SPPS is committed to working with stakeholders throughout implementation of SPPS Achieves.

**Engagement Goal**: To provide stakeholders with objective and timely information to assist them in understanding the implementation of SPPS Achieves.

**Engagement Objectives**:
- Provide regular, understandable updates about the implementation of SPPS Achieves
- Consult with and involve stakeholders in planning and implementation as much as possible

**Public Promise**: We will keep you informed.

Engagement During the Planning Process

The strategic planning process began by looking at past surveys, community feedback, reports and student data. The information was used to develop an initial framework for a strategic plan. Over 700 community members provided valuable feedback on the plan, which led to several changes to the initial framework. Then, strategic initiatives were created under each focus area, which defined the work we must do to make a difference in student learning and achievement. Each initiative includes an action plan with stakeholder engagement throughout implementation.

Ongoing Engagement in SPPS Achieves

These are the ways stakeholders will be engaged in the implementation of the whole plan.

**Districtwide Parent Advisory Council (DPAC)**
DPAC will serve as a community council for SPPS Achieves and will receive an update on selected initiatives three (3) times per year.

**Board of Education Meeting**
The Board will receive quarterly updates and a full report on the implementation of SPPS Achieves at their October Board Meeting.

**SPPS Communications**
Frequent updates on the progress of SPPS Achieves will be included in SPPS communications such as the Happening Now newsletter and the Bridge newsletter for staff.

---

1 SPPS is adopting a framework for engaging stakeholders. The framework will identify engagement goals and objectives. It will also include a public promise to build trust and transparency. Adapted from IAP2 © 2014 (iap2.org).
Engagement in Year One Implementation

These are the ways stakeholders will be engaged in specific projects as the action teams are working on the initiatives. The action teams will be inviting stakeholders to participate. For more information, visit [spps.org стратегический план](spps.org/strategicplan) or call Family Engagement and Community Partnerships at 651-767-8347.

<table>
<thead>
<tr>
<th>Date</th>
<th>Stakeholder Group</th>
<th>Action Step and Key Questions</th>
<th>Strategies</th>
<th>Partners</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>February - April, 2019</td>
<td>SPPS Principals</td>
<td>Updates on all initiatives</td>
<td>Community Dialogue</td>
<td>Principals PD</td>
<td>Project Mgr Action Teams</td>
</tr>
<tr>
<td>February - June 2019</td>
<td>Foundations Task Force</td>
<td>Updating the foundations curriculum</td>
<td>Meetings, email updates, and collaborative documents</td>
<td>Middle School Leaders and Teachers</td>
<td>5b Action Team</td>
</tr>
<tr>
<td>March 2019</td>
<td>SPPS employees and partners</td>
<td>Does the career fields and pathways graphic align with the district and schools’ vision?</td>
<td>Dynamic Survey</td>
<td>Employer, Industry, and Higher Education Partners</td>
<td>7a Action Team</td>
</tr>
<tr>
<td>March 2019</td>
<td>District Wide Administrators</td>
<td>Define “organizational culture”</td>
<td>Dynamic Survey in Schoology Course</td>
<td>Division of Schools</td>
<td>2a Action Team</td>
</tr>
<tr>
<td>March 2019</td>
<td>Academics Staff</td>
<td>What considerations and supports need to be in place so all students can participate in career pathways?</td>
<td>Comment Wall using Padlet</td>
<td>District Departments</td>
<td>7a Action Team</td>
</tr>
<tr>
<td>March 2019</td>
<td>High School Counselors</td>
<td>Seek feedback on personalized learning plan (PLP) model and mode</td>
<td>Comment Wall using Padlet</td>
<td>OCCR</td>
<td>6a Action Team</td>
</tr>
<tr>
<td>April 2019</td>
<td>District Departments Principals SPFE Students</td>
<td>Seek feedback on draft description of “effective and culturally relevant instruction”</td>
<td>Meeting in a Box</td>
<td>Departments SPFE</td>
<td>3a Action Team</td>
</tr>
<tr>
<td>April - May 2019</td>
<td>Student Groups</td>
<td>Seek feedback on personalized learning plan (PLP) model and mode</td>
<td>Dynamic Survey - Students will engage in a simulated PLP and provide feedback</td>
<td>OCCR</td>
<td>6a Action Team</td>
</tr>
<tr>
<td>April 2019</td>
<td>PAC Members</td>
<td>Questions TBD by Action Teams</td>
<td>Idea Doc at All PACs</td>
<td>OFECP</td>
<td>Action Teams</td>
</tr>
<tr>
<td>Date</td>
<td>Stakeholder Group</td>
<td>Action Step and Key Questions</td>
<td>Strategies</td>
<td>Partners</td>
<td>Responsibility</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| April 2019 | Staff of Color (Bilingual and staff of color who are in the EA, TA, and SCSP bargaining groups) Operations Staff Senior Leadership Team | Seek feedback on draft 1 of positive organizational culture  
- Describe an experience where you have felt supported to thrive and deliver exceptional outcomes.  
- What are consistent triggers that interrupt your sense of feeling supported to thrive? | Community Dialogue | Bargaining Groups District Departments | 2a Action Team |
| April 2019 | District Department Leaders                                                      | Seek feedback on draft stakeholder engagement guide                                               | Community Dialogue                       | SLT                                             | 8a Action Team |
| May 2019  | Teachers Principals Students Senior Leaders Board Members SPFE Reps. District Departments | CASEL Readiness Assessment  
- What do you know about Social Emotional Learning (SEL)?  
- How will you support SEL?  
- How do you prioritize SEL?  
- What SEL programs and practices exist in your school? | Small group interviews, conducted by a team from the Collaborative for Academic, Social, and Emotional Learning (CASEL) School visits | CASEL School visits: Four Seasons Johnson Sr. Capitol Hill Middle School TBD | 1a Action Team |
| May 2019  | Families and community members                                                    | Questions TBD by Action Teams                                                                  | Mobile Outreach at Cinco de Mayo       | OFECP                                           | Action Teams  |
| May 2019  | DPAC Members and guests                                                           | Questions TBD by Action Teams                                                                  | Seminar + Meeting in a Box              | OFECP                                           | Action Teams  |
| May 2019  | All stakeholders who participated in sessions on draft 1                          | Seek feedback on draft 2 of positive organizational culture                                    | Email Subscription                     | OFECP                                           | 2a Action Team |
| May 2019  | Employees                                                                         | Seek feedback on draft 2 of positive organizational culture                                    | Web Forum                               | OFECP                                           | 2a Action Team |
Engagement Strategies

