

Division of Equity, Partnerships and Engagement

To: Dr. Brent Jones, Superintendent
Board of Directors, Seattle Public Schools

From: James Bush
Chief of Equity, Partnerships and Engagement

Date: June 9, 2021

Re: Annual Report for Policy 0030 – Ensuring Educational and Racial Equity

Comments:

Policy 0030 – The Superintendent is authorized to develop procedures to implement this policy, including an action plan with clear accountability and metrics. At least annually the Superintendent shall report to the School Board on the progress towards achieving the goals outlined in this policy. The report shall be based on the annual goals of the district's Equity and Race Advisory Committee which are set in partnership with the Superintendent and the School Board.

The Annual Report for 2020-2021, developed by the division of Equity, Partnerships and Engagement, is a system-wide report of equity-focused work represented by multiple district departments, staff, and community stakeholder groups. This report represents a sampling of initiatives in place throughout the district. Each initiative reflects the following:

- Alignment with Policy 0030
- Initiative Goals, Outcomes and Impact
- Alignment with the Seattle Excellence 2019-2024 Strategic Plan
- Intentional Consideration of Opportunities for Growth and Improvement

This report demonstrates our accountability to Policy 0030 and to embedding educational and racial equity in all of our work.

Sincerely,

James Bush, MPA
Chief – Equity, Partnerships and Engagement

2020-2021 Annual Report for Policy No. 0030

Ensuring Educational and Racial Equity

The Seattle Public Schools community (comprised of the School Board, central office leadership, school leadership, educators, families, and community-based organizations) is committed to the success of every student in each of our schools and to achieving our mission of ensuring that all students graduate ready for college, career and life. We believe that the responsibility for student success is broadly shared by district leadership, instructors and educational support personnel, families, and communities. The initiatives below highlight efforts guided by central office leadership in partnership with stakeholders to be accountable to the 8 Commitments of Policy 0030:

1. **Equitable Access** - *The district shall provide every student with equitable access to a high-quality curriculum, support, facilities, and other educational resources, even when this means differentiating resource allocation.*
 - **Equity, Partnerships & Engagement** - *Seattle Intervention Tracking and Community Partner Access - Year 2 of 3 (p. 13)*
 - **Equity, Partnerships & Engagement** - *Seattle University Local Learning Network (p. 14)*
 - **Student Support Services** - *Equitable Access, 504 Student Accommodation Plans (p. 28)*
 - **Student Support Services** - *Prioritize Students Furthest from Educational Justice in Identification Practices, Highly Capable Services (p.30)*
 - **Student Support Services** - *Enrollment Planning (p.31)*
 - **Student Support Services** - *Equitable Practices & Continuing Engagement (p. 32)*
 - **Student Support Services** - *Prioritize Students Furthest from Educational Justice in Identification Practices, Comprehensive Coordinated Early Intervention Services (CCEIS) (p.33)*
 - **Teaching & Learning** - *Dyslexia Early Literacy Screener Implementation (p. 38)*
 - **Teaching & Learning** - *K-12 Science Adoption (p. 39)*
 - **Teaching & Learning** - *Practitioner Capacity & Belief, Early Literacy (p. 43)*
 - **Teaching & Learning** - *Elementary Progress Reporting (p. 44)*
 - **Teaching & Learning** - *Diversity Analysis of Library Collections (p. 45)*
 - **Teaching & Learning** - *Partners & Leaders United with Students (PLUS) Program (p. 46)*
 - **Teaching & Learning** - *Launching of Math 7/8 Compacted Course (p. 47)*
 - **Teaching & Learning** - *Outdoor Education (p. 48)*
 - **Teaching & Learning** - *Graduation Requirements & Pathway Completion Analysis (p. 52)*
 - **Teaching & Learning** - *Strategic Goals 4 & 5 (p. 55)*
 - **Teaching & Learning / Equity, Partnerships & Engagement**- *Families, Education, Preschool, and Promise (FEPP) Levy Funding for K-12 School-Based Investments for the 2020-21 through 2025-26 School Years & Preschool Funding for 2021-22 (p. 56)*
 - **Dept. of Technology Services** - *Equitable Access to Technology (p. 60)*
2. **Racial Equity Analysis** - *The district shall review existing policies, programs, professional development, and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed using a racial equity analysis tool.*
 - **Equity, Partnerships & Engagement** - *Racial Equity Team Program (RET) (p. 9)*
 - **Operations** - *Equity-Based Capital Planning & Project Delivery (p. 23)*
 - **Student Support Services** - *Equitable Access, 504 Student Accommodation Plans (p. 28)*
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 - **Teaching & Learning** - *Native American Racial Equity Tool (p. 53)*
 - **Teaching & Learning / Equity, Partnerships & Engagement**- *Families, Education, Preschool, and Promise (FEPP) Levy Funding for K-12 School-Based Investments for the 2020-21 through 2025-26 School Years & Preschool Funding for 2021-22 (p. 56)*
3. **Workforce Equity** - *The district shall actively work to have the teacher and administrator workforce be balanced and reflect the diversity of the student body. The district shall recruit,*

employ, support and retain a workforce that includes racial, gender and linguistic diversity, as well as culturally competent administrative, instructional and support personnel.

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4. **Professional Development** – The district shall provide professional development to strengthened employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.

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- **Equity, Partnerships & Engagement** – Central Office Racial Equity Capacity-Building (p. 11)
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5. **Welcoming School Environments** – The district shall ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of the School District's student population, their families and communities.

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- **Equity, Partnerships & Engagement** – Academic Parent-Teacher Teams (APTT) (p. 15)
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6. **Partnerships** – The district will include other partners who have demonstrated culturally specific expertise – including families, government agencies, institutes of higher learning, early childhood education organizations, community-based organizations, businesses and the community in general – in meeting our high goals for educational outcomes.

- **Equity, Partnerships & Engagement** - *Seattle Intervention Tracking and Community Partner Access - Year 2 of 3 (p. 13)*
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7. **Multiple Pathways to Success** – *The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievements for all students.*

- **Student Support Services** - *Equitable Access, 504 Plans (p. 28)*
- **Teaching & Learning** - *Dyslexia Early Literacy Screener Implementation (p. 38)*
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8. **Recognizing Diversity** - *Consistent with state regulations and District policy and within budgetary considerations, the district shall provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.*

- **Equity, Partnerships & Engagement** - *Seattle University Local Learning Network (p. 14)*
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African American Male Achievement

Equity Focused Initiative: *Welcoming School Environments* (Commitment 5)

KEY LEADERSHIP STAFF:

Chief – Dr. Mia Williams

Dept. Lead – Dr. Mia Williams

Other key staff members – Adam Haizlip, Kevin Loyal, Will King, Dr. Shelby Cooley,
Tori Sommerman

STATEMENT:

The Office of African American Male Achievement (AAMA) centers our work around Black boys and teens to reconstruct school systems to meet their needs, advance public education as a tool for liberation, and to create a strong learning environment that attends to the social, emotional, and educational needs of students. We view the function of our office as an equity focused initiative and have thus provided summaries of our work streams that work towards “Welcoming School Environments.”

INITIATIVE OUTCOME(S)/IMPACT:

1. Addressing inequitable access to resources

Information Access. We've heard from families and students that navigating district resources and policies is not always culturally responsive or family friendly. To reduce barriers, [AAMA launched a Let's Talk landing page](#), a two-way customer service solution that instantly connects community to SPS decision makers. Families are now able to access frequently used resources in one place, communicate directly with district staff, and submit concerns. We will be launching a promotion campaign this year and will have more data on which resources Black families access and what questions they ask to better serve our students' and families' needs.

Advanced Coursetaking. AAMA partnered with [Equal Opportunity Schools \(EOS\)](#) to create more equitable access to advanced learning opportunities. By identifying, engaging, and enrolling more students of color in Advanced Placement, International Baccalaureate, and other advanced courses, the partnership helps center the brilliance and excellence of students furthest from educational justice. We've found that 38% of African American male (AAM) students and 44% of students furthest from educational justice (SoCFFEJ) in the class of 2019 successfully completed advanced coursework in ELA. The goal is to increase those rates to 57% of AAM and 56% of SoCFFEJ by the end of year 5 of the Strategic Plan. This coursetaking equity effort also includes math courses. We've found that only 14% of our African American males and 25% of SoCFFEJ from the Class of 2019 successfully completed advanced coursework in math.

The goal is to raise these rates to 33% of African American males and 37% of SoCFFEJ by the end of year 5 of the Strategic Plan.

2. Cultivating mentors and building brotherhood

Strong relationships with nonparental adults are essential to cultivating the brilliance, resilience and long-term well-being of Black boys and teens (Hurd & Sellers, 2013; Hurd & Zimmerman, 2010; Jones & Neblett, 2017; Neblett et al., 2008; Seaton et al., 2011). Culturally responsive mentorship supports Black excellence through adults and peer relationships, Black education, and community engaged care coordination.

We have worked to **extend culturally responsive mentoring in school** communities through [Kingmakers of Seattle Extended](#) and [Rising Sons Extended](#). Students in 25 more elementary schools and several middle and high schools now have access to these brotherhood and identity safety opportunities. We will also be expanding Kingmakers of Seattle to two additional schools in the 2021-22 school year.

3. Centering students and families in transformation

Black Student Leadership. We are centering student voice in district decisions to ensure that there is “Nothing About Us Without Us.” Kings on the Student Leadership Council (SLC) sat on district workgroups to inform policy on grading, school discipline, and return to in-person learning. There are 22 students serving on the SLC currently. We just added 17 more students this month and aim to have a student representative from every middle and high school in the district during the 2021-22 school year. AAMA also produces a quarterly [newsletter](#) that features our young Kings and promotes transparency to our work.

Listen and Learns. This year we hosted a student (August 2020 – April 2021) and family (February 2021) [Listen and Learn](#) series (about 30 individual focus groups). The goals were to understand how Black male students and their families have experienced their learning environments and what they envision schools to be that celebrate their cultural identities, ensure equitable treatment, where strong relationships with educators are the norm. We’re analyzing qualitative data to ground AAMA and districtwide strategies in our communities’ insights. Already, findings from sessions have informed our expansion of mentoring to younger students (Rising Sons Extended) and the Let’s Talk landing page as families expressed many challenges finding information.

4. Aligning cross-district strategy for action

Care Coordination. To date our team collaborates with almost all SPS departments on an array of workstreams (serving as a thought partner, driver or critical connection point to student leadership). One newer area of strategy engagement is in redefining and articulating “care coordination.” This comes from our engagement in the Whole Child Whole Day initiative with the Dept. of Behavioral Health Services. We’re working on an asset-focused framework and further refining our district’s definition of wraparound care that centers relationships with caring adults and mentors. This work will also support our logic model and measurement strategy for culturally responsive mentorship.

Designing for Impact. An emerging area of work for our team is collaborating on internal conversations on strategic design and kicking off these conversations with our problem of practice – our office having been created after Seattle Excellence and strategic areas of work were on-going. In partnership, AAMA hopes to have conversations about what it means to: 1) be structurally more integrated into SPS; 2) de-silo and the work it takes to get to an integrated theory of action on Black Excellence; 3) develop cross-aligned logic models; and 4) more deeply connect strategy and impact in our performance management. We have informally started these conversations to document these areas of questions and will begin by engaging extended cabinet in May.

STRATEGIC PRIORITIES ALIGNMENT:

In alignment with Seattle Excellence, AAMA is committed to the long journey required for the positive transformation of SPS. Our work to dismantle the systemic racism embedded in the public education system, build culturally responsive mentoring in schools, and center the voices of Black boys and teens directly supports the priorities of Seattle Excellence, especially the work to create welcoming and safe schools.

REFLECTION:

Areas of reflection for us as an office are how to be proactive and more systematic in our community-engaged workstreams, while also working to support cross-department collaboration that extends beyond a particular effort or project. While we are a small office, we see our function to connect and support districtwide targeted universalism strategies – co-owned by all the SPS departments –in addition to meeting the needs that students and families have today. To date we have cultivated a portfolio of work that also complements central strategic initiatives and goals (e.g., culturally responsive mentorship as a companion and extension of both culturally responsive teaching and driver of college and career readiness).

Our work takes an outside strategy approach (finding and creating collaborative opportunities) in a context where we could be more integrated. To our families and community, we have also emerged as a “Black family hotline” where students and families reach out to our team on an array of topics (e.g., families whose children have experienced racism from our educators). Our hope is to continue to cultivate our deep relationships with students and families and grow this trust in ways that elevate their leadership and holds us accountable to impact. We are looking forward to introducing new measures around identity development and other asset-focused factors that go undocumented but speak to the resilience of our young people. Lastly, our office is looking forward to conversations and around de-siloing and recommendations about where our office can maximize our strategic impact –moving some of our work that is ad-hoc to become sustainable collaborations.

Equity, Partnerships & Engagement

Equity Focused Initiative: *Racial Equity Team (RET) Program* *(Commitments 2,4)*

KEY LEADERSHIP STAFF:

Chief – James Bush

Dept. Lead – Manal Al-ansi - Director of Integrated Curriculum & the Department of Racial Equity Advancement

Other key staff members – Nichole Coates -DREA Program Manager, Josh Parker - Racial Equity Advancement Specialist, Todd Bittle – Racial Equity Advancement Specialist, Conrad Webster – Racial Equity Advancement Advisor

STATEMENT:

The Racial Equity Team program acts as a key lever in operationalizing the commitments of Policy #0030 and advancing racial equity in our school buildings. In alignment with the 2019-2024 Strategic Plan, RETs strive to systematize racial equity across Seattle Public Schools and work towards racial justice. DREA (Department of Racial Equity Advancement) staff have served as coaches to teams while also sponsoring all-team professional development Institutes as well as a robust series of virtual learning opportunities.

INITIATIVE OUTCOME(S)/IMPACT:

- Racial Equity Team Coaching: DREA Coaches continued to provide quality, on-going support for 49 RETs as they mobilize anti-racist work within their buildings. Support includes leadership capacity development for RET Team Leads, strategic support around project implementation, and guidance around cultivating high-performing racial equity teams as well as anti-racist school communities. Methods include...
 - Calibrating – providing alignment, cohesion, and collective understanding around anti-racist initiatives across the district.
 - Consulting -providing resources, guidance and best practices to build impact.
 - Collaborating -providing thought partnership and active participation in anti-racist initiatives.
 - Coaching – learning-focused relationships that expand individual and collective capacity.
- Implementation of Group Coaching Program: DREA hosted six group coaching sessions bringing several racial equity leaders on Racial Equity Teams from across our district to build shared language and understanding around best practices mobilizing anti-racist systems change within their building. Topics included...

