



Goal Area Progress Reports

2018-19

Design II, Chapter 2

Strategic Plan

Vancouver Public Schools
Vancouver, Washington

Vision to Life

Instructional Quality

Creating the context and conditions to personalize learning

Task Force Lead: Mike Stromme

Goal

By 2020, every school will provide differentiated support to improve academic growth in all students through professional learning, collaboration, and communication.

Target Objectives

Provide ongoing support for full implementation of Common Core State Standards, 5D Instructional Framework, Teacher-Principal Evaluation Program, and Smarter Balanced assessment system (initiated in 2014-15)

Establish systems to support high-functioning Professional Learning Communities (PLCs) and high-quality staff development based on educator and student growth goals (initiated in 2015-16)

Ensure that School Improvement Plans (SIP) identify differentiated and individualized pathways to meet the needs of each student (initiated in 2015-16)

Increase student support in all schools through Academic Response to Intervention (RtI) (initiated in 2016-17)

Implement a new evaluation system for non-classroom certificated teachers, educational staff associates, and central office administrators in alignment with the state's system (initiated in 2017-18)

Annual Work Plan Summary

- Strengthen use of formative assessment in the design of standard-based instruction using standards-aligned instructional materials
- Link school-based Theory of Action statements to PLC and SIP work at all schools to provide results-oriented increases in student achievement
- Extend support for implementation and technical assistance in Culturally Responsive Education to additional district schools

Q1 Highlights

- Completed with collaborative teacher work groups the standards-based scope and sequence documents for English 11, Algebra II, and Chemistry
- Launched year one implementation of new middle school standards-designed instructional resources: Stemsopes
- Continued to focus on culturally responsive education (CRE) with K-12 Learning Institute
- Initiated planning for a Professional Learning Communities Assessment Institute in June 2019 for administrators and teachers using District Improvement Grant funding
- Developed a timeline for a Multi-Tiered Systems of Support refresh to help improve academic outcomes

- Developed a proposal for Spanish Dual Language expansion to meet the needs of English Language Learners

Q2 Highlights

- Completed a professional learning four-part series for K-3rd grade teachers in early literacy best practices
- Developed a proposal to supplement Reading Wonders in areas where additional support is needed to address ELA standards
- Continued support for K-12 mathematics through site-based professional development
- Provided additional days of technical support for culturally responsive education at Fort Vancouver, McLoughlin, Marshall, Roosevelt, Discovery and Washington

Q3 Highlights

- Convened instructional leadership group including principals, executive directors and district office instructional leadership to determine focus and structure for K12 Leadership Institutes for the coming year
- Completed selection process and recommended new K-2 instructional resource for Structured Literacy to be implemented in 2019-20
- Selected Dual Language Program Specialist (TOSA)
- Created Language Learning Institute for teachers in Language Learning Pathways
- Provided 133.5 hours of professional development to 550 teachers supporting improved math learning and achievement (including 40.5 STEM hours)
- Completed HiCap screening and identification process including new process to identify underrepresented students resulting in increased identification of students in the following groups: Free/Reduced-Price Lunch, English Language Learners, Multi-racial, Special Education

Next Steps

- Conduct Assessment Institute using District Improvement Plan funds (principals, teachers, instructional leaders) in June
- Provide professional development for teachers in implementation of Structured Literacy Program and Agile Mind high school math adoption

Goal

By 2020, all students will have access to information about college and career opportunities to help them make educational choices, complete rigorous coursework, and achieve post-secondary goals.

Target Objectives

Expand strategies and opportunities such as Advancement Via Individual Determination (AVID), digital learning, and internships to help students develop academic behaviors that support college, career, and life goals (initiated in 2014-15)

Ensure every student develops a pathway for obtaining skills to achieve college, career, and life goals (initiated in 2015-16)

Provide learning experiences that require students to apply academic knowledge, skills, and dispositions necessary for future careers (initiated in 2016-17)

Expand partnerships with career and educational advocates and mentors to provide access for students and staff to information and knowledge about post-secondary expectations and opportunities (initiated in 2017-18)

Annual Work Plan Summary

- Focus cross-content professional learning on increasing student writing proficiency to increase achievement in all academic areas
- Strengthen school-wide and district-wide AVID Practices to support implementation of the new AVID Certification Tool
- Expand collaborative efforts among departments and community partners to increase student awareness of post-secondary education and career opportunities supported by High School and Beyond Plans

Q1 Highlights

- Launched Free Application for Federal Student Aid grant efforts to increase FAFSA completion at Fort Vancouver and Hudson's Bay high schools and Vancouver Flex Academy
- Provided professional development in academic literacy and language (12 hours/53 teachers)
- Developed a plan for "guide rails" to support students in making coursework choices that prepare them for post-secondary educational options in line with career goals
- Launched new STEM exploration program at Discovery Middle School in support of career exploration, which is aligned with International Baccalaureate Middle Years Programme technology and design standards
- Convened a Middle School Career and College Ready team to design and implement three lessons for each grade level (6-8) around career guidance and the support of the High School and Beyond Plan

