



SCHOOL BOARD ACTION REPORT

DATE: March 128, 2019
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For Introduction: March 13, 2019

For Action: March 27, 2019

1. TITLE

Adopting a five-year Strategic Plan

2. PURPOSE

Per Board Policy No. 1005, the Board has the authority to adopt a Strategic Plan.

3. RECOMMENDED MOTION

I move that the School Board adopt the 2019-24 Strategic Plan, as attached to the Board Action Report.

4. BACKGROUND INFORMATION

- a. **Background:** In 2013, the Seattle School Board adopted a five-year strategic plan. During the final year of the plan, the School Board extended the plan for one year so that it ends in June 2019.

From August – November 2018, Superintendent Juneau embarked on a comprehensive Listening and Learning Tour to gather an understanding of the district's strengths and challenges and what is most important for her to consider as plans are developed for the district's future. The input she received, combined with feedback from an online discussion in October 2018, helped shape the draft plan. A second round of community engagement on the draft plan occurred in January 2019.

A Strategic Plan Steering Committee was formed, and the district contracted with the District Management Group (DMGroup) to support the development of the strategic plan. The Steering Committee met for five months to develop the draft and make recommendations. The Board representative on the Strategic Plan Steering Committee was Director Jill Geary.

The new strategic plan will set the course for the district for the next five years and help the district focus its resources, work, and initiatives. It is also designed to allow for some flexibility in order to adjust as needed to meet the needs of the district's students. The draft plan includes a short list of high-impact priorities and measurable goals focused on improving outcomes for students. While the district's ongoing operational work to

provide excellence to every student persists, this plan contains an intentional focus on addressing the needs of and supporting students of color who are furthest from educational justice.

- b. **Alternatives:** Not adopt a new Strategic Plan for 2019-2024. This alternative is not recommended because the current Strategic Plan ends in June 2019, and the district would be operating without a plan guiding the academic and operational goals of the district.
- c. **Research:** High performing school districts often use a strategic plan to focus their work, improve student success, and improve their effectiveness and efficiency overall. The district relied on DMGroup’s expertise, as they work with districts across the country on strategic plans. The Strategic Plan Steering Committee used the data from the Listening and Learning Tour and the January 2019 engagement to inform its recommendations. The SPS Research & Evaluation department also researched the measurable goals in order to develop the recommended draft.

5. FISCAL IMPACT/REVENUE SOURCE

The development of the strategic plan included several expenditures. The contract with DMGroup is for \$125,000 out of the Superintendent’s budget. The Superintendent’s Listening and Learning Tour engagement cost was approximately \$7,400 out of the Communication department’s budget. The January 2019 engagement cost was approximately \$11,200 out of the Equity, Partnerships, and Engagement department’s budget. Other costs included de minimis (under \$500 in total) printing and food for the Steering Committee meetings.

Implementation costs for the priorities contained in this proposed plan will vary depending on their complexity, and available funding. It is likely that some prioritization of initiatives and strategies will need to take place given the current budget forecast.

The revenue source for this motion is general operating funds, but the district will pursue external funding.

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:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

☒ Tier 3: Collaborate

Superintendent Juneau went on an extensive Listening and Learning Tour in Fall 2018, which was led by the Communications department and included an online engagement. The information collected informed the development of the plan. Based on feedback from our community partners, the Strategic Plan Steering Committee membership was expanded to include five members of the community. The Steering Committee also included representatives from the School Board, the Seattle Education Association, the Principals' Association, and staff. The Steering Committee met six times over the course of five months to develop the draft plan. In January 2019, the Equity, Partnerships and Engagement department designed and led the engagement on the draft plan, including an online engagement. The feedback was used to refine the draft.

7. EQUITY ANALYSIS

The draft plan declares the district's intent to ensure racial equity in our educational system with an unapologetic focus on students of color who are furthest from educational justice in order to work to undo the legacies of racism in our educational system (see Theory of Action below). While the steering committee did not formally take the draft plan through the SPS racial equity toolkit, racial equity was at the forefront of the development as described below in the Theory of Action. In addition, the plan's intentional focus on African American males is based on the theory of targeted universalism (see below for more information).

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 justice, and work to undo the legacies of racism in our educational system...

BY doing the following:

- *Allocating resources strategically through a racial equity framework*
- *Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners*
- *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 opportunity and achievement gaps and every student will receive a high-quality, world-class education.

To achieve educational justice, SPS strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, 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 and Pacific Islander,

LatinX, and Native students). These students are our priority – with an intentional focus on African American males.

Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal. By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision.

We believe that an intentional focus on African American males will ultimately benefit every student. We will create new systems and structures that will ultimately be used to better meet the needs of students throughout SPS. We will also learn how to develop and provide differentiated efforts to meet the needs of specific populations, allowing us to better serve the needs of additional student populations.

8. STUDENT BENEFIT

The draft plan’s Theory of Action explains the intentionality of the plan to eliminate opportunity gaps and address the needs of the district’s students of color who are furthest from educational justice. The belief is that by doing so, the district *will eliminate the opportunity and achievement gaps and every student will receive a high-quality, world-class education (see Theory of Action).*

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 No. 1005, provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

Per Policy No. 1005, the Board has the authority to establish the core beliefs and vision for the future of the district, as well to adopt a Strategic plan. The Board is also charged with setting academic performance goals.

The actual adoption of a strategic plan does not have a policy implication, but individual strategies may have significant implications. As implementation plans for the priorities are developed, they will take into consideration any necessary policy changes and follow procedure to bring those policies before the Board.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Feb. 15, 2019 Executive Committee meeting because there was not another Executive Committee meeting after the March 2 Board Retreat and before Introduction on March 13, 2019. The Committee reviewed the motion and moved it forward for consideration, pending the conversation at the March 2, 2019 Board Retreat. In addition, the Board discussed the strategic plan at two work sessions and the December 2018 Board Retreat.

