



**2011-12**  
**DESIGN II GOAL AREA**  
**PROGRESS REPORTS**

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## ***Instructional Quality***

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By 2013, the district will implement curriculum, instruction and assessment design models and engage students in relevant learning to ensure the education of the whole person: academics, technology and information literacy, arts, health and fitness, social and cultural literacy, linguistics and world languages, leadership and employability skills.

- By 2013, all educators will participate in professional development that supports relevant curriculum and instruction and authentic assessment for the education of the whole person.
- By 2011, the district will align resources; conduct professional development; and implement curriculum instruction and assessment frameworks.
- By 2011, the district will provide common, coherent professional development to ensure education of the whole person.
- By 2013, the district will implement policies and instructional practices that increase students' authentic engagement in learning.
- By 2011, an ongoing review and accountability process will be implemented for all existing and emerging models, resulting in expansion, modification and/or abandonment.
- By 2013, Elements of Instructional Excellence (EIE) and other best practices will be standard in all schools.
- By 2010, the district will implement a performance evaluation process and protocol aligned with Elements of Instructional Excellence and other instructional practices.
- By 2013, the district will implement strategies that best support risk taking and innovation to improve student achievement.

Goals and target objectives across the integrated strategic initiatives (PTL/EIE, ASE, PLC) combined in one initiative.

### **What is Instructional Quality?**

Instructional Quality incorporates...

- Purposeful learning outcomes addressed through meaningful, relevant, instruction measured by appropriate formative and summative assessments;
- Student ownership of learning to test, develop, and refine their thinking related to clearly meaningful learning tasks which are of evident long term value to the learner;
- A challenging curriculum designed to develop understanding through a balance between development of deep concepts, knowledge and skills, and academic press;
- Intentional assessment of each student's learning during the lesson over time to make sound instructional decisions;
- An inclusive and equitable classroom with high academic and behavioral expectations and beliefs regarding students' abilities to achieve high levels of learning.

### **2011-12 Achievements:**

Q1

- Expansion of work with UW CEL in building system understanding of the research base for 5 Dimensions of Teaching Learning/EIE. (Curriculum/Pedagogy, Assessment, Student Engagement, Purpose, Classroom Environment).
- Introduction and facilitated learning walks for new cohort of schools (1 of 5 completed).
- Continued focus on developing a thorough understanding and thoughtful implementation of selected High Probability Instructional Strategies throughout the district. First of two High Probability Strategies have been focused on at K-12/Leadership, summarizing and note taking. Three of five professional development sessions on this topic have taken place.
- New math guides are completed and out to buildings using the SAIL (Standards, Assessment, Instruction and Leadership).
- Two of six math PLC's with representative teachers from all school sites to discuss SAIL.
- Teacher Evaluation draft pilot tools are finalized, including alignment with Elements of Instructional Excellence and 5 Dimensions of Teaching and Learning.
- The teacher evaluation pilot is taking place at Salmon Creek, King, Alki, Gaiser, Columbia River with teacher volunteers.

## Q2

- Introduction and training provided on 1 of 2 High Probability Strategies (summarizing) to building and teacher leaders.
- Continued support for math initiative through the district wide math PLC. 3 of 6 meetings have taken place.
- PLC's have supported (through discussion and implementation) the High Probability Instructional Professional Development at the building sites.
- Continuation of Learning Walks for 22 schools (2 of 4 completed).
- Review and adjustment of leadership training and expectations of principals as it relates to SIP plans and professional development.
- A rubric for program evaluation has been developed and is being used to evaluate programs.
- Teacher evaluation pilot feedback has been collected and analyzed by the team. Changes have been made in the self-assessment tool.
- Principal evaluation work group has begun the task of creating the document and is now waiting for the AWSP rubric to complement its instructional framework.

## Q3

- K-12 High Probability Trainings for administration completed for 5 strategies.
- Completed UW5 D training for all schools
- All schools completed Learning Walks with University of Washington 5 D trainers.
- Successfully implemented new Math program utilizing the PLC process.
- Completed the Program/Resource Evaluation Rubric which correlates to the 5D to evaluate programs. Evaluation process has begun by identifying programs to be evaluated.
- For the 2012-13 school year, sixteen hours have been allocated for principal and teacher professional development on the district instructional framework and the new teacher evaluation rubric and tools. Additionally, eight release days have been provided for principals and associate principals to provide instructional leadership focused on improving instructional practice.
- All building administrators will pilot the new teacher evaluation rubric and tools with four teachers during the 2012-13 school year.
- Recommendation of an instructional framework and evaluation rubric has been submitted to VEA and VPS leadership by the teacher evaluation workgroup. Submission also contains recommendations for next steps for training, piloting the evaluation, the evaluation process and tools, use of technology tools, and consideration of the focused evaluation when allowable.

