



Third Grade Reading Goal

2019-20 Superintendent Evaluation

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For questions and more information about this document, please contact the following:

Cashel Toner
Executive Director, Curriculum, Assessment, and Instruction
cctoner@seattleschools.org

This document contains the June 3, 2020 board presentation, superintendent evaluation rubric, and artifacts from the 2019-2020 school year related to the third grade reading goal of the strategic plan to support the superintendent evaluation.

Superintendent Evaluation - 3rd Grade Goal

2020 June 03



- I. Our work in three acts
- II. Our work in 19-20
 - Family & Community Engagement
 - Practitioner Capacity and Belief
 - P-3 Assessment Review
 - Early Learning Pathways
- III. Looking ahead

Our Work in Three Acts

Act 1: Build the Foundation

2016-2020

- Multi-Tiered System of Supports
- Foundational Coursework
- Common K-5 ELA Curriculum
- Policy 0030 Ensuring Educational and Racial Equity
- School-based Racial Equity Teams
- Strategic Plan
- Out of School Time
- And more...

Act 2: Frame the House

2019-2020

- Codify and plan tiered/universal supports: Coaching model, Assessment Portfolio, Early Learning, Community/Family Engagement
- Begin deploying some tiered supports
- Cross-Departmental Collaboration and Planning Structures
- Community Engagement
- Finalize Comprehensive Literacy Framework

Act 3: Close (Equity) Gaps

2020-2021+

- Expand tiered supports to 13 schools in alignment with MTSS
- Implement universal strategies based on recommendations / findings from planning in other areas (Assessment, EL, Community/Family Engagement)

Goal: 100% of African American boys will read at or above grade level by 3rd grade.



Initiative 1: Family & Community Engagement

Initiative 2: P-3 Practitioner Capacity

Initiative 3: P-3 Assessment Portfolio

Initiative 4: Establish Early Learning Pathways

SEATTLE ★
SUPER
★ READERS ★

Three stories about community / family engagement

Classroom Libraries

Goal: to curate culturally relevant and authentic texts for classroom libraries which feature diverse protagonists and promote Black Excellence

Outcome:

- Started with 1,000 titles from vendors
- Built rubric for quality review
- Engaged community members and SPS staff in a systematic review
- Winnowed to 100 titles
- Resurfaced the same list for summer book purchases.

Community Workgroup & Family Connectors

Goal: authentically engage a cross section of community organizations in providing genuine input into the 3rd grade reading goal

Outcome:

- Centered ourselves in Black Excellence
- Steering Committee that met weekly
- Moved into smaller groups called Learning Labs
- Identified Family Connectors as the pathway to impact

Public Housing Partnerships

Goal: Align our systems to better support the significant numbers of SFFEJ who live in SHA housing

Outcome:

- Resident newsletter with SSR messaging
- Lending libraries at SHA sites
- Somali kids book authored by 5 families
- Connected 1,500 SPS students with meal options during school closures

Building Knowledge through Social Studies

Student Name	Discovering Culture Small Group	Jesse Owens Baseline 11/22	Ruby Bridges 12/6	Mae Jameson 12/19	Tamika Catchings 2/3	Russell Wilson	Lebron James	Opinion Writing 2
Student Name	1	at RP	0	0 missing	missing	missing	missing	3
Student Name	1	1	1	1	1	missing	missing	3
Student Name	1	2	1	2	2	2	2	4
Student Name		2	1	1	2	2	2	3
Student Name		1	0	1	1	1	1	incomplete
Student Name		0	0	1 missing		1	2	3
Student Name								
Student Name								
Student Name		1	2 absent		2	2	2	missing
Student Name		0	2	2	2	1	1	3
Student Name								
Student Name								
Student Name	0	0	2	2	1 missing	missing		3
Student Name								
Student Name								
Student Name		1	1 absent		1	2	2	3
Student Name	1	2	2	2	2	2	2	4
Student Name								
Student Name	0	at RP	0	0	2 missing		2	3
Student Name								
Student Name		1	0	1	1	2	2	3
Student Name	0	at RP	1 absent		2	2	2	3
Student Name								
Student Name	0	1	1	2	2	1	1	3

Student scores improving over time



Mohamed
 Obviously Lebron James is the
 perfect Super Star Basketball Player
 inspiration because he was almost
 always helpful. First Lebron
 James was not interested in school
 but later he realized how important
 school was. Another reason he was
 inspirational was the fact that
 he made a foundation so kids could
 attend the new school. Finally
 Lebron James wrote letters to
 encourage the kids. In conclusion
 Lebron James was the most inspiring
 Super Star because he showed
 his love and did what was
 Right!

Building Knowledge through Social Studies

What is one thing you are going to **start** doing?

- Start setting higher expectations for all my students
- Tracking student growth in excel
- Meeting with my co-teacher more often about student work
- Remember the importance of student voice. Ask students to question other students during discussion to deepen engagement and understanding

What is one thing you are going to **continue** doing?

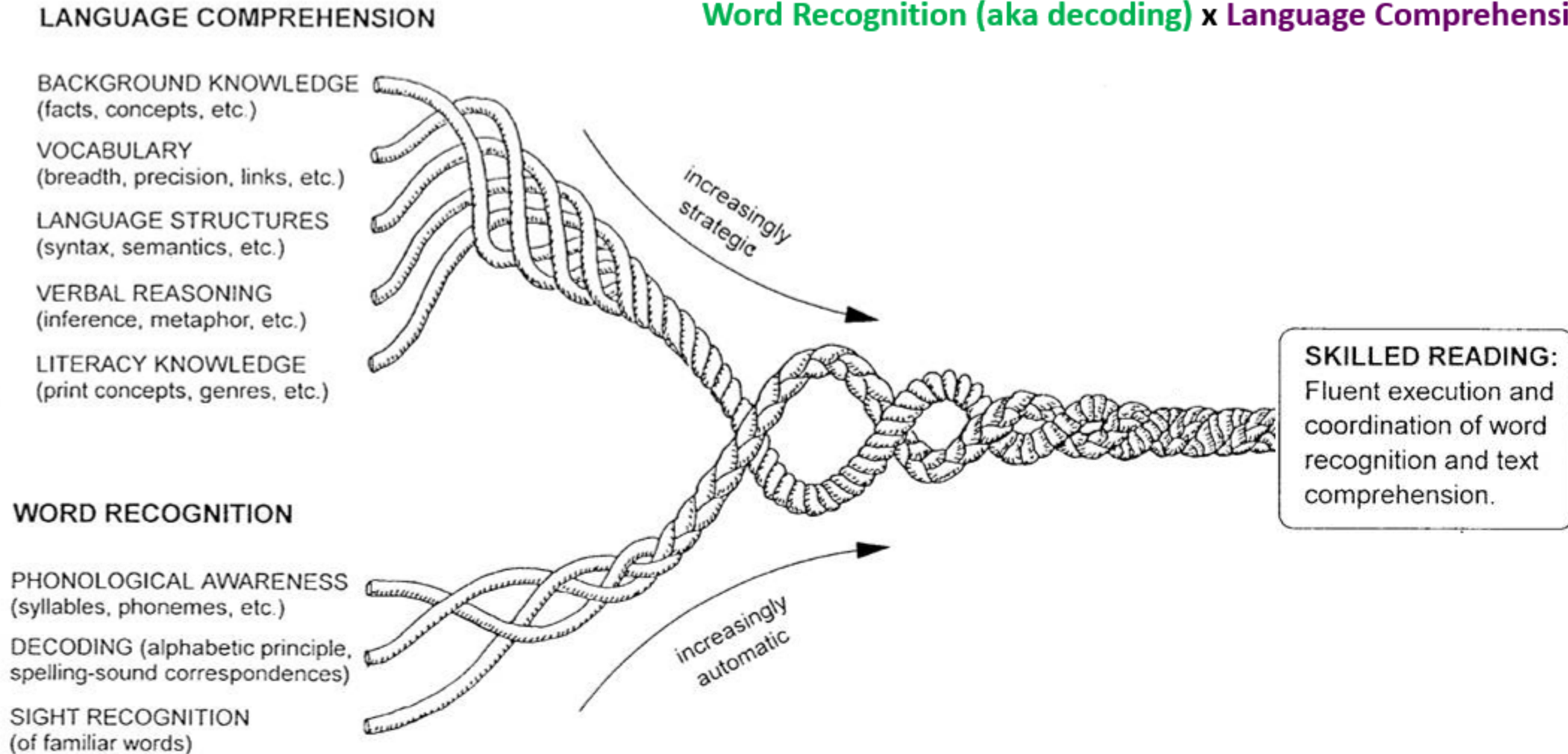
- Rereading text with the students multiple times with different focus each time
- Choral shared reading of rigorous text
- Connecting evidence based responding with multiple subjects and situations
- Giving feedback on their exit slips

What is one thing you are going to **stop** doing?

- Giving access to only some students
- Accepting less than high expectations for staff/team and young learners
- Stop worrying about student responses during Q & A and just listen to everything before making a teaching comment.

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Obviously LeBron James is the
perfect Super Star Basketball Player
inspiration because he was almost
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Word Recognition (aka decoding) x Language Comprehension = Reading



Early Learning Pathways - Expansion

We are moving incrementally closer toward a vision of inclusive, high quality, P-3 aligned, full-day pre-school



Expanded SPP Head Start
to full day



Expanded SPP Head Start
to full day



Converted SPP and
SPP Head Start to "Plus"
(Inclusive Model)



Converted Dev. PreK and
SPP Head Start to "Plus"
(Inclusive Model)

Questions & Conversation

All of our work is being adapted to reflect new realities, such as by making PD virtual, distributing resources (books) directly to families, rethinking student assessment, etc.

Initiative 1: Family & Community Engagement

- Taking family engagement deeper into literacy through Family Connectors and our Community Workgroup
- Growing and adapting Academic Parent Teacher Teams

Initiative 2: P-3 Practitioner Capacity

- Fully expanding tiered supports to 13 schools; Early Literacy PD and Coaching Model anchored on CCC and the science of reading

Initiative 3: P-3 Assessment Portfolio

- Completing P-3 Assessment Review in coordination with the Dyslexia screener

Initiative 4: Establish Early Learning Pathways

- Ongoing expansion analysis
- Folding pre-school teachers/coaches into science of reading PD next year

Thank You!



SEATTLE EXCELLENCE
Educate. Engage. Empower.








Strategic Plan Priority: High-Quality Instruction & Learning Experiences





Check one box for each element and the overall goal rating.





	Unsatisfactory	Proficient	Distinguished
19-20 GOAL: 100% of African American males will read at or above grade level in 3rd grade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative 1: Family & Community Engagement – Reading Campaign (Inclusive & Authentic Engagement)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initiative 2: P-3 Practitioner Capacity – Beliefs and Practice (High-Quality Instruction & Culturally Responsive Workforce)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initiative 3: P-3 Assessment Portfolio (High-Quality Instruction & Operations)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initiative 4: Establish Early Learning Pathways (High-Quality Instruction & Operations)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall Goal Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




Superintendent’s Comments:


Board’s Comments:

	Workstream	Description	Artifacts
<p>Community Engagement</p> <p>By June 2020, Seattle Public Schools will develop a Family & Community Engagement strategy to promote P-3 literacy.</p>	<p>Communications</p> <p>[PROFICIENT]</p>	<ul style="list-style-type: none"> Launched Seattle Super Readers: created marketing materials with community input, distributed books at 13 schools in Summer 2019. Launched Seattle Excellence at School Leader Institute and shared 3rd grade goal objective and initiatives Conducted school-site visits at most of the 13 schools to share goal priorities and collect data from Principals on their needs. Remaining visits were cancelled following school closures. Shared 3rd grade goal priorities at October 2019 Community Partner Fall Kickoff. 142 people attended representing 80+ organizations. Superintendent Juneau, Keisha Scarlett, and Cashel Toner all spoke and presented on the overall strategic plan, the 3rd grade goal, and normalizing Black Excellence. 	<ul style="list-style-type: none"> See attached School Leader Institute PPT  <ul style="list-style-type: none"> See the enclosed picture from the Fall Partner Kickoff 
	<p>Community</p> <p>[PROFICIENT]</p>	<ul style="list-style-type: none"> Formed Community Workgroup in May 2019 and met 7 times through March 2020. Workgroup is now working in three smaller groups called Learning Labs that are developing strategies and recommendations for family engagement for the 3rd grade goal. The three areas are: <ul style="list-style-type: none"> Welcoming literacy environments at school Fostering stronger student-teacher relationships Aligned supports across school, home, and community. <p>As a pathway to impact, the Learning Labs will be working through the SPS Family Connectors Program to adopt their suggestions and materials next year.</p> Shared 3rd grade goal priorities at October 2019 Community Partner Fall Kickoff. 142 people attended representing 80+ organizations. Superintendent Juneau, Keisha Scarlett, and Cashel Toner all spoke and presented on the overall strategic plan, the 3rd grade goal, and normalizing Black Excellence. CAI provided PD to community partners in the fall on the CCC curriculum to encourage alignment among after school partners. A follow-up summit with after-school care providers was planned for April and is currently on hold. Team Read's curriculum has been aligned to CCC and the program was expanded to Leschi Elementary. Further expansion is planned for next year. 	<ul style="list-style-type: none"> Summary of our learnings from engaging with the Community Workgroup    <ul style="list-style-type: none"> SPS PD Calendar for community partners. See pink shading for academic trainings. See attached PD session handouts below.   <ul style="list-style-type: none"> See enclosed materials as examples of what Learning Labs are working on.

		<ul style="list-style-type: none"> • Almost all the 13 schools had scheduled a live performance of the children’s book <i>Crown: An Ode to the Fresh Cut</i>, an award-winning story that exemplifies normalizing Black Excellence. • Work to align efforts with Seattle Housing Authority, Mercy Housing, Bellwether Housing, and Capitol Hill Housing included: Resident newsletter included Super Readers Campaign, created free lending libraries in affordable housing buildings, promoting literacy activities and events at apartment buildings, data sharing and partnership agreements with Mercy Housing and SHA, aligning homework help programs to schools, and worked with Early Learning Department to help them understand the impact of upcoming new affordable housing developments. • During school closures to the COVID-19, 10 different affordable housing partners across 38 different buildings, have helped connect over 1,500 students with either SPS lunches, NW Harvest food deliveries, SPS learning packets, art kits, and tech devices. • An innovative partnership with Somali Family Safety Taskforce, Seattle Housing Authority, and Seattle Public Library has resulted in the publishing of a third children’s book authored and illustrated by a group of five Somali families. The book features Kindergarten focus sight words and animals using paper collage and the collective art work of mothers and children of all ages. The book is to be printed and distributed across every Seattle Public Schools elementary and public library in the city. 	 <p>Student-Teacher Relationships Learni</p>  <p>Welcoming Literacy Environments Learni</p>  <p>Aligned Supports Learning Lab.docx</p>
	<p>Continuous Improvement [PROFICIENT]</p>	<p>System of feedback and input from multiple stakeholders includes:</p> <ul style="list-style-type: none"> • Regular and ongoing input from our Community Workgroup over the course of the year including working with them as direct co-designers around family engagement. • Administered annual “Implementation Survey” to teachers to systematically collect data on a range of topics that covers CCC, the 3rd grade goal generally, P-3 Literacy assessments, and literacy coaching supports. • CAI conducted regular site visits to almost all 13 schools. The remaining visits were cancelled due to school closures. • All 13 principals are currently being interviewed for the P-3 Literacy assessment review. • All 13 principals are providing input into the design of PD and literacy coaching for 20-21. 	<p>Teacher survey analysis</p>  <p>TeacherSurvey_3rdGradeGoal_SupEval_E</p>

	<p>Family Engagement [PROFICIENT]</p>	<ul style="list-style-type: none"> • Three schools – Rising Star, Thurgood Marshall, South Shore – piloted the Academic Parent Teacher Team model, which comes out of the national dual-capacity building framework. Education Northwest is currently conducting an evaluation of the pilot through principal, teacher, and family interviews. • As described above, the Learning Labs in our Community Workgroup are working with the SPS Family Connectors Program to develop materials and strategies for the program next year. • We have carefully curated a list of 100 new culturally responsive texts to purchase for grades 2-3. The process involved systematic review of 1,000 titles by SPS staff and community members. School closures have delayed distribution for now. 	<p>APTT model overview</p> <p>Teacher survey analysis (see embedded above)</p>
<p>Practitioner Capacity By June 2020, Seattle Public Schools will expand and align professional learning to improve P-3 Practitioner capacity and effective early literacy instruction.</p>	<p>Alignment of Professional Development Structures [PROFICIENT]</p>	<ul style="list-style-type: none"> • CAI completed a comprehensive Literacy Framework that integrates Foundational Beliefs/Coursework, literacy practices, and literacy learning standards. The framework will be used as an anchor document for ongoing literacy PD and coaching. <ul style="list-style-type: none"> ○ Saturday Institutes were being planned to roll out the Literacy Framework but were derailed as a result of COVID-19. • Next year’s literacy coaching and PD are being merged into an integrated, job-embedded support for teachers, reflecting best-in-class professional development methods and structures. 	 <p>SPS Literacy Framework-PK-2-v4.1</p>  <p>SPS Literacy Framework-3-5-v5.p</p>
	<p>Align Professional learning content for P-3 educator’s beliefs and practices [PROFICIENT]</p>	<ul style="list-style-type: none"> • Three rounds of week-long, district wide CCC PD was conducted across the year with Principals and Collaborative Literacy Leaders (CLLs). PD was specifically designed around the results of prior curriculum implementation studies. 	<p>PD Attendance Data</p>  <p>PD Attendance Tracking - 3rd Grade</p> <p>Teacher survey</p>
	<p>Tiered professional development supports for schools [PROFICIENT]</p>	<p>Additional PD offerings were developed for the 13 Early Literacy Priority Schools including:</p> <ul style="list-style-type: none"> • Trainings for 3rd grade teachers on CCC’s Being a Reader small group reading sets, which focus on foundational reading skills. • 70+ hours of other CCC-specific trainings on Make Meaning, Being a Writer, and SIPPS were planned and offered to K-3 teachers in the 13 Priority Schools. 	<p>PD Attendance Data</p>  <p>PD Attendance Tracking - 3rd Grade</p> <p>Teacher survey (see embedded above)</p>

		<ul style="list-style-type: none"> • Training on newly created lesson plans that leverage social studies time to build background knowledge and vocabulary. • Capacity Builder training for select 3rd grade teachers to become expert in the social studies lesson plans and further improve their colleagues' practice. <p>Four literacy coaches were deployed to support the 13 schools on improving literacy curriculum, assessment, and instruction.</p>	
<p>Assessment Review</p> <p>By June 2020, Seattle Public Schools will promote teacher collaboration and establish a P-3 assessment Portfolio to support 3rd grade literacy outcomes.</p>	<p>Educators work as teams to improve literacy instruction and effectiveness in the classroom [PROFICIENT]</p> <hr/> <p>Refine P-3 assessment portfolio [PROFICIENT]</p> <hr/> <p>Assessment for student learning [PROFICIENT]</p>	<p>Cross-departmental P-3 literacy assessment workgroup was launched at the beginning of March and is progressing on the following workstreams:</p> <ul style="list-style-type: none"> • Grounded in training on the “science of reading”, the group is establishing clear P-3 literacy assessment purposes and a framework based on all of the essential sub-skills (phonological awareness, word recognition, and language comprehension) that undergird reading comprehension. • Diagnosing current assessment practices, including PLCs, data reporting, and training offered to schools and teachers • Diagnosing current assessment instrument quality • Creating a framework for racial equity implications within assessment • Developing key findings and recommendations for how to improve P-3 literacy assessment portfolio and practices 	<p>Teacher survey (see embedded above)</p> <p>See the enclosed slides framing the work of the P-3 Assessment Portfolio Review</p>  <p>P-3 Assessment Portfolio Review.ppt</p>
<p>Early Learning</p> <p>By June 2020, SPS will examine current early (P-3) learning pathway capacity and review</p>	<p>Capacity Analysis [PROFICIENT]</p>	<p>Capital Planning and Early Learning have completed an analysis that</p> <ul style="list-style-type: none"> • Inventories existing space for pre-school • Quantifies overall space capacity shortfall or excess • Identifies specific schools or attendance areas that have capacity shortfalls • Identifies options for addressing capacity shortfalls <p>Capital planning nearly done with this analysis</p> <p>We also successfully expanded capacity for next year (20-21) at Emerson, Olympic Hills, John Muir, and West Seattle.</p>	<p>See the attached capacity analysis</p>  <p>EL Pathways Analysis.docx</p> <p>See pathway data analysis</p>  <p>EarlyLearning_CIP_R E_3'27'20_Ext.pptx</p>

current facilities to promote establishing early learning pathways	Education Specification Review [PROFICIENT]	Early Learning has mostly completed an analysis that assesses: <ul style="list-style-type: none">• The effectiveness of the educational specification School closures have prevented analysis of the extent to which early learning spaces, as built, conform to the educational specification and support early learning pathways	See attached summary of the review of the elementary ed spec  Ed Spec - Summary of Suggested Revisi
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June 12, 2019 Rubric Language

19-20 Goal/Initiative #1	By June 2020, Seattle Public Schools will develop a Family & Community Engagement strategy to promote P-3 literacy.
Strategic Plan Measurable Goal Alignment	100% of African American males will read at or above grade level in 3rd grade.

	Unsatisfactory	Proficient	Distinguished
Communications and Marketing: Implement an internal and external communications/marketing plan to build awareness and support for 3 rd grade reading for all of SPS.	Limited written communication/marketing plan developed.	Launch a comprehensive communication/marketing plan including key messages, branding, and related materials fall of 2019. Implement broad and targeted strategies to engage families, staff, and the broader community in support of literacy best practices and 3rd grade reading. Messages reflective of community feedback and distributed using culturally responsive channels. Intentional engagement of public ambassadors and partners to carry the work forward and build community will (i.e. <i>Seattle Public Libraries: Team Read, Read Ahead!</i>)	Implement new, innovative tactics to reach target audiences (students, parents, communities) and to share why reading is important, best practices, and how to get involved. Example strategies: Joint SHA social media campaign, community influencer group, ads in language specific publications, faith organization presentations, earned media.
Community Partner Alignment: Align community-based organization partner practices/supports to district's core literacy strategies.	Limited alignment between Seattle Public Schools and community-based organizations with no formal systems or infrastructure.	Identify key Community Reading Partners and initiate mechanisms to share district's core literacy strategies with community-based organizations and partners: <ul style="list-style-type: none"> • Focus SPS Community Alignment Summit on district's core literacy strategies • Surface promising practices from Community Reading Partners • Expand access and opportunity to SPS professional 	Implement mechanisms to share district's core literacy strategies with community-based organizations and partners. Example strategies: Surface promising practices from Community Partners and replicate in a subset of schools, expand access and opportunity to SPS professional development to community partners (quarterly CBO / SPS convenings focused on literacy)
Continuous Improvement: Invite students and educators to provide ongoing feedback, support quality control, and review of initiative strategies.	Limited framework developed to elicit feedback with no formal systems or infrastructure.	Develop a framework to elicit feedback from students and educators to provide ongoing input, support quality control, and review of initiative strategies Feedback reflective of communities elicited using culturally responsive engagement pathways. Example strategies: surveys, focus groups, document review, interviews.	Implement a framework to elicit feedback from students and educators to provide ongoing feedback, support quality control, and review of initiative strategies to inform course corrections. Feedback reflective of communities elicited using culturally responsive engagement pathways. Example strategies: surveys, focus groups, document

Family Engagement: Implement family engagement dual-capacity model for advancing P-3 literacy.	Limited family engagement strategy developed	Develop a family engagement dual-capacity model for advancing P-3 literacy that is culturally responsive, asset based, and relational that connects families to student learning. Example strategies: literacy focused family engagement (promote family/school partnership in support of literacy practices).	Implement a family engagement dual-capacity model for advancing P-3 literacy that is culturally responsive, asset based, and relational that connects families to student learning at a targets set of schools. Example strategies: literacy focused family engagement (promote family/school partnership in support of literacy practices).
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19-20 Goal/Initiative #2		By June 2020, Seattle Public Schools will expand and align professional learning to improve P-3 Practitioner capacity and effective early literacy instruction.		
Strategic Plan Measurable Goal		100% of African American males will read at or above grade level in 3rd grade.		
	Unsatisfactory	Proficient	Distinguished	
Alignment of Professional Development Structures	Train all new to district teachers on CCC Curriculum and SPS Foundational Beliefs module	Align current professional learning structures that enable teachers and school leaders to engage in professional learning that integrates SPS Foundational Beliefs, Foundational Coursework, and Literacy practices focused on building practitioner capacity.	Provide an additional 8 hours of district-directed professional learning structures for teachers to increase capacity and skills in teaching Literacy	
Align Professional learning content for P-3 educator's beliefs and practices	Continue limited literacy professional development approach.	Develop 2019-2020 professional learning structures that are aligned to standard, whole child development, and culturally responsive practice. Example strategies: Continue K-2 and 3-5 Center for Collaborative Classroom collaborative literacy lead cohort learning days across the year with principals, develop professional learning for reading interventions and support staff aligned to core instruction, develop guidance documents describing the components of balanced literacy.	Implement a multi-year, tiered professional learning system to calibrate instructional practices across grade levels and pathways aligned to standard, whole child development, and culturally responsive practice.	
Tiered professional development supports for schools	Continue limited tiered supports for schools (e.g. grant or levy funded investments)	Provide targeted 2019-2020 professional development and supports to a subset of schools, replicating promising practices through job-embedded learning to support whole child development and high-quality, differentiated, instruction to accelerate growth for students of color. Example Strategies: consultancy model, teacher coaching, teacher capacity building model, practitioners' academy (tools of the trade).	Implement multi-year targeted professional development and supports to a subset of schools, replicating promising practices through job-embedded learning to support whole child development and high-quality, differentiated, instruction to accelerate growth for students of color. Example Strategies: consultancy model, teacher coaching, teacher capacity building model,	

19-20 Goal/Initiative #3	By June 2020, Seattle Public Schools will promote teacher collaboration and establish a P-3 assessment Portfolio to support 3 rd grade literacy outcomes.
Strategic Plan Measurable Goal Alignment	100% of African American males will read at or above grade level in 3rd grade.

	Unsatisfactory	Proficient	Distinguished
Educators work as teams to improve literacy instruction and effectiveness in the classroom	Continue with a site-based approach to defining collaboration between educator teams.	A district-wide framework and related guidance documents are created to further support collaboration so educator 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.	A district-wide framework and related guidance documents are created to further support collaboration so teacher teams use multiple data points (whole child) to optimize and differentiate learning (academic and SEL) and prevent problems as early as possible through the exchange of effective, culturally responsive instructional strategies that relate to students' stories, strengths, and needs.
Refine P-3 assessment portfolio	Continue current P-3 assessments	Conduct a landscape analysis of P-3 assessments used in SPS and other large urban districts to identify best in class tools and assessment practices for closing gaps in early literacy. The goal will be to identify validated, standards-aligned assessments of students' early literacy skills in key domains such as phonological awareness, fluency, comprehension and vocabulary – so that educators know precisely which early literacy skills each child has mastered, which skills need additional work, and which students need more practice, additional instruction, or intervention.	Conduct landscape analysis for “holistic culturally responsive student assessment” to help provide educators with a social-emotional “portrait” of the unique strengths and challenges of each young person. Conduct key stakeholder engagement (e.g., school leaders, educators, families, community partners) and develop an implementation plan for a comprehensive “whole child” Pk-3 assessment framework, to be phased in with targeted schools during 2020-21 (Year 2 of the Strategic Plan) and fully implemented districtwide by 2022-23 (Year 3 of the Strategic Plan) SPS may initiate pilot field tests of new assessment tools beginning in 2019-20 (Year 1 of the Strategic Plan) and initial use professional development and training for educators in targeted
Assessment for student learning	Limited training or professional development is offered to support using student data to inform and improve instructional practice	Develop a district-wide framework and related guidance documents to further support educators in the use of student assessment data to understand student progress, instructional effectiveness and overall students' strength and need	Implement a district-wide framework and related guidance documents to further support educators, families and students in the use of student assessment data to understand student progress, instructional effectiveness and overall student strength and need.

19-20 Goal/Initiative #4	By June 2020, SPS will examine current early (P-3) learning pathway capacity and review current facilities to promote establishing early learning pathways.
Strategic Plan Measurable Goal Alignment	100% of African American males will read at or above grade level in 3rd grade.

	Unsatisfactory	Proficient	Distinguished
SPS capacity analysis and planning facilitates the development of spaces that support early learning	<p>Analysis is completed that:</p> <ul style="list-style-type: none"> ▪ Inventories existing space ▪ Quantifies overall space capacity shortfall or excess ▪ Identifies specific schools or attendance that have capacity shortfalls 	<p>Analysis is completed that:</p> <ul style="list-style-type: none"> ▪ Inventories existing space ▪ Quantifies overall space capacity shortfall or excess ▪ Identifies specific schools or attendance areas that have capacity shortfalls ▪ Identifies options for addressing capacity shortfalls 	<p>Analysis and planning are completed that:</p> <ul style="list-style-type: none"> ▪ Inventories existing space ▪ Quantifies overall space capacity shortfall or excess ▪ Identifies specific schools or attendance areas that have capacity shortfalls ▪ Identifies options for addressing capacity shortfalls ▪ Chooses one or more options for addressing shortfalls ▪ Develops a work plan for addressing shortfalls
SPS facilities offer optimal environments for early learning pathways	<p>A protocol is developed to assess the effectiveness of the elementary school educational specification with respect to supporting early learning pathways.</p>	<p>Analysis is completed that assesses:</p> <ul style="list-style-type: none"> ▪ The effectiveness of the educational specification ▪ The extent to which early learning spaces, as built, conform to the educational specification and support early learning pathways 	<p>Analysis and planning are completed that:</p> <ul style="list-style-type: none"> ▪ Assesses the effectiveness of the educational specification ▪ Assesses the extent to which early learning spaces conform to the educational specification and support early learning pathways ▪ Describes a work plan for correcting deficiencies in

School Leaders Institute

P-3 Early Literacy Initiative



Seattle Public Schools
August 6, 2019

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.

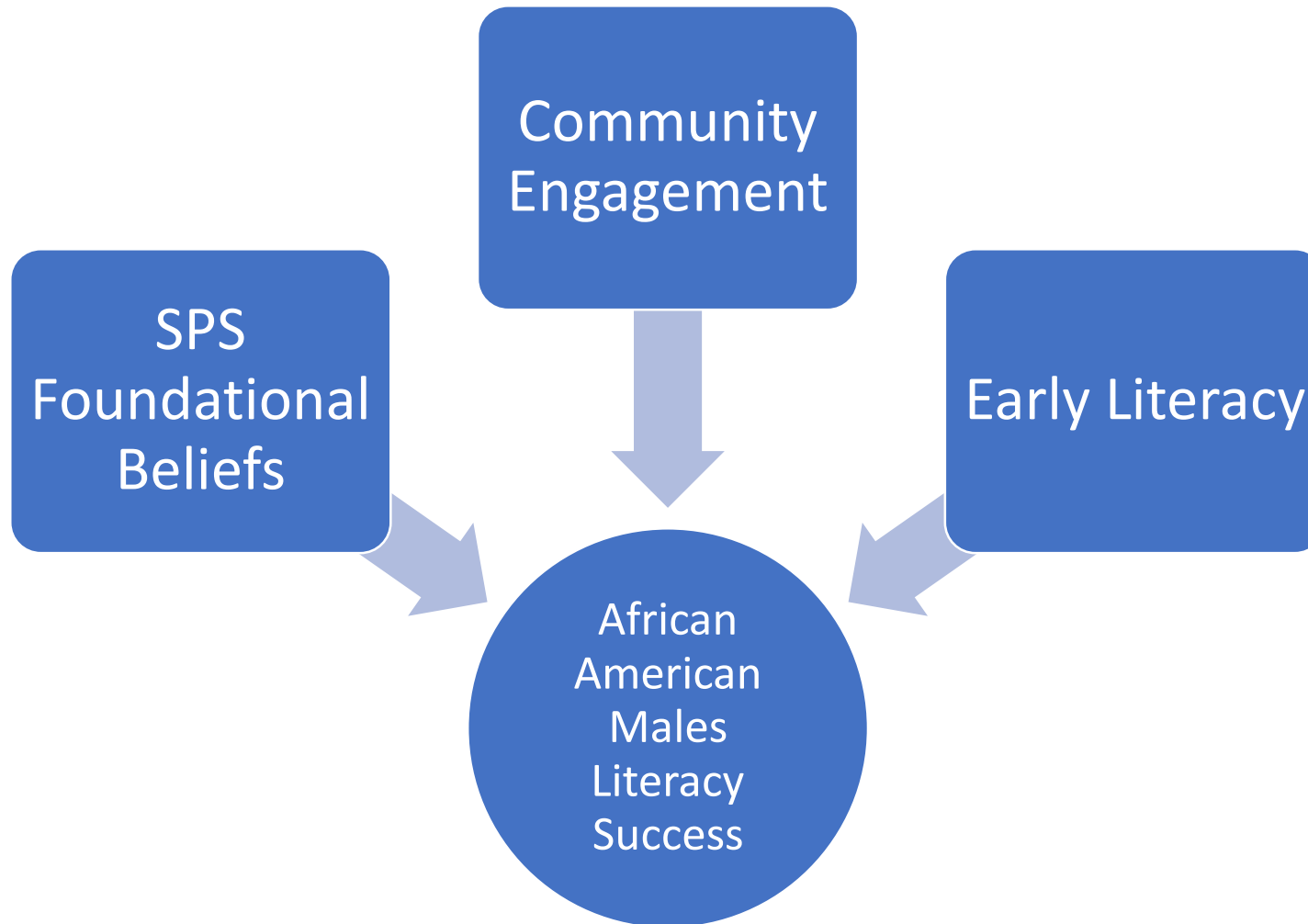
Strategic Plan Alignment

Priority: High-Quality Instruction and Learning Experiences

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

- **Goal: Students of color who are furthest from educational justice will read at grade level by 3rd grade.**

SPS Strategic Plan and Early Literacy



SPS Foundational Beliefs



1

Teaching is intellectually complex, difficult, and demanding work, and that the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.

2

By collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

3

All children have the raw material to learn rigorous academic material at high standards.

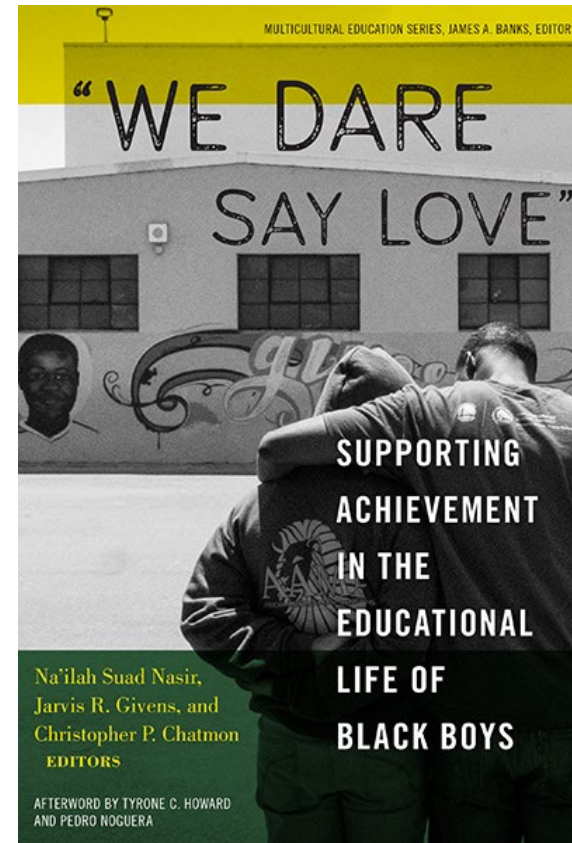
SPS Foundational Beliefs

3 The ability to learn or 'intelligence' is not a fixed, inborn trait. All children have the raw materials to learn rigorous academic material at high standards.

Our work is to build students' academic mindset:

- I belong to this academic community
- I can succeed at this
- My ability and competence grow with my effort
- The work has value for me

We Dare Say Love – Black Male Student Experiences and the Possibilities Therein



Counternarrative: Normalizing Black Excellence



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...
- THEN we will eliminate opportunity and achievement gaps and every Seattle Public Schools' student will receive a high-quality, world-class education and graduate prepared for college, career, and community.

Targeted Universalism

- Our Theory of Action is guided by the principles of 'Targeted Universalism.' Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific populations.
- We believe that an intentional focus on students who are furthest from educational justice, especially African American males, we will ultimately benefit every student and make the greatest progress toward our collective vision.

How might you frame the Theory of Action and the strategy of Targeted Universalism to your staff and wider school community?

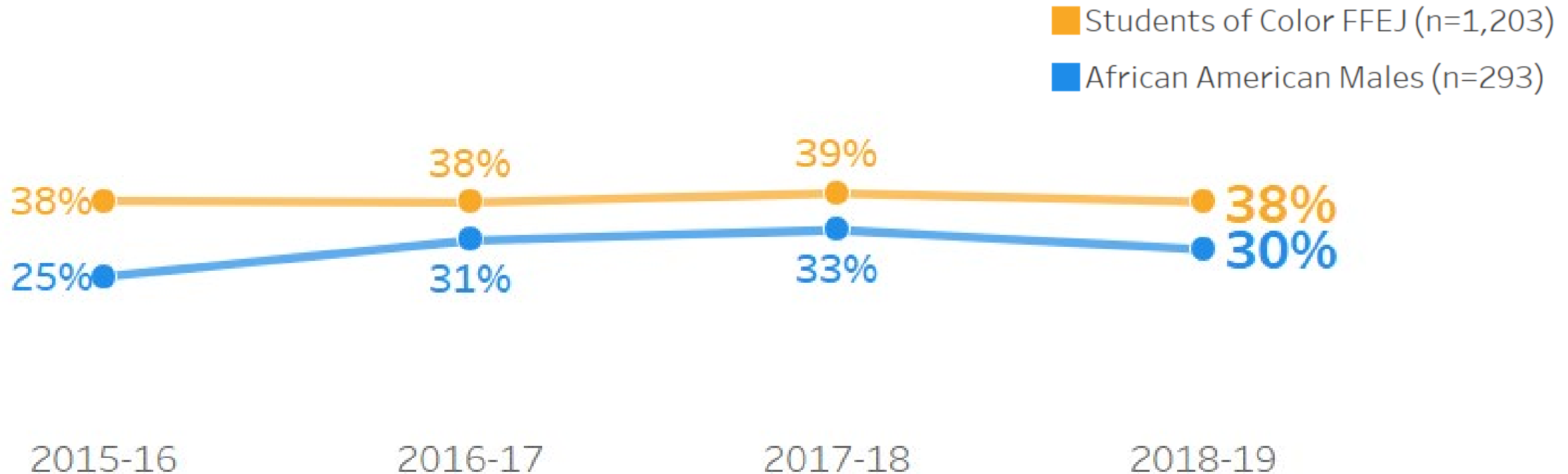
Reading by 3rd Grade Matters

- Foundational reading and writing skills that develop from birth to age eight have a clear and consistently strong relationship with later conventional literacy skills. (NELP, 2004; WestEd, 2017)
- Students who don't read proficiently by 3rd grade are four times more likely to leave school without a diploma than proficient readers and leads to higher drop out rates. (Casey Family Foundation, 2010)
- Currently 30%* of our African American males are at or above grade level by 3rd grade.

*preliminary data; tested students only

SPS 3rd Grade ELA

3rd Grade ELA Smarter Balanced results appear to be **down slightly** from 2017-18, based on 2018-19 preliminary data (looking at tested students only for all years).



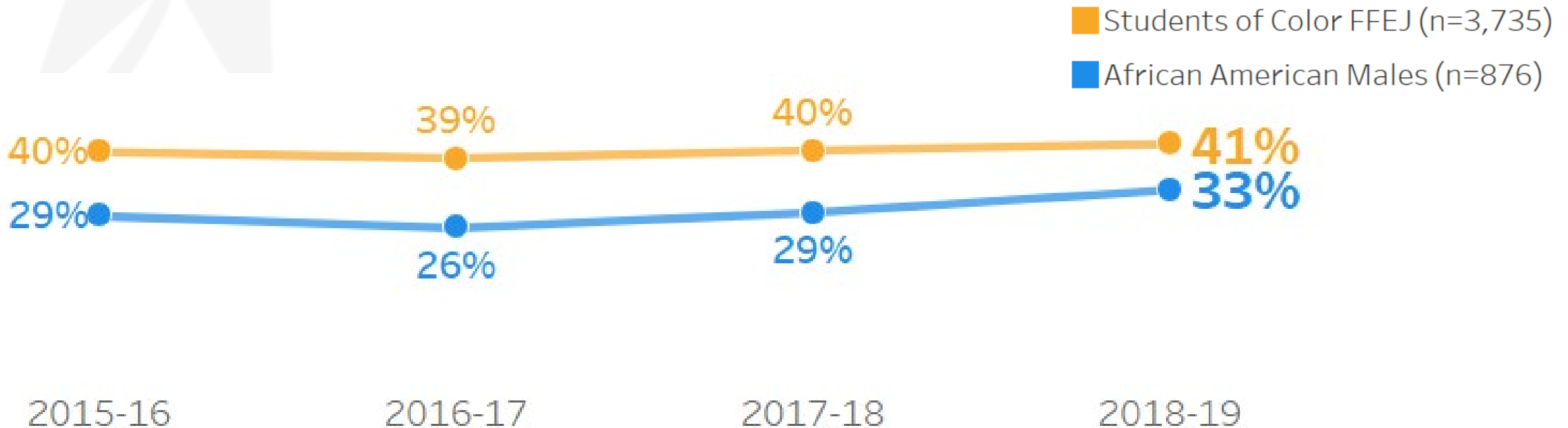
Students of Color Further From Educational Justice – African and African American, LatinX, Asian Pacific Islander, Southeast Asian, and Native American Students

IMPORTANT NOTE: All data are preliminary. Because only tested students are included in preliminary Smarter Balanced data, Smarter Balanced data for ALL YEARS includes only tested students for a more accurate comparison. As a result, all SBA numbers reported in this deck are likely 1 to 4 points **higher** than the final data reported in August/September.

3rd - 5th Grade ELA



Overall, elementary ELA Smarter Balanced scores are up slightly over 2017-18 (Grades 3-5 Combined), with a **4 point increase** for African American Males, based on preliminary data and looking at only tested students for all years.



Students of Color Further From Educational Justice – African and African American, LatinX, Asian Pacific Islander, Southeast Asian, and Native American Students

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Goal: 100% of African American males will read at or above grade level by 3rd grade.



- Initiative 1: Family and Community Engagement
- Initiative 2: P-3 Practitioner Capacity
- Initiative 3: P-3 Assessment Portfolio
- Initiative 4: Establish Early Learning Pathways



SPS Foundational Beliefs

- 2 Collaborating with families in authentic partnerships creates a pathway for students to reach their highest potential by engaging with families as the first and lifelong teachers of students.

Initiative 1: Family and Community Engagement (Inclusive & Authentic Engagement)



- **Communications and Marketing**
- **Continuous Improvement**
- **Community Partner Alignment**
- **Family Engagement**

READ AT LEAST
20 MINUTES
EACH DAY!

BUILD YOUR
SUPER READING
POWERS!

EVERY SPS STUDENT IS A
SEATTLE SUPER READER!

SET A WEEKLY
READING GOAL!

READ BOOKS,
MAGAZINES,
GRAPHIC NOVELS....
IT ALL COUNTS!

Let's get reading, Seattle Super Readers!



[Seattle Super Readers Video](#)

Early Literacy Community Convening Workgroup



We will:

- **HOLD OURSELVES ACCOUNTABLE** to normalize Black Excellence
- **LEARN FROM AND PARTNER WITH** our families and community
- **MAKE COURSE CORRECTIONS** based on feedback

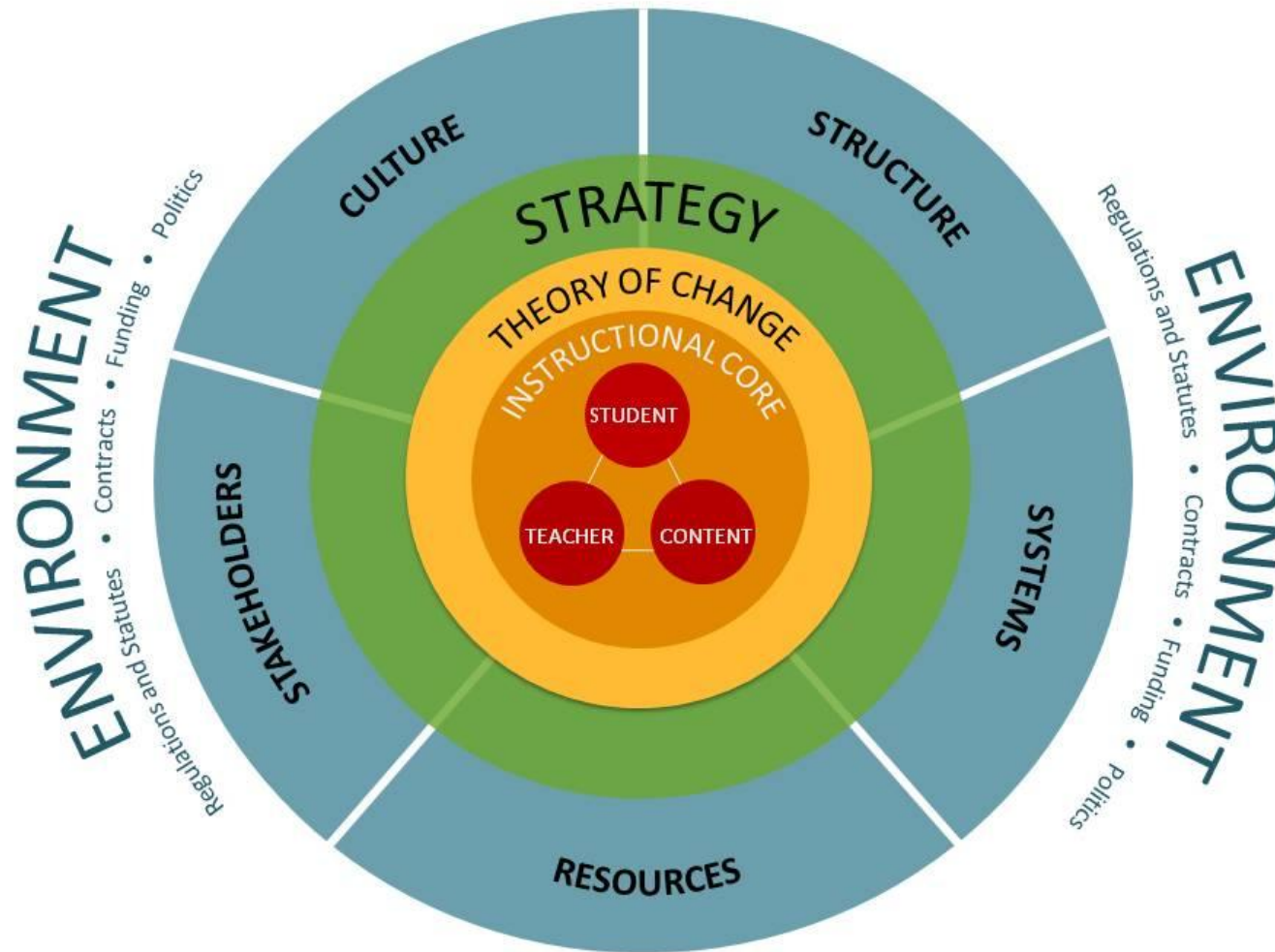
SPS Foundational Beliefs

1 Teaching is intellectually complex, difficult, and demanding work

Development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relations to student results

Children's learning is primarily determined by their effective effort and use of appropriate strategies

Instructional Core



Students should receive equitable access to the skills needed to decode, comprehend, and write about grade level text by third grade.

