



# **SCHOOL BOARD ACTION REPORT**

**DATE:** June 1, 2018  
**FROM:** Executive Committee of the Board

**For Introduction:** June 6, 2018  
**For Action:** June 27, 2018

## **1. TITLE**

Approval of the 2018-19 District SMART Goals

## **2. PURPOSE**

This action would approve four SMART goals for the District in the 2018-19 school year: Multi-Tiered System of Supports (MTSS), Eliminating Opportunity Gaps (EOG), Seattle Ready\*, and Engagement/Collaboration.

## **3. RECOMMENDED MOTION**

I move that the School Board approve the 2018-19 District SMART goals and accompanying rubrics, as attached to the Board Action Report.

## **4. BACKGROUND INFORMATION**

### **a. Background:**

In 2013-14, the Board and Superintendent consulted with the Washington State School Directors' Association (WSSDA) to revise the evaluation process by creating rigorous goals and measurement rubrics aligned with the Strategic Plan. The goal of selecting SMART Goals is to maintain the Board and staff focus on a few, high-priority and high-impact goals, focused on student achievement, and aligned to the Board-adopted 2013-18 Strategic Plan, which the Board extended through the end of the 2018-19 school year. The Board has kept a sharp focus on three of these goals – MTSS, EOG, and Engagement – for several years in a row, allowing momentum to build in each of these initiatives.

Staff will build out the timeline for and implement the projects and initiatives needed to successfully achieve the goals. While urgent issues will be addressed as they arise throughout the year, in order to maintain momentum on the selected goals, new large initiatives will need to be considered for the 2019-20 school year.

Directors and the Superintendent Nyland have mutually developed four District SMART Goals for 2018-19. The SMART Goals will be evaluated on the associated rubric. The Goals are aligned to a problem of practice and have been budgeted for. Regular goal updates will be given to the committee indicated on the rubric.

Please see the attached graphic organizer that describes how the District SMART goals align to the SPS strategic plan goals.

These goals are district goals. An evaluation instrument for the incoming superintendent will be approved by the Board by early fall and will determine the elements of these goals (if any) on which the incoming superintendent is to be evaluated.

b. **Alternatives:** Alternatively, the Board could choose different SMART goals. At work sessions on March 14 and May 2, 2018, Directors narrowed from 7 goals ideas to 4, not counting a professional practice goal.

c. **Research:** None

## 5. FISCAL IMPACT/REVENUE SOURCE

The Board has identified \$3M for 2018-19 SMART goals and Formula for Success work. The budget for work around high schools for Goal 3, Seattle Ready\*, is not included in this amount.

The revenue source for this motion is general fund.

Expenditure:  One-time  Annual  Multi-Year  N/A

Revenue:  One-time  Annual  Multi-Year  N/A

## 6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement. However, the district will work to inform stakeholders of the goals once they are approved and update the community on progress.

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

## 7. EQUITY ANALYSIS

The Board has kept Eliminating Opportunity Gaps as a SMART goal for several years in a row. This action would continue the District's work to eliminate gaps and promote equity.

## 8. STUDENT BENEFIT

The SMART goals will have direct impact on students throughout the K-12 system.

\*Title to be revisited in fall 2018 after further vetting

**9. WHY BOARD ACTION IS NECESSARY**

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy \_\_\_\_, provides the Board shall approve this item
- Other: Board action is necessary to set District-wide SMART goals for 2018-19

**10. POLICY IMPLICATION**

Per Policy No. 1005, Responsibilities and Authority of the Board, “The Board...shall formulate the goals and define policies and outcomes that set the course for the district.”

**11. BOARD COMMITTEE RECOMMENDATION**

The 2018-19 District SMART Goals were discussed at work sessions on March 14, 2018, May 2, 2018, and May 30, 2018. The draft goals and rubrics attached to this motion are based on feedback from those meetings.

This motion was discussed at the Executive Committee meeting on May 17, 2018. The Committee reviewed the motion and moved it forward for consideration pending the May 30, 2018 work session.

**12. TIMELINE FOR IMPLEMENTATION**

The SMART goals and rubrics will be used to evaluate the work of the District in June 2018. A check-in on progress on the SMART goals will occur in the middle of the next school year.

**13. ATTACHMENTS**

- 2018-19 District SMART Goals & Rubrics (for approval)
- 2018-19 Graphic Organizer of District Goals (for reference)

<b>18-19 SMART Goal #1</b>	<b>Goal 1: MTSS</b> - Ensure Educational Excellence for Each and Every Student: By May 31, 2019, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the District's shift to prevention (tier 1) and monitoring of student growth.
<b>Problem Statement</b>	In finally establishing a coherent, coordinated district-wide plan in the Formula for Success, we need to continue a shared commitment to ensure fidelity and sustainability of Multi-Tiered System of Support. This will help move us from inconsistent services and student performance outcomes to consistent, high performing student outcomes that eliminate the opportunity gap.
<b>Target, June 2019</b>	Proficient
<b>Committee</b>	C&I Committee

