

Seattle Public Schools  
District Improvement Plan  
November 30, 2011

**Vision:** Every Student Achieving, Everyone Accountable

**Mission:** Enabling all students to achieve to their potential through quality instructional programs and a shared commitment to continuous improvement.

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**PURPOSES of the DISTRICT IMPROVEMENT PLAN (DIP)**

- To establish, monitor and direct efforts of all schools to increase the achievement of all students, including students who are not yet meeting standards, as well as those who are already meeting standards but can achieve at even higher levels.
- To comply with Federal, state and SPS requirements and policies.

**OVERVIEW of SEATTLE PUBLIC SCHOOLS (SPS)**

- Washington State's largest public school system; the 44th largest in the United States.
- As of fall 2011, SPS has 95 schools and programs, serving about 48,496 students.
- Over 100 languages and dialects are spoken by our students and their families.
- Seattle Schools is a district in Step 2 of Improvement as defined by No Child Left Behind (NCLB)
- Data on teacher quality, as defined by NCLB, for Seattle Schools is available at :  
<http://reportcard.ospi.k12.wa.us/summary.aspx?year=2010-11>
- **Student ethnicities:**
  - 1% American Indian/Alaskan Native;
  - 20% Asian;
  - 19% Black;
  - 12% Hispanic;
  - 43% White; And,
  - 5% Multiracial.
- **Special programs for which our students qualify:**
  - Free or reduced-price meals, 43%.
  - Special education, 13%.
  - English Language Learners, 12%.
  - Accelerated Progress Program/Spectrum 10%.
  - Migrant, less than 1%.
- **SPS follows two Theories of Action – statements of our primary beliefs:**
  - The quality of instruction in the classroom defines the rate and quality of student achievement.
  - The quality of leadership in the classroom, building and district defines the ability and will to close the achievement gap.

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**FEDERALLY REQUIRED COMPONENTS OF THE DISTRICT IMPROVEMENT PLAN**

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## Strategic Plan: Excellence for All

### 2011 Seattle Public Schools District Scorecard: What the Data Shows and How the District is Responding

#### Background

The Excellence for All Strategic Plan is also available on the district web page at <http://district.seattleschools.org/modules/cms/pages.phtml?pageid=192404&sessionid>

Seattle Public Schools' annual District Scorecard provides a snapshot of district-wide performance, showing both where academic growth has been made as well as where that rate of growth puts the district in terms of meeting its five-year goals set forth in the strategic plan, **Excellence for All**. Seattle Public Schools is committed to raising achievement for all students, retaining and attracting great teachers, and increasing efficiency throughout our district. All students deserve a high-quality education that prepares them for college, careers and life.

The District Scorecard includes district-wide academic data, from test scores to graduation rates, and key operational data showing performance and efficiency for services such as transportation and maintenance that directly support schools. The district uses data from the District Scorecard to guide decisions about how to increase academic achievement and close achievement gaps.

Changing a large urban school system takes time. During the first three years of **Excellence for All**, the district has focused on improving the systems it uses to support and prepare students for success. Work completed includes:

- Implementation of a new 4 tiered evaluation model for principals and teachers
- AGREE: Focusing on Success. AGREE = Attacking Gaps Raising Expectations Everywhere
- Alignment of high school curriculum to ensure all high school students are taught to high standards
- Implementation of common instructional materials to ensure that students across the district have access to the same high quality curriculum
- Administration of the PSAT to all 10th grade students to promote college readiness
- Implementation of new math and reading benchmark assessments to track academic progress throughout the year and training of teachers on how to use data to guide their teaching
- Continued use of a new academic data warehouse for principals to more accurately track real-time student data
- Continued implementation of the School Family Partnerships Plan, which led to winning the prestigious National Network of Partnership Schools Award from John Hopkins University

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- Design and implementation of a School Improvement Framework that allows central office to group schools by performance and respond with targeted interventions
- Negotiation and implementation of a landmark teacher contract, including a teacher evaluation system that more closely ties student achievement to evaluations
- Design of a plan for “academic assurances,” programs such as advanced learning, AP classes, music and services for students who are ELL or have special needs, in every region of the district.
- Design and implementation of a predictable student neighborhood school assignment plan

## Results

Since the district needed to improve systems as a first step to improving instruction, the long-term impacts of these changes on academic achievement are not yet apparent. The Scorecard shows the district is on-track to meet three out of the 23 academic goals, made growth in 14 of the goals and demonstrated positive annual change in 18 of the goals it set for 2013 as part of **Excellence for All**.