3rd Grade ELA Proficiency



Claim #1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

Claim #2: Students can produce effective and well-grounded writing for a range of purpose and audiences.

Claim #3: Students can employ effective speaking and listening skills for a range of purposes and audiences.

Claim #4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Think about a 3rd grade student who struggled with reading last year. What strengths did this student bring to the classroom? What were this student's challenges?

What experiences and skills will accelerate literacy development for 3rd grade students at L1 and L2?

SBA Claims	L1	L2
Read and Comprehend	Minimal ability to read to comprehend a range of texts of low complexity	Partial ability to read closely to comprehend a range of texts of moderate complexity
Writing	Minimal ability to produce writing for a range of purposes and audiences	Partial ability to produce writing for a range of purposes and audiences
Speaking and Listening	Minimal competency in employing listening skills	Partial ability to employ listening skills for a range of purposes
Research & Inquiry	Minimal ability to use research/inquiry methods to produce an explanation of a topic	Partial ability to use research/inquiry methods to produce an explanation of a topic

Updated Comprehensive Literacy Framework

SEATTLE PUBLIC SCHOOLS' COMPREHENSIVE LITERACY FRAMEWORK: A GUIDE FOR PK-3 PRACTITIONERS



Belief Statement:

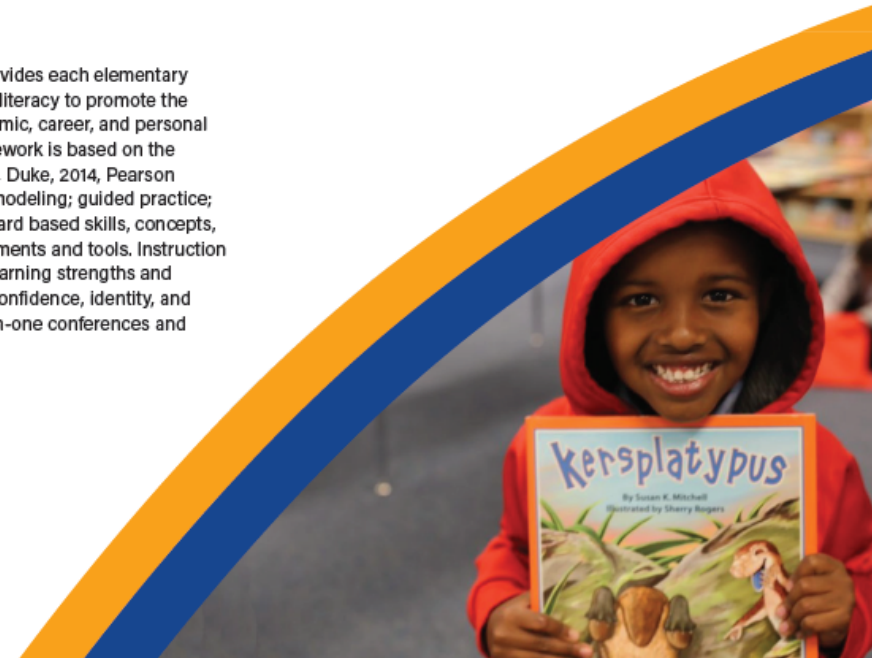
To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments where student-centered curriculum is delivered by high-quality and culturally responsive educators. This climate is designed to promote joyful learning; efficacy; intellectual rigor; and to stimulate social, emotional, and cognitive development in an environment where individual needs are met through both independent and collaborative work. Seattle Public Schools strive to create conditions and opportunities for students to assume responsibility for their own learning and to empower their independence, proficiency and ownership of learning.

Literacy Framework Overview:

Seattle Public Schools' Comprehensive Literacy Framework provides each elementary student access to high quality and research-based practices in literacy to promote the academic skills, knowledge, and behaviors necessary for academic, career, and personal success. Seattle Public School's Comprehensive Literacy Framework is based on the Gradual Release of Responsibility Model (Fisher and Frey, 2008, Duke, 2014, Pearson and Gallagher, 1983) which centers instruction around explicit modeling; guided practice; collaboration; and independent application of grade level standard based skills, concepts, and behaviors using common formative and summative assessments and tools. Instruction in Seattle Public Schools is tailored to each student's specific learning strengths and needs and develops, supports, and challenges each student's confidence, identity, and competence in literacy during whole group, small group, one-on-one conferences and independent learning opportunities.



SEATTLE
SUPER
READERS

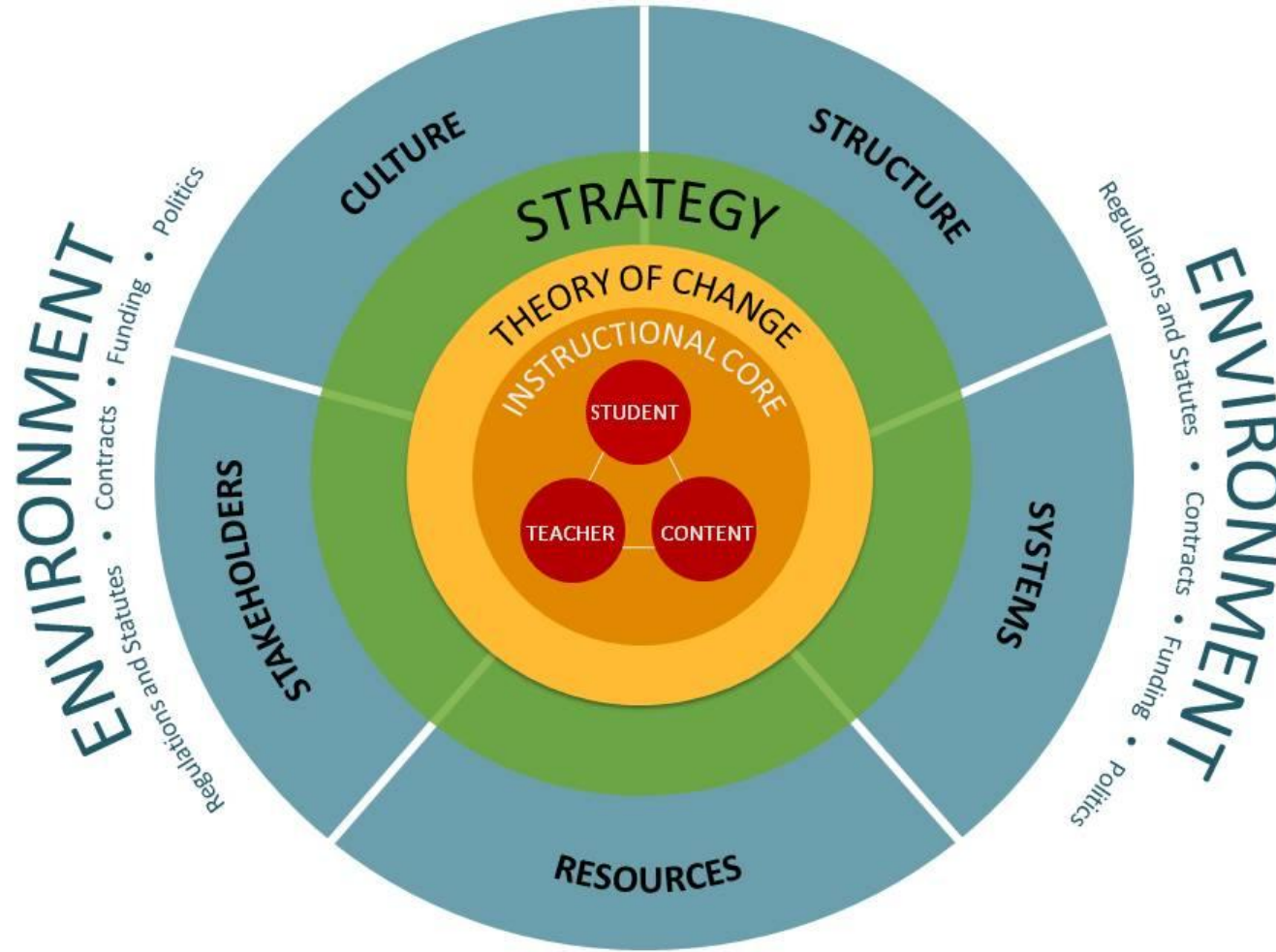


**Thinking again about your 3rd
grade student...**

**What skills, strategies and
experiences would benefit this
student and potentially
accelerate their literacy growth?**

**What is missing from the
Comprehensive Literacy
Framework?**

Instructional Core



Curriculum Implementation Findings

Year 1 (2017-18)

- No “implementation dip” in test scores
- Evidence that teachers are working hard to implement despite previous “schema”

Year 2 (2018-19)

- Improved implementation, but challenges remain
- Some achievement gains in grades 4/5, but slight declines in 3rd grade

Year 3 (2019-20)

- Braiding with strategic plan 3rd grade goal
- Will look for student achievement gains, in particular for Students of Color Furthest from Educational Justice and African American Males

Was CCC “Taught as Intended?”



81% of respondents agree that they are expected to use the materials “as intended” in their school, a 13-point increase over last year. Reported use of curriculum components increased in almost every area, with the largest increases in the Being a Reader materials for K-2.

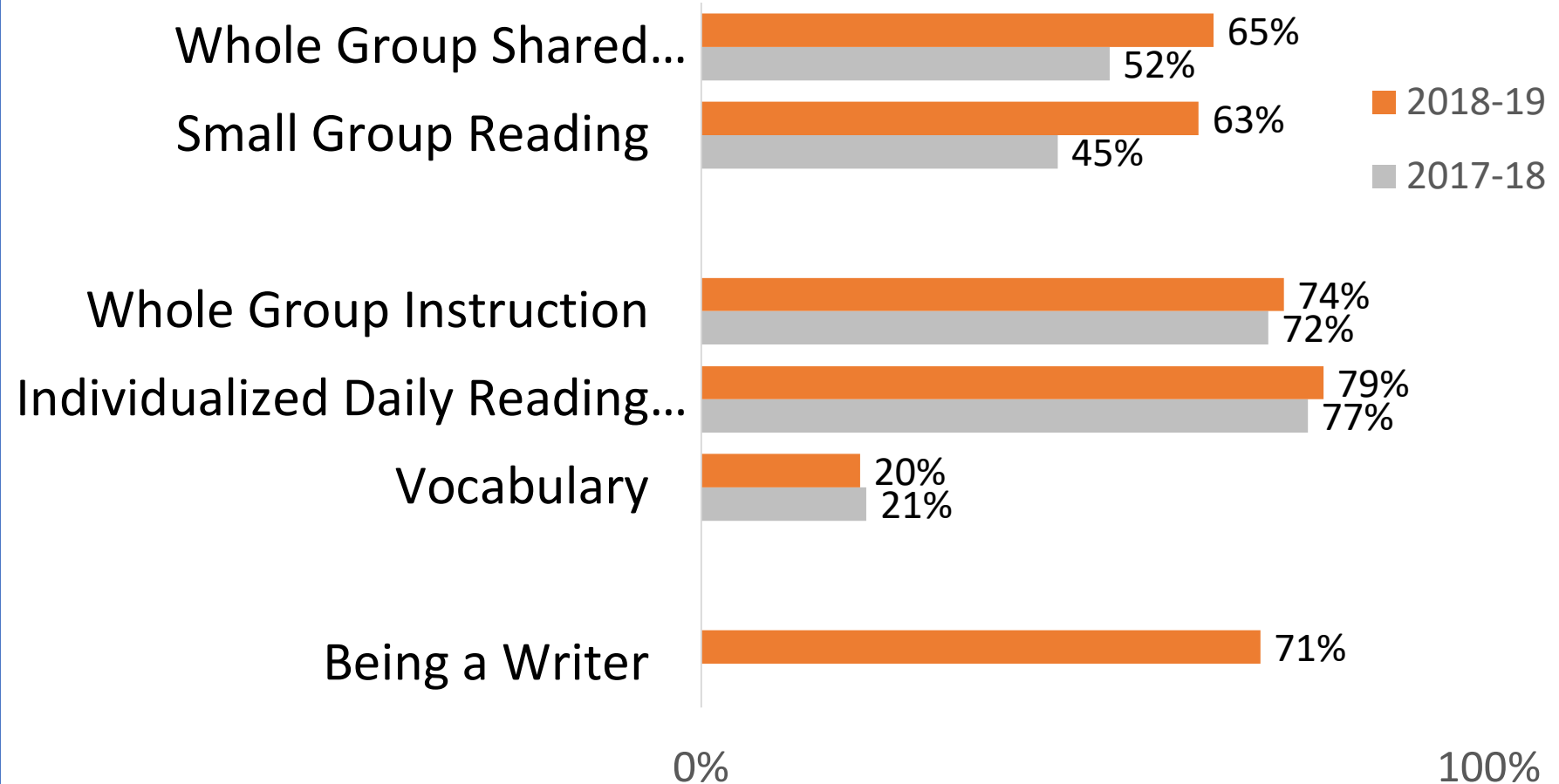
Teacher Survey

“My principal expects me to teach the CCC curriculum ‘as intended’”

81%



up 13 points from 2018



Perceived Benefits of CCC

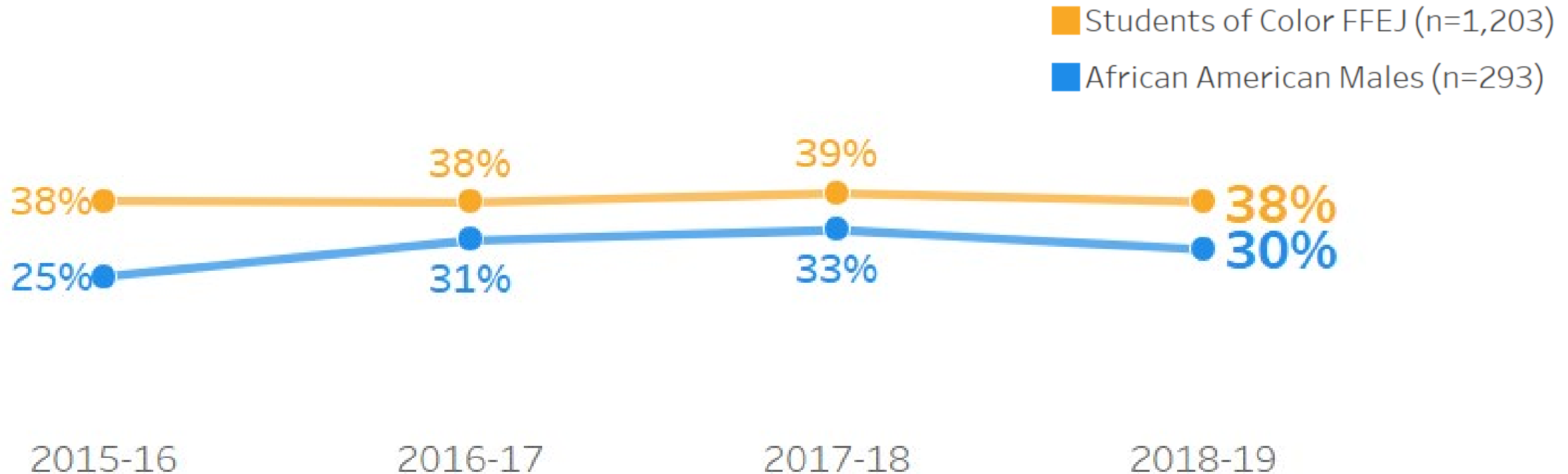


Principals and CLLs increasingly believe that CCC implementation will yield positive student outcomes. There was a **16-percentage point increase** this year when asked if implementing CCC as intended would help to close opportunity gaps for students of color. There was also a **12-percentage point increase** for closing opportunity gaps for ELL students.

	2018	2019
Engaged and enthusiastic about literacy learning.	83%	88%
Safe and welcomed in school	86%	85%
Stronger gains in literacy proficiency	79%	79%
Meet the needs of Special Education students	49%	53%
Meet the needs of Highly Capable students	47%	48%
Close opportunity gaps for students of color	60%	76%
Close opportunity gaps for English Language Learners	58%	70%
Allow my school to meet the CSIP targets for early literacy	62%	70%

SPS 3rd Grade ELA

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CCC: Looking Behind and Ahead



We Heard...

2017: “I would have liked to attend trainings with our CLL.”

District Response

This past year, we held cohort-based trainings by implementation readiness. Next year, we will continue the general approach, but organize by PLN.

*Feedback from principals and CLLs about this change has been overwhelmingly positive. Approval for the CCC instructional leadership approach **increased by 17 percentage points**, from 61% last year to 78% approval this year.*

CCC: Looking Behind and Ahead



We Heard...

On the teacher survey, only 54% of teachers say that the CCC materials are culturally and ethnically relevant.

“When we look at the authors, they are almost all white authors.” – Teacher

“Some of our books have some African American characters, which is great, but there's really no other culture and no different gender norms or different kinds of families.” – Teacher

District Response

Central office ELA and Ethnic Studies staff will identify grade level texts suitable for CCC units and begin to generate alternate text-driven lessons for K-5.

CCC: Looking Behind and Ahead



We Heard...

On the teacher survey, 73% of teachers report that they have never visited other classrooms to watch CCC lessons being taught by their peers

“It was so huge to go see somebody who understands it and has done it before and done it well and is able to show. I learned a lot in just that one time I went and [I wish I were] able to do that regularly.” – Teacher

District Response

This past spring, we debuted a Making Meaning walkthrough tool in cohort training day and provided opportunities to observe demonstration teachers. In the fall, we will also release a Being a Reader walkthrough tool.

CCC: Looking Behind and Ahead



We Heard...

School leaders want improved clarity of expectations (for example, master scheduling with other curriculum adoptions)

“What I need is for the district to streamline some things before they come to me if you are wanting me to really implement the work. When you send too much, it sends me the message that you don't expect for me to really follow what you want.” – Principal

District Response

Model schedules will be posted on Schoology for school leaders and CLLs to review and adapt to fit specific school contexts.

Professional Learning Opportunities 2019-2020



CONTENT	DELIVERY MODELS
<p>Focused supports for BAR implementation /Literacy Centers (K-3)</p> <p>Increased opportunities for students to read informational text to build knowledge (3rd grade)</p> <p>Redesigned curriculum-based assessment units for Social Studies aligned with CCC Performance Tasks (3rd grade)</p>	<p>After-school Workshops offered regionally</p> <p>Saturday workshops</p> <p>State-wide PD & day between semesters</p> <p>Early Release Wednesdays Microsoft Teams meetings or regional face-to-face</p> <p>Career Ladder Demonstration Teachers engaging in lesson study</p> <p>Collaborative Literacy Leaders offering PD at local sites</p>

CCC Cohort and PLN Days

- Three Cohort “Learning Lab” Days for K-2 & 3-5 CLLs and school leaders
- Redesigned cohorts (in response to principal feedback)
- Focused on 3rd grade goal
- Driven by implementation data
- Sub release time

Activity – GO-GO-MO

Black Boy Joy: 30 Picture Books Featuring Black Male Protagonists

by Charnaie Gordon



Thank you!





Learnings that can strengthen our SPS Strategic Plan goals and approach

Background

Since May 2019, the Early Literacy Community Convenings has met eight times. The group consists of about 20 participants from multiple SPS departments, community partner representatives, and parents. A steering committee that includes SPS Leadership, Keisha Scarlett and Cashel Toner, SPS management staff, Kathlyn Paananen and Luke Justice, and three community partners have helped shape and guide the content of these meetings. This document attempts to outline our learnings from the Early Literacy Community Convenings and provide suggestions and recommendations that will support and strengthen our approach to achieving the SPS Strategic Plan goals.

What makes our early literacy stakeholder group work?

We have put relationships first in developing our early literacy stakeholder group. The structure of our workgroup, which is outlined below, builds trust and a co-developed agenda that stresses our values, allows for new ideas to emerge, and more voices at the table. Documents are attached that highlight our journey and activities or discussions that the group engaged in.

*“Relationship is the
measure of our strength.”*

~Adrienne Maree Brown

- Sponsorship by two SPS Divisions, Curriculum and Instruction and Equity, Partnerships, and Engagement. Regular guidance, participation, and facilitation by the leadership of these divisions.
- An established steering committee that meets weekly and includes three community partners and two SPS Managers and Directors/Chiefs of two divisions.
- Three learning labs or small groups were established to focus on three key areas and are facilitated by one community member and one SPS staff person. The role of District coaches have played a key role and in-turn they have gained knowledge and relationships that improve their supports to schools.
- Includes an equal mix of community members and SPS staff.
- Grounding in a shared understanding of black excellence. The group spent the first few meetings reading articles, visiting the Northwest African American Museum, hearing from students and partners of ACE Academy, and participating in shared learning activities to ground ourselves in an understanding of asset-based mindsets and black excellence.
- Individual phone calls or check-ins and exit surveys occur to understand the sentiments and perspective of the group.
- A reflection after each meeting to understand the power dynamics at play, reflect on comments/questions posed, and whether meetings are representing our values.
- It's ok not to know all the answers. The purpose of the workgroup is to understand and then carry forth our fullest potential as a community. Students, families, schools, community members, community organizations all have pieces of the puzzle and the workgroup's tasks is about harnessing our collective power.

What are the core tensions in this work to be mindful of?

- SPS must be clear about how experiences and strategies are differentiated among all the students and families that identify as African-American or Black. Racial groups are not a monolith and there should be thoughtfulness and intention to reach out to the variety of stakeholders that identify as African-American and Black.
- People want to know that their invested time will amount to something. How will ideas be resourced, then implemented, then sustained? The district must set up the decision-making pathway and buy-in so that the group has legitimacy.
- SPS must weigh the balance between inviting input from stakeholders and also not asking them to do work that is within the district or school’s charge.
- SPS is at risk of furthering mistrust if we ask for ideas and feedback, but do not follow-through.
- SPS has established several workgroups to fulfill the strategic plan. Coordination is needed so that there are variety of partners and people represented and projects/initiatives are aligned.
- What is the right way to meaningfully and genuinely engage students and families most impacted in this work?

KEY TAKEAWAYS

How can being “in community” help us reach our literacy goals?

<i>Third grade literacy goals from the SPS Strategic Plan</i>	<i>What are the missed opportunities if SPS does not collaborate with external stakeholders?</i>	<i>What will we gain from working ALONGSIDE community?</i>
1. Implement mechanisms to share district's core literacy strategies with families and community-based organizations and partners	<ul style="list-style-type: none"> • Schools cannot do it alone. We will continue to reach some, but not ALL. Year after year, students will disengage from school and reading. 	<ul style="list-style-type: none"> • Students furthest from educational justice have what they need to build foundational skills that build the joy of reading.
2. Implement a family engagement dual-capacity model	<ul style="list-style-type: none"> • SPS will implement projects and initiatives that do not respond to the true experiences of families. • SPS will continue to build mistrust among families historically marginalized 	<ul style="list-style-type: none"> • Families historically underserved by institutions will have opportunities to co-develop solutions that get at the root causes of the problem in ways that respond to the changing landscape.
3. Examine current early (P-3) learning pathway capacity and review current facilities to promote establishing early learning pathways	<ul style="list-style-type: none"> • Affordable housing sites will continue to open, families will move in without access to quality and affordable early learning opportunities. • Families transition into Kindergarten with confusion, lack of support, and sense of belonging. 	<ul style="list-style-type: none"> • Families will have wrap around support and options for quality early learning opportunities at the time of move-in. • There are clear connections to support a seamless transition and a warm welcoming of families into “K”.

How do we live out our values?

Below is a diagram that illustrates the way we can show up in this work. Communities will know whether we have a hidden agenda or are listening, learning, adapting and putting students and families at the center. (Diagram adapted from <http://schooltalking.org/>)

NOT supporting each/all students' talent and development

Supporting each/all students' talent and development

Relationships **First**

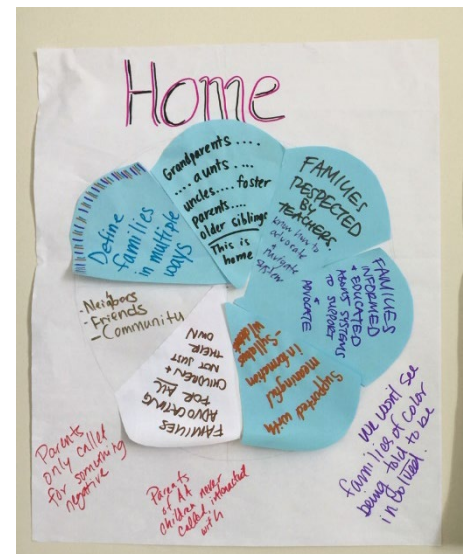
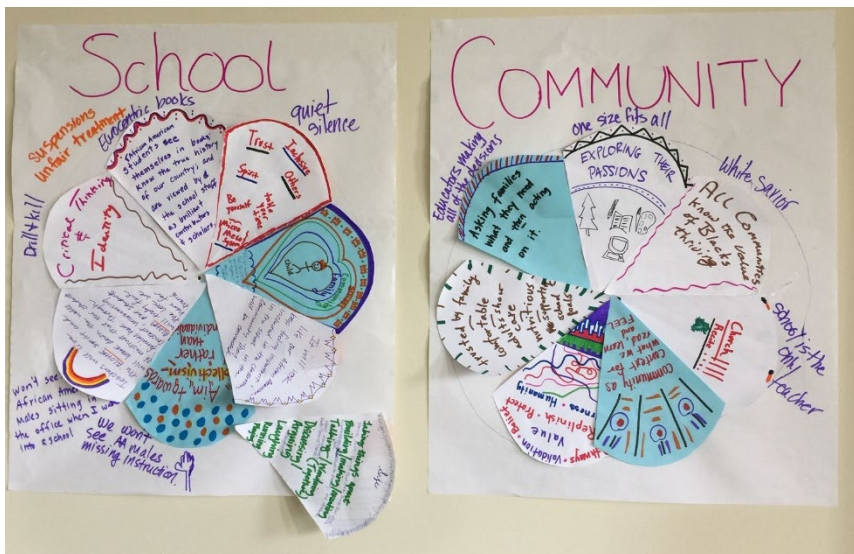
Whole child/Whole Family **First**

Centering love **First** NOT compliance

Building community around each and every child **First**

Creating with and for the needs and strengths of students and families traditionally marginalized and underrepresented **First**

Creating the conditions that promote a caring culture **First**



Opening Activity – Art Talk

Instructions: Walk to the artwork that resonates the most with you when you think of “Black Excellence”. Talk to a partner about why you connect with this art work. What can we learn from this and how do we bring it into our work together?



Jacob Lawrence, *The Library* 1960

Painted six years after school desegregation in 1954, *The Library* serves to remind African Americans of the importance of education and of preserving their African history and culture. During the civil rights movement, libraries like the 135th Street branch provided safe learning spaces for African Americans to study their history and culture when it was not part of the curriculum in integrated classrooms throughout the country.



Lois Mailou Jones, *Moon Masque*, 1971, oil and collage on canvas, Smithsonian American Art Museum, Bequest of the artist, 2006.24.5

Exhibition Label

At the center of *Moon Masque* is a papier-mâché replica of a heart-shaped white Kwele mask from Zaire surrounded by masklike profiles and designs drawn from Ethiopian textiles. Though stylized, the faces resemble actual individuals whose profiles are juxtaposed with tears falling from the eyes of the mask. It is tempting to speculate that the mask, representing heritage and tradition, weeps for the situation of contemporary African peoples.



William H. Johnson, *Art Class*, ca. 1939-1940, oil on plywood, Smithsonian American Art Museum, Gift of the Harmon Foundation, 1967.59.579

Luce Center Label

In the late 1930s, William H. Johnson adopted a self-consciously “primitive” style that masked a sophisticated understanding of how to compose a picture. This image is carefully constructed so that all the parts of the painting spin off of the brilliant blue in the girl’s dress at the center of the canvas. The curved chairs, floorboards and diagonal lines of the easels create a two-dimensional pattern that Johnson filled with brilliant color. *Art Class* reflects Johnson’s experience teaching in a Harlem community center funded by New Deal initiatives such as the Works Progress Administration, which gave young African American artists far greater opportunities than Johnson had known just after World War I, when he was young and ambitious.

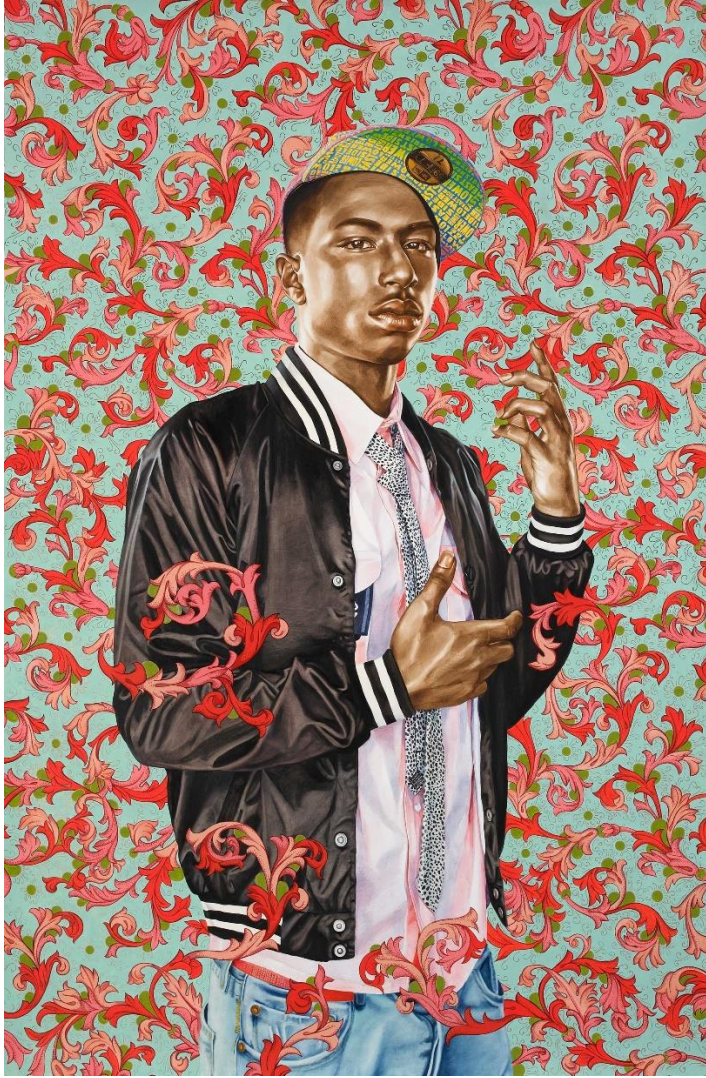


Earlie Hudnall, Jr., *The Guardian*, 1990, gelatin silver print, Smithsonian American Art Museum, Museum purchase, 1994.23.4, © 1990, Earlie Hudnall, Jr.

Exhibition Label

Many of Hudnall's photographs focus on children and the elderly. "A unique commonality exists between young and old," he observes, "because there is always a continuity between the past and the future. It is this commonality which I strive to depict in my work." In *The Guardian*, a father enfolds his young daughter as they stand along a street reflected in the mirrored lenses of his glasses. The American flag tucked behind his ear suggests more – that in addition to warmth and affection, he is passing on a sense of community and patriotic pride.

African American Art: Harlem Renaissance, Civil Rights Era, and Beyond, 2012



Kehinde Wiley. 2013.

By applying the visual vocabulary and conventions of glorification, history, wealth and prestige to the subject matter drawn from the urban fabric, the subjects and stylistic references for his paintings are juxtaposed inversions of each other, forcing ambiguity and provocative perplexity to pervade his imagery.

Wiley's larger than life figures disturb and interrupt tropes of portrait painting, often blurring the boundaries between traditional and contemporary modes of representation and the critical portrayal of masculinity and physicality as it pertains to the view of black and brown young men. The models, dressed in their everyday clothing most of which are based on the notion of far-reaching Western ideals of style, are asked to assume poses found in paintings or sculptures representative of the history of their surroundings. This juxtaposition of the "old" inherited by the "new" – who often have no visual inheritance of which to speak – immediately provides a discourse that is at once visceral and cerebral in scope.



Amy Sherald.

"What's precious inside of him does not care to be known by the mind in ways that diminish its presence (All American)" (2017), oil on canvas. Private collection, Chicago.

Sherald also sees her work as being in conversation with photography. She said, "When I found photography, I found this other kind of portraiture of black families and black people who were photographing themselves or having themselves photographed in ways they wanted to be seen." Instead of being part of a narrative of oppression, these images were grounded in love. When she chooses her subjects, who are mostly people she encounters in her daily life, Sherald looks for people who evoke her grandmother's old family photographs: "frozen in time, and black and white, and they're so still, and their eyes tell you so much."



Sculptor Selma Burke is most famous for her commissioned bas-relief of Franklin Delano Roosevelt that served as the inspiration for the American dime coin. Originally a nurse in Harlem, Burke became part of the Harlem Renaissance and eventually opened an art school and art center bearing her name in New York City and Pittsburgh, respectively. Her 1993 work, *Uplift*, powerfully shows an African-American woman holding a small nude child up in front of her face with another child at her side.

2019-2024
SEATTLE PUBLIC SCHOOLS
STRATEGIC PLAN

Early Literacy
Community
Convening
9/26/19



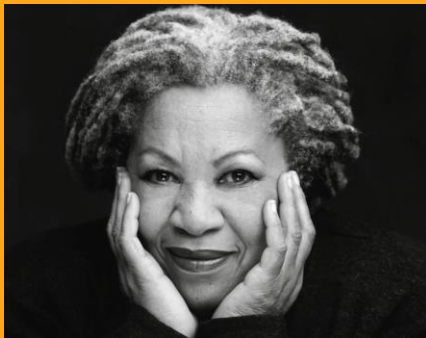
SEATTLE EXCELLENCE
Educate. Engage. Empower.



OUR COLLECTIVE CHARGE

I don't think one parent can raise a child. I don't think two parents can raise a child. You really need the whole village.

~ Toni Morrison



- Discover the collective power of the community to raise strong and joyful readers among African-American/Black boys and integrate these ideas into existing and future SPS work plans with community partners.
- Put black excellence at the center of our work and create diverse strategies that acknowledge and meet the unique needs and intersectionality of families.
- Center the voices of students and families.
- Provide feedback on existing efforts to advance literacy

The challenge for each one of you is to take up these ideals of tolerance and respect for others and put them to practical use in your schools, your communities and throughout your lives.

~ Nelson Mandela



Act 1 – Understanding the situation

- What are our values?
- What is the problem we are trying to solve for?
What is the opportunity ahead of us?

Act 2 – Sense Making

- How do we center the voices of those most affected?
- What are the root causes? What are the conditions that hold the problem in place?
- Who can we learn from?
- What are the assets in our community?

Act 3 – Resolution

- What can we as a community do collectively to raise strong and joyful readers?

We need more light about each other. Light creates understanding, understanding creates love, love creates patience, and patience creates unity.

~ Malcolm X



What are the **assets, knowledge, and resources** you bring **individually and as an organization** to contribute to our collective goal of raising strong and joyful readers among African-American Black boys/males?

Research is formalized curiosity. It is poking and prying with a purpose.

~ Zora Neale Hurston



- Strengthening student-teacher relationships and school family partnerships (*Marques and Elizabeth*)
- Fostering welcoming school and community environments (*Jaycee and Kenderick*)
- Building literacy skills and supports that are aligned across, school, home, and community (*LaKesha and Cate*)

GALLERY WALK

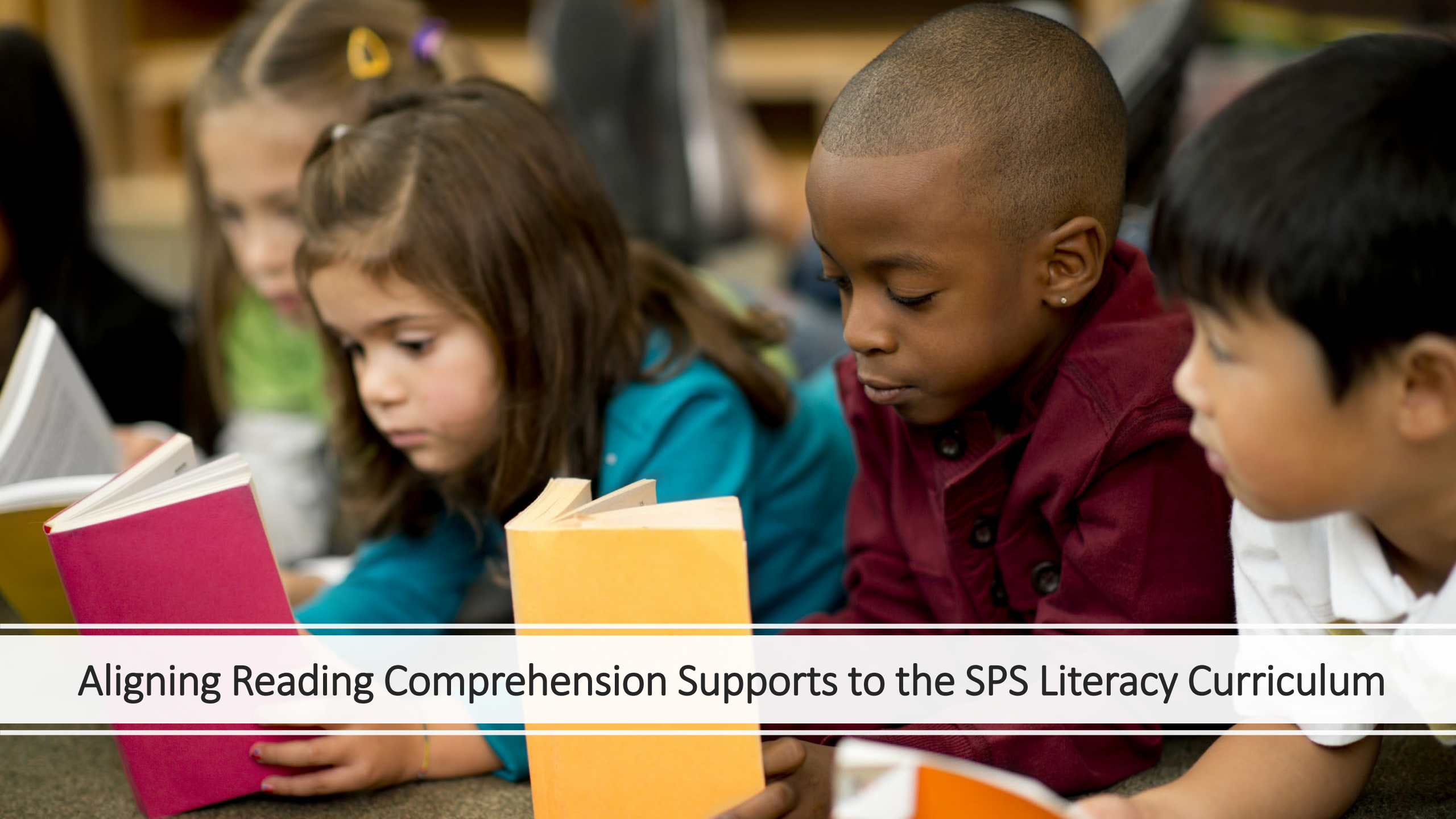
- 1. Select two people to stay and represent your group. These group representatives will describe in 5 minutes:*
 - The definition of success*
 - Asset Map*
 - Group's next steps*
- 2. Listeners have 10 minutes to visit other groups and ask clarifying questions and add sticky suggestions or questions to the group*
- 3. Switch roles two other presenters stay at group's station and others have a chance to listen and participate in the gallery walk.*



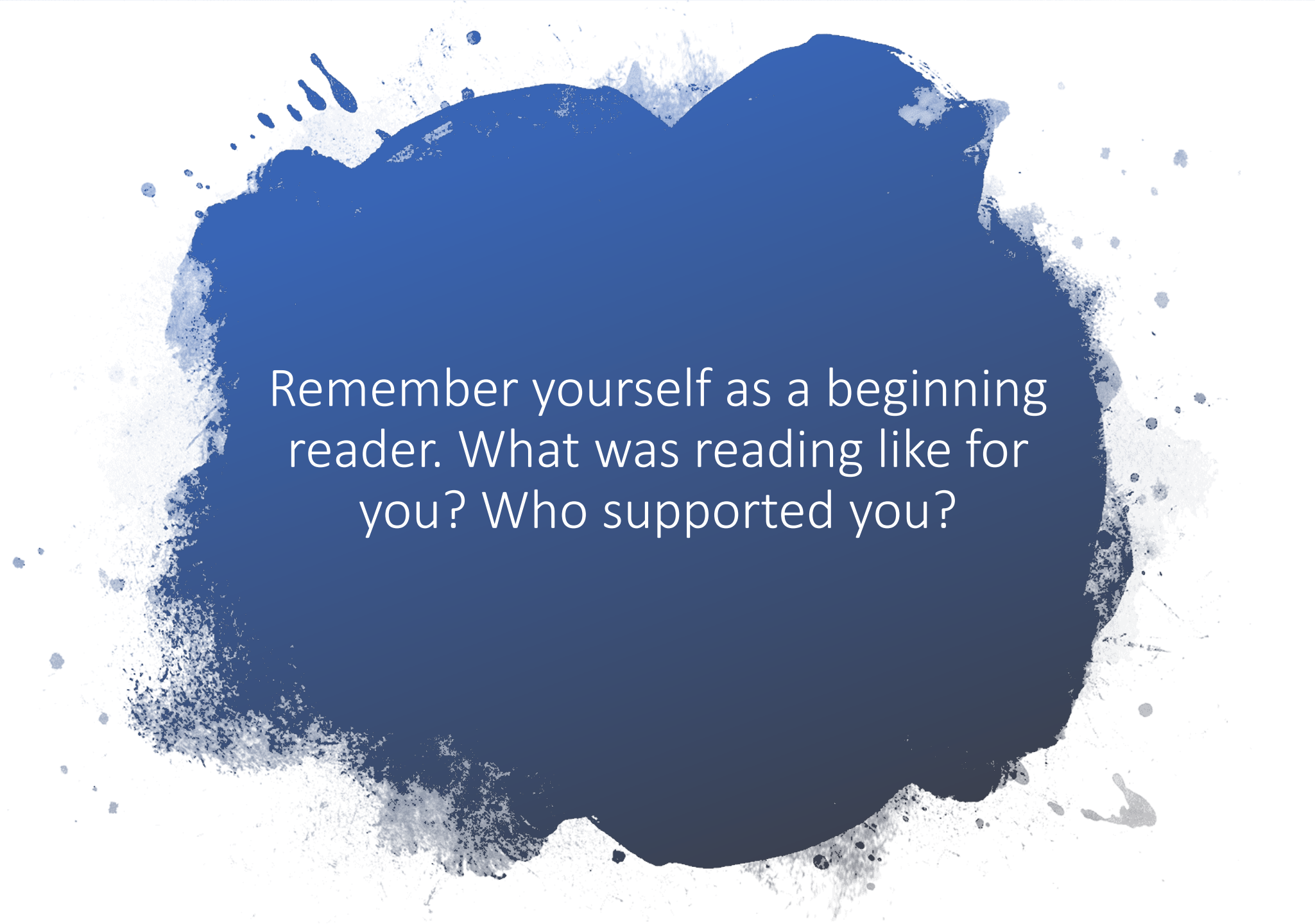
SEATTLE
PUBLIC
SCHOOLS

Reading Comprehension

October 10, 2019



Aligning Reading Comprehension Supports to the SPS Literacy Curriculum

A dark blue, irregularly shaped graphic with a splatter effect, containing white text. The graphic is centered on a white background and has a rough, ink-like edge with some smaller splatters around it.

Remember yourself as a beginning reader. What was reading like for you? Who supported you?

AGENDA



- **Societal Shifts in Reading Expectations**
- **Overview of Center for Collaborative Classroom (CCC) Curriculum**
- **CCC Teaching Moves That Support Students' Academic and Social Development**
- Tutoring Tips and Strategies

They come to understand other perspectives and cultures.

They comprehend as well as critique.

What are the expectations for reading comprehension today?

Students respond to the varying demands of audience, task, purpose, and discipline.

They demonstrate independence.

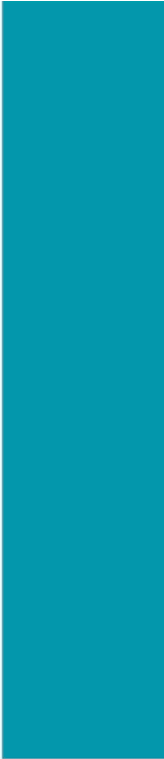
They value evidence.



The Center for the Collaborative Classroom
is a nonprofit organization dedicated to students' growth as
critical thinkers who learn from, care for, and respect one
another.

CENTER OF THE COLLABORATIVE CLASSROOM

Making Meaning



How we teach matters as much as what we teach.

Fostering caring relationships and building inclusive and safe environments are foundational practices.

Classroom learning experiences should be built around students constructing knowledge and engaging in action.

Honoring and building on students' intrinsic motivation leads to engagement and achievement.

