

2019-2020 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 2019-2020	Outcomes and Indicators for Success 2019-2020
<p>A. Cultivate Culture of Learning and Growth for our Staff</p> <ol style="list-style-type: none"> 1. Develop, share and implement District Professional Learning Plan for 2019-2020 <ol style="list-style-type: none"> a. Deliver system-wide professional learning with common direction and goals b. Provide content and grade level specific professional learning c. Provide opportunities for personalized professional learning via the Professional Learning Continuum 2. Implement Professional Learning Continuum <ol style="list-style-type: none"> a. Launch the Shoreline Leadership Development Academy b. Produce bi-annual professional learning catalog c. Develop needs-based professional learning workshops based on teacher survey and input 3. Collaboratively create methods, tools, and strategies for measuring progress for use at the district, school, PLC and classroom level <ol style="list-style-type: none"> a. Conduct school and classroom learning walks with agendas and/or rubrics used to guide process b. PLC Improvement cycle (Plan, Do, Study, Act, <i>Reflect</i>) documentation and reflections c. Community survey and/or focus groups including students, staff, families and administrators 4. Continue to intentionally and regularly connect all professional learning to the Instructional Strategic Plan 	<ul style="list-style-type: none"> • Agendas and presentations from District Learning Days, and content / grade level professional learning sessions. • Communication outlining the Shoreline Professional Learning Continuum • Agenda and presentation from the Shoreline Leadership Development Academy • Shoreline Professional Learning Catalog publication • Workshop schedule to be included in the Shoreline Professional Learning Catalog publication • Learning walk schedule, protocol to guide the process, and common tool for collecting data • PLC action plans, including reflection of impact • CEE Survey data • Agendas and presentations
<p>B. Middle School Instructional Program Articulation</p> <ol style="list-style-type: none"> 1. Develop, communicate and execute work in support of instructional programming to be completed in advance of the 6th grade transition to middle schools 	<ul style="list-style-type: none"> • Timeline of work in support of instructional programming, including: electives, core classes and schedule for 6th grade students

2019-2020 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 2019-2020	Outcomes and Indicators for Success 2019-2020
<p>C. Analysis, Discussion, and Use of Data</p> <ol style="list-style-type: none"> 1. Provide training and support for school data team meetings <ol style="list-style-type: none"> a. Provide training for understanding and determining most effective data from i-Ready testing b. Support and provide training for examining multiple data for identifying student learning strengths and areas for specific improvement 2. Provide training, tools, strategies, and resources for supporting PLC and school improvement cycle (Plan, Do, Study, Act, <i>Reflect</i>) 	<ul style="list-style-type: none"> • Schedule of presentations and support sessions • Multiple measures included in data team meetings • Agendas and presentations from administrator, school and PLCs training • Resources provided to schools in central location
<p>D. Counseling Department</p> <ol style="list-style-type: none"> 1. Articulate the vision and guiding principles of a high quality school counseling program based on the district secondary counseling review, ASCA school counseling model and best practices 	<ul style="list-style-type: none"> • A diverse group of stakeholders will create a clearly articulated vision and the foundational principles that will guide the district counseling program that is approved by the school board.
<p>E. Dual Language</p> <ol style="list-style-type: none"> 1. Refine Shoreline’s Dual Language Program Guide articulating organizational and structural components of the Dual Language program (including Program Structure, Curriculum, Instruction, Assessment and Accountability, Staff Quality and Professional Development, Family and Community, Support and Resources). 	<ul style="list-style-type: none"> • Updated Dual Language Program Guide posted on district website

