



Board Special Meeting

Work Session: 2018-19 District SMART Goals Check-in; Families, Education, Preschool and Promise Levy

Tuesday, January 29, 2019, 4:30 – 7:30pm

Board Auditorium, John Stanford Center

2445 – 3rd Avenue South, Seattle WA 98134

Agenda

Call to Order

4:30pm

Work Session: 2018-19 District SMART Goals Check-in

4:30pm

Work Session: Families, Education, Preschool and Promise Levy

6:00pm

Adjourn

7:30pm*

*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.*



Seattle Public Schools



Photos by Susie Fitzhugh

18-19 District SMART Goals Check-In

Jan. 29, 2019

Agenda for Each Goal's Update



- Purpose – Student Benefit
- Accomplishments
- Learnings so far/Challenges

SMART Goal 1: MTSS

Purpose of Goal:

IF the district establishes systems and structures to know how each and every student is doing academically, socially, and emotionally, equitably tiers supports and interventions based in need, and develops action plans for groups of students, THEN students will receive the instruction and supports necessary to graduate college and career ready.

SMART Goal 1: MTSS



Accomplishments:

- A robust platform for easy access to academic, attendance, and behavioral student data that allows teams to make informed decisions.
- Common district-wide assessments (F&P and interims) to monitor how students are progressing towards standards.
- Clear guidance, templates, tools and coaching provided to 25 Schools of Promise to support CSIP goals

SMART Goal 1: MTSS



Learnings so far...

- Implementation requires time, leadership commitment and consistent communication
- When schools have reliable student data, they make informed decisions about instruction and support.
- Schools have adopted MTSS philosophy, but require support to action plan and adjust, based in their own context.

Challenges...

- Site-based decisions about instructional moves. Course Correction: Provide district-supported high-leverage moves.
- Limited time prevents full collaborative instructional cycles. Course Correction: Work with CBA language to create/sustain collaborative structures.

SMART Goal 2: EOG

Purpose of Goal:

If school climate is safe, healthy and supportive for students, then students are ready to learn and reach increased academic milestones as outlined below in our “Formula for Success” (F4S). Accordingly, they will be on track to pursue college and career opportunities.

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| <p>APPLY POSITIVE ALTERNATIVES TO DISCIPLINE BY INCREASING INSTRUCTIONAL TIME AND STUDENT ENGAGEMENT</p> | <p>BUILD ADULT CAPACITY AND EFFICACY TO EMPOWER ADULTS TO CREATE THE CONDITIONS FOR LEARNING</p> | <p>CREATE IDENTITY SAFE SPACES SO THAT OUR STUDENTS KNOW THEY ARE SUPPORTED AND INVITED TO BE ENGAGED</p> |

SMART Goal 2: EOG



Accomplishments:

- Three Strategy Areas:
 - Apply Positive Alternatives to Discipline
 - Build Adult Capacity and Efficacy
 - Create Identity-Safe Spaces
- All initiatives within each strategy area on schedule

| EQUITY PARTNERSHIPS & ENGAGEMENT | | | | |
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| 2018-19 SMART GOAL #2 | | | | |
| | | BASIC (OCT - DEC) | PROFICIENT (JAN - MAR) | DISTINGUISHED (APR - JUNE) |
| ALTERNATIVES TO DISCIPLINE | MISSED INSTRUCTIONAL TIME | System for tracking missed instructional time: Complete | Data on Missed Instruction Log Usage: On Schedule | MTSS Behavioral Data Training/Support: Planned |
| | RESTORATIVE PRACTICES | Restorative Practices Inventory: Complete | Menu of Evidence-based Restorative Practices & Tools: On Schedule | Restorative Practices Training & Support: Planned |
| | ETHNIC STUDIES | Ethnic Studies Curricular Scope & Sequence: Complete | Ethnic Studies Pilot Training & Support: Complete | Ethnic Studies Workgroup: Planned |
| ADULTS TO CREATE CONDITIONS FOR LEARNING | SINCE TIME IMMEMORIAL | Since Time Immemorial Implementation Plan: Complete | Since Time Immemorial Tools/Resources Menu (web based): On Schedule Since Time Immemorial PD: On Schedule | Since Time Immemorial Accountability Measures: Planned Track Since Time Immemorial Adoption: Planned Since Time Immemorial Implementation Report: Planned |
| | EOG DIGITAL TOOLKIT | EOG Digital Toolkit Roadmap: Complete | Web based Facilitation Guides for EOG Digital Toolkit Modules: On Schedule | 2018-19 EOG Digital Toolkit Modules (3): Planned |
| | RACIAL EQUITY TEAMS | RET Sustainment Plan: Complete | RET PD/CSP Alignment: On Schedule | RET Progress Report: Planned |
| | RACIAL EQUITY ANALYSIS TOOLS | Needs Assessment for Racial Equity Analysis Tools: On Schedule | Resource Guide for Racial Equity Analysis Tools: Planned | Racial Equity Analysis Tools Training & Support: Planned |
| | POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS | PBS Implementation & Sustainment: Complete | PBS PD/CSP Alignment: On Schedule | PBS Implementation Evaluation: Planned PBS Summary Year-End Report: Planned |
| CREATE IDENTITY-SAFE SPACES | SOCIAL-EMOTIONAL LEARNING & TRAUMA RESPONSIVE PRACTICES | PD Needs Assessment for SEL & Trauma Responsive Practices: Complete | Best Practices Guide for SEL & Trauma Responsive Practices Implementation: On Schedule | Pilot SEL & Trauma Responsive Practices PD: Planned |
| | CARE COORDINATION CASE MANAGEMENT | Inventory of Schools Implementing Wrap-Around Case Mgmt: Complete | Menu of Evidence-Based Care Coordination Best Practices: On Schedule | Care Coordination Best Practices Training/Support: On Schedule |
| | MENTORING PRACTICES | Inventory of Middle School Mentoring Practices: Complete | Menu of Evidence-based Mentoring Practices: On Schedule | Mentor Training & Support for Schools: Planned |
| | WELCOMING ENVIRONMENTS | Inventory of Safe Spaces Strategies & Practices: Complete | Menu of Evidence-based Strategies for Safe Spaces: On Schedule | Safe Spaces Strategies & Resources Toolkit (web based): Planned |
| | SCHOOL CLIMATE | School Inventory of Climate Improvement Efforts: Complete | Culturally Responsive Practices Menu: On Schedule | School Climate Improvement Training/Support: Planned |

SMART Goal 2: EOG



In addition to attendance data reports and discipline reports, we have incorporated an emerging practice of Network Improvement science which espouses the cross-collaborative formation of network improvement teams (NITs) to examine a specific topic or problem of practice. It is well-developed and standard practice in other school districts (most notably Oakland Unified School District) that yields strong, positive results. In Washington State, SPS is the first district to adopt this method.

SMART Goal 2: EOG

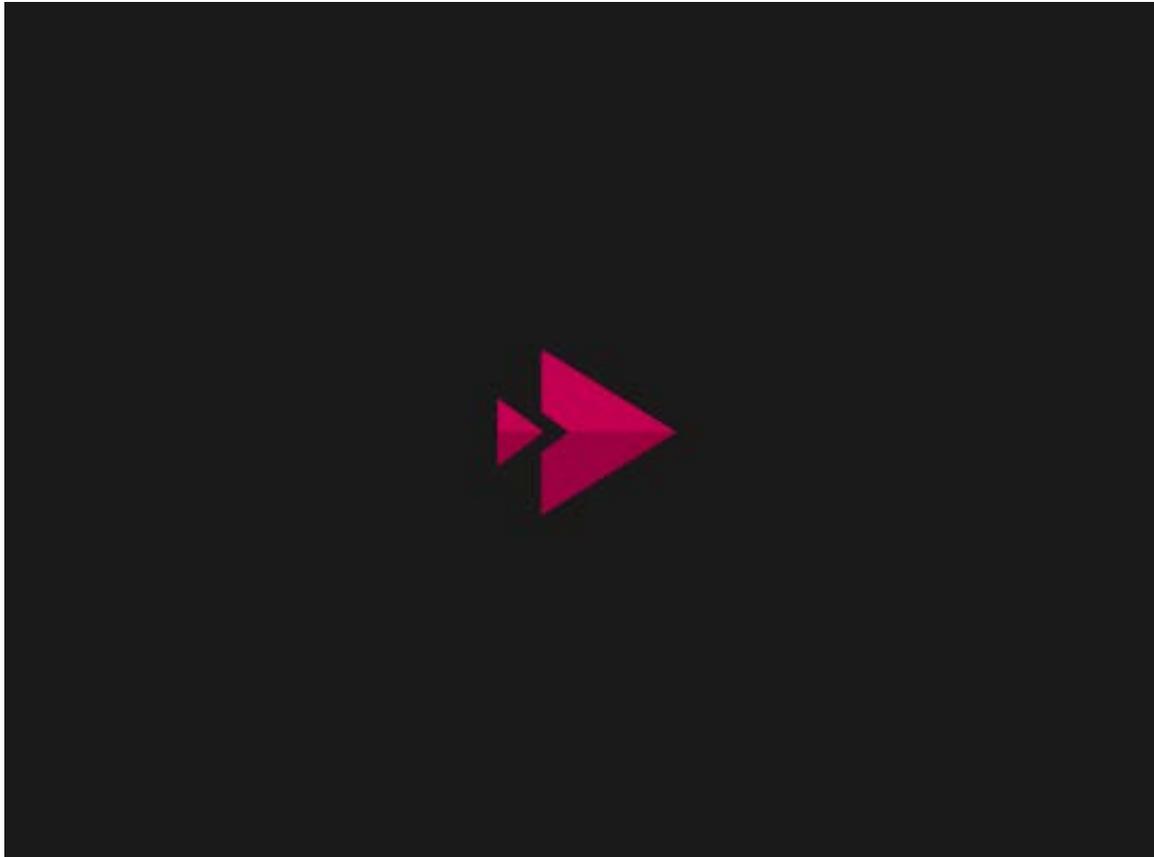


Learnings so far...

