

Snoqualmie Valley School District

Strategic Plan

2018-2023

A Five-Year Plan

“Engaging and Empowering ALL Learners”

Prepared by:

Snoqualmie Valley School Board,
District Staff, and
Community Members

In conjunction with:

Laurie Edwards

**STRATEGIC PLANNING
LEADERSHIP TEAM**

Name	Representing
Robert Manahan	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
Ryan Stokes	Assistant Superintendent
Nancy Meeks	Executive Director Student Services
Ginger Callison	Executive Director
Dan Schlotfeldt	Executive Director
Carolyn Malcolm	Public Information Officer
Paytan Murray	Student Representative
Emma Cullen	Student Representative

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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 7,200 students, in 11 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 work to engage and empower all learners. They 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, 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 93.9% in 2018 (95.8% 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 8th in Washington State, based on reading and math test data in 2018-19.

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
- 3 Middle Schools (6-8): Chief Kanim, Snoqualmie, Twin Falls
- 1 Comprehensive High School (9-12): Mount Si
- 1 Alternative High School (9-12): Two Rivers (a Big Picture school)
- 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 7,200 students are served in preschool through grade 12, and special needs students up to 21 years of age. Student enrollment has grown by approximately 31% over the last ten years. The percentage of students receiving free and reduced meals is approximately 11%.

Our Awards:

- **US News & World Report** named Mount Si High School to its 2019 “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 8th in the state, based on 2018-19 test data.
- 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 five years, 2014-2017, and 2019.
- Class of 2019 graduates were awarded \$11.5 million in scholarships for their academic achievement, athletic skills, and community service.
- For 14 consecutive years, the District’s Transportation department has earned **outstanding safety inspections** from the Washington State Patrol.
- The District’s Business Services department maintains a high Aa1 bond rating from Moody’s Investors Service, and has a strong record of **clean audits** from the State Auditor.

Our Superintendent:

Robert W. Manahan, Ed.D

Our Staff:

The District employs approximately 800 full-time and part-time school staff members. In preparation for the start of each school year, nearly 450 staff members annually participate in hundreds of hours of professional development. Snoqualmie Valley School District was named a National board Accomplished District for at least 20% of its teachers achieved National Board certification.

Our School Board:

Geoff Doy, Gary Fancher, Melissa Johnson, Dan Popp (2019)/Ram Dutt Vedullapalli (2020), Carolyn Simpson

Our Future:

- In February 2015, voters approved a school bond that set forth work to construct a 6th elementary school; rebuild, expand and modernize Mount Si High School; reinstate a third middle school; and initiate other school safety and improvement projects throughout the District. Since then, Timber Ridge Elementary School opened in 2016. Safety and security enhancements have been installed at all Snoqualmie Valley schools. A new gymnasium at Snoqualmie Elementary School in 2017, was among several improvement projects across the district. This fall of 2019, the District transitioned from two middle schools to three, converting Freshman Campus back into Snoqualmie Middle School. This coincided with the opening of the new Mount Si High School, built to serve up to 2,300 students in grades 9-12. Phase 2 of MSHS construction continues as two baseball/softball fields are built for year-round use, and a new Performing Arts Center is constructed.
- SVSD uses state-of-the-art technology throughout its classrooms to help engage students in their learning and prepare them for 21st Century skills and careers. Classroom tools include: interactive touch-screen TVs, interactive whiteboards, and web-based curriculum. In 2018, the District expanded computer science education offered in high school, to include age-appropriate coding instruction for students in Kindergarten through 8th grade. This year, 2019-20, the District launched its One-to-One Computing Initiative, to ensure all Snoqualmie Valley students have equal access to technology resources and opportunities. Voter support of a Technology Levy is enabling the District to equip every student in grades 6-12 with a laptop computer to use at school and home during their career in SVSD.
- The District believes great teaching is essential to successfully engaging students in learning. It invests in quality professional development, instructional coaching support for educators, and collaboration opportunities to share best practices, as well as extensive technology training and instructional 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. Volunteer opportunities in schools include serving as reading buddies, tutors, and success mentors, for an hour each week at school. Local business professionals may offer students internships with work site experience, 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 enjoy 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 community honors its timber and railroad past, and now features small shops, family-owned restaurants, and seasonal farmers’ markets and festivals. Snoqualmie was recognized among the top five “Best Places to Live” in 2015 by Money Magazine, and was named the “Safest City in Washington State” in 2019 by backgroundchecks.org.

