2020-2021 BOARD/SUPERINTENDENT/DISTRICT PRIORITIES

Priority #1:   ALL STUDENTS GRADUATE COLLEGE AND CAREER READY
1) Ensure student equity in learning opportunity and achievement

Actions	Outcomes and Indicators for Success
A. Use the Race and Equity Decision Making Tool in Deploying Assets to meet the needs of students furthest from educational justice and BIPOC students. 1) Proactively use practices in decision-making to eliminate racial inequities and advance equity engages community in decision-making processes 2) Develops mechanisms for successful implementation and evaluation of impact	1) Documentation of the Race and Equity Decision Making Tool use in decisions and standardization of application at school and district level 2) Develop protocol for measuring impact of decisions
B. Implement Effective Evidence-based Pedagogical Practices 1) Continue to develop Culturally Responsive Teaching Practices 2) Provide training, support and resources for the development of strategies, tools and practices incorporating Culturally Responsive Teaching	1) Culturally Responsive Teaching practices observed during instruction 2) Classroom (remote and hybrid) environment and lessons designed to incorporate Culturally Responsive Teaching practices
C. Provide Social Emotional Instruction Throughout the Year 1) Develop and implement ongoing lessons and activities aligned with best practices in social emotional learning	1) Lessons, activities, and resources created and/or curated for teachers and shared and implemented in designated SEL time in the schedule
D. Use district-established processes, best practices and necessary considerations to explore the creation of an ethnic studies course as a graduation requirement with a recommendation to the Board (this has been added)	1) Recommendation to the Board from PACT (Program Alignment and Coherence Team) (this has been added)

SHORELINE
PUBLIC SCHOOLS

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Priority #1: ALL STUDENTS GRADUATE COLLEGE AND CAREER READY
1) **Ensure student equity in learning opportunity and achievement**

Actions	Outcomes and Indicators for Success
E. Broaden Participation in District Instructional Materials Committee (DIMC) and Program Alignment Coherence Team (PACT) to Include Diverse Perspectives (revised) 1) Expand membership of DIMC to represent expertise in ethnic studies and a variety of racial and ethnic perspectives including local tribal perspectives **(revised)** 2) Provide authentic opportunities for expertise in ethnic studies and a variety of racial and ethnic perspectives including local tribal perspectives **(revised)**	1) Participation in DIMC meetings as demonstrated by attendance roster and notes 2) Participation in PACT meetings as demonstrated by attendance roster and notes
F. Identify and provide instructional resources that are reflective of our community, with specific inclusion of text centered on race, equity, diversity, inclusion, and social justice. 1) Curate list of books directly in alignment and support of new units and lessons where Social Justice Standards are included 2) Follow the DIMC process for recommending instructional materials to the Board for approval 3) Set aside budgetary resources to fund new text reflective our our community for use in instruction	1) Identification of specific text connected with newly revised instructional units and lessons aligned with Social Justice Standards to use in instruction 2) Recommendations of diverse text to the Board via the DIMC process 3) District purchased text and resources with representation of our diverse community for use in classrooms and in alignment with instructional units and lessons
G. Counseling Department 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.	1) 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

Priority #1: ALL STUDENTS GRADUATE COLLEGE AND CAREER READY
1) Ensure student equity in learning opportunity and achievement

Actions	Outcomes and Indicators for Success
H. Special Education 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	1) 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 2) Defined best practices, written guidance and professional development plan specific to Transition Services 3) Development of a professional development plans that supports general and special educators in effectively including all students with disabilities in general education classroom instruction and the school community. 4) A readily accessible and available parent and staff online resource that addresses high needs areas 5) Development of a professional development plan based on universal design for learning principles for general and special education staff.

