



Vision:

Every Student Thrives

Mission:

To Create an educational community that ignites a passion for learning where every student is known and empowered

Core Values:

- Student Focused
 - Culture of Belonging
 - Equity
 - Accountability
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25-26 District Improvement Plan

District Focus

Snohomish School District has adopted a five-year strategic plan. Within our strategic plan, we have made four key commitments:

Our Commitments:

- **Teaching and Learning Excellence:** We believe that effective teaching and learning is rooted in authentic relationships and strong instructional methodology. Through this framework of excellence, our district will ensure that each student is inspired to learn, supported, and challenged to discover their path to success in their post-secondary endeavors.
- **Family and Community Engagement:** Each student, staff member, family, and community are welcomed as partners for student academic and social-emotional success. We share the mutual responsibility to create a positive, equitable, caring environment for our children to thrive.
- **Student and Staff Well-Being:** We are committed to building a welcoming and nurturing community where staff and students are valued and feel safe.
- **Resource Management:** We will ensure equitable allocation of resources (time, money, people, relationships, and space) at all levels of the district. Decisions are informed by data and best practices in consideration of student and staff needs, safety, and accessibility.

The Snohomish School District is committed to the important work that all district leaders, staff, and partners undertake to support all students. Each commitment is informed by our core values and is dependent on the important work of the other commitments.

SSD Demographics:

Snohomish School District 2024-25

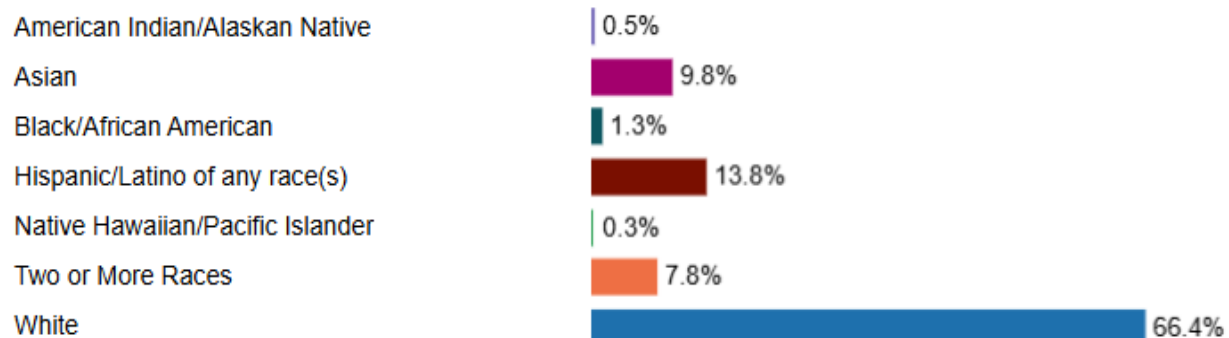
Total Student Enrollment

9,881

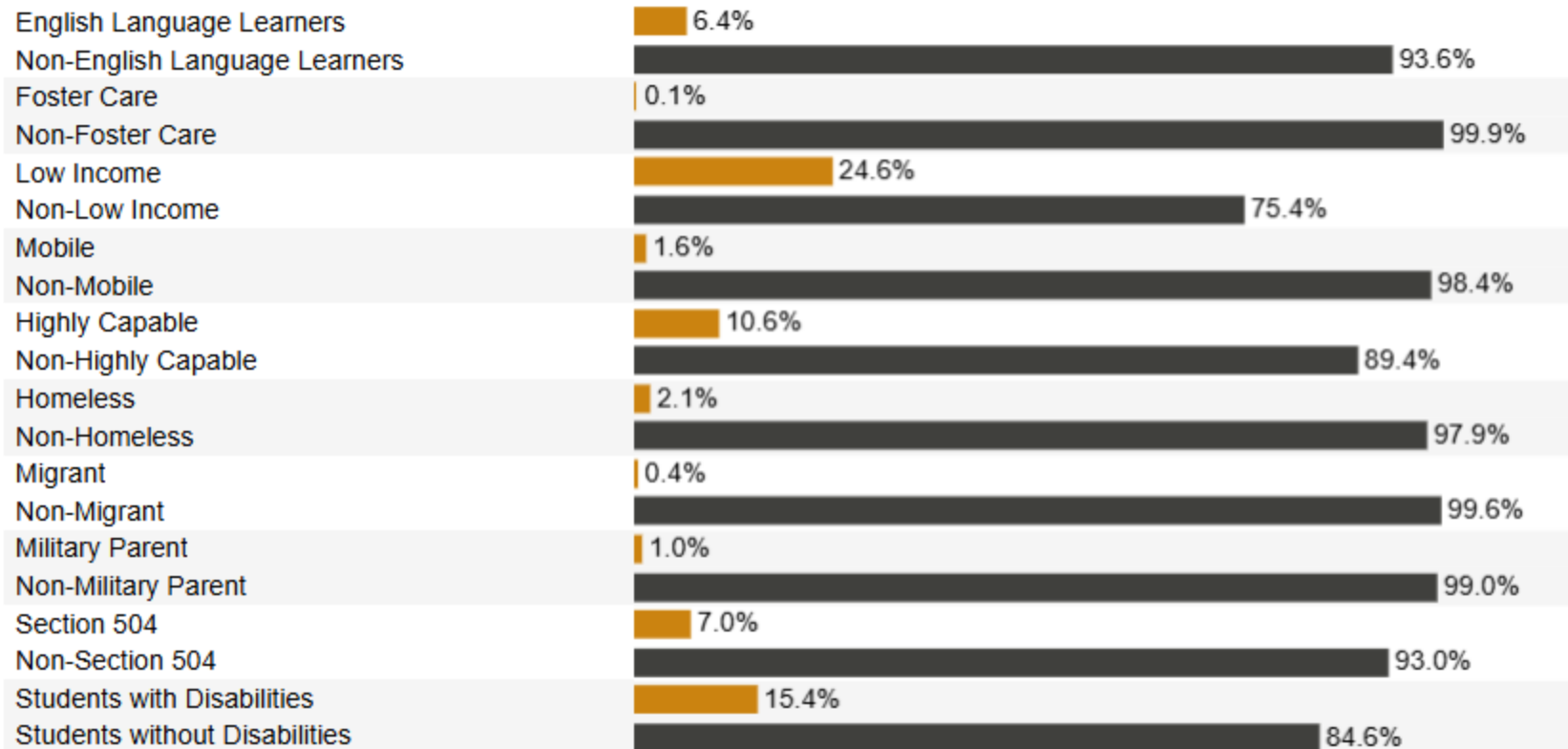
Gender



Race/Ethnicity



Program and Characteristic



SSD 25-26 Academic Action Steps and Strategies

<p>Activities</p> <p><i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i></p>	<p>Timeframe</p> <p><i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i></p>	<p>Lead</p> <p><i>Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i></p>	<p>Resources</p> <p><i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p>Measures</p> <p><i>How will you measure the impact?</i></p>
<p>Teaching and Learning Services (TLS) has set a vision for effective instruction called The Snohomish Classroom.</p> <p>TLS has set a goal where teachers will consistently use effective learning targets and success criteria to create aligned learning experiences that promote student engagement for all students. Principals will be able to monitor and support classroom practices that make the purpose of learning visible, actionable, and accessible to all students.</p> <p>Teaching and Learning will provide professional development to principals to increase instructional effectiveness in the areas of</p>	<p>Professional Development will be provided throughout the school year.</p> <p>Reflection about professional development and how principals applied the professional development to their staff will provide valuable information.</p> <p>Progress will be monitored four times a year through Studios.</p>	<p>Monica Bauer will be responsible for professional development for principals and leading TLS team in professional development for teachers.</p> <p>Jen Harlan and Shawn Stevenson will lead Studios</p> <p>Principals will be responsible for observing observational behaviors from teachers and students.</p>	<p>Collaboration time with the Academic Team, Monica Bauer, Wendy McCulloch, Jen Harlan, and Shawn Stevenson.</p> <p>August Retreat Time</p> <p>Principal Meeting Time</p> <p>Professional Development tools and video library.</p> <p>Time to develop guiding documents and professional development</p>	<p>Performance Indicators</p> <ul style="list-style-type: none"> • 3rd Grade Success • 9th Grade Success • College and Career Readiness • Academic Achievement • Graduation Rates

