

Welcome

The presentation will begin shortly.

Audio Settings



Test Audio

- Select the arrow 
- Select **Test Speakers**

Sound Check



Sound

- Let us know if your audio is working in the **Chat or giving a thumbs up**

Chat



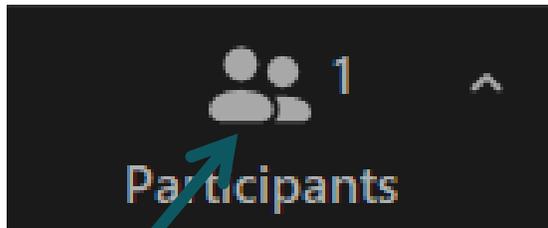
Chat Box

- Use **Chat** to ask questions or to respond to presentation prompts.

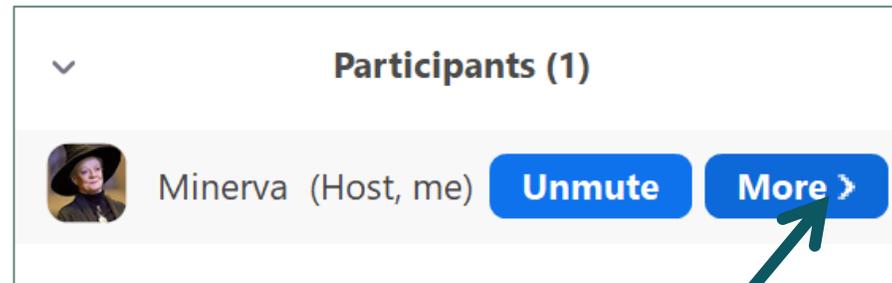


We are happy you are here!

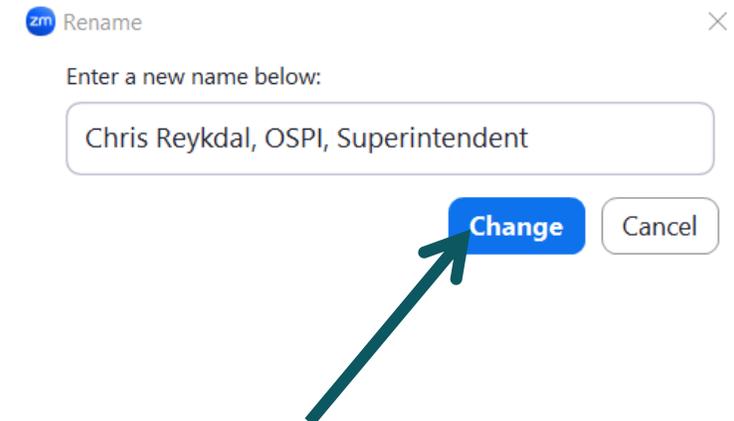
1. Click on **Participants** in the Zoom menu.



2. Find your name in the participants list. Choose **More**. Click **Rename**.



3. **First and Last Name - Role - Organization**



February 2026 Continuous Improvement Next Steps Webinar

Teaching, Learning and School Improvement at OSPI



Washington Office of Superintendent of
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Next Steps: 2026



February Webinar Purpose

Regional professional learning for schools and district leadership identified for Tiered supports and accountability to:

- Focus on steps toward school improvement.
- Share important help and technical assistance.
- Respond to questions.



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

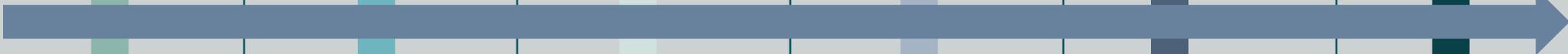
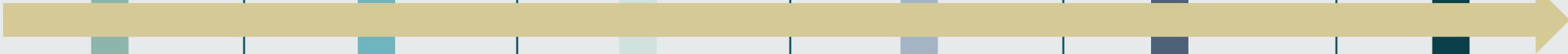
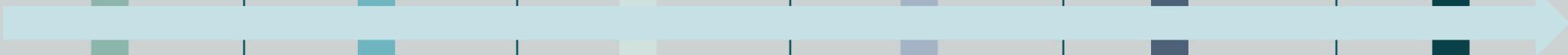
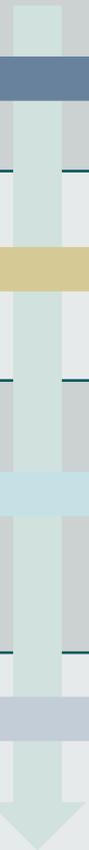
Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Continuous Improvement Framework

	Anti-Racist and Anti-Bias Practices	Equitable Supports	Development of strong leadership at all levels	Use of data inquiry and school improvement processes	Improvement of core instructional practices	Implementation within a multi-tiered system of supports
Clarity of Purpose						
Technical Competence						
Capacity Building						
Human Interaction Skills						

Agenda and Flow



How did we get to the 2025-26 School Year?



This is how we got here, What steps do I need to make?



MYPR to EOYR, L-CAP to SIP:
Wow, Is that All?



2026-2027: What are the requirements, expectations, and timelines?



What supports are available?



Washington School Improvement Framework (WSIF) Cycle 3, Heading Into Cycle 4

	SY 2022-2023	SY 2023-2024	SY 2024-2025	SY 2025-2026	SY 2026-2027
WSIF Cycle 1	✓				
WSIF Cycle 2		✓ ✓	✓		
WSIF Cycle 3			✓ ✓	✓ ★ ✓	✓
WSIF Cycle 4					

KEY	
Identification	
Current Year	★
Offered Supports	✓ ✓
Cycle Supports and possibility of Existing	✓



How did we get to the 2025-26 School Year?

Cycle Identification:

	SY 2021- 2022	SY 2022- 2023	SY 2023- 2024	SY 2024- 2025	SY 2025- 2026	SY 2026- 2027
WSIF Cycle 1	✓ ✓	✓ ➡				
WSIF Cycle 2		🔍	✓ ✓	✓ ➡		
WSIF Cycle 3			🔍	✓ ✓	✓ ✓ ★	✓ ➡
WSIF Cycle 4						🔍

KEY	
Identification	🔍
Current Year	★
Offered Supports	✓ ✓
Cycle Supports and possibility of Existing	✓ ➡

Cycle Identification

- Run every three years
 - **Cycle 1:** 5 years (due to COVID)
 - **Cycle 2:** 2 years (due to COVID)
 - **Cycle 3:** 3 years
- **Informs** WSIF supports for the period of a WSIF Cycle
- Uses "**Title I**" and an "**All-Schools Threshold**" for Identification
- Includes **additional** layers within tiers
- Uses indicators and measures from a period to establish the tier that will identify the school for the next **three years**.



Required by Every Student Succeeds Act , the WSIF uses five broad indicators, each comprised of one or more specific measures.

