



SCHOOL BOARD ACTION REPORT

DATE: October 18, 2019
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For Introduction: January 8, 2020
For Action: January 22, 2020

1. TITLE

Approval of Department of Education School Climate Transformation Grant

2. PURPOSE

This Board Action Report is requesting approval for the Superintendent to accept the Department of Education School Climate Transformation Grant in the amount of \$3,719,936 (Y1: \$731,437, Y2: \$747,844, Y3: \$749,804, Y4: \$744,833, Y5: \$746,018) across 5 years. The Grant application has been accepted and awarded by the U.S. Department of Education.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to accept the U.S. Department of Education School Climate Transformation Grant in the amount of \$3,719,936 across 5 years.

4. BACKGROUND INFORMATION

a. Background

The application for this U.S. Department of Education grant was to support the activities and outcomes under the Safe and Welcoming Schools goal of the district's strategic plan. Seattle Public Schools (SPS) seeks to create an education community where all students can access educational opportunity free of institutional bias, and from a Whole Child approach in which schools, communities and families work collaboratively to ensure student needs are met. Through the School Climate Transformation Grant, Seattle Public Schools, in partnership with Sound Supports and University of Washington/School of Mental Health Assessment, Research, and Training Center (SMART Center), will work to expand district capacity to enhance universal supports, and meet the needs of students who require a targeted approach and intensive services. The project objectives/goals seek to achieve this vision through the following interconnected goals: 1) Development of 8 school demonstration sites where an Interconnected System

Framework (ISF) is fully implemented, and school systems and staff support student needs Tier I through III; 2) Develop district capacity to implement and deliver Tier II and III practices, K – 12; and 3) Increase district capacity and fidelity of universal Positive Intervention Behavior Supports (PIBS) and Social Emotional Learning.

Accomplishing the aforementioned goals will be contingent upon the following sub-goals and priorities: Improving data collection and data-based problem-solving processes; developing Memorandums of Understanding (MOUs) and collaborative relationships with community mental health organizations; and strategic leadership that is focused on the development of sustainable ISF practices at the district and school level.

Proposed Project Outcomes at each demonstration site will align to SPS District outcomes including safe and welcoming environments with improved school climate and student belonging, an increase in attendance, a reduction of disciplinary actions, reduction of disproportionate special education eligibility, and meeting 3rd grade reading standard.

Outcomes for the period:

- Increase in student climate data
- Increase in attendance
- Decrease in disciplinary actions
- A school staff trained in PBIS practices and strategies Tiers 1-3

b. Alternatives

Not accept the grant. This is not recommended, as forgoing these funds would severely impact the health and well-being of the students of Seattle Public Schools.

c. Research

Seattle Public Schools has identified racial disparities, specifically racial inequities within discipline practices and over referral for special education services. This is evidenced by increasing expenditures in Special Education, in which millions of dollars are spent annually to, 1) send students to Non-Public Agencies who provide therapeutic educational and behavioral services, 2) hire 1:1 Behavior Technicians 3), and staff 1:1 short-term district Initiated Instructional Assistants, which contribute to more students being served in more restrictive environments. Additionally, Special Education continues to have racial disproportionality in students identified as eligible for services in educational categories including Intellectual Disability, Specific Learning Disability, and Emotional Behavioral Disability. SPS also continues to be disproportionate in discipline rates for students who identify as African American and who receive special education services. Anecdotally, the number one request for support the Special Education department receives from building leaders is for direct service delivery and consultation for behavior, mental health, and discipline related needs. Although SPS has developed some systems, supports, and procedures to support behavioral needs in SPS, the breadth and depth of the needs far exceed the current resources and systems available. Furthermore, universal PBIS structures are still in the beginning phase of implementation in many school sites, and Tier II/III systems and services in schools are often uncoordinated and

inconsistent. SPS needs district-level expertise, resources, and processes to provide schools with the technical assistance to support individual student needs, and to provide system development consultation at the school level. SPS is dedicated to ensuring culturally relevant practices and that racial equity analysis is incorporated into the systemic plans.

The work contained in this grant will be focused on the development of district capacity through staff training and resource provision. If this work is connected to direct student interventions and/or student surveys, the District will supply and obtain all required parent/guardian notifications and consents.

5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action will be an acceptance of funds in the amount of \$3,719,936. In partnership with the University of Washington and the funding of a project manager as a part of the awarded grant, administrative impact is minimized.

The revenue source for this motion is the Department of Education. The budget for expenditures is listed in the table below:

	2019-20	2020-21	2021-22	2022-23	2023-24
Program Manager - Behavioral Health (.5 FTE)	\$ 83,828	\$ 86,049	\$ 88,330	\$ 90,670	\$ 93,073
Teacher - XB (3.4-2.8 FTE)	\$ 407,708	\$ 387,740	\$ 385,380	\$ 382,621	\$ 379,446
Travel	\$ 2,185	\$ 2,185	\$ 2,185	\$ 2,185	\$ 2,185
Training (Consultation and Extra-time)	\$ 141,538	\$ 173,534	\$ 175,316	\$ 171,417	\$ 173,219
Total Direct Costs	\$ 635,259	\$ 649,508	\$ 651,211	\$ 646,893	\$ 647,923
Indirect Costs (15.14%)	\$ 96,178	\$ 98,336	\$ 98,593	\$ 97,940	\$ 98,095
Total Cost	\$ 731,437	\$ 747,844	\$ 749,804	\$ 744,833	\$ 746,018

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

In collaboration with identified schools, we will inform school community members of the purpose of grant funds and proposed activities. We will communicate with school community members through multiple methods, including written notification and a community informational meeting.

The Safe and Welcoming Schools Work Group is apprised of the work contained in the grant as it directly aligns with our long-held work of Positive Behavioral Intervention Supports (PBIS) as well as crafting equitable practices district-wide related to social-emotional learning.

7. EQUITY ANALYSIS

The activities and outcomes as a part of this grant directly align with the Safe and Welcoming Schools goal under the district's strategic plan. Many community organizations, family members, and students help shape the work related to this grant.

Seattle Public Schools is committed to ensuring equitable access to all services and supports rendered to schools through the School Climate Transformation Grant. The focus of Seattle's application is to implement Tier II and III intervention structures through an Interconnected Systems Framework. It is foreseeable that potential barriers for student access to grant funded supports at implementation sites could include the following variables:

- Race or ethnicity
- Disability
- LGBTIQ+

To mitigate potential barriers in the project planning and implementation process, the project team plans to adapt out Current Racial Equity Analysis Tool (Revised 4/7/2019) to include discussion prompts and team considerations for Disability and LGBTIQ+ identification. Questions in the tool guide the project leadership team through multiple steps that force consideration and discussion about historically marginalized student populations. The steps in the tool are as follows:

Step 1: Set outcomes, identity and engage stakeholders. Leadership set key equitable outcomes and engages stakeholders.

Step 2: Engage stakeholders in analyzing data. Stakeholders gather and review quantitative and qualitative disaggregated data and specific information to determine impacts or consequences.

Step 3: Ensure educational and racial equity/determine benefit or burden. Stakeholders collaborate to analyze how the project plan will increase or decrease educational and racial equity.

Step 4: Evaluate success indicators and or mitigation plans. Stakeholders identify ongoing measures of success or mitigation plans for negative impact.

Reflection and discussion:

What are the lessons learned?

What resources are needed to make changes?

What are next steps?

Action & Planning: The grant leadership team will engage in quarterly meetings dedicated to a continuous process of improvement and will utilize the questions in the Equity Analysis tool. The Equity Analysis Steps 1 – 4 and stated Reflection & Discussion questions will be embedded into these sessions

to ensure continued equitable allocation of resources & serve to students farthest from educational justice, aligned to SPS strategic plan. A continuous improvement cycle is imperative to ensure that barriers to implementation or inequitable implementation practices are addressed with correct intervention, and that we are learning along the way so that future planning of implementation and sustainability is informed by lessons from previous phases of the project.

8. STUDENT BENEFIT

Proposed Project Outcomes at each of the demo schools will align to SPS district outcomes including improved school climate and student belonging, a reduction of disciplinary actions, reduction of disproportionate special education eligibility, 3rd grade reading standard, 7th grade math standards, 9th and 10th grade credit completion, and improved graduation rates.

Primary outcomes:

- Increase in student climate data
- Increase in attendance
- Decrease in disciplinary actions
- A school staff trained in PBIS practices and strategies Tiers 1-3

Number of Participants to be Served & Proposed Site Locations:

Eight total schools will be directly served via project staff and contractor partners. These schools include high schools, middle schools, K-8, and elementary schools, with a positive impact to approximately 5,000 students (subject to change due to school enrollment numbers).

Indirect Service to Students & Schools: Approximately 30 SPS special education and behavioral health coaching staff will participate in intensive training of ISF practices. This professional group serves every school in the district to support individual student planning, and systems development for PBIS and MTSS – the impact will be substantial and reach all regions of the city, PK-12.

The grant transformation proposal will substantially and positively impact SPS students and families and has the potential to inform and shape regional transformation activities.

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

Per Board Policy No. 6114, the acceptance of grant funds in excess of \$250,000 requires School Board approval.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Audit & Finance Committee meeting on December 9, 2019. The Committee reviewed the motion and moved the item forward with a recommendation for approval by the full Board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, a phased implementation of grant activities will happen.

Phased Implementation

Implementation of the project plan and priority goals will occur in a phased approach across the five years. The goal of the phased approach is to ensure district and school readiness for implementation. Three phases will be implemented and will progressively move from establishing district readiness, to sustainability of school-based systems of service delivery to students. The three phases are described below:

Phase 1, Year 1: Phase 1 will begin with a system needs assessment conducted by UW SMART Center and Sound Supports to determine actions and leadership moves necessary to prepare district staff for school-based coaching and implementation. These actions will include professional development of staff, setting routines for project management and staff supervision, developing system practices and infrastructure to support data-based decision making, collaboration with community partners and development of MOUs with community mental health providers, alignment with other initiatives (MTSS, PBIS, Strategic Plan), and supporting Cohort 1 schools to be ready for ISF implementation in Phase 2.

Phase 2, Year 2 & 3: Phase 2 will include a focused, two-year implementation in Cohort 1 Schools, which include one elementary, one K-8, one middle school, and one high school.

Technical assistance from Sound Supports and UW SMART Center will dually focus on continued support of district teams, as well as Cohort 1 school teams. A continuous process of improvement will be utilized during Phase 2 to ensure the Leadership Team and school teams are quickly and efficiently responding to implementation issues, and problem solving any systemic barriers. Lessons learned from Phase 2 will inform planning and initiation of Phase 3 and will inform how demonstration sites will be accessed by partner schools to utilize as learning labs for IFS.