Q2 Highlights

- Developed a plan for summer professional development for AVID schools, minimizing out-of-state travel
- Received Digital Promise grant to develop and implement a professional development plan for middle school science teachers to embed computational fluency into middle school science courses
- Increased connections to curricular area college-career ready standards in the areas of postsecondary financial planning, identification of 3-5 postsecondary options
- Hosted second annual career/college fair with approximately 100 post-secondary institutions and partners in March at Roosevelt Elementary

Q3 Highlights

- Forecast for three additional Middle School STEM Labs at Discovery, McLoughlin and Gaiser middle schools
- Completed CTE equivalency for advanced music courses to support High School and Beyond Plans for students in those courses
- Launched professional learning in Computational Fluency through Digital Promise
- Supported 751 students in completing FAFSA

Next Steps

- Provide professional development for teachers in middle school STEM Lab program
- Collaborate with Portland Community College to provide additional College in the High School opportunities for VPS students
- Transition GEAR UP program to high school (Fort Vancouver, Hudson's Bay and Skyview)

Flexible Learning Environments

Integrating digital technology tools and modernizing facilities to ensure all students are prepared to thrive in the globally interdependent economy and community

Task Force Leads: Christina Iremonger, Todd Horenstein

Goal

By 2020, every school will implement 1:1 technology-supported programs to increase student ownership of the time, pace, path, and place of learning.

Target Objectives

Select and begin implementation of learning management systems to support student learning (initiated in 2014-15)

Provide digital content and services to expand student choice, personalization, and opportunities to extend learning beyond the school day/year (initiated in 2014-15)

Refine systems to explore and test emerging technology and innovation to improve student learning (initiated in 2015-16)

Enhance systems and strategies to connect staff, parents, and community in support of student learning (initiated in 2015-16)

Expand 1:1 programs to all students and teachers in grades 3-12 (initiated in 2017-18)

Explore and recommend technology programs to support early learners (pre K-2nd grade) (initiated in 2017-18)

Annual Work Plan Summary

- Expand computational thinking, making, coding, blended and project-based learning experience for students
- Increase efforts to connect and engage parents and the community around weLearn initiatives and student learning experiences
- Collaborate with Early Learning and Instructional Quality goal area teams to recommend and explore digital learning resources appropriate for early learners
- Continue to create and implement a variety of professional development opportunities for teachers, administrators, and other education professionals that lead to improvements in student success
- Initiate project-based learning professional development for staff of new construction schools
- Continue Sprint ConnectEd hot spot distribution including a summer distribution program to support formal and informal learning opportunities

Q1 Highlights

- Provided professional learning opportunities that include:
 - weLearn two-day institute August 2018 for all new VPS educators (97 teachers)
 - weLearn two-day Level Up Conference August 2018: Make More | Play More | Learn More (252 teachers)
 - weLearn TechDay Conference Oct. 12 for VPS teachers (956 teachers)
 - weLearn Gsuite Online Course (250 teachers)
 - weLearn Creation Station Course (189 teachers)
 - Training from the Buck Institute (PBL 101) to staff at King, Marshall, Ogden, Truman and Walnut Grove (35 teachers)
- Expanded Future Ready Administrator program to four cohorts; the program now encompasses all principals
- Established partnerships with Hudson's Bay ACES and Fort Vancouver welding and fabrication technology magnet programs for assistance in design and build of the mobile maker bus
- Began a planning process for the Day of Creation as an initial step toward system-wide, K-5, project-based learning experiences
- Expanded the Special Ed Coding pilot to seven schools (Chinook, Salmon Creek, Felida, Lincoln, Hough, Fruit Valley, Roosevelt) and nine classrooms (four Structured Learning Centers, three Supportive Communication Programs, two Intensive Academic Classes)
- Completed high school student forums as part of future device consideration and selection

Q2 Highlights

- Provided a parent learning experience for the FCRC's advisory group in support of parents understanding and knowledge of our balanced digital approach to teaching and learning
- Conducted Family Code Nights at Hough, King, Lake Shore, Salmon Creek, Chinook, Anderson and Ogden
- Conducted weCreate learning events at Sacajawea, Fruit Valley, Hough, Lake Shore and Lincoln
- Introduced the Future Ready Administrator cohort 1 principals to the Technology Integration Matrix for their exploration on leveraging this framework as instructional leaders in support of a balanced digital infusion into teaching and learning
- Continued G Suite support and training for district office staff
- Continued yearlong collaborative instructional technology facilitator and teacher librarian coding program for 3rd and 4th grade students at Marshall