2019-2020 BOARD/SUPERINTENDENT/DISTRICT PRIORITIES

PRIORITY #1: ALL STUDENTS GRADUATE COLLEGE AND CAREER READY

2) Ensure student equity in learning opportunity and achievement

Actions for 2019-2020	Outcomes and Indicators for Success 2019-2020
<p>A. Implement Effective Evidence-based Pedagogical Practices</p> <ol style="list-style-type: none"> 1. Continue to define and implement Student Centered Instruction <ol style="list-style-type: none"> a. Provide training, support and resources for the development of units and lessons incorporating Student Centered Instructional 2. Develop Culturally Responsive Teaching Practices <ol style="list-style-type: none"> a. Provide training, support and resources for the development strategies, tools and practices incorporating Culturally Responsive Teaching 3. Implement equity focus in Professional Learning Communities (PLCs) 	<ul style="list-style-type: none"> • Student Centered practices observed during learning walks • Lessons and units designed with Student Centered practices • Culturally Responsive Teaching practices observed during learning walks • Classroom environment and lessons designed to incorporate Culturally Responsive Teaching practices • PLC agendas and Improvement cycle (Plan, Do, Study, Act) documentation
<p>B. Highly Capable Program Improvements</p> <ol style="list-style-type: none"> 1. Provide professional learning and support for implementation of the recommendations for highly capable program at the middle schools <ol style="list-style-type: none"> a. Provide social emotional and instructional training and support to staff b. Develop aligned scope and sequence for 6-8 to support accelerated learning pathways. c. Provide professional development in strategies, tools and resources for differentiated instruction 2. Implement recommendations for highly capable program at the kindergarten level <ol style="list-style-type: none"> a. Develop and communicate new kindergarten identification process b. Provide professional learning focused on meeting the needs of kindergarten students identified for Talent Development in the neighborhood schools. c. Collaboratively develop enrichment tasks for use in support of Talent Development instructional model 	<ul style="list-style-type: none"> • Training agendas and presentations • Scope and sequence for grades 6-8 in ELA • Online resource bank for teachers to access • Communications to families, principals, and teachers • Training agendas and presentations • Enrichment tasks

2019-2020 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 2019-2020	Outcomes and Indicators for Success 2019-2020
<p>C. Kindergarten Program Improvements Toward Equity</p> <ol style="list-style-type: none"> 1. Develop, communicate and implement job embedded collaborative professional learning in support of equitable kindergarten programming 	<ul style="list-style-type: none"> • Plan for supporting kindergarten instructional program • Agendas and presentations from kindergarten professional learning
<p>D. Special Education</p> <ol style="list-style-type: none"> 1. Articulate the vision and guiding principles of a high quality special education program based on best practices and program review committee recommendations 2. Develop action plans for each of the Board approved Special Education Program Review Committee recommendations 	<ul style="list-style-type: none"> • A diverse group of stakeholders will define a clearly articulated vision and guiding principles for the Special Education program that will be approved by the School Board • Defined best practices, written guidance and professional development plan specific to Transition Services • Development of a professional development plan that supports general and special educators in effectively including all students with disabilities in general education classroom instruction and the school community. • A readily accessible and available parent and staff online resource that addresses high needs areas • Development of a professional development plan based on universal design for learning principles for general and special education staff.

2019-2020 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 2019-2020	Outcomes and Indicators for Success 2019-2020
D. Special Education (continued) 3. Planning for special education instruction and program delivery within the new middle school model	<ul style="list-style-type: none"> • Development of specific staffing models and program recommendations for middle school directed studies program focused on inclusive education models and LRE (least restrictive environment) level 3 student program needs
E. Social/Emotional Learning 1. Articulate k-12 Social Emotional Learning (SEL) curriculum	<ul style="list-style-type: none"> • Identification of an SEL curriculum at the elementary, middle school and high school level
F. Tiered Interventions & Supports 1. Pilot language and literacy intervention curriculum and instruction in ELL courses at the secondary level.	<ul style="list-style-type: none"> • Implementation of consistent language and literacy curriculum and instruction in secondary ELL courses in fall 2021
G. Increase K-12 equitable access to culturally responsive computer science instruction	<ul style="list-style-type: none"> • Increased number of elementary teachers with computer science education professional development at each school • Documented equity-oriented computer science education implementation plans for each elementary and middle school • Development of a culturally responsive computer science course designed for all middle school students • Increased amount of student instruction in computer science

2019-2020 BOARD/SUPERINTENDENT/DISTRICT PRIORITIES

PRIORITY #1: ALL STUDENTS GRADUATE COLLEGE AND CAREER READY	
3) Implement aligned instructional programs and process for improvement	
Actions for 2019-2020	Outcomes and Indicators for Success 2019-2020
A. Ensure class of 2021 and beyond graduate college and career ready 1. Develop a multifaceted plan to provide all students opportunities to successfully meet newly revised high school graduation requirements	<ul style="list-style-type: none"> A collaboratively developed multifaceted plan to address identified gaps Vision and action plan for career connected learning in our middle and high schools
B. Align Instruction through the revision/development of scope and sequence and curriculum maps 1. Develop and share scope and sequence resources at each grade level and content 2. Develop and pilot process for creating curriculum maps	<ul style="list-style-type: none"> Scope and sequence shared via Canvas teacher resource site Agendas and work schedule for developing curriculum maps Piloted curriculum maps
C. Threat Assessment 1. Pilot the Threat assessment Protocol with all p-12 building teams as part of the PSESD Threat Assessment Cooperative	<ul style="list-style-type: none"> Each building will have a core group of staff trained on the Level 1 Threat Assessment Protocol and educated on the Threat Assessment process

