SCHOOL BOARD ACTION REPORT

DATE: May 3, 2019
FROM: Denise Juneau, Superintendent
LEAD STAFF: Diane DeBacker, Chief Academic Officer
dmdebacker@seattleschools.org
Mike Starosky, Executive Director of Schools, P-12
mpstarosky@seattleschools.org

For Introduction: August 28, 2019
For Action: September 18, 2019

1.   TITLE

Annual Approval of Schools per WAC 180-16-220

2.   PURPOSE

This motion approves each school for the coming year, which is a requirement placed on the School Board by Washington Administrative Code (WAC), Section 180-16-220.

3.   RECOMMENDED MOTION

I move that the School Board approve each school within the District as having a school improvement plan that is data driven, promotes a positive impact on school learning, and includes a continuous improvement process, pursuant to WAC 180-16-220.

4.   BACKGROUND INFORMATION

a. **Background**

Washington Administrative Code Section 180-16-220(2)(a) requires that each school in the school district "…be approved annually by the school district board of directors…"

A School Board's annual approval of schools certifies to the State that each school has a school improvement plan in place. School improvement plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process for monitoring, adjusting, and updating the plan. Each building's Continuous School Improvement Plan (C-SIP) includes all these elements.

The Chief Academic Officer, along with designees, have created and overseen a process for the review of each school's C-SIP, and has certified that each school does have a C-SIP that meets the terms of WAC 180-16-220.

It is in the best interest of the District for the Board to approve all school C-SIPs together.
- Each Seattle Public School has current Continuous School Improvement Plans, on file at the schools and on their school websites. All C-SIPs are published on our Seattle Public Schools website, navigating to the C-SIP section.
- All schools have updated their C-SIPs based on student data from spring 2019 by June 30, 2019. C-SIPs are working documents and will be adjusted during the year as additional data is made available to schools (e.g. Measurement of Academic Progress (MAP) data, graduation data, attendance data).
- All revised C-SIPs will be uploaded to the district website by July 1, 2019.
- Directors of Schools and the Grants and Fiscal Compliance departments provide technical assistance to principals and their designees in creating C-SIPs for each school and will provide ongoing support as requested by principals.
- Directors of Schools are the central office leads for ensuring schools are making good faith effort toward implementing and achieving their C-SIP goals and assist in brokering proper supports.

Each School's C-SIP will:
- Fully comply with all applicable laws and regulations; in this case, compliance is necessary for the release of basic education allocation and/or Title I funds.
- Use data to drive instructional/programmatic planning.
- Connect school-based activities with our district's Strategic Plan.
- Provide supplemental and/or individualized services for underperforming students, targeting specific areas where the students are performing below standard.
- Include professional development and other resources essential to successfully implement key strategies and achieve student learning targets.

There is no requirement that the School Board approve each school's C-SIP. Instead, the requirement is only that the School Board ensures that the plans are in existence. Since the adoption of this regulation in 2002, the Chief Academic Officer for Teaching and Learning has certified that plans compliant with WAC 180-16-220 exist for each school. As was the case last year, this year, Executive Director of Schools P-12, Mike Starosky, certifies to the School Board that each school within the District has a C-SIP that meets the terms of WAC 180-16-220 (See Attached).

b. **Alternatives**

The School Board could decide not to approve this motion, in which case the district would not be in compliance with WAC 180-16-220. A School Board's failure to approve schools, and to communicate that approval to the State, could result in a district not receiving some or all of its basic education allocation and/or Title I funds.

c. **Research**
- Smarter Balance Assessment

- District data including MAP, classroom-based assessments, an analysis of achievement gaps/education gaps, graduation and attendance rates, school segmentation levels, survey data from student, staff and family surveys.

5. FISCAL IMPACT/REVENUE SOURCE

Failure to approve the schools at this time could mean the District would forfeit some or all of our federal funds, including *$10,660,000* of Title I funds for the current 2018-19 academic year.

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

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

6. COMMUNITY ENGAGEMENT

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

☐ Not applicable

☐ Tier 1: Inform

☒ Tier 2: Consult/Involve

☒ Tier 3: Collaborate

Each school should be consulting and/or involving representative groups of staff and parents/school community in the C-SIP review and maintenance process, which occurs in the spring of each school year. Additionally, parent/community representation should be a part of each school's Building Leadership Team (BLT) where they are able to examine data, discuss potential areas of improvement and provide input on potential solutions.

Principals are engaging staff, families, community members, and district leaders in the development and ongoing monitoring/adjusting of goals, strategies, and activities within their C-SIPs. One common way they are gaining this engagement is through Building Leadership Teams, which include staff and family/community representation. Community engagement on School Reports also provides input to schools on how to adjust C-SIPs.