Q3 Highlights

- Received the CoSN Community Leadership Digital Equity Award and the *eSchool News* District Innovation Award in recognition of the ongoing work of the weLearn 1:1 initiative
- Joined the EdTech Connector Steering Committee for Digital Promise to create and support a collaborative network on EdTech tools and their use in districts across the nation
- Participated in the Learner Variability and Engaged Learning Cohorts for Digital Promise to share and learn about current practices around instructional practices from districts across the nation
- Conducted #weCreate events at Lake Shore, Anderson, Roosevelt, Minnehaha, Lincoln and Franklin elementary schools
- Worked collaboratively with the planning department to refine technology and audio/visual specifications for new facilities
- Conducted Family Code Nights at Lake Shore, Roosevelt, Minnehaha and Franklin elementary schools
- Began Level 1 and Level 2 Google training with the Instructional Technology Facilitators

Next Steps

- Develop plans for the August 21 Tech/STEM Professional Learning Day
- Develop and share Seesaw training for elementary schools wanting to offer the Seesaw module on August 21
- Finalize plans for student roll-out and introductory training of Chromebooks at the high school level
- Plan for support and distribution of iPads for grades 3-8
- Identify pilot schools for a K-2 iPad pilot

Goal

By 2020, all students will develop skills to be safe, responsible, and effective users and producers of information and ideas.

Target Objectives

Develop and implement a K-12 digital citizenship program (initiated in 2015-16)

Develop and implement a K-12 digital information literacy program (initiated in 2017-18)

Integrate the National Education Technology Standards (NETS) with the instructional framework to inform professional development, teaching and learning (initiated in 2017-18)

Annual Work Plan Summary

- Complete systemic exploration and integration of the Washington Educational Technology Learning Standards
- Develop K-12 digital citizenship and information literacy library learning benchmarks
- Continue parent advisory to inform the development and implementation of the digital citizenship and information literacy efforts
- Collaborate with school counselors to create and implement a digital citizenship and social-emotional learning (SEL) informational campaign for staff and parents

Q1 Highlights

- Introduced school-based administrators to Washington Educational Technology Learning Standards
- Piloted Future Ready Parent: Parenting a Digital Student curriculum at Fort Vancouver, Truman and Ogden
- Mapped ISTE/WA Technology Standards to the Social Emotional Learning (SEL) standards as part of the work to infuse SEL into digital citizenship lessons
- Determined K-5 informational strategy for SEL standards (Super SELf)

Q2 Highlights

- Conducted a video podcast series on ISTE/Washington State educational technology standards
- Developed a draft of Washington Technology Standards strand alignment to actionable skills for K-12 as part of the creation of a scope and sequence for the technology standards inclusive of digital citizenship
- Began initial work with K-12 counselors and teacher librarians to combine our efforts around social-emotional learning and digital citizenship (Citizenship+)

- Developed a “pitch” poster in partnership with high school students for the digital citizenship campaign, “Super Self”

Q3 Highlights

- Established a partnership with the Careers in Education Magnet program leader to collaborate in the 2019-2020 school year on the Super Self Digital Citizenship campaign.
- Met with elementary principals to discuss WA EdTech standards for digital citizenship infusion into current core lessons.
- Reviewed current market digital citizenship products as support for classroom instruction.
- Attended the NW Turn conference focused on Empowering Educators: Refocusing on the Whole Child with VEA leadership and the Executive Director of Equity and Excellence and VEA Leadership to collaboratively examine ways to plan and integrate the implementation of rigorous and challenging student learning and teaching standards, practices and programs and to explore new approaches in developing conditions for effective teaching and learning.
- Created five video/audio podcasts exploring ISTE/OSPI educational technology standards for VPS and other audiences (Overview, Empowered Learner, Digital Citizen, Computational Thinker, Creative Communicator).

Next Steps

- Organize an August work session for elementary teachers to infuse the Washington EdTech and Social-Emotional Learning standards into current core lessons, prepare lessons in a shareable format and create assessments to measure and record students’ attainment of those standards
- Complete video/audio podcasts to cover all seven ISTE/OSPI standards and explore development of allied professional development resources to accompany them

Goal

By 2020, the district will address facility needs to promote and support high-quality teaching and learning at all sites.

