To: School Board  
From: Superintendent Nyland  
Date: Friday, Feb. 2, 2018  
RE: Superintendent Friday Update (based largely on Superintendent Comments at the Jan. 31, 2018, board meeting)

Celebrations:

- **Career and Technical Education (CTE) Month: February is the month we celebrate the value of CTE and the achievements and accomplishments of CTE programs across the country.** In February we will be highlighting the many comprehensive pathways for students including: Agriculture and Environmental Sciences; Arts, Communications and Media Business, Marketing and Information Technology; Health and Human Services; and Science, Engineering and Industry. These pathways help prepare our students for college AND career.

- **Black History Month – February:** Each year beginning on February 1, an entire month of events are planned honoring the history and contributions of African Americans. There will be a number of SPS Black History Month celebrations throughout February that we will highlight on our website and through social media. Other events this month that provide opportunities to affirm students and ensure welcoming learning environments:
  - Black Lives Matter at Schools engagement week – Feb. 5-9
  - African American Parent Involvement Day – Feb. 12

I am excited to return to South Shore on February 12. For a dozen years or more, they have done an incredible job of affirming and celebrating students and community – from a welcoming line to student centered conversations. As we recently shared with families, educators are also preparing for a teacher and partner generated week honoring and affirming Black Lives Matter (BLM) at School - you can learn more in the Educational Excellence article featured on our homepage. During the School Board meeting on Wednesday, January 31, the Board approved a resolution that affirms our commitment to African American Males and other students of color.

EOG, Eliminating Opportunity Gaps and Ensuring Opportunities for Greatness, is the issue of our time – our moral imperative. I am hopeful that during Black History Month and for months to come, as a community we can commit to ensuring every school is a place our students feel a true sense of belonging, experience welcoming environments, and identity safety.

Board Action at the Jan. 31 board meeting the Board acted to:

- **Approve the amended 2019-20 High School Growth Boundaries Plan and Highly Capable Pathways for 2019-20 and 2020-21, with amendments to:**
  - Create Lincoln High School boundaries for their opening in 2019-20; and adjust neighboring high school boundaries:
    - **Approve Amendment 2:** Keep Reference Area B in the Ballard High School Attendance Area, instead of moving it to the new Lincoln High School attendance area.
    - **Approve Amendment 6:** To amend Scenario Fv4.3 to include the Loyal Heights Elementary attendance area north of 85th and west of 28th Ave NW in the Ballard High School boundary.
  - **Adjust Highly Capable pathways to include:** Garfield, West Seattle, Lincoln and Ingraham.
Approve Amendment 4: Allow current 6th and 7th grade highly capable students from West Seattle attending Washington Middle School to enroll in Garfield as rising 9th graders in 2019-20 and 2020-21.

Approve Amendment 5: Provide 9th and 10th grade highly capable students in the new Lincoln pathway area the option to attend Lincoln, and allow all 9th grade highly capable eligible students district-wide to attend their pathway school.

Approve Dual Language Immersion (Amendment 1) pathway from Ingraham to Lincoln in 2019-20 and Develop a Southeast Dual Language Immersion Pathway.

Approve Substitute Resolution No. 2017/18-10 to affirm the vision for equitable access to advanced coursework in all high schools and develop the detailed plan for implementation by 2021-22, which calls for more equitable identification practices for advanced learning and highly capable services, and requests a report that will detail the comprehensive plan for increasing advanced learning in all high schools following a collaborative planning process.

Adopt Resolution No. 2017/18-14 to declare that the lives of black students matter, as well as the lives of all of our students of color, and that we encourage participation district-wide in the national Black Lives Matter At School Week from February 5-9, 2018.

In this update, I am sharing:
1. Recent highlights that support our Strategic Plan and related Superintendent SMART goals
2. Good News
3. Topics Community and Board interest
4. Superintendent and Staff Visits/Presentations
5. Community Engagement/Highlights

Strategic Plan - 2017-18 Superintendent SMART Goals Update:
The Seattle Public Schools (SPS) Strategic Plan includes three major areas: Educational Excellence and Equity; Improving Systems; and School, Family and Community Engagement. Thank you to the School Board for focusing our SMART goals on these three areas over the past several years.

1. Educational Excellence and Equity: We are committed to working across schools and district divisions to Eliminate Opportunity Gaps (EOG) and accelerate learning for all students. This four-year commitment by the Board helps us align our work districtwide. Over the past year we have worked to better communicate the urgency of EOG while affirming our collective belief in every student’s potential. We are guided by three big ideas/values:
   o Belief in every student; no matter what; no exceptions
   o Recognition that relationships matter; and they must be meaningful and sustainable relationships with at least one caring adult in the school
   o Commitment to knowing each student’s story, strength and need; and providing strength-based interventions and supports

   Black Lives Matter: At our Board meeting the School Board affirmed the Black Lives Matter in Schools work being supported by Seattle Education Association (SEA) and our educators. Thank you to SEA for taking the lead in this work in support of the district goal to Eliminate Opportunity Gaps. Feedback on this work has covered the full range: from enthusiastic support to … we are going too far to … we are not going far enough. The good news is that we are getting better at talking about race and beginning to see ways in which we can work toward greater racial equity. We will have further conversations with SEA about the Black Lives Matter (BLM) at Schools Week and the Ethnic Minority Affairs Commission-SEA’s (EMAC) suggestions as we continue to work together on having productive conversations about race and equity.
• **Viewlands Elementary – Multi-Tiered System of Support (MTSS) Presentation**: Every other month, we invite schools to come share with the Board the work they are doing to eliminate gaps and ensure excellence and equity. On Wednesday night, Principal Amy Klainer from Viewlands Elementary joined us to share her work on the second pillar of our Formula for Success: Student-Focused Collaboration. Viewlands has a strong learning organization for both adults and students, is a Title I school and approximately 40% of their students are eligible for Free and Reduced Lunch. Viewlands began their MTSS implementation in the 2014-15 school year, and worked on high-quality teaching and learning through a focus on strong core instruction for all students. The school’s MTSS committee collaborated to repurpose their staff meetings to look at data together. Year 1 focused on developing strategies around data protocols and looking at student growth. In Year 2 and Year 3, staff deepened the implementation to solidify the assessment calendar and expanded their work into math and literacy. Year 4 is centered around sustainability and building staff’s capacity for Professional Learning Communities (PLCs). Thank you to Principal Kaliner and her team for their notable work with our students to help eliminate the opportunity gap.