2019-2020 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 2019-2020	Outcomes and Indicators for Success 2019-2020
<ul style="list-style-type: none"> A. Implement smaller class sizes in grades K – 3 within financial resources available B. Ensure bargaining commitments are sustainable within anticipated state, local, and federal revenues 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. Implement a capital assets replacement plan 	<ul style="list-style-type: none"> A. Certificated staffing in grades K – 3 in all elementary schools will meet the State's class size reduction targets; the District will fully realize the State funding available to reduce class sizes in grades K-3 B. Replacement contracts are negotiated with SPA, SCA, and Maintenance Trades that are fiscally sustainable for the foreseeable revenue projections 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 2019-2020	Outcomes and Indicators for Success 2019-2020
<ul style="list-style-type: none"> A. Monitor the cash flow required to support capital projects and sell bonds if necessary during the year 	<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.

2019-2020 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

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

Actions for 2019-2020	Outcomes and Indicators for Success 2019-2020
<p>A. Business Services and Payroll</p> <ol style="list-style-type: none"> 1. Implement the State's new requirements for accounting for levy expenditures in the General Fund. 2. Complete the transition of the District's depository account to U.S. Bank. 3. Implement procedures to resolve credit card and inventory audit concerns. 	<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. There is no disruption to operations as the transition to a new bank is complete. 3. Procedures are in place and auditors verify no ongoing concerns.
<p>B. Food Services and Warehouse</p> <ol style="list-style-type: none"> 1. Provide service to Kindergarten Program at North City 2. Coordinate, plan and support new kitchen/cafeteria openings at Parkwood Elementary and Einstein Middle School 3. Revise the District Negative Balance procedure in compliance with new state law 4. Assist with surplus/hauling related to program placement and construction projects 	<ol style="list-style-type: none"> 1. Kindergarten students will eat breakfast in their classroom and lunch in the cafeteria; students will learn to enjoy nutritious meals in their school setting. 2. Students and staff will adjust to the meal service in their new schools and experience smooth, efficient meal service. 3. Policy will be in compliance with OSPI guidance and the effects to the budget will be monitored. 4. Schools and programs will be moved with assistance by warehouse staff.
<p>C. Maintenance and Operations</p> <ol style="list-style-type: none"> 1. Support the opening of the new Parkwood Elementary and Phase 1 of the new Einstein Middle School. 2. Continue implementation of Resource Conservation Management program in alignment with new Resource Conservation Policy and Procedures. 3. Relevant and effective training is provided to all trades and custodial staff to enhance program and individual effectiveness. 4. Improve response time for completion of work orders. 5. Implement best practices in purchasing of supplies/materials. 	<ol style="list-style-type: none"> 1. The new schools open with well-trained and fully prepared maintenance and custodial support. 2. Implement conservation measures aligned with new policy and procedures; utility usage is monitored on a monthly basis and accurate mandatory reports are submitted in a timely manner. 3. Maintenance and custodial staff learn to use new tools and materials to improve upkeep of facilities. 4. Work orders are completed in a timely manner and delays are communicated if necessary. 5. Supplies and materials are purchased in the most cost effective way, and site and central inventories are managed effectively.

2019-2020 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

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

Actions for 2019-2020	Outcomes and Indicators for Success 2019-2020
<p>D. Transportation</p> <ol style="list-style-type: none"> 1. Meet transportation needs for 2019-2020 school/program placement and prepare to support recommended changes for 2020-2021. 2. Monitor options available for purchase of buses. 3. Convene the Shoreline Transportation Advisory Group (STAG) to gather administrator input and recommendations to meet the student transportation needs of schools and departments. 4. Increase the number of qualified bus drivers, mobility assistants, and substitutes 	<ol style="list-style-type: none"> 1. Participate on the Elementary Boundaries & Capacity Committee and be ready to support recommended changes for 2020-2021. 2. Purchase buses in a timely manner to replace vehicles coming off the state depreciation schedule and to provide ample buses to meet program needs; do a cost/benefit analysis of electric buses available on OSPI's procurement list and recommend appropriate purchases. 3. STAG meets at least quarterly and provides customer input to transportation services. 4. Bus requests are filled with qualified drivers; reduced use of contracted transportation services.
<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. 3. Coordinate additional training as requested or included in negotiated agreements. 	<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. 3. District staff are trained in CPR, First Aid, and other appropriate emergency response skills.

