



**BOARD – CABINET RETREAT  
FEBRUARY 23, 2019**

**AGENDA**

<b>Time</b>	<b>Agenda Item</b>
9:00-9:15	National Equity Project Update
9:15-10:30	Five-Trimester Planning Update: <b>High School Graduation</b> <ul style="list-style-type: none"> <li>• Timeline</li> <li>• Supporting Structures</li> <li>• Areas of Development</li> </ul>
10:30-11:00	i-Ready Growth Data: <b>Growth and Mastery</b> <ul style="list-style-type: none"> <li>• Overall growth data</li> <li>• Growth data for targeted and comprehensive schools</li> <li>• Growth data for schools identified for 3<sup>rd</sup> grade SBA</li> <li>• Spotlight on School Success</li> </ul>
11:00-12:00	Professional Learning in HPS: <b>Knowing Every Learner by Name, Strength and Need</b> <ul style="list-style-type: none"> <li>• Drivers for Professional Learning</li> <li>• Annual Action Plan &amp; School Improvement Plan Redesign</li> <li>• Instructional Planning Team and Cycles of Professional Learning</li> <li>• Leadership and Instructional Learning Structures</li> <li>• Measuring Success</li> <li>• Data Redesign</li> </ul>

## EQUITY TOOL

The Equity Policy (0010) is the basis for our strategic plan. The Strategic Plan lays out our foundation, goals and strategies to promote and continuously reinforce equity in Highline Public Schools. As the Equity Foundation of the Plan states, “We will disrupt institutional biases and end inequitable practices so all students have an equal chance at success.”

This Equity Tool is used to enable practices and actions at the school and district level to align with our Equity Policy and best serve all students.

### BACKGROUND QUESTIONS

- What is the decision or action that is being considered?
- Who is participating in making the decision? Who else needs to know that this decision is being made?
- Why does this decision need to be made?

### EQUITY LENS QUESTIONS

*For any practice or action, consider the following four questions:*

1. **Who will be impacted by this decision? What are the direct and indirect impacts to each group?**
  - a. Consider students families, staff, and community
  - b. Consider factors such as race/ethnicity; special education, 504 or ELL status; gender; sexual orientation and identity; age/grade level; socio-economic status; religion; role; location; etc; also consider how these factors may intersect with each other to compound or lessen the impacts of this decision
  - c. Consider how & why impacts may be positive, negative or neutral

2. **What data informs this decision? What data are you missing? What does the data indicate about whether this decision will lessen, leave neutral, or exacerbate current inequities?**
  
3. **What other factors have an impact on this decision? What is their impact, or the considerations they present?**
  - a. Factors to consider: budget; state or federal mandates; past practice; emotional investment; district policy; situational factors; impact to different communities; School Board; others
  
4. **Which stakeholders have been involved; have they validated the points above?**

#### **NEXT STEP QUESTIONS**

- What decision has been made?
  
- What is your plan to mitigate each negative impact of this decision and address any identified barriers?
  
- What is your plan to communicate this decision, and to whom?

# Planning Tool - for use of Highline Equity Tool

(1/28/19)

A (draft) tool to support effective use of the Highline Equity Tool

### Equity Leadership as "Inside-Out"

**SEE**  
See and understand the territory you're navigating

- Equity & complexity lens
- Window & mirror

**ENGAGE**  
Engage others to make meaning of your current situation

- Listening
- Relationships
- Creating strong "containers" for complex work

**ACT**  
Decide on leadership actions to learn more about and tackle your (equity) challenge

- Influencing direction
- Prototyping possible approaches
- Safe-to-fail experiments

### Dimensions of Systemic Oppression

**INDIVIDUAL**

**Individual**

A *person's* beliefs & actions that serve to perpetuate oppression

- conscious and unconscious
- externalized and internalized

**SYSTEMIC**

**Institutional**

Policies and practices at the *organization* (or "sector") level that perpetuate oppression

**Structural**

How these effects interact and accumulate *across institutions* – and across history

### Cynefin Framework

**Complex**

Tricky to tackle or no obvious answer

Can of Worms

**Complicated**

Can be solved with expertise

Analysis

Disorder

**Chaotic**

Immediate action is required

Chaotic

**Obvious**

Can ask for an estimate or refer to the manual

Easy

### Problems and solutions are technical and relational.

(TECHNICAL)

(RELATIONAL)

