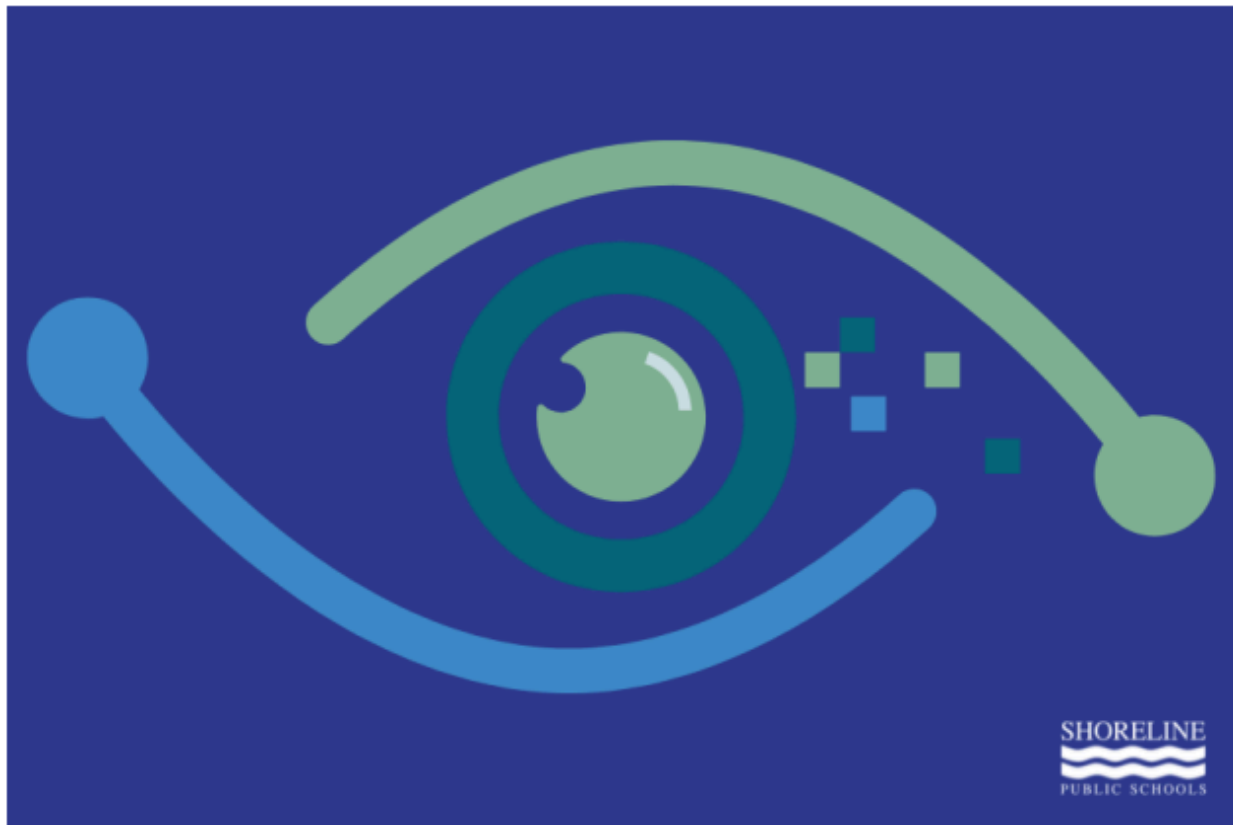


# Shoreline Schools

# Strategic Planning

Executive Summary

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UPDATED JUNE 24, 2024



## Summary

This year, Shoreline School District embarked on the "Envision Shoreline Strategic Planning" process, which involved a diverse coalition of students, staff, families, and community members. The primary goal of the strategic planning process is to create a clear roadmap for the district over the next three years, aligning with its mission to foster a collaborative learning community that equips students with the necessary academic and work-life skills to achieve their potential and become responsible citizens. Our strategic plan outlines broad objectives and goals for improvement. Specific action steps, timelines, and resource allocations will be addressed in subsequent project and action plans.

It's also important to acknowledge the many important qualities, characteristics, and needs of the people in our schools including, people's' ethnicities, religions, special needs, gender identities, guardians, and other non-traditional family supports; the need for physical and emotional security in safe and secure schools; resources such adaptive equipment for students to access school; and the need for adults to empower and validate students to create safe, welcoming and inclusive schools, to name a few. Though each may not be explicitly called out in the information that follows, these qualities, characteristics and needs inform all of the work in our district.

Finally, the process aims to address current budget challenges by guiding resource allocation decisions. This report summarizes the strategic planning efforts conducted from January to April 2024, and recommendations from the Strategic Planning Coalition and Shoreline School Board about priorities and initial actions the district should take over the next three years to improve outcomes for students, families, and staff in Shoreline Schools.



