



Northshore
School District

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This Strategic Plan is a reaffirmation of our commitment to Northshore School District's Mission:
strengthening our community through excellence in education.

The plan consists of three key components:

1. Our Goals and Measures

for learning, growth, and excellence for every student;

2. The Four Building Blocks & Professional Practices

that anchor effective instruction in every school and every classroom, every day;

3. The Educational Strategies

that will sustain an equitable, high-trust, responsive, and continuous learning culture, thereby ensuring that each student meets or exceeds high standards of academic and social-emotional success.

Several hundred stakeholders participated in the development of this community-wide strategic plan, including students, parents, and caregivers, educators, community members, members of the Board of Education, and leaders from local government, business, higher education and community-based organizations. Therefore, everyone has a stake in its promise and a role in its successful implementation.

With this strategic plan, we, the Northshore community, once again declare our commitment to a first-rate education system for all our students, without exception.

2017-22

Strategic Plan

Learning into the Future!



Imagine *the Possibilities!*

Learning leads to change and change leads to growth and new possibilities. Learning into the future is a precondition for growth, a passageway into living the life you imagine.

With this strategic plan, our school system embarks on a new phase of a goal that has never changed: nurturing the limitless possibilities in every student. Our community possesses the ingredients for success: caring, committed teachers and staff; capable, empowering leadership; supportive, engaged parents and caregivers; and a responsive, generous community.

More precious than all these are our students – children and young adults whose compassion, sense of wonder,

and imagination invite us to dream, to push out our boundaries. The promise we see in our students gives deeper meaning to our lives, just as we nurture in them a deeper appreciation of the wonderful meaning of their lives.

Northshore is a community of possibilities. However, we are not “home” yet. We still have room to grow to ensure equitable learning and success for all students. Those possibilities will become manifest through learning – the engine for change and growth.

As we embrace learning into the future as an ethic within our schools and community, we will

advance steadily toward accomplishing our aspirational goals for ALL of our students and the hopes and dreams for our community.

Imagine the possibilities!

Dr. Michelle Reid
Superintendent



Four *Building Blocks*

Our Four Building Blocks provide a coherent, durable frame for our practices, programs and processes. They define the most important competencies or “internal muscles” that we must develop in order to achieve our goals for student learning, growth and success.

1

Equitable Access to Personalized and Culturally Responsive Teaching & Learning

TEACHING & LEARNING is the central function of our school system. We will advocate for standards, practices and programs that engage every student in challenging work, regardless of their current level of performance. And, because “one size does not fit all,” we will differentiate and scaffold instruction and supports to meet the unique strengths, backgrounds, readiness, and learning styles of each student.

2

Safe Climate and Strong Relationships with Families and Community

Because **SCHOOLS CAN'T DO IT ALONE**, we will welcome all families as partners for student success; communicate via forums and media that are responsive to the preferences of our stakeholders; collaborate with our community to build strong schools where all students thrive; and involve Northshore community members meaningfully in decisions about the future of our schools.

3

Results-Focused Professional Learning and Supports for Staff

By **INVESTING IN PEOPLE**, we recognize that student learning depends critically on the quality and effectiveness of Northshore’s teachers, leaders and staff. We will attract talented employees at all levels; provide safe, respectful environments for learning and work; and stimulate continuous professional growth through collegial collaboration and differentiated professional development.

