Work Session: 2016-17 Superintendent Evaluation Check-in; Executive Session: Evaluate
the Performance of a Public Employee
Wednesday, March 08, 2017 4:30-7:30pm
Auditorium, John Stanford Center

Agenda

1. **Call to Order** 4:30pm

2. **Work Session: 2016-17 Superintendent Evaluation Check-in**

   - Opening Comments
   - SPS Formula for Success/2016-17 SMART Goals 1 & 2
   - 2016-17 SMART Goals 3-5
   - Closing/Next Steps

3. **Executive Session: Evaluate the Performance of a Public Employee[+]** 7:00pm[*]

4. **Adjourn** 7:30pm[*]

[*]*Times given are estimated*
[+]*Executive Sessions are closed to the public*

Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda.

Board Work Session Materials

March 8, 2017

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

School Board Office
206-252-0040

The following pages are presentation materials reviewed at the March 8, 2017 Board work session.

Photos by Susie Fitzhugh

SPS Formula for Success & 2016-17 Superintendent SMART Goal Updates

School Board Work Session
March 8, 2017

Our Mission
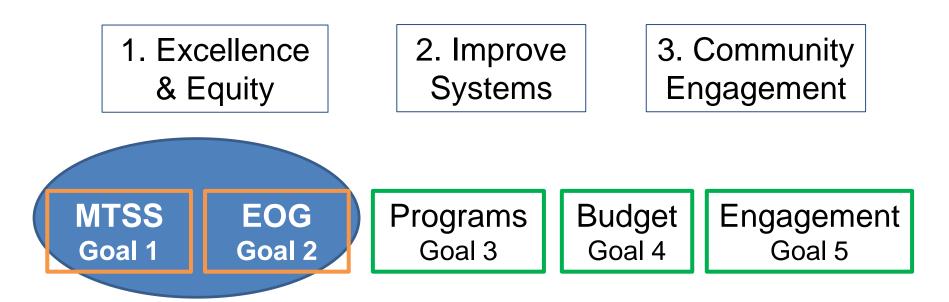
- Equitable access
- Closing opportunity gaps
- Excellence in education for every student

Our Vision

- Graduates prepared for college, career and life

Strategic Plan

| 1. Excellence & Equity | 2. Improve Systems | 3. Community Engagement |

| **MTSS** Goal 1 | **EOG** Goal 2 | Programs Goal 3 | Budget Goal 4 | Engagement Goal 5 |

Agenda

- **Opening Comments by Superintendent Nyland**

- **"SPS Formula for Success"/2016-17 SMART Goals 1&2**

- **2016-17 SMART Goals 3-5**

- **Closing/Next Steps**

Opening Comments
Goal 1 / Goal 2 – Coherence/Clarity
(Superintendent Nyland)

Let me start with a familiar story...

Key Messages

- We are a high performing urban district

- Our graduation rates are improving, but we still have unacceptable gaps

- Each year more SPS schools "beat the trend"

- We're learning from our gap-closing schools
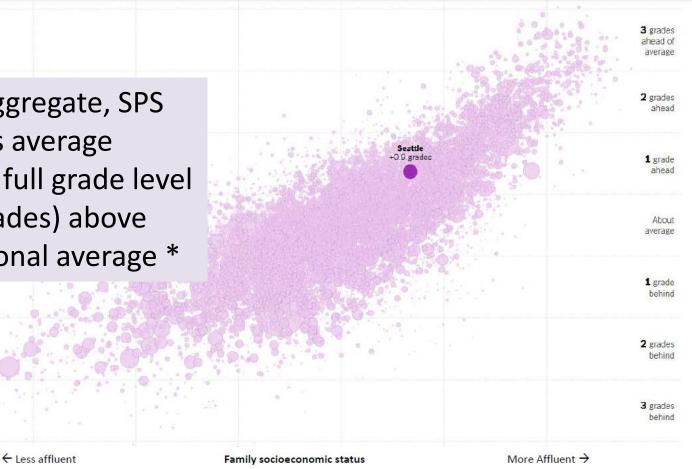
We are a high performing urban district
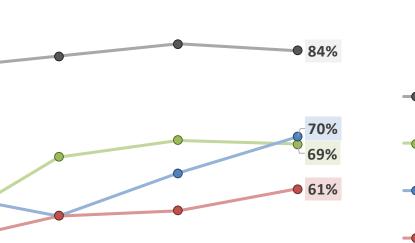
In the aggregate, SPS students average nearly a full grade level (+0.9 grades) above the national average *

3 grades ahead of average

2 grades ahead

Seattle
+0.9 grades

1 grade ahead

About average

1 grade behind

2 grades behind

3 grades behind

← Less affluent   Family socioeconomic status   More Affluent →

* Stanford University study of reading and math scores (2009-2012)

8

Our graduation rates are improving

High School Students Graduating in 4 Years or Less

	Class of 2013	Class of 2016	Increase from 2013 to 2016
African American (East African)	55.0%	68.9%	**+13.9%**
African American (English)	60.7%	69.9%	**+9.2%**
Asian American	75.9%	81.4%	**+5.5%**
Hispanic/Latino	52.7%	61.8%	**+9.1%**
Multi-Racial	65.6%	76.8%	**+11.2%**
Native American	43.1%	54.5%	**+11.4%**
Pacific Islander	50.0%	57.7%	**+7.7%**
White	80.7%	83.6%	**+2.9%**

9
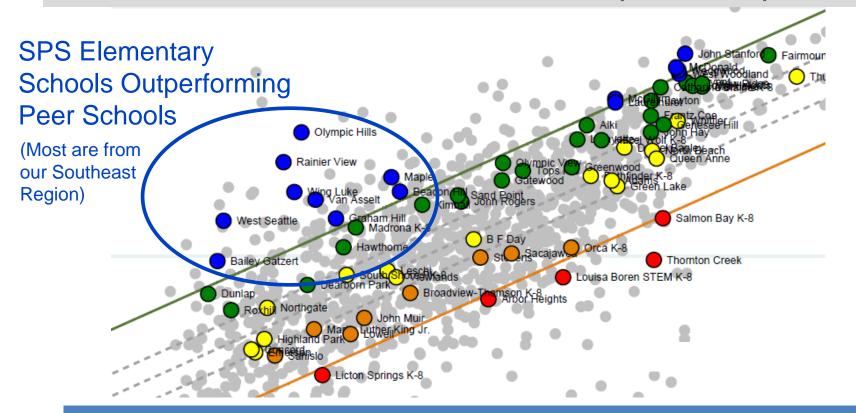
Each year more SPS schools "beat the trend"

2016 Smarter Balanced Mathematics (Grades 3-5)

SPS Elementary
Schools Outperforming
Peer Schools

(Most are from
our Southeast
Region)

Actual Proficiency vs. *Predicted Proficiency* based on Demographics

We've been learning from our gap-closing schools

What Works 1.0…

- High quality instructional practices

- Common formative assessments

- Meet regularly to review student data/work

- Identify students who struggle

- Clear plan of action when a student struggles

- Strategic alignment of community partners

→ Positive Learning

Positive Partnerships

We've been learning from our gap-closing schools

What Works 2.0...

- "Adults at school care about me."

- "My teachers take time to get to know me."

- "My teacher makes me feel included in class."

(SPS student survey questions correlated with academic growth for students of color)

Positive Beliefs

Positive Relationships

Positive **Learning**

Positive **Beliefs**

Positive **Relationships**

Positive **Partnerships**

Let me now discuss the path ahead…

We heard you, and We agree.

To improve and eliminate our gaps we need:
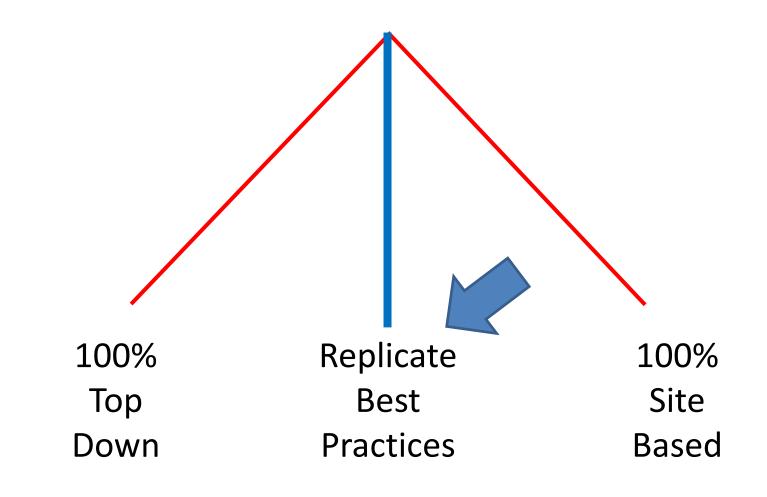
- **Clarity** of goals, strategies and outcomes

- **Replicate** and support what works

- **Data** to measure progress (accountability)

Our Strategy

1. Improve clarity by defining a "formula for success"

2. Collect data to measure progress for each school

3. Replicate best practices and tools to close gaps

4. Support schools that need more help

This is a Culture Shift

100%
Top
Down

Replicate
Best
Practices

100%
Site
Based

SPS Formula for Success
2016-17 Framework for Strategic Plan Goal 1: Educational Excellence & Equity

Introduction by Michael Tolley,
Associate Superintendent for Teaching & Learning

Framework for Excellence & Equity

A Common Districtwide Goal

Our Goal:
Seattle Ready

Each and every student graduates on time...
With strong 21st century skills...
Ready for college & career success in Seattle.

