

A collaborative plan to re-shape the future of education and provide cohesive support to students and families in the La Conner School District.

# STRATEGIC ROAD MAP

LA CONNER SCHOOL DISTRICT

La Conner School District Board of Directors  
Peg Seeling, Superintendent  
June 2016 Update

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## LA CONNER SCHOOL DISTRICT STRATEGIC ROAD MAP June 2016 Update

### **MISSION AND VISION: Our Common Work and Aspirations**

The La Conner School District prepares students with the knowledge and attitudes to be life-long learners and active members of the local and global community.

To realize this goal, as one community, we create conditions that provide:

- access to excellence in education,
- a respectful, safe, and inclusive learning environment for everyone
- an open door for every learner, family, and community partners,
- personalized learning opportunities,
- opportunities to engage in and develop civic responsibility, and take ownership for their own learning, and
- knowledge, skills, and technologies for further learning and success in an ever-changing world.

### **FOUNDATIONAL VALUES: Our Commitments**

These values describe how we want all to feel when interacting with our district. They represent our highest ideals. We commit to using these values in all that we do, including decisions that will significantly affect the learning and well-being of our students, families, staff, and school communities. This list represents the aggregated input of nearly 200 people in the school district community, as of November 2014. It includes the input of students, teachers, staff, administrators, parents, and community members. Our prioritized values include all stakeholders feeling:

1. Respected
2. Supported
3. Safe and Secure
4. Welcomed
5. Treated with Integrity and Equality
6. Informed

Indicators and definitions will be developed for these values, beginning with input from student leaders, during the next year.

**LONG-TERM FOUNDATIONAL ELEMENTS:  
Our Long-Term Priorities**

1. **FAMILY PARTNERSHIPS:** Build and sustain a school/district climate and culture that values and utilizes families as part of the educational process. Key directions for 2015-2020 include:
  - a. Ensure student success and progress through high academic and behavior expectations.
  - b. Build and sustain a caring and supportive school and district climate that is characterized by mutual respect.
  - c. Provide continuous communication through multiple means.
  
2. **EQUITY AND INCLUSION:** Ensure that equity and inclusion are at the heart of our practices. Key directions for 2015-2020 include:
  - a. Prioritize our commitments to the values of all stakeholders feeling respected, supported, safe and secure, welcomed, treated with integrity and equality, and informed.
  - b. Sustain a culture where all parents, students, and staff believe in the potential of every student.
  - c. Build strong partnerships amongst the different cultures which exist in our community.
  
3. **HIGH-QUALITY INSTRUCTION AND STUDENT SUPPORT SYSTEMS:** Provide professional development for staff, and instruction and supports for students that close opportunity and achievement gaps, and accelerate learning for all students. Key directions for 2015-2020 include:
  - a. Prioritize time for staff collaboration and professional development.
  - b. Establish an accountability plan for K-12 instruction.
  - c. Expand standards-based processes, i.e., expectations, teaching, assessment, and grading, to include PreK-12.
  - d. Provide differentiated learning supports based on student need.
  - e. Integrate technology expectations and support.
  
4. **SUCCESSFUL TRANSITIONS:** Create services and supports for all students, PreK-12, to provide the tools needed to make successful school and life transitions, especially from early learning to K-12 and from K-12 to career, college, and life-readiness. Key directions for 2015-2020 include:
  - a. Expand early learning opportunities for infants and toddlers.
  - b. Ensure effective transitions for students and families between early, elementary, middle, and high school education.
  - c. Expand College in the High School and other college and career opportunities.

## **PROGRESS MEASURES: Our Evidence of Success**

Monitoring student and school system progress measures ensures that we remain on-track to achieve our desired outcomes for students and families across the school district. We believe that there is a direct and reciprocal relationship between our success in creating and maintaining strong family partnerships and student success. We are aligning our assessment system with state and national assessment guidelines (Smarter Balanced assessment system), standards for student learning, and/or course expectations. In addition, because of the strong connection between family partnerships and student success, we will track a variety of outcomes from our Family Partnership Survey which was administered initially during the 2012-13 school year.

### **STUDENT PROGRESS ASSESSMENTS**

The assessments listed below are used to gather data regarding student progress toward meeting the Washington State and Common Core standards for essential academic learning. This data is also used in the Districts Response to Intervention (RTI) model for placement in remedial and extended programs.