## Areas of Strength

Middle School Performance Is Positive and the Achievement Gap is Narrowing

- 87% of 6th graders passed all their courses, an increase from 83% in 2009. Research shows middle school course passage is a key indicator for high school graduation, and this positive indicator is growing both among students overall and subgroups.
  - Hispanic students increased 11 percentage-points, from 70% to 81%.
  - Black students increased seven percentage-points, from 66% to 73%.

High School Graduation Rate

- District wide graduation rate up from 67% to 73%

## Elementary and Middle School Math Performance Show Growth

- Overall, 4th grade math scores have gone up from 56% in 2008 to 64.6% in 2011.
  - Black (African American) students increased from 29% in 2009 to 32% in 2010.
  - Students who receive free and reduced-price lunch (FRL), English Language Learners (ELL) and special education services have all increased for two years in a row.
- Every subgroup district-wide increased in the percentage of 7th grade students who passed the state math test. Overall, 7<sup>th</sup> grade math scores have gone up from 52% in 2008 to 56% in 2009 to 64% in 2010.
  - Black students increased 13 percentage-points, from 23% in 2009 to 36% in 2010.
  - 70% of students who are ELL made gains on the state math test, an increase from 64% in 2009.

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## **Attendance Rates Increased**

- The percentage of students with fewer than 10 absences increased across the district, from 60% in 2009 to 66% in 2011, with the largest increase among high school students. Students must be in school in order to learn and achieve at high levels; the district is making progress in this area.

## **More 9th Graders are Earning Credit and the Gap is Narrowing**

- The percentage of first-time 9th graders who earned sufficient credit to graduate in 4 years is on-track for 2013 for the third year in a row, with an increase of four percentage-points for Black students, three percentage-points for Hispanic students, and two percentage-points overall.

## **High School Science Performance Increased**

- The percentage of 10th graders passing the state science test increased to 53% for every subgroup.
  - Black students increased eight percentage-points, from 19% in 2010 to 22.1% in 2011.
  - Students receiving FRL increased six percentage points, from 24% in 2010 to 30.5% in 2011.

## **Continued Budget Priority Placed on Instruction**

- Even in an environment of state budget reductions, the District continues to fund instruction. Budget spent on instruction increased to 81%. This is possible by continuing to make hard choices such as eliminating jobs in central office, freezing spending and hiring, and freezing salaries for non-represented employees.

## **Student Transportation Is More Efficient**

- 84% of student riders had a ride time of less than 40 minutes, a large increase from 71% in 2009. This will continue to improve with the implementation of the new student assignment plan.

## **Areas for Improvement**

### **High School Performance in Math Went Down**

- 10th grade state math performance were down despite flat trends at the state level.
  - This indicates the need to offer rigorous courses to all students in core subjects.

### **Repeat 9th Graders Fell Behind**

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- The percentage of repeat 9th graders earning sufficient credits decreased in every subgroup, with a total of 39% district-wide.
  - This indicates the need for additional support for high school students to attend school, earn enough credits to stay on track to graduate in four years, and to quickly identify and intervene with students who may be falling behind.

### **District Strategic Projects Fell Behind Schedule**

- The strategic plan project work has been significantly impacted by the number of central office staff reductions. From early learning to the school-family partnership model, on-going budget shortfalls continue to impact the work that supports student achievement.
  - This indicates the need to reprioritize strategic projects to ensure the district has sufficient capacity to successfully deliver on all projects it commits to. The executive management team reviews strategic plan project issues twice a month, actively working with project managers to form corrective action plans for projects that are behind schedule.

