2025-2026 Step-by-Step School Improvement Planning and Implementation Guide

Purpose

This guide is designed to assist you in the creation of a [School Improvement Plan (SIP)](#) that accurately reflects your system's unique needs as indicated by the data collected and analyzed through the process of conducting a required [Comprehensive Needs Assessment (CNA)](#).

Additional Guidance:

- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4-How to Use the School Improvement Plan Template](#)

SIPs are required for every school in Washington State ([WAC 180-16-220 (2)(b)](#)), and this guide will serve toward supporting schools and Local Education Agencies (LEAs) in the continuous school improvement planning process using research-based interventions to improve educational outcomes for all students and eliminate opportunity gaps. The SIP is foundational in driving the school improvement process and documenting implementation efforts. It is intended to be a living, actionable document. The essential components of a SIP are:

- high priority SMARTIE (Specific, Measurable, Actionable/Achievable, Relevant, Time-bound, Inclusive, Equitable) goals that are actionable and measurable,
- high-leverage, evidence-based interventions (activities, practices, or strategies) most likely to support meeting your SMARTIE goals, and
- multiple data measures that will be utilized to routinely check progress on the effectiveness or impact of an evidence-based intervention (activity, practice, or strategy) to determine if it should be retained, revised, or abandoned.

Using the [Office of System and School Improvement (OSSI) SIP template](#) will ensure that your SIP is aligned with and satisfies all requirements as described in Federal Law, [Washington's ESSA Consolidated Plan,](#) the Revised Code of Washington (RCW), and [Washington Administrative Code (WAC)](#).

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Section 1: Building and District data

Enter logistical data as seen in table.

Vision and Mission Statement

Enter your school's Vision and Mission.

School Leadership Team Members and Parent-Community Partners

Enter school leadership team members and family and community partners.

Section 2: WSIF Cycle Identification and Report Card Data

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

Complete the data table included in the SIP 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 to complete the table.

Instructions:
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.

Section 3: Summary of Comprehensive Needs Assessment

A Comprehensive Needs Assessment (CNA) is required of all schools identified for improvement under the Washington School Improvement Framework. School identified for Tier 1, Tier 2, Tier 3, and Tier 3 Plus supports under WSIF must use data and information gathered from conducting your CNA to record how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success, including all relevant areas of the WSIF (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress). When conducting the Comprehensive Needs Assessment please consider the following actions:

• Using data from readily available existing sources (state databases, program reports, etc.)

- Using additional school-level and local data
- Using qualitative data and quantitative data
- Disaggregating data with a breakdown of students by ethnicity, gender, or other category
- Paying attention to the number of students in each special program
- Examining potential root causes for why certain groups based on ethnicity, gender, socioeconomic status, special program, or other category may be over or underrepresented in any data

The Comprehensive Needs Assessment Toolkit explains the requirements and processes needed to develop the School Improvement Plan. Conducting a Comprehensive Needs Assessment will identify the highest priorities that need to be addressed within the School Improvement Plan, which will lead to the development of high priority SMARTIE goals.

If using the 2025-26 Consolidated School Improvement Plan (for schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program) there is a Comprehensive Needs Assessment section that needs to be completed.

If using the 2025-26 School Improvement Plan Template, please complete the Summary questions in that section:

- What top strengths have emerged from multiple data sources?
- What top needs have emerged from multiple data sources?
- What disproportionalities exist among student groups?
- What root causes has your team identified for disproportionalities among student groups?
- What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
- How do identified needs impact each other?
- Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
- What needs if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.
- How could school and/or district needs be addressed simultaneously?
- Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

Section 4: Resource Inequities

This section asks you to examine equity and address inequities identified through your CNA and the OSSI Examining Resource Inequities Tool.

Equity is defined as: The act of developing, strengthening, and supporting procedural and outcome fairness in systems, procedures, and resource distribution mechanisms to create

equitable (not equal) opportunity for all people. Equity is distinct from equality which refers to everyone having the same treatment without accounting for differing needs or circumstances. Equity has a focus on eliminating barriers that have prevented the full participation of historically and currently oppressed groups. See [Diversity, Equity and Inclusion – Glossary of Equity.](#)

Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) that will be addressed in this plan.

