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Cuunfaa/Dhama Mataa Dubbii

Seattle magaalaa mirqaana, saba adda addaa seenaa cimtuuf gabbatuu, magaalaa barmootaa sabaa tin'iftu. Magaalan Seattle magaalaa cimmeenna gudina magaala dhaatif maneen barmootaa cimaan hirmaatan hubbattee jirrti. Dirqamaaf cimina kana irra dedeebi'anii waan gaafataman, levii fi ka amma itti jirru "Family and Education levi" kan jedhamuu gargaaruu isaaniti. Magaalan teenna magaalaa waan baay'e nuraa eeydu, abdiid guddaa qabdu, fulduraaf, keesaafuu barmoota ijoollee teena laalchisee abjjuu guddaa abjjootu. Nu worra abdiid kutatuu miti. Jijjiirama yertuuf, jiddu jireetuu irraa worra quufuu miti. Nuti worra kutatee, muratee, badhaasa keenna hordofu. Nu worra muranoon barmoota sabaa titi amanu. Naanoo biyyaa keessatii, waan hawinne waan dhugoomsinuuf bitti nuu laalaa jiran. Gitumaan bakka jirti, humni keenna cimaa dha, nu tabaroo lafa kaayanne bakkaan gayuu dhaf human teenna walitti qindeesinee sagantaa barmoota sabaa ka abdiid guddaa qabu fi ijjoolen akka birxa bayan ka hawittu.

Jalqaba bara kanaa Boordin Maneen Barmootaa Seattle fi Itti gaafatamaan sagantaa bara shani kan rakoo wal caalumaa barootaa giddutti argamu dhabamsiis'uf "gap" gufuu barmootaa, leenjisa itti gaafatamtootaa, fi qabeena akkamiti akka hujjii irra oolchan hubatuu dhaf lafaa ka'anii jiran. Ji'a Facaasaa 2004, Boordin dhaadanoo, waan jabeessan, waan itti amanu, fi akkeekka shan lafa kaayataniid jiran. Akeekni kun ka lafa kaayame Akeeka Boordin Bulchaa Maneen Barmootaa bara shanan dhufu ittiin hojjatan taya. Woraqaan tun ka ibsitu tarkaanfii fi akeeka dura fudhatamuu qabdu taya. Bara baraan woraqaan tunn waan hojjatamuu qabu irrati ifa kenniti/baafiti.

Tooftaa rakina hiiyti jennu

Dhadanoon, wanni jabeesinnu, wanni itti amanu, fi karaan deemnu kan Boordii Maneen Barmoota Seattlen Facaasaa 2004 lafa kaayame. Jeechoon kun waan qalbisuu qabu akka hordofnu, malaa, fi tarkaanfii fudhatu'un bakka deemnu akka dhaqabnu nu gargaara.

Agaree/ilaalcha

Baratooni marti gossa, bakka iraa dhufan, waan feedhan yoo tayan, dhala, qabeena qaban, duuba isaanii osoo hin laale jirru fulduri toltuuf kurfaayuun mana barmootaa iraa eebifaman.

Dhaadanoo/Mission

Barootaa maraaf/hundaaf barmootaa hojjatu, barmoota gatii guddaa qabu

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mooyxaa barmootaa, barmoota akeeka gaarii qabu fi gargaarsa, haala naanoo nagayaa fayaa qabu akka kenninu.

Waan jabbeesinu/nu biratti cimaa taye

- ❑ Barmoota hojjatu
- ❑ Itti gaafatam kan qabu
- ❑ Wal qixxa kan taye
- ❑ Ka hunda/mara ufitti qabu
- ❑ Seera hunda wal-qixa laalu
- ❑ Waan umrii qabu/turuu dandayu

Amantii

- Barmootni sabaa hundee demokrasii dhaati amas saba walqixxaaf haala mijjaaw’an wal waliin itti jiraatu dandayan uuma.
- Ijoolen xixiqoof gurgudoion hundi/marti barmoota sabaa (mootumaa) cimaa fi bal’aa argatuu haqa qaban
- Barmootni sabaa (mootumaa) ijoolen xixiqoof gurgudoon marti/hundi dandheetii iraa olii akka argatan, birxa bayan, beektota tayan, worra yaaduf namaa gaddu akka tayan gargaaruu qaba.
- Ijoolen waan nu goonu iraa baratan – waan nu jennu, waan nu goonnu, akka itti wal waliin jiraanun, akka itti qindeesinee mana barmootaa itti uf duraa oofnun iraa baratan jechuu dha.
- Ijoolen xixiqoof gurgudoon haali isaan itti baratuu dandayan yoo wanni isaan baratan duuba isaanii, fedhii isaanii, fi haala isaan itti baratuu dandayan jabbeesee duwaa dha.
- Baratooni haali itti barmootan dagaagan caraan barmootaa yoo babal’atee duwaadha.
- Wal caalumaa maneen barmootaa keessa jirru dhabasiisuuf, jibbansa bara dheeraa hundeen gaddi fageefate fi barmootaa ijoollee irratti rakina fiduu dandayu hubanee yoo jijjiirama barbaachisu goone duwaa dha.

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- Baratooni worra gurgudaa waliin wal qunamtii gaarii godhuu, kan kabajjaa irrati hundaaye, fi baratooni akka birxa bayuu dandayan yoo amanan, fi maneen barmootaa wal qunamtiin sun akka dagaaguu dandeetu yoo godhan duwaa dha.
- Baratooni akka haalan cimaan baratan, fedhiin hundee taate, nyaata, bakka galan/mana, ufata, nagayaa isaanii fi fayaa, gaaga'ama iraa bilisa tayuu, eenumaaf gosumaan isaanii kabajjaa guututi yoo argatuu duwaa dha.
- Haali barmootni itti kenamu haalan itti hojjatuu dandayu yoo worri qooda fudhatu marti/hundi dhugaa, garaa banaa tayeen, fi dirqama fudhatan duwaa dha.
- Baratooni marti/hundi baratuu dandayan. Dadhabiin baratooni qaban wanni calaqisu haala itti gaafatamtooni haala hujjii hojjatootaa ti malee, eenumaa baratootaa ti miti.
- Yeroon maneen barmoota akka gaaritti hojjatu yoo qabeena hawaasaa titi dhimma baran duwaa dha.
- Jijjiirama agarsiisuu dhaaf safisuun haalan barbaachisa.
- Horii barmoota maneen barmoota sabaa tif barbaachisu kennuun dirqama saba keennaati.

