



Board Special Meeting

Work Sessions: 2016-17 Superintendent Annual Evaluation; Executive Session: to Evaluate the Performance of a Public Employee

Wednesday, June 14, 2017, 4:30pm-~~7:30~~8:00pm

Auditorium, John Stanford Center

2445 – 3rd Avenue South, Seattle WA 98134

Agenda

Call to Order

4:30pm

Work Session: 2016-17 Superintendent Annual Evaluation

- Overview
- Formula for Success
- 2016-17 SMART Goals
- Closing/Next Steps

Executive Session¹: to Evaluate the Performance of a Public Employee; to evaluate a complaint against a public employee

7:00pm*

Adjourn

~~7:30~~8:00pm*

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

**Times given are estimated*

¹ Executive Sessions are closed to the public per RCW 42.30.110

List of Attachments for 2016-17 Superintendent Evaluation

I. Overview Documents

- a. State of the District – June 2017 Update
- b. 2016-17 Accomplishments
- c. 2016-17 Superintendent Evaluation Instrument
- d. 2016-17 SMART Goals Graphic Organizer

II. Formula for Success

- a. PowerPoint for June 14th work session (Part A)
- b. Formula for Success Brochure (draft)
- c. MTSS Brochure (draft)
- d. EOG Brochure (draft)
- e. PAR Brochure (draft)
- f. Replication Plan (draft)

III. 16-17 Goals Documents

- a. PowerPoint for June 14th work session (Part B)
- b. Goal 1: MTSS (Indicator I-B on Evaluation Instrument)
 1. Goal Rubric
 2. Goal Summary
 3. Artifacts
 - A – MTSS Implementation Guide Table of Contents
 - B – Excerpt of MTSS Implementation Guide, focusing on three key areas for Year 1 implementation
 - C – Color-coded spreadsheet of school implementation status linked to MTSS Implementation Guide
 - D – Key for color-coded spreadsheet (Artifact C) for consistency
 - E – Excerpt from the District-wide coordinated PD catalog (E2) and draft August calendar (E1)
- c. Goal 2: EOG (Indicator I-C on Evaluation Instrument)
 1. Goal Rubric
 2. Goal Summary
 3. Artifacts
 - A – Graphic of Reduction in Suspensions
 - B – 16-17 School Community Partnership Inventory
 - C – EOG Digital Toolkit
- d. Goal 3: Program Mapping & Review (Indicator II-B on Evaluation Instrument)
 1. Goal Rubric
 2. Goal Summary
 3. Artifacts
 - A1 – Advanced Learning/Spectrum Program Review Plan
 - A2 – International Schools/Dual Language Immersion Program Review Plan
 - B – SPS Program Review Template
 - C – Vision Statement Logic Model International Schools

- D – Spectrum/Advanced Learning Principal Survey Response Rates and Text
- e. Goal 4: Budget (Indicator II-E on Evaluation Instrument)
 1. Goal Rubric
 2. Goal Summary
 3. Artifacts
 - A – Chart of Senate and House budget proposals
 - B – Budget work session binders for each Board Director
 - C – Legislative Agenda
- f. Goal 5: Engagement/Collaboration (Indicator III-B on Evaluation Instrument)
 1. Goal Rubric
 2. Goal Summary
 3. Artifacts
 - A – Community Engagement Toolkit
 - B – Online Learning Module Script
 - C – External Website Mock Up
 - D – Editorial Calendar Example
 - E – Engaging in Challenging Conversations
 - F – Summary Report and Proposal ADR Continuum

STATE OF THE DISTRICT – June 2017 Update

The Superintendent evaluation process is in transition. We are moving from a November-to-November schedule to a June-to-June schedule which better aligns the core work of the central office staff to the school year. In the past, the November “State of the District” coincided with the annual superintendent evaluation. Moving forward the evaluation will be conducted mid-June.

This memo provides a written overview of the year and represents many of the accomplishments we will share publically at the State of the District next November.

SIX VIEWS OF THE DISTRICT:

*Overview	*16-17 SMART Goals	*Mid-Course Correction/Formula for Success
	*360	*Accomplishments *Next Steps

I. Overview

Seattle Public Schools is a growing urban district. In the last decade, we have grown by 8,000 students. While our growth is slowing, this last school year the district served more than 54,000 students, representing 147 countries of origin and 143 home languages and dialects. We are a rich and diverse community of learners. Unprecedented growth and voter-approved class size reduction put increased pressure on our schools and capital this last year. The District responded by opening five new schools and adding 85 classrooms. This year also brought increased coherence and focus to our work. The School Board, for the third year in a row, maintained a commitment to three strategic goals: excellence, equity, and engagement. Ensuring educational excellence for every student is our core mission. This helps us align and improve our work across our 99 schools. Thanks to our dedicated teachers and school leaders, we continue to outperform our peers in Washington and nationally – by nearly one full grade level. However, we still have much work to do in eliminating opportunity gaps and greatly appreciate the Board’s support in this area.

The BIG story of the year has been the state’s continued delay in addressing the McCleary lawsuit and satisfying their constitutional obligation to fully fund basic education. Some years ago, our local levies paid for extras, the services and activities considered above and beyond the definition of basic education. Today, virtually our entire local levy goes to pay for staff and teacher salaries (state obligation) and enhanced costs associated with Special Education and English Language Learners (ELL), also a state obligation. This year, with great support from the School Board we have made herculean efforts to engage labor partners, parents, and legislators to win a temporary extension of the Levy Cliff and make \$50M in budget reductions. Thanks to the Board’s continued focus on key goals – including engagement – we are more aligned than ever before: with Board goals; with our labor leaders; with the City of Seattle; and with our community organizations.

All of these gains and challenges were set in a context of unusual political unrest. Our schools, a microcosm of the larger community, were affected by the Presidential election and many of the authored Executive Orders. As a district, we took an active stance, strengthening our Superintendent Procedure and practices to provide support for immigrant students and families; provided identity safety training workshops for staff; and proactively communicated our commitment to families and students. It has been a dynamic, challenging year and we should all feel proud of the work we accomplished on behalf of students and families of the district.

II. 16-17 SMART Goals

Our work is guided by the district's strategic plan, set to expire June 2018. The strategic plan sets three big goals in place that shape our work: Excellence in Education, Improved Systems, and Community Engagement. Each year, the School Board approves SMART goals which align to the strategic plan and informs the district work and the superintendent evaluation. Over the last three years, we have transitioned from 12 SMART goals, unconnected to the strategic plan, to five goals tightly connected to the strategic plan. The Board has provided great leadership by holding a soon to be four-year focus on three of those goals: excellence, equity, and engagement. This sustained commitment and focus has brought greater coherence to the district's work.

Progress on the five 16-17 SMART goals will be shared at the June 14th work session, including a summary narrative of what has been accomplished, a rubric indicating the color status of each element, and artifacts/evidence that demonstrate the progress on the goal. The status overall:

- Goal 1: MTSS - Proficient
- Goal 2: EOG – Proficient in 1 element
- Goal 3: Program Review – Proficient in 1 element
- Goal 4: Budget - Proficient
- Goal 5: Engagement – Proficient in 2 elements

III. Mid-Course Correction/Formula for Success

During the 15-16 superintendent annual evaluation in November 2016, the Board asked for several substantial changes in Goals 1 (MTSS) and 2 (EOG), including: greater clarity, accountability, and replication. As a result, staff developed a "Formula for Success" that includes three interrelated components: high-quality teaching; collaboration focused on student learning; and a commitment to equity. With input from our labor partners and SCPTSA, we have clarified our work, vetted the "Formula for Success" with our outlier schools, and developed plans for replication. At the June 14th work session we will give an update on our work; share drafts of explanatory brochures for the "Formula for Success," MTSS, EOG, and PAR (greater clarity); present an early draft of a data tool template to measure schools' progress on the goals (accountability); and introduce strategies for replication. The draft brochures and tools are working documents and will change over time as we learn from our successes and challenges with implementation.

In response to the Board's request for greater leadership and visibility, the superintendent and district team have made dozens of community presentations, enhanced our web pages, and launched a monthly blog – increasing our visibility and sustained engagement with stakeholders by tens of thousands each month.

IV. 360 Evaluation Review

Four years ago, the Board transitioned to SMART goals for the superintendent evaluation. This year, there was a recognition that the job of the superintendent, while appropriately focused on the SMART goals, is far larger in scope and complexity. The Board recently amended the superintendent evaluation to reflect 2/3 of the focus on SMART goals and 1/3 of the focus on Professional Practice (guided by WSSDA's model superintendent job description based on the Washington Superintendent Standards). The superintendent and key staff has completed a self-evaluation update to be coupled with a similar review by the Board and some of our strategic partners (i.e. labor and SCPTSA) in June 2017. The self-evaluation (based on the state rubric) includes the following:

1. *Visionary Leadership*: Advancing the district vision for learning - Proficient Plus

2. *Instructional Leadership*: Putting student learning at the center - Proficient Plus;
Evaluation and professional development - Proficient
3. *Effective Management*: Managing district operations - Proficient;
Safe and humane organizational environment - Proficient
4. *Inclusive Practice*: Collaboration with families and community – Proficient;
Collaborating with and responding to diverse communities - Proficient
5. *Ethical Leadership*: Upholding high ethical standards - Proficient
6. *Socio-Political Context*: Influencing the districts [political] environment - Distinguished

V. Accomplishments

Excellence in Education: Continued upward trend, outperforming peers by nearly one full grade level. Twenty-three WA Achievement Award winning schools. 16 positive outliers – double the number from two years ago. Closed opportunity gaps in graduation rates. 4,000 staff trained on improved school climate and teacher-student relationships. This is the first year in which we have served all students with All-day-K. And we are concluding our second year of City funded preschool.

Improved Systems: Opening of five new schools or new buildings and 85 classrooms. Temporary restoration of \$24M in Levy Funds; \$50M reduction in budget with intensive community engagement. Satisfying federal monitors in regards to special education improvements. Dramatic improvements in HR processes and investigations. Became one of the largest districts in the nation to implement later bell times to support high school sleep times.

Community Engagement: Stronger partnerships than ever with labor partners (e.g., PAR, immigration supports, and budget development); City of Seattle (e.g., addressing EOG); SCPTSA (e.g., Levy Cliff and budget development); and many other community and foundation partners. Community engagement model and tools developed and in-person training provided to over 60 central staff. Enhanced outreach to families regarding numerous system challenges or changes, including budget, boundaries, and 2017-18 bell times and schedules. Website refresh to improve engagement and communication.

VI. Next Steps

The School Board is on track to renew their commitment to, and investment in, our three anchor goals: excellence, equity and engagement. Thank you. Next school year promises to be our most challenging year in over forty years unless the Legislature adequately addresses basic education. Collectively we will need to:

- Make even more drastic reductions in our budget, based on current plans by the Legislature
- Continue our focus on Eliminating Opportunity Gaps – our moral and economic imperative
- Redo or extend our strategic plan
- Make decisions on the next round of school construction
- Continue toward implementation of 24 credits and college/career ready learning; and
- Enter into contract renewal discussions with our labor partners during the most uncertain of times

These challenges are not insurmountable, but will require innovation, strong relationships, and proven knowledge and experience to address them. We will need to bring along our staff, our community, and our families in our efforts. I look forward to working with the Board throughout next school year to further our success and address the many challenges facing public education in Washington State.

DISTRICT ACCOMPLISHMENTS: 2016-17 TOP TEN

Seattle Public Schools (SPS) is committed to ensuring excellence and equity of education for **Every Student, Every Classroom, Every Day**. Our strategic plan focuses on three major goals: improved learning, improved supports, and improved community engagement. The School Board's consistent focus and funding has enabled much greater coherence around these three goals and a number of significant accomplishments and improvements over the 2016-17 school year.

Goal One – Improved Learning

Seattle Public Schools continues to invest in and improve learning for each and every student through high-quality teaching and learning supports, innovative strategies, and targeted services and resources to eliminate opportunity gaps. In many areas, the district is leading the state and nationally in addressing historical educational inequities and eliminating opportunity gaps for students of color.

- 1. Improved Student Learning: The district is leading the state in accelerating learning for all students while addressing historical educational inequities and eliminating gaps for students of color.** This last school year, SPS far outperformed our peers on state assessments and twenty-three of our schools were recognized for achievement awards. These schools have shown significant progress worthy of state recognition. SPS also increased the number of “schools of high opportunity” from eight to over a dozen, increasing our gap eliminating progress. We are leading the state in this work, by implementing a unique formula of high quality teaching practices, collaboration, and a focus on gap eliminating practices including positive relationships. Our success has been supported by the Board's continued support of our three strategic plan goals as well as outstanding work by our educators, school leaders, and our partners.
- 2. High Quality Teaching and Learning: New resources and supports were provided to support students' accelerated learning and elimination of gaps, including curricula, new courses, and professional development.** *K-5 English Language Arts curriculum adoption *C-SIP Process moved up 5 months from November to June and development manual created *Initiation of Middle School Math adoption *World Language teacher PD *Strong professional development in all content areas *Monthly principal Leadership Learning Days focused on MTSS and EOG *Teaming with Student Support Services to develop centralized Professional Development Catalog/Calendar *Supporting college/career readiness—transition to 24 credits *Awarded a Paul G. Allen Family Foundation Grant to support development of new media arts courses in the Seattle Public Schools Skills Center *Implemented the Creative Advantage in 13 schools building a continuum of music learning *Peer to Peer Review Process planned for and delivered.
- 3. More Services for More Students: Critical student resources that support accessibility, improved learning, and inclusion were implemented.** *All Day K for all kindergartners (approx.. 5000 students) *Jumpstart continues to support K transition @ 57 elementary schools *Successful completion of the SpEd MOU with OSPI, resulting in shift in how we serve special education students *Expansion of preschools *Increased support for SPS' 3300 homeless students *Inaugurated safe places program for LGBT students with SPD *Over 5,000 students considered for advanced learning eligibility (with over 99% receiving initial eligibility in time for Open Enrollment) *Teachers can now recommend students for consideration and outreach for advanced learning testing via PowerTeacher *Targeted Universal Screening of 2nd grade students expanded and completed (advanced learning) *Simplification of teacher recommendations, rating scales, and parent/guardian referrals that also reflect abilities of students who are ELL and 2e (Referral forms in 9 languages) *Expanded student lunch menus to increase multicultural appeal.
- 4. Eliminating Opportunity Gaps: EOG work was expanded and operationalized through race and equity teams, professional development, systems, and policies.** *Board's multi-year commitment has resulted in greater district-wide commitment *Each school set a closing the gap goal *11 new school based race and equity teams developed (total 31) *Principals committed to 12 days of equity work *EOG Steering Committee aligned 17 initiatives focused in improved student supports *Partner with City of Seattle on EOG Summit work *Non-violent elementary suspensions down 30% *In partnership with SEA/PASS/Central Office, implemented the 2016 District TRI day Relationships & Resiliency for 4000 educators *District-wide social emotional focus (Adverse Childhood Experiences, RULER in 61 sites, PBIS in 45 sites, 250+ staff trained in Non-violent Crisis Prevention (CPI), De-escalation, Identity Safe Schools, Restorative Practices, and School Culture & Climate) *Continued transition to restorative disciplinary practice through use of the Student Rights & Responsibilities documents and inclusion of student, staff, and community

voice *City funding expanded My Brother's Keeper from 1 to 5 middle schools *Production of EOG interactive digital online toolkit
*Received \$1M grant from Satterberg Foundation to support instruction and learning in the 10 highest needs elementary schools in the Aki, Mercer and Denny feeder patterns in service of closing opportunity gaps in literacy.

Goal 2 – Improved Systems and Supports for Schools

SPS continues to improve district systems in support of schools, staff and students.

- 5. Addressed Capacity Challenges and Student Systems: Significant work was completed to address enrollment capacity and student support systems, while at the same time managing the smoothest start of school in the last decade.** *Opened five schools approved through BEX IV *Created 85 new classrooms to address capacity and smaller primary class sizes *Changed bus routes to support bell times and new school sites *Arbor Heights and Hazel Wolf were awarded architectural recognitions for their design *Granted over 3,000 school choice assignments to students who applied during Open Enrollment for School Choice *Addressed enrollment shifts and stabilized classrooms with \$2M in start of school funds *Worked closely with childcare providers and SOWA to sustain childcare spaces and created enhanced room in West Seattle.
- 6. Resource Management: Addressed unprecedented budget shortfall, while continuing to improve principal satisfaction ratings, audit ratings, and school related services.** *Managed \$74M budget reduction due to state delay in fully funding McCleary ruling by Supreme Court *Worked with partners and legislators to restore \$24M in Levy Cliff funding *Government Finance Officers Association (GFOA) Award for budget book *Principal satisfaction survey showed continued improvement: 75% for customer satisfaction; 68% for systems processes and 68% for information and training *Successful completion of the SpEd MOU with OSPI, demonstrating substantial compliance, resulting in a return of the final \$500,000 in previously withheld funds *Secured new Bus Contract *Publishing Services to provide paystubs for payroll which will result in a 70% reduction in print time for Payroll Statements *Warehouse received and tagged 8,137 computers for the levy project within a three-month period *Stop Paddle Camera Pilot Program being initiated *Established a fleet lease program *Secured multiple food grants for student meals *Nutrition Services (NS) responded successfully to all food recalls *NS successfully completed the OPSI Administrative Review and State Audit with no findings *NS implemented the online Meal Application Service to expedite FRL Applications *100% compliance finding for the ELL Department specific to Title III, Title IC and Transitional Bilingual Instructional Funds (TBIP) (\$27 million budget and 315 ELL staff)
- 7. Human Resource Improvements: Increased diversity hiring, decreased administrative leaves, and laid the foundation for continued improvement through professional development and new systems.** *Improved principal satisfaction of service to 80% *Goal based evaluation system and professional development around challenging conversations for district leadership *Increased Diversity Hiring (Increased diversity teacher hires by 4% from 17% to 21%; Nearly 40% of school leader hires were people of color) *Peer Assistance Review team *Built foundation for HR-wide transformation effort including project management and LEAN principles *SAP enhancement, help desk software and new database tools *eVAL launch greatly exceeded expectations with all evaluators and almost ½ of teaching staff volunteering to use the new platform *Lowered the number of administrative leaves from 22 to 5 in the last year *Substitute Services Improvements (fill rates for substitutes are up by 3% district wide compared to last year, worked with SEA to identify barriers to filling absences)

Goal 3 – Community Engagement

Seattle Public Schools continues to improve practices around community engagement and collaboration with both internal and external stakeholders.

- 8. Community Engagement: Collaboratively designed and implemented a new Community Engagement model, tools, and workshops, and engaged more broadly with representative stakeholders on important issues and decisions.** *Designed and implemented an inclusive website refresh project; launched new external sites for the district and schools in June 2017 *Designed and trained key staff on a new Community Engagement Model and Toolkit *Launched new communication tools including: Editorial Calendar; Superintendent Blog; Eliminating Opportunity Gaps Webpage; "hot topics" buttons to improve website navigation *Increased social media referrals to our website from 300,000 to 700,000 *Implemented a new internal engagement structure that includes a revised State of District focus; quarterly meetings with staff; Lunch and Connect and or department meet and greets with Dr. Nyland and leadership *Conducted extensive community engagement to prepare for the opening of Robert Eagle Staff MS, Cedar Park, and Meany Middle School *Implemented InfoCenter and system for families to manage

their phone call preferences and increased ELL communications *Creation of Nutrition Services Policy Task Force *Transportation presentation and discussion at SpEd PTSA *Monthly collaboration with the African American Male Advisory Committee.

9. Communications Campaigns/Supports: Coordinated with community and internal staff to engage stakeholders and distribute key information and supports. *Developed procedures and resources to support immigrant and refugee students including a revised Superintendent Procedure; supports for teachers and principals; and “know your rights” trainings *Published over 25 feature stories on our gap eliminating work at schools and at the district *In partnership with Highline and Kent School Districts, released a video that honors the multilingualism of SPS students *Successfully worked with SEA, PASS, SCPTSA, and our broader community to communicate and engage stakeholders on the budget shortfall.

10. Alignment, Partnerships & Recognitions: Enhanced leadership presence in community, aligned work and solutions with partners, and formally recognized premier partners and transformational individuals monthly. *Labor Partner work: PAR, TRI Day, Race and Equity teams *SEA/SPS Partnership Committee *City’s Summit on Education resulted in added funding for eliminating opportunity gaps *Received \$1M grant from Satterberg Foundation to support instruction and learning in the 10 highest needs elementary schools *Partnership with UW and Children’s Hospital to analyze student data on bell times changes *SPD command staff and principals participated in a joint tabletop exercise *United Way Breakfast After the Bell program expansion *MOC partnership with WAC and the Alliance to produce Athletics Hall of Fame video *Individual recognitions at 16-17 Board meetings (Gwendolyn Jimerson selected as the 2016 Washington Education Association Education Support Professional; Citizen Service Award presented to Kenny Alhadeff; WA state Solicitor General Noah Purcell; Nationally Certified School Nurses; and North Beach and Northgate Elementary Schools (librarians Kristine McLane and Kate Eads) partnership with Mary’s Place) *Nathan Hale #1 High School basketball team in the nation *16-17 Board meeting: Recognized 7 premier partners that worked closely with our District and students.

Introduction

The Seattle School Board previously approved the 5-year 2013-18 Strategic Plan. The 2016-17 Superintendent Evaluation tools are established in alignment with the Strategic Plan and the Governance Priorities.

The proposed instrument contains four overarching goals. The first three are aligned to the district's three Strategic Plan goals. The fourth is tied to the Superintendent's professional practice and core competencies. While each overarching goal within the instrument contains several indicators, if an indicator is shaded, a SMART goal and an accompanying rubric have been developed for it. These SMART goals will be the basis of the Superintendent's 2016-17 annual evaluation, to occur in June 2017.

DRAFT

**This instrument was initially developed in consultation with WSSDA in 2013-14, but has been modified since to match the year's SMART goals.*

Superintendent's Performance Rating for Strategic Plan Goal I: Ensuring Educational Excellence and Equity for Every Student

	Unsatisfactory	Basic	Proficient	Distinguished
I-A. Curriculum: Ensures that school curriculum, assessment, and instructional practices are research-based and aligned, as indicated by the professional development implementation instrument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction (SMART GOAL 1): Ensures the development and use of instructional tools and assessments in the fourth year of implementation of Multi-Tiered Systems of Support (MTSS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Eliminating the Opportunity Gaps (SMART GOAL 2): Ensures the implementation and continued identification of strategies to transform adult beliefs, attitudes and actions in order to eliminate opportunity gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation (PG&E): Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Goal I (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
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Unsatisfactory

Basic

Proficient

Distinguished

Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished* or *Unsatisfactory*):

Superintendent's Performance Rating for Strategic Plan Goal II: Improve Systems Districtwide to Support Academic Outcomes and Meet Students' Needs

	Unsatisfactory	Basic	Proficient	Distinguished
II-A. Environment: Develops and executes effective plans, procedures and systems to manage the capacity needs of the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B. School Services/Supports (SMART GOAL 3): Develops and executes effective maps, plans, procedures, routines, and operational systems to support schools and provide equitable access to programs and services that support student readiness to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Management Systems: Addresses internal and external audit findings. Develops and implements a clear plan for improving systems that support day-to-day operations and implementation of the strategic plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, career growth, and retention that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems (SMART GOAL 4): Develops a budget process that supports the district's strategic plan; funds ongoing operating costs within ongoing revenues and ensures timely monthly and annual financial reporting to executive leadership and Board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-F. Special Education: Works with the Special Education department to ensure improved compliance and effective student services as measured by state reports, and as outlined in the Special Education MOU with OSPI.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Goal II (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring safe, efficient, fiscally-sound, and effective learning and work environments, and has a clear plan for implementing systems and the Strategic Plan.
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Unsatisfactory

Basic

Proficient

Distinguished

Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished* or *Unsatisfactory*):

Superintendent's Performance Rating for Strategic Plan Goal III: Strengthen School, Family & Community Engagement

	Unsatisfactory	Basic	Proficient	Distinguished
<p><i>Check one box for each indicator and circle the overall standard rating.</i></p> <p>III-A. Customer Service: Ensures that systems exist to provide strong customer service and engage principals and families as partners.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>III-B. Collaboration/Engagement (SMART GOAL 5): Demonstrates skill and commitment while developing and implementing a plan for shifting the district's culture to one of increased transparency, collaboration and continuous improvement in partnership with key stakeholders.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Goal III (<i>C i r c l e o n e .</i>)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of integrity, collaboration, strong customer service, accountability, and high performance.
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Unsatisfactory

Basic

Proficient

Distinguished

Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished* or *Unsatisfactory*):

Superintendent's Performance Rating for Goal IV: Core Competencies & Professional Practice

	Unsatisfactory	Basic	Proficient	Distinguished
IV-A. Collaboration: Develops cooperation and teamwork while participating in a group, including with the School Board and senior staff, and works towards solutions which generally benefit all parties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Awareness: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Decision Quality, Problem-Solving, and Getting Results: Uses analysis, wisdom, experience and logical methods to make good decisions and solve difficult problems with effective solutions; appropriately incorporates multiple inputs to establish shared ownership and effective action. Performs work with energy and drive; values planning, but will take quick, decisive action when an opportunity presents itself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Integrity & Personal Accountability: Leads by example and communicates expectations to staff that create a culture where ethical behavior is expected. Is widely trusted; provides clear and visible leadership on ethical issues, including protection of whistleblowers. Holds self and others accountable for measuring high-quality, timely and cost-effective results; determines objectives, sets priorities and delegates work; accepts responsibility for mistakes; complies with established control systems and rules; develops and implements corrective action to address audit or other compliance findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Fiscal Responsibility: Works to ensure fiscal and reporting compliance with all applicable laws and regulations. Strengthens financial controls and accountability to protect taxpayer resources and improve efficiency of operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Professional Preparation and Scholarship: Acquires the substantive knowledge and techniques necessary to run a large, urban district and to implement a sound educational program; Regularly applies the knowledge and techniques in interactions with staff and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Goal IV (Circle one .)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of integrity, collaboration, accountability, and high expectations.
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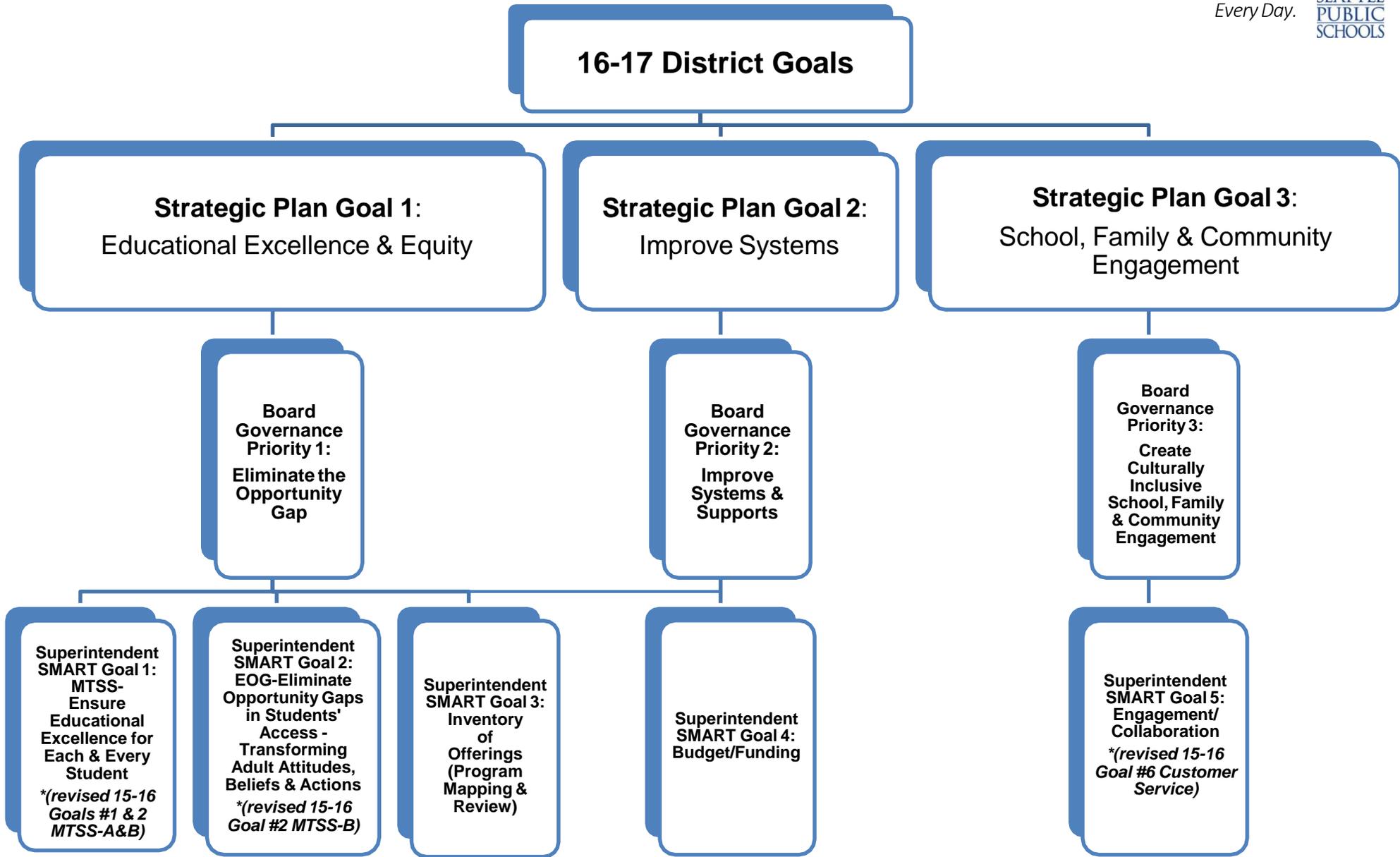
Unsatisfactory

Basic

Proficient

Distinguished

Comments and analysis (recommended for any overall rating; required for overall rating of <i>Distinguished</i> or <i>Unsatisfactory</i>): A SMART goal was not identified from this page for 16-17.
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**SPS Formula for Success
&
2016-17 Superintendent
SMART Goals**

School Board Work Session
June 14, 2017

Agenda



- Formula for Success (Goals 1 & 2)
- 2016-17 SMART Goal Recap
- Closing/Next Steps

Objectives

1. Provide **clarity** and coherence
2. Share how we will **use data**
3. Show how we **replicate** what works

Our Mission

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



Our Vision

Every student graduates prepared for college, career and life



Four Years; Three Goals

Consistent Focus and Investment:

1. Excellence for Every Student (MTSS)
2. Eliminating Opportunity Gaps (EOG)
3. Community Engagement

Our Key Messages

Key Messages

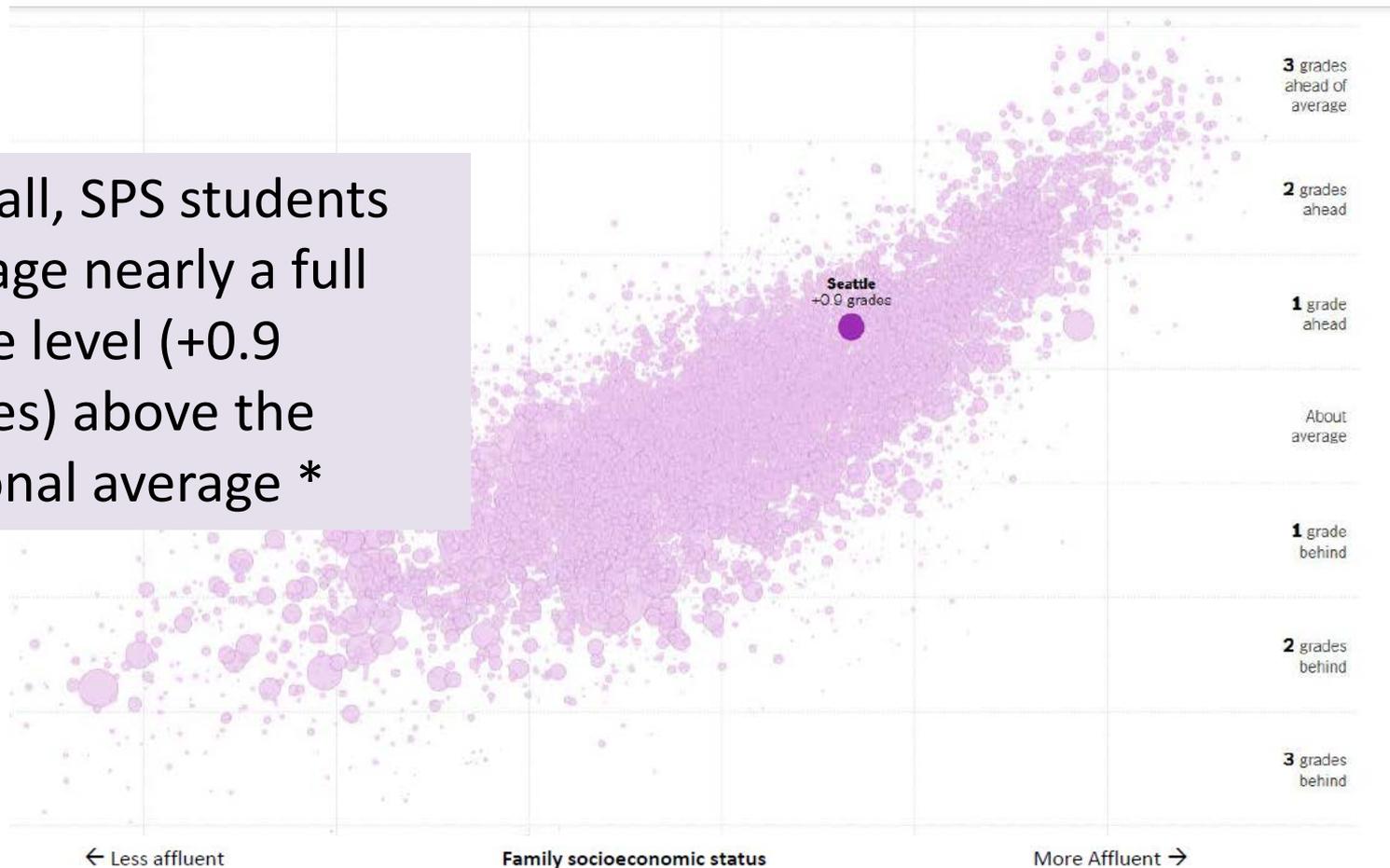
- High achieving urban district
- Unacceptable gaps for students of color
- Top performing schools lead the state in closing gaps
- Replicating what works



SPS is a high achieving urban district



Overall, SPS students average nearly a full grade level (+0.9 grades) above the national average *

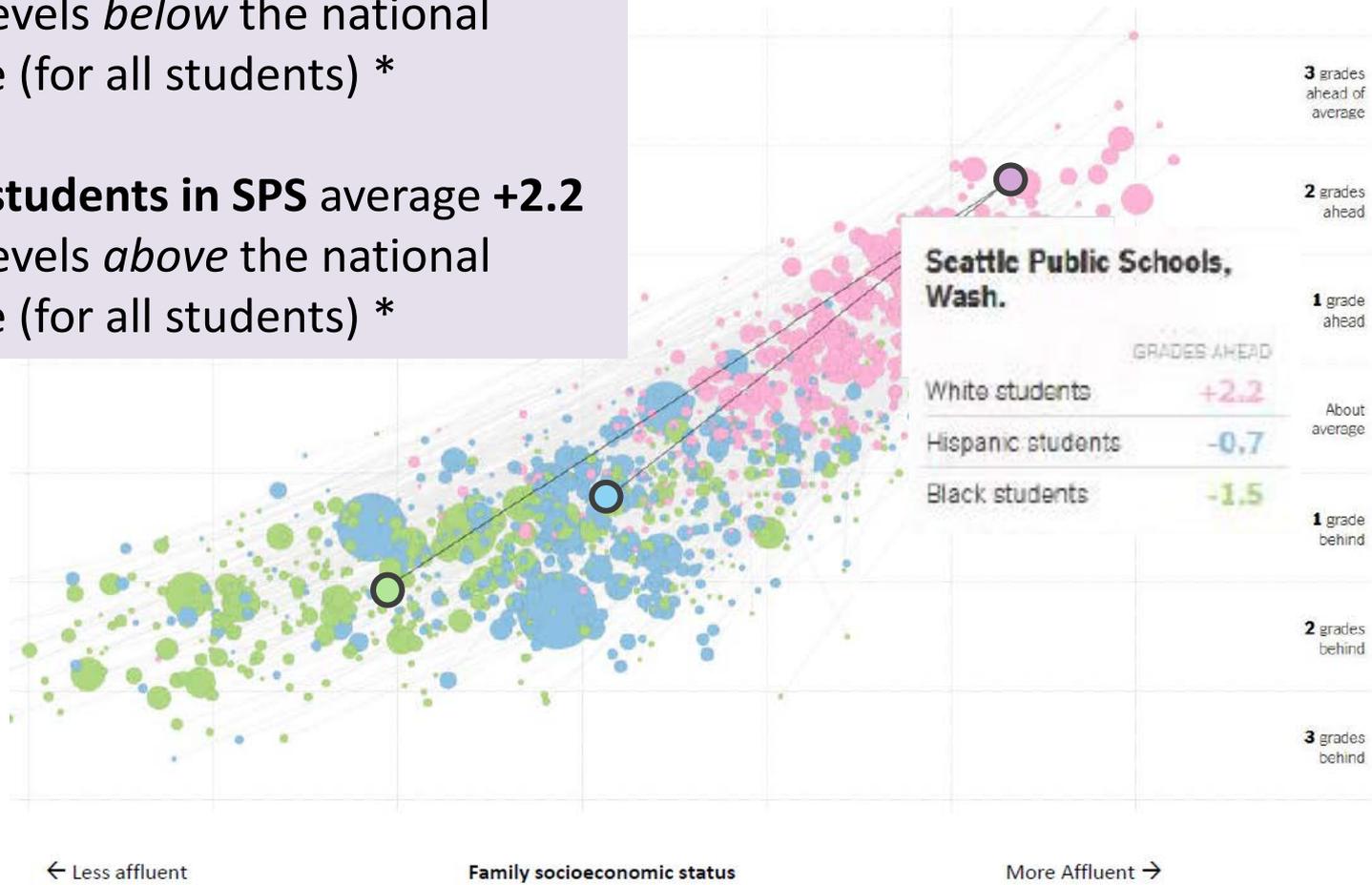


* Stanford University study of reading and math scores (2009-2012)

We have unacceptable gaps

Black students in SPS average -1.5
grade levels *below* the national
average (for all students) *

White students in SPS average +2.2
grade levels *above* the national
average (for all students) *



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



This is THE
issue of our
time.

