

2018-2019 BOARD/SUPERINTENDENT/DISTRICT PRIORITIES

PRIORITY #1: ALL STUDENTS GRADUATE COLLEGE AND CAREER READY 1) Develop and articulate our shared vision for Instruction and Assessment	
Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
A. Instructional Strategic Plan 1. Clear communication throughout organization and community 2. Operationalize Shoreline’s Instructional Strategic Plan <ul style="list-style-type: none"> a. Collaboratively identify district-wide areas of focus b. Collaboratively identify measurable outcomes 	<ul style="list-style-type: none"> • A standard implementation and communication plan that includes explicit steps to inform and engage staff throughout organization and community • Materials and targeted outreach for use with different audiences • Results of survey of staff within the organization
B. Culture of Learning and Growth 1. Operationalize Shoreline’s Instructional Strategic Plan. <ul style="list-style-type: none"> a. Continue to provide building leadership and teachers with resources, tools and professional learning designed to cultivate a culture of learning and growth for staff and students b. Collaboratively create methods, tools, and strategies for measuring progress c. Continue to intentionally and regularly connect all professional learning to the Instructional Strategic Plan 	<ul style="list-style-type: none"> • School and classroom walk-throughs focusing on Culture of Learning and Growth with agendas and/or rubrics used to guide process • Professional Learning Plan for Instructional Coaches, Instructional Specialists, and administrators • Professional Learning Plan for all instructional staff • Community survey and/or focus groups including students, staff, families and administrators
C. Vision for Student Learners 1. Implement Culturally Responsive Practices 2. Define and implement Student Centered Instruction 3. Implement equity focus in Professional Learning Communities (PLCs)	<ul style="list-style-type: none"> • Agendas from TOSAs and Instructional Coaches demonstrate ongoing learning around research based Culturally Responsive Practices • Agendas from District Learning Days where staff will learn about Student Centered Instruction • PLC agendas and Improvement cycle (Plan, Do, Study, Act) documentation
D. Dual Language 1. Continue to develop, implement and monitor the Dual Language program 2. Continue to support Dual Language family engagement, including Dual Language Parent Group that includes Spanish and English-speaking families	<ul style="list-style-type: none"> • Implementation of scope and sequence for K-1 instruction and assessment of literacy in two languages in Dual Language program. • Refinement of Shoreline’s Dual Language Program Guide articulating organizational and structural components of the Dual Language program (including language allocation model, schedules, etc.) • Agendas from Parent Group meetings

2018-2019 BOARD/SUPERINTENDENT/DISTRICT PRIORITIES

PRIORITY #1: ALL STUDENTS GRADUATE COLLEGE AND CAREER READY	
1) Develop and articulate our shared vision for Instruction and Assessment (continued)	
Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
<p>E. Race, Equity and Diversity</p> <ol style="list-style-type: none"> 1. Continue to grow and develop expertise in creating an equitable culture for teaching and learning <ol style="list-style-type: none"> a. Continue to examine district instructional policies and practices affecting student equity b. Articulate a new implementation plan designed to support the Race and Equity Policy c. Provide onsite customized professional learning 2. Train Family Advocates and School Staff Leaders on connection of equitable Family engagement and student outcomes <ol style="list-style-type: none"> a. Implement Family Engagement Academy to strengthen strategies and tools for reaching undeserved families in our district b. Investigate district practices that prohibit all families from engaging 	<ul style="list-style-type: none"> • Race and Equity Policy Implementation Plan • Reduction of achievement gaps based on race/ethnicity in each content area • Increased enrollment in under-represented groups in accelerated programs. • Increased family engagement connected to academics • Creation for authentic family input as it pertains to student success • Continue to develop and employ aligned family engagement “best” strategies
<p>F. Secondary Counseling Program Plan</p> <ol style="list-style-type: none"> 1. Development of Secondary Counseling Program Action Plan based on Program review completed June 2018 	<ul style="list-style-type: none"> • Develop 3-5 year plan of action based on recommendations from the Review with representative group of stakeholders (counselors, administrators, teachers, parents, students, community). Fall 2018-Winter 2019

