



SNOQUALMIE VALLEY
— SCHOOL DISTRICT —

2018-24 Strategic Plan

Preparing ALL Students for College, Career, and Citizenship

2023 Fall Update

Prepared by

Snoqualmie Valley School Board

District Staff

Community Members

GOAL 1

Prepare all students for college, career and citizenship

OBJECTIVE 1A: Career Education & Post-High School Preparation

Every student graduates with a solid understanding of college/career options and pathways along with a clear, relevant and realistic post-high school plan.

DESCRIPTION

Develop systems to support and optimize the use of our Career and Technical Education (CTE) Director, College/Career Counselor and new counseling secretary (all added positions) in partnership with our existing counselors and career resources.

TASKS

1. Incorporate CTE/career connections into K-5 Specialist lessons.
2. Increase the number of secondary students pursuing industry certifications, internships, and career exploration opportunities, and provide the resources and structures needed to do so.
3. Educate secondary students on predicted employment trends and the corresponding education needed to pursue high-demand living wage jobs to remain and apply current technology.
4. Provide college and career support and training for counselors and staff involved in advising students on post-secondary options.
5. Provide support for secondary students with a four-year high school course taking planning, preparing competitive post-secondary applications, searching for and applying for employment after high school, applying for scholarships, and applying for financial aid.
6. Continue to implement technology-based instructional strategies that incorporate artificial intelligence (AI) and other advancements.

TIMELINE: All tasks complete by June 2024.

PROGRESS MEASUREMENT

- Classroom instructional observations
- Increased percentage of students completing post-secondary, scholarship, financial aid and employment applications.
increased acceptance into post-secondary education programs or employment, increase in scholarship awards, and an increased number of applications for financial aid.
- High school and beyond plans that reflect intentional course taking and engagement in outside opportunities that support career goals.

RESPONSIBILITY: Ginger Callison, Monica Heimbigner, Michelle Chaney (primary); principals (secondary)

OBJECTIVE 1B: Academically Supportive Environment

Ensure equal access to excellent learning opportunities and equitable outcomes for all students regardless of each student's school or teacher.

STRATEGY 1B.1: Grading, Homework & Assessments

Develop and implement consistent, equitable K-12 homework, assessment and grading practices, expectations and systems.

TASKS

1. Identify common assessments for K-5, develop rubrics and share with families and enter on a spreadsheet aligned to the standard.
2. Establish common practices for homework between schools and grade levels K-5.
3. Increase elementary parent connection for all students at Academic Risk (AR), provide consistent follow-up communication.
4. Develop and implement consistent practices and expectations for K-5 report card comments
5. Engage secondary administrators in professional development related to equitable assessment and grading practices. Develop a timeline for improving equity in homework, assessment and grading in secondary schools. Offer professional development to interested secondary teachers.

TIMELINE: All tasks complete by June 2024.

PROGRESS MEASUREMENT

- Completed professional development for administrators with identified next steps for building practice.

RESPONSIBILITY: Ginger Callison, Monica Heimbigner, Instructional Coaches, (primary); School Principals (secondary)

STRATEGY 1B.2: Classroom to Family Communication

Provide timely communication to families about their child's progress, especially when there is a notable change in student performance or persistent concerns.

TASKS

1. Implement improved K-5 report card strategies.
2. Consistently communicate common assessment results to families.
3. Develop a common approach to Schoology communications and information to improve ease of access to information for families in secondary schools.

TIMELINE: All tasks complete by June 2024.

PROGRESS MEASUREMENT

- Goal Setting Conference participation rate (November)
- Consistency in Schoology communications and formatting across secondary classrooms.

RESPONSIBILITY: Ginger Callison, Monica Heimbigner, School Principals, Nicole Fitch, Conor Laffey

STRATEGY 1B.3: Multiple Language Learner Support

Develop and implement a data-driven system to serve multiple language learners with research-based instruction, interventions and support via classroom teachers, support staff and specialized teachers.

TASKS

1. Continue implementation of K-5 Foundational Skills curriculum.
2. Continue to provide K-12 staff training on the stages of language acquisition paired with high-yield instructional strategies in order to remove barriers to learning and allow students to demonstrate their learning in ways that are not impacted by their level of English proficiency.
3. WIDA (a multi-language learner assessment) “Can-Do Descriptors” to support differentiation in K-5 and 6-12.
4. Increase building-based family engagement opportunities and participation in the elementary and secondary schools.

TIMELINE: All tasks complete by June 2024.

