



DISTRICT IMPROVEMENT PLAN, 2010-2011

(Notes: 1. The District Improvement Planning Committee has identified essential questions that will guide conversations at all levels. The continued conversations around these essential questions will be a catalyst for effective and sustainable change; 2. The essential questions reflect best practices for every child, regardless of AYP cell.)


District Improvement Guiding Belief

Quality instruction is the single most significant factor that affects student achievement.
 (McKinsey & Company, 2007)

We believe that any school system should develop goals embedded in best practices to support every child. In order to provide quality instruction every day, every moment, for every child, Federal Way Public Schools should have the following four focuses:

- K-12 Alignment
- Professional Development/Coaching
 - Leadership
- Parent/Community Involvement

Specific, Measurable Achievement Goals

Student Groups	Immediate Goal	Guiding Goal
All students		All students meeting or exceeding grade level expectations as measured by the state assessment and/or district assessments at grade levels where state assessment is not given.
AYP sub-groups	A decrease in 10% of students not meeting or exceeding grade level expectations as measured by the WASL (safe harbor).	All students meeting or exceeding grade level expectations as measured by the state assessment and/or district assessments at grade levels where state assessment is not given.

Note: This is a "working document." Therefore, it is subject to revisions as new information is gathered.

Strategy #1: K-12 Alignment

Rationale:

- “In improved school districts, curriculum is aligned with standards, assessment, and policies. The districts have a centralized and coordinated approach to curriculum, which is adopted district-wide.” (OSPI, 2004)
- We are a system of schools. We recognize that in order to meet district and state goals, we must have a system of schools that are aligned and cohesive with instructional practices and implementation processes.

Essential questions

(NOTE: Darkest shaded questions are highest priority.)

Person/Department Responsible

(Note: As a district, we recognize that high levels of collaboration are needed in order to successfully implement change. Therefore, much of the work completed will be a result of committees of administrators, teachers, parent/community members.)

1.A: What are the components of “highly effective instruction” and how do we implement them in all lessons?

Definition: Highly Effective instruction – those instructional strategies/components, when implemented with fidelity, that elicit the best results in student achievement

Josh Garcia, TFL
Assistant Superintendent

1.B: How do we best support assessment-driven instruction?

Definition: Assessment – the process of observing learning; describing, collecting, recording, scoring, and interpreting information about a student’s or one’s own learning

Dave Davis, TFL
Director of Assessment

1.C: What are the essential learning targets in literacy and math and how do we support implementation, K-12, vertically, through the grade levels and horizontally, across grade levels and the district?

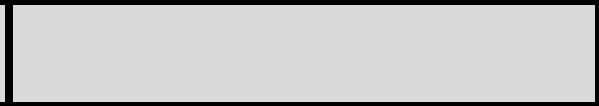
Marie Verhaar, TFL
Director of Curriculum and Instructional Alignment

1.D: How do we support and ensure the implementation of the Response to Intervention (RTI) process to support all learners, especially those in targeted AYP cells (hispanic math and reading, black math, limited English reading and math, special education math and reading, low income math and reading, middle school math, high school math)? How do we ensure smooth transitions of targeted interventions, K-12?

Definition: Response to Intervention (RTI) - A three –tier assessment and instruction/intervention process for systematically evaluating student progress. Within the model decisions are made about the need for

Sharon Mitchell-Guddat, TFL
Title I/LAP Director

instructional modifications or increasingly intensified services using progress monitoring data. Each tier represents an increasingly intense level of services based on individual students' response to scientifically research-based instruction and intervention.



Strategy #2: Professional Development/Coaching

Rationale:

- “Delivering excellent instruction requires teachers to develop a highly sophisticated set of skills,” (McKinsey & Company, 2007)
- A system is only as strong as its instructional staff and leaders.
- Investing in our instructional staff and leaders through professional development will pay off in large dividends for student achievement, regardless of AYP cell.
- We must provide support through a cycled, differentiated professional development model.

Essential questions

(NOTE: Darkest shaded questions are highest priority.)

Person/Department Responsible

(Note: As a district, we recognize that high levels of collaboration are needed in order to successfully implement change. Therefore, much of the work completed will be a result of committees of administrators, teachers, parent/community members.)

2.A: How do we effectively provide differentiated K-12 professional development related to the components of “high effective instruction” and district core curriculum/initiatives? What does differentiated professional development look like when based on student data, experience, and implementation levels?

Josh Garcia, TFL
Assistant Superintendent

2.B: How do we define instructional coaching and the roles/responsibilities of K-12 instructional coaches? How do we promote a culture of coaching in our district and schools?

Sharon Mitchell-Guddat, TFL
Title I/LAP Director

Definition: Instructional coach job description coming soon!

2.C: How do we create and support collaborative team structures to facilitate professional learning communities (PLC) in every school, department, professional group (teachers, administrators, etc.) and across the district?

Cindy Black, HR
Director of Supervision and Evaluation
Support

Strategy #3: Leadership

Rationale:

- “[R]esearch on school leadership suggests that school leadership is second only to classroom teaching as an influence on learning,” (McKinsey & Company, 2007)
- In order to create K-12 alignment and implement differentiated professional development/coaching, we must have clear communication at all levels of leadership.
- System sustainability requires increased leadership at all levels.

Essential questions

(NOTE: Darkest shaded questions are highest priority.)

Person/Department Responsible

(Note: As a district, we recognize that high levels of collaboration are needed in order to successfully implement change. Therefore, much of the work completed will be a result of committees of administrators, teachers, parent/community members.)

3.A: What processes do we have in place to identify and develop leaders in order to increase capacity in buildings and throughout the district?

Chuck Christensen, HR
Assistant Superintendent

3.B: What criteria do we use when hiring and evaluating school staff (principals, teachers, instructional coaches)?

Chuck Christensen, HR
Assistant Superintendent

Strategy #4: Family/Community Partnerships

Rationale:

- Partnerships between family/community and schools are critical to the success of every student.
- Communication and access should be provided consistently across the district.

Essential questions

Person/Department Responsible

(Note: As a district, we recognize that high levels of collaboration are needed in order to successfully implement change. Therefore, much of the work completed will be a result of committees of administrators, teachers, parent/community members.)

4.A: What district level tiered supports will promote family/community and school partnerships? What processes do we have in place to identify and promote parent leaders at the district level?

Trise Moore,
Director, Family & Community Partnerships

Guiding Resources

The majority of this work is based on the committee's findings in two meta-analyses of the most current research. These two reports are the McKinsey Report and OSPI's Characteristics of Improved School Districts: Themes from Research. Sections of the "Executive Summaries" have been highlighted as they have provided the foundation for the work of this committee.

How the World's Best-Performing School Systems Come Out on Top, McKinsey & Company, 2007.

"There are many different ways to improve a school system, and the complexity of this task and the uncertainty about outcomes is rightly reflected in the international debate about how this should be done. To find out why some schools succeed where others do not, we studied twenty-five of the world's school systems, including ten of the top performers. We examined what these high-performing school systems have in common and what tools they use to improve student outcomes.

The experiences of these top school systems suggest that three things matter most: 1) getting the right people to become teachers, 2) developing them into effective instructors and, 3) ensuring that the system is able to deliver the best possible instruction for every child.

These systems demonstrate that the best practices for achieving these three things work irrespective of the culture in which they are applied. They demonstrate that substantial improvement is possible in a short period of time and that applying these best practices universally could have enormous impact in improving failing school systems, wherever they might be located."

Characteristics of Improved School Districts: Themes from Research, Office of the Superintendent of Public Instruction, 2004.

