

Study Session  
11/28/2023



# Agenda

- **Superintendent Report** - WSSDA Conference Experience
- **Progress monitoring - student experience & student learning**
  - Outdoor school pilot
  - Multilingual learners
- [Preview of December 12 meeting](#) - no Committee of the Whole in November
  - Additional Item: [Final Acceptance - VSAA addition](#)
  - Superintendent Report - curriculum access

# What We Heard - Vision of a Graduate

## Vision of a Graduate

### 21st century VPS Graduates are...

- **Academically Prepared:** Graduates have demonstrated rigorous academic and life-ready learning of core knowledge and skills.
- **Culturally Competent:** Graduates are compassionate and inclusive human beings who are aware of their own cultural beliefs and values and are empathetic to how those may be different from others.
- **Critical Thinkers:** Graduates can independently and in collaboration with others utilize creative and critical thinking skills in search of informed solutions to difficult and complex issues.
- **Effective Communicators:** Graduates can clearly convey their thoughts and ideas and are receptive and responsive to others' input.
- **Resilient:** Graduates are confident individuals who can persevere and adapt to changing conditions.
- **Life Long Learners:** Graduates are curious and passionate learners who are inspired and ready for the real-world demands of their next step (i.e. workforce, trade programs, and/or higher education).
- **Engaged Community Members:** Graduates positively influence their local and global community while acting with integrity.

## Vision of a Graduate Statement

**Vancouver Public School 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.**

# Outcomes - Progress Monitoring

*How are our students doing?*

- Student Experience
- Student Learning

*What are we doing about it?*

**Student-Centered Experience:** *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.

- Goal E1. Develop/sustain a culture of belonging, safety, and positive student-staff relationships
- Goal E2. Prepare each student for the opportunities and demands of the next steps on their vision of a VPS graduate journey.

2023-24 Workplan:  
Student-Centered Experience Goal 1

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.



Student Centered Experience Goal E2  
Workplan

Prepare each student for the opportunities and demands of the next steps on their vision of a VPS graduate journey.



Outdoor School Pilot





We Are..  
Franklin  
Harney  
Hazel Dell  
VPS









# House Bill 2078

“The legislature finds that time outdoors helps children thrive physically, emotionally, and academically, yet over the past few generations, childhood has moved indoors. On average, today's kids spend up to 44 hours per week in front of a screen, and less than 10 minutes a day doing activities outdoors.

Research shows participants in outdoor educational activities have higher graduation rates, improved behavior in school and relationships with peers, higher academic achievement, critical thinking skills, direct experience of scientific concepts in the field, leadership and collaboration skills, and a deeper engagement with learning, place, and community.”





# WHO:

All fifth grade students from Franklin, Harney, and Hazel Dell

# WHERE:

Cispus Learning Center

# WHEN:

February 14th (Wednesday) - February 16th (Friday)



# Why Cispus Learning Center?



The Cispus Learning Center is a 68-acre campus, located in the Gifford Pinchot National Forest in Randle, Washington.

- Over 20 different learning spaces indoors and outdoors
- Dining Hall
- Hiking Trails
- Bonfire Area
- Seven Dormitories (364 Beds Total)

## Outdoor School Safety & Management Review:

- Personnel Hiring/Training
- Emergency Procedures & Safety Plans
- On-Site Programming (Lesson Development)





# Our Tentative Schedule

## Wednesday

February 14th

9:00 AM Depart VPS  
11:00 AM Arrive at Cispus  
11:30 AM Lunch  
12:30 PM Cabin Time  
**1:00 PM Lesson Block**  
4:00 PM Cabin Time  
5:00 PM Dinner  
6:00 PM Lesson Block  
8:00 PM Campfire  
9:00 PM Lights Out

## Thursday

February 15th

8:00 AM Breakfast  
**9:00 AM Lesson Block**  
12:00 PM Lunch  
**1:00 PM Lesson Block**  
4:00 PM Cabin Time  
5:00 PM Dinner  
6:00 PM Lesson Block  
8:00 PM Campfire  
9:00 PM Lights Out

## Friday

February 16th

8:00 AM Breakfast  
**9:00 AM Lesson Block**  
12:00 PM Lunch  
1:00 PM Leave Cispus  
3:00 PM Arrive at VPS





# The Dining Hall

Cispus offers a fully staffed kitchen. We will reach out ahead of time with dietary needs (allergies, gluten-free, etc.) and students will have access to those food options for all of their meals. Cabin groups will be assigned prep, serving, and clean up duties during our stay.



# Cabin Groups

Cabin Groups will be made up of students from each of the three schools, one leading teacher, parent chaperones, and our high school counselors. Each Cabin Group will have 12 fifth graders, one parent chaperone, and one high school counselor.





# High School Counselors

One of the pillars of Outdoor School is our ability to partner with local high school students to be our counselors. Counselors are trained and supported by VPS and Cispus staff during their experience at Outdoor School. They are growing their leadership skills and looking into potential job pathways for their future.



# 2023/2024 Budget (Grant Funding)

**Total Funding for 2023/2024: \$90,937.50**

Instructional Cost (\$10/Student/Hour)	\$25,560.00
Food/Lodging	\$31,692.00
Transportation	\$5,800.00
Weekend Training for Chaperones	\$8,160.00
Stipends/Safety	\$9,500.00
Substitutes (Training & Trip)	\$7,875.00



**Total Projected Budget: \$80,487.00**



# Our Vision at VPS

In March, funding from OSWA becomes available to Washington schools. Teams will need to reapply each year for grant funding. Our goal is to onboard three to five schools each year to partner with us and grow our program to include all VPS fifth graders in coming years. Our vision at VPS is to ensure that every fifth grader has the access and support that they need to learn outdoors and reap the benefit of it for years to come.

