

Implementation Guide and FAQ for the Consolidated School Improvement Plan Template

Context:

Facilitate a single school improvement plan that meets federal and state requirements. This optional consolidated school improvement template combines all required elements into a single document to meet the requirements for Title I, Part A, Schoolwide, Title I, Part A, Targeted Assistance and those required of schools identified for Comprehensive, Comprehensive for graduation rate, Targeted for 3+ student groups, and Targeted for English learner progress. This template also meets the requirements of WAC 180-16-220 (2) Annual School Building Approval.

Note: LEAs may incorporate additional local requirements for the school improvement plan.

Purpose:

- The purpose of the Implementation Guide is to provide a resource for districts and schools to complete the optional consolidated school improvement template so that it meets federal and state requirements, as well facilitate the production of a meaningful school improvement plan
- This document also provides Frequently Asked Questions (FAQ)

Applicable References:

Every Student Succeeds Act: Section 1114(b)(7)(A) – Title I, Part A, Schoolwide Program

Every Student Succeeds Act: Section 115 – Title I, Part A, Targeted Assistance Schools

Every Student Succeeds Act: Section 1111(d)(1)(B) – Comprehensive Support and Improvement Plan

Washington Administrative Code: WAC 180-16-220 (2) – Annual School Building Approval

Table of Contents

SUBJECT	PAGE
Frequently Asked Questions (FAQ)	3
Title I, Part A, Schoolwide Plan Requirements and incorporation into plan	6
Title I, Part A, Targeted Assistance Plan Requirements and incorporation into Plan	6
Every Student Succeeds Act Requirements and incorporation into plan	7
WAC 180-16-220 Requirements and incorporation into plan	8
Section 1: Building Data	9
Section 2: School Leadership Team Members and Parent-Community Partners	10
Section 3: Vision Statement	10
Section 4: Culture of Equity Description/Statement	10
Section 5: PLAN/NEEDS ASSESSMENT (SY 2019-2020 COMPONENT #1 NEEDS ASSESSMENT SUMMARY)	11
Section 6: PLAN/NEEDS ASSESSMENT	12
Section 7: PLAN	12
Section 8: DO (SY2019-20 COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/COMPONENT 4 COORDINATION AND INTEGRATION)	12
Section 9: STUDY	14
Section 10: ADJUST	14
Section 11: PLAN/NEEDS ASSESSMENT (SY 2020-2021 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)	14
Section 12: PLAN/NEEDS ASSESSMENT	15

	SUBJECT	PAGE
Section 13: PLAN		15
Section 14: DO		15
Section 15: STUDY		15
Section 16: ADJUST		16

Frequently Asked Questions:

1. Will this plan template meet the requirements for the School Improvement and Title I, Part A, Schoolwide and Targeted Assistance Programs?

Yes, this template was designed in collaboration with Federal Programs (Title I, Part A) and the Office of System and School Improvement at OSPI to ensure that buildings identified for supports would be able to create a single improvement plan to reduce the administrative burden on building leadership teams and Title I staff.

2. What is the PDSA Cycle of Inquiry?

The PDSA cycle is an iterative, four-stage problem-solving model used for improving processes or carrying out change. The acronym stands for:

- **Plan** – Identify purpose, desired outcomes, and success criteria.
- **Do** – Implement the plan. Who is implementing actions to accomplish the plan, and when are they taking these actions?
- **Study** – What does that data tell us about the level of success of our plan to achieve our desired outcomes with relation to the success criteria?
- **Adjust** – Based on studying the data, what adjustments must be made to the plan?

Using PDSA cycles to drive system change allow for plan refinement and continuous improvement over time. PDSA cycles are used in everyday life without conscious recognition. An example of a real life PDSA cycle is **Plan:** make toast, **Do:** put bread in toaster and push the lever down, **Study:** toast is burnt and tastes bad; identify root cause, setting is too dark, **Adjust:** turn down toaster setting, so that the next piece is not burnt.

3. Why do the sections of the plan template appear to have multiple labels (e.g. Components, Plan, Do, etc.)?

For sections where the plan template directly merges the requirements for Title I, Part A Schoolwide and School Improvement, the sections are labeled with both terms to ensure clarity.

For Title I, Part A Schoolwide, requirement elements are referred to as "Components." The following questions 4-7 provide more information about the Title I, Part A Schoolwide required components.

In contrast, for school improvement, the required elements are a "needs assessment/self-review" and a "plan." Additionally, the sections are also labeled to reflect the steps in a PDSA cycle.