2019-2020 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 2019-2020	Outcomes and Indicators for Success 2019-2020
<ul style="list-style-type: none"> A. Einstein and Kellogg Middle Schools are ready to occupy by August 2020 B. Secure vestibules are in place at all elementary schools C. Complete small works projects, including updates to Brookside and Echo Lake elementary fields, as budgeted and scheduled D. Assess transportation facility needs in light of increased bus fleet 	<ul style="list-style-type: none"> A. The new middle schools are open for staff to open schools in August 2020 B. All elementary schools have secure vestibules C. Identify and complete projects funded with the 2006 bonds D. The needs for housing the District's bus fleet have been assessed and reported to the Superintendent and School Board

2019-2020 BOARD/SUPERINTENDENT/DISTRICT PRIORITIES

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

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

Actions for 2019-2020	Outcomes and Indicators for Success 2019-2020
A. Standardize substitute (Certificated and Classified) hiring qualifications and coordination procedures	<ol style="list-style-type: none"> 1. Substitute hiring qualifications are quantified and used in hiring procedures. 2. Common informational materials are provided for substitutes to review and use at all school sites 3. Updated Substitute Handbook is completed, available online, and distributed/reviewed at orientation
B. Create and distribute Return to Work (RTW) program information to applicable employee groups and associations (i.e. SEIU)	<ol style="list-style-type: none"> 1. Information about RTW procedures has been developed and distributed annually 2. RTW procedures are reviewed at all new employee orientations
C. Develop and implement standardized Human Resources ADA Procedures	<ol style="list-style-type: none"> 1. A legally compliant process for requesting, reviewing, and determining ADA accommodations has been fully implemented 2. ADA records are clear in reflecting employee requests and district determinations
D. Develop and implement a classified staff-recruiting plan	<ol style="list-style-type: none"> 1. HR has outlined and implemented an annual recruiting plan to attract, hire and retain classified employees 2. HR targets applicant searches on external recruitment sites 3. HR representatives will select and attend relevant job fair
E. Update application and exit survey systems in HR	<ol style="list-style-type: none"> 1. Electronic survey administered to new hires regarding why they applied to the Shoreline SD 2. Electronic exit survey is administered via the Human Resources Department website to employees resigning or retiring

2019-2020 BOARD/SUPERINTENDENT/DISTRICT PRIORITIES

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

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

Actions for 2019-2020	Outcomes and Indicators for Success 2019-2020
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	<ol style="list-style-type: none"> 1. Professional development presentations are offered through building based Equity Representatives; increased offerings in/outside of district 2. Create relationships with external organizations that promote equity and diversity within the school community (e.g. Disability employment services groups)

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

Actions for 2019-2020	Outcomes and Indicators for Success 2019-2020
A. Train new administrators in investigation protocols/procedures	<ol style="list-style-type: none"> 1. All new administrators are trained through the WSPA employee misconduct and investigator training program 2. All administrators, supervisors, managers are trained. 3. Staff complete the first annual cycle of training (HIB)
B. Provide administrators with training in HIB Investigations, Reasonable Suspicion, Equitable Hiring Practices, Performance Management	
C. Implement WSRMP annual mandated training cycle (Sexual Harassment, HIB, Staff/Student Boundaries)	

4) Continue to update district job descriptions to accurately reflect working conditions

Actions for 2019-2020	Outcomes and Indicators for Success 2019-2020
A. Revise all job descriptions to include Physical Requirements	<ol style="list-style-type: none"> 1. All job descriptions indicate percentage scale physical requirements (e.g. % of time standing, walking, kneeling, lifting, etc.)

2019-2020 BOARD/SUPERINTENDENT/DISTRICT PRIORITIES

PRIORITY #5: REFINE AND EXPAND INFRASTRUCTURE AND EDUCATIONAL USES FOR INSTRUCTIONAL TECHNOLOGY

1) Develop and refine instructional technology initiatives

Actions for 2019-2020	Outcomes and Indicators for Success 2019-2020
A. Professional development for 9-12 teaching staff on effective use for teaching and learning	<ul style="list-style-type: none"> ● High School Teacher Learning/Leadership Cohorts established to build capacity of teacher leaders in their own use of new high school Chrome books for student learning and in their ability to support their colleagues in technology use for learning. ● Provide professional development for all high school teachers on support systems for new high school Chrome books
B. Professional development for K-2 teaching staff on effective use for teaching and learning	<ul style="list-style-type: none"> ● K-2 Teacher Learning/Leadership Cohorts established to build capacity of teacher leaders in use of new K-2 computing devices for student learning and in their ability to support their colleagues in technology use for learning. ● Provide professional development for all K-2 teachers on SeeSaw learning platform and use of new devices for student learning

