Board Study Session
10/24/2023

Outcomes - Progress Monitoring

How are our students doing?
- [Student Experience](#)
- [Student Learning](#)
- [Career and College Readiness data](#)

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.](#)

Student Advisory Update

Avery

2 meetings so far…

- Getting to know you activities
- Reviewed Student Advisory structure from last year
- Began looking at belonging data
- Will set goals at the district and school levels.

VANCOUVER PUBLIC SCHOOLS
VPS

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.

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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.

Student Experience:

23-24 Fall Progress Monitoring

Belonging - Panorama data grades 3-12

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PUBLIC SCHOOLS
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Panorama Work Group updates

August 24th, 2023

Representative group of teachers, counselors & principals across elementary, middle & high school.

Updated Survey topics - Self-Efficacy, Learning Strategies, Rigorous Expectations

Reduced the number of survey items

Moved the spring window to March

Who are Our 3rd - 5th Graders?

Student Grade Level

3	1,319	32%
4	1,364	33%
5	1,417	35%

Student Race

American Indian or Alaska Native	16	< 1%
Asian	122	3%
Black or African American	162	4%
Hispanic	1,033	25%
Native Hawaiian or Other Pacific Islander	151	4%
Two or More	370	9%
White	2,246	55%

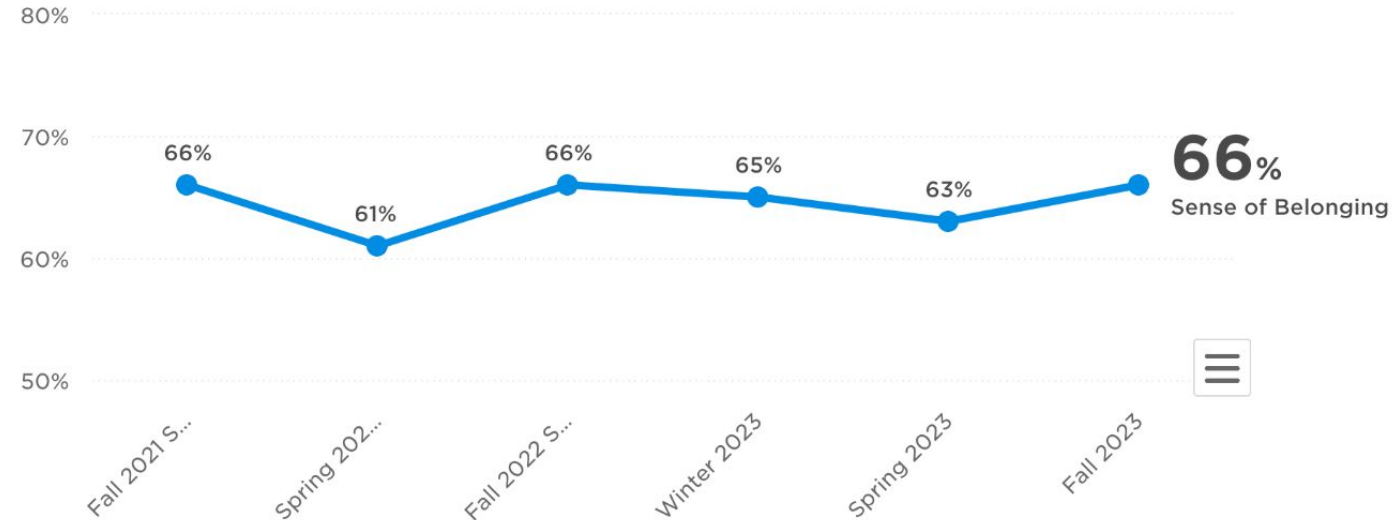# Panorama Sense of Belonging Historical 3-5

Sense of Belonging

Based on **4,111** responses

How much students feel that they are valued members of the school community.

How have results changed over time?

Percent Favorable

66% Sense of Belonging

3-5 Sense of Belonging

How did students respond to each question?

