



SEATTLE PUBLIC SCHOOLS PLAN FOR STUDENT SUCCESS

**School Years
2005/06 through 2009/10**

“Every student—regardless of race, ethnicity, gender, or socioeconomic background—will graduate and be fully prepared to lead a successful life.”

Seattle School Board Vision Statement, July 2004

May 2005

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Executive Summary

Seattle is a vibrant, diverse city with a rich history of valuing and supporting public education. It is a city that recognizes and honors the important role successful schools play in building a successful city. Seattle's citizens repeatedly have displayed the intensity of their commitment with overwhelming passage of local levies and ongoing support of the City's Families and Education Levy. We are a city of high expectations, high hopes, and big dreams for the future, particularly when it comes to educating our children. We do not give up. We do not settle for mediocrity or modest improvement. With remarkable vigor and determination, we pursue the prize. We are committed believers in public education. Around the nation, others are watching us because they know that Seattle will make it happen. Partnerships are in place, energy is high, and we are fully engaged in a plan that harnesses and focuses our collective energy on creating a public school system that delivers on our high hopes and expectations for the children of Seattle.

Early this year the Seattle School Board and Superintendent embarked on a process to develop a five-year plan to address academic achievement and the "gap,"¹ barriers to learning, leadership, and resource management issues. In July 2004, the Board adopted their vision and mission statements, a set of values, a set of beliefs, and five goals. This plan is designed to achieve Board goals and to give strategic direction to District operations during the next five years. Each year this document will be updated to reflect actions needed for the following year.

In developing the plan, the Board held forums with the community in April and August 2004, students in May 2004, principals in June 2004 and teachers gave input in February 2004. Between January and April of 2005, parents and community members at nine community events provided suggestions for the Five-Year Plan. Additionally, the District website has hosted a discussion board for the Plan that has received 78 comments to date. In all, over 600 people contributed to this plan. Furthermore, staff labor groups have been involved through a series of partnering meetings held during the last few months. All of this input helped identify focus areas and strategies that need to be undertaken to achieve the Board's goals of increasing student achievement and eliminating the achievement "gap."

It will take additional money to provide the services contemplated in this plan. Last year the Rainier Institute and Washington Education Association (WEA) issued a study entitled "What Will It Take" that estimated state funding for public schools should increase about \$1 billion each year. Based on the number of children in Seattle Public Schools, Seattle's share of the \$1 billion dollars would be about \$50 million per year. Staff are currently developing the action plans for strategies that will be implemented during the 2005-06 school year. Costs associated with the action plans are being identified. It is unknown at this time how much of this money can be found to carry out new strategies next year. However, we do know that the 2005-06 school year budget will

¹ The "achievement gap" will be measured between achievement of the majority ethnic and student group and Native American, Asian, Latino and African American students.

be challenging and that there is likely to be little new money from the State or Federal Government. Therefore, money from current operations must be redirected or new fund sources must be acquired if the new strategies (that cost money) are to be implemented. Only after the 2005-06 budget development is completed will we know which strategies will be implemented.

Detailed action plans for the strategies are not found in this document. For a complete listing of the detailed action plans, please visit the Seattle School District web site at www.seattleschools.org and click on the Five-Year Plan.

Improvement strategies in the Five-Year Plan reflect and incorporate the values, beliefs, and best thinking of the Seattle School District Board, District and union leadership and staff, principals, students, local government and business leaders, and members of our broader community, families, friends, and interested citizens.

As we move forward with our Five-Year Plan, there will be plenty of plain talk about our challenges, about the difficult changes we must make in order to achieve success, about how our priorities must change, and about what it really means to imbed equity for all students into all that we do. Economic advantage and disadvantage matters. Race matters. Culture matters. Money matters. We can and should expect healthy debate on many issues as we tackle the real work of the Five-Year Plan and measure the strength of our strategies against results. But we cannot shrink from the discussion. We must continuously challenge one another to be courageous, frank, inclusive, and engaged as constructive partners in this work, because above all else, what matters most is the future of our children.

INTRODUCTION

Major Challenges Facing the District

Student Achievement and the Achievement Gap

The Seattle Public Schools must provide a learning environment and access to a high quality education that inspires all students to achieve and that supports those students most at risk not to graduate or meet achievement standards. This is a challenging task and must be regarded as the District's top priority.

Too few students graduate and students from certain groups (i.e. color, refugees/immigrants, special needs, low-income) are more at risk of not meeting achievement standards. Student achievement is complex and involves many factors.

Washington Assessment of Student Learning (WASL) data² show:

- An achievement gap exists between Whites and other groups and has not been reduced over the last few years.
- Female performance on the WASL is higher than males.
- Performance is relatively lower in 7th grade than in 4th grade.
- Some Asian groups are doing better than the White group.

The WASL information is used because the data provide a picture of student achievement and the achievement gap. Other measures such as the ITBS paint a similar picture of the District's achievement but are not used in this report. Both WASL and ITBS data show considerable disparities in the achievement of White students versus students of color. These disparities have been noted for many years dating since the 1980's, with the largest achievement gap occurring typically between African American and White students.

The size of the achievement gap fluctuates from year to year, though over time there has been no appreciable reduction. Please refer to the web sites noted in the previous paragraphs for additional data.

² Seattle Public Schools' Data Profile: District Summary Document (a complete set of data, including information on ITBS scores, grades, and other data can be found on the Seattle Public Schools web site at <http://www.seattleschools.org/area/siso/disprof.xml>). If comparisons to other districts are desired, please use the Office of Superintendent of Public Instruction's web site at <http://www.reportcard.ospi.k12.wa.us>.

