



ARLINGTON
PUBLIC SCHOOLS
EDUCATE • PREPARE • INSPIRE



2022-23
Improvement Planning



Arlington Public Schools Strategic Plan

MISSION

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

MOTTO

Educate · Prepare · Inspire

OUR VALUES

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

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

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

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

GOAL AREAS

1. **Student Learning and Achievement**

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

Learning and Achievement Metrics

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

Arlington Public Schools Strategic Plan

Adopted by School Board July 10, 2017

Updated & Approved by School Board August 12, 2019

Updated & Approved by School Board April 26, 2021

Updated & Approved by School Board August 22, 2022

Updated & Approved by School Board November 14, 2022

Page 2 of 3

2. Safe and Caring Environment

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

Safe and Caring School Culture Metrics

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

3. Resource Stewardship

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

Resource Stewardship Metrics

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

4. Voices and Partnerships

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

Family and Community Partnerships Metrics

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

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Page 3 of 3

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

Approved by the Arlington Public Schools Board of Directors at its November 14, 2022 meeting:

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Mary Levesque, Board Member

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Michael Ray, Board Member

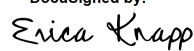
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Sheri Kelly, Board Member

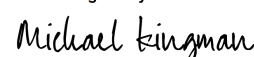
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Erica Knapp, Board Member

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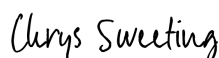


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Michael Kingman, Board Member

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Dr. Chrys Sweeting, Superintendent

2022-2023 IMPROVEMENT PLANNING CYCLE



September October November



December January February



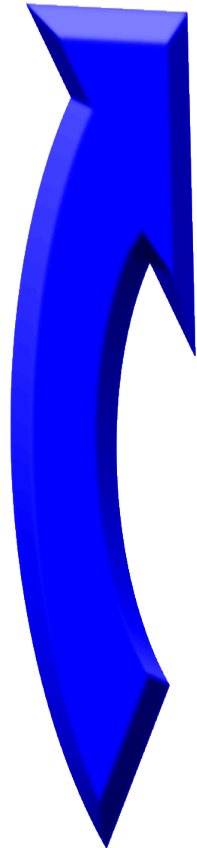
*Set and Prioritize
Goals*

*Collect, Sort and
Analyze Data*

*Implement Plan
Monitor Implementation
of Plan and Revise*

*Assess Plan
Evaluate Impact on Student
Achievement*

June July August



March April May



ARLINGTON PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN 2022-23

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

DISTRICT STRATEGIC DIRECTION

GOAL 1: Student Learning & Achievement

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

GOAL 2: Safe and Caring Environment

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

GOAL 3: Resource Stewardship

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

GOAL 4: Voices & Partnerships

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

DISTRICT IMPROVEMENT PLAN (DIP) AREAS & SMART GOALS:

DIP AREA #1: EQUITY AND STUDENT WELL-BEING

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

SMART GOAL 1.1 - *By June 2023, the Office of Equity and Student Well-Being will meet with various stakeholders multiple times throughout the year to listen, learn and respond to equity issues that need to be addressed in our buildings.*

ARLINGTON PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN 2022-23

DIP AREA #2: TEACHING AND LEARNING

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

TEACHING AND LEARNING SMART GOAL 2.1 - By June of 2023, the Executive Director of Teaching and Learning will complete a five-year UDL implementation plan.

CTE SMART GOAL 2.2 - By spring of 2023, every CTE student will participate in innovative and engaging learning experiences incorporating career exploration and workplace readiness skills. By the end of the school year, Precision Exams 21st Century Success Skills assessment score will rise from 45% to 65%.

CATEGORICAL PROGRAMS ELL SMART GOAL 2.3 - By spring of 2023, ELL and school district staff that work with ELL qualified students, will learn new strategies and provide more instructional programs in order to maintain an F rate that is either above the "All" category or, no less than 5% below the "All" category.

TECHNOLOGY SMART GOAL 2.4 - By June of 2023, the Director of Technology will have convened a District-wide Technology Advisory Committee (TAC) to create and publish a three-year District Technology Plan to replace the existing five-year plan set to expire at the conclusion of 2024.

DIP AREA #3: HUMAN RESOURCES

To recruit, hire, motivate, train and retain a high-quality, professional and diverse staff; improve relations with employee groups; successfully bargain contracts with our employee groups; and navigate the impacts of COVID-19 on our workforce; update the Affirmative Action Plan.

SMART GOAL 3.1 - In the 2022-23 school year, the Human Resources Department will recruit, hire, and train high-quality employees, meet with employee group representatives regularly to develop positive working relationships and proactively bargain contracts.

DIP AREA #4: OPERATIONS

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

SMART GOAL 4.1 : In support of achieving Strategic Plan Goal #2, Safe and Caring Environment, by December 2023, improvements funded by the district's voters approved 2020 Capital Levy will be completed.

DIP AREA #5: FINANCIAL SERVICES

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

SMART GOAL 5.1 - Improve accounting and budget processes, methods, strategies and business practices to maximize student learning and to improve efficiency and effectiveness as measured by analysis and prioritized distribution of resources for 2022-23 and 2023-24 budgets.

ARLINGTON PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN 2022-23

DIP AREA #6: COMMUNICATIONS/PUBLIC RELATIONS

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

SMART GOAL 6.1 - *Improve frequency, variety and accessibility of district communications by at least ten percent by June 2023, as measured by reports, website and social media metrics.* **SMART**

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

DIP AREA #7: SPECIAL EDUCATION

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

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

EQUITY & STUDENT WELL-BEING

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

SMART GOAL 1.1: By June 2023, the Office of Equity and Student Well-Being will meet with various stakeholders multiple times throughout the year to listen, learn and respond to equity issues that need to be addressed in our buildings.

ACTION PLAN <i>(with metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
Meet monthly with building level educational equity facilitators to create professional development plans for all staff.	June 2023.	Notes from meetings, agendas.
DCET will meet quarterly to listen, learn and respond to equity issues brought up by the team.	June 2023.	Compile a list of issues and plans on how to respond.
Co-facilitate student advisory council to listen, learn, and respond to equity issues happening in out buildings.	June 2023.	Notes from meetings, agendas and surveys.
Continue to add resources to monthly padlets created last year and to find additional ways to acknowledge heritage months.	June 2023.	Created padlets.
Conduct an equity audit to assess equity needs in order to identify and implement instructional strategies, supports, programs, policies and practices to improve academic outcomes for each student and identified student groups.	June 2023.	Equity Audit.
Meet monthly with building counselors to develop the comprehensive school counseling program (CSCP) and develop a team-approach to 504 plans.	June 2023.	Transition Plan and CSCP.
Continue supporting building administrators in the areas of attendance, discipline, student threat assessments, and equity issues that surface.	June 2023.	Attendance and discipline data, STA data.

PROFESSIONAL DEVELOPMENT NEEDS: Continued learning around district equity plans, district and community equity teams and how these integrate with district staff to realize the recommendations, strategies, and goals that result from this work.

TEACHING & LEARNING

DISTRICT IMPROVEMENT AREA #2: Departments in Teaching and Learning will support the Strategic Plan Goal 1 to increase student learning and achievement.		
SMART GOAL 2.1: By June of 2023, the Executive Director of Teaching and Learning complete a five year UDL implementation plan.		
ACTION PLAN <i>(with metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
The Executive Director of Teaching and Learning will organize visits to UDL model schools for principals and the members of the Inclusionary Practices Project (IPP) Team.	By January 2023.	IPP Team, building principals, Superintendent Sweeting.
The Executive Director of Teaching and Learning will work with principals and the UDL team to develop goals and a vision statement for UDL implementation.	By February 2023.	IPP Team, building principals, Superintendent Sweeting.
The Executive Director of Teaching and Learning will gather input from multiple stakeholders before submitting the five year implementation plan for Superintendent review and approval.	By May 2023.	IPP Team, building principals, Superintendent Sweeting.
PROFESSIONAL DEVELOPMENT NEEDS: model five year implementation plans, involvement in UDL learning team with Dr. Katie Novak.		

CTE

SMART GOAL 2.2: By spring of 2023, every CTE student will participate in innovative and engaging learning experiences incorporating career exploration and workplace readiness skills. By the end of the school year, Precision Exams 21st Century Success Skills assessment score will rise from a 45% to a 65%.		
ACTION PLAN <i>(with metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>

Teachers will take the following three actions; (1) Embed 21st Century Skills in all CTE courses. (2) Provide CTE students the opportunity to identify how courses relate to potential career goals. (3) Ensure CTE programs reflect the diversity of the school.	Brian Long, CTE teachers; periodically over 22-23 school year.	Review notes and suggested changes.
CTE PLCs will conduct 21st Century rubric reviews at the end of each quarter to evaluate the effectiveness and make changes as needed.	Brian Long, CTE PLCs; quarterly.	Review notes and suggested changes
More intentional use of the HSBP for Career Research will be encouraged and modeled by the school-to-work coordinator in 25% of the CTE courses.	Lisa Rodino, CTE teachers; regularly throughout school year.	Anecdotal notes from lisa Rodino.
T eacher and advisory boards will review proportionality data at our January PAC meeting and generate action items to mitigate discrepancies as we go into course registration.	Brian long, PAC members; January-end of school year.	Review notes and suggested changes.
PROFESSIONAL DEVELOPMENT NEEDS:		

CATEGORICAL PROGRAMS - ELL

SMART GOAL 2.3: By spring of 2023, ELL and school district staff that work with ELL qualified students, will learn new strategies and provide more instructional programs in order to maintain an F rate that is either above the "All" category or, no less than, 5% below the "All" category.		
ACTION PLAN (with metrics)	TIMELINE Personnel to implement and timelines	MONITORING How will you monitor your actions?
Action 1: The high school EL teacher will be funded at .83 through TBIP funds, and the K-8 teacher will be funded at .8 TBIP funds. The remaining portions of their contracts will be funded through Title III; the focus will be in instructional coaching with general education teachers and interpreter-tutors.	Director of Categorical programs, EL teachers, and interpreter-tutors; by spring of 2023.	Instructional coaching opportunities, teacher and interpreter self-reports.
Action 2: Professional learning will be provided in three key areas: WIDA standards, Elevation strategies, making meaning from formative assessment data. In addition, EL staff will participate in the ESD 189 ELL Cooperative for more professional development.	Director of Categorical programs, coaches, and interpreter-tutors; Friday meetings; through spring, 2023 and opportunities for all district certificated staff.	Progress monitoring in January and May through Elevation.