Sorted by Survey order ▾   First to last ▾

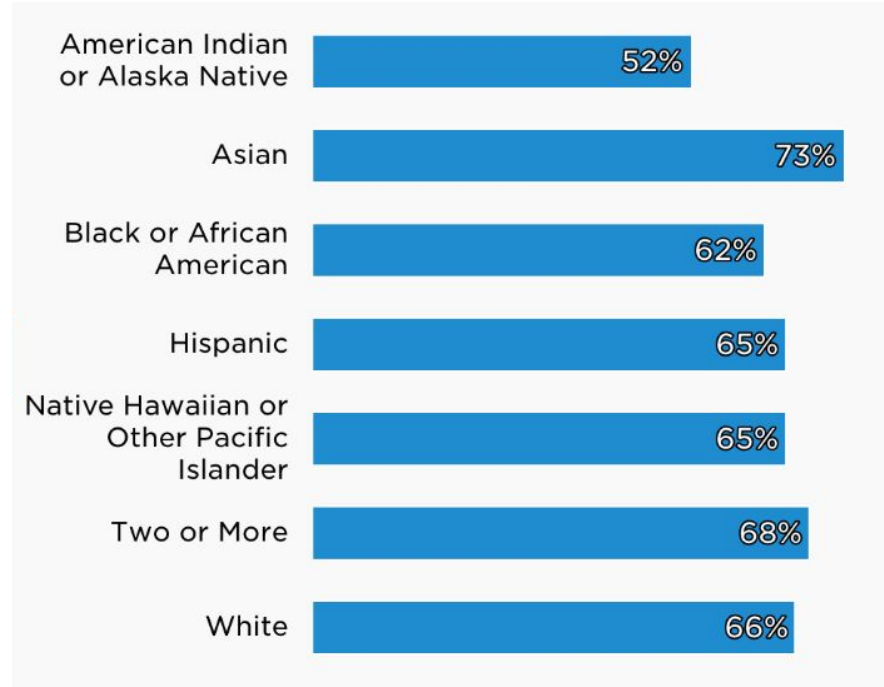| QUESTION		
❯ How well do people at your school understand you as a person?	**65** % ⓘ responded favorably	▲ 3 from Spring 2023
❯ How much support do the adults at your school give you?	**73** % ⓘ responded favorably	▲ 1 from Spring 2023
❯ How much respect do students at your school show you?	**55** % ⓘ responded favorably	▲ 3 from Spring 2023
❯ Overall, how much do you feel like you belong at your school?	**71** % ⓘ responded favorably	▲ 5 from Spring 2023

Sense of Belonging, Results by Grade Level (3-5)

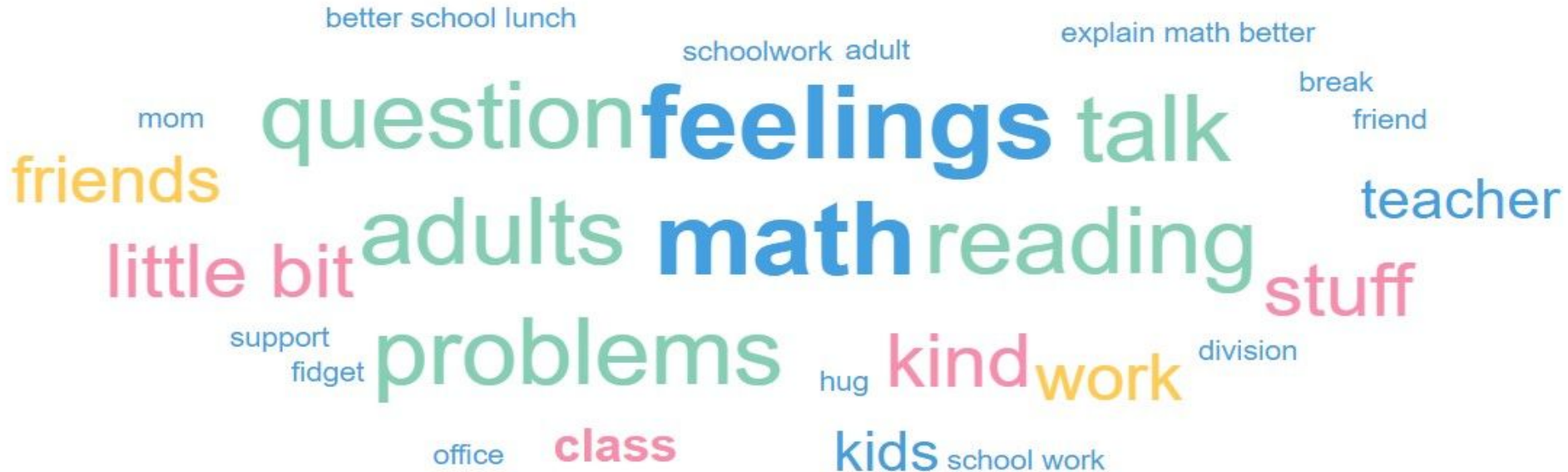Overall, 66% of students in grades 3-5 felt they were a valued member of the school community.

3	69%
4	66%
5	63%
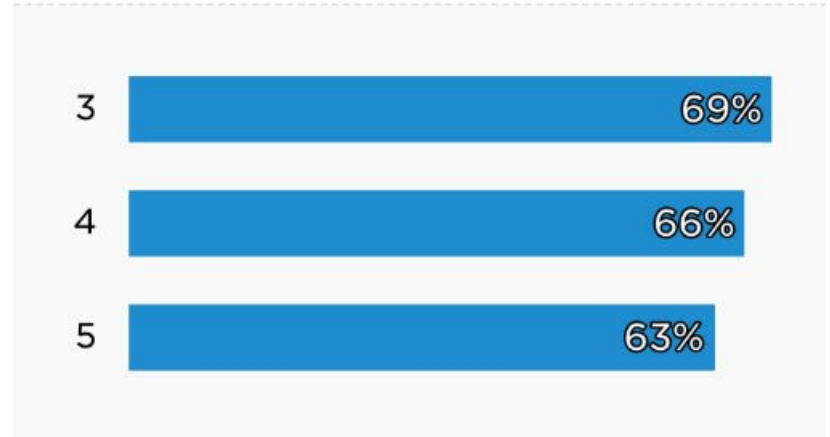
Sense of Belonging, Results by Race

Overall, 66% of students in grades 3-5 felt they were a valued member of the school community.