### **Coming Attractions:**

- Review trainings on past High Probability Strategies (HPS) for building leaders adding one additional strategy.
- Plan and prepare with principal leadership representation 2012-13 principal professional development.
- Prepare plan for support and leadership of the Instructional Quality Initiative with building leadership. The support will connect to the HPS, principal PLC's, principal 8 day released building instructional work.
- Finalize and implement Learning Walk Plan for 2012-13 school year.
- Continue to evaluate long standing programs/curriculum using the developed rubric.
- Pilot the teacher evaluation during the 2012-13 school year and provide professional development for teachers and building administrators on the new instructional framework and evaluation rubric.
- Refine tools and processes based upon steering committee recommendation to the legislature specifically around use of student growth data and determining overall rating.

## ***Family Engagement (shared responsibility)***

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By 2013, school will create an inviting culture that expects and supports increased family engagement.

- By 2012, the district and its partners will offer expanded multicultural family enrichment opportunities.
- By 2012, the district and partners will seek feedback and schedule events at times convenient to parents.
- By 2012, the district and its partners will expand opportunities for parents and families to participate in important decisions about their children's education.

### **What is Family Engagement?**

Family engagement is a shared responsibility in which schools and other community agencies and organizations are committed to engaging families in meaningful and culturally respectful ways, and families are committed to actively supporting their students' learning and development.

### **2011-12 Achievements:**

#### **Q1**

- A district-wide survey was completed to determine the most convenient times for parents to participate in school activities. The survey also gave parents an opportunity to indicate the types of family engagement opportunities of interest. Nearly 500 surveys were submitted. Data will be distributed to school teams to help inform the work with Vancouver Public Schools families.
- District staff developed a standardized data collection method for school teams to report parent engagement activities.
- On average, 73 percent of high school parents, 70 percent of middle school parents, and 46 percent of elementary parents have logged in to the Family Access system.
- During the weLearn Technology Showcase 2011, parents had an opportunity to register and learn how to use the Family Access system.
- The first annual Clark County Latina/o Youth Conference at Clark College was held on Saturday, October 8, 2011. The event was attended by 90 middle and high school students and 50 parents. Partnerships for this event included Clark College, WSU-Vancouver, Safe Communities Task Force, U.S. Forestry Service, Sea Mar Clinic, Evergreen School District, Vancouver Police Department, Washington State Commission on Hispanic Affairs, League of United Latino American Citizens, Clark County Juvenile Department, and State Farm Insurance.
- Muevete (Move it) Supporting Wellness and Health in the Latino Community was held at the Jim Parsley Center and the Boys and Girls Clubhouse on Saturday, October 1, 2011. Fifty parents and 45 students attended this event. Workshops and screenings offered at the event included dental screenings, diabetes screenings, blood pressure checks, emergency preparedness, nutrition education, community resources, Zumba and Yoga classes, rock climbing wall, and children's activities. Partnerships for the event included Hope Heart Institute, Sea Mar Community clinic, League of United Latino American Citizens, Evergreen School District, and Clark County Health Department.
- Family Community Resource Center sites are aligning action plans and goals with the Family Engagement initiative.
- The Dreams Without Boundaries Youth Leadership Group meets at King Elementary. This is part of the LEAP program (Latino/Latina Educational Achievement Program) and the program assists youth to look at their community and address identified challenges.

#### **Q2**

- The Family Access/Parent Portal environments are being redesigned to improve user-friendliness for parents.
- Sixty-five percent of all schools have hosted at least one multicultural family engagement event.
- Student and family participation in La Plaza at Sarah J. Anderson Elementary has continued to grow.
- Russian ELL classes were provided for parents at Roosevelt and Walnut Grove elementary schools.
- Thirty-five staff members participated in a "Finding Your Voice" training of trainers program sponsored by the Governor's Office of the Educational Ombudsman. Sixty parents participated in the follow-up Parent Institute.
- Each school has continued to connect with new partners and expand existing school-community collaboration.
- Parent/Partner Advisory Councils have been established at all FCRC sites.
- All Opportunity Zone schools have held math family nights to introduce the new math adoption to parents and to share resources that are available to use at home to support increased math achievement.

