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## 2019-20 Annual District Goals

### Pillar I: Quality Instruction & Curriculum (March Pillar Report)

- **6-12 Math**

We will align scope and sequence in middle and high school math through a year-long inquiry process with teachers. This will result in greater curriculum alignment and consistency of instruction. (Exhibit A)

By May 2020 we will have a clearly articulated scope and sequence for 6-12 math education in the Anacortes School District, including a common vision and philosophy for instructional methodology, course map structure, and desired math outcomes for students.

Who: K.C., Angie and 6-12 math teachers and at least one special education teacher.

Timeline: September to May

Cost implications: Release time (five days) for teachers in 2019-2020. NW Regional Math Conference for some team members; most curriculum should be free (Open Educational Resources)

- **K-12 Special Education Curriculum**

We will review and recommend curriculum materials in literacy and math for special education classrooms to be fully implemented in 2020-2021.

The Anacortes School District Student Support Services Department will conduct an inquiry to identify research based intervention curriculum for literacy and math for special education students with the intent of closing the learning gap for students with disabilities with an equity lens. Findings and recommendations will be made to Superintendent Wenzel by May 31, 2020.

Who: Fran McCarthy and identified members of the study team. ELA to include instructional coach, early learning, elementary, and secondary special education teacher. Math to include instructional coach, early learning and elementary special education teacher.

Timeline: September to May

Cost implications: Release time for staff (five full day meeting dates scheduled)

- **K-5 Special Education Behavioral Program**

We will conduct a feasibility study regarding the implementation of an elementary behavioral intervention classroom for students needing intensive behavioral support.

Who: Fran McCarthy and identified members of the study team.

Timeline: September to May

Cost implications: Release time for staff

Action steps:

- a) Identify members of the study team (September 2019)
- b) Research and schedule visits to research based elementary behavior programs
- c) Identify and schedule visits to be completed by February 2020
- d) Research and determine cost of implementation (March - April 2020)
- e) Review information with Director of Finance and make determination (May 2020)

- **K-5 Reading/Tier 3 Interventions**

We will implement a new Tier 3 reading intervention, with accompanying professional development, for students who need the most support ([supporting document](#)). During the 2019-2020 school year, the Anacortes School District will train staff in the Wilson Reading Tier 3 interventions for service delivery to both general education students and special education students with complex phonological deficits.

Who: K.C., Fran, outside consultant for PD, Title teachers, resource teachers, para-educators

Timeline: September-December 2019

Cost implications: Wilson curriculum; Release time (two days) for teachers in 2019-2020

Action Steps:

- a) Purchase starter kits for the Wilson Tier 3 Interventions (grades 2-12) by October 1, 2019
- b) Work with Teaching and Learning to determine if Wilson Just Words (Tier 2) is needed to compliment Foundations Tier 2 supports (November 2019)
- c) Professional development for 3-4 general education and special education staff members in the Wilson Reading System (Title, instructional coach, resource room teachers) (November 2019 - Snohomish, 2 days)
- d) Professional development for all resource room teachers and LAP staff given by colleagues attending training in Snohomish (completed by January 2020)
- e) Articulate a plan for dyslexia screening by January 2020

- **K-5 Reading/Knowledge Building**

We will sponsor staff learning to help students build knowledge through social studies and science. By June K-5 teachers identifying big ideas in science and social studies for each grade level and then connecting units of study and leveled books to classroom learning to support the acquisition of new knowledge ([supporting article](#))

By October 30, 2019 we will have a clearly articulated scope and sequence for K-5 social studies and science education in the Anacortes School District, existing as a map of big ideas to be addressed through inquiry-driven units of study. By May, 2020 materials to support this work and the integration into literacy will be identified for purchase.

Who: K.C., instructional coaches, grade-level leads plus two other teachers for each grade level.

Timeline: September-May

Cost implications: Release time (four days) for teachers in 2019-2020

- **Implement Strategic Plan for Cap Sante High School**

In 2019-2020, Cap Sante HS will implement two key components of the visioning plan: using the Agile classrooms method to organize personal and group projects and implementing at least three activities related to project-based learning.

Who: Kecia Fox and Cap Sante teachers

Timeline: September to May

Cost: \$20,000 from state grant

**Other**

- MS and HS Deeper Learning: Ongoing support for middle and high school teams to engage in training with New Pedagogies for Deeper Learning. Training costs from Teaching & Learning budget.
- Digital Learning K-5: Ongoing support for use of classroom tools. Training costs from technology levy.

