Vision: Anacortes students rise to their fullest potential, embrace the future, and make a difference.

Mission: We inspire every student every day with quality instruction that promotes creativity, growth, character, individual strengths and a lifelong love of learning.

Beliefs:

● We believe that each child has tremendous potential and is worthy of our best effort. We provide a safe environment where students can thrive and know they are valued.
● We believe that quality instruction is essential to student success. We deliver educational experiences that challenge, empower, build character, and foster a love of learning.
● We believe in powerful, positive relationships. We foster strong connections among and between students, staff, families, and community.
● We believe in being bold. We create an environment where innovation matters and students learn from taking risks.
● We believe in hope. We build school cultures where students are fully engaged in the present, excited for the future, and committed to helping others.
● We believe in opportunity. We provide a dynamic, well-rounded education that builds a foundation for what students choose to do in life and who they become.
**Bolded goals** are targeted goals for the 2021-22 school year.

### Strategic Pillar 1: Quality Instruction & Curriculum

Research shows that the largest impact on student learning is quality teaching.

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<th>5-Year Goals</th>
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| 1.1 Systems supporting professional learning and continuous improvement are established, including a district-wide understanding of equity and a hands-on, student centered approach with technology as a powerful tool. | 1.1a Employees are highly proficient and skilled.                                                      | ● Develop a streamlined evaluation process (including consistent forms and collection of final evaluations data) and provide staff training to roll out new classified evaluation procedures. | ● Evaluation Form, Agendas and Record of Attendance, & Final Evaluation Criteria  
● Document of the current evaluations forms and protocols by group  
● Final Teacher Principal Evaluation and Growth (TPEP) Evaluation Scores, Agendas and record of attendance |
|                                                                             |                                                                                                       | ● Complete a gap analysis of employee evaluations by group.                                                      |                                                                                                                                            |
|                                                                             |                                                                                                       | ● Design an annual professional development plan for the implementation of Teacher Principal Evaluation and Growth Program (TPEP). |                                                                                                                                            |
|                                                                             | 1.1b Staff collaborate and engage in continuous improvement processes.                                 | ● Define site-based leadership engagement into the development of the School.  
● Improvement Process including a goal around Professional Learning Community (PLC) outcomes related to curriculum implementation and progress monitoring. | ● School Improvement Plan                                                                                                                  |
|                                                                             | 1.1c Employees have access to relevant professional development and cross training.                   | ● Implement Professional Development calendar.  
● Monitor initial implementation of curriculum adoptions (EL Education [elementary] and Illustrative Mathematics [secondary]).  
● Facilitate special education training on district training and guidance manual.            | ● Professional development and participation report  
● Provide a board update on curriculum adoption  
● Agenda and participation in training                                                                                                      |
| 1.2 Our long-range recruitment, placement and retention plans for certificated, classified, and administrative employees support hiring the most qualified staff and support diversity and future needs. | 1.2a Our workforce is highly qualified, diverse, and reflective of our student population and community. | ● Build partnership with key networks to coordinate recruitment efforts for high quality candidates  
- Universities  
- Alumni  
- HR Regional network  
- HR State-wide network  
- National and local external job posting networks  
● Continue work to build diversity, equity and inclusion via hiring processes  
● Audit and revise job descriptions - each hiring process to include language that supports | ● Documented partnerships and define one actionable item for the 2022-23 school year  
● Action plans for teacher recruitment  
● Revised job descriptions  
● Revised interview questions                                                                                                                 |
| 1.2b We offer competitive contracts. | diversity, equity and inclusion | ● During each bargaining session, conduct salary compensation studies to ensure district wages provide staff with a competitive and equitable salary that align salaries across the region. | ● Document 3-5 regional salary comparisons when bargaining to establish compensation comparisons |
| 1.3 Each student, regardless of race or categorical program, has equitable access to curriculum content with common learning outcomes and assessments. (Targeted for 2021-22) |  | ● Continue to study and implement new 6-12 math, science and social studies pathways as well as Advanced Placement courses and Highly Capable (Challenge) programming. | ● Meetings notes ● Recommendations to the board |
| 1.3a Each student has equitable access to rigorous course offerings, including multiple pathways for success. |  | ● Develop a multi-year adoption cycle including an implementation plan. | ● Documented adoption cycle ● Documented data ● Documented data |
| 1.3b Each student has equitable access to rigorous curricula, including multiple pathways for success. |  | ● Develop a multi-year adoption cycle including an implementation plan. | ● Documented adoption cycle ● Documented data ● Documented data |
| 1.3c Rigorous, relevant, and engaging instruction is demonstrated in all classrooms, rooted in culturally responsive teaching. |  | ● Define rigorous, relevant, and engaging instruction using the 5D Instructional Framework. | ● Leadership training agenda notes ● Leadership training agenda notes |
| 1.3d Common assessments and outcomes are provided across all like classes. |  | ● Conduct a needs assessment regarding pre-K-12 assessment and data tools/system management. | ● Documentation of the needs assessment ● Initial draft of a multi-year plan |
| 1.4 Each school and the district meet or exceed federal and state performance requirements. | 1.4a State and federal achievement targets are met or exceeded. | • Review school improvement plans (School Improvement Plan) and revise to include WSIF data and goals focused on improvement efforts for specific students.  