7. EQUITY ANALYSIS

As a part of the C-SIP creation, review, and maintenance process, schools set clear goals focused on historically underserved students, specifically students of color and special education, as well as specially served students such as English Language Learners (ELL) and Highly Capable (HC) students. Each school examines data looking at specific trends in sub-groups. Each BLT is responsible for engaging their representative stakeholders for input in the maintenance and approval of each building's C-SIP. C-SIPs are focused on impacting and improving adult

practice in order to achieve specific outcomes for students. Throughout each school year, schools monitor the progress of the academic and behavior goals they have set for their students against measurable assessments as identified in each C-SIP. All C-SIPs include budgetary priorities for professional development, alignment of staff to specifically identified students, and professional development priorities for staff and which focus on race and equity as a priority.

8. STUDENT BENEFIT

C-SIPs are designed to improve academic and behavior outcomes for specific sub-groups of students which include clear goals, assessments, and success indicators.

9. WHY BOARD ACTION IS NECESSARY

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

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

☐ Adopting, amending, or repealing a Board policy

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

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

☐ Board Policy No. _____, [TITLE], provides the Board shall approve this item

☐ Other: _____

10. POLICY IMPLICATION

Annual approval is necessary to ensure compliance with State laws and regulations. The annual approval process also ensures that each school has a data-driven school improvement plan to promote student learning.

Board Policy A02.00, Performance Management, states that we must have clear-long term district goals. These goals will inform Continuous School Improvement Plans (C-SIPs).

Per Board Policy 2422, each school will annually review school-based homework policies to ensure consistency across schools and include the policy in their Continuous School Improvement Plan (C-SIP).

Each school's C-SIP will address Title I parent/guardian involvement as per Board Policy 4130SP and will specify what opportunities are in place to help ensure that parents/guardians are full academic partners. C-SIPs will remain accessible for review online through the district website and hard copy at each building. Each school's Building Leadership Teams will conduct a self-review of the C-SIP annually each school year.

As indicated in School Board Policy 3405, each school shall incorporate a Wellness Goal in their Comprehensive School Improvement Plan (C-SIP)

11. **BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on August 20, 2019. The Committee reviewed the motion and moved the item forward with a recommendation for approval by the full Board with amendments.

12. **TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the necessary certification will be filed with the state. C-SIP work remains ongoing in schools. In October 2018, the Sr. Project Manager for Continuous School Improvement, began planning C-SIP procedural updates with the Executive Director of Schools, P-12, under the Chief Academic Officer. Updates will be added to finalize the C-SIP Manual from 2017.

13. **ATTACHMENTS**

- Washington State Legislature WAC 180-16-220 (for reference)
- Board Policy A 02.00 (for reference)
- Executive Director of Schools P-12 Certification of C-SIP Completion (for reference)
- List of Schools with OSPI School Codes (for reference)
- **Other:** Sample C-SIPs can be viewed using the following link: (for reference) https://www.seattleschools.org/district/district_scorecards/_continuous_school_improvement_plans_

WAC 180-16-220

Supplemental basic education program approval requirements.

The following requirements are hereby established by the state board of education as related supplemental condition to a school district's entitlement to state basic education allocation funds, as authorized by RCW **28A.150.220**(4).

(1) **Current and valid certificates.** Every school district employee required by WAC **181-79A-140** to possess an education permit, certificate, or credential issued by the superintendent of public instruction for his/her position of employment, shall have a current and valid permit, certificate or credential. In addition, classroom teachers, principals, vice principals, and educational staff associates shall be required to possess endorsements as required by WAC **181-82-105**, **181-82-120**, and **181-82-125**, respectively.

(2) **Annual school building approval.**

(a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors.

(b) At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan. For the purpose of this section "positive impact on student learning" shall mean:

(i) Supporting the goal of basic education under RCW **28A.150.210**, "…to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives…";

(ii) Promoting continuous improvement of student achievement of the state learning goals and essential academic learning requirements; and

(iii) Recognizing nonacademic student learning and growth related, but not limited to: Public speaking, leadership, interpersonal relationship skills, teamwork, self-confidence, and resiliency.

(c) The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members.

(d) The school improvement plan shall address, but is not limited to:

(i) The characteristics of successful schools as identified by the superintendent of public instruction and the educational service districts, including safe and supportive learning environments;

(ii) Educational equity factors such as, but not limited to: Gender, race, ethnicity, culture, language, and physical/mental ability, as these factors relate to having a positive impact on student learning. The state board of education strongly encourages that equity be viewed as giving each student what she or he needs and when and how she or he needs it to reach their achievement potential;

(iii) The use of technology to facilitate instruction and a positive impact on student learning; and

(iv) Parent, family, and community involvement, as these factors relate to having a positive impact on student learning.