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 2018-19 Significant Accomplishments

Goal 1: Teaching and Learning

- Continue focusing efforts to expand AVID strategies school wide at MSHS, TFMS and CKMS.
- Closely monitor Two Rivers educational program improvements to ascertain whether future restructuring of the program is needed.
- Explore opportunities to increase access and participation in pre-college testing opportunities and deliver a recommendation to the superintendent.
- Launch Computer Science coding initiative at elementary and middle schools.

- Implement a new Mount Si High School daily schedule (7 period modified block).
- Complete long-term planning and visioning for transition back to three middle schools in 2019 to ensure consistency of programs and alignment.
- Implement new elementary daily MTSS schedule models that better align, enable differentiation opportunities in the core curriculum, and help address the opportunity gap.
- Begin implementation of SBIRT grants to increase access to Behavioral Health Services.
- Train staff and implement the new K-5 Social Emotional Learning (SEL) curriculum.
- Train all staff on crisis response planning, prevention and response to an active threat on school campus.

Goal 2: Business and Finance

- Complete Phase I construction of Mount Si High School.
- 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.
- Assess Freshman Campus facility for adjustments needed to convert back to Snoqualmie Middle School.
- Implement a testing procedure to assist current and future para educators with compliance of new legislatively imposed para educator requirements.
- Assess HR/Personnel organization and functions to better support employees and improve student learning.
- Finalize contract re-opener on compensation with SVEA
- Implement successor agreement with SVASA.
- Expand and increase bandwidth and capacity of WiFi infrastructure to support 1 to 1 computer initiative at the secondary schools.
- Develop transportation routing plans and alternatives related to opening Snoqualmie Middle School that create efficiencies and reduce the impacts on transportation.

Goal 3: Communications and Community Engagement

- Provide communication support to the new superintendent to assist with transition.
- Review school reunification protocols and develop materials that all schools can use to help manage the reunification process.
- Consider adjusting the District's practice regarding notification of school delays and closures, to include an early morning call to all parents.
- Expand the district's emergency outreach capability by adding a text notification option.
- 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 3rd middle school.
- Identify key messaging aligned with strategic objectives to use throughout district communications.
- 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.
- Use the Thoughtexchange engagement tool to solicit input from the learning community (Portrait of a Graduate priorities).

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

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.

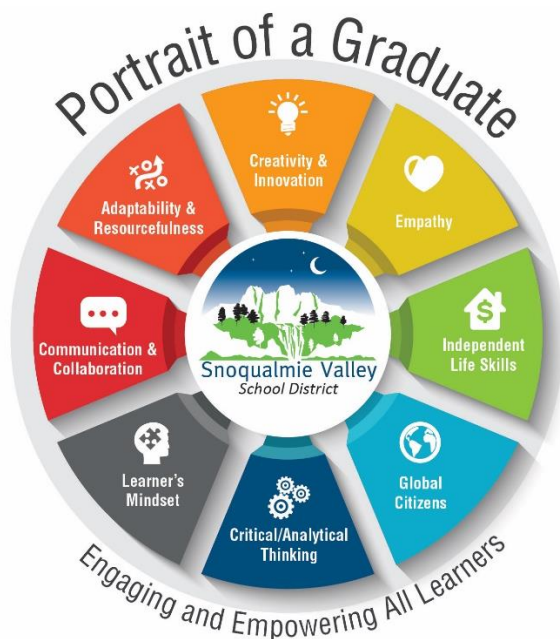
3.2 Mission

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 Portrait of a Graduate

The District conducted an extensive community process in 2019 to engage stakeholders (student, staff, families and community members) about what attributes and characteristic we believe students will need to be successful in college, career and life in general, after high school. This conversation helped identify what our community values for its student, in addition to strong academic content knowledge. These priorities comprise the SVSD Portrait of a Graduate, which staff are working to emphasize throughout our schools and lessons.



