

Washington State Office of the Superintendent of Public Instruction

Under the leadership of Superintendent Terry Bergeson, five major strategic goals were established by the state education agency. The third goal focused on improving the environment for learning. “Even with the best teachers, students who come to school sick, tired, or hungry, who feel unsafe on campus, who are dealing with complicated home issues, or who arrive in school as kindergartners with little early learning or exposure to other children have a hard time focusing on learning. Through our strategic plan, we are working with schools, students, families, communities, and other partners to ensure that students get the support they need to thrive as healthy and engaged learners at all ages.” This goal is stated as follows: *All schools, in partnership with students, families, and communities, provide safe, civil, healthy, and engaging environments for learning.*

At one point in their school improvement efforts, the state adopted the umbrella term, *Supportive Learning Environment*, to encompass this goal. In doing so, it defined a Supportive Learning Environment as one that is “safe, civil, healthy and intellectually stimulating where students are engaged in learning and are committed to acquiring the knowledge, attitudes, skills and behaviors to succeed in the 21st century. Such an environment must be supported by weaving together the resources of students, families, communities, and school staff.” Also stressed was that such an environment is one where “students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.”

As initially formulated, the goal for a supportive learning environment encompassed four areas of focus: (a) early and extended learning opportunities, (b) safe and healthy schools, (c) personalized guidance for every student, and (d) comprehensive health and social services. In discussing development of a supportive learning environments, it was recognized that the focus must be on the partnership between school, community and family environments that support academic achievement. Designing such a system was seen as an inter-agency and multi-disciplinary task including the identification of standards, creation of a system for implementation, and use of accountability outcomes that closely correlate with improved academic achievement.

PREPARING WASHINGTON STUDENTS FOR THE 21st CENTURY

Five-Year Strategic Plan for the Office of Superintendent of Public Instruction

2002-2007

All students achieve at high levels,
taught by high-quality educators and staff
in safe, supportive, and well-managed schools.

NOTE: The OSPI works closely with the Legislature, Governor, federal government, and many other partners affecting Washington state policy and funding. This plan reflects our understanding of the landscape at this time and will be revised as new state and federal laws and budgets pass into law, or as new rules are adopted by agencies that affect our work.

April 2003

Preparing Washington Students to Live, Learn, and Work As Productive Citizens in the 21st Century

OSPI MISSION

In collaboration with educators, students, families, local communities, business, labor, and government partners, the Office of Superintendent of Public Instruction leads, supports, and oversees K-12 education, ensuring the success of all learners.

Each of Washington's diverse students demonstrates high levels of achievement in the four state learning goals and graduates from high school ready to implement a positive plan for his or her future.

GOAL 1

Highly skilled, diverse educators support the academic success of every student.

GOAL 2

All schools, in partnership with students, families, and communities, provide safe, civil, healthy, and engaging environments for learning.

GOAL 3

Sufficient state resources are provided for every student to succeed through an efficient, equitable, and responsive K-12 funding system that promotes innovation and rewards results.

GOAL 4

OSPI supports effective schools and student achievement through focused policies, sound management, and excellent service to the education community.

GOAL 5

Students are able to:

1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

FOUR STATE LEARNING GOALS

GOAL

3

Safe, Civil, Healthy, and Engaging Schools

All schools, in partnership with students, families, and communities, provide safe, civil, healthy, and engaging environments for learning.

OBJECTIVE 3.1 SCHOOL READINESS and GUIDANCE

Ensure that schools, in partnership with students and families, support school readiness for pre-kindergartners and older students, including a guidance plan for every K-12 student.

Performance Measure 3.1.1 EARLY LEARNING

School-based early learning programs are coordinated with each school's improvement plan by 2007.

Current Actions 2002-03	Future Actions 2003-07
<ul style="list-style-type: none">• Strengthen formal connections between pre-kindergarten family and community experiences and K-12 schools to improve children's readiness for school and schools' readiness for children, including shared professional development between early childhood educators and K-12 teachers.• Identify and review effective practices and/or program models for early learning for inclusion in School Improvement Plans.	<ul style="list-style-type: none">• Pilot early learning data collection, analysis, and School Improvement Plan coordination in schools with existing programs.• Evaluate and report impact of early learning programs on school improvement.• Define data elements that establish benchmarks for evaluating early learning in relation to student success.

Performance Measure 3.1.2 EXTENDED LEARNING

School-based extended learning programs, developed with students, families, and communities, are coordinated with each school's improvement plan by 2007.

