

Study Session  
2/27/2024



# Agenda

- Student Advisory;
- [School Name Consideration Committees](#), Harney & Ogden;
- [Vision of a Graduate preview](#);
- Student-Centered Community ([C2 +Inclusionary practices - LRE](#))
- Student-Centered Experience ([E2 - student exclusion](#));
- Student-Centered Experience ([E1 - highly capable](#));
- Student-Centered Experience ([Trauma-informed practice policy](#))

**Highschool**

# Student Advisory

*Oasis, Skyview HS  
Venus, iTech*





# Belonging Plan

**District goal:** improve 6-12 belonging score as measured by Panorama from 41% to **45%.**

**School goal:** improve 6-12 belonging score as measured by Panorama from A% to B%.

## **Action steps you will be taking at your school:**

- ☐ Educating students and staff about the Panorama survey, your goal, and helping everyone understand why it's important
- ☐ Participate in Panorama survey question review - spring 2024
- ☐ Connecting with the Student-Centered Equity Team at your school: communicating the goal and your ideas, how will you work together
  - ☐ Your idea [Schools Ideas/Next Steps Doc](#)
  - ☐ Your idea [Schools Ideas/Next Steps Doc](#)





# Our Schools Ideas

## **Skyview:**

- ★ Taco Talks
- ★ Panorama Survey Video Commercial
- ★ Student Voice Council
- ★ Cultural Assembly

## **iTech:**

- ★ Wednesday assemblies
- ★ Spirit weeks
- ★ Talk about the Panorama survey on our school news
- ★ Culture fair in april
- ★ School dances/events
- ★ Active PTSA
- ★ Family fun nights





# Planning our Student Leadership Summit




May 17 @WSUVancouver

## Outcomes

Bring representative group of students together to:

- ☐ Develop new relationships
- ☐ Develop leadership skills
- ☐ Prepare to launch student advisory 2024-5
- ☐ Share student perspective

## Group Activity

- 
- ☐ Add ideas to this draft [Agenda](#) about what you'd like to experience at this year's Student Leadership Summit.
  - ☐ Consider how you will invite students from your school. [participation list](#)
  - ☐ What do you want the T-shirt to look like? What phrase should we have on it? Please add ideas [HERE](#)
  - ☐ Would you like to be on the planning committee? [Sign up HERE.](#)





# *Planning our Student Leadership Summit*



- Looking to engage students from different buildings TOGETHER
- Teach students leadership skills, to take back to their own buildings
- Students will learn from one another, in addition to guest presenters
- Help students learn why their voices are important for change
- School groups to develop action plans to take back to their buildings





*Questions?*





# Harney/Ogden Name Exploration Update



**Harney**  
Elementary School  
Home of the Hornets

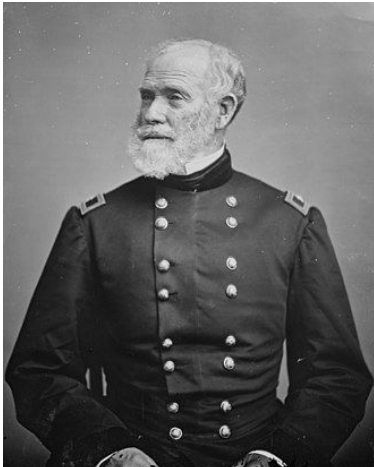


**Ogden**  
Elementary School  
Home of the Cougars

# Exploration

## Define the Issue/Problem

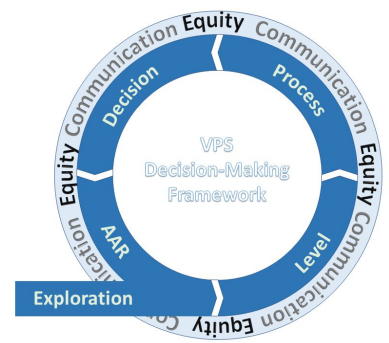
- The issue about General William S. Harney and Peter S. Ogden's histories and the names of our schools have been brought up previously to the school district.
- Do the history of the men match the values of our schools?



General Harney



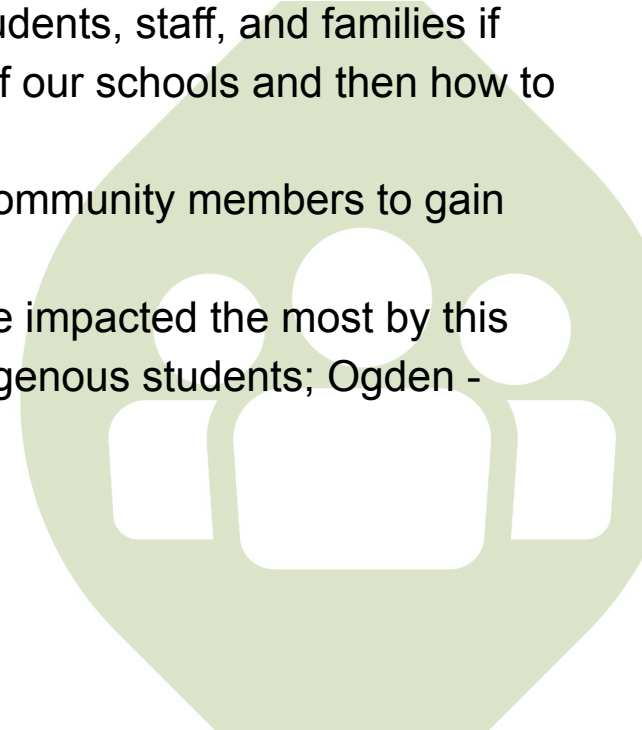
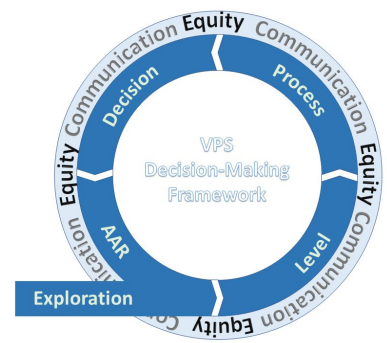
Ogden



## Level

### Inclusion and Engagement

- Using the guidance of our equity policy, we have asked students, staff, and families if William S. Harney and Peter S. Ogden match the values of our schools and then how to best move forward.
- Both schools have met with students, staff, parents, and community members to gain input on this topic.
  - We have paid special attention to those who would be impacted the most by this type of decision. (Harney - African American and Indigenous students; Ogden - Indigenous students)



# Process

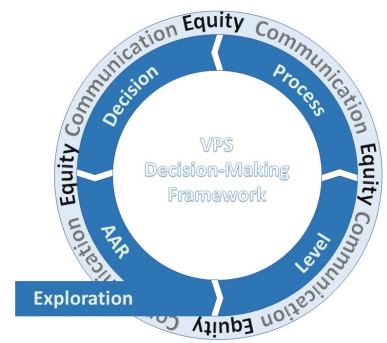
## Data-Driven Decision-Making

Harney:

- 5th Grader who identifies as African American: I really like the name Harney. We're the first school and have lasted this long - we're Harney! I don't have to like him, but the people we who learning here are good. We're a good school.
- 5th Grader who identifies as Native American: I think we should change the name. He did some really bad things.

Ogden:

- 4th Grader who identifies as Native American: We've had the name for so long. The person doesn't mean anything to us, but the school does. Our school is more than a name!
- Parent: "My experience with Ogden elementary is that it is inclusive, progressive, intelligent, strongly against bullying, and - most of all - kind. After reading a summary of Peter Skene Ogden, I would say he's quite the opposite...I would support an initiative to rename the school after a more honorable ancestor."



# Decision

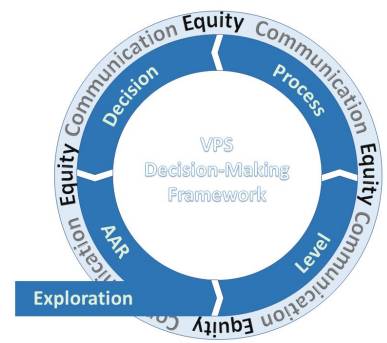
- Potential Solutions - All should include different components of educating our communities about the history of our names.

