



Board Special Meeting

School Board Retreat

December 14, 2019 10:00 am – 3:00 pm

Room 2750, John Stanford Center

2445 3rd Avenue South, Seattle, WA 98134

Agenda

10:00 a.m. – 11:00 a.m.	Welcome and Icebreaker
11:00 a.m. – 12:00 p.m.	Strategic Plan
12:00 p.m. – 12:30 p.m.	Lunch Break
12:30 p.m. – 1:30 p.m.	Strategic Plan (Continued)
1:30 p.m. – 1:45 p.m.	Break
1:45 p.m. – 2:15 p.m.	2020 Board Committee & Liaison Assignment Preferences
2:15 p.m. – 3:00 p.m.	2020 Board Goals
3:00 p.m.	Adjourn

Start times for each topic are estimated. Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda.

2019-2024
SEATTLE PUBLIC SCHOOLS
STRATEGIC PLAN

Board Retreat
12/14/19



SEATTLE EXCELLENCE

Educate. Engage. Empower.



SEATTLE
PUBLIC
SCHOOLS

STRATEGIC PLAN PRIORITIES

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.



STRATEGIC PLAN PRIORITIES



High-Quality Instruction and Learning Experiences



Predictable and Consistent Operational Systems



Culturally Responsive Workforce



Inclusive and Authentic Engagement



High-Quality Instruction and Learning Experiences

- 3rd grade reading
- Safe & welcoming schools



Predictable and Consistent Operational Systems

- Transportation



Culturally Responsive Workforce

- Culturally responsive professional practice

13 FOCUS SCHOOLS

- Bailey Gatzert ES
- Emerson ES
- John Muir ES
- Leschi ES
- Martin Luther King Jr. ES
- Olympic Hills ES
- Rainier View ES
- Rising Star ES
- Thurgood Marshall ES
- West Seattle ES
- Wing Luke ES
- Broadview-Thomson PreK-8
- South Shore PreK-8



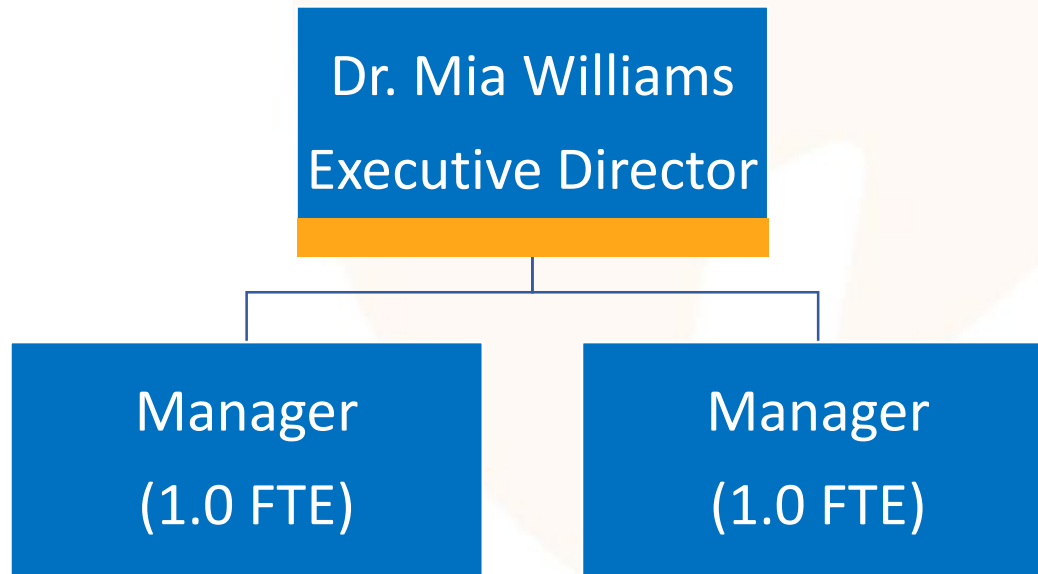
STRATEGIC PLAN | Anticipated Timeline – Key Dates

- **March 2019:** Board adopted Strategic Plan
- **March-Sept. 2019:** Schools align CSIPs to Strategic Plan
- **April-Sept. 2019:** Initial Communications on the Strategic Plan
 - Research & Marketing Materials
- **June 2019:** Selection of 19-20 Superintendent Evaluation goals
- **Aug. 2019:** Launch 19-20 Focus Goals at SLI
- **Sept. 21, 2019:** Board Retreat
 - Overview
 - 19-20 Focus Goals & Targets (for those with baselines)
- **Nov. 13, 2019:** Work Session – District Scorecard and Operations Data Dashboard
 - CURRENT Operations Data Dashboard
 - NEW/IN PROGRESS District Scorecard
- **Dec. 14, 2019:** Board Retreat
 - Overview
 - 19-20 Focus Goals Update
- **Dec. 2019-Jan. 2020:** Selection of Board Evaluation goals
- **June 3, 2020:** Work Session – 19-20 Supt Evaluation
 - 3rd Grade Reading
 - NEW Operations Data Dashboard aligned to Strategic Plan
- **June 6, 2020:** Board Retreat



There is no achievement gap at birth - Lisa Delpit

Department of African American Male Achievement





High-Quality Instruction and Learning Experiences

- 3rd grade reading
- Safe & welcoming schools



Predictable and Consistent Operational Systems

- Transportation



Culturally Responsive Workforce

- Culturally responsive professional practice



Engagement/Communications

We hold the following values and commitments as we do this work:

- **Will develop and implement a multi-year plan.** We will think beyond one year and have a strategic approach that builds annually towards our universal goals for all students, beginning with African American boys and male youth.
- **Put relationships first.** We are stronger together. We cannot do this work alone and must build trust, listen, and learn.
- **Uphold Black Excellence and work towards becoming an anti-racist organization** in everything we do. We will bring an asset-based perspective to this work. We do not need to “fix” students, but instead fix systems. We will focus on addressing racial inequities at the individual, institutional, and systemic levels.
- **Hold students, families, and communities at the center of the work.** We will build and implement solutions with families and communities NOT for them.
- **Implement with an eye towards replication and scale.** We will build out plans and invest in the resources to replicate, scale, and incorporate lessons learned.
- **Embrace a school, home, and community approach.** We alone do not have the answers. We must implement whole child, whole family, whole community approaches to be successful.
- **Take a learning and improvement stance,** responding to data and feedback.





3rd Grade ELA Proficiency



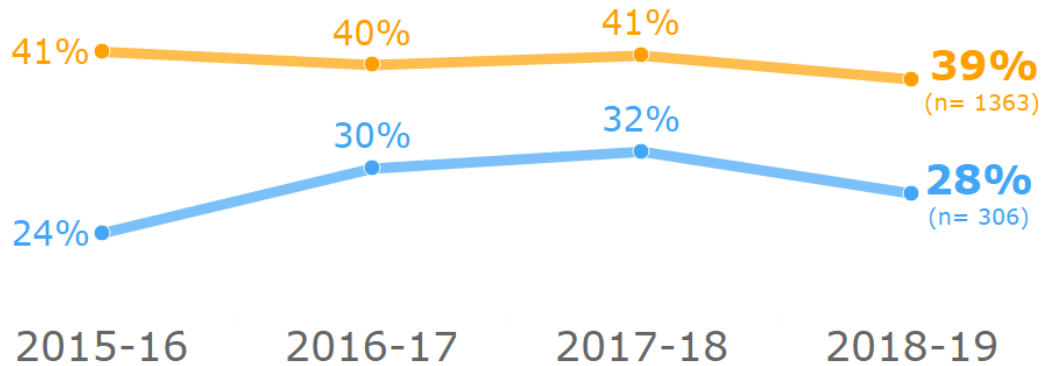
Meeting early literacy benchmarks by the end of 3rd grade is predictive of high school graduation and life success. Students who aren't proficient readers by 3rd grade are four times more likely to leave school without a diploma.**

In grades PK-3, students are **learning to read** – they become familiar with the value of reading and practice foundational literacy skills such as phonemic awareness, vocabulary, and fluency.

By 4th grade, students are **reading to learn**, where they apply their early literacy skills to more technical and specialized texts, both in ELA and other content areas

3rd Grade English Language Arts

(Percent Meeting Standard on Smarter Balanced Assessment)



■ Students of Color Furthest From Educational Justice
■ African American Males

** *Early Warning! Why Reading by the End of Third Grade Matters* - Annie E. Casey Foundation (2010)

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students





3rd Grade Reading Initiatives

1. Family & community engagement

- Community partner alignment
- Family engagement
- Comms/marketing + con't improvement

2. Practitioner capacity and belief

- PD Structures
- PD Content
- Tiered PD

3. P-3 assessment portfolio

- Refine P-3 assessment portfolio
- Teacher training on assessment portfolio
- Educator collaboration

