

SHORELINE SCHOOL DISTRICT

Budget Advisory Team

Strategic Planning Updates and Feedback

April 8, 2024



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:

[#HonorNativeLand](#)

[Native Land](#)



[Understanding Coast Salish Design](#)

Race & Equity Impact Decision-Making Tool



Race & Equity Impact Decision-Making Tool

The purpose of this tool is to engage everyone involved in Shoreline Schools to learn, think, and address how race and equity impacts choices in instruction, programming, staffing, funding, and policy. All members of the Shoreline Schools community should strive to improve anti-racist practices and equity awareness through all of our activities and choices. We encourage the application of this tool in any decisions that impact students, staff, and families.

A. Pause and examine YOU - Who are you?

- Who is involved in making a decision? (race, gender, class etc.)
- What inherent biases do you bring to the table?

B. Who is affected?

- What dimensions of diversity (race, gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are in the impacted group?
- In which ways is the impacted group involved in the decision-making?

C. What are the impacts?

- How will the decision of this group advance equity in our system?
- What evaluation tools and measures do we need to determine the impacts of our decision?
- What are the potential challenges, structural barriers, or unexpected blind spots?

D. What do you think happened?

- Did you succeed in advancing equity?
 - To what degree?
 - How do you know? (What evaluation tools and measures were used to determine the impacts of our decision?)
- If no, what steps are we taking to ensure equity is still achieved?

Shoreline Strategic Planning

Strategic Plan Purpose

1. Clarity and Direction About our Work as a District
2. Continuous Improvement
3. Adaptation to Change
4. Engagement and Accountability
5. **Efficient and Responsible Resource Allocation**



Strategic Plan Examples

Strategic Plan Example: Issaquah

Students will have access to the resources needed to achieve key academic milestones throughout their ISD journey. These resources will support a range of post-high school education and career opportunities, while decreasing opportunity gaps.

Goal 1: Increase student achievement of meaningful milestones of 3rd grade reading, Algebra 1 and 9th grade on-track to graduation and decrease opportunity gaps.

Over the next three years, ISD leaders and educators will:

- Design and implement Universal Design for Learning and culturally responsive education strategies in all classrooms.
- Design and implement academic interventions for literacy and math at each grade level.
- Examine curriculum and assessment practices to better serve diverse students and address opportunity gaps.

Goal 2: Students will have equitable access to resources and pathways that support individualized post-high school goals.

Over the next three years, ISD leaders and educators will:

- Establish a baseline of offerings at all secondary schools 6-12 and ensure these programs are delivered consistently across all schools.
- Create and communicate unique pathways to graduation that ensure students understand opportunities as aligned to their pathway and post-high school goals.
- Design and implement a system to deliver focused supports to ensure ninth grade students are on track to graduate.

Strategic Plan Example: Edmonds

2

GOAL TWO

THE STAFF

Provide enrichment, training, and professional development for all staff members to create the conditions that empower students to grow, thrive, and achieve each year.

2

GOAL TWO

THE STAFF

Objective 1. Provide professional development to staff members on inclusive, equitable, and culturally affirming practices for students and families from diverse backgrounds (e.g., racial, cultural, linguistic, gender, socioeconomic).

Objective 2. Diversify staff to reflect the diversity of our student population.

Objective 3. Increase staff members' work satisfaction by supporting them in meeting their goals for professional growth and student improvement.

Strategic Plan Example: Bellevue



Goal 5, Family and Community Engagement: Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

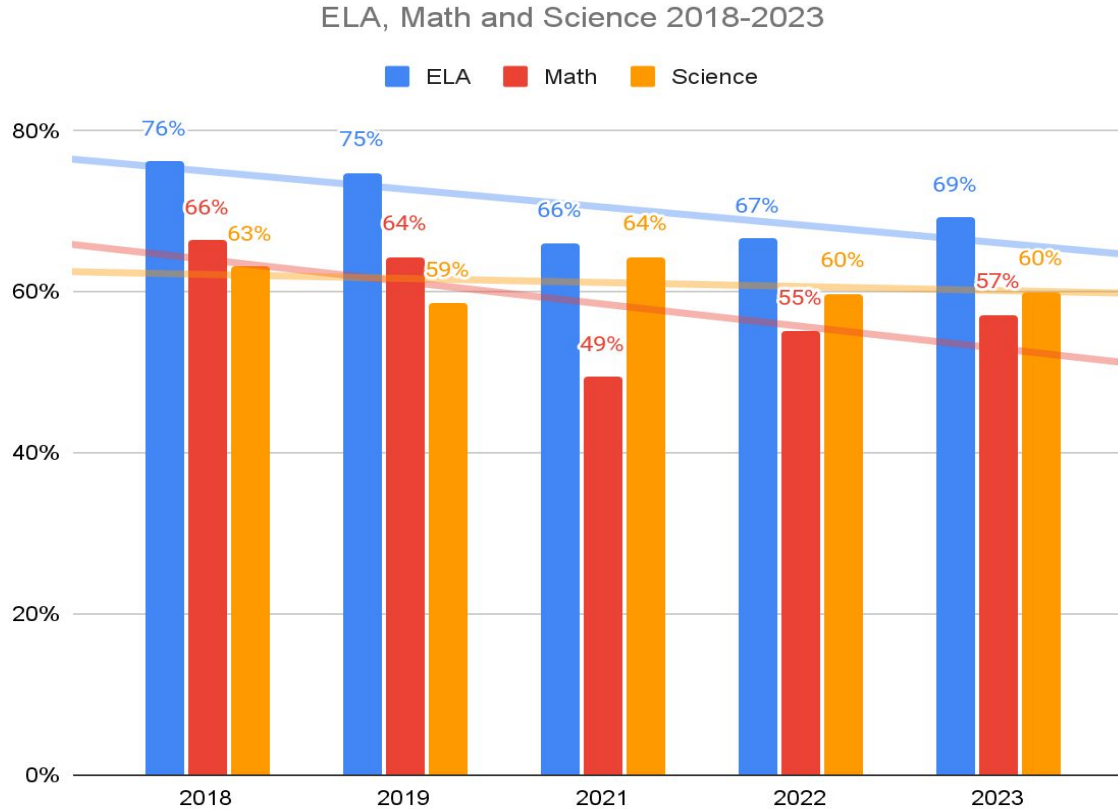
- At least 75% of families report they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey and the gap between All Families and the following subgroups will not exceed 5%: Black, Hispanic, Special Education, English Learners, Low Income (Baseline June 2020)
- 10% increase in central office customer service satisfaction rates. (Baseline June 2020)