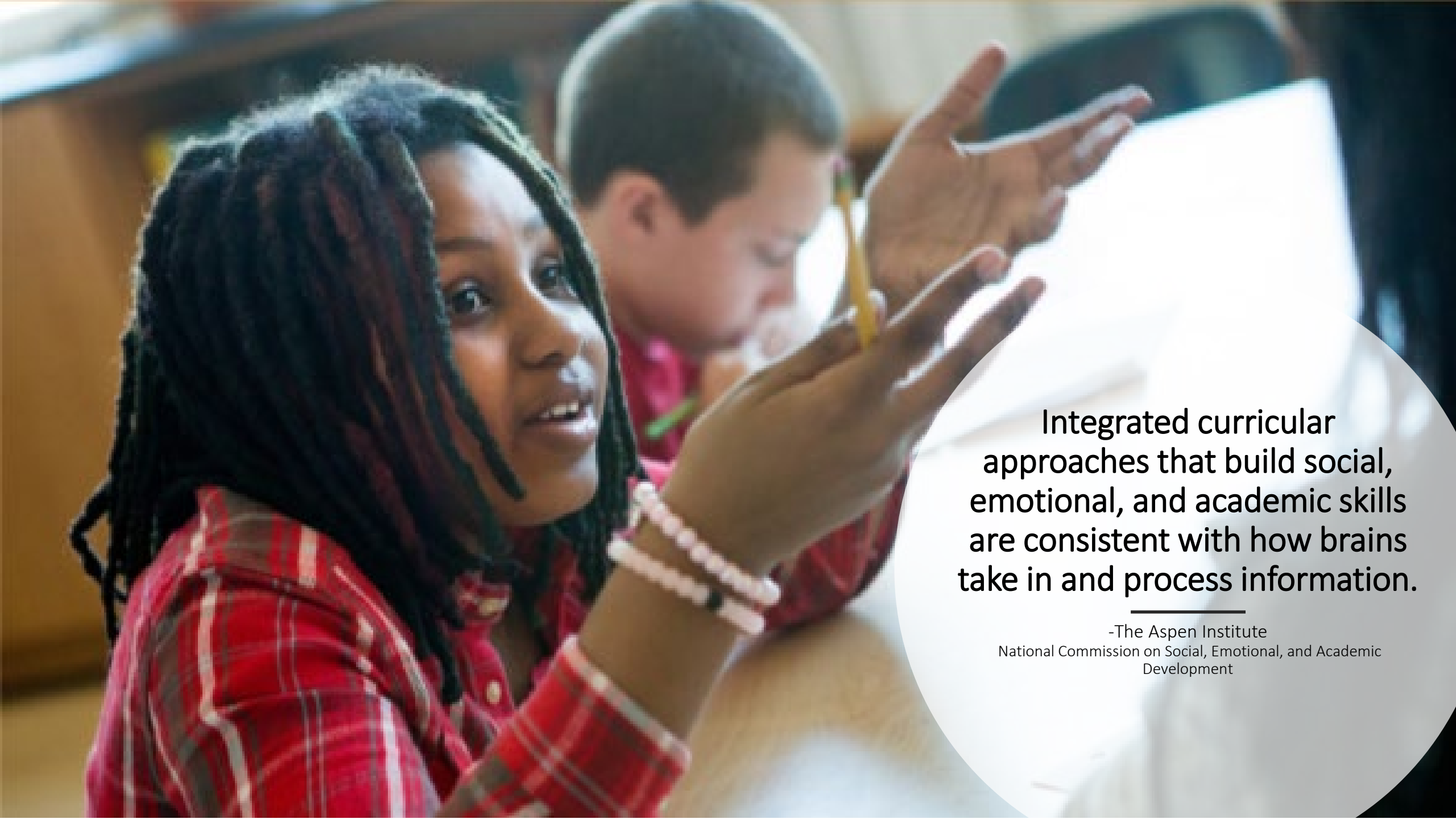
The social and academic curricula are interdependent and integrated.

Social Emotional Learning

SEL is the process through which children:

- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions
- set and achieve positive goals
- understand and manage emotions



A young girl with long, dark braids is shown in profile, wearing a red and white plaid shirt. She is gesturing with both hands, palms facing outwards, as if explaining something or engaged in a discussion. In the background, another student is visible, looking down at a desk. The scene is set in a classroom with a computer monitor visible on the right.

**Integrated curricular
approaches that build social,
emotional, and academic skills
are consistent with how brains
take in and process information.**

-The Aspen Institute
National Commission on Social, Emotional, and Academic
Development



“A strong social curriculum-
where kids are learning how to
interact with one another,
share with one another, be a
part of a community, take their
work seriously, and have a
sense of purpose
-makes their academic learning
richer.”

-The Aspen Institute
National Commission on Social,
Emotional, and Academic Development

Social Reflection and Discussion

Before the Lesson	After the Lesson
<ul style="list-style-type: none">• What can you do to show respect for your partner's thinking?	<ul style="list-style-type: none">• What did you do to show respect for your partner's thinking today? How did that help you work together?
<ul style="list-style-type: none">• What are some ways you can be respectful and caring when sharing writing and artwork?	<ul style="list-style-type: none">• What did your partner do to let you know that he or she cared about and respected your ideas and work?
<ul style="list-style-type: none">• How can you help your partner explain his or her thinking? What questions can you ask your partner? How will that help you when you are working together?	<ul style="list-style-type: none">• How did you and your partner explain your thinking to each other today? Were there times when you didn't understand each other? What did you do when that happened? How did that help?

Let's Practice

Practice

- Consider the students in your program
- Think about a typical activity students might engage in
- Create some social reflection questions that you could ask students before and after they engage in the activity

Share with a Partner

- Explain the situation
- Share the before and after questions

Cooperative Structures

Every Student Has a Voice in the Classroom Community

- **Turn to Your Partner**
 - Partners discuss a prompt or question
- **Think, Pair, Share**
 - Partners think individually before talking with one another
- **Think, Pair, Write**
 - Partners think individually before talking with one another
 - Students write individually
- **Heads Together:**
 - Groups of four students discuss their thinking about a prompt or question
- **Random Pairing**
 - Partners change with each unit



Facilitate Moves

Students Talk More, Teachers Talk Less



OPEN-ENDED QUESTIONS

An open-ending question is a question that cannot be answered with a “yes” or “no” response, the answer requires an explanation. Additionally, open-ended questions have multiple correct answers.



WAIT-TIME

Wait-time gives all students the opportunity to consider the question before an answer is given.

OPEN-ENDED QUESTIONS & WAIT TIME



Think-Pair-Share

How do open-ended questions and wait-time support all students to participate in classroom conversations?

Do you agree
or disagree
with Issac, and
why?



Questions that help students build on each other's thinking and respond directly to each other instead of to the teacher.

ASKING FACILITATIVE
QUESTIONS



NEUTRAL RESPONSE

To respond neutrally means to refrain from overly praising or criticizing students' responses.

Culturally Responsive Practices

Culturally responsive practices support the achievement of all students by providing effective teaching and learning in a “culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement”

- Richards, Brown, & Forde, 2006



What is important to remember about how students are learning in our elementary classrooms?

How will this understanding inform the work you do to support students?

Break Time

15 minutes



AGENDA



- Societal Shifts in Reading
- Overview of Center for Collaborative Classroom (CCC) Curriculum
- Teaching Moves That Support Students' Academic and Social Development
- **Tutoring Tips and Strategies**

WHY GOOD-FIT BOOKS?

- Would you wear shoes that are too big? Too small?




- Would you wear sandals to go bowling?



HOW TO CHOOSE GOOD-FIT BOOKS

1. Have the reader pick a book
2. Open the book to any page
3. Put one finger up for each word they don't know

Tutoring Tips to Support Readers in Selecting "Just-Right" Books	
Tutor Directions Guide readers to: 1. Select a book. 2. Use the 5-Finger Rule to double check that it's a just-right book. 3. Select a book for the tutor to read loud. 4. Spend 3-5 minutes selecting books.	What Tutor Might Say <ul style="list-style-type: none">• "Why did you pick this book?"• "Were there any words that were hard for you? How many?"• "This book might be hard for you to read. That means it won't be fun to read. Why don't you look for a different book?"• "If you really want to read this book, I can read to you after you read a different book."
5 Finger Rule What To Do: Pick a book. Open the book to any page. Put one finger up for each word you don't know.	
0-1= Too Easy 2-3= Just Right 4= Give It a Try 5+= Too Hard	
	
Tutoring Tips to Support Readers During Oral Reading	
Do's <ul style="list-style-type: none">• Be precise by providing clear and direct instructions• Sit side-by-side• Provide choices, but not all at once• Treat all students equally• Model desired behaviors, and involve the reader• Define unfamiliar vocabulary words to the reader• Provide unknown words, do not encourage sounding out unknown words• Give clear explanations and feedback• Help the reader become more independent each time• Track and celebrate progress	Don'ts <ul style="list-style-type: none">• Avoid rewards, contests, or stickers because motivation needs to come from the inside• Refrain from doing the work for the reader, it is important to give wait-time
<small>*This tutoring guide is design to support students in Seattle Public Schools. The resources and teaching methods reflect SPS adopted curriculum. Center for the Collaborative Classroom.</small>	

0-1= Easy

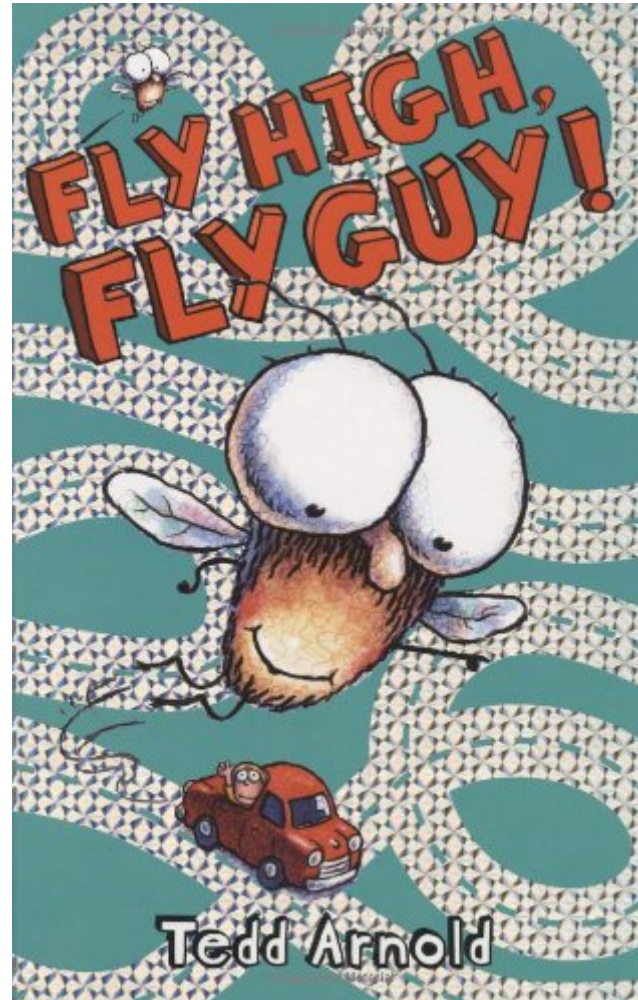
2-3= Just Right

4= Give It a Try

5+= Hard



LET'S PRACTICE – 1st Grade



Let's Practice – 2nd Grade



Recording Form Part One: Oral Reading (continued)

Our New Neighbors - Level J

Page	Text	Sources of Information Used							
		E	SC	E		SC			
		M	S	V	M	S	V		
3 cont.	o'clock. We want to meet you <u>and</u> we want you to meet our horses. Max and Flo								
4	"Horses?" Everyone looked at one another. "Horses on our street?" asked Dad.								
5	"I hope they're ponies," said Ben. "When we have birthday parties, we can have pony rides." "I hope they're big white horses," said Polly. "Maybe they'll give us a ride."								
Subtotal									

Let's Practice – 5th Grade



Recording Form Part One: Oral Reading Benchmark Assessment System 2
THIRD EDITION

Canyon Mystery • Level U • Fiction

Student _____ Grade _____ Date _____
 Teacher _____ School _____

Place the book in front of the student. Read the title and introduction.

Introduction: *Marta and her curious dog Sniffles are exploring a canyon in the southwest desert. Read to find out what Sniffles and Marta discover.*

Summary of Scores:	
Accuracy _____	Comprehension _____
Self-correction _____	Writing About Reading _____
Fluency _____	

Sources of Information Used

Page	Start Time ____ min. ____ sec.	Canyon Mystery Level U, RW: 258, E: 15	E		SC	
			M	S	M	S
1		Chapter 1: One Morning in the Desert				
		It is early morning in the southwest desert. As the sun rises in a cloudless sky above Red Rock Valley, it casts a muted glow on the hills below. A girl and her dog are out hiking in the rough foothills that ring their desert home. Sniffles darts in and out of sight along the twisting trail. His watchful owner, Marta, follows a few steps behind. Marta's father, with an urgent look, has said she must be home early today, no matter what. More than that he could not be convinced to say, and Marta cannot shake the insistent worry in the back of her mind.				
		As he always does, the curious pup follows his nose to every crack in every rock. Marta pokes at a large				
Subtotal						

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COMPREHENSION STRATEGIES

Fiction Texts

- Visualizing
- Making Text-to-Self Connections
- Understanding Vocabulary
- Wondering
- Talking About the Main Character



Nonfiction Texts

- Understanding Vocabulary
- Using Text Features
- Wondering
- Figuring Out What is Most Important
- Figuring Out the Main Idea

Comprehension Questions – Fiction and Nonfiction

Comprehension Questions (Fiction Texts)

Tutor Directions: Choose one strategy from the list below and ask the corresponding questions before, during, and after the read aloud.

Comprehension Strategy (choose one)	Before	During	After
Visualizing (Making Pictures in Your Mind)	<p>"As you read the book, I want you to pay attention to any pictures that you make in your mind."</p> <p>"Also, notice which words help you make your mental images."</p>	<p>1. "What are you picturing as you read this book? Anything else?"</p> <p>2. "What words or phrases helped you make that mental image?"</p>	<p>1. "What did you picture as you read this book?" What did you visualize?</p> <p>2. "What words or phrases helped you make that mental image?"</p>
Making Text-to-Self Connections	<p>"As you read the book, I want you to pay attention to how it reminds you of your own life."</p> <p>"Also, notice which parts help you to make connections."</p>	<p>"What has happened in this book so far that reminds you of your own life? Anything else?"</p> <p>"Are there any ways that a character reminds you of yourself? Tell me as much as you can."</p>	<p>1. "How does this story remind you of your own life?"</p> <p>2. "What part of the book made you think that?"</p>
Understanding Vocabulary	<p>"As you read the book, I want you to pay attention to words that are new to you."</p> <p>"If there is a word or phrase that you don't know, make sure to stop me and ask me what it means."</p>	<p>"Are there any words or phrases that you don't know?"</p> <p>"Are there any words or phrases that sounded interesting to you?"</p>	<p>1. "What is a new word or phrase that you learned today?"</p> <p>2. "Let's think of ways to use that word or phrase in a sentence."</p>
Wondering (Asking Questions)	<p>"As you read the book, I want you to pay attention to any questions that you have as you read."</p> <p>"Before you begin reading, let's look at the cover and read the title. What are you wondering about?"</p>	<p>"What are you wondering about so far in the story? Anything else?"</p>	<p>1. "Were any of the things you wondered about explained in the story? How were they explained?"</p> <p>2. "What are you still wondering?"</p>
Talking About the Main Character	<p>"As you read the book, I want you to pay attention to the main character. What do they say, do, and feel?"</p>	<p>1. "What did you infer, or figure out, about [main character] from this part of the story?"</p> <p>2. "What clues helped you make this inference? Think about what [main character] said or did or how they feel."</p>	<p>1. "What problem does [main character] face in the story?"</p> <p>2. "How do they solve it?"</p>

Comprehension Questions (Nonfiction Texts)

Tutor Directions: Choose one strategy from the list below and ask the corresponding questions before, during, and after the read aloud.

Comprehension Strategy (choose one)	Before	During	After
Understanding Vocabulary	<p>As you read the book, I want you to pay attention to words that are new to you."</p> <p>"If there is a word or phrase that you don't know, make sure to stop me and ask me what it means."</p>	<p>"Are there any words or phrases that you don't know so far?"</p> <p>"Are there any words or phrases that sounded interesting to you?"</p>	<p>1. "What is a new word or phrase that you learned today?"</p> <p>2. "Let's think of ways to use that word or phrase in a sentence."</p>
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Wondering (Asking Questions)	<p>"As you read the book, I want you to pay attention to any questions that you have as you read."</p> <p>"Before you begin reading, let's look at the cover and read the title."</p> <p>"What are you wondering?"</p>	<p>"What questions have come to mind as you have been reading this book? Are there any others?"</p>	<p>1. "Were any of the things that you wondered about explained in the book? How were they explained?"</p> <p>2. "What are you still wondering?"</p>
Figuring Out What is Most Important	<p>"As you read the book, I want you to pay attention to what information you think is important to remember."</p>	<p>1. "What are one or two things that you have learned so far?"</p> <p>2. "Do you think these are the most important things to remember? Why or why not?"</p>	<p>1. "What is one thing that you learned about [book topic] that you think is important to remember?"</p> <p>2. "Why is this important?"</p>
Figuring Out the Main Idea	<p>"As you read the book, I want you to pay attention to the important information. When the book is done, I'll ask you to tell me the main idea of the book."</p>	<p>1. "What important information have you learned so far?"</p> <p>2. "Why do you think this is important to remember?"</p>	<p>1. "If someone asked you what this book is about, what would you tell them?"</p> <p>2. "What in the book makes you think that?"</p>

Comprehension Questions – Fiction and Nonfiction

Comprehension Questions (Fiction Texts)

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<i>Making Text-to-Self Connections</i>	<p>"As you read the book, I want you to pay attention to how it reminds you of your own life."</p> <p>"Also, notice which parts help you to make connections."</p>	<p>"What has happened in this book so far that reminds you of your own life? Anything else?"</p> <p>"Are there any ways that a character reminds you of yourself? Tell me as much as you can."</p>	<p>1. "How does this story remind you of your own life?"</p> <p>2. "What part of the book made you think that?"</p>
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Comprehension Questions (Nonfiction Texts)

Tutor Directions: Choose one strategy from the list below and ask the corresponding questions before, during, and after the read aloud.

Comprehension Strategy (choose one)	Before	During	After
<i>Understanding Vocabulary</i>	<p>As you read the book, I want you to pay attention to words that are new to you."</p> <p>"If there is a word or phrase that you don't know, make sure to stop me and ask me what it means."</p>	<p>"Are there any words or phrases that you don't know so far?"</p> <p>"Are there any words or phrases that sounded interesting to you?"</p>	<p>1. "What is a new word or phrase that you learned today?"</p> <p>2. "Let's think of ways to use that word or phrase in a sentence."</p>
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<i>Figuring Out What is Most Important</i>	<p>"As you read the book, I want you to pay attention to what information you think is important to remember."</p>	<p>1. "What are one or two things that you have learned so far?"</p> <p>2. "Do you think these are the most important things to remember? Why or why not?"</p>	<p>1. "What is one thing that you learned about [book topic] that you think is important to remember?"</p> <p>2. "Why is this important?"</p>
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Comprehension Questions – Fiction and Nonfiction

Comprehension Questions (Fiction Texts)

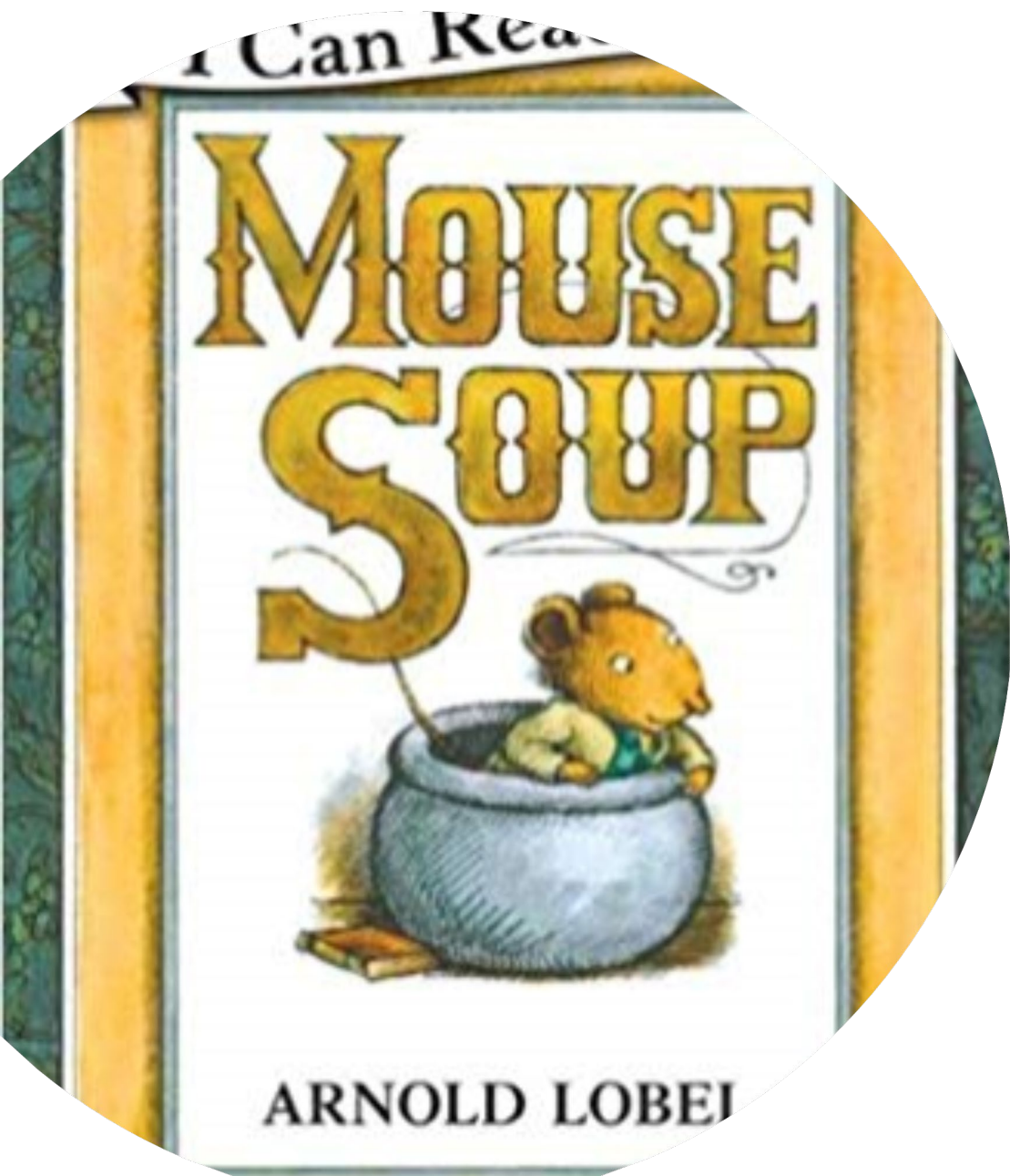
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Mouse Soup- Reading

Comprehension Questions (Fiction Texts)

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Comprehension Strategy (Choose one)	Before	During	After
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A mouse
sat under a tree.
He was reading a book.



A weasel
jumped out
and caught the mouse.

The weasel
took the mouse home.
“Ah!” said the weasel.
“I am going to make
mouse soup.”
“Oh!” said the mouse.
“I am going to *be*
mouse soup.”





The weasel put the mouse
in a cooking pot.

“*WAIT!*” said the mouse.

“This soup will not taste good.

It has no stories in it.

Mouse soup must be mixed
with stories

to make it taste really good.”

“But I have no stories,”
said the weasel.

“I do,” said the mouse.

“I can tell them now.”

“All right,” said the weasel.

“But hurry. I am very hungry.”

“Here are four stories
to put in the soup,” said the mouse.



Let's Practice

Task 1

1. Select a book and determine whether it is fiction or nonfiction
2. Flip through the pages to select the strategy that you are going to focus on
3. Read the questions to yourself
4. Confirm that the strategy will work with the book

Task 2

1. Partner A, read the title to Partner B and ask the before questions
2. Have Partner B read the book to you (remember to ask “During” and “After” questions)

Task 3

1. Discuss why you chose that strategy and problems that came up

Partner B, you try Task 2 and 3!



ORAL READING TIPS

Do's

- Be precise
- Sit side-by-side
- Provide choices, but not all at once
- Treat all students equally
- Model desired behaviors and involve the reader
- Define unfamiliar vocabulary words
- Provide unknown words
- Give clear explanations and feedback

Don'ts

- Avoid rewards, contests, stickers
- Refrain from doing the work for the reader, it is important to give wait-time

What new information or understanding have you taken away from this session?

How will you use it in your work?

***What questions do you
have?***

Tutoring Tips to Support Readers in Selecting “Just-Right” Books

Tutor Directions	What Tutor Might Say
<p>Guide readers to:</p> <ol style="list-style-type: none"> 1. Select a book 2. Use the 5- Finger Rule to double check that it's a just-right book 3. Select a book for the tutor read loud. 4. Spend 3-5 minutes selecting books. 	<ul style="list-style-type: none"> • “Why did you pick this book?” • “Were there any words that were hard for you? How many?” • “This book might be hard for you to read. That means it won't be fun to read. Why don't you look for a different book?” • “If you really want to read this book, I can read to you after you read a different book.”

5 Finger Rule

What To Do: Pick a book. Open the book to any page. Put one finger up for each word you don't know.

0 -1= Easy

2-3= Just Right

4= Give It a Try

5+= Hard



Tutoring Tips to Support Readers During Oral Reading

Do's	Don'ts
<ul style="list-style-type: none"> • Be precise by providing clear and direct instructions • Sit side-by-side • Provide choices, but not all at once • Treat all students equally • Model desired behaviors, and involve the reader • Define unfamiliar vocabulary words to the reader • Provide unknown words, do not encourage sounding out unknown words • Give clear explanations and feedback • Help the reader become more independent each time • Track and celebrate progress 	<ul style="list-style-type: none"> • Avoid rewards, contests, or stickers because motivation needs to come from the inside • Refrain from doing the work for the reader, it is important to give wait-time

*This tutoring guide is design to support students in Seattle Public Schools. The resources and teaching methods reflect SPS adopted curriculum, *Center for the Collaborative Classroom*.

Tutoring Tips to Increase Student Reading Comprehension

Comprehension Questions to Ask (Fiction) Texts

Tutor Directions:

1. Quickly preview the book the reader has chosen
 2. Choose one strategy from the list
 3. Ask the corresponding questions *before reading, during reading, and after reading*
- * If the reader cannot answer the comprehension questions, ask the reader to reread the text.

Comprehension Strategy (choose one)	Before	During	After
Visualizing (Making Pictures in Your Mind)	<p>"As you read the book, I want you to pay attention to any pictures that you make in your mind."</p> <p>"Also, notice which words help you make your mental images."</p>	<ol style="list-style-type: none"> 1. "What are you picturing as you read this book? Anything else?" 2. "What words or phrases helped you make that mental image?" 	<ol style="list-style-type: none"> 1. "What did you picture as you read this book?" What did you visualize? 2. "What words or phrases helped you make that mental image?"
Making Text-to-Self Connections	<p>"As you read the book, I want you to pay attention to how it reminds you of your own life."</p> <p>"Also, notice which parts help you to make connections."</p>	<p>"What has happened in this book so far that reminds you of your own life? Anything else?"</p> <p>"Are there any ways that a character reminds you of yourself? Tell me as much as you can."</p>	<ol style="list-style-type: none"> 1. "How does this story remind you of your own life?" 2. "What part of the book made you think that?"
Understanding Vocabulary	<p>"As you read the book, I want you to pay attention to words that are new to you."</p> <p>"If there is a word or phrase that you don't know, make sure to stop me and ask me what it means."</p>	<p>"Are there any words or phrases that you don't know?"</p> <p>"Are there any words or phrases that sounded interesting to you?"</p>	<ol style="list-style-type: none"> 1. "What is a new word or phrase that you learned today?" 2. "Let's think of ways to use that word or phrase in a sentence."
Wondering (Asking Questions)	<p>"As you read the book, I want you to pay attention to any questions that you have as you read."</p> <p>"Before you begin reading, "Let's look at the cover and read the title. What are you wondering about?"</p>	<p>"What are you wondering about so far in the story? Anything else?"</p>	<ol style="list-style-type: none"> 1. "Were any of the things you wondered about explained in the story? How were they explained?" 2. "What are you still wondering?"
Talking About the Main Character	<p>"As you read the book, I want you to pay attention to the main character. What do they say, do, and feel?"</p>	<ol style="list-style-type: none"> 1. "What did you infer, or figure out, about [main character] from this part of the story?" 2. "What clues helped you make this inference? Think about what [main character] said or did or how they feel." 	<ol style="list-style-type: none"> 1. "What problem does [main character] face in the story?" 2. "How do they solve it?"

Tutoring Tips to Increase Student Reading Comprehension

Comprehension Questions to Ask (Nonfiction) Texts

Tutor Directions:

1. Quickly preview the book the reader has chosen
 2. Choose one strategy from the list
 3. Ask the corresponding questions *before reading, during reading, and after reading*
- * If the reader cannot answer the comprehension questions, ask the reader to reread the text.

Comprehension Strategy (choose one)	Before	During	After
Understanding Vocabulary	<p>"As you read the book, I want you to pay attention to words that are new to you."</p> <p>"If there is a word or phrase that you don't know, make sure to stop me and ask me what it means."</p>	<p>"Are there any words or phrases that you don't know so far?"</p> <p>"Are there any words or phrases that sounded interesting to you?"</p>	<p>1. "What is a new word or phrase that you learned today?"</p> <p>2. "Let's think of ways to use that word or phrase in a sentence."</p>
Using Text Features (Pictures, Table of Contents, Index, Captions, etc.)	<p>"As you read the book, I want you to pay attention to the text features. Photographs and diagrams are examples of text features." "Think about how the text features are helping you learn."</p>	<p>1. "What text features have you seen so far in this book? Can you find others?"</p> <p>2. "What did these text features help you learn?"</p>	<p>1. "What is one thing that a text feature in this book helped you learn?"</p> <p>2. "How did the text feature help you learn this?"</p>
Wondering (Asking Questions)	<p>"As you read the book, I want you to pay attention to any questions that you have as you read." "Before you begin reading, let's look at the cover and read the title." "What are you wondering?"</p>	<p>"What questions have come to mind as you have been reading this book? Are there any others?"</p>	<p>1. "Were any of the things that you wondered about explained in the book? How were they explained?"</p> <p>2. "What are you still wondering?"</p>
Figuring Out What is Most Important	<p>"As you read the book, I want you to pay attention to what information you think is important to remember."</p>	<p>1. "What are one or two things that you have learned so far?"</p> <p>2. "Do you think these are the most important things to remember? Why or why not?"</p>	<p>1. "What is one thing that you learned about [book topic] that you think is important to remember?"</p> <p>2. "Why is this important?"</p>
Figuring Out the Main Idea	<p>"As you read the book, I want you to pay attention to the important information. When the book is done, I'll ask you to tell me the main idea of the book."</p>	<p>1. "What important information have you learned so far?"</p> <p>2. "Why do you think this is important to remember?"</p>	<p>1. "If someone asked you what this book is about, what would you tell them?"</p> <p>2. "What in the book makes you think that?"</p>

Learning Lab Notes

February 27th 2020

Definition of Success Drafts

- Schools and teachers have specific and intentional strategies for getting to know students of color in their full complexity, including by knowing their family and elevating students voice in school decisions and culture
- Schools have fostered family relationships/partnerships that **elevate** African American boys voice and understanding who they are and nurture relationships around literacy and joyful reading
- Schools have engagement strategies for capturing and acting on student and family voice and understanding the whole child which support strength based relationships around literacy and joyful reading at home and school
- Schools have established pathways for capturing students and family voice and understanding whole child, with strength based encouragement of **home language** (students have the opportunity to read and write in their language)
- **Schools have new ways to work with** AA males families and teachers in capturing their voice. This will lead to establishing relationship that will help understand the whole child
- Strengthen relationships between AA boys and classroom teachers schools will *create pathways* to listen to and amplify student and family voice (family visits, AAPT,) to understand the whole child which will lead to positive relationships and joyful readers
- First part..... PLUS – to capture AA boys voice that creates opportunities for schools/teachers to really know their students as *valued members* of a strengthbased joyful literacy community
- **Schools honor and uphold black excellence** by developing systems to **love and nurture** authentic relationships with black students and their families. Examples include but not limited to black youth and black family leadership, honoring black youth voice, understanding the whole black child

Definition of Success Next Steps:

- Synthesize and combine all versions into one final draft version, including key words like:
 - Honoring/cultivating home language
 - New ways/strategies
 - The other highlighted words above
- If we are including examples in our definition of success or menu of practices, we need to be sure to include Dr. Mia Williams' African American Male Advisory Committee

Strategy Notes

- During our conversation we listed several strategies that we might aggregate into a menu of practices that schools could take and use including:

Strategy: Schools will implement new strategies from a menu of practices co-created with Black youth and their families in alignment with the strategic plan and the Continuous School Improvement Plan 3 rd Grade Literacy Goal		Rationale:
Domain	Sample Strategies	Rationale
Elevating Black Excellence in Literacy	<ul style="list-style-type: none"> • Highlighting black scholars: <ul style="list-style-type: none"> ○ Reading Rainbow type video, where students highlight their favorite books – CTE students potentially film and produce videos ○ Student nominations • Students showcasing their literacy skills <ul style="list-style-type: none"> ○ Spoken word/poetry ○ Speeches ○ Music +- ○ Reading historical items like Letter from a Birmingham Jail ○ 	
Family and Community Leadership and Partnership	<ul style="list-style-type: none"> • Playbook for Black Excellence in Literacy Nights – co-creating a toolkit that schools can take and use in their literacy nights to highlight black excellence, and deepen partnership with youth and families through engaging them in literacy strategies • 	During our visit to Leschi Elementary, students shared people in their life (parents, grandparents, older siblings) who are encouraging them in their education. How can we support caring adults in student's life with strategies to encourage students in their literacy growth?
Student/teacher relationships	<ul style="list-style-type: none"> • Student Nominations – by nominating students • 	
Honoring and encouraging the	<ul style="list-style-type: none"> • 	

use of home language		
Youth Leadership/Student Voice	<ul style="list-style-type: none"> • Student Equity Team • Near Peer Mentoring • 	
Teaching Strategies	<ul style="list-style-type: none"> • Maximizing youth voice and curiosity in literacy instruction 	
Summer Reading		

Strategy Next Steps:

- Draft menu of strategies
 - What strategies are missing?
 - Do we have the correct domains?
 - Did we capture home language correctly?
 - What current SPS strategies that already exist and can be added to this menu
- Next Meeting: Friday March 20th 2:30 pm – 4 pm at Leschi Elementary School
 - Hear from families at Leschi
 - Present menu of options idea
- Invite other learning labs to participate in Leschi visit

Learning Lab: Fostering a Welcoming Literacy Environment

2.27.20 | 2100 Building (Art Room)

Group Members (in attendance): Jaycee Coleman, Kendrick Wilson, Kathleen Vasquez, Kimberly Early, Saadia Hamid, Ania Beszterda-Alyson. (In spirit): Dr. Donald Felder, Emijah Smith, Rachel Tanisha Davis-Doss, Dr. Keisha Scarlett, Rachel Nakanishi

Dates of next meetings & events	Who Attends	Purpose of meeting
Wednesday, March 25th - Math Night (6-8pm) @ Yesler Community Center	Saadia, Jaycee, and lab members who can attend and want to connect with community.	Opportunity to solicit Feedback from families and scholars to codify success criterion for a Welcoming Environment (Literacy Lens), to inform our strategy to develop a feedback process/tool, and recruit potential parent ambassadors.
March 26th – Learning Lab (10am-12pm) @ Bailey Gatzert, Room 3	Welcoming Environment Learning Lab Members	Debrief Math Night, extract themes from the data collected, and draft the Environmental Scan tool)
Wednesday, April 15th - Reading Night	Saadia, Jaycee, and lab members who can attend and want to connect with community.	Opportunity to solicit feedback on draft of tool.
Thursday, April 30th – Learning Lab (10am-12pm) @ Bailey Gatzert, Room 3)	Welcoming Environment Learning Lab Members	Revise draft of Environmental Scan tool and map out process for integration
Tuesday, May 26th (Tentative) – Poetry Night (5-7pm @ Yesler Community Center	Saadia, Jaycee, and lab members who can attend and want to connect with community.	TBD

Notes from meeting #2:

Definition of Success

As a collective we decided that **success must be defined by families and thus are exploring ways to gather feedback from targeted stakeholder groups** (families, scholars, admin, and teachers) to identify what constitutes a welcoming environment for black males and their villages of support and what are the perceived barriers for establishing welcoming spaces that foster a sense of belonging and a love for literacy.

This stance moved us to internally define success as **“All Seattle Public Schools have a built-in mechanism to gather, respond, and continuously explicate family & scholar feedback to promote a welcoming literacy environment that honors the innate brilliance of black males, affirms their identity through culturally attuned pedagogical practices, and inspires a love for reading the world and the written word.”** (working definition)

Strategy & Methodology

Co-designing a walk-through tool for schools, black males and their village of support to assess & promote a welcoming literacy environment.

- *This process will include an annual mechanism to revisit the walk-through tool to ensure it is responsive to the school's current needs, context, and conditions.*
- *Multiple (quarterly) touchpoints throughout the year to evaluate how schools are responding to the feedback tool, and to provide the necessary district level support for building level staff to integrate feedback.*
- *Funds designated to create vibrant literacy spaces throughout schools that promote black excellence (update classroom reading nooks, libraries, and to infuse literacy in common spaces like family rooms, the main office, & playgrounds through posters, games, materials).*
- *Funds to support family engagement events such as community story walks.*
- *Funds to support family ambassadors (parent connectors) to co-lead this work annually.*

Strategy must:

- *Bring in families through multiple improvement cycles for authentic co-design.*
- *Remain responsive to intersectionality and include practices that attend to language, neurodiversity, and cultural wealth.*
- *Rooted in a foundation of a pedagogy of love (authentic relationship building that transforms educator mindset).*
- *Explicitly address anti-black racism and white supremacy culture.*
- *Include an accountability feature tied to the school's continuous improvement plan and administrator evaluation.*

2/27/20 | ELC

[Accountability]

Building a template of a review of school practices

Questions: What are we doing now?
↳ Who is involved? ↳ parents
Who has the power? ↳ you hold
How can we get into system? ↳ people acc.
What is concrete? for family info

- Def:
- Reflection of community/home/self
 - Differentiated Learning
 - Teaching of Case [showing]
 - High volume of books [Not just]
 - inviting environment ^{CHR}
 - Lib. being a resource
 - "Story walks"

- [annual]
- Schools have a SOP of establishing a Welcoming Climate/Environment in the school
 - empower families
 - Deep Deep Teaching
 - Add a des. to structure

STRATEGY: Co-Designing a "walk through" tool that schools, families, + community to assess + promote a welcoming literacy environment.

- What are common ideas expressed?

- visit school's existing events -

- MARCH 6 - Math night @ Yostler
- April 15 - Reading night @ Yostler

Possible domains and items to assess within the feedback tool (consider the classroom v building wide):

Connection (evidence that teacher knows students and students feel connected to the classroom)

Lesson and Materials (evidence that the lesson and classroom materials promote black excellence)

Does the space have a high volume of books that feature black protagonists and are written/illustrated by black authors and illustrators?

Spatial/Visual

Are there vibrant spaces that provide the opportunity to engage in literacy throughout the school building that promote black excellence?

Is the space clean?

Does the school have designated literacy events that target black families and normalize black excellence?

Engagement

Is the teacher providing multiple opportunities for black males to engage in the lesson?

Are black males provide opportunities to lead, facilitate, and actively contribute to the lesson?

Teacher talk to student talk ratio

Positive affirmation to redirect ratio

Questions that surfaced and are moving us toward recommendations and potential workgroup deliverables:



CENTERING BLACK EXCELLENCE?

Q

- what makes me feel a sense of belonging when I walk into school?
- ~~How would you know what makes you feel welcome~~
- what makes a space + inviting to learn?
- what does
-

WHAT DOES IT SOUND LIKE?

- "I really like reading."
 - "That character connects with me."
 - "My teacher cares about me."
 - "My teacher knows me."
 - "I am happy to share who I am."
- "I can be myself."
"I can show up exactly as I am (unapologetically myself)."

Group To Do(s):

- 1. Collectively develop a set of questions to ask black male scholars and families/caregivers to ascertain what are the important elements of a welcoming literacy environment that upholds black excellence.**
- 2. Gather feedback (now-March 25th) and invite families to join our lab.**
- 3. Develop draft of walk-through tool and map the implementation process (March 26th).**
- 4. Gather feedback from families on the draft (March 27th-April 29th).**
- 5. Revise walkthrough tool based on family feedback (April 30th).**

Individual assets to consider (as brought up in the 2/27 meeting):

Dr. Felder has led this work with the Elders committee and has institutional knowledge of SPS and is entrenched in the black community (see work at John Muir and Leschi)

Saadia and Jaycee will have access to Yesler Families and a Yesler boys group and have established enough trust to gather authentic feedback.

Kimberly works with the Family Childcare Hub and can glean the expertise of black childcare experts and families.

Ania works with the PTSA @ Rainier View and is willing to gather feedback so we have a variety of perspectives from black parents.

Agenda 12.19.19 2:00-4:00PM John Stanford Center #3740

Learning Lab: Building Literacy Skills and Supports that are Aligned Across School, Home, and Family

Agenda Item	Time	Outcome
Community-Building Activity	2:00-2:25	We will better get to know the members of our Learning Lab and learn about their experiences as young readers
Continue Refining our "Definition of Success"	2:25-3:05	Draft our "Definition of Success" for two audiences: our scholars and our educators
Create Learning Lab Goals	3:05-3:35	Create 2-3 goals for our group by referencing identified "key themes"
Asset Mapping	3:35-3:55	Revisit our original asset brainstorm and revise to parallel our lab goals
Closing and Next Steps	3:55-4:00	<ul style="list-style-type: none">• Create a list of "asks" for Cashel/Keisha• Select our next meeting date: to focus on action steps

2020 Curriculum & Instruction Teacher Survey

Seattle Public Schools
Research & Evaluation Department
May 2020



What is the 2020 Teacher Survey?

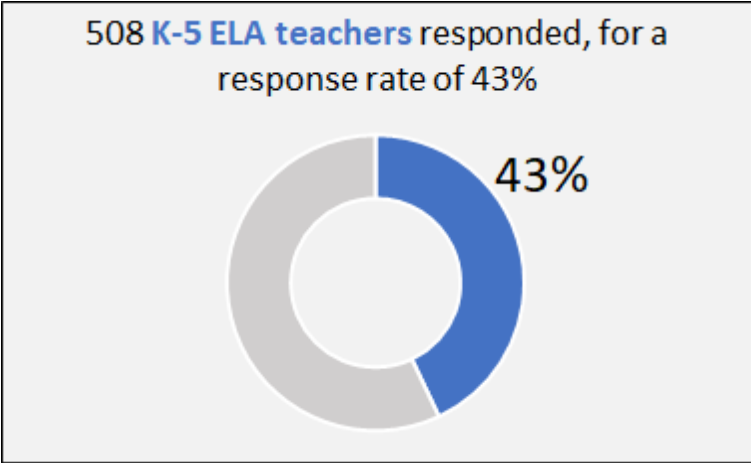
The 2020 Teacher Survey was administered in February 2020. It probed on teacher practices in curriculum implementation (K-5 ELA, Middle School Math, and K-5 science) and the Superintendent's 3rd Grade Early Literacy Goal. The goal of the survey is to better understand teachers' classroom practices so that the district can design better supports and learn from schools' implementation efforts.

In keeping with the Seattle Excellence plan, the 3rd grade goal questions are focused on practices for Students of Color Furthest from Educational Justice, in particular African American boys. Where appropriate, survey findings are disaggregated for schools overall and the 13 priority schools that are the focus of the 3rd grade goal efforts.

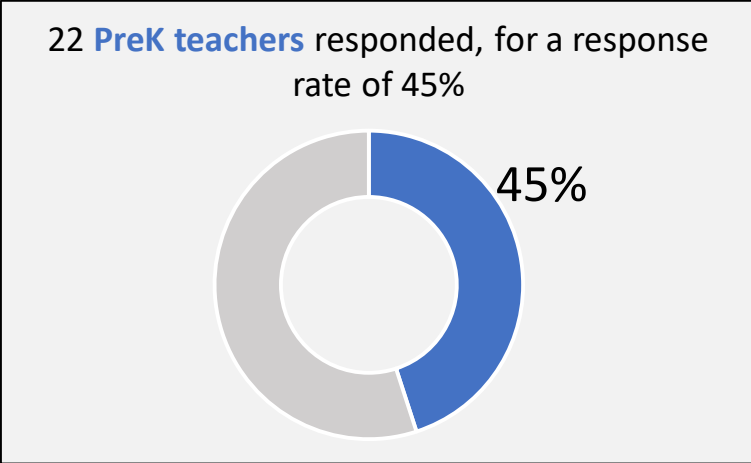
It is important to keep in mind that teacher self-report data are not intended to stand on their own as "outcome data." Instead, they should be viewed as an important indicator that can help influence future efforts on behalf of students. Furthermore, much of the information in this deck represent baseline findings, given that 3rd grade goal supports have not been fully realized, both due to the timing of the survey and the school closures due to COVID-19.

Response Rates

Overall K-5 Response Rates



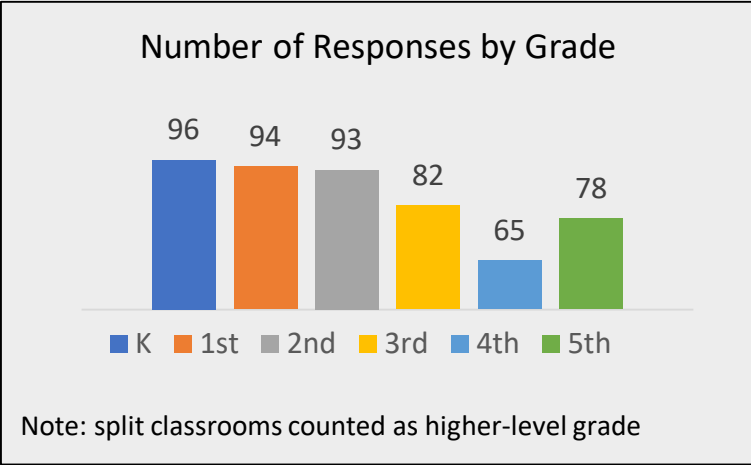
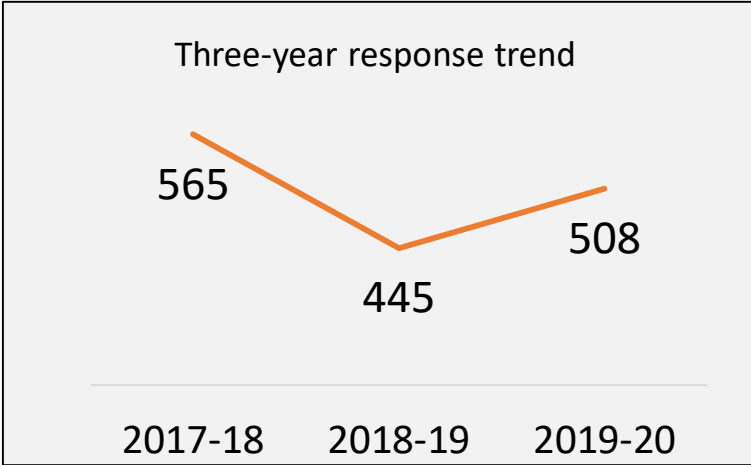
Responses by Grade Level



Responses in 13 Priority Schools

The response rate for K-5 teachers from our **13 priority schools** is 69%

	Responses	Rate
Bailey Gatzert	14	117%*
Broadview-Thomson	5	24%
Emerson	12	80%
John Muir	15	94%
Leschi	10	59%
MLK	6	46%
Olympic Hills	16	73%
Rainier View	9	75%
Rising Star	9	47%
South Shore	14	78%
Thurgood Marshall	17	81%
West Seattle	15	79%
Wing Luke	9	60%
TOTAL	151	69%



*Wherever possible, analysis was restricted to classroom teachers. A response rate over 100% indicates that some specialists/interventionist may have responded, or some teachers may have taken the survey more than once.

