

# Board Special Meeting



2445 – 3<sup>rd</sup> Avenue South, Seattle WA 98134

Work Sessions: 2017-18 SMART Goals  
April 18, 2017, 6:00-7:00pm  
Auditorium, John Stanford Center

## Agenda

### Call to Order

6:00pm

### Work Session: Review and Selection of 2017-18 Superintendent SMART Goals (updated)<sup>1</sup>

- Review of Draft Rubrics

### Adjourn

7:00pm\*

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

*\*Time given is estimated*

<sup>1</sup>Problem Statements added to Goals 1 and 6. Additional row added to Goal 3.



# Board Work Session Materials

April 18, 2017

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

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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 April 18, 2017 Board work session.

## **Selection of the 2017-18 Board Governance Priorities & Superintendent SMART Goals ... for next year.**

*Every Student.  
Every Classroom.  
Every Day.*

Our goals help the Board and staff:

- a) Focus on: a few, high-priority and high-impact goals.  
*Note: Over the last few years we have gone from 12 > 9 > 7 > 5 goals*
- b) Aligned to the Board-adopted 2013-18 Strategic Plan.  
*Note: Our goals are now fully aligned to our strategic plan.*

Effective School Boards, we know from research, set very few (3-4) goals; focused on student achievement; for the long term (3 to 5 years). Thank you to our board(s) for keeping the focus on – and budgeting for – three consistent goals over the past three years: MTSS; EOG; Community Engagement. This continued focus has helped us align our work across silos and across our schools in grades K-12. As a result: we are a high performing district outperforming our peers and each year we increase the number of positive outlier schools – leading the way state-wide in eliminating opportunity gaps.

Over the next three months we need to select our 2017-18 Governance Priorities and SMART Goals. Staff will then build out the timelines to successfully achieve these priorities and work with principals in June and August to launch this work for the start of school. These goals will guide the Board's and staff's work throughout the year and are built into the Superintendent's evaluation. Now is the time to consider new large initiatives for the 2017-18 school year. After the adoption of these goals in June, other new initiatives would be pushed into the 2018-19 goal setting.

Due to capacity of the Board, staff and financial considerations, we are asking Directors to select a maximum of 5 goals. There will also be budget impacts for each goal. Staff have developed a starting framework based on: a continuation of our Goal 1 (MTSS) and Goal 2 (EOG) work; and Board feedback/interests expressed during the year.

At the March 22<sup>nd</sup> work session, Directors gave feedback on staff's recommendations, offered new ideas, and started to narrow the list of potential goals. Staff has developed draft rubrics for the narrowed list of goals to be reviewed at the April 18<sup>th</sup> work session.

Note 1: Our new superintendent evaluation process calls for one additional "Professional Practice" goal – to be selected based on the May/June 2017 survey results (bringing the total to 6 SMART goals).

Note 2: Simultaneously to this 17-18 Goal work, we will be working to streamline and align our district scorecards and dashboards to make sure we are measuring what matters most.

### **Timeline/Next Steps**

- March 22, 2017: Work Session - Directors shared ideas for potential 2017-18 SMART Goals, reviewed and offered feedback on staff recommendations, and narrowed list of possible goals
- April 18, 2017: Work Session - Directors review draft rubrics and refine list of possible 17-18 Goals
- June 1, 2017: Executive Committee
- June 7, 2017: Regular Board Meeting - Intro of 2017-18 Governance Priorities and Superintendent SMART Goals and Rubrics
- June 28, 2017: Regular Board Meeting - Action on 2017-18 Governance Priorities and Superintendent SMART Goals and Rubrics
- June and August: Launching this work with principals for the start of the 2017-18 school year
- June 2018: Annual Evaluation of the 2017-18 Superintendent SMART Goals

Possible 2017-18 Board Governance Priorities and Superintendent SMART Goals



**GREEN** = Staff recommends this topic be a 2017-18 Goal

**WHITE** = Feedback indicates this is an essential task and could be a 2017-18 Goal

**PURPLE** = Superintendent Professional Practice Goal: Will be determined after the 16-17 survey is reviewed in May/June 2017

