

# "Closing the Gap"

**Equity and  
Achievement  
Goals for  
Federal Way  
Public Schools  
Students**



**Federal Way  
Public Schools**  
Every Student, a Reader

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## Executive Summary

In May 2001, Federal Way Public Schools Superintendent Thomas Murphy presented “Closing the Gap – Improving Equity and Achievement for Underachieving Students in Federal Way Schools” to the school board.

In his presentation, Superintendent Murphy shared data that indicated that steady progress had been made in improving the academic performance of district students. However, further analysis of data to determine how students’ needs had not been met revealed alarming disparities in how Hispanic/Latino, Native American and African American students were achieving in comparison to other groups within the district.

Wide disparities in academic performance as measured by the Washington Assessment of Student Learning (WASL) were noted. Also, there was a disproportionate under enrollment of Hispanic/Latino, Native American and African American students in gifted and talented programs, honors classes and in advanced placement classes.

Conversely, representation by these same ethnic groups in special needs programs and in disciplinary actions such as expulsions and suspensions were significantly higher than their percentage of the student population.

Superintendent Murphy proposed that the Office of Equity and Achievement be created to address these concerns. Lake Dolloff Elementary Principal Alma Dansby, a 22-year veteran of the Federal Way Public Schools, was appointed as director of this office.

One of the early actions of the Office of Equity and Achievement was formation of a task force composed of district staff, students, parents and community members. The charter of the task force was not to solve complex social, racial or ethnic inequities that have existed in U.S. society for hundreds of years, but rather to examine the data in hand as it relates to Federal Way students and schools, and to present considerations to the superintendent and school board for appropriate and meaningful actions. To that extent, the following questions were developed to guide that

work with students, staff, parents/guardians and community members.

- *How do current **disciplinary practices** affect student achievement for students of color?*
- *What roles do **communication and cultural issues** play in affecting the academic performance of students of color?*
- *How do the present **pathways of access** contribute to low student achievement for students of color? What is the role of parents/community/district staff?*
- *How do our **current curriculum and the ways in which teachers instruct students** impact equal access to learning and the academic achievement of students of color?*

The 26-member task force worked as both a full group and in sub-teams throughout the summer and early fall. The task force reviewed Federal Way Public Schools data and read reports such as: The Real Facts of Life for Children of Color in Washington State; Mandating and Equitable and Culturally Competent Education for all Children in Washington State; and Achievement in America 2000. They also heard from experts: Geneva Gay, Ph.D., a University of Washington professor and renowned author/lecturer on multi-cultural learning; Richard Gomez, Ph.D., Director of Bilingual and Migrant Education; and Shirl Gilbert, Ph.D., former school superintendent and educational consultant. Finally, the task force also received input from an estimated 145 people representing students, staff, parents and community members.

Based on the findings of the task force, a report was presented to Superintendent Murphy who then shared the results with the school board in November 2001. Considerations were generated in the following areas:

1. Comprehensive Staff Development
2. Safe and Effective Learning Environments
3. Curriculum and Instruction

- 4. Customer Service
- 5. Resources
- 6. Community Involvement

As a result of this work, Superintendent Murphy formed a Gap Advisory Council to review the recommendations of the task force and to develop short-term and long-term goals for closing the achievement gap. The Advisory Council members were:

- George Ilgenfritz, Principal  
Thomas Jefferson High School
- Rosie McGrady, Educational Assistant &  
Community Representative
- Alma Dansby, Director  
Office of Equity & Achievement
- Alo Lautogia, Community Representative
- Thomas Murphy, Superintendent
- Jerry Millett, Principal — Decatur High School
- John Welch, Parent
- Josie Stocks, Parent
- Maxine Alexis, Puget Sound ESD
- Lynn Hancock, Teacher Mentor
- Diane Turner, Director of Community Relations

Goals also were developed based on the coordination of work with other district offices such as Curriculum, Instruction and Assessment and Student Support Services. All advisory council members read the book No Excuses, Lessons from 21 High-Performing, High-Poverty Schools, edited by Samuel Casey Carter, as a background for their work.

To further assist in goals development, Equity and Achievement Director Dansby shared research from her six-month evaluation of district elementary LAP [Learning Assistance Program] and Title I programs, work with community groups, as well as the following resources:

*Achievement for All—Washington State School Directors Association Task Force on Bridging the Achievement Gap*

*Puget Sound ESD Multicultural Task Force—A Continuum of Strategies*

*Teaching with a Multicultural Perspective, A Practical Guide [Davidman & Davidman]*

*Culturally Responsive Teaching, Theory, Research, and Practice [Gay]*

*School, Family, and Community [Dietz ]*

*Closing the Achievement Gap Through Shared Leadership [Washington Association of School Administrators]*

*Harvard Educational Review [Special Issue: Immigration and Education, Vol. 71, No. 3 2011]*

The following pages contain the goals as developed by the advisory council. The goals were developed within the framework of the six (areas 4 and 6 have been collapsed into one area) areas of consideration from the task force report. Additionally, goals were developed based on the district’s strategic plan areas of Student Achievement, Student Support, Home and Community Partnership, Staff Excellence, and Fiscal Responsibility. [See Matrix on page 38.]

# **Closing the Achievement Gap**

## **Short Term Goals**

### **2002–2003 School Year Goals**

#### **1. COMPREHENSIVE STAFF DEVELOPMENT**

- 1A. The Culture of Poverty Goals
- 1B. Cultural Education Goals
- 1C. English As A Second Language Goals (ESL)
- 1D. Enhancing Quality Teaching Goals
- 1E. New Teachers Goals

#### **2. IMPROVED DISCIPLINE APPROACHES**

- 2A. School Compacts (Agreements) Goals
- 2B. Observations Goals

#### **3. CURRICULUM AND INSTRUCTION**

- 3A. Extended Learning Opportunities Goals (ELO)
- 3B. Administrative Instructional Leadership Goals
- 3C. Culturally Competent Staff Goals
- 3D. Research Proven Programs/Structured Learning Environments Goals
- 3E. Academic Calendars Goals
- 3F. Accelerated Placement Programs Goals
- 3G. Reading and Math Interventions Goals
- 3H. Student Promotion Goals

#### **4. RESOURCES**

- 4A. Allocation of Resources Goals
- 4B. Grant Funding Goals

#### **5. COMMUNITY INVOLVEMENT/CUSTOMER SERVICE**

- 5A. Community Coalitions Goals
- 5B. Family Support Goals
- 5C. Outreach to Under Represented Populations Goals

# **Closing the Achievement Gap**

## **Long Term Goals**

### **2003-2006 School Year Goals**

#### **1. COMPREHENSIVE STAFF DEVELOPMENT**

- 1A. The Culture of Poverty Goals
- 1B. Cultural Education Goals
- 1C. English As A Second Language Goals (ESL)
- 1D. Enhancing Quality Teaching Goals

#### **2. IMPROVED DISCIPLINE APPROACHES**

- 2A. School Compacts Goals
- 2B. Observations Goals

#### **3. CURRICULUM AND INSTRUCTION**

- 3A. Extended Learning Opportunities Goals (ELO)
- 3B. Administrative Instructional Leadership Goals
- 3C. Culturally Competent Staff Goals
- 3D. Research Proven Programs/Structured Learning Environments Goals
- 3E. Academic Calendars Goals
- 3F. Accelerated Placement Programs Goals
- 3G. Reading Academies Goals
- 3H. Student Promotion Goals

#### **4. RESOURCES**

- 4A. Allocation of Resources Goals
- 4B. Grant Funding Goals

#### **5. COMMUNITY INVOLVEMENT/CUSTOMER SERVICE**

- 5A. Community Coalitions Goals
- 5B. Family Support Goals
- 5C. Outreach To Under Represented Populations Goals

# Comprehensive Staff Development

## 1A. The Culture of Poverty

**A**n indicator of poverty level that has been used at the national, state, and local levels is the free and reduced lunch count [F/R count]. Over the past ten years, the F/R count in Federal Way Public Schools has grown a total of 18%, representing an approximate growth from 4,000 to 7,000 students who live in poverty. *[During the 2004-2005 school year the district rate exceeded 40% overall]*. Actually this is an under-represented figure, as secondary students often do not claim their eligibility for F/R lunch due to the negative social stigma attached with being identified as poor.

At the national level, F/R lunch count is used to determine the allocation of federal funds to state education agencies [Office of Superintendent of Public Instruction – OSPI] and local education agencies [school districts]. Within Federal Way Public Schools, we have moved in the last six years from one school to seven schools that are eligible for school-wide Title I funds due the increased level of poverty as represented by their F/R lunch counts.

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**I**n May 2001, Federal Way Public Schools Superintendent Thomas Murphy presented “Closing the Gap – Improving Equity and Achievement for Underachieving Students in Federal Way Schools” to the school board.

