



Bridge to Excellence

Federal Way Public Schools Recovery Planning Guide

PHASE 3



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

FWPS RECOVERY PLANNING GUIDE

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Where We Have Been

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PURPOSE

Under the American Rescue Plan (ARP), school districts around the country received funding to address the impact of COVID 19 on students' academic, social, emotional and mental health needs. This funding is known as ESSER funding. The purpose of this phase 3 recovery plan is to articulate Federal Way Public Schools strategic approach to supporting the whole child; accelerating learning of academic core subjects and meeting the social/emotional needs of all scholars as we strive for equity and excellence.

This plan outlines our "Academic and Student Well-being Recovery Plan" as required by the Office of the Superintendent of Public Instruction (OSPI) and expands on the continued improvement strategies and interventions implemented in phase 1 and phase 2 by reviewing and analyzing collected data to inform next steps and engage in long-term sustained strategies for next school year and beyond.

The development of this plan was supported referencing the following:

- Academic and Student Well-Being Recovery Plan: Planning Guide (OSPI, 2021)
- House Bill 1368; Sec 12 [2021]
- RCW 28a.415.440 and Senate Bill 6168 (2020)
- Washington's Multi-Tiered Systems of Support (MTSS) Framework (OSPI, 2020)
- Refocus on SEL Roadmap (CASEL, 2021)
- Reopening Washington Schools: Migrant Education Students (OSPI, 2020)

In alignment with OSPI's guidance for development, intentional efforts will be made around family partnerships and community engagement utilizing our lens of equity to ensure robust programming, professional learning and supports.



VISION FOR EXCELLENCE AND EQUITY

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

EACH AND EVERY SCHOLAR WILL:

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

EACH AND EVERY STAFF WILL:

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

EACH AND EVERY FAMILY WILL:

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



STRATEGIC PLAN GOALS AND MEASURES OF PROGRESS

goals	measures of progress	equity means
<p>1 The Early Years: BUILDING THE FOUNDATION</p> <p>Every student scholar will enter kindergarten ready to learn with the social-emotional skills that will propel each student to meet or exceed grade level standards in English Language Arts (ELA) and Mathematics by the end of 3rd grade. By 2024 80% of 3rd grade scholars will be meeting or exceeding grade-level standards in ELA.</p>	<ul style="list-style-type: none"> Percent of scholars enrolled in high-quality preschool programs Percent of scholars meeting state PreK standards in literacy and math * Percent of scholars ready for kindergarten, as measured by WAKIDS assessments Percent of scholars meeting Social Emotional Learning (SEL) standards for the early learning years * Percent of scholars meeting or exceeding grade-level standards in English Language Arts (ELA) and Mathematics by the end of 3rd grade 	<p>Each scholar acquires the academic and social-emotional skills to be successful beyond 3rd grade.</p>
<p>2 Whole Child: THRIVING, CONFIDENT, RESPONSIBLE INDIVIDUALS</p> <p>Every student scholar will be empowered and prepared to develop personal responsibility in order to be positive, productive members of society. By 2024 there will be no disproportionality evident in discipline data. By 2024, 100% of scholars feel their school is safe and welcoming as measured by perception survey.</p>	<ul style="list-style-type: none"> * Percent of scholars participating in at least 90% of classroom instructional time * Percent of scholars and families participating in student-led conferences Percent of scholars meeting expectations on non-academic behaviors on standards-based report card * Percent of scholars who feel their school is safe and welcoming as measured by a perception survey Percent of scholars who complete 24 hours of community service before graduation 	<p>Each scholar knows, understands, and embraces his/her own and others' cultural backgrounds and learning needs, in order to advocate for self and others.</p>
<p>3 Active Learners: ENGAGED, EMPOWERED CRITICAL THINKERS</p> <p>Every student scholar will be empowered with ownership of their education and be fully engaged in becoming critical and creative thinkers. By 2024, 100% of scholars are engaged and challenged as measured by perception survey.</p>	<ul style="list-style-type: none"> Percent of scholars engaged in at least one extracurricular activity Percent of scholars who successfully prepare and present capstone projects at the end of transition years * Percent of scholars that are engaged and challenged as measured by a perception survey * Number of staff proficient or distinguished in student engagement practices, as measured by the Center for Educational Leadership's 5 Dimensions of Teaching and Learning™ (CEL's 5D) and the Association of Washington School Principals (AWSPP) leadership framework 	<p>Each scholar is actively engaged in critical and creative thinking, goal-setting and demonstration of cultural competence.</p>
<p>4 Content-Area Competence: MASTERY OF ALL SUBJECTS</p> <p>Every student scholar will receive equitable opportunity for success, and will meet or exceed standards of performance in all subjects by the end of each grade. By 2024, 80% of 8th grade scholars will be meeting or exceeding grade-level standards in ELA.</p>	<ul style="list-style-type: none"> * Percent of scholars meeting grade-level standards in core subjects, as measured by state assessments * Percent of scholars demonstrating proficiency in a standards-based grading system (in each subject) Percent of scholars enrolled in and completing Algebra by 8th grade with a 3.0 grade point average * Percent of scholars participating in advanced coursework and earning a passing grade Percent of scholars who are biliterate Percent of scholars meeting standard on benchmark assessments 	<p>Each scholar develops cultural confidence as a learner and rigorously applies his/her knowledge and skills to new and different experiences.</p>
<p>5 Persistence To Graduation: HIGH SCHOOL GRADUATION THROUGH SUCCESSFUL TRANSITIONS</p> <p>Every student scholar will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences. By 2024, 95% of the senior class will graduate on time.</p>	<ul style="list-style-type: none"> Transition rates from Pre-Kindergarten to Elementary school, to Middle school, to High school, and to Post-secondary experiences * Percent of 9th grade scholars on track for on-time graduation Increase in scholar scores on college entrance tests (ACT, PSAT, SAT) and ASVAB Percent of scholars who have STEAM (Science, Technology, Engineering, Arts & Mathematics) experiences * Percent of seniors with a Career Plan letter outlining at least one of these: college acceptance, military, trade/technical training, industry certification/apprenticeship * Percent of scholars who complete applications for College Bound scholarships, FAFSA and WASFA * Increase in high school graduation and decrease in dropout rates Percent of graduating scholars who persist two or more years in college and acquire a college or post-secondary degree * Percent of scholars enrolled in academically rigorous course work as measured by the Academic Rigor Index 	<p>Each scholar—starting early and with proactive support—creates/uses a flexible, individualized transition plan as a tool to promote accelerated academic performance, steady progress towards graduation, and career awareness and explorations.</p>

EQUITABLE LEARNING ENVIRONMENTS: SOCIAL EMOTIONAL LEARNING AND ACADEMIC ACCELERATION

Social Emotional Learning (SEL) is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. When we think of educating the whole child, their social and emotional development must be considered as a part of overall instruction.

The CASEL framework encompassing the five-core social and emotional competencies outline the skills scholars need and staff need to teach when supporting the academic and social well-being of scholars.

The recovery efforts to teaching and learning after the impacts of the pandemic call on all members of our school community to strengthen our knowledge around social and emotional competencies as we create equitable learning environments. "CASEL's five core social and emotional competencies, situated within the contexts of classrooms, schools, and communities, may feel familiar to many educators, but take on deeper significance as we navigate a very different type of schooling." (SEL Roadmap for Reopening School). The chart below defines the competencies aligned to skills that need to be overtly taught to scholars and how those skills will be realized in Federal Way Public Schools.



CASEL's Framework for Systemic SEL

Competency Defined	Skills We Need Now	FWPS Commitments
SELF-AWARENESS , which is the ability to accurately recognize one's own emotions, thoughts, values and how they influence behavior, and accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism, and a "growth mindset"	As we process the current pandemic and racial injustices, self-awareness is critical to identifying and processing our complex emotions when things are uncertain and socially turbulent, reflecting on our strengths, understanding our cultural, racial and social identities; and examining our implicit bias	FWPS will continue to engage in courageous conversations about race, centering self. This will be done through staff professional development as well as scholars engaging in conversations in advisory as well as in their general course of study (ie, the identity unit for grades K-6). School Counseling Services
SELF-MANAGEMENT , which is the ability to successfully regulate one's emotions, thoughts and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself; and the ability to set and work toward goals.	Self-management is critical now as we cope with grief and loss, develop our resiliency, and express our agency through resisting injustices and practicing anti-racism.	Implement SEL curriculum such as Second Step and Kelso's Choices at elementary and Character Strong at Secondary which lead scholars in age-appropriate discussions of how to use their awareness of emotions to guide decision making. This coupled with schoolwide PBIS, establishes social and behavioral support needed to improve social, emotional, behavior and academic outcomes for all scholars. In-building staff support includes: Behavior Specialists Scholar Support Coordinators School Counseling

Competency Defined	Skills We Need Now	FWPS Commitments
SOCIAL AWARENESS , which is the ability to take the perspective of and empathize with others, including from diverse backgrounds and cultures; to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	Social awareness allows us to understand the broader historical and social contexts around the inequities exacerbated by COVID-19 and ongoing individual and institutional impacts of systemic racism	Learning various perspectives and empathizing with others is emphasized in both our GVC and SEL Curriculum.
RELATIONSHIP SKILLS , which is the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.	Relationship skills are essential to help us build and maintain meaningful connections across race, culture, age, and distance; support one another during collective grief and struggle; and collaboratively find solutions to new obstacles.	<p>This is done by using team-based, collaborative teaching practices such as cooperative learning and project-based learning to provide students with opportunities to develop and practice communication and social and assertiveness skills.</p> <p>While this is a focus within our Social Emotional Learning curriculum, it is also embedded and integrated throughout our GVC.</p> <p>In addition, co-curricular and extra-curricular opportunities such as music and athletics can support ongoing development of SEL competencies. FWPS will continue to focus on providing scholars with equitable access to robust programming outside of the classroom.</p>
RESPONSIBLE DECISION MAKING , which is the ability to make constructive voices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms; and the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.	Responsible decision-making is particularly important as we analyze the consequences of our individual and institutional actions on others' health and safety, make decisions that promote collective well-being and engage in collective action to form a more just and equitable society.	<p>Schoolwide PBIS</p> <p>Staff Wellness Coordinator</p> <p>SEL curriculum: Second Step and Kelso's Choices in elementary and Character Strong in secondary</p>



SECTION 1: MEANINGFUL CONSULTATION AND VOICE

Federal Way Public Schools values and honors the voice of scholars, staff and families. Our strategic plan highlights our mission and core beliefs. We believe every scholar can learn at the highest level, that our scholars must have a voice, that what we do in the classroom every day has the greatest impact on learning, must continually learn and grow, that we must use data as a guide to improve our practice, and that our families are critical partners in each child's learning.