- Per-pupil expenditures from Federal, State, and local sources (Title funding, Learning Assistance Program (LAP) funds, Local funding sources, etc.)
- Rates at which low-income students and minority students taught by inexperienced, limited certificate status, or out-of-field teachers:
- Access to specialized instructional support personnel:
- Access to and participation in comprehensive and rigorous coursework:
- Rates of access to and participation in preschool and full-day kindergarten programs for elementary school students:
- other educational resources:

*Civil Rights Note
- While on one hand, efforts may (and in targeted supports, in many cases should) be focused on a particular category of students in the spirit of addressing educational inequities, goods and services may not be denied to any other students based on their "protected class status(es)" per anti-discrimination and equal educational opportunity statutes/regulations.
- That is to say: goals may focus on a federal race/ethnicity category; but, activities and expenditures may only be provided based on need, not racial/ethnical category and all services/supports must be made available to all students who qualify, again - based on need.
- This must be made clear in the application materials. All students, based on race/ethnicity (or other legally protected class status) are eligible to receive the service if they meet qualifications based on need. To address a specific racial/ethnicity group with an expenditure, it is advised to find a highly correlated "need" to address through the activity/service.

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.

Section 6: School Improvement Plan- SMARTIE Goals
Using the guiding questions and tables, 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.

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 a specific, measurable, attainable, realistic, time-bound, inclusive, and equitable goal that should answer the questions:
- *What specifically are we trying to accomplish?*
- *What will be improved?*
- *By how much?*
- *By when?*
- *And, for whom/what? Will achieving this goal build success and shrink disparity gaps for specific student groups in our learning community?*

The question "For whom/what?" in a SMARTIE goal is an opportunity for you to evaluate if your goal is both inclusive and equitable. Use the following questions as an equity check to make sure your goal contains the "IE" components of a SMARTIE goal:
- *Will achieving this goal build success and/or shrink disparity gaps for the specific student groups most in need of supports in our school?*
- *Does the goal ensure that historically unserved/underserved students have equitable access to resources and supports as your system works toward that 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 each and every student? How?*
- *Who have we consulted to check for unintended consequences? Who needs to be consulted?*
- *Are there specific community groups that should be included as partners from the beginning and throughout?*

The high priority data-based SMARTIE goals of the SIP should be clear and visible to all in the educational community, revisited regularly for progress monitoring, and revised, as necessary. All SMARTIE Goals for plans developed by Tier 1, Tier 2, Tier 3, and Tier 3 Plus schools should specifically address the WSIF Identification data.

The learning community should identify who will be responsible for monitoring the overall progress towards meeting the overarching goal throughout the year, what types of ongoing data need to be collected to determine if the goal is track, and how often the learning community will review, analyze, and monitor the data for additional decision-making needs. This differs from the Leads identified in the Evidence-based interventions section of the SIP.

Example of a SMARTIE Goal

This example details a SMARTIE goal at the school level. All specifics in this example, including school name are fictional, though we feel it represents a typical goal that 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 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 1st, 2025.

- By the end of the 2025-2026 academic year, we will increase the four-year cohort graduation rate of low-income students by 25% from the five-year average of 47% and raise the graduation rate of all our students to 75%. By developing/ implementing a multi-tiered system of supports, in partnership with the district and school community, improved onboarding with a focus on student relationships, reviewing data for equitable practice, professional learning that targets trauma informed practices, and revising student withdrawal procedures we will raise the graduation rate of all students."

- In partnership with student and community leadership, by June of 2026 100% of certificated staff will have participated in Race and Equity Conversations through discussions, readings, and reflections in order to reduce exclusionary discipline incidents by 5% for the students who are African American and/or identified as low income.

Instructions For Tables

1. Type the **SMARTIE goal** at the top of the table and answer the **Beginning of Year question:**

   What does the school expect to see to know if they are on track to meet the overarching goal?

2. Then use the rows in the table to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal: 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)

SIP Mid-Year Progress (MYPR) and End-of Year Reviews (EOYR)

MYPRs and EOYRs are now embedded in the SIP.