Phase 3, Year 4 & 5: Phase 3 will focus on expanding IFS in SPS and learning about sustainability practices. Phase 3 will also bring on Cohort 2 schools, one elementary, one K-8, one middle school, and one high school. Technical assistance from Sound Supports and UW SMART Center will dually focus on continued support of district teams and key staff from Cohort 1 schools and will also support efforts to develop Cohort 2 school teams. Aside from achieving Priority Project Goals 1 – 3, and sub-goals, SPS plans on utilizing

information learned across the five-year implementation to support continued development of ISF and Tier II/III supports across the district and King County.

13. ATTACHMENTS

- DOE School Climate Transformation Grant Application (for reference)

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Project Narrative

Significance & Need

Dear Reader & Colleagues,

Seattle is a complex city, nestled between snowcapped mountain ranges and the glistening Puget Sound. Seattle is a powerhouse for seaport shipping, coffee, and technology and engineering, with a deep connection to nature. Over the past decade two decades, with the development of industry, Seattle has changed dramatically. The cost of living has skyrocketed, and the city now has some of the highest housing costs in the country. In December of 2018, Seattle was rated as having the third highest population of individuals experiencing homelessness, following only New York and Los Angeles, which are substantially larger cities. The Washington State Office of Superintendent of Public Instruction (OSPI) reported the number of students experiencing homelessness in Seattle Public Schools (SPS) during the 2017 – 2018 school year was 4,169. In some of our more impacted schools, the percentage of students who are homeless is as high as 20%; that is 1 in 5 students.

We are no stranger to effect of the opioid epidemic. It is evident in every corner of our city; our streets, parks, playgrounds, and schools. Moreover, statistics from Pacific Northwest Suicide Prevention Resource Center indicated that the Seattle-Tacoma has the second highest suicide attempt rate out of the 33 largest metropolitan areas in the United States. In Washington, suicide is the number two cause of death for people aged 10 - 24. 18% of Washington 10th graders report they considered attempting suicide in the past year, while 12% report having a plan for a suicide attempt, and 7% report attempting suicide. An average of 2.6 young people between the ages of 10 and 24 kill themselves each week in Washington State. Seattle Public Schools community members are painfully aware of how our students are impacted by

depression and anxiety; the need for student supports is loudly voiced by families, schools, teachers, and the students themselves.

In 2016, the Seattle Times published an article discussing data that rated Seattle as having the fifth biggest achievement gap nationally between white and black students. This came as a shock to many and became one of the many moments of analysis and reflection for Seattle Public Schools, and our surrounding community. A review of Seattle Public Schools data on disproportionate practices in discipline and eligibility for special education provide more evidence of student experience and how the opportunity gap develops.

Nestled among the statistics and data depicting SPS are 4,519 hardworking educators who work alongside parent volunteers, engaged community members, community organizations, volunteers, and partners from higher education to diligently and doggedly support every one of the 52,931 students who come through the door. And our students - they are bright lights! They are scholars, artists, community leaders, scientists, athletes, and humanitarians. And, they deserve our best.

In response to student need, Seattle Public Schools has launched an aggressive change process over the past five years to create systems, services, and practices to support all students. Multi-Tiered Systems of Support (MTSS) and Positive Behavior Intervention Supports (PBIS) are taking root in many of our schools, and the system processes that aid in these framework adoptions are growing more robust each year. Many of our school staff are trained in trauma-focused supports, addressing behaviors that interfere with learning, and verbal de-escalation. This summer, SPS Student Supports will host its fifth annual Whole Child Institute for all staff. The Whole Child Institute is an entire week of professional development and workshops

attended by educators to learn more about evidence-based practices, high leverage teaching practices, supporting special populations, mental health awareness, and a variety of new staff orientations. Each year, attendance at this event grows.

Over the past two years, we have expanded central office behavior services to support our students furthest from educational justice. In Behavioral Health, the team added two case managers who supported middle school students who are expelled from school. In Special Education, we expanded our Behavior Program Specialist team to a team of four who support K-8 teachers and students in our Special Education Emotional Behavioral Disability classes. In the upcoming year, these teams will expand by seven staff members who will collaboratively begin to develop our intensive services practices for Tier II and III. Our PBIS Tier I and Social Emotional Learning will continue to support schools in implementation of culturally-responsive universal supports. Furthermore, our teams have partnered with our Race & Equity Department to ensure that as we move forward, our practices remain rooted in racial equity.

We also recognize how race and ethnicity has historically, and at present, impacted student outcomes. As a district, we are actively working to disrupt systemic barriers for students furthest from educational justice through policy changes, our strategic plan (attached) that calls out our commitment to our most marginalized students (focusing specifically on black males), the creation of Race and Equity Teams in 54 schools, professional development and coaching of staff, an increased partnership with families and community groups, and deliberate planning to reduce disciplinary actions. We believe that these actions will align mindset to policy and begin to shift our district outcomes. We also understand that this work is deeply connected to school

belonging, climate, and culture, and that we will have to devote significant effort and resources to ensure that ALL students and families feel safe and welcome in our schools.

Even still, our hard work is paying off now. Preliminary data for the 2018-19 school year shows a decline in the percentage of students with at least one suspension or expulsion from 12% in 2015-16 to 7.5% in 2018-19. The truth of the matter is that our community variables remain static and we continue to support a high number of students who require intensive interventions. While schools continue to work on implementation of universal supports, we have yet to develop robust Tier II and III supports for students to address behavior, social skills, and mental health needs in students most impacted by trauma, community variables, or disability struggle. Award of the School Climate Transformation Grant would provide SPS the opportunity and resources to expand our work in PBIS to improve school climate for all students. This grant would also allow us to significantly impact underserved students requiring Tier II and III support through implementation of Interconnected Systems Framework¹ (ISF), by building upon our current PBIS work, and partnering with community providers to integrate necessary mental health services. Seattle Public Schools would engage long-time partners Sound Supports and the University of Washington School Mental Health Assessment, Research and Training (SMART) Center to provide technical assistance and support in implementation fidelity. These organizations are crucial for this partnership; we need their objectivity and experience to help us solve the complex problems that face our communities, schools, and students.

¹ We define Interconnected Systems Framework (ISF) as a structure and process to integrate Positive Behavioral Interventions and Supports and School Mental Health within school systems in order to blend resources, training, systems, data, and practices to improve outcomes for young people. ISF focuses on and prioritizes prevention, early identification, and intervention of the social, emotional, and behavior needs of students.

Beyond the direct work in Seattle Public Schools, this project can help instigate and sustain a shift in the culture of the City of Seattle and King County. The aforementioned project partners and SPS staff work across Seattle Public Schools, Seattle Children's Hospital, University of Washington College of Education and Medical School. If we are successful in this endeavor and begin to link mental health to schools, we can create continuity between agencies who serve our children, align treatment plans, easily communicate with treatment teams, and reinforce skill development across environments. We could ensure all students served in Seattle and who attend Seattle Public Schools can have a comprehensive care plan - a safety net. This would change the mental health services landscape in the King County area and in the State of Washington.

The following pages will outline our project priorities and goals, detail our project management plan, and discuss our evaluation plan. Seattle Public Schools has a strong foundation on which to implement project priorities and goals in sustainable manner. Thank you for your consideration in this grant application.

Sincerely,

Stephanie King, PHD, MEd, NCSP, Licensed Psychologist

Seattle Public Schools, Student Support Services Supervisor of Behavior

Proposed School Climate Transformation Project Director

Introduction to Seattle Public Schools

Seattle Public Schools is the largest school district in Washington State, and is considered a medium-sized, urban district. We serve 52,931 students in 102 schools. Of the nearly 53,000 students, 27,272 are in Elementary school (K-5), 11,639 are in Middle School (6-8), and 14,020 are in High School (9-12). 82% percent of high school students graduate in four years.

Our schools and classrooms reflect the vibrant cultures present in Seattle communities. Within our schools 47.33% of students identify as Caucasian/White, 11.68% Multi-Racial, 0.42% Native Hawaiian/Pacific Islander, 0.51%, Indian/Alaska Native, 12.26% Hispanic/Latino, 13.59% Asian, and 14.21% African American/Black. Students identify 150 countries of origin and speak 147 language/dialects. 21.4% of our students indicated that they have a non-English-speaking background and 11.7% identify as English Language Learners. 31% of our students are eligible for free or reduced-price meals, and 3.1% of our students are experiencing homelessness. Eligibility for special programs includes 13.3% of students eligible for Special Education services and 9.0% of students eligible for Highly Capable programming.

Project Design

Sensemaking

Seattle Public Schools has a gap in culturally-responsive services to meet the needs of students who require intensive interventions. This is evidenced by increasing expenditures in Special Education, in which millions of dollars are spent annually to, 1) send students to Non-Public Agencies who provide therapeutic educational and behavioral services, 2) hire 1:1 Behavior Technicians (this alone amounts to a total expenditure of over one million dollars) 3) staff 1:1 short-term District Initiated Instructional Assistants, which contribute to more students being

served in more restrictive environments. Additionally, Special Education continues to have disproportionate eligibility for services in educational categories including Intellectual Disability, Specific Learning Disability, Emotional Behavioral Disability. SPS also continues to be disproportionate in discipline rates for students of color and who receive special education. Anecdotally, the number one request for support we receive from building leaders is for direct service delivery and consultation for behavior, mental health, and discipline related needs. Although SPS has developed some systems, supports, and procedures to support behavioral needs in SPS, the breadth and depth of the needs far exceed the resources and systems available. Furthermore, universal PBIS structures are still in the beginning phase of implementation in many sites, and Tier II/III systems and services in schools are rare and inconsistent. SPS needs district-level expertise, resources, and processes to provide schools with the technical assistance to support individual student needs, and to provide system development consultation at the school level.

Project Constraints & Success Criteria

Constraints to the work include the following:

- Slow adoption at the district and school level of data-based decision-making model
- A lack of objective, operational data on student behavior
- A lack of progress monitoring for behavior data
- Poor understanding of how mental health, social skill deficits, trauma, disability, disrupted relationships with adults, and peer issues impact student behavior
- Few sites with fully implemented MTSS frameworks supporting student behavior and mental health, Tier 1 – III
- Underdeveloped universal SEL & PBIS structures in schools

- System that is reactive to behavioral health needs of student
- Poor collaboration between community-based service providers and school teams

Criteria for success for this work include the following:

- District-wide understanding of behavioral and mental health supports
- Demonstration sites for school leaders and staff to participate with colleagues in “I do, We do, You do” models for implementation of Interconnected Systems Framework
- Continued development of universal supports, PBIS, SEL
- Systems to proactively identify students in need of additional intervention or services.
- District and school-based staff who are knowledgeable about and can implement a variety of evidence-based practices in behavior supports, mental health services, social skill instruction, mentoring programs, and wraparound supports.
- Data systems to proactively screen students for mental health needs, progress monitoring of intervention, and
- Data-based decision-making models and/or data-based individualization

Theory of Action/Logic Model

In order to initiate and implement change in behavioral supports for all students, SPS needs to intensively train district leadership and coaching staff in Tier II and III interventions and Interconnected Services Framework, and create district policies, practices, and data systems to support schools in implementation of ISF. If we are able to make these changes, schools will have the capacity to meet the needs of students and we will increase our academic outcomes for all students, improve student feelings of belonging and connectedness to school, and reduce

disproportionate discipline, referrals to restrictive educational settings and services, and disproportionality in special education eligibility.