## Harney

- Community is pretty split between keep and change the name
- All groups recommend educating our students, staff and community as very few were/are aware we were named after Gen. Harney

## Ogden

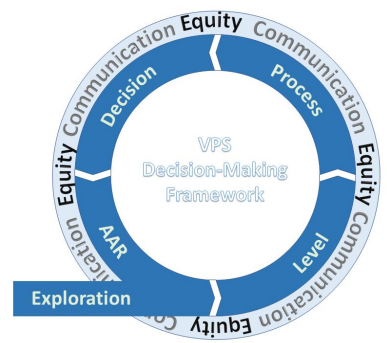
- The community wants to drop 'Peter S.' from the name of our school
- A much smaller group wants to change the name completely
- Only a handful of people said we should completely keep the name



# Decision

## Evidence of Impact and Monitoring

- Can we engage our communities more in this process and come back at later time?
- Is there anything else you would like us to consider?
- We would appreciate any feedback you might have.



# **Strategic Planning Update and Resources**









# Our Vision of a Graduate

Vancouver Public Schools Graduates have the **core knowledge and life-ready skills to meet the real-world demands** of their chosen next step.

Our graduates are **curious learners who can persevere and adapt** to changing conditions. They are **effective communicators** who work independently or in collaboration with others in search of informed solutions to complex problems.

Whether entering the workforce, trade programs, and/or higher education, VPS graduates are **compassionate and inclusive human beings** who will positively influence their local and global community while consistently acting with integrity.

## OUR MISSION

Inspiring Learning.

Growing Community.

**Each student, Every day.**

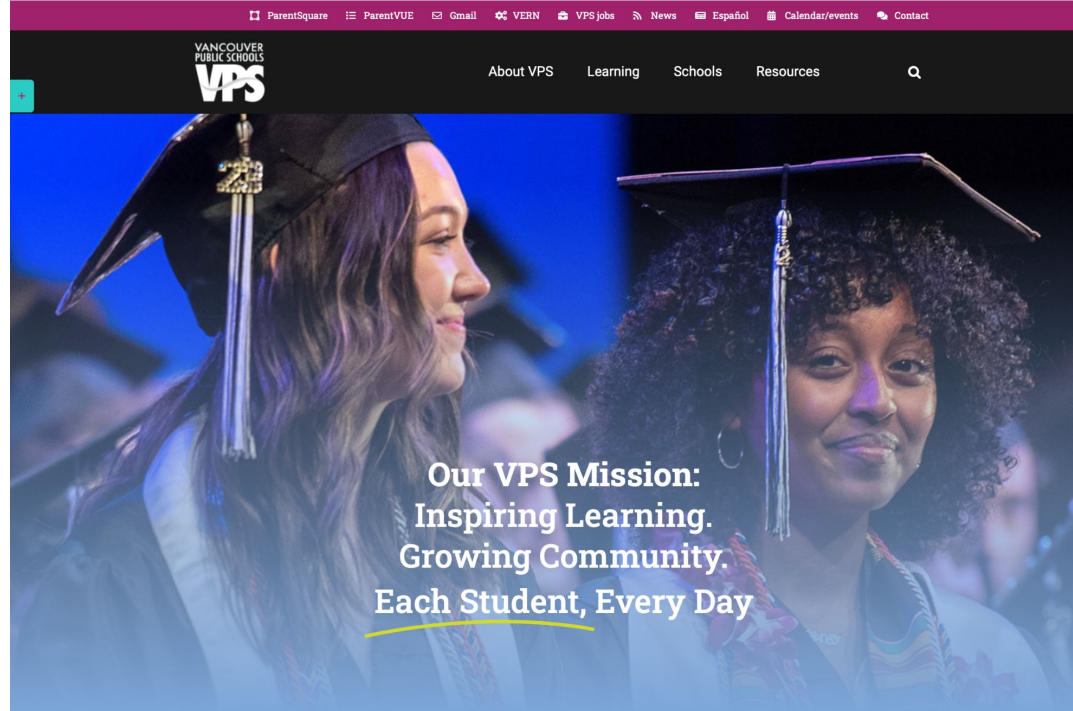
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# View the Strategic Plan on Our Website



[vansd.org/  
strategic-plan](https://vansd.org/strategic-plan)



## Why do we need a strategic plan?

Our community, society, and the future demands for students are constantly evolving. Our educational goals and priorities need to be constantly evolving to make sure our students, today's children, are adequately prepared for what may lie ahead after they graduate as tomorrow's adults, workers, politicians, voters, and community leaders.

We want to make sure our goals and how we prioritize our work, time, funding and all decisions are aligned with the desires of our students, families and entire Vancouver community.

So, we asked these groups several important questions so that we could align what we deliver based on these shared values.

Planning process ➔

# Workplan: **Vision of a Graduate**



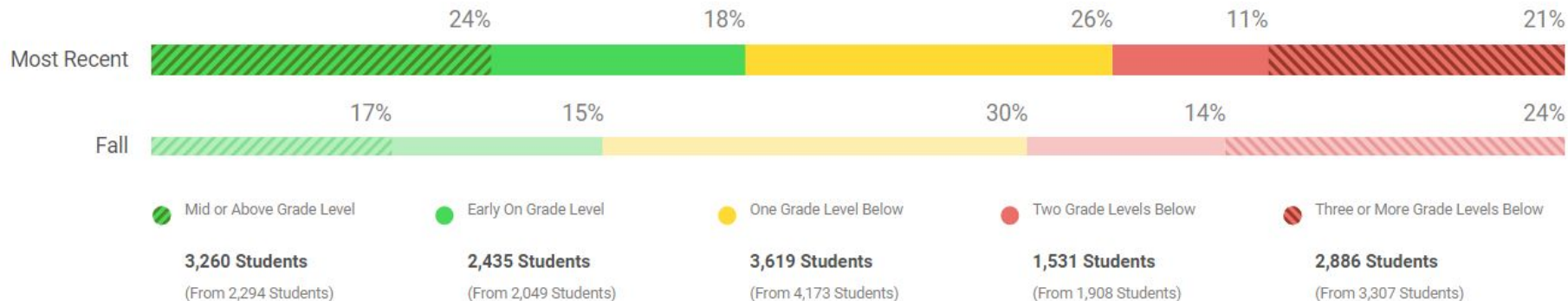
**Student Reading  
Learning:  
*23-24 iReady Growth***



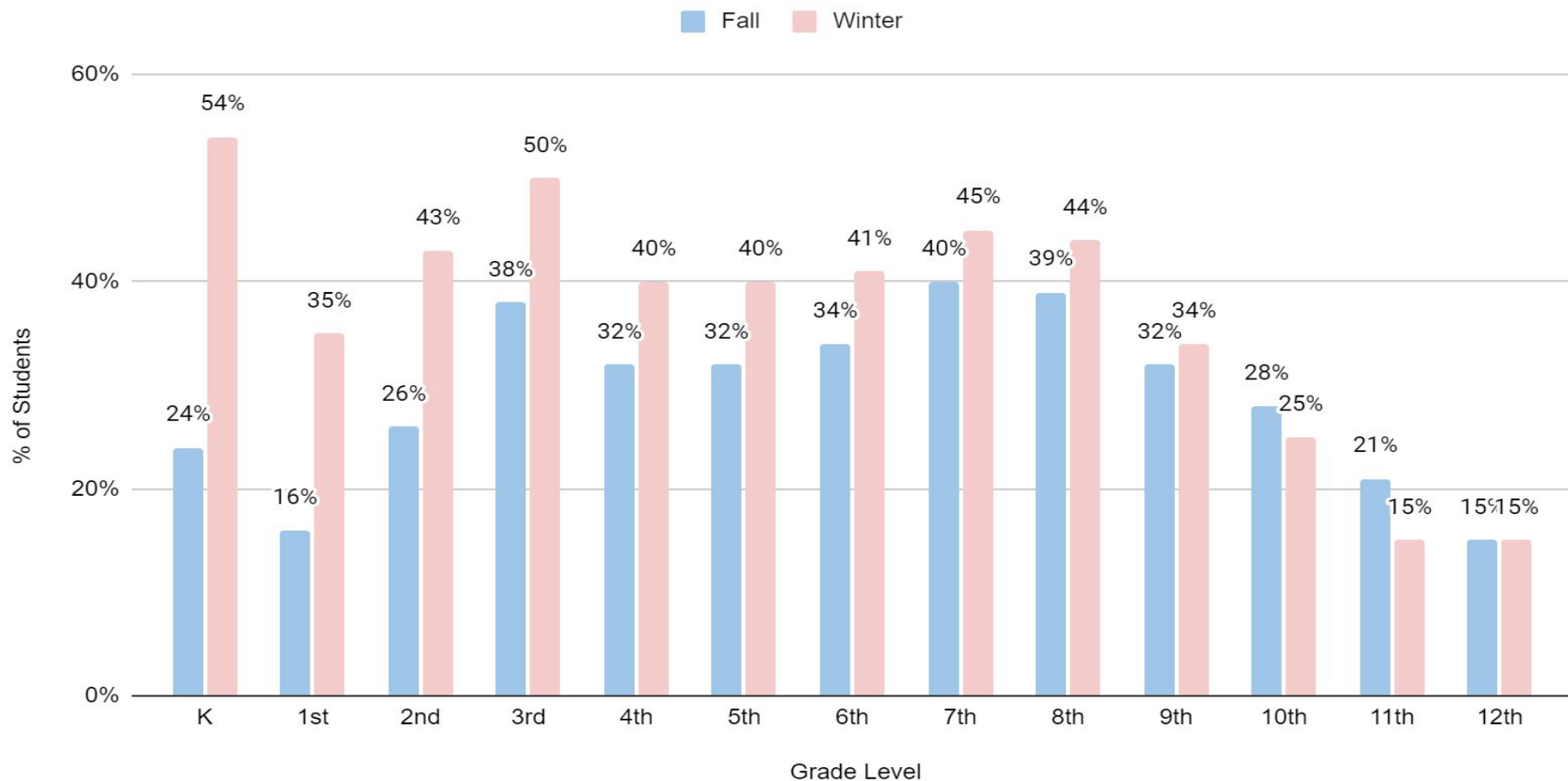
# iReady Overall Reading Placement, Winter 2023-24