**Pillar II: Social-Emotional Learning (February Pillar Report)**

- **RULER**

We will implement RULER with students this year. The five schools will have an implementation plan as part of their School Improvement Plan. We will also introduce RULER/equity big ideas to all classified staff in 4-6 hours of training spread throughout the year

Who: Principals, Superintendent, assistant superintendent, school staff

Timeline: September-May

Cost: \$15,000 for staff time (leadership team meetings focused on social emotional learning) and ongoing coaching from Yale

- **Character Strong**

We will implement with staff and students at the high school, starting with a full-day training in August for staff. Throughout 2019-2020, we will effectively implement Character Strong in grade 9-10 advisories, as well as the AHS leadership class.

Who: High school administration

Timeline: September-May

Cost: \$10,000 private grant for implementation

(Casel.org: [SEL Supporting Research](#))

### **Pillar III: Equity (April Pillar Report)**

- **Equity Policy (targeted)**

We will collect community feedback through an intentional engagement process in October and November and consider board approval for the ASD equity policy in December.

Who: Superintendent, board members

Timeline: Fall 2019

Cost: Limited costs foreseen for this goal.

- **Staff Learning**

We will deepen learning about equity throughout the 2019-2020 school year focused primarily on certificated teachers and para-educators. We will conduct four half-day meetings throughout the year during which small K-12 teams will gather to read, reflect and discuss issues of equity as they pertain to teaching and learning in Anacortes School District.

Who: ASD administration, instructional coaches, principals, certificated staff and para-educators

Timeline: August 28, November 8, January 17 and March 13

Cost: About \$6,000 for equity facilitators (paid time outside the contract for planning meetings). Two days of time for about 200 staff members, estimated at about \$150,000. These are funds that are already built into the AEA contract.

- **School SIP**

Each school will include an explicit goal related to equity and the achievement gap in the School Improvement Plan.

#### [Equity Phases of Work](#)

### **Pillar IV: Partnerships (January Pillar Report)**

- **6-12 Schoology Rollout**

We will extend the use of Schoology and provide ongoing opportunities for professional development for all secondary teachers. Site leadership teams will engage Schoology within their school community as a means of enhanced teacher-student-family communications. By May 2020, all teachers will be using the gradebook function. Parents have access to Schoology for grades and teacher feedback. ([Supporting Document](#))

Who: Technology director Robert Pohl, AMS, AHS, CSH Teachers, pilot teachers and site leadership teams

Timeline: August 2019 through June 2020

Cost: About \$90,000 from Technology Levy

- **Home Partnership Program:**

We will investigate the possibility of creating a home partnership program to support home school students who reside within our district and to capture FTE.

Who: Superintendent

Timeline: September 2019 to January 2020

Cost: Staff time

### **Pillar V: Stewardship (May Pillar Report)**

- **Complete high school construction**

Complete AHS and Cap Sante HS construction by the end of November 2019.

Who: Superintendent

Timeline: Occupancy after Thanksgiving holiday

Cost: Covered in the 2015 voter-approved bond

- **Superintendent Transition**

Current ASD Superintendent Mark Wenzel will be leaving the district at the end of June, 2020 to take a job overseas. He will plan a successful transition for the new superintendent.

Who: Superintendent

Timeline: By April 2020, the Superintendent will present a detailed transition plan to the board.

Cost: Time

- **Long-term facilities plan**

The district will develop a long-term facilities plan to assess the condition of buildings and future capital construction needs.

Who: Dave Cram

Timeline: Complete by December 31, 2019

Cost: \$15,000

Past work:

[2018-19 Goals](#)



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## MEMO

**Date:** June 25, 2019

**To:** Mark Wenzel, Superintendent  
K.C. Knudson, Assistant Superintendent  
Fran McCarthy, Executive Director of Student Services  
David Cram, Executive Director of Finance

**From:** Schoology Pilot Teachers  
Robert Pohl, Director of Technology

**Re:** Recommendation to Proceed with Schoology at AHS, CSHS, and AMS

Comprehensive and current information strengthens the partnership between school and home. Over the course of the 2018-19 school year, a small team of teachers representing the Anacortes Middle and High Schools met to consider the use of a learning management system as a means to bridge teacher and student communications in and outside of the classroom. Schoology provides a single, unified digital platform that allows teachers to maintain course calendars, assignments, formative and summative assessments while also housing the digital resources that help students stay organized in their studies. Furthermore, by implementing Schoology's advanced features in the 2019-20 school year, it can help to provide accurate, timely and essential information to parents and school leadership teams.

