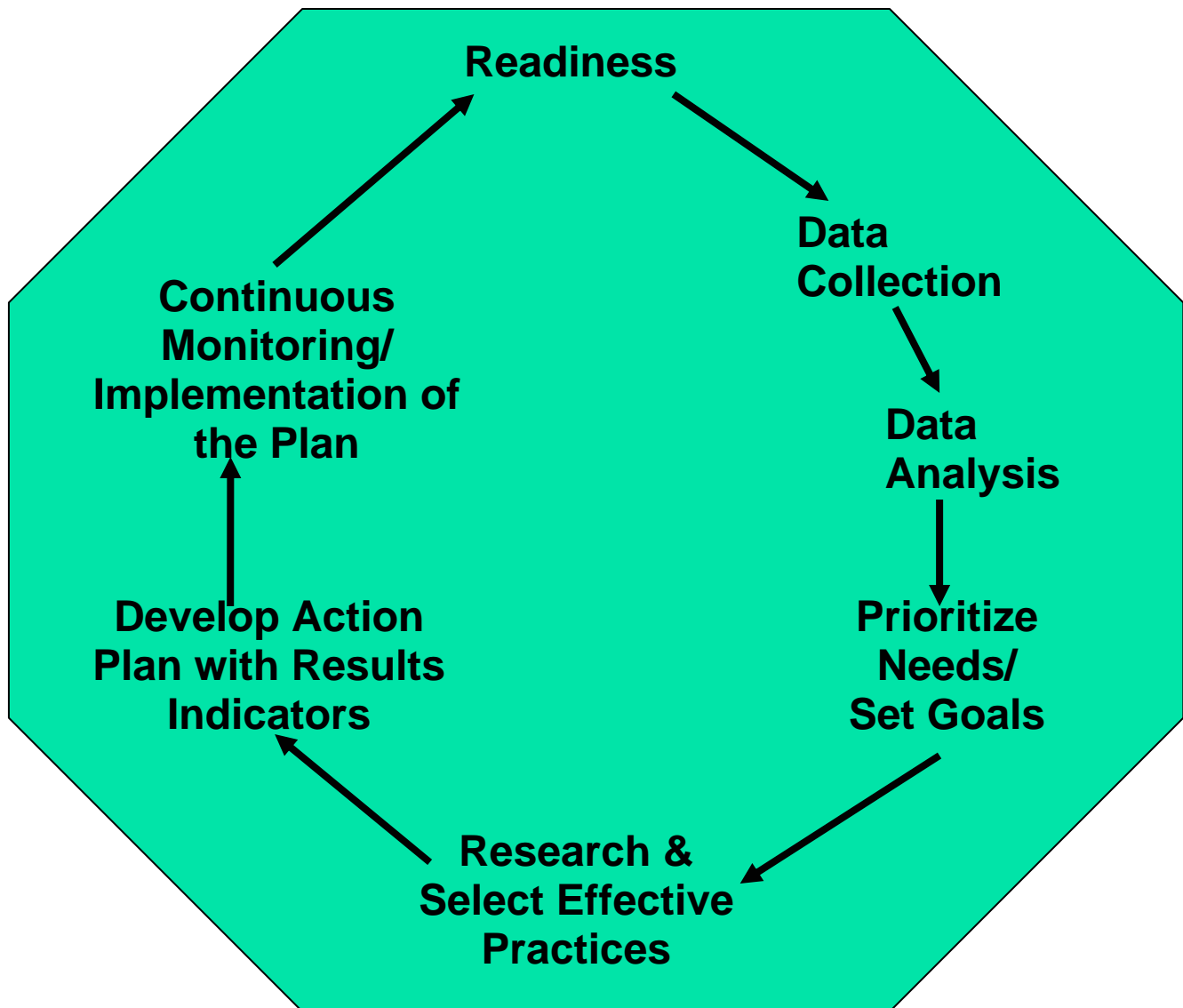


State Board of Education Guidelines for a School Improvement Planning Process



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Washington State Board of Education

Guidelines for a School Improvement Planning Process

Overview

January 2004

In March 2002, the State Board of Education (SBE) adopted revised rules for accreditation of schools that choose to use the Board's process. (See attached SBE Policy WAC 180-16-220.)