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Key Organizational Behaviors				
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	Baseline as of June 2018	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
<b>MTSS Teams</b>	BASIC	<p>School leaders and staff establish a MTSS team within their school that is representative, meets regularly and monitors school-wide tiered instruction and supports.</p> <p><b>Evidence/Outcome Measures:</b> From 69 to 90 schools have an MTSS team that develops a plan for tiered instruction and supports at a school-wide level.</p>	<p>School leaders and staff establish a MTSS team within their school that is representative, meets regularly and monitors school-wide tiered instruction and supports using Homeroom and Atlas. The MTSS team monitors student progress to evaluate effectiveness of tiered instruction and supports.</p> <p><b>Evidence/Outcome Measures:</b> From 56 to 75 schools have an MTSS team that reviews effectiveness of tiered instruction and supports.</p>	<p>School leaders and staff have clear MTSS protocols and standards that guide their MTSS team process. The MTSS team monitors student progress on academics AND behavior to evaluate the effectiveness of tiered instruction and supports, using Homeroom and Atlas, that align with CSIP goals.</p> <p><b>Evidence/Outcome Measures:</b> From 23 to 49 schools have an MTSS team that reviews effectiveness of tiered supports for both academics and behavior.</p>
<b>Tiered Supports</b>	BASIC	<p>Staff and school leaders use an established decision-making process to tier supports for students.</p> <p><b>Evidence/Outcome Measures:</b> From 70 to 85 schools make decisions on tiered supports for students.</p>	<p>Staff and school leaders use a decision-making process that includes multiple data points to tier supports for students based on student growth / performance benchmarks.</p> <p><b>Evidence/Outcome Measures:</b> From 53 to 64 schools use multiple data points (i.e., F &amp; P, District Interims, and/or missed instruction log reports) to make decisions on tiered supports for students.</p>	<p>Staff and school leaders consistently use a documented decision-making process that includes multiple academic and behavioral data points to tier supports for students based on student growth / performance benchmarks that align with CSIP goals.</p> <p><b>Evidence/Outcome Measures:</b> From 18 to 30 schools use multiple academic AND behavioral data points (i.e., F &amp; P, District Interims, and missed instruction log reports) to make</p>

	Baseline as of June 2018	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
<b>Teacher Collaboration</b>	BASIC	Structures (professional development, calendars, teaming opportunities) are in place to support a collaboration process within teacher teams focused on high-quality instruction for students above, at, and below grade level standards.  <b>Evidence/Outcome Measures:</b> All schools demonstrate department or grade level Professional Learning Communities (PLCs).	Structures and procedures for collaboration are established so that teacher teams optimize learning and prevent problems as early as possible through the exchange of effective, culturally responsive instructional strategies that relate to students' stories, strengths, and needs.  <b>Evidence/Outcome Measures:</b> From 75 to 82 schools demonstrate department or grade level Professional Learning Communities (PLCs) that review student data to inform their teaching.	Consistent use of structures and procedures for collaboration that capture teachers' reflections on culturally responsive instructional practices exists and is practiced across teacher teams.  <b>Evidence/Outcome Measures:</b> From 33 to 39 schools demonstrate a PLC that includes review of student data with demonstrated action plans for students above, at, or below grade level standards.
<b>High Quality Instruction</b>	BASIC	School leaders and staff develop academic and social emotional lesson plans and instructional strategies for students above, at, and below grade level standards.  <b>Evidence/Outcome Measures:</b> From 50 to 65 schools demonstrate instructional strategies for students above, at, and below grade level standards.	School leaders and teachers develop academic and social emotional lesson plans and culturally responsive instructional strategies for students above, at, and below grade level standards. Teachers work to revise lesson plans based on multiple measures of student growth data.  <b>Evidence/Outcome Measures:</b> From 33 to 50 schools demonstrate instructional strategies for students above, at, and below grade level standards.	School leaders and teachers develop academic and social emotional lesson plans and culturally responsive instructional strategies for students above, at, and below grade level standards. Teachers work to revise lesson plans based on student growth, academics, and social emotional learning.  <b>Evidence/Outcome Measures:</b> From 16 to 22 schools demonstrate instructional strategies for students above, at, and below grade level standards, including students needing both academic AND social emotional supports.

<b>18-19 SMART Goal #2</b>	<b>Goal 2: EOG - Create Safe and Healthy School Climates where Students are Supported and Engaged:</b> By May 31, 2019, provide adults access to support, tools and systems in order to Apply Alternatives to Discipline, Build Adult Capacity and Efficacy, and Create Identity Safe Spaces for the purpose of Creating Safe and Healthy School Climates to positively impact outcomes for African American males and other students of color. The work will be based upon six foundational documents: School Board Policy 0030, School Board Policy 3240, School Board Resolution 2014-15-35, House Bill 1541, Senate Bill 5433, and Seattle Public Schools' Formula for Success.
<b>Problem Statement</b>	Seattle Public Schools has yet to provide a systemic evidence-based approach to creating safe and healthy school cultures and climates that create the necessary environmental conditions for student academic success. In the absence of a common and consistent K-12 approach to school culture and climate across all schools, African American males and other students of color often do not fully experience being “known, supported and cared for” by educators and adults in school. This problem can be acute when students transition to middle school and high school, too often leading them to continue to perform beneath their capability, causing disconnection from high school, and risking disengagement from the K-12 educational system. We believe that if school culture and climate is safe, healthy and supportive for all students, regardless of their race, ethnicity or cultural heritage, they will be ready to learn, engage in class, and more likely to achieve academic excellence and graduate college and career ready.
<b>Target, June 2019</b>	Proficient
<b>Committee</b>	C&I Committee