## Overall Placement

Students Assessed/Total: 13,731/21,356



## 2023-24 Fall to Winter iReady Reading Proficiency



# How Have Relative Placements Changed From Winter to Winter?

Placement Distribution, Winter 21-22 to Winter 23-24



*i-Ready's* criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

*This is a cross-sectional analysis.*



# Growth Success Stories

## Eisenhower, Grade 5: The Power of Collaborative School Teams & Impact of Integration

- Targeted & flexible small group intervention
- Integration & Meaning-Making during Core literacy instruction
- Team effort!

Grade 5	<div><div>✓ 112%</div></div>	53%	<div><div></div><div>57%</div></div>	18%	46%	94/98
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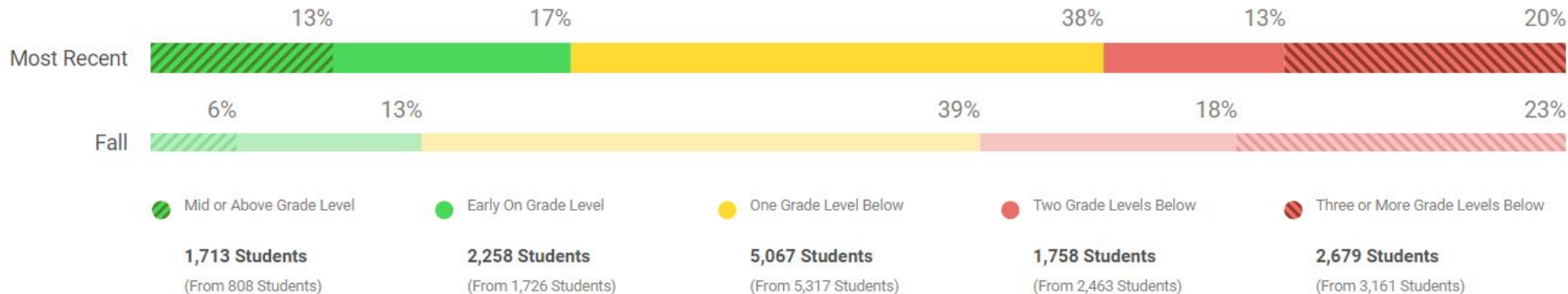
**Student Math Learning:**  
*23-24 iReady Growth*



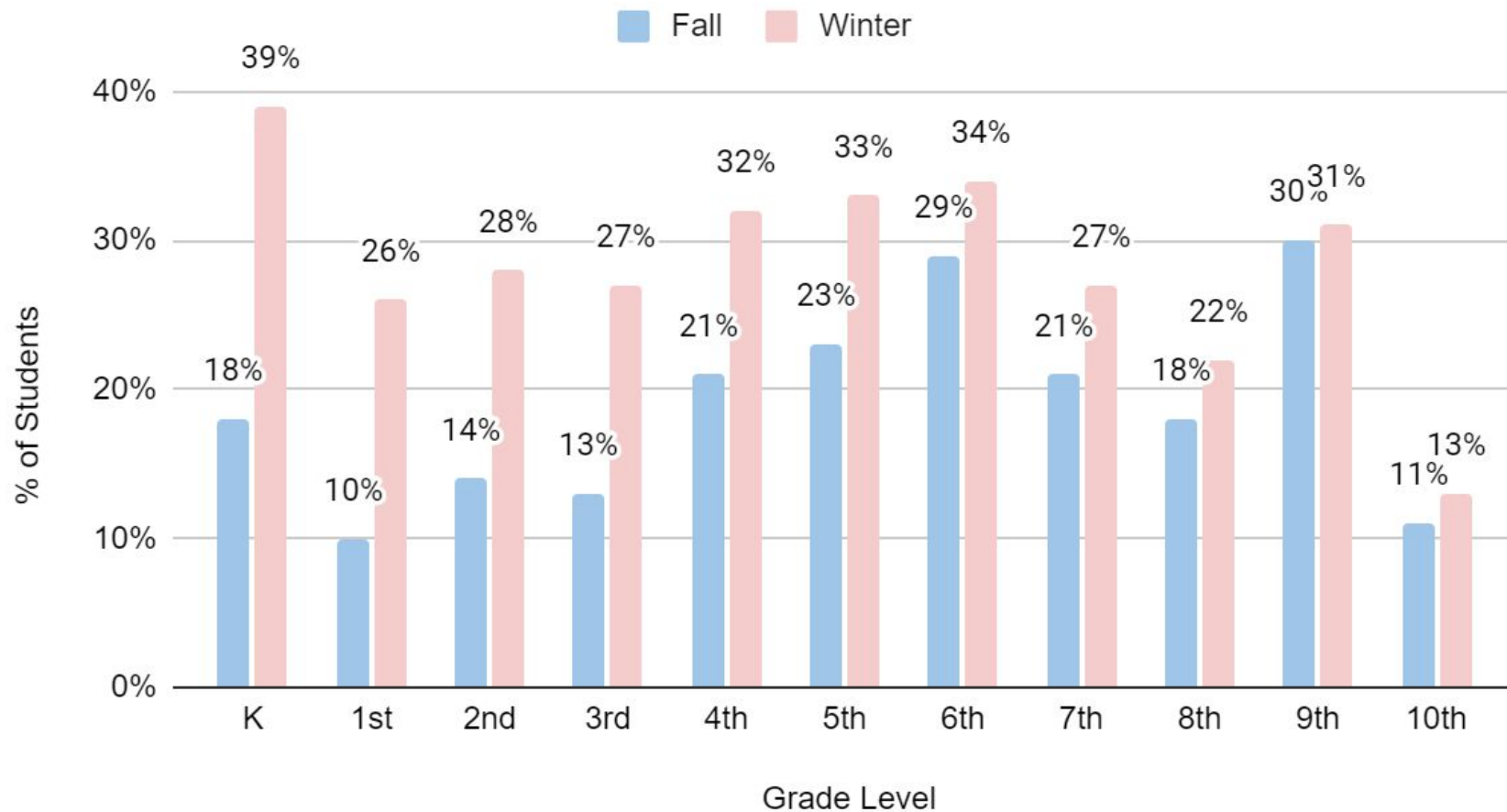
# iReady Overall Math Placement, Winter 2023-24

