



HIGHLINE
PUBLIC SCHOOLS
A path to success for every student

2013 – 2017 Strategic Plan INSTRUCTIONAL FOCUS



OUR Promise:
EVERY STUDENT in
Highline Public Schools
is known by **NAME**,
STRENGTH, and **NEED**,
and graduates ready for
COLLEGE, CAREER,
and **CITIZENSHIP**.

EFFECTIVE INSTRUCTION is one of the most important factors in student learning. At Highline Public Schools, we are committed to raising student achievement by **CONTINUOUSLY IMPROVING** the quality of our teaching and leadership practices.

Programs fade, but practices endure. This document articulates the **TEACHING, LEADERSHIP, and ORGANIZATIONAL PRACTICES** we will implement for each of the Four Pillars that support our instructional vision. This is our roadmap for elevating the quality and effectiveness of teaching and learning in Highline. It represents our **PROFESSIONAL EXPECTATIONS** of one another and our commitment to **SUPPORT** teachers, leaders, and staff by providing adequate time, resources, collaboration, and goal-focused professional development.

We believe **ALL STUDENTS** can meet high standards of academic achievement and personal growth. By working together with our **FAMILIES** and **COMMUNITY** partners, we will ensure a **PATH TO SUCCESS** for every student, without exception.

— Susan Enfield, Ed.D.
Superintendent



OUR 2017 Goals

With our 2017 Goals, we take the first step toward delivering on **OUR Promise**.

MASTERY by Grade 3

At least **19 out of 20** students entering Kindergarten in 2013 will **meet or exceed standards** in all core subjects by the end of Grade 3.

SUCCESS in Algebra

At least **19 out of 20** students entering Grade 6 in 2013 will **pass Algebra** by Grade 9.

High School GRADUATION

At least **19 out of 20** students entering Grade 9 in 2013 will **graduate prepared** to choose their future.

ZERO Suspensions

Out-of-school suspensions will **drop to zero** by 2015 (*except when critical for student and staff safety*).

BILINGUAL Biliterate

Every student in the class of 2026 will graduate bilingual and biliterate.

Tech-Savvy TECH-LITERATE

Every student in the class of 2026 will graduate tech-savvy and tech-literate.

Our goals reflect our community's high expectations that Highline students are **PROFICIENT IN ALL SUBJECTS**, including the Arts, and make **SUCCESSFUL TRANSITIONS** across grade levels.

As we progress toward our goals, our students will increasingly reflect the characteristics our community values: students who are **CRITICAL THINKERS and PROBLEM SOLVERS**; who possess **CREATIVITY, PERSEVERANCE, and PASSION FOR LEARNING**; who are **TECH-SAVVY** and able to participate in a digitally-driven, media-rich society.

Our schools will foster meaningful **STUDENT VOICE and ADVOCACY**. As we reach our goals, we will **ERADICATE the ACHIEVEMENT GAP**.



OUR Pillars and Professional Practices

As practitioners, we are committed to continuous improvement of our Teaching Practices, Leadership Practices, and Organizational Practices because they result in higher levels of student achievement. Our Four Pillars guide our professional practices by articulating what we must do well in every classroom, in every school, and across our district to ensure success for all students, without exception.

TEACHING PRACTICES

Equitable access to rigorous, standards-based instruction

We will provide high-quality instruction for our students. We will align content, resources, and assessments with Common Core State Standards (CCSS) and deliver consistent, differentiated instruction to meet the learning needs of each student.

- Teachers align high expectations, content, resources, assessments, and instruction to Common Core State Standards (CCSS).
- Teachers use multiple assessments and innovative data-driven instruction to engage and communicate with students about their progress toward standards mastery.

Results-focused professional learning and collaboration

We will invest in evidence-based, differentiated, continuous learning for teachers, leaders, and staff with clear standards of professional practice, collegiality, and accountability.

- Teachers use student work/ results to effectively plan and refine instructional practices.
- Teachers establish continuous professional learning goals and pursue continuous professional growth and development.

Strong partnerships with families and community

We will motivate, empower, and embrace active participation of families and community members in the education of **all** students. We will promote mutual trust and culturally courageous practices among school, home, and community.

- Teachers connect effectively with families regularly, using a variety of communication methods.
- Teachers collaborate with parents and students to create and monitor student growth.

Culturally-responsive organization

We will validate the diverse knowledge, learning styles, and cultural backgrounds within our entire school community (i.e., students, teachers, staff, leadership, families, and community partners) and will make decisions that are equitable and inclusive.

- Teachers adapt lessons and content in response to student voice, cultural diversity, and learning needs.
- Teachers communicate high expectations for all students and provide the support every student needs to meet them.

LEADERSHIP PRACTICES

- Principals motivate and engage staff in professional collaboration around standards-based best practices.
- Principals identify and ensure equitable access to opportunities and resources to support implementation of standards-based, differentiated instruction for all students.