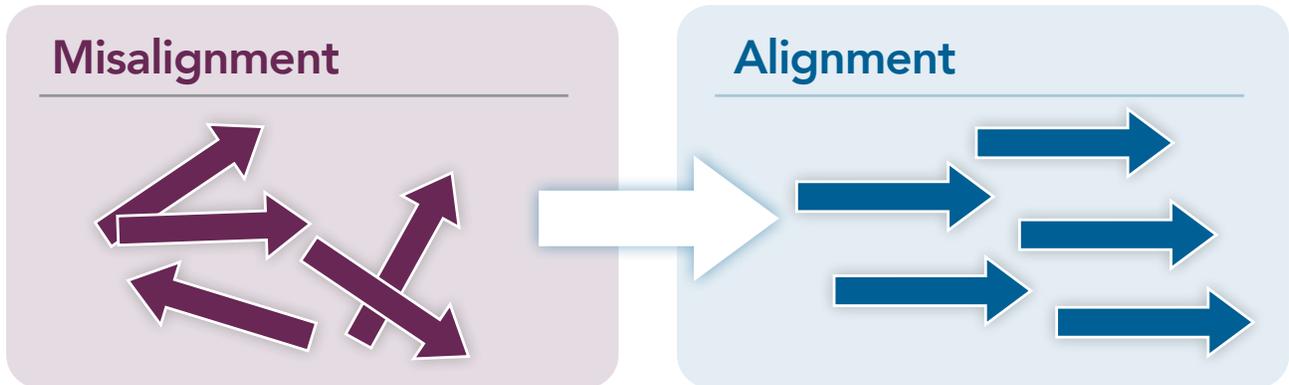
4

Data-Informed, Needs-Based Resource Allocation

A focus on **MANAGING THE WHOLE** ensures that all aspects of our school system are goal-aligned and moving together in an equitable, mission-focused manner. We will base decisions on fact, rather than opinion. Furthermore, we will ensure that resources – people, time, money – are allocated equitably, in line with the needs of our students and schools, and the priorities established by our community.

Organization *of this Strategic Plan*

A primary purpose of planning is to facilitate unity of purpose or alignment ... **Alignment** is the process of reaching mutual understanding about common goals; it gives shared meaning and a coherent roadmap for the work of the organization.



The outputs from Northshore's strategic alignment exercise consists of the following components:

Goals, Measures of Student Success and Equity Statements

The Goals articulate what we want for our students; i.e., the ends we seek. The Measures are the indicators of student progress toward the Goals. Our Equity Statements are expressions of our commitment to learning and growth for each student, without exception. Together, they give purpose and direction to decision-making and action within our organization.

The Four Building Blocks

The Four Building Blocks are what we must do well to manifest outcomes for students; i.e. they are the means to the ends. Together, the Four Building Blocks define the capabilities we must develop continuously to strengthen instructional effectiveness and organizational infrastructure.

Professional Practices for Instructional Effectiveness

Programs fade, but practices endure. Common teaching practices, leadership practices, and organizational practices provide a consistency of approach, an economy of effort, and more opportunities for evidence-based collaboration across the whole organization. They ensure effective institutional practices across subjects, student groups, and grade levels, framed around our Four Building Blocks.

Educational Strategies

Educational Strategies are specific programs and initiatives that can be implemented to advance successful accomplishment of the Goals and Measures. Educational Strategies are targeted solutions or continuous improvement opportunities, aligned to our Four Building Blocks.

Goals & Measures *of Student Success*

▼ GOALS

1 Success in the Early Years

Each student will develop intellectual curiosity, persistence, social-emotional awareness, and academic skills to be positioned for success by the end of grade 3.

2 Responsible, Resilient, Empathetic Learners

Each student will feel safe as a responsible and persistent learner, open to and accepting of diverse cultures and perspectives, and empowered to advocate for and pursue own educational passions.

3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps

Each student will experience continuous growth in all subjects, progress toward graduation at a pace that eliminates opportunity and outcome gaps and receive fair and equitable treatment with regards to discipline.

4 Innovative, Creative, Critical Thinkers

Each student will be involved in relevant and engaging learning that fosters creativity and imagination, and will gain the confidence and competence to address personal, community, and global issues in collaborative and resourceful ways.

5 Ready for Lifelong Success after Graduation

Each student will graduate from high school with the habits for post-secondary success, productive citizenship and lifelong learning.

▼ MEASURES

- Increased percentage of students who have equitable access to developmentally appropriate teaching
- Increased percentage of students in pre-kindergarten to grade 3 meeting criteria for social-emotional, physical and cognitive development
- Increased percentage of students at grade level in the five components of Literacy Development: phonemic awareness, phonics, fluency, comprehension and vocabulary
- Decreased achievement gaps across student subgroups in English Language Arts and Mathematics
- Increased percentage of students in each student subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3

- Increased percentage of students who feel safe, have a sense of belonging and personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable
- Increased percentage of students who demonstrate healthy life style choices, including nutrition, exercise, personal care and safety
- Increased percentage of students who model positive social skills and resiliency for a culturally diverse community
- Increased percentage of students with at least 95% average school attendance and at least 95% of in-class attendance
- Increased percentage of students who have continuous access to an advocate, mentor, or counselor

