

Step-by-Step School Improvement Planning and Implementation Guide

Purpose

This guide is designed to assist you in the creation of a **School Improvement Plan (SIP)** that accurately reflects your system's unique needs as indicated by the data collected and analyzed through the process of conducting a required [Comprehensive Needs Assessment \(CNA\)](#).

SIPs are required for every school in Washington State ([WAC 180-16-220 \(2\)\(b\)](#)), and this guide will serve toward supporting schools and Local Education Agencies (LEAs) in the continuous school improvement planning process using research-based promising practices to improve educational outcomes for all students and eliminate opportunity gaps. The SIP is foundational in driving the school improvement process and documenting implementation efforts. It is intended to be a living, actionable document. The essential components of a SIP are:

- high priority SMARTIE (Specific, Measurable, Actionable/Achievable, Relevant, Time-bound, Inclusive, Equitable) goals that are actionable and measurable,
- high-leverage, evidence-based practices (interventions, activities, or strategies) most likely to support meeting your SMARTIE goals, and
- multiple data measures that will be utilized to routinely check progress on the effectiveness or impact of an evidence-based practice (intervention, activity, or strategy) to determine if it should be retained, revised, or abandoned.

Using the [Office of System and School Improvement \(OSSI\) SIP template](#) will ensure that your SIP is aligned with and satisfies all requirements as described in [Washington's ESSA Consolidated Plan](#) and [Washington Administrative Code \(WAC\)](#).

Student Equity

Please take special care to provide specific details in your SIP on how your planning, implementation, and budget will address inequities of resources, access, opportunity, and attainment, as identified in your needs assessment(s), especially toward unserved/underserved student groups identified in your data.

Comprehensive Needs Assessment

A [Comprehensive Needs Assessment \(CNA\)](#) is required of all schools identified for improvement under the [Washington School Improvement Framework](#). School identified for Tier 2, Tier 3, and Tier 3 Plus supports under WSIF must use data and information gathered from conducting your CNA to record how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success, 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). When conducting the Comprehensive Needs Assessment please consider the following actions:

- Using data from readily available existing sources (state databases, program reports, etc.)
- Using additional school-level and local data
- Using qualitative data and quantitative data
- Disaggregating data with a breakdown of students by ethnicity, gender, or other category
- Paying attention to the number of students in each special program
- Potential root causes for why certain groups based on ethnicity, gender, socioeconomic status, special program, or other category may be over or underrepresented in any data

The [Comprehensive Needs Assessment Toolkit](#) explains the requirements and processes needed to complete this process needed prior to developing the School Improvement Plan. Conducting a Comprehensive Needs Assessment will identify the highest priorities that need to be addressed within the School Improvement Plan, which will lead to the development of high priority SMARTIE goals.

If using the 2024-25 Consolidated School Improvement Plan, there is a Comprehensive Needs Assessment section that needs to be completed.

If using the 2024-25 School Improvement Plan, please complete the Summary questions in that section:

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?
Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.
What possible root causes has your team identified to account for these inequities, especially disproportionalities among student groups?
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.

School Improvement Plan- SMARTIE Goals

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**?

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

- *What specifically are we trying to accomplish?*
- *What will be improved?*
- *By how much?*
- *By when?*
- *And, for whom/what? Will achieving this goal build success and shrink disparity gaps for specific student groups in our learning community?*

The question “For whom/what?” in a SMARTIE goal is an opportunity for you to evaluate if your goal is both inclusive and equitable. Use the following questions as an equity check to make sure your goal contains the “IE” components of a SMARTIE goal:

- *Will achieving this goal build success and/or shrink disparity gaps for the specific student groups most in need of supports in our school?*
- *Does the goal ensure that historically unserved/underserved students have equitable access to resources and supports as your system works toward that 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 each and every student? How?*
- *Who have we consulted to check for unintended consequences? Who needs to be consulted?*
- *Are there specific community groups that should be included as partners from the beginning and throughout?*

The high priority SMARTIE goals of the SIP should be clear and visible to all stakeholders in the educational community, revisited regularly for progress monitoring, and revised as necessary. All SMARTIE Goals for plans developed by Tier 1, Tier 2, Tier 3, and Tier 3 Plus schools should specifically address the WSIF Identification data.

The learning community should identify who will be responsible for monitoring the overall progress towards meeting the overarching goal throughout the year, what types of ongoing data need to be collected to determine if the goal is track, and how often the learning

community will review, analyze, and monitor the data for additional decision-making needs. This differs from the Leads identified in the Evidence-based practices section of the SIP.

