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

July 23, 2018
Board Directors:
Hiroshi Eto, Board Director
Carol Gregory, Legislative Liaison
Claire Wilson, Board President
Geoffery McAnalloy, Board Vice President
Mildred Ollée, Board Director
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
Who is Federal Way Public Schools?
Demographic Data: Race/Ethnicity

U.S.
- White: 70
- Hispanic: 18
- Black: 13
- Asian: 6
- Two or More: 3

Washington
- White: 56
- Hispanic: 22
- Black: 4
- Asian: 7
- Two or More: 7

Regional
- Average
  - White: 31
  - Hispanic: 25
  - Black: 14
  - Asian: 18
  - Two or More: 4

Auburn, Highline, Kent, Renton, Seattle Tukwila

Federal Way
- White: 30
- Hispanic: 27
- Black: 13
- Asian: 11
- Two or More: 12
Demographic Data:
Most Languages Spoken

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

**Washington**
- English: 82%
- Spanish: 8%
- Chinese: 1.3%
- Vietnamese: 9%
- Russian: 9%

**Regional**
- Auburn, Kent, Highline, Renton, Seattle, Tukwila
- English, Russian, Tagalog, African, Vietnamese, Chinese

**Federal Way**
- English: 72% (16,120)
- Spanish: 19% (4,300)
- Russian: .02% (560)
- Korean: .02% (430)
- Ukrainian: .02% (410)
- Vietnamese: .01% (300)
Graduation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>National Rate</th>
<th>State Rate</th>
<th>Region Rate</th>
<th>FWPS Rate</th>
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</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>83%*</td>
<td></td>
<td></td>
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<tr>
<td>2015-16</td>
<td>79%</td>
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<tr>
<td>2016-17</td>
<td>81.1%**</td>
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<tr>
<td>2013-14</td>
<td>77%</td>
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*National rate reflects 2014-15, current data unavailable
**Preliminary
• 39 schools with varying goals, plans for improvement, strategies

• Achievement had slowly declined between 2010-2016

• 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
ENDS Policy

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.
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.”
Leading for Results: Interpretation and Monitoring of Ends

MEMORANDUM

To: Board of Directors

From: Dr. Timothy Campbell, Superintendent

Date: February 5, 2016

Subject: Master Plan for SLO 6.1-1: Graduation and Advanced Placement

Policy Type: Info

Policy: SLO 6.1-1, Graduation and Advanced Placement

Our students will graduate with the academic knowledge and 21st century skills ready to succeed as responsible citizens.

Sub-End 1: Graduation and Advanced Placement
Each student will graduate with the prerequisite skills and commitments to career, college, and other post-secondary options.

Interpretation: Sub-End 1: Graduation and Advanced Placement is a critical factor in ensuring the ultimate outcome for Federal Way Public Schools: students succeed for post-secondary success. This End has two dimensions: academic knowledge/21st century skills and academic behavior/attendance. This interpretation uses the framework by national expert David Conley (2015). The following chart lists the four key elements of college and career readiness:

- Key Cognitive Ingredients (21st century skills)
- Key Content (21st century skills)
- Academic Behaviors, and Attendance
- Personal Skills and character (preparation skills and confidence in success)

Summary:

- Graduation rates over the past several years have remained steady.
- College entrance rates have increased.
- Advanced Placement participation has increased.

Monitoring Response Document (R&D)

Target Performance Sustainable

Target Performance Document (R&D)


Sub-End 1 - Graduation and Advanced Placement
Each student will graduate with the prerequisite skills and commitments to career, college, and other post-secondary options.

The Board on this data shown above reviewed and reviewed the official annual monitoring report of the policy SLO 6.1 - Graduation and Advanced Placement. Following in another this year, the Board considered:

1. The information provided, the Board finds that the Superintendent has consistently interpreted the provisions of this relevant End policy, and that the district is meeting reasonable program goals ensuring the desired results called for in the relevant policy. For this reason, the Board concurs with the Superintendent for future policies in the following areas:
   - Cluster of Monitoring Topic: The SLO 6.1 monitoring report failed to meet criteria consistent with the Graduation and Advanced Placement aspect of the SLO 6.1 action. The clarity of the reporting document is informative and provides a focused approach to areas for review.

   - Monitoring Interpretation for Alignment and Impact: There is no alignment that the District has not met. The Board has been pleased with the report and has continued to support the policies as depicted in the SLO 6.1 action.

   - Enough Swork Imperative and Reasonable Requirements Provided: The report and discussion has given to the Board the necessary evidence to support that each student is on target to graduate with the prerequisites skills, and conditions to succeed in college, career, and other post-secondary options. This outcome will continue to provide a framework to focus on academic achievement, and every student being successful. The plan speaks to an approach that identifies the importance of every student to an individual from birth to graduation, the importance of systematically, and successfully reaching each student as they
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)
Accomplishing our Ends: The Road to Improvement
If your educational system is working in the IDEAL, what would you see?

Clearly Define the Vision for Success
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**
- **Core Planning Team**
- **Instructional Focus Team**
- **Student Voice**
- **Community Forums**

**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

**FWPS Strategic Plan**
- Leadership Team, TFL, Principals, Assistant Principals, Teachers
- January 25-26, April 29

**100 students**
- January 29

**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
OUR MISSION

In an environment of high support, and no excuses, Public Schools will collect data and collaborate to give a voice, a dream and an opportunity.

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.
Each School Focuses on a Limited Number of Goals

2 Goals

- **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.

- **one The Early Years: Building the Foundation**
  Each 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.

- **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 3rd 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.
Our Plan for Large Scale Improvement:

Our Strategic Plan

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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.

**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.

**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.

**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.

**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

[Diagram showing five goals with corresponding measures and equity means]
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 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

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...

- Transitioning to a systems approach away from site-by-site approach—ensuring equity

- With the launch of strategic plan, there are strategies embedded within the plan that will require new learning for staff—PD

- Continuing to message the why of the work and include staff, community and scholar voice

- Focusing on student data as a reason for change in a manner that is not about blame but the compelling “Why”

- Balancing loose and tight as we implement our goals

- Balancing the “urgency of now” with pacing that allows for staff success
Let’s Always Remember...
What this WORK is All About
One Team, One Dream!

FEDERAL WAY PUBLIC SCHOOLS

Each Scholar:
A voice. A dream.
A BRIGHT future.