Leading for Results: Building Systems through Strategic Planning for the Improvement of Student Learning

For EACH SCHOLAR
A Voice
A Dream
A Bright Future

Dr. Tammy Campbell, Superintendent
Board-Superintendent Team

Board Directors:
Geoffery McAnalloy, Board President
Carol Gregory, Board Director
Claire Wilson, Board Vice President
Hiroshi Eto, Board Director
Liz Drake, Board Director and Legislative Liaison
Learning Outcomes

• Engage you as thought partners in our work in co-constructing our strategic plan

• Share our journey in Federal Way Public Schools in building a SYSTEM that produces academic excellence through equity

• Provide a model for using central office transformation for the improvement of teaching and learning
“To accomplish great things, we must not only act, but also dream; not only plan, but also believe.”

~Anatole France
Presentation Outcomes

• Learn about the major aspects of policy governance and its focus on student outcomes.

• Identify how this form of governance and school board leadership promotes a more powerful strategic plan.

• See examples of our Ends policies and our recent strategic plan.

• Appreciate how the board and superintendent team is strengthened in this environment through role clarity and a focus on student outcomes.
Who is Federal Way Public Schools?
Demographic Data:
Race/Ethnicity

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Regional: Auburn, Highline, Kent, Renton, Seattle Tukwila
Demographic Data: Most Languages Spoken

US
351 languages
- English: 80%
- Spanish: 12%
- Chinese: 5.2%
- Tagalog: 5.2%
- Vietnamese: 4.4%

Washington
194 languages
- English: 82%
- Spanish: 8%
- Chinese: 1.3%
- Vietnamese: 0.9%
- Russian: 0.9%

Regional
54-130 languages
- Auburn, Kent, Highline, Renton, Seattle, Tukwila

Federal Way
112 languages
- English: 72% (16,120)
- Spanish: 19% (4,300)
- Russian: 0.2% (560)
- Korean: 0.2% (430)
- Ukrainian: 0.2% (410)
- Vietnamese: 0.1% (300)
Demographic Data: Race/Ethnicity

39 schools with varying goals, plans for improvement, strategies

Achievement had slowly declined between 2010-2015

Demographically the district is changing to a more racially, ethnically and linguistically diverse district

There had not been a strategic plan in 20 years

39 sites operated autonomously with little coordination, collaboration or accountability

Board/Superintendent team operate within a framework of Policy Governance
What is Policy Governance?

Policy Governance® is a fundamental redesign of the role of the board, emphasizing values, vision and the empowerment of both board and staff. It is designed to create a clear structure for a board of directors to be accountable to the community that they serve.

This model enables the board to:
- Focus on the larger issues
- Clearly delegate authority
- Direct management’s job without interfering, and
- Rigorously evaluate what is accomplished
Policy Design

The Ends

Executive Limitations

Board/Superintendent Relationship

Governance Process

"Never doubt that a small group of thoughtful, committed people can change the world, indeed it is the only thing that ever has."

~ Margaret Mead
The "ends" are the results the school board expects the superintendent and the organization to achieve. The school board creates policies that define the "ends." In this way, the board provides strategic leadership by clearly defining what is to be accomplished and for whom.

**A BRIGHT FUTURE**

In an environment of equity, regardless of race, socio economics, language, cultural backgrounds and other exceptionalities, each scholar will graduate with the academic knowledge and 21st century skills ready to succeed as a responsible global citizen.

**SUB END 1 – EACH SCHOLAR - GRADUATION AND ADVANCEMENT**

Each scholar will graduate with the prerequisite skills and confidence to access college, career, and other post-secondary experiences.

**SUB END 2 – A DREAM - ACADEMIC ACHIEVEMENT**

Each scholar, at every grade level, will perform at or above the state or district standards in all disciplines.

**SUB END 3 – A VOICE – WHOLE CHILD: PERSONAL RESPONSIBILITY AND CITIZENSHIP**

Each scholar will be empowered to take responsibility for his/her academic success and exhibit positive, ethical behaviors treating others with dignity and respect.
Executive Limitations

The superintendent doesn’t have complete freedom in making decisions about how to accomplish the ends. “Executive Limitations” are policies that define what methods cannot be used to get the expected results. In essence, the school board is pre-approving all means that have not been expressly prohibited. This gives the superintendent the power to make decisions that create the desired ends.
The “Board/Superintendent Relationship” defines the connection between the Board and the Superintendent, directs the Board to act as a unit, creates accountability of the Superintendent, delegation to the Superintendent, and monitoring of Superintendent performance.
The board sets “board means.” These are the policies that describe the board’s job and how it directs the superintendent to achieve the “ends.” These also are referred to as the “governance process.”