Broad Indicator	Specific Measures
Academic achievement	<ul style="list-style-type: none">• English Language Arts (ELA) proficiency• Math proficiency
Student growth or another academic indicator	<ul style="list-style-type: none">• Student growth percentiles (SGPs) – ELA• Student growth percentiles – Math
Graduation	<ul style="list-style-type: none">• Four-year adjusted cohort graduation rate• Extended-year adjusted cohort graduation rates (five-, six-, and seven-year)
English language proficiency progress	<ul style="list-style-type: none">• Progress in achieving English language proficiency (ELP)
School quality or student success	<ul style="list-style-type: none">• Regular attendance• Ninth grade on-track• Dual credit



WSIF Thresholds for Identification

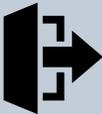
The WSIF threshold is the combined WSIF score that separates the lowest-performing 5 percent of all schools from the other 95 percent of all schools using three years of data.



2017 Graduation Rate: 66.7%	2017 ELP Threshold: 48.9%
2022 Graduation Rate: 66.7%	2022 ELP Threshold: 13.6%
2023 Graduation Rate: 66.7%	2023 ELP Threshold: 9.4%



Annual Identification

	SY 2022-2023	SY 2023-2024	SY 2024-2025	SY 2025-2026	SY 2026-2027
WSIF Cycle 1	✓ 				
WSIF Cycle 2		✓ ✓	✓ 		
WSIF Cycle 3			✓ ✓	✓ ✓ ★	✓ 
WSIF Cycle 4					

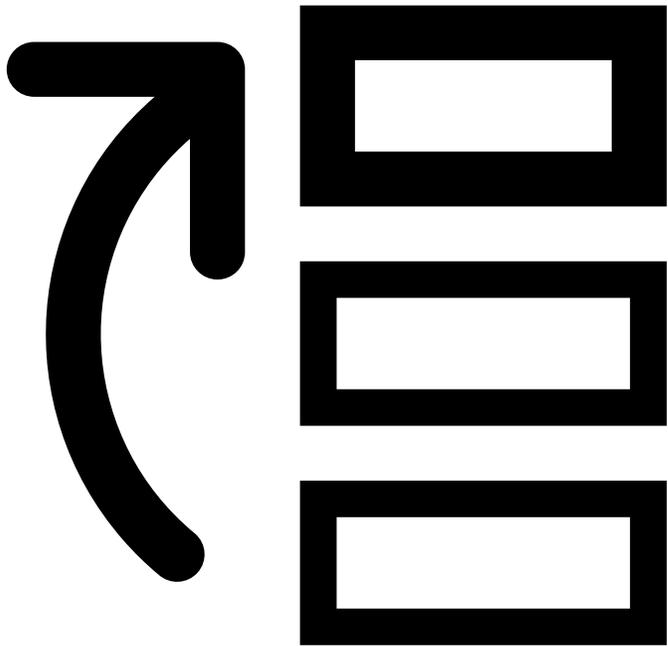
KEY	
Identification	
Current Year	
Offered Supports	✓ ✓
Cycle Supports and possibility of Existing	✓ 

Annual Identification:

- Run **annually**.
- **NOT** used to determine WSIF supports.
- Uses "**All-Schools Threshold**" for Tier 3/3 Plus ID.
- Uses collected data to **indicate progress** from the proceeding three years.
- Does **not** change the tier you are in.
- Published each March



Next Steps



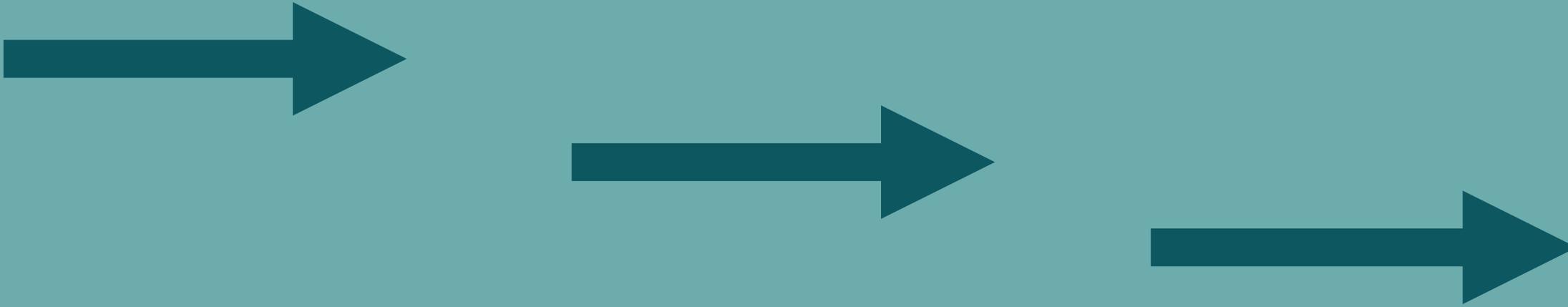
- Focus on priority areas.
- Work with your community to address causes.
- Use data insights for needs assessments and plans.





This is how we got here, What steps do I need to make?

Cycle



- WSIF Identification
- Identify SMARTIE Goals (SIP)
- Engage in Tribal Consultation
- Select Evidence-Based Interventions
- Examine Resource Inequities (L-CAP)
- Monitor L-CAP Implementation
- Reevaluate CNA for SIP
- Reevaluate SIP

Year One

Year Two

Year Three

WSIF
Identification

Engage in
Tribal
Consultation

Identify
SMARTIE
Goals (SIP)