• **Somali Alphabet Book**: On February 9, 6-8 p.m. at the New Holly Gathering Hall, Seattle Public Library is hosting a book launch! The Baro Af-Soomaali (Somali Alphabet Book) was a collaborative effort between Seattle Housing Authority (SHA), SPS, Seattle Public Library (SPL), Somali Family Safety Taskforce and funded by our Deep Dive 3 grant & SPL and SHA. Over the course of four weeks, five Somali families (five mothers, 13 children) created art and selected their own personal items from home to represent each of the 26 letters of the Somali alphabet. These meetings not only produced a beautiful board book, but also pride among children for their native language and multi-generational conversations that honored Somali culture. This project DIRECTLY supports our work focused on welcoming environments and identity safety. You are all welcome to attend! I know the families would love to have you there to celebrate with them.

• **Digging Deeper on the Stanford Study**: Recently the New York Times, cited Seattle as 3rd in the nation (200 largest districts) for student achievement growth for 3-8th grade students. I wanted to know more, so I asked Director of Research & Evaluation Eric Anderson to dig a little deeper into the data for us. This is what we learned – and it did not match our assumptions!
  - Overall students make 5.7 years of growth in 5 years
  - Both White and Black make 5.4 years of growth
  - Latino/Hispanic make 5.9 years of growth
  - Asian students make 6.5 years of growth

The Stanford study does not include data for Native American or Pacific Islander students. While we are ranked 3rd in the nation for all students; we are ranked 14th for African American students and of the districts with the highest number of African American students we rank 7th. We still have so much, much work to do….but this data is encouraging. Our progress is a testament to our educators, school leaders, and central office staff.

2. **Improve Systems**: We continue to make progress toward building effective systems in support of schools. Preparing for next year’s budget and working towards full funding remains a top priority.

• **Teaching Hiring Fair**: Over 327 teachers have registered for the SPS hiring fair. This is the highest number we have ever had! Recruitment for 2018-19 will begin on February 10, 9 a.m. in the Garfield High School commons. We are looking for awesome, equity focused teachers to join our family and teach: special education, elementary, English Language Learners (ELL), health and Physical Education (PE), math and science, social studies and world languages. Let teachers know we are looking for the best – they can still register for the event by going to our homepage and searching for “Teacher Hiring Fair”.

• **Teacher Tools**: This week we started roll out of the laptop for teachers and all certificated staff. We completed the first three pilot schools, Rainier Beach, Denny and Martin Luther King Jr. on January 30 and are evaluating the feedback.

Superintendent Larry Nyland

February 2, 2018
3. School, Family, and Community Engagement: Goal 3 focuses on our ability to better listen, engage and communicate with our families and stakeholders.

- **The District Admissions fair was a huge success!** We had close to 1,000 people attend our school choice fair last Saturday (triple the amount from last year). The Admissions team registered 60 new students, nurses administered 17 flu shots, and we gave away all of the free backpacks, scarfs, and gloves to every child that attended (items provided by the McKinney Vento group from outside donations) – no child was left without. We had a Positive feedback about the event from our families of their appreciation of the variety of Option schools and unique programs with well-informed staff. District participants in attendance: 14 Option Schools, 5 Alternative Learning Experience (ALE)/ Service Schools, and 13 departments.

- **Translated Enrollment Videos Posted:** This week, admissions posted their translated enrollment videos! Videos are available in our top languages and included translated introductions on our social media sites – making it easier for partners that support our families to share. Thank you to Enrollment Manager Faauu Manu and her team, the media operations center and communications for making this happen!

- **Seattle Housing Authority (SHA):** Another kudos to one of our strategic partners, Seattle Housing Authority. A couple years ago, working across our systems we learned that 1) SHA houses 10% of our students and 2) that shared students are disproportionally absent from school. So, we are working together to do something about it. This year, we are providing “nudge” letters to families whose students are absent consistently AND we are congratulating students who are making it to school and were not previously! In the first 20 days of schools we saw progress - decline in chronic absenteeism of 24%. This is just one way we are working to bring our “arrows” into better alignment and amplify the resources and expertise of both of our organizations to supports students and families well.

- **Family Engagement Task Force Applications:** Bringing alignment to Family Engagement and centering our work on the six standards in Board Policy is a focus of this year. This week an application went out to families and the Task Force will launch at the end of February. This is just ONE aspect of the work. An internal working group, the Parent Advisory Committee, broad engagement with families and a learning network of leaders in engagement will inform the final vision, recommendations and implementation plan.

- **Texting Launches in February:** ELL families overwhelmingly asked for text messaging to improve communications. The team has launched a campaign and will be starting text messaging in mid-February. Look for more information in your inbox, translated flyers at the schools or our website.

**Good News:** We have lots of great news from around the district and our schools! Here are just a couple highlights:

- **2017 College Bound Scholarship:** The College Bound Scholarship was established by the Legislature in 2007. The purpose of the program is to provide state funded financial aid to low-income students who may not consider college a possibility because of the cost. Learn more about the College Bound Scholarship. Our District was recently recognized for our efforts to sign-up students for the College Bound Scholarship. Our sign-up rate places us as one of the top-performing districts in Washington. The list of Gold Stars schools (17) includes:
  - Aki Kurose (90% sign-up rate)
  - Mercer International MS (87% sign-up rate)
  - Broadview-Thomson K-8
  - Cascade Parent Partnership Program
  - Denny International MS
  - Eckstein MS
  - Hamilton International MS
  - Hazel Wolf K-8
  - Jane Addams MS

Superintendent Larry Nyland

February 2, 2018
Eric McCurdy, Executive Director of Athletics at Seattle Public Schools, has been recognized by the National Interscholastic Athletic Administrators Association (NIAAA) as a Certified Master Athletic Administrator. To earn this distinction, Eric has demonstrated exemplary knowledge, contributions and ongoing professional development in the field of interscholastic athletic administration. Eric McCurdy is one of a very elite group of interscholastic athletic administrators nationwide to attain this level of professionalism. The NIAAA is a national professional organization consisting of all 50 state athletic administrator associations and more than 10,000 individual members.

National YoungArts Awardees: Congratulations to our four young artists from Ballard, Garfield and Roosevelt for their accomplishment on winning this prestigious award! The National YoungArts Foundation awards artists ages 15-18 for their artistic achievement at the highest level. Award winners are given cash prizes of up to $10,000. Two of our students from Ballard and Garfield were selected at the Finalist level and participated in the YoungArts Week last month for an all-expense paid experience in Miami during which they worked alongside accomplished artists, mentors and other award winners. The other two students from Garfield and Roosevelt were invited to participate in a similar studio experience in Los Angeles in March. Our District’s commitment to the arts creates opportunities for many students to excel in their demonstration of art skills and knowledge.

