



Spokane Public Schools



Equity Resolution Report 2020-2024

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A LETTER FROM NIKKI OTERO LOCKWOOD

SPS BOARD PRESIDENT

It is important that four years after the Equity Resolution we pause to assess both our intentions and impact. This was a time of unbelievable uncertainty brought on by the early stages of the pandemic and the racial trauma related to national-level discourse. The school board's approval of the Equity Resolution was a significant step forward for Spokane Public Schools.

As a former organizer, I know well the work of urging leaders to take action for the common good. In reading the resolution for the first time, I saw the years of community conversations and meetings reflected in the resolution's action items. It made me proud to be part of a board committed to moving from talk to action. I remember thinking, amid the pandemic, that if anything happened to me, at least I had contributed to something essential and central to my reasons for joining the school board.

There are always, and were then, people saying it's not the right time. But as a new board, alongside long-time staff, it felt convergence creating the perfect moment. If not now, when? Equity was key to navigating the pandemic and our community's diverse needs. I vividly recall the overwhelming community support at our board meeting, held virtually, when we approved the resolution—approximately 60 people testified, expressing their gratitude.

The equity outlined in the action items were not only voiced from our community, but are also rooted in evidence-based research for safety and student success. Equity is not a zero-sum game; it's about incorporating best practices to meet student needs for learning, centered on those historically underserved. Equity raises all boats. I share this as I know there are those that see equity as unnecessary. The board believes all our students, staff and families need to feel a sense of dignity and belonging in our district, to feel seen and valued before the learning happens.

Since the resolution's approval, many have asked, "What's next?" The follow-through of the Equity Resolution is essential for sustaining its impact. These were not mere words penned and forgotten. This is a guiding document that steers our work and is a continuation of the work that preceded us. Creating an equitable system is not quickly or easily achieved. I firmly believe the work towards systemic equity in Spokane Public Schools will be ongoing, cyclical and must be done with continued community engagement.

This report creates an intentional moment of reflection, a vital step in the cycle of working towards progress. This reflection must be done with community input and transparency, and I am so thankful for your time as you read through and provide feedback. Serving on the board has deepened my appreciation for our community's collective wisdom. We do this work together.

I would like to end with a note of immense gratitude to the former board president, Jerrall Haynes, who led us through the process of approving the Equity Resolution and the administration, staff and community who have participated in the work reflected here.

In community,


Nikki Otero Lockwood
Board President
Spokane Public Schools

A TIME FOR CHANGE

In the Spring of 2020, the Spokane Public Schools (SPS) Board of Directors drew input from staff, students, and the community to create and adopt A Board Resolution to Establish Equity Policies. By implementing this resolution and subsequent policies, SPS aims to accomplish these ambitious goals:

- Address structural systems with a focus on eliminating barriers and improving access for students.
- Raise the achievement of all students while decreasing gaps between the highest and lowest performing students.
- Decrease rates of disproportionality in programs, services, interventions and student discipline.

While there is much work yet to be done, the following report outlines the actions SPS has taken to fulfill commitments made in the 2020 School Board Equity Resolution.

June 10, 2020

SPOKANE SCHOOL DISTRICT NO. 81

Resolution No. 2020-11

A BOARD RESOLUTION TO ESTABLISH EQUITY POLICIES

WHEREAS, Spokane Public Schools recognizes the current unprecedented challenges facing our community related to both the COVID-19 crisis and the inequities involved in all aspects of health, wellness, and learning; and

WHEREAS, the mission of Spokane Public Schools is to provide excellence for everyone, yet this opportunity has not been made possible for every student; and

WHEREAS, the national crisis of racism has been reflected in both recent and historical events highlighting the injustice and discrimination that is pervasive through our culture and institutions; and

WHEREAS, we realize that structural racism is built into the bones of our schools, as well as every structure in society; we have to build anti-racism into the bones in order to increase student empowerment, belonging, value, and hope for the future (adapted from Ijeoma Oluo); and

WHEREAS, we have gathered extensive community feedback through the last several years from community stakeholders, educators, parents, and students on how to improve the educational experiences of students, however there is more work to be done; and

WHEREAS, we are committed to change in order to truly live our vision of Excellence for Everyone.

NOW, THEREFORE, BE IT RESOLVED, that Spokane Public Schools will establish equity policies that guide budgetary processes, operations, and student programming

- Develop a strategic plan using a racial-equity lens in every goal and objective by Spring 2021

BE IT FURTHER RESOLVED that Spokane Public Schools will establish policy that requires all new employees to participate in anti-racism and cultural responsiveness training before working with students

- Office of Family and Community Engagement will partner with other key district departments including Human Resources to develop an onboarding training menu for staff focused on antiracism and cultural responsiveness by January 2021

BE IT FURTHER RESOLVED that Spokane Public School will establish policy that ensures antiracism and cultural responsiveness training continues with current staff and ensures that all staff regularly participate

- Continue Anti-Racism professional development for all building staff as well as WEA Cultural Responsiveness
- Culturally Responsive Training for school community (including students, parents & partners)
- Sustained Dialogue: Building Staff & School Community (facilitated)

BE IT FURTHER RESOLVED that Spokane Public Schools will implement additional structures to increase student voice and specifically collect input regarding issues related to racial equity by

- Enhance current student surveys to include questions specifically related to racial equity
- In collaboration with community, businesses, and partners, schedule listening sessions during the months of June, July and August

BE IT FURTHER RESOLVED, that Spokane Public Schools will advance equitable student centered learning by providing cultural connections to curriculum, student agency, project-based learning, and competency centered structures for grading, course completion, and advancement

- Form a task-force comprised of curriculum specialists, classroom teachers, and the Diversity Advisory Council to provide recommendations for aspects of equitable student-centered learning by August 2020

BE IT FURTHER RESOLVED, that Spokane Public Schools will implement researched social emotional learning curriculum and emphasize wellness and anti-racism as key factors of student and staff success

- Provide resources to continue the implementation of Social Emotional Learning curriculum and develop additional wellness and anti-racism resources for staff while providing a bi-annual report to the Board on outcomes

BE IT FURTHER RESOLVED, that Spokane Public Schools will prioritize resources to support the holistic needs of under served populations

- Apply equity lens to current 2020-2021 budget development process to avoid reductions to intervention staffing and resources

BE IT FURTHER RESOLVED, that Spokane Public Schools will prioritize resources and training to ensure high levels of inclusion for students with disabilities

- Continue inclusionary practices pilot and invest professional development and resources moving forward

BE IT FURTHER RESOLVED, that Spokane Public Schools will establish systems and structures to ensure all students have equitable access to technology and are able to access distance learning

- Propose new technology access model by June 24, 2020

BE IT FURTHER RESOLVED, that Spokane Public Schools will work with their Spokane Education Association (SEA) and Campus Resource Officer (CRO) partners to come to an agreement that will eliminate employees' ability to arrest students

- Work through the summer with community partner input to develop new safety strategy to be in place when students return in the fall of 2020

BE IT FURTHER RESOLVED, that Spokane Public Schools will establish ambitious goals for increasing work-force diversity and will invest resources in recruitment and retention strategies

- Hire Person of Color-Led Consulting Company with established experience in diversifying employee pools in large organizations; address all recommendations (with community feedback)

BE IT FURTHER RESOLVED, that Spokane Public Schools will enhance the process for receiving and addressing student and family concerns around reported racial discrimination

- Formal strategies will be developed and communicated to families to address issues related to racial discrimination with community feedback

BE IT FURTHER RESOLVED, that Spokane Public Schools will invest in the development of a Person of Color-led Multi-Cultural Club in every-single-school.

- The Office of Family and Community Engagement will develop in partnership with the Diversity Advisory Council, a proposed model for providing a club in all schools

BE IT FURTHER RESOLVED, that Spokane Public Schools will ensure oversight of exclusionary discipline

- The Office of Family and Community Engagement and Student Services will develop an Ombudsperson process to evaluate all long-term suspensions and expulsions and to partake in all Tier III re-entry meetings to ensure a safe and successful return to the classroom environment.

This is Just the Beginning!

Adopted and approved this 10th day of June 2020 in Spokane, Washington.

RECOGNITION OF PROGRESS



Spokane Public Schools (SPS) received one of six *National District of Distinction* awards by District Administration, one of the largest education publications in the country.

SPS was recognized specifically in the Equity & Inclusion category.

Superintendent Adam Swinyard was named 2023 Washington State Superintendent of the Year by the Washington Association of School Administrators. He was commended for significant district progress in championing equity for students.



The SPS School Board was selected as a Board of Distinction in 2022 by the Washington State School Directors' Association. The application included overview of equity related work occurring in the district.

SPS has received a range of grants to support access and opportunity for students since 2019:

- » Better Health Together Equity Training \$100,000
- » Better Health Together Tribal Partner \$100,000
- » The ZoNE/Innovia/Ballmer \$202,050
- » The United Way Foundation \$15,000
- » Office of Juvenile Justice and Delinquency Prevention \$775,000
Intervention
- » Department of Children, Youth, and Families Washington Partnership Council on Juvenile Justice, School Re-engagement \$147,973
- » Bureau of Justice Assistance \$996,879
Culture Brokering for Family & Community Engagement
- » Bureau of Justice Assistance \$996,821 *Intervention*

SPS Leadership has participated in a range of regional and national conferences to share the progress of the district in promoting access and opportunity for students:

- » Becca Statewide Conference 2021
- » Office of Juvenile Justice and Delinquency Prevention (OJJDP) & Community Based Violence Intervention & Prevention Initiative Convening (National), 2021
- » Becca Statewide Conference 2022



- » OJJDP & Community Based Violence Intervention & Prevention Initiative Convening (National), 2022
- » Student, Teachers, and Officers Preventing (STOP) School Violence Conference, 2024
- » OJJDP & National Community Based Violence Intervention & Prevention Initiative Convening, 2024
- » Local Initiatives Support Corporation (LISC) Safety & Justice National Webinar X3, 2024
- » National School Board Association Annual Conference presentations: Inclusionary Practices, Multi-Tiered Systems of Support, and Reducing the Use of Restraint and Isolation, SPS Equity Resolution 2023, 2024
- » Washington State School Directors Association Conference presentations: Inclusionary Practices and Multi-Tiered Systems of Support 2023
- » Washington State School Directors Association Conference Presentation: Reducing Restraint and Isolation 2024

Despite efforts to prevent harmful experiences or events, SPS recognizes the reality of eliminating all issues in a district with nearly 30,000 students and 6,000 employees. Our intent is to closely monitor challenges and work with our school community to respond and learn from all actions.



NOW, THEREFORE, BE IT RESOLVED, that Spokane Public Schools will establish equity policies that guide budgetary processes, operations, and student programming

Develop a strategic plan using a racial-equity lens in every goal and objective by Spring 2021

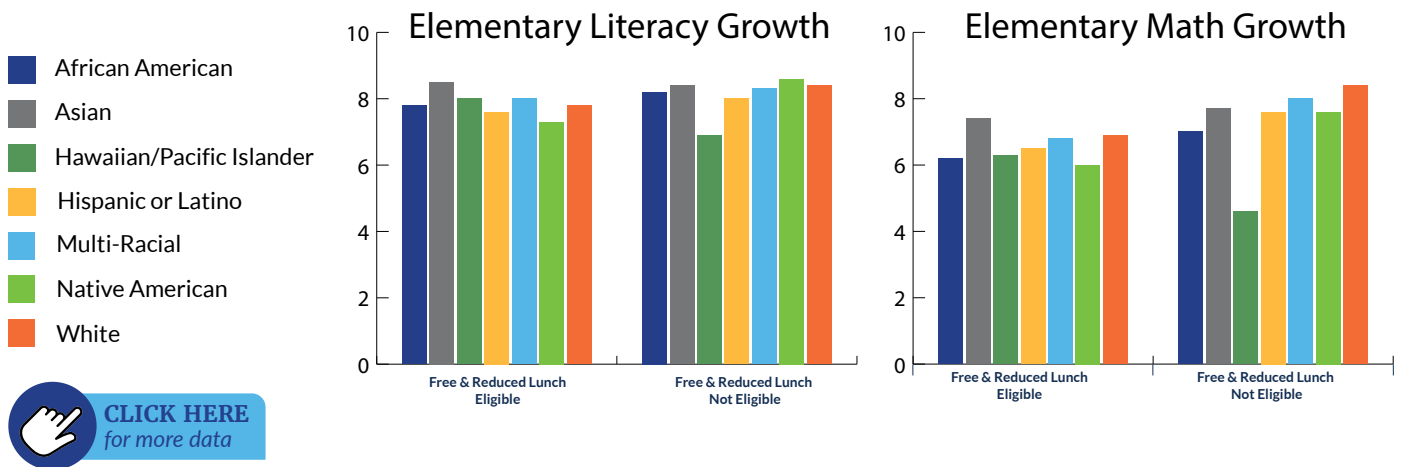
2022-2028 STRATEGIC PLAN

Spokane Public Schools partnered with The New Teacher Project to develop a new district [Strategic Plan](#). This included a comprehensive process to solicit input from students, families, staff, and community members. The plan outlines four main goals: Caring & Connecting Community, Strong Foundations, Student Supports & Transitions, and 21st Century Learning & Career Pathways.

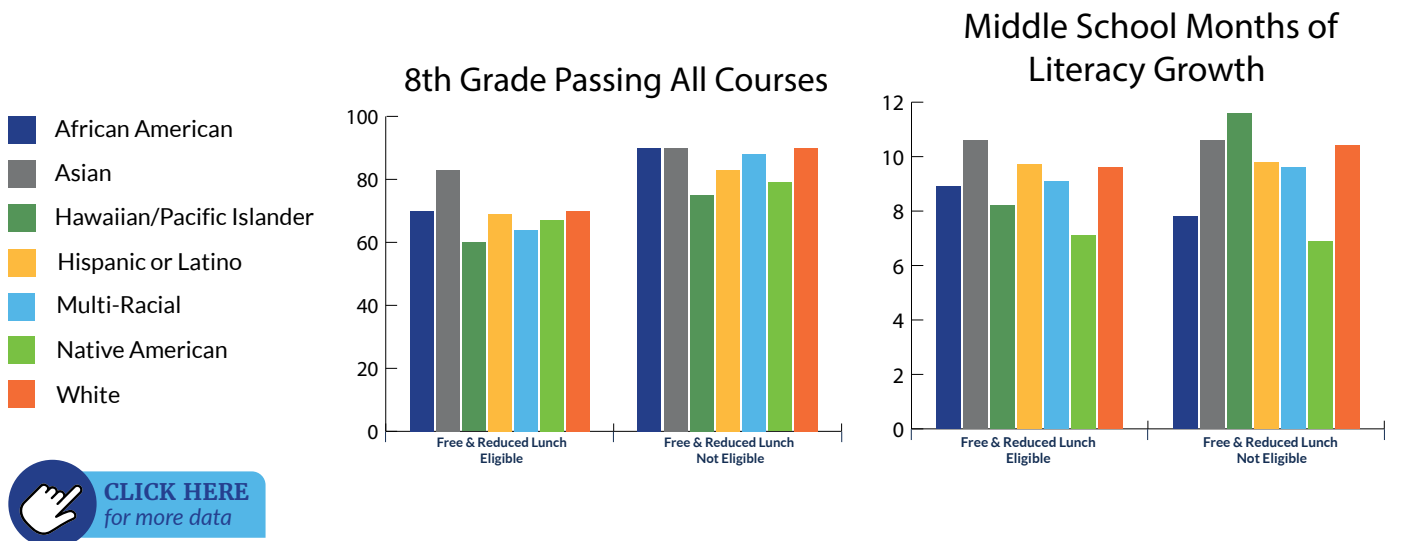
The Strategic Plan included the development of key performance indicators (KPI) that are reported annually to the school board. Each metric is disaggregated by race and student program.

SAMPLE GRADE LEVEL INDICATORS INCLUDE

ELEMENTARY 2022-23 KPIs

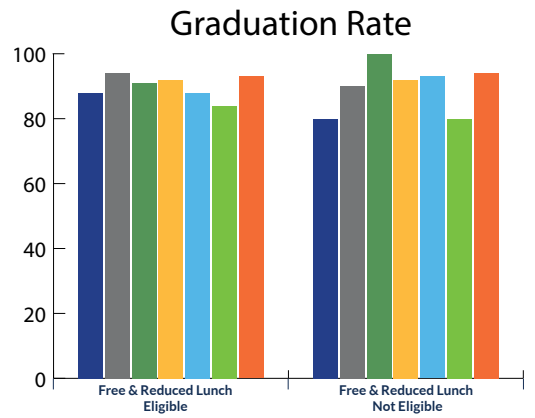
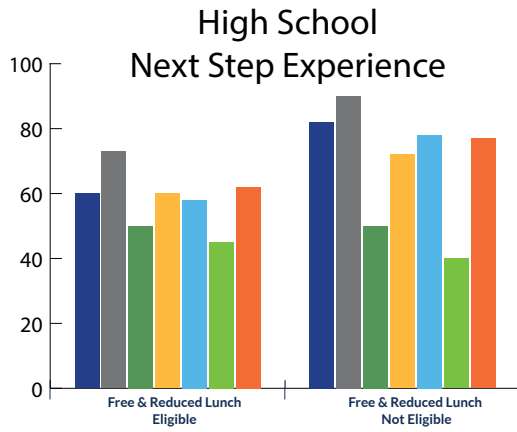


MIDDLE SCHOOL 2022-23 KPIs



HIGH SCHOOL 2022-23 KPIs

- African American
- Asian
- Hawaiian/Pacific Islander
- Hispanic or Latino
- Multi-Racial
- Native American
- White

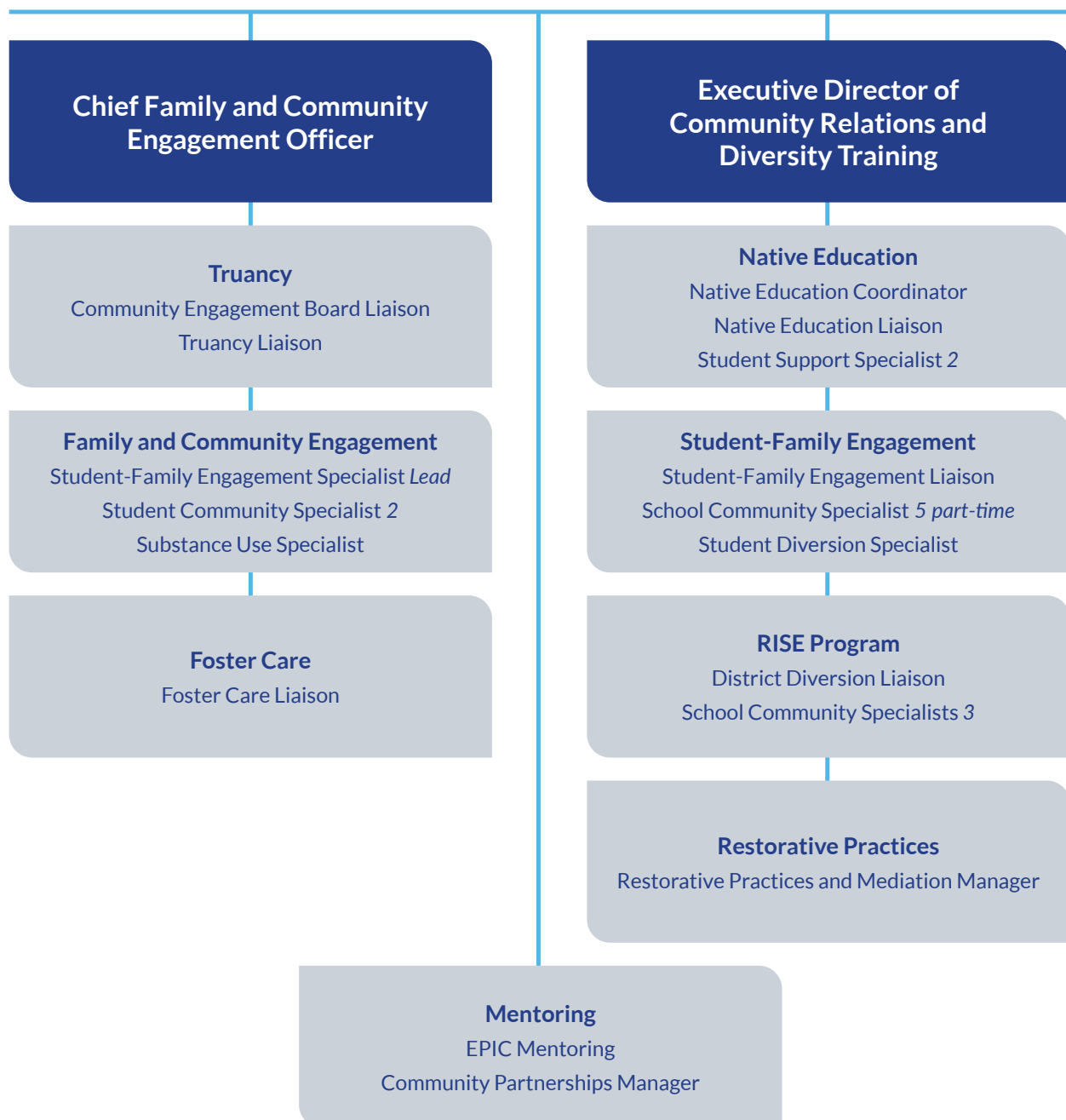


[CLICK HERE](#)
for more data



DEPARTMENT OF FAMILY AND COMMUNITY ENGAGEMENT

The Department of Family and Community engagement began in the fall of 2020 as a small office dedicated to providing support and services to families in our community. Over the last four years the Office of Family and Community Engagement has grown into a Department (outlined below) focused on providing a range of services and supports, including diversity training, restorative practice training, mediation, community partnerships, attendance specialist support, community engagement boards, and mentoring.



A NEW PROCESS FOR NEW BUILDINGS

NAMING SCHOOLS

In 2022 the School Board revised [policy](#) and [procedure](#) to name schools in a manner that promotes the representation of our diverse community. This includes Frances L.N. Scott Elementary School, Carla Olman Peperzak Middle School, Pauline Flett Middle School, and Denny Yasuhara Middle School. These changes have tripled the number of schools named after women and increased the number of schools named after an individual representing the BIPOC community from two to five.

FRANCIS L.N. SCOTT

After receiving dozens of name submissions and hearing public input, the SPS School Board in 2021 choose to rename Sheridan Elementary after Frances Scott, a Spokane educator and civil rights champion who grew up a few blocks away from the school that now bears her name.

Frances, who died in 2010 at age 88, was Spokane’s first African American female attorney, a teacher at Rogers High School for more than 30 years, a president of the Spokane Education Association and a president of the WSU Board of Regents.



CARLA OLMAN PEPERZAK

Carla Olman Peperzak was born in Amsterdam in 1923 to a Jewish family. As a member of the Dutch Resistance during her teenage years, Carla helped secure hiding places and falsified documents to save the lives of her family and members of the Jewish community.

Throughout World War II, Carla selflessly faced many dangers to save the lives of others. In 2004, Carla moved to Spokane and began to share her story with the hope that educating others will prevent anything like the Holocaust from happening again. She was honored in a 2015 state senate resolution and again in 2020 as Washingtonian of the Year. Carla celebrated her 100th birthday with Peperzak Middle School students in 2023, the year the school opened.

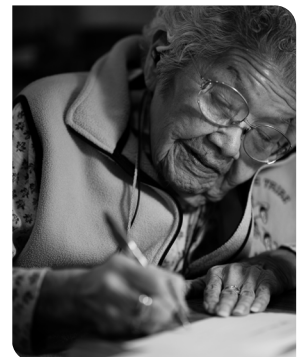


PAULINE FLETT

Pauline Pascal Flett’s commitment to, and teaching of, her culture inspired the naming of Pauline Flett Middle School, a community of learners where all voices are valued, and diversity is celebrated.

As a Spokane Tribal elder, Pauline dedicated her life to education and preserving the Spokane Salish Language for future generations. She was a co-creator of the first Salish-English dictionary and her translation notebooks are showcased at the Smithsonian Institute.

Her immense contribution to the Spokane community will continue to be honored at Flett Middle School through the school’s inclusion of Indigenous art, language, and instruction.



DENNY YASUHARA

Denny Tetsuki Yasuhara advocated for all children as a teacher at Logan Elementary and Garry Middle School for 28 years. Denny cared deeply for his students and often bought shoes, clothes, and supplies for students in need.

Also a national civil-rights advocate, he served as president of the Spokane Coalition for Human Rights, co-founded the Hifumi En Society to support local Japanese Americans, and was honored by the Emperor of Japan for fostering ties between our countries. Denny retired in 1989 and died in 2002. The northeast Spokane community will always be grateful for his servant leadership and his commitment to social justice.



CAPITAL PROJECTS SELECTION PROCESS FOR ARCHITECTS AND CONTRACTORS

All companies interested in contracting with Spokane Public Schools through the district's Request for Qualifications process are required to provide an Equity and Diversity Statement. This is part of the districts scoring criteria.

Capital Projects also requires and scores each company's mission statement, looking for inclusion of "equity and diversity" as well. In addition, companies selected for interviews are asked a workforce diversity question. During pre-application meetings for all qualified applicants, companies are provided the link to the district's webpage on Equity and the School Board's Equity Resolution and Equity Policy. Each company is given notice to present how their organizational culture aligns to the district's equity work. We also ask applicants to include their subcontractor outreach program to attract women-owned and minority-owned businesses and the recent participation results.

During a recent Interview for Agency Status with the state Capital Projects Advisory Review Board (CPARB) the district was praised for its commitment to contracting on public works projects with women-owned and minority-owned businesses. We added language incorporating such for all solicitations. The CPARB was also pleased that the district's selection process incorporates equity and diversity in the scoring criteria.



Check out what's going on at SPS on our social channels, like this post announcing the second annual Pauline Flett POW WOW



BE IT FURTHER RESOLVED that Spokane Public Schools will establish policy that requires all new employees to participate in anti-racism and cultural responsiveness training before working with students

Department of Family and Community Engagement will partner with other key district departments including Human Resources to develop an onboarding training menu for staff focused on antiracism and cultural responsiveness by January 2021

EQUITY POLICY 1350

A [district equity policy](#) has been developed and formerly adopted by the School Board. Implementation of the policy involves the provision of cultural responsiveness training to all new employees during the district's new employee orientation process.

NEW TRAINING REQUIREMENTS

Starting in August of 2022, the Department of Family & Community Engagement partnered with SPS Human Resources to provide training to all new staff during their official orientation process. This training focuses on fostering a beloved community and outlines the district policies and procedures related to civility and creating an anti-racist environment for all district stakeholders. The training is called *Being Part of an Anti-Racist School District*.



BE IT FURTHER RESOLVED that Spokane Public Schools will establish policy that ensures anti-racism and cultural responsiveness training continues with current staff and ensures that all staff regularly participate

Continue Anti-Racism professional development for all building staff as well as WEA Cultural Responsiveness

Culturally Responsive Training for school community (including students, parents & partners)

Sustained Dialogue: Building Staff & School Community (facilitated)

EQUITY IN STAFF TRAINING 2020-24

Since June of 2020, 90 courses have been developed on cultural responsiveness and have been offered to staff to complete as part of their contractual professional development allotment of time. These 90 courses add up to 1,300 hours of professional development and 23,000 attendees. Below are a few examples.

[Culturally Responsive Professional Development Course List](#)

WASHINGTON STATE PROFESSIONAL LEARNING

IMPROVEMENT DAYS

The state of Washington requires that all certificated staff complete either 6 hours of Social Emotional Learning (SEL) training or Cultural Competency Diversity Equity and Inclusion (CCDEI) Training, a year alternating topics each year.

CULTURAL COMPETENCY DIVERSITY EQUITY AND INCLUSION

All certificated staff including teachers, Multi-Tiered Systems of Support (MTSS) Specialist, Intervention teachers and Classroom Coaches completed 6 hours of training in the 2023-2024 school year focused on district curriculum through the lens of diversity, equity, and inclusion.

WEA CULTURALLY RESPONSIVE TRAINING

SPS partnered with the Spokane Education Association (SEA), Washington Education Association (WEA) and the University of Washington (UW) to provide the Culturally Responsive Classroom Management Series (CRCM), which included all schools participating in 9 hours of training by completing modules 1, 2, and 3. SPS represented one of two districts in the state of Washington that require this training for all teachers.

District Leadership and SEA leadership mutually agreed in the spring of 2023 to transition the diversity training model to curriculum that incorporates local community input as the original plan for CRCM was to complete modules 1 & 2.

▶ **1,300
HOURS**
OF PROFESSIONAL
DEVELOPMENT

▶ **ALL**
CERTIFICATED
STAFF
COMPLETED
**DIVERSITY,
EQUITY &
INCLUSION**
TRAINING

MANDATORY TRAINING

Moving forward, all staff will continue to participate in mandatory training that is developed annually with community input and will be required in addition to staff working on their training plan. The training will recognize the importance of ongoing growth and address current events and needs, including:

Four courses that are each 3 hours in length have been developed and are included as part of each employee's training plan that staff members work towards during the initial years of employment.

PROHIBITION ON USE OF THE N-WORD AND RACIAL EPITHETS

Before the start of each school year, all building staff attend a principal-led presentation that explicitly states that saying the N-word or racial epithets for any reason is prohibited.

BUILDING A BELOVED COMMUNITY

The Department of Family & Community Engagement developed and distributed a video training for staff during the 2022-23 school year, which was titled Beloved Community in SPS. In addition to this training, they provided staff and families with opportunities to learn together through after school experiences as part of the "Building Bridges to Beloved Community" training.

Building Bridges to Beloved Community Course Description

Spokane Public Schools is dedicated to fostering professional development that mirrors the rich diversity of our district. Embracing and celebrating the unique tapestry of backgrounds and cultures that define us is at our core. Through this course series, we not only offer tools and dialogues but also honor the wide-ranging perspectives and insights of our staff, students, and community members. Our aim is to create pathways for growth, enabling our staff to take an active role in shaping a beloved community.