- Racial Equity Analysis and Implicit Bias
- Identifying your Student-Centered Problem of Practice, using authentic student and family engagement and anti-racist data analysis
- Planning for Anti-Racist Action
- Anti-Racist Strategy Sharing
- Research and Evaluation/ Panorama Collaboration: DREA, Research and Evaluation and Panorama collaborated to create a first-of-its kind professional development sharing best practices for how RETs can utilize School Climate Data and the Panorama platform to inform their actions and evaluate their progress.
- Two All-Convening Institutes: DREA hosted two All-Convening Institutes for RETs from across our system and central office staff to build their capacity around strategies they can use in their work to advance the anti-racist priorities of the Strategic Plan (such as Black excellence, inclusive and authentic engagement). Institute themes include...
 - January 31st Institute- The Time for Action is Now: Creating Synergy at all Points of our System for Black students
 - May 1st Institute- Racial Justice Approaches to Organizing for School Change
- Action Plans: Racial Equity Teams submitted Action Plans outlining the work in their building across five anti-racist domains: student learning, student wellness, school climate and community, family engagement and community engagement. Of the 49 racial equity teams...
 - 55% of RETs are addressing issues of Racial Equity and School Climate and Community in their schools.
 - 40% are addressing issues of racial equity and student wellness and learning in their school community.
 - 30% are increasing family and community engagement through the lens of Racial Equity in their School.
 - A third of schools are addressing multiple domains of anti-racist work at once.
- Development of new Coaching Infrastructure: In its efforts to expand high-quality coaching supports, collaboration spaces and professional development to Racial Equity Teams, DREA built a new coaching model to be launched in the 2021-22 School Year
 - One on One Coaching – to support the effectiveness and impact of RET work.
 - Group Leadership Coaching -- to support the capacity of RETs as anti-racist leaders in their schools.
 - Professional Development - through Institutes and Communities of Practice to support staff in regularly and effectively applying an anti-racist lens to culture, policies and practices across high-leverage points in our system, with the aim of positive impacts for our Black and Brown students, staff and families.
- Re-Establishment of Partnership Committee: Partnership Committee has been re-established, and has led the District Tri-day, opened applications for new schools to apply to become District-sponsored teams, among other tasks. The SPS and the SEA convenes Partnership Committee. The purpose of the committee is to ensure racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and to undo the

legacies of racism in our educational system, consistent with Board Policy No. 0030 – Ensuring Educational and Racial Equity.

- RET Program Expansion: With Partnership Committee re-established, District-sponsored RETs will expand to 61 teams in the 21-22 school year.
- RET Program Manager: To support the continued expansions, refinement and alignment of the DREA/ RET programs, the Department of Racial Equity Advancement has hired a new Program Manager to support coaches and strategize how the program can continue to deepen its impact. The role was established in April 2021.

STRATEGIC PRIORITIES ALIGNMENT:

Racial Equity Team work is in direct alignment with Priorities 1, 3, and 4 of the Seattle Excellence Strategic Plan. Many teams have chosen to center their Action Plans and work around accelerating high quality, culturally responsive learning experiences for students of color furthest from educational justice (Priority 1). Other teams have chosen to dedicate their work to building a more culturally responsive workforce, often through professional development offerings in or other adult learning opportunities around racial equity (Priority 3). Finally, every RET is asked to engage in their work through the lens of authentic, inclusive engagement with the communities and families of color they serve (Priority 4). They are asked to engage community as a partner in furthering racial equity at the building level.

REFLECTION:

Opportunities for growth and advancement with this initiative:

- Tightening alignment between RET goals and outcomes and Central Office work and initiatives; creating pipelines for school-level work to inform Central Office Racial Equity Initiatives, and vice versa.
- Leveraging RETs as sites of anti-racist leadership development by formalizing channels, partnerships and connections to develop anti-racist leadership pipelines.
- Deepening collaboration with other departments advancing racial equity work.
- Continuing to refine data practices.

Equity Focused Initiative:

*Central Office Racial Equity Capacity-Building
(Commitment 4)*

KEY LEADERSHIP STAFF:

Chief – James Bush

Dept. Lead – Manal Al-ansi - Director of Integrated Curriculum & the Department of Racial Equity Advancement

Other key staff members – Nichole Coates -DREA Program Manager, Josh Parker - Racial Equity Advancement Specialist, Todd Bittle – Racial Equity Advancement Specialist, Conrad Webster – Racial Equity Advancement Advisor

STATEMENT:

The Department of Racial Equity Advancement (DREA)'s work at Central Office is to build capacity for racial equity. Our overarching goal is to support individuals, departments, and teams to advance racial equity from their seat or position in the system. We do this by taking on different stances in different spaces including: calibrating (alignment to policies and the Strategic Plan), consulting (providing feedback, advice, resources), collaborating (partnering on a co-developed project), and 1-1 coaching (deeper work for reflection, growth, and action). We refer to these as the "4Cs," and each are power professional development and adult learning levers to advance racial equity in our system.

INITIATIVE OUTCOME(S)/IMPACT:

- Strategic Plan Work Groups - Priority 3, Goal 6: Culturally Responsive Workforce – Nichole Coates
- 24 Credit Committee members and 4C support to committee lead – Josh Parker & Conrad Webster
- School Climate Survey Review – Safe and Welcoming Environment – Nichole Coates
- Culturally Responsive Practice UW RPP – Nichole Coates
- College and Career Readiness – ongoing 4C support – Josh Parker and Todd Bittle
- Coordinated School Health - short-term calibration and consultation support – Nichole Coates
- HCC/ RESA Support – Todd Bittle
- Partnership on Tiered Fidelity Index with Coordinated School Health – Conrad Webster
- Co-Development and Teaching of the Academy of Rising Leaders Program – Conrad Webster
- Partnership with Research and Evaluation on the Youth Participatory Action Research Project – Conrad Webster
- Supporting Black and Ethnic Studies in Curriculum Development – Conrad Webster

STRATEGIC PRIORITIES ALIGNMENT:

Our "4C" support to advance racial equity at Central Office is in strong and direct alignment with Priorities 1, 3, and 4 of the Seattle Excellence Strategic Plan.

REFLECTION:

During the 2020-21 school year, DREA has also been planning for the formation of Central Office Racial Equity Teams (CORE Teams) that will be partially modeled after the school-based Racial Equity Team model. The launch of CORE Teams in the 2021-22 School Year will deepen Central Office capacity around anti-racist work, provide internal hubs of racial equity analysis, and strengthen coordination between Central Office and school-based initiatives.

Equity Focused Initiative:

Seattle Intervention Tracking and Community Partner Access - Year 2 of 3 (Commitments 1,6)

KEY LEADERSHIP STAFF:

Chief – James Bush

Dept. Lead – Rivka Burstein-Stern

Other key staff members – Jennifer Chamberlin and Natalie Williams

STATEMENT:

SPS is in the process of developing a Partner Intervention Tracking tool to track and evaluate the effectiveness of interventions offered by community-based organizations (CBOs). Currently each school either builds their own individual system to monitor interventions or operates without a system at all. The main objective of this project is to develop a tool to better manage interventions with a focus on ensuring that students furthest from educational justice have the resources and supports necessary for their educational journey.

INITIATIVE OUTCOME(S)/IMPACT:

In Fall 2019, SPS accepted two-year grant funds to support the implementation of this tool. After experiencing COVID related delays, SPS requested and was approved for a no-cost extension of grant funds, extending the project end date to November 2022. As a result of this initiative, SPS will have a centrally managed intervention tracking system that will give us better insight of our district-wide universe of interventions. In March 2021, SPS selected the PowerSchool Hoonuit solution. This selection was made after year-long consultation with school, district and CBO leaders. In May 2021, SPS selected a group of internal and external stakeholders to serve on an advisory board as we prepare for a fall pilot of the Hoonuit solution. SPS is working in close collaboration with the City of Seattle Department of Education and Early Learning to align this initiative with the Families, Education, Preschool, and Promise (FEPP) Levy. By the end of the 2021-22 school year, our goal is to have expanded the use of Hoonuit to all 30 SPS schools receiving FEPP Levy funding, and to have begun expansion of Hoonuit use to all SPS departments and schools.

STRATEGIC PRIORITIES ALIGNMENT:

This solution directly supports our Strategic Plan priorities of High-Quality Instruction and Learning Experiences and Predictable and Consistent Operations Systems as school and central office staff will have a tool to evaluate the effectiveness of academic and enrichment interventions delivered by schools and community partners.

REFLECTION:

In order to ensure that students of color who are furthest away from educational justice feel safe and welcome at school, the system will measure equitable access to services. This tool will help us to better understand and visualize whether the services we are providing are the appropriate fit for students. It will also help us identify schools that may not have interventions that effectively meet the needs of their students of color. To prioritize culturally relevant interventions, we will continue to bring together organizations and individuals that can connect with students authentically and ensure that have developed a tool that will support our students of color furthest from educational justice.

Equity Focused Initiative:
Seattle University Local Learning Network
(Commitments 1,4,5,6,8)

Key Leadership Staff:

Chief – James Bush

Dept. Lead – Rivka Burstein-Stern, Kirk Mead

Other key staff members – Selam Misgano, Sarah Hamilton, Elissa Farmer

STATEMENT:

SPS is collaborating with Seattle University to develop and implement a **Local Learning Network (LLN)** aimed to address educational equity with a focus on early learning, family engagement, and elementary success in 6 central area elementary schools. The purpose of the LLN is to pursue strategies and practices that ensure students and adults are thriving, academically and socially, in learning and teaching math, and that family voice is centered in the work.

INITIATIVE OUTCOME(S)/IMPACT:

SPS and SU have collaborated for over two years to plan and start implementing projects for the Network. The following six schools are participating in the LLN: Bailey Gatzert, John Muir, Leschi, Lowell, Madrona, and Thurgood Marshall. During Summer 2020, these schools received mini grants of \$175,000 to provide support for each school's summer programming in response to COVID. In addition, schools received another mini grant spring of 2021; they are using these funds to continue COVID-19 response efforts respond to needs created by COVID-19 including replenishing school supplies, providing summer programming, and meeting basic needs for students and families.

The Bill and Melinda Gates Foundation has reshaped the grant into a two-year grant and provided more flexibility for how to spend the funds due to COVID-19. SPS, SU, and building leaders of the six schools receiving funds have been meeting every other week to redesign the implementation of the grant. Through the conversations and assessment work the schools are undertaking, the LLN determined that the focus will be on math

equity, and specifically on transforming teaching and learning beliefs and practices and centering family voice.

Consequently, the SPS Math Department has become an important part of the grant to ensure curriculum alignment and provide content expertise in the development of the project, including a teacher fellowship, in development. Two math teaching fellows per participating school will be selected in June 2021 and will receive professional development and coaching starting Summer 2021 and through the 2021-22 school year. The fellows will bring what they learned to their respective schools and lead a design team that will implement programs and initiatives to improve math learning and teaching practices, with a particular focus on and how this intersects with family engagement at their schools.

In addition, pre-surveys and focus groups are being developed and will be conducted before the end of the school year. These assessments will give us a sense of baseline data on beliefs and practices around math at the end of the grant cycle. Family engagement is key to the grant; the LLN is currently working on opportunities and systems for families and youth to co-create new practices around math. These opportunities include family listening sessions and developing the role of parent fellows who will partner with the selected teacher fellows. The LLN staff are also creating a Network design team that will include math teachers, family members, community partners, and school leadership to continue clarifying and documenting cross-school learning.

STRATEGIC PRIORITIES ALIGNMENT:

The LLN centers the work on students and families furthest from educational justice, uses a racial justice lens, and employs continuous improvement methods. Guided by a commitment to racial equity, SPS, SU, and youth and family community-based organizations have co-created strategies, goals, and assessment measures that will inform the implementation of the LLN. The work also has a strong focus on community engagement and is building structures to center the voices of families to bring family experiences and expertise to bear in implementation of the work.

REFLECTION:

At this stage of the project, the six schools of the project have been involved in the development of a two-year timeline. SU has hired three full-time staff members to manage the LLN's activities who will continue to collaborate with staff from SPS's Math Department, Stakeholder Engagement, and School & Community Partnerships. A .5 SPS staff will be hired to provide grant management and support coordination of school support, curriculum integration and family and partner engagement.

Equity Focused Initiative:

Academic Parent-Teacher Teams (APTT) - Year 2 of 3

(Commitments 4,5)

KEY LEADERSHIP STAFF:

Chief – James Bush

Dept. Lead – Kirk Mead

Other key staff members – Anita Koyier-Mwamba, Asosa Saillai

STATEMENT:

Year two of a three-year pilot to implement Academic Parent-Teacher Teams (APTT), a research-based family engagement practice with coaching and support. The model aligns with grade-level learning concepts, student performance data, and family-teacher communication and collaboration. Our three pilot schools: Rising Star, South Shore PK-8, and Thurgood Marshall.

INITIATIVE OUTCOME(S)/IMPACT:

Currently, year two (2) of three (3) of the partnership between the Stolte Family Foundation, Community Center for Educational Results (CCER)/The Roadmap Project, WestEd, and Seattle Public Schools. While the collaboration remains sound and generative, the ongoing pandemic is a disruptive dynamic in APTT program planning and implementation.

During this period, the APTT pivoted from math to the more Seattle Excellence-aligned literacy focus that offered parent strategies to practice at home. From preliminary data, most students show improvement in grades. Educators did well in meeting the challenge of adapting the programming to meet the shift from in-person to virtual work. And teachers and parents/guardians developed stronger relationships to their students and classroom learning--increased capabilities, confidence/self-efficacy, connection.

The program development plan was to continue scaling year-over-year to an additional 3-5 schools in partnership with the Gates Foundation-supported Local Improvement Network (LIN) and the Early Learning department. The plan has since been delayed due to a shift in the Foundation funding for the LIN.

STRATEGIC PRIORITIES ALIGNMENT:

This APTT initiative supports Priority Four - Inclusive and Authentic Engagement and aligns with the 3rd-grade literacy proficiency goal for African American males and other students furthest from educational justice.

REFLECTION:

The long-term goal for APTT is to have district-trained trainers to support APTT after the grant-supported period. This strategy is directed to elementary schools. APTT is a research-informed strategy that is aligned with the Dual Capacity-Building Framework.