12. TIMELINE FOR IMPLEMENTATION

If the proposed plan is approved, the next steps include developing implementation plans with action steps and establishing the specific percentage baseline and targets for each metric. A new district scorecard will be developed based on this work. The implementation of a communications plan will help inform the community and schools of the new Strategic Plan.

Approximate Timeline for Implementation/Next Steps:

- Schools incorporate strategic plan goals into CSIPs and budget decisions: March-June 2019
- Divisions develop initial implementation plans to accomplish strategic plan goals: March-July 2019
- Initial communications on adopted plan: April 2019 (including State of the District on April 16)
- Print and website materials developed and published: April-Aug 2019
- Selection of 19-20 Superintendent Evaluation SMART Goals (directly aligned to the strategic plan goals): April-June 2019
- Measurable Goal Targets determined: April-Aug 2019 (for the measures with established baselines)
- Departments initial key performance indicators established: April-Aug. 2019
- Launch 19-20 key initiatives (including to principals at Summer Leadership Institute): Aug.-Sept. 2019
- Individual employees set evaluation goals aligned to strategic plan: Aug.-Oct. 2019
- Selection of 19-20 Board Evaluation SMART Goals: Dec. 2019-Jan. 2020

13. ATTACHMENTS

- 2019-24 SPS Strategic Plan (for approval)



2019-24 SPS Strategic Plan

Mission

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide 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 justice, and work to undo the legacies of racism in our educational system...

BY doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- 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 opportunity and achievement gaps and every student will receive a high-quality, world-class education.

To achieve educational justice, SPS strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, 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 and Pacific Islander, LatinX, and Native students). These students are our priority – with an intentional focus on African American males.

Our Theory of Action is guided by the principles of "Targeted Universalism." Our universal goal is every Seattle Public Schools' student receives a high-quality, world-



class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal. By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision.

We believe that an intentional focus on African American males will ultimately benefit every student. We will ~~create new~~ refine our systems and structures that will ultimately be used to better meet the needs of students throughout SPS. We will also learn how to develop and provide differentiated efforts to meet the needs of specific populations, allowing us to better serve the needs of additional student populations.

DRAFT

Priorities and Measurable Goals

Priority: High-Quality Instruction and Learning Experiences

Educate the whole child¹ through high-quality instruction² 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 recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive³ instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Goals	Measures Used to Evaluate Success
Students of color who are furthest from educational justice will feel safe and welcome in school	Student culture and climate surveys Attendance Discipline Equitable access to services (i.e., special education, English language learners, and highly capable)
Students of color who are furthest from educational justice will read at grade level by 3rd grade	3 rd grade SBA ELA proficiency
Students of color who are furthest from educational justice will be proficient in mathematics in 5th grade and 7th grade	5 th and 7 th grade SBA Mathematics proficiency
Students of color who are furthest from educational justice will finish 9th grade on track for on-time graduation	At least six credits by the end of 9 th grade
Students of color who are furthest from educational justice will graduate ready for college and career	SBA SAT / ACT Advanced coursework completion CTE course pathway completion College enrollment without developmental courses

¹ Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the “whole child.”

² High-quality instruction is focused on student-centered learning and achievement, intentional about student authentically engagement, and aligned to standards.

³ At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.



Priority: Predictable and Consistent Operational Systems

Develop operational systems that provide a predictable and consistent experience to meet the needs of students and families and allow them to focus on learning.

We will manage district operational functions (non-academic/non-instructional; e.g., transportation, nutrition services, student assignment) in a culturally responsive, service-oriented, and cost-effective manner. We will ensure operational teams plan, establish, communicate, and consistently meet high service levels that provide school leaders, students, and families the information and daily experience that allows them to experience a safe and productive day of learning.

Goals	Measures Used to Evaluate Success
Operational functions will identify main customers and increase satisfaction	Department customer satisfaction surveys and T imely response feedback
Operational functions will improve communication to school leaders, families, and students	School leader, family, and student awareness surveys
Operational functions will improve overall performance in support of student learning	Overall service quality level informed by performance indicators unique to each individual operational function

Priority: Culturally Responsive Workforce

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

We will recruit a diverse workforce representative of our broader community using proven local and national best practices and focus on the retention of educators of color. We will also continue to develop culturally responsive mindsets and capabilities with all team members so there is a warm, welcoming environment in every classroom, school, and throughout central office to support student learning.

Goals	Measures Used to Evaluate Success
Staff will improve their culturally responsive professional practice	Cultural responsiveness training completion School and central office staff working condition surveys Student and family culture and climate surveys Equitable access to services (i.e., special education, English language learners, and highly capable)
The diversity of staff and leadership at schools and central office will increase	Staff demographics Recruitment, selection, and retention of staff of color



Priority: Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership *with* students, families, and communities ~~to~~ identify~~ing~~ needs, determin~~ing~~e solutions, and support~~ing~~ the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet the~~se~~ needs ~~of students of color who are furthest from educational justice.~~

Goals	Measures Used to Evaluate Success
Students of color who are furthest from educational justice will have meaningful voice and leadership in school and district initiatives	Representation in school-based leadership groups Student participation surveys
Families and communities who represent students of color who are furthest from educational justice will have meaningful voice in school and district initiatives	Family participation surveys Community partner participation surveys Presence in community (e.g., # of meetings in community/feedback loop)