REGIONAL EQUITY SUMMIT

Partnered with Northeast Washington Educational Service District (NEWESD) 101 to host the 2023 Regional Equity Summit, featuring Dr. Adeyemi Stenbridge, author of “Culturally Responsive Education in the Classroom,” and expert breakout sessions on culturally responsive educational practices.

NATIVE EDUCATION

Increased professional development opportunities for staff to learn more about historical impacts and the role they play in education for our Native students. Examples of professional development course titles below:

- Why Land Acknowledgments?
- Supporting Indigenous Scholars
- Supporting Indigenous Scholars: Historical Trauma

ENGLISH LANGUAGE DEVELOPMENT DEPARTMENT

DISTRICT-WIDE COURSES

The English Language Development (ELD) Department provides all staff district-wide with multiple professional development offerings yearly. These offerings range from a broad overview of how to best serve all multilingual learners to specific culturally responsive training for a unique cultural group. Examples include:

- » Intercultural Competency
- » Language and Culture Panels
- » Immigrant and Refugee Guided Documentary Viewing and Discussions
- » Refugee Simulation with World Relief
- » Toxic Stress and Well-Being Among Students Affected by Forced Migration and Healing Classrooms.

SERVING SPECIAL POPULATIONS

Serving Special Populations is a 4-level course series designed for all staff in Spokane Public Schools focused on Special Education, 504, Highly Capable and ELD programming and supports for students. Topics include a general overview of programming and policy and procedures, accommodations, modifications, classroom best practices, family engagement, and teaching and learning.



SOCIAL EMOTIONAL LEARNING, BELONGING, AND MENTAL HEALTH

All certificated staff including teachers, MTSS specialist, Intervention teachers and Classroom Coaches completed 6 hours of training in the 2022-2023 school year focused on building relationships with students and creating a sense of belonging. Topics included:

- » Social Emotional Learning
- » Mental Health and Trauma Informed Practices
- » Restorative Practices
- » Universal Design for Learning

▶ ALL
TEACHERS
COMPLETED
6 HOURS OF
FOCUSED
TRAINING

CULTURALLY RESPONSIVE EDUCATION IN THE CLASSROOM: A RESIDENCY WITH DR. ADEYEMI STEMBRIDGE

To date, 11 schools and the Central Office Curriculum and Instruction team have completed a residency with Dr. Adeyemi Stemberidge focused on what equity in Teaching and Learning looks like in the classroom. Teachers learn through powerful practice-based examples designed to develop teacher mindsets that close equity gaps in student achievement.

SAMPLE QUESTIONS FOR EDUCATORS

“What opportunities exist for our students to leverage their backgrounds and identities in the interest of school achievement?”

“What kinds of teaching techniques work best in centering the voices and experiences of student groups historically underserved by schools?”

“What do our racial and ethnic minority groups report about their opportunities to learn in school?”

Dr. Stemberidge, [Culturally Responsive Education in the Classroom: An Equity Framework for Pedagogy](#)

GUEST SPEAKERS

Over the past four years SPS has invited a wide range of guest speakers and trainers to provide professional development for SPS staff. Examples include:

Joe Ader	Self-Understanding Poverty
Dr. Michele Borba	Thrivers
Lisa Bosio	Novak Education
Christina Cavanaugh	World Relief
Mirko Chardin	Novak Education
Tovah Fairshot	Continua Consulting Group
Beth Farmer	Northwest Health and Human Rights
Dr. Scott Finnie	Eastern Washington University
Nick Gardner	Watershed 21st Century Learning
Kristin Hallahan	Holocaust Center for Humanity
Dr. Debi Hanuscin	Western Washington University
Kent Hoffman	Circle of Security
Dr. Paula Kluth & Dr. Julie Causton	Inclusive Education
Inga N. Laurent	Gonzaga University
Scottie Nash	Anti-Defamation League
John Norlin	Character Strong
Katie Novak	Novak Education
Paul Regelbrugge	Holocaust Center for Humanity
Sue Scheppele	Springfield College
Dr. Patrick Schwarz	From Possibilities to Success
Jennie Sevedge-Angel	Gonzaga University
SPS Student Speakers	Spokane Public Schools
Warren Seyler	Spokane Tribe - Natural Resources Department
Kristin Souers	Fostering Resilient Learners
Dr. Adeyemi Stemberidge	Author, "Self - Brilliant Teaching"
WEA/SEA	Culturally Relevant Classroom Management
Catherine Wilson	Bureau of Education and Research
Lori White Buffalo	Chickasaw Cultural Heritage and Preservation
Lenore Three Stars	Native Culture
Mark Finney	Thrive International

 **WIDE
VARIETY**
OF GUEST
SPEAKERS AND
TRAINERS

BOOK STUDIES

Intercultural Development Inventory 2020 with District Leadership and several schools

Beginning Level: *Dear Martin* by Nic Stone (Implicit/Explicit Bias, Microaggressions)

Intermediary Level: *How to be an Antiracist* by Ibram X. Kendi

Advanced Level: *So You Want to Talk About Race* by Ijeoma Oluo

The Department of Family & Community Engagement has supported a wide-range of books studies and school specific trainings focused on creating a beloved community.

ZERO TOLERANCE FOR DEROGATORY AND DISCRIMINATORY LANGUAGE INCLUDING RACIAL SLURS AND EPITHETS

In December 2023, the school board updated policy 5161 to address derogatory and discriminatory language, including the use of racial slurs and epithets. Per the policy, using personal epithets or slurs to include but not limited to use of the “N” word is in direct violation of district policy and procedure. Zero tolerance is defined as the district’s commitment to vigorously investigating and taking appropriate disciplinary action within the parameters of Washington State Law when the policy is violated.

Utilizing the terminology of prohibiting personal epithets or slurs provides the strongest legal standing to implement accountability for misconduct that is allowable within the parameters of Washington State Law. Personal epithets and slurs are intended to be inclusive of language often referenced to as hate speech.



 watch SPS here

Check out hundreds of inspiring and informational videos featuring SPS staff and students, like this one featuring snapshots of Beloved Community in action throughout the district.

Click here to [watch](https://vimeo.com/spokanepublicschools/DFCE) or visit vimeo.com/spokanepublicschools/DFCE



**WATCH MORE
SPS VIDEOS HERE**

BE IT FURTHER RESOLVED that Spokane Public Schools will implement additional structures to increase student voice and specifically collect input regarding issues related to racial equity by *Enhance current student surveys to include questions specifically related to racial equity*

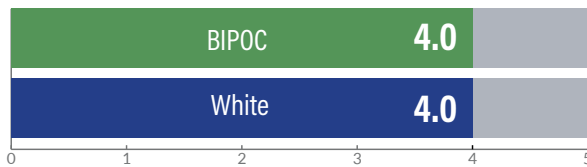
In collaboration with community, businesses, and partners, schedule listening sessions during the months of June, July and August

STUDENT CULTURE AND CLIMATE SURVEY

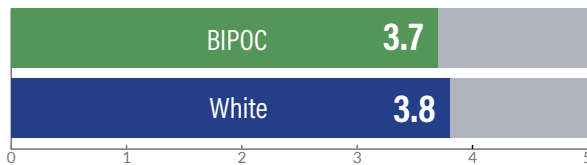
The Student Culture and Climate survey is administered in the fall and spring to SPS students. This includes the addition of specific survey items related to equity. In the fall of 2023, over 7,000 secondary students completed the survey with no statistically significant difference in the average scores between students of color and white students.

EXAMPLE SURVEY QUESTIONS

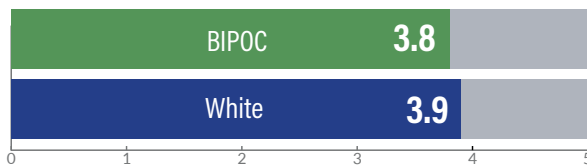
How many of your teachers are respectful towards you?



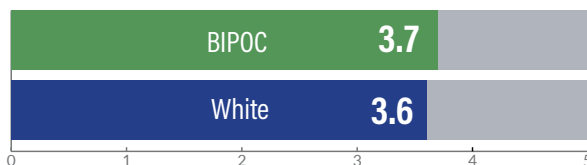
How much do your teachers encourage you to do your best?



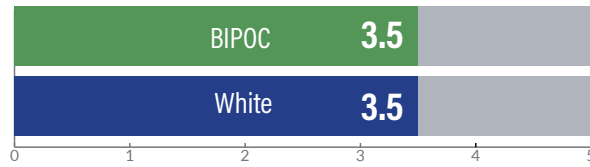
At your school, how unfairly do the adults treat the students?



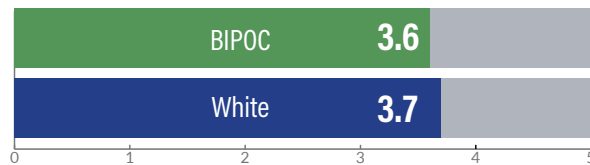
How often do you worry about violence at your school?



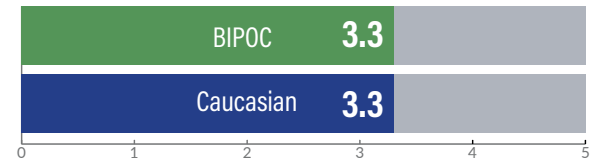
I believe that I feel valued in my classroom and my teachers have created a supportive environment that showcases my experience and the diversity in the classroom.



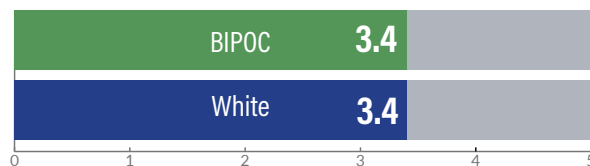
If a student is bullied in school, how difficult is it for them to get help from an adult?



How often do teachers encourage you to learn about people from different races, ethnicities, and cultures?

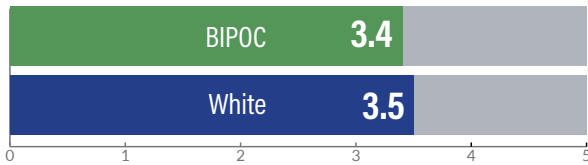


How well does your school help students speak out against racism?



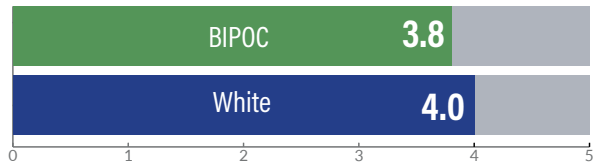
EXAMPLE SURVEY QUESTIONS

Students and families have opportunities to see themselves, their cultural values, and history in the school and in the classroom.

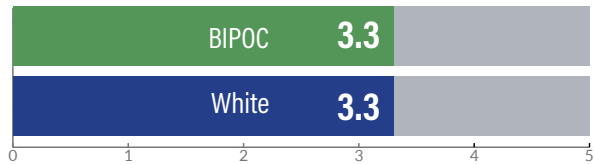


[CLICK HERE](#)
for more data

How fairly do students/adults at your school treat people from different races, ethnicities or cultures?



Overall, how much do you feel like you belong at your school?



STUDENT VOICE

Elevating student voice in Spokane Public Schools is essential for ensuring that educators are attuned to the diverse experiences and perceptions of all students, not just those in leadership roles. By fostering effective communication, relationship building, and a sense of purpose, it enhances students' ability to collaborate with others, engage in their community, and respond to cultural diversity. SPS continues to provide a variety of opportunities for students to share their voice.

STUDENT ADVISORS TO THE BOARD

Each year, the School Board selects two student advisors to attend school board meetings. The School Board is committed to using an equity lens when selecting student advisors to the board assuring there is no disproportionality in representation compared to white peers.



STUDENT LISTENING SESSIONS

The Department of Family & Community Engagement conducted a wide range of listening sessions and have developed a comprehensive plan to establish ongoing listening sessions for district leadership.

The DFCE is launching a plan to provide listening sessions throughout the school year by geography, student program, and through community partners. The schedule will be posted on the district website (page in development) and shared in newsletters and social media.

STUDENT VOICE GROUPS

Student Voice Groups have been created in all schools that provide a regular opportunity for students to engage in discourse with peers and school staff. Each school student voice group provides representatives to a district student voice group for elementary, middle, and high school.



EMPOWERING YOUNG WOMEN

In 2023 and 2024, SPS hosted **The Empowering Young Women Summit**, where dozens of diverse women leaders from various career fields shared their leadership journey and professional advice with 100 local high school students from our area high schools. View the 2024 [Empowering Young Womens Summit Panelist Program](#).



BE IT FURTHER RESOLVED, that Spokane Public Schools will advance equitable student centered learning by providing cultural connections to curriculum, student agency, project-based learning, and competency centered structures for grading, course completion, and advancement

Form a task-force comprised of curriculum specialists, classroom teachers, and the Diversity Advisory Council to provide recommendations for aspects of equitable student-centered learning by August 2020

ENHANCING EQUITY IN CURRICULUM AND INSTRUCTION

The concept of “Excellence for Everyone Through Equity” in Spokane Public Schools encompasses providing every student with an educational experience where they can engage with curriculum and instruction in an accessible manner. It includes opportunities for all students to learn in ways that serve as both windows and mirrors, allowing them to see both their own reflections and the diversity of others in the materials. Since 2020, the Teaching and Learning department has worked to enhance accessibility, and diversity across the curriculum.

UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) has been established as a district-wide focus, which has involved ongoing training for all K-12 certificated staff members. UDL is intended to promote lesson planning for individual students’ needs by incorporating 21st century learning strategies that recognize the diverse needs and cultural identities of students.

320 hours of UDL professional development has been provided in over 88 course sections with over 9,500 attendees.

Four, 3-hour UDL courses are included on the employee training plan for all teachers.

AVID

SPS has implemented Advancement Via Individual Determination (AVID) as both an elective course and schoolwide. AVID includes instructional strategies embedded in high expectations and high standards, with high levels of support. Together with relational capacity, and explicit instruction in Career and College Readiness skills, these supports provide students with a pathway to post-secondary education. The AVID elective course has served to provide support for historically underserved populations. [This short video](#) demonstrates the power of AVID. Currently, 230 students access the AVID elective course.

 **320**
HOURS OF UDL
PROFESSIONAL
DEVELOPMENT
PROVIDED WITH
OVER
9,500
ATTENDEES

COLLEGE SUCCESS FOUNDATION

SPS partners with the College Success Foundation to support historically underserved populations. This short video from [Empowering Youth](#) provides an overview of the program. During the 2022-2023 school year, 2,453 SPS students were served by the College Success Foundation throughout our 5 comprehensive high schools and Garry and Shaw Middle Schools.

THE COLLEGE GEAR PROJECT

The College Gear Project has been inspiring 5th grade students and families of Title 1 schools to consider their options after high school through a visit from local college students or alumni to speak about their college experience, and how they overcame any challenges to pursue their higher education. All students leave the event inspired to pursue their post-secondary education along with a free college sweatshirt.

COLLEGE GEAR PROJECT BY THE NUMBERS

School Year	Number of Schools	Number of Sweatshirts
2023-24	10	772
2022-23	16	1,132
2021-22	15	984
2020-21	13	876
2019-20	6	393



IDENTIFICATION FOR HIGHLY CAPABLE

The district has implemented a culturally responsive highly capable screening tool called Culturally, Linguistically, and Economically Diverse Learner (CLED) Scales that is intended to address disproportionality in the provision of highly capable services.

NATIVE EDUCATION

SPS has made a range of enhancements to Native Education Programming over the last four years, including the addition of a Native Education Liaison in Fall of 2023 to provide leadership and support in the following areas:

- » State reporting to include [506 forms](#) through connections and follow-up with all schools individually. A new system has been created to support the forms collection process.
- » Improving attendance.
- » Increased connections to schools and families through a smaller caseload.

WORKSHOPS

Increased Native Education services through contract work to facilitate cultural workshops for students, families, and community.

COLLABORATION

Increased internal collaborations to host events and opportunities for learning that impact the school community as a whole.

- » Linwood Elementary School
- » Westview Elementary School
- » Flett Middle School
- » Multicultural Events
- » Martin Luther King Jr. assemblies



PARENT ADVISORY

As a part of the Indian Education Act of 1972 and Every Student Succeeds Act (ESSA), school districts that receive a Title VI formula grant are required to establish a Native Education Parent Advisory Committee (PAC). The SPS PAC, which has been expanded, is comprised of Native parents, teachers, and students. The PAC is responsible for advising Spokane Public Schools by working closely with the Native Education Coordinator around the development, operation, and evaluation of the Title VI Native Education program. In the true spirit of consultation, PAC members are the experts as Native parents and caretakers, who know their children's needs, as well as teachers and students.

The committee provides recommendations based on needs analysis, and objectives to administer program resource allocation.

The Native Parent Advisory Committee conducts regular open meetings and approves the Title VI budget annually.

MONTHLY NEWSLETTER

The Native Education Department initiated a practice of consistently distributing a monthly newsletter.

DEVELOPED LAND ACKNOWLEDGMENT

Developed Peoples' Acknowledgment [Land Acknowledgments](#) and [use guidelines](#) for schools to utilize with students. In August of 2020, reading of the People's Acknowledgment becomes a regular addition to School Board meetings and is posted as a regular agenda item.

NATIVE STUDENTS OF EXCELLENCE AWARD CEREMONY

The Native Students of Excellence Award Ceremony was created to recognize and honor our Native American and Alaskan Native students for embodying the traditional values of Love, Respect, Courage, Humility, Truth, Wisdom, and Integrity. It is important our students are celebrated in a multitude of ways. Our goal is to be explicit about our traditional values and create opportunities to come together to celebrate our children as a community.

MARSHALLESE HERITAGE LANGUAGE PROGRAM

The Marshallese Heritage Language Advisory Board and Marshallese Heritage Language Curriculum Team developed a culturally derived approach to heritage language teaching and learning of Marshallese.

The team partners Marshall Islands Public School System, Waan Aelōñ in Majel (WAM) and Internal Affairs offices to develop and provide culturally derived curriculum and resources for a Marshallese Heritage Language Program.

SPS TEACHING ACADEMY

SPS has developed a Teaching Academy program that is designed for historically underserved high school students interested in the teaching profession. High school students work in our elementary classrooms as teaching assistants, gaining real-world experience in a post-secondary field.

FERRIS 15 students placed with 9 elementary host teachers

LEWIS & CLARK 30 students placed with 25 elementary host teachers

NORTH CENTRAL Implementation in 2024-2025

ROGERS Implementation in 2024-2025

SHADLE PARK 10 students placed in 5 elementary sites

OTA 27 students placed in 4 elementary sites



CELEBRATIONS AND OBSERVANCES

All secondary Social Studies teachers are provided resources relative to the days/ months listed:

- » Hispanic Heritage Month 9/15-10/15
- » Indigenous People's Day 2nd Monday in October
- » Disability History Month October
- » Native American Heritage Month November
- » Veterans Day 11/11
- » International Day for Tolerance 11/16
- » International Human Rights Day 12/10
- » Bill of Rights Day 12/15
- » Temperance and Good Citizenship Day 1/16
- » Martin Luther King Jr. Day 3rd Monday of every January
- » International Holocaust Remembrance Day 1/27
- » Black History Month February
- » Women's History Month March



- » Arab American Heritage Month *April*
- » Asian American and Pacific Islander Heritage Month *May*
- » LGBTQ Pride Month *June*

ELEMENTARY SINCE TIME IMMEMORIAL UNIT UPDATES

Local tribes partnered with the Native Education Department to localize new, age-specific lessons:

- » Kindergarten: Stories and Histories of Our Place
- » Grade 1: Honoring the Salmon
- » Grade 2: Stories of How Things Came to Be
- » Grade 3: Exploring the PNW prior to Statehood
- » Grade 4: Living in Celilo Falls
- » Grade 4: The Boldt Decision
- » Grade 5: Encounter, Colonization, & Devastation Tribal Homelands
- » Grade 5: US History-Independence Revolution & the U.S. Constitution in Native Country

ELEMENTARY ENGLISH LANGUAGE ARTS

New Science of Reading literacy curriculum was adopted that emphasizes diversity and representation.

- » Literacy adoption implementation team trained in diversity and representation in text, and inclusionary practices.
- » A Text Diversity group was formed to select texts with authors and characters that more authentically represent the demographics of our school community.



ELEMENTARY SCHOOL/CLASSROOM EQUITY COLLECTIONS

SPS believes strongly in the concept of mirrors and windows. Books open children up to the world, and it is important that our students both see themselves in books and learn about others who might be different than them.

2,068 copies of 256 titles with diverse representation were added to elementary library collection in 2021 as part of the elementary library equity collection. Below are a few examples of books that have been added.

Elementary		
A High Five for Glenn Burke	All Are Welcome	Forever, Friends are Friends
A Perfectly Messed Up Story	Brown Girl Dreaming	Hidden Figures; Young Readers Addition
Maybe Something Beautiful	Nigel and the Moon	The Proudest Blue: A Story of Hijab and Family
Ruby Bridges Goes to School: My True Story	Red: A Crayon Story	Your Name is Your Song

ELEMENTARY SCIENCE

The district partners with Washington Department of Fish & Wildlife, local tribes, and Learning in Places to localize lessons.

We are committed to developing lessons and student experiences that are place-based and culturally relevant in our region, including the history and significance of salmon in Spokane River and local tribes.

FITNESS AND HEALTH

Inclusion of students with disabilities has resulted in fewer sections of exclusively adapted PE classes.

Fitness and Health teachers participated in 2 years of a full study of UDL in Physical Education, including professional development, Summer Institute sessions, and 1:1 sessions with the authors. Fitness teachers worked closely with the authors, using their book as a guide and exploring in-depth examples in the SPS community.

SECONDARY ENGLISH LANGUAGE ARTS

Ensuring all our students have access to diverse text where they can see themselves (mirrors) and see out into the world (windows) has been a district priority over the last four years. Since 2020, SPS has adopted a diverse collection of books to be used at the secondary level for the classroom and part of the school library collections. A variety of titles are listed below.

An equity collection for high school libraries (including world language titles) was developed, purchased, and distributed during the 2023-24 school year.

Middle School		
The Anne Frank House- Authorized Graphic Biography	The Bridge Home	Eagle Song
I Can Make this Promise	In the Footsteps of Crazy Horse	One Crazy Summer

High School		
All My Rage	Beneath the Wide Silk Sky	If Beale Street Could Talk
Just Mercy	Kindred	They Call US Enemy

SECONDARY MATH

Grading for Equity, UDL, and Social & Emotional Learning have been integrated into instructional best practices.

The adopted math curriculum was evaluated for representation. This included:

- » Developing a Mathematician Spotlight resource for teachers to use.
- » Highlighting the Mathematicians Look Like All of Us ([MLLAoU](#)) started by one of our own.
- » Focusing on strategies that are student centered and community driven.

Embedding our resources in Professional Development.



SECONDARY SOCIAL STUDIES

The scope and sequence of **High School World History** has been revised for implementation in Fall 2024 with a curriculum that is more global and less Eurocentric than in the past.

During the 2022-2023 school year, SPS launched a new US History course created by and for our students. Putting the “Us” in US History, curriculum experts, community members, and students worked side-by-side to create **American Perspectives**, a course that explicitly highlights the positive impact and histories that people of color and other historically underserved populations have made to the United States. Students learn through a variety of resources including selected readings from:

Nikole Hannah-Jones

W.E.B. Du Bois

Fredrick Douglass

Martin Luther King Jr.

Harriett Tubman

Malcolm X

Chief Joseph

Bayard Rustin

Our **Middle School World History** curriculum is being revised for implementation in Fall 2024 through a UDL lens to improve accessibility for all learners.

Curricula for Social Studies courses, including Civics, AP US History, and 6th, 7th, and 10th grade World History, were adopted between 2021 and 2023 and evaluated using criteria that stressed a non-partisan and culturally responsible presentation of content.



JOHN MCCOY (LULILAŠ) SINCE TIME IMMEMORIAL: TRIBAL SOVEREIGNTY IN WASHINGTON STATE UPDATES

In partnership with local tribes to localize lessons, we began incorporating new Since Time Immemorial (STI) lessons in 2020 for the following grade levels:

- » 6th grade: Indigenous Foods of the Spokane Tribe and Salmon's Importance to the Spokane Tribe
- » 7th Grade: Updated STI lessons previously developed for Washington History
- » 8th Grade: Indian Removal Act lessons (Cherokee) and Whistalks
- » 10th Grade: Columbus lesson and Indigenous People's Day lesson
- » 11th Grade : Boarding School lesson
- » 12th Grade Contemporary World Affairs: Missing and Murdered Indigenous Women lesson
- » 12th Grade Civics: Comprehensive update to STI lessons

VISUAL AND PERFORMING ARTS

When selecting a new elementary music curriculum in 2020, the district prioritized adopting a resource that provides all students with an accessible, joyful, and culturally rich music experience. The selection, QuaverMusic, offered 6,500 culturally diverse and interactive resources with an emphasis on ensuring equitable access to high-quality learning resources for teachers, students, families and communities.

Students also learn about cultures from around the world through music including African and Asian Drumming, and Oceanic Music.

A supplemental Visual Arts curriculum called FLEX was also adopted. FLEX includes thematic units that incorporate a variety of mediums and artistic examples from around the world. Artist Biographies are included as a way to help students connect with a diverse set of historical, contemporary, and living artists providing windows and mirrors where students can see themselves in the materials. Lessons that are aligned with the National/Washington State Core Arts Standards.



BE IT FURTHER RESOLVED, that Spokane Public Schools will implement researched social emotional learning curriculum and emphasize wellness and anti-racism as key factors of student and staff success

Provide resources to continue the implementation of Social Emotional Learning curriculum and develop additional wellness and anti-racism resources for staff while providing a bi-annual report to the Board on outcomes

SOCIAL EMOTIONAL LEARNING

Spokane Public Schools has adopted Character Strong (Secondary) and Purposeful People (Elementary) as our tier 1 social emotional learning curriculum. Elementary students engage in SEL lessons during a class meeting and secondary students receive instruction in SEL during Advisory.

CHARACTER STRONG AND PURPOSEFUL PEOPLE

Lessons within both Character Strong and Purposeful people have equity embedded throughout. CharacterStrong is an organization that believes in creating spaces for all voices, building bridges and creating belonging as a commitment to equity as an ongoing process. You can read more about CharacterStrong's commitment to equity here: [CharacterStrong's Equity and Inclusion, Purposeful People: An Intentional, Equitable Approach](#)

Sample Lessons	
Elementary	Secondary
Differences Among Us	Barriers to Belonging Part 2
The Power In our Differences	Real Life Respect Part 1
Quotes that include powerful words from leaders that come from a wide variety of backgrounds and cultures.	
PurposeFull Library features of a wide variety of cultures, ethnicities, and abilities both in topic and by author.	
Playground activities that promote belonging: Amoeba Tag, Eye Spy Empathy, I'm Looking for a Friend Who, Courage on the Playground, Peace Labyrinth	



 watch SPS here

Check out hundreds of inspiring and informational videos featuring SPS staff and students, like this one about Alexandra and Olivia's experiences with childhood cancer. [Click here to watch or visit vimeo.com/spokanepublicschools/survivors](https://vimeo.com/spokanepublicschools/survivors)



**WATCH MORE
SPS VIDEOS HERE**

SEL PROFESSIONAL DEVELOPMENT

Ongoing professional development has been made available to staff through the SPS U Model. Staff are trained in the Washington State SEL standards and SEL curriculum and how Equity, Cultural Responsiveness, and Universal Design for Learning intersect with Social Emotional Learning.

STUDENT AND STAFF WELLNESS AND MENTAL HEALTH

STUDENT WELLNESS CLUBS

Spokane Public Schools provides students with a variety of wellness supports and activities from both a student health perspective and a holistic approach through clubs and extracurricular activities. Wellness needs vary greatly among our students. While some might need a safe fun place to be after school with their friends, others may need a place where they can receive mental or physical healthcare support at school. Below are just a few of the Wellness supports that student can find in SPS:

- | | |
|---|-----------------------------|
| Sacajawea Girls Fitness Club | Mental Health Counseling |
| High School Fitness and Conditioning Club | Drug Free Club |
| Wellness Club | School Based Health Clinics |
| Ski and Snow Club | Biking Club |
| School Counselors | Girls on the Run |
| Yoga | WSU Nutrition Club |
| First Aid Club | |



STAFF WELLNESS

A healthy staff plays a key role in a healthy positive school culture and environment. SPS has taken part in several wellness initiatives and trainings. During the 2023 annual Staff Summer Institute, SPS partnered with Kaiser Permanente and the Alliance for a Healthier Generation to provide training to educators on Staff Wellness and Stress Management.

AUDUBON ELEMENTARY: HEALTHIEST SCHOOL IN AMERICA AWARD

In 2023 Audubon Elementary was recognized by Kaiser Permanente and the Alliance for a Healthier Generation as one of the Healthiest Schools in America. Audubon was recognized for their commitment to student well-being through:

- » Cultivating staff well-being
- » Increasing family and community engagement
- » Bolstering physical education and activity
- » Supporting school health services
- » Strengthening social emotional health and learning



BE IT FURTHER RESOLVED, that Spokane Public Schools will prioritize resources to support the holistic needs of under served populations

Apply equity lens to current 2020-2021 budget development process to avoid reductions to intervention staffing and resources

BUDGET PRINCIPLES

Starting in the 2020-2021 budget development cycle, the School Board adopts budget principles and priorities that specifically address the importance of equity and strategies to support historically underserved populations.