Galii/karaa deemnu

- 1) Waan barataniif, waan barsiifnu, fi gargaarsa goonu baratoota maraaf/hundaaf woyeesuu.
- 2) Wal-caalumaa dhabamsiisuu.

Waan baratoota birxa bayuu dhoorgu dhabamsiisuu dha. Odeefanoon WASL wanni laalu waan ijoolen godhuu dandayaniif haala isaan itti wal caalan akka hubanu nu gargaara. Karaan biro ka akka ITBS illee waan hubatuu dandeenu nu agarsiisaa haatayuu bulchaa kana keessati yookin gaabaasaf dhimma itti hin baanu. WASL fi ITBS lamaanuu wal caalumaa ijoollee addiif woraa adii hin tayin bara 1980 as guddaa baratoota guraachaf addii jidduu jiru agarsiisa. Wal-caalumaan kun bara baay'eef bara 1980 jalqabee, keesaaf baratoota guraachaf adii jiddutti mul'ata.

- 3) **Wal-caalumaan dandeeti baratoota bara barati jijjiirama, haatayuu ammo wanni woayaaye hin jiru. Odeefanoo caalaaf maalo web-saayitii gubbaa takka barru tana duraa gubaa laalaa.**

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- Ijaarsi itti gaafatamtooni worra dirqama fudhatuu dandayaniif namuu wal qixxa laalan uf keesaaqaba.

4) Qabeena karaa barbaachisaa, karaa wali qixa tayeen tayeen qabuu dha.

Qiyaasa/Dhama/haala Guddinaa itti laalu

Bara 2005-2006 jalqabee guddina mul'atu Bulchaan Maneen Barmootaa sagantaa Bara-shanii irratti hundaayuun akka asii gaddii titi laala. Qiyaasini/Dhama/haali maneen barmootaa laalu fi baratootaa hordofamee hubanee jijjiirama Bulchaa Maneen Barmootaa godhaa jirru irrati dabalama.

Qiyaasa/Dhama/haala bu'a Barmootaa itti laalu:

1. Bara baraan, Bulchaan Akeeka Kutaan lafa nuu kaayen fi kan ufii lafa kaayee ol/caalaa hojjanna.
2. Lakkobsi baratoota gilgaala SAT (Scholastic Aptitude Testjedhamu fi Gilgaala ACT (American College Testing) jedhamu worra fudhatu harka dhibbaa iraa harka 5 daballa.
3. Bara 2005-2006 jalqabee lakkobsa baratoota oggumaa hujjii hordofan harka dhibba harka 5iin guddifna.
4. Bara 2005-2006 jalqabee bara baraan gitni baratootaa yeroon barmoota xumuranii eebifaman harka dhibbaa iraa harka 3 guddifna.
5. Bara 2005-2006 jalqabee baratooni eebifaman bara baraan harka dhibba iraa harka 3iin guddifna.
6. Baratooni balbala sadih (3) baratan harka dhibba keesaa jahaatamii-shanii (65%) waan isaan iraa eegamu takkaa sanii olitti dubbisan. Sanii achii bara baraan, baratooni bakka iraa eegnu harka dhibba keesaa harki shaniin dabala.
7. Bara barmootaa 2006-2007 jalqabee baratooni balbala 5, 8, fi 10 baratan harka dhibba iraa diiydam (20%) bakka itti eeggaman takkaa sanii olitti baratan. San maayii, baratooni bakka itti eeynu takka sanii ol harka dhibba keesaa haka sahniin (5%) dabala.

Qiyaasa/Dhama/ Haala wal-caalumaa ittiin laalu/mizaannu:

8. Wal-caalummaan dandeetii baratootaa “achievement gap”¹ dubbisuun fi hisaabn bara 2009-10 jalqabee ni dhabama. Wal-caalummaan bara 2005-06 harka dhibba iraa harka 10iin gaddi bu'a.
9. Bara 2005-06 jalqabee haala dandeetin itti wal dhabdu/caaluu itti dandayu “disproportionality gap” gama adabaatin, gama yeroo ijoolen mana barmootaa keesaf alatti adabaman, wal dhabni baratoota adiif guraachaa harka dhibba keesaa harka diiydamiin (20%) gddi buufna.
10. Lakkobsi baratooni Adii hin tayin morkiin, barmoota iraa oliitif Mana Barmoota Kutaa lamataa keessatti godhan harka dhibba keessaa harka 10 (10%) dabala.
11. Baratoota dadhabii kophaa qaban jedhanii maqaa gama (special education) eergaman/laalaman harka gosa baratoota sanii caaluu hin qabu.

¹ Wal-caalumiin “achievement gap” kan laalamu/mizanamu baratoota gosa iraa gudaayaniif baratoota Native American, Asian, Latino fi African American jedhaman laala.

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Qiyaasa/Haala Wal-caalummaan irra turu:

12. Yeroon bartooni mana barmoota keessatti argaman harka dhibba keessaa harka 1 (1%) dabala.
13. Baratoota bakka maraa/hundaa jiraniif mana barmootaa turanii dhufuun harka dhibba keessaa harka 10 (10%) gaddi bu'a.
14. Lakkobsi baratoota maneen barmoota kutaa wolak'aa fi kutaa lamataa baratan keessatti barmoota dhaaban harka dhibba keessaa harka 10 (10%) gaddi bu'a.

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Galii/galma Duraa—Baratoota Maraaf/hundaaf Barmoota iraa olii



Baratoota hundaaf barmootaa iraa olii

Barmoota tayaaf gayaa baratoota maraaf/hundaaf eda'uu/dabaluu.

Bara 2004-05 fi 2005-06 barmoota ol aanaa baratoota maraaf kennuuf wanni goonu:

