

2018-2023 Strategic Plan
Charting a Course for the Success
of All Learners

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The Process- Data Collection

- ❖ Community Forum
- ❖ Interviews
 - ❖ Board Members
 - ❖ Administrators
 - ❖ Union Leadership
 - ❖ Parents
 - ❖ Faculty
 - ❖ Middle and High School students
- ❖ Surveys- 2635 responses
 - ❖ Students in grades 3-12
 - ❖ Faculty
 - ❖ Parents
 - ❖ Support Staff
 - ❖ Community members without children in the schools

Core Planning Team

- ◆ March 13th and 14th
 - ◆ 33 Team Members
 - ◆ Board Members
 - ◆ Central and Building administrators
 - ◆ Teachers representing all schools
 - ◆ PTSO and SEPTA representatives from all schools

Our Process

Day 1- March 13th

- ❖ What do we value?
- ❖ What do we hope?
- ❖ What do we know?
- ❖ What do we observe?

Day 2- March 14th

- ❖ Development of Goals
 - ❖ Adaptive
 - ❖ High Yield
 - ❖ High Impact
 - ❖ Bold
 - ❖ Forward thinking
 - ❖ Focused on growth, evolution, and our future

Our Process

- ◆ Three Co-Led Action Planning Teams Formed
 - ◆ Teaching and Learning
 - ◆ Equity for All Learners
 - ◆ Social-Emotional Learning

- ◆ Team Composition- 37 members in total
 - ◆ Members of the Board of Education
 - ◆ Administrators
 - ◆ Teachers
 - ◆ Parents/Community Members
 - ◆ Students

Goal Development

North Shore prides itself on providing a world class, transformative education that is student-centered, inquiry-based and aimed at excellence. Using best practices for contemporary learning, we strive to uncover each child's best self to develop leaders who are well-balanced, responsible and informed citizens of the world.

We do so through the pursuit of these three goals:

Teaching and Learning

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

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) 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.

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.

Teaching and Learning

Relevance, Purpose, Challenge in Learning

- ④ Foster a culture where growth is at the center of learning.
- ④ Develop a K-12 STEAM program that provides assured experiences for all students.
- ④ Align all general and special education programs with student need and a focus on self-confidence and independence.
- ④ 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.
- ④ Design and implement meaningful performance-based assessments throughout classrooms, K-12.
- ④ Assure opportunities for multi, inter, and trans disciplinary learning for all students.

Teaching and Learning

Relevance, Purpose, Challenge in Learning

- ❖ 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.

Teaching and Learning

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.
- ❖ 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 SVC skills and dispositions) using a variety of measures which includes student voice in the reflection and reporting process.

Teaching and Learning

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 (3-8 ELA/Math; 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.

Equity for All Learners

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.

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.
- ◆ 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.

Equity for All Learners

- ◊ 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 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.

Equity for All Learners

- ❖ 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.

Social-Emotional Learning

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.
- Identify applicable brain research based strategies to improve students' well-being.

Social-Emotional Learning

- ◊ 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 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.

Social-Emotional Learning

- ✦ 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.

Next Steps

- ◆ Incorporate input and feedback from the Board of Education
- ◆ Identify and communicate first year actionable items
- ◆ Develop a comprehensive communication plan
- ◆ Present to Board of Education for adoption- September 13, 2018
- ◆ Enact Plan
- ◆ Form committees to oversee work
- ◆ Provide Board and community with regular updates and annual progress notes

2018-2019 Additional Goals

- ◆ Shared Valued Outcomes
 - ◆ Implement 2017-2018 skills, dispositions, and learning progressions for Communicators and Thinkers
 - ◆ Develop skills, dispositions, and learning progressions for Problem-Solvers and Committed Individuals
- ◆ Develop Action Plans from 2017-2018 Tri-States Review
- ◆ Develop a master plan and community process for a possible Bond Referendum
- ◆ Engage in an audit of Board of Education Policies and Administrative Regulations through NYSSBA
- ◆ Review Policies 4000-5710 (Instructional Policies)
- ◆ Conduct Program Evaluations in K-12 Literacy and K-12 World Languages
- ◆ Develop 3-Year Action plans in K-12 Counseling
- ◆ Monitor expansion of 1:1 Chromebook implementation

Discovering Your Dreams