Current Actions 2002-03	Future Actions 2003-07
<ul style="list-style-type: none">• Identify and review best practices and/or program models for extended learning, including 21st Century Community Learning Centers, for inclusion in School Improvement Plans.	<ul style="list-style-type: none">• Pilot 21st Century Community Learning Center data collection, analysis, and School Improvement Plan coordination in schools with existing programs.• Evaluate and report impact of extended learning programs on school improvement.• Define data elements that establish benchmarks for evaluating extended learning in relation to student success.

Performance Measure 3.1.3 GUIDANCE and COUNSELING

The percentage of schools implementing a comprehensive guidance and counseling plan for every student is increased annually, beginning in 2004.

Current Actions 2002-03	Future Actions 2003-07
<ul style="list-style-type: none"> • Complete guidelines for state Comprehensive Guidance and Counseling (CGC) system. • Develop implementation system including staff and fiscal resources and professional development. 	<ul style="list-style-type: none"> • Establish a statewide guidance advisory committee to inform instructional design, professional development, and assessment. • Pilot guidance plan in selected districts in each educational service district / region. • Establish implementation benchmarks. • Include guidance plan data in School Improvement Plans. • Prepare plan for full implementation.

OBJECTIVE 3.2 SAFE, CIVIL, HEALTHY, and ENGAGING ENVIRONMENTS

Ensure that all schools provide safe, healthy, and engaging learning environments for students and staff.

Performance Measure 3.2.1 SCHOOL HEALTH and SAFETY PROFILE

A school health and safety profile, based on key learning environment elements, is implemented for each school by 2007.

Current Actions 2002-03	Future Actions 2003-07
<ul style="list-style-type: none"> • Establish profile model based on research-based key elements. • Evaluate existing interagency data systems and identify gaps. • Implement revised School Health and Safety Guide. 	<ul style="list-style-type: none"> • Pilot profile model in representative sample districts with low and high performing schools in coordination with the School Improvement Plan. • Establish profile benchmarks. • Revise profile and make available to all schools. • Integrate school health and safety guidelines in school design, construction and maintenance criteria.

Performance Measure 3.2.2 COMPREHENSIVE SAFE SCHOOLS PLAN

All schools have developed and implemented a comprehensive safe schools plan by 2007.

Current Actions 2002-03	Future Actions 2003-07
<ul style="list-style-type: none"> • Assist schools in fully implementing the crisis response portion of the comprehensive safe schools plan. • Develop an assessment model that defines comprehensive safe schools plan criteria, including assessment. • Develop a professional development plan and implementation process for the comprehensive safe schools plan. • Complete full implementation of the School Safety Center, and expand the Safety Center website to ensure efficient dissemination of key school safety resources. 	<ul style="list-style-type: none"> • Establish implementation benchmarks. • Pilot assessment and professional development models in selected schools in each educational service district/region. • Revise the plan and fully implement in all schools.

Performance Measure 3.2.3 STUDENT ENGAGEMENT

Develop a comprehensive statewide plan to promote student engagement throughout education.

Current Actions 2002-03	Future Actions 2003-07
<ul style="list-style-type: none"> • Develop a website of key resources that encourages student involvement in school. • Build capacity of students to participate in educational decision-making through the co-op program and statewide training opportunities. 	<ul style="list-style-type: none"> • Build capacity of local schools and districts to engage students through professional development training, technical assistance, and school improvement planning. • Establish partnerships throughout the education system, including education associations and national organizations, to engage student voice in the school improvement process. • Pilot student participation in WASL scoring training workshops. • Increase opportunity for student participation in advanced-level courses and programs.

OBJECTIVE 3.3 SOCIAL and HEALTH SERVICES

Ensure that students have access to social and health services that reduce barriers to learning.

Performance Measure 3.3.1 STATEWIDE CHILDREN’S HEALTH PLAN

By 2007, develop a statewide strategic children’s health plan with schools, students, families, and state and community partners that addresses physical, social, and emotional barriers to learning and living healthfully.