Prompts for reviewing the survey findings

1

What in the data is surprising?

2

What more information do we wish we had?

How would we go about getting that information? (e.g., additional looks at the survey findings, qualitative data collection, etc.)

3

How do the findings inform our decisions to support the 3rd grade goal this year? Next year?



Family Engagement



Questions about....

- Classroom libraries (PK-5)
- Parent-teacher conferences (PK-5)
- Literacy data shared with families (PK-5)
- Academic Parent Teacher Teams (APTT schools)



Access to Classroom Libraries

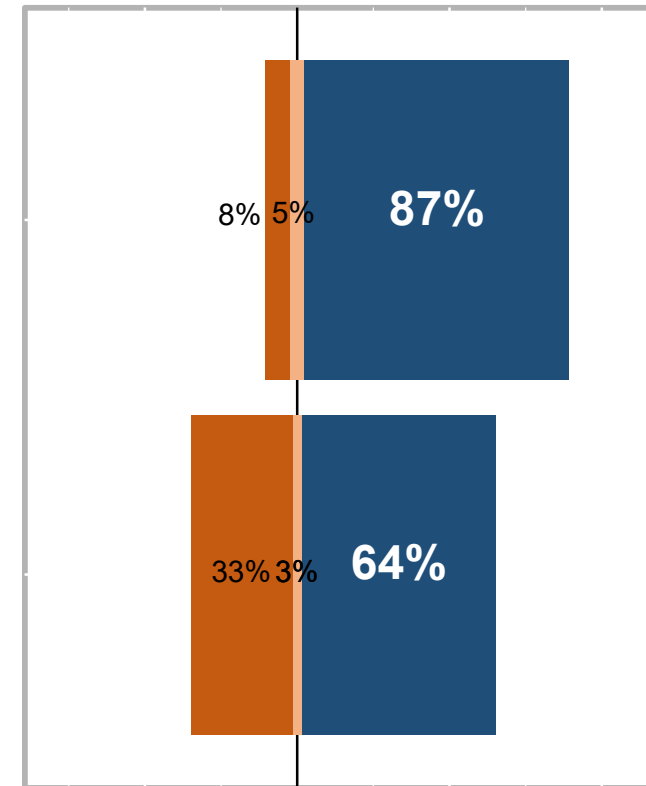
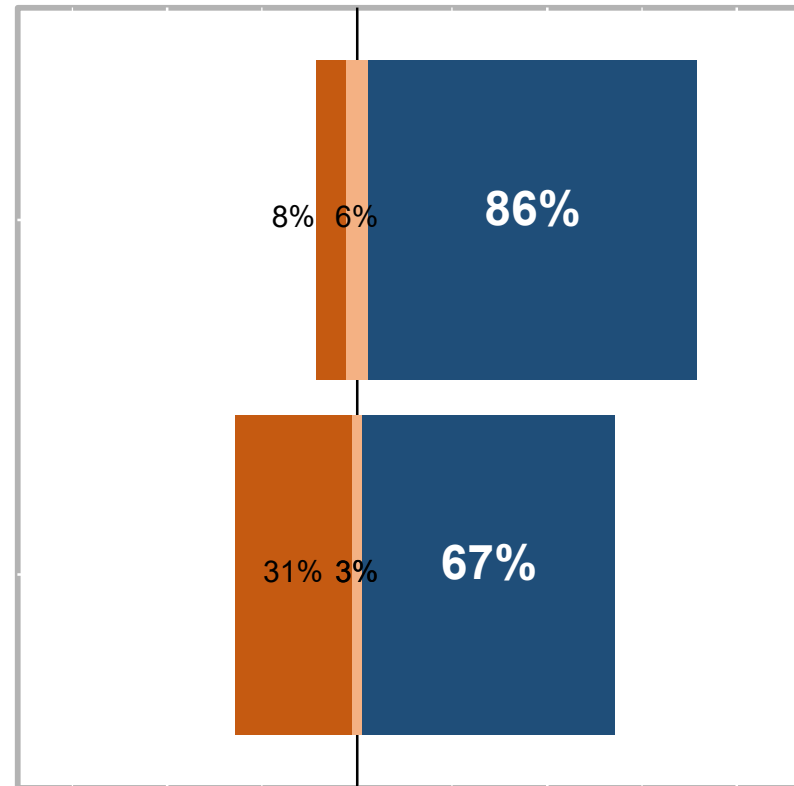
Data from K-5 Teachers (Districtwide and in the 13 Schools)

District (n=508)

13 Schools (n=151)

Students in my classroom have access to a classroom library with authentic and culturally-relevant texts

Texts in my classroom library can be checked out and taken home by students

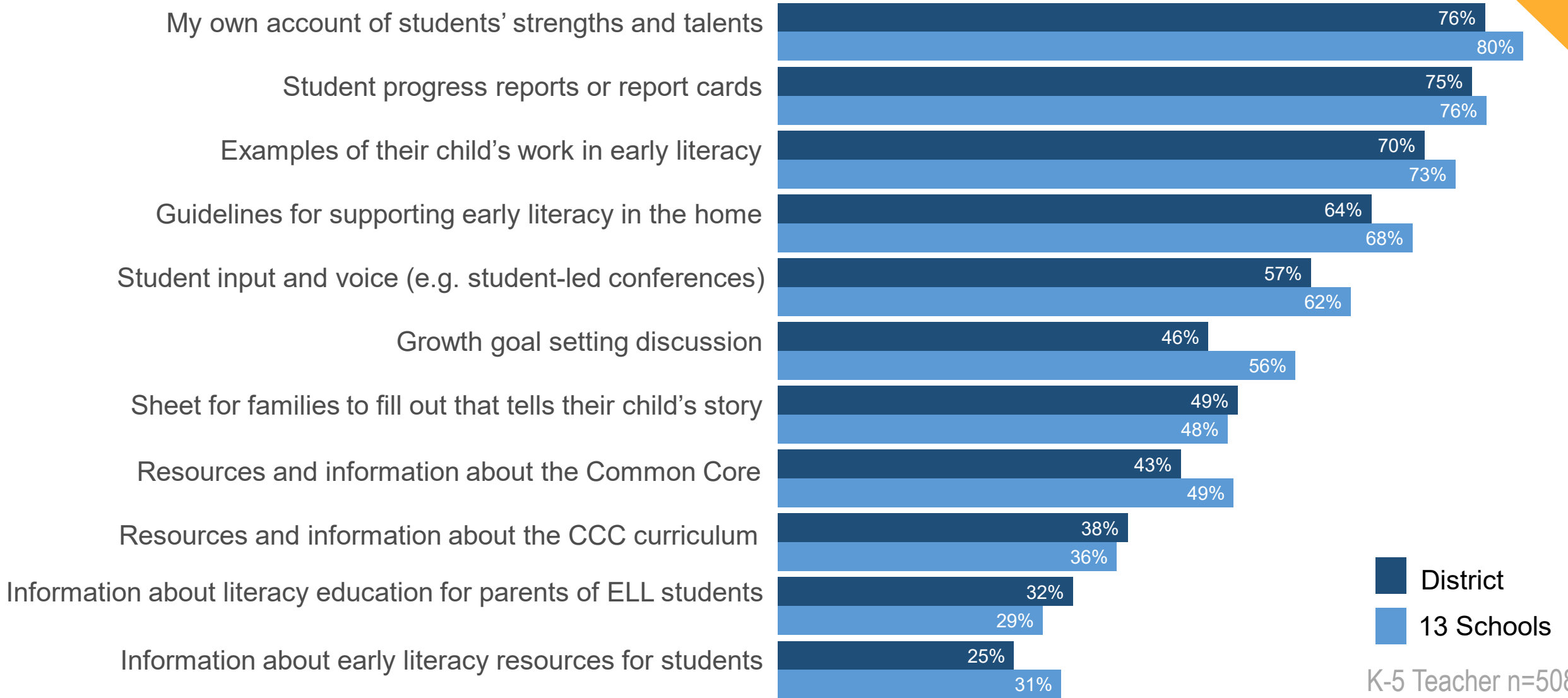


No
Unsure
Yes

Parent-Teacher Conferences



"For parent-teacher conferences, I provide the following:" (K-5 Only)

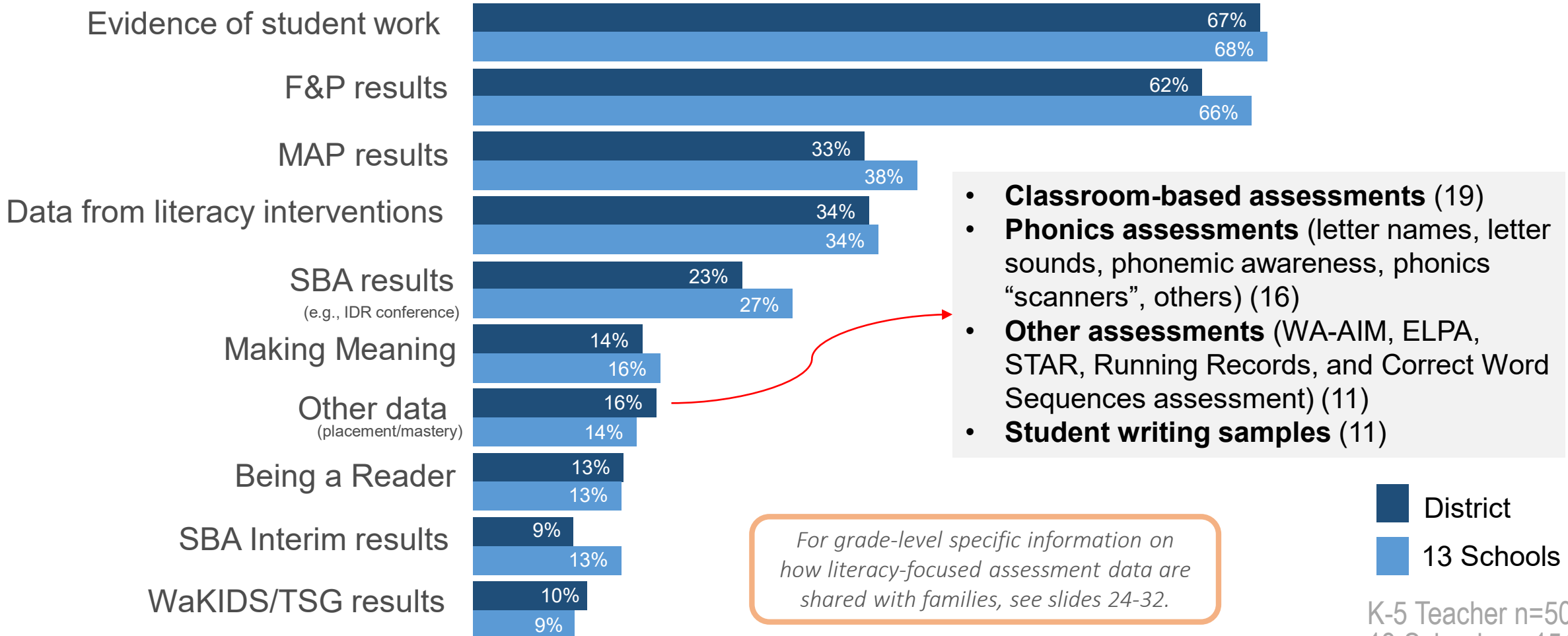


■ District
■ 13 Schools

K-5 Teacher n=508
13 Schools n=151

Literacy Data Shared with Families

“What literacy data do you share with families?” (K-5 Only)

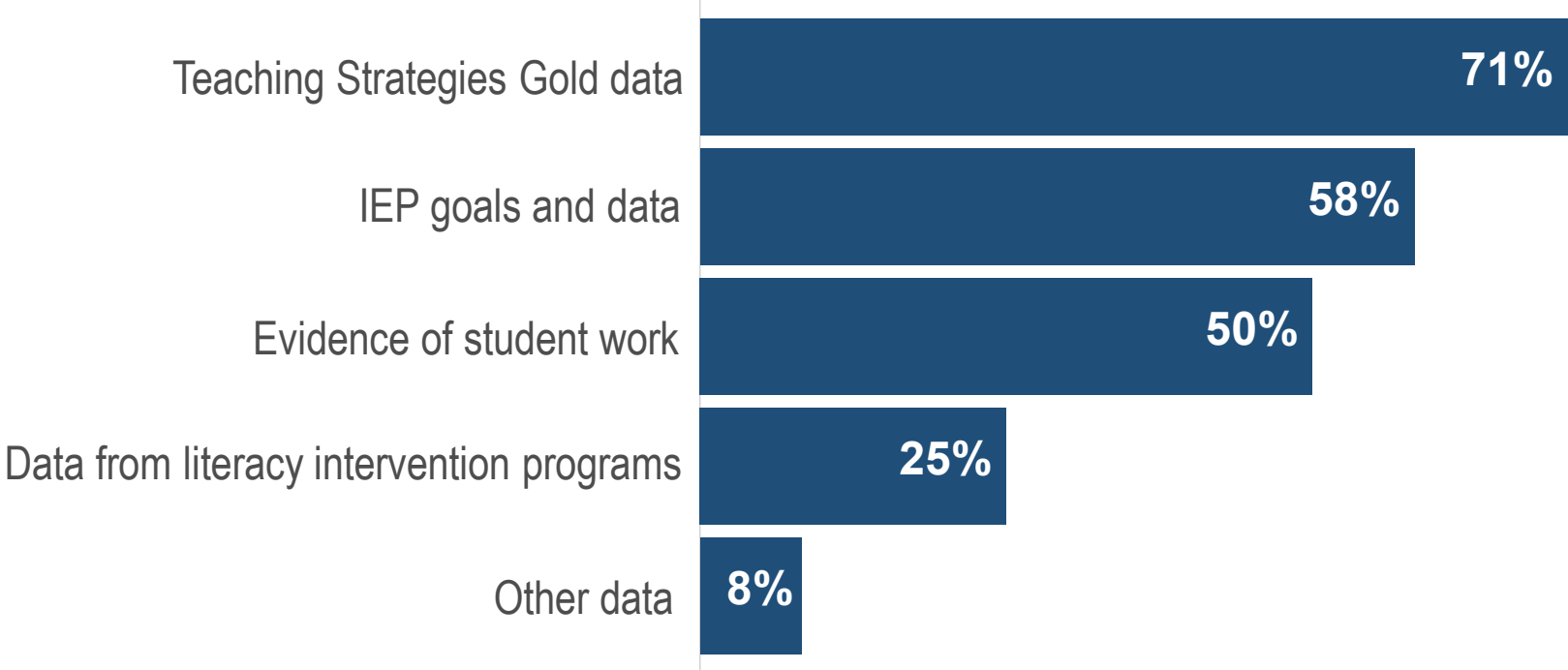


K-5 Teacher n=508
13 Schools n=151

Literacy Data Shared with Families

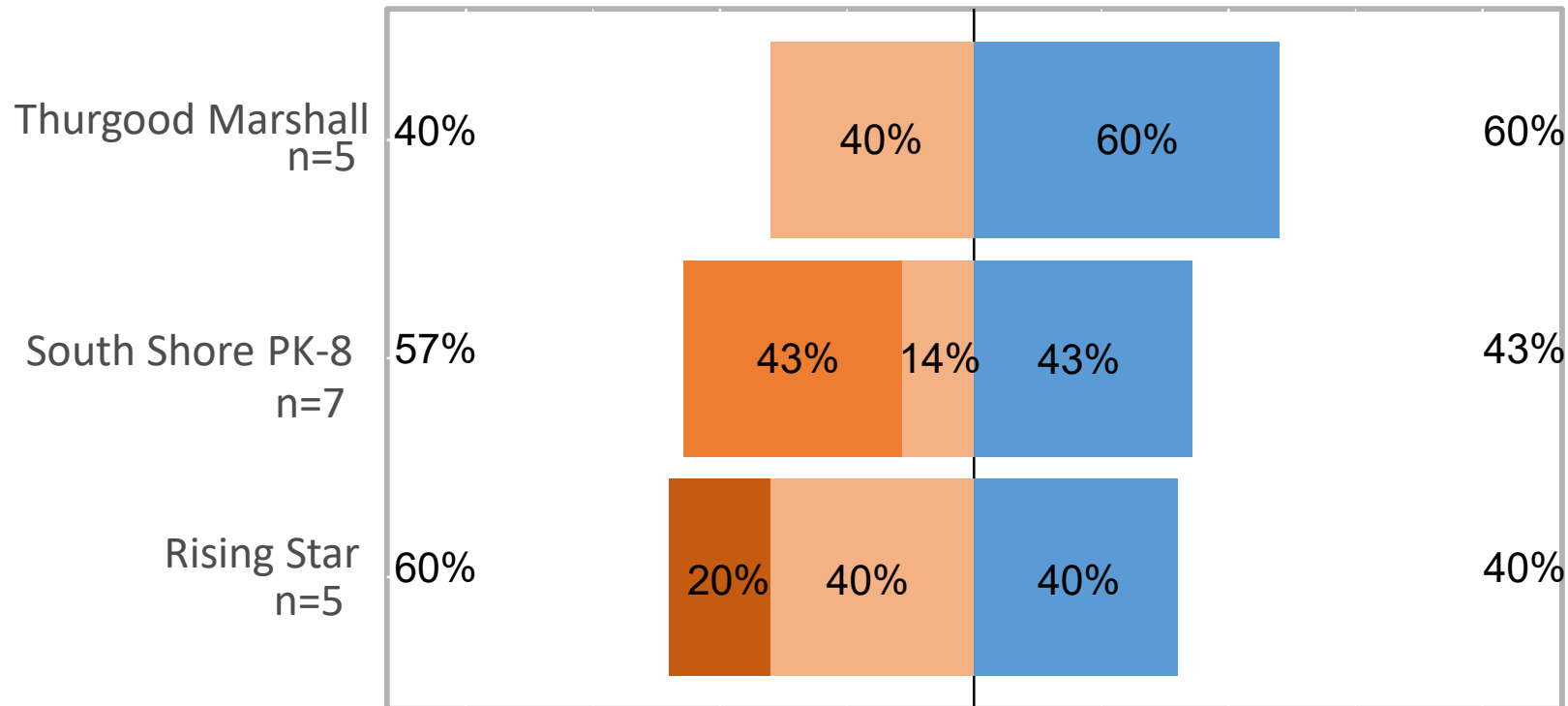


“What literacy data do you share with families?” (Pre-K Only, n=18)



Academic Parent Teacher Teams (APTT)

“Participating in APTT gives me the skills I need to meaningfully engage with my families”
(n=18)



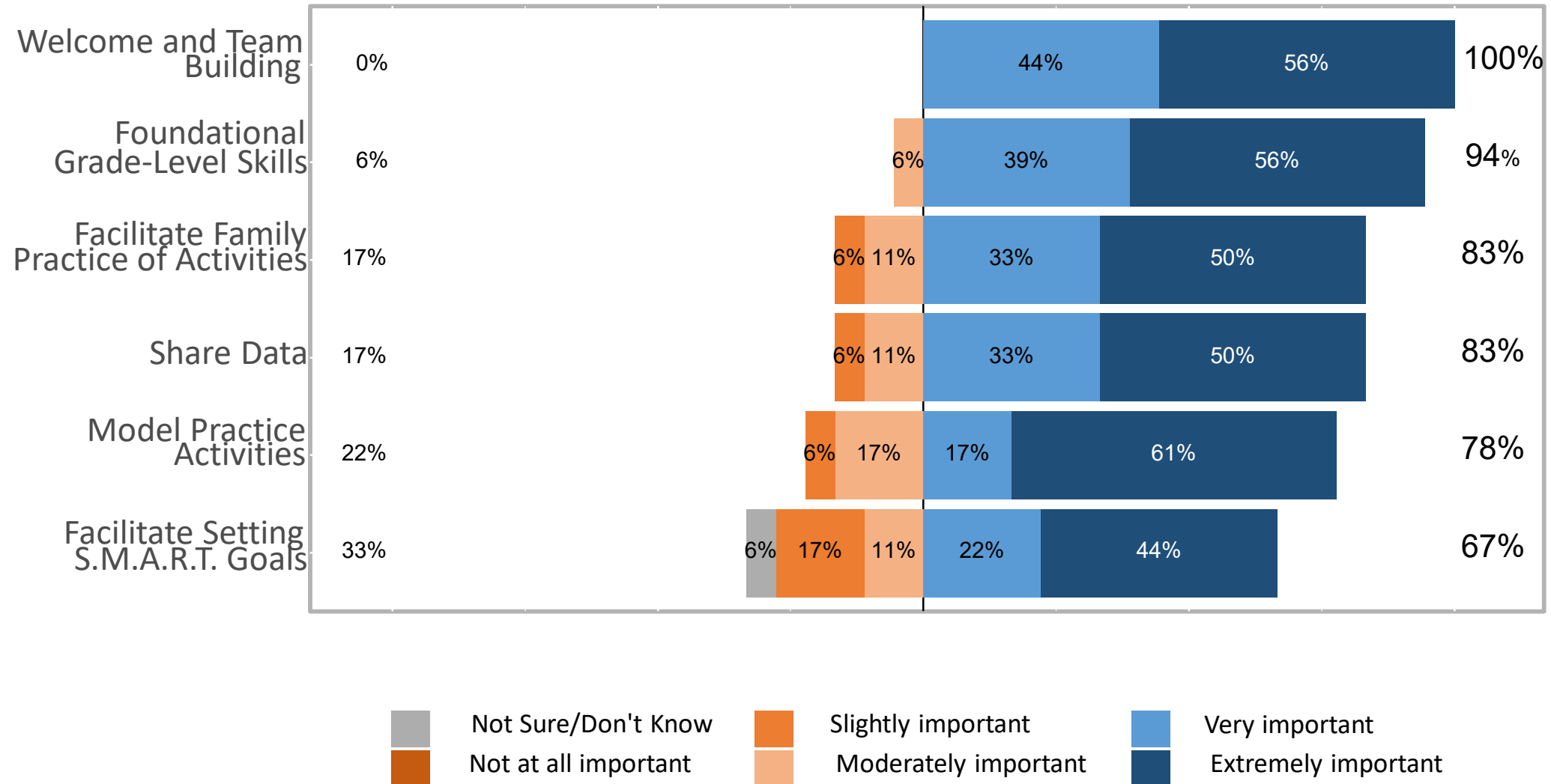
Academic Parent Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school. For more information, visit <https://aptt.wested.org/>

Note that 2019-20 was the pilot year for APTT in three SPS schools. School-specific survey findings represent a partial year of services (which were then interrupted by COVID-19 school closures, and findings are also based on small n-sizes.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

Academic Parent Teacher Teams (APTT)

“How important are the following elements of APTT Team Meetings for building positive partnerships with families?”
(n=18)



Academic Parent Teacher Teams (APTT)

What literacy data are teachers sharing with families during APTT meetings?

- High-frequency / sight words (6)
- Alphabet knowledge (2)
- Independent reading levels (5)

(Note: five respondents indicated that they were sharing math data)

What support do teachers need from the school to make APTT successful?

- Help with meeting logistics, including **prepping packets and materials** (5), **getting the word out to families** (3), **arranging childcare** (2), **ensuring interpreters are available** (1), and **providing food** (1)
- One respondent also requested flexibility to focus on things other than literacy

What support do teachers need from the district to make APTT successful?

- Increased budget for supplies and materials (4)
- More interpreters (3)
- Increased compensation for teachers' time spent prepping (2)
- Flexibility to change the APTT structure to meet teacher needs/preferences (1)

Practitioner Capacity



Questions about....

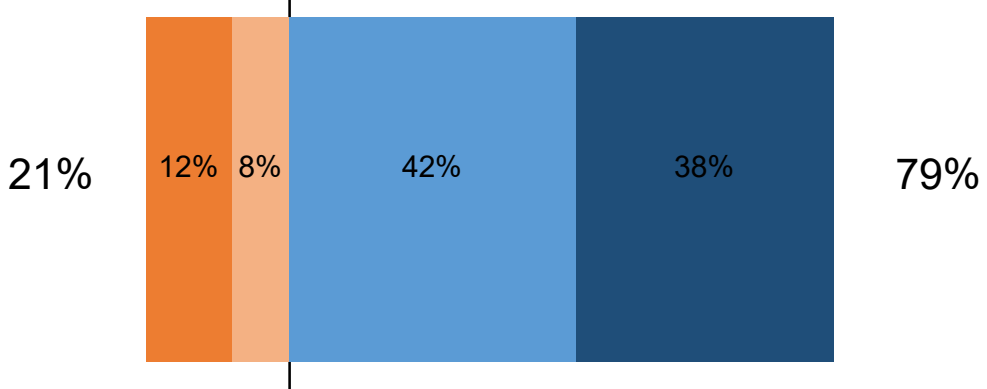
- Literacy integration in social studies and other subjects
- Literacy coaching
- Tier 1 professional learning opportunities



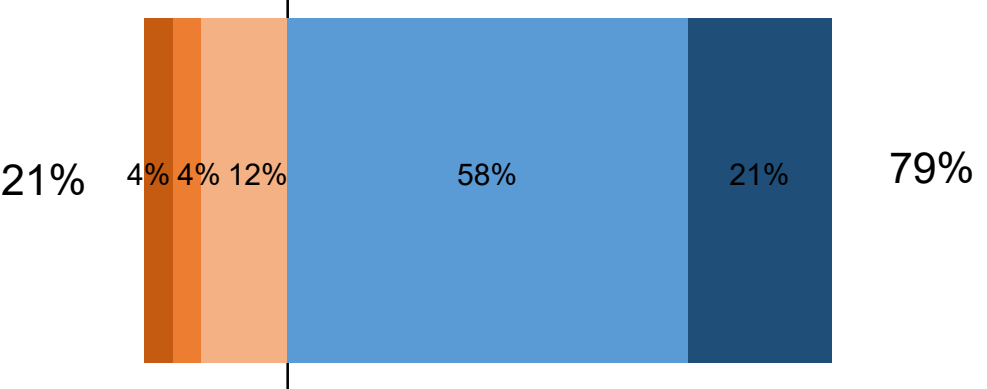
Literacy Integration in Other Subjects

Third Grade Teachers - 13 schools (N=29)

I have received support this year to embed ELA instruction within Social Studies or other content areas



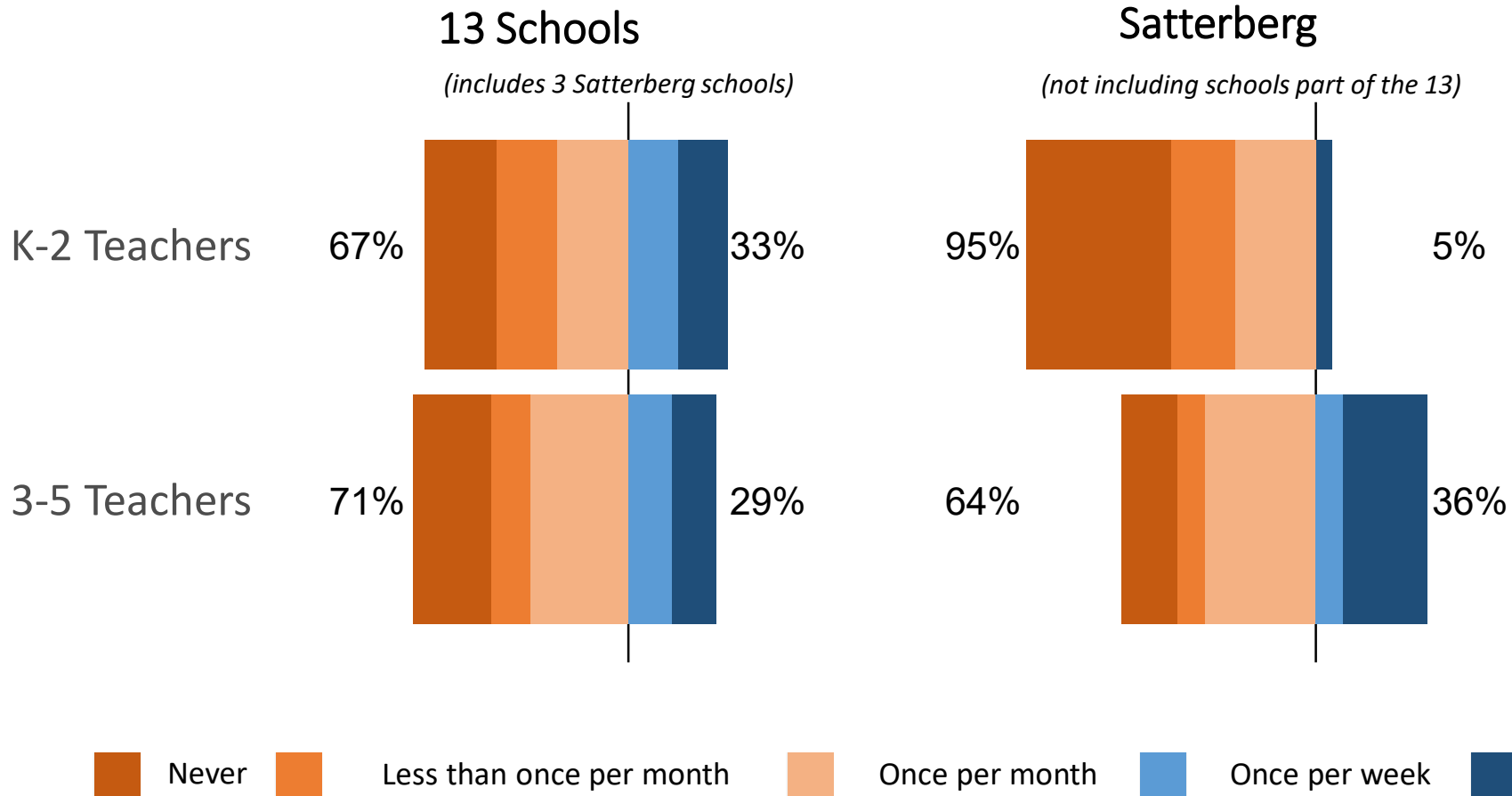
I feel comfortable embedding ELA instruction within Social Studies or other content areas



■ Strongly disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Strongly agree

Literacy Coaching

Frequency of supports received by assigned literacy coaches

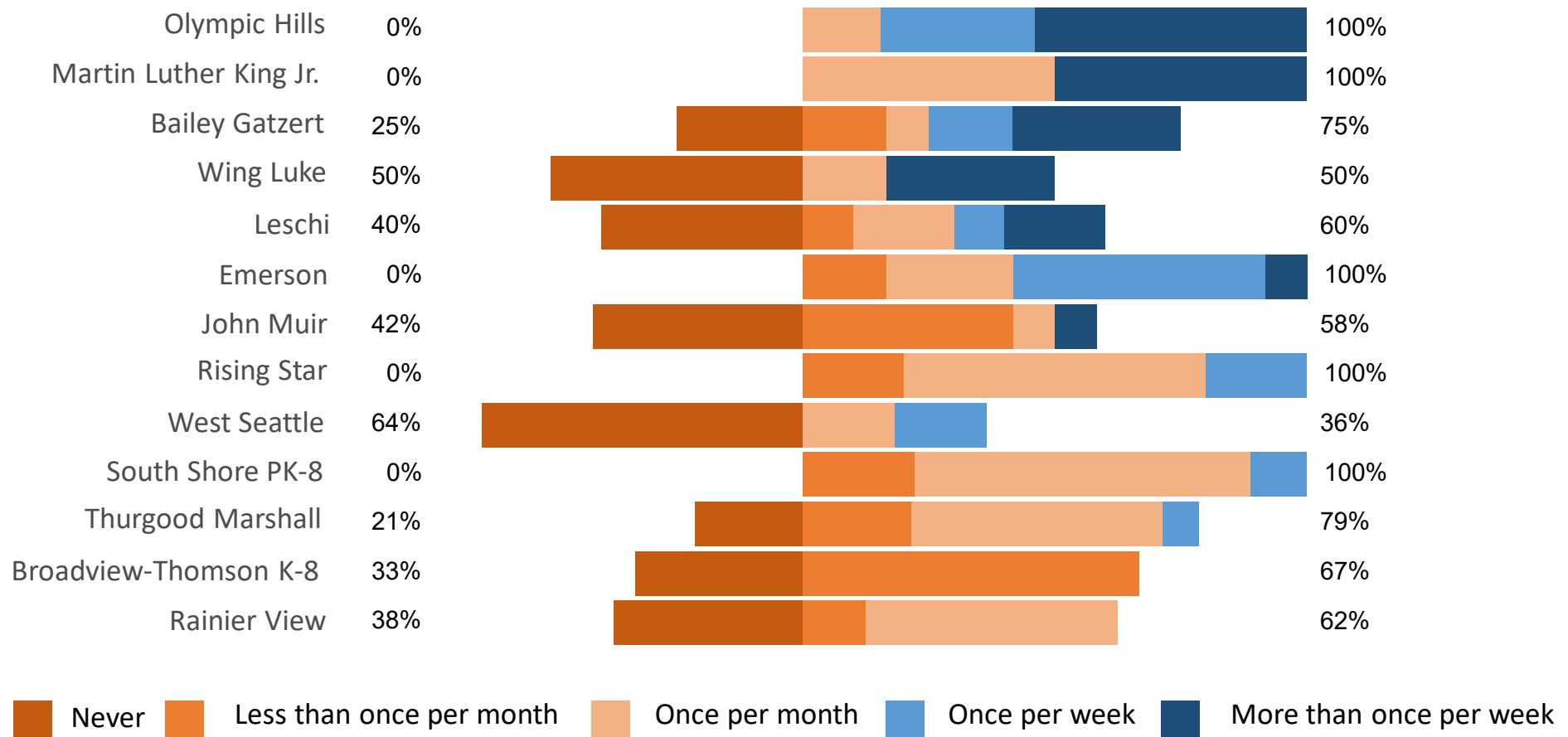


Note: 2019-20 was the baseline year for coaching supports in the 13 schools – a fully articulated coaching strategy is planned for 2020-21.

*The **Satterberg Initiative** was established during the 2017-18 school year. The program provides literacy coaches for grades 3-5 and incorporates teacher professional development and principal leadership coaching.*

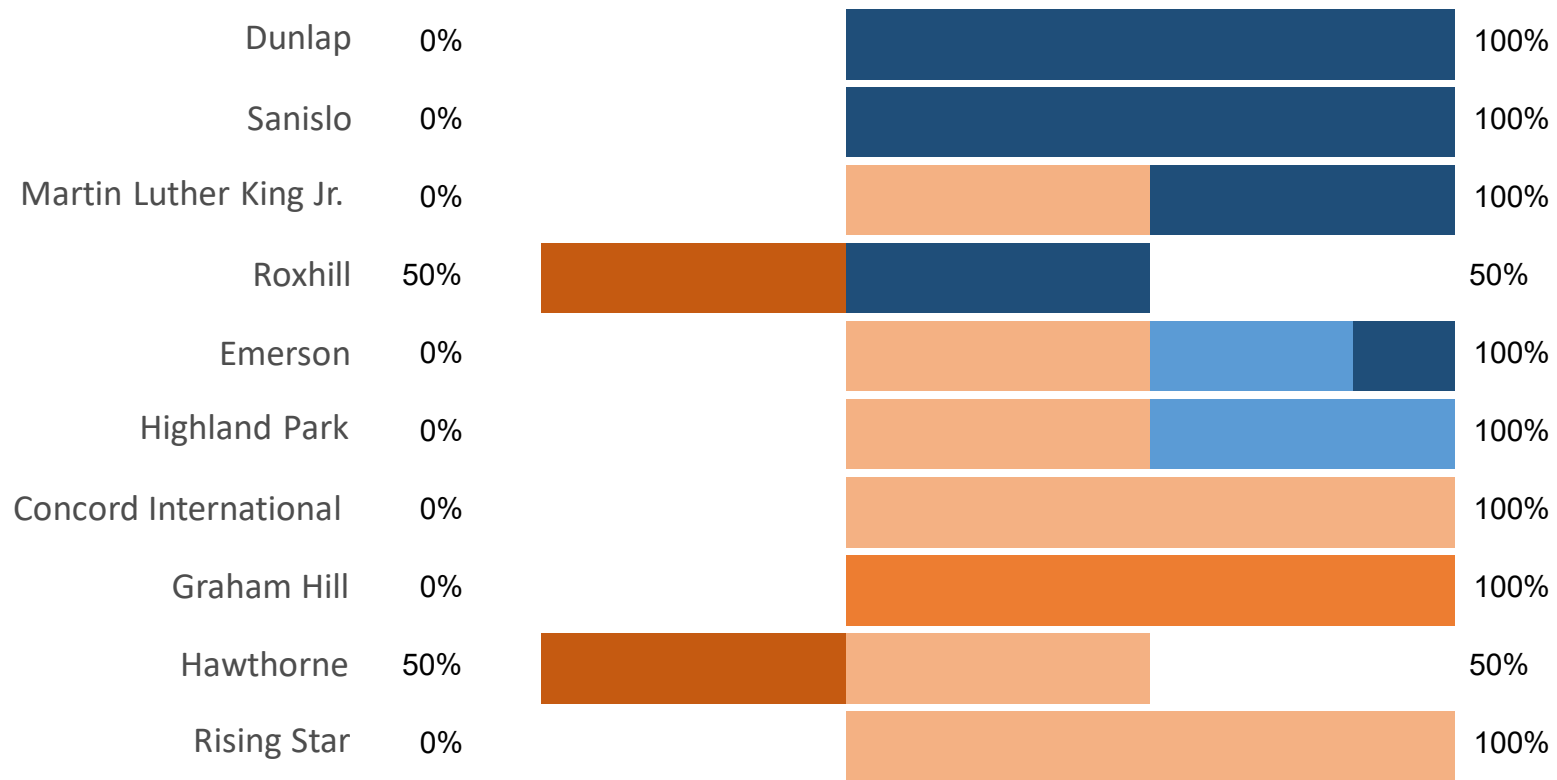
Literacy Coaching

Frequency of supports received by assigned literacy coaches
K-5 Teachers in 13 Schools (n = 117)



Literacy Coaching

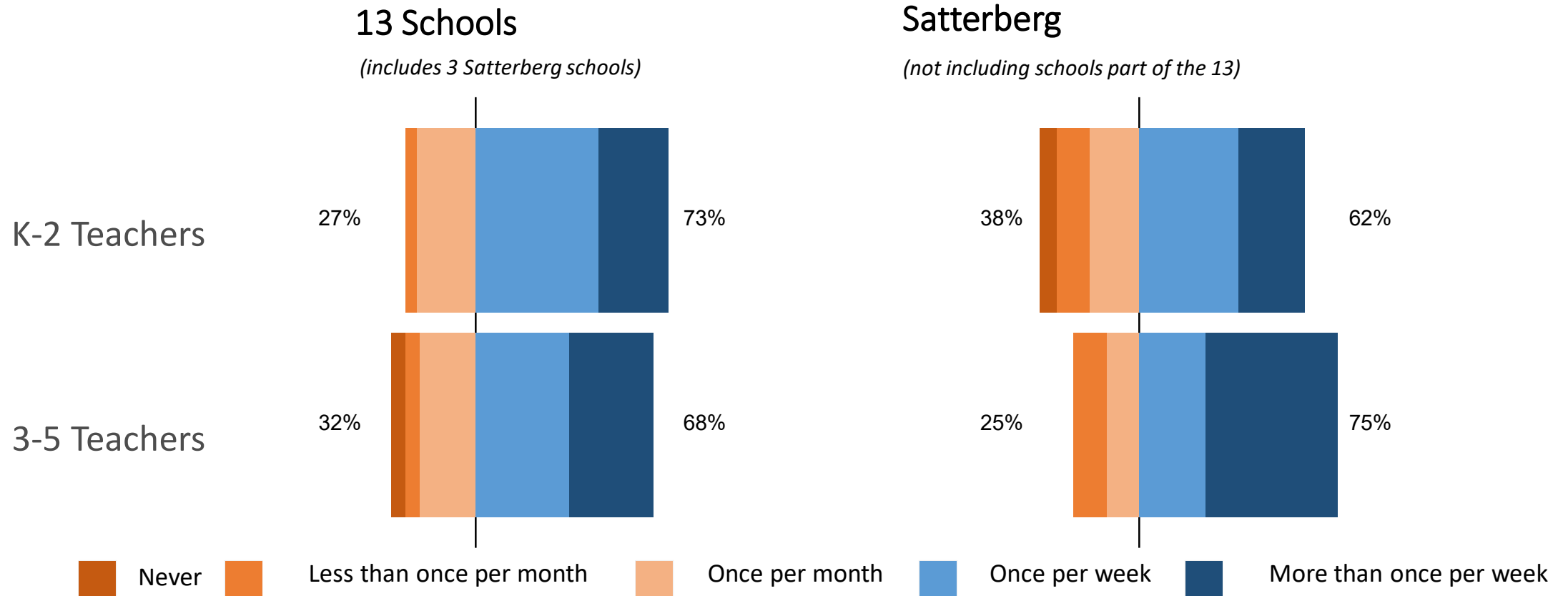
Frequency of supports received by assigned literacy coaches
3-5 Teachers in Satterberg Schools (n=20)



■ Never
 ■ Less than once per month
 ■ Once per month
 ■ Once per week
 ■ More than once per week

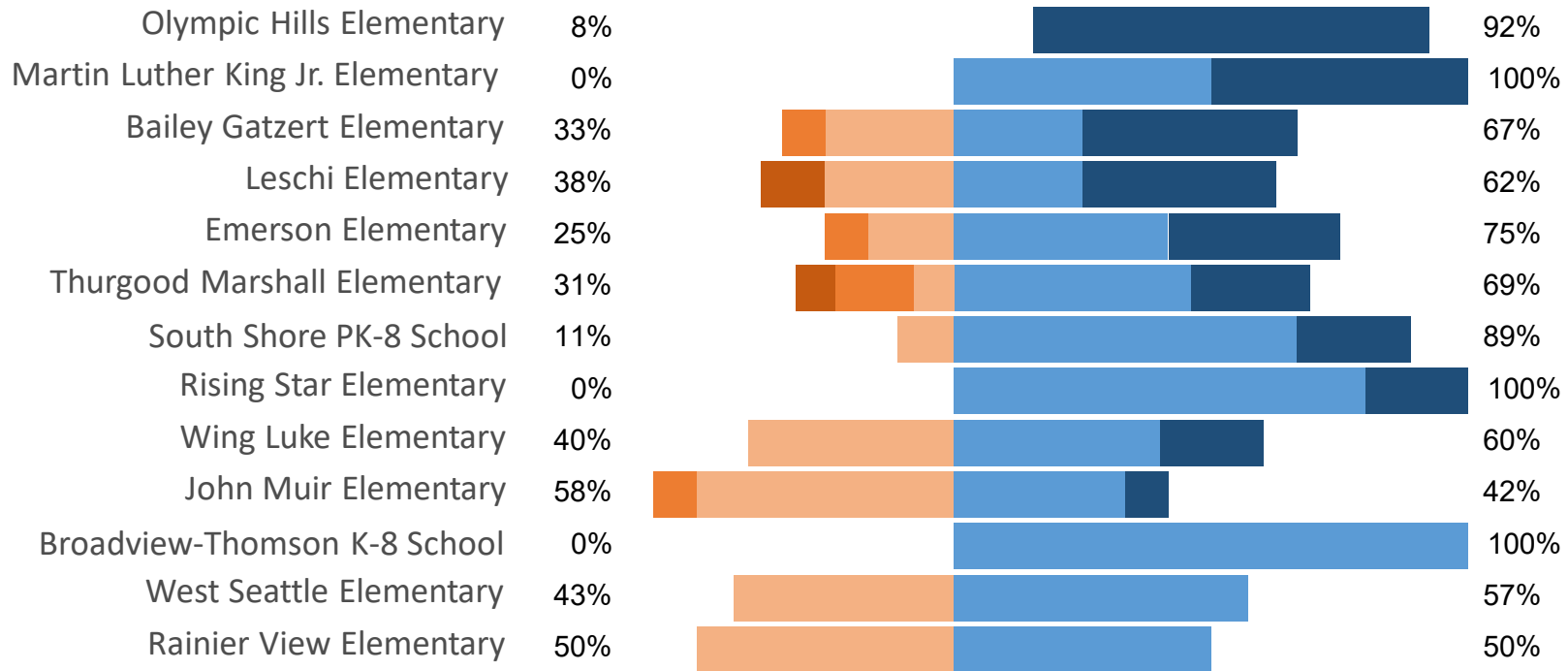
Literacy Coaching

The supports I receive from my school's assigned literacy coach are helpful.



