



Board Special Meeting

Work Session: 17-18 SMART Goals Check-in; Executive Session: To Evaluate the Performance of a Public Employee

Tuesday, January 23, 2018, 4:30 – 6:45pm

Board Auditorium, John Stanford Center

2445 – 3rd Avenue South, Seattle WA 98134

Agenda

Call to Order

4:30pm

Work Session: 17-18 SMART Goals Check-in

4:30pm

Executive Session: to Evaluate the Performance of a Public Employee

6:00pm

Adjourn

6:45pm*

*Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. Executive sessions are closed to the public per RCW 42.30. *Times given are estimated.*

17-18 Superintendent SMART Goals Check-In

Jan. 23, 2018

School Board Work Session Cover Memo

Lead Staff: Dr. Larry Nyland



Purpose

This work session is the mid-year check-in on the 17-18 Superintendent SMART Goals. The Superintendent and staff will provide an update on the goals' progress and be available to answer questions.

Outcomes

This work session is informational - no action is being requested from the Board at this time. However, questions are welcome in order to help prepare for the June 2018 annual evaluation.

Next Steps

The annual evaluation will occur in June 2018.

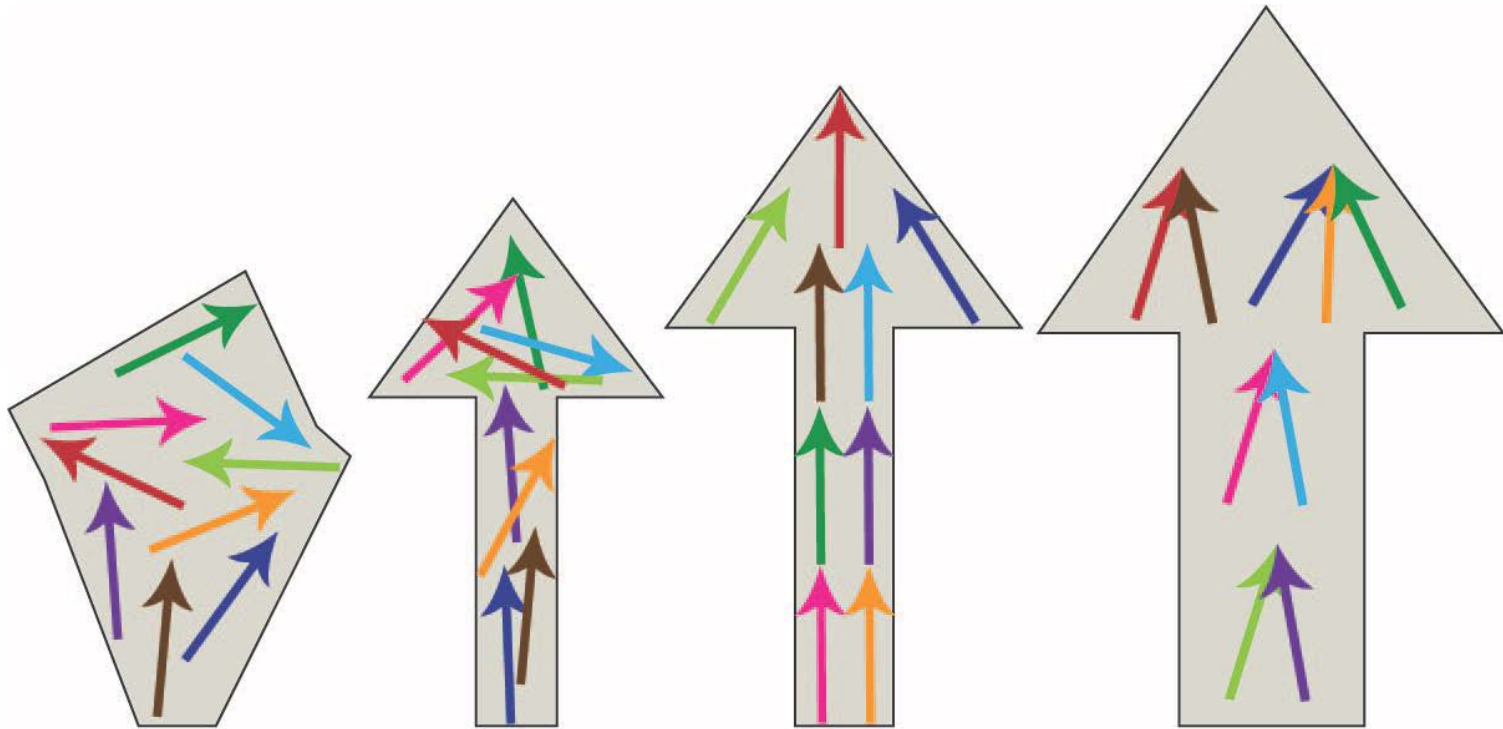


Seattle Public Schools



Photos by Susie Fitzhugh

Work Session: 2017-18 Superintendent SMART Goals Check-In
January 23, 2018



BETTER TOGETHER



Agenda for Each Goal's Update



- Purpose
- Status Update: Accomplishments & Challenges
- Engagement
- What we are learning

SMART Goal 1: MTSS

Purpose of Goal: 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**
- 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



Status Update	Accomplishments	Challenges
June 2017	<ul style="list-style-type: none"> Multi-Year MTSS Implementation Guide developed as infrastructure for future implementation Successful field test of student data portal field test (Homeroom) Gathered evidence and examples of MTSS indicators from every school to determine status and inform 17-18 work District-wide coordinated PD plan created to train teachers and leaders on new MTSS scope and sequence Engagement of schools and community through Task Force, Cadre, and data portal field test 	<ul style="list-style-type: none"> Contract process for interim assessments was delayed Need for significantly more MTSS training for central office Creating a coordinated, tiered approach to support (80 vs 24) Sign-up process for PD during summer was difficult
January 2018	<ul style="list-style-type: none"> Coordinated PD implemented; MTSS website launched Coaches performing needs assessment with every school regarding Professional Learning Communities work MTSS leads identified and supporting 24 schools 16 schools receiving intensive support to strengthen MTSS Team structures Strong bank of interim assessment items for Math All schools using Homeroom 	<ul style="list-style-type: none"> Item bank for ELA interim assessments needs refining Creating coordinated, tiered approach to support (80 vs 24) Lack of capacity and skill to support comprehensive assessment framework Integrate and detail action plans for ESSA, District, and Levy
June 2018	TBD	TBD

Potential 18-19 Work	<ul style="list-style-type: none"> Further development and application of a Balanced Scorecard to inform decisions Braiding of equitable practices/EOG with MTSS Continue to develop MTSS Teams and data-informed PLCs Require and support a set of school-wide practices linked to MTSS Integrate and detail action plans across accountability documents of 24 priority schools
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SMART Goal 1: MTSS



Engagement

- Internal:
 - MTSS Leads identified and met with principals
 - Targeted professional development during Learning Leadership Days, School Leader Institutes, and Instructional Summits
 - Central Office Teaching & Learning quarterly data inquiry
 - MTSS MySPS website provides guidance, resources, and professional development
 - MTSS Teams established
- External:
 - Launch of MTSS website
 - Stakeholder participation on MTSS Leadership Team
 - Presentations at local meetings and national conferences on SPS's MTSS

SMART Goal 1: MTSS



Learnings so far...

- We must deepen our partnerships with schools by working together to implement integrated EOG practices and MTSS
- Common data points inform our decisions and help us coordinate responses
- This is long-term work that demands coherence amongst schools, central office departments, and external partners

SMART Goal 2: EOG

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

- CSIPs/BLTs
- Ethnic Studies
- Race & Equity Teams
- Preventative & Positive Discipline
- Family Engagement/Partnership
- My Brother's Keeper

SMART Goal 2: EOG



Status Update	Accomplishments	Challenges
June 2017	<ul style="list-style-type: none"> Along with our existing 20 School Racial Equity Teams, 11 new teams 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.) Offering Equity Institute trainings by the Department of Equity and Race Relations Providing PBIS and RULER trainings across the district 	
January 2018	<ul style="list-style-type: none"> CSIPs: Status review by EDS of inquiry equity goals underway BLTs: 49 schools and 2 Central Office (SpEd & Visual & Performing Arts) teams trained (331 employees) Ethnic Studies: Working Group formed RETs: EOG Institute held 10/13/17 with 300 attendees. To date, two Saturday Institutes held with members from 43 teams Preventative & Positive Discipline: Documented decrease in incidents at all three grade levels for all students as well as African American males Family Engagement/Partnership: Assessment report returned from Institute of Educational Leadership. Debrief with district staff and partners held December 2017; results shared with families late January 2018. Taskforce to begin work February 2018 My Brother's Keeper: Convening a network of mentoring programs in late January 2018 to share in leveraged resources 	<ul style="list-style-type: none"> RETs: Alignment of past team work to the current structure; inconsistent implementation, coaching and practices from the past years Preventative & Positive Discipline: Consistency and ease of reporting of referrals Family Engagement/Partnership: Level of engagement required; tight timelines
June 2018	TBD	TBD
Potential 18-19 Work	<ul style="list-style-type: none"> CSIPs: Further develop and refine CSIP process BLTs: Complete training for the remaining 20% of BLTs. Alignment between BLTs and RETs. Ethnic Studies: TBD RETs: Expand teams to 53 total. Calibrate SPS/SEA expectations/goals with current practices. Operationalize Central Office RETs Preventative & Positive Discipline: Analysis, gathering and implementation of common "identity safe practices" Family Engagement: Implementation of multi-year family engagement plan My Brother's Keeper: Coordinate additional/similar programs like MBK 	

SMART Goal 2: EOG



Engagement

- Internal:
 - Building Leadership Team trainings
 - Race & Equity Teams Saturday Institutes
 - EOG Institute
 - Family Engagement Landscape Review
 - Extended Cabinet learning focus
- External:
 - Ethnic Studies Task Force
 - African American Male Advisory Committee
 - Eliminating the Opportunity Gap Institute
 - Family Engagement Landscape Review
 - My Brother's Keeper mentoring program

SMART Goal 2: EOG



Learnings so far...