4. Early learning pathways

- Address capacity shortfalls
- Create optimal pre-school environments

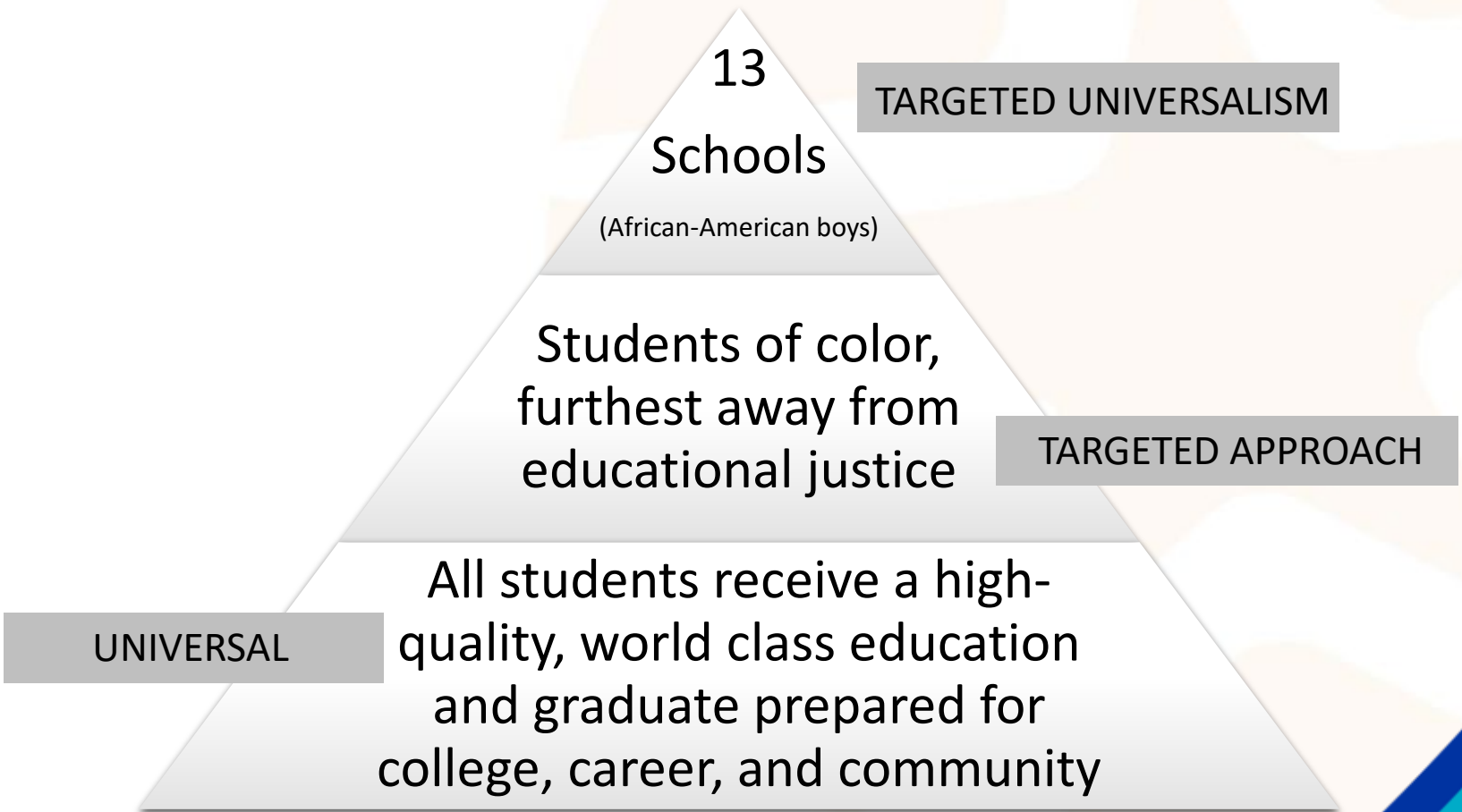




Engagement/Communications

Diverse and representative work group convened May, June, July and August and will meet monthly for remainder of the year.

Representatives from community, committees (Equity and Race Advisory, Partnerships, African American Males Advisory), City of Seattle, and SPS leadership (DREA, REA, Student Supports), Seattle City Council PTSA, University of Washington, Mercy Housing, Seattle Housing Authority, Rainier Scholars, Strategic Plan Advisory Committee, Seattle Public Library.





3rd Grade Reading

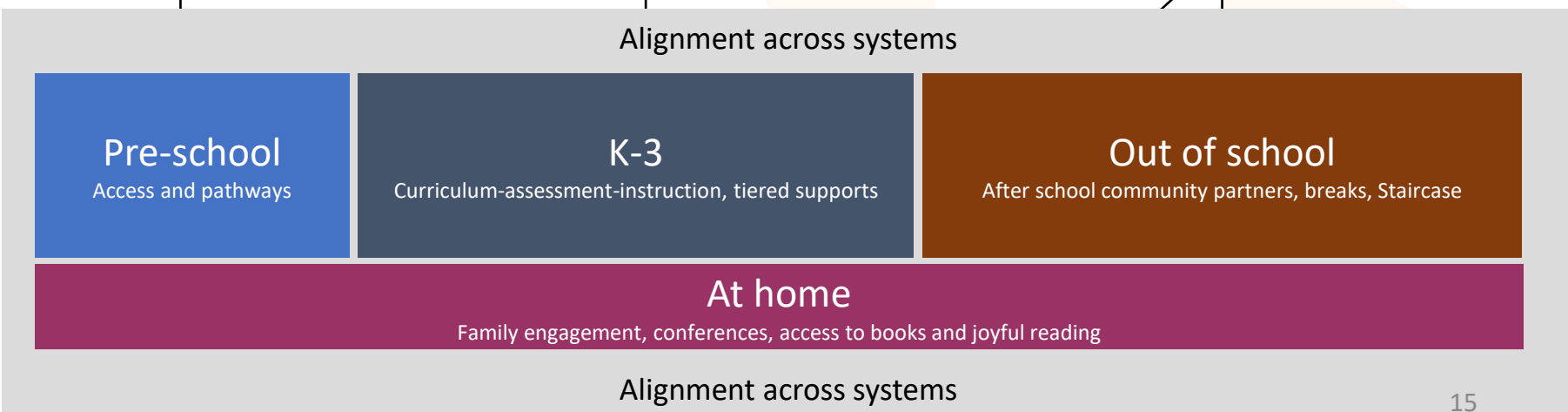
Our entry points for improvement:

- 1) Stronger **family engagement**
- 2) more instructional/reading **time**
- 2) higher **quality** instruction
- 3) better **alignment** w/in and across systems

Time and alignment

Quality and alignment

Time, alignment, family engagement





3rd Grade Reading

What will be different in our 13 schools this year?

- Class libraries available for check out
- 70+ hours of targeted CCC PD offered (run by CAI)
- Job-embedded coaching
- Capacity builders training
- Family/parent connectors (piloting)
- Academic Parent Teacher Teams (piloting)

3RD GRADE READING – ACCOMPLISHMENTS TO-DATE



Strategy	Accomplishments to-date
Family & Community Engagement	<ul style="list-style-type: none"> A. Community Workgroup has met 6 times and has moved into a Learning Lab structure to focus on three key area: <ul style="list-style-type: none"> i. Student-teacher/family-school relationships ii. Welcoming school and community environments iii. Aligned literacy supports across school, home and community B. Classroom libraries are scheduled to be deployed in grades 2-3 in January C. We are studying two family engagement for possible future expansion: Academic Parent Teacher Teams (APTT) and Family Connectors/Ambassadors
Practitioner Capacity & Belief	<ul style="list-style-type: none"> A. Strengthening the foundation of the district’s common ELA curriculum (Centerfor the Collaborative Classroom) <ul style="list-style-type: none"> i. Three rounds of week-long district-wide CCC PD across the year. Designed around the results of the curriculum implementation study ii. Development of a district-wide comprehensive Literacy Framework iii. Planning is underway for district-wide Summer Institute B. Additional Tiered Support for 13 schools <ul style="list-style-type: none"> i. PD focused on particular elements of the CCC curriculum that the 13 schools can choose from ii. New iii. Capacity Builders program that trains 3rd grade teacher cohort (per above) to bring their new skills back to their school colleagues iv. Literacy coaching has been launched on a limited basis this year. v. Planning is underway to run Saturday Institutes in the spring semester C. We are beginning to codify a systematic literacy coaching model for expansion next year. Job-embedded coaching paired with traditional PD is proven to be one of the best models for improving instructional practice
P-3 Assessment Portfolio	<ul style="list-style-type: none"> A. Planning is underway to review the P-3 Assessment Portfolio’s makeup and usage
Early Learning Pathways	<p>CAI, Early Learning, Capital Planning are developing plans for:</p> <ul style="list-style-type: none"> A. Growing access to high-quality preschool spots within SPS elementary schools B. Creating more integration and vertical alignment between P and K-5

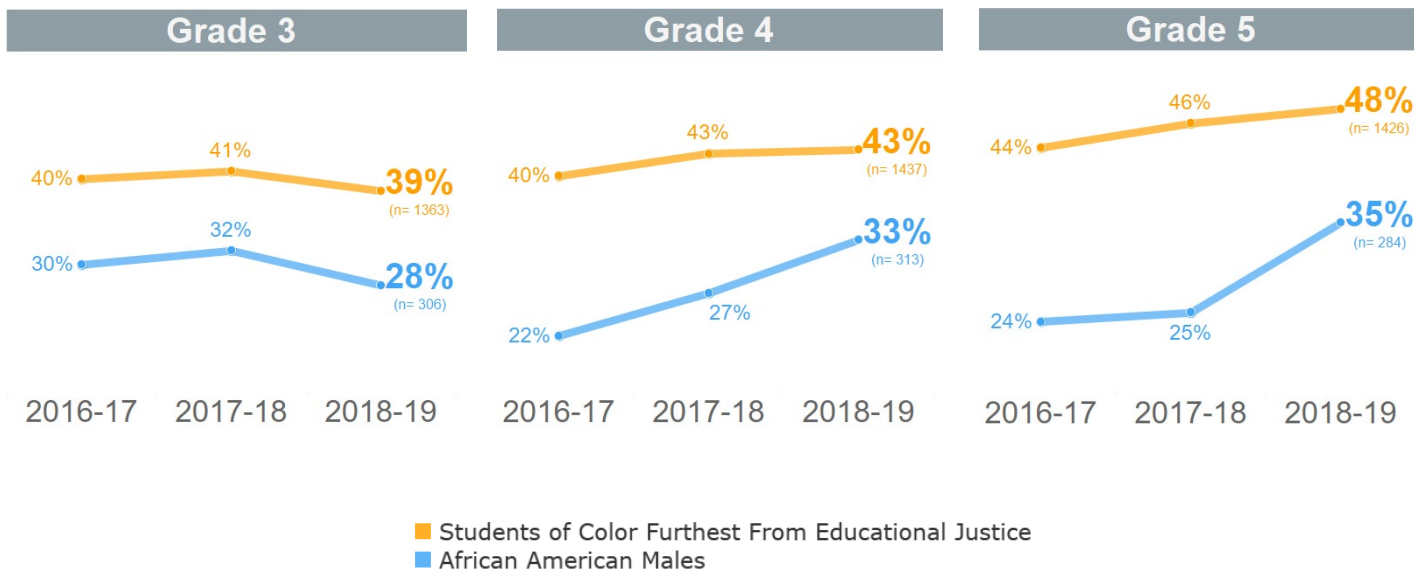
We are building our work in alignment with and atop a strong foundation of existing systems and structures of support

