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DIP Area #1 - Equity and Student Well-Being
Progress Update 2023-24

Smart Goal: By June 2024, the Office of Equity and Student Well-Being will meet with various stakeholders multiple times throughout the year to listen, learn, and respond to equity issues that need to be addressed in our buildings.

Meet quarterly with building level equity facilitators to create professional development plans for all staff.

➢ No Place For Hate
➢ WEA Modules

Co-facilitate student advisory council to listen, learn, and respond to equity issues happening in our buildings and to also help them design lessons and activities around mental health awareness.

➢ Resource Centers
➢ Lessons to 5th grade classes

Conduct an equity audit and share results with constituents to improve academic outcomes for each student and identified student groups.

➢ Collaboration with Continua Consulting Group
➢ Crosswalk data with Cascadia Youth Data, Healthy Youth Survey and suspension data

Meet monthly with building counselors to continue the rollout of the Comprehensive School Counseling Program. The focus for this year is the development of a needs assessment and suicide prevention plan.

➢ Final stages of a needs assessment for secondary counselors
➢ Elementary counselors meet together with CARE team to determine next steps on social emotional screener

With support from a consultant from Cascadia Youth Mental Health, PLLC begin use of best practices against vaping and substance use and align discipline practices across the district.

➢ Data has been shared with all buildings
➢ Begin creating a MTSS model for interventions both proactive and reactive to use when students are caught with prohibited substances.

CTE
Learning that works
for Arlington

Every CTE student will participate in innovative and engaging learning experiences incorporating career exploration and workplace readiness skills. Teachers will take three actions: (1) Embed 21st-century Skills in all CTE courses, (2) Provide CTE students the opportunity to identify how courses relate to potential career goals, (3) Ensure CTE programs reflect the diversity of the school. By the end of the school year, YouScience 21st Century Success Skills assessment score will rise from 71% to 74%.

Quarterly 21st-century rubric assessment reviews are conducted to gauge efficacy and implement necessary adjustments.

- Our CTE department meetings are not just about assessments but about collaboration and innovation. We engage in our quarterly rubric assessments, employing contemporary methods to evaluate the efficacy and make necessary adjustments. These assessments are crafted to align seamlessly with our objectives and curriculum standards, ensuring they resonate with the demands of our students in the 21st-century workforce. Through collaborative analysis, we pinpoint areas of strength and those requiring refinement, brainstorming innovative strategies to enrich student learning experiences. This proactive approach empowers us to continually refine our teaching practices, equipping our students more effectively for success in their future careers.
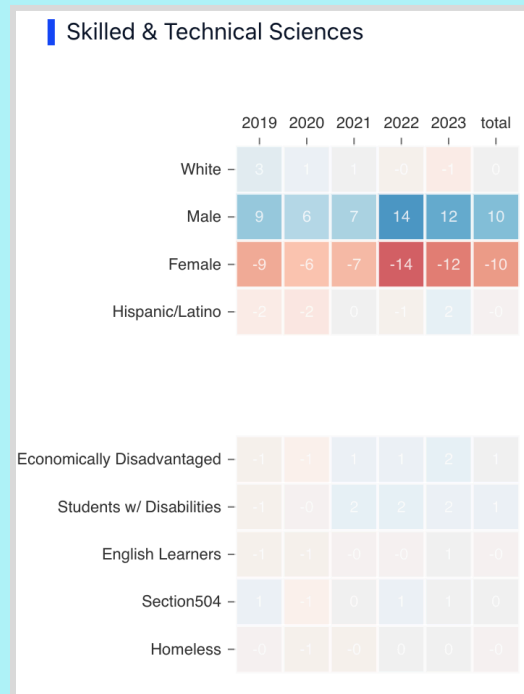
21st Century Skills Exam