Action 3: Students will engage in a variety of newcomer supports at all levels in order to support English language acquisition and access to academic content. This will include a combination of secondary class periods specific to this need and professional development and coaching support at the elementary level.	Director of Categorical Programs, K-8/AHS ELL Coordinators, Interpreter-Tutors, and teachers; through spring of 2023.	Student Elevation newcomer data. Growth between WIDA Screener and WIDA Access.
Action 4: Arlington Public Schools will partner with Everett Community College to provide an in-district EL course for parents and guardians. This class will also provide opportunities for parents to learn strategies to support the education of their children and connect with schools.	Director of Categorical Programs, Kim Contreras; from Sept. 27, 2022 - May of 2023.	Parent participation and perceptual feedback.
PROFESSIONAL DEVELOPMENT NEEDS:		

TECHNOLOGY

SMART GOAL 2.4: By June of 2023, the Director of Technology will have convened a District-wide Technology Advisory Committee (TAC) to create and publish a three-year District Technology Plan to replace the existing five-year plan set to expire at the conclusion of 2024.		
ACTION PLAN <i>(with metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
Action 1: Convene TAC and establish meeting schedule, purpose, and expectations.	Director of Technology and TAC; December 2022	TAC membership, meeting schedule, purpose, and expectations confirmed.
Action 2: Identify goals within the current plan that have and have not been met and compile in a report.	Director of Technology, TAC, and Department staff; February 2023.	Evidence of staff using passwordGoals Report published and presented to District leadership. security measures.

Action 3: Complete first draft of new 2023-2026 District Technology Plan and present to District stakeholder groups for review, feedback, and revision.	Director of Technology, TAC, and Department staff; April 2023.	Draft has been presented to District groups; feedback has led to revised drafts.
Action 4: Present final draft of new 2023-2026 District Technology Plan to Arlington School Board of Directors for ratification.	Director of Technology, TAC and Department staff; June 2023.	Approved and published 2023-2026 District Technology Plan.
PROFESSIONAL DEVELOPMENT NEEDS: Attendance of Director at relevant technology workshops, conferences, and seminars. Compensation for staff members attending monthly TAC meetings.		

HUMAN RESOURCES

DISTRICT IMPROVEMENT AREA #3: To recruit, hire, motivate, train and retain a high-quality, professional and diverse staff; improve relations with employee groups; and successfully bargain contracts with our employee groups.

SMART GOAL 3.1: In the 2022-23 school year, the Human Resources Department will recruit, hire, and train high-quality employees, meet with employee group representatives regularly to develop positive working relationships, and proactively bargain contracts.

ACTION PLAN <i>(with metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
Comply with the required paraeducator training requirements. Contract with the ESD to provide the FCS training for our new paraeducators and included paraeducators in professional development in the District. Develop a page on our District website for paraeducator training.	Executive Director of HR & Administrators.	Ongoing review of attendance, and completion of appropriate modules.
Recruit college graduates who are interested in becoming teachers and provide them an opportunity to become an emergency substitute. Provide training in instructional strategies and classroom management skills.	Executive Director of HR & HR Department October and other dates as needed.	Review progress at HR meetings.; Track the number of emergency substitutes hired.
Host three certificated substitute teacher orientations each year. Continue to offer competitive substitute wages compared to surrounding districts.	Executive Director of HR & HR Department October and TBD.	Review progress at HR meetings.; Track the number of substitutes hired.
Meet regularly with union leadership. Reach out directly when concerns arise. Respond in a timely fashion to requests for information or concerns. Work collaboratively, and proactively, to solve problems.	Executive Director of HR Ongoing.	Updates to Cabinet and Superintendent.
Proactively plan a bargaining schedule with PSE and work towards an early resolution to contract negotiations.	Bargaining schedule/Timeline Developed by March 2023; Executive Director of HR.	Updates to Cabinet and Superintendent.

PROFESSIONAL DEVELOPMENT NEEDS:

OPERATIONS

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

SMART GOAL: In support of achieving Strategic Plan Goal #2, Safe and Caring Environment, by December 2023, improvements funded by the district's voter approved 2020 Capital Levy will be completed.

ACTION PLAN <i>(With metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
<p>The district's project management team, consisting of district staff, project manager, Owyen Consulting, and architect, McGranahan Architects, will complete the building and site improvements included in the capital levy proposal approved by voters in February 2020. District staff supporting the project design and construction include teachers, custodians, administrators, building and district office administrative assistants, and Technology and Finance Department staff.</p>	<p>The project management team will schedule projects so that completion of approved projects will occur by the end of calendar year 2023.</p>	<p>The district project team has completed a timeline for the completion of projects. The team meets weekly to plan upcoming projects, monitor the projects in progress, plan for upcoming projects as needed, and realign existing plans as needed to accomodate for changes in facilities needs, marketplace conditions, or other barriers encountered during construction.</p>
<p>PROFESSIONAL DEVELOPMENT NEEDS: As security improvements become active, building administrators and security staff, Technology Department staff, and Operations Department staff require training to provide ongoing support for access control and video camera systems. Operations staff provide training to building staff regarding day to day operations of access control systems. Maintenance staff will require training to support operations of new and updated HVAC systems included in the capital program.</p>		

FINANCIAL SERVICES

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

SMART GOAL 5.1: Improve accounting and budget processes, methods, strategies and business practices to maximize student learning and to improve efficiency and effectiveness as measured by analysis and prioritized distribution of resources for 2022-23 and 2023-24 budgets.

ACTION PLAN <i>(with metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
Gain efficiencies and strengthen internal controls over receipting processes by replacing manual processes and by replacing the aging unsupported decentralized receipting software (BlueBear) used by Arlington High School (AHS), with implementation of district-wide automated receipting software program. AHS and both middle schools implemented the new software in 2022. The implementation will continue with elementaries and Weston High School brought onto the system during 2023.	Executive Director of Financial Services and Team, school building fiscal secretary staff, January 2022 - August 2023.	Project timeline, internal software set-up readiness, training schedules, working interfaces with library.
Build deeper understanding about the budget for the board, community, schools, departments and other stakeholders by engaging in opportunities such as the District Budget Advisory Task Force, budget community forums, board meeting presentations, public hearings, community meetings such as ACE and others.	Executive Director of Financial Services in collaboration with Superintendent and staff support.	Budget Advisory Task Force Charter, presentations, budget community forums, monthly board reports, budget public hearing and other outreach.
Review all district policies related to finance making appropriate updates and revisions as required.	Executive Director of Financial Services with Cabinet input September 2022 - August 2023.	Board meeting presentations, first reading, second reading and adoptions of updated policies.
Implement Governmental Accounting Standards Board (GASB) Statement 96 - Subscription-Based Information Technology Arrangements (SBITA's), new accounting requirements for software subscriptions, effective for the 2022-23 fiscal year-end close, and continue to integrate newly implemented GASB 87 - Lease Accounting which became effective for the 2021-22 fiscal year-end close.	Executive Director of Financial Services in collaboration with accounting staff support.	Education around new GASB's, State Accounting Manual guidance, GASB manuals, Financial Statements.
Gain efficiency and effectiveness by redesign, update and complete re-write of the Business Services Procedures Handbook to reflect up-to-date guidance and requirements, update and automate various forms, and republish handbook so that it is accessible online as a resource for fiscal staff in departments and school buildings.	Executive Director of Financial Services and Team, January 2022 - August 2023.	Design new framework, re-write sections, meetings for sharing content and gaining feedback, digital resource posted online.

PROFESSIONAL DEVELOPMENT NEEDS: Snohomish County School Business Administrators (SCSBA) meetings, regional team meetings, School District Accounting Advisory Committee (SDAAC) meetings hosted by OSPI, May Annual Washington Association of School Business Officials (WASBO) Conference, monthly WASBO committee meetings for Accounting and Budgeting Committee (ABC), Associated Student Body (ASB), Payroll/Personnel, Northwest Regional Data Center (NWRDC) trainings, and other workshops as determined appropriate.

COMMUNICATIONS

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

SMART GOAL 6.1: Improve frequency, variety and accessibility of district communications by at least 10 percent by June 2023 as measured by reports, website and social media metrics.

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

ACTION PLAN <i>(with metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
Attend more community outreach events to increase awareness of Arlington Public Schools.	Director of Communications; June 2023.	Track the number of community events attended from July 1, 2022 to June 30, 2023.
Identify additional mediums to communicate important information districtwide.	Director of Communications; June 2023.	Evaluate social media metrics.
The archives room at the District Office is in need of organization to better meet retention deadlines for district records. Apply for a Washington State Archives "Organizing the File Room" grant in spring 2023 to better organize district records.	Director of Communications; June 2023.	Apply for grant award in spring 2023 and develop plan for implementation, if approved.

PROFESSIONAL DEVELOPMENT NEEDS: Appropriate workshops and conferences.

SPECIAL EDUCATION

DISTRICT IMPROVEMENT AREA #7: By June 2024, the Specieal Education Department will identify measures and data points to support effective Inclusionary Practice decisions at the district and building level. This goal will support Strategic Goals #1 and #2.		
SMART GOAL 7.1: By June 2024, the Special Education Department will create data analysis tools to identify correlations between Least Restrictive Environments (LRE), and student academic growth data based on district-level assessments in reading and math.		
ACTION PLAN <i>(with metrics)</i>	TIMELINE <i>Personnel to implement and timelines</i>	MONITORING <i>How will you monitor your actions?</i>
Review and organize (base) district math and reading data from STAR and iReady for students in 4th, 7th and 10th grade.	November - June 2024.	Live Google Doc to be shared. Annual reporting of progress at Cabinet level.
Review LRE increases during the past three years (20',21',22') at the elementary, middle and high school level.	November - June 2024.	Live Google Doc to be shared. Annual reporting of progress at Cabinet level.
Identify and compare, using district assessments (STAR & iReady), students at the middle and high school level that have been in co-taught classes for ELA and Math and those that have not.	November - June 2024.	Live Google Doc to be shared. Annual reporting of progress at Cabinet level.
Identify and compare annual dispropotionality data, provided by the state, to identify trends within marganalized groups of students and to see if a causal relationship to Inclusionary Practices can be identified.	November - June 2024.	Live Google Doc to be shared. Annual reporting of progress at Cabinet level.
PROFESSIONAL DEVELOPMENT NEEDS:		

Arlington High School

2022-23 SCHOOL IMPROVEMENT PLAN

"Inspiring all students to act as responsible, productive citizens who embrace lifelong learning."

<p style="text-align: center;">DISTRICT STRATEGIC DIRECTION</p> <p style="text-align: center;">Goal 1: Student Learning & Achievement</p> <p style="text-align: center;"><i>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</i></p> <p style="text-align: center;">Goal 2: Safe and Caring Environment</p> <p style="text-align: center;"><i>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</i></p> <p style="text-align: center;">Goal 3: Resource Stewardship</p> <p style="text-align: center;"><i>We will align all resources (people, time, money and property) to support the District's mission.</i></p> <p style="text-align: center;">Goal 4: Parent & Community Partnerships</p> <p style="text-align: center;"><i>We will engage and encourage parents and our community to partner in the education of students.</i></p>	<p style="text-align: center;">2022-2023 IMPROVEMENT PLANNING</p>
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GOAL 1 - SMART GOAL: 9th Grade Success Rates – Every freshman on-time for graduation heading into 2023-24.

Action Plan (with metrics)	Responsibility	Timeline	Evidence
We will act by utilizing weekly attendance and grade checks, proactive approaches to freshman success will be taken through individual student and parent meetings, phone calls, and alternative education strategies developed.	All Admin and Staff	Weekly Admin meetings to check in	Freshman progress reports
Special Education: By the end of 2nd Semester, 50% or more of all Special Education students will meet "sufficient progress"	SpEd Staff (teachers &	End of 2 nd Semester	Year-end IEP Progress Reports will provide needed data.