- 1. Baratoota balbala K hama 10 barataniif barmoota isaanin malu kurfeesanii hujjii irra oolchuu dhaaf:**
 - Irra deebi'anii laaluu fi waan baratamu sirreesuu fi meeshaa itti baratan waan baratan waliin qindeesuu (EARLs) fi waan bulchaan Kuta'a nuraa eegu guutuu (GLEs) , gilgaala/tooyannaa, fi barmootaa addaa baratootaa waliin deemu, baratoota Oolmaya daa'imani (K) duraa hama balbala 10 hisaabaa, dubbisuun, barreesuu fi saynsii (barmoota sabaa, oggumaa agareef harkkaa, fayyaa fi jabeenna qaamaa/nafaa bara itti aanu jalaqabuu);
 - Karaa haali barmootaa itti siraayu/qindaayu, barmoota barbaachisu barru gama komputaraa tif karaa barbaachisuun kennuu.
- 2. Barmoota cimaa aadaaf safuu baratootaa hordofu kurfeesanii hujjii irra oolchuu:**
 - Barsiiftonni waliigaltee godhuun, irra deebi'anii barmoota xinxaluun, waan barsiisan itti yaaduu akka dandayan caraaf haala mijjeesuu;
 - Bulchaa maneen barmootaa keessatti wayoomina/gabbina barmootaa karaa tooftaa qabuun (fk. NUA tooftaa, wali iraa baratu, gaafatuu, worra barsiisan jala deemuu, leenjisa GLAD jedhamu, barmootaa aadaa, GLBT, fi barmoota jibbansa itti dhabamiisan dhiyeesuu; fi
 - Leenjiftoota beekkomsaa fi hisaabaa alla barsiiftota gargaaraniif barmoota balbala balbalatti kennaniif maneen barmoota keessatti ramadna/akka argamu goona.
- 3. Maneen barmoota oggumaa fi gabbina aadaa qabu (ART) cimsuu:**
 - Barsiiftotaaf yeroo isaan leenjisa gabbina/wayoomina barmootaa irratti dabarsan dabaluu; fi
 - Oggumaan (art) ka mul'ataa taye mana barmootaa keessati akka argamu lafa kaayuu.

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4. **Gilgaala/ilaalcha barmoota mataa taye (core area) kan baratooni baratan woyeesuu:**
 - Karaa fudhatamaa fi beekkamaa tayeen bara wolaka'af dhuma irratti mataa barmootaa mataa taye irratti gilgaala/ilaalcha godhuu; fi
 - Barsiiftonni waan gilgaala/ilaalcha iraa baratan/hubatan barmoota woyeesuu akka itti dandayan leenjisa kennuu.
5. **Filmaata godhuu, woyeesuu, fi gargaartota barmootaa cicimaa fi bakka bakkaa dhufan hujjii irra akka turan godhuu:**
 - Barmoota haaraya kan yeroo waliin deemu akka kennuu dandayan leenjisa barsiiftotaaf, haala itti barsiisan akka wal-caalumaa baratoota gosa gosaa jidduu dhabamu godhuu akka dandayan, gilgaala wayeesuu akka dandayan godhuu;
 - Waan hojjatooni hujjan takka isaan iraa eegamu fi fuudhanii hubanoota isaanii waliin qindeesuu;
 - Gargaarsa keesaa fi barsiiftotaaf gita barmootaa iraa olii fi kan isaan filee kurfeesu waliin walitti qindeesuu.
 - Bulchaaf maneen barmootaa keessa nageeni yeroo dheeraaf akka argamu gargaaruu; fi
 - Barsiiftotaaf gargaarsa hundeen isaa mana barmootaa taye woyeesuu, kan akka damee, fi odeefanoo isaan barbaachisu dhiyeesuu, saahibban/michoota isaan gorsan/wal dhageetii qaban ka adaan hin cinne gargaarsa itti gaafatamtoota mana barmootaa iraa argatuu.
6. **Haala/yeroo meeshan barmootaaf barbaachisaa taye itti argamu fi ol kaayamu woyeesuu:**
 - Meeshaa baratooni itti baratan kan aadaa fi safuu isaanii hordofu haaraya mogaafatuu/fudhatuu fi woyeesuu.
7. **Karaan ogguma meeshaa (technology) balbala barmootaa keessatti argamsiisan:**
 - Wal qunamtii mana barmootaa tif worra baratootaa jidduu jiru woyeesuu;
 - Balbala barmootaa komputara yeroo waliin deemuf waan barbaachisu kurfeesuu;
 - Barmoota balbala barmootaa keessatti kennamu gama meeshaa oggumaatin (technology) woyeesuu, fi
 - Karaa qabeenna fi mana kitaabaa titi dhimma bayan woyeesuu.

Yoo hujjii irra oole bu'an toofta kanaa:

- Baratoota dirqama asiif kutaan isaan iraa eeggamu guutan/dhaqaban;
 - Yeroon barmoota xumuranii eebifamuu, fi lakkoobsa baratoota eebifamii guddisuu;
 - Lakkoobsa baratoota barmoota cimaa iraa qooda fudhatan dabaluu;
 - Lakkoobsa baratoota gilgaala SAT fi ACT fudhatan dabaluu;
 - Lakkoobsa baratoota hujjii fi oggumaa adda addaa baratan dabaluu; fi
 - Karaa qabeenna mana kitaabaa titi dhimma bayan woyeesuu.
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Tooftaa fi tarkaanfii barbaachisaa tayeef, tooftaa fulduraa fudhamu, maaloo Akeeka Bara Shanii laalaa takkaa www.seattleschools.org laalaa

Galii/galma Lamataa—Wal-caalumaa Dandeetii

Galii/galma
lamataa (2)

Wal-caalumaa Dandeetii

Wal-caalumaa dandeetii dhabasiisuu.

Wal-caalummaa baratoota jidduu jiru dhabamsiisuuf bara 2004-05 fo 2005-06 wanni goonu:

- 1. Beekkomsa/dandeeti aadaa hojjatoota, baratoota, Maneen Barmoota Seattle woyeesuu:**
 - Barmoota cimaa adaan hin cinne gama wal-jibansa, fi dandeeti/beekkomsa aadaa adda addaa irrati leenjisa hojjatoota, baratoota, woraaf, hawaasaa kennuu.
- 2. Hujjiif waan maneen barmootaa keessatti hojjatamu irrati haala woraaf hawaasni qooda itti fudhatuu dandayan akki itti woyeesinu:**
 - Karaa gaarii tayeen, haala simanaa maneen barmoota hunda keesaa qabuun, fi hojjatootni maneen barmootaa akkeekka woraa-maneen barmoota uumanii hujjii irra oolchu;
 - Karaa banaa tayeen, kan adaan hin cinne, qunamtii woyooyte worra maatii hawaasaa afaan isaanitiin barruudhan argamsiisuu/dhiyeesuu;
 - Hawaasa fi worra maatii waliin gitta bal'aa uumuu/babal'isuu;
 - Yeroo yerotti dandeetii baratoonni argatan/baratan mul'isuu; fi
 - Haala worri maatii murtii maneen barmootaa keessati godhamtu iraa qooda itti fudhatan mijjeesuu/argamsiisuu.
- 3. Yeroo deeraa baratoonni barmoota itti argatan argamsiisuu:**
 - Dhaaba Hawaasaa tiif Gitta hojjatootaa waliin gurmuu uumuun kalandara mana barmootaa kan yeroo barmootaa tin'isu/gargaaruu kan barmoota bara dheeraa/guutuu uf keesaa qabu uumuu; fi
 - Mul'isuu, ibsuuf haala barmootaaf tooftaa barmoota kan barmoota yeroo dheerate gargaaru hujjii irra oolchuu.