We commit to:

- Expand opportunities for parents, local organizations, and members of the community to learn and support our work together.
- Strengthen relationships with parents and families through deeper understanding of their perspectives and needs.
- Focus community partnerships on high-leverage, high-impact strategies.
- Improve two-way communication with families and community partners.
- Match resources and services in the community with identified student needs.

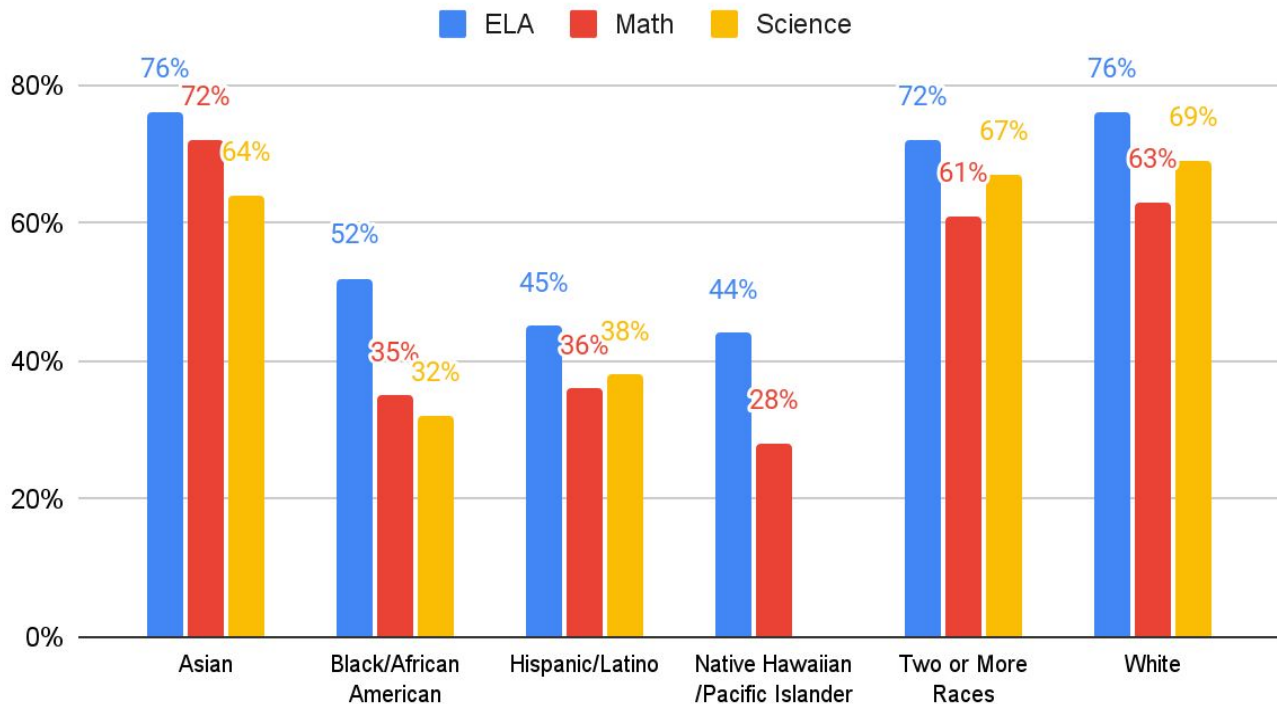
District Snapshot/State of the District

District Snapshot: Student Achievement



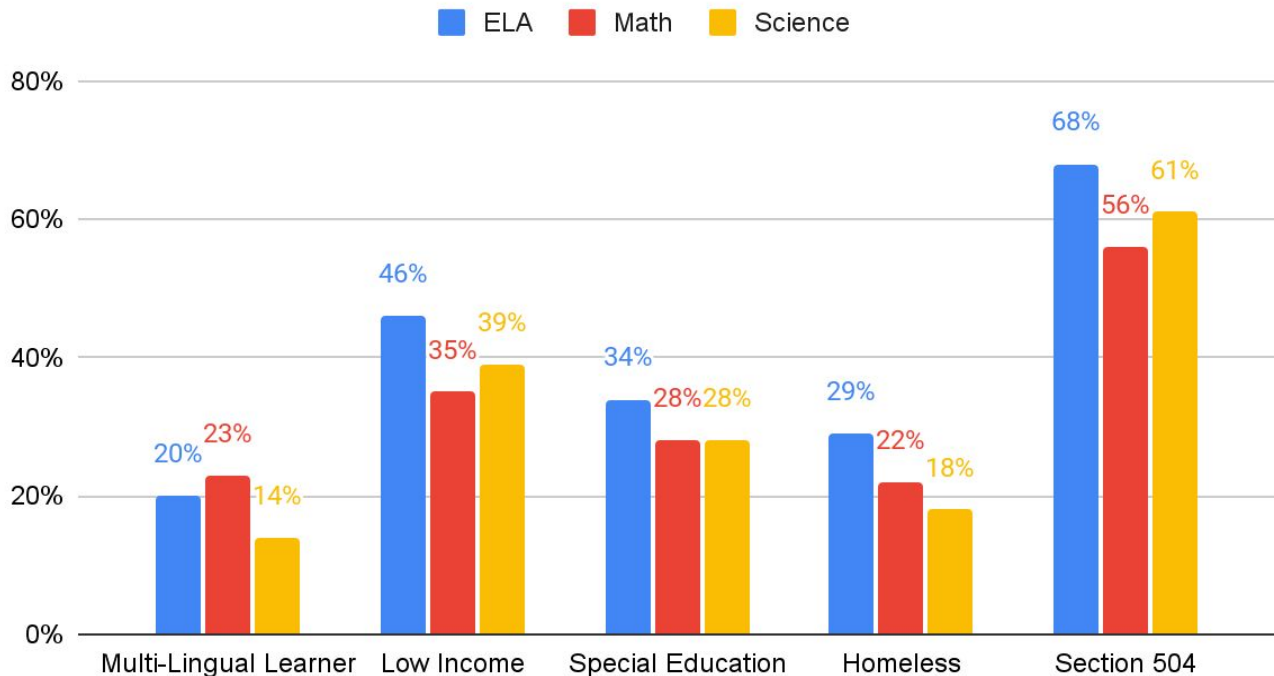
District Snapshot: Student Achievement

ELA, Math and Science Spring 2023

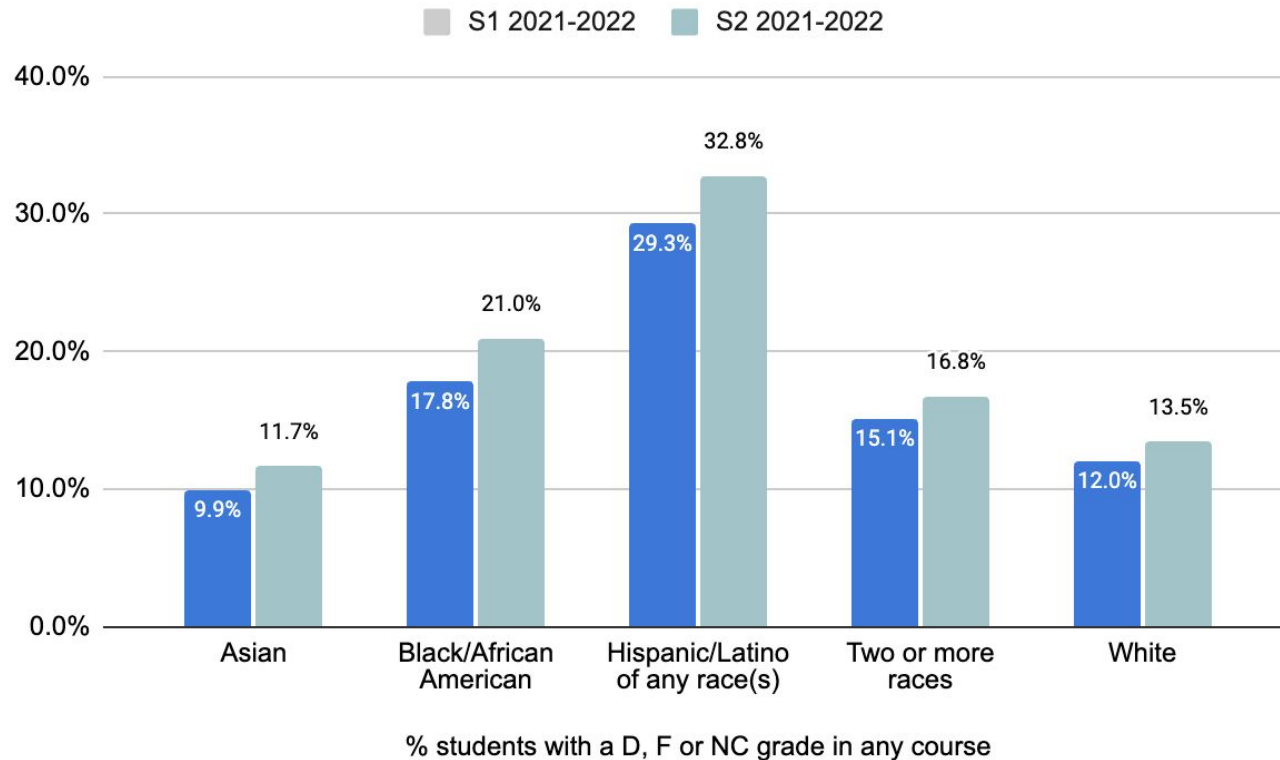


District Snapshot: Student Achievement

ELA, Math and Science Spring 2023