There is currently a Memorandum of Agreement to expand APTT to an additional ten schools from the District list of Priority Schools with the highest concentration of African American boys. The recommendation to add ten coaches, however, has not yet been adopted. We should engage a cross-departmental team to support annual evaluation, training, and a continuous improvement process.

Human Resources

Equity Focused Initiative:

*Culturally Responsive Workforce, Diversity of Staff & Leadership -
Professional Growth & Educator Support
(Commitments 3,4)*

KEY LEADERSHIP STAFF:

Chief Human Resources Officer – Noel Treat

Dept. Lead – Lindsay Berger

Other key staff members – Shelly Hurley, Chris Drape, Drew Dillhunt, Laura Schneider, Janette MacKay, Alison Bishop, Kim Van Atta

STATEMENT:

The Professional Growth and Educator Support (PGES) department within Human Resources (HR) would like to highlight two equity-focused initiatives: Culturally Responsive Practice and Teacher Leader hiring.

Culturally Responsive Practice

We believe, and research shows, that culturally responsive practice is an important lever in eliminating the opportunity gap. When school-based staff are culturally responsive, students feel safe, valued and more ready to learn. While culturally responsive training is happening throughout the system in different ways, this initiative focuses specifically on our Foundational Coursework Series: Seattle Teaching 101, 201 and 301.

Teacher Leader Hiring

Creating authentic teacher leadership opportunities is a key retention strategy. We believe that teachers, particularly teachers of color, will be more likely to stay in our District and in the classroom if they have opportunities to lead and grow. The Teacher Leader Cadre is a unique leadership opportunity for teachers because it

allows teachers to take on additional responsibilities at the building level while remaining in the classroom – all while receiving a stipend for their contributions.

INITIATIVE OUTCOME(S)/IMPACT:

Culturally Responsive Practice

Seattle Teaching (ST) 101 expected for all teachers who are new to the profession. ST 101 includes a full day dedicated to “Foundational Beliefs” and advancing racial equity is woven throughout each session. As part of engagement in 101, teachers are assigned a 1:1 consulting teacher who supports the teacher in their practice and also assesses their readiness to exit support.

Seattle Teaching 201, our coursework for second- and third-year teachers, launched last year. Prior to last year, coursework was offered to second- and third-year teachers on an optional basis. Seattle Teaching 201 (ST 201) establishes the vision for effective instruction in Seattle Public Schools aligned with the [SPS Foundational Beliefs](#) about racial equity and culturally responsive practice. Participants in the course explore the foundational beliefs that ground our collective “why” as a district that strives to eliminate opportunity gaps and achieve racial equity. To develop instructional practices that align with those beliefs, participants will study various aspects of instruction to develop a clear and shared understanding of what effective instruction looks like and how to put it into practice in Seattle Public Schools classrooms.¹

Seattle Teaching 301 is an entirely new course focusing on teacher leadership that launched with a pilot group this year.

We are currently working with our research and evaluation partners internally and at the University of Washington to measure impact of coursework completion.

Teacher Leader Hiring

Starting in 2018, the Teacher Leader Cadre (TLC) revamped its hiring process. Prior to 2018, hiring was determined solely by the school principal and buildings were not required to notify all staff of TLC openings. The current hiring process requires buildings to notify all certificated employees of TLC openings. Further, if more applications are received than positions are available, the applicants must be interviewed using the site-based hiring process. As there are different roles for TLCs (for example: mentor, professional development lead, etc.) the Building Leadership Team at the school is responsible for determining which roles are needed when there are openings. In part due to the changes in hiring practices, the percentage of teachers of color represented in the program has increased from 16% in '18-'19 to 26% in '20-'21. In the last year it has increased by 6 percentage points.

STRATEGIC PRIORITIES ALIGNMENT:

¹ ST 201 course syllabus

The two initiatives referenced in this report are two of the three Goal 6 initiatives in the Strategic Plan.

REFLECTION:

There are significant opportunities for growth and advancement within each initiative. With regards to culturally responsive practice and our Foundational Coursework, we plan to:

- Increase ST 201 participation from just second- and third-year teachers to veteran teachers. This course establishes the vision for what it means to be an effective educator in Seattle Public Schools. As such, it's critical that we begin to reach teachers who have been in our system for some time.
- Incorporate more anti-racist practices into our Foundational Coursework. We have been partnering with Dr. Rogers-Ard and Dr. Knaus through our Goal 7 colleagues to find alignment in our work.
- Continue to work with our research partners to determine the best ways to measure impact. Right now, we are only measuring attendance and seeking feedback from surveys. We have plans to do focus groups and case study work to better understand how coursework impacts behavior.

With regards to the Teacher Leader Cadre, we plan to continue increasing recruitment of BIPOC (Black, Indigenous and People of Color) teacher leaders and identifying opportunities to increase communication and transparency in hiring.

Equity Focused Initiative:

*Culturally Responsive Workforce, Diversity of Staff & Leadership – Hiring
(Commitment 3)*

KEY LEADERSHIP STAFF:

Chief Human Resources Officer – Noel Treat
Dept. Lead – Mike Simmons, Kenderick O. Wilson “K.O.,” Brandon-Rashad Kenny
Other key staff members – Leslyn Jones, Demetrice Lewis,
Culturally Responsive Workforce - Strategic Plan Workgroup

STATEMENT:

SPS teachers are overwhelmingly white (77%), while 53% of our students are students of color. Students thrive when our educators reflect their diversity. That's why we are actively recruiting and retaining staff of color, with a focus on Black male educators, to support a culturally responsive workforce.

INITIATIVE OUTCOME(S)/IMPACT:

SPS's Human Resource Department (HR) is taking the following steps to create a diverse workforce that reflects SPS's student population, especially students of color furthest away from educational justice: **Grow Your Own (GYO), Revamping School-Based Hiring & Selection, Recruiting Staff of Color, Retention of Staff of Color, and Staffing for Black Excellence.**

"Moreover, Black teachers support the academic achievement of **all** students, and Black students in particular. Black students who have had at least one Black teacher are more likely to graduate from high school, attend college and are less likely to drop out of school. Black students are also less likely to receive exclusionary discipline at the hands of a Black teacher." - Sharif El-Mekki. ("Inside the Decade-Long Plan to Recruit, Hire and Retain 9,000 Black Educators Across the Country." Education Post, 6 Mar. 2021, educationpost.org/inside-the-decade-long-plan-to-recruit-hire-and-retain-9000-black-educators-across-the-country.)

Grow Your Own (GYO)

The Grow Your Own initiative continues to expand our pathways to teaching through our Academy of Rising Educators (ARE). Our ARE Program Leader continues to influence the standards of teacher education programs in revamping their curriculum and program design to support teachers of color and all educators to become more anti-racist teachers. We've partnered with the Grow Your Own Collective in this effort. The Professional Growth and Educator Support (PGES) team is also partnering with the GYO leaders to further align and transition their work from culturally responsive towards anti-racist practice.

ARE oversees the following pathways into teaching: Seattle Central College, Class2Cert, UW-SEHI and Seattle Teacher Residency (STR).

Candidates for the 2020-21 school year:

- *Seattle Central College: 69 candidates (ALL candidates of color / 11 African American Males [AAM])*
- *Class2Cert: 22 candidates (All candidates of color; 4 AAM)*
- *UW-SEHI: 16 candidates (11 candidates of color / 5 AAM)*
- *Seattle Teaching Residency: 28 candidates*

Priority Enrollment Period 1 for candidates in the 2021-22 cohort has ended with the following application numbers:

- *Seattle Central College (Associates Degree-seeking, including High School Promise students): 37 (ALL candidates of color/8 African American Males)*
- *Traditional Class to Cert (certificate, Bachelor's or Master's seeking): 15 (9 candidates of color/4 African American Males)*
- *Seattle Teaching Residency: 28 accepts, 4 pending*

Hiring & Selection

SPS is committed to raising the bar on its equity efforts around hiring. As part of that process, HR, in collaboration with Seattle Education Association (SEA), revamped the site-based hiring training to include deeper knowledge and understanding around implicit bias and related best practices that support our overall Culturally Responsive Workforce strategy.

- To date, Employment Services Manager Leslyn Jones-Pettit, SEA representative Tommy Rose, and the HR Business Partners have led online hiring/interview training for approximately 2,000 participants since May 2020. Each session was conducted via Teams meetings, which has opened new training opportunities.
- Our HR Business Partner team has teamed up to support our future teacher candidates through the development and hosting of interview skills and resume writing workshops for our contract holders via Teams meetings.

Recruiting of Staff of Color

Our targeted recruitment efforts centered around the 13 Seattle Excellence focus schools; growing our Recruiting Fellows program engagement, cultivation with teacher candidates and establishing Historically Black Colleges & Universities (HBCU) school relationships. Results of our 2020-21 efforts include:

- 36% of teachers hired identify as people of color; compared to a metric goal of 29%
 - In 2019-20, we hired 27.1% teachers of color (goal was 26%)
 - In 2018-19, we hired 26.4% teachers of color
- 54% of school leaders hired identify as people of color; compared to a metric goal of 54%
 - In 2019-20, we hired 57% school leaders of color (goal was 39%)
 - In 2018-19, we hired 35% school leaders of color
- 55% of Central Office Leaders hired identify as people of color; compared to a metric goal of 44%
 - In 2019-20, we hired 36% CO Leaders of color (goal was 43%)
- For the 2020-21 school year, 100% of our classrooms were staffed on the first day of school
 - In 2019, we had 1.9% first day vacancies
 - 2018 – 2.9%; 2017 – 5.2%; and 2016 – 10.6%

Retention

Our ongoing effort to analyze our retention of teachers of color continues to yield additional data and areas of focused opportunity to influence the experience of our teachers of color. We continue to partner with the UW researchers on school-by-school analysis of Teachers of Color (TOC) retention and have developed a preliminary list of “outlier” schools with larger number/percent of retaining TOC; the efforts here have been greatly impacted due to the pandemic, however it remains critical to this key area. Our goal is to better understand retention and put in place productive strategies to better retain educators of color.

- Our retention of classroom teachers and school leaders has remained steady year over year ~ 93% for teachers and 89% for school leaders.
- According to our UW researchers, over the past 8 years, SPS teachers of color have on average moved schools and been retained at both the school and district-level at similar rates to white teachers.
- School retention data is now being used for our HR business partner’s strategic partnerships with building leaders.
- Our Consulting Teacher Program now allows for new teachers to request a BIPOC coach.
- Affinity Group partnerships and facilitation is key to the 2021-22 school year: New Teachers of Color, and the SEA Ethnic Minorities Affairs Committee (EMAC) present great areas of partnership and opportunity.

- Our Professional Growth & Educator Support survey now includes teacher perceptions regarding when they “stay” in SPS; next survey is June 2021.
- A Certificated/Teacher exit survey was implemented in April 2021.

Staffing for Black Excellence in Pathways

This initiative is woven into our other initiatives. It has removed financial barriers to becoming a teacher and supported continued implicit bias training in the hiring and selection process. Below are examples of the impact of this initiative and how it is fully imbedded across the other initiatives:

- Historically Black Colleges & Universities (HBCU) Recruiting strategy – this is one strategy that fits under “Staffing for Black Excellence” - clearly focused on developing a robust plan of execution around establishing relationships, building partnerships, and establishing SPS as a district of choice for HBCU grads.
- Our marketing campaign with Strategies 360 is focused on Black Excellence and promoting/highlighting Black educators as a retention strategy.
- Our Teach for Liberation (GYO Collective partnership effort) builds educators’ capacity to understand the intersection of race, critical race theory in schools, and how to support Black students
- The Black affinity groups would be another strategy, along with the other affinity groups identified under our Retention initiative. Establishing safe space and like strategies amongst like peer groups serves to enhance culture and climate and positively impact retention.

STRATEGIC PRIORITIES ALIGNMENT:

Our five initiatives are in direct alignment with the Seattle Excellence mission and vision. Our Grow Your Own initiative and ARE program candidates are fostering future SPS teachers that are *rooted in our community, dedicated to long-term teaching, and committed to anti-racist pedagogy* towards reaching students furthest away from educational justice. ARE is a comprehensive strategy that allows us [HR] to achieve the goals in the SPS Strategic Plan. It also contains Seattle Public School’s inexpensive high-quality teacher pathway program that aims to get high school students, classified employees, and community members of color on the road to a college degree and teaching certificate – regardless of current level of educational attainment.

Beyond the Grow Your Own initiative, the other four initiatives are fundamentally rooted in the Seattle Excellence commitment to delivering on the recruitment, retention, and hiring and staffing diverse staff and leadership in our schools and the SPS Central Office. Of specific focus is the embedded commitment to Black Excellence.

REFLECTION:

Opportunities exist to enhance and grow our strategy deliverables in all the initiatives. However, our greatest areas are our Historically Black Colleges & Universities (HBCU) expansion strategy that identifies the top 10 HBCU producers of entry level educators and our ongoing ARE partnerships with our primary colleges and universities focused on curriculum enhancements and other critical integration points.

Our HR initiatives around the Diversity of Staff and Leadership remain focused on the implementation of our Strategic Plan – Seattle Excellence. We continue to center our strategies around Black excellence and working with stakeholders to inform our strategies and our practices.

Operations

Equity Focused Initiative:

*Equity-Based Capital Planning and Project Delivery
(Commitments 2,5)*

KEY LEADERSHIP STAFF:

Chief – Fred Podesta
Dept. Lead – Richard Best, Director of Capital Projects and Planning
Other key staff members – Mike Skutack, Vince Gonzales, Jeanette Imanishi,
Becky Asencio

STATEMENT:

Capital Projects and Planning (Capital) continues to integrate an equity lens throughout department processes and work efforts. Understanding the impacts of facility design and condition on the educational environment and the importance of providing warm and welcoming schools. Capital continues to use equity analyses in their decision-making processes, most recently demonstrated by the equity analysis performed for the landmark nomination hearings for Aki Kurose Middle School and Asa Mercer International Middle School. The goal is to continue to evaluate and update Capital practices and processes with an equity lens, including focusing on planning the upcoming Building, Technology, Academics and Athletics (BTA) V Levy.

INITIATIVE OUTCOME(S)/IMPACT:

Awareness of the impact of a thoughtful equity analysis is an important part of the planning processes for the Capital levies. Planning decisions and recommendations are made with an equity lens in mind and an awareness of the needs of the school community. Development of the proposed BTA V levy list has included continuing reference to the Equity Tool Kit guiding questions as projects are proposed and evaluated for need, feasibility, scope, and cost. This questioning helps the planning team to think beyond a specific identified need to question how to best improve the learning environment and minimize impacts to students and staff. This will ensure that the BTA V levy will include projects that will improve the educational environment for students furthest from educational justice.