- Increased equitable access to social-emotional supports and services (e.g. counseling, mental health and psychological)
- Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level
- Increased percentage of students meeting standards in core subjects
- Reduction of the disproportionalities in discipline, suspension and expulsion rates across student-groups
- Increased enrollment and completion rates for traditionally under-represented student-groups in advanced courses and specialized programs

- Increased percentage of students who can justify a position with supporting evidence
- Increased percentage of students who apply learning to solve real-world challenges in imaginative ways
- Increased percentage of students who demonstrate a mastery of relevant skills in multiple ways
- Increased percentage of students who can explain how they reasoned through a problem or issue across subjects or in their own lives
- Increased percentage of students who successfully navigate critical transitions in their educational experiences
- Increased percentage of students who use appropriate technology/digital tools to facilitate classroom instruction, projects, collaborative learning, and informed decision making

- Increased percentage of 9th grade students on track for graduation
- Increased percentage of students who demonstrate acquisition of practical skills and dispositions for life after high schools (e.g., goal-orientation, self-responsibility, time management, teamwork, finances, insurance and housing)
- Increased percentage of students who graduate on time
- Decreased high school dropout rates
- Increased percentage of students involved in activities aligned to their college, career or post-high school plan
- Increased percentage of high school graduates entering college without need for remedial classes

▼ EQUITY MEANS

Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.

Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.

Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.

Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.

Each student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state's college and career readiness graduation requirements.

Professional Practices *for Instructional Effectiveness*

At Northshore, we are committed to continuous improvement of our professional practices because they are the precursors to student learning. Our Four Building Blocks frame our professional practices: The Teaching Practices, Leadership Practices, and Organization Practices which, when implemented consistently, will sharpen our instructional effectiveness.

	1	2	3	4
	Equitable Access to Personalized and Culturally Responsive Teaching & Learning	Safe Climate and Strong Relationships with Families and Community	Results-Focused Professional Learning and Supports for Staff	Data-Informed, Needs-Based Resource Allocation
TEACHING PRACTICES	<ol style="list-style-type: none"> Teachers use a variety of high-engagement strategies to raise expectations, encourage critical thinking and metacognition, and promote ownership of learning by each student. Teachers provide opportunities to view learning from multiple perspectives by linking curriculum, materials, lesson format, instruction, and formative assessments to students' home culture, interests and experiences. 	<ol style="list-style-type: none"> Teachers use a variety of approaches and resources to know their students by strength and need, and actively involve families in their students' academic and social-emotional progress. Teachers and staff engage with families and community to incorporate relevant, real-world learning opportunities into students' learning experiences. 	<ol style="list-style-type: none"> Teachers and support staff participate in targeted professional development rooted in effective practices, analysis of student data, and individual and collaborative reflection. Teachers and support staff focus professional collaboration on improving student learning and professional practices, through peer-to-peer classroom observation, common protocols and reciprocal feedback. 	<ol style="list-style-type: none"> Teachers meet regularly to review data of multiple assessments, and target instruction to the personalized needs of students. Teachers give students timely, focused, annotated feedback on formative assessments and student work, guiding them to set their academic and behavioral goals and monitor their own progress.
LEADERSHIP PRACTICES	<ol style="list-style-type: none"> Principal/Leadership Team equitably allocates resources (people, time, and money) to support the development of effective teaching and prioritizes these resources for differentiated teacher needs. Principal/Leadership Team ensures that teachers and staff set high expectations for all students by providing equitable enrollment and removing barriers to under-represented groups across all programs. 	<ol style="list-style-type: none"> Principal/Leadership Team pursues equity by using data to analyze and respond to student and community strengths and needs, and implements appropriate solutions to address them. Principal/Leadership Team establishes a variety of effective systems to collaborate with all stakeholders – students, parents and caregivers, staff and community organizations – to create schools that are vibrant, safe and caring. 	<ol style="list-style-type: none"> Principal/Leadership Team facilitates teacher/staff professional growth focused on student learning, and promotes peer observation, differentiated professional development, collegial collaboration and targeted coaching. Principal/Leadership Team ensures frequent and regular review of data to align individualized and group professional and performance goals to student progress and staff growth. 	<ol style="list-style-type: none"> Principal/Leadership Team uses data about impact on professional growth and student learning as the primary criteria for decisions about staffing, budget allocations and professional development. Principal/Leadership Team uses annotated student work and disaggregated data to make instructional and intervention decisions for all students, and to develop action plans.
ORGANIZATIONAL PRACTICES	<ol style="list-style-type: none"> District/School Leadership and teachers continuously evaluate and disseminate (via coaching, professional development, communication) proven, formative assessment driven, personally and culturally relevant instructional and behavior practices. District ensures that a standards-aligned, culturally relevant curriculum is implemented with fidelity, and consistently promotes removal of institutional barriers to access for all students. 	<ol style="list-style-type: none"> School/District staff uses a variety of communication methods on a regular basis to build connections and facilitate reciprocated interactions among school, family and community. School/District staff partner with community members to implement practices that build character and support appropriate student behavior. 	<ol style="list-style-type: none"> School/District leadership provides differentiated professional development across the system for ALL certified and classified staff, in alignment with the vision and strategies outlined in the Strategic Plan. District leadership ensures that teachers, leaders and staff receive timely, focused support and interventions for continuous improvement. 	<ol style="list-style-type: none"> District leadership implements a user-friendly data system for tracking the progress of each student, and provides professional development on ways to use data to improve professional practices. District leadership allocates resources (people, time, money) equitably, based on student, school and community needs, and seeks community and parent partnerships to secure necessary resources.