Grades: Percent D's, F's, NC's Example

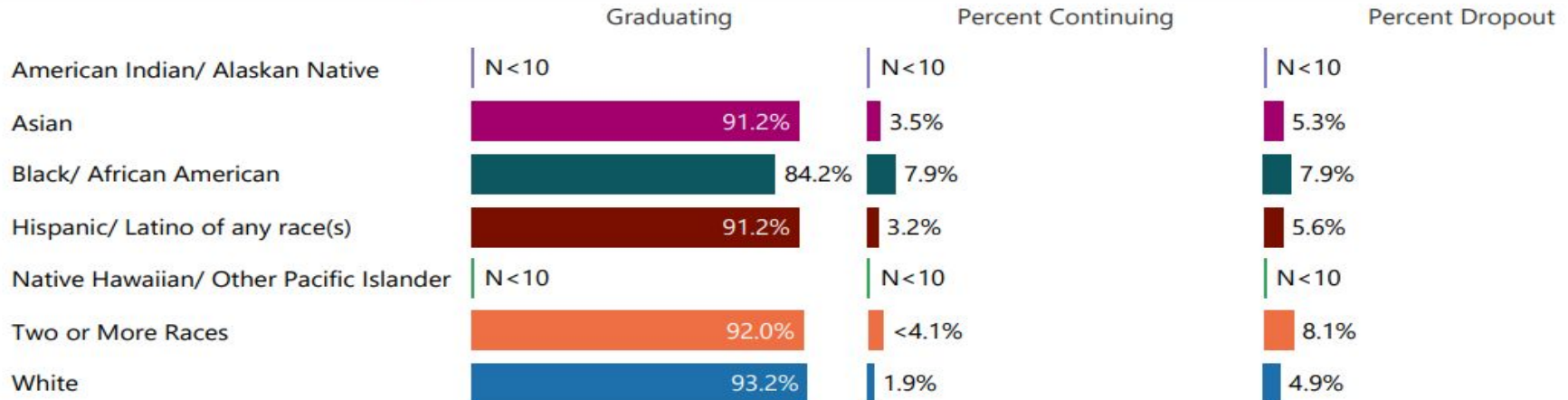


District Snapshot: Graduation Rates

All Students

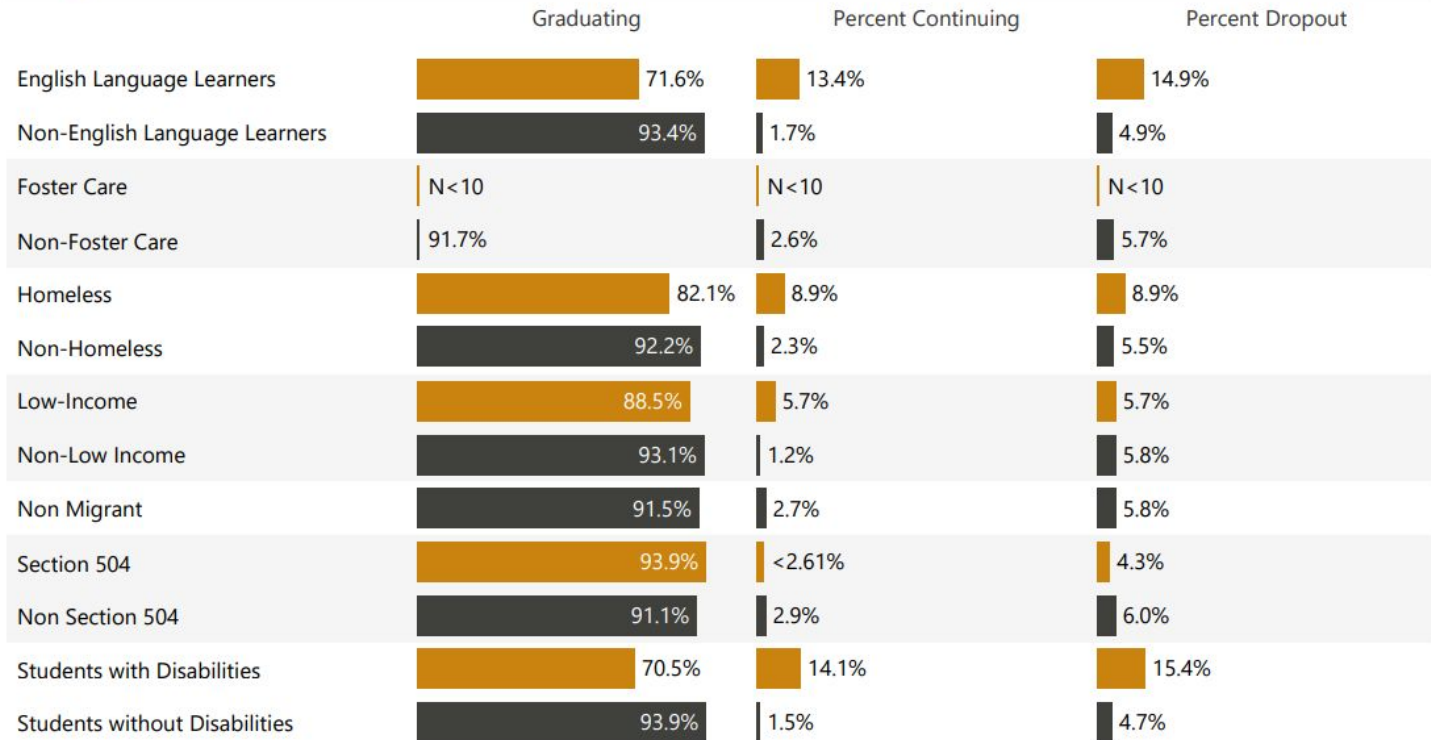


Federal Race/Ethnicity



District Snapshot: Graduation Rates

Program and Characteristic

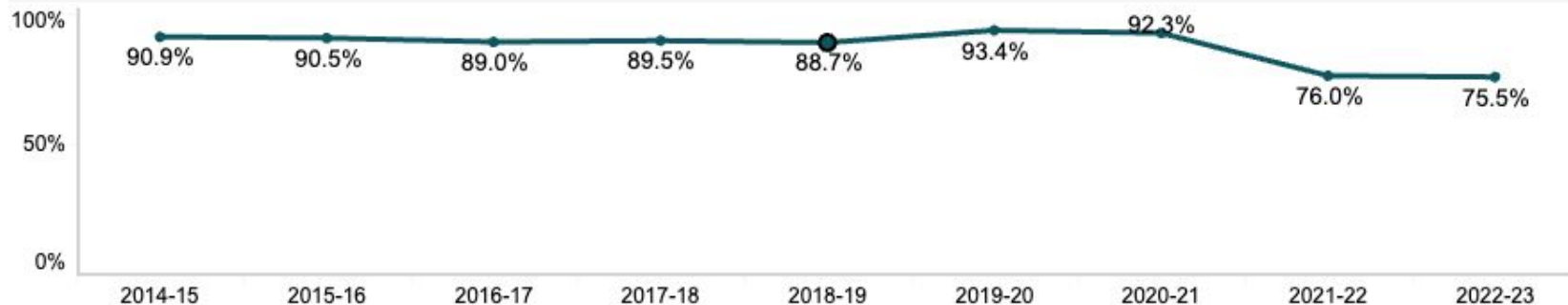


District Snapshot: Student Attendance

What percent of students had fewer than two absences per month, on average, over time?

