

SHORELINE SCHOOL DISTRICT

Strategic Planning

February 8, 2023



Welcome!

We'll begin in a few minutes. Please pick up the handouts at the side of the room, fill out a name tag, and sign in. Then take a few moments to (re)introduce yourselves to the people at your table and share one thought or question you've had since our last meeting.



Land Acknowledgement

The Shoreline School District acknowledges the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Puyallup, Suquamish, Tulalip, Snoqualmie and Muckleshoot nations.

Land Acknowledgement Resources:

<https://usdac.us/nativeland> <https://native-land.ca/>



[Understanding Coast Salish Design](#)

Strategic Planning Committee Meeting #2

Outcomes for this evening: To understand current district initiatives and to provide feedback on a community survey.

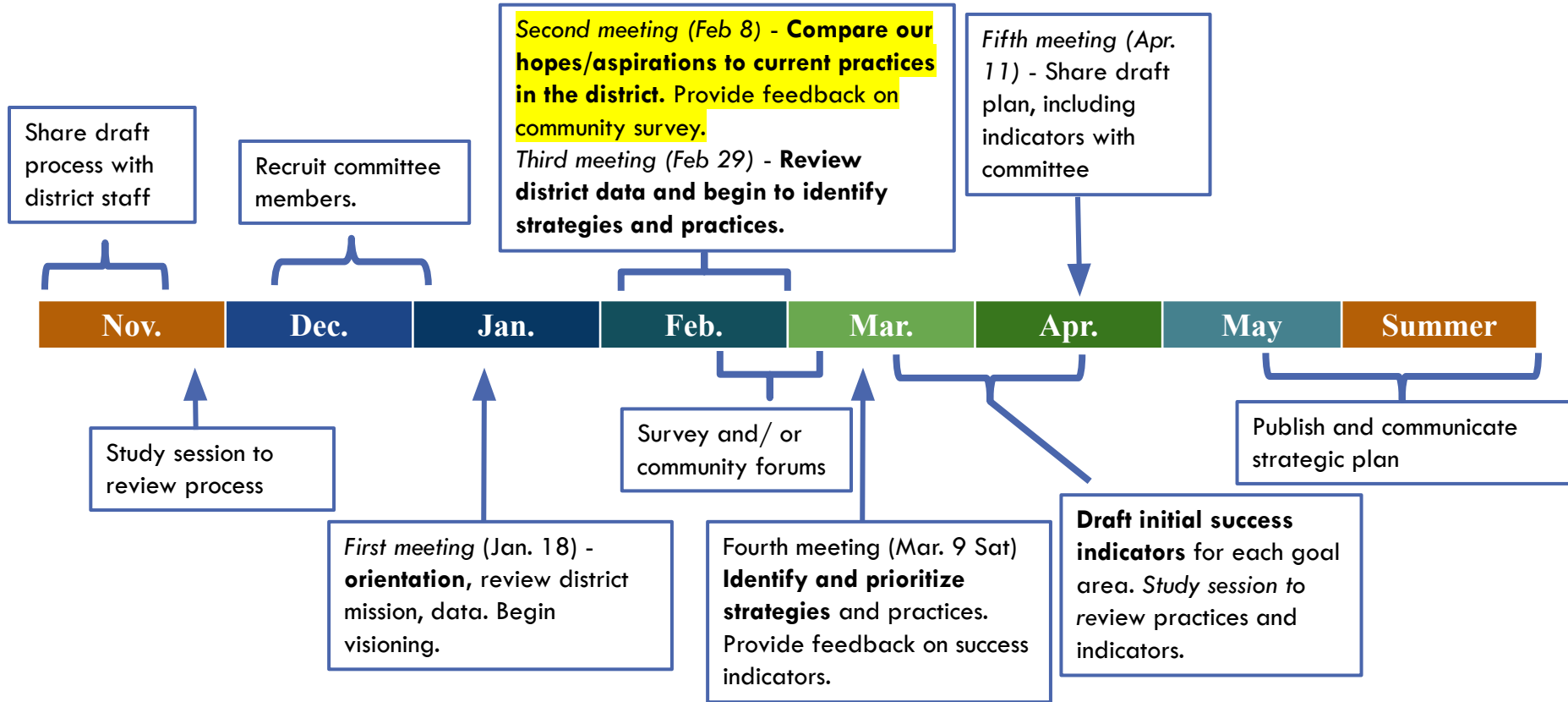
Agenda:

1. Current District Initiatives/Focus Areas
2. District Department Reports
3. Community Survey Input

Committee Purpose

To advise the superintendent and Board on priorities and accompanying strategies and indicators to aid in the development of a 2-3 year strategic plan for the district.

Strategic Planning Timeline



Note-Taking Sheet

As we share information about the district this evening, please briefly review the aspirations for Shoreline students (that we identified at the last meeting). Use the worksheet provided to take notes that we will use during future breakout sessions.

Shoreline Strategic Planning Note Sheet

Your Name: _____

District Area	Aspirations Addressed by Area. Shoreline Students Are...		Notes/Ideas
Current District Initiatives	<input type="checkbox"/> <i>Academically Successful</i> <input type="checkbox"/> <i>Literate</i> <input type="checkbox"/> <i>Prepared for Post-Secondary Opportunities</i> <input type="checkbox"/> <i>Demonstrate Positive Personal Attributes</i> <input type="checkbox"/> <i>Demonstrate Positive Interpersonal Skills</i>	<input type="checkbox"/> <i>Lifelong Learners</i> <input type="checkbox"/> <i>Multilingual</i> <input type="checkbox"/> <i>Experience Engaged by Schools</i> <input type="checkbox"/> <i>Have Families Engaged by Schools</i> <input type="checkbox"/> <i>Equity Mindset</i> <input type="checkbox"/> <i>Advocates for Justice</i>	
Instruction	<input type="checkbox"/> <i>Academically Successful</i> <input type="checkbox"/> <i>Literate</i> <input type="checkbox"/> <i>Prepared for Post-Secondary Opportunities</i> <input type="checkbox"/> <i>Demonstrate Positive</i>	<input type="checkbox"/> <i>Lifelong Learners</i> <input type="checkbox"/> <i>Multilingual</i> <input type="checkbox"/> <i>Experience Engaged by Schools</i> <input type="checkbox"/> <i>Have Families Engaged by Schools</i>	