Beginning with the 2003-2004 school year, school districts are required to assure the SBE that each school in their district has in place a school improvement plan/process (SIP) that includes a continuous improvement process. This assurance is noted on the Minimum Basic Education Requirement Compliance Report (FORM OSPI 1497), that school districts submit annually to the SBE.

School improvement plans must promote a positive impact on student learning, be data driven, and be based on the characteristics of effective schools (including safe and healthy supportive learning environments) as identified by the Office of Superintendent of Public Instruction's Office. The school improvement plan shall also address, but not be limited to:

- Educational equity factors such as, gender, race, ethnicity, culture, language, and physical/mental ability. ***The State Board of Education strongly encourages that equity be viewed as giving each student what they need and when and how they need it to reach their achievement potential.***
- The use of technology to facilitate instruction; and
- Parent and community involvement.

School Improvement Plans are a pre-requisite for accreditation. School Improvement Plans must be reviewed annually by the district. The review shall include active participation and input by building staff students, parents, and community members.

Once the SIP is in place, schools may apply for accreditation through the State Board's revised accreditation process. Once the application for accreditation has been received and screened, a visiting team will come to the school to review the plan and the process that led to its development. Schools will then be recommended to the SBE for accreditation approval. Schools accredited under this process will be accredited for six years with a report of progress at the end of the third year.

The State Board purposely did not develop a set of guidelines at the time of adoption of the revised accreditation rules. It was the intent of the SBE that schools would develop school improvement plans using WAC 180-16-220 as guidance for a plan that is unique to their individual school.

There have been a number of tools available to schools to develop SIPs. The Office of Superintendent of Public Instruction has a continuous learning model and staff from OSPI has assisted schools with that model. Also, all of the Educational Service Districts (ESDs) have given, to schools across the state, hours and hours of school improvement planning technical assistance.

The SBE, with the assistance of an SIP Advisory Sub-committee to the Board's Learning Support and Improvement (LSI) Committee, has developed a condensed **School Improvement Planning Process Guideline** document that includes seven continuous-learning components. This set of guidelines may be used by schools at their discretion. These "guidelines" will not be placed in SBE rules.

The components included in these guidelines mirror the SBE Policy in WAC 180-16-220, the OSPI SIP continuous learning model, and the models that have been developed by the ESDs. The seven components include:

- 1. Readiness**
- 2. Data Collection**
- 3. Data Analysis**
- 4. Prioritize Needs and Set Goals**
- 5. Research and Select Effective Practices**
- 6. Develop Action Plan with Results Indicators**
- 7. Continuous Monitoring and Implementation of the Plan**

- **Readiness**

This stage describes the status of the school to engage in an improvement process. The planning process includes how staff, students, parents, and community participation will be included. The school's vision, mission and beliefs (involving all stakeholders in school improvement planning) serve as the decision screen for the development of school-wide policies and operational procedures. Readiness describes the school and its unique qualities and characteristics.

- **Data Collection – Sort, Select, Focus**

This stage describes the school and its unique qualities and operational procedures. Data helps “tell the story” of the school. Data collected pertains to issues that focus on the decision making process. Collect and review a wide variety of data from multiple data sources for each of the nine characteristics. Types of data: achievement, demographic, perception, contextual, trend/patterns. Utilize annual assessment data and any relevant on-going classroom assessment data.

- **Data Analysis**

This stage organizes data in a way that helps discover vital information to improve student achievement. Data is integrated and analyzed from a systems perspective to search for deeper understanding and to determine potential cause and effect relationships. (Cause meaning “what teachers do,” and effect meaning “student achievement.”)

- **Prioritize Needs/Set Goals**

This stage identifies needs and prioritizes areas that need improvement. Develop **SMART** (see page 14) goals and objectives and consider state learning goal requirements. Focus on areas where improvement is needed and where need is most urgent. Write and prioritize goal statements that are student-centered, clear, measurable, and time bound.