# Comprehensive Staff Development

## 1A. Goals: The Culture of Poverty

| Goals   | Action   | Responsible For Task/s  | Action Initiated  | Action Update  |
|---|--|---|---|--|
| <p><b>SHORT TERM:</b></p> <p>Increase the academic performance [as measured by district/state/national assessment] of students who live in poverty by 10% per year.</p> | <p>Select district staff will attend Ruby Payne Trainer of Trainers staff development – Summer 2002. Training provided for certificated and classified staff.</p> <p>Certificated staff will receive training in effective strategies for working with students of poverty.</p> <p>Cache to re-certify and certify staff for continuous trainings.</p> | <p>Curriculum &amp; Instruction</p> <p>Office of Equity &amp; Achievement staff</p> <p>District staff as designated</p> | <p>June 2002</p> <p>2004-2005</p> <p>2002-2004<br/>On-going</p> | <p>Several district staff attended Ruby Payne, Trainer of Trainers</p> <p>Continual training offered in the district.</p> <p>Academic performance—see data</p>           |
| <p><b>LONG TERM:</b></p> <p>All students, including those who live in poverty, will meet district/state/national standards.</p>   | <p>Designated district staff continue to provide training for classified and certificated employees.</p>   | <p>Office of Equity &amp; Achievement</p> <p>Curriculum, Instruction &amp; Assessment Office</p>                        | <p>August 2002</p> <p>2004-2005<br/>On-going</p>                | <p>Hundreds of staff, district-wide, have received training on <u>A Framework for Understanding Poverty</u>. Workshops continue to be offered and open to all staff.</p> |

1A The Culture of Poverty Goals: Disadvantaged students (as determined by FRL data) will increase their academic performance on the WASL.

## 1A. Goals: The Culture of Poverty

| Reading - Grade 4            | 2001 | 2002  | 2003   | 2004   | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|------------------------------|------|-------|--------|--------|------|------|------|------|------|------|------|------|------|------|
| Number                       |      | 614   | 458*** | 647*** |      |      |      |      |      |      |      |      |      |      |
| Reading Passing (including   |      | 65.6  | 69.8   | 78.0   |      |      |      |      |      |      |      |      |      |      |
| State Uniform Bar Reading    |      | 52.2  | 52.2   | 52.2   | 64.2 | 64.2 | 64.2 | 76.1 | 76.1 | 76.1 | 88.1 | 88.1 | 88.1 | 100  |
| Difference From Uniform Bar  |      | 13.4  | 17.6   | 25.8   |      |      |      |      |      |      |      |      |      |      |
| Goal Met                     |      | yes** | yes    | yes    |      |      |      |      |      |      |      |      |      |      |
| Math - Grade 4               | 2001 | 2002  | 2003   | 2004   | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Number                       |      | 614   | 458*** | 644*** |      |      |      |      |      |      |      |      |      |      |
| Math Passing (including SEP) |      | 50.4  | 56     | 53.8   |      |      |      |      |      |      |      |      |      |      |
| State Uniform Bar Math (see  |      | 29.7  | 29.7   | 29.7   | 47.3 | 47.3 | 47.3 | 64.9 | 64.9 | 64.9 | 82.4 | 82.4 | 82.4 | 100  |
| Difference From Uniform Bar  |      | 20.7  | 26.3   | 24.1   |      |      |      |      |      |      |      |      |      |      |
| Goal Met                     |      | yes** | yes    | yes    |      |      |      |      |      |      |      |      |      |      |
| Reading - Grade 7            | 2001 | 2002  | 2003   | 2004   | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Number                       |      | 508   | 639    | 663*** |      |      |      |      |      |      |      |      |      |      |
| Reading Passing (including   |      | 34.8  | 36.0   | 57.2   |      |      |      |      |      |      |      |      |      |      |
| State Uniform Bar Reading    |      | 30.1  | 30.1   | 30.1   | 47.6 | 47.6 | 47.6 | 65.4 | 65.4 | 65.4 | 82.5 | 82.5 | 82.5 | 100  |
| Difference From Uniform Bar  |      | 4.7   | 5.9    | 27.1   |      |      |      |      |      |      |      |      |      |      |
| Goal Met                     |      | yes*  | yes*   | yes    |      |      |      |      |      |      |      |      |      |      |
| Math - Grade 7               | 2001 | 2002  | 2003   | 2004   | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Number                       |      | 508   | 639    | 661*** |      |      |      |      |      |      |      |      |      |      |
| Math Passing (including SEP) |      | 21.7  | 25.2   | 34.4   |      |      |      |      |      |      |      |      |      |      |
| State Uniform Bar Math (see  |      | 17.3  | 17.3   | 17.3   | 38.0 | 38.0 | 38.0 | 58.7 | 58.7 | 58.7 | 79.3 | 79.3 | 79.3 | 100  |
| Difference From Uniform Bar  |      | 4.4   | 7.9    | 17.1   |      |      |      |      |      |      |      |      |      |      |
| Goal Met                     |      | yes*  | yes*   | yes    |      |      |      |      |      |      |      |      |      |      |
| Reading - Grade 10           | 2001 | 2002  | 2003   | 2004   | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Number                       |      | 408   | 426    | 414*** |      |      |      |      |      |      |      |      |      |      |
| Reading Passing (including   |      | 49.2  | 49.4   | 59.3   |      |      |      |      |      |      |      |      |      |      |
| State Uniform Bar Reading    |      | 48.6  | 48.6   | 48.6   | 61.5 | 61.5 | 61.5 | 74.3 | 74.3 | 74.3 | 87.2 | 87.2 | 87.2 | 100  |
| Difference From Uniform Bar  |      | 0.6   | 0.8    | 10.7   |      |      |      |      |      |      |      |      |      |      |
| Goal Met                     |      | yes*  | yes*   | yes    |      |      |      |      |      |      |      |      |      |      |
| Math - Grade 10              | 2001 | 2002  | 2003   | 2004   | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Number                       |      | 408   | 426    | 414*** |      |      |      |      |      |      |      |      |      |      |
| Math Passing (including SEP) |      | 23.4  | 28.1   | 30.1   |      |      |      |      |      |      |      |      |      |      |
| State Uniform Bar Math (see  |      | 24.8  | 24.8   | 24.8   | 43.6 | 43.6 | 43.6 | 62.4 | 62.4 | 62.4 | 81.2 | 81.2 | 81.2 | 100  |
| Difference From Uniform Bar  |      | -1.4  | 3.3    | 5.3    |      |      |      |      |      |      |      |      |      |      |
| Goal Met                     |      | no*   | yes*   | yes    |      |      |      |      |      |      |      |      |      |      |

Note: Change in the State Uniform Bars

Previous: State uniform bars were straight lines from their 2002 starting points through 2014 in equal increments.

New: State uniform bars will increase in equal stairstep increments at 3-year intervals from their 2002 starting points through

\* calculated with individual FRL counts

\*\* calculated from Title I counts rounded by schools

\*\*\* Number of Continuously Enrolled (CE) Students

# Comprehensive Staff Development

## 1B. Cultural Education

Our veteran and a majority of new teaching staff have graduated from teacher education programs that did not prepare them for the various types of diversity that are fast becoming a pervasive part of America's classrooms. According to Leonard Davidman and Patricia Davidman, in *Teaching With a Multicultural Perspective*, "Today, as we begin the twenty-first century, classroom teachers routinely face increased diversity in students' ethnicity, linguistic and cultural backgrounds, family structures, socioeconomic status, learning styles, and degree of learning handicap."

Davidman and Davidman further assert in the same work that we must address challenges that face teachers in our democratic society, filled as it is with new social and technological opportunities and dilemmas:

- 1) "in a manner that encourages open-minded inquiry, we must stimulate in teachers a more positive attitude toward diversity,
- 2) we must motivate teachers to review their beliefs about multiculturalism in general and their own ethno cultural identity in particular,
- 3) we must help teachers identify information and tools they can use to transform the complex elements of diversity into an illuminating classroom and community database,
- 4) we must ignite in our teachers a desire to study their students in the students' full cultural context, to see them clearly as individuals whose school behavior is influenced in different ways by the family, community, and ethno-cultural groups of which they are part. Our teachers will need to understand that to treat their students respectfully as individuals, they must learn about the relevant social groups in their students' lives, in both the community and the classroom."

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*"Today, as we begin the twenty-first century, classroom teachers routinely face increased diversity in students' ethnicity, linguistic and cultural backgrounds, family structures, socioeconomic status, learning styles, and degree of learning handicap."*  
*Leonard Davidman and Patricia Davidman, in Teaching With a Multicultural Perspective,*

The demographics of Federal Way Public Schools indicates an increasing level of diversity. There are approximately 76 different languages spoken by students and/or their families. As of September 2001, 1,893 students were registered as ESL (English as a Second Language) students. These students represent cultural/ethnic groups from countries such as The Ukraine, Marshall Islands, Mexico, Belarus, Korea, Russia, Honduras, Moldova, the Philippines, Vietnam, Kazakhstan, Peru, Tonga, Kenya, Italy, Guatemala, El Salvador, Iraq, Saudi Arabia, India, Syria, Bahrain, Samoa, Estonia, and Canada – to name a few.