We have garnered feedback and input from a variety of stakeholders in order to review and strengthen the contents with our recovery of plan. Our efforts during the time of remote and hybrid instruction involved comprehensive feedback from the continuous learning planning committee. We reconvened and expanded this committee for review of our phase 3 recovery plan. This committee came together four times over the course of two months. In addition to the feedback and revision guided by the committee, a survey seeking the input and feedback of both scholars and staff was provided. This information was used to further refine the strategies, interventions and activities supporting our recovery efforts.

The voice of parents, guardians and scholars was captured during advisory sessions that were hosted by the Superintendent as well as building-based scholar and parent advisory meetings throughout the school district.

Stakeholder voice from outside of Federal Way Public Schools was gathered through a city-wide Community Connect listen and learn event as well as through partnerships with community-based organizations and community groups such as our Native American Parent Advisory Committee (NAPAC).

All feedback from hundreds of stakeholders was gathered, themed and used to strengthen and develop the plans that are included in the recovery outline that follows. The voice of our scholars and strategic stakeholders only helped to strengthen the initiatives, strategies and professional learning supporting a robust and comprehensive recovery effort.



Where We Are Going

The OSPI Reopening Guide highlights the importance of family partnership. Our district has a commitment to continue to strengthen our family partnerships moving from “family involvement” to true “family partnership.”

Pillar 2 of our strategic plan: Safe Climate and Strong Relationships with Families and Community highlights that schools can't do it alone. Therefore, we will embrace parents, caregivers, and the community as vital partners in the education of all scholars. The collaboration between our schools, families and community is essential to ensure scholar success.

To support this work of authentic partnership, our district is committed to engaging in a variety of opportunities to capture and utilize stakeholder voice in support of academic acceleration and the social-emotional well-being of our scholars.

- Parent Advisory to the Superintendent
- Parent Advisory to the Principal
- Deep Listening Sessions
- Family Academies
- Community Partnerships

SECTION 2: MULTITIERED SYSTEMS OF SUPPORT- UNIVERSAL DESIGN FOR LEARNING

Where We Have Been

During Phase 2 of our Recovery Planning, FWPS focused on both core academic and core social-emotional services to support scholars.

Tier 1 instruction and supports are the universally designed core instruction that is available to all scholars in all settings. All scholars have access to MTSS Tier 1 through universally designed, grade level, standards-based, culturally responsive curriculum with high quality core instruction and social-emotional/behavioral supports embedded.

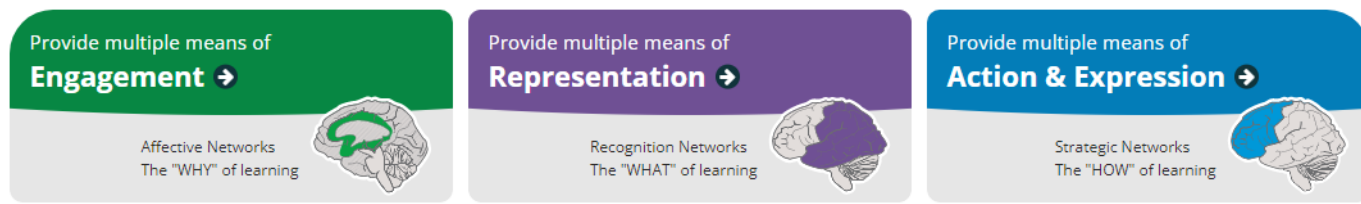
Teachers use Universal Design for Learning (UDL) to design standards-based lessons that provide access to all scholars to learn at high levels. Tier 1 instruction is provided for all scholars, including those who require additional Tier 2 or Tier 3 support, those receiving Specially Designed instruction through an IEP, and those scholars receiving multilingual services.

Tier 1 core instruction and supports for academic, social-emotional, and behavioral needs include:

- Guaranteed and Viable Curriculum
- Curriculum Guides and Overviews
- Research -based strategies
- Universal Design for Learning
- Data-driven instruction
- Two-way feedback between scholar and teacher
- Standards-alignment
- Scaffolds and supports when needed
- Whole and small group instruction
- Flexible grouping
- Culturally responsive teaching
- Positive Behavior Intervention Support (PBIS)

In planning and delivering academic instruction, 80% of scholars will meet academic grade-level standards and expectations. The delivery is focused on grade level and subject area standards. We will use Universal Design for Learning guidelines to propel us to 80% of scholars meeting academic standards:

Universal Design for Learning Guidelines



<https://udlguidelines.cast.org/>

MTSS SUPPORTS PROVIDED IN PHASE 1 AND PHASE 2:

We began our professional development for teachers on Universal Design for Learning with an overview in August and then began to focus on the core beliefs of planning for variability as the rule, firm goals with flexible means, and all scholars can become expert learners. This year we began with planning for variability as the rule.

	Universal	Targeted	Intensive
Academic	<ul style="list-style-type: none"> Professional learning on universal design for learning Partnership with Unbound Ed: GLEAM (grade-level, engaging, affirming, and meaningful instruction) Universal tutoring in grades 4 – 12 Guaranteed and Viable Curriculum K-12 	<ul style="list-style-type: none"> Varsity Tutors: small group tutoring for 3rd grade scholars Phonics for Reading intervention in grade 4 Interventionists in all elementary schools Small group reading instruction through IRLA grades K-8 iReady my path in reading and math grades K-8 	<ul style="list-style-type: none"> Tutor Corps one on one tutoring at high school Recovery services for scholars with IEPs
Social-Emotional	<ul style="list-style-type: none"> Talkspace for scholars 13+ and staff Valley Cities partnership for mental health Social-emotional learning lessons 	<ul style="list-style-type: none"> Contract with Valley Cities to provide 8 mental health counselors in our schools 	<ul style="list-style-type: none"> Partnership with our Community Based Organizations (CBOs) to support small group intensive mentoring and behavioral health interventions for scholars.
Behavior	<ul style="list-style-type: none"> First three days of school launch Behavior specialists PBIS lead teams at each school SEL & PBIS relaunch 	<ul style="list-style-type: none"> Behavior specialist have additional dedicated time in buildings to support schools that have an increased need. 	<ul style="list-style-type: none"> Used data to place a dedicated PSESD behavior health tech in two of our secondary.
Attendance	<ul style="list-style-type: none"> Used data to place a dedicated PSESD behavior health tech in two of our secondary. 	<ul style="list-style-type: none"> Data-driven positive home visits scheduled. 	<ul style="list-style-type: none"> Home visits to support scholars

Where We Are Going

NEXT STEPS: IMPLEMENTING AND PLANNING FORWARD FOR MTSS

We will continue all of the above with an added intentionality around the systems and structures of MTSS. The charts below show the content for elementary and secondary implementations. We will continue our professional development on Universal Design for Learning while integrating AVID and SIOP strategies in a coordinated way. We will further build out our academic tiered support for tiers 2 and 3 and we will continue to increase our partnerships with mental health agencies as well as community-based organizations to support wrap-around services for our scholars.



Universal Design for Learning: Implementation



Data-Based Decision-Making: Problem-Solving Model



Curriculum Resources Identified



Universal Screeners

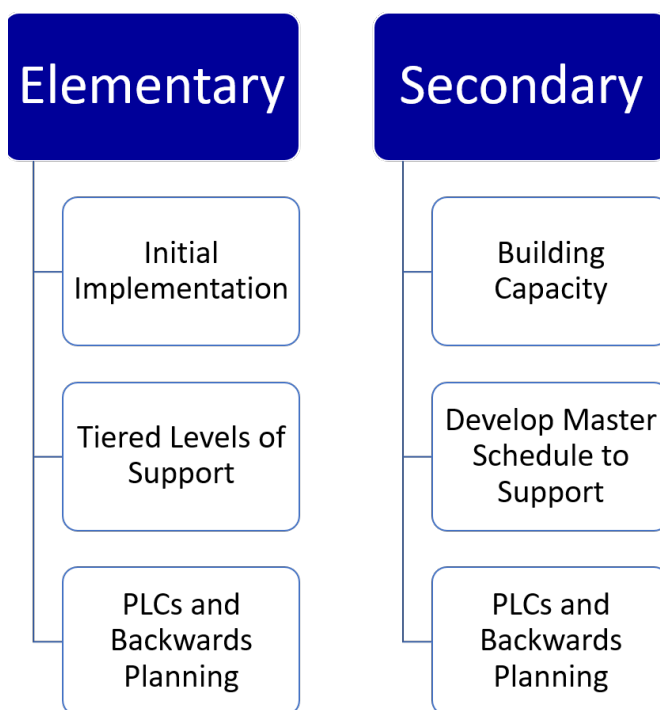


Master Scheduling



On-Going Professional Development

Universal Design for Learning: Implementation



implementation. Focus areas will be on actionable instructional strategies to provide multiple means of engagement, representation, and action and expression. Professional development will begin with our August professional development days and will continue throughout the year through principal PD days, school based MTSS Lead Teams, district directed early release days, and backwards planning protocols.

Data-Based Decision-Making Problem-Solving Model

Our data-based decision-making problem-solving model will be enacted through both school-based MTSS teams as well as Professional Learning Communities (PLCs). We will develop a professional development series on data literacy, using both academic, social-emotional, and behavior data to drive tier 1 instruction as well as clear, evidence-based interventions. Each level—elementary, middle, and high schools—will have a data calendar highlighting the focus data by month. The data calendar will be reviewed in monthly PD to better understand how to use the data to align with current interventions.

Curriculum Resources Identified

This school year, we will continue to identify additional resources for tiers 1, 2, and 3. We will conduct adoptions for multiple high school courses in science and social studies as well as a social-emotional learning curriculum adoption in grades 6-12. At the elementary level, we will continue our implementation of reading tier 2 and tier 3 interventions through Foundations and Phonics for Reading as well as engage in LTRS training for tier 1 reading instruction. We will adopt specific resources to provide interventions in math. All resources will be added to our matrices of implementation for academics, social-emotional learning, and behavior.

Universal Screeners

As part of our comprehensive assessment system, we will pilot and adopt universal screeners in reading and math. We will continue our implementation of the Panorama screener in the fall as well as benchmark social-emotional surveys in winter and spring.