Goals

In order to initiate the necessary change so SPS can more effectively and efficiently meet the needs of our students, we aim to meet the following Priority Project Goals:

- 1) Development of eight school demonstrations sites where an Interconnected System Framework is fully implemented, and systems and staff support student needs Tier I - III
- 2) Develop district capacity to implement and deliver Tier II and III services, K – 12
- 3) Increase district capacity and fidelity of universal Positive Behavioral Intervention Supports and Social Emotional Learning

In order to meet the Priority Project Goals, the District will need to improve system practice by meeting the following sub-goals:

- 1) Improve upon current data & problem-solving processes
- 2) Implementation of screening practices to proactively identify students in need of behavioral and/or mental health supports
- 3) Develop progress monitoring tools and processes for behavioral interventions
- 4) Develop MOUs and common practices with mental health partners to support student wellbeing
- 5) Align Priority Project Goals to MTSS, PBIS initiatives, and the district Strategic Plan

Priority Project Goal 1, Development of Eight School Demonstration Sites for ISF: Over the course of five years, the district will develop eight demo sites serving students K-12, in

geographically diverse regions of the city. The goal of the demonstration sites is twofold: 1) to improve student outcomes in the eight identified schools, and 2) the creation of regional learning labs for teachers, leaders, and community partners to learn how to implement evidence-based practices in an Interconnected Systems Framework.

Interconnected Systems Framework will be implemented in the demo schools through an intensive coaching and professional development model. Grant funding will be utilized to push in a coach dedicated to the school for two years to partner with school leadership and staff to systematically develop ISF. Technical assistance, consultation, and system evaluation will be guided in partnership from Sound Supports and UW SMART Center at both the district and school level. Grant funding will allow for 3.5 coaching staff for four schools.

Selected schools met criteria of having a base of PBIS or MTSS practices on which to build IFS, collaborative leadership who are interested in innovation, and established student need. Of the eight selected schools, SPS identified two elementary schools, two K-8 schools, two middle schools and two high schools. The schools were distributed across the district, reflect the demographic diversity of the district, and each have unique needs. The eight schools will serve as strong model sites for colleagues when IFS is implemented.

During Phase 2 of the project, the Leadership Team will begin to develop a sustainability plan, which will include a model for how regional schools connect to demo sites for professional development, PLC, and coaching/mentoring. This could include partner schools sending scouts to demonstration sites to join PLC/PD on ISF or MTSS team meetings, partnering on Tier II/III student cases, or staff at demonstration sites coaching in partner schools to teach system development or technical assistance during a case consultation.

Priority Project Goal 2, Develop District Capacity in Tier II and III services, K – 12:

Seattle Public Schools has grown tremendously over the past five years in implementation of PBIS and technical support teams for general and special education students. As we reflect on our student population and voices from our schools and community, we recognize a need to develop our capacity, processes, and staff skills to support students who require more intensive intervention at the Tier II and III level. Although we have several existing teams who actively do this work, the need in SPS is greater than our current knowledge, capacity, and resources. We require support from community partners to help us build out our processes at the district level, develop capacity in how we serve schools, as well as developing the processes, skill set, community and family partnership in service to students.

We cannot do this work alone, and will rely on our partnership with UW SMART center to help us develop mental health screening and identification systems (SBIRT), expertise in Tier II and III interventions (Data-based Individualization, CICO, Class Pass, Mentoring, Social Skill Instruction, CBITS/Bounce Back, FBA/BIP and Wraparound Services). With an eye on sustainability, and intention to reach as many staff and students as possible, development of Tier II/III skills will include all existing district coaching staff groups who support students at the Tier II/III level; Behavior Program Specialists, Tier II & III Intervention Team, Behavior and Autism Intervention Team, PBIS Behavior Coaches, and School-based ISF Coaches. This broad group of professionals will participate in monthly technical assistance professional development to enhance knowledge and coaching of intensive interventions.

Priority Project Goal 3, Increase District Capacity and Fidelity of Universal Positive Intervention Behavior Supports and Social Emotional Learning: In alignment with previous priorities, the district aims to utilize grant funds to further cement PBIS in the culture and fabric

of all schools, while also supporting the addition of mental health and wellness. Shifting towards a more integrated approach to mental wellness has been a long-term goal of SPS. This goal will be met through district and school-based training of IFS, developing awareness of mental health needs, and developing screening measures for mental health and or social emotional learning skills. System alignment to PBIS goals and coaching staff will be imperative to addressing Priority Goal 3.

Phased Implementation

Implementation of the project plan and priority goals will occur in a phased approach across the five years. The goal of the phased approach is to ensure district and school readiness for implementation. Three phases will be implemented and will progressively move from establishing district readiness, to sustainability of school-based systems of service delivery to students. The three phases are described below:

Phase 1, Year 1: Phase 1 will begin with a system needs assessment conducted by UW SMART Center and Sound Supports to determine actions and leadership moves necessary to prepare district staff for school-based coaching and implementation. These actions will include professional development of staff, setting routines for project management and staff supervision, developing system practices and infrastructure to support data-based decision making, collaboration with community partners and development of MOUs with community mental health providers, alignment with other initiatives (MTSS, PBIS, Strategic Plan), and supporting Cohort 1 schools to be ready for ISF implementation in Phase 2.

Phase 2, Year 2 & 3: Phase 2 will include a focused, two-year implementation in Cohort 1 Schools, which include one elementary, one K-8, one middle school, and one high school.

Technical assistance from Sound Supports and UW SMART Center will dually focus on continued support of district teams, as well as Cohort 1 school teams. A continuous process of improvement will be utilized during Phase 2 to ensure the Leadership Team and school teams are quickly and efficiently responding to implementation issues, and problem solving any systemic barriers. Lessons learned from Phase 2 will inform planning and initiation of Phase 3 and will inform how demonstration sites will be accessed by partner schools to utilize as learning labs for IFS.

Phase 3, Year 4 & 5: Phase 3 will focus on expanding IFS in SPS and learning about sustainability practices to answer the question, “What resource allocation is necessary to sustain ISF practices?” Phase 3 will also bring on Cohort 2 schools, one elementary, one K-8, one middle school, and one high school. Technical assistance from Sound Supports and UW SMART Center will dually focus on continued support of district teams and key staff from Cohort 1 schools and will also support efforts to development of Cohort 2 school teams. Aside from achieving Priority Project Goals 1 – 3, and sub-goals, SPS plans on utilizing information learned across the five-year implementation to support continued development of ISF and Tier II/III supports across the district and King County.

Support for Current Goals

PBIS/MTSS-B Work to Date

As mentioned, implementation of PBIS/MTSS-B is an ongoing process that began in the 2015-16 school year, with Tier I training and coaching. Seattle contracted with the consulting company Sound Supports, led by Dr. Lori Lynass, who is a nationally-recognized expert in PBIS and who has helped support PBIS implementation in over 1,000 schools and over 100 districts over the

past 15 years. Sound Supports trains school teams and works to build local behavior and build internal district and school coaches.

Sound Supports has utilized the National PBIS Blueprint (OSEP Technical Assistance Center, 2015) model as the guiding model for the district and works in alignment the National PBIS Technical Assistance on this work. They also align with the state level work at the Office of the Superintendent of Public Instruction (OSPI) (<https://www.k12.wa.us/multi-tiered-system-supports-mtss>) and Dr. Lynass is part of the State Advisory Team for the State School Climate Transformation Grant. The state-level work is focused on rural schools, so it does not include Seattle Public Schools.

In 2015, the first cohort of schools began team training and received coaching and technical assistance. Sound Supports has since provided training over the past four years. The training has been provided to PBIS teams established at each of the schools. Additionally, school staff could also request onsite training for particular needs of their school. Examples of these trainings are as follows: Systematic Supervision for Para-Professionals, Diffusing Disruptive Behavior, Classroom Management Strategies, etc. The content over the past four years has been four days per year focused on Tier 1, classroom supports, using data, and initial Tier 2 PBIS. Additionally, coaching and technical assistance from an assigned district PBIS Behavioral Health coach has provided individualized support based on the school's current implementation needs and the school's Tiered Fidelity Inventory score. A few of the schools had begun PBIS implementation prior to 2015, so were farther ahead in implementation. Each spring progress of the schools is reviewed by the PBIS Behavior Health Team and schools are assigned to a cohort that best matches their training and implementation needs for the next year. The Tiered Fidelity

Inventory is conducted at each school in both the fall and spring each school year and is used to guide action planning.

Interconnected Systems Framework and Technical Support

Schools are the de facto mental health systems for the vast majority of children and youth. Shifting to a more integrated way of working requires making changes to many of the standard approaches to prevention and intervention in schools. Interconnected Systems Framework (ISF) is a structure and process that maximizes effectiveness and efficiency by blending the strengths of school and community mental health with strengths of the multi-tiered framework of PBIS (Barrett, Eber, Weist, 2013). Detecting mental health needs in students at the earliest sign of need and responding effectively with evidenced-based strategies, are essential in an MTSS framework. To address the well-documented gap between onset of mental health disorders and treatment, schools must have the structures in place to recognize needs in students at the first sign and respond rapidly. The traditional hand-off to a community mental health resource, common in most school districts today, can often delay or discourage further treatment. Other traditional approaches to school mental health, such as mental health therapist doing counseling, but not having a system to progress monitor, is an area where many schools must make changes.

Mental health clinicians are often making independent decisions about treatment, and teaching new skills in student sessions, which then go unreinforced in the classroom without coordination and communication. Communication typically exists in the form of case notes which may never get reviewed by school staff. ISF involves moving from a co-located school mental health model to an integrated model where all social, emotional and behavioral

interventions are designed, delivered, and monitored through one set of teams at each school. Community and school-based clinicians actively participate in MTSS teams, review data, and ensure effective system structures at the school level. Regardless of who facilitates interventions, they all are selected and \monitored by the blended teams using both school and community data.