## Overall Placement

Students Assessed/Total: 13,475/21,352

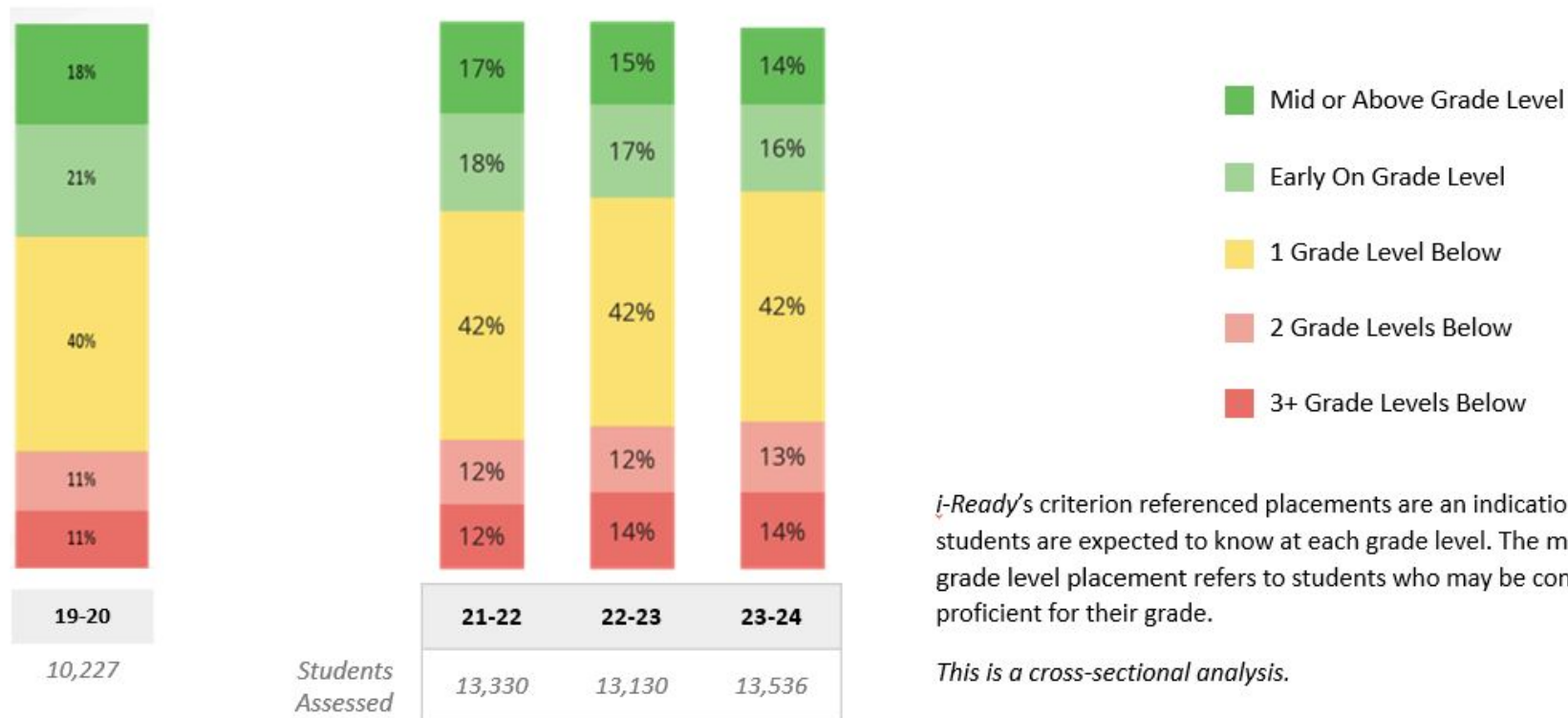


# 2023-24 Fall to Winter iReady Math Proficiency



# How Have Relative Placements Changed From Winter to Winter?

Placement Distribution, Winter 21-22 to Winter 23-24



# Growth Success Stories: Jason Lee Middle School

Students monitoring their own progress and setting growth goals.

Teacher teams developing clarity on what they are teaching and intervening.



Reading	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement ⌵
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵	
Grade 6	<div><div></div></div> 157%	62%	<div><div></div></div> 57%	30%	54%
Grade 7	<div><div></div></div> 157%	63%	<div><div></div></div> 52%	28%	56%
Grade 8	<div><div></div></div> 100%	51%	<div><div></div></div> 32%	27%	45%

Math	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement ⌵
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵	
Grade 6	<div><div></div></div> 80%	41%	<div><div></div></div> 40%	14%	51%
Grade 7	<div><div></div></div> 77%	42%	<div><div></div></div> 39%	7%	43%
Grade 8	<div><div></div></div> 56%	40%	<div><div></div></div> 23%	7%	35%

# March Study Session

- How are students growing?
  - Disaggregated by groups
- Next steps: MTSS
  - Essential Standards
  - Tier One Instruction
  - Assessment Practices

# Workplan: **Family and Community Engagement**





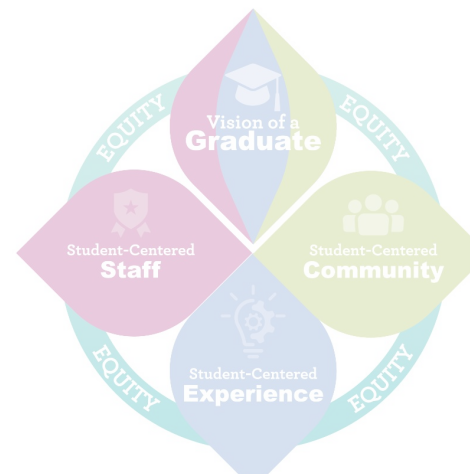




## Student-Centered Community

*VISION: Increase family and community trust, connection, and partnership to ensure each student can thrive in their journey towards our vision of a VPS graduate.*  
Partner with families and community to help determine and deliver needed access and support for our students.

**C2. Collaborate with families to better understand and support their students with special attention for underserved and marginalized student groups.**



# 5 Year Vision Statement

Through **strong collaboration** with families and between schools and departments to **improve meaningful access** for students and families in underserved and marginalized groups to programs and services of support.



# Why

When our families have partnership and a connection, this can lead to higher levels of trust.

With stronger levels of trust this can lead to a greater sense of belonging to their school and community.

With a greater sense of belonging students can thrive in their learning and community.

When families have a strong connection and partnerships with their community school and district their students can reach their full potential.



# 2023-24 Measurable Outcomes

Increased number or percentage of families engaging and measurably accessing information about resources (as measured by ParentSquare and other tools)

Strengthened partnerships with VPS Departments for families to expand access to district information and resources.

Increase opportunities for families to access information and resources to ensure access and benefit for our most marginalized students.



# 2023-24 Progress Monitoring

Continue and strengthen department collaboration and planning to increase accessibility for parents to engage in their child's education.

Schools to identify a building-based list of contacts that implement Parent Family Engagement.

Starting to shift composition of Student-Centered Equity Teams to be equal number of family members to staff members in a power-sharing model.



# 2023-24 Progress Monitoring

Increased collaboration with families and departments to strengthen meaningful opportunities to support students' greater sense of belong via **Advisory groups:** Special Education, Family, Equity, Staff, Student, Title I, Dual Language, Career & College Readiness (CCR)TE (*not a comprehensive list*)

- Equity Advisory Committee: receive input from diverse family and community representatives, review data for targeted feedback and suggestions
- Special Education: focused conversations with moving from current pull out to an inclusive model
- Family Advisory Committee: receive input for district programs and opportunities for increasing family support
- Dual Language: Address program progress and benefits. Additionally, advising on Dual Language Framework
- Title I: to engage parents to seek input on the VPS Title I program
- CCR: Convene community members to inform and solicit input on post secondary programs and planning



# Summative Report

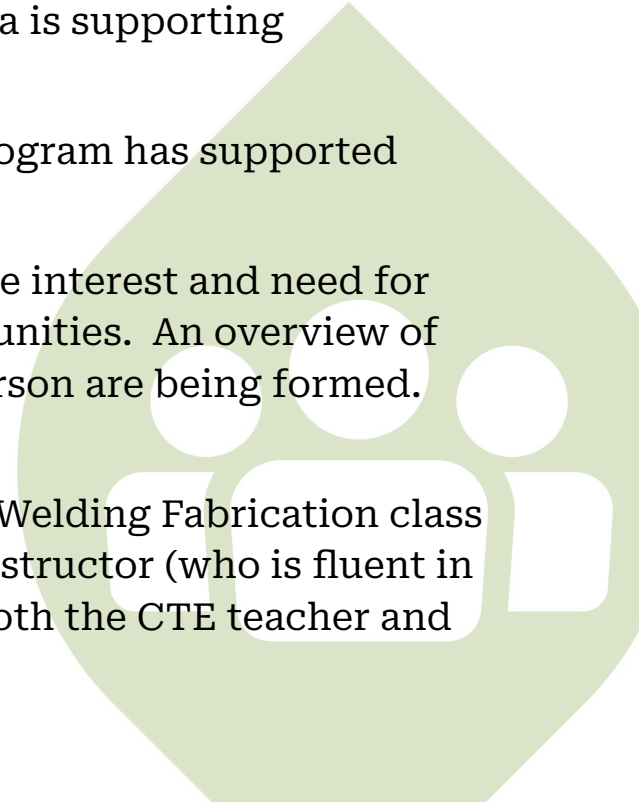
- Advisories are thriving in VPS as evidenced by the increase number of [advisories](#). The district currently hosts approximately 17 different advisories, with approximately 275-300 members.
- Have begun collaborating with Communications Department to utilize the best tools and implement communications in a way that increases engagement and feedback
- As a result of this collaboration and partnership with the Communication Department, and use of ParentSquare, we went from 400 completed Family Income Surveys using email to 3,600 using ParentSquare.