Master Schedule

For the 2022-23 school year, all elementary schools have implemented master schedules that allow for interventions in reading and math as well as explicit time for social-emotional and behavior instruction. We will use this school year to research best practices for implementing a comprehensive MTSS system at the secondary level and will provide all secondary schools with master schedule guidance for the 23-24 school year.

Ongoing Professional Development

Professional development will be delivered through whole group, small group, and individual supports. We will use August PD to kick off our implementation of MTSS with a focus on academics, social-emotional well-being, and behavioral supports. Principals will receive professional development two times per month to support their role as instructional leaders. Instructional coaches, literacy development teachers, interventionists, multilingual teachers, and resource room teachers will receive aligned PD to support implementation at the classroom level. Principals and assistant principals will engage in networks, visiting classrooms and analyzing instructional practices to ensure alignment across the system. Professional development will focus on monthly focus areas to drive the implementation of MTSS at the elementary level and focus on building capacity at the secondary level.

ROLES AND RESPONSIBILITIES SUPPORTING MTSS: UDL IMPLEMENTATION

Building Administration	Teachers	Scholars	Families
<ul style="list-style-type: none"> Facilitate the creation of a master schedule that provides access to Tier 1 core instruction to all scholars Provide turnkey professional development on UDL strategies Monitor implementation through classroom walkthroughs, observations and bite-sized feedback aligned to Instructional Framework and UDL strategies 	<ul style="list-style-type: none"> Implement UDL strategies in core instruction after job-embedded professional development Monitor scholar progress and identify scholars needing tier 2 and tier 3 supports Engage with job-embedded supports as needed (e.g. instructional coaching cycles) Collaborate in PLCs to analyze and strengthen MTSS practices 	<ul style="list-style-type: none"> Engage in learning through understanding personal strengths and areas of growth, setting goals, and monitoring progress towards goal in collaboration with their teachers Provide perception feedback: classroom environment, instruction, and their own learning 	<ul style="list-style-type: none"> Monitor scholar learning through Gradebook Attend Scholar Led Conferences (via in-person, zoom, and/or phone) Engage with teachers to ask questions and advocate for their scholars



SECTION 3: SUMMER LEARNING AND ENRICHMENT

Where We Have Been

PHASE 2 SUMMER LEARNING AND ENRICHMENT REVIEW

In Summer of 2021, FWPS focused on providing summer learning experiences to support scholars prior to launching the new school year. We embraced 3 areas of focus over the summer: academic learning, addressing the whole child, and enrichment opportunities as a launch to this school year. Opportunities provided for scholars were aligned to traditional summer school offerings, enrichment camp opportunities, career and technical programming and certification as well as opportunities through partnerships with community-based organizations.

UNIVERSAL: We provided learning packets for all scholars entering grades 1- 12 and continued our successful partnership with channel 21 to broadcast ELA and Math lessons for grades K – 5 through the month of July. We sent home-learning bags to all incoming kindergarten scholars and welcomed our kindergarten and first grade scholars back for K/1 Camp in August.



TARGETED: Our elementary summer school for nearly 600 scholars focused on STEM experiences as well as reading and math skills. We offered STEAM, music, and PE camps at both middle and high school. We provided in-person learning at Uptown Square for our PK scholars. Scholars completed 104 courses during our four-week Summer Credit Recovery program.

INTENSIVE: Select Scholars were also invited to Boys and Girls Club and FW Community Center Camps free of cost. We provided extended learning opportunities and recovery services to scholars with IEPs.

Academics	Whole Child	Enrichment
Traditional Summer School Offerings: ELA, Math, ELL, SPED	CTE Certification Programs PE Camp Music Camp (Elementary)	Federal Way Community Center Federal Way Boys and Girls Club (Teen Center) Virtual Food Detectives
Channel 21: ELA/Math (English and Spanish)	Band Camp (Middle and High) Choir Camp (Middle and High)	
Middle and High School: Hybrid ELA/Math Camp, STEAM Camp	Orchestra Camp (Middle and High) Debate Camp (Middle and High)	
High School Only: Getting REady for Algebra Boot Camp, Getting Ready for Geometry Boot Camp, Internet Academy, Credit Recovery		

Where We Are Going

PHASE 3 NEXT STEPS: SUMMER LEARNING AND ENRICHMENT 2022

In planning forward, FWPS plans to continue offering summer learning that focuses on academics as well as social-emotional well-being through the lens of enrichment and acceleration. The intention of our summer learning opportunities is to provide continuous learning for scholars to bridge learning from June through September. Our

data and observation of scholar sense of belonging, social emotional development and academic achievement has highlighted the need for programming that ensures our scholars continue to feel engaged, challenged, and connected to school even when typical day-to-day instruction is not in session. This supports our goals of academic acceleration and building a sense of belonging as we have returned to in-person instruction. We will continue with the frame of providing universal, targeted, and intensive summer learning.

2022 Summer Learning Programs

FWPS Summer School programs are designed to support our vision for excellence and equity by providing inclusionary programs that provide scholars with a sense of belonging and support for transitions through academic and social emotional learning experiences that are fun, engaging, and meet the interests of our scholars.

Universal	Targeted	Intensive
Summer Learning Packets Grades PK-11 Summer Learning Videos Grades K-5 ELA and Math (English and Spanish) Kindergarten Orientation	Camp Invention (Grades K-4) Camp Exploration (Grades 5-7) Camp Acceleration (Grades 8-12) CTE Industry Recognized Certification Music Camps FW Boys and Girls Club Partnership with local CBOs	Academic Language Academy Extended School Year Academic and Functional Core Camps Adaptive PE Camps Recovery Services Credit Recovery

(For a detailed list of all our Summer School offerings, please see Appendix A)

UNIVERSAL: We will provide materials that all scholars will be able to access:

- Universal learning packets for all scholars in grades Prek-11
- Kindergarten Orientation for all incoming kindergarteners
- Engaging video ELA and Math lessons on Channel 21 for grades K-5 throughout the month of July



TARGETED AND INTENSIVE: We will host targeted and intensive summer learning experiences grounded in STEM with integrated literacy and math learning through Camp Invention (grades K-4), Camp Exploration (grades 5-7), and Camp Acceleration (grades 8-11).

- Camp Invention K-4: STEM focused learning with access to robotics, the science of gardening, and integrated reading
- Camp Exploration 5-7: Forensics/Coding and Teamwork/Leadership with elective opportunities in STEAM and coding, Art, Intramurals, Gardening, and music)
- Camp Acceleration 8-11: STEM focused integrated with ELA and Math tutoring with elective opportunities in debate, graphic design, coding and gamification, music (jazz band, combo band, orchestra, and choir), intramurals, culinary arts, Algebra and Geometry Prep, and more
- Credit Recovery will be offered to scholars in grades 11 and 12. In addition to the STEM Integrated summer school, our scholars with IEPs will be offered additional hours to engage in recovery services and extended year programs.
- Academic Language Academy will be offered to scholars in grades K-11 who are long-term language learners or emerging language learners. This will focus on language development and incorporate electives and integrated opportunities
- Elementary Music Camp will offer general music to scholars in grades K-4 an include art and STEM learning.
- Special Education Camps will offer integrated learning opportunities as well as individualized instruction based on academic and social emotional needs of scholars with IEPs.



For a detailed description for each of our Summer School offerings, please see Appendix B.

ROLES AND RESPONSIBILITIES SUPPORTING SUMMER LEARNING IMPLEMENTATION

Building Administration	Teachers	Scholars	Families
<ul style="list-style-type: none"> • Identify scholars for targeted and intensive programs • Organize Confirmation of participation with families 	<ul style="list-style-type: none"> • Identify scholars for targeted and intensive programs • Work with families/scholars to understand the programs 	<ul style="list-style-type: none"> • Select electives • Consistently attend • Complete summer learning packets • Provide survey feedback on summer opportunities 	<ul style="list-style-type: none"> • Support Summer School Attendance • Support/encourage scholars with summer learning packets • Provide survey feedback on summer opportunities

SECTION 4: ACADEMIC, SOCIAL/EMOTIONAL AND MENTAL HEALTH

Where We Have Been

In FWPS, we launched the school year with a focus on supporting the transition back to full-time, in person learning for our scholars. This included a redesign of the first three days of school, which was focused on fostering a sense of belonging for our scholars. We also provided new academic, social/emotional and mental health supports to address the varied needs of our scholars. Outreach was conducted at multiple levels, from the classroom, to school, and district level communication to both scholars and families in order to build awareness of new supports.

UNIVERSAL: Scholars participated in a redesigned First 3 Days of School, focused on supporting the transition back to in person learning and fostering a sense of belonging. Teachers and administrators participated in August professional learning and planning to support a successful relaunch of school. A SEL & PBIS relaunch occurred in the late fall, with a set of aligned lessons across the district, in order to support reteaching as connected to identified scholar needs. In grades 4-12, scholars were eligible for free academic tutoring through Tutor.com. For mental health needs, scholars age 13 and older were eligible to receive virtual counseling services outside of school hours through Talkspace. Additionally, FWPS contracted with Valley Cities to offer behavioral in-person health services in the school setting. We also supported ongoing SEL lessons and learning opportunities for all scholars grades K-8.

TARGETED: Based on iReady and IRLA data, select third graders at each elementary school were provided with small group tutoring from Varsity Tutors for up to two hours per week. Tutoring took place online in groups of five scholars per tutor and focused on foundational literacy skills.

INTENSIVE: Scholars experiencing homelessness at the high school level were prioritized for intensive, 1-on-1 tutoring through Tutor Corps. Content of tutoring was adapted to fit the specific needs of each scholar and could cover any subject area, with priorities focused on supporting on-time graduation. Additional scholars, including those not experiencing homelessness, were added based on academic need.

WHAT IS THE DATA TELLING US?

Panorama: The Panorama Social Emotional Learning and School Climate Surveys were completed by over 10,000 scholars, 1,300 staff members and 3,200 family members. Data was reviewed by principals, staff, and family and scholar advisories to adjust instruction, and school experiences. Scholars also completed a well-being survey at the beginning of each school year.

Tutor Corps: The focus on Tutor Corps has been to maximize utilization of tutoring services. To date, a total of 1,375 TutorCorps tutoring hours have been provided to 84 different FWPS scholars since the beginning of the school year. Participation criteria initially began with McKinney Vento scholars, as some had experienced challenges with attendance at their brick-and-mortar school. However, data further affirmed continued attendance challenges with TutorCorps, ending up with more than 1/3 of MKV scholars dropping from the program. By January of 2022, FWPS made TutorCorps services available first to high school scholars recommended by administrators and counselors at the school, then through central office recruitment efforts district wide. Monthly attendance reviews provided data on the number of participants utilizing the services. When a scholar missed four consecutive tutoring appointments, scholars are given another opportunity to re-engage before withdrawing permanently.