- Like SMART Goal 1, implementation of the initiatives requires:
 - Accountability
 - Cross-departmental, cross-functional collaboration and communication
 - Sustainability
- There is a deep and urgent desire to bring about change and correct historical behavior/actions
- This is a long-term investment for **transformational** change

Challenges...

- Ensuring that changes are not simply transactional
- Regionally and nationally, Seattle is on the forefront of eliminating opportunity gaps; we are figuring out what works best as we go along



**Welcoming Environments Consensus Facilitation meeting
December 13, 2018
Dr. Mia Williams, Facilitator**

SMART Goal 3: Seattle Ready



Purpose of Goal:

IF the district engages in a multi-year effort to engage students in specific learning experiences (i.e., college-level and career-specific CTE course work, internships), and improve their rates of post-secondary success (i.e., college acceptance, college persistence, industry-recognized credentials),

THEN we will be able to help all students, particularly African-American males and other students of color, to meet new 24 credit Washington State graduation requirements and graduate ready for college, career pathways, civic engagement, and life in Seattle and the world.

SMART Goal 3: Seattle Ready



Accomplishments:

- Professional development plans are changing instructional practices.
- Schools are implementing supports and interventions to keep students on track to graduate with 24 credits.
- We have made progress in implementing the seven strategies of the CTE plan.
- Naviance implementation has begun in all middle and high schools.
- Logic model for Goal 3 work developed.

SMART Goal 3: Seattle Ready



Learnings so far...

- Different theories of action on what areas in which teachers most need professional development.
- Some schools would benefit from more guidance on professional development.
- Different levels of work-based learning based on how schools are using Career Connected Learning Coordinators.
- Different levels of Naviance implementation based on ability of counselors to reach students.

Challenges

- High school schedule change.
- Coordination of central and site-based professional development offerings.
- Clear strategy for prioritizing CTE partnerships.

SMART Goal 4: Engagement/Collaboration (HR row)



Purpose of Goal: Improve district decision-making processes, sustainability of decisions, and effectiveness of solutions by authentically engaging the community and staff.

- IF the district works with stakeholders at all levels
- IF SPS establishes engagement and collaboration guidelines, protocols and training
- IF SPS builds a collaborative culture and accountability
- THEN we will build trust and confidence in Seattle Public Schools; build student-centered solutions and ensure equitable student outcomes

SMART Goal 4: Engagement/Collaboration (HR row)



Accomplishments:

- Launched a comprehensive Listen and Learn Tour; 2500 internal and external stakeholders engaged; designed to build a longer table and engage historically underserved families and students; complemented by an online tool; resulted in a summary report; supported by a comprehensive communication plan including translated videos, social media, direct communication with families and the community on outcomes and next steps. Included a media tour of highlights and next steps including the strategic plan and levies.
- 72 Schools attended BLT trainings. 8 more are signed up for January 29 & 31. Additional sessions scheduled for April 2 & 4; May 21 & 23 2019 (trainings are two days). Phase II BLT training is being planned. That planning begins on January 13th, 2019. The focus is on "Leading for Equity – Leveraging the CSIP, PD and Budget development processes as strategic tools to eliminate opportunity and achievement gaps.
- Tier I Conflict Engagement training for supervisors planned for 4 separate opportunities this year. Training will focus on the supervisors role in managing relationships, conflict within departments or amongst team members, and how to have difficult conversations with individual employees regarding their performance.

SMART Goal 4: Engagement/Collaboration (HR row)



Learnings so far...

- Communities want an ongoing opportunity to meet directly with the Superintendent.
- Offering trainings is not enough to change climate and culture.
- Improving climate and culture is everybody's job.
- Supervisors should be held accountable for the climate and culture of their departments.

Challenges

- Implementation of Alternative Dispute Resolution (ADR)

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| 18-19 SMART Goal #1 | Goal 1: MTSS - Ensure Educational Excellence for Each and Every Student: By May 31, 2019, 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 in the Formula for Success, 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. |
| Target, June 2019 | Proficient |
| Committee | C&I Committee |

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| Low Red | High Red | Low Yellow | High Yellow | Low Green | High Green |
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| Key Organizational Behaviors |
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| | Baseline as of June 2018 | Basic | Proficient (all the elements of Basic plus...) | Distinguished (all the elements of Proficient plus...) |
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| MTSS Teams | 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: From 69 to 90 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 using Homeroom and Atlas. The MTSS team monitors student progress to evaluate effectiveness of tiered instruction and supports.</p> <p>Evidence/Outcome Measures: From 56 to 75 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 the effectiveness of tiered instruction and supports, using Homeroom and Atlas, that align with CSIP goals.</p> <p>Evidence/Outcome Measures: From 23 to 49 schools have an MTSS team that reviews effectiveness of tiered supports for both academics and behavior.</p> |
| Tiered Supports | BASIC | <p>Low Green: Staff and school leaders use an established decision-making process to tier supports for students.</p> <p>Evidence/Outcome Measures: From 70 to 85 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: From 53 to 64 schools use multiple data points (i.e., F & P, District Interims, and/or missed instruction log reports) 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 that align with CSIP goals.</p> <p>Evidence/Outcome Measures: From 18 to 30 schools use multiple academic AND behavioral data points (i.e., F & P, District Interims, and</p> |

| | Baseline as of June 2018 | Basic | Proficient (all the elements of Basic plus...) | Distinguished (all the elements of Proficient plus...) |
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| Teacher Collaboration | BASIC | <p>High Yellow: Structures (professional development, calendars, teaming opportunities) 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, culturally responsive instructional strategies that relate to students' stories, strengths, and needs.</p> <p>Evidence/Outcome Measures: From 75 to 82 schools demonstrate department or grade level Professional Learning Communities (PLCs) that</p> | <p>High Yellow: Consistent use of structures and procedures for collaboration that capture teachers' reflections on culturally responsive instructional practices exists and is practiced across teacher teams.</p> <p>Evidence/Outcome Measures: From 33 to 39 schools demonstrate a PLC that includes review of student data with demonstrated action plans for students above, at, or below grade level standards.</p> |
| High Quality Instruction | 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: From 50 to 65 schools demonstrate instructional strategies for students above, at, and below grade level standards.</p> | <p>Low Green: School leaders and teachers develop academic and social emotional lesson plans and culturally responsive instructional strategies for students above, at, and below grade level standards. Teachers work to revise lesson plans based on multiple measures of student growth data.</p> <p>Evidence/Outcome Measures: From 33 to 50 schools demonstrate instructional strategies for students above, at, and below grade level standards.</p> | <p>Low Green: School leaders and teachers develop academic and social emotional lesson plans and culturally responsive 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: From 16 to 22 schools demonstrate instructional strategies for students above, at, and below grade level standards, including students needing both academic AND social emotional supports.</p> |

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| 18-19 District SMART Goal #1 | Goal 1: MTSS - Ensure Educational Excellence for Each and Every Student: By May 31, 2019, 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 in the Formula for Success, 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 |
| Target, June 2019 | Proficient |
| Committee | C&I Committee |

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

- a. MTSS Teams
 - i. Updated guidance and templates available to all schools on Schoology, to assist schools in further development of MTSS leadership structures at their building.
 - ii. Central office staff, such as MTSS Leadership, Instructional Coaches, and Program Specialists have been spending an increased amount of time in schools supporting the development of MTSS leadership systems and structures. Many times this includes attending actual MTSS meetings with school building teams.
- b. Tiered Supports
 - i. Held an MTSS Strategic Work Retreat in August where elementary and K-8 Schools of Promise attended. The retreat provided training, time for school MTSS teams to collaborate and plan, time to review student data, as well as access to central office content and systems experts for troubleshooting.
 - ii. Improvements were made to the District's platform for providing reliable student data to teams making decisions about instruction, supports, and interventions. This platform includes improvements and additions to student data in Homeroom, development of the Formula for Success and Progress Monitoring Dashboards in Atlas, refinement of data collection and reporting of the Fountas and Pinnel assessment for elementary students, and implementation of 2018-19 common interim assessments for grades 3-10 in Math. This is a huge, high-leverage accomplishment, and while it will take time to fully integrate and maximize these new systems, we are already seeing schools use them to impact student outcomes.
- c. Teacher Collaboration
 - i. Provided communication of clear expectations that grade-level Professional Learning Communities are a foundational element of a successful MTSS framework, and instructional support staff from central office, such as instructional coaches and program specialists have been meeting with building PLCs to review student data and collaborate to improve instructional decisions.
 - ii. Created the Equity-Based Tier I Data Analysis Tool, available online, for PLCs to use in analyzing student data and sharing best practices.
 - iii. As of December 1, we achieved 16,879 sessions in Homeroom, roughly 63% of our 18-19 goal of 27,000 sessions.
- d. High Quality Instruction
 - i. Guidance has been provided to schools regarding district-supported instructional practices SEL and drafted for Math and ELA.

- ii. Common interim assessments for Math were developed and implemented district-wide for grades 3-10. Numerous training sessions were held to help teachers and coaches understand how to use data from the interim assessments to evaluate how students are progressing towards state standards and how to adjust instruction.