- CSIPs and BLTs: Need continued support and focus to ensure fidelity of implementation. Coordination of BLTs and Race Equity Teams will create a systemic approach to establishing CSIP goals
- Ethnic studies: Re-affirming that partnerships are key. Working through issues together with partners gets stronger buy-in.
- Preventative discipline: Consistent and accurate discipline reporting is important for clearly understanding where we need to focus. Integrated and innovative approaches are critical.
- My Brother's Keeper: We can leverage more mentoring opportunities if we increase our coordination with other programs that provide mentoring opportunities.
- Most (93%) of respondents to the family engagement landscape audit affirmed that family engagement is a district priority, but many (44%) of school leaders/staff and 36% of families are unsure of leadership's commitment.
- Based on data from landscape review, need for clearer district expectations, common shared definition, and baseline for FE; integration of FE into SPS frameworks (i.e. MTSS).

SMART Goal 3: Budget



Purpose of Goal: The district lacks adequate funding to provide an amply funded basic education for our students.

- 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 analyze and compare the costs and benefits of major activities, initiatives, and programs, THEN the district will be able to look for efficiencies.

SMART Goal 3: Budget



Status Update	Accomplishments	Challenges
<p>June 2017</p>	<ul style="list-style-type: none"> Developed a budget plan for \$74M deficit Increased timeliness of analysis on Senate and House proposals Levy Cliff bill passed 	<ul style="list-style-type: none"> Additional money was received too late from the legislature, so it was held over for 18-19 use Levy cliff bill passed after we had rolled out potential cuts to school staffing
<p>January 2018</p>	<ul style="list-style-type: none"> 37 Program Summaries drafted Presentations given at several schools, government agencies, non-profits, and internal committees Governor’s budget analyzed and sent to Board within 2 days 	<ul style="list-style-type: none"> Timeline ran longer than anticipated and ran into the new budget system implementation timeline, so we didn’t meet the Oct 1 deadline for completing all 40 program summaries
<p>June 2018</p>	<p>TBD</p>	<p>TBD</p>

<p>Potential 18-19 Work</p>	<ul style="list-style-type: none"> Would not recommend this as a goal for 18-19, budget work will continue without it being a goal Implementation of new SEA contract Implementation of any new legislation
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SMART Goal 3: Budget



Engagement: The following presentations have been completed and/or scheduled as of January 11.

- McGilvra Elementary PTA
- Eckstein Middle School
- Hamilton Middle School
- Ballard High School (Jan 17)
- PTSA General Council Meeting (Feb 5)
- Leschi (Feb 27)
- Community Based Organization meeting
- Southeast Seattle Collation
- City of Seattle
- Budget briefing to some labor partners (609 and SEA)
- WSS Committee meetings have been held monthly
- Discussions with principals at Learning Leadership Days

SMART Goal 3: Budget



Learnings so far...

- Community engagement is really important!
- Many new facts came to light through the information gathered for the program summaries
- Governor's budget may be the high water mark

Goal 4: Engagement/Collaboration



Purpose of Goal: 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.

- 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.

SMART Goal 4:

Engagement/Collaboration



Status Update	Accomplishments	Challenges
June 2017	<ul style="list-style-type: none"> • 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 • Trained over 250 leaders in how to “Engage in Difficult Conversations” and/or “How to facilitate difficult conversations for others” 	<ul style="list-style-type: none"> • Customer Service not completed due to staff capacity • We intended to provide BLT trainings for at least half of our schools in the 16-17 school year. We only were able to train about 20%, so this strategy continues into the 17-18 school year. It moved to goal 2, as an EOG strategy.
January 2018	<ul style="list-style-type: none"> • Integrated ThoughtExchange with our DoTs systems • Developed community engagement website (i.e. AL, boundaries) • Developed and implemented comprehensive professional development plan for community engagement; providing training • Launched first TE online engagement; additional 4 home language focus groups. Final report created and shared. • Draft Community Advisory Committee charter • Tier I and II training developed to support managers dealing with conflict and challenging conversations • Employee Recognition working group (internal JSCEE) has implemented opportunities for cross departmental connections and employee recognition/celebration of colleagues. 	<ul style="list-style-type: none"> • The amount of time this work takes; training up staff and tight timelines; how data from the community is used once gathered. • Results from the JSCEE Employee Engagement Survey do not indicate measurable gains. Employees of color, on average, report more negative perceptions of employee satisfaction than White employees.
June 2018	TBD	TBD
Potential 18-19 Work	<ul style="list-style-type: none"> • Expansion of community engagement toolkit in schools; continued training for central office and school staff. • 2-3 high level ThoughtExchange engagements; expansion of professional version (100 participants or less) 	

SMART Goal 4:

Engagement/Collaboration



Engagement

- **Internal:**
 - Trained staff on how to conduct community engagement
 - Engaged internal JSCEE Employee Satisfaction/Recognition working group to discuss potential strategies to improve employees' experience.
 - Engaged AA male focus group
 - Engaged JSCEE focus group to discuss survey results and potential solutions/strategies moving forward
- **External:**
 - Launched first ThoughtExchange in support of Advanced Learning/HC pathway project plan and related communications plan. Designed and implemented, within three weeks, an engagement that reached 1,800 stakeholders from all regions of the city; garnered 5,000 unique comments; and resulted in participants engaging with others' thoughts 167,000 times. Presented findings to internal staff and the school board, and communicated findings broadly with families (i.e. direct email, website, social media). Designed and implemented complimentary home language focus groups (Somali, Vietnamese, Chinese, and Spanish). Data used as one resource for development of HC pathway proposal.

SMART Goal 4:

Engagement/Collaboration



Learnings so far...

- Continued education on the purpose/levels of engagement needed not just for staff, but for community. Make sure we are really clear on the level of influence and final decision-maker.
- Need more consistency in charges of Task Forces; process; alignment to current policies.
- The strategies we've designed to change internal culture around conflict engagement/collaboration are not sufficient.

SMART Goal #1	Goal 1: MTSS - Ensure Educational Excellence for Each and Every Student: By May 31, 2018, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the District's shift to prevention (tier 1) and monitoring of student growth.
Problem Statement	In finally establishing a coherent, coordinated district-wide plan for tiered supports for schools and students, we need to continue a shared commitment to ensure fidelity and sustainability of Multi-Tiered System of Support. This will help move us from inconsistent services and student performance outcomes to consistent, high performing student outcomes that
Baseline, June 2017	Basic
Target, June 2018	Basic* (working toward proficient, dependent on budget) - <i>(Note: On July 5, 2017, the Board approved an additional \$1M to support work under the distinguished column.)</i>
Committee	C&I Committee

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

- a. High-Quality Instruction:
 - i. Coordinated professional development (PD) calendar, catalog, and instructional summits were implemented
 - ii. Targeted MTSS training available through the catalog and Leadership Learning Days
 - iii. "Turn-Key" MTSS trainings that can be personalized by schools were posted to the MTSS website and Schoology
 - iv. ELA curriculum, materials, and PD provided to elementary and K8 schools
 - v. The first Math and English Language Arts (ELA) interim assessments were successfully administered by field test participants (21 schools) from 11/6/17 – 12/15/17.
- b. Teacher Collaboration:
 - i. Materials and protocols around successful Professional Learning Communities (PLCs) were posted to the MTSS website and Schoology
 - ii. Coaches have begun an intake process/needs assessment with every school regarding PLC work
 - iii. Homeroom PD was provided to approximately 300 staff
 - iv. Homeroom materials and resources have been posted to the MTSS website and Schoology
 - v. An MTSS Manager and coaches were hired and oriented
- c. Tiered Supports:
 - i. 24 schools were identified for targeted support on their Continuous School Improvement Plan (CSIP) from an MTSS Lead and Learning Support Team
 - ii. Leads have met with these Administrators (24 target schools) to review CSIPs, identify the target student outcome(s), and explore how the MTSS process can support this process
 - iii. Central Office Teaching & Learning came together for their first quarterly data inquiry in support of partnering with schools
- d. MTSS Teams:
 - i. 16 schools were identified to receive intensive support to strengthen their MTSS team structures and each school completed a needs assessment intake

- ii. MTSS guidance, resources, and examples were posted to the MTSS MySPS website for schools to access
- iii. **ATTACHMENT:** The attached spreadsheet and color key show where schools are currently with establishing MTSS Teams. This year's expectations (see MTSS Color Key document) are more rigorous than last year's as we build on each year's progress.