Based on race and the effectiveness of this tutoring support for our scholars, we see mixed results across the board. Our white students received the greatest benefit, with 50% (or 4.5 students) improving their overall grade point average, followed by our Black students at 35% (or 8 students), and our Asian, Native Hawaiian/Pacific Islander and Hispanic students not far behind at 33% and 32% respectively. Scholars who were of 2 or more races showed a 29% decrease in GPA with a majority (71%) unchanged overall.

In terms of effectiveness overall, however, our highest participating subgroups were our Hispanic and Black scholars with 27 and 23 scholars respectively. These two subgroups highlighted below also held the highest numbers of students receiving Special Education and English Language Learner supports at school.

Scholar Participants	By Race	Special Ed	ELL
2 or more	10	2	0
Asian	4	1	0
Black	23	3	3
Hispanic	27	8	9
NH/PI	11	1	2
White	9	1	0
Total # Students	84	16	14

In summary, we will continue to focus and ensure a diverse participation rate consistently grows, and that more efforts will be made to improve the number of scholars making gains academically as a result of TutorCorps supports.

Varsity Tutors : Initial analysis after 3 months of the program indicated that participating scholars had very similar growth in IRLA and iReady reading as to scholars that did not participate in tutoring. Approximately 307 scholars received at least one tutoring session from Varsity Tutors. Of the scholars that completed both a pre and post-assessment, scholars achieved a 17% average increase in proficiency. One of the challenges with Varsity Tutor implementation was alignment to the elementary bell schedule in order to ensure that scholars were not pulled from Tier 1 instruction in order to receive tutoring. Additionally, pandemic related staffing challenges that impacted tutor consistency and availability were notable during the months of November-January. In the late spring, we piloted a small, parent/family-led version of Varsity Tutors that received positive feedback from families. For the upcoming year, we plan on implementing a focused version of Varsity Tutors that allows for families and/or teachers to have direct control over the scheduling of session in order to avoid any conflict with Tier 1 instruction.



Tutor.com: Approximately 2200 tutoring sessions have occurred. The recommendation rate from scholars is 92.5%, with a 4.57 out of 5 overall rating. Scholars generally find Tutor.com very helpful. This is consistent across grade levels.

Talkspace: More than 150 scholars utilized Talkspace through Dec. 31, 2021. About 65% of scholars had not had previous therapy. About 62% identified as female, 21% as male, and 14% as other. Depression and anxiety were the most common issues presenting.

Valley Cities: Due to national staffing shortages for clinicians, Valley Cities completed their first hire in February 2022, and is currently providing services at two middle schools. Schools were selected using a rank order system based on multiple data sources. As of June 2022, 102 sessions had been provided to 20 scholars across the two middle schools. For the upcoming year, we are looking to continue expand the services though hiring additional counselors.

Where We Are Going

IMPLEMENTING AND PLANNING FORWARD

Next year, we plan to continue focusing on fostering a sense of belonging and offering an array of services to scholars to meet their academic, social/emotional, and mental health needs. All existing partners will be evaluated based on data to determine whether to continue or terminate. For those that continue, we will use data to determine whether/how to adjust the target population of the service. (For example, continuing to focus on 3rd grade literacy as we did in 2021-2022, or select a different or additional focus area.) We will also explore new partnerships with providers that can meet needs that are not currently being met and are aligned to scholar needs and program sustainability as evidenced by data. For all services, we will work to increase awareness amongst staff, scholars, and families, so that services are fully utilized.

UNIVERSAL:

- Professional development and focus on high quality, Tier 1 instructional for ALL in grades Prek-12; district-wide focus on culturally competent, high leverage strategies aligned to CEL 5D
- Continued implementation of Standards-Based curriculum via curriculum guides to support access to rigorous grade level materials and instruction
- We will continue to offer ongoing SEL lessons and learning opportunities for all scholars.
- We will offer universal academic tutoring support to students in grades 4-12 and will consider expanding to additional grade levels (especially grade 3)
- We will initiate an adoption process for SEL curriculum for grades 6-12, with a focus on cultural relevance and engagement
- We will continue to offer expanded mental/behavioral health services and will explore other avenues to provide those services either in addition to or in replacement of existing services
- We will focus on expanding existing partnerships and seeking additional partnerships with community-based organizations that can provide academic, social/emotional, and/or mental health services to our scholars
- We will continue and expand upon the First 3 Days of School to support the development of a healthy classroom and school cultures that enable rigorous, grade level learning in a supportive environment
- Enhance communication strategies to expand the utilization of Tutor.com

TARGETED:

- Tier 2 intervention blocks systematic in all elementary schedules : small group/targeted instruction based upon leading data
- We will analyze data to identify scholars to receive targeted academic services.
- We will use panorama data to identify scholars in need of additional SEL support.
- Investigate possibility of group behavior health supports (given sufficient staffing).
- We will expand Saturday Scholar Community offering to provide scholars at key transition grade levels with programming that will support successful transition to the next grade level span
- Partner with Clayful to offer non-therapeutic, behavioral coaching to middle school scholars who request such support

INTENSIVE:

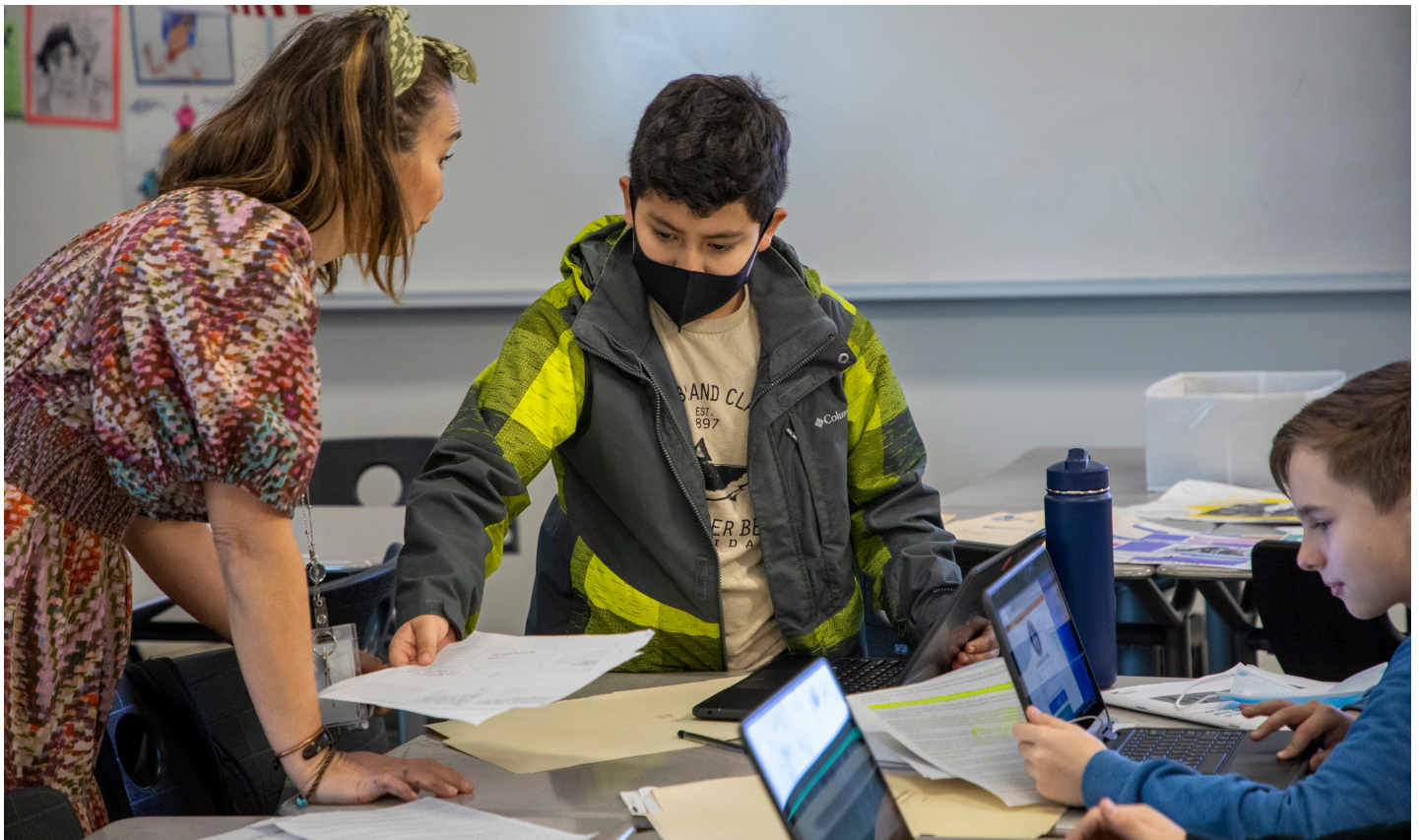
- Monthly data analysis at each school to monitor student progress, identify gap areas and more intensive interventions
- Continue to provide 1:1 academic support, either through Tutor Corps or another similar provider
- One-on-one tutoring to select populations as indicated by data
- Mental health services through Valley Cities and PSESD

- Partner with PSED to provide intensive support for scholars and families that are struggling with attendance

For all services, we will continue to work with partner organizations to improve the data systems that provide ongoing information regarding scholar progress, need for additional supports, readiness for fading of supports, and to enable ongoing family partnership.

ROLES AND RESPONSIBILITIES SUPPORTING ACADEMIC AND SOCIAL/EMOTIONAL HEALTH

Building Administration	Teachers	Scholars	Families
<ul style="list-style-type: none"> • PD and focus on high quality, grade level/standards-based instruction • Communicate and promote available supports and services to families, scholars, and staff • Review and analyze data regarding scholar need and progress • Ensure PLC teams are following the recurring cycle of collective inquiry based on the 4 questions 	<ul style="list-style-type: none"> • Communicate and promote services to families and scholars • Review and analyze scholar data to determine need • Plan and Deliver high quality, standards aligned instruction aligned to CEL 5D • Integrate SEL practices throughout all instruction • Monitoring, reviewing and responding to scholar progress data 	<ul style="list-style-type: none"> • Engage in rigorous learning aligned to standards • Complete interest surveys • Attend programs regularly • Provide feedback on programs 	<ul style="list-style-type: none"> • Support Attendance • Communicate interest in programs • Provide feedback on programs



SECTION 5: RECOVERY SERVICES FOR SCHOLARS WITH DISABILITIES

Where We Have Been

Special Education teams will consider the impact of the pandemic on all students with disabilities. Per OSPI guidance, decisions regarding student needs must be made on an individual basis by that student's Special Education team. Teams have been given guidance regarding these considerations.