Framework for Excellence & Equity

Three Pillars in our Formula for Success

High Quality Teachers & Leaders + **Collaboration Focused on Learning** + **Commitment to Racial Equity** = **Every Student Graduates Seattle Ready**

Framework for Excellence & Equity

Clear Outcome Measures

Academic Performance Measures

- ✓ Pre-K enrollment
- ✓ **3rd grade reading proficiency** *
- ✓ **8th grade math proficiency** *
- ✓ Algebra I completion by 9th grade
- ✓ 9th graders with 3.0 GPA or better
- ✓ College level course participation
- ✓ College level exam pass rates
- ✓ **Four-year graduation rate** *
- ✓ Postsecondary enrollment

* SPS Priority Measures

Framework for Excellence & Equity

Family & Community Partnerships

- ✓ Seattle Families
- ✓ Labor Partners (SEA, PASS)
- ✓ City of Seattle
- ✓ Community Based Organizations
- ✓ Partners in Higher Education
- ✓ Philanthropic Partners

Framework for Excellence & Equity

Data: Progress measured for each school

School Data Collection & Performance Measurement Framework for Educational Excellence & Equity

Framework for Excellence & Equity
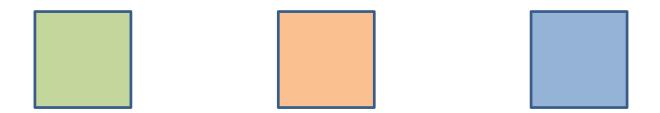
Introduction of 3 Pillars in our Formula for Success

Clover Codd
Wyeth Jessee
Kyle Kinoshita

Pillar Post-its

- Is the main concept of this pillar and its importance clear?

- Which of the performance measures are a priority for you?

- What other questions or comments do you have?

High Quality Teachers & Leaders

The pillars of our formula for success

High Quality Teachers & Leaders
Schools align induction, mentoring, evaluation and support to ensure each and every educator develops strong foundational teaching skills

Our major initiatives that support this pillar

PAR – Peer Assistance & Review
TPEP – Teacher/Principal Evaluation Program

High Quality Teachers & Leaders

What we expect and support schools to implement

Key Implementation Components for Schools
- Evaluation and support aligned to teaching standards
- Induction and mentoring for novice teachers
- Opportunities for leadership and professional growth

Essential teaching practices this pillar supports

Essential Practices for Teachers
- Teachers design coherent classroom lessons with clear learning targets aligned to standards
- Teachers create positive classroom environments to cultivate a culture of learning and engagement

High Quality Teachers & Leaders

SEATTLE PUBLIC SCHOOLS

How we measure our progress and impact over time

Key Performance Measures

- Measures of effective teaching (TPEP)
- Teacher retention and absenteeism rates
- Teacher perceptions of evaluation and support

Pillar Post-its

- Is the main concept of this pillar and its importance clear?

- Which of the performance measures are a priority for you?

- What other questions or comments do you have?

Collaboration Focused on Learning

SEATTLE PUBLIC SCHOOLS

The pillars of our formula for success

Collaboration Focused on Learning
Schools develop strong systems of collaboration to ensure each and every student receives high quality instruction and individualized support

Our major initiatives that support this pillar

MTSS – Multi-Tiered Systems of Support
(Superintendent SMART Goal 1)

Collaboration Focused on Learning

What we expect and support schools to implement

Key Implementation Components for Schools
- High quality instruction for diverse learner needs
- Common assessments and data to improve instruction
- MTSS teams review student progress and plan supports

Essential teaching practices this pillar supports

Essential Practices for Teachers
- Teachers align instructional practices and plan collaboratively using data to improve learning
- Teachers work together to review student progress and plan actions for students who need support

Collaboration Focused on Learning

How we measure our progress and impact over time

Key Performance Measures
- Student progress on district interim assessments
- Student progress on ABC early warning indicators
- Student perceptions of school climate factors

Collaboration Focused on Learning

School Data Collection Template

MTSS Key Implementation Components	MTSS Key Performance Measures
Collaboration Focused on Learning (MTSS)	
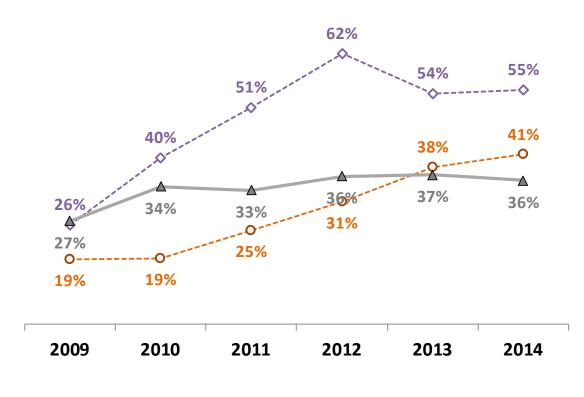
School 1						
School 2						
School 3						
School 4						
School 5						
School 6						
School 7						
School 8						
School 9						
School 10						

Mercer MS: First to implement MTSS and our first breakout gap-closing school!

Math Proficiency for African American Students
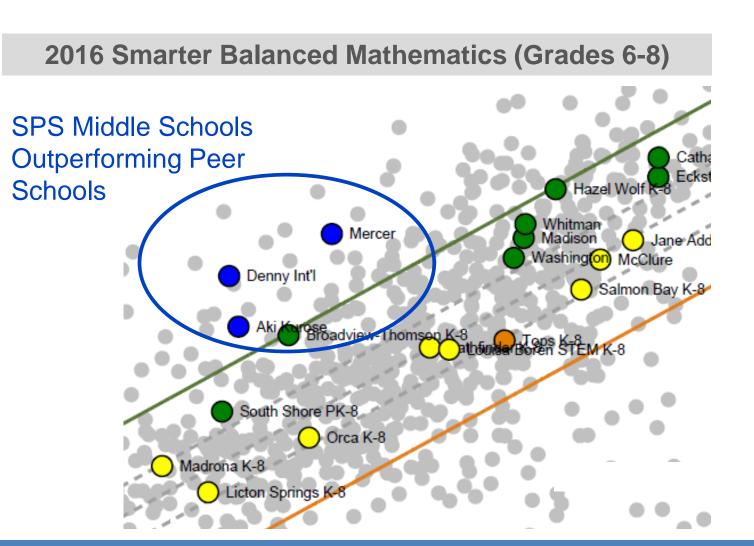
- ◇ Mercer MS
- ○ Aki Kurose MS
- ▲ All Other MS/K-8 Schools

Mercer MS: 2009 26%, 2010 40%, 2011 51%, 2012 62%, 2013 54%, 2014 55%

Aki Kurose MS: 2009 19%, 2010 19%, 2011 25%, 2012 31%, 2013 38%, 2014 41%

All Other MS/K-8 Schools: 2009 27%, 2010 34%, 2011 33%, 2012 36%, 2013 37%, 2014 36%

Years: 2009, 2010, 2011, 2012, 2013, 2014

Aki Kurose has been adapting Mercer's MTSS model and steadily catching up

2016 Smarter Balanced Mathematics (Grades 6-8)

SPS Middle Schools Outperforming Peer Schools

Mercer

Denny Int'l

Aki Kurose

Cath
Eckst

Hazel Wolf K-8

Whitman
Madison
Washington

Jane Add
McClure

Salmon Bay K-8

Broadview-Thomsen K-8

Tops K-8
athfinda-Boren STEM K-8
Louisa Boren STEM K-8

South Shore PK-8

Orca K-8

Madrona K-8

Licton Springs K-8

Actual Proficiency vs. *Predicted Proficiency* based on Demographics

MTSS @ TOPS K-8

<u>Now:</u>

- MTSS Team focused on the success of every student

- Data Driven Culture

- Student Data Portal Field Test

<u>Next Steps:</u>

- Authentic tools to support collaboration

- Protocols for inquiry and decision-making

Pillar Post-its

- Is the main concept of this pillar and its importance clear?

- Which of the performance measures are a priority for you?