2018-2019 BOARD/SUPERINTENDENT/DISTRICT PRIORITIES

PRIORITY #1: ALL STUDENTS GRADUATE COLLEGE AND CAREER READY 2) Ensure student equity in learning opportunity and achievement	
Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
<p>A. Inclusive Education</p> <ol style="list-style-type: none"> 1. Implement co-teaching instructional model at preschool, middle school, and high school 2. Develop action plan for addressing LRE (Least Restrictive Environment) disproportionality: increase the provision of special education instruction in the general education environment 	<ul style="list-style-type: none"> • Middle school and high schools offer co-teaching classes (ie. special education + general education teacher) in core content areas with greatest student needs • Preschool instruction delivered in blended/inclusive environments for all students as per our Shoreline Early Learning Pillars • Secondary Co-Teaching Leadership Team meets 3 times yearly to review/refine implementation • LRE disproportionality will be included as a part of the 1/3/5 year action plan developed from the Special Education Program Review committee
<p>B. Tiered Interventions & Supports</p> <ul style="list-style-type: none"> • Implement and sustain an embedded system of tiered interventions for literacy and social/emotional needs at all levels <ol style="list-style-type: none"> 1. Academic Needs <ol style="list-style-type: none"> a. Implement a train the trainer model for elementary Title I/LAP teachers in using the literacy framework b. Pilot Tier 2 and Tier 3 literacy intervention materials at the secondary level. 2. Social/Emotional Needs <ol style="list-style-type: none"> a. Buildings will collect and use data on office referrals and use to inform building Tier 1 interventions b. Consistent implementation of PBIS foundational structures– <ol style="list-style-type: none"> i. Use data systems (SWIS, SSRS-i.e.) to inform intervention and instruction c. Educate and inform staff, students and community on SEL and PBIS best practices d. Intentional teaching and integration SEL and PBIS practices into the instructional core program 	<ol style="list-style-type: none"> 1. Academic Needs <ul style="list-style-type: none"> • Standard implementation of the literacy framework by Title I/LAP teachers • Notes and presentation for training in literacy framework • A plan to address gaps instructional service model 2. Social/Emotional Needs <ul style="list-style-type: none"> • Reduction in number of office referrals • Develop community/agency supports and MOUs to support building teams in meeting student social, emotional, behavioral and mental health needs • Gap Analysis: alignment of SEL skills within current instruction and academic content standards • PBIS Tier 2 & Tier 3 alignment with SEL classroom instruction and practices