PROGRESS MEASUREMENT

- Guided walkthrough data reflects implementation
- Common assessment data
- GLAD strategy check-list
- Knowledge of student’s WIDA data, “Can-Do Descriptor” checklist, differentiation of tasks
- Increased attendance
- Walkthrough data in secondary schools reflects increasing teacher use of instructional strategies that allow English learners to access important content and demonstrate understanding.

RESPONSIBILITY: Ginger Callison, Monica Heimbigner, Instructional Coaches (primary) ; School Principals,(secondary)

OBJECTIVE 1C: Teacher Evaluation & Feedback

All staff receive consistent, achievable and actionable feedback from their supervisors and monitor implementation.

DESCRIPTION

Supervisors review and rehearse best-practices for giving feedback, apply to specific cases/situations and monitor/debrief the results with others.

TASKS

1. Train administrators and teachers on new student growth goal requirements and invite a group of teacher volunteers to pilot the new growth goal framework in 2023-24. Be prepared to launch the shift for all teachers in 2024-25. Train and implement new Student Growth goal requirements for admin and staff.
2. Engage administrators in “instructional rounds” with a focus on coaching conversations and equitable and inclusive instruction and school improvement plan goals, grounding “look-fors” in the instructional framework language.
3. Provide training for administrators and teachers with the newly selected evaluation tool and procedures.
4. Shift to a new platform for capturing evaluation progress and documentation.

TIMELINE: All tasks complete by June 2024.

PROGRESS MEASUREMENT

- All tasks completed
- Student growth goals are well-documented and measured in the evaluation system
- Instructional rounds are completed and documented
- Completed training for new student growth goal requirements

RESPONSIBILITY: Ginger Callison, Monica Heimbigner (primary); School Principals, Beth Porter (secondary)

OBJECTIVE 1D: Emotionally Supportive Environment

Increase students' sense of belonging through inclusive learning environments and a coherent continuum of timely and tailored support services aligned with individual student needs.

STRATEGY 1D.1: Mental & Behavioral Health Services

In partnership with existing staff and programs, develop systems to support students' wellbeing by optimizing the use of our new mental health counselors, social workers, behavior specialists, and elementary behavior support program.

TASKS

1. Develop and implement an aligned Multi-Tiered System of Support (MTSS) process across all schools.
2. Implement the school engagement work from the school social worker team.
3. All elementary schools will implement a universal screener related to social behavior, academic behavior and emotional behavior using a tool that aligns to the Washington State Adopted SEL Standards, Benchmarks, and Indicators.
4. Modify and adjust the system of support provided by the behavior health team based on feedback from the 2022-2023 school year.
5. Continue to refine and implement the student attendance support system for all schools.

TIMELINE: All tasks complete by June 2024.

PROGRESS MEASUREMENT

- All tasks completed
- Increased number of students served consistently in the general education classroom
- Number of families served by social workers and organization connections made
- Reduced number of suspensions and expulsion
- Reduced office referrals and incidents at school tracked through the School-Wide Information System (SWIS)
- Tier 1 strategies observed in structured walkthroughs
- Defined system for monitoring attendance and supporting students below 90% average daily attendance that is used consistently across all secondary schools.
- Increased number of students at or above 90% average daily attendance.

RESPONSIBILITY: Nicole Fitch, Counselors, Student Services Team (primary); School Principals, Ginger Callison, Monica Heimbigner, (secondary)

STRATEGY 1D.2: Culturally Responsive Classrooms

Begin universal use of high-leverage, evidence-based culturally responsive classroom strategies to build relationships, get to know students as individuals, create positive conditions for learning and better engage all students.

TASKS

1. Implement responsive classroom strategies in elementary schools, including conducting classroom meetings in every classroom and ensuring every student is greeted by name at the door.
2. Provide a Second Step curriculum refresh training and training on de-escalation strategies for all elementary staff.
3. Develop a definition and general model of an equitable, inclusive, and welcoming environment for all classrooms that includes a menu of strategies for teachers to use based on the range of learning needs among their students.
4. Develop a continuous improvement process in each secondary school that includes monitoring instructional practice and student learning, reflecting upon teacher and student progress, and planning next steps related to equitable and inclusive classrooms.

TIMELINE: All tasks complete by June 2024.

PROGRESS MEASUREMENT

- All tasks completed
- Responsive classroom strategies observed in structured walkthroughs
- Tier 1 behavior management and de-escalation strategies observed in structured walkthroughs
- Reduce in behavior referrals
- Common vision and definition of an equitable and inclusive classroom in secondary schools.
- Narrowing the achievement gap between subgroups of students and “all students”.

RESPONSIBILITY: Ginger Callison, Monica Heimbigner, (primary); School Principals, Nicole Fitch (secondary)

GOAL 2

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

OBJECTIVE 2A: Capital Projects Bond

Continue implementation of the capital construction plans authorized by voters via the 2015 Capital Projects Bond.

