



## SEDRO-WOOLLEY SCHOOL DISTRICT STRATEGIC ROAD MAP Board Approved August 25, 2014

### MISSION

Every student graduates with the knowledge and skills for future learning and success.

### VISION

Graduates apply their knowledge and the skills of communication, collaboration, critical thinking and life to become competent, productive, contributing citizens of the 21<sup>st</sup> Century.

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

- An open door for every learner and family;
- a safe, equitable, and inclusive learning environment for everyone;
- personalized learning and self-determination for each student;
- a culture of inquiry and questioning;
- access to excellence in education;
- opportunities to develop and engage in civic responsibility; and
- knowledge, skills, and technologies for further learning and success in an ever-changing world.

### BELIEFS

Our beliefs represent our strongest values and highest ideals. We commit to using these beliefs as guiding principles in all that we do, including everyday decisions that will significantly affect the learning and well-being of students, staff, and school communities.

We believe:

- All students can achieve at high levels and it is our responsibility to make this happen.
- Student ownership of learning (intrinsic motivation) is critical in the educational process.
- We have the responsibility to help students become self-directed learners.
- Effective two-way communication between the district, parents and families, and the community is key to our success and continued pride in our community history.
- Early learning creates a strong foundation for future success.
- As children's first teachers, parents and families are critical partners in educating students.
- Collaboration is critical to success.

We will:

- Provide quality instruction daily in a safe and supportive learning environment.
- Be data-driven, mission-focused, and student-centered.
- Ensure student achievement and development of 21<sup>st</sup> Century life skills, including critical thinking, problem-solving, communication, and collaboration.
- Adjust to our ever-changing society and technologies.
- Provide equitable access and opportunity.
- Develop tolerance and celebrate diversity.
- Afford everyone mutual respect and fairness.
- Guarantee that our decisions reflect what is best for students.
- Exercise financial stewardship and accountability to all stakeholders.
- Prepare all students for post-secondary and other career opportunities.

## FOUNDATIONAL STRATEGIES

1. **ACHIEVEMENT: Prioritize student achievement and provide high quality instruction in every classroom every day.**
  - a. Strengthen focus on student ownership of learning.
  - b. Increase quality student-teacher relationships and interactions.
  - c. Monitor, frequently, students' assessments to ensure that students are meeting or exceeding standards.
  - d. Develop and adjust learning units that are: 1) standards-based, 2) aligned K-12 to the state and national requirements, and 3) responsive to student learning needs.
  - e. Provide feedback to students and parents regarding student progress toward standards.
  - f. Embrace common language, curriculum and assessments to ensure high achievement by all students.

*(Rationale: No other factor affects student learning more than quality of daily instruction.)*
2. **EQUITY: Provide equity, access, and opportunity to all students and families in a student-focused learning organization.**
  - a. Increase support for career and post-secondary readiness, especially for students who are under-represented and/or from poverty.
  - b. Increase communications with under-represented groups across the district.
  - c. Ensure that each student has equal access to high-quality programs across the district.
  - d. Remember that equity is not always equal and students need differentiated supports to be successful.

*(Rationale: To break the cycle of poverty.)*
3. **STEWARDSHIP: Ensure responsible allocation of resources to maximize student learning.**
  - a. Decisions are made with the student at the center when: 1) hiring staff, 2) improving facilities, and 3) choosing resources.
  - b. Uphold community trust and support for maintaining and improving facilities that maximize student learning.
  - c. Ensure that all students have equitable access to all resources.

*(Rationale: To demonstrate value to the community and ensure that we continue to receive support for student learning.)*
4. **PARTNERSHIPS: Develop and sustain strong partnerships with our community in order to create a more unified learning environment for everyone.**
  - a. Provide opportunities for all parents and families for engagement, ownership, and training.
  - b. Increase connections with local social service agencies.
  - c. Work with day care providers to help teach school readiness expectations and provide early identification of student learning needs.
  - d. Build community by developing shared beliefs, values, interests, ownership, partnerships, and goals.

*(Rationale: To create a quality school system which, in-turn, will help to build and maintain a quality community.)*
5. **CONTINUOUS LEARNING: Foster a community of life-long learners.**

- a. Provide a smooth transition between schools and grade levels for students, families, and staff by using common language, aligned assessments, and coordinated curricula across general and special programs.
- b. Increase communication with parents of English Language Learners (ELL) and interpreters.
- c. Ensure that learning “flows” in all directions and includes cultures, traditions, and the values within our community.
- d. Consider community learning initiatives that excite and motivate students, families, and staff, and provide learning through practical applications in the real-world.
- e. Provide professional development that supports student learning.
- f. Ensure access to 21<sup>st</sup> Century adaptations and learning skills.  
(Rationale: To make it easier for students to learn and be successful. Life-long learning is crucial to future improvement.)

## FOCUS ON QUALITY INSTRUCTION

- a. Strengthen and institutionalize, i.e., make more systematic and systemic, district systems which support student learning.
  - i. *Transforming Professional Learning (TPL)*
    - 1. Focus on adult capacity-building to ultimately address student learning and post-secondary options.
    - 2. Strengthen use of Center for Educational Leadership (CEL) 5 Dimensions of Teaching and Learning (5D) instructional framework.
    - 3. Define high-quality teaching by the following components: Purpose, Student Engagement, Curriculum and Pedagogy, Assessment for Student Learning, and Classroom Environment and Culture.
    - 4. Provide intensive professional development, collaboration, and instructional coaching; utilizing the momentum of the district’s work on Professional Learning Communities.
  - ii. *Multi-tiered Systems of Support*
    - 1. Create understanding and implement quality instruction as defined above.
    - 2. Ensure that differentiated supports and interventions, based on student learning needs, are available for students.
- b. Increase use of quality formative assessments.
  - i. Provide smaller, frequent, “in-the-moment” assessments.
  - ii. Connect these formative assessments to benchmarks.
  - iii. Standardize processes for assessing, recording, and using data.
- c. Build assessment literacy and assessment systems which align with the Smarter Balanced Assessment guidelines and support student learning.
- d. Improve our K-12 focus on career, post-secondary, and life readiness.
  - i. Ensure that parents and families are included.
  - ii. Consider innovative grading systems.
  - iii. Utilize Positive Behavioral Interventions and Support (PBIS).
  - iv. Ensure a focus on resilience, hope, motivation, excitement, and responsibility.
- e. Expand communication about our programs, systems, services, and improvements.