## Acknowledgements

We wish to sincerely thank the following Envision Shoreline Coalition members for the time and contributions to the development of this plan.

### **Family/Community Members**

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### **Students**

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### **Certificated Staff/Teachers**

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### **Administrators**

Dr. Susana Reyes, Brian Schultz, Angela Von Essen, Trish Cambell, Mike VanOrden, Rachel Belfield

### **School Board Members**

Emily Williams, Sara Betnel, Dr. Sarah Cohen, Meghan Jernigan, Sylvia Gill



## Table of Contents

<b>Summary</b>	<b>1</b>
<b>Acknowledgements</b>	<b>2</b>
<b>Shoreline’s Strategic Planning Process</b>	<b>3</b>
<b>Strategic Planning Meeting Summaries</b>	<b>4</b>
<b>Strategic Planning: Aspirations</b>	<b>7</b>
<b>Aspirations for Shoreline Students</b>	<b>7</b>
<b>Strategic Plan Priorities</b>	<b>9</b>
<b>Summary of All Priority Areas</b>	<b>10</b>
<b>Shoreline Strategic Plan Framework</b>	<b>11</b>
<b>Strategic Plan Targets</b>	<b>14</b>
<b>Next Steps</b>	<b>17</b>
<b>Conclusion</b>	<b>18</b>
<b>Appendix A: Strategic Plan Indicators</b>	<b>19</b>
<b>Appendix B: Other Priorities Identified by Strategic Planning Coalition</b>	<b>22</b>

## Shoreline’s Strategic Planning Process

Shoreline’s Strategic Planning Coalition’s charge was to advise the superintendent and Board on priorities, strategies, and indicators for a 2–3-year strategic plan. The coalition was composed of 20 family/community members, 4 students, 16 certificated staff, 7 classified staff, 13 administrators, and 8 central office facilitators. The demographics of the coalition members in relation to the demographics of Shoreline’s student population are included in the table below.

**Coalition Member Demographics and Shoreline Student Demographics**

<i><b>Race/Ethnicity of Coalition Members</b></i>	<b>Members % of Coalition</b>	<b>Shoreline Students % of District Pop.</b>
American Indian or Alaska Native	2%	0.2%
Asian	12%	12%
Black or African American	7%	9%
Hispanic/LatinX of any race	7%	16%
Native Hawaiian or Pacific Islander	2%	1%
White	59%	50%
Two or More Races	11%	3%

Summaries of strategic planning meetings along with presentation materials for each meeting are included on the following pages.

## Strategic Planning Meeting Summaries

**January 18:** We convened our Envision Shoreline: Strategic Planning Coalition for the first meeting of the year. At the meeting, Coalition members learned about our strategic planning process and reviewed data and information about the district. Members then began identifying what we want for students, staff and families in Shoreline.

[Jan. 18 Presentation](#)

**On February 8,** Coalition members learned about current district initiatives and focus areas including the district's:

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

They also heard the following district department reports to learn more about the scope of work and services provided by the district:

- Instruction
- Student Services
- Categorical Programs and Academic Support
- Technology
- Human Resources
- Communications
- Safety and Security
- Athletics and Activities


[February 8 Presentation](#)

**February 29:** Coalition members reviewed disaggregated data and information about the performance of our school district and identified potential areas for improvement.

The data and information included:

- Academic Achievement Data
- Student Grades for Middle and High School
- Graduation Rates and Post-Graduation Data for Shoreline Students
- Discipline Data
- Attendance Data
- Special Education Referrals
- Student, Staff, and Family Survey Data
- Staff and Student Demographics
- District Policies

[February 29 Presentation](#)



**March 9:** Coalition members reviewed the results of a [district strategic planning survey](#) and used these results, together with data and information analyzed at the last meeting, to identify and prioritize areas for growth related to the following four components of our strategic plan.

1. Successful Students
2. Safe, Welcoming, and Inclusive Schools
3. Effective, Caring, and Diverse Staff
4. Engaged Families and Community

Next, Coalition members identified potential actions the district could take to address the areas for growth.

[March 9 Presentation](#)

**April 11:** We convened our Envision Shoreline: Strategic Planning Coalition to review and prioritize potential actions to address needs that were identified in March. Coalition members used feedback collected from our Budget Advisory Team to help with the prioritization process. Members were asked to consider the urgency of the actions and resources necessary to implement them. This input will be used to develop timelines for our plan.

