



2023-24  
Improvement Planning



# Arlington Public Schools Strategic Plan

## MISSION

*Arlington Public Schools educates all students, preparing and inspiring them to graduate and seek their full potential as lifelong learners.*

## MOTTO

*Educate · Prepare · Inspire*

## OUR VALUES

**Culture of Equitable Practices** – We will use an EQUITY lens for decisions and provide access, opportunity and supports for learning and remove barriers to learning for EACH student.

**Collective Responsibility** – Everyone shares responsibility for fostering a positive and safe school culture/environment as well as taking care of Arlington Public Schools' equipment and facilities.

**Continuous Improvement** – We will engage and support ongoing accountability for measurable cycles of improvement and continuous improvement of all programs and services.

**Collaborative Culture** – We will foster a collaborative culture and engage in meaningful collaboration through Professional Learning Community (PLC) activities.

## GOAL AREAS

### 1. **Student Learning and Achievement**

Each student will engage in learning that is rigorous, rich, evidence-based and focused on successful grade level transitions leading to graduation and further life pursuits by making at least one year of growth annually and meeting or exceeding standards.

#### **Learning and Achievement Metrics**

- Percentage of all students making a minimum of one year of growth from beginning to end of school year
- Percentage of third-grade students reading at grade level by the end of the year
- Percentage of eighth-grade students successfully passing math standards
- Number of eligible early high school credits earned by students during eighth grade
- Percentage of ninth-grade students on track for completing 24-credits
- Number of students earning college credits, industry-recognized certifications and CTE completer courses
- Graduation rates
- Student, staff and family perceptions of engagement and learning

## ***Arlington Public Schools Strategic Plan***

*Adopted by School Board July 10, 2017*

*Updated & Approved by School Board August 12, 2019*

*Updated & Approved by School Board April 26, 2021*

*Updated & Approved by School Board August 22, 2022*

*Updated & Approved by School Board November 14, 2022*

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### **2. Safe and Caring Environment**

Each student will learn in a safe, caring and inclusive environment that supports a positive culture to increase student learning, achievement and belonging by listening to perspectives and voices of our students, staff, families and community, and by decreasing discipline and harassment, intimidation and bullying incidents.

#### **Safe and Caring School Culture Metrics**

- Number of in-school and out-of-school suspensions and expulsions
- Number of harassment, intimidation and bullying incidents
- Average daily attendance rate and chronic absence rate
- Number of safety drills conducted
- Student, staff perceptions of the learning and working environment
- Increased awareness of the SafeSchools Alert tip line

### **3. Resource Stewardship**

Each student will have access to resources that support equitable learning and achievement by securing and allocating quality resources (people, time, money and property) and making decisions using an equity lens, data and needs.

#### **Resource Stewardship Metrics**

- Audit and financial review results
- The percentage of general fund balance related to annual costs
- Rates for staff retention
- Educational levels and experience of teaching staff
- Evidence of allocating resources based on need using an equity lens
- Hire high-quality, professional and diverse staff
- K-3 class size ratio
- Asset Preservation Program Rate (APP)
- Utility costs

### **4. Voices and Partnerships**

Students, families, staff and community members will engage and partner with schools and the district in the education of students by increasing communication, partnerships, volunteering and sharing of voices/input and feedback.

#### **Family and Community Partnerships Metrics**

- Number of partnerships with local community organizations
- Number of registered family/community volunteers
- Number of families and community members on district committees
- Number of SchoolMessenger communications
- Number of social media posts
- Number of press releases

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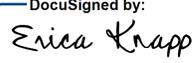
Updated & Approved by School Board November 14, 2022

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- Number of student advisors
- Student, staff and family perceptions of being a partner with the school and district
- Number of participants in “Voices” opportunities
- Number of student internships and apprenticeships in the community

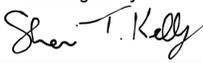
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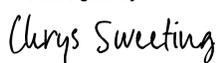
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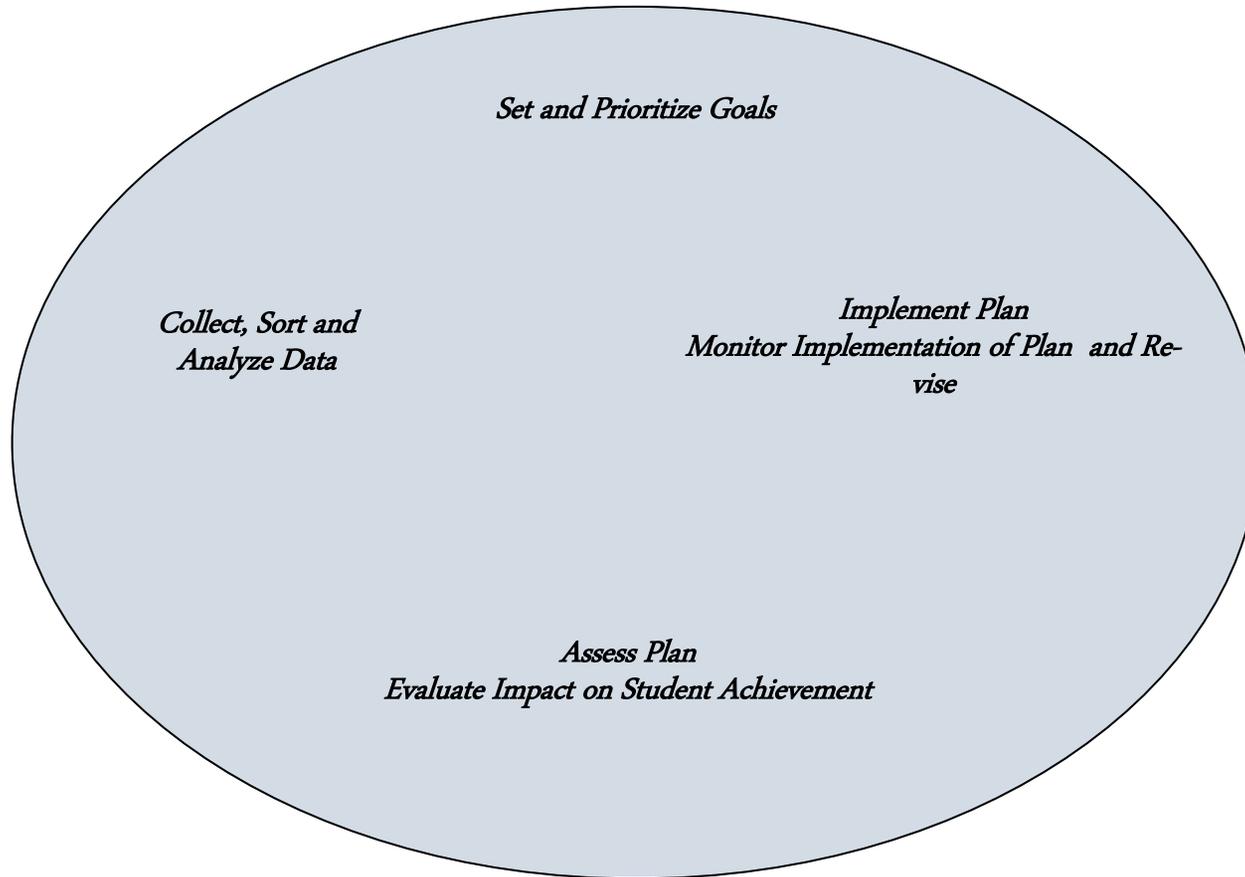
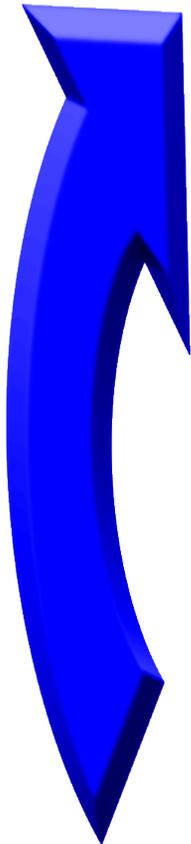
2023-24 IMPROVEMENT PLANNING CYCLE



September October November



June July August



December January February



March April May

# ARLINGTON PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN 2023-24

<b><i>DISTRICT IMPROVEMENT TEAM:</i></b>	Mr. Gary Sabol	Mr. Brian Long	Ms. Krissa Cramer
Dr. Chrys Sweeting	Mr. Eric DeJong	Mr. Dave McKellar	Mr. Matt Jurick
Ms. Kari Henderson-Burke	Mr. Brian Lewis	Ms. Brenda Booth	Mr. Ed Aylesworth
Ms. Gina Zeutenhorst	Ms. Kerri Helgeson	Mr. Karl Olson	

## DISTRICT STRATEGIC DIRECTION

### GOAL 1: Student Learning & Achievement

*Each student will engage in learning that is rigorous, rich, evidence-based and focused on successful grade level transitions leading to graduation and further life pursuits by making at least one year of growth annually and meeting or exceeding standards.*

### GOAL 2: Safe and Caring Environment

*Each student will learn in a safe and caring and inclusive environment that supports a positive culture to increase student learning, achievement and belonging by listening to perspectives and voices of our students, staff, families and community, and by decreasing discipline and harassment, intimidation and bullying incidents.*

### GOAL 3: Resource Stewardship

*Each student will have access to resources that support equitable learning and achievement by securing and allocating quality resources (people, time, money and property) and making decisions using an equity lens, data and needs.*

### GOAL 4: Voices & Partnerships

*Students, families, staff and community members will engage and partner with schools and the district in the education of students by increasing communication, partnerships, volunteering and sharing of voices/input and feedback.*

## ***DISTRICT IMPROVEMENT PLAN (DIP) AREAS & SMART GOALS:***

### **DIP AREA #1: EQUITY AND STUDENT WELL-BEING**

The Office of Equity and Student Well-Being will support increased equity across the district to provide access, opportunity and support for learning and the elimination of barriers to learning.

***SMART GOAL 1.1*** - *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.*

# ARLINGTON PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN 2023-24

## **DIP AREA #2: TEACHING AND LEARNING**

Departments in Teaching and Learning will support the Strategic Plan Goal 1 to increase student learning and achievement.