<b>SMART Goal # 1</b>	<b>Goal 1: MTSS</b> - Ensure Educational Excellence for Each and Every Student: By May 31, 2018, demonstrate progressed implementation of a district-wide Multi-Tiered System of Support (MTSS) framework using common and reliable data and practices for providing culturally responsive and differentiated instructional and behavioral supports for each and every student.						
<b>Problem Statement</b>	In finally establishing a coherent, coordinated district-wide plan for tiered supports for schools and students, we need to continue a shared commitment to ensure fidelity and sustainability of Multi-Tiered System of Support. This will help move us from inconsistent services and student performance outcomes to consistent, high performing student outcomes that eliminate the opportunity gap.						
<b>Baseline, June 2017</b>	Will be able to determine June 2017 status by the end of April. Currently gathering evidence from schools.						
<b>Target, June 2018</b>	Proficient						
<b>Committee</b>	C&I Committee						
<b>WORST</b>							<b>BEST</b>
<b>Low Red</b>	<b>High Red</b>		<b>Low Yellow</b>	<b>High Yellow</b>		<b>Low Green</b>	<b>High Green</b>
<b>Key Organizational Behaviors</b>							
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b> (all of the elements of Basic plus...)			<b>Distinguished</b> (all of the elements of Proficient plus...)	
<b>High Quality Instruction</b>	Fails to fulfill the responsibilities identified as basic.	School leaders and teachers develop lesson plans and instructional strategies for diverse learners.  <b>Evidence/Outcome Measures:</b> At least (N) schools demonstrate instructional strategies for diverse learners.	School leaders and teachers develop lesson plans and instructional strategies for diverse learners. Teachers work to revise lesson plans based on student growth data.  <b>Evidence/Outcome Measures:</b> At least (N) schools demonstrate instructional strategies for diverse learners based on student growth data.			School leaders and teachers develop lesson plans and instructional strategies for diverse learners. Teachers work to revise lesson plans based on student growth, academics, and social emotional learning.  <b>Evidence/Outcome Measures:</b> At least (N) schools demonstrate instructional strategies for diverse learners on student growth data, including students needing academic AND social emotional supports.	
<b>Teacher Collaboration</b>	Fails to fulfill the responsibilities identified as basic.	Structures are in place to support a collaboration process within teacher teams focused on high-quality instruction for diverse learners.  <b>Evidence/Outcome Measures:</b> All schools demonstrate department or grade level Professional Learning Communities (PLCs).	Structures and procedures for collaboration are established so that teacher teams exchange effective instructional strategies that relate to students' stories, strengths and needs.  <b>Evidence/Outcome Measures:</b> At least (N) schools demonstrate department or grade level Professional Learning Communities (PLCs) that review student data to inform their teaching.			Consistent use of structures and procedures for collaboration that capture teachers' reflections on instructional practices for diverse learners exists and is practiced across the teacher teams.  <b>Evidence/Outcome Measures:</b> At least (N) schools demonstrate a PLC that includes review of student data with demonstrated action plans for diverse learners.	

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<b>Tiered Supports</b>	Fails to fulfill the responsibilities identified as basic.	Staff and school leaders use an established decision-making process to tier supports for students.  <b>Evidence/Outcome Measures:</b> At least (N) schools make decisions on tiered supports for students.	Staff and school leaders use a decision-making process that includes multiple data points to tier supports for students based on student growth / performance benchmarks.  <b>Evidence/Outcome Measures:</b> At least (N) schools use multiple data points to make decisions on tiered supports for students.			Staff and school leaders consistently use a documented decision-making process that includes multiple academic and behavioral data points to tier supports for students based on student growth / performance benchmarks.  <b>Evidence/Outcome Measures:</b> At least (N) schools use multiple academic AND behavioral data points to make decisions on tiered supports for students.	
<b>MTSS Teams</b>	Fails to fulfill the responsibilities identified as basic.	School leaders and staff establish a MTSS team within their school that is representative, meets regularly and monitors school-wide tiered instruction and supports.  <b>Evidence/Outcome Measures:</b> At least (N) schools have an MTSS team that develops a plan for tiered instruction and supports at a school-wide level.	School leaders and staff establish a MTSS team within their school that is representative, meets regularly and monitors school-wide tiered instruction and supports. The MTSS team monitors student progress to evaluate effectiveness tiered instruction and supports.  <b>Evidence/Outcome Measures:</b> At least (N) schools have an MTSS team that reviews effectiveness of tiered instruction and supports.			School leaders and staff have clear MTSS protocols and standards that guide their MTSS team process. The MTSS team monitors student progress on academics AND behavior to evaluate effectiveness of tiered instruction and supports.  <b>Evidence/Outcome Measures:</b> At least (N) schools have an MTSS team that reviews effectiveness of tiered supports for both academics and behavior.	