District Finances

The Seattle Public Schools must become more efficient to provide permanent and sustainable financial resources to increase student achievement and eliminate the achievement gap.

The early years of the 21st century brought difficult financial days for Seattle Public Schools. In order to balance the budgets for the last two years, substantial expenditure reductions had to be made. Due to insufficient state and federal funding, the Board was asked to approve budget reductions of at least \$9 million for the 2004-05 school year and more cuts will be required in 2005-06 unless permanent and sustainable financial adjustments are made. Although past systems and cultural problems are being addressed, it is clear that current and future year budget shortfalls result from a fundamental cause—on-going District revenues are not sufficient to support current service levels.

Further complicating the financial situation is the need to add resources to the teaching and learning program. Specific needs include retention of skilled staff and provision for updated curriculum materials to students and a major investment in the professional learning of our teachers, para-educators, principals, and assistant principals. To solve this dilemma, the District must reallocate resources, reduce expenses, or increase revenue.

A significant revenue increase is not likely because the District already has the maximum levy possible and the condition of the state general fund makes it improbable that the Legislature will appreciably increase funding. Consequently, the major option for the District is to become more efficient and decrease expenditures so that core operations are sustainable and all possible resources can be used to increase student achievement and eliminate the achievement gap.

Leadership

The Seattle Public Schools must recruit, train, and retain effective District and school leadership.

Effective District and school leadership is critical to achieve high performing organizations that provide maximum learning opportunities for children. The District is moving to a more open, honest, responsive, and accountable culture. It will take persistent effort to create the desired culture.

It is important for Seattle Public Schools to have skilled leaders because there is more autonomy over curriculum, hiring, and finances than in most districts. This autonomy creates positive and negative consequences. On the positive side of the ledger, principals are able to use their money, staff, and resources in ways that best suit a school's needs. This autonomy brings additional responsibility by requiring principals to be well versed in District, state and federal rules and regulations about funding and personnel. It can be

argued that the autonomy and administrative duties distract a principal from her or his primary function of increasing student achievement.

The District hired several principals last year. There are lots of reasons for this high number of new principal openings in the District, but efforts need to be made to retain good principals and provide continuity of school leadership from year to year.

In addition, Central office leadership has undergone a significant change. This year there is a new superintendent, operations officer, academic officer, education director, finance director, budget manager, and accounting manager. Again, the reasons for change vary, but effective leadership is critical to the success of the District's education program.

A Strategic Response to the Challenges

Development and Implementation of a Five-Year Improvement Plan for the District and Its Schools

To respond to and overcome these concerns, we must act immediately to identify and implement effective instructional and operational strategies that have a high probability of maximizing student learning and preparing students to lead a successful life.

It is critical that we identify and implement new or enhanced initiatives that are directly targeted at improving the academic achievement levels for all of our students and reducing disproportionality in student achievement.

Reading is fundamental to success in school. Seattle must become a city of readers. The District will invite and encourage the Seattle Public Library, the City of Seattle, community-based literacy organizations and families to rally around reading literacy, in and out of school.

To be successful, we must develop a strategic improvement plan that focuses our energies and resources on providing:

- An effective curriculum and instruction plan for all our students;
- A safe, healthy, supportive, and personalized learning environment;
- Opportunities for families and the community to be active partners in the education of their children;
- Resources that are used wisely with a focus on equity, efficiency, and sustainability; and
- High quality staff and strong leadership to guide these improvement initiatives over the next five years.

In order to meet these critical challenges and successfully transform the District over the next five years, it will require that we seek new revenues and redirect existing resources to fund these priorities.

Leadership Commitment and Capacity

The Seattle District is in a unique position to significantly address all these issues over the next few years. That unique position results from cooperative relationships with the teachers and their union, principals and their association, other represented employees and their unions, and support from the community, city and county governments, State Education Director, the Seattle business community, and a Board that is willing to make difficult decisions. This must be a combined effort of all to succeed.

The Format and Major Content Elements of the District's Improvement Plan

The Seattle Public Schools' Action Plan for Student Success formulates direction for the District over the next five years. It represents a blueprint for the District's future. District leadership identified the strategies identified in this document as the high priority strategies that should be done first in order to improve achievement and the performance of schools and staff.

Following are the major content elements of the plan:

- A Statement of District Vision, Values, and Beliefs;
- A Statement of District Goals (a statement of what needs to be accomplished);
- A listing of benchmarks for measuring District performance toward accomplishing the goals;
- Statements of Major Areas of Focus and priority strategies to be started in 2004-05 and 2005-06 in order to obtain the goals; and
- A recommended implementation structure for the plan.

A Plan to Address the Challenges

The vision and mission statements, values, beliefs, and goals were adopted by the Seattle School Board in August 2004. These statements serve as a guide to the process of developing focus areas, strategies, and action plans to achieve the goals.

Vision

Every student—regardless of race, ethnicity, gender, or socioeconomic background—will graduate and be fully prepared to lead a successful life.

Mission

To provide every student with effective, high-quality teaching and learning experiences, relevant curriculum and support services, in a safe and healthy environment.

Values

- ❑ Academic effectiveness
- ❑ Accountability
- ❑ Equity
- ❑ Inclusivity
- ❑ Justice
- ❑ Sustainability

Beliefs

- Public education is a foundation of democracy and provides the tools to create a more egalitarian and just society.
- All children and youth have a right to a high-quality, comprehensive public education.
- Public education must help all children and youth reach their highest potential, feel successful, and become wise, thoughtful, and caring adults.
- We model what students learn—by what we say, what we do, how we treat each other, and how we organize and run our schools.
- Children and youth learn most effectively when teaching and curriculum are relevant to their own backgrounds, interests, and learning styles.
- Students thrive in an environment that offers a variety of learning opportunities.