**TEACHING AND LEARNING SMART GOAL 2.1** - *By June of 2024, 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.*

**CTE SMART GOAL 2.2** - *By spring of 2024, every CTE student will participate in innovative and engaging learning experiences incorporating career exploration and workplace readiness skills. By the end of the school year, Precision Exams 21st Century Success Skills assessment score will rise from 45% to 65%.*

**CATEGORICAL PROGRAMS ELL SMART GOAL 2.3** - *By spring of 2024, ELL and school district staff that work with ELL-qualified students, will learn new strategies and provide more instructional programs in order to maintain an F rate that is either above the "All" category or, no less than 5% below the "All" category.*

**TECHNOLOGY SMART GOAL 2.4** - *By June of 2024, the Director of Technology will have reconvened 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 2023-24 school year.*

## **DIP AREA #3: HUMAN RESOURCES**

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.

**SMART GOAL 3.1** - *In the 2024-23 school year, the Human Resources Department will recruit, hire, and train high-quality employees, meet with employee group representatives regularly to develop positive working relationships, and proactively bargain contracts.*

## **DIP AREA #4: OPERATIONS**

Continue the design, construction and installation of instructional building and facility improvements funded by the 2020 voter-approved Capital Levy.

**SMART GOAL 4.1** : *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.*

## **DIP AREA #5: FINANCIAL SERVICES**

The Financial Services Department will implement strategies to ensure vision-aligned budgeting is used to allocate resources into areas of most need to accomplish greater student achievement.

***SMART GOAL 5.1** - 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 and 2024-25 budgets.*

## **ARLINGTON PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN 2023-24**

### **DIP AREA #6: COMMUNICATIONS/PUBLIC RELATIONS**

We will improve communications and relations internally and externally with students, staff, families and community members through increased use of communication tools.

***SMART GOAL 6.1** - Improve frequency, variety and accessibility of district communications by at least 10 percent by June 2024, as measured by reports, website and social media metrics. **SMART***

***GOAL 6.2** - Improve organization and efficiency to respond to request deadlines by organizing the District Office archives.*

### **DIP AREA #7: SPECIAL EDUCATION**

By June 2024, the Special Education Department will identify measures and data points to support effective Inclusionary Practice decisions at the district and building level. This goal will support Strategic Goals #1 and #2.

***SMART GOAL 7.1** - By June 2024, the Special Education Department will create data analysis tools to identify correlations between Least Restrictive Environments (LRE), and student academic growth data based on district-level assessments in reading and math.*

## EQUITY & STUDENT WELL-BEING

**DISTRICT IMPROVEMENT AREA #1: The Office of Equity and Student Well-Being will support increased equity across the district to provide access, opportunity and support for learning and the elimination of barriers to learning.**

**SMART GOAL 1.1: 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.**

<b>ACTION PLAN</b> <i>(with metrics)</i>	<b>TIMELINE</b> <i>Personnel to implement and timelines</i>	<b>MONITORING</b> <i>How will you monitor your actions?</i>
Meet quarterly with building-level educational equity facilitators to create professional development plans for all staff.	June 2024.	Notes from meetings, agendas.
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 to introduce to younger students.	June 2024.	Notes from meetings, agendas and surveys.
Conduct an equity audit and share results with constituents to improve academic outcomes for each student and identified student groups.	June 2024.	Equity Audit.
Meet monthly with building counselors to continue the rollout of the comprehensive school counseling program (CSCP). The focus for this year is the development of a needs assessment and suicide prevention plan.	June 2024.	Creation and use of a needs assessment to guide the work of counselors and the creation of a suicide prevention plan.
With support from a consultant from Cascadia Youth Mental Health, PLC begin use of discipline best practices against vaping and substance use and align discipline practices across the district.	June 2024.	Discipline data.
<b>PROFESSIONAL DEVELOPMENT NEEDS:</b> Continued learning around district equity plan, district and community equity teams and how these integrate with district staff to realize the recommendations, strategies, and goals that result from this work.		

## TEACHING & LEARNING

**DISTRICT IMPROVEMENT AREA #2: Departments in Teaching and Learning will support the Strategic Plan Goal 1 to increase student learning and achievement.**

**SMART GOAL 2.1: By June of 2024, 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.**

<b>ACTION PLAN</b> <i>(with metrics)</i>	<b>TIMELINE</b> <i>Personnel to implement and timelines</i>	<b>MONITORING</b> <i>How will you monitor your actions?</i>
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.	By June of 2024.	Teaching and Learning Team, building principals, building feedback.
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.	By April of 2024.	Building principals and Amie Henry will execute the training; perceptual feedback around 3 engagement CATS guidelines.
The Executive Director of Teaching and Learning will provide instruction to the District Leadership Team on building collective efficacy and UDL.	By June of 2024.	DLT feedback and professional development team input.

**PROFESSIONAL DEVELOPMENT NEEDS:** Collective Efficacy implementation, UDL applied to subject matter, implementation science.

## CTE

**SMART GOAL 2.2: By spring of 2024, every CTE student will participate in innovative and engaging learning experiences incorporating career exploration and workplace readiness skills. By the end of the school year, Precision Exams 21st Century Success Skills assessment score will rise from a 45% to a 65%.**

<b>ACTION PLAN</b> <i>( with metrics)</i>	<b>TIMELINE</b> <i>Personnel to implement and timelines</i>	<b>MONITORING</b> <i>How will you monitor your actions?</i>
Teachers will take the following 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.	Brian Long, CTE teachers; periodically over 2023-24 school year.	Review notes and suggested changes.
CTE PLCs will conduct 21st Century rubric reviews at the end of each quarter to evaluate the effectiveness and make changes as needed.	Brian Long, CTE PLCs; quarterly.	Review notes and suggested changes
More intentional use of the High School and Beyond Plan (HSBP) for Career Research will be encouraged and modeled by the school-to-work coordinator in 25% of the CTE courses.	Lisa Rodino, CTE teachers; regularly throughout school year.	Anecdotal notes from Lisa Rodino.
Teacher and advisory boards will review proportionality data at our January PAC meeting and generate action items to mitigate discrepancies as we go into course registration.	Brian long, PAC members; January-end of school year.	Review notes and suggested changes.
<b>PROFESSIONAL DEVELOPMENT NEEDS:</b>		

### CATEGORICAL PROGRAMS - ELL

<b>SMART GOAL 2.3: By spring of 2024, ELL and school district staff that work with ELL-qualified students, will learn new strategies and provide more instructional programs in order to maintain an F rate that is either above the "All" category or, no less than, 5% below the "All" category.</b>		
<b>ACTION PLAN</b> <i>( with metrics)</i>	<b>TIMELINE</b> <i>Personnel to implement and timelines</i>	<b>MONITORING</b> <i>How will you monitor your actions?</i>
Action 1: The high school EL teacher will be funded at .83 through Transitional Bilingual Instruction Program (TBIP) funds, and the K-8 teacher will be funded at .8 TBIP funds. The remaining portions of their contracts will be funded through Title III; the focus will be in instructional coaching with general education teachers and interpreter-tutors.	Director of Categorical programs, EL teachers, and interpreter-tutors; by spring of 2024.	Instructional coaching opportunities, teacher and interpreter self-reports.

Action 2: Professional learning will be provided in three key areas: World-class Instructional Design and Assessment (WIDA) standards, Ellevation strategies, making meaning from formative assessment data. In addition, EL staff will participate in the ESD 189 ELL Cooperative for more professional development.	Director of Categorical programs, coaches, and interpreter-tutors; Friday meetings; through spring, 2024 and opportunities for all district certificated staff.	Progress monitoring in January and May through Elevation.
Action 3: Students will engage in a variety of newcomer supports at all levels in order to support English language acquisition and access to academic content. This will include a combination of secondary class periods specific to this need and professional development and coaching support at the elementary level.	Director of Categorical Programs, K-8/AHS ELL Coordinators, Interpreter-Tutors, and teachers; through spring of 2024.	StudentEllevation newcomer data. Growth between WIDA Screener and WIDA Access.
Action 4: Arlington Public Schools will partner with Everett Community College to provide an in-district EL course for parents and guardians. This class will also provide opportunities for parents to learn strategies to support the education of their children and connect with schools.	Director of Categorical Programs, Kim Contreras; from Sept. 27, 2023 - May of 2024.	Parent participation and perceptual feedback.
<b>PROFESSIONAL DEVELOPMENT NEEDS:</b>		

## TECHNOLOGY

<b>SMART GOAL 2.4: By June of 2024, the Director of Technology will have reconvened the District-wide Technology Advisory Committee (TAC) to create and publish a three-year District Technology Plan (DTP) to replace the existing five-year plan set to expire at the conclusion of the 2023-2024 school year.</b>		
<b>ACTION PLAN</b> <i>( with metrics)</i>	<b>TIMELINE</b> <i>Personnel to implement and timelines</i>	<b>MONITORING</b> <i>How will you monitor your actions?</i>
Action 1: Reconvene TAC and establish meeting schedule, purpose, and expectations.	Director of Technology and TAC; January 2024.	TAC membership, meeting schedule, purpose, and expectations confirmed.

Action 2: Review work done on the DTP from the 2022-23 school year.	Director of Technology, TAC, and Department staff; February 2024.	Evidence of staff using passwordGoals Report published and presented to District leadership, security measures.
Action 3: Complete final draft of new 2024-27 District Technology Plan and present to District stakeholder groups for review, feedback, and revision.	Director of Technology, TAC, and Department staff; May 2024.	Draft has been presented to District groups; feedback has led to revised drafts.
Action 4: Present District Leadership Team (DLT)-approved draft of new 2024-27 District Technology Plan to Arlington School Board of Directors for ratification.	Director of Technology, TAC and Department staff; June 2024.	Approved and published 2024-27 District Technology Plan.
<b>PROFESSIONAL DEVELOPMENT NEEDS:</b> Attendance of Director at relevant technology workshops, conferences, and seminars. Compensation for staff members attending monthly TAC meetings.		

## HUMAN RESOURCES

**DISTRICT IMPROVEMENT AREA #3: 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.**

**SMART GOAL 3.1: In the 2023-24 school year, the Human Resources Department will recruit, hire, and train high-quality employees, meet with employee group representatives regularly to develop positive working relationships, and proactively bargain contracts.**

<b>ACTION PLAN</b> <i>( with metrics)</i>	<b>TIMELINE</b> <i>Personnel to implement and timelines</i>	<b>MONITORING</b> <i>How will you monitor your actions?</i>
Comply with the required paraeducator training requirements. Contract with the ESD to provide the Fundamental Course of Study (FCS) training for our new paraeducators and include paraeducators in professional development in the District. Update the page on our District website for paraeducator training. Meet with paraeducators at each building at least one time. Track paraeducator progress on the FCS & General Certificate.	Executive Director of HR & Administrators.	Ongoing review of attendance, and completion of appropriate modules.
Continue to develop our substitute pool for certificated and classified staff and hold substitute orientations as necessary. Continue to offer competitive substitute wages compared to surrounding districts.	Executive Director of HR & HR Department October and TBD.	Review progress at HR meetings. Track the number of substitutes hired and unfilled jobs.
Meet regularly with union leadership. Reach out directly when concerns arise. Respond in a timely fashion to requests for information or concerns. Work collaboratively, and proactively, to solve problems.	Executive Director of HR Ongoing.	Updates to Cabinet and Superintendent.
Proactively plan a bargaining schedule with AEA & PSE and work towards an early resolution to contract negotiations.	Bargaining schedule/Timeline Developed by March 2024; Executive Director of HR.	Updates to Cabinet and Superintendent.