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4. **Naanawa fayaa qaamaa, sabaa, fi hawii baratootaa tif hojjatootaa karaan itti woyeesinu:**
 - Fayaa baratootaa nyaataa hayama USDA quubu dhyeesuu fi rakina fayaa kan baleesuu dandeenu gaddi buusuu;
 - Akkekka gaarii taye lafaa ol kaasu'u dhaaf haala wal-caalumaa dhabamsiisu hujjii irra oolchuu;
 - Akkeekka gaarii taye lafaa ol kaasu'un baratoonni mana barmoota yeroo dabarsanii dhufan akka yerootti argaman hujjii irra oolchuu fi ijoollee mana barmootaa dhabaan akka hin dhaabne gargaaruu;
 - Sagantaa leenjisaaf tif gargaarsa miidhaa, cinqii fi lola itti dhabamsiisan maneen barmootaa tif kennuu; fi
 - Naanawini maneen barmootaa nagaya qabaatuu isaanii mirkaneessu.
 5. **Barmoota kutaa duraa, barmoota oolmaya daa'imani/pre-K hama balbala 3 woyeesu dhaaf:**
 - Walqunamtii Jalqaba Mataa Duraa/Head Start fi barmoota hawaasa keessati hundaayee kan daa'iman gargaaran waliin wal qunamtii cimaa uumuu/ijaarruu.
 6. **Karaan Barmoota Kutaa Lamataa itti woyeesinnu:**
 - Karaa baratoonni itti eebifaman irra deeb'anii hubatu'un jabeesanii hujjii irra oolchuu;
 - Barmoota gitta xixiqaa kenamu gabbisuun akka itti fufu gargaaruu, karaa barmootni, baratoonni, itti barataniif gaargaarsi worri gurgudaa isaanii kennu akka adaan hin cinne godhuu;
 - Kurfii, beeysisaa, fi gargaarsa baratootaaf worra isaanii haala eebifama dhufaa jiruu kutaa wolak'a titi jalqabee godhuu; fi
 - Akka baratoonni koolleejaf oggummaa hujjii tif kurfaayan gabbisani maneen barmoota kutaa lamataa marratti/hundatti hujjii irra oolchuu.
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Yoo hujjii irra oole bu'aan tooftaa kaneenii:

- Wal-caalumaa/ "achievement gap;" gaddi buusaa.
- Haala adabni itti kenamuu kan wal-caalu akka wal qixa tayu godha;
- Haala baratoonni akka barmoota kophaa/special education dhaqanii laalaman gaddi buusuu; fi
- Lakkobsa baratoonni mana barmootaa turanii dhufan gaddi buusa.
- Lakkoobsa Worra baratootaa haala baratoonni barmoota itti argatan irra qooda akka fudhatan dabaluu.

Tooftaan kaneenif tarkaanfii fudhatmuu qabdu laaluuf, maaloo web saayitii Akekka Bara Shanii www.seattleschools.org laalaa.

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Galii/galma Sadafaa—Haala bakka gayuu nama dhoorgu

Galii/galma

3

Haala bakka gayuu nama dhoorgu

Waan bu'aa baratooni argatan dura dhaabataa dhabamsiisuu.

Bara 2004-05 fi 2005-06 haala baratoota bakka barbaadan gayuu isaan dhoorgu maraa dhabamsiisuu dhaaf:

- 1. Haala jibbanisa uf keesaa qabuu karaan itti dhiiginu/dhabamsiisuun**
 - Worra bulchaa keessati seeraf haala jibbansa itti dhiiguu dandeenu gabbisanii hujjii irra olchan uumuu fi hujjii irra tursiisuu;
 - Saaxila baasuu/mul'isuu, woyeesuu fi haala jibbansa uf keesaan qabu nu keesaa buqisuu; fi
 - Bulchaa Maneen barmootaa tif, hojjatoota akka isaan haala bakka gayuu nama dhoorgu itti diiguu dandayan leenjisu.
- 2. Barmoota ol aanaa keesa gosa saba caraa duri hin qabne akki itti guddifnu:**
 - Haala wal-qixa taye gabbifnee hujjii irra oolchuu, fi karaa baratooni balbala maraa qoodda iraa fudhatuu itti dandayan woyeesuu dhaani.
- 3. Karaan barmoota kophaa/special education haala bu'aa fiduu itti danadayuun fi keesaafuu karaa maqaan itti kennamuuf keessaa itti bayuu dandayan haali itti woyeesinu:**
 - Barmoota haala maraa/hundaa cimsuu, fi barmoota kophaa/special education fi itti gaafatamtoota mana barmootaa leenjisu.
- 4. Haali barmoota Baratoota Afaanii (ELL) itti baratuu dandayan karaan itti woyeesinu:**
 - Hawaasa keenna kan afaan tokkoo ol dubatan waliin gitta cimaa uumuu, fi
 - Barmoota bu'aa xinxalaa qabutti dhimma bayuu dhanni.
- 5. Karaan sagantaan barmoota cimaa wal qixa taye itti kennamu dandayu:**
 - Yoo hubatamni fi woyoominni sagantaa waliqixa taye haala wal fakkaatun kanname.
- 6. Maneen barmoota rakina qaban akki itti qubsiisnu dandayan:**
 - Maneen barmoota rakina cimaa qabaniif haala hiikkaa qabu kan Waldaya Barmota Seattle waliin wal-tayii uumuun, qalbii hojjatootaa qubsiisuu;
 - Worraaf hawaasota keessa asii achi dedeemina baratoota gaddi buusuu dhaaf;
 - Qooda barmoota baratoota kan worraaf hawaasni keennuu dandayan dabaluu

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Yoo hujjii irra oole bu'aan tooftaa kaneenii:

- Hayama malee mana barmootaa iraa hafuu gaddi buusuu/gabaabsuu;
- Baratooni adii hintayin kan barmoota ol aanaa iraa qooda kan fudhatan heddumeesuu/baay'isuu;
- Haala/naanawa maneen barmota woyeesuu/tolchuu;
- Lakkobsa baratoota barmoota iraa qoda fudhatan heddumeesuu/baay'isuu;
- Lakkobsa baratooni kutaa wolak'aaf kutaa lamatati barmoota dhaaban akka xiqaa godhuu;
- Bulchaa keessa lakkoobsi woraqaa/dokumentii afaan heduti/baay'ate hiikaman ni baay'ata/heddumaata; fi
- Lakkoobsi baratoota ELL/barmoota Afaan Ingliizii waan isaan iraa eegamu guutan ni baay'ata/heddumaata.