Arlington High School
2022-23 SCHOOL IMPROVEMENT PLAN

"Inspiring all students to act as responsible, productive citizens who embrace lifelong learning."

or better towards their annual Individualized Education Plan (IEP) goals. This will show academic/skill growth.	paras)		
Physical Education: We continue to monitor freshman progress and identify students with poor attendance and refer them to Response to Intervention (RTI). We also will continue to assign personal improvement plans for those students scoring low on assessments.	PE Staff	Ongoing throughout year	Response to Intervention (RTI) documentation
Counseling: 9th Grade Success Rates – Every freshman on-time for graduation heading into 2023-24. Counseling will support Freshman Academy programing, support Summer Transition program, on-site 8 th grade registration, progress monitoring throughout the school year, educate and encourage Summer School enrollment for credit retrieval, credit-deficient letters sent home, consultation with teachers and parents for struggling students, available during Parent/Teacher Conferences, ongoing conversations about plans beyond high school, Options Presentation, Future Freshman Night, college and career planning in advisory	Counseling Staff	Weekly	Data Reports
Social Studies: Geography was removed from the Freshmen requirements to allow students more opportunities for elective and intervention.	N/A	N/A	N/A
English: Freshman Academy program, assign students to Eagle Study, contact parents, assign lunch detention, recommend counselors to take appropriate interventions for students with attendance issues	All English Language Arts (ELA) Staff	Weekly Professional Learning Community (PLC) meetings	Communication notes per teacher
Math: Dedicated Freshman Academy teacher who will collaborate with other freshman academy teachers. Freshman teachers are assessing and identifying struggling freshmen for tiered interventions. This might include	Algebra 1 Professional Learning Community (PLC)	Weekly PLC meetings	PLC notes

Arlington High School
2022-23 SCHOOL IMPROVEMENT PLAN

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recommending them for the Study Lab class or transfer to Intensified Algebra where the study lab is built into the 2-period block.			
Continue developing Intensified Algebra to focus on building a Math growth mindset for freshmen who were previously struggling in order to be successful in geometry.	Intensified Algebra PLC		
Science: In order to support the 9th graders, we have added several safety nets in science. We allow test corrections in both Earth & Space Science and Biology. We also allow some open note quizzes and allow quiz retakes. We have created Kahoots and Quizlets for the students to use to study when not in class. Finally, we allow late work. Biology students can turn late work in 1 unit late for 60% credit.	Science Staff	Ongoing throughout year	Pass rate of 9th graders in science
PROFESSIONAL DEVELOPMENT NEEDS: <ul style="list-style-type: none"> • Transition Services: unify our team to better service our students in their Transition Plans. (Science) • Ideas on how to include our special services students into our regular PE classes. (PE) • We rely heavily on our registrar to provide us with data reports that we use to identify specific interventions. Our new registrar will require specific and on-going professional development training in order to help us achieve these goals. (Counseling) • We will need monthly meetings with Kerri Helgeson in order to work on our Comprehensive School Counseling Program plan. (Counseling) • Office of Superintendent of Public Instruction (OSPI) and State Board of Education (SBE) webinars throughout the school year. (Counseling) • Secondary Counselor Forums with NWRDC twice a year. (Counseling) 			

Year-End Progress Monitor

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Arlington High School

2022-23 SCHOOL IMPROVEMENT PLAN

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GOAL 2 - SMART GOAL: Supporting daily a positive campus culture and a safe and caring learning environment			
Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
We will increase student involvement and engagement in school culture by bringing in guest speakers (Backovich, Erin Wood) and increasing the training of our Associated Student Body (ASB) students. We will also increase our admin communication/partnership with ASB.	All Admin/Staff	Weekly Admin meetings to check-in	Activities and student involvement

Arlington High School

2022-23 SCHOOL IMPROVEMENT PLAN

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

Special Education: By the end of 2nd Semester, every Special Education student will receive 2 or more "positive" postcards. Each case manager will be sending one per semester to their caseload.	SpEd Staff	End of 2 nd Semester	We will have a spreadsheet with each Special Education student. Each case manager will document each time a postcard is mailed.
Physical Education: We continue to incorporate Character Strong with our students and greet them at the door each day.	PE Staff	Daily	Observational
Counseling: Support Character Strong implementation, connect students with needed services (mental health, McKinney-Vento, etc.), role model <i>Be Involved, Work Hard, Be Kind</i> , be a support system for struggling students, provide a safe space for students who are need of support.	Counseling Staff	Ongoing throughout year	Counselor PLC notes
Social Studies: Support the “reset” by enforcing all school rules. Endeavor to regularly have meaningful, curriculum-based discussions around inclusion, acceptance, and difficult historical and current issues. Ensure students are civil and have important factual information.	Social Studies Staff	Ongoing throughout year	Lesson plans, anecdotal/observational data
World Languages: We continue to teach diversity as a part of our curriculum and let every student know that their culture is important by comparing and contrasting with the culture of the countries of the languages we teach. We continue to have positive personal interactions on a daily basis as we teach the language.	World Language Staff	Ongoing throughout year	Lesson samples, student work
English: Continue building relationships and sense of belonging, enforce new rules/policies in classroom to support larger building culture reset.	All ELA Staff	Weekly PLC meetings	PLC note
Science: Our goal is to make science fun. We hope to create a comfortable and engaging classroom by greeting students at door and being in hallway. We also have warm up	Science Staff	Daily	General number of referrals throughout the year and attitude of students in classes. Enrollment numbers in course next year.

Arlington High School
2022-23 SCHOOL IMPROVEMENT PLAN

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conversations and Monday Share discussions. We are also supporting the new school discipline policies in order to make it a better place for learning.			
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PROFESSIONAL DEVELOPMENT NEEDS:

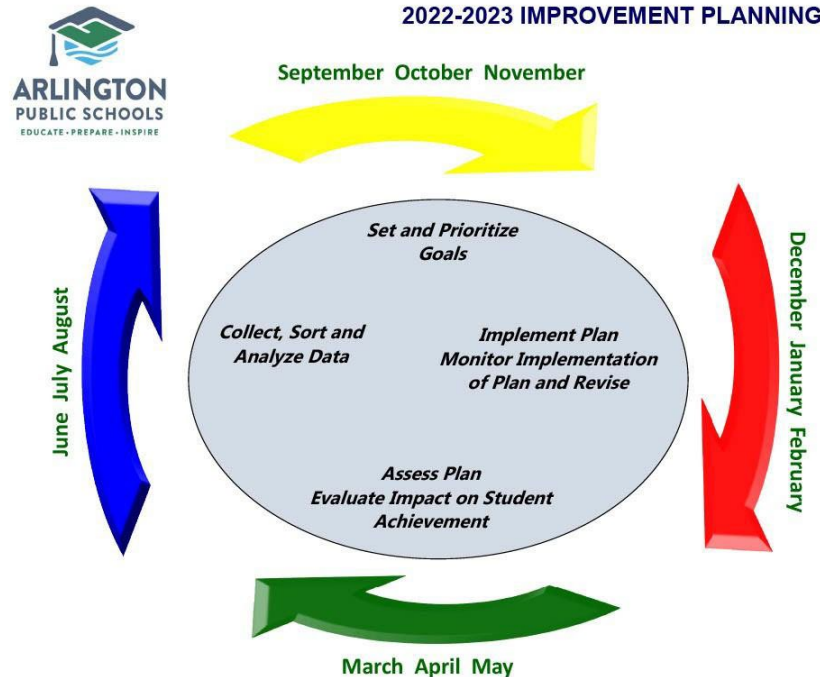
- Transition Services: Unify our team to better service our students in their Transition Plans. (Science)
- Ideas on how to include our special services students into our regular PE classes. (PE)
- We rely heavily on our registrar to provide us with data reports that we use to identify specific interventions. Our new registrar will require specific and on-going professional training in order to help us achieve these goals. (Counseling)
- We will need monthly meetings with Kerri Helgeson in order to work on our Comprehensive School Counseling Program plan. (Counseling)
- OPSI and SBE webinars throughout the school year. (Counseling)
- Secondary Counselor Forums with NWRDC twice a year. (Counseling)

Year-End Progress Monitor

Arlington High School

2022-23 SCHOOL IMPROVEMENT PLAN

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GOAL 3 - SMART GOAL: Closing achievement gaps for students with disabilities and other areas of need (Equity).			
Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
Work with Building Leadership Team (BLT)/ School Improvement Plan (SIP) Team to identify persistent education gaps for student groups. Take tangible steps to remove barriers to success for “Every Eagle.” For Special Education, we will monitor the progress in our increased team teaching, inclusive approach to support IEP students. Also, we will be intentional in our PLC approach to support Every Eagle where gaps persist.	All Admin/Staff	Monthly BLT meeting checks	BLT documentation, Admin PLC documentation

Arlington High School

2022-23 SCHOOL IMPROVEMENT PLAN

"Inspiring all students to act as responsible, productive citizens who embrace lifelong learning"

Special Education: In an effort to be proactive, we will be monitoring our caseloads attendance records and touching base with those families/students with unexcused absences. By the end of the 2nd Semester, we will reduce our overall number of IEP attendance meetings by at least 25%.	SpEd Staff	End of 2nd Semester	We will compare our attendance meeting numbers from last year.
Physical Education: We continue to have rich conversations in our PLC sharing ideas and strategies to help close our achievement gaps.	PE Staff	Weekly	PLC notes
Counseling: Hand scheduling students served in Special Education or with 504 Plans, attend Individualized Education Plan (IEP) meetings, hand schedule English Language Learner (ELL) students, connect students and families with resources (mental health, food bank programs, McKinney-Vento). Act as liaison for families trying to navigate the school system and the mental health system simultaneously, work collaboratively with Student Support Advocate (SSA) and Intervention Specialist, advocate for underrepresented students to participate in Advanced Placement (AP), Dual Credit, Running Start, etc. Encourage student involvement in diversity clubs and other equity initiatives.	Counseling Staff	Ongoing throughout year	Response to Intervention (RTI) notes, PLC notes, counselor records
Social Studies: Work closely with ELL and Sped teachers to modify and accommodate work for student learning plans.	Social Studies Staff	Ongoing throughout year	Student data on success, samples of modifications
World Languages: We continue to educate ourselves on the best practices for reaching students with IEPs and 504 Plans in the World Language classroom.	World Language Staff	Weekly PLC meetings	PLC notes
English: Co-taught English classes, individualize our assignments via modifications and accommodations, provide choice within constraints of assignments/standards	ELA Staff	Quarterly checks	Student success data