Shoreline Strategic Plan Committee Members' Aspirations for Shoreline Students
[\(Individual statements can be found here\)](#)

- Shoreline Students are Academically Successful:**
 - Focusing on academic success, the district establishes and maintains high standards - providing strong academics, diverse pathways, opportunities for student choice and rigor. The district offers evidence-based curriculum reflecting students' experiences and identities, and offers engaging learning experiences in all content areas that meet students' individual academic needs.
- Shoreline Students are Literate:**
 - Students demonstrate literacy skills, effectively communicating ideas and reading and writing extensively. They also possess important literacy skills in science, math, humanities, health and fitness, the arts and finance. They are able to access, identify and use reliable information to make decisions.
- Shoreline Students are Prepared for Post-Secondary Opportunities:**
 - Students graduate ready for diverse post-secondary options including further education and/or careers. They are equipped with academic and social-emotional skills, and a lifelong learning mindset.
- Shoreline Students Demonstrate Positive Personal Attributes:**
 - Fostering positive personal attributes, students develop persistence, resilience, creativity, critical thinking skills, and a growth mindset, enabling them to confidently pursue their goals.
- Shoreline Students Demonstrate Positive Interpersonal Skills:**
 - Cultivating positive interpersonal skills, students collaboratively engage thoughtfully in civil society, demonstrating empathy, compassion, and a capacity for understanding diverse perspectives at the local, national and global levels.



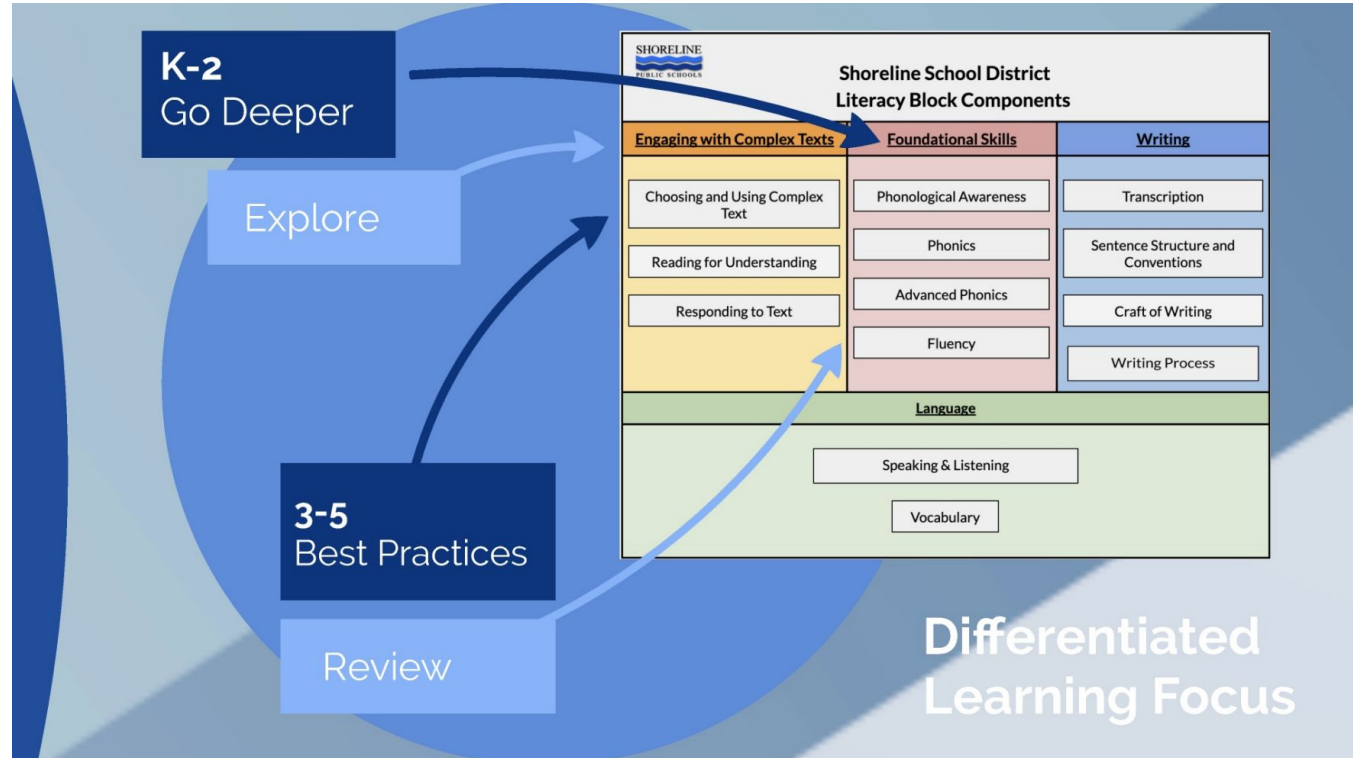
Ongoing District Initiatives

Current Ongoing District Efforts

- Equitable Literacy Practices
- Equitable Grading Practices
- Ethnic Studies Resolution
- Anti-Racism Resolution
- Special Education Visioning Work
- Budget Review and Planning