[April 11 Presentation](#)



## Strategic Planning: Aspirations

Early in the strategic planning process, coalition members used district guiding documents that reflected important values and work developed in the Shoreline School District over the past 5-8 years. These guiding resources included Shoreline's

- [Race and Equity Decision Making Tool](#)
- [Ethnic Studies Resolution 2020-12](#)
- [Anti-Racism Resolution 2021-7](#)
- [Instructional Strategic Plan](#)
- [Special Education Vision and Guiding Principles](#)

The resources were used to identify aspirations for Shoreline students and to develop descriptions of four broad goal areas as follows:

### Aspirations for Shoreline Students

Shoreline students are empowered to be successful in a self-determined way which includes developing and possessing a strong set of academic, personal, and interpersonal skills. Shoreline students are:

**1. Academically Successful:**

Students are knowledgeable, demonstrating a strong grasp of a broad range of curricular subjects

**2. Literate:**

Students demonstrate literacy skills that will serve them well throughout their lives, effectively communicating ideas and reading and writing extensively. They also possess important literacy skills in science, math, humanities, technology, health and fitness, the arts, and finance.

**3. 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. Equipped with Positive Personal Attributes:**

Students are critical thinkers capable of analyzing information, solving problems, and making informed decisions using their ability to access and validate reliable information. They are creative and flexible, recognizing and adapting to diverse situations; understanding that there are multiple paths to success.



**5. Equipped with 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.

**6. Growth Oriented, Lifelong Learners:**

Students develop a continuous growth mindset, adaptable to challenges and enthusiastic about acquiring new knowledge.

**7. Global Citizens**

Students make sound choices, enabling them to navigate the complexities of the modern world. They gain proficiency in world languages, fostering global and cultural understanding and communication skills.

**8. Members of Community:**

Students experience and contribute to a supportive community where they are known, valued, and empowered to contribute to a positive classroom and school culture.

**9. Equity-Minded and Advocates for Social Justice:**

Students become advocates for social justice, appreciating diversity, and actively working toward eliminating inequities in their communities.

## Strategic Plan Priorities

In February and March, coalition members reviewed district data and [survey results](#) to identify priorities and initial action steps.

To help us make decisions about when and where to use our limited resources, and to develop timelines for the implementation of priority areas and action steps, we asked groups to help us prioritize areas of need. Our goal was to identify a few areas that our staff and community were indicating are critical areas of need and that would be helpful to address in the short and longer term with resources and time. These groups included our Coalition Members, Budget Advisory Team, District Administrators, and District Staff.

The groups were asked to use the following scale to rate priority areas.

Rating	Description
<b>3 = Critical Priority</b>	Begin to address this area immediately and assign resources, even given our budget challenges
<b>2 = Important Priority</b>	Address within the next 2-3 years and/or as our budget improves
<b>1 = Desirable</b>	May address this area after critical or important priorities, or as there is capacity to do so
<b>0 = Not a priority</b>	Do not address at this time

## Summary of All Priority Areas

The priority areas identified by the Strategic Planning Coalition are included in the table below. Priority areas are grouped based on stakeholder groups' ratings. The areas identified as "critical" form the framework for our strategic plan. While areas identified as "important" and "desirable" are not included in the framework, the district may consider these areas and initial actions should there be capacity in the future. Descriptions of these additional areas can be found in Appendix B.

Critical Priority Areas	Important Priority Areas	Desirable Priority Areas
<ul style="list-style-type: none"> <li>● Develop an Inclusive MTSS (and connect with other priority areas)</li> <li>● Improve Student Success in Literacy</li> <li>● Provide Support for Multilingual Learners</li> <li>● Provide Support for Students' Behavioral, Social and Emotional Needs and Support for Staff to Help Students with Significant Needs</li> </ul>	<ul style="list-style-type: none"> <li>● Improve Student Success in Math</li> <li>● Prepare Students for Postsecondary Opportunity</li> <li>● Provide Staff Training in the Area Inclusive Practices and Universal Design</li> <li>● Increase Staff Diversity</li> <li>● Improve Language Access and Communication</li> <li>● Develop a Family Engagement Framework</li> <li>● Develop Community Partnerships to Support Students' Basic Needs, Including Mental Health</li> </ul>	<ul style="list-style-type: none"> <li>● Expand on Ongoing Efforts Related to Ethnic Studies and Provide Additional Opportunities for Staff to Learn About Ethnic Studies</li> <li>● Develop an Anti-Bullying Initiative</li> <li>● Provide Staff Training in the Area of Family Engagement</li> </ul>

## Shoreline Strategic Plan Framework

Based on the prioritization process used by our stakeholders, we envision our district's strategic, educational approach over the next three years as a structure built on a strong and supportive foundation. This foundation, a "Multi-Tiered System of Supports (MTSS)," upholds two critical pillars: an emphasis on literacy and providing support for students' behavioral, social, and emotional needs. Together, these elements create an integrated framework designed to ensure, over time, that our students are prepared to thrive academically, socially, and emotionally, both during their time in our schools and in their future endeavors.