2. What work remains to be done?

- a. High-Quality Instruction:
 - i. Continue PD offerings (Leadership Learning Days, School Leader Institute, ELA curriculum, instructional summits) through the year
 - ii. Schools field-testing the interim assessments will complete testing windows 2 and 3, provide input on lessons learned, and will analyze the data in order to make instructional decisions
 - iii. Develop an interim assessment plan for 18-19 (updates at Curriculum & Instruction Committee Meeting)
- b. Teacher Collaboration:
 - i. Provide additional PD for using Homeroom within an MTSS structure
 - ii. Coaches will continue to support schools to establish department or grade band PLCs that use data and create action plans.
 - iii. Review and vet PLC tools and structures with stakeholders
 - iv. Publish PLC tools and structures and link to PD course offerings
- c. Tiered Supports:
 - i. In December, Leads for the 24 schools will provide progress data on MTSS implementation and student outcomes
 - ii. Central Office Teaching & Learning will come together for additional data inquiry work
- d. MTSS Teams:
 - i. School leaders from the 16 schools identified as needing more intensive support in establishing their MTSS teams, schedule, and protocols will receive half-day releases in order to meet with central office MTSS staff and begin a step by step plan of action. Central office MTSS staff will check in with each school at 6-8 weeks on progress.
 - ii. Review and revise online guidance, resources, and examples as needed for the 2018-19 school year

3. Are you on track to meet your Target for June 2018? If not, why not (i.e., what challenges are you facing)?

- a. High-Quality Instruction: Maybe
 - i. Many schools still need to strengthen their data inquiry process with intention and fidelity before advancing
 - ii. Increased workload related to the Interim Assessment Field Test
 - iii. Delays in hiring MTSS coach positions, who then needed to be oriented and prepared to lift this work
 - iv. Allowing schools to adjust to new way of partnering to assess their development around MTSS guide and Superintendent Goal
- b. Teacher Collaboration: Maybe
 - i. Increased workload due to district-wide Homeroom rollout
 - ii. Delays in hiring MTSS coach positions, who then needed to be oriented and prepared to lift this work
 - iii. Allowing schools to adjust to new way of partnering to assess their development around MTSS guide and Superintendent Goal
- c. Tiered Supports: Yes
- d. MTSS Teams: Yes

SMART Goal #1	Goal 1: MTSS - Ensure Educational Excellence for Each and Every Student: By May 31, 2018, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the District's shift to prevention (tier 1) and monitoring of student growth.
Problem Statement	In finally establishing a coherent, coordinated district-wide plan for tiered supports for schools and students, we need to continue a shared commitment to ensure fidelity and sustainability of Multi-Tiered System of Support. This will help move us from inconsistent services and student performance outcomes to consistent, high performing student outcomes that eliminate the opportunity gap.
Baseline, June 2017	Basic
Target, June 2018	Basic* (working toward proficient, dependent on budget) <i>(Note: On July 5, 2017, the Board approved an additional \$1M to support work under the distinguished column.)</i>
Committee	C&I Committee

WORST

BEST

Low Red	High Red	Low Yellow	High Yellow	Low Green	High Green
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Key Organizational Behaviors				
	Unsatisfactory	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
High Quality Instruction	Fails to fulfill the responsibilities identified as basic.	<p>Low Green: School leaders and staff develop academic and social emotional lesson plans and instructional strategies for students above, at, and below grade level standards.</p> <p>Evidence/Outcome Measures: At least 50 schools demonstrate instructional strategies for students above, at, and below grade level standards.</p>	<p>High Yellow: School leaders and teachers develop academic and social emotional lesson plans and instructional strategies for students above, at, and below grade level standards. Teachers work to revise lesson plans based on student growth data.</p> <p>Evidence/Outcome Measures: At least 33 schools demonstrate instructional strategies for students above, at, and below grade level standards.</p>	<p>Low Yellow: School leaders and teachers develop academic and social emotional lesson plans and instructional strategies for students above, at, and below grade level standards. Teachers work to revise lesson plans based on student growth, academics, and social emotional learning.</p> <p>Evidence/Outcome Measures: At least 16 schools demonstrate instructional strategies for students above, at, and below grade level standards, including students needing both academic AND social emotional supports.</p>

	Unsatisfactory	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
Teacher Collaboration	Fails to fulfill the responsibilities identified as basic.	<p>Low Green: Structures are in place to support a collaboration process within teacher teams focused on high-quality instruction for students above, at, and below grade level standards.</p> <p>Evidence/Outcome Measures: All schools demonstrate department or grade level Professional Learning Communities (PLCs).</p>	<p>Low Green: Structures and procedures for collaboration are established so that teacher teams optimize learning and prevent problems as early as possible through the exchange of effective instructional strategies that relate to students' stories, strengths, and needs.</p> <p>Evidence/Outcome Measures: At least 75 schools demonstrate department or grade level Professional Learning Communities (PLCs) that review student data to inform their teaching.</p>	<p>Low Yellow: Consistent use of structures and procedures for collaboration that capture teachers' reflections on instructional practices exists and is practiced across teacher teams.</p> <p>Evidence/Outcome Measures: At least 33 schools demonstrate a PLC that includes review of student data with demonstrated action plans for students above, at, or below grade level standards.</p>
Tiered Supports	Fails to fulfill the responsibilities identified as basic.	<p>High Green: Staff and school leaders use an established decision-making process to tier supports for students.</p> <p>Evidence/Outcome Measures: At least 70 schools make decisions on tiered supports for students.</p>	<p>Low Green: Staff and school leaders use a decision-making process that includes multiple data points to tier supports for students based on student growth / performance benchmarks.</p> <p>Evidence/Outcome Measures: At least 53 schools use multiple data points to make decisions on tiered supports for students.</p>	<p>High Yellow: Staff and school leaders consistently use a documented decision-making process that includes multiple academic and behavioral data points to tier supports for students based on student growth/performance benchmarks.</p> <p>Evidence/Outcome Measures: At least 18 schools use multiple academic AND behavioral data points to make decisions on tiered supports for students.</p>
MTSS Teams	Fails to fulfill the responsibilities identified as basic.	<p>High Green: School leaders and staff establish a MTSS team within their school that is representative, meets regularly and monitors school-wide tiered instruction and supports.</p> <p>Evidence/Outcome Measures: At least 69 schools have an MTSS team that develops a plan for tiered instruction and supports at a school-wide level.</p>	<p>Low Green: School leaders and staff establish a MTSS team within their school that is representative, meets regularly and monitors school-wide tiered instruction and supports. The MTSS team monitors student progress to evaluate effectiveness tiered instruction and supports.</p> <p>Evidence/Outcome Measures: At least 56 schools have an MTSS team that reviews effectiveness of tiered instruction and supports.</p>	<p>Low Green: School leaders and staff have clear MTSS protocols and standards that guide their MTSS team process. The MTSS team monitors student progress on academics AND behavior to evaluate effectiveness of tiered instruction and supports.</p> <p>Evidence/Outcome Measures: At least 23 schools have an MTSS team that reviews effectiveness of tiered supports for both academics and behavior.</p>

Color Key for January 2018 Board Update on Multi-Tiered System of Support (MTSS) Team Development