Q3

- One hundred percent of all schools have hosted at least one multicultural family engagement event.
- Russian parent ELL classes at Roosevelt and Walnut Grove elementary schools had an increase of 30% in their participation rate.
- Eight staff members trained in “Finding Your Voice” training of trainers program sponsored the first parent academy to develop parental leadership and advocacy skills.
- Parent/Partner Advisory Councils have met at least twice at all FCRC sites.
- One hundred percent of all schools have developed at least one new community partnership or strengthened an existing partnership.
- Principals report increased parent participation rates at all family outreach programs.

**Coming Attractions:**

- Conduct two “Finding Your Voice” district parent academy programs during the 2012-13 year. Topics such as how public school systems work, how to communicate better with schools, how to prepare your student for college, and how to become an advocate for your child will be covered during these academies.
- At each school, showcase Family Access/Portal and improved homepage at Back to School and Curriculum Night events.
- Ensure at least 75% of the spring registered kindergarten students participate in Jump Start at the 16 Title I elementary sites.
- Increase participation in Russian and LaPlaza family series by 10% during the 2012-13 year.

## ***Safe and Supportive Learning Environments***

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By 2013, the district will create more opportunities for students and staff members to engage in safe, compassionate and joyful learning experiences.

- By 2011, the district will research and implement best practices that result in more inviting, culturally respectful and emotionally safe learning environments for all students.

### **What is Safe and Supportive Learning Environments?**

A climate that is positive, inclusive, and accepting is a key component of an effective school. Strategies to create safe and supportive learning environments include:

- Promoting a set of school based values about how we treat each other
- Teaching all students how to separate from their own lives the exaggerated media images of interpersonal violence and disrespect
- Establishing and communicating school-wide rules and behavior expectations
- Defining bullying, mean-spirited teasing, and harassment as clearly unacceptable by everyone involved in the school.
- Providing support to at-risk and anti-social youth
- Educate students and staff about updated VPS policy “Prohibition of Harassment, Intimidation, and Bullying”

### **2011-12 Achievements:**

Q1

- Kathryn Murdock trained K-12 Leadership on VPS new Bullying, Intimidation, and Harassment Policy in August and
- Jeff Sprague, PhD, University of Oregon oriented K-12 Leadership on the initial steps to implementing the policy
- Chose “Expect Respect” curriculum and introduced the new curriculum for beginning implementation to the Fort feeder pattern schools
- Information Campaign Strategies developed by Task Force
- Bullying and Harassment in Schools guide drafted, approved by Task Force, and released to Fort Feeder Schools
- First Implementation Facilitator training occurred
- Invite students in our secondary buildings to Challenge Day Assembly and/or to view the film
- “Finding Kind”. Provided follow up discussion groups and “Challenge Club” at Fort.

Q2

- Implementation checklist completed by Safe and Supportive schools
- Challenge Day held, or scheduled to be held, in all high schools with partial support from the Foundation
- First data obtained from the Data Dashboard regarding bullying/harassment data for the Opportunity Zone and/or the Fort Feeder pattern schools.
- District staff in Fort Feeder pattern schools attended PBIS Coaches conference and the Northwest PBIS conference to build capacity for a Supportive Culture.
- Bullying and Harassment guide distributed to principals and associate principals. At staff request more guides will be distributed in March
- Positive review of Expect Respect curriculum by Safe and Supportive elementary and middle schools

Q3

- OSPI donated Dr. Benner to consult with VPS for a day: he presented “PBIS in the classroom” to the elementary principals, visited S & S sites, and presented “Improving Student-Teacher Interactions” to the S & S Core Teams.
- S & S Task force recommends expanding from Fort Feeder pattern implementation to include the Skyview feeder pattern.
- S & S Task force members to meet with Juvenile Justice personnel to explore community collaboration
- Bullying and Harassment guide distributed to counselors, DROs, & SRO’s
- Worked with DRO’s & SRO’s to identify bullying situations and problem solve response
- Developed graphic organizer depicting the interface between RTI, PBIS, and Anti-bullying Initiative
- Task Force expanded to include two members from Clark County Juvenile Justice
- Task Force matched funds with elementary counselors to purchase social skills curriculum at all schools

**Coming Attractions:**

- Develop PBIS handbooks for each implementation site
- Consult with Dr. Benner to strengthen the implementation of PBIS in the classrooms at interested S & S sites
- Develop partnership with Digital Citizenship team regarding HIB and student safety
- Foundation to fund Challenge Day at all high schools
- Continue to explore other options for Middle School Culture and Capacity program
- Continue to advise buildings on implementation of PBIS/Anti-bullying process
- Continue to work with ITS to refine data set for bullying/harassment.
- Work with DROs to identify bullying situations and problem solve our response
- Invite YWCA “eliminating racism” expert to next task force meeting

## ***Programs of Choice (POC) 2011-12***

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By 2013, the district will expand high-quality programs and learning options to prepare students to be successful, creative, productive, and adaptive citizens.