MTSS	Common K-5 ELA Curriculum	Out-of-School Time
The 13 Priority Schools have been assigned central office support teams within the MTSS system. CAI support by issuing literacy guidance and leading a community of practice among the ELA Specialists across teams.	We continue to deploy intensive professional development across the year to strengthen the implementation of CCC.	We are actively working to align after-school programming, break camps, and Summer Staircase to the core literacy instruction during the school day.

3rd - 5th Grade ELA: Proficiency

While 3rd Grade ELA scores did not improve last year, 4th and 5th grade ELA Smarter Balanced results increased overall, with a **6 point increase** for 4th grade African American Males and a **10-point increase** for 5th Grade African American Males.

3rd - 5th Grade English Language Arts (Percent Meeting Standard on Smarter Balanced Assessment)



Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students





Targets

Proficiency Rates on the Smarter Balanced Assessments (SBA)

Focus Groups (if applicable)	Baseline 2018-19	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Anchor Goal
African American Males	28%	33%	40%	48%	58%	70%	100%
Students of Color FFEJ	39%	42%	46%	52%	60%	70%	100%

SAFE & WELCOMING SCHOOLS

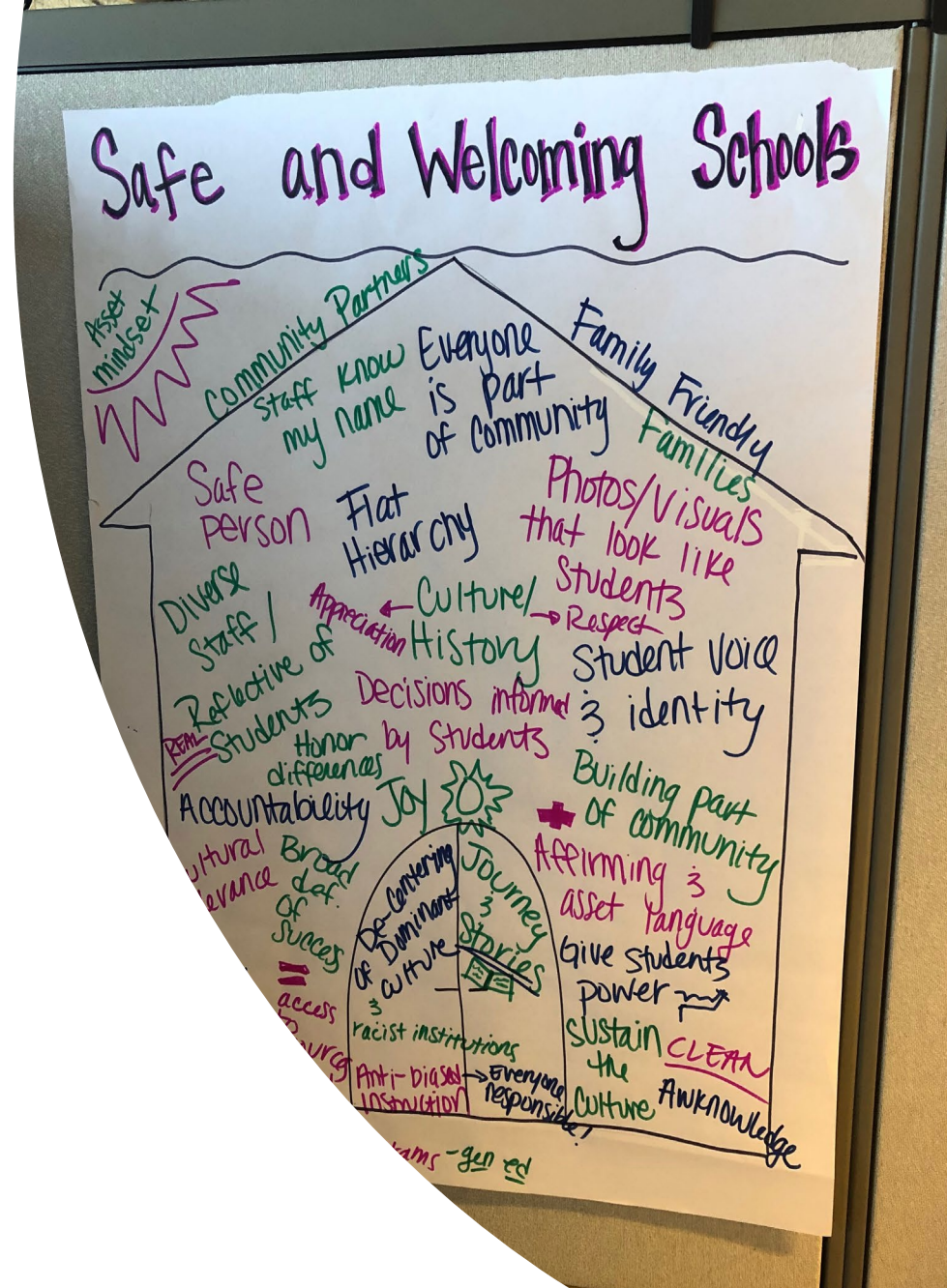


Initiatives

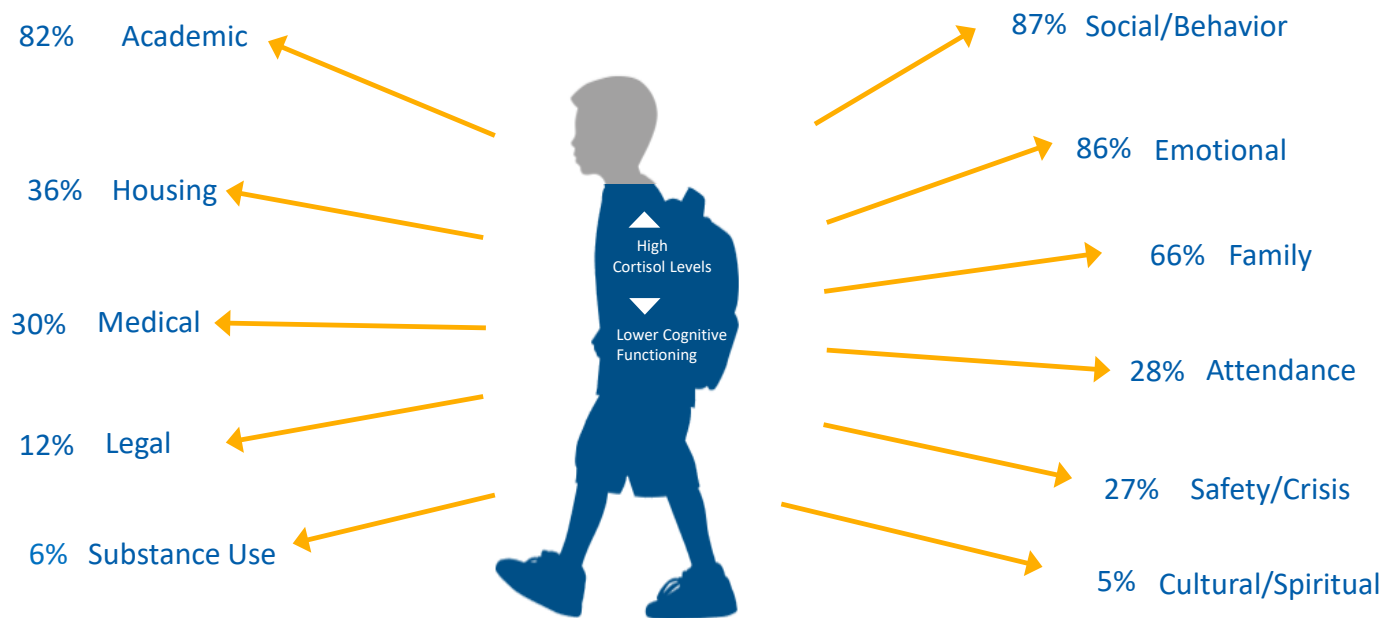
- Change school culture by shifting adult beliefs and practices
- Provide equitable, whole-child systems and structures
- Interrupt disproportionate discipline and referral to special education, and inequitable access to advanced learning services

Vision

- All adults are accountable to an **unconditional commitment** to student success
- School communities are safe and **free of stereotype and identity threat**
- Students, families and staff promote a **kind and caring culture**
- **Equitable access** to least restrictive services
- Systems and structures that **promote racial equity** and **support Whole Child development**
- Students experience **academic success** and reach milestones

