

# STRATEGIC DIRECTION



**Tukwila**  
SCHOOL DISTRICT

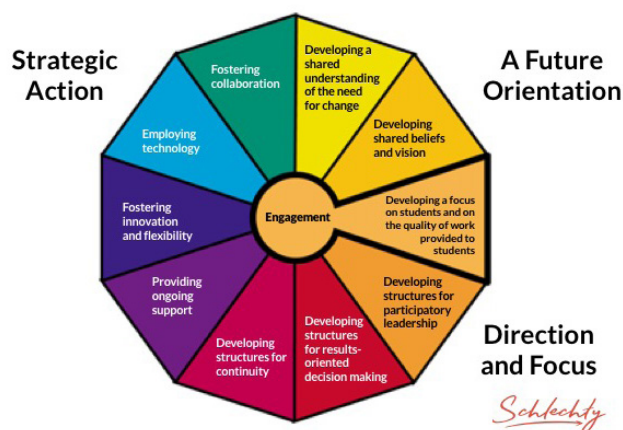
A LEARNING ORGANIZATION APPROACH

**2018-2022**

## Schlechty Center Strategic Change Agenda Tukwila Taking Stock Process

The Schlechty Center's Strategic Change Agenda creates an opportunity for school districts to transform traditional strategic planning into an active, actionable, nimble process that maps a customized path for positive change.

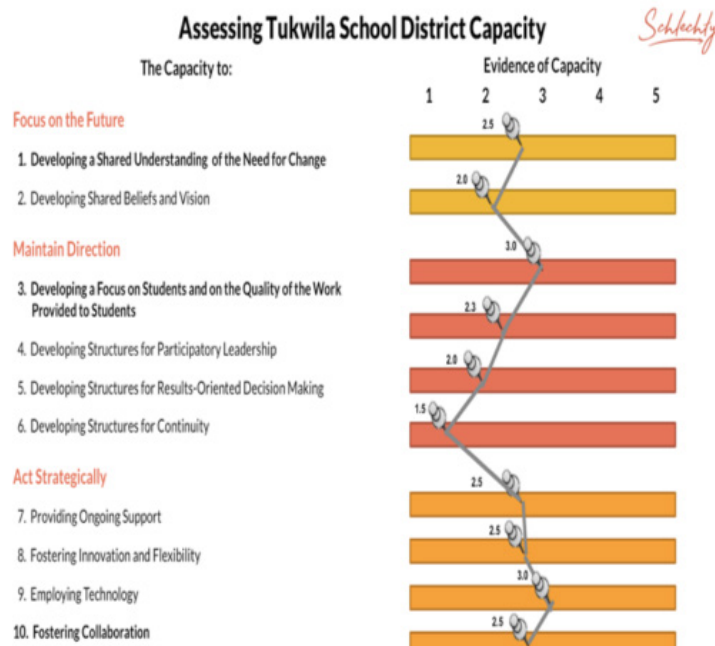
Tukwila School District engaged in this process in the 2017-2018 school year to create a culture of engagement and design a supporting system that drives and sustains innovation. Working in phases, leader aspirations were charted, district capacity assessed, and a path of action steps and milestones was created. The process created a common vision to transform Tukwila School District into a collaborative, innovative learning ecosystem with a new way of thinking and problem solving that will allow them to maintain direction in the face of future challenges.



The 10 System Capacity Standards, depicted in the decagon to the left, are often referred to as results for the system. They describe the attributes of a system that looks like a learning organization or a highly-engaged school. The Schlechty Center encourages the use of these standards as a framework for assessing the capacity of the system to support and sustain needed change. As a result of this assessment, Tukwila School District analyzed local patterns to clarify the processes currently in place that either enhance or inhibit organizational capacity.

Strategic Change Agenda sessions included many roles and voices. Invitations for the first Taking Stock session included 100 names from the school district, parents, students, and community to include the mayor, officials, and university staff. Of those invited 70 participated in the two-day experience and produced the following products: defining moments, student panel, Images of Schools charts, and the Taking Stock assessment below. At the conclusion of the session, participants expressed their gratitude for being a part of such a courageous conversation. From here, the work began to set a direction for the district. The products that follow were developed with multiple members of the school district, students, school board, parents, and the community at large.

In the case of Tukwila School District, the district's capacity at the beginning of the process indicated the capacity levels between 1.5 to 3.0. The scores reflect a need to increase the district's capacity to support an effort to move away from a bureaucratic style and toward a learning organization focusing on student and staff engagement. The following strategic direction was developed with multiple members of the school district, students, school board, parents, and the community at large, and will take Tukwila School District through that process.