2. What work remains to be done?

- a. MTSS Teams
 - i. Continued coaching schools, meeting them where they are currently at in developing their MTSS Leadership Structures, with an entry point for the next step to take.
 - ii. Guide and examples of roles and responsibilities of MTSS leadership team members, as well as decision-making protocols.
- b. Tiered Supports
 - i. Teaching and Learning Retreat in January to foster alignment between central office departments providing tiered supports to schools.
 - ii. Learning support team Leads will meet with their building MTSS teams (25 Schools of Promise) to develop action plans that include instructional practices for students at, below, and above grade levels.
- c. Teacher Collaboration
 - i. Publish an action planning template, supported by coaching to implement.
 - ii. Finalize a definition and guidance for Professional Learning Communities.
 - iii. Exploring ways to maximize time within a school calendar to support PLC activities.
- d. High Quality Instruction
 - i. We are currently field testing newly developed common interim assessments for ELA for grades 3-8, and a team is currently developing interim assessments for ELA for grades 9-10 that are better aligned to state standards. The work remaining includes finishing the field test, gathering input from schools, making any adjustments required, and analyzing the grades 9-10 interims to ensure they meet the needs of our student population.
 - ii. CAI and Student Support Services need to finalize their collective high-leverage moves for all content areas to publish and support with coaching.

3. Are you on track to meet your Target of Proficient for June 2019? If not, why not (i.e., what challenges are you facing)?

- a. MTSS Teams – Yes
 - i. Some schools continue to have an outdated perspective on the leadership structures required to fully implement an MTSS framework, especially in looking at effectiveness of program/services rather than solely at the individual student level. Shifting this perspective takes time.
 - ii. There are many requirements placed on school teams (PLCs, MTSS teams, PBIS cohorts, BLTs) so we have to continue helping schools understand how to maximize and modify existing structures with limited time for collaboration.
- b. Tiered Supports – Yes
 - i. Most, if not all, schools are reviewing student data to make decisions, however struggle to create action plans and progress monitor to adjust those plans. This will take continued coaching and support.
- c. Teacher Collaboration – Maybe

- i. Many schools are challenged with finding consistent, extended time periods to complete a collaborative instructional cycle.
- d. High Quality Instruction – Yes
 - i. SPS continues to be mostly site-based, and as a result, schools have varying strategies they use to support Tier 1/Core instruction, and some of those strategies may not be evidence-based.

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| 18-19 SMART Goal #2 | Goal 2: EOG - Create Safe and Healthy School Climates where Students are Supported and Engaged: By May 31, 2019, provide adults access to support, tools and systems in order to Apply Alternatives to Discipline, Build Adult Capacity and Efficacy, and Create Identity Safe Spaces for the purpose of Creating Safe and Healthy School Climates to positively impact outcomes for African American males and other students of color. The work will be based upon six foundational documents: School Board Policy 0030, School Board Policy 3240, School Board Resolution 2014-15-35, House Bill 1541, Senate Bill 5433, and Seattle Public Schools' Formula for Success. |
| Problem Statement | Seattle Public Schools has yet to provide a systemic evidence-based approach to creating safe and healthy school cultures and climates that create the necessary environmental conditions for student academic success. In the absence of a common and consistent K-12 approach to school culture and climate across all schools, African American males and other students of color often do not fully experience being “known, supported and cared for” by educators and adults in school. This problem can be acute when students transition to middle school and high school, too often leading them to continue to perform beneath their capability, causing disconnection from high school, and risking disengagement from the K-12 educational system. We believe that if school culture and climate is safe, healthy and supportive for all students, regardless of their race, ethnicity or cultural heritage, they will be ready to learn, engage in class, and more likely to achieve academic excellence and graduate college and career ready. |
| Target, June 2019 | Proficient |
| Committee | C&I Committee |

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

| | Baseline as of June 2018 | Basic | Proficient (all the elements of Basic plus...) | Distinguished (all the elements of Proficient plus...) |
|--|--------------------------|---|--|--|
| Apply Positive Alternatives to Discipline to increase instructional Time and student engagement | Basic | <p><i>Coordinated School Health Services will:</i></p> <p>High Green: Deploy a system for tracking missed instructional time from office referrals and other forms of exclusionary discipline disproportionately impacting students of color</p> <p>High Green: Produce a summary inventory of restorative practices and other positive alternatives to discipline currently in use across the district</p> <p><u>Evidence and Outcomes:</u> Documentation of system deployment for tracking missed instructional time; summary inventory report on restorative practices</p> | <p><i>Coordinated School Health Services will:</i></p> <p>High Yellow: Gather data <i>Missed Instruction Log</i> usage and produce a guidance document on the effective utilization of behavioral reports in MTSS-tiered practices and supports</p> <p>High Yellow: Produce a menu of evidenced-based restorative practices and tools based on external research and evidence of promising practices currently in use across the district</p> <p><u>Evidence and Outcomes:</u> Data on system usage by schools; document summary of best practices produced for missed instructional time and restorative practices</p> | <p><i>Coordinated School Health Services will:</i></p> <p>Low Yellow: Provide training and supports to schools on effective use of behavioral data for MTSS with tools and links to resources</p> <p>Low Yellow: Provide training and supports to schools on restorative practices with tools and links to additional resources</p> <p><u>Evidence and Outcomes:</u> Qualitative evidence of school alignment to best practices leading to reduction in lost instruction time from exclusionary discipline and higher student engagement (attendance; climate survey)</p> |

| | Baseline as of June 2018 | Basic | Proficient (all the elements of Basic plus...) | Distinguished (all the elements of Proficient plus...) |
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| <p>Build Adult Capacity and Efficacy to empower adults to create the conditions for learning</p> | <p>Basic In All</p> | <p><i>Curriculum Assessment & Instruction will:</i></p> <p>High Green: Develop an Ethnic Studies curricular scope and sequence with course outlines</p> <p>High Green: Develop Since Time Immemorial (STI) implementation plan in select grade levels</p> <p><i>Dept. of Racial Equity Advancement will:</i></p> <p>Low Green: Develop a roadmap for new modules and applications of the EOG Digital Toolkit</p> <p>High Green: Sustain support for Racial Equity Teams (cohorts 1-4); expand from 43 to 53 teams; train and support new teams (Cohort 5)</p> <p>High Yellow: Conduct a needs assessment for Racial Equity Analysis Tools to support school and central office department decision-making</p> <p><i>Coordinated School Health Services will:</i></p> <p>High Green: Sustain implementation of Positive Behavioral Interventions and Supports (PBIS) in 50 schools; expand to 60 teams (cohort 5)</p> <p>High Green: Conduct a professional development needs assessment for Social Emotional Learning and Trauma Responsive practices</p> <p><u>Evidence and Outcomes:</u> Documentary evidence of Basic activities: (e.g., Ethnic studies scope and sequence; EOG Toolkit roadmap; needs assessment for Racial Equity Analysis Tools); qualitative feedback from support for Racial Equity Teams, PBIS teams</p> | <p><i>Curriculum Assessment & Instruction will:</i></p> <p>High Green: Provide training and support for an Ethnic Studies pilot aligned to a scope and sequence</p> <p>Develop an online menu of tools and resources for STI educators; provide initial STI professional development to high schools High Yellow</p> <p><i>Dept. of Racial Equity Advancement will:</i></p> <p>Low Green: Create online-accessible facilitation guides for existing EOG Digital Toolkit modules</p> <p>Low Green: Provide guidance and support to help Racial Equity Teams develop school professional development plans aligned to CSIPs</p> <p>Low Yellow: Create a resource guide with example use cases for Racial Equity Analysis Tools</p> <p><i>Coordinated School Health Services will:</i></p> <p>High Yellow: Provide guidance and support to help PBIS teams develop school professional development plans aligned to CSIPs</p> <p>Low Yellow: Develop a best practices guide and resources for implementing Social Emotional Learning and Trauma Responsive practices</p> <p><u>Evidence and Outcomes:</u> Documentary evidence of Proficient activities (e.g., STI tools and resources; EOG Toolkit facilitation guides; Best practices guide for SEL/Trauma); qualitative feedback from training and support for Racial Equity Teams, PBIS teams</p> | <p><i>Curriculum Assessment & Instruction will:</i></p> <p>Low Yellow: Create a workgroup to design and pilot common Ethnic Studies curricular units</p> <p>Low Yellow: Develop assessments or other accountability measures for STI; track STI adoption and produce year-end implementation report</p> <p><i>Dept. of Racial Equity Advancement will:</i></p> <p>Low Yellow: Develop at least three (3) new EOG Digital Toolkit modules with facilitation guides</p> <p>Low Yellow: Measure and evaluate Racial Equity Teams progress in reaching PD goals; produce a summary year-end research report</p> <p>Low Yellow: Provide training and support to schools and departments in the effective use of Racial Equity Analysis Tools in decision-making</p> <p><i>Coordinated School Health Services will:</i></p> <p>Low Yellow: Measure and evaluate school progress and challenges for PBIS implementation to date; produce a summary year-end report</p> <p>Low Yellow: Provide pilot professional development for best practices in Social Emotional Learning and Trauma Responsive practices</p> <p><u>Evidence and Outcomes:</u> Documentary evidence of Distinguished activities (e.g., Ethnic Studies curricular units; new EOG Toolkit modules; year-end reports); qualitative evidence of school alignment to best practices leading to evidence of higher student engagement (attendance; climate survey)</p> |

