

PORT ANGELES PRIORITIES

Port Angeles School District Strategic Plan



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.







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.



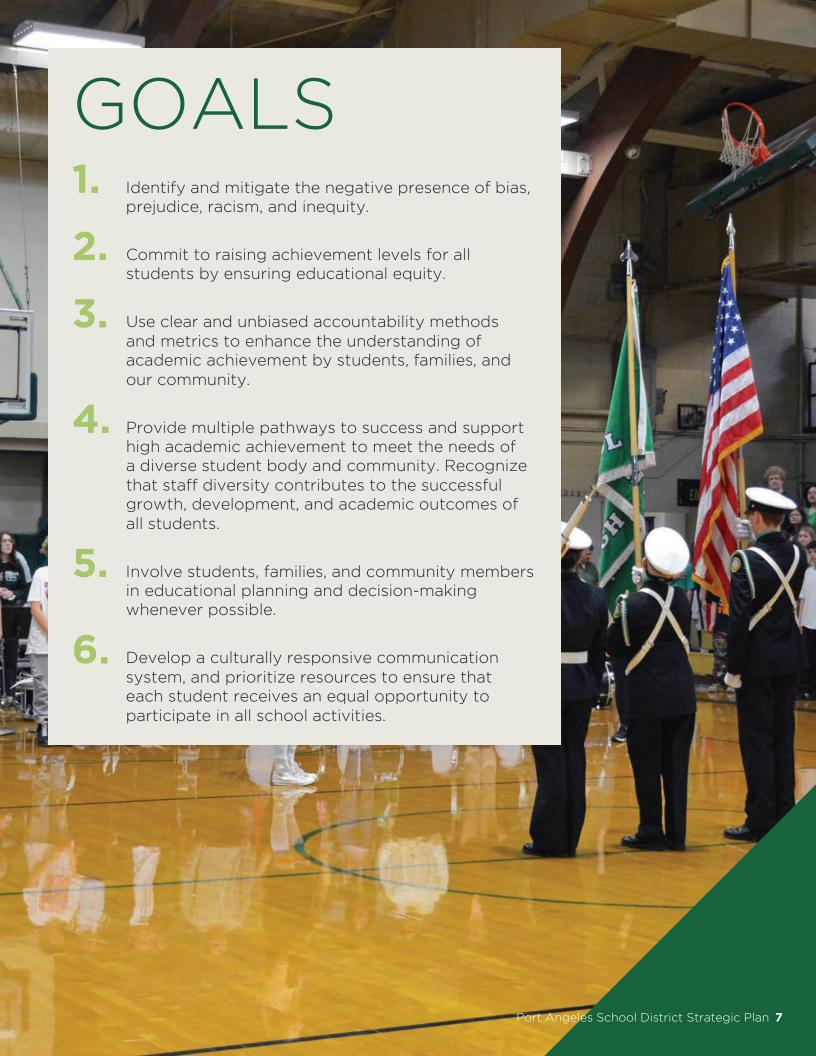
EQUITY

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.



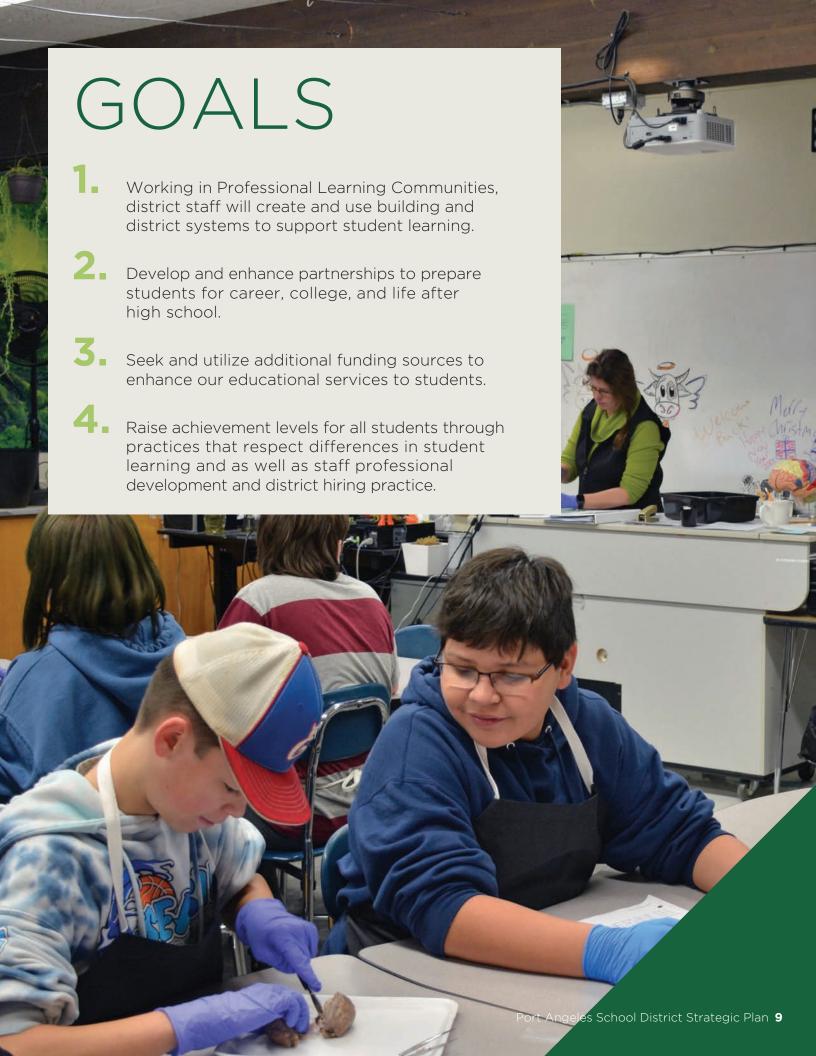


TEACHING & LEARNING

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.