Priority #1: ALL STUDENTS GRADUATE COLLEGE AND CAREER READY **2) Implement aligned instructional programs and process for improvement**	
Actions	**Outcomes and Indicators for Success**
A. Create a schedule to implement plans for district-wide integration of ethnic studies into existing and future K-12 curriculum. (This has been revised) 1) Develop and share scope and sequence resources at each grade level and content	1) Reports to the Board on the progress of the development of this plan **(this has been added)** 2) Pacing Guides and Unit Plans with specific connections to cultural diversity, including: histories of race, ethnicity, nationality, sexuality, and culture to be used in K-12 classrooms
B. Embed Social Justice Standards in K-12 Instructional Programming 1) Develop instructional tools for use in lesson creation and teaching across content and grade levels 2) Provide training, support and resources for the development of strategies, tools and practices incorporating Social Justice Standards	1) Pacing Guides and Unit Plans with Social Justice Standards explicitly integrated at all grade levels across content areas 2) Training and support in use of Social Justice Standards in planning instruction
C. Provide Training and Support for the implementation of Black Lives Matter/Teaching for Black Lives Throughout the Year 1) Curate and share instructional tools for use in lessons delivery in K-12 classrooms 3) Provide ongoing training through existing district provided Race and Equity professional development opportunities and Black Voices Educational Series	1) District-wide participation in Black Lives Matter at School during the annual week of action celebrated nationally through discussions and activities that take place in classrooms and beyond 2) K-12 lessons and activities for use throughout the year 3) Training and support in use of Black Lives Matter/Teaching for Black Lives content in planning instruction

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	Outcomes and Indicators for Success
A. Closely monitor General Fund revenue and expenditure impacts due to the pandemic B. Develop and maintain a balanced four-year financial plan in alignment with the State's requirements and designed to provide essential financial planning tools for the District C. Ensure bargaining commitments are sustainable within anticipated state, local, and federal revenues	A. The District responds to planned and unforeseen impacts of the pandemic, and maintains a positive financial status in the General Fund. B. Expenditures are balanced to operating revenues in the 2021-2022 budget, the District meets fund balance targets established by the Board, and the Board adopts a sustainable four-year financial plan that supports the priorities of the District. C. Replacement contracts are negotiated with SEA, SPA, SCA, and SCCA that are fiscally sustainable for the foreseeable revenue projections.

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

Actions	Outcomes and Indicators for Success
A. Monitor the opportunity to save interest for taxpayers by refinancing existing bonds; facilitate a bond sale if an interest savings target of at least 5% can be met.	A. Bonds are sold to realize net savings of at least 5% on bond interest; debt repayment is structured to align with the District's goal of maintaining level tax rates to the extent possible.

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	Outcomes and Indicators for Success
A. **Business Services and Payroll** 1. Implement procedures to support health and safety precautions required during the pandemic.	1. All business and payroll transactions are successfully accomplished in a safe and efficient manner.
B. **Food Services and Warehouse** 1. Provide affordable and healthy meal service for students, within the health and safety precautions required during the pandemic. Work with community partners, as necessary, to supplement the program resources available to the District.	1. Within the resources available, students do not experience food insecurity during the pandemic.
C. **Maintenance and Operations** 1. Maintain safe and healthy facilities to meet or exceed CDC and other public health requirements during the pandemic.	1. Students and staff remain healthy while working in school district facilities.
D. **Transportation** 1. Implement transportation for students responsive to the health and safety precautions required during the pandemic.	1. Students and staff remain healthy and safe while transportation services are provided to students.
E. **Emergency Planning/Safety Support Services** 1. Implement emergency procedures required to meet public health requirements and ensure students and staff follow essential safety precautions required during the pandemic.	1. Students and staff remain safe and healthy while learning and working in schools and all district facilities.

