22,000+
STUDENTS

121
LANGUAGES

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

FEDERAL WAY PUBLIC SCHOOLS
STRATEGIC PLAN, 2021-2026

NEARLY
3,000
STAFF

35 SQ MI
AREA SERVICED

37
SCHOOLS

LIMITLESS POTENTIAL

It is an **honor and privilege for our nearly 3000 staff** to serve our scholars, families, and the richly diverse community that makes up Federal Way Public Schools. Parents, caregivers, and community members rely on us to take great care of our most precious resources – our children. **Each and every scholar** in our district brings **limitless potential, gifts, and talents.** As staff, it is our **responsibility** to create the conditions for scholars to **learn, thrive, and succeed.** We are committed to providing each scholar rigorous standards-based, culturally responsive instruction, and ensuring that they are **seen, valued, heard,** and **feel a strong sense of belonging** at school.

Guided by our Strategic Plan, we will continue to place scholars at the center of all decisions, elevate their voices, which will ensure

A BRIGHT FUTURE FOR EACH SCHOLAR

Dr. Dani Pfeiffer, *Superintendent*

OUR MISSION

In an environment of high expectations, high support, and no excuses, the staff of Federal Way Public Schools will continually learn, lead, utilize data, and collaborate to ensure our scholars have a voice, a dream, and a BRIGHT future.

OUR CORE BELIEFS

- We believe that EVERY scholar can learn at the highest level.
- We believe that race, socioeconomics, language, cultural background, and other exceptionalities should not be predictors of student achievement.
- We believe that our scholars must have a voice, see themselves in their schooling, and be connected to the adults that teach them.
- We believe that what we do in the classroom every day has the greatest impact on student learning.
- We believe that we must continually learn and grow in our practice if we are to meet the needs of all scholars.
- We believe that we must intentionally collaborate and use data as a guide to improve our practice.
- We believe that our families are critical partners in each child's learning.

FOUR PILLARS

Our four Pillars are the building blocks of our work on behalf of all our scholars. The Pillars are the capabilities we must develop continuously to nurture effective instruction and a mission-focused, empowering organizational infrastructure.

1

STANDARDS-ALIGNED CULTURALLY RESPONSIVE TEACHING & LEARNING

Our first Pillar is about **TEACHING & LEARNING,** the most important function of our organization. We will ensure that all scholars have access to challenging, on-standard curriculum, and that instructional strategies are differentiated to meet the individualized learning needs of each scholar. Our instructional practices will reflect our scholars' prior knowledge and cultural and linguistic backgrounds.

2

SAFE CLIMATE AND STRONG RELATIONSHIPS WITH FAMILIES AND COMMUNITY

Our second Pillar recognizes that **"SCHOOLS CAN'T DO IT ALONE."** Therefore, we will embrace parents, caregivers, and the entire Federal Way community as vital partners in the education of all our scholars. We will nurture trust and mutual respect among home-school-community through shared responsibility for student success, proactive communication, and meaningful stakeholder voice.

3

EFFECTIVE, CARING, CULTURALLY COMPETENT TEACHERS, LEADERS & STAFF

Our third Pillar focuses on **INVESTING IN PEOPLE.** It emphasizes the importance of attracting, developing, and retaining talented and committed staff in every part of our school system, so that Federal Way Public Schools is the place where great talent chooses to work. We will establish clear standards of professional practice and accountability, and we will provide opportunities for differentiated continuous learning for teachers, leaders, and staff.

4

DATA-INFORMED CONTINUOUS IMPROVEMENT

Our fourth Pillar is about **"MANAGING THE WHOLE"** in ways that foster alignment, disciplined implementation, and a focus on our mission at every level. We will make decisions based on fact, not opinion. Furthermore, we will use frequent and timely assessments to adjust teaching, learning, and leadership, and we will promote continuous improvement as an ethic throughout our school system.

STUDENT LEARNING

✱ *High priority measures - priority emphasis during the implementation phase*

goals ····· *measures of progress* ····· *equity means*

1 *The Early Years:* BUILDING THE FOUNDATION

Every student scholar will enter kindergarten ready to learn with the social-emotional skills that will propel each student to meet or exceed grade level standards in English Language Arts (ELA) and Mathematics by the end of 3rd grade.

By 2026 80% of 3rd grade scholars will be meeting or exceeding grade-level standards in ELA.

- Percent of scholars enrolled in high-quality preschool programs
- Percent of scholars meeting state PreK standards in literacy and math
- ✱ **Percent of scholars ready for kindergarten, as measured by WAKIDS assessments**
- Percent of scholars meeting Social Emotional Learning (SEL) standards for the early learning years
- ✱ **Percent of scholars meeting or exceeding grade-level standards in English Language Arts (ELA) and Mathematics by the end of 3rd grade**

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

2 *Whole Child:* THRIVING, CONFIDENT, RESPONSIBLE INDIVIDUALS

Every student scholar will be empowered and prepared to develop personal responsibility in order to be positive, productive members of society.