Key attributes our community believes all students need to be successful in college, career, and life:

- Creativity and Innovation
- Empathy
- Independent Life Skills
- Global Citizenship
- Critical/Analytical Thinking
- Learner's Mindset
- Communication and Collaboration
- Adaptability and Resourcefulness

3.4 Values

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

3.5 Critical Success Factors

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

3.6 Environment

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.

3.6.1 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

3.6.2 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

3.6.3 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

3.6.4 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 2019-20 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 2019-20 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 safety, behavioral health issues and evidence-based social and emotional learning.

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 MANAGERS:

Dan Schlotfeldt & Ginger Callison

Goal 1:

Prepare all students for college, career and citizenship

OBJECTIVE 1A

TITLE: Adapt and 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 the number of students taking the 2019-20 SAT.
- Board policy and procedures outline the Seal of Biliteracy testing process.
- Establish baseline participation rate in Seal of Biliteracy testing.
- Board policy and procedures align with new graduation requirements.
- Articulated graduation pathways for both high schools completed.
- All middle school advisory lessons and surveys completed, and program adjustments made reflecting survey results.
- Establish a baseline participation rate for PSAT/SAT during the school day.

TASKS:

TIMELINE:

- | | |
|--|---------------|
| • Implement PSAT and SAT during the school day for all high school students. | October 2019 |
| • Ensure alignment and utilization of new graduation requirements/pathways to support students' preparation for college, career and life readiness. | December 2019 |
| • Develop procedures for awarding credit based on competency testing in World Languages. | January 2020 |
| • 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. | March 2020 |
| • 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 to include exploration of apprenticeships and internships. | May 2020 |

- Increase fidelity of AVID strategies school wide at MSHS, CKMS, SMS, and TFMS in order to improve instructional effectiveness. June 2020
- Assess monitor and insure implementation of new curriculum K-12. June 2020
- Implement, monitor, and assess the middle school advisory program. June 2020
- Assess, monitor, and insure successful implementation of Two Rivers Big Picture High School program. June 2020

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 and Seal of Biliteracy testing • Cost associated with Middle School Advisory materials 	<ul style="list-style-type: none"> • Increased on-time and extended graduation rates • Increase percentage of students attending post-secondary programs • Reduce post-high school remediation in Math and English

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Ginger Callison, Dan Schlotfeldt and Douglas Burnham	Nancy Meeks, School Principals

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

OBJECTIVE 1B

TITLE: Research, review and implement activities, curriculum, and structural changes at schools to facilitate program alignment, reduce opportunity gaps and produce 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 provide 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 2020, 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 2020, 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 2020, 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 2020, as measured by the math Smarter Balanced Assessment.
- Increase the District four year graduation rate for low-income students by 2% by June 2020.
- Increase from 70% to 75% the percent of staff reflecting positive support around Effective Leadership on the 2020-21 EES Staff Perception Survey.

