



Northshore  
School District

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At Northshore, our mission is to strengthen our community through excellence in education.

Our actions are grounded in a strong belief in the capacity of every student to achieve academic and social-emotional success that prepares them to thrive in a world yet to be imagined.

We are committed to equity, to safety and supports for students and adults, and to building on the strengths and addressing the needs of the whole child.

The ethic of lifelong learning is the catalyst for growth and continuous improvement. It powers the journeys of our students, educators, and community toward excellence.

Learning into the future guarantees that together, everybody grows every day!

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.

# 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.*

*"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!