DESCRIPTION

Most capital projects in the \$244M February 2015 bond authorization are now complete. Remaining funded projects include an expanded preschool facility, additional safety and security improvements and other facility improvements. This objective is a critical link in providing ample, safe, and modern facilities to a growing student population.

TASKS

- Complete wrap-up of Mount Si High School Construction.
- Complete design of preschool facility, solicit bid for construction and secure building permits.
- Coordinate asset preservation and improvement projects.

TIMELINE: All tasks complete by June 2024.

PROGRESS MEASUREMENT

- Completion of the preschool facility improvements and expansion.
- Regular construction progress reports.
- Deliver recommendations for safety and security improvements.

RESPONSIBILITY: Ryan Stokes (primary), Brandon Klepper (secondary)

OBJECTIVE 2B: Facilities Needs and Improvements

Monitor condition of district facilities needs to identify short-term and long-term facility improvements.

DESCRIPTION

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

TASKS

- Assess building and other district facility needs and develop a district-wide preventative maintenance cycle for significant systems.
- Develop a unifying communication tool explaining the long-range facilities principles and concepts and gather community feedback from a range of constituents.
- Continue current work of the CFAC: Use community feedback on potential future projects and a long-range plan to inform the CFAC final recommendations to the Board.
- Provide an annual update of the Capital Facilities Plan.

TIMELINE: All tasks complete by June 2024.

PROGRESS MEASUREMENT

- Completion of Citizen's Facility Advisory Committee (CFAC) recommendation to the board
- Development of a streamlined vision and communication tool for the long range plan
- Determination of timing and nature of future bond proposition.

RESPONSIBILITY: Ryan Stokes, Dan Schlotfeldt (primary), Brandon Klepper (secondary)

OBJECTIVE 2C: Employee Recruitment and Retention

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

DESCRIPTION

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

TASKS

- Plan local recruiting career fairs for the upcoming year, as needed.
- Increase use of social media and other electronic tools for publicity, recruitment and screening.
- Leverage branding to raise district visibility and attract high-quality candidates (3B).
- Determine staffing targets in February to facilitate early hiring of candidates.
- Streamline and improve hiring processes to remove barriers for applicants and improve applicant experience.
- Analyze exit data to determine and implement strategies for the purpose of improving staff retention.

TIMELINE: All tasks complete by June 2024.

PROGRESS MEASUREMENT

- Secure staffing in hard-to-fill positions
- Extend contract offers as early as budget planning allows.
- Process improvements based on feedback from new hires and staff.

RESPONSIBILITY: Beth Porter (primary), Human Resources Team (secondary)

OBJECTIVE 2D: Employee Relationships

Effectively implement the District Collective Bargaining processes and subsequent agreements.

DESCRIPTION

Review and examine best practice to inform the District's collective bargaining processes. Implement and adhere to terms of existing collective bargaining agreements. Foster positive and collaborative working relationships with all of our employee groups.

TASKS

- Hold regular labor-management meetings with union leadership.
- Proactively engage union leadership to assist in decision-making and planning for major changes and new initiatives impacting their members.
- Identify District negotiations teams for 2024 PSE and SVAPA bargaining.

TIMELINE: All tasks complete by June 2024.

PROGRESS MEASUREMENT

- New contracts for open Collective Bargaining Agreements
- Minimize contractual grievances

RESPONSIBILITY: Beth Porter (primary); Dan Schlotfeldt, Ryan Stokes (secondary)

OBJECTIVE 2E: Financial Stewardship

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

DESCRIPTION

In addition to wrapping up the prior \$244 million capital project program, the Business Office is responsible for over \$120 million of annual expenditures related to the operations of the school district, as well as finances of the Associated Student Body, Debt Service Fund and Transportation Vehicle Fund (school buses). The Business Office continually monitors and evaluates financial processes in order to identify enhancements that will strengthen student learning and benefit District taxpayers by striving for operational efficiencies, cost savings, and other initiatives that will maximize the utilization of taxpayer dollars. The Business Office strives to provide the means by which the District offers the highest levels of educational opportunities, while maintaining financial stability and sustainability of the educational programs being offered.

TASKS

- Implement investments outlined in the newly-approved EP&O and Technology Levies.
- Monitor department and unit budgets. The CFO will meet individually with each budget manager at least once a year to review their budget, provide training and gather feedback.
- Monitor debt service for opportunities to reduce interest costs.
- Develop process for determining return on investment from new and continuing initiatives.
- Evaluate and improve payroll processes, including moving to more electronic processes and preparing for district conversion to new software system: Qmlative.
- Identify ways to increase overall department and district efficiency, reduce reliance on manual processes and physical paper, and increase automation and effective use of digital tools.