These are the ways that initiative action teams will be engaging with stakeholders as they do their work. These opportunities will be in person and online, and will happen throughout the school year according to each team’s plan. Action teams will document their engagement work, including notes on how the input influenced the implementation of the action plan.

Online

- **Dynamic Survey** - Survey that includes learning opportunities and questions for stakeholders to answer. For example, a dynamic survey that seeks feedback on a draft would share the draft document, include a video, audio, or written explanation, and then ask for feedback.
- **Email Subscription** - Targeted email list. For example, at a community dialogue meeting, the action team may collect email addresses so that they can communicate updates directly with stakeholders.
- **Idea Doc** - Process used for stakeholders to submit online new ideas for projects or improvements, which are then reviewed and selected for implementation by an action team or district department.
- **Tweet with a Team** - Twitter chat led by action team members, scheduled in advance for a specific time, and including planned questions.
- **Web Forum** - Interactive, monitored web page inviting posts from stakeholders.

In Person

- **All PACs Meeting** - Parent Advisory Councils (PACs) collaborative event for members of the PACs.
- **Comment Wall** - Invitation for stakeholders to submit responses, which are then posted for the public to view. This can include using technology, such as Padlet, to gather feedback in many venues, organize it, and post in one place.
- **Community Dialogue** - A meeting for stakeholders, which is facilitated by a staff member. The staff member includes interactive opportunities and has a clear agenda and goal for the meeting time.
- **Meeting in a Box** - Materials including discussion guide to be used at meetings. For example, an action team will develop a draft document, provide background information, and ask each member to present at one meeting.
- **Mobile Outreach** - Games and outreach to be used at community events to invite conversation about a specific topic.
- **Seminar** - Interactive learning opportunity that provides information about a topic.

The SPPS Family Engagement and Community Partnerships selected strategies that are:

- Consistent with SPPS Achieves objectives and engagement goals
- Able to be used by multiple teams at the same time, in multiple languages
- A responsible use of resources