Example of a SMARTIE Goal

This example details a SMARTIE goal at the school level. All specifics in this example, including school name are fictional, though we feel it represents a typical goal that one would encounter, adjusted for grade level, school type, and student context.

What specifically are we trying to accomplish?

- What will be improved?
- By how much?
- By when?
- For whom/what? Will achieving this goal build success and shrink disparity gaps for specific student groups in our learning community?
- Who needs to be consulted?

In partnership with the parent leadership team and through ongoing Tribal consultation, Shiny Vale School will increase technology and virtual learning supports to all students from 65% to 100% and for AI/AN students from 45% to 100% by December 1st, 2025.

School Improvement Plan Evidence-based Practices

Evidence-based practices to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
<p>What evidence-based practices (interventions, activities, or strategies) will you implement to support achieving this overarching improvement goal?</p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practices (interventions, activities, or strategies)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p>When will this evidence-based practices (interventions, activities, or strategies) occur and what was/is the projected length of time?</p> <p>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practices (interventions, activities, or strategies)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practices (interventions, activities, or strategies) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

Evidence-based practices are interventions, activities, and strategies that your learning community will implement to help achieve the high priority SMARTIE Goal. These practices should be aimed at improving success for all learners in your system such as professional development, implementation of targeted Tier 1 instructional strategies, family engagement activities, and opportunities to increase student engagement and academic achievement. You can find more information on approved OSPI evidence-based practices at this link: [OSPI Evidence-based Practices One-pager](#).

Data Measures

As you implement the evidence-based practices, **short-term and long-term data** should be collected and analyzed regularly to determine the impact of the evidence-based practice toward achieving your high priority overarching SMARTIE Goal. A variety of data sources and measures should be used when monitoring the implementation and progress of evidence-based practices (interventions, activities, or strategies.)

- **Process measures** determine whether the successful implementation of an evidence-based practice (intervention, activity, or strategy) is occurring before outcomes are known. Examples include exit tickets, classroom assessments, walk-through observations, etc.
- **Outcome measures** determine the intended results of your evidence-based practice (intervention, activity, or strategy.) Examples include benchmark assessments, end of year assessments, etc.
- **Balancing measures** determine unintended consequences from implementing these change ideas.

Examples of Some Common Data Sources

In your Measures sections, please document the multiple data sources that have been most meaningful to you. For a list of common summative and formative data sources used across the state, please consider the [OSPI Washington State Common Data Sources List](#), or add others not listed that have informed your assessment.

Timeframe

Please indicate when and how long the evidence-based practice will be implemented, and how often data will be collected, and progress monitored. For example, if the evidence-based practice is a year-long initiative that begins in September and will finish in June, include the dates and how often data will be collected and reviewed (monthly, quarterly, weekly, etc.).

Lead

In this section indicate which individual or team will be responsible for implementing this evidence-based practice. This will indicate to the learning community who is responsible for leading and implementing this work and who to consult for updates.

Resources

Identify the resources, materials, goods, and services that will be needed to support the implementation of this activity. This can be increased time, FTE/staffing needs, curriculum materials, technology, etc. This section is usually aligned with the budget and grant sections of the school improvement plan.

School Improvement Plan- Funding

This section is to list and describe funding amount(s) and source(s) associated with the implementation of the evidence-based practices toward achieving the high priority SMARTIE Goal. Be specific about which funds will come from OSSI school improvement grants and what expenses they will cover. All OSSI school improvement grants 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.

Office of System and School Improvement (OSSI) Supports for Schools

All schools identified as eligible for supports under Tier 2, Tier 3, and Tier 3 Plus identifications may choose to request some of or all the following supports from OSSI to assist the ongoing development and implementation of school improvement plans with no budget impact for schools and LEAs:

- **OSSI iGrants:** funding for eligible schools to support school improvement plan activities.
- **Continuous Improvement Partners (CIPs):** systems support and technical assistance from our contracted team of executive-level educational experts working throughout the state with eligible LEA and school leadership and planning teams.
- **Resources and Professional Development:** evidence-based resources and training opportunities focused on promising practices for school improvement, data support and implementation, improvement science, bridging achievement gaps, and improving outcomes for each and every student.

To learn more or request these supports, contact Office of System and School Improvement (OSSI), OSSI@k12.wa.us.