Previous steps taken to integrate equity analysis in levy planning included preparing an equity analysis of the recent BEX V levy and developing a scoring and ranking method for the BEX V levy project list that included and prioritized equity. This method will be

used again as a template for developing the scoring and ranking method for the proposed BTA V levy. The scoring and ranking method will ultimately be approved by the Board.

STRATEGIC PRIORITIES ALIGNMENT:

Integrating equity throughout the Capital department in the planning and execution of construction projects will result in welcoming environments for students, staff, and the community, and access to high quality facilities and other educational resources. This supports the first goal of the Strategic Plan, *High-Quality Instruction and Learning Experiences*, by providing the physical space where students feel safe and welcome and that meets their needs. This initiative also supports the second goal, *Predictable and Consistent Operational Systems*, by creating schools that can be more easily maintained and operated, ensuring a safe and comfortable educational environment.

REFLECTION:

Capital team meetings and workshops focused on equity continue to result in thoughtful discussions, learning, and brainstorming on how the Capital Projects and Planning group can best incorporate equity into their work. Individuals regularly bring examples of process changes they have initiated to the group to discuss. This awareness continues to be communicated to outside consultants which will hopefully continue to influence their work for the district. Recent examples include exploration of cultural relevancy on the interior design of our schools, trying to ensure that all students from all cultures can make connections to what is personally relevant and meaningful.

Schools and Continuous Improvement

Equity Focused Initiative:
Student Rights & Responsibilities Focus Groups
(Commitment 5)

KEY LEADERSHIP STAFF:

Chief - Wyeth Jessee
Executive Director – Patricia Sander
Dept. Lead – Erin Romanuk
Other key staff members – Christine Mattfeld, Nikki York

STATEMENT:

This year presented an opportunity for the Behavioral Health team to build upon the student voice from the previous year while capturing community stakeholder voice as part of the commitment to *Seattle Excellence* and the commitment to racial equity, authentic student and family/stakeholder engagement, and safe and welcoming environments for all students, most especially Black Boys and Teens. The team of two

met over the course of the year with staff and community stakeholders. Listening sessions included seven different stakeholder groups as well as eight departments across the organization. Information provided was synthesized with data received previously from students representing four elementary, one K-8, two middle and three high schools. The summary of this work is included in the *Student Rights & Responsibilities* document and report to the School Board that will be presented by the end of June.

INITIATIVE OUTCOME(S)/IMPACT:

- Continue the contribution of student voice capturing their experiences and perceptions of disciplinary practices to further inform updates to the *Student Rights and Responsibilities (SR&R)* document
- Convene stakeholder groups (community and central office departments) between September 2020 and April 2021 in a *SR&R* cycle of review engaging in dialogue and influencing changes to the document
- Include more focus on race and equity and the intersectionality of implicit bias and disciplinary responses
- Maintain increased emphasis on social emotional wellbeing and behavioral supports that grow students from dependency to independency

STRATEGIC PRIORITIES ALIGNMENT:

For the 2021-2022 *SR&R*, based on student and community feedback, the Behavioral Health and Discipline staff initially began creating supplemental materials that focused on the implementation of the policies outlined in the document. These included creating draft advisory lessons for students on their rights as described in the *SR&R*, offering to partner with community to provide training on the *SR&R* to families and caregivers, and updating language in the Seattle Public Schools' Basic Rules to make it more accessible to students and families.

Following collaboration with community partners, other changes to the 2021-2022 *SR&R* include: minor grammatical and formatting changes, updated language around school culture and climate that aligns with the 2019-2024 Strategic Plan *Seattle Excellence*, updated hyperlinks, and in partnerships with other departments the Tiered Fidelity Inventory has been edited to reflect an equity-based tiered fidelity tool with the hope that it will lead district and school teams toward a co-creation of a universal system that fosters positive relationships, centers wellness, and acknowledges the brilliance of students.

REFLECTION:

During the 2020-2021 school year, changes to the *SR&R* reflected on student voice and feedback on school disciplinary responses. Feedback received during the Discipline Focus Groups suggested that while the *SR&R* was a well-written and well-intended document, there were concerns raised regarding the implementation and execution of discipline policies and procedures.

For the 2021-2022 school year, staff from the Behavioral Health and Discipline department met with members of the community to reflect on the District's disciplinary

procedures. In addition, staff shared the student voice and feedback collected during the 2019-2020 school year with members of the community. The student feedback resonated with and was reflective of experiences shared by many community members over the course of the year.

In addition, Interagency Academy staff, in partnership with the Behavioral Health and Discipline department, have agreed to remove the high school behavior modification program at Interagency Academy starting with the 2021-2022 school year. In its place, staff from referring schools will work in partnership with staff from Interagency Academy and the Behavioral Health and Discipline department to assess student needs and identify culturally appropriate community-based services to meet needs identified while maintaining placement at the school of origin.

Equity Focused Initiative:
Social Emotional Learning
(Commitment 5)

KEY LEADERSHIP STAFF:

Chief - Wyeth Jessee
Executive Director – Patricia Sander
Dept. Lead – Lisa Love
Other key staff members – Kai Kunkel, Hyam Elsharty

STATEMENT:

Social Emotional Learning (SEL) is a critical part of developing connection, increasing belonging, building relationships, and creating safe and welcoming school environments. Seattle Public Schools aligns its SEL content, practices, and strategies with the Washington State SEL Standards and are informed by Social Justice Standards as well as literature surrounding an anti-racist approach to SEL.

Two SEL staff are devoted to SEL efforts preK-12. Their work is divided between elementary and secondary. Throughout remote learning, the SEL team developed 30 lessons for each grade band preK-3, 4/5, Middle School, and High School. These lessons were developed in collaboration with classroom teachers, counselors, social workers, and community partners. The lessons were intentionally designed to address the specific needs our students faced during the dual pandemic of COVID and the response to white supremacy and increase in hate speech and violence toward people of color. The lessons addressed content such as online safety, stress and anxiety, self-esteem, racism, communication skills, connecting with a trusted adult, goal setting, and more. Throughout the development of the classroom lessons, stakeholders were engaged in seeking age-appropriate and culturally-responsive content.

INITIATIVE OUTCOME(S)/IMPACT:

The SEL team led sessions at a School Leaders Institute (SLI) in August 2020, and at the district all staff professional development day (TRI Day). These sessions focused on educator practices, staff wellness, and anti-racist-SEL approaches for students.

Social-Emotional Skills are included on the elementary report card, and report card guidance for educators is available on the SEL website. This guidance includes strategies for student and family engagement in this process.

A School Climate Survey will be used to establish baseline for assessing school connectedness, belonging, and engagement. The SEL team is working with the Research and Evaluation department and has identified five survey questions that will be used to establish baseline and track progress over the course of the 2021-22 school year. Both the fall 2020 survey and the spring 2021 survey have a consistent set of five questions about school culture/climate. These will likely continue into future surveys, and will come alongside a much broader set of items in these important areas, including anti-racist practices, belonging and identity, etc.

STRATEGIC PRIORITIES ALIGNMENT:

Social Emotional Learning aligns and intersects with all eight Policy No. 0030 commitments to ensuring educational and racial equity for students, but is especially connected to Commitment 5 – *Welcoming School Environments*.

SEL efforts throughout 2020-2021 include:

- Establishment of SEL-related questions on the School Climate Survey
- Development of 30 lessons per grade band specifically designed for remote learning and with an anti-racist approach
- Professional development and technical assistance offered to school staff and school leaders, including presentations at SLI, TRI Day, Small Cabinet, and to school-based SEL liaisons
- Preparation and leading of 2020 summer school SEL lessons; currently developing updates to lessons for 2021 summer school
- Development of online SEL training module for all staff
- Development of At-Home SEL strategies and activities for families
- Consultation with national SEL experts addressing anti-racist SEL approaches

SEL efforts looking ahead to 2021-2022 include:

- Establishing two-way communication with student, family and community partners regarding SEL practices
- Partnering with community agencies and key stakeholders to align SEL practices to out-of-school-time efforts
- Partnering with City of Seattle levy-funded schools to align efforts to anti-racist SEL practices
- Collaborating with content specialists to embed SEL skills across all content areas
- Developing SEL lesson content in partnership with communities
- Aligning Social Justice Standards to SEL lessons and practices
- Providing SEL professional development offerings preK-12
- Collaborating with the Department of Racial Equity Advancement (DREA), African American Male Achievement (AAMA), Family Engagement, and Behavioral Health departments to align efforts

- Tracking and monitoring student progress and effectiveness of supports in partnership with SPS Research and Evaluation

REFLECTION:

This year, the COVID-19 crisis, social justice issues, and educational and economic issues that Seattle Public Schools students experienced has affected their well-being and mental health. Students and staff will continue to cope with these challenges for the foreseeable future. For these reasons a culture of care that emphasizes and supports social emotional learning becomes an even more critical part of teaching and learning across the District.

Supporting students through feelings of isolation, loss, grief and anxiety about the future will be prioritized as we welcome many students and families back to in-person learning now and in the fall. Social emotional learning and supports will be a key element of our fall “culture of care” plan in support of successful outcomes for all students.

Student Support Services

Equity Focused Initiative:

*Equitable Access, 504 Student Accommodation Plans
(Commitments 1,2,4,5,6,7,8)*

KEY LEADERSHIP STAFF:

Chief – Dr. Concie Pedroza

Dept. Lead – Shanon D. Lewis

Other key staff members – 504 Building Coordinators (168)

STATEMENT:

The Student 504/ADA Department has focused on training building coordinators how to create 504 plans to promote equity, access, and inclusion. During the 2020/21 school year, this department implemented a Tutoring program in October for students who have 504 Civil Rights protections. Due to the pandemic, students furthest from educational justice and ELL students were added to this tutoring group to provide equitable supports during remote learning in order to provide Free Appropriate Public Education (FAPE). This support service is currently being provided by a mixture of SPS staff and an outside vender called TutorMe.

INITIATIVE OUTCOME(S)/IMPACT:

Based on reports from 504 School Building Coordinators, parents find this program has been a lifesaver for many of the SPS students that were falling behind. Students in the tutoring program can access TutorMe 24/7 and can pick a tutor by gender, race, and/or

language. Tutoring is available in 46 different languages as well as American Sign Language.

STRATEGIC PRIORITIES ALIGNMENT:

This program is in alignment with providing high quality instruction and learning experiences.

REFLECTION:

It is the Student 504/ADA Department's goal to continue to provide this opportunity as a standard available accommodation for all students who need extra supports in and out of the classroom

Equity Focused Initiative:
Equity, Diversity, and Inclusion Awareness
(Commitments 6,8)

KEY LEADERSHIP STAFF:

Chief – Dr. Concie Pedroza
Dept. Lead – Patrick McCarthy
Other key staff members – Tara Davis, AJ Brooks

STATEMENT:

1. Introduction of Culturally Responsive Messaging through Athletics. The Metro League (17 Schools- 11 SPS High Schools) Athletic Directors Engaged in active community conversation around a video by Pete Carroll, Seattle Seahawks Head Coach, regarding cultural responsiveness. The intent was to create authentic open dialogue around diversity, inclusion, and equity. Athletic Directors had an open platform to share experiences on how athletics can be a bridge builder within diverse communities.
2. Partnerships include Rainier Avenue Radio and the Seattle Medium. Both have an existing diverse audience and ability to positively showcase Black and Brown youth in the Seattle area.

INITIATIVE OUTCOME(S)/IMPACT:

1. We've held quarterly meetings with the Metro League Athletic Directors with a focused approach to discussing the message from the Pete Carroll video. By doing this, we have created a space for open dialogue amongst peers and leaders to speak their truth and thoughts. We have a diverse group within our league and by providing this space, better understanding and learning has developed. Although our work has been temporarily sidetracked because of the pandemic, we will continue to create a meeting space for discussion and learning so we can lead coaches, students and our school communities through this work.

2. Our partnership with Radio Avenue Radio and the Seattle Medium has led us to broadcast games and contests of SPS student athletes not only to their communities but a broader audience. We have expanded our partnership by covering both male and female sports. We will continue these partnerships to highlight accomplishments of our student athletes.

STRATEGIC PRIORITIES ALIGNMENT:

1. This aligns with the Culturally Responsive Workforce. As we become better educated and have better understanding, we will be able to guide others who directly impact our students in the work that needs to be done.
2. By partnering with Rainer Avenue Radio and the Seattle Medium, we are engaging with the community and providing a platform of recognition of all student athletes.

REFLECTION:

This work will continue to be valuable to all. The current cultural climate has shown a need to address injustice and be intentional about seeking positive outcomes for our Black and Brown students.

Equity Focused Initiative:

*Prioritize Students Furthest from Educational Justice
in Identification Practices, Highly Capable Services
(Commitment 1)*

KEY LEADERSHIP STAFF:

Chief – Dr. Concie Pedroza

Dept. Lead - Deenie Berry, Program Manager

Other key staff members – Shane Baguyo, Program Specialist; Maki Ichikawa, Program Specialist; Nathan Wheeler, Program Specialist

STATEMENT:

For the purpose of eliminating the systemic racist system of Highly Capable Services that were designed and implemented for the purpose of white flight and segregation, the Advanced Learning Team will remove barriers and increase access to identification and eligibility for Advanced Learning services by:

- Screening all non-referred students furthest from educational justice in grades 2-8;
- Developing additional information gathering tools to support teachers in providing data for non-referred students;
- Creating a variety of paths into eligibility that go beyond the traditional assessment profile to expand the multiple criteria of evidence for identification.

INITIATIVE OUTCOME(S)/IMPACT:

Over the past few years, the Advanced Learning department has implemented a number of recruitment strategies that have resulted in negligible improvement in disproportionality for Black, Indigenous, and Other People of Color. In the 2020-21 school year, amidst remote learning, the Advanced Learning department focused on students furthest from educational justice and screened over 22,000 students to identify the need for access to Advanced Learning Services. While this process is not finished for this year, the department recently identified over 600 students in grades 2-8 for Highly Capable services and over 1700 students for Advanced Learning services. These early outcomes are greatly increased from years past.

The process created for this year's initiative will be continued in the redesigned identification/eligibility process for the 2021-22 school year and beyond.

STRATEGIC PRIORITIES ALIGNMENT:

This Equity Focused Initiative is directly aligned with the Priority of *High-Quality Instruction and Learning Experiences* and Goal of *students of color who are furthest from educational justice will feel safe and welcome in school as measured by equitable access to services*. It is a moral imperative that the Advanced Learning department eliminate systemic racism in the identification/eligibility system.