2) Expand and refine support structures related to digital resources

Actions for 2019-2020	Outcomes and Indicators for Success 2019-2020
A. Implement Single Sign On and Rostering portal for the majority of District online resources for students and staff	<ul style="list-style-type: none"> ● Identify and convert District online resources to log on through single sign on portal ● Provide professional development on the use of the single sign on portal ● Explore additional portal features like automatic account provisioning
B. Develop new online, certificated staff directed professional development and support resources using enhanced design features added to Canvas	<ul style="list-style-type: none"> ● Professional development for key central staff on enhanced design features for Canvas ● Assist Teaching and Learning to design new professional development courses and teacher supports using enhanced design features added to Canvas

2019-2020 BOARD/SUPERINTENDENT/DISTRICT PRIORITIES

PRIORITY #5: REFINE AND EXPAND INFRASTRUCTURE AND EDUCATIONAL USES FOR INSTRUCTIONAL TECHNOLOGY

3) Continue district-wide infrastructure upgrade

Actions for 2019-2020	Outcomes and Indicators for Success 2019-2020
A. Implement network upgrades and Infrastructure replacements	<ul style="list-style-type: none"> Enhance network management systems to increase network usability and troubleshooting Replacement of older network gear New systems to replace aging technologies Implementation of redundant systems to increase reliability and continuity
B. Collaborate with Capital Projects (including contractors) on technology needs for upcoming middle school site completion	<ul style="list-style-type: none"> Purchase and install classroom technology infrastructure for new middle schools Coordinate final design, purchase and implementation of network components for new middle schools

4) Improve internal support structures for Technology Department

Actions for 2019-2020	Outcomes and Indicators for Success 2019-2020
A. Develop and implement new guidelines, procedures and systems to strengthen student data privacy	<ul style="list-style-type: none"> Revise student Acceptable Use Policy (AUP) Revise guidelines on transfer and storage of students data Update student data privacy agreements with relevant vendors Explore joining relevant
B. Collaborate with Capital Projects (including contractors) on technology needs for upcoming middle school site completion	<ul style="list-style-type: none"> Purchase and install classroom technology infrastructure for new middle schools Coordinate final design, purchase and implementation of network components for new middle schools

2019-2020 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 2019-2020	Outcomes and Indicators for Success 2019-2020
A. Work with new Director of Assessment to transition annual Educational Effectiveness Survey (EES) implementation to Assessment Department	<ul style="list-style-type: none"> Develop an EES implementation and communication plan with Director of Assessment Provide communication support for EES to Assessment Department and schools Increase percentage of families, staff and students who complete the survey

2) Enhance quality and effectiveness of district communications

Actions for 2019-2020	Outcomes and Indicators for Success 2019-2020
A. Provide communications-focused professional development opportunities to administrators and staff	<ul style="list-style-type: none"> Collect input from administrators and staff on communication areas/topics of interest Develop and present sessions on at least two different school communications topics in 2019-2020 Work with Instruction Department and Human Resources staff to schedule sessions and promote to appropriate staff
B. Develop and pilot an internal staff newsletter to regularly share relevant and staff-focused news and information	<ul style="list-style-type: none"> Work with Human Resources and Teaching and Learning staff to plan and create content for a bi-weekly electronic staff newsletter Engaging format and design is complete by Winter 2019 using input from a staff focus group Survey staff on internal newsletter's efficacy and relevance
C. Modify structure and format of Community Connections meeting to encourage greater community member attendance and increase dialogue around school district programs and initiatives	<ul style="list-style-type: none"> Alternative Community Connections format is developed and proposed to Superintendent's Staff in Fall 2019 Partner with external organizations to promote attendance (Senior Center, Cities, community social pages, etc.) Includes multilingual promotions and interpreter availability Hold a minimum of two Community Connections in 2019-2020

2019-2020 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

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

Actions for 2019-2020

Outcomes and Indicators for Success 2019-2020

A. Develop an online process for school leaders and staff to share school news and information that can be used to generate content for web, social and print publications

- Online news submission form is developed in Fall 2019
- Use of the form to share positive news is promoted with tip sheets on collecting pertinent information, photos and video to share
- Collected content is used in district's web, social and print publications

Adopted by the School Board on September 9, 2019