

Key Result 4: Increasing access to culturally relevant, universally designed, standards-based instruction

Highlighted Measure	Associated Goals	Baseline 2023-24	Annual Target	Year 2: 2025-26
b. The percentage of classrooms using standards-based instructional practices will increase by X% annually as observed during walkthroughs.	Culture of Belonging Innovative Learning	64%*	TBD	TBD (July 2026)

4b) Standards-based instructional strategies provide clear learning objectives, rubrics, and opportunities for students to reflect and discuss their learning. These practices allow students to engage deeply in grade level learning. School and district leaders will collectively assess classroom implementation of standards-based instruction through classroom observations or “walkthroughs” to determine supports and strategies to strengthen teaching and student learning. The 2023-24 school year will serve as a baseline year and inform the annual target for this measure.

*64% represents our running baseline, which will be complete at the end of the 2023-24 school year.

Related Board Policies Guiding this Work:

- [0010, Equity](#): In the Equity policy, the Board commits to examining disaggregated academic achievement, discipline, and other data in order to identify continued disparities and to develop strategies to ensure that all students can succeed in an environment free of racism, discrimination and institutional bias.
- [Equity Procedure 0010 P4 Culturally Responsive Practices](#): Sets a goal of embedding culturally responsive practices in our work and defines those practices as “actions that empower students intellectually, socially, emotionally, and politically by using cultural references to impart knowledge, skills, and attitudes.” (Dr. Gloria Ladson-Billings, *The Dreamkeepers* [1984])
- [1005, Key Functions of the Board](#): The in-depth discussions about the strategic work of the district allow the Board to implement the commitment in the Equity policy and to execute their governance responsibilities by focusing on the future of the district and the actions necessary to create and sustain an academically rigorous, equitable school system.
- [2133, Cultural Competence](#): Acknowledges the educational importance of valuing the cultures of all people in our pluralistic society.
- [0100, Learning Structures to Support Student Success](#): Outlines the key principles for creating and sustaining optimal learning structures, including parent and family engagement, student voice and participation, and school leadership focused on instruction.
- ★ [2020, Course Design and Selection and Adoption of Instructional Materials](#): Outlines definitions of instructional materials in alignment to state learning standards.

Key Strategies in Support of this Work:

1. Curation and Development of Foundational Resources (adopted core curriculum; instructional frameworks, rubrics, and guidance)
2. Supports for High Leverage Instructional Practice (Teacher leader professional learning, instructional coaching, professional learning communities, system-supported school based professional learning)
3. Increasing student agency through clarity of learning expectations, student choice, and feedback (universal design for learning, essential standards selection, standards-based grading practices, student/parent view)

Measure 4b

Student Voice:

“The class I learn the most in is ELA. She usually lets us interact with a partner and whole class discussion and independent work time. Entry task questions help me build social skills and learn new vocabulary. She also does this thing where she tells us the SWBAT (*Students will be able to*), and tells us why we are doing it. It helps me understand why and what we need to be able to do.”

- *Pacific Middle School 8th grader, responding to the question “Is there a teacher who you think helps you learn the most? What does that teacher do to help you learn?”*

“I want work that is challenging but I have to be interested in it.”

- *Highline High School student, responding to the question “Do you like to be challenged or do things that you're comfortable with?”*

“When there are quizzes or tests coming up; having the pressure feeling gets me to think deeper. When I see that I am understanding it, that I can tell I am doing good at it, then I want to do more. When I get feedback from the teacher, or they show me that my grades are improving.”

- *Evergreen High School 10th grader, responding to the question “What makes learning feel deep and meaningful?”*

“Mr. I knows a lot about me, from top to bottom. He is a Muslim, like me, and we share that background, so I feel more comfortable with him. I put more effort into my learning because there was a lot of fun learning going on. Every single way of learning, it was fun.”

