

# The North Shore Journey

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Revisiting the North Shore Strategic Plan



**NORTHSORESCHOOLS**

*Discovering Your Dreams*

# The 2018-2023 Strategic Plan

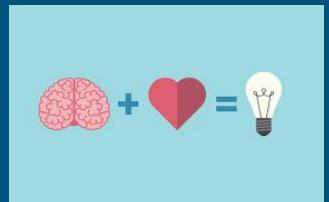
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**Teaching & Learning**



**Equity for All Learners**



**Social Emotional Learning**



**NORTHSCHOOLS**

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# The 2018-2023 Strategic Plan

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- **Data Collection - Fall 2017**
  - Community Forum
  - Interviews of All Stakeholders
  - 2635 Survey Responses from All Stakeholders

- **Core Planning Team - March 2018**
  - 33 Members from the Community
  - Data Synthesis and Goal Setting

- **Action Planning Teams - Spring/Summer 2018**
  - For Each of the 3 Pillars
  - Specific Actions and Timelines
  - Created the Final Document

Together we will build a contemporary learning environment that inspires and reflects the natural delight and curiosity of our K-12 learners where student voice and ownership of learning are fostered and empowered through individual choice, active engagement, and purposeful challenge.



## Teaching and Learning

### 1. Structural Design (Time and Space)

- Research and propose how best to structure time at each level for academic, special area, and support classes (i.e., elementary, middle, and high school) so as to facilitate and foster active student engagement and discovery.
- Investigate and recommend the creation/remodeling of innovative learning spaces that are intentionally designed to foster the skills and dispositions of the district's Shared Valued Outcomes.

### 2. Voice and Ownership in Teaching and Learning

- Enhance instructional approaches to elicit student voice and empower students to drive their own learning environment in developmentally appropriate ways.
- Support teacher innovations to 'teach' their passions outside and within the scope and sequence of the required curriculum and associated standards to foster student/teacher relationships, expose students/teachers to a host of learning experiences and inspire/model life-long learning.
- Engage student voice in curriculum, instruction, and assessment practices.

### 3. Relevance, Purpose, Challenge in Learning

- Foster a culture where growth is at the center of learning.
- Develop a K-12 STEAM program that provides assured experiences for all students.
- Align all general and special education programs with student need and a focus on self-confidence and independence.
- Create relevant, purposeful, and challenging opportunities for students to take ownership of their learning by exploring their passions, maximizing their individual growth, and demonstrating their learning to authentic audiences.
- Design and implement meaningful performance-based assessments throughout classrooms, K-12.
- Assure opportunities for multi, inter, and trans-disciplinary learning for all students.
- Engage students in learning experiences that enhance and foster an understanding of the world and the diversity of people around them and contribute to their academic and personal development as global citizens.
- Research, implement, and assess ways to enhance student engagement and commitment to learning.
- Develop the skills and dispositions of the Shared Valued Outcomes in all students.

### 4. Skills for Contemporary Learning and Teaching

- Create a K-12 Curriculum Council, including students, to serve as a research and development group that ensures the North Shore curriculum remains current, purposeful, and challenging.
- Create a Contemporary Instruction Committee, including students, as a subcommittee of the K-12 Curriculum Council, to research current and innovative instructional practices (including technologies) that deepen student learning, foster student engagement, and develop students' skills for an ever-changing, increasingly interconnected world.
- Develop students' ability to be media literate and critical consumers/producers of information, including primary resources.
- Re-envision the goals and purpose of the Professional Development Committee to ensure that the opportunities it promotes and provides are designed with fidelity to the district's mission.
- Research how meaningfully to monitor and report student growth beyond academic achievement (e.g. the learning process, growth in SVO skills and dispositions) using a variety of measures which includes student voice in the reflection and reporting process.

North Shore Schools  
*Discovering Your Dreams*



WE  
ARE  
NORTH  
SHORE

### 5. Mastery and Achievement Towards North Shore Outcomes

- Promote excellence within a challenging academic program by monitoring, assessing, and continuously improving teaching and learning.
- Increase rates of mastery on all standardized assessments (Regents, Advanced Placement, International Baccalaureate).
- Promote North Shore as a leader in education and expand on the district's innovative approaches to teaching and learning.