Student Experience:  
*23-24 Fall Progress Monitoring*  
Multilingual Learners



# *OSPI Requirements*

## **ENGLISH LANGUAGE DEVELOPMENT**

- Designed to achieve English language proficiency in least amount of time
- Focused on ELD standards - all four domains
- Designed to target student's unique proficiency level
- Provided by teacher with EL expertise
- Provided for all eligible multilingual learners in all program models

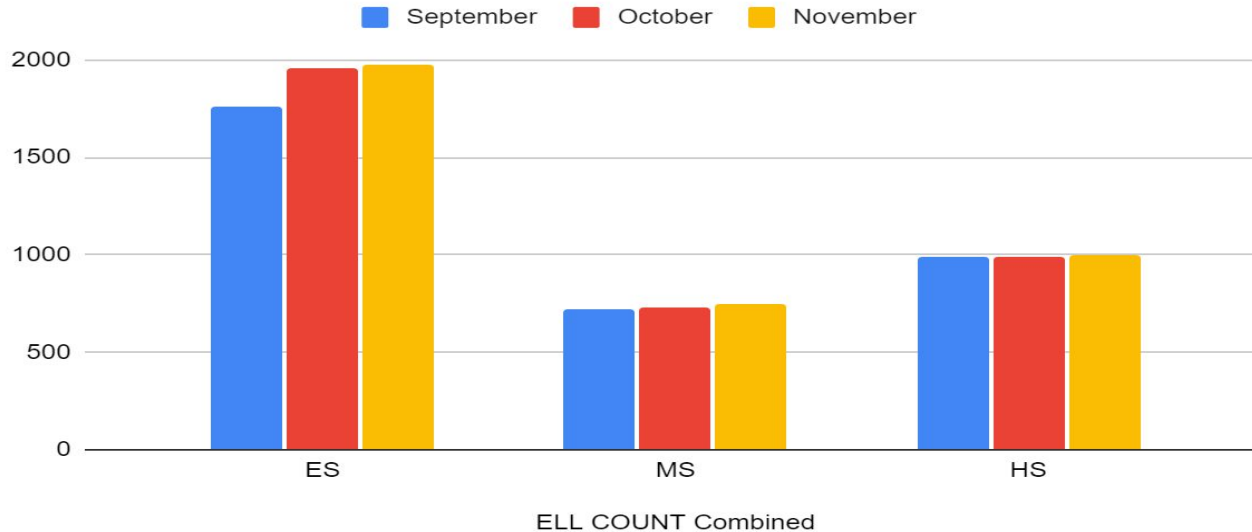
## **MEANINGFUL ACCESS TO CONTENT**

- Designed to support academic language learning in all core content classrooms
- Scaffolds access to rigorous grade-level content standards using sheltered instruction strategies
- Provided by trained and supported core content teachers and/or EL Specialists
- Involves co-planning and collaboration

# ML DATA

ELL COUNT Combined			
	September	October	November
ES	1765	1959	1976
MS	719	733	747
HS	989	991	1002
District Total	3473	3683	3725