	2021-22	2022-23	2023-2024
Pre-Test	65.84	54.95	70.77
Post-Test	66.19	73.57	

In our CTE courses, the role of the school-to-work coordinator, Lisa, is instrumental. She actively promotes and exemplifies the intentional utilization of the High School and Beyond Plan (HSBP) for Career Research. Lisa's efforts are not just about guiding our students toward their future career paths but about shaping their futures and preparing them for success.
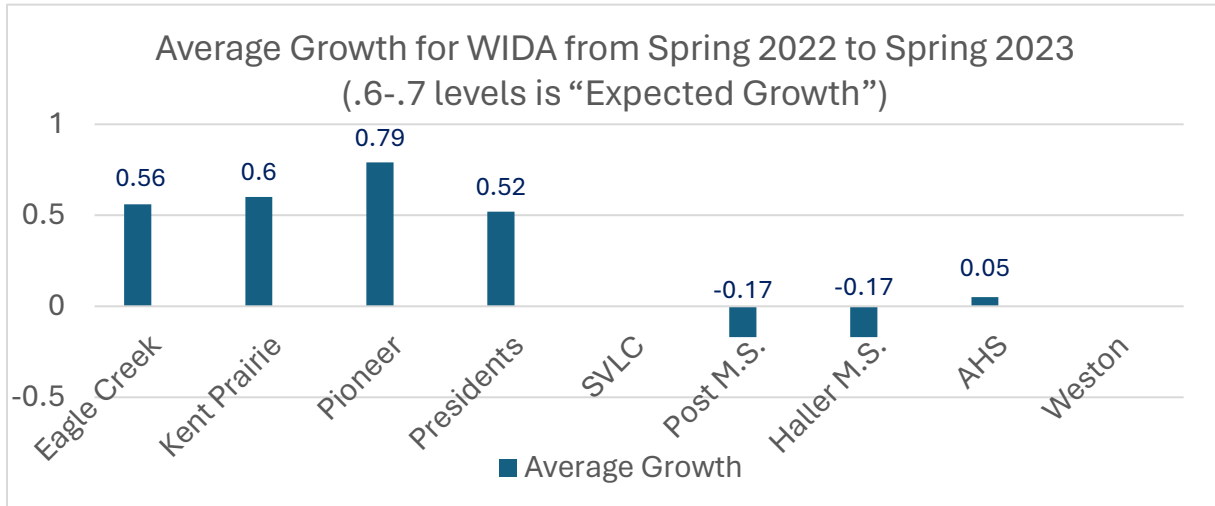
- High school and middle school classroom visits
- College fair in October
- Skilled trades fair in April
- Work-based learning activities
  - Classroom guest speakers
  - Job shadows
  - Credit for high school job
  - Internship program
- Resume building
- Overall career planning
- Financial aid nights for parents/students

During our January PAC meeting, teachers and advisory boards will examine proportionality data, identify discrepancies, and collaboratively devise action plans to address them before the course registration begins.

Skilled & Technical Sciences

	2019	2020	2021	2022	2023	total
White	3	1	1	-0	-1	-0
Male	9	6	7	14	12	10
Female	-9	-6	-7	-14	-12	-10
Hispanic/Latino	-2	-2	0	-1	2	-0
Economically Disadvantaged	-1	-0	1	1	2	1
Students w/ Disabilities	-1	-0	2	2	2	1
English Learners	-0	-0	-0	0	-0	-0
Section504	-0	-0	-0	1	0	0
Homeless	0	-0	-0	0	-0	-0

SMART GOAL 2.1: By the Spring of 2024, Arlington Public School qualified ELL/ML students will increase, on average .6 levels, in the area of Speaking and Writing as measured by the WIDA Access.

Average Growth for WIDA from Spring 2022 to Spring 2023 (.6-.7 levels is "Expected Growth")

School	Average Growth
Eagle Creek	0.56
Kent Prairie	0.6
Pioneer	0.79
Presidents	0.52
SVLC	
Post M.S.	-0.17
Haller M.S.	-0.17
AHS	0.05
Weston	

Program Models: Supportive Mainstream

Students engage in all core content areas with grade-level English-speaking peers.

Accessible Content: Classroom teachers use strategies to make content accessible in English language arts, math, science, and social studies.

Designated ELD:

- **At the elementary level:** Provided through a supplemental small group or individual support from the classroom teacher, EL teacher or paraeducator.
- **At the middle or high school level:** Provided through a supplemental support class designed specifically for MLs or through "push-in" services during one or more of their content classes.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Key Actions for Program

1. Promote Asset-Based Mindsets
2. Strengthen Instructional Practices
3. Provide Support for Educators
4. Engage Students and Families

Key Outcomes and Events for 2023-24

• High school student F-rate continues to improve for L qualified students.

• Exited students are achieving at a high level based on progress monitoring in January 2024.