**PROFESSIONAL DEVELOPMENT NEEDS:**

## OPERATIONS

**DISTRICT IMPROVEMENT GOAL: Continue the design, construction, and installation of instructional building and facilities improvements funded by the 2020 voter-approved Capital Levy.**

**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.**

<b>ACTION PLAN</b> <i>(With metrics)</i>	<b>TIMELINE</b> <i>Personnel to implement and timelines</i>	<b>MONITORING</b> <i>How will you monitor your actions?</i>
<p>The district's project management team, consisting of district staff, project manager, Owyen Consulting, and architect, McGranahan Architects, will complete the building and site improvements included in the capital levy proposal approved by voters in February 2020. District staff supporting the project design and construction include teachers, custodians, administrators, building and district office administrative assistants, and Technology and Finance Department staff.</p>	<p>The project management team will schedule projects so that completion of approved projects will occur by the end of calendar year 2024.</p>	<p>The district project team has completed a timeline for the completion of projects. The team meets weekly to plan upcoming projects, monitor the projects in progress, plan for upcoming projects as needed, and realign existing plans as needed to accommodate for changes in facilities needs, marketplace conditions, or other barriers encountered during construction.</p>
<p><b>PROFESSIONAL DEVELOPMENT NEEDS:</b> As security improvements become active, building administrators and security staff, Technology Department staff, and Operations Department staff require training to provide ongoing support for access control and video camera systems. Operations staff provide training to building staff regarding day to day operations of access control systems. Maintenance staff will require training to support operations of new and updated HVAC systems included in the capital program.</p>		

## FINANCIAL SERVICES

**DISTRICT IMPROVEMENT AREA #5: The Financial Services Department will implement strategies to ensure vision aligned-budgeting is used to allocate resources into areas of most need to accomplish greater student achievement.**

**SMART GOAL 5.1: 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 and 2024-25 budgets.**

<b>ACTION PLAN</b> <i>( with metrics)</i>	<b>TIMELINE</b> <i>Personnel to implement and timelines</i>	<b>MONITORING</b> <i>How will you monitor your actions?</i>
Support levy and capital budget needs as evidenced by proposal of an Educational Programs and Operations levy (EP&O), and assistance with levy and bond information campaigns, laying groundwork for an EP&O levy to go to ballot during February 2024 for collection beginning with calendar year 2025.	Executive Director of Financial Services, in collaboration with Superintendent, Executive Director of Operations, Cabinet, and other district leaders June 2023 through August 2024.	Four year levy amounts and rates, Board Resolutions, OSPI Pre-Ballot Approval, Informational meetings for staff and community, Facilities Advisory Committee meetings, Meetings with Strategies 360, Certify Levies for 2024.
Continue to build deeper understanding about the budget, especially as reductions and cost containment efforts continue, for the board, community, schools, departments and other stakeholders by engaging in opportunities such as the District Budget Advisory Task Force, community forums, board meeting presentations, public hearings, and community meetings (ACE and others), as well as increased frequency of budget status and review meetings with schools and departments through-out the year	Executive Director of Financial Services in collaboration with Superintendent and staff support September 2023-August 2024.	Budget Advisory Task Force presentations, budget community forums, monthly board reports, budget public hearing, and other outreach.
Review district policies related to finance making appropriate updates and revisions as required.	Executive Director of Financial Services with Cabinet input September 2023 - August 2024.	Board meeting presentations, first and second reading, adoptions of updated policies.
Gain efficiencies and strengthen internal controls over receipting processes by continued refinement of use of district-wide automated receipting software program and interfaces that work hand-in-hand with the software. Namely, library interface and student-assigned technology device inventory interface.	Executive Director of Financial Services and Team, school building fiscal secretary staff, January 2024 - August 2024.	Project timeline, internal software set-up readiness, training schedules, working interfaces with library & tech.
Gain efficiency and effectiveness by redesign, and update of the Business Services Procedures Handbook to reflect up-to-date guidance and requirements, update and automate various forms, and republish handbook so that it is accessible online as a resource for fiscal staff in departments and school buildings.	Executive Director of Financial Services and Team, January 2024 - August 2024.	Design new framework, re-write sections, meetings to share content/gain feedback, digital resource posted online.

**PROFESSIONAL DEVELOPMENT NEEDS:** Snohomish County School Business Administrators (SCSBA) meetings, regional team meetings hosted by NW ESD 189, School District Accounting Advisory Committee (SDAAC) meetings hosted by OSPI, May Annual Washington Association of School Business Officials (WASBO) Conference, monthly WASBO committee meetings for Accounting and Budgeting Committee (ABC), Associated Student Body (ASB), Payroll/Personnel, and others, Northwest Regional Data Center (NWRDC) trainings such as 'coffee with the coordinators' fiscal and payroll personnel groups, and other workshops as determined appropriate.

## COMMUNICATIONS

**DISTRICT IMPROVEMENT AREA #6: We will improve communications and relations internally and externally with students, staff, families and community members through increased use of communication tools.**

**SMART GOAL 6.1: Improve frequency, variety and accessibility of district communications by at least 10 percent by June 2024 as measured by reports, website and social media metrics.**

**SMART GOAL 6.2: Improve organization and efficiency to respond to request deadlines by organizing the District Office archives.**

<b>ACTION PLAN</b> <i>(with metrics)</i>	<b>TIMELINE</b> <i>Personnel to implement and timelines</i>	<b>MONITORING</b> <i>How will you monitor your actions?</i>
Attend more community outreach events to increase awareness of Arlington Public Schools.	Director of Communications; June 2024.	Track the number of community events attended from July 1, 2023 to June 30, 2024.
Identify additional mediums to communicate important information districtwide.	Director of Communications; June 2024.	Evaluate social media metrics.
Organize district file room utilizing state archives grant awarded in September 2023.	Director of Communications; June 2024.	Work with departments to organize files to prepare file room for new shelving.

**PROFESSIONAL DEVELOPMENT NEEDS:** Appropriate workshops and conferences.

## SPECIAL EDUCATION

**DISTRICT IMPROVEMENT AREA #7: By June 2024, the Special Education Department will identify measures and data points to support effective Inclusionary Practice decisions at the district and building level. This goal will support Strategic Goals #1 and #2.**

**SMART GOAL 7.1: By June 2024, the Special Education Department will create data analysis tools to identify correlations between Least Restrictive Environments (LRE), and student academic growth data based on district-level assessments in reading and math.**

<b>ACTION PLAN</b> <i>( with metrics)</i>	<b>TIMELINE</b> <i>Personnel to implement and timelines</i>	<b>MONITORING</b> <i>How will you monitor your actions?</i>
Review and organize (base) district math and reading data from Standardized Testing and Reporting (STAR) and iReady for students in 4th, 7th and 10th grade.	November - June 2024.	Live Google Doc to be shared. Annual reporting of progress at Cabinet level.
Review LRE increases during the past three years (2021, 2022 & 2023) at the elementary, middle and high school level.	November - June 2024.	Live Google Doc to be shared. Annual reporting of progress at Cabinet level.
Identify and compare, using district assessments (STAR & iReady), students at the middle and high school level that have been in co-taught classes for ELA and Math and those that have not.	November - June 2024.	Live Google Doc to be shared. Annual reporting of progress at Cabinet level.
Identify and compare annual disproportionality data, provided by the state, to identify trends within marginalized groups of students and to see if a causal relationship to Inclusionary Practices can be identified.	November - June 2024.	Live Google Doc to be shared. Annual reporting of progress at Cabinet level.

**PROFESSIONAL DEVELOPMENT NEEDS:**

**Arlington High School**  
**2023-24 SCHOOL IMPROVEMENT PLAN**

*“Inspiring all students to act as responsible, productive citizens who embrace lifelong learning.”*

<p style="text-align: center;"><b>DISTRICT STRATEGIC DIRECTION</b></p> <p><b>Goal 1: Student Learning &amp; Achievement</b>  <i>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</i></p> <p><b>Goal 2: Safe and Caring Environment</b>  <i>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</i></p> <p><b>Goal 3: Resource Stewardship</b>  <i>We will align all resources (people, time, money and property) to support the District's mission.</i></p> <p><b>Goal 4: Parent &amp; Community Partnerships</b>  <i>We will engage and encourage parents and our community to partner in the education of students.</i></p>	<div style="text-align: right; font-size: small;">2023-2024 IMPROVEMENT PLANNING CYCLE</div>  <div style="text-align: center;"> <p>September October November</p> <p style="font-size: 2em; color: yellow;">➔</p> <div style="border: 1px solid gray; border-radius: 50%; padding: 20px; width: 80%; margin: 0 auto;"> <p style="text-align: center;"><i>Set and Prioritize Goals</i></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"><i>Collect, Sort and Analyze Data</i></div> <div style="width: 45%;"><i>Implement Plan Monitor Implementation of Plan and Revise</i></div> </div> <p style="text-align: center;"><i>Assess Plan Evaluate Impact on Student Achievement</i></p> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 15%; text-align: center; color: blue;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">June July August</p> <p style="font-size: 2em; color: blue;">➔</p> </div> <div style="width: 15%; text-align: center; color: red;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">December January February</p> <p style="font-size: 2em; color: red;">➔</p> </div> <div style="width: 15%; text-align: center; color: green;"> <p style="font-size: 2em; color: green;">➔</p> <p style="text-align: center;">March April May</p> </div> </div> </div>
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**GOAL 1 - SMART GOAL: Ninth Grade Success rates – Every freshman on-time for graduation heading into 2024-25. Equipped with motivation, successful study habits, and timeliness of work completion.**

Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
<p><b>Science Department:</b> In order to support the freshman students, we have added several safety nets in science. We allow test corrections in both Earth &amp; Space Science and Biology. We also allow some open note quizzes and allow quiz retakes. We have created Kahoots and Quizlets for the students to use to study when not in class. Finally, we allow late work. Biology students can turn late work in one unit late for 75% credit.</p>	<p>Science teachers, paraeducators</p>	<p>Content with building Professional Learning Communities (PLCs) weekly</p> <p>Re-eval at end</p>	<p>Connection with building cross-curricular PLCs around</p> <ol style="list-style-type: none"> <li>1. Freshman success and engagement</li> <li>2. English Language (EL) Strategies</li> <li>3. Classroom management</li> </ol> <p>Revision of lesson plans, lab design, etc.                      Student progress reports and final grades</p>

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		of semester	
<b>SpEd Department:</b> By the end of second semester, 75% or more of Freshman Special Education students will meet "sufficient progress" or better towards their annual Individualized Education Plans (IEP) goals (this will show academic/skill growth to be on track to graduate on time).	SpEd teachers and paraeducators	End of second semester	We will have a spreadsheet with each Special Education student. Each case manager will document student progress.
<b>CTE Department:</b> To support the freshman students, we will send home progress reports and/or student-teacher conferences at least three times per quarter. This will help parents to motivate their students and track current grades.	Career and Technical Education (CTE) teachers	Three times per quarter	Student progress reports, parent meetings or contact
<b>Social Studies Department:</b> Social Studies currently has no Freshman students.	N/A	N/A	N/A
<b>World Language Department:</b> Every World Language teacher will make frequent grade checks to identify struggling freshman students. We will assign peer tutors or intentionally assign Tier 1 interventions to give strugglers extra help in class. Teachers will be available for one-on-one help before or after school.	World Language teachers	Year long, weekly PLC checks	PLC documentation (Meeting with administration); PLC notes, lesson plan changes, connection to building cross-content PLCs on Freshman supports.
<b>Physical Education Department:</b> We continue to monitor freshman student progress, identify students with poor attendance and refer them to administration. We also will continue to assign personal improvement plans for those students scoring low on assessments and allow them to choose our most attainable rubrics.	PE staff	At quarters, regular PLC meetings	Student grades, sample improvement plans, administration connections
<b>Counseling Department:</b> We will promote ninth grade success rates by supporting Freshman Academy programing, support Summer Transition program, on-site eighth grade registration, progress monitoring throughout the school year, educate and encourage Summer School enrollment for credit retrieval, credit-deficient letters sent home, consultation with teachers and parents for struggling students, available during Parent/Teacher Conferences, ongoing conversations about plans beyond high school, Options Presentation, Future Freshman Night, college and career planning in advisory, encourage involvement in Eagle Study and National Honor Society (NHS) Peer tutoring, facilitate all ninth grade 504 Plans, attend all ninth grade IEP meetings, and include ninth grade concerns at Response to Interventions (RTI) meetings.	All counselors	Year round	Student files, Counselor PLC, administration meetings, RTI

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<b>Administration Department:</b> Utilizing weekly attendance and grade checks, proactive approaches to freshman success will be taken through individual student and parent meetings, phone calls, alternative education strategies developed.	Admin team	Year round	Student success data, attendance tracking
<b>GOAL 2 – SMART GOAL: Supporting daily a positive campus culture and a safe and caring learning environment as shown through student civility and respect to self and others; and clear sense of belonging.</b>			
<b>Action Plan</b> <i>(with metrics)</i>	<b>Responsibility</b>	<b>Timeline</b>	<b>Evidence</b>
<b>Science Department:</b> Our goal is to make science fun. We hope to create a comfortable and engaging classroom by greeting students at the door and being in hallway. We also have warm-up conversations and Monday Share discussions. We are trying to be more intentional in our effort to create connections. We will continue to talk with kids by asking about their activities outside of our classroom.	Science teachers, paraeducators	Content with building Professional Learning Communities (PLCs) weekly  Re-eval at end of semester	Anecdotal, observations by administration
<b>SpEd Department:</b> By the end of second semester, every Special Education parent or guardian will receive two or more "positive" correspondents regarding their student. (Each case manager will be sending one per semester to their caseload.)	SpEd teachers and paraeducators	End of second semester	We will have a spreadsheet with each Special Education student. Each case manager will document monthly contact with families.
<b>CTE Department:</b> We will support building a school culture by having inviting and inclusive Career and Technical Education Student Organizations.	CTE teachers	On going	PLC notes, arranged visitors, connections with Ms. Rodino
<b>Social Studies Department:</b> We will interact with students by name whenever feasible. This could include greeting students at the door at the beginning of class; intentionally saying each students’ name at least once during the period; having one-on-one conversations as much as possible; regularly writing positive postcards home.	Social Studies teachers	Year long, weekly PLC checks	Anecdotal/observational data
<b>Physical Education Department:</b> We continue to incorporate Character Strong with our students and greet them with their first name at the door each day.	PE staff	Year long	Anecdotal/observational data
<b>Counseling Department:</b> We will promote positive campus culture by supporting Character Strong implementations, connect students with needed services (mental health,	All counselors	Year round	Scheduled classroom visits, Counselor PLC notes, RTI

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McKinney-Vento, etc.) role model <i>Be Involved, Work Hard, Be Kind</i> , be a support system for struggling students, help students navigate social/emotional development (interpersonal skills, managing emotions, maintaining positive mental health), provide a safe space for students who need it for whatever reason.			
<b>Administration Department:</b> We will increase student involvement and engagement in school culture by working closely with our student teams and increasing the training of our Associated Student Body (ASB) students. We will also increase our administration communication/partnership with ASB.	Admin team	Year round	PLC notes, team meetings, student results of planning school events
<b>GOAL 3 – SMART GOAL: Closing the achievement gaps for students with disabilities and other areas of need (Equity).</b>			
Action Plan (with metrics)	Responsibility	Timeline	Evidence
<b>Science Department:</b> We will adjust to improve the success of our Individualized Education Plan (IEP), Section 504 (504) and English Language Learners (ELL) students. This includes creating modified tests, creating multiple language versions of assignments and preferential grouping and seating in classes. We also work closely with our paraeducators to help support the full inclusion model. Using the Universal Design for Learning (UDL) model, we will work to create a variety of assignments and assessments at different levels.	Science teachers, paraeducators	Content with building Professional Learning Communities (PLCs) weekly  Re-eval at end of semester	Connection with building cross-curricular PLCs around 1. Freshman success and engagement 2. English Language (EL) Strategies 3. Classroom management  Revision of lesson plans, lab design, etc. Student progress reports and final grades
<b>SpEd Department:</b> Closing the achievement gaps for students with disabilities with students being able to participate in Co-Taught classes by reconciling the discrepancy of typical student growth vs Special Education student growth within the inclusion model classroom.	SpEd teachers and paraeducators	Content and building PLCs weekly (Co-Taught PLC)	We will have a spreadsheet with each Special Education student. Each case manager will document student progress.
<b>CTE Department:</b> CTE graduation pathways provide alternate methods and opportunities for students to graduate.	CTE teachers	Ongoing	PLC notes, connections with Ms. Rodino and industries
<b>Social Studies Department:</b> We will use support staff to aid us in the accommodation of student learning and assessment. At the PLC level, we will review our assessment, checking for Lexile scores and adjusting to fully accommodate all learners.	Social Studies teachers and paraeducators	Year long, weekly PLC checks	Student data on success, samples of modifications, PLC meetings

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<b>Physical Education Department:</b> We continue to have rich conversations in our PLC sharing ideas and strategies to help close our achievement gaps.	PE staff	Weekly PLC meetings	Student success data, PLC notes
<b>Counseling Department:</b> We will have a positive impact on closing the gap for struggling learners by hand scheduling students served in SpEd or with 504 plans, attend IEP meetings, hand schedule EL students, connect students and families with resources (mental health, food bank programs, McKinney-Vento). Act as liaison for families trying to navigate the school system and the mental health system simultaneously, work collaboratively with Student Support Advocates (SSA), advocate for underrepresented students to participate in Advanced Placement (AP), Dual Credit, Running Start, etc. Encourage student involvement in diversity club and other equity initiatives.	All counselors	Year round	Student schedules and family meetings, Counselor PLC notes, RTI
<b>Administration Department:</b> Work with Building Leadership Team (BLT)/School Improvement Plan (SIP) Team to identify persistent education gaps for student groups. Take tangible steps to remove barriers to success for “Every Eagle.” For Special Education, we will monitor the progress in our increased team teaching, inclusive approach to support for Individualized Education Plan (IEP) students. Also, we will be intentional in our PLC approach to support Every Eagle where gaps persist.	Admin team	Year round	Student success data, RTI
<b>GOAL 4 – SMART GOAL: Increasing collective efficacy of Tier One instruction through increased understanding of Universal Design for Learning (UDL).</b>			
<b>Action Plan</b> <i>(with metrics)</i>	<b>Responsibility</b>	<b>Timeline</b>	<b>Evidence</b>
<b>Science Department:</b> We feel as though Science lends itself very well to inquiry style learning and UDL. Students have a variety of options to learn material and demonstrate knowledge. This may include but is not limited to projects, lab experiments, written tests, oral presentations, research reports or even fun videos.	Science teachers, paraeducators	Content with building Professional Learning Communities (PLCs) weekly  Re-eval at end of semester	Revision of lesson plans, lab design, etc.