Target Objectives

Develop a project plan for facility improvements (initiated in 2014-15)

Complete a facility and site needs assessment, public engagement plan, and financing projections (initiated in 2014-15)

Engage the community in the educational facility planning process (initiated in 2014-15)

Contingent on available resources, initiative improvements to district facilities and sites (initiated in 2016-17)

Annual Work Plan Summary

- Provide regular design progress updates, and solicit feedback from each project school community
- Address unprecedented marketplace cost escalation through effective and creative cost containment solutions
- Implement future-ready facility improvements on time and within budget
- Maximize state construction assistance funds for eligible projects

- Complete Group 1 and 2 and Bundle 1 and 2 projects
- Initiate Group 3 and Bundle 3 projects

Q1 Highlights

- Group 1 Projects: McLoughlin/Marshall, Ogden and iTech under construction; Truman project bid on Dec. 12
- Bundle 1 Projects: playground improvements complete; Felida restroom alterations included in Felida K3CSR project
- Group 2 (K3CSR) Projects: Fruit Valley, Harney, Salmon Creek ready to begin construction; Felida and Eisenhower projects to re-bid in Jan. 2019
- Bundle 2 Projects: artificial turf projects complete, acoustics improvements at Hough and Jason Lee complete, Hough playground improvements complete
- Group 3 Projects: Columbia River and Downtown Elementary School GC/CM selection process complete, and projects are in schematic design phase; King in final design phase; Walnut Grove, Sacajawea and Fir Grove designs are in progress
- Bundle 3 Projects: indoor bleacher replacement at Hudson's Bay and Fort Vancouver high schools in design; Jason Lee and Gaiser running track re-construction designs underway; Jason Lee improvements in pre-design phase

Q2 Highlights

Group 1 Projects

- Continue McLoughlin/Marshall, Ogden, iTech and Truman construction
- Complete furniture/fixture and equipment selections and begin procurement process

Bundle 1 Projects

- Complete Felida restroom improvements with Felida K-3 class-size reduction project

Group 2 Projects (K-3 Class-Size Reduction)

- Construct additions at Fruit Valley, Harney, Salmon Creek
- Prepare re-bid documents for Felida and Eisenhower projects

Group 3 Projects

- Continue design work for:
 - Downtown Elementary School
 - Columbia River High School
 - Walnut Grove Elementary replacement
 - Franklin Elementary addition
 - Sacajawea Elementary addition/renovation
 - Fir Grove Children's Center replacement
 - Jason Lee Middle School renovation
- Prepare bid/construction documents for King Elementary replacement

Bundle 3 Projects

- Design for replacement of indoor bleachers at Hudson's Bay and Fort Vancouver
- Design for re-construction of running tracks at Jason Lee and Gaiser

Q3 Highlights

Group 1 Projects

- Continue McLoughlin/Marshall, Ogden, iTech and Truman construction
- Complete furniture/fixture and equipment selections and begin procurement process

Bundle 1 Projects

- Complete Felida restroom improvements (K-3 class-size reduction grant project)

Group 2 Projects (K-3 class-size reduction grant)

- Fruit Valley, Harney, Salmon Creek (under construction)
- Felida contract award (board action item May 28)
- Eisenhower (bid opening May 29)

Group 3 Projects

- Continue design work for:
 - Downtown Elementary School
 - Columbia River High School
 - Walnut Grove Elementary (replacement school)
 - Franklin Elementary (addition)
 - Sacajawea Elementary (addition/renovation)
 - Fir Grove Children's Center (replacement school)
 - Jason Lee Middle School (renovation)
- Under Construction:
 - Martin Luther King Jr. Elementary (replacement school)

Bundle 3 Projects

- Indoor gymnasium bleacher replacement at Hudson's Bay and Fort Vancouver (summer 2019)
- Jason Lee and Gaiser running tracks re-construction (summer 2019)

Group 4 Projects

- VSAA design phase in progress
- Kiggins Bowl design phase in progress

Next Steps

- Prepare for Ogden summer move-in
- Initiate ECSE design work (renovate Mcloughlin classroom pod)
- Complete phase 1 (roofing) at existing Marshall school

Programs of Choice

Helping students discover and develop their abilities, talents, and interests

Task Force Lead: Chris Olsen

Goal

By 2020, the district will sustain, strengthen, and expand programs of choice to serve more students and families.

Target Objectives

Remove barriers for underrepresented students and their families to increase access to and participation in programs of choice (initiated in 2014-15)

Strengthen and connect existing programs and pathways to prepare students for postsecondary options of their choice (initiated in 2014-15)

Identify opportunities to expand, design, or refine programs of choice based on student interests, workforce trends, and global developments (initiated in 2015-16)

Annual Work Plan Summary

- Increase participation and opportunity for dual credit
- Strengthen middle school connection to Career and College Readiness, High School and Beyond Plan
- Support K-12 language learning pathways for Mandarin and Spanish
- Implement additional support for Middle Years Programme reauthorization at Discovery Middle School
- Continue to leverage partnerships with industry and community to increase relevance of offerings and student understanding of post-secondary pathways