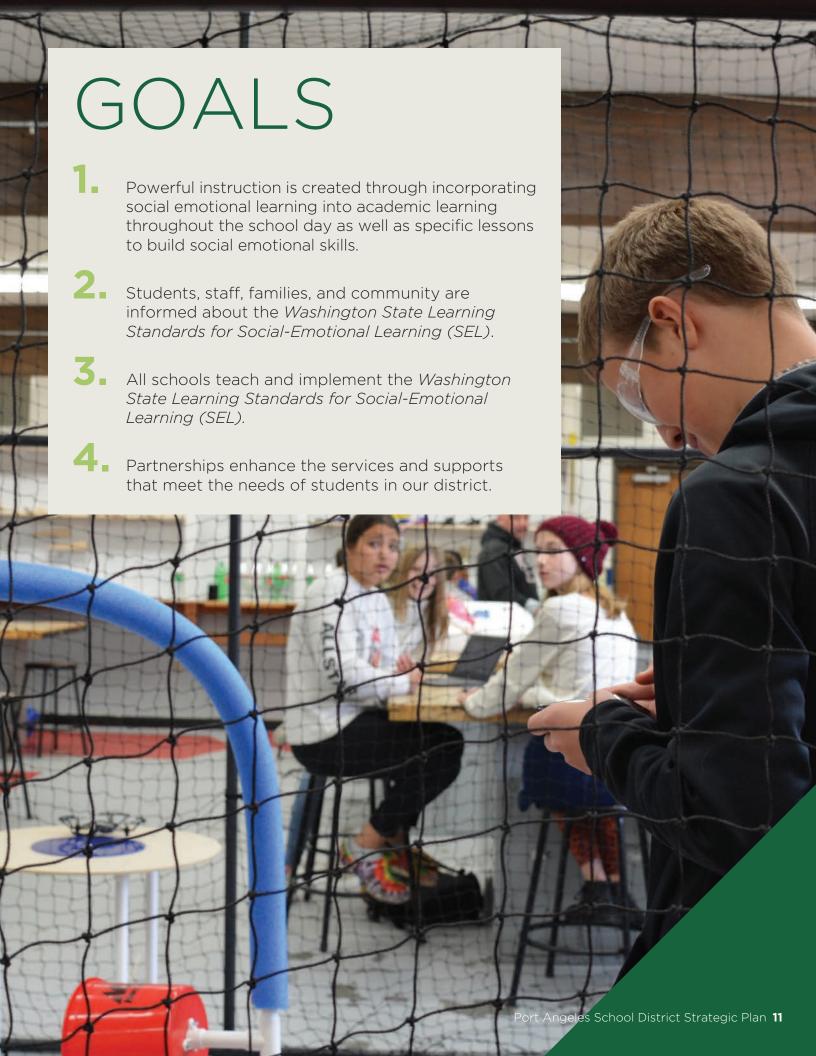


SOCIAL-EMOTIONAL LEARNING

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).





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

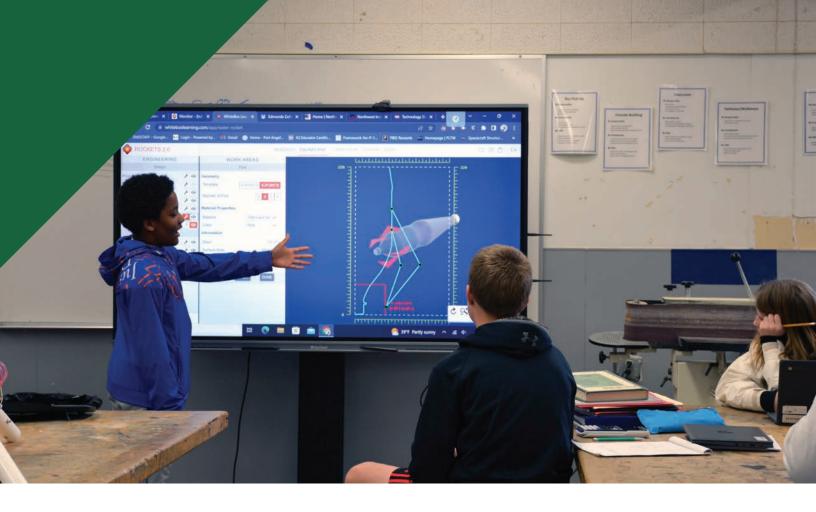
2031 Bond - Complete Port Angeles High School

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.





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.