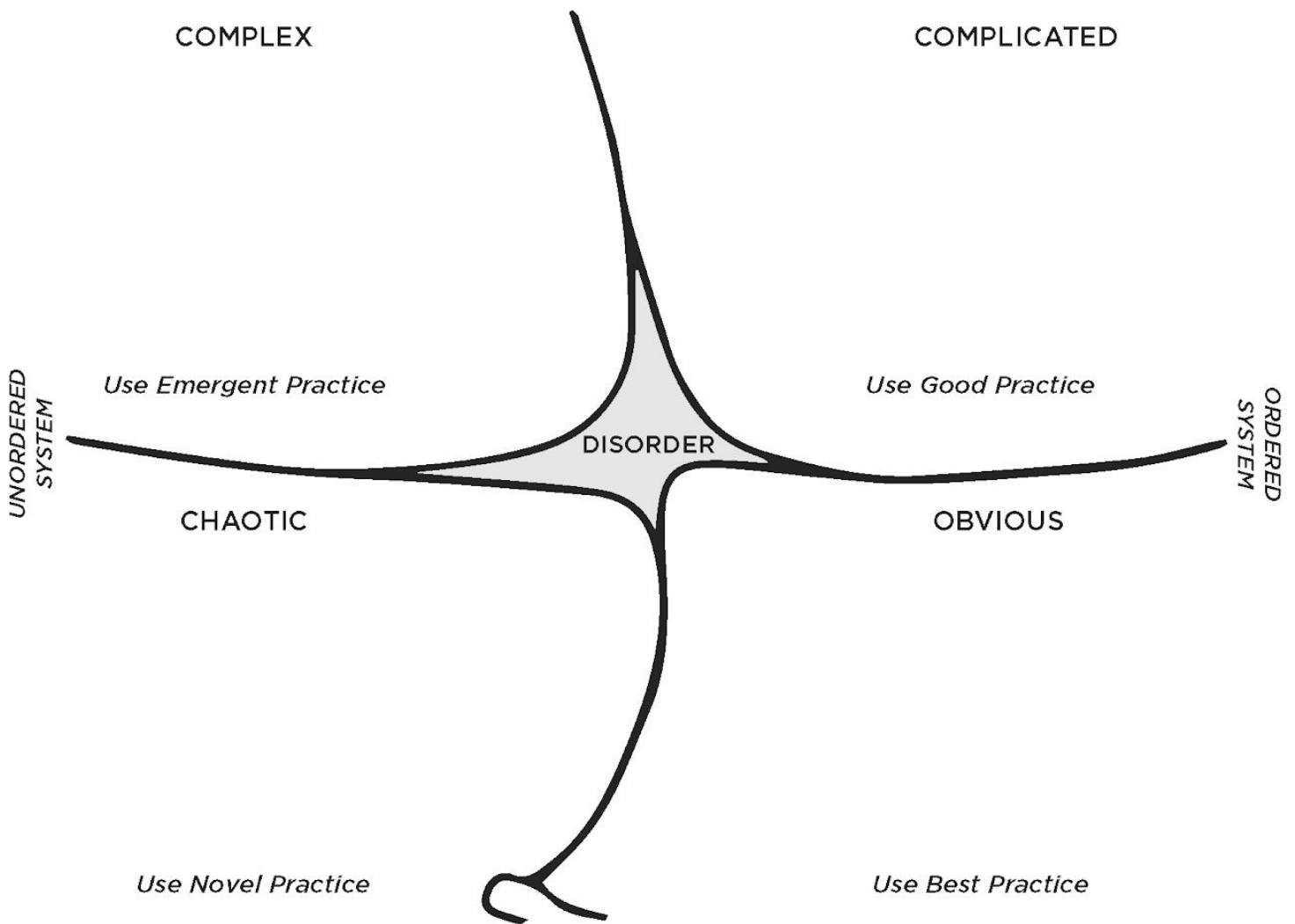
Adopted from Dalmau Network Group

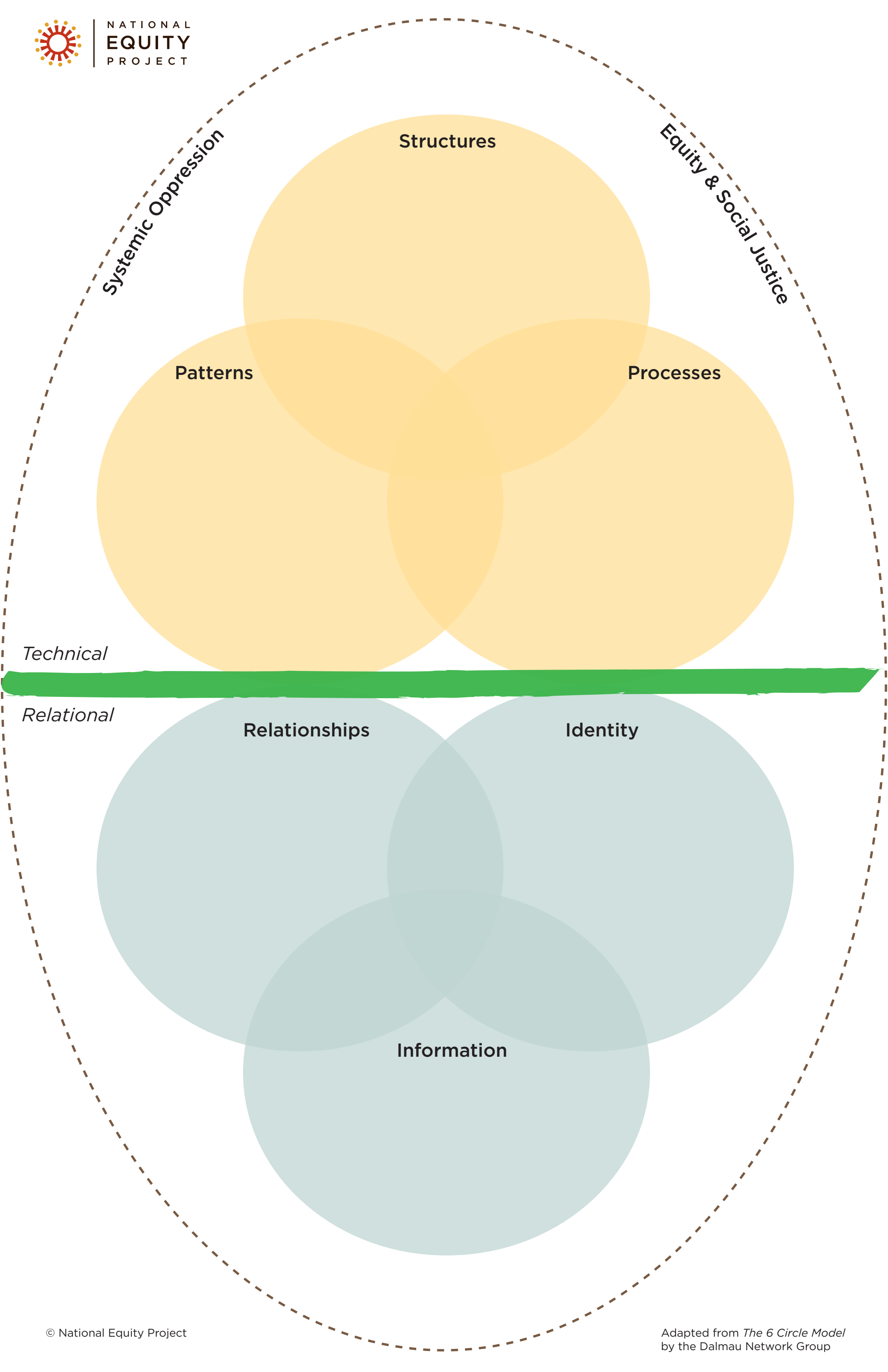
1. SEE your decision situation	
What is the equity problem/challenge you are hoping to address in this decision situation?	
<u>Equity lens</u> : How might systemic oppression be at play?	
<u>Complexity lens</u> : What type of problem is it? Use Cynefin to map contributing factors	

<p><u>Complexity lens: 6-7 Circle Model</u>          What are some above and below the green line aspects of this situation?</p>	
<b>2. Plan to ENGAGE with those you'll be working with</b>	
<p>Who would be at the decision "table"?          Why?</p>	
<p>How might we be informed by the perspectives &amp; experiences of those not at the table?</p>	
<p>How will I create readiness for this group of people to engage together - given who they are (role, identity, relationships)?</p>	
<p>How will I frame our context? What type of decision is this (consensus, vote, executive)?</p>	
<b>3. Get ready to ACT</b>	
<p>What process will I use? What kind of facilitation? By who?</p>	
<p>Time?</p>	
<p>How will I/we reflect on our use of the Tool?</p>	
<p>What am I hoping to learn?</p>	

# Locate your Equity Challenge (decision situation)

## Cynefin Work Area







# National Equity Project

February 23, 2019

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- 2 sessions with Cabinet; 1 virtual session and 1 in-person session remain
- Focus on both **technical** aspects (patterns, structures & processes) and **relational** aspects (relationships, identity, information) within the world of *systemic oppression and equity & social justice*
- Identification of specific equity challenges and/or decisions to be made—identified budget as the current challenge
- NEP's challenge to Cabinet: Use an equity tool during budget development to ensure we maintain our equity focus

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- Working with multiple tools:
  - HPS Equity Tool
  - NEP Framework
  - NEP See/Engage/Act planning tool
- Each tool is a little different but each seeks to guide leaders in making equitable decisions and creating equitable systems