December 2017 Status of Implementation School-Based MTSS Teams	District Supports Currently Provided	Next Steps (January through August)
<p>Optimizing: Innovating and Sustaining The MTSS team meets the below criteria, and practices are embedded in school culture as a part of a continuous improvement cycle. The team regularly monitors academic, behavioral, and social-emotional progress.</p> <p>Example: MTSS is a part of all school practices and collaborative teams. All staff focus on the whole child – academic, behavioral, and social emotional needs. This school is eliminating opportunity gaps.</p>	<ul style="list-style-type: none"> • Homeroom student data portal • Professional Development (PD) Catalog • Online MTSS tools and resources • Consultation from central MTSS team • Fountas and Pinnel Curriculum and PD (K-5) • MTSS Lead and central support team (if one of the 24 focus schools) • Positive Behavior Interventions and Supports (PBIS) for cohort schools 	<ul style="list-style-type: none"> • Additional Homeroom PD offerings through instructional summits and Leadership Learning Days • Complete interim assessment field test and draft plan for 18-19 • Review and update existing MTSS tools and resources • Leads for 24 schools will provide progress report in Spring
<p>Operationalizing: Gaining Consistency The MTSS team meets the below criteria and conducts decision-making processes to address students’ instructional needs. The team regularly monitors progress and instructional effectiveness.</p> <p>Example: Schedules, protocols, and collaborative practices are present but MTSS has not been integrated into the overall culture. Team(s) make decisions, monitor, and adjust.</p>	<ul style="list-style-type: none"> • Homeroom student data portal • PD Catalog • Online MTSS tools and resources • Consultation from central MTSS team • Fountas and Pinnel Curriculum and PD (K-5) • MTSS Lead and central support team (if one of the 24 focus schools) • PBIS for cohort schools 	<ul style="list-style-type: none"> • 18-19 School Improvement Plan goals will be developed with MTSS alignment • Complete second climate survey window with 68 participating schools
<p>Emerging/Developing: Establishing Consensus & Building Infrastructure The representative MTSS team has formed, meets regularly and is working to establish procedures for using student data to match curriculum and instruction to student needs and monitor progress.</p> <p>Example: The team(s) looks at data for selected students rather than groups of students and is still developing schedules, protocols, and collaborative practices.</p>	<ul style="list-style-type: none"> • Targeted and intensive central support to establish MTSS structures, based on a needs assessment • Homeroom student data portal • PD Catalog • Online MTSS tools and resources • Consultation from central MTSS coaches • PBIS for cohort schools 	<p>All of the above, in addition to receiving ½ day release time (2X) focused on establishing a school-based MTSS team, a Professional Learning Community, and an assessment calendar.</p>

Schools assigned the color **ORANGE** have met Emerging/Developing criteria, but have not yet met all Operationalizing criteria. This year’s key builds on the development of teams in 2016-17 and is more rigorous than last year.

School-Based Implementation of MTSS 12/2017	
School Name	MTSS Teams
	Red
	Green
	Green
	Green
	Yellow
	Green
	Red
	Yellow
	Red
	Red
	Brown
	Red
	Red
	Brown
	Yellow
	Green
	Green
	Green
	Green
	Yellow
	Red
	Green
	Yellow
	Yellow
	Yellow
	Red
	Red
	Yellow
	Red
	Red
	Yellow
	Red
	Red
	Yellow
	Yellow
	Green
	Green
	Green
	Green
	Green
	Green
	Red

A red, yellow, or green status was assigned using the attached color key. This year's key builds on last year's progress and is more rigorous than the data provided in Spring 2017.





School names deidentified until June '18
Jan. 23, 2018 Check-In

SMART Goal #2	Goal 2: EOG - Eliminating Opportunity Gaps in Students' Access to High Quality Instruction and Learning Supports: By May 31, 2018, accelerate implementation of a comprehensive theory of action and strategies to positively impact outcomes for African American males and other students of color by transforming adult attitudes, beliefs and actions.
Problem Statement	In order for SPS to meet the needs of each and every African American male and other students of color in SPS, then we must have an educational paradigm shift in adult beliefs and practices which permits all students regardless of their needs or capabilities to excel within our system. This shift must address the institutional, operational and structural practices that are founded upon a dominant culture teaching and learning model. In order to overcome this model that has produced pervasive opportunity and achievement gaps, we must build capacity and supports across the system through investments in resources and targeted high-leverage equity centered strategies. These strategies will support equity-centered adult practices and beliefs – positive learning, positive beliefs, positive relationships, and positive partnerships and cultivate each and every students’ talent and capabilities.
Baseline, June 2017	Basic
Target, June 2018	Basic* (working toward proficient, dependent on budget) - <i>(Note: On July 5, 2017, the Board approved an additional \$1M to support work under the distinguished column.)</i>
Committee	C&I Committee

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

- a. Positive Learning (Teacher & Principal practices culturally proficient instruction)
 - i. Comprehensive School improvement plan (CSIPs)/Building Leadership Teams (BLTs):
 - To support the institutional, operational and structural practices that cultivate each and every student’s talents and capabilities, principals established inquiry-equity goals in CSIPs and shared those plans with EDS and peers for feedback.
 - ii. Ethnic Studies:
 - The Ethnic Studies Task Force met in November and December in an effort to develop an alternative to dominant culture teaching and learning models.
 - The curriculum writing team of teachers (with some district staff members) have met to begin to draft guidelines for piloting with five schools in February 2018.

- b. Positive Beliefs (Equity-oriented mindset)
 - i. Race & Equity Teams (RET):
 - To deepen support for equity-centered adult practices and beliefs,
 - We have expanded Racial Equity teams to 11 additional schools. The first round of RET Saturday Institutes was held 12/2/2017 with members from 43 teams.
 - The EOG (Eliminating the Opportunity Gap) Digital Toolkit was introduced to Racial Equity teams in December, with a plan to develop a professional development timeline with schools to support professional development of

3-6 modules by June 22, 2018. The Professional Development calendar has been finalized and another all-cohort training is planned for a February 2018 Racial Equity Institute.

- The EOG (Eliminating the Opportunity Gap) Institute was held in October 2017. Over 50% of the approximately 300 participants were members of Racial Equity teams.

c. Positive Relationships (educator-student relationships)

i. Preventative & Positive Discipline:

- To build capacity and supports across the system we are,
 - Collecting behavior data, such as office referrals, in the *missed instruction log* in PowerSchool and enhancing the system for more timely and accurate reporting of suspensions and expulsions.
 - Reviewing data to determine programs (e.g. SPED, ELL, Homeless) and demographics (e.g. gender, race.)
 - Analyzing factors that contribute to student anxiety.
 - Implementing the tiered fidelity inventory protocol with an analysis of school climate data and trends.
- ATTACHMENT: As of 12/18/17 - Shows the number of reports of suspension and expulsions (ranges: 0-1; 2-4; 5+).

d. Positive Partnerships (Access to programs/ supports/ services)

i. Family Engagement/Partnership:

- To build capacity and supports across the system for improving welcoming environments,
 - Consultants are conducting a landscape analysis. Initial findings of the survey have been presented to internal and external stakeholders
 - September 2017, Created and hired a Family Partnerships Manager who will support Goal #2 efforts. Family & Community Partnerships successfully re-allocated funds to create this baseline funded position to help build SPS's capacity to partner with families.
 - In October 2017, Family & Community Partnerships executed a contract with the Institute for Educational Leadership (IEL) and the Community Center for Educational Results to conduct a landscape analysis of SPS's current Family Engagement Practices.
 - November 2017, IEL surveyed a targeted group of stakeholders (school leaders, parent leaders, District leadership, and other central office staff) about current family engagement practices.
 - On November 29, IEL presented initial survey results and gathered additional information from approximately 30 stakeholders that will be used to help inform recommendations that will be shared with the district in January.

e. Positive Partnerships (Access to programs/ supports/ services)

i. My Brother's Keeper (MBK):

- To meet the needs of each and every African American male and other students of color in SPS,
 - MBK is active in five middle schools.
 - We have reached out to five local mentoring programs for the purposes of collecting data around promising mentoring practices. We have developed a survey document to collect information.

2. What work remains to be done?

- a. Positive Learning (Teacher & Principal practices culturally proficient instruction)
 - i. CSIPs/Building Leadership Teams (BLTs):
 - Continue or move to new inquiry goals.
 - Developing scope and sequence for racial equity leadership development, uplifting policy #0030; examining welcoming environment from an implicit bias lens.
 - CSIPs will be peer reviewed and then will be entered into the cycle of inquiry.
 - Central office will review CSIPs at Summer Leadership Institute (SLI).
 - By the end of 2017, 47 schools will have received BLT training. Trainings will resume in January 2018.
 - ii. Ethnic Studies:
 - An Ethnic Studies curriculum framework will be piloted starting in January 2018, based on principles borrowed from the Oakland School District and refined by a Seattle team of teachers.
- b. Positive Beliefs (Equity-oriented mindset)
 - i. Race & Equity Teams:
 - For schools that have racial equity teams, racial equity goals are to be added. The team will assist in the development of a racial equity action plan to support the development of the equity goals; these are projected to be added to the CSIPs in March 2018.
 - Coaching and consulting is planned to launch in December for all school sites, a needs assessment will be coordinated to determine scope of supports for the year.
 - Department will launch central office racial equity teams for spring 2018.
- c. Positive Relationships (educator-student relationships)
 - i. Preventative & Positive Discipline:
 - Expanding CPI training opportunities - including instructional assistants.
 - Providing professional development: 1) Trauma informed practices, Positive Behavioral Supports, ACES, positive behavior intervention plans, warm demander teaching style, case manager training.
- d. Positive Partnerships (Access to programs/ supports/ services)
 - i. Family Engagement/Partnership:
 - Final report will be submitted February 2018.
 - Family engagement taskforce will be convened January 2018. Applications will be released in December 2017.
 - ii. Positive Partnerships (Access to programs/ supports/ services)
 - My Brother's Keeper (MBK):
 - Collect and map data from survey and inventory to best practices. Align to Family Engagement Policy No. 4129, *Formula for Success*, and connect to work being done through Seattle Housing Authority partnership.