### The Foundation: Multi-Tiered System of Support

The foundation of Shoreline Schools' Strategic Plan is the district-wide, inclusive Multi-Tiered System of Supports (MTSS). This framework delivers targeted support to all students, ensuring they receive the necessary assistance to succeed academically and behaviorally. MTSS integrates data-driven decision-making and evidence-based interventions, creating a consistent and equitable approach across the district. It allows for timely interventions to enhance literacy, academic, and social-emotional outcomes while addressing disparities, such as the lower percentage of some groups receiving passing grades and/or graduating on time. MTSS supports our pillars of literacy and behavioral, social, and emotional learning, fostering a holistic approach to student success and creating more inclusive learning communities. This ultimately enables students to graduate ready for future opportunities.

#### Initial Action Steps: MTSS

- Develop a 3-year, inclusive MTSS implementation plan that integrates existing academics and behavior instruction and support under a single framework and continue to build upon an understanding of inclusive MTSS district-wide.
- Support current MTSS teams in each school that regularly review academic data, including grades, state assessments and district assessment, and behavioral data to identify and implement needed instructional support for students.
- At the secondary level, incorporate strategies into school improvement plans to address disparities in grades received by Hispanic/LatinX students, and review intervention programs such as APEX Learning to ensure they are serving students who need additional support to earn credits needed for graduation.
- Assess and monitor the status of MTSS in each school and develop MTSS implementation plans as part of the district's annual school improvement planning.

## Pillar I: Literacy

Building on a foundation of MTSS, the first pillar of Shoreline Schools' Strategic Plan is the goal of ensuring our students are successful by emphasizing literacy. The core elements of literacy—phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language skills, and background knowledge—are essential for developing proficient reading skills. Together, these components enable students to decode text, understand and interpret meaning, and communicate effectively, laying the foundation for academic success and lifelong learning. As of 2023, 68% of Shoreline's 3-10th graders were reading at grade level on the state Smarter Balanced Assessment in English Language Arts, making this a critical priority area, particularly in the early grades as students develop important foundational literacy skills.

Developing a strong foundation in literacy will also benefit our students over time. For example, as of 2023, 67% of Hispanic/Latino students received an A, B, or C in a class, and 84% of Black or African American students, 70% of students with disabilities, and 72% of multilingual learner students graduate in 4 years. By emphasizing evidence-based literacy instruction and curriculum, that also includes strategies for multilingual learners, and principles of Universal Design for Learning, over time we will ensure that students will be better able to comprehend and access a wide range of subjects, from mathematics and science to social studies and the arts throughout their educational career, preparing them for graduation and postsecondary opportunities.

### Initial Action Steps: Literacy

- Provide training for P-12 teachers and administrators about culturally responsive and rigorous content and language development and Guided Language Acquisition Design.
- Provide training for K-5 teachers, classroom paraeducators, and administrators about explicit phonics instruction, fluency, vocabulary, and comprehension.
- Identify and implement academic interventions and related assessments for K-8 students who need extra help in literacy.
- Evaluate, purchase and support the use of K-5 Tier I literacy supplemental curriculum.
- Identify and implement support for students in 6th grade Humanities/English Language Arts and then “scale up” to grades 7 and 8.

## **Pillar II: Behavioral, Social, and Emotional Learning**

The second pillar of Shoreline Schools' Strategic Plan is the goal of ensuring students are successful by emphasizing and providing support for students' behavioral, social, and emotional needs. Addressing these areas is crucial for creating a safe and nurturing learning environment where students can thrive. A review of district data from 2021 and 2022 indicated that up to 18% of our 8th graders reported not feeling safe at school, 75% of students have fewer absences a month, and 29% of 8th graders, 38% of 10th graders, and 36% of 12th graders reported feeling sad or hopeless almost every day for two weeks or more in a row, indicating a critical need for support for our students.

When students receive adequate support in managing their emotions and behaviors, they are better equipped to focus on their academic work, as well as important interactions with their peers. Social and emotional learning (SEL) instruction teaches students vital skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies are foundational for personal development and effective learning.