Arlington High School

2022-23 SCHOOL IMPROVEMENT PLAN

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<p>Math: We will continue to use our Modeling Class for students who are not ready for Algebra 2. Modeling Our World with Mathematics is an alternate 3rd year math option for students who struggle with the math concepts.</p> <p>We have classes co-taught by Math and Special Education teachers at the levels of Algebra 1, Geometry and Modeling Our World with Mathematics. They will have PLC meetings at least once a month.</p>	Math Dept Staff	Ongoing throughout year	PLC notes
<p>Science: We have made many adjustments to improve the success of our IEP, 504 and ELL students. This includes creating modified tests, creating multiple language versions of assignments and preferential grouping and seating in classes. We also work closely with our paras to help support the full inclusion model for our IEP students and with Mr. Conteras for our ELL students.</p>	Science Staff	Daily	Pass rate of all groups and improvement of those groups.
<p>PROFESSIONAL DEVELOPMENT NEEDS:</p> <ul style="list-style-type: none"> • Transition Services: Unify our team to better service our students in their Transition Plans. (Science) • Ideas on how to include our special services students into our regular PE classes. (PE) • We rely heavily on our registrar to provide us with data reports that we use to identify specific interventions. Our new registrar will require specific and on-going professional training in order to help us achieve these goals. (Counseling) • We will need monthly meetings with Kerri Helgeson in order to work on our Comprehensive School Counseling Program plan. (Counseling) • OPSI and SBE webinars throughout the school year. (Counseling) • Secondary Counselor Forums with Northwest Regional Data Center (NWRDC) twice a year. (Counseling) 			

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Arlington High School

2022-23 SCHOOL IMPROVEMENT PLAN

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GOAL 4 - SMART GOAL: Increasing collective efficacy of Tier 1 instruction through increased understanding of Universal Design for Learning (UDL)			
Action Plan <i>(with metrics)</i>	Responsibility	Timeline	Evidence
We will develop UDL trainings and infuse connections to PLC meetings and teacher Student Growth Goals (SSGs) to build capacity	All Admin/Staff	Based on district schedule; monthly, weekly check-ins	UDL plans, staff responses, staff lessons infusing UDL
Special Education: In order to increase communication with families, each case manager will have monthly contact with	SpEd Staff	End of each month.	We will have a spreadsheet with each Special Education student. Each case manager will document monthly contact

Arlington High School

2022-23 SCHOOL IMPROVEMENT PLAN

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

families regarding: progress, grades, attendance, and positive praise. This contact may be by email or phone.			with families.
Counseling: Counselor involvement in developing a Comprehensive School Counseling Program, consultation with teachers as needed regarding accessibility/differentiation of curriculum across content areas.	Counseling Staff	Ongoing throughout year	Development of program, record of conversation/actions via teacher partnerships
Social Studies: The Social Studies department is incorporating more writing. We are using the English Department language, including: concrete detail and commentary.	Social Studies	Ongoing throughout year	PLC documentation (meeting with admin); PLC notes, lesson plan changes
English: Prioritize effective, continual professional development for staff per individual departments	ELA Staff	Weekly PLC meetings	PLC notes
SCIENCE: We feel as though science lends itself very well to inquiry style learning and UDL. Students have a variety of options to learn material and demonstrate knowledge. This may include but is not limited to projects, lab experiments, written tests, oral presentations, research reports or even fun videos.	Science Staff	Ongoing throughout year	Teacher lesson plans, responses to UDL training, PLC notes
PROFESSIONAL DEVELOPMENT NEEDS: <ul style="list-style-type: none"> • Transition Services: Unify our team to better service our students in their Transition Plans. (Science) • Ideas on how to include our special services students into our regular PE classes. (PE) • We rely heavily on our registrar to provide us with data reports that we use to identify specific interventions. Our new registrar will require specific and on-going professional training in order to help us achieve these goals. (Counseling) • We will need monthly meetings with Kerri Helgeson in order to work on our Comprehensive School Counseling Program plan. (Counseling) • OPSI and SBE webinars throughout the school year. (Counseling) • Secondary Counselor Forums with NWRDC twice a year. (Counseling) 			

Year-End Progress Monitor

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Weston High School

2022-23 SCHOOL IMPROVEMENT PLAN

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DISTRICT STRATEGIC DIRECTION

Goal 1: Student Learning & Achievement

Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.

Goal 2: Safe and Caring Environment

We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.

Goal 3: Resource Stewardship

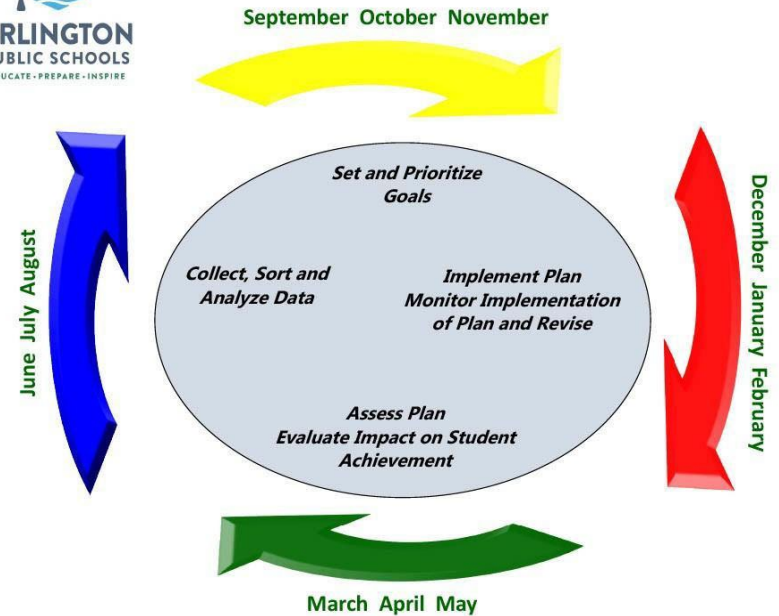
We will align all resources (people, time, money and property) to support the District's mission.

Goal 4: Parent & Community Partnerships

We will engage and encourage parents and our community to partner in the education of students.



2022-2023 IMPROVEMENT PLANNING



GOAL 1 - SMART GOAL:

In order to increase graduation rates, including the number of ninth graders on track, Weston High School will focus on increasing proficiency in math and English Language Arts (ELA) by ensuring:

- 100% of students will demonstrate growth towards **mathematical standards** by June of 2023, as evidenced by scores from Smarter Balanced Assessment (SBA), i-Ready, and course pass rates in Skyward.
- 100% of students will demonstrate growth towards **ELA standards**, by June of 2023, as evidenced by scores from SBA, i-Ready, and course pass rates in Skyward.
- 100% of all students demonstrate growth in their overall **daily attendance**, as measured by attendance data in Skyward.
 - SUBGROUP FOCUS A: Focused interventions will be given to Students with Disabilities.
 - SUBGROUP FOCUS B: Focused interventions will be given to Students exhibiting Chronic Attendance issues, defined as missing more than 10% of the school year.
- Enhancements to **school culture** and conditions to optimize student learning and parent/guardian/community involvement.

Weston High School 2022-23 SCHOOL IMPROVEMENT PLAN

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Action Plan (with metrics)	Responsibility	Timeline	Evidence
Mental Health Support: Access to a wide category of online classes covering behavioral topics such as Vaping/Substance Use Course	Andrea Dixon-Hundredmark, Katy Brown	Summer/Fall 2022	Reductions in the following categories, as evidenced by behavioral data in Skyward: Overall referrals for Vaping, Possession, Under the Influence.
Mental Health Support: Addition of a Mental Health Professional	ESD, Karrie Hegelson, Andrea Dixon-Hundredmark	Fall 2022	The Educational Service District (ESD) is providing us with a mental health counselor for the 22/23 School year to help work with Tier 3 students, engage in the Multi-Tiered Systems of Support (MTSS) process, provide Professional Development (PD) to staff, run small groups, lead presentations. Data will illustrate the mental health needs on our campus, through case load logs.
Progress Monitoring: Student Retention (Renewal) Rate tracking by Credit Achievement Period (CAP)	Bryhanna Upthegrove, Andrea Dixon-Hundredmark, Katy Brown	Fall 2022	Student Renewal: At the beginning and end of each CAP, data will be collected to determine the retention rate of students. (Individual Retention, Grade Level Retention, Whole School Retention) Enrollment Status of all students by grade level on a monthly basis using Skyward. Data will help track the length of time a student has been at Weston receiving interventions.
Progress Monitoring: i-Ready: Tracking growth of student's diagnostic benchmarks.	Andrea Dixon-Hundredmark, Building Leadership Team (BLT)	September 2022, January 2023, June 2023	i-Ready: Color coded data charts of students showing growth, stagnation, or regression over the three diagnostic screens.
Progress Monitoring: SBA: Progress monitor results for the fall and the spring SBA.	Andrea Dixon-Hundredmark, BLT	November 2022, June 2023	SBA: MTSS/Response to Intervention (RTI) /Graduation Plan spreadsheet tracking needs for academic interventions
Progress Monitoring: Skyward: Progress monitor attendance and course completion rates.	Andrea Dixon-Hundredmark, BLT	Monthly	Skyward: MTSS/RTI/Graduation Plan spreadsheet tracking needs for attendance support and academic interventions.

Weston High School

2022-23 SCHOOL IMPROVEMENT PLAN

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Strengthen Instructional Program through Curriculum Purchases: NewsELA & Pathways English	Andrea Dixon-Hundredmark, Susan Black	Fall 2022	Pathways English I: In order to implement the Instructional Materials and Programs Committee (IMPC) approved Pathways English class, we will purchase NewsELA as the curriculum.
Strengthen Instructional Program through Curriculum Purchases: IXL: Intervention math and reading program will be utilized with special education students and targeted Tier 3 math learners	Cheryl Burkhead, Sean Ferrill	Fall 2022	IXL: Students in special education and Tier 3 general education will utilize the online Assessment and Learning in Knowledge Spaces (ALEKS) program to help plug holes of missing gaps of knowledge in math and English. The data will show an increase in student growth for math and credit earned.
Strengthen Instructional Program through Curriculum Purchases: Yearbook/Journalism: Curriculum and materials dedicated to the construction and completion of a student-produced yearbook, enhancing writing skills	Kyle Brown, Yearbook Teacher	Fall 2022	Yearbook/Journalism: In order to enhance writing skills and student culture, Weston will self-produce a yearbook this year. Kyle Brown will search for suitable curriculum and materials to deliver instruction and engage students in journalistic skills.
Addressing Achievement Gaps: Universal Design for Learning: Teachers will use the UDL Framework as a resource when designing lessons. Lessons will be designed with the goal of ensuring that the largest number of students can be successful by accessing the lesson. Lessons will strive to include multiple means of engaging, accessing, processing and producing information as a means to address variability.	WHS Faculty	Fall 2022	UDL: Universal Design for Learning (UDL) is a framework for instructional design that recognizes the variability of learners and seeks not only to make learning accessible, but to build expert learners who are purposeful, motivated, resourceful, knowledgeable, strategic and goal-oriented.
Addressing Achievement Gaps: Tutoring/Remediation: Targeted students will have access to after-school tutoring.	Andrea Dixon-Hundredmark, Sean Ferrill, Susan Black, Kyle Brown, Cheryl Burkhead	Ongoing	Tutoring: After-school tutoring will be available for students needing remediation/assistance. The data shows that access to tutoring is helping students grow in ELA and math.
Addressing Achievement Gaps: ELA/Math Support Class: The ELA/Math support class on the master schedule has been continued through the 2022-23 SY.	Cheryl Burkhead, Marilee Quinton	Ongoing	ELA/Math Support Class: A support class directed at special education students will be added to the master schedule. The data shows that this class is helping students grow in ELA and math.