- What other questions or comments do you have?

SMART Goal 1: MTSS

Accomplishments to Date

- Central Office MTSS Leads provide Individualized Support for all schools

- Student Data Portal Field Test

- Early Warning Indicators

- District-wide PD Scope and Sequence

- Engagement of Schools and Community through Task Force, Cadre, and Data Portal Field Test

SMART Goal 1: MTSS

Next Steps

- Common Assessments: Request for Proposal
- Input and iterations from schools on Data Portal Field Test, with District-wide rollout in 2017-18
- Publish first District Scorecard by June 1
- Spring CSIP reviews
- District-wide coordinated PD plan

Commitment to Racial Equity

The pillars of our formula for success

Commitment to Racial Equity
Schools develop the capacity to eliminate opportunity gaps and racial disparities in educational access and outcomes

Our major initiatives that support this pillar

EOG – Eliminating Opportunity Gaps
(Superintendent SMART Goal 2)

Commitment to Racial Equity

What we expect
and support
schools to
implement

Key Implementation Components for Schools
- CSIP goals focused on closing gaps and school climate
- Positive adult beliefs that every student can succeed
- Positive relationships support belonging and excellence
- Strategic alignment of community partnerships

Essential teaching
practices this
pillar supports

Essential Practices for Teachers
- Teachers examine implicit bias, and maintain strong positive beliefs and high expectations for all students
- Teachers build positive relationships to support student resiliency, identity safety and sense of belonging

SEATTLE
PUBLIC
SCHOOLS

How we measure
our progress and
impact over time

Key Performance Measures
- Chronic absenteeism rates for students of color
- Discipline proportionality for students of color
- Student of color perceptions of school climate factors

Pillar — # Commitment to Racial Equity

School Data Collection Template

Column headers (diagonal):
- ESIP goals focused on closing gaps and school climate
- positive adult beliefs that every student can succeed
- positive relationships support belonging and excellence
- chronic absenteeism rates for students of color
- discipline proportionality for students of color
- student of color perceptions of school climate factors

EOG Key Implementation Components		EOG Key Performance Measures			

Commitment to Racial Equity (EOG)

School 1					
School 2					
School 3					
School 4					
School 5					
School 6					
School 7					
School 8					
School 9					
School 10					

Racial Equity @ John Muir

- School leadership named the problem – **Disproportionate discipline for students of color**

- They sought out support from our Behavioral Health team

- School staff focused on improving school climate and creating positive relationships with students of color

21 suspensions in 2015-16

2 suspensions to date in 2016-2017

Pillar Post-its

- Is the main concept of this pillar and its importance clear?

- Which of the performance measures are a priority for you?

- What other questions or comments do you have?

SMART Goal 2: EOG

Recent accomplishments:

- 31 School **Racial Equity Teams,** including 11 teams added this year.

- A cross-functional team developed/hosted **Identity Safe Schools** summit - attended by participants from all 5 regions, PASS, SEA, Para, SAEOP

- Principal PD Committee executed on the recommendations to bring in an **outside regional expert** to support our race and equity work

- **Equity Institute** trainings continue to be offered by the Department of Equity and Race Relations

- Continuing to provide **PBIS** and **RULER** trainings across the district

- Continuing our **positive outlier research,** including new partnerships with higher education, to identify and replicate best practices.

SMART Goal 2: EOG

Next Steps

- CSIP Scorecard

- UW research collaboration

- EOG On-line learning

- EOG summer institute

- MBK cohort #2

- AAMAC recommendations

Closing Comments by Dr. Nyland
(before transition to Goals 3-5)

Next Steps

1. Clearer "formula for success"

2. School-by-school data

3. Plan for replication and support

Photos by Susie Fitzhugh

16-17 Superintendent SMART Goals Check-In

March 8, 2017 Work Session

Agenda for Each Goal's Update

- Problem of Practice

- Theory of Action

- Implementation Plan

- Accomplishments to Date

- Results: Outcomes/Evidence

- Next Steps

SMART Goal 1: MTSS

Ensure Educational Excellence for

Each and Every Student

Through a Multi-Tiered System of Support

Main Components:

1) Collaboration

2) Common Data Tools

SMART Goal 1: MTSS

Problem of Practice: African American males and other underrepresented students experience opportunity gaps that hinder achievement and growth.

- Research[1] demonstrates that schools cannot eliminate gaps in learning if teams work in isolation.
- Pockets of successful gap closing schools in SPS have teachers who work together to align instruction and review common data points to improve practice

[1] Montgomery County Public Schools, DuFour, Fueks, Hattie etc.

SMART Goal 1: MTSS
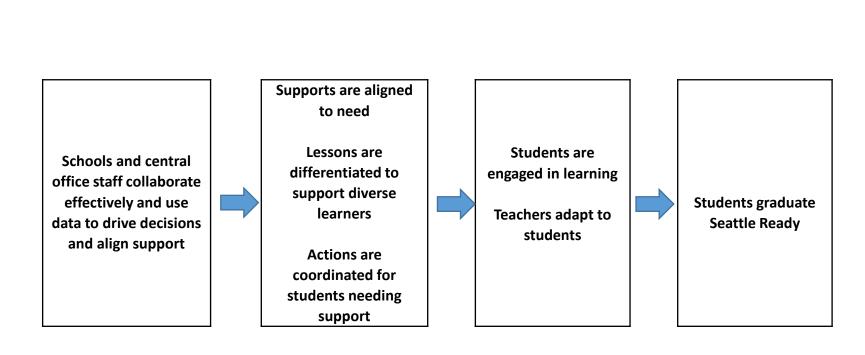
Theory of Action: <u>IF</u> schools and central office staff work collaboratively and use common data in support of students, <u>THEN</u> we will:

- Know every student by story, strength, and need
- Better align supports and resources with student need
- Strengthen differentiated instruction and supports for all students
- Coordinate actions for students who are not achieving growth academically or behaviorally, which will ultimately:

Continue to eliminate gaps for underrepresented students

Theory of Action for MTSS

| Schools and central office staff collaborate effectively and use data to drive decisions and align support | → | Supports are aligned to need

Lessons are differentiated to support diverse learners

Actions are coordinated for students needing support | → | Students are engaged in learning

Teachers adapt to students | → | Students graduate Seattle Ready |

SMART Goal 1: MTSS

Implementation Plan

- Strategy 1: Student Data Portal

- Strategy 2: Central Office works alongside Schools to meet CSIP goals

- Strategy 3: Balanced District Scorecard

- Strategy 4: Common Assessments

- Strategy 5: Standardized Tools, Resources, and Decision-making Protocol

SMART Goal 1: MTSS

Accomplishments to Date

- Student Data Portal Field Test
- Central Office MTSS Leads provide Individualized Support for all schools
- District-wide PD Scope and Sequence
- Engagement of Schools and Community through Task Force, Cadre, and Data Portal Field Test
- Early Warning Indicators

SMART Goal 1: MTSS

Results: Outcomes/Evidence

- School Implementation
  - Common assessments
  - Common data tools and protocols
  - MTSS team processes

- Key Performance Indicators
  - Math and ELA proficiency/growth
  - Minor behavior incidents
  - Student perceptions of climate

SMART Goal 1: MTSS

Next Steps

- Common Assessments: Request for Proposal
- Input and iterations from schools on Data Portal Field Test, with District-wide rollout in 2017-18
- Publish first District Scorecard by June 1
- District-wide coordinated PD plan
- Spring CSIP reviews

SMART Goal 2: EOG

Accelerate implementation of strategies to positively impact outcomes for African American males and other students of color by transforming adult attitudes, beliefs and actions

SMART Goal 2: EOG

Problem of Practice:

Schools must develop the capacity to eliminate opportunity gaps and racial disparities in educational access and outcomes

Theory of Action for EOG

Schools develop the capacity to eliminate opportunity gaps and racial disparities in educational access and outcomes	• CSIP goals focused on closing gaps and school climate • Positive adult beliefs that every student can succeed • Positive relationships support belonging and excellence • Strategic alignment of community partners to close gaps	• Students benefit from teachers' awareness of their biases, strong positive beliefs and high expectations. • Students have positive relationships with adults that supports their resiliency, identity safety and a sense of belonging	**Students graduate Seattle Ready**

SMART Goal 2: EOG

Implementation Plan

- [Strategy 1](): CSIP goals focused on closing gaps and school climate

- [Strategy 2](): Positive adult beliefs that every student can succeed

- [Strategy 3](): Positive relationships support belonging and excellence

- [Strategy 4](): Strategic alignment of community partners (*e.g. research partnership with UW*)

- [Strategy 5](): Replicate program and practices that work (*e.g. MBK; EOG Summer Institute*)

- [Strategy 6](): Leverage race and equity teams to transform practice

SMART Goal 2: EOG

Recent accomplishments:

- Along with our existing 20 **School Racial Equity Teams,** 11 new teams have been added for the 2016-2017 school year.