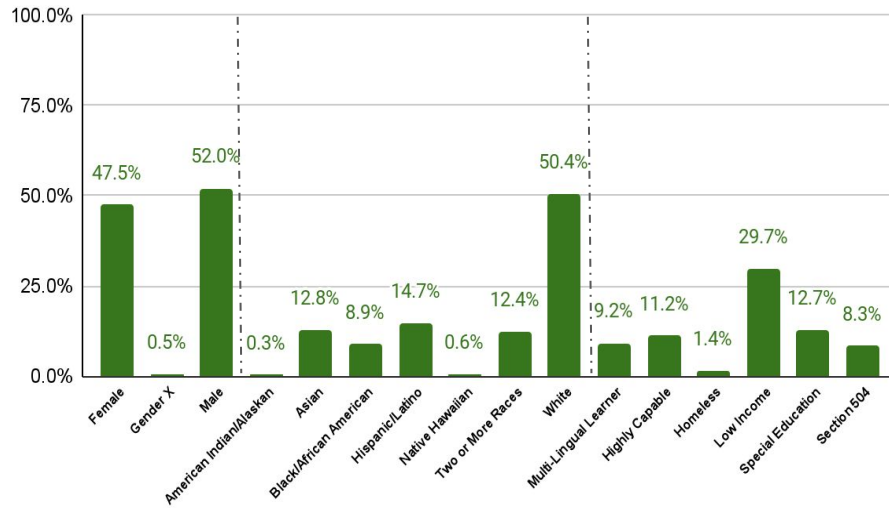
Shoreline School District

All Students

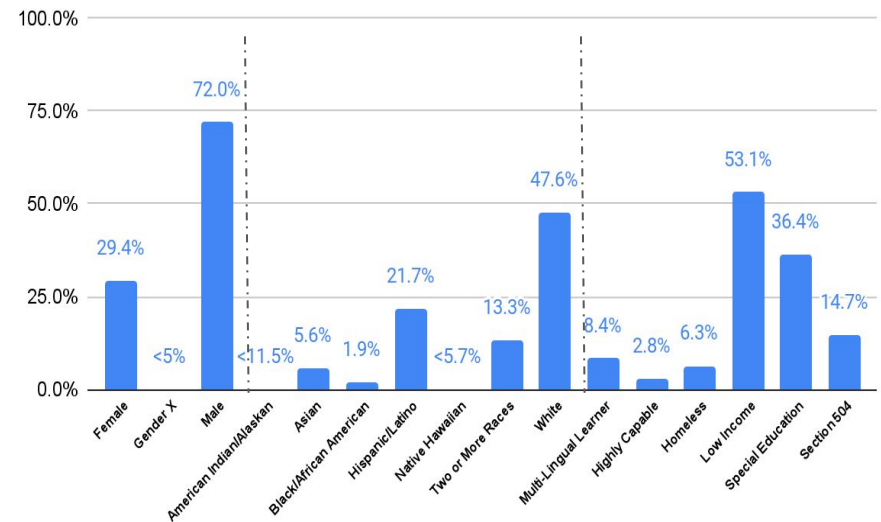


District Snapshot: Exclusionary Discipline

Enrollment (Percent) 21-22

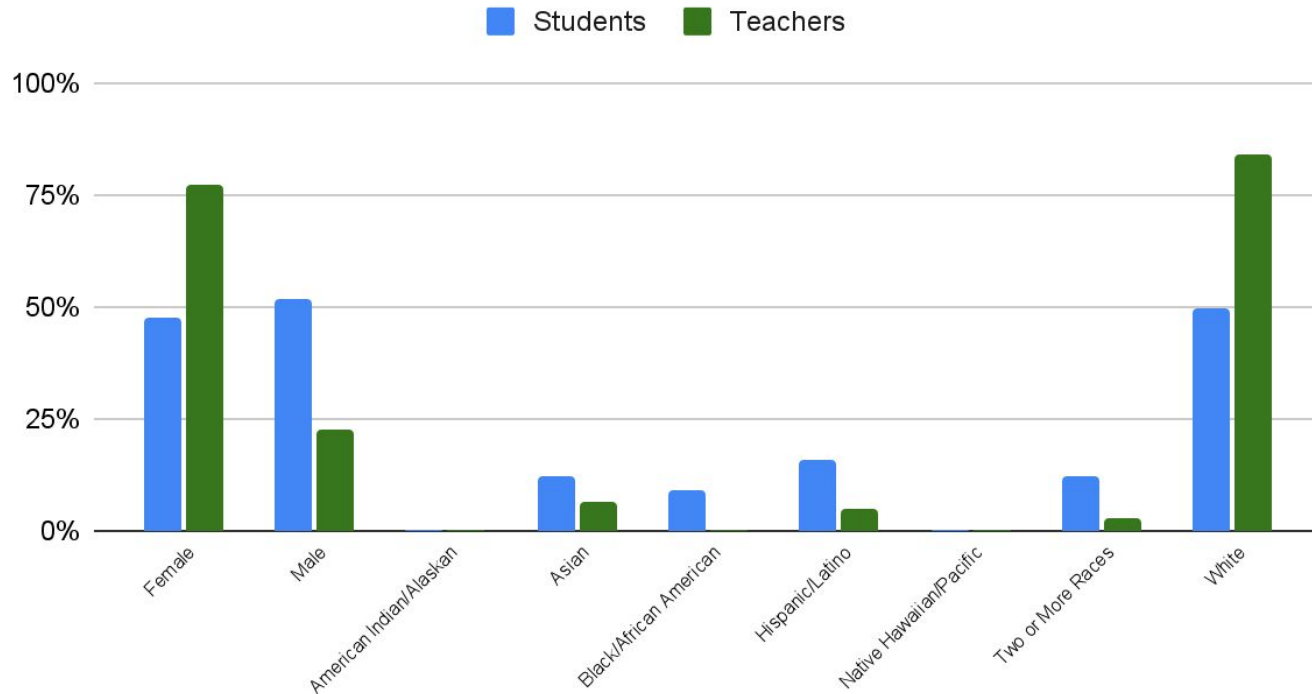


Disciplinary Exclusions (Percent) 21-22