Goal 1

Success in the Early Years



1

Equitable Access to Personalized and Culturally Responsive Teaching & Learning

- **Aligned Instructional System**
Ensure that all students are provided equitable access to high-quality, aligned core curriculum; highly effective, research-based instructional practices; and ongoing formative assessment to analyze and evaluate student progress, differentiate instruction, and when needed, proven intervention strategies for students not yet meeting standards.
- **Early Literacy and Numeracy**
Provide foundational literacy and numeracy instruction that is customized, goal-oriented, and culturally relevant; use assessments and observation data to inform targeted intervention; and provide additional time and supports for students to maximize access to instruction.
- **Culturally Relevant Practices and Intervention**
Focus on the whole child by utilizing developmentally appropriate and culturally relevant curriculum and culturally responsive instructional strategies, practices and norms.

2

Safe Climate and Strong Relationships with Families and Community

- **Welcoming Environment and Social-Emotional Support**
Create a safe, welcoming climate for learning and work that celebrates diversity, fosters culturally inclusive practices, and consistently implements a social-emotional behavior support system with a built-in family component.
- **Responsive, Two-Way Communication**
Provide consistent, timely, and responsive two-way communication opportunities in the parents' primary language regarding expectations, goal-setting and progress monitoring.
- **Parent Education**
Strengthen the capacity of parents and caregivers to support learning of their children by providing:
 - Ongoing training to parents, caregivers, and early childhood services providers in developmentally appropriate Language and Math programs aligned with the Transition-Kindergarten through Grade 3 standards
 - Continuous communication with parents in their primary language regarding goal-setting and student progress
 - Information about how to access school and community resources to support family health and wellness, and enhance behavioral, academic and life success for students.



Goal 1: Success in the Early Years

Educational Strategies – Educational Strategies are proven or promising programs, initiatives, or models that practitioners and schools can implement in order to achieve a specific student learning outcome.

Goal – Each student will develop intellectual curiosity, persistence, social-emotional awareness and academic skills to be positioned for success by the end of Grade 3.

3

Results-Focused Professional Learning and Supports for Staff

- **Developmentally- Appropriate Teaching**
Provide ongoing professional development on research-based, developmentally appropriate instructional practices to support academic achievement in the areas of literacy, numeracy and development of social-emotional and physical skills.
- **Professional Growth Standards**
Set professional growth standards for teachers, leaders and staff; provide materials and resources to support practitioners in meeting the standards; celebrate successes, and offer timely feedback and interventions for struggling teachers, leaders and staff as needed.
- **Data-Informed Teacher Collaboration**
Provide regular and frequent opportunities for teachers to engage in data-informed collaboration regarding standards-aligned instructional planning, common formative assessments, reflection on effective intervention and enrichment strategies.

