

La Conner Elementary  
School Improvement Plan 2019 - 2021

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| <p><b>Academic Excellence</b></p> <p>Academic vocabulary continues to be an area of great need at LCE. Contextual vocabulary acquisition is frequently the most effective way to help students develop stronger vocabulary, but it can take time and patience. Teachers can make a great impact on their students by specifically and consistently planting those “word seeds” in a natural conversational way.</p>   |
| <p>Focus for the year</p> <ul style="list-style-type: none"> <li>• Academic Language and Content Vocabulary as evidenced by the target areas on the SBA in both ELA and mathematics</li> <li>• Increase rigor of grade level expectations using grade level standards and deeper learning</li> <li>• implement an Instructional Leadership Team to help develop the professional learning of staff in relationship to curriculum and instructional strategies</li> </ul>  |
| <p>Specific Tasks</p> <ul style="list-style-type: none"> <li>• develop the teacher’s independent and collaborative skills to support inquiry-based learning to provide more rigorous and relevant learning experiences</li> <li>• provide GLAD training to the staff who have not yet been trained to support student acquisition and use of academic language and content vocabulary</li> <li>• increase frequency and variety of formative assessments to monitor progress and respond to student needs</li> <li>• identify members of Instructional Leadership Team who will focus on school data to develop and support staff learning needs related to curriculum and instruction</li> </ul> |
| <p>Measurable Outcomes</p> <ul style="list-style-type: none"> <li>• student scores on SBA will increase by 10% in all areas</li> <li>• student understanding of content vocabulary will increase as evidenced through student dialogue, writing and performance on classroom assessments</li> <li>• instructional leadership team will lead PD on building focused PD times</li> </ul>  |
| <p><b>CARING SCHOOL ENVIRONMENT</b></p> <p>Successful school climates are linked to common expectation and strong relationships. Together they work to decrease negative behaviors and increase academic success.</p>   |
| <p>Focus for the year</p> <ul style="list-style-type: none"> <li>• Continued use of Sanford Harmony Social Emotional curriculum at every grade level with fidelity</li> <li>• development of common PBIS expectations school-wide and within classrooms</li> </ul>  |
| <p>Specific Tasks</p> <ul style="list-style-type: none"> <li>• staff will prioritize and develop common classroom PBIS expectations</li> <li>• review building wide PBIS expectations and modify based on discipline data</li> <li>• continue social thinking lunch groups led by counselor and social worker</li> <li>• School counselor explicitly teaches SEL curriculum at each grade level to insure fidelity</li> </ul>   |
| <p>Measurable Outcome</p> <ul style="list-style-type: none"> <li>• implement a social thinking assessment rubric to monitor progress and respond to student social emotion learning needs</li> <li>• decrease in discipline data</li> <li>• students and staff will have common language and practices around PBIS expectations</li> </ul>  |

## COMMUNICATION

The structure of the family and community engagement system should ensure that families/community and school staff engage in regular, two-way communication about student learning and caring environment.

### Focus for the year

- supporting student success – using our communication system to ensure that families, community and school staff continue our collaborate to support student learning and healthy development both at home and at school
- gather input of families perceptions and needs to ensure that students are treated fairly and have access to learning opportunities to support their success

### Specific Tasks

- continue to monitor and communicate with families in regards to the importance of attendance as it relates to student success
- Utilize a variety of methods, including tribal aides to maximize awareness and support of the school's goals, objectives and programs
- utilize written and oral feedback from parents and families to monitor perceptions and concerns

### Measureable outcomes

- increase the frequency of classroom and building newsletters on the district web to provide more accessibility
- increase the number of students attending on a daily basis
- increased parent involvement in classrooms and school events

## Equity

We are working to continue to develop a stronger relationship with the Swinomish Tribal parents and systems. Many families are affected by historical trauma and there is still a distrust of the school system. The work before us is to develop stronger trust and relationships with families and the tribal community. We know that providing high expectations and clear relevancy for students, we provide more equitable learning experiences.

### Focus for the Year:

- to increase culturally relevant classroom instruction

### Action steps

- use STI curriculum at all grade levels
- incorporate Lushootseed language into classrooms as available
- immerse all students in culturally relevant events

### Measurable outcomes

- teachers will integrate lessons from the STI curriculum more frequently
- stronger relationships with the tribal community will develop as evidenced by attendance at school event and feedback provided