[2020-2021 Budget Principles](#)

[2021-2022 Budget Principles](#)

[2022-2023 Budget Principles](#)

[2023-2024 Budget Principles](#)

The Finance Department has developed data entry and analytics to monitor per-pupil expenditures to ensure that schools with the greatest need receive the most funding.

District budget principles and priorities were utilized to allocate ESSER (Pandemic Relief Dollars) funds focused on the students with the highest level of need, which totaled \$124 million.

INVESTING IN STUDENT BEHAVIORAL HEALTH

Spokane Public Schools has been actively working towards addressing student behavior and reducing exclusion rates. In the past, the district had one of the highest exclusion rates in the state of Washington, with students of color being disproportionately affected by suspensions or expulsions.

However, commendable progress has been made, as the percentage of exclusions has decreased by 30% since 2015. The district has also achieved positive outcomes in terms of disciplinary practices, as the 2022 and 2023 school years concluded without any disproportionality in student discipline for students of color.

To further support this positive shift, Spokane Public Schools has facilitated district-wide training on restorative practices, recognizing the importance of fostering a more inclusive and rehabilitative approach to addressing student behavior. The adoption of policies that emphasize a restorative approach is a clear indication of the district's commitment to creating a more supportive and equitable learning environment for all students.



RESTORATIVE PRACTICES

Discipline policies and procedures were revised to incorporate the use of restorative practices and align with new Washington State law.

Since 2016, 6,000 staff members have participated in over 160 hours of Restorative Practices training.

Four 3-hour Restorative Practices courses are included on the employee training plan for all teachers.

▶ **6,000**
STAFF
PARTICIPATED IN
OVER
160
HOURS OF
TRAINING



INCREASED BEHAVIOR SUPPORTS

Board Certified Behavior Analysts (BCBA) were hired to support staff in serving students with significant behavioral health needs, which includes developing and monitoring support plans and training frontline staff.

Multi-Tiered Systems of Supports (MTSS) Specialist positions were created and deployed to schools to support the facilitation of intervention teams that identify and progress monitor supports for students. There are currently 40 MTSS Specialists assigned to support schools.

Student class sizes in Behavior Intervention Programs were reduced from 13-15 students to 8-10 per room.

SOCIAL SPOTLIGHT

Spokane Public Schools
March 21, 2023

CULTIVATING CURIOSITY: "I like how you can kind of make whatever you want. It's fun to just experiment to see what you're making," said Alaina, a fourth grader at Moran Prairie Elementary School who is learning about computer science in the afterschool club, Girls Who Code.

Extracurricular activities focused on science, technology, engineering and math (STEM) give students a closer look at the types of careers they might want to pursue someday. And while more women are enter... [See more](#)

Check out what's going on at SPS on our social channels, like this post about Moran Prairie's Girls Who Code Club.



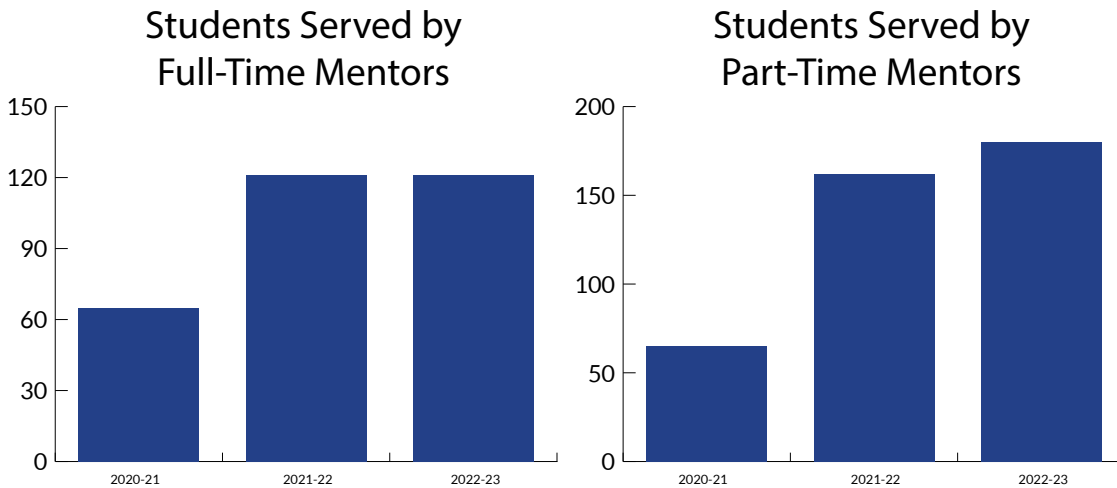
MENTORING

Research is clear that having one positive adult in your life can alter your life pathways. SPS has several mentoring programs designed to meet each student's unique individual circumstance and need.

There are currently 62 volunteer mentors working with students in our schools, with 22% identifying as a person of color.

Students served by part-time mentors (School Community Specialists) have increased 177% since 2020. Students served by full-time mentors have increased by 86% since 2020.

▶ **62**
VOLUNTEER MENTORS INCLUDES
22%
MENTORS OF COLOR

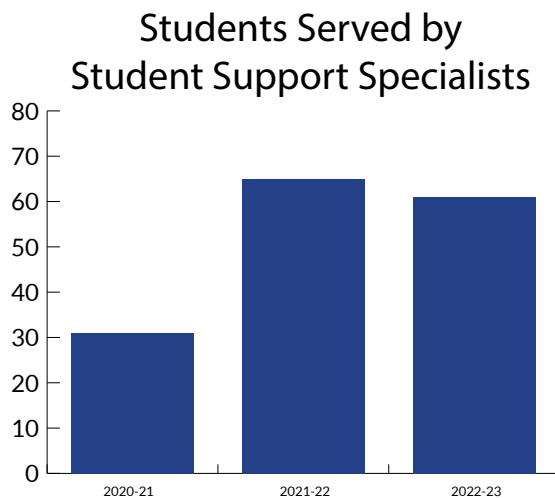


All students served by mentors exhibit Tier II and Tier III behaviors at risk of suspensions and expulsions.

STUDENT SUPPORT

SPECIALISTS

Native Education Student Support Specialists meet students where they are to enhance their connection to self, their communities both inside and outside school that impact their sense of belonging and academic success. They provide culturally relevant mentoring, academic support, and spaces for students and families to engage in cultural enrichment activities and cultural events to strengthen community and identity.



 [CLICK HERE for more data](#)

EPIC MENTORING

The Department of Family and Community Engagement created the Encouraging Positive Intentional Connections (EPIC) Mentoring program to provide support to students K-12 who may need to connect with a positive role model, as the significance of developing a meaningful, one-on-one relationship with a caring adult can have a powerful impact on a young person's life.



THE RISE PROGRAM

The RISE program supports youth engagement in school that uses a holistic community asset approach facilitated through diversion process. The SPS RISE program has received national recognition.

COMMUNITY ENGAGEMENT BOARDS

The Department of Family and Community Engagement provides leadership and guidance to schools to re-engage students and families when attendance is a barrier to school success. Community Engagement Boards bring together community resources and school district staff with families to provide additional support that help to reduce attendance barriers.

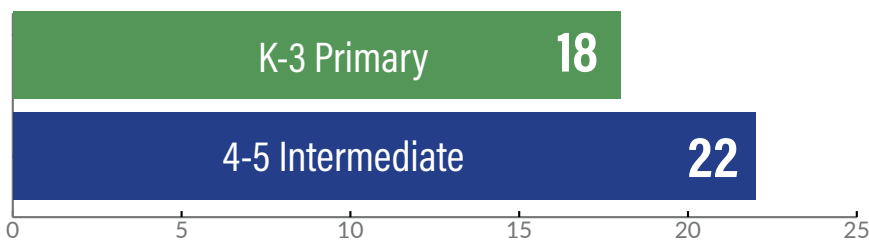


BELOVED COMMUNITY COACHES

SPS will be adding Beloved Community Coaches in the fall of 2024 to provide a team of staff members that assist with mediation, restorative practices, professional development and capacity building of staff in addressing racial incidents.

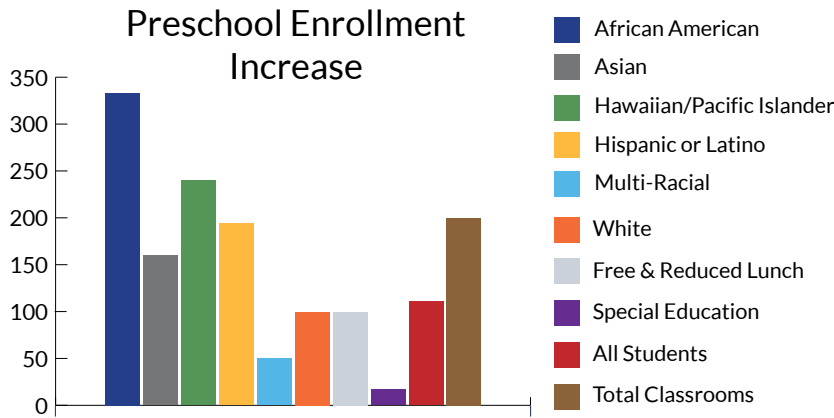
LOW CLASS SIZE

SPS Implemented historically low elementary class size moving average, allowing teachers to develop deeper and stronger connections with individual students and families.

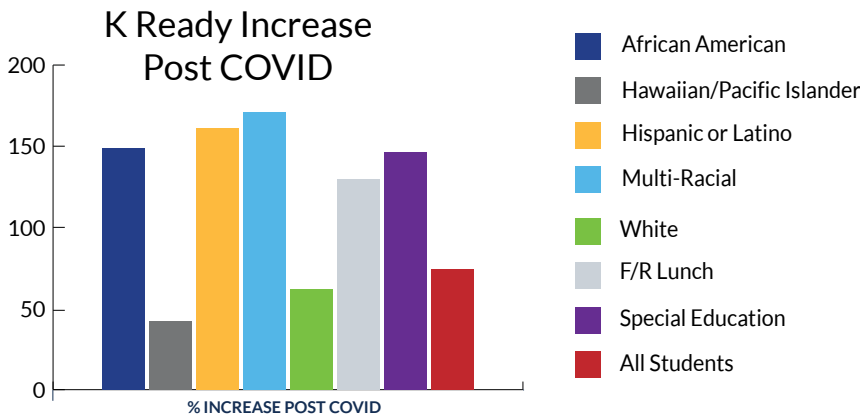


EXPANDING EARLY LEARNING

Increased preschool enrollment by 110% made possible by devoted funding and resources to classroom and staffing expansion

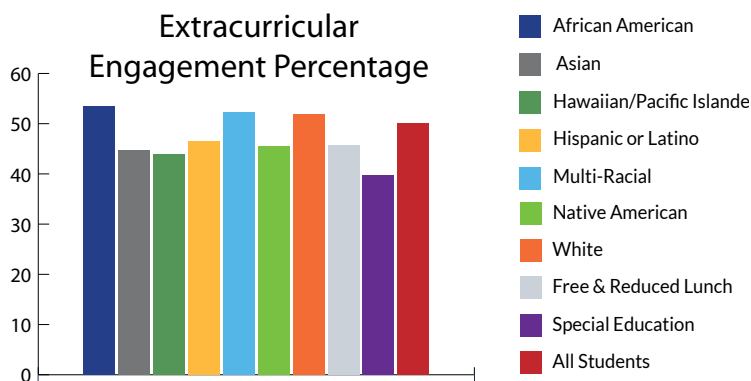


Investments in early learning has significantly increased kindergarten readiness for students of color from fall of 2020 (pandemic) to fall 2023.



EXTRACURRICULAR ACTIVITIES

During the 2023-2024 school year 50% of students in SPS were connected to their school through clubs, sports, and other activities outside of the school day.



BE IT FURTHER RESOLVED, that Spokane Public Schools will prioritize resources and training to ensure high levels of inclusion for students with disabilities

Continue inclusionary practices pilot and invest professional development and resources moving forward

INCLUSIONARY PRACTICES

District leadership is continuing the facilitation of the [long-range inclusion plan](#) developed during the 2021-2022 school year. This has included ongoing participation in OSPI's Inclusionary Pilot Program Schools as well as district-wide training on Universal Design for Learning (UDL), which focuses lesson planning on the needs of individual students and represents a key strategy for inclusion.

Inclusion rates of students receiving special education services have increased by 32% since 2019.

Schools have been participating in the inclusionary pilot project and Chase Middle School has been identified as a model school.

INCREASING INCLUSION THROUGH PROFESSIONAL DEVELOPMENT

Staff have completed 320 hours of UDL professional development.

The Special Education Department has been committed to providing professional development courses to staff focused on increasing access and opportunity for students with disabilities.

CO-TEACHING
DIGITAL EQUITY
INCLUDING FAMILIES IN THE IEP PROCESS
GOALBOOK TOOLKIT
LEGAL BASIS FOR SUPPORTING STUDENTS WITH DISABILITIES
WHY INCLUSION MATTERS
ZOOMING IN AND OUT OF INCLUSIONARY PRACTICES

Over 1,000 paraeducators have been trained in over 11,000 hours of professional development.

▶ **32%**
INCREASE
IN INCLUSION RATES

▶ STAFF COMPLETED
320
HOURS
OF UNIVERSAL DESIGN FOR LEARNING



▶ watch SPS here

Check out hundreds of inspiring and informational videos, like this one featuring unified sports teams.

[Click here to watch or visit vimeo.com/spokanepublicschools/unified](https://vimeo.com/spokanepublicschools/unified)



WATCH MORE SPS VIDEOS HERE

CRISIS PREVENTION INTERVENTION

Designed Instruction and Behavior Intervention teachers annually participate in Crisis Prevention Institute (CPI) training.

Staff have completed over 5,000 hours of CPI Nonviolent Crisis Intervention training, which is focused on trauma-informed de-escalation and crisis management strategies.

PROGRAM STANDARDS

The development of program standards for Behavior Intervention, Designed Instruction and Autism Behavior Learning Environment (ABLE) includes a focus on access to general education classrooms. Staff receive training on these program standards through Special Education program SPS U Courses.

STAFF COMPLETED
5,000
HOURS
OF CRISIS
PREVENTION
TRAINING

INCLUSION AS A BUDGET PRIORITY

The Special Education budget reflects the district's commitment to inclusion and equity for students with disabilities with a 38% increase in funding since 2018.

With the hiring of program coaches for Behavior Intervention, Designed Instruction, ABLE, Comprehensive Intervention, and Resource Room, more targeted professional development has been created and delivered with a focus on curriculum implementation, UDL, and inclusionary practices.

Invested in training and resources to eliminate isolation and reduce incidents of restraint by 85% since 2019.

STAFF COMPLETED
38%
INCREASE
IN SPECIAL
EDUCATION FUNDS

UNIFIED SPORTS

Spokane Public Schools participates in the Special Olympics Unified Sports program. Unified Sports pairs students with disabilities and those without as teammates. Students in our area high schools have participated in many sports including Bowling, Basketball, Soccer, Pickleball, and Softball. Students compete against teams from other SPS schools and schools from surrounding districts.

STAFF COMPLETED
85%
REDUCTION
OF INCIDENTS OF
RESTRAINT



BE IT FURTHER RESOLVED, that Spokane Public Schools will establish systems and structures to ensure all students have equitable access to technology and are able to access distance learning

Propose new technology access model by June 24, 2020

STUDENT DEVICES

A student 1:1 device model has been implemented for all students in grades K-12. Individual classrooms and schools are utilizing take-home protocols to increase access for students. District Leadership is actively working to enhance infrastructure and resources to support the volume of devices and usage rates. This includes implementation of security strategies, Help Desk support refinements, and a new device repair model. In addition, ongoing professional development opportunities and digital curriculum options are being utilized to further increase integration with instruction.

DIGITAL EQUITY

Teachers and paraeducators learn how to implement digital tools that provide accommodations to support students in both reading and writing. These tools allow students with learning disabilities the opportunity to engage with the same grade level text as their peers.



BE IT FURTHER RESOLVED, that Spokane Public Schools will work with their Spokane Education Association (SEA) and Campus Resource Officer (CRO) partners to come to an agreement that will eliminate employees' ability to arrest students
Work through the summer with community partner input to develop new safety strategy to be in place when students return in the fall of 2020

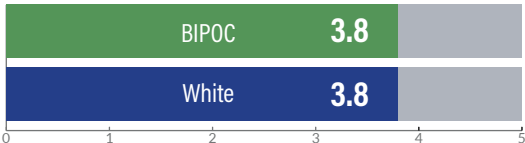
SAFETY MODEL

District Leadership has facilitated the implementation of a new safety model, which has included a Memorandum of Understanding agreement with the Spokane Education Association and creation of Safety Specialists. Overall safety staffing has been increased with the implementation of the Campus Safety Specialist model.

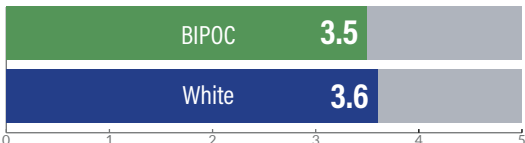
PERCEPTION OF SAFETY

Students respond to the Student Safety Survey in the fall. Below are the average responses for students by grade band for the fall of 2023. There is no statistical difference in perception of safety between students of color and white students.

ELEMENTARY SAMPLE SIZE 4,700



MIDDLE SCHOOL SAMPLE SIZE 4,000



HIGH SCHOOL SAMPLE SIZE 3,900



BE IT FURTHER RESOLVED, that Spokane Public Schools will establish ambitious goals for increasing work-force diversity and will invest resources in recruitment and retention strategies

Hire Person of Color-Led Consulting Company with established experience in diversifying employee pools in large organizations; address all recommendations (with community feedback)

INCREASING WORKFORCE DIVERSITY

Spokane Public Schools has made significant progress in improving workforce diversity over the past few years. The percentage of building administrators of color has seen a remarkable increase of 167% since 2019. Additionally, the percentage of certificated staff of color has shown a 35% increase since 2019. The commitment to diversity is evident in the application pool as well, with a notable 35% increase in the percentage of applicants of color across positions. These statistics reflect the district's ongoing efforts to create a more inclusive and representative workforce.

- » Percentage of building administrators of color = 167% increase since 2019
- » Percentage of certificated staff of color = 35% increase since 2019
- » Percentage of extracurricular staff of color = 56% increase since 2019
- » Percentage of applicants of color = 35% increase since 2019
- » Percentage of applicants of color for classified positions = 37% increase since 2019

The attrition rate of staff exiting the district due to retirement or resignation is not statistically different between staff of color and white staff since 2019:

- » Staff of Color Annual Attrition Rate – 7%
- » White Staff Annual Attrition Rate – 7%

ELD LANGUAGE SPECIALISTS

Language Specialists and Bilingual Specialists who represent our multilingual student populations have been hired. Language Access positions have been hired to review, critique, and oversee language access processes across SPS.

▶ **35%**
INCREASE
IN APPLICANTS OF
COLOR FOR
CLASSIFIED
POSITIONS

▶ **7%**
ATTRITION
RATE
FOR BOTH STAFF
OF COLOR AND
WHITE STAFF



▶ **watch SPS here**

Check out hundreds of inspiring and informational videos featuring SPS staff and students, like this one about how valuable school teachers and staff are to their students.

[Click here to watch](https://vimeo.com/spokanepublicschools/youmatter) or visit vimeo.com/spokanepublicschools/youmatter



**WATCH MORE
SPS VIDEOS HERE**

BE IT FURTHER RESOLVED, that Spokane Public Schools will enhance the process for receiving and addressing student and family concerns around reported racial discrimination

Formal strategies will be developed and communicated to families to address issues related to racial discrimination with community feedback

POLICY AND PROCEDURE UPDATES

Revised language for [Policy](#) and [Procedure](#) 3210 (Nondiscrimination) has been developed and adopted by the School Board. District Leadership provides ongoing training to building administrators regarding the process and best practices for responding to reports of racial discrimination. In addition, the Department of Family and Community Engagement facilitated a community forum on equity and race in the district and is working to refine data collection to monitor progress.

REPORTING AND PROGRESS MONITORING

Implemented anonymous reporting tool (Let's Talk) and developed visuals that are posted throughout schools for students and staff.

Since 2022, there have been 19 reports of discrimination via Let's Talk that have been followed up on by staff.

The Department of Family and Community Engagement provides support when an issue related to racial discrimination needs to be addressed. As an example, from January through May of 2023 the DFCE followed up and provided guidance and support on 75 cases/incidents that have been reported.



Check out what's going on at SPS on our social channels, like this post about IDEA Day celebrating 45 years of support and services to youth with disabilities.



BE IT FURTHER RESOLVED, that Spokane Public Schools will invest in the development of a Person of Color-led Multi-Cultural Club in every-single-school.

The Office of Family and Community Engagement will develop in partnership with the Diversity Advisory Council, a proposed model for providing a club in all schools

CLUBS AND ACTIVITIES

A model has been developed to outline options for secondary and elementary schools. These clubs were designed with the element of a multi-cultural lens and have evolved with mixed representation. Examples of new Multicultural Clubs since the implementation of the equity resolution include:

- | | |
|----------------------------------|---------------------------------------|
| Refugee Connections | Beading Club |
| Spanish Club | You Club |
| Islanders Club | MeChA/Sola |
| Step Club | Marshallese Heritage |
| International Club | Language After School Program |
| Marshallese Club | Native Title III After School Program |
| Nk'wu Nation Native Student Club | Gay Straight Alliance (GSA) |
| Salish Culture Club | |
| Powwow Leadership Club | |



ENGAGEMENT ACTIVITIES AND TOPICS

Students can engage in a vast variety of topics and activities throughout SPS when attending one of our multicultural clubs or activities. Examples include but are not limited to:

- | | |
|--|--------------------------------|
| Immersive Cultural Studies | Music, Art, Dancing, and Drama |
| Cooking | Histories, storytelling |
| Language Building | Current events/laws/policies |
| Guest speaker presentations on lived experiences | College Visits |
| Celebrations of language and culture | |

BLACK STUDENT UNION

ACTIVE BSU

Each comprehensive high school has an active BSU that meets regularly

Ferris High School *Shon Davis*

Rogers *Shon Davis*

Lewis and Clark High School
Dexter Davis

Shadle Park High School
James Alexander

North Central High School (Shades Club)
Shamerica Nakamura

AFTER SCHOOL PROGRAMMING AND CLUBS FOR NATIVE AMERICAN STUDENTS

High School Indigenous Leadership Clubs have been developed at Rogers, Lewis and Clark, Ferris, and Shadle Park High Schools.

Native Title III/VI pilot programs have been developed and implemented at Shaw, Garry, and Rogers.

Attendance has doubled at elementary after school programming for Native American students at Bemiss, Grant, Stevens, and Willard.

FIELD TRIPS AND EXPERIENCES

Spokane Public Schools provides a variety of opportunities for students of color and those from historically underserved populations with access and the opportunity to engage with experiences and events that connect them to the larger community. Many of the experiences and events are designed to support students as they pursue their post-secondary goals.

Young Men Achieving Destiny (YMAD)

Ladies Investing in Noble Character (LINC)

Snow School with The Lands Council

Annual Get Connected Conference with local colleges

NAACP Health Committee and Rogers Health Equity Partnership field trips

- » Providence Sacred Heart Medical Simulation Lab Tour
- » WSU Science Anatomy Lab Tour
- » Medical Professional Visitations to Rogers
- » Gleason Institute of Neurological Science Tour

Spokane Black Voices Symposium with The Black Lens and Northwest Passages Book Club

Color of Justice Conference

College Success Foundation Student and Family Nights

Native Ed STEM Careers @ West Central Community Center

Native Ed Advisory Class Visit to Eastern Washington University

Women in the Skilled Trades Events

Feast World Kitchen Field Trip and Culinary Experience

Host Powwow for School Community

Performance of “I Have a Dream” at a local church

Multilingual language learner Aspire field trip to EWU

Manit Day



BE IT FURTHER RESOLVED, that Spokane Public Schools will ensure oversight of exclusionary discipline

The Office of Family and Community Engagement and Student Services will develop an Ombudsperson process to evaluate all long-term suspensions and expulsions and to partake in all Tier III re-entry meetings to ensure a safe and successful return to the classroom environment.

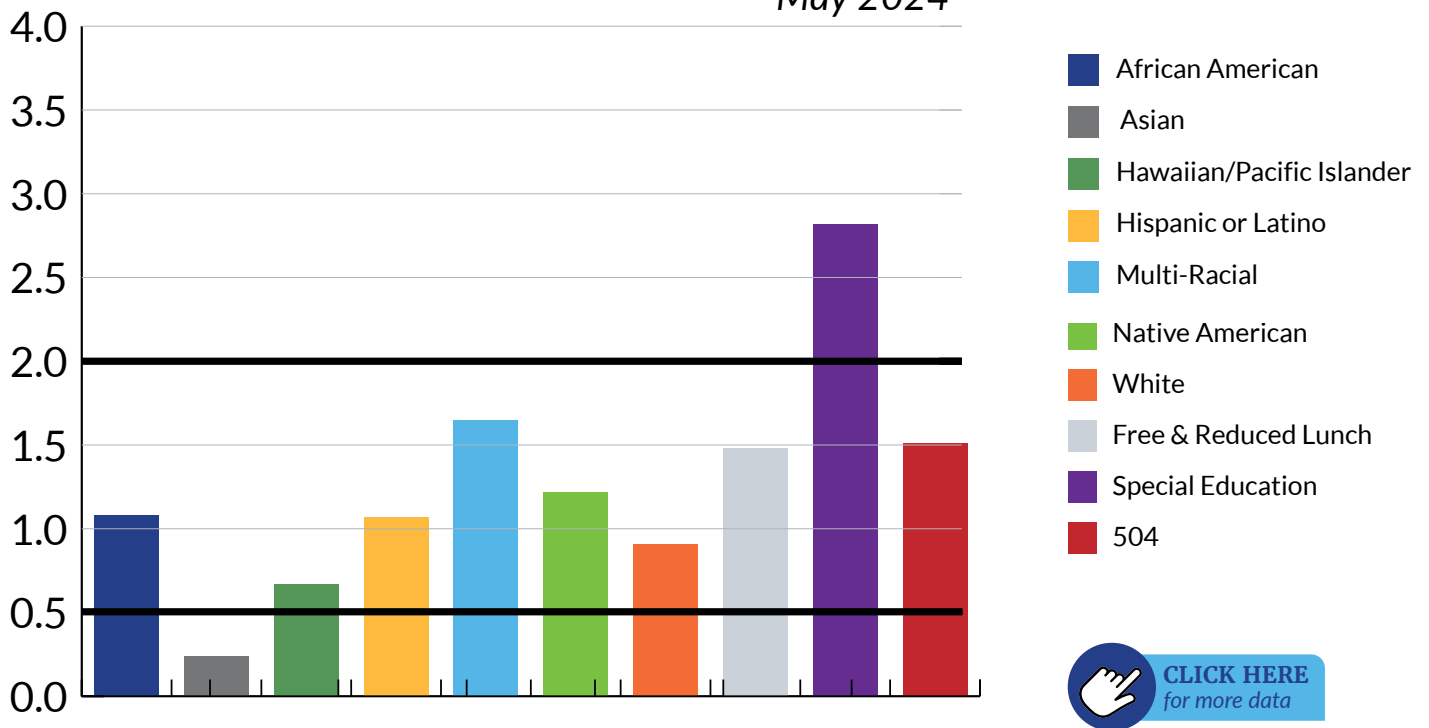
EXCLUSIONARY DISCIPLINE OVERSIGHT

Since the 2016-2017 school year, Spokane Public Schools has worked to reduce disproportionality in discipline through training in restorative practices, CPI, and mental health and trauma-informed practices. Key community partnerships, including the Superintendent’s Work Group (SWG) on Restorative Practices, have been crucial in these efforts. The work group focused on reducing high rates of exclusionary discipline, referrals for arrest, and the disproportionate impact on students with disabilities and students of color. The SWG analyzed data, engaged in community dialogue, and developed policy solutions to address these issues.

A [district ombudsperson process](#) has been developed and implemented for students and families. This involved providing training for community ombudspersons and calibration with district administrators on the process. There have been up to four community ombudspersons who have served the district.

Exclusions Disproportionality

May 2024



 [CLICK HERE](#)
for more data

IN CLOSING

Since June 2020, we emphasized that the Equity Resolution, though historic, merely marked the beginning of our journey. Over the past four years, we have moved forward our goals into tangible actions. While notable progress has been achieved, addressing systemic barriers requires collective work. We recognize that the collaboration of students, staff, families, and the wider community is imperative as we persist in addressing inequities and implement transformative changes. Our commitment remains unwavering to cultivate a district built on love striving for excellence for everyone through equity.

SPS STORIES

When students see themselves and their experiences represented, it helps to foster a sense of belonging and encourages understanding among groups in our community, contributing to a more inclusive and equitable society. We are committed to documenting the perspectives of students during their educational experience, in an effort to create a **dream, access and opportunity** for every student in their pursuit of a happy and successful future.

Examples of stories that highlight the SPS student experience can be found on our website at spokaneschools.org/readmore, on our social media pages at spokaneschools.org/socialmedia, and in our videos at spokaneschools.org/stories. Below are direct links to several recent videos.