American Indian or Alaska Native	52%
Asian	73%
Black or African American	62%
Hispanic	65%
Native Hawaiian or Other Pacific Islander	65%
Two or More	68%
White	66%

Free Response Question

What can teachers or other adults at school do to better help you? ⊘

better school lunch
schoolwork adult
explain math better
break
mom
question **feelings** talk
friend
friends
teacher
little bit adults **math** reading
stuff
support
fidget problems
kind work
division
hug
office **class**
kids school work

Most Frequent Response to "What Can Teachers or Adults at School Do to Help You," **and** "What is One Thing You Wish Your Teacher Knew About You" Grades 3-5:

MATH

Panorama: Who are our 6th-12th Graders?

Student Gender

X	62	< 1%
f	3,906	49%
m	3,959	50%

Student Race

American Indian or Alaska Native	28	< 1%
Asian	293	4%
Black or African American	220	3%
Hispanic	2,118	27%
Native Hawaiian or Other Pacific Islander	189	2%
Two or More	728	9%
White	4,351	55%

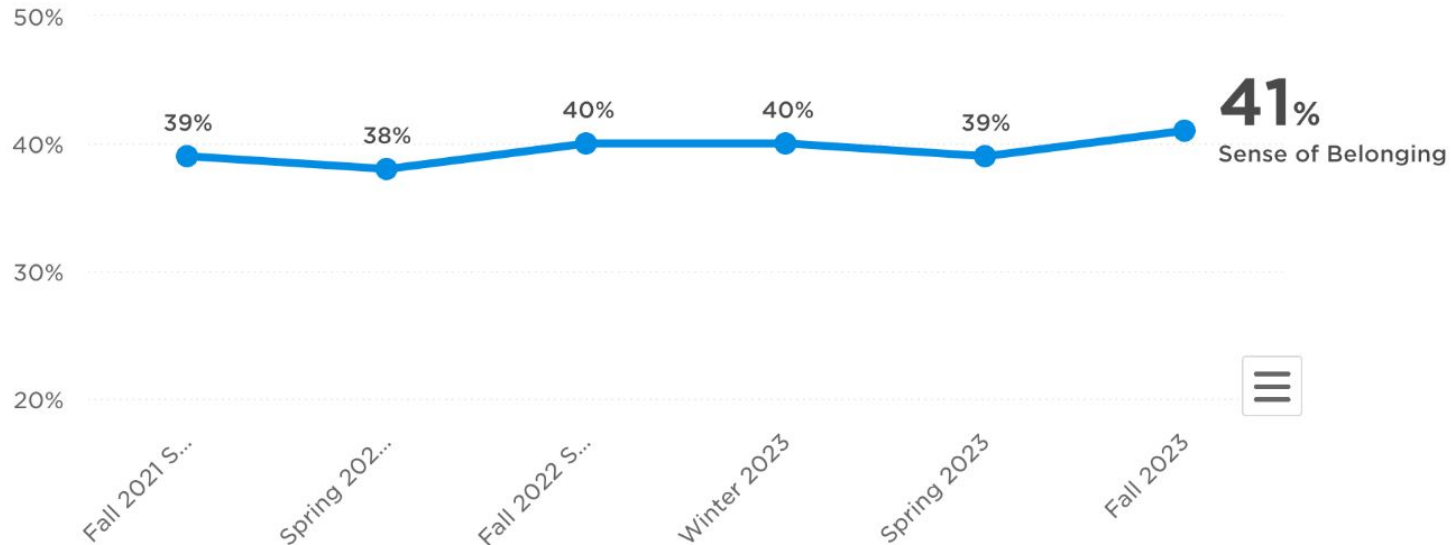# Panorama Sense of Belonging Historical 6-12

Sense of Belonging

Based on **8,279** responses

How much students feel that they are valued members of the school community.

How have results changed over time?

Percent Favorable

6-12 Sense of Belonging Questions

How did students respond to each question?

Sorted by Survey order ▾   First to last ▾

QUESTION
How well do people at your school understand you as a person?

43 % ⓘ
responded favorably

▲ **3**
from Spring 2023

QUESTION
How connected do you feel to the adults at your school?

33 % ⓘ
responded favorably

▲ **3**
from Spring 2023

QUESTION
How much respect do students in your school show you?