4. What is a needs assessment summary (Component 1)?

Component 1 of the Title I, Part A, Schoolwide Plan is the comprehensive needs assessment process of collecting and analyzing data to identify areas of strength and weakness impacting student performance. In Section 5 of the plan template, you are asked to answer a series of questions to give a summary of the needs assessment work that has been accomplished.

5. What are schoolwide reform strategies (Component 2)?

Schoolwide reform strategies, also referred to as priorities and goals, are the overarching actions a building will take to provide a well-rounded education for the children they serve and continuously improve that effort. For more information on the requirements of Component 2 for a Title I, Part A, Schoolwide Program, please refer to the [Schoolwide Reform Strategies on the OSPI website](#).

6. What are activities to ensure mastery (Component 3)?

Activities to ensure mastery are the activities that we DO in the PDSA cycle that must be accomplished to achieve our goals. For the requirements of Component 3 for a Title I, Part A, Schoolwide Program, please refer to [Activities to Ensure Mastery on the OSPI website](#).

7. What is coordination and integration (Component 4)?

Coordination and integration are how buildings will utilize various funds and programs to effectively design and implement a comprehensive plan to upgrade the entire educational program in the school. For more information on Component 4 for a Title I, Part A, Schoolwide Program, please refer to [Coordination and Integration on the OSPI website](#).

For more information on the use of funds, please see the [Unlocking Federal and State Program Funds to Support Student Success handbook](#).

8. Can we use this template for the Title I, Part A, Schoolwide end of year program review?

This template can be used for the Title I, Part A, Schoolwide end of year program review if the template has been updated to reflect the necessary adjustments based upon data used to evaluate previous activities.

9. Do I need to use all the data sources listed?

You do not need to use all the data sources listed in Section 6. This is a curated but not exhaustive list of possible data sources you may use to assist in the needs assessment process. The selection of which data sources to use is a local and contextual decision.

10. Where am I required to submit/upload this plan?

For schools that are identified for Comprehensive, Comprehensive Graduation Rate, Targeted 3+, and Targeted English learner progress supports, the district will upload the plans to their districts' School Improvement Plan SharePoint site. If you are a school building, contact your district to find out who has access to SharePoint or your locally determined process.

Schools that are identified for supports as Targeted 1-2 or Foundational that choose to use this template that are **not** Title I served will maintain their working copy of the plan locally. They do not need to submit anything to OSPI.

Schools that are identified to receive Foundational or Targeted 1-2 supports and are also operating a Title I, Part A, Schoolwide Plan or Targeted Assistance Plan will maintain a current plan.

11. What do you mean by an embedded element within a component?

An embedded element will not necessarily be a stand-alone priority/goal or activity supporting a goal but should be clearly articulated within the plan. An example is the WAC requirement of “The use of technology to facilitate instruction and a positive impact on student learning”, while this WAC requirement may not be stand-alone, how a school is using technology to facilitate instruction for a positive impact on student learning should be clearly articulated in the plan.

Title I, Part A, Schoolwide Plan Requirements

Requirement	How to incorporate into plan
Component 1: Comprehensive Needs Assessment	Section 5 (Questions in black font)
Component 2: Schoolwide Reform Strategies	Section 7
Component 3: Activities to Ensure Mastery	Sections 8a, 8b, 8c, 9a, 9b, and 10
Component 4: Coordination and Integration	Sections 8d and 8e

Title I, Part A, Targeted Assistance Plan Requirements

Requirement	How to incorporate into plan
Component 1: Comprehensive Needs Assessment	Section 5 (Questions in black font)
Component 2: Identification of Students	Section 5 (Student Populations question 4)
Component 3: Title I, Part A Practices and Strategies	Sections 7, 8, 9, 10
Component 4: Coordination and Transitions	Section 5 (Systems of Support question 5)
Component 5: Parent and Family Engagement	Section 5 (Systems of Support question 6)
Component 6: Professional Development	Section 5 (Educators question 4)

Additional components from Every Student Succeeds Act (Sec. 1111(d)(1)(B)) to meet OSSI requirements of schools identified for Comprehensive, Comprehensive Graduation Rate, Targeted 3+, or Targeted EL Progress.

Requirement	How to incorporate into plan
(i) is informed by all indicators described in subsection (c)(4)(B), including student performance against State-determined long-term goals;	Embedded element when answering the questions in Section 5, Needs Assessment Summary
(ii) includes evidence-based interventions;	Embedded element when developing Sections 7, 8a, 8b, and 8c
(iii) is based on a school-level needs assessment;	Embedded element when answering the questions in Section 5, Needs Assessment Summary
(iv) 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;	Embedded element when developing Sections 8d and 8e
(v) is approved by the school, local educational agency, and State educational agency; and,	Date of board approval to be filled out in Section 1d
(vi) 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.