Weston High School

2022-23 SCHOOL IMPROVEMENT PLAN

Weston High School is a diverse school of choice providing innovative learning opportunities that prepare students for college career and life.

<p>Addressing Achievement Gaps:</p> <p>Collaborative Learning Spaces</p> <p>Through the creation of learning spaces both in and out of the traditional classrooms, the goal is to create a culture that enhances student collaboration, communication, and 21st century skills.</p>	Andrea Dixon-Hundredmark	Fall 2022	<p>Collaborative Learning Spaces: Throughout campus, there will be spaces that contain seating arrangements that allow for collaboration, conversation, and other 21st century skills. Examples include white top tables, student desks that can form a table when placed together, soft seating in conversational layouts, outside benches, outside workspaces (including covered), outside white boards.</p>
<p>Addressing Achievement Gaps:</p> <p>Student Support Lab</p> <p>The Student Support Lab will help ensure that students receive timely support for academic struggles, keeping ninth graders on track for graduation, and provide targeted support and interventions for students.</p>	Tracy Van Beek	Fall 2022	<p>Student Support Lab: A drop-in support center where students will receive individualized help in a variety of academic areas. Data will be collected to show the impact that this Lab has on student achievement.</p>
<p>Addressing Achievement Gaps:</p> <p>Student Support Lab</p> <p>The Student Support Lab will help ensure that students receive timely support for academic struggles, keeping ninth graders on track for graduation, and provide targeted support and interventions for students.</p>	Susan Black, Cheryl Burkhead, Katy Brown, Brenda Booth, Andrea Dixon-Hundredmark	Ongoing	<p>Pathways English: The purpose of this English class will be to backfill and support instruction on reading and writing across the curriculum. We will expand the offering of this class to count for credit in English 10 and English 11.</p>
<p>Addressing Achievement Gaps:</p> <p>Embedding Literacy tips throughout all classes through targeted PD led by our Director of Literacy & Learning</p>	Brenda Booth, Andrea Dixon-Hundredmark	Fall 2022	<p>Embedded Literacy: Led by Brenda Booth, once a month she will attend a Professional Learning Community (PLC) and deliver a simple reading/writing strategy that can be intentionally implemented throughout classes</p>
<p>Addressing Achievement Gaps:</p> <p>Panther Periods will be created via grade band, to help create and reinforce grade level identity and spirit. 21st Century skills will be explicitly taught and modeled.</p>	Katy Brown, All Weston Certificated Staff	Fall 2022	<p>Panther Period by Grade Band: By intentionally placing students within their cohort, we can deliver targeted instructional interventions as well as develop a sense of grade-level identity for our students. 21st Century employment skills will be taught with a focus on organization, planning, time management, and</p>

Weston High School

2022-23 SCHOOL IMPROVEMENT PLAN

Weston High School is a diverse school of choice providing innovative learning opportunities that prepare students for college career and life.

			communication
Addressing Attendance Challenges: Book Study - “UDL Now”	WHS Faculty/Staff	Fall 2022	“UDL Now”: This book study will act as a resource for ideas to enhance access to the curriculum and help give instructional strategies to remove academic barriers our students face.
Addressing Attendance Challenges: Using all forms of marketing, WHS will engage in an Attendance campaign with the goal of improving attendance by educating families and students about the impact that non-attendance statistically has on student outcomes	Andrea Dixon-Hundredmark, Tracy Van Beek, BLT	Ongoing	Attendance Campaign: WHS will utilize multiple marketing techniques to provide interventions and supports for students struggling with attendance.
Establishing a Supportive School Environment Through Addressing Student Success Factors: Home Visits: Regular home visits will be performed for Tier 3 students.	Andrea Dixon-Hundredmark, WHS Faculty	Ongoing	Home Visits: As a Tier 3 intervention, members of WHS faculty and administration will make visits to the homes of students to help build relationships with the families. The data will show an increase in attendance for students who have received a home visit.
Providing Supports to Increase Post-Secondary Outcomes: Targeted Staff Field Trips: Regional field trips to explore and collaborate with other Alternative/School of Choice High Schools in the area	Andrea Dixon-Hundredmark, All Staff	Fall 2022, Spring 2023	Targeted Field Trips: In order to gain exposure to processes and procedures that are highly effective in other similar schools.
Authentic and Meaningful Community Engagement: Weston High School Reader Board Sign Purchase and install a WHS sign at the entrance to campus. Daily updates will be made to the WHS reader board located on 172 nd St. These updates will help inform stakeholders of upcoming academic, attendance, and cultural information/activities/initiatives/needs	Andrea Dixon-Hundredmark, Leigh Anne Orcutt, Brian Lewis	Winter 2022	Reader Board Sign: Through Office of Student and School Success (OSSS) iGrant funds, a digital school sign will be purchased and installed so that stakeholders passing campus can be up to date with events/activities at WHS.
Authentic and Meaningful Community Engagement: Open House/Family Movie Nights/Back to School BBQs	Andrea Dixon-Hundredmark, BLT	Fall 2022/Spring 2023 - Movie Ongoing - BBQs	Family Movie Nights/BBQ: Targeted events will be planned to further engage parents and students in activities that build community.

Weston High School

2022-23 SCHOOL IMPROVEMENT PLAN

Weston High School is a diverse school of choice providing innovative learning opportunities that prepare students for college career and life.

Authentic and Meaningful Community Engagement: Informational Tours: Weston High School will lead and facilitate informational tours at district middle schools to help identify and recruit students who would be better served in a smaller setting. Helping publicize the Weston brand will help us target students proactively in our district and encourage them to start their high school career with us. This will help reduce the number of off track ninth graders and ultimately lead to an increase in graduation rates.	Andrea Dixon-Hundredmark, Katy Brown	February 2023, March 2023	Informational Tours: The data shows an increase in Full Time Equivalent (FTE) for ninth graders on the P223 for September 2022. The data shows an increase in the number of ninth graders on track for an on-time graduation through credits earned on the report card.
Authentic and Meaningful Community Engagement: Trips for Kids: A Trips for Kids model will be implemented at Weston High School. Specifically, cycling equipment will be purchased in order to access the trails located next to our campus.	Andrea Dixon-Hundredmark	Winter 2022	Trips for Kids: Selected Tier 2/3 students, along with their teachers, administrators and community members will build authentic relationships. The goal of these rides will be to help students overcome obstacles on the trail and in life
Authentic and Meaningful Community Engagement: The IF Project: The IF Project will be brought in to facilitate professional development with our staff in the fall. Then quarterly, the speaking team from The IF Project will facilitate day long writing workshops with identified Tier 3 students.	Andrea Dixon-Hundredmark, Katy Brown	Fall 2022, Winter 2022, Spring 2023	The IF Project: The data shows an increase in student attendance and credits earned, while also showing a decrease in discipline referrals for Tier 3 students selected to participate in the workshops.
Support for Data for System and School Improvement: Risk Reports: Weekly review of the Homeroom Risk Indicators spreadsheet will be used for early intervention with students struggling in academics, attendance, and/or behaviors.	Andrea Dixon-Hundredmark, MTSS Team	Weekly	Risk Reports: Used in conjunction with F/Graduation Plans, a spreadsheet is created to track the needs for academic, behavioral and attendance interventions.
Support for Data for System and School Improvement: Begin transitioning to a “Micro-Credentials” Approach for PD (ex. Digital Promise)	Andrea Dixon-Hundredmark	Spring 2023	Micro-Credential: By allowing teachers to self-select areas of interest and grow, the goal will be to launch a micro-credentialing professional development program that organically takes hold of professional duties. The learned skills will enhance student learning.
Support for Data for System and School Improvement: Plan Do Study Act (PDSA) Meetings: Quarterly Building Leadership Team meetings will be dedicated towards having a	Andrea Dixon-Hundredmark, BLT	Fall 2022, Winter 2022, Spring 2023	PDSA Meetings: Intentional mid-year changes to instruction/master schedule/school needs will be after the data review at these meetings.

Weston High School

2022-23 SCHOOL IMPROVEMENT PLAN

Weston High School is a diverse school of choice providing innovative learning opportunities that prepare students for college career and life.

targeted focus where data will be reviewed and modifications made to help accomplish the goals set forth in the School Improvement Plan.			
Support for Data for System and School Improvement: UDL Consultant: Professional Educational Consultant to lead Weston specific PD in implementing UDL.	Andrea Dixon-Hundredmark	Spring 2023	UDL Consultant: Explore possibility of bringing in a UDL Consultant to lead intensive training in UDL during the Spring of 2023
Support for Data for System and School Improvement: Math: Professional Education for Math Teacher to attend regional conference in Washington State.	Andrea Dixon-Hundredmark, Sean Ferrill	Fall 2022	Regional Math Conference: Participation in a regional math conference to enhance competency in mathematical practices
PROFESSIONAL DEVELOPMENT NEEDS: UDL Attendance Strategies that work for high turnover “alternative” schools.			

Year-End Progress Monitor

Weston High School 2022-23 SCHOOL IMPROVEMENT PLAN

Weston High School is a diverse school of choice providing innovative learning opportunities that prepare students for college career and life.

GOAL 2 - SMART GOAL: OPEN DOORS

By June of 2023, the Open Doors program will see improved student engagement as evidenced by a 30% increase in awarded Indicators of Academic Progress.

- **SUBGROUP FOCUS A:** Focused interventions will be given to special education students.
- **SUBGROUP FOCUS B:** Focused interventions will be given to students who have fallen out of compliance.

Action Plan (with metrics)	Responsibility	Timeline	Evidence
Progress Monitoring: Individual Academic Progress (IAP) Tracking: Collection and analysis of IAP completion data will be organized by month, semester, and academic year in order to facilitate progress monitoring over time.	Jeremy Hurdus	Weekly (September 2022 – June 2023)	IAP Tracking: Open Doors staff will create, manage, and monitor an IAP completion data sheet that will be used to analyze the level of engagement when compared with the previous two-year period.
Progress Monitoring: Credit Earned Tracking: Credits earned will be tracked throughout the year in order to measure academic engagement.	Jeremy Hurdus	Weekly (September 2022 – June 2023)	Credit Tracking: Open Doors staff will create, manage, and monitor a credit earned data sheet that will be used to analyze engagement levels.
Progress Monitoring: Facetime Tracking: Facetime hours will be tracked throughout the year in order to measure academic engagement.	Jeremy Hurdus	Weekly (September 2022 – June 2023)	Facetime Tracking: Open Doors staff will create, manage, and monitor a facetime data sheet that will be used to analyze engagement levels.
Addressing Achievement Gaps: Targeted Interventions: Students who perform significantly below grade-level peers will receive targeted interventions.	Jeremy Hurdus	Weekly (September 2022 – June 2023)	Targeted Interventions: A digital spreadsheet will house data showing interventions for struggling students.

Weston High School 2022-23 SCHOOL IMPROVEMENT PLAN

Weston High School is a diverse school of choice providing innovative learning opportunities that prepare students for college career and life.

