

School Improvement Plans Procedures

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

1. Elements of The Plan or Process:

Each school improvement plan or process shall be data-driven and shall address the following elements:

- 1.1 the *Nine Characteristics of High Performing Schools* as identified by the Office of the Superintendent of Public Instruction (OSPI). A plan will address the nine (9) characteristics and may focus on several characteristics for up to three (3) years; see exhibit 2005X;
- 1.2 safe and supportive learning environments;
- 1.3 educational equity factors, including gender, race, sexual orientation, ethnicity, culture, language, socioeconomics, and physical and mental ability;
- 1.4 seamless coordination of student learning needs between the academic calendar year and extended (supplementary) learning opportunities, such as before-and-after school programs, weekend school programs, summer school programs and intersession opportunities;
- 1.5 use of technology;
- 1.6 parent-community-school partnership as an integrated part of learning support; and
- 1.7 other factors identified by the school community for inclusion in the plan or process, such as community-based organizations that provide assistance to our schools.

2. Focused Assistance Schools

Schools that are creating their school improvement plans while under focused assistance shall incorporate the following school plan requirements:

- 2.1 strategies based on scientifically-based research, that strengthen core academic subjects and address the specific academic issues that caused the school to be identified;
- 2.2 assurance that not less than ten percent (10%) of funds are set aside for professional development with specification as to how those funds will be used;
- 2.3 specific annual measurable objectives for continuous progress by each sub-group of students;
- 2.4 description of parent (family or mentor) partnership plan to promote effective learning connections and support for enrolled students;
- 2.5 definition of the responsibilities of the school, local education agency (LEA) and state education agency (SEA);
- 2.6 seamless coordination of student learning needs between the academic calendar year and extended (supplementary) learning opportunities, such as before-and-after school programs, weekend school programs, summer school programs and intersession opportunities; and
- 2.7 incorporation of a teacher-mentoring program.

3. Eight Stages of School Improvement Planning

School improvement is a cyclical, fluid process that may require planners and staff implementing the improvement plan to move back and forth among the stages. Each school will work with the stages of school improvement as recognized by OSPI; they are as follows:

- 3.1 readiness to benefit;
- 3.2 collecting, sorting, and selecting data;
- 3.3 building and analyzing a school portfolio;
- 3.4 setting and prioritizing goals;
- 3.5 researching and selecting effective practices;
- 3.6 crafting action plans;
- 3.7 monitoring implementation of the plan; and
- 3.8 evaluating the impact on student achievement.

4. Reporting to OSPI

Schools will engage in continuous self-review and plan development during the school year. The completed school improvement plan required by the State Board of Education (SBE) will include information, such as adequate yearly progress (AYP) and Washington Assessment of Student Learning (WASL) results and the building's resultant plan modifications in its final presentation, in time for the district board to review the plans and submit the plan information in November on Form 1497 for basic education funding for the ensuing school year. Buildings needing waivers on limited elements of the process for one (1) school year may request this action by the SBE.

Date:

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