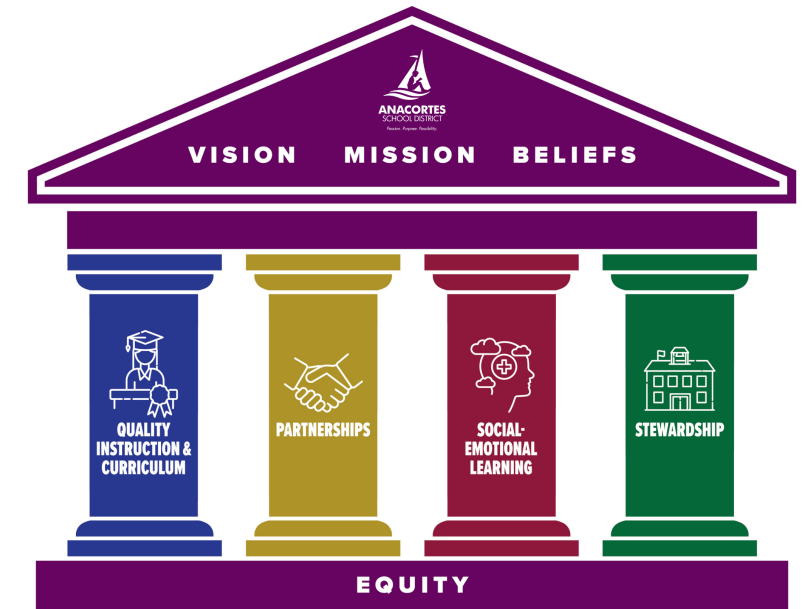




Annual Operating Plan 2023-2024



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

Student Learner Outcomes:

- I am a successful learner.
- What I am learning matters to me.
- I am known and valued for who I am.
- I am cared for and I care for others in my community.

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.

Equity:

Educational equity is when each student receives what they need to develop their full academic and social potential.

Strategic Pillar 1: Quality Instruction & Curriculum

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

5-Year Goals	5-Year Key Performance Outcomes (KPOs)	2023-24 Action Items to Reach 5-Year Goal	2023-24 Key Performance Indicators (KPIs) to Reach 5-Year Outcomes
<p>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.</p> <p>EL 10 - Technology Program</p>	<p>1.1a Employees are highly proficient and skilled.</p> <p>Connie Sheridan, Heather Paddock</p> <p>Equity Policy Directive: 7.0, 8.0 EL 6 - Staff Evaluations</p>	<ol style="list-style-type: none"> 1. Train all evaluators of classified staff how to use the new evaluation tool 2. Implement onboarding plan for classified and certified staff (CS) 3. Train all supervisors to access and implement plan (CS) 4. Design an annual professional development plan for the implementation of Teacher Principal Evaluation and Growth Program (TPEP) and new Student Growth Goal process 	<ul style="list-style-type: none"> • 100% participation rate for training all supervisors of classified staff • Identify a baseline for evaluation data: exceeds expectations, meets expectations, needs improvement and unsatisfactory • Publish an onboarding handbook for all employee groups • Satisfaction survey from supervisors regarding their understanding for implementation of onboarding plan • Satisfaction survey from all users regarding their experiences during the onboarding process • Identify claims from the surveys, a baseline to compare to in future years, and action steps for improvement • Final Teacher Principal Evaluation and Growth (TPEP) Evaluation Scores, Agendas and record of attendance
	<p>1.1b Staff collaborate and engage in continuous improvement processes. (Targeted for 2023-24)</p> <p>Becky Clifford, Heather Paddock</p> <p>Equity Policy Directive: 4.0, 5.0, 7.0, 8.0</p>	<ol style="list-style-type: none"> 1. Staff engagement in the development of the School Improvement Process 2. Leverage district leadership to support ongoing implementation of Professional Learning Community (PLC) in the context of continuous improvement processes 	<ul style="list-style-type: none"> • Board Reports and Board Site Visits • School board presentation - demonstrate progress monitoring on the SIP • Instructional Leadership Team notes and feedback • Team meeting notes from Shared Drive
	<p>1.1c Employees engage in relevant professional development and cross training.</p> <p>Heather Paddock, Connie Sheridan</p> <p>Equity Policy Directive: 4.0, 5.0, 7.0, 8.0</p>	<ol style="list-style-type: none"> 1. Monitor Professional Development calendar. 2. Establish professional development committees for classified staff. Coordinate with District Leadership Team. (CS) 3. Offer specific professional development for special education on key topics 	<ul style="list-style-type: none"> • PD calendar posted in August • Meeting notes • Publish year-long PD Plan for classified staff, recognizing each employee group's different needs. • Satisfaction survey from all classified staff regarding their experiences • Identify satisfaction baseline data to compare to in future years, and action steps for improvement • Agenda and participation in training • Special Education guidance manual accessibility • <i>Implement August training for new staff</i> • Increases in Homeroom usage based on Homeroom usage reports.