(3) Nothing in this section shall prohibit a school improvement plan from focusing on one or more characteristics of effective schools during the ensuing three school years.

(4) School involvement with school improvement assistance under the state accountability system or involvement with school improvement assistance through the federal Elementary and Secondary Education Act shall constitute a sufficient school improvement plan for the purposes of this section.

(5) Nonwaiverable requirements. Certification requirements, including endorsements, and the school improvement plan requirements set forth in subsection (2) of this section may not be waived.

https://app.leg.wa.gov/wac/default.aspx?cite=180-16-220

	PERFORMANCE MANAGEMENT	Policy A02.00 March 17, 2010 Page 1 of 3
SEATTLE PUBLIC SCHOOLS		

School Board Adopted Policy

The Board of Directors believes that with district-wide performance goals and adherence to our Instructional Philosophy goals (see Policy C 01.00) we will achieve continuous improvement and all of our students will achieve academic success. This will occur through close monitoring and regular reporting on progress, differentiated supports and interventions, and consistent consequences based on performance.

To do this we must have clear long-term district goals, to be outlined in the District's scorecard based on the District's strategic plan, and annual school performance targets, to be included in the annual school reports. These goals will inform both school improvement plans (CSIPs) and departmental improvement plans. To track and report progress toward our goals, we will use accurate, timely and relevant data, and ensure that employees are trained in the use of that data to make decisions that best support their students' academic success. The District scorecard will track annual progress across the whole system, and annual school reports will show school progress toward key student performance outcomes; both reporting tools will be shared publicly every fall.

We believe that school performance and circumstances should drive the type and level of support, intervention or autonomy a school receives. To do this the Superintendent will use a school performance framework to evaluate how all schools are doing against annual performance targets. This framework must be data driven, looking at a variety of indicators of student academic success, and include an assessment of leadership quality, staff collaboration and effectiveness, and school climate information (to be informed by family, student and staff surveys). To help track annual and mid-year progress to the performance targets, the Superintendent shall develop and maintain a comprehensive system of student assessment, including summative, formative and benchmark assessments.

The school performance framework will use school performance data to group and segment schools based on both absolute performance and growth measures. It will also include a set of actions the District will take with schools based on their performance segment and need. In general, schools that are high

performing on multiple dimensions will be given greater autonomy in specific areas. Schools that are making solid growth and meeting their annual performance targets will receive the targeted support to continue on their trajectory. And schools that are not meeting their annual performance targets will receive prescriptive guidance from the district. The two ends of this performance spectrum are described below.

➢ Schools that are high performing on both the absolute and growth dimensions and have no significant achievement gaps between high poverty and low poverty students will have 'earned autonomy' for the following decisions: academic and social-emotional programs and interventions; selection of professional development; C-SIP goals and planning; and budget flexibility for discretionary spending.

➢ Schools that have three years of low growth and sustain low absolute performance will be subject to one or more of the following actions taken by the Superintendent:
  • Change school leadership
  • Change school staff
  • Direct instructional strategies and professional development
  • Change curricular materials and or programs
  • Conduct regular accountability reviews throughout the year with the principal, CAO, and Instructional Directors
  • Close and/or reconstitute the school

Regardless of academic achievement, all schools and programs are expected to use approved district materials and curriculum, including assessments.

Performance Monitoring

In order to monitor our progress towards our performance goals, the Superintendent is directed to establish and implement a three-tier performance model:

> **District level:** Annual District and Departmental Scorecards
> **School level:** Annual School Reports, including segmentation of schools and differentiated responses based on individual school needs and annual school improvement plans
> **Individual level:** Useful, goal-based annual performance evaluations for all employees

Performance Reporting

To best support the school planning timeframe and the district's budget calendar, segmentation and accountability decisions will be made every winter based on the prior year's performance data. During this period, schools will continue to use their CSIP goals and plans to inform the development of their budgets; and in the

case of schools requiring greater District guidance, the Superintendent's staff will reference those same goals in determining appropriate interventions. Accountability and autonomy decisions must be made in advance of spring staffing and will then inform the summer-fall new CSIP plan development.

The School Board directs the Superintendent to publicly report the results of the annual District Scorecard and School Reports each fall. In addition, the School Board directs the Superintendent to provide the School Board with an annual report on the number of effective performance evaluations against the total number of employees, which shall be subdivided into categories of employee. The report on evaluations shall occur no later than November of each year.