- **Research and Select Effective Practices**

This stage reviews research from local, state, and national standards for student achievement. Research-based strategies, including strategies for instruction, curriculum, assessment, technology, and personalization are used as needed to improve student learning. Study teams can be used in researching and proposing effective strategies.

- **Develop Action Plan with Results Indicators**

This stage establishes that the action plan (the SIP) is clearly laid out based on research-based practices, programs, strategies. The plan includes specific results indicators, including multiple measures of student progress. Adequate resources and a timeline are provided to support the identified goals. List who will be responsible to complete tasks.

- **Continuous Monitoring/Implementation of the Plan**

This stage implements the school improvement plan. Document evidence of possible affect on student achievement related to the target goals for student learning. Specify incremental steps to attain. Document improvement in instructional and organizational effectiveness and next steps. Integrate periodic reviews and checks.

Celebrate and exploit successes and set new goals. Continuous improvement means there are always ways to improve. The school can move on to new goals when original goals are achieved. Regroup, revise the action plan, and start the cycle over again.

1. Readiness

This stage describes the status of the school to engage in an improvement process. The planning process includes how staff, students, parents, and community participation will be included. The school's vision, mission and beliefs (involving all stakeholders in school improvement planning) serve as the decision screen for the development of school-wide policies and operational procedures. Readiness describes the school and its unique qualities and characteristics.

Quality Indicator	Development and Implementation
Defining the belief statements	The statements of the school's beliefs are comprehensive and address all the major issues pertinent to effective decision-making and policy development. The belief statements are clearly articulated, are free of jargon, and are translated into several languages representative of the ethnic profile of the student body.
	The school's belief statements are included on the school's website.
	Full consideration of the implications of the school's belief is made by the school and a thorough examination of current policies and operational procedures is made to determine the extent of alignment with the beliefs. Those areas that are not well aligned are targeted for revision.
Facilitating a collaborative process to build a shared vision	A comprehensive consensus-building process is established that involves representatives of each stakeholder group working together as a learning community in defining the school's vision.
	Study teams composed of representatives of each stakeholder group actively work together to produce executive summaries from important information sources, such as the latest findings of research and future trends that have implications for student learning, as well as the school's profile data.
	A variety of means is employed for seeking reaction of the school's stakeholders to the drafts of the vision including community forums, newsletters, and other media.
	Feedback collected from the school's stakeholders is reviewed by the planning

	team in refining the vision statement. The planning team provides reports back to the stakeholder groups to describe how their feedback influenced the development of the vision statement.
Developing the mission statement	The mission statement is a clear, concise statement that reflects a clear and strong focus on student learning as the chief priority for the school.
	The mission statement describes a compelling purpose and direction for the school, and serves as a call to action for the school's stakeholders.
<p style="text-align: center;">Possible Sources of Evidence</p> <ul style="list-style-type: none"> • There is evidence of a positive impact on student learning and increased academic achievement. • Survey data demonstrates that staff know and support beliefs, vision, and mission. • Student/parent survey demonstrates evidence beliefs, vision, and mission, are a core of the school's program. • Data collected from multiple sources: i.e., building description, environmental scan, leadership, communication, survey information. • Systems in place for students to demonstrate and validate work (e.g., culminating project). • Involvement of all stakeholders. • A collaborative process. • Development of a leadership team. • Widespread communication of beliefs, vision, and mission. 	

2. Data Collection – Sort, Select, Focus

This stage describes the school and its unique qualities and operational procedures. Data helps “tell the story” of the school. Data collected pertains to issues that focus on the decision making process. Collect and review a wide variety of data from multiple data sources for each of the nine characteristics. Types of data: achievement, demographic, perception, contextual, trend/patterns. Utilize annual assessment data and any relevant on-going classroom assessment data.

