

Division of Equity, Partnerships and Engagement

To: Dr. Brent Jones, Superintendent
Board of Directors, Seattle Public Schools

From: James Bush
Assistant Superintendent - Equity, Partnerships and Engagement

Date: June 23, 2022

Re: Annual Report for Policy 0030 – Ensuring Educational and Racial Equity

Comments:

Policy 0030 – The Superintendent is authorized to develop procedures to implement this policy, including an action plan with clear accountability and metrics. At least annually the Superintendent shall report to the School Board on the progress towards achieving the goals outlined in this policy.

The Annual Report for 2021-2022, developed by the division of Equity, Partnerships and Engagement, is a system-wide report of equity-focused work represented by multiple district departments, staff, and community stakeholder groups. This report represents a sampling of initiatives in place throughout the district. Each initiative reflects the following:

- Alignment with Policy 0030
- Initiative Goals, Outcomes, and Impact
- Alignment with the Seattle Excellence 2019-2024 Strategic Plan
- Intentional Consideration of Opportunities for Growth and Improvement.

This report demonstrates our accountability to Policy 0030 and to embedding educational and racial equity in all of our work.

Sincerely,

James Bush, MPA
Assistant Superintendent - Equity, Partnerships and Engagement

2021-2022 Annual Report for Policy No. 0030

Ensuring Educational and Racial Equity

Seattle Public Schools is committed to the success of every student in each of our schools and to achieving our mission of ensuring that all students graduate ready for college, career, and life. We believe that the responsibility for student success is broadly shared by the Seattle Public Schools community (comprised of the School Board, central office leadership, school leadership, educators, students, families, and community-based organizations) and that our partnership is key to success. The initiatives below highlight efforts guided by partnerships across the Seattle Public Schools community to maintain accountability to the 8 Commitments of Policy 0030:

1. **Equitable Access** - *The district shall provide every student with equitable access to a high-quality curriculum, support, facilities, and other educational resources, even when this means differentiating resource allocation.*
 - **Academics** – *3rd Grade Reading Goal (p. 8)*
 - **Academics** - *7th Grade Math Goal Planning and Implementation (p. 9)*
 - **Academics** - *Bilingual Spanish Language Partnership with Villa Comunitaria & Sistema Escolar (p. 10)*
 - **Academics** - *Continued Diversity Analysis of Library Collections (p. 11)*
 - **Academics** - *Grading for Equity and Graduation Success for College and Career Readiness (p. 15)*
 - **Academics** – *K-5 Math Adoption (p. 16)*
 - **Academics** – *K-12 Science Adoption (p. 17)*
 - **Academics** – *Math 7/8 Compacted Course (p. 22)*
 - **Academics** - *P-3 Early Literacy Preschool Alignment Initiative (p. 23)*
 - **Academics** - *Partners and Leaders United with Students (PLUS) Program (p. 25)*
 - **Academics** - *Practitioner Capacity and Belief: K-5 English Language Arts and Social Studies Alignment to Dr. Muhammad’s Culturally and Historically Responsive Framework (p. 26)*
 - **Academics** - *Satterberg Literacy Initiative – Site-based Literacy Coaching (p. 29)*
 - **Academics** - *Update to Board Policy 2140 Guidance, Counseling and Support Services (p. 32)*
 - **Business & Finance** – *Participatory Budgeting (p. 38)*
 - **Equity, Partnerships & Engagement** – *Central Office Racial Equity (CORE) Team Program, Racial Equity Team (RET) Program (p. 40)*
 - **Equity, Partnerships & Engagement** – *Families, Education, Preschool, and Promise (FEPP) Levy Funding for K–12 School Based Investments for the 2020–2021 through 2025–2026 School Years (p. 41)*
 - **Equity, Partnerships & Engagement** – *Seattle Intervention Tracking and Community Partner Access; Year 3 of 3 (p. 42)*
 - **Public Affairs** – *State of the District Address 2022 (p. 55)*

- **Student Support Services** - *Prioritize Students Furthest from Educational Justice in Identification Practices, Comprehensive Coordinated Early Intervening Services (CCEIS) (p. 58)*
2. **Racial Equity Analysis** - *The district shall review existing policies, programs, professional development, and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed using a racial equity analysis tool.*
- **Academics** - *7th Grade Math Goal Planning and Implementation (p. 9)*
 - **Academics** - *Bilingual Spanish Language Partnership with Villa Comunitaria & Sistema Escolar (p. 10)*
 - **Academics** - *Continued Diversity Analysis of Library Collections (p. 11)*
 - **Academics** - *K-5 Math Adoption (p. 16)*
 - **Academics** - *Learning for Equity Network (p. 19)*
 - **Academics** - *Math 7/8 Compacted Course (p. 22)*
 - **Academics** - *Partners and Leaders United with Students (PLUS) Program (p. 25)*
 - **Academics** - *Update to Board Policy 2140 Guidance, Counseling and Support Services (p. 32)*
 - **Business & Finance** - *Participatory Budgeting (p. 38)*
 - **Equity, Partnerships & Engagement** - *Central Office Racial Equity (CORE) Team Program, Racial Equity Team (RET) Program (p. 40)*
 - **Equity, Partnerships & Engagement** - *Families, Education, Preschool, and Promise (FEPP) Levy Funding for K-12 School Based Investments for the 2020-2021 through 2025-2026 School Years (p. 41)*
 - **Human Resources** - *Culturally Responsive Workforce, Diversity of Staff & Leadership - Hiring (p. 47)*
 - **Operations** - *Equity-Based Capital Planning and Project Delivery (p. 53)*
 - **Student Support Services** - *Prioritize Students Furthest from Educational Justice in Identification Practices, Comprehensive Coordinated Early Intervening Services (CCEIS) (p. 58)*
3. **Workforce Equity** - *The district shall actively work to have the teacher and administrator workforce be balanced and reflect the diversity of the student body. The district shall recruit, employ, support, and retain a workforce that includes racial, gender and linguistic diversity, as well as culturally competent administrative, instructional and support personnel.*
- **Academics** - *Educator Rising Career and Technical Organization Option for Academy of Rising Educators (p. 14)*
 - **Equity, Partnerships & Engagement** - *Central Office Racial Equity (CORE) Team Program, Racial Equity Team (RET) Program (p. 40)*
 - **Equity, Partnerships & Engagement** - *Families, Education, Preschool, and Promise (FEPP) Levy Funding for K-12 School Based Investments for the 2020-2021 through 2025-2026 School Years (p. 41)*
 - **Human Resources** - *Culturally Responsive Practice (p. 45)*
 - **Human Resources** - *Culturally Responsive Workforce, Diversity of Staff & Leadership - Hiring (p. 47)*

- **Schools & Continuous Improvement** - *School Leadership Workforce Diversity (p. 57)*
4. **Professional Development** - *The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.*
- **Academics** – *3rd Grade Reading Goal (p. 8)*
 - **Academics** - *7th Grade Math Goal Planning and Implementation (p. 9)*
 - **Academics** - *Digital Learning Professional Learning (p. 12)*
 - **Academics** - *Grading for Equity and Graduation Success for College and Career Readiness (p. 15)*
 - **Academics** – *K-12 Science Adoption (p. 17)*
 - **Academics** – *Learning for Equity Network (p. 19)*
 - **Academics** – *Math 7/8 Compacted Course (p. 22)*
 - **Academics** - *P-3 Early Literacy Preschool Alignment Initiative (p. 23)*
 - **Academics** - *Partners and Leaders United with Students (PLUS) Program (p. 25)*
 - **Academics** - *The Roots: A Culturally Responsive & Antiracist Arts Framework (p. 27)*
 - **Academics** - *Shifting Mindsets Regarding Multilingual Students (p. 31)*
 - **Equity, Partnerships & Engagement** – *Central Office Racial Equity (CORE) Team Program, Racial Equity Team (RET) Program (p. 40)*
 - **Equity, Partnerships & Engagement** – *Families, Education, Preschool, and Promise (FEPP) Levy Funding for K–12 School Based Investments for the 2020–2021 through 2025–2026 School Years (p. 41)*
 - **Human Resources** - *Culturally Responsive Practice (p. 45)*
 - **Human Resources** - *Culturally Responsive Workforce, Diversity of Staff & Leadership – Hiring (p. 47)*
 - **Student Support Services** - *Prioritize Students Furthest from Educational Justice in Identification Practices, Comprehensive Coordinated Early Intervening Services (CCEIS) (p. 58)*
5. **Welcoming School Environments** - *The district shall ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of the School District's student population, their families, and communities.*
- **Academics** - *7th Grade Math Goal Planning and Implementation (p. 9)*
 - **Academics** – *K-12 Science Adoption (p. 17)*
 - **Academics** – *Learning for Equity Network (p. 19)*
 - **Academics** – *Math 7/8 Compacted Course (p. 22)*
 - **Academics** - *Partners and Leaders United with Students (PLUS) Program (p. 25)*
 - **Academics** - *Shifting Mindsets Regarding Multilingual Students (p. 31)*
 - **African American Male Achievement** - *Welcoming School Environments – A Collection of Strategies (p. 34)*
 - **Equity, Partnerships & Engagement** – *Central Office Racial Equity (CORE) Team Program, Racial Equity Team (RET) Program (p. 40)*

- **Equity, Partnerships & Engagement** – *Families, Education, Preschool, and Promise (FEPP) Levy Funding for K–12 School Based Investments for the 2020–2021 through 2025–2026 School Years* (p. 41)
 - **Equity, Partnerships & Engagement** – *Superintendent’s Student Advisory Board (SAB)* (p. 43)
 - **Public Affairs** – *State of the District Address 2022* (p. 55)
 - **Operations** - *Equity-Based Capital Planning and Project Delivery* (p. 53)
 - **Student Support Services** - *Prioritize Students Furthest from Educational Justice in Identification Practices, Comprehensive Coordinated Early Intervening Services (CCEIS)* (p. 58)
6. **Partnerships** – *The district will include other partners who have demonstrated culturally specific expertise – including families, government agencies, institutes of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general – in meeting our high goals for educational outcomes.*
- **Academics** - *Bilingual Spanish Language Partnership with Villa Comunitaria & Sistema Escolar* (p. 10)
 - **Academics** - *Continued Diversity Analysis of Library Collections* (p. 11)
 - **Academics** – *K-5 Math Adoption* (p. 16)
 - **Academics** – *Learning for Equity Network* (p. 19)
 - **Academics** - *“Let’s Go Further” Bike and Pedestrian Safety Program* (p. 21)
 - **Academics** – *Math 7/8 Compacted Course* (p. 22)
 - **Academics** - *Partners and Leaders United with Students (PLUS) Program* (p. 25)
 - **Equity, Partnerships & Engagement** – *Central Office Racial Equity (CORE) Team Program, Racial Equity Team (RET) Program* (p. 40)
 - **Equity, Partnerships & Engagement** – *Families, Education, Preschool, and Promise (FEPP) Levy Funding for K–12 School Based Investments for the 2020–2021 through 2025–2026 School Years* (p. 41)
 - **Equity, Partnerships & Engagement** – *Seattle Intervention Tracking and Community Partner Access; Year 3 of 3* (p. 42)
 - **Human Resources** - *Culturally Responsive Workforce, Diversity of Staff & Leadership – Hiring* (p. 47)
 - **Public Affairs** – *State of the District Address 2022* (p. 55)
 - **Student Support Services** - *Prioritize Students Furthest from Educational Justice in Identification Practices, Comprehensive Coordinated Early Intervening Services (CCEIS)* (p. 58)
7. **Multiple Pathways to Success** – *The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support, and expect high academic achievements for all students.*
- **Academics** - *7th Grade Math Goal Planning and Implementation* (p. 9)
 - **Academics** - *Grading for Equity and Graduation Success for College and Career Readiness* (p. 15)
 - **Academics** – *K-12 Science Adoption* (p. 17)
 - **Academics** – *Math 7/8 Compacted Course* (p. 22)

- **Academics** - *Partners and Leaders United with Students (PLUS) Program* (p. 25)
 - **Equity, Partnerships & Engagement** – *Central Office Racial Equity (CORE) Team Program, Racial Equity Team (RET) Program* (p. 40)
 - **Equity, Partnerships & Engagement** – *Families, Education, Preschool, and Promise (FEPP) Levy Funding for K–12 School Based Investments for the 2020–2021 through 2025–2026 School Years* (p. 41)
8. **Recognizing Diversity** - *Consistent with state regulations and District policy and within budgetary considerations, the district shall provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity, and other differences that contribute to the uniqueness of each student and staff member.*
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 - **Academics** – *K-12 Science Adoption* (p. 17)
 - **Academics** - *Practitioner Capacity and Belief: K-5 English Language Arts and Social Studies Alignment to Dr. Muhammad’s Culturally and Historically Responsive Framework* (p. 26)
 - **Academics** - *The Roots: A Culturally Responsive & Antiracist Arts Framework* (p. 27)
 - **Academics** - *Shifting Mindsets Regarding Multilingual Students* (p. 31)
 - **Equity, Partnerships & Engagement** – *Central Office Racial Equity (CORE) Team Program, Racial Equity Team (RET) Program* (p. 40)
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 - **Public Affairs** – *State of the District Address 2022* (p. 55)
 - **Student Support Services** - *Prioritize Students Furthest from Educational Justice in Identification Practices, Comprehensive Coordinated Early Intervening Services (CCEIS)* (p. 58)

Equity-Focused Initiatives by Division / Department

Academics.....	pg. 8
African American Male Achievement	pg. 34
Business and Finance.....	pg. 38
Equity, Partnerships and Engagement	pg. 40
Human Resources.....	pg. 45
Operations.....	pg. 53
Public Affairs	pg. 55
Schools and Continuous Improvement	pg. 57
Student Support Services.....	pg. 58

Academics

Equity Focused Initiative:

*3rd Grade Reading Goal
(Commitments 1,4)*

Key Leadership Staff:

Division Lead – Dr. Keisha Scarlett
Department Lead – Cashel Toner
Other Key Staff Members – Luke Justice

Statement of Equity Focused Initiative:

As one of the flagship goals of the strategic plan, the 3rd Grade Reading Goal seeks to ensure all students are proficient readers by the end of 3rd Grade, with a particular focus on African American boys.