2018-2019 BOARD/SUPERINTENDENT/DISTRICT PRIORITIES

PRIORITY #1: ALL STUDENTS GRADUATE COLLEGE AND CAREER READY 2) Ensure student equity in learning opportunity and achievement (continued)	
Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
<p>C. Highly Capable</p> <ol style="list-style-type: none"> 1. Increase access and equity in the Highly Capable program through changes to screening and testing process: <ol style="list-style-type: none"> a. Pilot alternative scoring measures for our ELL students b. Continue to refine use of data from screening in subgroups when inviting students for further Highly Capable testing 2. Provide Instructional Support with new program model <ol style="list-style-type: none"> a. Work to provide teachers a diagnostic tool for understanding Highly Capable students' strengths and challenges in English Language Arts and math. b. Develop vertically aligned scope and sequence for K-6 to support accelerated pathways. c. Provide professional learning focused on meeting the needs of students in the neighborhood schools. 3. Implement recommendations for highly capable programs at the secondary level <ol style="list-style-type: none"> a. An annual "opt in" or "opt out" process b. At the middle school level, students will be grouped in cohorts for ELA and math c. Explore creation of blended/hybrid learning AP Capstone course d. Provide social emotional and instructional training and support to staff 	<ol style="list-style-type: none"> 1. Changes to screening and testing process outcomes: <ul style="list-style-type: none"> • Increase in student participation in screening process among our under-represented groups. • Increase enrollment in under-represented groups in accelerated programs. 2. Instructional support outcomes: <ul style="list-style-type: none"> • Provide teachers a diagnostic tool for understanding Highly Capable students' strengths and challenges in English Language Arts and math. • English Language Arts enrichment prompts and/or tasks provided to teachers in grades 1-6 • Vertical scope and sequence for K-6 accelerated learning pathways 3. Implementation of highly capable program at the secondary level <ul style="list-style-type: none"> • Articulated process for annual notification and collection of student "opt in" or "opt out" of highly capable services • Cluster classes in math and ELA identified • Professional Learning agendas
<p>D. Special Education Comprehensive Program Review</p> <ol style="list-style-type: none"> 1. Perform a systemic analysis of instructional programs and continuum of supports for students. As a part of that analysis we will systemically analyze areas of strength and challenges for the district 	<ul style="list-style-type: none"> • Summative report providing recommendations for a 5-year plan that addresses the identified priorities and gaps. • Develop a 1/3/5 year plan of action based on recommendations from the Review with representative group of stakeholders (teachers, staff, administrators, parents, students, community). Fall 2018-Spring 2019
<p>E. Ensure class of 2021 and beyond graduate college and career ready</p> <ol style="list-style-type: none"> 1. Develop a multifaceted plan to provide all students opportunities to successfully meet new high school graduation requirements 	<ul style="list-style-type: none"> • A collaboratively developed multifaceted plan to address identified gaps • Create a draft vision for career connected learning in our middle and high schools

2018-2019 BOARD/SUPERINTENDENT/DISTRICT PRIORITIES

PRIORITY #1: ALL STUDENTS GRADUATE COLLEGE AND CAREER READY	
3) Implement aligned instructional programs and process for improvement	
Actions for 2018-2019	Outcomes and Indicators for Success 2017-2018
A. Refine the School Improvement process and protocols in order to impact Shoreline students learning and growth <ol style="list-style-type: none"> 1. Pilot a reflection and review process for end of the school year 2. Specifically identify and address learning needs of our culturally and linguistically diverse students 	<ul style="list-style-type: none"> Authentic, responsive and reflective process for driving work done in schools Documentation of the district's review process for developing and revising school improvement plans
B. STEM Learning <ol style="list-style-type: none"> 1. Increase district-wide STEM opportunities for students in order to identify opportunities and under-representation 	<ul style="list-style-type: none"> Increased number of STEM Learning Nights for families Informational communication on STEM opportunities in Shoreline Revised Science Kits demonstrating increased integration of STEM learning at K-6 Articulated vision and plan for equitable K-12 access to Computer Science Education
C. Professional Learning Plan <ol style="list-style-type: none"> 1. Develop and share Professional Learning Plan to include: <ol style="list-style-type: none"> a. System-wide Professional Learning Direction b. Content and grade level specific professional learning c. Personalized Professional Learning Options 	<ul style="list-style-type: none"> Partial Release schedule and agendas Publication of Professional Learning Plan Instruction News publications

2018-2019 BOARD/SUPERINTENDENT/DISTRICT PRIORITIES

PRIORITY #2: MAINTAIN FISCAL SYSTEMS WITH ADEQUATE RESERVES TO ENSURE THE LONG-TERM FINANCIAL STABILITY OF THE DISTRICT, WHILE STRATEGICALLY USING AVAILABLE RESOURCES TO BEST SERVE THE INSTRUCTIONAL NEEDS OF STUDENTS. CONTINUE TO IDENTIFY AND IMPLEMENT OPERATING EFFICIENCIES

1) Manage the District's financial resources in all funds

Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
<ul style="list-style-type: none"> A. Ensure bargaining commitments are sustainable within anticipated state, local, and federal revenues B. Maximize district's eligibility for receiving State's K-3 class size reduction funding C. Develop and maintain a four-year financial plan in alignment with the State's requirements and designed to provide essential financial planning tools for the District D. Develop a capital assets replacement plan 	<ul style="list-style-type: none"> A. Replacement contracts are negotiated with SEA, SESPA, and SCCA (Children's Center) that are fiscally sustainable for the foreseeable revenue projections B. Work aggressively with certificated staffing models and available capacity to implement smaller K-3 class sizes as quickly as possible C. A four-year financial plan has been developed and presented to the Board that maintains balanced budgets and supports the priorities of the District. D. Replacement plans are in place for district capital assets, including vehicles, large equipment.

