

SHORELINE SCHOOL DISTRICT

Strategic Planning

February 29, 2024



Welcome!

We'll begin in a few minutes. Please pick up the handouts at the side of the room, 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. There are also name-tags at the table.



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 #3

Outcome for this evening: To use district data to identify strengths and challenges in relation to each of our goal areas.

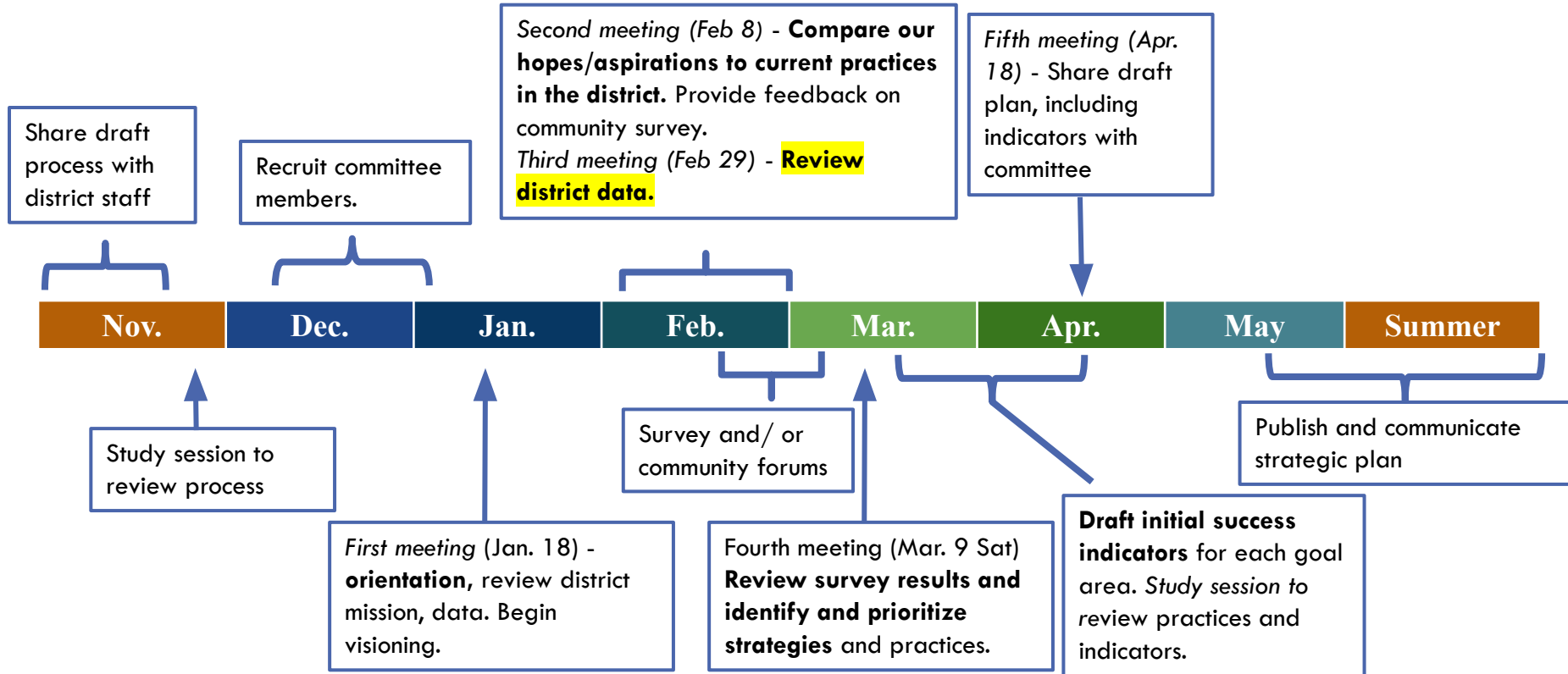
Agenda:

1. Review of Work from Prior Meetings
2. Data Analysis
3. Writing Improvement Statements (if time permits)
4. Wrap-up

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



Work from Prior Meetings

Take a few minutes to review the draft Goal Area Descriptions, Hopes and Aspirations, Q&A, and your notes from last meeting. With a partner or small group at your table, share the 1-2 most important ideas about our work so far for you.

Shoreline Strategic Plan Draft Goal Area Descriptions

Goal Area 1: Successful Students

A successful student possesses and develops a strong set of academic, personal, and interpersonal skills. Such a student is **knowledgeable**, demonstrating a strong grasp of curricular subjects. At the same time, a successful student is a **critical thinker**, capable of analyzing information, solving problems, and making informed decisions. Furthermore, successful students know how to access reliable information to make sound choices, showcasing their ability to navigate the complexities of the modern world and become strong local and **global citizens**. They are **creative** and flexible, recognizing and adapting to diverse situations, and understand that there are multiple paths to success. They demonstrate effective **communication** and literacy skills that will serve them well throughout their lives.