4

Data-Informed, Needs-Based Resource Allocation

- **Developmentally- Appropriate Assessments**
Implement a developmentally appropriate formative and summative assessment system that aligns with social-emotional and academic standards, and includes screening, monitoring, and diagnosing to ensure students stay on track to meet or exceed the standards.
- **Program Monitoring**
Develop tracking and early-warning assessment tools to provide periodic feedback about student growth; monitor effectiveness of professional practices; solicit input from parents and caregivers regarding their experience and satisfaction with early-learning programs; and allocation of resources (i.e., people, time, money) based on data-informed needs.



Goal 2

Responsible, Resilient, Empathetic Learners

1

Equitable Access to Personalized and Culturally Responsive Teaching & Learning

- **Growth Mindset**
Promote a growth mindset among students by emphasizing the connection between student effort and learning success, using school-wide strategies that reinforce a culture of continuous improvement, and rewarding student persistence toward mastery.
- **Student Voice and Ownership**
Create opportunities for student voice and ownership by integrating students' knowledge, culture and experience into instructional planning, classroom projects and assignments. Use multiple ways to assess student progress, and involvement in setting and adhering to classroom norms and school norms.
- **Social-Emotional Efficacy**
Increase each student's social-emotional efficacy through teaching, modeling and practicing social-emotional skills that support a safe and positive climate for learning.
- **Schoolwide Behavior Management**
Create, communicate and implement a school-wide behavior management system that increases students' voices in restorative practices and access to core instruction by maximizing time in class and/or in school.

2

Safe Climate and Strong Relationships with Families and Community

- **Home/School Communication**
Ensure school staff engage in two-way communication regarding each student's academic and social emotional progress, and collaborate with parents and caregivers about strategies for strengthening student motivation and resilience.
- **Mentor and Advocate for Students**
Support high standards for learning and social behavior for all students by developing a mentor and advocate initiative.
- **Access for Families from Diverse Cultural Backgrounds**
Employ a variety of authentic methods across languages and cultures to help families access school and community services; advocate for their students' needs; and support their students' learning in partnership with the school.



Goal 2: Responsible, Resilient, Empathetic Learners

Educational Strategies – Educational Strategies are proven or promising programs, initiatives, or models that practitioners and schools can implement in order to achieve a specific student learning outcome.

Goal – Each student will feel safe as a responsible and persistent learner, open to and accepting of diverse cultures and perspectives and empowered to advocate for and pursue own educational passions.

3

Results-Focused Professional Learning and Supports for Staff

- **Cultural Competence Professional Development**
Provide frequent and ongoing cultural competence professional development to all staff to promote high expectations for the intellectual capabilities of all students and a culture of inclusivity, equity and accountability.
- **Implementation of Positive Behavior Intervention and Support (PBIS) and Multi-Tiered System of Support (MTSS)**
Provide ongoing, timely district-wide and individualized professional development to enhance staff capacity and understanding of child/adolescent development and growth (including social-emotional learning, ACES, and mental health), through disciplined implementation of PBIS and MTSS.
- **Continuous School Improvement**
Implement high-leverage, research-based classroom and school-wide improvement strategies that integrate cultural competency, student voice and active student participation in decision making.
- **Social-Emotional Learning (SEL) Practices**
Provide staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work.

4

Data-Informed, Needs-Based Resource Allocation

- **Data-Driven Continuous Improvement**
Implement structures to increase effective use of data to drive instructional decisions at the district, school, and classroom levels, and to promote consistent use of data by students to assess their own learning, define improvement opportunities collaboratively with their teachers and families, and continuously monitor their own progress.
- **Integration of SEL Standards**
Implement policies, standards and guidance that support teachers and administrators in integrating Social Emotional Learning (SEL) into the core academic instructional programs.
- **Family and Student Surveys**
Conduct staff, family and student surveys/forums to measure engagement, satisfaction, and opportunities for improvement, and to inform the equitable allocation of resources to schools based on data-informed strengths and needs.