# Comprehensive Staff Development

## 1B. Goals: Cultural Education

| Goal   | Action  | Responsible For Task/s   | Action Initiated                      | Action Update  |
|--|---|--|---------------------------------------|--|
| <p><b>SHORT TERM:</b><br/>All staff will understand their cultural background and how their background impacts their instructional practices and interactions with students.</p> | <p>Provide staff development opportunities for teachers to review their beliefs about multiculturalism in general and their own ethno-cultural identity in particular.</p> <p>This training will be incorporated into district and/or site staff development:</p> <ul style="list-style-type: none"> <li>◆ Literacy Days</li> <li>◆ Waiver Days</li> <li>◆ Staff Meetings</li> <li>◆ Core Team/Site Gap Team Meetings</li> </ul> <p>Cultural Proficiency Training</p>   | <p>The Office of Equity &amp; Achievement in conjunction with Northwest Regional Educational Laboratory, REACH and other organizations.</p> <p>Administrators</p> <p>Selected district staff</p> | <p>Aug. 2002-2003</p> <p>Mar 2005</p> | <p>Multi-culturalism incorporated into staff retreats, Literacy and Waiver days.</p> <p>Preparation for administrative professional development</p>  |
| <p><b>LONG TERM:</b><br/>Same as above.</p>  | <p>Provide staff development opportunities for teachers to review their beliefs about multiculturalism in general and their own ethno-cultural identity in particular.</p> <p>See above, plus initiate training which equips staff to effectively instruct in classrooms where diversity includes:</p> <ul style="list-style-type: none"> <li>◆ ethnicity</li> <li>◆ linguistics</li> <li>◆ cultures</li> <li>◆ family structures</li> <li>◆ socio-economic status</li> <li>◆ learning styles</li> <li>◆ degrees of learning disabilities.</li> </ul> | <p>Office of Equity &amp; Achievement</p> <p>Curriculum, Instruction &amp; Assessment<br/>Director of Special Projects<br/>Equity &amp; Achievement Staff</p> <p>ELL Department</p>              | <p>2005</p> <p>2003-2006</p>          | <p>Workshops on “Cultural Competence at Work” available to all district staff.</p> <p>All secondary math and science teachers will be trained in <u>S</u>pecifically <u>A</u>cademic <u>I</u>nstruction for <u>E</u>LL students.</p> |

# Comprehensive Staff Development

## 1C. Goals: English as a Second Language

| Goal   | Action   | Responsible For Task/s   | Action Initiated  | Action Update  |
|--|--|--|---|--|
| <p><b>SHORT TERM:</b></p> <p>English Language Learners (ELL) students will increase their academic performance making the incremental yearly gains as indicated on the State Uniform Bar goals according to their performance on the WASL and Annual Measurable Achievement Objectives (AMAOs) for English language proficiency.</p> | <p>All staff will receive training in effective instructional strategies to support ELL students in mainstream core curriculum classes.</p> <p>Staff will have an understanding of the language proficiency levels of ELL students in oral language and reading and writing skills.</p>  | <p>English as a Second Language Dept.</p> <p>Office of Equity &amp; Achievement</p>                  | <p>Continuous Training for Staff</p> <p>August – June 2004-2005</p> | <p>170 FWPS staff trained in <i>Integrated Language Approach for ELL</i> by Dr. George Gonzalez. 120 secondary math/science teachers trained in Specially Designed Academic Instruction.</p> <p>Elementary staff teams to attend <i>Best Bet Alliance</i> Training annually.</p> |
| <p><b>LONG TERM:</b></p> <p>100% of Limited English Proficient students will be proficient in reading &amp; math by 2013-2014.</p>   | <p>Federal Way School District will build the capacity to work with ELL students &amp; their families in all aspects of learning opportunities.</p> <p>Provide opportunities:</p> <ul style="list-style-type: none"> <li>■ Latino Night School</li> <li>■ Conversational Classes</li> <li>■ Skills Classes</li> <li>■ GED</li> <li>■ Early Childhood Literacy Program</li> <li>■ Homework Club</li> <li>■ Portable Assisted Study Sequence (PASS) Program</li> </ul> | <p>Same as above.</p> <p>ESL staff</p> <p>Highline Community College Staff</p> <p>District Staff</p> | <p>Fall 2004</p>  | <p>80% of ELL students participated in SLC's</p> <p>Implementation of Latino Night School 250 participants</p> <p>35 : 3-5 year olds in Early Childhood Literacy</p> <p>15: 7-12 year olds in Homework Club</p> <p>40: PASS Program with tutors</p>                              |

1C English As a Second Language Goals

LEP (Limited English Proficient) students will increase their academic performance making the incremental yearly gains as indicated on the State Uniform Bar goals according to their performance on the WASL.

1C. Goals: English as a Second Language

| Reading - Grade 4               | 2001 | 2002 | 2003  | 2004      | 2004* | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---------------------------------|------|------|-------|-----------|-------|------|------|------|------|------|------|------|------|------|------|
| Number                          |      | 124  | 106   | 130       | 174   |      |      |      |      |      |      |      |      |      |      |
| Reading Passing (including SEP) |      | 44.8 | 38.5  | N<Re<br>q | 60.2  |      |      |      |      |      |      |      |      |      |      |
| State Uniform Bar Reading       |      | 52.2 | 52.2  | 52.2      | 52.2  | 64.2 | 64.2 | 64.2 | 76.1 | 76.1 | 76.1 | 88.1 | 88.1 | 88.1 | 100  |
| Difference From Uniform Bar     |      | -7.4 | -13.7 |           | 8.0   |      |      |      |      |      |      |      |      |      |      |
| Goal Met                        |      | no   | no    |           | yes   |      |      |      |      |      |      |      |      |      |      |

  

| Math - Grade 4               | 2001 | 2002 | 2003 | 2004      | 2004* | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|------------------------------|------|------|------|-----------|-------|------|------|------|------|------|------|------|------|------|------|
| Number                       |      | 124  | 107  | 129       | 174   |      |      |      |      |      |      |      |      |      |      |
| Math Passing (including SEP) |      | 39   | 34.2 | N<Re<br>q | 44.1  |      |      |      |      |      |      |      |      |      |      |
| State Uniform Bar Math       |      | 29.7 | 29.7 | 29.7      | 29.7  | 47.3 | 47.3 | 47.3 | 64.9 | 64.9 | 64.9 | 82.4 | 82.4 | 82.4 | 100  |
| Difference From Uniform Bar  |      | 9.3  | 4.5  |           | 14.4  |      |      |      |      |      |      |      |      |      |      |
| Goal Met                     |      | yes  | no   |           | yes   |      |      |      |      |      |      |      |      |      |      |

  

| Reading - Grade 7               | 2001 | 2002 | 2003  | 2004      | 2004* | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---------------------------------|------|------|-------|-----------|-------|------|------|------|------|------|------|------|------|------|------|
| Number                          |      | 67   | 59    | 67        | 112   |      |      |      |      |      |      |      |      |      |      |
| Reading Passing (including SEP) |      | 26.9 | 18.8  | N<Re<br>q | 32.9  |      |      |      |      |      |      |      |      |      |      |
| State Uniform Bar Reading       |      | 30.1 | 30.1  | 30.1      | 43.2  | 47.6 | 47.6 | 47.6 | 65.4 | 65.4 | 65.4 | 82.5 | 82.5 | 82.5 | 100  |
| Difference From Uniform Bar     |      | -3.2 | -11.3 |           | -10.3 |      |      |      |      |      |      |      |      |      |      |
| Goal Met                        |      | no   | no    |           | yes   |      |      |      |      |      |      |      |      |      |      |

  

| Math - Grade 7               | 2001 | 2002 | 2003 | 2004      | 2004* | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|------------------------------|------|------|------|-----------|-------|------|------|------|------|------|------|------|------|------|------|
| Number                       |      | 67   | 59   | 67        | 112   |      |      |      |      |      |      |      |      |      |      |
| Math Passing (including SEP) |      | 28   | 23   | N<Re<br>q | 31.6  |      |      |      |      |      |      |      |      |      |      |
| State Uniform Bar Math       |      | 17.3 | 17.3 | 17.3      | 17.3  | 38.0 | 38.0 | 38.0 | 58.7 | 58.7 | 58.7 | 79.3 | 79.3 | 79.3 | 100  |
| Difference From Uniform Bar  |      | 10.7 | 5.7  |           | 14.3  |      |      |      |      |      |      |      |      |      |      |
| Goal Met                     |      | yes  | no   |           | yes   |      |      |      |      |      |      |      |      |      |      |