### **Initial Action Steps: Behavioral, Social, and Emotional Learning**

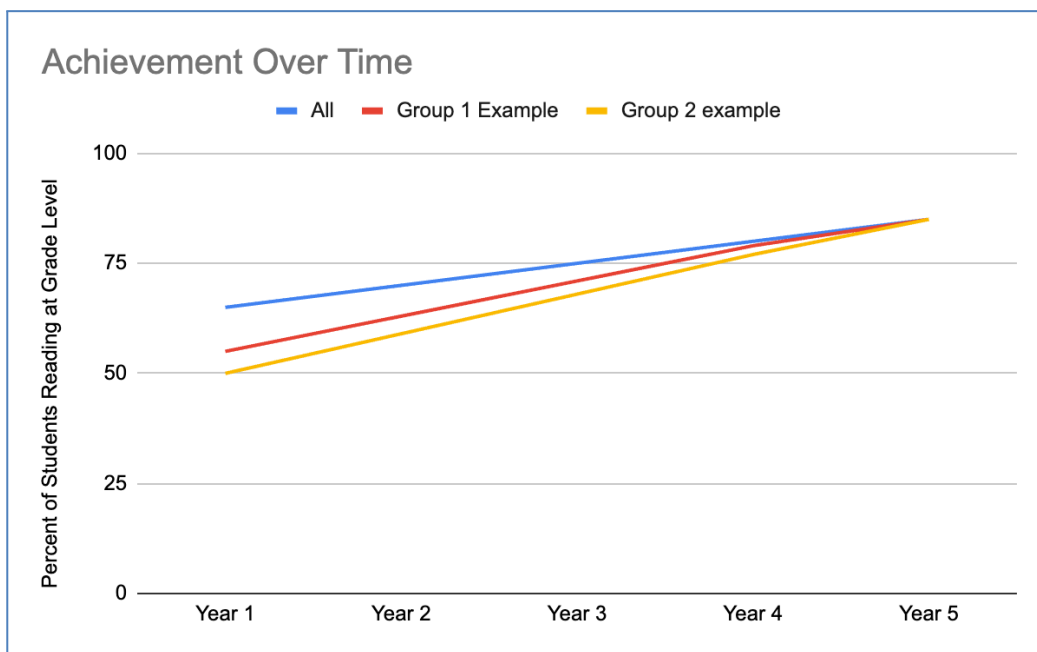
- Provide training for P-12 administrators and teachers about supporting behavior, social and emotional learning; restorative justice and trauma-informed practices.
- Adopt and implement an assessment system to identify students' behavioral, social and emotional needs.
- Identify and implement support and intervention for students who need extra help with social and emotional skills.
- Evaluate evidence-based, culturally responsive, antiracist, social and emotional learning curriculum for adoption when the district budget improves.
- Assign resources to support staff working with students who need additional academic, social and/or emotional support.

Together, three components of our strategic plan framework—MTSS as the foundation, emphasizing literacy, and providing support for behavioral, social, and emotional needs—create a robust and interconnected strategy for student success. By focusing on these areas, Shoreline Schools will ensure that students are better-prepared to graduate and take full advantage of post-secondary opportunities. This integrated approach helps develop resilient, adaptable, and well-rounded individuals who are equipped to navigate both academic challenges and the broader demands of life, ultimately leading to personal and professional success.

## Strategic Plan Targets

To track our progress, we are setting three ambitious targets that include all students, with particular attention to LatinX, Native American/Indigenous, Black and African American students, Multilingual Learner students, students who receive free and reduced price lunch, and students with disabilities. Because each group is starting at a different point in year 1, we will track the progress of each group, as shown in the chart below, comparing each year to the rate of growth needed to achieve our targets. Some students will require more intensive support.

We also know that such growth typically takes more than 2-3 years to accomplish. For that reason, we will need to continue to monitor students' reading performance for more than the time window of this plan.



*Example of how student progress will be monitored over time.*

**Target 1: 85% of Shoreline’s 5th and 8th graders in each of the groups below will read at grade level by the spring of 2029.**

Student Group	3rd Grade Baseline Data*	Current Level of Achievement 5 <sup>th</sup> Grade	Current Level of Achievement 8 <sup>th</sup> Grade
All Students	64.4%	68.7%	73.8%
LatinX Students	34.9%	47.1%	53.2%
Native American/Indigenous Students*	**	**	**
Black and African American Students	52.1%	54.7%	61.4%
Multilingual Learner Students	24.6%	26.06%	14.4%
Students with Disabilities	43.3%	47.8%	35.5%
Students Who Qualify for Free or Reduced Price Lunch	40.0%	43.9%	53.7%

*\*3rd grade data included as a baseline for comparison. Target applies to grades 5 and 8.*

*\*\* Data suppressed due to n size <10.*

**Target 2: 95% of Shoreline’s students in each of the groups below will report that they feel safe and welcome in school by spring of 2029.**

Student Group	Current Percent Elementary School	Current Percent Middle School	Current Percent High School
All Students			
LatinX Students			
Native American/Indigenous Students*			
Black and African American Students			
Multilingual Learner Students			
Students with Disabilities			
Students Who Qualify for Free and Reduced Price Lunch			

Because our last survey administration was in 2021, and was not disaggregated for this item, we will use 2024 data as a baseline.