- To close the achievement gap³, we must recognize the impacts of institutionalized racism⁴ on student success and question any excuses for not making necessary changes.
- Students want and need positive relationships with adults, based on mutual respect and high expectations for success, and schools must provide opportunities for those relationships to flourish.
- To learn effectively, students need their basic needs met—food, shelter, clothing, personal safety and health, freedom from harassment, and respect for their individuality and ethnic background.
- A school system works best when all participants are candid, open, and accountable.
- All students can learn. Poor academic performance reflects the quality of leadership and the way in which adults are working together, not the quality of the students.
- Schools work better when they are open to and make good use of community resources.
- Urgency is a critical element in true transformation.
- Fully funding public education is a basic responsibility of our society.

Goals

- 1) Improve the effectiveness and relevance of instructional and support services for all students.
- 2) Eliminate the achievement gap.
- 3) Eliminate all systemic barriers to student achievement.
- 4) Build leadership capacity for accountability, inclusivity, and effectiveness.
- 5) Manage resources and set priorities using principles of equity and sustainability.

³ **Achievement Gap** (disproportionality) – The disproportionate under representation of non-white students among those who are meeting academic standards, which is reflected statistically as a “gap” between white and non-white student outcomes in comparative achievement data.

⁴ **Institutionalized Racism** - An indirect and largely invisible process that operates automatically and results in less access to services and opportunities of a society based on race. It is a term encompassing the, now often unconscious, barriers built into education, selection, promotion, and service delivery systems that serve to disadvantage members of non-white groups in the United States.

Benchmarks of Progress

The following measures will be used to determine progress being made by the District to meet the goals each year of the Five-Year Plan beginning in 2005-06. Benchmarks⁵ that relate to schools and students will be tracked and reported at the District and school level and will be included in the school transformation planning process.

Academic Achievement Benchmarks:

1. Annually, the District will meet or exceed state and district achievement standards.
2. The number of students taking Scholastic Aptitude Test (SAT) and American College Testing (ACT) tests will increase each year by 5 percent.
3. There will be an increase of 5 percent in the number of career and technical annual average full time students each year beginning in 2005-06.
4. The percentage of cohort, on-time graduates will increase by 3 percentage points each year of the plan beginning in 2005-06.
5. The number of graduates will increase by 3 percentage points each year of the plan beginning in 2005-06.
6. Sixty-five percent of third graders will read at or above state standards in 2005-06. Each year of the plan thereafter, the number of students meeting the standard will increase **by 7 percentage points**.
7. Beginning in school year 2006-07⁶, 20 percent of students in grades 5, 8, and 10 will meet or exceed the state's arts standard. Each year of the plan thereafter, the number of students meeting the standard will increase by 5 percentage points.

Disproportionality Benchmarks:

8. The "achievement gap"⁷ in reading and mathematics will be eliminated by 2009-10. The "gap" will be decreased by 10 percent in 2005-06.
9. The "disproportionality gap" in discipline, as measured by the rates of suspensions and expulsions, between white students and students of color will be reduced by 20 percent each year beginning in 2005-06.
10. There will be a 10 percent increase in the number and percent of children of color that complete high school advanced curriculum courses⁸ each year.
11. Referrals for special education evaluation of children of color will not exceed the percentage of such children in the Seattle Public Schools population.

⁵ A document detailing baseline data for each benchmark will be developed.

⁶ Pilot assessments will be used to measure progress beginning in 2006-07 and until 2009-10 school year when arts assessment is mandatory.

⁷ The "achievement gap" will be measured between achievement of the majority ethnic and student group and Native American, Asian, Latino and African American students.

⁸ These courses include advanced placement, International Baccalaureate, pre-calculus, calculus, fourth year foreign language, and honors courses.

Achievement Persistence Benchmarks:

12. The average rate of student attendance will increase by 1 percentage point each year.
13. The average truancy rate for students at every school level will be reduced 10 percent each year.
14. The annual middle and high school dropout rates will be reduced by 10 percent each year.

School Environment Benchmarks:

15. There will be a one-tenth of a point increase in the indices of a positive school environment as reported in the annual student and staff climate surveys each year.
16. Indicators of family involvement in student learning will increase 5 percent each year as measured by a school family partnerships questionnaire. **A pilot survey** will be implemented in selected schools and baseline will be established in the 2005-06 school year.

Operation Benchmarks:

17. The staffing stability and balance in terms of the ratio of experienced and less experienced school staff (e.g. teachers, para-professionals, and SAEOPS) at highly challenged schools will meet the provisions of the negotiated agreement.
18. By end of year 2005-06, all district administrators will have a current job description and will be evaluated based upon the job description. Job descriptions will be kept current and evaluations of District administrators will be conducted each year.
19. By 2009-10, the Seattle School Board financial reserve policy will be fully implemented.
20. Seattle Public Schools will end each year of the plan with a positive ending unrestricted fund balance.
21. For the 2006-07 school year, revised facility, transportation, and student assignment plans that are more efficient, effective, and equitable will be adopted by the Board.
22. For the 2006-07 school year, a revised school funding model will be completed and implemented.
23. Annually, the District will create a legislative plan and agenda that collaborates with District partners, expresses School Board priorities, seeks funds necessary to fully fund education programs, and advocates for appropriate changes to federal and state rules and laws.
24. Annually, the District will provide a status report to the community that is related to the benchmarks of the Five-Year Plan.

