

Snoqualmie Valley School District

Strategic Plan

2018-2022

A Five-Year Plan

“5 Years of Aiming Higher”

Draft

Prepared by:

Snoqualmie Valley School Board,
District Staff, and
Community Members

In conjunction with:

Michael Vidos
Laurie Edwards

**STRATEGIC PLANNING
LEADERSHIP TEAM**

Name	Representing
Joel Aune	Superintendent of Schools
Geoff Doy	School Board Member
Gary Fancher	School Board Member
Melissa Johnson	School Board Vice-President
Dan Popp	School Board Member
Carolyn Simpson	School Board President
Jeff Hogan	Assistant Superintendent
Ryan Stokes	Assistant Superintendent
Nancy Meeks	Executive Director Student Services
Ruth Moen	Executive Director Secondary Education and Instructional Support
Dan Schlotfeldt	Executive Director Elementary Education
Carolyn Malcolm	Public Information Officer
Mallory Golic	Student Representative
Chirag Vedullapalli	Student Representative
Mike Vidos	Strategic Plan Advisor

TABLE OF CONTENTS

i	Title Page
ii	Leadership Team
iii	Table of Contents
1.0	EXECUTIVE SUMMARY
1.1	School District Overview
1.2	Process
1.3	Next Steps
1.4	2017-18 Significant Accomplishments
2.0	PLAN DEFINITIONS
2.1	Planning Model
2.2	Plan Components
3.0	THE STRATEGIC PLAN
3.1	Vision
3.2	Mission
3.3	Values
3.4	Critical Success Factors
3.5	Environment
3.6	2018-19 Goals & Objectives
4.0	APPENDIX
4.1	References
4.2	Glossary
4.3	Revisions Record

1.0 EXECUTIVE SUMMARY

1.1 School District Overview

The Snoqualmie Valley School District (<http://svsd410.org>) is located in the scenic foothills of the Cascade Mountains in Washington State, approximately 30 miles east of Seattle. The District is one of the largest school districts in the state, covering more than 400 square miles and serving the communities of Snoqualmie, North Bend, Fall City and surrounding areas of unincorporated King County. Snoqualmie Valley's award-winning schools serve approximately 7,000 students, in ten schools, ranging in ages from preschool through 12th grade and special needs students through age 21.

The District's mission is to prepare all Snoqualmie Valley students for college, career, and citizenship. To accomplish this, schools provide rigorous academic curriculum, career education options, a broad range of extracurricular experiences, extensive technology resources, and student support services, in a positive and safe environment. With a commitment to continuous school improvement, the District focuses heavy support to develop and sustain great teaching in every classroom. Educators are offered superior professional development, instructional coaching, peer mentor support, and in-depth technology training.

Student achievement has continued to trend upward in recent years. The District graduation rate has steadily improved over the past four years, reaching 91% in 2017 (95% at Mount Si High School). Snoqualmie Valley School District was named on the College Board AP Honor Roll for six consecutive years (2010-2015) for increased student participation and improved performance on rigorous college-level Advanced Placement exams. On a national website (schooldigger.com), the Snoqualmie Valley School District was ranked 4th in Washington State, based on reading and math test data in 2017.

Our Vision: To become the best school district in Washington State by any measure.

Our Mission: Educate all Snoqualmie Valley children to prepare them for college, career, and citizenship.

Our Focus: In partnership with families and our community, the Snoqualmie Valley School District provides comprehensive high-quality educational opportunities, academic rigor and student support services in a positive and safe school environment. Student achievement is our top priority, and our commitment to continuous improvement is unwavering—to ensure *all* students are college and career-ready when they graduate. Over the past several years, student assessment scores and the number of students choosing more rigorous academic courses have trended upward in the District.

Our Schools:

- 6 Elementary Schools (P-5): Cascade View, Fall City, North Bend, Opstad, Snoqualmie, Timber Ridge
- 2 Middle Schools (6-8): Chief Kanim, Twin Falls
- 1 Comprehensive High School (9-12): Mount Si (Main Campus and Freshman Campus)
- 1 Alternative School (8-12): Two Rivers
- 1 Mount Si High School Online Learning Program (9-12)
- 1 Parent Partnership Program (K-10), for families who prefer to school their children at home

Our Students: Approximately 7,00 students are served in preschool through grade 12, and special needs students up to 21 years of age. Student enrollment has grown by approximately 20% over the last eight years. The percentage of students receiving free and reduced meals is approximately 10%.

Our Awards:

- **US News & World Report** named Mount Si High School to its 2018 “Best High Schools” list, and awarded the school a Silver Medal, based on reading, math and college readiness.
- **Newsweek’s 2016 America’s Top High School** list has ranked Mount Si High School among the 500 best public high schools in the nation for preparing students for college.
- **National College Board AP Achievement List—2010-2015** recognized increased student participation in college-level courses and increased performance on Advanced Placement exams over a three-year span. Snoqualmie Valley was one of only five districts in the nation to earn this recognition six consecutive years.
- Snoqualmie Valley School District received the “**2018 Best Communities for Music Education**” award for its outstanding commitment to music education.
- Snoqualmie Valley schools have received **Washington Achievement Awards** for performing in the top 5% of schools for student achievement (3 schools in 2016, 4 schools in 2015, 3 in 2014, 3 in 2013, 2 in 2012, 4 in 2011, 4 in 2010, and 2 in 2009).
- Three schools have earned the **School of Distinction Award** (2014, 2012 and 2010) for ranking in the top 5% of schools in the state for significant improvement in student achievement over a five-year span.
- One national website (www.schooldigger.com) ranked the Snoqualmie Valley School District as 4th in the state, based on test data from August 2017.
- Mount Si’s Jazz band were among the top 15 high school bands in the nation to perform at the prestigious Essentially Ellington Jazz Competition in New York City for four years, 2014-2017, and in Chicago in 2018.
- Class of 2017 graduates were awarded **\$16.2 million in scholarships** for their academic achievement, athletic skills, and community service.
- For thirteen consecutive years, the District’s Business Services department has earned **clean audits** from the State Auditor, and the Transportation department has earned **outstanding safety inspections** from the Washington State Patrol.

Our Superintendent:

Joel Aune joined the Snoqualmie Valley School District in 2005 from the Colfax School District. His career spans 35 years, serving in the roles of superintendent, principal and teacher. In July of 2018, he will begin a new role as executive director of the Washington Association of School Administrators (WASA) to provide statewide leadership and legislative advocacy for public education. To build on Aune’s work in the Snoqualmie Valley, Dr. Robert Manahan has been hired from the Peninsula School District. Manahan has 32 years of experience in education, having served students and schools in communities throughout Washington State, including Gig Harbor, Chelan, Lake Stevens, and Port Angeles.

Our Staff:

The District employs approximately 750 full-time and part-time school staff members. Approximately 52 Snoqualmie Valley teachers have earned National Board Certification and several more are working toward this rigorous professional standard. In preparation for the start of each school year, nearly 400 staff members annually participate in hundreds of hours of professional development each August.

Our School Board:

Geoff Doy, Gary Fancher, Melissa Johnson, Dan Popp, Carolyn Simpson

Our Future:

- In February 2015, voters approved a school bond that set forth work to construct a 6th elementary school, rebuild and expand Mount Si High School, reinstate a 3rd middle school, and initiate other school safety and improvement projects throughout the District. Since then the new Timber Ridge Elementary School opened in the fall of 2016. Safety and security enhancements have been installed at all Snoqualmie Valley schools. Among several improvement projects across the District, a new gymnasium at Snoqualmie Elementary School opened in January 2017. Construction is well underway on the comprehensive rebuild and expansion of Mount Si High School, with a targeted date to serve students by the fall of 2019. The District will also transition from two middle schools to three, in the fall of 2019.
- The Mount Si High School Freshman Campus was established in 2014 and effectively provides enhanced support for all 9th graders during their crucial year of transitioning to high school. The new high school will serve grades 9-12 on the same campus, with a design that will accommodate a continued focus on building a strong foundation for freshmen to ensure their successful completion of high school.
- The District believes great teaching is essential to successfully engaging students in learning. The District invests in quality professional development, instructional coaching support for educators, and collaboration opportunities to share best practices, as well as equipping classrooms with leading-edge technology tools.

