

**2018-19 SMART GOAL #2 EOG (Eliminating Opportunity Gaps):
Create Safe and Healthy School Climates where students are supported and engaged**

What Are We Trying to Accomplish?

To create Safe and Healthy School Climates where students are supported and engaged, Seattle Public Schools will provide adults access to support, tools and systems in order to: *Apply Alternatives to Discipline, Build Adult Capacity and Efficacy, and Create Identity Safe Spaces* so that there are positive outcomes for African American males and other students of color. The work will be based upon six foundational documents: School Board Policy 0030, School Board Policy 3240, School Board Resolution 2014-15-35, House Bill 1541, Senate Bill 5433, and Seattle Public Schools’ Formula for Success (F4S).

Why Do We Need to Accomplish This?

Seattle Public Schools has yet to provide a consistent, systemic approach and school climates to ensure students, such as African American males, are performing at or above grade level. Some of these students who are not performing at grade level transition to middle school and high school and continue to perform beneath their capability, causing disconnection from high school and potential disengagement from the K – 12 educational system.

SAFE AND HEALTHY SCHOOL CLIMATE:

		
<p>APPLY POSITIVE ALTERNATIVES TO DISCIPLINE BY INCREASING INSTRUCTIONAL TIME AND STUDENT ENGAGEMENT</p>	<p>BUILD ADULT CAPACITY AND EFFICACY TO EMPOWER ADULTS TO CREATE THE CONDITIONS FOR LEARNING</p>	<p>CREATE IDENTITY SAFE SPACES SO THAT OUR STUDENTS KNOW THEY ARE SUPPORTED AND INVITED TO BE ENGAGED</p>

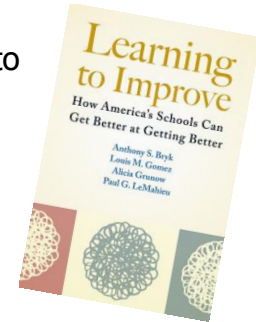
Our Theory of Action

If school climate is safe, healthy and supportive for students, then students are ready to learn and reach increased academic milestones as outlined below in our “Formula for Success” (F4S). Accordingly, they will be on track to pursue college and career opportunities.

Our F4S Source Measures will be: Attendance data reports, Discipline data reports and other source measures such as Focus Group feedback/Interviews, Integrated data reports, Year End Reports and Training/Participation rosters.

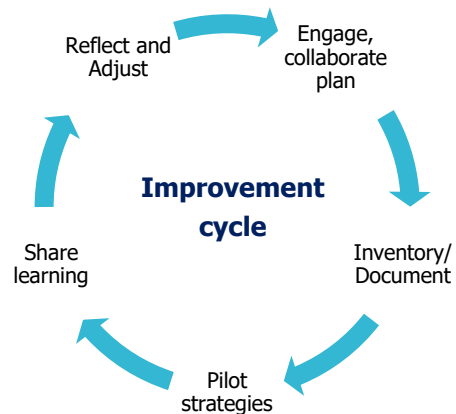
How Do We Intend to Do This?

We have invested time and resources in this EOG goal for three years. We have learned that in order to lead and support this racial equity work, senior leadership must be invested and have in-depth understanding of continuous improvement. Accordingly, senior leadership is engaged in a year-long study of “improvement science” with “Learning to Improve: How America’s Schools Can Get Better at Getting Better” by Bryk, Gomez, Grunow, and LeMahieu as our guiding text.



Within our local context, we will use the *Improvement Cycle Process*:

1. **Engage, collaborate, and plan** with those proximal to the work on an implementation plan, including community, educators, families, local tribes



2. **Inventory/document** current experience and practice with evidenced-based practices to develop a portfolio of strategies and tools.

3. **Pilot** 1-2 strategies at 3-4 schools

4. **Share** what was learned at the schools during development and implementation

5. **Reflect and adjust** behaviors, practices and strategies.

We will develop a Network Improvement Community (NIC) to guide the initiative:

1. Start with gathering a core group of educators, researchers, and designers. Within this group we need to build relationships within the NIC.

2. Develop and refine a compelling, urgent narrative guided by a deep understanding of the problem, the system that produces it, and a shared working theory to improve it.

3. Learn research methods along the way, incorporating practitioners with contextual knowledge of the system and specific research expertise about the problem.

4. Guide improvement disciplined by the methods of improvement research to develop, test, and refine interventions; accelerate interventions into the field to effectively integrate them into varied educational contexts.