Literacy Coaching

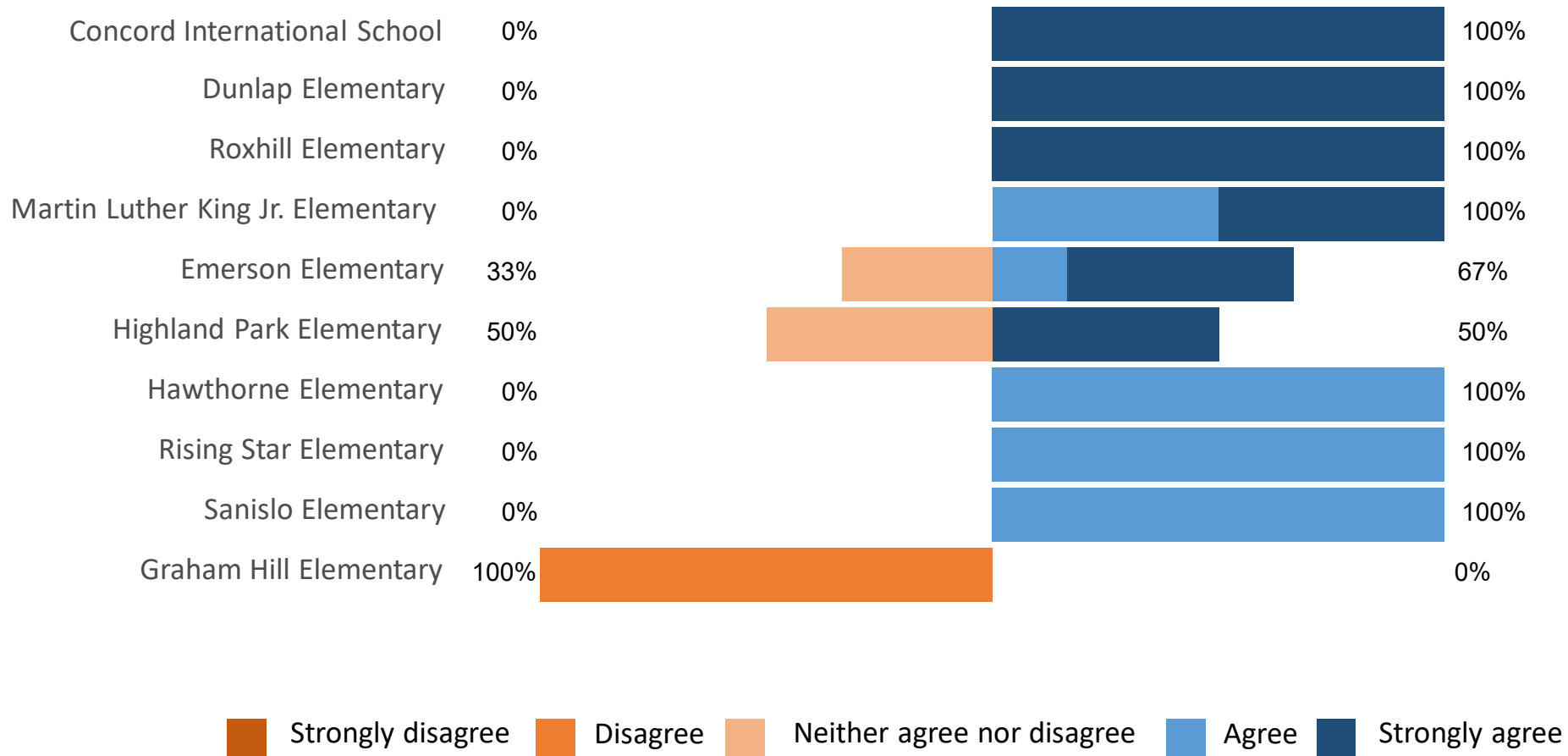
“The supports I receive from my school’s assigned literacy coach are helpful”
 13 Schools K-5 Teachers (n=105)



■ Strongly disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Strongly agree

Literacy Coaching

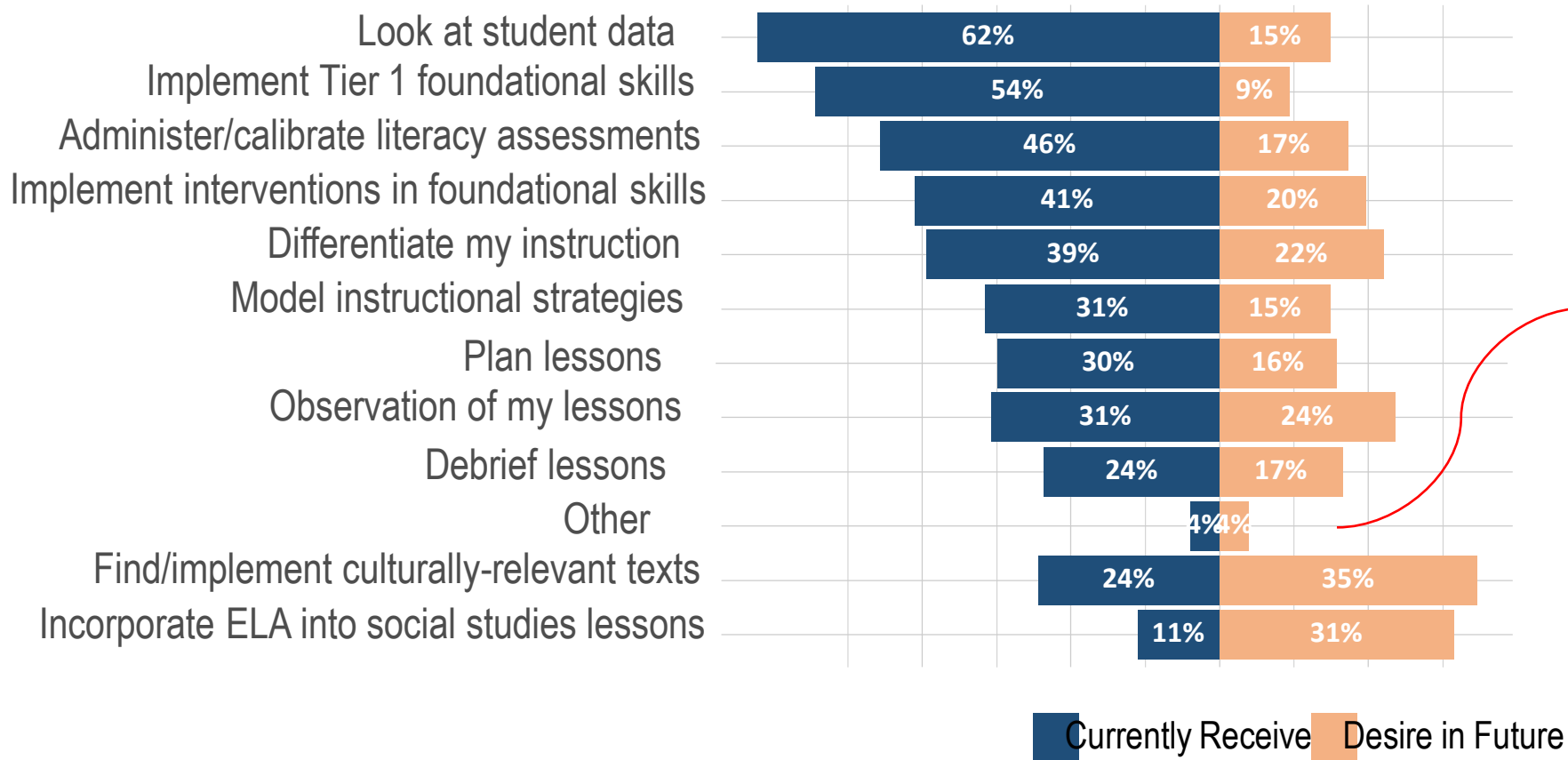
“The supports I receive from my school’s assigned literacy coach are helpful”
Satterberg Schools 3-5 Teachers (n=20)



Literacy Coaching

“What literacy supports are you currently receiving, and which do you desire more of in the future?”

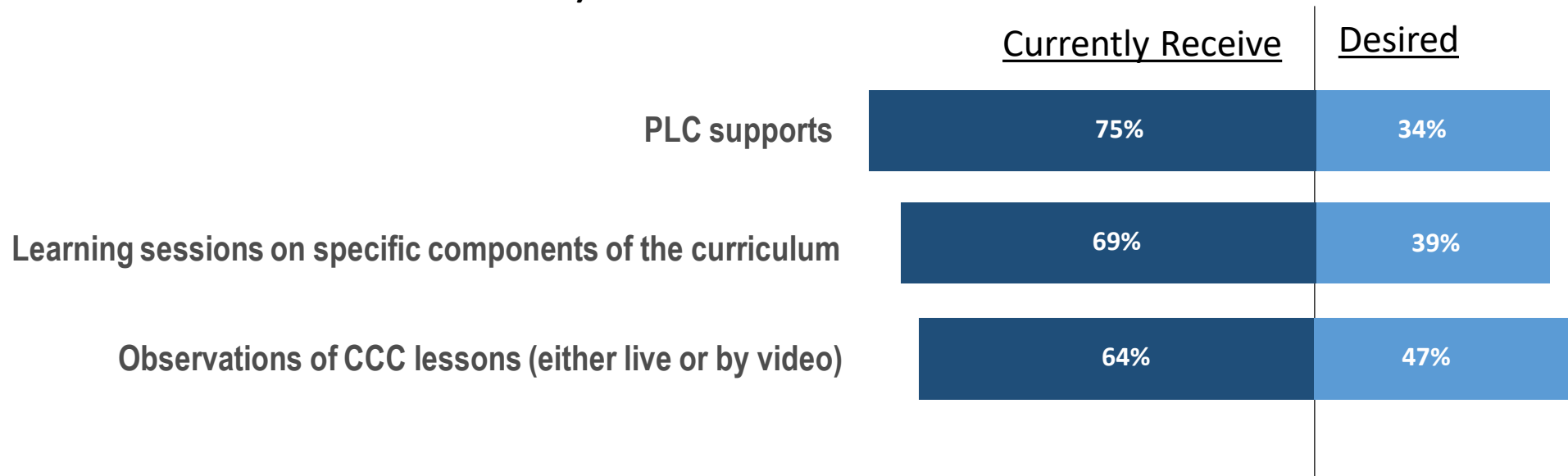
13 Schools + Satterberg (n=193)



- **Access to a literacy coach** (8)
- **Scheduling/logistics support** (e.g., for reading time) (2)
- **Time for data team meetings** (e.g., MAP data sharing) (2)
- **Time for social studies instruction** (2)

Tier 1 Professional Learning Opportunities

Supports that teachers have received, want in the future for Tier 1 curriculum implementation (Center for the Collaborative Classroom)

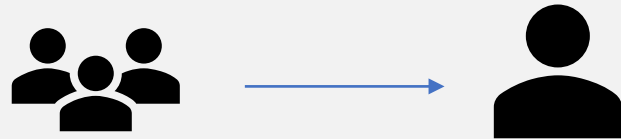


“Other” Responses (46 total)

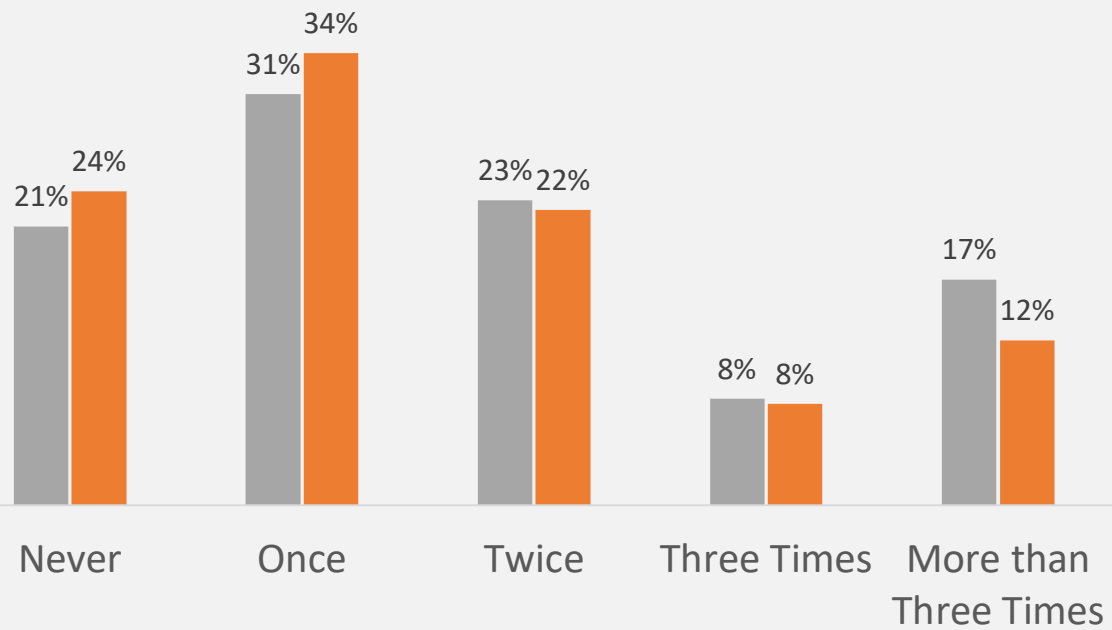
- Provide **explicit CCC training** for teachers (21) – including training from CCC instructors (instead of peer teachers) and training on CCC curriculum such as BAR (Being a Reader), SIPPS, small group placement, and word study. Adopt a **different curriculum** (6)
- Provide **greater alignment** between curriculums or across grade levels and training in order to ensure this alignment. (5)
- Allow for **classroom observations** (by admin, a coach, or their peers) as well as **PLC time** for training. (4)

Tier 1 Professional Learning Opportunities

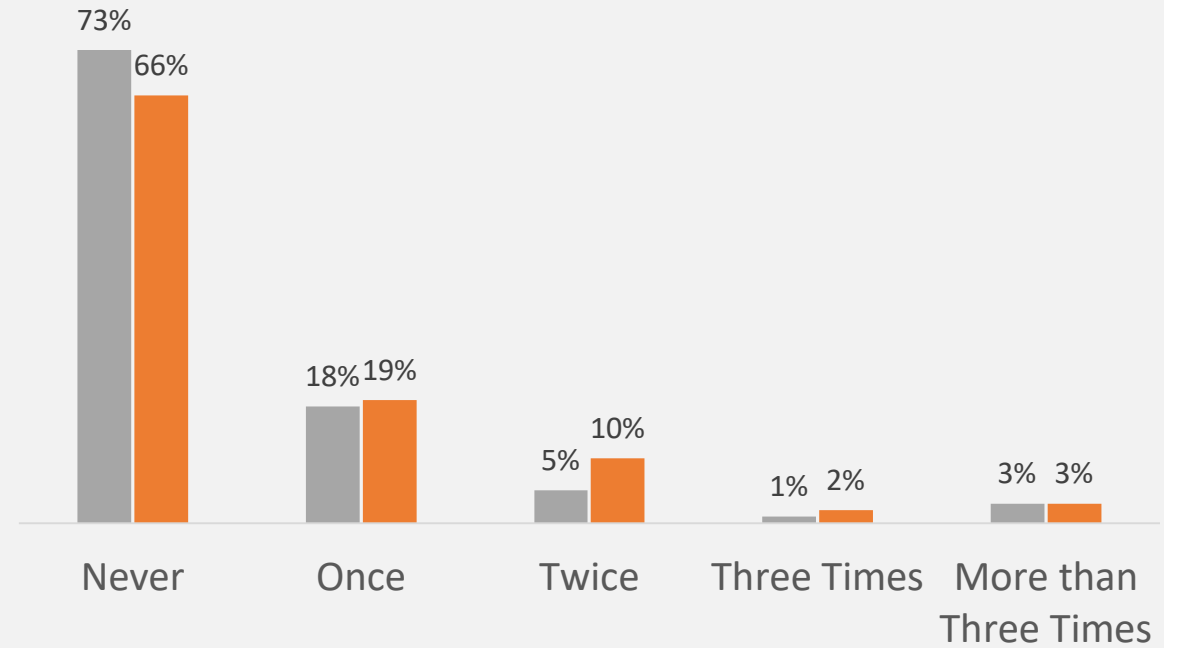
Frequency of Tier 1 ELA Classroom Observations



Visits to My Classroom



Visits to Others' Classrooms



■ 2019-20 ■ 2018-19

P-3 Assessment Portfolio



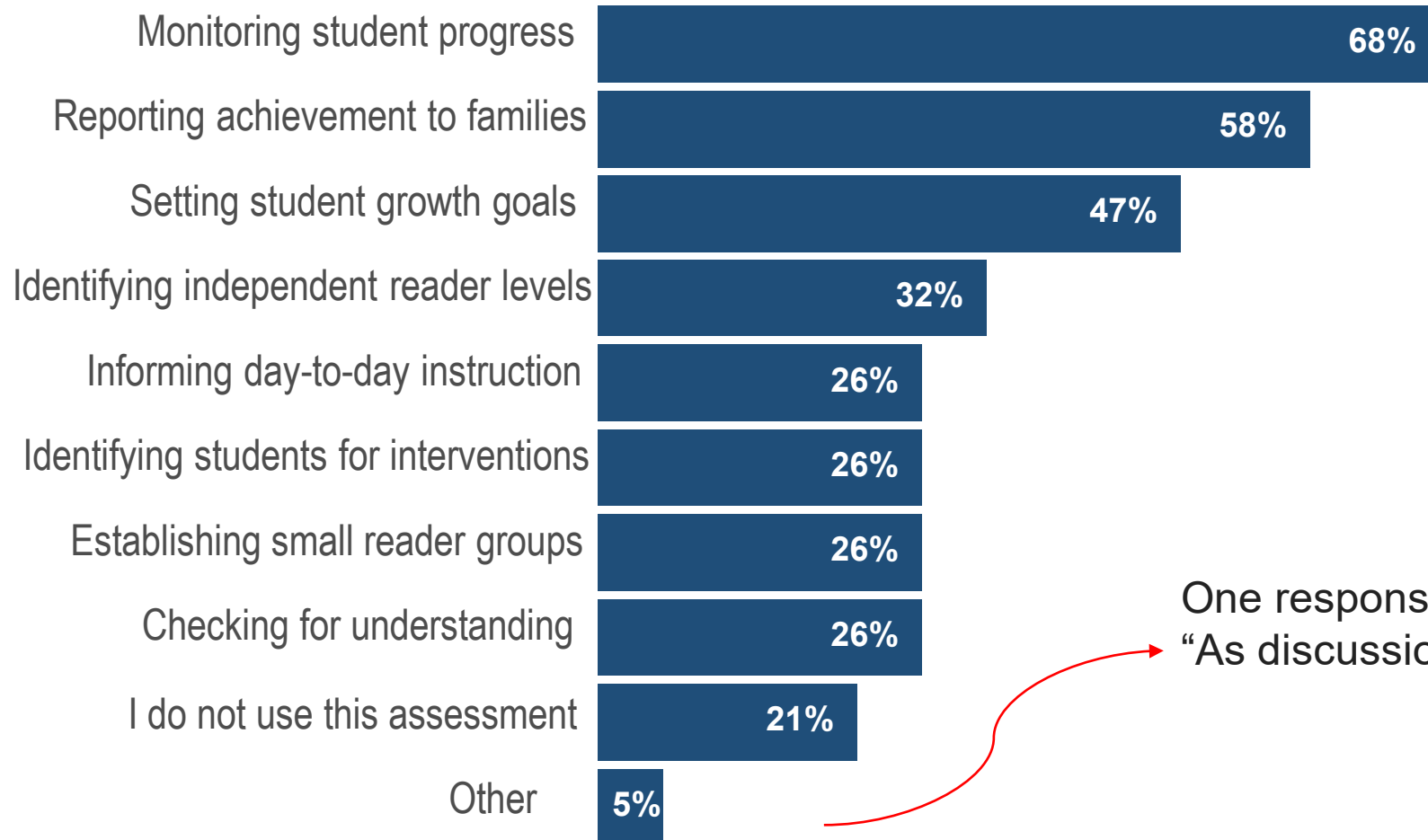
Questions about....

- How assessments are used (by grade level)
- Perceived skills in using assessments to inform instruction
- Supports for using assessments to inform instruction



Literacy-Focused Assessment Use

“How do you use Teaching Strategies Gold data?”
Preschool teachers (n=18)

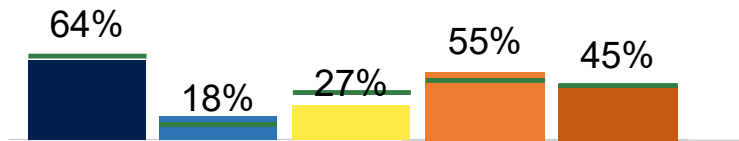


One response:
“As discussion platform with other teachers”

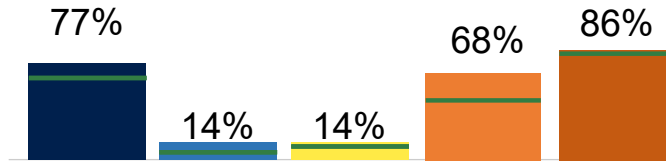
Literacy-Focused Assessment Use

Kindergarteners in the 13 Schools (n=33)

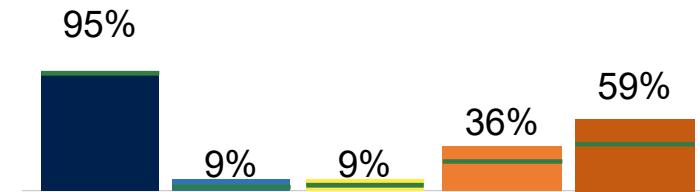
Checking for understanding



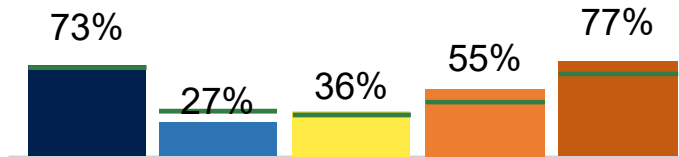
Establishing small reader groups



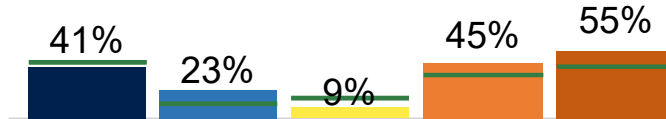
Identifying independent reader levels



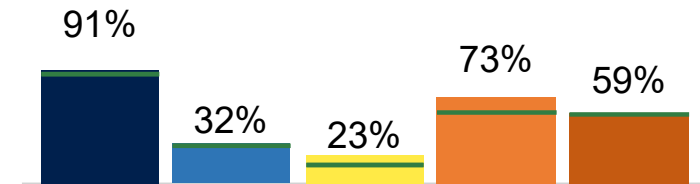
Identifying students for interventions



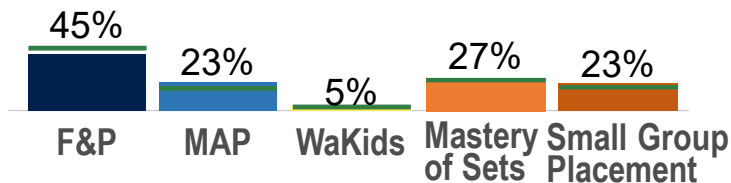
Informing day-to-day instruction



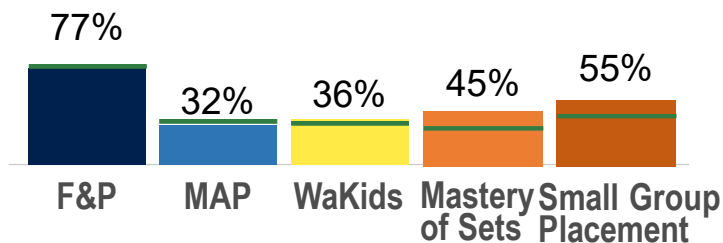
Monitoring student progress



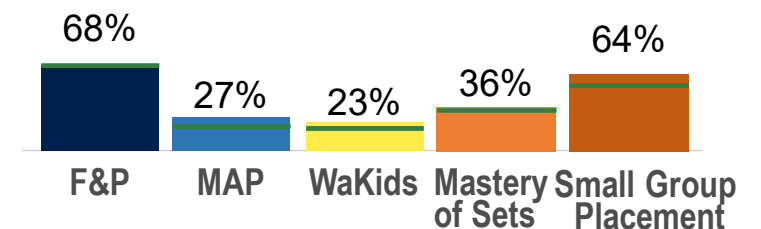
Preparing students for end-of-year assessments



Reporting achievement to families



Setting student growth goals

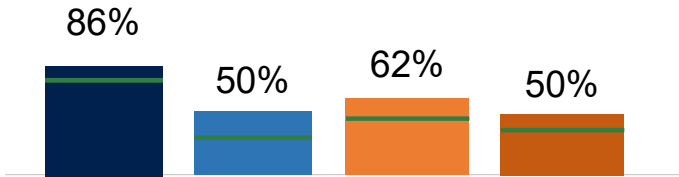


— Indicates percentage for all schools, n=103

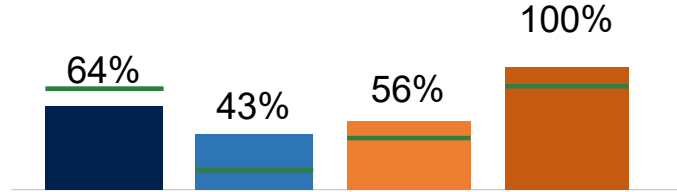
Literacy-Focused Assessment Use

1st Graders in the 13 Schools (n=23)

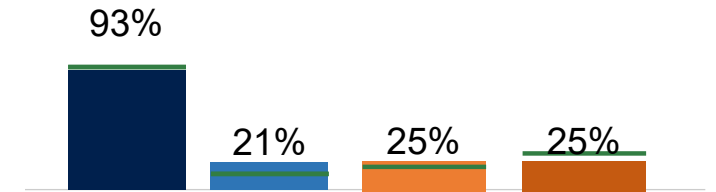
Checking for understanding



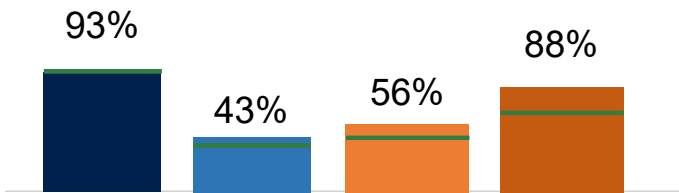
Establishing small reader groups



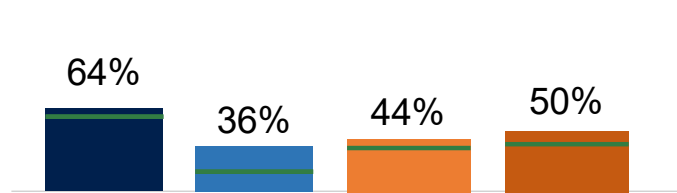
Identifying independent reader levels



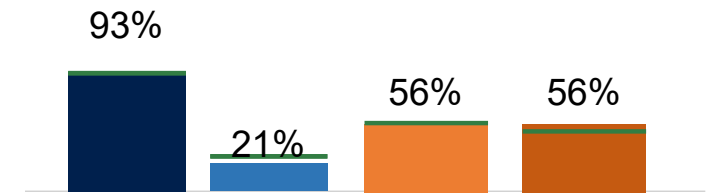
Identifying students for interventions



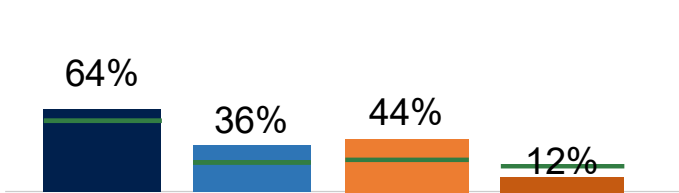
Informing day-to-day instruction



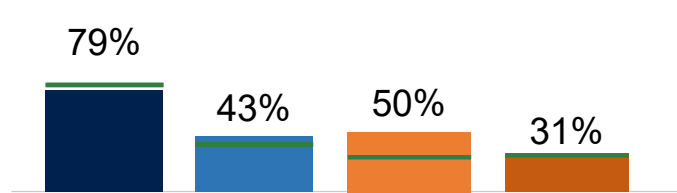
Monitoring student progress



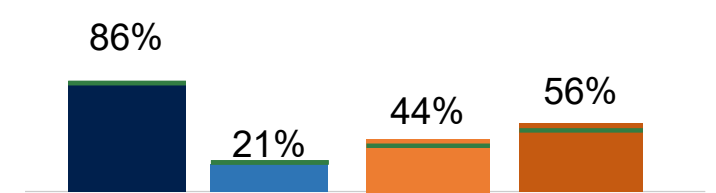
Preparing students for end-of-year assessments



Reporting achievement to families



Setting student growth goals



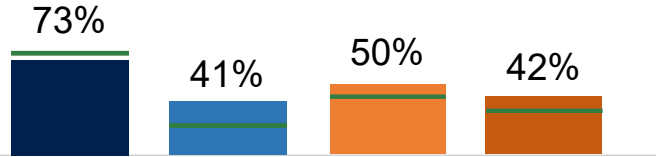
— Indicates percentage for all 1st graders, n=98

Literacy-Focused Assessment Use

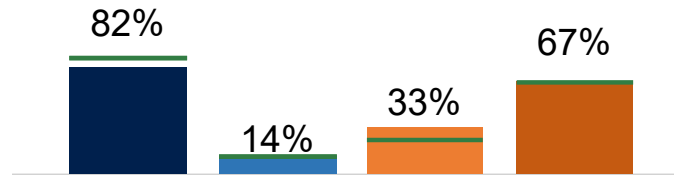
2nd Graders in the 13 Schools (n=28)



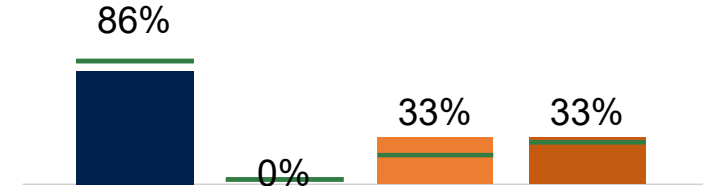
Checking for understanding



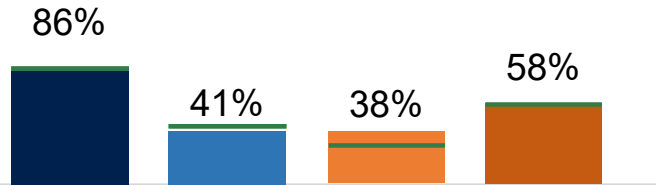
Establishing small reader groups



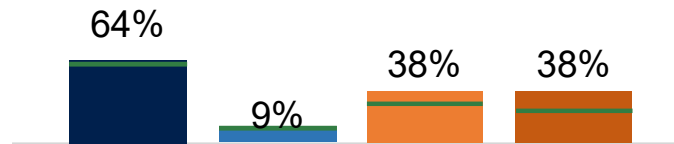
Identifying independent reader levels



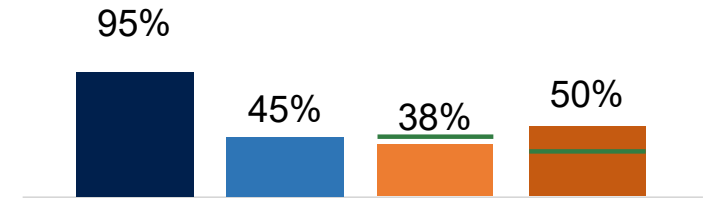
Identifying students for interventions



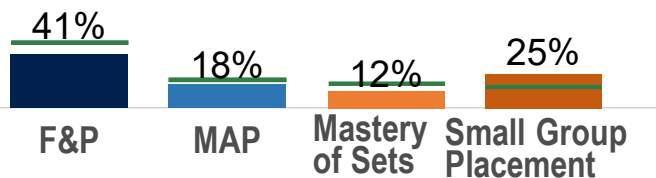
Informing day-to-day instruction



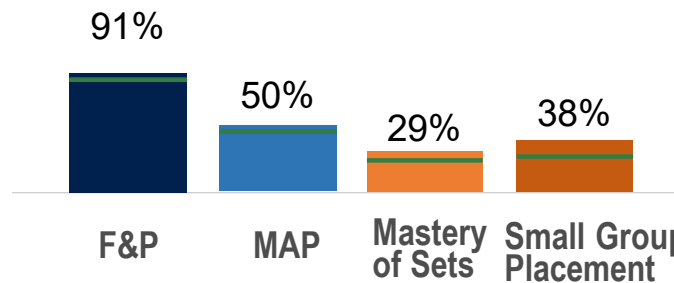
Monitoring student progress



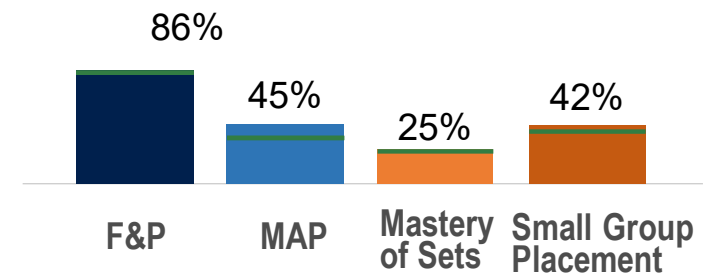
Preparing students for end-of-year assessments



Reporting achievement to families



Setting student growth goals



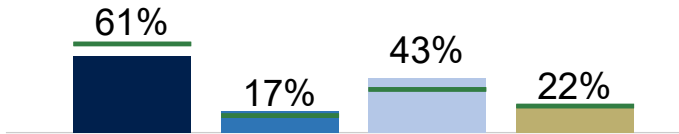
Indicates percentage for all 2nd graders (n=102)

Literacy-Focused Assessment Use

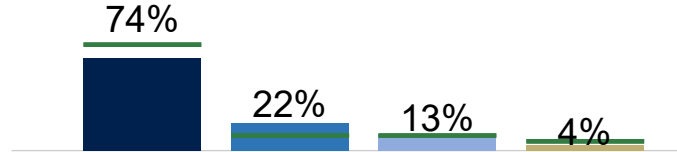
3rd Graders in the 13 Schools (n=29)



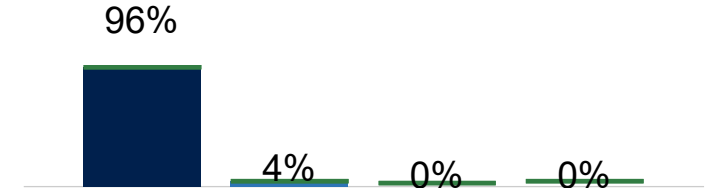
Checking for understanding



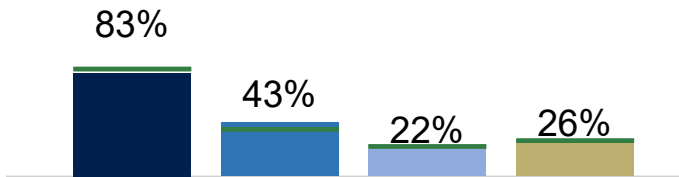
Establishing small reader groups



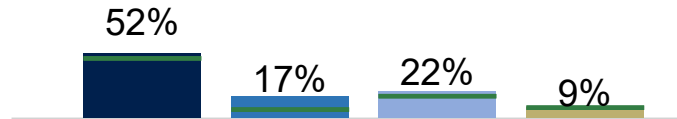
Identifying independent reader levels



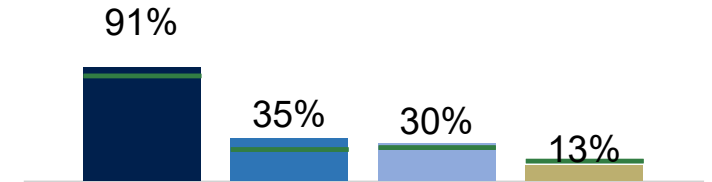
Identifying students for interventions



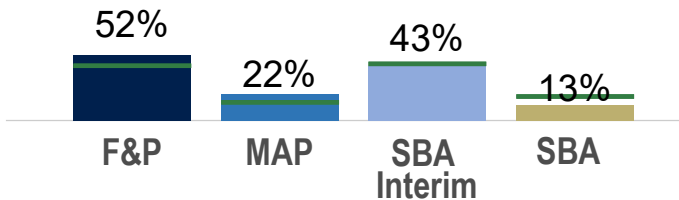
Informing day-to-day instruction



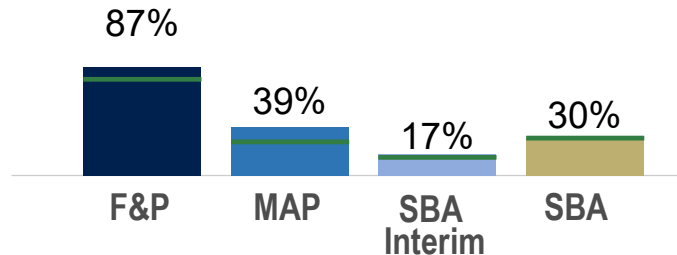
Monitoring student progress



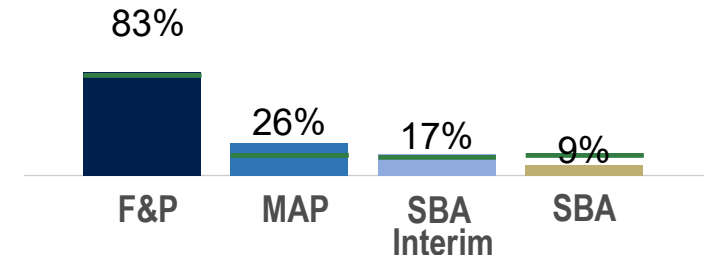
Preparing students for end-of-year assessments



Reporting achievement to families



Setting student growth goals

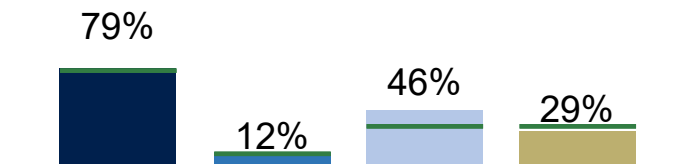


— Indicates percentage for all 3rd graders, n=89

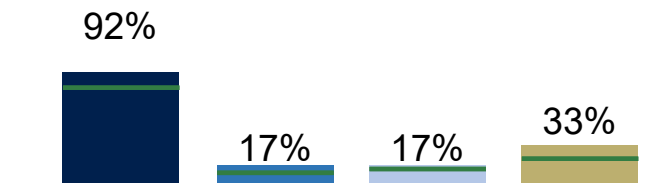
Literacy-Focused Assessment Use

4th Graders in the 13 Schools (n=32)

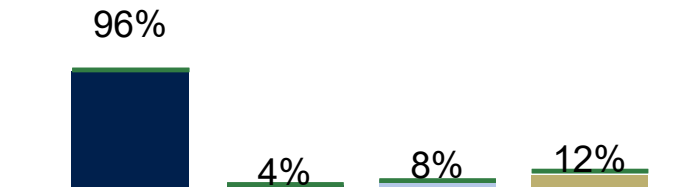
Checking for understanding



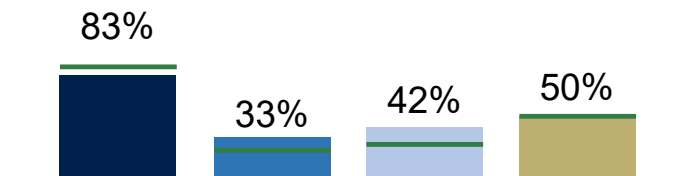
Establishing small reader groups



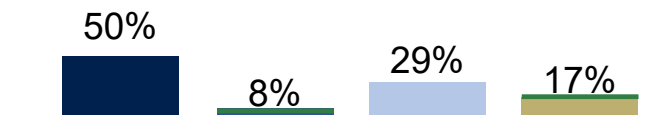
Identifying independent reader levels



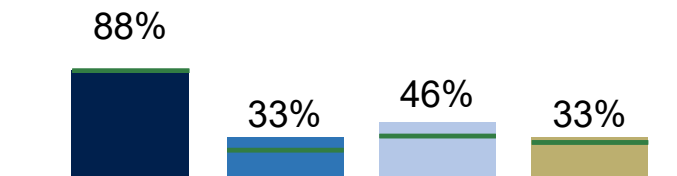
Identifying students for interventions



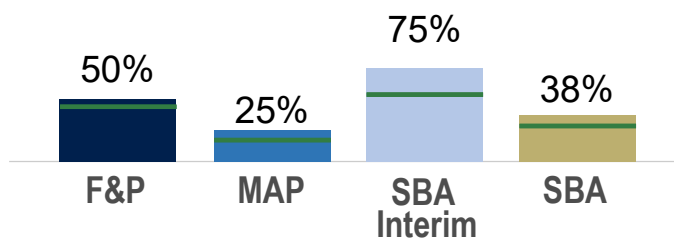
Informing day-to-day instruction



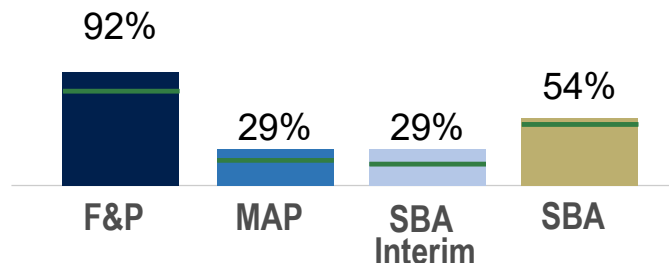
Monitoring student progress



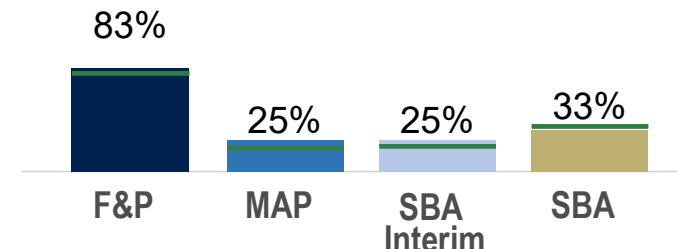
Preparing students for end-of-year assessments



Reporting achievement to families



Setting student growth goals

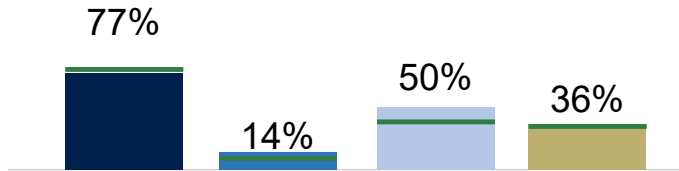


— Indicates percentage for all 4th graders, n=85

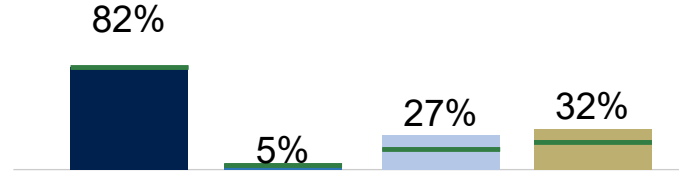
Literacy-Focused Assessment Use

5th Graders in the 13 Schools (n=29)

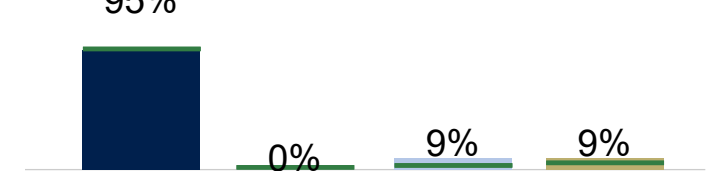
Checking for understanding



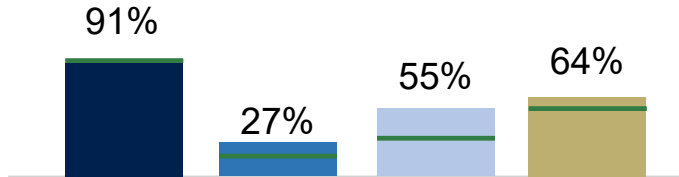
Establishing small reader groups



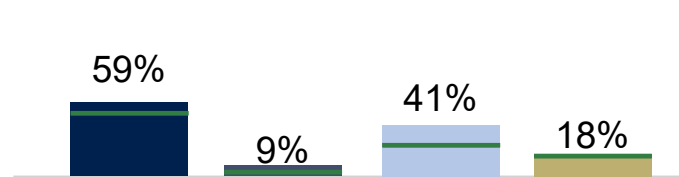
Identifying independent reader levels



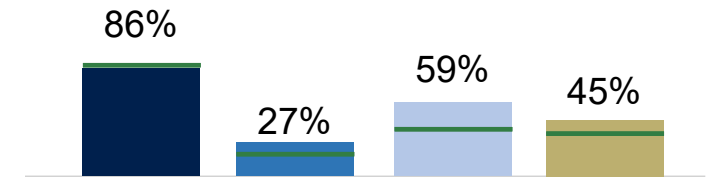
Identifying students for interventions



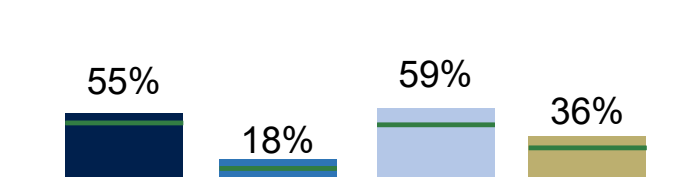
Informing day-to-day instruction



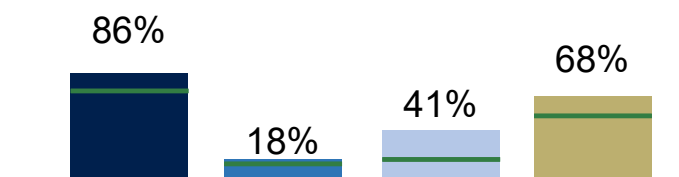
Monitoring student progress



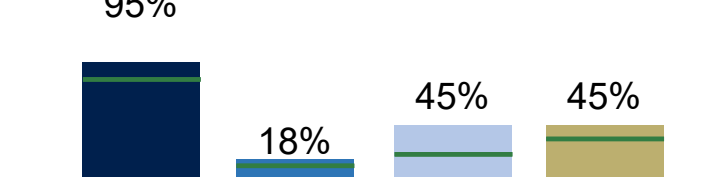
Preparing students for end-of-year assessments



Reporting achievement to families



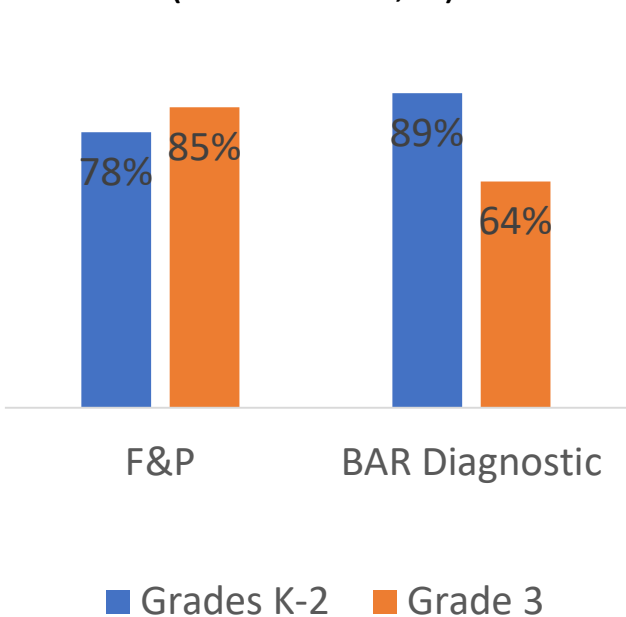
Setting student growth goals



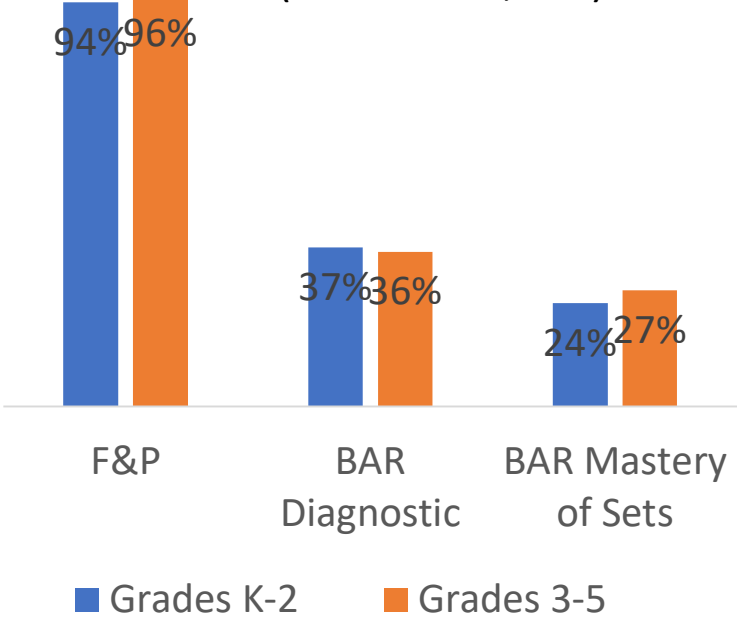
— Indicates percentage for all 5th graders, n=80

Literacy-Focused Assessment Use (F&P, Being a Reader)