- A cross-functional team developed, presented and hosted **Identity Safe Schools** summit - attended by participants from all five regions, SEA, Para, SAEOP and PASS

- To continue to move the race and equity work forward, the Principal Professional Development Committee executed on the recommendations to bring in an **outside regional expert**

- **Equity Institute trainings** are continuing to be offered by the Department of Equity and Race Relations

- Continuing to provide **PBIS** and **RULER** trainings across the district

- Continuing to refine the **positive outlier research** in order to identify and replicate best internal practices, including new partnerships with higher education.

SMART Goal 2: EOG

Results: Outcomes/Evidence

School Implementation

- CSIP goals focused on closing gaps and school climate
- Positive adult beliefs that every student can succeed
- Positive relationships support belonging and excellence
- Strategic alignment of community partners to close gaps

Key Performance Indicators

- Chronic absenteeism rates for students of color
- Discipline proportionality for students of color
- Student of color perceptions of school climate factors

SMART Goal 2: EOG

Next Steps

- CSIP Scorecard
- UW research collaboration
- EOG On-line learning
- EOG summer institute
- MBK cohort #2
- AAMAC recommendations

SMART Goal 3: Program Mapping

Problem of Practice

- SPS has a variety of programs and services for families, but there is not an easy way to identify where these offerings are located

- There has not been any assessment to evaluate if these programs are effective or whether they support the district goal to eliminate opportunity gaps.

- We are trying to ensure the programs and services offered to our students are effective and cost efficient.

SMART Goal 3: Program Mapping

Theory of Action

- <u>IF</u> we create an interactive mapping tool for families, <u>THEN</u> families will have a better understanding of their enrollment options.

- <u>IF</u> we implement systematic assessment and review/ evaluation of school programs, <u>THEN</u> we will produce actionable formative data to improve our program offerings by deepening the understanding of program implementation, program impact/outcomes and cost/benefits.

SMART Goal 3: Program Mapping

Implementation Plan

- Interactive Mapping Tool

- Program Review:

  - *Internal Reviews* –Research & Evaluation will lead the research design, data collection, analysis and reporting. R&E will partner with program managers and directors to conduct reviews in a collaborative manner.

  - *External Reviews* – In select cases and dependent on funding, R&E will manage or support evaluations conducted by external researchers.

SMART Goal 3: Program Mapping

Accomplishments to Date

Program Mapping

- Created a comprehensive spreadsheet of schools and the services/programs at these schools

- Updated the school list to include ALE, service schools, option schools, K8s, & special education services like DHH, med fragile, and other unique services

- Added information regarding additional funding sources for each school (e.g., PTA, FEL, Title, LAP, cost/pupil)

- Worked with vendors to identify an electronic tool to map schools, programs, and services to be utilized by internal and external stakeholders

- Completed RFP process to solicit proposals for electronic tool

Program Review

- Developed a draft program template to document program design

- Developed a short list of candidate programs to pilot for review

SMART Goal 3: Program Mapping

Accomplishments to Date, cont.

Program Review

Review #1: International Education and Dual-Language Immersion

- Research & Evaluation has held four planning meetings with the evaluation team (R&E, Michele Aoki, UW researcher-Dr. Chan Lu). The research design contains five phases:
  1. Determine goals and scope of evaluation. Status: Complete
  2. Write an evaluation plan. Status: In progress
  3. Collect data. Status: Expected April-May 2017
  4. Conduct analyses. Status: Expected March-September 2017
  5. Write reports: Status: Preliminary report in May/June 2017; Final report by Nov. 2018

Review #2: Advanced Learning/Spectrum

- Student Support Services has held two planning meetings to refine scope/plan for the Board-approved action plan for Spectrum. The research contains five phases:
  1. Write evaluation plan. Status: In progress
  2. Conduct literature review. Status: In progress
  3. Collect data: Status: Expected April-June 2017
  4. Conduct analyses. Status: Expected March-September 2017
  5. Write reports: Status: Preliminary report in May/June 2017; Final report by Nov 2017

SMART Goal 3: Program Mapping

Results: Outcomes/Evidence

- N/A

SMART Goal 3: Program Mapping

Next Steps

- Complete RFP process and sign contract for interactive mapping tool

- Integrate SPS data into interactive tool for planning purposes and family use

- Implement a mixed-methods (quantitative and qualitative) pilot review process for at least 2 programs – see Accomplishments for details.

SMART Goal 4: Budget/Funding

Problem of Practice
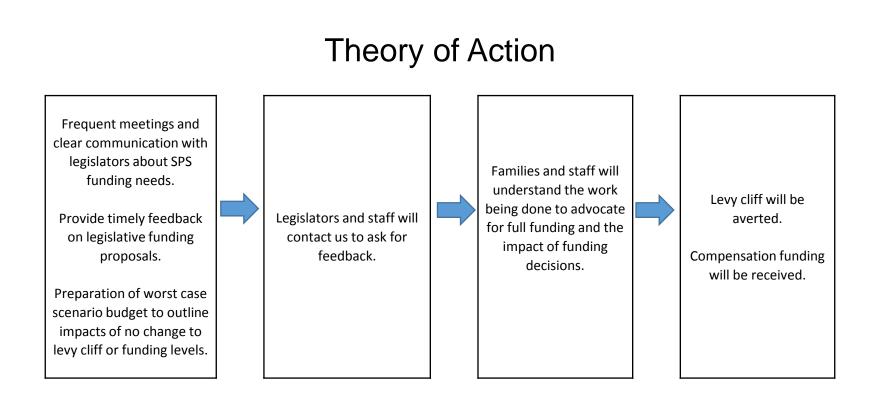
- Lack of adequate funding to provide an amply funded basic education for our students

- Currently we spend $100m out of levy on basic education compensation, $50m on special education and $15m ELL

SMART Goal 4: Budget/Funding

Theory of Action

- <u>IF</u> we analyze the impact of potential legislative and budget decisions, <u>THEN</u> the district will be able to plan for each budget scenario.

- <u>IF</u> we clearly communicate to our legislators the impact of the levy cliff and the amount of compensation and basic education services that our levy is funding, <u>THEN</u> we will receive additional funding.

SMART Goal 4: Budget/Funding

Theory of Action

Frequent meetings and clear communication with legislators about SPS funding needs. Provide timely feedback on legislative funding proposals. Preparation of worst case scenario budget to outline impacts of no change to levy cliff or funding levels.	→	Legislators and staff will contact us to ask for feedback.	→	Families and staff will understand the work being done to advocate for full funding and the impact of funding decisions.	→	Levy cliff will be averted. Compensation funding will be received.

SMART Goal 4: Budget/Funding

Implementation Plan

- Strategy 1
  - Continue to meet with legislators about education funding proposals and the impacts to SPS

- Strategy 2
  - Continue to quantify impacts to SPS and share those with legislators, our families and stakeholders

- Strategy 3
  - Continue with community engagement and outreach to our families, labor partners and staff

- Strategy 4
  - Continue to meet with the Board to prepare for worst-case scenario and restoration plan

SMART Goal 4: Budget/Funding

Accomplishments to Date

- SPS sent our legislative delegation "pros and cons" about both SB 5607 and HB 1843

- SPS testified on both bills

- SPS modeled funding impact for all proposals to date and worked with OFM and legislative staff to vet our analysis and provide feedback on their analysis

- Held multiple meetings with the Board in order to prepare for worst-case scenario and restoration plan, including presenting budget options

- Budget staff continues to accept invitations to speak at local school PTSA meetings

- Met with our labor partners and SCPSTA on education funding plans, including WSS working group

- Budget presents during every Learning Leadership Day with our principals

- Information is being regularly updated and sent to our schools and staff

SMART Goal 4: Budget/Funding

Results: Outcomes/Evidence

- Board has reached agreement on worst-case scenario budget plan and continues to discuss restoration plan

- Governmental Relations and Budget staff are being contacted by legislators and legislative staff to provide feedback

- Levy cliff bill was passed by the House

- There is wide understanding about the size of SPS budget deficit

SMART Goal 4: Budget/Funding

Next Steps

- Continue to follow legislative activity and analyze impacts
- Continue to provide information to our families and staff
- Continue to prepare for all possible scenarios