### **District Score Card: Specific measurable achievement goals for student groups listed in the disaggregated data**

The specific measurable goals listed in the SPS District Scorecard are available on the district website at

<http://www.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Departmental%20Content/strategicplan/districtscorecard/districtscorecard20102011.pdf>

Specific data on teacher quality is available on the scorecard and also at:

<http://reportcard.ospi.k12.wa.us/Summary.aspx?groupLevel=District&schoolId=1&reportLevel=State&year=2010-11>

### **District Projects to Increase Student Achievement**

The following sections detail projects and actions underway in the district that will increase student achievement and include School Improvement Grants (SIG), School Improvement Framework, Continuous School Improvement Plans (C-SIPs), Curriculum Selection and Alignment, Assessment, Instruction with High Leverage Strategies, Professional Development, Response to Intervention (RtI), and Positive Behavior Intervention and Supports (PBIS).

### **School Improvement Grants (SIG): Year 2**

Seattle Public Schools (SPS) has made a number of recent changes to how it serves its families and students. One of those major changes was adopting a system-wide School Improvement Framework, which involved setting clear academic and operational targets, tracking and reporting progress, and taking action based on data. Another major change is our system for assigning students to schools, moving from a full-choice model to a neighborhood, feeder-pattern assignment plan.

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For all three of our SIG schools – Hawthorne Elementary, West Seattle Elementary, and Cleveland High School – Seattle has used the federal guidelines for creating school-wide transformation with seven components:

1. Effective instruction;
2. Effective school leadership;
3. Focused and additional time for students;
4. Professional growth and recognition;
5. Building a culture that supports student learning;
6. Engaged families and communities; and,
7. Enrichment opportunities.

Specific elements of SIG models include:

- Hawthorne and West Seattle Elementary Schools
  - Creating strong, neighborhood schools serving students with a wide range of service needs;
  - Extending the school day to add more instructional minutes each day;
  - Adding 1 day of instruction to the school year; and,
  - Enriching extracurricular offerings including athletics and fitness.
  - Establishing a program to provide extension and enrichment for high-achieving students.
- Cleveland High School
  - Extending the school day to add more instructional minutes each day, within an Alternate Learning Environment (ALE);
  - Establishing an all-city option school that prepares students for higher education and careers in Science, Technology Engineering and Math (STEM); and,
  - Connecting students with successful professionals in those local industries.

### **School Improvement Framework Project and Purpose**

The primary way that Seattle Public Schools is tracking its progress on implementing the Excellence for All strategic plan is through our School Improvement Framework.

Our well-constructed School Improvement Framework starts with three things:

- **Shared definition of excellence** – outcomes and progress indicators that will tell us we're on track to meet goals. "Excellence for All" 5-Year Targets
- **Tools to measure progress** – solutions that provide data and information on our progress. District Scorecard & School Reports

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- **Action steps** – a plan for using data to allocate resources, provide support and recognize progress.

### School Improvement Framework Overview

SPS has designed and launched a School Improvement Framework system that clearly defines excellence, has measures of progress, and creates ways for staff to use that information to drive continuous improvement. This system looks at individual, collective and system-wide performance, and creates accountability at all levels. This focus on defining and measuring performance applies to all major SPS services – from student achievement to transportation, enrollment and facilities.

Over the coming years, SPS will adopt different components of this effort.