Fresh Soul serves a side of life skills to student interns <https://youtu.be/EvZYGCmDJdM?feature=shared>

Building Bridges: The Department of Family & Community Engagement <https://youtu.be/UMvoG61x-stl?feature=shared>

Shadle Park students celebrate, march for women's rights https://youtu.be/W_mWmx3EtOc?feature=shared

Mother of student receiving special education services: SPS supports help my son thrive at school <https://youtu.be/pN94ylwmFPs?feature=shared>

Simple mantra powers special ed teacher through challenging year <https://youtu.be/Lk4fU0r-Mww?feature=shared>

What every sighted person should know about blindness <https://youtu.be/F5z6fQE79ml?feature=shared>

Honoring Hispanic Heritage: Board Director Nikki Lockwood <https://vimeo.com/597411765?share=-copy>

Equity in Spokane Public Schools: Past, present, future <https://vimeo.com/605200089?share=copy>

Finch friends, survivors, share experience with childhood cancer <https://vimeo.com/606019097?share=-copy>

School employees: Your work matters. <https://vimeo.com/623658740?share=copy>

Frances L.N. Scott Elementary celebrates new name, new beginnings <https://vimeo.com/639747618?share=copy>

Honoring Native Heritage: Board Director Jenny Slagle <https://vimeo.com/641681058?share=copy>

Pratt Academy provides a personalized community for learning <https://vimeo.com/659133616?share=->

[copy](#)

Traveler the therapy dog brings daily comfort to Longfellow Elementary <https://vimeo.com/680176300?share=copy>

Eliza Dragomir reads morning announcements at Arlington Elementary <https://vimeo.com/686464424/53154ae7a9?share=copy>

SPS breaks ground on Carla Olman Peperzak Middle School <https://vimeo.com/689495367?share=copy>

College Success Foundation celebrates student success <https://vimeo.com/708689837?share=copy>

'YMAD' gives Shadle students tools and support for success <https://vimeo.com/718064042?share=copy>

The SPS Promise: A dream, access, & opportunity <https://vimeo.com/742399942?share=copy>

What's a 506 Form? A short explainer for SPS staff <https://vimeo.com/753709679/9d43fb4f43?share=-copy>

SPS Native Education offers space for cultural reconnection <https://vimeo.com/spokanepublicschools/nativeed?share=copy>

Future Peperzak Middle School students hear school namesake share her story <https://vimeo.com/763910083?share=copy>

SPS Dept of Family & Community Engagement: Creating Beloved Community <https://vimeo.com/764348387?share=copy>

What does your Native American heritage mean to you? <https://vimeo.com/770770365?share=copy>

Building community: Rogers staff build, gift bikes to neighborhood kids <https://vimeo.com/778544740?share=copy>

HEART student Jaydynn shares what the gift card drive means to her <https://vimeo.com/779314448?share=copy>

SV Supports pushes students past struggles in first year <https://vimeo.com/783371765?share=copy>

The SVA Story: One Size Doesn't Fit All <https://vimeo.com/790622486?share=copy>

Multicultural STEP teams taking shape in SPS high schools <https://vimeo.com/800988604?share=copy>

Black Student Union clubs bring community together at SPS <https://vimeo.com/803211905?share=copy>

SHE Club at Shadle Park High School leads women's march <https://vimeo.com/804056986?share=copy>

How to access Telehealth in Spokane Public Schools <https://vimeo.com/804496040?share=copy>

Shadle Park Pipe Band and Highland Dancers <https://vimeo.com/809941449?share=copy>

YMAD & LINC provide tools and a team to lift students out of anger <https://vimeo.com/812616379?share=copy>

Spanish Public Language Immersion School <https://youtu.be/eLqs8k7006M?feature=shared>

Embracing Culture: Cooper drumming and dance program <https://vimeo.com/815669206?share=copy>

Spaces for success: How NCHS achieved a record high grad rate <https://vimeo.com/823918689?share=-copy>



College Success Foundation Signing Day - "What college is doing for me" <https://vimeo.com/827052322?share=copy>

Empowering Young Women Summit 2023 <https://vimeo.com/832750666?share=copy>

Deaf / Hard-of-Hearing community gathers at annual BBQ <https://vimeo.com/833424252?share=copy>

Sacajawea Advanced Engineering class changes the lives of two kids <https://vimeo.com/834202472?share=copy>

SPS partner Providence expands BEST program at Holy Family Hospital <https://vimeo.com/855825883?share=copy>

What does it look like when a school district is built on love? <https://vimeo.com/857657511?share=copy>

Unified Sports and SPS: Promoting Social Inclusion Through Sport <https://vimeo.com/862528342/ed-2b75a4c7?share=copy>

Sacajawea: A Conversation with Family <https://vimeo.com/871895687/5965f25521?share=copy>

Toothsavers of Washington promotes dental health in Spokane Public Schools <https://vimeo.com/877527149?share=copy>

SPS students explore the NACAC National College Fair <https://vimeo.com/878360311?share=copy>

Franklin Elementary teachers combine literacy and fitness for English Language Development students <https://vimeo.com/884152963?share=copy>

Rogers High School hosts first ever GSL girls wrestling dual meet <https://vimeo.com/892298213?share=copy>

Celebrating Title IX: The North Central Class of 1978 women athletes finally get their letters <https://youtu.be/WJmGa1JL-SY?feature=shared>

TIPS partners with UGM to provide meals for students during holiday break <https://vimeo.com/897049905/b59d913760?share=copy>

Longfellow students practice language skills while following the waste stream: <https://vimeo.com/914644144?share=copy>

2023 HEART gift card drive supports students like Neijak https://youtu.be/k_g84QqjGhg?feature=shared

2024 Empowering Young Women Summit https://youtu.be/F_f0W6Xsuvs?feature=shared

Sacajawea Middle School offers a girls only weights club <https://youtu.be/BJWPWyBO9uo?feature=shared>





Spokane Public Schools

District Key Performance Indicators

November 15, 2023

DREAM ACCESS OPPORTUNITY

What is our SPS Promise?

Every student has a **dream**, **access**, and **opportunity** for a happy and successful future



District Commitments



Positive school culture



Reading by the start of 4th grade or personalized plan



Ready for Algebra by the start of 9th grade or personalized plan

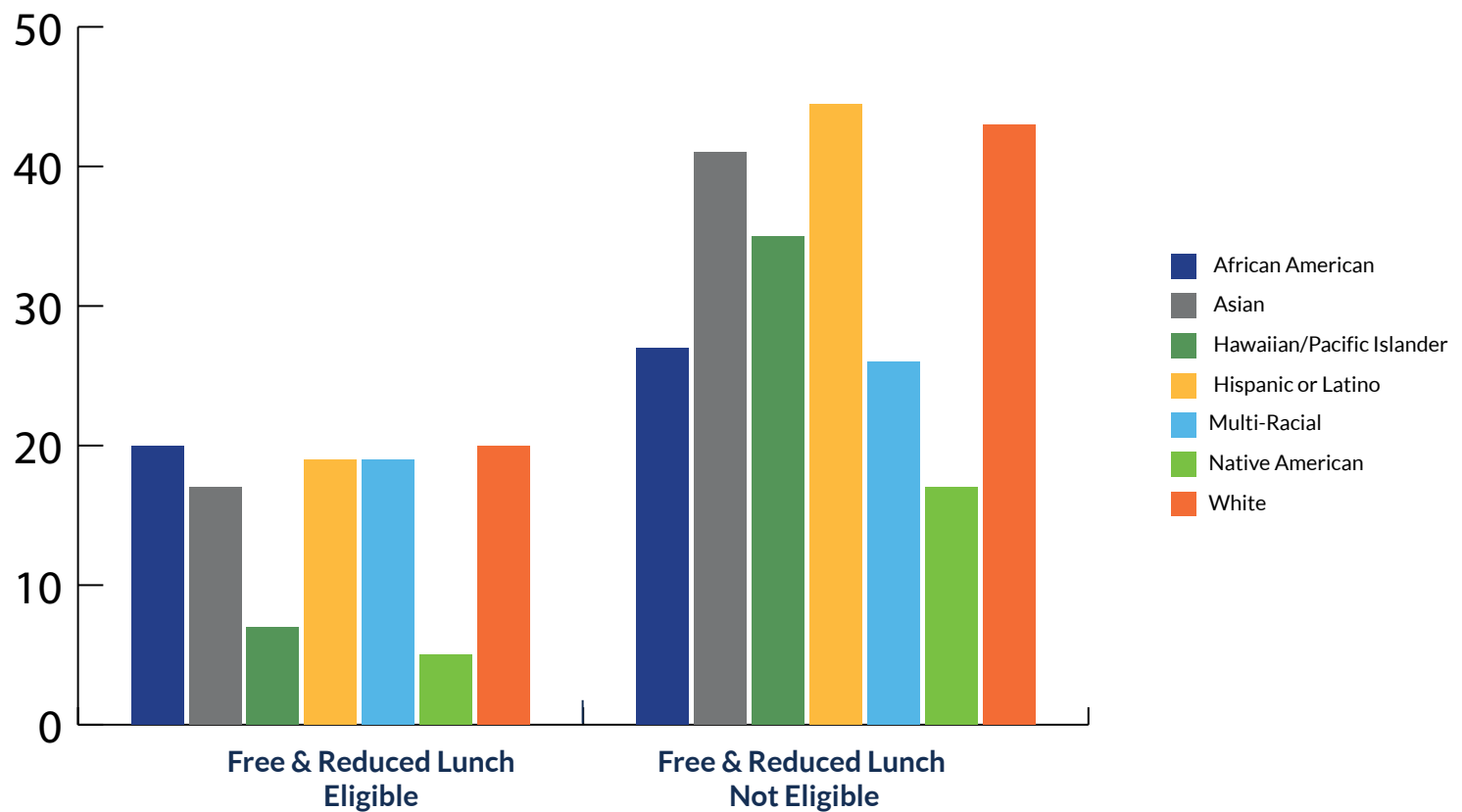


Graduate with a plan and next step experience

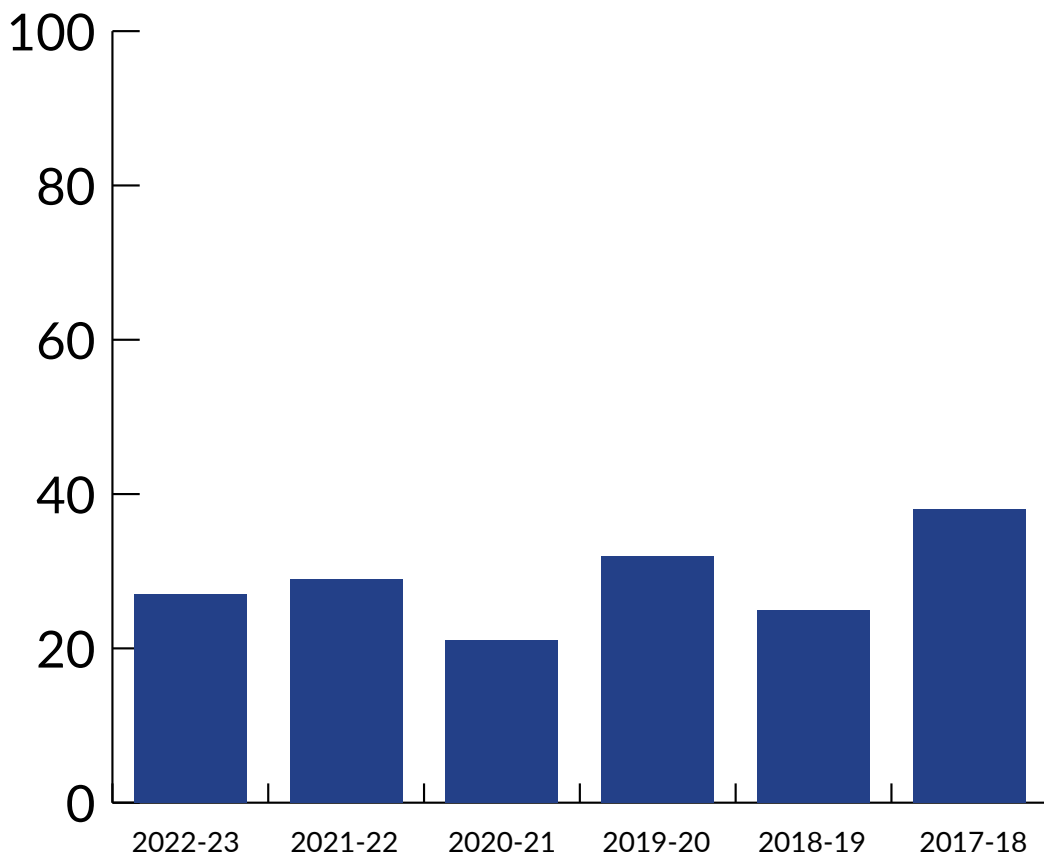
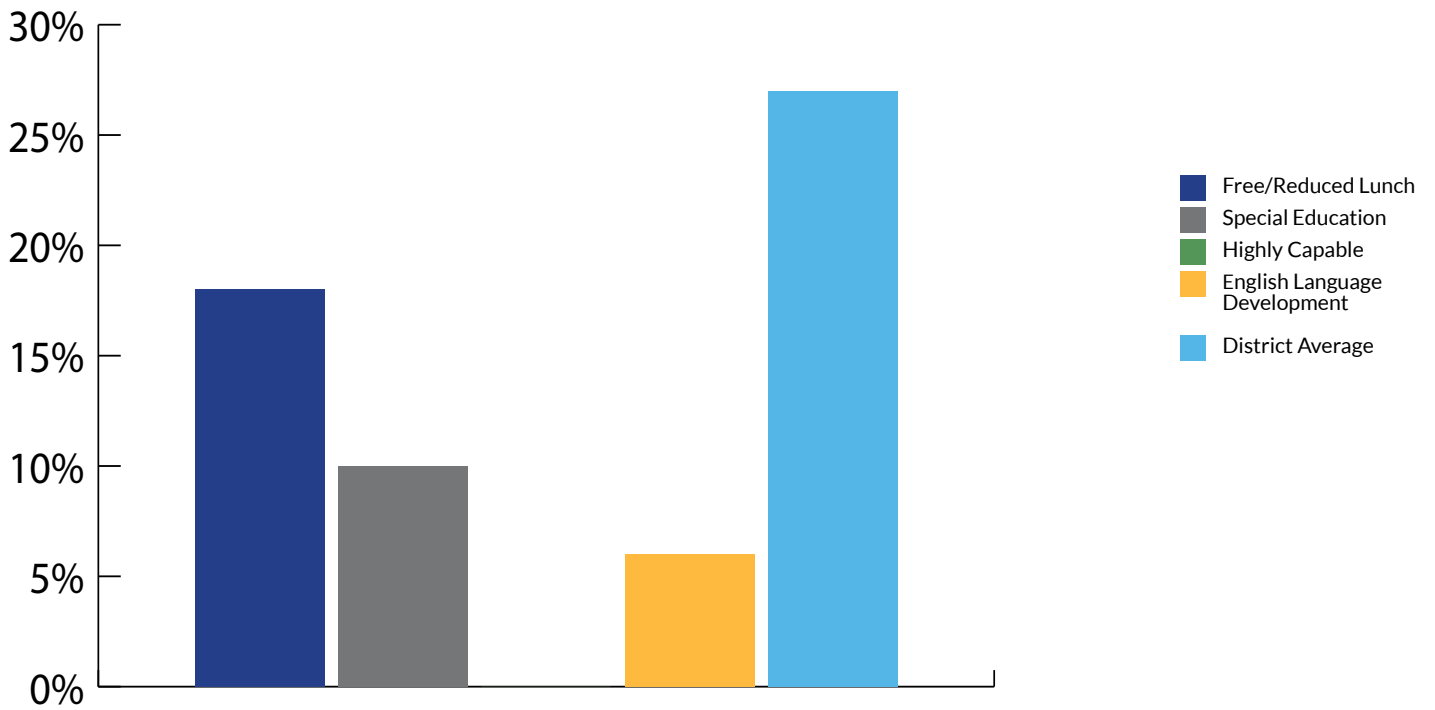
Elementary Indicators

Indicators	Performance	Goal
Math Growth	7.4/12.9	9.0
Literacy Growth	8.0/10.1	9.0
Kindergarten Readiness	27%	35%
Life Skills Attributes	3.7	3.8
School Climate	3.8	3.9
Engagement	31%	36%

Kindergarten Readiness

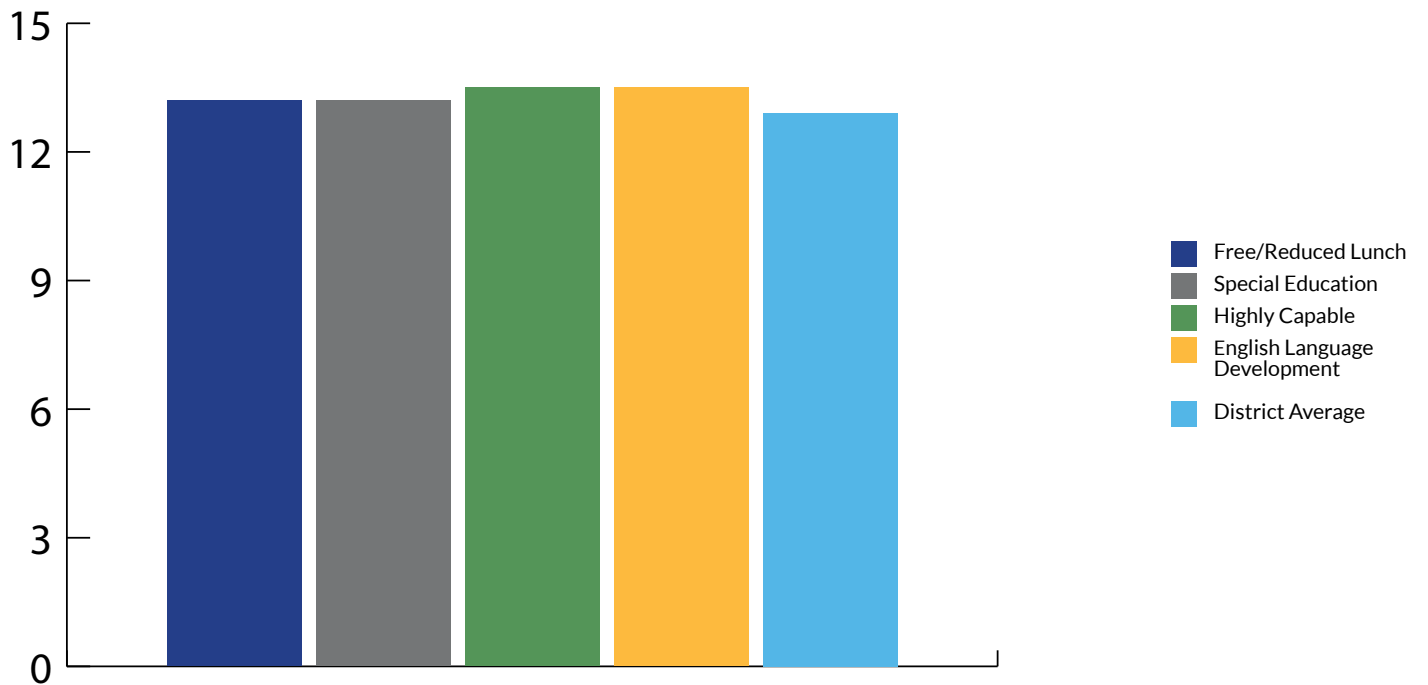
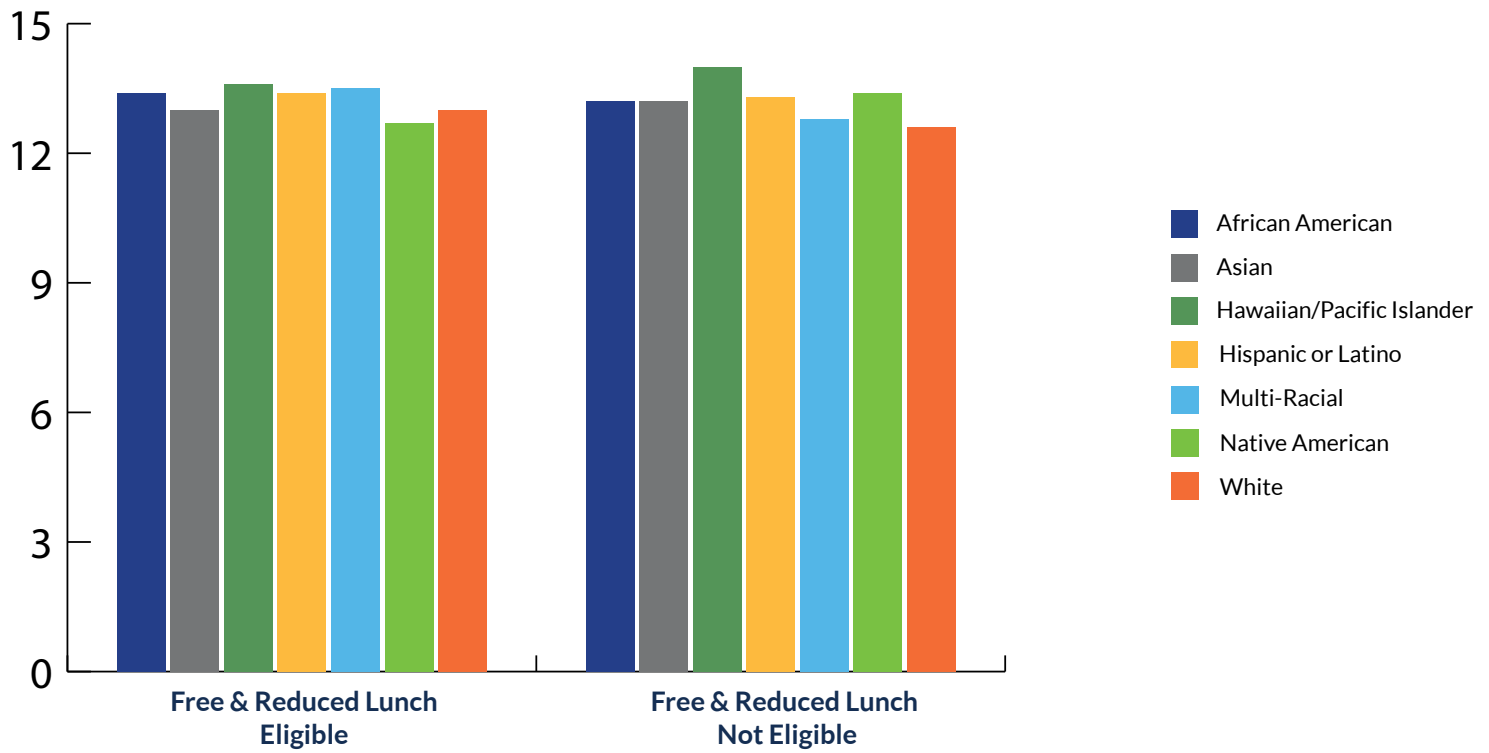


Kindergarten Readiness



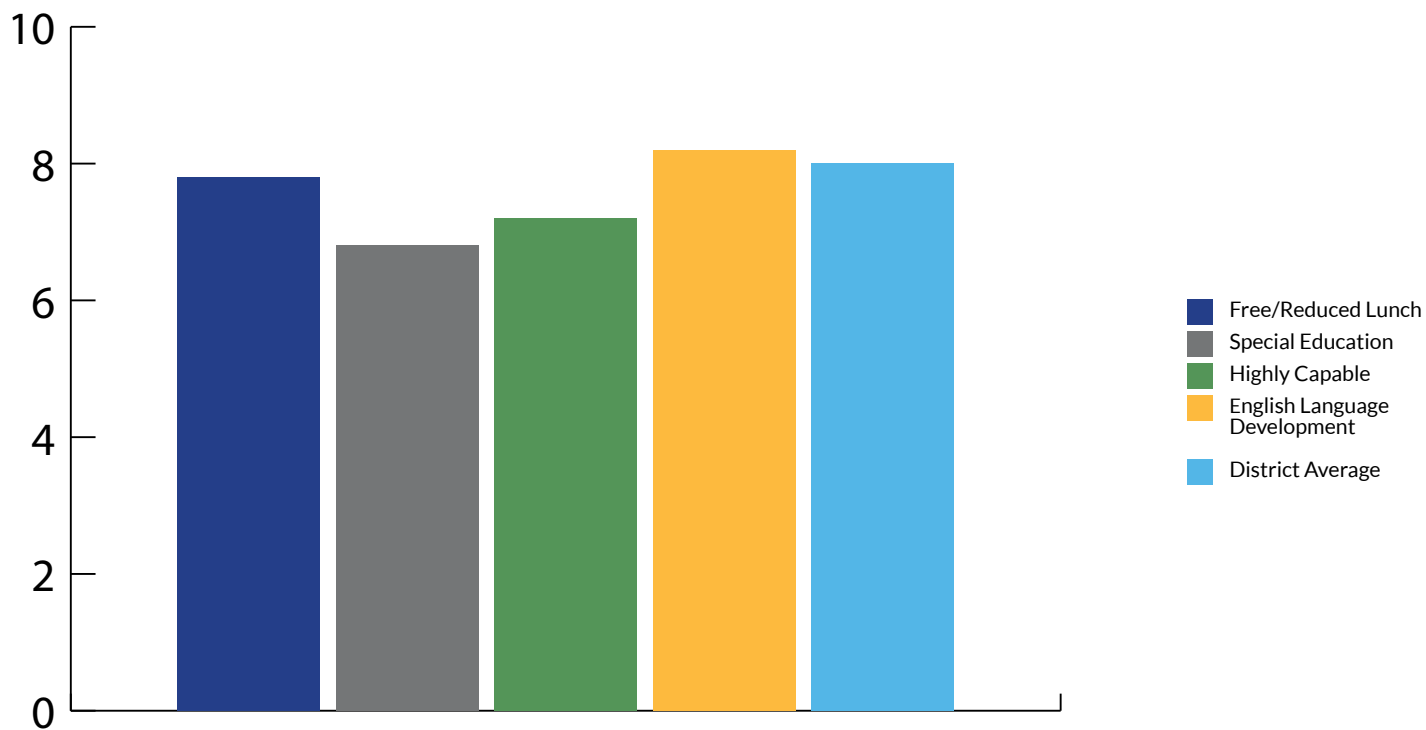
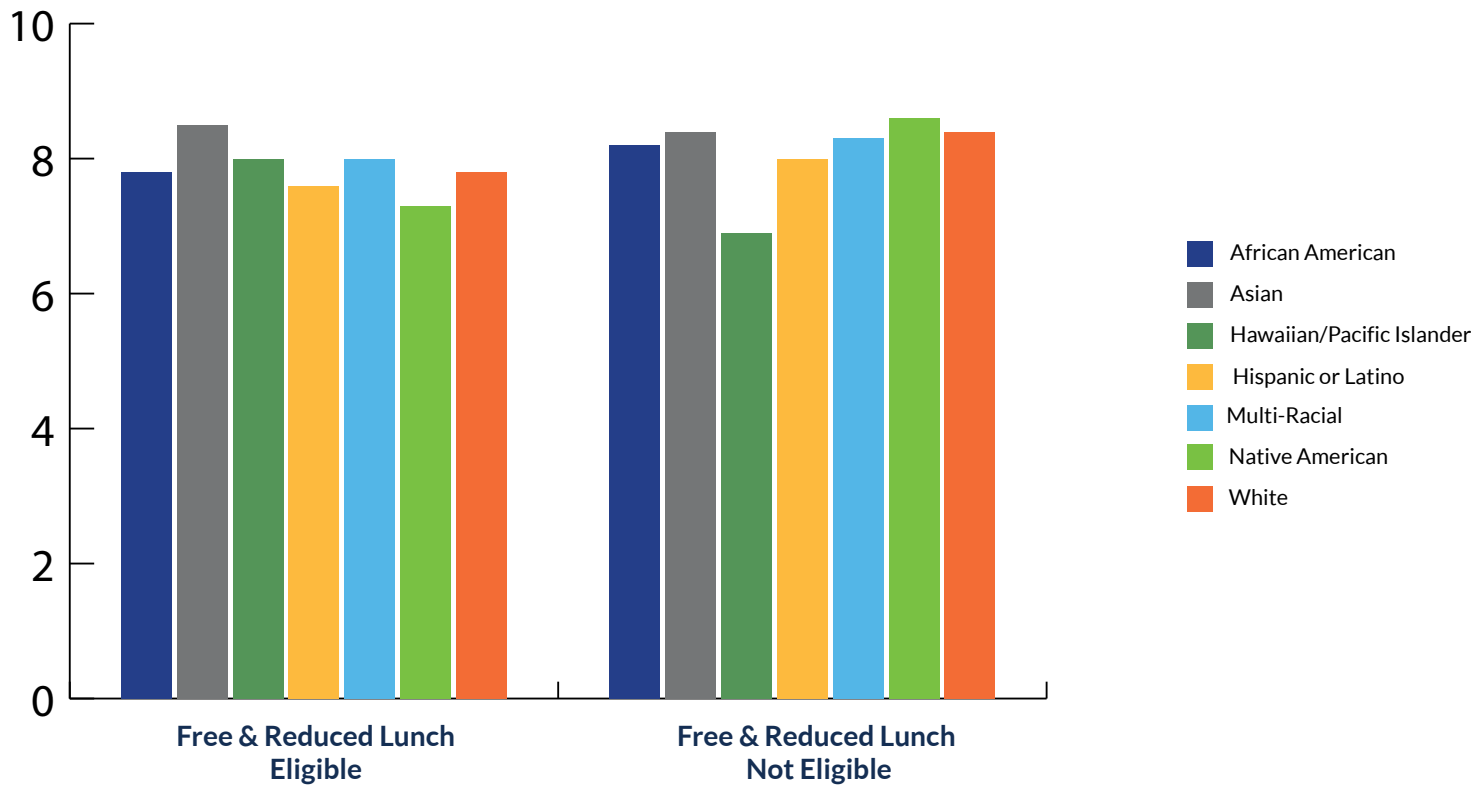
Elementary Literacy Growth