  

| Reading - Grade 10              | 2001 | 2002  | 2003  | 2004      | 2004* | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---------------------------------|------|-------|-------|-----------|-------|------|------|------|------|------|------|------|------|------|------|
| Number                          |      | 102   | 56    | 86        | 114   |      |      |      |      |      |      |      |      |      |      |
| Reading Passing (including SEP) |      | 21.6  | 17.5  | N<Re<br>q | 26.9  |      |      |      |      |      |      |      |      |      |      |
| State Uniform Bar Reading       |      | 48.6  | 48.6  | 48.6      | 48.6  | 61.5 | 61.5 | 61.5 | 74.3 | 74.3 | 74.3 | 87.2 | 87.2 | 87.2 | 100  |
| Difference From Uniform Bar     |      | -27.0 | -31.1 |           | -21.7 |      |      |      |      |      |      |      |      |      |      |
| Goal Met                        |      | no    | no    |           | no    |      |      |      |      |      |      |      |      |      |      |

  

| Math - Grade 10              | 2001 | 2002 | 2003 | 2004      | 2004* | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|------------------------------|------|------|------|-----------|-------|------|------|------|------|------|------|------|------|------|------|
| Number                       |      | 102  | 57   | 85        | 114   |      |      |      |      |      |      |      |      |      |      |
| Math Passing (including SEP) |      | 23   | 30   | N<Re<br>q | 28.0  |      |      |      |      |      |      |      |      |      |      |
| State Uniform Bar Math       |      | 24.8 | 24.8 | 24.8      | 24.8  | 43.6 | 43.6 | 43.6 | 62.4 | 62.4 | 62.4 | 81.2 | 81.2 | 81.2 | 100  |
| Difference From Uniform Bar  |      | -1.8 | 5.2  |           | 3.2   |      |      |      |      |      |      |      |      |      |      |
| Goal Met                     |      | no   | no   |           | yes   |      |      |      |      |      |      |      |      |      |      |

\*calculated from QUERY

# Comprehensive Staff Development

## 1D. Goals: Enhancing Quality Teaching

| Goal  | Action   | Responsible For Task/s                        | Action Initiated   | Action Update  |
|---|--|---|--|--|
| <p><b>SHORT TERM:</b></p> <p>Through enhanced instructional competencies of all teachers, decrease yearly by 10% the number of students in the lowest quartile as measured by Iowa Test of Basic Skills [ITBS], Iowa Test of Educational Development [ITED] and Washington Assessment of Student Learning [WASL].</p> | <ol style="list-style-type: none"> <li>1. Every high school will identify a staff member who will work with staff to improve their craft, design staff development and advocate for at risk students.</li> <li>2. The six middle schools will identify three staff members to perform the same tasks as above.</li> <li>3. Six (6) staff members will be identified by the 23 elementary schools to perform those same tasks.</li> <li>4. School staff will utilize all available district resources to become adept at differentiating instruction for all students - at every level and in every discipline.</li> <li>5. Using years 1, 2, 3 Literacy Training and district staff assigned to support buildings, each site will continue to refine practices and to develop plans of actions.</li> </ol> | <p>District staff<br/>Site Administrators</p> | <p>Fall 2002<br/>2003<br/>2004</p> <p>Fall 2004</p> <p>Fall 2003 -<br/>Fall 2004</p> <p>Fall 2002<br/>Ongoing.</p> <p>Fall 2002 -<br/>Ongoing</p> <p>2004-2005</p> | <p>*CAP's hired at every high school to work closely with staff.</p> <p>Middle schools have **AIMS.</p> <p>One or more ***RAF at each elementary.</p> <p>Schools supported by Intervention Specialists.</p> <p>Final year for ITBS &amp; ITED</p> <p>See detailed data</p> |
| <p><b>LONG TERM:</b></p> <p>Same as above.</p>  |  |   |  |  |

\*Curriculum Assistant Principal  
 \*\*Academic Intervention Middle School Specialist  
 \*\*\*Reading Assessment Facilitator

1D Enhancing Quality Teaching Goals:

Through enhanced instructional competencies of all teachers, decrease yearly by 10% (from the 2001 baseline) the percent of students in Level 1 on the Washington Assessment of Student Learning [WASL].

## 1D. Goals: Enhancing Quality Teaching

| Reading - Grade 4                | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Reading Number Level 1           | 69   | 73   | 96   | 42   |      |      |      |      |      |      |      |      |      |      |
| Reading Percent Level 1          | 4.1  | 4.1  | 5.6  | 2.6  |      |      |      |      |      |      |      |      |      |      |
| Goal (Decrease by 10%) from 2001 |      | 3.7  | 3.3  | 3.0  | 2.7  | 2.4  | 2.2  | 2.0  | 1.8  | 1.6  | 1.4  | 1.3  | 1.2  | 1.0  |
| Difference From Goal             |      | -0.4 | -2.3 | 0.4  |      |      |      |      |      |      |      |      |      |      |
| Goal Met                         |      | no   | no   | yes  |      |      |      |      |      |      |      |      |      |      |

  

| Math - Grade 4                   | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Math Number Level 1              | 442  | 312  | 276  | 208  |      |      |      |      |      |      |      |      |      |      |
| Math Percent Level 1             | 25.9 | 17.3 | 16.1 | 12.7 |      |      |      |      |      |      |      |      |      |      |
| Goal (Decrease by 10%) from 2001 |      | 23.3 | 21.0 | 18.9 | 17.0 | 15.3 | 13.8 | 12.4 | 11.1 | 10.0 | 9.0  | 8.1  | 7.3  | 6.6  |
| Difference From Goal             |      | 6.0  | 4.9  | 6.2  |      |      |      |      |      |      |      |      |      |      |
| Goal Met                         |      | yes  | yes  | yes  |      |      |      |      |      |      |      |      |      |      |

  

| Reading - Grade 7                | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Reading Number Level 1           | 275  | 186  | 218  | 98   |      |      |      |      |      |      |      |      |      |      |
| Reading Percent Level 1          | 15.9 | 10.7 | 12.2 | 5.5  |      |      |      |      |      |      |      |      |      |      |
| Goal (Decrease by 10%) from 2001 |      | 14.3 | 12.9 | 11.6 | 10.4 | 9.4  | 8.4  | 7.6  | 6.8  | 6.2  | 5.5  | 5.0  | 4.5  | 4.0  |
| Difference From Goal             |      | 3.6  | 0.7  | 6.1  |      |      |      |      |      |      |      |      |      |      |
| Goal Met                         |      | yes  | yes  | yes  |      |      |      |      |      |      |      |      |      |      |

  

| Math - Grade 7                   | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Math Number Level 1              | 923  | 821  | 728  | 532  |      |      |      |      |      |      |      |      |      |      |
| Math Percent Level 1             | 53.2 | 47.1 | 40.5 | 29.7 |      |      |      |      |      |      |      |      |      |      |
| Goal (Decrease by 10%) from 2001 |      | 47.9 | 43.1 | 38.8 | 34.9 | 31.4 | 28.3 | 25.4 | 22.9 | 20.6 | 18.5 | 16.7 | 15.0 | 13.5 |
| Difference From Goal             |      | 0.8  | 2.6  | 9.1  |      |      |      |      |      |      |      |      |      |      |
| Goal Met                         |      | yes  | yes  | yes  |      |      |      |      |      |      |      |      |      |      |

  

| Reading - Grade 10               | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Reading Number Level 1           | 165  | 176  | 196  | 215  |      |      |      |      |      |      |      |      |      |      |
| Reading Percent Level 1          | 10.6 | 10.8 | 12.8 | 13.1 |      |      |      |      |      |      |      |      |      |      |
| Goal (Decrease by 10%) from 2001 |      | 9.5  | 8.6  | 7.7  | 7.0  | 6.3  | 5.6  | 5.1  | 4.6  | 4.1  | 3.7  | 3.3  | 3.0  | 2.7  |
| Difference From Goal             |      | -1.3 | -4.2 | -5.4 |      |      |      |      |      |      |      |      |      |      |
| Goal Met                         |      | no   | no   | no   |      |      |      |      |      |      |      |      |      |      |

  

| Math - Grade 10                  | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Math Number Level 1              | 514  | 576  | 469  | 555  |      |      |      |      |      |      |      |      |      |      |
| Math Percent Level 1             | 32.9 | 35.1 | 30.5 | 33.8 |      |      |      |      |      |      |      |      |      |      |
| Goal (Decrease by 10%) from 2001 |      | 29.6 | 26.6 | 24.0 | 21.6 | 19.4 | 17.5 | 15.7 | 14.2 | 12.7 | 11.5 | 10.3 | 9.3  | 8.4  |
| Difference From Goal             |      | -5.5 | -3.9 | -9.8 |      |      |      |      |      |      |      |      |      |      |
| Goal Met                         |      | no   | no   | no   |      |      |      |      |      |      |      |      |      |      |



## Improved Discipline Approaches

The fifth common trait of high performing, high poverty schools is:

**“Achievement is the key to discipline -- ...**  
*When self-discipline and order come from within, every extra person is part of the solution. When a school clearly teaches by example that self-control, self-reliance, and self-esteem anchored in achievement are the means to success, that school’s own success inspires confidence, order and discipline in its students.”* [Samuel Casey Carter, Editor - No Excuses, Lessons From 21 High-Performing, High Poverty Schools]