2) Manage the District's short- and long-term debt

Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
<ul style="list-style-type: none"> A. Sell bonds in Fall 2018 to provide ample funding for construction as needed 	<ul style="list-style-type: none"> A. Bonds are sold in time and with adequate yield to provide the revenue required to pay construction-related costs in a timely manner; debt repayment has been structured to align with the District's goal of maintaining level tax rates to the extent possible.

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3) Continue to improve and maintain efficient and responsive support and operations services

Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
<p>A. Business Services and Payroll</p> <ol style="list-style-type: none"> 1. Meet the State's new requirements for accounting for levy expenditures in the General Fund 2. Establish accounting for the mix of local, state, and federal funded programs in the new Edwin Pratt Early Learning Center. 	<ol style="list-style-type: none"> 1. Accounting systems are established to comply with new state requirements to provide cost accounting for use of local levy proceeds 2. Cost accounting is in place to meet state and federal accounting standards for programs in the EPELC.
<p>B. Food Services and Warehouse</p> <ol style="list-style-type: none"> 1. Provide service to temporary location of Shoreline Children's Center at Shoreline Center 2. Implement new service model at Edwin Pratt Early Learning Center 3. Provide service to temporary location of Parkwood Elementary School at North City 4. Revise the District Negative Balance procedure in compliance with new state law 5. Implement new web-based nutrition analysis and inventory software 6. Assist with surplus/hauling related to construction projects 	<ol style="list-style-type: none"> 1. Students will be provided USDA compliant breakfasts, lunches, and snacks catered by the Central Kitchen to ensure food safety for classrooms at the Shoreline Center 2. Students will be provided USDA compliant family-style breakfasts, lunches, and snacks in the classroom 3. Elementary school children will be provided USDA compliant breakfasts and snacks in a cafeteria setting 4. Policy will be in compliance with OSPI guidance and the effects to the budget will be monitored 5. Program will be capable of producing more accurate and timely recipe costing reports and recipe allergen reports 6. Schools and programs will be moved with assistance by warehouse staff
<p>C. Maintenance and Operations</p> <ol style="list-style-type: none"> 1. Assess staffing needs in light of new and anticipated expansion of facilities (i.e., custodial, grounds maintenance, etc.) 2. Continue implementation of Resource Conservation Management program in alignment with new Resource Conservation Policy 	<ol style="list-style-type: none"> 1. Staffing resources are aligned to meet needs of EPELC and Parkwood, and projected requirements are recommended as facility changes occur. 2. Resource Conservation Coordinator monitors energy usage, recommends conservation measures, and assures implementation of new policy; mandatory utility usage reports are accurately submitted in a timely manner.

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3) Continue to improve and maintain efficient and responsive support and operations services (continued)

Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
<p>D. Transportation</p> <ol style="list-style-type: none"> 1. Prepare for anticipated expansion of bus fleet requirements due to enrollment growth and facility changes 2. Reconvene the Shoreline Transportation Advisory Group to gather administrator input and recommendations to meet the student transportation needs of schools and departments 3. Increase the number of qualified bus drivers, mobility assistants, and substitutes 	<ol style="list-style-type: none"> 1. Bus purchases are made in a timely manner to replace vehicles coming off the state depreciation schedule and to provide ample buses to meet enrollment growth as required; aggressively explore opportunities to purchase electric buses 2. STAG meets at least quarterly and provides customer input to transportation services 3. Transportation recruits and retains drivers, and reliably meets requests for pupil transportation, including field trips and shuttles
<p>E. Emergency Planning/Safety Support Services</p> <ol style="list-style-type: none"> 1. Ensure schools and departments practice monthly emergency drills and follow training schedule published by emergency services coordinator 2. Audit emergency supplies in the schools to determine support needed to comply with OSPI emergency supplies recommendations 	<ol style="list-style-type: none"> 1. Students, staff, and parents know emergency procedures and are prepared to respond in a calm and practiced manner in the event of an emergency 2. Schools and district facilities are supplied with the tools and supplies needed to respond to significant regional emergencies