- School leadership team sets collaborative goals and provides "sacred time" for teacher teams to reflect on data and plan for ways to implement effective practices.
- School leadership team implements a differentiated, professional development plan aligned with the school's improvement plan and the professional learning needs of instructional staff.

- School leadership team facilitates monthly parent meetings, providing information and resources regarding parent/family support of students' education.
- School leadership team fosters an open-door policy, reaching out to all families with genuine interest in creating a collaborative partnership.

- School leadership team models a "no excuses" mindset regarding student achievement and support, regardless of each student's background or circumstance.
- School leadership team motivates teachers and staff to question and challenge their own beliefs and actions about students' ability to meet high expectations.

ORGANIZATIONAL PRACTICES

- District leadership allocates resources for collaboration, professional development, standards-aligned instructional materials, technology, and formative/summative assessments.
- District leadership is responsive to students' needs and provides timely intervention and support to accelerate student achievement.

- District leadership provides equitable resources (i.e. time, coaches, facilitators, and materials) to support school/district-level professional learning priorities.
- District/School leadership prioritizes opportunities for focused professional collaboration within and across schools and departments.

- District/School staff uses a variety of communication tools consistently to facilitate interaction in multiple languages through a user-friendly system.
- District leadership provides understandable, accessible, and well-publicized processes for families to actively participate in all aspects of their children's education.

- All staff implement consistent instructional practices and utilize materials that are inclusive and considerate of students' cultures and experiences.
- District and community embrace a shared vision and monitor a plan for promoting, enhancing, and sustaining a high-achieving, positive school climate.

OUR Indicators of Progress

We will hold ourselves accountable by continuously measuring progress toward our goals. By closely monitoring student achievement, our own professional growth, and our districtwide culture, we will be able to **MEASURE** and **COMMUNICATE** progress, continually **IMPROVE** the quality of instruction, **ENSURE** accountability, and **CELEBRATE** our successes.

STUDENT Indicators of Progress

CRITICAL THINKING AND APPLICATION OF LEARNING

- Students justify a position with supporting evidence.
- Students analyze, question, and consider multiple perspectives to solve authentic problems.
- Students form conclusions by generating and testing hypotheses.

INTERNAL MOTIVATION

- Increase percentage of students who “feel valued as a member of the learning community.”
- Students are proficient in the process of setting goals, creating plans, monitoring progress, and celebrating accomplishments.

AUTHENTIC AND RELEVANT WORK

- Students apply knowledge to solve real-world problems in new situations.
- Students engage in learning that is meaningful and connected to their lives and interests.

TEACHING Indicators of Progress

BUILDING AND UTILIZING STUDENT RELATIONSHIPS

- Teachers co-create rubrics with students and provide feedback to monitor their own work against established criteria.
- Teachers communicate caring for and interest in students’ welfare and learning with high academic and behavioral expectations.

RELEVANT, ENGAGING, AND RIGOROUS LEARNING ACTIVITIES

- Teachers include daily instructional activities with high levels of rigor based on the Common Core standards.
- Teachers utilize students’ prior knowledge, interests, skills, and/or past experiences to enhance new learning.

COMMON EXPECTATIONS AND PRACTICES

- Teachers/grade levels/departments set explicit measurable learning goals, using Common Core exemplars, implementing a data-driven cycle of inquiry with fidelity.
- Teachers/grade levels/departments implement core instructional and assessment practices with fidelity.

LEADERSHIP Indicators of Progress

TEACHER LEADERSHIP AND GROWTH

- Principals consistently identify, utilize, and support teachers as leaders within a building.
- Principals co-develop individual growth plans with each teacher and provide ongoing and timely support and monitoring.

INSTRUCTIONAL GUIDANCE AND MODELING

- Principals spend at least 50% of their time working directly with staff to support professional growth and improve instruction.
- School leadership team facilitates ongoing, collaborative analysis of data on student learning and professional practices.

PROFESSIONAL LEARNING ALIGNED TO PRIORITIES AND VISION

- Principals allocate resources (time, fiscal, staff, material) in alignment with the vision and goals.
- School leadership team creates and monitors a differentiated, professional development plan aligned to the school’s instructional focus.

ORGANIZATIONAL Indicators of Progress

RESOURCES ALIGNED TO PRIORITIES

- School district funds are equitably allocated to support Highline Public Schools’ 2017 Goals.
- District recruits, retains, and promotes a diverse, highly qualified staff at every level of the school district.

ALIGNED DISTRICT OFFICE SUPPORTS

- All staff have equitable access to training and support in order to grow professionally and meet established district priorities.
- All parts of the organization are aligned and in service of schools and a culture of performance and results.

POSITIVE SCHOOL-HOME SUPPORTS

- Parents are contacted frequently in their preferred language and receive more positive updates than negative ones.
- Parents are partners in students’ problem solving and goal setting.