• Implement Special Education Comprehensive Coordinated Early Intervening Services plan  
• Implement Sheltered Instruction Observation Protocol (SIOP) training with all English Language Learner (ELL) team members.  
• Program review of specialist model for K-5.  
• Design a Multi-Tiered System of Support (MTSS) model to create a systematic approach to support and improve student's academic success. | • Revised School Improvement Plan planning document  
• End of year report CCEIS  
• Professional development and Participation Report (including iGrant 972 - annual PD Report for Bilingual)  
• Documented model (with appropriate PE minutes)  
• Multi-Tiered Systems of Support (MTSS) framework document |
| --- | --- | --- | --- |
| 1.5 Each student, regardless of race or categorical program, has equitable access to curriculum in the arts, Career & Technical Education, and electives to ensure a well-rounded educational program across schools. | 1.5a Each student has equitable access to arts offerings. | • Gather a list of 6-12 arts electives.  
• Pull three year trend data on student assignments by subgroup (e.g. race, ethnicity, SES, ELL, Special Education). | • Documentation number of arts electives  
• Percentage of student enrollment in each art elective by subgroup |
| 1.5b Each student has equitable access to Career and Technical Education offerings. | • Pull three year trend data on student assignments by subgroup (e.g. race, ethnicity, socio-economic status, English language learners, Special Education).  
• Gather a list of district Career and Technical Education pathways and certifications.  
• Examine data on students who are working and the fields they are working in (student survey). | • Percentage of student enrollment in each Career Technical Education (CTE) course by subgroup  
• Document a list of Career Technical Education (CTE) pathways and certifications  
• Survey data |
| 1.5c Each student has equitable access to elective offerings. | • Gather a list of 6-12 electives.  
• Pull three year trend data on student assignments by subgroup (race, ethnicity, socio-economic status, English language learners, Special Education). | • Documentation of all electives  
• Percentage of student enrollment in each elective by subgroup |
| 1.6 Each student graduates from high school ready for college, career, and life with 21st century skills. | 1.6a Increase four and five year cohort graduation rate. | • Maintain 95+ rate for four and five year graduation rate.  
• Review and monitor students who are “continuing” and “drop-out” and define intervention and support. | • Increase graduation rate from 88 percent to 95 percent  
• Document trend data of continuing and drop-outs |
<table>
<thead>
<tr>
<th>1.6b Kindergarten to second grade instruction is designed to prepare all students to enter first grade, second grade and third grade.</th>
<th>Monitor Kindergarten Readiness to determine the number of students kindergarten ready.</th>
<th>Fall WAKIDS data; Percent of students kinder ready</th>
</tr>
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<tbody>
<tr>
<td>● Implement the early learning literacy screening tool (MAPS) to inform instruction.</td>
<td>Professional Development and Participation Report</td>
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<tr>
<td>● Explore systems of progress monitoring and early intervention (Fall WAKIDS, MAPS and CBM - Fundations, etc.).</td>
<td>Outcome of Multi-Tiered Systems of Support (MTSS) system review</td>
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<tr>
<th>1.6c Each student meets or exceeds standards in literacy and math (closing gaps regardless of race or categorical program).</th>
<th>Initial implementation of EL Education (elementary) and Illustrative Mathematics (secondary).</th>
<th>Percentage of staff participating in training</th>
</tr>
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<tbody>
<tr>
<td>● Establish and utilize baseline data from Fall 2021 assessments (SBA, MAPs, WA-Kids) to determine areas of need.</td>
<td>Report number of students in grades 3-5 meeting standard in literacy and math at 70% and 85%</td>
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<td></td>
<td>Report number of students in grades 6-8 meeting standard in literacy and math at 67% and 82%</td>
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<tr>
<th>1.6d Each student meets or exceeds college, career, and life readiness indicators in grades three through twelve.</th>
<th>Define Career, College, Life Readiness indicators.</th>
<th>Recommendations of High School Career, College, Life Readiness indicators</th>
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<tbody>
<tr>
<td>● Explore a systematic approach to report and monitor the indicators.</td>
<td>List potential reports to monitor High School indicators</td>
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<td>Share critical data elements from high school indicators, such as:</td>
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<td>● Dual Credit: Percentage of high school students by student category and race</td>
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<td></td>
<td>● Current SBA Grade 10 English Language Arts (ELA) /Math (previous year’s results, disaggregated)</td>
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<td>● Add AP and Honors pathways (KPI tbd)</td>
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<td>● Add calculus pathway (KPI tbd)</td>
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<td>High school credit in Algebra II with a grade of A, B, or C or Bridges to College Math with a grade of A or B (senior class)</td>
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<td>High school credit in Algebra 1 by end of grade 9 (disaggregated)</td>
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<td></td>
<td>Percentage of ninth grade students failing one or more courses (previous year’s data, disaggregated)</td>
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<tr>
<th>1.6e All graduates exit with a post-secondary transition plan for work, career, and/or college, and complete the first steps toward achieving post-secondary goals before graduation.</th>
<th>Implement on-time graduation specialist at the High School.</th>
<th>Define the scope of career and college planning in context to the on-time graduation specialist role</th>
</tr>
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<td>● Explore the current implementation of Xello and identify gap analysis.</td>
<td>Indicate use of system vs system capability</td>
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<tr>
<td>● Explore the high school and beyond plans in context to Xello.</td>
<td>Determine alignment and potential recommendations (HSBP and Xello)</td>
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<tr>
<td>● Train special education high school teachers to examine HSBP in context of Transition plans.</td>
<td>Number of high school teachers who participate in training</td>
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Strategic Pillar 2: Partnerships
Research shows that strong connections between schools and families lead to increased student learning. We celebrate family and community engagement as an essential component of our mission of success for all students. We are committed to accountability to the community for its support of local schools.