Bolded items are targeted goals for the 2023-24 school year

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. Connie Sheridan Equity Policy Directive: 4.0, 5.0, 7.0, 8.0 EL 4- Treatment of Staff EL 6 - Staff Evaluations	1. Ongoing audit and revision of select job descriptions and during each hiring process to include language that supports diversity, equity and inclusion 2. Conduct an Affirmative Action Plan to comply with nondiscrimination policy 5010	<ul style="list-style-type: none"> Revised job descriptions Revised interview questions Identify proportionality and disproportionality for hiring a diverse workforce and a plan for future recruitment
	1.2b We offer competitive contracts. Connie Sheridan Equity Policy Directive: 7.0, 8.0 EL 5 - Staff Compensation	1. 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.	<ul style="list-style-type: none"> 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.	1.3a Each student has equitable access to rigorous course offerings, including multiple pathways for success. <i>(Targeted for 2023-2024)</i> Heather Paddock, Becky Clifford Equity Policy Directive: 1.0, 2.0, 6.0, 8.0	<ol style="list-style-type: none"> Monitor the implementation of AP Spanish, AP Pre-Calculus, AP Physics, Math in Society, and College in the High School courses Continue to support implementation of EL, Washington State History, IM (math), BioZone, and review caseload/class size in K-8 Highly Capable/Challenge program. 	<ul style="list-style-type: none"> Board study session Curriculum Updates to <ul style="list-style-type: none"> monitor implementation and continued support explicitly communicate 2023-24 curriculum to be adopted Meeting notes and presentations <ul style="list-style-type: none"> 100% will identify essential standards and align standards to EL assessments Curriculum map for BioZone, Wa State History Unpack and analyze student assessments in Illustrative Mathematics (IM)
	1.3b Each student has equitable access to rigorous curricula, including multiple pathways for success. Heather Paddock Equity Policy Directive: 1.0, 2.0, 6.0, 8.0	<ol style="list-style-type: none"> Update the multi-year adoption cycle to reflect the annual revisions Identify and explicitly communicate curriculum to be adopted during the 2023-2024 school year. 	<ul style="list-style-type: none"> Board study session Curriculum Updates to <ul style="list-style-type: none"> review the updated adoption cycle plan and any annual revisions explicitly communicate 2023-24 curriculum to be adopted Board evening meeting Curriculum Adoption Recommendations
	1.3c Rigorous, relevant, and engaging instruction is demonstrated in all classrooms, rooted in culturally responsive teaching. Heather Paddock, Becky Clifford, Kristen Koehler Equity Policy Directive: 2.0, 8.0 EL 15 - Academic Standards and Educational Program EL 16 - Instructional Materials	1. Continue to align professional development to ensure quality Tier 1 instruction occurs in all classrooms	<ul style="list-style-type: none"> School Improvement Plan School staff meeting agenda Classroom visits Leadership training agenda notes 100% of administrators will participate in a review of this document in the TPEP process.
	1.3d Common assessments and outcomes are provided across all like classes.	1. Define and implement an annual assessment plan and adaptive leadership to leverage results and outcome into practice.	<ul style="list-style-type: none"> 90% completion rate based on the District Assessment Plan ILT training agenda