• Specific goal setting strategies have been implemented for middle and high school students to gain buy-in.

• 20 more students are scheduled to take the World Language Assessment in April of 2024.

• Increased Newcomer Supports at All Levels (For Staff and Students)

• We have added co-teaching at the high school and continue to cluster ML students at specific grade levels and schools. Work to continue and improve this is in place for 24-25.

• Our "dual qualified" special education and multilingual percentage is continuing to decrease.

• We have implemented the "Flashlight 360" program to support student specifically in the areas of Speaking and Writing, which are the lowest areas on the WIDA.

Professional Development for 2023-24

•. We have increased instructional coaching at the secondary level.

•. Collaboration and professional development is occurring with other districts, ESD 189, and at the state level.

•. Interpreter-Tutors are continuing to meet frequently for professional development.

•. Through a variety of meetings, the WIDA Assessment language data is continuing to be shared and explained to other educators.

•. Flashlight 360 Program professional development has taken place for key multi-lingual staff.

• Twenty more elementary staff members received GLAD training over the previous summer.

Parent and Family Engagement

• We continue to expand our translating services ensuring that families have necessary documents in their home language.

• We conducted our third year of parent/family English classes and will be expanding this program for 24-25.

• We have provided office trainings, whole staff trainings, and training for other staff on new Language Access Legislation requirements and strategies.

By June of 2023, the Executive Director of Teaching and Learning will support Arlington teachers in developing collective efficacy in tier one instruction by promoting the UDL principles of variability and firm goals with flexible means.

Goal 1: The Executive Director of Teaching and Learning will organize three data visits per school. These visits will help principals connect teacher-team UDL actions to student achievement.

   -Two of three data visits completed for each school
   -District data team: Dave McKellar, Brenda Booth, Karl Olson, Kerri Helgeson, Kari Henderson-Burke
   -Building leadership teams request specific data
   -Data topics have included (but are not limited to)
      Attendance data and responsibilities
      Achievement data by race/ethnicity/language service
      Achievement data by grade band, subject-area strand
      Service models in Special Education
      3rd quartile data
   -Initial efforts have been largely appreciated
   -Visits will continue to evolve

Goal 2: The Executive Director of Teaching and Learning will structure Graham Fletcher trainings to increase achievement in math. Graham Fletcher instruction is deeply tied to UDL approaches.

   -Early Release Fridays
   -Facilitated by building administrators
   -K-2 learning centered on developing early numeracy
   -3-5 learning centered on developing fraction concepts
   -Concept-application-procedure
   -3 Act Tasks and games galore!

Goal 3: The Executive Director of Teaching and Learning will provide instruction to the District Leadership Team on building collective efficacy and UDL.

   -August-February bi-monthly sessions
   -Content
      Defining Collective Teacher Efficacy
      Four ways to build Collective Teacher Efficacy
      Leadership actions that develop Collective Teacher Efficacy
      Cause and effect
      Observing/noticing UDL instruction

APS\tech.department

DIP Area #2: Teaching & Learning
## Technology SMART Goal 2.4

By June of 2023, the Director of Technology will have convened a District-wide Technology Advisory Committee (TAC) to create and publish a three-year District Technology Plan to replace the existing five-year plan set to expire at the conclusion of 2024.

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Status Summary

Technology Department has had to re-prioritize primary objectives to address unexpected network failures and connectivity issues affecting all District users.

The goal of presenting a new District Technology Plan will be moved to the 2024-2025 school year.
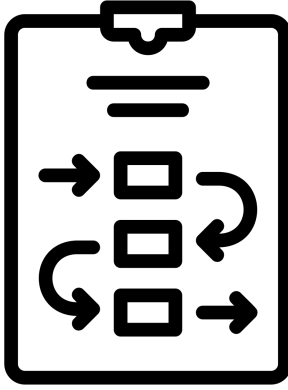
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Prior Progress

