

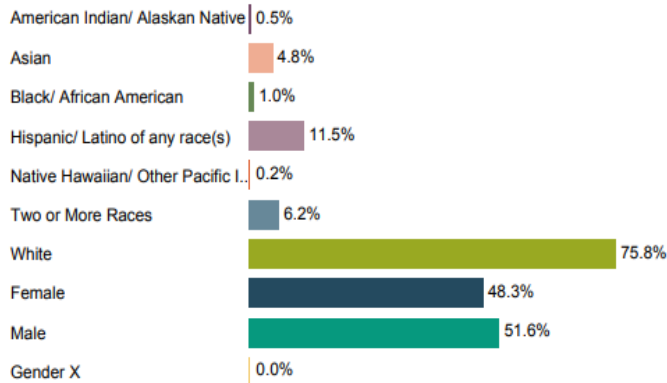
District Improvement Plan 2019-20 Snohomish School District #201

Kent Kultgen
Superintendent

Demographics and Special Programs

Snohomish School District

2018-19



Organizational Growth and Outcomes

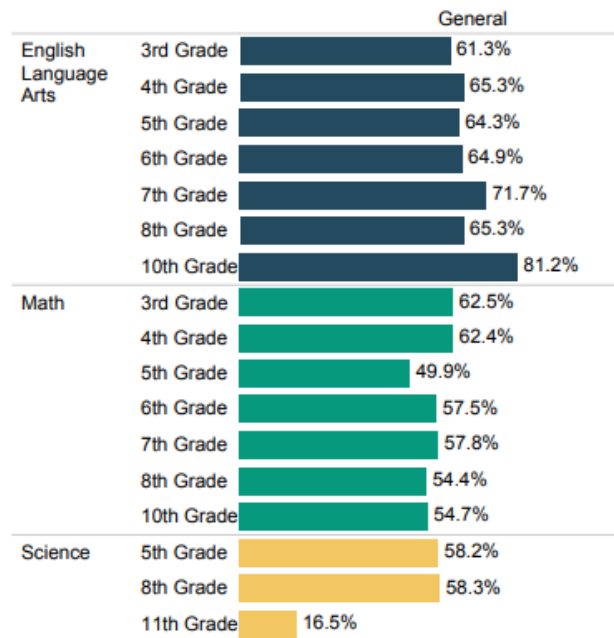
We continue to identify opportunities to expand our effectiveness regarding the Nine Characteristics of High Performing Schools and to support professional development as articulated in the criteria for effective instruction in the Charlotte Danielson Framework:

<i>Nine Characteristics of High Performing Schools</i>		<i>Eight Criteria of Teacher Evaluation</i>
1	High Standards and Expectations for All Students	Centering instruction on high expectations for student achievement (Criterion 1)
2	Curriculum, Instruction and Assessment Aligned with State Standards	Demonstrating effective teaching practices (Criterion 2)
3	Clear and Shared Purpose	Providing clear and intentional focus on subject matter content and curriculum (Criterion 4)
4	Supportive Learning Environment	Fostering and managing a safe, positive learning environment (Criterion 5)

5	Frequent Monitoring of Teaching and Learning	Recognizing individual student learning needs and developing strategies to address those needs (Criterion 3) Using multiple student data elements to modify instruction and improve student learning (Criterion 6)
6	Family/Community Involvement	Communicating and collaborating with parents and school community (Criterion 7)
7	High Levels of Collaboration and Communication	Exhibiting collaborative and collegial practices focusing on improving instructional practice and student learning (Criterion 8)
8	Focused Professional Development	
9	Effective School Leadership	

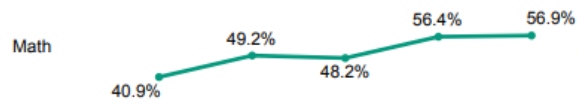
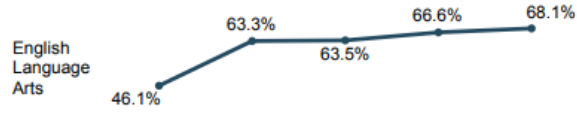
State tests and other data sources:

**Snohomish School District
2018-19**



Snohomish School District 2018-19

General



2014-15 2015-16 2016-17 2017-18 2018-19

Snohomish School District 2018-19

General

	English Language Arts	Math	Science
Percent Level 1	12.4%	17.3%	13.8%
Percent Level 2	17.6%	23.7%	15.6%
Percent Level 3	36.3%	27.2%	27.8%
Percent Level 4	31.8%	29.7%	15.1%
Percent No Score	1.9%	2.1%	27.7%
Percent Met Standard	68.1%	56.9%	42.9%
Percent Met Tested Only	69.4%	58.1%	59.4%
Percent Taking WaAIM	0.38%	0.38%	0.08%

For a more specific breakdown, see data provided in individual School Improvement Plans. The plans include graduation rates by school as well as other data outlining performance in numerous student populations.

