



2019-24 SPS Strategic Plan

Mission

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Vision

Every Seattle Public Schools' student receives a high-quality, world-class education and graduates prepared for college, career, and community.

Theory of Action

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system...

BY doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

To achieve educational justice, SPS strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

Our Theory of Action is guided by the principles of "Targeted Universalism." Our universal goal is every Seattle Public Schools' student receives a high-quality, world-



class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal. By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision.

We believe that an intentional focus on African American males will ultimately benefit every student. We will refine our systems and structures that will ultimately be used to better meet the needs of students throughout SPS. We will also learn how to develop and provide differentiated efforts to meet the needs of specific populations, allowing us to better serve the needs of additional student populations.



Priorities and Measurable Goals

Priority: High-Quality Instruction and Learning Experiences

Educate the whole child¹ through high-quality instruction² and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive³ instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Goals	Measures Used to Evaluate Success
Students of color who are furthest from educational justice will feel safe and welcome in school	Student culture and climate surveys Attendance Discipline Equitable access to services (i.e., special education, English language learners, and highly capable)
Students of color who are furthest from educational justice will read at grade level by 3rd grade	3 rd grade SBA ELA proficiency
Students of color who are furthest from educational justice will be proficient in mathematics in 5th grade and 7th grade	5 th and 7 th grade SBA Mathematics proficiency
Students of color who are furthest from educational justice will finish 9th grade on track for on-time graduation	At least six credits by the end of 9 th grade
Students of color who are furthest from educational justice will graduate ready for college and career	SBA SAT / ACT Advanced coursework completion CTE course pathway completion College enrollment without developmental courses

¹ Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the “whole child.”

² High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

³ At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

Priority: Predictable and Consistent Operational Systems

Develop operational systems that provide a predictable and consistent experience to meet the needs of students and families and allow them to focus on learning.

We will manage district operational functions (non-academic/non-instructional; e.g., transportation, nutrition services, student assignment) in a culturally responsive, service-oriented, and cost-effective manner. We will ensure operational teams plan, establish, communicate, and consistently meet high service levels that provide school leaders, students, and families the information and daily experience that allows them to experience a safe and productive day of learning.

Goals	Measures Used to Evaluate Success
Operational functions will identify main customers and increase satisfaction	Department customer satisfaction surveys Timely response feedback
Operational functions will improve communication to school leaders, families, and students	School leader, family, and student awareness surveys
Operational functions will improve overall performance in support of student learning	Overall service quality level informed by performance indicators unique to each individual operational function



Priority: Culturally Responsive Workforce

Develop a culturally responsive workforce so teachers, leaders, and staff will effectively support students and families.

We will recruit a diverse workforce representative of our broader community using proven local and national best practices and focus on the retention of educators of color. We will also continue to develop culturally responsive mindsets and capabilities with all team members so there is a warm, welcoming environment in every classroom, school, and throughout central office to support student learning.

Goals	Measures Used to Evaluate Success
Staff will improve their culturally responsive professional practice	Cultural responsiveness training completion School and central office staff working condition surveys Student and family culture and climate surveys Equitable access to services (i.e., special education, English language learners, and highly capable)
The diversity of staff and leadership at schools and central office will increase	Staff demographics Recruitment, selection, and retention of staff of color



Priority: Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Goals	Measures Used to Evaluate Success
Students of color who are furthest from educational justice will have meaningful voice and leadership in school and district initiatives	Representation in school-based leadership groups Student participation surveys
Families and communities who represent students of color who are furthest from educational justice will have meaningful voice in school and district initiatives	Family participation surveys Community partner participation surveys Presence in community (e.g., # of meetings in community/feedback loop)