3. Are you on track to meet your Target for June 2018? If not, why not (i.e., what challenges are you facing)?

- a. Positive Learning (Teacher & Principal practices culturally proficient instruction)
 - i. CSIPs/Building Leadership Teams (BLTs): Yes.
 - ii. Ethnic Studies: Yes

- b. Positive Beliefs (Equity-oriented mindset):
 - i. Race & Equity Teams: Yes
The Department of Racial Equity Advancement has three (3) 1.0 FTE Racial Equity Coordinators staffed. However, one (1) staff member is budgeted under the (temporary) 2G cost center. There is inherent risk in losing Central Office support for the RETs at the end of FY18. An effort needs to be made to make staffing, and therefore the RETs sustainable.

- c. Positive Relationships (educator-student relationships)
 - i. Preventative & Positive Discipline: No
The data reporting is showing a trend that would not meet the goals of 80% of elementary schools having four (4) or less suspensions. We will follow up with inquiry around this trend to determine root causes.

- d. Positive Partnerships (Access to programs/ supports/ services)
 - i. Family Engagement/Partnership: Yes

- e. Positive Partnerships (Access to programs/ supports/ services)
 - i. My Brother's Keeper: Yes

SMART Goal #2	Goal 2: EOG - Eliminating Opportunity Gaps in Students' Access to High Quality Instruction and Learning Supports: By May 31, 2018, accelerate implementation of a comprehensive theory of action and strategies to positively impact outcomes for African American males and other students of color by transforming adult attitudes, beliefs and actions.
Problem Statement	In order for SPS to meet the needs of each and every African American male and other students of color in SPS, then we must have an educational paradigm shift in adult beliefs and practices which permits all students regardless of their needs or capabilities to excel within our system. This shift must address the institutional, operational and structural practices that are founded upon a dominant culture teaching and learning model. In order to overcome this model that has produced pervasive opportunity and achievement gaps, we must build capacity and supports across the system through investments in resources and targeted high-leverage equity centered strategies. These strategies will support equity-centered adult practices and beliefs – positive learning, positive beliefs, positive relationships, and positive partnerships and cultivate each and every students’ talent and capabilities.
Baseline, June 2017	Basic
Target, June 2018	Basic* (working toward proficient, dependent on budget) - <i>(Note: On July 5, 2017, the Board approved an additional \$1M to support work under the distinguished column.)</i>
Committee	C&I Committee

WORST

BEST

Low Red	High Red	Low Yellow	High Yellow	Low 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 (Teacher & Principal practices culturally proficient instruction)	Fails to fulfill the responsibilities identified as basic.	CSIPs/Building Leadership Teams (BLTs) HIGH YELLOW a. Identify primary gaps b. Schools participate in BLT Training with an equity focus Evidence/Outcome Measures: Inventory of CSIPs BLT training Ethnic Studies – LOW GREEN Identify and inventory existing offerings.	CSIPs/Building Leadership Teams (BLTs) LOW YELLOW a. Establish and/or re-establish equity gap goals in CSIPs. b. BLTs align resources Evidence/Outcome Measures: Inventory of gap closing strategies Ethnic Studies – HIGH YELLOW Conduct a small pilot on ethnic studies curriculum (modules).	CSIPs/Building Leadership Teams (BLTs) LOW RED a. Conduct inquiry around equity gap goals. Share inquiry results. Evidence/Outcome Measures: Sharing results and replicating promising practices Ethnic Studies – LOW YELLOW Schools identify what they have learned and share how it can be replicated at other schools.
Positive Beliefs (Equity-oriented mindset)	Fails to fulfill the responsibilities identified as basic.	Race & Equity Teams (RET) – HIGH GREEN Expand RETs role to 10 more schools (41 total). Evidence/Outcome Measures: 10 added RETs are established.	Race & Equity Teams (RET) – LOW YELLOW Utilizing RETs' existing knowledge and insight, pilot goals for closing achievement gaps. Evidence/Outcome Measures: Ten teacher teams pilot gap closing strategies.	Race & Equity Teams (RET) – LOW YELLOW Schools review what they learned. Schools share what can be replicated in other schools with and without Race Equity Teams. Evidence/Outcome Measures: Teams report on success of gap closing strategies.

	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Positive Relationships (educator-student relationships)	Fails to fulfill the responsibilities identified as basic.	Preventative & Positive Discipline: - LOW GREEN a. All suspensions must be reported centrally (database) b. 90-100% of elementary schools have RULER charter	Preventative & Positive Discipline - LOW YELLOW a. 80% of elementary schools have four (4) or less suspensions b. 50% of elementary schools in year 2 (RULER) c. Schools set goals to eliminate disproportionate discipline	Preventative & Positive Discipline: LOW YELLOW a. Positive outliers share what they have learned and how it can be replicated. b. Integrated district teams provide direct support to schools with more than four (4) suspensions. Analyze the need(s), determine necessary supports and interventions (e.g. PBIS, RULER, Implicit Bias, de-escalation), implement strategies, evaluate the results. Evidence/Outcome Measures: <u>Preventative & Positive Discipline:</u> 4 or less suspensions in 80% of elementary schools. Notice of Disc actions decrease
Positive Partnerships (Access to programs/supports/services)	Fails to fulfill the responsibilities identified as basic.	Family Engagement/Partnership: HIGH YELLOW Review current SPS family engagement standards, practices and services, and policies. As part of Family Engagement Scan, ask schools for strategies used to create "welcoming environments." Develop representative Task Force to provide additional perspective on how family engagement is currently working. Surface strengths, best practices and areas of growth. Develop report with clear recommendations on vision and how to bring coherence to the work. Deliverable: report with recommendations reflective of community input and national best practices.	Family Engagement/Partnership: LOW YELLOW Respond to the Family Engagement Scan, including positive climate research, and Task Force report by prioritizing recommendations and developing a multi-year action plan with Family Engagement Task Force. Action Plan to include clear goals, annual deliverables, authority, and anticipated budget needs (if required). Action plan to address both universal Family Engagement needs (Tier 1) and targeted (Tier 2) interventions. Deliverable: District action plan that bring coherence to district standards, policies, services and practices.	Family Engagement/Partnership: LOW YELLOW Implementation of the Family Engagement Action Plan including: revision of roles/responsibilities within the Communications and Engagement division to support implementation of the plan; implementation of 1-2 key elements of the plan in Spring 2018 (i.e. selection of common standards, professional development on universal strategies); launch a new Family Engagement vision and supports including a revised webpage. Deliverables: 1-2 activities in the action plan, evaluation of activities from participants to support continuous improvement, launch new vision, supports and revised webpage.
Positive Partnerships (Access to programs/supports/services)	Fails to fulfill the responsibilities identified as basic.	My Brother's Keeper (MBK): HIGH GREEN Expand the MBK model to five (5) middle schools. Evidence/Outcome Measures: School meets basic criteria to be selected	My Brother's Keeper (MBK): LOW GREEN a. Identify program goals b. Train new mentors Evidence/Outcome Measures: School establishes program goals, training roster, and evaluates mentors.	My Brother's Keeper (MBK): HIGH YELLOW Schools examine what they have learned and how can this be replicated at other schools. Coordinate with external mentoring initiatives to leverage more support for expanding the model. Evidence/Outcome Measures: School collects and analyzes data on effectiveness. School climate survey, Attendance data, Discipline data.