Adopted: Mar 17, 2010
Revised: N/A
Cross Reference: Instructional Philosophy A01.00
Related Superintendent Procedure: N/A
Previous Policies: N/A
Legal References:
Management Resources:

To: Board of Directors for Seattle Public Schools

From: Dr. Mike Starosky, Executive Director of Schools

Date: August 19, 2019

RE: Annual Approval of Schools Certification of Plans

I certify that all the schools and/or programs in Seattle Public Schools attached to this memorandum have an updated Continuous School Improvement Plan that complies with Washington Administrative Code (WAC) 180-16-220.

Mike Starosky, Ed.D.
Executive Director of Schools, PK-12
Leadership Development / Lead Up Program
Office of the Chief of Schools and Continuous School Improvement

OSPI Codes Seattle Public Schools Continuous School Improvement Plans (C-SIPs) List of Schools/Programs

2462	Loyal Heights Elementary School	Elementary	7735 25th Ave NW	Seattle	WA	98117-4420	
2069	Madrona K-5 School	Elementary	1121 33 AV	Seattle	WA	98122-5129	
Unavailable	Magnolia Elementary	Elementary	2418 28th Ave. W.	Seattle	WA	98199-3317	No code listed in OSPI (see attached)
2353	Maple Elementary School	Elementary	4925 CORSON AV S	Seattle	WA	98108-1834	
2089	Martin Luther King Jr. Elementary School	Elementary	6725 45 AVE S	Seattle	WA	98118-3603	
5203	McDonald International School	Elementary	144 NE 54th St	Seattle	WA	98105-3753	
2201	McGilvra Elementary School	Elementary	1617 38 AV E	Seattle	WA	98112-2845	
2322	Montlake Elementary School	Elementary	2409 22 AV E	Seattle	WA	98112-2646	
3218	North Beach Elementary School	Elementary	9018 24 AV NW	Seattle	WA	98117-2801	
3027	Northgate Elementary School	Elementary	11725 1 AV NE	Seattle	WA	98125-4713	
2976	Olympic Hills Elementary School	Elementary	13018 20 AV NE	Seattle	WA	98125-4122	
2256	Olympic View Elementary School	Elementary	504 NE 95 ST	Seattle	WA	98115-2128	
5204	Queen Anne Elementary	Elementary	411 Boston St.	Seattle	WA	98109-2106	
3380	Rainier View Elementary School	Elementary	11650 BEACON AV S	Seattle	WA	98178-2881	
3157	Roxhill Elementary School at E.C. Hughes	Elementary	7740 34th AV SW	Seattle	WA	98126-3503	
3028	Sacajawea Elementary School	Elementary	9501 20 AV NE	Seattle	WA	98115-2330	
5205	Sand Point Elementary	Elementary	6208 60 Ave NE	Seattle	WA	98115-7944	
3665	Sanislo Elementary School	Elementary	1812 SW MYRTLE ST	Seattle	WA	98106-1644	
2080	Stevens Elementary School	Elementary	1242 18 AV E	Seattle	WA	98112-3321	
3974	Thornton Creek Elementary School	Elementary	7712 40th Ave NE	Seattle	WA	98115-4900	
2141	Thurgood Marshall Elementary	Elementary	2401 S IRVING ST	Seattle	WA	98144-3727	
2120	Van Asselt Elementary School	Elementary	8311 BEACON AV S	Seattle	WA	98108-3915	
2667	View Ridge Elementary School	Elementary	7047 50 AV NE	Seattle	WA	98115-6127	
2977	Viewlands Elementary School	Elementary	10525 3 AV NW	Seattle	WA	98177-4809	
3026	Wedgwood Elementary School	Elementary	2720 NE 85 ST	Seattle	WA	98115-3446	
2645	West Seattle Elementary School	Elementary	6760 34 AV SW	Seattle	WA	98126-4208	
2142	West Woodland Elementary School	Elementary	5601 4 AV NW	Seattle	WA	98107-2718	
2092	Whittier Elementary School	Elementary	1320 NW 75 ST	Seattle	WA	98117-5318	
3581	Wing Luke Elementary School	Elementary	3701 S KENYON ST	Seattle	WA	98118-4252	
2220	Ballard High School	High School	1418 NW 65 ST	Seattle	WA	98117-5237	
3096	Chief Sealth International High School	High School	2600 SW Thistle	Seattle	WA	98126-3748	
2392	Cleveland High School STEM	High School	5511 15 AVE S	Seattle	WA	98108-2823	
2182	Franklin High School	High School	3013 S MT BAKER BV	Seattle	WA	98144-6139	
2306	Garfield High School	High School	400 23 Ave	Seattle	WA	98122-4928	
3276	Ingraham High School	High School	1819 N 135 ST	Seattle	WA	98133-7709	
1635, 3496, 5405	Interagency Programs	High School	PO BOX 34165	Seattle	WA	98124-1165	
Unavailable	Lincoln High School	High School	4400 Interlake Ave N	Seattle	WA	98103-7159	No code listed in OSPI (see attached)