Athletic Hall of Fame Inductees: On February 15 at the Washington Athletic Club, Seattle Public Schools’ Athletic Department will recognize outstanding high school student-athletes, coaches, administrators, and athletic community members. For the 2nd induction class, the committee researched and reviewed 139 years of SPS athletic and selected 14 names – including City Councilmember Bruce Harrell! For more information and/or to attend the event please visit our homepage.

Montlake Elementary’s Student Art Exhibit at SAM through the month of February: Congratulations to Montlake for having their 3rd art exhibit at the Seattle Art Museum, entitled Introducing Myself. In honor of Black History Month, the students’ work pays tribute to African American artists and there will be over 500 examples of paintings, textile arts, soft sculpture and clay on display from February 6-28.

Pacific Lutheran University President’s Scholarship Awardees: Pacific Lutheran University has selected Avery Carlson of Ingraham HS and Nicole Chiangpradit of Roosevelt HS for the PLU President’s Scholarship, one of the top academic and leadership scholarships offered by the university. The scholarship is worth $26,000 per year. In a letter addressed to the District, they state that over 500 qualified applicants applied for these scholarships this year, and the standards are high. This year the President’s Scholarship recipients scored an average of 1270 SAT test score, an average 30 ACT test score, and have a 3.98 average GPA. These two students were selected based on their academic achievements, co-curricular involvement, service and leadership, as well as their potential to affect positive change in leadership in both the academic and co-curricular life of the university. Congratulations to Avery and Nicole for their outstanding accomplishment!

Topics of Board and Community Interest:

• Open Enrollment for School Choice Feb 5-16: The Board acted on January 31 on a number of important topics including high school boundaries, High School Highly Capable (HC) pathways, and Dual Immersion Pathways. Those decisions were made in advance of the Open Enrollment Period.
Feb 5 – 16. More information about open enrollment and the choice process can be found on our homepage including Pre-K through 8 school tours and open houses; school attendance maps, and types of schools in the district.

- **Guest Essay**: Addressing implicit bias, ensuring welcoming learning environments and identity safety are all strategies SPS is actively employing to eliminate opportunity gaps. Last Sunday, in the Seattle Time Ed Lab Guest Essay, A student from many years ago wrote, “until we address the teacher expectation gap, the student achievement gap will remain.” It further confirms we are on the right path.

- **School Bus Strike**: First Student and their employee’s union were unable to reach a settlement. Teamsters went on strike starting on Thursday, February 1. Our staff has been working to identify potential supports for families. Metro tokens were made available and we continue to work with SPD to provide additional traffic control around focus schools. The Parks Department is also working with schools to enhance support where possible. Thank you to our partners, District Communications staff, and principals for doing tremendous work with our students and families during the onset of the bus strike. The flow of information between schools and central office staff has allowed schools to be prepared ahead of the strike and manage issues as this round begins. Additionally, there are daily coordination meetings with the city to ensure that we are supporting our families as much as possible. A special thank you to all our bus riding families. With their extra efforts and the school community’s support, our attendance rate shows that we only had 150 more absences on Thursday as compared to the average absentee rate for the last 3 weeks. Nonetheless, we continue to urge both parties to work together to find a quick resolution to the issues between our contractor, First Student, and their Teamster members. We realize this is a hardship for all families. To focus the transportation supports during the strike we are using our equity lens. We have asked First Student to have bus drivers who are continuing to drive during the strike to prioritize Special Education routes and support to our Title 1 schools.

- **YMCA and Middle School**: We have recently learned that the YMCA will no longer be providing after school programs to our middle schools. The YMCA has been a partner to SPS for close to 2 decades, and SPS families depend on the youth development services and extended learning opportunities provided by the YMCA. Although they are still providing preschool and high school services, this exit from our middle schools will significantly impact our students and families with very little proactive notice. This type of abrupt change erodes community confidence in the YMCA – the YMCA has historically been a pillar in the youth development community in Seattle. The District values our longstanding partnership with the YMCA and we are extremely concerned about the negative impact this will have on our students and their academic success. I am reaching out to learn more about this decision-making process.

- **New Science Standards/Assessment**: For the past several years, the District's Curriculum, Assessment and Instruction Science Department has been working to align the high school science courses to the Washington State Science Standards, adopted in 2013. Chief of Curriculum & Instructional Support Kyle Kinoshita is working with principals, staff and families on this effort:

  - Our current freshmen will be required to take 3 credits of science to graduate and to pass the Washington Comprehensive Assessment of Science in their junior year.
  - A strong motivation is the underlying equity commitment that ALL students will need to be prepared to succeed in what was formerly advanced science.
  - Over a 5-year period, teams of teachers from every comprehensive high school worked with University partners to sequence lessons within their courses into an understandable storyline that presents carefully scaffolded lessons aimed at deep sense-making of science concepts.
  - This is not an adoption of instructional materials or a new set of courses, but a re-alignment of science concepts based on the new standards.
  - No science programs will be eliminated because of the re-alignment. On the contrary, the goal is to prepare all students for success in all the science courses they take. Professional development and collaborative work will continue among high school science teachers in the coming years.
Mayor Durkan has expressed her interest in visiting SPS schools this spring to learn further: Cradle to Career; 13th/14th Year Promise Scholarships; Pre-K; youth jobs; homelessness; workforce; apprenticeships and vocational schools; and focus on schools where Families & Education Levy (FEL) dollars are being invested.

Superintendent and Staff Visits and Presentations:

- **On January 20, 2018, SPS collaborated with Seattle Alliance for Black School Educators (SABSE) to host the annual Parent, Family and Community Summit.** This year's focus was "Strengthening Family-School Connections for Student Success." The event was held at Aki Kurose Middle Schools. I shared our four key messages and the 4Ps (positive relationships, positive beliefs, positive learning and positive partnership). My talk about positive relationships focused on identity safety in alignment with EOG and EOG 2.0 (Ensuring Opportunities for Greatness). Dr. Brent Jones then highlighted EOG and EOG 2.0 through a three-year history of our work focused on African American Male identity safety, academic achievement, and Black male mentorship work with My Brother’s Keeper mentorship programs. Dr. Eric Anderson, coupled with Dr. Shelby Cooley from Community Center for Educational Results (CCER)/Road Map, presented an in-depth analysis of the recent Stanford study on student growth amongst the top 200 urban schools as well as our latest information on the achievement of African American students in SPS. Dr. Cooley shared data from her CCER/Road Map study, *Start With Us,* which offers deeper insight into the identities of Black youth in the local public school systems—a remarkably diverse set of students who speak 82 primary languages and are from 79 countries. The breakout workshop sessions included:
  - A standing room only crowd for the Ethnic Studies session led by Dr. Andrea Drake;
  - Strategies for families to support their students with literacy led by Dr. Laura VanderPloeg;
  - Our work in supporting positive climate and discipline by Erin Romanuk;
  - Family Schools Partnerships as a collaborative effort to advance student learning and family engagement by James Bush.