# Summative Report

- La Plaza is thriving and supporting our families. La Plaza is supporting approximately 150 adults and 160 students.
- With the addition of the GED program at La Plaza the program has supported approximately 15 individuals
- The CCR department sent a survey to 15 parents to gauge interest and need for information around CCR Programs and students opportunities. An overview of ALL the programs was provided and plans to meet in person are being formed. This group will meet in person on March 13th.
- Our first cohort of Spanish speaking new comers in our Welding Fabrication class began in February. We have 16 students with our CTE instructor (who is fluent in spanish). Building ML staff are dropping in to support both the CTE teacher and students.



# Next Steps

*Continue to:*

- build virtual/online opportunities and avenues for community input and guidance
- disaggregate metrics to really understand how many marginalized and underserved families are engaging.
- strengthen partnerships with schools and district departments in support of underserved families.
- incorporate parents as equal members with staff with our building level Student-Centered Equity Teams.
- provide Advisory opportunities for our families.
- increase opportunities and add new ways for families to access information and resources to ensure access and benefit for our most marginalized students.



# Student Centered Experience

[2023-24 Goal 1 Workplan](#)



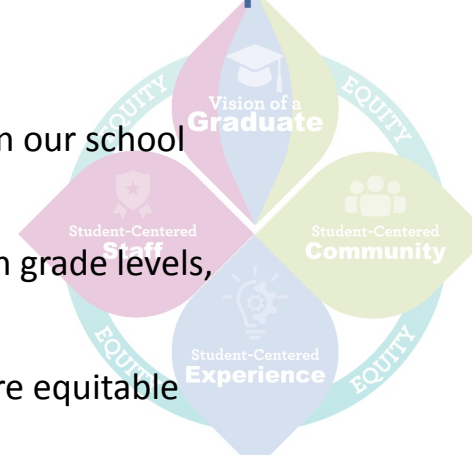


# Student-Centered Experience

**VISION:** Design learning experiences that **motivate each student to realize their potential and love for learning**. Students see themselves **represented, supported and loved through engaging instruction, curriculum, and our high expectations** for their ongoing success towards our vision of a VPS graduate and beyond.

## Develop/sustain a culture of belonging, safety, and positive student-staff relationships

- E1a. Increase access and inclusion for underserved and marginalized students.
- E1b. Strengthen access to necessary support systems for each student to thrive in our school communities.
- E1c. Strengthen support provided to students and families for transitions through grade levels, schools and graduation.
- E1d. Ensure student behavioral expectations are clear and discipline outcomes are equitable



# Five Year Vision

Through **professional development, designing structures, and fostering partnerships**, we will develop a culture of belonging, safety and positive relationships with students, families, and the community.



# Why

Students thrive within a culture of belonging, safety, and where positive relationships exist

We want each student to thrive so they can reach their maximum potential

When each student grows and reaches their maximum potential, we fulfill our fundamental purpose

Our community expects us to fulfill our fundamental purpose

When we fulfill our fundamental purpose and produce successful graduates who positively contribute to their community, our entire community benefits



# 2023-24 Expected Measurable Outcomes

Increase the percentage of students experiencing supportive relationships, self efficacy and belonging, and decrease disproportionality for Equity Priority student groups, as measured by Panorama.

Increase the percentage of students attending 95% of the time and decrease disproportionality for Equity Priority student groups

Decrease the number of days for students experiencing exclusionary discipline and decrease disproportionality for student groups



# 2023-24 Expected Measurable Outcomes

Increase the number of students participating in transition interviews and decrease disproportionality for Equity Priority student groups.

Increase the number of students reporting positive experiences in their K-12 educational experiences as measured by qualitative data

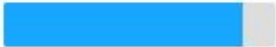









# Progress Monitoring 1

Grades 3-5

4,085 responses |

Topic	Percent Favorable ?	Compared to others nationally ?	Change since Spring 2023 ?
Supportive Relationships <b>i</b>	88% 	 60th-79th percentile	▲ 1
Self-Efficacy <b>i</b>	58% 	 40th-59th percentile	▲ 1
Sense of Belonging <b>i</b>	66% 	 60th-79th percentile	▲ 3



# Progress Monitoring 1

Grades 6-12

8,230 responses |

Topic

Percent Favorable ?

Compared to others  
nationally ?

Change since Spring 2023 ?

Self-Efficacy ?



40th-59th percentile

0

Sense of Belonging ?



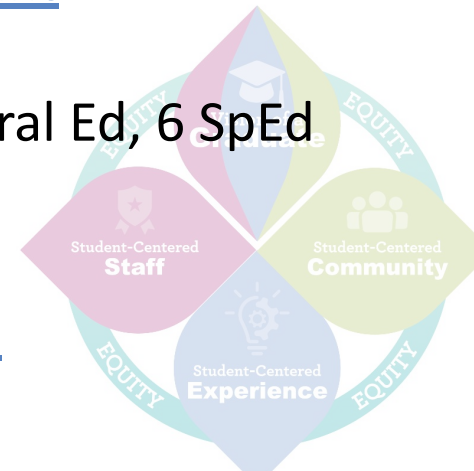
0th-19th percentile

▲ 2



# Progress Monitoring 1

- Cultural Competency, Diversity, Equity & Inclusion
  - Professional Learning-August 24, 2023
- Mental Health Supports for students and families
  - 15 Mental Health service providers at secondary sites through our School Based Mental Health Grant
- Kindergarten Jump Start/ 6th Grade Kick Start
  - August 14-18, 804 Kindergarteners, 59 General Ed, 6 SpEd
  - August 29, served 80% of 6th Graders
- Partnership with VEA
  - Student Management and Discipline Process





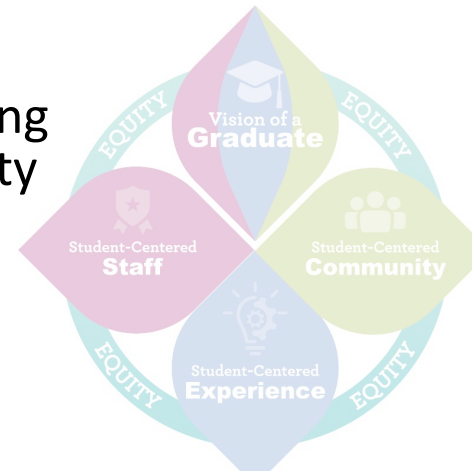
## Progress Monitoring 2

### Develop/sustain a culture of belonging, safety, and positive student-staff relationships

E1d. Ensure student behavioral expectations are clear and discipline outcomes are equitable

### Expected Measurable Outcome

Decrease the number of days for students experiencing exclusionary discipline and decrease disproportionality for student groups





## Progress Monitoring 2

**E1d. Ensure student behavioral expectations are clear and discipline outcomes are equitable**

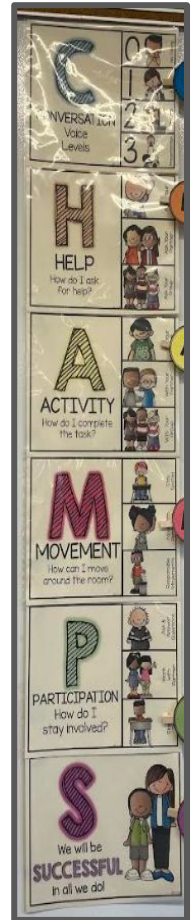
- **CHAMPS/STOIC**

*"CHAMPS has been very instrumental in creating a working environment suitable for my students. The practice of implementing routines centered around CHAMPS has allowed my students to become more independent and increased my time to interact with and support students that need that extra help and/or one on one instruction."* VPS teacher

*"CHAMPS helps us save time and know what the expectations are. I like CHAMPing it out for the class."*

- **Restorative Practices**

*"It helps me solve problems in a positive way."*





## Progress Monitoring 2: Success Stories

Office Referrals at Fort Vancouver High School were reduced significantly, going from over 400 classroom referrals last year to just under 50 classroom referrals at this point in the school year.