The Technology Advisory Committee was convened during the 22-23 school year and completed roughly 75% of the new DTP.
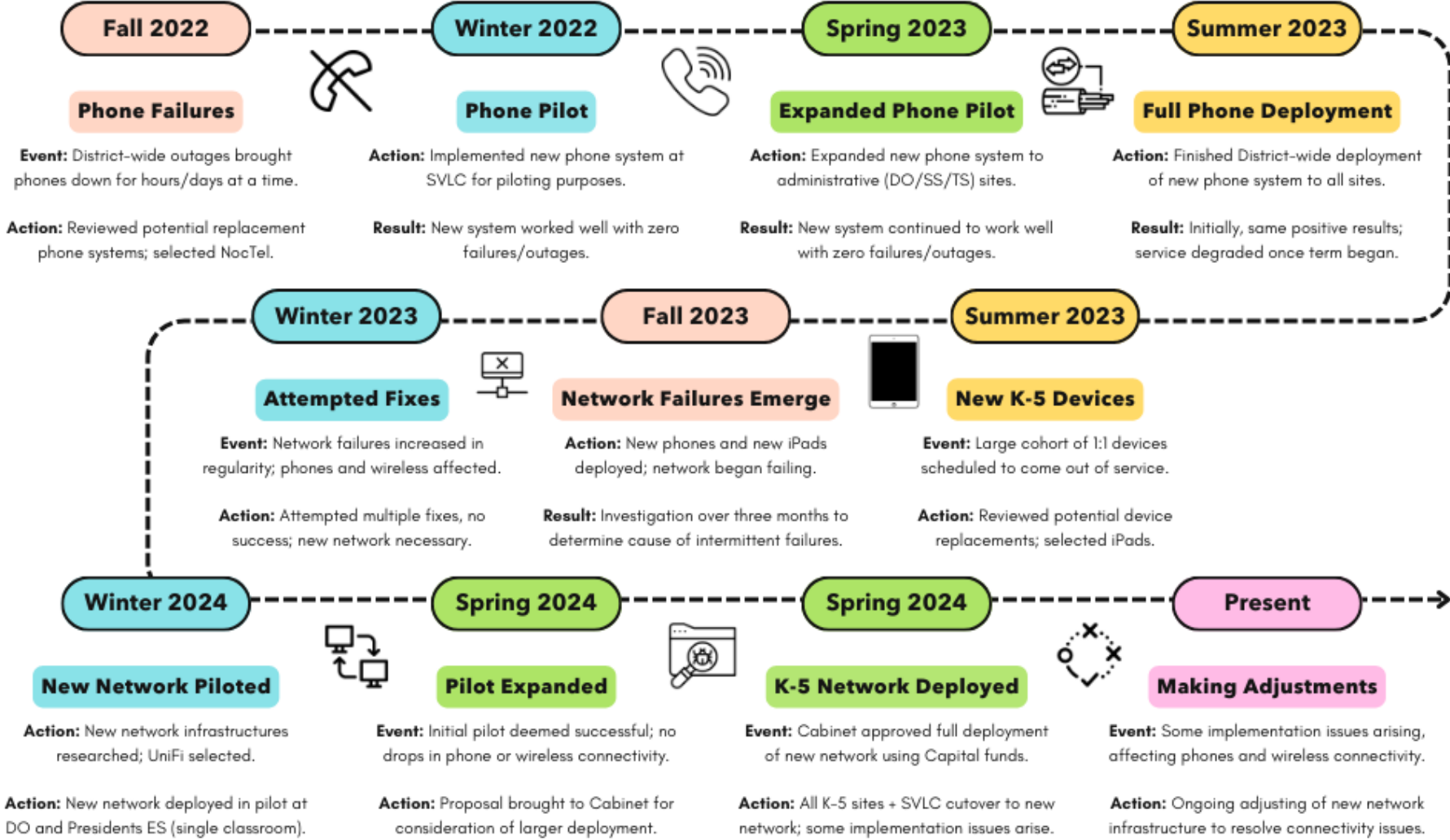
Tasks remaining include compilation of the proposed draft, presentation to stakeholder groups for feedback, and delivery of final draft to Superintendent and School Board.

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Work Underway

01000001 01010000 01010011 00100000 01010100 01100101 01100011 01101000 01101110 01101111 01101100 01101111 01100111 01111001 00100000 01000100 01100101 01110000 01100001 01110010 01110100 01101101 01100101 01101110 01110100

Network Timeline

Fall 2022
Phone Failures

Event: District-wide outages brought phones down for hours/days at a time.

Action: Reviewed potential replacement phone systems; selected NocTel.

Winter 2022
Phone Pilot

Action: Implemented new phone system at SVLC for piloting purposes.