45 % ⓘ
responded favorably

0
from Spring 2023

QUESTION
How much do you matter to others at this school?

36 % ⓘ
responded favorably

0
from Spring 2023

QUESTION
Overall, how much do you feel like you belong at your school?

49 % ⓘ
responded favorably

▲ **4**
from Spring 2023

6-12 Sense of Belonging: by grade

How much students feel that they are valued members of the school community.

Percent Favorable Across grades

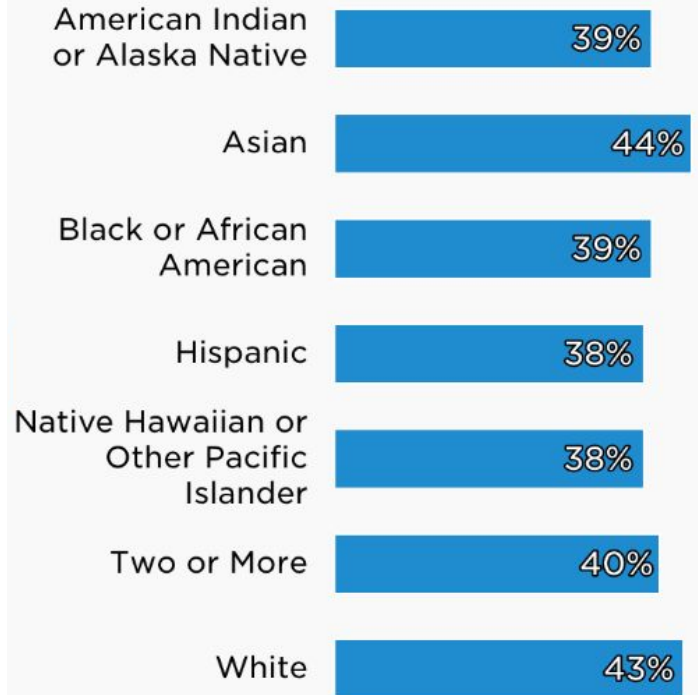Overall 41% favorable sense of belonging

Grade	Percent Favorable
6	48%
7	45%
8	39%
9	38%
10	36%
11	40%
12	41%
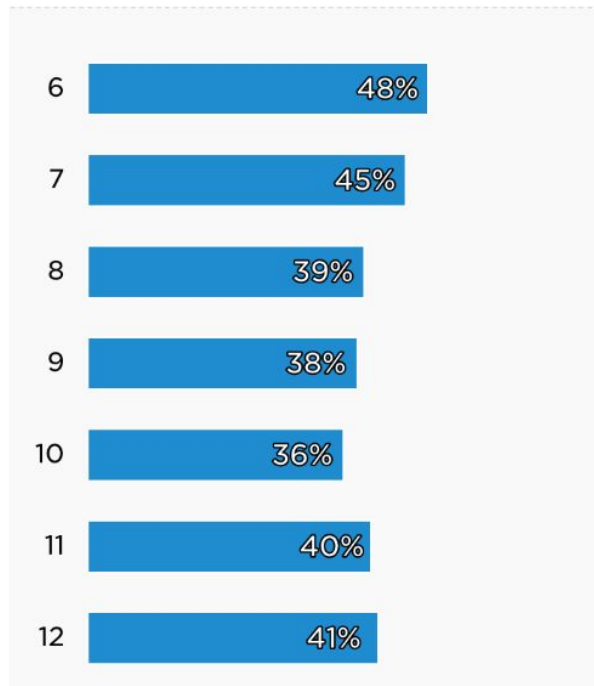
6-12 Sense of Belonging: by race

How much students feel that they are valued members of the school community.