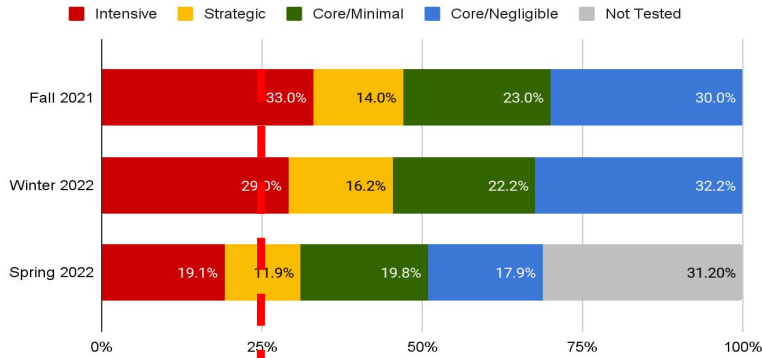


Current District Initiatives: Equitable Literacy

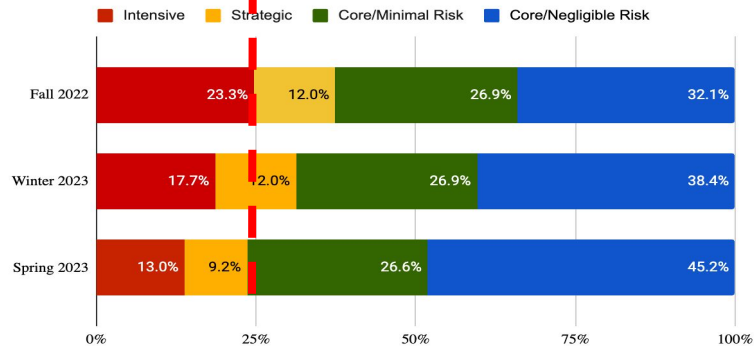


Equitable Literacy: Assessment Example

DIBELS Performance Level - Grade 1



DIBELS Performance Level - Grade 2

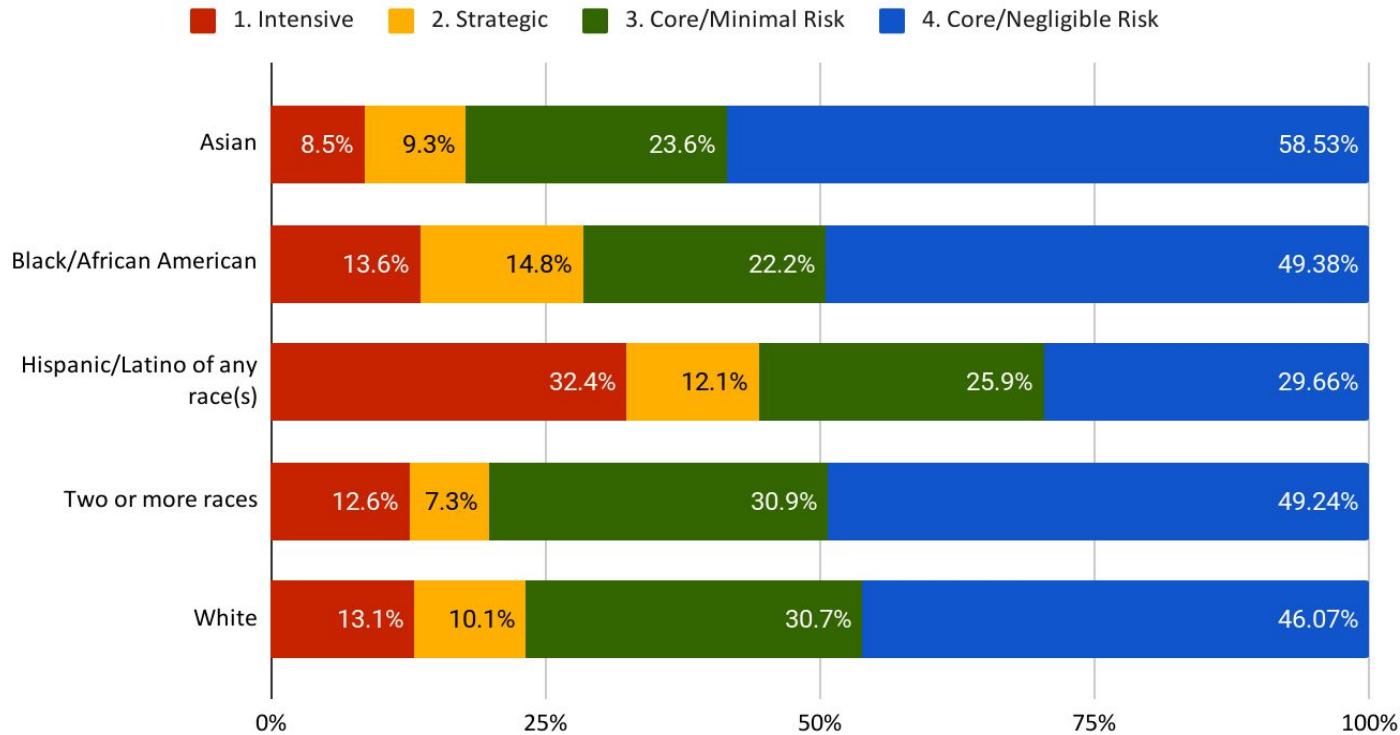


*How did last year's **second graders*** do compared to their performance in grade 1 the year prior?*