To move towards an interconnected system where school mental health is installed through PBIS/MTSS, a district and community executive leadership team must be organized and direct the work. The District and Community Leadership Team (DCLT) must be fully operational, given the institutional authority to change policy, blend funding streams, and adjust personnel and procedure at the school level. This team sets up formal structures for the demo schools.

Training and technical assistance for an Interconnected Systems Framework at Tiers II and III will increase the capacity of districts to install and sustain effective systems that support the mental wellness of all students. The Training and TA providers will facilitate the strengthening of the DCLT to ensure that mental health services, provided by both school and community mental health professionals, are data-informed, evidence-based, monitored frequently, implemented with fidelity, and adjusted when outcomes are not realized, and implemented within an MTSS framework.

A needs assessment, including resource mapping, is crucial to identify the current status of mental health and PBIS systems in the district. We will conduct this assessment using guidance documents, along with school and community data, and other measures created by the National ISF Leadership Team, such as the district and building installation guides, ISF Action

Planning Companion Guide to SWPBIS – Tiered Fidelity Inventory, Survey on School Readiness for Interconnecting PBIS and School Mental Health and others. Existing district PBIS/MTSS or mental health teams will likely need to be restructured and expanded to ensure family, community, and youth voice. Because the nature of the interaction between community mental health providers and schools needs to shift from a traditional approach to an integrated one, these roles and responsibilities will need to be accurately captured in updated MOUs.

Another key feature of ISF, and any multi-tiered system of support framework, is detecting student need early. Districts need to standardize universal screening processes for all schools by selecting a screening tool(s) and developing guidance on administration, interpretation of results, connecting students to evidence-based interventions, and progress monitoring. Often other departments, such as the student information system, must create ways to enter and analyze screening data.

Another important aspect is ensuring interventions are implemented as they are intended. The district will create a process to regularly check the fidelity of interventions. Since schools need a way to track Tier II and Tier III interventions, the district will need to develop some standard practices and resources to do so. In order to build sustainability, district level coaches must be trained in all aspects of mental health integration to support schools. For community providers to understand how they fit into the MTSS framework, they will need training on the overall structure and processes within schools so that they can effectively and efficiently contribute their expertise across all three tiers. Attendance by the UW SMART Center at DCLT leadership meetings is essential to provide guidance, expertise, and on-demand requests for

support via onsite visits, email, video conference or phone conference to allow the district to have necessary support for unplanned or unexpected challenges.

Behavior and Autism Intervention Team, Technical Assistance

Behavior and Autism Intervention Team (BAIT): The Behavior and Autism Intervention Team is a teacher-to-teacher coaching model that focuses on supporting teacher skills in evidence-based practices for teaching students who receive special education services. This team is comprised of 14 teachers and coaches who are highly-skilled, and well-regarded for their use of evidence-based practices and positive outcomes for students and families. This group of teacher-leaders are provided two sub days per month to support colleagues in their classrooms and implement evidence-based practices. Management of this group occurs through bi-monthly meetings, semi-annual retreats, and other established methods of communication and referral. This team currently provides technical assistance and coaching to teachers in special education. One way to maximize sustainability and impact on as many students as possible is to work in alignment and collaboration with existing teams. Inclusion of BAIT and other teams serving students in need to Tier II/III services allows SPS to expand the impact of technical assistance training from UW/SMART, and thus extend the reach of Project Priority Goal 2.

Professional Development and Professional Learning Community Plan

Developing human capacity is the cornerstone to successfully achieving Project Priority Goals 1 – 3. It also provides SPS with the opportunity to expand the reach of the grant by capitalizing on training opportunities and including staff members with similar work, who would benefit from

professional development in Tier II and III supports, and the ISF approach. The goal of the PD and PLC Plan will be to maximize the UW/SMART Center and Sound Supports training across all phases of the project and develop the skills of staff members who are in behavior coaching roles within the district. Three groups of staff will receive professional development:

- Professional Development Group: All SPS staff who work directly with schools and students supporting Tier II & III needs (~ 30 staff members).
- PLC Group: Grant-funded, site-based staff who are implementing ISF in schools. This group can also include school-based staff who are on MTSS teams and are supporting ISF implementation in schools (4 – 10 staff members).
- Cohort School Group: Cohort Schools will receive two 4-hour professional development sessions on ISF/PBIS Implementation. Professional development will be scheduled with the school principal, and delivered on designated district PD days, as outlined in the SPS/SEA Collective Bargaining Agreement.

The Professional Development and PLC schedule will include the following: bi-monthly professional development to learn technical skills, coaching, and ISF system implementation. This PD schedule will continue the entirety of the five year grant. PD content will spiral, gaining complexity as the group matures, and shifts from basic skill development to implementation of ISF and more complex problem solving. The combined group will allow for a broader learning community and will train members of the SPS team who reach nearly all schools in the district. These trainings will be facilitated by Sound Supports and UW SMART Center. A content map of professional development will occur in Phase 1 of the project, after a needs assessment has been

completed, to target PD topics to meet the needs of SPS staff, while also building a cohesive plan for ISF implementation.

PLC Group only: Monthly guided PLCs by group to provide the ISF school implementation team an opportunity to dive into the content and discuss adaptive challenges around implementation and coaching. This PLC will be facilitated by the Project Manager and will align with the professional development plan.

School Cohort Group: Throughout the school year, Sound Supports and the UW SMART Center will provide school-wide professional development to our demonstration school sites. Each school will receive two, 4-hour professional development sessions to support development of ISF and Tier II & III system development.

Professional development, PLC work, and technical skills supervision will be developed in collaboration between the UW SMART Center, Sound Supports, and Seattle Public Schools to ensure technical skill development is focused on evidence-based practices, staff are provided the structure necessary to implement learned skills and practices, and the comprehensive professional development plan is aligned to SPS vision and district Strategic Plan goals.

Plan, Do, Check, Act and Reflect

Leadership matters, especially when implementing a complex integrated framework in a large school district. Although much of the grant is focused on technical skill development, assurance that Project Priority Goals 1 – 3 are implemented is an adaptive leadership challenge. To ensure that Project Goals are met, the Project Leadership Team will meet quarterly to engage in a continuous improvement process protocol to review project planning and outcomes in a *Plan*.

Do. Check. Act. Reflect cycle. This process is imperative to ensure that barriers to district and school implementation are addressed with the correct intervention, and that we are learning along the way so that future planning of implementation and sustainability is informed by lessons from previous phases of the project. Please see Appendix 4 for a professional development and PLC schedule.

Project Management Plan

Effective and efficient management of the project and grant activities is of upmost importance to achieving Project Priority Goals 1 – 3, and successfully expanding the capacity of SPS staff members to support Tier II and III interventions in our schools. Project funds will be utilized to hire a 0.5 FTE Project Manager who, under the supervision of the Project Director, will be responsible for managing the logistical aspects of all grant activities.

Project Teams

The Project Manager will also be responsible for organizing and managing project personnel around grant activities. The Project Manager will be responsible for directly supervising grant-funded staff, site-based staff, while providing organizational support to other teams. The following teams will be included in the project activities:

- The Leadership Team: SPS Project Director & Manager, UW SMART Center Project Liaison, Sound Supports Project Liaison. This group is responsible for vision, accountability, continuous cycle of improvement, and meeting project goals and benchmarks.
- Evaluation Team: SPS Project Director & Manager, UW SMART Center Project Liaison. This group is responsible for all activities related to the evaluation of project goals except for data collection in schools.

- ISF Implementation Team: Grant-funded, site-based staff who are implementing ISF in schools. This group can also include school-based staff who are on MTSS teams and are supporting ISF implementation in schools. This group is responsible for day-to-day operations in identified demonstration schools to implement ISF and Tier II and III supports for students.
- School-Based Leadership Team: Building principal or primary contact for project, MTSS/PBIS liaison, grant-funded site-based staff, additional staff as recommended by the building leader. This group is responsible for developing and implementing the school-based ISF implementation plan.
- Professional Development Group: All SPS staff who work directly with schools and students supporting Tier II & III needs. This group is responsible for integrating Tier II and III technical skills into existing work streams.

Management and development of these groups will occur through two methods:

- 1) Routine team meetings with clearly developed norms, roles, and outcomes.
- 2) In some cases, aligned professional development, PLC, and supervision.

Leadership and Evaluation teams will meet quarterly and engage in a routine continuous improvement process protocol to ensure that project activities, deliverables, and outcomes are completed in a timely manner, that the project is remaining true to the vision, and that proposed outcomes are met. These teams will communicate or meet informally, as needed. The remaining teams will meet more frequently to organize, track progress on plan activities and deliverables, collaboration and planning, and supervision, as needed.

The Project Manager will be supported by the Project Director, Student Services Supervisor of Behavior, who will align the project plan to initiatives in Behavioral Health, and support alignment to MTSS and PBIS. The Project Manager and Director will provide quarterly updates of the project status to leadership in SPS including: Chief of Schools, Wyeth Jessee, Executive Director of Schools, Pat Sander, and Student Services Supervisor, Erin Romanuk. The three auxiliary leaders in SPS will be imperative to the successful integration of this project into high-level district initiatives, setting expectations for schools, and for developing sustainability plans for future development of ISF. This project will be nested under the SPS Whole Child initiative; ISF will provide the roadmap to achieving Whole Child support of all students.

Project Evaluation

Our approach to analyzing evaluation data will rely on mixed qualitative and quantitative approaches. For Priority Project Goals 1, 2 and 3, descriptive data (e.g., percent of goals and objectives accomplished) and data visualization (e.g., progress toward goals) will be provided to the leadership team at each meeting to promote understanding and problem solving.

Survey and interview data with stakeholders, members of the project team, and school staff in the targeted schools (Priority Project Goal 1) will be evaluated qualitatively. Survey and interview data will be coded using Grounded Theory in order to identify, for example: (1) perceived quality of trainings and consultation; (2) perceptions of the overall approach to project management; and (3) ways that the SPS Climate Transformation grant was compatible and incompatible with procedures and culture in selected schools. Grounded Theory is designed to build theory from qualitative data, rather than approaching the data with a full set of a priori conceptualizations. An initial codebook will be developed by reviewing responses to each question and then identifying important themes and subthemes, which will serve as preliminary

project codes. Through a process of ongoing coding, refinement, and recoding, thematic codes will be continually revised. Once a stable set of codes has been developed, all survey data will be coded independently with themes identified, the percentage of all statements that relate to identified themes calculated, and representative statements presented to promote meaning. Such data will be presented to the leadership team for interpretation and course correction, as well as to broader stakeholder groups as described in the project management plan.