Q1 Highlights

- Began planning for Dual Language program evolution
- Matriculated Mandarin program to the high school level
- Launched new STEM exploration program at Discovery Middle School in support of career exploration aligned with International Baccalaureate Middle Years Programme technology and design standards
- Started interior structural work on maker bus at Fort Vancouver High School welding/manufacturing magnet in collaboration with the VPS ITS Dept.
- Collaborated with middle school principals to increase their understanding of the High School and Beyond Plan to develop a stronger foundation at the 8th grade level

Q2 Highlights

- Approved a new Pre-IB Mandarin language course for 10th grade option at Columbia River
- Developed a transition plan for language learning programs at Harney and McLoughlin
- Created comprehensive tools and processes regarding high school Personalized Pathway Requirement for students, families and stakeholders
- Transformed middle school ownership for the successful launch of 8th graders to high school

- Implemented additional support for middle school role in creation of the High School and Beyond Plan
- Applied for state recognition of pre-apprenticeship opportunities in Hudson's Bay building/construction program (ACES magnet)

Q3 Highlights

- Designed professional development plan for 2019-20 school year for Dual Language teachers
- Hired Teacher on Special Assignment to support coordination of Spanish Language Learning Pathway
- Launched successful STEM Exploration lab pilot at Discovery Middle School in support of Technology requirement of the Middle Years Programme and will add a second lab to rotate all students through it
- Awarded state Apprenticeship Preparation certificate for Hudson's Bay High School Building and Construction Trades Program
- Began recruiting for Youth Apprenticeship Program (manufacturing) for summer hire with classes beginning in the fall at Fort Vancouver High School
- Applied for U.S. Department of Education Grant (\$500,000 over three years) in partnership with Mt. Hood Community College to offer a Cybersecurity Certification program of study at Fort Vancouver High School; if awarded, VPS will explore an English Language Learner supported cohort

Next Steps

- Conduct a Dual Language Institute August 19-20
- Introduce a Health Career exploration lab at Fort Vancouver in the Medical Magnet; successful implementation could result in all high schools implementing this lab
- Investigate options for increasing student access to the Fort Vancouver Medical Magnet

Early Learning

Collaborating with parents and partners to promote readiness to learn

Task Force Lead: Debra Hale

Goal

By 2020, all families will have opportunities to benefit from high-quality early learning services that promote success for all kindergarteners.

Target Objectives

Expand kindergarten readiness programs to all elementary schools (initiated in 2014-15)

Implement the Washington Kindergarten Inventory of Developing Skills (WaKIDS) in all kindergarten classrooms through family connections, whole-child assessment, and early learning collaboration (initiated in 2014-15)

Establish a system for early learning program oversight and alignment to support student success in kindergarten (initiated in 2015-16)

Promote strategic partnerships and expand programs and services that increase kindergarten readiness (initiated in 2015-16)

Annual Work Plan Summary

- Expand in-district kindergarten readiness by strengthening evening preschool programs
- Increase sustainability for current early learning instructional programs with up-to-date, research-based practices
- Support and strengthen in-district collaborative work across early childhood and K-3 education
- Engage with cross-sector partners throughout the community to develop and deliver a P-3rd grade blueprint to align early learning resources and services (Together for Students grant)
- Collaborate with community partners to design a “Blended Services” model that provides access to early learning programs and includes leveraging of federal, state, local and private funds

Q1 Highlights

- Created a P-3 Roadmap through Together for Students Planning Grant
- Analyzed social emotional learning (SEL) data from Evening Preschool and Jump Start
- Expanded Evening Preschool from nine to all 13 Title I sites
- Delivered professional development addressing developmental pathways, literacy and math, and acquisition of social skills
- Explored IBM/Sesame pilot to increase vocabulary and language development for early learners using iPads at two schools

Q2 Highlights

- Analyzed social-emotional learning (SEL) data from Evening Preschool and Jump Start
- Initiated IBM/Sesame pilot to increase vocabulary and language development for early learners using iPads at Sacajawea and Fruit Valley
- Continued support for Evening Preschool at all 13 Title I sites
- Delivered professional development on developmental pathways, literacy and math, and acquisition of social skills
- Began VPS Early Learning monthly newsletter on a new platform (Blackboard) and, within eight hours of publication, received more than 1,000 views to become a top 10 flyer for the site

Q3 Highlights

- Moved forward in designing program partnership in anticipation of opening two blended early learning classes at the new Ogden Elementary in the fall of 2019
- Completed VPS Evening Preschool at all 13 Title I sites; served 262 students and families
- Collaborated with ECSE teachers and special education staff to offer learning walks, professional development and student observation/placement
- Completed IBM/Sesame pilot to increase vocabulary and language development for early learners using iPads at Sacajawea and Fruit Valley; data available after June 10
- Collaborated with Special Services to develop a process and plan options to provide pre-kindergarten entry based on student and family need
- Hosted, in partnership with ESD 112, a community conversation about prenatal through 3rd grade mental and behavioral health