MEMORANDUM

To: Board of Trustees

From: Dr. Tammy Campbell, Superintendent

Date: February 1, 2016

SUBJECT: Interpreting and Monitoring of Ends

This memorandum is to confirm receipt of the results of the Balanced Scorecard and to provide a summary of the outcomes for the current fiscal year.

Key performance indicators for the current fiscal year include:

- Student Attendance Rate: 95%
- Graduation Rate: 90%
- Standardized Test Scores: Increased by 10%

The results have been reviewed and approved by the Board of Trustees.

Accountability:

The Accountability Team has been working diligently to ensure that all departments are meeting their goals.

Action Plan:

A detailed action plan has been developed to address areas of improvement.

Sincerely,

[Signature]

Superintendent
Leading for Results:
Interpretation and Monitoring of Ends

SUB END 1
GRADUATION AND ADVANCEMENT

Each student will graduate with the prerequisite skills and confidence to access college, career, and other post secondary options.

SUB END 1
INTERPRETATION

Two dimensions:

- Academic knowledge/skills (prerequisite skills)
- Academic behavior (confidence to access)
Looking Back: 2015-16 School Year

Listen.Learn.Lead.

Tour of Federal Way Public Schools

- Over 1,200 stakeholder voices including students
- Built partnerships with community and business leaders
- Visited all 39 sites and met with teachers, staff and parents
- Rode a school bus
- Built school board and superintendent relationship
What I Listened for and Learned from Staff

Listened.

- FWPS Staff: dedicated, supportive, and team oriented
- Communication and collaboration to focus on the improvement of student learning
- Systems of support, specifically our coaching model and mentor program
- New superintendent willing to meet with staff and is accessible and visible

Learned.

- Need for focus and alignment of curriculum
- School culture and student discipline
- Focus, and sustained academic improvement
- More training on culturally responsive instruction
- Clear and consistent communication
- Maintain a focus on students

Acted.

- School site visits
- Stakeholder voice in strategic plan
- ELA curriculum adoption
- Curriculum guides
- System of supports and PD: PBIS/Restorative Practices/SEL/ACES
- Cultural competency PD

Focus and Aligned: Strategic Plan
What I Listened for and Learned from Community

**Listened.**
- Positive about the school their children attend
- Staff care for and support students at their schools
- Positive about communication they received at their school
- Value family liaisons at elementary schools

**Learned.**
- Academics and student achievement, improvement
- Standards-Based Grading and Reporting
- Increased interpreters
- Culture that is more inviting to parents, and support for families who want to help
- School lunches/nutrition program
- Late start impacts
- Communication at the building and district levels, specifically focused on grades, ParentVUE

**Acted.**
- ELA curriculum/curriculum adoption
- Standards Based Grading and Reporting Committee
- Family Academy
- Stakeholder voice
- Language access
- Analysis of lunch program
- Cultural competency
- Early releases
- Increased communication
- Focused and Aligned: Strategic Plan
If your educational system is working in the IDEAL, what would you see?
What will Success Look Like?

HUMAN RESOURCES
- Rigorous hiring processes
- Equity informed hiring processes
- School support aligned to strands

FINANCE
- Financial allocations and budgets are used to accomplish strategic goals
- Differentiated funding based on need

TEACHING FOR LEARNING
- Teacher created guides
- Guaranteed & viable curriculum
- Job embedded PD and data driven structures

CLASSROOM
- Rigorous, relevant standards-aligned instruction
- Relational teachers and support staff who know scholars’ strengths and areas of need
- Scholars who are academically and socially-emotionally thriving
Our Theory of Action: How will we Accomplish our Vision?

Which will ensure ALL students...

have the desire learn at high levels with academic and social emotional supports to graduate career and college ready
How do you Create this Outcome?

- Systems approach
- Strategic Plan that drives school improvement efforts
- Professional learning
- Building a culture that has at its foundation an orientation toward EQUITY
Essential Systems for Large Scale Improvement

- Large scale co-construction of the Strategic Plan
- Strategic Plan with goals, metrics, and research-based strategies informing 39 school improvement plans
- Central Office Theory of Action drives every department’s work
  - Human Resources Systems
  - Teaching for Learning Systems
  - Finance and Operations Systems
  - Communications Department Systems
  - Office of Equity for Scholar and Family Success Systems
  - Superintendent’s Office Systems
“A System is a network of interdependent components that work together to accomplish the aim (goals) of the system.”

If there is pattern of poor achievement across most of your schools and across grade levels, then this means you have a systemic problem. These results are not accidental, but are actually the result of the system in operation (even it is a poor/ineffective one).
Why a Strategic Plan

The strategic plan allows for a disciplined framework to bring people, programs, processes and resources together in an aligned fashion, working towards a common aim.
How Does the Strategic Plan Align with the Work in FWPS?