TASKS:

TIMELINE:

- | | |
|---|---------------------|
| • 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 2019 |
| • Complete implementation of the District One-to-One Device Initiative and incorporate technology into classroom instruction to support increased levels of student engagement. | February 2020 |
| • Continue implementation of a new K-12 Learning Management System platform to align and personalize the digital learning environment. | February 2020 (LMS) |
| • Evaluate and align the Districts Health/Fitness/Physical Education Curriculum K-12, to align with state standards. | April 2020 |

- Establish a K-12 committee and begin review of homework, as related to assessment and grading practices and modify and align practices. May 2020
- Continue implementation of elementary daily MTSS schedule models that are aligned, enable differentiation opportunities in the core curriculum, and help address the opportunity gap. June 2020
- Assess, monitor and ensure implementation of a revised school improvement planning process. June 2020
- Assess, monitor and ensure implementation of evidence-based practices in providing special education services to eligible SVSD students. June 2020
- Assess, monitor and ensure implementation of ELL program. June 2020
- Implement year 1 of the Portrait of a Graduate/21st Century Skills initiative. June 2020

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>	<u>Secondary</u>
Dan Schlotfeldt & Ginger Callison	Nancy Meeks, Monica Phillips, 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 2020-21 EES Staff Perception Survey.

TASKS:

TIMELINE:

- | | |
|--|----------------|
| • Develop a revised menu of professional development offerings to support teachers and advance new initiatives; monitor and assess district-level professional development program | September 2019 |
| • Identify and implement common classroom assessments for the adopted, curriculum to identify areas for student growth and to close the achievement gaps. | November 2019 |
| • Refine and improve professional development around using data with administrators and instructional coaches to better equip leaders to train teachers and help close the achievement gaps. | December 2020 |
| • Increase opportunities for training, and strengthen support for school-level teacher leaders to improve meeting facilitation skills, and enhance delivery of professional development. | April 2020 |
| • Provide professional development and time for practice with school principals to deepen knowledge of TPEP evaluation practices to facilitate teacher growth, improve evaluation accuracy and increase student achievement. | June 2020 |

- 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. June 2020

- Assess, monitor and ensure implementation of Professional Learning Communities at Work model in each school. June 2020

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>
Dan Schlotfeldt & Ginger Callison	Rob Manahan, Nancy Meeks

Goal 1:

Prepare all students for college, career and citizenship

OBJECTIVE 1D

TITLE: Implement a tiered, system-wide approach focused on improving district capacity to address student behavior and safety, and make evidence-based social and emotional learning an integral part of education from preschool through high school.

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. MTSS also includes Response to Intervention (RTI), to address the diverse academic needs of all students. 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 2019-20.
- Healthy Youth Survey Results.
- Reduce by 0.5% the number of days per year students are expelled or suspended in 2019-20.
- Reduce the number of students qualifying for intervention in grades K-3.

TASKS:

TIMELINE:

- | | |
|--|-----------|
| • Expand implementation of SBIRT grants to increase access to Behavioral Health Services. | June 2020 |
| • Train staff and implement the K-5 Social Emotional Learning (SEL) curriculum. | May 2020 |
| • Train School Bus drivers on PBIS Strategies. | May 2020 |
| • Participate in the Puget Sound Educational Service District Threat Assessment Cooperative to strengthen knowledge, implement best Practice and improve efforts to ensure student safety. | June 2020 |

- Provide professional development related to best practice in intervention techniques to utilize in both the classroom and intervention group settings. June 2020

- Support teachers with the use of differentiation materials included in new core curriculum. June 2020

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none"> • Student Services Instructional Coaches • PSED Threat Assessment Cooperative • Math and literacy specialists 	<ul style="list-style-type: none"> • Costs associated SEL adoption and PD • Training costs for math implementation team 	<ul style="list-style-type: none"> • Better access to behavioral health services • Few discipline incidents • Improved attendance • Increased graduation rates • Safer learning environment • Improved performance on all measures of student academic achievement

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Nancy Meeks	Rob Manahan, Dan Schlotfeldt, Monica Phillips, RJ Monton, Ginger Callison, 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 five 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 five 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.
- Recommendation for future preschool facility.