**Includes some new first graders*

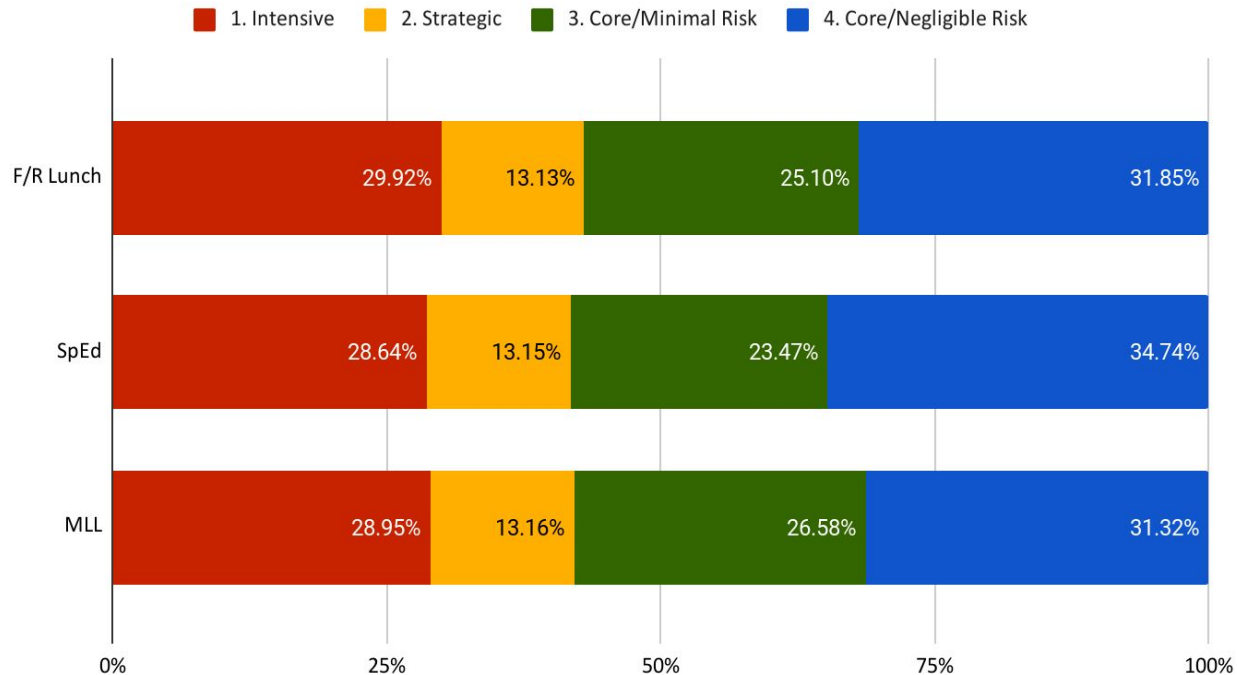
Equitable Literacy: Assessment Example

DIBELS Grades K-2 by Race/Ethnicity



Equitable Literacy: Assessment Information

DIBELS Grades K-2 by Program

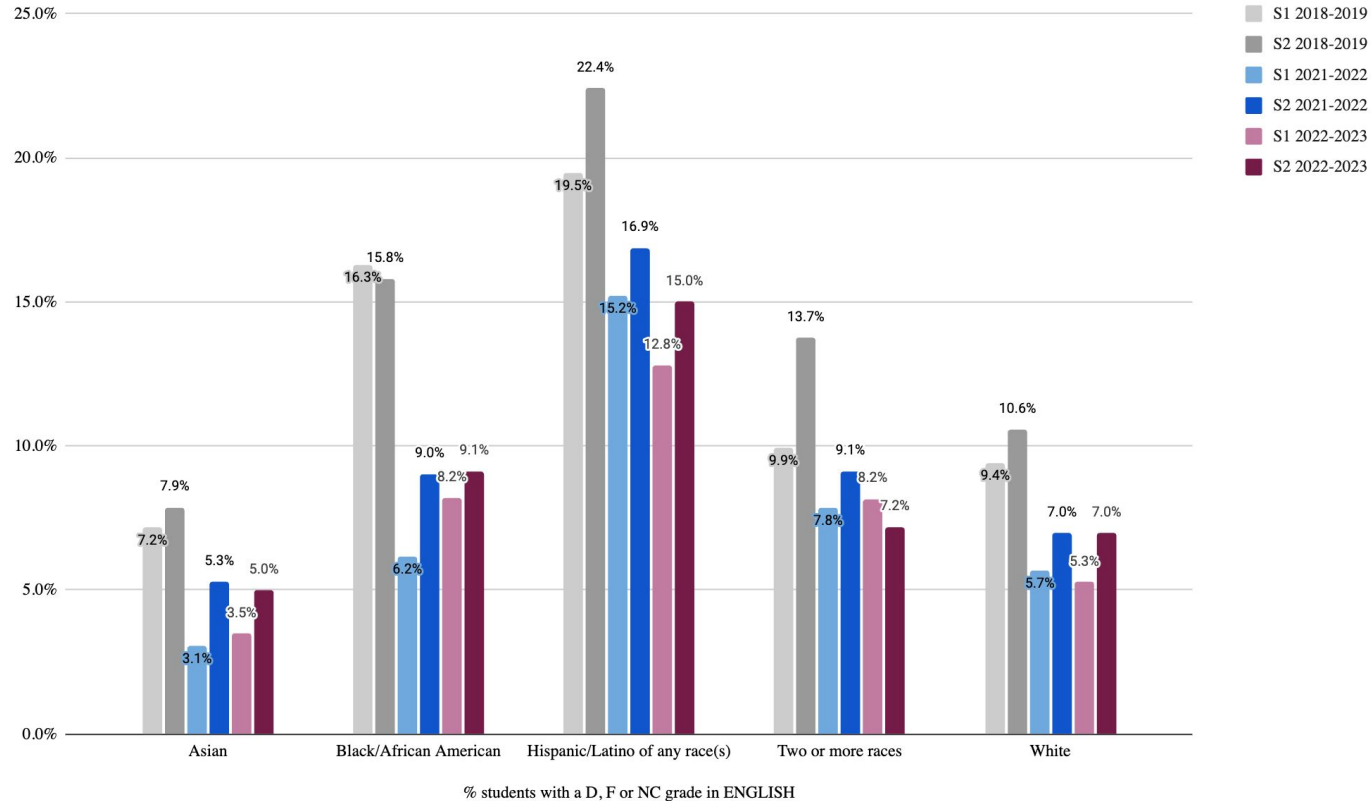


Current District Initiatives: Equitable Grading

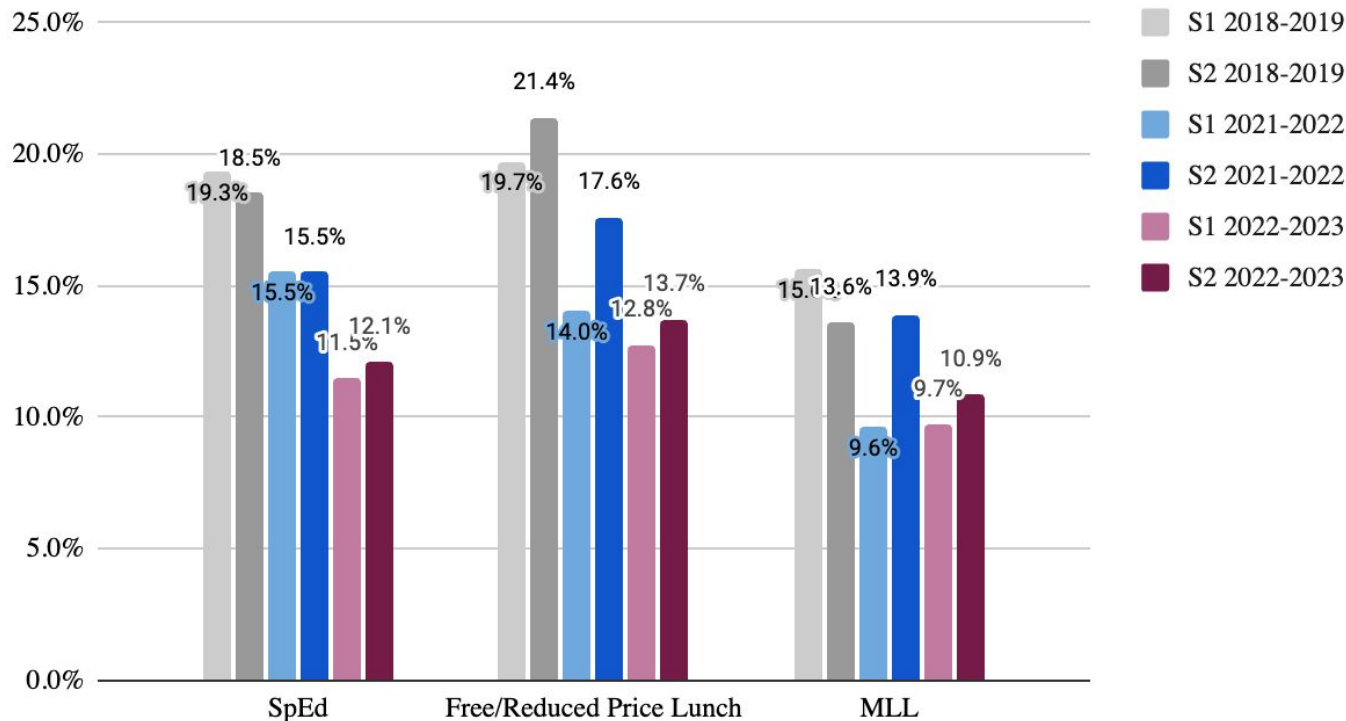
- ❑ Minimum grade of 50%/no zeroes (6-12 building agreements)
- ❑ Allowing late work submission
- ❑ **Retakes and Redos***
- ❑ **Standards-based grading scales***
- ❑ **Use of rubrics***
- ❑ **Grades on summative assessments***
- ❑ Classwork and homework deemphasized
- ❑ Weighting recent performance

**Practices emphasized in professional development*

Equitable Grading: Percent D's, F's, NC's Example



Equitable Grading: Percent D's, F's, NC's Example



% students with a D, F or NC grade in ENGLISH

Board Policy 0150: Race & Equity

“Shoreline School District acknowledges that institutional racism exists within public school systems and is committed to working until race is no longer a predictor of overall student outcomes.”

“Shoreline School District aspires for historically underserved students to thrive in an environment that notices, acknowledges, and values who they are and contributes to their academic achievement. We aspire to provide respectful and relevant learning environments that leverage diversity and create schools where students, families, community members and employees feel welcomed and supported.”

Ethnic Studies Resolution

Shoreline School District #412

King County, Washington

RESOLUTION 2020-12

**SUPPORT FOR DEVELOPMENT, ADDITION AND INTEGRATION OF ETHNIC STUDIES FOR
SHORELINE STUDENTS**