<b>SMART Goal #2</b>	<b>Goal 2: EOG</b> - Eliminating Opportunity Gaps in Students' Access to High Quality Instruction and Learning Supports: By May 31, 2018, 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.						
<b>Problem Statement</b>	Although Seattle far outperforms our peers in overall performance, our opportunity gaps are among the highest in the nation. Each year we have more positive outliers and seek to learn from them. We are also seeking to focus our efforts on a smaller number of strategies that we can support and sustain.						
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<b>Positive Learning (Teacher &amp; Principal Practices culturally proficient instruction)</b>	Fails to fulfill the responsibilities identified as basic.	<u>CSIPs/Building Leadership Teams (BLTs)</u> a. Identify primary gaps b. Schools participate in BLT Training with an equity focus <u>Ethnic Studies:</u> Identify and inventory existing offerings.  <b>Evidence/Outcome Measures:</b> Inventory of CSIPs BLT training	<u>CSIPs/Building Leadership Teams (BLTs)</u> Establish and/or re-establish equity gap goals in CSIPs. BLTs align resources <u>Ethnic Studies:</u> Conduct a small pilot on ethnic studies curriculum (modules).  <b>Evidence/Outcome Measures:</b> Inventory of gap closing strategies			<u>CSIPs/Building Leadership Teams (BLTs)</u> Conduct inquiry around equity gap goals. Share inquiry results. <u>Ethnic Studies:</u> Schools identify what they have learned and share how it can be replicated at other schools.  <b>Evidence/Outcome Measures:</b> Sharing results and replicating promising practices	
<b>Positive Beliefs (Equity-oriented mindset)</b>	Fails to fulfill the responsibilities identified as basic.	<u>Race &amp; Equity Teams (RET)</u> Expand RETs role to 10 more schools (41 total).  <b>Evidence/Outcome Measures:</b> 10 added RETs are established.	<u>Race &amp; Equity Teams (RET)</u> Utilizing RETs' existing knowledge and insight, pilot goals for closing achievement gaps.  <b>Evidence/Outcome Measures:</b> Ten teacher teams pilot gap closing strategies.			<u>Race &amp; Equity Teams (RET)</u> Schools review what they learned. Schools share what can be replicated in other schools with and without Race Equity Teams.  <b>Evidence/Outcome Measures:</b> Teams report on success of gap closing strategies.	

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<b>Positive Relationships (educator-student relationships)</b>	Fails to fulfill the responsibilities identified as basic.	<u>Preventative &amp; Positive Discipline:</u> a. All suspensions must be reported centrally (database) b. 90-100% of elementary schools have RULER charter <b>Evidence/Outcome Measures:</b> <u>Preventative &amp; Positive Discipline:</u> 90-100% schools have a RULER charter in place.	<u>Preventative &amp; Positive Discipline:</u> a. 80% of elementary schools have less than two (2) suspensions b. 50% of elementary schools in year 2 (RULER). c. Schools set goals to eliminate disproportionate discipline <b>Evidence/Outcome Measures:</b> <u>Preventative &amp; Positive Discipline:</u> School Climate Data and discipline data are analyzed.			<u>Preventative &amp; Positive Discipline:</u> a. Positive outliers share what they have learned and how it can be replicated. b. Integrated district teams provide direct support to schools with more than two (2) suspensions. Analyze the problem(s), determine necessary resources (e.g. PBIS, RULER, Implicit Bias, de-escalation), implement strategies, study the results. <b>Evidence/Outcome Measures:</b> <u>Preventative &amp; Positive Discipline:</u> Discipline data and School Climate survey	