Satisfactory Participation



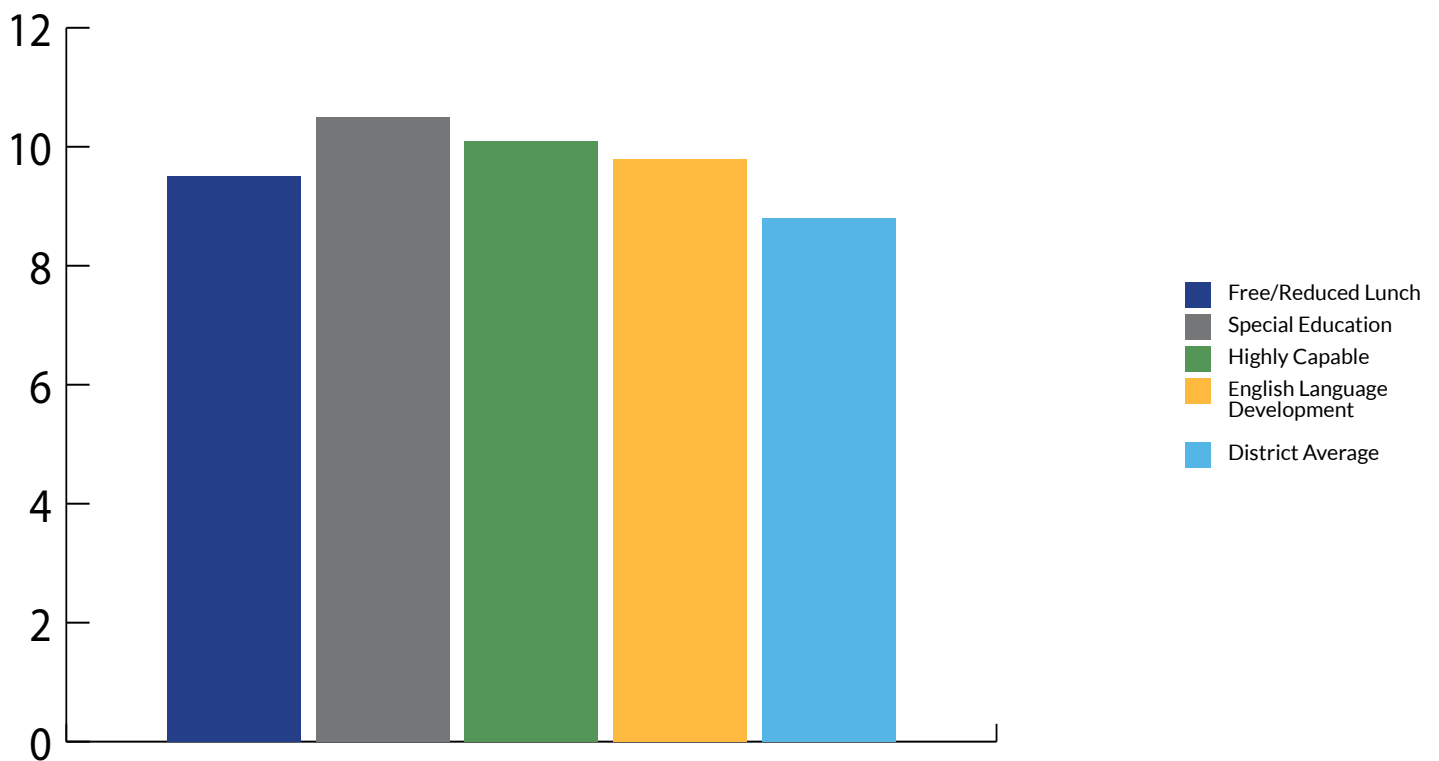
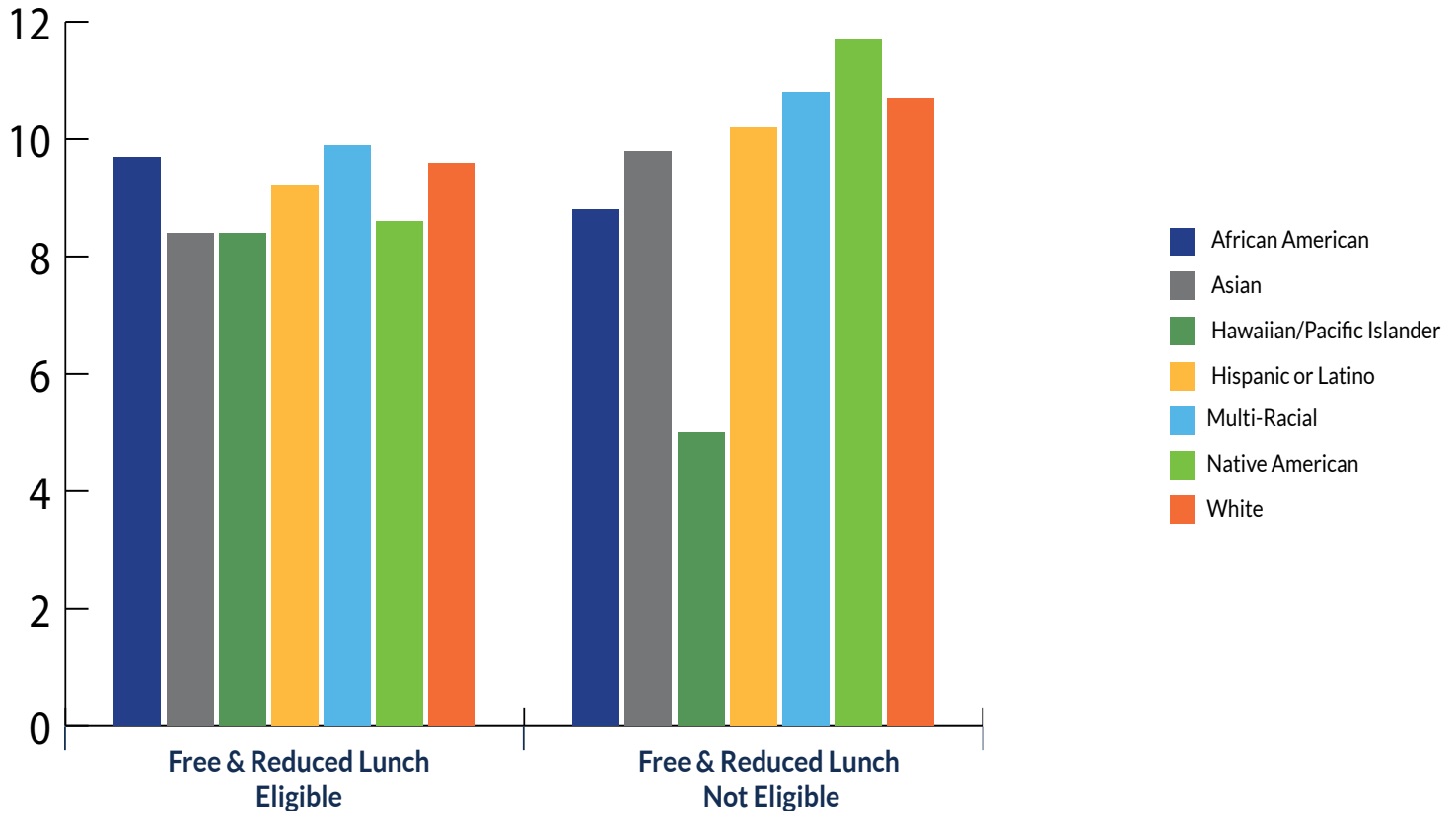
Elementary Literacy Growth

All



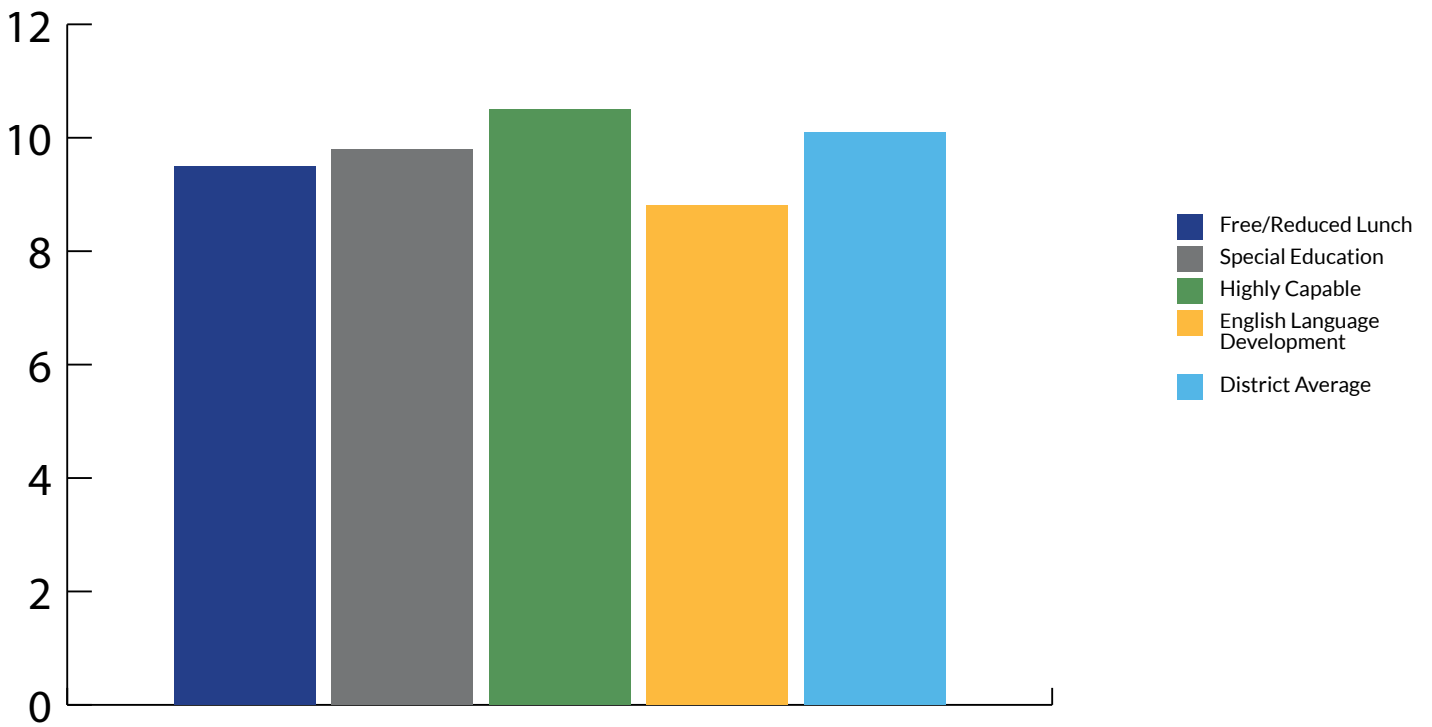
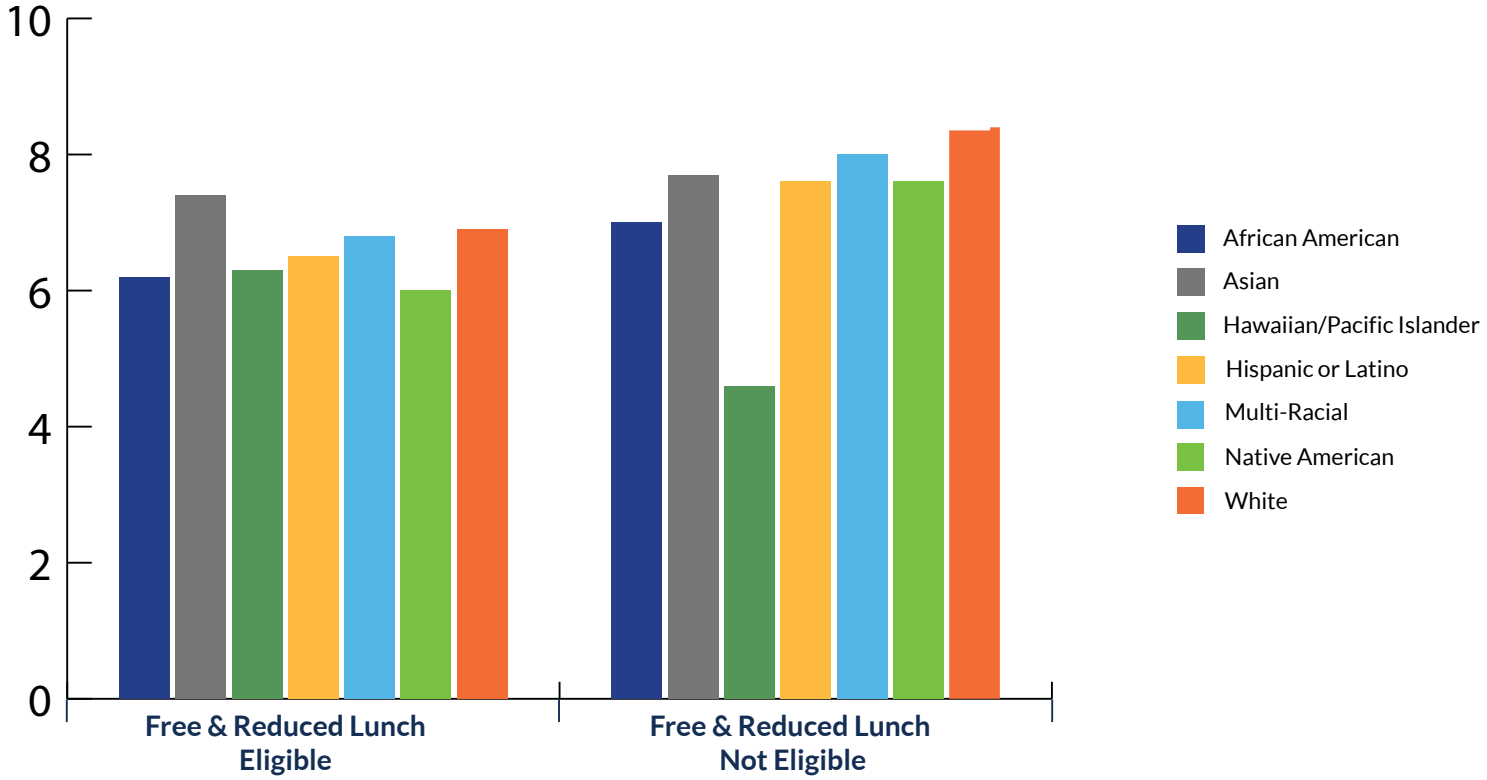
Elementary Math Growth

Satisfactory Participation

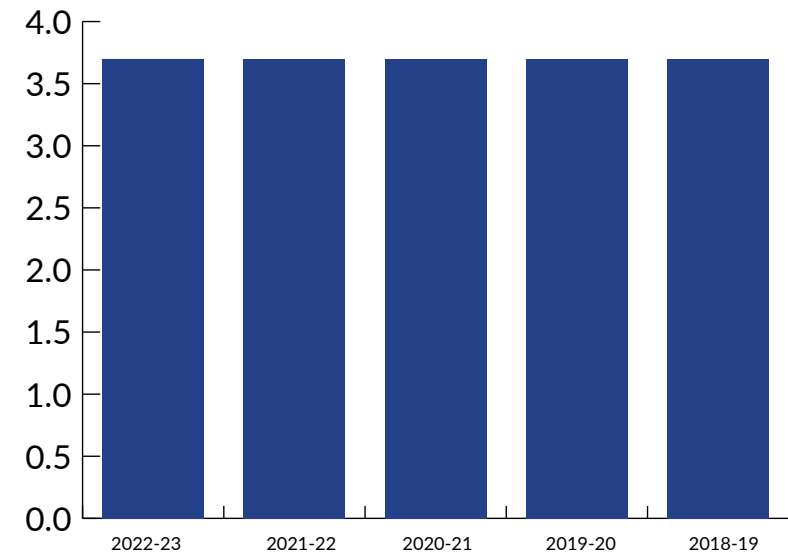
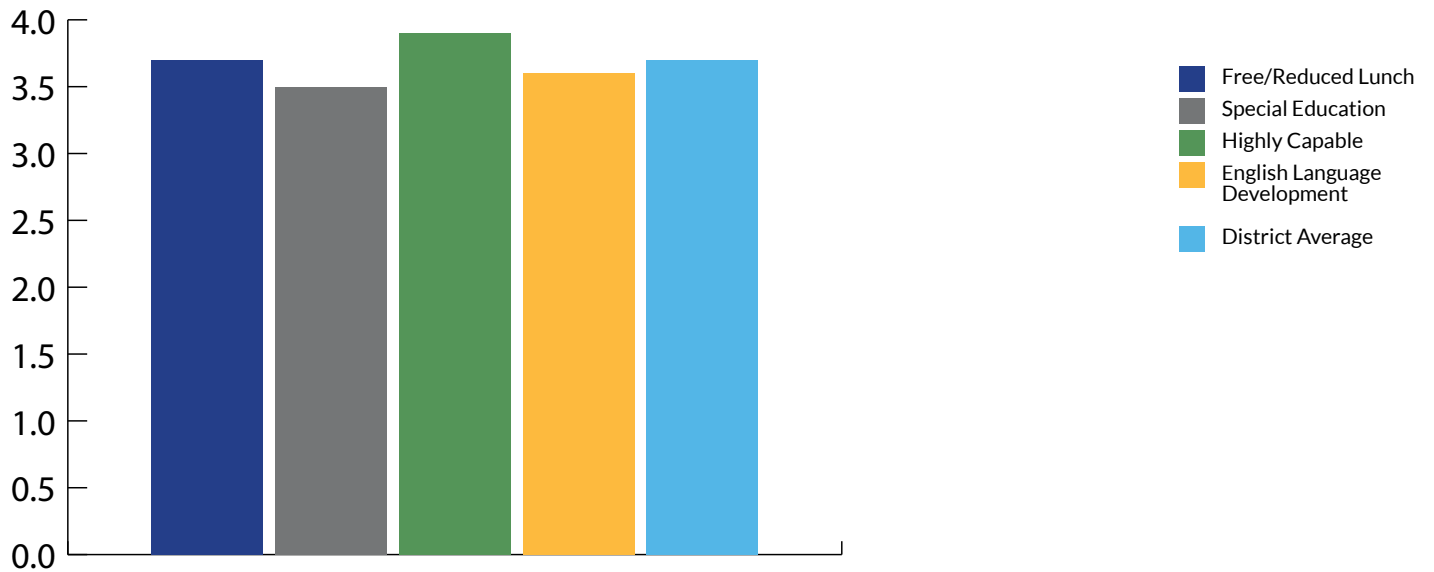
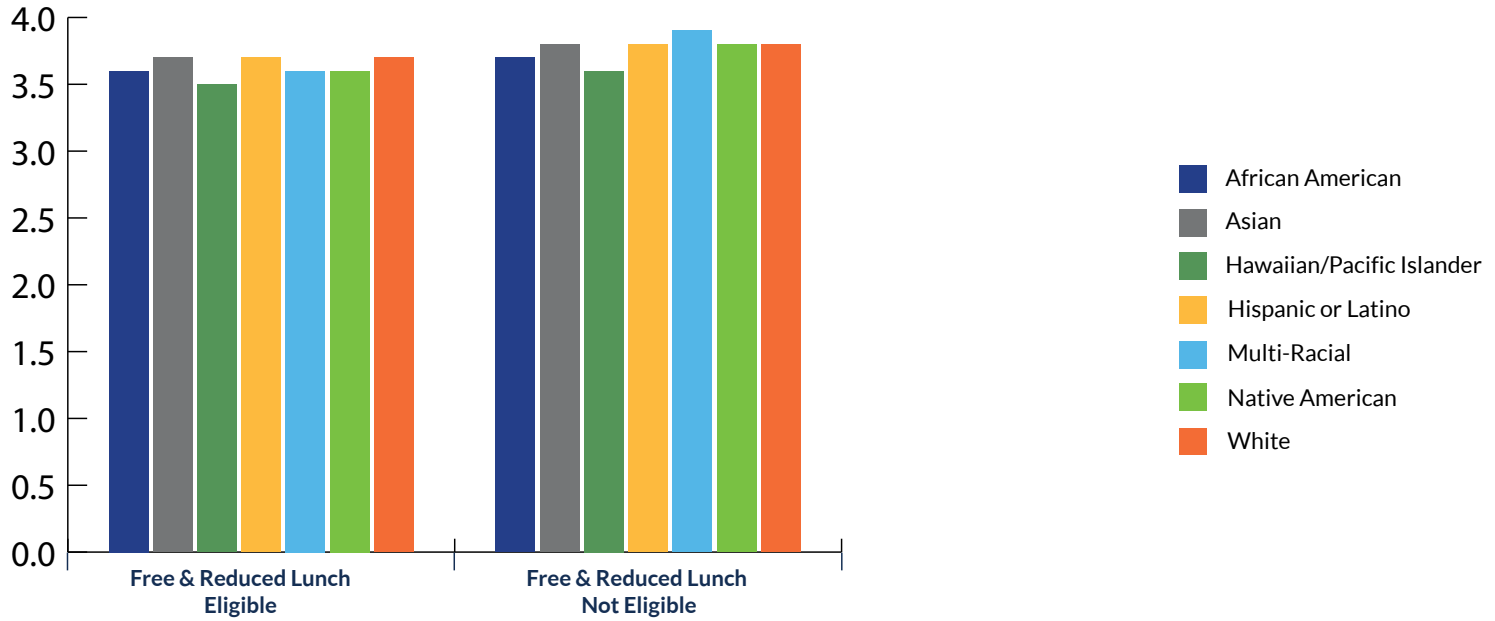


Elementary Math Growth

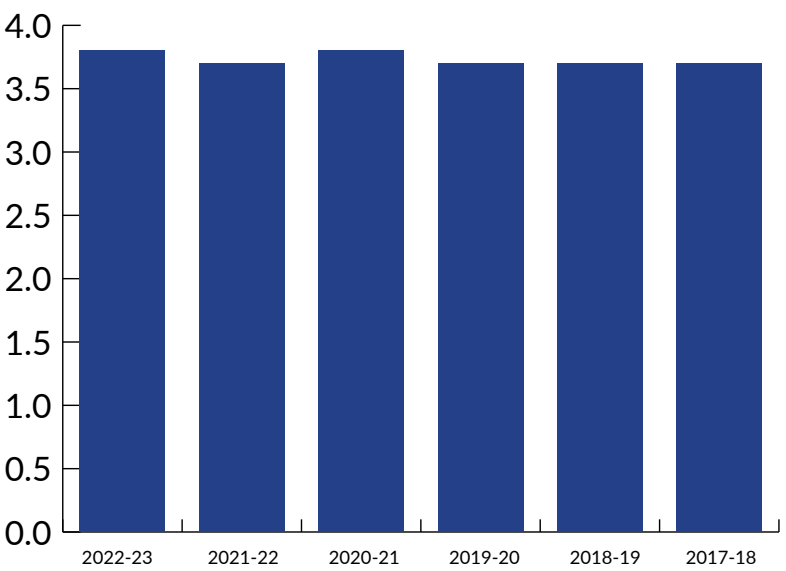
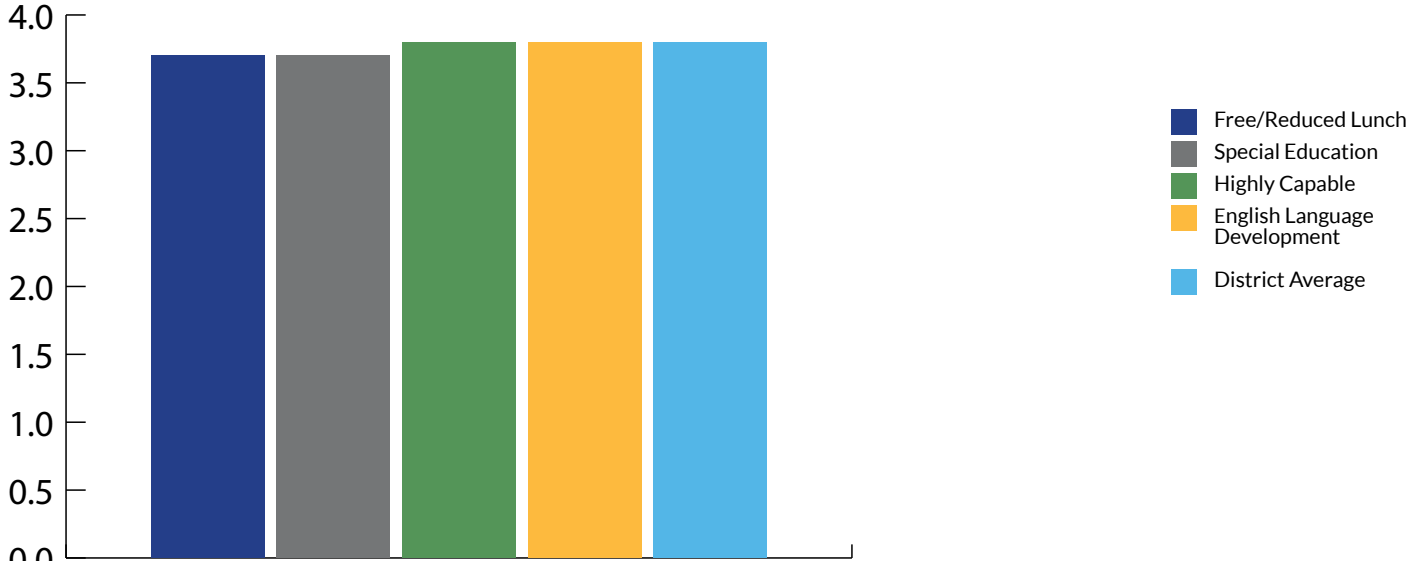
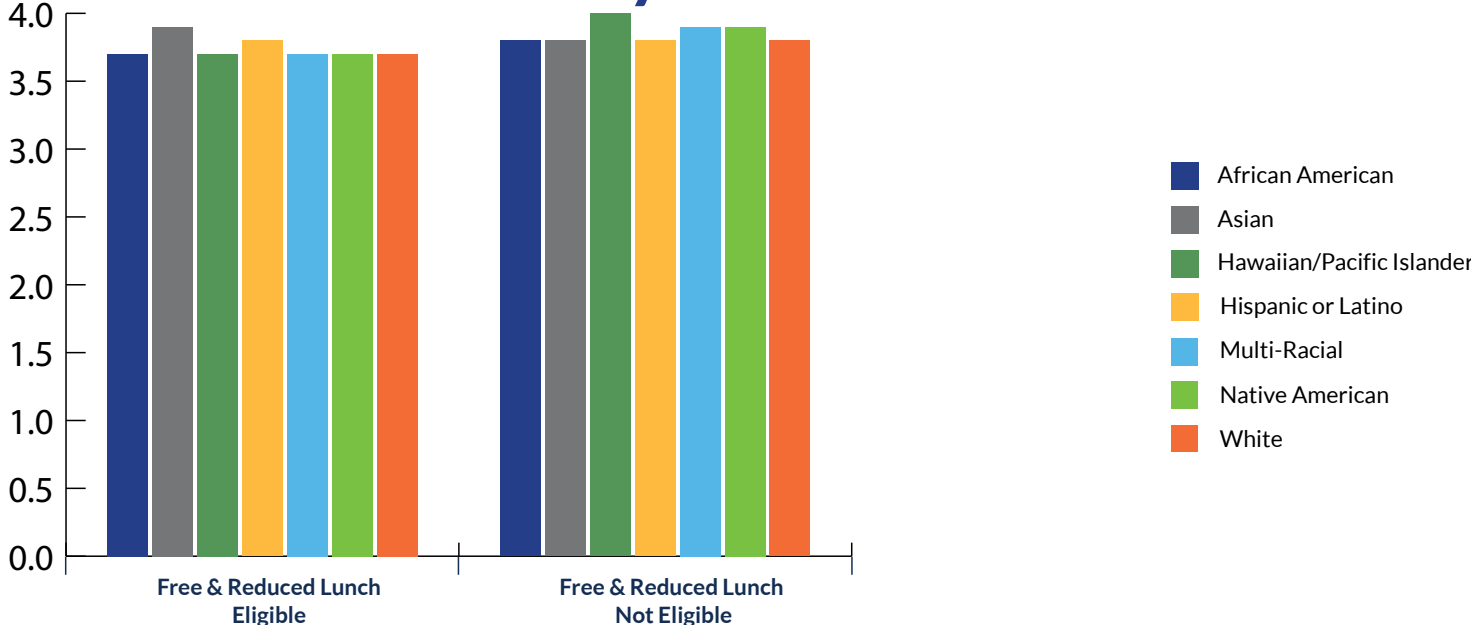
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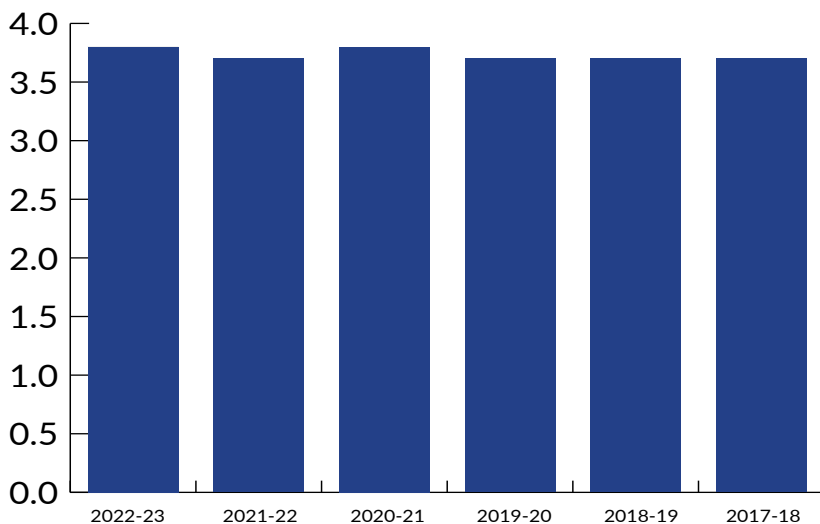
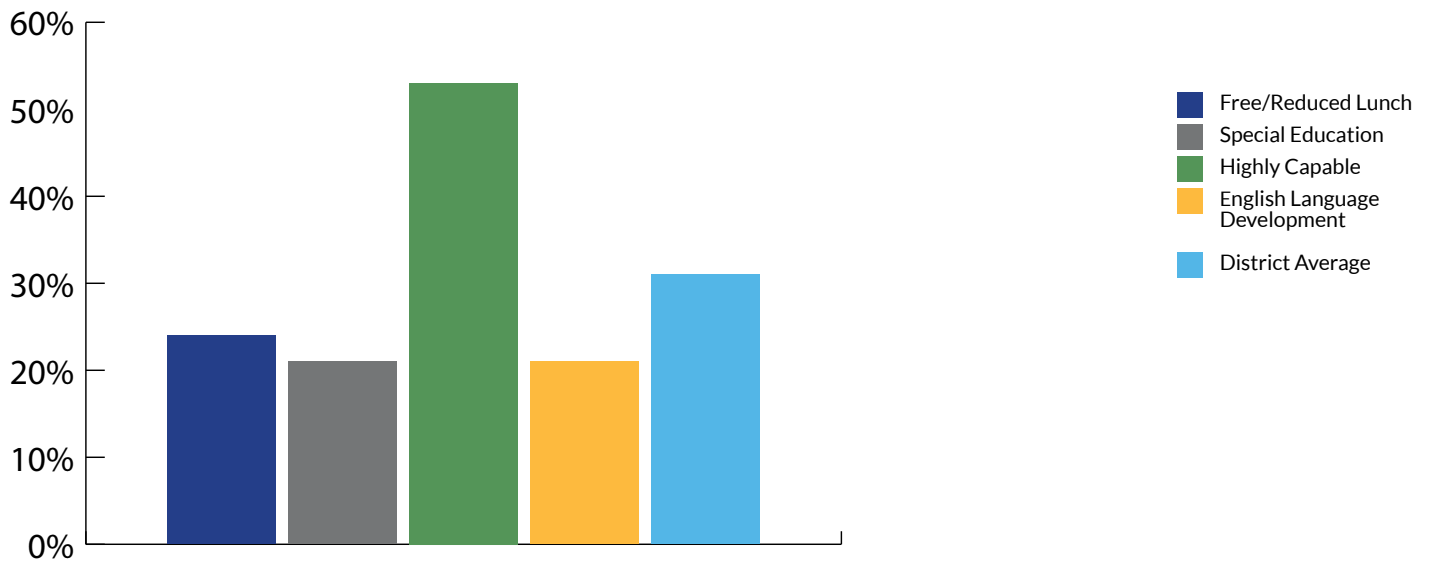
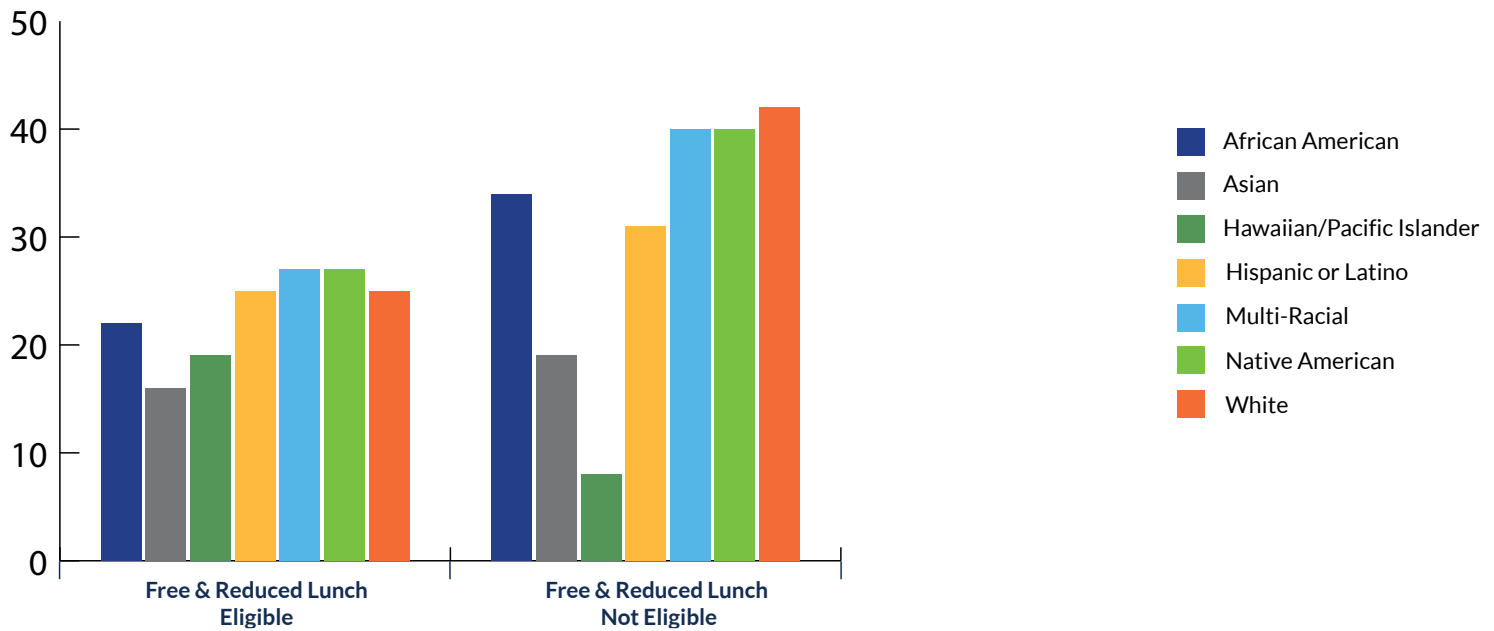
Elementary Life Skills Attributes