Additional components from Washington Administrative Code: [WAC 180-16-220](#) (2) needed to meet State requirements for School Improvement Plans

Requirement	How to incorporate into plan
(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.	Date of board approval to be filled out in 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 , "...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.	Embedded elements when answering the questions in Section 5 and developing the PDSA Cycle of Inquiry in the following areas: Section 7, 8a, 8b, 8c, 8d, 8e, 9a, 9b, and 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.	Embedded element when completed Section 2 and answering the questions in Section 5, Needs Assessment Summary
(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;	Embedded throughout the plan

Requirement	How to incorporate into plan
(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.	Specifically called out in Section 4 and embedded throughout the plan Embedded in Sections 7, 8a, 8b, 8c, 9a, 9b, and 10 Evidenced in Section 2 and embedded throughout the plan

Section 1: Building Data

1a. Building: Enter the name of the school as it appears in EDS

1b. Principal: Provide the name of the currently serving principal

1c. District: Enter the name of the district as it appears in EDS

1d. Board Approval Date: Enter the date this plan was approved by your local school board. If the current plan is scheduled to be presented to the board, but not yet approved please enter the date of the board meeting when the plan will be presented and reviewed

1e. Plan Date: Enter the date of the last revision to the plan

1f. WSIF Support Status: Use the drop-down menu to select the support status of the school.

1g. Grade Span and School Type: Provide the current grade span of the school and the school type i.e. Elementary School, Middle School, Junior High School, High School, Reengagement School, Online Alternative School, etc.

1h. Building Enrollment: Enter the latest enrollment number for the school

1i. F/R Percentage: Enter the percentage of students in the building that receive free or reduced rate lunch

1j. Special Education Percentage: Enter the percentage of students receiving special education services. [This space may also be used to identify the percentage of students receiving §504 accommodations]

1k. English Learner Percentage: Enter the percentage of students receiving English learner services

Section 2: School Leadership Team Members and Parent-Community Partners

Enter the name and role of the stakeholders that had input in creating the school improvement plan. (e.g. John Smith, Parent)

Note: The template has spaces for up to six individuals, more can be added as appropriate.

Section 3: Vision Statement

Enter the vision statement for the school

Section 4: Culture of Equity Description/Statement

Enter a description or statement of the school's commitment to ensuring equity for all students.

The intent for this section is to describe if and how a school develops awareness of and addresses the needs of its diverse learners. By "diverse learners," OSPI means more than just consideration of student populations by race and ethnicity but also by ability, language, gender identity, social-economic status, sexuality, etc. While nearly everyone hopefully subscribes to a belief of equity in education, what does that actually mean and look like in your building? If the school does not have an equity statement, then a description is sufficient.

An example is OSPI's Equity Statement:

Each student, family, and community possesses strengths and cultural knowledge that benefit 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.

Another example is Puget Sound Educational Service District's:

PSESD is committed to becoming an Antiracist Multicultural Organization. Each PSESD employee supports our regional educational communities. We hold each other accountable to sustaining the Principles That Guide Our Culture to meet the Agency END: *Success for each child and eliminate the opportunity gap by leading with racial equity.*

Section 5: PLAN/NEEDS ASSESSMENT (SY 2019-2020 COMPONENT #1 NEEDS ASSESSMENT SUMMARY)

With the input of the building leadership team, parent and community partners listed in section 2, please answer the questions in this section.

Note: If your school received support from OSSI during the 2018-19 school year, you can use the completed needs assessment Summary template that was uploaded to SharePoint. Please review your document uploaded to SharePoint, entering any new or updated information to Section 5 and referencing the SharePoint document for any questions that have not changed i.e. question answered in the needs assessment Summary template uploaded to SharePoint.

Section 6: PLAN/NEEDS ASSESSMENT

Enter a check mark in the box next to any sources of data that were used during the needs assessment process.

Note: If your school received support from OSSI during the 2018-19 school year, completed the needs assessment Summary template, and the needs assessment Summary template has been uploaded to SharePoint, you can use the existing information if there are no changes.

Section 7: PLAN

Enter the schoolwide reform strategies or priorities of work that your school will be working on for the 2019-20 school year. For the remainder of this Implementation Guide, the schoolwide reform strategies/priorities will be referred to in the shorthand as "goals and priorities." The template is designed for three goals and priorities, more may be added by clicking in the last box of the field and using the "tab" button on the keyboard. You may add up to 2 more rows for 5 total in this section.

Note: If you desire to have the "Click or tap here to enter text" Rich text control, simply click in the cell of the table, click on the "Developer Tab" and click on the "Rich Text Content Control" from the ribbon. The Rich Text Content Control is identified by looking for the bold Aa (if you hover your pointer over it, you will see Rich Text Content Control).