2018-2019 BOARD/SUPERINTENDENT/DISTRICT PRIORITIES

PRIORITY #3: CONTINUE IMPLEMENTATION OF THE CAPITAL PROJECTS IDENTIFIED IN THE 2006 AND 2017 BONDS AND THE 2018 TECHNOLOGY LEVY

1) Implement facility improvements and plan replacements necessary to support enrollment growth and instructional program needs

Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
<ul style="list-style-type: none"> A. Additional elementary and K-8 middle school classrooms are ready to occupy by August 2019 B. Complete installation of the electronic access security system for all district facilities, and improve security at school entrances as required C. Identify priority projects and design secure foyers in elementary schools D. Complete small works projects as prioritized and scheduled E. Assess transportation facility needs in light of increase in bus fleet 	<ul style="list-style-type: none"> A. Renovation of Aldercrest Elementary is fully complete by August 2019; Renovation of North City Elementary is fully complete by August 2019 B. Electronic access control is fully operational in all district facilities. C. Schools that need more secure entrances are identified and project designs are underway. D. Identify and complete projects funded with the 2006 bonds E. The needs for housing the District's bus fleet have been assessed and reported to the Superintendent and School Board.

2) Continue implementation of the construction projects approved in the February 2017 bond

Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
<ul style="list-style-type: none"> A. Ensure construction projects as outlined in the bond measure are on schedule and on budget 	<ul style="list-style-type: none"> • EPELC is ready for occupancy by mid-December 2018 • Parkwood Elementary is ready for occupancy by August 2019 • Einstein and Kellogg Middle School construction projects are on schedule to open in August 2020

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PRIORITY #4: CONTINUE FOCUS ON IMPROVED AND EXPANDED HUMAN RESOURCES SERVICES

1) Recruit, attract, hire, and retain quality instructional and support staff

Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
<ul style="list-style-type: none"> A. Create a consistent on-board process for all B. Develop a Return to Work program for employees injured on the job C. Negotiate incentives to attract and retain substitute workforce D. Develop and implement a classified staff recruiting plan E. Update application and exit survey systems in HR F. Establish “Equity Ambassadors” program for inclusion on <u>all</u> interview committees G. Plan, advertise and implement annual district job fairs H. Pilot a pool hiring procedure at the elementary and secondary levels 	<ul style="list-style-type: none"> A. Training for all employees prior to starting employment (EEO, Safety, building level expectations, etc.; Renovation of North City Elementary is fully complete by August 2019 B. L & I earlier return to work; expanded light duty options, etc. C. Greater availability of substitutes; fewer unfilled sub needs D. HR will post vacancies on external websites HR will target applicant searches on external recruitment sites HR representatives will select and attend relevant job fairs E. Electronic survey administered to new hires regarding why they applied to the Shoreline SD Electronic exit survey is administered via the Human Resources Department website to employees resigning or retiring F. A diverse group of certificated and classified staff has been trained to raise awareness around equity in the interview/hiring process G. Classified/Certificated applicants and district administrators attend annual in-district job fairs H. Accelerated hiring procedures; strong applicants are hired earlier

2) Implement strategies within our workforce to increase the knowledge of diversity and equity

Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
<ul style="list-style-type: none"> A. Collaborate with the Director of Equity and Family Engagement to coordinate district staff professional development and community connections that promote diversity in our district workforce 	<ul style="list-style-type: none"> • Professional development presentations offered through building based equity representatives; increased offerings in/outside of district • Create relationships with external organizations that promote equity and diversity within the school community (e.g. disability employment services groups)
<ul style="list-style-type: none"> B. Work with the PIO to create and post a recruiting video that shows the diversity of the Shoreline schools/community 	<ul style="list-style-type: none"> • A recruiting video has been created and posted on the Human Resources website