Seattle Public Schools (SPS) is investing significant resources to build comprehensive professional development and family engagement systems in 13 K-8/elementary schools that represent 57% of all K-3 African American boys. SPS has also invested in universal strategies that support the broader district.

Initiative Outcome(s)/Impact:

As a result of this work, the following interim outputs have been achieved:

1. Teachers in the 13 Priority Schools are engaging in best-in-class professional learning cycles around literacy that include deep reflection on instructional practice using video recordings of their instruction.
2. All K-3 classroom teachers at the 13 Priority Schools have access to a high-dosage, systematic phonics curriculum called SIPPS.
3. Classroom libraries at the 13 Priority Schools were upgraded with more racially and culturally representative texts.
4. Families at the 13 Priority Schools have access to a dedicated K-3 literacy liaison called the Family Literacy Connector.
5. All PK-3 teachers in SPS have received training in the Science of Reading, the 40+ years of multi-disciplinary academic research about how students learn to read.
6. All Title 1 schools received increased access to the SIPPS curriculum.
7. SPS implemented a new Early Literacy Screener (DIBELS) for K-2.

As a result of this work, student outcomes we will be tracking include:

1. 3rd Grade SBA results
2. K-2 MAP scores
3. K-2 DIBELS scores

Strategic Priorities Alignment:

The 3rd Grade Reading Goal is one of three flagship goals in the strategic plan.

Reflection:

Growth opportunities for this goal include ongoing efforts to increase alignment between SPS departments and teams to enable strong continuous improvement systems.

Equity Focused Initiative:

*7th Grade Math Goal Planning and Implementation
(Commitments 1,2,4,5,7)*

Key Leadership Staff:

Division Lead – Dr. Keisha Scarlett

Department Lead – Dr. Caleb Perkins

Other Key Staff Members – Elissa Farmer, Dr. Mia Williams (Assistant Superintendent of African American Male Achievement), Chris Carter (Director of Schools), Jeff Clark (Principal Denny International Middle School)

Statement of Equity Focused Initiative:

Develop superintendent goals, strategies, progress monitoring plan, and initiatives to address the Superintendent Goal: The percentage of African American male young teens in 7th grade who achieve proficiency or higher on the 7th grade Smarter Balanced Assessment in math will increase from 23% in June 2019, to 45% in June 2024 and to 70% in June 2026 – essentially doubling over 3 years and reaching the targeted 70% in 5 years.

Initiative Outcome(s)/Impact:

As a result of this work, our outcomes were to develop 5 strategic areas to address: Practitioner Capacity and Belief, Assessment Portfolio, K-7 Pathways, Family and Community Engagement, and Expanded Time. There are several initiatives within each strategy area. Some are already underway, some will begin in 2022-23, and some are being co-developed with the 6 schools who are the focus of this work using a Targeted Universalism approach. The six schools, Aki Kurose, Denny, Meany, Mercer, South Shore, and Washington, enroll 2/3 of our African American Boys. 2021-22 is the first year that funding was allocated to the 7th grade Math Goal, even though it has been part of Seattle Excellence since its inception in 2019. While this year has been mainly a strategy development and planning year, we plan to launch professional development with the math educators at the 6 schools in August 2022, focused on understanding, recognizing, and cultivating the mathematical brilliance of African American boys and teens.

Strategic Priorities Alignment:

This initiative aligns with the High-Quality Instruction and Learning Experiences priority. This initiative addresses the goal: Be proficient in mathematics in 5th grade and 7th grade by allocating funding and supporting strategies and initiatives designed to improve math outcomes for African American boys, focusing on the schools who enroll the highest percentage of these students.

Reflection:

This initiative has the potential to change the educational trajectory of African American boys in Seattle Public Schools. Right now, the funding is focused on work targeting 6th and 7th graders. The K-5 Math Adoption initiative supports this initiative by providing K-5 educators with the instructional materials and professional development to implement them successfully. Substantially different math outcomes for our African American male students really require a PK-20 strategy, as math identity and adult beliefs about who can do math start as soon as students enter school. Practices such as tracking and “walk-to-math” can shut off opportunities for math learning in elementary and early middle school. Proficiency in 7th grade is an indicator of 8th grade Algebra readiness, and 8th grade Algebra success is a predictor of success in advanced coursework, college enrollment and success, and access to STEM-related careers.

Equity Focused Initiative:
*Bilingual Spanish Language Partnership with
Villa Comunitaria & Sistema Escolar
(Commitments 1,2,6,8)*

Key Leadership Staff:

Division Lead – Dr. Keisha Scarlett
Department Lead –Dr. Caleb Perkins
Other Key Staff Members – Dr. Thad Williams

Statement of Equity Focused Initiative:

Co-design and offer a series of parent/family education workshops in Spanish for bilingual families in SW Seattle, specifically Concord, Denny, Chief Sealth.

Purpose - To strengthen community partnership and outreach to bilingual families. Goal - Share information about SPS, dual language, better understand needs and areas of interest of bilingual families, build trust with immigrant families, and establish strong family outreach and partnership approach for future years.

Initiative Outcome(s)/Impact:

Clear partnership and roles, including co-design and involvement, shared leadership, hosted 10 events (January – April), well attended, increased attendance, families shared of

value and meaningfulness of topics and events. Also supported goal of welcome environments connected to schools for families. Targets for next year to continue this partnership and spread out parent education sessions across the year as well as invite bilingual families from other schools and regions.

Strategic Priorities Alignment:

Welcoming Environments

Reflection:

Continue to work closely and align with Family Engagement and Stakeholder Engagement teams. Also find ways to continue to include and strengthen each school's involvement. Expand to Southeast Seattle Dual-Language and Spanish-speaking communities.

Equity Focused Initiative:

*Continued Diversity Analysis of Library Collections
(Commitments 1,2,6)*

Key Leadership Staff:

Division Lead – Dr. Keisha Scarlett
Department Lead - Caleb Perkins
Other Key Staff Members – Darcy Brixey

Statement of Equity Focused Initiative:

A district wide collection analysis was performed on all libraries for the second year in a row to measure the diversity of library collections in Seattle Public Schools. Data from the analysis allows librarians to target areas of improvement for their collections and to provide materials that reflect our diverse students.

Initiative Outcome(s)/Impact:

The results of the analysis have given librarians more data to use in collection management. Improvements of collections are ongoing, and the analysis is an annual event to compare data over time. Pairing this collection and circulation data that captures information from continued library services in a remote to an in-person learning environment has supported students and families with the tools necessary to improve and retain literacy skills. Partnership with Seattle Public Library with the Library Link student accounts also has supported student learning with meaningful eBooks collections and other electronic resources. Circulation statistics showed increased improvement throughout the school year, indicating that library use was effective in supplementing education and enriching reading. By mid-March of 2022, librarians had checked out over 1 million library items, not including textbooks or laptops.

Strategic Priorities Alignment:

High Quality Instruction and Learning Experiences-Reading at Grade Level by the end of Third Grade

Reflection:

Several core goals of libraries are equitable access and maintaining diverse collections that reflect the students and staff who use them. Continued analysis work is crucial to keep the collections relevant and current. Librarians provide information access to all students, and promote reading, information literacy and library use to students furthest from educational justice.

Equity Focused Initiative:
Digital Learning Professional Learning
(Commitment 4)

Key Leadership Staff:

Chief – Dr. Keisha Scarlett

Department Lead – Rafael Gallardo

Other Key Staff Members - Emily Wang, Robert Bernstein, Darla Donnelly, Gary Cranston, Maggie Fish, Wally Gutierrez, Nicolas Rose

Statement of Equity Focused Initiative:

The Digital Learning Cohort supported teachers and schools to explore and expand the use of digital learning strategies that increase academic rigor and engagement, focusing on those furthest from educational justice. Teachers engaged in a menu of supports that fused digital learning tools with culturally responsive classroom practices to create a space of intellectualism. Digital Learning Specialists (DLS) coached and provided training for teachers to utilize culturally responsive digital learning practices that build independence and foster student engagement with high-level cognitive work and academic tasks. The professional development for Digital Learning supported building teacher understanding and capacity to provide:

- Inclusive practices to ensure all learners have opportunities to engage in complex and critical thinking work for learning
- Equitable access to challenging, standards-aligned tasks that are key for ensuring equity in our classrooms
- High quality learning that includes active student (and staff) engagement in complex and critical thinking, relying on instructional design that maximizes students' critical thinking and discourse
- Instructional models that provide opportunity for discourse and critical thinking while promoting resilient pedagogy that is flexible and adaptive to meet the needs of students, such as Blended Learning models

- Varied digital learning strategies and district-approved tools that engage students in thinking, reading, writing, and talking that increase academic rigor while promoting culturally responsive teaching practices
- Collaborative opportunities for educators to learn from each other while planning pedagogy for their own classrooms
- Culturally responsive and inclusive practices that promote rich learning experiences that support learner variability and development of independent learners.

Initiative Outcome(s)/Impact:

As a result of this work our outcomes were to meet and build leadership skills and promote self-sustaining systems for digital learning at each school. School leaders were asked to identify and adopt digital learning strategies that address CSIP and district goals, collaboratively identify a digital learning vision and begin to build self-sustaining systems to meet these goals, work with various building leadership groups (administration, BLT, TLC, ET, department/grade-level leads and teams, etc.) to ensure a unified professional learning focus for staff.

In addition, the Digital Learning Dept. has focused on a Coaching Model based on a partnership with Digital Promise and continued staff development and professional development through OSPI's Mentoring Matters PD program. Each DLS specialist completed the mentoring matters 101 and 201 session in 2021-2022.

Strategic Priorities Alignment:

The Digital Learning Dept. directly supports Seattle Public Schools' strategic plan priority of High-Quality Instruction and Learning Experiences and Predictable and Consistent Operations.

Reflection:

The 2021-2022 school year provided many opportunities to learn and grow SPS capacity to support digital learning practices and in many ways was essential in in-person instruction. One important reflection to highlight is that despite the challenges over the last several years, school participation has remained consistent.

2021-2022 was a year of continued learning and collaboration with multiple departments across our system.

- Digital Learning Cohort schools helped shape PD to better align to school CSIP and student supports
- Educational Technology Leaders at each school were crucial in supporting Digital Learning Strategies for the 2021-2022 school year. *(We are still learning and need better communication from leadership on focused instructional tech initiatives to be more effective.)*
- The Digital Learning Dept. also has started to pivot to collaborative PD early release Wednesday sessions to avoid over scheduling and to better partner with CAI managers/specialists.

- Educator coaching has been the most effective form of professional development for the Digital Learning Dept. and has observed positive growth and outcome for educators.

There is still a need for this work to be understood more as “learning” than technical support. To move forward, SPS needs a strategy, and goals:

- Two-way alignment to academic content and digital learning strategies for teacher PD
- Adoption of K-12 Ed Tech Standards for SPS
- Digital Citizenship

Equity Focused Initiative:
*Educator Rising Career and Technical Organization Option
for Academy of Rising Educators
(Commitment 3)*

Key Leadership Staff:

Division Lead – Dr. Keisha Scarlett
Department Lead – Caleb Perkins, Brian Day
Other Key Staff Members – Susan Grant

Statement of Equity Focused Initiative:

The purpose of this initiative is to provide an additional access point for high school students who wish to be part of the Academy of Rising Educators (ARE). ARE is aimed at students and professionals wishing to go into education who would typically not enter this profession.

Initiative Outcome(s)/Impact:

As a result of this work, we established the foundation in order to launch the program in 2022-23.

Strategic Priorities Alignment:

This aligns with Seattle’s Excellence commitment to ensure all students are college and career ready.

Reflection:

The program will allow more high school students to enter the education career pathway.