Our Volunteers:

Snoqualmie Valley students and staff benefit from strong community support and parent involvement. At the end of last year, school principals reported over 38,000 hours of “recorded” volunteer time in and around their schools. There are many volunteer opportunities in schools. For example, individuals become reading buddies or tutors for an hour each week. Businesses offer internships or mentor students in formulating their career aspirations. Caring citizens join the Snoqualmie Valley Schools Foundation or Parent Teacher Student Associations at every school to organize events that raise funds for student scholarships and classroom grants. Some teach after-school enrichment classes or help coach youth in their favorite sports. Community groups also volunteer their energy and gardening talents to beautify school campuses. Clearly, Snoqualmie Valley schools are better because of a caring and supportive community.

Our Community:

Life in the Snoqualmie Valley offers small-town community connections, as well as close proximity to urban amenities. Residents have access to stunning views, abundant outdoor opportunities (skiing, hiking, biking, golfing, river recreation, etc.) and unique natural wonders such as Snoqualmie Falls and Mount Si. In addition to high-performing schools, the one-time timber and railroad communities feature small shops, family-owned restaurants, and seasonal farmers’ markets and festivals. In 2015, Snoqualmie was recognized among the top five “Best Places to Live” by Money Magazine.

1.2 Process

Snoqualmie Valley School District employees and community members are highly involved in the goal setting and strategic planning for the District. To maintain and enrich obligations to students, staff, parents, and community, we commit to a five-year strategic planning process.

To start developing the 2018-2023 strategic plan, members of the School Board and professional education staff conducted a multi-phased process, which began November 2017, and concluded in June 2018. In the first phase, the Board reviewed the vision, mission, and goals and identified a preferred future state. Goal managers and objective leaders, whose names appear at the beginning of this document, then used a consensus-workshop approach to develop and modify objectives, and prepare the detailed planning statements, based on input from a wide variety of stakeholders' perspective. Key leadership representatives were assembled to develop an action plan. This plan includes objectives that will identify and ensure actions to be taken. The next phase of the process included a presentation of the plan to the public, administration, and teacher leaders for input. Finally, the plan was presented to the Board for approval.

1.3 Next Steps

The Strategic Plan will be disseminated to appropriate personnel each year. Identified objectives and tasks have been developed in a business-plan format to support the plan. Pertinent information has been included in this document. This effort will be reviewed to keep the plan current and active. Emphasis will be given in providing status on key performance indicators, initiative development, and execution, to highlight results as compared to activity. Additional milestones include:

Conduct management reviews	Weekly
Status report to the School Board	Monthly
Status report to the Ad Council	Monthly
Publish interim changes	As required
Review with Mutual Interest Committee	Annually
Plan review/revision process	Annually

1.4 2017-18 Significant Accomplishments

Goal 1: Teaching and Learning

- Launched Year 2 of Advancement Via Individual Determination (AVID) College and Career Readiness program at MSHS and TFMS and launched Year 1 AVID at CKMS. Consider AVID implementation at TRS.
- Begin integrating school-wide AVID strategies at MSHS, TFMS and CKMS.
- Implement Phase 1 of World Language committee recommendations, which includes adding Spanish at 8th grade.
- Administered PSAT to all 9th grade students at no cost to students/families.
- Expanded dual credit enrollment offerings.
- Updated the District Scorecard to align with OSPI performance indicators.
- Began implementing the Two Rivers School Program Review recommendations.
- Implemented a weekly “advisory” period at both high schools to increase opportunities for High School and Beyond Planning.
- Launched Career Exploration Fridays to expand and enhance career exposure opportunities for students.
- Applied for and was awarded an OSPI grant to begin training teachers to launch coding in the elementary and middle school in the fall of 2018.
- Implemented a new bell schedule at the middle schools.
- Added over 800 mobile devices to our schools for student usage.
- Launched an advisory committee to explore changes to school start times.
- Researched and selected a new Learning Management System (Schoology).
- Began reviewing the District’s reading and Math Intervention Program and made recommendations to add intervention specialists at elementary and middle schools.
- Adopted ELA curricula for grades 7 and 8.
- Conducted a major review of the elementary schedule model and developed a new schedule for 2018-19 that is better aligned, and offers more time for differentiation, intervention, and enrichment.
- Launched a middle school visioning committee that includes staff, parents, and students, to begin planning for the transition to three middle schools in the fall of 2019.
- Began professional development for the 4th and 5th grade science curricula adoption and the grade 6th-12th grade social studies curricula adoption.
- Provided professional development and data coaching for school principals aligned the AWSP Leadership Framework.
- Sponsored assemblies at the secondary schools that focused on the importance of social and emotional health.
- Established a K-5 committee to analyze Social Emotional Learning curricula and make a recommendation for adoption.
- Developed an inventory of current practices on character, citizenship, and self-awareness to improve alignment throughout the District.

Goal 2: Business and Finance

- Conducted ongoing monitoring and reporting on the Mount Si High School construction project.
- Implemented and fine-tuned security procedures at all sites with the new visitor management systems.
- School Board agreed to submit the 2018 EP&O and Technology Levy measures for election, and both levies were approved by voters.
- Completed construction of the SES gymnasium.
- Conducted multiple local career fairs.
- Sent recruiting teams to over a dozen regional career fairs and hiring events to try and hire the best and the brightest.
- Developed a plan to try and minimize the impact of the new paraeducator requirements on existing staff.
- Implemented a successor agreement with PSE and initiated bargaining on a successor agreement with SVASA.
- Completed committee work on several MOA's in the SVEA contract.
- Evaluated elementary capacity needs, made recommendations for additional modular classrooms needs, and began setup and installation.
- Completed annual update of the Capital Facilities Plan.
- Transitioned new employees into the Business Services, Transportation, and Personnel offices.
- Migrated incoming and outgoing calls to Voice over Internet Protocol (VoIP) service.
- Upgraded District Data Center storage system capacity.

Goal 3: Communications and Community Engagement

- Updated Emergency Response guides for staff (flipcharts). Practiced drills and tested emergency communications systems.
- Collaborated with video teacher to create and promote a robust schedule of district videos. The videos highlighted our students/staff (Community Service, Thankfulness), programs (Focus on Education School Tour, Technology for Learning, Career Exploration Fridays), and facilities (several construction updates and timelapse videos).
- Produced factual communications regarding two school levies – Technology and Educational Programs & Operations – in the February 2018 election.
- Ran a comprehensive Thoughtexchange engagement activity to help inform the five-year refresh of the District Strategic Plan, and identify priorities for SVSD schools to address in annual School Improvement Plans.
- Worked with communications consultants from Strategies360 to conduct an audit of district communications. Implemented two communication surveys – one for staff and another for parents/students/community – as part of this process.
- Kept the community informed about capital projects, through monthly construction updates that featured SES gymnasium and Mount Si High School progress.
- Organized a “Focus on Education” School Tour event for the community featuring Mount Si High School and Snoqualmie Elementary.
- Developed a Recruiting video to help with teacher recruitment. Worked with HR and other departments to publicize three district job fairs.
- Created topic-specific websites to share ongoing progress on strategic initiatives: capital projects, collective bargaining, levy facts, the School Start Times Advisory Committee work, and the Superintendent Search process.