Given that a culture of connection and a sense of belonging are foundations for a healthy school community, we will build a safe environment that emphasizes acceptance, equity, inclusivity, cultural competency, and a respectful, open exchange of ideas for all learners.

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## Equity for All Learners

- Develop an awareness and understanding among all constituencies of the diversity of attitudes, values, beliefs and experiences of the North Shore community to promote acceptance.
- Identify and publish our district's "equity story" by analyzing data, identifying areas of inequity, and engaging in targeted professional learning to support student growth.
- Close achievement gaps for all sub groups across all domains of student growth and development.
- Ensure equitable access to extra-curricular opportunities for all students.

- Research and expand existing counseling programs/resources available to English Language Learners and their families.
- **Develop leadership to address equity issues throughout the system.**
- Promote school environments that include, support, engage and inspire a diverse student body.
- Ensure equitable access and opportunity to all offerings across the entire academic program.



- Maintain high expectations, celebrate student strengths, and provide supports for all students.
  - Instill the value of citizenship as a core component of a North Shore education.
  - Build strong networks of support at all major points of student transitions.
- Develop a Family Liaison Position/Team.**
- Create a system for mentoring of students and families.
  - Develop, design, and coordinate opportunities that promote equity, social justice, and intercultural experiences.

- **Develop and implement a K-12 anti-bias training program.**
- Create curriculum based opportunities that foster social connections/extensions among diverse groups within and beyond the school day for all students.
- Design and implement developmentally appropriate K-12 practices aimed at restorative justice.
- **Through the hiring of exceptional applicants, increase the number of diverse role models for students and staff at all levels within the district.**
- Host district wide celebrations that focus on acceptance, appreciation, and understanding of others.

We will enact the development of student's social and emotional well-being by teaching self-awareness, self-management, social awareness, relationship skills and reflective, responsible decision making within a nurturing environment.



## Social-Emotional Learning

- Establish a multidisciplinary K-12 team, including community partners, to oversee the identification, development, and support of social emotional wellness.
- Conduct a K-12 district needs assessment to determine existing health and wellness supports and make recommendations for improvement.
- Engage student voice and advisement in identifying actionable priorities.
- Research, identify, and implement evidence-based K-12 Social-Emotional Learning (SEL) practices.

- Promote a reflective K-12 school culture that is safe, nurturing, and aspirational.
- Create and train all staff in an early warning system designed to identify at-risk students.
- Develop a referral plan and approaches to address at risk students and behaviors.
- Identify applicable brain research-based strategies to improve students' well-being.
- Establish a district Social-Emotional Learning Communication Plan.
- Establish new partnerships and work effectively with existing local community organizations and advocacy centers.

- Create a resource bank of information, research, and services made available to all employees and families.
  - Increase opportunities for K-12 students to engage in purposeful play, discovery, and productive struggle.
  - Implement practices and programs focused on student wellness, resilience, and engagement in healthy behaviors/practices.
  - Increase protective factors focused on decreasing rates of use of Alcohol, Tobacco and Other Drugs (ATOD) in all students.
  - Require time, space, and structure for assured experiences to promote Social-Emotional Learning during the day.
- Partner with parents, guardians, and community members to increase wellness opportunities outside the school day.
- Ensure on-going professional development for all faculty and staff in Social-Emotional Learning.
- Ensure that all students have a trusted adult and/or adult mentor at school.
- Ensure that the social-emotional needs of students inform all instructional and academic matters (e.g. workload, testing, homework, etc.) related to setting all academic calendars and planning student experiences/school events.

Please note:

- The action steps listed above that are highlighted in maroon are short-term goals that will be completed by June 2019
- The action steps listed above that are italicized are on-going goals.