Equity Focused Initiative:
*Grading for Equity and Graduation Success in Support of
College and Career Readiness
(Commitments 1,4,7)*

Key Leadership Staff:

Division Lead – Dr. Keisha Scarlett

Department Lead – Caleb Perkins

Other Key Staff Members – College and Career Readiness staff

Statement of Equity Focused Initiative:

The goal of the 9th Grade Success tracker is to identify needs for tier 1 supports and changes to adult practices that will improve outcomes for students and ensure that every 9th grader finishes the school year on track to graduate. The goal of our grading for equity work is to ensure students have adequate supports and opportunities to demonstrate proficiency in their courses.

Initiative Outcome(s)/Impact:

9th Grade Success Tracker: The College and Career Readiness (CCR) team partnered with Research and Evaluation to create a data driven model for tracking 9th grade success, and with Business Intelligence to develop a set of Atlas reports that feature data predictive of student success (current grades, attendance, transfer status). CCR is also working closely with the Hoonuit and MTSS teams to ensure alignment on student supports across central office initiatives. Piloting of the 9th Grade Success Tracker program is under way at Ingraham High School, and we are developing a plan for an expanded pilot at additional schools (Franklin, Chief Sealth, Rainier Beach, and Cleveland) in the 2022-23 school year. We are planning for district-wide implementation in 2023-24. The goal of the program is to identify needs for tier 1 support and changes to adult practices that will improve outcomes for students and ensure that every 9th grader finishes the school year on track to graduate.

Grading for Equity & Semester 1 Grades: CAI's Assessment and Instructional Improvement team has held six shared learning sessions with Secondary School Leaders surrounding Grading for Equity. The current grading policy and new required grading practices have been the focus of these monthly professional development sessions utilizing the text "Grading for Equity" as the anchor. Secondary leaders have received the text and have begun discussion and reflection as they introduce the practices of 50% minimum grading and retakes as a standard expectation for their school communities.

Feedback from school leaders helps drive session content to address the challenges that arise from implementation and share knowledge across schools. Effective systems for providing retakes, elevating student motivation, and guidance on using common assessments to improve grading practice have been major topics in the conversation. We are working together to co-design a multi-year plan for transiting to a district wide system of equitable grading practice through these sessions which follow a cycle of inquiry, dialogue, shared experience, reflection, and impact. We will share more details on this plan and end of year grading data in a future update.

Strategic Priorities Alignment:

Both of these efforts are aligned to the strategic plan goal for college and career readiness (Goal 3). If implemented well, these efforts will help us support African American male students, in particular, to earn credits necessary for graduation as well as advanced coursework needed for postsecondary readiness.

Reflection:

We are going to continue to refine the implementation of equitable grading practices and the 9th Grade Success Tracker based on our conversations with school leaders and educators on the experiences we have had during the 2021-22 school year.

Equity Focused Initiative:

*K-5 Math Adoption
(Commitments 1,2,6)*

Key Leadership Staff:

Division Lead – Dr. Keisha Scarlett
Department Lead – Cashel Toner
Other Key Staff Members – Elissa Farmer, Jim Meyer

Statement of Equity Focused Initiative:

Select a new K-5 Math Instructional Material that is rigorous, standards-aligned, and culturally responsive. Include all relevant stakeholders in each part of the process. Center decision-making on the needs of Students of Color Furthest from Educational Justice, and, in particular, African American Males.

Initiative Outcome(s)/Impact:

As a result of this work, our outcomes were the selection of enVision Math Common Core 2020 as our recommended instructional material for adoption. The process of the adoption was guided by the Racial Equity Analysis and use of the Community Engagement Tool. We centered Students of Color Furthest from Educational Justice throughout the process and

partnered with their families to inform the adoption committee of their preferences. We created new ways for the community to engage by partnering with the Seattle Public Libraries. We were guided in our process by a cross-departmental steering team made up of stakeholders from across SPS.

This initiative will continue in the implementation phase for the 2022-23 school year and beyond. Our professional development and implementation plans will focus on developing positive mathematical identities for African American Males, providing all students access to rigorous and engaging grade-level course work, and providing culturally responsive math instruction.

Strategic Priorities Alignment:

This initiative aligns with the High-Quality Instruction and Learning Experiences priority. This initiative addresses the goal: Be proficient in mathematics in fifth grade and seventh grade by purchasing up-to-date instructional materials for K-5 students with multi-year professional development to support a successful implementation.

Reflection:

Purchasing an instructional material is the floor. We must build our system and educator capacity to use the instructional materials in an effective and culturally responsive way so that we are creating high-quality mathematical learning experiences for Students of Color Furthest from Educational Justice and African American boys. We must provide a comprehensive and interconnected set of professional learning experiences that empower school leaders to be the math instructional leaders for their buildings as well as growing the practitioner capacity to implement and support this adoption across our system.

Equity Focused Initiative:
K-12 Science Adoption
(Commitments 1,4,5,7,8)

Key Leadership Staff:

Division Lead – Dr. Keisha Scarlett
Department Lead – Cashel Toner, Bethany Sjoberg
Other Key Staff Members – Alisha Taylor, Kaija Reinelt, Julia Ward, Debra Diaz,
Elizabeth David, Jen Fox, Marni Jacobs, Joshua Tashima-Boyd, Yolanda Jones,
Tiffany Robinson

Statement of Equity Focused Initiative:

The recent adoption of Next Generation Science Standards (NGSS) aligned science curricula ensures that all K-12 students will receive high quality, core science curriculum

and instruction. Professional development and collaborative efforts have worked to support culturally responsive, inclusive implementation of adopted materials.

Initiative Outcome(s)/Impact:

1. Partnership with the departments of Special Education, Multilingual Learning, Dual Language, and Advanced Learning:

This is an ongoing initiative from previous years. We have continued to strengthen these cross-departmental collaborations to build Tier 2 and 3 strategies and resources that are culturally responsive, maintain high expectations for learning, maximize critical thinking, and offer the highest cognitive load appropriate to meet the needs of diverse learners. This year, through these partnerships, we have developed a Differentiation Strategies Tool to support educators with how to implement Universal Design and Differentiation strategies to ensure access for diverse learners during different common learning routines in science. This tool was introduced and supported through professional development, and we will continue to use and refine this tool next year. We are also partnering with Black Studies and Coordinated School Health to plan summer professional development for teachers.

2. Professional Learning for Cognitive Routines for Equity

This focus on supporting implementation of Amplify Science with specific culturally responsive pedagogical moves that support a culture of sensemaking and rightful presence for all students in science is an ongoing initiative from previous years. This set of nine culturally responsive pedagogical moves, called The Cognitive Routines for Equity, are embedded into amended PowerPoints and professional learning for elementary educators.

Three focal routines this year were:

- Wonderings: Making students' questions visible in order to honor students' ideas and create an authentic climate of inclusion
- Evidence Tracker: Making visible the evidence students are gathering to help explain the phenomenon while leveraging the ways of knowing from all students.
- Funds of Knowledge: Incorporating knowledge, language, lived experiences, family cultural assets, and different ways of knowing science to position students as valuable contributors.

We also continued to support educators with discourse strategies to scaffold student talk to grapple with diverse ideas and make sense of science with peers; supporting literacy connections through use of text as a source of evidence, and questioning strategies to elicit student ideas, press for understanding, and surface funds of knowledge and make student ideas visible.

Next year we will build on this learning and will additionally focus on supporting the following cognitive routines:

- Divergent/Convergent Routines: Elevating divergent ideas to establish a climate of inclusion; helping students converge on important scientific principles.
- Questioning: Asking questions that elicit students' ideas, press for understanding, surface funds of knowledge, and make ideas visible.

Strategic Priorities Alignment:

The SPS science program supports K-12 teachers with providing high-quality, culturally responsive, standards-aligned curriculum that includes rigorous science content and promotes learning experiences that engage students in authentic science and engineering practices. SPS science is committed to providing all students with a high-quality science education that nurtures their academic identities and scientists/engineers and eliminates opportunity gaps for students of color furthest from educational justice. As we support educators in deepening NGSS-aligned, culturally responsive pedagogy, through the cognitive routines, students will experience science curriculum and instruction in classrooms that centers curiosity and agency in an environment where their identities, and lived experiences, family cultural assets, and ways of knowing are seen, nurtured, and honored.

Reflection:

In this third year of the Science adoption, we were able to provide common adoption materials and instruction in all schools in SPS. This means that all SPS students now have access to the same rigorous instruction regardless of which school they attend. Aligned curriculum also supports collaborative structures and ongoing professional development.

Our K-12 professional development objectives for 2022-2023 will continue to focus on the implementation of our common instructional materials, while deepening pedagogy related to Identity, Criticality, Joy, Belonging, Student Agency, and Voice. Furthermore, we will continue to develop educator skills with Science and Engineering practices, assessment practices, and differentiation.

In addition, our work will continue to be informed through our ongoing partnerships with the Special Education, Multilingual, Dual Language, Digital Learning, Advanced Learning, Black Studies, and Coordinated School Health departments to support science educators in improving their practice in meeting the needs of all learners, especially students furthest from educational justice.

Equity Focused Initiative: *Learning for Equity Network* *(Commitments 2,4,5,6)*

Key Leadership Staff:

Division Leads - Dr. Keisha Scarlett, James Bush
Department Leads – Cashel Toner, Rivka Burstein-Stern
Other Key Staff Members – Elissa Farmer, Bryan Street, Sydney Holman, Sarah PerezHamilton

Statement of Equity Focused Initiative:

Create equitable learning environments within the context of a COVID -19 era at up to six central Seattle elementary schools, with a focus on math and family engagement.

Initiative Outcome(s)/Impact:

In the first year of implementation, the grant focused on maximizing student learning in a COVID-19 environment. In the upcoming 2022 – 2023 school year, the work will continue its commitment to creating equitable learning environments within the context of a COVID -19 era at up to six central Seattle elementary schools, with a focus on math and family engagement. In commitment to this focus, the Seattle University Center for Community Engagement (CCE) in partnership with the possible six network schools and families, will use Dr. Julia Aguierre’s Culturally Responsive Math Instructional Framework and Dr. Karen Mapp’s dual capacity school and family framework by pursuing the following outcomes:

1. Creating a math environment for elementary students that fosters culturally responsive pedagogy
2. Supporting school capacity to engage and collaborate with families on math learning
3. Supporting SPS adoption of the elementary school math curriculum.

As the planning year ended, COVID-19 created an entirely new set of needs. Seattle Public Schools worked with Seattle University to adapt the local school and neighborhood network structure to the realities of COVID. This process of adjustment drew upon hours of discussions with dozens of staff from Seattle Public Schools, the principals of the six local schools, and representatives from neighborhood-based community organizations. Seattle Public Schools, Seattle University and the community partners also drew upon Social Policy Research Associates’ (SPR’s) recent evaluations of the planning grant as well as research-tested theories and practices, including:

- Mapp and Kuttner’s (2013) dual capacity-building framework which builds on existing research suggesting partnerships between home and school only develop and thrive if both families and staff have requisite collective capacity to engage in partnerships
- Zaretta Hammond’s research (2015) on culturally responsive teaching and the brain
- The Carnegie Foundation for the Advancement of Teaching recommendations on responding to the COVID-19 crisis.

Strategic Priorities Alignment:

This initiative aligns with the High-Quality Instruction and Learning Experiences priority. This initiative addresses the goal: Be proficient in mathematics in fifth grade and seventh grade by allocating funding and supporting strategies and initiatives designed to improve math outcomes for African American boys, focusing on six schools in the Central District area. This initiative also aligns with the Inclusive and Authentic Engagement priority. This initiative addresses the goal: Families and communities who represent students of color furthest from educational justice will have meaningful voice in school and district initiatives.

Reflection:

This initiative provides SPS with the opportunity to use a Targeted Universalism approach to develop the practitioner capacity to provide culturally relevant math instruction at the six identified schools. The model of growing teacher leaders (“fellows”) within each building ensures that we can sustain the work beyond the grant window. We also have the opportunity to create new ways of partnering with families to jointly support student math success.

Equity Focused Initiative:

*“Let’s Go Further” Bike and Pedestrian Safety Program
(Commitment 6)*

Key Leadership Staff:

Division Lead – Dr. Keisha Scarlett

Department Lead – Cashel Toner

Other Key Staff Members – Lori S. Dunn, Jennifer Hendrickson, Toni Bader

Statement of Equity Focused Initiative:

Inequitable access to quality Physical Education instruction in every school has been impactful to Seattle Public Schools especially in underserved populations of students and students needing adaptive instruction. All Students in Seattle Public Schools are offered “Let’s Go” and “Let’s Go Further” Bike and Pedestrian Safety learning in Elementary and Middle Schools Physical Education. We will be rolling out the “ALL KIDS BIKE” program to all kindergarten students by 2024.