Conversations about recovery services will take place at the annual IEP or before, depending on student need. Recovery services could include:

- Additional in-person or remote (via Zoom) instruction before/after school and/or during school breaks, that is provided by a special education teacher, or paraeducator if planned and monitored by a special education teacher
- Additional in-person or teletherapy services (speech, occupational therapy, physical therapy, etc.) before or after school or during school breaks
- Additional high-school transition program services, including services that may be provided beyond age 21 and/or high school graduation

The IEP Team, with input from parents, follows these four steps to plan and implement recovery services:

1. Identify scholars who need recovery services – Monitor progress, identify early needs, discuss at annual IEP meetings or sooner if data indicates a need.
2. Make recovery services recommendation – Discuss at IEP annual review or IEP amendment meeting and document proposed type and amount of recovery services in PWN of IEP implementation.
3. Implement recovery services, including progress monitoring.
4. At the next annual IEP meeting, review progress to determine whether recovery services were successful/completed.

Where We Are Going

FWPS recognizes the need to create inclusive systems of support that are available to all scholars. Throughout our recovery plan we have worked to ensure that all scholars, regardless of disability, have access to other types of recovery services, such as summer programming, Saturday Scholar Community, and additional before and after school opportunities. Careful planning has occurred to ensure inclusion of scholars with disabilities in these programs. These services are not part of IEP team decisions, but additional opportunities for scholars with disabilities to recoup learning and build connections and community in inclusive settings.

ROLES AND RESPONSIBILITIES SUPPORT RECOVERY SERVICES FOR SCHOLARS WITH DISABILITIES

Building Administration	Service Providers	Scholars	Families
<ul style="list-style-type: none">• Communicate and promote inclusion of scholars with disabilities in all available supports and services to families, scholars, and staff• Ensure IEP teams are monitoring and reviewing individual scholar progress data	<ul style="list-style-type: none">• Communicate and promote all available supports and services to families and scholars (beyond IEP recovery)• Review and analyze scholar data to determine need for IEP recovery	<ul style="list-style-type: none">• Complete interest surveys• Attend programs regularly• Provide feedback on programs	<ul style="list-style-type: none">• Support Attendance• Communicate interest in programs• Provide feedback on programs

SECTION 6: MULTILINGUAL SERVICES

Where We Have Been

Our multilingual students are served through multiple program models and services in their home schools. Our program models include Two-Way Bilingual Education (Dual Language), Content-Based Instruction or Sheltered Instruction, Supportive Mainstream, and Newcomer Program. FWPS offers additional opportunities for our multilinguals such as extended day and extended school year supports. An area that has grown within multilingual services is our refugee scholar population. We have been welcoming and addressing the diverse needs these scholars bring. SEL, acculturation and language development have been the drivers of our services.

In alignment with the district's strategic plan, this year we continued to improve our practices across our program. We conducted a thorough qualitative review of services for multilingual scholars. We took inventory of the instructional services being provided, the staffing model, the curricular elements being used, the family engagement, the civil rights obligations to English learners, and the climate for scholars, families, and educators.

In addition to our multilingual student population, we serve American Indian and Alaska Native scholars who are not bilingual under Title III which supplements supports provided through other state, local and federal funds.

Universal:

- Integrate SIOP strategies into backwards planning to increase access to grade level instruction for multi-lingual learners
- Acquisition strategies are being embedded into our MTSS professional development to address the need of multilinguals accessing content in Tier 1.
- Creation of the UDL/WIDA/SIOP crosswalk to support the effective implementation of the district's MTSS plan, as it pertains to multilingual scholars.

Targeted:

- **Multilinguals:** We expanded opportunities for language development through Saturday Community School and summer enrichment programs that focus on language development. These opportunities have intentionally focused on our most impacted students that include newcomers, refugees, and long-term multilinguals.
- **Dual Language:** We are reframing and restructuring our dual language program to align to best practices and research and theory. We are currently conducting curriculum adoptions for our dual language program K-5 and our dual language program grades 6-8.
- **AI/AN:** We created a protocol for inviting AI/AN families to consider services under Title III. A crucial goal for this has been to develop a process consistent with our commitment to equity. In addition, we adjusted our identification process to include those identifying as 2 or more races. We have established a system to identify and serve our AI/AN scholars that is aligned with best practices and civil rights obligations.



Intensive:

- **Refugee Scholars/Families:** We serve our refugee scholars with additional supports such as an extended learning program that accelerates English language development, social emotional learning, and peer connections. We provide intentional professional development for staff around school orientation, family engagement best practices, Refugee 101, and Trauma Informed Practices. Through our partnerships with local resettlement agencies, families are also being served through the Education and Family Engagement Orientation program. This program supports newcomer families to better connect and engage with their children's education by understanding the US education system, school expectations, their rights as parents, educational options and how to support their children.

NEXT STEPS: IMPLEMENTING AND PLANNING FORWARD

Language development happens with all learners and in all classrooms. The integration of the SIOP framework into our MTSS initiatives will continue to support increasing meaningful instruction by hundreds of minutes per week for our multilingual scholars.

We will continue to implement language acquisition strategies through professional development for district and building administrators, instructional coaches and Multilingual leads. These teams will then provide district professional development throughout our schools. The focus is intended to be in co-teaching, co-planning in Professional Learning Communities (PLCs), analyzing data to include language proficiency, and support MTSS through the lens of serving multilinguals.



Additional Next steps:

Universal: We will increase technology funds for improved interpretation and communication services for scholars and families. English language development standards will be updated to reflect the new WIDA standards. These standards will prioritize learning outcomes for all multilinguals. In addition, we will be increasing professional development across all areas in order to strengthen the services we provide for a multi-tiered system.

Targeted:

- We will be intentional in engaging our families in MLPAC, NAPAC, DLPAC committees as critical stakeholders in our work moving forward.
- Language acquisition academies during Saturday Community and Summer School
- Service Guide / Toolkit for Newcomers
 - Professional development on Newcomer Toolkit

Intensive:

Refugee Scholar: We will continue to provide services and support through our partnerships with local resettlement agencies. Supports will include summer programs designed to help newcomer high school students build a strong foundation for successful and meaningful completion of the High School and Beyond Plan, High School graduation, and college and career exploration. Summer reading programs to prevent summer reading loss and provide social and emotional learning opportunities and promote positive peer connections will be accessible. In addition, there will be after-school services during the regular calendar school year.

ROLES AND RESPONSIBILITIES SUPPORTING MULTILINGUAL SERVICES

Building Administration	ML Specialist	Teachers	Scholars	Families
<ul style="list-style-type: none">• Lead and support implementation of SIOP strategies at the Tier 1 level• Identify scholars needing services in collaboration with Multilingual Services• Coordinate needs with appropriate resources (i.e. technology, SEL)• Progress monitor ML scholars to ensure growth and make adjustments	<ul style="list-style-type: none">• Identify scholars in collaboration with building administrators and Multilingual Services• Collaborate with core content teachers to provide additional resources and strategies during Tier I instruction• Share with scholars the goals and success criteria of the supports and services being provided	<ul style="list-style-type: none">• Plan instruction with ML scholar needs—utilizing SIOP and other strategies to increase access to grade level content.• Leverage PLC teams to analyze progress of ML scholars and make course corrections• Formative assessment strategies to monitor ML scholar learning and next steps	<ul style="list-style-type: none">• Communicate what resources are needed to be successful. This includes one-to-one technology• Attend after school tutoring.• Set realistic personal academic goals• Provide feedback	<ul style="list-style-type: none">• Ensure attendance of scholars• Communicate any support and resources needed for students to be successful at home• Provide feedback

SECTION 7: AFTER SCHOOL PROGRAMMING

Where We Have Been

In the 2021 - 22 school year, FWPS focused on building structures for and launching Extended Day and After School programming.

STEAM & ROBOTICS CLUBS

Sphero is an after-school club that meets 1-2 times a week from October-June. Sphero lessons and challenges are taught by the lead to immerse scholars in problem-solving through a STEM lens including an optional entry into the STEM Exploration Night Sphero Challenge. This year, the Sphero program served 416 scholars across grades K-12 at 16 of our schools.

First Lego League is an integral part of our district's STEM integration of technology in alignment with our FWPS strategic plan goals. FLL introduces STEM to scholars through hands on learning experiences with robotics and real-world problem-solving. Throughout the season, our scholars experiment, think critically, code, and design to complete a robot run experience and an innovation project presentation. The season includes a competition where scholars are judged for their robot run and innovation project presentations. This year, all fourteen teams participated in the qualifying competition with two teams (ADE and GGB) winning awards. ADE advanced after the qualifying competition and was able to participate at the state level. Teams met once or twice weekly during the first half of the 2021-22 school year to prepare for competition season. Teams meet in the second half of the year to either engage additional scholars or to continue their learning and growing as a team. Leads will provide a minimum of 28 hours of FLL at each participating school this year. This year, First Lego League served 163 scholars across grades 4-8 at 14 of our schools.

ELEMENTARY STEM CLUBS

In collaboration with FWPS Categorical Department, four elementary schools are piloting After School STEM Clubs. Using Camp Invention curricular materials from National Inventors Hall of Fame (NIHF), scholar learning is enriched through this STEM content. Schools used Title/LAP identifications to target their invitations, then opening the remaining seats in a more universal way.

SATURDAY SCHOLAR COMMUNITY

In alignment with the FWPS Strategic Plan, Goal 5: High School Graduation Through Success Transitions, we designed a Saturday Scholar Community (SSC) to focus on key transition years as scholars enter middle and high school. SSC is a Saturday morning program designed to provide 5th and 8th grade scholars additional bridge opportunities for academic learning, as well as fun and engaging experiences to build community and provide social emotional support. SSC was conducted in late spring over five Saturday mornings, from 9:00 am-to-noon. On the last day, scholars celebrated their learning with an earned field trip experience.



Using scholar voice and scholar choice, each student provided feedback on coursework and elective experiences in which they would participate. More than 1800 scholars in 5th and 8th grades submitted course recommendations for Saturday Scholar Community which informed our class offerings for SSC. Consequently, scholars were able to select their 1st, 2nd, and 3rd choice of athletic intramural and/or elective classes and SSC provided every scholar

with at least one of their top 3 choices. More than 12% of scholars who participated in the survey eventually signed up for Saturday Scholar Community.