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**Key Organizational Behaviors**

	<b>Baseline as of June 2018</b>	<b>Basic</b>	<b>Proficient</b> (all the elements of Basic plus...)	<b>Distinguished</b> (all the elements of Proficient plus...)
<b>Apply Positive Alternatives to Discipline to increase instructional Time and student engagement</b>	Basic	<p><i>Coordinated School Health Services will:</i></p> <p>Deploy a <b>system for tracking missed instructional time</b> from office referrals and other forms of exclusionary discipline disproportionately impacting students of color</p> <p>Produce a summary inventory of <b>restorative practices</b> and other positive alternatives to discipline currently in use across the district</p> <p><u>Evidence and Outcomes:</u> Documentation of system deployment for tracking missed instructional time; summary inventory report on restorative practices</p>	<p><i>Coordinated School Health Services will:</i></p> <p>Gather data <i>Missed Instruction Log</i> usage and produce a guidance document on the effective utilization of behavioral reports in MTSS-tiered practices and supports</p> <p>Produce a menu of evidenced-based <b>restorative practices</b> and tools based on external research and evidence of promising practices currently in use across the district</p> <p><u>Evidence and Outcomes:</u> Data on system usage by schools; document summary of best practices produced for missed instructional time and restorative practices</p>	<p><i>Coordinated School Health Services will:</i></p> <p>Provide training and supports to schools on effective use of behavioral data for MTSS with tools and links to resources</p> <p>Provide training and supports to schools on <b>restorative practices</b> with tools and links to additional resources</p> <p><u>Evidence and Outcomes:</u> Qualitative evidence of school alignment to best practices leading to reduction in lost instruction time from exclusionary discipline and higher student engagement (attendance; climate survey)</p>

	Baseline as of June 2018	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
Build Adult Capacity and Efficacy to empower adults to create the conditions for learning	Basic In All	<p><i>Curriculum Assessment &amp; Instruction will:</i></p> <p>Develop an <b>Ethnic Studies</b> curricular scope and sequence with course outlines</p> <p>Develop <b>Since Time Immemorial (STI)</b> implementation plan in select grade levels</p> <p><i>Dept. of Strategy and Partnerships will:</i></p> <p>Develop a roadmap for new modules and applications of the <b>EOG Digital Toolkit</b></p> <p>Sustain support for <b>Racial Equity Teams</b> (cohorts 1-4); expand from 43 to 53 teams; train and support new teams (Cohort 5)</p> <p>Conduct a needs assessment for <b>Racial Equity Analysis Tools</b> to support school and central office department decision-making</p> <p><i>Coordinated School Health Services will:</i></p> <p>Sustain implementation of <b>Positive Behavioral Interventions and Supports (PBIS)</b> in 50 schools; expand to 60 teams (cohort 5)</p> <p>Conduct a professional development needs assessment for <b>Social Emotional Learning and Trauma Responsive</b> practices</p> <p><u>Evidence and Outcomes:</u> Documentary evidence of Basic activities: (e.g., Ethnic studies scope and sequence; EOG Toolkit roadmap; needs assessment for Racial Equity Analysis Tools); qualitative feedback from support for Racial Equity Teams, PBIS teams</p>	<p><i>Curriculum Assessment &amp; Instruction will:</i></p> <p>Provide training and support for an <b>Ethnic Studies</b> pilot aligned to a scope and sequence</p> <p>Develop an online menu of tools and resources for <b>STI</b> educators; provide initial <b>STI</b> professional development to high schools</p> <p><i>Dept. of Strategy and Partnerships will:</i></p> <p>Create online-accessible facilitation guides for existing <b>EOG Digital Toolkit</b> modules</p> <p>Provide guidance and support to help <b>Racial Equity Teams</b> develop school professional development plans aligned to CSIPs</p> <p>Create a resource guide with example use cases for <b>Racial Equity Analysis Tools</b></p> <p><i>Coordinated School Health Services will:</i></p> <p>Provide guidance and support to help <b>PBIS</b> teams develop school professional development plans aligned to CSIPs</p> <p>Develop a best practices guide and resources for implementing <b>Social Emotional Learning and Trauma Responsive</b> practices</p> <p><u>Evidence and Outcomes:</u> Documentary evidence of Proficient activities (e.g., STI tools and resources; EOG Toolkit facilitation guides; Best practices guide for SEL/Trauma); qualitative feedback from training and support for Racial Equity Teams, PBIS teams</p>	<p><i>Curriculum Assessment &amp; Instruction will:</i></p> <p>Create a workgroup to design and pilot common <b>Ethnic Studies</b> curricular units</p> <p>Develop assessments or other accountability measures for <b>STI</b>; track <b>STI</b> adoption and produce year-end implementation report</p> <p><i>Dept. of Strategy and Partnerships will:</i></p> <p>Develop at least three (3) new <b>EOG Digital Toolkit</b> modules with facilitation guides</p> <p>Measure and evaluate <b>Racial Equity Teams</b> progress in reaching PD goals; produce a summary year-end research report</p> <p>Provide training and support to schools and departments in the effective use of <b>Racial Equity Analysis Tools</b> in decision-making</p> <p><i>Coordinated School Health Services will:</i></p> <p>Measure and evaluate school progress and challenges for <b>PBIS</b> implementation to date; produce a summary year-end report</p> <p>Provide pilot professional development for best practices in <b>Social Emotional Learning and Trauma Responsive</b> practices</p> <p><u>Evidence and Outcomes:</u> Documentary evidence of Distinguished activities (e.g., Ethnic Studies curricular units; new EOG Toolkit modules; year-end reports); qualitative evidence of school alignment to best practices leading to evidence of higher student engagement (attendance; climate survey)</p>