## Belief Statements

We believe in:

- partnering with families and our community in educating the whole child.
- graduating responsible, civically engaged citizens.
- using resources responsibly to produce successful student outcomes.
- leading through service to empower students, staff, and community.
- nurturing cultural connectedness and racial equity to ensure the achievement of all students.
- holding ourselves accountable for treating each other with civility to promote positive relationships.
- designing engaging learning experiences that enable students, staff, and families to achieve at their highest potential.



## Statement of Vision

- The Tukwila School District believes that our students, staff, and families have the ability to achieve at their highest potential. Our core purpose is to engage students intellectually and socially with authentic and substantive learning experiences.
- In partnership with families, our students will be successful and productive members of society because of the academic, social and emotional skills they have learned with the support of the Tukwila community.
- We recognize, encourage, and capitalize on the strengths, talents, and contributions of our students, staff, and community.
- We celebrate our rich diversity and meaningful partnership with the Tukwila community and our role in making society stronger and more equitable.

## Mission Statement

Tukwila School District Mission is to create a learning community that supports and empowers students, staff, and families to reach their greatest potential.



# GOAL 1

## Create a culture of equity, trust, honesty, respect, and positive relationships.

### PICTURE OF SUCCESS:

A continuum of care based on the building of positive relationships and social-emotional health where all students have equitable outcomes.

Actions	Results
<ul style="list-style-type: none"> <li>• Develop District and School Design Teams to develop a culture of engagement through a race and equity lens</li> <li>• Utilize feedback from students, staff, and parents to assess trust and the quality of relationships throughout the district.</li> <li>• Develop processes for providing affirmation, feedback, and supports for students and staff.</li> <li>• Develop restorative practices protocol for all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive school climate as reported by students, staff, parents, and community.</li> <li>• Systems are in place to assist students in managing their social-emotional health for academic success.</li> <li>• Discipline disparity is equalized by race and gender.</li> <li>• Staff, families, and students are engaged in City of Tukwila opportunities to increase their cultural connectedness.</li> </ul>





## GOAL 2

Develop a clear focus on engaging students through the design of instruction through curriculum, experiences, work, and supports to ensure student achievement.

### PICTURE OF SUCCESS:

Students and staff are energized and motivated members of a learning organization.



Actions	Results
<ul style="list-style-type: none"> <li>• District staff focuses on students and the work provided to them rather than on the needs of the adults in the school.</li> <li>• Develop a comprehensive student support system to include an ample number of social workers, nurses, behavioral health specialists, intervention specialists, and peer tutors and mentors who support the well-being and academic achievement of students.</li> <li>• Adopt a student focused and multicultural curriculum design cycle.</li> <li>• From all levels of the school district, incorporate student feedback in the design of new work based on the quality of their learning experiences and relationships.</li> <li>• Incorporate parent feedback throughout the district about their reasons for selecting this district. (To include information about the quality of supports, services, experiences, and transitions in and out of the district for their students.)</li> <li>• Develop shared understanding and creation of quality student work, valuable experiences, and high expectations.</li> <li>• Integrate current and innovative technologies to increase student engagement and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Close the student performance gap for all students who are below the state average academic assessments.</li> <li>• Student performance rises on the continuum of academic achievement for the already academically proficient.</li> <li>• PreK-12 curriculum is aligned to high quality content standards.</li> <li>• District best practices for developing engaging student work are shared between and among schools.</li> <li>• Staff development creates the common language and concepts needed to ensure a systemic approach to the design and assessment of schoolwork.</li> <li>• The analysis of multiple strands of evidence illustrates the positive impact of technology and design on student success.</li> </ul>

## GOAL 3

**Ensure and communicate structures of sustainability and continuity are in place that result in increased student, staff, and community commitment to and ownership of the direction of the district.**

### PICTURE OF SUCCESS:

Well-defined, documented systems are in place that facilitate the processes and procedures needed to carry out the work of the school district.

Actions	Results
<ul style="list-style-type: none"> <li>• Infuse the district direction into policies, procedures, and shared decision-making practices.</li> <li>• Focus all actions and analysis of data on the desired results set by the district direction.</li> <li>• Enhance collaboration across the district and to align district initiatives and building budgets.</li> <li>• Create user-friendly systems of support in the areas of human resources, teaching &amp; learning, finance, facilities and operations, data and technology, transportation, and food services to support the district direction.</li> <li>• Create process to ensure parental groups and other community organizations envision their roles, actions, and supports relative to the district direction.</li> <li>• Incorporate an educational management system for housing district templates associated with curriculum, special events, fieldtrips, guest speakers, programs, and more.</li> <li>• Create contingency plans and job descriptions aligned to the district direction to ensure continuity of efforts in the face of personnel changes, changes in funding, or challenges.</li> <li>• Create opportunities for board members, community members and parents to actively participate in development activities in order to advocate for the development needed for innovation within the district.</li> </ul>	<ul style="list-style-type: none"> <li>• The district strategic direction is the official evaluation tool to measurement the successful implementation of programs, policies, and services that impact student success inside and outside of the classroom.</li> <li>• Digital networks are established to facilitate the communication, collaboration, and celebration of district students, parents, and staff.</li> <li>• Learning communities network internally and externally.</li> <li>• Evaluation systems of district operations is data-based, continuous, and rigorous.</li> </ul>



## GOAL 4

**Design a recruitment and on-boarding system that hires, retains, empowers and provides leadership pathways for high quality staff that believe in the direction of the district.**

### PICTURE OF SUCCESS:

A diverse and high-quality staff effectively teaches our students, feels valued, and advances their skills and careers within the district.