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Priority #3: COMPLETE IMPLEMENTATION OF THE CAPITAL PROJECTS IDENTIFIED IN THE 2017 BONDS, AND CONTINUE CONSTRUCTION OF PROJECTS FUNDED WITH THE 2006 BONDS AND THE 2018 TECHNOLOGY LEVY
1) **Implement facility improvements and plan replacements necessary to support enrollment growth and instructional program needs**

Actions	Outcomes and Indicators for Success
A. Within any restrictions on construction imposed by the pandemic, complete the construction and close out the projects funded with the 2017 Bond.	A. Edwin Pratt Early Learning Center, Parkwood Elementary School, and Einstein and Kellogg Middle School construction projects are complete and meet the needs of the students, staff, and community.
B. Within any restrictions on construction imposed by the pandemic, complete the construction of secure vestibules at all elementary schools	B. All elementary schools have secure vestibules.
C. Within any restrictions imposed on construction by the pandemic, complete small works projects prioritized and included in the 2020-2021 capital projects budget.	C. The following projects are substantially complete: identified asphalt and drainage projects; removal of the Underground Storage Tank at the Shoreline Center; new roof at Briarcrest Elementary; field improvements at Brookside, Echo Lake, Einstein, and Kellogg; and installation of security gates at Transportation and Maintenance.

Priority #4:	CONTINUE FOCUS ON IMPROVED AND EXPANDED HUMAN RESOURCES SERVICES
1)	**Recruit, attrack, hire, and retain quality instructional and support staff**

Actions for 2020-2021	Outcomes and Indicators for Success 2020-2021
A. Standardize substitute (Certificated and Classified) hiring qualifications and coordination procedures	1. Updated Substitute Handbook is completed, available on-line, and distributed/reviewed at orientation
B. Design and implement a substitute process to facilitate the needs of the Remote and Hybrid models	1. A district-wide substitute model has been designed and implemented 2. Certificated and Classified substitute workforce have been recruited, trained and actively assigned
C. Create and distribute Return To Work (RTW) program information to applicable employees groups & associations (i.e. SEIU)	1. Information about RTW procedures has been developed and distributed annually 2. RTW procedures are reviewed at all new employee orientations
D. Complete the State mandated Paraeducator Fundamental Course of Study(FCS) training for classified staff	1. All paraeducators hired on or <u>before</u> September 1, 2019 have completed the next 14 hours by September 1, 2021. 2. All new paraeducators hired <u>after</u> September 1, 2020 have completed the next 14 hours within four (4) months of the date of hire or by September 1, 2021 [which ever is sooner]).
E. Plan and implement certificated and classified staffing necessary to support the needs of the Remote and Hybrid models	1. HR has implemented the negotiated and statutory requirements necessary to adjust staffing to the needs of the Remote and Hybrid models (including hiring staff, reassigning staff, and facilitating various staff leaves). 2. Certificated and classified staffing aligns with program and building needs in both the Remote and Hybrid models.
F. Implement a monthly HR Orientation for new employee hires	1. Monthly HR Orientations have been scheduled and implemented for all new 2020-2021 employees.
G. Update application and exit survey systems in HR	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

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 2020-2021	Outcomes and Indicators for Success 2020-2021
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	A. 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 2020-2021	Outcomes and Indicators for Success 2020-2021
A. Provide administrators and supervisors with the new Title IX investigation Trainings	A. All administrators/supervisors designated to do Title IX investigations have completed required trainings
B. Provide administrators and supervisors with Reasonable Suspicion training	B. All administrators/supervisors designated to do Reasonable Suspicion determinations have completed required training

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

Actions for 2020-2021	Outcomes and Indicators for Success 2020-2021
A. Revise all job descriptions to include Physical Requirements	A. All job descriptions indicate percentage scale physical requirements (e.g. % of time standing, walking, kneeling, lifting, etc.)

Priority #5: REFINE AND EXPAND INFRASTRUCTURE AND EDUCATIONAL USES FOR INSTRUCTIONAL TECHNOLOGY	
1) Develop and refine instructional technology initiatives	
Actions for 2020-2021	**Outcomes and Indicators for Success 2020-2021**
A. Professional development for teaching staff on effective use of technology for teaching and learning in multiple environments including remote, hybrid and onsite learning	• K-5 use of Seesaw LMS • 6-12 use of Canvas LMS and various integrated tools like PearDeck and EdPuzzle to facilitate student engagement and feedback • K-12 and staff use of Zoom for online face to face interactions and classroom meetings
B. Internet access for remote and hybrid learning	• Plan, purchase and implement take home hotspots • Implement state funded private internet service to qualified families
C. Equipment for student access in multiple environments including remote, hybrid and onsite learning	• Plan, purchase and implement 1:1 middle school program • Support technology device purchase, allocation, and maintenance for remote, hybrid and onsite learning options, including the ability to move from one mode to another while maintaining asset control.
D. Technical support for staff, students and family	• Create and maintain process for Home Tech Help • Electronic locker systems for touchless transfer of equipment that needs servicing