Elementary Student Culture and Climate Survey



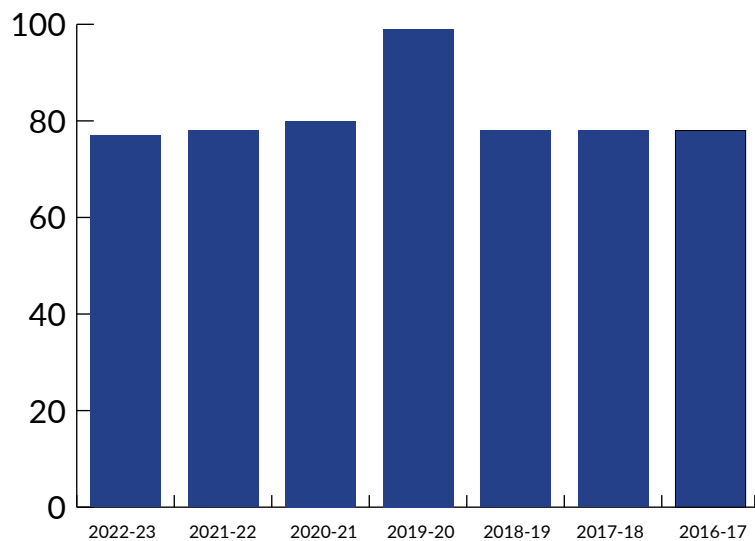
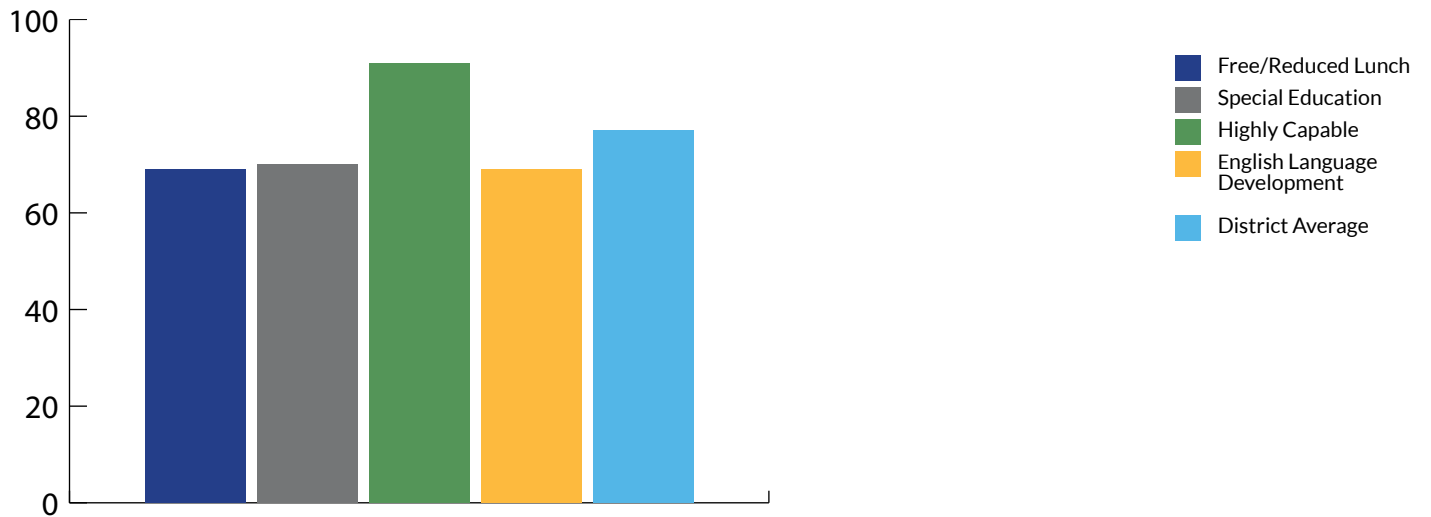
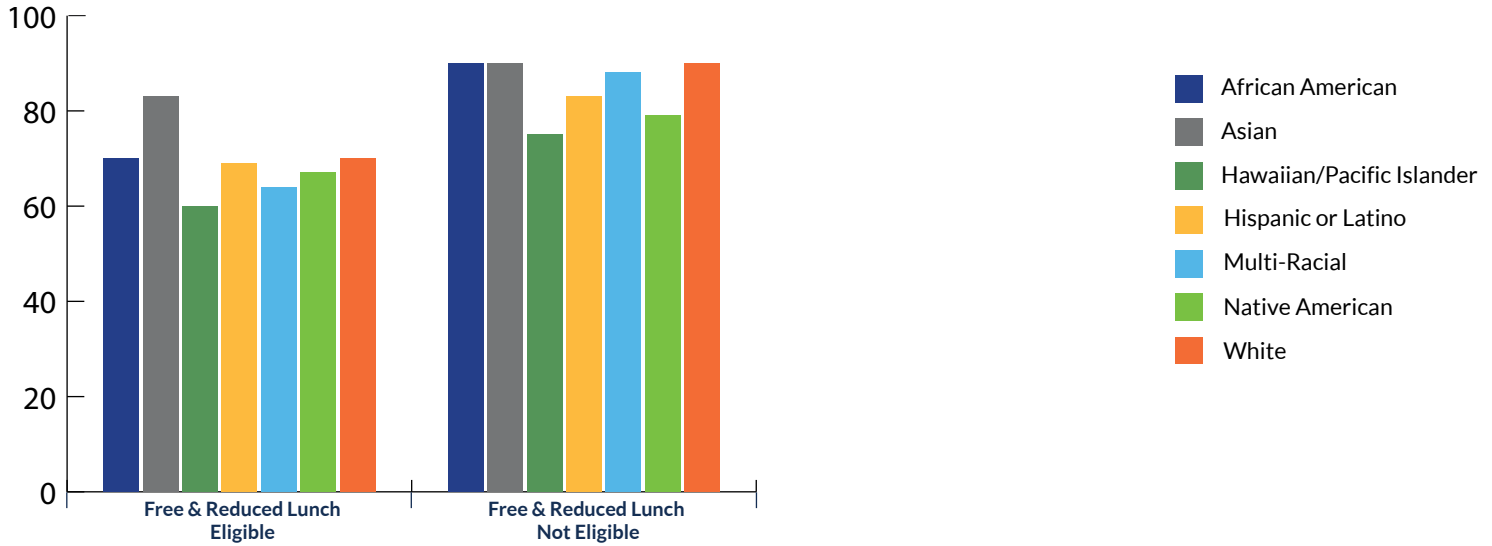
Elementary Extracurricular Engagement



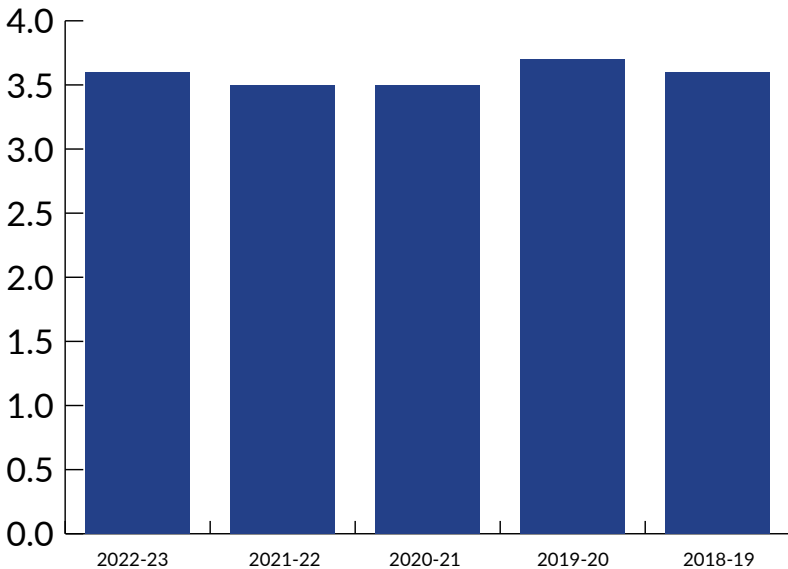
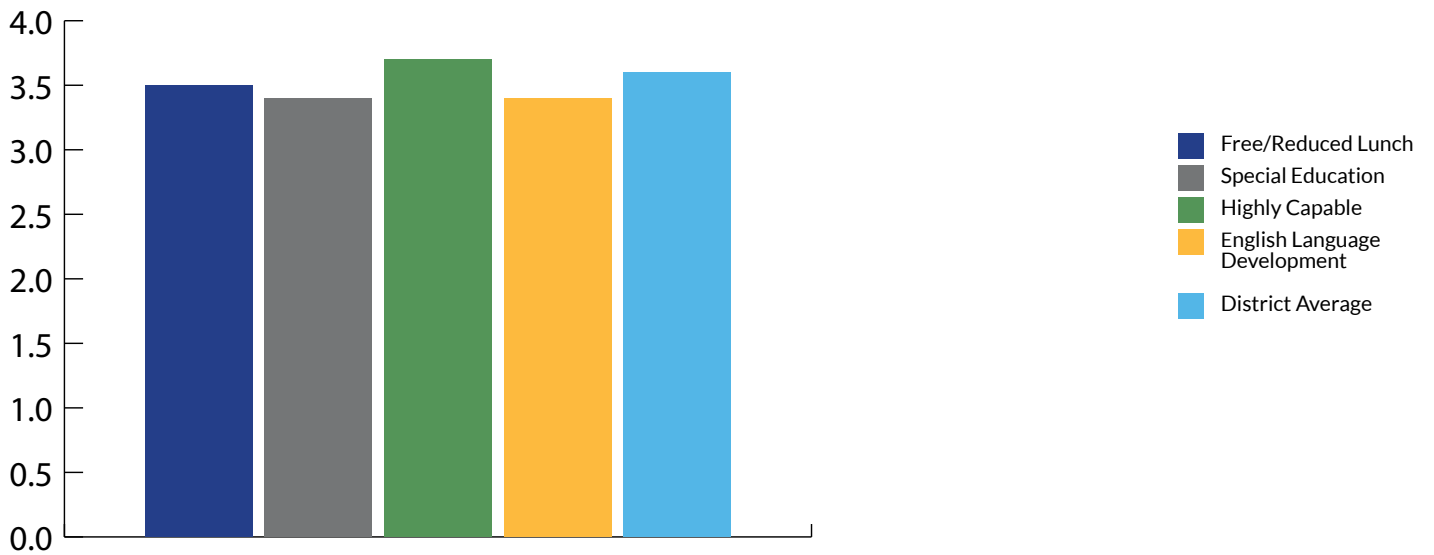
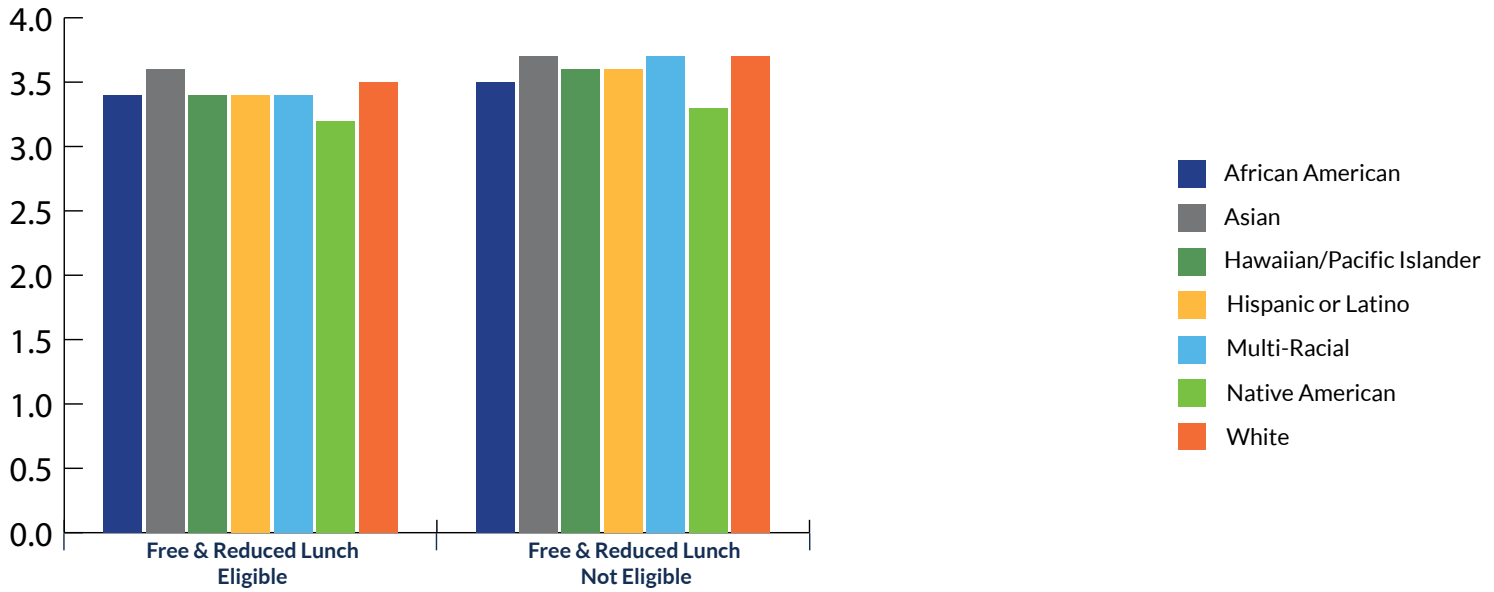
Middle School Indicators

Indicators	Performance	Goal
8th Grade Passing All Courses	77%	80%
Life Skills Attributes	3.6	3.7
Climate	3.3	3.5
Math Growth	6.9/7.2	9.0
Literacy Growth	9.8/10.1	9.0
Engagement	36%	41%

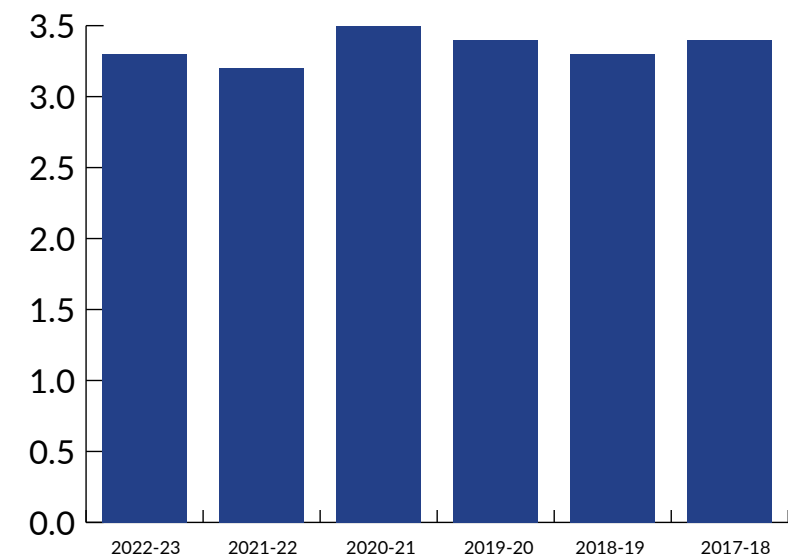
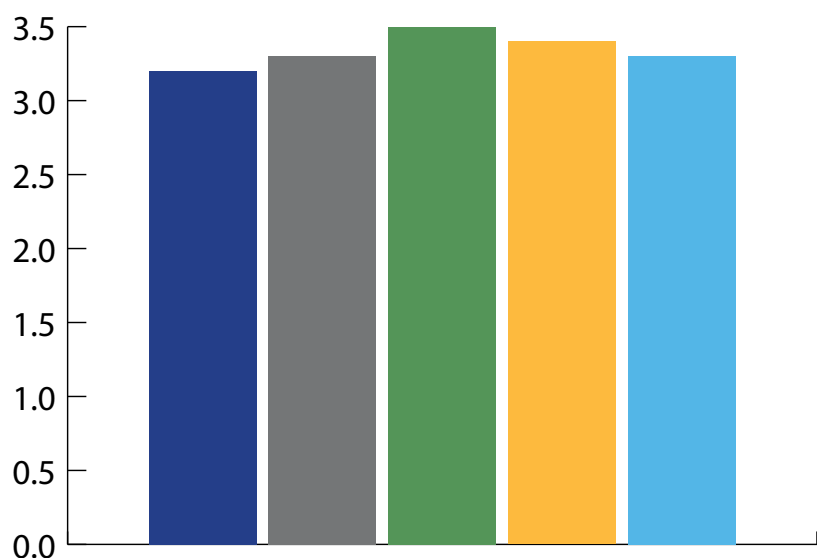
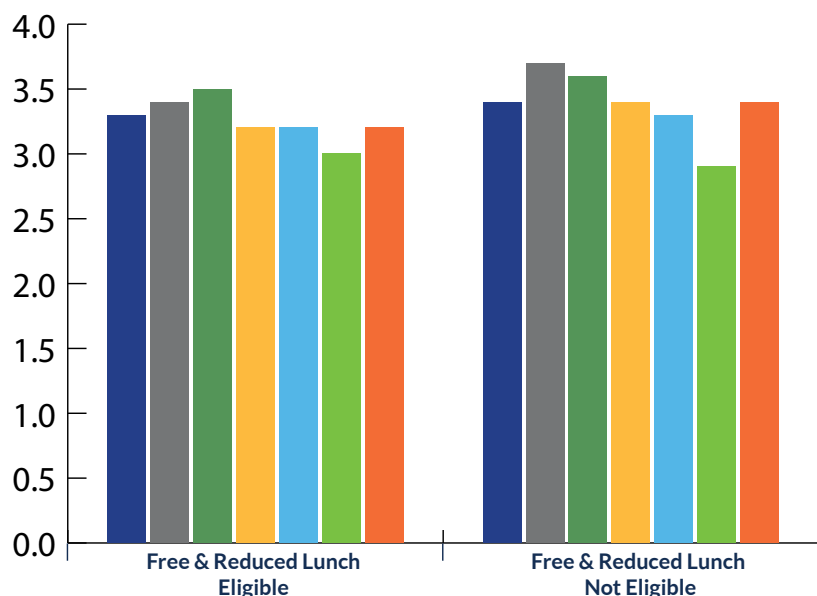
8th Grade Passing All Courses



Middle School Life Skills Attributes

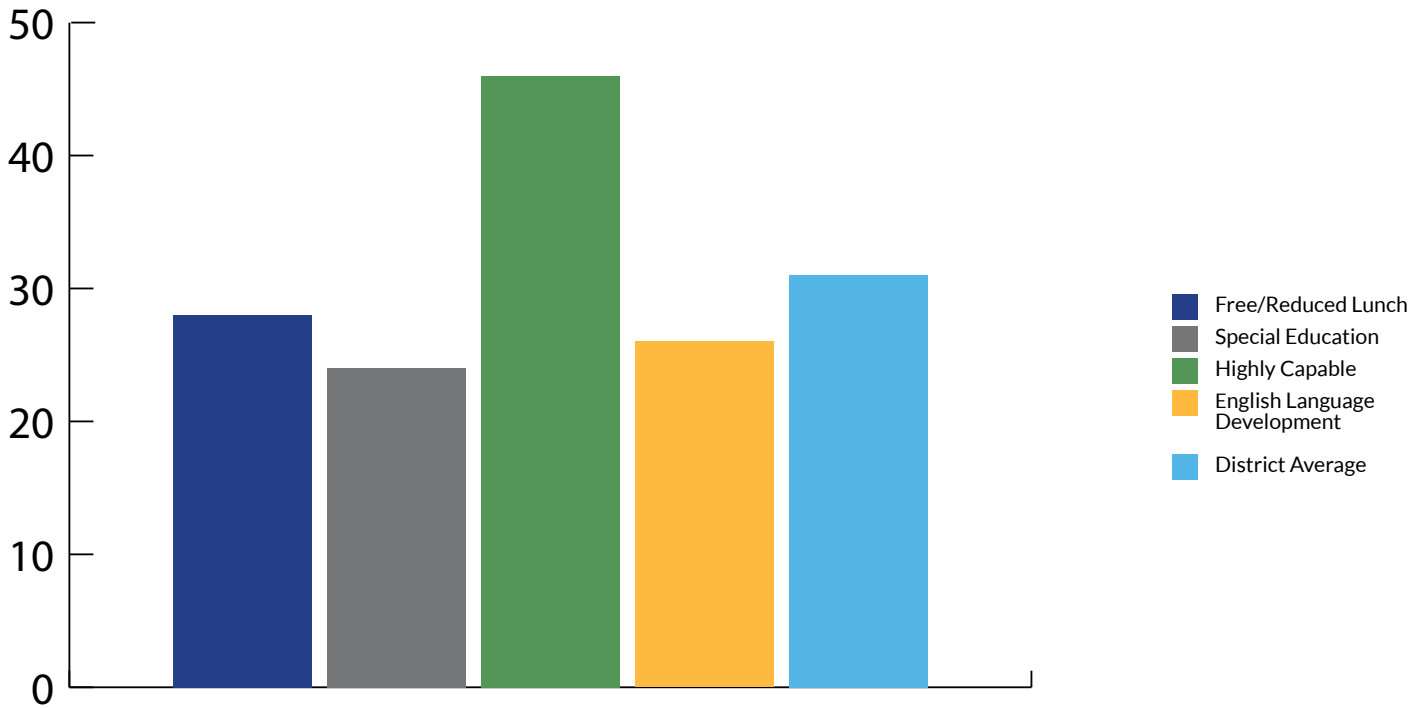
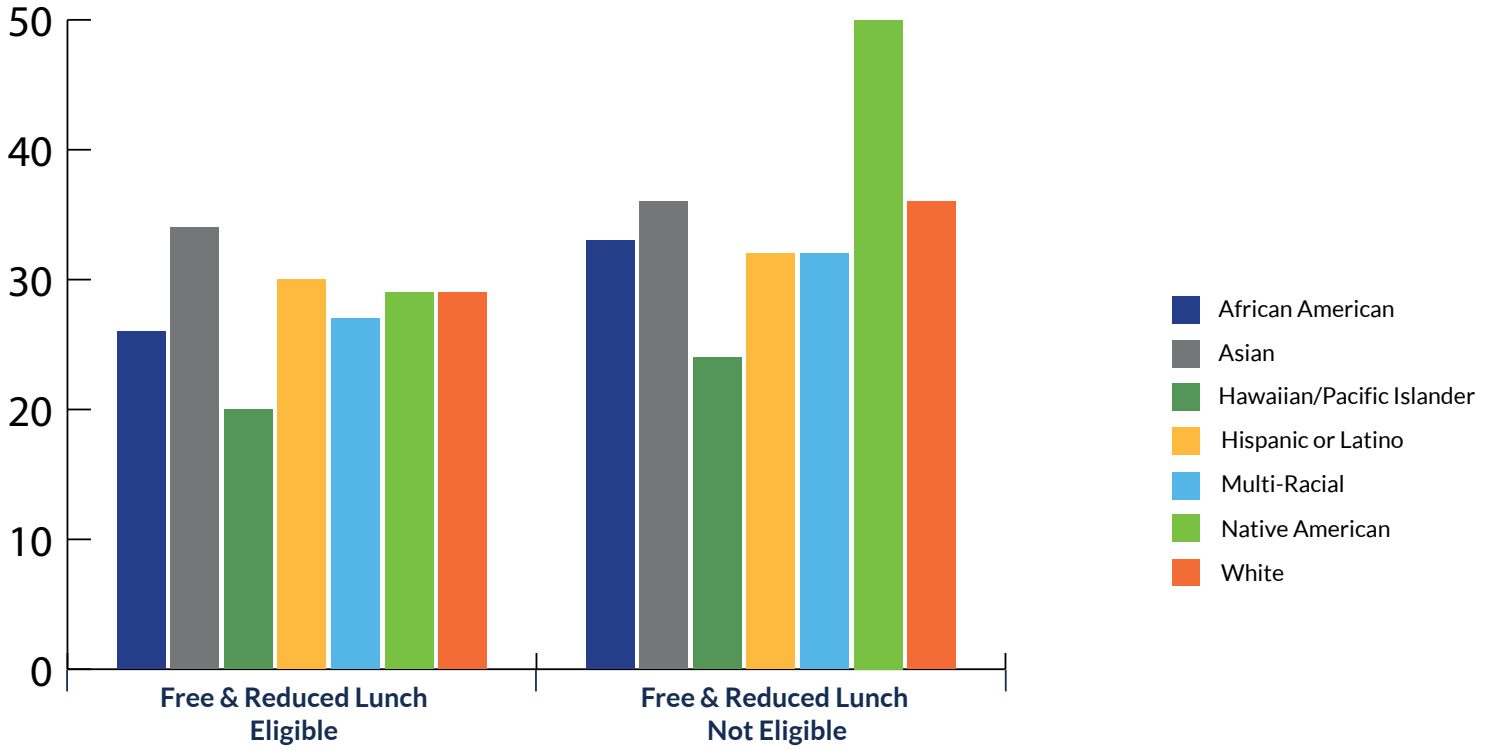