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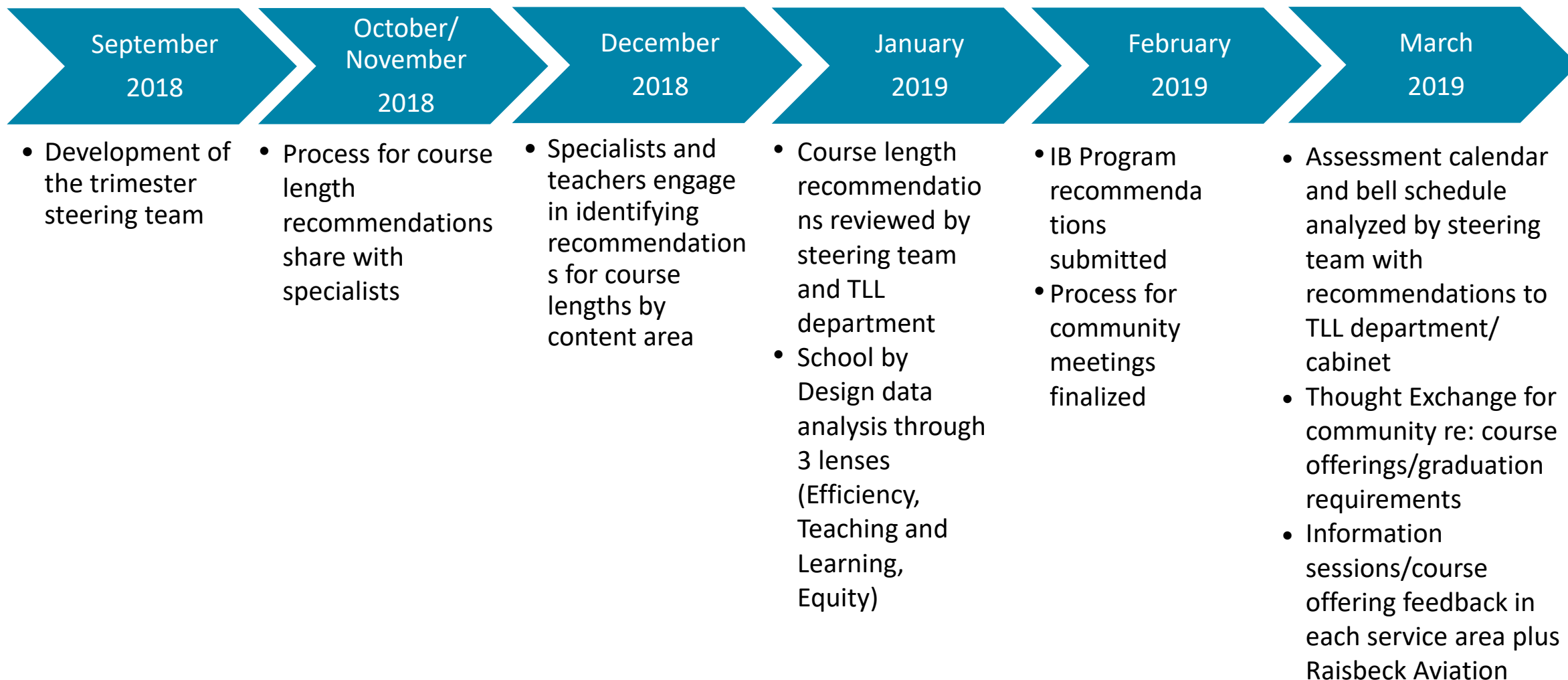
## 5-Period Trimester Planning

February 23, 2019

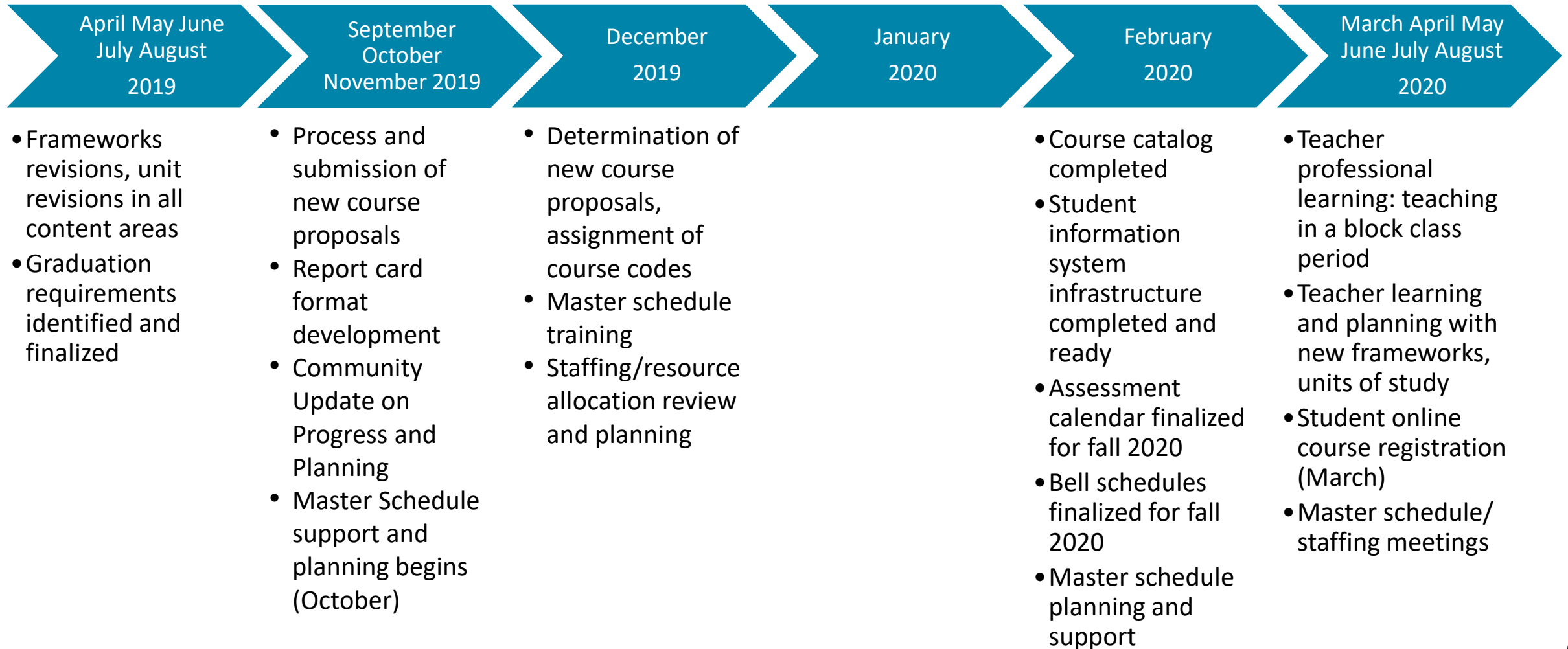


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# Timeline



# Timeline



## Supporting Structures

- Steering Committee
- Cabinet
- Specialists and teacher leaders
- High school principals. (one on ones, targeted PLN support structures, communication support)
- Community Engagement
- School By Design

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## Steering Team

- **The role of the trimester steering team is to:**
  - **Ensure all parts of the system** are prepared for implementation of a trimester schedule in the fall of 2020
  - **Provide direction and feedback** on a variety of tasks and decisions to be made in relationship to the trimester schedule
  - **Receive and share information** to different parts of the community both internal and external
- **Participants** include:
  - Counselors, principals, central office leaders

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## Spring Community Engagement

- Thought Exchange March 1 with K-12 families
- March service area feedback sessions at each high school
- Next steps:
  - Reach out to principals and schedule/plan the events
  - Cabinet partners attend events at their schools

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## School by Design

Skilled Interpretation Audit to explore key assets:

- time
- students
- staff
- courses

Through lenses that matter:

- optimizing teaching and learning
- efficiency
- equity and access

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## Areas of Development

- Length of courses and course development
- Staffing, class size and other CBA implications
- Sample student schedules
- Assessment schedule
- Master schedule support
- Plan for staff support and professional learning
- Policy and procedure implications

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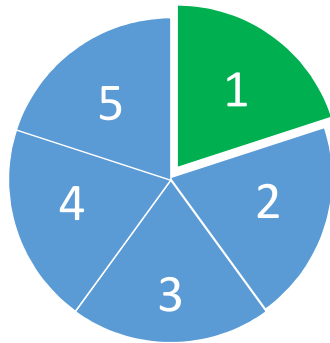
## Areas of Development

### Length of courses and course development

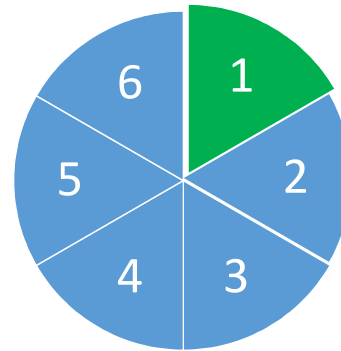
- One credit = two trimesters
- Three trimester recommendations:
  - Algebra
  - International Baccalaureate and Advanced Placement

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## Bargaining Impacts: Working Conditions Planning Time



VS



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## Areas of Development

### Assessment Schedule Planning

- How will the trimester schedule impact assessment timelines for state testing, AP and IB testing? How have other districts and schools approached this?
- How do we use the window of times given for testing intentionally and ensure the system can support testing needs?