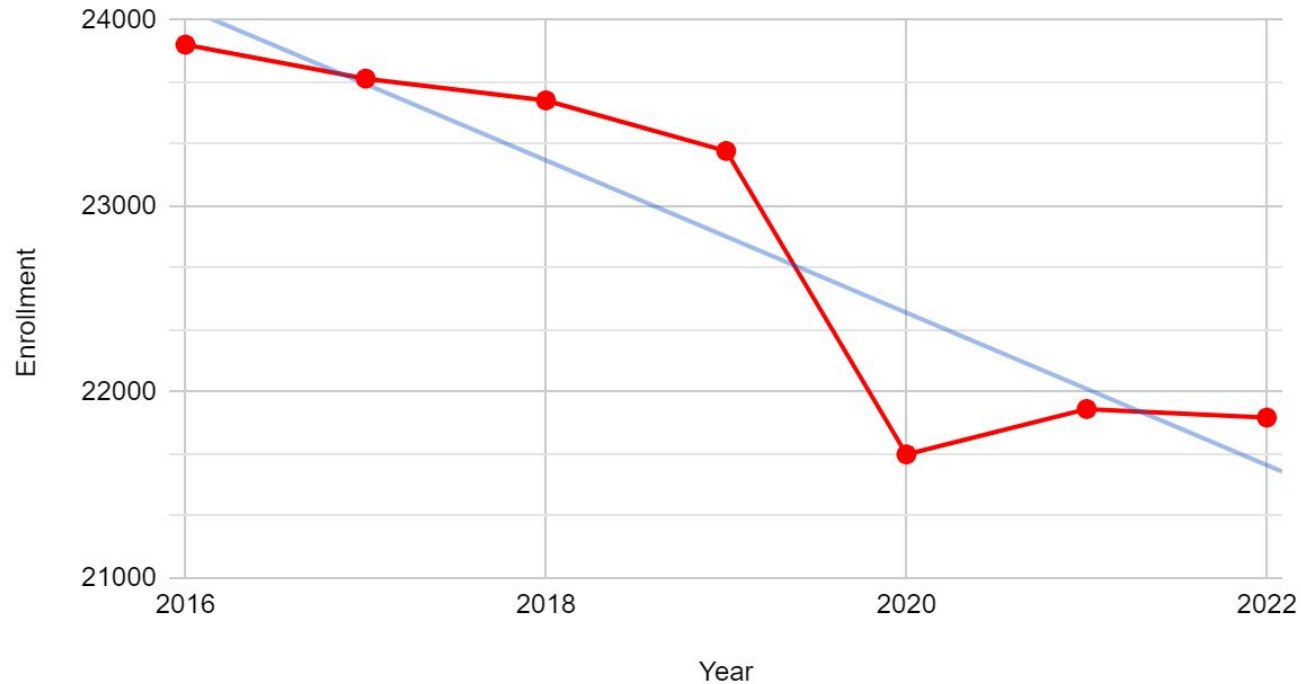
September, October and November





# District Enrollment DATA

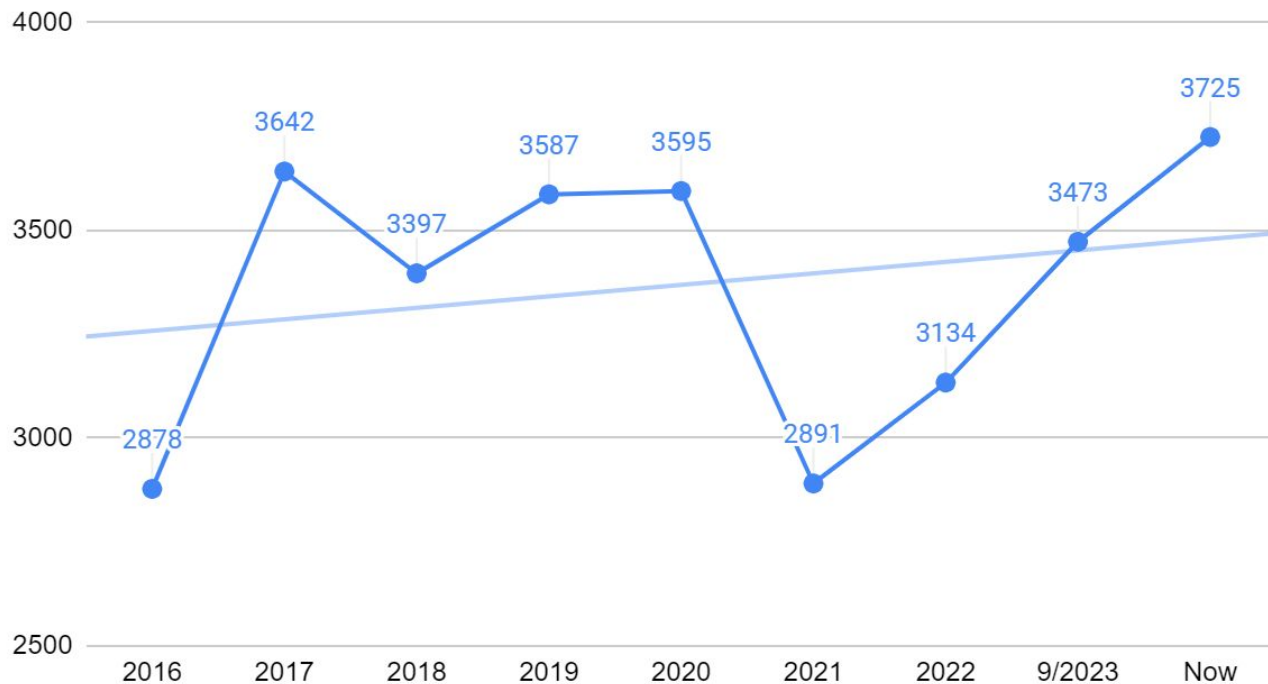
District Enrollment



Year	ELL Totals	Enrollment
Sept, 2016	2878	23869
Sept, 2017	3642	23686
Sept, 2018	3397	23569
Sept, 2019	3587	23297
Sept, 2020	3595	21665
Sept, 2021	2891	21909
Sept, 2022	3134	21863
Sept, 2023	3473	
Now	3725	

# ML DATA

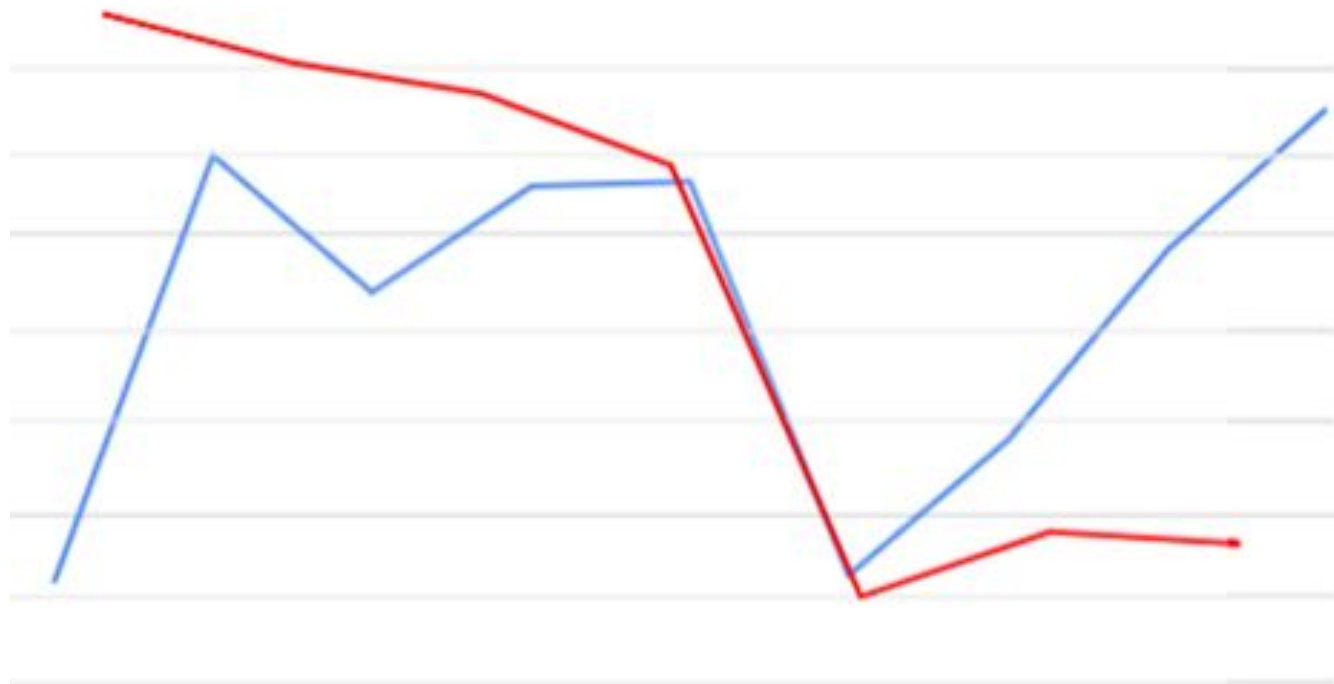
ELL Totals



Year	ELL Totals	Enrollment
Sept, 2016	2878	23869
Sept, 2017	3642	23686
Sept, 2018	3397	23569
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Sept, 2020	3595	21665
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Sept, 2023	3473	
Now	3725	

# ML DATA Trends - changing demographics

Year	ELL Totals	Enrollment
Sept, 2016	2878	23869
Sept, 2017	3642	23686
Sept, 2018	3397	23569
Sept, 2019	3587	23297
Sept, 2020	3595	21665
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Sept, 2023	3473	
Now	3725	