Middle School Student Culture and Climate Survey



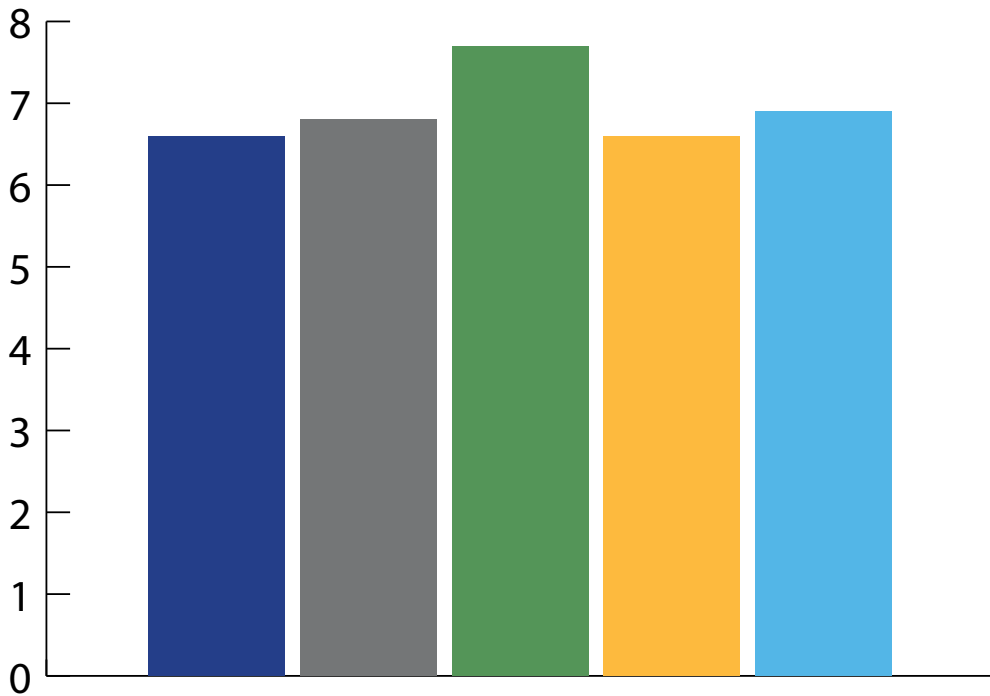
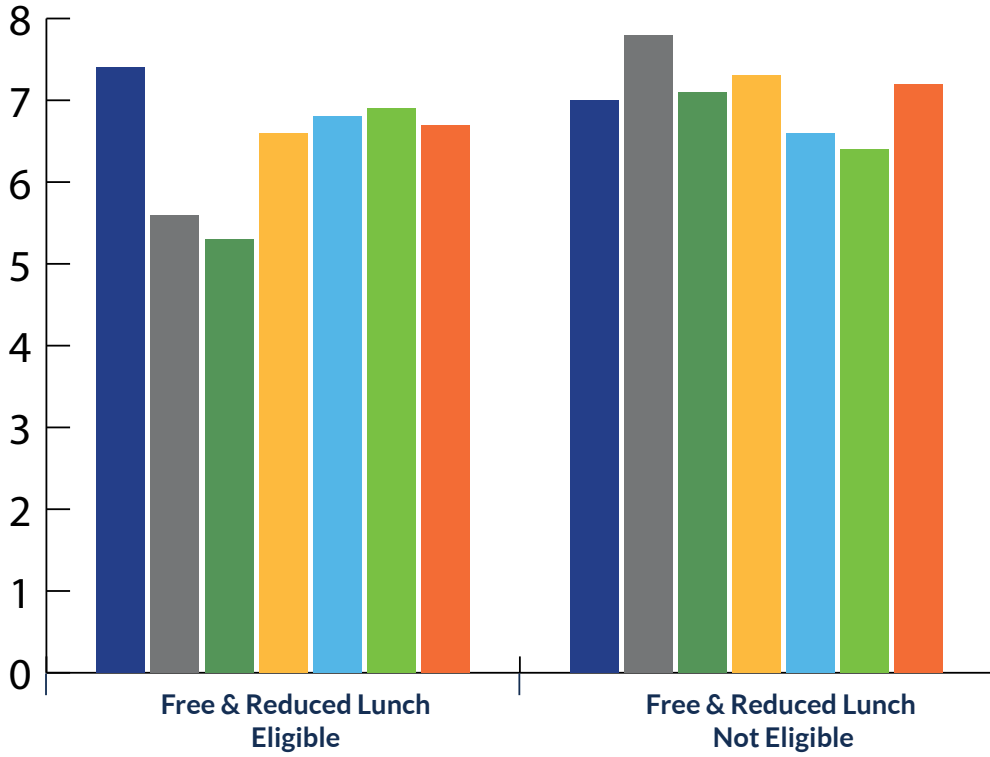
MS Math Projected Growth

All



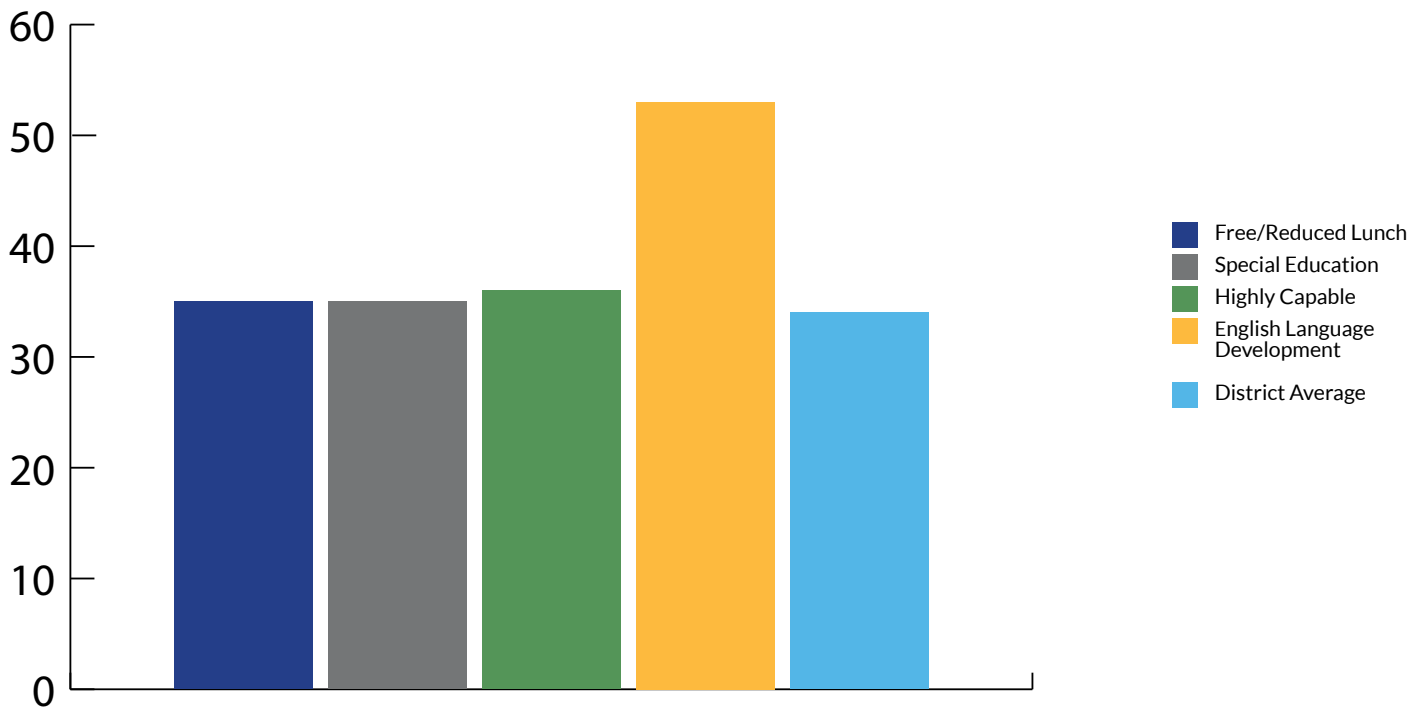
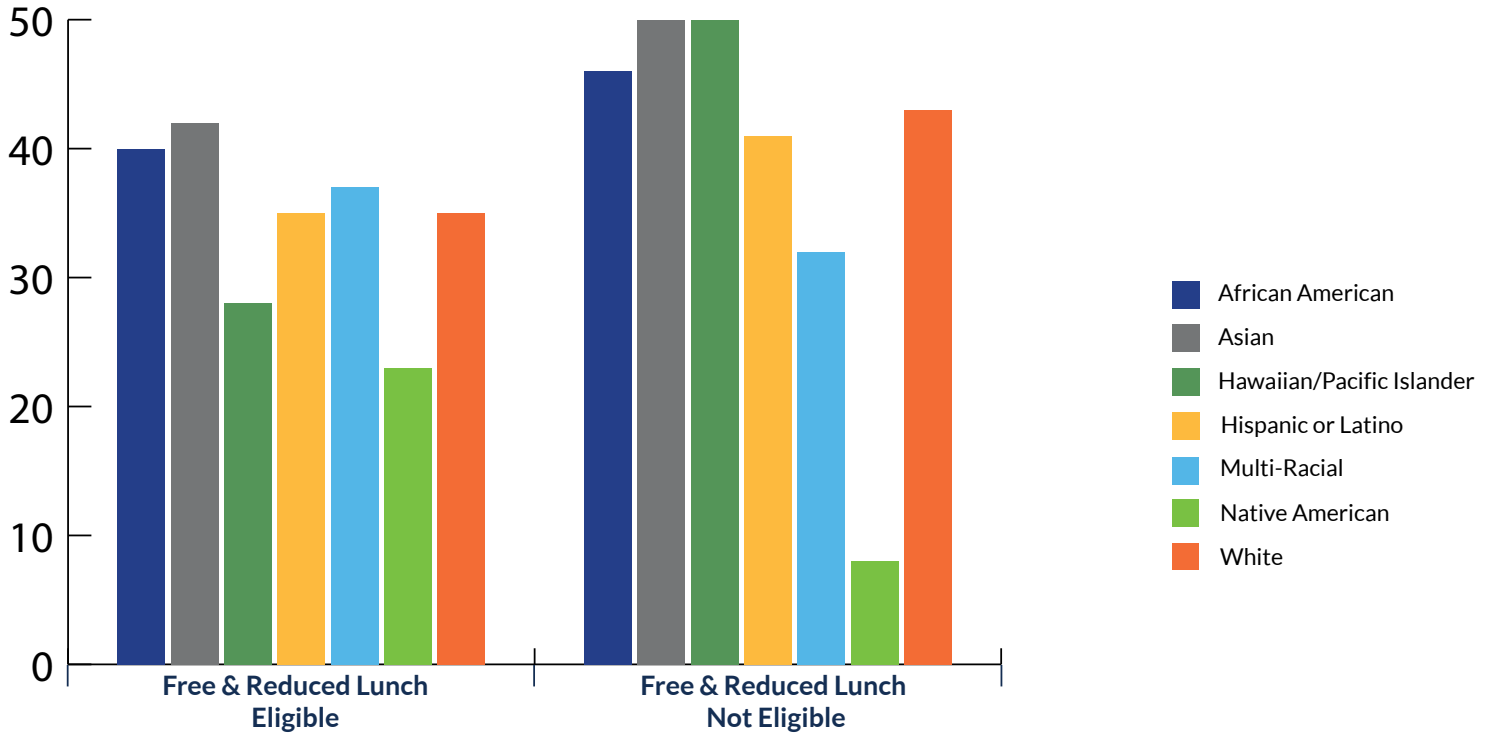
MS Months of Math Growth

All



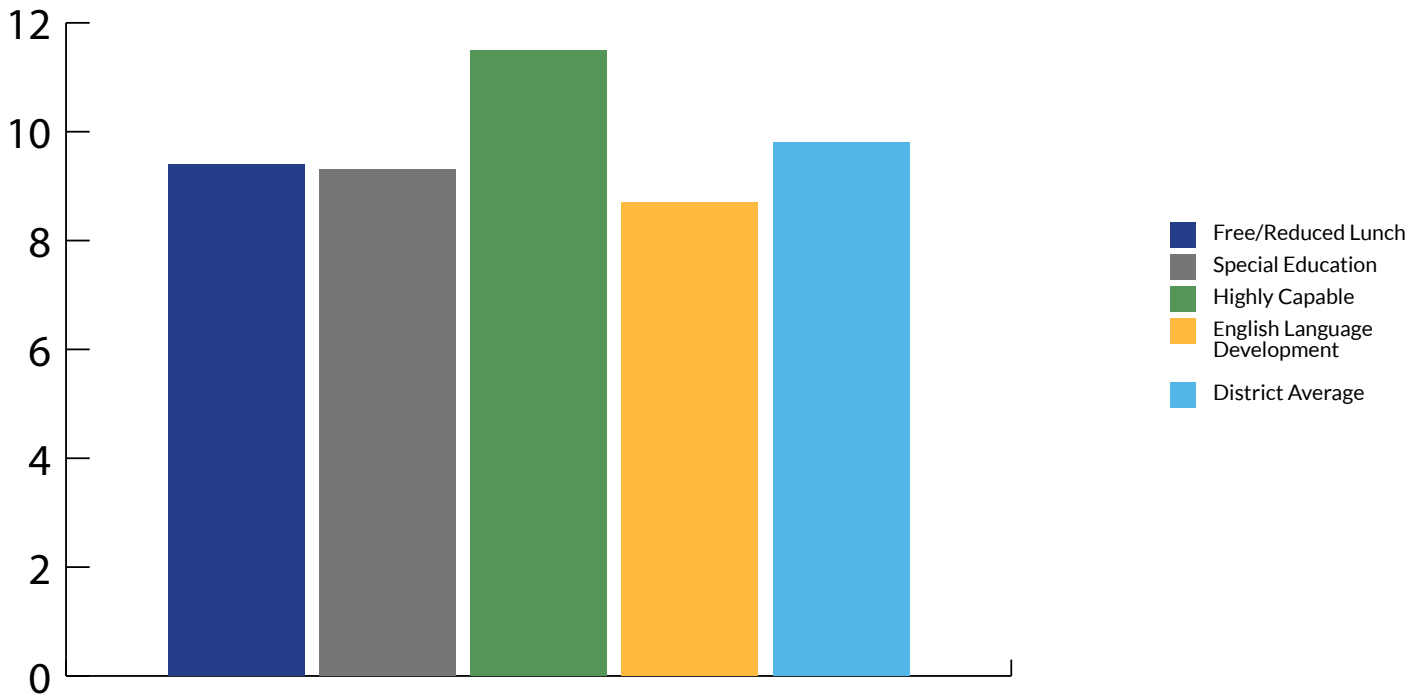
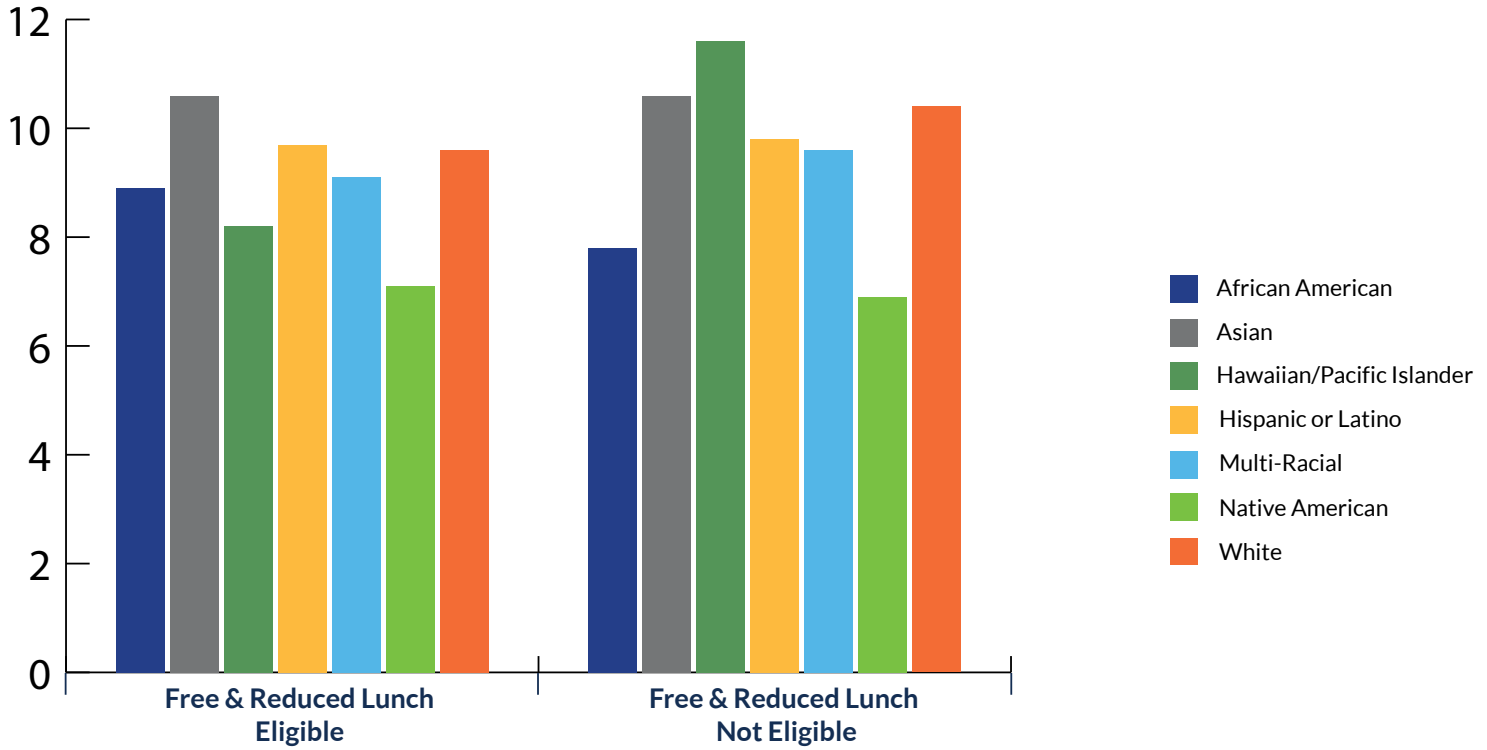
MS Literacy Projected Growth

All

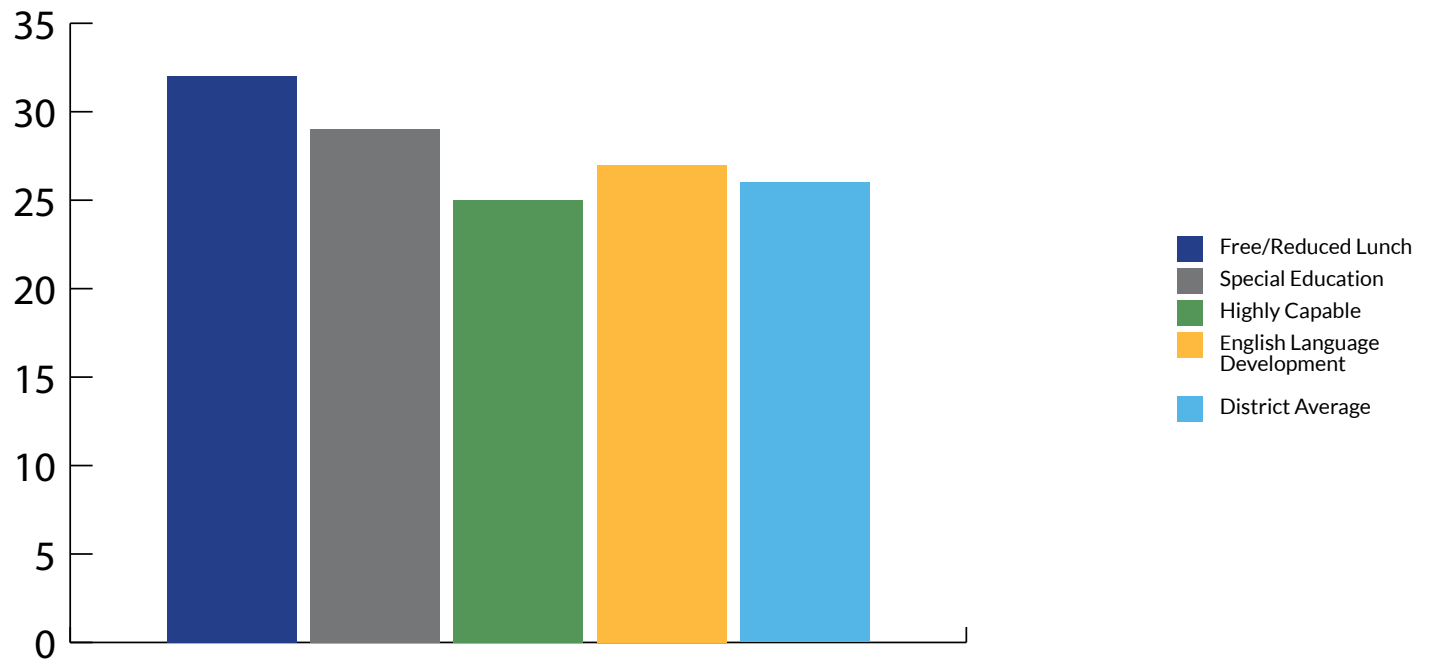
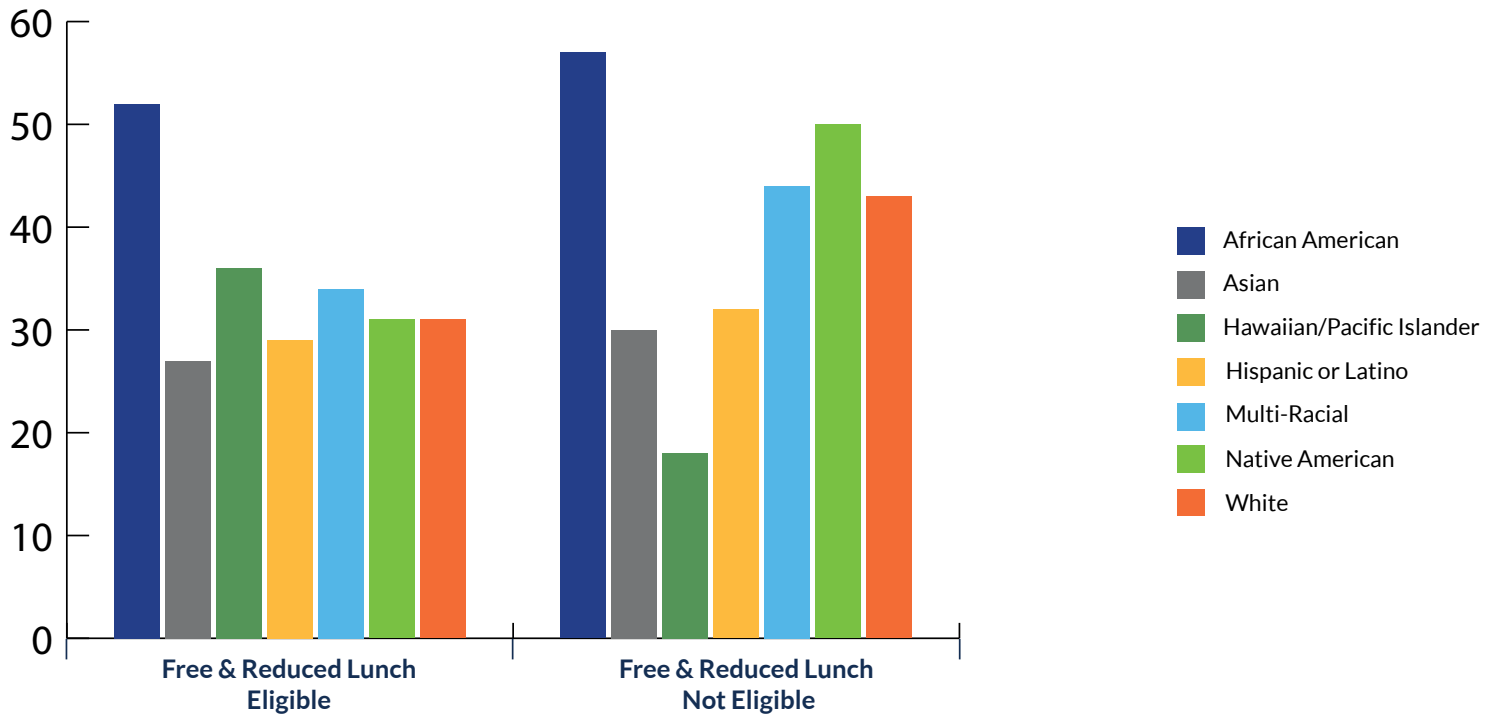


MS Months of Literacy Growth

All



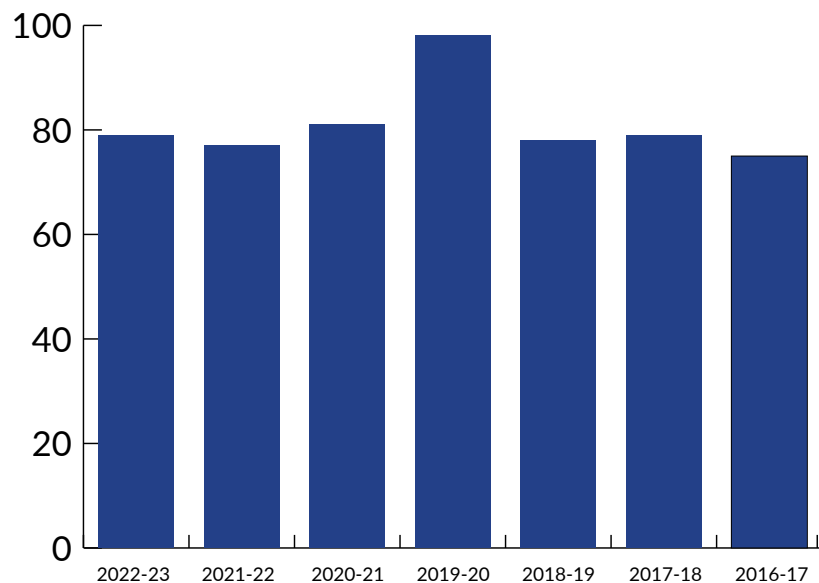
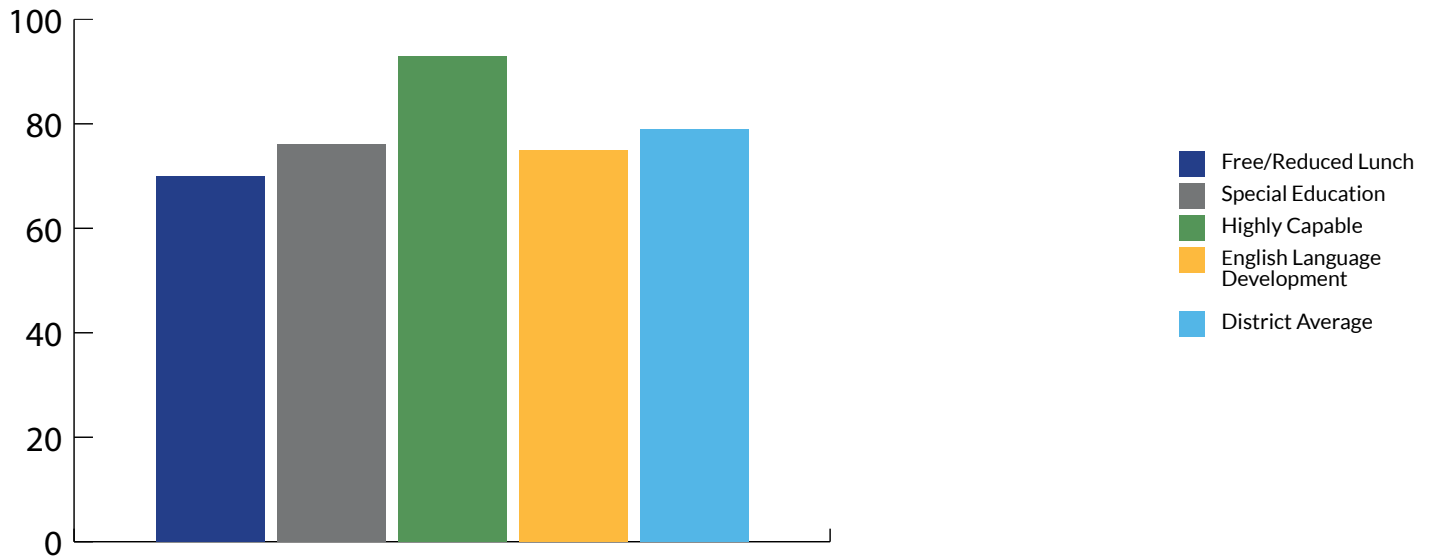
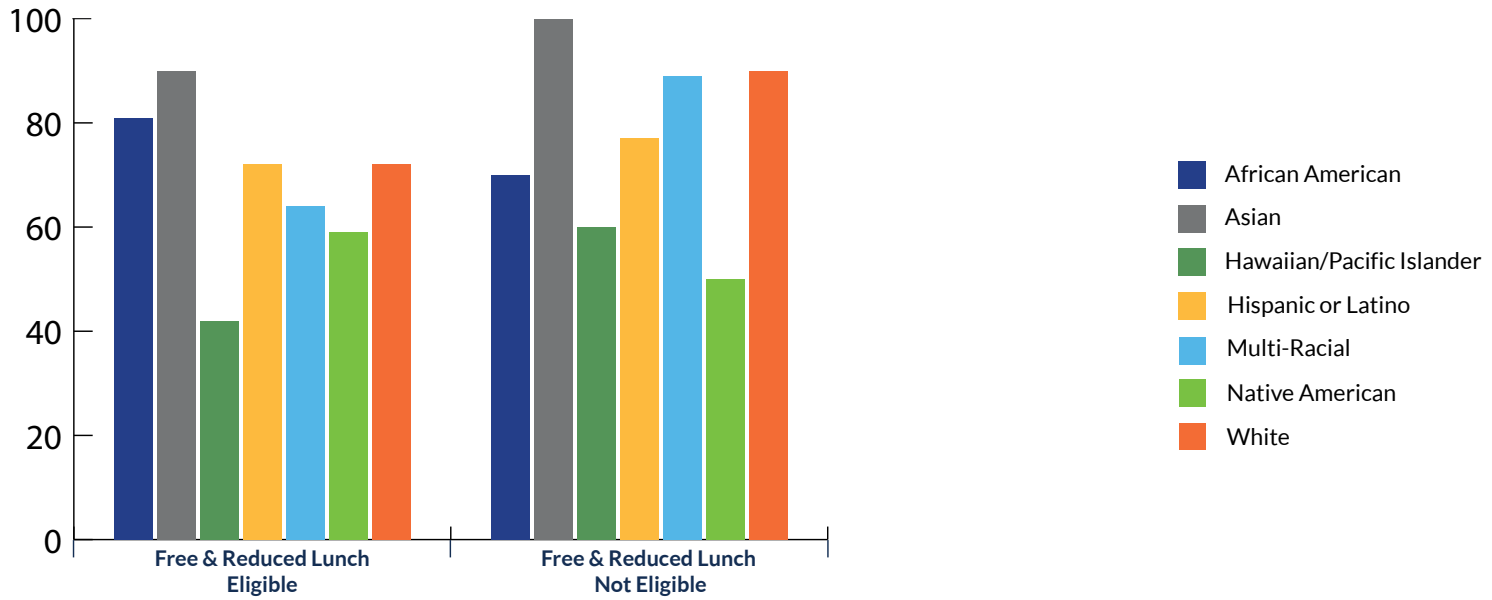
Middle School Extracurricular Engagement



