LIMITLESS POTENTIAL

It is an honor and privilege for our nearly 3000 staff to serve our scholars, families, and the richly diverse community that makes up Federal Way Public Schools. Parents, caregivers, and community members rely on us to take great care of our most precious resources – our children. Each and every scholar in our district brings limitless potential, gifts, and talents. As staff, it is our responsibility to create the conditions for scholars to learn, thrive, and succeed. We are committed to providing each scholar rigorous standards-based, culturally responsive instruction, and ensuring that they are seen, valued, heard, and feel a strong sense of belonging at school.

Guided by our Strategic Plan, we will continue to place scholars at the center of all decisions, elevate their voices, which will ensure

A BRIGHT FUTURE FOR EACH SCHOLAR

Dr. Dani Pfeiffer, Superintendent

OUR MISSION

In an environment of high expectations, high support, and no excuses, the staff of Federal Way Public Schools will continually learn, lead, utilize data, and collaborate to ensure our scholars have a voice, a dream, and a BRIGHT future.

OUR CORE BELIEFS

• We believe that EVERY scholar can learn at the highest level.

• We believe that race, socioeconomics, language, cultural background, and other exceptionalities should not be predictors of student achievement.

• We believe that our scholars must have a voice, see themselves in their schooling, and be connected to the adults that teach them.

• We believe that we must continually learn and grow in our practice if we are to meet the needs of all scholars.

• We believe that we must intentionally collaborate and use data as a guide to improve our practice.

• We believe that our families are critical partners in each child's learning.

FOUR PILLARS

Our four Pillars are the building blocks of our work on behalf of all our scholars. The Pillars are the capabilities we must develop continuously to nurture effective instruction and a mission-focused, empowering organizational infrastructure.

1. STANDARDS-ALIGNED CULTURALLY RESPONSIVE TEACHING & LEARNING
   - Our first Pillar is about TEACHING & LEARNING, the most important function of our organization. We will ensure that all scholars have access to challenging, on-standard curriculum, and that instructional strategies are differentiated to meet the individualized learning needs of each scholar. Our instructional practices will reflect our scholars’ prior knowledge and cultural and linguistic backgrounds.

2. SAFE CLIMATE AND STRONG RELATIONSHIPS WITH FAMILIES AND COMMUNITY
   - Our second Pillar recognizes that “SCHOOLS CAN’T DO IT ALONE.” Therefore, we will embrace parents, caregivers, and the entire Federal Way community as vital partners in the education of all our scholars. We will nurture trust and mutual respect among home-school-community through shared responsibility for student success, proactive communication, and meaningful stakeholder voice.

3. EFFECTIVE, CARING, CULTURALLY COMPETENT TEACHERS, LEADERS & STAFF
   - Our third Pillar focuses on INVESTING IN PEOPLE. It emphasizes the importance of attracting, developing, and retaining talented and committed staff in every part of our school system, so that Federal Way Public Schools is the place where great talent chooses to work. We will establish clear standards of professional practice and accountability, and we will provide opportunities for differentiated continuous learning for teachers, leaders, and staff.

4. DATA-INFORMED CONTINUOUS IMPROVEMENT
   - Our fourth Pillar is about “MANAGING THE WHOLE” in ways that foster alignment, disciplined implementation, and a focus on our mission at every level. We will make decisions based on fact, not opinion. Furthermore, we will use frequent and timely assessments to adjust teaching, learning, and leadership, and we will promote continuous improvement as an ethic throughout our school system.
**OUR THEORY OF ACTION**

**CENTRAL OFFICE**

*If ALL central office team members* lead with equity-driven, evidence-based practices, collaborate to create and align data-driven systems of support, develop culturally responsive instructional leadership capacity, and engage families and community members.

**PRINCIPALS**

Then, as instructional leaders, **ALL principals will** create an equity-driven culture of high expectations by aligning resources, providing high-quality PD and courageous feedback that builds staff capacity to implement standards-based, data-driven, rigorous, culturally responsive instruction grounded in scholar and family voice.

**TEACHERS & SUPPORT STAFF**

*Which will support ALL teachers and support staff* to deeply know, value, and elevate the voice of each and every scholar in order to implement standards-based, data-driven, rigorous, culturally responsive instruction that supports scholars’ academic and social emotional learning.

**SCHOLARS**

*Which will ensure that EACH and EVERY scholar* graduates college and career ready and achieves at high levels as a result of actively engaging in rigorous instruction, seeing themselves in their learning, using their voice and feeling a sense of ownership, safety and belonging in a culturally sustaining environment.

*The Theory of Action is HOW we will realize our Vision for Excellence and Equity in FWPS.*
1. The Early Years: BUILDING THE FOUNDATION
Every student scholar will enter kindergarten ready to learn with the social-emotional skills that will propel each student to meet or exceed grade level standards in English Language Arts (ELA) and Mathematics by the end of 3rd grade.
By 2024 80% of 3rd grade scholars will be meeting or exceeding grade-level standards in ELA.