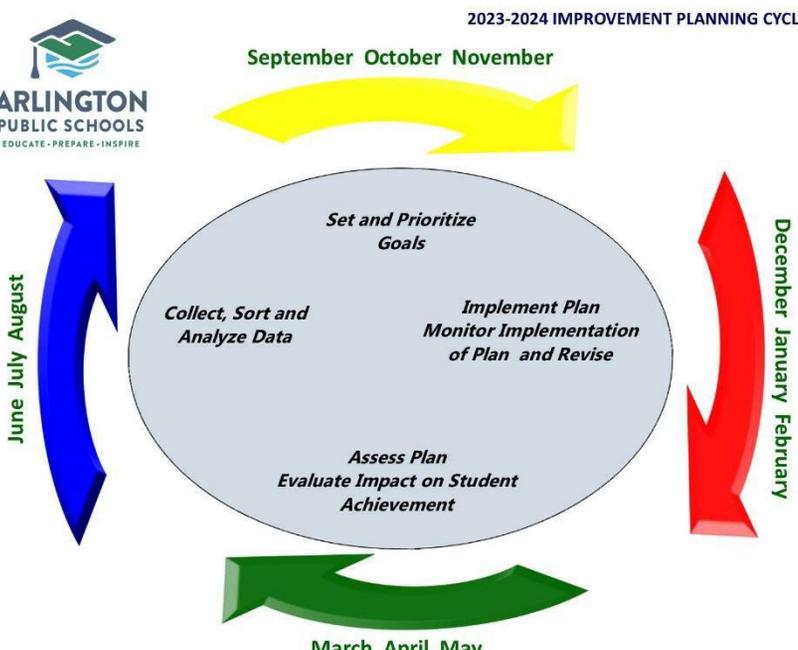
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<b>SpEd Department:</b> Utilizing Special Education teacher expertise to help develop, implement, and reflect on lessons, activities, etc. using a UDL framework in the Co-Taught classrooms.	SpEd teachers and paraeducators	Content and building PLCs weekly (Co-Taught PLC)	We will have a spreadsheet with each Special Education student. Each case manager participates in PLCs for usage UDL, lesson revision, data collection.
<b>CTE Department:</b> The CTE department is committed to provide projects with options throughout as feasible for our content areas.	CTE teachers	Ongoing	PLC notes, lesson plans
<b>Social Studies Department:</b> The Social Studies PLC groups will implement one UDL activity into 1st semester curriculum and two into second semester curriculum	Social Studies teachers	Year long, weekly PLC checks	PLC documentation (meeting with administration); PLC notes, lesson plan changes
<b>Physical Education Department:</b> PE is a subject where UDL is widely used in many ways including accommodations for levels of fitness, injuries, and skill levels. We will continue using UDL in many ways and will look towards improving our Tier 1 instruction.	PE staff	Weekly PLC meetings	PLC notes, administration observations
<b>Counseling Department:</b> We will increase the collective efficacy of Tier 1 instruction through counselor involvement in developing a Comprehensive School Counseling Program, consultation with teachers as needed regarding accessibility/differentiation of curriculum across content areas, and the use of student needs assessment data to develop and implement relevant Tier 1 instruction.	All counselors	Year round	Plc notes, administration meetings, and evaluations
<b>Administration Department:</b> We will develop UDL trainings and infuse connections to PLCs and teacher Student Growth Goals (SGGs) to build capacity.	Admin team	Year round	Trainings, staff survey feedback, staff SGGs, PLC notes
<b>PROFESSIONAL DEVELOPMENT NEEDS:</b>			

<b>Year-End Progress Monitor</b>

# Weston High School 2023-24 SCHOOL IMPROVEMENT PLAN

<p style="text-align: center;"><b>DISTRICT STRATEGIC DIRECTION</b></p> <p><b>Goal 1: Student Learning &amp; Achievement</b> <i>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</i></p> <p><b>Goal 2: Safe and Caring Environment</b> <i>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</i></p> <p><b>Goal 3: Resource Stewardship</b> <i>We will align all resources (people, time, money and property) to support the District's mission.</i></p> <p><b>Goal 4: Parent &amp; Community Partnerships</b> <i>We will engage and encourage parents and our community to partner in the education of students.</i></p>	<div style="text-align: center;">  <p style="font-size: small;">2023-2024 IMPROVEMENT PLANNING CYCLE</p> </div> <div style="text-align: center; margin-top: 20px;">  </div>
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**GOAL 1 - SMART GOAL:** 100% of currently enrolled Weston students, as delineated by federal race categories, will show growth each Credit Achievement Period (CAP) through earned credits and average daily attendance, as measured by Skyward data, i-Ready screeners and Smarter Balanced Assessment (SBA) results.

Activities	Measures	Timeframe	Lead	Resources
<p><i>Establishing a Supportive School Environment through Addressing Student Success Factors:</i></p> <p>Mental Health Counseling: Identified students will be referred to an onsite mental health counselor.</p>	<p>Student use of mental health counseling support will be tracked in a digital spreadsheet and disaggregated by race/ethnicity to ensure equity and inclusion. This data will be anonymous and student names will never be shared. Additionally, attendance data and earned credits will be</p>	<p>Monthly  (September 2023 – June 2024)</p>	<p>Andrea Dixon-Hundredmark, Pam Brown-Seely, Katy Brown</p>	<p>Weston High School iGrant funds will be used in part to fund the onsite mental health counselor. Additionally, we will supply office space, materials, and technology.</p>

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	tracked for students receiving services through our onsite mental health counselor.			
<p><i>Establishing a Supportive School Environment through Addressing Student Success Factors:</i></p> <p>Artist-in-Residence Program: Teachers will collaborate with creative/artists professional in their field to help facilitate high interest instruction and project-based learning.</p>	Data will be tracked by classroom teachers participating in the Artist-in-Residence program specifically noting the average daily attendance of the students during the residency, the achievement of earned credit during the residency in their class and others, and student engagement during the residency (via work completion and discipline). Additionally, this will overlap with the data collection of utilizing the collaborative spaces for Problem Based Learning (PBL) and creative projects. Specific focus will be on the number of credits earned in those classes each CAP and disaggregated by race/ethnicity to ensure equity and inclusion.	The Artist will be in residence over the course of one CAP or four weeks. The exact CAP is to be determined based on availability of the Artist.	Susan Black, English – Lead  WHS Certificated Staff	Contracted Services – Funds from the iGrant will be used to fund the Artist-in-Residence program.
<p><i>Establishing a Supportive School Environment through Addressing Student Success Factors:</i></p> <p>Creation of a collaborative laboratory where makerspace type projects, PBL projects, Art projects, etc., can be created.</p>	Data will be tracked on the teachers utilizing the collaborative spaces for PBL and creative projects. Specific focus will be on the number of credits earned in those classes each CAP and disaggregated by race/ethnicity to ensure equity and inclusion.	Monthly (September 2023 – June 2024)	Andrea Dixon-Hundredmark	Materials: Funds from the iGrant will be used to upfit and enhance the collaborative spaces.
<p><i>Support for Data for System and School Improvement:</i></p> <p>Equity Centered Trauma Informed Education Book Study – We will hire Author/Consultant Alex</p>	Staff self-reflection data will be tracked in a digital spreadsheet to determine effectiveness of book study and seminar. Additionally, pre- and post- reflections on Weston’s current practices	Semester 1 (August 2023 – January 2024)	Andrea Dixon-Hundredmark Alex Shevrin-Venet	Materials: Copies of book

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Shevrin-Venet to facilitate a semester-long professional development book study and seminars to enhance our skills in equity and trauma informed practices.	towards sustaining an equity-centered trauma-informed environment will be tracked using student and staff perception surveys.			
<i>Support for Data for System and School Improvement:</i>  Professional Education for Math Teacher and Special Education Co-Teacher to attend the regional conference in Washington state.	Regional Math Conference – Participation in a regional math conference to enhance competency in mathematical practices.	Fall 2023	Sean Ferrill Special Education teacher	Funds from the iGrant will be used to cover the cost of registration and substitutes for the two teachers attending.
<i>Establishing a Supportive School Environment through Addressing Student Success Factors:</i>  CAP Supplies: These funds will be utilized to continue to supply the CAP program and Parent/Community Engagement Efforts. The CAP program will help ensure that students are earning and recovering credit on an on-going basis.	Data will be collected by each CAP to determine the number of students earning credits, number of parent/guardians participating in the monthly CAP cookout and awards ceremonies and evening events.	Monthly (September 2023 – June 2024)	Andrea Dixon-Hundredmark Building Leadership Team (BLT)	Funds from the iGrant will be used to purchase CAP supplies, fund Parent/Community engagement activities
<i>Establishing a Supportive School Environment through Addressing Student Success Factors:</i>  Instructional Supply Purchases: Educational Technology such as Chromebooks, Chromebook Carts, Chargers, Digital Cameras Educational Software/Subscriptions such as online classes covering behavioral topics such as Vaping/Substance Use Courses	Data Collection specific to Educational Technology, Magnetag Boards, Panther Period Supplies will be collected by each CAP to determine the number of students earning credits regularly.  Data collection specific to educational software/subscriptions will look for reductions in the following categories, as evidenced by behavioral data	Monthly (September 2023 - June 2024)	Andrea Dixon-Hundredmark	Funds to purchase hardware, software, supplementary curriculum, data collection boards, and organizational supplies

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<p>Magnatag Data Collection Boards and Supplies Panther Period Organizational Supplies</p>	<p>in Skyward: Overall referrals for Vaping, Possession, Under the Influence.</p>			
<p><i>Establishing a Supportive School Environment through Addressing Student Success Factors:</i></p> <p>Animal Assisted Interventions (AAI) through services delivered via school therapy canine. Research indicates that therapy dog programs reduce student stress, build connections within the school, strengthen student responses to school-based interventions.</p>	<p>Data will be tracked in a digital spreadsheet and disaggregated by race/ethnicity to ensure equity and inclusion. Attendance, Discipline, and Mental Health services being accessed by students will be tracked specifically for the days that the campus is receiving AAI. This data will be anonymous and student names will never be shared.</p>	<p>Monthly (September 2023 – June 2024)</p>	<p>Andrea Dixon-Hundredmark, Katy Brown, WHS staff</p>	<p>Funds from various sources (Tribal grants, Fundraisers, Donations) will be used to provide AAI through a therapy dog program that provides services to students.</p>
<p><i>Establishing a Supportive School Environment through Addressing Student Success Factors:</i></p> <p>Wellness Center: The Wellness Center will be a space that can help regulate and de-stimulate emotional and physical wellbeing. Emotionally deregulated students would benefit from spaces and equipment that can help regulate emotions.</p>	<p>Data will be tracked in a digital spreadsheet and disaggregated by race/ethnicity to ensure equity and inclusion. Attendance, Discipline, and Mental health services being accessed by students will be tracked specifically for the students using the Wellness Center. Additionally, data will be kept on the percentages of students on active student threat assessments compared to historical numbers to determine the impact of the intervention. For the first time this year, we will also collect anonymous staff attendance data to determine the impact of these interventions on staff wellbeing. All data will be anonymous, and names will never be shared.</p>	<p>Monthly (September 2023 – June 2024)</p>	<p>Andrea Dixon-Hundredmark, Katy Brown, WHS staff</p>	<p>Funds from various sources (Tribal Grants, Fundraisers, Donations) will be used to upfit the Wellness Center. Additionally, space will be reallocated to allow for a dedicated location for the Wellness Center.</p>