Bolded items are targeted goals for the 2023-24 school year

	Becky Clifford, Heather Paddock Equity Policy Directive: 2.0, 3.0, 8.0		
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. Becky Clifford, Kristen Koehler, Heather Paddock Equity Policy Directive: 2.0, 3.0, 8.0	<ol style="list-style-type: none"> 1. Monitor the implementation of the SIP and re engage with WSIF 2. Implement the ASCP 3. CP aligned with ASCA practices 4. Continue the implementation of the Multi-Tiered System of Support (MTSS) model to create a systematic approach to support and improve student's academic success (at elementary). 5. Improve special education compliance in three areas on the WA State Performance Indicators 	<ul style="list-style-type: none"> • ILT agenda notes • Board study session/Counselor agenda notes • Multi-Tiered Systems of Support (MTSS) framework/Department Action Plan documents • All three performance areas will "meet" State Targets
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. Becky Clifford Equity Policy Directive: 1.0, 2.0, 3.0, 6.0, 8.0	1. Continue implementation of the Artist in Residence (AIS) Anacortes Schools Foundation (ASF)/Arts Festival arts program at the elementary schools.	<ul style="list-style-type: none"> • Art show
	1.5b Each student has equitable access to Career and Technical Education offerings. Becky Clifford Equity Policy Directive: 1.0, 2.0, 3.0, 6.0, 8.0	1. Design a budget plan to support 6-12 CTE course offerings and pathways	<ul style="list-style-type: none"> • Documented budget indicating priorities and goals across all CTE programs
	1.5c Each student has equitable access to elective offerings. Becky Clifford Equity Policy Directive: 2.0, 3.0, 6.0, 8.0	1. Adjust 6-12 elective offerings based on students needs, graduation requirements, and enrollment/budget.	<ul style="list-style-type: none"> • 2024-2025 course catalog
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. Becky Clifford, Kristen Koehler Equity Policy Directive: 2.0, 3.0, 8.0	<ol style="list-style-type: none"> 1. Achieve 95 percent or better rate for four and five year graduation rate. 2. Review and refine system for data entry, clean up and ongoing data review to monitor students who are "continuing" and "drop-out" and define intervention and support. 	<ul style="list-style-type: none"> • Increase graduation rate from 88 percent to 95 percent • Document trend data of continuing and drop-outs • Review Leavers data for potential trends with SPED students

Bolded items are targeted goals for the 2023-24 school year

	<p>1.6b Kindergarten to second grade instruction is designed to prepare all students to enter first grade, second grade and third grade.</p> <p>Becky Clifford, Heather Paddock</p> <p><u>Equity Policy Directive:</u> 2.0, 3.0, 8.0</p>	<ol style="list-style-type: none"> 100% of students completing the WaKIDS assessment and analyze data Continue to implement the early literacy / dyslexia screening tool (MAPS) to inform instruction. Implement ongoing progress monitoring and early intervention practices through PLCs. 	<ul style="list-style-type: none"> Fall WAKIDS data; Report demonstrating completion rate and percentage of students kinder ready by domains Professional Development and Participation Report PLC agenda and action plans
	<p>1.6c Each student meets or exceeds standards in literacy and math (closing gaps regardless of race or categorical program).</p> <p>Heather Paddock, Becky Clifford</p> <p><u>Equity Policy Directive:</u> 2.0, 3.0, 8.0</p>	<ol style="list-style-type: none"> Continued implementation of EL Education (elementary) and Illustrative Mathematics (secondary). Monitor the K-5 allocation of minutes and intervention model NEW: Focus on Tier 1 instruction in 6-12: Scope and sequence, standards alignment, assessment, and grading practices Monitor data from 2023-24 assessments (SBA, MAPs, WA-Kids) to determine progress and areas of need. Continue to provide Science of Reading professional learning to support teachers' understanding and instruction of students with reading difficulties including Dyslexia 	<ul style="list-style-type: none"> Percentage of staff participating in training Agenda from August Kick-Off, ILT agenda and school visits Report number of students in grades 3-5 meeting standard in literacy and math at 70% and 85% Report number of students in grades 6-8 meeting standard in literacy and math at 67% and 82% Percentage of staff attending training
	<p>1.6d Each student meets or exceeds college, career, and life readiness indicators in grades three through twelve.</p> <p>Becky Clifford, Heather Paddock, Kristen Koehler</p> <p><u>Equity Policy Directive:</u> 2.0, 3.0, 8.0</p>	<ol style="list-style-type: none"> Implement WAGAP (guaranteed admissions program). Implementation of College in the High School Courses Initiate a systematic approach to report and monitor the indicators by a sub-group of staff. 	<ul style="list-style-type: none"> Announcements and communication, percentage of students accepted Number of courses offered, number of student participation, percentage class enrollment. Meetings notes (AHS, Cap Sante, Cabinet)
	<p>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</p> <p>Becky Clifford, Kisten Koehler</p> <p><u>Equity Policy Directive:</u> 2.0, 3.0, 8.0</p>	<ol style="list-style-type: none"> Schedule Xello training for secondary counselors Train special education high school teachers on IEP transition plans and high school and beyond plans 	<ul style="list-style-type: none"> 100% participation in training 100% participation in training