Academic learning support was prioritized based on iREADY and/or ELL (English Language Learner) data. Students were assigned an AVID (Advancement Via Individual Determination) English Language Arts, AVID Math, or ELL literacy, numeracy, and foundational strategies in preparation for their transition from elementary to middle school and from middle school to high school.

High school scholars currently enrolled in Credit Recovery were also enrolled in SSC. This credit bearing class gave participants an opportunity to recover any failed courses during the previous academic school year.

A principal, site coordinator, and 20 teachers and paraeducators were hired to support teaching and learning. Additionally, Federal Way Public Schools partnered with four community-based organizations who provided additional staff members to teach electives and social emotional small group supports for scholars.



Saturday Scholar Community

FWPS Saturday Scholar Community is designed to support our vision for excellence and equity by providing inclusionary Saturday programming that provides scholars with a sense of belonging and support for transitions through academic and social emotional learning experiences that are fun, engaging, and meet the interests of our scholars.

Universal	Targeted	Intensive
<ul style="list-style-type: none"> Math AVID Curriculum ELA AVID Curriculum Grades PK-11 SEL Supports/Mindfulness Self-Selected Intramural/Elective class 	<ul style="list-style-type: none"> Fine Arts Classes Theatre/Drama LGBTQiA+ SEL support After School-All-Stars Club AP Test Preparation Class Partnerships with local CBOs Supports for scholars involved in the justice restorative system. 	<ul style="list-style-type: none"> Academic Language Academy Academic and Functional Core Class Adapted Sports Class Special Ed Recovery Services Credit Recovery LGBTQiA+ intensive support

Where We Are Going

As FWPS moves into Phase three planning for the 2022-2023 school year, our goal is to build upon and expand our existing structures, forge new partnerships and opportunities, and build pathways for sustainability so these recovery programs become innovations that will continue to support scholars for years to come. Extended Learning Opportunities, which are inclusive of scholars with disabilities and other needs, will include: Saturday Scholar Community, STEAM & Robotics Clubs, First Lego League (FLL), After School All-Stars, and Title/LAP funded extended learning programs

SATURDAY SCHOLAR COMMUNITY

We will continue our Saturday Scholar Community into the 2022-23 school year, offering multiple sessions over the

course of the year with a minimum of one SSC per semester. We will expand participation beyond the 5th and 8th Grade transition years, again using scholar surveys to inform structures, course offerings, and program effectiveness. We will expand and strengthen the sustainability of our community partnerships to enhance our Summer School offerings too, and will review and build funding models (such as Title and LAP funds) that can sustain this program annually.

STEAM & ROBOTICS CLUBS

We will continue to expand our Sphero program into the 2022-23 school year to ensure all K-12 schools have access to Sphero robots (Bolts), lessons, and challenges. Expansion will include enhanced recruitment of staff to lead a Sphero After School Club in each building and targeted recruitment of scholars through advertisement and specialized offerings ensuring no disproportionality in race/ethnicity and gender scholar enrollment.

FIRST LEGO LEAGUE (FLL)

Next year, FWPS will expand FLL to all elementary and middle schools. All schools will be provided with three new Spike Prime robots, two Spike Prime expansion sets, and a practice competition table. FLL leads will have the opportunity to participate in a four-hour training in August or early September. During training, they learn how to utilize the provided weekly lesson guides, what to expect from a competition season, and how to code and build a robot. Scholars will be able to participate in a minimum of 14 weeks (28 hours) of sessions.

MIDDLE SCHOOL AFTER-SCHOOL PROGRAM

Starting school year 2022-23, in collaboration with FWPS, After School All Stars will be building an after-school program at Lakota Middle School. This pilot program will maintain our equity focus of supporting opportunities for scholars of color and scholars furthest from educational justice by providing services at the school site, supporting/supplementing tuition and fees, and other programmatic supports to ensure equitable participation. FWPS will collect, analyze, and monitor scholar and program data to analyze effectiveness and consider expansion in other secondary schools in future years.

TITLE/LAP FUNDED EXTENDED DAY PROGRAMMING

Using our learning from our 21-22 Elementary STEM Clubs pilot, we will be publishing and providing each Principal with an Extended Day Programming Handbook (which will contain all the informational, programmatic, and budgetary steps Principals will need to start before or after school programming. Along with goals to expand Extended Day programming opportunities across our system (Elementary, Middle, and High) we are also exploring funding models (such as Title and LAP funds) that can sustain this programming on an annual basis. Programs could include intramurals, arts, music, theater, STEM/ STEAM, mentorship (Teacher Academy Scholars), language development, and more.

AFTER SCHOOL CLUB COMPLETION

All after school clubs will conclude with FWPS Extended Learning Feedback Form to provide scholar and staff feedback to central office to support revision and adjustment for future implementation.

In addition to exit surveys, throughout programs, FWPS will take pictures, perform interviews, and take recordings to build video promotions and celebrations of the programs.



ROLES AND RESPONSIBILITIES SUPPORTING AFTER SCHOOL CLUBS

Building Administration	Teachers	Scholars	Families
<ul style="list-style-type: none">• Provide sponsorship and communication about programs• Identify scholars for targeted and intensive programs• Organize Confirmation of participation with families• Support in recruiting staff• Support scholar recruitment via interest surveys	<ul style="list-style-type: none">• Identify scholars for targeted and intensive programs• Support scholar recruitment via interest surveys• Work with families/scholars to understand the programs• Support programs through participation	<ul style="list-style-type: none">• Complete interest surveys• Attend programs regularly• Provide survey feedback on programs	<ul style="list-style-type: none">• Support Summer School Attendance• Communicate interest in programs• Support and encourage completion of AVID curriculum work.• Provide survey feedback on programs



SECTION 8: TRANSITION ACTIVITIES

Where We Are Going

Federal Way Public Schools will provide district-wide, multi-tiered support for all scholars who are transitioning between schools, grade-levels, and/or instructional models. Currently, these Bridge Activities are conducted independently under the leadership of its Principal and administrative team and supported by the school's site leadership team.

In order to support **systemic transitions** in a culturally responsive and flexible manner, our district recognizes the importance of engaging students, families, and communities in the process of identifying systemic needs and supports.

A District Transition Steering Committee was convened this spring to review current Transitions, or Bridge Activities that support scholar recovery, commemorations, and acceleration of learning experiences within the important milestones of a student's academic career in Federal Way Public Schools. Bridge (transition) Activities from PreK-to-K, K-to-1st, 5th-to-6th, 8th-to-9th, and graduation and beyond, the District Transition Steering Committee (DTSC) will collect the data over the course of the '21-'22 and '22-'23 school year to review outcomes aligned with our district strategic plan.

Work of District Transition Steering Committee



The primary role of the DTS Committee is to systematize these Bridge Activities and experiences throughout our district to ensure equitable practices and to ensure scholar access to all Bridge Activities to which they are deserving. As an anti-racist organization, Federal Way Public Schools values educational and experiential equity for all scholars. As such, systematizing these bridge activities at all levels is an important in closing opportunity gaps for scholars!

Other goals of the District Transition Steering Committee include:

- The use of our equity analysis tool to support our district Race and Equity Policy 200.
- Examining viable social-emotional and academic supports currently in place and propose other evidence-based practices that are proven effective in closing the achievement gap.
- Acquiring scholar, parent/guardian, staff, and stakeholder voice in the development of systems-aligned bridge activities.
- Collecting and analyzing race/ethnicity data of scholars involved in Bridge Activities and determining its impact in closing the achievement gap and elevating a sense of inclusion and belonging for students.
- Use of evidence-based practices that may “jumpstart” activities for scholars with I (incomplete) of F grade or those who may not have fully mastered the standards necessary to transition between grade levels.
- Developing and publishing a district-wide brochure that memorializes Bridge Activities within those major educational milestones: Pre-K to K, K to 1, 5th to 6th (middle school school), 8th to 9th (high school), and graduation and beyond.

The District Transition Steering Committee shall identify and leverage resources for scholar transitions during their early learning years, between major grade levels from elementary to middle school, and from middle school to high school.

Professional development for our educators and support shall be prepared and supported. Two-way communication with our families is a critical component to successful universal, targeted, and intensive transitions.

Finally, a district-wide evaluation and revision cycle will be created to inform, produce, and sustain a quality district-wide Bridge Program.



District-wide Bridge Activities Supporting Equity and Success for All

FWPS Bridge and Transitions is designed to support our vision for excellence and equity by supporting and celebrating all scholars as they transition from one grade level to the next. The focus for the first two years will be on key milestone transitions: PreK-K, 1st to K, 5th to 6th (middle school), and 8th to 9th (high school). The outcome will be to create a systemic process of communication, celebration, and comprehensive support to memorialize educational transitions for all scholars, regardless of what school they attend.

- Specific BRIDGE activities shall be researched and determined through the work of the District Transition Steering Committee (launched June 7, 2022). Its work will extend through the '22-'23 school year.
- FWPS shall partner with Community Based Organizations in supporting these transitions.