**Target 3: 95% of Shoreline’s students in each of the groups below will graduate on time by spring of 2029.**

Student Group	Current Performance
All Students	91.5%
LatinX Students	91.2%
Native American/Indigenous Students*	N<10
Black and African American Students	84.2%
Multilingual Learner Students	71.6%
Students with Disabilities	70.5%
Students Who Qualify for Free and Reduced Price Lunch	88.5%

Data for 2023 is included in this table, however for consistency, the district may want to consider using 2024 data as a baseline.

\*Includes students who report “Multiracial” and “Native American” in Cedars.

Additional indicators that we will use to monitor our progress towards these targets are included in Appendix A



## Next Steps

Following a review of the recommended priority areas and initial actions, district staff will begin to develop project plans for each of the priority areas that include initial actions, staff, resources and timelines. In addition, district staff will set targets for each outcome indicator and finalize fidelity indicators. An overview document for our strategic plan will also be developed over the summer to share with our community in August.

In addition, the district will update a number of accountability mechanisms to align with our strategic plan. These include, but may not be limited to:

- School Improvement Plans
- Superintendent and School Board Goals and Evaluation
- Annual Budget - we fund what we prioritize/value
- Our work with our labor partners on shared anti-racism and equity goals



## Conclusion

The Envision Shoreline Strategic Planning process has been a significant collaborative effort, reflecting the commitment of our community to the future of our students. Through the active participation of a diverse coalition, we have identified critical priorities and actionable steps to ensure the success, safety, and well-being of our students, staff, and families. This strategic plan provides a roadmap for the next 2-3 years, addressing immediate needs while laying the groundwork for long-term growth and improvement. As we move forward, the insights and strategies developed during this process will guide our decisions, ensuring that we continue to provide a high-quality, inclusive, and equitable education for all students in the Shoreline School District.



## Appendix A: Strategic Plan Indicators

Following the development and prioritization of strategic plan action items, coalition members reviewed potential indicators to monitor the progress of our plan. Indicators in a school district's strategic plan are important tools to help drive the district's vision and goals forward. They offer a means to measure progress, ensure accountability, and support data-driven decision-making. By providing transparency and guiding resource allocation, these indicators foster a culture of continuous improvement. They play a crucial role in tracking performance and ensuring that the district's strategic initiatives lead to meaningful advancements. Coalition members reviewed two types of indicators, outcome and fidelity.

Outcome indicators measure the results or end products of the strategies and interventions implemented within a school district's strategic plan. They focus on the impact and effectiveness of the initiatives, providing data on whether the strategic goals are being met. Examples of outcome indicators include student achievement scores, graduation rates, college enrollment rates, student attendance rates, and levels of student engagement.

Fidelity indicators measure how accurately and consistently the strategies and interventions are being implemented as intended. They ensure that the planned actions are carried out correctly and with high quality, offering insight into the implementation process. Examples of fidelity indicators include adherence to curriculum guidelines, the frequency and quality of professional development sessions, the implementation of teaching practices as designed, and the extent to which new programs are executed according to the plan.

Recommended outcome indicators can be found in the table below. Indicators listed will include disaggregated results based on race/ethnicity and program participation. Fidelity indicators will be developed and finalized as we develop implementation plans and timelines for each goal area.

## Strategic Plan Indicators

Focus Area	Outcome Indicators	Description
Early Literacy	% of kindergarteners at benchmark on DIBELS spring assessment	These indicators allow us to identify students who need additional literacy support early, and to intervene appropriately. These are helpful to MTSS teams as they intervene throughout the school year. Each assessment is administered in the fall, winter and spring.
	% of first graders at benchmark on DIBELS spring assessment	
	% of second graders at benchmark on DIBELS spring assessment	
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding standard on the state “Smarter Balanced Literacy English Language Arts assessment (SBA) and/or reading at grade level on the 3rd grade iReady assessment.	There is a strong correlation between proficiency in reading by the end of third grade and long-term academic success. Students who read proficiently by this age are more likely to graduate from high school and pursue higher education or vocational training. This is also the first time we administer our state English Language Arts assessment giving us an indication of how our students are performing in relation to their peers throughout the state. iReady gives us information about how students perform in relation to their peers nationally. Together these indicators will give us information that will be helpful to MTSS teams as they identify students needing support as they move through the intermediate grades in elementary school. The SBA is administered in the spring and iReady is administered in the fall, winter and spring.
5th Graders’ Readiness for Middle School	% of 5th graders meeting or exceeding standard on SBA ELA assessment and/or who are at grade level in the iReady Reading Assessment	We know that some students will need additional support even with strong literacy instruction. These indicators will give us information that will be helpful to MTSS teams as they identify students needing support as they move to middle school. The SBA is administered in the spring and iReady is administered in the fall, winter and spring.