This is OUR
moral
imperative.



We Know What Works

Our top gap-closing schools implement well-established, research-based practices:

- Mission and vision to close gaps
- High quality standards-based instruction
- Teachers plan using common assessments
- Process to identify students who struggle
- Clear plan of action if student struggles
- Caring adults hold positive beliefs
- Positive relationships for student success
- Family and community engagement



We heard you, and We agree.

To sharpen our focus and efforts, we need:

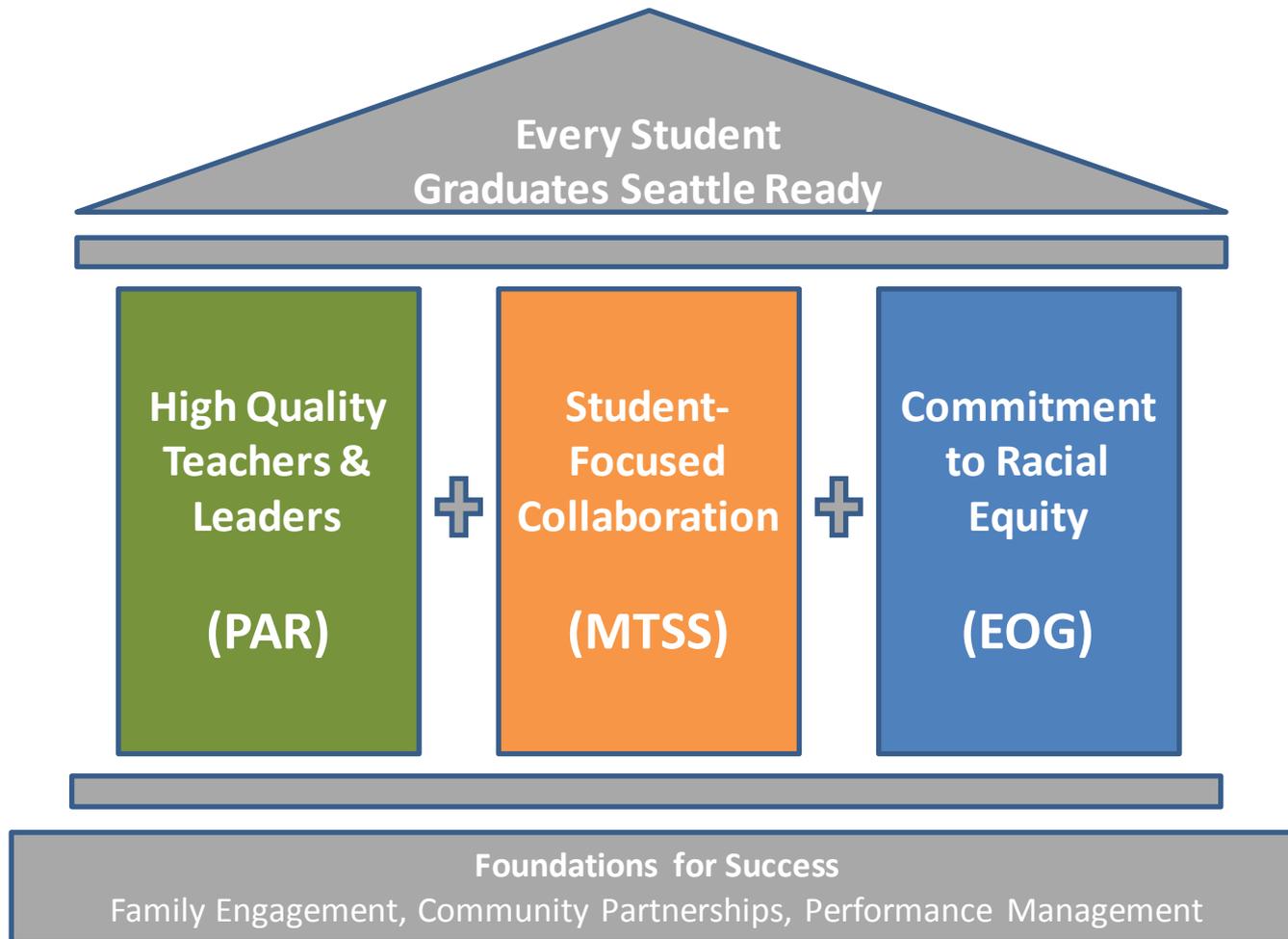
- ✓ **Clarity** of goals and strategies
- ✓ **Data** to evaluate progress and identify schools that need support
- ✓ **Replication** plan for what works

Our Approach

Clarity • Data • Replication

◦ **Clarity** ◦
Our Formula for Success

Our Formula for Success



Our Formula for Success

- ✓ **Closely aligned to what works** in our gap-closing schools
- ✓ **Reviewed** by key stakeholders and partners – PASS, SEA, PTSA
- ✓ **Written for educators** who work with students every day

Our Formula for Success



FORMULA FOR SUCCESS

Every Student. Every Classroom. Every Day.

Seattle Public Schools is a high performing district for many. On average our students perform one grade level above peers in neighboring districts and across the nation.

Yet, unacceptable achievement gaps persist

Addressing the opportunity gap for African American students and other students of color, and ensuring all students have access to high quality teaching, inclusive and supportive learning environments, and a clear pathway to post secondary education is THE ISSUE OF OUR TIME. It is a moral and economic imperative for our city and community.

And we know what works and are making progress

SPS is leading the state in addressing and eliminating opportunity gaps. Each year, more "schools of high opportunity" emerge. We are learning from these gap eliminating schools and working to replicate the FORMULA FOR SUCCESS across the district.

DRAFT

Providing clarity for Educators

FORMULA FOR SUCCESS

Addressing the opportunity gap for African American students and other students of color, and ensuring all students have access to high quality teaching, inclusive and supportive learning environments, and a clear pathway to post secondary education is THE ISSUE OF OUR TIME. If we ensure our commitment to racial equity, hire and develop high quality teachers and leaders, and build strong systems of support focused on student learning, we will eliminate gaps and prepare every student to graduate ready for college and career success in Seattle and beyond.

	High Quality Teachers & Leaders	Student-Focused Collaboration	Commitment to Racial Equity	KEY PERFORMANCE INDICATORS
	Schools align hiring, induction, mentoring, evaluation and support to ensure each and every educator has strong foundational teaching skills	Schools build strong systems of professional collaboration to ensure every student receives high quality instruction and individualized support.	Schools develop the capacity to eliminate gaps and racial disparities in opportunity and outcomes that lead to college and career success.	ACADEMIC MILESTONES
	PAR: Peer Assistance and Review	MTSS: Multi-Tiered System of Support	EQG: Eliminating Opportunity Gaps	<ul style="list-style-type: none"> Pre-K enrollment 3rd grade ELA proficiency 5th grade Math proficiency 8th grade Algebra I credits 9th grade 3.0 GPA or better College courses & exams Four-year graduation rate Post secondary enrollment
	<p>Hiring practices aligned to best practices for educational excellence and eliminating gaps</p> <p>Induction, mentoring, and coaching supports are part of a professional growth system for novice teachers and leaders</p> <p>Evaluation of teaching quality is a shared responsibility and focuses on elevating professional growth</p> <p>Opportunities for leadership and professional growth for teacher and school leaders</p>	<p>Equitable access to high quality core instruction that meets diverse learning needs</p> <p>Teacher collaboration in professional learning communities to improve instruction</p> <p>Tiered supports and targeted strategies based on academic and social emotional needs</p> <p>MTSS team reviews performance data and programmatic supports for struggling learners</p>	<p>Positive adult beliefs and deep commitment to the success of each and every student</p> <p>Positive learning environments are inclusive and support belonging and identity safety</p> <p>Positive relationships that foster student academic success and resiliency</p> <p>Positive partnerships with families and community partners to eliminate gaps</p>	CLIMATE/BEHAVIOR
School Leadership Practices	<p>School leaders work with teacher leaders to ensure hiring, induction and mentoring is aligned to foundational teaching practices</p> <p>School leaders create opportunities and supports to cultivate the instructional expertise of educators</p>	<p>School leaders prioritize opportunities for teacher collaboration to improve, accelerate learning</p> <p>School leaders create urgency and work with staff to build a strong system of tiered supports</p>	<p>School leaders are champions for a school-wide commitment to equity and eliminating gaps</p> <p>School leaders align resources and community partnerships for equity and eliminating gaps</p>	TEACHERS & LEADERS
Teaching Practices	<p>Educators design and deliver engaging classroom lessons with clear learning targets aligned to standards</p> <p>Educators create positive classroom environments to cultivate a culture of learning and inquiry</p>	<p>Educators align instructional practices and plan collaboratively using data to improve learning</p> <p>Educators work together to review student progress and plan actions based on need</p>	<p>Educators examine implicit bias, hold positive beliefs and high expectations for all students</p> <p>Educators build positive relationships to support student resiliency, identity safety and belonging</p>	<p>Key performance indicators disaggregated to measure gaps for students of color and other targeted groups</p>

Every Student. Every Classroom. Every Day.

Our Formula for Success

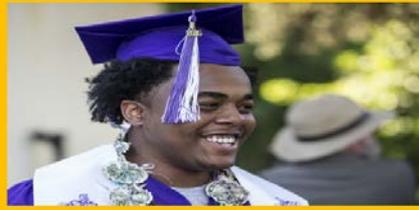


Providing clarity for Educators

High Quality Teachers and Leaders:
Peer Assistance and Review

Collaboration Focused on Student Learning:
Multi-Tiered System of Support

Commitment to Racial Equity:
Eliminating Opportunity Gaps



Background and Purpose

Seattle Public Schools is a high performing urban district that outperforms our peers by nearly one full grade level. However, the opportunity gap continues to persist for too many students. Unacceptable gaps persist in key areas such as achievement, attendance and discipline.

Supported by Policy 0030, Ensuring Educational and Racial Equity, our school board has kept a focus on elementary opportunity gaps for the past four years. They have supported this goal in spite of very challenging economic times.

What is EOG?

EOG is Seattle Public Schools initiative to eliminate disparities by addressing opportunity gaps for African American students and other students of color by ensuring access to high quality teaching, inclusive and supportive learning environments. Our belief is that each and every student is capable and talented; and transformation must occur in and amongst adults (beliefs, practices, and relationships) in order to assure each and every student has a positive learning environment to maximize their potential. Each year, more "schools of high opportunity" emerge. We know what works and are working to replicate our FORMULA FOR SUCCESS. SPS is leading the state in addressing and eliminating opportunity gaps...THE ISSUE OF OUR TIME.

Ensure leader is of student Association

PAR is included

For

Co

I

S

Seattle Public Schools is a high performing urban district that outperforms our peers by nearly one full grade level. However, the opportunity gap continues to persist for too many students. Unacceptable gaps persist in key areas such as achievement, attendance and discipline.

MTSS is a framework to function to use

1: ALL Students

2: Some

3: Few

High Quality Teachers and Leaders

1 Hiring practices
Recruiting a diverse educator workforce

2 Induction and Mentoring
Coaching and mentoring supports are in place for all new to profession teachers

Teachers Meeting Achievement:
District:
Recruitment processes are in place for bulk of teacher candidates

3 Eval Fair an

evaluation to assess teacher proficiency
District:
PAR Panel, a teacher leader coaching support teachers need proficiency

Collaboration Focused on Learning

1 High-Quality Instruction
Students have equitable access to high-quality instruction

2 Teacher Collaboration
High-functioning and focused Professional Learning Communities (PLCs)

Teach
District:
In Schools:
• Teach progress
• Clear expectations
• Teamwork

3 MISS L
high proficiency identify

In Schools:
• A schedule
• Progress

Commitment to Racial Equity

1 Positive Learning
Students have equitable access to high quality instruction.

Equitable Access: Gap eliminating schools analyze where their largest gaps are and make plans to close them. These schools maximize positive learning strategies to ensure every student has equitable access to high-quality instruction. So what does positive learning look like...

- | | |
|--|--|
| In Schools: <ul style="list-style-type: none"> Aligned CSIP goals are monitored Targeted learning opportunities for teachers Additional supports for identified students of color to ensure proficiency Culturally relevant instruction | In Classrooms: <ul style="list-style-type: none"> Teachers plan collaboratively using data to improve learning Teachers review progress and plan actions for support Students know how to get help Differentiated small group instruction |
|--|--|

3 Positive Beliefs
A deep commitment to the success of every student.

Student Success: We examine implicit bias and maintain strong positive beliefs and high expectations of students, that focus on strengths rather than deficits. So what do positive beliefs look like...

- | | |
|---|---|
| In Schools: <ul style="list-style-type: none"> Opportunities to build positive adult beliefs about students PD on positive beliefs and preventative discipline provided Students feel welcomed and included | In Classrooms: <ul style="list-style-type: none"> Social and cultural identities are affirmed and validated Students are known by name, strengths, and needs Positive discipline strategies are used rather than suspension |
|---|---|

2 Positive Relationships
Every student has at least one adult relationship that is supportive and nurturing.

Mentoring: We believe in the capabilities and talents of each and every student and actively find opportunities to foster positive relationships and alternatives to suspension are regularly employed. So what do positive relationships look like...

- | | |
|---|---|
| In Schools: <ul style="list-style-type: none"> Adults believe every student can succeed Every student has an adult that cares about them Staff have awareness and knowledge of school climate and discipline data | In Classrooms: <ul style="list-style-type: none"> Teachers build student resilience, identity safety, and belonging Classrooms are safe, fair, and cultivate engagement Student work is displayed in affirming ways |
|---|---|

4 Positive Partnerships
Partnering with families and communities to eliminate gaps.

Collaboration: Active partnerships with families and communities are critical to the EOG efforts. Together we create welcoming, student-affirming environments and accessible parent resources and information. So what do positive partnerships look like...

- | | |
|---|--|
| In Schools: <ul style="list-style-type: none"> Integration of community partners to support students of color Collaboration with parents to improve attendance and graduation rates Consistent and frequent access to partner resources | In Classrooms: <ul style="list-style-type: none"> Effective use of tools, resources, and personnel to supplement practice Partners and teachers work together for high-quality service delivery |
|---|--|

Discussion

Clarity: Formula for Success

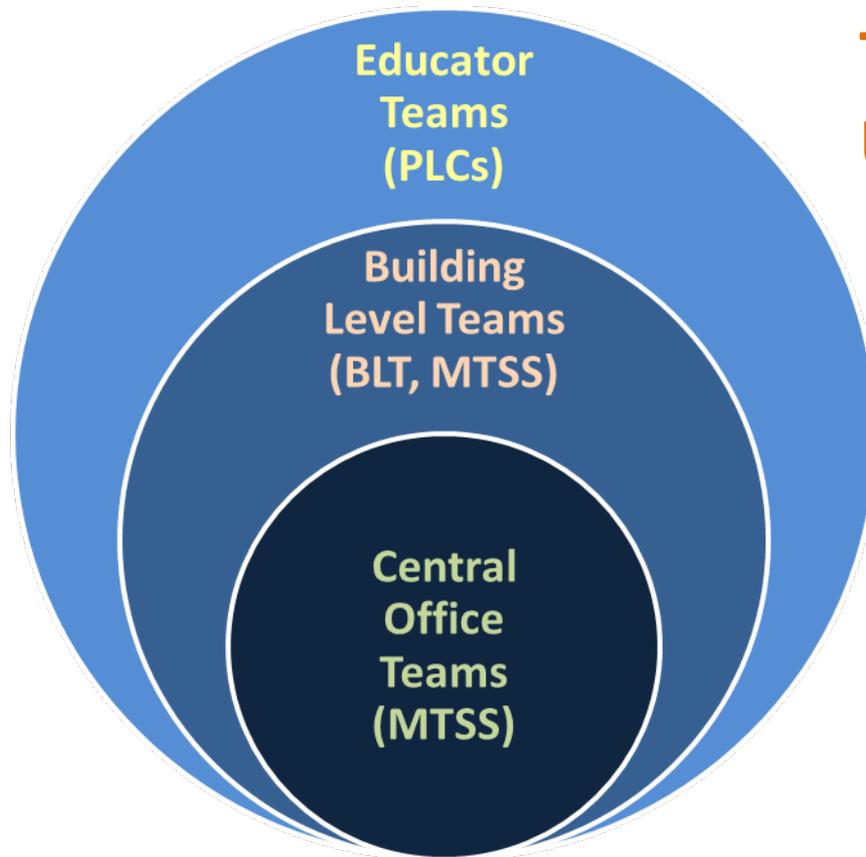
What resonates with you?

What could you share at a community meeting?

What is one question you have?

◦ **Data** ◦
Story, Strength & Need

Collaborative Use of Data



Teams at All Levels Use Data to:

- Set goals
- Plan, make decisions
- Monitor progress
- Problem solve, adjust
- Evaluate programming

The Art and Science of Using Data



System Components

- Common Assessments
- Student Data Portal
- Early Warning Indicators
- Balanced Scorecard

Skills & Mindsets

- Collaborative inquiry
- Problem solving
- Analyzing trends
- Data informed actions

Knowing Students and Schools by *Story, Strength & Need*

Student Data: MTSS



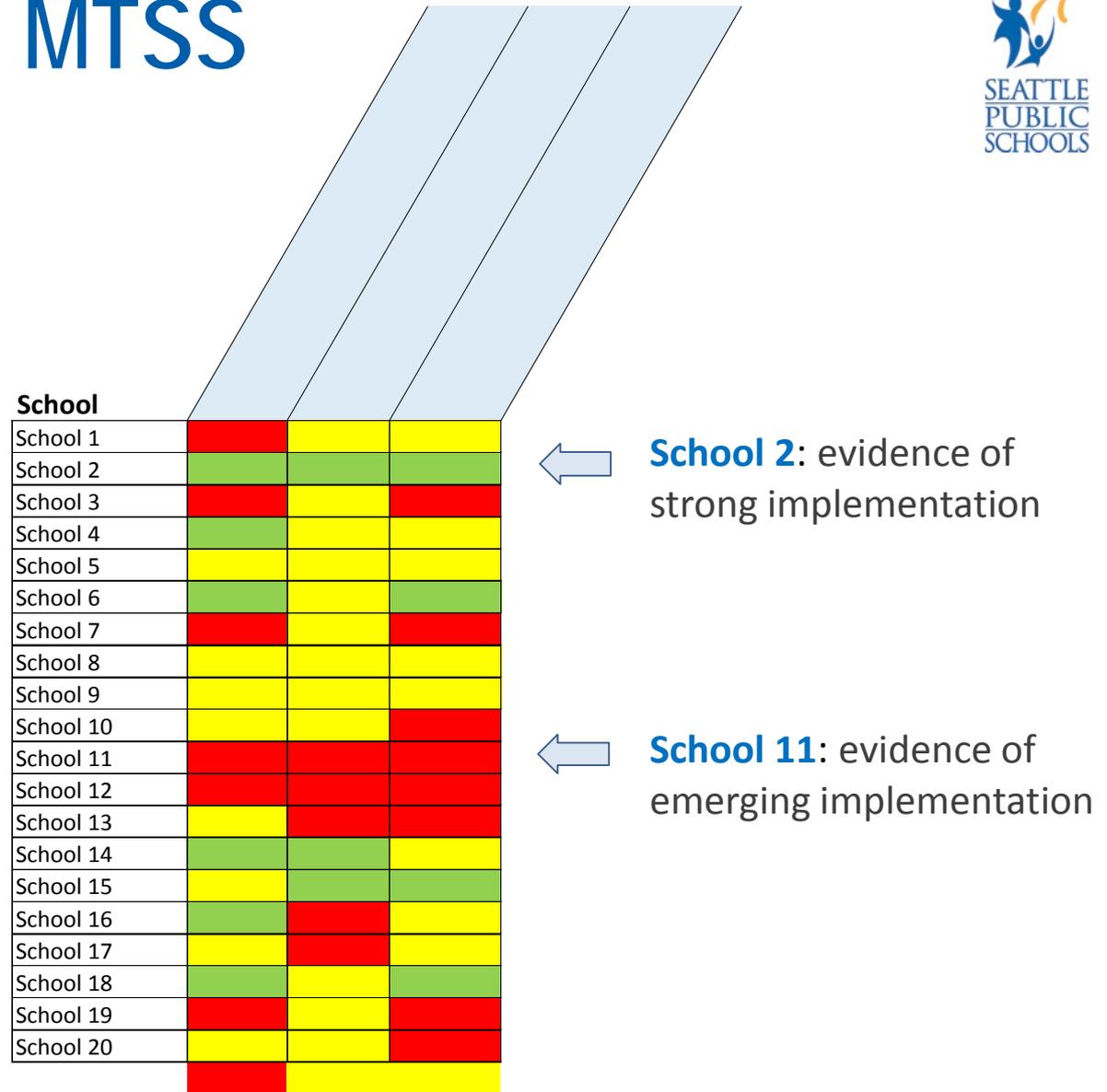
Real time progress monitoring by MTSS teams planning supports

Student Data Portal:
easy access to multiple data points for inquiry and decision making

School Data: MTSS



Gathered evidence of current MTSS implementation from every school



School Data: EOG



School		RULER	Racial Equity Team	# Chronically Absent	% Chronically Absent	# Discipline Incidents **	Discipline Incidents per 100 students **
Elementary	School 1		Cohort 1	43	17.2%		0.0
	School 2	Cohort 1		55	13.9%	4	1.0
	School 3	Cohort 2	Cohort 2	27	9.2%	2	0.7
	School 4	Cohort 2		28	10.5%	15	5.6
	School 5	Cohort 1	Cohort 3	58	20.4%	5	1.8
	School 6	Cohort 2		16	5.2%	5	1.6
	School 7			33	6.5%	4	0.8
	School 8	Cohort 2	Cohort 1	34	5.9%	19	3.3
	School 9	Cohort 1	Cohort 3	122	22.9%	10	1.9
	School 10	Cohort 2		19	3.2%	1	0.2
Middle Schools	School 11	Cohort 1	Cohort 2	125	15.3%	73	8.9
	School 12		Cohort 2	169	19.6%	139	16.1
	School 13			111	11.0%	71	7.0
	School 14			116	9.5%	48	3.9
	School 15	Cohort 1	Cohort 3	123	12.7%	27	2.8
	School 16			130	14.4%	52	5.7
	School 17	Cohort 2		80	13.4%	35	5.9
	School 18			164	13.4%	140	11.4
	School 19	Cohort 2	Cohort 2	196	17.0%	299	26.0
	School 20			114	12.4%	96	10.4

- Developing new interactive dashboards aligned to District KPIs (Balanced Scorecard)

** State reportable incidents only

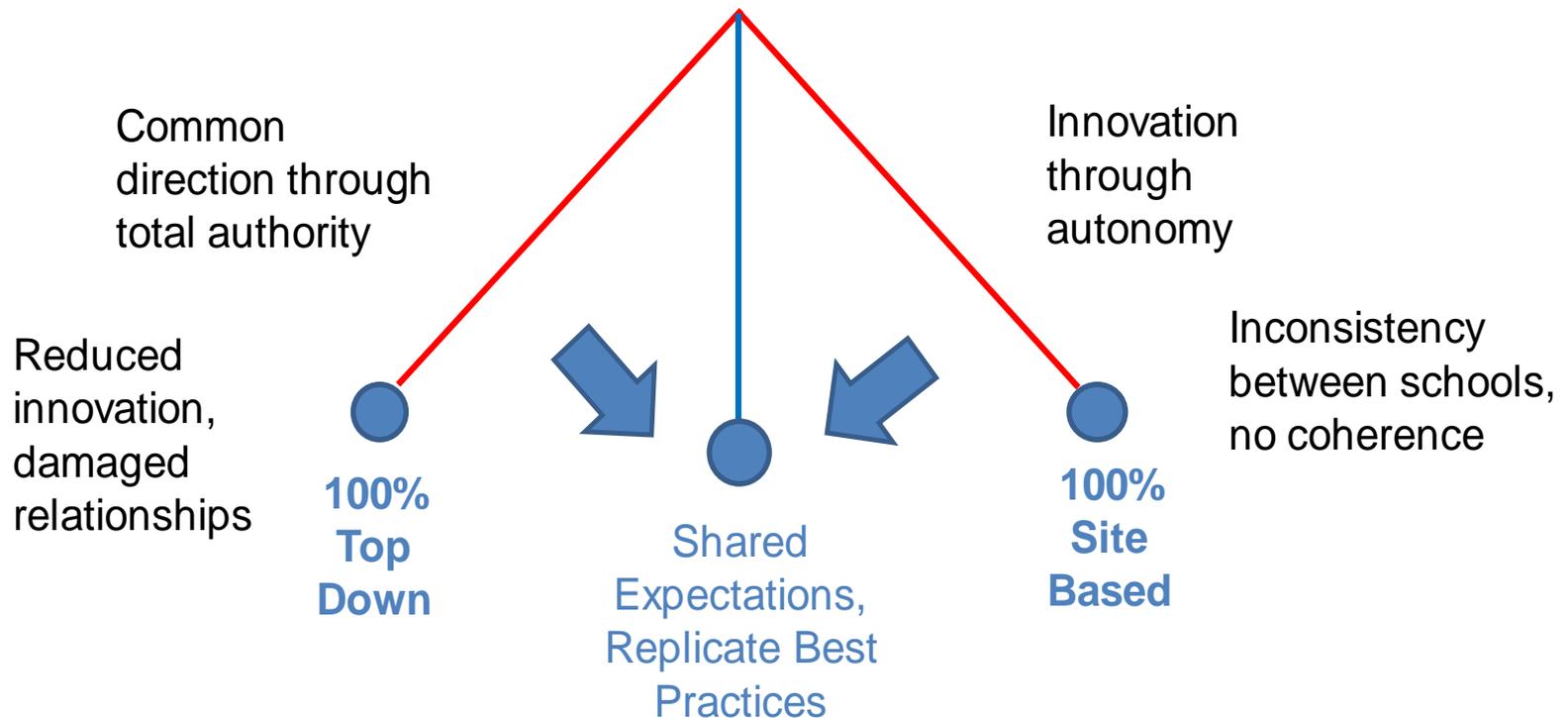
◦ Replication ◦

Supporting School Success

A Culture Shift

Collaboration to Eliminate Gaps

Old paradigm: Conflict between district vs. site-based decision making.



Key Strategies to Replicate Best Practices in Every School

- SMART Goal investments
- Districtwide professional learning
- Monitoring & support for schools

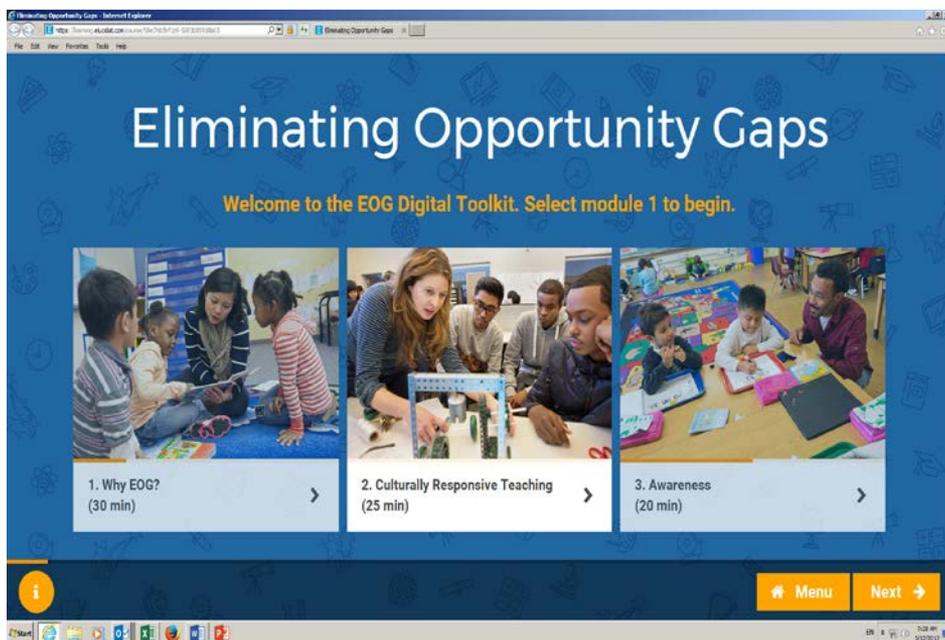
Handout:
Outline of
Replication
Plan (Draft)

Districtwide Professional Learning

- Summer Leadership Institute (August)
- District TRI-Day (Late August)
- EOG Institute (October)
- EOG Digital Toolkit

We are a Learning Organization

EOG Digital Toolkit



- Supplement to district PD offerings
- 24/7 online access for educators
- Focused on high quality teaching practices

EOG Digital Toolkit



Culturally Responsive Educators need to understand the “Power of Caring” and how neuroscience effects students’ ability to learn.

The Neuroscience of Caring and Being Cared For



Transcript

Produced and Animated by: Kristina Colleen
Content by: Hammond, Zaretta. (2019) — Hammond, Zaretta. (2019) *Teaching Tolerance: A Project of the Southern Poverty Law Center*. Cultural Responsiveness Starts with Real Caring.

Help

Previous Menu Next

Video excerpt

Closing Thoughts

Recap

1. **Clarity** – 4 years, consistent goals
2. **Data** – story, strength and need
3. **Replication** – learning from each other



Thank you



City of Seattle

PTSA[®]
everychild. one voice.[®]

PASS



This is Our Work Together.

How is the District Supporting Schools?

- Create and provide common tools to support each students' growth
- Support replication of best practices to eliminate gaps
- Bring community partner efforts into closer alignment
- Provide targeted supports to schools

Thank You to Our Partners

Thank you to the many early adopters and partners who have led the way and influenced the **Formula for Success** including but not limited to:

- Seattle Families and the Seattle Council PTSA
- Labor Partners (SEA, PASS, 609)
- City of Seattle
- Community Based Organizations
- Higher Education
- Philanthropic Partners

We can't do this work alone. Realizing our promise to each and every student and implementing the Formula for Success will require our full community's support and alignment of practices, areas of expertise and funding.



[Get Involved]

www.seattleschools.org





FORMULA FOR SUCCESS



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And we know what works and are making progress

SPS is leading the state in addressing and eliminating opportunity gaps. Each year, more "schools of high opportunity" emerge. We are learning from these gap eliminating schools and working to replicate the **FORMULA FOR SUCCESS** across the district.



DRAFT

FORMULA FOR SUCCESS

Addressing opportunity gaps is **The Issue of our Time**. If we ensure our **commitment to racial equity**, hire and develop **high quality teachers and leaders**, and build strong systems of **collaboration focused on student learning**, we will eliminate gaps and prepare every student to **graduate ready for college and career success in Seattle and beyond**.

Success Pillars	High Quality Teachers & Leaders	Student-Focused Collaboration	Commitment to Racial Equity	KEY PERFORMANCE INDICATORS
Major Initiatives	PAR: Peer Assistance and Review	+ MTSS: Multi-Tiered System of Support	+ EOG: Eliminating Opportunity Gaps	=
School Components	<p>Hiring practices aligned to best practices for educational excellence and eliminating gaps</p> <p>Induction, mentoring, and coaching supports are part of a professional growth system for novice teachers and leaders</p> <p>Evaluation of teaching quality is a shared responsibility and focuses on elevating professional growth</p> <p>Opportunities for leadership and professional growth for teacher and school leaders</p>	<p>Equitable access to high quality core instruction that meets diverse learning needs</p> <p>Teacher collaboration in professional learning communities to improve instruction</p> <p>Tiered supports and targeted strategies based on academic and social emotional needs</p> <p>MTSS team reviews performance data and programmatic supports for struggling learners</p>	<p>Positive adult beliefs and deep commitment to the success of each and every student</p> <p>Positive learning environments are inclusive and support belonging and identity safety</p> <p>Positive relationships that foster student academic success and resiliency</p> <p>Positive partnerships with families and community partners to eliminate gaps</p>	<p>ACADEMIC MILESTONES</p> <ul style="list-style-type: none"> Pre-K enrollment 3rd grade ELA proficiency 5th grade Math proficiency 8th grade Algebra I credits 9th grade 3.0 GPA or better College courses & exams Four-year graduation rate Post secondary enrollment <p>CLIMATE/BEHAVIOR</p> <ul style="list-style-type: none"> Chronic absenteeism rate Suspension rate School climate survey <p>TEACHERS & LEADERS</p> <ul style="list-style-type: none"> Equitable access to high quality teachers Teacher retention Teacher absenteeism Teacher evaluation and support survey School leadership survey
School Leadership Practices	<p>School leaders work with teacher leaders to ensure hiring, induction and mentoring is aligned to foundational teaching practices</p> <p>School leaders create opportunities and supports to cultivate the instructional expertise of educators</p>	<p>School leaders prioritize opportunities for teacher collaboration to improve, accelerate learning</p> <p>School leaders create urgency and work with staff to build a strong system of tiered supports</p>	<p>School leaders are champions for a school-wide commitment to equity and eliminating gaps</p> <p>School leaders align resources and community partnerships for equity and eliminating gaps</p>	
Teaching Practices	<p>Educators design and deliver engaging classroom lessons with clear learning targets aligned to standards</p> <p>Educators create positive classroom environments to cultivate a culture of learning and inquiry</p>	<p>Educators align instructional practices and plan collaboratively using data to improve learning</p> <p>Educators work together to review student progress and plan actions based on need</p>	<p>Educators examine implicit bias, hold positive beliefs and high expectations for all students</p> <p>Educators build positive relationships to support student resiliency, identity safety and belonging</p>	<p>Key performance indicators disaggregated to measure gaps for students of color and other targeted groups</p>

How is SPS Supporting MTSS?

- **Student Data Portal:** We field tested Homeroom with 15 schools across all regions and grade levels. Homeroom displays existing student data in one place to allow teachers, leaders, and MTSS teams to track and monitor how students are doing academically and behaviorally, and make decisions accordingly.
- **Common Assessments:** The District is currently reviewing proposals for common interim and benchmarking assessments, and has purchased progress monitoring assessments for grades K-5. By having a common assessment process, we can align supports to improve student outcomes quickly and accurately.
- **Coordinated Professional Development:** The District is working to create a coordinated plan for providing professional development. This will assist us in providing high-quality PD that is aligned with priorities and resources.
- **Collaboration:** We are working toward increased collaboration between central office staff and schools, including shared accountability to match school and student needs and resources.

Replicating What Works

In order to replicate what research and our own learning tells us works, we must be intentional about sharing information, expertise, staff and student experience, and community input to continually improve.

A key strategy is learning from our gap closing schools. Our findings show that schools who are successfully eliminating opportunity gaps have the following elements in place:

- Process for identifying students who struggle
- Common formative assessments
- Meet regularly to review student data/work
- Access to strategies and materials
- Clear plan of action when a student struggles

Next Steps

In Year 2 of MTSS implementation (2017-18), we plan to do the following:

- Expand the availability of Homeroom to all schools district-wide
- Implement common assessments for all schools
- Strengthen the infrastructure of teacher and building teams within schools

For additional information, tools, and resources on MTSS, please visit our website at www.seattleschools.org/mtss. Student Support Services can be reached at studentsupportserv@seattleschools.org or 206.252.0830.



Collaboration Focused on Student Learning: Multi-Tiered System of Support



Background and Purpose

Seattle Public Schools (SPS) is a high-performing urban district that outperforms peers by nearly one full grade level. However, the opportunity gap continues to persist for too many students. A Multi-Tiered System of Support (MTSS) approach eliminates opportunity gaps by providing high-quality, differentiated instruction and support for **every** student.