REFLECTION:

This initiative is one piece of a newly adopted revision of the Highly Capable Services Policy, which is centered on eliminating the segregated system of services for Highly Capable and designing and implementing a neighborhood school system of services within a tiered model of support. This work is in partnership with departments across central office.

Equity Focused Initiative:

*Enrollment Planning
(Commitments 1,6)*

KEY LEADERSHIP STAFF:

Chief - Dr. Concie Pedroza

Dept. Lead – Ashley Davies, Director

Other key staff members - E. R. Alvarez and Megan Hess-Homeier

STATEMENT:

Enrollment Planning continually monitors enrollment changes at schools and demographic changes across the city over time. If changes are necessary, the department engages with communities and utilizes the racial analysis toolkit for decision making. It has been

our continued goal to proactively identify schools that may need enrollment support, identify what solutions exist in an equitable manner, and collaborate with school leaders and community members to address these concerns.

INITIATIVE OUTCOME(S)/IMPACT:

As a result of this work, we implemented boundary changes to address overcrowding while still maintaining a high number of community engagement sessions to gather feedback from families.

As a result of our collaboration with school leaders, we were able to develop plans to sunset the separate Montessori program at Daniel Bagley Elementary School to address the segregation between their Contemporary and Montessori programs. The school will continue to offer elements of both programs in one single program. Additionally, the department worked with school leaders and the International Education department to update the native speaker set-aside definition for Dual Language Immersion option schools to a student whose first language (or one of their first languages) is the target language, increasing access to dual language programming for more students furthest from educational justice.

STRATEGIC PRIORITIES ALIGNMENT:

This aligns with the inclusive and authentic community engagement priority and predictable and consistent operational systems.

REFLECTION:

With each engagement, we learn about ways that we can better engage and serve families. We still have a way to go to reach all families, particularly those furthest from educational justice. We need to continue to incorporate student, parent, and community voice with data in our analysis and decision making. Because this process takes longer, it is important for us to start planning earlier to make a better overall process and experience for schools, students, and staff.

Equity Focused Initiative:

*Equitable Practices and Continuing Engagement
(Commitments 1,5)*

KEY LEADERSHIP STAFF:

Chief – Dr. Concie Pedroza

Dept. Lead –Faauu Manu, Manager of Admissions

Other key staff members –Ashley Davies, Director of Enrollment & Services

STATEMENT:

Admissions is committed to the values of the district and to ensure that every student and family is welcomed equitably and treated respectfully with quality customer service and professionalism. Our goal is to provide informative, accessible, inclusive, and supportive enrollment information and services consistently and accurately. We work collaboratively with departments and school staff to ensure timely assignments and decisions are made for student readiness.

INITIATIVE OUTCOME(S)/IMPACT:

As an ongoing initiative, our focus is to ensure families have equitable access to our enrollment resources and information and to our staff in their specific language, especially those furthest from educational justice. We hired staff that speaks 10 different languages collectively and is able to translate in these languages, maximizing our support services to multiple families simultaneously in addition to English-speaking families. We have streamlined our internal practices for timely delivery of responses to their questions and concerns and removed barriers that are in conflict with our customer service standards. We are also able to conduct engagement outreaches to specific community needs and learn from them to improve processes and early enrollment for predictability. As a result, more families and students now know how to access these programs that they didn't know about previously.

STRATEGIC PRIORITIES ALIGNMENT:

This aligns with the priorities of inclusive and authentic community engagement and equitable access.

REFLECTION:

Continue to work on removing barriers for our families, restructuring the individual duties and tasks of employees for quality and timely resolve with key stakeholders; recurrent training amongst staff to maintain a high level of production, product knowledge and accuracy; allow space for families, students and schools to provide feedback and suggestions on improvement to the organization's customer focus.

Equity Focused Initiative:

Prioritize Students Furthest from Educational Justice in Identification Practices, Comprehensive Coordinated Early Intervention Services (CCEIS) (Commitments 1,4,5,6)

KEY LEADERSHIP STAFF:

Chief – Dr. Concie Pedroza
Department Leads – Trish Campbell, Executive Director; Devin Gurley, Director;
Tarra Mitchell, Director
Other key staff members – Shawnte' Oliver, Emily Nitz-Ritter

STATEMENT:

For the 2020-2021 school year, the Special Education department continued to focus on reducing significant disproportionality for long term exclusions for African American boys and girls, aligned with the Comprehensive Coordinated Early Intervention Services (CCEIS) work. The department also focused on community engagement. To support equity in remote learning this Fall, we invited our families of color and multilingual families of students receiving special education services to join us for a number of virtual community forums.

INITIATIVE OUTCOME(S)/IMPACT:

As a result of the CCEIS work, the District met and/or exceeded our CCEIS goals as defined by OSPI. We reduced long term suspensions of African American boys and girls at the 16 schools identified as having significant disproportionality. Evidence of meeting these goals has recently been communicated to the District by OSPI.

As a result of the Virtual Forums work, families were able to share their experiences with remote learning during this pandemic period. We were able to hear from families what they felt worked and did not work for them and what supports they needed from our department to ensure their students had a successful school year.

STRATEGIC PRIORITIES ALIGNMENT:

Our target groups for the CCEIS/ Family Engagement work both align with Seattle Excellence; the students identified are those who are furthest from educational justice.

REFLECTION:

We have an opportunity to train our special education and general education practitioners in providing interventions for these target groups, as well as providing differentiated learning opportunities. Also, we will continue to strengthen our parent education and family support practices.

Teaching & Learning

Equity Focused Initiative:

*The Roots: A Culturally Responsive & Antiracist Arts Framework
(Commitment 4)*

KEY LEADERSHIP STAFF:

Chief – Dr. Keisha Scarlett

Dept. Lead – Gail Sehlhorst

Other key staff members – Pam Ivezic and the Antiracist Arts Education Task Force, which includes certificated teachers Jacob Chavez, Christopher Mena, Jessica Staire and teaching artists Carina del Rosario, Donte Felder, Maribel Gonzales, Naho Shioya, Toyia Taylor.

STATEMENT:

The Visual & Performing Arts Program created *The Roots: A Culturally Responsive & Antiracist Arts Framework* to honor students in their totality and allow them to be who they want to be, particularly our Black and Brown students. The framework was created by arts educators of color, both certificated teachers and teaching artists.

- Our vision is to provide all students arts learning experiences through which their intellect and imaginations are sparked; their knowledge and experiences are affirmed and expanded; and their agency is put into practice.
- Our theory of action is to create curriculum and learning environments and teach in ways that are culturally responsive, relevant, and antiracist so that students experience learning that is relational, empowering, liberatory, transparent, and healing.
- The purposes of the framework are to support arts educators to create curriculum and learning environments that are culturally responsive, relevant, and antiracist; to support arts educators on *how* to deliver a curriculum that is culturally responsive, relevant, and antiracist; and to help arts educators develop their thinking around issues pertaining to racism and culturally responsive and relevant teaching practices through activities designed to expand their understanding and self-awareness.

INITIATIVE OUTCOME(S)/IMPACT:

In this first pilot year, we held five professional development sessions on how to use *The Roots Framework*. One was for all Visual & Performing Arts Teachers during TRI-Day, the others were a 2-part course held twice. The first round of courses was for Visual and Performing Arts teachers only and the second was opened up to other content areas and community arts partners. A total of 231 participants attended across all professional development PD offerings. We engaged in deeper learning with The Roots Cohort, a subset of 22 teachers. The cohort met three times after taking the course, applying the framework with students in their classrooms and receiving coaching from The Roots team writers/facilitators.

Resources created through this process are:

- [*The Roots: A Culturally Responsive & Antiracist Arts Framework*](#) a set of five roots (relational, empowering, liberatory, transparent, and healing) and guiding questions
- [*Self-Assessment Rubric*](#) aligned to the framework for teachers to assess their growth toward antiracist practices
- [*Thinking Guide*](#) using The Roots Framework guiding questions to decolonize lessons and teaching practices

This initiative grew out of previous professional development in the Visual & Performing Arts Program that started in 2011-2012 with The 21st Century Arts Common Assessments (5 years to develop and implement district-wide), a Culturally Responsive Teacher Needs Assessment survey in 2017, the Culturally Responsive Cohorts (2 years), and a Culturally Responsive Professional Development Series (2 years).

STRATEGIC PRIORITIES ALIGNMENT:

This equity focused initiative is rooted in **High-Quality Instruction and Learning Experiences** by giving teachers a tool they can use to move away from Western-Eurocentric arts instruction toward antiracist and culturally responsive teaching using familiar information and processes to scaffold learning; emphasizing communal classroom structures; and focusing on relationships and critical social awareness (Hammond, 2015). In some ways we are moving into **Culturally Responsive Workforce** related to retaining educators of color. As our PD has progressed, the team intentionally centers the well-being of Black, Brown, Indigenous, and Asian (BBIA) educators in the delivery of instruction and we are responding to the need for a BBIA affinity group.

REFLECTION:

Opportunities for growth and advancement with this initiative are:

- Use the framework for all content areas. While it was designed with the arts in mind, the guiding questions are transferrable to all content area.
- Partner with students to design lessons, refine classroom environment, and learn how the ideas in the framework impact their learning and how they feel about themselves in class.
- Make the cohort year-long, meeting every month, with one-to-one coaching from The Roots team facilitators.
- Engage in a case study, looking closely at student learning, application of roots lessons, changes in teachers' instructional practices and changes in teachers' thinking and self-awareness around issues related to racism and culturally responsive teaching.
- Create a Black, Brown, Indigenous, and Asian (BBIA) arts job alike group with a facilitator to have a supportive space for SPS arts educators of color.

Equity Focused Initiative:

*Digital Learning Professional Learning
(Commitment 4)*

KEY LEADERSHIP STAFF:

Chief – Dr. Keisha Scarlett

Dept. Lead – Rafael Gallardo

Other key staff members - Emily Wang, Robert Bernstein, Darla Donnelly,

Gary Cranston, Maggie Fish, Wally Gutierrez, Noelle Kaiser, Nicolas Rose

STATEMENT:

The Digital Learning Cohort supported teachers and schools to explore and expand the use of digital learning strategies that increase academic rigor and engagement, focusing on those furthest from educational justice. Teachers engaged in a menu of supports that fused digital learning tools with culturally responsive classroom practices to create a space of intellectualism. Digital Learning Specialists coached and provided training for teachers to utilize culturally responsive digital learning practices that build independence and foster student engagement with high-level cognitive work and academic tasks. The professional development for Digital Learning supported building teacher understanding and capacity to provide:

- Inclusive practices to ensure all learners have opportunities to engage in complex and critical thinking work for learning
- Equitable access to challenging, standards-aligned tasks that are key for ensuring equity in our classrooms
- High quality learning that includes active student (and staff) engagement in complex and critical thinking, relying on instructional design that maximizes students' critical thinking and discourse
- Instructional models that provide opportunity for discourse and critical thinking while promoting resilient pedagogy that is flexible and adaptive to meet the needs of students, such as Blended Learning models
- Varied digital learning strategies and district-approved tools that engage students in thinking, reading, writing, and talking that increases academic rigor while promoting culturally responsive teaching practices
- Collaborative opportunities for educators to learn from each other while planning pedagogy for their own classrooms
- Culturally responsive and inclusive practices that promote rich learning experiences that support learner variability and development of independent learners.

INITIATIVE OUTCOME(S)/IMPACT:

As a result of this work, our outcomes were to meet and build leadership skills and promote self-sustaining systems for digital learning at each school. Schools leaders were asked to Identify and adopt digital learning strategies that address Comprehensive School Improvement Plan (CSIP) and district goals, collaboratively identify a digital learning vision and begin to build self-sustaining systems to meet these goals, work with various building leadership groups (administration, Building Leadership Teams (BLT), Teacher Leader Cadres (TLC), Educational Technologists (ET), department/grade-level leads and teams, etc.) to ensure a unified professional learning focus for staff.

STRATEGIC PRIORITIES ALIGNMENT:

The Digital Learning Department directly supports Seattle Public Schools' Strategic Plan of High-Quality Instruction and Learning Experiences, and Predictable and Consistent Operations.

Professional Development

The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.

REFLECTION:

The 2020-2021 school year provided many opportunities to learn and grow SPS capacity to support digital learning practices and in many ways was essential in the success of remote learning. One thing we learned is that there is a need for continued collaboration with multiple departments across our system.

- Digital Learning Cohort schools helped shape PD to better align to school CSIP and student supports
- Educational Technology Leaders at each school was crucial in supporting Digital Learning Strategies for the 2020-2021 school year
- Early release professional development was highly attended and provided just in time resources for teachers

There is still a need for this work to be understood more as "learning" than technical support. To move forward, SPS needs a strategy, and goals:

- Two-way alignment to academic content and digital learning strategies for teacher PD
- Adoption of K-12 Ed Tech Standards for SPS

Equity Focused Initiative:

*Dyslexia Early Literacy Screener Implementation
(Commitment 1,7,8)*

KEY LEADERSHIP STAFF:

Chief – Dr. Keisha Scarlett

Dept. Lead – Cashel Toner

Other key staff members – Antoinette Harrison, Audrey Roach, Cindy Larson-Faragelli

STATEMENT:

The Curriculum, Assessment, and Instruction (CAI) department is implementing a Dyslexia Early Literacy Screening beginning in the 2021-22 school year. Washington State Law requires each school district to use multi-tiered systems of support to provide interventions for students in grades K-2 who show indications of below grade level literacy or indications of or areas of weakness associated with dyslexia, according to RCW 28A320.260. Therefore, Seattle Public Schools will select an OSPI approved screener and plan appropriate tiered supports to support students identified with characteristics associated with dyslexia.

INITIATIVE OUTCOME(S)/IMPACT:

The Curriculum, Assessment, and Instruction department and an internal cross-departmental team (Dyslexia Workgroup) worked to identify an OSPI approved and high-quality dyslexia screener to meet the needs of SPS students. In collaboration with the internal cross-departmental workgroup, a Dyslexia Practitioner Committee, made up of teachers, reading interventionists, a principal, and a school psychologist was formed. The practitioner committee reviews the internal workgroups process and provides feedback. The screener selection required a rigorous RFP process to select an OPSI approved screener that is ADA compliant. The CAI department endeavors to engage our families and community through SchoolBeat and the family-facing website. Virtual information sessions were conducted during February and March 2021 to inform families regarding the upcoming screener and what it means for their children. During the family information sessions, questions from the families were collected and used to build the FAQ section of the family-facing dyslexia site. CAI has met with the SSEPTSA, parents, and community to discuss the upcoming screener and gather valuable feedback. Universal screening in K-2 classrooms will begin in the 2021-22 school year.