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| 2.1 Our strategic relationships will improve the quality and coherence of PreK-12 learning opportunities. *(Targeted for 2021-22)* | 2.1a Strategic partnerships foster alignment of, and resources for, collaboration, communication, common learning and shared practices between the district and its partners. | • Identify partnerships for Kindergarten Readiness.  
• Complete a gap analysis to determine what structures need to be in place to *increase the percentage of students who are ready for kindergarten.*  
• Select key community members to participate on the Curriculum and Program Committees. | • List of partners  
• Documented recommended structures  
• Committee membership |
| | 2.1b Strategic partnerships with community support social emotional learning and enhance mental health services. | • Define partnership goals within and across multiple partners Prek-12.  
• Clarify scope of work within and across multiple partners.  
• Determine relevant data and benchmarks to measure impact.  
• Define a protocol for collection, share and monitor data and benchmarks.  
• Create a plan for internal and external communication. | • Documentation of common goals  
• Define scope of work  
• Documentation of data  
• Select and apply protocol  
• Documented plan and visibility on external communication (website, brochure, etc.) |
| 2.2 Establish meaningful, consistent and open communications with internal and external stakeholders. *(Targeted for 2021-22)* | 2.2a Increase the percentage of families, staff, and students who rate school communication as "effective." | • Identify a qualitative data source for gathering feedback from families, staff, and students.  
• Develop a new website platform that is Office of Civil Rights (OCR) compliant and can be effectively navigated by students and families.  
• Facilitate meetings with the Superintendent Advisory Council, District Leadership Team, and Staff to renew the strategic plan for another five year cycle.  
• Update the internal safety and emergency management plan. | • Data source identified w/ plan for roll out  
• Website Updated and communicated to internal and external stakeholders  
• Number of Facebook followers  
• Agendas and Presentations  
• Safety Plans Updated in Rapid Responder and Easy Alert  
• Plan for providing training to District Leadership Team  
• Feedback from District Leadership Team rating communication as effective |
2.3 Our strategic relationships will improve the quality and alignment of, and resources for, college and career readiness.

