Mission: Our students will be contributing members of society and lifelong learners, pursuing their passions and interests in an ever-changing world.
Foundation for Excellence

**Mission Statement**: Our students will be contributing members of society and lifelong learners, pursuing their passions and interests in an ever-changing world.

**Vision Statement**: To inspire a community-wide culture of excellence, growth and achievement, where individuals are supported and challenged, engaged and empowered, and recognized for their unique contributions.

District Goals

1. **Excellence in Teaching & Learning**
   All students and staff are engaged and accountable learners, meeting high expectations through demonstrated growth, in an educational structure that is differentiated, challenging and focused. We provide quality instruction and leadership through consistent, proactive support of our students and staff.

2. **Technology Empowered**
   Our use of technology will be bold, intentional and accessible. Innovative approaches will be encouraged and embraced and our technology will be intuitive, collaborative and an empowering tool for students, staff and parents. Technology will transform our data systems to be unified, accessible, timely, informative and adaptable, and capable of being tailored to each school, program, class, staff member and student.

3. **Thoughtful Transitions**
   Transitions in our district are planned, focused, collaborative and intentional. Whether transitioning from preschool to kindergarten, into the next grade, building, curriculum or to post-graduation endeavors, we will actively facilitate a path to success for students and staff.

4. **Engaged Community**
   We consistently engage with our diverse communities of students, families, staff and the public. We create inclusive partnerships to share our sense of purpose and district goals, invite continuous input and act on the feedback we receive.

5. **Facilities Improvement**
   Facilities in our district are consistently reviewed for safety, capacity, condition and functional adequacy. Recommendations are made for improvements, expansions or additions to accommodate our growing population and changing needs of our students, families, staff, community and programs.

Foundational Principles

1. **A School Climate** that is safe, welcoming, inviting, culturally-aware and emphasizes mutual respect of people and property.
2. **District Communication** that is open, transparent, timely and interactive.
3. **Financial Stewardship** that promotes trust by ensuring the responsive and optimal use of district resources in a manner that is understandable and transparent to all stakeholders, and supports the goals of the district.
### Goal #1: Excellence in Teaching & Learning

All students and staff are engaged and accountable learners, meeting high expectations through demonstrated growth, in an educational structure that is differentiated, challenging and focused. We provide quality instruction and leadership through consistent, proactive support of our students and staff.

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<thead>
<tr>
<th>STRATEGIES</th>
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<tbody>
<tr>
<td><strong>Professional Learning:</strong></td>
<td>• Focus on identified best classroom practices and instructional strategies, including ways to enhance and redefine instruction through technology</td>
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<tr>
<td>Implement a comprehensive professional learning plan, delivering embedded, ongoing, collaborative professional learning that is responsive and flexible to meet the needs of all staff.</td>
<td>• Provide opportunity for staff collaboration around data &amp; instructional responses to data</td>
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Technology is used to identify and respond to staff learning needs, providing responsive learning opportunities.

| **Student Achievement:** Close opportunity gaps through the alignment of curriculum and the implementation of teaching and learning practices that support standards and district instructional initiatives. | • Align curriculum and instructional practice to standards and district initiatives *(Danielson framework, one-one technology)* |
|                                                                                                   | • Create a comprehensive Continuum of Services model of academic and behavioral supports for students of all levels |
|                                                                                                   | • Specifically design instructional strategies to close opportunity gaps |

Technology is used to transform student learning through innovation, by modifying and ultimately redefining both instructional tasks and student learning practices.
**Assessment and Data:**
Support the intentional use of student learning data to shape our teaching and learning practices in order to increase learning for all students.

- Expand use of Homeroom Premium and other digital resources to readily access data to help guide student learning as well as evaluate program effectiveness
- Use student data to inform instructional strategies, determine student interventions, and monitor student growth while expanding access to students and families
- Increase the frequency of growth monitoring for students receiving targeted interventions. Continue to support collaborative exploration and collaborative response to this data
- Expand teachers’ understanding of how to interpret student achievement data and how to use it to change instruction
- Continually reflect upon and adjust our use of assessments to ensure the best possible use of this data without over-testing students

Technology is used to support the collection and analysis of student data, as well as support the development and implementation of targeted instruction tied to the data. Technology is also used to monitor and celebrate student growth, as well as identifying when growth is insufficient.