STRATEGIC PRIORITIES ALIGNMENT:

Implementing the Early Literacy Screener allows educators to identify the early need for additional reading supports for our students. Early educators can provide differentiated instruction through MTSS that supports students with a foundational reading by identifying the need. This aligns with the 3rd Grade Reading Goal that students of color who are furthest from educational justice will read at or above grade level by 3rd Grade. The early literacy tool is an effective tool the district will utilize to measure and evaluate student needs and learning outcomes. The implementation of this tool contributes to the *High-Quality Instruction and Learning Experience* priority in the SPS Strategic Plan. Our educators can use the screener to deliver instruction focused on the students' learning and achievement, align to standards, and communicate with parents to provide consistent and appropriate feedback.

REFLECTION:

Continued efforts to partner with our families regarding the early literacy screener will increase the Curriculum, Assessments, and Instruction Department's success in meeting our students' foundational reading skill needs. Through partnering with our families and keeping them well-informed, SPS can utilize the feedback of our families to improve how we serve our students. We will continue to engage families to ensure our students and community have a meaningful voice regarding the early literacy screener.

Equity Focused Initiative: *K-12 Science Adoption (Commitments 1-8)*

KEY LEADERSHIP STAFF:

Chief – Dr. Keisha Scarlett

Dept. Lead – MaryMargaret Welch

Other key staff members – Alisha Taylor, Christine Benita, Kate Adams, Julia Ward,
Jen Fox, Josh Tashima-Boyd

STATEMENT:

Inequitable access to quality science instruction and materials has been particularly impactful to Seattle Public Schools' underserved populations of students, including Emergent Bilinguals, students from non-dominant cultures, and students with special needs. The Seattle Public Schools Science program is committed to aligning all K-12 science classrooms to the Next Generation Science Standards (NGSS). The recent adoption of NGSS aligned science curricula will ensure all K-12 students will receive core science instruction that prepares them to successfully meet the Washington State 24-credit graduation requirement. This graduation requirement requires the successful completion of 3 years of science coursework for all high school students beginning in 2021.

INITIATIVE OUTCOME(S)/IMPACT:

Three unique and important partnerships support the work of SPS science teachers and align to the Next Generation Science Standards.

1. Partnership with the departments of Special Education, English Language Learning and Advanced Learning:

Following the adoption of core Tier 1 science instructional materials for all K-12 students, it is our next step to collaborate cross-departmentally to share best practices to meet the needs of diverse learners. We are working with each of our internal departments to build Tier 2 and 3 strategies and resources that are culturally responsive, maintaining high expectations for learning, maximize critical thinking and offer the highest cognitive load appropriate to meet the needs of diverse learners.

2. National Science Foundation - The Equitable Elementary Ambitious Science Teaching (E₂AST) Partnership:

Supported by [a grant from the National Science Foundation, the Equitable Elementary Ambitious Science Teaching \(E₂AST\)](#) partnership will work with district level educators to provide elementary science teachers in Seattle Public Schools with professional learning that focus on these four foundational principles:

- Principle 1: Recognizing our own and other's worlds and developing critical consciousness; noticing and developing asset-based perspectives.
- Principle 2: Developing relationships to form inclusive communities; positioning students as active knowledge builders, encouraging students' collaboration and learning from one another in constructing models, explanations, and arguments.
- Principle 3: Scaffolding for full participation in the culture of science and school science through curriculum, instruction, and assessment. Shaping

what full participation can look like; equitable talk/asset-based classroom discourse & supporting linguistically diverse students in classroom discourse.

- Principle 4: Critiquing, challenging, changing the culture of science and school science through social and restorative justice; introducing overarching social and restorative justice questions to explore alongside the focal phenomenon.

3. National Science Foundation *Learning in Places Grant*

This design and development grant aims to develop innovative field-based science learning environments to prepare learners to meet, adapt to, and lead change in relation to the socio-ecological challenges of the 21st century. There is increasing evidence that reasoning and decision-making about complex ecological systems is a cultural activity that impacts fundamental practices like engaging in observation, making claims, or using evidence. In addition, the contexts, or places, in which people engage in learning also shapes sense-making and can support engagement with scientific phenomena in authentic and tangible ways. This project aims to increase learners' opportunities to engage in complex ecological reasoning while immersed in outdoor field-based science learning environments.

4. K-12 Unit Social Justice Focus :

In response to the need to ground science to the concerns and experiences of traditionally marginalized communities and identities, the SPS Science program has partnered with UW researchers, teachers and community leaders to a multi-year project to adapt science curriculum units to have Social Justice Integrated into our units.

Social Justice Integration seeks to develop critical consciousness within the science classroom. The question is designed to be socially responsible for how the unit's field of science/topic focus may have (or has had) on society, locally and globally, particularly the impact on marginalized communities.

Social Justice Integration is designed to advance science education to be multi-dimensional, layering interest and identity in to the 3 dimensions of science education: Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. This initiative aligns to the National Research Council's Framework for Science Education.

"[A] major goal for science education should be to provide all students with the background to systematically investigate issues related to their personal and community priorities. They should be able to frame scientific questions pertinent to their interests, conduct investigations and seek out relevant scientific arguments and data, review and apply those arguments to the situation at hand, and communicate their scientific understanding and arguments to others."
— *NRC Framework*, p. 278

STRATEGIC PRIORITIES ALIGNMENT:

The SPS science program strives to achieve educational justice by providing all students with a high-quality standards-aligned curriculum that includes rigorous science content and promotes learning experiences that engage students in authentic science and engineering practices. **SPS Science is committed to providing all students with a high-quality science education that nurtures their academic identities as scientists/engineers and will serve to close the opportunity gap for historically underserved students in STEM careers.**

REFLECTION:

We know we need to better serve our students who have been historically underserved by science and who are culturally and linguistically diverse. Our 2013 standards are based on over a decade of brain research and point to the importance of shifting teachers' pedagogical practices. One of our pillars is to help every student become scientifically literate citizens who potentially see themselves as a capable scientist or engineer. We hope to empower students to believe they can make a difference in their world by collecting and studying evidence to help solve local and global problems. We will accomplish this goal by working with our teachers to help them shift their science teaching practices.

In order to help ameliorate the gender, racial, cultural, religious, and/or sexual orientation bias frequently experienced by students, teachers need training on how to use the instructional materials as well as how to shift their teaching practices to focus more clearly on those practices that allow them to "deliver high-quality, standards-aligned instruction across all abilities", as well as "creating healthy, supportive, culturally responsive environments" in their science classrooms. We are committed to delivering professional development that will help teachers "to incorporate a student's life experience and culture" with the goal of providing "instruction delivered by high quality, culturally responsive educators."

Our K-12 professional development will elevate teachers' equitable science teaching practices including, but not limited to:

- Expanding the definition of science away from Anglo-centric formal science and broadening acceptance of alternative viewpoints and cultures in science. Shift from just looking at the kit materials and mapping the lessons to thinking critically about how to make lessons accessible and approachable to all learners.
- Provide common adoption materials and instruction in ALL schools in SPS, which means access to the same rigorous instruction for all students regardless of which part of the district they live in.
- Engage students in the science practices of modeling, argumentation, and explanation, rigorous and necessary to thrive in future STEM careers – these are practices we are making standard across all schools, and these practices will be accessible to all students.
- Provide time for sense-making through the science and engineering practices that is culturally responsive. It allows students to bring to the

table what rich experiences and background knowledge they have to contribute to the shared understanding of a puzzling scientific event.

- Building regional and grade level Professional Learning Communities (PLC's) will provide a community of practitioners who are committed to sharing strategies and best practices around equity in science instruction.
- Analysis of student assessments data disaggregated by race, socioeconomic status (SES), English-language learner (ELL) status will help us look for areas of weaknesses in instruction to strategically target areas in additional professional development throughout the year.
- Embedded discourse strategies is a focus of our professional work with teachers to encourage meaningful co-construction of understanding being driven by students rather than teachers. This is a culturally responsive teaching practice that empowers all students to contribute their personal understanding to the class understanding, elevating students' individual experiences in science. This leads students, especially those from traditionally underrepresented groups, to feel a sense of belonging in the science classroom.

Equity Focused Initiative:

*Practitioner Capacity & Belief, Early Literacy
(Commitments 1,4)*

KEY LEADERSHIP STAFF:

Chief – Dr. Keisha Scarlett
Dept. Lead – Cashel Toner
Other key staff members – Luke Justice

STATEMENT:

Strat Plan Goal: 3rd Grade Reading
Initiative: Practitioner Capacity and Belief
SPS has developed a comprehensive system of professional learning and support for K-3 teachers in our 13 Early Literacy Priority Schools. Teachers have received a year-long course of study on the Science of Reading (40+ years of multi-disciplinary research on the best ways to teach literacy), coupled with job-embedded literacy coaching.

INITIATIVE OUTCOME(S)/IMPACT:

This initiative began in the 2020-21 school year and we are starting to see impact in three areas:

- 1) Teacher knowledge
- 2) Teacher practice
- 3) Student academic growth.

Data is being gathered on each of these dimensions for future reporting, though the pandemic has made consistent and standardized reporting difficult.

STRATEGIC PRIORITIES ALIGNMENT:

This initiative is in pursuit of our 3rd Grade Reading Goal within the Strategic Plan: Students of color who are furthest from educational justice will read at grade level by 3rd grade.

REFLECTION:

- Literacy coaching is a deeply trust-based and relational profession. Returning to in-person instruction will significantly boost our ability to drive impact through coaching.
- This year, roughly half of our 13 Priority Schools increased the use of our intervention curriculum, SIPPS – Systematic Instruction in Phonological Awareness, Phonics & Sight Words, to accelerate student growth on foundational literacy skills. Next year, we will work with the remaining half to do the same.

Equity Focused Initiative: *Elementary Progress Reporting* (Commitment 1)

KEY LEADERSHIP STAFF:

Chief – Dr. Keisha Scarlett
Dept. Lead – Cashel Toner
Other key staff members – Antoinette Harrison

STATEMENT:

Due to the return to school being 100% remote for the 2020-21 school year, SPS decided to use Power Standards. The Curriculum, Assessment and Instruction (CAI) department identified Power Standards and collaborated with the Department of Technology Services (DoTS) to revise the K-5 Elementary Progress Report (EPR) to align with the selected standards.

INITIATIVE OUTCOME(S)/IMPACT:

Seattle Public Schools uses the progress report to describe student achievement at specific points in time and communicate progress towards grade-level expectations and learning standards in English Language Arts (ELA), Math, Science, Social Studies, Physical Education, Music, and Visual Art. Instruction in alignment with Common Core Standards for each grade level is taught to our students, preparing them for the next grade level. The revision ensured that the progress reports would reflect succinctly the standard taught during the school year. The revisions to the EPR included making it ADA compliant

STRATEGIC PRIORITIES ALIGNMENT:

We endeavor to ensure we communicate with families effectively regarding student progress. This aligns with the Seattle Public Schools priority of *High-Quality Instruction and Learning Experiences*, providing high-quality instruction focused on student-centered learning and achievement, intentional about engagement, and aligned to standards with consistent and appropriate feedback.

REFLECTION:

Providing our families with clear and reliable communication regarding their student learning is an important component of providing a high-quality education. Therefore, we recognize the opportunity to increase how we reach our families through the distribution of the elementary progress report. The CAI department will continue to work to identify areas of improvement, and how the EPR can better meet the needs of SPS families.

Equity Focused Initiative:

*Diversity Analysis of Library Collections
(Commitments 1,2)*

KEY LEADERSHIP STAFF:

Chief – Dr. Keisha Scarlett
Dept. Lead –Dr. Caleb Perkins
Other key staff members – Darcy Brixey

STATEMENT:

A district-wide collection analysis was performed on over 90+ library collections using a new tool in Destiny, the library catalog. The analysis searched for percentages of categories such as LGBTQA and titles with diverse characters as well as own voices authors and illustrators. Librarians continued to circulate library materials during building closure and remote learning to ensure that students furthest from educational justice had access to choice reading. The materials offered were targeted toward students of color and included materials in several languages when possible.

INITIATIVE OUTCOME(S)/IMPACT:

The results of the analysis have given librarians more data to use in collection management. Improvements on the collections are ongoing and the analysis will be an annual event to compare data over time. Pairing this collection data with a continued library service throughout remote learning, students and families were given the tools necessary to improve and retain literacy skills by supplementing their learning with meaningful collections. Circulation statistics showed increased improvement throughout the school year, indicating that library use was effective in supplementing education and enrichment reading. By the end of April, librarians had checked out over 310,000 library

materials, not including textbooks or laptops. Students who were new to the district last summer were able to borrow books from the Seattle Super Readers program which lasted through the five weeks of summer school and was available at meal sites. The Super Readers Sidekicks, who were mostly librarians, were able to create relationships with students and encourage choice reading, which continued after school started.

STRATEGIC PRIORITIES ALIGNMENT:

High Quality Instruction and Learning Experiences-Reading at Grade Level by the end of Third Grade

REFLECTION:

Core goals of libraries are equitable access and diverse collections that reflect the students and staff who use them. The collection analysis work is crucial in order to keep the collections relevant and current. Remote learning has been a challenge to the library facilities in the buildings, but by continuing to serve students in person with a curbside library model, teacher librarians were able to provide access to all students, promote reading, information literacy and library use to students furthest from educational justice.

Equity Focused Initiative:

*Partners and Leaders United with Students (PLUS) Program
(Commitments 1,4,6,7)*

KEY LEADERSHIP STAFF:

Chief – Dr. Keisha Scarlett

Dept. Lead – Cashel Toner

Other key staff members – Elissa Farmer, Anezka Pontano, Kevin Loyal

STATEMENT:

Secondary math teachers and BIPOC students come together to create more culturally relevant math instruction.

INITIATIVE OUTCOME(S)/IMPACT:

This project was a partnership between the Math Content Area of Curriculum, Assessment, and Instruction; The Family Education Preschool Promise (FEPP) levy, and the Office of African American Male Achievement. Twenty-one secondary math teachers from eight middle and high schools participated in this project. In this project, each teacher identified a student of color to be a student advisor to the group. Students act as advisors to teachers, provide feedback on math tasks, and share about themselves and their communities. Math teachers listen and learn and use student input to make changes in their instructional practice and math tasks. Students meet monthly with student leaders of color to discuss how to provide feedback to teachers about their math experiences and the math tasks that teachers are presenting their students. Teachers use the student

feedback to create and revise math tasks that have local relevance to the students in their class. Teachers teach the tasks to their classes and the students provide feedback and input on what was successful and what could be improved. This will continue in an ongoing cycle of collaboration and improvement. In addition, students will be provided with up to a \$200 stipend to compensate them for the work they are doing that is beyond their school day.