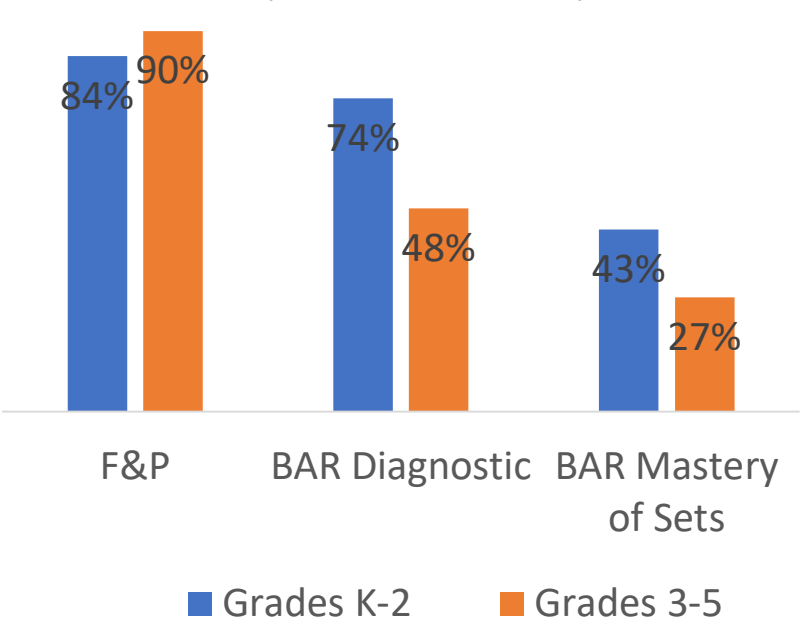
Establishing Small Reader Groups
(Grades K-2; 3)



Identifying Independent Reader Levels
(Grades K-2; 3-5)

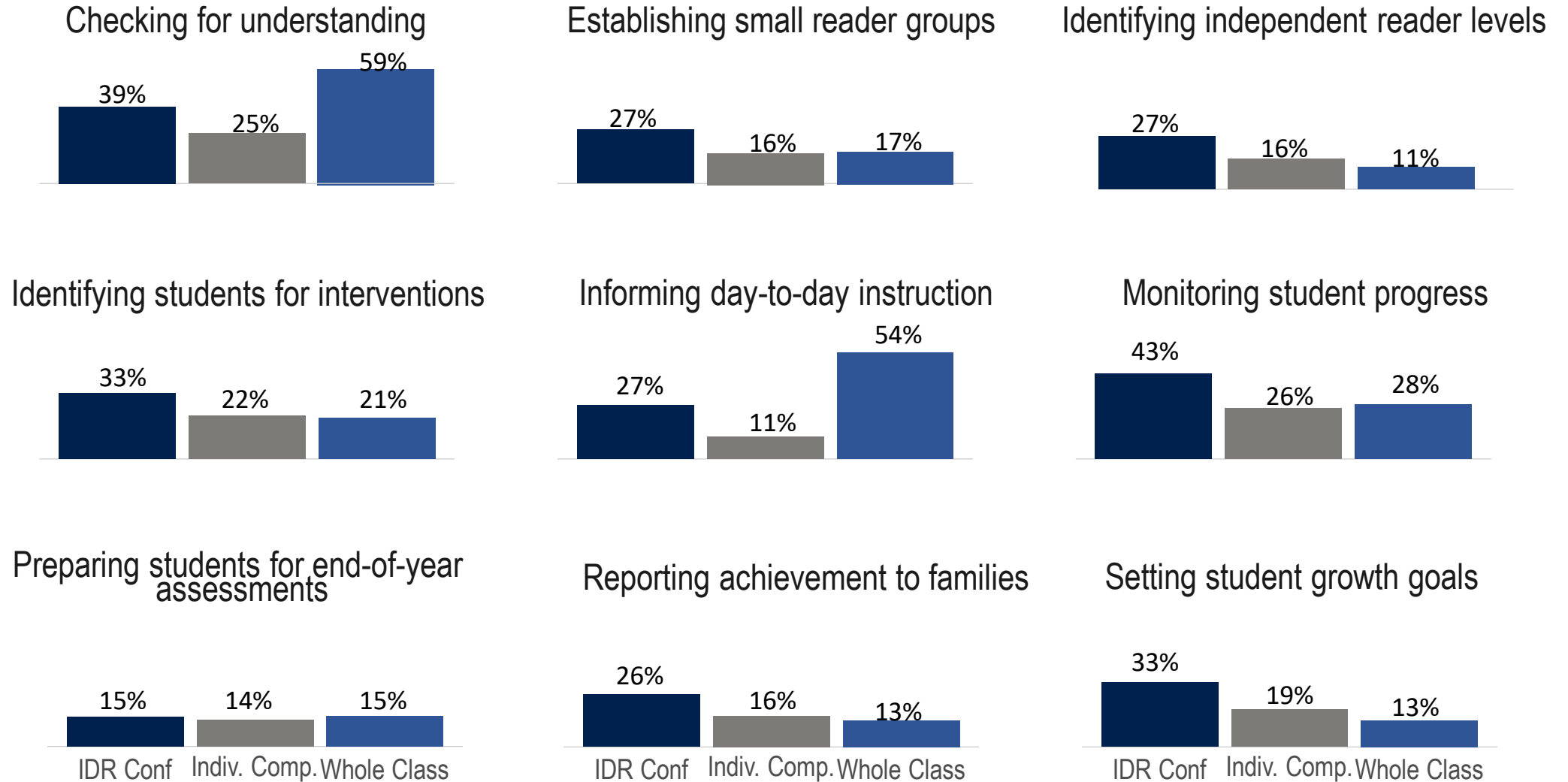


Identifying Students for Interventions
(Grades K-2; 3-5)



Literacy-Focused Assessment Use (Making Meaning)

K-3 (n=371)

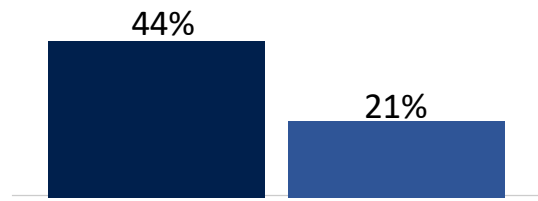


Literacy-Focused Assessment Use (Being a Writer)



K-3 (n=371)

Checking for understanding



Establishing small reader groups



Identifying independent reader levels



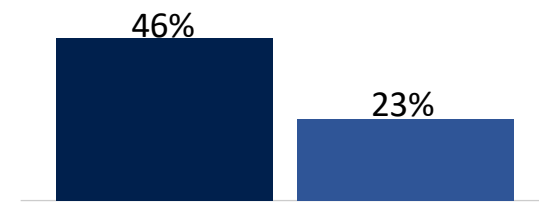
Identifying students for interventions



Informing day-to-day instruction



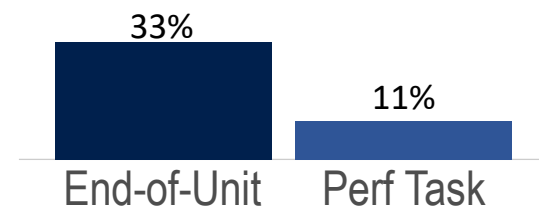
Monitoring student progress



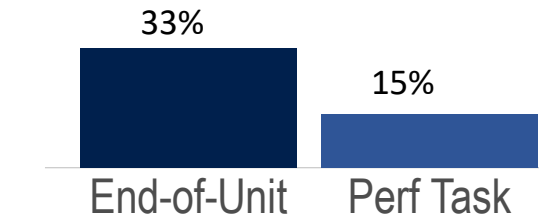
Preparing students for end-of-year assessments



Reporting achievement to families



Setting student growth goals



Perceptions of skill in assessment use

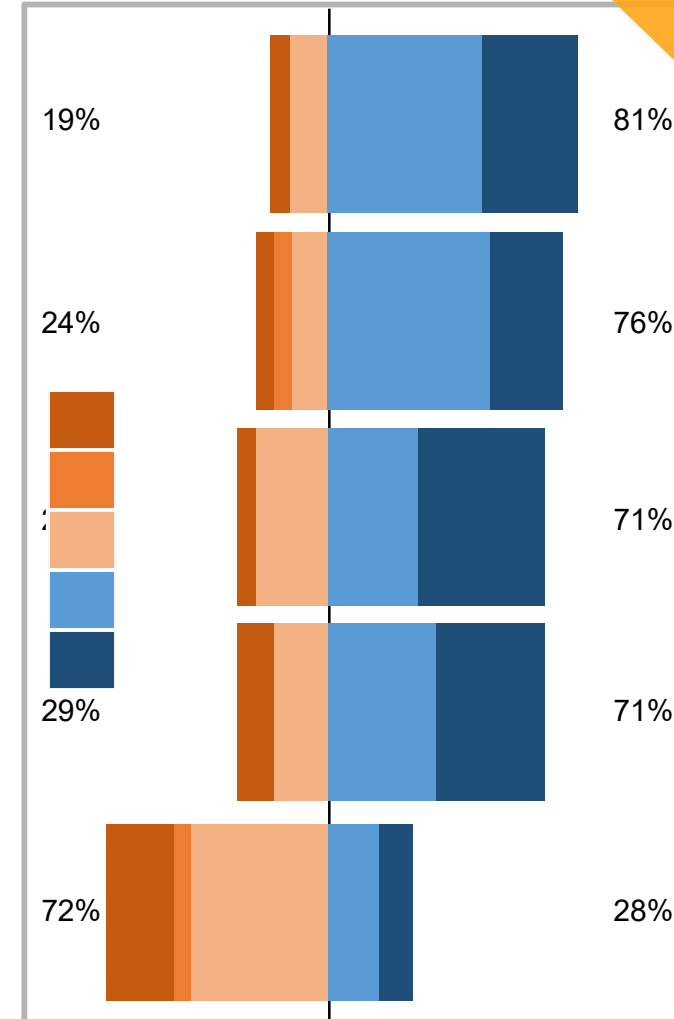
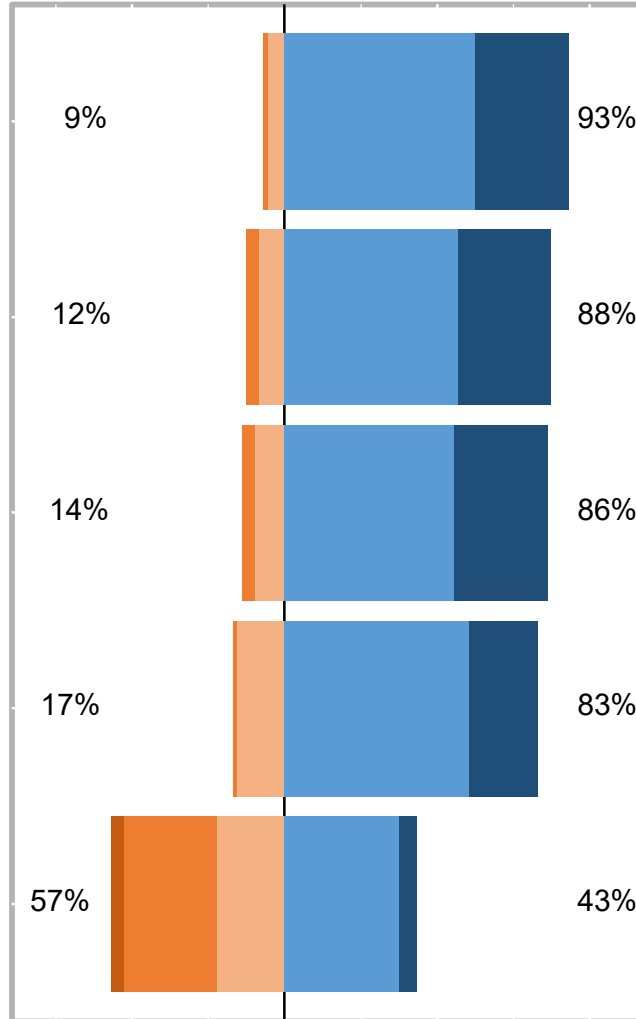
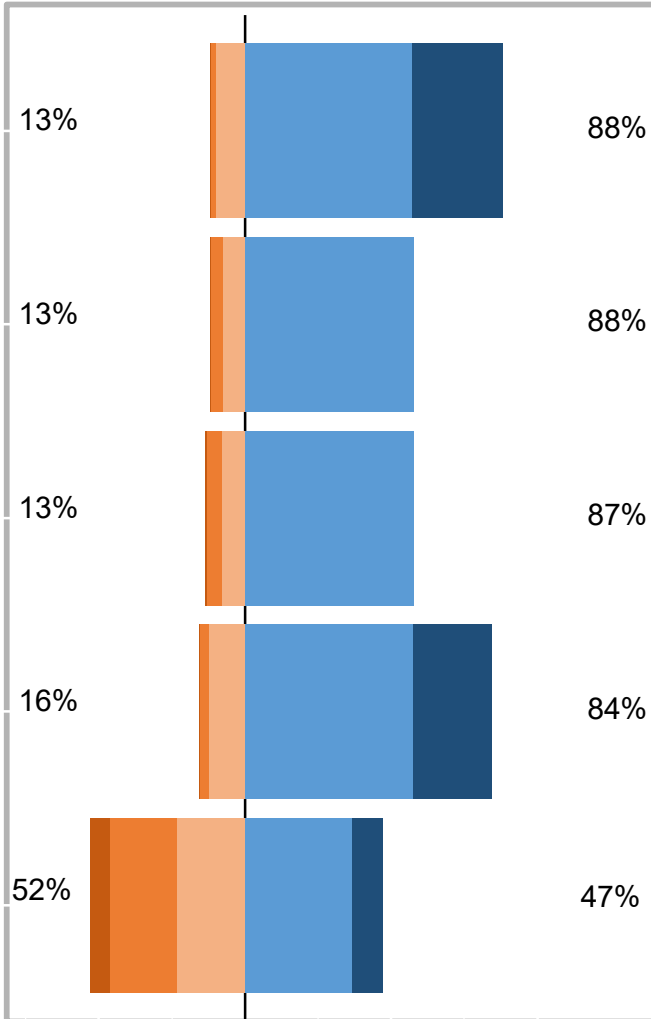
“I am good at...”

K-5 Teachers in All Schools

K3 Teachers in 13 Schools

Pre-K Teachers (n=18)

Adjusting instruction based on assessment data



■ Strongly disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Strongly agree

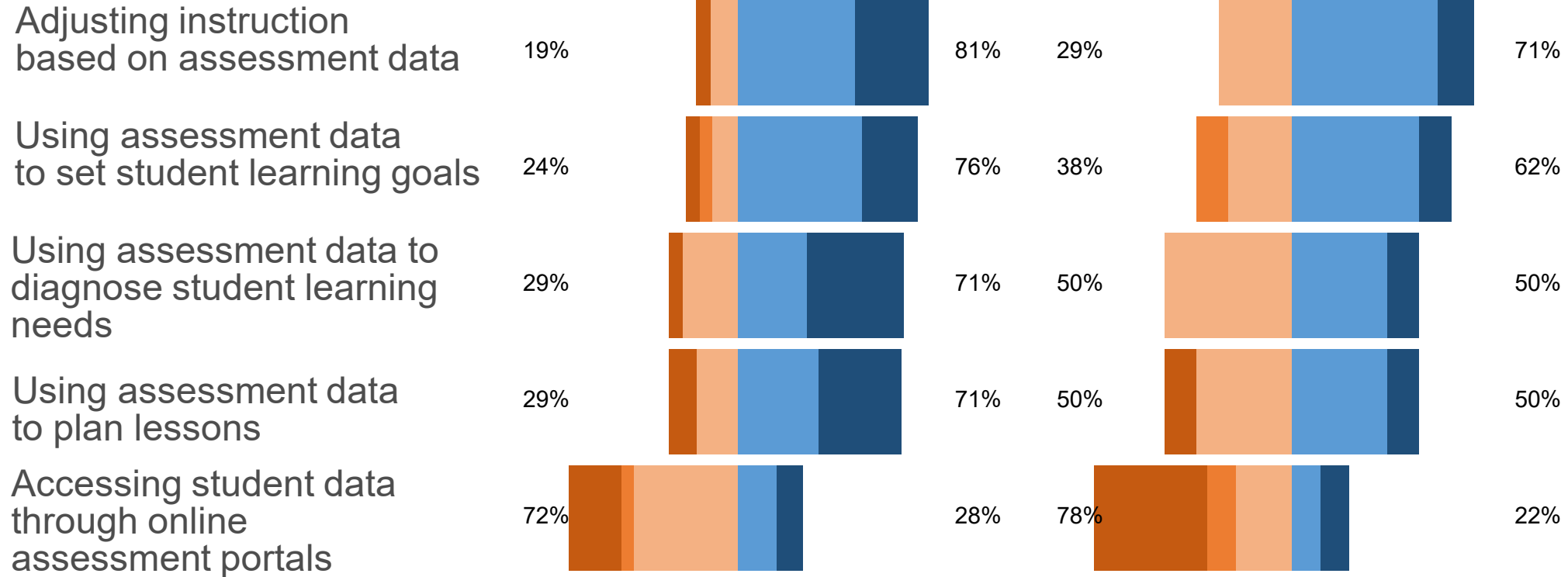
Perceptions of skill in assessment use

Pre-K Teachers

Pre-K Teachers:
"I am good at..."

District (n=18)

13 Schools (n=9)



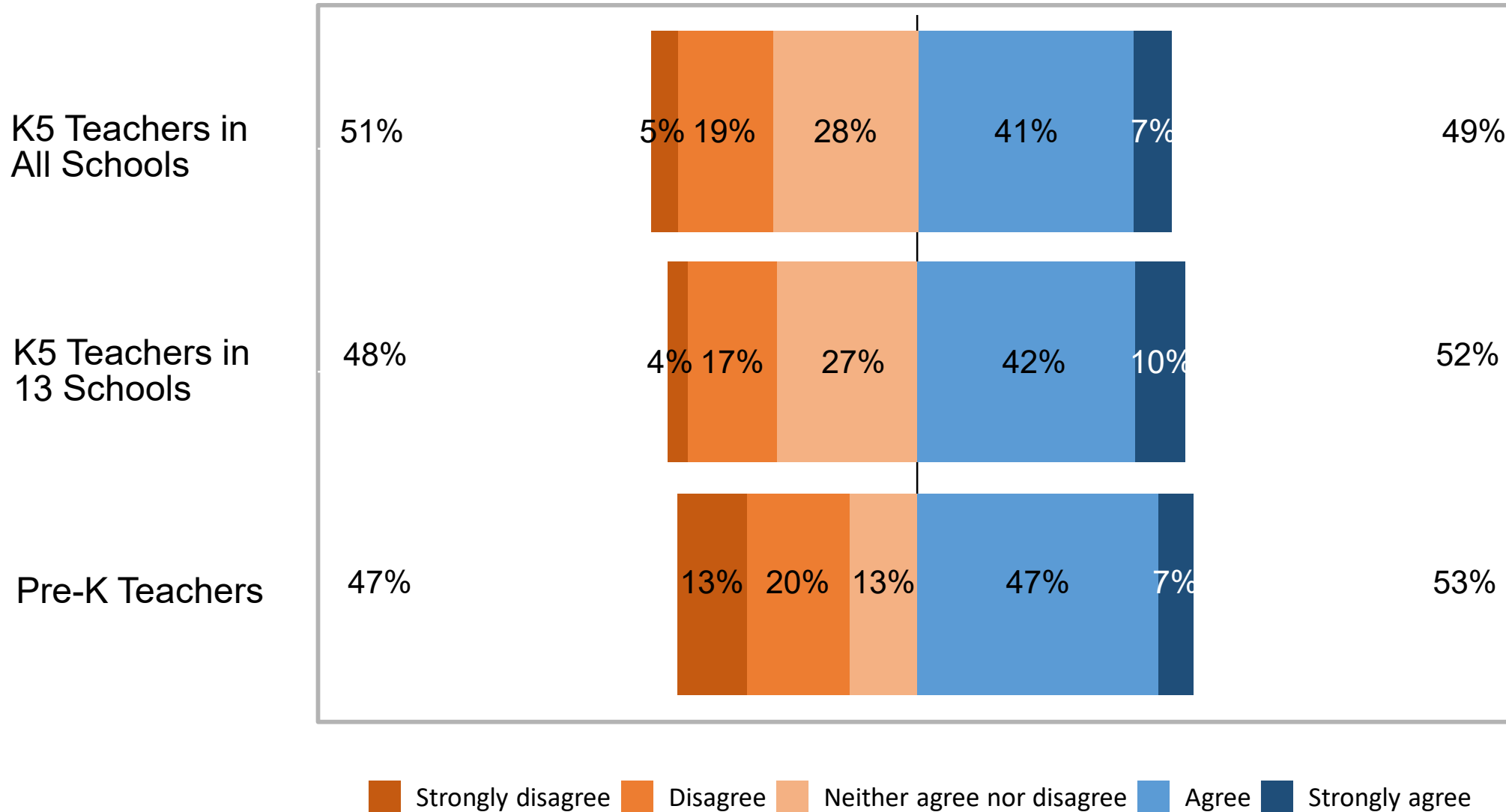
■ Strongly disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Strongly agree



Preschool teacher data from the 13 Schools should be interpreted with caution given the small sample size.

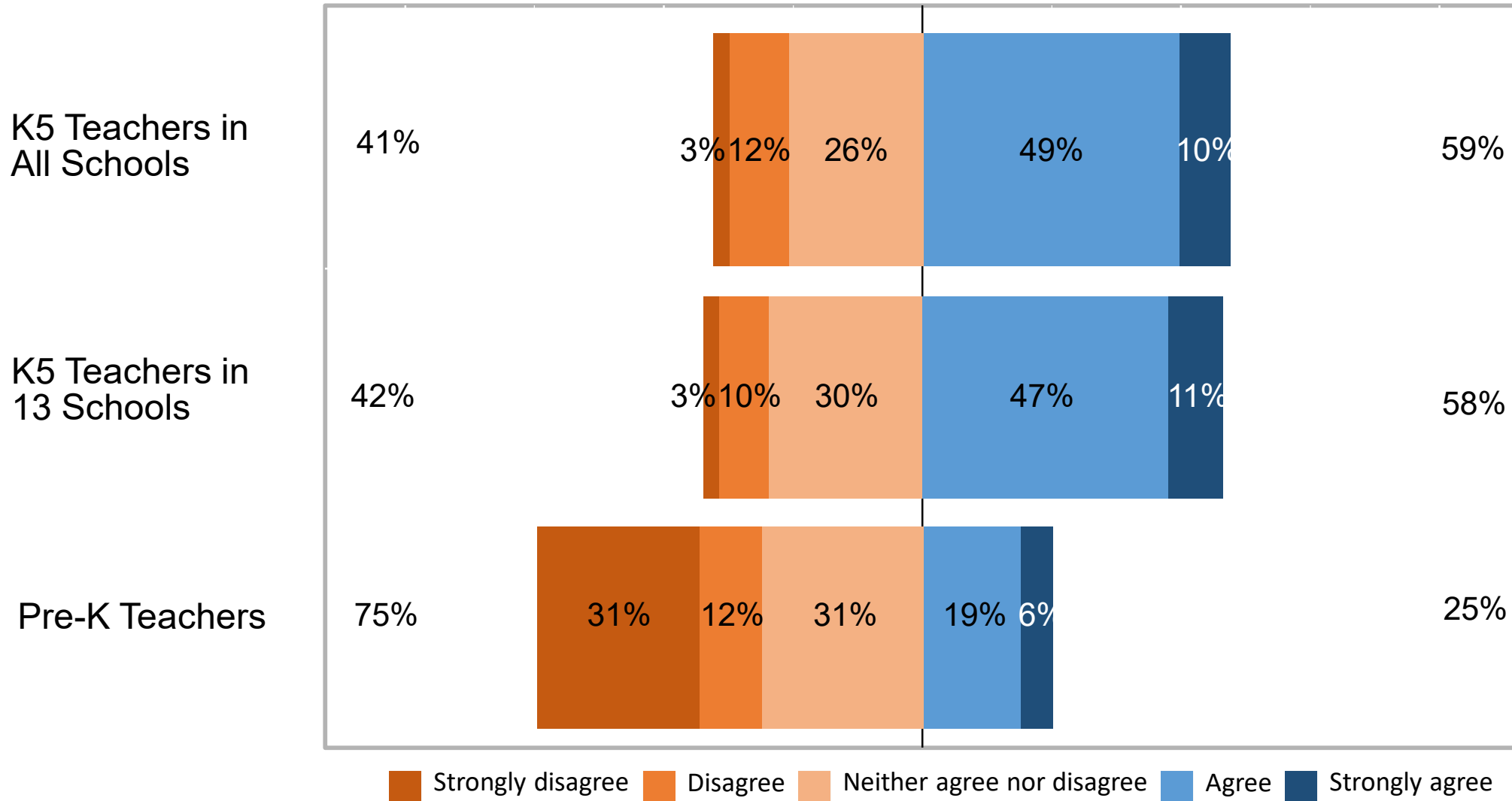
Assessment Implementation Supports

“There is someone who helps me change my practice based on assessment data”



Assessment Implementation Supports

“I am adequately supported in the effective use of assessment data”



Assessment Implementation Supports

What additional help do teachers need to effectively use assessment data?

- **Training** (34 responses) – how to administer the assessments, how to use data to inform instruction, access to literacy coaches and instructional coaching in general
“We should have received more significant training to make sure that we are all using these assessments correctly and are consistent across grades and the district.”
- **Time** (26 responses) – time with a substitute so that the teacher doesn’t have to manage the class while giving assessments, time to review data and plan instruction using data, time to work in their grade level teams or PLCs to review data.
- **Teacher-developed assessment tools** (10)
“[I want] high quality assessments that can be used more frequently. We currently make our own at every grade level, rather than being aligned throughout the building or district.”
“I consider assessment data when looking at the big picture of a student but find my personal observations and standards based work samples to be far more accurate than standardized testing when considering skills and abilities of a child.”
- **Others** – more **support from administration** (9 respondents), more opportunities for **collaboration** with colleagues (8 respondents), and **additional people** (7 respondents) to help collect and analyze data, including more substitutes so that teachers can have release time to do this work.

For more information on P-3 Pathways...

The 2020 Teacher Survey also contained questions of Pre-K, K, and 1st grade teachers. Questions were about PreK-to-K transition activities, as well as teachers' perceptions of collaboration between preschool and the elementary grades. To view findings from these questions, please see Slides 18-23 of the P-3 Pathways Research Update.



Thank you!



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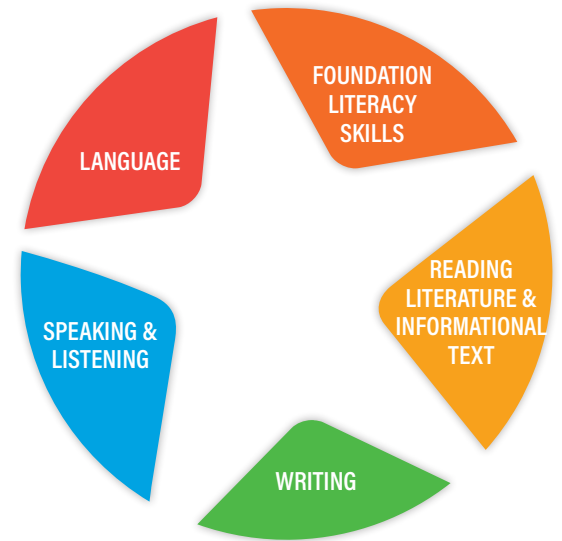
REFERENCES:

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- Liben, David
- Marzano, Robert
- Paige, David D
- Pearson, P. David and Gallagher, Margaret
- Shanahan, Timothy
- Student Achievement Partners Duke, Nell
- UnboundEd



Seattle Public Schools'
Comprehensive Literacy Framework:

A GUIDE FOR PK-2 PRACTITIONERS



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Educate. Engage. Empower.

FOR PK-2 PRACTITIONERS

BELIEF STATEMENT

To achieve educational justice, Seattle Public Schools (SPS) strive to provide safe learning environments where student-centered curriculum is delivered by high-quality and culturally responsive educators. This climate is designed to promote joyful learning, intellectual rigor, and authentic independence. Students’ social, emotional, and cognitive development are stimulated in an environment where individual needs are met through independent and collaborative work. Seattle Public Schools strive to create conditions and opportunities for students to assume responsibility for their own learning and to empower them with a sense of independence, accomplishment and competence.

LITERACY FRAMEWORK OVERVIEW

Seattle Public Schools’ Comprehensive Literacy Framework provides guidance for teachers to ensure each elementary student has access to high-quality instruction, grade-level expectations, and research-based practices in literacy designed to promote the skills, knowledge, and behaviors necessary for academic, career, and personal success. The framework is based on the gradual release of responsibility model, used to center instruction around modeling, guided practice, collaboration, and independent application of standards-based skills. By infusing culturally responsive practices to promote authentic engagement and to facilitate deeper learning, each student’s learning strengths and needs are developed and supported in order to nurture their confidence, identity, and competence in literacy.

LANGUAGE

PURPOSE

Students learn to effectively communicate with others through reading, writing, and conversation by gaining control over conventions of standard English, expanding their vocabulary, and determining the varied and shaded meaning of words.

DESCRIPTION AND KEY ELEMENTS

Conventions

- Learn the conventions of word usage and grammar
- Learn the conventions of punctuation, capitalization, and spelling

Knowledge of Language

- Starting in grade 2, develop knowledge of how language is used differently when writing, speaking, reading, or listening

Vocabulary

- Determine or clarify the meaning of words using a variety of strategies (sentence-level context, prefixes, affixes, roots, compounds, reference materials)
- Explore and demonstrate understanding of word relationships and nuances in meaning between words
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts

INSTRUCTIONAL PRACTICES AND ROUTINES

Instruction includes modeling, guided practice, collaboration and independent application across subject areas during the following instructional components:

- Word Study
- Shared Writing
- Writing Lessons
- Reading and Writing Conferences
- Text-Based and Classroom Conversations
- Vocabulary Instruction

FOUNDATIONAL LITERACY SKILLS

PURPOSE

Students develop Foundational Skills as the basis for becoming proficient readers and writers who comprehend texts of diverse types and complexity.

DESCRIPTION AND KEY ELEMENTS

Print Concepts [grades K-1]

- Demonstrate understanding of the organization and basic features of print

Phonological Awareness [grades K-1]

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Phonics and Word Recognition

- Letter-sound correspondence
- Consonant and vowel sounds
- High-frequency word recognition
- Spelling

Fluency

- Read emergent-reader texts with purpose and understanding [grade K]
- Read with enough accuracy and fluency to support comprehension [grades 1-2]

INSTRUCTIONAL PRACTICES AND ROUTINES

Instruction includes modeling, guided practice, collaboration, and independent application during the following instructional components:

- Differentiated Small-group Instruction
- Word Study
- Shared Reading
- Read Aloud
- Differentiated Independent Practice
- Writing

LITERATURE & INFORMATIONAL TEXT

PURPOSE

Students listen to, read, and discuss diverse literary and informational texts to gain literary and cultural knowledge, familiarity with text structures, and to build vocabulary and background knowledge across disciplines to become better readers.

DESCRIPTION AND KEY ELEMENTS

[with prompting and support in K as appropriate]

Key Ideas and Details

- Ask and answer questions about key details in a text
- Identify the main topic and retell key details
- Describe connections in the text (people, events, ideas)

Craft and Structure

- Determine or ask about the meaning of unknown words or phrases
- Know and use different text features (e.g., captions, subheadings, index) to locate information
- Understand the role of the author vs. illustrator, and identify the author’s main purpose of the book
- Identify book types and distinguish between informational and story books
- Begin to describe rhythm (e.g., alliteration), structure (beginning / end), and point of view [grade 2]

Integration of Knowledge and Ideas

- Explain connections between illustrations and the words of a text
- Identify and describe the reasons the author uses to support a point [informational text]
- Compare/contrast texts (e.g., on the same topic, versions of the same story, experiences of characters)

INSTRUCTIONAL PRACTICES AND ROUTINES

Instruction includes modeling, guided practice, collaborative rehearsal and independent application across subject areas during the following instructional components:

- Read Aloud
- Differentiated Small-group Reading
- Shared Reading
- Text-based and Classroom Conversations
- Independent Reading honoring student choice
- Reading Conferences

WRITING

PURPOSE

Students learn to use writing to offer and support opinions, demonstrate understanding, and convey real and imagined experiences and events. They learn that a key purpose of writing is to communicate clearly, often to an external audience, and they begin to adapt the form and content of their writing to task and purpose.

DESCRIPTION AND KEY ELEMENTS

Text Types and Purposes

- Write opinion texts with information and begin to supply reasons
- Write explanatory texts with basic information and facts
- Write narratives of a single event or short sequence of events with increasing levels of description and temporality between K-2

Production and Distribution of Writing

With guidance and support as appropriate,

- Respond to questions/suggestions and add details as needed
- Strengthen writing by revising and editing [grade 3]
- Explore technology to produce and publish writing

Research to Build and Present Knowledge

- Participate in shared research and writing projects
- With guidance and support from adults [K-1], answer a question by recalling information from experience or gathering information from provided sources

INSTRUCTIONAL PRACTICES AND ROUTINES

Instruction includes modeling, guided practice, collaborative rehearsal and independent application across subject areas during the following instructional components:

- Shared Writing
- Writing Lessons
- Guided Writing
- Independent Writing
- Writing Conferences
- Content Literacy Lessons

SPEAKING & LISTENING

PURPOSE

Students learn to become productive members of rich, structured conversations by contributing accurate, relevant information; responding to and developing what others have said; comparing / contrasting; and sharing their own unique and meaningful stories.

DESCRIPTION AND KEY ELEMENTS

Comprehension and Collaboration

- Participate in collaborative, respectful, and safe discussions with peers and adults in small and larger groups
- Follow established rules for discussion (respectful listening, build on others’ comments, follow-up questions)
- Ask and answer questions about texts read aloud or information presented in diverse media and formats
- Ask and answer questions about what a speaker says to improve understanding

Presentation of Knowledge and Ideas

- Tell a story or recount and experience with appropriate detail
- Add visual displays or create audio recordings to clarify ideas and feelings
- Speak audibly and express thoughts, feelings, and ideas clearly
- Speak in complete sentences when appropriate to the task [grades 1-2]

INSTRUCTIONAL PRACTICES AND ROUTINES

Instruction includes modeling, guided practice, collaboration, and independent application across subject areas during the following instructional components:

- Read Aloud
- Shared Reading
- Differentiated Small-group Reading
- Text-based and Classroom Conversations



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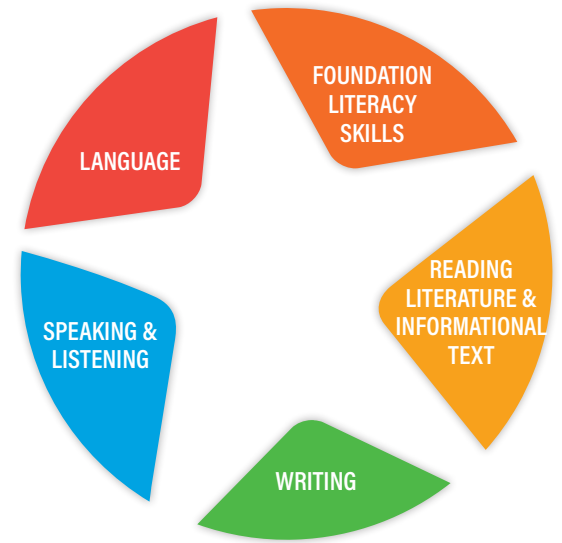
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Seattle Public Schools'
Comprehensive Literacy Framework:

A GUIDE FOR 3-5 PRACTITIONERS



SEATTLE EXCELLENCE
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FOR 3-5 PRACTITIONERS

BELIEF STATEMENT

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LITERACY FRAMEWORK OVERVIEW

Seattle Public Schools' Comprehensive Literacy Framework provides guidance for teachers to ensure each elementary student has access to high-quality instruction, grade-level expectations, and research-based practices in literacy designed to promote the skills, knowledge, and behaviors necessary for academic, career, and personal success. The framework is based on the gradual release of responsibility model, used to center instruction around modeling, guided practice, collaboration, and independent application of standards-based skills. By infusing culturally responsive practices to promote authentic engagement and to facilitate deeper learning, each student's learning strengths and needs are developed and supported in order to nurture their confidence, identity, and competence in literacy.

LANGUAGE

PURPOSE

Students learn to effectively communicate with others through reading, writing, and conversation by gaining control over conventions of standard English, expanding their vocabulary, and determining the varied and shaded meaning of words.

DESCRIPTION AND KEY ELEMENTS

Conventions

- Learn the conventions of word usage and grammar
- Learn the conventions of punctuation, capitalization, and spelling

Knowledge of Language

- Develop knowledge of how language is used differently when writing, speaking, reading, or listening

Vocabulary

- Determine or clarify the meaning of words using a variety of strategies (context, affixes, roots, reference materials)
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings
- Correctly use general academic and domain-specific words and phrases

INSTRUCTIONAL PRACTICES AND ROUTINES

Instruction includes modeling, guided practice, collaboration and independent application across subject areas during the following instructional components:

- Word Study
- Shared Writing
- Writing Lessons
- Reading and Writing Conferences
- Text-Based and Classroom Conversations
- Vocabulary and Content Literacy Lessons

FOUNDATIONAL LITERACY SKILLS

PURPOSE

Students develop Foundational Skills as the basis for becoming proficient readers and writers who comprehend texts of diverse types and complexity.

DESCRIPTION AND KEY ELEMENTS

Phonics and Word Recognition

- Letter-sound correspondence
- Prefixes, suffixes, and roots
- Read irregularly spelled words
- Decode and understand multi-syllable words

Fluency

Read with enough accuracy and fluency to support comprehension

- Read with purpose and understanding
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- Read expressively with pace and accuracy

INSTRUCTIONAL PRACTICES AND ROUTINES

Instruction includes modeling, guided practice, collaboration, and independent application during the following instructional components:

- Differentiated Small-group Instruction
- Word Study
- Shared Reading
- Read Aloud
- Differentiated Independent Practice [grade 3]
- Writing

LITERATURE & INFORMATIONAL TEXT

PURPOSE

Students read diverse literary and informational texts to gain literary and cultural knowledge, familiarity with text structures, and to build vocabulary and background knowledge across disciplines to become better readers.

DESCRIPTION AND KEY ELEMENTS

Key Ideas and Details

Reference explicit information from texts to:

- determine the central message and theme and describe characters [literature]
- determine the main idea and explain relationships between events, people, ideas [info. text]

Craft and Structure

- Determine the meaning of words as they are used differently across texts (e.g., literal vs. figurative)
- Explain structure (e.g., chapter, stanza) and form (poem, prose) of a text
- Identify point of view and describe its purpose and effect on a text

Integration of Knowledge and Ideas

- Explain connections between visual/multi-media elements and the words of a text
- Describe logical connections between parts of a text (e.g., cause/effect, sequence) [info. text]
- Explain author's use of reason and evidence [info. text]
- Compare/contrast texts across authors, genres, and themes

INSTRUCTIONAL PRACTICES AND ROUTINES

Instruction includes modeling, guided practice, collaborative rehearsal and independent application across subject areas during the following instructional components:

- Read Aloud
- Differentiated Small-group Reading
- Shared Reading
- Close Reading
- Text-Based and Classroom Conversations
- Independent Reading honoring student choice
- Reading Conferences

WRITING

PURPOSE

Students learn to use writing to offer and support opinions, demonstrate understanding, and convey real and imagined experiences / events. They learn that a key purpose of writing is to communicate clearly, often to an external audience, and they begin to adapt the form and content of their writing to task and purpose.

DESCRIPTION AND KEY ELEMENTS

Text Types and Purposes

- Write opinion texts supported by reasons
- Write explanatory texts to examine a topic and clearly convey information and ideas
- Write narratives with effective technique, description, and clear sequence

Production and Distribution of Writing

With guidance and support as appropriate,

- Produce writing which is developed and organized appropriate to the task, purpose, and audience
- Develop and strengthen writing by planning, revising, editing, rewriting
- Use technology to produce and publish writing

Research to Build and Present Knowledge

- Conduct research projects to build knowledge
- Gather, categorize information from multiple sources and from experience. Take notes and list sources
- Starting in grade 4, draw evidence from texts to support analysis, reflection, and research

INSTRUCTIONAL PRACTICES AND ROUTINES

Instruction includes modeling, guided practice, collaborative rehearsal and independent application across subject areas during the following instructional components:

- Shared Writing
- Writing Lessons
- Guided Writing
- Independent Writing
- Writing Conferences
- Content Literacy Lessons

SPEAKING & LISTENING

PURPOSE

Students learn to engage in rich, structured conversations by contributing accurate, relevant information; responding to and developing what others have said; comparing / contrasting; analyzing / synthesizing ideas; and sharing their own unique and meaningful stories.

DESCRIPTION AND KEY ELEMENTS

Comprehension and Collaboration

- Engage in collaborative, respectful, and safe discussions with diverse partners (1:1, groups, teacher-led), building on others' ideas and expressing their own clearly
- Follow procedures for discussion (preparation, listening, follow-up questions, staying on-topic)
- Explore, paraphrase, or summarize texts read aloud or information presented in diverse media and formats
- Engage with the information from a speaker through questions, analysis, and summarizing

Presentation of Knowledge and Ideas

- Report on a topic or text, tell a story, or recount an experience with facts, descriptive details, and increasing levels of organization
- Demonstrate fluid reading at an understandable pace
- Speak in complete sentences when appropriate and adapt speech (formal/informal English) to context

INSTRUCTIONAL PRACTICES AND ROUTINES

Instruction includes modeling, guided practice, collaboration, and independent application across subject areas during the following instructional components:

- Read Aloud
- Shared Reading
- Differentiated Small-group Reading
- Text-based and Classroom Conversations
- Content Literacy Lessons

3rd Grade Goal Professional Development Attendance Tracking

2019-20 CCC PD with CLLs and Principals

- SPS CLL/Principal attendance = 89% ** Fall and Winter only- Spring session cancelled. Cohort 7 winter session was cancelled due to snow. 4 out of 7 school teams in that cohort were able to join another group and receive the training.
- Priority 13 CLL/Principal attendance = 88%
South Shore did not have CLL representatives this year. The principal did attend. A few absences were due to principal or CLLs being on leave.

Being a Reader Small Group Reading Training

- SPS Grade 3 Teacher attendance = 92%
- Priority 13 Grade 3 Teacher attendance = 97%

Additional CCC PD on Being a Reader, Being a Writer, Making Meaning, SIPPS – **13 Priority Schools only**

- Total unique attendees = 29
- Percentage of Priority 13 K-3 teachers that attended at least one session = 11%

Social Studies Lessons for Background Knowledge and Vocabulary- **13 Priority Schools only**

- Priority 13 Grade 3 Teacher attendance – Fall Cohort = 50%
- Priority 13 Grade 3 Teacher attendance – Spring Cohort = 20%*

Total participation = 70%

*reflects registration numbers. PD was cancelled due to school closures.

Capacity Builder Training – **13 Priority Schools only**

- 10 out of 13 schools participated

P-3 Assessment Portfolio Review

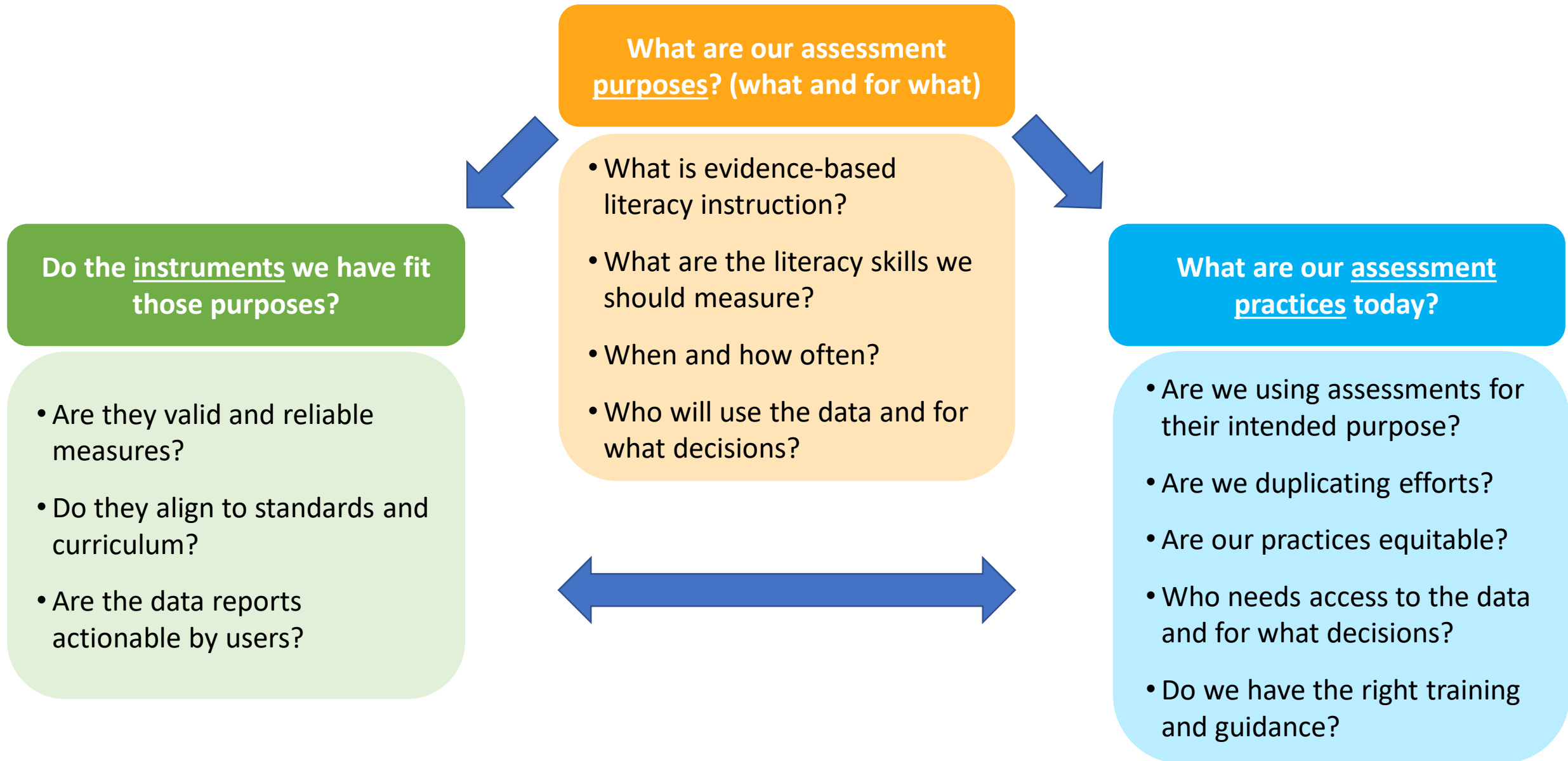


Goal: 100% of African American boys will read at or above grade level by 3rd grade.



