



**Vision:**

SSD is a place of high expectations with maximize their potential. Through equitable place where we recognize the differences in how our students learn, we believe all students can learn, and we have systems in place to respond to each and every student’s learning needs.

support for all students to learn so they can and effective teaching practices, we create a

**Mission:**

SSD Academic mission is to ensure that all students receive the time and support needed to access and surpass essential grade level learning by experiencing equitable and effective teaching practices embedded throughout a multi-tiered system of support.

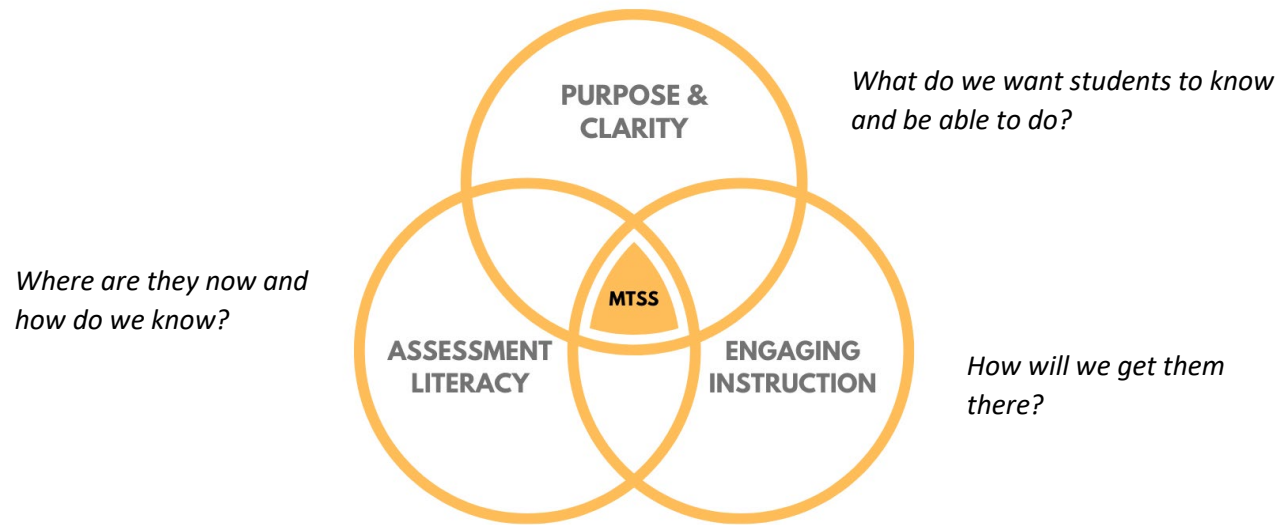
**Equity Statement:**

Equity and inclusion centers on access to relevant and challenging academic experiences while establishing and maintaining safe, welcoming, and an inclusive environment for each learner.

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## 22-23 District Improvement Plan

# District Academic Framework



## District Focus

Snohomish School District has three key goals for the 22-23 school year. Intentional Leadership; Consistent Instructional Practice, and Tier I and Tier II Interventions.

Additionally, we will continue to develop our academic vision, mission, instructional framework and understanding of systems to support all students. Our working document will include:

**Academic Vision:** SSD is a place of high expectations with support for all students to learn so they can maximize their potential. Through equitable and effective teaching practices, we create a place where we recognize the differences in how our students learn, we believe all students can learn, and we have systems in place to respond to each and every student's learning needs.

**Core Belief:** What happens in the classroom is the most impactful to students.

**Mission:**

SSD Academic mission is to ensure that all students receive the time and support needed to access and surpass essential grade level learning by experiencing equitable and effective teaching practices embedded throughout a multi-tiered system of support.

**Equity Statement:**

Equity and inclusion centers on access to relevant and challenging academic experiences while establishing and maintaining safe, welcoming, and an inclusive environment for each learner.