STRATEGIC PRIORITIES ALIGNMENT:

This initiative supports high quality instruction for Students of Color. It also supports the development of a culturally responsive workforce.

REFLECTION:

This work can serve as a prototype for how teachers and students can partner together to improve instruction by centering (and compensating) student voice and input. The model includes ways to develop the students as leaders and advocates by allowing them the opportunity to practice sharing their ideas and feedback with other student leaders before sharing with teachers, thus ensuring they have the confidence to feel that their ideas will be heard.

Equity Focused Initiative: *Launching of Math 7/8 Compacted Course (Commitments 1,4,6,7)*

KEY LEADERSHIP STAFF:

Chief – Dr. Keisha Scarlett

Dept. Lead – Cashel Toner

Other key staff members – Elissa Farmer, Sara Burke, Anezka Pontano

STATEMENT:

Create accessible acceleration pathways in mathematics that will provide the ability to reach advanced coursework for students of color furthest from educational justice.

INITIATIVE OUTCOME(S)/IMPACT:

After working closely with middle schools and K-8s, we have identified 11 schools who will offer the Math 7/8 Compacted Course in 2021-22. An additional 4 schools plan to offer the course beginning in the 2022-23 school year. This course will be offered to 7th graders who have not had an opportunity to accelerate in math. Success in this course prepares students to take Algebra 1 in the 8th grade and opens up possibilities to reach Advanced Placement, International Baccalaureate, and Dual Credit courses in high school. As part of the preparation for offering the course, schools had to submit an implementation plan. The plan identified how the school will support student success in

the course at the building level, how they will ensure the demographics of the course are as least as diverse as the school, develop a communication plan, and commit a skilled teacher who will participate in a PLC with the other teachers of the course throughout 2021-22.

STRATEGIC PRIORITIES ALIGNMENT:

Offering the Math 7/8 Compacted Course aligns with 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 boys and teens. It also supports students to be proficient in mathematics in 7th grade, to finish 9th grade on track for graduation, and to graduate ready for college and career.

REFLECTION:

This initiative could become a model for how to successfully recruit and support African American boys and teens into an advanced course pathway. We will need to monitor implementation next year to learn what is successful and what might need adjusting, to see if the initiative is having the intended effect of providing more access to advanced coursework for students of color, and to measure the success of students in this and subsequent courses.

Equity Focused Initiative:
Outdoor Education
(Commitments 1,2,6,7)

KEY LEADERSHIP STAFF:

Chief – Dr. Keisha Scarlett
Dept. Lead – Cashel Toner
Other key staff members - Devin Cabanilla

STATEMENT:

During October 2020, Curriculum, Assessment, and Instruction (CAI) began the Outdoor and Community Education pilot program. This initiative sought to provide new pathways to in-person learning during reopening per the School Reopening Resolution 2020/21-4 passed by the Board of Directors. The pilot’s primary intent was to gauge interest in outdoor education; that interest was proven to exist even against the barriers of the pandemic and cold weather.

INITIATIVE OUTCOME(S)/IMPACT:

The pilot program produced a diverse range of programs that served as a proof that outdoor education could provide multiple pathways to education. In West Seattle's Pathfinder program, outdoor courtyard space was leveraged with 1st to 4th grade classes; the local park adjacent to Magnolia Elementary was utilized for classes under our Joint Use Agreement with Seattle Parks & Recreation; Sugiyama @ South Lake High School began an outdoor gardening program; and Interagency provided career technical learning by using applied math in welding courses. This range of programming shows various application of outdoor learning across multiple grade bands. From central office there was additional support to the pilot program with an Equity Fund that was created to provide Tier 1 schools with resources to purchase supplies for outdoor education. Following the WA Governor's Order to reopen schools, a transition was made for schools to begin outdoor programs on a self-guided basis.

STRATEGIC PRIORITIES ALIGNMENT:

The pilot program aligned Strategic Plan commitments to provide equitable access for students furthest from educational justice, provided another avenue towards creating multiple pathways to success, and required schools to use the Racial Equity Tool for analysis during the application stage of an outdoor pilot proposal. Our partnerships were expanded through helping form a Board Task Force representing diverse stakeholders from multiple Seattle neighborhoods, educators, Community-Based Organizations (CBOs), and government agencies.

REFLECTION:

As mentioned, CAI assisted in planning the SPS Board Task Force for Outdoor and Community Education during January 2021. By March 2021, this Board Task Force began meeting. Task Force succeeded in expanding partnerships and recognizing diversity among our Task Force applicants by focusing on neighborhoods with high racial diversity, and stakeholders who were committed to developing programs with students furthest from educational justice in mind. Through the Board Task Force, the growth and potential of outdoor education will be better defined in order to make outdoor learning a standard at SPS. The Task Force is planned to continue over two years. The opportunity to expand outdoor learning will be to provide the Board of Directors with recommendations for policy and funding resources, identify partnership potential, and additionally to identify best practices that schools can utilize.

Equity Focused Initiative:

ALL students in Seattle Public Schools are offered "LET'S GO" and "LET'S GO FURTHER" in Elementary and Middle School Physical Education (Commitment 6)

KEY LEADERSHIP STAFF:

Chief – Dr. Keisha Scarlett

Dept. Lead – Cashel Toner

Other key staff members – Lori S. Dunn, Jennifer Hendrickson, Toni Bader

STATEMENT:

Inequitable access to quality Physical Education instruction in every school has been impactful to Seattle Public Schools especially in underserved populations of students, and students needing adaptive instruction (highlighting Elementary - 100 minutes instruction per week grades 1-8 and Secondary - PE waiver process required per OSPI).

CAI- Physical Education partnered with Cascade Bike Club/Seattle Department of Transportation / "Outdoors for All" for the past five years to bring Bike and Pedestrian Safety to all students in grades 3-5. We were particularly focused on working with students of color and those furthest from educational justice.

INITIATIVE OUTCOME(S)/IMPACT:

As a result of this work we are in the process of negotiating another five-year Memorandum of Understanding with the Seattle Department of Transportation, Cascade Bike Club and Outdoors for ALL and we are expanding the program (LET'S GO and LET'S GO FURTHER) to middle school. This is an ongoing initiative from the past five years and now it will be expanding for another five years (per school board approval on July 7, 2021).

STRATEGIC PRIORITIES ALIGNMENT:

The initiative aligns with the priorities of the Seattle Excellence Strategic Plan: High-Quality Instruction and Learning Experiences. Goal: Students and Communities of Color who are furthest from educational justice.

REFLECTION:

Our LET'S GO (ELEM) LET'S GO FURTHER (MS) is the only program partnership in the country between a city / school district / community organization for a Bike and Pedestrian Safety Program in Physical Education.

We are working as a system to:

1. Require all Elementary schools to offer 100 min per week average of Physical Education in every Elementary School- OSPI requirement;
2. Have a systemic process for Secondary Physical Education Waivers- OSPI requirement.

Equity Focused Initiative:

*Practitioner Capacity and Belief – Satterburg Literacy Initiative
(Commitment 4)*

KEY LEADERSHIP STAFF:

Chief – Dr. Keisha Scarlett

Dept. Lead – Cashel Toner

Other key staff members – Hong-Nhi Do, Nicole Blanco, Chelsea Dziedzic, Julie Solarek, Sae Kang, Emily Kugisaki, Kelly Gillean Bruno

STATEMENT:

Strategic Plan Goal: 3rd Grade Reading

Initiative: Practitioner Capacity and Belief

In its fourth year of implementation, the Satterberg Literacy Initiative provides literacy professional development for 3rd - 5th grade teachers at 10 SE and SW Title I elementary schools that feed into the Aki, Denny and Mercer middle school pathways. Teachers collaborate across the schools to plan and share practices to strengthen literacy instruction in their classrooms. Satterberg Literacy Coaches work with schools to facilitate collaborative structures of adult learning and provide job-embedded literacy coaching.

INITIATIVE OUTCOME(S)/IMPACT:

The Satterberg Literacy Initiative's first year of implementation was in the 2017-2018 school year. Now in its fourth year, we are seeing impact in these areas:

1. Teacher practice
2. Teacher knowledge
3. Student academic growth

Data between the first and second year of implementation shows percentage points increase in student cohorts at each school. The pandemic has made standardized data reporting difficult; however, data is being gathered at each school for future reporting. Mid-year meetings with school leaders and feedback from teachers during the 2019-20 and 2020-21 school year shows positive impact of learning collaboration in service of student outcomes.

STRATEGIC PRIORITIES ALIGNMENT:

The Satterberg Literacy Initiative supports the 3rd Grade Reading Goal within the Strategic Plan: Students of color who are furthest from educational justice will read at grade level by 3rd grade.

REFLECTION:

The Satterberg Literacy Initiative has made changes and shifts every year based on school and teacher feedback to better support the goals of the grant to build teacher capacity and increase student literacy growth in our 10 Satterberg elementary schools. Reflections of our work and impact include:

- Mutual, trust-based relationships with school leaders and teachers are imperative in creating collaborative learning structures to best meet the needs of students and provide supports for schools.
- Alignment is vital! An aligned curriculum (Center for the Collaborative Classroom) through Seattle Public School’s ELA department is crucial in order to provide collaborative structures and professional development across our job-embedded coaching and professional development. Connectedly, alignment of literacy coaching and professional development from our Satterberg Literacy Team needs to be under the umbrella of each of our school’s CSIP goals.
- Collaboration with coaches across SPS departments allow us to work smarter and stronger together. Through multiple structures (e.g. Learning Support Teams), our Satterberg coaches work with colleagues in multiple departments (ELA, ELL, Early Literacy, etc.) to provide streamlined, aligned supports for our schools.

Equity Focused Initiative:

*Graduation Requirements and Pathway Completion Analysis
(Commitments 1,2,3)*

KEY LEADERSHIP STAFF:

Chief – Dr. Keisha Scarlett
 Dept. Lead – Dr. Caleb Perkins
 Other key staff members – Terra McFarlin

STATEMENT:

In order to support Strategic Goal 5, ensuring that all students graduate career and college ready, the College & Career Readiness (CCR) team has been partnering with Business Intelligence to build reports for milestones towards graduation and post-secondary program enrollment. One of the reports built is the Graduation Pathway Report which allows schools and the district to analyze student access to the new State requirement for students to complete graduation pathways. The pathways allow students to take course work to show preparedness in addition to standardized testing.

INITIATIVE OUTCOME(S)/IMPACT:

This is the first-year schools have had access to the report and is the second year that students have had access to the pathways as a graduation requirement. The outcomes show that students of color and those receiving services are significantly less likely to complete a pathway and to be in need of an Emergency Covid waiver. For example, of students receiving ELL services only 25% have completed a pathway. While we know that disruptions caused by Covid do have an impact, there are still many questions that need to be answered regarding Master Schedule changes, Teacher/Course/FTE alignment to graduation requirements and pathways, as well as student interest alignment with pathway completion.

STRATEGIC PRIORITIES ALIGNMENT:

This initiative is directly connected to Strategic Goal 5. Students will be unable to graduate without a pathway once emergency Covid waivers are eliminated unless we ensure that all schools are supporting students in completing graduation requirements and pathway completion (the pathways also support some College Admissions Requirements). While graduation requirements may change due to legislative oversight, many of the courses in the ELA + Math pathway align to college admissions requirements which supports all students' ability to enroll in college if that is their post-secondary plan. We do not currently have a report which specifically shows student progress towards College Admission Distribution Requirements (CADRs), or a report for course enrollment by ethnicity; both would be an additional ask for Business Intelligence, but should be considered in order to provide the data needed to identify any disparities for secondary students.

REFLECTION:

The school counseling team will move to collect data from students at an earlier point in the High school and beyond plan curriculum and highlight student career interest data to compare with schools' graduation pathway completion data; this will provide insight as to whether students are connecting their course selection and pathway completion to career interest or if there are issues with recruitment or access to pathway options. We recommend that a student survey be provided to gather feedback on course interest and career goals. This way staff can prioritize courses and highlight career pathways which are the most interesting to students and would help us to prioritize partnerships for internships, apprenticeships, and highlight programs and colleges with programs that are most closely related to student goals. Additionally, we should incorporate graduation pathway data, or if a CADR report is available in the future, into our OSPI required annual equity course enrollment analysis process and present the annual findings to Small Cabinet and other key stakeholders.

Equity Focused Initiative:

*Native American Racial Equity Tool— (NARET)
(Commitments 2,4,5,8)*

KEY LEADERSHIP STAFF:

Chief – Dr. Keisha Scarlett

Dept. Lead – Gail Morris, Native American Education Program Manager

Other key staff members –Shana Brown, Native American Curriculum Specialist

STATEMENT:

The Native American Racial Equity Tool (NARET) is an online analysis tool for teachers and principals to evaluate Native American curriculum materials for harmful bias. Through

this process, we expect teachers and librarians to cull biased books from their respective libraries. Our goal is to protect students of color, especially Native American Students, from stereotype threat, thus promoting identity safety schoolwide. An additional outcome is to decrease complaints and reports of inappropriate and harmful materials used in the classroom. Our goal is to be proactive and significantly decrease student exposure to inappropriate or harmful materials.

Native American Education has developed the Native American Racial Equity Tool for use at the building level. It is a multi-tiered protocol:

- ❖ All P – 12 teachers use ONLY student and teacher materials that have been vetted by the Native American Education Program.
- ❖ If teachers wish to propose new materials to use in their own classrooms, they must submit a detailed analysis and request to their building principal, who will review and approve or reject the materials
- ❖ Principals will assist teachers in securing appropriate materials for use in their classrooms.