Next Steps

- Continue to focus on and analyze data for social-emotional learning in VPS early learning programs
- Collaborate with ESD 112 programs to strengthen connections between district and community programs
- Continue to collaborate with the Special Education Dept. to support and strengthen programs for all early learners; immediate focus will be on the new Supported Kindergarten Class opening fall of 2019

Family Engagement & Family-Community Resource Centers

Building a culture that welcomes and supports parents' participation in their children's education, and forging community partnerships focused on student success

Task Force Lead: Tamara Shoup

Goal

By 2020, the district will provide a network of Family-Community Resource Center (FCRC) services that address the broad range of student and family needs at each school.

Target Objectives

Assess the current operational capacity of the FCRC services to ensure sustainability and to support expansion (initiated in 2014-15)

Examine the needs and readiness of each school for FCRC services and develop a site-based plan for implementation (initiated in 2015-16)

Expand partnerships that support FCRC services in every school (initiated in 2016-17)

Annual Work Plan Summary

- Provide training and assistance to parents and FCRC staff to enhance strategies for effective family-school partnerships
- Establish and monitor annual FCRC action plans at each building, ensuring alignment to school-based improvement plans for wrap-around support and family and community engagement
- Establish, monitor and monetize formal agreements with community school partners
- Engage and educate the public/stakeholders about how they can support VPS community school

Q1 Highlights

- Supported expansion of FCRC services by developing staff and parent capacity:
 - Provided 18 hours of professional development to 26 FCRC coordinators resulting in staff who are: certified in Youth Mental Health First Aid; familiar with how to nurture shared ownership and accountability in support of community school strategies; and knowledgeable about the connection between social support and student attendance, learning and achievement
 - Convened two Parent-Family Leadership and Advisory group meetings attended by 30 parents representing 11 elementary schools, three middle schools, and one high school; activities engaged parents and district leaders in a facilitated discussion about school safety and security, and student attendance and welfare
 - Presented at the Dec. 3 House Education Committee work session to inform policy makers about how school districts are implementing OSPI's Integrated Student Support Protocols with a focus on coordinated support and leveraged resources
- Developed and monitored FCRC action plans to ensure implementation of district-wide wrap-around support services:
 - Assisted children (16,330 times) and their adult caregivers (3,618 times) to access resources to address unmet basic needs, providing: weekend food bags (3,365); Winco grocery cards (156); C-

- Tran bus passes and City of Vancouver community center passes (2,500); housing assistance (35); housing referrals (736); and health services (28)
- Provided 360 hours of preK-12 family engagement opportunities accessed by 6,165 adults and 7,027 children and youth
- Connected 1,968 children and youth to 276 hours of enrichment opportunities
- Assessed and expanded partnerships that support district-wide FCRC services:
 - Enlisted community stakeholders in a gap analysis of resources needed to support early child development (prenatal-third grade); identified the following gaps: lack of access to pediatric physical and mental-behavioral health care for no- and low-income families, and lack of access to affordable, high-quality and available child care
 - Established formal and informal agreements with 153 community partners, 41 faith-based partners, and nine mental and behavioral health care providers
 - Hosted annual GoReady Back-to-School Readiness Festival, attended by 2,400 children, youth and adults who received information and resources from 76 community agencies and nine VPS programs; in-kind cash and service contributions totaled \$59,428
 - Organized the Write-from-the-Start School Supply Drive, resulting in nearly \$100,000 cash, donated services, and school supplies; delivered 5.9 tons of school supplies to 37 schools
 - Hosted 19 school district guests—Austin, TX; Longview, WA; Puyallup, WA; and North Clackamas, OR—at Visit VPS tour to Hazel Dell Elementary, Jason Lee Middle School, and GATE program followed by a Community Schools 101 focus session