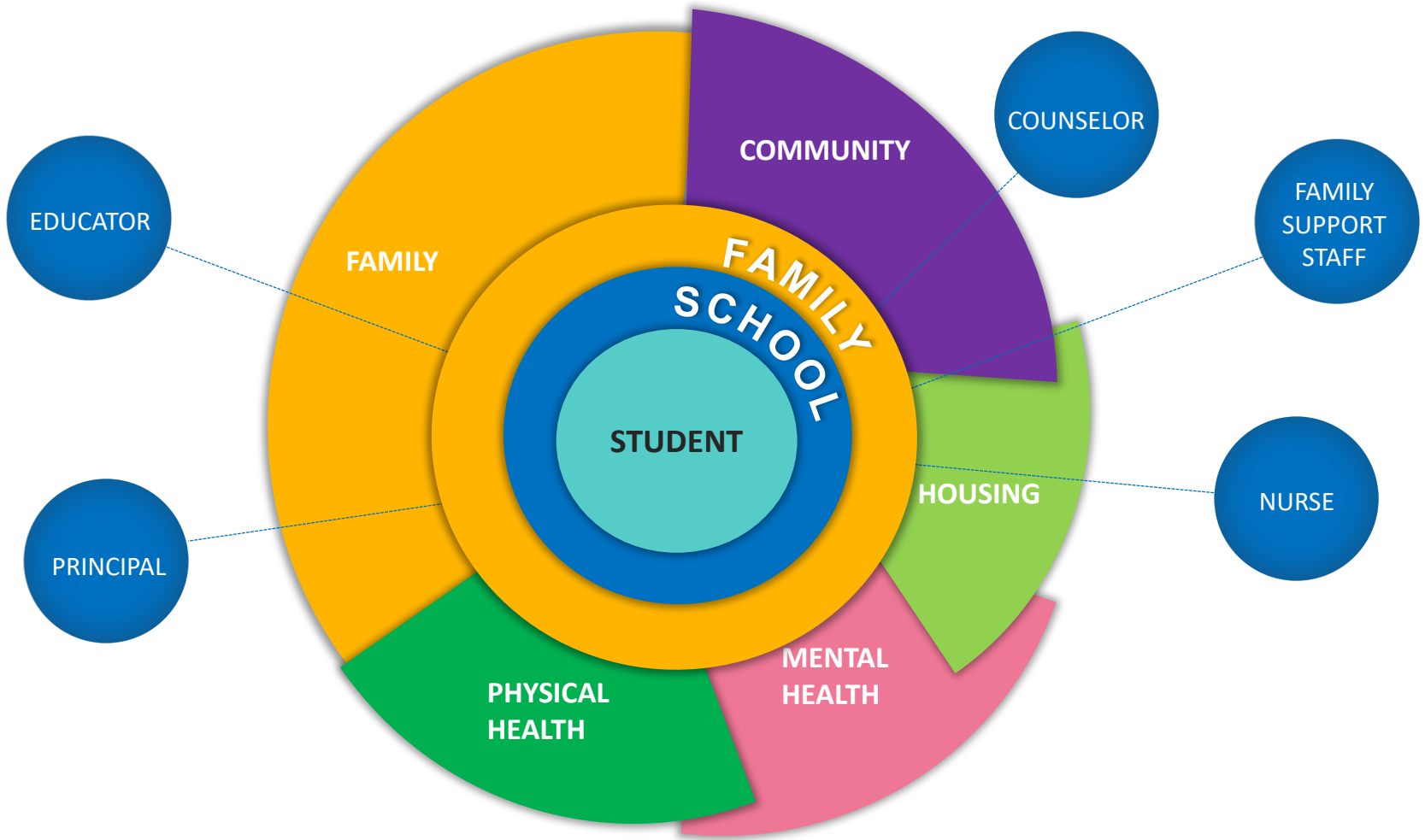


Presenting Student Risk Factors



**Derived from 149 Whole Child Whole Day Care Plans in School Year 2018-19*

Care Coordination





Engagement/Communications

Diverse and representative work group has met three times

- Representatives from SEA (teachers, family support workers), PASS (principals), community, committees (Equity and Race Advisory, Partnerships, African American Males Advisory), City of Seattle, and SPS leadership (DREA, REA, Student Supports, CSH, SpEd, STAR mentors)
- Input on vision, theory of action, work streams, engagement and communication

School and central office collaboration

- Professional development (school-wide expectation, warm demander, 5:1 positive interactions)
- Care coordination wraparound services
- Preventative and restorative school cultures

Student, Family and Community Engagement

- Alignment with community partners
- Increase student voice and input on plans
- Leverage and build on strong, authentic committee work

SAFE & WELCOMING SCHOOLS



Initiative	What has been accomplished to date?
<p>Change school culture by shifting adult beliefs and practices</p>	<ul style="list-style-type: none"> • Professional Development (PD) provided for all schools and central office. Content included belief in students, implicit bias, warm demander, school-wide expectations, signal for learning, 5:1 positive to negative, Wise feedback to reduce stereotype threat, talking circles, and restorative practices • Two-week Whole Child Institute provided academic, social emotional, and behavioral PD for over 1000 educators • Over 60 schools participated in Positive Behavioral Intervention Supports (PBIS) training; the first of 3 this school year • PBIS session held for School Leaders to outline expectations and supports
<p>Provide equitable, whole-child systems and structures</p>	<ul style="list-style-type: none"> • Breakout sessions for Schools of Promise to engage in Multi-Tiered System of Support PD as well as complete focused plans on strategies, assessment, PD and master/staff schedule • High-leverage instructional practices published for Math, English Language Arts, Social Emotional Learning, and Assessment. • Five-year proposal presented for Tier 2 care coordination grant • Focused SMART goals and strategies developed for Schools of Promise
<p>Interrupt disproportionate discipline, referral to special education, and inequitable access to advanced learning services</p>	<ul style="list-style-type: none"> • Training/orientation provided to secondary Comprehensive Coordinated Early Intervening Services school teams to reduce disproportionate discipline and build on 37% drop in suspensions for African American males • Advanced Learning policy recommendations on equitable access to services were put forward by the Task Force to the school board • Three schools piloting a blended funding approach to serve students holistically without disrupting their day/instruction



Targets

Metric Name	Metric Calculation
Discipline incidents per 100 students	Number of state reportable incidents that resulted in a suspension or expulsion (including in-house suspensions) per 100 K-12 students enrolled. Includes multiple incidents per student.
Regular Attendance	The percentage of K-12 students attending more than 90% of total possible school days; enrolled at least 20 days; includes excused and unexcused absences.
Student Climate Survey	TBD: Review and re-work of surveys required to align with strategic plan. Metrics, baseline, and targets to be set in 2019-20
Equitable Access to Services	TBD: Analysis of inequitable service areas and plan development required. Metrics, baseline, and targets to be set in 2019-20.



Targets

Discipline incidents per 100 students

Focus Groups (if applicable)	“Baseline” (2018-19)	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	15.9	14.3	13.7	12.1	10.5	8.9	N/A
Students of Color FFEJ	6.8	6.1	5.4	4.7	4	3.3	N/A

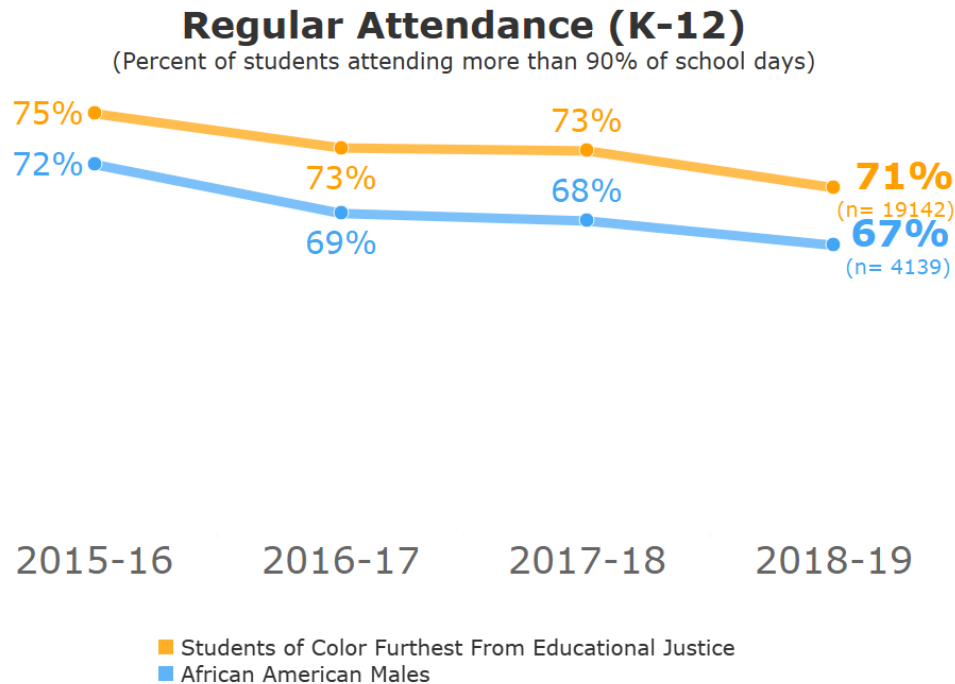
Regular Attendance

Focus Groups (if applicable)	“Baseline” (2018-19)	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	66.9%	68%	72%	74%	77%	80%	N/A
Students of Color FFEJ	70.5%	72%	74%	76%	78%	83%	N/A



Regular Attendance

Creating safe and welcoming school environments provides the conditions necessary for students to be engaged in learning, leading to strong attendance and positive behavior.



Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students

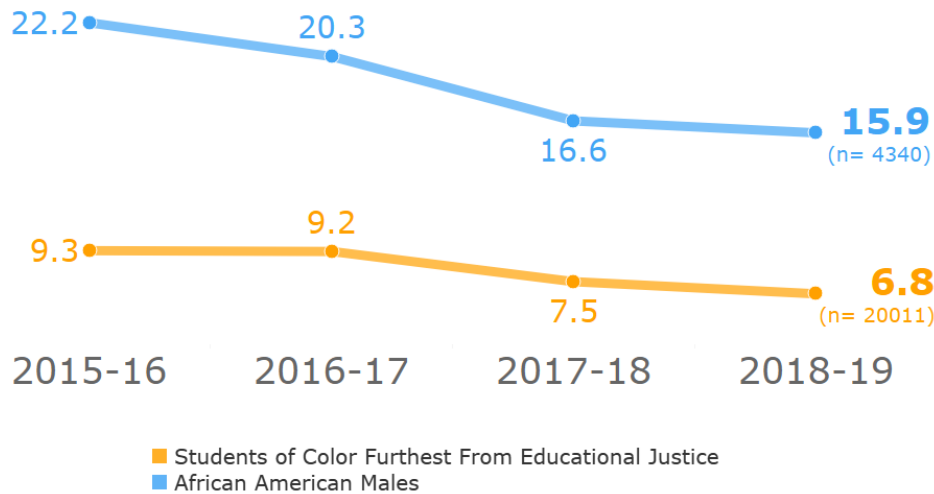




Discipline Incidents

Creating safe and welcoming school environments provides the conditions necessary for students to be engaged in learning, leading to strong attendance and positive behavior.

Incidents per 100 Students (K-12)
(State-reportable exclusionary discipline incidents per 100 students)



Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students





Engagement/Communications

- **Work Group Representatives** (SPS JSCEE Leadership (SEA represented and non-represented), Director of Racial Equity – Shoreline Public Schools and parent of SPS student, Director - SEA Center for Racial Equity, PASS (principals and assistant principals), Seattle Teacher Residency, Associate Professor - UW College of Education)
- **Departments represented** (Student Supports, DREA, HR, REA, Ethnic Studies, School Leadership, Communications)
- **Community Engagement** (Black Prisoner's Caucus at Monroe, NAACP Youth Coalition, Teachers of Color Affinity Group, ERAC, Ethnic Studies Workgroup)
- **Timelines** (Trained in Racial Equity Analysis Tool in June 2019, meet monthly with quarterly community engagement opportunities)



Foundational Beliefs

- Teaching is **intellectually complex** and requires **collaborative inquiry**.
- By **collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential.
- **"Intelligence" is not a fixed, inborn trait**, therefore, our work is to build students' academic mindsets.
- By recognizing and **cultivating the gifts and strengths of every student** we can get each student to believe in themselves and transcend any of their own internalized stereotypes.
- **Racism** exerts a downward force on the experiences and achievement of students of color that **must be met with active countermeasures**.



Initiatives

- **Culturally Responsive Teaching Practices**

The following sequences of courses are designed to increase racial equity literacy and support educators as they create culturally responsive learning environments: Foundational Coursework series (101, 201, 301); Racial Equity Literacy series; Culturally Responsive Teaching series and Ethnic Studies.

- **Teacher Leadership Cadre**

The TLC is now in alignment with the SPS Strategic Plan and Board Policy 0030 and is designed to: recruit, grow and retain high-performing teachers, especially focused on the retention of educators of color (new focus because of the strategic plan), promote and support reflective practices that develop culturally responsive mindsets and capabilities, develop leadership skills that enable teacher leaders to foster professional growth in adults. Foundational Coursework "301" is designed to incorporate multiple pathways/areas of focus

- **Building Leadership Teams**

Phase II; focused on Leading for Racial Equity in partnership with SEA.



Initiative	What has been accomplished to date?
Culturally Responsive Practice	<ul style="list-style-type: none"> • Launched Seattle Teaching 101 with first year teachers; three of five modules have already taken place. • Launched Seattle Teaching 201 with school leaders at principal and AP LLDs. • Developed initial plan for Seattle Teaching 301 (teacher leadership series), which consists of a common course all teacher leaders. • Community Engagement with Black Prisoner's Caucus at Monroe Correctional Facility (October 2019) to discuss strategic plan; attended Ethnic Studies Committee to begin initial conversation about the strategic plan and the intersection of their work. • Received feedback from REA and UW researchers on our Professional Development survey (intended to be course evaluation across all PD)
Teacher Leadership Cadre	<ul style="list-style-type: none"> • Roughly 320 TLCs have been hired to date, representing 95+ schools • New action planning template implemented and required. 300 completed to date. • Using expertise from learnings of the Culturally Responsive Teacher Leadership Cadre to inform Seattle Teaching 301 – focus on culturally responsive practice
Building Leadership Teams	<ul style="list-style-type: none"> • Offered BLT 101 on 12/9; over 70 registrants. • SEA/SPS BLT 201 planning team identified. Currently planning a one-day training focused on leading for racial equity.

CULTURALLY RESPONSIVE PROFESSIONAL PRACTICE



Targets

Metric Name

Percentage of eligible staff participating in cultural responsiveness training

Baseline 18-19	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
17%	27%	38%	50%	62%	73%	100%

Metric Name

Percentage of eligible certificated classroom teachers participating in each course in the Foundational Coursework series (101, 201, 301)

Course	Baseline 18-19	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
101	68%	70%	73%	78%	82%	90%	100%
201	N/A	29%	70%	75%	85%	90%	100%
301	N/A	N/A	TBD	TBD	TBD	TBD	TBD





Targets

Metric Name

Percentage of school and central office staff reporting positive work environments

Baseline 18-19	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
61%	66%	71%	76%	81%	85%	100%

Metric Name

Equitable Access to Services*

*Shared metric with Safe and Welcoming Schools

TBD: Analysis of inequitable service areas and plan development required. Metrics, baseline, and targets to be set in 2019-20.





19-20 Operations Focus Areas

- Transportation
- Early Learning Pathways (part of 3rd grade reading goal)
- 2 Board Task Forces
 - Community workforce agreement
 - Capacity management



Initiatives

- Increase the on-time performance of yellow bus service
- Improve communications with families and schools
- Analyze transportation service equity





Engagement/Communications

- Cross-departmental work
 - Partner with Schools to establish priorities
 - Convene family focus group to assess communications
 - Consult with Department of Racial Equity Advancement (DREA) on equity analysis of Transportation Service Standards and initiatives



Targets

- On-time yellow bus service:
 - 97% of all a.m. routes at school within 10 minutes of scheduled arrival
- Improved communications:
 - Transportation Control Center telephone service factor - TBD
- Transportation Service Equity:
 - Complete racial equity analysis to inform 2021-2022 Transportation Service Standards

TRANSPORTATION

Initiative	What has been accomplished to date?
Increase on-time performance of yellow bus service	<ul style="list-style-type: none">• Identified problem routes and implemented potential solutions• Monitoring fixes to ensure solution results in sustained improved performance• Addressing loading zone issues as they arise to improve flow and safety• Addressing student management issues
Improve communications with families and schools	<ul style="list-style-type: none">• Held meetings with parents and schools to address specific issues• 1:1 communications with parents expressing a transportation concern• Developing FirstView app pilot project
Analyze transportation service equity	<ul style="list-style-type: none">• Open routes for focus schools identified and prioritized for driver assignments• FirstView app translated into seven languages• Snow routes developed for SpEd school buses• Participated in SpEd PTSA meetings to gain better awareness of parents' transportation issues



Early Learning Pathways Initiatives

- Define/determine needed facility and Operations support for early learning pathways (facility and site space, configuration, and access; transportation; nutrition services; etc.)
- Assess existing facilities and sites for ability to support early learning pathways
- Develop short, intermediate and long-range plans for facility and operations support of implementing early learning pathways



Early Learning Pathways: Engagement/Communications

- Cross-departmental work
 - Work with Early Learning Department to confirm scope/elements of an Early Learning Pathway (More break-out spaces? Pre-K?, Before/After Programs?)
 - Consult with Department of Racial Equity Advancement (DREA) on equity analysis of initiatives and work plan
- Utilize the Capacity, Enrollment and Facility Master Planning Advisory Committee to review capacity/space impacts (CEAFMP – anticipated to start up fall of 2019)



Early Learning Pathways Targets

- **January 2020** - Determine Pathway needs for facility space and Operations support
- **March 2020** – Review facility educational specifications to confirm they support Pathway needs
- **April 2020** - Evaluate projected enrollment changes for K-5/K-8 (short-range and long-range) and determine potential impacts on Pathway development
- **June 2020** - Complete analysis of existing facility space (availability, square footage, access, facility adequacy)
- **August 2020** - Complete short, intermediate and long range plans for facility and operations support of implementing early learning pathways



High-Quality Instruction and Learning Experiences

- 5th and 7th Grade Math
- 9th Grade On Track for On-Time Graduation
- Graduate Ready for College and Career