| | Baseline as of June 2018 | Basic | Proficient (all the elements of Basic plus...) | Distinguished (all the elements of Proficient plus...) |
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| Create Identity Safe Spaces so that our students know they are supported and cared for | Basic In All | <p><i>Coordinated School Health Services will:</i></p> <p>High Green: Produce a summary inventory of schools implementing the Tier II Care Coordination wrap-around case management model</p> <p><i>Dept. of Racial Equity Advancement will:</i></p> <p>High Green: Produce a summary inventory of mentoring practices for historically underserved middle school students currently in use in schools</p> <p>High Green: Produce and inventory of existing strategies and practices schools currently use to create identify safe, welcoming environments</p> <p><i>Dept. Racial Equity Advancement + Dept. of School-Family Engagement will:</i></p> <p>High Green: Produce an inventory of existing efforts by schools to use family engagement, educator climate and student voice as sources of knowledge to improve school climate (guided by voice of historically underserved populations)</p> <p><u>Evidence and Outcomes:</u> Documentary evidence of Basic activities: (e.g., summary inventories for case management, mentoring, family engagement/student voice)</p> | <p><i>Coordinated School Health Services will:</i></p> <p>High Yellow: Produce a menu of evidence-based best practices highlighting schools successfully implementing a Tier II Care Coordination case management model</p> <p><i>Dept. of Racial Equity Advancement will:</i></p> <p>High Yellow: Produce a menu of mentoring best practices based on external research and promising practices currently in use across the district</p> <p>High Yellow: Produce a menu of evidence-based strategies highlighting schools successfully creating identify safe, welcoming environments</p> <p><i>Dept. Racial Equity Advancement + Dept. of School-Family Engagement will:</i></p> <p>High Yellow: Produce a menu of evidence-based best culturally responsive practices highlighting schools successfully using family-engagement, educator climate and student voice to improve school climate</p> <p><u>Evidence and Outcomes:</u> Documentary evidence of Proficient activities (e.g., menus of best practices for case management, mentoring, family engagement/student voice)</p> | <p><i>Coordinated School Health Services will:</i></p> <p>High Yellow: Provide training and support for schools to align to best practice and modify their Tier II Care Coordination case management model</p> <p><i>Dept. of Racial Equity Advancement will:</i></p> <p>Low Yellow: Provide training and support for schools to align to best practices and to enhance students' mentoring experiences</p> <p>Low Yellow: Create an online strategy toolkit with resources to help schools in creating identify safe, welcoming environments</p> <p><i>Dept. Racial Equity Advancement + Dept. of School-Family Engagement will:</i></p> <p>Low Yellow: Provide training and support for schools in using tools and resources for using culturally-responsive family engagement, educator climate and student voice to improve school climate</p> <p><u>Evidence and Outcomes:</u> Documentary evidence of Distinguished activities (e.g., training materials and online resources for case management, mentoring, family engagement/student voice); qualitative evidence of school alignment to best practices leading to evidence of higher student engagement (attendance; climate survey)</p> |

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| 18-19 District SMART Goal #2 | Goal 2: EOG - Create Safe and Healthy School Climates where Students are Supported and Engaged: By May 31, 2019, provide adults access to support, tools and systems in order to Apply Alternatives to Discipline, Build Adult Capacity and Efficacy, and Create Identity Safe Spaces for the purpose of Creating Safe and Healthy School Climates to positively impact outcomes for African American males and other students of color. The work will be based upon six foundational documents: School Board Policy 0030, School Board Policy 3240, School Board Resolution 2014-15-35, House Bill 1541, Senate Bill 5433, and Seattle Public Schools’ Formula for Success. |
| Problem Statement | Seattle Public Schools has yet to provide a systemic evidence-based approach to creating safe and healthy school cultures and climates that create the necessary environmental conditions for student academic success. In the absence of a common and consistent K-12 approach to school culture and climate across all schools, African American males and other students of color often do not fully experience being “known, supported and cared for” by educators and adults in school. This problem can be acute when students transition to middle school and high school, too often leading them to continue to perform beneath their capability, causing disconnection from high school, and risking disengagement from the K-12 educational system. We believe that if school culture and climate is safe, healthy and supportive for all students, regardless of their race, ethnicity or cultural heritage, they will be ready to learn, engage in class, and more likely to achieve academic |
| Target, June 2019 | Proficient |
| Committee | C&I Committee |

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

- a. Apply Positive Alternatives to Discipline to increase instructional Time and student engagement
 - i. Coordinated School Health Services
 - 1. **Missed Instructional Time:** PowerSchool is successfully interfacing with HomeRoom and data is being synchronized under the Atlas Report Center on the mySPS page. A guidance document on the effective utilization of behavioral reports in MTSS-tiered practices and supports is on target and will be created after additional data is collected.
 - 2. **Restorative Practices:** Initial training was provided at the Time, Response and Incentive (TRI) day in August. A professional development system is in place and operational. ACES training is a required first step. A summary inventory of current practices is complete. A menu of evidence-based practices is in progress.
- b. Build Adult Capacity and Efficacy to empower adults to create the conditions for learning
 - i. Curriculum, Assessment & Instruction
 - 1. **Ethnic Studies:** Scope and sequence for Ethnic Studies is completed. Cohort training and support for an Ethnic Studies pilot aligned to the scope and sequence is complete. The pilot will launch in January; another training with a second cohort will take place in late February. An “Introduction to Ethnic Studies” guide is in progress.
 - 2. **Since Time Immemorial (STI):** An implementation guide for select grade levels has been developed and completed. An online menu of tools and resources for STI educators, along with initial STI professional development to high schools, is in progress.
 - ii. Department of Racial Equity Advancement
 - 1. **EOG Digital Toolkit (EOG DTK):** The roadmap for three new modules for development has been completed. Facilitation guides for the existing six modules have been created and work is in progress to access the guides online.

2. **Racial Equity Teams (RETs):** Cohort 5, comprised of ten new teams, has been inducted. In addition, a new staff position has been created and hired for FY2019 in order to maintain the 1:10 support ratio. Work is in progress with the RETs providing guidance and support to school professional development plans, especially around Continuous School Improvement Plans (CSIPs) and Building Leadership Teams (BLTs).
 3. **Racial Equity Analysis Tools (REATs):** Work is in progress in Extended Cabinet to understand a systems-level of racial equity analysis. Concurrently, the Superintendent's Equity and Race Advisory Committee (ERAC) has developed a plan for policy entrance of REATs. Plans to develop a resource guide are on target. There is current racial equity training in the Superintendent's Extended Cabinet; management training planned for 2020; Leadership Learning Day (LLD, for school leaders) ongoing training; 92 schools have the integrated Building Leadership Team/REAT training; and racial equity language was codified in new Collective Bargaining Agreement (CBA).
- iii. Coordinated School Health Services
1. **Positive Behavioral Interventions and Supports (PBIS):** Cohort 5, comprised of ten new teams, has been inducted. A tiered fidelity inventory is in progress and will be followed by plans to provide guidance and support to schools around their CSIPs.
 2. **Social Emotional Learning (SEL) and Trauma Response:** The professional development system is in place and operational. ACES training is a required first step. In addition, the Seattle Association of Educational Office Professionals (SAEOP) workgroup was offered a workshop on Trauma Response for SAEOPs, adding a layer of fidelity to buildings.
- c. Create Identity Safe Spaces so that our students know they are supported and cared for
- i. Coordinated School Health Services
 1. **Wrap-Around Case Management Model:** Known as the Whole Child, Whole Day initiative, a summary inventory of Tier II Care Coordination has been completed. A summary of best practices is in progress, based partly upon data collection from last year (Year 1 of a multi-year implementation.) Motivational interviewing has been identified as a best practice and professional development has been offered on this technique. A "Strengths and Challenges" care plan is being implemented.
 - ii. Department of Racial Equity Advancement
 1. **Mentoring Practices:** An inventory of current mentoring practices was released at the end of December. A landscape analysis is also complete. Areas for review and prioritization of professional development will be developed in February.
 2. **Identity Safe, Welcoming Environments:** An inventory of existing strategies to create welcoming environments has been completed. A menu of evidence-based strategies is in progress.
 3. **Family Engagement & Student Voice:** An inventory of family engagement and student voice has been completed. A menu of evidence-based practices is in development, as part of a co-design process with both families and students. Affinity and/or equity clubs in high schools have had the opportunity to meet with the director of DREA and share their voice around the meaning and implementation of School Board policy 0030, as well as respond to a set of racial equity focus questions.

2. What work remains to be done?

For all the below strategy areas, the work completed in basic will move forward towards proficient.

- a. Apply Positive Alternatives to Discipline to increase instructional Time and student engagement
 - i. Coordinated School Health Services: Provide training and supports in **tracking missed instructional time** to schools on effective use of behavioral data for MTSS with tools and links to resources; provide training and supports to schools on **restorative practices** with tools and links to additional resources
- b. Build Adult Capacity and Efficacy to empower adults to create the conditions for learning
 - i. Curriculum, Assessment & Instruction
 - 1. Create a workgroup to design and pilot common **Ethnic Studies** curricular units; develop assessments or other accountability measures for **STI**; track **STI** adoption and produce year-end implementation report
 - ii. Department of Racial Equity Advancement
 - 1. Develop at least three (3) new **EOG Digital Toolkit** modules with facilitation guides; measure and evaluate **Racial Equity Teams** progress in reaching PD goals and produce a summary year-end research report; provide training and support to schools and departments in the effective use of **Racial Equity Analysis Tools** in decision-making
 - iii. Coordinated School Health Services
 - 1. Measure and evaluate school progress and challenges for **PBIS** implementation to date and produce a summary year-end report; provide pilot professional development for best practices in **Social Emotional Learning and Trauma Responsive** practices
- c. Create Identity Safe Spaces so that our students know they are supported and cared for
 - i. Coordinated School Health Services
 - 1. Provide training and support for schools to align to best practice and modify their Tier II Care Coordination **case management model**
 - ii. Department of Racial Equity Advancement
 - 1. Provide training and support for schools to align to best practices and to enhance students' **mentoring** experiences; create an online strategy toolkit with resources to help schools in creating **identify safe, welcoming environments**
 - iii. Department of School-Family Engagement
 - 1. Provide training and support for schools in using tools and resources for using culturally-responsive **family engagement, educator climate and student voice** to improve school climate

3. Are you on track to meet your Target of Proficient for June 2019? If not, why not (i.e., what challenges are you facing)?