- By 2009, based on the needs assessment, the district will create, implement and expand programs and learning options.

### **What are Programs of Choice?**

Programs of Choice are relevant and engaging personalized learning options which enhance student learning and support a successful transition to college, career and life.

### **2011-12 Achievements:**

#### Q1

- Quarterly Magnet/POC PLC meetings held to address magnet strategic plan initiatives.
- MYP school-wide two day training held at Discovery (August)
- AVID Success 6<sup>th</sup> grade site plans have been developed by each 6<sup>th</sup> grade team
- Academies implemented at all four comprehensive high schools to assist students in getting “back on track” towards on-time graduation
- Applied and awarded two grants to support our OTG efforts; Bridges grant to fund an additional Success Coordinator and home visits and JAG grant (Jobs for American Graduates) for Academies, to support CTE electives = \$20,000 for each comprehensive HS
- Submitted Investing in Innovation Grant for \$3M for STEM school
- Launched Phase II STEM Planning

#### Q2

- AVID-Portland State University Graduate Teacher Education Program partnership successfully implemented currently providing VPS with highly skilled AVID Tutors and opening opportunities for practicum experiences and student teacher placement for PSU students.
- 206 AVID Summer Institute registrations from VPS have been supported to date.
- Established College in the High School partnership with University of Washington College by offering courses in German and Mathematics.
- College in the High School partnership with Clark College offering courses in English and Mathematics.
- All high schools implemented RAIN Model (Recognize, Assess, Intervene, Network), “F” Rates in high schools showing a decrease from 2011 to 2012
- Implementation of online magnet application

#### Q3

- Implemented and refined online magnet application, incorporated iTech Preparatory. Increased magnet/POC student enrollment (BayACES, Culinary Arts, IB/PreIB, Medical Arts, SMT, Welding Technology/Fabrication) from last year to current school year
- Increased number of magnet/POC partnerships from 2009-10 to 2011-12
- Hired principal, teachers and support staff for *i* Tech Preparatory. Held first two PD trainings for *i* Tech certificated staff (May & June).
- 100% of our first graduating class of AVID Seniors from Hudson’s Bay HS have been accepted and plan to attend college. 90% to attend a 4-year university and 10% to attend a community college in 2013.
- Vancouver Virtual Learning Academy enrollment increased from (81) in February 2011 to (122) in February 2012.
- Each high school implemented a weekly committee review called “RAIN” (recognize, assess, intervene, network) to monitor student attendance and academic progress. Review R/Y/G students weekly and developed a “Success Plan” for identified students.

**Coming Attractions:**

- Develop KPIs and official magnet student definition for the Balanced Scorecard
- Finalize roles and responsibilities of building level and district magnet coordinators
- VPS Hosting AVID Regional Superintendent's Summit, Fall 2012
- Deliver on-going PD for *i* Tech Prep staff, solidify travel arrangements for staff trainings
- Adjust the comprehensive high schools Academy - a three period block schedule for severely credit deficient students in grades 11 & 12, in order to accommodate the integration of credit deficient students in grades 9 & 10.
- Explore a VPS K-12 College Readiness guidance system that defines college readiness and creates a forecasting system that meets the needs of all students
- Review high school alternative education programs (L&C, VVLA)
- McLoughlin Middle School pursuing application for AVID National Demonstration Site status.

## ***Early Childhood Learning***

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By 2013, student participation will increase in early learning programs.

- By 2012, the district and its partners will offer expanded early learning programs and services.
- By 2013, the district and its early learning partners will implement differentiated instructional programs and services that increase the percentage of kindergarteners meeting or exceeding end-of-year standards.
- By 2012, the district and partners will develop and provide targeted support for families and early learning providers to improve student readiness levels.
- By 2012, the district will implement a transition to kindergarten program with a focus on student readiness skills.