*“The easiest way to maintain order in a school is to teach to everyone’s appropriate instructional level. But you just can’t do that without a data-driven approach to school management. You have to expect a lot and test a lot to get a lot.”* [Thaddeus Lott, former principal, Wesley Elementary, Houston, TX - No Excuses, Lessons from 21 High-Performing, High Poverty Schools]

*“...discipline emerges from a clearly defined school culture focused on academics.”* [Gregory Hodge, Principal - Frederick Douglas Academy, No Excuses, Lessons from 21 High Performing, High Poverty Schools]

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*“...discipline emerges from a clearly defined school culture focused on academics.”* [Gregory Hodge, Principal – Frederick Douglas Academy,

[No Excuses, Lessons from 21 High Performing, High Poverty Schools]

## Improved Discipline Approaches

### 2A. Goals: School Compacts (Agreements)

| Goal  | Action  | Responsible For Task/s   | Action Initiated  | Action Update   |
|---|---|--|---|---|
| <p><b>SHORT TERM:</b></p> <p>Instances of discipline for all children will decrease by 10% per year through the use of written compacts signed by parents, students and school staff.</p>                                 | <p>Compacts will:</p> <ul style="list-style-type: none"> <li>◆ Outline the school’s mission and, state the non-negotiable.</li> <li>◆ Demand high academic achievement for all.</li> <li>◆ Clearly explain the school’s expectations regarding: <ul style="list-style-type: none"> <li>■ parental responsibilities</li> <li>■ academic standards</li> <li>■ student responsibilities and staff responsibilities</li> </ul> </li> <li>◆ Detail instructional practices and programs which will be used to meet the diverse learning needs of students.</li> </ul> <p>Common elementary and secondary compacts will be developed by a committee of staff from each level along with parents and the Office of Equity &amp; Achievement staff.</p> | <p>Development of Compact: Committee</p> <p>Implementation of Compact: Site Administrators and Staff</p> | <p>Spring 2004</p> <p>Spring 2005</p> <p>Fall of 2005</p> | <p>The School Compact Committee met several times and presented a rough draft to the Superintendent.</p> <p>Preliminary approval of the “<i>Good Faith Compact</i>” by Superintendent’s office. Continue to work with FWEA.</p> <p>Anticipate implementation of compact district wide</p> |
| <p><b>LONG TERM:</b></p> <p>Increase student achievement for all children by 10% by contracting with parent/guardians to support their children’s efforts to learn by holding students accountable for their success.</p> | <p>All students and parents new to the school or to the district will receive detailed orientation to the elements of the compact.</p>  | <p>Administrators and staff at sites</p>   | <p>On-going after implementation</p>                      |   |

# Safe and Effective Learning Environment

## 2B. Goals: Observations

| Goal   | Action  | Responsible For Task/s  | Action Initiated                 | Action Update  |
|--|---|---|----------------------------------|--|
| <p><b>SHORT TERM:</b></p> <p>Use of an observation protocol which informs administrators and observed staff of:</p> <ul style="list-style-type: none"> <li>◆ Effective, research proven instructional techniques and strategies</li> <li>◆ Effective classroom management</li> <li>◆ Equitable practices in instruction and in the learning environment</li> <li>◆ Effective use of assessment and data results in the designing and implementation of instruction.</li> </ul> | <p>Site administrators will utilize their skills to improve instructional practices at their sites in each of the goal areas.</p> <p>District and site staff along with union officials will work collaboratively to utilize observation criteria that enhance the professional development of teachers and that promote academic achievement for all students.</p> <p>Special Education EBD programs will implement researched based behavioral levels programs.</p> | <p>Site administrators</p> <p>District staff</p> <p>Negotiation teams</p> <p>Special Education Directors and Principals</p> | <p>Fall 2003</p>                 | <p>All special programs utilized in the classroom are researched-based.</p> <p>Most staff begin implementing standards-based instruction with “Classroom Snapshot” &amp; “Do Now” anticipatory sets. “Action Walks” by district personnel occurs as part of making improvements in instruction. Assist principals with staff development focus.</p> <p><i>Data Day</i> set the stage for <u>all</u> staff to use current data to develop curriculum and choose appropriate instructional strategies.</p> |
| <p><b>LONG TERM:</b></p> <p>Incorporate observation data into staff evaluations.</p>   | <p>Utilize effective and equitable instructional indicators as a part of the evaluation process.</p>  | <p>District staff</p> <p>Site staff</p>   | <p>Fall 2003</p> <p>On-going</p> |  |

## Curriculum & Instruction

All students, regardless of learning style, ethnicity or economic status, should be challenged academically and afforded the opportunity for success in the classroom.

Here we will address:

- ◆ Challenging academics
- ◆ Classroom instruction
- ◆ Accountability
- ◆ Tutoring/mentoring

In the book, *No Excuses...*, Samuel Casey Carter writes that “*The inadequate training of teachers is the single most debilitating force at work in American classrooms today. Overcoming this failure is perhaps the single greatest accomplishment of high performing, high poverty schools.*”

*In high performing schools, the principal must be seen as the instructional leader – one who not only leads, but also empowers teachers to develop as instructional leaders as well. Staff should be evaluated through the test scores of their students as well as their ability to participate successfully in school, district and state goals.*

Tom Williams, headmaster at Healthy Start Academy [public charter school] in *No Excuses, Lessons from High-Performing, High Poverty Schools* states that: “*Discrimination is in the teaching, not in the testing... You either believe your children can learn – and you give the tests to prove it – or you don’t. We understand the difficulties our children deal with in the community and at home, but we refuse to victimize them further by making excuses for them.*”

Improving the quality of instruction is the only way to improve overall student achievement. Teacher quality is the single most accurate indicator of a student’s performance in school (Sanders and Rivers, *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*).

Some common practices of high performing schools are:

1. Appropriate use of structured cooperative learning.
2. Hiring practices that bring excellent staff and/or those with an attitude to participate effectively in staff development, which improves their practice.
3. No social promotion.
4. Focus on the basics only for all students in grades Pre-school – 2<sup>nd</sup> grade.
5. Continuous monitoring and assessment of student progress.
6. Clear communication to home and to students about their progress.
7. Use of academic calendars for planning to ensure that standards/course expectations are taught.
8. Sufficient opportunity to learn challenging materials is provided to students on a daily basis.
9. Extended learning opportunities [extended year, before and/or after school tutoring/study hall/extended learning].
10. Classroom observations by administrators and/or other designated staff that focuses on improving instruction and learning, based on use of effective strategies and learning environments that promote.
11. Staff is skilled at assessment, how to develop and use multiple data points to design instruction, grouping, re-teaching, and accelerating learning.
12. Staff is able to modify mono-cultural routines, objectives, and curricula so that they incorporate and reflect a meaningful multicultural perspective.
13. Use of direct instruction techniques.
14. Adding ‘the arts’ to the curriculum.

# Curriculum & Instruction

## 3A. Goals: Extended Learning Opportunities (ELO)

| Goal   | Action  | Responsible For Task/s   | Action Initiated   | Action Update   |
|--|---|--|--|---|
| <p><b>SHORT TERM:</b></p> <p>As measured by STAR, Gates-McGinitie and/or other grade appropriate district assessments, increase student achievement by 10% by extending learning opportunities for students.</p> | <p>*ELO – each school will have Extended Learning Opportunities for students who are reading one year or more below grade level such as before/after school programs, summer school, and/or Saturday school..</p> <p>In addition—each school will provide an Extended Learning Opportunity (ELO) for students not meeting grade-level reading and math standards.</p> | <p>District staff</p> <p>Site staff</p> <p>District staff at Secondary Schools</p> | <p>Fall 2002</p> <p>Summer Bridge 2002 On-going</p> <p>Summer Bridge 2004 On-going</p> <p>Summer Bridge 2005</p> <p>Fall 2004</p> <p>Winter 2005<br/>Spring 2005</p> | <p>All elementary schools provide ELO’s in reading and develop plans for math intervention.</p> <p>Elementary Schools</p> <p>Expanded to Middle Schools</p> <p>Expanded to High Schools targets 9th graders: credit deficient and at risk for not passing the WASL.</p> <p>ELO targets hot lists students, AYP cells, student data, target strands, standards, and research based strategies.</p> <p>HS Intersession focused on: credit retrieval, competency tests, with specific strands and strategies targeted.</p> |
| <p><b>LONG TERM:</b></p> <p>Same as above.</p>   | <p>Same as above.</p>   |  |  |   |

3A Extended Learning Opportunities (ELO)

As measured by the STAR and/or other grade appropriate district assessments, increase the number of students showing improvement from the beginning (pre-test) to the end (post-test) of the year.