Students in Alternative Learning programs like Success Academy and Back on Track went from multiple discipline referrals leading to exclusion to zero year to date in the current school year.

*“This program is better for me because I can actually do my work...staff help you...I choose not to get in trouble here...I’ve grown up because staff is so respectful.”*



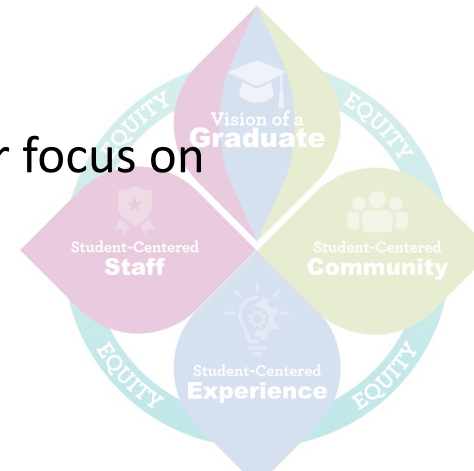


## Next Steps

Continue to implement and train staff in CHAMPS/STOIC, Restorative Justice and Trauma Informed Practices

Provide continues opportunities for staff to partner with community partners and district family liaisons

Continue to monitor discipline and exclusion data, with a laser focus on disproportionality and our equity priority groups



# Student Centered Experience E1

HiCap Update 23-24  
[Past Updates](#)





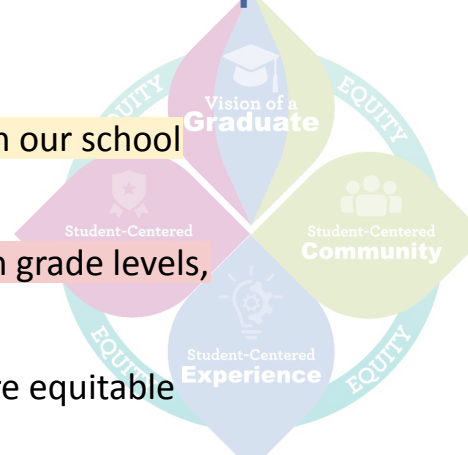


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# Success

Reviewing significant strides made in enhancing highly capable services

## Identification

- Universal screening for all 2nd and 5th graders
- We identified 71 fifth graders as highly capable by using the Naglieri Ability Assessment.



# Naglieri

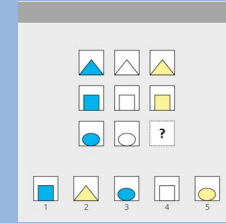
Students complete three subtests:

- Verbal
- Nonverbal
- Quantitative



## Verbal

What doesn't belong?



## Nonverbal

Analogies



## Quantitative

Math patterns & calculations

# Sample Naglieri Parent Report

Students take the assessment over the course of 2 days for 5th grade and 3 days for 2nd grade.

Students have 30 minutes to complete 40 items for each of the 3 subtests.

The test times itself when a student begins the first item and times out after 30 mins.

## PARENT REPORT



### Description of the Naglieri General Ability Tests

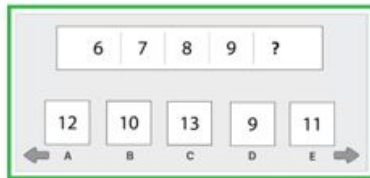
The *Naglieri General Ability Tests–Verbal* uses pictures that represent verbal concepts. The student needs to figure out what verbal concept is shared by five of the pictures to select which picture does not represent the concept. This allows students to answer the questions using any language.



The *Naglieri General Ability Tests–Nonverbal* uses questions that are presented using shapes and diagrams. The student needs to find the relationships among shapes, their color and other features to figure out which answer completes the pattern. Students can solve these questions no matter what language they speak.



The *Naglieri General Ability Tests–Quantitative* uses numbers and shapes that are arranged in a pattern. The student needs to notice patterns and sequences of basic math concepts. There are no math word problems so the questions can be solved no matter what language the student speaks.



## PARENT REPORT



Name/ID: «FirstName»

Grade: «Grade»

School: «School»

Date Tested:

Your child recently took the *Naglieri General Ability Tests*. These tests measure general ability using verbal, nonverbal, and quantitative questions. The tests were created to help identify all students equally. The *Naglieri General Ability Tests* scores **compare each student to others in the same grade in their own school district**.

Type of Score	Your Child's District-Level Score		
	Verbal	Nonverbal	Quantitative
<b>National Percentile Rank</b> Percentile ranks compare an individual student to other students of the same grade. The higher the score, the better the student's performance on the test. A score of 90 means that the student earned a score that was equal to or greater than 90% of students in the local comparison group.  Average Scores: 16–83 Above Average Scores: 84–97 Very Much Above Average Scores: 98 or Higher	Locally Normed Verbal Percentile Score	Locally Normed Nonverbal Percentile Score	Locally Normed Quantitative Percentile Score
<b>National Total Score</b> The student's score on all three of the tests. The higher the score, the better the student's performance on the test.  Average Scores: 85–114 Above Average Scores: 115–129 Very Much Above Average Scores: 130 or Higher	Locally Normed Total Standard Score		

Locally normed data is calculated by high school feeder pattern.

When we analyze student data to identify students as Highly Capable we examine both nationally normed and locally normed scores.

# Success

Parents and students report the success of the new Intensive HiCap Classrooms at Truman.

## What Students say about IHS.

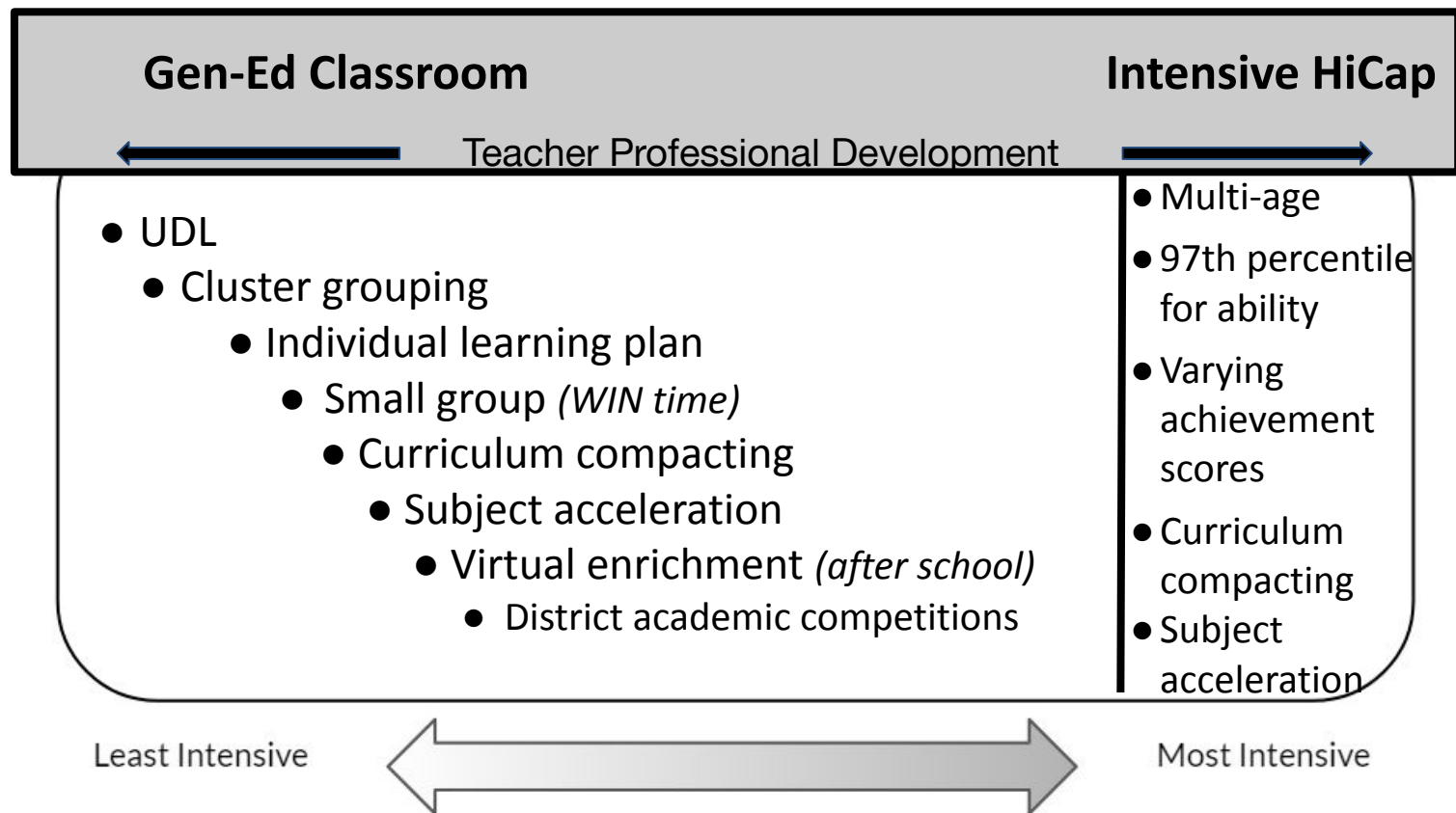
- *I like how I always get work that is right for me, and I'm able to get it done. It's always a little harder, and I like that because that's how we learn.*
- My favorite thing about IHS is that we get challenged, but all the challenges are the right challenges for our level.
- *I really like all the STEM projects that we get to do.*
- I like that we get to do a lot of fun stuff like science experiments, writing stories, doing fun math challenges and a lot more.