- a. Apply Positive Alternatives to Discipline to increase instructional Time and student engagement
 - i. Coordinated School Health Services
 - 1. Yes
- b. Build Adult Capacity and Efficacy to empower adults to create the conditions for learning
 - i. Curriculum, Assessment & Instruction

- 1. Yes
- ii. Department of Racial Equity Advancement
 - 1. Yes – except for a potential risk to the existing **DTK modules**, as well as any new modules, with the necessary change of platforms. We will continue to monitor this situation.
- iii. Coordinated School Health Services
 - 1. Yes
- c. Create Identity Safe Spaces so that our students know they are supported and cared for
 - i. Coordinated School Health Services
 - 1. Yes
 - ii. Department of Racial Equity Advancement
 - 1. Yes
 - iii. Department of School-Family Engagement
 - 1. Yes

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| 18-19 SMART Goal #3 | Goal 3: Seattle Ready* - By May 31, 2019, depending on available resources, develop a plan and begin moving Seattle Public Schools' high schools to help all students, particularly African-American males and other students of color, to meet new 24 credit Washington State graduation requirements and graduate ready for college, career pathways, civic engagement, and life in Seattle and the world . This will be a multi-year effort to help students develop skills that will prepare them for their futures by engaging them in specific learning experiences (i.e., college-level and career-specific CTE course work, internships), and improving their rates of post-secondary success (i.e., college acceptance, college persistence, industry-recognized credentials). The district's Strategic Plan, its Formula for Success and Policy No. 0030 will guide this effort. |
| Problem Statement | Approximately 1 in 5 high school students do not graduate from Seattle Public Schools within 4 years, including disproportionate representation by students of color, low income, Special Education and English Language Learners. Local employers consistently identify shortages of qualified employees across a wide range of industries and job roles, and workforce/career development is a major interest of numerous local leaders including the Governor's office, the City of Seattle, Port of Seattle, and Seattle Chamber of Commerce. The high school system in Seattle Public Schools is not adequately preparing each and every student for postsecondary success in college, career, and the possibilities Seattle has to offer. |
| Target, June 2019 | Proficient |
| Committee | C&I Committee |

WORST

BEST

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|---------|----------|------------|-------------|-----------|------------|
| Low Red | High Red | Low Yellow | High Yellow | Low Green | High Green |
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| Key Organizational Behaviors | | | | |
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| | Baseline as of June 2018 | Basic | Proficient (all the elements of Basic plus...) | Distinguished (all the elements of Proficient plus...) |
| Professional development to support revised courses and high school schedule with additional credit-earning opportunities and longer instructional blocks. | Basic- | <p>LOW RED: All high schools engage in central professional development and adopt a site-determined professional development plan to support their staff in teaching in a revised high school schedule, helping students develop 21st Century skills (i.e., career-connected learning, social emotional learning, advanced learning, STEAM) and helping eliminate the opportunity gaps and better serve the needs of African-American males and other students of color (per the Formula for Success and Policy No. 0030).</p> <p>Evidence/Outcome Measures: Professional development plans have been reviewed for quality and are in full implementation in all schools by November 2018.</p> <p>The professional development plans are also reflected in high schools' CSIPs.</p> <p>The centrally-provided professional development offerings for high school staff are well coordinated with the school-based plans to ensure the support is coherent and effective.</p> | <p>HIGH YELLOW: All high schools have developed systems for collecting classroom evidence of implementation of new practices.</p> <p>Evidence/Outcome Measures: Systems for collecting classroom evidence of implementation of new practices related to the teaching of 21st Century skills (i.e., career-connected learning, social emotional learning, advanced learning, STEAM) are developed.</p> <p>The first steps in developing in a multi-year program evaluation have been developed. Baseline data has been gathered to determine where schools and their staff are with respect to teaching 21st Century Skills (i.e., career-connected learning, social emotional learning, advanced learning, STEAM) and a logic model for how professional development will change teacher practice has been created.</p> <p>60% of teachers report that they understand and support the goals of secondary re-visioning and that they feel better prepared to teach 21st Century Skills.</p> | <p>All high schools have developed systems for collecting classroom evidence of implementation of new practices and are utilized by school leaders.</p> <p>Evidence/Outcome Measures: Walkthrough evidence demonstrates that teachers experiencing professional development exhibit evidence of 21st Century skills (i.e., career-connected learning, social emotional learning, advanced learning, STEAM).</p> <p>70% of teachers report a positive change in their beliefs, practices and expectations with respect to their role in promoting college and career readiness, particularly for African-American males and other students of color.</p> <p>70% of students report that they have engaged in learning 21st Century Skills (i.e., career-connected learning, social emotional learning, advanced learning, STEAM).</p> |

| | Baseline as of June 2018 | Basic | Proficient (all the elements of Basic plus...) | Distinguished (all the elements of Proficient plus...) |
|--|--------------------------|---|---|---|
| Implementation of new schedule expanding credit opportunities beyond 24 credits | Basic- | <p>HIGH RED: District-wide guidance and site-based implementation plans for each high school will be developed for schedule changes providing opportunities beyond 24 credits in 2019-20 (master schedule in PowerSchool and plan for facilities to accommodate new staff and courses).</p> <p>Evidence/Outcome Measures: By March 1, 2019, implementation plans are in place for the beginning of the 2019-20 school year.</p> | <p>LOW YELLOW: All high schools will develop and implement staff and student orientation plans for the revised high school schedule for 2019-20.</p> <p>Evidence/Outcome Measures: By April 2019, all high schools begin implementing orientations on the revised high school schedule for 2019-20.</p> <p>District staff have coordinated the development of a revised course catalog with new, refined course offerings in advanced learning, career-connected learning, and electives across content areas, including high school credit offerings at the middle school level.</p> <p>Formal program evaluation of school readiness for the implementation of the new schedule has begun with the development of baseline measures and a logic model on how the schedule change will improve instruction.</p> | <p>All high schools will have staff reporting that they are ready for the new schedule being implemented in 2019-20.</p> <p>Evidence/Outcome Measures: By May 2019, staff survey results will show that the majority of staff report that they are ready for the revised high school schedule for 2019-20. District staff have coordinated the implementation of a revised course catalog that results in increased offerings in advanced learning, career-connected learning, and electives across content areas in high schools across the district. In addition, more historically underserved middle school students of color will have the opportunity to take Algebra 1 and high school level credits.</p> <p>70% of surveyed community partners report that they have had the opportunity to be involved in the development of course offerings for the 2019-20 course catalog.</p> |
| Development of enhanced Career Connected Learning programs (CCL/CTE). | Basic- | <p>HIGH RED: In fall of 2018-19 school year, formation of work groups to help implement the 7 strategies in the approved district CTE plan to improve equitable access to career-connected teaching and learning, particularly for African-American males and other students of color.</p> <p>Evidence/Outcome Measures: Development of project plans and advisory groups for each of the 7 strategies, including specific metrics.</p> <p>Specific goals for 2018-19 in the approved district CTE plan have been met, including development of the Health Services pathway, the refinement of our approach to cross-crediting, the hiring of Career-Connected Learning Coordinators, the increase of students attaining industry-recognized certificates, the development and distribution of a CTE partnership framework, and the launch of marketing and rebranding of CCL work.</p> | <p>HIGH YELLOW: By May 2019, there is evidence that we have made progress towards meeting the metrics in each of the 7 strategies in the approved CTE plan.</p> <p>Evidence/Outcome Measures: Greater SPS student enrollment in CTE and Skills Center courses, work-site learning experiences, and external partnerships.</p> <p>Formal program evaluation of school readiness for the implementation of strategies 1, 2, 3, 6, and 7 has begun with the development of baseline measures and a logic model on how improving access to and rigor of CTE and Skills Center courses, work-site learning experiences, and external partnerships will result in improved quality across these programs, experiences, and partnerships.</p> <p>10% increase in student participation work-site learning experiences.</p> | <p>By June 2019, there is evidence that we have made specific progress towards meeting the metrics in each of the 7 strategies in the approved CTE plan.</p> <p>Evidence/Outcome Measures: 70% of surveyed CTE partners report that they are better able to work with the district in support of career-connected learning opportunities.</p> <p>70% of surveyed Seattle families report a better understanding of the career-connected learning opportunities the district is offering or developing.</p> |

| | Baseline as of June 2018 | Basic | Proficient (all the elements of Basic plus...) | Distinguished (all the elements of Proficient plus...) |
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| Student advisory and high school & beyond planning | Basic- | <p>HIGH RED: Counselors, school leaders and staff develop lessons for advisory periods fostering high school and beyond planning (including connections to Seattle Promise), social emotional learning, and academic support, including resources from Naviance to better serve students, particularly for African-American males and other students of color.</p> <p>Evidence/Outcome Measures: By November 2018, counselors and school staff have established district-wide, lesson plans on high school and beyond planning, social emotional learning, and academic support for implementation by teachers in advisory.</p> <p>High schools will implement school-specific, district-vetted-and-approved plans to support their 9th and 10th graders in staying on track to graduation and postsecondary success.</p> | <p>HIGH YELLOW: Counselors, school leaders and staff receive professional development on the lessons for advisory periods fostering high school and beyond planning (including connections to Seattle Promise), social emotional learning, and academic support, including resources from Naviance.</p> <p>Evidence/Outcome Measures: All high schools have developed systems for collecting classroom evidence of implementation of lessons to promote high school and beyond planning, social emotional learning, and academic support.</p> <p>Formal program evaluation of school readiness for the implementation of advisory has begun with the development of baseline measures and a logic model on how advisory will help with high school and beyond planning, academic support, and social emotional learning.</p> <p>By April 2019, high schools will report their progress in helping their 9th and 10th graders stay on track to graduation and postsecondary success following their district-approved plans.</p> | <p>The professional development to support the implementation of advisory and the high school and beyond plan, including resources from Naviance, reveals evidence that these practices are changing student engagement and improving student postsecondary planning.</p> <p>Evidence/Outcome Measures: By April 2019, walkthrough evidence demonstrates that teachers experiencing professional development exhibit evidence of staff using lessons to promote high school and beyond planning, social emotional learning, and academic support.</p> <p>By the end of the 2018-19 school year, students report improvement in engagement and interest as measured by the annual climate survey, with specific benchmarks for African-American males and other students of color.</p> <p>By the end of the 2018-19 school year, there is evidence of SPS students having increased postsecondary planning, access to college, scholarships, and credential-based programs, with specific benchmarks for African-American males and other students of color.</p> <p>By the end of the 2018-19 school year, a majority of high schools will be able to show evidence of success in helping their 9th and 10th graders stay on track to graduation and postsecondary success following their district-approved plans.</p> |

