OSPI School Improvement Plan 2025-26

**Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, use the Consolidated School Improvement Template to satisfy the appropriate Components.**

Additional Guidance:

* [Step-by-Step School Improvement Planning and Implementation Guide](https://ospi.k12.wa.us/sites/default/files/2024-03/step-step-sip-planning-and-implementation-guide.pdf)
* [How to Use the School Improvement Plan Template Checklist](https://ospi.k12.wa.us/sites/default/files/2025-01/webinar-4-sip-checklist.pdf)
* [CI Webinar 4 - How to Use the School Improvement Plan Template](https://youtu.be/4XCpeCcBFk4?si=437gSDE8b6RnHUxd)

Section 1: Building and District data

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| **Building Name:** Click or tap here to enter text. | **Does your school share a building with another school?**Yes [ ] No [ ] **If yes, which one(s)?** (Note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text. |
| **School Code:** Click or tap here to enter text. | **Grade Span:** Click or tap here to enter text.**School Type:** Click or tap here to enter text. |
| **Principal:** Click or tap here to enter text. | **Building Enrollment:** Click or tap here to enter text. |
| **School District:** Click or tap here to enter text. | **F/R Percentage:** Click or tap here to enter text. |
| **Board Approval Date:** Click or tap here to enter text. | **Special Education Percentage:** Click or tap here to enter text. |
| **Plan Date:** Click or tap here to enter text. | **English Learner Percentage:** Click or tap here to enter text. |

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| **Identify your school’s Washington School Improvement Framework (WSIF) Tiered Support Status:** Choose an item. |

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| Vision and Mission Statement |
|  Click or tap here to enter text.  |

# School Leadership Team Members and Family-Community Partners

# List by (Name, Title/Role)

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Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans should show alignment of goals, and evidence-based interventions, with WSIF data.

 The following data table helps to name progress areas for:

· Comprehensive Needs Assessment (CNA),

· SMARTIE Goals, and

· Evidence-based interventions used in your plan.

Use the [Washington State Report Card](https://washingtonstatereportcard.ospi.k12.wa.us/) to complete the table.

**[Instructions:](https://ospi.k12.wa.us/sites/default/files/2025-03/ospi-report-card-instructions.pdf)**

1. Enter your school’s name, once the report card for your school has loaded
2. Scroll down and locate the “WSIF” section on the left-hand menu
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school
4. Click on the “Trend” button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

**WSIF Cycle 3 Identification Thresholds:**

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

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| Use the 2023 [Washington School Improvement Report Card Data](https://washingtonstatereportcard.ospi.k12.wa.us/) to identify and maintain focus on student groups and SMARTIE Goals.  | **2023 WSIF Cycle 3 Identification** Choose an item. | **2024 WSIF Annual Data** |
| **WSIF Data Measures**  | **2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A) | **2024 WSIF Overall Framework** **Score** |
| Comprehensive (All Student Group) |  |  |
| Comprehensive Graduation Rate |  |  |
| **Student Group** |  |  |
| American Indian/Alaska Native |  |  |
| Asian |  |  |
| Black/African American |  |  |
| Hawaiian/Other Pacific Islander |  |  |
| Hispanic/Latino |  |  |
| Two or more races |  |  |
| White |  |  |
| English Learner |  |  |
| Low Income |  |  |
| Special Education  |  |  |

Section 3: Summary of Comprehensive Needs Assessment (CNA)

A [Comprehensive Needs Assessment (CNA)](https://ospi.k12.wa.us/sites/default/files/2023-08/comprehensive_needs_assessment_march_2023.pdf) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

**WSIF Data**

* Academic Achievement
	+ ELA and Math Proficiency
	+ Student Growth Percentile
* Graduation Rate (if applicable)
* English Learner Progress
* School Quality or Student Success Indicators SQSS
	+ Regular Attendance
	+ Ninth Grade on Track
	+ Dual Credit (if applicable)

CNA Data Summary

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| 1. What top strengths have emerged from multiple data sources?