Goal One—High Achievement for all Students

Goal 1

High Achievement for All Students

Increase the effectiveness and relevance of instructional and support services for all students.

To Reach Higher Achievement for all Students, We Will:

1. **Develop and implement grade level expectations aligned pre-K through 10 by:**
 - Reviewing, evaluating, and aligning current curriculum and instructional materials to state standards (EALRs) and to state grade level expectations (GLEs), assessments, and culturally responsive teaching strategies, pre-K through 10th grade in mathematics, reading, writing and science;
 - Ensuring cultural relevancy in all areas of the curriculum;
 - Developing and implementing the District Improvement Plan as required under the No Child Left Behind Act and the State Office of Superintendent of Public Instruction;
 - Providing system-wide access to aligned, relevant curriculum through on-line publication of curriculum guides for each content area; and
 - Reviewing, evaluating, and aligning curriculum and instructional materials to state standards (EALRs) and to state grade level expectations (GLEs), assessments, and culturally responsive teaching strategies, pre-K through 10th grade in social studies, visual and performing arts, health and fitness, with pilot assessments beginning in 2006/07.

2. **Develop and implement effective and culturally responsive instructional strategies by:**
 - Creating a professional development program that stimulates innovation by district instructional staff;
 - **Preparing staff to provide high quality, relevant, academically rigorous reading and writing instruction at all levels;**
 - Ensuring structured and regular opportunities for teachers to collaborate, reflect, and innovate;
 - Providing district-wide and school-based professional development in specific instructional strategies that increase student learning (e.g. NUA strategies, reciprocal teaching, inquiry, GLAD strategies, cultural cues, integrated arts curriculum);

- **Providing district-wide and school-based professional development in effective use of a variety of reading assessments to guide instructional decisions; and**
 - Providing well prepared school-based coaches in literacy and mathematics to support high quality teaching and student learning in every classroom.
- 3. Create arts-rich school cultures that provide students access to education in music, visual arts, theater, and dance by:**
- **Measuring the current “baseline” presence of arts education opportunities in all District K-12 schools by the end of the 2005;**
 - **Directing that Arts Instructional Services assist all schools to address arts education in their 2006-07 strategic plans;**
 - Increasing the number of professional development course offerings in arts for teachers, including teaching methods (creating, performing and responding to art), arts curriculum, integration models, and evaluation and assessment; and
 - Developing, implementing, and disseminating instructional models where the arts are visible and practiced in the curriculum.
- 4. Improve student assessment in core areas by:**
- Developing and implementing a framework of informal classroom assessments;
 - Implementing valid and reliable beginning, middle, and end-of-the-year assessments in core subjects and grade levels;
 - Aligning classroom-based assessment with grade level expectations;
 - Training staff to use student assessment data in the continual improvement of teaching;
 - Developing and implementing more authentic assessment practices (projects, performance based, etc.); and
 - Training staff to administer classroom-based assessments in all areas (mathematics, reading, writing, science social studies, visual and performing arts, health and fitness).
- 5. Recruit, develop, and retain a highly effective and diverse instructional staff by:**
- Providing high-quality professional development focused on using the new curriculum guides, instructional strategies to close the achievement gap, and alternative assessments to improve teaching;
 - Developing and implementing a compensation and incentive system that attracts and retains a diverse and highly effective teaching staff;
 - Reviewing Professional Practice Standards and aligning them with teacher evaluations;
 - Improving internal support and external coordination with higher education partners for teachers and staff preparation, recruitment and induction;
 - Creating and sustaining a safe and supportive climate in each school and the District; and
 - Developing school-based support structures for beginning teachers, such as department and/or grade level mentoring, school orientations, critical friend

groups, and on-going, substantive feedback from principals and assistant principals.

6. Develop a plan and timeline to ensure adequate education materials are available to students and staff by:

- Adopting new instructional materials to support culturally relevant student learning and effective instruction; and
- Identifying and defining what materials, **especially those that represent diverse cultures/ethnicities**, should be included in libraries including technology resources.

7. Infuse technology into the classroom by:

- Improving communication between the classroom and families;
- Providing classrooms with up to date computers and software;
- Enhancing classroom instruction through additional technology; and
- Improving access to library system resources.

When successfully implemented, these strategies will result in:

- Students meeting state and local standards;
- Increases in on-time graduates and percent of students who graduate;
- Increases in the number of students taking advanced **curriculum** courses;
- Increases in the number of students taking SAT and ACT tests; and
- Increases in the number of career and technical students.
- Improvements in access to library system resources.

For a list of specific actions for these strategies and future strategies, please consult the Five-Year Plan web page at www.seattleschools.org.

Goal Two—Achievement Gap

<p>Goal</p> <p>2</p>	<p>Achievement Gap</p> <p>Eliminate the achievement gap.</p>
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To Eliminate the Achievement Gap, We Will:

- 1. Increase the cultural competence of Seattle Public Schools staff and students by:**
 - Providing high achievement opportunities in all schools for all students;
 - Providing ongoing, high quality efficacy anti-racism and cultural competency training for staff, students, families, and community; and
 - Collaborating with student and families to develop cultural awareness programming.