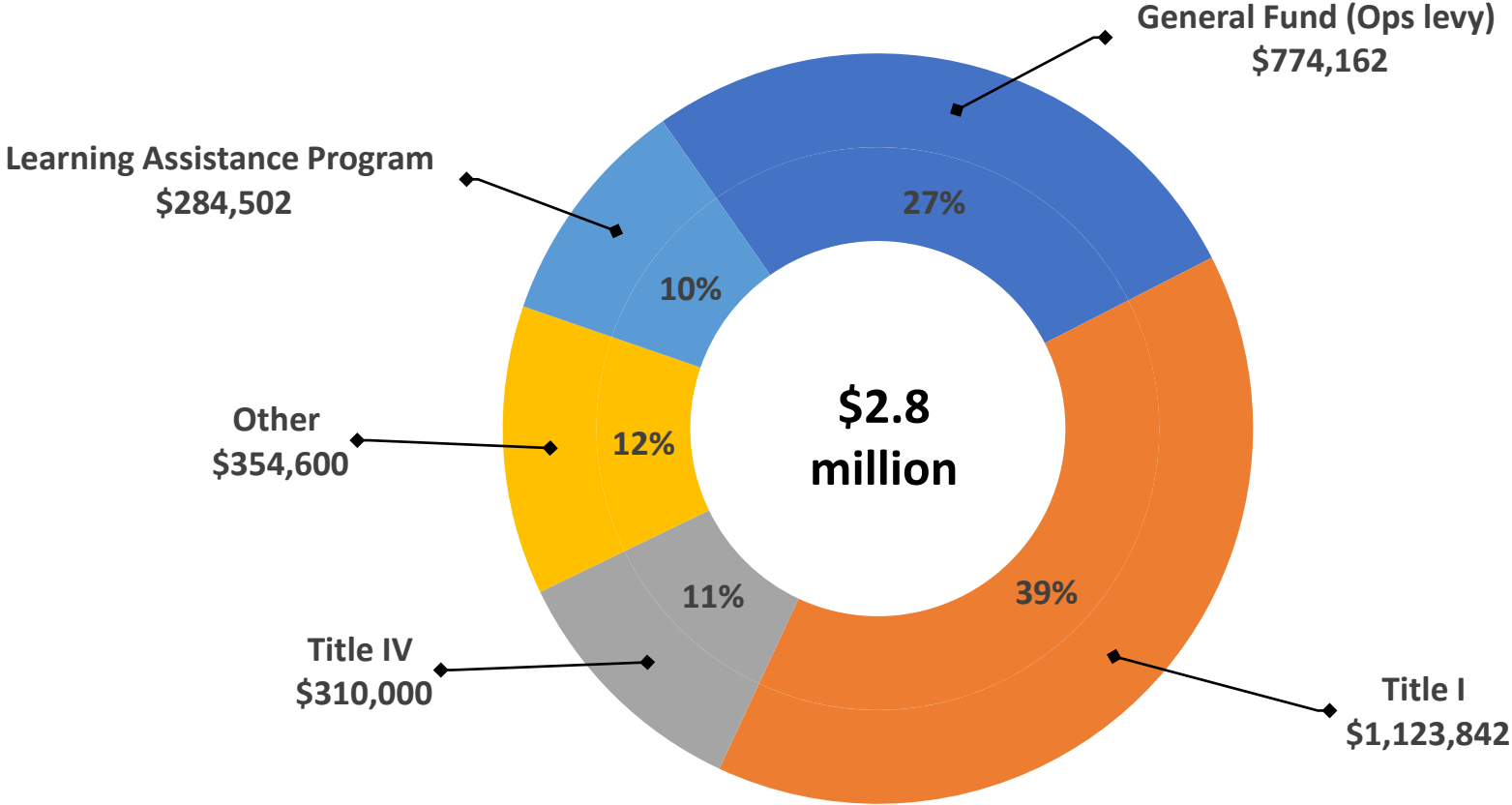


Culturally Responsive Workforce

- Diversity of Staff and Leadership at Schools at Central Office



2019-20 Strategic Plan by Funding Source




Total of \$2,847,105

SPS Strategic Plan

Goals	Measures	2019-20 Adopted Budget
Students of color will feel safe and welcome	Shift adult beliefs through staff development Whole child systems and structures Parent, family, community partnerships Interrupt disproportionate discipline for sped services Total	\$145,000 \$315,000 \$120,000 <u>\$20,000</u> \$600,000
Educators will improve their culturally responsive practice	Building leadership training	\$85,000
Students of color will read at grade level by 3 rd grade	Early Literacy Project Coordinator & Support Family and community engagement Practitioner capacity Assessment portfolio Early learning pathways Total	\$149,762 \$220,337 \$1,351,192 \$197,400 <u>\$243,414</u> \$2,162,105
	Total 2019-20 Adopted Budget	\$2,847,105

* This list represents additional funding requests made to support the Strategic Plan, a considerable number of other resources support work that is ongoing and in support of the Strategic Plan



	<p>COMMITTEES</p>	<p>Policy No. 1240</p> <p>May 3, 2017</p> <p>Page 1 of 5</p>
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Board Committee Principles

Board committees support the policy and oversight work of the Board and shall promote unity of action by the Board as a whole by preparing policy alternatives, implications or recommendations for Board consideration. Committees shall provide oversight, review and recommendation on items identified in Policy No. 1010, Board Oversight of Management, and other policy and oversight issues defined within their charters below.

The committees may not interfere with the delegation of authority from the Board to the Superintendent. Committees may not exercise authority over the Superintendent or staff. Any direction to the Superintendent related to a committee recommendation will come from the full Board.

There are four standing committees of the Board: Executive Committee, Audit & Finance Committee, Operations Committee and Curriculum & Instruction Policy Committee. Each committee shall consist of three Board Members.

After the election of officers and prior to the first meeting in January, the Board President, in consultation with the rest of the Board, shall determine the membership and chair of each Board committee; provided that Executive Committee membership shall be confirmed by the full Board in December.

The Superintendent shall designate a lead staff person to support each committee. The Committee Chair for each committee shall work closely with the designated lead staff person for his/her committee to develop committee agendas and ensure committee agendas and materials are circulated to Board Members, the Superintendent and relevant staff in advance of the meeting

All regularly scheduled, monthly Board committee meetings are generally open to the public, though an executive session may be called as part of a committee meeting. The regularly scheduled, monthly committee meetings are generally conducted as Board Special Meetings guided by the Open Public Meetings Act (OPMA) and Board Policy No. 1400, Meeting Conduct, Order of Business, and Quorums.

Committees will generally not take public testimony or comments, but testimony or comments may be allowed at the discretion of the Chair.

Minutes of each committee meeting shall be kept that identifies all of the recommendations of a majority of the committee members and all requests of a majority of the committee for follow-up work by the Superintendent or staff. (*See also* Policy No.1620.) Minutes shall be timely forwarded to all Board members, the Superintendent and relevant staff.

Audio recordings of committee meetings are not generally made, but are permitted by Directors, staff, or the public under state law. As a courtesy, the Chair should make an announcement to all present whenever the Chair is aware that a recording is being made. If a member of the public is recording the meeting, the Chair has the discretion to direct that the staff also record the meeting for district archives, to assure the accuracy of recordings.

Action Items recommended by a majority of the committee shall be forwarded through written communication in the form of committee minutes or other means to the full Board for its consideration and action.

The Board President may establish an ad hoc committee and committees of the whole from time to time.

Only committee members may vote on items before the committee. However, if a committee member is unable to attend a meeting, a substitute Board member may be recruited to participate and vote in that meeting. If a committee member is absent and a substitute member has not been arranged for or is not present, then visiting Board members shall be designated to vote on issues on the agenda, in the order of the visiting Board members' arrival, in the order such issues appear on the agenda, until three Board members are present. Proxy votes are not permitted. All visiting Board members, whether or not permitted to vote, may participate in discussion.

Standing Committees, Charter of Responsibility

The charter for each standing committee shall be as follows:

Executive Committee

The Executive Committee shall consist of the president, vice president, and member-at-large. The charter of the Executive Committee is to:

- Provide leadership for Board activities
- Develop the Board annual work plan and operation
- Be a sounding board for the Superintendent

- Draft Superintendent evaluation materials for the Board and manage the Superintendent evaluation process
- Work with staff to develop a strategy and plan to address emerging priorities/issues, including identifying and referring to the appropriate committee
- Develop and approve meeting and retreat agendas; however, Committee approval is not required to modify Board meeting or retreat agendas to either postpone an item to a future meeting or to add an urgent item if such change to the agenda is approved by the Board President and Superintendent
- Schedule work sessions and all other Board meetings
- Work with the Superintendent to guide the preparation of Strategic Plan work sessions
- Work with the Superintendent to identify the departments and major program areas to give Oversight Work Session presentations each year
- Coordinate government relations for federal, state and local jurisdictions
- Draft a legislative agenda for consideration and approval by the Board
- Draft positions on State and City of Seattle resolutions, ballot measures and initiatives for consideration and approval by the Board
- Interface with Washington State School Directors Association (WSSDA) and other school districts
- Coordinate with government entities, other education advocacy groups and individuals
- Coordinate the annual review of Board policies
- Develop, review and recommend Series 1000 and applicable Series 0000 and 4000 policies for consideration by the Board
- Ensure the leveraged use of Policy No. 0030, Ensuring Educational and Racial Equity
- Make recommendations regarding action by the Board with respect to collective bargaining agreements and the academic calendar
- Review and approve the list of annual program reporting requirements
- Coordinate legal issues
- Refer issues to the appropriate Board committee
- In coordination with the Superintendent and lead committee staff, develop an annual committee work plan

Audit & Finance Committee

Three Board members shall serve on the committee as determined and selected by the Board president. The charter of the committee is to:

- Make recommendations with respect to Financial Systems issues identified in Policy No. 1010, Board Oversight of Management
- Make recommendations with respect to Human Resources issues identified in Policy No. 1010, Board Oversight of Management
- Monitor all financial statements of the district
- Recommend budget guiding principles for consideration and approval by the Board
- Provide oversight of the budget development process, including recommending the budget timeline
- Conduct budget-based program reviews in consultation with the Curriculum & Instruction Policy and Operations Committees
- Develop, review and recommend applicable Series 5000 and 6000 policies for consideration by the Board
- Ensure the leveraged use of Policy No. 0030, Ensuring Educational and Racial Equity
- Provide supervision to the Office of Internal Audit, which reports to the Audit & Finance Committee, as outlined in Policy No. 6550
- Approve and manage changes to the annual internal audit work plan
- Monitor corrective action plans implemented in response to external audits and reviews conducted by the Washington State Auditors' Office, the Office of Superintendent of Public Instruction, and other outside agencies
- Monitor Risk Management issues of the district
- In coordination with the Superintendent and lead committee staff, develop an annual committee work plan

At the discretion of the Chair of the Audit & Finance Committee, one or more “public advisors” may be added as non-voting advisors to the Committee. The position of public advisor shall be publicly advertised. The advertisement shall include the responsibilities and the term of service for the public advisor position, as determined by the Audit & Finance Committee.