- Marketed and disseminated the 2017-18 Strategic Plan at the start of the year, and continued promotion during the year with monthly highlights in the staff At a Glance e-newsletters.
- Updated school profiles for each school to assist with their marketing efforts.
- Wrote and produced weekly E-news updates for parents, monthly staff e-newsletters, and quarterly community newsletters to keep stakeholders informed about and connected to Snoqualmie Valley schools.

2.0 PLAN DEFINITIONS

2.1 Planning Model

The strategic planning model is based upon very simple concepts. Every strategic plan has essentially the same components: mission, vision, values, critical success factors, plus an examination of the organization's environment strengths, weaknesses, opportunities, and threats. Goals are also established to provide focus and direction for all levels of the organization. As a follow-up measure, a business plan has been developed that will provide the objectives with action steps to support the strategic plan.

2.2 Plan Components

The following terms are defined as key components of the planning model:

Vision:	The commitment to create a reality that currently does not exist An organizational "To-Be," three to five years out
Mission:	A statement describing what the organization does -- What are the services being provided?
Values:	Principles and core beliefs that guide the organization
Critical Success Factors:	Describes those factors that are critical to the success of the organization
Environment (SWOT):	Environment within which the strategic plan was developed and is to be implemented -- It includes strengths to be maximized, weaknesses to overcome, opportunities to take advantage of, and threats to be mitigated
Strategic Goals:	Organizational outcomes that define what an organization is trying to accomplish both programmatically and organizationally
Objectives:	Define how goals will be operationalized -- They are realistic, measurable targets that include specific performance levels, tasks, dates, methods of measurements, and assignment of responsibility
Business Plan:	A plan that provides the action methodology for the strategic plan -- It consists of objectives, action steps, schedules, methods to measure, and assigned responsibility
Costs:	Costs are expenditures in addition to existing staffing to accomplish goals, objectives, and tasks

3.0 THE STRATEGIC PLAN

3.1 Vision

Definition:

A vision is a commitment to create a reality that currently does not exist — an organizational “To-Be,” three to five years in the future.

To become the best school district in Washington State by any measure.

3.2 Mission

Definition:

The mission is a statement describing what the organization does. What are the services being provided?

**Educate all Snoqualmie Valley children
to prepare them for college, career, and citizenship.**

3.3 Values

Definition:

Values describe the principles and core beliefs that guide the organization. The District's values are listed alphabetically and should be viewed in their total context. This list reflects input from students, staff, parents, and community.

We value:

- A focus on success for all students
- A clear and open communications environment
- Absolute commitment to insure each student reaches his/her maximum potential
- Collaboration at all levels
- Dedication to continuous improvement and best practice
- Embracing mutual respect
- Fostering positive relationships
- High-quality instruction
- Honesty and integrity
- Leadership
- Striving for innovation and excellence
- Safe and supportive learning environment
- Transparent governance

3.4 Critical Success Factors

Definition:

The factors which are critical for the success of the District are listed alphabetically, and should be viewed in the total context.

Critical Success Factors:

- Adequate financial resources and effective management
- Community, parent, and staff support
- Cultural awareness and acceptance
- Effective two-way communications
- Effective leadership
- Engaged students
- Long-range planning and implementation
- Motivated, highly-qualified, and competitively compensated staff
- Proactive responsiveness to emerging requirements
- P-12 aligned curriculum
- Safe learning environment for students and staff
- Safe, secure facilities that advance student learning

3.5 Environment

Definition:

The environment describes the Snoqualmie Valley School District **strengths, weaknesses, opportunities, and threats**. It provides the forum in which to maximize the strengths, eliminate weaknesses, take advantage of emerging opportunities, and to recognize and minimize threats to the organization.

3.5.1 Current Organizational Strengths

In light of the stated Mission, the following are the identifiable **strengths** of the organization which should be viewed in the total context:

- Focus on students
- Culture – positive, progressive, aspirational
- Strategic planning
- Community support
- Leadership
- Financial management
- Employees

3.5.2 Current Organizational Weaknesses

The following are perceived **weaknesses** of the organization, which are listed alphabetically and should be viewed in the total context:

- Affordable housing for new teachers
- Unacceptable rate of anxiety/suicide at the high school
- Performance discrepancies between schools
- Lack of empathetic messaging across all communications media

3.5.3 Environmental Opportunities

The current environment offers the following **opportunities** which are listed alphabetically, and should be viewed in the total context:

- Better organized after school programs at the elementary level
- More focus on ELL and low-income families
- Develop a strong Brand for our District – focus on the user experience
- To enhance no-college career options with industry linked courses at the new HS
- The new HS as a community center
- The new HS as a major WA state venue for school events
- Closer links with college programs

3.5.4 Environmental Threats

Following are environmental **threats** to the organization which are listed alphabetically, and should be viewed in the total context:

- Uncertainty of funding sources
- Lack of cohesion on the Board
- Diversion away from key programs to deal with ‘noise’ issues
- Derailment, diversion or delay of agreed programs caused by minority groups
- Unforeseen enrollment growth
- Implication & confusion on implementation of House Bill 2242

3.6 2018-19 Goals & Objectives

Identified goals are the organizational outcomes that define what an organization is aiming to accomplish, both programmatically and organizationally. Objectives define how the organization operationalizes the goals. Objectives are measurable targets that include tasks, timelines, methods of measurement, and assignment of responsibilities.

The following list identifies the 2018-19 goals and objectives. The remaining pages in this section describe in detail the goals, objectives, and tasks.

Goal 1: Prepare all students for college, career and citizenship

- 1A Implement programs to support all students' preparedness for college, career and citizenship.
- 1B Facilitate program alignment, reduce opportunity gaps, and cultivate more personalized student learning environments.
- 1C Refine a comprehensive instructional coaching and professional development program.
- 1D Increase capacity to address student behavioral health issues and evidence-based social and emotional learning.
- 1E Provide a safe, productive learning and working environment.

Goal 2: Guarantee sound financial processes, business practices and ample and safe facilities to support the improvement of student learning.

- 2A Execute year four of the comprehensive capital construction plan
- 2B Refine and facilitate personnel practices to continually improve recruitment, selection, "on boarding," and retention of the best and the brightest employees.
- 2C Effectively implement the District Collective Bargaining processes and subsequent agreements.
- 2D Monitor condition of facility needs to identify short-term and long-term facility improvements.
- 2E Provide financial and operational processes that strengthen student learning and ensure effective stewardship of taxpayer resources.

Goal 3: Improve and refine exemplary 2-way communication practices with students, community, parents and staff to improve student learning.

- 3A Communicate and highlight the District's priorities, initiatives and achievements, to inform key audiences.
- 3B Ensure emergency communication systems and protocols are utilized districtwide to maintain safe school environments for students and staff.
- 3C Provide engagement activities to connect with the community and identify stakeholder priorities to help inform school improvement planning.

GOAL 1

TITLE: Prepare all students for college, career and citizenship

DESCRIPTION:

With the growing complexity of the world and the increasing demands of the 21st Century workforce, there is little question that all students should graduate from high school fully prepared for college and careers. It is also important for schools to help students develop social and emotional skills to become good citizens, access financial resources, gain parental support, and develop peer networks that support postsecondary readiness.

To be college and career ready, high school graduates must have studied a rigorous and broad curriculum grounded in the core academic disciplines, but also consisting of other subjects that are part of a well-rounded education. Academic preparation alone is not enough to ensure postsecondary readiness, but it is clear that it is an essential part of readiness for college, careers, and life in the 21st Century.