- *White Center Heights 4th grader, responding to the prompt “Tell me about a teacher who really helped you feel successful?”*

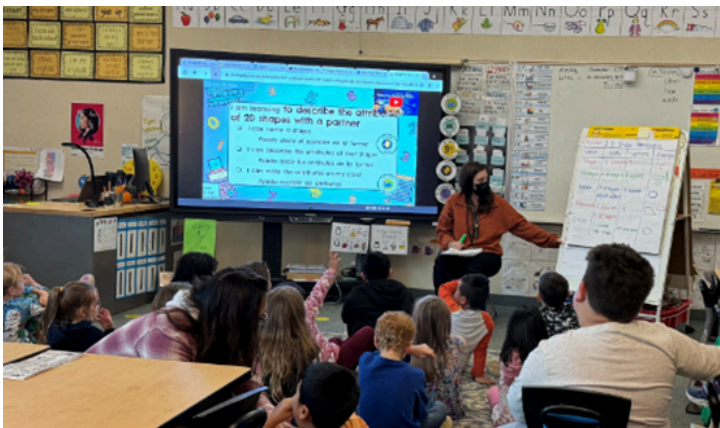
Selected Data Visualizations:

- Innovative School Visits:
 - *Measure Baseline: Standards-Based Instructional Practices were observed in 57% of the 258 classrooms visited in September/October 2023.*
 - [Sept-Oct_Standards Based Instruction.pdf](#)
 - *November Growth: Standards-Based Instructional Practices were observed in 76% of the 176 classrooms visited in November.*
 - [Nov_Standards Based Instruction.pdf](#)
 - *Running baseline: 64% of the 434 classrooms visited in September-November 2023.*
 - [Sept-Nov_Standards Based Instruction.pdf](#)

Highlighted Artifacts:

- [Timeline of Recent Adoptions](#)

Strategies in Action:



Gregory Heights kindergarteners are “learning to describe the attributes of 2D shapes with a partner” (Math standard K.G.B.4)



White Center Heights is focusing on strong classroom systems and clarity of instructional expectations



Staff at Sylvester engage in a cycle of professional learning on utilizing discourse strategies to ensure students are actively engaging and discussing content at the rigor of the standard.

Key Result 5: Establishing systems of student support at all schools to ensure students are progressing academically and socially

Highlighted Measures	Associated Goals	Baseline 2022-23	Annual Target	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
a. Increase the percentage of students in grades K-8 who show at least one year of growth on i-Ready Math by 5% annually.	Future Ready Innovative Learning	45%	5% increase	TBD (July 2024)	TBD (July 2025)	TBD (July 2026)
b. Increase the percentage of students in grades K-8 who show at least one year of growth on i-Ready English Language Arts by 5% annually.	Future Ready Innovative Learning	49%	5% increase	TBD (July 2024)	TBD (July 2025)	TBD (July 2026)

- a) *At Highline, i-Ready is used to measure student proficiency and growth in Math in grades K-8. The i-Ready Diagnostic Results set a personalized learning path for K-8 students based upon the results of their diagnostic assessments. i-Ready's growth measures provide a detailed portrait of student growth and chart a path to grade-level proficiency for every student. Students in grades K-8 take the i-Ready assessment three times per year: Fall, Winter, and Spring. Each student receives a personalized growth metric to show whether they have met one year of growth between their first assessment and their last.*
- b) *At Highline, i-Ready is used to measure student proficiency and growth in English Language Arts (ELA) in grades K-8. The i-Ready Diagnostic Results set a personalized learning path for each student based upon the results of their diagnostic assessments. i-Ready's growth measures provide a detailed portrait of student growth and chart a path to grade-level proficiency for every student. Students in grades K-8 take the i-Ready assessment three times per year: Fall, Winter, and Spring. Each student receives a personalized growth metric to show whether they have met one year of growth between their first assessment and their last.*

Related Board Policies Guiding this Work:

- [0010, Equity](#): In the Equity policy, the Board commits to examining disaggregated academic achievement, discipline, and other data in order to identify continued disparities and to develop strategies to ensure that all students can succeed in an environment free of racism, discrimination and institutional bias.
- ★ [0100, Learning Structures to Support Student Success](#): **Outlines the key principles for creating and sustaining optimal learning structures, including parent and family engagement, student voice and participation, and school leadership focused on instruction.**
- [1005, Key Functions of the Board](#): The in-depth discussions about the strategic work of the district allow the Board to implement the commitment in the Equity policy and to execute their governance responsibilities by focusing on the future of the district and the actions necessary to create and sustain an academically rigorous, equitable school system.
- [2000, Student Learning Goals](#): Outlines the essential knowledge and skills necessary for students to achieve their academic goals.
- [3235, Schoolwide Social Emotional Learning and Positive Behavioral Interventions and Supports](#): Identifies continued social emotional development as a priority for students and adults and sets

a foundation to establish schools as welcoming and safe places where students and staff are respected and supported to succeed.

- [5000, Workplace Environment and Culture](#): Sets a belief that our workplace environment should be a place that embodies the beliefs in our Equity Policy (0010), is productive, and supports the free flow of ideas without fear, intimidation or retaliation, and recognizes that our students observe us and model their behavior after ours.

