

SCHOOL IMPROVEMENT PLANS

Each school shall develop and adopt a school improvement plan or process, with annual review for progress and necessary changes. Such plans shall be clearly linked to the district Strategic Plan. Each school shall submit its plan to the board of directors each year for annual review and approval.

As part of the district and school improvement plan the board of directors shall by September 1, 2019, and annually thereafter:

- Adopt district-wide performance improvement goals for the measures included in the Washington school improvement framework.
- Direct each school in the district that enrolls students in grades three through eight and/or high school to establish goals to increase the measures included in the Washington school improvement framework consistent with state and district goals.

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The district shall establish separate district-wide and school English language arts and mathematics improvement goals using the federal requirements to determine the increase in requirements under subsection (1) of this section for the all students group and each of the groups of students required under the federal requirements.

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.

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;
- Measurable goals; and
- Other factors identified by the school community for inclusion in the plan or process.

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

WAC 180-105-0202

Supplemental basic education program approval requirements

Performance improvement goals

Management Resources:

Policy News, October 2002 State Board Requires Annual School Plan

Adoption Date: 03.18.03
Stanwood-Camano School District
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