Examine
Resource
Inequities

Select
Evidence-
Based
Interventions

Monitor L-CAP
Implementation

Reevaluate
CNA

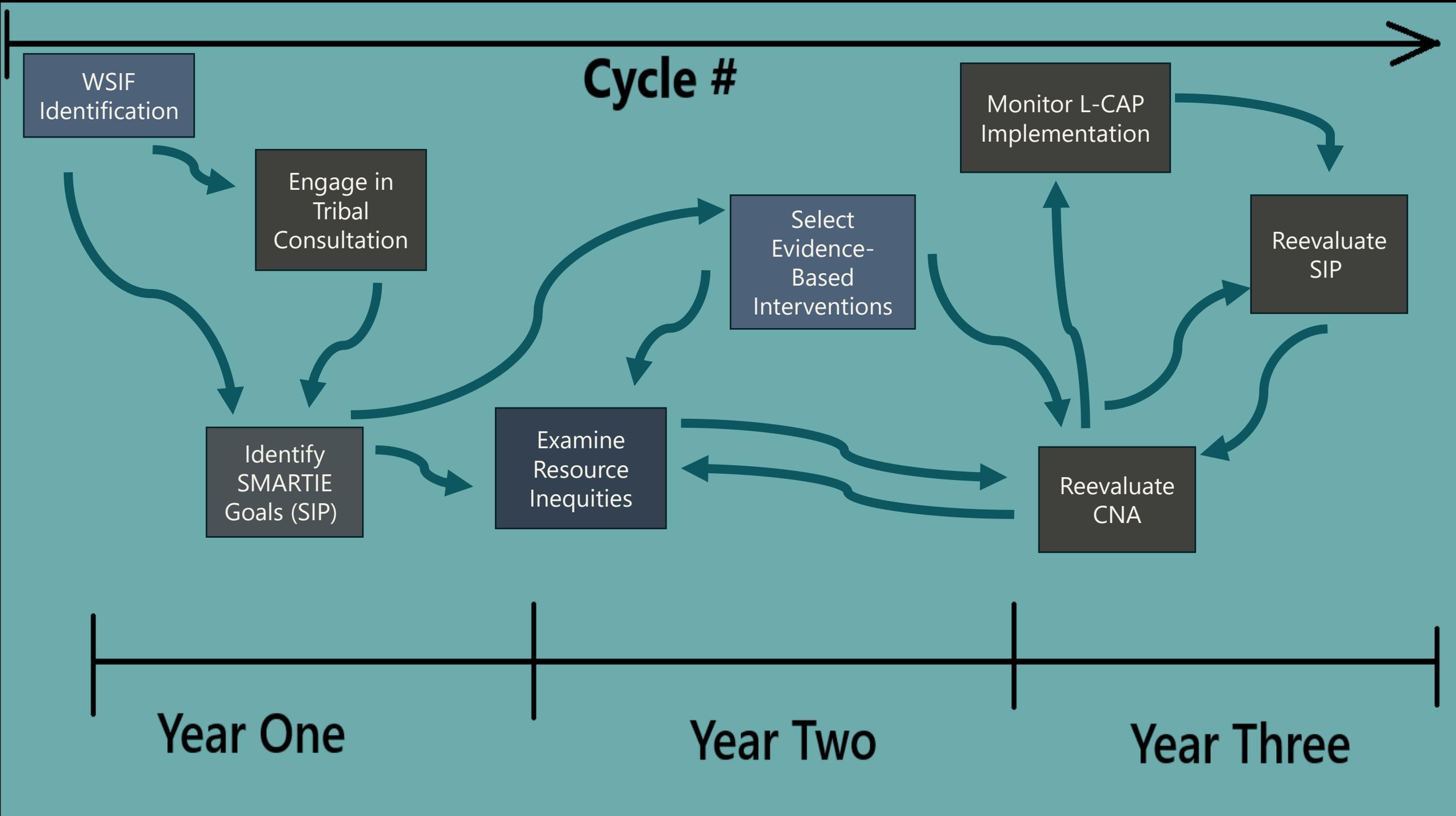
Reevaluate
SIP

Cycle #

Year One

Year Two

Year Three



Next Steps

- Since we are halfway through the cycle, we need to move into reviewing how our schools are doing this year.
- You have already submitted your Mid-Year Progress Review (MYPR).
- With the CNA in mind, we will now look at how we move from the MYPR to the EOYR, which will inform the L-CAP and SIP creation for 2026-27.



Break for Next Steps Review

Next Steps: 2026

Ready to step through 2026? Lace up—because you're about to guide your schools to the final stretch of Cycle Three!

You and your teams have important steps ahead, and the work you do over the next year will shape the success of every student by the end of the 2026–2027 school year. Yes, there are grants to apply for, plans to update, reviews to complete, and timelines to meet—but here's the good news: you're not taking any of these steps alone. You've got tools, templates, guides, office hours, videos, and an entire OSPI team cheering you on with every stride.

Think of this journey as a clearly marked pathway: each step moves you forward, each task gets you closer to stronger systems, smarter supports, and real results for students. You already have everything you need to make progress—your leadership, your teams, and a full library of resources to back you up.

Let's take that first step and keep moving forward—one clear, purposeful step at a time.

More information can be found on the [Continuous School Improvement Resources Webpage](#).

Step To Make	Resources	Timeline and Due Dates
<input type="checkbox"/> Step 1: Review Current SIP Implementation <ul style="list-style-type: none">Check in regularly with your district and school teams; modify the current plan as needed and think about changes that will be needed for the 2026–27 school year.OSPI will provide feedback to Tier 3 and Tier 3 Plus schools on the mid-year review and end-of-year review.	Document Uploads: <ul style="list-style-type: none">Basecamp Access Request FormBasecamp Tutorial Review Current Year SIP: <ul style="list-style-type: none">Step-by-Step SIP Planning and Implementation GuideSchool Improvement Plan Template	Due to Basecamp, Friday, June 26, 2026: <ul style="list-style-type: none">SIP End of Year Review (EOYR) Due - all schools identified in Tier 3 and Tier 3 Plus.End-of-Year Review (EOYR) feedback period: July 1 – July 31, 2026.



Post-Break Questions about the Next Steps Review?

Next Steps: 2026

Ready to step through 2026? Lace up—because it's time for schools to the final stretch of Cycle Three!

You and your teams have important steps to complete, and the work you do over the next year will shape the success of every student by the end of the 2026–2027 school year. Yes, there are grants to apply for, plans to update, reviews to complete, and timelines to meet—but here's the good news: you're not taking any of these steps alone. You've got tools, templates, guides, office hours, videos, and an entire team cheering you on with every step.