<p>communicating purpose and content and Engaging Students in Learning.</p> <p>Professional Development provided during Summer Stretch, Adoptions, Alignment, and Content will align with TLS Goals.</p> <p>Teaching and Learning Team will be available to provide professional development as needed for teachers.</p>	<p>TLS will do regular check-in with Principals</p> <p>Academic Team will meet and reflect weekly</p>			
<p>Special Education Department Goal: Compliance: Understand the importance and impact of placing students in the appropriate Least Restrictive Environment (LRE).</p> <p>Special Education will provide professional development to principals to</p> <ul style="list-style-type: none"> • explain and define LRE and Specially Designed Instruction (SDI), legal components and placement implications. • Create, calibrate and norm considerations that must 	<p>Professional Development will be provided throughout the school year.</p> <p>Reflection about professional development and how principals applied the professional development to their staff will provide valuable information.</p>	<p>Wendy McCulloch will be responsible for professional development for principals and leading SPED team in professional development for special education teachers.</p> <p>Jen Harlan and Shawn Stevenson will lead Studios</p> <p>Principals will be responsible for</p>	<p>Collaboration time with the Academic Team, Monica Bauer, Wendy McCulloch, Jen Harlan, and Shawn Stevenson.</p> <p>August Retreat Time</p> <p>Principal Meeting Time</p> <p>Federal guidance</p> <p>Time to develop guiding documents and professional development</p>	<p>Performance Indicators</p> <ul style="list-style-type: none"> • 3rd Grade Success • 9th Grade Success • College and Career Readiness • Academic Achievement • Graduation Rates

<p>be discussed in all placement conversations</p> <ul style="list-style-type: none"> • Student matrix and daily schedule will align <p>Special Education Department Goal 2: Behavior: Introduce the components needed to create informal/formal plans (eg: safety, no contact, behavior) for student success.</p> <p>Special Education will provide professional development to principals to</p> <ul style="list-style-type: none"> • Explain and define FBA/BIP, legal components and implications of student plans • Create, calibrate and norm considerations that must be discussed in all student plan conversations • Student plans will have specific components (instruction, common lang, frequency, data collection) 	<p>Progress will be monitored four times a year through Studios.</p> <p>SPED will do regular check-in with Principals</p> <p>Academic Team will meet and reflect weekly</p>	<p>leading special education teams, leading IEP meetings, and monitoring LRE and SDI.</p>		
<p>Student Success Department Goal: Principals and Building Staff will establish a data inquiry cycle led by building administration. The system</p>	<p>Professional Development will be provided</p>	<p>Jen Harlan will be responsible for professional development for</p>	<p>Collaboration time with the Academic Team, Monica Bauer, Wendy McCulloch, Jen Harlan, and Shawn Stevenson.</p>	<p>Performance Indicators</p> <ul style="list-style-type: none"> • 3rd Grade Success • 9th Grade Success

<p>of inquiry will be transferable to multitude of student needs: attendance, counselor time, discipline and grades.</p> <p>Student Success will provide professional development to principals on</p> <ul style="list-style-type: none"> • How to implement a data inquiry cycle. • How to develop intervention teams and their use of data inquiry cycle. <p>Student Success Department will expect and support building development of student forums. Student Success will provide professional development on why student forums are important for student voice and how to implement them in buildings.</p>	<p>throughout the school year.</p> <p>Reflection about professional development and how principals applied the professional development to their staff will provide valuable information.</p> <p>Progress will be monitored four times a year through Studios.</p> <p>Student Success Department will do regular check-in with Principals</p> <p>Academic Team will meet and reflect weekly</p>	<p>principals and leading Student Success team in professional development for counselors.</p> <p>Jen Harlan and Shawn Stevenson will lead Studios</p> <p>Principals will be responsible for developing intervention teams, using the data cycle, and implementing student forums.</p>	<p>August Retreat Time</p> <p>Principal Meeting Time</p> <p>Time to develop guiding documents and professional development</p>	<ul style="list-style-type: none"> • College and Career Readiness • Academic Achievement • Graduation Rates
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