	Baseline as of June 2018	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
Create Identity Safe Spaces so that our students know they are supported and cared for	.Basic In All	<p><i>Coordinated School Health Services will:</i></p> <p>Produce a summary inventory of schools implementing the Tier II Care Coordination <b>wrap-around case management model</b></p> <p><i>Dept. of Strategy and Partnerships will:</i></p> <p>Produce a summary inventory of <b>mentoring practices</b> for historically underserved middle school students currently in use in schools</p> <p>Produce and inventory of existing strategies and practices schools currently use to create <b>identify safe, welcoming environments</b></p> <p><i>Dept. Strategy and Partnerships + Dept. of School-Family Engagement will:</i></p> <p>Produce an inventory of existing efforts by schools to use <b>family engagement, educator climate and student voice</b> as sources of knowledge to improve school climate (guided by voice of historically underserved populations)</p> <p><u>Evidence and Outcomes:</u> Documentary evidence of Basic activities: (e.g., summary inventories for case management, mentoring, family engagement/student voice)</p>	<p><i>Coordinated School Health Services will:</i></p> <p>Produce a menu of evidence-based best practices highlighting schools successfully implementing a Tier II Care Coordination <b>case management model</b></p> <p><i>Dept. of Strategy and Partnerships will:</i></p> <p>Produce a menu of <b>mentoring</b> best practices based on external research and promising practices currently in use across the district</p> <p>Produce a menu of evidence-based strategies highlighting schools successfully creating <b>identify safe, welcoming environments</b></p> <p><i>Dept. Strategy and Partnerships + Dept. of School-Family Engagement will:</i></p> <p>Produce a menu of evidence-based best culturally responsive practices highlighting schools successfully using <b>family-engagement, educator climate and student voice</b> to improve school climate</p> <p><u>Evidence and Outcomes:</u> Documentary evidence of Proficient activities (e.g., menus of best practices for case management, mentoring, family engagement/student voice)</p>	<p><i>Coordinated School Health Services will:</i></p> <p>Provide training and support for schools to align to best practice and modify their Tier II Care Coordination <b>case management model</b></p> <p><i>Dept. of Strategy and Partnerships will:</i></p> <p>Provide training and support for schools to align to best practices and to enhance students' <b>mentoring</b> experiences</p> <p>Create an online strategy toolkit with resources to help schools in creating <b>identify safe, welcoming environments</b></p> <p><i>Dept. Strategy and Partnerships + Dept. of School-Family Engagement will:</i></p> <p>Provide training and support for schools in using tools and resources for using culturally-responsive <b>family engagement, educator climate and student voice</b> to improve school climate</p> <p><u>Evidence and Outcomes:</u> Documentary evidence of Distinguished activities (e.g., training materials and online resources for case management, mentoring, family engagement/student voice); qualitative evidence of school alignment to best practices leading to evidence of higher student engagement (attendance; climate survey)</p>

<b>18-19 SMART Goal #3</b>	<b>Goal 3: Seattle Ready*</b> - By May 31, 2019, depending on available resources, develop a plan and begin moving Seattle Public Schools' high schools to help all students, particularly African-American males and other students of color, to meet new 24 credit Washington State graduation requirements and <b>graduate ready for college, career pathways, civic engagement, and life in Seattle and the world</b> . This will be a multi-year effort to help students develop skills that will prepare them for their futures by engaging them in specific learning experiences (i.e., college-level and career-specific CTE course work, internships), and improving their rates of post-secondary success (i.e., college acceptance, college persistence, industry-recognized credentials). The district's Strategic Plan, its Formula for Success and Policy No. 0030 will guide this effort.
<b>Problem Statement</b>	Approximately 1 in 5 high school students do not graduate from Seattle Public Schools within 4 years, including disproportionate representation by students of color, low income, Special Education and English Language Learners. Local employers consistently identify shortages of qualified employees across a wide range of industries and job roles, and workforce/career development is a major interest of numerous local leaders including the Governor's office, the City of Seattle, Port of Seattle, and Seattle Chamber of Commerce. The high school system in Seattle Public Schools is not adequately preparing each and every student for postsecondary success in college, career, and the possibilities Seattle has to offer.
<b>Target, June 2019</b>	Proficient
<b>Committee</b>	C&I Committee