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PRIORITY #4: CONTINUE FOCUS ON IMPROVED AND EXPANDED HUMAN RESOURCES SERVICES

3) Provide training to district administrators (principals, supervisors and managers)

Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
<ul style="list-style-type: none"> A. Train new administrators in investigation protocols/procedures B. Provide administrators with training in HIB investigations; reasonable suspicion; equitable hiring practices; performance management C. Implement Washington Schools Risk Management Pool (WSRMP) annual mandated training cycle (sexual harassment, HIB, staff/student boundaries) 	<ul style="list-style-type: none"> A. All new administrators are trained through the WSPA employee misconduct and investigator training program B. All administrators, supervisors, managers C. Staff complete the first annual cycle of training (HIB)

4) Continue to update district job descriptions to accurately reflect responsibilities

Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
<ul style="list-style-type: none"> A. Revise all job descriptions to include physical requirements 	<ul style="list-style-type: none"> A. All job descriptions indicate percentage scale physical requirements (e.g. % of time standing, walking, kneeling, lifting, etc.)

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PRIORITY #5: REFINE AND EXPAND INFRASTRUCTURE AND EDUCATIONAL USES FOR INSTRUCTIONAL TECHNOLOGY	
1) Develop and refine instructional technology initiatives	
Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
A. Implement High School One to One replacement	<ul style="list-style-type: none"> ● Develop and validate requirements ● Evaluate and select appropriate replacement device ● Evaluate and select appropriate model for use including issues of equity ● Mid year rollout logistics and implementation ● Plan for appropriate reallocation or buyback of existing iPads ● Professional development for 9-12 teaching staff on effective use for teaching and learning
B. Evaluate requirements and develop rollout plan for K-2 Classroom technology	<ul style="list-style-type: none"> ● Develop and validate requirements ● Evaluate and select appropriate replacement device ● Evaluate and select appropriate model for use ● Plan rollout logistics and implementation ● Plan professional development for K-2 teaching staff on effective use for teaching and learning
C. Develop K-12 Computer Science/STEM programming in collaboration with CTE and Teaching and Learning	<ul style="list-style-type: none"> ● Initial draft K-6 STEM scope and sequence with clear connections to 9-12 CS/STEM programs ● Standards for K-8 STEM tools and model lessons to support draft scope and sequence ● Identify and support K-6 teachers and teacher librarians in using STEM tools and model lessons

2) Expand and refine support structures related to digital resources	
Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
A. Develop or purchase a single sign on, rostering and access portal to allow easier access by staff and students to online resources	<ul style="list-style-type: none"> ● Explore Single Sign on alternatives like ClassLink or Clever ● Explore rostering solutions and use of open standards like One Roster ● Explore portal solutions for single point of access to educational resources
B. Develop, expand, refine, and update digital methods of PD for staff	<ul style="list-style-type: none"> ● Expand utilization of Canvas as a professional development platform for all staff including building and district leaders (content and resources) ● Develop or select blueprint courses for staff and leaders to use

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PRIORITY #5: REFINE AND EXPAND INFRASTRUCTURE AND EDUCATIONAL USES FOR INSTRUCTIONAL TECHNOLOGY	
3) Identify long-range projects and deployments related to 2018 tech levy implementation	
Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
A. Forecast equipment replacement needs for next four years	<ul style="list-style-type: none"> ● Identify potential replacement cycles for staff, student, and network technologies (computers, servers, printers, wireless hardware, etc.)
B. Forecast new equipment needs for next four years	<ul style="list-style-type: none"> ● Anticipate potential new technologies related to emerging instructional programs, such as STEM, virtual/augmented reality, etc.