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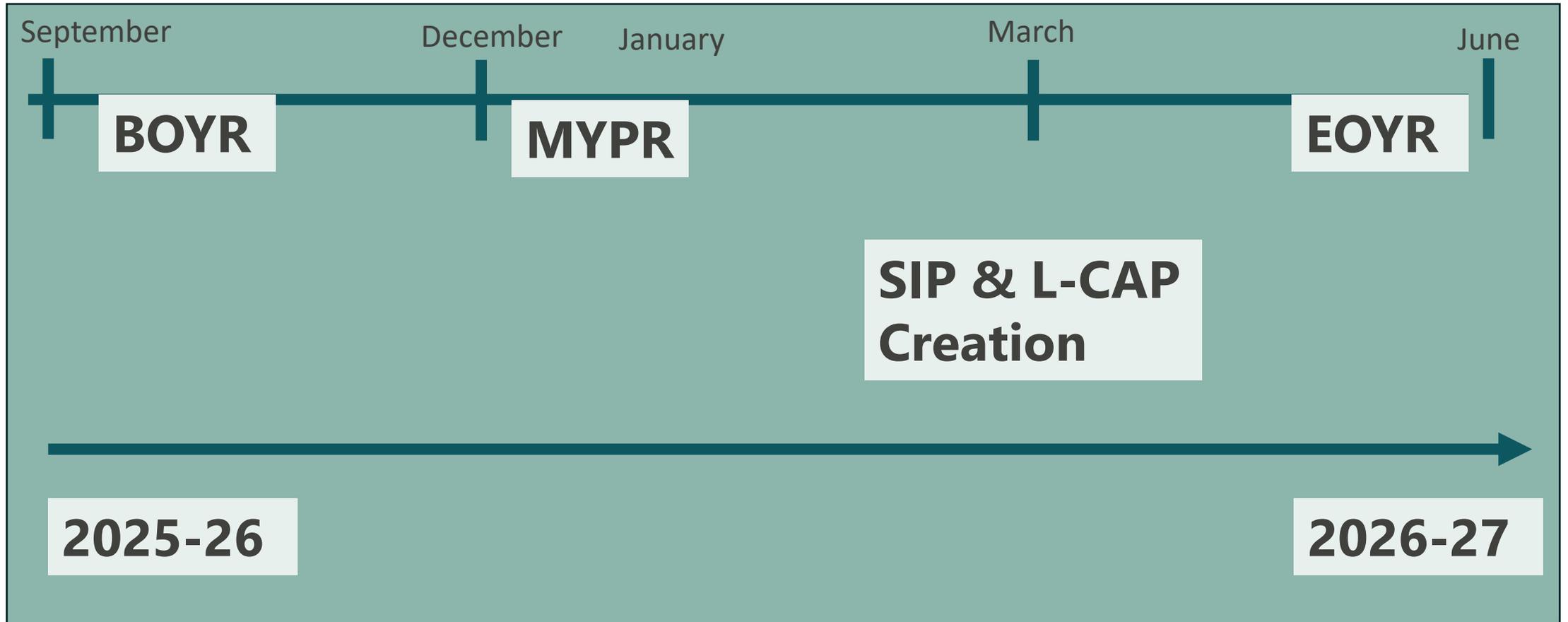
Step To Make	Resources	Timeline and Due Dates
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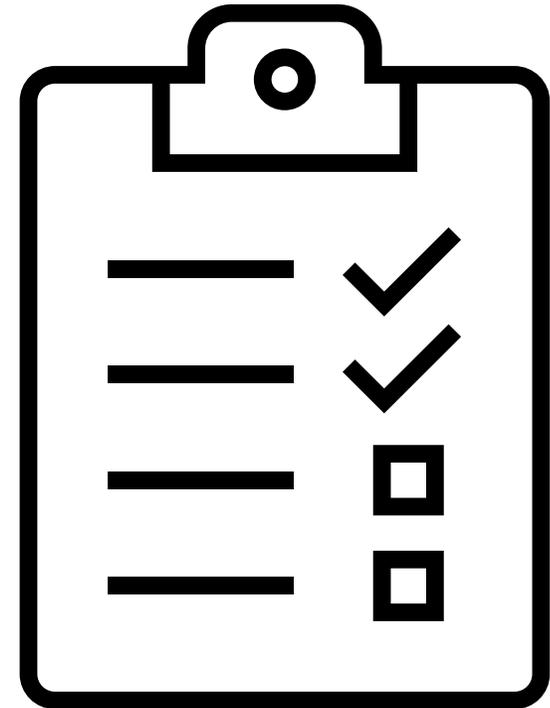
MYPR to EOYR, L-CAP to SIP:
Wow, Is that All?

The Journey Steps Forward



Progress Monitoring Matters

- Progress monitoring provides educators with **real-time** data to adjust interventions, ensuring student success and maximizing resource efficiency.



Prepare for Plans (December - February)



- Gather Data: Mid-year formative reports, student performance, attendance, and feedback from staff and families.
- WSIF: Compare Identification student group data with progress monitoring.
- Review SIP Goals: Assess progress on SMARTIE goals.
- Schedule MYPR Follow-Up Meetings: Set up meetings with leadership teams, teachers, students, and stakeholders.
- Consult Tribal Representatives (if applicable): Ensure meaningful engagement regarding AI/AN student support.



Conduct Preliminary Analysis (January - March)

- Identify Trends: Analyze patterns in student achievement, engagement, and interventions.
- Assess Equity Needs: Identify opportunity gaps and areas for improvement.
- Document Evidence-Based Interventions (EBIs): Evaluate intervention effectiveness using data.



Hold Planning Meetings (March -May)