**Continuum of Services:**
Implement an effective, comprehensive continuum of services for students which includes a flexible multi-tiered system of supports to meet the needs of each student.

- Enable a flexible approach to meet students’ academic and behavioral needs within a multi-tiered system that also supports students’ social and emotional learning needs
- Provide targeted professional learning for administrators and staff to increase the understanding of an effective continuum of services for students that includes a multi-tiered system of supports
- Provide targeted professional learning for administrators, teachers and paraeducators on effective intensive interventions for students struggling in academics and behavior
- Provide enhanced and effective interventions and student services that support the following:
  - Special Needs
  - Learning Assistance (LAP and Title I)
  - Highly Capable
  - English Language Learners
  - Alternative Learning Experiences
Technology is used to identify students for continuum of services programs as well as monitoring student growth and evaluating the effectiveness of the programs. Flexible digital programs are used in conjunction with instructional best practice to meet the needs of these learners.

**Future-Ready Libraries:**
Develop and implement a vision of libraries used as flexible learning spaces to meet the needs of learners engaged in research and inquiry, under the collaborative facilitation by teachers and teacher librarians.

- Librarians will work to connect their practices, programs and spaces to foster educational innovation
- Increase opportunities for collaboration between teacher librarians and classroom teachers to meet the needs of students as they research, use digital tools ethically and create products as part of the inquiry process

**Technology is used innovatively to meet the needs of all learners.**

**Career and Technical Education:** Create a vision for the CTE program in Lake Stevens School District that provides high quality opportunities for students.

- Determine what program offerings and courses will be provided to meet a wide range of learner needs
- Ensure staff is appropriately certified and trained to teach all offerings
- Increase opportunities for dual credits, equivalency credits and cross crediting
- Create a document for students and families clearly showing pathways in each CTE area

Technology will continue to be a strong component of the CTE program—to include educating students on various technologies used in STEM careers.

**Early Learning:** Design and implement programs and activities that enable our new Early Learning Center to become the focal point of early childhood growth and development.

- Increase early learning parent education and support structures
- Expand Pre-K options that align with community programs
- Expand interventions supporting kindergarten readiness
Technology is used to enhance developmentally appropriate activities that support each child’s unique growth and learning.

Goal #1: Excellence in Teaching & Learning–Building Action Steps 2016-2017

NLMS has committed to three goal areas selected from the Lake 8: Designing Coherent Instruction, Engaging Students in Learning, and Culture for Learning.

- Support instructional coaches with release days or building time to develop common assessments, refine curriculum, and share best instructional practices.
- Provide professional development on student engagement strategies at least four times per school year. Provide departments time to create lessons/units that increase student engagement.
- Provide differentiated technology support to staff based on their identified needs based on the SAMR model. Also, create time for departments to thoughtfully plan lessons where technology enhances student learning.

Department Action Plans
The department action plans were developed by identified needs based on a data protocol and aligned with building and individual goals.

- Electives/Exploratories-
  - Art-Students will learn about Visual Thinking Strategies and identify art elements and principles. Collaborate with district art teachers in developing a common assessment based on the claim, support, and explain writing format.
  - GTT-Support math skills with measurement, dimensioning, and board feet formula. Support Common Core writing with a claim, support, explain format for defending their project grade against the rubric.

- Wellness-Set fitness goals utilizing the claim, support, and explain writing process three times per year. Four point short answer rubric will be used for scoring.

- Math-All department members are participating in a book study by Jo Boaler *Mathematical Mindsets* to improve student growth mindset in relation to math. Identified strategies will be implemented into the classrooms. Utilize Big Ideas benchmark assessments three times during the school year to target areas in need of growth.