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<b>Key Organizational Behaviors</b>
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	Baseline as of June 2018	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
<b>Professional development to support revised courses and high school schedule with additional credit-earning opportunities and longer instructional blocks.</b>	Basic-	<p>All high schools engage in central professional development and adopt a site-determined professional development plan to support their staff in teaching in a revised high school schedule, helping students develop 21st Century skills (i.e., career-connected learning, social emotional learning, advanced learning, STEAM) and helping eliminate the opportunity gaps and better serve the needs of African-American males and other students of color (per the Formula for Success and Policy No. 0030).</p> <p><b>Evidence/Outcome Measures:</b> Professional development plans have been reviewed for quality and are in full implementation in all schools by November 2018.</p> <p>The professional development plans are also reflected in high schools' CSIPs.</p> <p>The centrally-provided professional development offerings for high school staff are well coordinated with the school-based plans to ensure the support is coherent and effective.</p>	<p>All high schools have developed systems for collecting classroom evidence of implementation of new practices.</p> <p><b>Evidence/Outcome Measures:</b> Systems for collecting classroom evidence of implementation of new practices related to the teaching of 21<sup>st</sup> Century skills (i.e., career-connected learning, social emotional learning, advanced learning, STEAM) are developed.</p> <p>The first steps in developing in a multi-year program evaluation have been developed. Baseline data has been gathered to determine where schools and their staff are with respect to teaching 21st Century Skills (i.e., career-connected learning, social emotional learning, advanced learning, STEAM) and a logic model for how professional development will change teacher practice has been created.</p> <p>60% of teachers report that they understand and support the goals of secondary re-visioning and that they feel better prepared to teach 21st Century Skills.</p>	<p>All high schools have developed systems for collecting classroom evidence of implementation of new practices and are utilized by school leaders.</p> <p><b>Evidence/Outcome Measures:</b> Walkthrough evidence demonstrates that teachers experiencing professional development exhibit evidence of 21st Century skills (i.e., career-connected learning, social emotional learning, advanced learning, STEAM).</p> <p>70% of teachers report a positive change in their beliefs, practices and expectations with respect to their role in promoting college and career readiness, particularly for African-American males and other students of color.</p> <p>70% of students report that they have engaged in learning 21st Century Skills (i.e., career-connected learning, social emotional learning, advanced learning, STEAM).</p>

	Baseline as of June 2018	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
<b>Implementation of new schedule expanding credit opportunities beyond 24 credits</b>	Basic-	<p>District-wide guidance and site-based implementation plans for each high school will be developed for schedule changes providing opportunities beyond 24 credits in 2019-20 (master schedule in PowerSchool and plan for facilities to accommodate new staff and courses).</p> <p><b>Evidence/Outcome Measures:</b> By March 1, 2019, implementation plans are in place for the beginning of the 2019-20 school year.</p>	<p>All high schools will develop and implement staff and student orientation plans for the revised high school schedule for 2019-20.</p> <p><b>Evidence/Outcome Measures:</b> By April 2019, all high schools begin implementing orientations on the revised high school schedule for 2019-20.</p> <p>District staff have coordinated the development of a revised course catalog with new, refined course offerings in advanced learning, career-connected learning, and electives across content areas, including high school credit offerings at the middle school level.</p> <p>Formal program evaluation of school readiness for the implementation of the new schedule has begun with the development of baseline measures and a logic model on how the schedule change will improve instruction.</p>	<p>All high schools will have staff reporting that they are ready for the new schedule being implemented in 2019-20.</p> <p><b>Evidence/Outcome Measures:</b> By May 2019, staff survey results will show that the majority of staff report that they are ready for the revised high school schedule for 2019-20. District staff have coordinated the implementation of a revised course catalog that results in increased offerings in advanced learning, career-connected learning, and electives across content areas in high schools across the district. In addition, more historically underserved middle school students of color will have the opportunity to take Algebra 1 and high school level credits.</p> <p>70% of surveyed community partners report that they have had the opportunity to be involved in the development of course offerings for the 2019-20 course catalog.</p>
<b>Development of enhanced Career Connected Learning programs (CCL/CTE).</b>	Basic-	<p>In fall of 2018-19 school year, formation of work groups to help implement the 7 strategies in the approved district CTE plan to improve equitable access to career-connected teaching and learning, particularly for African-American males and other students of color.</p> <p><b>Evidence/Outcome Measures:</b> Development of project plans and advisory groups for each of the 7 strategies, including specific metrics.</p> <p>Specific goals for 2018-19 in the approved district CTE plan have been met, including development of the Health Services pathway, the refinement of our approach to cross-crediting, the hiring of Career-Connected Learning Coordinators, the increase of students attaining industry-recognized certificates, the development and distribution of a CTE partnership framework, and the launch of marketing and rebranding of CCL work.</p>	<p>By May 2019, there is evidence that we have made progress towards meeting the metrics in each of the 7 strategies in the approved CTE plan.</p> <p><b>Evidence/Outcome Measures:</b> Greater SPS student enrollment in CTE and Skills Center courses, work-site learning experiences, and external partnerships.</p> <p>Formal program evaluation of school readiness for the implementation of strategies 1, 2, 3, 6, and 7 has begun with the development of baseline measures and a logic model on how improving access to and rigor of CTE and Skills Center courses, work-site learning experiences, and external partnerships will result in improved quality across these programs, experiences, and partnerships.</p> <p>10% increase in student participation work-site learning experiences.</p>	<p>By June 2019, there is evidence that we have made specific progress towards meeting the metrics in each of the 7 strategies in the approved CTE plan.</p> <p><b>Evidence/Outcome Measures:</b> 70% of surveyed CTE partners report that they are better able to work with the district in support of career-connected learning opportunities.</p> <p>70% of surveyed Seattle families report a better understanding of the career-connected learning opportunities the district is offering or developing.</p>

