

SHORELINE SCHOOL DISTRICT

# Strategic Planning

April 11, 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 connect with the people at your table and fill out a name-tag.



# 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 #5

**Outcome for this evening:** To review and rate draft strategic actions and provide feedback and input on draft indicators.

## Agenda:

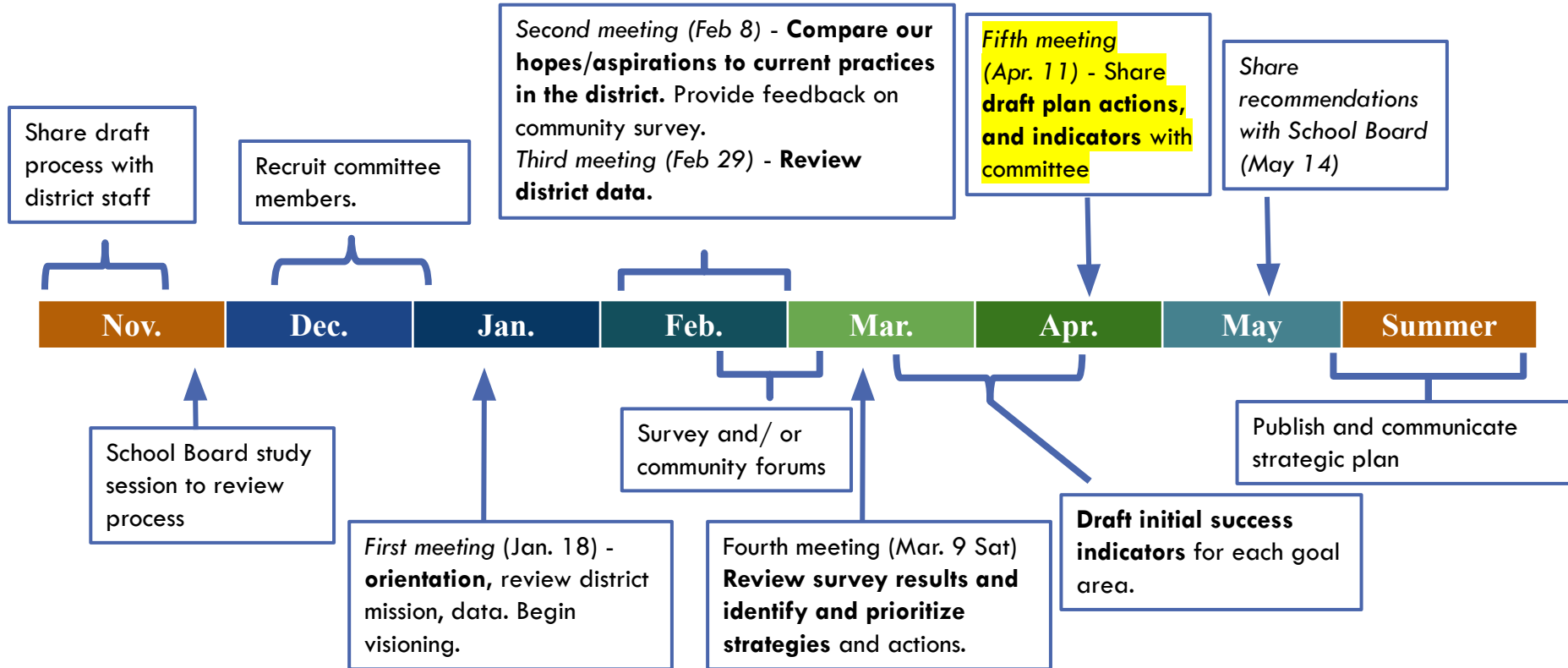
1. Welcome & Review of Our Work to Date
2. Review and Rate Draft, Prioritized [Strategic Actions](#) by Area
3. Provide Feedback and Input for [Draft Indicators](#)
4. Wrap-up

## 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



# Process to Identify Priorities

# Committee Process

Example:

STRENGTHS	AREAS FOR GROWTH
<ul style="list-style-type: none"><li>● <i>Students felt warmly invited into class</i></li><li>● <i>Students are aware of their biases</i></li><li>● <i>Students indicated teachers expected them to do their best</i></li><li>● <i>Student Success is celebrated</i></li></ul>	<ul style="list-style-type: none"><li>● <i>Families report a lower level of requests for input (58%)</i></li><li>● <i>Retaining staff of color</i> ★★</li><li>● <i>Increasing staff diversity</i> ★</li><li>● <i>Welcoming families</i></li><li>● <i>Staff report a need for training to meet the needs of a diverse population.</i> ★</li></ul>
<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"><li>● <i>Engage with staff of color to identify and analyze barriers to retention ✓ ✓ ✓</i></li><li>● <i>Survey staff of color to identify and implement supportive factors ✓</i></li></ul>
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"><li>● <i>Increase staff diversity through recruiting efforts, international teacher exchanges, visiting HBCU and other schools of education etc. and measure/display progress.</i></li><li>● <i>Create a pipeline for paraeducators to become teachers ✓ ✓</i></li></ul>
3. <i>Staff report a need for training to meet the needs of diverse populations.</i>	<ul style="list-style-type: none"><li>● <i>Identify specific student needs using guaranteed assessments</i></li><li>● <i>Engage with <u>district professional learning committee</u> to identify how and when to provide prof. dev.</i></li><li>● <i>Build plans for training into district MTSS work ✓</i></li></ul>

# 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"> <li>● <i>International teacher exchanges</i></li> <li>● <i>Recruiting at HBCUs and other schools of education</i></li> <li>● <i>Creating a pipeline for paraeducators to become teachers</i></li> <li>● <i>Identifying and using measures of progress</i></li> </ul>	● ●

# Committee Process

Successful Students		
Votes	Area	Actions
67 <span style="color: green;">●</span>	Academic Support	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Professional learning in core instruction</li> <li>• Interventions are articulated at the secondary level (integrated or stand-alone)</li> <li>• "Guaranteed and viable core literacy materials</li> <li>• Guaranteed and viable core math materials</li> <li>• Inclusion of ethnic studies and culturally relevant instruction</li> <li>• Provide increased supports for transition years e.g. 8th - 9th grade</li> <li>• Alternative secondary program/school</li> </ul>
53 <span style="color: green;">●</span>	Opportunity gaps in reading and math K-12 <ul style="list-style-type: none"> <li>• Gap in reading for Latino/Hispanic Students and</li> <li>• Gap in math for Black/brown, SpEd, low SES &amp; MLI</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to achievement data with interventions and action plans</li> <li>• Consistently monitor achievement at school, district and classroom level</li> <li>• Regular professional learning for staff in core instruction</li> <li>• Inclusion of Ethnic Studies, culturally responsive teaching, MTSS and UDL in math and literacy instruction</li> </ul>
44 <span style="color: green;">●</span>	Support students with planning and preparing for post-HS pathways with focus on kids earning <3.0	<ul style="list-style-type: none"> <li>• Partner with local colleges to develop pathways K-16</li> <li>• Partner with industry</li> <li>• Strengthen CTE offerings and pathways</li> <li>• More college in the HS/dual credit CTE in all paths</li> <li>• Internship opportunities</li> <li>• Continue computer science for all initiative</li> <li>• Grow automatic entry and free tuition to community colleges</li> </ul>



## Successful Students

Objectives	Strategic Actions
Develop an Inclusive Multi-Tiered System of Support that Integrates Academic and Behavioral Support for Students	<ul style="list-style-type: none"> <li>• Develop a 3-year inclusive MTSS implementation plan</li> <li>• Develop an understanding of MTSS district-wide</li> <li>• Ensure and support MTSS teams in each school that regularly review academic and behavioral data to identify and implement needed instructional support for students.</li> <li>• Assess and monitor the status of MTSS in each school and develop MTSS implementation plans for each school based on this assessment.</li> </ul>
Improve Student Success in Math	<ul style="list-style-type: none"> <li>• Provide training for K-5 teachers and administrators about the most effective use of our core curriculum and instructional time needed to deliver it.</li> <li>• Identify and implement academic interventions for K-5 students who need extra help in math.</li> <li>• Identify and implement support for students in math 3 including additional staffing, curriculum, and intervention.</li> </ul>
Improve Student Success in Literacy	<ul style="list-style-type: none"> <li>• Provide training for K-5 teachers and administrators about explicit phonics instruction, fluency, vocabulary, and comprehension.</li> <li>• Identify and implement academic interventions and related assessments for K-6 students who need extra help in literacy</li> <li>• Evaluate, purchase and support the use of Tier I <b>literacy</b> supplemental curriculum</li> <li>• Identify and implement support for students in 6th grade Humanities/English Language Arts including curriculum, and intervention.</li> </ul>

# District Administrator and Budget Advisory Feedback

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
8.7	K-5, 8	<b>Improve Student Success in Math</b>	\$75	\$16	\$75	64% of grades 3-5 students are proficient in math  47% of 8th graders are proficient 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)				
8.9	P-6	<b>Improve Student Success in Literacy</b>	\$50			
		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)				
8.2	9-12	<b>Support Students Earning Less Than a 3.0 g.p.a. to Prepare Them for Post-Secondary Pathways</b>	\$30			
		Provide targeted professional learning using AVID strategies in grades 8-12				
		Expand partnerships with local colleges, industries and community organizations				
		Offer more college in the high school, dual credit, and CTE offerings				
		Gather student and family input on potential course that could be offered				
Expand access to alternative education pathways including specialized programs and extracurricular activities						