<p>Current Actions 2002-03</p>	<p>Future Actions 2003-07</p>
<ul style="list-style-type: none"> • Identify key stakeholders, expand inter-agency relationships, and plan to address barriers, including resources. • Gather research-based information on physical, social, and emotional barriers to learning and determine related effective practices. • Establish benchmarks for physical, social, and emotional data. • Request legislative support for Nurse Corps expansion, as well as other strategies to increase direct nursing services in schools. • Analyze results of Well Child Exam pilot project and formulate policy recommendations regarding screening. • Collaborate with the Department of Social and Health Services (DSHS) and local child-serving agencies to identify public school and social service practices that improve educational outcomes for children in foster care. 	<ul style="list-style-type: none"> • Develop a plan for the improvement of the health, fitness, and nutrition of school-aged children, based on the health and fitness EALRs and assessments as well as other relevant data. • Pilot draft plan of defined intra/interagency linkages between education, social services, and education in selected districts that support children’s health and school success. • Implement funding, data, and professional development components for full implementation. • Collaborate with DSHS, the Department of Health, and other child-serving agencies to improve and expand access to health and mental health services for children in schools and communities.



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OPERATIONS AND SUPPORT

Student Support and Operations

Mission Statement

Assist school districts and their family and community partners in creating and sustaining quality learning environments that support the achievement and success of all children and youth.

This section coordinates programs and services to support student success in the following areas:

For more information:

Martin Mueller
Director
360.725.6050
mmueller@ospi.wednet.edu

Donna Hanson
Administrative Assistant
360.725.6050
hanson@ospi.wednet.edu

"Supportive Learning Environments and School Improvement" (ppt)

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OSPI

Old Capitol Building, P.O. Box 47200, Olympia, WA 98504-7200
(360) 725-6000 TTY (360) 664-3631 webmaster@ospi.wednet.edu



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What Makes a School Successful?

SUPPORTIVE LEARNING ENVIRONMENT

The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

RESEARCH

INDICATORS:

- Increases in student's bonding to school (opportunities, recognition, skills).
- There is a warm and friendly atmosphere.
- There is a reduction in discipline referrals (number, severity).
- Test scores are improving (norm and criterion-referenced).
- There is low staff turnover.
- Students and teachers are listening to others; respectful and courteous.
- Students take personal responsibility for their learning and behavior.
- Each student is supported by an adult advocate.

RESOURCES:

- [NCCSR Publications. Bookmark. November 2001. Improving School Climate](#)
- [Every Child Learning: Safe and Supportive Schools](#)
- [Policy Brief 23, Class Size Reduction: Lessons Learned from Experience](#)
- [Add It Up: Using Research to Improve Education for Low-Income and Minority Students](#)
- [Class Size and Students At Risk: Instructional Practice and Student Behavior](#)
- [Social Development Research Group, U of W., David Hawkins and Richard Catalano](#)
- [National Resource Center for Safe Schools; National Mentoring Center](#)
- [School Mental Health Project, Howard Adelman and Linda Taylor](#)
- [Committing to Class-Size Reduction and Finding the Resources to Implement It: A Case Study of Resource Reallocation](#)
- Adelman, H. and Taylor, L. (1999) New Directions in Enhancing Educational Results: Policymaker's Guide to Restructuring Student Support Resources to Address Barriers to Learning, The Center for Mental Health in Schools, UCLA, Los Angeles.
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- DePorter, B., Reardon, M. and Singer-Nourie, S. (1999). Quantum Teaching: Orchestrating Student Success. Boston: Allyn and Bacon. See chapter 4, Orchestrating a Supportive Environment; chapter 9, Orchestrating Life Skills.
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School Improvement in Washington State

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- Kohn, A. (1996). *Beyond Discipline: From Compliance to Community*. Alexandria, VA: ASCD.
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- NASSP. (1996). *Breaking Ranks. Changing an American Institution*. Report of NASSP in partnership with the Carnegie Foundation for the Advancement of Teaching on the high school of the 21st century. Alexandria, VA: NASSP. See chapter Three. *School Environment. Creating a Climate Conducive to Teaching and Learning*.
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- Starkman, N. et. al (1999). *Great Places to Learn: How Asset-Building Schools Help Students Succeed*. Minneapolis, MN: Search Institute. www.search-institute.org/
- Stockard, J. and Mayberry, M. (1992). *Effective Educational Environments*. Newbury Park, CA: Corwin Press, Inc. See chapter 2. *School and Classroom Climates*; chapter 3, *School Resources and School and Classroom Size*.



SAFE SUCCESSFUL SCHOOLS

Tom Kelly
Asst. Supt. of Public Instruction
Operations and Support

Ensuring Student Achievement Through Collaboration: The Challenges of Poverty and Transition