2018-19 Action Plan:

EOG Outcomes	EOG Actions		
	Basic/Baseline	Proficient	Distinguished
<p>APPLY POSITIVE ALTERNATIVES TO DISCIPLINE TO INCREASE INSTRUCTIONAL TIME AND STUDENT ENGAGEMENT</p>	<p><i>Coordinated School Health Services will:</i> Deploy a system for tracking missed instructional time from office referrals and other forms of exclusionary discipline disproportionately impacting students of color</p> <p>Produce a summary inventory of restorative practices and other positive alternatives to discipline currently in use across the district</p>	<p><i>Coordinated School Health Services will:</i> Gather data Missed Instruction Log usage and produce a guidance document on the effective utilization of behavioral reports in MTSS-tiered practices and supports</p> <p>Produce a menu of evidenced-based restorative practices and tools based on external research and evidence of promising practices currently in use across the district</p>	<p><i>Coordinated School Health Services will:</i> Provide training and supports to schools on effective use of behavioral data for MTSS with tools and links to resources</p> <p>Provide training and supports to schools on restorative practices with tools and links to additional resources</p>

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	Basic/Baseline	Proficient	Distinguished
BUILD ADULT CAPACITY AND EFFICACY TO EMPOWER ADULTS TO CREATE THE CONDITIONS FOR LEARNING	<i>Curriculum Assessment & Instruction will:</i> Develop an Ethnic Studies curricular scope and sequence with course outlines	<i>Curriculum Assessment & Instruction will:</i> Provide training and support for an Ethnic Studies pilot aligned to a scope and sequence	<i>Curriculum Assessment & Instruction will:</i> Create a workgroup to design and pilot common Ethnic Studies curricular units
	Develop Since Time Immemorial (STI) implementation plan in select grade levels	Develop an online menu of tools and resources for STI educators; provide initial STI professional development to high schools	Develop assessments or other accountability measures for STI ; track STI adoption and produce year-end implementation report
	<i>Dept. of Racial Equity Advancement will:</i> Develop a roadmap for new modules and applications of the EOG Digital Toolkit	<i>Dept. of Racial Equity Advancement will:</i> Create online-accessible facilitation guides for existing EOG Digital Toolkit modules	<i>Dept. of Racial Equity Advancement will:</i> Develop at least three (3) new EOG Digital Toolkit modules with facilitation guides
	Sustain support for Racial Equity Teams (cohorts 1-4); expand from 43 to 53 teams; train and support new teams (Cohort 5)	Provide guidance and support to help Racial Equity Teams develop school professional development plans aligned to CSIPs	Measure and evaluate Racial Equity Teams progress in reaching PD goals; produce a summary year-end research report
	Conduct a needs assessment for Racial Equity Analysis Tools to support school and central office department decision-making	Create a resource guide with example use cases for Racial Equity Analysis Tools	Provide training and support to schools and departments in the effective use of Racial Equity Analysis Tools in decision-making
	<i>Coordinated School Health Services will:</i> Sustain implementation of Positive Behavioral Interventions and Supports (PBIS) in 50 schools; expand to 60 teams (cohort 5)	<i>Coordinated School Health Services will:</i> Provide guidance and support to help PBIS teams develop school professional development plans aligned to CSIPs	<i>Coordinated School Health Services will:</i> Measure and evaluate school progress and challenges for PBIS implementation to date; produce a summary year-end report
	Conduct a professional development needs assessment for Social Emotional Learning and Trauma Responsive practices	Develop a best practices guide and resources for implementing Social Emotional Learning and Trauma Responsive practices	Provide pilot professional development for best practices in Social Emotional Learning and Trauma Responsive practices

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<p>CREATE IDENTITY SAFE SPACES SO THAT OUR STUDENTS KNOW THEY ARE SUPPORTED AND INVITED TO BE ENGAGED</p>	<p><i>Coordinated School Health Services will:</i> Produce a summary inventory of schools implementing the Tier II Care Coordination wrap-around case management model</p> <p><i>Dept. of Racial Equity Advancement will:</i> Produce a summary inventory of mentoring practices for historically underserved middle school students currently in use in schools</p> <p>Produce and inventory of existing strategies and practices schools currently use to create identify safe, welcoming environments</p> <p><i>Dept. Racial Equity Advancement + Dept. of School-Family Engagement will:</i> Produce an inventory of existing efforts by schools to use family engagement, educator climate and student voice as sources of knowledge to improve school climate (guided by voice of historically underserved populations)</p>	<p><i>Coordinated School Health Services will:</i> Produce a menu of evidence-based best practices highlighting schools successfully implementing a Tier II Care Coordination case management model</p> <p><i>Dept. of Racial Equity Advancement will:</i> Produce a menu of mentoring best practices based on external research and promising practices currently in use across the district</p> <p>Produce a menu of evidence-based strategies highlighting schools successfully creating identify safe, welcoming environments</p> <p><i>Dept. Racial Equity Advancement + Dept. of School-Family Engagement will:</i> Produce a menu of evidence-based best culturally responsive practices highlighting schools successfully using family-engagement, educator climate and student voice to improve school climate</p>	<p><i>Coordinated School Health Services will:</i> Provide training and support for schools to align to best practice and modify their Tier II Care Coordination case management model</p> <p><i>Dept. of Racial Equity Advancement will:</i> Provide training and support for schools to align to best practices and to enhance students' mentoring experiences</p> <p>Create an online strategy toolkit with resources to help schools in creating identify safe, welcoming environments</p> <p><i>Dept. Racial Equity Advancement + Dept. of School-Family Engagement will:</i> Provide training and support for schools in using tools and resources for using culturally-responsive family engagement, educator climate and student voice to improve school climate</p>

FORMULA FOR SUCCESS

If we ensure our commitment to racial equity, hire and develop high quality teachers and leaders, and build strong systems of collaboration focused on student learning, we will eliminate gaps and prepare every student to graduate ready for college and career success in Seattle and beyond.