"An analysis of the studies identified 13 common themes, which have been clustered into four broad categories: *Effective Leadership, Quality Teaching and Learning, Support for Systemwide Improvement, and Clear and Collaborative Relationships*. The themes should be viewed as integrated and interrelated – they are important to district effectiveness but not sufficient in isolation. Although they are treated discreetly in the synthesis of research, they are connected, impact one another, and infuse the organization. A conceptual framework illustrates the relationships among these 13 themes and four categories." In addition to these two guiding resources, committee members attended various professional development workshops (ASCD Regional Conference, Washington State ASCD Conference, Equity and Achievement Conference, Parent Involvement Conference) to learn new information to guide our work.

Technical Assistance from OSPI

OSPI has worked collaboratively with our district improvement planning team. They have provided us with the School System Improvement Resource Guide (SSIRG) in addition to the research they have conducted. In addition, we have utilized and will continue to utilize Bill Rossman, Director of School and District Improvement, to answer questions and concerns that come up in the improvement planning process.

Making Meaning of High Quality Instruction: TFL Instructional Framework

Classroom Culture

How will I engage students?

INVOLVES ROUTINES

Curriculum Design

How will I develop effective, differentiated, and rigorous Standards Based Lessons and Units which clearly connect to successful implementation of *Standards Based Grading*?

How will I *set objectives & provide feedback*?

Classroom Management

How will I establish/maintain and recognize & acknowledge adherence or lack of adherence to *classroom rules and procedures*?

Instruction

ADDRESSES CONTENT IN SPECIFIC WAYS: Lesson Segments

Segment A: What will I do to help students effectively interact with new knowledge?

- Building Academic Vocabulary
- Summarizing & Note taking
- Non-Linguistic Representations
- Cooperative Learning
- Cues, Questions, & Advance Organizers
- Similarities & Differences
- Generating & Testing Hypotheses
- Homework & Practice

Segment B: What will I do to help students practice & deepen their understanding of new knowledge?

- Similarities & Differences
- Cooperative Learning
- Homework & Practice
- Summarizing & Note taking
- Non-Linguistic Representations
- Cues, Questions, & Advance Organizers
- Generating & Testing Hypotheses

Segment C: What will I do to help students engage in cognitively complex tasks?

- Generating & Testing Hypotheses
- Cooperative Learning
- Similarities & Differences
- Summarizing & Note taking
- Non-Linguistic Representations
- Cues, Questions, & Advance Organizers
- Homework & Practice

How will I use *formative assessment* to adjust my instruction and improve student learning?

How will I establish and maintain effective teacher/student relationships?

How will I reinforce effort & provide recognition to celebrate students' success towards meeting learning goals?

Teaching Tool: To Spur a Conversation

How will I communicate *high expectations* for all students?

Making Meaning of High Quality Instruction: TFL Instructional Framework

Background and Purpose

The Teaching for Learning Department mirrors in their professional development model a commitment to provide high quality instruction for all of our learners; the belief that what is great for our adult learners is synonymous with what is great for our student learners: learning is learning. Clear patterns of distinction reflect each other when creating a *culture* of respect, *designing curriculum*, *managing* the dynamics of diverse learners, and implementing highly effective *instruction* for all of our constituents in Federal Way Public Schools: both student and adult learners.

The *Making Meaning of High Quality Instruction Framework* represents a vision derived from the work of educational researchers and blended into the vision of FWPS, Teaching for Learning Department of how to craft the critical and core components that make up both the affectively and cognitively complex task of producing high quality instruction. This framework creates a visual to demonstrate the necessary integration when examining the four critical and core components of producing high quality instruction: culture, curriculum, management, and instruction. It's the symphony of these four critical and core components that create the harmony of learning. It is with this vision of high quality instruction that the TFL Department develops high quality professional development for our adult learners with high hopes that this effective modeling of high quality instruction will be emulated in meaningful ways to improve teaching and learning for each of our students in Federal Way Public Schools.

Levels of Professional Development

Level 1

Essential Question: How will learners effectively interact with new professional knowledge?

Critical Elements: *Knowledge, Comprehension, & Application*

Learning Objectives

1. Introduce the concept and the research behind it
2. Model the concept
3. Practice the concept and provide a glimmer of application
4. Reflect on the concept(s) possible impact on student achievement

Level 2

Essential Question: How will learners integrate, practice and deepen their understanding of new professional knowledge?

Critical Elements: *Application, Analysis, & Reflection*

Learning Objectives

1. Practice the implementation of the concept or plan for the implementation of the concept
2. Implement the concept into the classroom
3. Reflect on concepts effectiveness with colleagues and its impact on student achievement

Level 3

Essential Question: How will learners engage in cognitively complex tasks integrating the new professional knowledge?

Critical Elements: *Application, Analysis, Synthesis & Reflection*

Learning Objectives

1. Sets goals to expand on the new learning of the concept (s)
2. Creates a plan and shares the new learning of the concept (s) with others
3. Reflects on concepts effectiveness with colleagues and its impact on student achievement

Level 4

Essential Question: How will learners examine what they have learned and know through a lens of critical inquiry?

Critical Elements: *Application, Analysis, Synthesis & Reflection*

Learning Objectives

1. Conduct action research
2. Synthesize the effectiveness of the action research and its impact on student achievement
3. Share the effectiveness of the action research findings with a broad audience

Level 5

Essential Question: How will learners engage and achieve high levels of professional rigor?

Critical Elements: *Application, Analysis, Synthesis & Reflection*

Learning Objectives National Board Teacher Certification Involves Providing Evidence from the 5 Core Propositions

1. Proposition 1: Teachers are Committed to Students and Their Learning
2. Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
3. Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning
4. Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.
5. Proposition 5: Teachers are Members of Learning Communities.

6. Definition of Modes for Professional Development

- **Workshops:** Single or multiple sessions built around specific concepts and/or skills, knowledge, or best practices. Use of school- or district-adopted materials or texts, and school- and district-adopted strategies may be delivered in this mode.
- **Book Studies:** A study of professional literature with books purchased by teachers. A book study may have any number of sessions. Between sessions, participants should seek to apply new concepts in their classrooms, bringing their reflections/student products to the next session for discussion/analysis. Each session should involve the participants in sharing how the contents of the book or the discourse in the book study group has led to new knowledge, skills, or dispositions that can transfer to their classrooms.
- **Coaching Cycles:** Instructional Coaches partner with teachers to improve instructional practice and student achievement. The process includes a focused 1:1 coaching conversations to establish teacher/student goal(s), may include a model lesson, co-teaching, or an observation implementing a specific concept or series of concepts and its impact on teacher practice and student achievement, and a debrief coaching conversation reflecting on the teaching and learning garnered from the experience.
- **Professional Development Learning Communities:** (PLCs, Inquiry Groups, Collaboration Groups) - Teams of teachers/leaders involved in ongoing, in-depth study of instructional issues focused on improving teaching practice and student achievement. These teams may take many different forms.
- **On-line Learning:** Instructional technology provides teachers/leaders with an opportunity to differentiate learning processes and products while keeping the concepts/content comprehensive. Moodle, an online forum to engage in intellectual discourse using 21st century technology, allows for another opportunity for teachers/leaders to access skills, knowledge, and critical thinking around essential district initiatives.
- **Action Labs:** Multiple sessions built around combining Level 1 & Level 2 criteria where teachers design, implement, and reflect on unit plans integrating a multitude of concepts.
- **Institutes/Summits:** Day-long or multi-day sessions on a particular topic or theme supported by multiple tracks to provide a variety of targeted learning opportunities. The goal is to provide interactive learning activities designed to afford deep knowledge. Such institutes should be connected to follow-up which may include face-to-face sessions, classroom coaching, online discussions or project showcases, in which participants share artifacts to demonstrate the implementation of their learning.