What is MTSS?

MTSS is a three-tiered, national model designed to maximize every student's potential. To function fully, MTSS requires the **collaboration** of teacher and central office teams to use data to align support and resources for students within Tiers 1, 2 and 3.

1: ALL
Students

Tier 1: Represents the regular classroom with great instruction and great interventions; this includes use of data and small groups to best meet students' needs.

2:
Some

Tier 2: Represents 15% of our students who need additional academic or social-emotional support or intervention in order to achieve their maximum potential.

3:
Few

Tier 3: Represents an additional 5% of students with the greatest need, who need intensive supports and intervention. This includes students receiving special education or English language learning services.

Collaboration Focused on Learning

1

High-Quality Instruction

Students have equitable access to high-quality instruction

Teachers Matter: The most important predictor of student achievement is teacher quality. So what does high-quality teaching *look like*?

In Schools:

- Teacher teams review growth and progress of learners
- Clear and accurate learning targets are established
- Teams analyze equitable access

In Classrooms:

- Unit/Lesson plans reflect diverse learning needs
- Students are engaged
- Action planning and progress monitoring occurs

2

Teacher Collaboration

High-functioning and focused Professional Learning Communities (PLCs)

PLCs: A team of teachers who work interdependently to achieve common goals—goals linked to the purpose of learning as professionals and eliminating the opportunity gaps. So what does teacher collaboration *look like*?

In Schools:

- Structures to support PLCs are in place and prioritized
- Data analysis and tracking system/tools enhance the collaboration process

In Classrooms:

- Review of student progress/growth at each PLC and informs MTSS decisions
- Lessons and best practices are shared to improve practice

3

MTSS (Building) Teams

Representative building-wide teams implement MTSS

MTSS Leadership: In SPS elementary and middle schools identified as having high growth, 80% stated they had a consistent process (e.g. MTSS Team) to identify students struggling academically. So what do MTSS Teams

In Schools:

- A school leadership team consistently reviews performance data
- Programmatic decision-making process is present

In Classrooms:

- Clear plans are in place to support targeted strategies
- Systematic response to instructional/behavioral needs for struggling students

4

Tiered Supports

Decisions made using reliable, valid data and standard procedures

Data-Informed Decisions: In SPS elementary schools identified as having high growth, 79% of staff stated they had tiered action plans for students struggling academically. So what do tiered supports *look like*?

In Schools:

- Teams develop and monitor action plans based on data
- Enhancement to the decision-making matrix based on school priorities and data

In Classrooms:

- Targeted goals and supports for students are present
- Supports for students are tiered based on need

How is SPS Supporting EOG?

Race and Equity Teams: Race and Equity Teams (RETs) promote strong relationships between schools, staff, families, and students in support of closing achievement and opportunity gaps. At present, 31 school teams exist, with plans to add another 10 in the 2017-18 school year.

EOG Digital Toolkit: The toolkit will provide 24/7 access to online content modules that promotes increased awareness, inform practice, impact educators and building leaders' practices and ultimately impact student learning. This format will serve as a research repository and online learning community for peer learning to discuss and share practices.

Coordinated Professional Development: Central Office is working to create a unified, coordinated plan for providing professional development. This will assist in providing high-quality PD that is aligned with priorities and resources.

Collaboration: The Partnership Committee is a collaboration between Seattle Education Association (SEA), Principals Association (PASS) and Central Office staff, whose focus is on increasing equity and reducing opportunity and achievement gaps. The committee screens and selects RETs and share accountability in support of district efforts in elementary disproportionate discipline.

Replicating What Works

In order to replicate what research and our own learning tells us works, we must be intentional about sharing information, expertise, staff and student experience, along with community input to continually improve. We will share with each other and stakeholders, get input, and refine and repeat the cycle.

A key strategy is learning from our gap-closing schools. Our findings show that schools who are successfully eliminating opportunity gaps have the following elements in place:

- Forums to discuss and address race, equity and identity safety issues
- Students have adults at school that make them feel included
- Students know adults at school care about them
- Adults make sure students feel included
- Adults make sure students feel cared for

For additional information, tools, and resources on EOG, please visit our website at www.seattleschools.org/eog. The Strategy & Partnership Division can be reached at strategy@seattleschools.org.



Commitment to Racial Equity: Eliminating Opportunity Gaps



Background and Purpose

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Commitment to Racial Equity

1

Positive Learning

Students have equitable access to high quality instruction.

Equitable Access: Gap eliminating schools analyze where their largest gaps are and make plans to close them. These schools maximize positive learning strategies to ensure every student has equitable access to high quality instruction. So what does positive learning *look like...*

In Schools:

- Aligned CSIP goals are monitored
- Targeted learning opportunities for teachers
- Additional supports for identified students of color to ensure proficiency
- Culturally relevant instruction

In Classrooms:

- Teachers plan collaboratively using data to improve learning
- Teachers review progress and plan actions for support
- Students know how to get help
- Differentiated small group instruction

2

Positive Relationships

Every student has at least one adult relationship that is supportive and nurturing.

Mentoring: We believe in the capabilities and talents of each and every student and actively find opportunities to foster positive relationships and alternatives to suspension are regularly explored. So what do positive relationships *look like...*

In Schools:

- Adults believe every student can succeed
- Every student has an adult that cares about them
- Staff have awareness and knowledge of school climate and discipline data

In Classrooms:

- Teachers build student resilience, identity safety, and belonging
- Classrooms are safe, fair, and cultivate engagement
- Student work is displayed in affirming ways

3

Positive Beliefs

A deep commitment to the success of every student.

Student Success: We examine implicit bias and maintain strong positive beliefs and high expectations of students, that focus on strengths rather than deficits. So what do positive beliefs

In Schools:

- Opportunities to build positive adult beliefs about students
- PD on positive beliefs and preventative discipline provided
- Students feel welcomed and included

In Classrooms:

- Social and cultural identities are affirmed and validated
- Students are known by name, strengths, and needs
- Positive discipline strategies are used rather than suspension

4

Positive Partnerships

Partnering with families and communities to eliminate gaps.

Collaboration: Active partnerships with families and communities are critical to the EOG efforts. Together we create welcoming, student-affirming environments and accessible parent resources and information. So what do positive relationships *look like...*

In Schools:

- Integration of community partners to support students of color
- Collaboration with parents to improve attendance and graduation rates
- Consistent and frequent access to partner resources

In Classrooms:

- Effective use of tools, resources, and personnel to supplement practice
- Partners and teachers work together for high-quality service delivery

How is the District supporting schools?

- Build strong collaborative partnership with SEA, PASS and SPS leaders
- Provide shared leadership training on interest based processes to promote shared accountability for quality teaching
- Align hiring, induction and mentoring practices to support instruction and the elimination of the opportunity gap
- Training for school leaders and consulting teachers on how to observe and analyze practice—providing feedback that promotes and supports teacher development

Next Steps

- Interest Based Bargaining with the Seattle Education Association formalizing Professional growth and Evaluation tools and supports
- Pilot new consulting teacher role—focused on observing and analyzing teaching
- Pilot PAR (Peer Assistance & Review) Panel that includes school leaders and teachers—taking high stakes decision making out of the school context
- Design foundational coursework for teacher induction and support

For additional information, please visit our website at www.seattleschools.org/hr. Human Resources can be reached at hr@seattleschools.org or 206.252.0000.



High Quality Teachers and Leaders: Peer Assistance and Review



Background and Purpose of PAR: Peer Assistance and Review

Ensuring that each and every student has access to a high quality teacher and school leader is an essential strategy in eliminating the opportunity gap and realizing high levels of student learning for *every* student. The Seattle Education Association, the Principals Association for Seattle Schools and Seattle Public Schools central office leadership have been working collaboratively to redesign our current teacher evaluation system.

What is PAR?

PAR is a system of professional growth and support that seeks to align hiring practices, induction, mentoring & teacher evaluation to ensure every student has access to a high quality teacher and school leader

Foundational Skills: Ensuring all teachers have the foundational teaching skills essential for teaching and supporting all learners is a critical component of a PAR system.

Coaching & Mentoring Teachers who are new to the profession benefit from strong coaching supports where peers observe teaching practice and provide specific feedback regarding areas for professional growth.

Evaluation & Support: Ensuring that we have a fair and transparent evaluation system that is consistently applied throughout schools is a key component of PAR.

High Quality Teachers and Leaders

1

Hiring practices

Recruiting a diverse educator workforce

Teachers Matter: The most important in-school factor in supporting student achievement is teacher quality. Our hiring criteria should reflect our values.

In District:

- Recruitment and selection tools & processes are aligned to best practices for building an inclusive pool of teacher and school leader candidates

In Schools:

- School interview teams reflect the diversity of the student population
- School leaders hire teachers who demonstrate a growth mindset and belief in all students

2

Induction and Mentoring

Coaching and mentoring supports are in place for all new to profession teachers

Feedback: Teachers are observed by school leaders and peer mentors who analyze teaching practice and provide feedback in alignment with the Charlotte Danielson's Framework for Teaching and a set of agreed upon foundational teaching skills

In District:

- School leaders and consulting teachers/mentors are trained on a common set of teaching practice "look fors"
- Teacher induction focuses on foundational skills & racial equity

In Schools:

- School leaders meet with consulting teachers/mentors to discuss progress of teachers' growth towards instructional and professional goals

3

Evaluation and Support

Fair and transparent evaluation system

Evaluation tools & processes: It is important that our evaluation tools and processes support feedback and reflection aimed at elevating instructional practice in the classroom that is authentic and promotes professional

In District:

- PAR Panel, made up of school and teacher leaders, determine level of coaching support individual teachers need in order to meet proficiency

In Schools:

- School leaders create a culture of reflection, learning and inquiry through the feedback provided to teachers regarding instructional practice

4

Opportunities for Leadership

Instructional leadership is supported at all levels throughout the District

Opportunity: Teachers and leaders are provided leadership opportunities to support others' instructional capacity

In District:

- Human Resources and Leadership Development collaboratively design structures for teachers and school leaders to take on additional leadership roles in support of teacher learning

In Schools:

- School leaders create differentiated opportunities for teacher leaders to build the instructional capacity of others

SPS FORMULA FOR SUCCESS

Outline of Replication Plan

1. Investments in School-Based Implementation

SMART Goal 1 MTSS

- a. Student data portal: real time monitoring of student progress to support decision-making
- b. Common assessments: formative and interim assessments for screening, progress monitoring
- c. Balanced district scorecard: interactive data dashboards for district key performance indicators
- d. Single resource depository: tools, resources and protocols for MTSS teams

SMART Goal 2 EOG

- e. RULER social emotional learning program
- f. PBIS: positive behavioral interventions and supports
- g. Racial Equity Teams: to help develop positive beliefs, positive relationships, positive leaning
- h. EOG digital toolkit: online access to training modules for educators

2. Districtwide Professional Learning

- a. Summer Leadership Institute (SLI)
- b. Tri-day district-led professional development
- c. Monthly Leadership Learning Days (LLD)
- d. EOG Institute [planned for October 2017]
- e. EOG online toolkit

3. Coordinated Monitoring & Support for Schools

- a. Coordinated professional development plan for Teaching & Learning
- b. School performance framework aligned to KPIs
- c. Tiered supports for schools linked to performance data/CSIPs
- d. School and Classroom “Look Fors” aligned to strategies

Agenda for Each 16-17 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.

- Research¹ 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

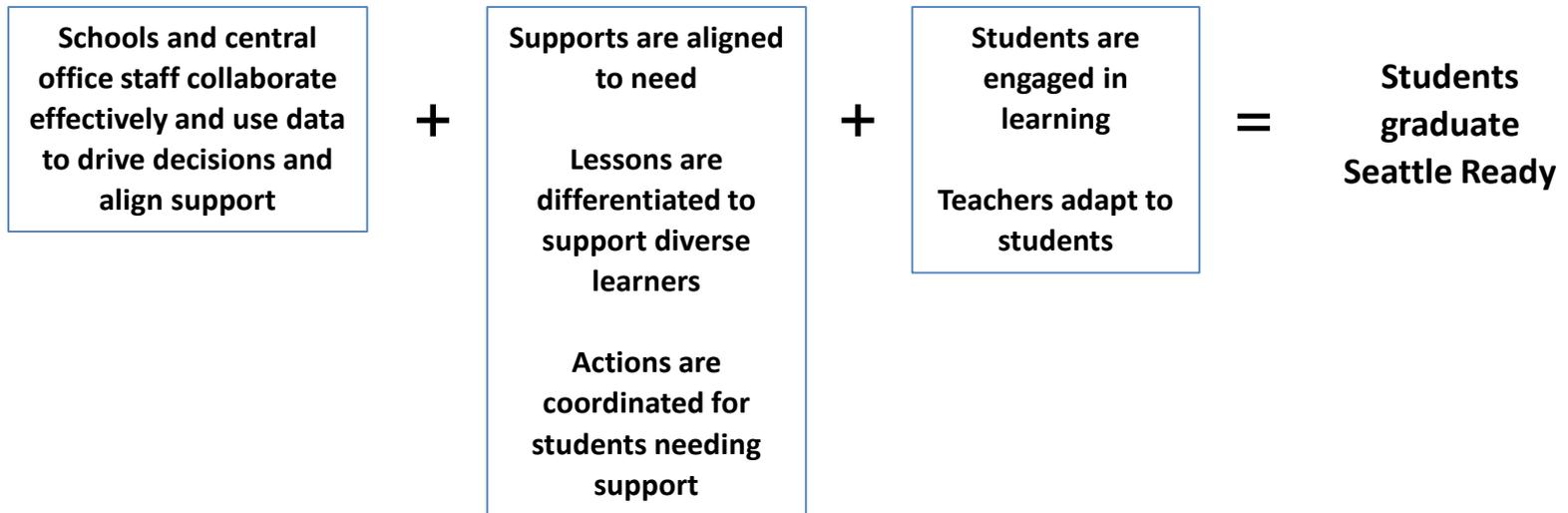


Theory of Action: IF schools and central office staff work collaboratively and use common data in support of students, THEN we will:

- 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



SMART Goal 1: MTSS



Implementation Plan

- Strategy 1: Student Data Portal
- Strategy 2: Central Office partner with 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

- Completed Student Data Portal Field Test
- Central Office MTSS Leads supported every school and gathered evidence of implementation status
- Implemented a coordinated calendar and catalog for district-wide professional development within Teaching and Learning
- 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
- Contract amendment with Homeroom for Year 2
- Publish first District Scorecard summer 2017
- Publish coordinated District-wide PD plan
- Publish MTSS Website with internal and external resources
- Spring CSIP reviews

SMART Goal 2 Problem of Practice



#1

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 Problem of Practice



#2

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

Theory of Action – EOG

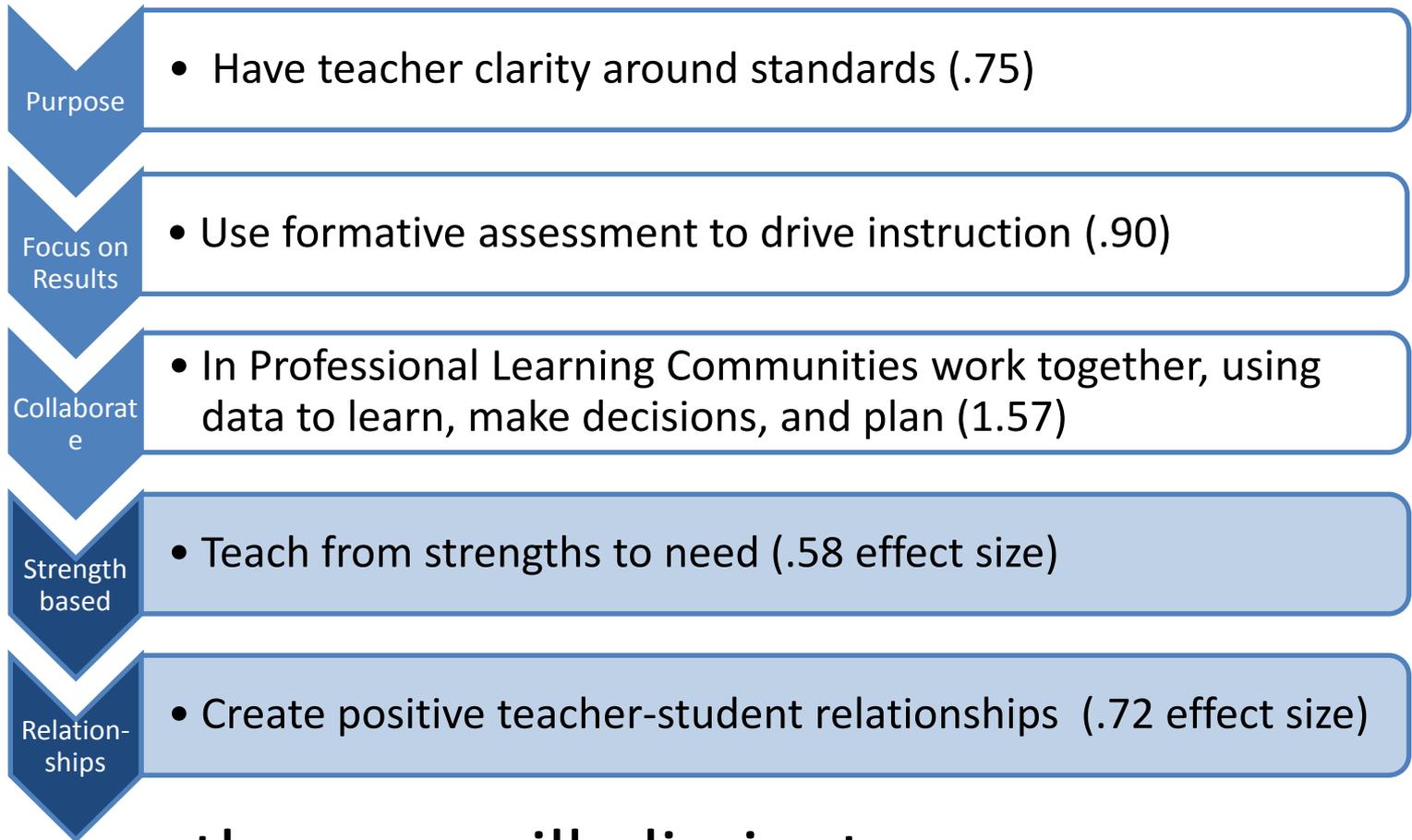


If educators hold positive beliefs and high expectations for each and every student; examine their implicit bias; and build positive relationships to support student resiliency, identity safety and belonging, then educators will eliminate racial disparities in student's access to high quality instruction.

SMART Goal 2 Theory of Action (combined with MTSS)



If we:



then we will eliminate gaps.

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*)
- [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.
- **Decreases in incidents** at all three grade levels for all students as well as African American males.
- A cross-functional team developed, presented and hosted **Identity Safe Schools** summit with attendees from all five regions plus all our building-based workgroups (SEA, Para, SAEOP and PASS.)

SMART Goal 2: EOG



Ongoing Accomplishments:

- Moving the race and equity work forward, the Principal Professional Development Committee executed on the recommendations to bring in **local subject matter experts**.
- Offering **Equity Institute trainings** by the Department of Equity and Race Relations.
- Providing **PBIS** and **RULER** trainings across the district.
- Refining 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

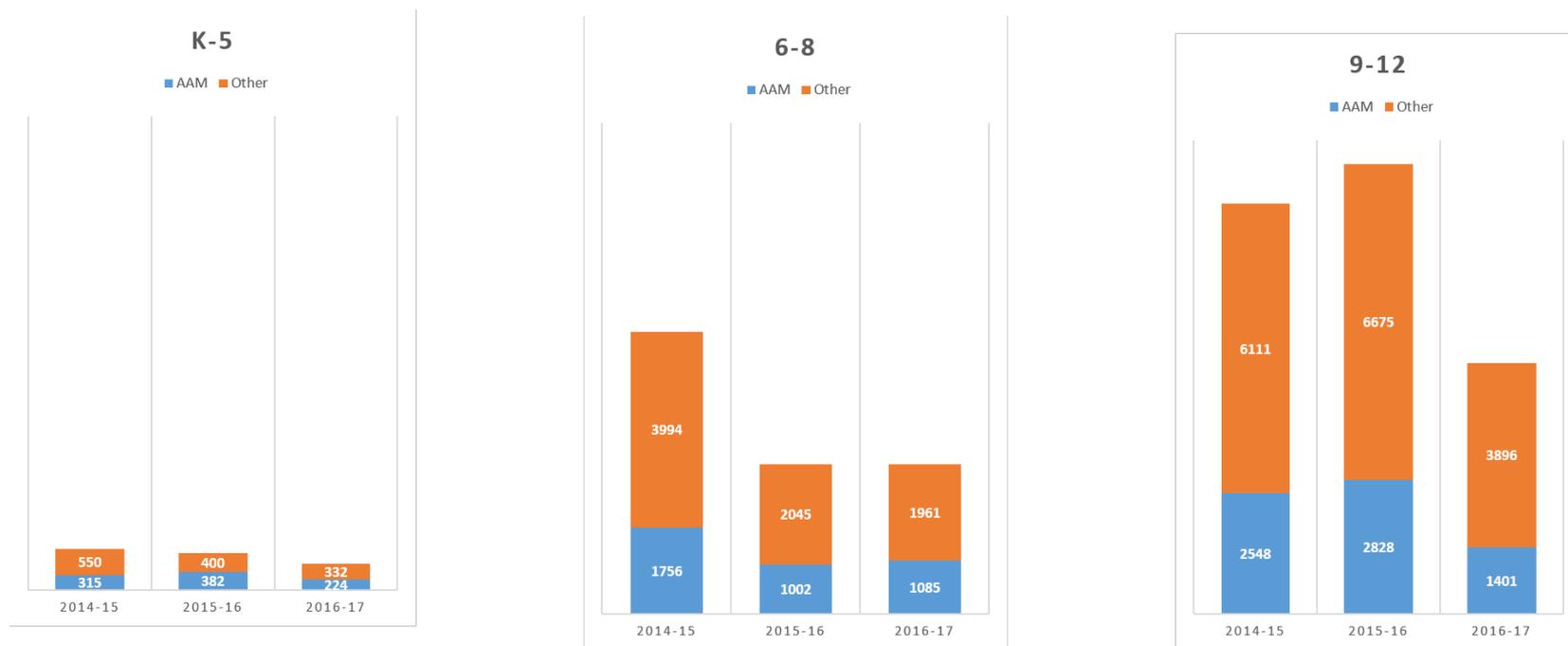
Results: Outcomes/Evidence



Number of Incidents by Type Category for African American males. The chart data shows a decrease at all three grade levels.

SMART Goal 2: EOG

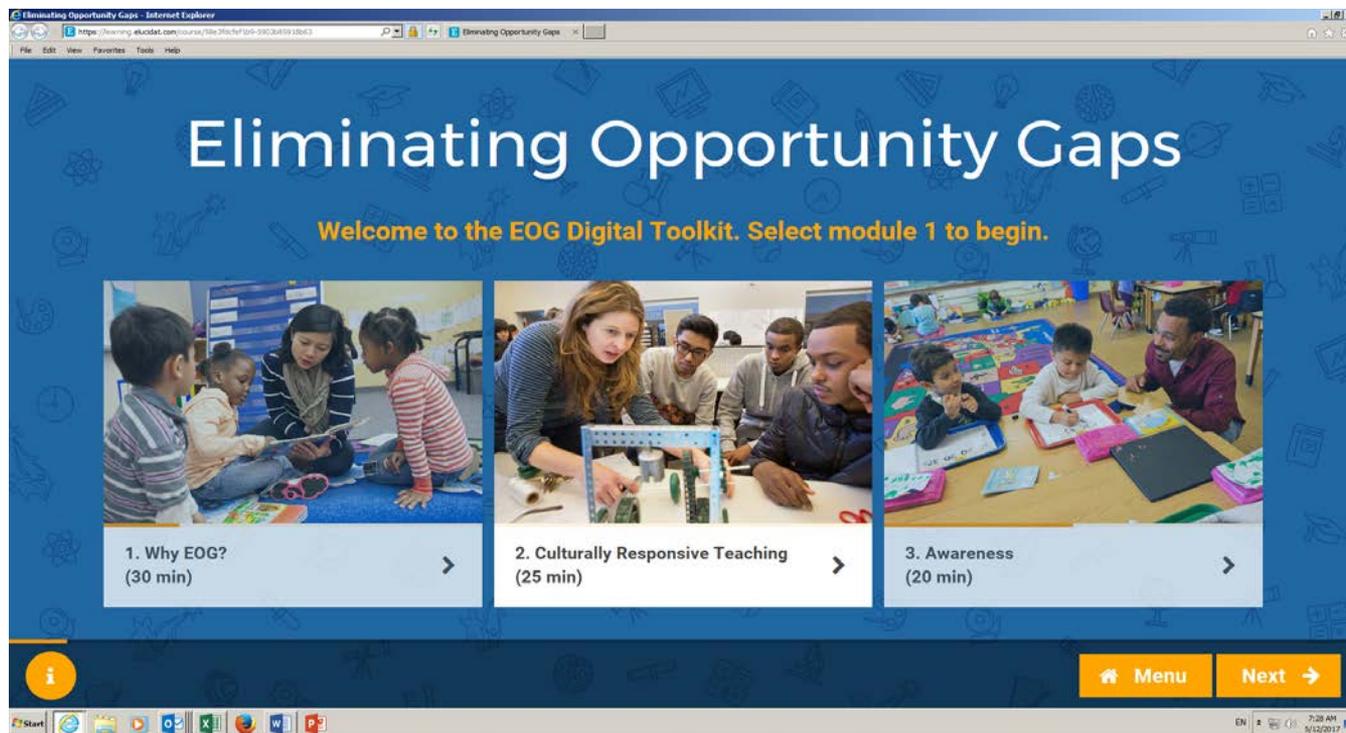
Results: Outcomes/Evidence



Total Intervention Days. The chart data for African American males (in blue) shows a decrease in interventions at two grade levels.

SMART Goal 2: EOG

Results: Outcomes/Evidence



Example of EOG Digital Toolkit, currently being tested and reviewed, in-person and remotely, by members of each work group.

SMART Goal 2: EOG

Results: Outcomes/Evidence

2016-17 School Community Partnership Inventory

School Details

In collaboration with community partners and Seattle Public Schools' leadership, the School and Community Partnership (SCP) Department works to ensure that the needs and strengths of every student are known and partner services are differentiated to support students' academic and social-emotional growth, acceleration, and success.

Board Policy 4265 and related Superintendent Procedures charge the School & Community Partnership Department to create and maintain an annual inventory of CBO partners in our District. To improve the functionality of the Inventory we are converting the excel database into an online platform which will be easier to view reports at the school level.

We expect this short survey to take 20 minutes and either a school leader or designee who is familiar with the partnerships at your school may complete it. The survey is due on May 12, 2017.

1. Please select your school:
2. Select your region:
 - Central
 - Northeast
 - Northwest
 - Southeast
 - Southwest
3. Who is the main contact at your school for community partnerships? Please list name, email address, and phone number.
 - Name
 - Title
 - Email
 - Phone Number

Partner Details

1. Partner Name (If not listed, scroll to the bottom and select "Other")
2. Partner Contact
 - Name
 - Title
 - Email
 - Phone

Example of Partnership Survey, currently being reviewed by Central Office leaders.
Expected launch: September 2017.

SMART Goal 2: EOG



Next Steps

- UW research collaboration
- EOG on-line learning – EOG digital toolkit
- EOG summer institute
- MBK cohort #2
- AAMAC recommendations

SMART Goal 3: Program Mapping/Review



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
- 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.

SMART Goal 3: Program Mapping/Review



Theory of Action

- IF we create an interactive mapping tool for families, THEN families will have a better understanding of their enrollment options.
- IF we implement systematic assessment and review/evaluation of school programs, THEN 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/Review



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/Review



Accomplishments

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
- Signed contract with vendor (GuideK12) for electronic mapping tool
- Begun integration of SPS data into interactive tool for planning purposes and family use

SMART Goal 3: Program Mapping/Review



Accomplishments, cont.

Program Review

Pilot Review #1: International Education and Dual-Language Immersion

- **Descriptive Analysis**: summary program overview and logic model, descriptive statistics, summary of principal interviews status: data analysis in progress; complete by May 31
- **Implementation Analysis**: data collected from site visits to five schools (interviews and focus groups), teacher survey, cost/budget analysis; status: data collection in progress; report due November 2017
- **Outcomes/Impact Analysis**: quasi-experimental design to measure programmatic impact on student outcomes and gap closing; status: data collection in progress; report due November 2017

Pilot Review #2: Advanced Learning/Spectrum

- **Descriptive Analysis**: summary program overview, reporting of perception data collected in previous years, descriptive statistics, principal survey results; status: data analysis in progress; complete by May 31
- **Design Study**: data collected from site visits to seven schools regarding best instructional practices and supports for students above or well above standard; status data collection in progress; report due November 2017

SMART Goal 3: Program Mapping/Review



Results: Outcomes/Evidence

- N/A

SMART Goal 3: Program Mapping/Review



Next Steps

- Complete Phase II of pilot program reviews this summer including implementation analysis and outcomes/impact analysis
- Complete implementation of GuideK12 program mapping tool and school locator.

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

- IF we analyze the impact of potential legislative and budget decisions, THEN the district will be able to plan for each budget scenario.
- IF 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, THEN we will receive additional funding.

SMART Goal 4: Budget/Funding



Theory of Action

Frequent meetings and clear communication with legislators about SPS funding needs.

+

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.

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.

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

- Met with our legislative delegation and reviewed analysis on House and Senate budget proposals
- Provided legislative members with documents to share as part of special session discussions in Olympia
- Completed Restoration 1.0 and 2.0 plans

SMART Goal 4: Budget/Funding



Results: Outcomes/Evidence

- Board has reached agreement on worst-case scenario budget plan and on Restoration 1.0 and 2.0
- Both Senate and House budget include the Per Pupil Inflator
- Levy cliff bill was passed
- Analysis of per pupil funding under status quo, Senate and House budget proposals (none of the plans meet status quo funding levels)

SMART Goal 4: Budget/Funding



Next Steps

- Continue to follow legislative activity and analyze impacts
 - Final budget analysis will inform 2017-18 financial position
- Continue to provide information to our families and staff
 - What is the real impact to SPS from the final budget
 - Explore interest in “Budget Basics 101” presentation

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.

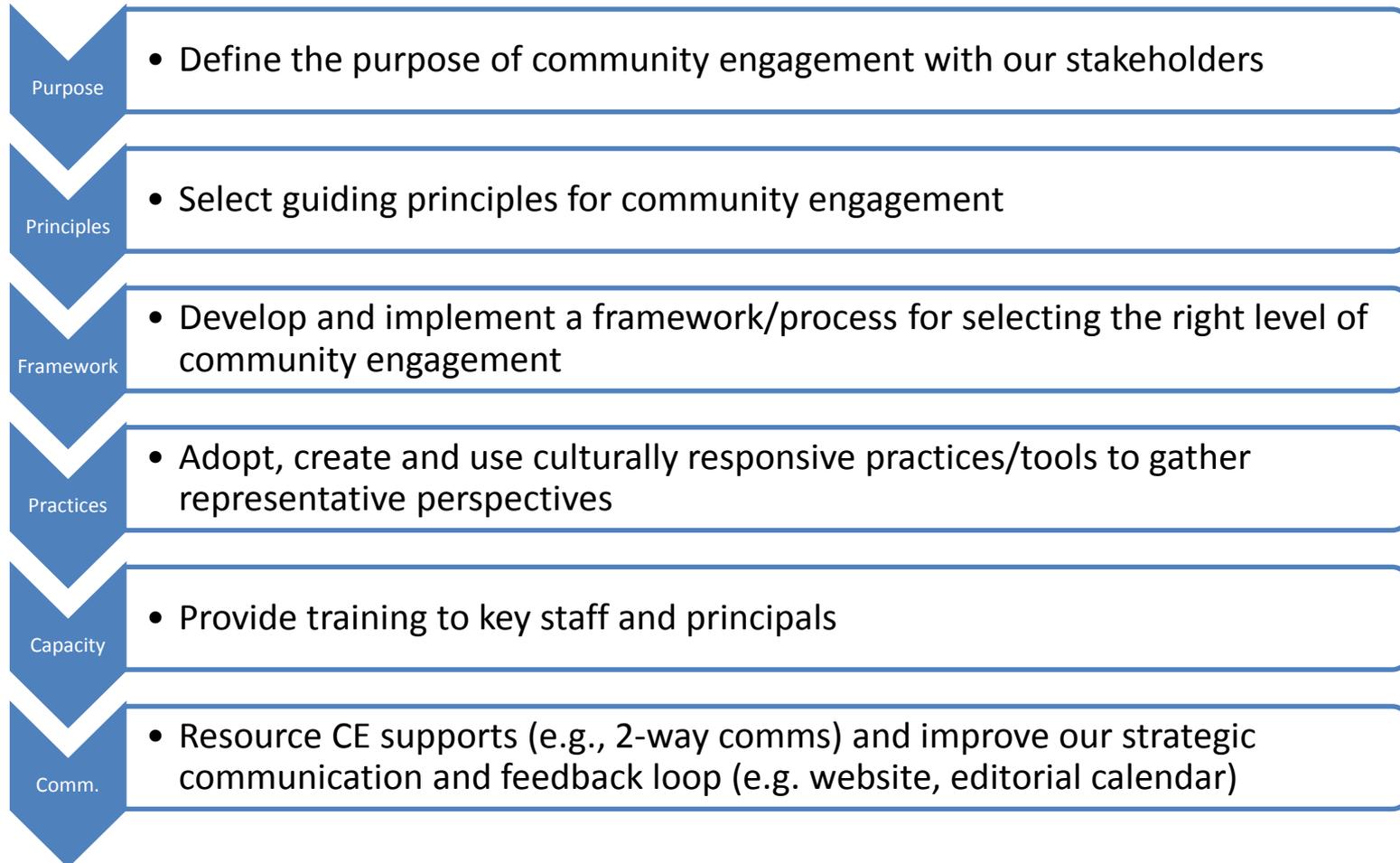
Baseline Data (2015-16):

- **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
- **50.9%** of staff at JSCEE perceive that conflict within their department is resolved in a timely manner
- **67%** of staff at JSCEE perceive that their department has a collaborative work culture

Theory of Action: External Engagement and Collaboration



If we.....



Then we will.....

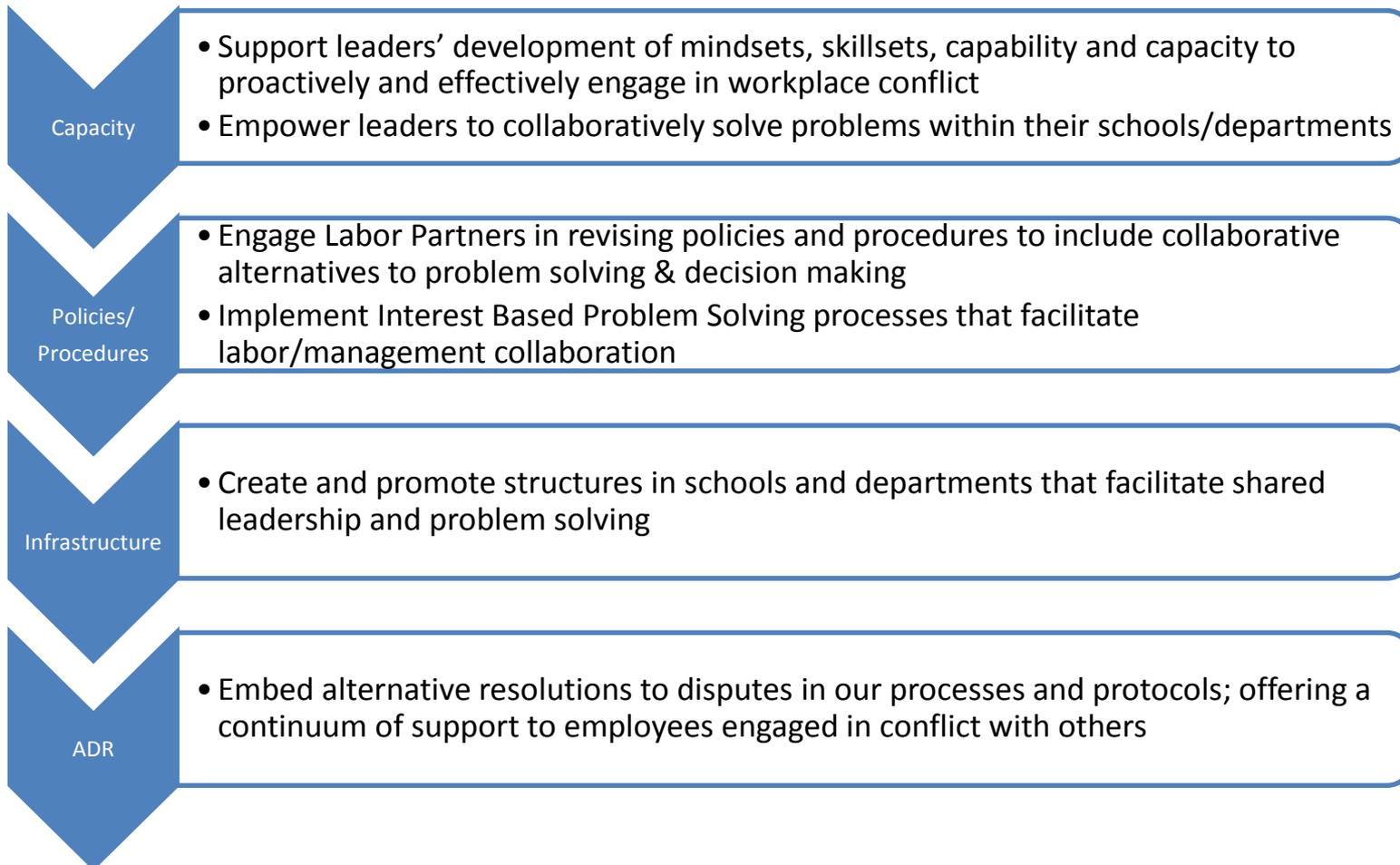
Develop a culture of predictable and transparent engagement, build trust and confidence in SPS, make better decisions, and ultimately improve outcomes for students/families

Every Student. Every Classroom. Every Day.