Overall Enrollment  
ELL Enrollment

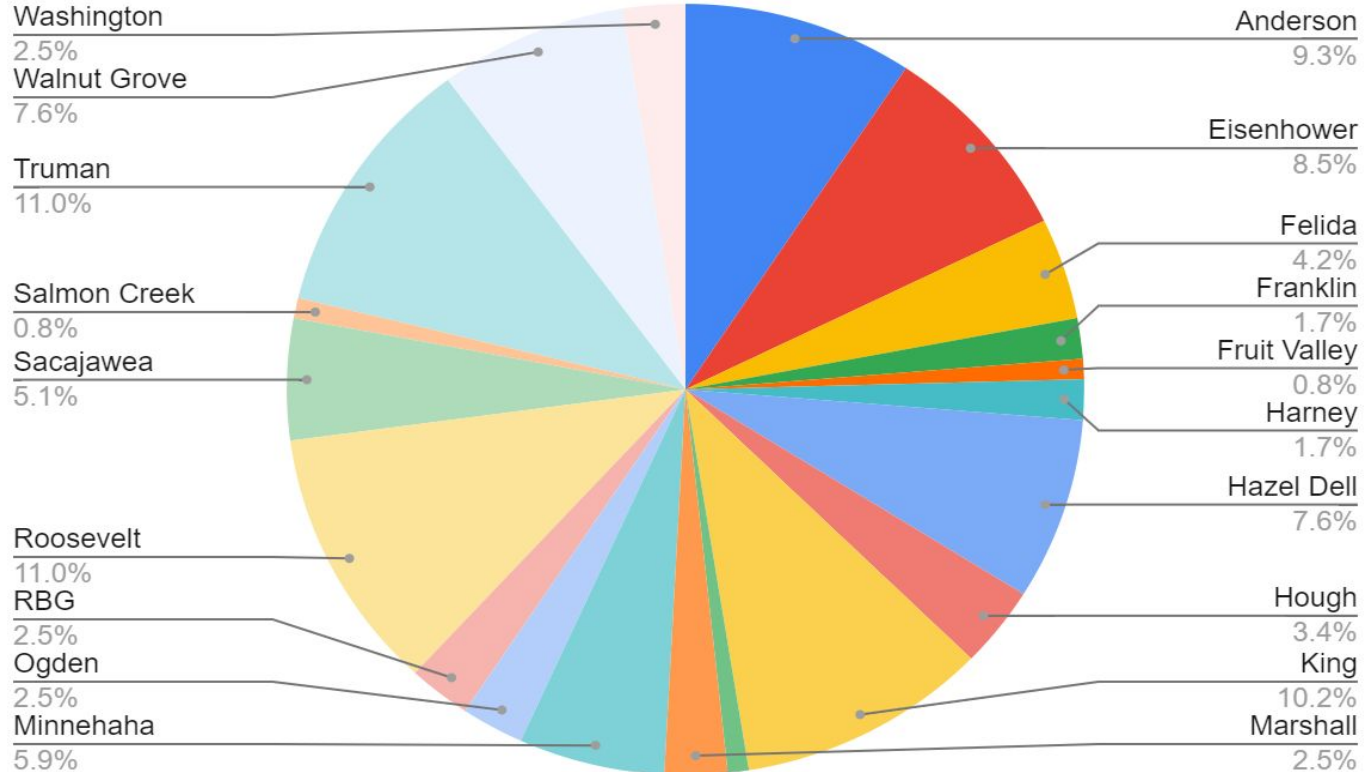
Note: trend lines are not the same scale

Who are our students?



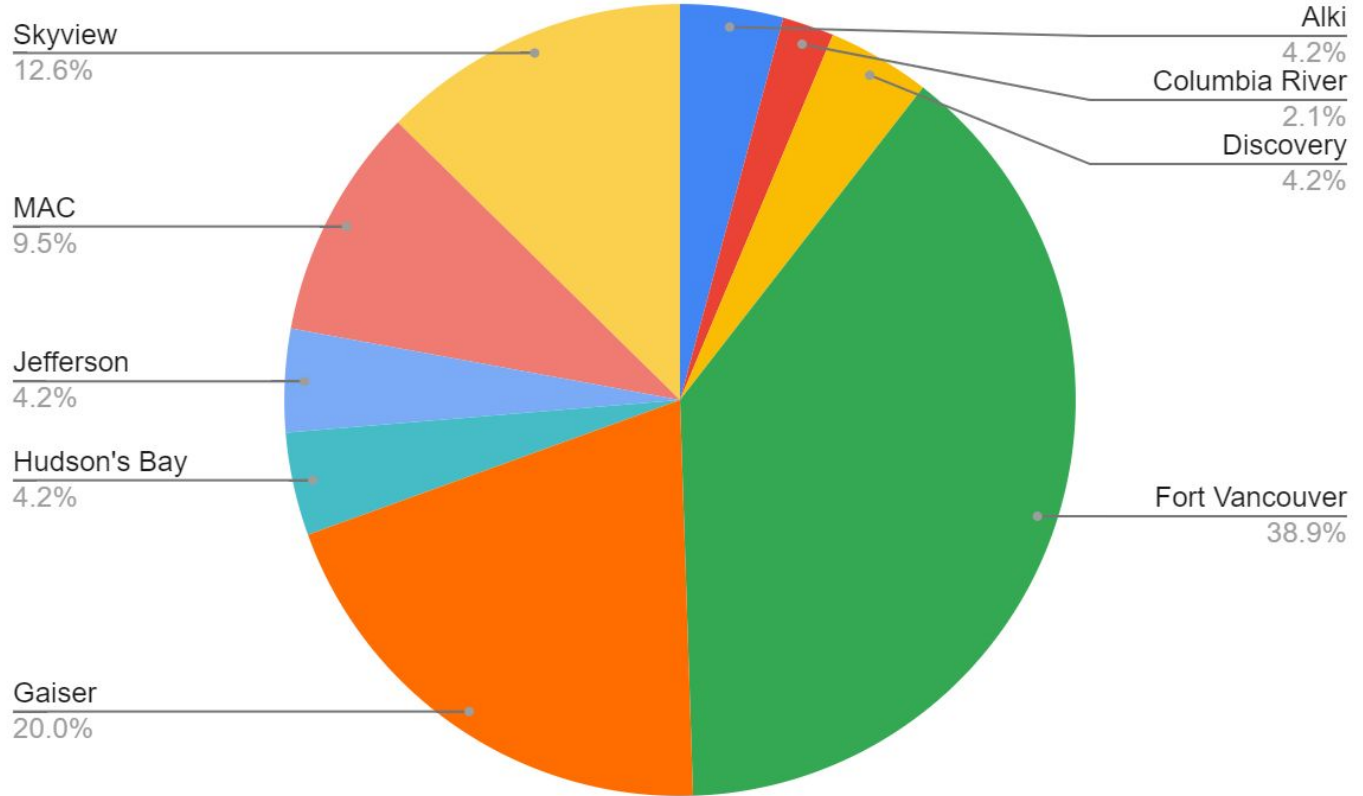
# Recent Arrival Elementary DATA

Anderson	11
Eisenhower	10
Felida	5
Franklin	2
Fruit Valley	1
Harney	2
Hazel Dell	9
Hough	4
King	12
Lincoln	1
Marshall	3
Minnehaha	7
Ogden	3
RBG	3
Roosevelt	13
Sacajawea	6
Salmon Creek	1
Truman	13
Walnut Grove	9
Washington	3