- 2. Increase and improve family and community involvement in school activities and decision-making by:**
 - Providing friendly, welcoming environments for all families at every school and school facility, **increasing personal contact between teachers/school staff and parents including off-site visits**, and developing and implementing a school-family plan;
 - Providing accessible, ongoing, improved communication to families and communities including increases in the use of native language publications;
 - Providing leadership and decision-making opportunities **with relevant parent education** for families;
 - Expanding partnerships with community organizations and families;
 - Regularly showcasing student achievement; and
 - Holding regular family events at schools.

- 3. Provide extended time for learning by:**
 - Collaborating with community organizations and employee groups to develop a school calendar that supports optimal learning time including year-round calendars; and

- Identifying, defining and beginning to implement programs, curriculum materials, and instructional strategies for extended learning and summer school in core subject areas.
 - **Provide after school tutoring for immigrant, refugee, and other second language learners.**
4. **Provide environments that facilitate the physical, social, and emotional well-being of students and staff by:**
- Improving and maintaining high quality school buildings;
 - Improving student health by providing foods that meet USDA nutritional standards and by reducing preventable health problems;
 - **Involve communities of color in developing and implementing a plan that insures mutual respect, collaboration with families and community, and eliminates disproportionality in discipline;**
 - Providing social and emotional counseling support to all schools;
 - Developing and implementing a truancy prevention plan at each school which includes communicating to families in their own language and actively reaching out and intervening with potential dropouts and their families;
 - Providing training and support for schools' bullying, harassment, and violence prevention programs; and
 - Ensuring schools are environmentally safe.
5. **Improve elementary education, with an emphasis on early childhood education pre-K through grade 3 by:**
- Building strong support networks with Head Start; **Special Education preschool; and Native American, Immigrant, and bilingual communities;** and community-based pre-school providers and their clients to support school readiness;
 - Developing and implementing an early childhood education plan pre-K through grade 3, including an articulated and clearly defined curriculum;
 - Developing and implementing outreach to parents of young children so they intentionally come to Seattle Public Schools; and
 - Sharing successful elementary school programs district-wide, especially with highly challenged schools.
6. **Improve secondary education by:**
- **Developing and sustaining small learning communities that are personalized, where students experience a consistently rigorous curriculum and multi-year relationships with supportive adults who push them to achieve;**
 - **Enhancing instruction with staff development that ensures all students are given a challenging curriculum that prepares them for college, work, and citizenship;**
 - **Extending the school day or school year to provide additional meaningful instructional opportunities on aligned curriculum and assessment content and standards;**
 - **Prioritize goals, objectives, strategies, and program decisions in comprehensive school plans to support whole school reform;**

- **Coordinate community resources and family engagement activities to support instruction and assure caring relationships;**
 - Developing and implementing revised graduation standards;
 - Preparing, informing, and supporting all students and families on upcoming graduation requirements beginning in middle school; and
 - Developing and implementing a rigorous college and career/technical program at each high school;
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When successfully implemented, these strategies will result in:

- A decrease in the “achievement gap;”
- A reduction of the disproportionality gap in discipline;
- A decrease in the number of referrals to special education programs of over represented groups; and
- A reduction in student truancy.
- An increase in family involvement in student learning in schools.

For a list of specific actions for these strategies and future strategies, please consult the Five-Year Plan web page at www.seattleschools.org.

Goal Three—Systemic Barriers

Goal
3

Systemic Barriers

Eliminate all systemic barriers to student achievement.

To Eliminate Systemic Barriers to Student Achievement, We Will:

1. Dismantle institutional racism by:

- Creating a district unit to develop, implement, and maintain policies and procedures to dismantle institutional racism;
- Identifying, modifying, and removing policies that may perpetuate institutional racism; and
- Training district leadership and staff to dismantle institutional racism.

2. Increase racial/ethnic diversity in advanced learning by:

- Developing and implementing a more equitable and improved process to increase access to advanced learning **programs and services** at all grade levels.

3. Improve effectiveness of special education programs, with particular attention to the referral and exit processes, quality instruction, and compliance with laws and regulations by:

- Providing a rigorous training program for general education, special education, and building leaders, and providing mentorship for special education teachers;
- Improving quality and consistency of curriculum and instruction provided to special education students;
- Planning and begin the implementation of lead agency responsibilities for services provided to children with disabilities ages 0 to 3;
- Enhance communication and collaboration with families/community; and
- Increase recruitment and retention efforts.

4. Improve the effectiveness of programs for English Language Learners (ELL) by:

- Developing strong partnerships with our bilingual communities;
- **A leadership group of parents and community members will work to eliminate the language and cultural barriers currently plaguing Seattle Public Schools and insure that every school and program eliminates**

language and cultural barriers to enhance and expand effective parent and community participation;

- Providing parents and families information on expectations, how schools work, and how parents can be involved and on strategies necessary to support their children;
- Increasing linkage between English and other second language learners; and
- Using research based and best practices in instruction, **which include dual language and effective content-based instruction.**
- Providing a training program for general education, and building leaders on bilingual education.

5. Provide more equitable access to effective schools and programs by:

- Evaluating and modifying program placement to ensure equitable distribution and access.

6. Reduce staff turnover by:

- Providing a competitive compensation package to all staff; and
- Performing exit interviews with departing staff.

7. Stabilize highly challenged schools by:

- Providing incentives for staff with proven academic success to work with students in highly challenged schools;
- Developing and implementing an intervention protocol for highly challenged schools including, but not limited to, collaboration with the Seattle Education Association to stabilize staff in highly challenged schools;
- Working with families and communities to decrease student mobility; and
- Increasing the role of families and communities in supporting student learning.