Tooftaan kaneenif tarkaanfii fudhatmuu qabdu laaluuf, maaloo web saayitii Akeekka Bara Shanii www.seattleschools.org laalaa

Galii/Galma Afrafaa (afur) —Dura Bu’oota/Itti gaafatamtoota

Galii
4

Itti Gaafatama/Dura Bu’uu

Dandheetii dura bu’uu kan itti gaafatamaaf barbaachisu, wal-qixa laaluu, hujjii bakkaan gayuu ijaaroo. .

Bara 2004-05 fi 2005-06 dura bu’aa tayuu woyeesu dhaaf wanni goonu:

- 1. Hubanoota goonee, jabeesine, itti cimnee, fi dura bu’oota hujjii cimaa hojjatan kan bakka adda addaa iraa dhufan karaan itti filee qabbannu:**
 - Bulchaa Maneen Barmoota Seattle keessatti ijaarsaf hujjii irra oolchuu kan hojjatoota gosa adda addaa iraa dhufan, karaa itti hojjatoota filan, hojjatoota hujjii iraa itti tursiisan, hujjii isaanii beekan, jabeesan, woyeesan, gatii isaanii baasan fi barmootaf waan barbaachisu gabbisuuf hujjii irra oolchuu;
 - Karaa itti filuun irra deebinee hubatuu, haala hujjii itti kenninuun xinxaluu, yeroo bakka tokko iraa bakka biro jijjiiru haala worra maatiif hawaasni qooda iraa fudhatuu itti dandayan woyeesudhaaf laafisuu;
 - Haala hujjii woyeesuu (naano fayaa fi nagaya qabu, qaama fayaa qabu, fi fayaa haala namuumaa) woyeesuu; fi
 - Gitta barmootaa iraa olii waliin hojjatuun karaa barsiiftonni fi itti gaafatamtoonni magaalaa keessaa sagantaa leenjisa itti argatan irratti hojjatuu dha.
- 2. Karaa wanni baratoota iraa eeggamuu caalaa tayuuf haala turuu dandayu jabbeesuu dhaaf gargaarsa barbaachisaa hojjatootaf karaan itti goonu:**
 - Haala adda addaa kan adaan hin cinne, leenjisa adaa addaa kabajju fi gargaarsa itti gaafatamtootaf kennu ijaaroo fi hujjii irra oolchuu;
 - Itti Gaafatamtoota mana barmootaa karaa isaan hubanoota barsiiftota harayaaf godhaniif gargaarsa fi itti gaafatamina kurfeesuu;
 - Sagantaa hojjatootni haarayni mooyxaa hujjii itti argatan ijaaruuf hujjii irra oolchuu;
 - Hujjiif dirqamni Itti Gaafatamtoonni Maneen Barmoota maal akka taate ifa godhuu; fi

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- Haala hordofamaa tayeen karaa itti gaafatamtoonni itti dagaagan garaa qulqul'un agarsiisuu.
-

Yoo hujjii irra oole bu'aan tooftaa kaneenii:

- Itti Gaafatamtootaf gargaartota isaanii kan leenjisa gayaa qaban;
 - Murtii hubanoo qabu hordofuu;
 - Hujjii Itti gaafatamtoota bulchaa guututi fi haala xinxala hujjii isaanii ;
 - Itti Gaafatamtoota adda addaa kan gargaruumaa baratoota dhiyotti calaqisu;
 - Haala hujjii, ilaalchaa Bulchaa keessatti woyeesuu; fi
 - Woraqaa hubanootaa hujjiin bara bara itti laalamu gama hawaasaa.
-

Tooftaan kaniinif tarkaanfii fudhatmuu qabdu laaluuf, maaloo web saayitii Akeekka Bara Shanii www.seattleschools.org laalaa

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Maxanaa B —Akkeekkaf hiikkaa² jechootaa

Akkeekka fi jechoota asii gadii kan dhimma itti bane:

Agaree/Dhaadanoo __ Dhaadanoon jabeenna dhaabaa uf keesaa qaba. Waan hojjatooni itti mirqaananiif itti hojjatan namaa kenna. Agareen/Dhadanoon nama mirqaansa amas uumrii dheeraa qaba.

Adeemsa/Karaa deemnu _ Dhaadanoon teenna bakka akka geetu cuunfa hujjii hojjatamuu ti.

Waan Nutti Lubu’u/Jabaa taye_ Kun haalaf amala dhaabni waan taate mul’isu- waan bu’aa takka waan argamu caalu yookin waan dhufee dabruu miti. Meeshan haarayin jijjiirtuu miti, takka waan itti gaafatamtooni fi namni tokko tokko ittiin beekamaniini miti. Waan yeroon jijjiirtuu miti, fii waan alaa woyeesanii miti, kun waan worra dhaaba keessa jiruu hojjatootaf lubuu/jabaa taye.

Galii _ Galiin bakka dhaabni akkeekka takka karaa deemnuf xinxala barbaachisa dha jedhee itti amanu. Galiin bakka dhaabni jijjirama gudaa itti godhu. Galiin waan qiyaasani miti takka walitti qabanii hamana jedhanii miti garuu deebii “amma human teenna eessati cimsina?” deebifti.

Miizaana- miizaani kufaa birxa bayiinsa waan itti laalan. Waan bu’aa dha jedhanii himuu dandayan, galiin lafa kaayatan dhaqabuu kan yeroo kennamtee keessatti xumuramuu qabdu.

Bakka ilaalcha itti cimsinu feesisu – ka ibsu naanoo takka haala galiin itti dhaqabnuun akkam akka fakkaatu nu qajeelcha.

Tooftaa – Tooftan akkeekka ilaalcha itti cimsuun barbaachisu fi galiin keenna akka itti dhaqabuu dandeenu nu gargaara. Tooftan Bara Shanii guututu web pagii Bulchaa irratti argama.

Akkeekka Tarkaanfii fudhatamu- Galiin dhaqabuuf akkeekka lafa kaayanne tartiiban dhaqabuuf tarkaanfii fudhanu. Akkeekkaf tarkaanfin fudhanu webpagii Bulchaa kan Bara Shanii irratti argama.