Thank you to SABSE President, Ina Howell, their members and community members who attended for their partnership.

- **Jan. 20 Lincoln High School alumni event:** Ruth Medsker, planning principal, and I visited with the Lincoln High School alumni group. This is their sixth meeting – planning for how they can assist in renewing traditions and supporting the reopening of Lincoln HS in 2019.

- **Jan. 22 MTSS Learning Walk at Jane Addams MS:** Kari Hanson, Jon Halfaker and Wyeth Jessee met with Paula Montgomery, principal of JAMS, to discuss current and next steps in building out MTSS at JAMS. The school is busy field testing a math text as well as integrating writing prompts into ELA units. Paula and her leadership team are using specific data points to drive targeted supports. Next steps are looking at how the high mobility rate is influencing overall growth and proficiency rates for the students. Also implement a plan to address the YMCA’s recent withrawl from afterschool services.

- **Jan. 23 PASS Resolution meeting:** We discussed the changing boundaries for Lincoln (and neighboring schools); the impact of HS pathways for highly capable, Black Lives Matter and our EOG work.

- **Jan. 24 Whole Child Case Management:** We learned from our positive growth schools that they had a variety of people providing “case management” – helping coordinate services (from schools and community) to insure that students were being served in a coordinated and well thought out way. Thanks to work by Pat Sander and her team, along with funding from Casey Family and the Bill and Melinda Gates Foundation, we are now able to begin replicating this work district wide. Pat Sander and David Lewis lead this training at Meany Middle on the 24th with great sessions on how to have grow great relationships with families.

- **PG&E Team meeting:** Last week the Professional Growth and Educator Support Committee (PG&E) came together to oversee the design and implementation of our PAR work. The committee is made up of teachers, principals, assistant principals and central office administrators. The purpose of this group is to collaboratively ensure that the design of our PAR system meets the interests of SEA, PASS and SPS. PAR,
which stands for Peer Assistance and Review, is one of the core pillars of our Formula for Success. PAR strengthens and systematizes our efforts to create a common expectation for what high quality teaching looks like in Seattle Public Schools. As teachers enter the profession, we want to ensure we have a system of support that provides the feedback and coaching necessary for novice teachers to become fully proficient practitioners.

- **District Leaders Equity PD:** At our last two professional development sessions we have been talking about equity and how each of our departments can support that work. We are reading Learning Together and learning how to do “root cause analysis” as we set inquiry goals to eliminate implicit bias and make our systems more user friendly and racially equitable. Key questions in decisions are:
  - Who benefits?
  - Are historically underserved students harmed?
  - Are we making disproportionality better or worse?

- **Jan. 25 MTSS Learning Walk at Leschi:** Wyeth Jesse and I visited Leschi Elementary to learn how they are addressing the opportunity gap. We had the privilege to sit-in on an African-American boys’ leadership group. Three African-American male leaders in the community guide the boys’ group, including Gerald Donaldson, Family Support Worker. It is a model of creating a positive, welcoming learning environment that sees African-American boys as contributors and leaders in their school. We also discussed how they are using data to drive the development of their reading and math instructional models (core or Tier 1) for all students. They use Homeroom to monitor students’ progress and develop support plans (Tier 2 or 3) on specific skills (academic and/or behavior) for targeted students. Next steps for Leschi is to continue to develop their reading and writing instructional core focusing on word work at the primary levels.

- **SHA and SPS Strategic Meeting:** On January 29, 2018, I met with Executive Director Andrew Lofton and leadership of both Seattle Housing Authority and Seattle Public Schools gathered for the quarterly SHA/SPS Executive Steering Committee Meeting. The group celebrated the preliminary gains during the first 20 days of this current school year in attendance. This represents a decline in chronic absenteeism of 24%. The group advised the partnership on evidence-based initiatives implemented this year that are focused on building positive relationships, increasing the number of caring adults in children’s lives, and reinforcing shared positive messages of the importance of school attendance.

- **Jan. 29 ERAC Meeting:** Dr. Eric Anderson, Keisha Scarlett, Michael Tolley, Brent Jones, and I attended the Equity and Race Advisory Committee meeting. Eric and I discussed our EOG work and commitment. Concord shared their experience and lessons learned in implementing the new CCC reading curriculum. We learned that most dual language programs learn Reading in English and could use the newly adopted English texts; Concord has been teaching reading in Spanish (a great strategy for Native Spanish speakers) and found the new English only texts to be a huge barrier to their program.

- **Jan. 29: Huchoosedah Culture Night** – Families and staff came together for a potluck dinner and conversation. The event was held at Boren STEM and hosted by Gail Morris.

### Community Engagement/Highlights:

#### UPCOMING

- **Special Education Advisory and Advocacy Council (SEAAC):** The Special Education Advisory and Advocacy Council are comprised of 18 staff, community members and family members who have children who receive special education services. The purpose of this committee is to advise Seattle Public Schools staff on issues of Special Education. Upcoming SEACC meetings for the 2017–18 school year:
  - Tuesday, Feb. 6, 5:30-7:30 p.m.
  - Tuesday, April 3, 5:30-7:30 p.m.
  - Tuesday, June 5, 5:30-7:30 p.m.

- **K-12 Education Funding and Effect on Seattle Public Schools:** February 6, 7-9 p.m., learn about education funding and the effects on Seattle Public Schools; Ballard High School auditorium. Panelists include: Mike O’Brien, Seattle City Council Member; Scott Pinkham, Seattle School Board Director.
JoLynn Berge, District’s Asst. Superintendent of Business and Finance; and Heidi Bennett, Seattle Council PTSA and WA State PTSA Region 6. THANK YOU to the SCPTSA for helping to organize and partner in these important meetings.

- **Huchoosedah PAC Meeting:** February 8, 2018, 5-6:30 p.m. at Meany Middle School. Do you have a Native, Seattle Public Schools student? Come and be part of this Native Parent Advisory Committee! Potluck, bring something to share if you can. All are welcome.

