

High Expectations & Excellence for All

Student Academic Growth

- iReady Reading & Math Assessment
 - 100% Participation
 - Fall to Winter: >10 Point Improvement
 - Winter to Spring: >15 Point Improvement

Student Social & Emotional Growth

- Students Acknowledge Understanding of Student Handbook
 - 100% of Students
- Student Survey Items on “Collaboration & Interpersonal Skills”
 - Improve from 65% Positive to >78% Positive
- Reduced Discipline
 - Specific to Disrespect and Disruption

MTSS Systems Development

- Clearly Defined and Implemented Student Support Systems
 - 15% or Less Receiving Tier 2 Supports
 - 5% or Less Receiving Tier 3 Supports

Family Engagement Plan

- Family Survey Items on “Parent and Community Involvement”
 - Improve from 75% Positive to >80% Positive

PLC Refocus

- Staff Survey Items on “Communication & Collaboration”
 - Improve from 49% Positive to >65% Positive
- Staff Survey Item “My colleagues are willing to work at changing this school for the better”
 - Improve from 65% Positive to >75% Positive

Engaged Learners

Instructional Framework (Voice)

- Student Survey Items on “Learning Relevance”
 - Improve from XX% Positive to >YY% Positive

Student Individual Growth Goals

- *Same as High Expectations and Excellence for All*

SEL Learning Targets

- *Same as High Expectations and Excellence for All*

Instructional Technology

- Student Survey Items on “Instructional Effectiveness”
 - Improve from XX% Positive to >YY% Positive
- Student Survey Items on “Technology Effectiveness”
 - Improve from XX% Positive to >YY% Positive

District Assessment System Review

- iReady Fall, Winter, & Spring Reading & Math Assessment
 - 100% Participation
- Student Survey Items on “Assessment”
 - Improve from XX% Positive to >YY% Positive
- Staff Survey Items on “Assessment”
 - Improve from XX% Positive to >YY% Positive

Relationships

Develop Norms

- The differences between the personal and peer perceptions on the three Readiness to Benefit indicators of the EES-Staff survey will reduce to below 23% at the district and 20% for elementary and 25% for secondary schools.
 - Open to New Ideas: Current “gap” is 39.5%
 - Willingness to Work at Change: Current “gap” is 30.4%
 - Willingness to Be Held Accountable: Current “gap” is 31.0%
- 2. Grievances filed at the building levels will be reduced by XX% from the previous year.

1-on-1 Meeting Protocols

- Staff Survey Items on “Effective Leadership”
 - Improve from 51% Positive to >67% Positive
- Student Survey Items on items “There is a willingness to address conflict in this school” and “When there is a problem in my school, we talk about how to solve it”
 - Improve from 35% Positive to >65% Positive

Student Postcards from Teachers

- Each semester, 100% of students will receive 1 postcard
- Student Survey Items on “Supportive Learning Environment”
 - Improve from 56% Positive to >64% Positive

RULER System Implementation

- By November, 100% of classroom will display Mood Meters
- By November, 100% of students surveyed will know how to identify an emotion on the mood meter and work with an adult if they are not feeling positive
- Student Survey Items on “Belonging and Identity”
 - Improve from 72% Positive to >88% Positive

Implement HOPE Teams

- Student Survey Items on “Supportive Learning Environment”
 - Improve from 56% Positive to >64% Positive

Equity & Empathy

Student Advisory Boards

- Student Survey Items on “Belonging and Identity”
 - Improve from 72% Positive to >88% Positive

KPI Disaggregation (Belongingness)

- Student Survey Items on “Belonging and Identity”
 - Improve ALL ethnic groups to >88% Positive

Para to Teacher Pipeline

- By the end of the 2022-23 school year, the program will be established, and the district will recruit and enroll participants whose race/culture will reduce the disproportionality between the staff and student population.
- At the end of the first complete program cycle, Tukwila will hire XX staff members
- Annually thereafter, TSD will hire XX staff from this targeted population in the program.

Student future educator programs

- By the end of the 2022-23 school year, the program will be established, and the district will recruit and enroll students whose race/culture will reduce the disproportionality between the staff and student population.
- The program will target XX% of the students to either enroll in college with the intent to become teachers or hire graduates as paraeducators.

Staff Racial/Cultural Affinity Support Groups

- By the end of the 2022-23 school year, teacher retention rates will improve from XX% to YY% for minority teachers and paraeducators.