Odeefanoo Gam-duubaa: Akkeekka tooftaa waa cicimaa bakkaan gayuuf ifa gabaabaa.

Morkii jiru hiikudhaaf Akkeekka woraqa’an qabame: Jihaan woraqa tanaa agaree, dhaadanoo, waan nutti lubuu/cimaa taye, galiin, haala itti deemnuf, tarkaanfii galiin dhaqabuuf nu gargaaru uf keesaa qaba.

Haala Akkeekkni hujjii irra itti oolu- Kun haala Galiin–Bara–Shanii hujjii irra itti oolchan laala.

Bu’a/Wanni Argamuu – Dandeetii/Barmoota maneen barmootaa keesaa argamu

Toftaa iraa ol aanu – Toftaa haalan barbaachisaa bara jalqabaa hujjii iraa oolu qaba jedhame itti amanamu.

Oggumaa Aadaa Barmootaa Qabu- Barmoota oggumaa uf keesaa qabu, kan baratoonni barmootaa isaanii itti laalan, jiruuf hawaasa walii galatti fi gargaarsa maneen barmootaa tif naano/qileensa maneen barmoota walitti fidu. Oggumaan karaa baratootaf barsiiftonni waan godhaniif baratan jiruu isaanitiif hawaasa keessa jiraniin waliti fidan agarsiisa/kenna. Baratoota waan mana barmootaa keessatti baratan gamma oggumaatin walitti sufan/fiduun, baratoonni sagalee ufii/isaanii akka qabaatan gargaarra.

² Hiikan tokko tokko Dannemiller, Tyson Associates hayama isaanitiin mogaafame.

Executive Summary

Seattle is a vibrant, diverse city with a rich history of valuing and supporting public education. It is a city that recognizes and honors the important role successful schools play in building a successful city. Seattle's citizens repeatedly have displayed the intensity of their commitment with overwhelming passage of local levies and ongoing support of the City's Family and Education Levy. We are a city of high expectations, high hopes, and big dreams for the future, particularly when it comes to educating our children. We do not give up. We do not settle for mediocrity or modest improvement. With remarkable vigor and determination, we pursue the prize. We are committed believers in public education. Around the nation, others are watching us because they know that Seattle will make it happen. Partnerships are in place, energy is high, and we are fully engaged in a plan that harnesses and focuses our collective energy on creating a public school system that delivers on our high hopes and expectations for the children of Seattle.

Early this year the Seattle School Board and Superintendent embarked on a process to develop a five-year plan to address academic achievement and the "gap,"³ barriers to learning, leadership, and resource management issues. In July 2004, the Board adopted their vision and mission statements, a set of values, a set of beliefs, and five goals. This plan is designed to achieve Board goals and to give strategic direction to District operations during the next five years. This document reflects the highest priority actions that need to be started in the first year of the plan. Each year this document will be updated to reflect actions needed for the following year.

A Plan to Address the Challenges

The vision and mission statements, values, beliefs, and goals were adopted by the Seattle School Board in July 2004. These statements serve as a guide to the process of developing focus areas, strategies, and action plans to achieve the goals.

Vision

Every student—regardless of race, ethnicity, gender, or socioeconomic background—will graduate and be fully prepared to lead a successful life.

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Mission

To provide every student with effective, high-quality teaching and learning experiences, relevant curriculum and support services, in a safe and healthy environment.

Values

- ❑ Academic effectiveness
- ❑ Accountability
- ❑ Equity
- ❑ Inclusivity
- ❑ Justice
- ❑ Sustainability

Beliefs

- Public education is a foundation of democracy and provides the tools to create a more egalitarian and just society.
- All children and youth have a right to a high-quality, comprehensive public education.
- Public education must help all children and youth reach their highest potential, feel successful, and become wise, thoughtful, and caring adults.
- We model what students learn—by what we say, what we do, how we treat each other, and how we organize and run our schools.
- Children and youth learn most effectively when teaching and curriculum are relevant to their own backgrounds, interests, and learning styles.
- Students thrive in an environment that offers a variety of learning opportunities.

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- To close the achievement gap⁴, we must recognize the impacts of institutionalized racism⁵ on student success and question any excuses for not making necessary changes.
- Students want and need positive relationships with adults, based on mutual respect and high expectations for success, and schools must provide opportunities for those relationships to flourish.
- To learn effectively, students need their basic needs met—food, shelter, clothing, personal safety and health, freedom from harassment, and respect for their individuality and ethnic background.
- A school system works best when all participants are candid, open, and accountable.
- All students can learn. Poor academic performance reflects the quality of leadership and the way in which adults are working together, not the quality of the students.
- Schools work better when they are open to and make good use of community resources.
- Urgency is a critical element in true transformation.
- Fully funding public education is a basic responsibility of our society.

Goals

- 5) Improve the effectiveness and relevance of instructional and support services for all students.
- 6) Eliminate the achievement gap.

Eliminate all systemic barriers to student achievement. The WASL information is used because the data provide a picture of student achievement and the achievement gap. Other measures such as the ITBS paint a similar picture of the District's achievement but are not

⁴ **Achievement Gap** (disproportionality) – The disproportionate under representation of non-white students among those who are meeting academic standards, which is reflected statistically as a “gap” between white and non-white student outcomes in comparative achievement data.

⁵ **Institutionalized Racism** - An indirect and largely invisible process that operates automatically and results in less access to services and opportunities of a society based on race. It is a term encompassing the, now often unconscious, barriers built into education, selection, promotion, and service delivery systems that serve to disadvantage members of non-white groups in the United States.

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used in this report. Both WASL and ITBS data show considerable disparities in the achievement of White students versus students of color. These disparities have been noted for many years dating since the 1980's, with the largest achievement gap occurring typically between African American and White students.

- 7) **The size of the achievement gap fluctuates from year to year, though over time there has been no appreciable reduction. Please refer to the web sites noted in the previous paragraphs for additional data.**
- 8) Build leadership capacity for accountability, inclusivity, and effectiveness.
- 9) Manage resources and set priorities using principles of equity and sustainability.

Benchmarks of Progress

The following measures will be used to determine progress being made by the District to meet the goals each year of the Five-Year Plan beginning in 2005-06. Benchmarks⁶ that relate to schools and students will be tracked and reported at the District and school level and will be included in the school transformation planning process.