### Master Schedule Planning

- How do we use the data gathered from School by Design to maximize our efficiency, equity and teaching and learning opportunities to create optimal conditions for learning?
- How do we articulate a common vision for grades 6-12 academic programs/pathways and use the master schedule to support student success as they choose their path to graduation and beyond?

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## Areas of Development

### Staff Support

- Beginning in the spring of 2019, subject area work will begin on frameworks revisions and unit planning in a trimester structure. This work will continue through the fall of 2019.
- TLL is developing professional learning for teachers to study and learn how to utilize a longer block of time for instruction. Pacing of lessons and management of time will be critical. Though individual class periods will be longer, overall instructional time in a course will be shorter.

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## Areas of Development

### • Policy/Procedure Implications

- Opportunity to develop a vision for secondary (grades 6-12) academic program/pathways that can drive other parts/strategies implemented within the system.
- We will need to discuss and determine graduation requirements by cohort. The feedback from the steering team and some subject area teacher leaders is to increase graduation requirements overall and/or in specific content (i.e., all students take a trimester of Earth and Space Science course by 11<sup>th</sup> grade, 3 trimesters of Algebra 1)

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ELL student transferred in 9<sup>th</sup> grade year, earned 4 credits by proficiency in World Language

9 <sup>th</sup> Grade	Trimester 1	Trimester 2	Trimester 3
0 hour			
Block 1	English Level 1	World Hist (F)	Int. Science
Block 2	Algebra 1 (F)	Fine Art (F)	CGI (F)
Advisory	Students in advisory twice a week		
Block 3	Intervention	Int. ELL Reading (F)	Math
Block 4	Family Health/PE	Int. ELL Writing (F)	ELL Reading
Block 5	Biology	ELL Math (F)	ELL Writing
7 <sup>th</sup> Hour			

10 <sup>th</sup> Grade	Trimester 1	Trimester 2	Trimester 3
0 hour			
Block 1	ELL Lit Comp 1	ELL Lit Comp 1	ELL Lit Comp 1
Block 2	Lit Comp 2	Lit Comp 2	Creative Writing
Advisory	Students in advisory twice a week		
Block 3	Algebra 1	Algebra 1	Algebra 1
Block 4	CGI	CGI	Fine Art
Block 5	PE	Biology (F)	Biology
7 <sup>th</sup> Hour			

11 <sup>th</sup> Grade	Trimester 1	Trimester 2	Trimester 3
0 hour			
Block 1	Lit Comp 3	Lit Comp 3	US History
Block 2	US History	Geometry	Geometry
Advisory	Students in advisory twice a week		
Block 3	ELL Support	ELL Support	ELL Support
Block 4	PSSC Criminal Justice (CTE) (but then came back at semester and earned .5 Fine Arts, .5 PE and .5 ELL Support class)		
Block 5			
7 <sup>th</sup> hour			

12 <sup>th</sup> Grade	Trimester 1	Trimester 2	Trimester 3
0 hour			
Block 1	English Collection of Evidence	English Collection of Evidence	Fine Arts
Block 2	Math Collection of Evidence	Math Collection of Evidence	PE
Advisory	Students in advisory twice a week		
Block 3	Health (F)	Health	ELL Support class
Block 4	PE (F)	PE	OPEN
Block 5	Civics (F)	Civics	OPEN
7 <sup>th</sup> hour			

- Transfer classes from other school
- Classes that student failed
- Classes that we would keep the student in
- ELL Lit comp 1 is 3 trimesters as a support class.
- OPEN for choice
- Collection of evidence courses should be offered all 3 trimesters.
- Student took .5 science and .5 Modern World history through summer school. (On this schedule he could have taken those classes during his senior year in the OPEN spots.)

Tyee campus student in AP classes, AVID and took Algebra 1 in Middle School

9 <sup>th</sup> Grade	Trimester 1	Trimester 2	Trimester 3
0 hour			
Block 1	Geometry	Geometry	Info. tech
Block 2	ASL 1	ASL 1	Graphic Arts
Advisory	Students in advisory twice a week		
Block 3	Lit Comp 9	Lit Comp 9	PE
Block 4	Biology	Biology	Biology
Block 5	AVID	AVID	AVID
7 <sup>th</sup> Hour			

- Green highlights are open for student choice/pathways/interest

10 <sup>th</sup> Grade	Trimester 1	Trimester 2	Trimester 3
0 hour			
Block 1	Lit Comp 10	Creative Writing	Lit Comp 10
Block 2	Algebra 2	Algebra 2	Graphic Arts
Advisory	Students in advisory twice a week		
Block 3	AVID	ASL 2	ASL 2
Block 4	Chemistry	Chemistry	Chemistry
Block 5	Health	AVID	AVID
7 <sup>th</sup> Hour			

11 <sup>th</sup> Grade	Trimester 1	Trimester 2	Trimester 3
0 hour			
Block 1	Pre-Calc.	Pre-Calc.	AVID
Block 2	US History	AVID	US History
Advisory	Students in advisory twice a week		
Block 3	Physics	OPEN	Physics
Block 4	AP Eng. Lang	AP Eng. Lang.	OPEN
Block 5	AVID	OPEN	OPEN
7 <sup>th</sup> hour			

12 <sup>th</sup> Grade	Trimester 1	Trimester 2	Trimester 3
0 hour			
Block 1	UW HS Astronomy	UW HS Astronomy	UW HS Astronomy
Block 2	AP Psychology	AP Psychology	Calculus
Advisory	Students in advisory twice a week		
Block 3	Leadership	Leadership	Leadership
Block 4	Lit Comp 4	Calculus	Lit Comp 4
Block 5	AVID	AVID	AVID
7 <sup>th</sup> hour			