Quality Indicator	Development and Implementation
Data collection and management	Clear process in place by which data is identified, collected, and managed focusing on positive impact on student learning and what the school hopes to learn from the data.
	Sufficient types and amounts of data (cause, effect, demographic, perception) are presented representing students, school/ community, and stakeholder perspectives.
Types of data to collect	Achievement Data: Multiple measures: WASL, ITBS, ITED/LASS, levels Tests, other local assessment data, GPA's, writing proficiency, culminating project, high school and beyond plan.
	Demographic Data: school enrollment trends, free and reduced lunch, ethnicity, gender, and special populations, attendance, mobility, drop out rate, language proficiency, other.
	Perception Data: climate surveys, comprehensive safe school plan, Title I survey, CSR survey, other locally administered surveys, parent survey, staff survey, student survey, technology survey, focus group data.
	Contextual Data: student behavior and discipline data, community partners, parent attendance at conferences and other school events, reading/language arts programs, math programs, professional development, teacher quality data, adolescent youth behavioral survey, arts programs.
	Leadership team has a sorting scheme for data based upon multiple indicators.
	Clear process in place by which this data will be available and regularly updated.
Communication of the profile data	Data about the school is known and readily available. Summaries of the data contained in the school profile are presented in ways that are easily understood by the school's stakeholders.

	Where appropriate, graphic overviews are provided and the data are organized in clearly defined tables or charts.
	Narrative executive summaries of the data provide a translation of the school profile into useful and meaningful information that can guide school improvement planning.
	A variety of forms of communication is employed, including technology-based formats (e.g., executive summaries of the profile data are posted on the school's website).
	Feedback from the users of the information and data contained in the school's profile is considered in refining the profile.
	Training is provided as needed for those responsible for presenting the profile data, as well as for those with responsibility to use the data in school improvement planning.
	The profile data are incorporated in the school's or district's annual report for presentations to stakeholder groups (parent and community).
Utilization of data for school improvement planning	A thorough review of the analysis of the data for school improvement planning is conducted by the school improvement team.
	The data are viewed as a stimulus for improvement, rather than merely a snapshot of current conditions.
	The profile data are used by the school to help guide the selection of improvement goals by developing a shared understanding by the school's stakeholders of the pertinent information contained in the school profile.

Possible Sources of Evidence

- There is evidence of a positive impact on student learning and increased academic achievement.
- Leadership team values the need to use data to make decisions.
- Leadership team willing to include data that is difficult to address.
- All stakeholder representatives have been involved in the process.
- Data is available to stakeholders (includes sub-group data (ethnicity, English Language Learners, Special Education, gifted, poverty, cohort).
- Variety of data sources (larger scale and classroom-based measures).

3. Data Analysis

This stage organizes data in a way that helps discover vital information to improve student achievement. Data is integrated and analyzed from a systems perspective to search for deeper understanding and to determine potential cause and effect relationships. (Cause meaning “what teachers do,” and effect meaning “student achievement.”)

Quality Indicator	Development and Implementation
Data analysis, synthesis, and interpretation	All gathered data are analyzed to obtain a clearer picture of the school.
	Enough data has been collected to construct a school profile with ample data per category.
	Data picture/profile of school developed, all staff engaged, and multiple data sources addressed to include a review of equity and safe and healthy school data.
	Leadership team determines what data, collected from multiple sources, to share with staff and how it will be displayed.
	There is a process for reaching consensus on prioritized concerns/issues.
	Analyze data that is directly linked to the identification of both the school’s strengths and areas requiring improvement.
	Patterns and trends are looked for between and amongst the data being analyzed.
Organization/Presentation of data for intended audience that is easily understood	Organize data in a way that helps discover information vital to improving learning for students. Needs for school improvement are emerging from the school's profile.
	Examine distribution, differences, and similarities between subgroups, and identifies any Adequate Yearly Progress issues and any issues for high-achieving students. Equity and safe and healthy school data is included.
	Examine relationships among effect, cause, perception, and program data.
Interpretation of data that can drive goal setting	Identify trends, projections, strengths, and growth areas of school.

