

Board Special Meeting

Work Session: Strategic Plan

Wednesday, January 30, 2019, 4:30 – 6:00pm

Board Auditorium, John Stanford Center

2445 – 3rd Avenue South, Seattle WA 98134



Agenda

Call to Order

4:30pm

Work Session: Strategic Plan

4:30pm

Adjourn

6:00pm*

*Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. Executive sessions are closed to the public per RCW 42.30. *Times given are estimated.*



SEATTLE PUBLIC SCHOOLS STRATEGIC PLAN

Round II Stakeholder Engagement
Interim Theme Summary

JANUARY 30TH, 2019

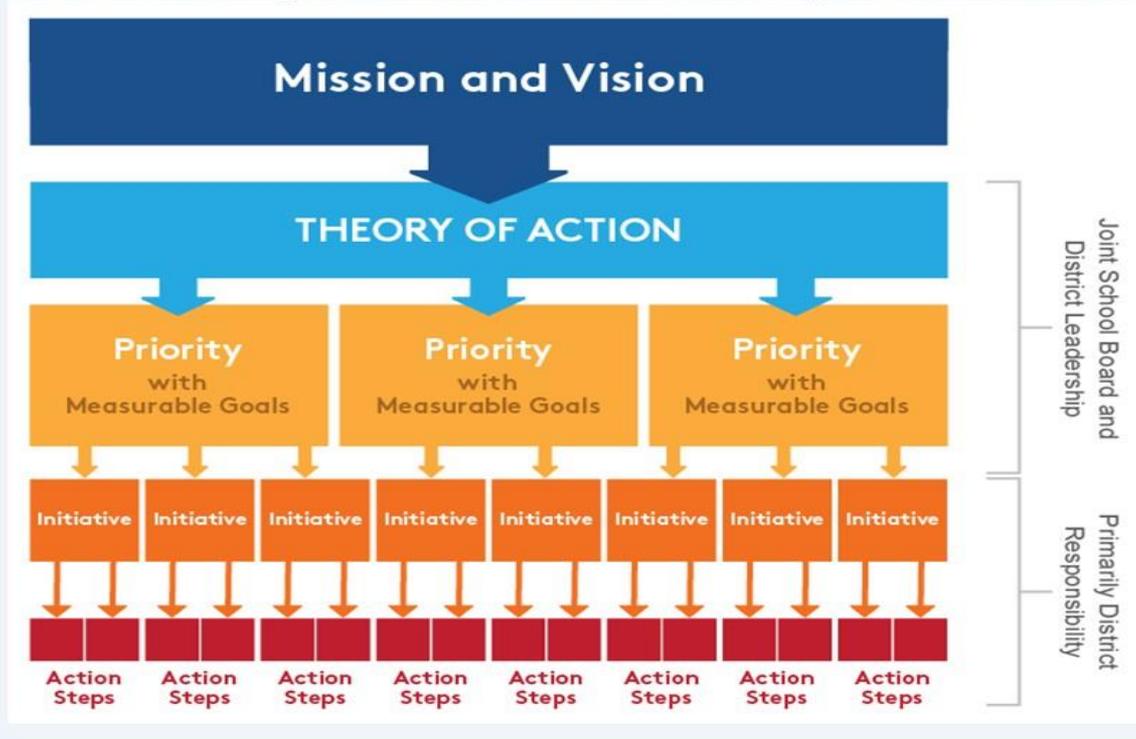


Key Strategic Plan Development Dates

- **Oct. 15/16, 2018:** Kick off with SPS Leadership and Board of Directors
- **Oct. 16:** Steering Committee #1
- **Oct. 24:** Draft report analyzing feedback from Listening & Learning Tour
- **Oct. 25:** Meeting to review draft Listening & Learning Tour report with community stakeholders (e.g., meeting hosts)
- **Oct. 29:** Steering Committee #2
- **Oct. 29:** Board work session
- **Nov. 13:** Steering Committee #3
- **Dec. 1:** Board Retreat to provide feedback on draft plan
- **Dec 11:** Steering Committee #4
- **January 2019:** Community Engagement on draft plan
- **Jan 30:** Board work session
- **Feb. 4:** Steering Committee meeting #5
- **March 2019:** Introduction and Action



Exhibit 2: The DMGroup Strategic Planning Framework: Connecting Mission / Vision to Implementation



Mission/Vision: Virtually all districts already have a Mission/Vision statement that articulates the aspirations for its students and the district.