Establishing a Supportive School Environment through Addressing Student Success Factors: Postcards: Open Doors will send postcards to students to re-engage them when needed and to celebrate their accomplishments.	Jeremy Hurdus	Weekly (September 2022 – June 2023)	History of sent postcards will be archived as data to ensure equity among postcard recipients.
Establishing a Supportive School Environment through Addressing Student Success Factors: Mental health: Open Doors will refer students to onsite mental health counselor and student support advocate when needed.	Jeremy Hurdus	Weekly (September 2022 – June 2023)	Non-confidential information will be kept in MTSS spreadsheet.
Providing Supports to Increase Post-Secondary Outcomes: Career and academic case management: Connect students to SnoCo Futures and work-based learning coordinator.	Jeremy Hurdus, Pam Brown-Seely, Rachel Miller	Weekly (September 2022 – June 2023)	Track work-based learning experiences through IAP progress monitoring and year-end data reporting.
Support for Data for System and School Improvement: Book study: <i>“Back to School: Pathways for Reengagement of Out-of-School Youth in Education”</i>	Jeremy Hurdus, Zander Refilong, Lisa Smythe-Rodino	Weekly (September 2022 – June 2023)	Ideas for improved programming and services documented in PLC meeting notes.
PROFESSIONAL DEVELOPMENT NEEDS: Book Study on strategies to re-engage out of school youth.			

Year-End Progress Monitor

Stillaguamish Valley Learning Center

2022-23 SCHOOL IMPROVEMENT PLAN

At Stillaguamish Valley Learning Center student learning is our primary focus, we are committed to: A unique instructional design where individual student needs are met; Project and problem-based learning opportunities to promote deep understanding by means of rich tasks; Long-term relationships with families to encourage life-long learners.

DISTRICT STRATEGIC DIRECTION

Goal 1: Student Learning & Achievement

Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.

Goal 2: Safe and Caring Environment

We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.

Goal 3: Resource Stewardship

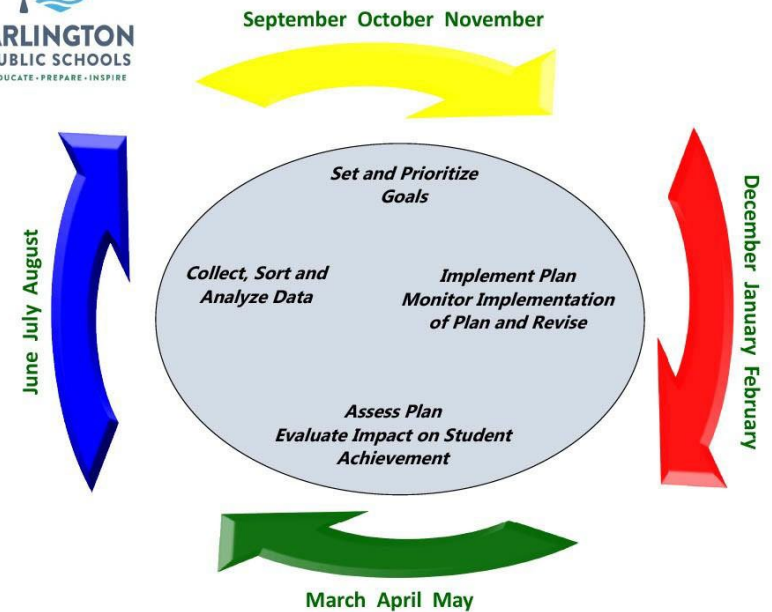
We will align all resources (people, time, money and property) to support the District's mission.

Goal 4: Parent & Community Partnerships

We will engage and encourage parents and our community to partner in the education of students.



2022-2023 IMPROVEMENT PLANNING



GOAL 1 - SMART GOAL:

By June of 2023, SVLC staff will have engaged in meaningful Professional Development (PD) and action steps to increase collective efficacy in Tier 1 instruction by:

- Embracing the Universal Design for Learning (UDL) principles of variability and firm goals – flexible means.
- Implementing the PurposeFull People & Character Strong Social – Emotional – Academic - Learning Curriculum.

Student success will be measured by standardized Testing and Reporting (iReady) and Smarter Balanced Assessment data.

Stillaguamish Valley Learning Center

2022-23 SCHOOL IMPROVEMENT PLAN

At Stillaguamish Valley Learning Center student learning is our primary focus, we are committed to: A unique instructional design where individual student needs are met; Project and problem-based learning opportunities to promote deep understanding by means of rich tasks; Long-term relationships with families to encourage life-long learners.

Action Plan (with metrics)	Responsibility	Timeline	Evidence
SVLC Teachers will work in Professional Learning Community (PLC) Groups to increase collective efficacy in Tier 1 instruction. <ul style="list-style-type: none"> Elementary teachers will focus on Meaningful Learning; Middle school teachers will focus on Home Learning (design and accessibility) and Classroom Engagement (notetaking, peer connections, and organization) Arlington Online Program (AOP) teachers will focus on engagement and student support. 	SVLC Staff	Weekly PLC Meetings	By June 2023, all SVLC students will show growth, trending towards grade-level proficiency in mathematical and reading standards, as measured by Smarter Balanced Assessment (SBA), iReady, and Course Pass Rate data.
SVLC staff will continue studying the concepts of UDL. We will follow district created modules, engage in a book study, and spend time planning UDL units with our PLC teams.	Karrie Marsh, District Directors, & SVLC Staff	Monthly for the 2022-23 school year	By June 2023, all SVLC students will show growth, trending towards grade-level proficiency in mathematical and reading standards, as measured by SBA, iReady, and Course Pass Rate data.
SVLC staff will integrate PurposeFull People and Character Strong into our onsite program and our online Program. We will spend time as a staff monthly to plan school wide events and activities that will be implemented weekly throughout the 2022-23 school year.	SVLC Staff	Weekly	By June 2023, all SVLC students will show growth, trending towards grade-level proficiency in mathematical and reading standards, as measured by SBA, iReady, and Course Pass Rate data.
PROFESSIONAL DEVELOPMENT NEEDS: Copy of UDL resource for all staff			

Year-End Progress Monitor

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Haller Middle School
2022-23 SCHOOL IMPROVEMENT PLAN
A Bridge to Success for Every Student

<div><div><div>DISTRICT STRATEGIC DIRECTION</div><div><div>Goal 1: Student Learning & Achievement</div><div>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</div><div>Goal 2: Safe and Caring Environment</div><div>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</div><div>Goal 3: Resource Stewardship</div><div>We will align all resources (people, time, money and property) to support the District's mission.</div><div>Goal 4: Parent & Community Partnerships</div><div>We will engage and encourage parents and our community to partner in the education of students.</div></div></div></div>				<div><div><div><div><div><div>ARLINGTON PUBLIC SCHOOLS</div><div>EDUCATE • PREPARE • INSPIRE</div></div><div><div>2022-2023 IMPROVEMENT PLANNING</div><div><div>September October November</div><div>December January February</div><div>March April May</div><div>June July August</div></div></div></div><div><div><div>Set and Prioritize Goals</div><div>Collect, Sort and Analyze Data</div><div>Implement Plan Monitor Implementation of Plan and Revise</div><div>Assess Plan Evaluate Impact on Student Achievement</div></div></div></div></div></div>			
GOAL 1 - SMART GOAL: Increasing collective efficacy in Tier 1 instruction through embracing the Universal Design for Learning (UDL) principles of variability and firm goals--flexible means.							
GOAL 2 - SMART GOAL: Continue enhancement of school culture by the learning and application of Positive Behavioral Interventions and Supports (PBIS) approach to discipline.							
Action Plan <i>(with metrics)</i>		Responsibility	Timeline	Evidence			
Staff module training on UDL – 1		DO/Trever	Sept-Dec	PLC Notes/Staff Meeting Notes/UDL Examples			
Building training on UDL – 1		Trever/Brooke	22-23 Year	PLC Notes/Staff Meeting Notes/UDL Examples			

Haller Middle School
2022-23 SCHOOL IMPROVEMENT PLAN
A Bridge to Success for Every Student

Character Strong Training – 2	Brandon Bakke	Aug 22	Behavior/Attendance Data
Behavior walks – 2	HMS Staff	Sept	Behavior/Attendance Data
Social and Emotional Learning (SEL) support – 2	Counselors	22-23 Year	Behavior/Attendance Data
Positive feedback or notecards – 2	HMS Staff	22-23 Year	Behavior/Attendance Data
PROFESSIONAL DEVELOPMENT NEEDS:			



Year-End Progress Monitor

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Post Middle School

2022-23 SCHOOL IMPROVEMENT PLAN

Utilizing Research-based practices, Post Middle School will collaboratively increase student achievement while engaging all students as independent learners in an academically, socially, and emotionally supportive environment.

<div style="text-align: center;"> DISTRICT STRATEGIC DIRECTION Goal 1: Student Learning & Achievement <i>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</i> Goal 2: Safe and Caring Environment <i>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</i> Goal 3: Resource Stewardship <i>We will align all resources (people, time, money and property) to support the District's mission.</i> Goal 4: Parent & Community Partnerships <i>We will engage and encourage parents and our community to partner in the education of students.</i> </div>		<div style="text-align: center;">  <p>2022-2023 IMPROVEMENT PLANNING</p>  </div>	
		GOAL 1 - SMART GOAL: For the 2022-23 School year, Post will increase student engagement and achievement by focusing on schoolwide culture initiatives to grow inclusionary practices and strategies for Universal Design for Learning (UDL), as measured by Standardized Testing and Reporting (STAR) assessment, iReady Assessments, discipline data, attendance data, and staff school culture team's implementation of activities.	
Action Plan (with metrics)	Responsibility	Timeline	Evidence
Implementation of Character Strong	All Certificated Staff	September-June	<ul style="list-style-type: none"> Character Strong Lessons every Tuesday across all grade levels Monthly Student Recognition of Character Strong Essentials Staff Sign-in Logs for Character Strong Professional Development (PD) Student Work Samples

Post Middle School

2022-23 SCHOOL IMPROVEMENT PLAN

Utilizing Research-based practices, Post Middle School will collaboratively increase student achievement while engaging all students as independent learners in an academically, socially, and emotionally supportive environment.

School Culture Teams Implementation	All Certificated Staff	September-May	<ul style="list-style-type: none"> • Team planning and documentation forms • Number of activities/events to school culture work • Staff Hours Tracker
UDL Implementation in all classrooms	All Certificated Staff	September-May	<ul style="list-style-type: none"> • Artifacts and observation of lessons incorporated in every classroom. • UDL Shared Resource Bank • Staff Sign-in Logs for UDL PD on Friday
Where Everyone Belongs (WEB) Program Launch	Amy Tuckwell, Leslie Olson	August-May	<ul style="list-style-type: none"> • WEB Day agenda • monthly WEB activities • student survey
PROFESSIONAL DEVELOPMENT NEEDS: UDL Resources and Examples			

Year-End Progress Monitor

Eagle Creek Elementary School

2022-23 SCHOOL IMPROVEMENT PLAN

Our mission... your child's success!

DISTRICT STRATEGIC DIRECTION

Goal 1: Student Learning & Achievement

Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.