Theory of Action: Internal Engagement and Collaboration



If we.....



Then we will.....

Create a collaborative culture, increase trust and employee engagement, and shift the

Goal 5: Engagement/Collaboration

Implementation Plan- External Engagement



Strategy 1

Define community engagement and create a framework, training and supports

- ✓ Published the Community Engagement toolkit and resources on MySPS Engagement website
- ✓ Training for community engagement including online learning module
- ✓ RFP and vendor selected for 2-way engagement technology solution

Strategy 2

Improve district's strategic communication

- ✓ Mock up of new external sites (district and schools) complete
 - Supported by ongoing community engagement and representative work group
 - 90 initial participants responded on the information architecture CE; 59% could find correct page on current website
 - When presented with the same tasks and revised structure, 94% selected the right location. 35% increase.
 - Opportunity with new site to create consistency between district and school pages – district news
 - Opportunity to highlight core messages/stories – rather than news feed
 - Will launch late June/early July
- ✓ Editorial calendar launched including Superintendent Blog. Editorial calendar links board actions, strategic communications, blog, and operational communications.
 - 4,743 people have read Superintendent blog since November
 - 113% increase in referrals from Facebook; 418% from twitter. Last April we had 300,000 social media referrals to our website from Sept – April. This April we logged in at 700,000.
 - Have published 25 EOG feature articles that are promoted through the web, social media, and the Supe Blog.

Strategy 3

Define and implement customer service standards

- ✓ Developed cross departmental team and audited current practices
 - Report and recommendations on improving customer service created
 - "Hot topics" internal communication tool and process created to support improved messaging and coherence for families.

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 200 managers and leaders participated in Tier 1 training on how to effectively understand the context of conflict, and increase skills for improving communication and collaborative problem solving
- ✓ Over 50 managers and leaders participated in Tier 2 training, focused on learning facilitation skills to support others (small groups, teams) engaged in conflict

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 to design three proposals (draft/brick) to be piloted in the fall of 2017
- ✓ Collaboratively planned BLT training with SEA and PASS on a two day training for all BLTs. Training begins May 2017 (extends to 2017-2018 school year)

Strategy 3:

Develop proposal for Alternative Dispute Resolution continuum of supports

Goal 5: Engagement/Collaboration



Accomplishments: Internal and External Engagement

MAJOR MILESTONES

External Engagement

- Trained staff on final community engagement toolkit (55 participants including extended cabinet)
- Created online learning module
- Selected 2-way engagement vendor
- Developed final mock up for external websites responsive to community input
- Fully implemented strategic editorial calendar including a Superintendent Blog

Internal Engagement

- Trained over 250 leaders in how to “Engage in Difficult Conversations” and/or “How to Facilitate difficult conversations for others”
- PAR has moved forward three proposals to be piloted next school year (2017-2018)
 - Design a set of foundational coursework for teachers new to the profession that focuses on essential teaching skills and foundational beliefs needed to facilitate high levels of learning for all students and eliminate opportunity gaps
 - Pilot new consulting teacher role that focuses on observing and analyzing instructional practices of new to profession teachers and veteran teachers who may be struggling with their practice, and provide structured feedback to ensure teachers are meeting essential teaching standards
 - Pilot PAR (Peer Assistance & Review) Panel – a review board, made up of teachers and school leaders, responsible for determine whether or not a teacher is exited from coaching support, needs to continue with intensive support, or recommended for non-renewal

Goal 5: Engagement/Collaboration



Results: Outcomes/Evidence

Expected Results:

Increase in 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 – June 23.
- Additional data includes: 35% increase in participants' successful navigation of new website architecture; bounce rate decrease by 58.4% on current website; Increased visitors by 55%; 700,000 social media referrals from Sept. 2016 to April 2017 compared to 300,000 the previous year.
- 55 SPS trained or enrolled for training on the community engagement toolkit.

Increase partnership with Labor Partners

- Co-constructed a new vision and strategies to redesign our teacher evaluation system to be focused on feedback, growth and reflection (PAR)
- Collaborated with IUOE Local 609 to design a complaint intake/investigation process that will increase transparency and provide a more personal approach to closing cases
- Collaborated with PASS and SEA to design a two-day BLT training for all schools

Goal 5: Engagement/Collaboration



Next Steps

External Engagement

- Finalize two additional online learning modules
- Continue training for district and school staff on community engagement tool
- Develop school-specific tools and training
- Implement 2-way engagement – prepare for next year
- Launch the new external website in June/July
- Bring cross-departmental team together to finalize customer service standards for JSCEE staff; Share cross-departmental customer service standards with cabinet level staff to implement

Internal Engagement

- Implementation of Building Leadership Team training
- Pilot PAR program 2017-2018; negotiate spring 2018
- Implement Dispute Resolution Process accessible to employees, where there is a continuum of support for employees engaged in conflict with others
- Focus on developing the capacity of departments and schools to effectively engage conflict and change

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.
Multi-Year Vision	Every Student on Track to Graduate
Baseline, September 2016	Basic
Target, June 2017	Proficient
Committee	C&I Committee

WORST

BEST

Low Red	Medium Red	High Red	Low Yellow	Medium Yellow	High Yellow	Low Green	Medium Green	High Green
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Key Organizational Behaviors

	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Collaboration	Fails to fulfill the responsibilities identified as basic.	High Green: Ensures each school engages in, and effectively capitalizes on, a collaborative data inquiry process through regularly scheduled MTSS team meetings. A MTSS District Implementation Team (DIT) comprised of representatives from divisions and teams within Teaching and Learning exists with executive leadership to approve and support team decisions (e.g., prioritized funding, resource allocation, work streams) Evidence includes: MTSS team established at each school meets monthly and DIT team meeting notes.	Low Green: MTSS teams at each school are using a common decision-making protocol to develop action plans and are actively responding to those action plans. MTSS DIT implements a clearly articulated "whole child" MTSS framework aligning personnel, resources and streams of work across the district in service to schools at tiered levels. Evidence includes: Use of common decision-making and data access protocols, forms, and action plans at the school and central levels, as well as frequent review of data and resources.	Low Green: Develops MTSS teams at 20-25 schools that address both academic and behavior supports for students. School MTSS meetings discuss evidence based instructional and behavioral practices, supports, and interventions linked to the gap closing for African American males and other students of color. Evidence includes: A multi-year plan which includes established procedures, schedules for reviews of data and decision-making protocols, as well as student performance data (i.e., services, program and demographic, etc.)

<p>Common Tools and Procedures</p>	<p>Fails to fulfill the responsibilities identified as basic.</p>	<p>High Green: Develops and publishes a common set of district approved procedures, materials and technical tools as outlined in the MTSS "whole child" framework. These support items are easily accessible to staff serving students pre-K to 12th grade.</p> <p>Evidence includes: An MTSS Advisory Team (i.e., representatives Advanced Learning, ELL and Special Education) reviews and recommends procedures, an online access point for approved procedures, materials, and tools is developed.</p>	<p>High Green: Provides evidence of successful implementation of MTSS, including Positive Behavior Intervention Supports, in at least 25% of SPS schools using a standardized fidelity assessment tool. District-wide instructional and behavioral documents designed for schools to utilize MTSS language and align procedures, materials and technical tools to the MTSS "whole child" framework.</p> <p>Evidence includes: Use of standardized fidelity assessment tool to assess successful implementation of procedures, materials, and tools.</p>	<p>Low Green: Develops at least five schools which are ready and scheduled to serve as MTSS demonstration sites for the 2017-18 school year. Implementation of district's MTSS "whole child" framework is evident in a majority of schools.</p> <p>Evidence includes: Use of common language, definitions, data analysis, procedures, adopted materials, progress monitoring timelines, and technical tools. A minimum of 50% of schools are able to demonstrate use of the "whole child" framework.</p>
<p>Data and Assessment</p>	<p>Fails to fulfill the responsibilities identified as basic.</p>	<p>High Green: Actively administers common interim and classroom assessments to drive instructional and behavioral decisions at the elementary and secondary levels. Develops a district-wide balanced scorecard comprised of established metrics to guide decisions for the MTSS District Implementation Team that monitors services, programs, key resources, etc.</p> <p>Evidence includes: Majority of schools use approved assessments to drive decisions, development of a district balanced scorecard with established metrics.</p>	<p>Medium Green: Develops a robust, district-wide early warning indicators (EWI) on attendance, behavior and academic performance that supports school and district-wide decisions related to the MTSS "whole child" framework.</p> <p>Evidence includes: Development and tracking of accurate EWIs, schools and DIT regularly review data.</p>	<p>Implements district-wide early warning indicators (EWI) on attendance, behavior, and academic performance that supports gap eliminating instructional practices for African American Males and other students of color. The District's balanced scorecard actively informs the actions of identified Central Office personnel and links to schools increasing the performance of targeted students.</p> <p>Evidence includes: Schools gather EWI data, data is tracked through scorecard/dashboard, DIT uses data to drive decisions and provide support to schools.</p>

<p>Professional Development</p>	<p>Fails to fulfill the responsibilities identified as basic.</p>	<p>High Green: Trains SPS staff, district-wide, on the MTSS "whole child" framework, including common definitions, procedures, materials and technical tools. Develops cadres of experts in MTSS at the central office level as well as Career Ladder personnel.</p> <p>Evidence includes: PD developed and administered to central office staff and school leaders, cadres established at central office.</p>	<p>High Green: Provides targeted professional development to schools based on their performance on established metrics, including on differentiation related to ELL, HCC and Special Education services. District personnel differentiate coaching and training methods based on a school's identified, tiered needs. Continues training offered to school teams (extending cohorts 1 and 2) to deepen formative assessment and inquiry practices.</p> <p>Evidence includes: PD is differentiated across schools and cohorts based on identified needs.</p>	<p>High Yellow: Applications of culturally responsive supports and interventions exist at the early adopter schools (20-25 schools). This application at select schools is linked to the MTSS and/or Formative Practices training and technical assistance provided to school teams. Coaching and trainings emphasize common language, definitions, data analysis, procedures, materials and progress monitoring timelines and technical tools.</p> <p>Evidence includes: Examples of culturally responsive supports and interventions at early adopter schools at minimum. Trainings incorporate developed language and materials. A decision-making metric is developed to guide specific supports to schools.</p>
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Goal 1 Summary

<u>SMART Goal #1</u>	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 have you accomplished under this goal? Successes? Key Bodies of Work?

- **Key Bodies of Work:**
 - Development of systems and resources (data management, templates, common assessments) to stage further implementation of MTSS at central office and schools.
 - Communication and professional development on implementing MTSS within a tiered structure, based on where each school is at in the process.
- **Successes:**
 - Successful field test of a student data portal (Homeroom) with 15 schools across regions and grade levels.
 - Gathered evidence and examples of MTSS indicators from every school, to establish a clear picture of each school’s status. This will inform professional development, supports, and resources for schools in 2017-18.

2. Did you meet your Target of Proficient for June 2017? What evidence or data demonstrates the color provided on each row and box of the rubric? If you did not meet your target, why not (i.e., what challenges did you face)?

Over the course of the year, we established the foundation for continued implementation of a Multi-Tiered System of Support. As an anchor to tie a number of intricate, connected pieces together, an **MTSS Implementation Guide (see artifact A)** was created by a representative group of school and central office staff from a number of departments. The MTSS Implementation Guide will serve as a multi-year guide for schools and central office staff to continue implementation of MTSS. For year one of MTSS implementation, we focused on three key areas of the guide (**see artifact B**):

- 1) Establishing MTSS Leadership Teams
- 2) Establishing a data-inquiry and decision-making process, supported by common tools and resources
- 3) Establishing a process by which actions are taken in support of student outcomes

In support of these key areas, we achieved the following:

- 1) **Evidence Collection, Review, and Determination of Status:** We collected evidence and samples from every school to demonstrate:
 - a. If schools had a representative MTSS team formed at their school
 - b. If the MTSS team was meeting regularly to review student data
 - c. Examples of data points and their data-inquiry process
 - d. Examples of decision-making protocols and processes

- e. Examples of actions taken and how progress was monitored
- f. Examples of the culturally responsive supports and interventions established (PBIS)

The evidence was then reviewed, recorded, and samples were archived. Using this evidence, each school was assigned a status of implementation in three main categories (**see artifact C**). Each school's status was coded red, yellow, or green, using the attached key for consistency (**see artifact D**).

- 2) Common Tools:** Two teams were formed to guide and inform MTSS, as well as an MTSS lead assigned to each school. Common tools and resources were created through joint collaboration with these teams and others, and include:
- a. MTSS Implementation Guide (**see artifacts A and B**)
 - b. MTSS Whole Child Framework
 - c. Fidelity Tool and Action Plan
 - d. Samples collected from schools (assessment calendar, decision-making process and flowcharts)

These tools and samples will be available to all schools on the MTSS website (internal MySPS link).

- 3) Data and Assessment:** We successfully completed a field test of a student data portal with 15 schools, and gathered input and feedback from users. A prototype of a district data dashboard/scorecard is ready for rollout this summer, which includes district-wide early warning indicators. An RFP was issued for common interim assessments and proposals are being reviewed for a pilot in 2017-18. Progress monitoring assessments, i.e. Fountas & Pinnel, were purchased for all K-5/K-8 schools.
- 4) Professional Development:** A scope and sequence of training for teachers and leaders on MTSS was established. For example, tailored trainings on MTSS were provided throughout the year called After-School Academies. In addition, a district-wide coordinated PD plan was created in order to leverage high-quality, differentiated PD each school requires not only for implementation of MTSS, but across all departments within Teaching and Learning (**see artifact D for excerpt**). The PD plan includes a guiding document to provide the principals for PD within Seattle Public Schools, a catalog of all PD offerings, and a calendar.

2) Please provide 1-3 artifact(s) demonstrating your work under this goal (aligned to rubric).

Artifact A: MTSS Implementation Guide Table of Contents

Artifact B: Excerpt of the MTSS Implementation Guide, focusing on three key areas for year 1 implementation

Artifact C: Color-coded spreadsheet of school implementation status linked to MTSS Implementation Guide

Artifact D: Key for color-coded spreadsheet (Artifact C) for consistency

Artifact E: Excerpt from the District-wide coordinated PD catalog (E2) and draft August calendar (E1)

MTSS IMPLEMENTATION GUIDE

TABLE OF CONTENTS

Leadership, Systems, and Structures of MTSS

1A: Building Support, Commitment and Consensus amongst stakeholders

- 1A.1 School leader commitment to MTSS
- 1A.2 Staff commitment to MTSS
- 1A.3 Equitable Access
- 1A.4 Family and community commitment to MTSS
- 1A.5 Shared vision
- 1A.6 Active engagement of families
- 1A.7 Active engagement and effective use of partnerships
- 1A.8 Data inquiry and decision-making process ensures equitable access and action aligned to individual need

1B: Commitment to Sustainability of MTSS Implementation

- 1B.1 Components and critical indicators of MTSS
- 1B.2 Commitment to professional development and shared ownership
- 1B.3 Alignment of district policy, school procedures and resources
- 1B.4 Monitor implementation of MTSS

1C: Building Capacity and Infrastructure for Implementation

- 1C.1 Establishing the MTSS Leadership Team including roles and responsibilities
- 1C.2 Initiating Professional Development
- 1C.3 Provision of targeted Professional Development: Climate, Collaboration and Communication
- 1C.4 Targeted Professional Development: Data and assessment practices
- 1C.5 Targeted Professional Development: Tiered instruction and supports
- 1C.6 Alignment of time and resources to support the work of MTSS

1D: Strategic Planning for Improvement of MTSS Procedures and Practices

- 1D.1 Alignment to CSIP: A strategic plan for MTSS implementation is developed and aligned with the school improvement plan
- 1D.2 Plans for ongoing improvement

1E: Communication

- 1E.1 Communication structures, both internal and external, exist to inform, improve and monitor implementation of MTSS

School Culture, Collaboration and Communication

2A: Collaboration Structures and Processes

- 2A.1 Collaborative practices intentionally support school culture
- 2A.2 Teaming structures exist to support sustained and informed collaboration
- 2A.3 School-wide collaboration positively impacts teacher instructional practice

2B: Collaboration and Partnership

- 2B.1 Community Partners and families are invited into collaborative processes regarding MTSS
- 2B.2 Communication systems are in place to ensure the learning community is informed and engaged with MTSS practices

2C: Positive School Climate

- 2C.1 Leadership and the development of structures support use of climate data
- 2C.2 Consistent communication of expectations and instruction for social, emotional and behavioral learning, grounded in culturally responsive practices
- 2C.3 Consistent application of safety and crisis procedures
- 2C.4 Consistent, shared data management practices are implemented
- 2C.5 School Teams use data to monitor implementation
- 2C.6 School-wide commitment to positive classroom management practices
- 2C.7 Tiered intervention and support for social, emotional and behavioral needs

- 2C.8 Professional Development and Adult Learning addressing classroom management, positive school climate and student needs

Core and Tiered Instruction Supports

3A: Core Instruction

- 3A.1 All students have access to standards-based core curriculum that is horizontally and vertically aligned
- 3A.2 All students have access to high quality, standards-based responsive classroom
- 3A.3 Instruction reflects research and best practice in content area pedagogy instruction

3B: Tier 2 Instruction (ELA and Math)

- 3B.1 Interventions align with core instruction
- 3B.2 Core instruction is evaluated to inform the intervention plan
- 3B.3 Equitable access to intervention is ensured
- 3B.4 High quality instruction during intervention is ensured

Data, Assessment and Progress Monitoring

4A: Assessment within core instruction

- 4A.1 Standards-based assessment is embedded in core instruction
- 4A.2 Assessment is used systematically to ensure progress and support
- 4A.3 A balanced system of assessments is in place
- 4A.4 Routines for collecting data and providing feedback are in place
- 4A.5 Assessment of learning occurs routinely and consistently
- 4A.6 A system of common formative assessments is in place
- 4A.7 Assessment resources are uniformly and correctly used

4B: Data-Based Decision-Making and Interventions in TIERED Instruction (ELA and Math)

- 4B.1 Use of data supports and focused intervention
- 4B.2 Intervention decisions are made using valid and reliable data and processes
- 4B.3 Decision-making rules guide intervention

4B.4 Progress monitoring tools are in place

SEATTLE PUBLIC SCHOOLS MTSS IMPLEMENTATION GUIDE: Component 1: Leadership, Systems & Structures of MTSS

			Status of Implementation	Alignment			
Anchors and Guiding Question	Indicator	Emerging/Developing Establishing Consensus and Building Infrastructure	Operationalizing Gaining Consistency	Optimizing Innovating and Sustaining	AWSP	TPEP	OSPI
<p>MTSS Leadership 1A Building Support, Commitment and Consensus Amongst Stakeholders</p> <p><i>What is the decision-making process used by educators and families to improve outcomes for groups of students?</i></p>	<p>1a.8 Data inquiry and decision-making process ensures equitable access and action aligned to individual need</p>	<p>Decision-making commitment is in place, may be at an inquiry level, and includes:</p> <ul style="list-style-type: none"> Staff agree to meet with peers (e.g., grade-level, content) and work collaboratively to meet needs of <i>all students</i> The school-level MTSS team has formed and are in the process of defining a procedure (i.e. who, what, when, where) for one to all three of the following: <ul style="list-style-type: none"> examining data to determine if academic, behavior, and/or social-emotional curriculum and instruction are effective and matched to students’ needs (teams may focus on one area) accessing school leadership or school-level support when greater assistance is needed for groups of students 	<p>And, the school-level MTSS Team <u>and</u> teacher-level team(s) consistently conduct the following decision-making processes with at least two focus areas:</p> <ul style="list-style-type: none"> discuss screening data at regular intervals during the year for academics, behavior, and/or social-emotional needs determine effectiveness of curriculum and classroom instruction across school, grade-level, and content examines school, grade-level, and content data for global trends and effectiveness inform and implement changes in curriculum, instruction, and school climate based on student achievement and growth collect data on and consider fidelity of curriculum and intervention 	<p>And, practices are embedded in school culture as a part of a continuous improvement cycle, and include data in support of the whole child (academic, behavior, social emotional).</p> <p>Collaborative team(s) routinely analyze data in order to:</p> <ul style="list-style-type: none"> provide feedback to the staff on the effectiveness adjust programming based on student data/results evaluate the quality of interventions available evaluate systemic trends 			
<p>MTSS Leadership 1C Building Capacity & Infrastructure for Implementation</p> <p><i>Who comprises the MTSS Leadership Team and what are the key roles</i></p>	<p>1c.1 Establishing the MTSS Leadership Team including roles & responsibilities: The MTSS Leadership Team is established that includes 6-8 members with cross disciplinary representation to include: principal, general and</p>	<p>A leadership team exists that includes cross-disciplinary representation and the following specific functions are understood:</p> <ul style="list-style-type: none"> Coordinating school services (e.g. master scheduled, assessment calendar) Coordinating and summarizing data Meeting regularly to review data, monitor intention effectiveness and make adjustments as needed 	<p>And the leadership team has developed a plan and is executing specific functions facilitating MTSS implementation: (knows the difference between dialogue and decision-making)</p> <p>And has received training in developing culturally competent, sensitive and inclusive decision making</p>	<p>And the leadership team members have the knowledge and skills to lead implementation efforts, safeguard equitable access, and design specific actions targeting opportunity and achievement gaps.</p> <p>And the team includes Community Partners representatives and Provider representatives.</p>	<p>1.2 1.3 1.4 2.2 3.2 3.3</p>	<p>8.4d 8.4f</p>	

<p><i>and responsibilities of the team?</i></p> <p><i>How will we work collaboratively with Central Office to initiate professional development in support of MTSS?</i></p> <p><i>What elements around climate, collaboration and communication should inform and guide our site-based professional development?</i></p>	<p>special education teachers, content area experts, instructional support staff, student support personnel) and is responsible for facilitating MTSS implementation</p>	<ul style="list-style-type: none"> • Collaborating with Grade Level/Department teams to identify and match students with intervention supports • Identifying professional development needs • Participating in and facilitating Cultural Competency training • Coordinating school committees FEAT, PBIS, Race and Equity, BLT 	<p>And plans and executes needs-based professional development in cooperation with Central Teams</p>	<p>And the team Leads and provides professional development with trained on-site teacher leaders</p>			
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Key: Color-Coded MTSS Evidence Spreadsheet

MTSS Guide Indicator	Continuum of MTSS Implementation		
	Preparing Structures and Informing	Adopting	Maximizing the Framework
	Red	Yellow	Green
1c.1: MTSS Team	<ul style="list-style-type: none"> SIT Team Meeting driven by referral 0 or 1 focus area (beh/acad) Data review – 1 child/time 	Criterion evidenced from both 	<ul style="list-style-type: none"> Representative Meets regularly Maximized tier one Reviews data for Screener & progress Coordinates school services Collaborative practices w/grade level teams to match students w/supports
1a.8: Decision Making	<ul style="list-style-type: none"> Undefined DM Lacks protocols Lack of tiering PLCs meet w/o data protocols Inquiry stance w/out data review stance Data gathered leads to SPED via SIT 	<ul style="list-style-type: none"> Timely reviews of data, but inconsistent Use of guiding questions Intervention menu w/o clear action plan Normed assessments reviewed Collaborative structures beginning, such as teacher teaming (PLCs, Data, PBIS) Inquiry level data review 	<ul style="list-style-type: none"> Screen all students Regular, purposeful data review Tier movement criteria Tiered supports Shared data to inform instruction Collaborative structures involve all Decision-making cycle leads to action Family/community partnerships & provision of services
1c.1 and 1a.8 Action Planning	<ul style="list-style-type: none"> Lack of action planning Meeting notes talk about action but w/no evidence of student centered action Tracked interventions (students enter and stay) 	<ul style="list-style-type: none"> All teacher PD about Tier one instruction & MTSS Data tracker w/progress monitoring but no evidence of action Staff exploring tailoring practice to student need Beginning cycle of review Inventory of how services serve individual students 	<ul style="list-style-type: none"> Maximize T1 services Data tracker shows progress monitoring w/documentation Supports, strategies (T1) & Intervention plan Review cycle Family and community partners serve w/management

AUGUST 2017

Monday	Tuesday	Wednesday	Thursday	Friday
31 <ul style="list-style-type: none"> • SLI Operations 	1 <ul style="list-style-type: none"> • SLI Operations 	2 <ul style="list-style-type: none"> • SLI Operations 	3 <ul style="list-style-type: none"> • SLI Operations 	4 <ul style="list-style-type: none"> • SLI Operations
7 <ul style="list-style-type: none"> • HS Biology Carbon Time Year1 	8 <ul style="list-style-type: none"> • SLI Summit • HS Biology Carbon Time Year 2 	9 <ul style="list-style-type: none"> • SLI Summit • HS Biology 	10 <ul style="list-style-type: none"> • SLI Summit • HS Biology 	11 <ul style="list-style-type: none"> • SLI Summit • P.E. PreK-12 Train the Trainer • WA STEM • K-2 Math • HS Biology
14 <ul style="list-style-type: none"> • Dual Language Immersion Literacy Workshops • HS Science – Physics • HS Science – Chemistry • Early Learning Summer Institute • Full Day K Module 	15 <ul style="list-style-type: none"> • Dual Language Immersion Literacy Workshops • HS Science – Physics • HS Science - Chemistry • Early Learning Summer Institute • Full Day K Module 	16 <ul style="list-style-type: none"> • Dual Language Immersion Literacy Workshop • Elem Science – Launch Unit Training • HS Science – Physics • HS Science – Chemistry • Early Learning Summer Institute • Full Day K Module 	17 <ul style="list-style-type: none"> • Student Supports • MS Science – PSEP • HS Science – Physics • HS Science – Chemistry 	18 <ul style="list-style-type: none"> • Student Supports • MS Science – PSEP • HS Science – Physics • HS Science – Chemistry • Blended Learning Bootcamp
21 <ul style="list-style-type: none"> • Student Supports Instructional Summit • Levy ELL Summer Institute • Blended Learning Bootcamp 	22 <ul style="list-style-type: none"> • Student Supports Instructional Summit PBIS Teams Start of Year 1 – 4 Elementary • Levy ELL Summer Institute • Blended Learning Bootcamp 	23 <ul style="list-style-type: none"> • Student Supports Instructional Summit • ELA K-5 Adoption • PBIS Teams – Start of the Year – Secondary 9-12 • MS Math Textbook Pilot • Levy ELL Summer Institute • Dual Language Immersion Bootcamp 	24 <ul style="list-style-type: none"> • IA Academy • ELA K-5 Adoption • MS Math –Textbook Pilot • MS Science – PSEP • PBIS Teams Grade 1-4 • SEL Bootcamp • STAR New Teacher Orientation • New World Languages Teachers Bootcamp • International Education Symposium 	25 <ul style="list-style-type: none"> • IA Academy • ELA K-5 Adoption • MS Math Textbook Pilot • MS Science - PSEP • World Language Initial DLI – Dual Language Immersion Boot Camp • IA (Instructional Assistant) Academy • SEL Bootcamp • STAR New Teachers • Global Leadership Workshop

Content Area	Course Title and Description	MTSS Component: Indicator	Audience(s)	Course Length/Dates Available	Central Office Lead	Instructor
Student Support Services: Office of Special Education Services						
SpEd: Services & Instruction	Access 101 (Part 1): Geared towards Access and Resource staff, this course will cover topics such as developing classroom systems and schedules and making your environment work for your students. It's recommended that you attend with your building's special education team.		Teacher and IAs in an Access or Resource Program, General Education teachers are welcome	2017 Summer Instructional Summit: August 23: AM Session 8:30 - 11:30 am	Lead: Stephanie King;	Instructors: Courtney Butorac and Stephanie Lai
SpEd: Services & Instruction	Access 101 (Part 2): This is a work session where participants can come with their IEPs and school building schedules and begin planning for the school year using the ideas and tools from Part 1. It's recommended that you attend with your building's special education team.		Teacher and IAs in an Access or Resource Program, General Education teachers are welcome	2017 Summer Instructional Summit: August 23: PM Session 1:00-4:00 pm	Lead: Stephanie King;	Instructors: Courtney Butorac and Stephanie Lai
SpEd: Services & Instruction	Continuum -Approach Mindset Workshop: this half-day long workshop will provide school teams the opportunity to learn about the Continuum-approach, assess and address current school-wide practices within key indicators (collaboration, infrastructure, leadership, technical skills/knowledge and flexibility to openness to change) to determine plans to enhance inclusive practices for all students.		all	2017 Summer Instructional Summit: 8/22: 8:30 - 11:30 am August 23: 1-4pm	Beth DeGrace	Devin Gurley or Catherine Cook
SpEd: Services & Instruction	Continuum School Workshop- Year 2: this half-day long workshop will provide school teams the opportunity to continue the learning about the Continuum-approach, assess and address current school-wide practices within key indicators (collaboration, infrastructure, leadership, technical skills/knowledge and flexibility to openness to change) to determine plans to enhance inclusive practices for all students.		all	2017 Summer Instructional Summit: 8/22 1:00 - 4:00 pm 8/23: 8:45 - 11:45am	Beth DeGrace	
SpEd: Services & Instruction	CPI Autism Spectrum Disorders Refresher: This course focuses on using de-escalation techniques and creating positive behavior supports for individuals with Autism. This course targets both individuals that are severely impacted (nonverbal, pre-symbolic, etc.) as well as higher functioning students on the Autism Spectrum. This course provides district-approved, de-escalation techniques for staff that work with students on the Autism Spectrum that engage in physically assaultive behaviors that present safety risks to themselves and others. Many students with autism engage in assaultive behavior as indicated by their behavior intervention plans, incident reports, and staff injury reports. There is a need for staff to know how to safely de-escalate students under their care in a district-approved way when they engage in assaultive behavior as a function of their disability.		Special Education Teachers; SEL Teachers; Administrators; IAs	2017 Summer Instructional Summit: Aug. 21, 8:30 - 3:30 pm		

SpEd: Services & Instruction	CPI Certification Course for All Staff: <i>CPI Non-violent physical crisis intervention is designed to support both state and district mandated guidelines surrounding the use of physical interventions with students. It prepares staff with basic skills to first prevent crisis from occurring, manage crisis that may occur and report the event for ongoing data collection. The purpose of this course is to provide skills to the staff members that will assist decreasing the number and severity of physical interventions as well as increasing the available time students who experience extreme crisis are available for instruction. This training helps offer alternatives to physical intervention, suspension and engagement in the conflict cycle.</i>		Special Education Teachers; SEL Teachers; Administrators; las	2017 Summer Instructional Summit: Aug. 17, 18: 8:30 - 3:30 pm	Erin Romanuk	CPI Trainers
SpEd: Services & Instruction	CPI Certification Course for SEL Staff: <i>CPI Non-violent physical crisis intervention is designed to support both state and district mandated guidelines surrounding the use of physical interventions with students. It prepares staff with basic skills to first prevent crisis from occurring, manage crisis that may occur and report the event for ongoing data collection. The purpose of this course is to provide skills to the staff members that will assist decreasing the number and severity of physical</i>		SEL Staff	2017 Summer Instructional Summit: Aug. 17, 18: 8:30 - 3:30 pm	Stephanie King and Kelly Kirkpatrick	CPI Trainers
SpEd: Data & Progress Monitoring	Data Collection and Progress Monitoring: <i>This 90 minute course will teach participants how data collection informs instruction, will have tools and templates for data collection practices modeled and explained, and will understand how to analyze and interpret collected data for purposes of informing instructional decision making. A plan for developing a systematic approach to regular and frequent data-driven practices will be provided</i>		Special Education Teachers	2017 Summer Instructional Summit 8/21 - 8:30 - 10:00 am 8/21 - 12:15 - 1:45pm 8/23 1-2:30 pm 8/24 1-2:30 pm	Devin Gurley	DevinGurley or Catherine Cook
SpEd/AL: Twice Exceptional	Differentiation for Twice Exceptional Students <i>Accommodation, modification and differentiation strategies targeting the individual needs of 2E learners.</i>		General Education (Elementary Emphasis) and Special Education Teachers	Fall Student Supports Academy	Roger Daniels	Jenny and Beth DeGrace
SpEd: Collaboration	Difficult Adult Conversations that Lead to Positive Outcomes: <i>In this session participants will learn strategies for building collaboration, conversation and agreement around the IEP table. Also included strategies for building effective classroom teams that are focused on improving outcomes for your students.</i>		General Education Teachers, Special Education Teachers, Administrators, IA's	2017 Summer Summit: 8/22 2:45- 4:15 8/25 9:00 - 10:30 am	Teresa Swanson	Team
SpEd: Social Skills	Evidence-based practices in Social Skills and SDI: <i>In this two-part module, participants will be provided an in-depth look at how to best serve elementary and secondary students with social skills SDI. Participants will better understand the function and nature of a students' disability, as well as learn strategies to provide structure, support, and monitor progress. They will walk away with lesson planning ideas, resources and classroom structures. Topics covered will include: conversation skills, friendships, the hidden curriculum, anxiety reduction and emotional regulation</i>		Special education teachers who teach Access, resource, and focus		Laurie Chirichigno and Catherine Cook	Jenny and Beth Tiedemann

SpEd: Training	IA Academy - Triple E: Empowering Instructional Assistance to Enhance and Enrich Practice: This 2 day IA Academy experience will empower instructional assistants (IA) to be most effective in their role supporting teachers and students. IAs wear many hats and provide a range of services, and support students with multiple challenges. The purpose of the course is to equip IAs with strategies for supporting the academic, behavioral, physical/mobility, personal care, and sensory needs of students. We will: EMPOWER through knowledge, ENHANCE through skill development, ENRICH practice through application of newly acquired knowledge and skills		Instructional Assistants	2017 Summer Instructional Summit: 8/24 8-4 pm & 8/25 8-2pm	Joe Berdins	Teresa Swanson
SpEd: IEP Writing	IEPO Training; In this training for new users and refresher for experienced teachers facilitator will explain/review the process of using IEPO online. Completion of this course is mandatory for an IEPO account.		New and Veteran Special Education Teachers, new ESA staff	During Induction, 8/31, 9/5, 9/7, 9/14,9/21 9/28, 10/12,10/26, 11/9, 1/11, 2/8, 3/8, 4/5	Maureen Davis, Laurie Lukens	Maureen Davis, Laurie Lukens
SpEd: Induction	Induction Series for SPS Special Education Teachers			2017 Summer Summit 8/21, 22, 23; 8 - 4 pm	Trish Campbell	
SpEd/AL: Twice Exceptional	Meeting the Needs of our Twice Exceptional Learners (Twice Exceptional 101) In this lecture/discussion, participants will address the following questions: How can we accommodate 2E students in general ed classrooms? How do we modify instruction to serve 2E students? How do we approach collaboration between Special Education and Advanced Learning/General Education services?		General Education (Elementary Emphasis) and Special Education Teachers	Fall Student Supports Academy	Roger Daniels	Maki Ichikawa
SpEd/AL: Twice Exceptional	Meeting the Social Emotional Needs of 2E Students How to address the social emotional challenges that arise from asynchronous development, discrepancies between academic abilities and performance, and executive functioning challenges that are typical of 2E students.		General Education (Elementary Emphasis) and Special Education Teachers	Fall Student Supports Academy	Roger Daniels	Maki Ichikawa
SpEd: Transition	Post High School Transition: Section 1: We are all transition teachers: Preparing students for life after high school - Participants will receive information and curriculum on self-advocacy, self-determination, prevocational and soft employment skills for students from 4th grade through age 21. Section 2: Writing strong and compliant transition plans for students aged 16-21 -Participants receive coaching and practice on age-appropriate transition assessment, writing measurable postsecondary goals, and using the transition plan to drive the IEP and school process		Special Educaiton Teachers	2017 Summer Summit 8/21: 8:30 - 10:00 am 8/24 8:30 - 10:00 am	Amanda McNaughton	Amanda McNaughton