Section 8: DO (SY2019-20 COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/COMPONENT 4 COORDINATION AND INTEGRATION)

The template shows three activities in blocks 8a and 8e (A1, A2, A3) designed to show the connection from goals and priorities in Section 7 to the activities in Section 8a, then to how the activities are funded in Section 8e.

In practice, it is recommended that when developing the plan that you rename A1, A2, and A3 to correspond with your goals and priorities in section 7. For example, if you have three activities needed to support your first goal in Section 7, you would rename A1, A2, and A3 to G1A1, G1A2, and G1A3 in both Sections 8a and 8e then add additional fields for your second and

subsequent goals and priorities. This will assist in tracking the alignment of which activities are designed to drive progress towards which goal/priority. Please see example below (the text has been bolded and color coded to assist you in understanding the example. You do not need to do this formatting for your plan).

Additional rows are added by clicking in the last cell of the table and using the "tab" button on the keyboard.

Section 8: DO			
SY 2019-2020 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)			
8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
G1A1)			
G1A2)			
G1A3)			
G2A1)			

8e. Budget Table

Funded SY 2019-2020 Expenditure (Linked to Activity)	Funding Source	Funding Amount
G1A1)		
G1A2)		
G1A3)		
G2A1)		

8a. Activity: Describe the activity(s) needed to support the implementation of your schoolwide priority/reform strategy; (What are you doing?)

8b. Timeframe for Implementation: Enter the timeframe for implementation of the activities (e.g. 6 months; SY 18-19; Fall Semester); (When is the work taking place?)

8c. Leads: Enter the responsible project lead or teams to accomplish or oversee the activities; (Who is doing or overseeing the work?)

8d. Resources: Enter the resources required to accomplish the activities; Resources are defined as materials, supplies, funding, and human capital that are needed to accomplish the activities

8e. Budget Table: Enter the funded expenditures to accomplish the activities, funding source (e.g. LAP, School Improvement, Basic Ed), and funding amount

Section 9: STUDY

9a. **Prior** to implementation, enter what evidence or data you will collect and examine to evaluate if your activities in Section 8 are leading toward progress of accomplishment of your goals and priorities in Section 7.

9b. **SY 2019-20 mid-year implementation**, provide an evidence-based status update on how your activities in Section 8 are supporting the goals and priorities in Section 7. What is working, what is not working (how do you know what's working/not working = supporting evidence), and what needs adjustment?

Section 10: ADJUST

Mid-year of SY 2019-20, after completing the mid-year progress monitoring in Section 9b, enter the adjustments to your activities are you making in order to continue progress towards accomplishment of your goals and priorities in Section 7.

Section 11: PLAN/NEEDS ASSESSMENT (SY 2020-2021 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

Format to be determined by fall of 2019.

Section 12: PLAN/NEEDS ASSESSMENT

Check the boxes next the data sources used to inform plan revisions for SY 2020-21

Section 13: PLAN

Plan for SY 2020-21, to be filled out over SY 2019-20 by carrying forward continuing work from Section 7 as well as documenting new goals/priorities and activities identified through the cycle of inquiry. General instructions for this section are the same as Section 7. It is not required that there be new goals and priorities, but the option is available in this template.

Section 14: DO

This section, similar to Section 8, will be used to document activities and resources that support goals/priorities in Section 13.

14a. Activity: Enter the activity or activities needed to support the implementation of your goals/priorities

14b. Timeframe for Implementation: Enter the timeframe for implementation of the activities

14c. Leads: Enter the responsible project lead or teams to accomplish or oversee the activities

14d. Resources: Enter the resources required to accomplish the activities

14e. Budget Table: Enter the funded expenditures to accomplish the activities, funding source, and funding amount.

Section 15: STUDY

15a. Prior to implementation enter what evidence you will collect and examine to evaluate if your activities in Section 14 are moving the needle to accomplish your goals and priorities in Section 13.

15b. SY 2020-21 mid-year implementation, provide an evidence-based status update on how your activities in Section 14 are supporting the goals and priorities in Section 13. What is working and what needs adjustment?

15c. SY 2020-21 end of year, provide an evidence-based status update on how your activities in Section 14 are supporting the goals and priorities in Section 13. What is working and what needs adjustment?

Section 16: ADJUST

16a. After the SY 2020-21 mid-year progress monitoring in Section 9b, enter the adjustments to the activities you are making to achieve your Section 13 goals and priorities?

16b. At the end of the implementation cycle (SY 2020-21), how are you thinking about spreading, scaling, and/or sustaining what has been effective? Additionally, you may even note what you will not be continuing or what you will be continuing to adjust and improve.