For tracking and monitoring student outcomes, we will use Analyses of Covariance (ANCOVAs) to evaluate meaningfulness of change, using assessment of effect sizes as per Cohen's d ($(X_2 - X_1) / SD$). Level of improvement in student functioning (e.g., in X, Y, and Z – fill in outcomes from eval table) will be assessed against change scores from research studies on evidence-based school MH interventions conducted by the UW SMART Center (see, e.g., Lyon, Bruns, et al., 2017). We will also assess significance of change in relevant school variables using ANCOVAs, comparing school-level outcomes such as climate, attendance, rates of discipline, and missed instruction time for targeted schools to similar non-SCTG schools. Because these outcomes are likely to be non-normal, they will be statistically transformed through a link function as appropriate to their individual distributions. Additional covariates will be included in the model including baseline rates of disciplinary actions, climate, etc. Hierarchical Linear Modeling (HLM; Raudenbush & Byrk, 2002) software will be used to complete these analyses. Please see Appendix 5 for the proposed Data and Evaluation Schedule.

Why Seattle & Why Now?

District and community readiness are key to undertaking implementation of ISF. Seattle is currently in the hard-earned position of having readiness for this project due to work done over the past five years to implement MTSS and PBIS, the development of existing teams who

currently support Tier II and III needs, and overall momentum on culturally-responsive school climate. As previously mentioned, voices from our community and schools are vigorously asking for help in their support of students who require intensive supports.

Implementation of MTSS and PBIS has developed strong pathways and relationships between district staff and schools, and as such, the infrastructure, communication, collaboration and (most importantly) the trust necessary to develop ISF in schools already exists. The hard work of developing these relationship and conduits is done, and we can quickly get to work planning for student needs, rather than building out basic infrastructure between district supports and schools.

At the district office, we have worked to de-silo departments, and align our Strategic Plan initiatives to student needs. Collaboration among and between departments is high, and we are proactively planning our collective supports in service to schools. This level of collaboration and vision alignment is necessary for the successful implementation of ISF, development of Tier II/III, and expansion of universal PBIS due to the interconnected nature of mental health and wellness, and the connection between behavioral health and academic success. Over the 2018-2019 school year, substantial progress was made in shifting district mindset from “behaviors students have” to “skills students need.” Furthermore, adoption of the new Strategic Plan, which explicitly calls out the importance of school climate in achieving better outcomes for students furthest from education justice, has set the stage for the work. We are ready and excited to take this next step for our students.

Our communities and parents are ready too. Stakeholder engagement and community process will also be imperative to this process. We have heard through listening sessions with parents and students their hopes for the future, and the need for a breadth of support options for

our students. Family and community engagement in the development of initiatives is expected from our communities, and this process will be no different. We will be challenged to ensure that ISF and Tier II/III supports are culturally-responsive, delivered in an equitable manner and in partnership with families, and meet the needs of the whole child. The building blocks to develop systems and processes that meet the needs of our families have been established, and we are ready to engage them in a collaborative process around implementation of this project.

Finally, although this grant application is written through the lens of addressing a technical skills problem, this is truly an adaptive problem. Adaptive problems require thoughtful, collaborative leadership to braid together existing structures and policy, problem-solving change management, developing human capacity, and resource management. Managing these simultaneous needs requires direction, alignment and commitment; quite simply it requires strong leadership. Our District Leadership Team, in partnership with Sound Supports and UW SMART Center, has the leadership skill necessary to successfully see this project through. We owe it to the brilliant and capable students we serve.

Appendix 1: 2019 – 24 Seattle Public Schools Strategic Plan

Mission

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

Vision

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

Theory of Action

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

BY doing the following:

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

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

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

Our Theory of Action is guided by the principles of "Targeted Universalism." Our universal goal is every Seattle Public Schools' student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal. By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision.

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

Priorities and Measurable Goals

Priority: High-Quality Instruction and Learning Experiences

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

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

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

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

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

Goal - Students of color who are furthest from educational justice will feel safe and welcome in school

Measures Used to Evaluate Success

- Student culture and climate surveys
- Attendance
- Discipline
- Equitable access to services (i.e., special education, English language learners, and highly capable)

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

Measures Used to Evaluate Success

- 3rd grade SBA ELA proficiency

Goal - Students of color who are furthest from educational justice will be proficient in mathematics in 5th grade and 7th grade

Measures Used to Evaluate Success

- 5th and 7th grade SBA Mathematics proficiency

Goal - Students of color who are furthest from educational justice will finish 9th grade on track for on-time graduation

Measures Used to Evaluate Success

- At least six credits by the end of 9th grade

Goal - Students of color who are furthest from educational justice will graduate ready for college and career

Measures Used to Evaluate Success

- SBA
- SAT / ACT
- Advanced coursework completion
- CTE course pathway completion
- College enrollment without developmental courses

Priority: Predictable and Consistent Operational Systems

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

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

Goal - Operational functions will identify main customers and increase satisfaction

Measures Used to Evaluate Success

- Department customer satisfaction surveys
- Timely response feedback

Goal - Operational functions will improve communication to school leaders, families, and students

Measures Used to Evaluate Success

- School leader, family, and student awareness surveys

Goal - Operational functions will improve overall performance in support of student learning

Measures Used to Evaluate Success

- Overall service quality level informed by performance indicators unique to each individual operational function

Priority: Culturally Responsive Workforce

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

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

Goal - Staff will improve their culturally responsive professional practice

Measures Used to Evaluate Success

- Cultural responsiveness training completion
- School and central office staff working condition surveys
- Student and family culture and climate surveys
- Equitable access to services (i.e., special education, English language learners, and highly capable)

Goal - The diversity of staff and leadership at schools and central office will increase

Measures Used to Evaluate Success

- Staff demographics
- Recruitment, selection, and retention of staff of color

Priority: Inclusive and Authentic Engagement

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

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

Goal - Students of color who are furthest from educational justice will have meaningful voice and leadership in school and district initiatives

Measures Used to Evaluate Success

- Representation in school-based leadership groups
- Student participation surveys

Goal - Families and communities who represent students of color who are furthest from educational justice will have meaningful voice in school and district initiatives

Measures Used to Evaluate Success

- Family participation surveys
- Community partner participation surveys
- Presence in community (e.g., # of meetings in community/feedback loop)

Appendix 2: Project Goals

This table outlines Priority Project Goals and associated system and organizational moves in relation the three phases of the project.

Phase 1, Year 1: Needs assessment, project planning, developing capacity at the District Level, and preparing coaching staff for work in schools.

Phase 2, Year 2 - 3: Continue to develop District capacity, policies and practices; Initiate work in Cohort 1, 4-school sites, to develop Interconnected Systems Framework demonstration sites.

Phase 3, Year 4 - 5: Sustain work in Cohort 1, while transitioning to Cohort 2 – 4 additional Interconnected Systems Framework demonstration sites.

Goal 1: Development of 8 school demonstrations sites where an Interconnected System Framework is fully implemented, and school systems and staff support student needs Tier I through III					
	Establish Structures, Programs, and Policies	Problem Solving Change Management	Develop Human Capacity	Resource Management	Leadership
Phase 1: District alignment	Needs Assessment & Plan Development Alignment to District Initiatives & Programs Identify and Develop Project Structures, Policies, and Processes to reduce	Clear Communication Structures Clear Meeting Schedules and Agendas Engage Stakeholder; Collaborative Processes Project Management	Clear Professional Development and PLC Plan Established Supervision Structures Development of Processes for Implementation in Schools	Project Management Plan Coordination with Budget and Finance Managing Staff and Teams (Change Management) Focus on Retaining	Establishing and Communicating Vision and Plan; Alignment to Strategic Plan Work alongside Demo School Leaders to set the stage for change/implementation of ISF

	barriers and support staff work streams.		Creating a Safe Environment to Try New Skills	Staff & Team Members	
Phase 2: School Implementation of ISF Identify catalysts and barriers	School-based Needs Assessment & Plan Development Alignment to School Initiatives, Resources & Programs	Plan for resistance; offer time and space to close out old systems. Clear Communication Structures Clear Meeting Schedules and Agendas Engage Stakeholder; Collaborative Processes Project Management Find allies	Clear Professional Development and PLC Plan Established Supervision Structures Development of Processes for Implementation in Schools Creating a Safe Environment to Try New Skills	Project Management Plan Coordination with Budget and Finance Managing Staff and Teams (Change Management) Focus on Retaining Staff & Team Members	Distributed leadership between school, District, and project leadership team Identify variables that support implementation and can be generalized across environments.
Phase 3: School Implementation of ISF Sustainability of ISF systems	School-based Needs Assessment & Plan Development Alignment to School Initiatives, Resources & Programs Generalize lessons from Cohort 1.	Plan for resistance; offer time and space to close out old systems. Clear Communication Structures Clear Meeting Schedules and Agendas Engage Stakeholder; Collaborative Processes Project Management Find allies	Clear Professional Development and PLC Plan Established Supervision Structures Development of Processes for Implementation in Schools Creating a Safe Environment to Try New Skills Utilize Cohort 1 to develop staff skills	Project Management Plan Coordination with Budget and Finance Managing Staff and Teams (Change Management) Focus on Retaining Staff & Team Members	Focus on sustainability, school-based leadership and generalizing to other District sites.
Goal 2: Develop District capacity to implement and deliver Tier II and III practices for mental health and behavior, K – 12					

	Establish Structures, Programs, and Policies	Problem Solving Change Management	Develop Human Capacity	Resource Management	Leadership
Phase 1 - 3	<p>Review current processes, access to support services, and protocols for work.</p> <p>Integrate new skill sets in Tier II & III services into existing protocols.</p> <p>Share new protocols with partner departments</p>	<p>Managing implementation of new skill sets and processes</p> <p>Communicate with schools and clients of change in process; get feedback on process</p>	<p>Clear Professional Development and PLC Plan</p> <p>Established Supervision Structures</p> <p>Development of Processes for Implementation in Schools</p> <p>Creating a Safe Environment to Try New Skills</p>	<p>Focus on Retaining Staff & Team Members</p> <p>Mange flow and pace of work</p> <p>Tier out supports to connect students to “correct dose” response from District Tier II/III team</p>	<p>Management of change process</p> <p>Alignment and collaboration with other departments and initiatives</p> <p>Communication of project vision and outcomes</p> <p>Connection to building leaders and teams to establish protocols and process</p>
Goal 3: Increase District capacity and fidelity of universal Positive Intervention Behavior Supports and Social Emotional Learning					
	Establish Structures, Programs, and Policies	Problem Solving Change Management	Develop Human Capacity	Resource Management	Leadership
Phase 1 – 3	<p>Develop collaborative processes with existing teams</p> <p>Look for opportunities to partner on professional development</p> <p>Align ISF to PBIS & SEL project plans</p>	<p>Build relationship bridges across teams</p> <p>Find commonalities and opportunities to support priorities between groups</p> <p>Shared goals for universal supports and culturally responsive student wellness</p>	<p>Shared understanding of ISF, PBIS and SEL & how they connect</p> <p>Collaborative and teaming process</p>	<p>Management of staff time and assignments to reduce redundancy of work in schools</p>	<p>Collaborative partnership with SEL and PBIS to align work and messaging to schools & District departments</p>