- **District-level:** In November 2009 the district launched its annual report (scorecard) with district-wide academic data. SPS is also defining and measuring key operational metrics that show how district services (like transportation, maintenance and nutrition services) are directly supporting schools. Many of those measures are being defined and tracked for the first time; all of them will be reported in the district scorecard in subsequent years. An internal quarterly review process is being developed to track interim progress on all of the key measures.
- **School-level:** For schools, preliminary draft versions of school reports were sent to all principals for review in November 2009. In the fall of 2011 school reports were made available to the public for increased transparency of a school's progress <http://www.seattleschools.org/modules/cms/pages.phtml?sessionid=9dc54f870b9ccabb66cc865462151610&pageid=218215&sessionid=9dc54f870b9ccabb66cc865462151610>. These are annual snapshots of school performance on common academic measures. And to track student progress throughout the year, schools use the new Measures of Academic Progress/MAP assessments, which provide teachers, principals and students with real-time information on math and reading performance. MAP data is accessible to school staff through the academic data warehouse that provides dashboards to show student growth against key metrics. The key metrics include academic performance, attendance and course completion/passage. Most importantly, all of this performance data drives differentiated responses – specific, proven interventions, supports and recognition for schools based on their performance and need.
- **Individual/Staff-level:** finally, new individual performance evaluations have been being rolled out to central office employee groups, and additional support for evaluating school-based staff is also being provided. These new tools and processes form the basis of the School Improvement Framework.

This approach means that support, resources and interventions are provided to schools based on performance and need. School performance and growth trends are widely shared – schools and their communities can understand what is working well, what areas need more support, and what the district is prepared to do in response. Schools needing the most support can receive it; schools that are excelling for all students will be



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recognized. Annually the district will report on performance at every school, and the public will be able to clearly track school and district progress.

SPS received extra funds through the federal stimulus bill, for 2009/10 and 2010/11. These funds can only be spent for our schools receiving Title I federal funds. Title I is intended to supplement learning opportunities in reading, writing, and mathematics for students at schools with high concentrations of children living in low-income households. In Seattle, that includes all schools with at least 75% of students eligible for free or reduced-price lunch/FRL, and elementary schools with at least 55% FRL. For 2011/12 school year, 31 of our schools will receive Title I supplemental funds. Among those schools are some whose performance suggests significant supports or interventions are needed to improve student achievement. SPS is using this short-term infusion of federal funds to provide proven, targeted interventions to these schools. In coming years when federal stimulus funds are no longer available, SPS will continue to use this framework to ensure that students, staff and schools receive assistance that is directly related to their performance needs.

### **CONTINUOUS SCHOOL IMPROVEMENT PLANS (C-SIPs)**

- Every SPS school has a C-SIP (also known as “Transformation Plan”).
- By design, C-SIPs are reviewed and revised on an ongoing basis, so they’re never “done.”
- C-SIPs comply with Washington law (RCW 180-16-220) and are accessible on SPS’s Website via the “Academics” link.
- C-SIPs include:
  - A review of student data – from state-required tests (MSP/HSPE), assessments from district-adopted curriculum (such as Everyday Math), and classroom-based assessments (including “on-demand” writing, reading fluency monitoring, and math facts and problem-solving quizzes).
  - Student learning goals that are based on data – at a minimum, all schools must have a goal for:
    - Math;
    - Any subject in which they didn’t meet state standards on the MSP/HSPE test; and,
    - One non-academic goal that helps students develop as healthy and contributing members of American society – such as cultural competency, personal safety, or leadership.
    - Although not required, many schools create C-SIP goals in additional areas as well.
  - The involvement of staff, parents and community partners in developing and working toward goals.
  - Identifying who is responsible for ensuring that goals are accomplished.
  - Establishing the strategies that educators will use to reach the goals.
  - Specifying how the schools will measure student growth – in order to adjust their instructional programs to make sure they’re effective in accelerating student achievement.

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- Planning professional development for all staff that are responsible for C-SIP achievement.
- Procuring funding sources for any C-SIP activities that have costs beyond the school budget.

**CURRICULUM SELECTION AND ALIGNMENT**

The goal of the Seattle School District is to provide an intentional and aligned curriculum from pre-K to twelfth grade that ensures academic success for all. The curriculum strategy is to implement system-wide improvements in curricula that result in:

- (a) Clearly defined district curricula in reading, writing, and mathematics that are aligned with EALRs, GLEs, ELDS, and EALR Extensions; and,
- (b) Rigorous and culturally relevant curricula for all students, Pre-K through grade 12, including those who are English language learners, students who have Individualized Education Plans (IEPs), and students who do not yet perform at standard.