**Cornerstones of Equitable and Effective Teaching Practices:**

- Purpose and Clarity
- Engaging Instruction
- Assessment Literacy

**Guiding Questions:** We use questions to plan instruction, assess student progress, and respond instructionally. Answers to the following critical questions should be consistently evident and discussed in our classrooms, professional learning communities and meetings.

- What do we expect our students to learn?
- How will we support their learning?
- How will we know they have learned it?
- What will we do when they haven't learned it?
- What will we do when they already know it?

**MTSS** (Multi-Tiered Systems of Support) is a proactive approach that uses data and systems to meet student's academic, behavioral, social, and emotional needs.

# SSD Demographics

## Snohomish School District 2021-22

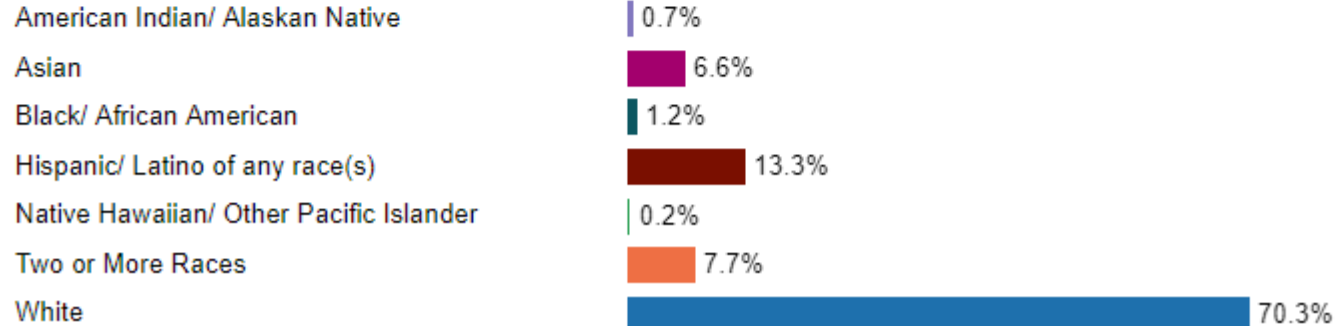
### Total Student Enrollment

9,470

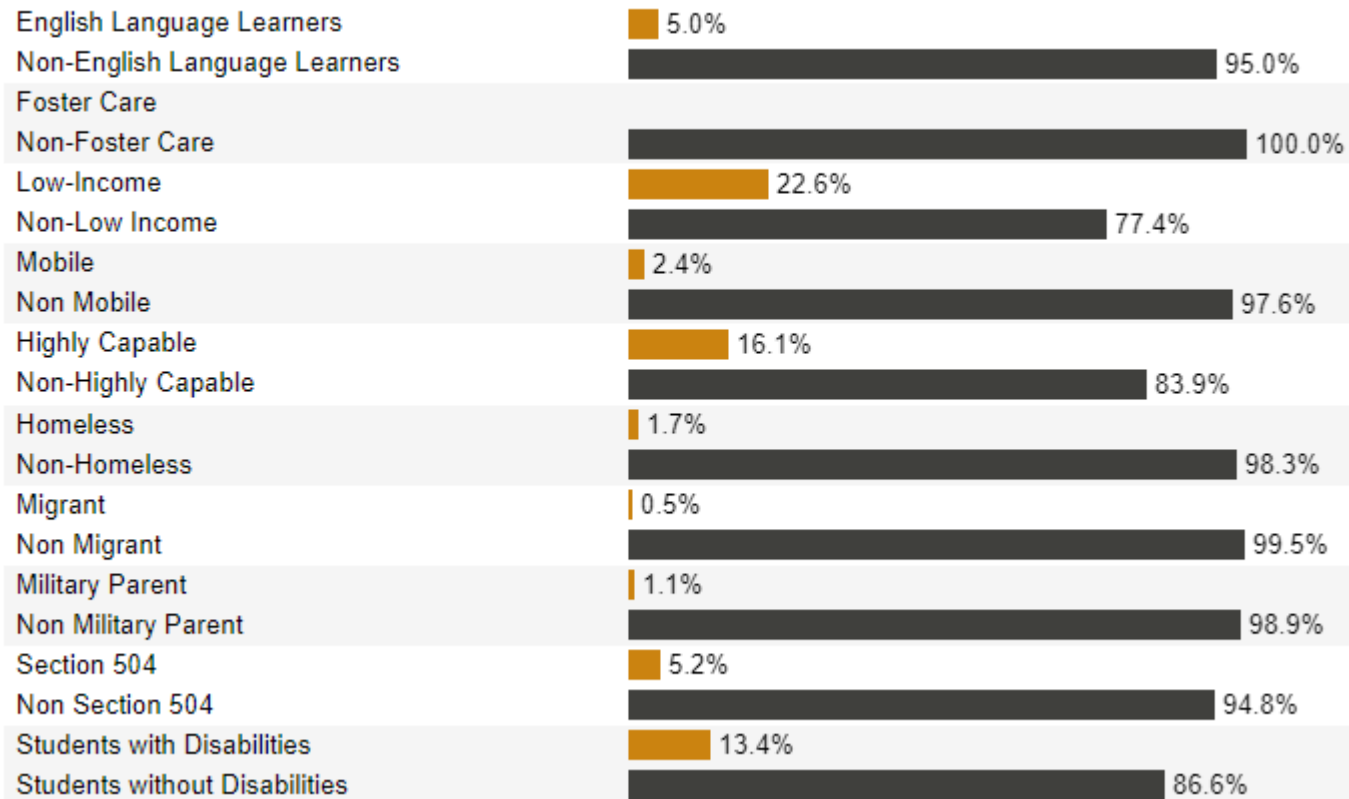
### Gender



### Race/Ethnicity



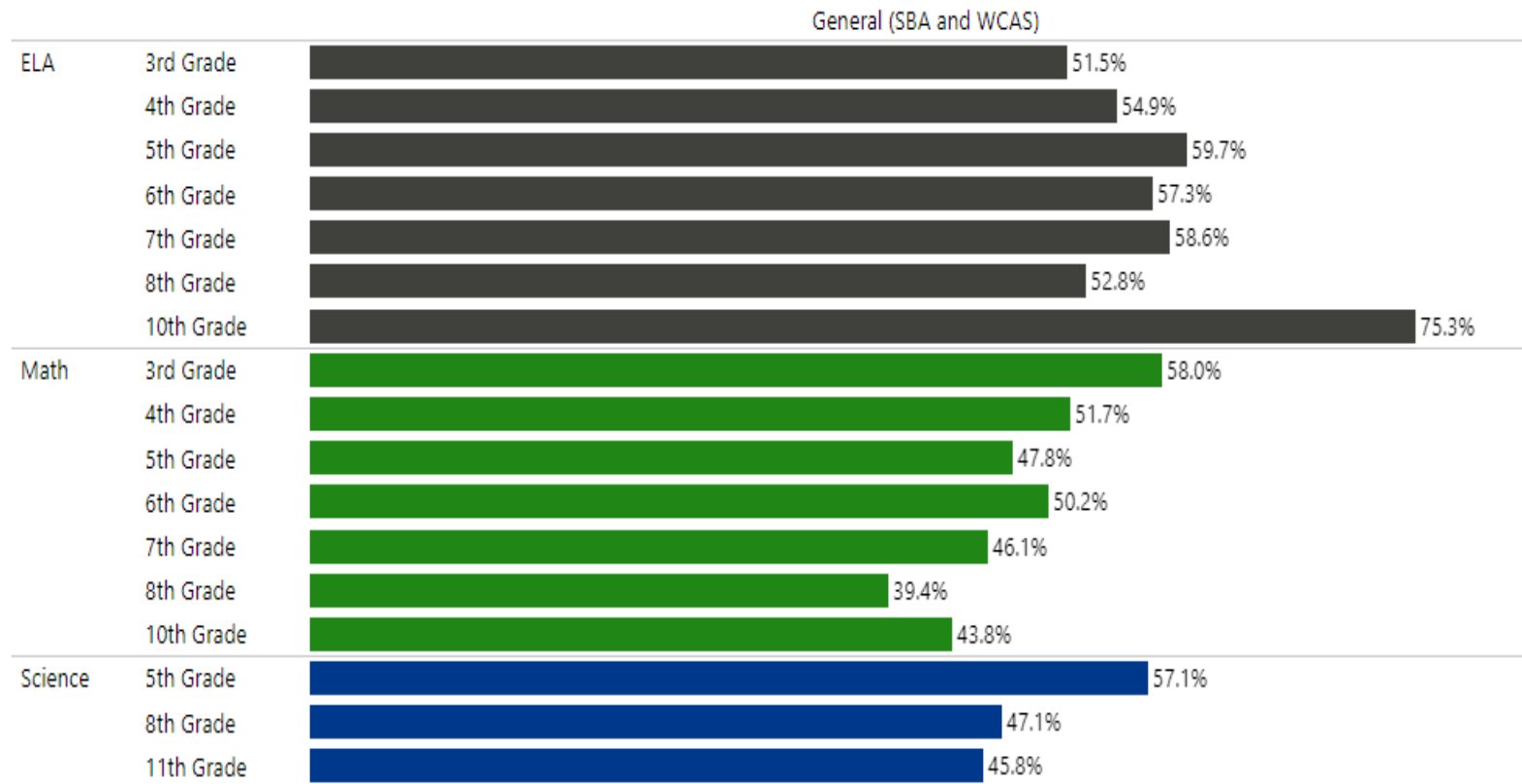
## Program and Characteristic



# Snohomish School District

2021-22

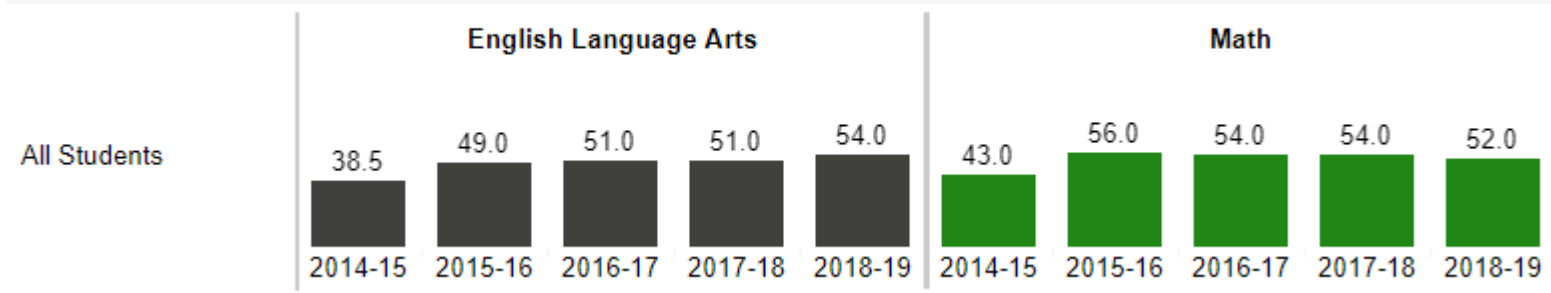
## What percent of students met grade level standards?



# Assessment Results

		General (SBA and WCAS)			Alternate (WA-AIM)		
		ELA	Math	Science	ELA	Math	Science
<b>All Students</b>	PercentLevel1	16.2%	22.9%	19.2%	50.0%	21.4%	45.5%
	PercentLevel2	20.7%	24.6%	20.6%	35.7%	28.6%	36.4%
	PercentLevel3	33.6%	23.9%	35.2%	7.1%	28.6%	18.2%
	PercentLevel4	25.7%	23.9%	14.4%	7.1%	21.4%	0.0%
	Percent No Score	3.9%	4.7%	10.5%	0.0%	0.0%	0.0%
	Percent Met Standard Suppressed	59.2%	47.8%	49.7%	14.3%	50.0%	18.2%
	Percent Taking Alt Assess	0.3%	0.3%	0.6%	100.0%	100.0%	100.0%