Percent Favorable Across Races

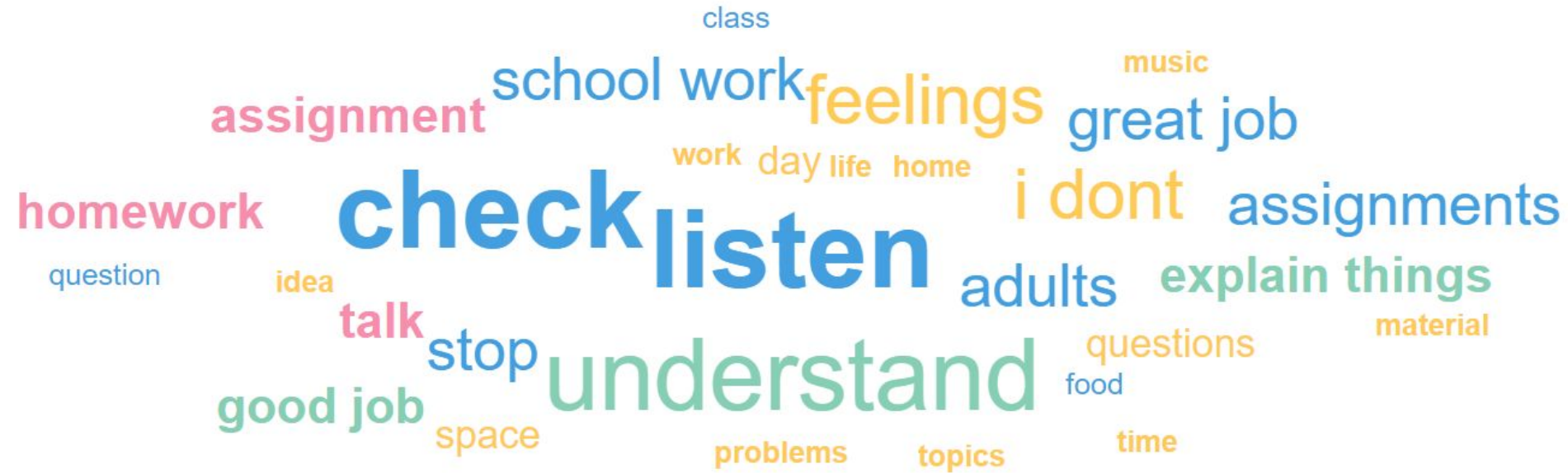Overall 41% favorable sense of belonging

American Indian or Alaska Native	39%
Asian	44%
Black or African American	39%
Hispanic	38%
Native Hawaiian or Other Pacific Islander	38%
Two or More	40%
White	43%

6-12 Sense of Belonging: by gender

How much students feel that they are valued members of the school community.

Percent Favorable Across genders

Overall 41% favorable sense of belonging

X 25%

f 39%

m 43%
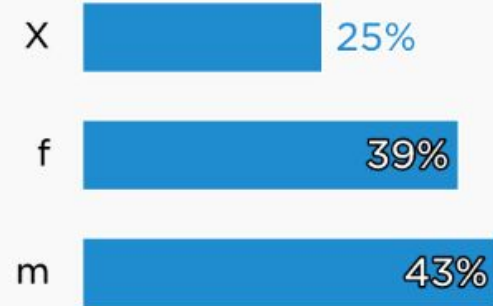
Most Frequent Response to "What Can Teachers or Adults at School Do to Help You" Grades 6-12:

Most Frequent Response to "What is One Thing You Wish Your Teacher Knew About You" Grades 6-12:

kind assignments questions

homework soccer emotions time trouble

work anxiety adhd cats i dont stuff

music front day life math

topics hard time friends

hand home sports bad anxiety

times

Middle & High School

Student Advisories

Student Learning:
23-24 Fall Progress Monitoring

- Academic Progress - State Assessment, iReady
- Career & College Readiness Data

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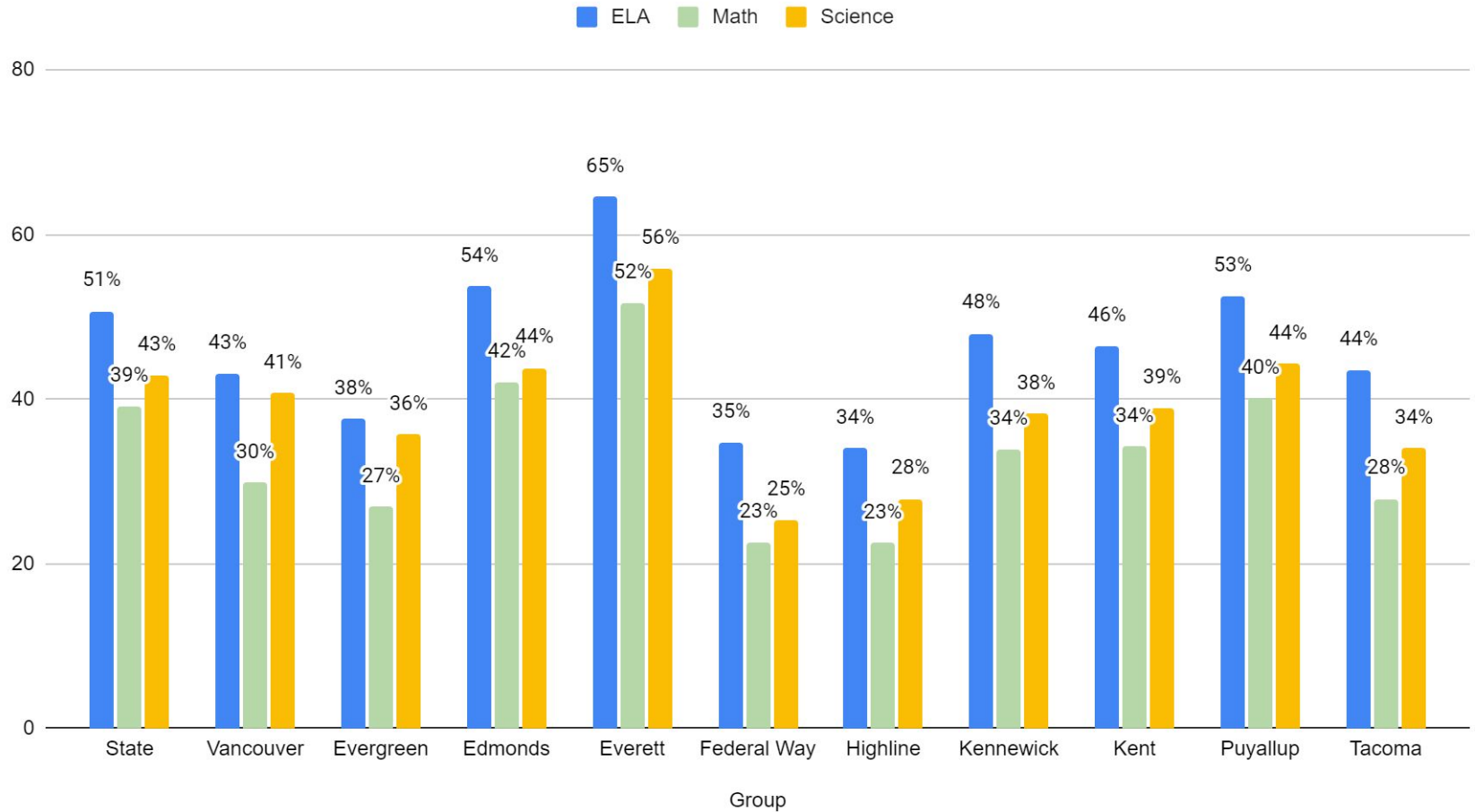
2022-23 VPS State Assessments