The District Scorecard will reflect improvement targets aligned with the goal objectives of the Strategic Plan, where applicable, and other key performance indicators as identified.

SUPPORTING OBJECTIVES:

- 1A Implement programs to support all students' preparedness for college, career and citizenship.
- 1B Facilitate program alignment, reduce opportunity gaps, and cultivate more personalized student learning environments.
- 1C Refine a comprehensive instructional coaching and professional development program.
- 1D Increase capacity to address student behavioral health issues and evidence-based social and emotional learning.
- 1E Provide a safe, productive learning and working environment.

GOAL MANAGER:

Jeff Hogan

Goal 1:

Prepare all students for college, career and citizenship

OBJECTIVE 1A

TITLE: Implement programs to support all students' preparedness for college, career and citizenship.

DESCRIPTION:

High standards, rigorous curriculum, differentiated instruction, sound assessment practices, deliberate use of assessment data, and ensuring equitable programs are all essential elements of an effective instructional program. With the introduction of CORE 24, Common Core State Standard (CCSS), and other new requirements, adopting and implementing research-based, best practices is more important than ever to ensure student success. When completed, these tasks will lead to higher graduation rates and increase students' preparedness for college, career, and citizenship.

PROGRESS MEASUREMENT:

- 100% tasks completed.
- Increase by 4% the number of students participating in dual credit options by June, 2019.
- Increase by 2% the number of students participating in Advanced Placement and College-in-the-high school courses during the 2018-19 school year.
- Increase by 5% the number of students taking the 2018-19 SAT.
- Increase by 3% the number of seniors applying for college financial aid (FAFSA) by June, 2019.

TASKS:

TIMELINE:

- | | |
|---|--------------------|
| • (1) Launch Year 3 of Advancement Via Individual Determination (AVID) College and Career Readiness program at MSHS and TFMS and launch Year 2 AVID at CKMS. Consider AVID implementation at TRS. | September 15, 2018 |
| • (2) Continue focusing efforts to increase AVID strategies school wide at MSHS, TFMS and CKMS. | September 15, 2018 |
| • (3) Implement year 2 of the high school "advisory program" for delivering career and college planning activities (i.e. High School and Beyond Plan). | November 15, 2018 |
| • (4) Closely monitor Two Rivers educational program improvements to ascertain whether future restructuring of the program is needed. | January 15, 2019 |
| • (5) Explore opportunities to increase access and participation in pre-college testing opportunities and deliver a recommendation to the superintendent. | March 15, 2019 |

TASKS:

- (6) Refine strategies to increase the number of students participating in dual credit opportunities while in high school.
- (7) Inventory and assess all career exploration activities occurring across the District, and develop a plan to increase access, so more students have a relevant career experience.
- (8) Assess available student career interest and aptitude survey tools, and explore options for new survey tools that better align to high demand fields and careers.
- (9) Develop procedures for awarding credit based upon competency testing in World Languages and Mathematics.

TIMELINE:

- February 15, 2019
- March 15, 2019
- April 15, 2019
- April 15, 2019

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none"> • Instructional coaches/Specialists • School Principals • Directors • AVID District Site Team 	<ul style="list-style-type: none"> • Costs associated with software (Naviance, competency testing, survey tools), professional development and staffing for AVID implementation • Costs for AVID PD and staffing • Costs associated with College Admissions Testing 	<ul style="list-style-type: none"> • Increased on-time and extended graduation rates • Increased percentage of students that simultaneously graduate with high school diploma and AA college degree • Increase percentage of students attending post-secondary programs • Reduce post-high school remediation in Math and English

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Jeff Hogan	Dan Schlotfeldt, Nancy Meeks, School Principals

Goal 1:

Prepare all students for college, career and citizenship

OBJECTIVE 1B

TITLE: Facilitate program alignment, reduce opportunity gaps, and cultivate more personalized student learning environments.

DESCRIPTION:

Personalized learning where there are strong relationships between staff and students is critical to keeping students engaged in school. It is important to offer a large spectrum of differentiated programs that provides opportunities for students to explore their interests and passions, while learning to build strong relationships with adults and their peers. Identifying ways to close the achievement gap through alignment of practices and systems, will allow us to better meet the current and emerging needs of all students.

PROGRESS MEASUREMENT:

- 100% of tasks completed.
- Increase the percentage of Special Education students below standard in literacy, by 5% in each grade band (grades 3-5 and 6-8) by June 2019, as measured by the ELA Smarter Balanced Assessment.
- Increase the percentage of low-income students below standard in literacy, by 5% in each grade band (grades 3-5 and 6-8) by June 2019, as measured by the ELA Smarter Balanced Assessment.
- Increase the percentage of Special Education students below standard in math, by 5% in each grade band (grades 3-5 and 6-8) by June 2019, as measured by the math Smarter Balanced Assessment.
- Increase the percentage of low-income students below standard in math, by 5% in each grade band (grades 3-5 and 6-8) by June 2019, as measured by the math Smarter Balanced Assessment.
- Increase the District four year graduation rate for low-income students by 2% by June 2019.
- Increase from 70% to 75% the percent of staff reflecting positive support around Effective Leadership on the 2018-19 EES Staff Perception Survey.

TASKS:

TIMELINE:

- | | |
|---|--------------------|
| • (1) Launch Computer Science coding initiative at elementary and middle schools. | September 15, 2018 |
| • (2) Implement a new Mount Si High School daily schedule (7 period modified block). | September 15, 2018 |
| • (3) Implement new elementary daily MTSS schedule models that better align, enable differentiation opportunities in the core curriculum, and help address the opportunity gap. | October 15, 2018 |
| • (4) Evaluate and modify P-12 program services to improve equity, and better support the differentiated needs of all students to close the opportunity gap. | November 15, 2018 |

TASKS:

TIMELINE:

- | | |
|---|--------------------------|
| <ul style="list-style-type: none"> • (5) Complete long-term planning and visioning for transition back to three middle schools in 2019 to ensure consistency of programs and alignment. | <p>December 15, 2018</p> |
| <ul style="list-style-type: none"> • (6) School Start Time Advisory Committee to finish review of schools start times and present and recommended changes to the superintendent. | <p>January 15, 2019</p> |
| <ul style="list-style-type: none"> • (7) Establish a K-12 committee and begin review of homework, as related to assessment and grading practices, and modify and align practices. | <p>February 15, 2019</p> |
| <ul style="list-style-type: none"> • (8) Begin implementation of a new K-12 Learning Management System (LMS) platform to align and personalize the digital learning environment. | <p>February 15, 2019</p> |
| <ul style="list-style-type: none"> • (9) Review the K-12 Music committee priorities, other District performing art’s needs, including music needs to equip Snoqualmie Middle School, and develop a prioritized list and timeline for implementation. | <p>March 15, 2019</p> |
| <ul style="list-style-type: none"> • (10) Begin planning and preparation for implementation of the first phase of the District 1 to 1 computer initiative in the fall of 2019. | <p>April 15, 2019</p> |
| <ul style="list-style-type: none"> • (11) Review and evaluate K-5 Math and 9-12 ELA curricula for possible pilot and future adoption. | <p>May 15, 2019</p> |
| <ul style="list-style-type: none"> • (12) Evaluate and re-align the district’s health/fitness/physical education curriculum (K-12) to align with new standards. | <p>May 15, 2019</p> |
| <ul style="list-style-type: none"> • (13) Inventory all middle school curriculum, texts, resources, music program and library materials for redistribution to Snoqualmie Middle School. | <p>June 15, 2019</p> |

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none"> • Teacher leaders • Instructional Coaches/Specialists • School Principals • Directors 	<ul style="list-style-type: none"> • Costs associated with curriculum, professional development, staffing, and implementation • \$300,000 for mobile devices • Cost of LMS and PD 	<ul style="list-style-type: none"> • Increased graduation rates • Increased number of mobile devices for students in schools • Schedules that better meet student needs • Aligned curriculum/programs • Improved teacher-student-parent connections (LMS)

RESPONSIBILITIES:

<u>Primary</u> Jeff Hogan	<u>Secondary</u> Nancy Meeks, Dan Schlotfeldt, School Principals, Counselors, Instructional Coaches
-------------------------------------	--

Goal 1:

Prepare all students for college, career and citizenship

OBJECTIVE 1C

TITLE: Refine a comprehensive instructional coaching and professional development program.