### **Year One: Pilot**

The Schoology Pilot Team (SPT) was composed of twenty people, including teachers, school and district leaders. The SPT represented a cross-section of the district's sixth through twelfth grade teachers, from Math, Science, Language Arts, Special Education, World Languages, Career & Technical Education, and the Arts. The SPT met three times throughout the year to learn about Schoology and try on different aspects of the software. Teachers used the time to share how they were using the tool in their classroom and explored how they might use it in the future. We asked questions, researched possibilities, and found that the tool was robust enough to meet most classroom communication and collaboration needs across all content areas. For many in the group, Schoology provided a platform that substantially redefined learning. Specifically, the SPT found the following benefits in using Schoology:

*Integrates lots of platforms that we're currently using well. Using OneNote? Integrates. Using Google? Integrates! It integrates so much, it might as well be a calculus class. Being able to grade my OneNote assignments/notebook THROUGH OneNote and having it eventually go to Skyward saved me SO much time.*

*I really like most aspects of Schoology, but without a doubt, the gradebook integration is the biggest plus. Allowing students to immediately link to an assignment from the gradebook is such a timesaver.*

*I grade slowly and grading is the bane of my existence. Schoology has helped me improve my grading habits by easily linking my grades to Skyward.*

*I found the learning curve quite steep. Also, the link to skyward is very neat, but for math it would be hard to create assignments that would work because of the need to hand write. I feel the timeline is a bit aggressive. We had a full day for the first day of training and I was left with a ton of questions, so I would think that the expectations need to reflect it's difficulty.*

*Schoology has been a game changer for me and my students. The ability to "one stop shop" is amazing. As a parent I am excited to be able to look at using one resource to keep track of my kiddos progress and their upcoming assignments*

*Schoology has provided a way to grade and give feedback digitally on student work. This by far is a huge benefit, however, I am excited to use this for much more than that. I have seen how this can increase communication about classes, content, and assignments.*

*Schoology is user-friendly and has been easy to implement a little at a time. I love the ability to create student paced curriculum allowing for greater flexibility for students especially in the library setting.*

*It is a very effective way to manage student work. It has saved me many hours with regards to grading, allowing me to work smarter not harder. This extra time has allowed me to provide more feedback, which has resulted in a higher quality of work being submitted.*

The Schoology Pilot group found the following frustrations when using Schoology:

*Microsoft has some issues with Schoology. It works, but not as seamlessly as Google products which work far better.*

*I wish that it were easier to link pages within Schoology, but I have found workarounds.*

*Schoology is powerful, but not everything is intuitive. It takes a minute to figure out. Like seeing resubmitted assignments was difficult to figure out.*

*Steep learning curve with this program and will require PD for new staff.*

*Setting the gradebook took sometime to figure out, but I have always struggled with any gradebook setup. I would prefer to use Microsoft products, but have switched to google due to the issues that we have had with Microsoft linking with Schoology.*

*Not all resources (databases, for example) can be integrated into Schoology seamlessly. There will be some workarounds, but it would be awesome if all ASD resources could be searched from one place.*

Based on our use of Schoology, the Schoology Pilot Team recommends **continuing the use of Schoology** AND provide ongoing opportunities for professional development for all secondary teachers.

Furthermore, we recommend that school site leadership teams adopt Schoology within their school community as a means of enhanced teacher-student-family communications.

## **Year 2: Substitution & Augmentation Phase**

The SPT recommends that the District provide the budgetary resources and professional development to ensure the successful implementation of Schoology for secondary teachers in the 2019-20 school year. This work will be focused on assisting teachers make the transition from existing services and portals to the Schoology learning management system.

**Budget Impacts:**       \$30,000 for professional development

                                  \$25,000 for Schoology renewal and data integration

**July, 2019:** Negotiate a three-year contract with Schoology to support an Enterprise subscription with the following benefits: User Authentication, Advanced User Management, ASD Branding, and Prioritized Support via phone, ticketing, and chat. NWRDC to support automated rostering from Skyward/Qmlativ. This work is complete.