# Growth and Mastery

# i-Ready Fall-to-Winter District Progress

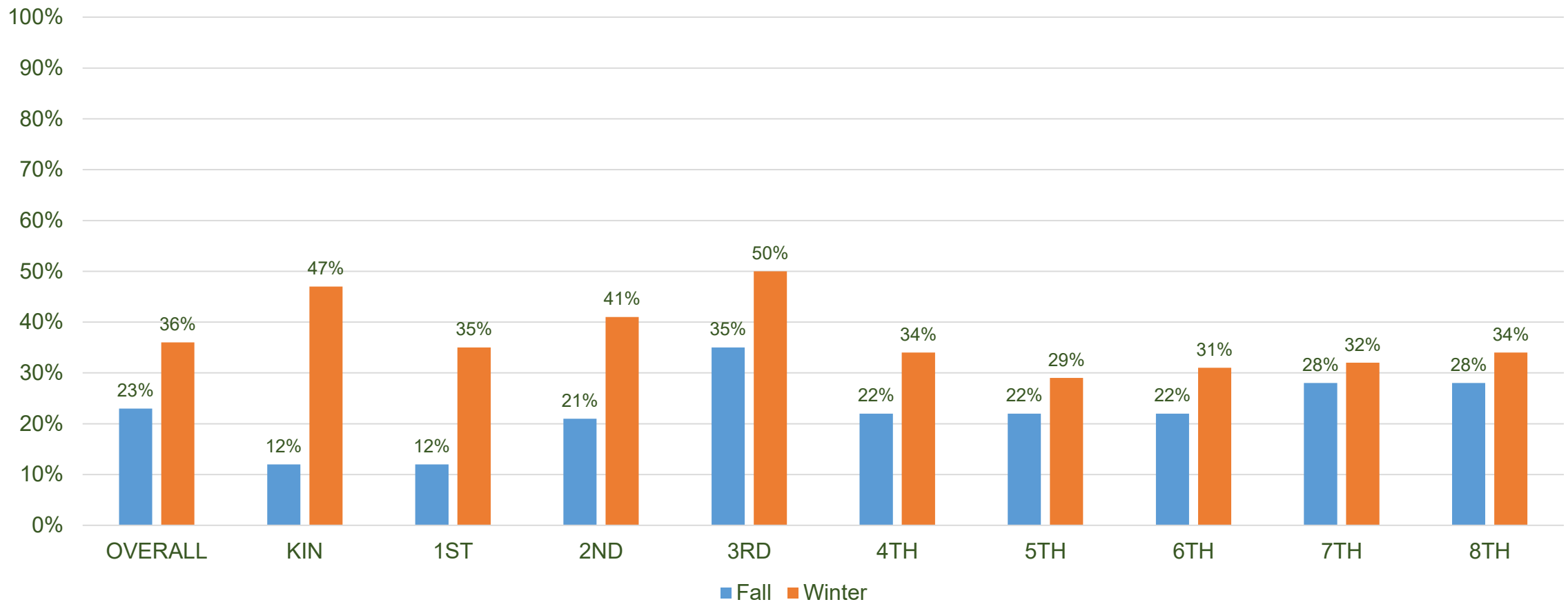
February 23, 2019



**HIGHLINE**  
PUBLIC SCHOOLS

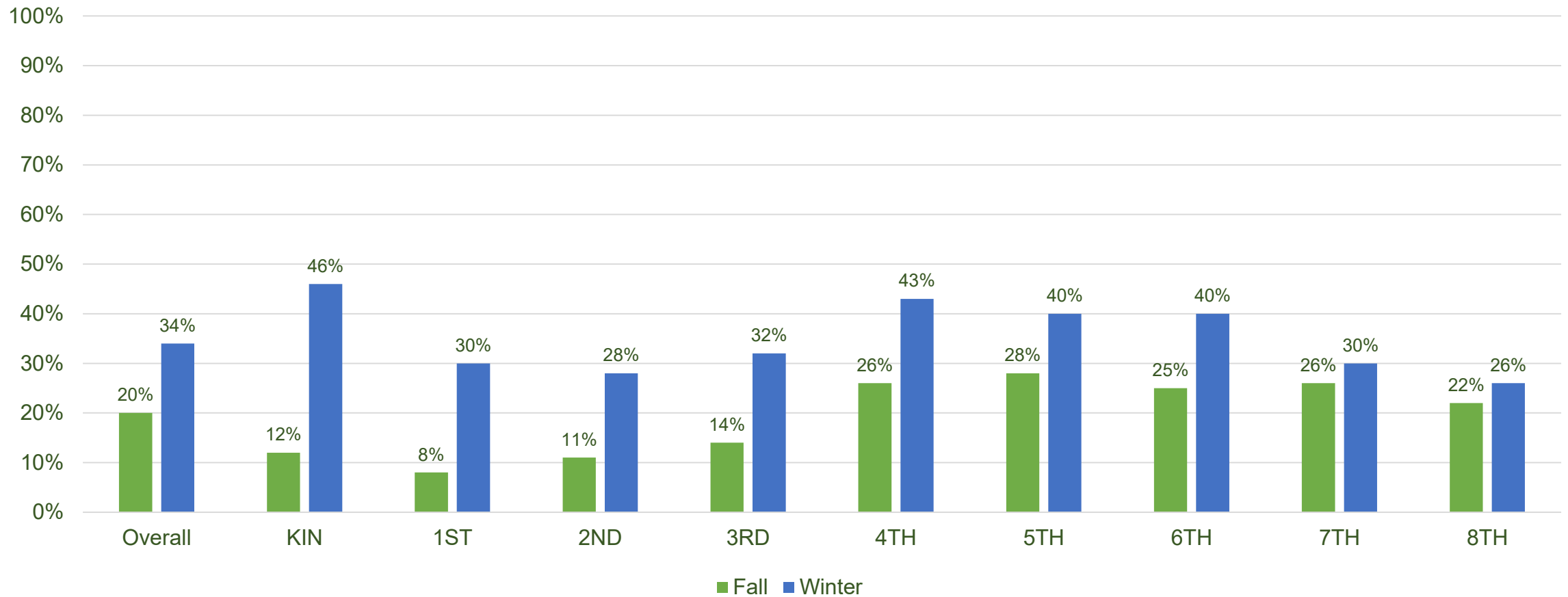
# i-Ready Overall District Progress by Grade-Reading

Fall to Winter Progress 2018-19 Tier 1-on or above Grade Level



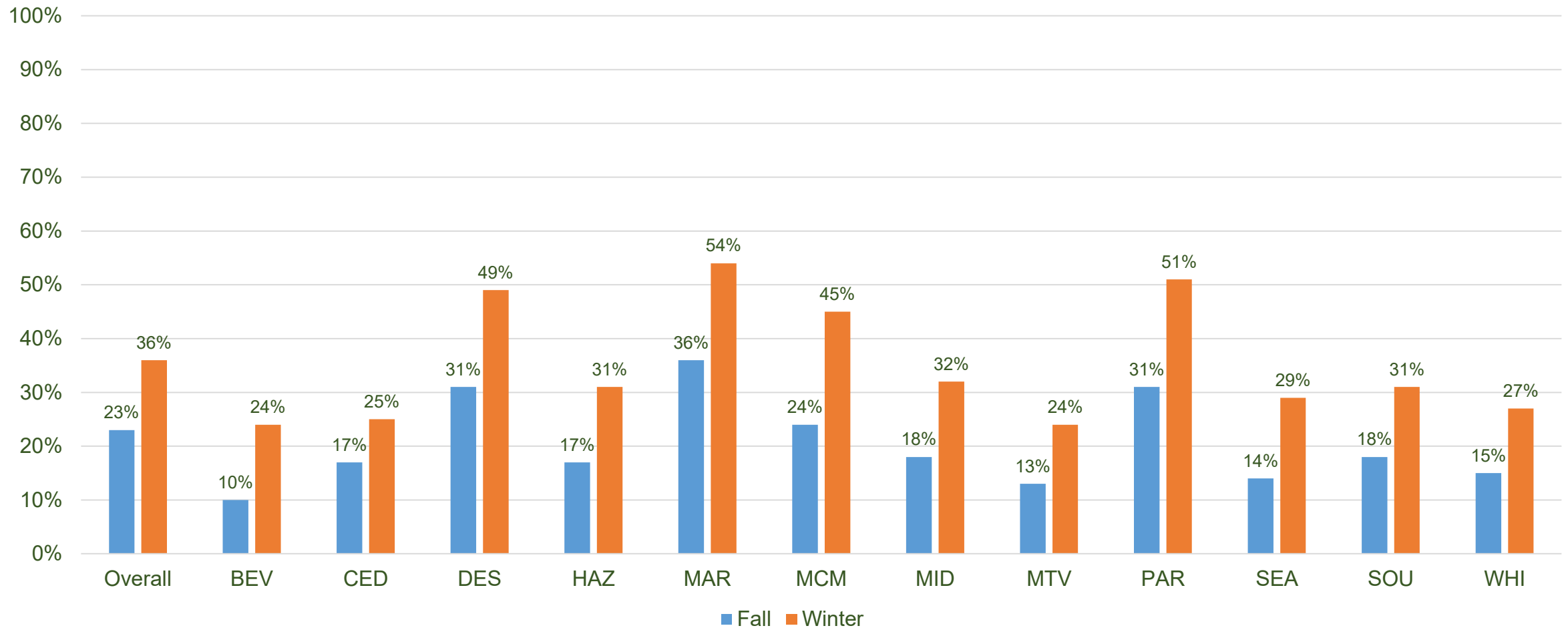
# i-Ready Overall District Progress by Grade-Math