Academic Achievement Benchmarks:

15. Annually, the District will meet or exceed state and district achievement standards.
16. The number of students taking Scholastic Aptitude Test (SAT) and American College Testing (ACT) tests will increase each year by 5 percent.
17. There will be an increase of 5 percent in the number of career and technical annual average full time students each year beginning in 2005-06.
18. The percentage of cohort, on-time graduates will increase by 3 percentage points each year of the plan beginning in 2005-06.
19. The number of graduates will increase by 3 percentage points each year of the plan beginning in 2005-06.
20. Sixty-five percent of third graders will read at or above state standards in 2005-06. Each year of the plan thereafter, the number of students meeting the standard will increase by 5 percentage points.
21. Beginning in school year 2006-07⁷, 20 percent of students in grades 5, 8, and 10 will meet or exceed the state's arts standard. Each year of the plan thereafter, the number of students meeting the standard will increase by 5 percentage points.

Disproportionality Benchmarks:

22. The "achievement gap"⁸ in reading and mathematics will be eliminated by 2009-10. The "gap" will be decreased by 10 percent in 2005-06.
23. The "disproportionality gap" in discipline, as measured by the rates of suspensions and expulsions, between white students and students of color will be reduced by 20 percent each year beginning in 2005-06.
24. There will be a 10 percent increase in the number and percent of children of color that complete high school advanced learning courses⁹ each year.

⁶ A document detailing baseline data for each benchmark will be developed.

⁷ Pilot assessments will be used to measure progress beginning in 2006-07 and until 2009-10 school year when arts assessment is mandatory.

⁸ The "achievement gap" will be measured between achievement of the majority ethnic and student group and Native American, Asian, Latino and African American students.

⁹ These courses include advanced placement, International Baccalaureate and honors courses.

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25. Referrals for special education evaluation of children of color will not exceed the percentage of such children in the Seattle Public Schools population.

Achievement Persistence Benchmarks:

- 26. The average rate of student attendance will increase by 1 percentage point each year.
- 27. The average truancy rate for students at every school level will be reduced 10 percent each year.
- 28. The annual middle and high school dropout rates will be reduced by 10 percent each year.

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Goal One—High Achievement for all Students

Goal

1

High Achievement for All Students

Increase the effectiveness and relevance of instructional and support services for all students.

To Reach Higher Achievement for all Students in 2004-05 and 2005-06, We Will:

3. **Develop and implement grade level expectations aligned pre-K through 10 by:**
 - Reviewing, evaluating, and aligning current curriculum and instructional materials to state standards (EALRs) and to state grade level expectations (GLEs), assessments, and culturally responsive teaching strategies, pre-K through 10th grade in mathematics, reading, writing and science. (Social studies, visual and performing arts, health and fitness will follow in subsequent years.)
 - Providing system-wide access to aligned, relevant curriculum through on-line publication of curriculum guides for each content area.
4. **Develop and implement effective, culturally responsive instructional strategies by:**
 - Ensuring structured and regular opportunities for teachers to collaborate, reflect, and innovate;
 - Providing district-wide and school-based professional development in specific strategies that increase student learning (e.g. NUA strategies, reciprocal teaching, inquiry, looping, GLAD training, cultural cues, GLBT, and anti-racism training); and
 - Providing well prepared school-based coaches in literacy and mathematics to support high quality teaching and student learning in every classroom.
4. **Develop strategies for creating arts rich school cultures by:**
 - Increasing the number of professional development course offerings in arts for teachers; and
 - Developing and implementing instructional models where the arts are visible and practiced in the curriculum.
5. **Improve student assessment in core areas by:**

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- Implementing valid and reliable beginning, middle, and end-of-the-year assessments in core subjects and grade levels; and
 - Training staff to use student assessment data in the continual improvement of teaching.
- 7. Recruit, develop, and retain a highly effective and diverse instructional staff by:**
- Providing high-quality professional development focused on using the new curriculum guides, instructional strategies to close the achievement gap, and alternative assessments to improve teaching;
 - Reviewing Professional Practice Standards and aligning them with teacher evaluations;
 - Improving internal support and external coordination with higher education partners for teachers and staff preparation, recruitment and induction.
 - Creating and sustaining a safe and supportive climate in each school and the District; and
 - Developing school-based support structures for beginning teachers, such as department and/or grade level mentoring, school orientations, critical friend groups, and on-going, substantive feedback from principals and assistant principals.
- 8. Develop a plan and timeline to ensure adequate education materials are available to students and staff by:**
- Adopting new instructional materials to support culturally relevant student learning and effective instruction.
- 8. Infuse technology into the classroom by:**
- Improving communication between the classroom and families;
 - Providing classrooms with up to date computers and software;
 - Enhancing classroom instruction through additional technology; and
 - Improving access to library system resources.

When successfully implemented, these strategies will result in:

- Students meeting state and local standards;
 - Increases in on-time graduates and percent of students who graduate;
 - Increases in the number of students taking advanced learning courses;
 - Increases in the number of students taking SAT and ACT tests; and
 - Increases in the number of career and technical students.
 - Improvements in access to library system resources.
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For a list of specific actions for these strategies and future strategies, please consult the Five-Year Plan web page at www.seattleschools.org.

Goal Two—Achievement Gap

Goal 2	Achievement Gap Eliminate the achievement gap.
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To Eliminate the Achievement Gap in 2004-05 and 2005-06, We Will:

- 7. Increase the cultural competence of Seattle Public Schools staff and students by:**
 - Providing ongoing, high quality efficacy anti-racism and cultural competency training for staff, students, families, and community.
- 8. Increase and improve family and community involvement in school activities and decision-making by:**
 - Providing friendly, welcoming environments at every school and school facility and developing and implementing a school-family plan;
 - Providing accessible, ongoing, improved communication to families and communities including increases in the use of native language publications;
 - Expanding partnerships with community organizations and families;
 - Regularly showcasing student achievement; and
 - Providing leadership and decision-making opportunities for families.
- 9. Provide extended time for learning by:**
 - Collaborating with community organizations and employee groups to develop a school calendar that supports optimal learning time including year-round calendars; and
 - Identifying, defining and beginning to implement programs, curriculum materials, and instructional strategies for extended learning in core subject areas.
- 10. Provide environments that facilitate the physical, social, and emotional well-being of students and staff by:**

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- Improving student health by providing foods that meet USDA nutritional standards and by reducing preventable health problems;
- Developing and implementing a plan that eliminates disproportionality in discipline;
- Developing and implementing a truancy prevention plan at each school and intervening with potential dropouts;
- Providing training and support for schools' bullying, harassment, and violence prevention programs; and
- Ensuring schools are environmentally safe.

11. Improve elementary education, with an emphasis on early childhood education pre-K through grade 3 by:

- Building strong support networks with Head Start and community-based pre-school providers and their clients.