Goal 5: Engagement/Collaboration

Problem of Practice
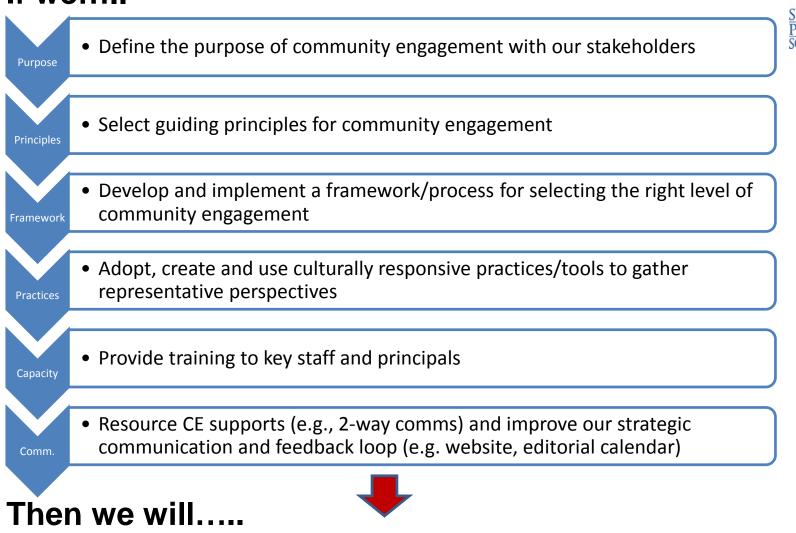
The district does not have a consistent engagement and collaborative decision-making framework, practices and accountability. As a result, external and internal stakeholders do not perceive the district central office as responsive to input and concerns. Over time, this has created an environment where trust has been broken with our families and communities, as well as our staff. Central Office is not perceived as transparent in our decision making thus leading to a lack of confidence in SPS.

Baseline Data (2015-16):

– **29%** of families believe the district does a good job engaging the community about issues and concerns that matter to them

– **22%** perceive the district central office as being responsive to the input and concerns from families

– **39%** of families believe the district reaches out to parents when decisions important to families need to be made

– The Human Resources department has over 150 grievances, HIB complaints, & investigations to resolve

* Family climate survey positive responses do not include neutral scores.
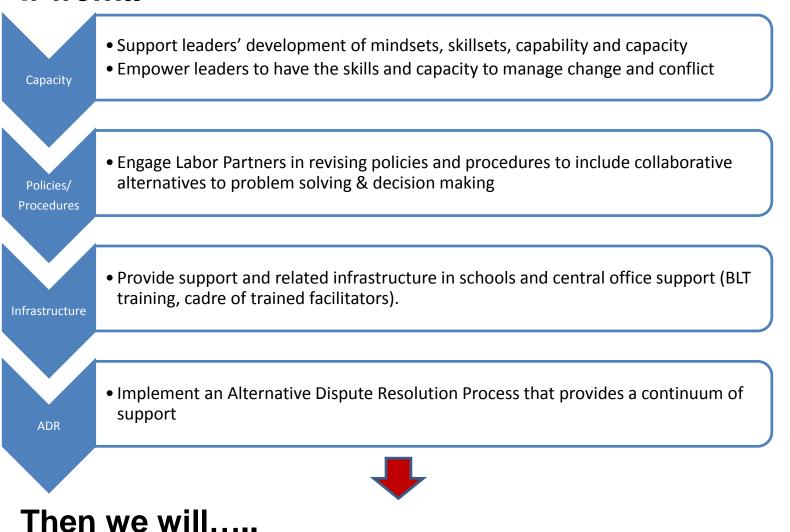
Theory of Action: External Engagement and Collaboration

If we…..

Purpose	• Define the purpose of community engagement with our stakeholders
Principles	• Select guiding principles for community engagement
Framework	• Develop and implement a framework/process for selecting the right level of community engagement
Practices	• Adopt, create and use culturally responsive practices/tools to gather representative perspectives
Capacity	• Provide training to key staff and principals
Comm.	• Resource CE supports (e.g., 2-way comms) and improve our strategic communication and feedback loop (e.g. website, editorial calendar)

Then we will…..

Develop a culture of predictable and transparent engagement, build trust and confidence in SPS, make better decisions, and ultimately improve outcomes for students/families

Theory of Action: Internal Engagement and Collaboration

If we…..

Capacity
- Support leaders' development of mindsets, skillsets, capability and capacity
- Empower leaders to have the skills and capacity to manage change and conflict

Policies/ Procedures
- Engage Labor Partners in revising policies and procedures to include collaborative alternatives to problem solving & decision making

Infrastructure
- Provide support and related infrastructure in schools and central office support (BLT training, cadre of trained facilitators).

ADR
- Implement an Alternative Dispute Resolution Process that provides a continuum of support

Then we will…..

Create a Collaborative Culture – Through Engagement, & Collaborative Problem Solving

Goal 5: Engagement/Collaboration

Implementation Plan- External Engagement

Strategy 1

Define community engagement and create a framework, training and supports

- ✓ Finalized the community engagement toolkit including a framework, engagement plan template, resources and examples.

Strategy 2

Improve district's strategic communication

- ✓ Review of external website underway: work group created; wire frames created; community engagement on information architecture
    - o 90 participants responded on the information architecture; 59% could find correct page on current website
    - o Work group of 40 participated in card sort
    - o Wire frames revised by work group
    - o ADA review of wire frames and provided to vendor
- ✓ Editorial calendar launched including Superintendent Blog. Editorial calendar links board actions, strategic communications, blog, and operational communications.
    - o 3,000 people have read Superintendent blog since November

Strategy 3

Define and implement customer service standards

Goal 5: Engagement/Collaboration

Implementation Plan – Internal Engagement

Strategy 1

Provide leadership development training to improve skillsets for engaging and facilitating conflict in the workplace for central office and school leaders

- Over 130 trained to date
- Baseline data for employee engagement and trust – Employee Engagement Survey

Strategy 2

Engage SEA, PASS and SPS in collaborative problem solving and Interest Based Bargaining – PAR

Co-construct Building Leadership Team training to be facilitated by SEA, PASS and SPS

- Convened 50 member SEA, PASS, SPS working group
- Implement BLT planning team (SEA, PASS, SPS)

Strategy 3

Develop Alternative Dispute Resolution continuum of supports (Tier 1 training, cadre of facilitators, mediation)

Work with Labor Partners to revise policies and procedures regarding Harassment, Intimidation and Bullying; Retaliation; and Discrimination complaint and investigation processes

- PERC facilitating process for SPS and Local 609 to engage in these discussions

Goal 5: Engagement/Collaboration

Accomplishments to Date: Internal and External Engagement

MAJOR MILESTONES

External Engagement

- Developed representative taskforce (e.g., families, staff, partners)
- Finalized of the community engagement toolkit including a framework, engagement plan template, resources and examples
- Launched editorial calendar
- Gathered baseline feedback on website from community

Internal Engagement

- Trained over 130 leaders in how to "Engage in Difficult Conversations"
- PAR has moved forward two "wood" proposals on foundational coursework for induction/support of teachers and PAR Panel

Goal 5: Engagement/Collaboration

Results: Outcomes/Evidence

Expected Results:

Increase is family satisfaction on district survey

- 2016-17 Climate Survey data will be available August 2017; preliminary data on three engagement questions will be available in June.

Increase employee engagement and trust (survey)

- HR convening internal working group to recommend strategies that will increase employee engagement, connections and trust

Goal 5: Engagement/Collaboration

Next Steps

External Engagement

- Finalize community engagement training; create online learning module
- Build out the community engagement website for staff
- Select 2-way communication tool/tools by June
- Implement A/B user test of refreshed website, revise
- Launch the new external website in June
- Bring cross-departmental team together to determine customer service standards for JSCEE staff; document; share with cabinet level staff to implement

Internal Engagement

- Building Leadership Team training
- Alternative Dispute Resolution continuum of support (proposal only; implementation dependent upon funding)

Closing Comments by Dr. Nyland
## (end of work session)