Successful students believe in themselves, fostering confidence and self-assurance through **persistence**. Importantly, they know how to prioritize physical and emotional well-being, demonstrating a holistic approach to personal development. Additionally, a successful student feels a sense of belonging, can **collaborate** effectively with peers, and actively contributes to the learning environment. They possess a desire to serve others, demonstrating **empathy** and a commitment to making a positive impact.

A successful student is willing to learn, displaying a curiosity that fuels continuous **growth**, and remains resilient in the face of challenges.

Yellow highlighted areas from [Instructional Strategic Plan](#) Developed in 2017

Goal Area 2: Safe, Welcoming an Inclusive Schools

A safe, welcoming, and inclusive school environment is characterized by many essential elements. In terms of safety, the school ensures secure facilities, fields, and playgrounds, safe transportation with trained drivers. Schools also instill in students the knowledge of personal safety, including digital safety. Psychological safety is prioritized, fostering an atmosphere where students feel emotionally secure. Students are taught to speak up, and there are safe adults available for support. The school implements anti-bullying measures and safety protocols to maintain a protective environment.

In terms of being welcoming, the school goes beyond recognition; students are known by name and strengths. Visitors are warmly welcomed and acknowledged. Clear systems and routines are in place, providing a structured yet inviting atmosphere. The school encourages students to express their identities while fostering an understanding and appreciation of others. It is easily accessible for both students and families, functioning as a community hub.

Shoreline Strategic Plan Committee Members' Aspirations for Shoreline Students

[\(individual statements can be found here\)](#)

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

DRAFT Envision Shoreline Strategic Planning Committee Questions and Answers February, 2024

Q. How were the goal areas selected?

- A. When selecting goal areas, we reviewed strategic plans from neighboring districts, and worked to identify areas that captured a breadth of services provided by Shoreline Schools. We shared initial areas with our School Board before finalizing.

Q. What is the timeframe for implementing the strategic plan? The start date?

- A. The current plan is to formally "launch" the strategic plan in August of 2024. However, initiatives we identify as part of the plan may have different start dates, timelines, and end dates.

Q. What was the previous strategic plan?

- A. In 2017 we brought together a group to develop a strategic plan for the district. This plan focused on instruction and student learning and was the beginning of an "Instructional Strategic Plan." Initial work was completed by district staff to develop action steps, timelines, and deliverables, and to assign resources to action areas that were part of the plan. Like many areas, work on this plan was

Shoreline Strategic Planning Note Sheet

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

Data and Information Analysis

Data Review Process

Each goal area breakout will have 4-5 data stations. You will form groups of no more than four, with one group for each station.

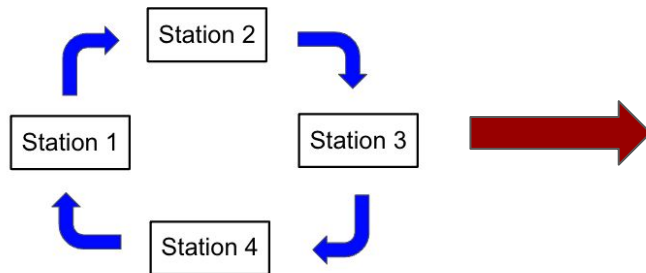
1. Each group should select one of the data stations as a starting point.
2. Members of the group review the data and information at their station individually or with a partner, identifying areas of strength and areas for improvement (10 minutes).
 - There are four copies of each set of data at each station so all participants can have a copy to review.
 - **Please make sure copies are organized and left at the station for the next group.**
 - **Note paper has been provided for you to take from station to station.**

Data Review Process

3. Assign a note-taker who will record narrative observations from individuals or small groups on the poster paper at the station starting with **areas of strength** and then **areas for improvement**. (7-10 minutes)
 - *Narrative statements should be simple and communicate a single idea related to the given characteristic.*
 - *The statements should be short and easy to read.*
 - *Each narrative observation should be able to stand alone. For instance: “From 2020 to 2022, girls scored higher than boys on the math portion of the state assessment.”*
 - *Avoid including interpretation in the statements for example “the new reading program contributed to a 34-point increase in reading scores between 2019 and 2023.”*

Data Review Process

- Each group should visit all the stations, repeating steps 1-3 at each station until they have returned to the station they began with. (Up to 80 minutes to visit all four stations)
- At their initial station, the group should review all the statements that have been recorded and then write a succinct summary that includes what the group sees as initial high priority areas for improvement on the chart paper at the station. (10 minutes)
- Each group presents the group's summary/highlights to the larger goal group. (10 minutes)



Poster Paper

Strengths	Areas for Growth
All groups record here	All groups record here
Summary and Priority Areas	
<i>This section to be completed by group initially assigned to station</i>	

Wrap Up

Strategic Planning: Upcoming Next Steps

- Fourth meeting (Mar. 9 Sat) Review survey results, identify and prioritize strategies and practices. Provide feedback on success indicators.
- Draft initial success indicators for each goal area. Study session to review practices and indicators.
- Fifth meeting (Apr. 11) - Review draft plan, including indicators with committee