3A. Goal: Extended Learning Opportunities

| Reading -Elementary                            | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Number*  |      | 974  | 1039 |      |      |      |      |      |      |      |      |      |      |      |
| Reading Percent Increasing (pre to post-test ) |      | 87.2 | 88.5 |      |      |      |      |      |      |      |      |      |      |      |
| Goal of increase from previous year            |      |      | 1.3  |      |      |      |      |      |      |      |      |      |      |      |
| Goal Met                                       |      |      | yes  |      |      |      |      |      |      |      |      |      |      |      |

  

| Reading - Middle School                        | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Number*  |      | 431  | 447  |      |      |      |      |      |      |      |      |      |      |      |
| Reading Percent Increasing (pre to post-test ) |      | 83.3 | 74.9 |      |      |      |      |      |      |      |      |      |      |      |
| Goal of increase from previous year            |      |      | -8.4 |      |      |      |      |      |      |      |      |      |      |      |
| Goal Met                                       |      |      | no   |      |      |      |      |      |      |      |      |      |      |      |

  

| Reading - High School                          | 2001 | 2002 | 2003  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|--|------|------|-------|------|------|------|------|------|------|------|------|------|------|------|
| Number*  |      | 157  | 147   |      |      |      |      |      |      |      |      |      |      |      |
| Reading Percent Increasing (pre to post-test ) |      | 82.4 | 62.6  |      |      |      |      |      |      |      |      |      |      |      |
| Goal of increase from previous year            |      |      | -19.8 |      |      |      |      |      |      |      |      |      |      |      |
| Goal Met                                       |      |      | no    |      |      |      |      |      |      |      |      |      |      |      |

\* Number includes those increasing, decreasing, or remaining the same on pre- and post test. Excluded are those student that exited program or did not have both pre and post-test results



## Curriculum & Instruction

### 3C. Goal: Culturally Competent Staff

| Goal   | Action   | Responsible For Task/s   | Action Initiated | Action Update   |
|--|--|--|------------------|---|
| <b>SHORT TERM:</b><br>Increase on a yearly basis the percentage of skilled staff that reflects the student population and/or those with the potential to enhance/refine their practice for effective instruction for all students. | Develop a hiring/ interview protocol to use for selecting staff and in measuring the cultural climate of the site. | Committee of district staff, HR , parents, ESL staff, E & A staff.   | Spring 2003      | Interview Protocol & clarification of “hiring protocol” needs to be developed. 2005 |
|  | Hire staff who meet protocol and improve cultural climate of each school.  | Climate Committee: secondary and elementary staff representatives, parents, ESL staff, Equity and Achievement staff. | Spring 2005      | Continual focus   |
|  | Develop climate checklist.   |  | Fall 2005        | Continual focus   |
|  | AP Equity & Access Trainings   | District staff   | Winter 2005      | ALL secondary counselors & AP teachers.   |
|  | Meets with district African American and Hispanic administrators   | Superintendent Murphy  | Winter 2005      | Baseline sense of information: school climate                                       |
|  | Training & literary review focused on <i>Cultural Proficiency</i> for school Leaders                               | Selected district staff  | March 2005       | Team attended Cultural Proficiency Training   |
| <b>LONG TERM:</b><br>Same as above.  | Collaborative intentional focus to increase staff diversity.   | HR staff and Equity & Achievement staff .  | March 2005       | Increased diversity on recruitment teams.   |
|  | Cultural Proficiency Training  |  | 2005-2006        | All staff will participate.   |

# Curriculum & Instruction

## 3D. Goals: Research Proven Programs/Structured Learning Environments

| Goal   | Action  | Responsible For Task/s  | Action Initiated   | Action Update   |
|--|---|---|--|---|
| <p><b>SHORT TERM:</b></p> <p>Thirty percent [30%] of FWPS will implement structured learning environments and will utilize scientifically based instruction and programs that promote achievement of standards for all students.</p> | <p>Administrators and their staff will collaborate to implement research proven instructional models and programs at their site.<br/>Examples are:<br/>*Schools within a School/Academies<br/>*Advocacy/mentor programs<br/>*Program models, such as Success for All (SFA) and Advancement Via Individual Determination (AVID) that have proven success rates<br/>*Provide the students at highest academic risk with the most qualified teachers.</p> <p>Implementation of Accelerated Learning Programs (ALP), in order to increase the likelihood that more students will be able to earn a Certificate of Academic Achievement and diploma on time.</p> | <p>Site administrator<br/>Site staff<br/>District staff will provide support as needed<br/>District staff<br/>Site administrator<br/>Site staff</p> | <p>Planning<br/>Fall 2002 – Fall 2003<br/><br/>Implement<br/>Fall 2003 –Fall 2006<br/><br/>Fall 2004<br/>On-going<br/><br/>Fall 2005<br/><br/>Fall 2004<br/>On-going<br/><br/>Fall 2003<br/>On-going<br/><br/>Fall 2004<br/>On-going<br/>Fall 2005</p> | <p>The secondary schools support the concept of smaller learning communities (houses). Advisories structure positive student-teacher relationships. AVID expanded to 3 middle schools and 4 high schools. SFA elementary schools (4)<br/><br/>ALP in 8th grade for all middle schools ALP expanded to 9th grade in high schools ALP expands to 10th grade.<br/><br/>54 Americorp members in district.</p> |
| <p><b>LONG TERM:</b></p> <p>100% of FWPS will implement programs and instructional practices as described above.</p>   |   | <p>District staff<br/>Site staff</p>  | <p>Implementation by 2007</p>  |   |

# Curriculum & Instruction

## 3E. Goals: Academic Calendars

| Goal   | Action  | Responsible For Task/s   | Action Initiated                              | Action Update   |
|--|---|--|---|---|
| <p><b>SHORT TERM:</b></p> <p>All schools use academic calendars that minimize interruptions and focuses on instruction and learning.</p> | <p>Each school will, by department, subject area, and/or grade level, develop an academic calendar of instruction based on course and/or grade level expectations.</p> <p>Frequent monitoring will demonstrate student acquisition of calendared skills. Results of the testing will allow teachers to regroup and re-teach students based on their mastery of skills and concepts.</p> | <p>Site staff</p> <p>District staff will provide support as needed</p> | <p>Fall 2003 - Fall 2005</p> <p>Fall 2004</p> | <p>Building Administrators report that their Academic Calendars are in place.</p> <p>LAD being used to provide intentional instruction to students not meeting standard.</p> <p>SIPs focus research based instruction from LAD &amp; AYP cells.</p> |
| <p><b>LONG TERM:</b></p> <p>Same as above.</p>   |   |  |   |   |

# Curriculum & Instruction

## 3F. Goals: Advanced Placement Programs

| Goal  | Action  | Responsible For Task/s   | Action Initiated   | Action Update   |
|---|---|--|--|---|
| <p><b>SHORT TERM:</b></p> <p>All advanced learning programs are accessible to the broadest range of the student population.</p> | <p>Review and revise the process for identifying students eligible for the:</p> <ul style="list-style-type: none"> <li>◆ (GATE), Gifted and Talented Program</li> <li>◆ Honors Classes</li> <li>◆ (IB) International Baccalaureate</li> <li>◆ (AP) Advanced Placement program</li> </ul> <p>Equity &amp; Achievement Office will research best practices and recommend a protocol in this area.</p> <p>Pilot AP Seminar</p> | <p>Equity &amp; Achievement Office</p> <p>District staff</p> <p>District staff</p> <p>District staff</p> <p>TBHS staff</p> | <p>Fall 2002 - Fall 2003</p> <p>Recommendations Spring 2004</p> <p>Fall 2004—Implementation</p> <p>2005</p> <p>Winter 2005</p> | <p>Elementary GATE Program revamped to give more opportunity to all students.</p> <p>The intent is to have more students and more diversity in all advanced programs district-wide.</p> <p>Mandatory AP Equity &amp; Access training for all HS counselors &amp; AP teachers</p> <p>AP Seminar supports students and involves families in students academic growth.</p> |
| <p><b>LONG TERM:</b></p> <p>Same as above.</p>  |   |  |  |   |

# Curriculum & Instruction

## 3G. Goals: Reading and Math Intervention

| Goal  | Action  | Responsible For Task/s  | Action Initiated   | Action Update  |
|---|---|---|--|--|
| <p><b>SHORT TERM:</b></p> <p>Establishes reading and math intervention assistance.</p>  | <p>Students who are “below expectation” in reading and/or math after 2nd grade will receive interventions in one or both areas.</p> <p>Interventions will be determined on a yearly basis.</p> <p>Focus in secondary schools: Provide opportunity for high school students meet standards and prepare for competency tests during <i>intersessions</i>.</p> | <p>Designated teaching staff<br/>Site Administrators</p> <p>Designated staff</p> <p>CAPs (Curriculum Assistant Principals)</p> <p>Designated teaching staff</p> | <p>Fall 2002</p> <p>Winter 2005</p> <p>April 2005</p> <p>Fall 2004</p> | <p>Ongoing</p> <p>RAFs (Reading Assessment Facilitators) in each building support reading intervention.</p> <p>Math support for interventions in each building.</p> <p>Designated staff trained to provide focused interventions (4 staff per school) Intersession opportunities provided at 4 high schools.</p> <p>All middle schools and high schools have ALP (8th-9th)</p> |
| <p><b>LONG TERM:</b></p> <p>Continue reading and math interventions focus on students not meeting district and state standards.</p> | <p>Use LAD to diagnose and design focused intervention plans based on research based instructional strategies.</p>  | <p>Site administrators with CAPs/AIMS</p>   | <p>Fall 2004</p>   | <p>Continue</p>  |