- Science-Develop and implement common assessments three times during the school year. The common assessment will focus on Science and Engineering Practice-Constructing Explanations.
• **ELA/SS**- Continue work with short answer responses. 6th grade will create a short answer response for each social studies unit. 7th grade will revise current short answer responses and add a second response per unit of study. Both grades will utilize a checklist self evaluation tool for students prior to submitting a short answer response. Continue work on elaboration strategies within current units of study.

**Continuum of Services**

- Create three sections of 6th grade Title Lit Support/Social Studies, one 7th grade Title Lit Support/Social Studies, two 6th grade Math Support, and one 7th grade Math Support.
- Create one 7th grade ELA/SS block with level two students.
- After school math support two days per week. Staffed with 1-2 teachers and paraeducators.
- All identified highly capable students are placed in advanced courses. Students will be clustered in math and ELA courses.

**Career & Technical Education**

- CTE will set up a program of Study to reflect the progression of 7-12 of vertically aligned programs that allow students entrance/exit at any time but program is still progressive.
- CTE will use data to track program of studies finding student successes through CEDARS of students progression in Language Arts/Reading and Math by increasing benchmarks by 3%
  - Current Benchmark for CTE Classes for Language Arts = 93.65%
  - Current Benchmark for CTE Classes for Mathematics = 86.27%
  - NonTraditional Participation = 45.92%
  - NonTraditional Completion = 42.04%
  - Improve Language Arts/Reading to 96%
  - Improve Mathematics to 89%
  - Improve NonTraditional Participation 48%
  - Improve NonTraditional Completion 45%

**Measures of Success:**

**Department Action Plans:**

- **Art**- Increased student growth through use of the Art CSE rubric.
- **GTT**- Increased student growth through use of the GTT CSE rubric.
● **Math**-Based on the book, select three strategies to use in the classroom. Increased student growth on targeted areas in Big Ideas benchmark assessment.

● **ELA/SS**-Increased student growth through use of the short answer rubric.

● **Wellness**-Improvement in student writing based on the rubric.

● **Science**-Developed common assessments and improvement shown on student ability to construct explanations based on the rubric.

**Continuum of Services**

- Growth on the SBA based on the previous year’s SBA score.
- Where applicable, use STAR data to demonstrate growth.
**Goal #2: Technology Empowered**

*Our use of technology will be bold, intentional and accessible. Innovative approaches will be encouraged and embraced and our technology will be intuitive, collaborative and an empowering tool for students, staff and parents. Technology will transform our data systems to be unified, accessible, timely, informative, and adaptable, and capable of being tailored to each school, program, class, staff member and student.*

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| **Infrastructure:** Develop and provide the resources necessary to provide all students and staff with access to information, tools, resources and collaborative opportunities when and where they need them. | ● Maintain and upgrade network with ample bandwidth to seamlessly support the business and learning needs of the district  
● Maintain and upgrade phone systems to provide reliable communication  
● Continue to provide wireless networking to provide reliable and ubiquitous access to network resources for students and staff  
● Leverage e-rate funds to reduce the cost of updated networking hardware  
● Move to a district replacement cycle to allow the district to provide 1:1 technology in grades 2 -12  
● Provide technology grants for innovative projects |
| **Technology Vision:** Work with students, staff and community to ensure that technology is used responsibly to enhance and transform teaching and learning. | ● Develop a philosophy statement around the use of technology in our schools  
● Educate students, staff and community about our philosophy and practices around the use of technology  
● Teach digital citizenship curriculum |

Specific technology strategies are embedded in the strategies in each of the other goal areas.
Goal #2: Technology Empowered–Building Action Steps 2016-2017

- Complete five digital citizenship lessons by the end of October.
- Provide input on the district technology vision.

**Measures of Success:**
- Establish a baseline of technology violations for the 2016-2017 school year.
- Provide staff feedback regarding the proposed district technology vision.