Curriculum, Assessment, and Instruction’s Physical Education team partnered with Cascade Bike Club (CBC), Seattle Department of Transportation (SDOT), and Outdoors for All (OFA) for the past six years to bring Bike and Pedestrian Safety to all students in grades 3-5. We were particularly focused on working with students of color and those furthest from educational justice. Seattle Public Schools signed another five-year (2021-2026) MOA to expand the program to middle schools -Let’s Go Further- to be fully implemented by 2024. Along with adding a kindergarten (serving prek-2) “ALL KIDS BIKE PROGRAM,” we are the only school district in the country that will have an equitable, sustainable bike and pedestrian learning program for K-8.

Initiative Outcome(s)/Impact:

As a result of the ongoing work, we were able to negotiate another five-year (2021-2026) MOA along with expansion to every Middle School. The MOA is between the Seattle Department of Transportation, Cascade Bike Club, Outdoors for All, and Seattle Public Schools. School Board approval was July 7, 2021, for the next five-year MOA.

Strategic Priorities Alignment:

The initiative aligns with the Seattle Excellence strategic plan priority “High Quality Instruction and Learning Experiences” that accelerates growth for Students of Color who are furthest from educational justice.

Reflection:

Let’s Go (Elem), Let’s Go Further (MS), All Kids Bikes (PreK-2), once fully implemented, will be the only program of its type working in partnership with City/School District/Community Organizations in the country. We are truly saving lives!

We are working as a system to:

1. Require all Elementary schools to offer 100 minutes per week average of Physical Education in every Elementary School in Seattle Public Schools-OSPI state requirement
2. Have a systemic process for Secondary Physical Education excused from participation (formerly known as a PE wavier)-OSPI requirement.

Equity Focused Initiative:
Math 7/8 Compacted Course
(Commitments 1,2,4,5,6,7)

Key Leadership Staff:

Division Lead – Dr. Keisha Scarlett
Department Lead – Dr. Caleb Perkins
Other Key Staff Members – Elissa Farmer, Maci Nelson

Statement of Equity Focused Initiative:

Create accessible acceleration pathways in mathematics that will provide the ability to reach advanced coursework for students of color furthest from educational justice.

Initiative Outcome(s)/Impact:

After working closely with middle schools and K-8s, ten schools offered the Math 7/8 Compacted course in 2021-22. An additional six schools will offer the course beginning in

the 2022-23 school year. This course will be offered to 7th graders who have not had an opportunity to accelerate in math. Success in this course prepares students to take Algebra 1 in the 8th grade and opens up possibilities to reach Advanced Placement, International Baccalaureate, and Dual Credit courses in high school. As part of the preparation for offering the course, schools had to submit an implementation plan. The plan identified how the school will support student success in the course at the building level, how they will ensure the demographics of the course are as least as diverse as the school, develop a communication plan, and commit a skilled teacher who will participate in a PLC with the other teachers of the course throughout 2021-22. The implementation plan will also be submitted for the six new schools offering this course in the 2022-2023 school year.

Strategic Priorities Alignment:

Offering the Math 7/8 compacted course aligns with High Quality Instruction and Learning Experiences that accelerate growth for Students of Color who are furthest from educational justice with an intentional focus on African American boys and teens. It also supports students to be proficient in mathematics in 7th grade, to finish 9th grade on track for graduation, and to graduate ready for college and career.

Reflection:

This initiative could become a model for how to successfully recruit and support African American boys and teens into an advanced course pathway. We will need to monitor implementation next year to learn what is successful and what might need adjusting, to see if the initiative is having the intended effect of providing more access to advanced coursework for students of color, and to measure the success of students in this and subsequent courses.

Equity Focused Initiative:

P-3 Early Literacy Preschool Alignment Initiative (Commitments 1,4)

Key Leadership Staff:

Division Lead – Dr. Keisha Scarlett
Department Lead – Cashel Toner, Heather Brown
Other Key Staff Members – Tisha Crumley

Statement of Equity Focused Initiative:

*Strategic Plan Goal: 3rd Grade reading
Initiative: Preschool Early Literacy*

The Early Learning Department implemented the outlined initiatives below in alignment with the Seattle Public Schools Strategic Plan and [3rd Grade Reading Goal](#): 100% of African

American boys will read at or above grade level by 3rd Grade. Preschool Literacy Initiatives align to K-3 and include the following:

- Family & Community Engagement
- Preschool Lending Libraries
- Preschool Early Literacy PD Plan
- Preschool Coaching Framework
- Preschool Early Literacy Data Analysis.

Initiative Outcome(s)/Impact:

This initiative began in the 2021-22 school year, and we have had success with year 1 implementation:

- Family and Community Engagement events provided in partnership with Seattle Public Library (SPL) Raising A Reader (RAR) and Preschool Family Services Coordinators in support of Early Literacy and PreK-K Transition
- SPL Raising A Reader Lending Libraries implemented in all Head Start programs and expanded across all SPP programs and Developmental Preschools at the 13 priority schools
- Year Long Professional Development Scope and Sequence of Early Literacy trainings focused on Alphabet Knowledge and aligned with Teaching Strategies GOLD (TSG) Early Literacy Developmental Objectives
- Preschool Coaching Framework and participation by Department of Education & Early Learning (DEEL) coaches in support of P-3 Early Literacy Goals, with a focus on inclusive, DAP, and Culturally Responsive practices
- Preschool TSG Checkpoint Analysis, and Atlas Project in support of PreK and K Early Literacy; Data Driven PLCs focused on students furthest from educational justice and those rising to K.

As a result of this work, we are starting to see impact in the following areas:

- Teacher Knowledge
- Teacher Practices
- Student Academic Growth
- Family Partnerships
- Data-Driven Instruction.

Targets for next year are being developed and an initial proposal includes:

- PreK-K Early Learning Collaboration and PLCs
- Principal Engagement and Professional Development
- TSG and WaKIDS P-3 Early Literacy Data Analysis.

Strategic Priorities Alignment:

Preschool Early Literacy Goal: 100% of African American Preschool Risers at the 13 Super Reader Schools will meet or exceed TSG Early Literacy Objectives by the Spring checkpoint.

Reflection:

Coaching is a critical component of effective professional development and implementation of teaching and learning practices with fidelity. Strengthening our coaching framework and partnerships will help strengthen teacher practices and student outcomes.

Building Leadership, engagement, and understanding of preschool practices and initiatives will help strengthen teacher effectiveness aligned to the Danielson Framework and increase student outcomes.

Equity Focused Initiative:

*Partners and Leaders United with Students (PLUS) Program
(Commitments 1,2,4,5,6,7)*

Key Leadership Staff:

Division Lead – Dr. Keisha Scarlett

Department Lead – Dr. Caleb Perkins

Other Key Staff Members – Elissa Farmer, Anezka Pontano, Maci Nelson, and Elizabeth Moore, Kevin Loyal

Statement of Equity Focused Initiative:

Secondary math teachers and BIPOC students come together to create more culturally relevant math instruction.

Initiative Outcome(s)/Impact:

This project was a continuation of a partnership between the Math Content Area of Curriculum, Assessment, and Instruction; The Family Education Preschool Promise (FEPP) levy, and the Office of African American Male Achievement. In the 2021-22 school year, teacher capacity to participate was not at the level of the 2020-21 school year. To be responsive to educator needs, this year's work focused on partnering with a student leadership group to develop a more cohesive and invigorated community of math learners where students see the impact of their contributions in class instruction. Through the partnership, students will strengthen their math identities and teachers will learn ambitious math pedagogies that are joyful, engaging, and inclusive.

Strategic Priorities Alignment:

This initiative supports high quality instruction for Students of Color. It also supports the development of a culturally responsive workforce.

Reflection:

This work can serve as a prototype for how teachers and students can partner together to improve instruction by centering (and compensating) student voice and input. The model

includes ways to develop the students as leaders and advocates by allowing them the opportunity to practice sharing their ideas and feedback with other student leaders before sharing with teachers, thus ensuring they have the confidence to feel that their ideas will be heard.

Equity Focused Initiative:

Practitioner Capacity and Belief: K-5 English Language Arts and Social Studies Alignment to Dr. Muhammad's Culturally and Historically Responsive Framework (Commitments 1,8)

Key Leadership Staff:

Division Lead – Dr. Keisha Scarlett

Department Lead – Cashel Toner, Kathleen Vasquez

Other Key Staff Members – Anuska Chorba, Cate Simmers, Molly Montague, Kristin Nichols, Sally Nguyen

Statement of Equity Focused Initiative:

Why and Purpose: Dr. Muhammad's Culturally and Historically Responsive Teaching (CHRT) framework provides an avenue for educators across the district to use an additive approach to addressing the needs of historically underserved students or a generative approach to writing units / lessons designed to help students furthest from educational justice develop both personally and academically.

Goal: To increase the capacity of K-5 educators to provide high quality English Language Arts (ELA) and Social Studies (SS) standards-based instruction aligned to the CHRT framework by revising, replacing and or creating:

- (a) K-5 ELA reading comprehension units from the SPS adopted K-5 curricula
- (b) New K-5 Social Studies Units using the CHRT framework to guide topic selections and resources for teachers
- (c) Recommended ELA and SS texts to better reflect the diverse student populations, experiences and cultures that make up Seattle Public Schools (SPS).

Initiative Outcome(s)/Impact:

In previous years, the ELA and SS department infused Culturally Responsive practices into the professional development we provided by surfacing CHRT practices embedded in adopted resources. As a result of the professional development from Dr. Muhammad, we were able to improve our efforts to build the capacity of our teachers to meet the academic and personal needs of students furthest from educational justice by providing exemplary ELA and SS units aligned to CHRT. Now, teachers have full teaching models and units infused with the key pillars of identity, intellectualism, skills, criticality and joy already

embedded inside the units. However, we do not have the ability to collect data to determine the number of teachers utilizing the units.

Our aim next year is to:

- (a) continue to support teachers in building their belief and capacity by generating more curricular units that embed core principles of CHRT into the K-5 ELA and Social Studies units
- (b) provide professional development to make explicit and support the instructional shifts of CHRT to move our teachers to greater independence in lifting the same strategies
- (c) determine how to track impact of CHRT in ELA and SS on students furthest from educational justice.

Strategic Priorities Alignment:

Mainly, the focus on building K-5 educator capacity in infusing CHRT into ELA and SS supports the 3rd Grade Reading Goal within the Strategic Plan. In generating resources that allow students to see themselves reflected in the readings and by embedding instructional practices for students furthest from educational justice, students will develop greater interest in reading and acceleration in reading achievement will follow.

Reflection:

As the department continues to develop resources to enable teachers to better serve students furthest from educational justice, the needs and desires for more culturally response resources, units, and materials increases. To maintain alignment and consistency provided by a guaranteed and viable curriculum, the system must manage what teachers utilize as instructional resource for quality control and appropriate and vetted texts. This requires the ELA and SS department to be highly focused on curating more diverse, grade level texts and continuing to provide professional learning and supports to enable teachers to maintain key instructional practices in literacy and CHRT all at the same time.

Equity Focused Initiative:

*The Roots: A Culturally Responsive & Antiracist Arts Framework
(Commitments 4,8)*

Key Leadership Staff:

Division Lead - Dr. Keisha Scarlett

Department Lead – Gail Sehlhorst

Other Key Staff Members - Pam Ivezic, K-12 Instructional Services Music Coach, and the Antiracist Arts Education Task Force, which includes certificated teachers Jacob Chavez, Christopher Mena, Jessica Staire and teaching artists Carina del Rosario, Donte Felder, Maribel Gonzales, Naho Shioya, Toyia Taylor.

Statement of Equity Focused Initiative:

The Visual & Performing Arts Program created *The Roots: A Culturally Responsive & Antiracist Arts Framework* to honor students in their totality and allow them to be who they want to be, particularly our Black and Brown students. The framework was created by arts educators of color, both certificated teachers and teaching artists.

- Our vision is to provide all students arts learning experiences through which their intellect and imaginations are sparked; their knowledge and experiences are affirmed and expanded; and their agency is put into practice.
- Our theory of action is to create curriculum and learning environments and teach in ways that are culturally responsive, relevant, and antiracist so that students experience learning that is relational, empowering, liberatory, transparent, and healing.
- The purposes of the framework are to support arts educators to create and deliver curriculum and learning environments that are culturally responsive, relevant, and antiracist; and to help arts educators develop their thinking around racism and culturally responsive and relevant teaching practices through activities designed to expand their understanding and self-awareness.

Initiative Outcome(s)/Impact:

In this second year, we held eight professional development sessions on how to use *The Roots Framework*. Sessions were: Visual & Performing Arts Teachers during TRI-Day, The Creative Advantage Institute for arts partners and teachers; a 3-part Foundations Course; and a 3-part RootED series. We also engaged in a second year with 20 cohort teachers that gathered for seven sessions throughout the year deprivatizing practice showing recordings of instruction, implementation of the Thinking Guide, partnering with youth researchers, practicing accountability with cohort buddies, and receiving coaching from Roots Facilitators.