Number of Elem. Suspensions & Emergency Expulsions 2017-18 Pulled on 12/18/2017

Adams Elementary	Green
Alki Elementary	Green
Arbor Heights Elementary	Red
B.F. Day Elementary	Yellow
Bailey Gatzert Elementary	Green
Beacon Hill International School	Yellow
Broadview-Thomson K-8 School	Yellow
Bryant Elementary	Green
Cascadia Elementary	Green
Catharine Blaine K-8 School	Green
Cedar Park	Green
Concord International School	Yellow
Daniel Bagley Elementary	Green
Dearborn Park International School	Red
Decatur	Green
Dunlap Elementary	Green
Emerson Elementary	Red
Fairmount Park Elementary	Green
Frantz Coe Elementary	Green
Gatewood Elementary	Green
Genesee Hill Elementary	Green
Graham Hill Elementary	Yellow
Green Lake Elementary	Green
Greenwood Elementary	Green
Hawthorne Elementary	Red
Hazel Wolf K-8 School	Yellow
Highland Park Elementary	Green
John Hay Elementary	Green
John Muir Elementary	Green
John Rogers Elementary	Green
John Stanford International School	Green
Kimball Elementary	Green
Lafayette Elementary	Green
Laurelhurst Elementary	Red
Lawton Elementary	Green
Leschi Elementary	Green
Licton Springs K-8 School	Green
Louisa Boren STEM K-8 School	Yellow
Lowell Elementary	Red
Loyal Heights Elementary	Green
Madrona K-8 School	Red
Maple Elementary	Green
Martin Luther King Jr. Elementary	Yellow
McDonald International Elementary	Red
McGilvra Elementary	Green
Montlake Elementary	Green
North Beach Elementary	Yellow
Northgate Elementary	Red
Olympic Hills Elementary	Red
Olympic View Elementary	Yellow
Orca K-8 School	Green
Pathfinder K-8 School	Green
Queen Anne Elementary	Green
Rainier View Elementary	Green
Roxhill Elementary	Green
Sacajawea Elementary	Yellow
Salmon Bay K-8 School	Green
Sand Point Elementary	Green
Sanislo Elementary	Yellow
South Shore K-8 School	Red
Stevens Elementary	Green
Thornton Creek Elementary	Green
Thurgood Marshall Elementary	Red
TOPS K-8 School	Green
Van Asselt Elementary	Yellow
View Ridge Elementary	Green
Viewlands Elementary	Yellow
Wedgwood Elementary	Yellow
West Seattle Elementary	Green
West Woodland Elementary	Green
Whittier Elementary	Green
Wing Luke Elementary	Green

Date ranges: 09/06/2017 - 12/18/2017

Color Code Key
0-1 Green
2-4 Yellow
5+ Red

Goal 2: EOG - Eliminating Opportunity Gaps in Students' Access to High Quality Instruction and Learning Supports:

By May 31, 2018, accelerate implementation of a comprehensive theory of action and strategies to positively impact outcomes for African American males and other students of color by transforming adult attitudes, beliefs and actions.



Proficiency Goal Preventive & Positive Discipline:

- * 80% of elementary schools have four (4) or less suspensions
- * 50% of elementary schools in year 2 (RULER)

SMART Goal #3	Goal 3: Budget - By May 31, 2018, the district will continue to conduct budget community engagement activities and analysis to inform the 18-19 budget. The district will continue an analysis and comparison of costs and benefits of major activities, initiatives and programs including looking for efficiencies within.
Problem Statement	SPS projects a significant budget deficit for school year 2018-19. Unless significant funding is received from the legislature, we will be turning over every rock looking for ways to reduce costs. Currently 2018-19 school year looks to have a major budget shortfall of \$50+ million. One time reserves have already been used. A budget deficit of this size will impact school and central office staffing, thus either additional state funding will need to be received, or costs will need to be reduced. Additionally, if budget information is not adequately communicated to our stakeholders, SPS will lose their support in communicating its budget situation to others and an informed public that understands the difficult decisions that must be made creates a stronger relationship between SPS and its stakeholders.
Baseline, June 2017	Basic
Target, June 2018	Basic* (working toward proficient, dependent on budget) - <i>(Note: On July 5, 2017, the Board approved an additional \$1M to support work under the distinguished column.)</i>
Committee	A&F Committee

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

- a. Program Summaries: Budget has drafted 37 of the program summaries to date. Thirty were completed by November 1, with seven completed by January 10 and the remaining three in progress; with a scheduled completion date of February 1. Research, Evaluation & Assessment (REA - Dr. Eric Anderson) will be coming back to a budget work session to have more conversation with the Board regarding the “analysis” portion of the program summaries. The goal's rubric indicated a deadline of August 1 (this should have indicated October 1); however, the 30 one pagers were completed by November 1.
- b. Community Engagement: The following presentations have been completed and/or scheduled as of January 11
 - McGilvra Elementary PTA
 - Eckstein Middle School
 - Hamilton Middle School
 - Ballard High School (Jan 17)
 - PTSA General Council Meeting (Feb 5)
 - Leschi (Feb 27)
 - Community Based Organization meeting
 - Southeast Seattle Collation
 - City of Seattle
 - Budget briefing to some labor partners (609 and SEA)
 - WSS Committee meetings have been held monthly.
- c. Budget Options: Governor's budget was released on December 14, with analysis of SPS impacts provided to Board Directors via email on December 15. We continue to analyze impacts of HB2242 to identify funding gaps. More information on this will be forthcoming during the budget work sessions.

2. What work remains to be done?

- a. Program Summaries: Need to complete the last 3 Program Summaries. REA (Eric Anderson) will update status on the “analysis” portion of the program summaries at a future budget work session.
- b. Community Engagement: These meetings focus on informing families about the impacts of HB2242, including impacts to our levy in future years. Scheduled to have time for budget discussions with principals at January and February Learning Leadership Days (LLD).
- c. Budget Options: WSS consensus was reached on January 10. Consensus on remaining "Items Needing a Decision" is scheduled for January 24.

3. Are you on track to meet your Target for June 2018? If not, why not (i.e., what challenges are you facing)?

- a. Program Review: Yes
- b. Community Engagement: Yes
- c. Budget Options: Yes

SMART Goal #3	Goal 3: Budget - By May 31, 2018, the district will continue to conduct budget community engagement activities and analysis to inform the 18-19 budget. The district will continue an analysis and comparison of costs and benefits of major activities, initiatives and programs including looking for efficiencies within.
Problem Statement	SPS projects a significant budget deficit for school year 2018-19. Unless significant funding is received from the legislature, we will be turning over every rock looking for ways to reduce costs. Currently 2018-19 school year looks to have a major budget shortfall of \$50+ million. One time reserves have already been used. A budget deficit of this size will impact school and central office staffing, thus either additional state funding will need to be received, or costs will need to be reduced. Additionally, if budget information is not adequately communicated to our stakeholders, SPS will lose their support in communicating its budget situation to others and an informed public that understands the difficult decisions that must be made creates a stronger relationship between SPS and its stakeholders.
Baseline, June 2017	Basic
Target, June 2018	Basic* (working toward proficient, dependent on budget) - <i>(Note: On July 5, 2017, the Board approved an additional \$1M to support work under the distinguished column.)</i>
Committee	A&F Committee

WORST

BEST

Low Red	High Red	Low Yellow	High Yellow	Low Green	High Green
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Key Organizational Behaviors				
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	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Program Review	Fails to fulfill the responsibilities identified as basic.	Low Green: Activities, initiatives and programs for which analysis is desired are outlined. For each program an information one pager is developed that includes basic information about the program, including FTEs, total expenditures, locations, etc. Ten initial drafts completed by August 1. Evidence/Outcome Measures: List of activities and program is developed. Ten one pagers.	High Yellow: 20 one pagers, in total are complete by August 1. Evidence/Outcome Measures: 20 one pagers	High Red: 40 one pagers, in total are complete by Aug 1. Evidence/Outcome Measures: 40 one pagers
Community Engagement	Fails to fulfill the responsibilities identified as basic.	Low Green: Distributes revenue and expenditures of SPS budget to internal and external stakeholders Evidence/Outcome Measures: Meeting dates/meeting materials.	Low Yellow: Meetings are held with labor partners, community based organizations and at least three parent meetings where the budget situation for 18-19 is discussed and feedback is requested. The Community Engagement Toolkit is used to determine the level of stakeholder involvement. Budget presentations are made at LLD days, upon request. WSS Committee meetings are held. Evidence/Outcome Measures: Meeting dates/meeting materials/feedback is gathered.	Low Yellow: More than three parent/community meetings about the budget are held. Two "high-level overview" budget sessions are held. Monthly WSS committee meetings are held. Evidence/Outcome Measures: Meeting dates/meeting materials/feedback is gathered.

	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Budget Options	Fails to fulfill the responsibilities identified as basic.	TBD: Develops budget options to reflect changes in levy and compensation policy by the legislature. The Race and Equity Tool is used in the development of all budget options. Evidence/Outcome Measures: Budget option documents.	TBD: Completes analysis after each budget is released (Gov/Senate/House) to provide feedback to legislative members. Evidence/Outcome Measures: Analysis is completed.	TBD: Analysis of conference budget is completed within 3 days of release. Lists of programs/activities, etc. will be developed by August 1st and will inform the options developed. Evidence/Outcome Measures: Analysis is completed.