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<p><i>Progress Monitoring:</i></p> <p>Targeted On-Boarding of New Students through dedicated attendance and academic interventions, such as: I-Ready screeners administered at enrollment. Having students activate the REMIND app during intake meeting.</p>	<p>Launching New Weston Students Strong – Through immediately connecting newly enrolled students to attendance interventions, such as the REMIND app and academic screeners to provide immediate and up-to-date academic needs to students, our goal is to reduce the number of students who leave the Weston day program.</p>	<p>Monthly (September 2023 – June 2024)</p>	<p>Andrea Dixon-Hundredmark, Katy Brown, WHS Staff</p>	<p>Extended time to coordinate enrollment in REMIND and screening in i-Ready</p>
<p><i>Progress Monitoring:</i></p> <p>Student Retention tracking by CAP</p>	<p>Student Renewal – At the beginning and end of each CAP, data will be collected to determine the retention rate of students (Individual Retention, grade Level Retention, Whole School Retention).</p> <p>Enrollment status of all students by grade level monthly using Skyward. Data will help track the length of time a student has been at Weston receiving interventions.</p>	<p>Monthly (September 2023 – June 2024)</p>	<p>Bryhanna Upthegrove, Andrea Dixon-Hundredmark, Katy Brown</p>	<p>Extended time, materials (ex: Magnatag Data Collections Boards)</p>
<p><i>Progress Monitoring:</i></p> <p>SBA: Progress monitor results for the fall and the spring SBA.</p>	<p>SBA – Multi-Tiered System of Support (MTSS)/Response to Intervention (RTI)/Graduation Plan spreadsheet tracking needs of academic interventions.</p>	<p>November 2023, May 2024</p>	<p>Andrea Dixon-Hundredmark, BLT</p>	<p>Extended Time</p>
<p><i>Progress Monitoring:</i></p> <p>Skyward: Progress monitor attendance and course completion rates.</p>	<p>Skyward – MTSS/RTI/Graduation Plan spreadsheet tracking needs for attendance support and academic interventions.</p>	<p>Monthly (September 2023 – June 2024)</p>	<p>Andrea Dixon-Hundredmark BLT</p>	<p>Extended Time</p>
<p><i>Addressing Attendance Challenges:</i></p> <p>Using all forms of marketing,</p>	<p>Attendance Campaign – WHS will utilize multiple marketing techniques to provide interventions and supports for</p>	<p>Monthly (September 2023 – June 2024)</p>	<p>Andrea Dixon-Hundredmark, Tracy Van Beek</p>	<p>Materials: Postage and postcards will be utilized</p>

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<p>WHS will engage in an Attendance campaign with the goal of improving attendance by educating families and students about the impact that non-attendance statistically has on students.</p>	<p>students struggling with attendance.</p>			
<p><i>Support for Data and System Improvement:</i></p> <p>Plan Do Study Act (PDSA) Meetings: Quarterly Building Leadership Team meetings will be dedicated towards having a targeted focus where data will be reviewed, and modifications made to help accomplish the goals set forth in the School Improvement Plan (SIP).</p>	<p>PDSA Meetings: Quarterly BLT meetings will be dedicated towards having a targeted focus where data will be reviewed, and modifications made to help accomplish the goal set forth in the SIP plan.</p>	<p>Fall 2023, Winter 2023/24, Spring 2024</p>	<p>Andrea Dixon Hundredmark, BLT</p>	<p>Extended time</p>

**PROFESSIONAL DEVELOPMENT NEEDS:**

<p><b>Year-End Progress Monitor</b></p>
Empty space for progress monitoring

# Stillaguamish Valley Learning Center 2023-24 SCHOOL IMPROVEMENT PLAN

*Stillaguamish Valley Learning Center envisions a partnership between home, school, and the community where each is an active participant in student-centered academic and social-emotional growth.*

<p style="text-align: center;"><b>DISTRICT STRATEGIC DIRECTION</b></p> <p><b>Goal 1: Student Learning &amp; Achievement</b> <i>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</i></p> <p><b>Goal 2: Safe and Caring Environment</b> <i>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</i></p> <p><b>Goal 3: Resource Stewardship</b> <i>We will align all resources (people, time, money and property) to support the District's mission.</i></p> <p><b>Goal 4: Parent &amp; Community Partnerships</b> <i>We will engage and encourage parents and our community to partner in the education of students.</i></p>	<div style="text-align: right; font-size: small;">2023-2024 IMPROVEMENT PLANNING CYCLE</div>
<p><b>GOAL 1 - SMART GOAL:</b> By May of 2024, Stillaguamish Valley Learning Center staff will have engaged in meaningful Professional Development (PD) and action steps to increase collective efficacy in Tier 1 instruction by:</p> <ul style="list-style-type: none"> <li>• Embracing the Universal Design for Learning (UDL) principles of variability and firm goals with flexible means.</li> <li>• Implementing the PurposeFull People &amp; Character Strong (Social-Emotional-Academic-Learning [SEAL]) Curriculum.</li> <li>• Student success will be measured by Standardized Testing and Reporting (i-Ready), Course Pass Rate Data, and Smarter Balanced Assessment (SBA) data.</li> </ul>	

## Stillaguamish Valley Learning Center 2023-24 SCHOOL IMPROVEMENT PLAN

*Stillaguamish Valley Learning Center envisions a partnership between home, school, and the community where each is an active participant in student-centered academic and social-emotional growth.*

Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
Professional Learning Community (PLC) Work: <ul style="list-style-type: none"> <li>Elementary PLC will focus on Graham Fletcher professional development.</li> <li>Middle School PLC will focus on Multi-Tiered System of Support (MTSS) and UDL</li> <li>Arlington Online Program (AOP) PLC will focus on Engagement and Social Emotional Learning (SEL) support</li> </ul>	Small group PLC teams	September 2023 - June 2024	Evidence of success will be measured by i-Ready, Course Pass Rate Data, and SBA data.
Book Study: <ul style="list-style-type: none"> <li>As a whole school team, we will engage in a book study using the book “Effective Universal Instruction” by Kimberley Gibbons, Sarah Brown, and Bradley Niebling.</li> <li>We will engage in a book study and lesson planning.</li> </ul>	SVLC admin and teachers	Early Release Professional Development time September 2023 - June 2024	Evidence of success will be measured using a Pre assessment & Post assessment completed by instructional staff.
Social Emotional Instruction: <ul style="list-style-type: none"> <li>Elementary teachers will implement lessons using PurposeFull People</li> <li>Middle School teachers will implement lessons using Character Strong. We will have monthly assemblies to celebrate the trait we are studying.</li> </ul>	SVLC teachers	September 2023 - June 2024	Evidence of success will be measured using an end of the year survey, student perception data, as well as increased levels of satisfactory progress and i-Ready growth.
Structured Support: <ul style="list-style-type: none"> <li>Monday Enrichment Courses will be offered to students (not mandatory)</li> <li>Learning Assistance Program (LAP) resources and Highly Capable enrichment course</li> </ul>	SVLC admin and teachers	September 2023 - June 2024	Evidence of success will be measured by i-Ready, Course Pass Rate Data, and SBA data.
<b>PROFESSIONAL DEVELOPMENT NEEDS:</b>  Continued support from district leadership regarding Collective Efficacy and Universal Design.			

Year-End Progress Monitor

**Haller Middle School**  
**2023-24 SCHOOL IMPROVEMENT PLAN**  
*A Bridge to Success for Every student*

<p style="text-align: center;"><b>DISTRICT STRATEGIC DIRECTION</b></p> <p><b>Goal 1: Student Learning &amp; Achievement</b>  <i>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</i></p> <p><b>Goal 2: Safe and Caring Environment</b>  <i>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</i></p> <p><b>Goal 3: Resource Stewardship</b>  <i>We will align all resources (people, time, money and property) to support the District's mission.</i></p> <p><b>Goal 4: Parent &amp; Community Partnerships</b>  <i>We will engage and encourage parents and our community to partner in the education of students.</i></p>	<p style="text-align: right;">2023-2024 IMPROVEMENT PLANNING CYCLE</p>
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**GOAL 1 - SMART GOAL:** For the 2023-24 school year, Haller MS will increase collective efficacy in Tier 1 instruction through embracing the Universal Design for Learning (UDL) principles of variability using firm goals and flexible means. Staff will train in 10 UDL modules by June 2024.

Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
Building training on UDL	Brooke/Joseph	Brooke/Joseph	<ul style="list-style-type: none"> <li>Attendance at UDL Fridays</li> <li>Feedback from UDL Fridays</li> <li>Professional Learning Community (PLC) Notes</li> <li>Weekly Newsletter with UDL Resources</li> <li>UDL August Training with four Haller Staff</li> </ul>

**Haller Middle School**  
**2023-24 SCHOOL IMPROVEMENT PLAN**  
*A Bridge to Success for Every student*

**GOAL 2 – SMART GOAL:** For the 2023-24 school year, Haller MS will actively foster and sustain a safe, caring, and positive environment that enhances student achievement and well-being by continuing to implement Character Strong along with continued implementation of PBIS. Haller staff will be trained in PBIS and revisit PBIS implementation quarterly. This goal will be measured through a 20% decrease in reflections from 2022-23 to 2023-24, and 20% increase of positive notes/phone calls sent home from 2022-23 to 2023-24.

Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
Positive Behavioral Interventions and Supports (PBIS) Training	Flint Simonsen	Building Day	Attendance by Staff
Character Strong Implementation	All Staff	Fridays, September 2023 – June 2024	<ul style="list-style-type: none"> <li>• Character Strong lessons are implemented every Friday during second period.</li> <li>• Student Work Samples</li> <li>• Leadership Class support of Character Strong activities displayed throughout the school year on bulletin boards.</li> </ul>
Expectation Walks	All Staff	September 2023-24/ Mid- year 2023-24	SOAR (Strive for excellence; Organized and prepared; Accepting of self and others; Respectful and responsible) expectations walk in September and January.
Social and Emotional Learning (SEL) Support	Counselors/All Staff	23-24 School Year	Collected data each month
Positive Feedback/Notecards/Students of the Month	All Staff	23-24 School Year	Collected data each month
<b>PROFESSIONAL DEVELOPMENT NEEDS:</b> UDL Support PBIS Training			

Year-End Progress Monitor

# Post Middle School 2023-24 SCHOOL IMPROVEMENT PLAN

<p style="text-align: center;"><b>DISTRICT STRATEGIC DIRECTION</b></p> <p><b>Goal 1: Student Learning &amp; Achievement</b>  <i>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</i></p> <p><b>Goal 2: Safe and Caring Environment</b>  <i>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</i></p> <p><b>Goal 3: Resource Stewardship</b>  <i>We will align all resources (people, time, money and property) to support the District's mission.</i></p> <p><b>Goal 4: Parent &amp; Community Partnerships</b>  <i>We will engage and encourage parents and our community to partner in the education of students.</i></p>	<div style="text-align: right; font-size: small;">2023-2024 IMPROVEMENT PLANNING CYCLE</div>
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**GOAL 1 - SMART GOAL:** For the 2023-24 school year, Post will increase student engagement and achievement by focusing on school culture through continued implementation of Character Strong, build on inclusionary practices and strategies for Universal Design for Learning (UDL) and implement interventions and extensions, address individual learning needs system wide as measured by Standardized Testing and Reporting (STAR) assessment, student F data, iReady Assessments, discipline data, attendance data, and staff school culture team's implementation of activities.