Result: New system worked well with zero failures/outages.

Spring 2023
Expanded Phone Pilot

Action: Expanded new phone system to administrative (DO/SS/TS) sites.

Result: New system continued to work well with zero failures/outages.

Summer 2023
Full Phone Deployment

Action: Finished District-wide deployment of new phone system to all sites.

Result: Initially, same positive results; service degraded once term began.

Winter 2023
Attempted Fixes

Event: Network failures increased in regularity; phones and wireless affected.

Action: Attempted multiple fixes, no success; new network necessary.

Fall 2023
Network Failures Emerge

Action: New phones and new iPads deployed; network began failing.

Result: Investigation over three months to determine cause of intermittent failures.

Summer 2023
New K-5 Devices

Event: Large cohort of 1:1 devices scheduled to come out of service.

Action: Reviewed potential device replacements; selected iPads.

Winter 2024
New Network Piloted

Action: New network infrastructures researched; UniFi selected.

Action: New network deployed in pilot at DO and Presidents ES (single classroom).

Spring 2024
Pilot Expanded

Event: Initial pilot deemed successful; no drops in phone or wireless connectivity.

Action: Proposal brought to Cabinet for consideration of larger deployment.

Spring 2024
K-5 Network Deployed

Event: Cabinet approved full deployment of new network using Capital funds.

Action: All K-5 sites + SVLC cutover to new network; some implementation issues arise.

Present
Making Adjustments

Event: Some implementation issues arising, affecting phones and wireless connectivity.

Action: Ongoing adjusting of new network infrastructure to resolve connectivity issues.

DIP 3: HUMAN RESOURCES PROGRESS UPDATE 2023-24

SMART GOAL 3.1: TO RECRUIT, HIRE, MOTIVATE, TRAIN AND RETAIN A HIGH-QUALITY, PROFESSIONAL AND DIVERSE STAFF; IMPROVE RELATIONS WITH EMPLOYEE GROUPS; AND SUCCESSFULLY BARGAIN CONTRACTS WITH OUR EMPLOYEE GROUPS.

Staff Data

2022-2023

	Female	Male	Total	Employee Percentage
Amr Indian/Alsk	10	2	12	1.64%
Asian or Pacific	9	2	11	1.50%
Black, Non-Hispanic	3	1	4	0.55%
Hispanic	14	5	19	2.60%
Multiracial	3	3	6	0.82%
White, Non-Hispanic	536	147	683	93.43%
Totals	575	160	735	

2023-24

	Female	Male	Total	Employee Percentage
Amr Indian/Alsk	8	2	10	1.37%
Asian or Pacific	10	3	13	1.78%
Black, Non-Hispanic	2	2	4	0.55%
Hispanic	16	5	21	2.87%
Multiracial	2	3	5	0.68%
White, Non-Hispanic	528	150	678	92.75%
Totals	566	165	731	

Year	Total # of Teachers	Retention Rate	Ave. Yrs. Of Exp	% of Teachers with MA
2023-24	319	N/A	12.03	79.3
2022-23	335	89.46%	14.6	76
2021-22	339	87.2%	14.6	72
2020-21	330	89.2%	14.7	63.6
2019-20	332	95%	14.8	64.8
2018-19	321	90.1%	14.3	66

Substitute Positions - Data from first day of school until February 15 (both years)

Year	Certificated Filled	Certificated Unfilled	Classified Filled	Classified Unfilled
2023-24	2172	55	1051	261
2022-23	1961	126	763	479

Paraeducator FCS Completion - 6 out of 21 to date

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DIP 4: Operations
Progress Update 2023-24

SMART GOAL: In support of achieving Strategic Plan Goal #2, Safe and Caring Environment, by December 2024, improvements funded by the district's voter approved 2020 Capital Levy will be completed.