A RESOLUTION of the Board of Directors of Shoreline School District #412 on the development, addition, and integration of ethnic studies in the education of the students of Shoreline.

WHEREAS, School Board Policy 0150 on Race and Equity includes our aspiration to “provide respectful and relevant learning environments that leverage diversity and create schools where students, families, community members and employees feel welcomed and supported;” and

WHEREAS our policy further indicated “Race as well as socioeconomic status, gender, sexual orientation, gender identity or expression, and ability must cease to be a predictor of student success;” and...

Ethnic Studies Fellowship Program

To create an intentional and sustainable Ethnic Studies Program P-12, the Ethnic Studies Fellows Program was created. This intensive fellowship focuses on the pedagogy and framework of Ethnic Studies with deep explorations of:

- Black and Latinx Studies
- Asian American, Native Hawaiian, & Pacific Islander Experience on the West Coast
- Indigenous Voices

Total Ethnic Studies Fellows by The Numbers - 2023 (16 additional staff in progress for 2024)

- 34 Preschool and Elementary Educators
- 15 Middle School Educators
- 18 High School Educators
- 13 Instruction Department Educators (TOSAS, Directors, Administrators)

Ethnic Studies: Since Time Immemorial Curric.

Overview

Endorsed by all 29 federally recognized tribes

Three approaches:

- Inquiry-based approach with 5 essential questions
- Place-based approach
- An integrated approach

In consultation and collaboration with our local Tulalip, Snoqualmie, Coast Salish tribes



All K-5 teachers completed training this year and are implementing one grade level target lesson by the end of the 2023-24 school year and all lessons next.