Bolded items are targeted goals for the 2023-24 school year

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.			
5-Year Goals	5-Year Key Performance Outcomes (KPOs)	2023-2024 Action Items to Reach 5-Year Goal	2023-24 Key Performance Indicators (KPIs) to Reach 5-Year Outcomes
2.1 Our strategic partnerships will improve the quality and coherence of PreK-12 learning opportunities.	<p>2.1a Strategic partnerships foster alignment of, and resources for, collaboration, communication, common learning and shared practices between the district and its partners. (Targeted for 2023-24)</p> <p>Kristen Koehler, Becky Clifford</p> <p>Equity Policy Directive: 1.0, 6.0, 8.0, 9.0</p>	<ol style="list-style-type: none"> 1. Continue to monitor implementation of preschool blended program and initiate 2. Build partnership with Latinx families - identify key stakeholders, learn about their experiences in our schools, and co-design actions for future collaboration 3. Partner with the Samish Indian Nation to host an event for students who identify as American Indian/Alaska Native and their families. 4. Implement contract with Anacortes Family Center (AFC) to provide and refine the district's McKinney Vento & Foster Care services. 5. Collaborate with Anacortes Library to review current systems and explore ways to leverage this partnership to support continuity of access to school libraries. 	<ul style="list-style-type: none"> • Contract and initiate for continued partnership beyond '23-'24 school year (initiate RFP in winter/spring '24) • Meeting attendance • Meeting attendance and agenda • Documented process for McKinney Vento & Foster Care and board study session presentation • Notes from regularly scheduled meetings with Anacortes Library and pillar report
	<p>2.1b Strategic partnerships with community support social emotional learning and enhance mental health services.</p> <p>Becky Clifford</p> <p>Equity Policy Directive: 1.0, 6.0, 8.0, 9.0</p>	<ol style="list-style-type: none"> 1. Implement and evaluate Island Health (IH) School Intervention Programs (SIP) restructured model 2. Share progress monitoring data with key stakeholders. 	<ul style="list-style-type: none"> • Monthly meeting notes • Quarterly dissemination and progress data to donors
	<p>2.1c Strategic partnerships with community volunteers enhance student learning outcomes.</p> <p>Becky Clifford</p> <p>Equity Policy Directive: 1.0, 6.0, 8.0, 9.0</p>	<ol style="list-style-type: none"> 1. Document and expand tutoring programs through partnership with AFC and Communities in Schools 	<ul style="list-style-type: none"> • Percentage of tutoring opportunities • Document volunteer collaborators
2.2 Establish meaningful, consistent and open communications with internal and external stakeholders.	<p>2.2a Increase the percentage of families, staff, and students who rate school communication as "effective." (Targeted for 2023-2024)</p>	<ol style="list-style-type: none"> 1. Implement a system-wide survey, gathering feedback from staff and students. 2. Facilitate ongoing meetings with the Superintendent Advisory Council, District Leadership Team, staff, and community to 	<ul style="list-style-type: none"> • Data source identified w/ plan for roll out • Identify claims from the surveys, a baseline to compare to in future years, and action steps for improvement • Agendas and Presentations • Feedback Forms