Appendix 3: Project Management Table

The Project Management Table reflects organizational structures & meeting schedules to ensure the project stakeholders are tracking and monitoring goals, are communicating efficiently/sharing information, and problem-solving issues as they arise. This table reflects the meeting schedule for the following project groups:

- The Leadership Team: SPS Project Director & Manager, UW/Smart Center Project Liaison, Sound Supports Project Liaison.
- Evaluation Team: SPS Project Director & Manager, UW/SMART Center Project Liaison
- Professional Development Group: All SPS staff who work directly with schools and students supporting Tier II & III needs.
- PLC Group: Grant-funded, site-based staff who are implementing ISF in schools. This group can also include school-based staff who are on MTSS teams and are supporting ISF implementation in schools.
- School-based Leadership Team: Building Principal or primary contact for project, MTSS/PBIS liaison, Grant-funded site-based staff, additional staff as recommended by the building leader

	September – December	January – March	April – June	July – August
Year 1, 2019-2020 <u>Phase 1</u> : Needs assessment, District training, policy and process development, and partnering with Cohort 1 schools.	Quarterly Leadership Meeting Quarterly Evaluation Team Meeting Quarterly Meeting with School-based Leadership Team Monthly Professional Development Group Meeting 2 x Monthly PLC Group Supervision	Quarterly Leadership Meeting Quarterly Evaluation Team Meeting Quarterly Meeting with School-based Leadership Team Monthly Professional Development Group Meeting 2 x Monthly PLC Group Supervision	Quarterly Leadership Meeting Quarterly Evaluation Team Meeting Quarterly Meeting with School-based Leadership Team Monthly Professional Development Group Meeting 2 x Monthly PLC Group Supervision	Quarterly Leadership Meeting Quarterly Evaluation Team Meeting Quarterly Meeting with School-based Leadership Team
Year 1 - Project Management Outcomes	Evaluation of current systems, calibrating goals, setting project benchmarks, developing detailed project plan, establishing communication protocols, setting	Monitoring project benchmarks and goals (reoccurring). Setting fidelity and accountability measures for project actions.	Integration of project goals and deliverables into SPS system; alignment of across departments. Begin policy and procedure	Annual Review: Reflecting, Reviewing, Revising Plans Create Annual Report

	<p>meetings norms and agendas.</p> <p>Begin leadership collaboration and planning process with school sites.</p>	<p>Data systems developed and implemented with fidelity.</p> <p>Supervision structures are set. Monitoring staff needs & skills (reoccurring).</p> <p>Monitor collaboration structures with schools (reoccurring).</p>	<p>changes, as needed.</p> <p>Review project data (1st round, reoccurring).</p>	
<p>Year 2, 2020-2021</p> <p><u>Phase 2:</u> ISF implementation in Cohort 1 Schools</p>	<p>Quarterly Leadership Meeting</p> <p>Quarterly Evaluation Team Meeting</p> <p>Quarterly Meeting with School-based Leadership Team</p> <p>Monthly Professional Development Group Meeting</p> <p>2 x Monthly PLC Group Supervision</p>	<p>Quarterly Leadership Meeting</p> <p>Quarterly Evaluation Team Meeting</p> <p>Quarterly Meeting with School-based Leadership Team</p> <p>Monthly Professional Development Group Meeting</p> <p>2 x Monthly PLC Group Supervision</p>	<p>Quarterly Leadership Meeting</p> <p>Quarterly Evaluation Team Meeting</p> <p>Quarterly Meeting with School-based Leadership Team</p> <p>Monthly Professional Development Group Meeting</p> <p>2 x Monthly PLC Group Supervision</p>	<p>Quarterly Leadership Meeting</p> <p>Quarterly Evaluation Team Meeting</p> <p>Quarterly Meeting with School-based Leadership Team</p>
<p>Year 2 – Outcomes</p>	<p>Monitoring project benchmarks and goals (reoccurring).</p> <p>Monitoring staff needs & skills (reoccurring).</p> <p>Monitor collaboration structures with</p>	<p>Continuous Process of Improvement – evaluate and monitor reoccurring items.</p>	<p>Continuous Process of Improvement – evaluate and monitor reoccurring items.</p>	<p>Annual Review: Reflecting, Reviewing, Revising Plans</p> <p>Create Annual Report</p>

	<p>schools (reoccurring).</p> <p>Review project data (reoccurring).</p> <p>Evaluate Project Management plan, process, and norms; revise as necessary (reoccurring).</p>			
<p>Year 3, 2021-2022</p> <p><u>Phase 2</u>: ISF implementation in Cohort 1 Schools</p>	<p>Quarterly Leadership Meeting</p> <p>Quarterly Evaluation Team Meeting</p> <p>Quarterly Meeting with School-based Leadership Team</p> <p>Monthly Professional Development Group Meeting</p> <p>2 x Monthly PLC Group Supervision</p>	<p>Quarterly Leadership Meeting</p> <p>Quarterly Evaluation Team Meeting</p> <p>Quarterly Meeting with School-based Leadership Team</p> <p>Monthly Professional Development Group Meeting</p> <p>2 x Monthly PLC Group Supervision</p>	<p>Quarterly Leadership Meeting</p> <p>Quarterly Evaluation Team Meeting</p> <p>Quarterly Meeting with School-based Leadership Team</p> <p>Monthly Professional Development Group Meeting</p> <p>2 x Monthly PLC Group Supervision</p>	<p>Quarterly Leadership Meeting</p> <p>Quarterly Evaluation Team Meeting</p> <p>Quarterly Meeting with School-based Leadership Team</p>
Year 3 – Outcomes	<p>Monitoring project benchmarks and goals (reoccurring).</p> <p>Monitoring staff needs & skills (reoccurring).</p> <p>Monitor collaboration structures with schools (reoccurring).</p> <p>Review project data (reoccurring).</p>	<p>Continuous Process of Improvement – evaluate and monitor reoccurring items.</p> <p>Project Development with Phase 2 school sites.</p>	<p>Continuous Process of Improvement – evaluate and monitor reoccurring items.</p> <p>Project Development with Phase 2 school sites.</p>	<p>Annual Review: Reflecting, Reviewing, Revising Plans</p> <p>Create Annual Report</p> <p>Create “Lessons Learned Report, Implementation Guidelines, and Sustainable Plan” to guide work in Cohort 2 schools, and support sustainable</p>

	<p>Evaluate Project Management plan, process, and norms; revise as necessary (reoccurring).</p> <p>Begin leadership collaboration and planning process with Phase 2 school sites.</p>			actions in Cohort 1 schools.
<p>Year 4, 2022-2023</p> <p><u>Phase 3:</u> ISF Implementation in Cohort 2 schools.</p>	<p>Quarterly Leadership Meeting</p> <p>Quarterly Evaluation Team Meeting</p> <p>Quarterly Meeting with School-based Leadership Team</p> <p>Monthly Professional Development Group Meeting</p> <p>2 x Monthly PLC Group Supervision</p>	<p>Quarterly Leadership Meeting</p> <p>Quarterly Evaluation Team Meeting</p> <p>Quarterly Meeting with School-based Leadership Team</p> <p>Monthly Professional Development Group Meeting</p> <p>2 x Monthly PLC Group Supervision</p>	<p>Quarterly Leadership Meeting</p> <p>Quarterly Evaluation Team Meeting</p> <p>Quarterly Meeting with School-based Leadership Team</p> <p>Monthly Professional Development Group Meeting</p> <p>2 x Monthly PLC Group Supervision</p>	<p>Quarterly Leadership Meeting</p> <p>Quarterly Evaluation Team Meeting</p> <p>Quarterly Meeting with School-based Leadership Team</p>
Year 4 – Outcomes	<p>Monitoring project benchmarks and goals (reoccurring).</p> <p>Setting fidelity and accountability measures for project actions, Phase 2 schools.</p> <p>Data systems developed and implemented with fidelity, Phase 2 schools.</p>	<p>Continuous Process of Improvement – evaluate and monitor reoccurring items.</p> <p>System Integration – Phase 2 schools</p> <p>Begin policy and procedure changes, as needed, Phase 2 schools.</p>	<p>Continuous Process of Improvement – evaluate and monitor reoccurring items.</p>	<p>Annual Review: Reflecting, Reviewing, Revising Plans</p> <p>Create Annual Report</p>

	Supervision structures are set. Monitoring staff needs & skills (reoccurring). Monitor collaboration structures with schools (reoccurring).			
Year 5, 2023-2024 <u>Phase 3</u> : ISF Implementation in Cohort 2 schools.	Quarterly Leadership Meeting Quarterly Evaluation Team Meeting Quarterly Meeting with School-based Leadership Team Monthly Professional Development Group Meeting 2 x Monthly PLC Group Supervision	Quarterly Leadership Meeting Quarterly Evaluation Team Meeting Quarterly Meeting with School-based Leadership Team Monthly Professional Development Group Meeting 2 x Monthly PLC Group Supervision	Quarterly Leadership Meeting Quarterly Evaluation Team Meeting Quarterly Meeting with School-based Leadership Team Monthly Professional Development Group Meeting 2 x Monthly PLC Group Supervision	Quarterly Leadership Meeting Quarterly Evaluation Team Meeting Quarterly Meeting with School-based Leadership Team
Year 5 – Outcomes	Continuous Process of Improvement – evaluate and monitor reoccurring items.	Continuous Process of Improvement – evaluate and monitor reoccurring items.	Continuous Process of Improvement – evaluate and monitor reoccurring items.	Annual Review: Reflecting Create Annual Report Create “Lessons Learned and Sustainability” report.

Appendix 4: Schedule of Professional Development & PLCs

This section will provide an annual schedule of Professional Development and Professional Learning Community across the 5-years, and 3 Phases of the project. Professional Development opportunities will be offered to a broad group of professionals who partner with schools to implement Tier II and III supports for students. This action of staff development will allow SPS to provide technical assistance and coaching to a broader group of professionals, imbed sustainability into the PG plan, and impact more students and school within Phase 1 of the project plan. PLC work will include a smaller group of staff who work directly with Cohort school to implement ISF. Their targeted PLC and supervision is organized with the objective of providing intensive technical support and coaching content to facilitate a change in systems at the school level. Cohort schools will receive direct Professional Development from our UW/SMART Center and Sound Supports Consultants.