Universal	Targeted	Intensive
<p>Beginning and End of the year transition planning (TBD by DTSC).</p> <p>Peer mentoring at key transition grades in all elementary, middle, and high school buildings.</p> <p>Tier 1 SEL instruction is provided to all scholars as part of the master schedule (e.g. Advisory, morning meeting).</p> <p>ALL scholars are supported in their yearly grade transitions through consistent Implementation of:</p> <ul style="list-style-type: none"> • SEL curriculum • GVC • UDL strategies • SIOP strategies • CELSD framework • AVID strategies 	<p>Targeted scholars are supported in their yearly grade transitions through consistent implementation of:</p> <ul style="list-style-type: none"> • IEP Transition Plan • ELL/Multilingual celebrations consistent with their heritage • UDL strategies • SIOP strategies • AVID strategies • CELSD framework • all followed with fidelity. <p>Identify and provide supports for alternative pathways, like: apprenticeship programming, PSSC participants.</p> <p>Native American targeted transition supports.</p> <p>LGBTQIA targeted transition supports.</p>	<ul style="list-style-type: none"> • Behavioral Success Transition Plans and Supports • Academic and Functional Core Specialized Bridge services. • Credit Recovery

ROLES AND RESPONSIBILITIES FOR TRANSITION IMPLEMENTATION

Building Administration	Teachers	Scholars	Families
<ul style="list-style-type: none"> • Unwavering sponsorship and full implementation of district-wide approved bridge activities • Creation of a school “bridge” team comprised of school leaders and family stakeholders • Support the use of district Equity Analysis Tool to help disaggregate tiered supports for scholars • Identify the necessary targeted and intensive transition supports 	<ul style="list-style-type: none"> • Communicate and promote bridge activities • Support bridge activities through participation • Support scholar recruitment via interest surveys. • Attend professional development that will help produce and sustain a quality district-wide Bridge Program • Provide the necessary targeted and intensive transition supports • Video promotions from staff 	<ul style="list-style-type: none"> • Participate in bridge activities • Support bridge activities for focused grade levels • Provide feedback on programs • Video promotions from scholars. 	<ul style="list-style-type: none"> • Support their scholars participating in bridge activities • Complete reflection/feedback surveys • Attendance and participation at bridge activities sponsored by the school

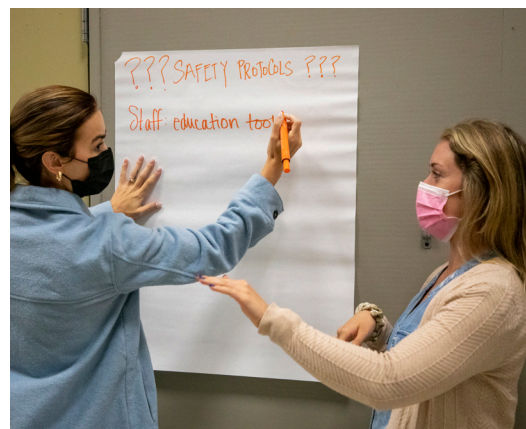
SECTION 9: PROFESSIONAL LEARNING

Where We Have Been

FWPS has multiple structures to provide professional development. In the previous year, we provided 3 days of professional development before the start of the school year and 1 day embedded within the school year (4+1 days). Additionally, we have professional development during early release days, 5 of which are building directed and 4 of which are district directed. We provide after school opportunities and job-embedded opportunities through content facilitators that are specific to grade level bands and content areas. This year we began provided professional development to school based MTSS Lead Teams.

Where We Are Going

We will continue to build additional professional development opportunities through after school offerings, the building level MTSS Lead Teams, content and grade band specific opportunities, and job-embedded professional development. The district will align district-wide initiatives to our Strategic Plan with a key focus on Multi-Tiered Systems of Support: Academic, Social-emotional, and Behavior supports and resources for Tiers I, II, and III. The Theory of Action will drive professional development from the principal into the building to the scholar level. Both qualitative and quantitative data will drive decisions on content and implementation next steps (see Monitoring and Reporting section below for an overview of key data-points).



We will use the following to support the development of a short- and long-term professional development plan that supports research based instructional practices as well as integrates social-emotional wellbeing and behavioral supports:

Effective professional development:

- Is content focused
- Incorporates active learning utilizing adult learning theory
- Supports collaboration, typically in job-embedded contexts
- Uses models and modeling of effective practice
- Provides coaching and expert support
- Offers opportunities for feedback and reflection
- Is of sustained duration (Linda Darling-Hammond, Maria E. Hyler, Madelyn Gardner)

Universal	Targeted and Intensive
<ul style="list-style-type: none">• 4+1 Professional development in August and in March• Building based MTSS Lead Teams• PLC focus integrated into MTSS implementation• Early Release building and district professional development• Early Release grade level/course PLC time	<ul style="list-style-type: none">• Grade band and content specific after school offerings• District Support Team based on scholar data and identified need• Teacher specialist professional development focused on job specific supports and integration of MTSS: instructional coach, interventionist, counselor, literacy development teacher, PBIS lead team, multilingual, and special education teachers

ROLES AND RESPONSIBILITIES OF IMPLEMENTING PROFESSIONAL LEARNING

District Leadership	Building Leadership	Teachers
<ul style="list-style-type: none"> • Provide district-wide professional development aligned to Strategic Plan and key initiatives • Provide turnkey supports for building leadership • Conduct school walkthroughs and learning networks • Provide clear outcomes, next steps, and progress monitoring for implementation of new strategies 	<ul style="list-style-type: none"> • Align school improvement plan with district initiatives • Provide turn-key professional development to staff • Provide job-embedded professional development and supports • Provide supports for PLCs to use student data/work as the driver • Analyze data to understand effectiveness of instructional practices • Conduct walkthroughs, observations and provide bite-sized feedback to staff aligned to the Instructional Framework to support implementation 	<ul style="list-style-type: none"> • Engage in professional development at district and building levels • Engage in job-embedded professional development • Implement feedback from building leadership and SELT teams • Engage in PLCs that use student data/work as the driver • Analyze data to understand the effectiveness of instructional practices



SECTION 10: MONITORING AND REPORTING

A key pillar in the FWPS strategic plan is pillar 4: Data-Informed Continuous Improvement. Within MTSS, central office and building staff are using frequent and timely data to adjust instruction and support. At all levels, staff will be regularly reviewing and analyzing SEL data, behavior/discipline data, attendance data and academic data. At the tier I level, staff will review baseline, growth and summative results to identify which scholars need more intensive instruction and which need acceleration. The goal of tier I is to get 80% or more of scholars meeting expectations. At the tier II level, staff are monitoring specific interventions that are in place to identify if the interventions are working and whether or not scholars need more intensive intervention. At the tier III level, staff will be monitoring intensive interventions to identify growth and determine if scholars need different interventions and more/less time with intensive supports.

Monitoring and Reporting Progress

Purpose: to monitor the effectiveness of tier I, II, and III instruction and supports on academic, social-emotional, attendance, and discipline to help guide instruction and determine necessary supports/interventions

	Universal	Targeted	Intensive
Academics	<ul style="list-style-type: none"> i-Ready diagnostic 3 times a year for ELA/ Math (grades 1-10) Kindergarten I-Ready diagnostic 2 times a year IRLA (grades K-8) GVC Unit Assessments Annual Smarter Balanced Assessments (SBA- grades 3-8; 10) Annual Washington Comprehensive Assessment of Science (WCAS- grades 5, 8, and 11) 	<ul style="list-style-type: none"> Phonics for Reading Annual WIDA Access Annual WIDA Screener 11th and 12th grade smarter balanced assessments (SBA) for scholars needing to meet graduation requirements Highly Capable Testing (CogAT) Advanced Coursework Testing (AP, IB, and Cambridge) 	<ul style="list-style-type: none"> Annual WIDA Alternative Access Annual WA-AIM WA-AIM Retakes Annual Engagement Rubric
SEL	<ul style="list-style-type: none"> Annual Scholar Panorama Back to School Screener (grades 3-12- challenging feelings, positive feelings, and supportive relationships) Bi-Annual Scholar Panorama SEL Survey Bi-Annual Scholar Supports + Environments Survey 	<ul style="list-style-type: none"> Check-in/Check Out Counselor created small groups based on need Class Pass Interventions Mentoring Restorative Practices CBO partnerships 	<ul style="list-style-type: none"> Behavior Intervention Plans Scholar Safety Plans
Scholar Behavior/ Discipline	<ul style="list-style-type: none"> PBIS Team Initiated Problem Solving (TIPS): using monthly SWIS and/or Hoonuit Tier I Tiered Fidelity Inventory (TFI) 	<ul style="list-style-type: none"> PBIS Team Initiated Problem Solving (TIPS): using monthly SWIS and/or Hoonuit Tier II Tiered Fidelity Inventory (TFI) Check-in/Check-out Monitoring 	<ul style="list-style-type: none"> Tier III Tiered Fidelity Inventory (TFI) Behavior Intervention Plans (BIPs) Monthly HIB Reports
Attendance	<ul style="list-style-type: none"> Monthly Attendance Team Meetings with use of Synergy and/or Hoonuit attendance data 	<ul style="list-style-type: none"> Monthly Attendance Team Meetings with use of Synergy and/or Hoonuit attendance data Attendance letters Monitoring of scholars approaching 20 consecutive absences 	<ul style="list-style-type: none"> Monthly Attendance Team Meetings with use of Synergy and/or Hoonuit attendance data BECCA referrals Re-engagement efforts related to scholars withdrawn with unconfirmed transfers, dropping out, or 20 consecutive absences

ROLES AND RESPONSIBILITIES OF MONITORING AND REPORTING

Building Administration	Teachers	Scholars	Families
<ul style="list-style-type: none"> • Ensure Test Security Building Plans are created and followed for all state tests • Support teachers in inputting and analyzing GVC assessments in a timely manner • Monitor gradebook activity, IRLA activity and state assessment completion rates • Communicate deadlines and guide staff in problem solving/ data analysis • Celebrate student growth and success • Support scholar goal setting 	<ul style="list-style-type: none"> • Input and analyze GVC assessments in a timely manner • Actively confer with scholars and update IRLA data and power goals • Celebrate student growth and success and keep families informed of progress • Track intervention data with fidelity 	<ul style="list-style-type: none"> • Attend school regularly and complete assessments within test windows • Set goals and monitor progress towards those goals • Actively monitor StudentVUE • Celebrate growth and achievement 	<ul style="list-style-type: none"> • Partner with teachers to understand scholar progress towards goals and results of recent assessments • Actively monitor parentVUE • Attend SLCs and ask questions related to most recent data

SECTION 11: HEALTH AND SAFETY FOR LEARNING

Following CDC and Department of Health guidelines, all staff, scholars, and families in FWPS will follow basic universal precautions to maintain health and safety. This section of the guide provides important details on how we are keeping our school sites safe and healthy for all scholars and staff.

DISTRICT COVID-19 LEAD TEAM AND COVID-19 SITE COORDINATOR

The district has established a District COVID-19 Lead Team that has developed our comprehensive plan based upon Department of Health guidelines to meet health and safety requirements to support the safety and health of all staff and scholars.

- District Level Coordinators: Deputy Superintendent, Chief of Human Resources, Chief of Finance and Operations, and Director of Health Services

Each school site will have a COVID-19 Site Coordinator who responds to reports of positive cases and potential or suspected cases onsite. The COVID-19 Site Coordinator is responsible for ensuring the fidelity of health and safety protocols within the building and monitoring the health of staff and scholars onsite.

- COVID-19 Site Coordinator: Building Principal

The COVID-19 Site Coordinator (Building Principal) engages in the following:

- Coordinate with the District COVID-19 Lead Team to respond to suspected and confirmed cases
- Completes the FWPS COVID-19 Intake Report for suspected and confirmed cases
- Offers Test to Stay
- Notifies families and staff as appropriate



Face Mask Covering and Personal Protective Equipment (PPE)

Every classroom will be supplied with cloth masks, disposable masks, hand sanitizer, and sanitizing wipes.