DESCRIPTION:

As students matriculate through the Snoqualmie Valley School District schools, it is important that all students in every classroom have equal access to high quality curriculum and instruction to best prepare them for college, career, and citizenship. With many new teachers and administrators entering the system and English Language Arts (ELA), Math and NextGen Science (NGSS) standards now in place, it is critically important that strong curriculum, programs and assessments exist to support new teachers, as well as provide support for all teachers and administrators in a continuous improvement model. To support these efforts, the District will promote and provide opportunities for existing teachers to become teacher leaders.

PROGRESS MEASUREMENT:

- Tasks completed.
- Increase percentage of students meeting/exceeding proficiency on Smarter Balanced Assessments (See District Scorecard).
- Increase from 56% to 60 % the percent of staff reflecting positive support around Focused Professional Development on the 2018-19 EES Staff Perception Survey.

TASKS:

TIMELINE:

- | | |
|---|--------------------|
| • (1) Develop a revised menu of professional development offerings to support teachers and advance new initiatives. | September 15, 2018 |
| • (2) Begin implementation and professional development for newly adopted grade K-3 science and grade 7 and 8 ELA curricula. | October 15, 2018 |
| • (3) Identify and implement common classroom assessments for the adopted, curriculum to identify areas for student growth and to close the achievement gap. | November 15, 2018 |
| • (4) Refine and improve data coaching professional development for administrators and instructional coaches to better equip leaders to train teachers and help close the achievement gap. | December 15, 2018 |
| • (5) Expand professional development and time for practice with school principals, to deepen knowledge of the instructional framework, and improve skills in engaging in effective feedback conversations, to facilitate teacher growth and improve student achievement. | February 15, 2019 |

TASKS:

- (6) Increase opportunities for training, and strengthen support for school-level teacher leaders to improve meeting facilitation skills, and enhance delivery of professional development.
- (7) Continue to refine and implement a multi-year coaching and Teacher Assistance Program, that includes extensive orientation, mentoring, and support for new and experienced teachers.

TIMELINE:

April 15, 2019

May 15, 2019

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none"> • Instructional Coaches/Specialists • Teacher leaders • School Principals • Directors • AWSP Leadership Framework and Team • Consultants 	<ul style="list-style-type: none"> • Costs associated with science and ELA adoption and PD • Costs for PD for teacher leaders and school principals • Other TBD 	<ul style="list-style-type: none"> • Provision of updated curriculum • Fidelity during rollout of new initiatives • Increased graduation rates • Development of future teacher leaders • Reduced staff turnover

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Jeff Hogan	Superintendent, Dan Schlotfeldt, Nancy Meeks

Goal 1:

Prepare all students for college, career and citizenship

OBJECTIVE 1D

TITLE: Increase capacity to address student behavioral health issues and evidence-based social and emotional learning.

DESCRIPTION:

A robust Multi-Tiered System of Supports (MTSS) is essential to establish a district wide practice to efficiently, proactively, and quickly support all students and their diverse needs. MTSS is the intentional branding of the PBIS framework, Social-Emotional Learning (SEL), Trauma Informed Care and Restorative Practices. The proactive, prevention based approach of MTSS allows schools to highlight and reinforce the established culturally inclusive environment for all members of the school community, and more systematically and efficiently deliver needed supports to all students. This intentional effort to build strong community as well as the emphasis on early identification, data-based decision making, and intervention helps to reach students in a preventative rather than reactive manner and reduces the risk for school failure. These supports serve as a foundation for making responsible decisions that support individual well-being and, more broadly, support healthy communities.

PROGRESS MEASUREMENT:

- Tasks completed.
- Reduce by 1% the number of students chronically absent in 2018-19.
- Healthy Youth Survey Results.
- Reduce by 0.5% the number of days per year students are expelled or suspended in 2018-19.

TASKS:

TIMELINE:

- | | |
|--|-------------------|
| • (1) Review and refine the work of student Re-engagement (Truancy) Community Board. | November 15, 2018 |
| • (2) Begin implementation of SBIRT grants to increase access to Behavioral Health Services. | November 15, 2018 |
| • (3) To improve student behaviors on school buses, identify up to five bus drivers to train in PBIS strategies to become trainers. | December 15, 2018 |
| • (4) Launch a committee to explore options for starting a “Recovery School Program” within the District, or in partnership with other agencies, to improve educational support options for students dealing with substance abuse. | March 15, 2019 |
| • (5) Train staff and implement the new K-5 Social Emotional Learning (SEL) curriculum. | May 15, 2019 |

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none"> • Student Services Instructional Coaches 	<ul style="list-style-type: none"> • Costs associated SEL adoption and PD 	<ul style="list-style-type: none"> • Better access to behavioral health services • Few discipline incidents • Improved attendance • Increased graduation rates

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Nancy Meeks	Superintendent, Jeff Hogan, Dan Schlotfeldt, RJ Monton

Prepare all students for college, career and citizenship

OBJECTIVE 1E

TITLE: Provide a safe, productive learning and working environment.

DESCRIPTION:

Preparing for unexpected emergencies and active threats in our schools is of critical importance. School disaster and threat management involves the familiar cycle of steps found in all project management: assess hazards, vulnerabilities, capacities and resources; plan and implement for physical risk reduction, maintenance of safe facilities, standard operating procedures and training for threat and disaster response; test mitigation and preparedness plans and skills regularly, with realistic simulation drills; and revise plans based on information learned during drills.

PROGRESS MEASUREMENT:

- Tasks completed.
- Healthy Youth Survey Results.

TASKS:

TIMELINE:

- | | |
|---|--------------------|
| • (1) Train all staff on crisis response planning, prevention and response to an active threat on schools campus. | September 15, 2018 |
| • (2) Review Mount Si High School student safety survey data, and student forum feedback, and incorporate main themes into School Improvement Plan. | October 15, 2018 |
| • (3) Review school safety and response plans with staff and students, to help improve lockdown implementation, including reviewing emergency plans during, passing times, recess, and lunch. | October 15, 2018 |
| • (4) Conduct a school safety awareness day and/or assemblies focused on student safety. | November 15, 2018 |
| • (5) Assess effectiveness of recent school safety improvements, including access controls, visitor management systems, video door bells, etc...and make adjustments in procedures as needed to ensure safe, efficient and secure facilities. | January 15, 2019 |
| • (6) Participate in the Puget Sound Educational Service District Threat Assessment Cooperative to strengthen knowledge, implement best practice and improve efforts to ensure student safety. | February 15, 2019 |

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none"> • PSESD Threat Assessment Cooperative 	<ul style="list-style-type: none"> • \$5,000 for School Safety speakers • Other TBD 	<ul style="list-style-type: none"> • Safer facilities

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Jeff Hogan	Ryan Stokes, Bill Davis, Superintendent, Dan Schlotfeldt, Nancy Meeks, School Principals

GOAL 2

TITLE: **Guarantee sound financial processes, business practices and ample and safe facilities to support the improvement of student learning.**

DESCRIPTION:

The School District receives less per-pupil funding than most neighboring school districts in King County. At the same time, the community is one of the fastest growing in the state. These two factors, when combined with multiple years of deep funding cuts from the state, magnify the paramount importance of maintaining sound financial processes, conservative fiscal administration, and prudent stewardship of District funds. In order to maximize the utilization of limited funding, the District must be purposeful in the maintenance and upkeep of facilities, considerate of collective bargaining agreements, and planning effectively for both the short-term and long-term needs of the District.