# Recent Arrival Secondary DATA

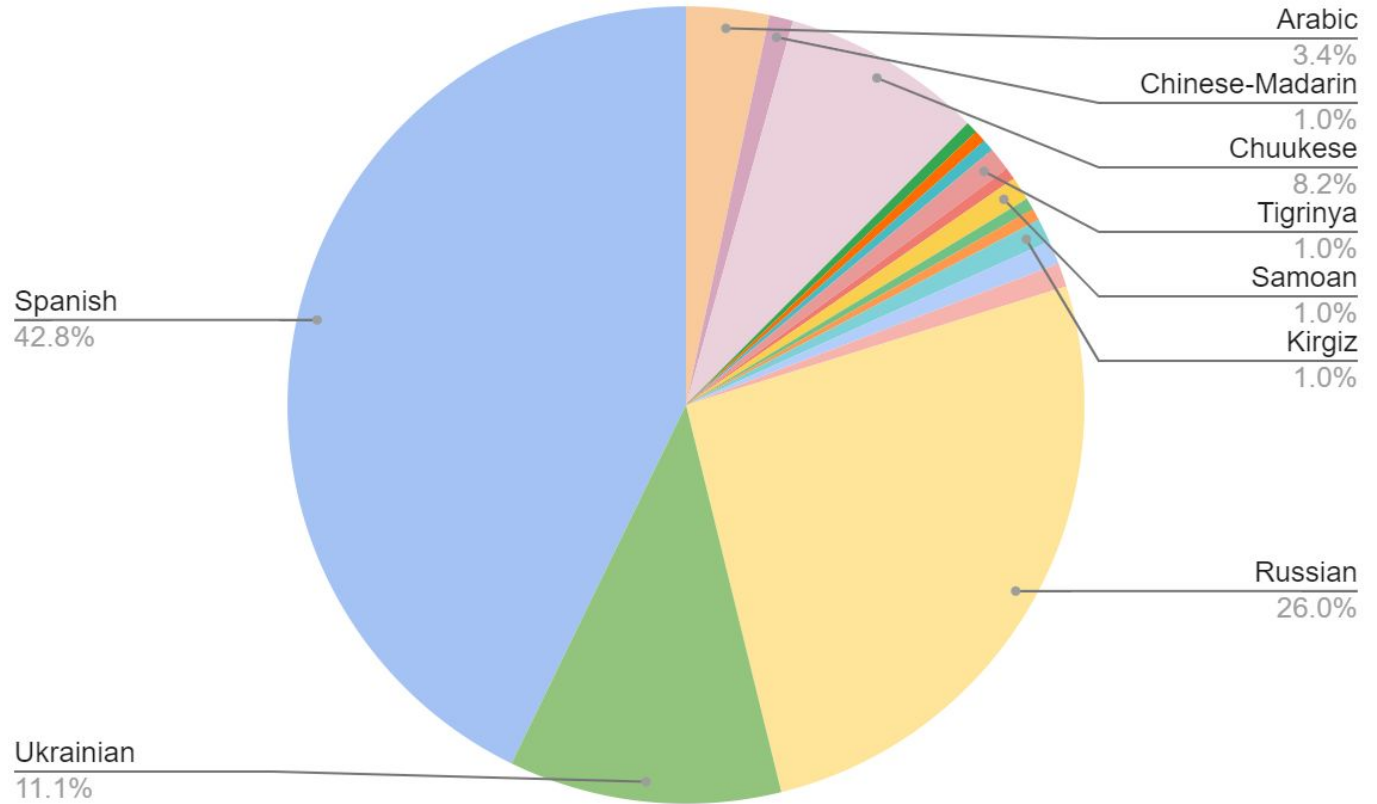
Alki	4
Columbia River	2
Discovery	4
Fort Vancouver	37
Gaiser	19
Hudson's Bay	4
Jefferson	4
MAC	9
Skyview	12

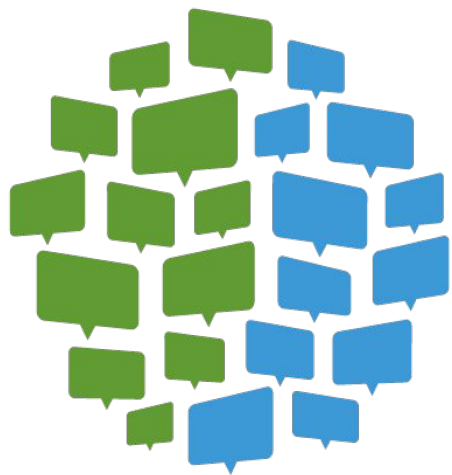




# Recent Arrivals By Language

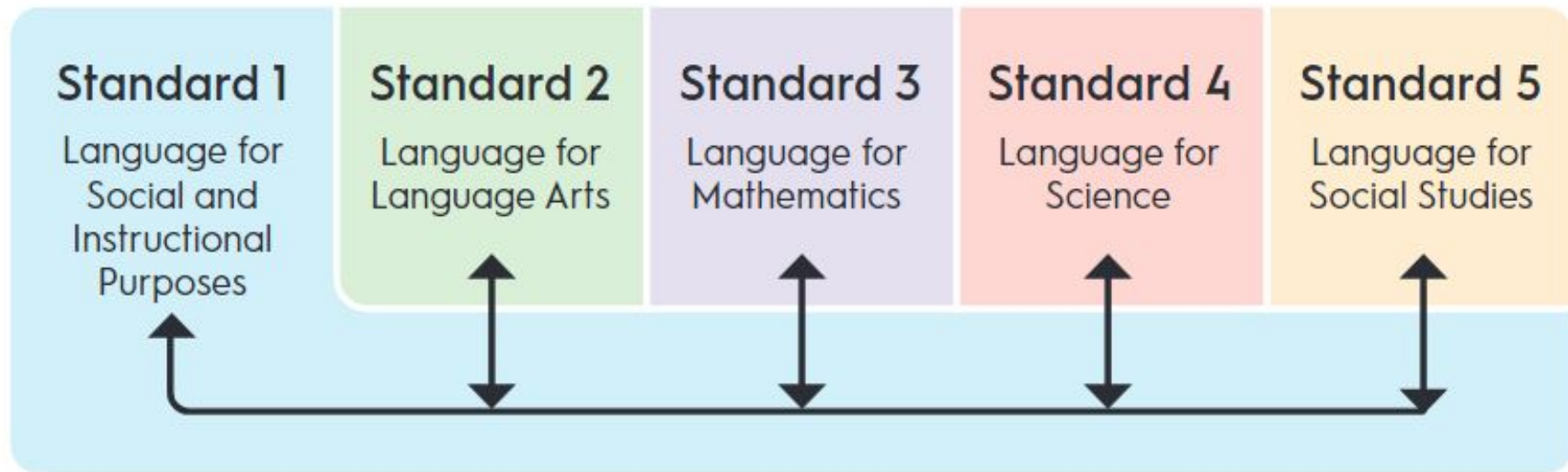
Arabic	7
Chinese-Madarin	2
Chuukese	17
Ethiopic	1
Farsi	1
Thai	1
Tigrinya	2
Turkish	1
Samoan	2
Japanese	1
Kikuyu	1
Kirgiz	2
Portugese	2
Rumainian	2
Russian	54
Ukrainian	23
Spanish	89