	Met Proficiency # of Students	Not Yet Proficient # of Students
ELA	43.1%	56.9%
Math	29.8%	71.2%
Science	40.7%	59.3%

2022-23 WA State Testing Proficiency

ELA ■ **Math** ■ **Science**

Group	ELA	Math	Science
State	51%	39%	43%
Vancouver	43%	30%	41%
Evergreen	38%	27%	36%
Edmonds	54%	42%	44%
Everett	65%	52%	56%
Federal Way	35%	23%	25%
Highline	34%	23%	28%
Kennewick	48%	34%	38%
Kent	46%	34%	39%
Puyallup	53%	40%	44%
Tacoma	44%	28%	34%

Multilingual, Experiencing Poverty and ELA Proficiency

■ Multilingual% ■ Experiencing Poverty ■ ELA Proficiency

Group	Multilingual%	Experiencing Poverty	ELA Proficiency
State	13%	50.5%	51%
Vancouver	15%	56%	43%
Evergreen	17%	59%	38%
Edmonds	18%	42%	54%
Everett	17%	37%	65%
Federal Way	27%	74%	35%
Highline	34%	70%	34%
Kennewick	16%	60%	48%
Kent	26%	61%	46%
Puyallup	8%	45%	53%
Tacoma	11%	57%	44%

Group
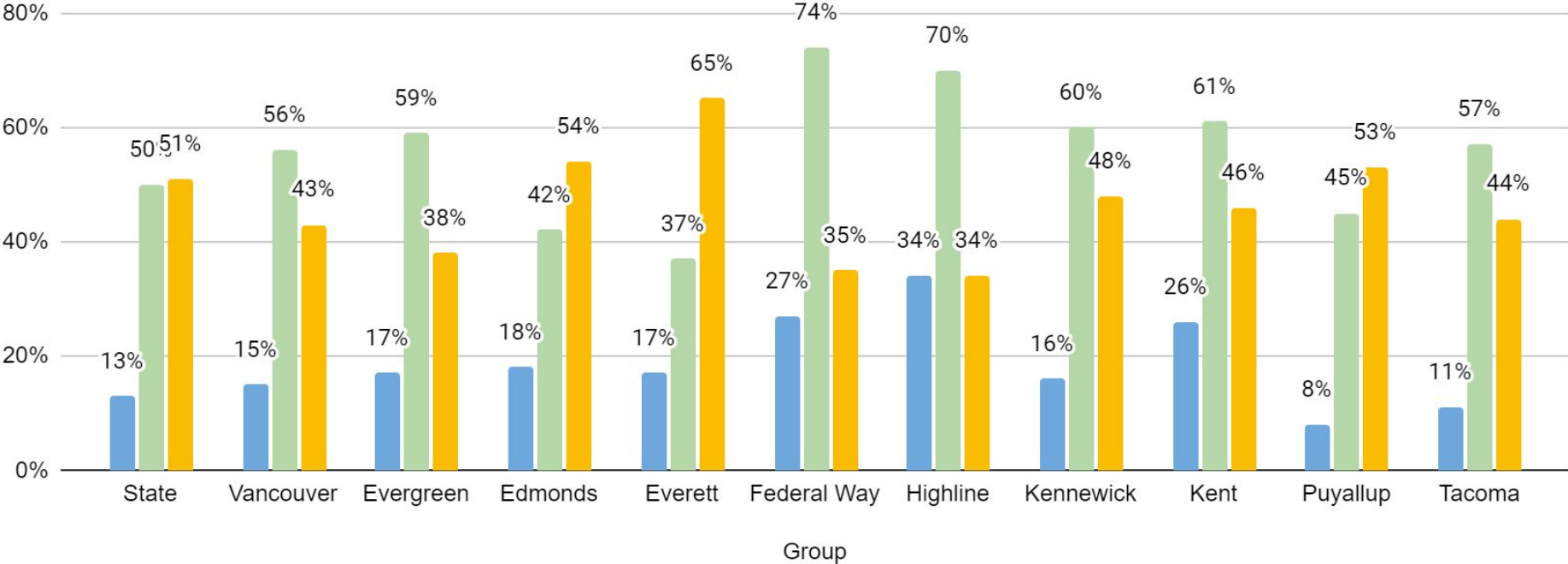
Multilingual%, Experiencing Poverty and Math Proficiency

