**Self-Review Tool for School Improvement Plans**

***Note***: This self-review tool is intended to be used as a companion document for school improvement plans created using a locally determined format, not for school improvement plans created using the Optional Consolidated School Improvement Plan. The self-review tool for the Optional Consolidated School Improvement Plan 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 indicate where in the school improvement plan the required elements can be found. For example, ESSA requires a plan to include evidence-based interventions. This could be referenced in the table for ESSA requirements by an entry in the ESSA Requirements table with a comment such as See SIP page 3, Section title “We will use research-based strategies that help targeted students”. This self-review tool may be used by schools not served by Title I, Part A Schoolwide programs. If this is the case, simply mark the N/A box in the four Title I, Part A, Schoolwide Plan components.

# Title I, Part A, Schoolwide Plan Component Review

| Requirement | Requirement addressed in: (page and section description) |
| --- | --- |
| Component 1: [Comprehensive Needs Assessment](http://www.k12.wa.us/TitleI/TitleI/SchoolwideProgram/NeedsAssess.aspx) | Click or tap here to enter text.  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) | Click or tap here to enter text.  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) | Click or tap here to enter text.  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) | Click or tap here to enter text.  N/A – Not a Title I, Part A, Schoolwide Program |

**Every Student Succeeds Act Requirement Review**

| Requirement | Requirement addressed in: (page and section description) |
| --- | --- |
| 1. is informed by all indicators described in subsection (c)(4)(B), including student performance against State-determined long-term goals; | Click or tap here to enter text. |
| 1. includes evidence-based interventions; | Click or tap here to enter text. |
| 1. is based on a school-level needs assessment; | Click or tap here to enter text. |
| 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; | Click or tap here to enter text. |
| 1. is approved by the school, local educational agency, and State educational agency; and, | Click or tap here to enter text. |
| 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: (page and section description) |
| --- | --- |
| (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. | Click or tap here to enter text. |
| (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. | Click or tap here to enter text. |
| (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. | Click or tap here to enter text. |
| (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) Click or tap here to enter text.  (d)(ii) Click or tap here to enter text.  (d)(iii) Click or tap here to enter text.  (d)(iv) Click or tap here to enter text. |