It begins with our ENDS.

Our ENDS inform our Strategic Plan.

Strategic Planning will shape our Ends.

Our Theory of Action will influence the strategies and goals that are embedded in our Strategic Plan.

The continuous improvement efforts at every one of our 39 sites will be driven by School Improvement Plans that are derived from our Strategic Plan.
Embracing Diverse Voices & Communities

- Survey of Internal and External Stakeholders
- All stakeholder groups represented in one of the various focus groups or forums
- "Reality check" sessions to solicit teacher, admin and staff feedback
**Strategic Planning Teams**

- **Alignment Team**
  - Leadership Team
  - October 28
  - 100+ (District Leadership, Principals, Assistant Principals, Teachers, Union Leadership, Classified Staff, Community Members, Students, Parents)
  - November 2-3, December 2, February 8, April 29

- **Core Planning Team**
  - Leadership Team, TFL, Principals, Assistant Principals, Teachers
  - January 25-26, April 29

- **Instructional Focus Team**
  - 100 students
  - January 29

- **Student Voice**
  - 5 Community Forums in each district
  - January 14, 25; February 8, 29; March 1
Looking Ahead: Our Roadmap for Improvement

- We now have a Strategic Plan
- Focus and narrowed priorities
- Collaborate across schools
- Defined autonomy
1. Early Years: Building the Foundation

2. Whole Child: Thriving, Confident, Responsible Individuals

3. Active Learners: Engaged, Empowered, Critical Thinkers

4. Content-Area Competency: Mastery of All Subjects

5. Persistence to Graduation: HS Graduation through Successful Transitions

End 1: Graduation and Attainment
End 2: Academic Achievement
End 3: Personal Responsibility and Leadership

Strategic Plan
**OUR MISSION**

In an environment of high support, and no excuses, Federal Way Public Schools will consider data and collaborate to give a voice, a dream and a plan.

**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 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.
Each School Focuses on a Limited Number of Goals

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.

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.

3. **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.

4. **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.
Our Plan for Large Scale Improvement:

Our Strategic Plan

**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.

**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.

**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.

**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.

**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.
### Let's Take a Look at Our Goals

#### The Early Years: Building the Foundation
- Every student will enter kindergarten ready to learn with the knowledge and skills required to be successful in first grade.
- Measures of progress: Students will score at or above the 50th percentile on state and district assessments.
- Equity means: All students will have equal access to high-quality instruction.

#### Whole Child: Thriving, Confident, Responsible Individuals
- Every student will be engaged and connected, developing personal responsibility in order to be positive, productive members of society.
- Measures of progress: Students will have attendance rates of at least 95% and a positive attitude.
- Equity means: All students will have equal access to opportunities to thrive.

#### Active Learners: Engaged, Empowered Critical Thinkers
- Every student will be engaged with content, purposeful, and actively engaged in becoming critical thinkers.
- Measures of progress: Students will have at least one engagement with content per week.
- Equity means: All students will have equal access to engaging content.

#### Content-Area Competence: Mastery of All Subjects
- Every student will set and achieve goals for learning, and will master critical understandings in all subjects by the end of each grade.
- Measures of progress: Students will have at least 80% proficiency in all content areas.
- Equity means: All students will have equal access to content-area instruction.

#### Persistence to Graduation: Graduation Through Successful Transitions
- Every student will graduate from high school, ready to be successful in life.
- Measures of progress: Students will have at least 90% graduation rate.
- Equity means: All students will have equal access to successful transitions.

### Additional Goals
- Each student will become college and career ready.
- Each student will be prepared for success in life.
- Each student will be prepared for success in life.
Measures

- 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 WAFSA
- Increase in high school graduation and decrease in dropout rates
- Percent of graduating scholars who persist 2 or more years in college and acquire a college or post-secondary degree

Equity

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.
• Adopt the Strategic Plan through the School Improvement Planning (SIP) process

• Each school has two goals (no more)

• All school must focus on Goal 2 and one Academic Goal

• SIP presentations in the fall (critical friends session and two annual data summits)

• School and district Measures of Progress monitored by goal area
  • Data Analysis
  • Monthly Data Push

• Graduation Assurance
Questions and Challenges we are Grappling with...

- Getting staff accustomed to a system instead of individual schools going it alone

- New goals and strategies require new learning, the need for PD

- Staying the course and shifting our cultural norms, expectations and behaviors

- Balancing urgency and realistic pace

- Using ongoing strategies to ensure the strategic plan is “ALIVE” and not just a document
Let’s Always Remember...
What this WORK is All About