Fall to Winter Progress 2018-19 Tier 1-on or above Grade Level



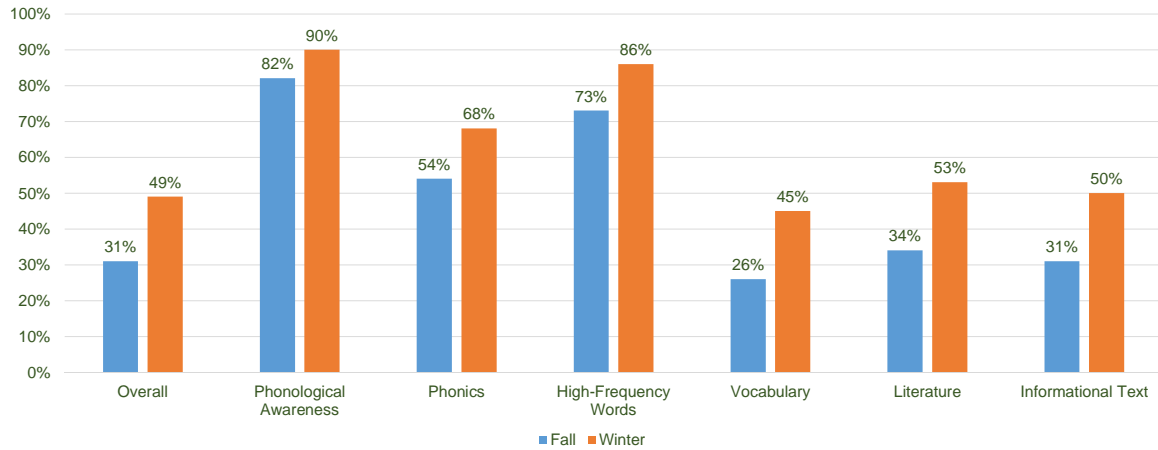
# i-Ready District Overall Growth By School-Reading