### **What is Early Childhood Learning?**

- During the first eight years of life children develop foundational brain structures and early learning skills upon which all future learning will be built. Our goal is to strengthen the collaboration between home, community partners, and schools to ensure that our preschool early learners have increased opportunities for developmentally appropriate activities, which align with our K-3 curriculum. Outreach efforts will facilitate the transition to Kindergarten and increase the number of Kindergartners meeting or exceeding end-of year standards.

### **2011-12 Achievements:**

Q1

- weLearn Safari Local Motion Chinese Immersion Booth: *“How to access resources from home to support the development of Chinese literacy for parents. How to engage students and families beyond the school day”* Presentation by Molly Mower and Laura Dilley
- A 2<sup>nd</sup> grade Chinese Immersion Report Card was collaboratively developed, K-1 Chinese Immersion report cards were revised.
- SIP Plans Submitted November 7<sup>th</sup> to include specific Early Learning outreach goals with measurable targets to increase the percent of students meeting the Milestone Benchmarks
- District Coordinator and Family Engagement Coordinator have worked with SELF (a Clark County Early Learning Collaborative) to launch a replicable program “Love, Talk, Play” funded by United Way, Thrive by Five and the Foundation for Early Learning
- District Coordinator has conducted a training/collaboration with all Educational Opportunities for Children and Families (EOCF) ECEAP preschool teachers; 21 preschool teachers attended this training
- Partnership with ESD 112 to provide early learning readiness training to parents/providers; Star credits to providers which is part of their continuing requirements for licensure
- Jump Start Kindergarten Survey indicates that 94% of teachers feel the program positively impacts kindergarteners School Readiness/Social Skills, additionally 94% of teachers recommend the continuation of the Jump Start Program for the 2011-12 school year.

Q2

- Early Learning Preschool Newsletter pushed out to parents electronically in February – August
- Regional Outreach has been provided by ESD 112 staff, Suzanne Perry and Corina McEntire, SJ Anderson, Eisenhower, Franklin, Minnehaha, Sacajawea, Walnut Grove, Lincoln and Washington to be completed by the end of May.
- FCRC Coordinator serves as ESD 112, Early Head Start Policy Council Member. Service areas include Harney, King, Roosevelt and Washington Elementary catchment areas, and entails attending monthly Policy Council Meetings. District coordinator and Family Engagement Coordinator have worked with SELF (a Clark County Early Learning Collaborative) to launch a replicable program “LOVE, TALK, PLAY” Funded by United Way, Thrive by Five and the Foundation for Early Learning.
- K-1-2 Chinese Immersion Program report cards have been digitized
- Elementary Principal In-services held on November 21<sup>st</sup> and February 14<sup>th</sup> by ESD112 to increase Elementary Principals’ capacity and knowledge of Early Learning Development and programs offered through the ESD 112

Q3

- The Foundation for Vancouver Public Schools has awarded a grant of \$100,000 to support VPS early learners. These dollars will fund extended program duration for Jump Start Kindergarten at the following FDK sites: Washington, Ogden, Fruit Valley, Roosevelt, King and Harney. Additionally, the funds will support Read and Play Story times, an early learning and family engagement program at two additional FCRC schools for 2012-13. Sixteen hours of parent/teacher conference time will also be funded for Kindergarten teachers to meet with incoming parents/students prior to September 5<sup>th</sup> to comply with the WaKids waiver.
- VPS was successful in securing a waiver for the WaKids Assessment for 2012-13. This will allow for a year to plan for implementation for the assessment in 2013-14.
- Regional Outreach classes were provided by ESD 112 staff for the following schools: SJ Anderson, Eisenhower, Franklin, Minnehaha, Sacajawea, Walnut Grove, Lincoln, Washington and Roosevelt.
- Early Learning Outreach activities participation by preschool parents and children increased by 55%.
- Early Learning Preschool Newsletter pushed out to parents electronically, by month, to 465 families.
- Three Bilingual Mandarin Immersion teachers have been hired for the 2012-13 school year.

**Coming Attractions:**

Q3

- Jump Start Kindergarten Transition Program will be offered at 10 Title I sites for 9 days, August, 2012.
- Jump Start Kindergarten Transition Program will be offered at six Full Day Kindergarten sites at PSO, Roosevelt, Fruit Valley, Harney, Washington and King sponsored by Vancouver School District Foundation for 19 days.
- Parent Conferences will be held in August with FDK Kindergarten parents using the WaKids “Introducing Me” Booklet.
- Two additional Mandarin Chinese classes will be added at Franklin.
- Two additional Spanish Immersion classes will be added at Harney.
- Early Learning Video will be produced with the theme “I’m going to Kindergarten”.