TASKS:

TIMELINE:

- | | |
|--|-------------|
| <ul style="list-style-type: none"> • Begin Phase II construction of Mount Si High School. | Ongoing |
| <ul style="list-style-type: none"> • Assess effectiveness of recent school safety improvements, including access controls, visitor management systems, video door bells, etc., and adjust procedures as needed to ensure safe, efficient and secure facilities. | June 2020 |
| <ul style="list-style-type: none"> • Assess and monitor best practices in preschool education, including facilities. | June 2020 |
| <ul style="list-style-type: none"> • Coordinate asset preservation and improvement projects. | August 2020 |

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	Rob Manahan, Bill Davis, Nancy Meeks, Carolyn Malcolm, Ryan Vannatta

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 Human Resources 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:

- Implement paraeducator fundamental course of study.
- Plan local recruiting career fairs for the upcoming year.
- Project fall of 2020 school staffing allocations early enough in the school year to facilitate hiring decisions for certificated and classified staffing, enabling recruitment of the best and brightest candidates.
- Analyze exit data to determine and implement strategies for the purpose of improving staff retention.

TIMELINE:

September 2019
November 2019
February 2020
July 2020

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none"> • Surveys • Consultants • PESB 	<ul style="list-style-type: none"> • TBD 	<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> Beth Porter</p>	<p><u>Secondary</u> HR: Vivian Ma, Angela Zwiefelhofer, Ashley Johnson Cabinet: Rob Manahan, Ryan Stokes, Dan Schlotfeldt School Principals</p>
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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:

- Identify District negotiations team for 2020 SVEA bargaining.
- Secure successor collective bargaining agreement with SVEA.

TIMELINE:

October 2019
August 2020

RESOURCES:

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

<p><u>Primary</u> Beth Porter, Rob Manahan</p>	<p><u>Secondary</u> Ryan Stokes, Collective bargaining teams</p>
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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:

TIMELINE:

- | | |
|---|------------|
| <ul style="list-style-type: none"> • Assess building and other district facility needs and develop a district wide preventative maintenance cycle for significant systems. | Ongoing |
| <ul style="list-style-type: none"> • 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. | March 2020 |
| <ul style="list-style-type: none"> • Provide annual update of the Capital Facilities Plan. | May 2020 |

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>	<u>Secondary</u>
Ryan Stokes	Bill Davis, Jim Garhart, Facilities Study Committee

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 \$85 million 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:

- Review administrative and School Board priorities related to annual budget planning.
- Deploy and implement new laptops for all secondary students related to the One-to-One Device Initiative provided via the Technology Levy.
- Continue installation and integration of digital displays.

TIMELINE:

January 2020

February 2020

August 2020

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none"> • Consultants 	<ul style="list-style-type: none"> • ~\$1.8M for student devices at secondary level • \$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 process

RESPONSIBILITIES:

<u>Primary</u> Ryan Stokes	<u>Secondary</u> Bill Davis, Fletcher Lacroix, Business Office Staff
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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 Strengthen emergency communication systems and protocols 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 MANAGER:

Carolyn Malcolm

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. Positive stories -- about extraordinary students, inspiring staff, and innovative learning -- are shared regularly throughout the year as well. The District uses a variety of communication tools to connect with parents, students, staff, community members and media. Outreach includes: district and school websites, district and school E-News, photos/captions, videos, slide shows, E-Flyers, district newsletters, employee newsletters, and social media posts (FaceBook/Twitter). Communication that is clear, concise and timely, with a consistent tone and message, plays an important role in building community trust in the District and support for Snoqualmie Valley schools.

PROGRESS MEASUREMENT:

- 100% of tasks completed.