# Progress

## Changes to Services

- We will begin single subject identification with current second graders.
- This will support a better alignment of student need and forecasted classes for middle and high school students.
- More schools will approximate clustering of HiCap students.
- Schools design their own menu of choices for a continuum of HiCap services.

# VPS HiCap Service Continuum





# Progress

## Professional Development

- Principals and coaches receive PD on documentation and compliance at least 3 times per year.
- Principals and coaches receive PD on high leverage instructional practices to offer extensions with depth and complexity.
- HiCap TOSA collaborates with building coaches to provide optional PD and PLC HiCap support.

School	HiCap Student #	HiCap students in Honors English	HiCap students in accelerated math	HiCap students in accelerated science	HiCap students not in any accelerated course
Alki	87	79	57	20	0
Discovery	23	18	13	4	3
Gaiser	16	12	16	3	0
Jason Lee	42	38	33	7	2
Jefferson	94	87	53	24	6
Mac	27	25	15	9	2
iTech	66	0	48	22	17
VSAA	100	0	65	21	32
Heights	8	0	0	0	8

## Challenges

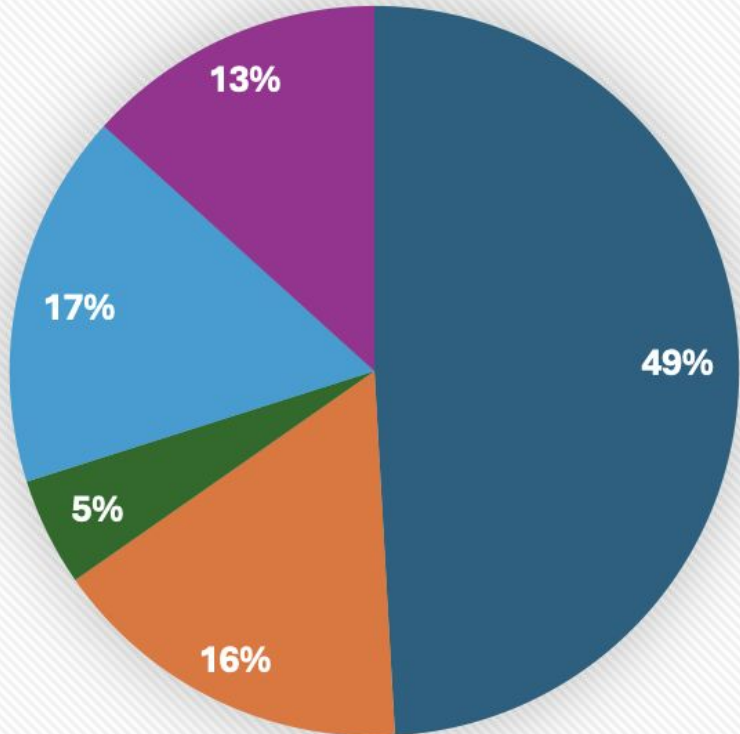
Working towards better district proportionality and alignment of HiCap services.

We are attending to the problem of disproportionality between the district population and the HiCap population.

## Challenges

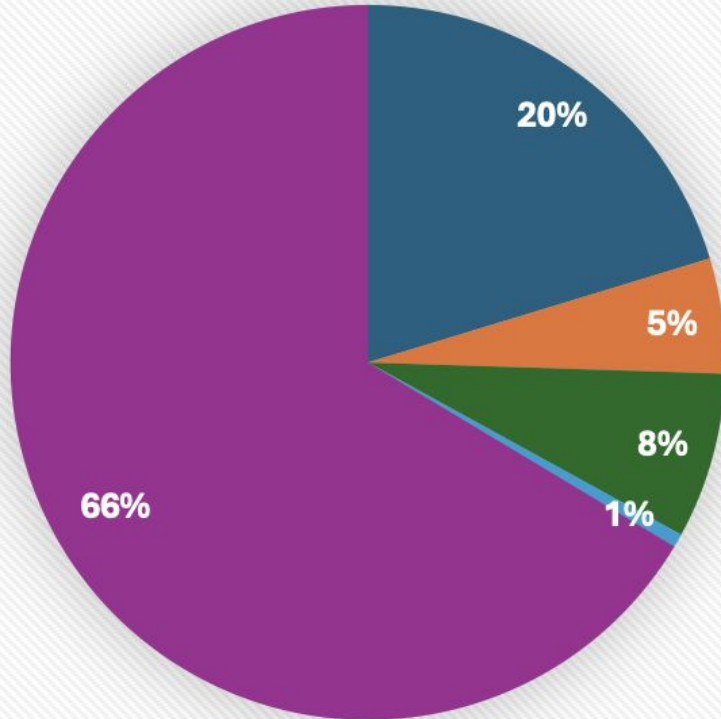
[Working towards better district proportionality.](#)

# Special Programs - District



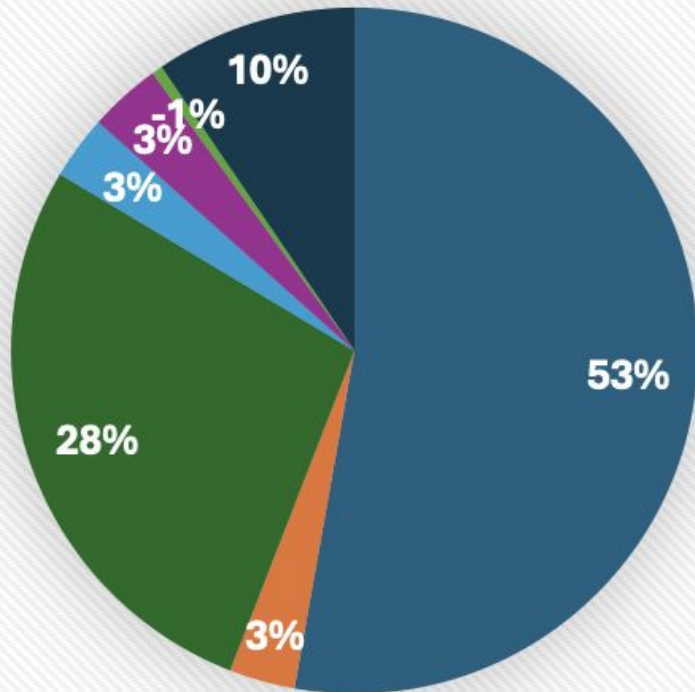
■ FRL ■ IEP ■ 504 ■ ELL ■ No Special Program