2) Expand and refine support structures related to digital resources	
Actions for 2020-2021	**Outcomes and Indicators for Success 2020-2021**
A. Online support systems for learning	• Maintain secure, safe, reliable, and scalable video conferencing solution for remote learning • Implement consistent Learning Management Systems for K-5 and 6-12 • Configure new online tools in ClassLink and integrated tools in Canvas for remote learning • Research and implement additional communication tools for schools and families
B. Develop new online, certificated staff directed professional development and support resources using enhanced design features added to Canvas	• Develop and Maintain remote learning support resources for staff and families • Assist Teaching and Learning to design new professional development courses and teacher supports using enhanced design features added to Canvas

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

3) Continue district-wide infrastructure upgrade

Actions for 2020-2021	Outcomes and Indicators for Success 2020-2021
A. Implement network upgrades and Infrastructure replacements	• Replacement of older network gear • New systems to replace aging technologies • Implementation of redundant systems to increase reliability and continuity • Replace LDAP directory services
B. Collaborate with Capital Projects (including contractors) on technology upgrades to existing buildings	• Video enabled call systems for secure vestibules • Begin rolling upgrade to TCU intercom systems in elementary schools (1/3 of schools for every year over the next 3 years)

4) Improve internal support structures for Technology Department

Actions for 2020-2021	Outcomes and Indicators for Success 2020-2021
A. Develop and implement new guidelines, procedures and systems to strengthen student data privacy	• Revise student Acceptable Use Policy (AUP) • Revise guidelines on transfer and storage of students data • Update student data privacy agreements with relevant vendors

5) District Operations Support

Actions for 2020-2021	Outcomes and Indicators for Success 2020-2021
A. Operation continuity of service	• Prepare and distribute computers for essential staff that work off site • Prepare and grow capacity for remote (VPN) connections for essential staff that work offsite • Provide voice over Internet to maintain district phone access for essential staff • Coordinate and implement building access control for buildings during COVID

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 2020-2021	Outcomes and Indicators for Success 2020-2021
A. Redevelop our Communications Advisory to include broader and more diverse representation reflective of our school community	• Develop an application and process to join the advisory that considers the cultural and linguistic diversity of our school community • Recruit members using multilingual communications and modalities to reach a broad range of families, staff and community members • Collaborate with our Equity and Family Engagement Department to provide the advisory members with bias and racial equity training

2)   Enhance quality and effectiveness of district communications

Actions for 2020-2021	Outcomes and Indicators for Success 2020-2021
A. Support school and district communications relating to remote and hybrid learning options, resources and processes	• Provide school community with regular updates regarding school reopening planning • Develop and promote learning and support resource web pages • Create a bank of template messaging for administrative/office staff use • Provide training for admin and office staff on use of SchoolMesssenger mass notification system features, options and work flow best practices • Develop a system for sharing information relating to the number of COVID-19 cases that have occurred in schools and work sites
B. Develop virtual Community Connection meeting presentations	• Reformat Community Connection meetings to be virtual using Zoom • Work with schools and departments to develop meeting topics/themes • Work with staff to develop presentation talking points, slides and video • Hold two virtual Community Connection meetings

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 2020-2021	Outcomes and Indicators for Success 2020-2021
A. Develop and distribute an E-newsletter to supplement, expand and enhance aspects of our print newsletter and email news blasts	• Research and select an E-newsletter platform • Consider platforms' ability to auto translate and allow for community member (non-family non-staff) sign ups • Send an E-newsletter utilizing content from The *Flagship* and additional news, event and activity information to families each month beginning in February 2021 (February, March, April, May and June