

**Anacortes School District
Final Annual Plan
2020-2021**

Targeted Goals

- 88% of students who are healthy will have fewer than two absences per month on average. Data will be collected based on the new guidelines published by OSPI in response to COVID19.
- Re-open schools remotely and in-person (based on DOH's guidance & district capacity).
- Trace and communicate effectively 100% of all positive COVID19 cases in order to minimize spread to students, staff, and families.

Pillar 1: Quality Instruction & Curriculum

2017-2022 (5 year goals)

- Enhance professional learning opportunities and time for staff collaboration
- Hire the best possible teachers, with a competitive contract and excellent working conditions
- Shift teaching to a more hands-on, student centered approach with technology as a powerful tool
- Continually review curriculum to ensure relevant content and materials
- Maintain a focus on the arts and electives to ensure a well-rounded educational program across schools

*Data not reported due to COVID19

Key Strategies	Internal Progress Monitoring	2020-21 Outcome
Conduct a curriculum and technology gap analysis. Develop an adoption and implementation cycle which includes support for sustainability (professional development and budget plan).		
Begin process to develop an adult learning plan for the 2021-22 school year. The plan will include resources for capacity and sustainability		
Conduct a social studies curriculum review for 6-12. grades and make recommendations for material adoptions		

and professional learning for 2021-2022.		
Begin to implement Since Time Immemorial (STI) and professional learning. Develop an ongoing partnership with Samish Nation.		
Implement iReady universal assessment for grades K-12 math and reading to identify and respond to learning gaps.		
Implement K-5 Literacy curriculum and professional learning.		
Implement 6-12 Math curriculum and professional learning.		

Pillar 2: Social Emotional Learning

2017-2022 (5 year goals)

- Grow student leadership programs at every school (On hold due to COVID19)
- Increase number of students involved in after-school activities (On hold due to COVID19)
- Develop a systematic approach, with training, to teach students the five components of social-emotional learning: self-management, self-awareness, social awareness, relationship skills and responsible decision-making
- Develop a systematic program to support students with behavioral challenges
- Continue mental and physical health support for students at school
- Engage the community as partners in social-emotional learning

*Data not reported due to COVID19

Key Strategies	Internal Progress Monitoring	2020-21 Outcome
Implement social, emotional, and behavior focused professional development for RULER and Character Strong.		
Each principal identities strategies to		

<p>support students who are absent more than two days per month. Principals will implement supports that respond to student needs and embed these plans into each building's school improvement plan. 88% of students who are healthy will have fewer than two absences per month on average. Data will be collected based on the new guidelines published by OSPI in response to COVID19</p>		
<p>Refine a mental health model to respond to potentially increased needs, resulting from COVID 19 pandemic. Partner with Island Hospital.</p>		

Pillar 3: Partnerships

<p>2017-2022 (5 year goals)</p> <ul style="list-style-type: none"> • Continue strong support for school volunteers • Increase the percentage of families who rate school communication as “effective” • Increase career and other learning opportunities outside of school • Partner with community organizations to remove obstacles for ASD students to access the Internet outside of school • Increase community service by students • Increase efforts to support college and career readiness • Increase percentage of entering kindergartners who are school ready <p>*Data not reported due to COVID19</p>		
Key Strategies	Internal Progress Monitoring	2020-21 Outcome
<p>Develop ASD@Home for students and families for the 2020-21 school year in response to COVID19.</p>		
<p>Survey families and staff regarding the continuation of ASD@Home partnership program for fall 2021 and beyond.</p>		

<p>Develop an anti-racist advisory team. This team will advise the superintendent and cabinet regarding systemic strategies for eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.</p>		
<p>Begin process to develop a special education task force to support a cycle of inquiry process, engaging in problems of practice related to special education services (gaps in practices for central office, principals, special education teachers, general education teachers, and paraeducators).</p>		
<p>Strengthen relationship with Whidbey NAS and create processes for identifying students/families who reside on Indian lands, military bases, low-rent housing properties, and other Federal properties, or have parents in the uniformed services or employed on eligible Federal properties.</p>		
<p>Complete the superintendent entry plan and use the information collected to support the 2021-22 annual plan.</p>		

Pillar 4: Equity

2017-2022 (5 year goals)

- Develop district-wide understanding of equity
- Close achievement and opportunity gaps
- Build awareness of childhood impacts of trauma and how to build resiliency
- Remove obstacles to participation by reducing or eliminating school fees and by providing transportation for extracurricular activities
- Provide rich learning opportunities for students with special needs

*Some data not reported due to COVID19

Key Strategies	Internal Progress Monitoring	2020-21 Outcome
Develop procedures for the equity policy with staff and community.		
Most professional learning plans with staff will integrate a target specific to anti-racism and/or inclusionary practices.		

Pillar 5: Stewardship

2017-2022 (5 year goals)

- Complete the high school project
- Replace elementary roofs
- Achieve clean audits annually
- Renew local levies in 2018 and 2022 to support operations, technology and safety
- Renew long-term facilities plan
- Engage families and community in budget development

Key Strategies	Internal Progress Monitoring	2020-21 Outcome
Conduct an analysis, using the central office framework , to identify gaps in organizational and leadership structures.	Focus on criterion 1.1 and 1.2 for 2020-2021. Continue gap analysis for all other criteria and identify key strategies to implement for 2021-2022 annual plan.	
Re-open schools remotely and in-person (based on DOH's guidance & district capacity).		
Trace and communicate effectively 100% of all positive COVID19 cases in order to minimize spread to students, staff, and families.		