Q2 Highlights

- Supported expansion of FCRC services by developing staff and parent capacity:
 - Provided six hours of professional development for 20 FCRC coordinators to strengthen staff's ability to plan and coordinate community-school partnerships that leverage wraparound support for student attendance, learning and achievement
 - Coordinated a site visit to the new Vancouver Navigation Center, a day center that offers people who are homeless access to restrooms, showers, laundry, storage for personal belongings, mail, phone charging stations and clothing
 - Convened Parent-Family Leadership and Advisory group meetings attended by 35 parents, engaging parents in a facilitated discussion about digital citizenship (Instructional Technology) and how to help students apply for Programs of Choice (CTE)
- Developed and monitored FCRC action plans to ensure implementation of district-wide wrap-around support services:
 - Assisted children (13,200 times) and their adult caregiver (2,777 times) in accessing resources to address unmet basic needs; provided weekend food bags (11,000 YTD), Winco grocery cards (280), C-Tran bus passes and City of Vancouver community center passes (3,500), housing assistance (38), housing referrals (428) and health services (58); connected 1,000 families to holiday food and gift support
 - Coordinated Green Eggs and Ham literacy event for 23 schools in five days where Beaches served breakfast to 1,887 first grade students and 1,275 family members and Riverview Bank provided a book to every student; also provided 338 hours of pre-K-12 family engagement opportunities accessed by 3,286 adults and 3,527 children and youth
- Assessed and expanded partnerships that support district-wide FCRC services:
 - Received \$56,000 in-kind goods, \$3,000 in cash donations and \$147,000 in grant services to support housing, healthy schools and after-school enrichment programs
 - Submitted a proposal to implement elements of the Prenatal-3rd Grade Roadmap in partnership with the Early Learning Task Force and Strengthening Neighborhoods Collaborative
 - Conducted a workshop and site visits for Spokane Public Schools facility planning committee
 - Co-hosted school leadership and faith-based partner breakfast

Q3 Highlights

- Expanded FCRC services through staff and parent capacity building:
 - Convened the VPS Parent-Family Leadership Advisory Group composed of 40 parents; facilitated discussions regarding special education/categorical programs, restorative approaches to conflict resolution and district discipline procedures
 - Trained 24 staff and community members in Youth Mental Health First Aid
 - Co-facilitated a *Poverty Immersion* workshop for school administrators and certified staff in collaboration with Student Welfare & Attendance and Safe & Supportive Schools team members
- Implemented district-wide wrap-around support services:
 - Developed site-based 2019-20 action plans that align with school improvement plans
 - Responded to 613 requests for family services, impacting 1,995 adults and 5,686 children; distributed 5,093 weekend food bags and 95 WinCo grocery cards, and 3,910 C-TRAN bus passes and community center passes; referred 19 youth to health services including mental health, vision, and dental care
 - Offered 113 hours of parent and family engagement, involving 1,386 adults and 1,296 children
 - Offered 1,019 hours of enrichment opportunities, connecting 2,738 students
 - Facilitated housing referrals for 700 families
- Expanded partnerships for district-wide FCRC services:
 - Convened VPS Health Advisory Council to review VPS Board Policy 6700 Nutrition, Health and Physical Fitness and share annual updates from Nutrition Services, School Nursing Services, Family-Community Resource Centers and Healthy Schools Program
 - Completed the Healthy Schools Program assessment at 14 elementary schools; received \$40,000 in grant funds to support eight \$5,000 implementation grants
 - Co-hosted School Leadership and Faith-based Partnership Breakfast attended by 120 guests
 - Submitted a \$2.4 million U.S. Department of Education Full-Service Community School grant (pending) to expand early learning, wraparound support and family engagement at eight elementary schools
 - Surveyed all K-5 teachers to assess school supply needs in preparation for the 2019 Write-from-the-Start School Supply Drive
 - Maintained 153 active partnerships including 41 faith-based partners, 30 contracted partners, nine mental/behavioral health providers and three public agencies
 - Hosted a community conversation, “Family Engagement in School Discipline,” to gather input about school discipline procedures from families, friends and neighbors
 - Contracted with nine agencies providing in-school mental-behavioral health services to 784 students at 27 school buildings

Next Steps

- Host Parent-Family Leadership Advisory Group annual breakfast with district leadership on June 5
- Coordinate and host 2019 GoReady Back-to-School Readiness Festival
- Coordinate 2019 Write-from-the-Start school supply drive
- Explore opportunities to expand partnerships with mental health and behavioral health care providers and out-of-school time partners
- Monetize 2018-19 partnerships and finalize annual contracts with community-based mental and behavioral health providers for in-school services

Safe & Supportive Schools

Creating more inviting, culturally respectful, and emotionally safe places for students to learn

Task Force Lead: Tamara Shoup

Goal

By 2020, every school will develop research-based systems of support to create a culture of respect and equity.