TIMELINE: All tasks complete by June 2024.

PROGRESS MEASUREMENT

- Adequate fund balances and budget oversight
- Stable or improved credit ratings
- Timely processing of payroll and accounts payable.

RESPONSIBILITY: Ryan Stokes (primary), Business Services Team (secondary)

GOAL 3

Communication with students, families, staff, and the community to improve student learning.

OBJECTIVE 3A: External Communication

Increase the frequency and quality of two-way communication between students, families, staff, and the community in their preferred language and module.

DESCRIPTION

Based on feedback from stakeholders, we must provide clear and timely information from the classroom, school, and district in a condensed and single location.

TASKS

- Continue to consolidate communication services and tools to streamline efforts to a single source.
- Provide three different trainings throughout the year to staff to help develop best practices in two-way communication and increase usage of the new tools.
- Create a District Communication Advisory Committee with representation from staff and parents to ensure communication efforts are meeting the needs of stakeholders.

TIMELINE: All tasks complete by June 2024.

PROGRESS MEASUREMENT

- Completion of all tasks
- 100% of schools and administrators use the new tool as the school's primary mode of communication.
- At least 25% of teachers use this tool for two-way communication with families.

RESPONSIBILITY: Conor Laffey (primary)

OBJECTIVE 3B: Multimedia Use and Branding

Promote the district and increase awareness and support through multiple communication channels, multimedia efforts, and branding.

DESCRIPTION

Develop a comprehensive communication strategy incorporating websites, social media, videos, and marketing collateral to execute district and school initiatives.

TASKS

1. Create a video series with at least six videos sharing student and staff success stories.
2. Build a communication guide for the district and each school that can be applied to websites, basic design, and social media to build consistency around each school's/district brand.
3. Create three different social media campaigns targeting students, staff, and alumni.

TIMELINE: All tasks complete by June 2024.

PROGRESS MEASUREMENT

- Completion of all tasks
- Increase video viewership, social media interactions, and unique web page views by 25%.

RESPONSIBILITY: Conor Laffey (primary)

OBJECTIVE 3C: Communication Support and Structure

Ensure consistent, high-quality communication across our schools and levels while reducing the burden of web, social media, and other electronic communication on building administrators and office staff.

DESCRIPTION

Select and train three specific communication assistants that will work with one middle school and two feeder elementary schools to oversee and execute best practices around communication. Provide equivalent support and direction to the replacement hire of the high school communication assistant.

TASKS

1. Provide monthly trainings to develop and instill best practices around photography, website maintenance, social media posting and communicating. Provide weekly check-ins to ensure accountability and that updates are timely.
2. Purchase software and equipment to make sure staff have appropriate tools to execute best practices.
3. Create detailed instructions and parameters for social media posting, website updating and newsletter to create consistency from our schools for equity

TIMELINE: All tasks complete by June 2024.

PROGRESS MEASUREMENT

- Completion of all tasks
- EOY feedback from building administrators and front office staff

RESPONSIBILITY: Conor Laffey (primary)

OBJECTIVE 3D: Parent, Staff, and Community Outreach

Cultivate and strengthen relationships within the Snoqualmie Valley communities to engage them in the district's vision.

DESCRIPTION

Through the use of existing relationships with community partners and stakeholders, create avenues for a flow of two-way communication.

TASKS

1. Host "Breakfast with the Superintendent" meetings throughout the year (at least one a month) at each of our schools, accompanied with one board member. Invite parents and PTA/PTO to attend the event, which allows the superintendent to share a state-of-the-schools update, but also hear from parents about their perspective and experiences.
2. Maintain a database of existing community partners with lead contacts. Have a liaison attend regular meetings of community organizations to strengthen connections for the district. Create a presence on the district website for partners and define parameters for what qualifies for a partnership. Highlight and recognize these partners who support our district.
3. Assess the status of volunteer training, management and support in our district. Identify needs and areas for improvement from stakeholders. Highlight and recognize efforts of our volunteers through our various communications channels.
4. Create a calendar of employee recognition and appreciation weeks for the district to follow. Make sure each event is highlighted on the website, social media or through a communication channel. Work with community partners to contribute to these various opportunities.

TIMELINE: All tasks complete by June 2024.

PROGRESS MEASUREMENT

- Completion of all tasks
- Feedback gathered from community partners
- Development of at least three new community partners

RESPONSIBILITY: Carolyn Malcolm (primary); Conor Laffey, Dan Schlotfeldt (secondary)