Operations Committee

Three Board members shall serve on the committee as determined and selected by the Board president. The charter of the committee is to:

- Make recommendations with respect to Support Services, Facilities, Capital, and Technology issues identified in Policy No. 1010, Board Oversight of Management

- Review and make recommendations to the Board for entering into capital and operations contracts
- Review capital programs' budgets on a monthly basis
- Review and make recommendations to the Board regarding the annual capital budget
- Oversee levy planning and prioritization process and recommend levy guiding principles for consideration by the full Board
- Provide overarching guidance on space utilization
- Review monthly reports on facility joint use agreements and maintenance backlog
- In consultation with the Executive Committee, review and recommend action on facility joint use agreements
- Develop, review and recommend applicable Series 3000, 4000 and 6000 policies for consideration by the Board, including capital programs and contracts, facilities, and central support services
- Ensure the leveraged use of Policy No. 0030, Ensuring Educational and Racial Equity
- In coordination with the Superintendent and lead committee staff, develop an annual committee work plan

Curriculum & Instruction Policy Committee

Three Board members shall serve on the committee as determined and selected by the Board president. The charter of the committee is to:

- Make recommendations with respect to Curriculum, Assessment, and Instruction issues identified in Policy No. 1010, Board Oversight of Management
- Develop, review and recommend Series 2000 and applicable Series 3000 policies
- Ensure the leveraged use of Policy No. 0030, Ensuring Educational and Racial Equity
- Review academic program performance, per Policy No. 2090
- Provide oversight of the instructional materials adoption process
- In coordination with the Superintendent and lead committee staff, develop an annual committee work plan

Other Assignments

The president may appoint Board members to external Board committees as appropriate.

Adopted: June 2011

Revised: September 2015; February 2013; May 2017


Cross Reference: Policy Nos. 1010; 1400; 1420; 4110; Communications Protocol

Related Superintendent Procedure: N/A

Previous Policies: B11.00

Legal References: RCW 28A.320.040 Directors — Bylaws

Management Resources:

 <p>SEATTLE PUBLIC SCHOOLS</p>	<p>ANNUAL GOALS & OBJECTIVES</p>	<p>Policy No. 1810 June 1, 2011 Page 1 of 1</p>
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Each year the Board will formulate goals and objectives. The goals and objectives may include but are not limited to the Board functions of vision, structure, accountability and advocacy.

At the conclusion of the school year the Board shall reflect on the degree to which the goals and objectives have been accomplished by conducting a Board self-evaluation and engaging in Board development activities where needed.

Adopted: June 2011

Revised:


Cross Reference: Policy Nos. 1005; 1820; 1822

Related Superintendent Procedure:

Previous Policies:

Legal References:

Management Resources:

 <p>SEATTLE PUBLIC SCHOOLS</p>	<p>EVALUATION OF THE BOARD</p>	<p>Policy No. 1820 June 1, 2011 Page 1 of 1</p>
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At the conclusion of each school year, the Board shall evaluate its own performance in terms of generally accepted principles of successful Board operations and in relation to its annual goals and objectives. The Board's self-evaluation shall address performance in the key functions of school Boards - vision, structure, accountability and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year.

Adopted: June 2011

Revised:

Cross Reference: Policy Nos. 1005; 1810; 1822

Related Superintendent Procedure:

Previous Policies:

Legal References:

Management Resources:



SCHOOL BOARD ACTION REPORT

DATE: December 17, 2018
FROM: Director Jill Geary

For Introduction: January 23, 2019
For Action: February 6, 2019

1. TITLE

Adoption of 2019 Board Goals and Objectives

2. PURPOSE

This Board Action Report adopts Board goals and objectives for self-development in 2019, per Board Policy No. 1810, Annual Goals and Objectives.

3. RECOMMENDED MOTION

I move that the School Board adopt the 2019 Board goals and objectives, as attached to the Board Action Report.

4. BACKGROUND INFORMATION

a. Background

Board Policy No. 1810, Annual Goals & Objectives, directs that each year the Board will formulate goals and objectives. In 2018, the Board waived Policy No. 1810, citing the Board's workload and other pressing priorities.

The Executive Committee began development of Board goals for 2019 in September 2018 with a high-level discussion about the purpose and process for adopting Board goals. Subsequently, staff gathered feedback from each Director regarding their goals for the Board. Consensus points were shared by staff during the October 2018 Executive Committee meeting, and Directors present (Geary, Mack and DeWolf) discussed a slate of three proposed goals for the Board for 2019. Those goals were brought to the Executive Committee for further review during its November 2018 meeting, and Directors present (Harris, Burke, and Geary) refined the draft goals further and asked that Director Geary incorporate the feedback to date into three goals for consideration by the Board.

Director Geary worked with staff to formalize the goals and objectives. These 2019 Board goals and objectives were then shared with the full Board during a work session on December 12, 2018 for further discussion and feedback. Refinements offered by Directors during the work session were incorporated into this BAR by Director Geary, and an accompanying evaluation instrument was developed for use by the Board in evaluating progress toward the goals.

b. **Alternatives**

The Executive Committee discussed potential goals for the Board for 2019 during its September, October, and November 2018 Committee meetings and, based on those discussions, developed a proposal for discussion by the full Board during the December 12, 2018 work session. During the Executive Committee’s deliberations, numerous alternative goals were considered but were not advanced for a variety of reasons. As an alternative to adopting the attached 2019 Board goals and objectives, the Board could modify or continue deliberating on these goals and objectives. This is not recommended because the timely adoption will allow for the Board to begin the planning and implementation work on its adopted goals. As a second alternative, the Board could waive Board Policy No. 1810 for the year. This is not recommended because the Board waived goal-setting under the same policy in 2018. Additionally, as noted below, it is considered a best practice for boards to set annual goals and conduct annual evaluations.

c. **Research**

The Washington State School Directors Association (WSSDA) has established Washington School Board Standards that are intended to provide school boards and individual directors with a common framework for school board governance based on best practices and good governance. These WSSDA standards serve as the basis for WSSDA’s Boards of Distinction Program, which recognizes school boards annually. While the Seattle School Board has not been an active participant in the Boards of Distinction Program recently, Directors may find the WSSDA standards instructive as they consider Board goals for 2019.

Consistent with Board Policy No. 1810, Annual Goals & Objectives, as well as Board Policy 1820, Evaluation of the Board, the WSSDA standards speak to boards conducting annual evaluations of their performance and setting goals for improvement. The attached 2019 goals and objectives are also consistent with benchmarks for success outlined by WSSDA, including a demonstrated commitment by Directors to equity, working as an effective and collaborative team, and engaging the local community.

5. FISCAL IMPACT/REVENUE SOURCE

The fiscal impact to this action will depend on the Board’s method of implementation. Per the attached goals, the Board will engage in racial equity training, but the format for the training has not yet been determined. The number of sessions for the training and the trainer(s) selected, whether internal or external, will impact the cost. In the past, the Board has engaged in racial equity training with internal staff trainers without a fiscal impact. It is estimated that the cost for Board racial equity training with an external trainer would begin at \$2,500 per session.

Additionally, per the attached goals, the Board will hold off-site work sessions in 2019, but the timing, locations, and other logistics for these work sessions have not yet been determined. Although it is not anticipated that off-site work sessions will have a fiscal impact, they will affect staff capacity.

The revenue source for this motion is general fund.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

Community engagement has not been conducted during the development of these Board goals, as they are a tool for the Board’s self-development. Deepening the Board’s community engagement is, however, a primary objective for these Board goals, which include holding work sessions off-site so as to expand community access.

7. EQUITY ANALYSIS

This action was not put through a formal racial equity analysis. However, racial equity is a central focus of these 2019 Board goals and objectives. As noted in the attachments, the Board will engage in racial equity training in 2019.

8. STUDENT BENEFIT

As detailed by the Washington State School Directors Association publication “The Role of School Boards in Improving Student Achievement, Guiding Principles from WSSDA”, research has found a positive correlation between district leadership—including that at Board level—and student achievement.