Handwashing

Scholars will wash their hands multiple times throughout the day including at arrival and dismissal and after using the bathroom.



Cleaning, Sanitizing, and Disinfecting

High touchpoints (counters, desks, tables, door handles, etc.) cleaned and disinfected frequently.



Visiting Campus

- Visitors are allowed on campus
- Volunteers are required to show proof of vaccine status



HVAC and Ventilation

- FWPS uses high-quality, tight-fitting, air filters (better than standard filters).
- We have increased the airflow of fresh air in all buildings following recommendations by the EPA.

Suspected Cases

- If a scholar develops symptoms while on site, they will be separated from others immediately and walked to a designated area.
- If a staff member develops symptoms while on site, they will leave the building immediately.
- School staff will contact parent/guardian to pick up scholar.
- School staff may follow up to gather more information.

COVID-19 RESPONSE

In each of the following situations guidance from the Department of Health will be followed regarding confirmed COVID-19 cases:

Guidance for Confirmed Cases of COVID-19

Recommend increasing testing of potential close contacts regardless of vaccination status. Testing may be done at school or with over-the-counter tests at home.

- Test immediately and repeat testing every 5-7 days
- If positive, it is recommended to wear a well-fitting mask on days 5-10
- If you need more tests, please contact your school directly



APPENDIX A

	Summer Program	Grade Level	Description	Tiered System		Content		
				Tier	Data Reviewed	Academic	SEL	Experience
PreK	ECEAP Summer Camp	PreK	Camp to learn, play explore. Curricula focused on Kindergarten preparation (reading & Math)	T	T - Gold data and progress monitoring, Classroom based assessments	X	X	X
Elem.	Camp Invention	K-4th	STEM, targeted Reading & Math, Gardening, Spheros	T	T - IRLA, i-Ready (Read & Math), WIDA, Attendance, discipline	X	X	
	Music/STEAM Camp	K-4th	General Music w/ Arts infusion and STEAM lessons	T	T - IRLA, i-Ready (Read & Math), WIDA, Attendance,			X
	Academic Language Camp	K-4th	Focuses on English academic language Multi-Linguals need to access core content.	I	Language Proficiency Assessments; ELPA-21, WIDA	X		
	SPED Programs	K-4th	ESY, ACP Camp, FCP Camp, APE, Recovery (K-12)	I	IEP service minutes, IEP goals, Classroom observational data	X	X	
Middle	Camp Exploration	5th-7th	2-Period Core: ELA (connected to PBL); Math (connected to PBL)	T	T - IRLA, i-Ready (Read & Math), WIDA, Attendance, discipline	X	X	
	Camp Exploration - Elective Period	5th-7th	1-Period Elective chosen by scholar (STEAM, Intramurals, Arts, Leadership, Debate, Music, Gardening & more)	T	T - IRLA, i-Ready (Read & Math), WIDA, Attendance, discipline			X
	Academic Language Camp	5th-7th	Focuses on English academic language Multi-Linguals need to access core content.	I	Language Proficiency Assessments; ELPA-21, WIDA	X		
	SPED Programs	5th-7th	ESY, ACP Camp, FCP Camp, APE, Recovery (K-12)	I	IEP service minutes, IEP goals, Classroom observational data	X	X	
High	Camp Acceleration	8th - 12th	2-Period Camp: Both courses chosen by scholar (IA course for credit; Algebra & Geometry Boot Camp; STEAM, Intramurals, LTEL Support; Debate, Art, and more)	T	T - IRLA, i-Ready (Read & Math), WIDA, Attendance, discipline	X	X	X
	Music - Band Camp	8th - 12th	Concert Band	T	Available to current scholars in band			X
	Music - Jazz Band Camp	8th - 12th	Jazz Band	T	Available to current scholars in jazz band			X
	Music - Choir Camp	8th - 12th	Concert Choir	T	Available to current scholars in choir			X
	Music - Orchestra Camp	8th - 12th	Orchestra	T	Available to current scholars in orchestra			X
	Academic Language Camp	5th-7th	Focuses on English academic language Multi-Linguals need to access core content.	I	Language Proficiency Assessments; ELPA-21, WIDA	X		
	SPED Programs	5th-7th	ESY, ACP Camp, FCP Camp, APE, Recovery (K-12)	I	IEP service minutes, IEP goals, Classroom observational data	X	X	
	Credit Recovery	11th-12th	Customized On-Line courses to recover credits for graduation	T	Transcripts, Graduation Requirements	X		
	IRC Certifications	9th - 12th	Forklift, Flagger, CNA, Microsoft, Google, and other certificates	T	Available to interested scholars			X
Other Offerings	FWPS Summer Learning Packets	PreK - 12th	Packet containing ELA, Math, and other content	U	Available to all scholars	X		
	FWPS Online/Televised Lessons	K-5th	K-5th ELA lessons, Math lessons, Math lessons in spanish, and SEL resources	U	Available to all scholars	X	X	
	FW Boys & Girls Club	K-8th; 9th-12th	Week-long summer camps	T	T - IRLA, i-Ready (Read & Math), WIDA, Attendance, discipline			X
	FW Community Center	K-8th	Week-long summer camps	T	T - IRLA, i-Ready (Read & Math), WIDA, Attendance, discipline			X

(U-Universal T-Targeted I-Intensive)

APPENDIX B

2022 SUMMER LEARNING PROGRAMS

Purpose: FWPS Summer School programs are designed to support our vision for excellence and equity by providing inclusionary programs that provide scholars with a sense of belonging and support for transitions through academic and social emotional learning experiences that are fun, engaging, and meet the interests of our scholars.

SUMMER OFFERINGS

	PreK-4th Grade Course Descriptions
ECEAP Summer Camp	ECEAP summer programming will serve 40 kindergarten-bound scholars at Uptown Square ECEAP Early Learning Center from July 5-August 19. The seven-week camp will run 9am-3pm on Monday-Thursday providing our youngest scholars the opportunity to learn, play and explore. This summer program will feature curricula that focuses on getting ready for kindergarten by incorporating early reading and math skills in small and large group settings, crafts, indoor and outdoor exploratory play and a whole lot of fun! Breakfast, lunch and snack will also be provided for scholars each day.
Camp Invention	This is a hands-on engaging learning experience that focuses on STEM and ELA opportunities for our scholars. Each day scholars will have the chance to dive into a STEM lesson. Scholars will also participate in robotics and gardening lessons throughout the summer and have time to work on reading skills each day.
Music/STEAM Camp	4-week experience with weekly music focuses that may include instruments, rhythm, percussion, dance, art, and other musical experiences. Scholars will then take part in a STEM lesson from Camp Invention. Each day will consist of 2 90 minute classes (Music and a STEM Class)
Academic Language Academy (ELL); STEM Camp	4-week experience that targets Newcomer students who have attended one year or less in formal educational programs in the United States and who have a language proficiency level of Entering or Emerging. In the absence of language assessment scores, sites may present Multilingual Services with recommendations and evidence for consideration for participation. These will be reviewed on an individual basis due to the risk of placing scholars in programs that provide instruction below their language proficiency levels. Each day will consist of 2 90 minute classes (ALA and a STEM Class)

	5th – 7th Grade Course Offerings
Camp Exploration	This is an engaging, project-based learning experience that connects ELA and Math classes to fun and engaging elective opportunities (like STEAM, Music, Debate, Leadership, Intramural Sports, Art, and Gardening) through an aligned theme such as Forensics and Coding & Leadership and Teamwork. Each day will consist of 3 60-minute classes (ELA, Math, and an elective chosen by the scholar)
Academic Language Academy (ELL)/ Camp Exploration	4-week experience that targets participation of students who are demonstrating potential risk, as identified by one or more risk indicators that have been validated as effective for identifying risk in a multilingual population. These are long term enrollment (LTEL designation) or a proficiency plateau at a low-intermediate level of language acquisition. Each day will consist of 3 60-minute classes (ALA, Math, and an Elective Class chosen by the scholar)

	8th – 12th Grade Course Offerings
Camp Acceleration	<p>This is a fun and engaging day that offers two opportunities for elective experiences based on scholar interest. In addition, there are also opportunities for scholars to earn credits with the support of a mentor through the Internet Academy summer program.</p> <p>Offerings may include: STEAM, Jazz Band, Combo Band, Choir, Debate, Leadership, Intramural Sports, Art, and CTE offerings)</p> <p>Each day will consist of 2 90-minute classes (both chosen by the scholar via survey)</p>
Academic Language Academy (ELL); Camp Acceleration	<p>4-week experience that targets participation of students who are demonstrating potential risk, as identified by one or more risk indicators that have been validated as effective for identifying risk in a multilingual population. These are long term enrollment (LTEL designation) or a proficiency plateau at a low-intermediate level of language acquisition. Each day will consist of 2 90-minute classes (ALA and an Elective Class chosen by the scholar)</p>
Credit Recovery	<p>Scholars will take online courses customized to include only the course standards they did not meet as long as they have a standards-based report card.</p> <p>Scholars will access courses through Edgenuity and be supported by a credit recovery facilitator.</p> <p>There are two sessions, each with AM and PM offerings.</p>

	Additional Offering Descriptions
Federal Way Boys and Girls Club	<p>Join the Boys and Girls club this summer for a 4-week session filled with fun activities including art, group games, and songs. Campers will get a mixture of time at and away from the Club and experience a range of guest speakers/ presentations, as well as a variety of field trips around Washington State (alternative activities will be in place if the pandemic is still active). Families you identify will be contacted by the Boys and Girls Club directly to determine which 4-week session they will participate in.</p>
Teen Center Federal Way Boys and Girls Club	<p>Join the Boys and Girls club this summer for a 4-week session filled with fun activities including art, group games, and songs. Campers will get a mixture of time at and away from the Club and experience a range of guest speakers/ presentations, as well as a variety of field trips around Washington State (alternative activities will be in place if the pandemic is still active). Families you identify will be contacted by the Boys and Girls Club directly to determine which 4-week session they will participate in.</p>
Sports Camp/Federal Way Boys and Girls Club	<p>Join the Boys and Girls club this summer for a 4-week session filled with fun activities including art, group games, and songs. Campers will get a mixture of time at and away from the Club and experience a range of guest speakers/ presentations, as well as a variety of field trips around Washington State (alternative activities will be in place if the pandemic is still active). Families you identify will be contacted by the Boys and Girls Club directly to determine which 4-week session they will participate in</p>