- **Open Doors for Multicultural Families: Special Education Workshops** Feb. 7, 6-8 p.m., Aki Kurose. Seattle Public Schools is once again collaborating with Open Doors for Multicultural Families on three workshops for families and professionals.
  - **Planning for Transition to Adulthood** – Feb. 7
  All families are welcome to these workshops! For more information contact spedombuds@seattleschools.org or 206-252-0794

- **Science Standards/Assessment Meetings:** Beginning with the current freshman class (Class of 2021), all Seattle Public Schools high school students will see increased credit and assessment requirements with the change in state law requiring 24 credits to graduate. Both the science assessment and increase in credit requirements are aspects of the Washington state science standards adopted in 2013. Read more about High School Science Curriculum Alignment. The science department, including school staff, is hosting an additional regional community meeting for families to come learn more about the new requirements, the new sequence of courses, and options for students.
  - **Family Science Engagement Night:** February 8, 6:30-8 p.m. Garfield High School, Commons, 400 23rd Ave. Seattle, WA 98122

- **We are now accepting 2018-19 registrations (new registrations starting Jan. 8, 2018).** Parents and guardians can enroll their students for current school year online or in person at the John Stanford Center 2445 3rd Ave. S. If you would like to learn more about our online registration system the admission team will be hosting informational sessions to assist anyone who would like to attend. These will be open to the public, and interpreters will be available as well. You can find the list of locations for these upcoming events listed below:
  - **Thursday, Feb. 8, 5:30 p.m. to 7:30 p.m.:** Rainier Vista House, 4570 Martin Luther King Jr. Way S
  - **Tuesday, Feb. 13, 5:30 p.m. to 7:30 p.m.:** Lake City Court, 12526 33rd Ave NE

- **Lunar New Year 2018 Celebration (Year of the Dog):** Lunar New Year is celebrated on Friday, February 16, and we wish our students and families a wonderful Lunar New Year. A celebration, co-sponsored by The Confucius Institute of the State of Washington, will be held on Saturday, Feb. 10 from 10am-5pm at the Wing Luke Museum. Open to the public and free for kids.

Thank you,

Larry

**Associate Superintendent for Teaching & Learning Update:** Included in this packet please find Associate Superintendent for Teaching & Learning Michael Tolley’s update for this week.

**Assistant Superintendent for Operations Update:** Included in this packet please find Assistant Superintendent for Operations Pegi McEvoy’s update for this week.

**Chief Strategy and Partnerships Officer Update:** Included in this packet please find Chief Strategy and Partnerships Officer Dr. Brent Jones’ update for this week.

**Chief Information Officer Update:** Included in this packet please find Chief Information Officer John Krull’s update for this week.

Superintendent Larry Nyland

February 2, 2018
Date:   Thursday, February 1, 2018  
To:   Dr. Larry Nyland, Superintendent  
From:  Michael F. Tolley, Associate Superintendent for Teaching & Learning  
Re:  Friday Memo for February 2, 2018

TEACHING AND LEARNING:

Department of Student Support Services:

Superintendent Goal #1 - Multi-Tiered System of Support (MTSS):

Purpose: Building a district-wide multi-tiered system of support within Seattle Public Schools continues to be a key strategy towards eliminating opportunity gaps for African American Males and other students of color. MTSS allows us to know every student by story, strength, and need as well as align supports and resources in an intentional way to improve each student’s outcomes.

Dr. Nyland and Wyeth Jessee visited Leschi Elementary on January 25th to learn how they are addressing opportunity gaps. We had the privilege to sit-in on an African-American boys’ leadership group. Three African-American male leaders in the community guide the boys’ group, including Gerald Donaldson, Family Support Worker. It is a model of creating a positive, welcoming learning environment that sees African-American boys as contributors and leaders in their school.

We also discussed how they are using data to drive the development of their reading and math instructional models (core or Tier 1) for all students. They use Homeroom, a data management tool, to monitor students’ progress and develop support plans (Tier 2 or 3) on specific skills (academic and/or behavior) for identified students. Next steps for Leschi is to continue to develop their reading and writing instructional core focusing on word work at the primary levels.

Kari Hanson, Jon Halfaker and Wyeth Jessee met with Paula Montgomery, principal of Jane Addams Middle School (JAMS), to discuss current and next steps in building out MTSS at JAMS. The school is busy field testing a math text as well as integrating writing prompts into English Language Adoption (ELA) units. Paula and her leadership team are using specific data points to drive targeted supports. Next steps are looking at how the high student mobility rate is influencing overall growth and proficiency rates for the students. The school is also implementing a plan to address the YMCA’s recent withdrawal from afterschool services.

Special Education:

- On January 10, at Aki Kurose Middle School, Behavior Program Specialist Niki Fischer, presented a workshop titled, “Understanding Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs)”. In order to give parents a better understanding
about what an FBA and BIP is, she explained the process and was able to share examples of student behaviors in the classroom as well as of her own children at home. Families expressed interest in knowing how they can apply some of the same strategies at home as those used in schools. Niki demonstrated that, and the feedback was that families want more of these kinds of workshops.

Beth Mills, Director of Special Education also attended the workshop, fielded several questions with the whole group, and stayed afterwards to talk to some individuals as well.

There were 55 adults at the workshop and 16 children in the supervised children’s activity room. Open Doors provided interpreters for Chinese, Korean, Somali, Spanish, and Vietnamese families. We were able to use the interpretation equipment, which cut down on the noise.

Advanced Learning:

- In order to expedite timely staffing, budget, and admissions targets, the Advanced Learning office has established the goal of having all eligibility decisions for the 2018-19 school year completed in time for the Open Enrollment window of February 5-16, 2018. The Advanced Learning landing page at www.seattleschools.org/advlearning now features a dashboard updated each Tuesday showing 2018-19 Eligibility Decision Progress. As of January 16, The Multidisciplinary Selection Committee (MSC) had completed 82% of the 5,088 referrals submitted this testing cycle. The MSC is meeting daily to ensure completion of the process on schedule.

English Language Learners:

- The English Language Learner (ELL) Department’s Massive Open Online Course (MOOC), Constructive Conversations, looks closely at student-to-student discourse and addresses how to facilitate student engagement in the types of interactions required by new academic standards. Our goal is to assist students, particularly English Language Learners, co-create and build upon each other’s ideas as they interact with the content. Starting with the notion that in order to improve the quality of student discourse, educators need to listen closely to existing talk. The course asks participants to gather, analyze, and share examples of student conversations from their classrooms. The overall goal is for participating educators to better understand student-student classroom discourse and use what they learn to facilitate higher quality interactions that build disciplinary knowledge and skills. There have been over 30 participants since the start of the school year.

Staff met with the Education Ombudsperson from the Office of Superintendent of Public Instruction (OSPI) regarding the School District’s Language Access Policy and received
information about parent feedback to help us guide some of our protocols. We also discussed ways to streamline translations across the state to support all districts with their translations.

Our department was invited to meet with Peggy Kwok, Director of the Chinese Information Service Center, and approximately 50 parents from the community to share information about ELL services for middle school, transition procedures for students moving from the Bilingual Orientation Centers to their neighborhood schools, and ELL services in collaboration with Special Education services.