*Title of goal to be revisited in fall 2018 after further vetting

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| 18-19 District SMART Goal #3 | Goal 3: Seattle Ready* - By May 31, 2019, depending on available resources, develop a plan and begin moving Seattle Public Schools' high schools to help all students, particularly African-American males and other students of color, to meet new 24 credit Washington State graduation requirements and graduate ready for college, career pathways, civic engagement, and life in Seattle and the world . This will be a multi-year effort to help students develop skills that will prepare them for their futures by engaging them in specific learning experiences (i.e., college-level and career-specific CTE course work, internships), and improving their rates of post-secondary success (i.e., college acceptance, college persistence, industry-recognized credentials). The district's Strategic Plan, its Formula for Success and Policy No. 0030 will guide this effort. |
| Problem Statement | Approximately 1 in 5 high school students do not graduate from Seattle Public Schools within 4 years, including disproportionate representation by students of color, low income, Special Education and English Language Learners. Local employers consistently identify shortages of qualified employees across a wide range of industries and job roles, and workforce/career development is a major interest of numerous local leaders including the Governor's office, the City of Seattle, Port of Seattle, and Seattle Chamber of Commerce. The high school system in Seattle Public Schools is not adequately preparing each and every student for postsecondary success in college, career, and the possibilities Seattle has to offer. |
| Target, June 2019 | Proficient |
| Committee | C&I Committee |

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

- a. Professional development to support revised courses and high school schedule with additional credit-earning opportunities and longer instructional blocks
 - i. High schools worked with their BLTs to develop professional development plans, and submitted their plans to Curriculum, Assessment and Instruction for review and approval. Most high schools have begun implementing their professional development plans.
 - ii. In partnership with the Department of Research and Evaluation, we have met with nearly all of the high school principals and developed a logic model for evaluating the impact of their professional development work. The main outcomes we are looking for are increased academic rigor and student engagement.
 - iii. We have also developed survey questions regarding professional development, which will be sent out to teachers and school staff in February 2019.
- b. Implementation of new schedule expanding credit opportunities beyond 24 credits
 - i. We have changed course on the decision to move forward with a new districtwide modified 7-period schedule. That said, we have refined course offerings and updated the course catalog to make course offerings more consistent, rigorous, and equitable across schools. We have also developed recommended courses for all subjects in grades 6-12.
 - ii. Schools have received funding to support students on the path to 24 credits. Each school developed their own plan, with feedback and approval from Curriculum, Assessment, and Instruction. Schools' methods for supporting students include hiring additional teachers to reduce class size in subjects that students are likely to fail, paying teachers for extra time to run 0 period and after school classes, enhancing credit recovery options, hiring academic intervention specialists and counselors to provide case management to struggling students, and setting up tutoring centers.
 - iii. We have also developed survey questions regarding these supports, to be included in the February survey.

- c. Development of enhanced Career Connected Learning programs (CCL/CTE)
 - i. We have made progress on implementing our seven strategies in our Board-approved CTE plan. Specifically, we are working with specific high schools to implement new CTE course pathways per Strategy 1 and to utilize their Career Connected Learning Coordinators to increase work-site learning experiences across our high schools.
 - ii. We have also developed survey questions regarding these strategies, to be included in the February survey.
- d. Student advisory and high school & beyond planning
 - i. We have evidence that students across our high schools are using Naviance to guide their high school and beyond planning and counselors are implementing new Naviance-related lessons to support this planning.
 - ii. Schools are also in the process of implementing their plans to keep 9th and 10th graders on track towards 24 credits though all schools still have students who are still off track.
 - iii. We have also developed survey questions regarding high school and beyond planning, to be included in the February survey.

2. What work remains to be done?

- a. Professional development to support revised courses and high school schedule with additional credit-earning opportunities and longer instructional blocks
 - i. We have work to do to ensure that teachers broadly understand the goals of secondary re-visioning and the connection between our re-visioning efforts and the teaching of 21st Century Skills.
 - ii. We need to evaluate the impact of the professional development and are planning surveys for students/families that will address this work, in addition to the surveys for school staff that have already been developed.
- b. Implementation of new schedule expanding credit opportunities beyond 24 credits
 - i. We are in the process of developing additional credit-earning opportunities for students given that we are not moving forward with a new schedule.
 - ii. We are working to finalize plans for supporting struggling students in the 2019-20 school year. We need to evaluate the impact of current supports and are planning surveys for students/families that will address this work, in addition to the surveys for school staff that have already been developed.
 - iii. We have developed a 2-credit waiver (elective credits only) for students who are not able to earn the full 24 credits and will need district and School Board approval to implement that waiver. The waiver is permitted under state law.
- c. Development of enhanced Career Connected Learning programs (CCL/CTE)
 - i. We have started the background work that will lead to our new marketing campaign for CTE per Strategy 7 of our CTE plan.
 - ii. We have additional work to do to build out our CTE partnerships per Strategy 6. While we have advisory groups in particular pathways, we still have work to do to ensure that the General Advisory Council is helping to lead our CTE work.
 - iii. We need to collect baseline data on CTE across the district and are planning surveys for students/families that will address CTE, in addition to the surveys for school staff that have already been developed.
- d. Student advisory and high school & beyond planning
 - i. We have posted resources to support implementing advisory across our high schools, but we have work to do to ensure these resources are being used. In particular, we need to explore providing some centrally-coordinated professional development for advisory leads in our high schools.

- ii. We need to evaluate the impact of student advisory and high school and beyond planning and are planning surveys for students/families that will address this work, in addition to the surveys for school staff that have already been developed.

3. Are you on track to meet your Target of Proficient for June 2019? If not, why not (i.e., what challenges are you facing)?

- a. Professional development to support revised courses and high school schedule with additional credit-earning opportunities and longer instructional blocks – Yes or No
 - i. Yes, we will meet most of the criteria for proficient. At the same time, our budgetary challenges make continuing the professional development work challenging in future years and thus, it may be hard to use the baseline data we gather this year as intended. In addition, we have work to do to ensure that all schools have well-implemented professional development plans, have incorporated this work into their CSIPs, and focused these efforts on developing students' 21s Century skills.
- b. Implementation of new schedule expanding credit opportunities beyond 24 credits – Yes or No
 - i. No. We have changed course on this strand of Goal 3. That said, we are engaging in a multi-prong effort to ensure students at risk of being off track to 24 credits have adequate credit-earning opportunities even without a high school schedule change.
- c. Development of enhanced Career Connected Learning programs (CCL/CTE) – Yes or No
 - i. Yes. We have made progress in all 7 of the strategies outlined in the CTE plan but we need to make additional efforts to ensure we meet all of our goals related to Strategy 4 and the Skills Center and Strategy 6 and our CTE partnerships.
- d. Student advisory and high school & beyond planning – Yes or No
 - i. Yes. While progress is uneven in some areas of our high school and beyond planning supports, we are moving forward with all elements of this strand.

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| 18-19 District SMART Goal #4 | Goal 4: Engagement/Collaboration - By June 2019, Seattle Public Schools will work with stakeholders at all levels, including internal staff and external partners, to build a collaborative culture with a foundation of trust and confidence in Seattle Public Schools using established guidelines, protocols and training. |
| Problem Statement | The district hasn't had a consistent engagement and collaborative decision-making framework, practices and accountability. As a result, external and internal stakeholders don't perceive the district central office as responsive to input and concerns. Over time, this has created an environment where trust has been broken with our families and communities, as well as our staff. Central Office is not perceived as transparent in our decision making thus leading to a lack of confidence in SPS. |
| Target, June 2019 | Proficient |
| Committee | Executive Committee |

| Collaboration, Problem Solving, and School-Based Supports (HR Department) | BASIC | <p>Low Yellow: Increase the capacity of individual managers and school leaders to effectively understand the context of workplace conflict, and skills for improving communication and collaborative problem solving. This would include Tier 1 and Tier 2 training.</p> <p>Evidence/Outcome Measures: 1) Manager and principal attendance in conflict resolution training 2) Participant evaluations of training quality and effectiveness</p> | <p>Low Yellow: Increase the capacity of departments and school/program-based teams to effectively understand the context of conflict and provide tools for improving communication and collaborative problem solving. This would include BLT training on a quarterly basis (for new teams and/principals) and implementation of a JSCEE Employee Engagement and recognition program.</p> <p>Evidence/Outcome Measures: 1) 100% of schools will have participated in BLT Training (including those trained in 17-18 school year) 2) Participant evaluations of training quality and effectiveness 3) Increase employee engagement perception survey by 5% points on how departments effectively deal with conflict (Baseline is 49.9%. Target is 55%)</p> | <p>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. This model would include Conflict Engagement Specialists.</p> <p>Evidence/Outcome Measures: Increase employee engagement perception survey by 5% points on how departments effectively deal with conflict and perceptions around support in role all three constructs:</p> | | | | | | | | |
|--|----------|--|---|--|--|-----------|----------|--------|------|-------|-----|---------|
| | | | | | <table border="1"> <thead> <tr> <th>Construct</th> <th>Baseline</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Role</td> <td>84.6%</td> <td>89%</td> </tr> <tr> <td>Culture</td> <td>70.4%</td> <td>75%</td> </tr> <tr> <td>Support</td> <td>69%</td> <td>74%</td> </tr> </tbody> </table> | Construct | Baseline | Target | Role | 84.6% | 89% | Culture |
| Construct | Baseline | Target | | | | | | | | | | |
| Role | 84.6% | 89% | | | | | | | | | | |
| Culture | 70.4% | 75% | | | | | | | | | | |
| Support | 69% | 74% | | | | | | | | | | |

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

- a. Collaboration, Problem Solving, and School-Based Supports (HR Department)
 - i. To date we have trained 72 schools on how to run an effective BLT process. We have 8 more BLTs signed up for our January training, and two other scheduled trainings on April 2 & 4 and May 21 & 23 (BLT training is two days). Our goal is to have 100% of schools trained by the end of the school year.
 - ii. We are offering Conflict Engagement training specific to the role of the supervisor (four times in 18-19 school year)
 - iii. We have an official Culture and Climate Committee that is owned and run by multiple staff at JSCEE. Their focus is to improve climate and culture through connecting departments with one another and ensure that we sustain efforts to recognize and celebrate each other.