**August, 2019:** Teachers participate in three hours of professional development provided by a Schoology-certified trainer. This training would occur before the first day of instruction, preferably scheduled as part of the District-directed professional development days. Alternatively, the professional development may be offered during August 20, 21, and 22. This hands-on training would provide teachers a general overview of the resource along with ideas for how to begin organizing content and setting up gradebook options. Teachers would be given at least one hour of the three to create content and explore Schoology's features within their PLCs.

**1st Quarter:** Teachers continue their exploration of Schoology by introducing the tool to students within one of their classes. Site leadership teams continue the exploration of Schoology by developing shared resources within school leadership meetings. One-hour, face-to-face workshops along with online training through Kyte Learning will be available to teachers and school leaders. Minimally, teachers will use Schoology to post announcements, setup their class gradebook and grading options, and configure the Skyward Sync.

**2nd Quarter:** Teachers and site leadership teams extend their use of Schoology while learning more about sharing class resources and developing assignments and assessments. Teachers will practice using the student feedback features when grading assignments and assessments within a single course. One-hour workshops and webinars continue. Self-directed professional development is offered through Kyte Learning and within Schoology itself. Teachers should be encouraged to share strategies for using Schoology within PLCs and other meetings.

**3rd Quarter:** Teachers use Schoology (instead of Skyward) as the primary gradebook. Schoology will automatically pass and calculate grades to Skyward using its syncing operation. In addition, the school and District invite parents to participate in Schoology using the Schoology app for iOS and Android. Self-directed professional development is offered through Kyte Learning and within Schoology itself. One-hour workshops and webinars continue. Teachers should be encouraged to share strategies for using Schoology within PLCs and other meetings.

**4th Quarter:** Athletic teams, school clubs and other school-sponsored groups explore options for using the Groups feature of Schoology. Training and professional development will be offered to coaches and sponsors. Teachers will learn how to archive courses and share course content with others.

### **Year Three: Modification Phase**

For the 2020-21 school year professional development will be focused on extending the use of Schoology to modify the learning experience for students. Teachers will explore different models of blended learning and identify ways in which students become part of independent and collaborative learning experiences facilitated within Schoology's learning platform. District leadership will further integrate existing digital resources and introduce new digital resources into the Schoology platform to enable a one-stop destination for all learning materials. Parents will be advised that Schoology serves as the official source of classroom information for all secondary students.

**Budget Impacts:**       \$30,000 for professional development  
                                  \$25,000 for Schoology renewal and data integration  
                                  \$5,000 for parent communication and outreach

### **Year Four: Redefinition Phase**

For the 2021-22 school year professional development will be focused on learning how Schoology can redefine learning tasks--shifting from synchronous, face-to-face instruction to high interest, student-directed, collaborative learning.

**Budget Impacts:**       \$15,000 for professional development  
                                  \$25,000 for Schoology renewal and data integration  
                                  \$2,500 for parent communication and outreach

The Schoology Pilot group included:

**Tonya Stout**, Teacher, Anacortes High School  
**Carl Dellutri**, Teacher, Anacortes High School  
**Cody Anderson**, Teacher, Anacortes High School  
**Dana John**, Teacher, Anacortes High School  
**Joe Furin**, Teacher, Anacortes High School  
**Kristen Downs**, Teacher, Anacortes High School  
**Kyle Wendling**, Teacher, Anacortes High School  
**Michelle Hackstadt**, Teacher, Anacortes High School  
**Jonathan Ruckdaschel**, Teacher, Anacortes Middle School  
**Theresa McCartney**, Teacher, Anacortes Middle School  
**Molly Strohschein**, Teacher, Anacortes Middle School  
**Mike Baribault**, Teacher, Anacortes High School  
**Sabena Norman Burkland**, Teacher, Anacortes High School  
**Amy Ubungen**, Teacher, Anacortes High School

**Jody Dylan**, Teacher, Anacortes Middle School

**Patrick Harrington**, Principal, Anacortes Middle School

**Amy Colburn**, Instructional Coach

**Danica Kelly**, Instructional Coach

**Robert Pohl**, Director of Technology

**K.C. Knudson**, Assistant Superintendent