8th Graders' Readiness for High School	% of 8th graders meeting or exceeding standard on SBA ELA assessment and/or who are at grade level in the iReady Reading Assessment	Literacy instruction and assessment evolves as students move into higher grades. These indicators will give us information that will be helpful to MTSS teams as they identify students needing support and the types of support needed as they move to high school. The SBA is administered in the spring and iReady is administered in the fall, winter and spring.
K-12 Multilingual Learner Progress	% of multilingual learner students moving up at least one level each year.	The WIDA assessment helps educators identify the language proficiency levels of ELL students, guiding instruction and support to help them succeed academically. It also provides data for monitoring student progress over time and ensuring compliance with federal and state requirements for ELL programs.
High School Students on Track for Graduation	% of students passing English 9 by the end of 9th grade	We anticipate that, as we provide quality literacy instruction and intervention in grades K-8 more students will pass high school courses. These are longer-term indicators that we would expect to see improve over time with quality literacy instruction and a strong MTSS. In the shorter term, this data is collected and monitored at the end of each semester by schools and can be used by MTSS teams to evaluate the quality of programs to support students on their path to graduation such as APEX learning and summer school
	% of 9th graders earning 6 credits	
High School Students Graduating Future Ready	Graduation rate	
	% of students earning dual credit in English	
	% of students earning dual credit in math	
% of graduates enrolling in post-secondary learning within 2 years of graduating		
Student Well-Being	% of students reporting not being bullied	The data for these indicators has been collected through our annual Center for Educational Effectiveness Survey and gives us important information about our efforts to support Behavioral, Social, and Emotional Learning. The survey is administered annually and provides us with longitudinal data that we can use to track progress over time. MTSS/PBIS (Positive Behavior Support and Intervention) teams can use this data to set annual goals for student learning and needed support.
	% of students reporting they feel safe at school	
	% staff reporting consistent enforcement of behavior expectations at school	
	% of students not reporting feeling sad or hopeless almost every day for two weeks or more in a row	

## Appendix B: Other Priorities Identified by Strategic Planning Coalition

Priority Description	Rationale/Key Indicators
<b>Improve Student Success in Math</b>	<ul style="list-style-type: none"> <li>• 64% of grades 3-5 students are proficient in math</li> <li>• 47% of 8th graders are proficient in math</li> </ul>
<b>Initial Action Steps</b>	
<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 classroom-based 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>	

Priority Description	Rationale/Key Indicators
<b>Prepare Students for Postsecondary Opportunities</b>	<ul style="list-style-type: none"> <li>• Students &lt; 3.0 g.p.a. less likely to enter and complete post-secondary education</li> <li>• 92% of Shoreline students graduate in 4 years</li> <li>• 67% of Hispanic/Latino students received an A, B, or C in a class</li> <li>• 84% of Black or African American students graduate within 4 years</li> </ul>
<b>Initial Action Steps</b>	
<ul style="list-style-type: none"> <li>• Develop support for students earning less than a 3.0 g.p.a. that prepares students for post-secondary pathways.</li> <li>• Gather student and family input on potential, rigorous course offerings to meet interests and needs.</li> <li>• Provide targeted professional learning for incorporating AVID strategies in grades 8-12.</li> <li>• Offer more college in the high school, dual credit and CTE offerings.</li> <li>• Expand partnerships with local colleges, industries and community organizations.</li> </ul>	

Priority Description	Rationale/Key Indicators
<b>Improve Students' Access to Core Curriculum and Instruction Through Inclusive Practices, Including Universal Design for Learning, in all Classes</b>	<ul style="list-style-type: none"> <li>70% of students with disabilities graduate in 4 years</li> </ul>

**Initial Action Steps**

- Develop awareness of UDL and inclusive practices district-wide.
- Provide training for P-12 teachers and administrators about inclusive practices and UDL.

Priority Description	Rationale/Key Indicators
<b>Expand on Ongoing Efforts Related to the Integration of Ethnic Studies and Culturally Relevant Content Across the Curriculum</b>	<ul style="list-style-type: none"> <li>Board Resolution 2020-12 calls for implementation of ethnic studies</li> <li>Students ranked providing equitable support and access as a top 10 need</li> </ul>

**Initial Action Steps**

- Provide training for P-12 teachers and administrators about the most effective use of ethnic studies.
- Implement new ethnic studies course offerings at the high school level.
- Identify and/or develop curriculum to support the integration of ethnic studies across the curriculum