- Action Research:** This is disciplined inquiry done by a teacher or group of teachers with the intent that the research will inform and change future instructional practice. It is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement. The process of action research assessing needs, documents the steps of inquiry, analyzes data, and makes informed decisions that can lead to desired outcomes. Teachers engage in a cycle of posing questions, gathering data, reflection, and deciding on a course of action.

Types of Action Research →	Individual Teacher Research	Collaborative Action Research	School Wide Action Research	District Wide Action Research
Focus	Single Classroom issue	Single classroom or several classrooms with common issue	School issue, problem, or area of collective interest	District issue Organizational Structures
Possible Support Needed	Instructional Coach/Mentor/Teacher Leader Access to technology Assistance with data organization and analysis	Instructional Coach/Mentor/Teacher Leader Access to technology Assistance with data organization and analysis	School Commitment Leadership Communication External Partners	District Commitment Facilitator Recorder Communication External Partners
Potential Impact	Curriculum Instruction Assessment	Curriculum Instruction Assessment Policy	Potential to impact school restructuring and change Policy Parent Involvement Evaluation of Programs	Allocation of resources Professional Development Activities Organizational Structures Policy
Positive Side Effects	Practice Informed by data	Improved collegiality Formation of partnerships	Improved collegiality, collaboration, and communication Team building	Improved collegiality, collaboration, and communication Team Building Shared Decision Making
Adapted from Northeast & Islands Regional Educational Laboratory At Brown University, Eileen Ferrance-Action Research				

District Initiative: 10 Essential Elements

Level 1 Opportunities: *Individual*

All Level 1 opportunities need to address the Essential Question, Critical Elements, & Learning Objectives.

- A. Teaching for Learning 10 Essential Elements Workshops –Instructional Coaches/Teacher and/or Building Leaders facilitates the workshops.
 - 1. Setting Objectives & Providing Feedback
 - 2. Non-Linguistic Representations
 - 3. Reinforcing Effort & Providing Recognition
 - 4. Similarities & Differences
 - 5. Cues, Questions, and Advance Organizers
 - 6. Summarizing & Note taking
 - 7. Homework & Practice
 - 8. Cooperative Learning
 - 9. Generating& Testing Hypotheses
 - 10. Academic Vocabulary Development
- B. On-Line Learning: Teaching for Learning 10 Essential Elements Workshop Moodles. Individual Instructional Coaches manage one of the 10 Essential Elements On Line Workshops that lend itself for online learning throughout the year at a District Level.
- C. Book Study – *Classroom Instruction that Works* – managed through On-Line Learning- Moodle or other means of effective reflective coaching discourse and meets the same requirements as defined by Level1.

Level 2 Opportunities: *Connectedness-Lesson/Unit Design & Feedback*

All Level 2 opportunities need to address the Essential Question, Critical Elements, & Learning Objectives.

- A. Segmented professional development focused on *lesson design* integrating specific 10 Essential Elements based on Lesson Segments A, B, & C. Participants will produce, implement, and reflect on three lessons, one from each segment.
 - a. All lessons need to include the following Critical & Core Components:
 - i. Standards Based
 - ii. Setting Objectives & Providing Feedback
 - iii. Reinforcing Effort & Providing Recognition
 - iv. Formative Assessment

- **Lesson Segment A-** Students Effectively Interacting with New Knowledge
10 Essential Element Focus
 - i. Building Academic Vocabulary
 - ii. Summarizing & Note taking
 - iii. Non-Linguistic Representations
 - iv. Cooperative Learning
 - v. Cues, Questions, & Advance Organizers
- **Lesson Segment B-** Practicing and Deeping Student Understanding of New Knowledge
10 Essential Element Focus
 - i. Similarities & Differences
 - ii. Cooperative Learning
 - iii. Homework & Practice
- **Lesson Segment C-** Engaging Students in Cognitively Complex Tasks Lesson Segments
10 Essential Element Focus
 - i. Generating & Testing Hypotheses
 - ii. Cooperative Learning

This segmented series would be facilitated by the Instructional Coach/Teacher Leader.

- B. Workshop Model focused on participants producing a *unit design* integrating all concepts of 10 Essential Elements facilitated by the Instructional Coach/Teacher Leader. Participants need to have demonstrated effective knowledge of all 10 Essential Elements.
- C. Coaching Cycle extended from Level 1 10 Essential Elements workshop which focuses on a teachers' development of a plan for implementation of the concept into their classroom, which they share with their coach in a 30 minute coaching conversation, followed by a 30 minute co-teaching experience or an observation from the Instructional Coach on implementing the concept, and conclude with a 30 minute debrief coaching conversation reflecting on the implementation of the concept.

Future Possibilities –Level 2

- D. Action Labs combining Level 1 & Level 2 concepts run through the Continuous Learning Center at the District Level where district level coaches/building instructional coaches facilitate teachers design, implementation and reflection on unit plans utilizing all of the 10 Essential Elements concepts.
- E. Teachers develop unit plans that embed all the 10 Essential Elements concepts and submit to district grade level Professional Development Learning Communities or a Moodle for vetting by colleagues and/or Instructional Coache
- F. Individual coaches or teacher leaders facilitate Moodles on each 10 Essential Element concept where teachers submit lessons for critical inquiry and feedback.
- G. Institutes/Summits: Instructional Coaches/Building/Teacher Leaders offer day-long or multi-day sessions on a particular concept/topic or theme from the 10 Essential Elements supported by multiple modes of targeted learning opportunities. The goal is to provide interactive learning activities designed to afford teachers with opportunities to deepen their knowledge. Such institutes/summits should be connected to follow-up learning opportunities which may include face-to-face sessions, 1:1 or small group coaching, online discussions or project showcases, in which participants share artifacts to demonstrate the implementation of their learning.

Level 3 Opportunities *Shared Learning*

All Level 3 opportunities need to address the Essential Question, Critical Elements, & Learning Objectives.

- A. Professional Development Learning Communities participate in Small Group Coaching Cycles that are school based and may be facilitated by the Instructional Coach/Teacher Leader or teacher. These Professional Learning Teams set goals, create plans and reflect on implementation of a 10 Essential Element concept or an integration of 10 Essential Elements concepts into their classroom practice. The PDLC's submit meeting minutes to the administrator outlining their progress and learning.
- B. Teacher finds a book on one of the 10 Essential Elements concepts or is linked directly to one of the 10 Essential Elements that delves deeper into the topic and conducts a book study or designs a workshop and s/he submits it for approval to teach it through the Continuous Learning Center.
 - a. Ex. Cooperative Learning, Grading Practices, Providing Feedback, Homework, etc.

Level 4 Opportunities *Action Research*

All Level 4 opportunities need to address the Essential Question, Critical Elements, & Learning Objectives.

- A. Action Research- Individual teachers or Professional Learning Teams conduct action research projects about the implementation of one or more 10 Essential Elements that are linked to a specific classroom issue around student achievement. The individual teachers or Professional Learning Teams document the impact of their action research. They will synthesize the results of their action research projects effectiveness on student achievement and present their findings to a broader audience. Instructional Coaches/Teacher Leaders guide the design, implementation, and reflection of effectiveness of the action research project.

Future Possibilities-Level 4

- B. Professional Learning Teams conduct Action Research around the implementation of one or more of the 10 Essential Elements that are linked to a specific classroom and/or student issue that could be done through Moodle or in person or a combination of both. They could be within building or across buildings by the concept(s) focus.

Note: The Teaching for Learning Department maintains an open door policy to a continued conversation regarding professional learning possibilities that are unique and creative and meet the critical components of the different levels of professional development.