Anti-Racism Resolution

**Shoreline School District #412
King County, Washington**

RESOLUTION 2021-7

**SUPPORT FOR IMPLEMENTATION OF ANTI-RACISM
FOR SHORELINE STAFF and STUDENTS**

A RESOLUTION of the Board of Directors of Shoreline School District #412 on becoming an anti-racist organization and the implementation of anti-racist practices and accountability in the experience of staff and students of Shoreline.

WHEREAS, the mission of the Shoreline School District is to provide a collaborative learning community which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens; and

WHEREAS, our Instructional Strategic Plan indicates that respect, empathy and collaboration are at the core of community and diversity makes our community stronger; and

Race and Equity Professional Development

101

Building the Equity Foundation
(Awareness & Knowledge)

201

Culturally Responsive Practices
and Explorations of
Race/Racism

(Knowledge & Skills)

301

Anti Racism in Action
(Skills & Application)

Student R&E 101

Building the Equity Foundation
(Awareness & Knowledge)

**Anti Racist Leadership
Cadre**

Racial equity coaching calls for partners to engage a process of gracious, compassionate, and sincere racial self-reflection.

**Racial Healing Circle
Training**

Healing racism is the only way to restore us to our full humanity. We cannot be truly liberated until we confront racism head-on.

Equitable Family Engagement

- Black Voices and Pride Book Fairs (Feb and June 2023)
- Black and Brown Town Hall (April 2023)
- Co-Design with families happening in multiple schools lead by Family Advocate (family forums, celebration of culture events at various schools, etc.)
- Collaboration with PTA Council for Right to Read Film Viewing in Fall 2023
- LGBTQIA2S+ and Allies Potluck (June 2023)
- Washington Alliance for Better Schools Collaboration and Professional Training

*Through family-centered trainings, events, and collective learning opportunities, over **2000** families were engaged*

Reflection

With a partner, share one thing that you learned or that surprised you from the information just shared.



District Department Reports

Note-Taking Sheet

As we share information about the district this evening, please continue to use the worksheet provided to take notes that we will use during future breakout group time.

Shoreline Strategic Planning Note Sheet		Your Name:
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Instruction	<input type="checkbox"/> <i>Academically Successful</i> <input type="checkbox"/> <i>Literate</i> <input type="checkbox"/> <i>Prepared for Post-Secondary Opportunities</i> <input type="checkbox"/> <i>Demonstrate Positive</i>	<input type="checkbox"/> <i>Lifelong Learners</i> <input type="checkbox"/> <i>Multilingual</i> <input type="checkbox"/> <i>Experience Belonging</i> <input type="checkbox"/> <i>Have Families Who are Engaged by their Schools</i>

Instruction

The Instruction Department provides leadership, guidance and support for standards-based teaching, curriculum and assessment in district schools, to support student learning, increase student engagement, and close achievement and opportunity gaps.

Department Initiatives and Areas of Responsibility:

Curriculum Support and Adoption <ul style="list-style-type: none">• Annual Materials Orders• Adoptions• Guidance & Access• <i>Ethnic Studies Curriculum</i>• Instructional Materials Committee• Program Alignment and Coherence Committee• State and national compliance	Professional Learning <ul style="list-style-type: none">• <i>Literacy Instruction</i>• <i>Teacher Evaluation</i>• Paraeducator Certificate• Opt-In Training• <i>Since Time Immemorial</i>• Clock Hours	Assessment (local, state, national) <ul style="list-style-type: none">• Assessment Calendar• Assessment Support• Data Reporting (local and state)
School Improvement Plans	Multi-Tiered System of Support & Inclusionary Practices	Shoreline Virtual Learning

Student Services

The Student Services Department provides leadership to ensure students receive student services, including special education, 504 services, health services, and counseling services. The Shoreline School District's vision of special education is to provide high-quality, individualized, equitable, inclusive education to all students. All students will learn the academic and work-life skills to achieve student-centered post-secondary success.

Department Initiatives and Areas of Responsibility:

Student Services - Responsibilities

- Elementary and Secondary Counselors
- Social Emotional Learning
- *Health Services - Nurses*
- 504
- *Threat Assessment*
- *PBIS*
- *MKV, Foster and Homeless Youth*
- *PTSA- Shoreline Mental Health Committee*

Special Education Services - Responsibilities

- IDEA - Compliance
- *Special Education Implementation*
- *ESA- OT, PT, Psychologists, TVI, DHH, O & M*
- Prek Special Education Services
- ChildFind
- Special Education Staffing
- Special Education PTSA

Student Services - Initiatives

- MTSS
- Community Health Org/Ryther Partnerships

Special Education Services- Initiatives

- MTSS
- Inclusion - Implementation of Guiding Principles

Categorical Programs and Academic Support

The Categorical Programs and Academic Support Department provides leadership to ensure success for students receiving academic interventions, services to help students acquire English language proficiency, Highly Capable services, and services designed to help mitigate the effects of poverty on student learning and success in school.

Department Initiatives and Areas of Responsibility:

Categorical Support Programs <ul style="list-style-type: none">• Title I; Equitable Services to Private Schools• Learning Assistance Program (LAP)• <i>Early literacy screening and services (K-2)</i>• Advancement Via Individual Determination (AVID)• <i>Title III- Support for Eligible Native American Students</i>• <i>Title VI- Indian Education (plan to apply for 2024-25)</i>• <i>Summer School</i>	Programs for Multilingual Students and Families <ul style="list-style-type: none">• Multilingual Learner (MLL) program• <i>Dual Language (DL) program</i>• <i>Language Access - Interpretation and Translation</i>• Afghan Refugee Grant• Title III - Support / Professional Learning around MLLs• Seal of Biliteracy
Highly Capable Program <ul style="list-style-type: none">• Equitable Identification for Eligibility• K-12 Services in English Language Arts and Math	Professional Learning <ul style="list-style-type: none">• New Certificated Employee Orientation• <i>Guided Language Acquisition Design (GLAD)</i>

Technology

The Technology Department provides leadership, guidance and support for the use of instructional technology in classrooms; and enterprise technology to support district operations.