# Special Programs - HiCap



■ FRL ■ IEP ■ 504 ■ ELL ■ No Special Program

## Race - District



White

Black

Hispanic

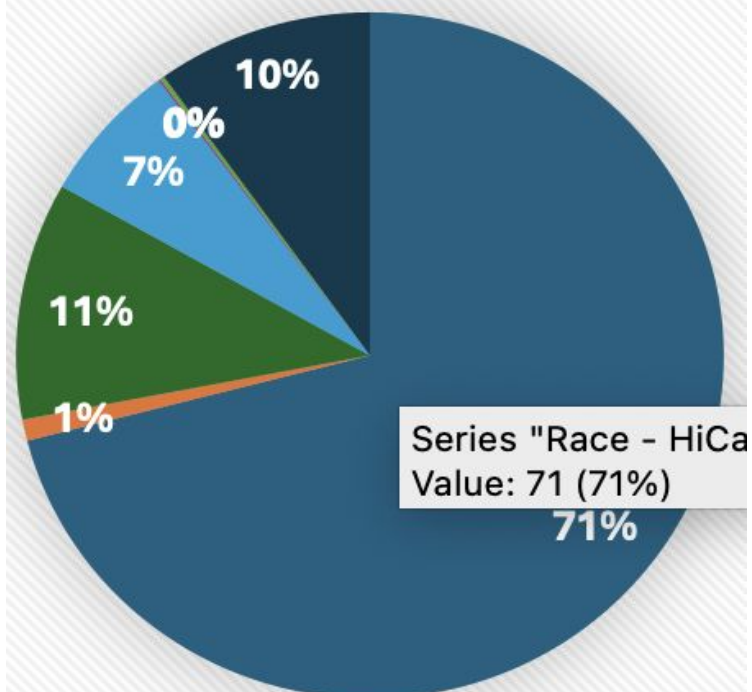
Asian

Pacific Islander

American Indian/Alaskan

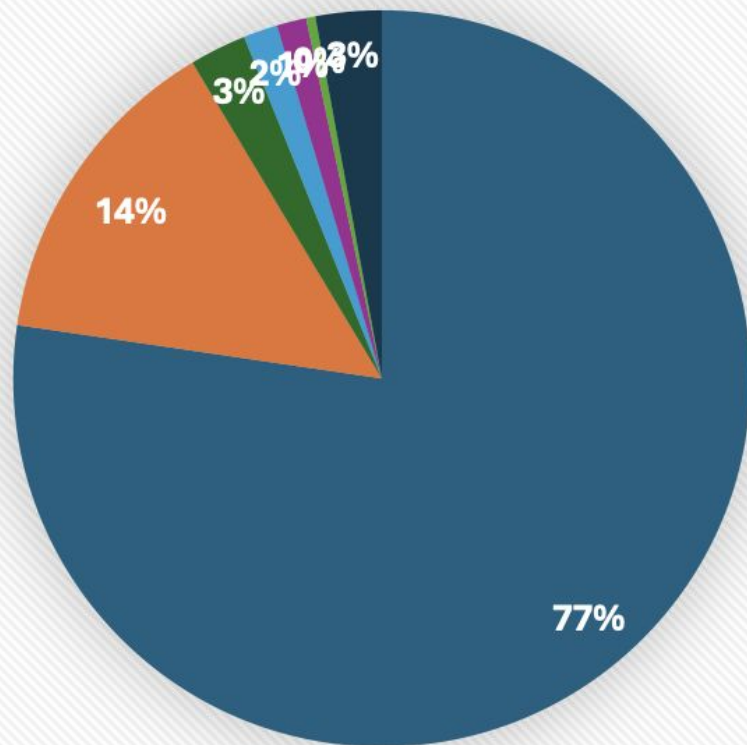
Two or More Races

## Race - HiCap

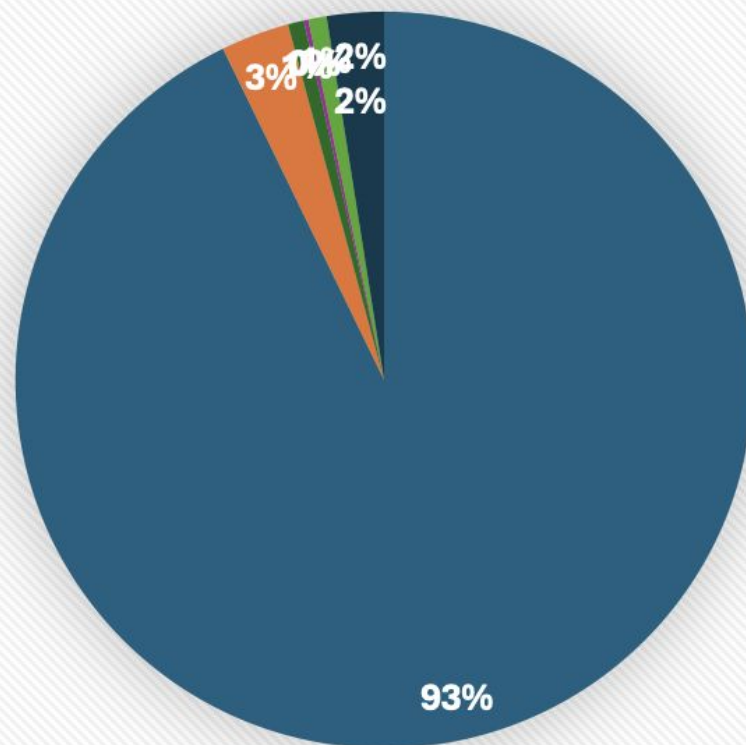


Series "Race - HiCap"  
Value: 71 (71%)

## Multilingual - District



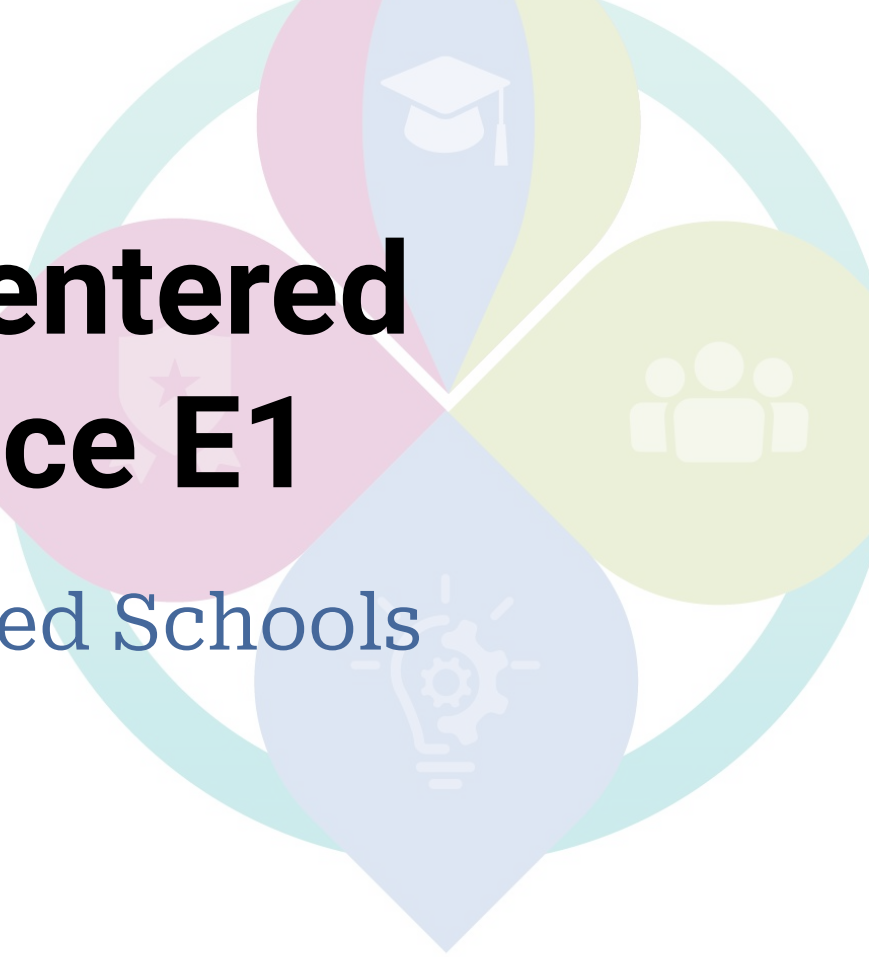
## Multilingual - HiCap



English Spanish Russian Chuukese Ukrainian Vietnamese Other

# **Student Centered Experience E1**

Trauma Informed Schools





## Trauma Informed Schools, policy 0020

- Professional learning opportunities for leaders and instructional coaches in [November](#) and [December](#) 2023
- Ongoing exploration and implementation of the [STOIC framework](#)
- Initiation of school surveys about schools' knowledge and skill/practices in implementation of trauma informed care and strategies (*"annually conduct a school self-assessment, which includes the key domains of a trauma responsive school"*).
- Launch of a TIC work group to learn and support secondary trauma experienced at work