- Professional Development Group: All SPS staff who work directly with schools and students supporting Tier II & III needs.
- PLC Group: Grant-funded, site-based staff who are implementing ISF in schools. This group can also include school-based staff who are on MTSS teams and are supporting ISF implementation in schools.
- Cohort School Group: Cohort Schools will receive 2, 4-hour professional development on ISF/PBIS Implementation. Professional Development will be scheduled with the school principal, and delivered on designated District PD days, as outlined in the SPS/SEA Competitive Bargaining Agreement.

	September – December	January – March	April – June	Summer
Year 1, 2019-2020 <u>Phase 1</u> : System Alignment; Training District Staff	2 x Monthly Technical Skills Development PD & PLC Group 1 x Monthly PLC, PLC Group 3 x Cohort School Group PD	2 x Monthly Technical Skills Development PD & PLC Group 1 x Monthly PLC, PLC Group 3 x Cohort School Group PD	2 x Monthly Technical Skills Development PD & PLC Group 1 x Monthly PLC, PLC Group 2 x Cohort School Group PD	1 x Summer Technical Skills Development – All groups can attend.
Year 1 – Outcomes	Calibration of understanding of PBIS and ISF, development of PLC structures, data and problem-solving process, system change, coaching practices.			
Year 2, 2020-2021 <u>Phase 2</u> : Cohort 1, School-based Support and Training	2 x Monthly Technical Skills Development PD & PLC Group 1 x Monthly PLC, PLC Group 5-days, Tier II & III Training, PLC Group & Cohort School Group	2 x Monthly Technical Skills Development PD & PLC Group 1 x Monthly PLC, PLC Group	2 x Monthly Technical Skills Development PD & PLC Group 1 x Monthly PLC, PLC Group	1 x Summer Technical Skills Development

Year 2 – Outcomes	Tier II/III Practices: School Mental Health Curriculum, Universal Screening and tiring/referral, Tier II & III Intervention (selecting, implementing, progress monitoring, and assessing fidelity of implementation of evidence-based mental health interventions), Tier II & III intervention tracking.			
Year 3, 2021-2022 Phase 2: Cohort 1, School-based Support and Training	2 x Monthly Technical Skills Development PD & PLC Group 1 x Monthly PLC, PLC Group	2 x Monthly Technical Skills Development PD & PLC Group 1 x Monthly PLC, PLC Group	2 x Monthly Technical Skills Development PD & PLC Group 1 x Monthly PLC, PLC Group	1 x Summer Technical Skills Development
Year 3 – Outcomes	Re-teaching and supporting implementation of Year 2 PD/PLC Outcomes; Supporting expanded Tier II & III options (FBA/BIP, CICO, Class Pass, Social Skills Instruction, Counseling Groups, CBITS/Bounce Back, etc.)			
Year 4, 2022-2023 Phase 3: Cohort 2, School-based Support and Training	2 x Monthly Technical Skills Development PD & PLC Group 1 x Monthly PLC, PLC Group 5-days, Tier II & III Training, PLC Group & Cohort School Group	2 x Monthly Technical Skills Development PD & PLC Group 1 x Monthly PLC, PLC Group	2 x Monthly Technical Skills Development PD & PLC Group 1 x Monthly PLC, PLC Group	1 x Summer Technical Skills Development
Year 4 – Outcomes	Tier II/III Practices: School Mental Health Curriculum, Universal Screening and tiring/referral, Tier II & III Intervention (selecting, implementing, progress monitoring, and assessing fidelity of implementation of evidence-based mental health interventions), Tier II & III intervention tracking.			
Year 5, 2023-2024 Phase 3: Cohort 2, School-based Support and Training	2 x Monthly Technical Skills Development PD & PLC Group 1 x Monthly PLC, PLC Group	2 x Monthly Technical Skills Development PD & PLC Group 1 x Monthly PLC, PLC Group	2 x Monthly Technical Skills Development PD & PLC Group 1 x Monthly PLC, PLC Group	1 x Summer Technical Skills Development
Year 5 – Outcomes	Re-teaching and supporting implementation of Year 2 PD/PLC Outcomes; Supporting expanded Tier II & III options (FBA/BIP, CICO, Class Pass, Social Skills Instruction, Counseling Groups, CBITS/Bounce Back, etc.)			

Appendix 5: Data & Evaluation Schedule

The following table is a proposed schedule of activities and events for developing, collecting, and evaluating project outcome data, and student outcome data, Year 1 – 5. These events are subject to change based on the review of systems that is scheduled to occur Phase 1, Quarter 1 of the Grant.

	September – December	January – March	April – June	July – August
Year 1: Phase 1, System review and alignment; identification of and development of data tools; begin supporting data fluency at Cohort Schools	<p>Quarterly Evaluation Team Meeting</p> <p>Data Sharing Agreements; MOU</p> <p>Review Existing Outcome Data & Data Sources for Usability and Predictive Use for Outcomes (Academic, Behavior, Discipline, Climate)</p> <p>Begin development of Qualitative Impact Survey for Students, Family, and Schools.</p> <p>Begin policy & procedure work for Screening Measures</p>	<p>Quarterly Evaluation Team Meeting</p> <p>Develop Project Goals and Objectives Evaluation (Actions, Deliverables, School, and Student Outcomes)</p> <p>Identify and vet any additionally data sources necessary for project evaluation</p> <p>Align Project Data to District Assessment Schedule; Create Project Assessment Schedule</p>	<p>Quarterly Evaluation Team Meeting</p> <p>Work with Cohort 1 school teams to “set the stage” for data procedures</p> <p>Review Cohort 1 & Cohort 2 School data and data practices</p> <p>Identify and plan for any staff training, policy or procedure work to implement comprehensive data system for Phase 2.</p>	<p>Quarterly Evaluation Team Meeting</p> <p>Project Evaluation & Outcomes Report</p>
Year 2 – 5 Data and Assessment (Proposed)	Fall Assessment	Winter Assessment	Spring Assessment	NA
	<p>Fountas & Pinnell – Measurement of Instructional Reading Levels, K – 5</p> <p>SPS Interim Assessments – Math and Reading Intermediate and Middle</p> <p>Attendance & Behavior:</p>	<p>Fountas & Pinnell – Measurement of Instructional Reading Levels, K – 5</p> <p>SPS Interim Assessments – Math and Reading Intermediate and Middle</p> <p>Attendance & Behavior:</p>	<p>Academic: SBA Math, Writing, LA</p> <p>Fountas & Pinnell – Measurement of Instructional Reading Levels, K – 5</p> <p>SPS Interim Assessments – Math and Reading Intermediate and Middle</p>	N/A

	Disciplinary Incidents	Disciplinary Incidents	Attendance & Behavior:	
	Missed Instruction Log	Missed Instruction Log	Disciplinary Incidents	
	Attendance Rates	Attendance Rates	Missed Instruction Log	
	Universal Screening	Universal Screening	Attendance Rates	
	Climate & Belonging:	Climate & Belonging:	Universal Screening	
	Climate Survey	Climate Survey	Climate & Belonging:	
	Progress Monitoring, Behavior: To be developed	Progress Monitoring, Behavior: To be developed	Climate Survey	
	Culmination of Interventions: Qualitative Impact Survey for Students, Family, and Schools	Culmination of Interventions: Qualitative Impact Survey for Students, Family, and Schools	Progress Monitoring, Behavior: To be developed	
	System Evaluation:	System Evaluation:	Culmination of Interventions: Qualitative Impact Survey for Students, Family, and Schools	
	TFI & ISF Fidelity Measure	TFI & ISF Fidelity Measure	System Evaluation:	
			TFI & ISF Fidelity Measure	
Year 2 – 5 Data and Evaluation Activities	Quarterly Evaluation Team Meeting	Quarterly Evaluation Team Meeting	Quarterly Evaluation Team Meeting	Quarterly Evaluation Team Meeting
	Monitoring data and assessment practices; continuous process of improvement; problem solving	Monitoring data and assessment practices; continuous process of improvement; problem solving	Monitoring data and assessment practices; continuous process of improvement; problem solving	Project Evaluation & Outcomes Report

	issues as they arise.	issues as they arise.	issues as they arise.	
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Appendix 6: Sound Supports Activities, Budget, and Letter of Commitment

Sound Supports – Cost Analysis

Seattle Public Schools - School Climate Grant

Deliverable(s)	Cost
District ISF Meetings and Technical Assistance <ol style="list-style-type: none"> 1. Facilitate District Capacity Assessment & Multi-year Implementation Plan (Estimated time 4-6 hours) including a summary of DCA findings) 2. Attend four District ISF Meetings (Est. 16 hours) 3. Provide coaching and technical assistance to SPS MTSS District Leadership Team through meetings, phone calls, emails, etc (Est. 20 hours) 4. Provide a multi-year, multi-school school evaluation schedule to coordinate with the implementation plan & selected schools (Est. 6 hours). 5. Create an annual report and evaluation of PBIS implementation to measure fidelity and assess the impact on improving student outcomes (Est. 6 hours). 	\$225 per hour x 54 Hours = \$12,150
Ten Half-Day ISF Coach Meetings for District Coaches (Est. 30 hours)	\$225 per hour x 30 Hours = \$6,750
Tiered Professional Development Training for Schools (Est. 8 Days). Includes Preparation Time	\$2,250 per day x 8 Days = \$18,000
Onsite Training, Coaching, Technical Assistance and Evaluation for 4 Demonstration Schools (Est. 30 Hours Each) = 120 Hours	\$225 per hour x 120Hours = 27,000
Travel at \$65.00 Per Trip x 30 Trips	\$65.00 per trip x 30 = \$1,950

	\$65,800
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Sound Supports LLC



July 16, 2019

To whom it may concern,

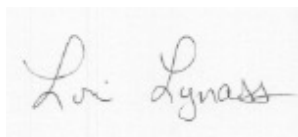
I am pleased to write this letter of support for the Seattle Public Schools application, for the Local Educational Agencies School Climate Transformation Grant. Sound Supports has supported two previously funded Local Educational Agencies who received funding through the School Climate Transformation Grant. The Executive Director of Sound Supports currently sits on the advisory board for Washington State's School Climate Transformation Grant and also works closely with the National PBIS TA Center as well as our regional partner the Northwest PBIS Network whom Sound Supports collaborates with. These connections will help build a strong infrastructure in Seattle Public Schools as they build internal capacity for an Interconnected Schools Framework (ISF) implementation.

Sound Supports has been working with Seattle Public Schools as a training and technical assistance provider for PBIS over the past four years. Sound Supports has a staff with a variety of expertise, which assists us in supporting the diverse needs of Seattle Public Schools. The Executive Director, Dr. Lori Lynass has over 20 years experience in education and 15 years supporting schools with PBIS and Multi-tiered Systems of Support. She has worked with over 1,000 schools in PBIS implementation, which includes mental health needs.