SpEd: IEP Writing	Practices and Road Maps for Writing Proficient IEPs: <i>In this course, facilitators will review the process of writing a high-quality, compliant IEP in an easy to understand way. Participants will not only learn about IEP standards, but also how to make it simple and straight-forward for teachers!</i>		Special Educaiton Teachers	2017 Summer Instructional Summit: 8/23: 8-9:30am SPED Teacher Induction: August 21, 22, 23	Maureen Davis Michelle Landwehr	TBD
SpEd: ESA Practice/Psychs.	Psychologists October PD/TRI Day-WSASP Presenter-Topi(s) <i>relevant to the most current best practices of school psychology; Mini-Skill Stations</i>	2 & 3	School Psychologists	October TRI Day: 10/13	Peiling Su	Peiling Su
SpEd: ESA Practice/Psychs.	Psychologists Opening Day-Developing & Initiating Implementation of MTSS/School Psychologist's Role in MTSS Implementation (NASP Podcast)	1 & 2	School Psychologists	August TRI 8/29	Peiling Su	Kari Hanson/Peiling Su
SpEd: ESA Practice/Psychs.	Psychologists Staff Meetings & Early Release-Legal & Ethical Challenges: From Court to Schools; SPS 504 Eligibility & Process; ELL Considerations; Race & Equity; Develop SPS Guideline for Autism Eligibility without Medical Diagnosis	1, 2, & 3	School Psychologists	Early Release: 1.5 hour/session for staff meeting; 2 hour/session for early release: 11/15/17, 12/13/17, 01/10/18, 03/14/18, 05/09/18	Peiling Su	Peiling Su
SpEd: ESA Practice/Psychs.	Psychologists Staff Meetings-School Psychologists <i>will review and learn current state standards, district policy and procedures in school psychology practices that directly impact and promote achievement of all students, especially those with special needs</i>	1 & 2	School Psychologists	2 hours/session, 09/20/17 & 04/18/18	Peiling Su	Peiling Su
SpEd: Risers	Riser Planning: Laying the Foundation for Preschoolers with Disabilities Rising to Kindergarten: <i>This course will support the successful transition of preschool-aged students with disabilities. Teaching will provide attendees with knowledge and tools to promote the utilization of research, classroom data, and strategies to improve educational, social, and emotional outcomes of preschool student rising to kindergarten. Participants will:</i> <ul style="list-style-type: none"> • Explore current research supporting successful Pre-K transition • Identify tools, resources and strategies • Understand how to promote including families and receiving teams in the rising process • Develop knowledge of practices that promote a successful transition for children from diverse cultures and children with significant special needs 		Preschool and Elementary Teachers	2017 Summer Summit 8/22: 12:45 - 2:15pm 8/23: 2:45 - 4:15 pm	Jenn Pelland	Jenn Pelland
SpEd: Services & Instruction	SDI and Supports in the General Education Setting (Part 1): <i>Geared towards Access and Resource staff, this course focuses on differentiation, social skills instruction, and supporting academic and behavior challenges in the general education setting. It's recommended that you attend with your building's special education team.</i>		Teacher and IAs in an Access or Resource Program, General Education teachers are welcome	2017 Summer Instructional Summit: August 24: AM Session 8:30 am - 11:30 am	Lead: Stephanie King;	Instructors: Courtney Butorac and Stephanie Lai
SpEd: Services & Instruction	SDI and Supports in the General Education Setting (Part 2): <i>This is a work session. Participants will come with their IEPs and begin planning for the school year using the ideas and tools from Part 1. It's recommended that you attend with your building's special education team.</i>		Teacher and IAs in an Access or Resource Program, General Education teachers are welcome	2017 Summer Instructional Summit: August 24: PM Session 1-4 pm	Lead: Stephanie King;	Instructors: Courtney Butorac and Stephanie Lai

SMART Goal #2	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.
Multi-Year Vision	Caring adult advocates for every historically underserved student
Baseline, September 2016	Basic- (majority of Basic elements)
Target, June 2017	Proficient
Committee	C&I Committee

WORST

BEST

Low Red	Medium Red	High Red	Low Yellow	Medium Yellow	High Yellow	Low Green	Medium Green	High Green
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Key Organizational Behaviors				
	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Positive Learning: Accountability	Fails to fulfill the responsibilities identified as basic.	Low Green: Clear 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 is communicated and a scorecard for tracking measurable outcomes is provided	High Yellow: Each CSIP has a 2016-17 school climate goal, with measurable outcomes and monitoring timelines, to address social, emotional and intellectual safety intended to improve positive outcomes for African American males and other students of color	CSIP academic and behavior outcomes identified for African American males and other students of color are achieved or exceeded in 50% of schools; evidence of support services/interventions designed and implemented according to the MTSS "whole child" framework exist
Positive Relationships: Equity	Fails to fulfill the responsibilities identified as basic.	Medium Green: Continue to expand social-emotional work alternatives to suspension through RULER and PBIS. Identifies best-practices research on supporting African American males and other students of color; identifies exemplary schools/districts. Provide district-wide PD in concert with SEA and PASS	Low Green: Continue to reduce the number of suspensions for non-violent behavior. Identifies learning goals and principles that underlie the learning process for African American males and other students of color based on common language and shared knowledge; develops and shares with schools a learning and teaching model based upon best practices research and interviews with exemplar schools that includes student voice; implements tiered supports based on the MTSS "whole child" framework	Eliminate non-violent suspensions at elementary and middle levels. Fully implements and continuously refines tiered supports for African American males and other students of color; develops and shares a portfolio of proven Culturally Responsive Pedagogical (CRP) models; builds staff capacity in order use of the Racial Equity Analysis Tool & CRP models; and uses an action research design to provide rapid feedback that enable course corrections

Positive Beliefs: Professional Development	Fails to fulfill the responsibilities identified as basic.	Medium Green: Launch 30 (10 in 2014-15, 10 in 2015-16 and 10 in 2016-17) school-based Racial Equity Teams as well as the MTSS District Implementation Team to review data and facilitate problem-solving around attendance, discipline, and opportunity gaps (Positive Beliefs & Relationships)	Medium Yellow: Launch of the JSCEE (Central Office) Racial Equity Team. Provides evidence that school-based Racial Equity Teams have formulated theory of action, strategies, action plans, and that they are leading conversations using disaggregated data to improve academic outcomes, increased attendance, and reductions in disproportionate discipline informed culturally responsive professional development and use of the Racial Equity Analysis Tool & MTSS "whole child" framework.	A forum exists for sharing Racial Equity Teams & MTSS District Implementation Team findings with central office leadership and school board; information gained is used to inform policies, practices, and resource allocations for fiscal year 2017-18
		High Yellow: Curriculum Specialists develops plans (scope, schedule and budget) for developing support for practitioners are developed. Data and learning needs are articulated; and online learning and tools (learning management system) are identified with the support of consultants.	Medium Yellow: Regional facilitators, curriculum specialist and online resources for practitioners are available to improve their knowledge and practice. Gap closing research data and technical support is accessible and relevant. Practitioners have facilitators, coaches and researcher provided information available to them. Provide culturally responsive professional development for the school board. Develop the Learning Management System for Culturally Responsive leadership and instruction.	Online resources for practitioners are effective in improving their knowledge and practice. Gap closing research data and technical support is accessible and is being used to close gaps. Practitioners are successfully using facilitators and coaches to reflect on their practice.
Positive Partnerships: Community Engagement	Fails to fulfill the responsibilities identified as basic.	Medium Green: Conduct an inventory of local partner resources resulting in an asset map of available community resources and identify targeted school needs.	High Yellow: With stakeholders and community partners match opportunities and resources available that align to identified school needs and further supports student exposure to high quality learning opportunities.	Leverage community resources to expand and expose students to high quality learning opportunities that tangibly increase positive outcomes for African American males and other students of color.

Goal 2 Summary

<u>SMART Goal #2</u>	<u>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.</u>
Baseline, September 2016	Basic- (majority of Basic elements)
Target, June 2017	Proficient

1. What have you accomplished under this goal? Successes? Key Bodies of Work?

- **Key Bodies of Work:**
 - CSIPs with equity and climate goals
 - Social emotional work and Reductions in discipline
 - Expansion and support of Racial Equity Teams
 - EOG on-line learning tools and professional development
 - Partner inventory – asset map for schools
- **Successes:**
 - Each CSIP has a 2016-17 school climate goal, with measurable outcomes and monitoring timelines, to address social, emotional and intellectual safety
 - Reduced the number of suspensions for non-violent behavior
 - Launched 10 new Race and Equity Teams
 - Provided culturally responsive professional development for the school board.
 - Developed the EOG Learning Management System (EOG digital toolkit) for culturally responsive leadership and instruction
 - Conducted an inventory of local partner resources resulting in an asset map of available community resources and identify targeted school needs.

2. Did you meet your Target of Proficient for June 2017? What evidence or data demonstrates the color provided on each row and box of the rubric? If you did not meet your target, why not (i.e., what challenges did you face)?

- Overall, met the target for proficient. Evidence: *CSIPs, Data on discipline reduction 31% decrease from 15-16 to 16-17 (to date), Training rosters, EOG digital toolkit module development and pilot*
- We did not formally establish a central office Race and Equity team. However, there has been a very active core team that is guiding race and equity professional development, hosting brown bag learning sessions, designed and hosted ID safety conference, coordinating professional development, and members of the EOG digital toolkit content committee.
- For the EOG Learning Management systems (EOG digital toolkit), we did not employ curriculum specialists and facilitators. Instead, we are doing user acceptance testing to get feedback for informing further development of modules and selecting curriculum. Thus far, this initiative is approximately 70% under budget.
- School & Community Partnerships (SCP) has updated and released its annual survey on 4/20/17 to principals that will be used to provide the foundation for the Whole Child Success Framework (WCSF) portal and is evidence of engaging stakeholders and

community partners in better understanding available community resources. This is evidence of meeting Element POSITIVE PARTNERSHIPS: Community engagement at Proficient level.

- SCP has presented and gathered feedback at the monthly Community Partners meeting and to the Community Engagement Subcommittee of the African American Male Advisory Committee (March 2017) to better understand how the portal can support community partners that serve African American male students. This is evidence of initial movement towards "distinguished" as it pertains to the element- Positive partnerships: community engagement.

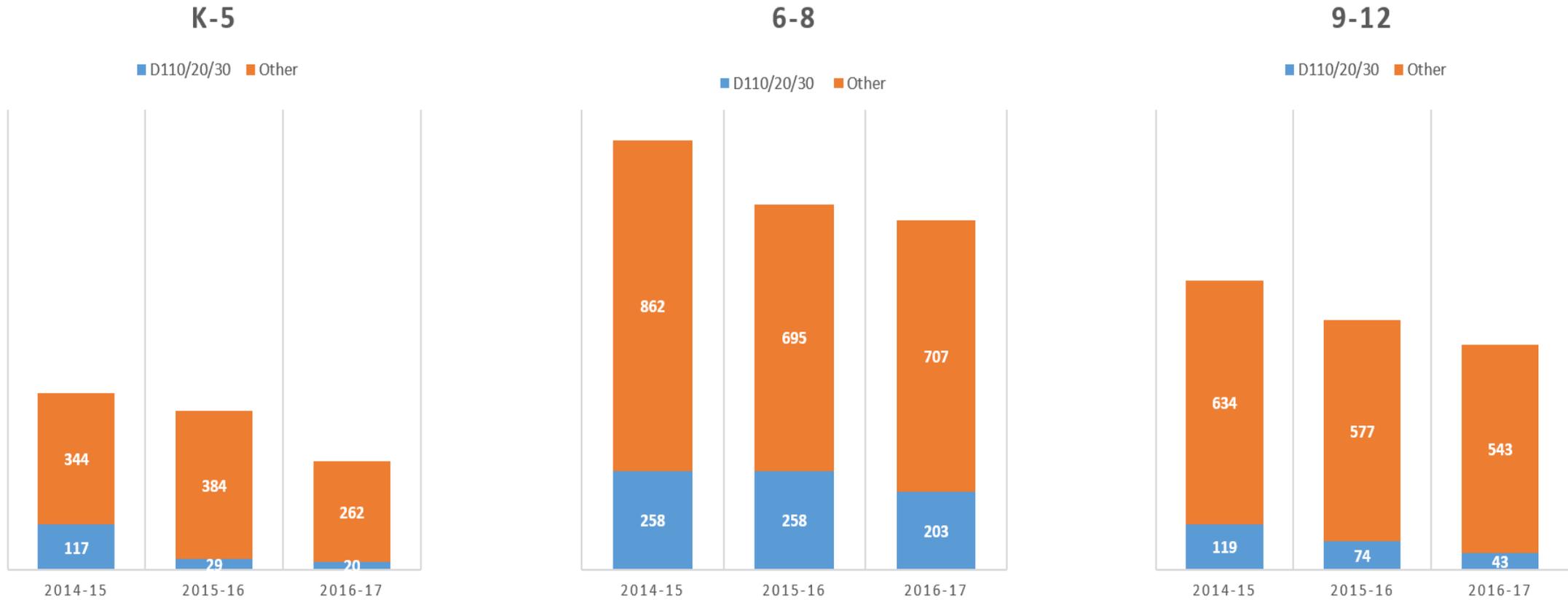
3. Please provide 1-3 artifact(s) demonstrating your work under this goal (aligned to rubric).

- ARTIFACT A – *Graphic of Reduction in Suspensions*: This chart displays a reduction in suspension as a result of element Positive Relationships: Equity & Positive Beliefs (professional development) both of which have supported educators and building leaders to shift their beliefs about student needs and necessary supports. For example, students encountering obstacles (e.g. housing instability) or experience negative learning (e.g. school climate as a result of implicit bias or identity safety) which contribute to concerning behavior. Educators and building leaders are equipped with skills and resources (e.g. interventions, preventions and supports) which facilitate preventative discipline practices. This is an example of how integration of PD and supports have reduced suspensions and moved us from Basic to Proficient.
- ARTIFACT B – *16-17 School Community Partnership Inventory*: The Whole Child Success Framework (WCSF Portal) continues to work with internal partners to develop an online inventory of community partners that has been vetted internally by key departments and community partners. This project is evidence of meeting POSITIVE PARTNERSHIPS: Community engagement element, moving us from Basic to Proficient. This project was done in a collaborative manner with stakeholders to match opportunities and resources available that align to identified school needs and further supports student exposure to high quality learning opportunities.
- ARTIFACT C – *EOG Digital toolkit*: The toolkit will provide 24/7 access to content that will supplement the work of the Race & Equity Teams. The content seeks to increase awareness, inform practices, impact educators and building leaders' practices and impact student learning as a result of adult shifts in mindset and increased skill sets (e.g. content pertaining to employing culturally relevant pedagogy). This 24/7 available online system will help move our district from Basic to Proficient for the element of Positive Beliefs (Professional development).

Data Slides

All data is State-Reportable, occurring during first three quarters of the school year.

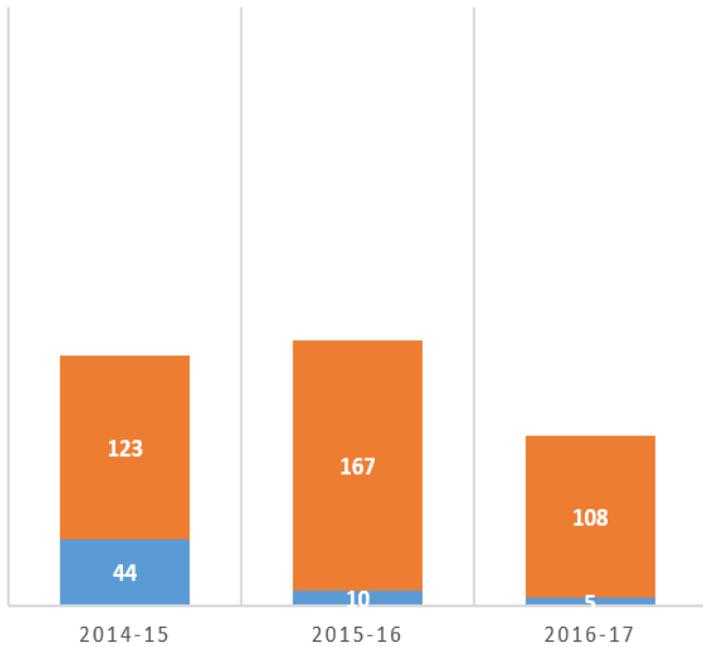
Number of Incidents by Type Category



Number of Incident by Type Category for African American Males (AAM)

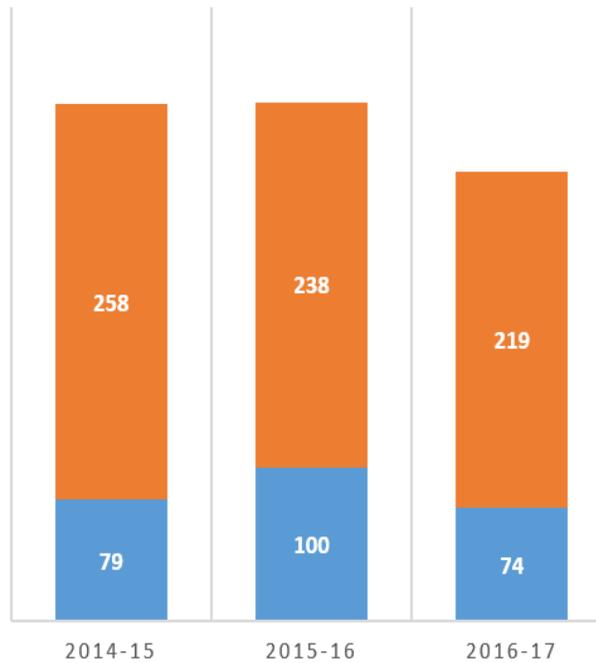
K-5

■ D110/20/30 ■ Other



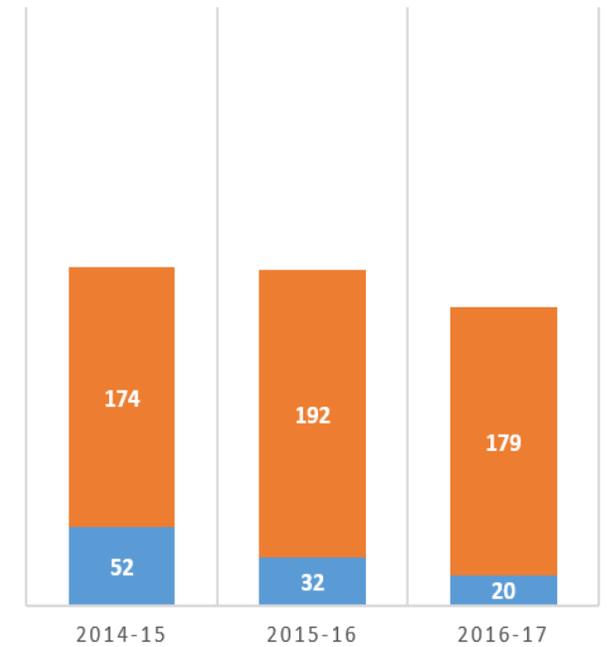
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■ D110/20/30 ■ Other



9-12

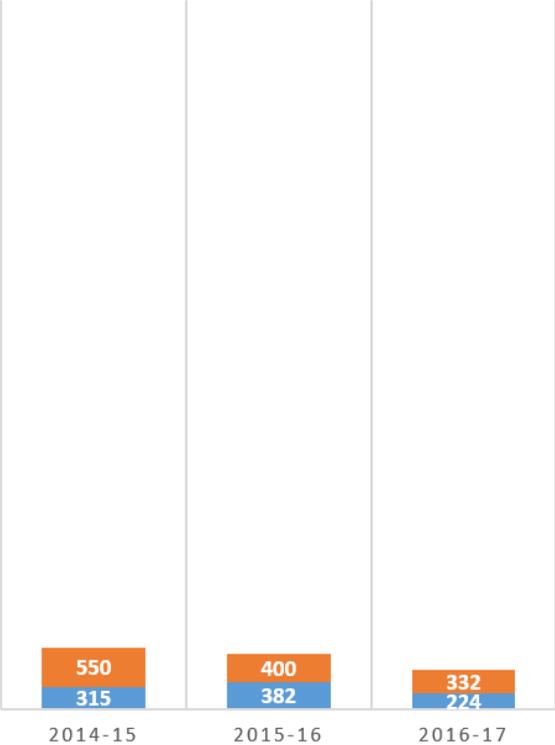
■ D110/20/30 ■ Other



Total Intervention Days

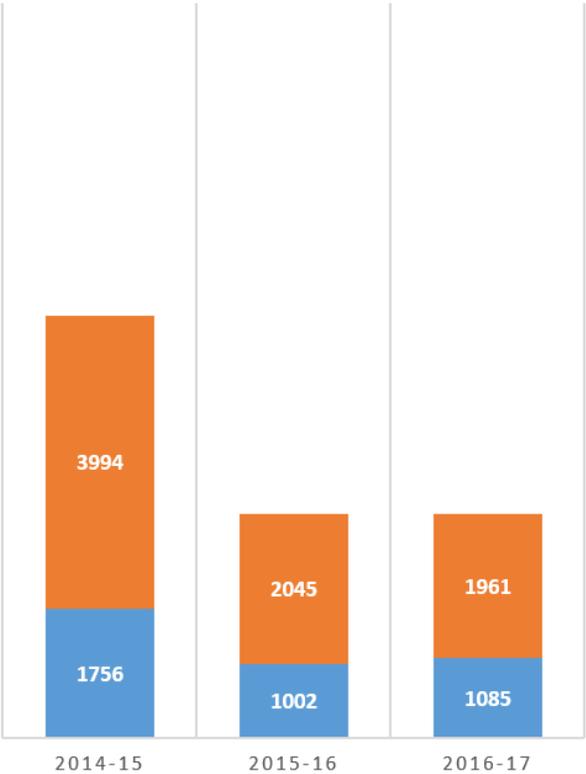
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■ AAM ■ Other



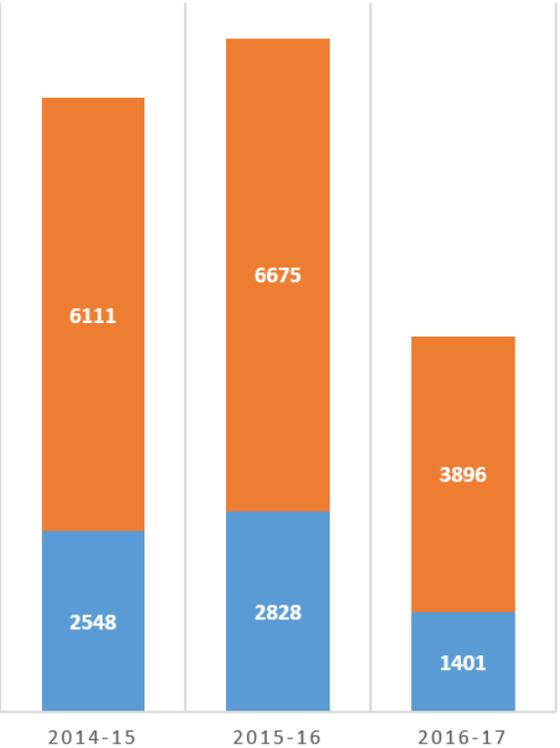
6-8

■ AAM ■ Other



9-12

■ AAM ■ Other



2016-17 School Community Partnership Inventory

School Details

In collaboration with community partners and Seattle Public Schools' leadership, the School and Community Partnership (SCP) Department works to ensure that the needs and strengths of every student are known and partner services are differentiated to support students' academic and social-emotional growth, acceleration, and success.

Board Policy 4265 and related Superintendent Procedures charge the School & Community Partnership Department to create and maintain an annual inventory of CBO partners in our District. To improve the functionality of the Inventory we are converting the excel database into an online platform which will be easier to view reports at the school level.

We expect this short survey to take 20 minutes and either a school leader or designee who is familiar with the partnerships at your school may complete it. The survey is due on May 12, 2017.

1. Please select your school:
2. Select your region:
 - Central
 - Northeast
 - Northwest
 - Southeast
 - Southwest
3. Who is the main contact at your school for community partnerships? Please list name, email address, and phone number.
 - Name
 - Title
 - Email
 - Phone Number

Partner Details

1. Partner Name (If not listed, scroll to the bottom and select "Other")
2. Partner Contact
 - Name
 - Title
 - Email
 - Phone
3. Whole Child Category
 - Academic Learning
 - Primary
 - Secondary
 - Other
 - Basic Needs
 - Primary
 - Secondary

- Other
- Behavior/Social Emotional Supports
 - Primary
 - Secondary
 - Other
- Expanded Learning
 - Primary
 - Secondary
 - Other
- Family Engagement and Support
 - Primary
 - Secondary
 - Other
- Health and Wellness
 - Primary
 - Secondary
 - Other
- Racial/Cultural Identity
 - Primary
 - Secondary
 - Other
- School Culture and Climate
 - Primary
 - Secondary
 - Other
- School Readiness & College and Career
 - Primary
 - Secondary
 - Other

4. Services Provided

- After School Academic
- After School Enrichment
- Arts
- Athletics
- Basic Needs
- Case Management
- Child Care
- College and Career
- Curriculum
- Faith Based
- Family Engagement
- Financial Support
- Health

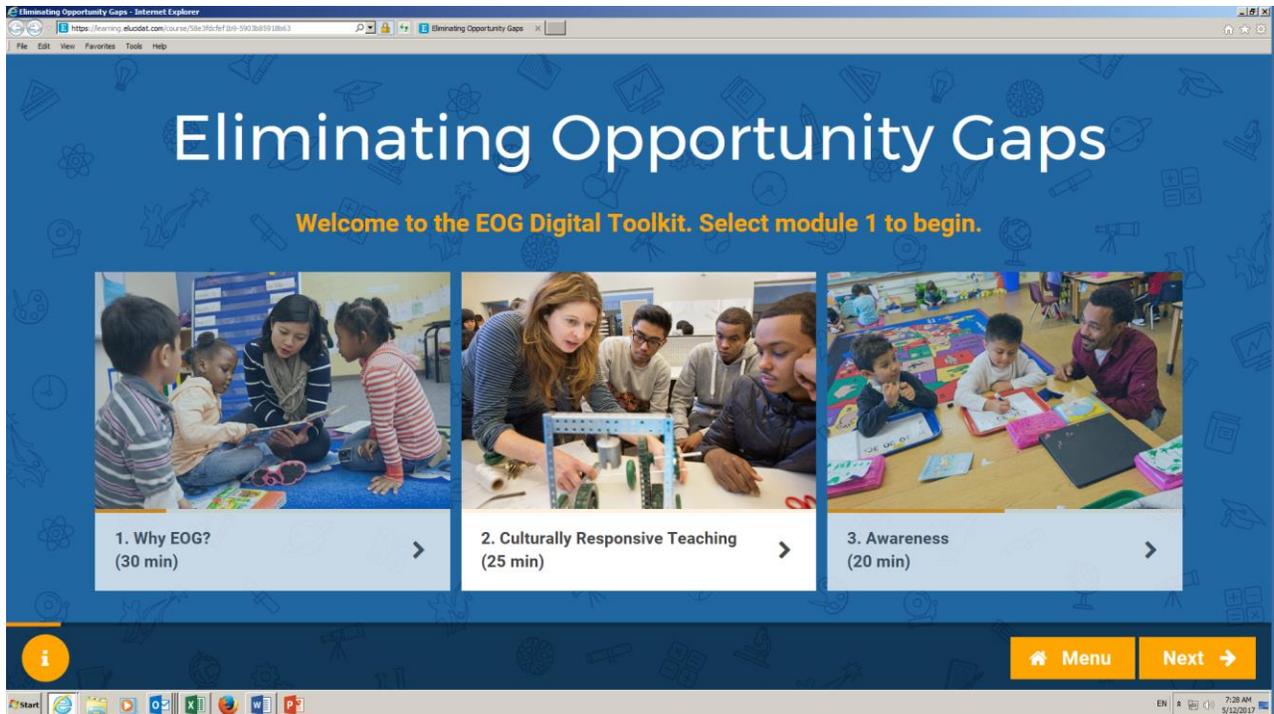
- Integrated
 - Leadership Development
 - Service Learning
 - Youth Development
5. Location of Program
- School Based (on site, within school day)
 - School Based (on site, before or after school day)
 - Community Based (off site)
6. Frequency of Program
- Drop-in
 - 1 day/month
 - 2-3 days/month
 - 1 day/week
 - 2-3 days/week
 - 4-5 days/week
7. Duration of Program
- Drop-in
 - 1-4 weeks
 - 1-3 months
 - 3-6 months
 - 6+ months
8. Estimate of # Students Served
- 0-10
 - 11-25
 - 26-50
 - 51-75
 - 76-100
 - 100-150
 - 150+
 - Whole School
9. How is this partner funded?
- Baseline
 - City of Seattle School
 - PTA/PTO
 - Privately Funded
 - Title 1
 - Other (please specify)
10. Does this partner have a contract on file?
- No contract
 - Data Sharing Agreement
 - Memorandum of Understanding
 - Personal Services Contract
 - Other (please specify)

11. Do you have additional partners?

- Yes
- No

Additional Questions

1. If there were additional partners, which whole child area would be most need in your school?
2. Of your current community partners, is there one you would recommend strongly to other schools? Why?
3. Of your community partners this year, are there any that need improvement that you would not recommend to other schools? If yes, why? Would you like us to share this feedback and assist them in making improvements?
4. Are there opportunities for members of our School & Community Partnership team to come and learn about your partnerships? If so, please list them here.
5. Is there anything else we can help you with regarding partnerships?
6. What makes it difficult or challenging to work effectively with community partners? Click all that apply:
 - Goals of partner and school do not align
 - Lack of coordination across school staff and community partner staff
 - Lack of funding
 - No physical school space for partner's programs
 - Other (please specify)
7. What is helpful to you in establishing effective partnerships with community partners? Click all that apply:
 - Alignment with CSIP
 - Data sharing agreement
 - Good working relationship with staff
 - Memorandum of Understanding
 - Other (please specify)



Pictured above is a screen shot of what the new EOG Digital Toolkit looks like. There are three separate content sections, with additional buttons for information, the site menu and the next.

SMART Goal #3	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.
Multi-Year Vision	Gather information to identify and analyze the district's continuum of offerings in alignment with the district's strategic plan and budget
Baseline, September 2016	Basic
Target, June 2017	Proficient
Committee	C&I Committee

WORST

BEST

Low Red	Medium Red	High Red	Low Yellow	Medium Yellow	High Yellow	Low Green	Medium Green	High Green
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Key Organizational Behaviors				
	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Program Mapping	Fails to fulfill the responsibilities identified as basic.	Low Green: Discuss with internal staff the mapping needs of district	High Yellow: Engage with internal staff and Directors around the mapping needs of district	Engage with internal staff, Directors, and external stakeholders around the mapping needs of district
	Fails to fulfill the responsibilities identified as basic.	Low Green: Existing non-interactive maps that would show current program offerings	High Yellow: Newly created non-interactive maps that would show current program offerings and static layered student demographic information	Dynamic or interactive tool that maps current data to create new displays. Tool also allows for the ability to show certain program offerings with student demographic overlays that enable future location decisions
Program Review	Fails to fulfill the responsibilities identified as basic.	High Yellow: A program template is created to document the alignment of programs to strategic plan goals and their intended impact on specific student outcomes	Low Yellow: A method or solution is identified for automated compiling and reporting of student outcomes linked to specific program offerings	Outcomes for students served by district program offerings are reported via an interactive tool that enables stakeholders to explore disaggregated data by school, region and student group
	Fails to fulfill the responsibilities identified as basic.	Low Green: Annual program review cycle mapped and approved with clear process timelines and inputs	Low Green: A pilot annual program review process is implemented for 2-4 educational programs or services. The process and data collected provides decision-makers with insights into program implementation and impact	The pilot annual program review contributes significantly to decision-making, specifically with respect to budgetary allocations (or reallocations) to improve the quality and impact of district educational program offerings

Goal 3 Summary

<u>SMART Goal #3</u>	<u>Program Mapping and Review</u> : 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.
Baseline, September 2016	Basic
Target, June 2017	Proficient

1. What have you accomplished under this goal? Successes? Key Bodies of Work?

Program Mapping

- 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
- Signed contract with vendor (GuideK12) for electronic mapping tool
- Begun integration of SPS data into interactive tool for planning purposes and family use

Program Review

- **Key Bodies of Work:**
 - General:
 - A. Establish process for program review. **status: complete by May 31**
 - B. Develop templates for data collection across multiple programs. **status: complete by May 31**
 - Pilot Review #1: International Education/Dual Language Immersion:
 - A. Conduct descriptive analyses: summary program overview and logic model, descriptive statistics, summary of principal interviews. **status: data analysis in progress; complete by May 31**
 - B. Conduct implementation analyses: data collected from site visits to five schools (interviews and focus groups), teacher survey, cost/budget analysis. **status: data collection in progress; report due November 2017**
 - C. Outcomes/Impact Analyses: quasi-experimental design to measure programmatic impact on student outcomes and gap closing. **status: data collection in progress; report due November 2017**
 - Pilot Review #2: Spectrum/Advanced Learning:
 - A. Conduct descriptive analyses: summary program overview, reporting of perception data collected in previous years, descriptive statistics, principal survey results. **status: data analysis in progress; complete by May 31**
 - B. Conduct design study: data collected from site visits to seven schools regarding best instructional practices and supports for students above or well above standard. **Status: data collection in progress; report due November 2017**
- **Successes:**
 - Pilot Review #1: International Education/DLI:
 - A. Completed all 10 interviews with International School Principals
 - B. Worked around data issues to flag students as Dual Language Immersion (DLI) for quantitative analysis
 - C. Collaboratively developed Logic Model and DLI Fidelity Checklist to guide program implementation

- D. Site visits scheduled for May/June 2017
- E. Partnership with University of Washington content experts to collect and analyze data from site visits
- Pilot Review #2: Spectrum/Advanced Learning:
 - A. 86% overall response rate on principal survey (100% response rate for Spectrum designated schools)
 - B. Partnership with University of Washington content experts to conduct best practices literature review for study
 - C. Site visits scheduled for May/June 2017

2. Did you meet your Target of Proficient for June 2017? What evidence or data demonstrates the color provided on each row and box of the rubric? If you did not meet your target, why not (i.e., what challenges did you face)?

Program Mapping: “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.”

- **Row A:** Engage with internal staff and Directors around the mapping needs of district
Proficiency Target met? **Yes**. Rating is **High Yellow**.
 - Challenges: We have a variety of programs and services for our students, and have not had the opportunity to receive input from all the Board Directors on what they would like to see mapped. We have received input from some Directors. Once the GuideK12 software is up and running, we will be able to more easily create and display this data.
- **Row B:** Newly created non-interactive maps that would show current program offerings and static layered student demographic information
Proficiency Target met? **Yes**. Rating is **High Yellow**.
 - Challenges: We had some initial difficulty signing the contract with GuideK12, which delayed the process. We have signed the contract, and have begun working on setting up the software with our student data and geographies. We plan to have the software up and running by this summer.

Program Review: “The district will design and implement a pilot program review process to systematically evaluate the implementation and impact of current program offerings.”

- **Row C: Program template + automated compiling of student data**
Proficiency Target met? **No**. Rating is **Low Yellow**.
 - Challenges: No automated or interactive solution has been identified due to lack of systematic student-level linking to program offerings in the Academic Data Warehouse and/or enrollment services. **Rating is Low Yellow**, because a program template has been created to document the alignment of programs to strategic plan goals and their intended impact on specific student outcomes (Basic), and additional data work has been conducted to assign students to one programmatic flag (Dual Language Immersion) for the school years 2014-15 through 2016-17.

- **Row D: Pilot program reviews**

Proficiency Target met? Yes. Rating is Low Green.

- Challenges: Two pilot program reviews are fully underway with intensive data collection activities currently in process. With the final report due November 2017, we cannot yet determine if “Distinguished” targets have been met, since that designation states, “The pilot annual program review contributes significantly to decision-making, specifically with respect to budgetary allocations (or reallocations) to improve the quality and impact of district educational program offerings.”

3. Please provide 1-3 artifact(s) demonstrating your work under this goal (aligned to rubric).

- ARTIFACT A1 – Advanced Learning/Spectrum Program Review Plan
- ARTIFACT A2 – International Schools/Dual Language Immersion Program Review Plan
- ARTIFACT B – SPS Program Review Template
- ARTIFACT C – Vision Statement Logic Model International Schools
- ARTIFACT D – Spectrum/Advanced Learning Principal Survey Response Rates and Text

Advanced Learning/Spectrum Program Review Plan

Overview

The Research & Evaluation Department (R&E), in collaboration with Student Support Services, will conduct a research and development study and review of Advanced Learning and Spectrum-Eligible Programs. The evaluation contains two key phases:

Phase 1: Descriptive Report

Phase 2: Design Study focused on Best Practices for High-Growth Advanced Learners

The general timeline for evaluation activities is aligned to the timeline outlined in the “Advanced Learning Project Plan & Timeline” as developed by Student Support Services and approved by the Board.