Resources:

- [The Roots: A Culturally Responsive & Antiracist Arts Framework](#) a set of five roots (relational, empowering, liberatory, transparent, and healing) and guiding questions
- [Self-Assessment Rubric](#) aligned to the framework for teachers to assess their growth toward antiracist practices
- [Thinking Guide](#) using The Roots Framework guiding questions to decolonize lessons and teaching practices.

This initiative grew out of previous professional development in the Visual & Performing Arts Program that started in 2011-2012 with The 21st Century Arts Common Assessments (5 years to develop and implement district-wide), a Culturally Responsive Teacher Needs Assessment survey in 2017, the Culturally Responsive Cohorts (2 years), and a Culturally Responsive Professional Development Series (2 years).

Strategic Priorities Alignment:

This equity focused initiative is rooted in **High-Quality Instruction and Learning Experiences** by giving teachers a tool they can use to move away from Western-Eurocentric arts instruction toward antiracist and culturally responsive teaching using familiar information and processes to scaffold learning; emphasizing communal classroom structures; and focusing on relationships and critical social awareness (Hammond, 2015). In some ways we are moving into **Culturally Responsive Workforce** related to retaining educators of color. As our PD has progressed, the team intentionally centers the well-being of Black, Brown, Indigenous, and Asian (BBIA) educators in the delivery of instruction and we are responding to the need for a BBIA affinity group.

Reflection:

- Use the framework for all content areas. While it was designed with the arts in mind, the guiding questions are transferrable to all content area.
- Use the framework with school-based racial equity teams to activate goals that are particularly focused on student learning and relationships with students, families, and community.
- Develop a training or practices for schools to evaluate their visual and performing arts programs through a racial equity lens utilizing the SPS Racial Equity Toolkit, The Roots Framework, and data on arts course taking patterns by race and ethnicity.
- Seek partnership with HR's Consulting Teacher Program and DREA's RET Coaches to support our Roots Facilitators – all educators of color training predominately white educators. We need support in how to coach in general and specifically in ways that acknowledge the fatigue they are experiencing leading this work.
- Connect with the youth researchers from 21-22 to develop a district-wide Visual & Performing Arts Youth Leadership Committee/Council. This leadership group will collaborate to inform how we teach and resource the arts in SPS.
- Partner with students to design lessons, refine classroom environments, and learn how the ideas in the framework impact their learning and how they feel about themselves in class.
- Make the cohort year-long, meeting every month, with one-to-one coaching from The Roots team facilitators.
- Engage in a case study, looking closely at student learning, application of Roots lessons, changes in teachers' instructional practices and changes in teachers' thinking and self-awareness around issues related to racism and culturally responsive teaching.
- Create a Black, Brown, Indigenous, and Asian (BBIA) arts job alike group with a facilitator to have a supportive space for SPS arts educators of color.

Equity Focused Initiative:

*Satterberg Literacy Initiative – Site-based Literacy Coaching
(Commitment 1)*

Key Leadership Staff:

Division Lead – Dr. Keisha Scarlett
Department Lead – Cashel Toner

Other Key Staff Members – Hong-Nhi Do

Statement of Equity Focused Initiative:

In its fifth year of implementation, the Satterberg Literacy Initiative provides on-site school-based literacy coaching at ten Title I elementary schools in SE and SW Seattle. The goal of the initiative is to achieve equity-centered literacy outcomes for students through coaching partnerships with educators.

Initiative Outcome(s)/Impact:

As a result of this work, collaboration across grade levels and schools has happened among educators to plan and share best practices. Satterberg Literacy Coaches are able to work alongside teachers and leaders to plan and implement literacy lessons and support schoolwide systems work to continually increase access and success for students.

In the category of Identity & Culturally Responsive Teaching of the Fall 2021 Seattle Public Schools Student Climate & Culture surveys, 81% of 3rd – 5th grade students who responded answered favorably.

Even after two years of the pandemic, Fall 2021 Smarter Balanced assessment showed growth in student achievement at Satterberg Schools. At Highland Park Elementary School, 40.9% of 3rd grade students scored proficient on the Fall 2021 compared to 28.6% in Spring 2019. At Roxhill Elementary School, 44.8% of 3rd grade students scored proficient in Fall 2021 compared to 20.5% in Spring 2019.

On the Fall 2020 Seattle Public Schools staff survey, 85% of educators at Satterberg Schools answered favorably to the overall climate and culture of their school compared to 69% in Spring 2019.

Strategic Priorities Alignment:

The work on a site-based literacy coach supports and builds instructional and school systems capacity that aligns with the Seattle Excellence 3rd Grade Reading Goal to ensure that all students of color who are furthest from educational justice will read at grade level by 3rd grade.

Reflection:

- Coaching is both an art and science that requires trust-based partnerships between all stakeholders to learn and grow together in service of students.
- Continuous cycles of planning, collaboration and feedback among stakeholders is imperative to learn and grow in our instructional vision and implementation for the greatest student access and outcomes.
- We are currently seeking feedback and reflecting on practices and systems to support and implement in the upcoming school year alongside educators and leaders. We are excited to continue to be part of embedded professional development and coaching partnerships to best serve students in our school communities.

Equity Focused Initiative:
Shifting Mindsets Regarding Multilingual Students
(Commitments 4,5,8)

Key Leadership Staff:

Division Lead – Dr. Keisha Scarlett

Department Lead – Cashel Toner, Michelle Ota

Other Key Staff Members – Multilingual Department Staff

Statement of Equity Focused Initiative:

To honor and leverage the strengths and contributions of our Multilingual students by 1) changing the name of our department and 2) providing high-quality professional development to shift our practice to be increasingly culturally and linguistically sustaining.

Initiative Outcome(s)/Impact:

- 1) **Department name change:** This fall the department changed its name from “English Learners & International Services” to the Multilingual Department. In addition, we are referring to students who qualify for English Learner services as “Multilingual students.” The students served by our department are incredibly diverse. They may be learning a second, third, or fourth language. The term “English learner” is deficit language that focuses on what a student is lacking. Additive language, such as “Multilingual student and/or learner” focuses on the strengths a student brings to their learning community.
- 2) **Professional Development:** Instructional coaches hosted a 4-part series open to all SPS educators, “What Does Equity Really Mean for Multilingual Learners?” Based on OSPI’s P-12 Dual Language Initiative, instructional coaches focused on prioritizing multilingual students for dual language so that students can add English while also extending their home language; additive program practices for multilingual students; and engaged in productive struggle around the question: “How can we shift our practice to be increasingly culturally and linguistically sustaining?”

Strategic Priorities Alignment:

The “Shifting Mindsets” initiative aligns with the priorities of the Seattle Excellence strategic plan by building a culturally responsive workforce. We are respecting and recognizing students’ and families’ contributions to our learning communities by using inclusive language.

Reflection:

The internal department name change has been well received by SPS central office staff and English Language Development (ELD) teachers. We will continue to roll out the name change on the external website and future external communications to inform all educators,

students, families, and the public. Professional development in 2022-2023 will continue to focus on the collaboration between ELD teachers and general classroom educators using the new WIDA standards framework to impact Tier 1 instruction.

Equity Focused Initiative:
Update to Board Policy 2140
Guidance, Counseling and Support Services
(Commitments 1,2)

Key Leadership Staff:

Division Lead – Dr. Keisha Scarlett

Department Lead – Dr. Caleb Perkins, Terra McFarlin

Other Key Staff Members – School Counseling Team; College and Career

Readiness; Curriculum, Assessment, and Instruction; Principals; Registrars and School Counselors.

Statement of Equity Focused Initiative:

This update to Policy 2140 Guidance, Counseling and Support Services addresses advising and course access for all students and requires the district and schools to complete a course enrollment equity analysis each year and address any disparities. It also requires that schools and the district ensure that any materials regarding courses are not biased. The policy update also addresses equitable access to school counseling services.

The purpose of initiating this change holds district and school staff accountable for course access. This applies to all secondary schools and will in the future provide district leadership and the board with data regarding course enrollment for all secondary schools.

Initiative Outcome(s)/Impact:

The current outcome is to update the board policy, then to create an equity analysis process captured in the procedure for schools to follow, and to work with Business Intelligence to ensure reports are available for this analysis.

Purchased School Counselor Use of Time Analysis (SCUTA) for school counselors to capture their Use of Time, so that they can also analyze their use of time in comparison to school data needs to support equitable access to school counseling services.

Strategic Priorities Alignment:

This objective aligns to Career and College Readiness by supporting staff with ensuring students have access to Advanced/Dual Credit course work in high school as well as the scaffolded courses in middle school to support that access. It also supports the Consistent Systems goal by addressing registration and advising materials for all schools as well as establishing a consistent framework for school counseling services.

Reflection:

This update provides district-wide access to course enrollment data. This equity analysis component could also be part of MTSS processes for secondary schools. This also supports on-time graduation and could also be part of a project to measure student progress towards completing College Admissions Requirements (CADRS). By providing this process and access to this data, the ownership for equitable access to grade level and advanced courses can be transparent for students, families and part of a larger district culture.

African American Male Achievement

Equity Focused Initiative:

Welcoming School Environments - A Collection of Strategies (Commitment 5)

Key Leadership Staff

Division Lead – Dr. Mia Williams

Department Lead – Dr. Mia Williams

AAMA Team Members – Adam Haizlip, Will King, Nichelle Page, Kelvin Dankwa,
Steven Rachal, Kevin Loyal & Dr. Shelby Cooley

Statement of Equity Focused Initiative

The Office of African American Male Achievement centers our work around Black boys and teens to reconstruct school systems to meet their needs, advance public education as a tool for liberation, and to create a strong learning environment that attends to the social, emotional, and educational needs of students. We view the function of our office as an equity focused initiative and have thus provided summaries of our work streams that work towards “Welcoming School Environments.”

Initiative Outcome(s)/Impact

1. Centering students and families in transformation

Implementing insights from Black students and families. Last year we hosted a student (August 2020 – April 2021) and family (February 2021) [Listen and Learn](#) series (approximately thirty individual focus groups). The goals were to understand how Black male students and their families have experienced their learning environments and what they envision schools to be that celebrate their cultural identities, ensure equitable treatment, and where strong relationships with educators are the norm.

This winter we published [Our Voices Our Vision](#) with results and continue to support the system in implementing findings. This process led to the development of [AAMA’s multi-year plan](#) and the Early Literacy Collaborative which is a co-design to support educators with incorporating home-literacy practices focused on East African and African American families of 3rd grade Black boys as well as the 3rd graders themselves.

Impact: Process brief and research report (Summer 2022), along with a plan for deep engagement with schools on implementation and uplifting these building-level practices. The goal is to support the 3rd grade goal family literacy connectors, and instructional assistant engagement with educators and promote trust-building among educators, families and students.

Black student leadership. We are centering student voice in district decisions to ensure that there is “Nothing About Us Without Us.” Kings on the Student Leadership Council sat on district workgroups to inform policy on grading, school discipline, and return to in-person learning. We have gotten closer to achieving student representation from each middle and high school in the district during the 2021-22 school year. AAMA also had their 2nd annual worksite tour (as requested by Black boys and teens) and continues to produce a quarterly [newsletter](#) that features our young Kings and promotes transparency to our work.

2. Addressing inequitable access to advanced course taking.

AAMA continues to partner with [Equal Opportunity Schools \(EOS\)](#) to create more equitable access to advanced learning opportunities. By identifying, engaging, and enrolling more students of color in Advanced Placement, International Baccalaureate, and other advanced courses, the partnership helps center the brilliance and excellence of students furthest from educational justice. We’ve found that 38% of African American male (AAM) students and 44% of students furthest from education justice (SoCFFEJ) in the class of 2019 successfully completed advanced coursework in ELA. The goal is to increase those rates to 57% of AAM and 56% of SoCFFEJ by the end of year 5 of the strategic plan. This course taking equity effort also includes math courses.

Impact/Goal: We’ve found that only 14% of our African American males and 25% of SoCFFEJ from the Class of 2019 successfully completed advanced coursework in math. The goal is to raise these rates to 33% of African American males and 37% of SoCFFEJ by the end of year 5 of the strategic plan. *Note. end of year data for 2021-22 will be available June 2022.*

2. Cultivating mentors and building brotherhood.

Strong relationships with nonparental adults are essential to cultivating the brilliance, resilience and long-term well-being of Black boys and teens (Hurd & Sellers, 2013; Hurd & Zimmerman, 2010; Jones & Neblett, 2017; Neblett et al., 2008; Seaton et al., 2011). Culturally responsive mentorship supports Black excellence through adults and peer relationships, Black education, and community engaged care coordination.

We have worked to extend culturally responsive mentoring in school communities through adding Cleveland and Franklin High Schools to Kingmakers of Seattle (KOS) and also expanded enrollment in [Kingmakers of Seattle Extended](#) and [Rising Sons Extended](#). With these two “extended” programs, students in 25 more elementary schools and several middle and high schools now have access to these brotherhood and identity safety opportunities. And we’ve also begun a multi-year evaluation of Kingmakers in partnership with DEEL.