	Faculty understands how to read/interpret data, and write summary narrative statements based on the data, to identify areas where improvement took place, where improvements are needed, where the potential for growth is greatest, where needs are most urgent, and which student groups are requiring the most assistance.
<p style="text-align: center;">Possible Sources of Evidence</p> <ul style="list-style-type: none"> • There is evidence of a positive impact on student learning environment and increased academic achievement. • Survey data show staff uses data in making decisions. • Desire to provide input exists and has been demonstrated by prior actions. • Climate fosters open/candid sharing. • Products have been developed for communicating the school profile to the community (evidence that a school district understands disaggregated data, relationships among effect, cause, perception, and program data). 	

4. Prioritize Needs and Set Goals

This stage identifies needs and prioritizes areas that need improvement. Develop **SMART** goals and objectives and consider state learning goal requirements. Focus on areas where improvement is needed and where need is most urgent. Write and prioritize goal statements that are student-centered, clear, measurable, and time bound.

Quality Indicator	Development and Implementation
Prioritize needs as based on interpretation of data	Focuses on areas where improvement is needed. Lists areas of urgent need/greatest potential growth as most important priorities.
	Narratives have been identified as strengths or concerns and have been grouped into themes. Staff and leadership teams understand the difference between themes, goals, and strategies.
	Leadership team well represents the various stakeholders, understands the attributes of quality goals, the processes and who will conduct each part.
	Staff understands the difference between first and second order of change.
Using a collaborative process, set SMART goals and objectives:	S – Specific and clearly stated, M – Measurable and based on data, A – Attainable and realistic, R – Related to student achievement and performance, and T – Time bound.
	Goals clearly state the direction for school or grade level improvement, are linked to student learning, and accurately reflect the priorities specified in the needs assessment.
	Delineate/align smart objectives to achieve each goal.
	Facilitated whole staff involvement in setting and prioritizing student-centered achievement goals.
<p style="text-align: center;">Possible Sources of Evidence</p> <ul style="list-style-type: none"> • There is evidence of a positive impact on student learning and increased academic achievement. • Delineate and align SMART objectives to achieve each goal. 	

5. Research and Select Effective Practices

This stage reviews research from local, state, and national standards for student achievement. Research-based strategies, including strategies for instruction, curriculum, assessment, technology, and personalization are used as needed to improve student learning. Study teams can be used in researching and proposing effective strategies.

Quality Indicator	Development and Implementation
Research and select effective strategies that align with SMART goals/objectives.	Use research-based strategies, including strategies for instruction, curriculum, assessment, technology, and personalization as needed to improve student learning and identifies targeted strengths and weaknesses.
	Analyze research regarding the use of academic engaged time (instructional time, school calendar, and supplementary/ extended opportunities to learn) to target continuous student achievement.
	Identify strategies that address positive parent/community partnership interaction to support student learning.
	Resources are budgeted to implement effective strategies.
	Local, state, and national standards for student learning are collected and reviewed by the leadership team and representative stakeholder groups.
<p style="text-align: center;">Possible Sources of Evidence</p> <ul style="list-style-type: none"> • There is evidence of a positive impact on student learning and increased academic achievement. • Audit to determine current level or use of best practices and strategies to impact student learning (such as thinking maps, curriculum maps, Blooms taxonomy, Six Trait Writing, and cooperative learning). • Parent involvement plan to engage parents through written policies that include compacts. • Teachers were involved in research to develop best practices. • Teachers have a leadership role and feel they have an integral role. • Principal is seen as the instructional leader and lead teacher in the school. • Documentation of research based practices, i.e., good rationale, interviews, etc. • Reduce summer learning loss, re-teaching, and review after school breaks. • Timely supplementary (remediation, enrichment, acceleration, promotion) opportunities to learn. • Increased student attendance and decreased teacher absence. • Time for teacher planning, collaboration and reflection thereby enriching job satisfaction. 	

6. Develop Action Plan with Results Indicators

This stage establishes that the action plan (the SIP) is clearly laid out based on research-based practices, programs, strategies. The plan includes specific results indicators, including multiple measures of student progress. Adequate resources and a timeline are provided to support the identified goals. List who will be responsible to complete tasks.