SUPPORTING OBJECTIVES:

- 2A Execute year four of the comprehensive capital construction plan
- 2B Refine and facilitate personnel practices to continually improve recruitment, selection, “on boarding,” and retention of the best and the brightest employees.
- 2C Effectively implement the District Collective Bargaining processes and subsequent agreements.
- 2D Monitor condition of facility needs to identify short-term and long-term facility improvements.
- 2E Provide financial and operational processes that strengthen student learning and ensure effective stewardship of taxpayer resources.

GOAL MANAGER:

Ryan Stokes

Goal 2:

Guarantee sound financial processes, business practices and ample and safe facilities to support the improvement of student learning.

OBJECTIVE 2A

TITLE: Execute year four of the comprehensive capital construction plan.

DESCRIPTION:

With passage of the \$244 million bond in February 2015, many capital projects are now underway and in various stages of completion across the District. When complete, this plan will create new student capacity at all levels and deliver two new, state-of-the-art facilities, along with numerous other facility upgrades at all schools. This objective is a critical link in providing ample, safe, and modern facilities to a growing student population.

PROGRESS MEASUREMENT:

- 100% of tasks completed.
- Regular construction progress reports.

TASKS:

TIMELINE:

- | | |
|---|-------------------|
| <ul style="list-style-type: none"> • (1) Complete Phase I construction of Mount Si High School. | Ongoing |
| <ul style="list-style-type: none"> • (2) Begin implementing the plan to facilitate the physical relocation of Mount Si High School and the Freshman Campus to the new Mount Si High School building. | December 15, 2018 |
| <ul style="list-style-type: none"> • (3) Assess Freshman Campus facility for adjustments needed to convert back to Snoqualmie Middle School. | January 15, 2019 |
| <ul style="list-style-type: none"> • (4) Upgrade technology infrastructure at Freshman Campus in preparation for the re-opening of Snoqualmie Middle School. | August 15, 2019 |
| <ul style="list-style-type: none"> • (5) Coordinate asset preservation and improvement projects. | August 15, 2019 |

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none"> • Clint Marsh • Honeywell • Architects and contractors 	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • MSHS open on-time and within scope • Ample and safe facilities to address growth • Future support for bonds and levies

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Ryan Stokes	Superintendent, Jeff Hogan, Carolyn Malcolm, Bill Davis

Goal 2:

Guarantee sound financial processes, business practices and ample and safe facilities to support the improvement of student learning.

OBJECTIVE 2B

TITLE: Refine and facilitate personnel practices to continually improve recruitment, selection, “on boarding,” and retention of the best and the brightest employees.

DESCRIPTION:

The Personnel Department is committed to ensuring that strategies used in the hiring and retention of all employees are consistent with best practice. In light of anticipated shortages of teachers, bus drivers, and other job classifications, successful completion of these tasks is critical to enable the District to continue to ensure sound hiring practices, attract high-quality candidates, foster positive relationships and successful student learning environments, and effectively communicate employee responsibilities and expectations.

PROGRESS MEASUREMENT:

- 100% of tasks completed.
- Extend contract offers as early as budget planning allows.
- Feedback from new hires.

TASKS:

- (1) Implement a testing procedure to assist current and future para educators with compliance of new legislatively imposed para educator requirements.
- (2) Plan local recruiting career fairs for in 2018-19.
- (3) Refine procedures, timelines and process for staff transfers when opening a new school (SMS).
- (4) Assess HR/Personnel organization and functions to better support employees and improve student learning.
- (5) Project fall of 2019 school staffing allocations earlier in the school year, so that hiring decisions for secondary teachers and special education teachers can occur earlier, enabling recruiting staff to hire the best and the brightest.

TIMELINE:

September 15, 2018

November 15, 2018

December 15, 2018

January 15, 2019

February 15, 2019

RESOURCES:

<p><u>Other</u></p> <ul style="list-style-type: none"> • Surveys • Consultants 	<p><u>Cost</u></p> <ul style="list-style-type: none"> • TBD 	<p><u>ROI</u></p> <ul style="list-style-type: none"> • High-quality employees • Improved employee retention • Improved employee job satisfaction • Increased parent satisfaction • More effective coaches • Established professional recruitment standards • Increased student achievement
---	---	--

RESPONSIBILITIES:

<p><u>Primary</u> Lynn Heikkila</p>	<p><u>Secondary</u> Vivian Ma, Superintendent, Ryan Stokes, Dan Schlotfeldt, School Principals</p>
--	---

Goal 2:

Guarantee sound financial processes, business practices and ample and safe facilities to support the improvement of student learning.

OBJECTIVE 2C

TITLE: Effectively implement the District Collective Bargaining processes and subsequent agreements.

DESCRIPTION:

Review and examine best practice to inform the District’s collective bargaining processes.

PROGRESS MEASUREMENT:

- 100% of tasks completed.

TASKS:

TIMELINE:

- | | |
|--|--------------------|
| • (1) Implement successor agreement with SVASA. | September 15, 2018 |
| • (2) Identify District negotiations team for 2019 SVEA bargaining. | September 15, 2018 |
| • (3) Finalize contract re-opener on compensation with SVEA | October 15, 2018 |
| • (4) Engage with SVEA leadership to discuss and finalize a timeline and training needs for bargaining 2019 successor agreement. | October 15, 2018 |
| • (5) Secure successor collective bargaining agreement with SVEA. | August 15, 2019 |

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none"> • Lead negotiator • District negotiation teams • PERC 	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Improved employee/employer relationship • Successor agreements in place prior to school year starting

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Ryan Stokes, Jeff Hogan	Lynn Heikkila , Collective bargaining teams, Superintendent

Goal 2:

Guarantee sound financial processes, business practices and ample and safe facilities to support the improvement of student learning.

OBJECTIVE 2D

TITLE: Monitor condition of facility needs to identify short-term and long-term facility improvements.

DESCRIPTION:

The process of identifying facility needs (short-term and long-term) and capacity need for schools and centralized programs, will provide and ensure safe and secure facilities for students and staff, accommodate growth, as well as ensure adequate capacity to maintain and expand programming. This objective will also facilitate communication to the community regarding the condition of the District’s facilities.

PROGRESS MEASUREMENT:

- 100% of tasks completed.

TASKS:

- (1) Assess building and other district facility needs.
- (2) Explore options for expanding Transportation facilities.
- (3) Form a facilities study committee to study demographic projections, enrollment trends, condition of current facilities, and begin reviewing elementary and centralized program capacity needs (preschool, gifted, Parent Partnership Program, etc...) for possible recommendations on new facilities, facility expansion, or facility upgrades.
- (4) Provide annual update of the Capital Facilities Plan.

TIMELINE:

Ongoing
January 15, 2019
March 15, 2019
May 15, 2019

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none"> • Consultants • Demographer 	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Safer facilities and more reliable emergency communications • Provision for ongoing maintenance needs • Adequate space for meeting enrollment needs and program growth • Lower repair costs by identifying problems and correcting proactively

RESPONSIBILITIES:

<u>Primary</u> Ryan Stokes	<u>Secondary</u> Bill Davis, Jim Garhart
--------------------------------------	--

Goal 2:

Guarantee sound financial processes, business practices and ample and safe facilities to support the improvement of student learning.