From the November 2021 student survey of climate, we found that 65% of secondary grade-level Black boys and teens (both KOS and non-KOS) experienced general acceptance at school, yet far fewer (50% and 46%) felt comfortable talking to adults when they are having issues, and just 37% of non-KOS Black male secondary students reported having adults in the building that represented their life experiences and culture. More KOS students experienced cultural representation in school staff with 71%

affirming that they having an adult in-school to teach them about their culture and history (see [April 2022 Program Brief](#))

Impact. Securing external funding and grants to supplement the expansion of Kingmakers; increasing Black male representation in schools via new school partnerships; improving educator-student relationships and with this evaluation we're supporting our system in understanding *how* Black-male mentorship impacts Black boys and teens.

3. Aligning cross-district strategy for action

Care Coordination. To date our team collaborates with almost all SPS departments on an array of workstreams (serving as a thought partner, driver or critical connection point to student leadership). One newer area of strategy engagement is in redefining and articulating "care coordination." This comes from our engagement in the Whole Child Whole Day initiative with the Dept. of Behavioral Health Services. We're working on an asset-focused framework and further refining our district's definition of wraparound care that centers relationships with caring adults and mentors. This work will also support our logic model and measurement strategy for culturally responsive mentorship.

Trainings and PD for Impact. An emerging area of work for our team is collaborating on internal conversations on strategic design and kicking off these conversations with our problem of practice – our office having been created after Seattle Excellence and as strategic areas of work were on-going. In partnership, AAMA has shared findings from Our Voice Our Vision to several spaces, and colleagues in Curriculum and Instruction are implementing this as a framework for budget-area asks. These workshops, meetings and planning sessions aim to: 1) support AAMA in becoming more structurally integrated in to SPS (which we now have being under Dr. Concie Pedroza); 2) de-siloing and uplifting an integrated theory of action on Black Excellence; 3) developing cross-aligned logic models and accountability. We are also uplifting a workgroup to support strategies for direct educator engagement.

Strategic Priorities Alignment:

In alignment with Seattle Excellence, AAMA is committed to the long journey required for the positive transformation of SPS. Our work to dismantle the systemic racism embedded in the public education system, build culturally responsive mentoring in schools, and center the voices of Black boys and teens directly supports the priorities of Seattle Excellence, especially the work to create welcoming and safe schools.

Student-Outcomes Focused Governance. Goal areas we've been focused on in 2021-22 have been in the 3rd grade reading goal (via AAMA Early Literacy Collaborative); 7th grade math goal (via Social Justice Math YPAR effort at Cleveland HS) and College and Career Readiness (via mentorship and EOS partnerships). AAMA has also been engaged in the districtwide guardrails conversations, especially in the discipline and welcoming environment guardrails.

Reflection

Areas of reflection for us as an office are how to be proactive and more systematic in our community-engaged workstreams, while also working to support cross-department collaboration that extends beyond a particular effort or project. While we are a small office, we see our function to connect and support districtwide targeted universalism strategies – co-owned by all the SPS departments – in addition to meeting the needs that students and families have today. To date we have cultivated a portfolio of work that also complements central strategic initiatives and goals (e.g., culturally responsive mentorship as a companion and extension of both culturally responsive teaching and driver of college and career readiness).

Our work takes an outside strategy approach (finding and creating collaborative opportunities) in a context where we could be more integrated. Our hope is to continue to cultivate our deep relationships with students and families and grow this trust in ways that elevates their leadership and holds us accountable to impact. We are looking forward to introducing new measures around identity development and other asset-focused factors that go undocumented but speak to the resilience of our young people. Lastly, our office is looking forward to conversations around de-siloing and recommendations about where our office can maximize our strategic impact – moving some of our work that is ad-hoc to become sustainable collaborations.

Business and Finance

Equity Focused Initiative: *Participatory Budgeting* (Commitments 1,2)

Key Leadership Staff:

Division Lead – JoLynn Berge

Department Lead – Linda Sebring

Other Key Staff Members – Zithri Information Associates, LLC, external consultant

Statement of Equity Focused Initiative:

Design and facilitate an ongoing community Participatory Budgeting (PB) process for the upcoming 2022-23 budget development process as well as for future years. Create small group meetings with representatives from historically underserved populations to review specific budget activities or policies for recommended changes or investments.

Initiative Outcome(s)/Impact:

This year's focus was working with the community to refine our early efforts toward a working PB philosophy and approach that can continue to evolve as a shared practice among SPS communities. Embedded here is a subtle but important acknowledgement that SPS does not serve one monolithic community but many diverse communities with unique and overlapping educational needs, visions, and expectations. Accordingly, SPS intends Participatory Budgeting to shift traditional budgeting practices that have often placed privileged, affluent, white students and communities over people routinely racialized and marginalized by institutions.

Focus for this year's PB meetings included review of School Board policy 6114 – Gifts, Grants, Donations and Fundraising Proceeds and input gathering on the direction the district Restorative Justice (RJ) program should take.

Specific outcomes from this year's community meetings included the following community recommendations:

Board Policy 6114

1. Set policy around supplemental funding for equity as a targeted universalism approach to all schools.
2. 25% of all PTSA funds received should be allocated toward PB pool restricted to high needs schools.
3. Includes direct gifts to schools through district.
4. Community group should be responsible for oversight of funds.
5. Recommend the District seeks corporate and philanthropic matching funds.

Restorative Justice

1. Center the voices of students and families most adversely affected by disciplinary policies in the design and rollout of RJ.
2. Establish family engagement as key part of related Human Resource decisions including confirmation by affected communities for leaders hired to support RJ.
3. Balance the focus on RJ between discipline and support. It needs to more realistically account for on-the-ground punitive actions towards communities that constitute the disciplinary pipeline.
4. Ensure there is sufficient money and time set aside to properly do this work.

Strategic Priorities Alignment:

This initiative aligns with the Strategic Plan focus on inclusive and authentic engagement by providing a meaningful voice for communities who represent students of color who are furthest from educational justice in reviewing and providing recommended changes or direction for budget activities related to school board policies and programs.

Reflection:

Opportunities for success and future growth for this initiative involve building on the current momentum and following up on the process recommendations made. Identifying additional contributors over time will also aid in the long-term success of the initiative.

Equity, Partnerships and Engagement

Equity Focused Initiative:

*Central Office Racial Equity (CORE) Team Program,
Racial Equity Team (RET) Program
(Commitments 1-8)*

Key Leadership Staff:

Division Lead – James Bush

Department Lead – Manal Al-ansi

Other Key Staff Members – Madelin Hall, Adama Seck

Statement of Equity Focused Initiative:

There has been a concerted effort to build internal capacity for stronger racial equity analysis and anti-racist systems-change. The Central Office Racial Equity (CORE) Team Program was established to build leadership capacity for racial equity and anti-racist systems change across central office. The Racial Equity Team (RET) Program expanded to build leadership capacity for racial equity and anti-racist systems change across SPS schools.

Initiative Outcome(s)/Impact:

As a result of CORE/RET work, our outcomes were:

1. Every division in SPS, as well as 61 schools, have invested and developed a Central Office or school-based Racial Equity Team to support capacity development and systems change across their divisional departments or schools;
2. CORE Team and RET members have completed a Racial Equity Analysis Training Series; and
3. CORE Team and RET members have participated in 1:1 and group coaching with DREA Coaches.

Strategic Priorities Alignment:

- Strategic Plan Priorities: *Building capacity development and systems change across all central office divisions supports embedding a racial equity analysis in working toward all four strategic plan priorities.*
- It is also in alignment with Guardrail 2: *The Superintendent will not allow implementation or adoption of any programming that does not prioritize educational and racial equity.*

Reflection:

This initiative will normalize holding a racial equity analysis at the center of all SPS work across the system—particularly in analyzing how central office decisions, policies, procedures, and practices impact student and family outcomes.

Equity Focused Initiative:

*Families, Education, Preschool, and Promise (FEPP) Levy
Funding for K–12 School Based Investments for the
2020–2021 through 2025–2026 School Years
(Commitments 1-8)*

Key Leadership Staff:

Division Leads – James Bush, Dr. Concie Pedroza, Dr. Keisha Scarlett

Department Lead – Rivka Burstein-Stern

Other Key Staff Members - Caleb Perkins, Cashel Toner, Dr. Mia Williams, Pat Sander, Heather Brown, Michael Stone, Nicole Turner, Sarah PerezHamilton, Jennifer Chamberlin

Statement of Equity Focused Initiative:

FEPP K-12 funding supports Culturally Specific and Responsive Programming, School-Based Investments at thirty schools, School-Based Health, Summer Learning, and Wrap-Around Services throughout the District. Levy funded School/CBO Partnerships are included in schools' intervention strategies to support progress towards schools' Levy goals and support in-class and extended learning opportunities. SPS and the City's Department of Education & Early Learning (DEEL) have engaged in a process to ensure that the FEPP Levy prioritizes programs that advance educational equity for historically underserved groups.

Initiative Outcome(s)/Impact:

Given the breadth of the work there are a wide range of impacts. These include ongoing support for a number of key district initiatives such as Kingmakers, Academy for Rising Educators, family support services, and investments at 20 elementary, 5 middle, and 5 high schools. The school-based funding focuses on expanded learning and academic support and college and career readiness. All levy investments are meant to keep students who have not historically been well served by our systems at the center, including Black, Latinx, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students.

SPS staff are working in partnership with DEEL to ensure that decision-making is grounded in racial equity. This has partly been actualized through the development of a new collaboration structure to help ensure that decision-making is strategically grounded in the SPS Strategic Plan and District Goals and Guardrails. This structure has also been

supported by cross-walking DEEL and SPS goals to support stronger alignment in implementation. There is a joint commitment to serving students furthest from educational justice and working to ensure strategic alignment.

Strategic Priorities Alignment:

FEPP is a targeted investment approach that articulates and supports SPS’s Strategic Plan and District Goals and Guardrails. Programming has provided many benefits to students by providing preschool classrooms across our district, culturally responsive physical and mental health programming to support learning in grades K-12, support in summer and extended learning opportunities, college and job-readiness experiences that promote high school graduation, and access to post-secondary education and training. Cross-departmental collaborative workgroups between SPS departments and DEEL staff have developed projects involving math supports for Promise students, PreK-K transition collaboration, asset-based measures and aligning strategic priorities.

Reflection:

SPS is building internal structures that support the successful implementation of school and central office FEPP programming to ensure our students have equitable access and receive the resources to support their success in schools, life, and community.

Equity Focused Initiative:

*Seattle Intervention Tracking and Community Partner Access;
Year 3 of 3 (Commitments 1,6)*

Key Leadership Staff:

Division Lead – James Bush

Department Lead – Rivka Burstein-Stern

Other Key Staff Members – Jennifer Chamberlin, Natalie Williams

Statement of Equity Focused Initiative:

SPS is currently piloting a new technology platform designed to track and evaluate the effectiveness of supports offered by community-based organizations (CBOs). Prior to this project, each school either built their own system to monitor student supports or operated without a system at all. The objective of this project is to build a shared record of student supports so that we can make more informed decisions about which supports are being provided and ensure equitable access, specifically for students furthest from educational justice.

Initiative Outcome(s)/Impact:

In Fall 2019, SPS accepted two-year grant funds to support the implementation of this tool. After experiencing COVID related delays, SPS requested and was approved for a no-cost

extension of grant funds, extending the project end date to November 2022. In March 2021, SPS selected the PowerSchool Hoonuit solution, in consultation with school, district, and CBO leaders. SPS is also working in close collaboration with the City of Seattle's Department of Education and Early Learning to align this initiative with the Families, Education, Preschool, and Promise (FEPP) Levy. SPS is currently piloting the Hoonuit solution with 12 schools, with a focus on schools receiving FEPP levy funds. SPS is also currently integrating data collected in Hoonuit back into the Atlas data warehouse with the goal of creating customized reports to support critical analysis of equitable access to supports and program effectiveness. In the 2022-23 school year, training and access to Hoonuit will be expanded to additional schools and partners.

Strategic Priorities Alignment:

This solution directly supports our strategic plan priorities of High-Quality Instruction and Learning Experiences and Predictable and Consistent Operations Systems as school and central office staff will have a tool to evaluate the effectiveness of academic and enrichment interventions delivered by schools and community partners.

Reflection:

- This tool will support the goal of ensuring equitable access to services, specifically for students furthest from educational justice. With better quality data about student supports, SPS can also identify schools that may not have supports that effectively meet the needs of Black boys and teens and students of color furthest from educational justice.
- A key to implementation has been gaining buy-in and building skills with the right school staff. We have learned about the need to first identify the core teams and users within the school, so that we can collaborate to integrate the use of the tool within existing structures and systems.
- To increase the impact of this tool, alignment with other district initiatives and departments is critical. We have collaborated with the 9th Grade Success Tracking team, AAMA, Continuous Improvement, and met with several departments to discuss opportunities for alignment, with the goal of creating system coherence and producing quality data. We aim to increase cross-departmental collaboration to ensure the sustainability of this tool and user buy-in.