12. Improve secondary education by:

- Developing and implementing revised graduation standards;
- Developing and sustaining small learning communities that are personalized, where students experience a consistently rigorous curriculum and multi-year relationships with supportive adults
- Preparing, informing, and supporting all students and families on upcoming graduation requirements beginning in middle school; and
- Developing and implementing a rigorous college and career/technical program at each high school.

When successfully implemented, these strategies will result in:

- A decrease in the “achievement gap;”
- A reduction of the disproportionality gap in discipline;
- A decrease in the number of referrals to special education programs of over represented groups; and
- A reduction in student truancy.
- An increase in family involvement in student learning in schools.

For a list of specific actions for these strategies and future strategies, please consult the Five-Year Plan web page at www.seattleschools.org.

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Goal Three—Systemic Barriers

Goal 3	Systemic Barriers Eliminate all systemic barriers to student achievement.
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To Eliminate Systemic Barriers to Student Achievement in 2004-05 and 2005-06, We Will:

- 7. Dismantle institutional racism by:**
 - Creating a district unit to develop, implement, and maintain policies and procedures to dismantle institutional racism;
 - Identifying, modifying, and removing policies that may perpetuate institutional racism; and
 - Training district leadership and staff to dismantle institutional racism.
- 8. Increase ethnic diversity in advanced learning by:**
 - Developing and implementing a more equitable and improved process to increase access to advanced learning opportunities at all grade levels.
- 9. Improve effectiveness of special education programs, with particular attention to the referral and exit processes by:**
 - Providing a rigorous training program for general education, special education, and building leaders.
- 10. Improve the effectiveness of programs for English Language Learners (ELL) by:**
 - Creating strong partnerships with our bilingual communities; and
 - Using research based and best practices in instruction.
- 11. Provide more equitable access to effective schools and programs by:**
 - Evaluating and modifying program placement to ensure equitable distribution and access.
- 12. Stabilize highly challenged schools by:**
 - Developing and implementing an intervention protocol for highly challenged schools including, but not limited to, collaboration with the Seattle Education Association to stabilize staff in highly challenged schools;
 - Working with families and communities to decrease student mobility; and

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- Increasing the role of families and communities in supporting student learning.
-

When successfully implemented, these strategies will result in:

- A reduction in unexcused absences;
 - An increase in the number of children of color taking advanced learning courses;
 - Improved school climates;
 - An increase in student attendance;
 - A reduction in middle and high school dropouts;
 - An increase in the number of district documents translated into multiple languages;
and
 - An increase in the number of ELL students meeting state and district standards.
-

For a list of specific actions for these strategies and future strategies, please consult the Five-Year Plan web page at www.seattleschools.org.

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Goal Four--Leadership

Goal
4

Leadership

Build leadership capacity for accountability, inclusivity, and effectiveness.

To Improve District Leadership in 2004-05 and 2005-06, We Will:

3. **Recruit, develop, retain, and promote highly effective and diverse leaders system-wide by:**
 - Developing and implementing a staffing plan for Seattle Public Schools that includes, but is not limited to, workforce diversity, staff recruitment, staff retention, staff recognition, staff deployment, compensation, and instructional needs;
 - Revising the principal selection, assignment, and transfer process to enhance family and community involvement and make the process smoother;
 - Improve morale and working conditions (environmental health, physical health, and emotional health); and
 - Work with our higher education partners to improve their teacher and leader training programs for urban school districts.

4. **Establish and maintain a system of high expectations and high support for all staff by:**
 - Developing and maintaining an ongoing, differentiated, culturally competent leadership training and support program for leaders;
 - Preparing school leaders to implement a new teacher evaluation system that provides both support and accountability;
 - Developing and maintaining an effective new employee orientation program;
 - Clarifying the role and job responsibilities of school principals; and

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- Continuing the advancement of an open and honest leadership model.
-

When successfully implemented, these strategies will result in:

- Better trained leaders including principals and assistant principals;
 - Data driven decisions;
 - A current job description and evaluation for all district administrators;
 - Leadership diversity more closely reflective of the diversity of the student population;
 - Improved morale and working conditions in the District; and
 - An annual scorecard related to the Benchmarks of Progress to the community.
-

For a list of specific actions for these strategies and future strategies, please consult the Five-Year Plan web page at www.seattleschools.org.

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Attachment B-- Plan Components and Definition¹⁰ of Terms

The following components and terms are used in the Plan:

Vision—A Vision statement captures an organization’s call to greatness. It reflects people’s idealistic motivations for doing the organization’s work. The Vision is inspiring and enduring.

Mission—Mission is the succinct summary of the work that we do to move us closer to our Vision.

Values—Values define the enduring character of an organization—a consistent identity that transcends products or life cycles, technology breakthroughs, management fads, and individual leaders. They are timeless and require no external justification – they have intrinsic value and importance to those inside the organization.

Goals—Goals are the areas of focus that an organization has identified as critical to achieving its Mission. Goals describe where an organization must make significant improvements. Goals are not measurable or quantifiable but answer the question “Where should we focus our energies now?”

Objectives—Objectives are the measures of success or failure. They are the quantifiable results (deliverables) that must be accomplished within a specific timeframe in order to achieve the Goals.

Major Focus Areas—Major focus areas describe in general terms the major processes that must be accomplished to achieve the Goals.

Strategies—Strategies describe the plans needed to carry out the major focus areas and achieve the Goals. A complete set of strategies will be available on the District’s Five-Year Plan web page.

Action Plans—Action plans are the specific steps needed to accomplish the strategies and achieve the Goals. A complete set of action plans will be available on the District’s Five-Year Plan web page.

¹⁰ Some of these Definitions were adapted from Dannemiller, Tyson Associates with permission.

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Background Information—A short description of the major issues addressed by the plan.

Blueprint to Address Challenges—This section of the document contains the vision, mission, values, beliefs, goals, objectives, and actions necessary to achieve the goals.

Structure for Implementing the Plan—This is a process to implement and manage the Five-Year Plan during its existence.

Achievement—Level of skill acquired in school courses.

Highest Priority Strategies—Strategies identified to be so important that they should be put into operation in the first year of the plan.

Arts Rich Learning Cultures—Integrated curriculum that includes arts. Students see their learning, lives and community as a whole and teachers and schools support this in their learning environments. The arts provide a way for students and teachers to seek the interconnectedness of what they do and learn in their lives and global community. By supporting learners to make connections between academic disciplines through the arts, we help students find a voice of their own.