

# *2024-2025 SIP Progress Review Guide*

## *Mid-Year Progress Review*

### *End of Year Review*

#### **Purpose**

The main purposes of the [2024-2025 School Improvement Plan \(SIP\) Progress Review](#) are as follows:

- Reflect on and document progress toward your high-priority SMARTIE goals and associated activities, measures, adjustments, and outcomes.
- Provide a resource for all schools to continue actionable school improvement planning and implementation.
- Fulfill WA State ESSA-required progress monitoring responsibilities for Tier 3 and Tier 3 Plus 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). Ensure your plan clearly articulates your service and commitment to eliminating opportunity gaps and supporting students furthest from educational justice. A robust SIP is not only required for all schools as described in [WAC 180-16-220 \(2\)\(d\)\(ii\)](#), but lies at the heart of OSPI's Continuous Improvement Framework.

#### **Instructions to Complete Section I and II: 2024-2025 SIP Mid-Year Progress Review**

Using the most current version of your School Improvement Plan (SIP), please complete sections I and II of the 2024-25 SIP Mid-Year Progress Review Template.

#### **School and District Information**

Please enter your school and district information, including your school code, which can be found using the table linked below.

[Education Data System \(EDS\) Directory](#)



- To find your school code in the table, filter by ESD, district, and school. Copy your school code from column D and enter it into the table on the 2024-25 SIP Progress Review Template.

## Section I

For section I, using your most recent SIP, copy your high-priority SMARTIE goals to the appropriate provided fields. For each activity related to its goal, please indicate its associated measures, timeframe, lead, resources, and progress according to the instructions and formatting of the tables in this section.

## Section II

For section II, please respond to the questions as appropriate using section I and your SIP as a guide.

## Upload

Next, you will need to upload your SIP to the OSSI SIP Basecamp folder for your school (only required for Tier III schools: i.e., Comprehensive, Comprehensive Graduation Rate). If you should need access to your SIP Basecamp school folder, please contact Erica Olivera, Continuous Improvement Program Specialist, at [erica.olivera@k12.wa.us](mailto:erica.olivera@k12.wa.us). Upon receiving access, you can use the [Accessing Basecamp Instructions](#), which may be helpful in navigating the site and completing the upload.

## 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 equitable 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 1<sup>st</sup>, 2025.

### 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.

## OSSI Supports for Schools

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

- **OSSI Grants:** 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:** technical assistance and professional development 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.

To learn more or request these supports, contact Mary Neal, Continuous Improvement Program Supervisor, at [mary.neal@k12.wa.us](mailto:mary.neal@k12.wa.us).