2009 – 2010 Recommendations—Hours towards 10 Essential Elements Professional Development Requirements

Level 1 Opportunities

- A. Teaching for Learning 10 Essential Elements Workshops: *1.5 hours each*
- B. Online Teaching for Learning 10 Essential Elements Workshops: *1.5 hours each*
- C. Book Study-*Classroom Instruction that Works*-7.5 hours

Level 2 Opportunities

- A. Segmented professional development on lesson design integrating specific 10 Essential Elements- *7.5 hours*
- B. Workshop model focused on unit design integrating all of the 10 Essential Elements-*7.5 hours*
- C. Coaching Cycle extended from Level 1 10 Essential Elements workshops: *1.5 hours each*

Level 3 Opportunities

- A. Professional Development Learning Communities implementation of 10 Essential Elements- *7.5 hours*
- B. Teacher finds a book that delves deeper into a 10 Essential Element concept and conducts a book study or workshop-*7.5 hours*

Level 4 Opportunities

- A. Action Research- *7.5 – 15 hours*

Level 5 Opportunities

- A. NBTC-TBD

ESSENTIAL QUESTION #1.B

"How do we best support assessment-driven instruction"

EFFECTIVE PRACTICES TO KEEP	EXPLANATION	DATA TO SUPPORT CURRENT PRACTICE
We use two systems to collect student achievement data currently – Informer and Gradebook. Gradebook is building level where teachers input formative assessment data. This data can be transferred to Informer which is the district level progress monitoring system.	Grade-book and Informer are the two major electronic formats in FWPS.	While these two platforms are meeting our existing needs, steps will need to be taken in order to accommodate our system as we move deeper into standards-based instruction and assessment.
Continue to partner with other programs in Teaching for Learning Department to provide a diversified opportunity for professional learning with the RTI Summits.	RTI summits are one of are few opportunities to work with teams from each building to provide training and solicit feedback on the effectiveness of our practices with assessment.	Feedback from Summits
Continue work with Formative Assessment Committee and Assessment Advisory Committees.	In the Fall of 2008, two assessment committees were developed in order to inform district level departments and make recommendations to the Teaching for Learning department. These committees meet 3-4 times annually. Currently 7 principals serve on the assessment advisory committee. In June they will have completed a 2 year term on this committee and other principals will be invited to participate.	

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Refined practices	EXPLANATION	DATA TO BE COLLECTED TO VERIFY OVERALL EFFECTIVENESS OF ACTION STEP
Development of Tier 2 assessments in mathematics	In order to progress monitor specific skills, the district needs to develop mini-assessments in math to verify student progress. Teams of teachers from across the district will develop assessment tools aligned with new math performance expectations. These tools will be made available electronically in spring 2010.	Student achievement scores in math
Work with stakeholders in order to create capacity to fully implement a standards-based assessment system.	To improve intervention effectiveness and timeliness, an effective standards-based assessment system provides timely feedback in order to adjust instruction to meet the needs of individual students.	While our two platforms are working for our system right now, we will need to look into other options as we continue to commit to a full standards-based system.
The capacity of the current Assessment Department and IT Support within TFL is quickly reaching its maximum effectiveness given the provided platforms and personnel available.	The Assessment Department would like to explore ways to increase its ability to meet the needs of all schools and students and explore the possibility of expanding the department and/or purchasing a new progress monitoring platform.	

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New Action Steps	EXPLANATION	DATA TO SUPPORT REFINING
<p>Work to maximize the full utility of Grade-book within all Reading and Math classrooms.</p>	<p>“Gradebook” provides a tremendous opportunity to systemically progress monitor and provide summative and formative assessment data that is timely, efficient, and effective in improving instructional practices.</p>	<p>Currently, Four Elementary Schools in FWPS are “piloting” the full utility of the Global School Grade-book. They are: Lake Grove Elementary, Silver Lake Elementary, Valhalla Elementary, and Lake Dolloff Elementary. Data collected include- formative and summative assessment data, various delivery methods of assessments, reduced “turn around” time of summative assessment data.</p>
<p>Provide professional development to administrators and teachers we continue to move towards a standards-based assessment and progress monitoring within an RTI system.</p>	<p>We recognize the importance of providing professional development for teachers and administrators as we move deeper into the standards-based RTI system. We will work with stakeholders to develop a plan to support teachers and administrators with training within this evolving system.</p>	<p>Professional development effectiveness will be judged according to participant feedback and implementation of new learning.</p>

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STRATEGY #1: K-12 Alignment

ESSENTIAL QUESTION 1.C

“What are the essential learning targets in literacy and math and how do we support implementation K-12, vertically through the grade levels and horizontally across grade levels and the district?”

FWPS is committed to providing quality instruction for every student, every day. We recognize that all teaching to learning targets will not be effective if not done in the context of quality instruction and best practices.

EFFECTIVE PRACTICES TO KEEP	EXPLANATION	DATA TO SUPPORT CURRENT PRACTICE
<p>COMPONENTS OF HIGHLY EFFECTIVE INSTRUCTION <i>(Implemented in all K-12 Classrooms and Programs)</i></p>	<p><u>10 Essential Elements of Quality Instruction (10-Es)</u> <i>The Teaching for Learning Department in FWPS has selected ten essential instructional strategies that are implemented in K-12 classrooms across FWPS. Each of the strategies is research-based and focuses on the work of Robert Marzano, meta-analyst and educational researcher. His findings and conclusions shows that these instructional practices, when consistently implemented in classrooms across grade levels, show significant growth in percentages of academic gains. These achievement gains were documented in students from different ethnicities, socio economic statuses, and grade levels across the United States. All FWPS students have access to the 10-Es in all core classes. These common strategies serve as an entry point for students who transfer from school-to-school within the school system. Over the past two years FWPS District has focused specific professional development for teachers in the implementation of these proven instructional strategies across all content areas and programs. (PD is described in detail in Section #2)</i></p> <p><u>Strategies include:</u></p> <ol style="list-style-type: none"> 1. Academic Vocabulary 2. Finding Similarities & Differences 3. Summarizing & Notetaking 4. Non-linguistic Representations 5. Questions, Cues, and Advance Organizers 6. Homework & Practice 7. Setting Objectives & Providing Feedback 8. Reinforcing Effort & Providing Recognition 9. Cooperative Learning & Groupwork 10. Generating & Testing Hypotheses 	

10 Essential Elements of Quality Instruction (10-Es) for the K-12 English Language Learner Program

The ELL Department, as part of the Teaching for Learning Department in FWPS has elected to intentionally teach the ten essential instructional strategies into K-12 classes for ELLs across FWPS. Each of the strategies is research-based and focuses on the work of Robert Marzano, meta-analyst and educational researcher. He has written a book that focuses on adapting the 10-Es into levels of language acquisition for ELL students. His findings and conclusions shows that intentional integration and direct instruction of these instructional practices show significant growth in percentages of academic gains. These achievement gains are documented in second-language learners from different ethnicities, socio economic statuses, and grade levels across the United States. All FWPS students have access to the 10-Es in both core and ELL pull-out classes. These common strategies serve as an entry point for students who transfer from school-to-school within the school system. This is the first year that FWPS District has focused specific professional development for ELL certificated teachers in the implementation of these proven instructional strategies. They are integrated across specific content areas identified in the State ELD standards: (1) Reading, (2) writing, (3) speaking, and (4) listening.