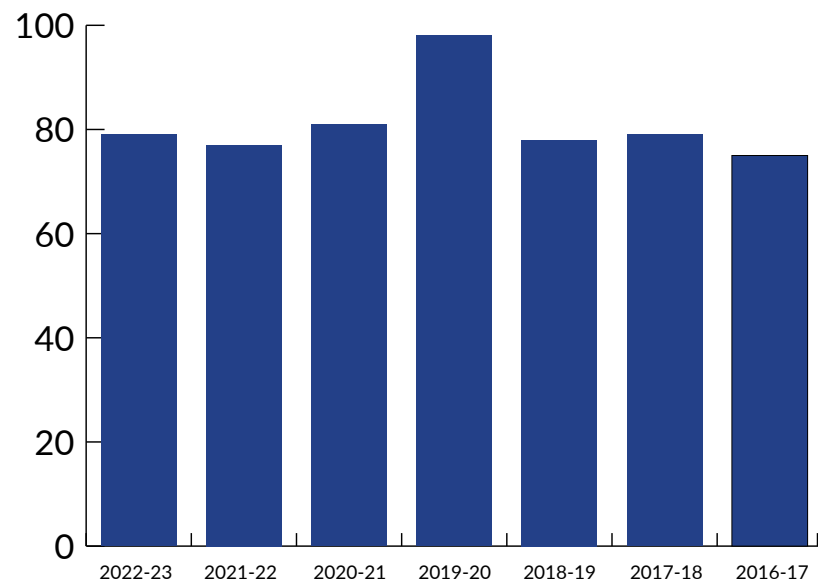
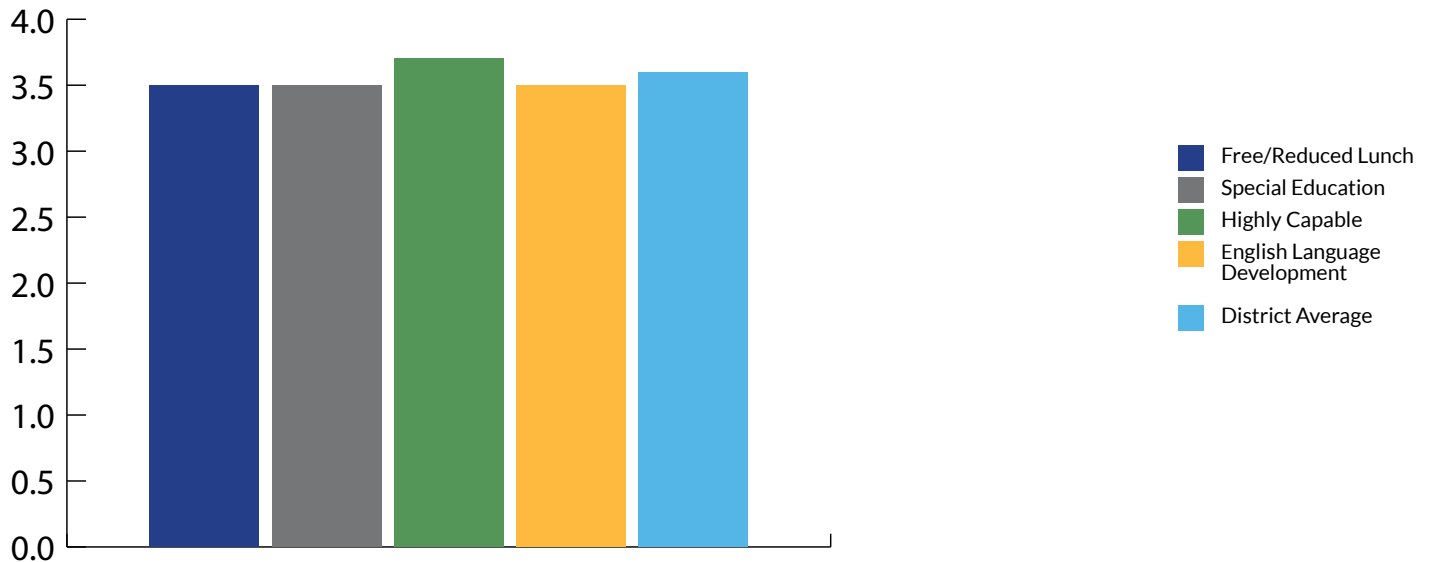
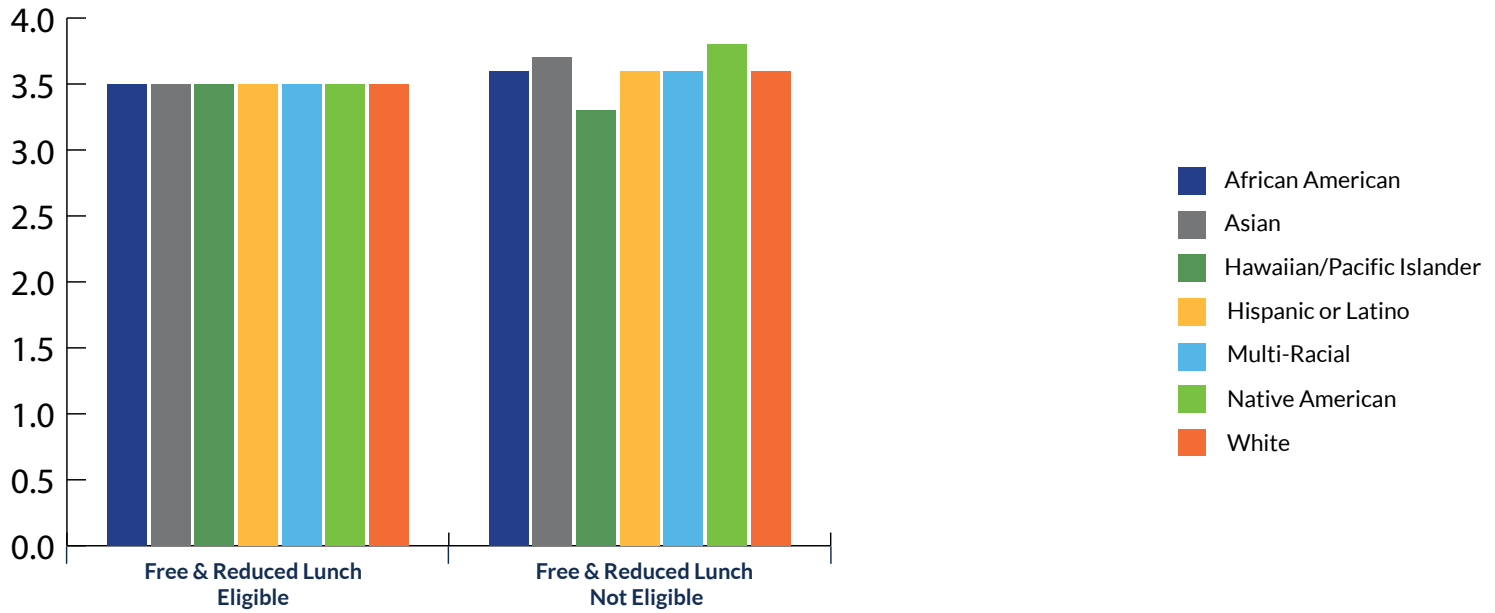
High School Indicators

Indicators	Performance	Goal
Freshman Passing All Courses	79%	80%
Life Skills Attributes	3.6	3.7
Climate	3.4	3.5
Graduation Rate	90.4%	90.6%
Engagement	35%	40%
Adv/Post-Secondary Experience	36%	41%

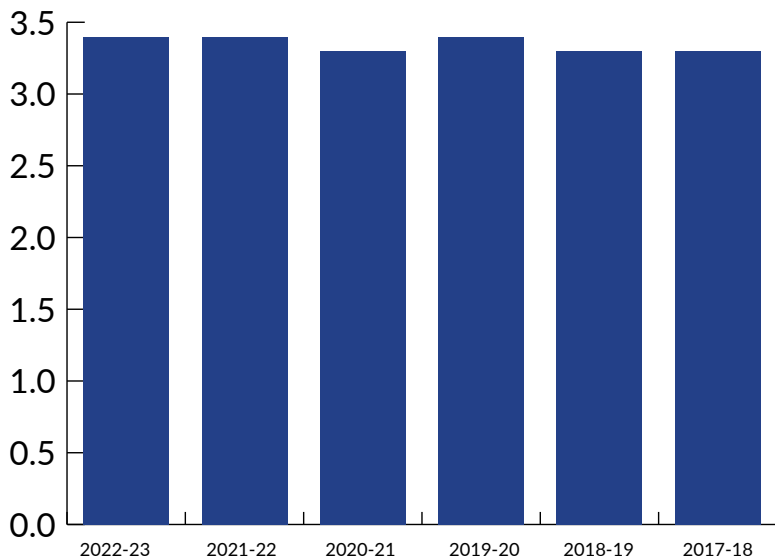
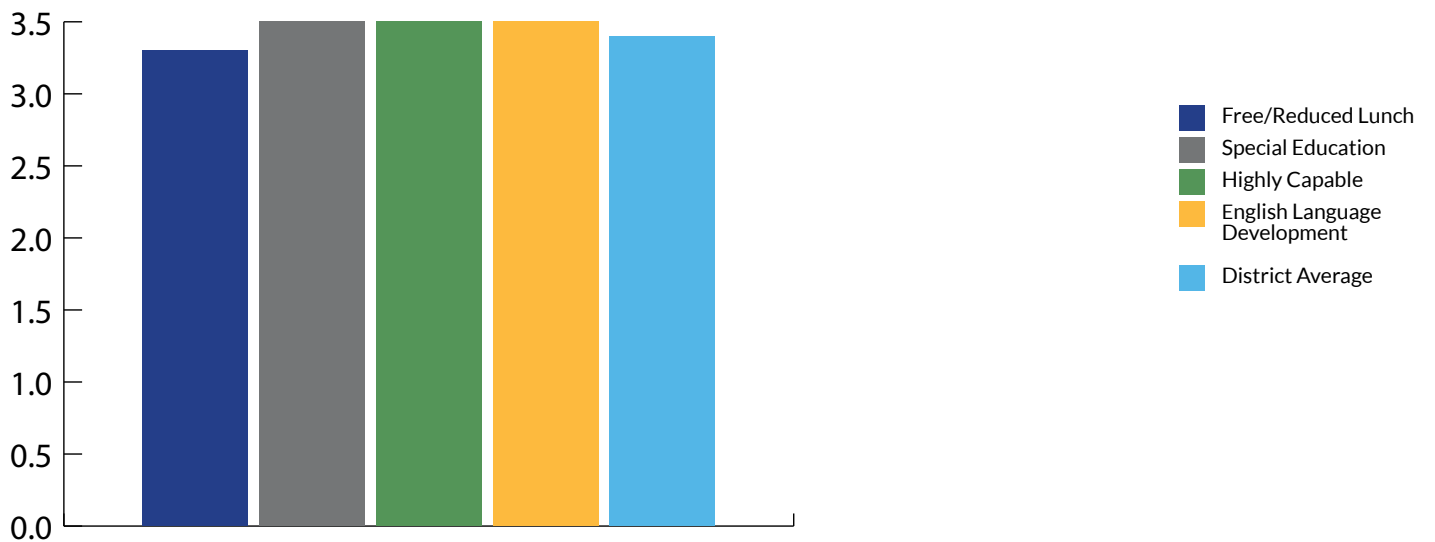
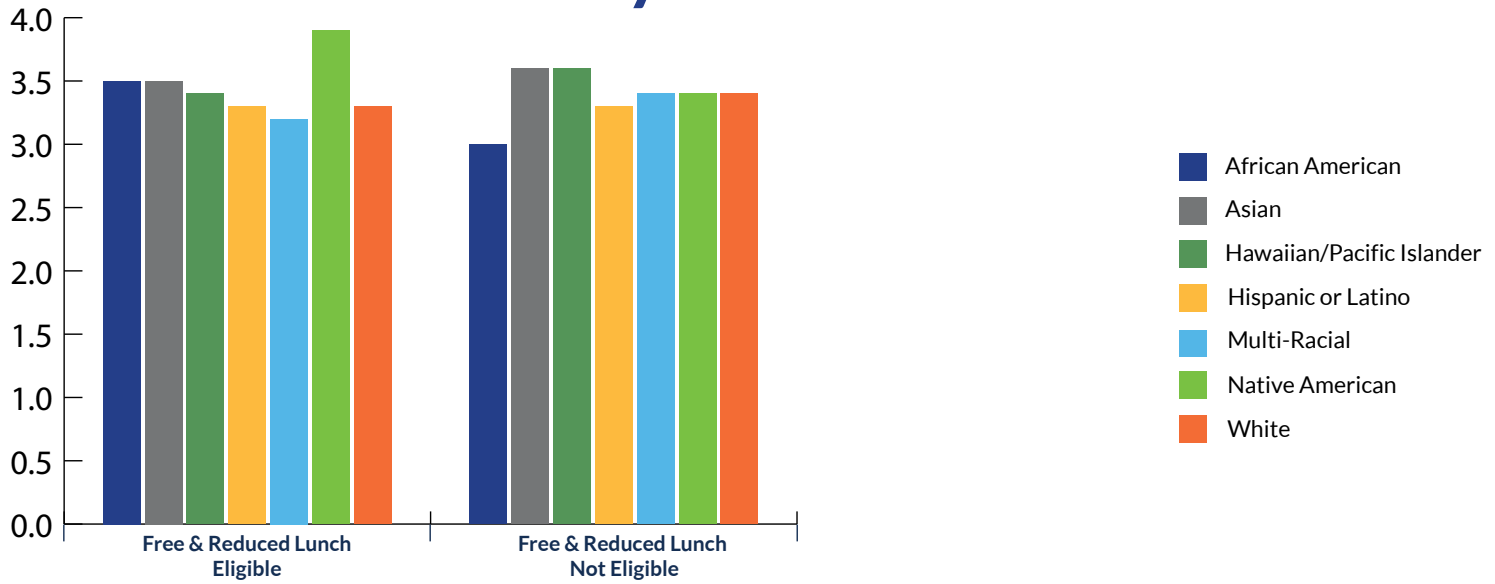
Freshman Passing All Courses



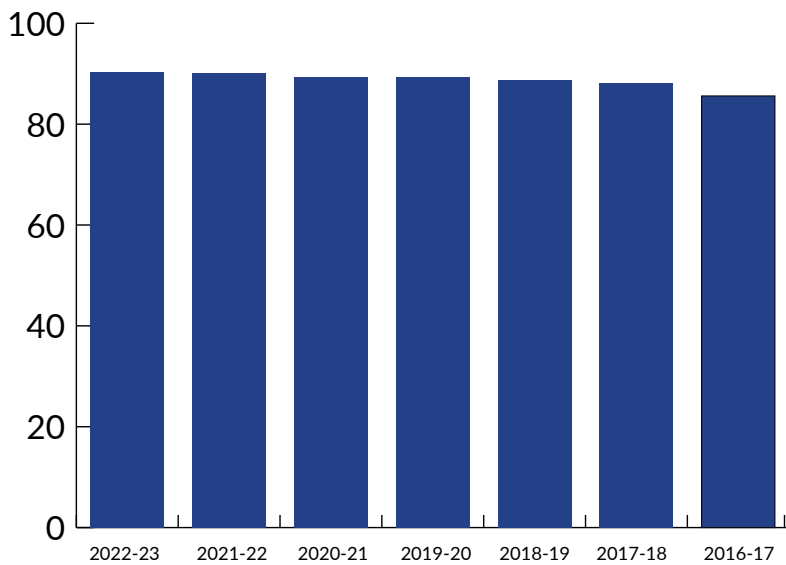
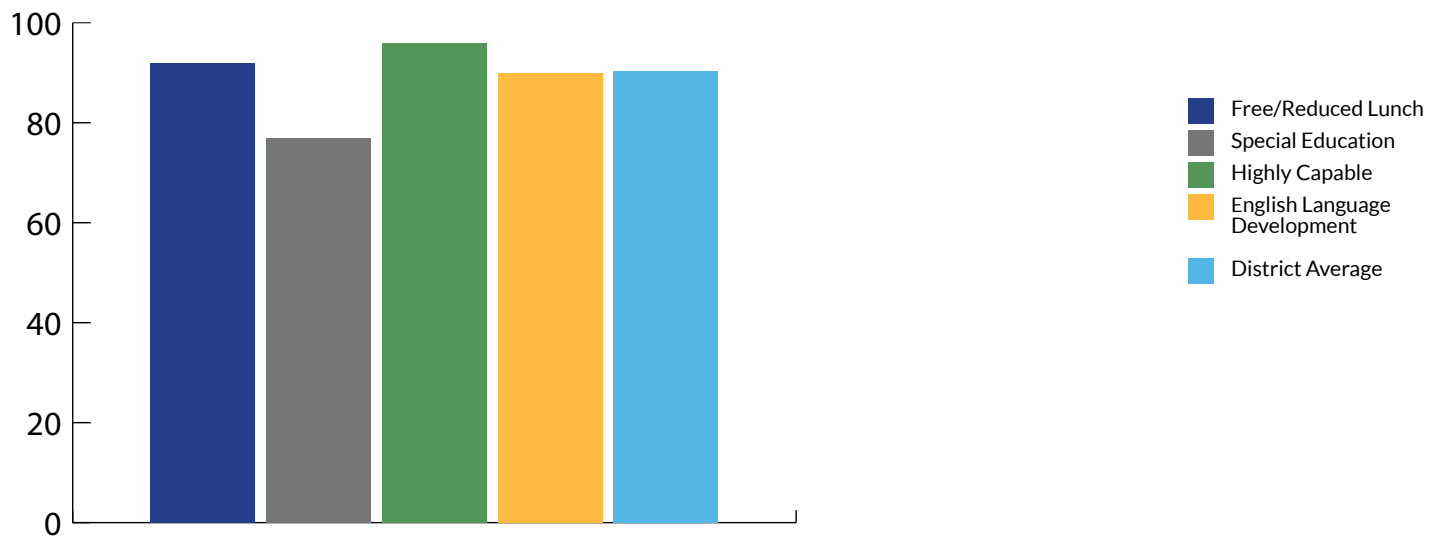
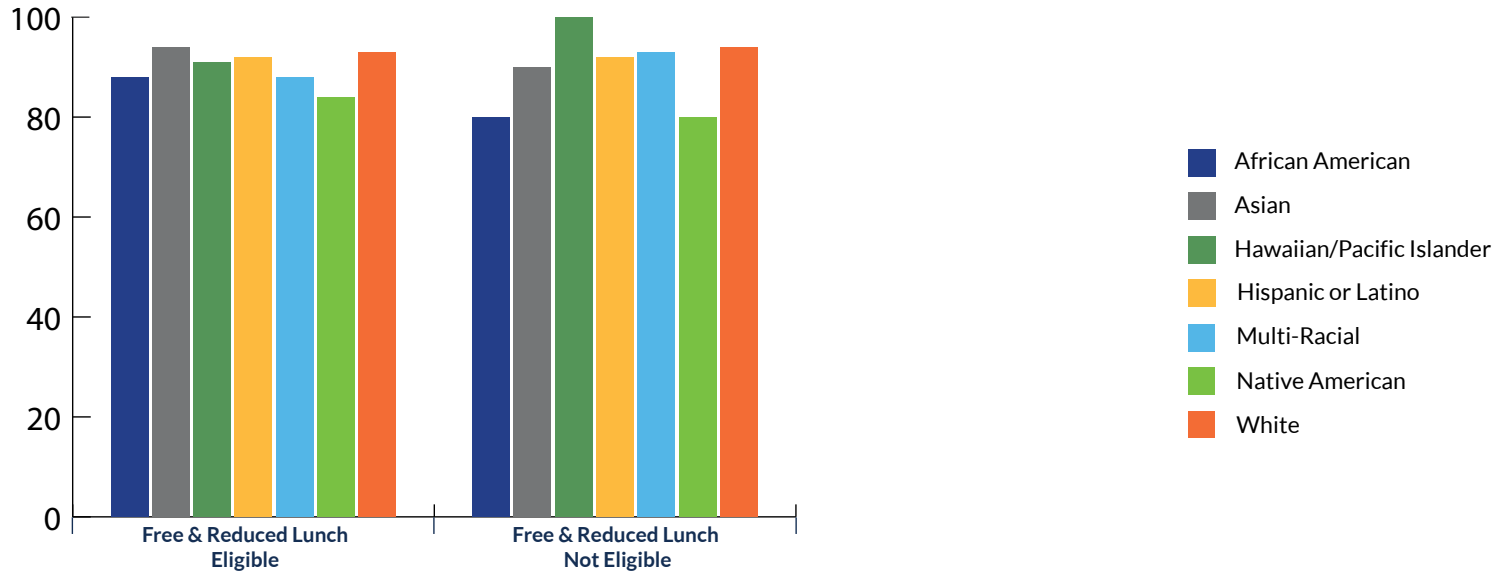
High School Life Skills Attributes



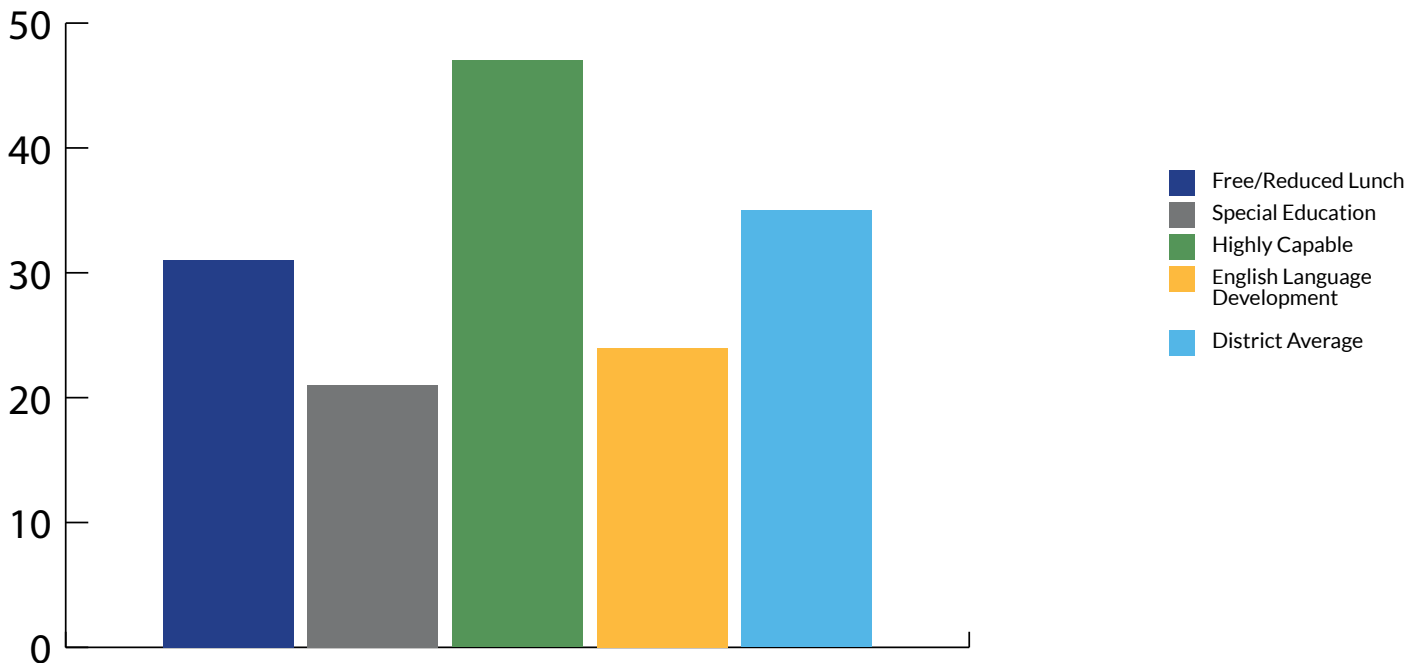
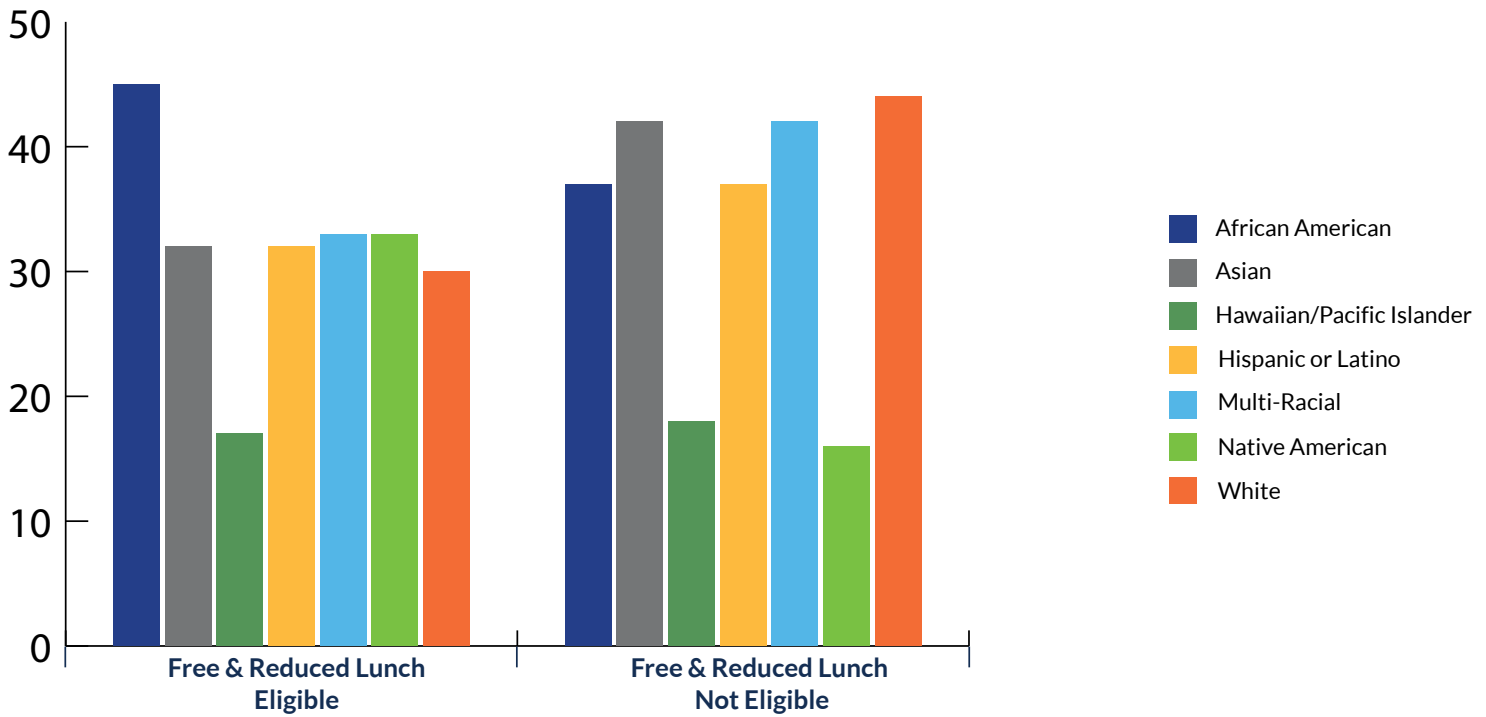
High School Student Culture and Climate Survey



Graduation Rate



High School Extracurricular Engagement



Next Step Experience

