices directly support **Goal 2** and the student groups named in the goal?
☐ Yes
☐ No
☐ Not Able to Determine

If not able to determine please explain:
Click or tap here to enter text.

29. Did the school identify evidence/data that will be used to document progress toward **Goal 2** and its associated activities?
Check all that apply
☐ school did not identify evidence/data they will use to document progress toward **Goal 2**
☐ school identified data/measures that are loosely tied to **Goal 2**
☐ school identified data/measures that are strongly aligned with **Goal 2**

30. Is the process for evidence/data collection and review adequate and appropriate toward achieving **Goal 2**?
☐ Evidence/data collection and review process not likely to adequately monitor progress for achieving **Goal 2**
☐ Evidence/data collection and review process likely to adequately monitor progress for achieving **Goal 2**
☐ Not Able to Determine

If not able to determine please explain:
Click or tap here to enter text.

31. Is there a designated team or individual responsible for monitoring the progress of **Goal 2**?
☐ Yes
☐ No
☐ Not Able to Determine

If not able to determine please explain:
Click or tap here to enter text.

32. How often are the proposed timeframes for data collection, review, and monitoring for activities in **Goal 2** being examined throughout the year?
(Select all that apply)
☐ weekly
☐ monthly
☐ every 6-10 weeks
☐ quarterly
☐ annually
☐ Not Able to Determine

If not able to determine please explain:
Click or tap here to enter text.

33. Please share feedback about this goal and any suggestions for improving the likelihood that the intended outcomes of **Goal 2** will be achieved. What are the strengths of this goal? Please incorporate specific feedback that encourages equitable planning, implementation, and adjustment(s) with a focus on growing and supporting better academic, behavioral, and social-emotional outcomes for those students most at risk of encountering disproportionate opportunity gaps in the school. Please consider using questions to generate self-reflection for improvement.

Click or tap here to enter text.

SMARTIE Goal 3

Copy and paste **Goal 3**
Click or tap here to enter text.

34. What are the major themes of **Goal 3** (select all that apply)?
- ☐ ELA (English Language Arts)
- ☐ Math
- ☐ MLL or EL (Multi Language Learner, or English Learner)
- ☐ MTSS (Multi-tiered System of Supports)
- ☐ SEL (Social Emotional Learning)
- ☐ Attendance
- ☐ Student, Family, and/or Community Engagement
- ☐ Credit Attainment
- ☐ Graduation Rate
- ☐ Behavioral and/or Disciplinary (can include PBIS – Positive Behavior Intervention Supports and RTI – Response to Intervention)
- ☐ School Climate and/or Climate (can include CRE – Culturally Responsive Education)
- ☐ Professional Learning Communities (PLCs)
- ☐ Other [Type here]

35. Does **Goal 3** address a need identified in the Comprehensive Needs Assessment?
- ☐ Yes
- ☐ No
- ☐ Not Able to Determine

If not able to determine please explain:
Click or tap here to enter text.

36. Are resource inequities (funding, staffing, materials, resources, etc.) addressed in **Goal 3**?
- ☐ Yes
- ☐ No
- ☐ Not Able to Determine

If not able to determine please explain:
Click or tap here to enter text.

37. Which of the school's WSIF indicators are explicitly addressed by **Goal 3?** (select all that apply)
- ☐ELA Proficiency
- ☐ELA SGP
- ☐Math Proficiency
- ☐Math SGP
- ☐Graduation Rate
- ☐EL Progress
- ☐Regular Attendance
- ☐Ninth Grade on Track
- ☐Dual Credit
- ☐ No indicators addressed

38. Which student groups addressed in **Goal 3** align with the school's WSIF data (select all that apply)?
- ☐ All students
- ☐ American Indian/Alaskan Native
- ☐ Asian
- ☐Black/African American

☐ Hispanic/Latino of any race(s)
☐ Two or more races
☐ White
☐ English/Multi Language Learner
☐ Students with Disabilities
☐ Low-income
☐ Student group chosen does not align with WSIF data
☐ Other

39. If you selected "Other" above, please list the student groups addressed by this Goal (separate groups with a comma).

Click or tap here to enter text.