(PD is described in detail below and may be inserted in Section #2)

10-Es for English Language Learners

The ELL Department has structured staff development for all K-12 certified teachers across the district around the 10-Es. Three days (3-hour blocks) of differentiated training for ELL teachers has focused on implementation of these instructional strategies. In addition to a variety of focused language acquisition methods and techniques are used, all K-12 ELL staff members are required to implement the 10-Es across all curriculums, programs, and content areas. The trainings have included theory and application, models and examples, and a variety of tools and cross-cultural strategies. Professional Learning Communities (PLCs) collaborate to explore and research how the strategies apply in a variety of applications and performance-based assessments. Collaborative time is spent developing and sharing ways to effectively use the 10-Es. ELL instructional coaches provide weekly/bi-monthly conversations and coaching sessions with individual ELL teachers, to ensure quality and consistent implementation of the 10-Es.

ELL certified teacher in FWPS agree without exception, that the 10-Es are strategies from which ELL students will improve achievement. They already incorporate most of the strategies into the instruction of ELL Language Acquisition. The major resources used in ELL instruction include the 10Es, as part of their researched-based strategies. This is a major training year for the 10Es in ELL. Data regarding achievement growth will not be definitive until results of the WA State MSP and HSPE are disaggregated.

	<p><u>SNAPSHOT</u></p> <p><i>Every teacher in each classroom and all programs across FWPS is responsible for maintaining a current “snapshot” of current learning objectives for student access. This a common K-12 instructional element consistently implemented in each school in the system. Administrators expect to see a current ‘snapshot’ whenever they enter a classroom where students learn. The required elements of the ‘snapshot’ vary from elementary to high school, but the purpose is the same. At the beginning of the lesson, the teacher introduces the essential skill (GLE, PE), why it is relevant/ important/useful, and how students will demonstrate understanding and application of the skill (what they know and can show). In secondary schools, the ‘snapshot’ also includes a DO NOW, related to the previous day’s instruction (essential question) and the homework and practice for the day.</i></p>	
	<p><u>Standards-Based Lesson Design (SBLD)</u></p> <p><i>The FWPS Standards-Based Lesson Design is an instructional format that teachers use to plan and implement quality instruction of the 10-Es. The document is available in a variety of formats and is web-based for accessibility. School-based decisions are made regarding the design of the SBLD, but it must include the elements of quality instruction including the 10Es, performance assessment, active processing, and the gradual release model of modeling, guiding, and providing independent practice. Although the SBLD is not required, it is the most commonly used tool for lesson preparation. Teachers across the district post samples to the web-page and share lessons across grade levels and content areas. Teachers who are on long-form evaluation (fewer than three full years of experience) are required to prepare and submit the SBLD prior to observations. Teachers on Plans of Improvement are often required to complete all of their lessons using the SBLD.</i></p>	
<p>New Action Steps</p>	<p>While we are becoming a standards-based system, we recognize that there are numerous of grade level expectations and performance expectations and they are not all of equal value. Some are more important skills to have to succeed in life. We are currently in the process of determining those standards (called power standards) that are most important. Power standards are defined prioritized standards that are derived from a systematic and balanced approach to distinguish which standards are</p>	

absolutely essential for student success. They are a subset of the complete list of standards for each grade level and each subject. They are the standards that each teacher needs to make sure that every student learns prior to leaving the current grade. Students who acquire this knowledge and skills will thus exit at least one grade better prepared for the next.

Once the power standards are identified, educators agree to teach these particular standards for depth of student understanding. Curriculum is developed toward that end in each grade level and content area.

Snapshot as a teaching tool....

ESSENTIAL QUESTION #1.D

How do we support and ensure the implementation of the Response to Intervention (RTI) process to support all learners, especially those in targeted AYP cells (Hispanic math and reading, black math, limited English reading and math, special education math and reading, low income math and reading, middle school math, high school math)?

Definition: Response to Intervention (RTI) - A three –tier assessment and instruction/intervention process for systematically evaluating student progress. Within the model decisions are made about the need for instructional modifications or increasingly intensified services using progress monitoring data. Each tier represents an increasingly intense level of services based on individual students' response to scientifically research-based instruction and intervention.

EFFECTIVE PRACTICES TO KEEP	EXPLANATION	DATA TO SUPPORT CURRENT PRACTICE
RTI Consultants	<ul style="list-style-type: none"> • In 2006 the Title I/LAP department sponsored Dr. Jack Fletcher from the University of Houston to provide an overview of the research and policy foundations of RTI • In 2007 the Title I/LAP department sponsored Dr. Greg Benner from the University of WA to provide an overview of the diagnostic assessments, progress monitoring and intervention strategies essential to successful RTI program implementation 	Evaluation forms were reviewed after each professional development (PD) activity and responsive adjustments made for future events.
RTI Summits	<ul style="list-style-type: none"> • For the past four years the Title I/LAP department has sponsored RTI summits for elementary principals, staff leadership teams and intervention personnel to learn new information pertaining to RTI, create action plans for implementation of research-based practices supporting RTI, and share successes and challenges they encounter building systemic school structures that support high academic achievement for all students • In 2008, secondary school leadership teams were introduced to the FWPS RTI Framework and continue refining their understanding and implementation of systemic school structures that support high academic achievement for all students 	Evaluation forms were reviewed after each professional development (PD) activity and responsive adjustments made for future events.
FWPS RTI Model	An RTI Framework for elementary schools was developed by an RTI committee representing Special Education, Title I & LAP, ELL and district administration in 2007 based on the Washington state RTI model, current research and	Verbal and written feedback from principals, program staff and teachers through PD

	successful instructional practices. This model was shared at RTI summits and continues to be refined annually based on application and new knowledge of effective practices	evaluation forms, program surveys and site visits.
Elementary School Improvement Plan w/Three Tier Instructional Framework	In 2008 the elementary School Improvement Plan was revised to reflect the three tiers of instruction and intervention that were provided at each school to support ALL students in meeting high levels of academic achievement in reading and math	Review by federal auditors, assistant superintendents, Title I director and administrative staff.
Instructional Coaches funded at each school	In 2007, the Title I/LAP department funded Instructional Coaches at each elementary school to support teachers deliver effective differentiated Tier I instruction in their classroom and create effective processes and curriculum to deliver Tier II instruction to students unable to reach standard in reading and math	Annual state and district student achievement data, teacher retention and evaluation records, school staff and parent survey results.
EFFECTIVE PAST PRACTICES TO REFINE	EXPLANATION	DATA TO SUPPORT REFINING
District Planning Committee	The District Planning Committee replaced the RTI committee mentioned above in 2009. This committee includes the district assistant superintendents, Teaching for Learning executive director, Equity & Achievement executive directors, plus the Special Education, Title I/LAP, ELL, and Assessment directors. The committee meets four times a year to guide not only RTI but all major district initiatives	The assistant superintendents and district executive directors input was necessary prior to any final decisions pertaining to RTI.
School progress monitoring systems	Each school/classroom currently has developed their own data notebooks, assessment walls, computer generated spreadsheets and curriculum based measures to track student progress. Some intervention programs have their own progress monitoring software. Secondary schools use Gradebook to record student progress based on class expectations. Special education uses the Goalview system to monitor the progress of student who have an IEP.	The current K-12 systems are not available on one electronic platform. This inhibits common reporting or data tracking.

Informer intervention screen	Currently the Informer intervention screen is used as a reporting tool to provide information to the state on the number of students served in Title I and LAP schoolwide and targeted assistance elementary schools. In addition it generates benchmark data based on DRA or Fountas and Pinnel assessments three times a year for students served in supplemental programs.	This screen provides reporting to the state but does not house ongoing progress monitoring data.
NEW ACTION STEPS	EXPLANATION	DATA TO BE COLLECTED TO VERIFY OVERALL EFFECTIVENESS OF ACTION STEP
K-12 RTI Advisory Committee	An RTI advisory committee was formed in 2009 that included elementary, middle and high school principals, Title I/LAP director and Executive Director of Equity and Achievement. The committees focus is to successfully coordinate RTI concepts and processes across the K-12 system of instruction and intervention for all students	

ESSENTIAL QUESTION #1.E

What does an effective system that ensures the continuation of targeted interventions for students (transitioning between grade levels, schools and specifically Pre-school to Kindergarten, grade 5 to 6, and grade 8-9) look like?