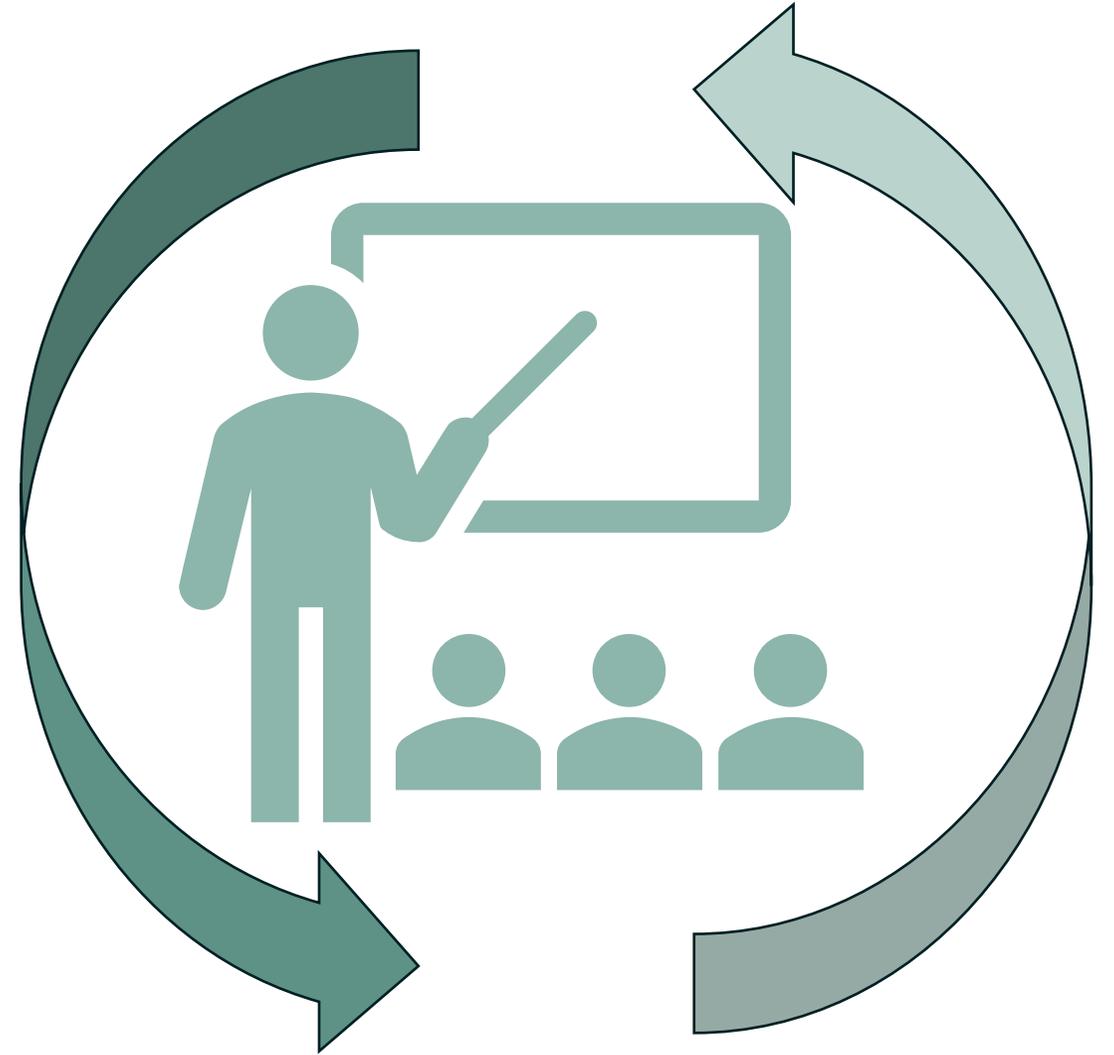


- Review Findings: Present key data points, successes, and challenges.
- Update SIP Goals: Adjust SMARTIE goals based on findings.
- Discuss Adjustments: Determine changes for the school year to improve interventions and resource use.

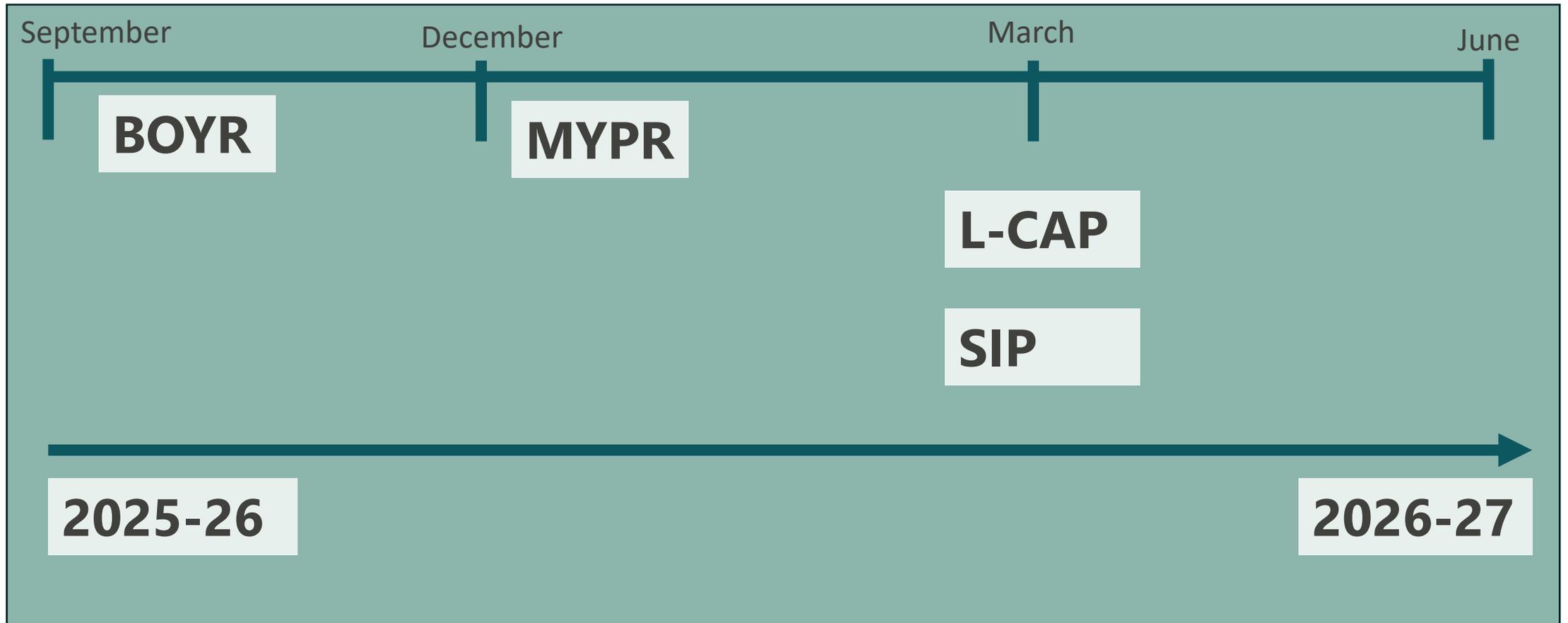


Share and Implement Improvements (April - June)

- Communicate Changes: Share SIP updates with staff, families, and community partners.
- Train Staff: Provide guidance on new interventions and strategies.
- Set Monitoring Plan: Schedule EOYR reviews.



The Journey Steps Forward



DISTRICT GOALS/STRATEGIC PLAN

L-CAP



Gather Information



Collecting Essential Data

- Identify schools needing support (WSIF data)
- Conduct a Comprehensive Needs Assessment (CNA)
- Analyze resource inequities (funding, staffing, program access)



Monitor Progress

Action and Accountability

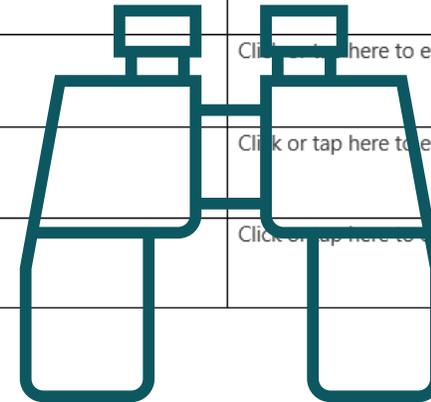
- Review the minimum two evidence-based interventions per goal
- Define success measures and track progress
- Adjust strategies based on data

Improvement Activities: Evidence-based interventions and Data Measures Table

Please indicate at least two (2) evidence-based interventions (EBIs) you will implement to support Goal 1. These should be retrieved from sources such as [Department of Education \(DOE\) Evidence-Based Interventions](#), [What Works Clearinghouse](#), [OSPI Learning Assistance Program Menu of Best Practices](#), [Continuous School Improvement Resources](#). Please also list the data sources that will measure the impact and effectiveness of each evidence-based intervention in the Data to Measure Effectiveness and Impact column.

What will the LEA do to support schools to achieve their SIP goals?

	Evidence-Based Interventions	Data to Measure Effectiveness and Impact
1.	Click or tap here to enter text.	Click or tap here to enter text.
2.	Click or tap here to enter text.	Click or tap here to enter text.
3.	Click or tap here to enter text.	Click or tap here to enter text.
4.	Click or tap here to enter text.	Click or tap here to enter text.



