

Neighborhoods

Over three years, P-3 strategies and systems of support will be phased in across seven neighborhood schools:

YEAR 1

Fruit Valley Elementary
Ogden Elementary

YEAR 2

Martin Luther King Jr. Elementary
Marshall Elementary

YEAR 3

Washington Elementary
Roosevelt Elementary
Truman Elementary



P-3 roadmap vision

To support all children's growth and development by aligning systems and services for families ensuring a strong foundation for future learning.

Our roadmap developers

Vancouver Public Schools
ESD 112
Foundation for VPS
Free Clinic of SWWA
Children's Center
SHARE

Boys and Girls Club of SWWA
Partners in Careers
Council for the Homeless
Vancouver Housing Authority
Clark County Public Health

Join the journey!

Vancouver Public Schools
Tamara Shoup
Interim executive director
of school supports
360.313.4732
tamara.shoup@vansd.org

ESD112
Jodi Wall
Executive director early care
and education
360.952.3366
jodi.wall@esd112.org



The schools identified present the greatest opportunity to address disparities created by historically high rates of poverty, limited access to high quality early childhood opportunities and underutilization of family support services.



Prenatal-3rd grade ROADMAP

A visual guide to show how our community can align resources and services to support better student outcomes for all children.



Vancouver Public Schools, ESD 112 and community partners believe that all children benefit from equitable access to high quality early care and education.

Prenatal to third grade are vital years for brain development.

Young children's brains develop rapidly, building the foundations of cognition and character needed throughout life. Research clearly shows the link between high quality early learning experiences and proficiency in third grade reading, a reliable predictor of high school graduation.

The roadmap is a collective approach.

Every child deserves a clear pathway to high quality education. Our collective approach to prenatal-3rd grade alignment addresses disparities in equity and access by coordinating and strengthening support systems from birth to third grade through input from families, early childhood providers, K-12 professionals, and community partners. This approach builds on the strength of community partners and programs and leverages new and existing resources.

Harnessing potential to build reality.

Ultimately, this comprehensive approach to P-3 Alignment helps students start down the right path and harnesses the potential to improve child outcomes and overcome achievement gaps.



ALL CHILDREN...
regularly attend programs or services
enter kindergarten with expected skills & behaviors
are reading on level by 3rd grade

Address challenges facing **early childhood workforce.** (CS)

Build & engage **health care & business partners.** (CS)

Administrator Effectiveness (AE)

Foster **teamwork among teachers** within & across early childhood/K-3/special programs/after-school programs to identify individual students & sub-groups who may benefit from additional academic & non-academic supports. (AE)

Establish a P-3 coordinator to support work over time. (AE)



Direct multiple **funding sources** to launch & sustain P-3 system providing **equitable access** to early learning opportunities & prioritize services & supports to remove barriers to learning. (CS)

Cross-Sector Work (CS)

Prioritize the allocation of space for early learning programs & increase children's access to after-school & **extended learning opportunities.** (AE)

Continually gather feedback from families to determine the direct support services families need. (CP)

Establish dedicated **cross-sector leadership team** that regularly meets to share information & best practices. (CS)

Develop a welcoming environment where **families can gather** & share cultural wisdom, empowering them as leaders. (EF)

Increase family at-home participation by **establishing two-way communication** channels with technology, personal talk & tangible resources. (EF)

Continuity & Pathways (CP)

Connect children & families to academic, social-emotional & other non-academic supports through **coordinated outreach** & referral process including the creation of an online resource hub. (community asset map) (CP)

Provide **job-embedded Learning Walks:** teachers work as a team within/ across early childhood & K-3, with frequent opportunities to observe, share, reflect & **receive coaching.** (TE)

Teacher Effectiveness (TE)

Create/launch **attendance campaign** to promote consistent attendance. (EF)

Encourage all county programs to utilize an **"Early Learning Universal Form"** when working with families to identify eligibility for free & low-cost preschool. (CP)

Partner with families and teachers in the decision-making process by **goal-setting** around academic, behavioral & attendance outcomes. (TE)

Design **culturally responsive learning** experiences that ask: "What do I want students to understand? What do I want students to feel?" (TE)

Engaged Families (EF)



Initiate **Community Cafes** for parents/caregivers to learn about their child's developmental milestones. (EF)

Bridge the gap between preschool & kindergarten using a common transition form & **hosting family connection conferences** prior to school. (CP)



This prenatal–3rd grade roadmap is designed for schools and community partners committed to early care and education, housing and human services, health and mental health care for young children and families in Vancouver, Washington. It offers flexibility for users to see how their strategies for supporting families and children fit into the "big picture" of comprehensive P-3 work.