2. What work remains to be done?

- a. Collaboration, Problem Solving, and School-Based Supports (HR Department)

- i. Supervisory training at JSCEE on Conflict Engagement
- ii. Finish Phase I BLT trainings - to be completed by May 21 and 23
- iii. Plan Phase II BLT trainings - planning session is on January 13th.
- iv. Begin implementation of Phase II BLT trainings this late spring or summer (dates TBD)
- v. Reorganize HR to include Alternative Dispute Resolution (ADR) as part of someone's responsibility. This reorganization will be in effect 9/1/19.

3. Are you on track to meet your Target of Proficient for June 2019? If not, why not (i.e., what challenges are you facing)?

- a. Collaboration, Problem Solving, and School-Based Supports (HR Department) – Yes or No
 - i. Yes



Seattle Public Schools



Photos by Susie Fitzhugh

Every Student. Every Classroom. Every Day.

Families, Education, Preschool and Promise

Board Work Session Presentation

January 29, 2019



Seattle Department of
Education & Early Learning



Introductions



Seattle Department of
Education & Early Learning



Work Session Agenda

- Update status of FEPP Implementation Timeline (SPS/DEEL)
- Update status of SPS and DEEL Partnership Agreement (SPS/DEEL)
- Update status and review elements of FEPP Implementation and Evaluation Plan (DEEL)

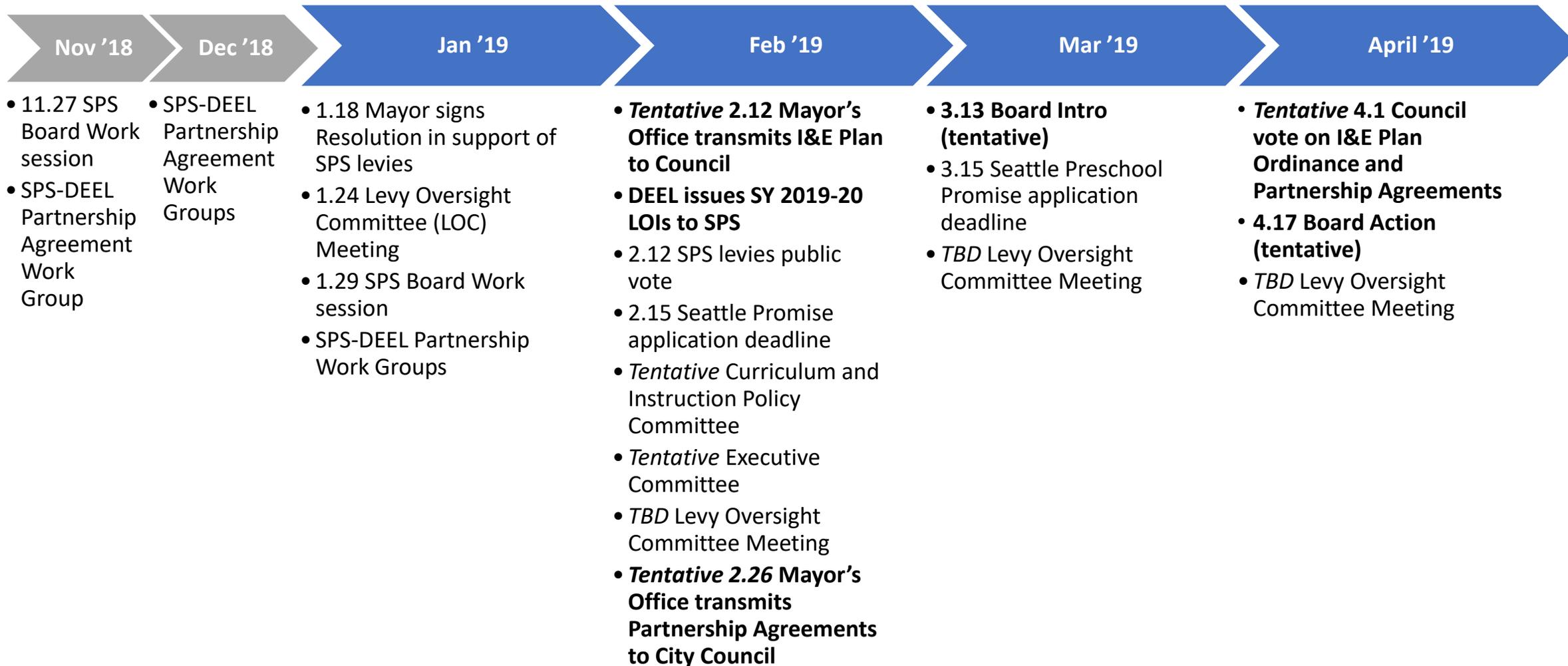
FEPP Implementation Timeline



Seattle Department of
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SPS and DEEL FEPP Levy Implementation Agreement Timeline *TENTATIVE*



SPS and DEEL Partnership Agreement



Seattle Department of
Education & Early Learning



Seattle Public Schools/City of Seattle Partnership Agreement

Purpose: Outline at a high level, the joint goals, outcomes, values, and strategies for the collaborative work between Seattle Public Schools and the City of Seattle

Process: “Proceeds may only be leveraged to support Seattle School District and Seattle Colleges programs or functions with the existence of a **current, effective** Partnership Agreement.”

Timeline: LOC review + recommendation (Feb 2019), City Council approval by Resolution April 2019 (Tentative), Present to SPS School Board Directors for consideration March/April 2019 (Tentative)

Detailed in Section 10 of [Ordinance 125604](#) with supporting detail in [Resolution 31821](#)

Partnership Agreement Outline

Section 1. THE FAMILIES, EDUCATION, PRESCHOOL, AND PROMISE (FEPP) LEVY

Section 2. PARTNERSHIP STATEMENT: CITY OF SEATTLE AND SEATTLE PUBLIC SCHOOLS

Section 3. ADDITIONAL AGREEMENTS

Section 4. PRIORITIZED STUDENTS AND COMMUNITIES

Section 5. FEPP OUTCOMES

Section 6. DATA

Section 7. TRANSITION YEAR

Section 8. FEPP IMPLEMENTATION AND EVALUATION PLAN

Section 9. EDUCATION-SUPPORT SERVICES

Section 10. CONTRACTING PROCESS

Section 11. PARTNERING WITH FAMILIES AND COMMUNITIES

Section 12. ENGAGEMENT, COMMUNICATION AND SHARED MESSAGING

Section 13. FACILITIES

Section 14. USE OF FEPP FUNDS

Section 15. GENERAL PROVISIONS

FEPP Investment Areas and Implementation & Evaluation Plan

FEPP Implementation and Evaluation Plan

Purpose: Detail the priority criteria, measurable outcomes, and methodology by which FEPP funds will be contracted to partners and the evaluation methodology to measure impacts. Proceeds may be spent only in accordance with an Implementation and Evaluation Plan (“The Plan”) approved by ordinance. The Plan may be amended by ordinance.

Timeline: LOC review + recommendation Jan 24 2019, Council approval by Ordinance required Apr 2019 (tentative)

Detailed in Section 7 of [Ordinance 125604](#) with supporting detail in [Resolution 31821](#)



THEORY OF CHANGE

GOAL: Advance education equity, close opportunity gaps, and build a better economic future for Seattle students

EDUCATION CONTINUUM

If we invest in education, preschool through post-secondary...

CORE STRATEGIES

By partnering with families and communities to increase access to and utilization of:

Equitable Educational Opportunities

High-Quality Learning Environments

&

Student and Family Supports

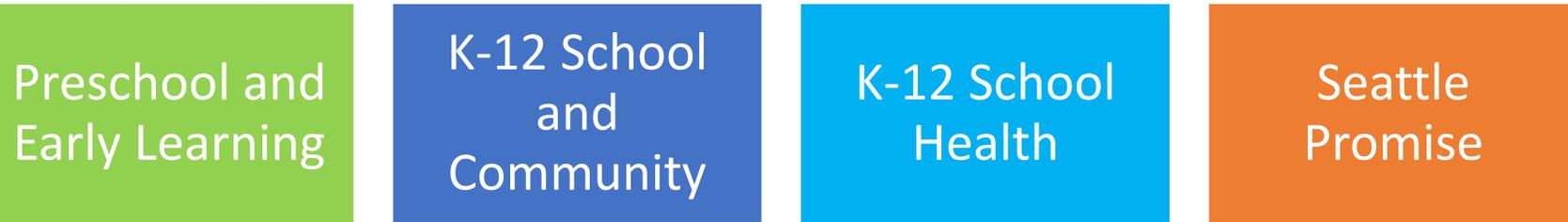
for historically-underserved students...