## ***Flexible Learning Environments***

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By 2013, the district will provide flexible learning environments that have the capacity and a sustainable support system for abundant and embedded technology as a learning tool. These learning tools will be available to and accessed by all staff and learners, in all curricular areas, through multiple instructional delivery methods including face-to-face learning, e-learning and blended instruction.

- By 2010, the district will develop strategies to increase awareness and support among staff, students, parents and the broader community regarding the need and the benefits of 21<sup>st</sup> century learning environments.

### **What is a Flexible Learning Environment?**

Flexible learning environments transcend boundaries of classroom walls and the school day/year to provide engaging and differentiated opportunities for learning. Within this environment, digital technologies enable students and staff to connect with each other and with the local and global community through access to a variety of tools, media and other learning resources.

### **2011-12 Achievements:**

#### **Q1**

- Planned and implemented weLearn Technology Showcase 2011
- Initial deployment/expansion of and professional development for 2011-12 pilots
- Start of year processes, training and support for existing pilots (implemented in 2010-11)
- Digital Citizenship Program: Development of Digital Social Contract in collaboration with students at Alki, Skyview and River; initial planning of teacher librarian technology training focused on digital citizenship CBA
- Expanded number of classrooms with access to 21<sup>st</sup> century standard classroom equipment, including document cameras and projectors with whiteboard capabilities

#### **Q2**

#### **Flexible Learning Environments – Enabling Conditions**

- Standard Classroom Equipment: Managed the deployment of interactive white board projectors; All VPS classrooms are now equipped with a document camera and projector connected to a teacher workstation, and all classrooms in grades 1-3 have amplification systems
- Wireless Access: Developed plan and ordered equipment to expand wireless access to all secondary schools in the spring of 2012; began implementation planning with middle and high school principals to explore the expansion of Bring Your Own Device (BYOD)
- Digital Learning Space (Learning Management System): Developed and initiated plan to gather requirements, engage stakeholders and evaluate learning management systems in order to select a product for pilot at Vancouver iTech Preparatory in the fall of 2012
- One-to-One/Mobile Solutions: Developed decision matrix and process to identify 1:1 device for Vancouver iTech Preparatory; continued support of pilots approaching one-to-one solutions
- Professional Development:
  - Initiated peer collaboration training for teacher librarians to support 21<sup>st</sup> century standard classroom equipment and tools
  - Continued to deliver 21<sup>st</sup> century resources professional development sessions initiated at the weLearn 2011 Technology Showcase
  - Planned and began delivery of professional development for the Interactive Whiteboard Projectors
- Continued support of 21<sup>st</sup> century pilots and completed teacher focus groups to assist in developing greater understanding of enabling conditions in order to move to scale
- Engaged in a conference call with Claire Jellinek (Department of Education, Office of Education Technology, Teacher Ambassador) and Cassidy Proctor (Digital Promise) to share the VPS vision for flexible learning environments

#### **21<sup>st</sup> Century Strategies and Policies**

- Identified Digital Citizenship review group, composed of teacher librarians, to analyze gaps and begin to work toward a recommendation for K12 digital citizenship plan and resources
- Drafted changes to policies/regs 4396 (Staff Technology Ethics) and 5162 (Student Technology Use, Ethics and Internet Safety) to allow for Bring Your Own Device (BYOD) and to meet new requirements of CIPA (Children's Internet Protection Act) to provide students with internet safety education and cyberbullying awareness and response

Q3

Flexible Learning Environments – Enabling Conditions

- Standard Classroom Equipment: Conducted analysis and initiated plan to complete deployment of interactive technologies (whiteboard or projector) to secondary classrooms
- Wireless Access: Project-managed deployment of wireless to all secondary schools to completion; initiated plan to order wireless equipment and installation services for elementary schools
- Digital Learning Space (Learning Management System): Completed stakeholder evaluation of LMS products and recommended *Instructure – Canvas* for pilot at iTech Prep; contract in process and training with technical team and iTech Prep teachers initiated in early June
- One-to-One/Mobile Solutions:
  - Identified 1:1 device for implementation at iTech Prep and the high school Success Academies; initiated lease process
  - Identified laptop device for teacher use; initiated lease and developed training and deployment plan
  - Ordered iPads to implement in Fort’s ELL program in 12-13
  - Initiated ordering process for iPods to expand Hough and King implementations into grade 5 in 12-13
  - Conducted teacher and student surveys for ongoing evaluation of 1:1/mobile pilots
  - Completed initial planning with secondary principals to implement BYOD in the 12-13 school year
- Professional Development/FLE Support Model:
  - Completed initial training for integration of interactive whiteboard projectors (286 attendees)
  - Completed 12 hours of professional development for Teacher Librarians to expand role as technology leaders
  - Hired Mark Ray as Manager, Instructional Technology and Library Services
  - Posted for an Instructional Technology Facilitator – TOSA position to expand support for technology integration