Strategic Plan
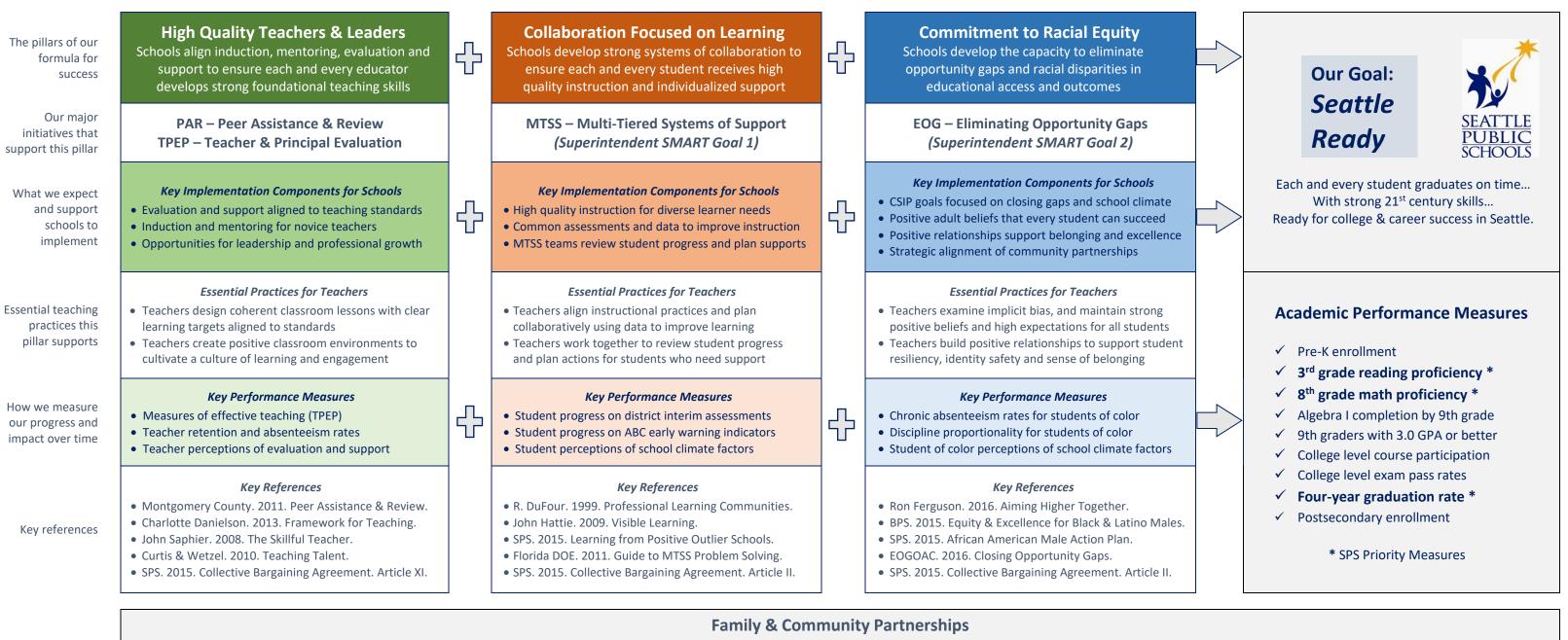
1. Excellence & Equity	2. Improve Systems	3. Community Engagement

MTSS **Goal 1**	EOG **Goal 2**	Programs Goal 3	Budget Goal 4	Engagement Goal 5

SPS Formula for Success
2016-17 Framework for Strategic Plan Goal 1: Educational Excellence & Equity

Our Formula for Success: If we develop and support **high quality teachers and leaders**, build strong systems of **collaboration focused on student learning** in every school, and ensure a districtwide **commitment to racial equity**, we will eliminate opportunity gaps and achieve our goal that each and every student **graduates ready for college and career success** in Seattle.

The pillars of our formula for success	**High Quality Teachers & Leaders** — Schools align induction, mentoring, evaluation and support to ensure each and every educator develops strong foundational teaching skills	**Collaboration Focused on Learning** — Schools develop strong systems of collaboration to ensure each and every student receives high quality instruction and individualized support	**Commitment to Racial Equity** — Schools develop the capacity to eliminate opportunity gaps and racial disparities in educational access and outcomes

Our Goal: Seattle Ready

SEATTLE PUBLIC SCHOOLS

Our major initiatives that support this pillar	**PAR – Peer Assistance & Review** **TPEP – Teacher & Principal Evaluation**	**MTSS – Multi-Tiered Systems of Support** *(Superintendent SMART Goal 1)*	**EOG – Eliminating Opportunity Gaps** *(Superintendent SMART Goal 2)*

Each and every student graduates on time… With strong 21st century skills… Ready for college & career success in Seattle.

What we expect and support schools to implement	***Key Implementation Components for Schools*** • Evaluation and support aligned to teaching standards • Induction and mentoring for novice teachers • Opportunities for leadership and professional growth	***Key Implementation Components for Schools*** • High quality instruction for diverse learner needs • Common assessments and data to improve instruction • MTSS teams review student progress and plan supports	***Key Implementation Components for Schools*** • CSIP goals focused on closing gaps and school climate • Positive adult beliefs that every student can succeed • Positive relationships support belonging and excellence • Strategic alignment of community partnerships

Essential teaching practices this pillar supports	***Essential Practices for Teachers*** • Teachers design coherent classroom lessons with clear learning targets aligned to standards • Teachers create positive classroom environments to cultivate a culture of learning and engagement	***Essential Practices for Teachers*** • Teachers align instructional practices and plan collaboratively using data to improve learning • Teachers work together to review student progress and plan actions for students who need support	***Essential Practices for Teachers*** • Teachers examine implicit bias, and maintain strong positive beliefs and high expectations for all students • Teachers build positive relationships to support student resiliency, identity safety and sense of belonging

Academic Performance Measures

- ✓ Pre-K enrollment
- ✓ **3rd grade reading proficiency ***
- ✓ **8th grade math proficiency ***
- ✓ Algebra I completion by 9th grade
- ✓ 9th graders with 3.0 GPA or better
- ✓ College level course participation
- ✓ College level exam pass rates
- ✓ **Four-year graduation rate ***
- ✓ Postsecondary enrollment

* SPS Priority Measures

How we measure our progress and impact over time	***Key Performance Measures*** • Measures of effective teaching (TPEP) • Teacher retention and absenteeism rates • Teacher perceptions of evaluation and support	***Key Performance Measures*** • Student progress on district interim assessments • Student progress on ABC early warning indicators • Student perceptions of school climate factors	***Key Performance Measures*** • Chronic absenteeism rates for students of color • Discipline proportionality for students of color • Student of color perceptions of school climate factors

Key references	***Key References*** • Montgomery County. 2011. Peer Assistance & Review. • Charlotte Danielson. 2013. Framework for Teaching. • John Saphier. 2008. The Skillful Teacher. • Curtis & Wetzel. 2010. Teaching Talent. • SPS. 2015. Collective Bargaining Agreement. Article XI.	***Key References*** • R. DuFour. 1999. Professional Learning Communities. • John Hattie. 2009. Visible Learning. • SPS. 2015. Learning from Positive Outlier Schools. • Florida DOE. 2011. Guide to MTSS Problem Solving. • SPS. 2015. Collective Bargaining Agreement. Article II.	***Key References*** • Ron Ferguson. 2016. Aiming Higher Together. • BPS. 2015. Equity & Excellence for Black & Latino Males. • SPS. 2015. African American Male Action Plan. • EOGOAC. 2016. Closing Opportunity Gaps. • SPS. 2015. Collective Bargaining Agreement. Article II.

The foundations that enable our formula to work

Family & Community Partnerships
Authentic Engagement and Partnerships with Seattle Families, our Labor Partners, Community Based Organizations, The City of Seattle, Local Colleges and Universities, and our Philanthropic Partners

Performance Management & Accountability
Alignment of District goals and theory of action → Central office department goals → School CSIP goals → Systemwide performance measures and progress monitoring → Systemwide continuous improvement

Seattle Public Schools. Every Student. Every Classroom. Every Day.

Internal Working Draft Version 2.6

School Data Collection & Performance Measurement Framework for Educational Excellence & Equity

Category	Sub-measure
PAR/TPEP Key Implementation Components	evaluation and support aligned to teaching standards
	induction and mentoring for novice teachers
	opportunities for leadership and professional growth
PAR/TPEP Key Performance Measures	measures of effective teaching (TPEP)
	teacher retention and absenteeism rates
	teacher perceptions of evaluation and support
MTSS Key Implementation Components	high quality instruction to meet diverse learner needs
	common assessments and data to improve instruction
	MTSS teams review student progress and plan supports
MTSS Key Performance Measures	student progress on district interim assessments
	student progress on ABC early warning indicators
	student perceptions of school climate factors
EOG Key Implementation Components	CSIP goals focused on closing gaps and school climate
	positive adult beliefs that every student can succeed
	positive relationships support belonging and excellence
EOG Key Performance Measures	chronic absenteeism rates for students of color
	discipline proportionality for students of color
	student of color perceptions of school climate factors
Priority District Academic KPIs	3rd grade reading proficiency on state assessments
	8th grade mathematics proficiency on state assessments
	Four-year graduation rate

Column group banners:
- **High Quality Teachers & Leaders (PAR/TPEP)**
- **Collaboration Focused on Learning (MTSS)**
- **Commitment to Racial Equity (EOG)**
- **Our Goal: *Seattle Ready***

Rows: School 1, School 2, School 3, School 4, School 5, School 6, School 7, School 8, School 9, School 10, School 11, School 12, School 13, School 14, School 15, School 16, School 17, School 18, School 19, School 20, School 21, School 22, School 23, School 24, School 25, School 26, School 27, School 28, School 29, School 30, School 37, .., .., .., .., .., .., .., School 97