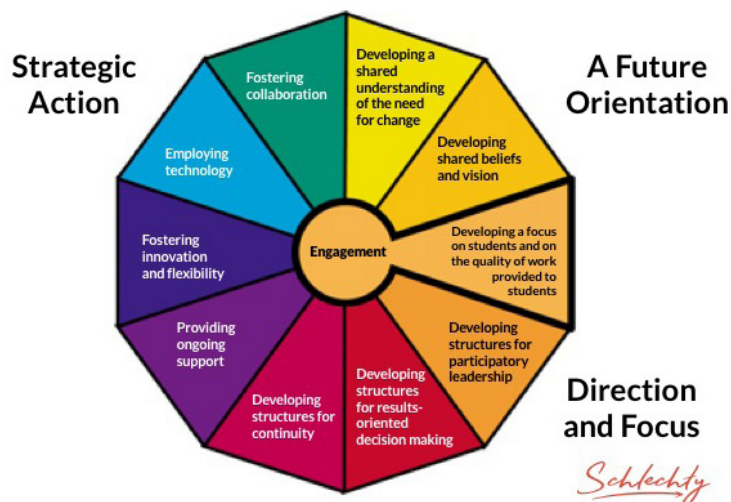
Actions	Results
<ul style="list-style-type: none"> <li>Recruitment and hiring are high priorities and are year-round ongoing processes.</li> <li>Intensify efforts on recruiting teaching staff that mirrors the racial composition of the student body.</li> <li>Align a wholistic system of professional development that includes leadership development, professional mentoring and coaching, professional learning communities, grade level and department meetings, conferences, action research, and more with the strategic direction provided by sustainable budgets.</li> <li>Align the processes and criteria for employment and advancement to reflect the district's beliefs.</li> <li>Create opportunities and support for various staff members to make high quality presentations to audiences within the district and community about the district initiatives and endeavors.</li> </ul>	<ul style="list-style-type: none"> <li>Succession plans, job descriptions, and employee handbooks are updated annually and established for all key leadership positions.</li> <li>Staff members represent the school district in community organizations that strengthen district and community partnerships.</li> <li>District staff are recognized for their innovative, creative, and knowledgeable contributions.</li> <li>New employees and new appointees experience cohesive onboarding system with feedback.</li> <li>Our staff transition smoothly from new hire status to employee supported by district staff members.</li> </ul>





# SCHOOL ALIGNMENT

After the district's beliefs, vision, mission, and goals were established, school teams from each of Tukwila's five schools met over the course of 10 days to create goals for their school buildings that align with and support the direction of the district. In keeping with the rest of the work, the schools focused on the Schlechty Center's System Capacity Standards, especially Standard 3, and Schlechty Center's School Standards.



## STANDARD 3: DEVELOPING A FOCUS ON STUDENTS AND ON THE QUALITY OF WORK PROVIDED TO STUDENTS

Throughout the school district there is a clear focus on students and on the quality of the work provided to students – work that students find interesting, challenging, and satisfying and that results in their learning what is expected by schools, parent, and the community





# CASCADE VIEW ELEMENTARY SCHOOL



## FOCUS:

Patterns of Engagement  
Content and Substance  
Organization of Knowledge

Strategies	Results
<ul style="list-style-type: none"> <li>• Collaborative conversations between and among departments focused on students motives and designed work supported by the principal with needed resources.</li> <li>• Set aside purposeful time to evaluate/re-evaluate student, teacher, administrative, expectations- PLC's</li> <li>• Vertically aligned PLC's for content and student work</li> <li>• Data driven follow up meetings. Meetings regarding intervention placement/suggestions.</li> <li>• Equitable access to technology and integration in differentiated instruction</li> <li>• Teachers knowing their students in order to design engaging work</li> </ul>	<ul style="list-style-type: none"> <li>• A School Design Team works as a learning community and, with the principal, focuses on the school's Directional System and the changes needed to support a focus on student engagement.</li> <li>• Teachers share a common language as they talk with one another about the work they are designing for students.</li> <li>• Teachers and the principal have a clear, consistent, and shared understanding of what students are expected to know and be able to do at various grade levels. This includes not only one's own grade level but also the grades above and below so there is a "big picture" of what all students are to know. The understanding is consistent with the standards adopted by the state and district.</li> </ul>