Theory of Action: The theory of action articulates a set of beliefs, policies, and practices as to how the district's vision can be achieved.

Priorities: Priorities are broad, thematic areas of focus that articulate how the district will concretely support the vision and theory of action.

Measurable Goals: Measurable goals are specific goals with measurable targets related to the district's priorities. These well-defined and quantified goals ensure that objectives are clear, and progress can be tracked.

Initiatives: Initiatives are specific projects related to each priority that will help to achieve the measurable goals. While the vision, theory of action and the priorities articulate the “*what*”, the initiatives articulate the “*how*”.

Action Steps: Action steps are an articulation of what steps need to occur, by when and by whom.



SPS is hosting 17 meetings and 1 online survey between Jan. 8th – Feb. 2nd to share the draft Strategic Plan with stakeholders and collect feedback

January 2019 Stakeholder Engagement Sessions

Date	Meetings Included in <i>Interim</i> Theme Summary
Tuesday, 1/8	SPS Principals
Tuesday, 1/15	SPS Assistant Principals
Tuesday, 1/15	Latinx Community
Wednesday, 1/16	Special Education PTSA
Thursday, 1/17	Southeast Seattle Education Coalition
Thursday, 1/17	African American Community
Tuesday, 1/22	Somali Moms/Horn of Africa Community
Tuesday, 1/22	Seattle Education Association
Tuesday, 1/22	SPS Central Office Staff
Friday, 1/11 - 1/23	Online Feedback Form

Date	Meetings with Analysis Pending (Not Included in <i>Interim</i> Theme Summary)
Friday, 1/18	Chinese Community
Thursday 1/24	African American Male Advisory Committee
Friday, 1/25	General Session (sponsored by Seattle Council of PTSA)
Monday, 1/28	Native American Community
Monday, 1/28	Superintendent's Equity and Race Advisory Committee
Friday, 2/1	Student Engagement
Saturday, 2/2	Student Advisory Board



182 stakeholders submitted a response to the online survey posted on the SPS website between January 11th – 23rd

January 2019 Online Survey Demographics

Race/Ethnicity	Percent of Survey Participants
White/Caucasian/European American	53%
Multicultural/Biracial	12%
Other	6%
Asian/Asian American	4%
Hispanic/Latino	4%
Black/African American	3%
American Indian, Alaska Native, Aleut, Eskimo	2%
Native Hawaiian or Other Pacific Islander	1%
I prefer not to answer	15%

Self-Identified Role*	Percent of Survey Participants
Parent or guardian	55%
Parent or Guardian + Community Member	12%
Staff	11%
Community Member	9%
All Other Combinations	13%

Source: SPS Community Engagement Online Survey

*Participants could select up to three roles with which they identify



Majority of participants overall agree Priorities are clear, with higher resonance from In-Person Meetings compared to Online

Percent of Stakeholders in Agreement by Group

Group	Agree the four Priorities are CLEAR	Agree the four Priorities RESONATE
Online	61%	48%
In-Person Meetings*	69%	64%

Source: SPS Community Engagement Online Feedback Survey and comment cards collected during in person meeting

*Percent calculated using of 171 comment cards submitted at 9 in-person meetings as of 1/25/19



Key themes to strengthen and refine the Strategic Plan have begun to emerge from the comments analyzed so far.

Interim Summary of Themes

Consistent Themes Heard Across ALL Meetings and Online Data

- The Priorities and overall focus on racial equity and social justice are clear. However, need to ensure that the Goals clearly reflect Priorities and allow SPS to monitor progress (potentially disaggregating student data in new ways and using measures beyond state exams to “*interrupt a pattern of racism*”). There is also strong demand to move into action planning and implementation.
- Opportunity exists to further simplify language and add clear definitions for key terminology to ensure that all stakeholders can fully access and understand the Strategic Plan.
- There is frustration caused by a perceived lack of representation of special education students and other marginalized groups (e.g., based on religion, socioeconomic status, neurodiversity, language skill, gender identity, and sexual orientation) that may also be far from educational justice.
- There is appreciation for the engagement process and demand that SPS continues to reach out to and work with families, community members, and partners.