The curriculum for Seattle Public Schools is aligned with the Washington State standards system of EALRs, GLEs, in reading, mathematics and writing. English Language Development Standards (ELDS) and EALR Extensions for students with the most significant disabilities are also core elements of this curriculum. An aligned curriculum will allow Seattle Public Schools to provide targeted support for teachers and schools, and a common set of expectations across the District will allow us to better focus our professional development offerings.

**Math**

Seattle Public Schools (SPS) has adopted an aligned curriculum for all grades in math. An “aligned curriculum” means that students in any one grade in the District are held to the same high expectations (with the same high quality materials) and that those expectations build on one another as students advance from one grade level to the next.

All SPS instructional materials will be designed to meet cultural relevance and accessibility standards, and will incorporate methods for teaching all students, including Special Education students, English Language Learners, and Advanced Learning students. More information about adopted curriculum is available at:

<http://www.seattleschools.org/modules/cms/pages.phtml?sessionid=806540211ece80fc9e6e2a49e8113843&pageid=211094&sessionid=&sessionid=806540211ece80fc9e6e2a49e8113843>.

**Literacy**

Seattle Public Schools has a balanced literacy program to ensure that all pre-k through twelfth grade students become proficient and critical readers and writers, motivated to read and write throughout their lives. More information about balanced literacy or adopted curriculum is available at

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<http://www.seattleschools.org/modules/cms/pages.phtml?sessionid=806540211ece80fc9e6e2a49e8113843&pageid=212545&sessionid=&sessionid=806540211ece80fc9e6e2a49e8113843>.

### **Science**

In addition to the core instructional areas listed above, parents and community members have expressed the importance of Science achievement as a demonstration of a student's ability to integrate both literacy and math skills into other subject areas. The five essential elements of science instruction in our schools are instructional materials, the district Science Materials Centers, professional development, assessment, and administrative and community support across the district. More information about Science in Seattle Schools is available at <http://www.seattleschools.org/modules/cms/pages.phtml?sessionid=806540211ece80fc9e6e2a49e8113843&pageid=211693&sessionid=&sessionid=806540211ece80fc9e6e2a49e8113843>.

### **Social Studies**

The Social Studies department supports students, families, and teachers in learning about the world in the contexts of History, Economics, Geography, and Civics. Social Studies skills are used to build new understanding and utilize background knowledge to construct meaning and share complex ideas in these four areas. Social Studies, History, and Humanities classes will require students to develop life-long learning and critical thinking skills as they engage in "authentic intellectual work." More information about Social Studies in Seattle Schools is available at <http://www.seattleschools.org/modules/cms/pages.phtml?sessionid=806540211ece80fc9e6e2a49e8113843&pageid=212801&sessionid=&sessionid=806540211ece80fc9e6e2a49e8113843>

### **Physical Education**

Seattle Public Schools is committed to providing a daily, quality Physical Education program that builds knowledge, fitness, movement skills, social well-being and confidence so all students can enjoy a healthy active lifestyle. More information about Physical Education in Seattle Schools is available at <http://www.seattleschools.org/modules/cms/pages.phtml?sessionid=806540211ece80fc9e6e2a49e8113843&pageid=212646&sessionid=&sessionid=806540211ece80fc9e6e2a49e8113843>.

### **Visual and Performing Arts**

SPS Visual and Performing Arts Program ensures equitable opportunities for quality learning in dance, music, theatre and visual arts, preparing students to be creative successful individuals in the global community. More information about Visual and Performing Arts in Seattle Schools is available at <http://www.seattleschools.org/modules/cms/pages.phtml?sessionid=15df23e121e43650f8f17501ed0f72d3&pageid=194025&sessionid=&sessionid=15df23e121e43650f8f17501ed0f72d3>.

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## **DISTRICT WIDE ASSESSMENT**

Seattle Schools has adopted the **M**ea<sup>s</sup>ure of **A**cademic **P**rogress (MAP) assessment to transform our system so that student performance data will be used consistently as the basis of decision-making. From high-level decisions, such as those around adoptions of instructional materials, to identifying appropriate instructional strategies to meet the diverse needs of our learners, to making individual, student-based instructional modifications, student achievement data will be at the center of Seattle's decision-making processes.