<b>SMART Goal #3</b>	<b>Goal 3: High Schools for the 21st Century/24Credits</b> - By May 31, 2018, depending on available resources, develop a plan for all Seattle Public Schools' high schools to produce "21st Century Seattle Ready" graduates who meet new Washington State graduation requirements and who are highly successful in college and career-technical fields.						
<b>Problem Statement</b>	Improving the preparation of Seattle Public Schools high school graduates in "21st Century Seattle Ready" skills is a major interest of numerous local leaders, including the Governor's office, the Seattle Chamber of Commerce, Port of Seattle, City of Seattle, the Washington Roundtable, and the local business community.						
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<b>Implementation of new schedule expanding credit opportunities beyond 24 credits</b>	Fails to fulfill the responsibilities identified as basic.	Complete decision on new schedule expanding credit opportunities beyond 24 credits for all Seattle high schools. <b>Evidence/Outcome Measures:</b> By November 1, 2017, decision made on a new schedule. Decision adopted by all high schools across Seattle Public Schools.	Site-based implementation plans for each high school will be developed for schedule changes providing opportunities beyond 24 credits. <b>Evidence/Outcome Measures:</b> By March 1, 2018, implementation plans are in place for the beginning of the 2018-19 school year.			All high schools will develop and implement staff and student orientation plans for the revised high school schedule. <b>Evidence/Outcome Measures:</b> By spring 2018, all high schools begin implementing orientations on the revised high school schedule.	
<b>Development of college- and career ready skills for success in STEM fields, career and technical education</b>	Fails to fulfill the responsibilities identified as basic.	In fall of 2017-18 school year, formation of working group of school and central office leaders to develop professional development plans for teaching project-based learning, STEM, college readiness skills and career-connected learning combined with a revised high school schedule. <b>Evidence/Outcome Measures:</b> Development of a prototypical professional development plan for adoption by high schools by January 2018.	All high schools adopt a site-determined professional development plan for teaching in a revised high school schedule combined with project-based learning, STEM, college readiness and career-connected learning. <b>Evidence/Outcome Measures:</b> Professional development plans are adopted by March 2018 and are ready for implementation by June 2018			Professional development plans are in full implementation in all schools by September 2018. Systems for collecting classroom evidence of implementation of new practices are developed and utilized by school leaders. <b>Evidence/Outcome Measures:</b> Walkthrough evidence demonstrates that teachers experiencing professional development exhibit evidence of rigorous college or career-technical standards and/or project based learning.	

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<b>Student advisory periods</b>	Fails to fulfill the responsibilities identified as basic.	Plan developed for implementation of advisory periods in all high schools. <b>Evidence/Outcome Measures:</b> Planned schedule for all high schools in 2018-19 have an advisory period for the purpose of increasing personalization, and advising students on college and career planning.	Counselors, school leaders and staff develop lessons for advisory periods fostering personalization and preparation/planning for college and career. <b>Evidence/Outcome Measures:</b> By June 2018, counselors and school staff have established lesson plans for implementation by teachers in 2018-19.			By September 2018, advisory periods begin implementation in all high schools. <b>Evidence/Outcome Measures:</b> In the 2018-19 school year, students show improvement of engagement and interest as measured by the annual climate survey, with specific benchmarks for students of color.	
<b>Increase access of students of color to college-career preparation</b>	Fails to fulfill the responsibilities identified as basic.	School and central office leaders develop tracking system for determining numbers of students of color accessing college preparatory opportunities, such as AP, International Baccalaureate and College in the High School, career internships <b>Evidence/Outcome Measures</b> Tracking system developed by January 2018	School and central office leaders prepare information and outreach effort for students of color on college preparatory opportunities and career internships. <b>Evidence/Outcome Measures</b> All schools have plans for outreach to implement by January 2018.			A plan and school schedule are in place for 2018 that ensures all students can access college and career preparatory opportunities. <b>Evidence/Outcome Measures</b> In the 2018-19 school year, students of color will show increases in accessing college and career preparatory opportunities.	

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<b>Community engagement on high school transformation plans</b>	Fails to fulfill the responsibilities identified as basic.	District-wide plan developed for community engagement on improving career-college readiness, "Profile of a 21st century Seattle-Ready Graduate". <b>Evidence/Outcome Measures:</b> District-wide plan completed by November 2018 for community engagement.	High schools undertake their own community engagement planning on college readiness, career-connected learning and "Profile of a 21st century Seattle-Ready Graduate" with the objective of increasing support and participation in planning high school changes <b>Evidence/Outcome Measures:</b> By March 2018, individual school plans for community engagement completed, and initiated in spring 2018.			Full implementation continues in fall of 2018 of community engagement plans aiming at increased support parents, community members and community partners. <b>Evidence/Outcome Measures:</b> Parent climate survey and focus group data for the 2018-19 school year indicates support for increasing learning opportunities elevating college success and access to career opportunities, and increased participation in community engagement activities and site-based planning.		