OBJECTIVE 2E

TITLE: Provide financial and operational processes that strengthen student learning and ensure effective stewardship of taxpayer resources.

DESCRIPTION:

In addition to managing a \$244 million capital project program, the Business Office is responsible for over \$85million of annual expenditures related to the operations of the School District. In addition to operating and capital funds, the District is also responsible for finances of the Associated Student Body, Debt Service Fund and Transportation Vehicle Fund (school busses). The Business Office continually monitors and evaluates financial processes in order to identify enhancements that will strengthen student learning and benefit District taxpayers by striving for operational efficiencies, cost savings, and other initiatives that will maximize the utilization of taxpayer dollars. The Business Office strives to provide the means by which the District offers the highest levels of educational opportunities, while maintaining financial stability and sustainability of the educational programs being offered. Strong fiscal health of the School District benefits all, and has led to stable credit ratings from both Moody's and Standard & Poor's over the past several years. Strong credit ratings benefit taxpayers through lower interest rates on capital bonds.

PROGRESS MEASUREMENT:

- 100% of tasks completed.

TASKS:

TIMELINE:

- | | |
|---|------------------|
| • (1) Review and consider revising budget adoption timeline. | TBD |
| • (2) Review administrative and School Board priorities related to annual budget planning. | January 15, 2019 |
| • (3) Examine feasibility of providing door-to-door, or shuttle transportation service for Two Rivers School. | April 15, 2019 |
| • (4) Expand and increase bandwidth and capacity of WiFi infrastructure to support 1 to 1 computer initiative at the secondary schools. | July 15, 2019 |
| • (5) Develop transportation routing plans and alternatives related to opening Snoqualmie Middle School that create efficiencies, and reduce the impacts on transportation. | August 15, 2019 |
| • (6) Monitor market conditions for refinancing of existing bond issues and execution of future bond sales related to the 2015 bond proposition. | August 15, 2019 |

TASKS:

TIMELINE:

- (7) Complete phase II of implementation of classroom digital displays.

August 15, 2019

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none">• Consultants	<ul style="list-style-type: none">• \$200,000 for classroom displays	<ul style="list-style-type: none">• Community satisfaction• More robust wireless infrastructure• Financial stability• Maintain credit rating• Improved stakeholder perception• More efficient financial processes

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Ryan Stokes	Bill Davis, Pam Chambers, Fletcher Lacroix, Business Office Staff

GOAL 3

TITLE: **Improve and refine exemplary 2-way communication practices with students, community, parents and staff to improve student learning.**

DESCRIPTION:

Exemplary communication and connecting with the Snoqualmie Valley learning community remains a top priority in the District. The District continues to explore effective ways to inform and engage parents, staff, students, and the community about the important work happening in schools. Using a variety of strategies and tools, the District strives to provide quality communication that offers useful information, through timely notification and broad outreach that encourages stakeholders to engage in meaningful ways. Through comprehensive communication efforts, the District works to improve student learning, connect with families, increase support for schools, and advance the District’s mission and vision.

SUPPORTING OBJECTIVES:

- 3A Communicate and highlight the District’s priorities, initiatives and achievements, to inform key audiences.

- 3B Ensure emergency communication systems and protocols are utilized districtwide to maintain safe school environments for students and staff.

- 3C Provide engagement activities to connect with the community and identify stakeholder priorities to help inform school improvement planning.

Goal 3:

Improve and refine exemplary 2-way communication practices with students, community, parents and staff to improve student learning.

OBJECTIVE 3A

TITLE: Communicate and highlight the District’s priorities, initiatives and achievements, to inform key audiences.

DESCRIPTION:

A key focus of District communications is to raise awareness about dynamic teaching and learning programs, interventions and social emotional supports, and activities that promote college and career-readiness goals for all students. District communications also focus on keeping key stakeholders informed about the business of our schools including: fiscal management, employment opportunities, and school operations and safety. Also, positive stories -- about extraordinary students, inspiring staff, and innovative learning -- are shared regularly throughout the year. The District uses a variety of communication tools to connect with parents, students, community members, staff, and media. This outreach includes: district and school websites, district and school E-News, photos/captions, videos, slide shows, E-Flyers, district newsletters, employee newsletters, Facebook, and Twitter posts. Communication that is clear, concise, and timely with a consistent tone and message, plays an important role in building community trust in the District, while growing support and pride for Snoqualmie Valley schools.

PROGRESS MEASUREMENT:

- 100% of tasks completed.

TASKS:

TIMELINE:

- | | |
|--|--------------------|
| • (1) Provide communication support to the new superintendent to assist with his transition. | September 15, 2018 |
| • (2) Identify key messaging to support strategic objectives, and implement throughout district communications. | October 15, 2018 |
| • (3) Review and analyze the 2018 communications audit recommendations and determine next steps. | November 15, 2018 |
| • (4) Research videographers and identify a consultant to help create district videos. Develop a plan of videos to create to reinforce 2018-19 strategic priorities. | November 15, 2018 |
| • (5) Communicate ongoing progress on capital projects as well as other preparation for the transitions in the fall of 2019 – transitioning grades 9-12 into newly constructed high school, and converting the Freshman Campus to a 3 rd middle school. | July 15, 2019 |

TASKS:

- (6) Implement internal communications to staff members, to help keep employees well informed and connected to district initiatives, news, and achievements in our schools.
- (7) Implement external communications to parents, students, the community and media, using a variety of venues to share important school news, stories of student achievement, and photos.

TIMELINE:

June 15, 2019

July 15, 2019

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none"> • School Principals • Instructional Coaches • OSPI, PSESD • Printing, video, design services • Constant Contacts e-news notification services • School Messenger • Blackboard website 	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Increased levels of student, parent, and community satisfaction and trust in the District. • Support for future levies and bonds. • Having a good reputation bolsters recruiting efforts and increases property values. • Positive recognition can help improve staff morale/retention.

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Carolyn Malcolm	Superintendent,, Jeff Hogan, Nancy Meeks, Dan Schlotfeldt

Goal 3:

Improve and refine exemplary 2-way communication practices with students, community, parents and staff to improve student learning.

OBJECTIVE 3B

TITLE: Ensure emergency communication systems and protocols are utilized districtwide to maintain safe school environments for students and staff.

DESCRIPTION:

The safety and security of all students and staff is a top priority for the Snoqualmie Valley School District. To prepare for potential emergencies, the District has partnered with emergency responders to define effective protocols, developed resources and trained personnel, practiced drills with students, and installed communication systems to support schools and notify families. The District uses a variety of communication tools, depending on the situation: district website, E-News, call-out system, district hotline with recorded message, BusBulletin notification, Facebook/Twitter, FlashAlert.net notification, and/or news media.

PROGRESS MEASUREMENT:

- 100% of tasks completed.

TASKS:

- (1) Verify staff and family emergency contacts, and practice the District’s emergency notification systems. Inform parents about emergency communication procedures and resources they can refer to during an emergency.
- (2) Review emergency protocols, promote drills and training, and collaborate with emergency responders to help ensure preparedness and consistency of school response to potential threats.
- (3) Consider adjusting the District’s practice regarding notification of school delays and closures, to include an early morning call to all parents.
- (4) Review school reunification protocols and develop materials that all schools can use to help manage the reunification process.
- (5) Publicize and promote the safety-related activities and improvements that result from Goal 1, Objective 1E “Provide a safe, productive learning and working environment.”
- (6) Expand the district’s emergency outreach capability by adding a text notification option.

