



## La Conner School District – Road Map Action Plan

### TARGETED STRATEGY: Student Progress

#### RATIONALE:

The greatest influence on student achievement is the quality of teaching and teacher-student interactions on a daily basis. The following actions help improve teaching quality:

- Ensure that all students have access to powerful and engaging learning opportunities that prepare them for successful education/life/careers after high school.
- Provide support for students to meet academic challenges.
- Ensure that students are college and career ready with their respective cohort group.

#### GOAL: A. Ensure high academic and behavior expectations.

Actions	Who needs to be involved	By When	Progress Indicators
1. Create a leadership team at the building and district levels.	Teachers, Administration	Completed	Teams are in place and meeting regularly around actions plans.
2. Increase time for collaboration and professional development.	Administration, Staff	Completed	Inservice plan agreed upon by "leadership team."
3. A. Begin calibrating grade level expectations, i.e., phase-in standards-based processes (expectations, assessment, grading) to include grades PreK-12.  B. Establish accountability plan for PreK-12.	Teachers, Administration, Paras, Students, Expert support	On-going	Grade level meetings Grade band meetings Department meetings Cross-curricular meetings Publish curricular guides with anchor exemplars

**GOAL: B. Provide differentiated learning support based on student need.**

<b>Actions</b>	<b>Who needs to be involved</b>	<b>By When</b>	<b>Progress Indicators</b>
4. A. Provide structured, on-going professional development in differentiated teaching and learning strategies for all para-educators, teachers, administrators, PreK - 3.  B. Apply and receive Americorps support for tutoring support.	All stakeholders  Administration	On-going  Yearly	Teachers use identifiable tools in classroom. Students take greater ownership for learning. More students accessing services
5. Ensure that students at all grade levels receive instruction that is aligned to the common core and includes imbedded differentiation. (General Education Classroom)	Teachers, Parents, Administrators	On-going	Calendar matrix for reviewing curriculum and material needs.
6. Ensure that students have access to a variety of learning supports and options based on their needs that include: Online classes, ELL support, Summer School, Technology center, Running Start, and Hi-Cap. (Beyond General Education Classroom Supports)	Teachers, Parents, Administrators	On-going	Disaggregate and aggregate student growth data.

**GOAL: C. Integrate technology expectations and support.**

<b>Actions</b>	<b>Who needs to be involved</b>	<b>By When</b>	<b>Progress Indicators</b>
7. Provide support and continuing education for teachers in using best technology practices that transfer to student learning for the workforce, college, and daily life.	Tech Team, Teachers, Administrators	On-going	TBD
8. Develop, calibrate, and communicate technology expectations based on current standards of practice in education including online citizenship and safety.	Teachers, Tech Team, Administrators	On-going Summer 2016	Vertical alignment created and followed P-12.
9. Provide timely Instructional Technology (IT) support and continuous systemic upgrading of technology in all classrooms.	Teachers, Tech Team, Administrators	On-going	TBD
10. Provide yearly parental training in technology use, with training provided by staff at school or the tribal gym. a. Identify roles, obligations, and responsibilities. b. Provide communication to all students, parents, and teachers.	Teachers, Parents, Skyward Personnel,	Fall 2016	Students and parents increase use of Skyward and understand regular technology requirements.

<ul style="list-style-type: none"><li>c. Share resources that can be used at home to support student learning.</li><li>d. Distribute computers, depending on grade level.</li><li>e. Teach online citizenship and safety expectaions to students</li></ul>	District technology staff		
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# La Conner School District – Road Map Action Plan

## 18-MONTH TARGETED STRATEGY: Caring Environment

### RATIONALE:

Students learn best in a supportive and caring environment. The following actions help create such an environment:

- Develop mutual respect and trust.
- Create a positive culture and increase engagement.
- Value and actively include everyone.
- Interact at all levels, i.e., parents, staff, and students, in a respectful and caring manner.
- Sustain a culture where all parents, students, and staff believe in the potential of every student.

**GOAL: A. Build and sustain a caring and supportive school/district climate that is characterized by mutual respect.**

Actions	Who needs to be involved	By When	Progress Indicators
11. Provide opportunities for staff/family/community learning and socialization.	All	Ongoing	Established and on-going events such as athletic events, school plays, concerts, cultural fair, science fair, literacy nights, finance workshops, etc.
12. Research a Character/Culture Education curriculum to help increase awareness and respect in a consistent manner within the school district. a. Adopt curricula for all grade levels. b. Provide training in the selected curricula. c. Create an implementation model for the selected Character/ Culture Education curriculum.	Counselors, Parents, Staff	2016-17	Curriculum adopted and training provided to appropriate staff members. Work with creators. Prioritize.

# La Conner School District – Road Map Action Plan

## TARGETED STRATEGY: Communication and Problem-Solving

### RATIONALE:

When schools, families, students, and communities work together, student progress improves. The following actions help create this condition:

- Ensure strong connections, relationships, and understanding between and among school, families, and community.
- Create reciprocal and transparent communication among all – parents, district, and students.

### GOAL: A. Increase continuous communication through multiple means.

Actions	Who needs to be involved	By When	Progress Indicators
13. Activate multiple communication methods. <ol style="list-style-type: none"> <li>Contact every family in district to find preferred communication methods and language for communication and assess for accuracy.</li> <li>Ensure accuracy of Skyward data and information.</li> <li>Create and use an information access tree.</li> <li>Investigate avenues for prioritizing time for a community-communications liaison.</li> </ol>	Building and district secretaries, Teachers Administration	On-going	Information is gathered to allow differentiated communication to parents and families. Enter current family emails into Skyward Increase the use of Remind 101 Updated district website and Facebook pages
14. Provide training by the WSIPC User Group for teachers and district staff to become more familiar with the capabilities of Skyward to augment communication processes in the district, as allowed by District budget.	Teachers, Staff, Skyward Personnel, Lori B.	2016-17	Improved two-way communication.  Families receive better information from staff via Skyward
15. Establish a timeline for consistent communication to go home. <ol style="list-style-type: none"> <li>Start with “beginning of year” materials list and add communications expectations.</li> </ol>	Teachers, Families	On-going	Two-way communication is increased between school-families.  Expectations for consistent two-way communication are established.

<p>16. Collaborate with the Tribal community to make more coherent/effective use of both reader boards.</p> <ul style="list-style-type: none"> <li>a. Check with Tribe regarding use of Swinomish reader board. <ul style="list-style-type: none"> <li>i. How do we go about requesting the use?</li> <li>ii. Who do we check with on a regular basis to review what we want to put up?</li> <li>iii. Who will be the worker bees to complete these tasks?</li> <li>iv. Identify a central decision-maker.</li> </ul> </li> </ul>	<p>Tribal representative School representative Leadership students</p>	<p>Efforts on-going</p>	<p>Use of reader board on Reservation for school usage.</p>
<p>17. Educate the community about:</p> <ul style="list-style-type: none"> <li>a. shifts in education,</li> <li>b. what college and career ready looks like,</li> <li>c. common core, and</li> <li>d. academic, behavior, and technology expectations.</li> </ul>	<p>Teachers, Leadership Team, Counseling, Administration</p>	<p>On-going</p>	<p>Use of communication road map plan.  Revised policy on academic and behavior standards – with attendance addressed – communicated clearly to students, families, and coaches.</p>