District Snapshot: Demographics

Shoreline Students and Teachers 2023

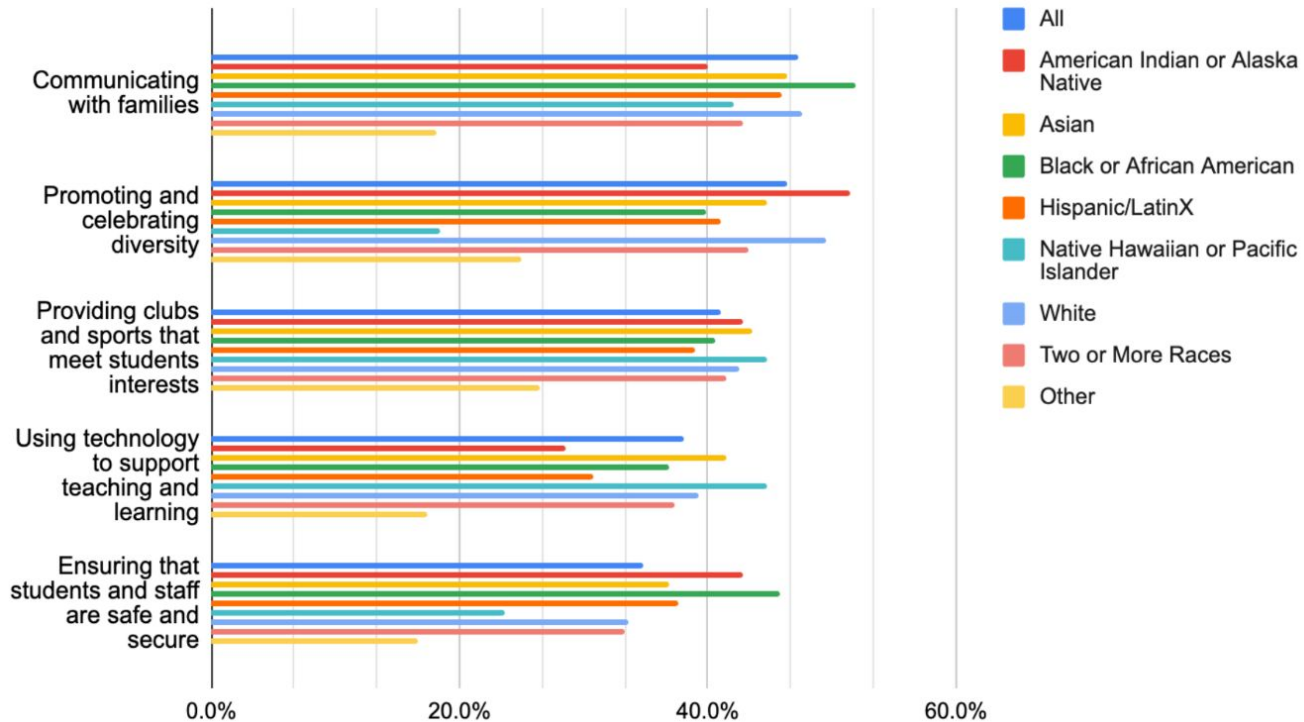


Other Data and Information Considered

- Healthy Youth Survey Data
- Hiring and Retention Data
- Staff and Student Demographics