## All Students



## Intentional Leadership:

<b>Activities</b>  <i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	<b>Timeframe</b>  <i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	<b>Lead</b>  <i>Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<b>Resources</b>  <i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<b>Measures</b>  <i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
Leadership Process	On-going	Shawn Stevenson will lead implementation. All principals, directors, and executive directors will implement, measure, and adjust	Leadership Process Guiding document  Time during principals' meetings to practice and implement	Clear outcomes written with enough detail to understand and the progression of staff
Leadership Team Developed in every building	On-going	Academic Team	Professional Development (PD) during principal meetings on effective use of leadership teams, communication, and role in MTSS	Leadership Team in every building  Long Term- leadership teams pro-actively identifying instructional needs and direction for building
Data and Assessments: Develop Data Dashboards for District, Buildings, and Intervention Teams and counseling teams	On-going	Shawn Stevenson Monica Bauer Principals	Homeroom PD  Time to process and cycle back around to refine dashboards and	Principals use of data with intervention teams;



Develop Risk Indicator Dashboard			other reports, norm and understand how to use data	Long term – teacher and leadership teams using data consistently to guide instruction
Principal Input: Ensure principals voice is included in planning and implementation of work e.g. principals participate in planning work with teachers, such as adoptions, alignment, assessments, etc.	On-Going	Academic Team Principals	Intentional time during principal meetings	Principal Survey  Look for consistent messaging in buildings via observations and anecdotal conversations

**Consistent Instructional Practice:**

<b>Activities</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>	<b>Measures</b>
<i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	<i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	<i>Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?</i>	<i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
Introduce updated Danielson Framework	Year long	Academic Team – Monica Bauer Sara Woolverton Shawn Stevenson  Principals in buildings	Resources from Danielson Group and OSPI  PD for Monica Bauer and Jen Harlan – attending train the trainer with OSPI  PD and calibration for principals	Survey principals  PGFs focused on data and instruction  Long term: Teacher and leadership teams using data and talking about instruction

Identify beliefs and values that lead to planning and preparing for all students	Year Long	Academic Team – Monica Bauer Sara Woolverton Shawn Stevenson  Principals in buildings	Resources from Danielson Group and OSPI  PD and calibration with principals	Survey principals
Develop understanding of Planning and Preparing for ALL students - Calibration of Domain One of Danielson  Inclusive classrooms where all students needs are being met with Tier I instruction	Year Long	Academic Team – Monica Bauer Sara Woolverton Shawn Stevenson  Principals in buildings	PD and calibration with principals	Number of ML and SPED students being pulled  SPED and 504 referrals
Model Inclusive Classroom lesson and Follow-up – ML Lesson Professional Development for ML teachers and Administrators	December 8 January 30 Two Follow up on-site training TBD	Monica Bauer w/Seeing Beyond Consulting	Seeing Beyond Consulting Professional Development	Specific direction on needs and training for all staff  Survey Principals and ML teachers

**Tier I and Tier II Interventions:**

<b>Activities</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>	<b>Measures</b>
<i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	<i>What is the projected length of time of the activity?</i>	<i>Who will be responsible for implementing, measuring and</i>	<i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific</i>

	<i>When or how often will progress be monitored or data reviewed?</i>	<i>adjusting the activity? Who else will be involved?</i>		<i>students named in your SMARTIE Goal?</i>
Calibrate and align understanding of Tier I and Tier II interventions	On-going	Academic Team	PD During principal meetings	Survey Principals Staff can articulate Tier I and Tier II interventions
Develop Intervention Teams in every building	On-going	Academic Team	PD During principal meetings	Intervention team present in every building. Intervention teams using data Long term – consistent and effective identification of students who need intervention (less referrals to SPED) Effective use of our intervention resources
Pre-referral Process	Year-long	Sara Woolverton	PD During principal meetings Model and resources shared from district	Consistent and effective use of pre-referral form  Long term – less students referred to SPED