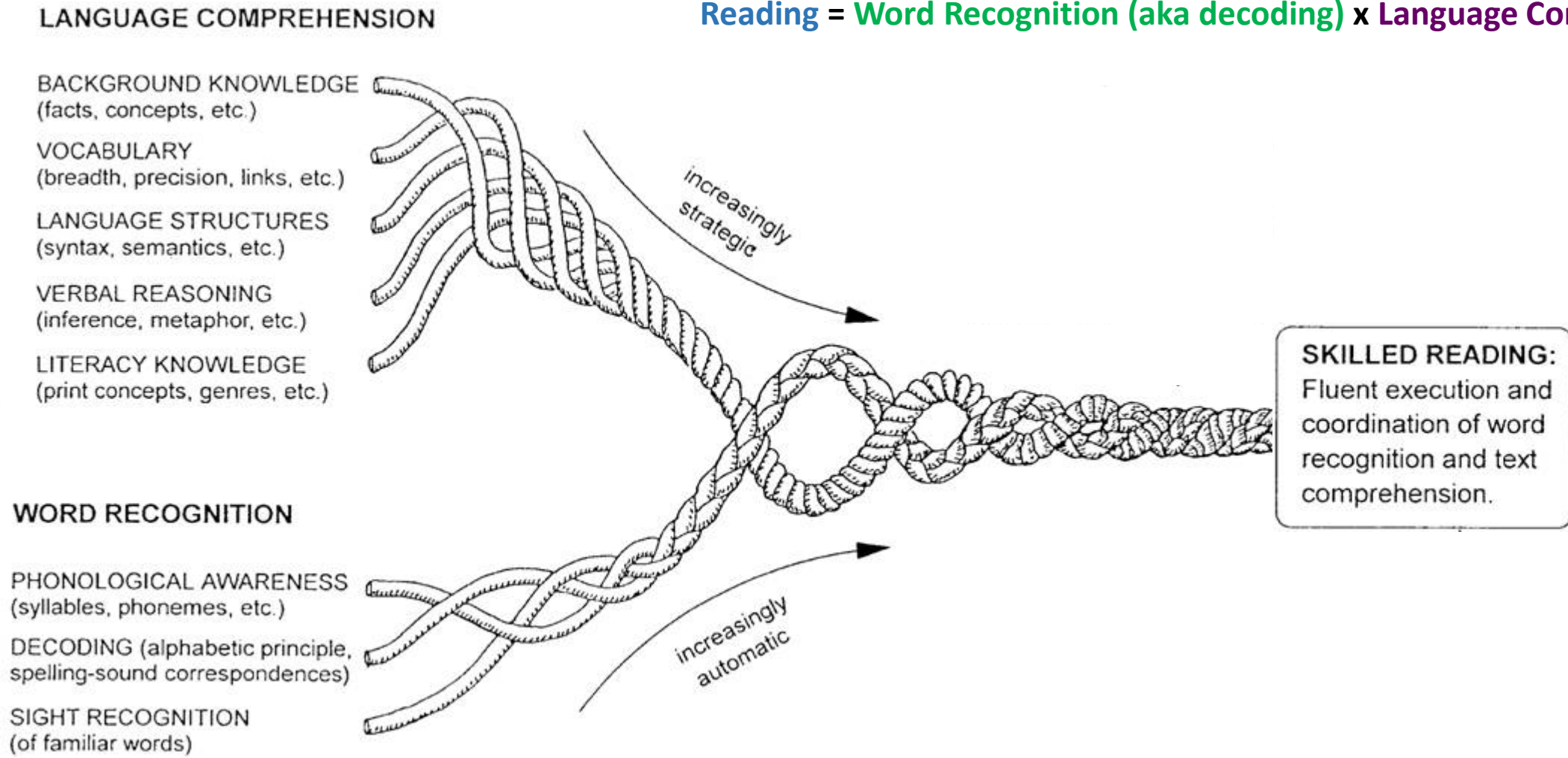
- Initiative 1: Family & Community Engagement
- Initiative 2: P-3 Practitioner Capacity
- **Initiative 3: P-3 Assessment Portfolio**
- Initiative 4: Establish Early Learning Pathways

Assessment Review: Our Primary Objectives



Science of reading, simple view of reading

$$\text{Reading} = \text{Word Recognition (aka decoding)} \times \text{Language Comprehension}$$



Criteria for Early Literacy Assessments

This rubric is designed to evaluate individual early literacy assessments for their strength as an instructional tool that will meet the needs of students, families, teachers, and the district as identified in the SPS 2017 Assessment Board Policy. The criteria below not only take into account the strength of the assessment itself but also the potential for its data to empower teachers and students by identifying their strengths and areas where they might need support. *It is important to note that some assessments designed for the use of school and district leaders may not fair well using this rubric and that is to be expected.*

Precursor: inventory analysis

Gateway #1: Alignment

Degree to which the assessment aligns to

- The scope and sequence of the curriculum

OR

- State standards

Gateway #2: Reliability and validity

- Do the structures and methods of administration give us confidence in the reliability of results across instances?
- Are the items likely to produce results that are “true”?

Gateway #3: Connecting data to action

- Do the data and reports allow for effective and efficient connections to instruction?

Final Gateway: Portfolio level view

(Finding a way to address: multiple purposes/use cases, racial equity impact, balance of assessments tied to curriculum vs. standards)

3rd Grade Goal, Initiative #4, Early Learning Pathways

Capacity Analysis of Physical Space for Preschool in Elementary School Buildings

Background

As part of the SPS goal to achieve 100% proficiency in 3rd grade reading among African American boys, we seek to expand their access to full-day, high-quality, inclusive preschool, builds students' social-emotional skills and gives them early exposure to the foundational literacy skills and concepts that will set them up for reading success in grades K-3. In other words, high-quality pre-school is an essential [Kindergarten-readiness strategy](#), especially among students furthest from educational justice.

Further, SPS's is aiming to create a more aligned continuum of instructional practices and supports for students between preschool and 3rd grade. Doing so is greatly enabled by locating preschool inside the zoned elementary school to which students will matriculate. This maximizes continuity of students' physical experience, reducing student and family anxiety around transitions, and allows preschool and Kindergarten teachers to align their practice, boosting the continuity of students' pedagogical experience.

To continue advancing and planning for our long-term vision of high-quality, inclusive preschool within SPS we have conducted an analysis of the gap between current preschool capacity and the long-term vision mentioned above.

We would like to note that any expansion of SPS preschool currently depends on continued support from the City of Seattle, State Special Education funding, and Federal Head Start, as well as capital or grant funding where relevant or available. The following analyses are intended to help prepare the district for future expansion as it is made possible by our own and others' efforts. We realize this is an aspirational vision and highly contingent on several factors currently outside our full control, but one worth pursuing over time.

Framework for Analysis

Capital planning in partnership with Early Learning conducted an analysis of SPS's ability to expand access to preschool in SPS elementary schools. We created two benchmarks of future growth as the basis for a gap analysis:

- 1) space to accommodate two full-day, inclusive preschool classrooms per elementary school (36 students)
- 2) space to accommodate five full-day, inclusive preschool classrooms per elementary schools (90 students / full grade level).

This second benchmark reflects the number of students needed to occupy a full K grade level in line with a scenario in which children attend preschool at their zoned elementary school.

Further, we conducted the gap analysis using three tiers of schools

- I. The 13 Early Literacy Priority Schools
- II. An additional cohort of schools with at least 20 African American boys across K-3
- III. All other schools

Analysis – as of 2019-20 School Year

Figure 1. Gap analysis: # of new “seats” that would need to be created to meet benchmarks of 2 classrooms and 5 classrooms per school¹.

	Gap in # of seats to average 2 classrooms per school (36 seats)	Gap in # of seats to average 5 classrooms per school (90 seats)
Tier 1 – 13 Schools	-45	-747
Tier 2 – 11+ more schools	-80	-674
Tier 3 – all other schools	-1,062	-3,762

Note: A positive number in “Gap” column in both tables indicates we are exceeding the benchmark

Figure 2. Gap analysis: Tier 1 and 2 schools

School	Tier	Current # of seats ² (19-20 SY)	Gap in # of seats to fill 2 classrooms (36 seats)	Gap in # of seats to fill 5 classrooms (90 seats)	Notes on expansion plans and options to address capacity shortfalls
M.L. King Jr.	1	60	24	-30	
Olympic Hills	1	57	24	-33	20-21 Adding 1 SPP Plus and 1 Head Start Plus
Broadview-Thomson	1	60	24	-30	
South Shore	1	54	18	-36	
Emerson	1	40	4	-50	20-21 Adding 1 SPP Head Start
Gatzert	1	36	0	-54	
West Seattle ES	1	40	4	-50	20-21 Adding 1 SPP Plus and 1 Head Start Plus 22-23 BEX V Addition.
Van Asselt/Rising Star	1	36	0	-54	
Thurgood Marshall	1	20	-16	-70	36 slots planned for 20-21
Wing Luke at Original Van Asselt	1	20	-16	-70	21-22 BEX IV New School
Leschi	1	0	-36	-90	22-23 Add 2 PreK. Grant for addition.
Muir	1	0	-36	-90	20-21 Adding SPP 1 Head Start
Rainier View	1	0	-36	-90	
Dunlap	2	100	64	10	
Lowell	2	60	24	-30	
Madrona	2	60	24	-30	
Dearborn Park International	2	18	4	-50	
Highland Park	2	40	4	-50	
Graham Hill	2	20	-16	-70	
Boren STEM	2	18	-18	-72	
Hawthorne	2	0	-36	-90	
Kimball	2	0	-36	-90	23-24 BEX V New School
Olympic View	2	0	-36	-90	
Rogers	2	0	-36	-90	25-26 BEX V New School

¹ 1 classroom = 18 seats

² Current seats include SPP programming and CBO use of SPS space

Discussion

Most of our Tier 1 schools have some degree of preschool space and only five of them don't meet our first benchmark of at least 2 classrooms per school. We have plans in place to address these gaps at 3 of the 5 schools. At Tier 2 schools, a small majority do not meet the first benchmark, though plans are in place to expand access at two of those schools in the future.

While the analysis shows positive progress, it also reveals more work to do if we are to achieve our long-term vision for students furthest from educational justice: full-day, inclusive preschool inside the zoned elementary building to which students will matriculate in Kindergarten. SPS is not far off from achieving that vision among Tier 1 and 2 schools where it already hosts 764 preschool seats; it would need to roughly triple its capacity to meet the 5-classroom benchmark in those schools.

Going forward we will conduct an additional round of analysis to unpack three pathways for possible expansion in the future to further address capacity shortfalls including: 1) reconfiguring existing space; 2) building an addition; 3) adjust the educational specification to include more preschool space as schools are rebuilt through ongoing, regular rebuilds.

P-3 Pathways Research Update

Findings from the 2020 Curriculum Instruction Survey and P-K Enrollment Analysis

Research & Evaluation Department

March 2020



SPS 3rd Grade Goal: P3 Pathways

- SPS has identified P-3 Pathways as a priority area for the 3rd Grade Reading Goal
- Research and Evaluation (R&E) is supporting this work by exploring current patterns of P-3 collaboration, enrollment patterns and learning outcomes associated with the Seattle Preschool Program



March Research Update



- Curriculum and Instruction Teacher Survey
- Questions relating to each strand of the 3rd Grade Goal



- Analysis of SPS Pre-K to K Enrollment Transitions
- What do enrollment patterns look like across the district and within the 13 Focus Schools?

What is the 2020 Teacher Survey?

The 2020 Teacher Survey was administered in February 2020. It probed on teacher practices in curriculum implementation (K-5 ELA, Middle School Math, and K-5 science) and the Superintendent's 3rd Grade Early Literacy Goal. The goal of the survey is to better understand teachers' classroom practices so that the district can design better supports and learn from schools' implementation efforts. **To access the full set of findings from this survey, please refer to the 2019-20 Teacher Survey slide deck.**

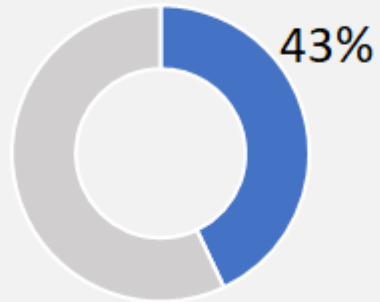
In keeping with the Seattle Excellence plan, the 3rd grade goal questions are focused on practices for Students of Color Furthest from Educational Justice, in particular African American boys. Where appropriate, survey findings are disaggregated for schools overall and the 13 priority schools that are the focus of the 3rd grade goal efforts.

It is important to keep in mind that teacher self-report data are not intended to stand on their own as "outcome data." Instead, they should be viewed as an important indicator that can help influence future efforts on behalf of students. Furthermore, much of the information in this deck represent baseline findings, given that 3rd grade goal supports have not been fully realized, both due to the timing of the survey and the school closures due to COVID-19.

Survey Response Rates

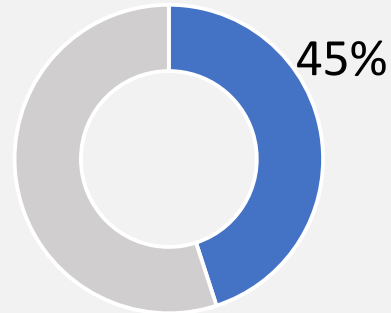
Overall K-5 Response Rates

508 **K-5 ELA teachers** responded, for a response rate of 43%



Responses by Grade Level

22 **PreK teachers** responded, for a response rate of 45%

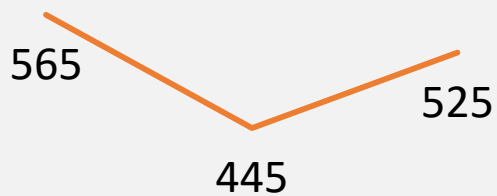


Responses in 13 Priority Schools

The response rate for K-5 teachers from our **13 priority schools** is 69%

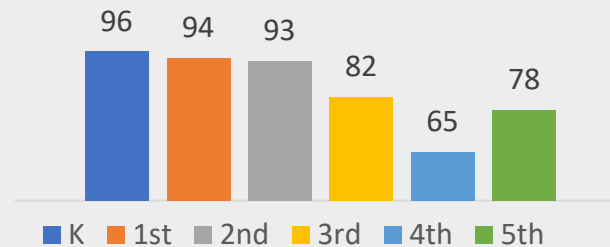
	Responses	Rate
Bailey Gatzert	14	117%*
Broadview-Thomson	5	24%
Emerson	12	80%
John Muir	15	94%
Leschi	10	59%
MLK	6	46%
Olympic Hills	16	73%
Rainier View	9	75%
Rising Star	9	47%
South Shore	14	78%
Thurgood Marshall	17	81%
West Seattle	15	79%
Wing Luke	9	60%
TOTAL	151	69%

Three-year response trend



2017-18 2018-19 2019-20

Number of Responses by Grade



Note: split classrooms counted as higher-level grade

*Percentages based on certificated teacher N at each site. Percentages may exceed 100% because of unanticipated survey completion by building specialist(s).

Prompts for reviewing the survey findings

1

What in the data is surprising?

2

What more information do we wish we had?

How would we go about getting that information? (e.g., additional looks at the survey findings, qualitative data collection, etc.)

3

How do the findings inform our decisions to support the 3rd grade goal this year? Next year?



Family Engagement



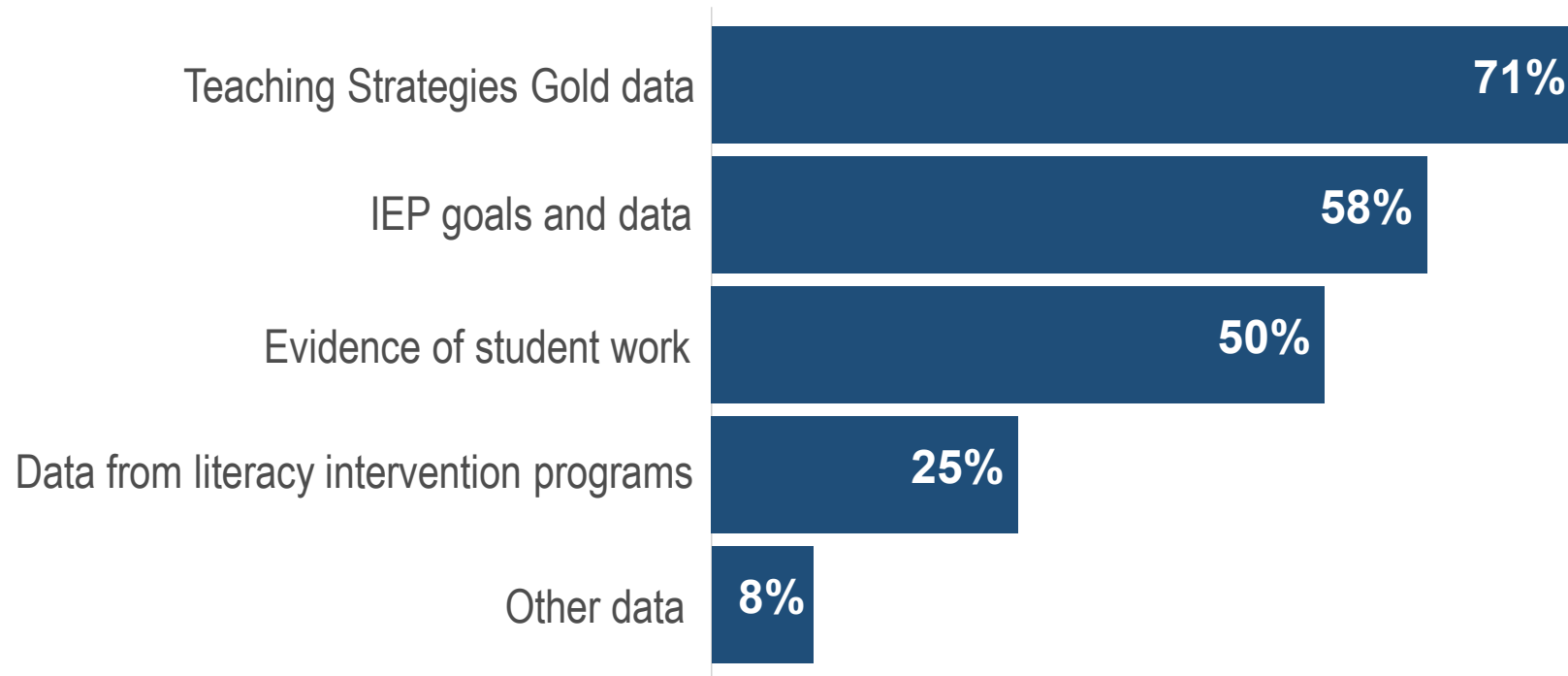
Questions about....

- Classroom libraries (PK-5)
- Parent-teacher conferences (PK-5)
- Literacy data shared with families (PK-5)
- Academic Parent Teacher Teams (APTT schools)



Literacy Data Shared with Families

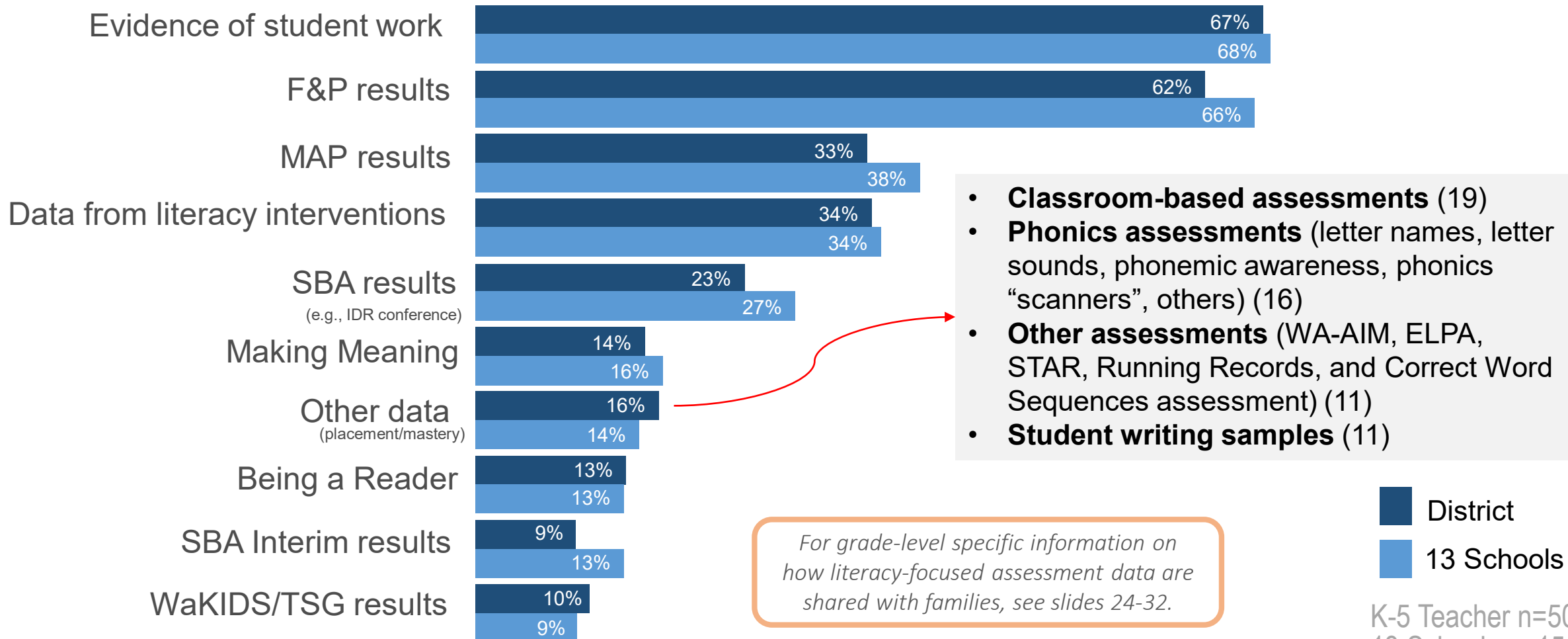
“What literacy data do you share with families?” (Pre-K Only, n=18)



Literacy Data Shared with Families



“What literacy data do you share with families?” (K-5 Only)



K-5 Teacher n=508
13 Schools n=151

P-3 Assessment Portfolio



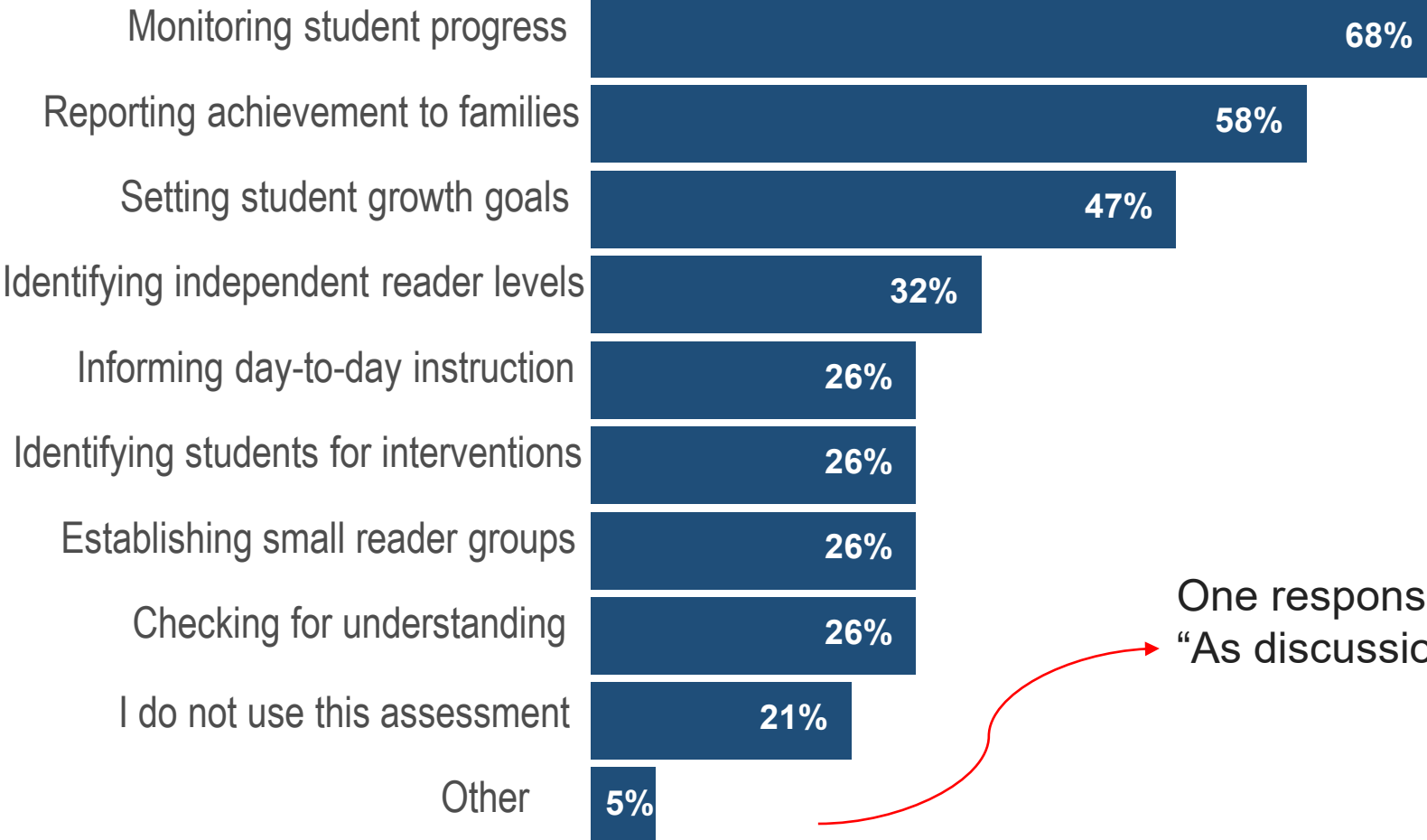
Questions about....

- How assessments are used (by grade level)
- Perceived skills in using assessments to inform instruction
- Supports for using assessments to inform instruction



Literacy-Focused Assessment Use

“How do you use Teaching Strategies Gold data?”
Preschool teachers (n=18)

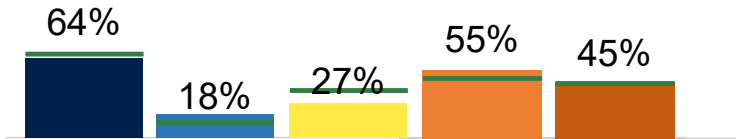


One response:
“As discussion platform with other teachers”

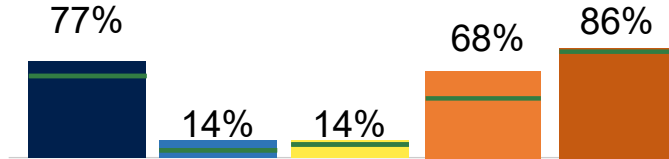
Literacy-Focused Assessment Use

Kindergarteners in the 13 Schools (n=33)

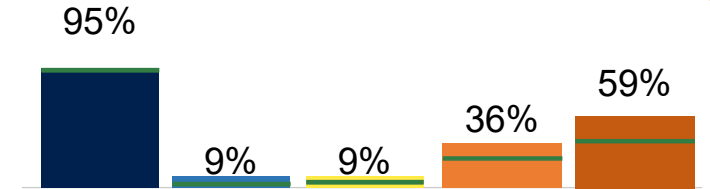
Checking for understanding



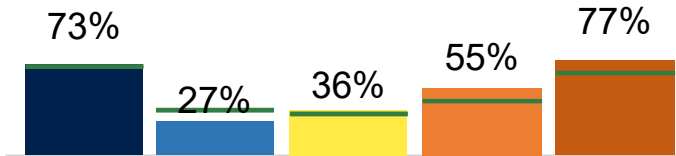
Establishing small reader groups



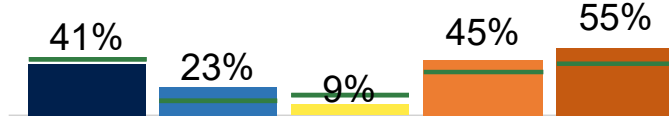
Identifying independent reader levels



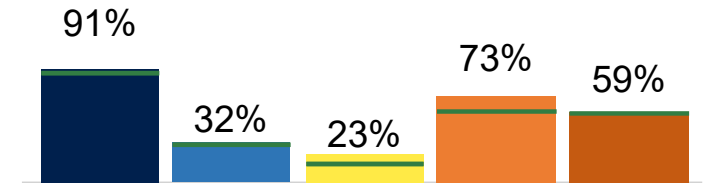
Identifying students for interventions



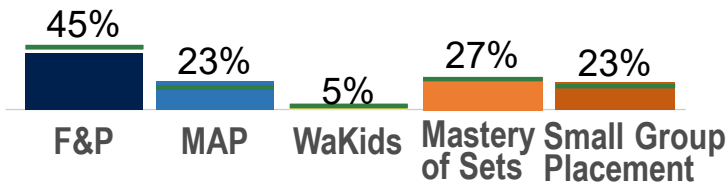
Informing day-to-day instruction



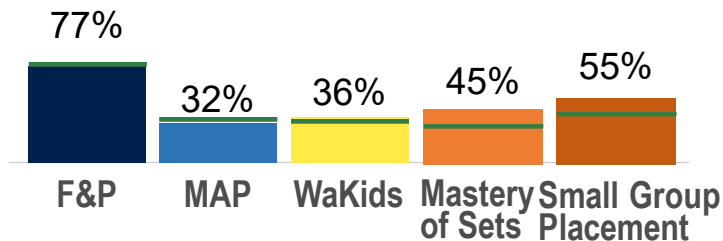
Monitoring student progress



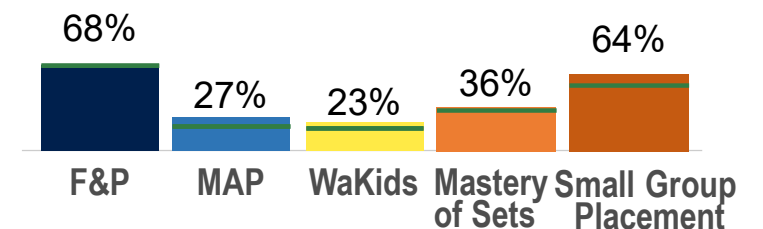
Preparing students for end-of-year assessments



Reporting achievement to families

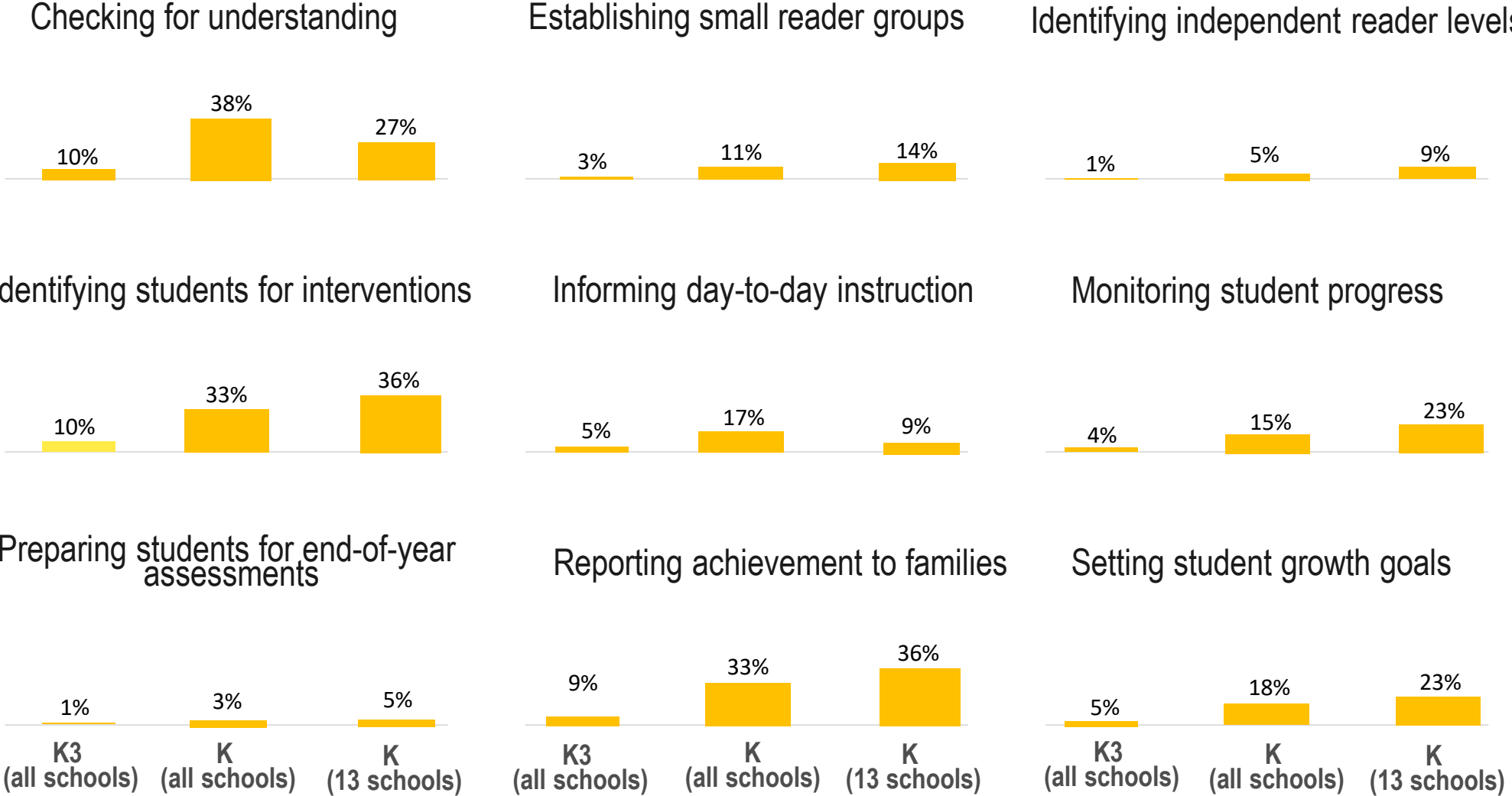


Setting student growth goals



— Indicates percentage for all schools, n=103

Use of WAKids to Support Literacy Learning



Perceptions of skill in assessment use

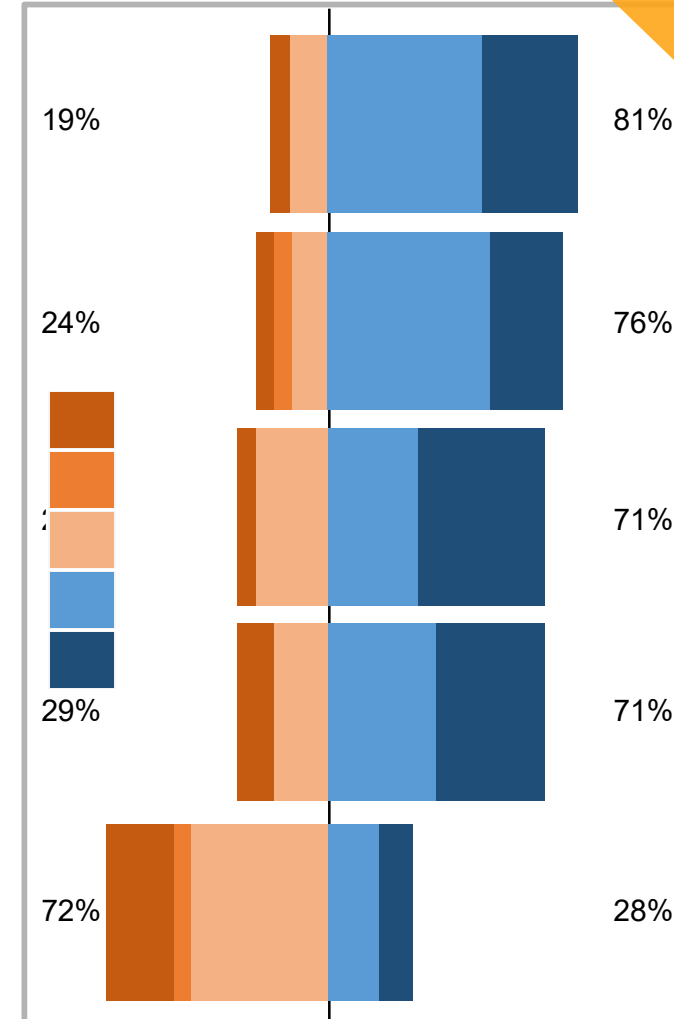
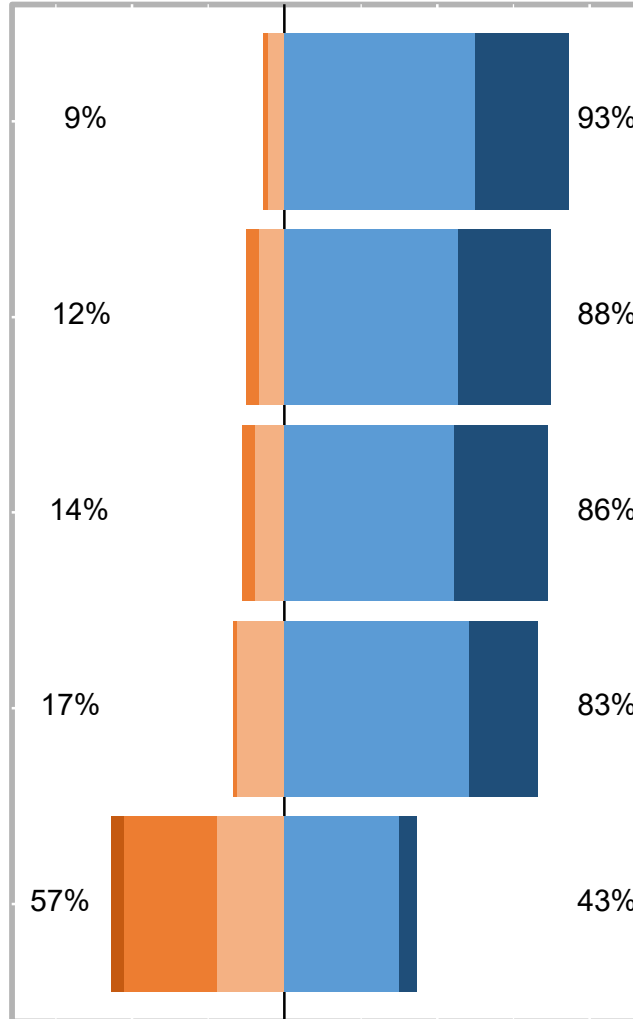
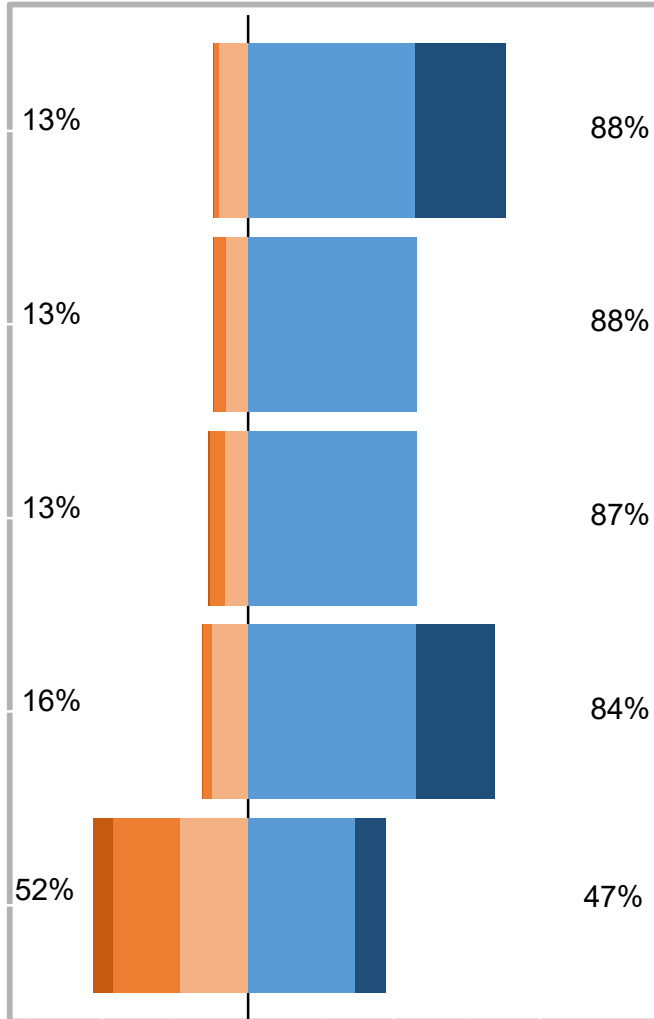
“I am good at...”

K-5 Teachers in All Schools

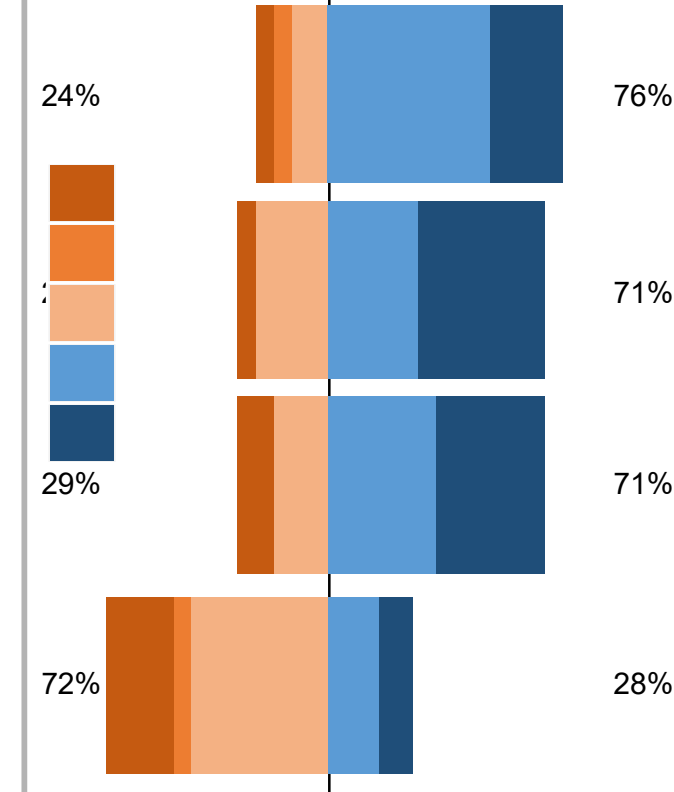
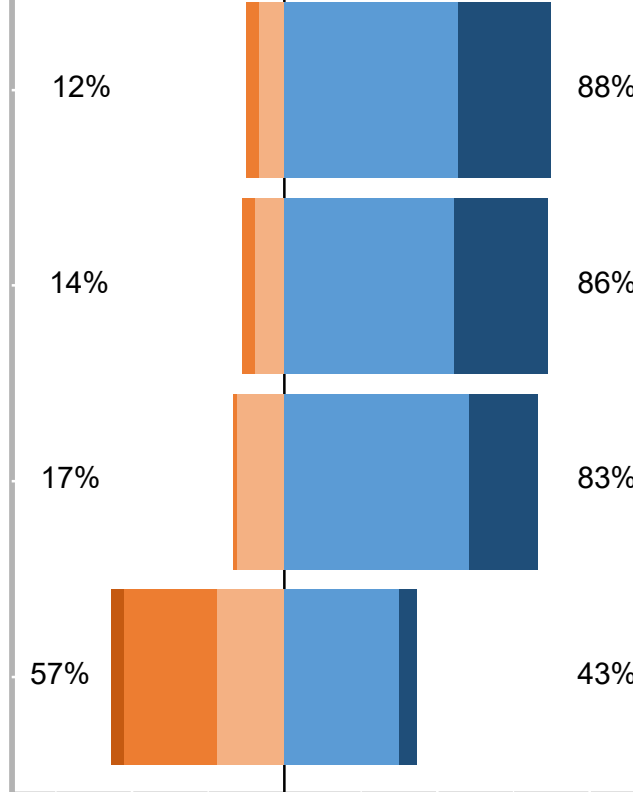
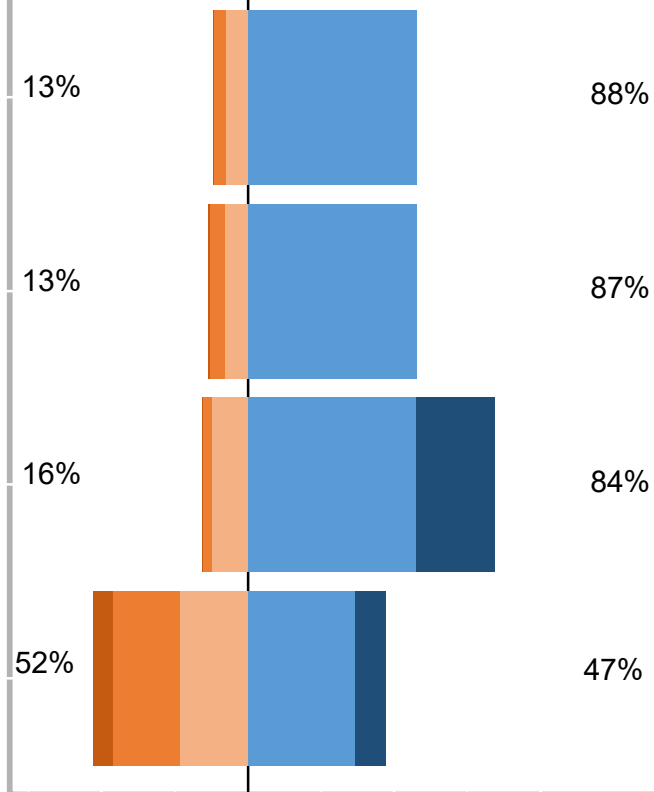
K3 Teachers in 13 Schools

Pre-K Teachers (n=18)

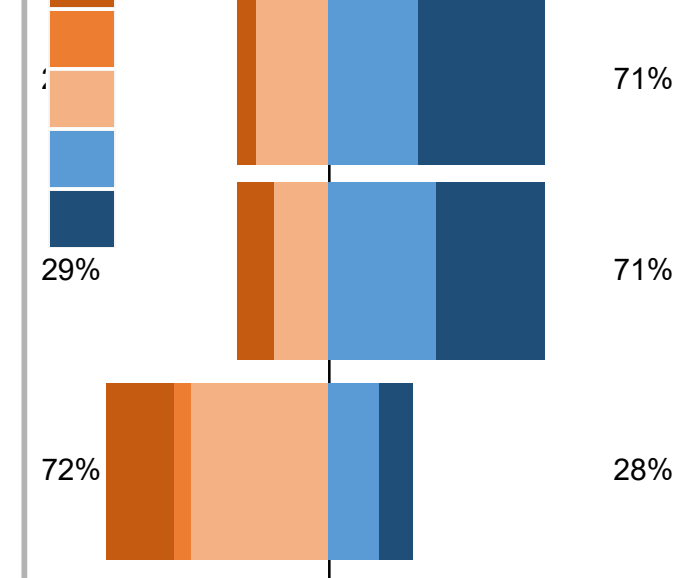
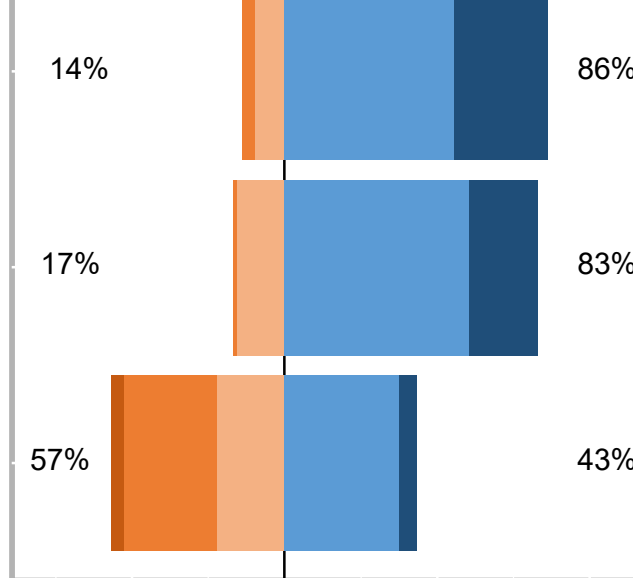
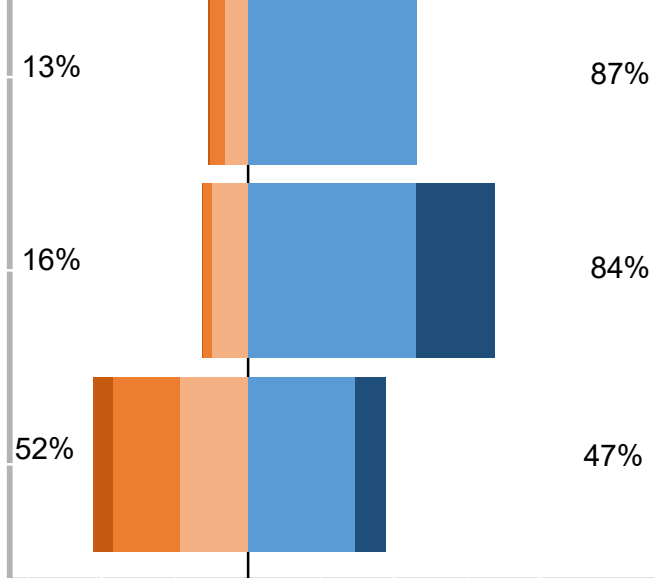
Adjusting instruction based on assessment data



Using assessment data to set student learning goals



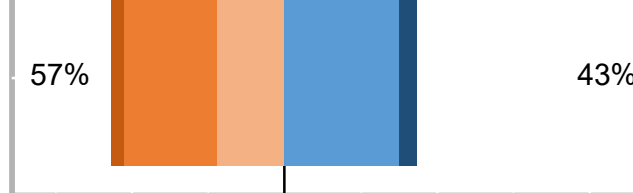
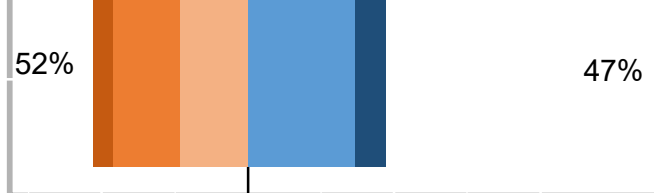
Using assessment data to diagnose student learning needs



Using assessment data to plan lessons



Accessing student data through online assessment portals



Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

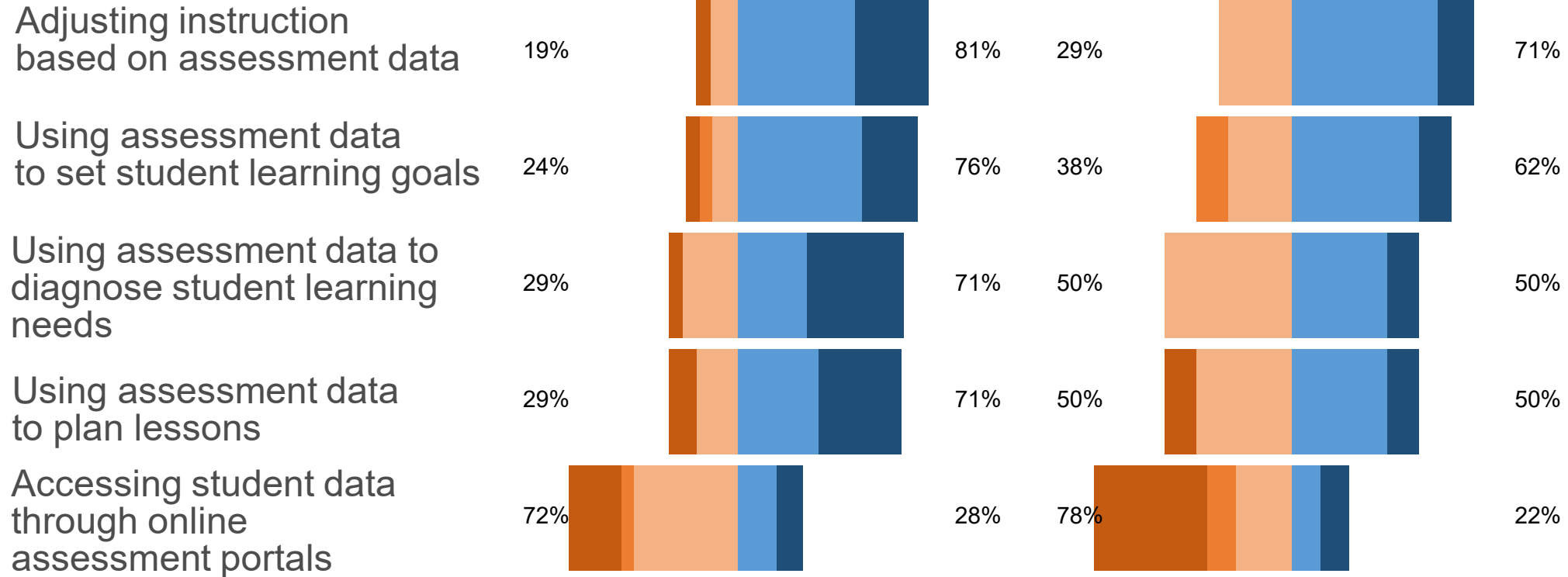
Perceptions of skill in assessment use

Pre-K Teachers

Pre-K Teachers:
"I am good at..."