Phase	TASK	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
1	Review source documents									
	Conduct literature review									
	Administer principal survey at April LLD									
	Conduct analysis and summarize findings									
2	Identify areas of high-growth AL students									
	Design data collection instruments									
	Collect qualitative data									
	Conduct qualitative analyses									
	Conduct quantitative year-end, trend analyses									
Report	Report on Goal 1; Progress on Goal 2									
	Final report to Board									

Details of each component is below, including description and planned products.

Phase 1: Descriptive Report

To design effective programs that meet the needs of Advanced Learning eligible students, it is essential to first understand the current state of programming in the district.

➤ **Research Question 1: What is the current state of Spectrum programming in Seattle Public Schools?**

R&E will collaborate with the Advanced Learning team to conduct a literature review of Advanced Learning programs and supports in place in districts across the country. R&E will partner with the Advanced Learning to analyze the following data:

- Student-Level Data. R&E will conduct a descriptive analysis of students identified as Advanced Learning eligible. The analysis will go into greater depth than previous reporting, for example by analyzing where Advanced Learning-eligible students have shown high-growth. It will also provide data pertaining to equity of access to Advanced Learning for historically underserved students. Specific research questions include:
 - Demographics: What are the characteristics of Advanced Learning students?
 - Distribution: How are Advanced Learning students distributed across schools?
 - Grouping: What is the composition of classrooms with Spectrum-eligible students? To what extent are Advanced Learners taught alongside their academic peers?
 - Achievement: What are the academic outcomes of advanced learners?

- Principal Survey. R&E will administer a survey to all school principals to gain insight into the types of programs and services currently in place to serve advanced learners in their school. The survey will probe on the model for delivery (if applicable), curriculum, pedagogical approaches, staffing models, etc.
- Perception Data. Over the years, there have been a number of formal and informal channels for community stakeholders to voice questions and concerns about Advanced Learning programs, services, and operations. R&E will work with the Advanced Learning team to identify source documents and other media that comprise the body of evidence around Advanced Learning implementation. (See pg. 2 of “Advanced Learning Priority Program Review and Communication Plan”)

Phase 2: Design Study: Mixed-methods analysis of high growth AL-eligible students

Superintendent Nyland has stated that a district priority is to highlight promising practices and policies in classrooms or schools that can be meaningfully replicated in schools across the district.

- **Research Question 2: What does the literature on Advanced Learning programming identify as best practices in program design and delivery?**

R&E will conduct a further literature review of best practices for Spectrum-like learners.

- **Research Question 3: What are the systems of support that enable Advanced Learning eligible students to make higher than average growth relative to their peers? What additional supports may be necessary to meet the needs of AL-eligible students districtwide?**

Through quantitative analysis of high-growth students (using SBAC growth data), R&E can identify specific classes, grade levels, and/or schools where promising practices are likely occurring. Then, we will follow up with qualitative data collection, including:

- Interviews with school principals, instructional coaches, teachers, and other staff.
- Focus groups with students (upper grades) and parents (lower grades). Sampling for the focus groups will depend on the identification of high growth AL-eligible students.
- [pending additional resources] Classroom observations of teachers of high growth Advanced Learners. If externally validated rubrics are available and content experts can be recruited to assist in this exercise, observations will focus on the quality and differentiation of pedagogy for Advanced Learning-eligible students.

For the qualitative portion of this study, R&E will collaborate with the Advanced Learning department in the design of protocols and support materials. R&E will manage data collection, analysis, and reporting. R&E will also conduct quantitative analyses with 2016-17 achievement and growth data.

Final Deliverables

There are two reporting windows for this project: June 2017 and November 2017. The June report will consist of the deliverables for Evaluation Goal 1, and will also contain a progress report for the study of high-growth AL-eligibility. The final report will contain the full study for high-growth AL-eligible students.

International Schools/Dual-Language Immersion Program Review Plan

Overview

The Research & Evaluation Department (R&E), in collaboration with Michele Aoki, International Education Administrator, will conduct a program review of International Schools and Dual Language Immersion programs. The review will encompass an evaluation of International Schools as a whole, as well as the subset of students enrolled in Dual Language Immersion (DLI) programs in Spanish, Japanese, or Mandarin.

The review will build on the work of the **International Schools/Dual Language Immersion Task Force** (established in 2016), which issued a comprehensive report in August 2016 on program history, program models, and pathways. The program review will also specifically measure progress toward the three goals outlined in Board Policy 2177 (May 2012) that sets forth the unique characteristics of International Schools: *While all schools share the attributes of striving for academic excellence, using technology, strong partnerships and innovative teaching, there are three components unique to International Education: World Languages; Global Perspective; and Cultural/Global Competency.*

Accordingly, the evaluation contains three key components:

- Phase 1: Descriptive Report**
- Phase 2: Implementation Analysis**
- Phase 3: Impact Analysis**

The timeline for evaluation activities is outlined below:

Phase	TASK	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
1	Develop Logic Model									
	Review source documents									
	Conduct quantitative descriptive analyses									
	Conduct school leader interviews									
2	Compile fidelity of implementation data									
	Administer teacher survey									
	Conduct student and parent focus groups									
	Conduct cost analysis									
	Analyze qualitative data									
3	Identify comparison groups									
	Conduct quasi-experimental analysis									
	Conduct analysis of descriptive outcomes									
Report	Report on Goal 1; Progress on Goals 2 and 3									
	Final report to Board									

Phase 1: Descriptive Report

This phase of the review will provide descriptive analysis of program goals, resources and activities.

- **Research Question 1: What is the logic model that serves as the foundation for International Schools and DLI programs?**

The research team will develop a logic model that outlines programmatic goals, resources, activities, outputs, and outcomes. The logic model will receive input from the International Schools/DLI Task Force, which includes central office administrators, school leaders, teachers, and community members.

➤ **Research Question 2: What district, school, and community resources are currently in place to support International Education/DLI? What are the programs and services provided by International Education/DLI?**

To answer this question, the research team will rely on two data sources:

- Document Review. Examples include sources from the SPS central office, individual schools, the International Education/DLI Task Force, and outside partners such as the Confucius Institute of the State of Washington (a partnership of Seattle Public Schools and the University of Washington).
- School Leader Interviews. Comprehensive interviews with the 10 International Schools principals that focus on school-level descriptions of International Schools programs, courses, DLI models.

Analyzed together, documents and interview data will provide comprehensive descriptions of the types of support that International Schools receive, as well as the programs in place to serve students enrolled in International Schools and DLI programs.

➤ **Research Question 3: What are the characteristics of International Schools/DLI students and teachers? How do enrolled students perform academically compared to their peers?**

The research team will conduct descriptive quantitative analyses using the following data sources:

- Student characteristics – Demographics, ELL/SPED status, ELPA-21 scores, DLI pathway retention
- Student performance – SBAC proficiency/growth, ELL status, School Climate Survey findings, STAMP (language proficiency assessments for Spanish, Mandarin, and Japanese)
- Teacher characteristics – Experience, education, certifications, retention rates

Results will be reported for students and teachers affiliated with International Schools in general, DLI programs in particular, and the district average. (*Note: The Impact Report will contain deeper quantitative analysis to assess programmatic impact using matched comparison groups of students.*)

Phase 2: Implementation Report

The Implementation Report seeks to understand three key issues related to program implementation: fidelity of implementation, stakeholder perceptions of implementation, and a cost analysis.

➤ **Research Question 4: To what extent is International Education/DLI delivered with fidelity?**

By reviewing internal data, the research team will analyze the degree to which programs have been delivered with fidelity to stated program goals. Specifically, we will examine teacher preparation, general classroom instruction, and DLI programs using the following sources:

- School Leader Interviews – (Detailed in Research Question 2)
- Internal Data – (Detailed in Research Question 3)
- Teacher Survey – Survey of all International Schools teachers (with supplement for DLI teachers)
- Student and Parent Focus Groups – Structured conversations that probe on perceptions of program implementation

➤ **Research Question 5: What are stakeholder perceptions of International Education/DLI programs? What successes and barriers exist to successful implementation?**

Using the same qualitative data sources as above – school leader interviews, teacher survey, and student/parent focus groups – we will provide a comprehensive picture of the strengths and challenges associated with the implementation of International Schools/DLI programming.

➤ **Research Question 6: What are the cost implications of International/DLI programs?**

With assistance from the SPS Budget Office, we will report on the various costs and expenditures associated with the implementation of International Schools/DLI programs. Data may include:

- Per-pupil expenditures
- Program Budget
- Staffing Mitigation Costs
- Alternative Funding Sources (e.g. PTA funds, Families and Education Levy, external grants)

Phase 3: Outcome/Impact Report

Using sophisticated quasi-experimental research methodology, the research team will analyze the relative impact of enrollment in International Schools/DLI programs. The research team will find pockets of students for which there are well-matched comparison groups of students, as this will allow us to look at student outcomes for enrolled students in both DLI and non-DLI programs relative to their peers. Specifically, we will examine two research questions, one of which examines students' outcomes during their time in school, and the other focused on college and career readiness ("Seattle Ready").

➤ ***Research Question 7: Does enrollment in International Education/DLI lead to higher levels of academic and global competence preparedness relative to one's peers?***

The research team will look at the following student outcomes to gauge program impact:

- SBAC proficiency
- AP/IB Enrollment Data and Test Data
- Language proficiency (STAMP)
- Exiting ELL Status
- School Climate Survey
- Seal of Biliteracy and Global Competence Certificate

➤ ***Research Question 8: Does enrollment in International Education/DLI lead to improved graduation rates? College and career readiness?***

The research team will look at the following student outcomes to gauge program impact:

- Graduation rates (SPS data)
- College-going rates (National Student Clearinghouse data)

Deliverables

There are two reporting windows for this project: June 2017 and November 2017. The June report will consist of the standalone report for Phase 1 (Descriptive Analysis), as well as a progress report for activities related to Phase 2 (Implementation Analysis) and Goal 3 (Impact Analysis). The final report will be a comprehensive report with all three phases included.

Research Team

The research team will be led by Drs. Eric Anderson (Director) and Jessica K. Beaver (Senior Research Scientist) in Research & Evaluation, with close collaboration from Dr. Michele Anciaux Aoki, International Education Administrator. The quantitative lead on the project will be Anna Cruz, Lead Statistical Analyst within R&E.

Additionally, at no additional cost to SPS, Dr. Chan Lü, Assistant Professor in the Department of Asian Languages and Literature at the University of Washington, will collaborate in qualitative instrument development, qualitative data collection and analysis, and descriptive quantitative analysis. Two graduate students in the College of Education at the University of Washington, Erica Bailey Ramos and Nancy Cline, will provide support with document review and qualitative data collection and analysis.

SPS Program Review Template

Overview
District Contact Information <i>Please provide names and titles for key personnel</i>
Vision Statement
History <i>Please give a brief history of implementation in the district, detailing when the program was first implemented and how it has expanded over time (if applicable).</i>
Implementing Schools <i>If not applicable, write "N/A"</i>
Number of Teachers Served <i>If not applicable, write "N/A"</i>
Number of Students Served <i>If not applicable, write "N/A"</i>
External Evaluation/Reporting Requirements <i>Please specify any external evaluation or reporting requirements for this program, for example for grants or research partnerships.</i>
Program Logic Model <i>Please attach.</i>

Overview
Inputs
<p>Resources <i>Please list the resources that your program needs to accomplish its goals.</i></p> <p>Strategic Alignment to District Goals:</p> <p>Human Capital:</p> <p>Physical Space/Infrastructure:</p> <p>Financial Resources:</p> <p>Community Partnerships:</p>
<p>Activities <i>Please list the essential activities or services that your program provides.</i></p>
Implementation
<p>Training/Coaching Support Provided in 2015-16 <i>If not applicable, write "N/A"</i></p>
<p>Perception of Program Impact <i>Do you collect information of perceived value of programmatic impact? If YES is checked, please provide data as attachment.</i></p> <p>Exit Tickets following Program Delivery (Y/N) Surveys of Program Participants (Y/N) Interviews or Focus Groups of Program Participants (Y/N) Other _____</p>
<p>Funding <i>Please list the sources of financial support for this program.</i></p> <p>Grants:</p> <p>Operational Funds:</p> <p>Contracts:</p>

Overview

Partnerships:

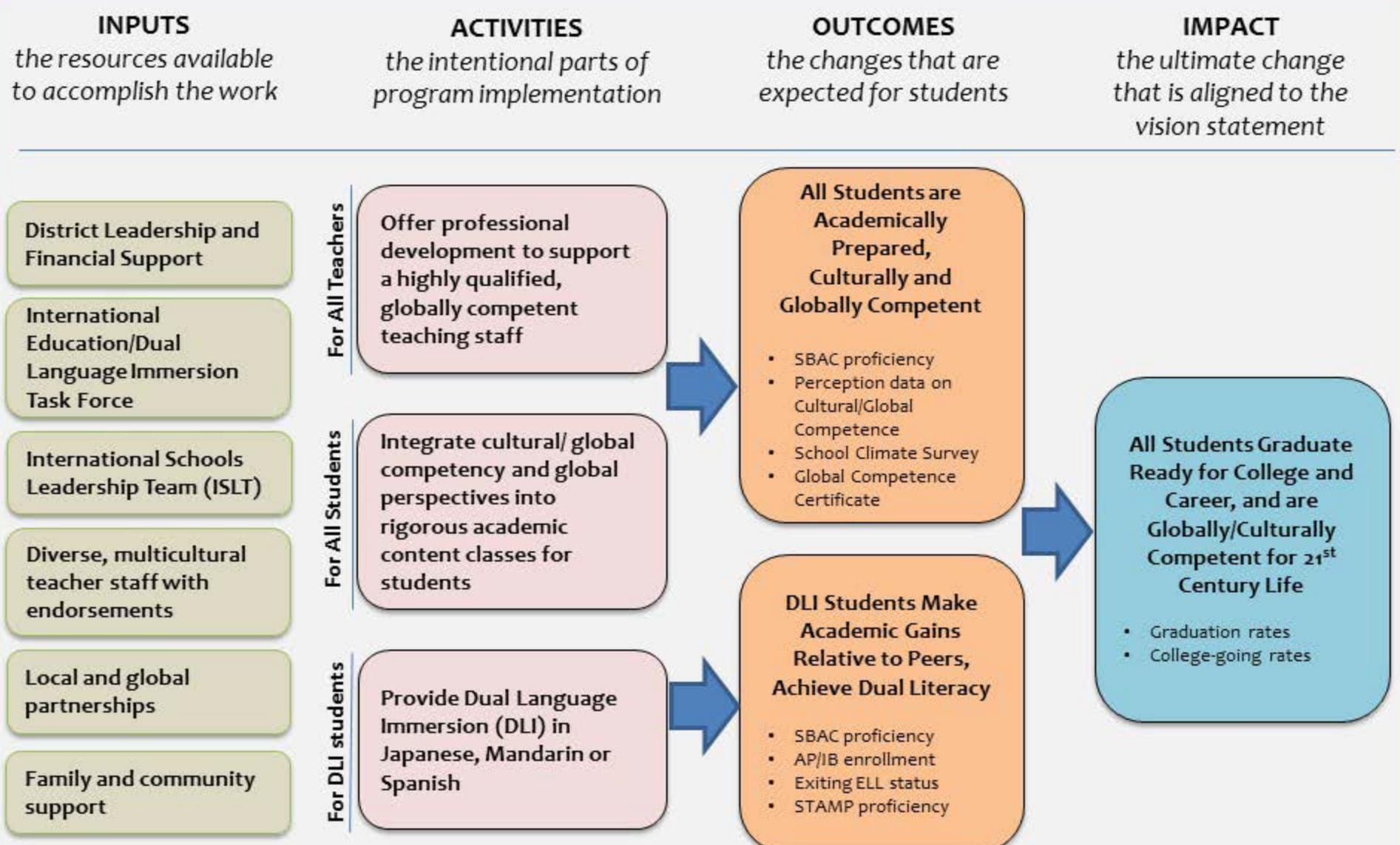
Vendors

Please list all vendors you work with to support implementation of the program, for example curriculum vendors and personal service contracts

Outcome Measures

Please list the various ways in which you measure program success. Please refer to the SPS "Formula for Success" document as a reference for district Key Performance Measures.

Vision Statement: Our vision is to prepare students, in partnership with families and community, for global citizenship in an increasingly interdependent world.



Spectrum/AL Principal Survey

The principal survey was administered to all elementary, middle, and K-8 principals in the district. The overall response rate was 86%. Details by region, school type, and Spectrum designation are below.

Table 1. Survey Response Rates

Overall	70/81	86%
By Region		
C	15/17	88%
NW	17/17	100%
NE	13/16	81%
SE	12/16	75%
SW	13/15	87%
By School Type		
Elem	51/59	88%
Middle	10/11	91%
K-8	9/11	82%
By Spectrum		
Yes	22/22	100%
No	48/59	81%

A. Background Questions

1. What is the name of your school? (Drop down menu)
2. How do you define “success” for your Advanced Learning eligible student population? (Open-ended)

B. System of Supports (MTSS)

3. My school has a process for reviewing achievement data for students who perform above, or well above standard. (Agreement)
4. [If yes to Q3] My school has a process for using data to inform instruction for students above or well above standard. (Agreement)
5. [If yes to Q3] My school has a process for developing action plans to promote growth for advanced learners.
6. Teachers in my school know which of their students are Advanced Learning eligible. (Agreement)
7. Teachers in my school know which of their students demonstrate learning outcomes above and/or well above standard. (Agreement)

C. Student Grouping, Differentiation & Instructional Strategies

8. In my school, we have the following (Yes/No/Unsure. If yes, for which subjects and which grade levels)
 - Self-contained classrooms for Highly Capable Cohort (Students who are found eligible for Highly Capable services AND enroll and attend an HC site)
 - Self-contained classrooms for Spectrum/Advanced Learners

Self-contained classrooms for a mixture of Highly Capable and Advanced Learners
Flexible/cluster grouping model
“Walk-to” model
Ability grouping model not previously mentioned

9. In my school, grouping for students at, above, or well above standard (but not in a self-contained HC program) is based primarily on (Yes/No/Unsure. If yes, for which subjects and which grade levels)

Advanced Learning eligibility status (i.e. COGAT score)

Other measures of student performance and achievement (e.g. grades, teacher observation, MAP or other interim assessment, Smarter Balanced scores, classroom-based assessments, other measures)

10. In my school, the differentiation of instruction for students at, above, or well above standard (but not in a self-contained HC program) is based primarily on:

Advanced Learning eligibility status (i.e. COGAT score)

Other measures of student performance and achievement (e.g. grades, MAP or other interim assessment, Smarter Balanced scores, etc.)

11. To support teachers in their efforts to differentiate instruction for students at, above, or well above standard (but not in a self-contained HC program), my school uses the following (Y/N/Unsure)

Out-of-grade-level curriculum (teacher-developed or adopted materials)

Curriculum materials specifically designed for Advanced Learners

Shared prep times for teachers

PLC study of differentiated strategies

Professional Development from Career Ladder Teachers

Staff attendance at monthly AL workshops from the Advanced Learning office

In school professional development from the Advanced Learning office

Professional Development from other SPS source

Conferences and other training opportunities (WAETAG, Robinson Center, PSESD, etc.)

Other: Please describe

12. Teachers in my school receive adequate professional development on instructional strategies for students at, above, or well above standard (but not in a self-contained HC program)

(Agreement)

13. Teachers have access to high quality content for students at, above, or well above standard (but not in a self-contained HC program) (Agreement)

14. My school has sufficient staff to support the learning needs of students at, above, or well above standard (but not in a self-contained HC program) (Agreement)

E. Open Ended Responses (1,000 characters)

15. The district continues to make concerted efforts to increase the racial and ethnic diversity of students served through the Advanced Learning program (e.g. universal second grade screening

for students in Title I schools, translation of documents into multiple languages). Looking ahead, what additional strategies or policies would you like to see in place to increase access to Advanced Learning programs for underrepresented students?

16. What do you believe are the top three services/strategies to achieve high levels of growth for students at, above, or well above standard (but not in a self-contained HC program)?

1 _____

2 _____

3 _____

17. Do you believe that the district should continue to designate schools as Spectrum sites? (Y/N/Not Sure) Please explain your answer. (Open Ended)

SMART Goal #4	Funding: By May 31, 2017, the district will engage in state-level policy discussions for adequate funding under <i>McCleary</i> 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.
Multi-Year Vision	Clear focus on how we can best invest our limited resources to support each and every student
Baseline, September 2016	Basic+ (all elements of Basic and less than a majority of Proficient)
Target, June 2017	Proficient
Committee	A&F Committee

WORST

BEST

Low Red	Medium Red	High Red	Low Yellow	Medium Yellow	High Yellow	Low Green	Medium Green	High Green
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Key Organizational Behaviors				
	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
District Engagement at State Level	Fails to fulfill the responsibilities identified as basic.	High Green: Identifies revenue and expenditures of SPS budget to state policy makers	High Green: Actively uses revenue and expenditure details to foster action with state policy makers	Medium Yellow: Fosters legislative action on addressing state funding of education
Budget/WSS	Fails to fulfill the responsibilities identified as basic.	Medium Yellow: Develops budget options to reflect changes in levy policy by the legislature. Conducts an analysis of SPS activities and programs to prior years.	Medium Yellow: By June 15, 2017, develops budget options to reflect changes in levy policy by the legislature. Continues to analyze cost of programs compared to revenue.	Low Yellow: By May 15, 2017, develops budget options to reflect changes in levy policy by the legislature. Identifies by division and by FTE the funding source for each position to identify possible efficiencies and options.
Weighted Staffing Standards (WSS)	Fails to fulfill the responsibilities identified as basic.	Medium Green: Reviews the Weighted Staffing Standards (WSS) in context of known individual school needs	Medium Green: Engages school stakeholders to review WSS in context of known individual school needs	Low Yellow: Reviews and analyzes adjustments in context of revenue and SMART Goals
Engagement (Budget)	Fails to fulfill the responsibilities identified as basic.	Low Green: Distributes revenue and expenditures of SPS budget to internal and external stakeholders	Low Green: Conducts three areas of outreach regarding budget development, both to inform and solicit feedback. (1) Hold community meetings for parents and community members; (2) Hold WSS internal committee meetings; and (3) Hold meetings for Community Based partners and labor partners.	Low Yellow: Engages with internal and external stakeholders around SPS revenue and expenditures to clearly articulate what they value as recommendations to the Superintendent and School Board.

Goal 4 Summary

<u>SMART Goal #4</u>	<u>Funding</u> : By May 31, 2017, the district will engage in state-level policy discussions for adequate funding under <i>McCleary</i> to address levy use. <u>Budget</u> : 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 have you accomplished under this goal? Successes? Key Bodies of Work?

- **Key Bodies of Work:**
 - Increased timeliness of analysis on Senate and House proposals.
 - Budget plan for \$74m deficit
- **Successes:**
 - Levy cliff bill was passed
 - Worst case scenario budget was completed by January 2017, with Restoration 1.0 and 2.0 done by the end of April.

2. Did you meet your Target of Proficient for June 2017? What evidence or data demonstrates the color provided on each row and box of the rubric? If you did not meet your target, why not (i.e., what challenges did you face)?

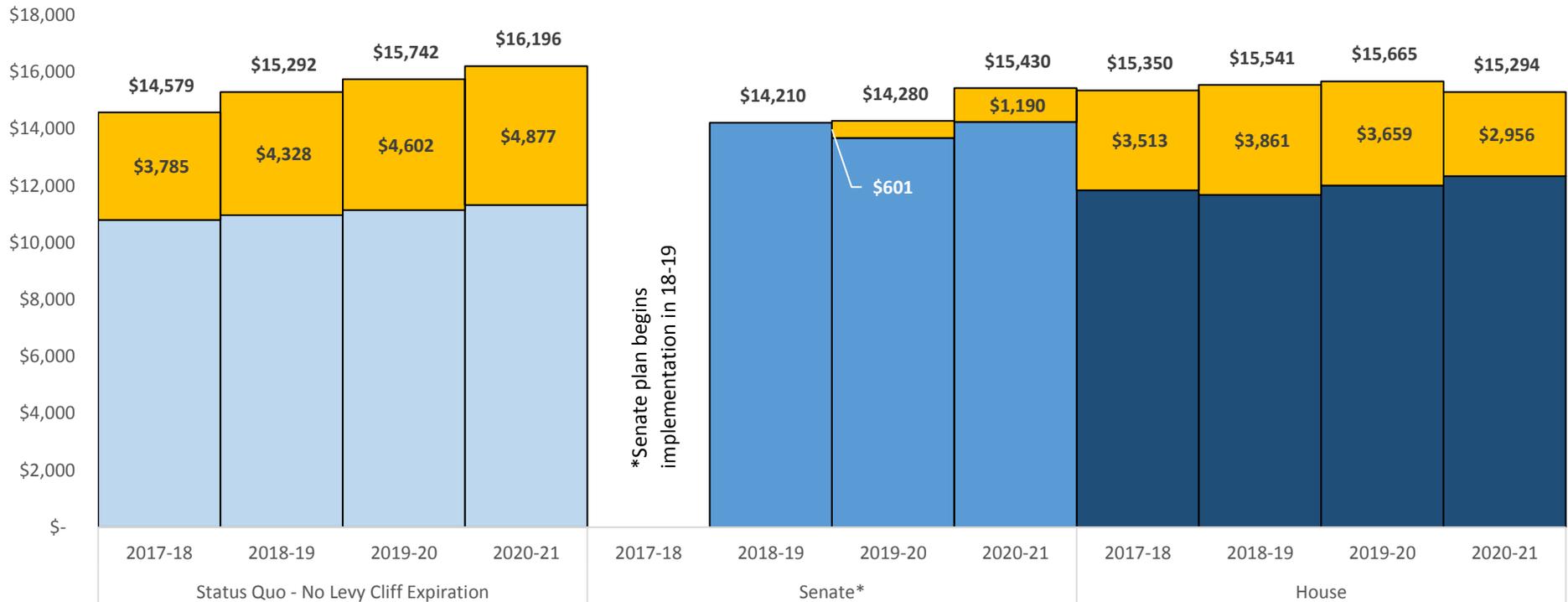
- Row 1 – Target met. Various analysis for Governor, Senate and House budgets. Dates/times of meetings with legislators and documents provided to them.
- Row 2 – Target met. Document outlining by division and FTE the funding source; multiple budget work session documents, including budget options and supporting analysis.
- Row 3 - Target met. WSS Committee recommendations; SMART goal funding and Equity High Needs school funding as part of restoration plans
- Row 4 – Target met. Several community, labor partner and family budget meetings.

3. Please provide 1-3 artifact(s) demonstrating your work under this goal (aligned to rubric).

- ARTIFACT A – Chart of Senate and House budget proposals
- ARTIFACT B – Budget work session binders for each Board Director
- ARTIFACT C – Legislative Agenda: <http://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=16758734>

Seattle Public Schools Analysis of Senate and House Budget Proposals

Data is Per Pupil Total (all revenue sources)



1. Senate levy is for non-basic ed only
2. Local Effort levy under Senate Plan begins in 2019-20

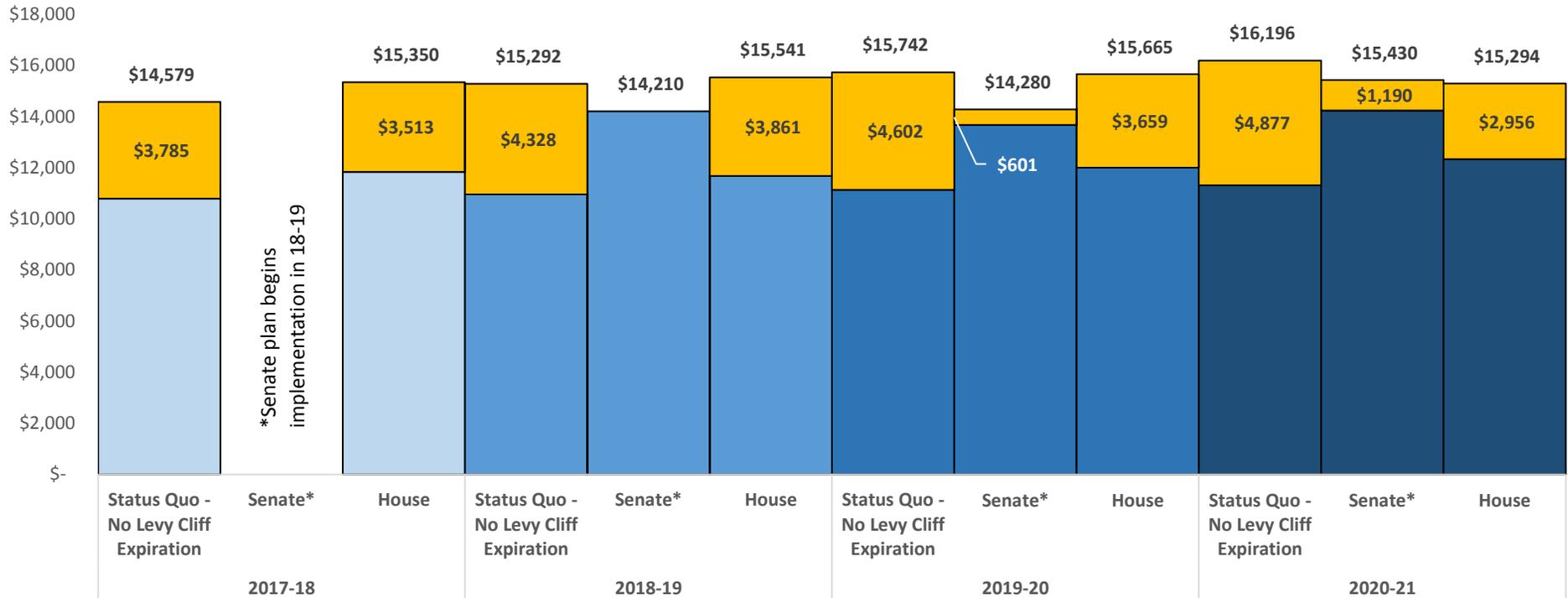
Local Per Pupil Total

What does this graph show?

It shows, over time, the per pupil revenue amounts that Seattle Public Schools would receive. With current funding formulas and a levy of 36.97% (status quo – no levy cliff), in school year 2020-21 SPS would receive \$16,196 per pupil. SPS receives less than status quo per pupil funding in every year under the Senate plan. SPS receives less than status quo per pupil funding in 2019-20 and beyond under the House plan because levy rates fall to 24% and the reduction in levy revenue is not offset by state revenue.

Seattle Public Schools Analysis of Senate and House Budget Proposals

Data is Per Pupil Total (all revenue sources)



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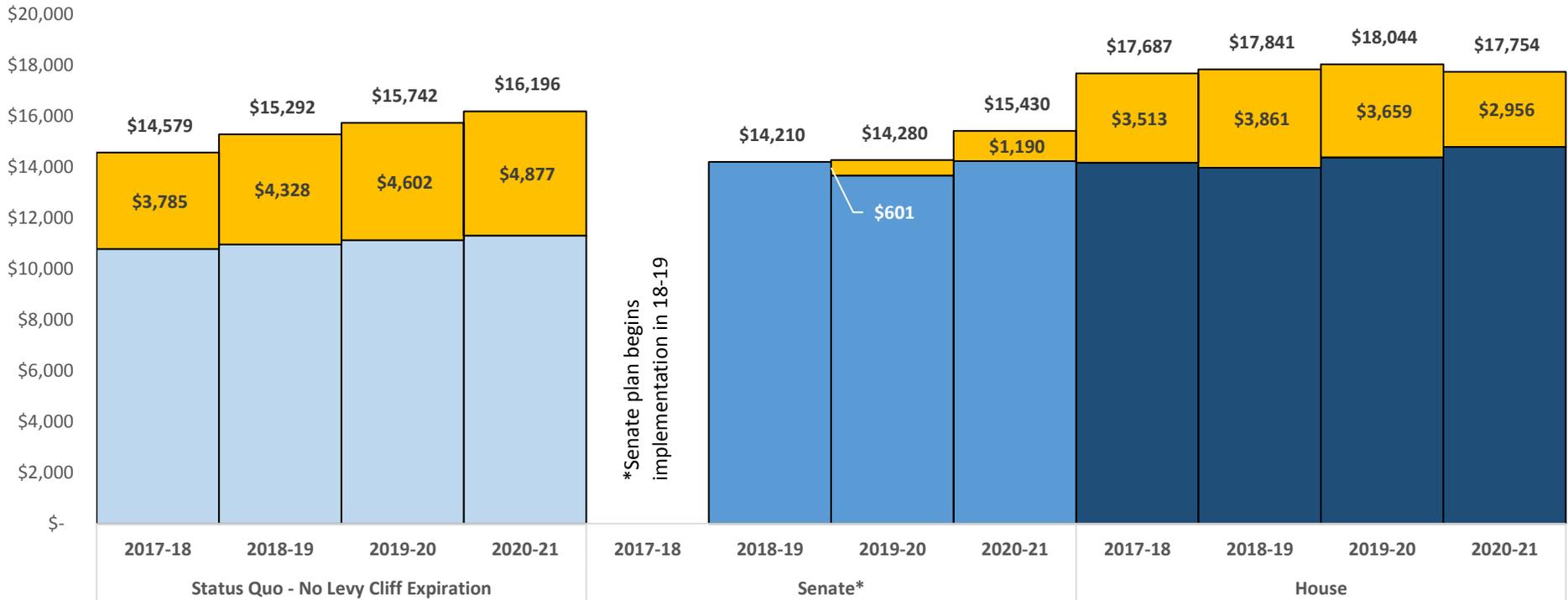
Local Per Pupil Total

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Senate and House Budget Proposals Including **Regionalization**

Data is Per Pupil Total (all revenue sources)



1. Senate levy is for non-basic ed only
2. Local Effort levy under Senate Plan begins in 2019-20

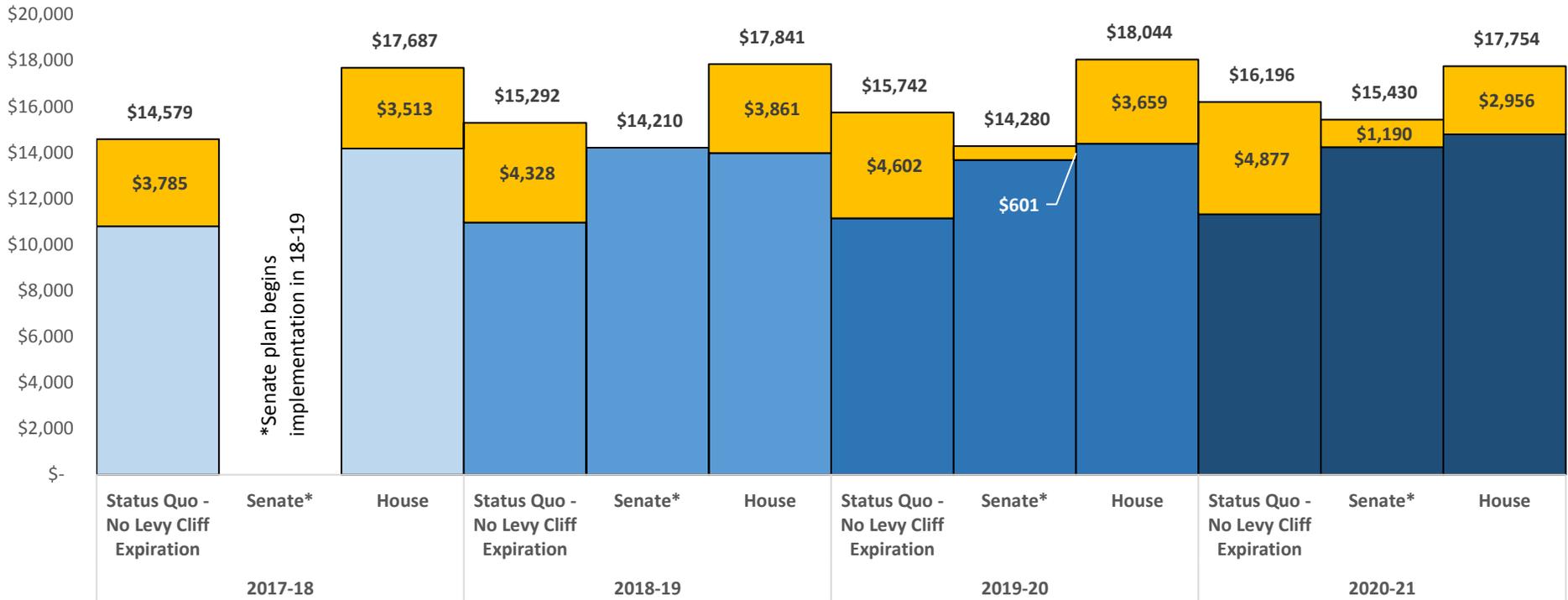
Local Per Pupil Total

What does this graph show?