**Department of Leadership Development:**

Many leaders within our system have asked for a resource to help support building principals in regard to knowing and applying Seattle Public Schools (SPS) School Board Policies and Procedures in relation to the role of the principal. Principals received communication via the ‘School Leaders Communicator’ on January 24, 2018, including a quick reference guide with clarity on School Board Policies, Procedures, and the various roles a principal plays within the Seattle Education Association (SEA) contract. We know that principals are critical to ensuring that School Board Policies and Procedures are followed. The quick reference guide will be useful in identifying the responsibility of principals in a number of instances. This document is not meant to be comprehensive, but rather a resource for all leaders to have a quick, relevant document on policies and procedures which involve the building principal. Principals were directed to the School Board Office and the Chief of Schools for any follow up questions.
Nutrition Services:

SPS Nutrition Services has been collaborating with multiple partners to increase engagement and improve participation rates. Nutrition Services routinely collaborates with the University of Washington Public Health program. Most recently, Britt Myer, began interning with Nutrition Services to complete the public health practicum and management portions of her dietetic internship. Britt has been working under Nutrition Services Registered Dietitian, Lindsey Danner.

Britt’s project is focused on marketing the Nutrition Services department to elementary parents, educating them on the extensive progress school nutrition programs have made in the last five years. Britt and Lindsey have visited many schools since Britt’s onboarding in the beginning of January. Britt has collected a plethora of research on school nutrition programs and has observed what students are bringing from home in our district. After gathering this information, she has conducted nutrient analyses and cost comparisons; she has given presentations to PTA groups and open houses across the district to share her information.

Britt has found that meals provided by Seattle Public Schools are, on average, lower in cost. She has also found that meals served in our school cafeterias are nutritionally superior to many meals and nutritionally equivalent to other meals brought from home. Our meals also provide more fresh vegetable offerings and contain less processed foods than the average home-packed meal. We are very excited to continue working with Britt over the next six weeks as she continues her work in marketing and gains experience with the management side of school nutrition programs.

Mid-year check in for participation rates show that they have been slightly increasing for breakfast and lunch since the beginning of the school year:

<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Daily Avg. Served/Part. %</td>
<td>Daily Avg. Served/Part. %</td>
</tr>
<tr>
<td>Sept. 2017</td>
<td>5287 9.8%</td>
<td>14143 26.3%</td>
</tr>
<tr>
<td>Oct. 2017</td>
<td>6263 11.7%</td>
<td>15288 28.5%</td>
</tr>
<tr>
<td>Nov. 2017</td>
<td>6209 11.5%</td>
<td>15197 28.3%</td>
</tr>
<tr>
<td>Dec. 2017</td>
<td>6266 11.7%</td>
<td>15357 28.6%</td>
</tr>
</tbody>
</table>
Date: Friday, February 2, 2018  
To: Dr. Larry Nyland, Superintendent  
From: Dr. Brent Jones, Chief Strategy and Partnerships Officer  
Re: Friday Memo for February 2

Department of Racial Equity Advancement

**Equity and Race Advisory Committee (ERAC)**
Over the past few months, Equity and Race Advisory Committee (ERAC) members have invited district administrators to the ERAC meetings in order to hear updates about the equity work that is happening in the district. Leadership from the Department of Racial Equity Advancement, the Strategy and Partnerships Division, the department of Family and Community Engagement, and the department of Curriculum and Instruction have taken turns presenting.

On Monday, January 29, ERAC heard from the Research and Evaluation department. Dr. Eric Anderson shared information from the 2017 Climate Survey Data and what is being learned from our 16 schools leading the state in closing opportunity gaps for students of color. Dr. Anderson did a similar presentation at the Seattle Alliance of Black School Educators. He had new data to share regarding the performance of African American and other students of color in the system.

ERAC also engaged in a case study discussion with staff from Concord International Elementary which focused on how they used school community conflict to collaboratively engage their community in advancing racial equity and what they are learning in the process.

ERAC is leading across committees, including the African American Male Advisory Committee (AAMAC) and the Seattle Public Schools/Seattle Education Association (SPS/SEA) Partnership Committee to operationalize School Board policy 0030. Our goal is to use the power of our groups to leverage the use of Racial Equity Analysis at the school board, central office and school building level for equity-focused decision-making.

**Central Office Racial Equity Teams Meeting Update**
On Friday, January 19, the Department of Racial Equity Advancement (DREA) hosted the DREA Strategy and Information Session. We introduced our newly hired DREA leadership and support team, showcased our current work, and collaborated with cross-department participants to brainstorm systems-transformation levers to engage central office leadership and staff in advancing racial equity. We had 27 participants from a broad cross-section of Central Office departments. The feedback yielded 100% positive responses in our exit ticket data regard to areas:

- Provided information about the work of the department
- Provided information on how to get involved in central office and district racial equity work

We plan to follow up with participants in February and to launch Central Office Racial Equity and professional development opportunities for the entire system.
Education and Housing

Seattle Public Schools and Seattle Housing Authority Leaders Meet
On January 29, 2018, Superintendent Larry Nyland, Executive Director Andrew Lofton and senior leadership from both Seattle Public Schools and Seattle Housing Authority (SHA) gathered for the quarterly SHA/SPS Executive Steering Committee Meeting. Kathlyn Paananen, Education and Housing Manager for SPS opened the meeting with a rousing question of “What the number 24 mean to you?” After a few random guesses, the group was debriefed on the preliminary gains during the first 20 days of this current school year in attendance. For the 2017-18 school year, 23.1% of SHA students were chronically absent compared to the 30.2% rate in the prior school years. This represents a decline in chronic absenteeism of 24%. Evidence-based initiatives implemented this year that are focused on building positive relationships, increasing the number of caring adults in children’s lives, and reinforcing shared positive messages of the importance of school attendance were explained and acknowledged as having a meaningful impact on student attendance from students who reside in SHA housing.

SPS/SHA Educational Information Night
On January 30, 2018, Seattle Public Schools and Seattle Housing Authority (SHA) collaborated to bring an educational information night to the Yesler community. Families were able to enroll in Kindergarten for the 2017-18 school year, receive information about the various types of tests that students are required to take through their educational career, and have their Advanced Learning and HCC program questions answered by a representative of the Advanced Learning department. Thanks to the SHA Education and Engagement Specialist, the event was focused on the interests identified by Yesler community families. Approximately 15 parents participated in the conversation about educational resources and about a dozen sought assistance with enrollment.