Rating	Strategic Plan Priority Actions: SAFE, WELCOMING, INCLUSIVE SCHOOLS
10	Implement school-wide SEL programs, restorative justice practices, and culturally responsive approaches to addressing safety, bullying and harassment
9	Provide professional learning in the area of social and emotional learning that integrates principles of diversity, equity, & inclusion.
9	Develop a 3-year inclusive MTSS implementation plan
9	Develop and implement Tier II interventions, with data and decision protocols, for behavior
8	Develop an understanding of MTSS district-wide
8	Establish MTSS teams in each school to regularly review literacy, math and behavior data
8	Identify and adopt an evidence-based, and culturally responsive Tier I social and emotional learning (SEL) curriculum
8	Develop partnerships with families and wider community to support basic needs and mental health supports
8	Develop partnerships with community organizations and first responders to ensure safe and secure conditions for students.
8	Increase access to mental health supports with community organizations
7	Identify and develop an anti-bullying initiative that includes restorative justice practices

Rating Scale
10 = Urgent      --      0 = Not Urgent

# Review of Actions and Indicators

# Task 1: Rating Actions for Growth (paper version)

## 1. **Individually** (7-10 minutes)

- Review the feedback from the Budget Advisory Team and administrators.
- **Assign a rating** to each of the areas and accompanying actions using the following scale on the note sheet. *Individuals may want to discuss items with a partner or small group before they individually assign a score.*

Successful Students	Rating
<b>Develop an Inclusive Multi-Tiered System of Support that Integrates Academic and Behavioral Support for Students</b>	
Develop a 3-year inclusive MTSS implementation plan	
Develop an understanding of MTSS district-wide	
Ensure and support MTSS teams in each school that regularly review academic and behavioral data to identify and implement needed instructional support for students.	
Assess and monitor the status of MTSS in each school and develop MTSS implementation plans for each school based on this assessment.	
<b>Improve Student Success in Math</b>	
Provide training for K-5 teachers and administrators about the most effective use of our core curriculum and instructional time needed to deliver it.	
Identify and implement academic interventions for K-5 students who need extra help in math.	
Identify and implement support for students in math 3 including additional staffing, curriculum, and intervention.	



### Ratings Key

3	<b>Critical Priority</b> - begin to address immediately and assign resources to this item
2	<b>Important Priority</b> - address within the net 1-3 years and/or as resources become available
1	<b>Desirable</b> - may address after critical and important priorities, or as there is capacity to do so.

- ## 2. **As a goal area group**, discuss and assign a rating to each of the areas and accompanying actions. You may average the individual ratings for each item or discuss and reach consensus on a rating (30 minutes - approx 2-3 minutes per item)

# Task 1: Rating Actions for Growth (digital version)

## 1. Individually

- Review the feedback from the Budget Advisory Team and administrators.
- Assign a rating to each of the areas and accompanying actions using the ratings scale below on the [electronic scoring page](#). Individuals may want to discuss items with a partner or small group before they individually assign a score on the electronic form. (7-10 minutes)

Successful Students	Avg. Rating	Andrew	Jed
<b>Develop an Inclusive Multi-Tiered System of Support that Integrates Academic and Behavioral Support for Students</b>	#DIV/0!		
Develop a 3-year inclusive MTSS implementation plan	#DIV/0!		
Develop an understanding of MTSS district-wide	#DIV/0!		
Ensure and support MTSS teams in each school that regularly review academic and behavioral data to identify and implement needed instructional support for students.	#DIV/0!		
Assess and monitor the status of MTSS in each school and develop MTSS implementation plans for each school based on this assessment.	#DIV/0!		

### Ratings Scale

3	<b>Critical Priority</b> - begin to address immediately and assign resources to this item
2	<b>Important Priority</b> - address within the net 1-3 years and/or as resources become available
1	<b>Desirable</b> - may address after critical and important priorities, or as there is capacity to do so.



2. **As a goal area group**, review and discuss any averages that the group feels are important. Following the discussion, individuals may change their scores based on what they heard in the discussion.



# Task 1: Rating Actions for Growth (digital version)

[bit.ly/ESScore](https://bit.ly/ESScore)



# Draft Indicators: Review and Feedback

## Indicators in Strategic Planning:

- Offer measurable benchmarks for tracking progress towards strategic goals.
- Enable the identification of successful areas and those needing improvement as plan is implemented.
- Facilitate informed decision-making and efficient (re)allocation of resources.
- Enhance transparency and stakeholder engagement by clearly communicating progress.