- Percent of scholars enrolled in high-quality preschool programs
- Percent of scholars meeting state PreK standards in literacy and math
- Percent of scholars ready for kindergarten, as measured by WAKIDS assessments
- Percent of scholars meeting Social Emotional Learning (SEL) standards for the early learning years
- Percent of scholars meeting or exceeding grade-level standards in English Language Arts (ELA) and Mathematics by the end of 3rd grade

2. Whole Child: THRIVING, CONFIDENT, RESPONSIBLE INDIVIDUALS
Every student scholar will be empowered and prepared to develop personal responsibility in order to be positive, productive members of society.
By 2024 there will be no disproportionality evident in discipline data.
By 2024, 100% of scholars feel their school is safe and welcoming as measured by perception survey.

- Percent of scholars participating in at least 90% of classroom instructional time
- Percent of scholars and families participating in student-led conferences
- Percent of scholars meeting expectations on non-academic behaviors on standards-based report card
- Percent of scholars who feel their school is safe and welcoming as measured by a perception survey
- Percent of scholars who complete 24 hours of community service before graduation

3. Active Learners: ENGAGED, EMPOWERED CRITICAL THINKERS
Every student scholar will be empowered with ownership of their education and be fully engaged in becoming critical and creative thinkers.
By 2024, 100% of scholars are engaged and challenged as measured by perception survey.

- Percent of scholars engaged in at least one extracurricular activity
- Percent of scholars who successfully prepare and present capstone projects at the end of transition years
- Percent of scholars that are engaged and challenged as measured by a perception survey
- Number of staff proficient or distinguished in student engagement practices, as measured by the Center for Educational Leadership’s 5 Dimensions of Teaching and Learning™ (CELs 5D) and the Association of Washington School Principals (AWSP) leadership framework

Each scholar is actively engaged in critical and creative thinking, goal-setting and demonstration of cultural competence.
**STUDENT LEARNING**

Goals: **Content-Area Competence:** MASTERY OF ALL SUBJECTS

Every student scholar will receive equitable opportunity for success, and will meet or exceed standards of performance in all subjects by the end of each grade. By 2024, 80% of 8th grade scholars will be meeting or exceeding grade-level standards in ELA.

- Percent of scholars meeting grade-level standards in core subjects, as measured by state assessments
- Percent of scholars demonstrating proficiency in a standards-based grading system (in each subject)
  - Percent of scholars enrolled in and completing Algebra by 8th grade with a 3.0 grade point average
- Percent of scholars participating in advanced coursework and earning a passing grade
  - Percent of scholars who are biliterate
  - Percent of scholars meeting standard on benchmark assessments

**Persistence To Graduation:** HIGH SCHOOL GRADUATION THROUGH SUCCESSFUL TRANSITIONS

Every student scholar will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences. By 2024, 95% of the senior class will graduate on time.

- Transition rates from Pre-Kindergarten to Elementary school, to Middle school, to High school, and to Post-secondary experiences
- Percent of 9th grade scholars on track for on-time graduation
  - Increase in scholar scores on college entrance tests (ACT, PSAT, SAT) and ASVAB
  - Percent of scholars who have STEAM (Science, Technology, Engineering, Arts & Mathematics) experiences
- Percent of seniors with a Career Plan letter outlining at least one of these: college acceptance, military, trade/technical training, industry certification/apprenticeship
- Percent of scholars who complete applications for College Bound scholarships, FAFSA and WASFA
- Increase in high school graduation and decrease in dropout rates
  - Percent of graduating scholars who persist two or more years in college and acquire a college or post-secondary degree
- Percent of scholars enrolled in academically rigorous course work as measured by the Academic Rigor Index
86% GRAD RATE for the Class of 2021, who continued to graduate at high rates, despite the pandemic.

90% participation in Scholar Led Conferences (SLCs).

For the classes of 2017, 2018, and 2020 FWPS had the highest graduation rate in the Road Map Region (tied with Kent in 2020).

Strong community support bond to rebuild schools and decades of consistent approval of levies to support learning.

First school-based health center began serving scholars in January 2021 at TAF@Saghalie and the second opened in December 2021 at Thomas Jefferson High School.

Our scholars are safe, respectful and responsible. Nearly all our scholars are contributing to safe learning environments.

58% of scholars of the class of 2019 enrolled in a 2 or 4-year college program within the first year after graduation.

93% scholars have had no major discipline issues.

Strong partnerships with community organizations who support scholars in Federal Way Public Schools.

88% of scholars in the class of 2018 who enrolled in a 4-year institution persisted through the first year.

81% of scholars in the graduating class of 2020 took one or more dual credit course. This is above the road map region average (tied for 3rd highest in the road map region).

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