Goal 2: Safe and Caring Environment

We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.

Goal 3: Resource Stewardship

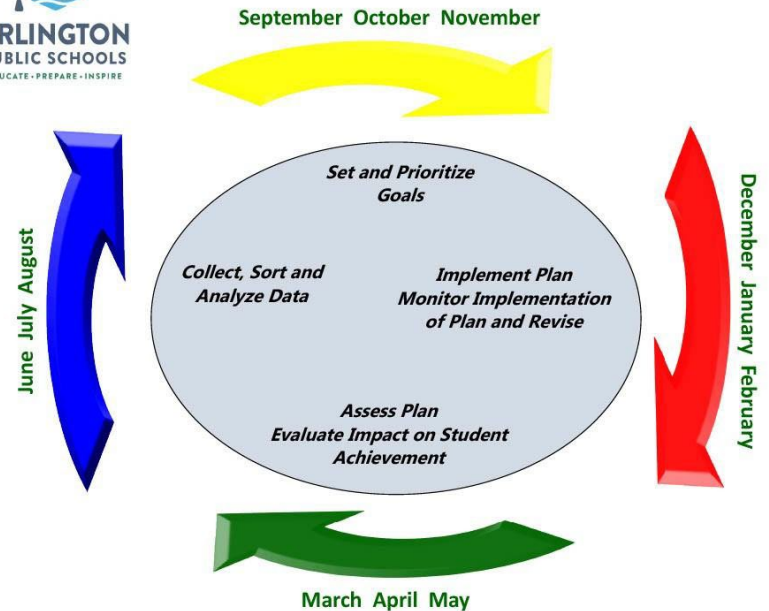
We will align all resources (people, time, money and property) to support the District's mission.

Goal 4: Parent & Community Partnerships

We will engage and encourage parents and our community to partner in the education of students.



2022-2023 IMPROVEMENT PLANNING



GOAL 1 - SMART GOAL:

By May of 2023, Arlington Elementary staff will have engaged in meaningful professional development and action steps to increase collective efficacy in Tier One instruction by:

- Embracing the Universal Design for Learning (UDL) principles of variability and firm goals--flexible means.
- Continuing to implement the PurposeFull People (Social-Emotional-Academic-Learning (SEAL) Curriculum)

Student success will be measured by Standardized Testing and Reporting (STAR) with the following targets:

- In Fall of 2022 42.7% of Eagle Creek students met proficiency on STAR Reading assessment.
- In Fall of 2022, 76.9 % of Eagle Creek students scored at or above typical growth on STAR Reading Assessment (using the Student Growth Percentile).
- In Fall of 2022, 38.9% of Eagle Creek students met proficiency on the STAR Early Literacy Assessment.
- In Fall of 2022, 80.2% of Eagle Creek students scored at or above typical growth on the STAR Early Literacy Assessment (using the Student Growth Percentile).
- In Fall of 2022, 34.6% of Eagle Creek students met proficiency on the STAR Math Assessment.
- In Fall of 2022, 69.2% of Eagle Creek students scored at or above typical growth on the STAR Math Assessment (using the Student Growth Percentile).
- By June of 2023, we will increase the number of students meeting proficiency in each subject area by at least 25%.
- By June of 2023, 100% of students to score at or above typical growth in each subject area.

Eagle Creek Elementary School

2022-23 SCHOOL IMPROVEMENT PLAN

Our mission... your child's success!

	Responsibility	Timeline	Evidence
Grade level Professional Learning Communities (PLC's) will collaborate using common assessment data during monthly learning cycles in the areas of English Language Arts (ELA) and Math.	Grade Level PLC Teams	Monthly	PLC Notes, STAR Data, Classroom-Based Assessments
Eagle Creek Staff will continue to implement the PurposeFull People Social Emotional Learning (SEL) curriculum.	All Staff	2022-23 School Year	Lesson plans, announcements, staff bulletins, parent newsletters, Video Google Drive, and Respect Team activities.
Eagle Creek Elementary staff will continue to learn about and implement Tier One instructional strategies to address the varied needs of all learners. Professional development topics include: Universal Design for Learning, Guided Language Acquisition Design (GLAD) and Ellevation strategies, Number Talks/Rich Tasks, Science of Reading, Research-based instructional practices.	Eagle Creek School Improvement Plan (SIP)/Staff	2022-23 School Year	Professional Development agendas, lesson plans, Imagineers' attendance.
Collective Commitments for standards of instructional practice will be developed in the area of reading and mathematics.	Eagle Creek SIP/Staff	2022-23 School Year	Collective Commitments Documents, Informal and Formal Classroom Observations, SIP notes.
PROFESSIONAL DEVELOPMENT NEEDS: PurposeFull People, Universal Design for Learning, GLAD and Ellevation strategies, Number Talks/Rich Tasks, phonetic instruction, Science of Reading.			

Year-End Progress Monitor

Kent Prairie Elementary 2022-23 SCHOOL IMPROVEMENT PLAN

At Kent Prairie, we educate student by building relationships that foster academic achievement

DISTRICT STRATEGIC DIRECTION

Goal 1: Student Learning & Achievement

Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.

Goal 2: Safe and Caring Environment

We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.

Goal 3: Resource Stewardship

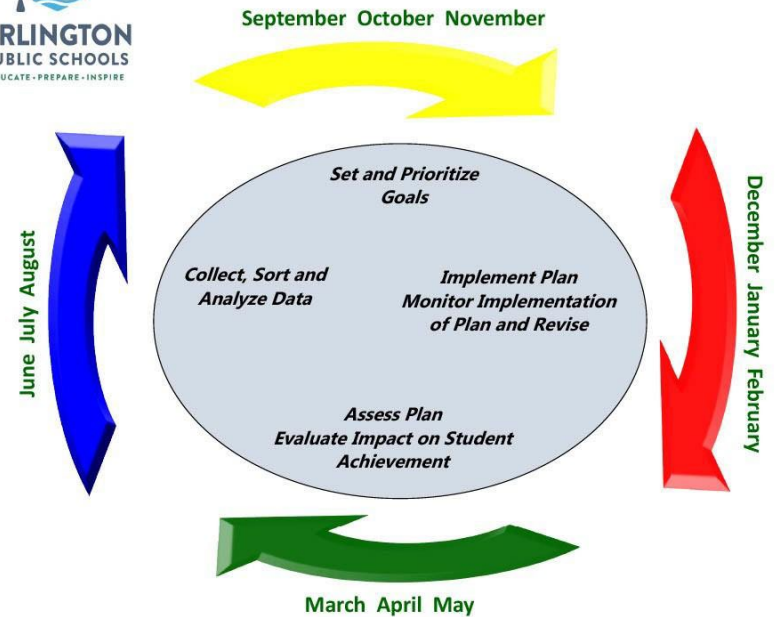
We will align all resources (people, time, money and property) to support the District's mission.

Goal 4: Parent & Community Partnerships

We will engage and encourage parents and our community to partner in the education of students.



2022-2023 IMPROVEMENT PLANNING



GOAL 1 - SMART GOAL: By May of 2023, Kent Prairie Elementary staff will have engaged in meaningful Professional Development (PD) and action steps to increase collective efficacy in Tier 1 instruction by:

- Embracing the Universal Design for Learning (UDL) principles of variability and firm goals-- flexible means.
- Implementing the PurposeFull People (Social-Emotional-Academic-Learning (SEAL) Curriculum).

Student success will be measured by Standardized Testing and Reporting (STAR) and Smarter Balanced Assessment (SBA) data once baselines are collected.

- Kent Prairie Elementary will show at least 10% growth on the state and STAR assessments for reading and math by June 2023.
- Kent Prairie will show a 5% growth on the social emotional perception survey given to teachers by June 2023.

GOAL 2 – For the 2022-23 school years, Kent Prairie Staff will engage in PD and differentiation work in order to support English Language Learners (ELL). This work

Kent Prairie Elementary 2022-23 SCHOOL IMPROVEMENT PLAN

At Kent Prairie, we educate student by building relationships that foster academic achievement

will result in an increase in World-Class Instructional Design and Assessment (WIDA) scores for each qualified student by one level. Furthermore, ELL students will be monitored on the STAR Assessment with a goal of each student gaining one level, if below standard, or maintaining a level 3 or 4. This will be for both the English Language Arts (ELA) and Mathematics assessments.

Action Plan (with metrics)	Responsibility	Timeline	Evidence
<p>Kent Prairie staff and students will participate in the Social Emotional Learning (SEL), Purposeful People curriculum.</p> <p>Materials training occurred early in September. Teachers will be teaching at least one lesson per week for the 22-23 school year.</p> <p>Teachers continue to build on these materials. As a school, we will also add Zones of Regulation training and materials.</p>	Whole Staff	2022-23 School Year (SY)	<ul style="list-style-type: none"> Collect perception data from teachers at least twice during the year All classroom teachers are implementing at least one 45-minute lesson each week. Monthly character traits are reinforced throughout the school building. Twice weekly, the Assistant Principal and Leadership students are reinforcing the character trait in our school video announcements. Teachers meet in Professional Learning Communities (PLC's) to discuss planning and implementation. Monthly family newsletters include information on the character trait, a family challenge, and a link to additional activities and information. Students nominate classmates for monthly character trait awards. Award winners are shared in video announcements and receive certificates.
<p>Grade level PLC's will collaborate using common assessments during monthly learning cycles in the areas of ELA and Math.</p> <p>Assessments will be collected, analyzed, and utilized at least seven times between September and June of the 22-23 school year.</p> <p>The building administrator will either facilitate or participate in at least 5 of the assessment conversations with each grade level.</p>	Colleen Van Belle, Certificated Staff	2022-23 SY	<ul style="list-style-type: none"> Grade level PLC's meet at least three times per month. Each month, the PLC will choose or design a common assessment and use the PLC questions to analyze results and plan further instruction. Student growth goals can connect to common assessments and interim block assessments. This will be part of an ongoing and monthly assessment cycle documented within PLC minutes and data trackers that show pre and post data. In August, the staff will work together on a data carousel to further examine trends and create plans. For grades 1st - 5th, STAR data will be taken and reviewed in the areas of Math and ELA in October,


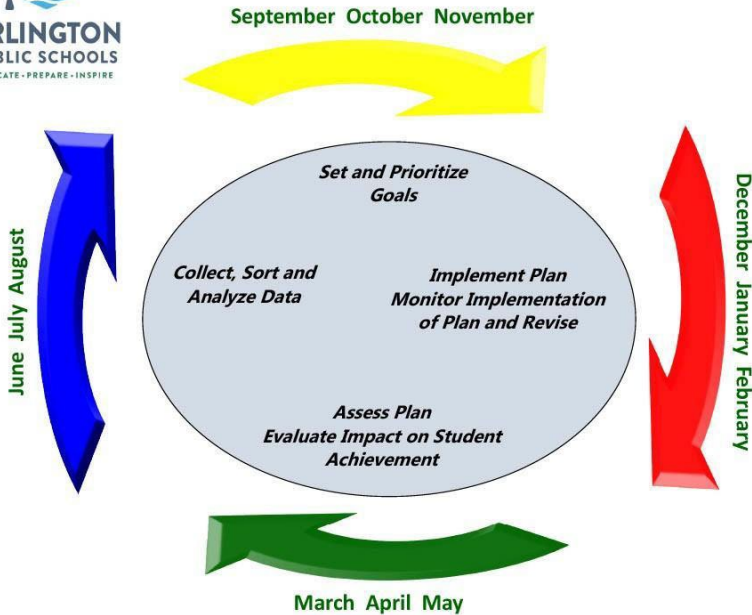
Kent Prairie Elementary 2022-23 SCHOOL IMPROVEMENT PLAN