It shows, over time, the per pupil revenue amounts that Seattle Public Schools would receive. With current funding formulas and a levy of 36.97% (status quo – no levy cliff), in school year 2020-21 SPS would receive \$16,196 per pupil. SPS receives less than status quo per pupil funding in every year under the Senate plan. SPS receives more than status quo per pupil funding in all years under the House plan. A regionalization factor of 29.6% has been applied to the House proposal. This is the difference between the median income in King County and the median income in Washington state (www.ofm.wa.gov/economy/hhinc/).

Senate and House Budget Proposals Including Regionalization

Data is Per Pupil (all revenue sources)



1. Senate levy is for non-basic ed only
2. Local Effort levy under Senate Plan begins in 2019-20

■ Local Per Pupil Total

What does this graph show?

It shows, over time, the per pupil revenue amounts that Seattle Public Schools would receive. With current funding formulas and a levy of 36.97% (status quo – no levy cliff), in school year 2020-21 SPS would receive \$16,196 per pupil. SPS receives less than status quo per pupil funding in every year under the Senate plan. SPS receives more than status quo per pupil funding in all years under the House plan. A regionalization factor of 29.6% has been applied to the House proposal. This is the difference between the median income in King County and the median income in Washington state (www.ofm.wa.gov/economy/hhinc/).

Budget
Development
2017-18
Work Session
Presentations

JoLynn Berge

SMART Goal #5	<u>Engagement/Collaboration</u> : 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.
Multi-Year Vision	SPS is viewed as a responsive, high functioning organization that fulfills our promise to families and stakeholders feel ownership for our collective success
Baseline, September 2016	Basic- (majority of Basic elements)
Target, June 2017	Proficient
Committee	Executive Committee

WORST

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Low Red	Medium Red	High Red	Low Yellow	Medium Yellow	High Yellow	Low Green	Medium Green	High Green
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Key Organizational Behaviors				
	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Community Engagement Model	Fails to fulfill the responsibilities identified as basic.	High Green: Establishes community engagement principles, a model, and predictable protocols for when and how to involve stakeholders in decision making.	Medium Green: CE Website: Creates a community engagement website and disseminates resources and protocols to staff responsible for engagement in order to support staff in understanding when and how to effectively engage all families and communities in decision-making. Training: Train key staff (e.g. cabinet, extended cabinet, family engagement and school and community partnerships) responsible for community engagement on the selected principles, model and protocols. Training to include in-person workshops and online learning modules. Technical assistance will also be provided from the Communication Department to central office staff. Outcome: At least a 5% increase in satisfaction related to the following family survey item: The district central office is responsive to the input and concerns from all families. The 2014-2015 baseline was 26%. Gather baseline data on the new survey item: The district does a good job engaging the community about issues and concerns that matter to my family.	Develop a continuous feedback system for district and SPS School Board to monitor stakeholder satisfaction in the engagement and decision making process. Outcome: A 6% or more increase in satisfaction related to the following family survey item: The district central office is responsive to the input and concerns from families

		Medium Green: With partners, identify or develop culturally responsive tools and techniques for central and school leadership to ensure effective and representative communication and engagement with internal and external stakeholders.	Low Green: Develop and implement new methodologies to ensure engaged families are representative of our student population. Integrate culturally responsive tools and techniques into community engagement model. Provide examples of how and when to use various engagement techniques. Disseminate resources on the community engagement website. Outcome: At least a 5% increase in satisfaction related to the following family survey item: The district reaches out to parents when decisions important to families need to be made. The 2014-2015 baseline was 49.4%.	Train staff responsible for community engagement on various culturally responsive tools and techniques. Work in partnership with community based organizations to provide the workshops and training. Outcome: A 6% or more increase in satisfaction related to the following family survey item: The district reaches out to parents when decisions important to families need to be made. Engaged families are representative of our Seattle Public Schools community.
Communications	Fails to fulfill the responsibilities identified as basic.	High Green: Improve district's strategic communications. Refine the district website based on end user feedback and within constraints of the SPS budget. Post key district information on the website. Outcome: At least a 10% increase in satisfaction related to the following family survey item: It is easy to find useful information on the District website. The 2014-2015 baseline was 33.6%.	High Green: Develop an editorial calendar and using a variety of channels (e.g. district-sponsored traditional and digital media channels as well as media relations) strategically and proactively share accurate and timely communications to ensure schools and families have the information they need to support students and knowledge of the district's strategic initiatives. Gather baseline data on the following survey item: Communications from the district central office are clear, timely and informative.	High Red: Develop and implement 2-way communication opportunities for community stakeholders to both inform stakeholders on key district work and gather trending community issues and ideas (e.g. community listening sessions, online communication platforms). Outcome: A 6% or more increase in satisfaction related to the following family survey item: The district central office is responsive to the input and concerns from families. Engaged families are representative of our Seattle Public Schools community.
Collaboration & Problem Solving	Fails to fulfill the responsibilities identified as basic.	High Yellow: Train leaders throughout SPS how to navigate and deal with conflict and build supportive relationships through collaborative problem solving strategies and techniques.	Medium Yellow: Increase the capacity of individuals and teams to effectively understand the context of conflict, a process in support of preparing for and initiating challenging conversations, and skills for improving communication and collaborative problem solving. Building Leadership Teams have been trained around the technical aspects (bylaws and decision making matrix), as well as the adaptive challenges involved with change.	Medium Yellow: Develop a cadre of in-district trained facilitators to support individuals and teams with alternatives to formal complaints and grievances related to workplace conflict. Design and Implement an Alternative Dispute Resolution Process to be accessed by employees.

<p>Customer Service</p>	<p>Fails to fulfill the responsibilities identified as basic.</p>	<p>High Red: Establishes a cross department working group that will:</p> <ul style="list-style-type: none"> • Refine/Define SPS Customer Service Standards of Practice. • Determine a reasonable baseline of Service Expectation for Schools & District Depts. (this will assist with institutionalizing the standards through practice). • Identify resources available and increased resources needed to implement and sustain the baseline service expectations needed to carry out the standards. 	<p>Low Red: • Begin to train key staff leaders throughout district on established principles, values and expectations in order for them to be able to guide quality customer service throughout the year in their school or dept.</p> <ul style="list-style-type: none"> • Begin to implement Standards and Service Expectations throughout District. 	<ul style="list-style-type: none"> • Development of a customer feedback system to provide continuous feedback and improvement in customer service by school and district staff. • Ensure feedback loops are transparent and replicable.
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Goal 5 Summary

<u>SMART Goal #5</u>	<u>Engagement/Collaboration</u> : 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 have you accomplished under this goal? Successes? Key Bodies of Work?

- **A. Key Bodies of Work – Collaboration and Problem Solving:**
 - PAR
 - Management training on “Engaging Challenging Conversations”
 - BLT Training
 - Alternative Dispute Resolution model
- **Successes:**
 - PAR – Peer Assistance & Review Committee has drafted three core proposals to move forward for piloting in the fall 2017. These are: 1) Revise role current role of STAR mentor and Evaluation Support Consulting Teacher to be more focused on observing and analyzing teaching practice and providing feedback to support professional growth. 2) Implement PAR Panel to be piloted in the fall 2017 and 3) Engage teacher and school leaders in designing foundational coursework that outlines essential teaching skills for new to profession teachers and veteran teachers who may be struggling with their practice.
 - Over 200 managers and leaders participated in Tier 1 training on how to effectively understand the context of conflict, and increase skills for improving communication and collaborative problem solving
 - Over 50 managers and leaders participated in Tier 2 training, focused on learning facilitation skills to support others (small groups, teams) engaged in conflict
 - Collaboratively planned BLT training with SEA and PASS on a two day training for all BLTs. Training begins May 2017 (extends to 2017-2018 school year)
 - Developed proposal for Alternative Dispute Resolution continuum of supports
- **B. Key Bodies of Work – Engagement and Communications:**
 - Community Engagement Model and Toolkit Development
 - Training for community engagement including an online learning module
 - Website refresh project
 - Annual Editorial Calendar which includes strategic communications, operations, and Superintendent Blog
- **Successes:**
 1. **Community Engagement:**
 - Wrote and published the Community Engagement Toolkit anchored by four chapters: purpose, selecting the right level of engagement, planning for engagement, and resources. Resources include sample stakeholder lists, partner list (to reach

- underserved families), budgets, engagement template, suggested culturally responsive strategies for each tier, and a briefing paper template to help make decisions variables visible for the decision maker and public.
- Developed a MySPS Community Engagement webpage under Communications to house the toolkit and resources
- Developed the initial Community Engagement workshop (*Community Engagement: What, Why and How*) for staff beyond extended cabinet (extended cabinet has received two trainings). Currently 40 staff are enrolled or have participated. Participants represent both central office and school leadership.
- Developed first of three online learning modules to support sustainability and improved access to *Community Engagement: What, Why, and How*. Modules two and three will focus on building an inclusive engagement plan, closing the loop, and evaluation of community engagement for continuous improvement and will be completed by August 31.
- Developed, with incredible support from DoTs, a RFP for a 2-way communication technology solution. Criteria for the RFP was built with members of the Engagement Task Force. Three vendors applied and initial review of vendors has been completed. Demonstration of technology solution from top two vendors conducted on May 25 and 26.

2. Website Refresh:

- New district and school external websites will launch Summer 2017 (mid-August).
- The website project responds to user needs gathered through the user requirement data research conducted in May through July 2016 (i.e. focus groups, card sorting activities) as well as on going user feedback and user testing and accessibility testing being conducted throughout the design and development phases (i.e. tree test, online card sorting, audioeye to ensure ADA compliance).
- Throughout the project, the design and structure have been shared and revised based on feedback from key constituents including the core web team; the School Board; website working group, which includes department and school staff and parent volunteers; and ongoing participation and input from the SPS students, families, staff, and community partners.
- In the last district navigation study: out of 15 popular tasks preformed on the website by families, user testing of the current structure **59 percent** selected the correct location of the resource. When presented with the same tasks and revised navigation structure **94 percent** selected the correct location of the resource – **a 35% increase**.
- The web team is also working with department and school web editors to remove outdated content and documents in conjunction with the website refresh project and the web accessibility project.
- The DoTs, Communications, and Title IX developed resources, a project timeline and expectations to ensure the new external webpages are ADA accessible by August 31. Information has been shared with all school leaders and central office leaders.
- Meanwhile, we continued to improve the current webpages and have included:
 - Redesign of the HR careers webpage
 - Redesign of the Board page
 - Creation of “hot topic buttons” on the homepage.
 - Creation of an Eliminating Opportunity Gaps page.
 - Development and updating of the 2017-18 budget page.
 - New Superintendent Blog page
 - News feed from homepage to strategic pages – Superintendent and EOG

- **Current Website Improvement Data** (Comparing public district website traffic excluding SPS networked computers from Sept. 2015 – April 2016 and Sept. 2016 – April 2017):

Total Sessions: Measure of visitors who are engaged with the district website. **Increase of sessions by 41 percent.**

- Sept. 1, 2016 – April 30, 2017: 3,274,089 sessions
- Sept. 1, 2015 – April 30, 2016: 2,322,262 sessions

Repeat Visits: Measure of repeat visits. **Increase of returning visitors by 55 percent.**

- Sept. 1, 2016 – April 30, 2017: 2,280,307 sessions
- Sept. 1, 2015 – April 30, 2016: 1,470,783 sessions

Number of pages viewed during session: Measure of level of website usage, the number of pages a visitor views before leaving website. **Decrease of sessions with only one page view by 42.6 percent.**

- Sept. 1, 2016 – April 30, 2017: 739,845 sessions with one page view
- Sept. 1, 2015 – April 30, 2016: 1,288,728 sessions with one page view

Home page as starting page and bounce rate: Measure of sessions starting on district home page and number of bounce rate. Increase of sessions that start on the district home page 32.5 percent; **bounce rate decrease by 58.4 percent.**

- Sept. 1, 2016 – April 30, 2017: 863,712 sessions; bounce rate 12.8 percent
- Sept. 1, 2015 – April 30, 2016: 651,621 sessions; bounce rate 30.8 percent

3. Editorial Calendar:

- Continue to implement the editorial calendar including the Superintendent’s new 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) and pushes out the stories through various channels for maximum exposure – website, social media, direct calls or letters to families.
- **Social Media Referrals to District Website** – Because of our new aligned strategies and editorial calendar we have seen a significant jump in referrals (when users follow a link to the public website) from social media channels. We are using social media to push readers to our webpages with more detailed content.

Facebook: 113 % increase in referral traffic

April 2017, 5,201 sessions start from a link on Facebook

April 2016, 2,439 sessions start from a link on Facebook

Twitter: 418 % increase in referral traffic

April 2017, 856 sessions start from a link on Twitter

April 2016, 164 sessions start from a link on Twitter

For an annual perspective, last year, in April we had 300,000 social media referrals to our website for Sept 2015 – April 2016. This April we logged in at 700,000. This is evidence that the strategies we are using - monthly editorial calendar, blog, social media push to get blog out, feature stories highlighted on FB and twitter are all driving increased readership of our web content.

- 4. **Superintendent’s Blog:** Commencing in November 2016, Superintendent’s Blog has published five blog articles focused on Eliminating Opportunity Gap efforts across the district and specific schools. The blog has garnered 4,743 unique page views.

5. Eliminating Opportunity Gaps Communications: Since the beginning of the 2016-17 school year, we have published 25 Eliminating Opportunity Gaps feature articles.

• **C. Key Bodies of Work – Customer Service:**

• **Successes**

- Development of an ongoing “hot topic” communication tool and coherence structure.
 - Creation of a hot topics tool including the issue, business owner, talking points and statement, and context.
 - Process for gathering hot topics and sharing back common messaging:
 - Collaborative form posted for key people to add to
 - Ongoing item on cabinet (check in every week)
 - New family/student customer service cross-departmental team (i.e. communications, admissions, Ombudsman, special education, advanced learning)
 - Bi-monthly meetings of cross-departmental team scheduled and process for colleagues to be added to the agenda. Purpose is to vet hot topic messaging and surface any new issues. Goal is to become more proactive and consistent in response to families and stakeholders.
- Establishment of a Cross-Department Customer Service Working Group to develop a common vision, key standards, and action plan and related resources.
- JSCEE Customer Service Scan complete
- Draft vision for JSCEE customer service and key standards identified by the cross-departmental working group
- Identification of gap between vision and current practice
- High level identification of resources, systems and supports to help staff achieve vision for customer service
- Report reflecting recommendations to be implemented in 2018-19 in response to draft vision and key standards

2. Did you meet your Target of Proficient for June 2017? What evidence or data demonstrates the color provided on each row and box of the rubric? If you did not meet your target, why not (i.e., what challenges did you face)?

Collaboration and Problem Solving

- While much work occurred during the 2016-2017 school year to meet the intent of this goal, and progress has been made, we have not fully reached our target of Proficient in this row. We have recommended this goal continue to 2017-2018 so that we have enough time to implement all the intended strategies and gather data demonstrating a positive impact. The work outlined in this goal, and in this element, is not technical work where one might be able to see demonstrated results in one year. This is complex, adaptive work, which requires a shift in culture, policies and practices. This is also new work for Human Resources and staff capacity to take on additional responsibilities is challenging. For the most part we were able to implement the strategies we said we would, but it became apparent that much more work is needed in this area. We might think about this as a 2-3 year goal.

Community Engagement Model

- Yes, met the proficient target for the community engagement model. Evidence: A vetted community engagement model, principles and toolkit were developed with the School Board, staff and a representative Task Force. Training was provided to staff who are responsible for engagement and is now available to all SPS staff. One of 3 online learning modules was developed to support sustainability of this work, the remaining will be completed in late June/July. With partners current cultural responsive practices

and strategies were identified and aligned with the Community Engagement tiers and examples provided in the training(s) of how and when to use various techniques. The one area that will still need work is developing or implementing “new” methodologies to ensure engaged families are representative of our student population. In the toolkit, and in trainings, current practices, strategies and tools are shared (i.e. home language focus groups, neighbor to neighbor, working through and with community partners) but as part of the process we didn’t create brand new methodologies. One approach I have discussed with workshop participants is the possibility of weighting or giving more attention to under-represented perspectives until we have true representative feedback. We have also discussed working directly with partners that serve families and stakeholders who aren’t currently engaged and going to community rather than asking them to come to us. This will continue to be an area of focus for many years.

- Also, because the family climate survey data won’t be available until June 23 I can’t tell if we have made progress related to the satisfaction ratings. Next year, if engagement and collaboration is selected as a goal, I will need to consider other measures if climate survey data isn’t available until late June.

Communications

- There were two deliverables related to the communications element: refinement of the district public webpages (home page and school pages) and development and implementation of a strategic editorial calendar. Both deliverables were met. In addition, the Communications Web editor continued to improve our current website. While we don’t have the family climate survey data to analyze, the web and social media analytics demonstrate improvements in engagement and user’s ability to find information on the current site.

Customer Service

- As communicated throughout the year, customer service was the one element with limited progress achieved. This was due to a number of factors: lack of a clear “owner” of customer service, funding wasn’t allocated to support the element, and the capacity of the communication and engagement team was prioritized to ensure completion of the website refresh; selection, refinement and training on the community engagement model; and design and implementation of strategic communication structure (i.e. editorial calendar, Superintendent Blog, feature stories, annual calendar).
- With this said, we did make some progress including development of new systems and communication structures to support improved central office customer service and coherence of messaging; customer service working group development; draft vision and standards; and report identifying the gap between our vision and current practices including recommendations for 2018-19. With the foundation laid this year, this work can continue into 2018-19 but not as a SMART goal unless funding is identified.

3. Please provide 1-3 artifact(s) demonstrating your work under this goal (aligned to rubric).

- ARTIFACT A: Community Engagement Toolkit
- ARTIFACT B: Online Learning Module Script
- ARTIFACT C: External Website Mock Up
- ARTIFACT D: Editorial Calendar Example
- ARTIFACT E: Engaging in Challenging Conversations
- ARTIFACT F: Summary Report and Proposal ADR Continuum

CHAPTER 1: Community Engagement Overview

Purpose of Community Engagement

The purpose of district community engagement is to ensure student-focused decisions are made while balancing multiple factors including, but not limited to, racial equity, budget, capacity management, and time constraints. The School Board and staff must weigh the multiple perspectives of the community against these real constraints and determine system level solutions that serve the majority of students well. The benefit of community engagement is that sustainability of decisions tends to endure when other factors, such as local knowledge and perspectives become part of the decision-making process. This toolkit was developed to support central office leaders, the board, and school leaders in engaging our community authentically and making better, more transparent system and school-level decisions.

Seattle Public Schools' Community Engagement Goals

- To improve district decisions by surfacing our communities' varied concerns and perspectives.
- To improve student outcomes.
- To improve the public's trust and satisfaction in Seattle Public Schools through more transparent engagement and communication.
- Facilitate understanding.
- Build sustainable and supported decisions for the school district.
- To keep racial equity front and center of district and school-level decisions.

SPS Community Engagement Guiding Principles

For true engagement to be realized, we must actively address institutional and structural racism. Authentic community engagement requires the sharing of power and intentional and targeted outreach to families and community who aren't currently engaged. Authentic community engagement is not just about making community members feel that they are part of the decision-making process; it actually involves them. This requires analyzing who is missing; who is most impacted; shifting where and how engagement is conducted; and if specific voices and perspectives are missing, extending and expanding the engagement process. In some situations, it may also mean weighting some voices more heavily to ensure fair and appropriate representation.

Below are seven guiding principles of authentic community engagement that have been prioritized by the Seattle School Board and staff. These principles will help community engagement designers and facilitators as they create their engagement and communication plans.

These principles were adapted from KnowledgeWorks Foundation, 10 principles of Authentic Community Engagement, www.kwfdn.org and recommended to Seattle Public Schools by the African American Male Advisory Committee.

PRIORITIZED COMMUNITY ENGAGEMENT PRINCIPLES

Principle 1: Involve all sectors of the impacted community including teachers and internal staff.

Important stakeholders come from all segments of the community, including parents, teachers, students, neighbors, businesses, community-based organizations, and others. Districts and schools perform best when all stakeholders are involved. Within your planning process, ensure the voices of all impacted stakeholders are represented.

Principle 2: Involve the community early in the planning and decision making process.

In order for community members to become educated on the subject at hand, and provide input and influence, they should be involved early in the planning and decision-making process.

Principle 3: Have a learning component that helps build community awareness and knowledge around the subject at hand.

Communities can make better decisions if they have access to current research and local information. In the planning process determine culturally relevant ways to share important, foundational information.

Principle 4: Utilize community partnerships and expertise.

Community-based organizations are often particularly well-suited to assist districts and schools in leading and facilitating the community engagement process due to their established credibility in a community and ability to engender trust. These organizations often understand a community's unique needs, aspirations, and context.

Principle 5: Employ clear, open, and consistent communication.

Districts, schools, their partnership community engagement organizations, and community members must be open and honest with each other in order to build the trust that is essential for this process. The goals and purposes of the initiative, and level of influence must be made clear to all and at the beginning of the engagement process. The engagement process, decision steps, meeting protocols, and commonly used language and terminology should be understood by all stakeholders.

Principle 6: Community engagement is driven by the aspirations that stakeholders hold for their future.

Authentic engagement should not be driven by the district or a school, but by the aspirations communities hold for their future. A community planning process should be informed by a community's

values and aspirations. Ask the community what they value and what they are concerned about. You may find you are focused on the wrong problem or decision.

Principle 7: Ask the community to engage on important questions and acknowledge its views and contributions.

Authentic community engagement is not about getting a community to “buy-in” to a decision that has already been made; it is about soliciting community input to inform local decision-making. This is how the district and school can build trust. Critical to this principle is a feedback loop to the community. How and why their input was used and the decision was made needs to be shared back in a timely way.

Additional authentic community engagement practices to consider:

- o Offer opportunities for people to gather at convenient and comfortable locations at a variety of convenient times. Work with community partners to host meetings in the community. Don’t always ask community to come to the district or school. Integrate community engagement into pre-existing community meetings.
- o Ensure engagement consists of more than one meeting and includes time in the process to make informed decisions. Authentic engagement takes time and trust building. Multiple opportunities to make meaning of data, confer with others, and build knowledge should be provided. While opinions can be developed quickly, it takes time over multiple meetings to form judgements that are based on a community’s value system and a solid understanding of the relevant information.
- o When possible, allow for sustained involvement by community stakeholders. Authentic engagement encourages stakeholders to remain involved in district and school-based decisions and future issues. This can be supported through various ways – advisory committees, newsletters, quarterly meetings – but should be included in the engagement design process.

Seattle Public Schools has many community-based partners who support authentic engagement with families and students. College Access Now provides mentorship and college readiness support in a number of our high schools.

CHAPTER 2: PLANNING FOR COMMUNITY ENGAGEMENT

This toolkit has been developed to support you and your staff in determining the most appropriate level of community engagement for a variety of district and school-based decisions. This toolkit was designed to support decision-making that has an impact on external stakeholders (e.g. families, students and community partners). It can be modified to support internal engagement as needed.

In addition, this toolkit will support you in developing an effective communication plan. Communication is a major component of the district's community engagement commitment and framework. No matter what level of the community engagement framework you are working at, you will always need to communicate with various audiences and do so effectively.

Using this toolkit, you will determine the appropriate level of community engagement; what culturally responsive tools and strategies to employ; and develop a related communication plan – ensuring broad two-way engagement and communication with the community.

The engagement tools and strategies you select will depend on your audience, who is most impacted, your timeline and budget. The district's goal is to ensure we have representative perspectives in all major decisions. Achieving this goal will require the use of targeted, culturally responsive engagement and communication tactics. You can find a list of supporting communication tools on the Communication's My SPS Page (login required) and listed in the resource section of the toolkit.

The Communications and Engagement Department can also provide technical assistance, help you address concerns, and support you as you launch your engagement and communication plan. You may reach the team by emailing publicaffairs@seattleschools.org. The department also offers professional development opportunities one to two times a month. You may view upcoming Community Engagement and Communications professional development opportunities here (schedule forthcoming).

It is important to remember that effective community engagement approaches will vary from project to project, decision to decision. No single approach will work for every project or decision. Spending time building a targeted community engagement and communication plan upfront will save time during implementation and help support the district's goal of improved decision-making and increase stakeholder trust.

Community Engagement Planning can be organized into three distinct steps

STEP 1: Initial Planning – Decision, Stakeholders, and Influence

STEP 2: Selecting a Community Engagement Level

STEP 3: Designing a Community Engagement Plan

Step 1: Initial Planning

The first step in developing your community engagement plan is to identify the problem you are working to resolve; the decision to be made; the current landscape; the final decision-maker (e.g. Department Lead, Superintendent, or School Board); the decision-making process; stakeholders; and what elements of the decision stakeholders (e.g., families, students, staff, broad community) can influence.

What is the problem to solve? What is the decision to be made?

Situation Analysis / SWOT (Strengths, Weaknesses, Opportunities, Threats)

What is the current landscape or situation?

In your initial planning use the SWOT approach, assessing your strengths, weaknesses, opportunities, and threats — both in terms of the decision to be made and the current political and economic landscape that may impact the decision. You should also consider other district initiatives occurring simultaneously that may impact your work.

Strengths:

Weaknesses:

Opportunities:

Threats:

How will the final decision be made and who will make it? (e.g., recommendation to the School Board, Board vote). Are there different decision makers at different points in the process?

Which stakeholders will be impacted and how might they be impacted? See list of possible stakeholders under resources. It might be helpful to think about stakeholders within categories based on their relation to the decision and potential impact (e.g. primary, secondary, tertiary).

Stakeholder	Category of Impact	Potential Impact
(e.g., family)	Primary	Loss of childcare space

What level of engagement do you think stakeholders will expect? Reach out to partners and key stakeholders to understand how they perceive the decision and related issues. This is also a question you can present to the Community Engagement Advisory Committee for guidance.

Given the decision-making process, how can stakeholders (e.g., families, students, community partners) influence the decision or elements of the decision? If the district’s stakeholders can’t influence the decision or elements of the decision – don’t ask them! This erodes trust. Factors that may limit stakeholders’ influence include: state mandates, timing, or budget.

What do you hope to achieve by involving stakeholders in the decision-making process?

What positive or negative impact could this decision have on students of color, students experiencing poverty, ELL students, or students receiving individualized education supports? Please use the Racial Equity Tool to guide your response.

Do you have enough time and a supporting budget for authentic community engagement?

Step 2: Selecting a Community Engagement Level

Once you have completed your initial planning, including identification of potential stakeholders and issues that may concern them and a racial equity analysis, it is time to select the level of engagement most appropriate for the problem you are working to resolve and the decision that needs to be made. It is recommended you complete this section of the toolkit with at least one other person, preferably a small group of stakeholders to reduce bias.

Please complete the following worksheets as part of step 2 (email publicaffairs@seattleschools.org for copies of these worksheets)

- Internal Expectation Worksheet

- External Expectation Worksheet
- Expectation Summary Worksheet

SPS Community Engagement Expectation Summary

Using the summary document, finalize the level of community engagement most appropriate for the decision to be made. Please see the community engagement framework on page 12 and 13 that describes engagement tiers and public promises for each tier of the framework.

Expectations of the Key Participants Inform Consult/Involve Collaborate

What tier is appropriate based on external expectations?

What tier is appropriate based on internal expectations?

Based on your racial equity analysis (see the SPS Racial Equity tool) or related question in Step 1 above what Tier seems appropriate?

Based on the evaluation of external and internal expectations and analysis using the race and equity tool, what tier of engagement would you recommend?

Why?

Are there some benefits and opportunities for some elements of the decision process to be at a higher tier? If so, what might they be? What would be the benefit? Please keep in mind that for some projects/initiatives multiple decisions need to be made. The level of engagement of each decision may be different.

Description of Community Engagement Tiers

TIER 1

The goal of Tier 1 engagement is to provide the public with balanced information to assist them in understanding the problem, alternatives, and solutions. Tier 1 engagement might take the form of a briefing paper, School Beat article, Superintendent blog, or webpage post; it should be the first and most accurate source of information. If our stakeholders don't get the information from us, they will get it somewhere else. Transparency is key. Tier 1 engagement is one-way.

TIER 2

The goal of Tier 2 engagement is to gather stakeholder feedback on community values, initial staff recommendations, potential alternatives, or possible decisions. For deeper engagement, the decision-maker may choose to work directly with stakeholders throughout the decision-making process, gathering input multiple times and from various stakeholders. This approach ensures that the perspectives and concerns of the community are fully understood. Tier 2 engagement might take the form of focus groups, surveys, or interviews; and should include a consistent feedback loop to stakeholders, sharing back how their input shaped and influenced decisions. Tier 2 engagement is two-way.

TIER 3

The goal of Tier 3 is to partner with the public in each aspect of the decision-making process including the development of alternatives and identification of a preferred solution. Tier 3 engagement might take the form of an official taskforce, internal working group, or advisory committee to the School Board and Superintendent. Tier 3 collaborative groups are governed by Board Policy 4110 and Superintendent Procedure 4110. Tier 3 engagement may also integrate aspects of Tier 2 and 1 in order to bring more perspectives into the decision-making process and ensure a consistent and transparent feedback loop.

Step 3: Designing a Community Engagement Plan

Now that you have clearly defined the decision to be made, the influence stakeholders can have on the decision, who the key stakeholders are, and the appropriate level of engagement based on internal and external expectations – it is time to develop your engagement plan!

An engagement plan is a written document that acts as a roadmap for successfully gathering input on decisions and communicating with key audiences. It describes what you want to accomplish and the best ways to achieve those objectives.

This is also a good time to review the authentic community engagement principles introduced at the beginning of the toolkit. Remember one of the primary goals of the School Board and Superintendent is to elevate underrepresented perspectives in our district decision-making. This means development and implementation of targeted engagement and communication strategies.

Effective community engagement is anchored by three simple practices:

1. **Values Driven:** Meaningful participation is focused on talking with people about what matters most to them and what matters most to the district or school. This helps build knowledge and understanding of the issues at hand.
2. **Decision Oriented:** From the beginning, the scope of the decision and the timeline should be clear to the stakeholders. This helps move stakeholders towards a final conclusion and helps set expectations.
3. **Goal Driven:** Transparency regarding stakeholders' role, potential to influence, and key decision points in each phase of the process helps to build trust.

Planning Components

Because the best engagement plans are tailored to support specific decisions and objectives, components can vary. To help you in your planning process, highlighted below are the most common and most important components of effective community engagement planning.

Step 1: What is your engagement objective? What do you want to accomplish related to the decision to be made? Once you have assessed your situation (see SWOT analysis above), identify the overarching objective that you would like to achieve during the community engagement process. What is your objective? What do you hope to achieve?

What would success look like?

Step 2: Who are your Key Stakeholder(s)?

Who do you need to engage with regarding this decision/issue in order to achieve your objective?

Refine your initial stakeholder list. Who are the most important people and groups for you to engage with regarding this decision? It's important to give your stakeholders careful thought—your list should be complete and include anyone who might be impacted by the decision, initiative, or project. A list of possible stakeholders is listed in the resource section of the toolkit.

Step 3: Developing your Key Questions/Messages

What are the most important questions that need to be asked of the key stakeholders in order for you to meet your engagement objective? What information do you need to know from them?

2-3 Key questions or information you want to gather:

What key messages need to be shared? Keep in mind that knowledge building is one of the guiding principles of authentic engagement. Develop three to four key messages that are concise statements that clearly communicate the decision, issues, alternatives and are tailored to the target stakeholders. It's important to not include too many messages in your plan. When crafting key messages remember that messages should:

- Be factual and specific.
- Align with your stakeholders' interests and motivations.
- Speak to your stakeholders' issues and concerns.
- Be clear, concise and easy for stakeholders' to understand and remember.
- Be easy to relay so spokespeople, representatives and your audience can help you deliver more broadly (avoid jargon and technical language as much as possible).
- Be memorable and persuasive.
- Foster consistent communications and tie into the broader landscape if possible (e.g. the strategic plan).

Three to four key messages:

STEP 4: Develop your Engagement Tactics and Select Tools

This is one of the most essential steps of authentic community engagement. The following should be considered when designing inclusive community engagement tactics:

- Age (students, families)
- Income (economic factors)
- Education
- Race and Ethnicity
- ADA accommodations
- Geography (host in a central location; in community; in a school; multiple regions – south, central north, all five regions of the district)
- Technology or low-tech (which approach best meets the needs of the audience)
- Language and linguistic diversity (home language conversation or focus groups, translation)
- Cultural norms or sensitives (food, structure of the meeting)
- Religious activities or obligations (make sure to check the holiday calendar on the HR website before planning a meeting.)
- Transportation
- Housing access (families living in shelters)
- Other:

As the engagement designer, consider offering multiple opportunities to engage and a wide range of engagement tactics. If possible, be open to creative recommendations from the community. Provide an email address specific to your engagement efforts so stakeholders can share ideas directly with you and your team.

When developing your engagement tactics, remember the following:

- Each tactic you create should have measurable results.
- Think through the time required for each tactic and integrate into your timeline.
- Include who will implement each tactic and or action.
- Determine which tools best meets the goals of the tactic. See the list of engagement tools in the resource section of the toolkit.

Remember that it is often necessary to use an array of tactics in order to meet your audiences' diverse needs. It might be helpful to organize your tactics by audience, for example:

Audience

Engagement Tier

Tactic

Tool

Deliverable

Date

Project Owner and Contact Information

Possible Engagement Tools and or Strategies

Step 4: Engage Partners

Determine if there are groups or individuals that can help you facilitate engagement or carry your key messages. Identify partners that can help you either conduct engagement with a broader audience or help carry the key messages. This might be a district leader or representative, a parent group or community organization. Be sure to consider partners who may not currently be engaged in district issues but are relevant to the decision under discussion. If engaging with a small organization, a stipend or contract for their services is best practice.

After identifying spokespeople and partners, prepare this group to speak on the district's behalf — provide helpful materials including FAQs, background information, talking points, prepared presentations, and other relevant handouts.

Step 5: Develop an Engagement Timeline

How long does each aspect of the engagement process require? Develop a detailed timeline for your engagement plan to help you stay focused on your objective and engagement tactics, and to make the most efficient use of your time. In your timeline, include dates of important decision points, and dates for the implementation, and completion of each tactic. Timelines can be formatted in a variety of ways. You can create simple and effective timelines using Microsoft Word or Excel. A deadline prompt has been included in the community engagement plan template for your use.

Throughout the process of building your engagement plan, remember to be aware of the timeline for each process as well as the timeline in context of other key initiatives and projects occurring simultaneously. This will help you determine whether tactics are possible and appropriate within your allotted timeframe.

Step 6: Develop an Engagement Budget

How much will these engagement efforts cost? To begin, identify the level of funding that is available. Then, develop a detailed estimate of all the costs required to complete the engagement cycle. When developing a budget as part of your engagement plan, be as specific as possible — this will help prevent

unexpected costs from arising and jeopardizing your overall budget. Expenses for engagement may include the following:

- Design, print and postage, if necessary, of communication materials including handouts, presentations, signage, mail pieces, etc.
- Production costs related to a video.
- Materials for community meetings including equipment rentals, refreshments, snacks, activities, etc.
- Accommodations and travel.
- Translation and interpreter fees.
- Photographer and videographer.
- Vendors, facilitators, or other consultants.

Consider including a 10 percent cushion in your budget to account for unforeseen costs. And if using vendors or contractors, be sure to thoroughly review contracts for terms and fees. We recommend developing budgets using Microsoft Excel, which allows you to easily update the budget with actual costs to ensure that the budget is on target.

Sample community engagement budgets are included in the resource section of the toolkit.

Step 7: Document your plan

The last step is to document your engagement plan. For your convenience a community engagement plan template is provided in the resource section of the toolkit, along examples of plans for each of the three tiers.

Chapter 3: Evaluating Community Engagement

Develop Clear Measures

Develop concrete ways to track the progress and effectiveness of your engagement efforts. Doing so will help you identify tactics that work well and give you information to make adjustments in the future. Tracking your engagement results also helps you demonstrate success and improve future outreach.

Below are some ways to evaluate the effectiveness of community engagement:

- Audience reach, including how many stakeholders received email or print communications.
- Webpage Google Analytics including how many people opened the news story; length of time on page; and use of the translate tool.
- Social media analytics – percent of people that took an action (e.g., commented, reacted, or shared)
- The number of participants at a community engagement event. If possible, note the demographics of attendees to ensure that you are reaching all of your audience, rather than a select group. If known stakeholders are missing, go back to the tactics and engagement tools to figure out new ways to bring underrepresented voices to the decision-making process.
- Number of feedback responses from your audience through surveys, exit tickets, follow-up emails, phone calls, etc.
- Compare respondents' demographics to SPS demographics. Work to address over and underrepresentation of voices.
- Family Climate Survey ratings related to community engagement.
- Identification of new ideas, alternatives, and revised recommendations based on community engagement.

Concluding Community Engagement

One of the most important aspects of community engagement is closing the loop with stakeholders. If we ask for the opinions of our families, staff, students, or broader community we need to let them know how their input was used.