Equity Focused Initiative:

*Superintendent's Student Advisory Board (SAB)
(Commitment 5)*

Key Leadership Staff:

Division Lead – James Bush

Department Lead – Rivka Burstein-Stern

Other Key Staff Members – Jill Leahy, Karama Blackhorn, Dr. Brent Jones, Cathy Jimenez, Dena Morris

Statement of Equity Focused Initiative:

The Superintendent's Student Advisory Board (SAB) consists of student representatives from multiple district high schools. The advisory board creates space for student voice, advice, and perspectives to be shared directly with Superintendent Dr. Jones and school district leaders. The Student Advisory Board meets with the superintendent and district leaders throughout the school year to learn about the work of the district and to share feedback on creating welcoming and safe environments, providing an important and consistent opportunity for student voice and perspective on key district work.

Initiative Outcome(s)/Impact:

This year the Superintendent Student Advisory Board has worked in partnership with multiple district leaders and departments, including regular conversations with Dr. Jones, Coordinated School Health Team (focused on discipline), Black Studies, Associate Superintendent Pedroza and Assistant Superintendent Bush on community and physical safety, and Nutrition Services. This sharing and dialogue supports SPS to make decisions and develop initiatives with intentional youth input.

Strategic Priorities Alignment:

While student voice can fall under any part of the strategic plan, the SAB focuses directly on Inclusive and Authentic Engagement and Welcoming Environments. SAB uses culturally responsive facilitation methods to engage students to build trusting relationships with district staff and lift up the voices of students in meaningful ways.

Reflection:

There are opportunities to provide better recruitment for the 2022-23 school year- not all SPS high schools are represented – and we also need to ensure that there is Black male representation on the SAB. There is also a need to align and bring together more strategically some of the different bodies of youth leadership work that are happening across the system to ensure that they are coherent and part of a larger strategy around youth voice.

Human Resources

Equity Focused Initiative: *Culturally Responsive Practice* *(Commitments 3,4)*

Key Leadership Staff:

Division Lead – Noel Treat

Department Lead – Lindsay Berger

Other Key Staff Members – Shelly Hurley, Chris Drape, Drew Dillhunt, Laura Schneider, Janette MacKay, Alison Bishop, Kim Van Atta

Statement of Equity Focused Initiative:

We believe, and research shows, that culturally responsive practice is an important lever in eliminating the opportunity gap. When school-based staff are culturally responsive, students feel safe, valued and more ready to learn. The culturally responsive practice goal has three main initiatives:

- Building Leadership Teams (101 and 102 training)
- Foundational Coursework training (101, 201, 301)
- Teacher Leadership Cadre

Initiative Outcome(s)/Impact:

Foundational Coursework

Foundational Coursework is comprised of three main courses: 101, 201 and 301. All teachers who are new to the profession are expected to take Seattle Teaching (ST) 101. ST 101 includes a full day dedicated to “Foundational Beliefs” and advancing racial equity is woven throughout each session. As part of engagement in 101, teachers are assigned a 1:1 consulting teacher who supports the teacher in their practice and also assesses their readiness to exit support. We currently have 174 first year teachers who are participating in 101. This is down from past years due to the number of teachers who have resigned or are on leave.

New-to-profession teachers have had the opportunity to participate in a teachers of color affinity group for the first time this year. We hired two affinity group facilitators who have led two meetings thus far.

Seattle Teaching (ST) 201, our coursework for second- and third-year teachers launched in 2019-2020. ST 201 establishes the vision for effective instruction in Seattle Public Schools aligned with the [SPS Foundational Beliefs](#) about racial equity and culturally responsive practice. Participants in the course explore the foundational beliefs that ground our collective “why” as a district that strives to eliminate opportunity gaps and achieve racial equity. To develop instructional practices that align with those beliefs, participants

will study various aspects of instruction to develop a clear and shared understanding of what effective instruction looks like and how to put it into practice in Seattle Public Schools classrooms.¹

In 2021-2022 we experienced a significant drop-off in the number of 2nd and 3rd year teachers who participated in 201. We started the year with about 300 participants, and we are now down to roughly 100. This has been a tremendously taxing year for teachers, and we heard from many of them that they did not have the capacity to engage thoughtfully in the coursework this year. While we recognize all the demands being put on teachers right now, we also want to ensure that new teachers participate in the course as it is critical to ensure consistency in language and practice across our system. With this in mind, the Professional Growth and Educator Support Committee will be proposing revised language to the 2022 collective bargaining team that makes 201 a required course for 2nd and 3rd year teachers. Additionally, we plan to take 201 offline in 2022-2023 so that we can work on revamping the content using feedback provided by participants.

Seattle Teaching 301 is a course focused on teacher leadership that launched in 2020-2021. The course will run in May.

Teacher Leader Cadre

Starting in 2018, the Teacher Leader Cadre (TLC) revamped its hiring process. Prior to 2018, hiring was determined solely by the school principal and buildings were not required to notify all staff of TLC openings. The current hiring process requires buildings to notify all certificated employees of TLC openings. Further, if more applications are received than positions are available, the applicants must be interviewed using the site-based hiring process. As there are different roles for TLCs (for example: mentor, professional development lead, etc.) the Building Leadership Team (BLT) at the school is responsible for determining which roles are needed when there are openings. In part due to the changes in hiring practices, the percentage of teachers of color represented in the program has increased from 16% in '18-'19 to 28% in '21-'22.

Building Leadership Team (BLT) Training

There are two BLT trainings – BLT 101 and 102. BLT 101 is focused on the nuts and bolts of the building leadership team. BLT 201 is more explicitly focused on racial equity as it supports BLTs in making racial equity focused decisions around the school's budget, school improvement plan (CSIP) and professional development plan. All schools are required to have attended BLT 102 training by this year. So far, 36 schools have attended in 2021-2022 and 95 have participated since the inception of the course.

Strategic Priorities Alignment:

The three initiatives referenced in this report make up Goal 6 of the strategic plan.

Reflection:

¹ ST 201 course syllabus

There are significant opportunities for growth and advancement within each initiative. With regards to culturally responsive practice and our Foundational Coursework, we plan to:

- Ensure all second- and third-year teachers in our system take ST 201
- Increase ST 201 participation from just second- and third-year teachers to veteran teachers. This course establishes the vision for what it means to be an effective educator in Seattle Public Schools. As such, it's critical that we begin to reach teachers who have been in our system for some time.
- Continue to work with our research partners to determine the best ways to measure impact of the coursework.

With regards to the Teacher Leader Cadre, we plan to continue increasing recruitment of BIPOC teacher leaders and identifying opportunities to increase communication and transparency in hiring.

Equity Focused Initiative:
*Culturally Responsive Workforce,
Diversity of Staff & Leadership – Hiring
(Commitments 2,3,4,6)*

Key Leadership Staff:

Division Lead - Noel Treat

Department Lead – Mike Simmons, Tristan Wiley, Shelly Hurley

Other Key Staff Members – Brandon-Rashad Kenny, Tristan Wiley, Leslyn Jones,
Demetrice Lewis

Culturally Responsive Workforce - Retention Workgroup & Planning Team (*formerly Strategic Plan Workgroup*)

Statement of Equity Focused Initiative:

SPS teachers are overwhelmingly white (76%), while 54% of our students are students of color. Students thrive when our educators reflect their diversity. That's why we are actively recruiting and working to retain staff of color, with a focus on Black male educators, to support a culturally responsive workforce.

Initiative Outcome(s)/Impact:

SPS's Human Resource Department (HR) is maintaining the following steps to create a diverse workforce that reflects SPS's student population, especially students of color furthest away from educational justice:

- Grow Your Own (GYO) initiative
- Ongoing School-Based Hiring & Selection; and partnering with the SEA on associated hiring training
- Recruiting Staff of Color
- Retention of Staff of Color

- Staffing for Black Excellence.

Grow Your Own

Our Grow Your Own (GYO) initiative continues to expand our pathways to teaching through our Academy of Rising Educators (ARE). Our ARE Program team continues to influence the standards of teacher education programs in revamping their curriculum and program design to support teachers of color and all educators to become more anti-racist teachers. Our partnership with the Grow Your Own Collective in this effort remains productive, and the Professional Growth and Educator Support (PGES) team is now prime on that partnership. Work with the GYO leaders continues to focus on furthering the alignment and transitioning their work from culturally responsive towards anti-racist practice.

Academy of Rising Educators (ARE)

The Academy of Rising Educators program oversees the following pathways into teaching: Seattle Central College, Class2Cert Programs, UW-SEHI and Seattle Teacher Residency (STR).

Current ARE partner enrollment reflects the following (including 2022-23 Cohort):

- Seattle Central College: 71 candidates (ALL candidates of color / 20 African American Males [AAM])
- Class2Cert: 77 candidates (63 candidates of color; 18 AAM)
- UW-SEHI: 15 candidates (10 candidates of color / 4 AAM)
- Seattle Teaching Residency: 25 candidates

Graduating ARE candidates, with binding contracts for the 2022-23 school year are reflected below:

- Class2Cert: 29 candidates (8 candidates of color; 4 AAM)
- UW-SEHI: 10 candidates (5 candidates of color; 2 AAM)
- Seattle Teaching Residency: (29 candidates of color; 1 AAM)

The application period for candidates in the 2022-23 cohort has ended with the following application numbers:

- Seattle Central College (Associates Degree-seeking, including High School Promise students): 21 (ALL candidates of color/5 African American Males)
- Traditional Class to Cert (Certificate, Bachelor's, or master's seeking): 48 (37 candidates of color/8 African American Males)
- Seattle Teaching Residency: 25

Hiring & Selection

SPS maintains its commitment to raising the bar on its equity efforts around hiring. As part of that process, HR, in collaboration with Seattle Education Association (SEA), continues to revamp/enhance the site-based hiring training to include deeper knowledge and understanding around implicit bias and related best practices that support our overall Culturally Responsive Workforce strategy.

To date, Employment Services Manager Leslyn Jones-Petitt, SEA representatives Tommy Rose and Tammy Watson, and the HR Business Partners have led online hiring/interview

training for approximately 3,500 participants since May 2020. Each session was conducted via Teams meetings, which has opened new training opportunities.

In addition, our Employment Services HR Business Partner team continues to support our future teacher candidates through the hosting of interview skills and resume writing workshops for our contract holders via Teams meetings.

Recruiting of Staff of Color

Our targeted recruitment efforts centered around the 13 Seattle Excellence focus schools, growing our Recruiting Fellows program engagement, cultivation with teacher candidates and working to establish Historically Black Colleges & Universities (HBCU) school relationships. Results of our 2021-22 efforts include:

- *32% of teachers hired identify as people of color; metric goal = 32%*
 - In 2020-21, we hired 36% teachers of color (goal was 29%)
 - In 2019-20, we hired 27.1% teachers of color (goal was 26%)
- *54% of school leaders hired identify as people of color; metric goal = 44%*
 - In 2020-21, we hired 54% school leaders of color (goal was 43%)
 - In 2019-20, we hired 57% school leaders of color (goal was 40%)
- *46% of Central Office Leaders hired identify as people of color; metric goal = 44%*
 - In 2020-21, we hired 55% CO leaders of color (goal was 44%)
 - In 2019-20, we hired 36% CO leaders of color (goal was 43%)
- *For the 2021-22 school year, 100% of vacancies known by July 1 were filled by the first day of school; 93% of vacancies known by August 15 were filled by the first day of school.*
 - In 2020-21, we had 100% of vacancies known by August 15 filled by the first day of school.
 - In 2019-20, we had 100% of vacancies known by August 15 filled by the first day of school.

Staffing for Black Excellence in Pathways

This initiative continues to be woven into our other initiatives. It has removed financial barriers to becoming a teacher and supported continued implicit bias training in the hiring and selection process. Below are examples of the impact of this initiative and how it is fully imbedded across the other initiatives:

- Realization of the Historically Black Colleges & Universities (HBCU) Recruiting strategy
- Our marketing campaign with Strategies 360 was focused on Black Excellence and promoting/highlighting Black educators as a retention strategy
- Our Teach for Liberation (GYO Collective partnership effort) builds educators' capacity to understand the intersection of race, critical race theory in schools, and how to support Black students.

Retention

Center for Black Educator Development (CBED)

- *The ultimate success of your recruitment efforts will be measured by the success of your retention efforts and the extent to which the educators of color can reach their full potential and help their students reach theirs.*
- *The value educators of color bring to schools has been well documented, but so too have their exits from the profession—departure rates that are significantly higher than those of their white colleagues.*
- *There is substantial research on all the reasons why educators of color stop teaching, often leaving schools that need them the most. Less known and discussed are strategies for keeping educators of color in the profession based on all this knowledge.*

(Source - Respecting Educator Activists of Color: The Anti-Racist Guide to Teacher Retention – CBED)

Our ongoing effort to analyze our retention of teachers of color continues to yield additional data and areas of focused opportunity to influence the experience of our teachers of color. Our goal is to better understand retention and put in place productive strategies, action plans and metrics to better retain educators of color.