<b>SMART Goal # 3</b>	<b>Goal 3: High Schools for the 21st Century/24Credits</b> - By May 31, 2018, depending on available resources, develop a plan for all Seattle Public Schools' high schools to produce "21st Century Seattle Ready" graduates who meet new Washington State graduation requirements and who are highly successful in college and career-technical fields.						
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<b>SMART Goal #4</b>	<b>Goal 4: Program Mapping &amp; Review</b> - By May 31, 2018, the district will complete implementation of a program mapping tool and two pilot program reviews initiated during the 2016-17 school year. Depending on available resources, the district will fully establish and implement an annual process for comprehensively reviewing a select portfolio of 2-4 programs and school pathways each year, which includes processes for community and stakeholder engagement and in-depth evaluation of selected programs and pathways.							
<b>Problem Statement</b>	The district has not fully established an evidence-based process for systematically reviewing the design, implementation, cost, and impact of its educational programs. This limits our capacity to use data/evidence to continuously improve, refine and articulate a clear portfolio of program offerings and school pathways.							
<b>Baseline, June 2017</b>	Basic- (majority of Basic)							
<b>Target, June 2018</b>	Basic+ (less than a majority of Proficient)							
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<b>Completion of program mapping and pilot program reviews initiated in 2016-17</b>	Fails to fulfill the responsibilities identified as basic.	New non-interactive maps are created showing the location of current program offerings. Two pilot program reviews initiated in the spring of 2016 are completed for: (1) International Schools/Dual language immersion; and (2) Advanced Learning/Spectrum.  <b>Evidence/Outcome Measures:</b> Program maps (tool); program review reports (document)	The new program maps tool provides stakeholders with accessible and useful information about the locations of, and students served by, district program offerings. The two pilot program reviews provide decision-makers with insights into program implementation and impact on student outcomes.  <b>Evidence/Outcome Measures:</b> Program maps (tool); program review reports (document)			A dynamic or interactive mapping tool that displays current program offerings with student demographic overlays supports future location decisions. The two pilot program reviews contribute significantly to the quality of evidence-based decision-making and stakeholder/community engagement with respect to improving program offerings.  <b>Evidence/Outcome Measures:</b> Program maps (tool); program review reports (document); perception survey of decision-makers, community stakeholders		

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<b>Low Red</b>	<b>High Red</b>		<b>Low Yellow</b>	<b>High Yellow</b>			<b>Low Green</b>	<b>High Green</b>
<b>Key Organizational Behaviors</b>								
	<b>Unsatisfactory</b>	<b>Basic</b>		<b>Proficient</b> (all of the elements of Basic plus...)		<b>Distinguished</b> (all of the elements of Proficient plus...)		
<b>Annual comprehensive reviews of select programs</b>	Fails to fulfill the responsibilities identified as basic.	An annual process and criteria is outlined for district leadership and the School Board to select a portfolio of 2-4 programs and school pathways for comprehensive review beginning in the fall of 2017-18.  <b>Evidence/Outcome Measures:</b> Comprehensive program review plans		Comprehensive reviews are conducted for a select portfolio of 2-4 programs and pathways, providing decision-makers with useful insights and recommendations with respect to program implementation and impact on student outcomes.  <b>Evidence/Outcome Measures:</b> Comprehensive program review reports		Comprehensive reviews contribute significantly to the quality of evidence-based decision-making and stakeholder/community engagement with respect to improving program offerings.  <b>Evidence/Outcome Measures:</b> Comprehensive reports; perception survey of decision-makers, community stakeholders		
*Goal 5 includes Program Review Information Reports as part of that goal.								