■ Multilingual% ■ Experiencing Poverty ■ Math Proficiency

Group	Multilingual%	Experiencing Poverty	Math Proficiency
State	13%	50%	39%
Vancouver	15%	56%	30%
Evergreen	17%	59%	27%
Edmonds	18%	42%	42%
Everett	17%	37%	52%
Federal Way	27%	74%	23%
Highline	34%	70%	23%
Kennewick	16%	60%	34%
Kent	26%	61%	34%
Puyallup	8%	45%	40%
Tacoma	11%	57%	28%
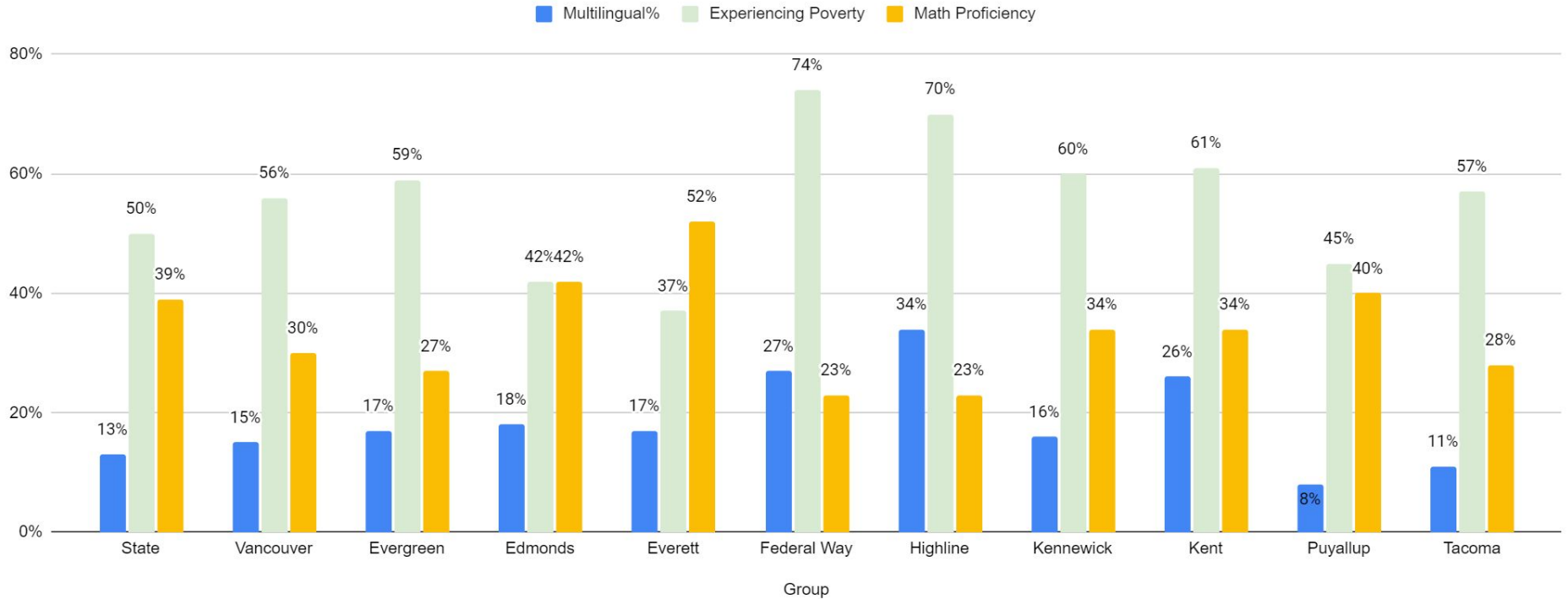
Multilingual, Experiencing Poverty and Science Proficiency