EFFECTIVE PRACTICES TO KEEP	EXPLANATION	DATA TO SUPPORT CURRENT PRACTICE
School Improvement Plans (SIP)	Schools are required to articulate annually in their SIP plans what plans and processes are in place at their building to assure that effective transition occurs between grade levels, departments, schools, and programs	SIP plans are reviewed and monitored annually by supervisors for effective transition programs and practices.
School Counselors	School counselors at each site assist with the transition of students between elementary to middle and middle to high schools.	
Childfind, Headstart, ECEAP	The elementary SPED director coordinates services between these three pre-school services and the districts elementary schools to assure that student instruction and interventions are coordinated and connected with kindergarten services	
EFFECTIVE PAST PRACTICES TO REFINE	EXPLANATION	DATA TO SUPPORT REFINING
School collaboration/coordination teams	School leadership teams (SLT) meet annually during their spring needs assessment meetings to discuss and evaluate the effectiveness of their transition plans for students. Refinements are made as needed.	Parent participation in SLT and parent community surveys
District program planning team	Special Education, Title I/LAP, ELL, Equity & Achievement and Assessment directors, plus district assistant superintendents meet four times a year to guide not only RTI but all major district initiatives	
Response to Intervention	The essential elements of RTI are designed to assure that all students receive the targeted intervention needed to reach high levels of student achievement. (see section on RTI)	

NEW ACTION STEPS	EXPLANATION	DATA TO BE COLLECTED TO VERIFY OVERALL EFFECTIVENESS OF ACTION STEP
Systematic progress monitoring system	A systematic progress monitoring tool is critical to assuring that student instruction and intervention is coordinated across the system. (see assessment section for details)	

ESSENTIAL QUESTION #2.B

How do we define coaching and the roles/responsibilities of K-12 instructional coaches? How do we promote a culture of coaching in our district and schools?

EFFECTIVE PRACTICES TO KEEP	EXPLANATION	DATA TO SUPPORT CURRENT PRACTICE
Instructional Coaches (IC) job description	An IC job description was developed in 2007 that defined the roles and responsibilities of coaches in FWPS. This description is updated annually to reflect any changes or modifications based on school and/or district focus and directives.	
Ongoing professional development for Instructional coaches	<p>Coaches are provided ongoing professional development opportunities to enhance their skills and practice.</p> <ul style="list-style-type: none"> • IC Academies are provided by district level coach of coaches throughout the year focused on effective coaching strategies, math and literacy content, and research-based instructional practices. Self-evaluation and reflection are an integral part of this training. • All coaches belong to a PLC that meets monthly during the year to provide collegial support, feedback and self-directed professional learning opportunities around their coaching skills. • District coach of coaches make monthly school visits to meet with coaches individually to support their work and provide onsite staff development through consulting, collaborating, and building a reflective partnership. • New coaches are provided additional training on the FWPS coaching model, their roles and responsibilities, and previous PD coaching topics. The district coach of coaches offers continuous support to this cohort to ensure a seamless transition to our district model. 	Tools to evaluate our professional development (PD) such as evaluation forms at the end of each academy, mid-year and end-of-the year surveys, and verbal feedback from coaches and principals are used to refine and adapt our PD to the current needs of individuals and schools.
Coaching conferences and consultants	<ul style="list-style-type: none"> • Consultants are hired that are leaders in the field of coaching around the nation to provide current effective 	Evaluation forms are used tat the end of each

	strategies and staff development to principals and coaches to enhance our coaching program	event to determine the effectiveness and relevance of our presenters and to refine and adapt our PD to the current needs of individuals and schools.
EFFECTIVE PAST PRACTICES TO REFINE	EXPLANATION	DATA TO SUPPORT REFINING
Professional development provided to principals and coaches	Collaboration and coordination between principals and instructional coaches is critical to our model. Currently professional development for principals and coaches side-by-side is limited and often optional for principals. Our goal is to increase PD opportunities to assure that coaches and principals have the same clear understanding of coaching expectations and responsibilities	Verbal feedback from principals has indicated a desire for combined PD opportunities.
New coaches hired by district interviewing team	This year all new coaches were hired by a district intervention team. This process assured that the candidates were screened and chosen based on the expectations of the district.	Principals who had new coaches assigned to their schools have expressed unanimous gratitude.
NEW ACTION STEPS	EXPLANATION	DATA TO BE COLLECTED TO VERIFY OVERALL EFFECTIVENESS OF ACTION STEP
Instructional Coaches evaluation tool	Although Instructional Coaches are on a certificated teacher contract, their job responsibilities and expectation are unique. Therefore, an evaluation tool was created and approved through the bargaining process to use for all newly hired coaches and all coaches that are not on a CPDP plan based on a rubric of essential skills.	Principals that use the new evaluation tool will be asked to provide feedback at the end of the year.
Coaches participation in the development of turn-key trainings and materials to be used at schools and in the classrooms	Many of our coaches are highly skilled instructional leaders in their schools and in the district. Their expertise is being used to assist district staff to develop materials and trainings that assist classroom teachers in their	Evaluation forms will be sent out to stakeholders for feedback.

	instructional practices to increase student achievement	
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ESSENTIAL QUESTION #2.C

“How do we create and support collaborative team structures to facilitate professional learning communities in every school, department, professional group, and across the district?”

EFFECTIVE PRACTICES TO KEEP	EXPLANATION	DATA TO SUPPORT CURRENT PRACTICE
<p>Building Level Collaboration/PLC</p>	<p>Most buildings have embedded collaboration or PLC time already worked into their master schedules or have built in funding to support collaborative work.</p>	<p>18 of 21 elementary schools have collaboration or PLCs as a part of their academic and professional development program</p> <p>2 of 2 K-8 schools have collaboration or PLCs as a part of their academic and professional development program</p> <p>6 of 7 middle schools have collaboration or PLCs as a part of their academic and professional development program</p> <p>0 of 4 of our comprehensive high schools have collaboration or PLCs as a part of their academic and professional development program.</p>

Refined practices	EXPLANATION	DATA TO BE COLLECTED TO VERIFY OVERALL EFFECTIVENESS OF ACTION STEP
<p data-bbox="155 289 653 358">Principal Professional Learning Communities</p> <p data-bbox="92 402 682 589">Based on facilitator reports, clarification around PLCs (intent, purpose, outcomes, and responsibilities) needs to be provided for all participants to better ensure the success and efficacy of PLCs.</p>	<p data-bbox="737 289 1358 358">It is our goal to make sure that all PLCs are well-attended and benefit all members.</p>	<p data-bbox="1383 289 1986 513">Facilitator reports indicate that attendance and outcomes of PLCs vary from group to group. Continued surveying of principals will need to be done to progress monitor the efficacy of these groups. Questions that should be asked include:</p> <p data-bbox="1383 557 1959 626">Are the existing groups that right groups for the purpose of the PLCs?</p> <p data-bbox="1383 670 1980 777">Is K-12 the desired and most effective grouping or are there other ways to group administrators that will be more effective?</p> <p data-bbox="1383 821 1864 859">Should principals self-select PLCs?</p> <p data-bbox="1383 902 1839 972">What training do PLC facilitators need/require?</p> <p data-bbox="1383 1016 2007 1086">What role do district administrators play in either Principal PLCs or Central Office PLCs?</p>