Promises Made ✓ Promises Kept

EDUCATE PREPARE INSPIRE
Voter-approved levies 2020
ARLINGTON PUBLIC SCHOOLS

| Site	Project Name	Notes
Arlington/Weston High Schools	Cameras, Door Locks, Access Controls	Completed 2021
Post/Haller Middle Schools	Cameras, Door Locks, Access Controls	Completed 2021
KPE/ECE/PIO/PRES/SVLC	Cameras, Door Locks, Access Controls	Completed 2022
Post Middle School	Perimeter Fencing	Completed 2021
Kent Prairie Elementary	Replace Floor Coverings Throughout Building	Completed 2021
KPE/ECE	Operable Gym and Stage Wall Improvements	Completed 2021
KPE/ECE/HMS	Secured Entries	Completed 2021
KPE	Boilers Installation	Completed 2022
AHS	Track Resurfacing	Completed 2022
ECE	Replace Floor Coverings	Completed 2022
AHS	Classroom Additions, Secured Entryway, Scene Shop	Completed 8/15/23
AHS	Science/AFJROTC Tenant Improvements	Completed 2022

Promises Made ✓ Promises Kept

EDUCATE PREPARE INSPIRE
Voter-approved levies 2020
ARLINGTON PUBLIC SCHOOLS

Site	Project Name	Notes
WHS	Secure Entry	Completed February 2023
PRES	Secure Entry	Completed June 2023
PIO	Secure Entry	Completed June 2023
Transportation	Reroof/Electrical Update	Completed January 2023
PIO	Boilers Replacement	Completed September 2023
KPE	Site Traffic Safety	Completed November 2023
WHS	HVAC Improvements	Completed November 2023
ECE/KPE/WHS	HVAC Controls Update	Ongoing
PIO	Roof Replacement/Paint Exterior	Summer 2024
PRES	Roof Replacement/Paint Exterior	Summer 2025

DIP 5: FINANCIAL SERVICES PROGRESS UPDATE 2023-24

Improve accounting and budget processes, methods, strategies and business practices to maximize student learning and to improve efficiency and effectiveness as measured by analysis and prioritized distribution of resources for 2023-24 & 2024-25 budgets.

SUPPORT LEVY & CAPITAL BUDGET NEEDS

EDUCATE PREPARE INSPIRE
Levies and Bond 2024
ARLINGTON PUBLIC SCHOOLS
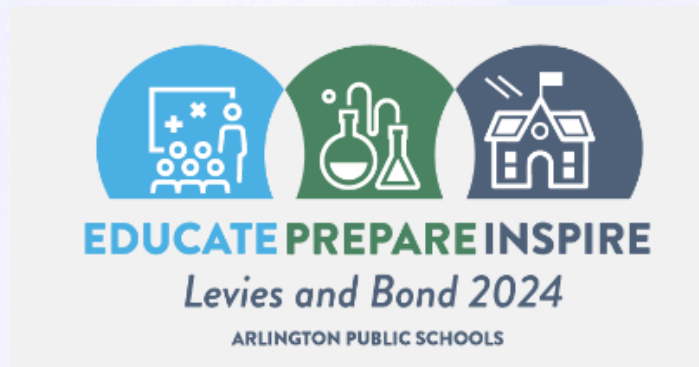
Thank you, Arlington voters!
We wanted to take a moment and update our community on the results of the Feb. 13 Special Election. Prop. 1 (EP&O Levy) and Prop. 2 (Capital Levy) have been approved, while Prop. 3 (middle school bond) did not meet the required threshold for approval. We are thankful to our community for their continued support and will provide updates on our next steps for Prop. 3.

Thank you, voters

DIP AREA #6 COMMUNICATIONS
Progress Update 2023-24

COMMUNITY OUTREACH EVENTS
- Back to School Resource Fair, 8/12
- Stillaguamish Fair, 8/26
- Building Awareness Event, 10/11
- Election Activities
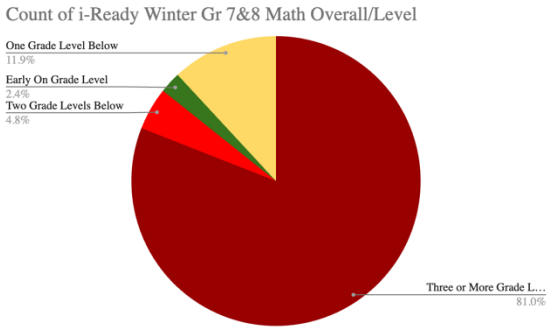- Emergency Response Fair, 4/20