**GOAL 2:** Post teachers will increase collective efficacy in Tier 1 instruction by embracing the UDL principles of variability and firm goals with flexible means.

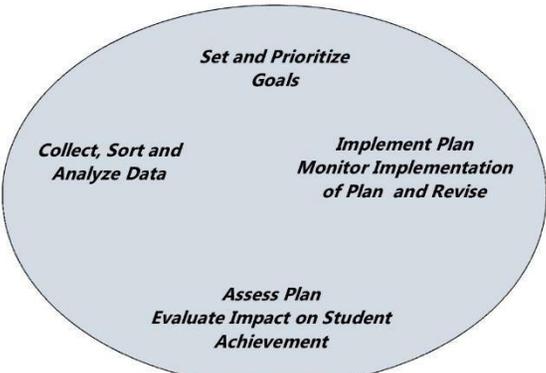
Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
Implementation of Character Strong	All Certificated Staff	September-June	<ul style="list-style-type: none"> <li>Character Strong Lessons every Tuesday across all grade levels</li> <li>Monthly Student Recognition of Character Strong Essentials</li> <li>Staff Sign-in Logs for Character Strong Professional Development (PD)</li> <li>Student Work Samples</li> </ul>
Intervention Period addition to Character Strong time (additional three times per week)	All Staff	September-June	<ul style="list-style-type: none"> <li>iReady data</li> <li>STAR data</li> <li>Student F data</li> </ul>

**Post Middle School  
2023-24 SCHOOL IMPROVEMENT PLAN**

			<ul style="list-style-type: none"> <li>• Discipline data</li> </ul>
PLC data cycle implementation for both grade levels and departments	All certificated staff	September-May	<ul style="list-style-type: none"> <li>• Staff Sign in Logs for UDL PD on Friday Weekly PLC data reflections and artifacts</li> <li>• Monthly data on intervention groups</li> </ul>
UDL Implementation in all classrooms	All Certificated Staff	September-May	<ul style="list-style-type: none"> <li>• Artifacts and observation of lessons incorporated in every classroom</li> <li>• UDL Shared Resource Bank</li> <li>• Staff Sign in Logs for UDL PD on Friday</li> </ul>
WEB Program Launch	Amy Tuckwell, Leslie Olson	August-May	<ul style="list-style-type: none"> <li>• WEB Day agenda</li> <li>• Monthly WEB activities</li> <li>• Student survey</li> </ul>
<b>PROFESSIONAL DEVELOPMENT NEEDS: UDL Resources and Examples</b>			

<b>Year-End Progress Monitor</b>

# Eagle Creek Elementary 2023-24 SCHOOL IMPROVEMENT PLAN

<p style="text-align: center;"><b>DISTRICT STRATEGIC DIRECTION</b></p> <p><b>Goal 1: Student Learning &amp; Achievement</b> <i>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</i></p> <p><b>Goal 2: Safe and Caring Environment</b> <i>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</i></p> <p><b>Goal 3: Resource Stewardship</b> <i>We will align all resources (people, time, money and property) to support the District's mission.</i></p> <p><b>Goal 4: Parent &amp; Community Partnerships</b> <i>We will engage and encourage parents and our community to partner in the education of students.</i></p>	<div style="text-align: center;">  <p style="font-size: small;">2023-2024 IMPROVEMENT PLANNING CYCLE</p> </div> <div style="text-align: center; margin-top: 20px;"> <p>September October November</p>  </div> <div style="text-align: center; margin-top: 20px;">  <p style="writing-mode: vertical-rl; transform: rotate(180deg);">December January February</p> </div> <div style="text-align: center; margin-top: 20px;">  <p>March April May</p> </div> <div style="text-align: center; margin-top: 20px;">  <p style="writing-mode: vertical-rl; transform: rotate(180deg);">June July August</p> </div> <div style="text-align: center; margin-top: 20px;">  </div>			
<p><b>GOAL 1 - SMART GOAL:</b> By May of 2024, Eagle Creek Elementary staff will increase collective efficacy and implementation of Universal Design for Learning (UDL), Science of Reading, and Research-based mathematics strategies in Tier 1 instruction as measured by Staff Perception Survey. Specific goals will be set once baseline data is collected in August.</p>				
Activities	Measures	Timeframe	Lead	Resources
Elementary school staff will engage in six Professional Development (PD) modules with Graham Fletcher (K-2 Foundations of Early Numeracy; 3-5 Foundations of Fractions).	Staff perception data will be taken in August, January, and May to determine improvements in efficacy and implementation.	August 2023 – February 2024; Perception data collected September, January and May	District office, Building admin, School Improvement Planning (SIP) Team, Profession Learning Community (PLC) Teams	Graham Fletcher Grassroots Workshops for K-2 and 3-5.

## Eagle Creek Elementary 2023-24 SCHOOL IMPROVEMENT PLAN

Eagle Creek staff will engage in learning and implementation of Science of Reading strategies with a focus on increasing language comprehension of students.	Standardized Testing and Reporting (STAR) Data, Perception Data, PLC notes	October 2023 to May 2024; Thursday PD; Perception data collected September, January and May	K-5/Intervention staff Building administration Eagle Creek Science of Reading Team	“Shifting the Balance K-2 and 3-5” by Burkins and Yates  Eagle Creek Science of Reading Team
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**GOAL 2 – SMART GOAL: By May 2024, Eagle Creek student attendance will improve from 69% average daily attendance to 89% average daily attendance.**

Activities	Measures	Timeframe	Lead	Resources
Eagle Creek students will use a calendar to track daily attendance. Classes will set goals for attendance and earn badges for achievements.	Monthly/yearly attendance data.	September 2023 to June 2024	Eagle Creek K-5 staff, office staff, building administration	Student badge books; Staff development and PLC time for goal setting/engagement strategies.
Eagle Creek staff will engage families in attendance outreach and conferences for students in need of intervention.	Monthly attendance data	August – goal setting conferences for at-risk students.  September – June: Monthly conferences for at-risk students.	Grade-level staff, building administration, and counseling staff	Building administration, counseling staff
Eagle Creek school staff will continue to build a positive school culture by explicitly teaching and reinforcing school-wide behavior expectations/Purposeful People instruction and supporting students identified with Tier 2 Social and Emotional Learning (SEL) needs.	Office referral data – monthly  SEL Screener data and interventions – November, January, and May  PLC notes	September 2023 – June 2024; Monthly monitoring of data	All Eagle Creek staff, building administration	Support staff (CARE/Counselor), PD time

**PROFESSIONAL DEVELOPMENT NEEDS:**

**Year-End Progress Monitor**

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# Kent Prairie 2023-24 SCHOOL IMPROVEMENT PLAN

<p style="text-align: center;"><b>DISTRICT STRATEGIC DIRECTION</b></p> <p><b>Goal 1: Student Learning &amp; Achievement</b>  <i>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</i></p> <p><b>Goal 2: Safe and Caring Environment</b>  <i>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</i></p> <p><b>Goal 3: Resource Stewardship</b>  <i>We will align all resources (people, time, money and property) to support the District's mission.</i></p> <p><b>Goal 4: Parent &amp; Community Partnerships</b>  <i>We will engage and encourage parents and our community to partner in the education of students.</i></p>	<div style="text-align: center;">  <p>2023-2024 IMPROVEMENT PLANNING CYCLE</p> <p>September October November</p> <p>December January February</p> <p>March April May</p> <p>June July August</p> </div> <div style="text-align: center; margin-top: 20px;">  </div>
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**GOAL 1 - SMART GOAL:** Kent Prairie staff will increase collective efficacy in Tier 1 instruction by embracing the Universal Design for Learning (UDL) principles of variability and firm goals with flexible means.

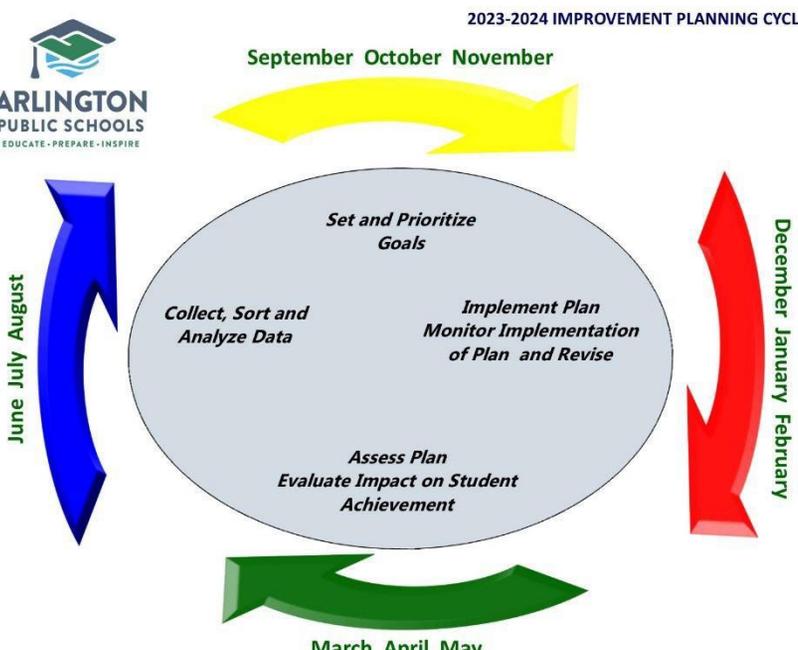
Activities	Measures	Timeframe	Lead	Resources
Teachers work in teams to plan instruction using UDL strategies.	Standardized Testing and Reporting (STAR), Smarter Balanced Assessment (SBA) and classroom-based assessments	Teams discuss assessment data at least once every other month.	Principal, District Office, Building Administration	<ul style="list-style-type: none"> <li>Cast Guidelines</li> <li>Lesson Study Template</li> </ul>
Teachers and Administrators teach in teams and debrief lessons as a group	STAR, SBA and classroom-based assessments	August 2023 – May 2024	Principal, District Office, Building Administration	<ul style="list-style-type: none"> <li>Cast Guidelines</li> <li>Lesson Study Template</li> </ul>
Professional Development (PD) in Mathematics	Staff attendance and participation	August 2023 – May 2024	District Office, Building administration	<ul style="list-style-type: none"> <li>Graham Fletcher Materials online</li> </ul>