TIMELINE:

- October 15, 2018
- October 15, 2018
- October 15, 2018
- December 15, 2018
- February 15, 2019
- March 15, 2019

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none">• School Messenger• Constant Contacts e-news notification services• Blackboard website• Flashalert.net• PSESD	<ul style="list-style-type: none">• TBD	<ul style="list-style-type: none">• Improved perception of safe schools• Improved preparedness• Improved response rates

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Carolyn Malcolm	Superintendent, Jeff Hogan, Ryan Stokes, Bill Davis

Goal 3:

Improve and refine exemplary 2-way communication practices with students, community, parents and staff to improve student learning.

OBJECTIVE 3C

TITLE: Provide engagement activities to connect with the community and identify stakeholder priorities to help inform school improvement planning.

DESCRIPTION:

Two-way communication is vital to ensuring the District’s efforts align with the priorities of the Snoqualmie Valley School District learning community. Through a variety of engagement activities, the District strives to raise awareness, encourage participation, and better understand the perspectives of key stakeholders. Feedback from students, staff, parents and the community is used to inform school improvement planning, educational programming decisions, budget development, and other decision intended to improve student learning.

PROGRESS MEASUREMENT:

- 100% tasks completed.

TASKS:

TIMELINE:

- | | |
|--|--------------------|
| • (1) Develop a plan to use the Thoughtexchange engagement tool to solicit input from the learning community. | September 15, 2018 |
| • (2) Develop a community engagement plan for the district administration to strengthen community connections. | October 15, 2018 |
| • (3) Launch a new website design for the district and school websites to increase accessibility for all, improve usability, and refresh the site’s content look and feel. | October 15, 2018 |
| • (4) Research the feasibility, costs, options, archival, closed caption requirements, and pros/cons to determine whether to videotape/stream school board meetings. | November 15, 2018 |
| • (5) Research options around a one-way texting tool, to provide schools more flexibility to reach families about non-emergency information. | December 15, 2018 |
| • (6) Initiate community events to promote the opening of the new high school. | July 15, 2019 |

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none">• School Messenger• ThoughtExchange• Constant Contacts• SchoolWires• PSESD	<ul style="list-style-type: none">• TBD	<ul style="list-style-type: none">• Increased levels of student, parent, and community satisfaction• Improved perception of safe schools

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Carolyn Malcolm	Superintendent, Bill Davis, Jeff Hogan, School Principals, Ryan Stokes

4.0 APPENDIX

4.1 References

- Annual Capital Facilities/Maintenance Plan
- Annual District Budget Report
- Annual School Improvement Plans
- Curriculum Review/Adoption Cycle
- District Policies and Procedures
- District Website
- 6-12 Math Pathways Guide
- On-Time Graduation Task Force Report
- Two Rivers Program Review
- School Profiles

4.2 Glossary

Define acronyms and unusual terms. Identify what the acronyms represent and what the terms mean.

Term	Definition
<i>21st Century skills:</i>	<i>The skills and habits of mind that allow students to succeed in a global dynamically-changing society that relies heavily on information technology.</i>
<i>ALE</i>	<i>Alternative Learning Experience</i>
<i>AP</i>	<i>Advanced Placement</i>
<i>AMO</i>	<i>Annual Measurable Objectives</i>
<i>ATOD</i>	<i>Alcohol, Tobacco and Other Drugs</i>
<i>AVID</i>	<i>Advancement Via Individual Determination</i>
<i>AYP</i>	<i>Adequate Yearly Progress</i>
<i>BYOD</i>	<i>Bring Your Own Device</i>
<i>CADR</i>	<i>College Academic Distribution Requirements</i>
<i>CCSS-ELA</i>	<i>Common Core State Standards – English/Language Arts</i>
<i>CCSS-M</i>	<i>Common Core State Standards – Mathematics</i>
<i>CICO</i>	<i>Check-in Check-out</i>
<i>CORE 24</i>	<i>New set of credit requirements for high school graduation</i>
<i>CSTP</i>	<i>Center for Strengthening the Teaching Profession</i>
<i>CTE</i>	<i>Career Technical Education</i>
<i>ECEAP</i>	<i>Early Childhood Education and Assistance Program</i>
<i>EEOC</i>	<i>Equal Employment Opportunity Commission</i>
<i>EES</i>	<i>Educational Effectiveness Survey</i>
<i>EFB</i>	<i>Ending Fund Balance</i>

<i>ELA</i>	<i>English/Language Arts</i>
<i>ELL</i>	<i>English Language Learners</i>
<i>EOC</i>	<i>End of Course Exam</i>
<i>EP&O Levy</i>	<i>Educational Programs and Operations Levy</i>
<i>ESEA</i>	<i>Elementary and Secondary Education Act</i>
<i>FAFSA</i>	<i>Free Application for Federal Student Aid</i>
<i>FCC</i>	<i>Federal Communications Commission</i>
<i>FTE</i>	<i>Full Time Equivalent</i>
<i>HIB</i>	<i>Harassment, Intimidation, Bullying</i>
<i>Hi-C</i>	<i>Program for the Highly Capable</i>
<i>HSBP</i>	<i>High School and Beyond Plan</i>
<i>HSPE</i>	<i>High School Proficiency Exam</i>
<i>HYS</i>	<i>Healthy Youth Survey</i>
<i>LAP</i>	<i>Learning Assistance Program</i>
<i>LMS</i>	<i>Learning Management System</i>
<i>MSP</i>	<i>Measurement of Student Progress</i>
<i>MTSS</i>	<i>Multi-Tier Systems of Support</i>
<i>NGSS</i>	<i>Next Generation Science Standards</i>
<i>NWRDC</i>	<i>Northwest Regional Data Center</i>
<i>OSPI</i>	<i>Office of Superintendent of Public Instruction</i>
<i>PBIS</i>	<i>Positive Behavior Intervention Support</i>
<i>PERC</i>	<i>Public Employees Relation Commission</i>
<i>Post-SecondaryPlan</i>	<i>Written student plan for attending two- and four-year colleges, technical schools, etc.</i>

<i>PSE</i>	<i>Public School Employees</i>
<i>PSESD</i>	<i>Puget Sound Educational Service District</i>
<i>PTSA</i>	<i>Parent Teacher Student Association</i>
<i>ROI</i>	<i>Return on Investment</i>
<i>SET</i>	<i>School-wide Evaluation Tool</i>
<i>SIP</i>	<i>School Improvement Plan</i>
<i>SBA</i>	<i>Smarter Balanced Assessment</i>
<i>Stakeholders</i>	<i>Interested parties, internal and external, impacting the School District</i>
<i>STEM</i>	<i>Science, Technology, Engineering and Mathematics</i>
<i>SVEA</i>	<i>Snoqualmie Valley Education Association</i>
<i>SVPA</i>	<i>Snoqualmie Valley Principals Association</i>
<i>SVASA</i>	<i>Snoqualmie Valley Administrative Secretaries Association</i>
<i>SVSD</i>	<i>Snoqualmie Valley School District</i>
<i>SVSF</i>	<i>Snoqualmie Valley Schools Foundation</i>
<i>SWIS</i>	<i>School-wide Information Screening</i>
<i>TCPA</i>	<i>Telephone Consumer Protection Act</i>
<i>TFI</i>	<i>Tiered Fidelity Inventory</i>
<i>TPEP</i>	<i>Teacher and Principal Evaluation Project</i>
<i>WaKIDS</i>	<i>Washington Kindergarten Inventory of Developing Skills</i>
<i>WSIPC</i>	<i>Washington School Information Processing Cooperative</i>
<i>WSSDA</i>	<i>Washington State School Directors' Association</i>

4.3 Revisions Record

• Description of Revision	Pages Affected	Approved By	Accomplished By	Effective Date
Plan Approved	All	School Board	Joel Aune	June 2018