# Revisiting the Strategic Plan

Our World Has Changed Tremendously Since 2018

The Impact of the Covid-19 Pandemic on Teaching, Learning and Wellness

Concern with Student Engagement and Student Voices and the District Goal of Developing an Engagement Action Plan

New Mandates, Commitments, & Challenges

Strategic Planning Committee Feedback and New Suggested Actions

The Need to Look at the Ultimate Impact on Students and their Lived K-12 Experience

## The Need for Clarity and Focus

The Need to Measure and Evaluate the Strategic Plan

A teal-colored moving truck with a white stripe along the bottom edge. The side door features a logo for "NORTHSORESCHOOLS" with the tagline "Discovering Your Dreams". A red rectangular overlay box is positioned in the upper right area of the truck's side panel, containing the text "North Shore Moving Business" in a large, white, serif font.

# *North Shore Moving Business*





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## District Goal 4 (2021-22)

*Develop an action plan relying upon past research on the degree to which all of our students feel engaged, including their active engagement, inside and outside of school, and rely upon all previous studies to inform our research.*



HIGH ENGAGEMENT

Overloaded

Thriving

LOW WELL-BEING

HIGH WELL-BEING

At Risk

Underprepared

LOW ENGAGEMENT



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# The Student Experience

*The Lived Impact of Efforts to Promote Engagement,  
Enjoyment and Positive Relationships in School*





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# What is engagement?

<i><b>Engagement as Meaningful Learning in the Classroom</b></i>	<i><b>Engagement as Positive Relationships and a Sense of Belonging</b></i>
<i><b>Engagement as Participation in Interest-Based Extracurricular Opportunities</b></i>	<i><b>Wellness and Wellbeing</b></i>

**Figure 1: Four Key Components of Student Engagement**

# The North Shore Journey = A Promise =

## The Strategic Plan + The Student Engagement Framework + The Lived Student Experience

<p><b><i>Meaningful Learning and Academic Growth</i></b></p> <p><b>Growth in Academic Proficiency and Mastery</b></p> <p><b>Growth as Expert-Joyful-Independent Learners</b></p> <p><b>Meaningful and Authentic Learning Through Real World Connection and Application</b></p>	<p><b><i>Positive Relationships and a Sense of Belonging</i></b></p> <p><b>Positive Relationships and Citizenship</b></p> <p><b>Normalizing the Appreciation of Difference and Self-Respect</b></p> <p><b>Open-Minded Communication and Collaboration</b></p>	<p><b><i>Growth in Areas of Personal Interest</i></b></p> <p><b>Growth in Areas of Personal Interest</b></p>	<p><b><i>Wellness</i></b></p> <p><b>Growth in Self-Empowerment</b></p> <p><b>Growth in Skills for Healthy Living</b></p>
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# Process - The North Shore Journey

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- Engagement Study (Fall 2021)
- Tri-State Visitation and Feedback (Spring 2022)
- Faculty Feedback and Artifact Collection, Interviews and Observations (Spring 2022)
- Strategic Plan Committee Feedback (2021-2022 School Year)
- Administrator Processing (Summer 2022)
- Submitted to BOE (Fall 2022)
- Leadership Team Analyzing - School-Wide Habits (School Year 2022-2023)



# A Focus on - Why and How?

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- The “why” of a strategic plan needs to be connected to the District Mission and Overarching Goals: *For Students To Discover Their Dreams.*
- *When you operate from the “why” and add the “how”, you have a purposeful basis for measurement of progress and process over a long period of time. This moves away from isolated actions and helps define success through an entire system (e.g. Develop a Family Liaison Position/Team).*
- *The Strategic Plan is systemic and based on The K-12 Lived Experience of Students and Educators. The NS Journey framework allows us to think of the progression of actions for students from grades K-12 as they grow and learn in school, that grow in sophistication.*
- ***A Promise to All Students***

*Along their North Shore journey, ALL students will engage in the assured experiences below with consistency and increasing complexity, so they can discover their dreams.*

## *Meaningful Learning and Academic Growth*

### **1. Growth in Academic Proficiency and Mastery**

Opportunities that lead to growth in fluency in conventions, understanding of concepts, and commitment to structures, habits and frameworks for success in the academic disciplines, the Shared Valued Outcomes, and other areas of school life, and society

### **2. Growth as Expert-Joyful-Independent Learners**

Personalized learning environments that empower students to become assessment capable, growth oriented, metacognitive learners, who leverage their strengths, attend to their specific needs, welcome feedback and develop their curiosity, creativity, voice and a passion for life-long learning and growth

### **3. Meaningful and Authentic Learning Through Real World Connection and Application**

Meaningful learning and reflection opportunities which help students connect content area and SVO skill growth to a complex real world and transfer their learning and habits to new contexts, situations, assessments and performance tasks through creating, innovating and solving problems.