By 2026 there will be no disproportionality evident in discipline data.

By 2026, 100% of scholars feel their school is safe and welcoming as measured by perception survey.

- ✱ **Percent of scholars participating in at least 90% of classroom instructional time**
- ✱ **Percent of scholars and families participating in student-led conferences**
- Percent of scholars meeting expectations on non-academic behaviors on standards-based report card
- ✱ **Percent of scholars who feel their school is safe and welcoming as measured by a perception survey**
- Percent of scholars who complete 24 hours of community service before graduation

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

3 *Active Learners:* ENGAGED, EMPOWERED CRITICAL THINKERS

Every student scholar will be empowered with ownership of their education and be fully engaged in becoming critical and creative thinkers.

By 2026, 100% of scholars are engaged and challenged as measured by perception survey.

- Percent of scholars engaged in at least one extracurricular activity
- Percent of scholars who successfully prepare and present capstone projects at the end of transition years
- ✱ **Percent of scholars that are engaged and challenged as measured by a perception survey**
- ✱ **Number of staff proficient or distinguished in student engagement practices, as measured by the Center for Educational Leadership's 5 Dimensions of Teaching and Learning™ (CEL's 5D) and the Association of Washington School Principals (AWSP) leadership framework**

Each scholar is actively engaged in critical and creative thinking, goal-setting and demonstration of cultural competence.

STUDENT LEARNING

✱ *High priority measures - priority emphasis during the implementation phase*

goals ····· *measures of progress* ····· *equity means*

4 *Content-Area Competence:* MASTERY OF ALL SUBJECTS

Every student scholar will receive equitable opportunity for success, and will meet or exceed standards of performance in all subjects by the end of each grade.

By 2026, 80% of 8th grade scholars will be meeting or exceeding grade-level standards in ELA.

- ✱ **Percent of scholars meeting grade-level standards in core subjects, as measured by state assessments**
- ✱ **Percent of scholars demonstrating proficiency in a standards-based grading system (in <u>each</u> subject)**
- Percent of scholars enrolled in and completing Algebra by 8th grade with a 3.0 grade point average
- ✱ **Percent of scholars participating in advanced coursework and earning a passing grade**
- Percent of scholars who are biliterate
- Percent of scholars meeting standard on benchmark assessments

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

5 *Persistence To Graduation:* HIGH SCHOOL GRADUATION THROUGH SUCCESSFUL TRANSITIONS

Every student scholar will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences.

By 2026, 95% of the senior class will graduate on time.

- Transition rates from Pre-Kindergarten to Elementary school, to Middle school, to High school, and to Post- secondary experiences
- ✱ **Percent of 9th grade scholars on track for on-time graduation**
- Increase in scholar scores on college entrance tests (ACT, PSAT, SAT) and ASVAB
- Percent of scholars who have STEAM (Science, Technology, Engineering, Arts & Mathematics) experiences
- ✱ **Percent of seniors with a Career Plan letter outlining at least one of these: college acceptance, military, trade/technical training, industry certification/apprenticeship**
- ✱ **Percent of scholars who complete applications for College Bound scholarships, FAFSA and WASFA**
- ✱ **Increase in high school graduation and decrease in dropout rates**
- Percent of graduating scholars who persist two or more years in college and acquire a college or post-secondary degree
- ✱ **Percent of scholars enrolled in academically rigorous course work as measured by the Academic Rigor Index**

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

VISION FOR EXCELLENCE AND EQUITY

FWPS believes that each and every scholar has limitless potential and is committed to ensuring that all scholars, of every race, class, linguistic background, disability, gender identity/expression, sexual orientation, and other exceptionalities, thrive and achieve at high levels. We will engage in anti-racist and inclusionary practices to identify and eliminate the barriers that cause disproportionality.