The NARET directly supports these Commitments for Policy 0030:

- ❖ **Racial Equity Analysis**—Through use of the Native American Racial Equity Tool (NARET), teachers and principals will become aware of and learn to identify potentially harmful anti-Indian bias in teacher and student materials. Through this process, we expect teachers and librarians to cull biased books from their respective libraries. Our goal is to protect students of color, especially Native American Students from stereotype threat, thus promoting identity safety schoolwide.
- ❖ **Professional Development**—In order for the NARET to become district wide practice, all principals, directors, teachers, and librarians must be trained, not only in its implementation, but also in bias identification skills and concepts. Currently, middle school principals and teachers who have attended the required Since Time Immemorial trainings have been introduced to the NARET.
- ❖ **Welcoming School Environments**—In order nurture student criticality (“...*the capacity to read, write, and think in ways of understanding power, privilege, social justice, and oppression, particularly for populations who have been historically marginalized in the world.*”), marginalized students must be provided “...spaces to name and critique injustice and ultimately have the agency to build a better world for all.” (Muhammad, *Cultivating Genius*, 120). The NARET aids in building that safe space. The NARET also combats the perpetuation of Native stereotypes and historical erasure of Native American history in our curriculum. The NARET can be a model for other historically marginalized groups’ efforts to build inclusive, accurate classroom and teacher materials.
- ❖ **Recognizing Diversity**—The very nature of our tool recognizes history and contributions of the first peoples of this land, not just colonized history and literature.

INITIATIVE OUTCOME(S)/IMPACT:

There is no baseline data. Frequently, complaints registered at the building level remain at the building level. The Native American Education Program expects to see a marked decrease in the complaints received by building and district leadership.

STRATEGIC PRIORITIES ALIGNMENT:

The NARET implementation aligns with the priorities of the Seattle Excellence Strategic Plan as follows: high quality instruction and learning experiences, culturally responsive workforce, and inclusive and authentic engagement.

REFLECTION:

Required professional development for district and building leadership, including the School Board, teachers, and librarians is vital for the NARET's success. This tool was introduced to SPS leadership summer 2020, though it has yet to be fully embraced and implemented.

Equity Focused Initiative:

*Strategic Goals 4 and 5
(Commitment 1)*

KEY LEADERSHIP STAFF:

Chief – Dr. Keisha Scarlett, Dr. Mia Williams

Dept. Lead – Dr. Caleb Perkins

Other key staff members – Emily Harrison, Nichelle Page, Kirk Mead, David Lewis, Pat Sander, Brittany Sampson, William King

STATEMENT:

Strategic Goals 4 and 5 are focused on ensuring that our African American male students and students of color furthest from educational justice finish 9th grade on-track, graduate on time, and are ready to pursue their college and career plans. Our focus initiatives for the 2020-21 school year are:

- 9th Grade Success Tracker;
- Case Management/Care Coordination;
- Family Involvement;
- Mentoring.

INITIATIVE OUTCOME(S)/IMPACT:

This has been a planning year for most of our initiatives. For the 9th Grade Success Tracker initiative, we have engaged an advisory group of school staff, nearly completed development of new Atlas reports to be used for success tracking, and begun planning for a pilot program in the 2021-22 school year. For the Case Management/Care Coordination initiative, we have hired and trained 5 new case managers, and we will be hiring approximately 5 additional case managers for the 2021-22 school year. For the Family Involvement initiative, we have hired a program manager, who has begun collaborating with community partners to identify student and parent leaders who want

to help SPS develop pathways for continued advocacy. For the Mentoring initiative, we have hired a mentoring coordinator, and are in the process of hiring additional staff. The coordinator has conducted research on successful mentoring programs and developed plans for training mentors to work with our African American male high school students. The College and Career Readiness Team has also partnered with the Business Intelligence team to develop Atlas reports that allow us to more accurately track student progress towards meeting graduation requirements.

STRATEGIC PRIORITIES ALIGNMENT:

This is strategic goal work, and therefore directly aligned with the priorities of Seattle Excellence. We are working to improve educational outcomes at the high school level for African American males and students of color furthest from educational justice.

REFLECTION:

There is huge opportunity for growth. We plan to roll out 9th Grade Success Tracking across all high schools, provide mentoring for every African American male high school student for 2-4 years, have an additional case manager in every high school to coordinate care for targeted students, and build out involvement/engagement/advocacy activities for families of color at every high school.

Equity Focused Initiative:

*Families, Education, Preschool, and Promise (FEPP) Levy funding for
K-12 School Based Investments for the 2020-2021
through 2025-2026 School Years and Preschool funding for 2021-2022
(Commitments 1-8)*

KEY LEADERSHIP STAFF:

Chiefs – Dr. Keisha Scarlett, Teaching & Learning
James Bush, Equity, Partnerships & Engagement
Dept. Lead – Dr. Keisha Scarlett
Other key staff members – Dr. Caleb Perkins, Cashel Toner, Michael Stone,
Rivka Burstein-Stern, Heather Brown, Nicole Turner, Sarah Perez-Hamilton

STATEMENT:

Early Learning

SPP Preschool

The District has provided high-quality early learning preschool programs since 2015 through the City of Seattle Preschool Program (SPP) and FEPP Levy partnership.

Beginning in 2017, the District has also provided high-quality, inclusive preschool programming in SPP Plus to young children with disabilities through special education services and supports. We have also increased full-day preschool opportunities for preschool students in Head Start programs.

Through the FEPP Levy partnership, the City's Department of Education & Early Learning (DEEL) and the District's Department of Early Learning have designed and implemented innovative preschool programming for a broad continuum of students. Currently, the District offers full-day, inclusive preschool in the SPP Plus model at nine schools for a total of eighteen classrooms serving 90 plus students with Individualized Education Programs (IEPs). This inclusive SPP Plus programming allows students with disabilities to participate in high-quality preschool experiences with their same age peers.

SPP has also provided SPS funding for full-day Head Start preschool programming since 2017 and is now serving 156 SPP Head Start students at six school building sites in eight full-day classrooms for the 20-21 school year. In 2020, the District piloted two Head Start Plus classrooms to provide inclusive programming for young children with disabilities through special education services and supports as part of the overall early learning inclusion efforts. This blending of programming allows for more access to high-quality, full-day, inclusive classrooms for students in the Head Start program and those furthest from educational justice.

In the 2020-21 school year, the SPS Early Learning Department served a total of 544 SPP preschool students across 29 SPS, SPP and SPP Plus classrooms (5 SPP, 16 SPP Plus, 6 SPP Head Start, 2 SPP Head Start Plus).

SPS and DEEL have engaged in a process to ensure that the FEPP Levy will prioritize programs that advance educational equity for historically underserved groups including African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugees and immigrants, homeless, English language learners, and LGBTQ students.

SPS Head Start

Currently serves 357 children in 18 classes, spread over 12 sites in elementary schools in the north, southeast and southwest areas of the city. Each of the 18 classes serves 20 children, and one predominantly 3-year-old class serves 17 children. SPS is committed to ensuring equitable access, closing opportunity gaps, and excellence in education for every student. Our Strategic Plan, *Seattle Excellence*, calls for:

- 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.

Head Start families are very diverse, speaking more than 26 different languages, and programs and services are thus designed to be inclusive, using a dual-language lens to support home language and honor families' input about their culture and community.

As Head Start families represent the children furthest from educational justice, the program's policies and systems are viewed in terms of equitable services with acknowledgement of individual and unique cultures, customs, languages, and experiences. The program focuses on both child and family outcomes that include school readiness, parent engagement and involvement and advocacy. The added benefit of having Head Start programs within the public schools works to ensure a smooth transition to Kindergarten, preparing students for life-long learning.

Early Childhood Special Education

Our department goals are to ensure all families have access to high-quality early childhood programs, and to offer a continuum of programs and services that meet the needs of all students. As we continue to build and align programming underneath the Early Learning Department umbrella, we have expanded the continuum of programs and services for students with disabilities in SPP and Head Start Plus, re-examined the Preschool Continuum of Intensive Supports (PCIS) model for students with autism in a full-day program, and provided increasingly more opportunities for collaboration between co-located SPP (Plus), Head Start (Plus), and SPS Developmental Preschool programs.

Ultimately breaking down barriers and categorized silos of preschool programming for students by braiding funding streams provided through the City of Seattle FEPP Levy funding, State Special Education Funding, and Federal Head Start funding to provide more access and opportunity to high-quality, full day programs across the district that work to eliminate the opportunity gap for students furthest from educational justice.

Early Learning Professional Development

As a department, all preschool staff had the opportunity to participate in an on-going anti-racist PLC training offered by James Norris. *Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of your Curriculum*. Retrieved from <https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias>.

All Seattle Public Schools preschool staff have also had access to professional development opportunities provided through DEEL trainings and the FEPP Levy Partnership, including the upcoming Spring Institute *Children, Race, and Racism: Elevating the Brilliance of Black Boys*. <https://www.qppdtraining.com/>.

Staff also participated in a three-part PLC inclusion series in partnership with the Haring Center's Experimental Education Unit (EEU) focused on inclusive programming, supporting students with disabilities through Building Blocks, differentiated Early Childhood Education (ECE) instruction, teaming, collaboration, and authentic family engagement. <https://haringcenter.org/professional-development/>.

INITIATIVE OUTCOME(S)/IMPACT:

In Spring 2021, SPS accepted \$122,542,000 in grant funding from the City of Seattle to serve up to 32 preschool classrooms and 20 selected elementary schools, five middle schools, and five high schools for the 2020-2021 academic year. We are working in partnership with DEEL to ensure that racial equity analysis is grounded in all decision-making and contracting processes through a defined SPS and DEEL Workgroup Structure. Committed to serving students furthest from educational justice, workgroup members including SPS and DEEL leadership, will meet regularly to ensure strategic alignment, authorize work, make critical decisions, share information, and highlight successes and challenges. The academic year 2020-2021 marked the first year with the newly selected schools with the funding continuing through the 2025-2026 academic year. Over the course of the 2020-2021 school year our preschool classrooms increased access to inclusive and subsidized programming and our K-12 schools, along with their partners, provided interventions and enrichment opportunities to students furthest from educational justice.

STRATEGIC PRIORITIES ALIGNMENT:

FEPP is a targeted investment approach that will articulate and support SPS's Strategic Plan and other District Initiatives. Programming will provide many benefits to students by providing preschool classrooms across our district, culturally responsive, physical and mental health programming to support learning in grades K-12, college and job-readiness experiences that promote high school graduation, and access to post-secondary education and training.

In alignment with our *Seattle Excellence* Strategic Plan, Early Learning's priorities include increasing opportunities in our 13 Focus Schools, Title 1 Schools, Head Start full day programming, and inclusive special education opportunities throughout the district to ensure access to safe, warm and engaging, high-quality early learning environments that develops the talent, identity, voice and agency of our students furthest from educational justice, with a focus of African American boys. This year our SPP and Head Start SPP classrooms enrolled 249 students of color furthest from educational justice (SOCFFEJ) which made up 50 percent of overall enrollment, including 12 McKinney Vento students.

REFLECTION:

Under the leadership of the Early Learning Department, this program has expanded the opportunities for researched based and inclusive all-day preschool programming throughout the city and district. We continue to align department goals with the district Strategic Plan with a strong commitment to high quality early learning and to expanding access to inclusive programming. Each year our preschool programs ensure our youngest learners are more ready for kindergarten by consistently meeting and exceeding standards on our whole child assessments and providing foundational opportunities that support their education and future. We know we have one chance to ensure our preschool families feel welcomed and supported when sending their youngest learners to our programs. Working together with content areas and other departments, Early Learning continues to build upon strong system foundations and supports.

Department of Technology Services (DoTS)

Equity Focused Initiative: *Equitable Access to Technology* (Commitment 1)

KEY LEADERSHIP STAFF:

Chief – JoLynn Berge (through May 10, 2021)

Deputy Superintendent Rob Gannon (beginning May 10, 2021)

Dept. Lead – Carlos Del Valle

Other key staff members – Nancy Petersen, Aishah Bomani

STATEMENT:

DoTS' efforts continue to ensure equitably and secured access to tools and digital resources are maintained as our number one principle by launching initiatives over the past year in response to Covid-19 technology challenges. These solutions included the implementation of the Digital Equity Program, the rollout of 1:1 devices, and Internet Access for families in main support of students of color furthest from educational justice.

INITIATIVE OUTCOME(S)/IMPACT:

Digital Program Manager. This initiative delivers consistent digital equity access and advocacy by having community feedback and engagement through in-person interaction with SPS's Digital Equity Manager. In December 2020, SPS established the Digital Equity Program Manager position to help manage digital equity initiatives for Seattle Public Schools K-12 students and families and address challenges with adapting to the digital remote learning model and overcoming connectivity, equipment, and other challenges with long term solutions.

The Program Manager works in partnership with SPS departments, community partners, and in one-to-one meetings with families to ensure students furthest from educational justice, particularly African American boys and teens, have equitable access to the robust support they need to meet the priorities and goals of the Strategic Plan. An example of this position's outstanding achievement is the successful resolution of various technology and non-technology equity issues across the City, ensuring students were supported for their academic success. This program has moved from an initiative to put in place a critical process that has been programmed for future growth, and SPS continues to address digital equity across the district.

1:1 Devices. This initiative provided all students with equitable access to technology to equip them with access to their education in a remote setting. As a result, since

September 2019, approximately 43,596 students have received laptops, and 12,336 students have received iPads. This access to devices ensures students of color further from educational justice have the required tools to succeed in their academic goals. The 1:1 program is a critical investment that will be supported for years to come and will enable other opportunities for enhancing SPS academics now and into the future.

Internet access/Hotspots. Communications equipment and internet service have become a critical element of providing equitable access to digital resources over the past year. As more and more of our educational materials and resources are stored online, students become more dependent on computing devices and internet access to do their schoolwork and become adept in a technology-enabled world. Our students who are furthest from educational justice often need help accessing the internet. The purchase of hotspots and monthly internet service has been critical to remote education and will remain essential for online homework and learning in the future. DoTS, in collaboration with City and industry partnerships, is steady testing and finding solutions that provide for internet access needs. We will continue to support our students' internet connectivity with hotspots or with other access technologies as they are developed.

STRATEGIC PRIORITIES ALIGNMENT:

DoTS' technical solutions enable students, educators, and staff to achieve academic and operational supporting goals. As a critical component, our responsibility is to deliver 'Predictable and Consistent Operational Systems' to provide digital resources, tools, and a secured ecosystem to meet the needs of students and families and allow them to focus on learning and academic goals. Our commitment is to ensure we reach out to the community and understand the real digital equity access issues that need a solution.

REFLECTION:

These programs and other technology initiatives being developed result from proactively and consistently working in partnership with students, families, and communities. It helped identify needs, determine solutions, and support the implementation of initiatives that will best meet the needs of students of color who are furthest from educational justice. Our commitment to using culturally responsive engagement with our community, building trusting relationships, ensures the feedback from stakeholders is heard and incorporated into technical and non-technical solutions and expands in the educational opportunities for our students.