The Role of Community and Tribal Consultation



Partnering for Student Success

- Schools must consult with families, educators, and tribal leaders
- Feedback helps shape effective strategies
- Ensures cultural and linguistic responsiveness



Comprehensive Needs Assessment (CNA): Integral to School Improvement

By revisiting Phase Three and Four of the Comprehensive Needs Assessment, looking at your current data, and LEA/school plans you will identify if you are on track or adjustments are necessary.

Comprehensive Needs Assessment (CNA) Template

The [CNA toolkit](#) offers guidance for Comprehensive Needs Assessments which are contextual and based on the needs of the learning community. This template is to support schools in completing the CNA.

Building and District data

School District: Click or tap here to enter text.

Building Name: Click or tap here to enter text.

School Code: Click or tap here to enter text.

Date: Click or tap here to enter text.

Does the school share a building with another school? Yes No

If yes, which one? (Please note each school with a school code must submit a separate School Improvement Plan) Click or tap here to enter text.



Update the School Improvement Plan(SIPs)

*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.

The information gathered on this template can be used to coordinate annual state and federal requirements and implement school improvements with fidelity and intentionality. Additionally, all schools are encouraged to use this template to support annual Integrated Student Supports (ISS) requirements.

[Step-by-Step School Improvement Planning and Implementation Guide](#) [Step-by-Step School Improvement Planning and Implementation Guide](#)

Section I: Building and District data

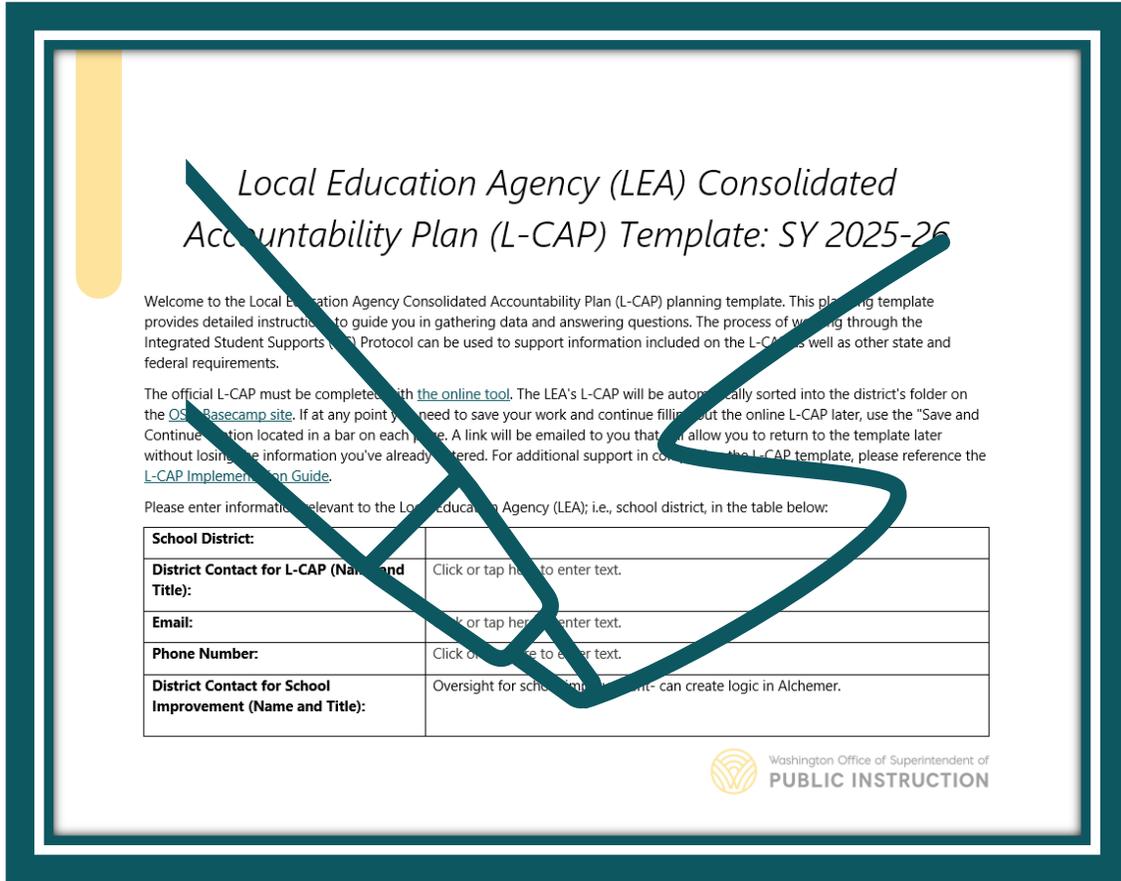
Building Name: Click or tap here to enter text.	Does your school share a building with another school? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, which one(s)? (Note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
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.

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Managing Plans though Cycle Three

- Each identified school must create a SIP
- SMARTIE goals and evidence-based strategies
- SIPs must align with district priorities

Update the L-CAP



Local Education Agency (LEA) Consolidated Accountability Plan (L-CAP) Template: SY 2025-26

Welcome to the Local Education Agency Consolidated Accountability Plan (L-CAP) planning template. This planning template provides detailed instructions to guide you in gathering data and answering questions. The process of working through the Integrated Student Supports (ISS) Protocol can be used to support information included on the L-CAP as well as other state and federal requirements.

The official L-CAP must be completed with [the online tool](#). The LEA's L-CAP will be automatically sorted into the district's folder on the [OSPI Basecamp site](#). If at any point you need to save your work and continue filling out the online L-CAP later, use the "Save and Continue" button located in a bar on each page. A link will be emailed to you that will allow you to return to the template later without losing the information you've already entered. For additional support in completing the L-CAP template, please reference the [L-CAP Implementation Guide](#).

Please enter information relevant to the Local Education Agency (LEA); i.e., school district, in the table below:

School District:	
District Contact for L-CAP (Name and Title):	Click or tap here to enter text.
Email:	Click or tap here to enter text.
Phone Number:	Click or tap here to enter text.
District Contact for School Improvement (Name and Title):	Oversight for school improvement can create logic in Alchemer.

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Bringing It All Together

- Use the L-CAP template
- Ensure alignment with 2026-27 school SIPs
- Address collaboration, feedback, and equity

Develop Next Year's SIP (Mid-May - June)

- Use EOYR Insights: Apply findings to draft a new SIP.
- Plan Professional Development: Identify training needs based on EOYR results.
- Allocate Resources: Align budgeting and resource distribution with priorities.