Throughout the engagement process, track and share back how stakeholder feedback is being addressed. Doing so builds trust and accountability even if the final decision is not what all stakeholders wanted. A consistent and timely feedback loop promotes ongoing involvement, one of the guiding principles of authentic engagement. One way to share back the decision-making process with the public

and internal stakeholders is through a briefing paper. You can find a briefing paper template in the resource section of the toolkit along with a completed example.

Chapter 4: Community Engagement Resources

(please email publicaffairs@seattleschools.org for these resources)

Community Engagement Plan Resources

- Community Engagement Plan Template
- Engagement cost samples
- Inform: Example Community Engagement Plan (forthcoming)
- Consult/Involve: Example Community Engagement Plan (forthcoming)
- Collaboration: Example Community Engagement Plan (forthcoming)

Stakeholders and Key Partners

- List of potential stakeholders – check list
- Internal stakeholders – 360 degree audit tool
- Potential community engagement partners

Engagement and Communication Tools and Supports

- Seattle Public Schools engagement tools
- Professional development and Capacity Building
- Briefing Paper

Community Engagement :

How to Select the Right Level of Engagement

VO: Once you have reviewed the Community Engagement tool kit, this online training will walk you through the key components of planning for engagement. Before beginning this video, please print the Community Engagement Module Workbook. ([link to PDF](#)) –

VO: This online training will walk you through the key components of planning for engagement. Be sure to have the Community Engagement Module Workbook available:

The purpose of this training is to:

- deepen your understanding of community engagement
- provide support in determining the most appropriate level of community engagement
- (to) assist you in outlining your decision
- (and) identify the stakeholders impacted and degree of impact

The Seattle Public Schools community engagement model has three tiers. It represents a continuum of engagement from lower levels of intensity at tier one, to the most intensive engagement at tier 3. With an increase in engagement, there is an increase in corresponding time and budget required to effectively support each tier.

The framework is not intended to create a false hierarchy between the three tiers, each tier is important, and the higher the tier you enact, requires you to also address the tiers below it.

The other consideration is that for each tier there is a public promise. If you do not believe you can meet the public promise of a particular level, you should not do engagement at that level because it will erode trust and confidence in the project, school, and district

Each of the following scenarios represents a different level of required community engagement.

Let's look first at a Tier 1 example.

Identify the problem and objective:

Communicating a snow delay

What problem are you trying to solve?

Letting families and community members that there is a snow delay.

What is the engagement objective?

In this situation, although there are many impacted stakeholders, there is no room for input to change the decision, so the information is shared out.

Be sure to review the list of stakeholders to ensure you have communicated with everyone who may be impacted and use effective channels.

Who is the final decision maker?

The Superintendent with a recommendation from Operations, makes the final decision. Once the delay has been decided, the information is communicated out. There is no 2-way engagement regarding the decision to delay school.

Now let's look at a Tier 2 example.

Identify the problem and objective:

how to add 20 minutes of instructional time to the school day

What problem are you trying to solve?

in the upcoming school year, 20 minutes of instructional time will be added to the schedule. How should we add it (at the beginning, end, or split)?

What is the engagement objective?

Gather input from stakeholders including: families, educators, community organizations, service providers.

Final decision maker

The final decision maker is the Superintendent, but because this system change effects many different stakeholders, a small group worked to collect and understand the data and present a list of options with associated data and the pros/cons of each. In the next online learning module you will learn how to plan for engagement and data analysis.

Now here's a Tier 3 example.

Identify the problem and objective:

High school boundaries change

What problem are you trying to solve?

Increased enrollment and the opening of a new high school require the creation of new high school boundaries, which would directly impact Ballard, Ingraham, Roosevelt, and Nathan Hale high schools.

What is the engagement objective?

This change will affect many families, staff, and systems; input from all parties will be required to understand the impacts and implications, and to help the community understand the rationale of the final decision.

Final decision maker

The Superintendent and the School Board

Now it's your turn!

The first step in developing your community engagement plan is to clearly identify the decision or process change you are managing and the level of engagement you are seeking.

Working with your **Level of Engagement Worksheet**, take a moment and write down

- **What problem are you trying to solve?**

- **What is the engagement objective?**

STEP 2 is to identify your Stakeholders

Consider who will be affected by this potential decision, and an initial list of who needs to be engaged.

There are external as well as internal stakeholders you must consider.

For the problem you've identified, choose all appropriate stakeholders on your External and Internal Stakeholder worksheets (pages 4-6 of the module workbook).

Think about how will they be affected. Include the positive or negative potential impacts

The third step is to identify who the final decision maker is and what the decision making process requires.

For example, is it the School Board, the School Principal, or is it you? Some examples of final decisions steps might include a board action report or building leadership team approval.

Now fill out the third step of your **Level of Engagement Worksheet**

To help you select the appropriate community engagement tier for your specific problem or objective, next you'll complete the internal public expectations worksheet. You can find it on page 7 in the module workbook. Think back to your stakeholder list and internal stakeholders you have identified, consider their perspective as you complete the internal expectation worksheet.

Once you have responded to each row's prompt with a check indicating very low to very high internal expectations, multiply the number of checks in each column by the number at the bottom of each column. This is a weighted decision making tool

Add the weighted scores together and divide by the number of questions; in this instance it is 8. You will get an average score.

An average score of:

1-2 indicates low to very low engagement required at an inform level.

3-4 indicates low to moderate engagement required at a consult or involve level

4-5 indicates high to very high engagement required at an involve/collaborate level

You will follow the same process to complete the external expectations worksheet. **At this time, pause the training and complete the internal and external expectation worksheets**

Using the Community Engagement Expectation Summary document on page 9 of the module workbook, you will finalize the level of community engagement most appropriate for the problem you are trying to solve or system change you are managing.

If your final summary score was a level 1 -2 it is recommended you implement a minimum of tier one engagement: inform.

Occasionally, you might implement a higher tier of engagement than your analysis identifies, because of political or relational benefit.

A 3-4 score indicates need for low to moderate engagement and you would implement at least a tier 2; consult/involve; Keeping in mind the public promise made for tier 2.

If you have a total score of a 4-5, this indicates a high to very high level of engagement required and will require the development of a task force, work group, or advisory committee to provide more in depth, representative feedback into the problem or change you are managing.

Keep in mind, racial equity should always be a lens you use to evaluate the level of engagement required. Will the decision have a potential negative affect on students of color or students experiencing poverty? Could input from the community or stakeholders help mitigate or improve the solution to the problem?

Based on the evaluation of external and internal expectations and racial equity analysis, what tier of engagement would you recommend for the problem or decision you identified?

(Interactive: select a tier – tier has title pop up with tier title and examples)

As we mentioned earlier, there may be some benefits and opportunities for some elements of the decision process to be at a higher tier.

An example of engaging at a higher tier than suggested is this Community Engagement model itself. The implementation of a new model for engagement scored at a Tier 2 level of engagement: consult/involve.

However, because of the importance of this new system, the team opted to create a task force of representative staff and community members (a component of a Tier 3) who met monthly to help the district understand the areas of improvement for the draft model, develop inclusive and authentic engagement strategies and practices for each tier, and enact process that would be sustainable and beneficial for our community. The model was changed significantly because of their input.

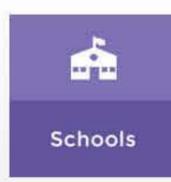
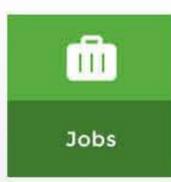
Also please keep in mind that for some projects/initiatives multiple decisions need to be made. The level of engagement of each decision may be different.

(NOTE: at appropriate time in VO, show graphic for tier 2 highlighting Consult/Involve, then highlight tier 3 – Collaborate

In this training,

We hope you have deepened your understanding of community engagement and learned how to select the right level of engagement based on analysis of internal and external expectations.

If you have questions, please contact the Communications and Engagement team by emailing publicaffairs@seattleschools.org. In future trainings, you will walk through creating an inclusive engagement and communication plan.



Find resources you need to support your student's success.

Read the latest messages to our community from Superintendent Nyland.

Visit the Seattle Public Schools School Board webpages.

Explore the guiding principles and values that shape our district.

Seattle Public Schools provides equitable and inclusive learning environments to help students succeed. Learn how we are supporting every student.

Educating the next generation is a great responsibility that depends on a collaborative community. We provide opportunities for our communities to join the conversation as we shape the path for our district. Read how you can add your voice.

Featured News

Calendar

News Header Title Super Loooooong
Monday, December 21, 2017
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News Header Title
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DEC 21 Header Board Meeting
Monday, December 21 | 5:00PM - 9:00PM
DEC 21 Surprise Big Budget Header Board Meeting Super Surprise Meeting
Monday, December 21 | 5:00PM - 9:00PM
DEC 21 Header Board Meeting Day Off
Monday, December 21 | All Day
DEC 21 Header Board Meeting Day Off
Monday, December 21 | All Day

read all news >

see calendar >

News

Read the latest news and announcements.

- News Header Title
Monday, December 21, 2017
Slightly Longer News Header Title
Monday, December 21, 2017
Longer News Header Title
Monday, December 21, 2017
News Header Super Duper Mega Long Titl...
Monday, December 21, 2017

read all news >

Resources

A collection of resources and information.

- Growth Boundaries
School Bell Times
Attendance Matters
Budget Information

Seattle Public Schools Facebook post: Celebrating Black History Month! SPS recently asked education and civic leaders around Seattle why Black History Month is important to them and to all students. Here is University of Washington Board of Regents member, Joanne Harrell...

@seapubschools School Board meeting tonight... Agenda includes resolution surrounding immigration status... http://bit.ly/2kqzZNs

District-wide Commitments

Every Student Supported
Multi-Tiered System of Support (MTSS) ensures all our students have equitable academic and social-emotional behavioral supports tailored to match student need.
Learn About Student Supports

Every Student Succeeds
We seek to achieve educational equity for our economically and ethnically diverse community. Our work to eliminate opportunity gaps improves outcomes for all students.
Learn About Educational Equity

Preparing Students for Life
From first-rate teaching to collaborative planning to educator support, we are preparing our students to be successful when they graduate.
Learn About Student Success

By The Numbers Title

Pede vel dis nunc sed ac vivamus, aenean aenean semper, lectus fusce egestas. Semper ultrices sit sapien, fermentum felis sed id mauris, lacinia fusce vel mollis, lacus wisi lacinia dictumst ridiculus.

15 Option Schools

54,976 Enrolled Students

1,437 Enrolled Preschoolers

6,582 Bilingual Students

View Our Key District Facts

Top



Accessibility
District Contacts
FAQ: How Do I?
Feedback

Jobs
Privacy
Site map



2445 3rd Ave. S, Seattle, WA 98134 206-252-0000

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Start Date	Type	Business Owner	Comms Lead	Event	Communications Strategy	Tools	Notes
ALL Month	Annual	Sean/Luke/Pauline	Same	Career and Technical Education Month	Feature story; twitter and FB	Social;web	Start seeding enrollment/registration prep
All Month	Athletics	Pat/Eric/Flip	Luke	**SPS Athletic Hall of Fame - Follow Communications Plan	See Comms Plan	See Plan	multi-phased comms plan including web; social media; invites; culminating event
ALL Month	Family Supports	Carri	Luke	Immigration Letter Support - Include schools rallying - link all photos back to Superintendent letter	All families (i.e. BF Day on 2-3)	Social ONLY	screen photos for appropriate content connected to District policy AND
2/28	Budget	Jolene	Carri	Budget Shortfall	All Staff, Families	ALL	communication from Supe to families, staff regarding worst case scenario
2/28	EOG	Helen Walsh	Luke	RULER: Integral to Eliminating Opp Gaps; Positive Relationships/Beliefs	Feature Story; Blog; Social Media	Web; Social	Helen Walsh has great video on RULER to use
2/28	SUPE	Pauline	Carri	Superintendent's Blog - Positive Learning (SABSE, African American Male workshop)	All Staff, All Families	web, SM, SchoolBeat, Social	
2/27	Transportation	Pegi and Kathy	Carri and Pauline	Inclement Weather Information	Letter home - all families ; SM; web post; social media	SM; Social;Web	Make sure inclement weather website is updated as well

Start Date	Type	Business Owner	Comms Lead	Event	Communications Strategy	Tools	Notes
2/27	Transportation	Pegi and Kathy	Luke	I5 Closure Delay	Calls to families; social	SM; Social	
2/26	Health	Marie and Pegi	Pauline and Rachel	Change in Immunization Record System	Letter home - all families; web post; social media	SM, web, social	
2/24	Capital	Flip and Ashley	Pauline and Luke	High School Boundary Task Force Applications	Web post; Social Media	web, social	
2/23	Budget	Jolene	Luke	Budget Shortfall, Phase 4, Content to focus on "teachers are important", message should include memes with	See comms plan	Social media	link to deadline
2/22	Budget	Jolene	Luke	Budget Shortfall, Phase 4, Content to focus on "teachers are important", message should include memes with Dr. Nyland quote about teachers	See comms plan	Social media	link to deadline
2/22	Capital	Flip and Ashley	Pauline, Rachel, Luke	Community Meeting: Magnolia Elem	Targeted SM invite, web post, social media and district calendar	SM, web, social	
2/21	Budget	Jolene	Carri and team	Budget Guiding Principles and Projections	See Comms Plan	Broad	
2/21	Budget	Jolene	Luke	Budget Shortfall, Phase 4, Content to focus on "teachers are important", message should include memes with Dr. Nyland quote about teachers	See comms plan	Social media	link to deadline
2/21	C&I	Anna	Sean	Math Teaching Materials Adoption Invite	Feature story; social media	feature/social	
2/21	EOG	Kyle/Laura	Sean	Teach-In on Making Classrooms Safe and Inclusive for All Students	Feature Story; Blog; Social Media	web, social, blog	

Start Date	Type	Business Owner	Comms Lead	Event	Communications Strategy	Tools	Notes
2/20	Budget	Jolene	Luke	Budget Shortfall, Phase 4, Content to focus on "teachers are important", message should include memes with Dr. Nyland quote about teachers	See comms plan	Social media	link to deadline
2/17	Admissions	Ashley and Faauu	Pauline and Carri	Reminders: break, open enrollment, updated calendar	Feature story; social media	social, web	
2/17	Capital	Flip	Tom	Hazel Wolk Finalist for Saettle Building of the Year	Feature story; social media	social, web	
2/17	EOG	NA	Luke	BHM: celebrations at Franklin HS; Positive Learning	Social Media	Social media	
2/16	Annual	Luke	Same	Elizabeth Peratrovich Day	Generic Push; Board statement	social;board meeting statement	
2/16	Board	NA	Luke and Carri	School Board Resolution: Safe Schools	Feature story; social media	social, web	
2/16	C&I	Stephen	Rachel and Pauline	Advanced Learning and Decision Making Update	Feature story; SM; and Social media	social, web, SM	
2/16	Capital	RES staff	Luke	Robert Eagle Staff Middle Family and Community Partnership Meeting	social	social	**discussed videos for this event, bandwidth and lack of link to District mission are challenges
2/16	Capital	Cedar staff	Luke	Tour Cedar	social	social	
2/16				College Bound Conference		web, social	
2/15	Budget	Jolene	Carri, Clover	HR+Cover Letters	Staff	SM, email	
2/15	C&I	NA	Luke and Pauline	WA Teacher of the Year submissions	Social, News feature	social, web	

Start Date	Type	Business Owner	Comms Lead	Event	Communications Strategy	Tools	Notes
2/15	EOG	NA	Luke	BHM: begin rollout of Black History Month video vignettes	Social Media	social	Blanford, Dr. Rice, Harell, Ron Sims, Larry Gossett, Anthony Shoecraft, Dwane Chappell, Norm Rice, Rep. Lewis
2/14	EOG	Kim	Sean	Substitutes Prepare for Culturally Responsive Teaching; Positive Beliefs	Feature Story; Blog; Social Media	web, social, blog	
2/14	SUPE	Supe.		Black History Month	All Staff		
2/13	Annual	Luke/Pauline	Same	Af Am Parent Involvement Day	All families	web; social media;blog	South Shore
2/13	Admissions	Ashley/Faauu	Luke	Open Enrollment for School Choice is open	Social	Social	
2/13	C&I	Krista	Pauline, Luke	College Bound Scholarship Conference	Social, News feature	web, social	
2/13	EOG	NA	Luke	BHM: Nat'l Af Am Parent Involvement Day - could be Formative Practice story, at South Shore; Positive Partnerships and Relationships	Feature Story; Blog; Social Media	web, social, school b	National African American Parent Involvement Day (NAAPID)
2/11	C&I	Admissions, CAI	Luke	Kinder Registration and Info Night	generic	social	
2/10	General	NA	Luke	Last day of school June 26	Social	Social	Letter with tips transporation etc. and last day will be sent March to all families
2/9	Board	School Board	Luke	Audit and Finance Committee meeting	Generic push	social	
2/9	Athletics	Flip and Eric	Tom, Luke	Metro League Championships	generic push	social	

Start Date	Type	Business Owner	Comms Lead	Event	Communications Strategy	Tools	Notes
2/9	C&I	ELL, Veronica	Luke	Kinder Registration and Info Night for ELL families	generic push	social	
2/9	Health	Nursing, Marie	Luke	SPS Vision Resource Night	generic push	social	
2/8	C&I	Admission, CAI	Luke	Kindergarten Registration and Info Night	generic push	social	
2/8	Capital	Cedar Park, Dede	Luke	Tour Cedar Park night	generic push	social	
2/7	Transportation	Pegi and Kathy	Team	2-hour snow delay	Snow comms plan	SM, school sites, web, social, news outlets	
2/7	Budget	Jolene	Luke	PTSA Budget Deficit Panel Ballard	general push	Social	
2/7	Budget	Jolene	Carri	Budget Update Letter - Senate, House	All Staff and all families	Web, SM, Social	
2/7	EOG	Carri	Luke and Pauline	Publish story about Nyland reading to kids at Mary's Place		web, social media	NOT BHM related
2/6	Admissions	Ashley and Faauu	Luke	Reminder: Open Enrollment Forms/Option Schools	Broad, informational	Social media	
2/6	Transportation	Pegi and Kathy	Team	Schools and JSCEE Closed	Snow comms plan	Everything	
2/6	Admissions	Ashley	Tina, Carri and Rachel	Open Enrollment Begins (Feb 13) and Enrollment Projections Made	All families, webpost; targeted to Whitman/Eagle staff	web, social, SM	This is an annual operations event placeholder.☐
2/5	Transportation	Pegi and Kathy	Luke	Inclement Weather Reminder	Web post; Social Media	social, web	
2/5	C&I	Early Learning	Luke and Sean	Kindergarten Registration and Info Night - 2/8 amd 2-9	generic push	social	
2/3	C&I	CTE	Sean	Skill Center Survey Results	Broad, informational	web and social media	

Start Date	Type	Business Owner	Comms Lead	Event	Communications Strategy	Tools	Notes
2/3	SUPE	Supé.	Carri	Luncheon "Lunch and Connect"	Staff	Social	
2/2	Admissions	Ashley and Faauu	Tina, Carri and Rachel	Open Enrollment Update - Meany and RES	Targeted	SM	Forms available on Feb 6
2/2	EOG	Carri	Luke and Pauline	BHM- publish story on Supé Proclamation taking part in National NAAPID	Feature Story; Social Media	Web, social	***Link to Supé Blog
2/1	Comms	Pauline	Luke	Engagement on new website	social media; targeted outreach	Social	
2/1	C&I	Early Learning	Luke and Sean	Kindergarten Enrollment and Information - 2/16	Social media	social	
2/1	Annual	Luke	Same	SPS Celebrating Black History Month	Feature story; social media	Social, web	
2/20	Annual	Luke/Rachel	Same	President's Day	School Messenger; Twitter; FB	Social; SM as part of mid winter	Part of mid-winter break
2/20	Annual	Rachel		Mid-winter break - No School		Social, school messenger, school Beat	Feb 20-24
2/15	Board	Carri	Luke	School Board Meeting - Safe Schools Resolution	Feature Story; Social Media	Social media	
2/6	Annual	Luke/Carri	Same	National School Counseling Week	All staff; Generic Push	Social; internal email	Challenge: counselors may be reduced because of budgets - unclear
2/1	Annual	Rachel/Luke	Same	Day between semesters - no school	All families	Social; SM	

Feb 17

Start Date	Type	Business Owner	Comms Lead	Event	Communications Strategy	Tools	Notes
2/1	Board	Carri	Luke	School Board Meeting - Funding Resolution	Feature Story; Social Media	Social Media; web	

Why do we avoid *“Difficult Conversations”*?

Learn specific skills and strategies for navigating workplace conflict and initiating difficult conversations with peers and those you may supervise!

Sign up for a two-day Professional Development Opportunity at JSCEE

Presented by Greg Abell, Sound Options Group

Sign up through Employee Self Service (ESS)

For questions about this course please contact Clover Codd 206.252.0282

Sponsored by SPS Human Resource Department

Dates Available: Jan 4-5; Jan 26-27;

Mar 9-10; Mar 30-31; Jun 15-16

Time: 9:00 A.M. – 3:00 P.M.

Location: JSCEE

Purpose:

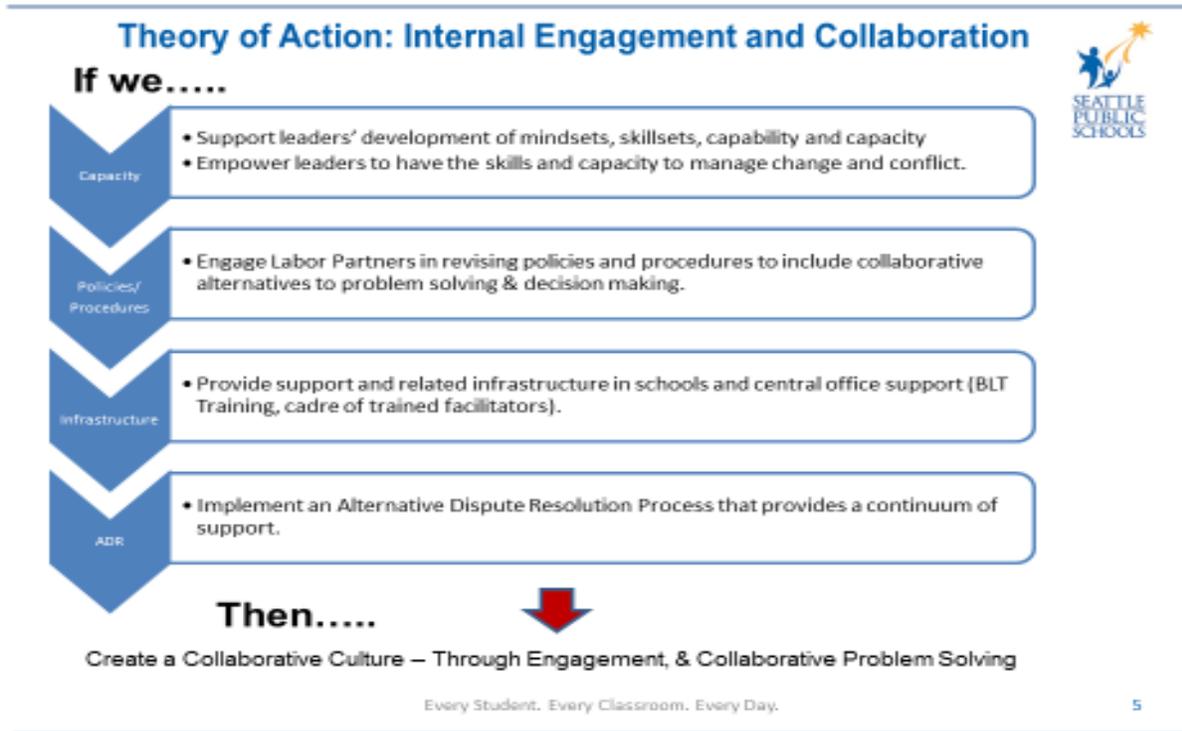
In the fall of 2016, the School Board of Seattle Public Schools (SPS) approved one of the Superintendent's evaluation SMART goals to focus on increasing external and internal engagement, collaboration and problem solving. SMART Goal 5's multi-year vision is that SPS is viewed as a responsive, high functioning organization that fulfills our promise to families and staff to feel ownership for our collective success. The SPS Human Resources department was responsible for implementing strategies to increase collaboration and problem solving with employees. The objective of this goal was to build bridges with Labor Partners and empower employees to effectively manage and resolve workplace conflict, and to build the capacity of managers throughout the system to collaboratively problem solve and find solutions that not only meet the needs of all sides, but create better solutions. Specifically, employees reported that only 50.9% of the employees that work at central office believe their department effectively deals with conflict, and only 67% believe that they are able to solve problems collaboratively and find resolution.

In an attempt to design strategies that meet the needs of our specific context, the Human Resources department administered an Employee Engagement Survey measuring employee perceptions about conflict and found that the District needs to:

- Increase the capacity of individual managers and school leaders to effectively understand the context of conflict, and increase skills for improving communication and collaborative problem solving.
- Increase the capacity of departments and school/program leadership to effectively understand the context of conflict and provide tools for improving communication and collaborative problem solving. Implement an employee engagement and recognition program.
- Implement an Alternative Dispute Resolution Process accessible to employees, where there is a continuum of support for employees engaged in conflict with others.

Theory of Action: Internal Engagement and Collaboration

In order to realize this goal, we put several ambitious strategies in place, with the belief that over time, we would change the culture in SPS from one where conflicts are escalated to HR and Legal, to one where managers and leaders are empowered to effectively resolve conflict in a collaborative manner:



After defining the problem and determining the actions needed, we developed an initial implementation plan to increase internal engagement with the following strategies:

Strategy 1	Strategy 2	Strategy 3
<ul style="list-style-type: none"> • Provide leadership development training to improve skillsets for engaging and facilitating conflict in the workplace for central office and school leaders • Over 170 participants trained to date • Baseline data for employee engagement and trust – Employee Engagement Survey 	<ul style="list-style-type: none"> • Engage SEA, PASS and SPS in collaborative problem solving and Interest Based Bargaining – PAR • Co-construct Building Leadership Team Training facilitated by SEA, PASS and SPS • Convened 50 member SEA, PASS, SPS working group • Implement BLT planning team (SEA, PASS, SPS) 	<ul style="list-style-type: none"> • Develop Alternative Dispute Resolution continuum of supports (Tier 1 training, Tier 2 training, cadre of facilitators, mediation) • Work with Labor Partners to revise policies and procedures regarding HIB, Retaliation and Discrimination complaint and investigation processes • PERC facilitating process for SPS and Local 609 to engage in these discussions.

Prepared by Human Resources Department

Alternative Dispute Resolution

A team within HR has begun exploring the appropriate design of an Alternative Dispute Resolution Program. After gathering research and speaking to representatives from King County’s ADR Program, the recommendation is to create an integrated system, district-wide where resources are “integrated” to address training, counseling, coaching, advising, facilitating conversations, mediating, facilitating group conflict resolution and intervention, and engaging formal mediators and arbitrators, when needed. These efforts act as mitigation measures prior to litigation, arbitration, grievance hearings, and investigatory actions. The integrative efforts involve multiple stakeholder groups to include HR, EAP, ADR, School Leaders, Ombudsperson, Legal, Labor, LR, Equity/Race Relations, and Advisors/Consultants.

The purpose of this next session is to recommend a new approach to resolving conflicts in SPS.



Integrated Conflict Management System



Prepared by Human Resources Department

The purpose of an integrated conflict management system is to move beyond an ad hoc, case-by-case, dispute resolution toward a systemic approach for preventing unnecessary conflict and promoting healthy conflict engagement practices throughout the organization.

It entails the following actions:

- Create connective tissue between the different parts of the organization that touch conflict in various stages to begin to identify root causes and system failures/solutions.
- Use data to identify areas where a deeper analysis might identify root causes and system failures/solutions.
- Use of additional research techniques to develop and test hypothesis about root causes.
- Identify gaps in knowledge, skills and abilities affecting successful conflict engagement
- Develop strategies, resources, and policies to support healthy conflict engagement.
- Develop tools to measure cost of conflict and reduction in cost of conflict.

Gap Analysis

We will continue to determine the District’s current conflict management structures and practices with respected best practices as follows:

- 1) Leadership commitment
- 2) Structures that support implementation, institutionalization, and trust in the system
- 3) Internal capacity building
- 4) Daily practices that encourage a proactive approach to conflict engagement

We recommend the following strategies moving forward:

Services provided by HR, EAP, ADR, School Leaders	Services provided by LR, Assigned Staff, Advisors/Consultants	Services provided by LR, Senior Leadership, Labor Partners	Services provided by Legal, Mediators, Arbitrators
<ul style="list-style-type: none"> • Conflict Prevention Training • Conflict Assessment and Consultation • Conflict Resolution Coaching • Interpersonal Dispute Mediation 	<ul style="list-style-type: none"> • Workgroup Facilitation and Team-Building • Workplace Repair and Intervention • Large Group Facilitation • Environmental Scans 	<ul style="list-style-type: none"> • Facilitate Collective Bargaining Negotiations • Interest-Based Bargaining (PAR) /BLT Training • Charter, Train, Facilitate Labor Management Committees 	<ul style="list-style-type: none"> • Interpersonal Dispute Mediation • Labor & Employment Mediation • Mediation/Arbitration • Settlement Agreements/Legal

2016-2018 Current, proposed and planned implementation activities:

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- Tier 1 Training for supervisors; recognize conflict early (before escalation to Central HR)
- Tier 2 Training for supervisors; facilitate conflict resolution between team members
- On-going in-service training (quarterly) for supervisors, managers and school leaders
- Investigations training for HR and for JSCEE supervisors; identify how to integrate investigations with a conflict resolution process
- Departmental Tier 1 Training (Facilities, Nutrition Services, etc. 2 days)
- Culture training for HR professionals to develop self-awareness; learn how to advise managers/supervisors; handle crucial conversations; use diagnostic tools for intervention
- Develop policies and tools to support healthy conflict engagement (e.g. change HIB procedure to include intake process that encourages mediation and/or facilitated conversation)
- Intake process to include coaching around problem solving and improving relationships
- Environmental Scans – performed by identified professionals
- Leadership Coaching - navigating change and conflict/preventing conflict
- BLT training - shared leadership, interest based
- Mediation – ADR (offered by King Co; or HR)
- Implement an Employee Recognition Program

BLT Trainings

BLT Trainings was a core strategy for the 2016-2017 school year and will continue in to 2017-2018. We are expanding upon this work in this report, because it is an approach that we believe will truly shift the culture of SPS, and hope it continues into the future.

Shared leadership: As a distributed-leadership and shared-decision making structure, the network of Building Leadership Teams (BLTs) across the district has great potential to leverage the collective talent of our teachers and administrators and provide shared accountability and responsibility for eliminating opportunity gaps. When used consistently, school-based decision making fosters a strong culture for collaboration, engagement and problem solving that supports student learning. The intentional improvement and growth of our BLTs to work at highly collaborative levels is a core strategy in the district’s overall elimination of opportunity gaps for our students.

To begin the work of strengthening the Building Leadership Teams, an assessment of practices and outcomes was conducted by Human Resources in collaboration with SEA. The results of this assessment showed wide and varied effectiveness of BLTs throughout the system. The language of the SEA CBA in regards to BLTs was inconsistently interpreted and implemented. BLT is a core structure for shared leadership, accountability and responsibility, and schools have been asking for District support. This is not a surprise – the last time a systemic development program was implemented to support the BLT network was 15 years ago. The current state of the BLTs did not evolve over the course of one or two years – and turning them around will take intention and investment coupled with a commitment for ongoing and differentiated support.

Launching: A stakeholder team of 21 individuals from SEA, PASS and SPS has been convened representing all “constituencies” that participate as members of a BLT. This team, led by an

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experienced practitioner in developing system-wide collaborative structures, identified core competencies and dispositions that members of BLTs need to have. This group also developed a shared understanding of key processes and practices that BLTs will use. Further they identified a set of templates that will serve to build a more reliable and credible set of practices across the BLT network.

Core Competencies:

- Assess Leadership Skills and Grow Them
- Facilitate Problem Solving and Decision Making
- Apply a Value-Based or Interest-Based Approach to Decision Making
- Build Support Across a Broad Set of Stakeholders

Core Dispositions:

- Belief that Shared Leadership Increases Capacity
- Belief that Equity and Cultural Proficiency Must be Applied in the Work of the BLT
- Belief that Collaboration Results in Stronger Outcomes
- Belief that Consensus is Always a Goal for Complex, Group-owned Decisions
- Belief that All Work in a Building Can Accumulate to Close Opportunity Gaps

Foundational Templates:

- Bylaws
- C-SIP
- Decision Making Matrix
- General Calendar of Work
- Professional Learning Plan

Developing and Piloting: A small, cross-role planning team created a draft professional learning program designed to highlight the above Core Competencies, Core Dispositions and Foundational Templates. This program is designed to be delivered to teams from schools in a two-day, face to face event. This draft was shared with the large stakeholder group and a leadership team from central office, PASS and SEA. A pilot of the two-day program is scheduled for May 23-24 and will target teams of 4 from 10 buildings. To begin the work of developing capacity, a first round of facilitators will be trained at this pilot event. A second pilot of the same scope and scale will be held June 6 -7. During the June Leadership Institute, an overview of the program, competencies, dispositions and templates will be provided.

Implementing and Going to Scale: By August 2017, a core set of facilitators will have had two opportunities to lead the learning and 20 schools' teams will have experienced a shared experience and shaped it to roll out to the remaining 80 schools. Four more professional learning events will be scheduled across the 2017-18 school calendar – most likely two will occur in August 2017.

Future Growth Plans: Each year, a set of foundational BLT learning experiences will need to be provided to ensure all new BLT participants and new school leaders have a shared understanding of BLTs. From a system management perspective, this is critical. As the

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foundational course for BLTs was developed it was recognized that there were level 2, 3 and 4 types of learning – especially in the areas of conflict resolution and cultural proficiency that will need further intentional growth and development. The current draft thinking is that this will be achieved in a more “modular” manner and will be differentiated to meet the needs of teams. Because teams will be expected to assess their practice, they will be able to identify areas of their work that need further development. We will be training and developing facilitators who will provide the resources and coaching needed.

In order to close opportunity gaps, all students deserve the collective best efforts of all our skills and knowledge, across all levels of the system, about what works for the children of Seattle Public Schools.

- Applying culturally proficient practices and routinely analyzing decisions and practices for racial equity in the leadership of a school will accelerate the elimination of opportunity gaps.
- Collaborative, collegial relationships in school buildings leads to healthy and positive school cultures focused on students and learning.
- Collegial Culture for Learning is the key to professional growth and sharing of professional knowledge about student learning.
- Collaborative, school-based decision-making structures are key to leading a school in a way that will accelerate elimination of opportunity gaps.
- A strong network of BLTs that share an understanding for their roles, their responsibilities and their accountabilities will ensure that resources and efforts are well-managed and closing opportunity gaps.
- Investing in a strong, effective and collaborative network of BLTs improves the learning of all students and educators in Seattle Public Schools.

[Performance Management](#)

A final recommendation for SPS leadership is to consider adding conflict management as one of the core performance evaluation standards for non-represented employees. Part of the District Education Competency Wheel for evaluating performance is the competency “Conflict Management.” It is currently under section IV. Courage. This competency is currently optional, but we believe adding the accountability to performance around this will further encourage people to attend trainings and work more collaboratively, looking for common ground.

Competency	Definition	Behavioral Indicators
Conflict Management	Successfully mediates conflict between individuals and groups; can hammer out tough agreements and settle disputes equitably; can find common ground and obtain cooperation with minimum noise.	<ul style="list-style-type: none"> • Deals effectively with others in tough situations. • Expresses disagreements in a way that does not disparage or attack others. • Demonstrates the ability to expand areas of agreement and narrow areas of disagreement.

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Competency	Definition	Behavioral Indicators	
		<ul style="list-style-type: none"> Recognizes differences in opinion, brings them into the open and looks for win-win solutions. 	

Measuring Integrated Conflict Management Program Effectiveness

Finally, how will we know we are successful in our efforts? First, we will administer a follow up Employee Engagement Survey.

Evidence/Outcome Measures:

Employee Engagement Survey - Increase employee perceptions by 10% for the following questions: (baseline 50.9% and 67%)

- 1) *How departments and management effectively deal with conflict,*
- 2) *Solve problems collaboratively and find resolution*

Second, we will track the data necessary to identify reductions in absenteeism, the number of grievances/complaints successfully resolved, and finally, reduced legal costs.

Summary

By implementing the integrated conflict resolution model, we move disputes to the “front end,” through the introduction of methods for preventing unnecessary conflict and where conflict does arise, responsibly managing it. The conflict management program focuses on prevention, management, and all forms of resolution. The integrative nature of this system can strategically transform the District’s organizational culture. An integrated conflict management system is different from the current case-by-case approach to conflict by the systemic focus on the prevention of unnecessary conflict and successful engagement in the conflict when it does occur. Disputes are often simply the symptom of an underlying problem. The recommendations herein lay the foundation for addressing the causes of the conflict, rather than just the symptoms.

SMART Goal 5 is a first step in addressing these issues. We look forward to implementing more of these strategies in 2017-2018.