*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.​

1. 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.​

​

1. 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.​

1. 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]​

1. 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.​

1. 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.​

1. 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

1. 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

1. 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.​

1. 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.​

1. Which elements of a "SMARTIE" goal arePRESENTin **Goal 1** (select all that apply)?

S (Specific)

M (Measurable)

A (Attainable/Actionable)

R (Reasonable)

T (Time-Bound)

I (Inclusive)

E (Equitable)

1. ~~​~~Are there at least two evidence-based practices addressed in **Goal 1**? (Refer to [OSPI Evidence-Based Practices Guidance](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf)).

Yes

No

​  Not Able to Determine

If not able to determine please explain:

Click or tap here to enter text.​

1. 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.​

1. 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**

​

1. 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.​

1. 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.​

1. How often are the proposed timeframes for data collection, review, andmonitoring 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.**~~​~~**

1. 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.​

1. 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]​

1. 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.**~~​~~**

1. 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.​

1. 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

1. 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

1. 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.​

1. 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.​

1. Which elements of a "SMARTIE" goal arePRESENTin **Goal 2** (select all that apply)?

S (Specific)

M (Measurable)

A (Attainable/Actionable)

R (Reasonable)

T (Time-Bound)

I (Inclusive)

E (Equitable)

1. Are there at least two evidence-based practices addressed in **Goal 2**? (Refer to [OSPI Evidence-Based Practices Guidance](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf)).

Yes

No

​  Not Able to Determine

If not able to determine please explain:

Click or tap here to enter text.​

1. 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.​

1. 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**

1. ​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.​

1. 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.​

1. 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.​

1. 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.​

1. 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]​

1. 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.​

1. 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.​

1. 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

1. 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

1. 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.​

1. 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.​

1. Which elements of a "SMARTIE" goal arePRESENTin **Goal 3** (select all that apply)?

S (Specific)

M (Measurable)

A (Attainable/Actionable)

R (Reasonable)

T (Time-Bound)

I (Inclusive)

E (Equitable)

1. Are there at least two evidence-based practices addressed in **Goal 3**? (Refer to [OSPI Evidence-Based Practices Guidance](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf)).

Yes

No

​  Not Able to Determine

If not able to determine please explain:

Click or tap here to enter text.​

1. 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.​

1. 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**

​

1. 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.​

1. 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.​

1. 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.​

1. 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.

1. 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.​

1. 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.​

1. 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.​

1. 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.​