When successfully implemented, these strategies will result in:

- A reduction in unexcused absences;
- An increase in the number of children of color taking advanced **curriculum** courses;
- Improved school climates;
- An increase in student attendance;
- A reduction in middle and high school dropouts;
- An increase in the number of district documents translated into multiple languages; and
- An increase in the number of ELL students meeting state and district standards.

For a list of specific actions for these strategies and future strategies, please consult the Five-Year Plan web page at www.seattleschools.org.

Goal Four--Leadership

Goal 4	Leadership Build leadership capacity for accountability, inclusivity, and effectiveness.
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To Improve District Leadership, We Will:

- 1. Recruit, develop, retain, and promote highly effective and diverse leaders system-wide by:**
 - Increasing the number of leadership staff who reflect the diversity of the student population;
 - Developing a targeted and coordinated professional development program that includes cultural competence;
 - Revising the principal selection, assignment, and transfer process to enhance family and community involvement and make the process smoother;
 - Improving morale and working conditions (environmental health, physical health, and emotional health);
 - Working with our higher education partners to improve their teacher and leader training programs for urban school districts; and
 - Developing and implementing a staffing plan for Seattle Public Schools that includes, but is not limited to, workforce diversity, staff recruitment, staff retention, staff recognition, staff deployment, compensation, and instructional needs;

- 2. Establish and maintain a system of high expectations and high support for all staff by:**
 - Developing a clear definition of levels of authority, responsibility, and shared accountability for educating our students, e.g., staff, school board members, and the community;
 - Developing a system-wide, multi-directional assessment process and tools for continuous improvement;
 - Developing and maintaining an effective new employee orientation program;
 - Developing and maintaining an ongoing, differentiated, culturally competent leadership training and support program for leaders;

- Preparing school leaders to implement a new teacher evaluation system that provides both support and accountability;
 - Clarifying the role and job responsibilities of school principals; and
 - Continuing the advancement of an open and honest leadership model.
-

When successfully implemented, these strategies will result in:

- Better trained leaders including principals and assistant principals;
 - Data driven decisions;
 - A current job description and evaluation for all district administrators;
 - Leadership diversity more closely reflective of the diversity of the student population;
 - Improved morale and working conditions in the District; and
 - An annual scorecard related to the Benchmarks of Progress to the community.
-

For a list of specific actions for these strategies and future strategies, please consult the Five-Year Plan web page at www.seattleschools.org.

Goal Five—Resource Management

Goal 5	Resource Management Manage resources and set priorities using principles of equity and sustainability.
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To Better Manage Our Resources and Use Principles of Equity and Sustainability, We Will:

- 1. Review and modify the funding system for equity, sustainability, and alignment with the plan by:**
 - Reviewing WSF, grants, and fund-raising programs, beginning to zero base the 05-06 instructional and operational programs and aligning them with instructional priorities as defined in the Plan and to principles of equity for all students;
 - Annually, reviewing financial plan to align with strategic plans;
 - Developing a plan to attract and retain students;
 - Pro-actively increasing grant money that aligns with the Five-Year Plan;
 - Identifying and developing strategies to fund the difference between current funding and the amount needed to meet the strategic requirements of the Five-Year Plan.

- 2. Align all operational programs with instructional priorities as defined in the plan by:**
 - Annually, creating a legislative plan and agenda that collaborates with District partners, expresses School Board priorities, seeks funds necessary to fully fund District education programs, and advocates for appropriate changes to federal and state rules and laws;
 - Reviewing the cost of our current student assignment plan, the number of schools in operation, and the related transportation costs and ensuring that these costs are in alignment with our ability to achieve our student learning goals;
 - Aligning levy (operating and capital) with Five-Year Plan; and
 - Aligning annual legislative request package with Five-Year Plan

- 3. Develop and maintain effective business processes throughout Seattle Public Schools by:**
 - Continuing implementation of Moss Adams and Committee for Fiscal Integrity recommendations;

- Maintaining Fiscal Integrity Steering Committee cross-functional staff committee to address customer concerns and improve business processes;
 - Ensuring that sufficient staffing exists to maintain and develop core systems;
 - Improving and coordinating automated business systems and processes;
 - Increasing operational efficiencies and reducing overhead costs;
 - Developing and maintaining accurate and timely management data;
 - Implementing an effective program to utilize historically under represented businesses and workers in District contracting; and
 - Improving the management of the capital budget and align budget and projects to the Plan;
-

When successfully implemented, these strategies will result in:

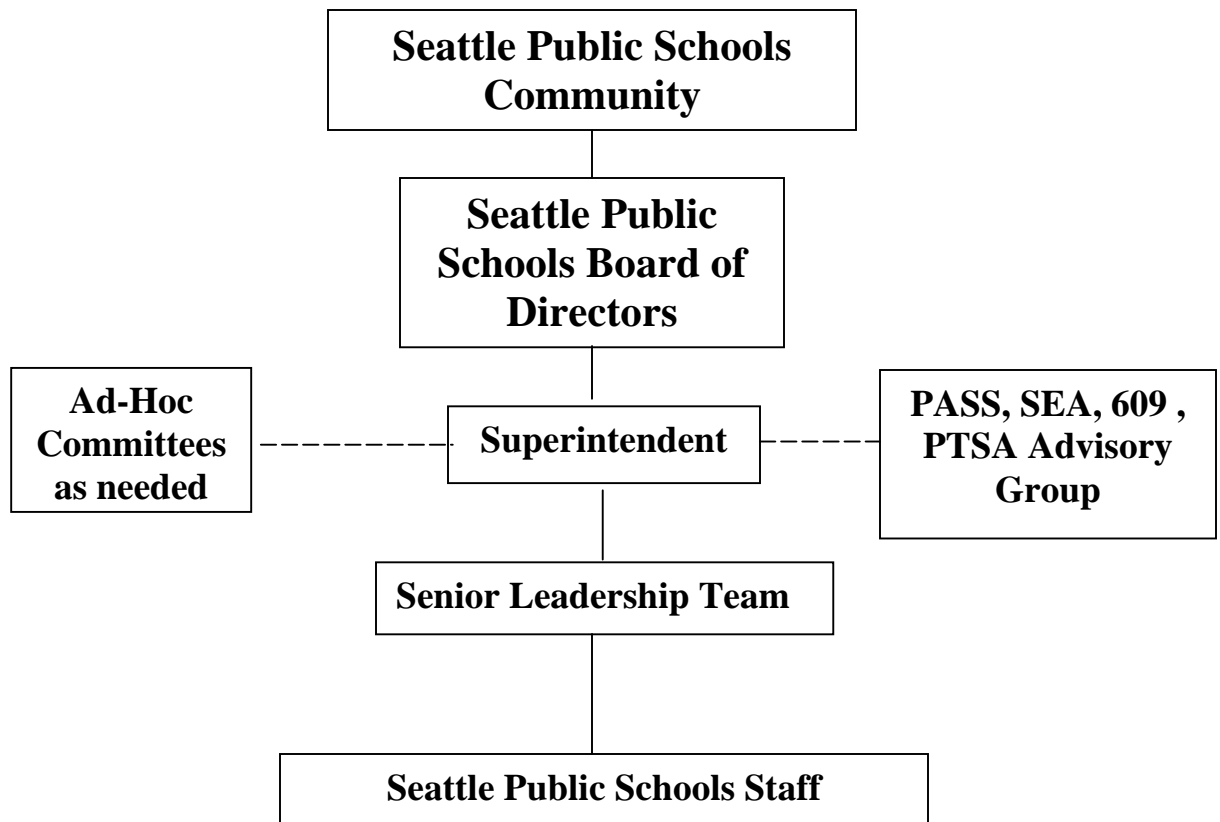
- An annual audit without significant compliance and financial findings each year of the Plan;
 - Full implementation of the Board financial reserve policy;
 - A positive ending fund balance;
 - Revised facility, transportation, and student assignment plans for the 2006-07 school year; and
 - A revised school-funding model for the 2006-07 school year.
-

For a list of specific actions for these strategies and future strategies, please consult the Five-Year Plan web page at www.seattleschools.org.

Structure for Implementing the Five-Year Plan

For this plan to be effective, it needs to be the strategic work of the District and school leadership including the Board, Superintendent, central staff, school principals, and instructional staff leaders. This work needs the commitment of all Seattle Public Schools Board, staff, and the community. It especially needs to become part of the transformation plans of schools so that there is cohesion and single-mindedness between central and school staff about the strategic direction of the system.

The following chart represents the management and implementation structure being proposed for the Five-Year Plan:



All other District “plans” (e.g. District Improvement Plan, School Transformation Plans) will be integrated into the Five-Year Plan so that accountability can be focused on the processes and benchmarks of the Plan. Meetings will be held regularly by District administrative staff to track progress on Plan implementation and the Superintendent will report regularly to the School Board on Plan execution.

Changes to the Plan

The Five-Year Plan will be reviewed and updated by District staff and the Board every year during the fall. Persons or organizations that have suggestions for improving the Five-Year Plan should contact the Superintendent's office or a member of the School Board. In addition, it is anticipated that community forums will be held during each fall to provide formal opportunities to families and members of the community to give input into the future strategic actions Seattle Public Schools should take to improve student learning.

Attachment A— Approach for Developing Plan

The Seattle School District Board and Superintendent decided at the outset of this process to involve community members in developing this plan. Consequently, there have been a series of community meetings designed to assist the District in defining and addressing the issues. A summary of the community meetings is presented below:

<u>Activity</u>	<u>Date</u>
Teacher meeting to discuss teaching and learning strategies for the Five-Year Plan	February 2004
School Board agrees on major issues to be addressed by the Five-Year Plan	March 2004
Community meeting to discuss and give input to the Five-Year Plan issues.	April 17, 2004
Student meeting to discuss and give input to the Five-Year Plan issues.	May 27, 2004
Principals' meeting to discuss and give input to the Five-Year Plan issues.	June 7, 2004
Key Communicators' meeting to discuss and give input to the Five-Year Plan issues.	June 10, 2004
Community meeting to help develop action plans to implement strategies for addressing issues of the Five-Year Plan.	August 27, 2004
Community meetings held to seek input from the bilingual families and other community members prior to final adoption in May 2005	January through April 2005

In addition to the community meetings, Board members worked hard to develop new vision and mission statements, a set of values and beliefs, and five goals that serve as the guiding elements of the plan.

At the suggestion of a Board member, the District also created a Discussion Board that provides an opportunity for community members to post comments concerning the Five Year Plan. Seventy-eight comments have been posted to date on this Discussion Board.

Senior staff have placed a high priority on the Five-Year Plan during the last few months. Many senior leadership and special meetings have been devoted to developing strategies and action plans that will achieve the five goals adopted by the Board.

In addition to District staff, Boeing, the Gates Foundation, and the Alliance for Education have provided loaned executives to assist in the work and through donations from Washington Mutual Bank, Nesholm Family Foundation, and First Choice Health Systems, additional staff have been provided to assist in managing and implementing the process.