Quality Indicator	Development and Implementation
Establish means of evaluating effectiveness of the School Improvement Plan	Based on the data needs research, develop a systematic and comprehensive plan for documenting student growth on the selected target goals for school improvement.
	The school has a highly effective and efficient assessment system and data collection process that provides a record of baseline measures and tracks longitudinal analyses of trends for targeted areas.
	The assessment plan models the principles of sound assessment.
	The assessment plan includes documentation of the extent of implementation and effectiveness of the action steps. The plan calls for periodic formative assessments for the purpose of refining and adjusting the action steps to more fully achieve the goals of the plan. Aligning the plan with the profile, beliefs, mission, desired results for student learning, and analysis of instructional and organizational effectiveness. Full consideration of the implications of the school's profile, beliefs and mission, desired results for student learning, and analysis of instructional and organizational effectiveness is reflected in the development of the action plan. Those action steps that are not directly aligned are revised.
Develop action plan	Identify strategies and specific results indicators, including multiple measurements of student progress.
	Complete action plan with lead person responsible, with a logical sequence of events, reasonable attainable timelines, and resources needed.
	Describe the direct relationship between the needs for improvement, the goals, the strategies, and the outcomes in the plan.
	Action plan steps are based upon research-based practices, programs, and strategies.
	Professional growth and development is

	grounded in opportunities to include collegial planning and collaboration focused on progress toward goals.
	A decision-making process is developed as the school moves toward establishing learning improvement goals.
	Adequate resources are provided to support the attainment of identified goals and objectives.
	Persons responsible for leading, fulfilling, and/or implementing identified steps are identified throughout the plan.
<p style="text-align: center;">Possible Sources of Evidence</p> <ul style="list-style-type: none"> • There is evidence of a positive impact on student learning and increased academic achievement. • Plans are in place to provide for the ongoing evaluation of this action plan. • Appropriate baseline data has been collected in alignment with identified goals/objectives. • Plan has been communicated to all stakeholders. • Plans extend to the grade level/content. • Staff knows the plan and is working on it. 	

7. Continuous Monitoring of the Implementation of the Plan

This stage implements the school improvement plan. Document evidence of possible affect on student achievement related to the target goals for student learning. Specify incremental steps to attain. Document improvement in instructional and organizational effectiveness and next steps. Integrate periodic reviews and checks.

Celebrate and exploit successes and set new goals. Continuous improvement means there are always ways to improve. The school can move on to new goals when original goals are achieved. Regroup, revise the action plan, and start the cycle over again.

Quality Indicator	Development and Implementation
Implement the School Improvement Plan	The school improvement leadership team provides active leadership for implementing the school improvement plan throughout the school.
	The work of the school improvement leadership team provides an exemplary model of collaboration and shared decision making.
	All staff is actively involved in implementing the school improvement plan.
Document evidence of achievement of target goals for student learning	A systematic and ongoing process for collecting data/evidence of students' levels of performance in the target goal areas is conducted.
	Summaries of the assessment data and examples of student work are included in the documentation.
	A comprehensive analysis and comparison of student achievement prior to and following the implementation of the school improvement plan is conducted and graphic overviews are provided.
Monitor performance over time	The need for resources and follow-up support is anticipated by the school improvement team and support is provided.
	School improvement leadership team integrates periodic reviews and checks for progress, adjust the plan, and consider issues and barriers to meeting the goals.
	Assesses whether strategies are implemented and if strategies are impacting student achievement. Has the plan been successfully implemented? Is the school making progress toward the nine characteristics?
	Set timelines to monitor existing plan for implementation and adjust for new tasks and roles as necessary.
	Plan in place for acknowledging and celebrating success in progress toward goals.

Possible Sources of Evidence

- There is evidence of a positive impact on student learning and increased academic achievement. There is evidence of consistent improvement of academic achievement.
- The school improvement plan includes a timeline that demonstrates the staff is monitoring to be sure the plan is being implemented and if the plan is improving student achievement (must show evidence of classroom-based assessment).
- The school report card communicates progress.
- Successes are celebrated.