21<sup>st</sup> Century Strategies and Policies

- Convened work group to conduct internal scan of current digital citizenship activities and external scan of three district’s digital citizenship programs; information compiled for gap analysis
- Policies/Regs 4396 (Staff Technology Ethics) and 5162 (Student Technology Use, Ethics and Internet Safety) approved by the board

Coming Attractions:

- Begin planning for weLearn 2012 (November 8, 2012)
- Begin planning for NSBA Technology and Learning site visitation (May 1-3, 2013)

Flexible Learning Environments – Enabling Conditions

- Standard Classroom/School Equipment:
  - Order and receive interactive projectors and whiteboards to complete the deployment to elementary & secondary classrooms (installation in mid-fall 2012)
  - Implement plan for roll-down of teacher workstations to update school labs
- Wireless Access: Manage deployment of wireless networks to elementary buildings by the end of summer 2012
- One-to-One/Mobile Solutions:
  - Distribute 1:1 devices to iTech Prep students at student/parent orientation in August
  - Attend Mooresville Summer Program to study successful 1:1 implementation (team of 5 includes iTech Prep principal and two teachers)
  - Distribute 1350 teacher laptops in August; provide 30 minute “quick-start” sessions
  - Distribute Success Academy 1:1 devices with mobile wireless in late September
  - Support communication and implementation plan for BYOD at secondary sites
  - Deploy and support iPads in ELL program at Fort
  - Continue support for middle school iPod and iPad projects, including summer KickStart
- Digital Learning Space: Support system integration and classroom implementation of *Instructure – Canvas* LMS at iTech Prep
- Professional Development:
  - Finalize and begin to implement systemic professional development model to support scaling of flexible learning environments; include field-based support (TOSA), online resources and PLCs
  - Develop PD plan for district-wide courses for 12-13; engage trainer cadre
  - Finalize recommendation for Professional Growth Plan to support technology integration

21<sup>st</sup> Century Strategies and Policy

- Convene workgroup to conduct gap analysis and plan digital citizenship program

## ***Family-Community Resource Centers (FCRC)***

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By 2013, the district will establish a network of family-community resource centers that assists students and their families, brings partnership resources together and provides continuity in support between levels and across the system.

- By 2008, the district will target, based on need and local interest, the initial schools for placement of family-community resource centers.
- By 2011, the district will complete a planning symposium for each initial target school to identify local needs and community assets and to develop a local vision for family-community resource centers. (NOTE: Further implementation is contingent on capital funding from grants and/or a future bond measure.)
- By 2011, the district and its partners will identify and address facility and staffing needs for family-community resource centers.

### **What are Family-Community Resource Centers?**

The Family-Community Resource Centers (FCRC) initiative seeks to build upon successes at Hough and Fruit Valley and to establish similar centers at other schools that serve high-needs neighborhoods. Programs and services offered through FCRCs may include basic needs support, early learning, childcare, mental health counseling/referrals, parenting classes, job search assistance, and more.

### **2011-12 Achievements:**

#### **Q1**

- All sites have completed action plans that are aligned with other strategic initiatives, grounded in data, and reflective of school needs.
- A team of FCRC staff was selected to present, “Family-Community Resource Centers: A Broader Approach to Building Student Success,” at the National Title I Conference, January 2012.
- New or expanded FCRC partnerships include Clark County Public Health’s “Partnerships for Healthy Neighborhoods,” Dream Team Dental, LINKS, Radio Cab Foundation, Christian Youth Theatre, Educational Opportunities for Children and Families (EOCF), Department of Social and Health Services (DSHS), and Support for Early Learning and Families (SELF).
- Letters of interest or grant applications have been submitted to the Stuart Foundation, Target and other entities. VPS and Campfire Columbia are considering a possible collaborative grant request to United Way.