- Our retention of classroom teachers has remained steady year over year, at about 90% over the last five years.
- According to our UW partner researchers, while SPS teachers of color on aggregate had similar retention outcomes (staying, moving, or leaving) to white teachers over the last five years, Black and Latinx teachers have been retained in the district at slightly lower rates than other teachers.
- School retention data is now being used by our Employment Services HR Business Partners in further enhancing their strategic partnerships with building leaders.
- Our Consulting Teacher Program now allows for new teachers to request a BIPOC coach.
- A Certificated/Teacher exit survey was implemented in April 2021 – 58% response rate (116/200)
 - 72% were Resignations; 27% Retirements, & 2% layoffs
 - 71% were Satisfied or Very Satisfied with their employment at SPS
- Affinity Group partnerships and facilitation is key to the 2021-22 school year: New Teachers of Color, and the SEA Ethnic Minorities Affairs Committee (EMAC) present great areas of partnership and opportunity.
 - Our Professional Growth & Educator Support survey now includes teacher perceptions regarding when they “stay” in SPS; next survey is June 2022.

Retention Path Forward-

Retention is the primary goal and area of focus for our HR submission. Key programs of note, albeit not all-inclusive, contain the following:

- Strategy 3 Workgroup is transitioning to the Retention Workgroup & Planning Team
- Adopted a Retention Plan “Scorecard or 4 Square” for tracking progress
- ARE Programs & Partnership with City of Seattle - DEEL / GYO Initiative
- Site Based Hiring Training ongoing

- SEA/CBA exemption process (*Article XII: Layoff & Recall; Section C: Displaced & Layoff Guidelines - #2 & 3*)
- Culturally Responsive Practice ~ Seattle Teaching 101, 201, & 301 ongoing
- Teacher Leader Hiring

Key actions in work-

- Formed a Retention Planning Sub-Team to lead/project manage the overall effort
- PGES Survey planned for June 2022
 - Survey and communication plan being reviewed for content enhancements and to encourage greater participation.
- Culture & Climate survey planned for Fall 2022 and Spring 2023
- In both the PGES and Culture & Climate surveys, we are committed to ensure there is the capability to disaggregate the response data by race.
- Certificated Exit Survey process being executed for the 2nd year.
- All survey results will be shared widely, and collective action plans shared with building and central office leaders within 90 days of survey completion
- Utilization of tools from the Anti-Racist Guide to Teacher Retention from the Center for Black Educator Development being strongly considered
 - *Worksheet 5: Sample Goals & Metrics for Educator of Color Retention*
 - *Worksheet 10: School Culture Assessment*
 - *Worksheet 19: Educator-of-Color Goals and Recognitions*
- Consideration being given for a greater hands-on or workshop approach from CBED; we met with a rep from the organization on Thursday, May 5, 2022
- Retention related role/breakout workshop in SLI in work

Strategic Priorities Alignment:

Our five initiatives remain in direct alignment with the Seattle Excellence mission and vision. Our Grow Your Own initiative and ARE programs are fostering future SPS teachers that are *rooted in our community, dedicated to long-term teaching, and committed to anti-racist pedagogy* towards reaching students furthest away from educational justice. ARE is a comprehensive strategy that allows us [HR] to achieve the goals in the SPS Strategic Plan.

Beyond the Grow Your Own initiative, the other four initiatives are fundamentally rooted in the Seattle Excellence commitment to delivering on the recruitment, retention, and hiring and staffing diverse staff and leadership in our schools and the SPS Central Office with an ongoing focus on and commitment to Black Excellence.

Our primary focus on the path forward will be the **retention** of our educators of color. We are taking deliberate steps into this initiative and enhancing the much-needed velocity around the related actions outlined above, especially around documenting our processes, communication of results, and adding the very important element of action plans based on results.

Reflection:

Opportunities exist to enhance and grow our strategy deliverables in all the initiatives. Our greatest areas are our Historically Black Colleges & Universities (HBCU) expansion strategy

that identifies the top 10 HBCU producers of entry level educators and our ongoing ARE partnerships with our primary colleges and universities focused on curriculum enhancements and other critical integration points.

Our HR initiatives around the Diversity of Staff and Leadership remain focused on the implementation of our Strategic Plan – Seattle Excellence. We continue to center our strategies around Black excellence and working with stakeholders to inform our strategies and our practices.

The year ahead will be squarely focused on moving the needle on our Retention strategies and the efforts to identify gaps, clearly define and execute on actions, and most importantly realize the gains through teaming at all levels. We recognize and believe that retention is everyone’s responsibility.

Operations

Equity Focused Initiative: Equity-Based Capital Planning and Project Delivery (Commitments 2,5)

Key Leadership Staff:

Division Lead – Fred Podesta

Department Lead – Richard Best

Equity and Engagement – Deborah Northern

Other Key Staff Members - Mike Skutack, Vince Gonzales, Jeanette Imanishi, Becky Asencio

Statement of Equity Focused Initiative:

Capital Projects and Planning (Capital) continues to integrate an equity lens throughout department processes and work efforts in understanding the impacts of facility design, condition on the educational environment, and the importance of providing warm and welcoming schools. Capital continues to use equity analyses in their decision-making processes. The goal is to continue to evaluate and update Capital practices and processes with an equity lens, including implementation of the Building, Technology, Academics and Athletics (BTA) V Levy.

Initiative Outcome(s)/Impact:

Awareness of the impact of a thoughtful equity analysis is an important part of the planning processes for the Capital levies. Planning decisions and recommendations are made with an equity lens in mind and an awareness of the needs of the school community. Development of the proposed BTA V levy list included continuing reference to the Equity Tool Kit guiding questions as projects are proposed and evaluated for need, feasibility, scope, and cost. This questioning helps the planning team to think beyond a specific identified need to question how to best improve the learning environment, minimize impacts to students and staff, and improve the educational environment for students furthest from educational justice.

Steps taken to integrate equity analysis in levy planning included preparing an equity analysis of the BTA V levy and developing a board-approved scoring and ranking method for the levy project list that included and prioritized equity.

School Design Advisory Teams (SDAT) have had a continuing focus on equity. Architecture firms hired have provided equity and outreach specialists which have gained valuable feedback from families and community regarding the design of the facilities at Alki, Montlake and John Rogers Elementaries. This insight and deeper thought processing is

enabling a specified concentration on the elements of the Strategic Plan, particularly family and community engagement.

Strategic Priorities Alignment:

Integrating equity throughout the Capital department in the planning and execution of construction projects will result in welcoming environments for students, staff, and the community, and access to high quality facilities and other educational resources. This supports the first goal of the Strategic Plan, High-Quality Instruction and Learning Experiences, by providing the physical space where students feel safe and welcome and that meets their needs. This initiative also supports the second goal, Predictable and Consistent Operational Systems, by creating schools that can be more easily maintained and operated, ensuring a safe and comfortable educational environment. The School, Community Workforce Agreement (SCWA) has generated processes and systems to elevate the focus on student and community engagement within our various projects. Capital maintains data examination and regular meetings with SCWA staff from the City of Seattle to ensure a focus on equitable practices and services.

Reflection:

Capital team meetings and workshops focused on equity continue to result in thoughtful discussions, learning, and brainstorming on how the Capital Projects and Planning group can best incorporate and enhance equity into their work. Individuals regularly bring examples of process changes they have initiated the group to discuss. This awareness continues to be communicated to outside consultants, which will hopefully continue to influence their work for the district. This continued focus on effective policies, programs and practices for equity will have the opportunity to provide a strong foundation for changes within Seattle Public Schools.

Public Affairs

Equity Focused Initiative: *State of the District Address 2022* *(Commitments 1,5,6,8)*

Key Leadership Staff:

Division Lead: Beverly Redmond

Department Lead – Communications Staff

Other Key Staff Members – SPSTV, Web, Media, and Customer Affairs Staff

Statement of Equity Focused Initiative:

SPS is committed to engagement as part of our strategic plan. Dr. Jones hosted his inaugural State of the District (SOD) address via YouTube and SPS-TV to share the strategic plan and his goals with the larger community. This is the first such address since the onset of the pandemic.

As we step into our long-awaited, post-pandemic future, we recognize that Seattle Public Schools sits at a crossroads. We must leverage this momentum and lessons learned while emerging from a pandemic shutdown, racial reckoning, and ongoing uncertainty to reimagine and revolutionize education in Seattle to remain an innovative progressive city.

Initiative Outcome(s)/Impact:

As result of this project, we were able to do the following:

- Present Dr. Jones, a native son of Seattle, as a strong, unapologetically Black leader of Seattle Public Schools.
- Showcase our commitment to excellence for all SPS students, most importantly Black boys and teens, as well as students of color furthest away for educational justice.
- Bring our community partners and Board together to hear and understand our vision.
- Elevate the professionalism, quality and reach of the presentation to the broader community.
- Elevate the energy and pride in SPS, especially for John Stanford Center for Educational Excellence (JSCEE) and building staff.

Strategic Priorities Alignment:

SOD showcased all the elements of the Strategic Plan but is reinforced by the guardrails surrounding the plan:

- The superintendent will not allow school and district initiatives to go forth without engaging students of color furthest from educational justice and their families,

following stakeholder engagement principles that are utilizing current adopted best practices.

- The superintendent will not allow implementation or adoption of any programming that does not prioritize [educational and racial equity](#).

Reflection:

While SOD was a success, we would like to see next year's address include more:

- Teachers and staff members
- Showcase student performance
- Parent attendance
- Access to translation services
- More marketing to the wider community many of whom do not have students in SPS

Schools and Continuous Improvement

Equity Focused Initiative:

School Leadership Workforce Diversity (Commitment 3)

Key Leadership Staff:

Division Lead: Dr. Concie Pedroza

Department Lead – Dr. Mike Starosky

Other Key Staff Members – Directors of Schools, Principal Leadership Coaches

Statement of Equity Focused Initiative:

School leadership directly impacts outcomes for students. Students, staff, and communities benefit from racially diverse school leaders.

Initiative Outcome(s)/Impact:

As a result of intentional efforts of the Lead Up Departments, interview, selection, and retention policies have resulted in nearly 60% of all new principal and assistant principals being leaders of color for the 21/22 school year. Additionally, of the principals named for the 22/23 school year, 100% are coming from our assistant principal ranks and 60% of assistant principals moving into principal positions are leaders of color. Next year, we are partnering with the University of Washington's Center for Educational Leadership to provide targeted professional development to our assistant principals of color as a part of a two-year Aspiring Principals Academy.

Strategic Priorities Alignment:

Workforce Equity

Reflection:

Sharing the intentional efforts the Lead Up Team does in our recruitment, interviewing and selection processes which could be tailored district-wide-specifically for leaders wanting to move on from school-based leadership into central office leadership roles.

Student Support Services

Equity Focused Initiative:

*Prioritize Students Furthest from Educational Justice in Identification Practices, Comprehensive Coordinated Early Intervening Services (CCEIS)
(Commitments 1,2,4,5,6,8)*

Key Leadership Staff:

Division Lead – Dr. Concie Pedroza

Department Lead – Dr. Rocky Torres, Devin Gurley, Mike Bylsma

Other Key Staff Members – Chynna Jeremiah

Statement of Equity Focused Initiative:

The Special Education department has spent the 2021-22 school year in professional development around “Interrupting Privilege.” We have explored topics such as Community Building Across Difference for Equity, Understanding Race in the U.S., Radical Listening, Interrupting Structural Privilege, Power & Privilege, and Interrupting Microaggression, and have focused on looking at the intersectionality of race and disability. We also continue to actualize our Comprehensive Coordinated Early Intervening Services (CCEIS) Plan. As part of this plan, there is a team working on identifying trends regarding disproportionality and qualification in intensive service pathways.

Initiative Outcome(s)/Impact:

We continue to hold community engagement meetings for our families of color and multilingual families of students receiving special education services. From the feedback that we received from last year, we initiated the professional development of Interrupting Privilege and have both qualitative (stories from the field and families) and quantitative data points (% of goals achieved and self-rating against topics and strategies) as to the impact of these sessions. We recognize the need to continue with goal setting moving forward in order to continue to advance the Interrupting Privilege work.

Based on our CCEIS work, we have development tools to help ensure more fair and accurate evaluations for students. These tools are now used by all of our psychologists, and we have seen a decrease in our risk ratios related to disproportionality, but more work will continue to need to be done in this area.

Strategic Priorities Alignment:

These initiatives are in direct alignment with the Seattle Excellence Plan with a focus on students of color furthest from educational justice, and in alignment with the targeted universalism approach with an intentional focus on Black boys and teens.

Reflection:

We believe we need to continue our focus on Interrupting Privilege and continue with setting and tracking short-, medium-, and long-term goals as a team aligned to these bodies of work. Additionally, regarding the CCEIS implementation plan, we need to create Specific, Measurable, Achievable, Relevant, Time-Bound (SMART) goals aligned to a reduction in our disproportionality data as a next step.