40. Does **Goal 3** focus on closing an equity gap seen in the WSIF data and/or school-based data?
☐ Yes
☐ No
☐ Not Able to Determine

If not able to determine please explain:
Click or tap here to enter text.

41. Which elements of a "SMARTIE" goal are PRESENT in **Goal 3** (select all that apply)?
☐ S (Specific)
☐ M (Measurable)
☐ A (Attainable/Actionable)
☐ R (Reasonable)
☐ T (Time-Bound)
☐ I (Inclusive)
☐ E (Equitable)

42. Are there at least two evidence-based practices addressed in **Goal 3**? (Refer to OSPI Evidence-Based Practices Guidance).
☐ Yes
☐ No
☐ Not Able to Determine

If not able to determine please explain:
Click or tap here to enter text.

43. Do the evidence-based practices directly support **Goal 3** and the student groups named in the goal?
☐ Yes
☐ No
☐ Not Able to Determine

If not able to determine please explain:
Click or tap here to enter text.

44. Did the school identify evidence/data that will be used to document progress toward **Goal 3** and its associated activities?
Check all that apply
☐ school did not identify evidence/data they will use to document progress toward **Goal 3**
☐ school identified data/measures that are loosely tied to **Goal 3**
☐ school identified data/measures that are strongly aligned with **Goal 3**

45. Is the process for evidence/data collection and review adequate and appropriate toward achieving **Goal 3**?
☐ Evidence/data collection and review process not likely to adequately monitor progress for achieving **Goal 3**
☐ Evidence/data collection and review process likely to adequately monitor progress for achieving **Goal 3**
☐ Not Able to Determine

If not able to determine please explain:
Click or tap here to enter text.

46. Is there a designated team or individual responsible for monitoring the progress of **Goal 3**?
   ☐ Yes
   ☐ No
   ☐ Not Able to Determine

   If not able to determine please explain:
   Click or tap here to enter text.

47. How often are the proposed timeframes for data collection, review, and monitoring for activities in **Goal 3** being examined throughout the year?
   (Select all that apply)
   ☐ weekly
   ☐ monthly
   ☐ every 6-10 weeks
   ☐ quarterly
   ☐ annually
   ☐ Not Able to Determine

   If not able to determine please explain:
   Click or tap here to enter text.

48. Please share feedback about this goal and any suggestions for improving the likelihood that the intended outcomes of **Goal 3** will be achieved. What are the strengths of this goal? Please incorporate specific feedback that encourages equitable planning, implementation, and adjustment(s) with a focus on growing and supporting better academic, behavioral, and social-emotional outcomes for those students most at risk of encountering disproportionate opportunity gaps in the school. Please consider using questions to generate self-reflection for improvement.

   Click or tap here to enter text.

Section C: 2024-25 Beginning of Year Feedback and Questions

After analyzing Section II of the OSPI 2024-2025 School Improvement Plan Beginning of Year Review, respond to the checklist questions below.

49. If required in their school district, does the school building incorporate the district's timely, meaningful, and ongoing Tribal consultation in the planning and implementation of their SIP to support AI/AN students, families, and communities? (If applicable. If not, mark N/A)
    ☐ Yes
    ☐ No
    ☐N/A
    ☐Not Able to Determine

    If not able to determine please explain:
    Click or tap here to enter text.

50. Did the school identify or reference specific student groups for whom more equitable supports are needed, aligned with their WSIF data?
    ☐ Yes
    ☐ No
    ☐ Not Able to Determine

    If not able to determine please explain:
    Click or tap here to enter text.

51. Did the school identify data that can inform student equity needs to eliminate opportunity gaps?
    ☐ Yes

☐ No
☐ Not Able to Determine

If not able to determine please explain:
Click or tap here to enter text.

52. Did the school identify what resources will be used to implement evidence-based practices (interventions, activities, or strategies) (for example, professional development, extended time, curriculum, materials, etc.)?
☐Yes
☐No
☐Not Able to Determine

If not able to determine please explain:
Click or tap here to enter text.

Additional Beginning of Year Feedback

Please provide any additional feedback, comments, recommendations or questions you'd like to offer the school below.

Click or tap here to enter text.