#### **Q2**

- The FCRC sites have implemented action plans that are aligned with other Design II strategic initiatives, grounded in data, and reflective of school needs. They have made new connections and engaged with stakeholders to increase partnerships at each site. And, they have convened Site Advisory Councils to coordinate partnership efforts at the school and neighborhood level.
- Through the end of February, in-kind resources from FCRC partners totaled \$298,204. By comparison, the total for last school year was \$311,214.
- The FCRC coordinators and members of the FCRC task force have participated in several professional development activities (e.g., “Training of Trainers Parent and Family Institute,” “Finding Your Voice Parent/Family Institute”).
- On February 27, VPS convened Community Leadership Advisory Council for the FCRC initiative. Composed of FCRC partner representatives, this group will meet two or three times a year to advise the FCRC Task Force on partner needs and additional areas of collaboration to explore.
- VPS has continued to coordinate its FCRC initiative with other community-based efforts such as Clark County Public Health’s “Partnerships for Healthy Neighborhoods,” the Educational Service District 112/Early Head Start Policy Council, and Partners in Careers job training and employment services.
- Through presentations at the WSSDA Annual Conference, the National Title I Conference, the Governor’s Office of the Education Ombudsman Family Coordinators Symposium, and a Washington State Coalition of Medicaid Outreach meeting, VPS has become known in the region as a model site for community schools. Additionally, VPS has received a special invitation to participate in the National Center for Community Schools and the Children’s Aide Society in a “Sustainability and Planning Institute” for select community schools initiatives.
- Deborah Salas, executive director of the Collaboration for Community Schools in Tukwila, WA, visited FCRC sites in Vancouver on March 1 and provided consultation to the superintendent, associate superintendent for teaching and learning, and members of the FCRC Task Force on next steps for scaling up the FCRC initiative.
- Participation in the Community Schools Leadership Network (CSLN) meeting in Washington, D.C., resulted in VPS staff connecting with a Northwest-based grant writer who specializes in fund development for community schools initiatives.

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- Across all FCRC sites, efforts have been concentrated on removing barriers to learning and using school data to promote the attainment of desired student outcomes through intentional programming. For example, a program was implemented to improve daily attendance for 52 at-risk youth at McLoughlin Middle School, resulting in an 18 percent average rate of improvement for those students.
- The FCRCs have continued to develop strong relationships and connections within the Vancouver community. For example, through Clark County's "Partnerships for Healthy Neighborhoods" initiative, the FCRC coordinators have established ongoing coffee meetings with leaders of faith-based organizations to identify specific needs and areas of support for FCRC schools. Fourteen local faith-based groups have been represented in this effort so far.
- FCRC Task Force members collaborated with Early Learning Task Force members to develop a proposal and secure a \$100,000 grant from the Foundation for VPS. This grant helps to fill gaps in early learning services across the FCRC sites by enabling the expansion of the *Jump Start* and *Read and Play* kindergarten readiness programs. The Foundation's announcement of the grant at its spring luncheon kicked off a campaign to raise an additional \$100,000 for early learning support in 2013-14.
- To increase FCRC programs and services across eight sites and possibly expand FCRC's to additional sites, VPS has completed various stages of the grant application process with the Paul G. Allen Foundation, Meyer Memorial Trust, Nike Foundation, Target Foundation, Umpqua Bank Foundation, and Vancouver Rotary Foundation.
- VPS has continued to serve as a model and a reference site for other districts (e.g., Evergreen, Bellevue, Northshore) interested in developing community schools.
- VPS has networked regionally and nationally with major community schools initiatives, including Children's Aid Society, National Center for Community Schools, Coalition for Community Schools, and SUN (Schools Uniting Neighborhoods) Service System and Community Schools.

**Coming Attractions:**

- Through the blending of resources to create "collective impact," the FCRC Task Force will continue to build capacity within the FCRC framework so that barriers to learning are reduced and desired student outcomes are achieved.
- The FCRC district and site coordinators will continue their collaboration with stakeholders through the Community Leadership Advisory Council and Site Advisory Councils, sharing outcomes, discussing FCRC goals, and seeking input from members about next steps and support related to school needs.
- The FCRC Task Force will work with a grant writer to complete an environmental scan, assist with organizational research, analyze FCRC program needs and gaps, establish a comprehensive project plan, and provide other support for seeking additional funding streams.
- The FCRC Task Force will submit additional grant applications and will cultivate relationships with potential funders such as United Way of the Columbia-Willamette.
- Contingent on available resources, VPS will expand FCRC's to additional schools within the Opportunity Zone. The next potential FCRC sites include Lincoln, Minnehaha and Hazel Dell elementary schools and Fort Vancouver and Hudson's Bay high schools.