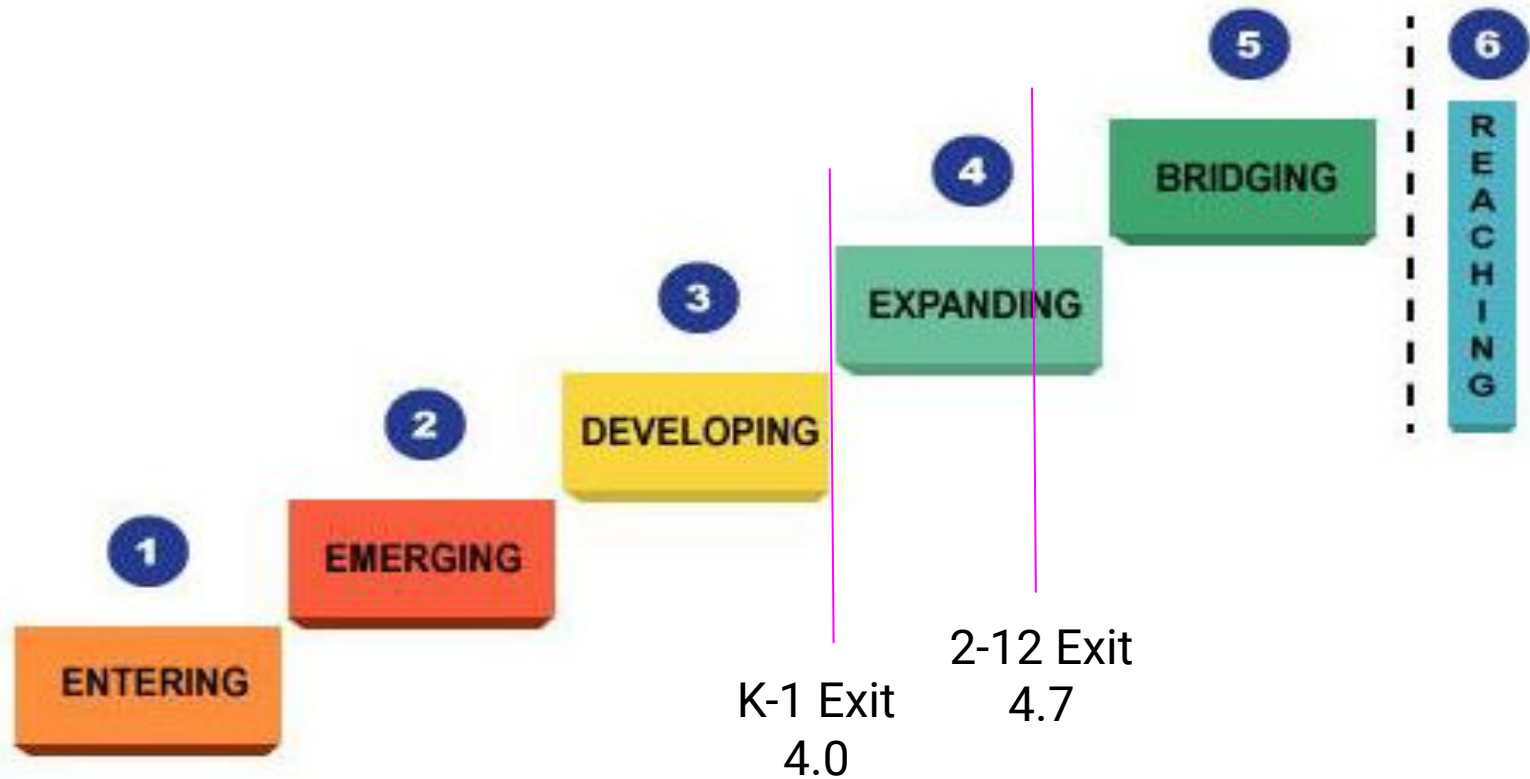


**WIDA<sup>TM</sup>**

# *WIDA ELD Standards*



# WIDA Exit Scores





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 **kami**



100% ▾ \$ % .0<sub>←</sub> .00<sub>→</sub> 123 Default... ▾ - 10 + B I A ▾ ▾ ▾ ▾

▼ | fx Findings:

4th & 5th grades saw the highest exit rates (10.7% & 11.6% respectively)

Franklin (7 students, 35%), Eisenhower (11 students, 19.3%) Chinook (7 students, 15.6%), had the highest overall exit rates

Domain Proficiency Levels: Listening (4.3), Reading (3.0), Speaking (2.7), Writing (2.7)

Elementary Overall	1948 (total students tested)	4.5% (Exit rate)
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Middle School Overall	639 (total students tested)	3.3% (Exit rate)
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Summary ▼

ACCESS Exit Rates by Grade ▾

### ACCESS & ELPA21 Exit Rates by School ▾

VPS WIDA ACCESS ▾

### Alternate

## 2023 Data

# 2023 WIDA ACCESS DATA

Proficient Y/N	Proficiency Level - Overall	Proficiency Level - Listening	Proficiency Level - Reading	Proficiency Level - Speaking	Proficiency Level - Writing	Proficiency Level - Comprehension	Proficiency Level - Literacy	Proficiency Level - Oral
N	1	1	1	1	1	1	1	1
N	2.1	6	1.5	5	1.7	1.9	1.6	5.9
N	2.3	3.6	1.9	2.8	1.9	2.5	1.9	3.1
N	1.8	1.5	3.3	1.4	1.6	2	1.9	1.4
N	3	6	4.1	2.2	2.3	5	2.9	3.3
N	2.3	3.6	1.8	2.8	2.3	1.9	1.9	3.1
N	2.7	6	2.8	2.6	1.8	3.9	2.1	3.7
Y	4.6	6	5.1	4	4	6	4.2	5.4
N	2.2	4.5	2	2.8	1.8	2.8	1.9	3.3
N	3.4	6	3.6	1.9	3.3	5.3	3.4	3.6
N	3.3	6	3.8	2.4	2.3	5.8	2.8	4.3
N	1.9	3.6	1.9	1.8	1.8	2.5	1.9	2.3



