

Section: **INSTRUCTION**

Policy Title: **School Improvement Plans**

Each school shall develop and adopt a school improvement plan or process, with annual review for progress and necessary changes. Each school shall submit its plan to the board of directors at the regular board meeting in November, for initial approval and annual review and approval.

Each school improvement plan or process shall be data driven and shall promote a positive impact on student learning. A positive impact on student learning means promoting the continuous achievement of the state learning goals and essential academic learning requirements, and the achievement of nonacademic growth in areas like public speaking, leadership, interpersonal relationship skills, team work, self-confidence and resiliency, so that students can meet the goals of Washington's basic education system: to become responsible citizens, to contribute to their own economic well-being and that of their families and communities, and to enjoy productive and satisfying lives.

Each school improvement plan or process shall be based on a building self-review that includes the active participation and input of building staff, students, parents and community members.

The development of the School Improvement Plans shall utilize a process of data driven decision making and a goal setting format characterized by the acronym SMART (Specific, Measurable, Attainable, Related and Timely). Schools shall utilize formative assessments, such as the Measure of Academic Progress (MAP) to measure student growth and achievement, and shall establish annual achievement goals to meet or exceed state learning targets.

Each school improvement plan or process shall address the following elements:

- Characteristics of effective schools as identified by the office of the superintendent of public instruction and the educational service district (a plan may focus on one or several of the characteristics for up to three years);
- Safe and supportive learning environments;
- Educational equity factors including gender, race, ethnicity, culture, language and physical and mental ability;
- Use of technology;
- Parent and community involvement; and
- Other factors identified by the school community for inclusion in the plan or process.

Policy 2005

Any school participation in a program of school improvement assistance through the state accountability system or the federal Elementary and Secondary Education Act shall constitute sufficient compliance with this policy.

Legal References: WAC 180-16-220

Supplemental basic education
program approval requirements

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