Other Student Learning Information we use:

Student learning information in the following areas:

Assessment:

- Star Enterprise (Grades 2-12)—Math/Literacy
- One-on-one ESGI (K-2)—Math/Literacy
- Homeroom/Data Dashboard
- Skyward

Collaboration:

- Canvas
- Microsoft OneNote
- SMART Notebook

Professional development:

- Safari Montage
- Microsoft Exchange
- SMART Notebook
- Canvas

Parent engagement

- Skyward Family Access
- Homeroom
- Safari Montage
- District/school websites and social media
- School Messenger
- Email and Listserv
- Canvas

Technology tools we use to support instructional and learning improvement priorities:

Assessment:

- Star Enterprise
- Homeroom/Data Dashboard
- Skyward

Collaboration:

- Canvas
- Microsoft OneNote
- SMART Notebook

Professional development:

- Safari Montage
- Microsoft Exchange
- SMART Notebook
- Canvas
- Kyte
- Frontline

Parent engagement:

- Skyward Family Access
- Homeroom
- Safari Montage
- District/school websites and social media
- School Messenger
- Email and Listserv
- Canvas

School District Goal: Snohomish School District will increase the number of students meeting standards in reading and math, as reflected in buildings’ SIPs (School Improvement Plan) and as measured by state, district and classroom-based assessments by June of 2020 by engaging in the following:

- Continued implementation of MTSS or Multi-tiered System of Support, with specific focus on **Tier 1 instruction**, which encompasses planning, instructional moves, assessments, and classroom-based intervention.
 - Planning and instructional moves are two areas of emphasis in 2019-2020. The work of the district this school year will include the following:
 - Identifying essential academic standards, developing related proficiency maps, and beginning to develop common assessments in order to provide coherent, quality core instruction across the district
 - Enriching collaboration and learning conversations in all our school communities on topics related to planning and instructional moves

Strategies we will use to provide district-wide support for efforts to increase student learning for all student groups include:

Activities	Lead Person	Others involved	Timeline		Our plan for monitoring effectiveness	Resources we will need/use
			Start	Finish		
Ongoing professional development (PD) in elementary literacy and secondary ELA, Social Studies, Math, and Science <ul style="list-style-type: none"> • Continuing the work on essential standards (identifying district agreed-upon essential standards, formulating learning targets, developing proficiency maps, common assessments and unit plans) for secondary ELA, Math, Social Studies and Science • Developing district agreed-upon essential standards in elementary literacy 	Executive Director of Teaching and Learning (TLS)	Executive Director of Academic Services, Principals, Teachers, Department Chairs, Learning Support Specialists (LSS), Teaching and Learning Specialists, Teachers	Aug 2019	June 2020	Professional development feedback Student performance on Star Enterprise Benchmarks Student performance on the SBA Monthly meetings with principals and LSSs	Common Core State Standards Literacy Continuum Fountas and Pinnell Classroom Resources Time and PD budget for teacher collaboration and participation in ongoing professional development and essential standards work
Professional development in support of implementation of newly adopted resources	Executive Director of TLS	TLS Specialists, Learning Support Specialists,	June 2019	June 2020	Feedback and reflection from participating teachers	Time for teachers to meet, collaborate and share best practices regarding the new

in K-3 Reading and K-6 writing		Principals, Lead Teachers			Monitoring of PD work plan Classroom visits to see use of adopted resources	resources and balanced literacy Literacy Continuum Fountas and Pinnell Classroom K-3 Being a Writer K-6
Enhancing the instructional leadership capacity of building principals and Learning Support Specialists around planning and instructional moves (two components of Tier 1 instruction)	Executive Director of TLS, Academic Services, and Special Services	Building Principals and LSS	Aug 2019	June 2020	Principal and LSS regular meetings	Danielson Framework
Targeted support and intervention for student sub-groups who did not meet state standards in math and ELA (Year 2) <ul style="list-style-type: none"> Responsible and intentional allocation of Title 1 and LAP funds to meet the needs of struggling students Professional development for paraeducators and General Education teachers in language acquisition instruction for ELL students Professional development on Tier 1 and Tier 2 of MTSS 	Executive Director of TLS	Executive Director of Academic Services, Principals, Grants Specialist, Title 1/LAP Teachers, Learning Support Specialists	Sept 2019	June 2020	Regular meetings between Title 1/LAP Specialist and Title 1/LAP teachers to discuss and address academic issues Regular meetings and PD facilitated by ELL Specialist	Time for collaboration Budget for professional development
Support for building's SIP goals around Tier 1 instruction	Executive Director of TLS, Academic Services, and Special Services	TLS Specialists, Learning Support Specialists	Sept 2019	June 2020	Individual meetings with principals as requested Discussions and reflections during principal meetings	Time for principals to collaborate and share best practices around building goals