- District Policies
- Educational Effectiveness Survey Data (from staff, families, students)

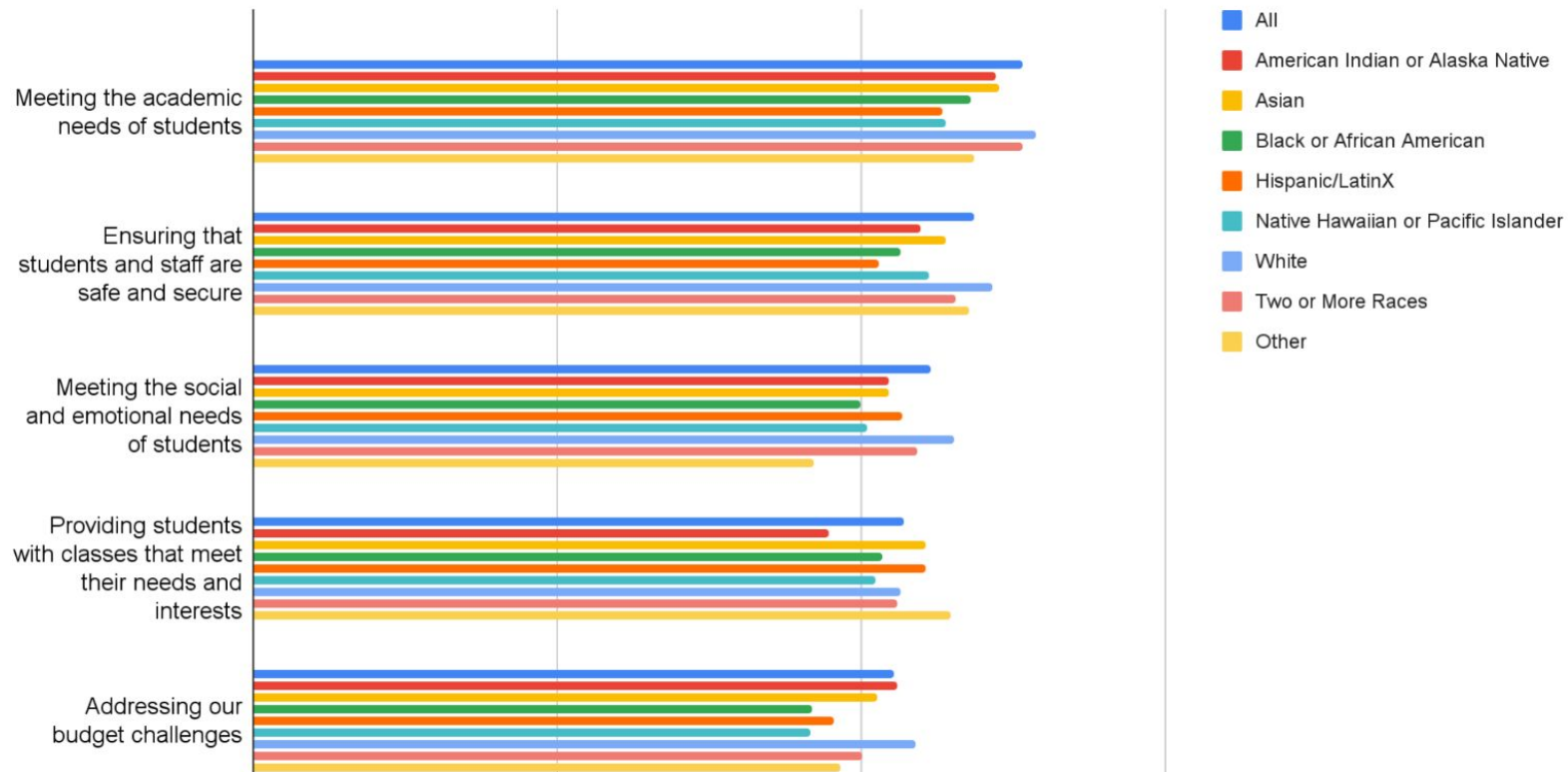
District Snapshot: District Survey

Which Areas Best Describe What Shoreline District is Doing Well
(top five by race and ethnicity)