### **What is MAP and how is it different than other tests?**

MAP is a computer-based assessment program produced by Northwest Evaluation Association or NWEA. Each child spends about 45 minutes completing each test for both reading and math, three times per year (fall, winter and spring). MAP tests are unique in that they adapt to the appropriate level for each child's learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward learning. MAP is aligned to Washington State standards and is used in 131 districts throughout the state of Washington. Approximately three million students take the test each year across the United States and throughout the world.

What is the purpose of MAP?

- Provide teachers with information to improve student learning
- Monitor academic growth and consistently track progress over time
- Inform students, teachers and families about student skills
- Make data driven decisions about instruction

### **Interpreting Results**

Results are reported using two scales—RIT and Percentiles.

**RIT** (Rauch unITs) are used to show a student's current achievement on a scale that is independent of grade level. These scores show growth over time. RIT scores show what students are ready to learn rather than what they have already mastered.

**Percentiles** are used to compare a student to a large group of students of similar age or grade level. These scores are useful to compare students around the country. For example, a student at the 85th percentile ranks the same as or higher than 85 students in a group of 100.

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**Benefits of District Wide Use of MAP**

1. MAP will provide easily accessible tools and a systematic process for identifying what students have learned as a result of instruction.
2. Analysis of student performance in different MAP strands will identify what the student has learned, and what remains to be learned, in order to demonstrate proficiency on state and district standards.
3. Use of MAP will improve instruction in the two ways:
  - a. Result in common assessment language and improved understandings among staff, students, and families (e.g., what is meant by formative assessment, how to interpret a standard score); and,
  - b. Assist teachers working in professional learning communities (data teams) to develop deeper understandings of curricula targets, different levels of performance, and rationale for differentiating instruction and curricular targets for students.

**INSTRUCTION WITH HIGH LEVERAGE STRATEGIES**

The selection of high leverage instructional strategies will bring about desired learning, will be responsive to different learning styles and learning pace, and will actively engage students in learning which will result in improved student achievement. The Learning and Teaching Department has worked collaboratively with schools and consultants to identify eight high leverage strategies that are being introduced across the district, across all grade levels and content areas. Every instructor in the district, whether teaching students or adults, will incorporate the high leverage strategies into daily practice. The eight strategies were identified with a specific aim of promoting complex thinking and deep levels of understanding and engagement. Instructional practices selected for inclusion in the district's "bank" of strategies will be:

1. Aligned with state and district student learning goals, and with the assessment system, thus providing a cohesive systematic approach for addressing student learning needs.
2. Research-based and shown as being reliable and effective in bringing about student learning in specific curricular targets.
3. Culturally responsive and will challenge teachers and staff to reflect on the interplay between instructional approaches used in the classroom and student learning styles and learning needs based on prior experience, cultural lenses, and readiness for the curricula being presented.

Focusing on these strategies through professional development experiences and in the work of professional learning communities will

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1. Result in a common language associated with instructional practices among staff, students, and families (e.g., what is meant by reciprocal teaching, guided reading, differentiated instruction);
2. Provide professional learning communities with common strategies to focus on and support student learning; and,
3. Assist teachers working in professional learning communities to develop deeper understandings of curricula targets, different levels of student performance, and the rationale for differentiating instructional practices to meet the needs of individual and groups of students.

**PROFESSIONAL DEVELOPMENT**

As required by law, Seattle Public Schools commits 10% of its \$12.0 million dollar Title I grant specifically to professional development. Funds from Title I and other SPS sources provide coaches in content (math, science and literacy) and instructional strategies at a district and/or school level, based on specific needs of each school. The role of these coaches is to plan, facilitate, lead and model the implementation of district and school-based instructional programs from a district or school level and to provide professional development needed to accomplish school's C-SIP or transformational plans. These coaches will act as change catalysts with school staffs as they focus on improving instruction. The coaches will conduct ongoing evaluations of the instructional improvement action plans at the district and school levels in collaboration with the Executive Director of Instructional Services, content managers and other coaches based on student achievement data, direct observation and information from staff, students and parents. They will plan and conduct research-based professional development for district and school based teacher leaders; apply concepts of adult learning and motivation to meet the needs of staff having different skill levels; use a variety of group configurations and presentation formats to appropriately engage adult learners; facilitate reflection and dialogue among other coaches; mentoring them to continually develop their coaching practice. Coaches will facilitate adult learning with others in order to support teacher inquiry and reflective practice that generates continuous improvement of learning and teaching.

