**Self-Review Tool for the Optional Consolidated School Improvement Plan Template**

***Note***: This self-review tool is intended to be used as a companion document to the Optional Consolidated School Improvement Plan Template, not for school improvement plans created using a locally determined format. The self-review tool for locally determined formats can be downloaded from the [School Improvement Resources](http://k12.wa.us/OSSI/SchoolImprovement/Resources.aspx) page.

# Purpose

The self-review tool will provide building leadership teams with a means to review the school improvement plan to ensure all required elements are present. For schools in support Tiers II & III (Comprehensive, Comprehensive Low Graduation Rate, Targeted 3+, and Targeted EL Progress), it is recommended that this tool is completed and uploaded to SharePoint with the School Improvement Plan on the scheduled submission dates. Uploading this tool along with the school improvement plan will serve to guide the OSSI plan review team should there be a question during the review process.

# Instructions

Review the school improvement plan and place a checkbox corresponding to the location of the required element in your plan (check all that apply). The consolidated school improvement plan may be used by schools not served by Title I, Part A, Schoolwide or Targeted Assistance Programs. If this is the case, simply mark the N/A box in the four Title I, Part A, Schoolwide Plan and/or Title I, Part A, Targeted Assistance Program components.

# Title I, Part A, Schoolwide Plan Component Review

| Requirement | Requirement addressed in: (check all that apply) |
| --- | --- |
| Component 1: [Comprehensive Needs Assessment](http://www.k12.wa.us/TitleI/TitleI/SchoolwideProgram/NeedsAssess.aspx) | Section 5  N/A – Not a Title I, Part A, Schoolwide Program |
| Component 2: [Schoolwide Reform Strategies](http://www.k12.wa.us/TitleI/TitleI/SchoolwideProgram/Reform.aspx) | Section 7  N/A – Not a Title I, Part A, Schoolwide Program |
| Component 3: [Activities to Ensure Mastery](http://www.k12.wa.us/TitleI/TitleI/SchoolwideProgram/Mastery.aspx) | Section 8a  Section 8b  Section 8c  Section 9a  Section 9b  Section 10  N/A – Not a Title I, Part A, Schoolwide Program |
| Component 4: [Coordination and Integration](http://www.k12.wa.us/TitleI/TitleI/SchoolwideProgram/Integration.aspx) | Section 8d  Section 8e  N/A – Not a Title I, Part A, Schoolwide Program |

# Title I, Part A, Targeted Assistance Plan Component Review

| Requirement | Requirement addressed in: (check all that apply) |
| --- | --- |
| Component 1: [Comprehensive Needs Assessment](http://www.k12.wa.us/TitleI/TitleI/SchoolwideProgram/NeedsAssess.aspx) | Section 5 (Questions in black font) |
| Component 2: [Identification of Students](http://www.k12.wa.us/TitleI/TargetedAssistance/Identification.aspx) | Section 5 (Student Populations question 4) |
| Component 3: [Title I, Part A Practices and Strategies](http://www.k12.wa.us/TitleI/TargetedAssistance/Practices.aspx) | Section 7,  Section 8  Section 9  Section 10 |
| Component 4: [Coordination and Transitions](http://www.k12.wa.us/TitleI/TargetedAssistance/Coordination.aspx) | Section 5 (Systems of Support question 5) |
| Component 5: [Parent and Family Engagement](http://www.k12.wa.us/TitleI/TargetedAssistance/ParentEngagement.aspx) | Section 5 (Systems of Support question 6) |
| Component 6: [Professional Development](http://www.k12.wa.us/TitleI/TargetedAssistance/ProfessionalDevelopment.aspx) | Section 5 (Educators question 4) |

**Every Student Succeeds Act Requirement Review**

| Requirement | Requirement addressed in: (check all that apply) |
| --- | --- |
| 1. is informed by all indicators described in subsection (c)(4)(B), including student performance against State-determined long-term goals; | Section 5 |
| 1. includes evidence-based interventions; | Section 7,  Section 8a,  Section 8b  Section 8c |
| 1. is based on a school-level needs assessment; | Section 5 |
| 1. identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan; | Section 8d  Section 8e |
| 1. is approved by the school, local educational agency, and State educational agency; and, | Section 1d |
| 1. upon approval and implementation, is monitored and periodically reviewed by the State educational agency. | The Office of System and School Improvement periodically requires uploads of the plan in the current form for review and comment. Title I, Part A requires that the plan is annually reviewed. This review will compare current and past submissions to monitor adjustments to the plan. |

**Washington Administrative Code:** [**WAC 180-16-220**](https://apps.leg.wa.gov/WAC/default.aspx?cite=180-16-220) **(2) Requirement Review**

| Requirement | Requirement addressed in: (check all that apply) |
| --- | --- |
| (a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors. | Section 1d |
| (b) At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan. For the purpose of this section "positive impact on student learning" shall mean:  (i) Supporting the goal of basic education under RCW [28A.150.210](http://app.leg.wa.gov/RCW/default.aspx?cite=28A.150.210), "…to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives…";  (ii) Promoting continuous improvement of student achievement of the state learning goals and essential academic learning requirements; and  (iii) Recognizing nonacademic student learning and growth related, but not limited to: Public speaking, leadership, interpersonal relationship skills, teamwork, self-confidence, and resiliency. | Section 5  Section 7  Section 8a  Section 8b  Section 8c  Section 8d  Section 8e  Section 9a  Section 9b  Section 10 |
| (c) The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members. | Section 2  Section 5 |
| (d) The school improvement plan shall address, but is not limited to:  (i) The characteristics of successful schools as identified by the superintendent of public instruction and the educational service districts, including safe and supportive learning environments;  (ii) Educational equity factors such as, but not limited to: Gender, race, ethnicity, culture, language, and physical/mental ability, as these factors relate to having a positive impact on student learning. The state board of education strongly encourages that equity be viewed as giving each student what she or he needs and when and how she or he needs it to reach their achievement potential;  (iii) The use of technology to facilitate instruction and a positive impact on student learning; and  (iv) Parent, family, and community involvement, as these factors relate to having a positive impact on student learning. | (d)(i) Embedded throughout the plan  (d)(ii) Equity - Section 4 and embedded throughout the plan  (d)(iii) Technology  Section 7  Section 8a  Section 8b  Section 8c  Section 9a  Section 9b  Section 10  (d)(iv)  Section 2  Section 7  Section 8a  Section 8b  Section 8c  Section 9a  Section 9b  Section 10 |