District Snapshot: District Survey

Areas for Growth Ranked (top 5 by race and ethnicity)



Process to Identify Priorities

Committee Process

Example:

STRENGTHS	AREAS FOR GROWTH
<ul style="list-style-type: none">● <i>Students felt warmly invited into class</i>● <i>Students are aware of their biases</i>● <i>Students indicated teachers expected them to do their best</i>● <i>Student Success is celebrated</i>	<ul style="list-style-type: none">● <i>Families report a lower level of requests for input (58%)</i>● <i>Retaining staff of color</i> ★★● <i>Increasing staff diversity</i> ★● <i>Welcoming families</i>● <i>Staff report a need for training to meet the needs of a diverse population.</i> ★
<p style="text-align: center;">SUMMARY</p> <p><i>Areas of growth to develop a diverse representative workforce.</i> ★</p>	

Committee Process

PRIORITY AREA FOR GROWTH	POTENTIAL ACTIONS
1. <i>Retaining staff of color</i>	<ul style="list-style-type: none">● <i>Engage with staff of color to identify and analyze barriers to retention ✓ ✓ ✓</i>● <i>Survey staff of color to identify and implement supportive factors ✓</i>
2. <i>Increasing staff diversity so that composition of staff more closely mirrors that of our students and community.</i>	<ul style="list-style-type: none">● <i>Increase staff diversity through recruiting efforts, international teacher exchanges, visiting HBCU and other schools of education etc. and measure/display progress.</i>● <i>Create a pipeline for paraeducators to become teachers ✓ ✓</i>
3. <i>Staff report a need for training to meet the needs of diverse populations.</i>	<ul style="list-style-type: none">● <i>Identify specific student needs using guaranteed assessments</i>● <i>Engage with <u>district professional learning committee</u> to identify how and when to provide prof. dev.</i>● <i>Build plans for training into district MTSS work ✓</i>

Committee Process

ENGAGED CARING AND DIVERSE STAFF		
PRIORITY AREA FOR GROWTH	POTENTIAL ACTIONS	PRIORITY
1. <i>Retaining staff of color</i>	<p><i>Meet with and collect information from staff of color about their experience in Shoreline.</i></p> <p><i>Collaboratively develop goals and actions to increase satisfaction and support for staff of color in Shoreline.</i></p>	● ● ●
2. <i>Increasing staff diversity so that composition of staff more closely mirrors that of our students and community.</i>	<p><i>Develop a multi prong-approach to increasing staff diversity in Shoreline to include such potential actions as:</i></p> <ul style="list-style-type: none"> ● <i>International teacher exchanges</i> ● <i>Recruiting at HBCUs and other schools of education</i> ● <i>Creating a pipeline for paraeducators to become teachers</i> ● <i>Identifying and using measures of progress</i> 	● ●

Budget Advisory Team Feedback

Prioritizing Actions for Growth

1. **Assign a note-taker and a “calculator” for your table group**

- *The note-taker will record responses on the note sheets provided & calculator will average and add totals*

2. Take a few minutes to review the numbered actions and rationale for each. Then, as a group **rate each numbered action** using the following scale. (10 min.)

10 = Urgent need for this action --- 0 = Not urgent

3. Next, **assign a relative budget of up to \$100 for the combined 13 items.** You may assign anything from 0\$ to \$100 for any single item, but may not spend more than \$100 total for all 13. (15 min.)

4. **Repeat step 3 with a \$500 budget** (10 min. or as time permits).



Need 10 = Urgent 0 = Not Urgent	Grade Levels	Strategic Plan Area: Successful Students - Actions	Relative Cost	Budget Up to \$100	Budget Up to \$500	Rationale/Key Indicators
	K-5, 8	1. Improve Student Success in Math Teacher training - use of K-5 curriculum and instructional time Academic support for K-5 students who need extra help (intervention curriculum, programs) Academic support for students in middle school Math, (identifying intervention resources, staffing)	\$75			64% of grades 3-5 students are proficient in math 47% of 8th graders are proficient in math
	P-6	2. Improve Student Success in Literacy Teacher training - systematic and explicit phonics instruction, fluency, vocabulary, and comprehension Academic support for students who need extra help in P-5 literacy (intervention curriculum, programs) Academic support for students in 6th grade English Language Arts/Humanities (teacher training, curriculum)	\$50			74% of K-2 students are proficient in literacy 66% of grades 3-5 students are proficient in literacy and English Language Arts 63% of 6th graders are proficient in English Language Arts

Strategic Planning: Upcoming Next Steps

- Draft initial success indicators for each goal area
- Strategic Planning Team meeting (Apr. 11) - Make final recommendation of strategic priorities and actions; and provide feedback on draft indicators
- School Board study session (May 14) to share recommendations from Strategic Planning Team
- Draft plan (June)
- Share final strategic plan (August)