District (n=18)

13 Schools (n=9)



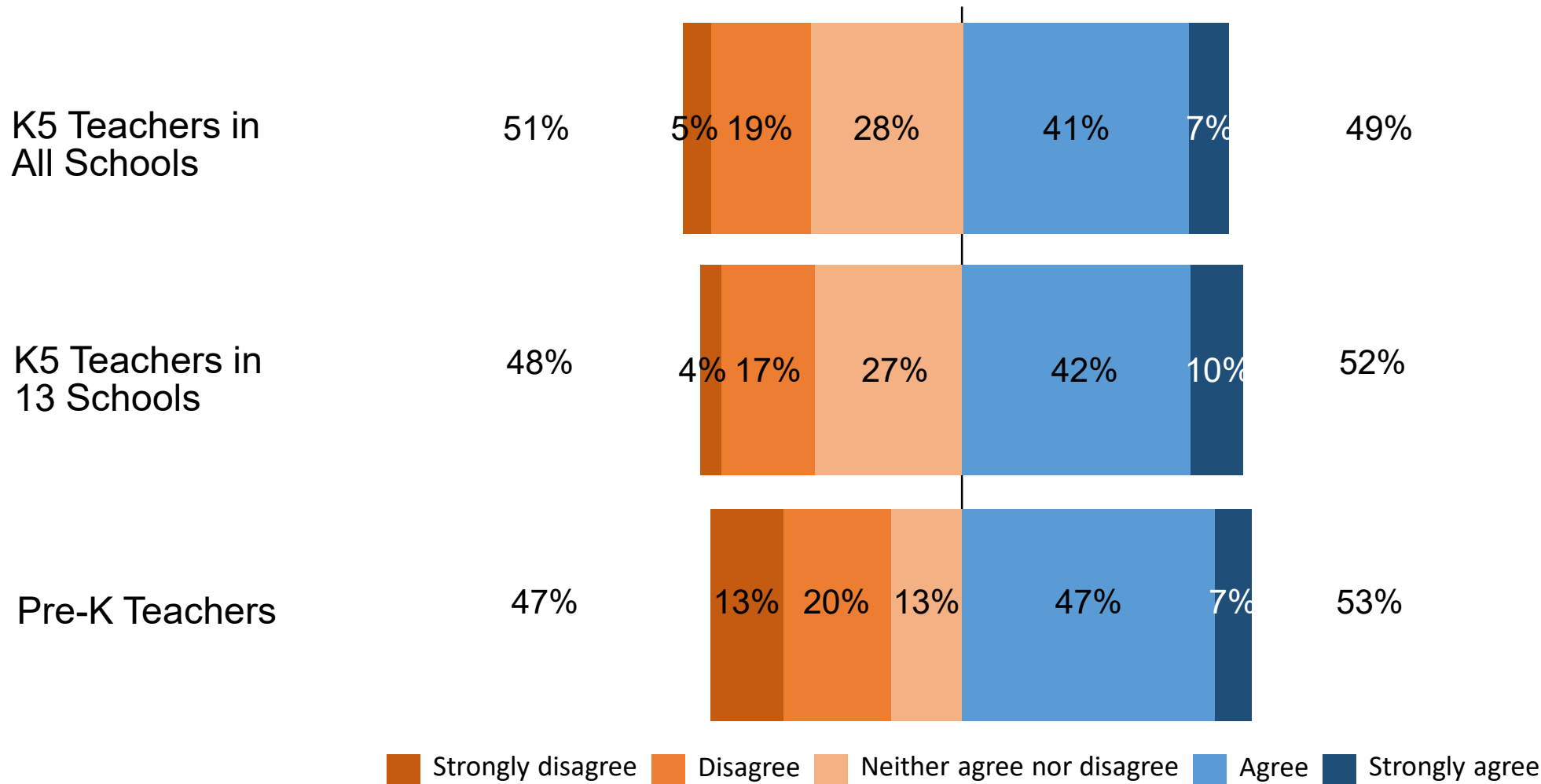
■ Strongly disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Strongly agree



Preschool teacher data from the 13 Schools should be interpreted with caution given the small sample size.

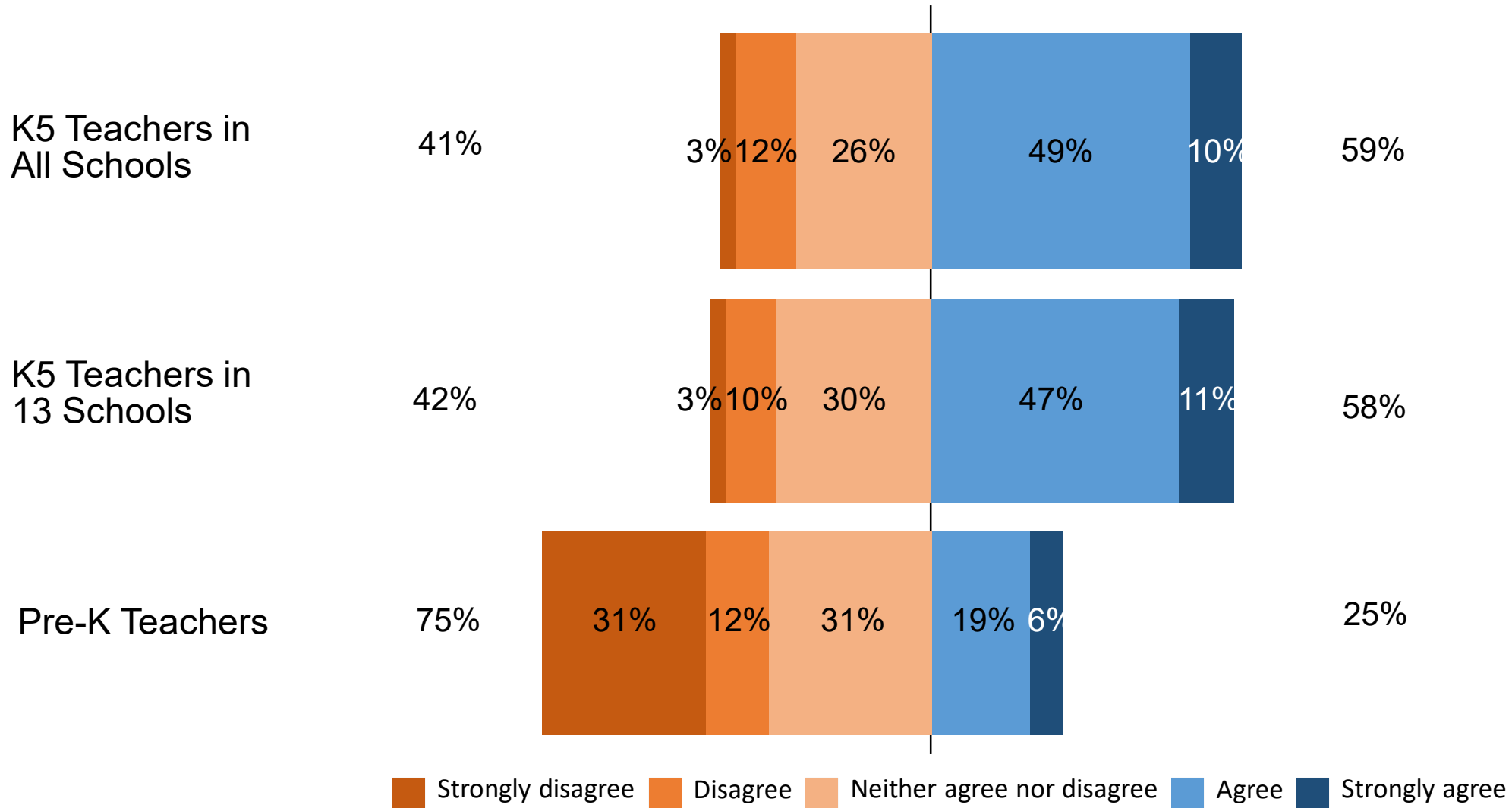
Assessment Implementation Supports

“There is someone who helps me change my practice based on assessment data”



Assessment Implementation Supports

“I am adequately supported in the effective use of assessment data”



Pre-K Pathways



Questions about....

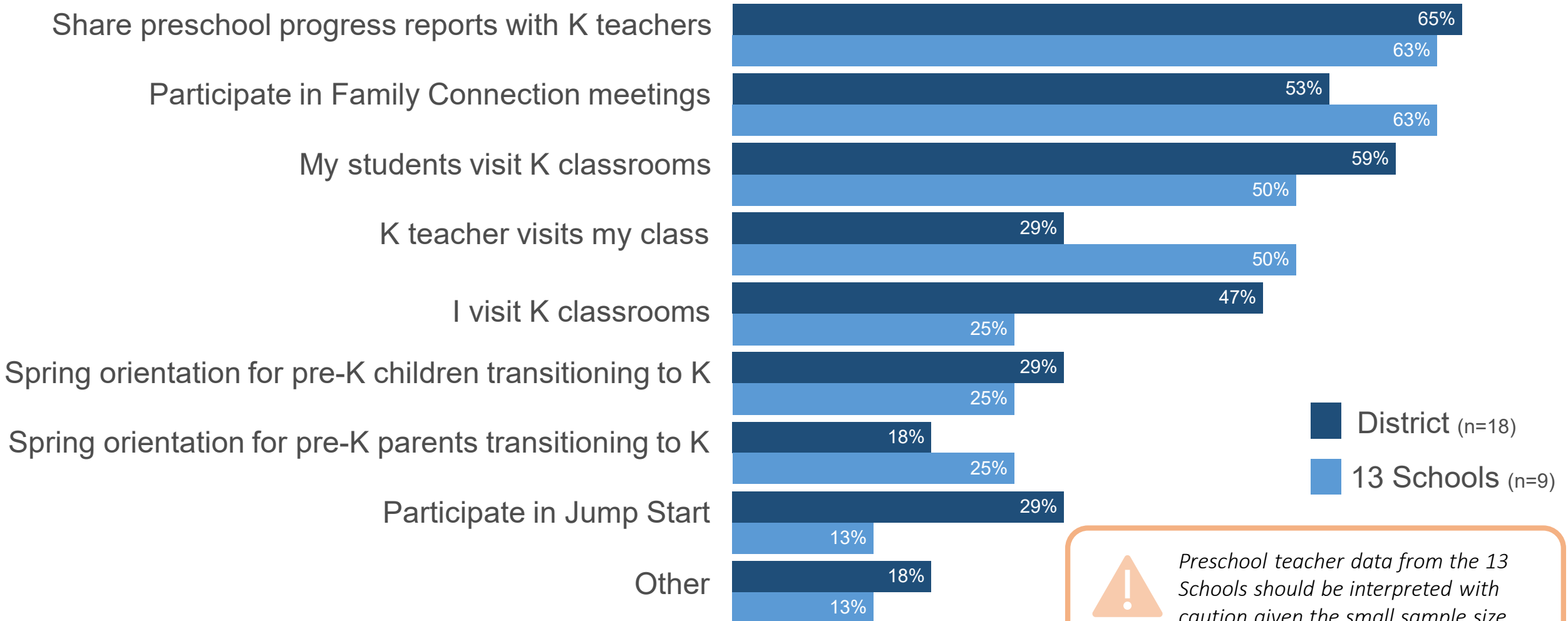
- PreK transition activities
- Teachers' perceptions of collaboration between preschool, elementary grades




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Do you engage in any of the following preschool transition activities?

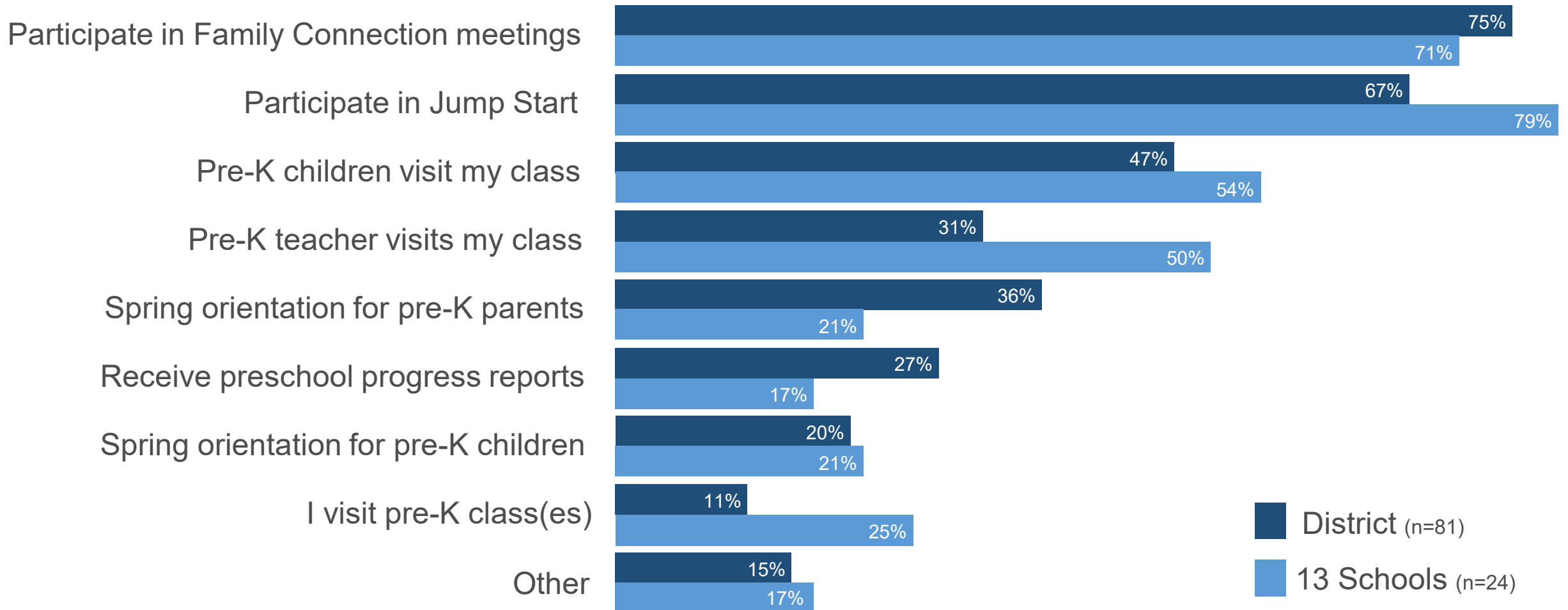
Preschool Teachers



 *Preschool teacher data from the 13 Schools should be interpreted with caution given the small sample size.*

Do you engage in any of the following preschool transition activities?

K-1 Teachers

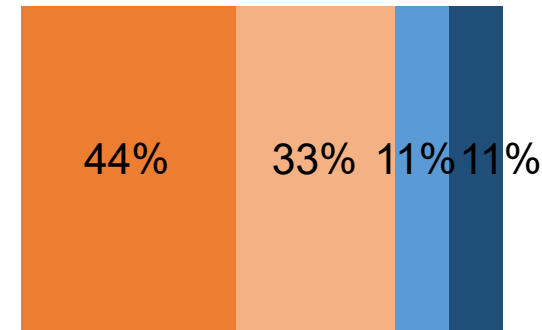
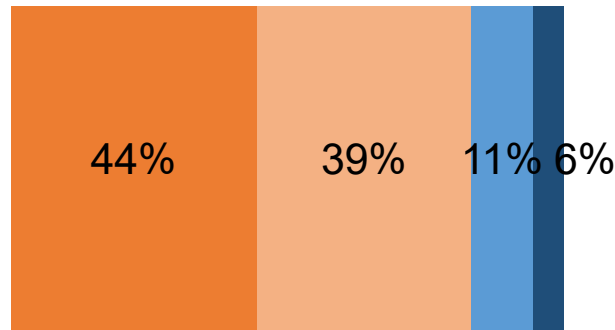


Preschool Collaboration Frequency

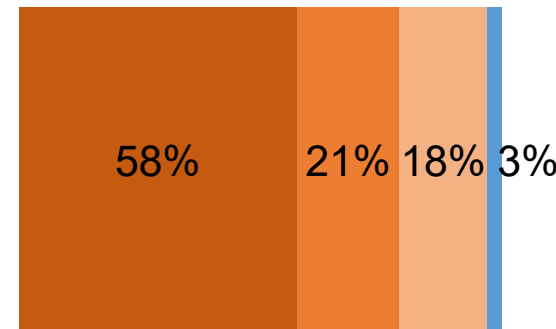
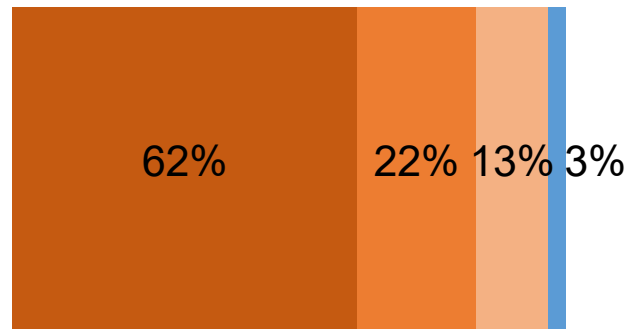
District

13 Schools

Pre-K: How often do you collaborate with elementary teachers?



K-1: How often do you collaborate with preschool teachers?



- Daily
- Often
- Sometimes
- Rarely
- Never

Preschool teacher data from the 13 Schools should be interpreted with caution given the small sample size.

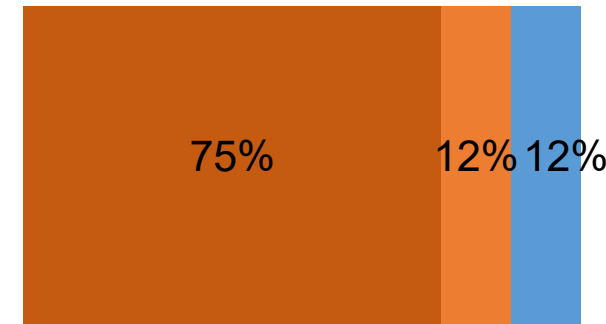
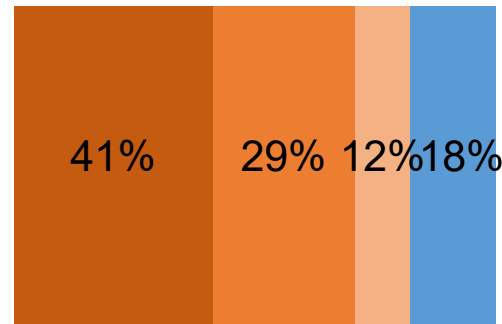
Pre-K District n=18
 Pre-K 13 School n=9
 K1 District n=81
 K1 13 School n=24

Aligned Literacy Practices - Preschool Transition

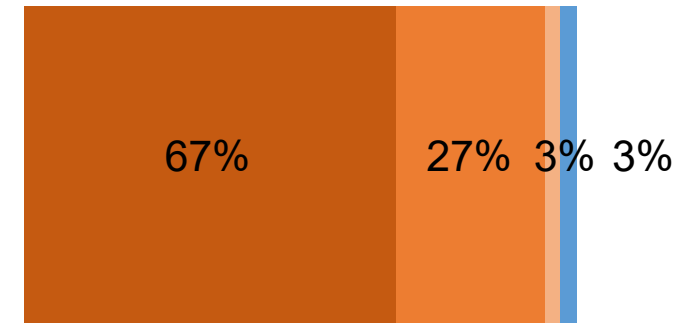
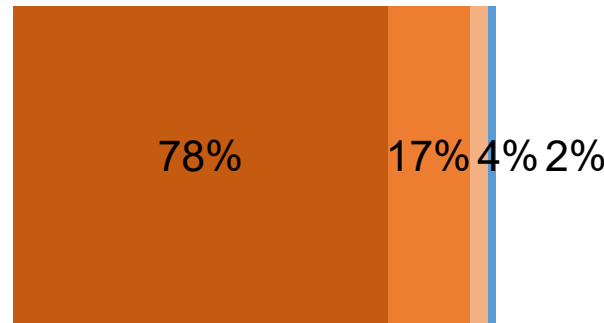
District


13 Schools

Pre-K: How often do you collaborate with elementary teachers in your building in support of aligned literacy?



K-1: How often do you collaborate with preschool teachers in your building in support of aligned literacy?



 *Preschool teacher data from the 13 Schools should be interpreted with caution given the small sample size.*

Pre-K District n=18
 Pre-K 13 School n=9
 K1 District n=81
 K1 13 School n=24

Item: Based on your experience as a preschool teacher, what do you think would help set your students up for success as readers as they move into Kindergarten classrooms?

- **Book exposure** (4 respondents), including exposure to literacy, books (through read-alouds), poetry, and the library.

“[Preschoolers need] lots of access to books that are exciting and relevant, lots of experiences with adults reading to them, lots of experience have linguistically rich and meaningful conversations with peers and adults.”

- **Pre-reading skills** (3 respondents), including instruction in phonemic awareness, vocabulary, and other pre-reading skills
- **Additional adults in the classroom** (3 respondents)
- **Curriculum** (2 respondents), including the alignment of PreK and K reading curriculum as well as differentiated curriculum to meet the needs of their students who are at varying reading levels
- **Social-emotional learning and behavior support** (2 respondents)

March Research Update



- Analysis of SPS Pre-K to K Enrollment Transitions
- What do enrollment patterns look like across the district and within the 13 Focus Schools?

Location of SPS Kindergarten Student Preschool Enrollment, 2016-2019

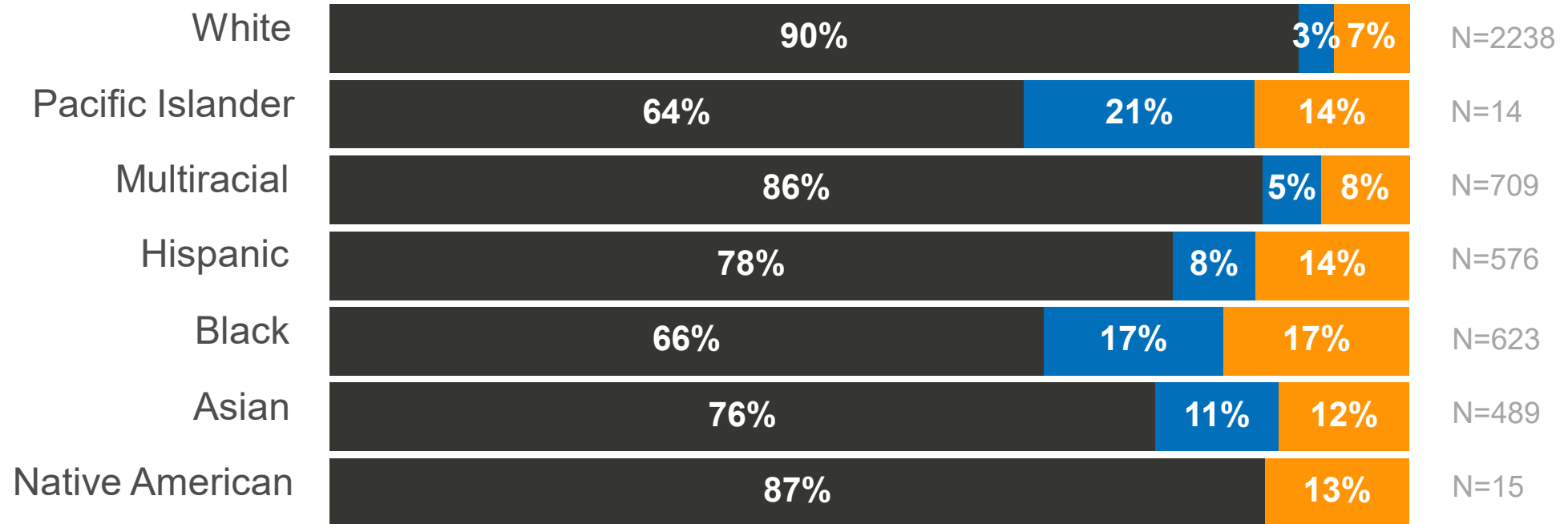
District



■ Did Not Attend SPS Pre-K ■ Same Pre-K School ■ Different Pre-K School

Location of SPS Kindergarten Student Preschool Enrollment, 2019

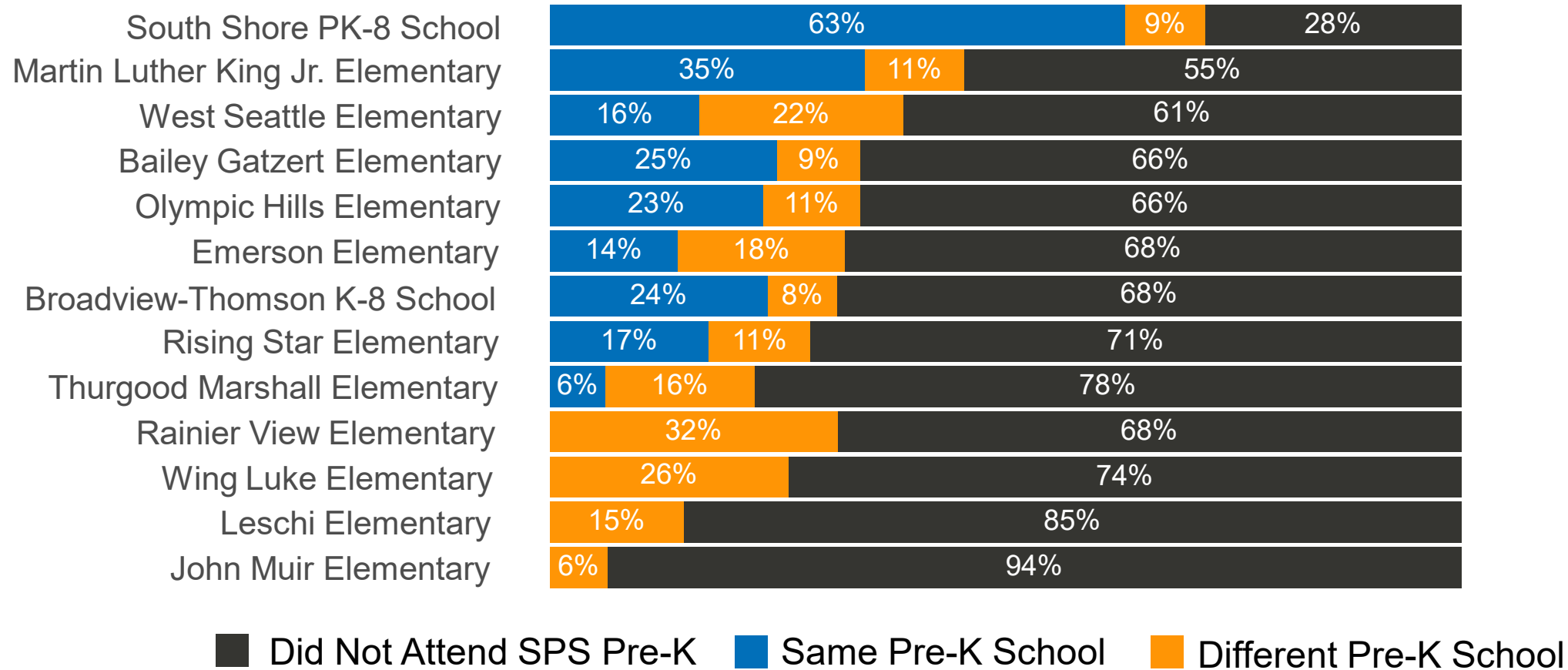
Race/Ethnicity



Did Not Attend SPS Pre-K
 Same Pre-K School
 Different Pre-K School

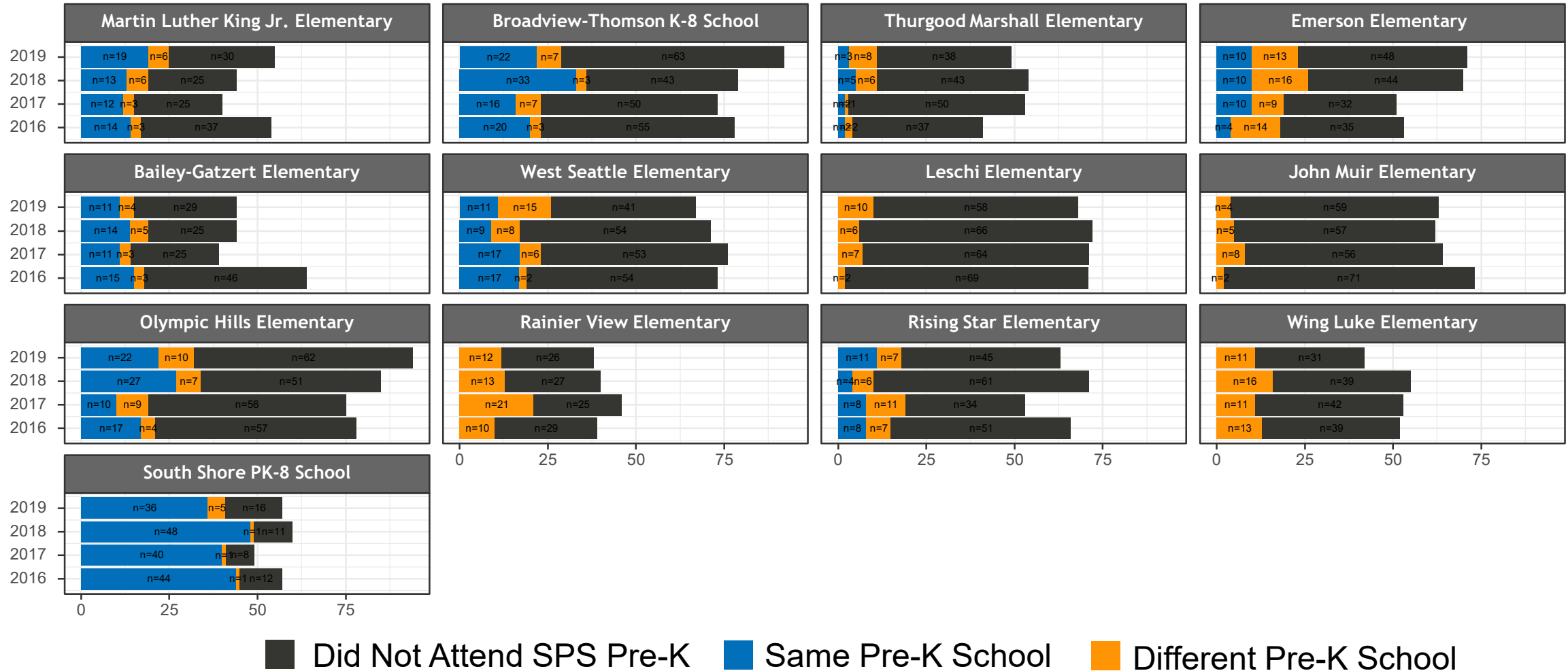
Location of SPS Kindergarten Student Preschool Enrollment, 2019

13 Schools of Focus



Location of SPS Kindergarten Student Preschool Enrollment, 2016-2019

13 Schools of Focus



Proportion of Enrolled K Students Transitioning from Pre-K Classroom at Same Site

Based on October 2019 Enrollment

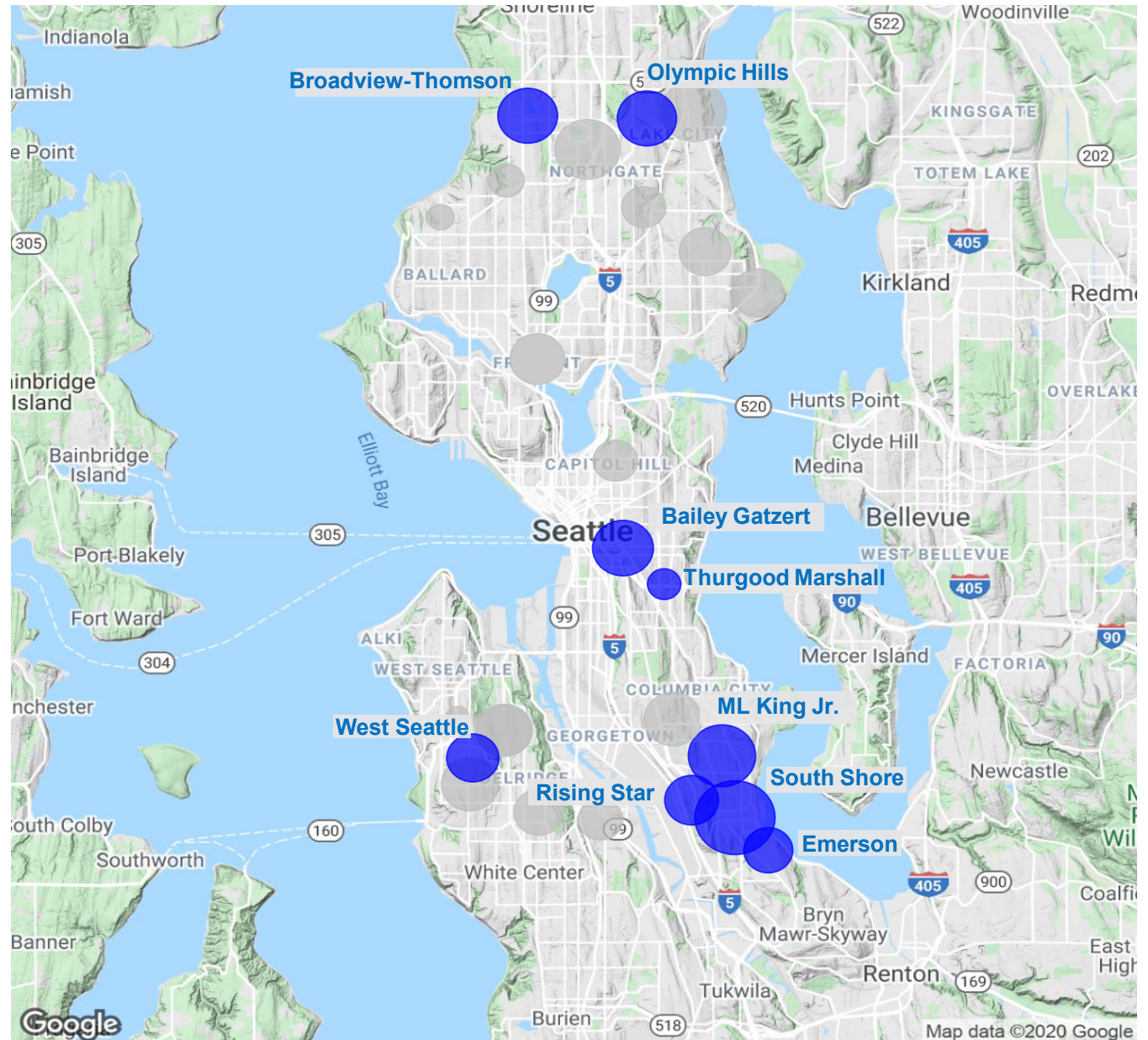
● 13 Schools

● Other

5%

15%

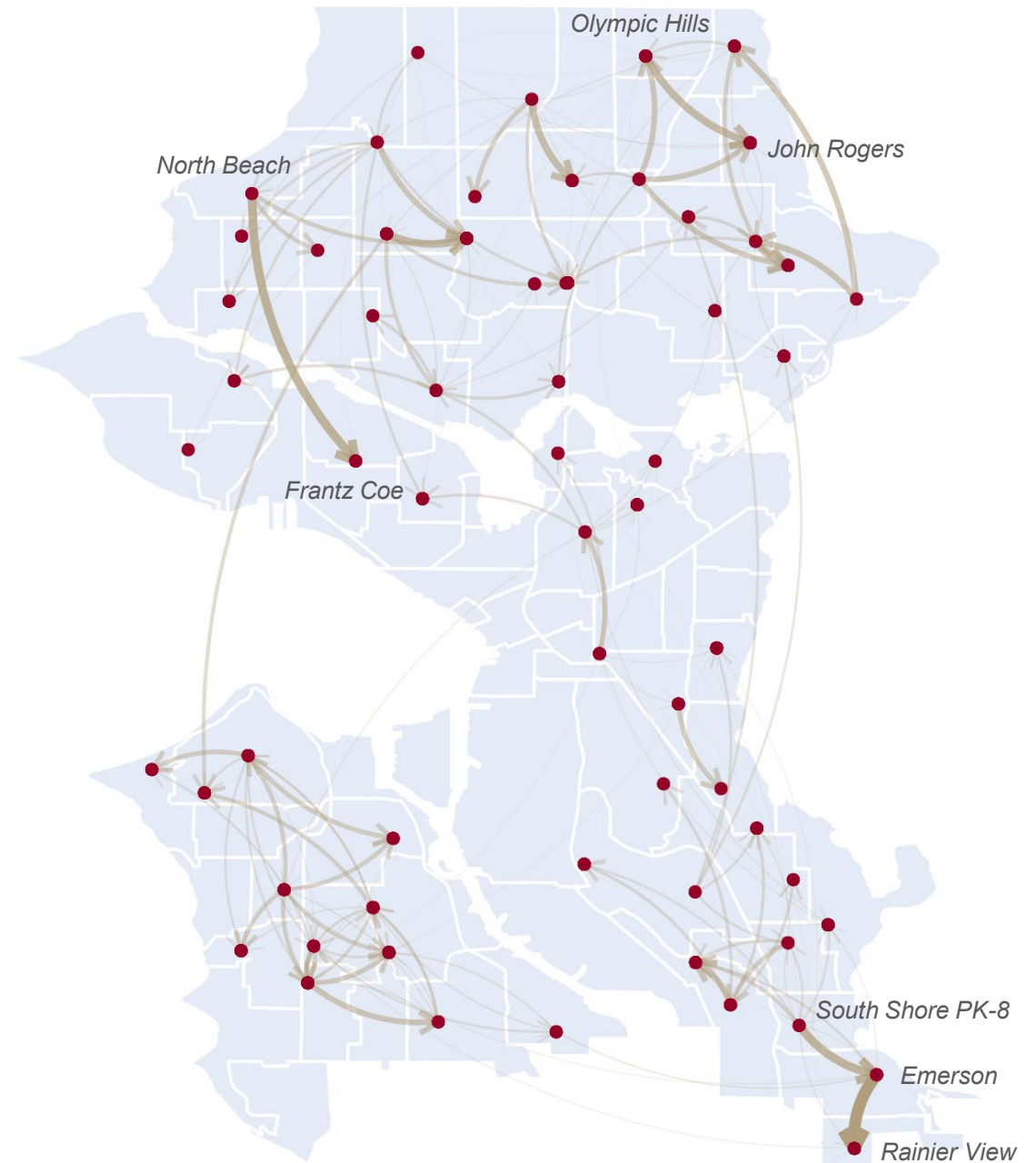
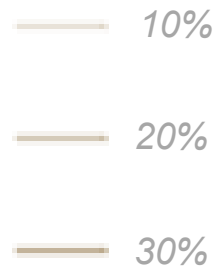
60%



Regional Trends: Movement from SPS Preschool Sites to K Enrollment Schools

Based on
October 2019
Enrollment

*Proportion of
Students from
Sending Pre-K Site
Attending K Site*





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Next Steps

- Integrate data on out-of-district preschool attendance
- Build out future preschool survey to improve understanding of K-transition practices and building-level strategies for P-3 literacy alignment

Thank you!

Generic Elementary Educational Specs Proposed Revision Summary 2020

Summary of proposed changes to 2016 Elementary Educational Specifications

Preschool classrooms operated by Seattle Public Schools have expanded over the last several years with the addition of the Seattle Preschool Program. Preschool classroom space is needed for current SPS programs including Developmental Preschool, Head Start and the Seattle Preschool Program. We have an opportunity to design and build our future buildings with more preschool classroom capacity while maintaining a dedicated space for before and after school care. Classrooms can be built to help us meet the Strategic Plan goals, promote collaboration and alignment, and meet the health and safety requirements outlined by the Department of Children Youth and Families (DCYF) in the Washington Administrative Code (WAC).

The table below highlights some of the proposed changes to the current Elementary Educational Specifications which were written in 2016.

Ed Spec Area of review	Current language	Suggested change
3.0 Educational and Support Spaces	CBO childcare and preschool classrooms are adjacent in separate wing of building.	Two preschool classrooms built adjacent to kindergarten classrooms. CBO childcare classroom maintains separate entrance in close proximity to shared spaces. May or may not be near primary grade classrooms
3.3 Core Academic	The kindergarten classrooms should be near the other primary grade classrooms	The preschool and kindergarten classrooms should be near the other primary grade classrooms to promote staff collaboration and alignment between grade levels.
2.4 Structured Play Areas	The childcare/preschool classrooms should include an adjacent fenced outdoor play area.	When feasible provide a separate 2-12 play structure that is accessible from the preschool classrooms and if needed can also be used by school age children.
1.2.1 Academic Vision	Old Strategic Plan language	New Seattle Excellence language and priorities
3.2 Childcare	Old WAC	Updated WAC for preschool classrooms to meet state licensing standards