# 2023 WIDA ACCESS DATA

Proficiency Level	# of Students	At the end of this level, students generally can produce/comprehend...
<b>Emerging</b> (Level 1)	11	<ul style="list-style-type: none"> <li>pictorial or graphic representation of the language of the content areas</li> <li>words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</li> <li>oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statement with sensory, graphic or interactive support</li> </ul>
<b>Entering</b> (Level 2)	8	<ul style="list-style-type: none"> <li>general language related to the content areas</li> <li>phrases or short sentences</li> <li>oral language with phonological, syntactic, or semantic errors that often impede meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support</li> </ul>
<b>Developing</b> (Level 3)	19	<ul style="list-style-type: none"> <li>general and some specific language of the content areas</li> <li>expanded sentences in oral or written paragraphs</li> <li>oral language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions, with sensory, graphic or interactive support</li> </ul>
<b>Expanding</b> (Level 4)	16	<ul style="list-style-type: none"> <li>specific and some technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support</li> </ul>
<b>Exited</b>	11	<a href="#">Requirements for exited MLs</a>
<b>No Score</b>	0	These students did not submit a completed test

<a href="#">2024 Focus Instructional Practices</a>	<b>Collaborate w/ Multilingual Education Program Specialist and Instructional Coach</b> Listed below are research-based instructional techniques. Please continue to add to this list.
<b>Language objectives</b>	<ul style="list-style-type: none"> <li>In support of learning targets which are aligned to standards</li> <li></li> <li></li> <li></li> </ul>
<b>Comprehensible input</b>	<ul style="list-style-type: none"> <li>Adjust rate of speech</li> <li>Avoid idioms unless part of lesson; then teach</li> <li>Chunk instruction (10-2-2 or 5-2-1)</li> <li></li> <li></li> <li></li> </ul>
<b>Peer to peer academic discourse</b>	<ul style="list-style-type: none"> <li>Intentionally planned</li> <li>Provide language frames or sentence starters</li> <li>Model</li> <li></li> <li></li> <li></li> </ul>

# *Support to increase exit rates*



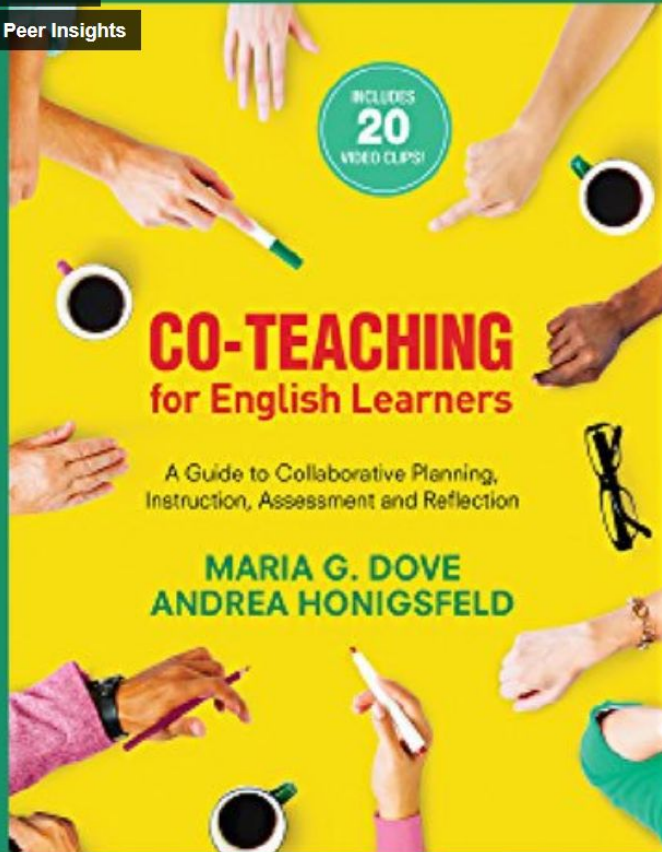
# *Professional Development*

- Co-Teaching and Co-Planning
- 7 Steps Training
- Critical Data Review Process
- La Plaza

# Co-Teaching and Co-Planning

Featured

Peer Insights



# 7 Steps Training

## The 7 Steps...

1. Teach students what to say when they don't know what to say
2. Speak in complete sentences
3. Randomize & Rotate calling on students
4. Use total response signals
5. Use visuals and vocabulary strategies that support your objective
6. Participate in structured conversations
7. Participate in structured reading/writing activities



