



EACH
 SCHOLAR.
 A VOICE.
 A DREAM.
 A BRIGHT
 FUTURE.



federal way
 PUBLIC SCHOOLS

2016 - 2020 • STRATEGIC PLAN

OUR THEORY OF ACTION

CENTRAL OFFICE

If the school district engages families and community as trusted, contributing partners, and ALL central office team members provide evidence-based, responsive, coordinated and aligned systems of support to schools ...

PRINCIPALS

then ALL principals will, as instructional leaders, create a culture in support of powerful, relevant teaching and learning by providing differentiated professional development, targeted feedback, and alignment of resources in response to the needs of teachers and support staff ...

TEACHERS & SUPPORT STAFF

which will support ALL teachers and support staff to incorporate a growth mindset grounded in the instructional framework to implement powerful, relevant standards-based instruction responsive to individual learning and social-emotional needs ...

which will ensure

ALL

SCHOLARS

have the desire to learn at high levels with academic and social-emotional supports to graduate career- and college-ready

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

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, socioeconomic, language, cultural background, and other exceptionalities should not be predictors of student achievement.
- We believe that our scholars must have 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.

[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.



* High priority measures - priority emphasis during the implementation phase

one 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.

- 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**

Each scholar acquires the academic and social-emotional skills to be successful beyond 3rd grade.

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.

- * **Percent of scholars participating in at least 90% of classroom instructional time**
- * **Percent of students 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

Each scholar knows, understands, and embraces his/her own and others' cultural backgrounds and learning needs, in order to advocate for self and others.

three 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.

- 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™ (CEL's 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.

four 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.

- * **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

Each scholar develops cultural confidence as a learner and rigorously applies his/her knowledge and skills to new and different experiences.

five 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.

- 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

Each scholar – starting early and with proactive support – creates/uses a flexible, individualized transition plan as a tool to promote accelerated academic performance, steady progress towards graduation, and career awareness and explorations.





A Voice for Our Scholars, A Commitment to Effective Instruction



**FEDERAL WAY
PUBLIC SCHOOLS**

Federal Way Public Schools has established a track record of courageous innovation to ensure that each student graduates with academic knowledge and 21st century skills ready to succeed as responsible citizens.

District Highlights

Graduation rates reached 86.2 percent for the the Class of 2018 the highest in recent history. FWPS graduation rates have been on the rise for six years in a row!

Rigorous graduation requirements requiring 2 additional credits beyond the Washington state graduation requirements.

Strong student mentoring programs: the Mentor & Me Program, Communities in Schools of Federal Way.

Scholars for the Class of 2021 and beyond must earn 24 hours of community service as one of their graduation requirements.

For two consecutive years, Federal Way Public Schools is outperforming the state average with the percent of scholars who enroll in 2 or 4 year college programs.

“ Student voice is a stepping stone to make our school experience better...the power for the students to have a say - FWPS Student ”

Dr. Tammy Campbell,
Superintendent

Board of Education:

Mr. Geoffery McAnallo
Board Vice President, District #1

Ms. Claire Wilson
Board President, District #2

Mrs. Luckisha Phillips
Board Director, District #3

Ms. Trudy Davis
Board Director, District #4

Mr. Hiroshi Eto
Board Director, District #5

Federal Way Public Schools

Educational Service Center (ESC)
33330 8th Avenue South
Federal Way, Washington 98003

www.FWPS.org

[facebook.com/fwps210](https://www.facebook.com/fwps210)

twitter.com/FWPS210

23,000+ Students

- 0.6% American Indian/Alaska Native
- 11.8% Asian
- 11.1% Black/African American
- 26.8% Hispanic/Latino
- 4.7% Native Hawaiian/Other Pacific Islander
- 12.0% 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)

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

Updated Nov. 2018



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PUBLIC SCHOOLS