### 2.3a Partner with the community to create work-based learning and community service opportunities that align with career readiness.

- Define current community internships work-based learning (list of internships - survey counselors).

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**Strategic Pillar 3: Social-Emotional Learning**

Effective education goes beyond academic skills. Self-management, self-awareness, social awareness, relationship skills and responsible decision-making - the five components of social-emotional learning are critical life skills.

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| 3.1 Develop a systematic approach for student leadership and activities. | 3.1a Each student has **equitable** access to leadership programs. | • Create an inventory of current leadership programs at each school.  
• Define what leadership programs are across K-12. | • Document |
| | 3.1b Increase the percentage of students engaged in leadership opportunities and activities. | • Identify which students (grade level, subgroup - socio-economic status, race, ethnicity, program such as special education, etc.) to inventory of current leadership programs at each school.  
• Survey students about participation in leadership to understand the reasons why students are and are not participating. | • Document |
| | 3.1c Increase the number of students involved in middle and high after-school activities. | • Create an inventory of current after-school programs at each school.  
• Identify which students (grade level, subgroup - socio-economic status, race, ethnicity, program such as special education, etc.) to inventory of current after-school programs.  
• Survey students about participation in after-school programs to understand the reasons why students are and are not participating. | • Document |
<table>
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<tr>
<th>3.2 Develop a systematic approach, with professional development, to support students’ social-emotional learning. <em>(Targeted for 2021-22)</em></th>
<th>3.2a Staff collaborate and engage in continuous improvement processes for supporting social-emotional learning.</th>
<th>• Define site-based leadership engagement into the School Improvement Process. • Realign the attendance process and protocols with the new Office of Superintendent of Public Instruction (OSPI) guidance and build attendance into the school improvement plans.</th>
<th>• School Improvement Plan plans • Instructional Leadership Team agendas • Attendance Meeting Agenda</th>
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<td>3.2b Increase staff awareness of childhood impacts of trauma and how to build resiliency.</td>
<td>• Designate time with school leadership to unpack Social Emotional Learning (SEL) curriculum and design teacher training to support student learning.</td>
<td>• Instructional Leadership Team agendas • Walkthrough next steps</td>
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<td>3.2c Each student has access to rigorous, relevant, and engaging social emotional learning.</td>
<td>• Review implementation protocol for RULER and Character Strong. • Conduct implementation protocol for each building’s Social Emotional Learning (SEL) program.</td>
<td>• Document</td>
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<td>3.2d Each student has equitable access to mental health support services.</td>
<td>• Continue to enhance mental support for students at school by (1) monitoring effectiveness of current programs and (2) increase awareness of available support services. • Build discipline data into the school improvement plans (KPI - Disaggregated discipline rates by category and race).</td>
<td>• Notes and/or end of year report • Display/Distribution of programs (such as website, brochure, etc.) • School Improvement Plan Redesign</td>
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<td>3.2e Systematic plans support students’ positive social behaviors.</td>
<td>• Design a Multi-Tiered System of Support (MTSS) model to create a systematic approach to support and improve student’s positive social behavior.</td>
<td>• Multi-Tiered Systems of Support (MTSS) framework document • School Improvement Plan</td>
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### Strategic Pillar 4: Stewardship
Taking care of our facilities and equipment, planning for the future and remaining accountable to the public help us fulfill our mission of providing a first-rate education to our students and families.

