SY 2023–2024 School Improvement Plan (SIP) 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 completing a required Comprehensive Needs Assessment (CNA).

SIPs are required for every school in Washington State (WAC 180-16-220 (2)(b)). 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.

- Schools identified as eligible for Tier 3 or Tier 3 Plus supports are required to upload their SIPs into SharePoint twice a year for progress monitoring review by OSPI. This fulfills WA State ESSA-required progress monitoring responsibilities for Tier 3- and Tier 3 Plus-identified schools, meets statutory requirements, and may serve as evidence for those LEAs selected to engage in a Consolidated Program Review (CPR).
- Schools identified as eligible for Tier 2 supports are not required to upload SIPs into SharePoint. The LEA is responsible for guidance in the creation and progress monitoring of SIPs for their schools identified as eligible for Tier 2 supports.

The SIP is intended to be a living, actionable document. Essential components of a SIP are:

- priority goals that are actionable and measurable;
- high-leverage, evidence-based activities most likely to achieve priority goals; and
- multiple data measures that will be utilized to routinely check progress on the effectiveness or impact of an activity in order to determine if it should be retained, revised, or abandoned.

The priority 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.

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). Additionally, submitting a properly completed OSSI SIP template will fulfill other OSPI divisional requirements, including those for Title 1A.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

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.

Goals and Activities

Describe at least two (2) priority goals for improvement that will support improved learning outcomes for your identified students, though there is space in the template for up to three (3) or more goals.

Use the SMARTIE format when writing goals to ensure they contain all necessary elements for guiding and progress monitoring school improvement processes (see below for SMARTIE goal criteria). Again, goals should also explicitly identify student groups within your school that have historically been, or are currently being, unserved/underserved according to your data.

SMARTIE Goals

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

- *What will be improved?*
- *By how much?*
- *By when?*
- *And, for whom/what?*

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 your 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 you 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?*

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 1, 2024.

High-Leverage Activities

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

Measures

In order to determine if your activities have helped you achieve your stated priority goal, you need 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.

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.