*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:

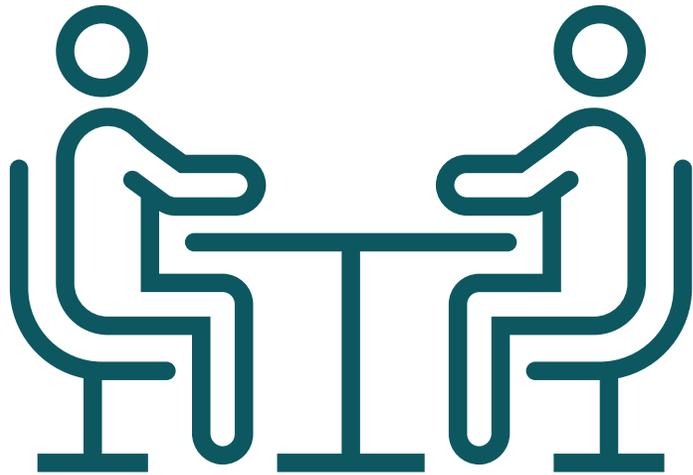
- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 - How to Use the School Improvement Plan Template](#)

Section 1: Building and District data

Building Name: Click or tap here to enter text.	Does your school share a building with another school? Yes <input type="checkbox"/> No <input type="checkbox"/> 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.

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Compliance and Continuous Improvement



Submitting and Updating the Plan

- Submit the L-CAP online by August 28, 2026
- Maintain records for compliance
- Regularly update based on results



Conclusion & Next Steps

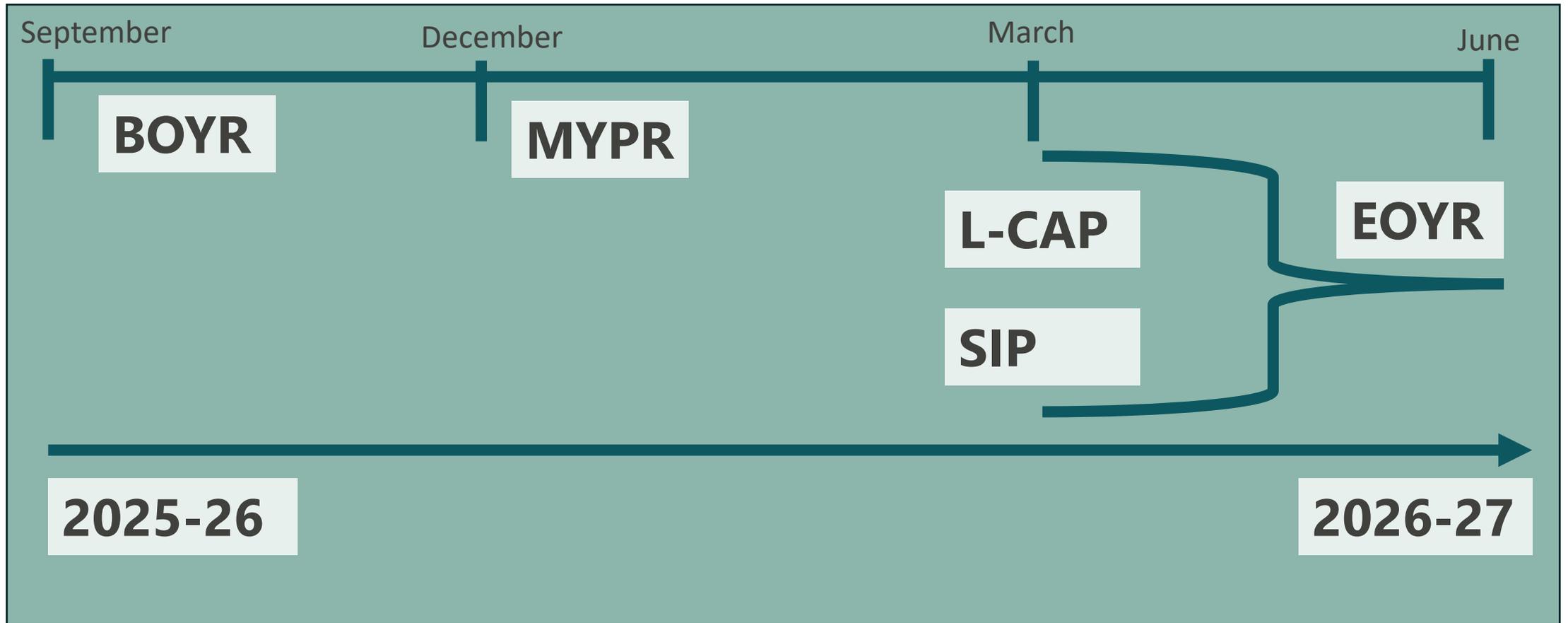


Moving Forward with L-CAP

- A strong L-CAP leads to better student outcomes
- Ongoing data tracking and community input matter
- Schools, families, and districts must work together



The Journey Steps Ever Forward





Big Think Discussion

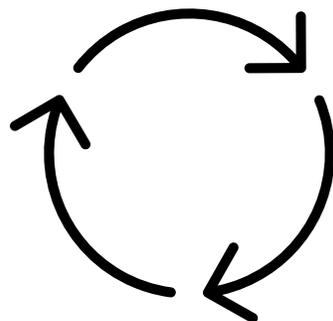
Big Think Discussion

- With your breakout groups use a few of the following reflection questions to deepen your understanding of the SIP and L-CAP alignment:
 - How does the SIP inform the L-CAP?
 - Where do equity, inclusion, and student voice show up in your improvement plan?
 - Who/What did you discover to be a keystone in the process? What might that mean in terms of future support?
 - What was an “ah-ha” for your school improvement team?
 - What is a wondering that you still have?
 - What actions can you take to better align SIPs and L-CAPs in your role.



Bring it Together

- Share one element of your learning or stressor from the Big Think discussion.
 - How does the L-CAP strengthen SIP implementation across schools?
 - How can L-CAP and SIP alignment streamline work?





2026-2027: What are the requirements, expectations, and timelines?

School and District Improvement Planning

***August 28, 2026:**

Due date for 2026-27 School Improvement Plans (SIPs) and LEA- Consolidated Accountability Plans (L-CAPs) upload to Basecamp



SCHOOL and LEA: Comprehensive Needs Assessment (CNA)



SCHOOL: 2026-26 School Improvement Plan (SIP)



DISTRICT: LEA - Consolidated Accountability Plan (L-CAP)

WSIF Cycle 3.3 Identification Improvement Activities

Tier 1 (Targeted 1-2)	Tier 2 (Targeted 3+ and MLL)	Tier 3 (Comprehensive, Grad Rate, Compounded)	Tier 3 Plus (Comprehensive Plus, Grad Rate Plus)
<ul style="list-style-type: none"> - 2026-27 SIP - Part of L-CAP survey 	<ul style="list-style-type: none"> - 2026-27 SIP - Part of L-CAP survey 	<ul style="list-style-type: none"> - CNA - 2026-27 SIP - Part of 2026-27 L-CAP survey - Eligible for 1003 funds via LEA app. 	

***August 28, 2026:** Due date for 2026-27 SIPs and L-CAPs upload to Basecamp
***October 31st, 2026 @ 11:59PM:** Due date for all initial OSSI grant applications.