<b>SMART Goal #5</b>	<b>Goal 5: Budget</b> - By May 31, 2018, the district will continue to conduct budget community engagement activities and analysis to inform the 18-19 budget. The district will continue an analysis and comparison of costs and benefits of major activities and programs including looking for efficiencies within.						
<b>Problem Statement</b>	Unless significant funding is received from the legislature, we will be turning over every rock looking for ways to reduce costs. Currently 2018-19 school year looks to have a major budget shortfall of \$50+ million. One time reserves have already been used.						
<b>Baseline, June 2017</b>	Basic						
<b>Target, June 2018</b>	Proficient+ (less than a majority of Distinguished)						
<b>Committee</b>	A&F Committee						
<b>WORST</b>							<b>BEST</b>
<b>Low Red</b>	<b>High Red</b>		<b>Low Yellow</b>	<b>High Yellow</b>		<b>Low Green</b>	<b>High Green</b>
<b>Key Organizational Behaviors</b>							
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b> (all of the elements of Basic plus...)			<b>Distinguished</b> (all of the elements of Proficient plus...)	
<b>Program Review</b>	Fails to fulfill the responsibilities identified as basic.	Activities and programs for which analysis is desired are outlined. For each program an information one pager is developed that includes basic information about the program, including FTEs, total expenditures, locations, etc. Ten initial drafts completed by August 1. <b>Evidence/Outcome Measures:</b> List of activities and program is developed. Ten one pagers.	20 one pagers, in total are complete by August 1. <b>Evidence/Outcome Measures:</b> 20 one pagers			40 one pagers, in total are complete by Aug 1. <b>Evidence/Outcome Measures:</b> 40 one pagers	
<b>Community Engagement</b>	Fails to fulfill the responsibilities identified as basic.	Distributes revenue and expenditures of SPS budget to internal and external stakeholders <b>Evidence/Outcome Measures:</b> Meeting dates/meeting materials.	Meetings are held with labor partners, community based organizations and at least three parent meetings where the budget situation for 18-19 is discussed and feedback is requested. The Community Engagement Toolkit is used to determine the level of stakeholder involvement. Budget presentations are made at LLD days, upon request. WSS Committee meetings are held. <b>Evidence/Outcome Measures:</b> Meeting dates/meeting materials/feedback is gathered.			More than three parent/community meetings about the budget are held. Two "high-level overview" budget sessions are held. Monthly WSS committee meetings are held. <b>Evidence/Outcome Measures:</b> Meeting dates/meeting materials/feedback is gathered.	
<b>Budget Options</b>	Fails to fulfill the responsibilities identified as basic.	Develops budget options to reflect changes in levy and compensation policy by the legislature. The Race and Equity Tool is used in the development of all budget options. <b>Evidence/Outcome Measures:</b> Budget option documents.	Completes analysis after each budget is released (Gov/Senate/House) to provide feedback to legislative members. <b>Evidence/Outcome Measures:</b> Analysis is completed.			Analysis of conference budget is completed within 3 days of release. Lists of programs/activities, etc. will be developed by August 1st and will inform the options developed. <b>Evidence/Outcome Measures:</b> Analysis is completed.	

<b>SMART Goal # 6</b>	<b>Goal 6: Engagement/Collaboration</b> - By May 31 2018, 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.						
<b>Problem Statement</b>	The district hasn't had a consistent engagement and collaborative decision-making framework, practices and accountability. As a result, external and internal stakeholders don't 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.						
<b>Baseline, June 2017</b>	Basic+ (less than a majority of Proficient)						
<b>Target, June 2018</b>	Proficient						
<b>Committee</b>	Executive Committee						
<b>WORST</b>							<b>BEST</b>
Low Red	High Red		Low Yellow	High Yellow		Low Green	High Green
<b>Key Organizational Behaviors</b>							
	<b>Unsatisfactory</b>	<b>Basic</b>		<b>Proficient</b> (all of the elements of Basic plus...)		<b>Distinguished</b> (all of the elements of Proficient plus...)	
<b>Communications: Two-way Engagement</b>	Fails to fulfill the responsibilities identified as basic.	Select an online-2 way communication platform through a competitive RFP process. Platform will be used to gather feedback/guidance on key district work and gather trending community issues and ideas. Manage solution design and integration with current communication channels and technology solutions as needed (i.e. new external website). Provide training for key central users (i.e. Communications Department, DoTs, Cabinet as needed). <b>Evidence/Outcome Measures:</b> Integration of tool and initial training.		Activate the online 2-way communication platform. Implementation will include selection of high level engagements in advance (2-3 per year); review and guidance by formed Community Engagement Advisory Committee; project plan and budget; training for key staff; an analysis of data gathered and distribution back to the community; and post action report for the board. <b>Evidence/Outcome Measures:</b> Number of families engaged (baseline) and increase in underrepresented families over time. A XX% reduction in dissatisfaction related to Family Climate Survey item: The district reaches out to parents when decisions important to families need to be made. 2017 Baseline is XX.		Develop and implement a process for responding to unsolicited advice/guidance gathered through the 2-way communication platform. Working in collaboration with the Community Advisory Committee, Community and Engagement Division and others determine the process for sharing back high level trend data with departments/school, process and timeline for prioritizing actionable steps towards solutions, and how to best report progress back to the community. <b>Evidence/Outcome Measures:</b> Detailed process and related project action plans. A XX% reduction in dissatisfaction related to Family Climate Survey item: The district reaches out to parents when decisions important to families need to be made. 2017 Baseline is XX.	



