

OSPI End-of-Year Summary and School Improvement Implementation Guide

Purpose

The main purposes of the OSSI SY 2021–2022 End-of-Year Summary and SY 2022–2023 School Improvement Plan (EoY Review & SIP) are as follows:

- Reflect on and record end-of-year findings for three high-priority goals and associated activities, measures, adjustments, and outcomes.
- Provide a resource for all schools to continue actionable school improvement planning that may be used to guide budget, goals, activities, measures, and adjustments for three high-priority goals and associated activities and measures through SY 2022–2023.
- Integrate the EoY Review & SIP into your preexisting school improvement plan or submit it as a standalone document to supplement your planning and implementation and satisfy state and federal requirements mentioned above.
- Fulfill WA State ESSA-required June 2022 progress monitoring responsibilities for Tier III-identified schools and meet the WAC 180-16-220 (2) Annual School Building Approval requirement that all schools in Washington State have completed SIPs.

Student Equity

Please take special care to provide specific details on how your planning addresses inequities of access, opportunity, and attainment identified in your needs assessment(s). Ensuring your plan clearly articulates your service and commitment to eliminating opportunity gaps and to supporting students furthest from educational justice is not only required for all school improvement plans as described in WAC 180-16-220 (2)(d)(ii), but lies at the heart of OSPI's focus on supporting all of our state's learners.

Definitions and Examples

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a 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?*



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 equal 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?*

Below is an Example of a SMARTIE Goal

**This example, including the school name, is fictional, though we feel it represents a typical SIP goal 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/or 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, 2022.

High-Leverage Activities

Identify the high-leverage activities you implemented to move toward achieving your three high-priority goals. A **high-leverage activity** is specific and actionable, measurable, grounded in evidence-based research, and designed to help you achieve your goal.

Measures

In order to determine if your activities have helped you achieve your stated high-priority goal, you needed to measure the progress and outcomes of those activities using a variety of data

sources. You should use process, outcome, and balancing measures when monitoring the implementation and progress of an activity.

- **Process measures** determine whether the successful implementation of an activity is occurring before outcomes are known.
- **Outcome measures** determine the intended results of your activities.
- **Balancing measures** determine unintended consequences from implementing 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.

Instructions and Completion

- Please complete Sections I, II, and III of the EoY Summary & SIP and upload to your building's OSSI SharePoint folder on or before June 10, 2022.
- Please refer to the individual Sections of the EoY Summary & SIP for specific instructions on completing that Section.

If you do not have access to your school's folder or have any problems accessing SharePoint, please email Bobbie Bush in Continuous Improvement at bobbie.bush@k12.wa.us.

OSSI Supports for Schools

All schools identified under Tiers II and III may choose to request some or all of the following supports from OSSI to assist the ongoing development and implementation of school improvement plans with no budget impact for schools and districts:

- OSSI iGrants: funding to support school improvement plan activities.
- Continuous Improvement Partners: systems-level support and technical assistance from our contracted team of educational specialists working throughout the state.
- Research-based resources and trainings focused on best practices for school improvement, data support and implementation, improvement science, bridging opportunity gaps, and improving student outcomes for all students, as well as targeted student groups is available from OSSI for all schools in Washington State (please visit OSPI's [School Improvement](#) web page).

To learn more or request these supports, contact Mary Adams, Continuous Improvement Program Supervisor, at mary.adams@k12.wa.us.