Research and Evaluation

Program Review Project Update: 3-Year Evaluation of K-5 ELA Curriculum Adoption
The Research, Evaluation & Accountability (REA) department is embarking on a study of the district’s recent $5.6 million investment in the K-5 ELA curriculum adoption, the Center for the Collaborative Classroom (CCC). Kyle Kinoshita, Chief of Curriculum and Instruction Support, is the executive sponsor for the study. Additionally, the study is guided by an advisory committee that includes representatives from Curriculum, Instruction and Assessment (CAI), the Executive Directors of Schools (EDS), the Satterberg Foundation initiative (for supplemental literacy support in 10 elementary schools), and the City of Seattle.

The study addresses two key research questions:
1. What can district decision-makers learn from the implementation of CCC that informs both this and future district curriculum adoptions?
2. To what extent is the CCC curriculum adoption causing educators to shift practices in service of student achievement and eliminating opportunity gaps?

Submitted by B. Jones on February 2, 2018
The study is sequenced over three years. In years one and two, REA will study the implementation of the adoption. This phase of the research has already begun and includes a teacher survey that closes on February 7 in which 450 responses have already been received. We will also conduct focused case studies in eight schools to learn about conditions for early literacy success, and examine descriptive student outcome data (e.g., district interim and state assessments, climate survey data). In Year 3, which implementation science indicates is the first year we would expect to detect widespread achievement shifts based on the curriculum adoption, we will conduct an impact analysis on student achievement.

_Achievement Gap Analysis_

The attached PowerPoint includes charts summarizing an analysis of achievement data by Eric Anderson and Tim Schuringa (REA) based on statewide datasets from the Smarter Balanced Assessment (SBA) and the Stanford Education Data Archive (https://cepa.stanford.edu/seda/overview).

An analysis of SBA scores based on statewide data from OSPI shows that the overall proficiency rate for all SPS students continues to increase relative to the state as a whole – and that, in the aggregate, SPS achieves higher proficiency than projected based on student demographics in both ELA and Math. It also shows that SPS has the largest white-black achievement gaps among the 25 largest districts in WA State. Whereas White students in SPS have the highest proficiency rates among the 25 largest districts, Black student proficiency rates in SPS are below average in ELA and about average in math.

An Analysis of national data available from the Stanford study ** shows that SPS has the 7th largest white-black achievement gap of the 200 largest districts in the nation. Importantly, the Stanford data however also shows that despite SPS having large gaps in absolute achievement, white and black students achieve equal levels of _growth_ between 3rd and 8th grade in SPS (average of 1.1 grade levels per year). Among the 200 largest districts in the nation, SPS ranked 3rd in growth for All Students, and 14th in growth for African American students. Of the 200 districts with the largest African American student enrollment, Seattle’s 5.4 grade levels of growth for Black students is ranked 7th overall.

** The study released in December by the Stanford Center for Education Policy Analysis, includes state test score data for more than 11,000 districts since 2009. (http://purl.stanford.edu/db586ns4974.)

Using the NAEP assessment as a common data point across states, the researchers converted ELA and math test scores into grade-level equivalent (GLE) scores for student groups in each district by year and grade level. This novel approach allows for a direct comparison of district performance across the nation and provides unique insights into student growth and achievement gaps from 3rd through 8th grade.

_Strategy and Partnerships_

_African American Male Advisory Committee Recognized for Restorative Justice Work_

Longtime African American Male Advisory Committee (AAMAC) member Chevas “Chev” Gary was featured in a January 25th article in the South Seattle Emerald for his work on
restorative justice at Cleveland High School. Mr. Gary is a Youth Services Assistant and was appointed, along with another Cleveland staff member, to the role of Restorative Circle Coordinator after the departure of a former assistant principal. The article quotes some impressive statistics about the success of the program. The full text of the article can be found here. Positive discipline is one of the components of SMART Goal 2 – Eliminating Opportunity Gaps – which is the focus of the Strategy and Partnerships division.
K-5 ELA Adoption Study

Research Questions

1. What can we learn from the implementation of CCC that informs both this and future district curriculum adoptions?

2. To what extent is the CCC curriculum adoption causing educators to shift practices in service of student achievement and eliminating opportunity gaps?
Evaluation Plan

Year 1
(2017-18)

Study of CCC implementation in all K-5 schools, including case studies in eight schools to examine conditions for early literacy success

Preliminary descriptive analyses of available assessment data and climate survey data

Assessment alignment analysis

Year 2
(2018-19)

Continuation, with focus on Year 2 shifts

Year 3
(2019-20)

Impact analysis of the curriculum adoption on student academic ELA achievement
If we provide all K-5 students access to high quality Tier 1 literacy instruction that is grounded in the district’s Balanced Literacy Framework...

...And provide clear expectations and supports for implementation at all levels of our system...

Then educators and leaders will shift practices in service of increasing student achievement (excellence) and eliminating opportunity gaps (equity)...

...So that all students demonstrate high levels of ELA achievement for college and career readiness.

**Center for the Collaborative Classroom (CCC)**

- Pedagogy and Standards-Aligned Curriculum Materials
- Professional Development
- Assessments

**District**

- Clear expectations for implementation
- Continuous improvement approach to curriculum adoption

**School**

- Leadership networks and dedicated PD for school leaders
- Training for Collaborative Literacy Leaders (CLLs)

**Classroom**

- Ongoing support and PD for teachers (all schools)
- Additional coaching support through Satterberg Foundation (10 schools)

**District leaders** learn from adoption process, can link ELA curriculum to system-wide processes and supports

**School leaders** are empowered as instructional leaders, positioning themselves as learners and helping teachers to develop their practice

**Teachers and teacher leaders** shift to interdependent, culturally responsive pedagogical practices

**Excellence and Equity**
Achievement Data Analysis

Eric Anderson & Tim Schuringa
Research & Evaluation Department

February 2, 2018 Friday Memo, Page 21 of 39
SBA Proficiency – All Students
SPS Outperforms the State
(All Students - MATH)

Proficiency in Mathematics (Grades 3-8 Combined)

Now a 13-point difference between SPS and State
SPS Outperforms the State
*(All Students - ELA)*

Proficiency in Reading/ELA (Grades 3-8 Combined)

<table>
<thead>
<tr>
<th>Year</th>
<th>SPS</th>
<th>WA State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>71%</td>
<td>68%</td>
</tr>
<tr>
<td>2010-11</td>
<td>72%</td>
<td>67%</td>
</tr>
<tr>
<td>2011-12</td>
<td>74%</td>
<td>70%</td>
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<td>77%</td>
<td>71%</td>
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<td>67%</td>
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<tr>
<td>2015-16</td>
<td></td>
<td>67%</td>
</tr>
<tr>
<td>2016-17</td>
<td></td>
<td>57%</td>
</tr>
</tbody>
</table>