TASKS:

TIMELINE:

- | | |
|--|-------------------|
| • Identify key messaging to support strategic priorities throughout district communications. | September 2019 |
| • Refresh and promote Strategic Plan, to include Portrait of a Graduate initiative. | October 2019 |
| • Develop a plan of videos to reinforce 2019-20 strategic priorities. Identify a videographer consultant to help create district videos. | November 2019 |
| • Continue internal communications to help keep employees connected and well informed about district initiatives, news, and school achievements. | June 2020 |
| • Implement external communications to parents, students, the community and media, using a variety of venues, to share important district initiatives, school news, and stories/photos of student achievement. | Ongoing/July 2020 |
| • Communicate ongoing progress on capital projects. | Ongoing/July 2020 |

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none"> • School principals/secretaries • OSPI, PSED • Printing, video, design services • Constant Contacts e-news • School Messenger notifications • Blackboard website • Peachjar E-Flyers • Social media 	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Increased levels of student, parent, and community pride for schools • Increased trust in the District. • Support for future school levies and bonds. • Improved staff morale and retention. • A good reputation bolsters recruiting efforts and increases property values.

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Carolyn Malcolm	Rob Manahan, Ryan Stokes, Dan Schlotfeldt, Beth Porter, Laurie Edwards

Goal 3:

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

OBJECTIVE 3B

TITLE: Strengthen emergency communication systems and protocols 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 safety experts and emergency responders to define effective protocols, develop resources and train personnel. Schools practice drills regularly with students, and communication systems were installed to support schools and notify families and staff. The District uses a variety of communication tools, depending on the situation: website, E-News, call-out/email/text notifications, hotline with recorded message, Bus Bulletin notices, FlashAlert.net, news media, and social media.

PROGRESS MEASUREMENT:

- 100% of tasks completed.

TASKS:

- Inform parents about emergency communication procedures and resources they can refer to during an emergency. Update emergency contacts, then test district emergency notification systems.

TIMELINE:

September 2019

- Review emergency protocols, promote drills and training, and collaborate with emergency responders to ensure school preparedness and consistency of response to potential threats. Special 2019-20 emphasis on MSHS and SMS plans. October 2019
- Work with school safety teams to implement consistent reunification protocols and processed tailored to their building site/locations. November 2019

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none"> • School Messenger notifications (call-outs/emails/texts) • Constant Contacts e-news • Blackboard website • Flashalert.net • PSESD/Safety Coalition • Bus Bulletin route notifications 	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Improved preparedness • Improved response rates • Improved perception of safe schools

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Carolyn Malcolm	Bill Davis, Rob Manahan, Principals, Fletcher Lacroix

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. The District strives to raise awareness, encourage participation, and better understand the perspectives of key stakeholders, through a variety of engagement activities. Feedback from students, staff, parents and the community helps inform school improvement planning, educational programming decisions, budget development, and other decisions intended to improve student learning.

PROGRESS MEASUREMENT:

- 100% tasks completed.

TASKS:

TIMELINE:

- | | |
|---|----------------|
| • Initiate community event to celebrate opening of the new high school. | September 2019 |
| • Research options around a one-way texting tool, to provide schools more flexibility to reach families and students about non-emergency information. | November 2019 |
| • Develop a community engagement plan for the district administration to strengthen community connections. | November 2019 |
| • Develop a plan to use the Thoughtexchange engagement tool to solicit input and learn from stakeholder groups and the community. | December 2019 |
| • Research and implement video streaming of school board meetings. | January 2020 |
| • Access, monitor and ensure implementation and communication of school improvement planning processes to stakeholders. | June 2020 |
| • Establish a K-12 committee to review student rights and responsibilities including misconduct (Policies 3200, 3240, 3241). | June 2020 |
| • Update remaining district policies and procedures. | June 2020 |

RESOURCES:

<u>Other</u>	<u>Cost</u>	<u>ROI</u>
<ul style="list-style-type: none"> • School Messenger • ThoughtExchange • Constant Contacts • SchoolWires • PSESD • YouTube • WSSDA Policies 	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Increased levels of student, parent, and community satisfaction • Increased trust in district leadership • Improved perception of schools • Stronger community relationships, support and pride

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Carolyn Malcolm	Rob Manahan, Fletcher Lacroix, School Principals, Ryan Stokes, Ginger Callison, Dan Schlotfeldt, Nancy Meeks

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-Secondary Plan</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>