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<b>Target, June 2018</b>	Proficient						
<b>Committee</b>	Executive Committee						
<b>WORST</b>							<b>BEST</b>
Low Red	High Red		Low Yellow	High Yellow		Low Green	High Green
<b>Key Organizational Behaviors</b>							
	<b>Unsatisfactory</b>	<b>Basic</b>		<b>Proficient</b> (all of the elements of Basic plus...)		<b>Distinguished</b> (all of the elements of Proficient plus...)	
<b>Community Engagement Model: Expand central supports; develop and implement school-based</b>	Fails to fulfill the responsibilities identified as basic.	Expand on last year's initial central training and create a comprehensive professional development plan for community engagement/improved communications. Training or sessions offered could include: community engagement 101; building a community engagement plan; techniques and tools; facilitation; and evaluating community engagement. The professional growth plan would be supported by the Communication Team and trainings offered each month. <b>Evidence/Outcome Measures:</b> Number of central and school-based participants (goal 100 staff) and exit survey responses. Baseline XX.		With partners and principals, analyze and document how the current community engagement toolkit should be used to support improved engagement at the school level. Adjust tools/training to meet the needs of school leaders and BLTs. Offer and provide pilot training to 10 schools and adjust based on focus school feedback. Determine if Superintendent Procedures related to communications and engagement need to be adjusted and if so make appropriate revisions to support. <b>Evidence/Outcome Measures:</b> Participation of 10 schools; focus school feedback and revision of toolkit to address school needs.		Create an apprentice or leadership program to build internal capacity of school staff and central office to disseminate community engagement principles and best practices within all areas of the district. Identify creative incentives or find external funding to support the coaching and capacity building program. <b>Evidence/Outcome Measures:</b> 15 staff able to support colleagues in improved community engagement and communications; increased employee satisfaction based on pre and post self evaluations.	

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<b>Baseline, June 2017</b>	Basic+ (less than a majority of Proficient)								
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<b>Committee</b>	Executive Committee								
<b>WORST</b>								<b>BEST</b>	
Low Red	High Red		Low Yellow	High Yellow			Low Green	High Green	
<b>Key Organizational Behaviors</b>									
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b> (all of the elements of Basic plus...)			<b>Distinguished</b> (all of the elements of Proficient plus...)			
<b>Collaboration, Problem Solving, and School-Based Supports</b>	Fails to fulfill the responsibilities identified as basic.	Increase the capacity of individual managers and school leaders to effectively understand the context of conflict, and skills for improving communication and collaborative problem solving. <b>Evidence/Outcome Measures:</b> Employee Engagement Survey - Increase employee perceptions by 10% for the following questions: 1) How departments and management effectively deal with conflict, 2) Solve problems collaboratively and find resolution (baseline 50.9% and 67%)	Increase the capacity of departments and school/program based teams (Building Leadership Teams) to effectively understand the context of conflict and provide tools for improving communication and collaborative problem solving. Implement an employee engagement and recognition program. <b>Evidence/Outcome Measures:</b> Employee Engagement Survey - Increase employee perceptions by 10% for the following questions: 1) How departments and management effectively deal with conflict, 2) Solve problems collaboratively and find resolution (baseline 50.9% and 67%)				Implement an Alternative Dispute Resolution Process to be accessed by employees, where there is a continuum of support for employees engaged in conflict with others. <b>Evidence/Outcome Measures:</b> Employee Engagement Survey - Increase employee perceptions by 10% for the following questions: 1) How departments and management effectively deal with conflict, 2) Solve problems collaboratively and find resolution (baseline 50.9% and 67%)		