**Kent Prairie  
2023-24 SCHOOL IMPROVEMENT PLAN**

Instruction; Graham Fletcher Numeracy (K-2), Fractions (3-5)				
<b>GOAL 2 – SMART GOAL: Kent Prairie staff will increase knowledge and skills in trauma invested practices as measured by staff and student surveys by June 2024.</b>				
Activities	Measures	Timeframe	Lead	Resources
<p>“Relationship, Responsibility, and Regulation Trauma-Invested Practices for Fostering Resilient Learners” by Van Marter Souers. Staff will read and participate in presentations.</p> <p>Additional resources such as the first book, Hope Navigator, and Zones of Regulation will also be included.</p>	Yearly student and staff surveys.	<p>2023-24 School Year</p> <p>Data is reviewed in fall and Spring each year.</p>	<p>Principal will be responsible for overall implementation.</p> <p>Assistant principal, school counselor, administrative intern will all work together in planning and implementing the PD.</p> <p>School Improvement Planning (SIP) team will give feedback regularly.</p>	<ul style="list-style-type: none"> <li>• “Fostering Resilient Learners” books</li> <li>• “Relationship, Responsibility, and Trauma-Invested Practices for Fostering Resilient Learners” books</li> <li>• Hope Navigator materials</li> <li>• Zones of Regulation materials</li> <li>• Purposeful People materials</li> </ul>
Building-wide Programs	Perception Surveys	<p>2023-24 School Year</p> <p>Data is reviewed in fall and Spring each year.</p>	Building counselor, admin team and SIP team.	<ul style="list-style-type: none"> <li>• Purposeful People</li> <li>• Big 5</li> <li>• Zones of Regulation</li> <li>• Kelso’s Choices</li> <li>• Hope Navigator</li> <li>• Goal Setting.</li> </ul>
<b>PROFESSIONAL DEVELOPMENT NEEDS:</b>				

<b>Year-End Progress Monitor</b>

**Pioneer Elementary**  
**2023-24 SCHOOL IMPROVEMENT PLAN**  
*Pioneer is committed to being a safe, supportive, and inclusive community where everyone is valued, challenged and encouraged to grow.*

<p style="text-align: center;"><b>DISTRICT STRATEGIC DIRECTION</b></p> <p><b>Goal 1: Student Learning &amp; Achievement</b>  <i>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</i></p> <p><b>Goal 2: Safe and Caring Environment</b>  <i>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</i></p> <p><b>Goal 3: Resource Stewardship</b>  <i>We will align all resources (people, time, money and property) to support the District's mission.</i></p> <p><b>Goal 4: Parent &amp; Community Partnerships</b>  <i>We will engage and encourage parents and our community to partner in the education of students.</i></p>	<div style="text-align: center;">  <p>2023-2024 IMPROVEMENT PLANNING CYCLE</p> </div> <div style="text-align: center;">  </div>
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**GOAL 1 - SMART GOAL:** Pioneer Elementary will increase collective efficacy in Tier 1 instruction by embracing the Universal Design for Learning (UDL) principles of variability and firm goals with flexible means.

Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
Work with School Improvement Plan (SIP) team to strengthen Professional Learning Communities (PLC) using the four questions, common formative assessments, and data cycles.	PLC Members	August - May	PLC notes, data collection, assessment data
Use of Graham Fletcher to improve Tier 1 instruction	All Staff	August - May	Classroom-based assessments, walk throughs, PLC discussions
Increase in perception data and increased use of UDL	All Staff	August - May	Survey of perception data and walk through data from September-May

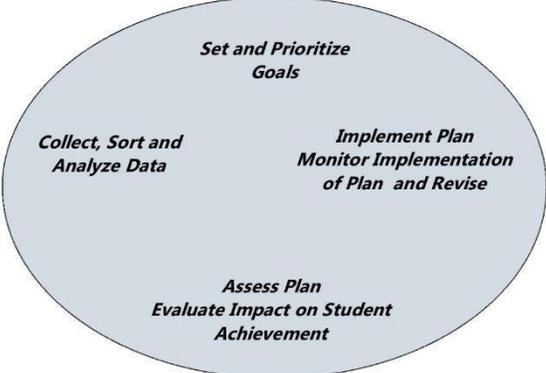
**Pioneer Elementary**  
**2023-24 SCHOOL IMPROVEMENT PLAN**  
*Pioneer is committed to being a safe, supportive, and inclusive community  
where everyone is valued, challenged and encouraged to grow.*

**PROFESSIONAL DEVELOPMENT NEEDS:** Continue work with Graham Fletcher; PLC refreshers; UDL Professional Development (PD).

**Year-End Progress Monitor**

# Presidents Elementary 2023-24 SCHOOL IMPROVEMENT PLAN

*The Presidents Elementary Community will maximize achievement and will meet individual student needs.*

<p style="text-align: center;"><b>DISTRICT STRATEGIC DIRECTION</b></p> <p><b>Goal 1: Student Learning &amp; Achievement</b> <i>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</i></p> <p><b>Goal 2: Safe and Caring Environment</b> <i>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</i></p> <p><b>Goal 3: Resource Stewardship</b> <i>We will align all resources (people, time, money and property) to support the District's mission.</i></p> <p><b>Goal 4: Parent &amp; Community Partnerships</b> <i>We will engage and encourage parents and our community to partner in the education of students.</i></p>	<div style="text-align: center;">  <p style="font-size: small;">2023-2024 IMPROVEMENT PLANNING CYCLE</p> </div> <div style="text-align: center; margin-top: 20px;"> <p>September October November</p>  </div> <div style="text-align: center; margin-top: 20px;">  <p style="writing-mode: vertical-rl; transform: rotate(180deg);">December January February</p> </div> <div style="text-align: center; margin-top: 20px;">  <p>March April May</p> </div> <div style="text-align: center; margin-top: 20px;">  <p style="writing-mode: vertical-rl; transform: rotate(180deg);">June July August</p> </div> <div style="text-align: center; margin-top: 20px;">  </div>

**GOAL 1 - SMART GOAL:** By May of 2024, Presidents Elementary staff will increase collective efficacy and implementation of Universal Design for Learning in Tier 1 instruction as measured by a Center for Applied Special Technology (CAST) Guideline Perception Survey, specifically working to increase feelings of efficacy in 8.1, 8.4 & 9.3.

Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
<b>UDL:</b> Staff will continue to learn about and implement Tier 1 instructional strategies to address the varied needs of all learners. Focus will be on lesson planning and engagement.	Whole staff	August 2023- June 2024	PowerPoints Sign-in sheets Professional Development (PD) activity artifacts Student work Lesson Plans
<b>Social Emotional Learning (SEL):</b> Work with small groups to provide tools to support students	Whole Staff CARE	September 2023-	PowerPoints Sign-in sheets

## Presidents Elementary 2023-24 SCHOOL IMPROVEMENT PLAN

*The Presidents Elementary Community will maximize achievement and will meet individual student needs.*

<p>that have been identified as internalizing and externalizing behaviors.</p> <p>Continue to implement the Purposefull People SEL curriculum.</p> <p>Enhance SEL regulation with PAX Good Behavior Games and Zones of Regulation.</p> <p>Monitor attendance and create plans for students that are struggling to attend.</p>	<p>Counselor Family Connections</p>	<p>June 2024</p>	<p>SEL surveys Lesson Plans Announcements Staff bulletins Parent Newsletters Monthly Character Trait Photos PAX grant and pictures Zones workbooks</p>
<p><b>Professional Learning Communities (PLCs):</b> Grade level PLCs will collaborate using common assessment data during monthly learning cycles in Math.</p>	<p>PLC Teams</p>	<p>September 2023- June 2024</p>	<p>PLC Notes Sign-in sheets Standardized Testing and Reporting (STAR) Data, class-based assessments</p>
<p><b>Inclusion/Diversity</b> Teachers work towards transforming instruction into diverse, multiple, and accessible learning opportunities that embrace student variation.</p>	<p>Presidents School Culture Committee</p>	<p>September 2023- June 2024</p>	<p>Artwork Pictures Grant Staff Meeting Notes Notes from Culture Committee 5th grade announcements</p>
<p><b>PROFESSIONAL DEVELOPMENT NEEDS:</b> Graham Fletcher Math Instruction, UDL, Guided Language Acquisition Design (GLAD) and Ellevation strategies and Math Task Refreshers (i.e. Rich Tasks, Number Talks) phonetic instruction, Science of Reading.</p>			

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**Presidents Elementary  
2023-24 SCHOOL IMPROVEMENT PLAN**

*The Presidents Elementary Community will maximize achievement and will meet individual student needs.*

**Year-End Progress Monitor**

**DATA from 2023-24 School Year (SY):**

	Math			Reading		
Grade/ Window	Fall	Winter	Spring	Fall	Winter	Spring
K	n/a			n/a		
1	65%			65%		
2	44%			41%		
3	83%			58%		
4	65%			51%		
5	56%			52%		

**DATA from 2022-23 SY:**

	Math			Reading		
Grade/ Window	Fall	Winter	Spring	Fall	Winter	Spring
K	n/a	n/a	n/a	n/a	66%	70%
1	63%	69%	65%	46%	50%	49%
2	54%	68%	73%	47%	71%	53%
3	58%	63%	64%	40%	54%	60%
4	49%	54%	55%	57%	57%	59%
5	62%	59%	57%	59%	57%	55%

Arlington Public Schools provides equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The District will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with hearing, vision, or speech disabilities.

The following employees have been designated to handle questions and complaints of alleged discrimination:  
TITLE IX/SEX EQUITY OFFICER AND CIVIL RIGHTS COMPLIANCE COORDINATOR

Mr. Eric DeJong  
Executive Director, Human Resources  
315 N French Ave.  
Arlington, WA 98223  
360.618.6212  
edejong@asd.wednet.edu

HARASSMENT, INTIMIDATION AND BULLYING (HIB) COMPLIANCE OFFICER

Ms. Kerri Helgeson  
Director of Equity and Student Well-Being  
315 N French Ave.  
Arlington, WA 98223  
360.618.6228  
khelgeson@asd.wednet.edu

SECTION 504/ADA COMPLIANCE COORDINATOR

Mr. Dave McKellar  
Director of Special Education  
315 N French Ave.  
Arlington, WA 98223  
360.618.6209  
dmckellar@asd.wednet.edu