Goal 3

Growth for Every Student, Elimination of Outcome and Opportunity Gaps

1

Equitable Access to Personalized and Culturally Responsive Teaching & Learning

- **Culture of High Expectations**
Implement research-based strategies that explicitly reinforce a culture of high expectations for each student, regardless of their current level of performance, race/ethnicity, cultural and linguistic background, socioeconomic status, or special needs.
- **Personalized Learning Pathways with Proactive Supports**
Proactively identify the needs of students to accelerate learning at all levels, including: equitable access to the core curriculum; individualized and differentiated learning for every student; ongoing formative assessment with timely intervention; and out-of-school-time strategies to sustain student progress. Incorporate the prior knowledge, learning styles and cultural background of students in day-to-day instructional practices. Accelerate learning for underperforming students across the curriculum by providing equitable access to district and community supports.

Implement personalized approaches that maximize individual capacity and achievement and fosters student motivation and ownership of learning.
- **Positive Relationships with Effective Interventions**
Nurture students' sense of belonging; meet their social-emotional needs, and validate their cultural identities by implementing appropriate interventions (e.g., Positive Behavior Intervention and Support, PBIS; Multi-tiered System of Support, MTSS; and restorative justice).

2

Safe Climate and Strong Relationships with Families and Community

- **Positive Support Network for Students and Families**
Allocate district and community resources on the basis of student needs to provide students and their families a network of supports.
- **Family and Community Outreach**
Promote formal and informal two-way communication between families and schools in order to strengthen appreciation of students' individual strengths and needs, and to collaborate more deeply regarding student success.
- **Safe and Bias-Free Environments**
Demonstrate commitment to students' backgrounds and experiences by engaging in work that is anti-bias, affirms an appreciation of diverse communities, and addresses systemic discrimination.



Goal 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps

Educational Strategies – Educational Strategies are proven or promising programs, initiatives, or models that practitioners and schools can implement in order to achieve a specific student learning outcome.

Goal – Each student will experience continuous growth in all subjects, progress toward graduation at a pace that eliminates opportunity and outcome gaps and receive fair and equitable treatment with regards to discipline.

3

Results-Focused Professional Learning and Supports for Staff

- **Culturally Competent Instruction**
Strengthen cultural competence of teachers, leaders and staff by providing cultural competence training, and ensuring it is embedded in professional development systems focused on effective practices, deep knowledge of content, and collaborative professional inquiry.
- **Positive Student-Staff Relationships**
Provide all-staff training and ongoing support regarding fostering positive relationships with students, addressing root causes of students' behavior, and maintaining open, proactive communication with parents and caregivers.
- **Highly Qualified, Culturally-Responsive Staff**
Attract, develop, and retain a highly qualified workforce that appreciates the diversity of the community and is committed to practices that are responsive to the needs of all students and families.

4

Data-Informed, Needs-Based Resource Allocation

- **Disaggregated Data Reports**
Provide an information management system that generates accessible, timely reports that allows educators to monitor and adjust practices and communicate progress with parents or care givers to maximize student achievement.
- **Equitable Budgeting, Hiring, and Staffing**
Ensure that resources (i.e., people, time, and money) are allocated equitable by instituting needs-based, results-focused budgeting; matching hiring and staff placement with relative school-level and student needs; and ensuring greater openness and transparency in the resource-allocation processes.
- **Ongoing Data Review**
Conduct surveys/forums with stakeholders – including students, staff, families and community –to evaluate effectiveness and responsiveness of the school system regarding teaching practices, leadership practices, organizational practices, and learning progress for all students.



Goal 4

Innovative, Creative, Critical Thinkers

1

Equitable Access to Personalized and Culturally Responsive Teaching & Learning

- **Problem-Based Learning**
Utilize teaching strategies that enable students to acquire knowledge and skills by working for an extended period of time to investigate and respond to authentic, engaging, and complex questions, problems and challenges.
- **Critical-Thinking Curriculum Guide**
Develop a district-wide framework that identifies instructional practices designed to allow students to make meaning of and reason clearly and explicitly through a problem or issue (e.g., within a subject, discipline, or across subjects), and to apply their reasoning to their daily lives and real-world situations.
- **Access to the Creative Arts**
Provide students education options that extend learning in the creative and performing arts (including music, fine arts, dance) in order to build on students' interests, culture and prior experiences, or to extend their perspectives, creativity and imagination.
- **Exposure to STEM**
Provide students educational options that extend learning in the areas of Science, Technology, Engineering and Mathematics (STEM); connect them to out-of-school learning opportunities through school-to-work programs.