Attachment B-- Plan Components and Definition⁹ of Terms

The following components and terms are used in the Plan:

Vision—A Vision statement captures an organization’s call to greatness. It reflects people’s idealistic motivations for doing the organization’s work. The Vision is inspiring and enduring.

Mission—Mission is the succinct summary of the work that we do to move us closer to our Vision.

Values—Values define the enduring character of an organization—a consistent identity that transcends products or life cycles, technology breakthroughs, management fads, and individual leaders. They are timeless and require no external justification – they have intrinsic value and importance to those inside the organization.

Goals—Goals are the areas of focus that an organization has identified as critical to achieving its Mission. Goals describe where an organization must make significant improvements. Goals are not measurable or quantifiable but answer the question “Where should we focus our energies now?”

Objectives—Objectives are the measures of success or failure. They are the quantifiable results (deliverables) that must be accomplished within a specific timeframe in order to achieve the Goals.

Major Focus Areas—Major focus areas describe in general terms the major processes that must be accomplished to achieve the Goals.

Strategies—Strategies describe the plans needed to carry out the major focus areas and achieve the Goals. A complete set of strategies will be available on the District’s Five-Year Plan web page.

Action Plans—Action plans are the specific steps needed to accomplish the strategies and achieve the Goals. A complete set of action plans will be available on the District’s Five-Year Plan web page.

Background Information—A short description of the major issues addressed by the plan.

Blueprint to Address Challenges—This section of the document contains the vision, mission, values, beliefs, goals, objectives, and actions necessary to achieve the goals.

Structure for Implementing the Plan—This is a process to implement and manage the Five-Year Plan during its existence.

Achievement—Level of skill acquired in school courses.

Highest Priority Strategies—Strategies identified to be so important that they should be put into operation in the first year of the plan.

Arts Rich Learning Cultures—Integrated curriculum that includes arts. Students see their learning, lives and community as a whole and teachers and schools support this in their learning environments. The arts provide a way for students and teachers to seek the interconnectedness of what they do and learn in their lives and global community. By supporting learners to make connections between academic disciplines through the arts, we help students find a voice of their own.

⁹ Some of these Definitions were adapted from Dannemiller, Tyson Associates with permission.

Attachment C—Description of High Performing Elementary, Middle and High Schools

In order to raise the achievement of all students in Seattle Public Schools and eliminate the achievement gap attention must be paid to the environment in which adults and students are working. We expect to see the characteristics of high performing schools including a clear and shared focus, high standards and expectations, effective leadership, high levels of communication and collaboration, alignment of curriculum, instruction and assessment with standards, frequent monitoring of teaching and learning, focused professional development, supportive learning environment and high levels of family and community involvement in every school. But we recognize that these attributes will look different at the elementary, middle and high school.

Elementary School

At the elementary level we envision schools that have strong interdependence and shared responsibility for student learning. Help, support, trust and openness are at the heart of the relationships in the school. Teachers are strengthening their skills together and have substantive leadership roles in curriculum and mentoring support for the beginning teachers in the school. All students see themselves, and are seen by the adults in the school as readers, writers, mathematicians and scientists. Students are engaged in rigorous, relevant learning and are happy to be at school. The school reflects an arts rich culture. Families are welcomed into the school and have a significant role to play in affecting student learning. The principal has opportunities to work with colleagues in other elementary settings – breaking down the walls of isolation that a principal at the elementary level often feels. Collaborative cultures are found everywhere in the life of the school. These are places where teacher and students are working hard, where there is a strong and common commitment to the learning of all students and staff, and where students, staff, families, and the administration feel a sense of belonging and pride in their work.

Middle School

At the middle school this same sense of collaboration and joint responsibility for student learning exists. The walls between departments are broken down so students are more likely to experience integrated learning. Department chairs and team leaders take on leadership roles in curriculum, instruction and mentoring for new teachers. Every teacher sees himself or herself as a teacher of reading and writing – and all teachers have the skills and knowledge to feel confident in this role. Teachers and administrators share responsibility for the implementation of teaching strategies that will affect student learning. Together, they participate in learning walks, look at student work and discuss teaching and learning in their school. Teachers work in teams, where they share students and have opportunities to design lessons that meet the learning needs of the students they share. The result of this collaboration is improved student learning. All students feel that they have a significant adult in the school they can trust. Students believe in their own ability to tackle any task – in science, mathematics, language arts, social studies, health and fitness and the arts. If they are struggling they know where they can get help. In the fully functioning collaborative middle school teachers are leaders – in and out of their classrooms and student are fully engaged in learning at high levels. As with the

elementary school, families are a part of this learning organization and contribute to student learning in a wide variety of ways.

High School

At the high school level student learning is the focus of the school. There is a strong sense of support for every student, as teachers and families work together as a team to ensure that no students are lost. There is an expectation that students can meet high standards and there is appropriate support when needed. As with the middle school, there is a strong sense of collaboration across departments – teachers are leaders in all aspects of the school including the support of new teachers. They work together in study groups, critical friend groups and action research teams, sustaining a focus on student learning. Again, like the middle school all teachers see themselves as teachers of reading and writing. Equity is at the center of all aspects of the high school with differentiated instruction and high levels of rigor in every classroom. Students work together on projects and in study teams and teachers have a wide repertoire of teaching strategies that result in high levels of student engagement. There are small learning communities in every school as a structure that supports personalization. Students see the relevance of the curriculum in their own lives and experiences and they are encouraged and supported in bringing their culture into the work of the classroom. There are rigorous career and technical opportunities in the school with a goal of preparing every student for the opportunity for college.