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Goal #3: Thoughtful Transitions

*Transitions in our district are planned, focused, collaborative and intentional. Whether transitioning from preschool to kindergarten, into the next grade, building, curriculum or to post-graduation endeavors, we will actively facilitate a path to success for students and staff.*

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<td><strong>Communication</strong></td>
<td>- Expand and refine use of three digital communication and learning tools; Moodle, Hapara Workspace or Google Classroom, that can be accessed via one district portal</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td>- Each building will plan a program that intentionally connects students to the building, to the staff, and to each other, thereby creating a supportive community of learners</td>
</tr>
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</table>
### North Lake Middle School 2016-2017 School Improvement Plan

#### Academic
- Continue and expand the use of data systems to support students as they transition from grade-level to grade-level, as well as during the school year to monitor student growth.
- Continue to refine curriculum and technology alignment to support students P-12
- Increase alignment regarding procedural practices, such as discipline, attendance and homework expectations
- Explore the feeder patterns for special programs
- Explore the number of transitions at the secondary level
- Focus on programmatic alignment in regard to intervention strategies for students along the continuum of services to ensure a smooth and flexible transition for students

#### Post-Secondary
- Increase awareness and planning for post-secondary endeavors starting in elementary school.
- Make adjustments to allow more opportunities for students to meet the 24 credit requirement
- Provide opportunities and guidance for post-secondary career and college opportunities

Technology is used to identify and support student need and monitor student learning as children move through our district. Technology is also used to support staff in transitioning to new grade levels, new positions, and new buildings by providing easily-accessible resources regarding curriculum, assessments, and instructional strategies all in one place. Lastly, technology is used to streamline and enhance communication with students and families.

#### Goal #3: Thoughtful Transitions – Building Action Steps 2016-2017

### Communication
- Utilizing Skyward, create weekly Bulldog Bark newsletter to parents/guardians with upcoming activities and information.
- Provide time at Student Prep Day for parents and students to meet their teachers.
- Continue Shadow and Light 5th grade transition.
- Expand use of online classroom management system and provide ongoing professional development to teachers in need of support.

### Social
- Positive Behavior Interventions and Supports (PBIS)
  - Tier One
- Create a student store-Kennel Club
- Teach common expectations and language
  - Tier Two and Three
    - Weekly student support meetings with administration, counseling, and Student Support paraeducator focusing on tier two and three students.
    - Utilize HRP-At-Risk student indicator, teacher referral, and progress monitoring documents to identify and support students of concern.
    - Interventions implemented; Check in and Check out, Check and Connect, and weekly individual student meetings.

**Academic**
- Create rank order spreadsheets for both ELA and Math Title classes. Student placement based on SBA, STAR, and other data.
- Participate in a district realignment of discipline and attendance practices.
- Collaborate with elementary and mid-high special education departments to plan transitions between schools.
- Quarterly examination of data for Title and ELL groups.

**Measures of Success:**
- All or nearly all teachers will use an online classroom digital learning system consisting of either Google Classroom, Moodle, or Hapara.
- Decrease in referrals, detentions, and suspensions.
## Goal #4: Engaged Community

*We consistently engage with our diverse communities of students, families, staff and the public. We create inclusive partnerships to share our sense of purpose and district goals, invite continuous input and act on the feedback we receive.*

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| **Partnerships:** Cultivate and foster relationships between schools and the community to strengthen engagement and student achievement. | ● *Continue and expand Partners in Education program to pair local businesses and organizations with our schools*  
● *Publicly recognize and highlight partnerships* |
| **Volunteers:** Expand volunteer opportunities to include non-traditional groups to engage students at every level. | ● *Continue work with building-level volunteer coordinators to streamline communication, electronically track service hours and welcome new volunteers*  
● *Publicize volunteer opportunities in our schools*  
● *Seek new ways to honor our volunteers* |
| **Internal communications:** Use a variety of communication tools and to transparently and consistently communicate in a timely manner with all members of the Lake Stevens School District team. | ● *Seek feedback from staff members to better understand how they want to receive communication and what is meaningful to their work*  
● *Continue using electronic communication resources to measure readership* |
| **External communications:** Continue to seek new and innovative ways and tools to enhance external communications and strengthen engagement in our schools. | ● *Continue to engage staff, families, students and community members using social media and the district mobile app*  
● *Enhance frequency and types of electronic communication to inform and engage families and the community* |
|---|---|
| **Multilingual engagement:** Identify building advocates to create a clear, two-way channel between the multilingual families in our schools and the support and resources we provide as a district to ensure a supportive learning environment. | ● *Determine which languages are spoken in our district and identify areas of communication that can be better supported*  
● *Host family engagement events around the district that focus on supporting the needs of our multilingual families* |
| **Senior Citizens:** Continue to foster relationships with the senior citizens of Lake Stevens and provide opportunities to become involved in our schools, events and activities. | ● *Continue Golden Viking program and highlight supportive Lake Stevens fans*  
● *Enhance engagement opportunities by personally inviting senior citizens to school and district events* |
Technology is used to enhance and create better accessibility in all facets of community engagement—messaging to staff, students and families; school and district websites; the district’s mobile app; internal and external newsletters; social media; surveying tools; e-flyers and registration for community education.