At Kent Prairie, we educate student by building relationships that foster academic achievement

			<p>January, and June.</p> <ul style="list-style-type: none"> For grades 3, 4 and 5, SBA data will be reviewed in August.
<p>Collective Commitments for standards of instructional practice will be developed in the area of reading and mathematics.</p> <p>Teachers will provide input on the collective commitments. PLC's will collaborate to match teaching materials and practices to the collective commitments.</p>	Certificated Staff	2022-23 SY	<ul style="list-style-type: none"> Grade Level curriculum maps will show alignment. Student data during grade level assessment meetings. For grades 1st - 5th, STAR data will be taken and reviewed in the areas of Math and ELA in October, January, and June. For grades 3, 4 and 5, SBA data will be reviewed in August.
<p>Kent Prairie Elementary staff will continue to learn about and implement Tier 1 instructional strategies to address the varied needs of all learners. PD topics include: UDL, Guided Language Acquisition Design (GLAD) and Ellevation strategies, Number Talks/Rich Tasks, Science of Reading, Research-based instructional practices.</p> <p>Teachers will have opportunities to share strategies as well as learn from colleagues, administrators, and outside trainers.</p> <p>The focus will be on teaching strategies for all Tier 1 learners. This will include a wide range of teaching and learning strategies that benefit all learners.</p>	Whole staff	2022-23 SY	<ul style="list-style-type: none"> We will continue to provide an after-school program for English Language Learners in order to provide a language-rich environment supporting academic areas and literacy building. We would like to continue to look for ways to include parents in our after-school program. We will provide a Summer Science, Technology, Engineering and Math (STEM) camp in June for ELL students. Semester STAR diagnostic data will be utilized to track the progress of all students and key subgroups. A particular focus will be related to low income and ELL gaps both in terms of trend and cohort data. Ongoing Smarter Balanced data will be utilized to track the progress of all students and key subgroups. A particular focus will be related to poverty and ELL gaps both in terms of trend and cohort data.
<p>PROFESSIONAL DEVELOPMENT NEEDS: <i>"One Without the Other"</i> by Shelley Moore; Shelley Moore templates and videos (online), UDL Resources provided by Teaching and Learning</p>			

Year-End Progress Monitor

Pioneer Elementary
2022-23 SCHOOL IMPROVEMENT PLAN
Pioneer students will develop the skills to become lifelong learners and productive citizens

<div>DISTRICT STRATEGIC DIRECTION</div> <div>Goal 1: Student Learning & Achievement</div> <div>Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.</div> <div>Goal 2: Safe and Caring Environment</div> <div>We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.</div> <div>Goal 3: Resource Stewardship</div> <div>We will align all resources (people, time, money and property) to support the District's mission.</div> <div>Goal 4: Parent & Community Partnerships</div> <div>We will engage and encourage parents and our community to partner in the education of students.</div>		<div>2022-2023 IMPROVEMENT PLANNING</div> <div></div> <div></div>	
<div>GOAL 1 - SMART GOAL:</div> <div>Pioneer staff will increase collective efficacy in Tier 1 instruction by embracing the Universal Design for Learning (UDL) principles of variability and firm goals with flexible means.</div>			
<div>Action Plan</div> <div>(with metrics)</div>	<div>Responsibility</div>	<div>Timeline</div>	<div>Evidence</div>
<div>Pioneer staff will strengthen our Multi-Tiered Systems of Support (MTSS) process by identifying and integrating Tier 1 supports to increase student achievement in math and reading.</div>	<div>All staff</div>	<div>Sept 2022-May 2023</div>	<div><ul style="list-style-type: none">• MTSS student check-ins• Professional Learning Communities (PLC) notes• Staff meeting engagement• Staff meeting exit tickets• Trailblazer Professional Development (PD)• Child Study Team</div>

Pioneer Elementary

2022-23 SCHOOL IMPROVEMENT PLAN

Pioneer students will develop the skills to become lifelong learners and productive citizens

Pioneer students will be held to high expectations to foster a rigorous education while students use variability to show their learning in all core subjects.	All staff	Sept 2022-May 2023	<ul style="list-style-type: none"> ● Classroom observations ● PLC Notes
Pioneer students and staff will continue to increase inclusionary practices while incorporating UDL to meet the needs of all students.	All staff	Sept 2022-May 2023	<ul style="list-style-type: none"> ● Classroom observations ● PLC notes ● Staff meeting engagement ● Early release Fridays ● Learning Assistance Program (LAP) Reports
Social Emotional Learning (SEL) needs will be supported and steps taken within the MTSS system to provide Tier 1 support for all students to increase achievement in all academic areas.	All staff	Sept 2022-May 2023	<ul style="list-style-type: none"> ● SEL screener ● MTSS student check-in ● PLC notes ● Child Study Team
Pioneer staff will build collective efficacy to increase student achievement through the PLC process.	All staff	Sept 2022-May 2023	<ul style="list-style-type: none"> ● PLC notes ● MTSS Student check-in ● Staff meeting discussions ● Staff Surveys
PROFESSIONAL DEVELOPMENT NEEDS: Continue professional learning of UDL and inclusionary practices that meet the needs of all students. Understand the variety of supports at tier 1 in MTSS.			

Year-End Progress Monitor

Presidents Elementary

2022-23 SCHOOL IMPROVEMENT PLAN

The Presidents Elementary Community will maximize achievement and will meet individual students needs

DISTRICT STRATEGIC DIRECTION

Goal 1: Student Learning & Achievement

Students will engage in learning that's rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.

Goal 2: Safe and Caring Environment

We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.

Goal 3: Resource Stewardship

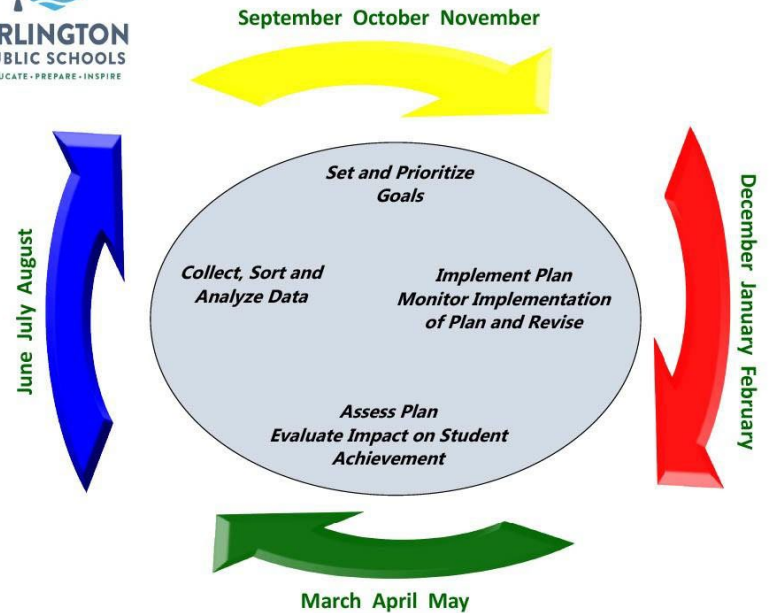
We will align all resources (people, time, money and property) to support the District's mission.

Goal 4: Parent & Community Partnerships

We will engage and encourage parents and our community to partner in the education of students.



2022-2023 IMPROVEMENT PLANNING



GOAL 1 - SMART GOAL:

By May of 2023, Arlington elementary staff will have engaged in meaningful professional development and action steps to increase collective efficacy in Tier 1 instruction by:

- Embracing the Universal Design for Learning (UDL) principles of variability and firm goals--flexible means.
- Implementing the PurposeFull People (Social-Emotional-Academic-Learning [SEAL] Curriculum)

Student success will be measured by Standardized Testing and Reporting (STAR) and Smarter Balanced Assessment data once baselines are collected. (Once baselines are collected, we will need to set a goal in Reading and Math connected to our Every Student Succeeds Act [ESSA] targets).

Presidents Elementary 2022-23 SCHOOL IMPROVEMENT PLAN

The Presidents Elementary Community will maximize achievement and will meet individual students needs

Action Plan (with metrics)	Responsibility	Timeline	Evidence
UDL Staff will continue to learn about and implement Tier 1 instructional strategies to address the varied needs of all learners. Professional Development (PD) topics include: UDL, Guided Language Acquisition Design (GLAD), and Ellevation strategies, Number Talks/Rich Tasks, Science of Reading, Research-based instructional practices. Para support will be provided to provide small group instruction to help close the achievement gap for Tier 2 learners that are identified as EL, Sped, and/or Free & Reduced Lunch.	Whole staff	Aug 2022-June 2023	<ul style="list-style-type: none"> • PowerPoints • Sign in sheets • PD activity artifacts • Student work • Lesson Plans
Social Emotional Learning (SEL) Continue to implement the PurposeFull People SEL curriculum. Enhance SEL regulation with PAX Good Behavior Games and Zones of Regulation.	Whole Staff, CARE, Counselor, Family Connections	Sep 2022-June 2023	<ul style="list-style-type: none"> • PowerPoints • Sign in sheets • SEL surveys • Lesson Plans • Announcements • Staff bulletins • Parent Newsletters • Monthly Character Trait Photos • PAX grant and pictures • Zones workbooks
Professional Learning Communities (PLCs) Grade level PLCs will collaborate using common assessment data during monthly learning cycles in the areas of English Language Arts (ELA) and Math.	PLC Teams	Sep 2022- June 2023	<ul style="list-style-type: none"> • PLC Notes • Sign in sheet • STAR Data, Class-based assessments
Inclusion/Diversity Teachers work towards transforming instruction into diverse, multiple, and accessible learning opportunities that embrace student variation.	Presidents School Culture Committee	Sep 2022-June 2023	<ul style="list-style-type: none"> • Artwork • Pictures • Grant • Staff Meeting Notes

Presidents Elementary
2022-23 SCHOOL IMPROVEMENT PLAN

The Presidents Elementary Community will maximize achievement and will meet individual students needs

			<ul style="list-style-type: none">• Notes from Culture Committee• 5th grade announcements
PROFESSIONAL DEVELOPMENT NEEDS: Purposefull People, Self-Regulation, PAX, UDL, GLAD and Ellevation strategies and Math Task Refreshers (i.e. Rich Tasks, Number Talks) phonetic instruction, Science of Reading.			

Year-End Progress Monitor

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

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

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

HARASSMENT, INTIMIDATION AND BULLYING (HIB) COMPLIANCE OFFICER

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

SECTION 504/ADA COMPLIANCE COORDINATOR

Mr. Dave McKellar
Director of Special Education
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