The State of Washington Every Student Succeeds Act (A.1[viii][d] and [e]) requires schools identified for supports under Tier 1, Tier 2, Tier 3, and Tier 3 Plus to develop and biannually review progress of School Improvement Plans (SIPs). OSPI conducts progress monitoring reviews for schools identified as eligible for Tier 3 and Tier 3 Plus support (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., 1 or more student groups, targeted 3+ and EL progress). The goal of these reviews is to analyze and provide meaningful input on goal progress during the 2025-2026 school year.

Mid-Year Progress Review (MYPR)

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 the question in the box and include specific descriptions and data points in the table.)

End of Year Review (EOYR)

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 the question in the box and include specific descriptions and data points in the table.)

Evidence-based Interventions and Resources

Identify the evidence-based interventions (activities, practices, and strategies) that your learning community will implement to help achieve the high priority SMARTIE Goal. Some interventions could be specifically to support closing opportunity gaps for identified student groups and other interventions could be aimed at improving success for all learners in your system such as professional learning, implementation of targeted Tier 1 instructional strategies, family engagement activities, and opportunities to increase student engagement and academic achievement. You can find more information on approved OSPI evidence-based practices at this link: OSPI Evidence-based Interventions Guidance.

Also identify the resources, materials, goods, and services that will be needed to support the implementation of this activity.

Data Measures

As you implement the evidence-based practices, **short-term and long-term data** should be collected and analyzed regularly to determine the impact of the evidence-based practice toward achieving your high priority overarching SMARTIE Goal. A variety of data sources and measures should be used when monitoring the implementation and progress of evidence-based practices (interventions, activities, or strategies.)

- **Process measures** determine whether the successful implementation of an evidence-based practice (intervention, activity, or strategy) is occurring before outcomes are known. Examples include exit tickets, classroom assessments, walk-through observations, etc.
- **Outcome measures** determine the intended results of your evidence-based practice (intervention, activity, or strategy.) Examples include benchmark assessments, end of year assessments, etc.
- **Balancing measures** determine unintended consequences from implementing these 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.

Timeframe and Lead

Please indicate when and how long the evidence-based practice will be implemented, and how often data will be collected, and progress monitored. For example, if the evidence-based practice is a year-long initiative that begins in September and will finish in June, include the dates and how often data will be collected and reviewed (monthly, quarterly, weekly, etc.).

In this section also record which individual or team will be responsible for implementing this evidence-based intervention. This will indicate to the learning community who is responsible for leading, implementing, and monitoring this work and who to consult for updates.

School Improvement Plan Evidence-based Interventions Table

Evidence-based intervention (activity, practice or strategy) 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 evidence for the intervention. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* *What resources will be used for implementation? (For example, professional development, extended*	*What data will be collected to measure the impact of implementing this EBI?* *How will the impact on equitable learning or behavior change be measured?* .	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* *When will this EBI occur?* *When or how often will progress be monitored or data reviewed? Be as specific as possible.*	*What impact is the evidence-based intervention having?* *What is evidence of impact?*	*What impact is the evidence-based intervention having?* *What is evidence of impact?*

time, curriculum, materials, etc.?) Click or tap here to enter text. **What student groups will benefit and why?**				

Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings as documented 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?

2. 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?

3. 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.

4. 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?

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

This section is a summary reflection on end-of-year findings as documented 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?
2. 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.
3. How did at least one of the activities documented above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated SMARTIE Goal?
4. How did you respond to and adjust to challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.
5. 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?
6. How will you utilize available and additional sources of data in this planning process?
7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

Office of System and School Improvement (OSSI) Supports for Districts and Schools

All schools identified as eligible for supports under Tier 1, Tier 2, Tier 3, and Tier 3 Plus identifications may choose to request some of or all the following supports from OSSI to assist the ongoing development and implementation of school improvement plans with no budget impact for schools and LEAs:

- **Continuous Improvement Partners (CIPs):** systems support and technical assistance from our contracted team of executive-level educational experts working throughout the state with eligible LEA and school leadership and planning teams.
- **Resources and Professional Development:** evidence-based resources and training opportunities focused on promising practices for school improvement, data support and

implementation, improvement science, bridging achievement gaps, and improving outcomes for each and every student.

To learn more or request these supports, contact the [Office of System and School Improvement (OSSI)](#).