Target Objectives

Integrate safe and supportive schools training into existing professional development offerings (initiated in 2014-15)

Teach common expectations, positively acknowledge students, and use data-based decision-making through behavioral Response to Intervention and Positive Behavior Interventions and Supports (PBIS) (initiated in 2016-17)

Provide social-emotional learning opportunities for all students through restorative practices (initiated in 2016-17)

Expand staff and partnership capacity to address the mental health needs of students (initiated in 2018-19)

Annual Work Plan Summary

- In collaboration with Student Welfare and Attendance, increase the breadth and depth of restorative practices, positive behavior supports, social-emotional learning, and cultural responsiveness training and practices across all employee groups (counselors, deans, administrators, coaches, teachers, behavior interventionists, advocates, FCRC coordinators, etc.) to build consistency and uniformity in language and practice across the system
- As informed by the Safe and Supportive Inventory, District Capacity Assessment, School Climate Transformation Project and discipline data, develop a sustainability action plan beyond the SCT grant to achieve the 2020 strategic goals
- Research and recommend expansion of social-emotional learning practice across the K-12 system
- Establish a school-community mental health work group, pilot a comprehensive school psychologist service delivery model, finalize a suicide prevention/intervention checklist, and explore the connection between social-emotional learning within the health curriculum and prevention/intervention approaches

Q1 Highlights

- Increased staff training, coaching and support for restorative practices, Positive Behavior Interventions and Supports (PBIS), social-emotional learning, and culturally responsive practices across employee groups to build consistency and uniformity in language and practice across the system:
 - Trained 144 principals, associate principals, deans, teachers, counselors and other building-level staff at the August Safe & Supportive Institute hosted at Fort Vancouver High Center for

- International Studies, featuring half-day sessions in student engagement, PBIS, and restorative practices
- Launched a seven-session Safe & Supportive Academy for LAP-funded staff who provide behavior support to students
- Deployed nine coaches and specialists to 21 buildings to support implementation of restorative approaches to re-engage youth in partnership with principals, associate principals, and deans
- Shared SCT grant site protocols with behavior specialists (Special Services) to align strategies across basic and special education services
- Implemented the use of a suicide ideation checklist and protocol with K-12 counselors
- Drafted an actionable plan to scale strategies developed through the School Climate Transformation grant (ending Sept. 2019) with input from the Safe & Supportive Schools Leadership Team, which comprises principals, associate principals, and coaches and specialists
- Represented district at professional conferences and community meetings:
 - *National Positive Behavior Interventions and Support (PBIS) Leadership Forum* hosted by the National Technical Assistance Center on PBIS, featured Hudson’s Bay High School’s implementation of restorative practices and re-engagement efforts leading to positive student outcome indicators (i.e., discipline, attendance, and on-time graduation)
 - *Multi-Tiered Systems of Support (MTSS) Fest 2018* hosted by OSPI, which featured integration of student supports in partnership with Student Welfare and Attendance and Family Engagement/FCRC teams
 - *Embrace Your Influence* WSSDA Annual Conference session, which highlighted integration of non-academic student support to achieve better outcomes for all kids
- Researched current social-emotional learning practice across the K-12 system:
 - Surveyed 77 counselors regarding current SEL practices

Q2 Highlights

- Continued team-based coaching to support school-level core teams, multi-tiered systems of support and culture and climate in classrooms
- Initiated three-part professional development for counselors: advanced restorative practices
- Created a training course for counselors: developing comprehensive suicide prevention, intervention and postvention plans
- Participated in a multi-district, multi-agency meeting to advance commitment with law enforcement to launch a “Handle with Care” program that incorporates trauma-sensitive practices for youth and families involved with law enforcement
- Hosted 20 VPS staff at the Northwest PBIS Conference to promote sustainability of School Climate Transformation grant practices

Q3 Highlights

- Provided a professional development series for school counselors and health educators: *Suicide Prevention, Intervention, and Post-intervention in the School Setting*
- Coached school-based teams to support positive behavior and restorative interventions in the classroom
- Co-facilitated a *Poverty Immersion* workshop for deans of students and associate principals in collaboration with the Student Welfare & Attendance and Family Engagement teams
- Delivered a Cultural Responsiveness series to support the Gaiser Middle School team
- Facilitated a conversation with the VPS Parent-Family Leadership Advisory Group about the restorative practices approach to conflict resolution

- Facilitated elementary community attendance boards at Anderson and Roosevelt Elementary schools, and met with families individually to determine barriers to attendance and to create agreements to support improved student attendance

Next Steps

- Complete Safe & Supportive Schools Work Plan for 2019-20, using data to support a scalable menu of integrated multi-tiered systems that include positive behavior support, restorative practices and opportunities for social-emotional learning
- Finalize and pilot a Canvas course for secondary students entitled, “Online Persona: How Different are Your Online & Offline Personalities?” to increase youth’s understanding that their identity online reflects who they are in real life with real-life actions and consequences; develop and offer the course in collaboration with teacher librarians and instructional technology facilitators
- Transition mental health work group to ensure continued focus on ways to: (1) identify solutions to overcome barriers to delivery of mental health services, (2) refine a comprehensive “Behavioral Health Action Plan,” and (3) develop and support a suicide prevention and intervention
- Complete the School Climate Transformation grant evaluation, including assessment of district capacity built through grant funding