SMART Goal #4	Goal 4: Engagement/Collaboration - By May 31, 2018, through established guidelines, protocols and training, Seattle Public Schools will develop a culture of predictable and transparent engagement with stakeholders at all levels, including internal staff, building a collaborative culture with a foundation of trust and confidence in Seattle Public Schools.
Problem Statement	The district hasn't had a consistent engagement and collaborative decision-making framework, practices and accountability. As a result, external and internal (i.e. employees) stakeholders don't perceive the district central office as responsive to input and concerns and some voices and perspectives are over represented in major decisions. 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, June 2017	Basic
Target, June 2018	Basic* (working toward proficient, dependent on budget) – <i>(Note: On July 5, 2017, the Board approved an additional \$1M to support work under the distinguished column.)</i>
Committee	Executive Committee

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

- a. Communications: Two-way Engagement:
 - In collaboration with community partners, parents and staff, selected ThoughtExchange (TE) to improve two-way engagement through a formal Request for Proposal (RFP) process.
 - Developed community engagement webpage as part of website refresh design. Shared information broadly with families.
 - Provided initial use training on *professional* version of the tool for extended cabinet, central office directors and above.
 - Identified internal highest priority engagements for 2017-18 with extended cabinet using the ThoughtExchange professional tool, including: Advanced Learning - #1, Budget, Improving Welcoming Environments for Families.
 - Launched first ThoughtExchange in support of Advanced Learning/HC pathway project plan and related communications plan. Designed and implemented, within three weeks, an engagement that reached 1,800 stakeholders from all regions of the city; garnered 5,000 unique comments; and resulted in participants engaging with others' thoughts 167,000 times. Presented findings to internal staff and the school board, and communicated findings broadly with families (i.e. direct email, website, social media). Designed and implemented complimentary home language focus groups (Somali, Vietnamese, Chinese, and Spanish). Data used as one resource for development of HC pathway proposal.
 - Created final report of engagement for board and stakeholders.
 - Draft of Community Engagement Advisory Committee complete.
- b. Community Engagement Model: Expand central supports; develop and implement school-based:
 - Developed comprehensive professional development plan for community engagement/improved communications. Information is going out weekly to staff in NewsBrief.
 - Trainings provided thus far include: Community Engagement – Why, What, How; How to Create an Inclusive Engagement Plan; Website Training 101. Website training provided in every region of the district during the month of November.

- Some school staff has voluntarily attended central based PD on community engagement.
- c. Collaboration, Problem Solving, and School-Based Supports:
 - Creating a system of support that will proactively identify and engage the challenges and opportunities of conflict by offering Tier 1 training to all supervisors/managers at JSCEE, including Executive Directors of Schools. Tier I training supports managers' self-awareness, skills to manage and engage in challenging conversations, facilitate conversations for others engaged in conflict and understand the role that leaders play in the context of conflict and change.
 - We are now offering a Tier II training, where we began training our first cohort of "Conflict Engagement Specialists" (n= 40); leaders throughout JSCEE, who want to support engagement, collaboration and problem-solving efforts. Conflict Engagement Specialists will be trained to consult other leaders around how to deal with conflict, become certified to teach/train other departments around how to effectively deal with conflict, and facilitate groups engaged in conflict.
 - We added an additional component to the Building Leadership Team (BLT) trainings to include content on effectively dealing with conflict and change.
 - Partnering with King County Alternative Dispute Resolution to offer more targeted mediation services.

2. What work remains to be done?

- a. Communications: Two-way Engagement:
 - Launch the Community Engagement Advisory Committee application process.
 - Select 1-2 additional ThoughtExchange focus areas. Some topics are better suited for TE then others. For example, budget is best done in person.
 - Create community engagement calendar so stakeholders can search for opportunities.
- b. Community Engagement Model: Expand central supports; develop and implement school-based approach:
 - Implement media training into comprehensive PD plan.
 - Work with Human Resources, Organizational Development & Equity, principals and parents/guardians to determine how the community engagement toolkit could be integrated with schools' decision-making matrixes.
 - Adjust tools to meet the needs of schools and provide training – minimum of 10 schools.
- c. Collaboration, Problem Solving, and School-Based Supports:
 - We have just started training our "Conflict Engagement Specialists." We are still in the process of determining how to use them as a resource in our efforts to support problem solving at the lowest levels. We need to design our system so that it is easily understood by employees.
 - We have drafted complaint forms that separate Harassment, Intimidation, and Bullying (HIB), Discrimination, and Retaliation. The new forms will ask employees to state the nature of the complaint, including: dates, times, locations, witnesses and details about the incident. We ask employees to sign the complaint form, with a statement that says, "To the best of my knowledge, the information I have provided is true and accurate." This will support our efforts to separate complaints – and not allow one incident to represent multiple complaints. This allows HR to intervene in a timelier manner, in hopes of resolving conflict and complaints through consultation, and/or mediation if appropriate. We believe this supports employees' perceptions and will contribute to a

more transparent process, in hopes of increasing confidence employees have in SPS. These forms will be in place by January '18. We still need to consult our Labor Partners.

- Implement an employee recognition and support system - strategies currently underway include the following:
 - Creation of a nursing mothers, meditation, praying room at JSCEE (updating configuration for privacy)
 - Employee recognition in commons area of JSCEE
 - Implementation of new teacher affinity group for teachers of color
 - JSCEE End of Year celebration (field day) to celebrate and recognize JSCEE employees

3. Are you on track to meet your Target for June 2018? If not, why not (i.e., what challenges are you facing)?

- a. Communications: Two-way Engagement: Yes
 - a. Yes, we believe we can get to distinguished. At the same time, because of last year's budget situation, the Communications department's staffing was reduced, and the Chief was asked to take two additional departments for better alignment. Even if distinguished is met this year, sustaining the pace will be challenging due to staff capacity.
- a. Community Engagement Model: Expand central supports; develop and implement school-based: No
 - a. We will meet proficient. We will not meet distinguished due to a need for additional funding for stipends/incentive OR more capacity in department to grant write and manage the program.
- b. Collaboration, Problem Solving, and School-Based Supports: Yes
 - b. While we will meet our goal of distinguished, sustaining this plan will be difficult. We do not currently have a structure set up to manage the conflict in a pro-active way. Complaints come to HR in the form of formal HIB, Discrimination, or Retaliation complaints. These are investigated with a capital "I", as opposed to trying to support employees in resolving conflict before a complaint is filed. We do not currently have a structure in place to manage the "Conflict Engagement Specialists." In order to offer a true Alternative Dispute Resolution process and continuum of support, we will need to structure the Labor and Employee Relations (LER) department differently. Our current focus in LER is on labor relations, and less on "employee relations." This poses a risk to our goal – as the capacity of the department is spent resolving grievances. In the 2016-2017 school year, SEA filed 38 grievances, 609 filed 13, and PASS filed 3. Each grievance must be heard at a step 1, 2 and 3. In theory, issues would be resolved in steps 1 or 2 – but that is not the reality. All decisions are being escalated for the next step – often we settle just before arbitration. Additionally, we had 83 complaints last year that required an investigation with a capital "I". Changing the nature of this culture is proving to be difficult.

SMART Goal #4	Goal 4: Engagement/Collaboration - By May 31, 2018, through established guidelines, protocols and training, Seattle Public Schools will develop a culture of predictable and transparent engagement with stakeholders at all levels, including internal staff, building a collaborative culture with a foundation of trust and confidence in Seattle Public Schools.
Problem Statement	The district hasn't had a consistent engagement and collaborative decision-making framework, practices and accountability. As a result, external and internal (i.e. employees) stakeholders don't perceive the district central office as responsive to input and concerns and some voices and perspectives are over represented in major decisions. 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, June 2017	Basic
Target, June 2018	Basic* (working toward proficient, dependent on budget) - <i>(Note: On July 5, 2017, the Board approved an additional \$1M to support work under the distinguished column.)</i>
Committee	Executive Committee