For the Local Educational Agencies School Climate Transformation Grant, Sound Supports commits to continuing to provide the needed training and technical assistance to build an Interconnected Schools Framework. Sound Supports will also work with the District MTSS-B team to build internal capacity to support an Interconnected Schools Framework, so that by the end of the grant, they no longer need to rely on an external agency for support.

We look forward to partnership with the Seattle Public Schools in development of their School Climate Transformation Grant project.

Sincerely,



Lori Lynass, Ed.D.

Executive Director, Sound Supports

www.soundsupportsk12.com

Appendix 7: UW/SMART Center Technical Assistance, Budget, and Letter of Commitment

Technical Assistance Support

Year 1 – System Alignment

Assess district leadership teaming structures	\$200/hour X 5 hours	\$1,000
Assist district leadership team as they expand teams to include mental health/community partners and family and youth in leadership team structure and establish DCLT procedures and routines	\$200/hour X 5 hours	\$1,000
Complete a Needs Assessment that includes the District Self Assessment (DSFI) to: <ul style="list-style-type: none"> • Review current initiatives • Conduct staff utilization • Review existing school and community data • Assess district and demo school readiness • Assess district, school and community resources • Create a 5year action plan to establish a process and protocol for collecting and analyzing data for decision making at district and school level 	\$200/hour X 10 hours	\$2000
Provide training to DCLT on ISF	\$2000/day X 1 day	\$2000
Establish or revise Memorandums of Understanding between district and community partners to reflect an integrated approach.	\$200/hour X 10 hours	\$2000
Develop an Evaluation Plan	\$200/hour X 5 hours	\$1000
Facilitate a process to select and implement Universal Screening in the pilot schools. Determine screener to be utilized at demonstration sites and assist district with creating a screening protocol including administration instructions, working with IT to ensure ease of completion and rapid access to results, interpretation of results and a system to match student needs to evidence-based interventions. Establish routines and procedures at the district level.	\$200/hour X 15 hours	\$3000
Develop a process for selecting, implementing, progress monitoring, and assessing fidelity of implementation of evidence-based mental health interventions.	\$200/hour X 15 hours	\$3000
Professional Development creation and delivery for district and building level coaches based on the ISF training material and 2019 National School Mental Health Curriculum.	\$2000/day Four ½ days	\$4000
Attend DCLT leadership team meetings	\$200/hour X 8 hours	\$1600
Technical Assistance	\$200/hour X 15 hours	\$3000
	Total	\$23,600

At the school-level, components of training and technical assistance include a similar process that occurs at the district level including **skill development for key coaching staff and training for building leadership teams on the Tier II/II data, systems, and practices of an integrated support system**. An additional element is **training for community mental health providers** to help build their skills and

understanding of service delivering in an MTSS framework and the context to delivering services in schools.

Years 2 and 3 (3-4 schools – Cohort 1)

Assess teaming structures at the building level	\$200/hour X 4 hours – per school	\$800 X 4 schools	\$1,200
Expand teams to address social, emotional, behavior needs of our students to include mental health/community partners and family and youth in leadership team structure	\$200/hour X 5 hours – per school	\$1000 X 4 schools	\$4,000
<p>Tier II/III Building Team Training that includes:</p> <p>Assessing status of PBIS and Mental Health by Completing the ISF Action Planning Companion Guide to the TFI</p> <p>Resource mapping, staff utilization, intervention availability, assess readiness, capacity, identify strengths and needs, and create a multi-year action plan</p> <p>Establish or refine Memorandums of Understanding between school and community partners to reflect an integrated approach</p> <p>Training utilizing the 8 modules from the 2019 National School Mental Health Curriculum and ISF Modules (to be released Spring 2020)</p> <p>Establish School Level Routines and Procedures:</p> <ul style="list-style-type: none"> • Develop Universal Screening protocols and deliver training and support for screening administration 3xs/ year (Winter, Spring and Fall) following district guidelines • Selecting, implementing, progress monitoring, and assessing fidelity of implementation of evidence-based mental health interventions. • Establish Tier 2/3 tracking and process for individual student and programmatic level review of interventions that also includes decision rules for entrance, monitoring, and exit criteria for each intervention. 	\$2000/day X 5 days	\$10000	\$10,000
Facilitate the completion the ISF Implementation Inventory annually.	\$200/hour X 4 hours – per school	\$800 X 4 schools	\$1200

Training and follow up support for school-based clinicians on evidence-based school mental health interventions (e.g., Cognitive Behavioral Intervention for Trauma in Schools or CBITS, Bounce Back, Support for Students Exposed to Trauma, Psychological First Aid) with follow on TA.	5 full days	\$2500/hour X 5 days	\$12,500
Measure fidelity at Tier II and III 1-2 times per year	\$200/hour X 4 hours – per school	\$800 X 4 schools	\$1,200
Overview of MTSS and school mental health for community partners working with schools	\$200/hour X 4 hours	\$800	\$800
Attend Building leadership Team meetings	\$200/hour X 6	\$1200/ schools 4	\$4,800
Technical Assistance	\$200/hour X 10	\$2000/ school s 4	\$8,000
	TOTAL		\$43,700

Years 4 -5 (3-4 schools – Cohort 2)

Assess teaming structures at the building level	\$200/hour X 4 hours – per school	\$800 X 4 schools	\$1,200
Expand teams to address social, emotional, behavior needs of our students to include mental health/community partners and family and youth in leadership team structure	\$200/hour X 5 hours – per school	\$1000 X 4 schools	\$4,000
<p>Tier II/III Building Team Training that includes:</p> <p>Assessing status of PBIS and Mental Health by Completing the ISF Action Planning Companion Guide to the TFI</p> <p>Resource mapping, staff utilization, intervention availability, assess readiness, capacity, identify strengths and needs, and create a multi-year action plan</p> <p>Establish or refine Memorandums of Understanding between school and community partners to reflect an integrated approach</p> <p>Training utilizing the 8 modules from the 2019 National School Mental Health Curriculum and ISF Modules (to be released Spring 2020)</p> <p>Establish School Level Routines and Procedures:</p>	\$2000/day X 5 days	\$10000	\$10,000

Develop Universal Screening protocols and deliver training and support for screening administration 3xs/ year (Winter, Spring and Fall) following district guidelines			
Selecting, implementing, progress monitoring, and assessing fidelity of implementation of evidence-based mental health interventions.			
Establish Tier 2/3 tracking and process for individual student and programmatic level review of interventions that also includes decision rules for entrance, monitoring, and exit criteria for each intervention.			
Facilitate the completion the ISF Implementation Inventory annually.	\$200/hour X 4 hours – per school	\$800 X 4 schools	\$1200
Training and follow up support for school-based clinicians on evidence-based school mental health interventions (e.g., Cognitive Behavioral Intervention for Trauma in Schools or CBITS, Bounce Back, Support for Students Exposed to Trauma, Psychological First Aid) with follow on TA.	5 full days	\$2500/hour X 5 days	\$12,500
Measure fidelity at Tier II and III 1-2 times per year	\$200/hour X 4 hours – per school	\$800 X 4 schools	\$1,200
Overview of MTSS and school mental health for community partners working with schools	\$200/hour X 4 hours	\$800	\$800
Attend Building leadership Team meetings	\$200/hour X 6	\$1200/ schools 4	\$4,800
Technical Assistance	\$200/hour X 10	\$2000/ schools 4	\$8,000
	TOTAL		\$43,700

Evaluation & Analysis Support

Budget Request Between

**University of Washington School Mental Health Assessment, Research, and Training (SMART)
Center and Seattle Public Schools**

Evaluation and Data Support for Local Climate Transformation Grant

BUDGET

Item	Activities	Total
UW SMART Personnel (Salaries + Fringe)	Participation on evaluation team, data analysis and preparation, completion of relevant reports (1,152 hours)	\$47,787
Total Direct costs		\$47,787
UW Indirect @ 30.6%		\$14,623
Total		\$62,410



July 19, 2019

Wyeth Jessee

Chief of Student Supports, Seattle Public Schools

2445 3rd Ave. S

Seattle, WA 98134

Dear Mr. Jessee,

The School Mental Health Assessment, Research, and Training (SMART) Center at the University of Washington is pleased to provide this letter of support and commitment to Seattle Public Schools' *Federal School Climate Transformation Grant for Local Educational Agencies*. We look forward to the opportunity to assist SPS by providing training, coaching, and technical assistance for building a district-wide interconnected PBIS and School Mental Health (SMH) system. We will also be pleased to serve as a member of your evaluation team, and to provide conceptual, data collection, analytic, and interpretive support to the evaluation of your transformation initiative.

As you know from our long history of collaboration, the UW SMART Center provides training, technical assistance, evaluation, and other kinds of implementation support to districts in Washington and nationwide. We are also a core partner in Washington's State Education Agency (SEA) School Climate Transformation Grant. As part of this effort, UW SMART is providing training and consultation to districts across the state for the SEA grant, allowing us to offer training, coaching, and TA to Seattle Schools and other districts that is fully aligned with the statewide climate transformation strategy.

Dually housed in the UW College of Education and School of Medicine, the SMART Center is an implementation research and technical assistance center dedicated to improving the accessibility, effectiveness and equity of multi-tiered school based mental and behavioral health services. The SMART Center currently receives support from over a dozen federal research grants, as well as over 20 state and local contracts through which we improve systems, train the workforce, and assess quality and outcomes, all in the pursuit of more effective school mental health. The SMART Center also leads the SAMHSA-funded Northwest School Mental Health Technology Transfer Center, through which we support effective school mental health in our four state (AK, ID, OR, WA) region. Through this work, UW SMART serves as a leader in the implementation of evidence-based SMH programs and practices, including Positive Behavioral Interventions and Supports, the Interconnected Systems Framework, Screening, Brief intervention and Referral to Treatment (SBIRT), and many other frameworks and strategies. For Seattle's local SCTG project, we will also contribute our expertise in evaluating implementation success, fidelity, quality, and outcomes of the strategies detailed in your proposal to the Department of Education.

In sum, as a primary source for SMH training, technical assistance, and coaching support for Washington and the northwest region, the SMART Center is excited to work with Seattle Public Schools, and to apply our experience and expertise to our home school district – the district that educates our own children. We are excited about the opportunity to build upon our long history of collaboration, and to support the development and evaluation coordination of an integrated system of behavioral supports in your schools and our community. We wish you the best of luck with this important proposal.

Sincerely,



Eric J. Bruns, Ph.D.

Aaron R. Lyon, Ph.D.

Kelcey Schmitz, MEd

Professor and Associate Director

Associate Professor and Director

Training and TA Specialist