	Baseline as of June 2018	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
<b>Student advisory and high school &amp; beyond planning</b>	Basic-	<p>Counselors, school leaders and staff develop lessons for advisory periods fostering high school and beyond planning (including connections to Seattle Promise), social emotional learning, and academic support, including resources from Naviance to better serve students, particularly for African-American males and other students of color.</p> <p><b>Evidence/Outcome Measures:</b> By November 2018, counselors and school staff have established district-wide, lesson plans on high school and beyond planning, social emotional learning, and academic support for implementation by teachers in advisory.</p> <p>High schools will implement school-specific, district-vetted-and-approved plans to support their 9<sup>th</sup> and 10<sup>th</sup> graders in staying on track to graduation and postsecondary success.</p>	<p>Counselors, school leaders and staff receive professional development on the lessons for advisory periods fostering high school and beyond planning (including connections to Seattle Promise), social emotional learning, and academic support, including resources from Naviance.</p> <p><b>Evidence/Outcome Measures:</b> All high schools have developed systems for collecting classroom evidence of implementation of lessons to promote high school and beyond planning, social emotional learning, and academic support.</p> <p>Formal program evaluation of school readiness for the implementation of advisory has begun with the development of baseline measures and a logic model on how advisory will help with high school and beyond planning, academic support, and social emotional learning.</p> <p>By April 2019, high schools will report their progress in helping their 9<sup>th</sup> and 10<sup>th</sup> graders stay on track to graduation and postsecondary success following their district-approved plans.</p>	<p>The professional development to support the implementation of advisory and the high school and beyond plan, including resources from Naviance, reveals evidence that these practices are changing student engagement and improving student postsecondary planning.</p> <p><b>Evidence/Outcome Measures:</b> By April 2019, walkthrough evidence demonstrates that teachers experiencing professional development exhibit evidence of staff using lessons to promote high school and beyond planning, social emotional learning, and academic support.</p> <p>By the end of the 2018-19 school year, students report improvement in engagement and interest as measured by the annual climate survey, with specific benchmarks for African-American males and other students of color.</p> <p>By the end of the 2018-19 school year, there is evidence of SPS students having increased postsecondary planning, access to college, scholarships, and credential-based programs, with specific benchmarks for African-American males and other students of color.</p> <p>By the end of the 2018-19 school year, a majority of high schools will be able to show evidence of success in helping their 9<sup>th</sup> and 10<sup>th</sup> graders stay on track to graduation and postsecondary success following their district-approved plans.</p>

\*Title of goal to be revisited in fall 2018 after further vetting

<b>18-19 SMART Goal #4</b>	<b>Goal 4: Engagement/Collaboration</b> - By June 2019, Seattle Public Schools will work with stakeholders at all levels, including internal staff and external partners, to build a collaborative culture with a foundation of trust and confidence in Seattle Public Schools using established guidelines, protocols and training.
<b>Problem Statement</b>	The district hasn't had a consistent engagement and collaborative decision-making framework, practices and accountability. As a result, external and internal stakeholders don't perceive the district central office as responsive to input and concerns. Over time, this has created an environment where trust has been broken with our families and communities, as well as our staff. Central Office is not perceived as transparent in our decision making thus leading to a lack of confidence in SPS.
<b>Target, June 2019</b>	Proficient
<b>Committee</b>	Executive Committee