Bolded items are targeted goals for the 2023-24 school year

	<p>Justin Irish Justin Irish, Kevin Schwartz</p> <p>Equity Policy Directive: 1.0, 3.0, 8.0, 9.0 EL 3 - Treatment of Parents, Students, and the Public EL 13- Communication with the Public EL 14 - Communication and Counsel to the Board EL 17 - District Calendar</p>	<p>leverage open, transparent decision-making.</p> <p>3. Continue to train, review, and revise the EOP.</p> <p>4. Develop MOU(s) or facility agreements with local agencies for reunification site(s).</p> <p>5. Begin designing a district-wide Intranet to provide resources to staff to be fully implemented fall of 2024</p>	<ul style="list-style-type: none"> • Safety Plans Revised in Rapid Responder and Easy Alert • Meeting agendas with APD and State Patrol regarding Safety Plan Procedures • MOU or facility agreement with local agencies for reunification site(s) • Identify approximate response times in partnership with APD • Agendas and presentations for Table Top exercises and accompanying revisions to Emergency Operations Plan • Intranet design plan for 2024; staff org chart
2.3 Our strategic relationships will improve the quality and alignment of, and resources for, college and career readiness.	<p>2.3a Partner with the community to create work-based learning and community service opportunities that align with career readiness.</p> <p>Becky Clifford</p> <p>Equity Policy Directive: 1.0, 6.0, 8.0, 9.0</p>	<p>1. Examine new work-based learning legislation.</p>	<ul style="list-style-type: none"> • Create plan for the 2023-24 school year

Strategic Pillar 3: Social-Emotional Learning (SEL)
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.

5-Year Goals	5-Year Key Performance Outcomes (KPOs)	2023-2024 Action Items to Reach 5-Year Goal	2023-2024 Key Performance Indicators (KPIs) to Reach 5-Year Outcomes
3.1 Develop a systematic approach, with professional development, to support students' social-emotional learning.	<p>3.1a Staff collaborate and engage in continuous improvement processes for supporting social-emotional learning.</p> <p>Becky Clifford, Kristen Koehler</p> <p>Equity Policy Directive: 2.0, 8.0</p>	<p>1. Develop and implement SIP SEL goals and SEL curriculum (Panorama survey results and playbook resource implementation)</p>	<ul style="list-style-type: none"> • SIP goals completion status and ILT agenda notes
	<p>3.1b Increase staff and student awareness of childhood impacts of trauma and how to build resiliency.</p> <p>Kristen Koehler</p> <p>Equity Policy Directive: 2.0, 8.0</p>	<p>2. Identify and share resources to embed in SEL instruction - (Panorama playbook resource implementation)</p>	<ul style="list-style-type: none"> • Document resources (T, L, & IS Newsletter)
	<p>3.1c Each student has access to rigorous,</p>	<p>1. Implement Panorama student survey</p>	<ul style="list-style-type: none"> • Survey administered by October 2023