Click or tap here to enter text.1. What top needs have emerged from multiple data sources?

Click or tap here to enter text.1. What disproportionalities exist among student groups?

Click or tap here to enter text.1. What root causes has your team identified for disproportionalities among student groups?

Click or tap here to enter text.1. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Click or tap here to enter text.1. How do identified needs impact each other?

Click or tap here to enter text.1. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?

Click or tap here to enter text.1. What needs if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.

Click or tap here to enter text.1. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

Click or tap here to enter text. |

Section 4: Resource Inequities

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| Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [**Examining Resource Inequities Tool**](https://ospi.k12.wa.us/sites/default/files/2025-03/ossi-examining-resource-inequities-tool.docx). Summarize what resource inequities were identified and which will be addressed in the school improvement plan. |
| Click or tap here to enter text. |

Section 5: Priorities
Describe the top 3 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

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| **Priority #1:** Click or tap here to enter text.**Priority #2:** Click or tap here to enter text.**Priority #3:** Click or tap here to enter text. |

# Section 6: 2025-26 School Improvement Plan- SMARTIE Goals

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that are aligned with the data-based priorities that you plan to accomplish through evidence-based interventions (activities, practices, or strategies) for SY 2025-26. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Refer to the [**Step-by-Step School Improvement Planning and Implementation Guide**](https://ospi.k12.wa.us/sites/default/files/2024-03/step-step-sip-planning-and-implementation-guide.pdf)for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

# SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based interventions (activities, practices, or strategies) being used to achieve the 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?
* How will we know if progress toward the goal is being made?
* When and how often will data be checked for progress?

## 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 is not 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?

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| SY 2025-2026 SMARTIE Goal #1: Click or tap here to enter text.  |
| *Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described.* ***\*Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+**Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)***Beginning of Year:** Answer this question and fill out the table below. *What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?* |
| **Mid-Year Progress Review:** (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)* |
| **End of Year Progress Review:** (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP?* (*Answer this question in this box and include specific descriptions and data points below.)*  |

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| [Evidence-based intervention (activity, practice or strategy)](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf) to support SMARTIE Goal and the resources used for implementation. | Data Measures  | Lead and Timeframe | Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.  | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.  |
| *What evidence-based interventions (EBI) (activity, practice or strategy)* *will you implement to support achieving this overarching improvement goal? Include the* [*level of*](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf) *evidence for the intervention.* Click or tap here to enter text.*What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*Click or tap here to enter text.*What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*Click or tap here to enter text.*What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*Click or tap here to enter text.*What student groups will benefit and why?*Click or tap here to enter text. | ***What data will be collected to measure the impact of implementing this EBI?***Click or tap here to enter text.***How will the impact on equitable learning or behavior change be measured?***Click or tap here to enter text. | ***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?***Click or tap here to enter text.***When will this EBI occur?***Click or tap here to enter text.***When or how often will progress be monitored or data reviewed? Be as specific as possible.***Click or tap here to enter text. | ***What impact is the evidence-based intervention having?*** Click or tap here to enter text.***What is evidence of impact?***Click or tap here to enter text. | ***What impact is the evidence-based intervention having?***Click or tap here to enter text.***What is evidence of impact?***Click or tap here to enter text. |
| *For more EBIs cut and paste the prompts to answer below.*Click or tap here to enter text. | ***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text. | ***For more EBIs cut and paste the prompts to answer below.***Click or tap here to enter text. | ***For more EBIs cut and paste the prompts to answer below.***Click or tap here to enter text. | ***For more EBIs cut and paste the prompts to answer below.***Click or tap here to enter text. |

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| SY 2025-2026 SMARTIE Goal #2: Click or tap here to enter text.  |
| *Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described.* ***\*Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+**Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)***Beginning of Year:** Answer this question and fill out the table below.*What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?* |
| **Mid-Year Progress Review:** (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)* |
| **End of Year Progress Review:** (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP?* (*Answer this question in this box and include specific descriptions and data points below.)*  |