## *Positive Relationships and a Sense of Belonging*

### **4. Positive Relationships and Citizenship**

Trusting and supportive relationships with peers and adults that allow students to learn together how to form positive relationships and contribute positively to the school community and the broader community

### **5. Normalizing the Appreciation of Difference and Self-Respect**

Learning which develops respect and appreciation of the diverse experiences, backgrounds and perspectives of the world while also instilling pride in one's own story and background

### **6. Open-Minded Communication and Collaboration**

Growth in the skills of positive civil discourse, open-minded conversation and respectful disagreement as a method of learning, relating and problem solving

## *Participation in Interest-Based Elective and Extracurricular Opportunities*

### **7. Growth in Areas of Personal Interest**

Experiences and opportunities which allow for the discovery and a thorough development of passions, interests, strengths and potential career paths

## **Wellness**

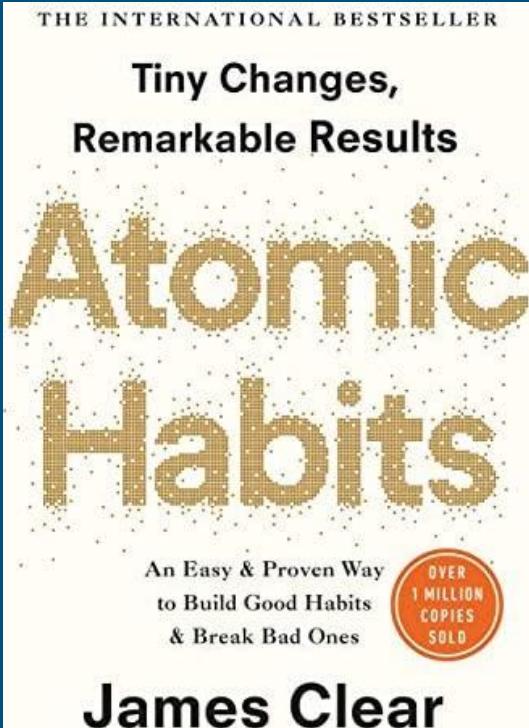
### **8. Growth in Self-Empowerment**

Opportunities that develop a sense of resilience, courage, emotional regulation and a growth mindset in facing challenges throughout school and life experiences

### **9. Growth in Skills for Healthy Living**

Learning and a school environment which creates an awareness of healthy habits, the ability to identify and manage obstacles and threats to healthy balance and personal wellness and the ability to identify their need for resources and support

# Habits - Beyond Goals and Towards Systems



- How consistent are the assured experiences intentionally implemented throughout all school buildings?
- How aligned are the assured experiences in a deliberate progression, K-12 where students grow towards sophistication?
- How accessible are the experiences for **ALL** students?
- How is student progress assessed and what is the role of intervention and differentiation?

# **Progress - The North Shore Journey**

## **Act - Ask/Assess - Articulate**

<b>Act</b>	<b>Ask/Assess</b>	<b>Articulate</b>
<ul style="list-style-type: none"><li>• Continue to Work on the Original Strategic Plan Action Items and Items from Committee Recommendations and with “Atomic Habits” in mind.</li><li>• Group Those Action Items Within NS Journey</li><li>• Develop Metrics/Measurement Tools</li></ul>	<ul style="list-style-type: none"><li>• Stakeholder Discussion Sessions<ul style="list-style-type: none"><li>○ Focused on Each Quadrant</li><li>○ Including parents, students, and teachers.</li></ul></li><li>• Survey Data</li><li>• Artifact and Statistical Analysis</li></ul>	<ul style="list-style-type: none"><li>• Report on Progress (5/25/23 BOE Meeting)</li><li>• Revised Actions within the NS Journey Framework</li><li>• Keep the Framework, Modify and Add Actions as Needed</li></ul>