9. WHY BOARD ACTION IS NECESSARY

Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)

Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

Adopting, amending, or repealing a Board policy

Formally accepting the completion of a public works project and closing out the contract

Legal requirement for the School Board to take action on this matter

Board Policy No. 1810, Annual Goals and Objectives, provides the Board shall approve this item

Other: _____

10. POLICY IMPLICATION

Board Policy No. 1810, Annual Goals and Objectives, is implicated as described above. Policy No. 1820, Evaluation of the Board, describes how the Board will evaluate itself at the end of the goal cycle. The attached evaluation instrument is intended to facilitate the Board's implementation of 2019 Board goals and the Board's next self-evaluation.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Executive Committee meeting on January 17, 2019. The Committee reviewed the motion and moved it forward to the full Board with a recommendation of approval.

12. TIMELINE FOR IMPLEMENTATION

Throughout the fall of 2018, the development of 2019 Board Goals has been a standing agenda item on the Executive Committee agenda. Once the Board adopts goals and an evaluation instrument, the Executive Committee will move into the implementation phase of these goals and will use this standing agenda item to measure monthly progress and to shepherd the Board's work as indicated in the attached evaluation instrument. In November 2019, the Board will hold a work session to evaluate itself on these goals utilizing the evaluation instrument.

13. ATTACHMENTS

- 2019 Board Goals and Objectives (for approval)
- 2019 Board Goals and Objectives Evaluation Instrument (for reference)

2019 Board Goals and Objectives

Board Racial Equity Training

The Board will engage in racial equity training during the 2018-19 school year. In consultation with District staff, the Board President and Executive Committee will work to determine the priorities, methodology, and timing of training. All Directors will participate in the training.

Board Collaboration and Governance

The Board will review and discuss those Board Series 1000 policies speaking to the role of the Board, its officers, and committees. This review will be led by the Executive Committee and will focus on Director collaboration, the role of Committee Chairs, and the current system of communications amongst Directors.

The purpose of the review will be to develop a shared understanding of and commitment to existing Board policy on these topics in order to foster stronger internal alignment, better communication, and increased trust and respect amongst Directors. Where gaps in the existing policies or practice are identified, the Board will work toward developing policy or practice updates.

Board Community Engagement

The Board will hold two work sessions off-site as a pilot during the 2019 calendar year. The Executive Committee will identify the work sessions, giving consideration to the topics and locations so as to expand community access. The Executive Committee will evaluate lessons learned from the pilot.

2019 Board Goals and Objectives Evaluation Instrument

As applicable, each section of this evaluation will be informed with an equity lens consistent with Board Policy No. 0030 with the intent to:

1. Raise the achievement of all students while narrowing the gaps between the lowest and highest performing students;
2. Eliminate the racial predictability and disproportionality in all aspects of education and its administration (e.g., the disproportionate over-application of discipline to students of color, their over-representation in special education, and their under-representation in various advanced learning programs);
3. Ensure all students regardless of race or class graduate from Seattle Public Schools ready to succeed in a racially and culturally diverse local, national, and global community.

Goal 1: Board Racial Equity Training

Measure	Not Started	In Progress	Completed	Comments
Consult with district staff on effective racial equity training and develop options for Executive Committee consideration. (Lead: Board President)				
Determine priorities, methodology, and timing of training. (Lead: Executive Committee)				
Participate in racial equity training. (Lead: Full Board)				

Goal 2: Board Collaboration and Governance

Measure	Not Started	In Progress	Completed	Comments
<p>Executive Committee will plan for the review and discussion of Board Series 1000 policies regarding the role of the Board, its officers, and committees with a focus on Director collaboration, the role of Committee Chairs, and the current system of communications. (Lead: Executive Committee)</p>				
<p>The Board will review and discuss Board Series 1000 policies, per an approach developed by the Executive Committee, to develop a shared understanding of and commitment to existing Board Policy in order to foster stronger internal alignment, better communication, and increased trust and respect amongst Directors. (Lead: Executive Committee)</p>				
<p>The Board, as led by the Executive Committee, will engage in a process to identify any gaps between existing policies or practice and work toward developing policy or practice updates. (Lead: Executive Committee)</p>				

Goal 3: Board Community Engagement

Measure	Not Started	In Progress	Completed	Comments
<p>The Executive Committee shall identify work sessions to be held off-site during the 2019 calendar year, giving consideration to the work session topics and locations so as to expand community access. (Lead: Executive Committee)</p>				
<p>The Board will hold two work sessions off-site during the 2019 calendar year, as a pilot. (Lead: Executive Committee; Participants: Full Board)</p>				
<p>The Executive Committee will evaluate lessons learned from the pilot off-site work sessions for consideration in scheduling future work sessions and community engagement opportunities. (Lead: Executive Committee)</p>				

Seattle Public Schools Board Performance Self-Evaluation

Board Policy No. 1820, Evaluation of the Board, states in its entirety:

At the conclusion of each school year, the Board shall evaluate its own performance in terms of generally accepted principles of successful Board operations and in relation to its annual goals and objectives. The Board's self-evaluation shall address performance in the key functions of school Boards - vision, structure, accountability and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year.

the Board unanimously approved on January 23, 2019 three specific goals:

- ✓ Racial Equity training;
- ✓ Board Collaboration and Governance; and,
- ✓ Board Community Engagement.

Goal 1: Board Racial Equity Training

The Board in recognition of modeling its desire that all staff be trained in Race & Equity principles and to develop our collective racial equity lens towards implementing Policy 0030 held two full day trainings in March and June 2019 led capably through the Department of Racial Equity Advancement (DREA) then led capably by Dr. Pedroza and her team with assistance from Dr. Scarlett.

The conversations we had around developing our racial equity analysis were incredibly fruitful— Directors learned a great deal about the historical roots of race and oppression, both institutional and structural racism, and the intersection of race and public education. We take great responsibility in holding the knowledge close to our hearts and minds as we navigate complex subjects that will impact our students and community today and into the future.

At one of our sessions, a student observer noted at the closing of our meeting, *“I don't always know what the Board does. And as a student of color, I don't often feel a sense of hope in my school or our District but witnessing our Board participate in this racial equity training and really dive into the work brought me hope for the first time in a long time.”*

This goal is completed, but recommends to the oncoming Board that this is continuous work, whether identified as a Board Goal or not.

Goal 2: Board Collaboration & Governance

This goal involved the Executive Committee, the Superintendent and the appropriate staff engaging in important discussions about the role of the Board, its officers, committees, and developing our collaboration framework in order to foster stronger internal alignment, better communications, and— ultimately—more trust and respect among, between and with Directors and SPS.

It is important to note that a common theme that surfaced was around trust. Building and maintaining trust is a foundational component to our work with each other on complex and challenging issues that come before the Board and the District.

Other improvements in Board collaboration included shared community meetings hosted by several Directors. During the Work Session on this topic, Directors acknowledged a high level of collaboration, frequent dialogues by phone and in-person, mutual respect, listening, and building on each other's ideas even when philosophical opinions and ideas for implementation differed.

The discussion of potential improvements to Board Series 1000 policies strengthened collaboration between the Board and the Superintendent, but we did not yet reach completion and approval of specific policy adjustments. Current policy work underway on this topic is Policy and SP 1690 – Board/Superintendent/Staff Communications and re-organizing Board Legislative Meetings. Several major factors impacted successful completion of this goal:

- BEX 5 & M&O Levies;
- Onboarding New Superintendent and several re-organizations;
- Collective Bargaining;
- Short staffing of the Board Office; and,
- District 7 Resignation & Appointment process.

It was also agreed and understood that any revised policy guidance late in 2019 would impact the future Board, and it should be involved in shaping that guidance. Director Mack emphasized the availability of WSDDA to assist in governance training,

The conversations and written documents created-to-date will be shared with the new Board to potentially continue this work, whether identified as a Board Goal or not.

At the Work Session of November 13, 2019, it was agreed this goal has not been completed but progress has been made. As an appendix, are series 1000 policies addressed recently

Goal 3: Board Community Engagement

The Board set the goal to hold two work sessions to be held off-site (JSCEE) during the 2019 calendar year.

The Board was grateful to have held its first off-site work session at Garfield High School in District 5, that focused on the Budget and BEX 5. Unfortunately, the sound system was deficient and those issues will need to be addressed in future planning. The Board will have an additional work session at Lincoln High School in December, 2019 in the library.

During the November 13th work session, the issue of costs, staff time and bandwidth were emphasized on holding meetings off-site, *e.g.*, the costs of holding two forums at Rainier Beach High School for the District 7 process. It was also strongly suggested to enter into non-SPS sites to meet with community where they are and to solicit community feedback after said meetings.

The attendance of directors at each other's community meetings was emphasized which has occurred more frequently this past year. Note: Though Directors frequently hold community meetings in their respective districts, there is no statutory or administrative requirement to do so.

Series 1000 Policies Discussed by the Executive Committee in 2019:

- March 20: 1620/1620BP, Board-Superintendent Relationship
- April 24: 1620/1620BP, Board-Superintendent Relationship
- May 22: 1620/1620BP, Board-Superintendent Relationship
- June 12: 1620/1620BP, Board-Superintendent Relationship
- August 21: Board Policy No. 1400, Meeting Conduct, Order of Business & Quorum; Board Policy No. 1430, Audience Participation; Board Procedure No. 1430BP, Audience Participation
- September 11: Board Policy No. 1400, Meeting Conduct, Order of Business & Quorum; Board Policy No. 1430, Audience Participation; Board Procedure No. 1430BP, Audience Participation; Policy 1620/1620BP, Board-Superintendent Relationship
- October 10: Board Policy No. 1400, Meeting Conduct, Order of Business & Quorum; Board Policy No. 1430, Audience Participation; Board Procedure No. 1430BP, Audience Participation
- November 13: Board Policy No. 1430, Audience Participation; Board Procedure No. 1430BP, Audience Participation



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.