



PORT ANGELES PRIORITIES

Port Angeles School District Strategic Plan



**PORT ANGELES
SCHOOL DISTRICT**

VISION

All Port Angeles School District students will graduate prepared for lifelong learning.

MISSION

The Port Angeles School District creates learning communities that prepare each student to live, work, and learn successfully in a changing world.





WE BELIEVE

Every child should become an independent learner who is prepared to pursue knowledge, embody self-reliance, and participate in a changing world. This outcome can only happen with high-quality instruction in every classroom and with the trust and engagement of our community.





BACKGROUND OF STRATEGIC PLAN

The Port Angeles School District Strategic Plan guides our work in achieving equity, engagement, and success for all students. Our plan contains specific goals created through community surveys and focus groups that included staff, students, community members, business owners, and parents. Feedback from these surveys and focus groups contributed to the creation of the Port Angeles Priorities, which are:

PORT ANGELES PRIORITIES

- Equity
- Teaching & Learning
- Facilities
- Social-Emotional Learning
- Dynamic Communication

*Equity is the center
of our work and all
that we do.*



EQUITY

The Port Angeles School District is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member. An equitable learning and work environment welcomes, respects, and values the cultural, linguistic, and historical diversity within our community, removes barriers within our system, and builds on the strengths of the people who live within our district's boundaries.

In December 2021, the Port Angeles School District worked with our community to develop and approve Equity Policy #0007. This policy governs and guides our decisions, plans, and actions, and ensures that every student and staff member is valued for the unique strengths each brings to our work each day. This policy also ensures that barriers to fairness are identified and removed.

Our district's Equity Policy identifies six actions that the Port Angeles School District pledges to implement to ensure fairness. Actions one through four are addressed in our Teaching Learning goals, while actions five and six are addressed in our Dynamic Communication goals.

The district believes each student and staff member has unique strengths that contribute to the successful academic outcomes for all students and foster their dignity and self worth.

GOALS

1. Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.
2. Commit to raising achievement levels for all students by ensuring educational equity.
3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.
4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcomes of all students.
5. Involve students, families, and community members in educational planning and decision-making whenever possible.
6. Develop a culturally responsive communication system, and prioritize resources to ensure that each student receives an equal opportunity to participate in all school activities.



TEACHING & LEARNING

We believe that each student, when provided with effective instruction and services/supports that create relevant learning opportunities, will graduate. All students will learn at high levels when instruction is supported by research-based systems that value community diversity.

We are committed to the Professional Learning Community (PLC) model for our staff. We will provide necessary and ongoing training for professional learning teams to work towards using best instructional practices for all students. The foundation for our work is inclusionary practices, which can include hands-on learning, career-connected learning, project-based learning, and the use of technology to support learning.

In highly trained PLC teams, teachers and staff talk about what helps students learn and what challenges need to be addressed. Planning for next steps then becomes action-focused. The team looks at assessment results, reviews teaching strategies, and makes plans to support students who need extra time or help learn a concept and to extend learning for those who have mastered a concept.

GOALS

1. Working in Professional Learning Communities, district staff will create and use building and district systems to support student learning.
2. Develop and enhance partnerships to prepare students for career, college, and life after high school.
3. Seek and utilize additional funding sources to enhance our educational services to students.
4. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice.





SOCIAL-EMOTIONAL LEARNING

We believe in using equitable systems and supports to educate the whole child because this creates expert learners. Each expert learner can build on strong social and emotional skills when navigating the many stresses and challenges that arise as one becomes an informed adult citizen.

An equitable system of supports, including comprehensive social-emotional learning (SEL) designed to educate the whole child, creates resilient learners who are ready to successfully navigate the complexities and challenges of life after high school. Social skills like being organized, being on time, working through challenges, persevering when something is difficult or unpleasant, and how to respond in tense situations are just a few of the skills that employers value and that social-emotional learning lessons highlight.

Students who receive comprehensive SEL instruction demonstrate higher rates of post-high school success, including job retention, attainment of educational goals, and lower rates of substance abuse and dependence on social services (Durlak et al. 2011).

GOALS

1. Powerful instruction is created through incorporating social emotional learning into academic learning throughout the school day as well as specific lessons to build social emotional skills.
2. Students, staff, families, and community are informed about the *Washington State Learning Standards for Social-Emotional Learning (SEL)*.
3. All schools teach and implement the *Washington State Learning Standards for Social-Emotional Learning (SEL)*.
4. Partnerships enhance the services and supports that meet the needs of students in our district.



FACILITIES

We believe each student learns better in a safe and secure school building. Our district also values environmentally-sound, usable, and attractive modern facilities which meet the needs of our students, staff, families, and community. Transparent planning, monitoring, and communicating are priorities in this area.

We developed a 30-year capital plan in July of 2018. This plan consists of five important benchmarks to execute the funding of this plan. The first benchmark, a six-year capital levy for Stevens Middle School, was approved by voters in February 2020. Each additional benchmark will be a bond proposed to the community that will address a school facility in need of capital investment:

- 2025 Bond - Port Angeles High School and Franklin Elementary
- 2031 Bond - Complete Port Angeles High School
- 2037 Bond - Hamilton Elementary School
- 2043 Bond - Roosevelt Elementary School

The overall goals of capital improvements include modern safety and security upgrades, modern teaching and learning environments, and playfield enhancements. We have also delivered on establishing a reliable tax rate for the citizens of Port Angeles.

GOALS

1. Goals, progress, and needs of our district facilities are communicated clearly, in a timely manner, and in support of current and future bonds.
2. Environments are innovative, safe, and provide for the well-being of all users.
3. Professional workforce is high performing and fully supported.
4. Partnerships are cultivated to support completion/enhancement of capital improvements.





DYNAMIC COMMUNICATION

We believe students learn best when staff, families, and the community are our partners. Our district is developing and maintaining communication systems that effectively connect these groups. We prioritize user-friendly, reliable, equitable, and transparent communication systems to foster trust and invite feedback.

This type of dynamic communication allows the district to hear the perspectives of staff, families, and community, and be responsive to community needs. For example, during the 2021 inclusive community survey, the results showed that our district was not ready to move forward with a balanced calendar. The balanced calendar initiative was then postponed until further research and study is available.

We also embrace student voice in goal setting and progress updates. Student voice is an integral component of school operations and we will continue to actively engage with students through surveys, student body meetings, and partnerships with high school student board representatives. The board of directors values the student board position, which represents the student body for all school board matters. This student board representative attends all school board meetings and contributes to board discussions.

GOALS

1. Communication systems are clear, concise, consistent, and accessible.
2. Interactive and mobile-friendly websites will be our communication hub for the district, but not the only method of communication. We will commit to stay current with technologies without losing the personal interactions that some people prefer (newsletter, flyers, phone calls, emails, text messages, etc.)
3. Calendars are reliable and informative to ensure that students, staff, and families receive information so students can equitably participate in or attend school activities.
4. Cultivate partnerships to ensure all students graduate from high school career and/or college ready.