2

Safe Climate and Strong Relationships with Families and Community

- **Extension of Learning into the Community**
Explore the use of real-world problems that are based within the community and that can be supported by local businesses and civic groups (for example: community mentors, organizations like Odyssey of the Mind, Science Olympiad, and corporate internships).
- **Access to Community-Based Experts and Professionals**
Cultivate a cadre of local experts in innovative disciplines, professionals from higher education, business and community organizations, and members of professional associations to provide technical and material resources; to assist in evaluating student progress on problem-based, real world challenges and to celebrate innovative, creative, critical thinking at the classroom, school, and district levels.
- **Nurturing Creativity and Innovation Outside of School**
Collaborate with families and community-based organizations (including libraries, museums, sports, arts and science centers) to expand access to programs that open up students' personalities, build their confidence, and offer avenues for imaginative play and collaborative problem solving.



Goal 4: Innovative, Creative, Critical Thinkers

Educational Strategies – Educational Strategies are proven or promising programs, initiatives, or models that practitioners and schools can implement in order to achieve a specific student learning outcome.

Goal – Each student will be involved in relevant and engaging learning that fosters creativity and imagination, and will gain the confidence and competence to address personal, community and global issues in collaborative and resourceful ways.

3

Results-Focused Professional Learning and Supports for Staff

- **Professional Development about Critical Thinking**
Provide teaching staff with professional development about the Critical Thinking Framework to ensure practices that promote critical thinking, creativity and innovation.
- **Rubrics-Based Collegial Collaboration**
Provide time and resources for teacher collaboration (within and across grade levels/disciplines) to plan instruction, develop common formative assessments, analyze student work using critical thinking standards and rubrics, and conduct peer-to-peer observations with feedback.
- **Infusing Critical and Creative Thinking into Core Instruction**
Provide ongoing professional development about effective strategies for infusing the key elements of reasoning and critical and creative thinking into core instruction and maintain instructional resources to implement the strategies.

4

Data-Informed, Needs-Based Resource Allocation

- **Technology for Learning**
Provide all students access to technology-based resources as an integral learning tool for conducting research, evaluating information, and communicating their findings and solutions.
- **Creative Resources for Teachers**
Ensure that all teachers – especially science and fine/performing-arts teachers – have access to state-of-the-art resources, tools, and continuous professional learning opportunities within their school/district or through partnerships with families or community-based organizations.
- **Authentic Assessments of Critical Thinking**
Develop district-wide data systems to assess the quality of students' critical and creative thinking skills; the extent and impact of the infusion of thinking skills and habits of mind into content instruction; and the effectiveness of instructional practice, formative assessments, school and community supports and investments.



Goal 5

Ready for Lifelong Success after Graduation

1

Equitable Access to Personalized and Culturally Responsive Teaching & Learning

- **Standards-Aligned Instructional System**
Build and sustain a K-12 standards-aligned curriculum that sets high expectations for and engages all students in rigorous instruction; offers all students equitable access and sequenced pathways to rigorous coursework; uses frequent and timely formative assessment to monitor each student's progress and adjusts instructional decisions; provides adequate instructional materials and technology to students and teachers; and incorporates a coherent system of timely, accelerated intervention for underperforming students, with particular emphasis on special education pupils, English learners and traditionally underperforming/underserved students.
- **Avenues of Opportunities for High School Graduation**
Continue to develop and maintain multiple avenues for meeting graduation requirements and an early-warning system to help students stay on track to graduate.
- **Student Advisory**
Implement a student advisory program that ensures every middle school and high school student is known by name, strength, and need by at least one adult at the school.



2

Safe Climate and Strong Relationships with Families and Community

- **Community/Work-Based Experiences**
Provide opportunities for students to participate in work-based internships, apprenticeships, and community-based learning prior to graduating from high school.
- **Family and Community Partnerships**
Engage families, community, higher education, and business partners in reinforcing the message about the importance of learning and encouraging student achievement and persistence to graduation.
- **Mentors and Advocates**
Provide community members, teachers, parents, peers, or other mentorship opportunities to assist students in acquiring the knowledge, skills, and dispositions for successful transition into life after high school graduation.



