Each Scholar: A Voice, A Dream, A Bright Future.

Federal Way Public Schools
2016 - 2020 • Strategic Plan

Updated July 2019
HONORING THE TRUST

When parents and caregivers send their precious children to our schools, they do so in TRUST that they will learn, grow and succeed. When our community and taxpayers invest in our schools, they place us in STEWARDSHIP of Federal Way’s most valuable resource – our children. And when we – the educators – sustain HIGH STANDARDS of professional practice, we achieve the GREAT RESULTS we desire for each scholar in our care.

We are ALL responsible for the future of ALL the children in Federal Way Public Schools. I would like to thank the over 2,500 student-scholars, staff, and community voices that informed the strategic plan; an expression of our collective recommitment to BRINGING OUT THE BEST IN EVERY SCHOLAR in our school system, thereby nurturing

A BRIGHT FUTURE FOR EACH SCHOLAR.

Dr. Tammy Campbell
Superintendent

[ 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.

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 MISSION

Our MISSION

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 what we do in the classroom every day has the greatest impact on student learning.
- 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.

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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 2022 80% of 3rd grade scholars will be meeting or exceeding grade-level standards in ELA.

TWO

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 2022 there will be no disproportionality evident in discipline data. By 2022, 100% of scholars feel their school is safe and welcoming as measured by perception survey.

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 2022, 100% of scholars are engaged and challenged as measured by perception survey.

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 2022 80% of 8th grade scholars will be meeting or exceeding grade-level standards in ELA.

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 2022 95% of the senior class will graduate on time.
FEDERAL WAY PUBLIC SCHOOLS

DISTRICT SUCCESSES

63% scholars enrolled in a 2 or 4-year college program which is out-performing the state average.

89% eligible 8th grade scholars signed up for the College Bound Scholarship program in 2018. This exceeded the statewide average sign-up rate.

81% of scholars who attended a 4-year postsecondary institution were continuously enrolled.

71% high school scholars have taken an advanced course, and we are surpassing the average and place 3rd in the Road Map region (Federal Way, South Seattle, Highline, Renton, Kent, Auburn, Tukwila). We are maintaining high rates of success in advanced coursework -- 92% are earning a passing grade.

For the classes of 2017 & 2018, FWPS had the highest graduation rate in the Road Map region.

87% 9th grade scholars for the 2017-18 school year on track for graduation.

Scholars for the Class of 2021 and beyond must earn 24 hours of community service as a graduation requirement.

Rigorous credit requirements for graduation for the Class of 2019 and beyond (26 vs. state requirement of 24).

For 6 consecutive years, TAF Academy was recognized as a School of Distinction. In its 1st year as TAF@Saghalie, the school was recognized for a 7th consecutive year, receiving this distinction more than any other school in the Puget Sound region.

37 Schools
• 21 Elementary Schools
• 2 K-8 Schools
• 6 Middle Schools
• 4 High Schools
• 4 Alternative School Sites

2,835 Staff Members
• 1,527 Teachers

Area Serviced:
35 Square Miles
• Federal Way
• Des Moines
• Auburn
• Kent
• Areas of unincorporated King County

23,000+ Students
• 0.6% American Indian/Alaska Native
• 11.8% Asian
• 11% Black/African American
• 26.8% Hispanic/Latino
• 4.7% Native Hawaiian/Other Pacific Islander
• 12% Two or More Races
• 32.2% White
• 16.5% Transitional/Bilingual
• 59.2% Free/Reduced Lunch
• 13.5% Special Education

117 Languages
• English (15,934 students)
• Spanish (4,379 students)
• Russian (536 students)
• Ukrainian (408 students)
• Korean (322 students)
• Vietnamese (304 students)

Dr. Tammy Campbell, Superintendent

Board of Education:
Geoffery McAnalloy
Board President and Legislative Representative, District #1

Dr. Jennifer Jones
Board Director, District #2

Luckisha Phillips
Board Director and WSSDA Representative, District #3

Trudy Davis
Board Vice President and WIAA Representative, District #4

Hiroshi Eto
Board Director, District #5

AREAS OF FOCUSED IMPROVEMENT

 Increasing the number of 3rd grade scholars meeting or exceeding grade-level standards in English Language Arts (ELA).

 Increasing the percent of scholars participating in at least 90% of classroom instructional time.

 Increasing access to rigorous courses and encouraging rigorous course taking to ensure success in all post-secondary education and training pursuits.

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