Priority Description	Rationale/Key Indicators
<p><b>Develop Community Partnerships to Support Students' Basic Needs, Including Mental Health</b></p>	<ul style="list-style-type: none"> <li>● 31.6% of Shoreline students receive free and reduced-price lunch (up 24% pre-COVID)</li> <li>● 29% of 8th graders, 38% of 10th graders, and 36% of 12th graders reported feeling sad or hopeless almost every day for two weeks or more in a row</li> </ul>
<p><b>Initial Action Steps</b></p>	
<ul style="list-style-type: none"> <li>● Identify organizations that will help fill district needs and communicate those needs.</li> <li>● Develop partnerships with community organizations and first responders to ensure safe and secure conditions in schools.</li> </ul>	

Priority Description	Rationale/Key Indicators
<p><b>Identify and Develop an Anti-Bullying Initiative that Includes Restorative Justice Practices</b></p>	<ul style="list-style-type: none"> <li>● 25% of 6th graders and 26% of 8th graders reported being bullied in school</li> </ul>
<p><b>Initial Action Steps</b></p>	
<ul style="list-style-type: none"> <li>● Adopt an evidence-based, culturally responsive anti-bullying initiative that includes curriculum (and/or ensure anti-bullying lessons are included in social and emotional learning curriculum).</li> <li>● Provide training for P-12 teachers and administrators about anti-bullying curriculum and instruction; restorative justice, and trauma-informed practices.</li> </ul>	

Priority Description	Rationale/Key Indicators
<b>Increase Staff Diversity</b>	<ul style="list-style-type: none"> <li>● More than 50% of the student body in Shoreline is composed of people of color. Approximately 19% of our staff members are people of color.</li> </ul>
<b>Initial Action Steps</b>	
<ul style="list-style-type: none"> <li>● Initiate early recruitment efforts to ensure a diverse pool of highly qualified candidates.</li> <li>● Recruit candidates from programs that serve students from historically marginalized communities.</li> <li>● Build in regular checks with diverse staff. Conduct an annual survey to gauge the needs of staff from marginalized communities, including exit surveys.</li> <li>● Implement measures to mitigate bias in the hiring process through the hiring process, anti-bias training and updated job descriptions.</li> <li>● Offer stipends to multilingual staff proficient in targeted languages to meet student needs.</li> </ul>	

Priority Description	Rationale/Key Indicators
<b>Expand on Ongoing Efforts Related to Opportunities for Staff to Learn About Ethnic Studies</b>	<ul style="list-style-type: none"> <li>● Board Resolution 2020-12 calls for implementation of ethnic studies</li> <li>● Students ranked providing equitable support and access as a top 10 need</li> </ul>
<b>Initial Action Steps</b>	
<ul style="list-style-type: none"> <li>● Provide regular training as an introduction and/or follow up to the District's ongoing Ethnic Studies Fellows program.</li> <li>● Finalize and share a district Ethnic Studies Framework.</li> </ul>	

Priority Description	Rationale/Key Indicators
<b>Improve Language Access and Communication Accessibility for Families</b>	<ul style="list-style-type: none"> <li>● 64 different languages spoken by Shoreline families</li> <li>● 10.6% of Shoreline students are multilingual</li> <li>● 71.6% of multilingual students graduate in 4 years</li> </ul>

**Initial Action Steps**

- Train staff and families in the use of interpretation and translation services available.
- Provide multiple modes of communication.
- Ask families for feedback about communication including frequency and content.

Priority Description	Rationale/Key Indicators
<b>Provide Staff Training about Inclusive, Supportive, and Culturally Responsive Family Engagement Practices</b>	<ul style="list-style-type: none"> <li>● 42% of staff indicated they are sometimes to almost never provided training to meet the needs of a diverse student population.</li> </ul>

**Initial Action Steps**

- Provide multi-modal staff training in inclusive, supportive, and culturally-responsive family engagement practices.

Priority Description	Rationale/Key Indicators
<p><b>Develop and Implement a Comprehensive Family Engagement Framework that Emphasizes Strategies and Practices that are Culturally Responsive and Inclusive of all Families</b></p>	<ul style="list-style-type: none"> <li>● 23% of families indicated that their input on important issues is not sought</li> </ul>
<p><b>Initial Action Steps</b></p>	
<ul style="list-style-type: none"> <li>● Define how family input and feedback will be regularly and systematically gathered.</li> <li>● Include strategies for strengthening relationships with family groups (volunteers, PTAs, boosters, Cafecitos, etc.).</li> <li>● Provide specific opportunities for family participation based on family/school input.</li> <li>● Identify and implement effective strategies for strengthening relationships with family groups (volunteers, PTAs, boosters, Cafecitos, etc.).</li> <li>● Describe how we will foster inclusive opportunities for under-represented groups to contribute to decision-making.</li> </ul>	