Goal 5: Ready for Lifelong Success after Graduation

Educational Strategies – Educational Strategies are proven or promising programs, initiatives, or models that practitioners and schools can implement in order to achieve a specific student learning outcome.

Goal – Each student will graduate from high school with the habits for post-secondary success, productive citizenship and lifelong learning.

3

Results-Focused Professional Learning and Supports for Staff

- **Graduation Focused Professional Development**
Ensure instructional staff receive ongoing, job-embedded professional development about multiple student pathways within and outside the district that build upon the learning needs of students, including the students' academic background, life experiences, and cultural and linguistic backgrounds to support student's on-time graduation from high school.
- **Transitional and Personalized Systems**
Ensure staff and parents learn about a variety of transitional and personal growth opportunities and pathways for students to progress successfully to on-time graduation.
- **College- and Career-Bound Systems**
Build systems to ensure counselors, career specialists and other staff provide support for all students to complete applications and scholarships for college, university, trades and state agencies' opportunities (e.g., Free Application for Federal Student Aid (FAFSA), College Bound, internships, DVR).

4

Data-Informed, Needs-Based Resource Allocation

- **On-Track for High School Graduation**
Align the district's early-identification processes to continuously screen and monitor the progress of middle school and high school students towards on-time high school graduation; and offer an array of opportunities and supports to ensure students meet graduation requirements.
- **Personalized Monitoring and Data Dashboard**
Implement assessment instruments and data dashboards for students, staff, and parents that: enable students to reflect on personal growth and learning styles; monitor student progress through and beyond high school; track rates of transfer, dropout, graduation, and post-high school outcomes (e.g., enrollment in college, students in careers) to inform prevention and intervention processes; and inform parents and the public about school, department and district performance.
- **Equitable, Needs-Based Master Schedules and Interventions**
Design Master Schedules in ways that provide all students equitable, needs-based multiple pathways to graduate on time, and a system of timely, proactive interventions for struggling students or students at risk of dropping out.



"I want my school to give me a strong voice in what I think."

NORTHSHORE STUDENT

"I promise to bring engaging and meaningful learning experiences to you each day."

NORTHSHORE TEACHER

"Students will leave our school prepared to think critically, act responsibly, live compassionately, and confident they can meet the challenges that lie ahead."

NORTHSHORE COMMUNITY MEMBER

"I want the school district to guarantee all kids a good education and a good environment to learn and grow. I want teachers to always push me and to help me when I'm falling behind."

NORTHSHORE STUDENT

"I promise that I will always make it my priority to ensure you feel safe, respected, valued and important in my classroom."

NORTHSHORE TEACHER

"We will honor and value each individual and their unique abilities while striving to equip each with the tools for future success in ways that are both engaging and relevant."

NORTHSHORE COMMUNITY MEMBER

Board of Directors

Jacqueline McGourty, VICE PRESIDENT DISTRICT 1*

Bob Swain, PRESIDENT DISTRICT 2**

David Cogan, MEMBER DISTRICT 3

Sandy Hayes, MEMBER DISTRICT 4

Amy Cast, MEMBER DISTRICT 5

Dr. Michelle Reid SUPERINTENDENT

*Kimberly DiAngelo and **Ken Smith were current Board Members when the Strategic Plan was adopted on June 27, 2017.



Northshore School District
3330 Monte Villa Parkway
Bothell, Washington 98021
www.nsd.org

District Quick Stats

Statistics from 2018-19 OSPI Report Card

23,577 Students

■ American Indian/Alaskan Native	0.3%
■ Asian	20.3%
■ Pacific Islander	0.2%
■ Black	2.1%
■ Hispanic/Latino	12.4%
■ Two or More Races	8.8%
■ White	56.1%

■ Free or Reduced-Price Meals	14.8%
■ Special Education	14.0%
■ Transitional Bilingual	8.2%

94 Languages

■ English	■ Chinese
■ Spanish	■ Korean
■ Russian	■ Telugu

Top six Languages spoken!

33 Schools

■ Elementary Schools	20
■ Middle Schools	6
■ High Schools	4
■ Alternative High School	1
■ Early Learning & Network Programs	2

Area Serviced

■ Bothell
■ Kenmore
■ Woodinville
■ Areas of unincorporated King County and Snohomish County

Over 60 square miles served!