WAC 180-16-220 Supplemental basic education program approval

requirements. The following requirements are hereby established by the state board of education as related supplemental condition to a school district's entitlement to state basic education allocation funds, as authorized by RCW [28A.150.220](#)(4).

(1) **Current and valid certificates.** Every school district employee required by WAC [180-79A-140](#) to possess an education permit, certificate, or credential issued by the superintendent of public instruction for his/her position of employment, shall have a current and valid permit, certificate or credential. In addition, classroom teachers, principals, vice principals, and educational staff associates shall be required to possess endorsements as required by WAC [180-82-105](#), [180-82-120](#), and [180-82-125](#), respectively.

(2) **Annual school building approval.**

(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.

(b) At a minimum the annual approval shall require each school to have in place, and reviewed annually for implementation progress and possible changes, a school improvement plan or process that is data driven and promotes a positive impact on student learning. 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.

(c) The school improvement plan or process 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, parents, and community members.

(d) The school improvement plan or process 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 they need and when and how they need it to reach their achievement potential;

(iii) The use of technology to facilitate instruction and a positive impact on student learning; and

(iv) Parent and community involvement, as these factors relate to having a positive impact on student learning.

(3) Nothing in this section shall prohibit a school improvement plan or process from focusing on one or more characteristics of effective schools during the ensuing three school years.

(4) School involvement with school improvement assistance under the state

accountability system or involvement with school improvement assistance through the federal Elementary and Secondary Education Act shall constitute a sufficient school improvement plan or process for the purposes of this section.

[Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#),[28A.305.130](#) (6). 02-18-056, § 180-16-220, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW [28A.150.250](#), [28A.150.260](#) and [28A.15.220](#) [[28A.150.220](#)]. [99-10-091](#), § 180-16-220, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW [28A.58.754](#)(6), [28A.58.085](#) and [28A.58.090](#). 90-01-137, § 180-16-220, filed 12/20/89, effective 1/20/90. Statutory Authority: RCW [28A.58.090](#). 86-20-056 (Order 14-86), § 180-16-220, filed 9/29/86. Statutory Authority: RCW [28A.58.754](#)(6). 86-13-015 (Order 5-86), § 180-16-220, filed 6/10/86; 84-11-043 (Order 2-84), § 180-16-220, filed 5/17/84. Statutory Authority: [28A.04.120](#)(4). 81-08-026 (Order 1-81), § 180-16-220, filed 3/26/81. Statutory Authority: RCW [28A.04.120](#). 80-06-093 (Order 7-80), § 180-16-220, filed 5/29/80. Statutory Authority: RCW [28A.01.010](#), [28A.04.120](#), [28A.41.130](#), [28A.41.140](#), [28A.58.754](#), [28A.58.758](#), and 1979 ex.s. c 250. 79-10-033 (Order 10-79), § 180-16-220, filed 9/12/79. Statutory Authority: RCW [28A.41.130](#) and [28A.58.754](#). 78-06-097 (Order 3-78), § 180-16-220, filed 6/5/78.]

Nine Characteristics of High Performing Schools

Research has shown that there is no silver bullet-no single thing that schools can do to ensure high student performance. Rather, high performing schools tend to show evidence of the following nine characteristics:

1. Clear and Shared Vision and Purpose

Everyone knows where they are going and why. That vision is shared-everyone is involved. The vision is developed from common beliefs and values, creating a consistency of purpose.

2. High Standards and Expectations

Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

3. Effective School Leadership

Effective leadership is required to implement change processes within the school. This leadership takes on many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

4. High Levels of Collaboration and Communication

There is constant collaboration and communication between and among teachers of all grades. Everyone is involved and connected, including parents and members of the community, to solve problems and create solutions.

5. Curriculum, Instruction and Assessment Aligned with the Standards

Curriculum is aligned with the Essential Academic Learning Requirements (EALRs). Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

6. Frequent Monitoring of Teaching and Learning

Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.

7. Focused Professional Development

Professional development for all educators is aligned with the school's and district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

8. Supportive Learning Environment

The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

9. High Level of Community and Parent Involvement

There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in the effort.

Washington State Board of Education
Learning Support and Improvement Committee

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