Key Strategies in Support of this Work:

1. Continued Focus on Strong Tier 1 Instruction (as described in Key Result 4)
2. Data Informed Decision Making (Data Teams, Professional Learning Communities)
3. System-wide MTSS (District Leadership Team development, Synergy MTSS Module)
4. Re-teaching and extended learning opportunities (Success Blocks, “Pause the Bell”, Summer School)

Measure 5a	Measure 5b
<p><u>Student Voice:</u></p> <p>“Yes, sometimes when I'm struggling some kids notice. People know when people understand and I see their tablemates helping them.”</p> <p>- <i>Sylvester Middle School student, responding to the question “Do you learn from people other than teachers at school?”</i></p> <p>“She comes around and helps us, and helps us feel more comfortable and understanding. Some teachers just give it to you and explain it to you, but won’t really follow up. It’s really helpful when teachers notice every student and give feedback to help grades and their understanding. She really goes around to everyone. No matter what, she will call on each person and go around to each person and talk to everyone, and see their work and give feedback every time. For other teachers—it’s hard getting honest opinions—some teachers say “it's good,” but then you get a C and you don’t understand what you did.”</p> <p>- <i>Mount Rainier High School student, responding to the question “Is there a teacher here who you think helps you learn the most? What does that teacher do to help you learn?”</i></p> <p>“Probably when the teacher said that I’m doing really good at my reading. Because I really struggled at reading. Practicing writing and just like practicing easy books and going up to hard and reading every night.” “My teacher really helped me doing lessons about reading and the sounds. So they would make a sound. They would go E, next and then they would put out words and that’s how I got able to read.”</p> <p>- <i>White Center Heights 2nd grader, responding to the prompts: “Tell me about a time you have felt successful or proud in school.” and “Tell me about a teacher who really helped you feel successful.”</i></p>	

Selected Data Visualizations:

- [Math Typical Growth: year-over-year comparison](#)
- [Math Proficiency: fall-over-fall comparison by grade](#)

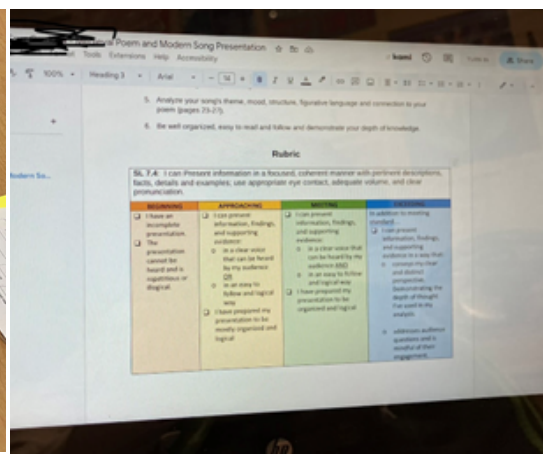
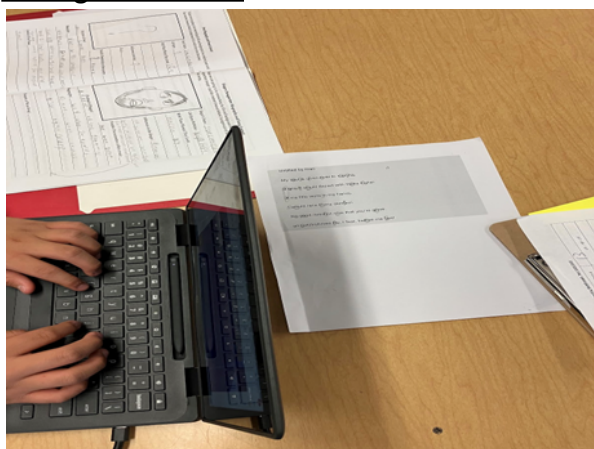
Selected Data Visualizations:

- [ELA Typical Growth: year-over-year comparison](#)
- [ELA Proficiency: fall-over-fall comparison by grade](#)

Highlighted Artifact:

- [Cascade Math Team](#) PLC agenda includes student work analysis and planning for differentiation

Strategies in Action:



6th grade student at CHOICE academy preparing for a presentation using a rubric. On the left is his portfolio with goals he created for himself in this unit.



Writers at McMicken Heights Elementary use a variety of tools to reach differentiated writing goals

Math Time Tiempo de Matematicas

4.NBT.5

Today we are Learning How to Compare and Order Decimals.