Goal #4: Engaged Community– Building Action Steps 2016-2017

**Student Engagement**
- Students will have the opportunity to join and participate in student leadership opportunities such as ASB, Ambassador’s Club, and Builder’s Clubs. In addition to leadership activities, students have the opportunity to participate in other recreational clubs and athletics.
- La Chispa-12 students will attend the Hispanic student leadership conference.
- Assemblies held throughout the school year to recognize student achievements in academic and non academic areas. Also, assemblies will be held as needed to further the social and emotional needs of students.

**Staff Engagement**
- PBIS - clearly defined common expectations, major and minor discipline infractions, and content area behavior expectations.
- Building leadership team with members represented from all departments.
- PBIS team representing various staff groups in the building. The focus for the team is to promote activities to improve culture and climate for both staff and students.
- Develop a Student Strengths/Interests spreadsheet to track positive interactions, emails, and phone calls home.

**Community Engagement**
- Utilize Google Forms to survey student, teacher, and parents.
- Partner with PTSA to support teacher grants, PBIS rewards, fundraising, student activities, and coordinate volunteers.
- Monthly Title parent nights with agenda items selected by parent input.
- Schedule ELL parent conferences twice per year.
- Visit 5th grade parents at the three feeder elementaries.
- Host two semester award ceremonies to publicly honor our students for Workmanship, Citizenship, Leadership, and Scholarship.

**Measures of Success:**
- Improvement in the feedback from the district and school surveys.
- Increase participation in clubs, activities, and athletics.
- Student Strengths/Interest spreadsheet columns completed.
Goal #5: Facilities Improvement

Facilities in our district are consistently reviewed for safety, capacity, condition and functional adequacy. Recommendations are made for improvements, expansions or additions to accommodate our growing population and changing needs of our students, families, staff, community and programs.

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<th>STRATEGIES</th>
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<tr>
<td>Facilities Master Planning:</td>
<td>• <strong>Build a new elementary school to alleviate elementary overcrowding</strong></td>
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<tr>
<td>Work to fulfill the recommendations of the Facilities Master Planning Committee.</td>
<td>• <strong>Build a new Early Learning Center to support continued early learning</strong></td>
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<tr>
<td></td>
<td>• <strong>Add additional kindergarten classrooms to all existing elementary buildings to provide programmaticallly-appropriate spaces for full-day kindergarten</strong></td>
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<tr>
<td></td>
<td>• <strong>Replace and expand selected buildings at Lake Stevens High School to create a modernized campus to enhance learning opportunities</strong></td>
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<td></td>
<td>• <strong>Survey existing facilities and make district-wide safety and security improvements</strong></td>
</tr>
<tr>
<td>Building Conditions:</td>
<td>• <strong>Make district-wide health, educational and infrastructure improvements based on Building Condition Assessments</strong></td>
</tr>
<tr>
<td>Perform annual building condition assessments, making improvements as necessary.</td>
<td>• <strong>Develop additional parking and student drop-off areas to meet the changing demographics of student transportation</strong></td>
</tr>
<tr>
<td>Safety and Security:</td>
<td>• <strong>Survey existing facilities and make district-wide safety and security improvements</strong></td>
</tr>
<tr>
<td>Improve safety and security of students.</td>
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Consider current and future technologies in all new and modernized buildings.