## Resources

**D**avidman and Davidman [Teaching With a Multicultural Perspective, A Practical Guide] state: “...we define educational equity in terms of three types of observable conditions: physical and financial conditions, the opportunity to learn, and educational outcomes for both individuals and groups. For example, when teachers and administrators try to create educational equity in a classroom, school, or school district, they will strive to make roughly equivalent (exact or approximate numerical equality is a social and bureaucratic impossibility) the physical school conditions under which children learn; the quality and experience of teachers and administrators, the amount of funds spent per child at each school (but some overburdened schools with higher proportions of low-SES students and “learning disabled” students should receive more rather than equal amounts per child); the opportunity for various types of learners to learn; and the educational achievement of various groups of learners within the class, school, and school district (e.g., boys and girls, Hispanics, Blacks, Whites, and Asian Americans; monolingual and bilingual learners; the economically poor and those who are more fortunate).”

“...we define educational equity in terms of three types of observable conditions: physical and financial conditions, the opportunity to learn, and educational outcomes for both individuals and groups.” Davidman and Davidman [Teaching With a Multicultural Perspective, A Practical Guide]

Davidman and Davidman  
[Teaching With a Multicultural  
Perspective, A Practical Guide] “...  
*to keep the older schools as  
attractive and safe as the newer  
ones, more money will have to be  
spent on the older buildings.”*

“For a district to meet physical and financial conditions, the students should have the opportunity to study in schools that are roughly equivalent in terms of physical dimensions, attractiveness, educational equipment, and safety. Inevitably, school districts will have newer and older schools; to keep the older schools as attractive and safe as the newer ones, more money will have to be spent on the older buildings. Further, the students in each school in the district should have an equivalent amount of money spent on their education. If district policy allows the more experienced and better paid teachers to gravitate to one set of schools – those serving middle and higher socioeconomic students – and assigns newer teachers to staff the more challenging, lower socioeconomic schools, then, in terms of dollars and experience, the district is not providing equitable conditions for its students.”

# Resources

## 4A. Goals: Allocation of Resources

| Goal  | Action   | Responsible For Task/s  | Action Initiated             | Action Update                   |
|---|--|---|------------------------------|---------------------------------|
| <p><b>SHORT TERM:</b></p> <p>Allocate resources to schools based on critical factors of academic need, test data, mobility and socio-economic status [SES].</p> | <p>Develop a plan of action that allocates resources based on needs as outlined in the goal statement.</p> <p>Maintain and/or refine weighted allocation model. Provide specific, direct intervention in program, personnel, and finances as determined by low performance/need.</p> | <p>Site staff</p> <p>Site administrators</p> <p>Chief Financial Officer</p> | <p>Fall 2002</p> <p>2004</p> | <p>On-going</p> <p>On-going</p> |
| <p><b>LONG TERM:</b></p> <p>Same as above.</p>  |  |   |                              |                                 |

# Resources

## 4B. Goals: Grant Funding

| Goal   | Action   | Responsible For Task/s   | Action Initiated | Action Update  |
|--|--|--|------------------|--|
| <p><b>SHORT TERM:</b></p> <p>Acquire grants in the amount of \$50,000.00 - \$100,000.00 to support academic achievement of all students.</p> | <p>Staff will pursue funding that will support:</p> <ul style="list-style-type: none"> <li>◆ Staff development that focuses on improving student achievement</li> <li>◆ Research proven programs which ‘close the gap’ in achievement for traditionally underachieving students</li> <li>◆ Increasing levels of parent/guardian involvement</li> <li>◆ Promote communication between schools and community.</li> </ul> | <p>Site staff</p> <p>District staff</p> <p>Community groups</p> <p>Development staff</p> | <p>Fall 2002</p> | <p>Goal not yet addressed</p> <p>District is not staffed with a grant writer/ developer.</p> <p>Individual departments or buildings write grants on an individual basis.</p> |
| <p><b>LONG TERM:</b></p> <p>Acquire grants in the amount of \$250,000.00 to support academic achievement of all students.</p>                | <p>See above.</p>  | <p>District staff</p>  |                  |  |

## Community Involvement Customer Service

**M**ichael Dietz, editor of *School, Family and Community*, states that school leaders should identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Like volunteer programs, collaborative partnerships help schools to provide extra programs and services. They also expand school resources and help teachers, counselors, and administrators meet students' ever-changing needs, an especially positive side-effect, given the growing number of social responsibilities schools are asked to address.

The range of benefits that schools reap from collaboration covers a broad spectrum, from entire programs and new equipment, to occasional classroom speakers. Most benefits, however, can be placed in one of six categories:

- ◆ enhanced academic resources
- ◆ additional programs and services
- ◆ professional expertise and assistance
- ◆ heightened community awareness
- ◆ smoother decision making
- ◆ improved community image and public support.

To meet the needs of students and the demands of the community, outreach efforts cannot stop with outreach to parents. Schools simply don't have the resources to meet these needs and demands on their own.

Past practices clearly show that when carefully planned and nurtured, partnerships with government, social service agencies, not-for-profit organizations, law enforcement agencies, business, and community residents yield capital and human resources in all forms – from classroom speakers, to computers, to the kind of public confidence that leads to support for bond issues.

A common trait of high performing, high poverty schools is: ***Principals work actively with parents to make the home a center of learning.*** Principals establish compacts with parents to support their children's efforts to learn. In order to harness the benefits of parental support and motivation, effective principals teach parents to read to their children, check their homework, and ask after their assignments.

Gerardo R. Lopez [*The Value of Hard Work: Lessons on Parent Involvement from an Immigrant Household – Harvard Educational Review*, Vol. 71. No.3] writes: “*Within educational discourse, parent involvement is generally understood in terms of specific practices such as bake sales, fundraisers, PTA/PTO, and ‘back to school’ nights. It connotes volunteering in schools, attending school activities, as well as participating on parent advisory councils and/or school governance boards. Even the term parent involvement delimits who the primary players are – or ought to be – when it comes to being involved in children’s education (Hidalgo, 1998).*”

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*the usual ways may not be perceived as being involved in the educational lives of their children. Unfortunately, research overwhelmingly suggests that the vast majority of marginalized families fall in the “uninvolved” category (Chavkin, 1993; Moles, 1993). As a result, many have been judged to be unconcerned and perhaps uncaring, when in*

*fact all that these parents have “failed” to do was to become involved in normative ways (Clark, 1983; Lightfoot, 1978). Certainly marginalized parents and family members are involved to a significant extent in the lives of their children, yet many of their activities are outside conventional understandings of involvement. Successful schools research suggests that effective schools foster and engender a climate of caring, respect, egalitarianism, collaboration, and a steadfast belief that all children can succeed (Darling-Hammond, 1997; Henry, 1996; Noddings, 1984; Reyes, Scribner & Paredes Scribner, 1999; Sergiovanni, 1994). Furthermore these schools have adopted an organizational culture that calls for increased collaboration between the home and the school while adopting new conceptualizations and understandings of administrative and organizational power (Capper, 1993; Meier, 1995; Shakeshaft, 1987). Research suggests that power is not only shared in these successful school contexts, but is effectively utilized to transform educational organizations within a community of learners,” (see also Comer, 1996; Scheurich, 1998; Slavin, 1996).*

Some high performing schools have established practices of weekly contacts with parents. They inform parents of a child’s behavior, schoolwork, homework and attendance. Others operate homework hotlines for every grade level, every day. Many inform parents of grade level and/or course expectations and encourage parents/guardians to work with students in preparing them [students] to be successful in the grade and/or course.

Where necessary, high performing schools often provide or recommend a literacy program for parents. Parental accountability allows for assisting students with their schoolwork and reinforcing the value of a child’s formal education. Schools hold parent workshops to increase parental literacy and to improve parents’ ability to instruct their children at home.