WORST

BEST

Low Red	High Red	Low Yellow	High Yellow	Low Green	High Green
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<b>Key Organizational Behaviors</b>
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	Baseline as of June 2018	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
<b>Communications: Two-way Engagement</b>	BASIC	<p>Select and implement 2 to 3 online 2-way engagements; create a project plan and budget for each engagement; train key staff and stakeholders on use; supplement with focus groups including home language and students; analysis of data gathered and report back to the public; provide post action report to cabinet and school board.</p> <p><b>Evidence/Outcome Measures:</b> Number of families engaged and increase in underrepresented families over time. A reduction in dissatisfaction related to Family Climate Survey data item: The district reaches out to parents when decisions important to families need to be made. 2018 baseline is XX (will be available in June 2018).</p>	<p>Pilot and refine use of "professional version" of Thought Exchange tool. Select a maximum of fifteen department engagement leads or school leaders to train and pilot the tool. Collect feedback. Integrate findings and best practices into the Community Engagement toolkit. Support individuals in developing communication/engagement plans; analyzing data; and reporting back to the community.</p> <p><b>Evidence/Outcome Measures:</b> Number of leaders trained; written support materials; integration of use into toolkit and ongoing trainings.</p>	<p>Working in collaboration with newly formed Community Advisory Committee, the Communications and Engagement Department will review current board policies and superintendent procedures (e.g. taskforce and advisory committees). Revisions or new policies and or procedures will be developed in order to formally strengthen our commitment and accountability to authentic engagement.</p> <p><b>Evidence/Outcome Measures:</b> New or revised policy and procedure to support community engagement.</p>

	Baseline as of June 2018	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)												
<b>Community Engagement Model: School-Based Implementation</b>	BASIC	<p>Continue to provide a comprehensive professional development plan and training opportunities for central office staff on community engagement/improved communications. Continue current trainings: Why, What, How: Building and Authentic Engagement Plan; and Engagement Evaluation. Provide new trainings such as: Collaboration 101; Closing the Loop. Work with the Community Advisory Committee to create course objectives. Continue to develop online trainings to support sustainability of work.</p> <p><b>Evidence/Outcome Measures:</b> Number of central and school-based participants (goal 150 staff) and improved exit survey responses from 17-18.</p>	<p>Develop, integrate into current principal PD structures training on the revised Community Engagement Toolkit for schools and school leaders.</p> <p><b>Evidence/Outcome Measures:</b> 25% of schools participate in first year of training; exit survey responses.</p>	<p>Develop a peer coaching model that brings family engagement, community engagement and partnership coordination into alignment. Select 3 "partnership and engagement" coaches (current principals with proven practice). Train principals on consensus building facilitation. Select 9-10 schools to support. Work with schools to audit current practice; create a vision; multi-year action plan to improve areas of focus. In year 2 expand support to another 10 schools.</p> <p><b>Evidence/Outcome Measures:</b> School visions and draft plans. Increased family climate survey data for participating schools.</p>												
<b>Collaboration, Problem Solving, and School-Based Supports (HR Department)</b>	BASIC	<p>Increase the capacity of individual managers and school leaders to effectively understand the context of workplace conflict, and skills for improving communication and collaborative problem solving. This would include Tier 1 and Tier 2 training.</p> <p><b>Evidence/Outcome Measures:</b> 1) Manager and principal attendance in conflict resolution training 2) Participant evaluations of training quality and effectiveness</p>	<p>Increase the capacity of departments and school/program based teams to effectively understand the context of conflict and provide tools for improving communication and collaborative problem solving. This would include BLT training on a quarterly basis (for new teams and/principals) and implementation of a JSCEE Employee Engagement and recognition program.</p> <p><b>Evidence/Outcome Measures:</b> 1) 100% of schools will have participated in BLT Training (including those trained in 17-18 school year) 2) Participant evaluations of training quality and effectiveness 3) Increase employee engagement perception survey by 5% points on how departments effectively deal with conflict (Baseline is 49.9%. Target is 55%)</p>	<p>Implement an Alternative Dispute Resolution Process to be accessed by employees, where there is a continuum of support for employees engaged in conflict with others. This model would include Conflict Engagement Specialists.</p> <p><b>Evidence/Outcome Measures:</b> Increase employee engagement perception survey by 5% points on how departments effectively deal with conflict and perceptions around support in role all three constructs:</p> <table border="1"> <thead> <tr> <th>Construct</th> <th>Baseline</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Role</td> <td>84.6%</td> <td>89%</td> </tr> <tr> <td>Culture</td> <td>70.4%</td> <td>75%</td> </tr> <tr> <td>Support</td> <td>69%</td> <td>74%</td> </tr> </tbody> </table>	Construct	Baseline	Target	Role	84.6%	89%	Culture	70.4%	75%	Support	69%	74%
Construct	Baseline	Target														
Role	84.6%	89%														
Culture	70.4%	75%														
Support	69%	74%														

	<b>Baseline as of June 2018</b>	<b>Basic</b>	<b>Proficient</b> (all the elements of Basic plus...)	<b>Distinguished</b> (all the elements of Proficient plus...)
<b>Family Engagement</b>	BASIC	<p>Effectively engage families by developing a family engagement professional development plan that leverages the recommendations provided by the 17-18 Family Engagement Scan and Family Engagement multi-year action plan (to be completed Spring 2018).</p> <p><b>Evidence/Outcome Measures:</b> Number of central and school-based partnerships (goal 150 staff)</p>	<p>Integrate family engagement PD into existing SPS training structures (Leadership Learning Days and Student Support Summit) to increase the efficacy of Building Leaderships Teams, Racial Equity Teams, MTSS teams, etc.</p> <p><b>Evidence/Outcome Measures:</b> Family Engagement PD is identified and integrated as key elements in trainings across district initiatives.</p>	<p>Establish an integrated accountability structure consisting of parent leaders and central office/school staff that aligns existing resources and develops new structures that work collectively to implement SPS's new Family Engagement vision (to be completed Spring 2018) and provides increased support to existing school based family engagement groups (e.g. PTSA/PTO, FEAT, etc.); aligning both internal and external partners to a district wide framework.</p> <p><b>Evidence/Outcome Measures:</b> Implement 1-2 engagement activities identified in the multi-year family engagement action plan.</p> <p>Members of the PLC / PAC collaborate to develop and deliver 1-2 trainings related to best practices.</p>