New Action Steps	EXPLANATION	DATA TO SUPPORT REFINING
<p data-bbox="247 212 562 245">Building-Level PLCs</p> <p data-bbox="92 289 699 553">Data from 2009-2010 school year revealed that not all schools have existing PLC/Collaboration in place. A new action step is to re-survey all schools to get updated PLC/Collaboration and follow up with schools have difficulty finding time for this professional learning opportunity.</p>	<p data-bbox="737 212 1356 358">A survey will be sent before the end of May to provide ample time to co-plan with principals and explore way to embed and improve existing PLC/Collaboration.</p>	<p data-bbox="1383 212 1955 358">18 of 21 elementary schools have collaboration or PLCs as a part of their academic and professional development program</p> <p data-bbox="1383 407 1948 513">2 of 2 K-8 schools have collaboration or PLCs as a part of their academic and professional development program</p> <p data-bbox="1383 561 1990 667">6 of 7 middle schools have collaboration or PLCs as a part of their academic and professional development program</p> <p data-bbox="1383 716 2007 862">0 of 4 of our comprehensive high schools have collaboration or PLCs as a part of their academic and professional development program.</p>

ESSENTIAL QUESTION #3.A

“What processes do we have in place to identify and develop leaders in order to increase capacity in buildings and throughout the district?”

EFFECTIVE PRACTICES TO KEEP	EXPLANATION	DATA TO SUPPORT CURRENT PRACTICE
District Succession Committee	For the past several years the District has had a succession committee, the purpose of this committee has been to plan and develop strategies to enhance the systems ability to identify, recruit, support, and train future leaders.	Screening, interviewing, and selection criteria of applicants for Administrative internships were improved. The Administrative Training Institute was created
Dean and Educational Assistant Positions	The creation of the Educational Assistant (EA) and dean positions have provided hands on experience in management and administrative type functions. These positions not only provide leadership support for the building and the principal, but also provide entry level opportunities for the people in these positions to gain experience and build skills that will be necessary for them to assume higher levels of leadership in the future.	Fourteen former deans or EA's have become Principals or Assistant Principals and all are experiencing success as current administrators. Eleven of the Fourteen are still with Federal Way Public Schools.
Administrative (Principal) Internships	The District has established a competitive process for selecting staff as administrative interns. The process ensures that the best candidates with the most promising leadership potential are selected. Those that are selected receive a paid internship experience with a District selected principal or administrator.	By strategic design the number of administrative interns supported by the District was limited to no more than three in any given year, the last two years only one has been approved. Four of the interns have been hired as Administrators. Three of whom are still Administrators in Federal Way.
Administrative Training	All administrators participate in annual	Skill building has enhanced on the job

	<p>training, coordinated by the District, in August. This training is designed not only to build skills but to help further the District's strategic plan goals.</p> <p>Principals also participate in monthly meetings that provide ongoing training.</p>	<p>success. Turn over of Principals for reasons other than retirement has been very low.</p>
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EFFECTIVE PAST PRACTICES TO REFINE	EXPLANATION	DATA TO SUPPORT REFINING
Administrative Training Institute (ATI)	The District has created a two year training institute that is open to all EA's, deans, administrative interns, and newly hired administrators. The purpose of the institute is to continue to provide the participants with training, tools, and collegial partnerships that are designed to orient them to Federal Way expectations, build skills, and support them in them in transitioning into their new roles.	Enrollment in the program has been about 10 to 12 people per year over the three existence of the program
Recruitment efforts	For the past several years the District has been aggressively marketing itself, and extending it's recruiting efforts. Additionally strong connections have been made with Colleges and Universities that have administrative and principal preparation programs. Federal Way has become recognized as a coveted destination for administrative leaders.	While these efforts have been especially strong for teacher hiring, more often administrator hires come from specific job announcements. Increased name recognition though has resulted in fifty or more applicants for an administrative opening. Strong connections have been made with Central Washington, Western Washington, Seattle Pacific, and Seattle University.

NEW ACTION STEPS	EXPLANATION	DATA TO BE COLLECTED TO VERIFY OVERALL EFFECTIVENESS OF ACTION STEP
FWEA Leadership Stipends	The recently negotiated collective bargaining agreement with the FWEA provides for four (4) leadership stipends at every elementary and middle school, and six (6) leadership stipends at every high school. The stipends are awarded by the principal and are designed to encourage top performing staff to assume leadership functions within the school.	This is the first year of the leadership stipends, but many schools have chosen teachers to work on their School Improvement plans, be mentors for other teachers, provide instructional leadership, provide staff development, serve on the school leadership team, organize data days and track student progress data.
Formal administrative professional learning communities	Principals and District administrators meet in corridor groups to share knowledge and information and to help one another solve difficult issues and challenges	These meetings are generally held monthly. Many of the groups are discussing the struggling teachers that an administrator may have and are soliciting ideas and feedback from group members to enhance their interactions with the teachers who may need plans of improvement.
Administrator & Principal Internships	The District is currently exploring a relationship with a college or university that would allow aspiring leaders to obtain more of their required coursework in a principal or administrator preparation program to be obtained within the District at times that would be more convenient to an employed person. Additionally we are looking for the possibility of some of our current administrative leaders to potentially be adjunct faculty in such a program. Finally we are also seeking some accommodation in the training program to recognize skills that Federal Way is seeking in future	Such a program may make it more convenient and perhaps less expensive for teachers to get their administrative credentials thus potentially increasing the pool of internal qualified candidates for administrative positions in Federal Way.

	leaders.	
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ESSENTIAL QUESTION #3.B

“What criteria do we use when hiring school staff (principals, teachers, instructional coaches)?”

EFFECTIVE PRACTICES TO KEEP	EXPLANATION	DATA TO SUPPORT CURRENT PRACTICE
Contingent contracts for exceptional candidates	For several years now the District has been able, while at recruiting venues, to offer contingent contracts on the spot to “superstar” teachers instead of having to follow the usual bargained posting and hiring process. This was a negotiated change in our contract with teachers that has helped the District capture top teachers who may have otherwise been hired by other districts.	We typically offer about ten to twelve such teacher contracts each year.
	Once hired the District is committed to providing high quality professional development to enhance skill development. The training for administrators was outlined in 3.A above. We have bargained and maintained in our collective bargaining agreement with teachers and instructional coaches five (5) days of required professional development each year. Additionally teachers and coaches have an optional day where they can pursue further training. The School board has also authorized three (3) waiver days where site specific training and action planning takes place. Staff working in programs such as AVID or Cambridge receive additional training specific to those programs.	When recruiting staff we are frequently asked what sort of training will be available, and what are the professional development opportunities. Without a robust staff development program, top candidates are less interested in coming to the District. Research has shown that retention is increased and turnover reduced if there are effective training programs in place for staff. Return On Investment, (ROI), for recruiting is much better if you retain the staff you hire.