Seattle Public Schools Continuous School Improvement Plans (C-SIPs) List of Schools/Programs

1547	Middle College High School	High School	401 NE Northgate Way # 203	Seattle	WA	98125-8513	
3479	Nathan Hale High School	High School	10750 30 AV NE	Seattle	WA	98125-7937	
3868	Nova High School	High School	301 21st Avenue East	Seattle	WA	98122-5364	
3327	Rainier Beach High School	High School	8815 SEWARD PARK AV S	Seattle	WA	98118-4743	
2285	Roosevelt High School	High School	1410 NE 66 ST	Seattle	WA	98115-6744	
5260	Seattle Skills Center	High School	PO Box 34165	Seattle	WA	98124-1165	
1596	Seattle World School	High School	1700 East Union St.	Seattle	WA	98122-4140	
3778	South Lake High School	High School	8601 Rainier Ave S	Seattle	WA	98118-4631	
1856	The Center School	High School	305 HARRISON ST	Seattle	WA	98109-4623	
2234	West Seattle High School	High School	3000 CALIFORNIA AV SW	Seattle	WA	98116-3302	
2209	Broadview-Thomson K-8 School	K-8	13052 GREENWOOD AV N	Seattle	WA	98133-7309	
2838	Catharine Blaine K-8 School	K-8	2550 34 AV W	Seattle	WA	98199-3240	
5175	Hazel Wolf K-8	K-8	11530 12th Ave. NE	Seattle	WA	98125-6310	
3874	Licton Springs K-8	K-8	1330 N 90th Street	Seattle	WA	98103-4016	
5276	Louisa Boren STEM K-8	K-8	5950 Delridge Way SW	Seattle	WA	98106-1446	
4065	Orca K-8 School	K-8	5215 46 AVE S	Seattle	WA	98118-2313	
1620	Pathfinder K-8 School	K-8	1901 SW Genesee St	Seattle	WA	98106-0000	
1796	Salmon Bay K-8 School	K-8	1810 NW 65 ST	Seattle	WA	98117-5531	
4218	South Shore PK-8 School	K-8	4800 S Henderson St	Seattle	WA	98118-1734	
1579	Tops K-8 School	K-8	2500 FRANKLIN AV E	Seattle	WA	98102-3264	
1751	Cascade Parent Partnership Program	K-8	2919 1st Avenue West	Seattle	WA	98119-2329	
3774	Aki Kurose Middle School	Middle School	3928 S GRAHAM ST	Seattle	WA	98118-3172	
2839	David T. Denny International Middle School	Middle School	2601 SW Kenyon St	Seattle	WA	98126-3562	
2729	Eckstein Middle School	Middle School	3003 NE 75 ST	Seattle	WA	98115-4709	
2371	Hamilton International Middle School	Middle School	1610 N 41 ST	Seattle	WA	98103-8212	
5351	Jane Addams Middle School	Middle School	11051 34th Ave. NE	Seattle	WA	98125-6805	
2435	Madison Middle School	Middle School	3429 45 Ave SW	Seattle	WA	98116-3330	
3517	McClure Middle School	Middle School	1915 1 AV W	Seattle	WA	98119-2601	
5485	Meany Middle School	Middle School	301 21st Ave E	Seattle	WA	98112-5318	
3095	Mercer International Middle School	Middle School	1600 S COLUMBIAN WY	Seattle	WA	98108-1565	
5486	Robert Eagle Staff Middle School	Middle School	1330 N 90th St	Seattle	WA	98103-4016	
4064	Washington Middle School	Middle School	2101 S JACKSON ST	Seattle	WA	98144-2226	
3277	Whitman Middle School	Middle School	9201 15 AV NW	Seattle	WA	98117-2336	
5406	Bridges Transition	Program	7201 Beacon Ave S	Seattle	WA	98108-3915	
5046	Private School Services	Program	PO BOX 34165	Seattle	WA	98124-1165	
4263	Residential Consortium	Program	2142 10 AV W	Seattle	WA	98119-2845	
5048	Birth to 3 Contracts	Program (Preschool)	P.O. Box 34165	Seattle	WA	98124-1165	