> Note: School data for PAR/TPEP will not be compiled in 2016-17

SMART Goal #1	Ensure Educational Excellence for Each & Every Student – MTSS: By May 31, 2017, establish an aligned focus on the "whole child" through the implementation of a district-wide Multi-Tiered System of Support (MTSS) framework that clearly identifies methods for providing culturally responsive, differentiated instructional and behavioral supports for each and every student.
Baseline, September 2016	Basic
Target, June 2017	Proficient

1. What work have you done under this goal so far?
   - Stakeholder committees, project plans and timelines have been established, monitored, and updated.
   - Orientations to MTSS and the Whole Child Framework have been provided to all school leaders.
   - Tools and resources for implementation of MTSS have been drafted, including the Whole Child Framework, Professional Development Plans, MTSS Implementation Guide, Fidelity Tool, Toolkit, and Decision-Making Protocol
   - Through an RFP process, a Student Data Portal was selected for a district field test.
   - Schools have been invited to participate in a field test of the selected Student Data Portal for MTSS.
   - PSAT assessments were administered to 5,670 students this fall across several high school sites
   - Formative Practices Institute cohorts have been solidified and the first training/professional development session was held for both ELA (10/25, 12/13, 2/9) and Math (10/18, 12/8, 2/16)

2. What work remains to be done?
   - MTSS implementation tools and resources continue to be routed to the MTSS Task Force, School and Family Partnerships, and SPS Leadership for review and finalization before publishing for schools to use.
   - The Student Data Portal and field test in 15 schools is underway with training in February and usage beginning in March.
   - Continued training on MTSS provided centrally and for schools, based on their implementation progress.
   - A draft of Early Warning Indicators are established and under review for connection to the Data Portal and District KPI's.
   - Determining the types and quality of interim assessments out on the market that meets expectations of school staff.
   - SAT is scheduled to be administered in the spring.
   - Formative Practices Institutes (professional development) are scheduled in both ELA and Math (ELA 6/1; Math 6/8)

3. Are you on track to meet your Target for June 2017? If not, why not (i.e., what challenges are you facing)?
   - We are currently on track for schools to use common decision-making and data-accessing protocols, forms and action plans
   - We are currently on track for schools to use a standardized fidelity tool to assess successful implementation
   - We are currently on track to provide differentiated PD across schools and cohorts based on needs.
   - We are delayed in the RFP process for the interim benchmarks due to integration requirements with the Student Data Portal and Schoology.

	EOG - Eliminate Opportunity Gaps in Students' Access to High-Quality Instruction and Learning Supports: By May 31, 2017, accelerate implementation of a comprehensive theory of action and strategies to positively impact outcomes for African American males and other students of color by transforming adult attitudes, beliefs and actions.
SMART Goal #2	
Baseline, September 2016	Basic- (majority of Basic elements)
Target, June 2017	Proficient

1. **What work have you done under this goal so far?**

Positive Learning: Accountability
- Executive Directors of schools are providing guidance for academic and behavior targets for African American males and other students of color to be used in Continuous School Improvement Plans (CSIP) for 2016-17
- Continuous School Improvement Plans (CSIP) for 2016-17 with equity goals known, consistent and informed by ongoing inquiry

Positive Relationships: Equity
- Continuing to provide PBIS and RULER trainings across the district
- Continuing to refine the *positive outlier* work in order to identify best internal practices

Positive Beliefs: Professional Development
- The EOG Learning Management System (on-line learning and professional library) is continuing its design phase aiming toward a fall 2017 pilot. Project managers and consultants have been retained. Steering committee members have been selected - planning design meetings are occurring
- Monthly principal PLC's are continuing and facilitated by EDS
- 11 new School Racial Equity Teams have been added for the 2016-2017 school year are continuing to be supported along with our existing 20 School Racial Equity Teams
- A cross-functional team designed, developed, presented and hosted Identity Safe Schools summit at GHS that was attended by participants from all five regions and all four work groups (SEA, Para, SAEOP and PASS)
- Planned and will provide SPS School Board Racial Equity Toolkit training workshop. The district's Racial Equity Toolkit professional development is expanding to be offered to different departments
- Equity Institute trainings are continuing to be offered by the Department of Equity and Race Relations
- Continuous learning on equity is solidly a part of each LLD. The learning is intentional and topics are selected based on principal learning needs

- The Principal Professional Development Committee executed on the recommendations to bring in an outside (regional/national) expert to help move the race and equity work. Dr. Daudi Abe has presented twice on discipline vs punishment – setting the historical context for principals to have a breadth of understanding about the associated issues. Additionally, we have been able to utilize internal resources. Further context setting was presented by Dr. Kyle Kinoshita who shared research on the history of marginalized people in the Seattle area. His presentations focused on the plight of Japanese Americans in the 20th century, what the district's reaction was 75 years ago, and how/why we are doing things differently in present day

Positive Partnerships: Community Engagement
- School Community Partnerships department has finalized the 8 elements of the Whole Child Framework (WCF)
- Hosted focus groups with School Leaders, Central Staff and Community Partners to introduce the WCF

2. **What work remains to be done?**
- Develop a scorecard to track Continuous School Improvement Plans (CSIP) for 2016-17
- Identify best-practices research on supporting African American males and other students of color
- Review data and facilitate problem-solving around attendance and discipline
- Train Senior Leadership on the Racial Equity Analysis Tool
- Launch Central Office Racial Equity Team
- Select, develop and finalize measurements for assessing adult beliefs and attitudes
- Update School Community Partner Principal Survey to include elements of the WCF and partner services tracked by school and region
- Continue the internal (schools) and external (community partners) integration of RULER
- Principal PLC's in each region along with co-constructed tools
- Identify potential resources to support the development of Community Partner Database to ensure alignment to the Academic Data Warehouse and the future MTSS system
- UW College of Education racial equity team research
- EOG Learning Management System: Issued RFP for LMS content (modules); initiate content review & deployment (Schoology)
- EOG Summer Institute: Design the scope and schedule; Do marketing; Issue requests for presentations

3. **Are you on track to meet your Target for June 2017? If not, why not (i.e., what challenges are you facing)?**
- Yes, we are on track to meet this goal by June 2017

	Program Mapping and Review: By May 31, 2017, the district will create an interactive program mapping tool that enables stakeholders to view and explore the district's continuum of program offerings by school, region and students served. In addition, the district will design and implement a pilot program review process to systematically evaluate the implementation and impact of current program offerings.
SMART Goal #3	
Baseline, September 2016	Basic
Target, June 2017	Proficient

1. **What work have you done under this goal so far?**
   a. *Program Mapping*
   - Created a comprehensive spreadsheet of schools and the services/programs at these schools
   - Updated the school list to include ALE, service school, option school, K8, special Ed services like DHH, Med Fragile, and other unique services
   - Added information regarding additional funding sources for each school (e.g., PTA, FEL, Title, LAP, cost/pupil)
   - Worked with vendors to identify an electronic tool to map schools, programs and services to be utilized by internal and external stakeholders and completed RFP
   b. *Program Review*
   - Selected two programs to pilot for review (International Education/Dual-Language & Advanced Learning/Spectrum)
   - Drafted an informational overview of the program review process
   - Met with program leaders to determine goals and scope of review/evaluation; currently developing evaluation design plans

2. **What work remains to be done?**
   a. *Program Mapping*
   - Sign contract with vendor for electronic mapping tool
   - Integrate SPS data into interactive tool for planning purposes and family use
   b. *Program Review*
   - Complete evaluation design plans for pilot programs (International Education/Dual-Language & Advanced Learning/Spectrum)
   - Collect and analyze data and report findings (preliminary report in June 2017; Final report by November 2017)
   - Compile student achievement data for a wider range of programs
   - Plan and hold workshops to help program managers design and conduct their own program research

3. **Are you on track to meet your Target for June 2017? If not, why not (i.e., what challenges are you facing)?**
   - Yes-the electronic tool will be in use and the list will include all the needed information
   - Yes-we expect to implement pilot program review processes

SMART Goal #4	**Funding**: By May 31, 2017, the district will engage in state-level policy discussions for adequate funding under *McCleary* to address levy use. **Budget**: By June 15, 2017, the district will conduct budget community engagement activities and analysis to inform the 17-18 budget. The district will begin an analysis and comparison of costs and benefits of major activities and programs, including looking for efficiencies within.
Baseline, September 2016	Basic+ (all elements of Basic and less than a majority of Proficient)
Target, June 2017	Proficient

1. **What work have you done under this goal so far?**
   - Met with House legislative staff to review our revenue/expenditure information about our deficit/levy/compensation funding. Have asked for a meeting with Senate staff.
   - Met with members of the Seattle delegation several times.
   - Met with members of OSPI staff.
   - Budget options have been developed and presented to the Board for its consideration. Board has met several times to determine its worst-case scenario budget and is considering restoration options.
   - Have held 6 family meetings, 2 Community Based Organizations (CBOs)/labor partner meetings, and 4 Weighted Student Staffing (WSS) Standards committee meetings
   - Developed communications plan, provided principals with talking points, and reviewed WSS options with them on December 6th. Co-presented WSS recommendations with PASS leadership to the Board.
   - Coordinated with Goal 3 leads about how to develop a process to determine the impact of programs/activities, as well as to develop a plan for how to define major activities and programs efficiencies.
   - Testified on both House and Senate education funding plans released to date.
   - Provided cost estimate feedback to our delegation, along with matrices on proposed policies to our delegation.