#### **State Assessments:**

Like other Washington School Districts, La Conner students are assessed on several annual state assessments. These include:

- Smarter Balanced Assessment (SBAC) given in grades 3-8 and 10-11. Students are assessed against state standards in literacy and mathematics.
- Measurement of Student Progress (MSP) given to students in grades 5 and 8 for science assessment.
- High School Proficiency Exam (HSPE) measuring reading and writing skills for grade 10 students.
- Math End-of-Course Exams (EOC) for secondary students completing Algebra I and Geometry.
- Biology End-of-Course Exam for 10<sup>th</sup> grade students and others completing biology.
- Washington English Language Proficiency Exam (WELPA) given to all students identified as English Language Learners.
- Other Assessments to meet student needs grades 3-12:
  - Off-grade testing
  - DAPE: Developmentally Appropriate Proficiency Exam
  - COE: Collection of Evidence
  - WA-AIM: Washington Access to Instruction & Measurement
- OSPI-Developed Assessments in Social Studies, the Arts, Health and Fitness, and Educational Technology are given to students in grades 3-12 to gauge student understanding of the state standards in those subject areas.
- Second Grade Fluency and Accuracy Assessment is required to determine student strength in reading.
- National Assessment of Educational Progress (NAEP) is given to fourth and eighth grades students as selected by OSPI.

**District/School Assessments:**

Student growth is determined/analyzed using several other formative and summative during the school year. Examples of these assessments are listed below:

- Measurement of Academic Progress (MAP) is a nationally-normed computerized given to all students in grades 2-12 two or three times each year to assess growth in reading and math.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) another nationally-normed assessment offered by University of Oregon is used to test reading skills of students in grades K-5.
- Standardized Testing and Reporting (STAR) nationally-normed computer-adapted assessment of reading and math skills 2-5.
- STAR Early Literacy K-1 to measure progress in development of reading skills.
- Curriculum-based assessments are given in all classrooms to determine student knowledge of subject matter and growth toward meeting the standards.
- Placement assessments are used to determine placement of middle school students into “appropriate” math classes.
- Running Records are used in elementary classrooms as another measure of student progress in reading.
- District-developed benchmark assessments are given at all grade levels in all subjects.

**Chart of La Conner School District Student Assessments:**

<b>GRADE/ ASSESSMENTS</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>STATE ASSESSMENTS</b>													
SBAC				X	X	X	X	X	X		X	X	
MSP - SCIENCE						X			X				
EOC- MATH										X	X	X	X
EOC - BIOLOGY											X		
ELPA 21	X	X	X	X	X	X	X	X	X	X	X	X	X
OSPI - DEVELOPED					X	X	X	X	X	X	X	X	X
2ND GRADE FLUENCY			X										
NAEP					X				X				
<b>DISTRICT ASSESSMENTS</b>													
MAP			X	X	X	X	X	X	X	X	X	X	X
DIBELS	X	X	X	X	X	X							
STAR EARLY LEARNING	X	X	X										
STAR READING				X	X	X							
STAR MATH				X	X	X							
CURRICULUM-BASED	X	X	X	X	X	X	X	X	X	X	X	X	X
PLACEMENT ASSESSMENT						X	X	X	X				
RUNNING RECORDS	X	X	X	X	X	X							
BENCHMARK ASSESSMENTS	X	X	X	X	X	X	X	X	X	X	X	X	X

FAMILY PARTNERSHIP ASSESMENTS

The Family Survey which was administered during the Spring/Fall of 2013 will be re-administered as a post-survey during Spring/Fall of 2016. The survey consists of questions categorized in six key domains: 1) Caring Environment, 2) Problem-Solving, 3) Timeliness and Content of Teacher Contact Regarding Problems, 4) Communication, 5) Student Progress, and 6) Satisfaction. In addition, there were three open response items:

- What is the school doing that is most helpful to you as a parent?
- Share one thing you wish the school would do to improve the learning experiences for you and your child.
- Other comments you would like to share.

## **TARGETED STRATEGIES**

### **Our Short-Term Targeted Strategies**

Targeted, high-impact, strategies represent intense work within the district and are considered priority for focused work over an 18-month period. Targeted strategies were implemented from April 2015 - September 2016. The updates in the document are the work of 2015-16the Leadership Team and will continue through 2020. Our initial action plans are provided on the following pages of this document. They are continuous works in progress and will be refined on an on-going basis.

### **FOCUS ON FAMILY PARTNERSHIPS**

- 1. Student Progress:**
  - a. Ensure high academic and behavior expectations.
  - b. Provide differentiated learning support based on student need.
  - c. Create technology expectations and support.
  
- 2. Caring Environment:**
  - a. Build and sustain a caring and supportive school/district climate that is characterized by mutual respect.
  
- 3. Communication and Problem-solving:**
  - a. Increase communication through multiple means.