Themes Heard Across MANY Meetings and/or Online Data

- Potential to include more rationale explaining why SPS would prioritize students of color with an intentional focus on African American males. This could include more clearly explaining how the focus on racial equity will benefit (and not “cost”) every SPS student so that they receive a high-quality, world class education.
- Many stakeholders that strongly support the focus on students of color also expressed concerns about “othering” or “stigmatizing” these students by focusing priorities so tightly on them.
- Feedback specific to each priority is being gathered for further consideration. The most frequent priority-specific feedback includes the importance of including a culturally / ethnically responsive curriculum within Priority 1 (High-Quality Instruction) and clarifying the language and goals for Priority 2 (Operations).

Source: SPS Community Engagement Online Feedback Survey and comment cards collected during in person meeting





District Management Group

Helping Schools and
Students Thrive

If you have any comments or questions about the contents of this document, please contact District Management Group:

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DRAFT SPS Strategic Plan

Mission

Seattle Public Schools is committed to ensuring equitable access, eliminating the opportunity gaps, and excellence in education for every student.

Vision

Every Seattle Public Schools' student receives a high-quality, world-class education and graduates prepared for college, career, and community.

Theory of Action

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice¹, and work to undo the legacies of racism in our educational system...

BY:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate the opportunity and achievement gaps and every student will receive a high-quality, world-class education.

¹ Educational justice requires safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally competent educators. Many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander, LatinX, and Native students). These students are our priority.



DRAFT Priorities and Measurable Goals

Priority 1: High-Quality Instruction and Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

We will address the academic, social, emotional, and behavioral strengths and needs of students, including providing high-quality, culturally responsive instruction and social-emotional learning supports.

Priority 1 Goals and Example KPIs

1.A Academic performance in early literacy and math for students of color who are furthest from educational justice

- *Increase 3rd Grade ELA proficiency and growth*
- *Increase 7th Grade Math proficiency and growth*

1.B On-time graduation and college and career readiness for students of color who are furthest from educational justice

- *Increase on-track credit attainment for 9th grade students*
- *Increase proportion of students that successfully complete college level or advanced courses*

1.C Social-emotional learning and welcoming school environments for students of color who are furthest from educational justice

- *Increase attendance and decrease discipline*
- *Increase the sense of belonging and feeling of safety at school*



Priority 2: Operational Systems

Develop operational systems that result in SPS providing a predictable, consistent, high-quality experience for students and families that allows them to focus on learning.

We will operate central office and school functions in a service-oriented, effective manner. We will ensure that every operational team establishes and consistently meets high service levels that provide students and families the information and daily experience that results in a safe and productive school day.

Priority 2 Goals and Example KPIs

2.A Families are well-informed regarding district services

- *Improve families' perceptions of district communications regarding services*

2.B Improve operational performance in support of student learning

- *Develop clearly defined, tiered service levels (e.g., ranging from "basic" to "distinguished") for each operational function and increase key functions by at least one tier each year*



Priority 3: Culturally Responsive Workforce

Develop a culturally responsive workforce so all teachers, leaders, and staff effectively support students and families.

We will recruit a diverse workforce using proven local and national best practices, focus on the retention of educators of color, and continue to nurture culturally responsive mindsets and capabilities with all team members so there is a warm, welcoming environment.

Priority 3 Goals and Example KPIs

3.A. Improve diversity of staff and leadership at school and central office

- *Increase the recruitment and retention of educators of color*

3.B Improve cultural competency and responsiveness of educators

- *Increase the percentage of educators who attend cultural responsiveness training*

3.C Improve the environment for employees of color

- *Improve the experience of work culture for school staff and central office staff of color*



Priority 4: Engagement

Conduct inclusive and authentic engagement that incorporates the experiences and perspective of students, families, and communities who are furthest from educational justice.

We will proactively and consistently work in partnership *with* these communities (not *for* these communities) in identifying needs, determining solutions, and supporting implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use engagement methodologies that are appropriate for the communities with whom we partner in order to build trusting relationships.

Priority 4 Goals and Example KPIs

4.A Increase voice and leadership in school and district initiatives for students of color who are furthest from educational justice

- *Increase proportion of students who feel their voices and concerns are valued at school*

4.B Improve engagement around school and district initiatives with families and communities who represent students of color who are furthest from educational justice

- *Increase proportion of families who feel their voices and concerns are valued by the district and schools*