Bolded items are targeted goals for the 2023-24 school year

	<p>relevant, and engaging social emotional learning. <i>(Targeted for 2023-2024)</i></p> <p>Becky Clifford, Kristen Koehler</p> <p>Equity Policy Directive: 2.0, 8.0</p>		<ul style="list-style-type: none"> • Board presentation
	<p>3.1d Each student has equitable access to mental health support services.</p> <p>Becky Clifford</p> <p>Equity Policy Directive: 2.0, 3.0, 6.0, 8.0</p>	<ol style="list-style-type: none"> 1. Analyze outcomes from the SEL survey and data collected through the Island Health School Intervention Program to monitor student access 2. Implement NWESD contract for the Elementary Mental Health therapist position. 	<ul style="list-style-type: none"> • Monthly monitoring notes • Board study season presentation and board report
	<p>3.1e Systematic plans support students' positive social behaviors. <i>(Targeted for 2023-2024)</i></p> <p>Becky Clifford, Kristen Koehler, Heather Paddock</p> <p>Equity Policy Directive: 2.0, 3.0, 6.0, 8.0 EL 18 - Student Conduct and Discipline</p>	<ol style="list-style-type: none"> 1. Develop a MTSS plan for tier I supports for the 2023-24 school year leveraging the panorama playbook 2. Discipline and behavior - training on discipline practices and data entry 	<ul style="list-style-type: none"> • Discipline, Behavior and Social Emotional Learning goals and action items embedded in AMS and AHS school improvement plans • Reduced office referrals for student behavior (disaggregated by race and categorical program)
3.2 Develop a systematic approach for student leadership and participation in activities.	<p>3.2a Each student has equitable access to leadership programs.</p> <p>Becky Clifford</p> <p>Equity Policy Directive: 2.0, 3.0, 6.0, 8.0</p>	<ol style="list-style-type: none"> 1. Implement process for adding, maintaining, and dissolving co-curricular clubs and activities Yes 	<ul style="list-style-type: none"> • Annual documentation of co-curricular activities added, maintained, and dissolved
	<p>3.2b Increase the percentage of students engaged in leadership opportunities and activities.</p> <p>Becky Clifford</p> <p>Equity Policy Directive: 2.0, 3.0, 6.0, 8.0</p>	<ol style="list-style-type: none"> 1. Define a process to determine student interest in co-curricular clubs and activities (school level) 	<ul style="list-style-type: none"> • Student responses
	<p>3.2c Increase the number of students participating in middle and high after-school activities.</p> <p>Becky Clifford</p>	<ol style="list-style-type: none"> 1. Define a process to determine student interest in co-curricular clubs and activities (school level) 	<ul style="list-style-type: none"> • Student responses

Bolded items are targeted goals for the 2023-24 school year

	Equity Policy Directive: 2.0, 3.0, 6.0, 8.0		
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.			
5-Year Goals	5-Year Key Performance Outcomes (KPOs)	2023-2024 Action Items to Reach 5-Year Goal	2023-2024 Key Performance Indicators (KPIs) to Reach 5-Year Outcomes
4.1 Renew local levies to support operations, technology, and safety. EL 1 - Expectations of Superintendent EL 2 - Emergency Superintendent Succession EL 19 - Mandatory Policies	4.1a Determine dates and plans for levy renewals. Mike Sullivan Equity Policy Directive: 6.0, 8.0	1. Maintain scope of work, timelines, and milestones for the next three years, proactively planning for future levies.	<ul style="list-style-type: none"> Maintain 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
	4.1b Levies pass with a simple majority. Mike Sullivan Equity Policy Directive: 6.0, 8.0	1. Continue to communicate about the district's budget, and make connections to levy funding with student success and district operations.	<ul style="list-style-type: none"> District communications, including ASD "Pride" newsletter articles explaining how levies have been and will be used in ASD with links to additional information on ASD website Levy resources on website
4.2 Maintain a long-term facilities plan.	4.2a Facilities plan is reviewed annually. Mike Sullivan Equity Policy Directive: 6.0, 8.0 EL 9 - Facilities Program EL 12 - Asset Protection	<ol style="list-style-type: none"> Revisit long-term facilities plan. Areas to address include District Office, Transportation, Technology, Athletics, and Maintenance facilities. Monitor Facilities Use and Rental process for both internal and outside users. 	<ul style="list-style-type: none"> Revised facilities plan developed Defined and published timelines/priorities/budget for school and facility maintenance and use Monitor usage and compliance, aligned to new policy and procedures
4.3 Achieve clean audits annually.	4.3a Improve systems to ensure clean audits. Mike Sullivan Equity Policy Directive: 6.0, 8.0	<ol style="list-style-type: none"> Collaborate with all auditing agencies. Identify themes and take corrective action (if needed). 	<ul style="list-style-type: none"> Summaries of finding from all auditing agencies
4.4 Engage families and community in budget development.	4.4a Increase the percentage of families and communities who rate school communication about the budget as	1. Train district and building leaders budget code process and budget processes using Skyward.	<ul style="list-style-type: none"> Meeting presentations and agendas Publish a finance process handbook for District Leadership Team and office staff