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| [Evidence-based intervention (activity, practice or strategy)](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf) to support SMARTIE Goal and the resources used for implementation. | Data Measures  | Lead and Timeframe | Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.  | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.  |
| *What evidence-based interventions (EBI) (activity, practice or strategy)* *will you implement to support achieving this overarching improvement goal? Include the* [*level of*](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf) *evidence for the intervention.* Click or tap here to enter text.*What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*Click or tap here to enter text.*What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*Click or tap here to enter text.*What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*Click or tap here to enter text.*What student groups will benefit and why?*Click or tap here to enter text. | ***What data will be collected to measure the impact of implementing this EBI?***Click or tap here to enter text.***How will the impact on equitable learning or behavior change be measured?***Click or tap here to enter text. | ***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?***Click or tap here to enter text.***When will this EBI occur?***Click or tap here to enter text.***When or how often will progress be monitored or data reviewed? Be as specific as possible.***Click or tap here to enter text. | ***What impact is the evidence-based intervention having?*** Click or tap here to enter text.***What is evidence of impact?***Click or tap here to enter text. | ***What impact is the evidence-based intervention having?***Click or tap here to enter text.***What is evidence of impact?***Click or tap here to enter text. |
| *For more EBIs cut and paste the prompts to answer below.*Click or tap here to enter text. | ***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text. | ***For more EBIs cut and paste the prompts to answer below.***Click or tap here to enter text. | ***For more EBIs cut and paste the prompts to answer below.***Click or tap here to enter text. | ***For more EBIs cut and paste the prompts to answer below.***Click or tap here to enter text. |

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| SY 2025-2026 SMARTIE Goal #3: Click or tap here to enter text.  |
| *Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described.* ***\*Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+**Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)***Beginning of Year:** Answer this question and fill out the table below.*What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?* |
| **Mid-Year Progress Review:** (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)* |
| **End of Year Progress Review:** (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP?* (*Answer this question in this box and include specific descriptions and data points below.)*  |

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| [Evidence-based intervention (activity, practice or strategy)](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf) to support SMARTIE Goal and the resources used for implementation. | Data Measures  | Lead and Timeframe | Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.  | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.  |
| *What evidence-based interventions (EBI) (activity, practice or strategy)* *will you implement to support achieving this overarching improvement goal? Include the* [*level of*](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf) *evidence for the intervention.* Click or tap here to enter text.*What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*Click or tap here to enter text.*What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*Click or tap here to enter text.*What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*Click or tap here to enter text.*What student groups will benefit and why?*Click or tap here to enter text. | ***What data will be collected to measure the impact of implementing this EBI?***Click or tap here to enter text.***How will the impact on equitable learning or behavior change be measured?***Click or tap here to enter text. | ***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?***Click or tap here to enter text.***When will this EBI occur?***Click or tap here to enter text.***When or how often will progress be monitored or data reviewed? Be as specific as possible.***Click or tap here to enter text. | ***What impact is the evidence-based intervention having?*** Click or tap here to enter text.***What is evidence of impact?***Click or tap here to enter text. | ***What impact is the evidence-based intervention having?***Click or tap here to enter text.***What is evidence of impact?***Click or tap here to enter text. |
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| Section 7: 2025–2026 Mid-Year Reflection Questions |

The following section is a reflection on mid-year findings, as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

1. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

Click or tap here to enter text.

1. Which evidence-based interventions (activities, practices, or strategies) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

Click or tap here to enter text.

1. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

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| Section 8: 2025–2026 End-of-Year Reflection Questions |

This section is a summary reflection on end-of-year findings, as documented in the SMARTIE goal tables above, and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Click or tap here to enter text.

1. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026-2027 SIP.

Click or tap here to enter text.

1. How did at least one of the activities documented in the SMARTIE goal tables above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated goal?

Click or tap here to enter text.

1. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.

Click or tap here to enter text.

1. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?

Click or tap here to enter text.

1. How will you utilize available and additional sources of data in this planning process?

Click or tap here to enter text.

1. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

Click or tap here to enter text.