2. **What work remains to be done?**
   - Continue conversations with legislators. Request that both the House and Senate plans be measured in terms of additional resources based on current policy and our current levy rate (prior to the cliff) of 36.97%.
   - Continue family meetings that outline impacts to Seattle on proposed funding plans.
   - Bring forward recommendations in context of our SMART goals.
   - Analyze and apply any legislative action that addresses state funding.
   - Gather expenditure and resource information.
   - Conduct an analysis of the pilot programs in Goal 3.

3. **Are you on track to meet your Target for June 2017? If not, why not (i.e., what challenges are you facing)?**
   - Yes, we believe we are on track to meet the target for this goal. However, there are a lot of unknowns around what will happen during the rest of the legislative session.

SMART Goal #5	Engagement/Collaboration: By May 31, 2017, through established guidelines, protocols and training, Seattle Public Schools will develop a culture of predictable and transparent engagement with stakeholders at all levels, including internal staff, building a collaborative culture with a foundation of trust and confidence in Seattle Public Schools.
Baseline, September 2016	Basic- (majority of Basic elements)
Target, June 2017	Proficient

1. **What work have you done under this goal so far?**

Community Engagement Model
- Presented Community Engagement Task Force recommendations to the School Board on December 3 and received additional feedback.
- Worked with Community Engagement Task Force to identify current culturally responsive tools/techniques for each tier of the engagement model and areas of need (e.g. 2-way communication supports).
- Finalized the Community Engagement Toolkit and presented it to the Community Engagement Task Force. Chapters include: Purpose, Introduction to the framework/tools, Planning Guide and Resources. The toolkit also includes an engagement plan template for lead planners to use.
- Introduced the Community Engagement Taskforce to ThoughtExchange, one possible solution to improving 2-way communication. Invited DoTs and Dr. Nyland to join the meeting. DoTs is organizing presentations of two additional vendors in February. The next step will be to develop a RFP process and select a new tool to support implementation of the community engagement framework.
- Posted the final PPTs, notes and documents on the Task Force website.
- Held initial conversation with media operations to design online learning module to support CE sustainability.

Communications
Website:
- The website is one of our key tools to communicate clearly and effectively with our stakeholders. We are continuing to work towards launch of the refreshed external site. The site will launch in June with small adjustments made over the summer.
- Developed a representative work group (e.g. web editors, parents, DoTs).
- Developed draft wire frames, presented them to work group and gathered feedback.
- We launched a baseline study of the current navigation scheme of the district website through an online tree test. The tree test helps evaluate the findability of topics on a website. Participants were tasked with seeking out the webpage where they believed they would find a frequently sought piece of information (e.g. student transportation information). Ninety people participated and users succeeded only 59% of the time in finding the correct page. Two areas that stakeholders consistently could not locate information – the Source and school assignment.

- We also used an online card sort program to help development of information architecture for the website. This tool identifies patterns based on where users expect to find specific topics in the current navigation menu structure. This process provides anonymous data and demonstrates logic patterns used by the greatest number of web readers. We will analyze the results to come up with two information architecture proposals.
- We also had audioeye review the current wire frames and provide their recommendations to ensure ADA compliance. These recommendations were provided to our vendor to make sure the refresh supports accessibility from the start.
- Additional activities to improve the current district website have included: redesign of the HR careers webpage and ongoing development of the 2017-18 budget page.

Editorial Calendar:
- Continue to implement the editorial calendar including the Superintendent monthly blog post.
- The editorial calendar integrates feature, strategic stories; operational communications; and timely communications to our families and stakeholders (e.g. Executive Order Letter, budget updates).
- As of Feb 10, 2017, the third edition of Dr. Nyland's new blog has been shared with families. This last edition was focused on positive partnerships and highlighted a unique partnership between North Beach, Northgate and Mary's Place. It also featured one of our premiere academic partnerships, City Year, Family Connector University, and the Musical Pathways Project, a collaboration between Seattle Youth Symphony Orchestra, Seattle Repertory Jazz Orchestras, and Seattle Public Schools.
- Since launch, the blog has been read by 3,000 stakeholders.
- We hope to increase readership by sending the highlights of the blog post and directing them to the full post.

Collaboration and Problem Solving
- We have secured facilitators for PAR (agreed upon by SEA and SPS)
- We sent a PAR Constituency team to Montgomery County for the PAR Institute to learn about the PAR system
- We have convened a 50 member PAR Committee made up of SEA, PASS and SPS
- We have drafted "straw" proposals that will become our new Professional Growth, Evaluation and Educator Support system
- We have secured a facilitator for Conflict Resolution Leadership Training
- We have trained over 130 people to date (focus on managers/supervisors)
- We have consulted SEA to determine BLT training. We have decided that it will be collaboratively designed and facilitated by SEA, PASS, SPS; we have begun to decide upon the resources we will use. This will be a joint training in May, June and possibly July.
- We have put together a working group to design and plan an Alternative Dispute Resolution program that includes mediation. This team will determine scope, feasibility, timeline and budget.
- We will begin training in-district leaders to become facilitators in April; we are building capacity to provide a continuum of support for employees engaged in conflict.

2. **What work remains to be done?**

Community Engagement Model:
- Finalize contract with media operations and design online learning module to support CE sustainability.
- Design, in response to task force recommendations, and implement training for central office and school leaders from March – June 2017.
- Place community engagement tools and support on built out website including examples, testimonials and PD opportunities.
- If capacity allows, determine how to implement a continuous feedback system to monitor stakeholder satisfaction with engagement/decision-making process to support our improvement.

Communications:
- **Two-way communication:** Develop "Key communicators" and ongoing advisory committee structure and launch. Advisory Committee approved by Board. Approach supports ongoing CE with our diverse communities.
- **Two –way communication:** Develop RFP based on criteria and select a vendor.
- **Website:** Finalize analysis of tree-test and the card sort activity. Develop two information architecture models. Have work group. other stakeholders, and hired "user group" do A/B testing to determine which one works the best. Refine and launch in June 2017. Gather additional feedback from June – August 2017 and make final revisions in September 2017.

Customer Service:
- Work with Heidi Henderson to develop a cross-departmental working group to refine/define customer service standards of practice and resource to support.
- Train JSCEE key staff on established principles, values and expectations.

Collaboration and Problem Solving:
- We will continue drafting "proto-straws" with SEA and PASS until they become actual proposals to be negotiated regarding the components and timeline for a PAR program. This includes designing a set of "pre-requisite" courses for 0-3 year teachers, and a system of teacher supports that involve coaching/mentoring around teacher evaluation standards. We plan to have a PAR panel included in our system by 2017-2018.
- We will continue to offer Tier 1 Conflict Resolution training for managers
- We will begin offering Tier 2 training for managers to facilitate groups engaged in conflict (begin April 2017)
- We will begin offering BLT training May 2017
- We need to design an ADR system and provide recommendations

3. **Are you on track to meet your Target for June 2017? If not, why not (i.e., what challenges are you facing)?**

Community Engagement Model and Communications:
- Yes, in these two elements we are on target to meet or exceed our goal for June 2017.

Collaboration and Problem Solving:

- We are on target for most parts of each strategy. We do expect to offer all of the trainings we set forth in our proposal and have been funded for during the 2016-17 school year. The challenge we face is in getting ALL managers to sign up. We will need to continue advertising and "pushing out" the communications.
- The challenge is that we are trying to change culture; not just provide technical skills or provide tools. This is on-going work and will take time.
- We will offer BLT training to a cohort of schools during the 2016-17 school year. We are working with SEA to co-develop the sessions. SEA and PASS are extremely excited about moving forward.
- The funding for ADR was $15K. This is enough to put together a working group, a proposal that includes scope, timeline and budget. We do not anticipate this strategy being funded for the 2017-18 school year due to the $74 million shortfall.
- There are currently discussions regarding whether or not Executive Directors of Schools should be expected to facilitate conflict in schools where there are larger issues arising.

Customer Service:

- This is at risk due to lack of capacity in the communication and customer service departments. Most of our attention (communications) is focused on launching the community engagement model and improving our strategic communications.