



**SEDRO-WOOLLEY SCHOOL DISTRICT**  
**STRATEGIC ROAD MAP**  
Board Approved - September 23, 2019  
Reviewed: October 11, 2021

**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 growth mindset,
- equitable access to excellence in education for all students,
- complete health and wellness mentally, emotionally, and physically,
- opportunities to develop and engage in civic responsibility, and
- knowledge, skills, and technologies for further learning and success in our 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 remove barriers for learning and the well-being of students, staff, and school communities.

We believe:

- All students can achieve at high levels and it is a collective responsibility to make this happen.
- Student ownership of learning (intrinsic motivation) and engagement is critical in the educational process.
- Staff are fundamental in creating motivation and resilience.
- 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.
- Parents, families, and caregivers are critical partners in educating students.
- Collaborative is critical to success amongst all stakeholders.
- Provide all students access to social and emotional learning.

We will:

- Provide quality instruction daily in a safe and supportive learning environment.
- Use research based curricula and materials to meet the individual needs of each learner.
- 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.
- Provide equitable access and opportunity, and ensure inclusionary policies and practices
- Develop an appreciation and respect for diversity and equity.
- Guarantee all decisions made are student centered.
- Exercise financial stewardship and accountability to all stakeholders.
- Prepare all students for college and career opportunities.
- Provide students with opportunities to respectfully engage, understand themselves, and develop interpersonal skills for success in our world.



## FOUNDATIONAL STRATEGIES

1. **ACHIEVEMENT: Prioritize student achievement and provide high quality instruction in every classroom every day.**
  - a. Strengthen focus on student centered learning.
  - b. Increase quality relationships and interactions.
  - c. Frequently monitor, students' learning to ensure that students are meeting or exceeding standards.
  - d. Develop and adjust learning units that are: 1) Washington State Learning Standards-based, 2) responsive to student learning needs, and 3) culturally relevant
  - e. Provide timely feedback to students and parents regarding student progress toward standards.
  - f. Embrace common language, curriculum and assessments to ensure high achievement by all students.
  - g. Increase attendance rates in all schools.
  - h. Provide universal access and multi-tiered systems of support, so all students can succeed regardless of entry point.
  
2. **EQUITY: Provide equity, access, and opportunity to all students and families in a student-focused learning organization.**
  - a. Increase support for career and college readiness, especially for students who are under-represented and/or from poverty.
  - b. Increase communications and participation with under-represented groups across the district.
  - c. Ensure that each student has equal access to high-quality programs across the district.
  - d. Equity is not always equal and students need differentiated supports to be successful.
  
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.
  
4. **PARTNERSHIPS: Develop and sustain strong partnerships with our community in order to create a more unified learning environment for everyone.**
  - a. Provide engagement opportunities for all parents and families for engagement, ownership, and training.
  - b. Increase connections with local social service agencies.
  - c. Collaborate with daycare and pre-school providers to help teach school readiness and provide early identification of students' learning needs.
  - d. Build community by developing shared beliefs, values, interests, ownership, partnerships, and goals.

**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, aligned handbooks, 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.

**TARGETED STRATEGIES: SEPTEMBER, 2019- FEBRUARY, 2024**

**1. FOCUS ON QUALITY INSTRUCTION**

- a. Strengthen and institutionalize, i.e., make more systematic and systemic, district systems which support student learning.
  1. Focus on adult capacity-building to ultimately address student learning and post-secondary options.
  2. Align instruction with the 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.

**Multi-tiered Systems of Support:**

1. Utilize the Comprehensive, Integrated, Three Tiered (Ci3t) Model of Prevention
  2. Create understanding and implement quality coordinated assessments, instruction, and decision making.
  3. Ensure that differentiated supports and interventions, academic, behavioral and social based on student learning needs, are available for all students.
- b. Increase use of quality formative assessments.
    1. Provide smaller, frequent, “in-the-moment” assessments.
    2. Connect these formative assessments to benchmarks.
    3. Standardize processes for assessing, recording, and using data.
  - c. Build assessment literacy and assessment systems which align with the Washington State Learning Standards in support of student learning.
  - d. Align our K-12 focus on career, college, and life readiness.
    1. Ensure that parents and families are included.
    2. Consider innovative grading systems
    3. Utilize Positive Behavioral Interventions and Support (PBIS).
    4. Ensure a focus on resilience, hope, motivation, excitement, and responsibility.
  - e. Develop interactive communication about our programs, systems, services, and improvements.