OUTCOMES

Then we will achieve positive outcomes at the system, program, and child/youth-levels.

FEPP Levy Overall Goal

Partner with families and communities to advance education equity, close opportunity gaps, and build a better economic future for Seattle students



Evaluation

Evaluation Values

1. Accountability
2. Continuous Improvement
3. Data Disaggregation
4. Asset-based Indicators
5. Return on Investment

Monitoring and Performance Management (Ongoing, Years 1-7)

Purpose: Tracks and reports on key progress outcomes and indicators to support continuous quality improvement.

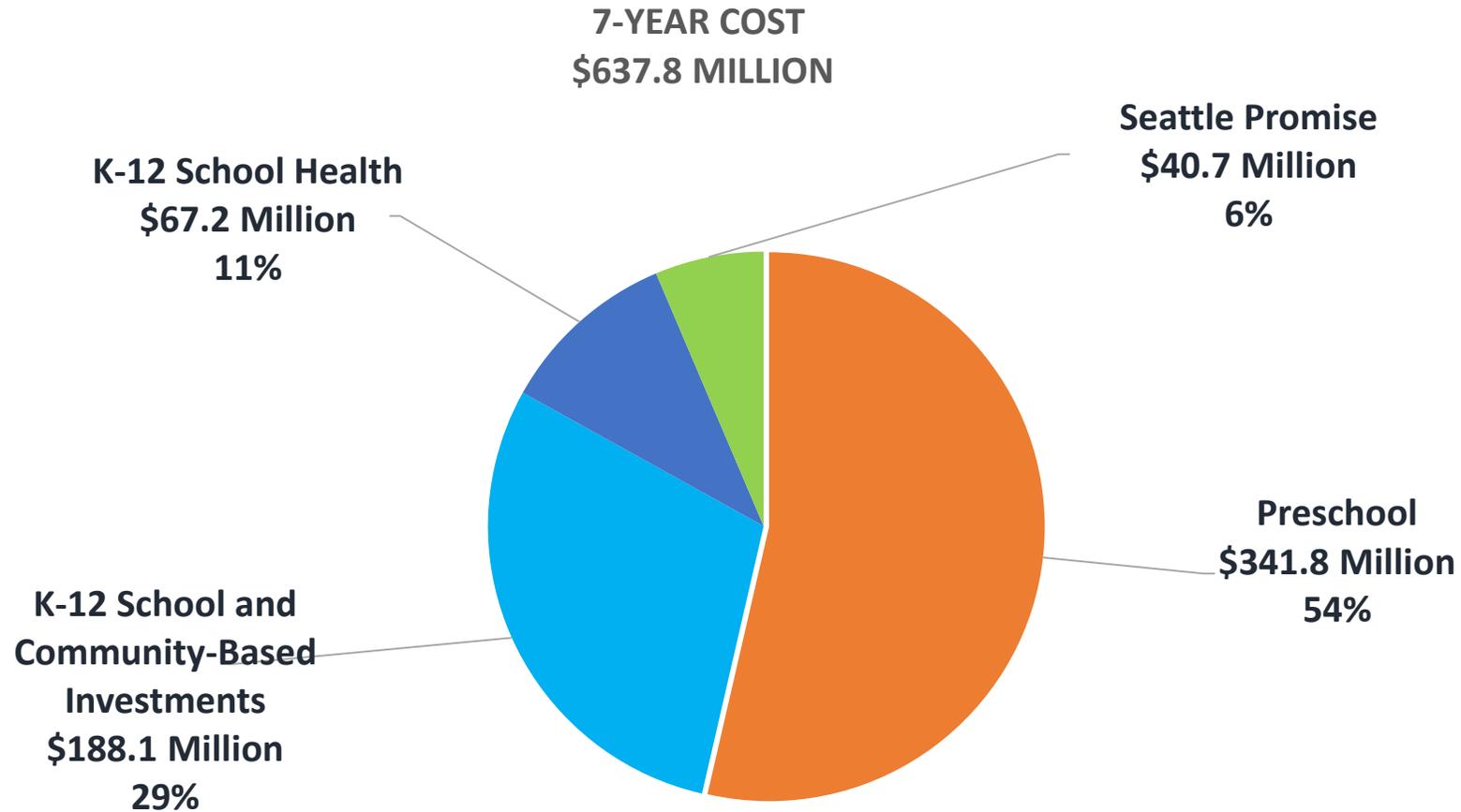
Process Evaluation (Periodically, Years 2-7)

Purpose: Explores how FEPP is making progress towards short-term outcomes and improve program practice, planning, and design.

Outcome Evaluation (Periodically, Years 2-7)

Purpose: Determines FEPP return on investment by assessing progress toward long-term outcomes and goals.

2018 FEPP Levy 7-Year Budget Summary



Transitioning SPP and FEL Investments to FEPP



| | |
|----------------|-------------------------------|
| FEL/SPP | FEPP Levy: 7-years |
| SY 2018-19 | SY 2019-20 through SY 2025-26 |

Preschool and Early Learning

| Goal | Outcomes |
|---|--|
| <p>Seattle students have access to and utilize high-quality early learning services that prepare children for success in kindergarten.</p> | <ul style="list-style-type: none">• Children are kindergarten ready• Learning environments are evidence-based, high-quality, culturally responsive, and equitable• Students and families have multiple ways to access high-quality early learning services |

Preschool and Early Learning

| Preschool Services and Tuition | Quality Teaching | Comprehensive Support | Organizational and Facility Development |
|--|--|--|---|
| \$146.6M (43%) | \$60.2M (18%) | \$70.2M (21%) | 15.4M (4%) |
| <ul style="list-style-type: none"> • Preschool Services • Tuition Assistance | <ul style="list-style-type: none"> • Equity-focused, culturally responsive coaching • Curriculum training and implementation • Assessment and continuous quality improvement • Workforce development | <ul style="list-style-type: none"> • Child Care Health Consultation • Individualized support • Specialized programs • Technical assistance • Preschool outreach, application, and enrollment • Family support and engagement | <ul style="list-style-type: none"> • Facilities Funds • Organizational Capacity |

Preschool and Early Learning

| Child Care Subsidies | Homeless Child Care Program | Family Child Care Mentorship and Quality Supports |
|---|---|---|
| \$9.7M (3%) | \$2.8M (1%) | \$4.0M (1%) |
| <ul style="list-style-type: none"> Extended-day and extended-year care for CCAP-eligible families in SPP/Pathway sites | <ul style="list-style-type: none"> Program management Child care subsidies Co-payment supports Technical assistance | <ul style="list-style-type: none"> Quality business supports for newly licensed programs Partnering with CBOs FCC Mentorship |

**9% Evaluation and Administration*

K-12 School and Community-Based

| Goal | Outcomes |
|--|---|
| <p>Seattle students have access to and utilize college and job readiness experiences that promote high school graduation.</p> | <ul style="list-style-type: none">• Students graduate high school on-time• Students graduate college and career ready• Students have access to a network of expanded learning opportunities• Contracted partners provide targeted, high-quality instruction and service delivery• Structure for advancing college awareness and access career preparation resources• Advance diversity within the educator workforce |

K-12 School and Community-Based

| School-Based | Opportunity & Access | Wraparound Services | Culturally Specific and Responsive |
|--|--|---|--|
| \$101.0M (54%) | \$26.0M (14%) | \$23.3M (12%) | \$10.9M (6%) |
| <ul style="list-style-type: none"> Expanded Learning and Academic Support College and Career Readiness | <ul style="list-style-type: none"> Out-of-school time (OST) and expanded learning College and Career Readiness | <ul style="list-style-type: none"> Family Support Services Homeless/Housing Support Services Sports and Transportation | <ul style="list-style-type: none"> Mentoring Culturally responsive programming Educator diversity |

**14% Program Support and Administration*



K-12 School Health

| Goal | Outcomes |
|---|--|
| Seattle students have access to and utilize physical and mental health services that support learning. | <ul style="list-style-type: none">• Students are healthy and ready to learn• School Based Health Centers are evidence-based, high-quality, and provide culturally responsive and equitable care• Providers implement a best practice model of medical and mental health care |

K-12 School Health

| School Based Health Centers | School Nursing | Oral Health | Health System Enhancements |
|--|--|--|--|
| \$51.4M (76%) | \$7.8M (12%) | \$2.7M (4%) | \$1.0M (1%) |
| <ul style="list-style-type: none"> • Preventative + comprehensive primary care • Mental health screening, counseling, treatment and referral • <i>And more!</i> | <ul style="list-style-type: none"> • Compliance with state childhood immunizations • Evidence-based nursing care • School + SBHC coordination | <ul style="list-style-type: none"> • Preventative oral care • Restorative treatment • Care coordination | <ul style="list-style-type: none"> • Professional development for medical and mental health providers • Web-based mental health monitoring and feedback system |

**7% Administration*



Seattle Promise

| Goal | Outcomes |
|---|---|
| <p>Seattle students have access to and utilize post-secondary opportunities that promote attainment of a certificate, credential, or degree.</p> | <ul style="list-style-type: none">• Seattle Promise students complete a certificate, credential, or degree or transfer• Seattle Promise delivers high-quality services• Seattle Promise is sustainably funded |

Seattle Promise

| Tuition | Equity Scholarship | College Preparation and Persistence Support |
|--|---|---|
| \$16.0M (39%) | \$3.6M (9%) | \$18.1M (45%) |
| <ul style="list-style-type: none">Tuition costs at \$2,500 per Seattle Promise student | <ul style="list-style-type: none">Covers non-tuition related expenses (e.g. Books, child care, fees, food, housing, transportation) | <ul style="list-style-type: none">College Ready and College TransitionPersistenceCompletion |

**7% Administration*

Thank you



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