# 18-19 District Goals Graphic Organizer

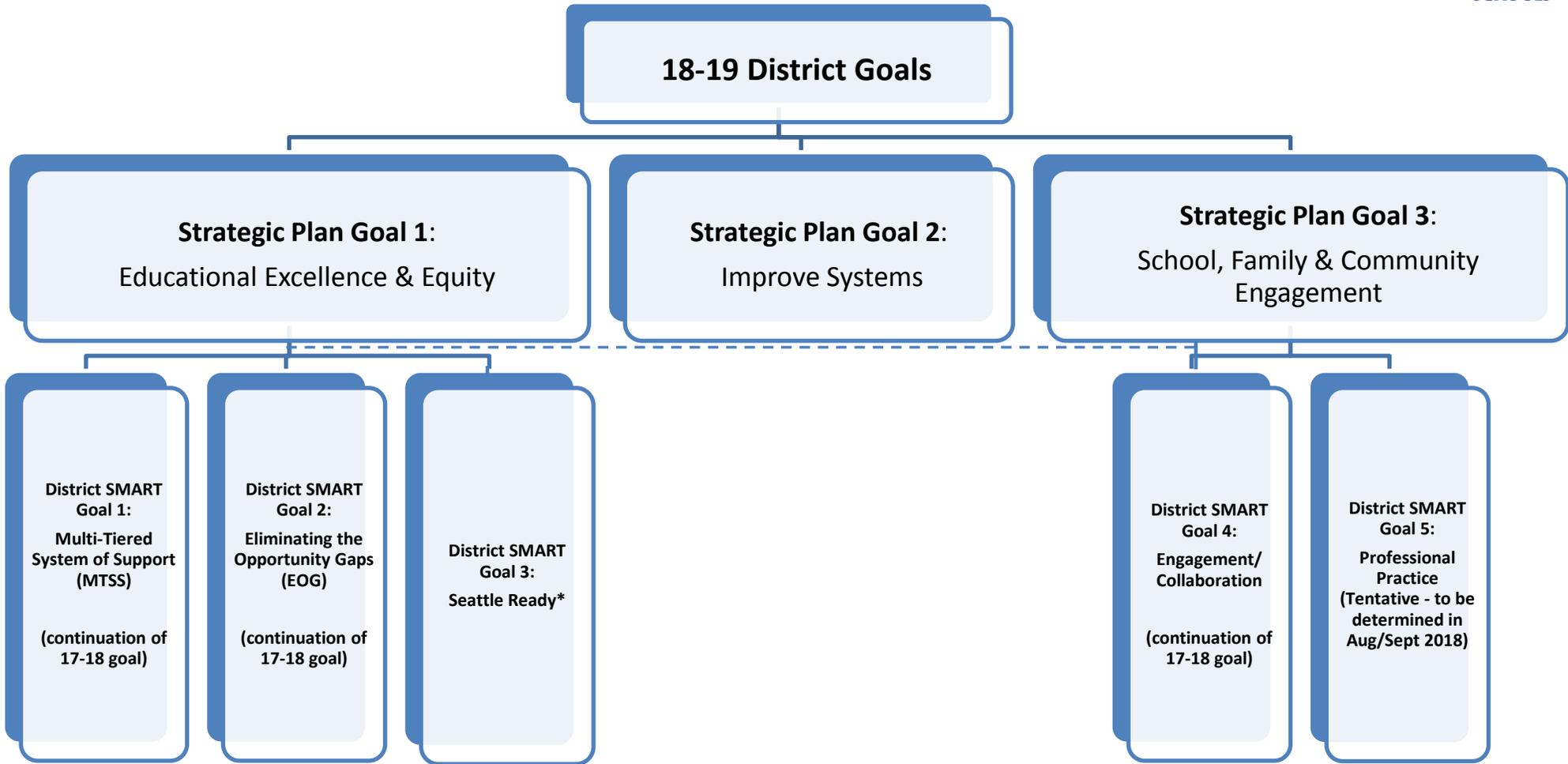
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For questions and more information about this document, please contact the following:

Board Office  
[boardoffice@seattleschools.org](mailto:boardoffice@seattleschools.org)  
206-252-0040

This document is a graphic organizer of how the 18-19 District SMART goals are drawn from Seattle Public Schools' Strategic Plan.



\* Title of goal to be revisited in fall 2018 after further vetting