SIP Federal Requirements



Date of School Board Approval



Informed by statewide accountability system
(WSIF)



Includes evidence-based interventions



Based on the results of a school-level needs
assessment



Identifies and addresses resource inequities



Work with diverse partners



SIPs for WSIF Cycle 3

- **2026-27 School Improvement Plans (SIPs): Tier 3 and Tier 3 Plus**
 - Due August 28, 2026
 - Must have Board approval and stakeholder involvement
 - SIPs uploaded into Basecamp
 - Required for OSSI grant funding (uploaded to Basecamp).
 - **LEAs are responsible for the development, implementation, and monitoring of these plans**
 - OSSI provides required reviews and monitoring feedback
- **2026-27 School Improvement Plans (SIPs): Tier 1 and Tier 2**
 - LEAs are responsible for the development, implementation, and monitoring of these plans

L-CAPS for WSIF Cycle 3

- **L-CAPS: All LEAs with Tier 1, Tier 2, Tier 3 and/or Tier 3 Plus**
 - Must submit to OSPI by August 28, 2026
 - Must include all identified schools, not just tier three



2025-26 Continuous Improvement Timeline

Tier 3 and Tier 3 Plus

- SIP Mid-Year Progress Review (MYPR) Upload to Basecamp

January 31, 2026

2026-27 Tier 3/3+ SIPs and L-Caps due to Basecamp

August 28, 2026

June 26, 2026

Tier 3 and Tier 3 Plus

- SIP End of Year Review (EOYR) Upload to Basecamp

October 31, 2026

1003 Grant Applications Due





What supports are available?

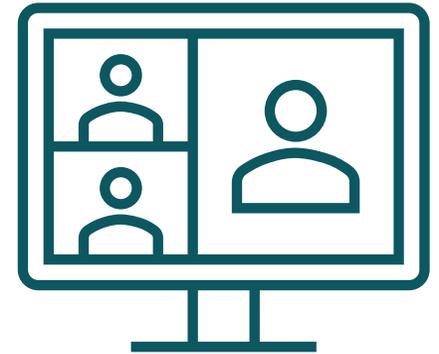
What is the Continuous Improvement Technical Assistance Network?

- **Continuous Improvement Technical Assistance Network** (You might see written in shorthand as CITAN)
- Newsletter: govDelivery
- Technical Assistance Topics (TAT)
- Office Hours
 - Once a month, one hour with the Data and Implementation Team.
 - For general questions, TATs, processes, leadership development, data exploration
- Live Webinars: PD (collaborative training)



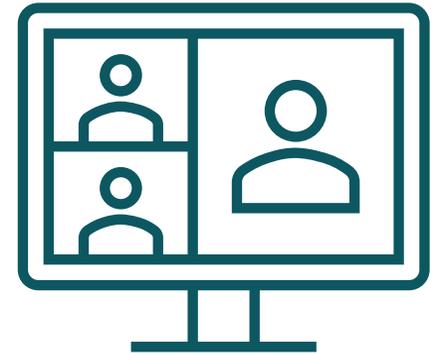
CI Office Hours

- To support our education leaders in their Continuous Improvement efforts, our team is hosting a monthly open office hours via Zoom.
- All district and school improvement team members are welcome to join and ask questions.



CI Office Hours

- Join us for our monthly open office hours: [Office Hours Zoom Link](#)
- Our upcoming office hours:
 - 02/19/2026 11:00AM
 - 03/19/2026 11:00AM
 - 04/16/2026 10:00AM
 - 05/21/2026 11:00AM
 - 06/18/2026 11:00AM



•FUNDING

Supports Available

OSSI Continuous Improvement Grants

- School Level Funding via LEA-based grants
 - Federal 1003 Funds
- EGMS Office Hours
 - (2x weekly)



Reminder: Last Annual Identification Before Cycle Four

March 2026

- Cycle 3.3 Annual Identification Published

January
2027

- District Preview

February 2027

- CEDARS Pull

August 2027

- Cycle 4 Begins

March 2027

- Cycle 4 WSIF Data Identification Published

March 2027

- Cycle Four District Letters Sent



Conclusion

Questions

- Any final questions?
- If anything comes to mind later, join our Office Hours on 2/19/2026 11:00AM



Continuous School Improvement Resources

Continuous Improvement Technical Assistance Network:

- Additional Technical Assistance Topics
- Office Hours
- Funding and Grant Information
- School Improvement Resources
- And much more.

The screenshot shows the Washington Office of Superintendent of Public Instruction website. The header includes the logo and name, social media icons, and a search bar. The navigation menu lists Home, Student Success, Certification, Educator Support, Policy & Funding, Data & Reporting, and About OSPI. The breadcrumb trail is Home > Student Success > Support Programs > System And School Improvement > Continuous School Improvement Resources.

STUDENT SUCCESS

- Resources by Subject Area ▶
- Learning Standards & Instructional Materials ▶
- Graduation ▶
- Testing ▶
- Career & Technical Education (CTE) ▶
- Special Education ▶
- Support Programs ▼
 - Attendance, Chronic Absenteeism, and Truancy ▶
 - Building Bridges ▶
 - Center for the Improvement of Student Learning (CISL) ▶
 - Dual Credit Programs ▶
 - Early Learning ▶
 - Inclusionary Practices
 - Inclusionary Practices Technical Assistance Network (IPTN)
 - Learning Assistance Program (LAP) ▶
 - Multi-Tiered System of Supports (MTSS) ▶
 - Ninth Grade Success
 - Student Discipline
 - Student Transfers
- System and School Improvement ▼
 - Whole Child Initiative ▶

Continuous School Improvement Resources

OSPI System and School Improvement provides resources and tools to assist our partners, districts, and schools with what they need to create a learning environment and system of sustainable growth. This page consists of information sheets, guides, templates, and tutorials pertaining to Continuous School Improvement supports for schools identified for tiered support (PDF) through the Washington School Improvement Framework (WSIF).

Support

- OSSI Grants and Fiscal Guidance ▼
- Continuous Improvement Technical Assistance Network ▼

Templates & Toolkits

- Comprehensive Needs Assessment ▼
- LEA Consolidated Accountability Plan ▼
- School Improvement Plans ▼
- School Improvement Progress Monitoring ▼

[Expand all](#)

Subscribe to the monthly Continuous Improvement newsletter

CI Guides & Schedules

- 2025-26 WSIF Cycle 3 Year-At-A-Glance (PDF)
- Basecamp Access Request Form
- Basecamp Tutorial
- Continuous Improvement Glossary (PDF)

Contact Information

OSSI Inbox
General inbox for the Office of Systems and School Improvement (OSSI)

Data

- Common Data Sources List (PDF)
- Data Inquiry Guide (PDF)
- Data Portal
- Report Card
- Report Card Instructions (PDF)
- Washington School Improvement Framework (WSIF)

OSSI Webinar Team Contact Info

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