4) Continue district-wide infrastructure upgrade	
Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
A. Implement network upgrades and Infrastructure replacements	<ul style="list-style-type: none"> ● Projector Monitoring System (extend the life of current projector infrastructure) ● Enhance network management systems to increase network usability and troubleshooting ● Replacement of older network gear ● New systems to replace aging technologies (i.e. FAX) ● Implementation of redundant systems to increase reliability and continuity
B. Collaborate with Capital Projects (including contractors) on technology needs for upcoming site construction	<ul style="list-style-type: none"> ● Identify key network infrastructure elements to be included in design specs ● Coordinate design of network components to include security cameras, access control, etc.

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PRIORITY #5: REFINE AND EXPAND INFRASTRUCTURE AND EDUCATIONAL USES FOR INSTRUCTIONAL TECHNOLOGY	
5) Improve internal support structures for Technology Department	
Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
A. Document common and recurring tech issues	<ul style="list-style-type: none"> Leverage existing Web Help Desk FAQ module to provide additional tech support information to staff Identify process for writing and approving FAQs
B. Review, document and post business processes	<ul style="list-style-type: none"> Identify and codify key business processes in Tech Department Identify and develop internal locations to store and access business processes and administrative guidelines.
C. Review and update Board Policies and Procedures to meet current compliance requirements	<ul style="list-style-type: none"> Student Privacy Data requirements Acceptable Use Policy (AUP) review Security Policy FERPA and CIPA

2018-2019 BOARD/SUPERINTENDENT/DISTRICT PRIORITIES

PRIORITY #6: EXPLORE AND EXPAND OPPORTUNITIES FOR OPEN, TIMELY AND TWO-WAY COMMUNICATION WITH THE SHORELINE AND LAKE FOREST PARK COMMUNITY MEMBERS, FAMILIES AND DISTRICT STAFF

1) Increase opportunities for community feedback on district programs, initiatives and activities

Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
A. Coordinate implementation of an annual district-wide survey in partnership with the Center for Educational Effectiveness (CEE)	<ul style="list-style-type: none"> Survey tool and timeline are finalized to administer surveys in Fall 2018 Survey is available in multiple languages Survey data report and interactive data tool is presented to administrative leadership team Report to the Board in Winter 2019
B. Develop and promote Community Connections meetings to present information on school district programs and initiatives to increase understanding and answer questions	<ul style="list-style-type: none"> Three meetings are held in the 2018-2019 school year Topics are planned and presentations developed Meetings are promoted community-wide in multiple languages Interpreters are available at presentations

2) Enhance quality and effectiveness of district communications

Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
A. Use data from district-wide survey to develop a multi-year communications plan	<ul style="list-style-type: none"> Data from communications survey is shared with Communications Advisory Committee and administrative staff to establish long-range communication priorities Plan to address communication priorities is developed Plan includes strategies to better connect and share information with groups requiring alternative communication channels and/or methods
B. Support website and electronic media compliance with the Americans with Disabilities Act	<ul style="list-style-type: none"> Vendor/s and/or software to identify and mitigate website ADA accessibility is selected Plan is developed to resolve content accessibility issues School and department webmasters are trained on website accessibility best practices All district-produced videos posted for public view contain subtitles

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PRIORITY #6: EXPLORE AND EXPAND OPPORTUNITIES FOR OPEN, TIMELY AND TWO-WAY COMMUNICATION WITH THE SHORELINE AND LAKE FOREST PARK COMMUNITY MEMBERS, FAMILIES AND DISTRICT STAFF

3) Continue to increase social and electronic media reach and engagement

Actions for 2018-2019	Outcomes and Indicators for Success 2018-2019
A. Pilot a plan to utilize student-created social media content on district and school social media pages	<ul style="list-style-type: none"> Social media account management software implemented to allow selected students to create drafts of social media content for review and approval Plan developed to select, train and support small groups of student content creators at each high school
B. Develop and distribute an e-newsletter to supplement, expand and enhance aspects of our print newsletter and email news blasts	<ul style="list-style-type: none"> An e-newsletter utilizing content from The Flagship and additional event and activity information is emailed to all families and staff each month of the school year Pilot 1-2 schools in using the e-newsletter software in creating and distributing their own e-newsletters