EACH AND EVERY SCHOLAR WILL:

- Know they have limitless potential and can achieve at the highest levels
- Actively engage in rigorous learning and coursework
- Own and influence their learning
- Engage in culturally sustaining conversations and interactions
- Be seen, heard, valued, and celebrated for who they are
- Be socially and emotionally safe at school in the educational environment: curriculum, instruction, school and classroom culture, and activities

EACH AND EVERY STAFF WILL:

- Value and incorporate representative scholar voice
- Commit to integrating culturally responsive, data-informed anti-racist practices and removing barriers to improve scholar learning, leading to increased achievement
- Facilitate culturally sustaining conversations and interactions
- Feel seen, valued, and heard as professionals and individuals
- Welcome, communicate, and partner with families for scholar success
- Live out our district's values and beliefs

EACH AND EVERY FAMILY WILL:

- Know they are seen, heard, and valued as partners in their scholar's education
- Feel welcomed, connected with, and have a sense of belonging to our schools and district
- Feel empowered to communicate with staff around scholar academic and social-emotional goals and progress
- Be provided the information and resources necessary to support their scholar's success

OUR THEORY OF ACTION

CENTRAL OFFICE

If ALL central office team members lead with equity-driven, evidence-based practices, collaborate to create and align data-driven systems of support, develop culturally responsive instructional leadership capacity, and engage families and community members

PRINCIPALS

Then, as instructional leaders, ALL principals will create an equity-driven culture of high expectations by aligning resources, providing high-quality PD and courageous feedback that builds staff capacity to implement standards-based, data-driven, rigorous, culturally responsive instruction grounded in scholar and family voice

TEACHERS & SUPPORT STAFF

Which will support ALL teachers and support staff to deeply know, value, and elevate the voice of each and every scholar in order to implement standards-based, data-driven, rigorous, culturally responsive instruction that supports scholars' academic and social emotional learning

SCHOLARS

Which will ensure that EACH and EVERY scholar graduates college and career ready and achieves at high levels as a result of actively engaging in rigorous instruction, seeing themselves in their learning, using their voice and feeling a sense of ownership, safety and belonging in a culturally sustaining environment

The Theory of Action is **HOW we will realize our Vision for Excellence and Equity in FWPS.*

DISTRICT HIGHLIGHTS

87% **GRAD RATE** for the **Class of 2026.**

237 scholars earned the Seal of Biliteracy in 2026 - the largest number ever!

INNOVATIVE

Career and Technical Education (CTE) opportunities, including the INCubatoredu course for scholar-entrepreneurs and a pre-apprenticeship program.

52% of scholars of the **class of 2024** enrolled in a 2 or 4-year college program within the first year after graduation.

64% of scholars in the class of 2023 who enrolled in a 2-year institution persisted beyond the first year.

FWPS offers 44 courses eligible for dual credit to scholars in grades 9-12 in the 2025-26 school year.

3,832 scholars enrolled in these CTE dual credit courses in the 2025-26 school year.

Strong partnerships with community organizations who support scholars in Federal Way Public Schools.

87% of scholars in the graduating class of 2026 took one or more **dual credit course.**

STEM INITIATIVES

Extracurricular offerings including robotics, expansion of STEM-focused CTE courses, coding, computer science for third graders, STEM partnerships, and more.

84% of scholars in the class of 2023 who enrolled in a 4-year institution persisted through the first year.

1,310 scholars from the class of 2025 passed an **AP**, **IB**, or **Cambridge** course last year.

1,215 **Industry Recognized Certificates (IRC)** earned by the class of 2026.

AREA OF FOCUSED IMPROVEMENT

- Increasing the number of scholars meeting or exceeding grade level standards in Math and English Language Arts (ELA).
- Increasing the percent of scholars participating in at least 90% of classroom instructional time.
- Increasing access to rigorous courses and encouraging rigorous course taking to ensure success in all post-secondary education and training pursuits.

Dr. Dani Pfeiffer, *Superintendent*

BOARD OF EDUCATION:

Eric Gollings
Board Director
District #1

Dr. Jennifer Jones
Board Director
District #2

Luckisha Phillips
Board Director
District #3

Trudy Davis
Board Director
District #4

Joan Marie Murphy
Board Director
District #5

22,000+ STUDENTS

- 0.3% American Indian/Alaska Native
- 14.4% Asian
- 16.2% Black/African American
- 32.7% Hispanic/Latino
- 6.4% Native Hawaiian/Other Pacific Islander
- 12.1% Two or More Races
- 17.9% White

- 32.8% Multilingual
- 73.7% Free/Reduced Lunch
- 15.8% Special Education

37 SCHOOLS

- 20 Elementary Schools
- 3 K-8 Schools
- 6 Middle Schools
- 4 High Schools
- 4 Alternative School Sites

121 LANGUAGES

- English (13,736 students)
- Spanish (4,040 students)
- Dari (1,100 students)
- Ukrainian (401 students)
- Pashto (353 students)
- Russian (311 students)
- Vietnamese (251 students)
- Somali (265 students)

2,917 STAFF MEMBERS

- 1,634 Teachers

AREA SERVICED:

35 Square Miles

- Federal Way
- Des Moines
- Auburn
- Kent
- Areas of unincorporated King County