ORGANIZE THE DISTRICT'S RECORDS ROOM
- Utilized state archives grant to organize the district's records room.
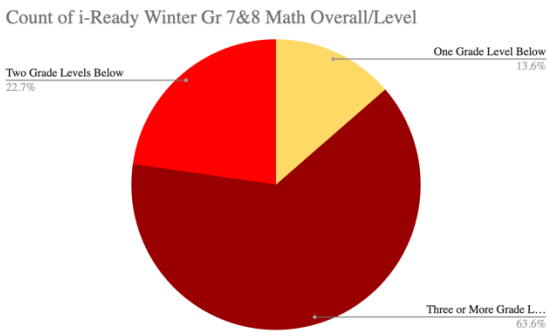

Before

After

INCREASED COMMUNICATION MEDIUMS
- Starting with the 2023-24 school year, began publishing information to Nextdoor in addition to our regular social media channels.
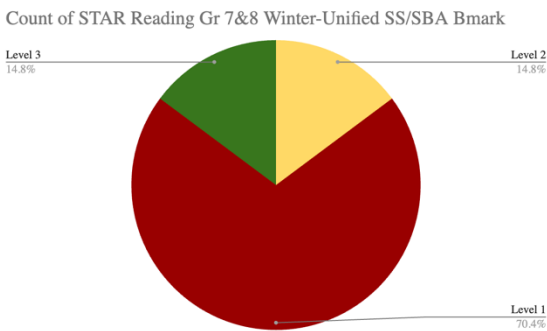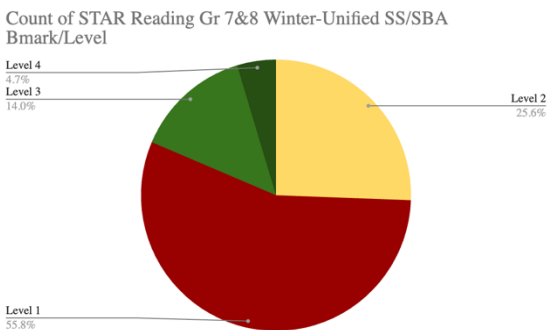
PMS Winter Math 2023-24

Count of i-Ready Winter Gr 7&8 Math Overall/Level

One Grade Level Below
11.9%

Early On Grade Level
2.4%

Two Grade Levels Below
4.8%

Three or More Grade L...
81.0%

HMS Winter Math 2023-24

Count of i-Ready Winter Gr 7&8 Math Overall/Level

One Grade Level Below
13.6%

Two Grade Levels Below
22.7%

Three or More Grade L...
63.6%

PMS Winter Reading 2023-24

Count of STAR Reading Gr 7&8 Winter-Unified SS/SBA Bmark

Level 3
14.8%

Level 2
14.8%

Level 1
70.4%

HMS Winter Reading 2023-24

Count of STAR Reading Gr 7&8 Winter-Unified SS/SBA Bmark/Level

Level 4
4.7%

Level 3
14.0%

Level 2
25.6%

Level 1
55.8%

Noticing

- Levels relatively unchanged from 6th grade to 8th grade in Reading and Math for SWD
- Regardless of LRE, growth for SWD is stagnant
- SWD are significantly below typically developing peers
- LRE alone does not make a difference (currently).

Wondering

- What is actually happening in the classroom for these SWD?
- What does effective SDI look like for these SWD?

Next Steps

- Align with building principals for student specific observations in Reading and Math for SWD.
- Work with Special Education PLCs to identify/understand what effective SDI looks like for SWD in Reading and Math.

LRE = Least Restrictive Environment
PLC = Professional Learning Community
SDI = Specially Designed Instruction
SWD = Students with Disabilities

General Education Students (non-SWD)
- PMS Math (7/8 Avg.)
  - 3 or more = 31.72%
  - 2 behind = 12.72%
  - 1 behind = 38.15%
  - Nearly on = 13.48%
  - Mid/Above =
- HMS Math (7/8 Avg.)
  - 3 or more = 32.02%
  - 2 behind = 19.58%
  - 1 behind = 32.74%
  - Nearly on = 12.6%
  - Mid/Above =
- PMS (7/8) Winter Reading
  - Lvl .1 = 15.11%
  - Lvl. 2 = 26.9%
  - Lvl. 3 = 38.72%
  - Lvl. 4 = 19.75%
- HMS (7/8) Winter Reading
  - Lvl .1 = 14%
  - Lvl. 2 = 20.41%
  - Lvl. 3 = 48.6%
  - Lvl. 4 = 15.26%