



THE NORTH SHORE JOURNEY

MEANINGFUL
LEARNING
AND
ACADEMIC
GROWTH



POSITIVE
RELATIONSHIPS

INTERESTS
AND
STRENGTHS



WELLNESS



North Shore Schools

Discovering Your Dreams

The North Shore Journey

Inspired by our Shared Values and commitment to each individual whole child, we collaborate to experience and propel authentic learning, voice, agency, resilience, and continuous growth so everyone who learns, lives, and works in the North Shore community can discover their dreams and better the world.

As educators, we are in the “movement business” and are compelled to help students grow or “move” towards deeper understanding, skill and independence in key areas so that they are empowered to embark on their own journey, after their North Shore journey.

Along their North Shore Journey, the District will ensure that ALL students will engage in assured experiences with consistency and increasing complexity so they can discover their dreams.

In committing to this promise for all students, we will continually explore the following essential questions:

1. How consistent are the assured experiences intentionally implemented throughout all school buildings?
2. How aligned are the assured experiences in a deliberate progression, K-12 where students grow towards sophistication?
3. How accessible are the experiences for **ALL** students?
4. How is student progress assessed and what is the role of intervention and differentiation to meet the diverse and unique needs of individual students?
5. How are planned tasks, actions, and goals modified from year to year to reflect the changing needs of all students?

The North Shore Journey framework (listed below) was developed and refined after thousands of survey responses, interviews, and artifact examination. The process began with the March 2022 Tri-State Consortium evaluation visit that was focused on student engagement.

The framework is a strategic plan designed through the lens of our students and what they experience. The maintenance of a broad but clear framework over a long period of time will keep the District focused, allow us to assess progress and allow us to adjust specific goals within the framework from one year to the next. Most importantly, the framework’s design will keep us focused on the needs of students and their growth so they are equipped to be able to “discover their dreams” as they end their North Shore Journey.

MEANINGFUL LEARNING & ACADEMIC GROWTH

Growth in Academic Proficiency and Mastery

Growth as Expert-Joyful-Independent Learners

Meaningful and Authentic Learning Through Real World Connection and Application

THE NORTH SHORE JOURNEY



POSITIVE RELATIONSHIPS

Positive Relationships and Citizenship

Normalizing Self-Respect and the Appreciation of Difference

Open-Minded Communication and Collaboration

INTERESTS & STRENGTHS

Growth in Areas of Personal Interest

WELLNESS

Growth in Self-Empowerment

Growth in Skills for Healthy Living



District-Wide Assured Experience Category	Associated SVO	Silver/Strong Teacher Evaluation Component	New System Habits and Actions for 2023-2024 (To be reported on, completed and/or extended annually. New actions will also be added annually)
<p>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</p>	<p><i>Commitment to Self</i></p> <p><i>Communication</i></p> <p><i>Creative and Critical Thinking</i></p> <p><i>Innovation</i></p> <p><i>Problem Solving</i></p>	<p>1,4,5,6,7</p>	<ul style="list-style-type: none"> ● Revise all master curriculum maps for updated standards and the inclusion of the Shared Valued Outcomes ● Roll out and assess the completed MTSS Plan ● Review assessment and grading structures in all grade levels for consistency and for a spirit of growth oriented assessments “for” learning ● Implement the Science of Reading in the primary school years ● Outline and implement the new digital fluency standards ● Design for more universal access to research in grades 5-12 (Humanities, Mathematics Science, Social Science)
<p>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</p>	<p><i>Commitment to Self</i></p> <p><i>Creative and Critical Thinking</i></p>	<p>3,9</p>	<ul style="list-style-type: none"> ● Offer district-wide training on Universal Design for Learning and Visible Learning and build this into the lesson observation process ● Create and implement a study skills framework for students in grades 2-12 ● Offer district-wide collegial circles and training on the development of curiosity and constructivist learning ● Create new opportunities for students to engage in challenging and rigorous learning
<p>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</p>	<p><i>Creative and Critical Thinking</i></p> <p><i>Innovation</i></p> <p><i>Problem Solving</i></p>	<p>8</p>	<ul style="list-style-type: none"> ● Embed authentic learning structures (field experiences and performance based assessments) into all curriculum maps ● Embed the notion of “starting with why” into each curriculum map and classroom lesson observations to ensure that students engage with the meaning behind learning on a regular basis

<p>learning and habits to new contexts, situations, assessments and performance tasks.</p>			<ul style="list-style-type: none"> ● Create a framework for outdoor learning for all grade levels
<p>Positive Relationships & Citizenship Trusting and supportive relationships with peers and adults that allow students to learn together how to contribute positively to the school community and the broader community (positive relationships and citizenship)</p>	<p><i>Collaboration</i></p> <p><i>Commitment to Others</i></p>	<p>2</p>	<ul style="list-style-type: none"> ● Create a K-12 structure for community service opportunities, inside and outside of school ● Create systemic opportunities for older students to mentor younger students ● Conduct whole school programming that connects the Shared Valued Outcomes to positive behavior on a regular basis
<p>Normalizing Self-Respect and the Appreciation of Difference 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</p>	<p><i>Collaboration</i></p> <p><i>Commitment to Others</i></p>	<p>2</p>	<ul style="list-style-type: none"> ● Conduct annual school climate surveys and design schoolwide programming and student forums to promote a positive school climate ● Lead building walkthroughs that focus on (and make recommendations for) how our schools build self-respect and the appreciation of difference. ● Implement an increasingly structured K-12 advisory approach (morning meeting, E3 squad, and commons) that has consistent goals, themes and curricula
<p>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</p>	<p><i>Collaboration</i></p> <p><i>Communication</i></p> <p><i>Problem Solving</i></p>	<p>2,4</p>	<ul style="list-style-type: none"> ● Build on previous work on civil discourse by ensuring that training in socratic discussion and other models of discussion are provided to all staff members and that such models are implemented in each course as a way of processing learning

<p>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</p>	<p><i>All SVOs</i></p>	<p>3,8</p>	<ul style="list-style-type: none"> ● Outline possible course clusters (or majors) that students can elect to take based on specific interests and advertise these possibilities along with connected extracurricular opportunities. ● Develop a community internship/mentorship program for secondary level students that allows for exposure to real world experience related to careers ● Create assessments of student strengths and interests and embed this into counseling curriculum and visits with guidance ● Audit all extracurricular activities and look for gaps and redundancies.
<p>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</p>	<p><i>Commitment to Self</i></p> <p><i>Problem Solving</i></p>	<p>9</p>	<ul style="list-style-type: none"> ● Audit the risks of technology use in school and create limits and structures for use while also partnering with parents to face the overall harms of social media ● Embed self-empowerment and self-care topics into counseling, health and physical education courses as well as into Athletics and the Arts. ● Design opportunities for learning about self-empowerment and self-care into the wellness departments at each school and into parent university programs. ● Help students to self-evaluate their need to grow in skills such as emotional regulation, resilience and mindset.
<p>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</p>	<p><i>Commitment to Self</i></p> <p><i>Problem Solving</i></p>	<p>9</p>	<ul style="list-style-type: none"> ● Develop targeted mental and physical health based professional partnerships for professional development and referral for students. ● Continue to partner with organizations such as CASA and use the health curriculum to provide positive decision making skills training and prevention education.