**Flight Schools Initiative**

The Flight School Initiative is a unique collaboration of the Seattle Education Association (SEA) and SPS. The ultimate goal of this initiative is to improve student achievement and eliminate the achievement gap. The final year of this initiative was the 2010-11 school year. For 2011/2012, the goals of this project will become part of School Improvement Framework (described in a separate section). Both the Flight School Initiative and School Improvement Framework support district developed benchmarks for student learning, to be accomplished by 2013.

We continue work in six major areas to accomplish our overarching goal. Based upon results of an independent evaluation by the BERG Group, and guided by our superintendent's theory of action which states that "the quality of instruction in the classroom defines the rate and quality of student achievement" and that "the quality of leadership in the classroom, building and district defines the ability and will to close the achievement gap", we will increase emphasis on rigorous and relevant instruction, communication between all involved parties, and accountability by participants.

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## Goals:

- Establish professional learning communities
- Align curriculum, assessment, instruction
- Engage Families and Community
- Create more culturally relevant and instructionally rigorous classrooms
- Increase the percentage of teachers of color
- Stabilize school staff

## Response to Intervention (RtI)

As SPS strives to meet its goal to provide optimal support for all learners, a Response to Intervention (RtI) model is being piloted district wide utilizing assessment data and progress monitoring tools. RtI will:

- Determine which students need academic and/or behavioral interventions,
- Determine which kind(s) of intervention(s) will best meet those needs, and
- Track students' response to those interventions.

RtI will operate within the SPS strategic plan, Excellence for All, through a tiered support system. All students will be provided with high quality universal academic and behavioral instruction, early assessments to identify struggling students, research-based interventions based on specific needs, continuous progress monitoring, and access to core curriculum.

## RtI and Positive Behavior Intervention and Supports (PBIS)

PBIS has been implemented in many districts across the country. Schools implementing it with fidelity have shown increases in minutes in school, increases in academic engaged time and improved academic outcomes. Reductions in office discipline referrals and improved teacher satisfaction have also been noted. PBIS will be implemented as part of RtI, recognizing the strong connection between positive behavior supports and how they affect students' ability to succeed in school.

## Adequate Yearly Progress (AYP) Data Section

Adequate Yearly Progress (AYP) data on all SPS schools is readily available at the state website:

<http://reportcard.ospi.k12.wa.us/ayp.aspx?groupLevel=District&schoolId=100&reportLevel=District&orgLinkId=100&yrs=&year=2010-11>

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**THE RESPONSIBILITIES OF OSPI AND THE DISTRICT INCLUDING THE TECHNICAL ASSISTANCE TO BE PROVIDED BY OSPI**

The Title I Program Supervisors at the Office of Superintendent of Public Instruction provide the following technical assistance and information about District Improvement Plans and Title I Compliance:

- Monthly Network meetings for all districts in the Puget Sound
- Washington Association of Education and Grants Managers conference in May 2012
- Information about the annual National Title I Conference
- Telephone support and personal visits on request

**DOCUMENTATION OF PARENTS AND SCHOOL STAFF ASSISTING IN THE DEVELOPMENT OF THE DISTRICT IMPROVEMENT PLAN**

The Family and Community Engagement Team leads efforts to include input from families and staff in the development of the District Improvement Plan. Documentation of this engagement is available. Please contact:

Kevin Corrigan, Manager of Grants & Fiscal Compliance 206-252-0222

Bernardo Ruiz, Manager of Family Engagement 206-252-0693

Michael Stone, Title I Consulting Teacher 206-252-0192