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| 4.1 Renew local levies to support operations, technology, and safety. (Targeted for 2021-22) | **4.1a Determine dates and plans for levy renewals.** | - Develop scope of work to include timelines and milestones.  
- Inform the Board regarding current and projected levy rates and average taxes currently collected.  
- Board adopts the resolution, and the District communicates to stakeholders.  
- Perform cybersecurity & technology operations audit (staffing, hardware, software).  
- Perform and publish business operations audits.  
- Revise district website to include sections for Maintenance and Operations (M&O), Technology levies and Bond projects  
- Provide access to internal and external stakeholders through print, web, presentations, and other methods  
- Board resolution(s) to place items on the ballot for February, 2022  
- Office of Superintendent of Public Instruction (OSPI) approval of levy expenditure plan  
- Election resolution filed with the Elections Department of the County Auditor |
|---|---|---|
|  | **4.1b Levies pass with a simple majority.** | - Identify funding priorities and communicate to stakeholders.  
- Describe accomplishments from prior levy funds and their impact on student learning.  
- Engage community groups and voter blocks, provide relevant/timely/factual information.  
- ASD "Pride" newsletter includes articles explaining how levies have been and will be used in ASD with links to additional information on ASD website  
- Leadership team visits community/service groups and shares vision on the use of levy funds in the future  
- Ballot measures pass with simple majority |
| 4.2 Maintain a long-term facilities plan. (Targeted for 2021-22) | **4.2a Facilities plan is reviewed annually.** | - Revisit long-term facilities plan. Areas to address include District Office, Transportation, Technology, and Maintenance facilities (these facilities were not considered in last review).  
- Create facilities and use plans for both internal and outside users.  
- Define and publish timelines/priorities/budget for school and facility maintenance and use.  
- Revised facilities plan developed |
|  | **4.3 Achieve clean audits annually.** | - Collaborate with all auditing agencies.  
- Identify themes and take corrective action (if needed).  
- Summaries of finding from all auditing agencies |
|  | **4.4 Engage families and community in budget development.** | - Revise internal budget codes to gain a deeper understanding/analysis of budget needs.  
- Train district and building leaders budget code process and budget processes using Skyward.  
- Host internal and external budget updates during the winter and spring focused on levy and general budget.  
- Meeting presentations and agenda  
- Surveys or themes from feedback |
| 4.5 Remove barriers, specific | **4.5a Reduce or eliminate school-related fees and requests.** | - Define policy and procedures for assessing  
- Published policy and procedures for collecting fees and requesting fees |
| to fees and transportation, to support student participation in activities. | fees. | and invoicing families for fees.  
• Determine passive or active consent for fees assessed to students/families.  
• Reassess fee schedules for technology.  
• Reassess fee schedule for athletics/activities.  
• Reassess fee schedule for curriculum, textbooks, and library materials. | fee waivers  
• Contact families via phone to identify financial challenges and offer assistance  
• Published fee schedule for technology  
• Published fee schedule for athletics/activities  
• Published fee schedule for curricular materials  
• Notification to families through social media, email, and other communication tools  
• Family consent documentation gathered through Skyward or other SIS |
|---|---|---|---|
| 4.5b Transportation is available to support activities. | • Perform Transportation Audit with assistance from our local Education Service District (ESD).  
• Develop Fleet Replacement Plan.  
• Transportation Hiring & Recruitment Plan. | • Published Transportation Studies and Plans  
• Agendas and meeting minutes  
• Published process/procedure documents for requesting trips/transportation on Transportation website |