CURRICULUM/INSTRUCTION/ASSESSMENT

School Improvement and Accountability: A District-Wide Plan to Raise Student Achievement

Each school shall develop and present to the Board a School Improvement Plan for approval, with an annual review of progress and necessary changes, as outlined in Policy 2004. The goals set by each school shall support the goals of the district and the goals of the Basic Education Act. The school shall submit a list of goals that they wish to emphasize for the school year, along with measurement criteria to evaluate their success in achieving these goals. The School Improvement Plan shall include a report of the school’s progress in raising student achievement. Each school improvement plan will reflect the schools’ unique culture/needs and be:

BASED ON SELF REVIEW
The plan will be based upon a self-review of the school’s program for the purpose of annual building approval by the district. It will include active participation and input by building staff, students, parents and community members.

DATA DRIVEN
The plan will use student achievement data to describe the present state of the school and to mark progress in the targeted area(s). Staff will also use formative classroom assessment aligned with the school’s targeted areas to mark the progress of individual students and groups of students. The plan will address educational equity factors including but not limited to gender, race, ethnicity, culture, language, and physical/mental ability.

FOCUSED PRIMARILY ON READING AND MATHEMATICS
These content areas form the cornerstone in academic achievement and success in higher learning and in the world of work.

BASED UPON A CONTINUOUS IMPROVEMENT MODEL
This plan is not intended to be a one-time event.

In addition, each school’s plan shall address ways of improving the linkages between grades and buildings by including collaborative work, coordinated assessment targets and shared responsibilities. The nine characteristics of successful schools will be used as an overlay to review and self-check that all factors are being considered. The plan will include the use of technology to facilitate instruction. A school may also focus one or more characteristics for more than one year.

The following procedures are meant to help articulate the implementation of the eight Board Goals.

1. Buildings shall report assessment results by grade level. The Teaching and Learning Services Department shall provide written annual reports on educational progress. The Teaching and Learning Services Department shall also in its annual report include recommendations for future actions and a description of budget requirements. (Goal 1)

2. Buildings shall outline in their School Improvement Plans their efforts or strategies to prepare students to meet the 10th grade assessment. (Goal 2)
3. The Teaching and Learning Services Department will provide annually a written report to the Board regarding the alignment of Snohomish School District curriculum and EALRs. This report will be included in summary form as part of the report of district progress to the community. (Goal 3)

4. The Teaching and Learning Services Department will provide annual reporting of data that tracks cohort progress. (Goal 4)

5. School Improvement Plans will identify strategies that buildings will implement to ensure linkage between grade levels and schools. (Goal 5)

6. The LEVELS Test data will be used as an assessment of regularity and uniformity of achievement by grade level and building. (Goal 6)

7. The Teaching and Learning Services Department will provide annual longitudinal data as to cohort progress. The Teaching and Learning Services Department shall be responsible for developing a framework for reporting progress in a manner that is easily understood by representative constituencies. (Goal 7)

8. Reporting of progress to the community shall be done on an annual basis. (Goal 8)

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