We will Know we have learned it when...




- ☐ I can show decimals on a number line.
- ☐ I can order decimals from Least to Greatest.
- ☐ I can explain my **thinking** to others.

Language Target:

Today We are Learning how to explain my thinking.

I will Know I have Learned it when....

- ☐ I can use my sentence stems to discuss my thinking
- ☐ I can listen and tell my partner what I think about what they said

Standards-aligned math and language targets are made clear for students at Mount View Elementary

Key Result 6: Preparing students for success beyond high school

Highlighted Measure	Associated Goals	Baseline 2022-23	Annual Target	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
c) Increase the percentage of students in grade 11 reporting hope and confidence in their ability to complete high school and transition to post-secondary paths as measured by favorable responses on select questions of the <i>Career & College</i> section of the Panorama student survey.	Future Ready	81.4%	5% increase	TBD (July 2024)	TBD (July 2025)	TBD (July 2026)

6c) Students' confidence in their post-secondary plans and their future is an important predictor of success during and after high school. This measure focuses on the perceptions of students in grade 11 since this is when students begin to solidify their post-secondary plans to execute during their senior year. Increasing the percentage of grade 11 students who report hope and confidence in their ability to complete high school and transition to their post-secondary paths, as measure by select questions of the Career & College section of the spring Panorama student survey, helps us understand our students' sense of readiness and our progress towards achieving this goal.

Related Board Policies Guiding this Work:

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- [1005, Key Functions of the Board](#): The in-depth discussions about the strategic work of the district allow the Board to implement the commitment in the Equity policy and to execute their governance responsibilities by focusing on the future of the district and the actions necessary to create and sustain an academically rigorous, equitable school system.
- ★ [2400, Meaningful High School Diploma](#): Embodies the belief in the Equity policy that all students have the ability to meet our ambitious expectations for success in school and after graduation, and sets out the six points of a rigorous academic program. (Note also 6 affiliated procedures, including 2400 P3, High School and Beyond Plan.)
- [2409 Credit for Competency/Proficiency](#): Recognizes 5 specific ways that students can receive credit for learning via district-supported programs but outside of traditional course offerings.
- [2414, Credit by Mastery](#): Identifies ways in which students can receive high school credit for community-based or self-directed learning experiences.
- [2170, Career and Technical Education](#): Provides for the district's career exploration and career preparatory programs ensuring students are exposed to a variety of career opportunities to prepare them for post-high school experiences.

Key Strategies in Support of this Work:

1. High School and Beyond Planning (Naviance planning tools extended to 7th and 8th grade this year, 6th grade in 2024-25)
2. Post Secondary Preparation Experiences (Signature experiences each year, grades 7-12)

3. Regional Partnerships (King County Promise, Limitless Postsecondary Enrollment Learning Network, Horizon Grant finalist)
4. Secondary Redesign Leaps (leaps include relevance, rigorous learning, and active self direction among others)
5. Secondary School Leaders' Future Ready Sessions (quarterly gatherings to review strategies, monitor progress data, and share best practice)

Measure 6c

Student Voice:

"Good health. A stable source of income. If I can buy something without really looking at the price, just where I want to be, but not like money just to blow on anything just to be comfortable and anything a little above that. People live around me, keeping my family in good health and together that's what I really want."

- ***Tyee High School student, responding to the question "What would a happy and successful life look like for you?"***

"I have an elective right now, Exploring Childhood, helping me understand the budgeting and costs of being a parent and what comes with those responsibilities. Also, PSSC helps me get an understanding of what I want to do after I graduate. There are a lot of trades with a lot of different unions."

- ***Mount Rainier High School/PSSC student, responding to the question "What are you learning in school that you feel will be useful to you after you graduate?"***

"I want a secure job, financial wealth, connections and relationships, my family to be happy, and my friends. I want to go to college and get a career in business or finance maybe. I would like to own a house, a car, and basic necessities."

- ***Glacier Middle School 8th grader, responding to the question "What would a happy and successful life look like to you?"***

Selected Data Visualizations:

- [2022-23 Career and College Responses \(Panorama\)](#)

Highlighted Artifacts:

- [High School and Beyond Planning Activities by Grade](#)
- [Secondary Leader Future Ready Sessions](#)

Strategies in Action:



11th graders learn about financial aid options at our 2023 Life After High School event



9th-12th grade students and families learn about resources to get them ready for the future they choose at COLLEGECON 2022