Fall to Winter 2018-19 Tier 1-on or above Grade Level



## i-Ready District Progress Des Moines-Reading

Fall to Winter Progress 2018-19 Tier 1-on or above Grade Level



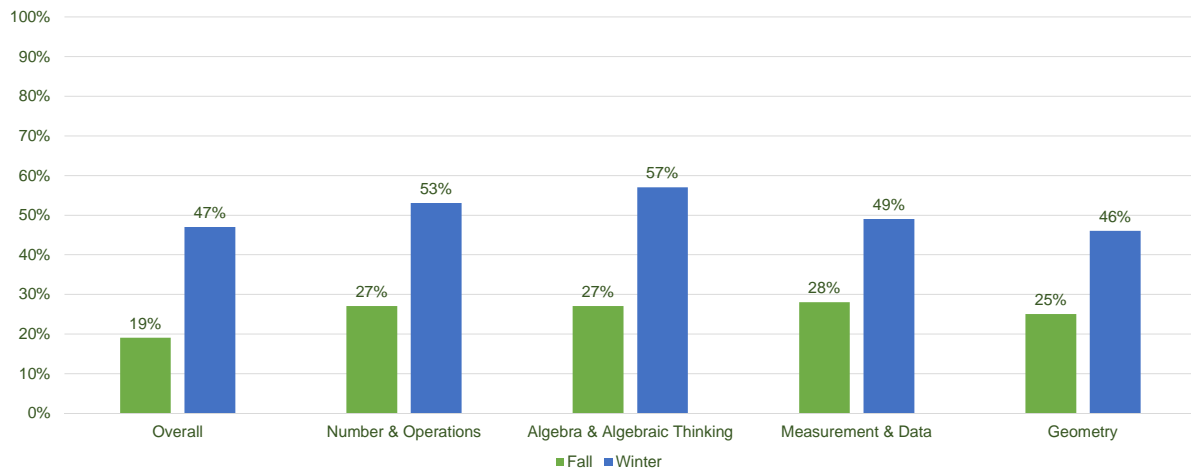
21

Students Assessed/Total - 308/349 as of 2/13/19

i-Ready Diagnostic Results

## i-Ready District Progress Des Moines-Math

Fall to Winter Progress 2018-19 Tier 1-on or above Grade Level

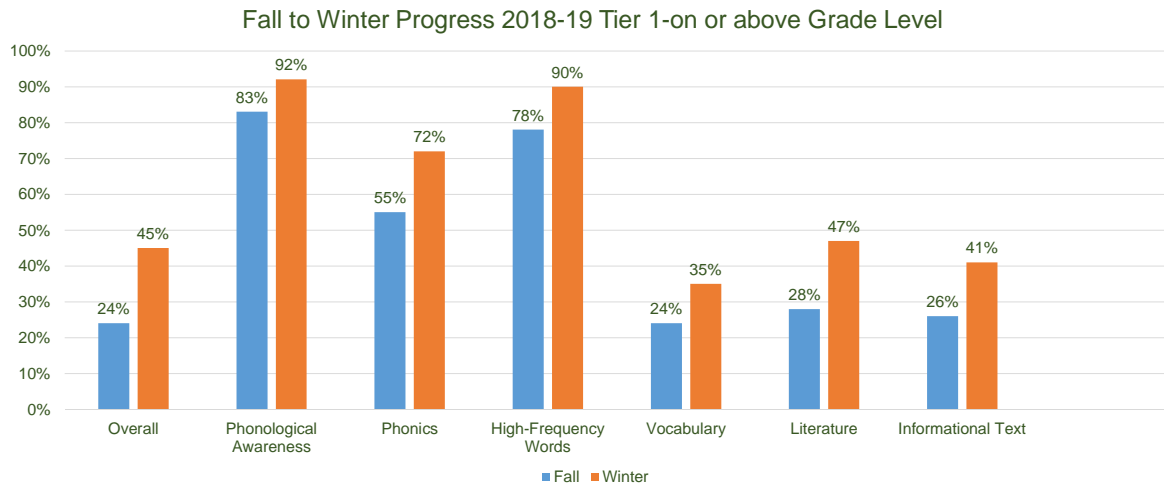


22

Students Assessed/Total - 323/349 as of 2/13/19

i-Ready Diagnostic Results

## i-Ready District Progress McMicken Heights-Reading

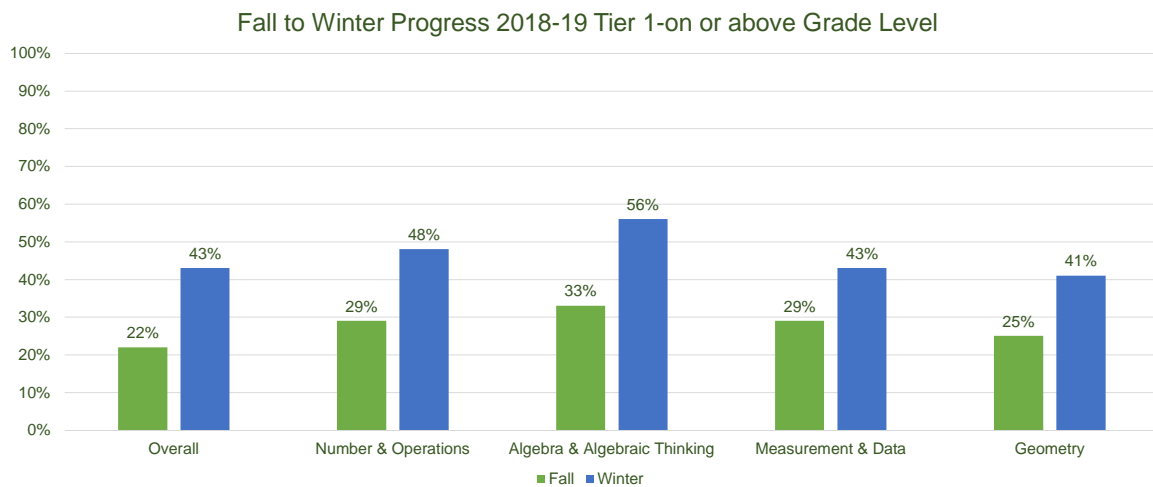


23

Students Assessed/Total - 451/561 as of 2/13/19

i-Ready Diagnostic Results

## i-Ready District Progress McMicken Heights-Math



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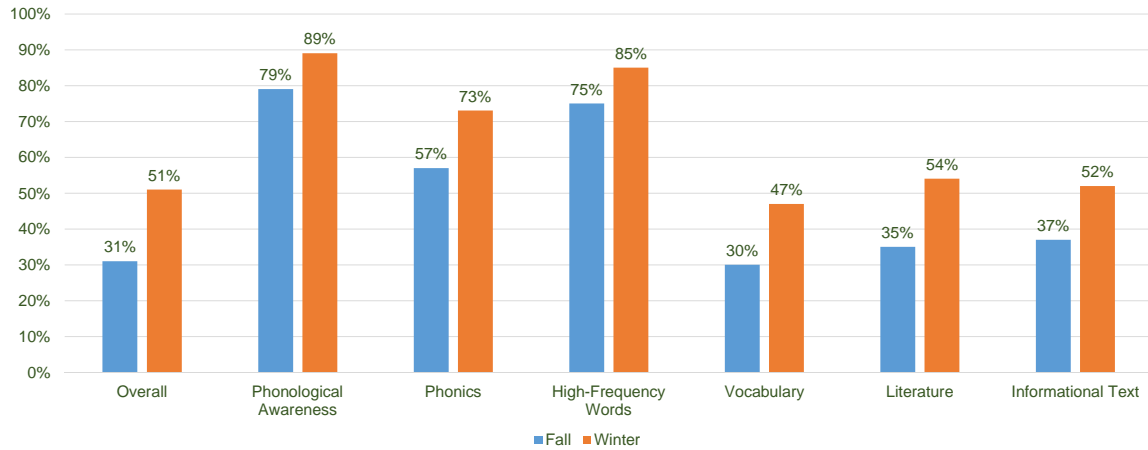
Students Assessed/Total - 407/561 as of 2/13/19

i-Ready Diagnostic Results



## i-Ready District Progress Parkside-Reading

Fall to Winter Progress 2018-19 Tier 1-on or above Grade Level



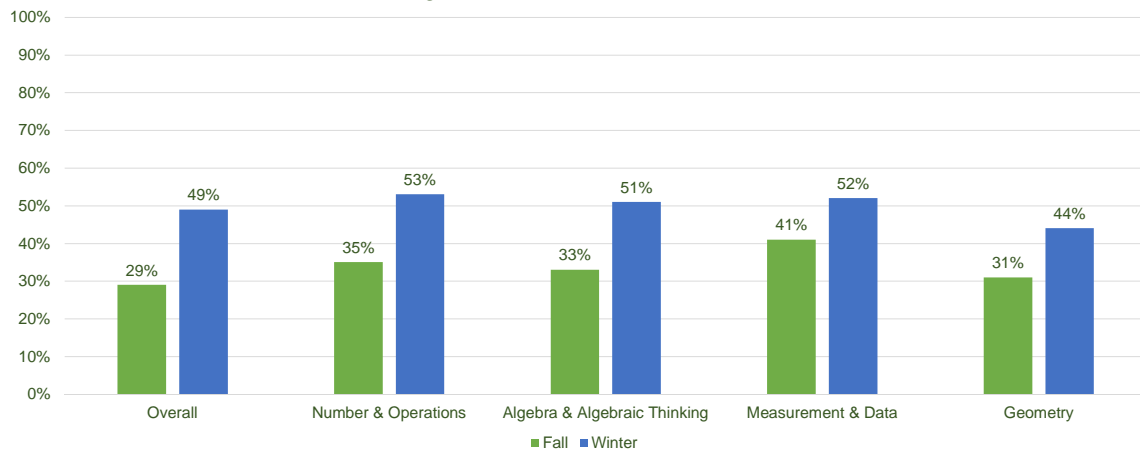
25

Students Assessed/Total - 594/638 as of 2/13/19

i-Ready Diagnostic Results

## i-Ready District Progress Parkside-Math

Fall to Winter Progress 2018-19 Tier 1-on or above Grade Level



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Students Assessed/Total - 590/638 as of 2/13/19

i-Ready Diagnostic Results



# Knowing Every Learner by Name, Strength and Need

Professional Learning in Highline Public Schools

- Tools
- Instructional Materials
- Professional Learning
- Instructional Practice
- Leadership Practice
- Research

## STRATEGIC PLAN

### TEACHING LEARNING LEADERSHIP

Standards-Based Instruction

Culturally Responsive & Inclusive Practice

Multi-tiered System of Support & Data Driven Decision Making

## SCHOOLS

## Drivers for Professional Learning

- Strategic Plan
- Equity Policy
- School Annual Action Plan Analysis
- Adult Learning Theory

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## Inequity by Design

Inequitable outcomes happen because schools **under-develop** the cognitive **information processing skills** of diverse students and their **confidence as intellectuals**

*Zaretta Hammond*

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## Essential Questions

Who is carrying the cognitive load?

*Complex Tasks*



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## Essential Questions

How can we help them carry more?

*Formative Assessments*



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## The 70:20:10 Adult Learning Model



**10%: Formal Professional Development**

**20%: Mentoring and Coaching**

**70%: Challenging On The Job Experiences**

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## Annual Action Plan Redesign

- **SCHOOLWIDE VISIONING**
  - IPTs lead school communities in either revisiting and refining or creating their three-year vision toward 2021 targets
- **TEACHER TEAM STUDENT GROWTH PLANNING**
  - Each Teacher Team identifies a collaborative student growth goal and learning strategies for helping students realize that goal.
- **TEACHER TEAM TEACHER GROWTH PLANNING**
  - Each Teacher Team creates a plan for supporting their learning toward realizing their Collaborative Student Growth Goal.

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## Annual Action Plan Redesign

- **ANNUAL ACTION PLANNING**

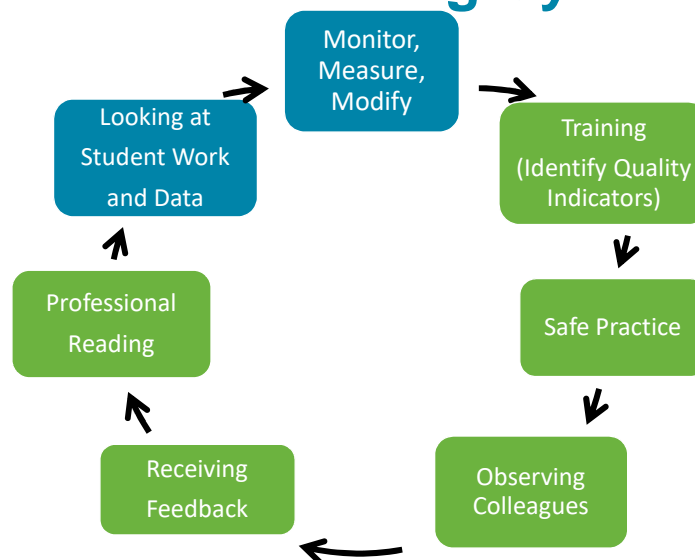
- IPTs lead their school communities in using their three-year SIP and teacher team learning plans to create an initial Annual Action Plan for 2018-19, including a plan to assess progress.