Now a 10-point difference between SPS and State
SPS Outperforms Statistical Expectations
(All Students – MATH)

ACTUAL Proficiency (2015 to 2017)

PROJECTED Proficiency Based on Student Demographics

SPS is above the trend line

Comparing the Top 25 Largest Districts in WA State
SPS Outperforms Statistical Expectations
(All Students – ELA)

Comparing the Top 25 Largest Districts in WA State

ACTUAL Proficiency (2015 to 2017)

PROJECTED Proficiency Based on Student Demographics

SPS is above the trend line

Seattle
Proficiency Gaps – SBA Data
SPS has Unacceptable Gaps (Math)

Black-White Proficiency Gaps for Top 25 Largest Districts in WA State

- **White Students**
- **Black/African American Students**

3-year pooled SBA results (2015 to 2017) for grades 3rd to 8th combined
SPS has Unacceptable Gaps (ELA)

Black-White Proficiency Gaps for Top 25 Largest Districts in WA State

3-year pooled SBA results (2015 to 2017) for grades 3rd to 8th combined
Growth over Time – Stanford Study

(Results compiled by SPS Research & Evaluation from datasets available here: https://cepa.stanford.edu/seda/overview)
• 3rd grade White students in Seattle have an average grade level of 5.2 (9th highest of 200 largest districts). 3rd grade Black students have an average grade level of 1.5 (149th of 200).
This means the 3rd grade Black-White gap is **3.7 grade levels**, which is the 7th largest gap in the nation (of the 200 largest districts).

Source: Stanford Education Data Archive. Empirical Bayes (EB) pooled estimate, Grade-Cohort Scale (GCS) normed to NAEP; State Assessment Data from 2009 to 2015 (2014 & 2015 for WA State not included).
White & black students both had 5.4 grade levels of growth from 3rd through 8th grade (1.1 grade levels per year). Of the 200 largest districts in the nation, Seattle Public Schools Ranked 3rd in growth for All Students, and 14th in growth for African American students.
When comparing Seattle Public Schools to the **200 districts with the largest African American student enrollment**, Seattle’s 5.4 grade levels of growth for Black students is ranked **7th overall**.
In addition to higher growth, SPS African American students have a lower socioeconomic status than 128 of the 200 largest districts.
• By 8th Grade, **White** students in Seattle have an average grade level of 10.1 (11th highest of the 200 largest districts). **African American** students have an average grade level of 6.7 (85th out of 200).
Seattle’s Black-White Gap narrows in Seattle only slightly by 8th grade (3.5 grade levels; down from 3.7 grade levels in 3rd grade). Although SPS African American students achieve comparatively high growth from grades 3 through 8 (relative to other urban districts), black and white students both average roughly 1.1 grade levels of growth each year.
Date: Friday, February 02, 2018
To: Dr. Larry Nyland, Superintendent
From: John Krull, Chief Information Officer
Re: Friday Memo for February 02, 2018

Department of Technology Services

Budget Management Project
In support of Strategic Plan Goal 2 to improve systems, the Budget Management Project is meeting milestones. The new system is being launched for 2017-2018 budget entry for central managers which opened on January 16th and closes on February 2nd. During this period, managers of central orgs meet with their budget analyst and HR business partner to develop their staffing by position and operational budgets. To prepare for these meetings, multiple communications and trainings were provided to central managers on what to expect during the budget entry session(s). Initial reviews of the Questica software and newly designed budgeting/staffing process have been positive. In addition to launching on time, there have been very few defects overall and zero critical defects.

Phase 1 focused on implementing the new Questica software, position budgeting, interfacing between systems and basic reporting. While the initial Go Live for Phase 1 was January 16th, there will be additional functionality delivered from now through September 1st to complete the entire budgeting cycle. In parallel, Phase 2 will begin in February and transform what we have learned in phase 1 to bring more efficient processes, tighter integration, strategic automation, control levels on position budgeting, analytic reporting, and more. The streams of work are being kept separate as they have different deliverables and timelines even though they run in parallel.

Certificated Staff Laptop Rollout
The first shipment of roughly 20% of the teacher laptops have been received. An initial set of 25 laptops has been distributed to the Instructional Technology group and a small group of pilot teachers. We completed delivery to the first three schools, Rainier Beach, Denny and Martin Luther King Jr., on January 30th and are evaluating the feedback. Delivery, direct to the staff, includes a technical and instructional briefing. If the feedback continues to be positive, we will proceed to begin full deployment to all SEA represented non-supervisory certificated staff on February 28th. We anticipate directly distributing to approximately 10 schools a week, finishing by mid-May. Approximately 450 central office represented certificated staff will also get laptops during this time.

Deployment at each school is structured to support two main goals:
Goal 1: Staff know how to use the new laptop to continue to do the work that they currently do.
Goal 2: Staff are aware of how to use the laptop in new ways not possible before to impact student learning, enhance instruction, and increase collaboration.

This will be achieved through a short initial engagement (30 minutes) when the laptops are deployed to a school or department. Schools are assigned either a Tuesday or Thursday when the
Technology Support Specialists (TSS) and Instructional Technology Support Teachers (ITs) work with teachers either after school or during their planning periods.

The IT group has also developed an initial online module that teachers can take as part of the eight hours of paid tech time for this year. The group is developing additional modules to support deeper instructional use that can also be used by teachers as part of their eight hours of tech time.

The rollout schedule has been developed with our vendors, the district warehouse, DoTS, and Instructional Technology. Schedule Highlights:

- January 30th – laptops will be deployed to Rainier Beach, Martin Luther King Jr. and Denny as a pilot to test the process from vendor through deployment and replacement of teacher's desktop.
- February 2nd – finish evaluation of pilot process and provide feedback and final go to Thornburg.
- February 27th – begin official rollout at school sites and district departments.
- May 10th – last regular school deployment.

School Visits
In support of Strategic Plan Goal 3 to engage with schools, Chief Information Officer, John Krull was joined by Technology Support Specialists Steve Noebel and David Chattin-McNichols for a “tech check”: of Thornton Creek Elementary and Decatur Elementary School on Thursday, January 25th. After touring the administrative office, library and computer labs, they were joined by Cheryl Bohn, an Instructional Support Resource Teacher, who discussed the value of interactive projectors before moving next door to Decatur.

While at Decatur, the group toured the library and spoke with Librarian LeAnn Miller regarding iPad library kiosks before observing a classroom where an interactive projector was in use. Back at Thornton Creek, the group met with Principal John Miner to discuss use of technology and possible additions to the cafeteria before the visit concluded.