Department Initiatives and Areas of Responsibility:

<p>Network Services</p> <ul style="list-style-type: none"> • Network Infrastructure (wired and wireless) • Network Filtering and Security • Telecommunications <p>2023-24 Department Initiatives</p> <ul style="list-style-type: none"> • Cyber security upgrades • Consolidation of central office shared drive structure (improved data security and efficiency) 	<p>Technology support (hardware and services)</p> <ul style="list-style-type: none"> • Manage student and staff computers and classroom audio visual equipment <p>2023-24 Department Initiatives</p> <ul style="list-style-type: none"> • Middle School student computer replacement • Staff computer replacement (non-certificated) • Elementary visual display replacement pilot 	<p>Instructional Technology (professional development and program support)</p> <ul style="list-style-type: none"> • Support teacher use of core instructional technology tools • Develop support materials for staff use of technology • Support Assistive technology needs <p>2023-24 Department Initiatives</p> <ul style="list-style-type: none"> • Development and rollout of new district website • AI initiatives including Teacher Leader Cohort focusing on generative AI in the classroom
<p>Student Information System (SIS)</p> <ul style="list-style-type: none"> • Day to day management of SIS • Support district registrars • Run reports and data mining 	<p>Library Support</p> <ul style="list-style-type: none"> • Support for Library circulation system • Support for district librarians • Facilitate district librarian meetings 	<p>Security, Camera, and Entry Control</p> <ul style="list-style-type: none"> • Design, implement, and manage backend support and integration for district entry security and intrusion detection systems • Manage district emergency radio system

Human Resources

The Human Resources (HR) Department develops and executes the processes, policies and programs used by the district to recruit, hire and retain highly effective personnel. The department ensures positive and collaborative employee and labor relations and effective HR operations aligned with district goals and objectives. HR is responsible for certificated, classified and substitute recruitment and hiring, as well as compliance with all legal and contractual matters pertaining to employment.

Department Initiatives and Areas of Responsibility:

Talent Management <ul style="list-style-type: none">Improve hiring process to reduce bias & increase staff diversityRecruitmentHiringRetention	Employee & Labor Relations <ul style="list-style-type: none">Collective Bargaining - 12 associationsLabor/Mgt meetings with all groups	Performance Management <ul style="list-style-type: none">Staff Evaluation ManagementeVAL TrainingCBA-aligned professional development opportunities
Legal Compliance <ul style="list-style-type: none">RCW, OSPI, District and Federal policy alignmentDigital FingerprintingProcess Improvement - Digital record retention & signatures	Staff Compensation & Benefits <ul style="list-style-type: none">SEBB, L&I, LeavesComparison/Survey Analytics	Staff Wellness <ul style="list-style-type: none">Employee Assistance Program (EAP)Intro of Secondary Trauma Policy - Wellness Information

Communications and Family Engagement

The Communications Department engages our communities, including parents, students, staff, and community members. The department provides information through a variety of media to provide all stakeholders the information they need.

Department Initiatives and Areas of Responsibility:

District Communication Platforms <ul style="list-style-type: none">• Website• ParentSquare• Social media• Peachjar (e-flyers)• Publications and mailings (e.g., Flagship, student handbook, postcards, bond/levy info materials)	Communication Support <ul style="list-style-type: none">• Departments• School administrators• School Board• Comms materials for staff use• Community and other inquiries• <i>COVID lead</i>	Events, Observances, Etc. <ul style="list-style-type: none">• District celebrations• Calendared observances (in coordination with equity team)• Community appearances and hosted events (e.g., farmers markets, vaccine clinics)
Emergency Communications and Alerts <ul style="list-style-type: none">• Safety and security• Weather• Other	Staff Communication <ul style="list-style-type: none">• All-staff emails• Staff portal	Emergency Preparedness <ul style="list-style-type: none">• District procedures• Coordination between schools, departments, and systems

Safety and Security

Multiple departments have responsibilities for student and staff safety and security including, Student Services, Human Resources, Facilities, and Transportation

Department Initiatives and Areas of Responsibility:

<p>Preventive and responsive security measures that include all members of school staff in safety efforts</p>	<p>"Positive Behavior Intervention and Support" (PBIS) system to foster positive school climate</p>	<p>24/7/365 Online Safety Tip Line</p>
<p>Training:</p> <ul style="list-style-type: none"> • Required annually, including bullying, harassment, discrimination, health emergencies, and more • Admin threat assessment • Building-led drills • Specialized training for certain roles 	<p>Security and emergency preparedness:</p> <ul style="list-style-type: none"> • Comprehensive emergency prep manual—regularly reviewed and refined • Access control systems—monitored and assessed to inform district standards, improvements, and use to maximize security 	<p>Law enforcement relationships:</p> <ul style="list-style-type: none"> • Regular and intentional two-way communications • Bi-annual site visits to assess safety and security (or with new school admin)
<p>Safe Environments</p> <ul style="list-style-type: none"> • Nondiscrimination • Harassment, Intimidation, and Bullying • Sexual Harassment • Title IX 	<p>Maintaining safe facilities and grounds for staff, students, and visitors</p>	<p>Transportation</p> <ul style="list-style-type: none"> • Driver training • Mobility assistants • Student conduct • Inclement weather

Athletics and Activities

The Athletics Department provides leadership, guidance and support for the important role that athletics and activities play in the development of students.