WORST

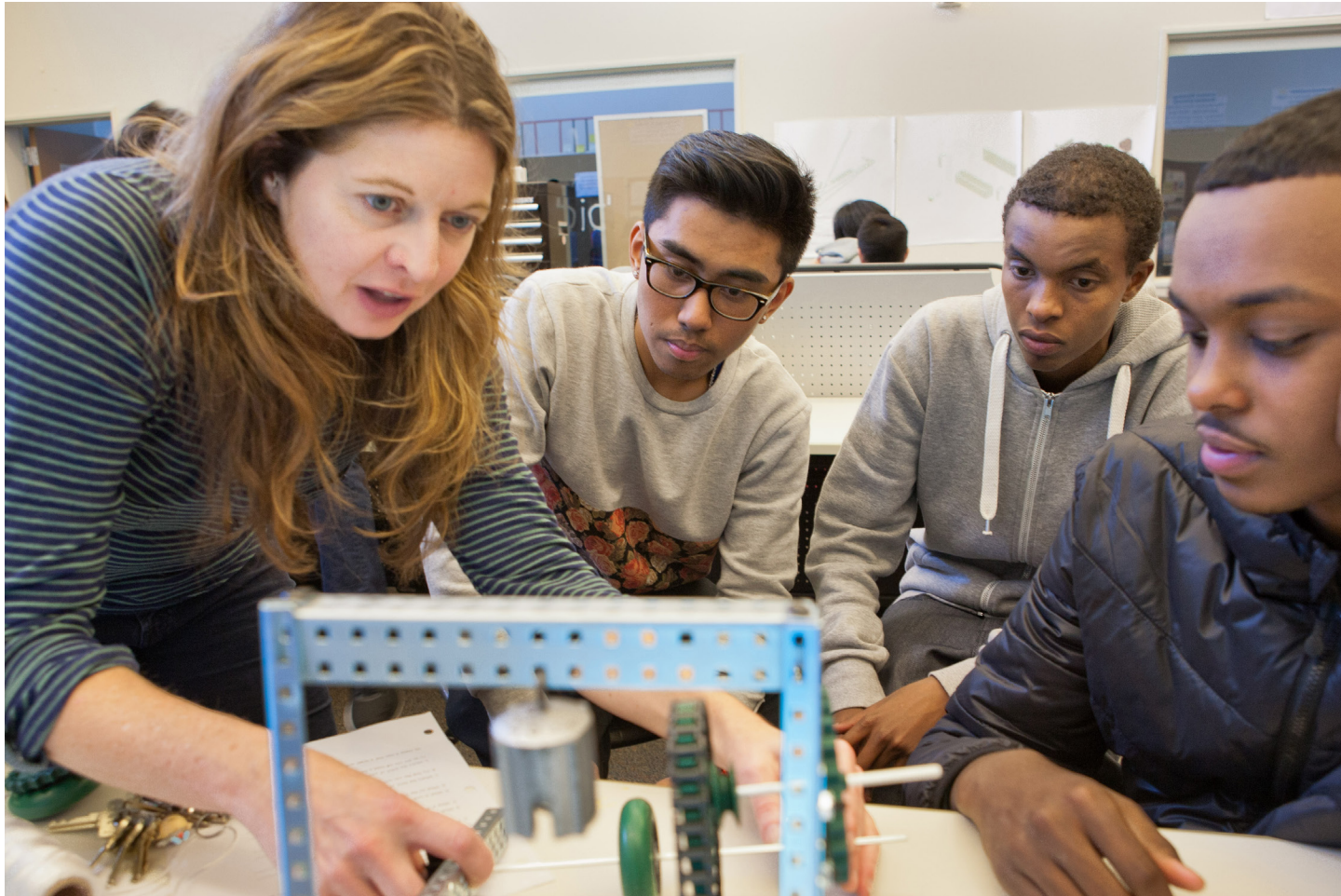
BEST

Low Red	High Red	Low Yellow	High Yellow	Low 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...)
Communications: Two-way Engagement	Fails to fulfill the responsibilities identified as basic.	High Green: Select an online-2 way communication platform through a competitive RFP process. Platform will be used to gather feedback/guidance on key district work and gather trending community issues and ideas. Manage solution design and integration with current communication channels and technology solutions as needed (i.e. new external website). Provide training for key central users (i.e. Communications Department, DoTs, Cabinet as needed). Evidence/Outcome Measures: Integration of tool and initial training.	Low Yellow: Activate the online 2-way communication platform. Implementation will include selection of high level engagements in advance (2-3 per year); review and guidance by formed Community Engagement Advisory Committee; project plan and budget; training for key staff; an analysis of data gathered and distribution back to the community; and post action report for the board. Evidence/Outcome Measures: Number of families engaged (baseline) and increase in underrepresented families over time. A XX% reduction in dissatisfaction related to Family Climate Survey item: <i>The district reaches out to parents when decisions important to families need to be made.</i> 2017 Baseline is XX.	Low Yellow: Develop and implement a process for responding to unsolicited advice/guidance gathered through the 2-way communication platform. Working in collaboration with the Community Advisory Committee, the Community and Engagement Division and others determine the process for sharing back high level trend data with departments/school, process and timeline for prioritizing actionable steps towards solutions, and how to best report progress back to the community. Evidence/Outcome Measures: Detailed process and related project action plans. A XX% reduction in dissatisfaction related to Family Climate Survey item: <i>The district reaches out to parents when decisions important to families need to be made.</i> 2017 Baseline is XX.

	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Community Engagement Model: Expand central supports; develop and implement school-based	Fails to fulfill the responsibilities identified as basic.	High Green: Expand on last year's initial central training and create a comprehensive professional development plan for community engagement/improved communications. In person training or sessions offered could include: community engagement 101; building a community engagement plan; techniques and tools; facilitation; and evaluating community engagement. The professional growth plan would be supported by the Communication Team and trainings offered each month. Creation of online learning modules to support sustainability. Evidence/Outcome Measures: Number of central and school-based participants (goal 100 staff) and exit survey responses. Baseline will need to be gathered.	High Red: With partners and principals, analyze and document how the current community engagement toolkit should be used to support improved engagement at the school level. Adjust tools/training to meet the needs of school leaders and BLTs. Offer and provide pilot training to 10 schools and adjust based on focus school feedback. Determine if Superintendent Procedures related to communications and engagement need to be adjusted and if so make appropriate revisions to support. Evidence/Outcome Measures: Participation of 10 schools; focus school feedback and revision of toolkit to address school needs.	Low Red: Create an apprentice or leadership program to build internal capacity of school staff and central office to disseminate community engagement principles and best practices within all areas of the district. Identify creative incentives or provide stipend to support the coaching and capacity building program. Evidence/Outcome Measures: 15 staff able to support colleagues in improved community engagement and communications; increased employee satisfaction based on pre and post self evaluations.
Collaboration, Problem Solving, and School-Based Supports	Fails to fulfill the responsibilities identified as basic.	Low Green: 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. Evidence/Outcome Measures: Employee Engagement Survey - Increase employee perceptions by 10% for the following questions: <i>1) How departments and management effectively deal with conflict, 2) Solve problems collaboratively and find resolution</i> (baseline 50.9% and 67%)	Low Green: 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. Evidence/Outcome Measures: Employee Engagement Survey - Increase employee perceptions by 10% for the following questions: <i>1) How departments and management effectively deal with conflict, 2) Solve problems collaboratively and find resolution</i> (baseline 50.9% and 67%)	Low Yellow: Implement an Alternative Dispute Resolution Process to be accessed by employees, where there is a continuum of support for employees engaged in conflict with others. Evidence/Outcome Measures: Employee Engagement Survey - Increase employee perceptions by 10% for the following questions: <i>1) How departments and management effectively deal with conflict, 2) Solve problems collaboratively and find resolution</i> (baseline 50.9% and 67%)



FORMULA FOR SUCCESS

Every Student. Every Classroom. Every Day.



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Seattle
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*Our promise to each and every student is implementing the **Formula for Success** to align practices, areas of expertise and funding.*

We know we are not alone as this will require the support of the entire SPS community.

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Seattle is a high performing urban district when compared nationally to other urban districts. However for many in our district, we have unacceptable opportunity gaps. But each year more of our schools are eliminating those gaps.

We know what works! We plan to use the Formula For Success to communicate, implement and replicate our strategies to improve student outcomes.



FORMULA FOR SUCCESS

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.

<p>High Quality Teachers and Leaders</p> <p>Schools align hiring, induction, mentoring, evaluation and support to ensure each and every educator develops strong foundational teaching skills.</p>	<p>Student-Focused Collaboration</p> <p>Schools build strong systems of professional collaboration to ensure every student receives high quality instruction and individualized support.</p>	<p>Commitment to Racial Equity</p> <p>Schools develop the capacity to eliminate gaps and racial disparities in opportunity and outcomes that lead to college and career success</p>	<p>KEY PERFORMANCE INDICATORS</p> <p>Key performance indicators disaggregated to measure gaps for students of color and other focus groups</p>	
<p>+ Major Initiatives + =</p>				
<p>PAR: Peer Assistance and Review</p>	<p>MTSS: Multi-Tiered System of Support</p>	<p>EOG: Eliminating Opportunity Gaps</p>		
<p>School Components</p>				
<p>Hiring practice aligned to best practices for educational excellence and eliminating gaps</p> <p>Induction and mentoring for teachers and leaders aligned to professional standards</p> <p>Evaluation and support is aligned to standards and promotes professional growth</p> <p>Opportunities for leadership and professional growth provided to aspiring leaders</p>	<p>Equitable access to quality core instruction that is differentiated for diverse learners</p> <p>Teacher collaboration in professional learning communities focused on improving instruction</p> <p>Tiered supports and targeted strategies based on academic and social emotional needs</p> <p>MTSS team reviews performance 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 and 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 AND 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 	
<p>School Leadership Practices</p>				
<p>School leaders ensure hiring, induction and mentoring is aligned to skillful 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 & work with staff to build a strong system of tiered supports</p>	<p>School leaders are champions for a schoolwide commitment to equity and eliminating gaps</p> <p>School leaders align resources and community partnerships for equity and eliminating gaps</p>		
<p>Teaching Practices</p>				
<p>Educators design 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>		