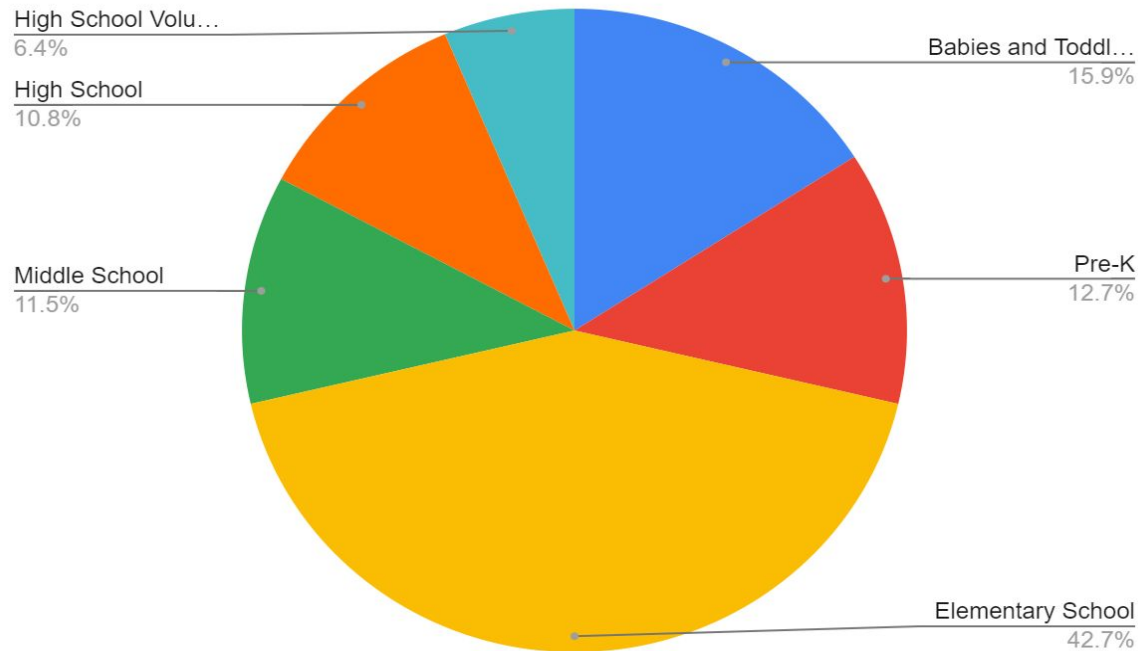


# Critical Data Review Process

FACTORS	Data Supports Referral	Between Neutral & Supports Referral	Neutral	Between Neutral & More Interventions	Data Supports More Interventions	Purpose	Notes on Factors
6. Student did not learn to read in primary Language				X		To examine the likelihood the student should have learned to read in their native language and/or the impact of not knowing how to read in native language on future learning.	If a student had a reasonable chance to learn how to read in their primary language (look at siblings), this indicates a learning problem for the student.
7. Years Learning English				X		To examine the years it would take for a student to develop competative skills when compared to others. 5-7 years in an EFFECTIVE ELL Program.	Peer Data
<u>8. Attendance History</u>					X	To examine why a student is not attending school. Is school accessible?	Parent Interview
9. Approach Taken with regard to ELL services			X			To examine the data regarding the success level of Language learners in your setting.	School & District Exit data and growth data. Note the Thomas and Collier graph at the bottom.

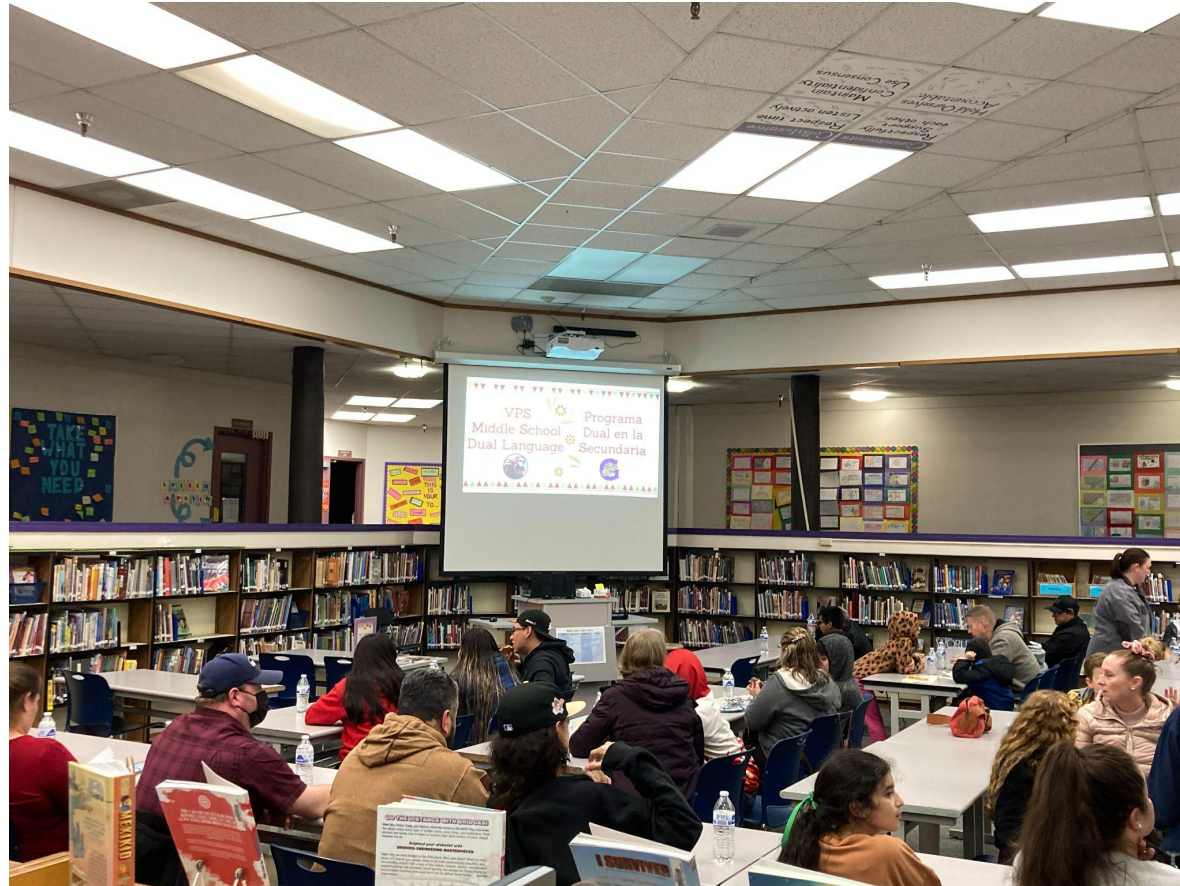
# La Plaza

Babies and Toddlers	25
Pre-K	20
Elementary School	67
Middle School	18
High School	17
High School Volunteers	10





# Opportunities for Student Voice



# *Newcomer Supports*



## Newcomer Hub

Welcoming  
Newcomers



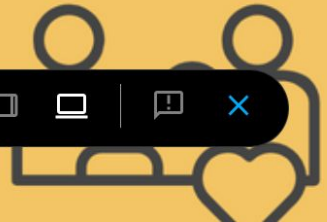
Resources for  
Students



Resources for  
Teachers



Resources for  
Family  
Communication





# Newcomer Student Voice

Context: Utilizing the Collaborative Problem Solving model with a 1st grade newcomer student from Mexico.

When asking a newcomer student about their experience in the classroom (in regards to the teacher's concern about the student leaving class to go see a cousin in another class without permission) students said in Spanish (translated to english) "I am just so sad, I miss my brother, he's 4, he is at home. I miss my cousins who are in different classes. I miss my mom when I am at school. I know what the teacher wants me to do but my brain is thinking about my mom."



[illegible]

# Final Thoughts

Does this reflect the progress monitoring you'd like to see with our strategic plan?

What did you notice?

What do you wonder about?

What's next?

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