# Community Involvement-Customer Service

## 5A. Goals: Community Coalitions

| Goal   | Action  | Responsible For Task/s  | Action Initiated   | Action Update   |
|--|---|---|--|---|
| <p><b>SHORT TERM:</b></p> <p>Enhance community support of all students and families through the formation of at least 35 collaborative partnerships with community agencies and organizations.</p> | <p>Continue work with community agencies/ businesses to support and enhance student achievement.</p> <p>Maintain collaboration with community groups such as Washington Alliance for Better Schools, Partnership for Learning, Healthy Community Coalition.</p> <p>Team with the City of Federal Way Diversity Commission to present workshops on different cultures, to develop a speakers bureau and to provide assemblies from diverse cultures.</p> <p>Develop an on-going list of partnership agreements with agencies &amp; organizations</p> | <p>Community Resource Center</p> <p>Equity &amp; Achievement</p> <p>District staff</p> <p>Community Liaisons</p> <p>Site staff</p> <p>Community</p> <p>City organizations</p> | <p>Spring 2002</p> <p>Planning<br/>September 2002 – June 2003</p> <p>Implementation<br/>Fall 2003</p> <p>Spring 2005</p> | <p>On-going</p> <p>Multi-service plans (E.g. Headstart, Highline Community College, Puget Sound Early College, Tacoma Urban League)</p> <p>To be determined</p> |
| <p><b>LONG TERM:</b></p> <p>Enhance community support of all students and families through the formation of at least 100 collaborative partnerships with community agencies and organizations.</p> |   |   | <p>Fall 2005</p>   |   |

# Community Involvement-Customer Service

## 5B. Goals: Family Support

| Goal  | Action  | Responsible For Task/s   | Action Initiated   | Action Update  |
|---|---|--|--|--|
| <p><b>SHORT TERM:</b></p> <p>Increase parental satisfaction with FWPS by 10% through the creation of the Family Involvement Liaison Coordinator position.</p> | <p>Develop hiring protocol for liaison.</p> <ul style="list-style-type: none"> <li>◆ Community Housing for Parent Involvement Programs</li> <li>◆ Tutoring/Mentoring</li> <li>◆ Students &amp; Families</li> <li>◆ Adult Literacy</li> <li>◆ Hiring Family Partnership Advocate</li> </ul> <p>Seek grant funding which supports goal efforts.</p> <p>Develop and implement support programs.</p> <p>Develop partnerships with the faith community and community agencies to provide transportation for parents to special events.</p> <p>Develop speakers bureau from among the cultural groups represented in our community.</p> <p>All schools will engage in practices that promote high levels of parent involvement by:</p> <ul style="list-style-type: none"> <li>◆ Recognizing non-traditional ways of involving parents</li> <li>◆ Making, strong, culturally sensitive attempts to communicate with parents</li> <li>◆ Establishing multiple ways for parents to participate in the achievement of their students beyond the traditional parent, teacher, student conference</li> <li>◆ Aggressively pursuing the establishment of procedures and activities that will enable disenfranchised/marginalized parents/guardians to successfully navigate the school systems on behalf of their students.</li> </ul> | <p>Office of Equity &amp; Achievement</p> <p>District Staff</p> <p>Site Staff</p> <p>Family Partnership Office (FPO)</p> <p>District staff</p> <p>School staff</p> <p>District staff as will provide support as needed</p> <p>Students, Parents, Guardians, District staff</p> <p>Community Partners</p> <p>CRC/ESL Dept</p> | <p>Fall 2002 - Spring 2003</p> <p>2004</p> <p>Fall 2002 - 2004</p> <p>Fall 2004</p> <p>Fall 2004</p> | <p>Information distributed to all families in the district &amp; posted to the web site.</p> <p>Quarterly community meetings.</p> <p>Train speakers &amp; parent leaders.</p> <p>On-going</p> <p>Latino Night School</p> <p>On-going</p> <p>Translation of website, translators provided for SLCs</p> <p>District emergency phone lines added in Spanish, Russian, Korean. Additional Spanish phone line to be determined.</p> |

## Community Involvement-Customer Service

### 5C. Goals: Outreach to Under-represented Populations

| Goal   | Action   | Responsible For Task/s                                   | Action Initiated                       | Action Update  |
|--|--|--|--|--|
| <p>Increase under-represented student involvement.</p> <p>*May be continuation of 5B</p> | <ul style="list-style-type: none"> <li>◆ Guide schools to integrate professional, inspirational, and motivational speakers that are reflective of the student population.</li> <li>◆ Provide support and unity of under-represented populations by ensuring ethnically diverse clubs are in every high school.</li> <li>◆ Active recruitment efforts for mentors that are representative of the student population.</li> <li>◆ Provide intentional opportunities and outreach to colleges to under-represented populations.</li> <li>◆ Intentional focus on increasing self-esteem, confidence and cultural competency of under-represented populations</li> </ul> | <p>District staff</p> <p>FPO</p> <p>E &amp; A Office</p> | <p>Winter 2005</p> <p>*Spring 2005</p> | <p><i>What's Race Got To Do With It</i> diversity panel involves community and schools.</p> <p>Culturally -specific family education nights in partnership with schools, families and community organizations.</p> |

# How Equity & Achievement Goals Relate to District Strategic Plan

## Mission

Federal Way Public Schools is obligated to educate all students in academic knowledge, skills, abilities and responsible behavior to be successful, contributing members of a free society.

## Vision: Every Student a Reader

All students proficient in Reading and Math. All students will meet or exceed standards in Reading and Math on all WASL tests.

### ***Federal Way Public Schools Strategic Plan Goals***

| <i>Student Achievement</i>   | <i>Student Support</i>                         | <i>Home &amp; Community Partnerships</i> | <i>Staff Excellence</i>                     | <i>Fiscal responsibility</i> |
|--|--|--|---|------------------------------|
| 3A. Extended Learning Opportunities                                  | 2A. School Compacts                            | 5A. Community Coalitions                 | 1A. Culture of Poverty                      | 4A. Allocation of Resources  |
| 3D. Research Proven Programs and/or Structured Learning Environments | 2B. Observations                               | 5B. Family Support                       | 1B. Cultural Education                      | 4B. Grant Funding            |
| 3E. Academic Calendars   | 3H. Student Promotion                          |  | 1C. ESL Education                           |                              |
| 3F. Reading Academies  | 5 C. Outreach To Under Represented Populations |  | 1D. Enhancing Quality Teaching              |                              |
| 3G. Accelerated Learning Programs                                    |  |  | 3B. Administrative Instructional Leadership |                              |
|  |  |  | 3C. Culturally Competent Staff              |                              |

| <b>FWSD Equity &amp; Achievement Goals</b> |  |
|--|--|
| <b>1. Comprehensive Staff Development</b>  | <b>4. Resources</b>                              |
| <b>2. Improved Discipline Approaches</b>   | <b>5. Community Involvement/Customer Service</b> |
| <b>3. Curriculum &amp; Instruction</b>     |  |

# Glossary of Terms

**AIMSS:** Academic Intervention Middle School Specialists (FWPS term).

**AP:** Advanced placement; a national program with a specific highly academic curriculum in high school core subjects which allows a student to test at the end of the year and be awarded college credit.

**Assessments:** Measuring on-going student progress.

**AYP:** Annual Yearly Progress.

**CAP:** Curriculum Assistant Principal (FWPS term).

**Course Expectations:** The minimum course content and skill development that all students are expected to acquire while taking a class.

**Curriculum:** The state frameworks and the Federal Way course and grade level expectations.

**Differentiating Instruction:** Teaching to meet the needs of all students within a setting.

**Direct Instruction:** Model aims to provide intense, efficient lessons that will allow all children to master academic skills.

**Equity:** Actions, treatment of others or a general condition characterized by justice, fairness, and impartiality, particularly in reference to generally marginalized students.

**ESL:** English as a Second Language.

**Flexible Scheduling:** A daily/weekly school schedule that allows for classes of different length or re-defines the traditional “school day”.

**Flexible Time:** The ability to structure the use of time to best meet the needs of student learning.

**GATE:** Gifted and Talented Education (FWPS term) a special service program for highly capable students. The State of Washington uses the term Highly Capable Students.

**Honors:** A program of advanced study in a subject area which is available for interested students.

**IB:** International Baccalaureate, a national academic program.

**In-service:** Classes, workshops, seminars or training given to staff while they are employed by the district. This word is used interchangeably with 'staff development'.

**Instructional Practices:** Includes strategies, skills, lesson designs, formats, presentation utilized by staff on a consistent basis.

**Instructional Strategies:** Methods by which material is presented to meet the learning styles of all students.

**LAD:** Longitudinal Assessment Database is password protected and only accessible to Federal Way staff from district computers.

**LAP:** State funded program instructional support.

**Learning Styles:** Recognizing the diverse ways that people approach learning i.e., visual, auditory, kinesthetic.

**Mentor:** Someone, usually older and more experienced, who provides advice and support to, and watches over and fosters the progress of, a younger, less experienced person.

**Partnerships:** Community businesses, service groups, churches who share a relationship with schools that benefit all groups involved.

**PASS:** Portable Assisted Study Sequence Program, approved by OSPI and aligned with grade level expectations.

**RAF:** Reading Assessment Facilitator (FWPS term).

**Research:** Methodical investigation into a subject in order to discover facts, to establish or revise a theory, or to develop a plan of action based on the facts discovered.

**SIP:** School Improvement Plan.

**SLC:** Student Led Conferences (FWPS term).

**Standards (Standards-based curriculum):** Those course expectations from the district and the state which guide instruction; they describe what students should know and be able to do at the end of a course.