## Fidelity and Outcome Indicators:

- ***Fidelity Indicators:***
  - Measure the adherence to the intended actions
  - Focus on the quality and consistency of program implementation.
- ***Outcome Indicators:***
  - Evaluate the effectiveness of a program by measuring results or impacts.
  - Assess changes in knowledge, behavior, or condition attributable to the program.

# Task 2: Provide Feedback About Indicators

## 1. Individually

- **Review the draft indicators.** With a partner or small group, share any take-aways you had from the review. (7-10 minutes)

## 2. In groups of 3-5\* within your goal area group, review each of the fidelity and outcome indicators and provide feedback on a single note sheet as follows (35 minutes):

- No change (Leave indicator as is)
- Modification (Make edits to an existing indicator for clarity. Underline modified language)
- Additions (Add new indicators. Underline new indicator)
- ~~Deletions~~ (Recommend removing this indicator. Use a strikethrough to recommend deletion)
- Additional feedback, e.g. on target performance, can be made in the space provided below each set of indicators

*\*The Successful Students group may need to have one set of groups review fidelity and another set outcome given the number of indicators*

## Successful Students

Objectives	Strategic Actions	Fidelity Indicators
Develop an Inclusive Multi-Tiered System of Support that Integrates Academic and Behavioral Support for Students	<ul style="list-style-type: none"> <li>• Develop a 3-year inclusive MTSS implementation plan</li> <li>• Develop an understanding of MTSS district-wide</li> <li>• Ensure and support MTSS teams in each school that regularly review academic and behavioral data to identify and implement needed instructional support for students.</li> <li>• Assess and monitor the status of MTSS in each school and develop MTSS implementation plans for each school based on this assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Published plan</li> <li>• % of staff survey indicating familiarity with MTSS</li> <li>• % of schools with established MTSS teams</li> <li>• % of schools that have completed MTSS Fidelity Assessment</li> </ul>
Additional Fidelity Indicators and/or Notes		

Focus Area	Outcome Indicators: Successful Students	Current Performance 2023	Target Performance for 2026
Early Literacy	% of kindergarteners at benchmark on DIBELS spring assessment	70%	
	% of first graders at benchmark on DIBELS spring assessment	76%	
	% of second graders at benchmark on DIBELS spring assessment	76%	
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding standard on SBA ELA assessment	67%	
	% of 3rd graders meeting or exceeding standard on SBA Math assessment	67%	

	Successful Students	Safe, Welcoming, and Inclusive Schools	Effective, Caring and Diverse Staff	Engaged Families and Community
Facilitators	Mike VanOrden	Trish Campbell	Treena Sterk	Brian Schultz
	Ellen Kaje		Angela Von Essen	Rachel Belfield
Family/Community	Andrew Peoples	Ananda Scott	Adam Peddicord	Barb Cruz
	Jed Matthew Smith	Christina Jones	David Mitchell	Cindy Pridemore
	Kelli Stickel	Julie Holt	Everton Ashley Drakes	Jennifer Martinez
	Rebecca Chan	Lewis Lea	Kaylea Champion	Josh Rosenau
	Teresa Hoffman	Robin Hill		Lia Chiarelli
Students	Ranie Stroh	Mitchell Ichinkhorloo	Lula Yoseph Teklu	
Certificated Staff	Jenny Breed	Alicia Favreau	Lily Higgins	Ann Hayes Bell
	Nathan Lee	Jen Etter	Rachel Poetzl	Melissa Sargent
	Paul Witzel	Kelly Erdmanczyk	Xandra Peter	Nancy Reisner
	Quinn McLaughlin	Kelsey Graves	Matt Reiman	
	Rachel Trudelle			
Classified Staff	Heather Stroh	Sara Lawton	Lanaya Waldron	Sarah Hinnenkamp
	Jennifer Johnson		Danielle Werner	Tammy Mawell
Administrators	Cristi Camp	Amy Vujovich	Chad Towe	Becca Whitney
	Derek Dalasta	Aram Osterlye	Daniel Natividad	Michelle Carroll
	Jessica Torvik Lee	Eric Caldwell	Maria Serka	Susan Skorjanc
		Nancy Elder		
Location	Shoreline Room	Shoreline Room	Highlander Room	Spartan Room

# Wrap Up

# Strategic Planning: Upcoming Net Steps

- School Board Study Session (May 14) to share recommendations of committee
- Brief (<60 minutes) Strategic Planning Committee meeting (Late May/Early June) to share final plan areas, actions, and indicators and to celebrate our efforts.
- Finalize and publish plan (June-July)
- Share final strategic plan (August)