EFFECTIVE PAST PRACTICES TO REFINE	EXPLANATION	DATA TO SUPPORT REFINING
Evaluations of certificated staff	<p>All staff are evaluated each year. Instructional coaches and District level administrators are evaluated on the basis of their job descriptions. So once again having a current appropriate description of what is expected is essential in holding the personal accountable to the performance expectations. Evaluation for teachers has been collectively bargained and is a part of their contract. However the evaluation tool, (Teaching For Learning Standards), is an excellent tool and gives an administrator all that is needed to hold teachers accountable for District expected performance. This past year an improvement was negotiated into the contract that makes it easier to move the tenured teacher to a performance plan of improvement if they are not meeting District performance expectations. Also this past year the comprehensive performance evaluation tool was revised for Principals to meet current District expectations. An separate evaluation tool has been created for instructional coaches as well.</p>	<p>This year the Board began receiving a monthly report of all teachers on watch lists, plans of improvement, probation, or recommended for non-renewal. The evaluations of staff ensure that the staff that are hired continually meet performance standards of the job and approved by the Board.</p>

NEW ACTION STEPS	EXPLANATION	DATA TO BE COLLECTED TO VERIFY OVERALL EFFECTIVENESS OF ACTION STEP
<p>Identification of core competencies for certificated applicants and interview process supports</p>	<p>This past year all administrators were trained in screening, interviewing, reference checking, and hiring processes. The screening and interview processes are specifically designed to determine if the applicants possess the skills and qualities that were identified as essential in the job description. The rigorous reference check process is designed to determine if the applicant truly walks the talk and has had demonstrated success in their previous positions and/or in their training/preparation program. The training of all hiring managers ensures better consistency of the process and ensures that we have a clear definition of what we are looking for in each position. Competencies were determined through a series of focus group sessions with key District Administrators to better ensure that the competencies required by Federal Way and essential to on the job success were identified. Oversight of the process is managed by Human Resources.</p>	<p>The process should result in fewer hiring mistakes as evidenced by fewer teachers being non-renewed during their first year with the District. Additionally principal satisfaction data will be maintained by H.R.</p>
<p>Updated HR website</p>	<p>The District is aggressively marketing itself and has greatly expanded its recruitment efforts. A newly designed Human Resources web page will be launched in the next couple of months. The District's recruitment and marketing materials were all redesigned last year as was the District's recruitment display. The District is in the</p>	<p>The marketing and branding of the District should not only enhance the District's name recognition but should result in greater numbers of teachers and administrators applying for positions with Federal Way.</p>

	<p>process of launching a new online applicant tracking system that will make it easier for applicants to apply and submit their application materials. The system will also make it easier for administrators to screen and rate applicants, organize interviews, keep track of promising applicants, and follow up with applicants.</p>	
<p>Internal Recruitment Fair for FWPS Student Teachers</p>	<p>In an effort to recruit the best and most promising educators, we plan to have an internal recruiting fair for FWPS student teachers only. This recruitment fair will be the first of its kind in FWPS.</p>	<p>Data related to attendance and outcomes will be presented following the recruitment fair.</p>

ESSENTIAL QUESTION 4.A

What district level tiered supports will promote family/community and school partnerships? What processes do we have in place to identify and promote parent leaders at the district level?

EFFECTIVE PRACTICES TO KEEP	EXPLANATION	DATA TO SUPPORT CURRENT PRACTICE
<p><u>Facilitation of the quarterly Key Communicator's Community Partners Network</u>- promotes transparency and accountability with families and community members through an ongoing process of collaboration and monitoring.</p> <p>Family/Staff/Community members' focus on giving and receiving information from families that represent a variety of perspectives within the district with a focus on helping the district promote student success and meaningful partnership processes and outcomes with families.</p>	<p>The FPO quarterly meetings provide a platform for two-way communication, feedback, input from families/students served by programs, workshops provided through the Family & Community Partnership Office.</p> <p>Enables the department to exchange information updates from school and district-level staff that helps build in accountability monitoring and continuous improvement regarding the department's efforts to help raise achievement levels through Family/Community partnerships. These meetings include a representation of families that have been involved in less traditional ways and have not typically been a part of district-level conversations or decision-making venues</p>	<p>Attendance records, surveys and feedback reports collected over the course of the past 2 years indicate that attendance at FPO workshops, forums and meetings has increased by 15% each year with parent evaluations revealing that parents believe that they are more informed about and prepared to help their students succeed as a result of their involvement in one or more of the above platforms.</p>
<p><u>Identification, recruitment and development of FWPS parents/guardians as education partners and leaders</u> the department coordinates and supports district, community, regional and state level leadership trainings and workgroups to help parents/guardians become more informed, prepared and involved in promoting effective family/school partnerships for student success.</p>	<p>The FPO promotes the value of families becoming more informed, prepared and involved in promoting student success based on research that indicates improved outcomes for students whose parents are more involved.</p> <p>Identifying, recruiting and developing parents as leaders, partners and contributors to their student's success, fits within the objectives of the department.</p>	

<p><u>Coordination of a District-level Parent Leadership Team</u> 8-10 parent representatives serve as advisors, facilitators and recruiters to the department to promote school and district-level support for research-based practices connected to student achievement and family engagement.</p>	<p>The District-level Parent Leadership team helps ensure that the events, practices, programs, decisions and recommended policies of the department, include the consistent guidance and representation of the families of student's served in the district. This advisory team participates in and helps the department coordinate and develop ways to help parents/guardians become 'more informed, more prepared, more involved</p>	
<p><u>Navigation Support for Parents/Guardians Small Group and One-to-One</u></p>	<p>The Family/Community Partnership Advocate works with parents/staff to support inquiries and or concerns on an individual, small group and school-wide basis. The FPA serves as a conduit to resolutions, resources and partnership strategies that helps improve family initiated outcomes for students and schools, increases the number of parents directly served and decreases the number of complaints channeled directly to HR and the Superintendent</p>	
<p>EFFECTIVE PAST PRACTICES TO REFINE</p>	<p>EXPLANATION</p>	<p>DATA TO SUPPORT REFINING</p>
<p><u>Workshops, Trainings, Events and Parent Support Networks coordinated through the department</u></p>	<p>The department hosts; 'The Advocacy Process Workshop' 'What Every Parent Wants to Know' and a Parent Support Network' as a part of its Parent Leadership Institute. The purpose of these workshops/programs is to provide parents/schools a variety of opportunities to become more informed, prepared and</p>	<p>The department's Family Engagement Surveys indicate that % of parents and teachers are aware of the department The number of schools participating in the workshops has increased by 30% The number of parents that have participated in the Parent Leadership</p>

	involved in promoting students success with a partnership focus, both formally and informally.	Institute has
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NEW ACTION STEPS	EXPLANATION	DATA TO BE COLLECTED TO VERIFY OVERALL EFFECTIVENESS OF ACTION STEP
<p>Help in the development of a definition of and indicators for 'welcoming schools' and 'parents as education partners'</p> <p>Facilitate the development of a sustainable job description and processes for school level 'Family Liaison's'.</p>	<p>The department helps schools embed research-based family engagement practices into their daily family/school processes to help parents support successful transitions between new entry grade levels (pre-k-k, 5th-6th, 8-9th) and to help schools and families partner effectively for student success throughout grades k-12</p>	<p>Comparative data from school with Family Liaison and School without.</p> <p>1000 surveys have been collected. This information will be used to help the department improve current practices and establish our framework and protocol to support school and family partnerships</p>
	<p>Family Partnership Advocate will continue to collect input through the department's quarterly Key Communicator network meetings, the department leadership team, one-to-one appointments with family/staff members, surveys and focus group sessions and Family Liaisons</p>	<p>Job description for family liaisons completed</p>
<p>Proposal for FPO supported family liaisons in five schools (one feeder pattern)</p>	<p>The department recognizes the need for direct school level support for families and staff to improve student achievement for all students. Family liaisons will:</p> <ul style="list-style-type: none"> • Connect parents to relevant achievement focused information • Help staff reach and connect with parents that have not typically attended school events • Create and raise awareness of relevant and effective tools, 	<p>Evaluation form for family liaisons is developed and part of the proposal</p>

	<p>strategies and partnership opportunities that promote student success</p> <ul style="list-style-type: none">• Find and coordinate volunteer and resource support for the school and students• Collect information from families and staff regarding student progress	
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