Bolded items are targeted goals for the 2023-24 school year

	<p>“effective.” <i>(Targeted for 2023-2024)</i></p> <p>Mike Sullivan, Justin Irish</p> <p>Equity Policy Directive: 1.0, 3.0, 8.0 EL 7 - Budget Planning EL 8 - Budget Execution</p>	<p>2. Create a finance process for school and department budgets</p> <p>3. Continue meeting with the Budget Advisory Council to engage internal and external constituents in budget processes.</p>	<ul style="list-style-type: none"> ● Satisfaction survey from District Leadership Team and office staff regarding their understanding and implementation of budget process ● Balanced budgets by department and school ● Satisfaction survey from budget advisory council regarding their understanding of the district budget
<p>4.5 Remove barriers, specific to fees and transportation, to support student participation in activities.</p>	<p>4.5a Reduce or eliminate school-related fees.</p> <p>Mike Sullivan</p> <p>Equity Policy Directive: 6.0, 8.0</p>	<ol style="list-style-type: none"> 1. Determine passive or active consent for fees assessed to students/families. 2. Reassess fee schedules for technology. 3. Reassess fee schedule for athletics/activities. 4. Reassess fee schedule for curriculum, textbooks, and library materials. 5. Create a sponsorship process for athletics, clubs and activities. 6. Engage Budget Advisory Council, reviewing fees and sponsorship processes. 	<ul style="list-style-type: none"> ● Defined policy and procedures for assessing and invoicing families for fees. ● Published policy and procedures for collecting fees and requesting fee waivers ● Published fee schedule for technology ● Published fee schedule for athletics/activities ● Published fee schedule for curricular materials ● Notification to families through communication tools ● Published sponsorship process and increased revenue for athletics, clubs, and activities
	<p>4.5b Transportation is available to support activities.</p> <p>Mike Sullivan</p> <p>Equity Policy Directive: 6.0, 8.0 EL 11- Transportation Program</p>	<ol style="list-style-type: none"> 1. Develop Fleet Replacement Plan. 2. Explore plan and process for activities transportation (before, during, afterschool). 3. Explore implementing a regional transportation cooperative. 	<ul style="list-style-type: none"> ● Published fleet replacement plan ● Published process/procedure documents for requesting trips/transportation on Transportation website ● Meeting agendas and minutes

Bolded items are targeted goals for the 2023-24 school year

Glossary

Achievement gap: The unequal or inequitable distribution of educational results and benefits with outputs such as test scores

Common Assessment: Assessment instruments that are administered at predictable times to all students within at least one grade level and are often administered across multiple grade levels. Common assessments ensure that all students within a grade level or across grade levels are all held to high expectations and have access to rigorous feedback that identify strengths and opportunities for every student.

Continuous Improvement: A process that represents an ongoing effort to improve outcomes. The process is sustained over extended periods of time as organizations learn from experience, testing and refining strategies and analyzing data to produce better results.

Culturally Responsive Teaching: Using the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning encounters more relevant and effective for them. Providing appropriate challenges, leveraging student-teacher partnerships and making space for student voice and agency to enhance learning for all students.

Data: Quantitative and qualitative information that helps the district test and refine strategies over time, which lead to better understanding the experience of students.

Disaggregated Data: Smaller pockets of systemwide data to uncover patterns and trends that may be true for a subset of students, but not for all students across the system.

Disproportionality: Used when one group's population size is too large or too small in comparison with another group. Frequently used to indicate that a policy or action is impacting one group more or less than another.

Equal: Regarding or affecting all people in the same way

Equitable: With an emphasis on eliminating significant gaps in outcomes throughout our district, equitable practices seek to increase opportunities for achievement among students not performing to their full potential. Equity has been reached when a child's background will not predict how well he or she will do academically. We will raise the achievement of all students while narrowing the gap between the highest and performing students and eliminating the predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

Equity: Each student receives what is needed to develop to their full academic and social potential

Opportunity gap: The ways in which systems perpetuate lower educational aspirations, achievement and attainment for certain groups of students based on race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors.

Social-Emotional Learning: Instruction that focuses students to develop self-management, self-awareness, social awareness, relationship skills and responsible decision-making.

Student-Centered Learning: Using a variety of strategies to support student learning needs, aspirations, cultural backgrounds, interests and passions.