- **PROGRESS MONITORING SUPPORT**

- IPTs progress monitoring

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## Professional Learning Cycle



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## Professional Learning in HPS

- Monthly TLL Sessions
- Learning Labs
- Professional Learning Networks
- Standards-Based Instruction Cadre
- Digital Leadership Corps
- Department Chairs
- Capacity Builders
- Grade level Team Leaders

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## Professional Learning in HPS

- PCT Sessions – School Based
- PCT Sessions – Job Alike
- Grade level professional learning (K-6)
- Course specific
- Content focused
- National Board Certification

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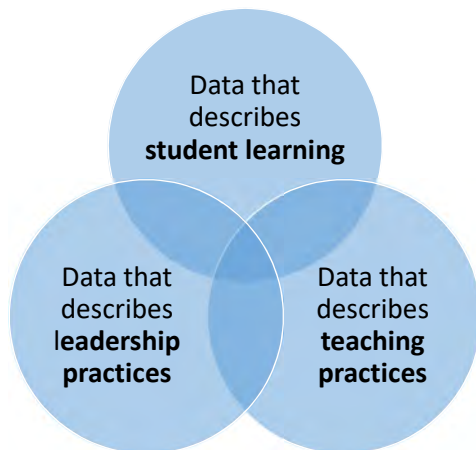
# Professional Development Calendar

18	19	20	21	22
Tyee Peace Circle PD ()	Middle School Math Lab 2 - Cascade ()	ACT Release Day ()	8:00 am Dual Language Studio – Element	March Data Snaps ()
7:30 am IB DP Match Conference ()	8:00 am Elementary PLN (Principals)	7:30 am Soundview Band Festival ()	8:15 am 4th Grade release planning days	8:15 am 3rd grade team release Planning
7:30 am Secondary Initiatives - Health an	8:30 am Fourth Grade Capacity Builders	7:30 am ACT PD Tyee HS ()	8:30 am DL Elementary Studios ()	9:00 am Bilingual Advisory Committee (D
7:30 am Pull out day to work of curriculm	8:30 am ECLC (Identified teachers)	7:30 am Tyee - AP Computer Sceince PD	12:45 pm Music sub @No.Hill - rehearsal	1:30 pm Biology Frameworks Collaborati
8:00 am Math Adoption Implementation	▲ collapse	8:00 am PreK Capacity Builder Demonstr	▲ collapse	1:30 pm Secondary Librarian Job Alikes ()
▲ collapse		8:00 am Chemistry Frameworks Professio		1:30 pm Social Studies Optional Job Alik
		8:00 am EHS - Soundview Band Festival ()		1:30 pm World Language Optional Job-A
		▲ collapse		▲ collapse
25	26	27	28	29
12:00 am - 12:00 am	7:30 am - 3:00 pm	SPED Small Group Instruction ()	SPED Small Group Instruction ()	Cultivating the Genius of Black Children (
Tyee Peace Circle PD ()	Stem Fest ()	7:30 am Soundview Orchestra Festival ()	Cultivating the Genius of Black Children (	March Peace Makers Circle Training Day
8:30 am - 3:30 pm	8:00 am - 3:00 pm	7:30 am NCECA Ceramics Conference ()	7:30 am NCECA cERAMICS cONFERENCE	7:30 am NCECA Ceramics Conference ()
Fourth Grade Capacity Builders (4th Grad	Elementary Discovery Ed (Secondary Tea	7:30 am Tyee 11th grade Future U field t	8:00 am Peacemaking Training ()	7:30 am Tyee - ELL Lang Essentials Collab
	8:00 am - 2:30 pm	8:00 am Peacemaking Training ()	8:00 am Secondary Discovery Ed PD (Eler	8:00 am Peacemaking Training ()
	STEM Fest ()	8:00 am Seahurst EBC Para-Camp Wasko	8:30 am 2nd Grade Capacity Builder Cros	8:00 am Components of Trauma informe
	8:15 am - 3:15 pm	8:30 am Fourth Grade Capacity Builders (	▲ collapse	8:15 am Seahurst EBC Para - Camp Wask
	Seahurst EBC Para - Waskowitz - March	▲ collapse		8:30 am Bilingual Para/Family Liaison Tra
	▲ collapse			8:30 am Third Grade Capacity Builders (3
				3:15 pm Book Club 2018-2019 Session 7
				▲ collapse

MARCH 2019



## Measuring Professional Learning

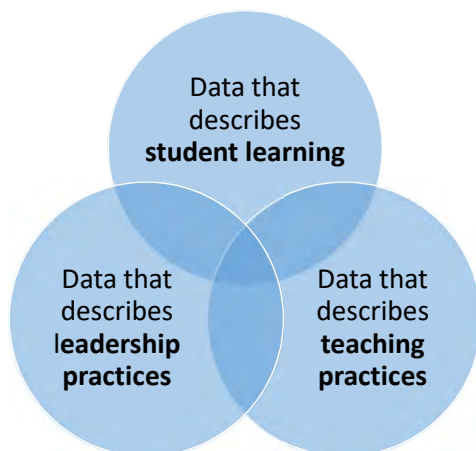


### Measuring Implementation:

- Participation rates
  - How many people participated?
  - What percentage of the target group participated?
- Satisfaction
  - Was the professional learning helpful? Why?
  - Exit slips or surveys asking about satisfaction

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## Measuring Professional Learning

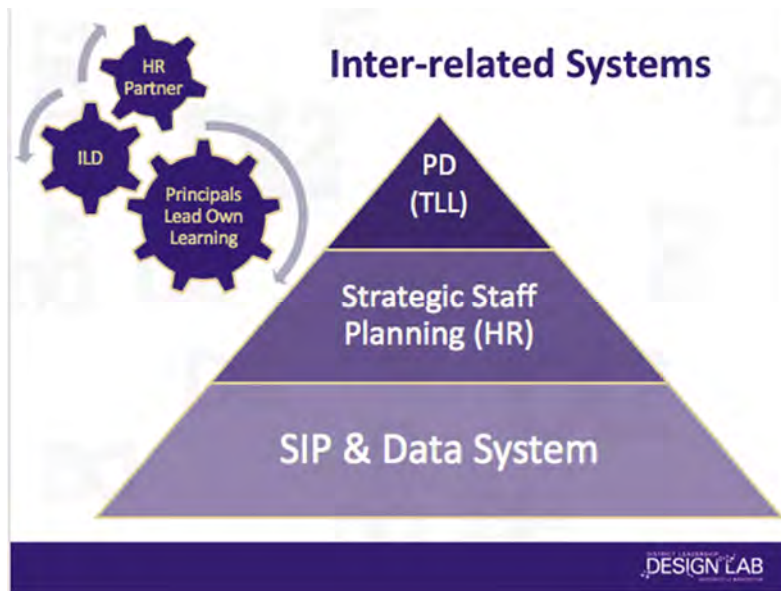


### Measuring Impact:

- Self-reported descriptions of learning
- Self-reported impact on new learning on teaching/leadership practices
  - How has your learning impacted your teaching/leadership practices?
- Observed and recorded shifts/growth in specific teaching/leadership practices.
  - Data analysis from informal classroom observations

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## Central Office Transformation



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## Setting the Foundation

### Design Ideas

- Teachers and principals lead own learning
  - Professional Growth Planning (PGP)
  - School Improvement Planning (SIP)
  - Redesigned Data System
- T&L & HR support that leadership
  - T&L supports:
    - Ongoing development of PGP & SIP
    - PD for teachers and leaders on implementation
  - HR supports strategic staffing
  - T&L then
    - Brokers support
    - Figures out what to provide itself



DESIGN LAB

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## Data Design Team Charge

Engage others throughout the district for information sharing and feedback to ensure staff districtwide are familiar with the redesign process at every stage of our collective work.

Create an initial architecture of the system including the questions the data system would answer.

Ensure the data system supports the district's strategic plan and equity policy.

Identify the student, teacher and leader data sets and sources necessary to answer those questions.

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## Work Groups

Teacher & Principal Profile

Student Profile

Classroom Observation

AAP

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