# TUKWILA ELEMENTARY SCHOOL



**FOCUS:**  
Under Construction

Strategies	Results



# THORNDYKE ELEMENTARY SCHOOL



## FOCUS:

Patterns of Engagement  
Content and Substance

Strategies	Results
<ul style="list-style-type: none"> <li>• Deliberate positive onboarding of new staff</li> <li>• Taking the time to redirect/coach students' communication</li> <li>• Develop relationships with students and staff through check-in, recognition, and mentor programs</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and the principal have a clear, consistent, and shared understanding of what students are expected to know and be able to do at various grade levels. This includes not only one's own grade level but also the grades above and below so there is a "big picture" of what all students are to know. The understanding is consistent with the standards adopted by the state and district.</li> <li>• Teachers collaborate with one another at the grade/ discipline around the work that they are providing to students.</li> <li>• New work designed around "hard-to-teach" and "difficult-learn" concepts has been designed and tried and is now available for teacher use.</li> </ul>

# SHOWALTER MIDDLE SCHOOL



## FOCUS:

Patterns of Engagement  
Safe Environment

Strategies	Results
<ul style="list-style-type: none"> <li>• AVID Strategies (WICOR, SLANT)</li> <li>• Knowing your students (strengths and weaknesses) home visits, interest inventories, and activities</li> <li>• Restorative practices through conversations, circle, and Showalter Academy</li> <li>• Check In Check Out with SBIRT</li> <li>• Complete Tier 1 PBIS and begin implementation of tier 2 interventions</li> </ul>	<ul style="list-style-type: none"> <li>• A School Design Team works as a learning community and, with the principal, focuses on the school's Directional System and the changes needed to support a focus on student engagement.</li> <li>• Teachers and the principal have a clear, consistent, and shared understanding of what students are expected to know and be able to do at various grade levels. This includes not only one's own grade level but also the grades above and below so there is a "big picture" of what all students are to know. The understanding is consistent with the standards adopted by the state and district.</li> <li>• Teachers share a common language as they talk with one another about the work they are designing for students.</li> </ul>



# FOSTER HIGH SCHOOL



## FOCUS:

Content and Substance  
Organization of Knowledge

Strategies	Results
<ul style="list-style-type: none"> <li>• Departments examine the current curriculum; replace the curriculum needing to be replaced and supplement other curriculum as needed.</li> <li>• Train staff in WICOR strategies so that common language is being used around the implemented curriculum.</li> <li>• Create and implement common assessments to use to gather data to check for the fidelity of the curriculum and implemented strategies</li> </ul>	<ul style="list-style-type: none"> <li>• A separate but complementary School Design Team works as a learning community and, with the principal, focuses on the school's Directional System and the changes needed to support a focus on student engagement.</li> <li>• Teachers share a common language as they talk with one another about the work they are designing for students and the strategies they are using to engage students in learning.</li> <li>• Teachers collaborate with one another at the grade/discipline level as well as across content areas around the work that they are providing to students. A systematized approach to creating PBL units across discipline areas throughout the school year.</li> </ul>





## On becoming a learning organization...

Tukwila School District's commitment to transform to a learning organization embodies the principles and approaches of systems thinking; thus, all staff members are compelled to personal mastery of the process of learning to help students achieve their maximum potential. With this obligation, group problem-solving is essential to ensure the work of the school district leads to continuous improvement. Our responsibility to our families and community is that our schools are viewed as a platform for learning, teachers as leaders and designers of appealing and important work, and students becoming independent thinkers responsible for their learning.

Judith K. Berry, Interim Superintendent

*"If the effort to save public education is to succeed, public school educators and those who support them must be prepared to be brutally honest with themselves and with others. ... what is needed now are leaders who can inspire courage rather than quiet surrender."*

Phillip Schlechty, *Creating Great Schools*, p. 214

### Tukwila School District

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### Interim Superintendent:

Judith K. Berry, PhD

### School Board Directors:

Tracy Russell  
Jan Bolerjack  
William Gillispie  
Edna Morris  
Dave Larson

### STUDENT HEAD COUNT (2017-2018)

**3,001**

#### TUKWILA

**52% male**  
**48% female**

**19% Hispanic**  
**2% American Indian**  
**33% Asian**  
**20% Black**  
**4% Pacific Islander**  
**13% White**  
**9% Multi-Racial**

**39% ELL**  
**10% Special Ed**  
**74% Poverty**

#### STATE

**52% male**  
**48% female**

**22% Hispanic**  
**1% American Indian**  
**8% Asian**  
**4% Black**  
**1% Pacific Islander**  
**57% White**  
**7% Multi-Racial**

**11% ELL**  
**14% Special Ed**  
**44% Poverty**