Department Initiatives and Areas of Responsibility:

Co Curricular Engagement <ul style="list-style-type: none">● WIAA Athletics (MS/HS)● Activities● Clubs● Performance Groups● Theatre/Drama/Music/Debate● Elementary after school programs	Equity In Opportunities For Students <ul style="list-style-type: none">● After school Elementary enrichment activities● Offer some non-cut athletic programs at both middle and high schools● Financial accessibility as needed (WA. House Bill 1660)	Maintain Current Athletic Facilities <ul style="list-style-type: none">● Four modern secondary gymnasiums (aux gym, fitness center, weight room, classrooms, storage)● Five all-weather track and field facilities (includes SL Stadium)● Five Synthetic Turf FB/SO Fields● Six Synthetic Turf BA/SB Fields● Two elementary Synthetic Turf fields (RC, EL) with CK8, BC in next year.
Coach/Advisor Hiring, Evaluation, Professional Development <ul style="list-style-type: none">● Work with HR for hiring process● Assist Coaches with required trainings (WIAA) and in-service opportunities (Shoreline/WESCO)● Evaluation of coaches per SAAA requirements		

Give One, Get One

Task:

1. With 1-3 people at your table, or in the room, share one highlight/important item from your notes.
2. *You can record ideas from others on your note page as appropriate.*



Strategic Planning Survey

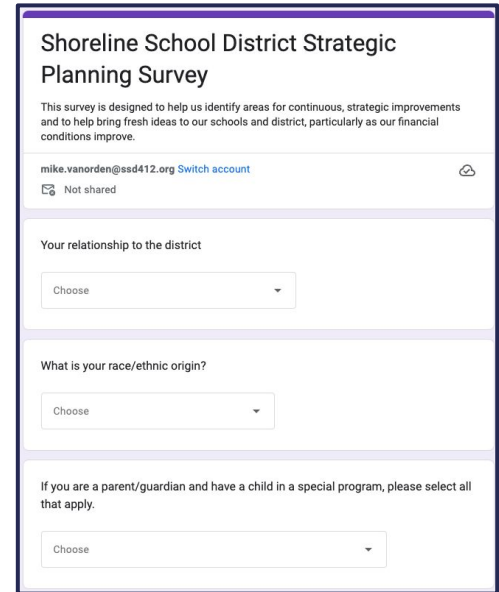
Strategic Planning: Community Survey

We will be conducting a strategic planning survey later in February to gather information to inform our efforts.

The survey is currently divided into four sections:

- Responder Information
- Strengths and Opportunities
- Prioritizing Aspirations
- Open-ended response

We are also planning for additional ways to engage our community (families, staff, students, community members).



The screenshot shows a web-based survey form titled "Shoreline School District Strategic Planning Survey". The form includes a header with the title and a brief description: "This survey is designed to help us identify areas for continuous, strategic improvements and to help bring fresh ideas to our schools and district, particularly as our financial conditions improve." Below the header, there is a user profile section for "mike.vanorden@ssd412.org" with a "Switch account" link and a "Not shared" status. The main content area contains three sections, each with a dropdown menu labeled "Choose":
1. "Your relationship to the district"
2. "What is your race/ethnic origin?"
3. "If you are a parent/guardian and have a child in a special program, please select all that apply."

Strategic Planning: Community Survey

Task:

1. Individually take a few minutes to review the [survey](#).
2. Select one of the following groups to join. Facilitators will provide further instructions.

Group	Focus Area	Group Task	Facilitator
Group 1	Survey Part II: Strengths & Areas for Growth Survey Items	Recommend: a. Edits to existing questions (incl. deletions) b. Additional questions	Brian (Shoreline Room)
Group 2	Survey Part III: Prioritizing Aspirations Survey Items	Recommend: a. Edits to existing aspirations (incl. deletions) b. Additional aspirations	Trish (Shoreline Room)
Group 3	Overall Survey Design	Recommend adjustments to survey format, sections, content, sequence, etc.	Mike & Rachel (Spartan Room)
Group 4	Community Engagement	Identify additional strategies to engage as many families, staff, students, and community as possible	Ellen (Highlander Room)

Strategic Planning: Community Survey

Task Groups 1 and 2:

1. Individually, take a few more minutes to review your survey section for potential edits.
2. In groups of 2-3 record edits (including potential additions or deletions). You may also want to provide additional details to the introduction or instructions. **Note edits directly on the green paper copy of the survey to be turned in at the end of the meeting.**
3. Each group will have a few minutes to share their recommendations.

Shoreline School District Strategic Planning Survey

This year, we have formed a Strategic Planning Committee to advise the superintendent and Board on priorities and accompanying development of a 2-year strategic plan. Identify areas for continuous, strategic improvement fresh ideas to our schools and district, just

Part 1: Demographic Information

Check all that apply.

Your relationship to the district (check all that apply):

- Classified Staff Member
- Community Member
- District Administrator
- Parent/Family
- School Administrator
- Student
- Teacher or Other Certificated Staff
- Other:

Your race/ethnic origin:

- African American/Black
- American Indian/Alaskan Native
- Asian
- Hispanic/Latino
- Native Hawaiian/Other Pacific Islander
- Two or More Races
- White
- Prefer Not to Say
- Other:

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- Native Hawaiian/Other Pacific Islander
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- White
- Prefer Not to Say
- Other:

Strategic Planning: Community Survey

Task Groups 3:

1. Individually, take a few more minutes to review the survey as a whole.
2. We'll discuss the following:
 - a. *Introductory content* - Do we need more, less, other information?
 - b. *Individual Sections*
 - i. Do we need additional questions or a section of questions? If so generally which types of questions are needed?
 - c. *Order of Sections* - Does the order make sense?
 - d. *Readability*
 - i. Does the survey include jargon?
 - ii. Is the language accessible?
 - e. *Survey Window*
 - i. Should we adjust the current Feb. 12 - 22 window?

Shoreline School District Strategic Planning Survey

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Part 1: Demographic Information

Check all that apply.

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- Two or More Races
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- Prefer Not to Say
- Other:

Next Steps

Mid-Late February

- Survey open

February 29

1. Review district data, including survey results
(may move survey review to March 9)
2. Begin to identify strategies and practices.

March 9 (Sat.)

3. Continue to identify and prioritize strategies and practices.
4. Provide feedback on success indicators.

April 18

1. Share draft plan, including indicators with committee

May TBD



Wrap-Up

On the notecard provided, please take a few minutes to respond to one or both of the following prompts:

- I'm eager to learn more about.....
- A question or questions I have is/are.....