Legend: Multilingual% ■ Experiencing Poverty ■ Science Proficiency ■

Group	Multilingual%	Experiencing Poverty	Science Proficiency
State	13%	50%	43%
Vancouver	15%	56%	41%
Evergreen	17%	59%	36%
Edmonds	18%	42%	44%
Everett	17%	37%	56%
Federal Way	27%	74%	25%
Highline	34%	70%	28%
Kennewick	16%	60%	38%
Kent	26%	61%	39%
Puyallup	8%	45%	44%
Tacoma	11%	57%	34%
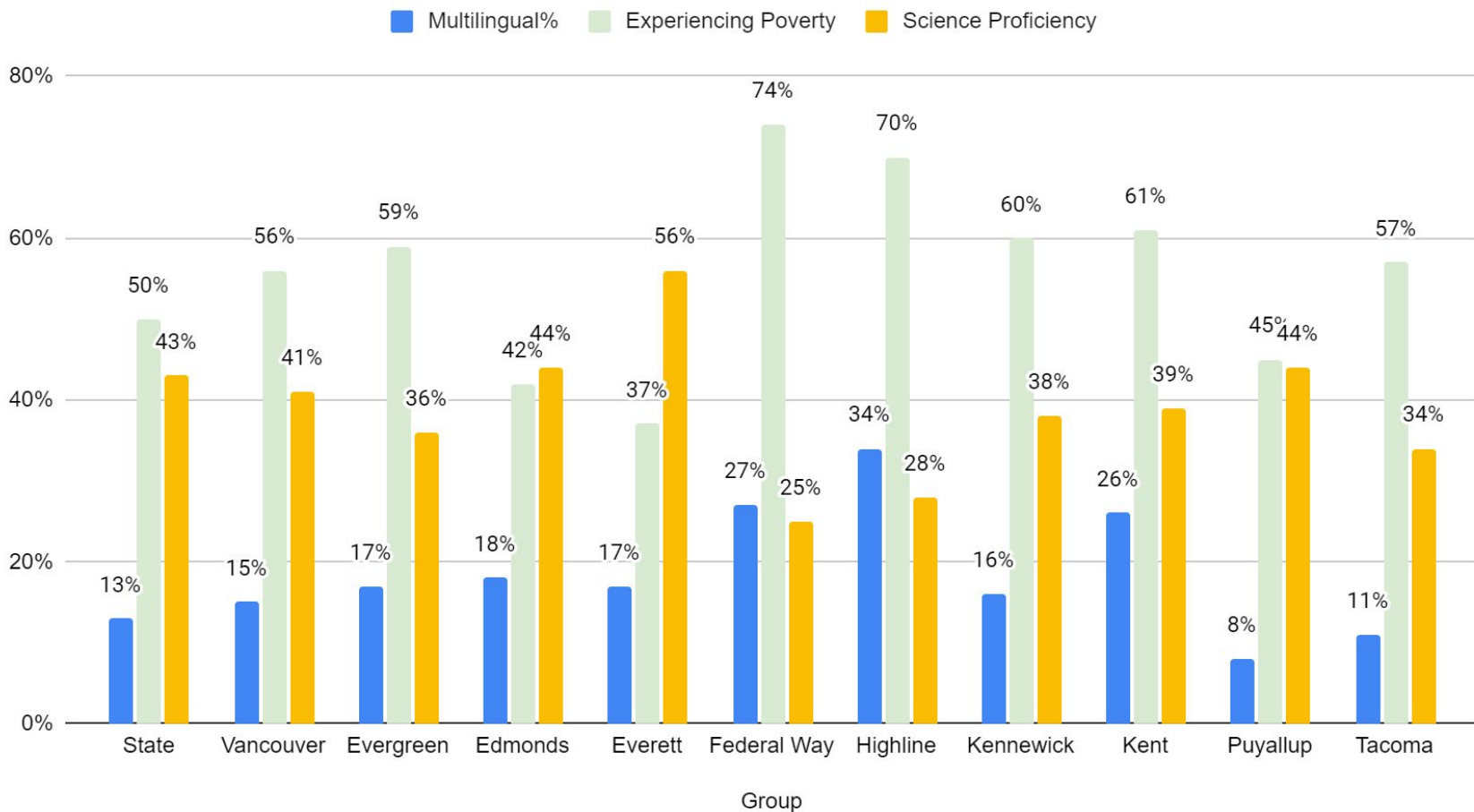
Student Learning:
iReady Data

iReady Reading, Fall 2023

Overall Placement

Students Assessed/Total: **16,352/20,883**

16%	14%	29%	13%	27%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
2,555 Students	**2,358 Students**	**4,779 Students**	**2,205 Students**	**4,455 Students**

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

▼ **Placement by Domain**

Phonological Awareness *(PA)*

Phonics *(PH)*

High-Frequency Words *(HFW)*

Vocabulary *(VOC)*

Comprehension: Overall *(COMP)*

Literature *(LIT)*

Informational Text *(INFO)*
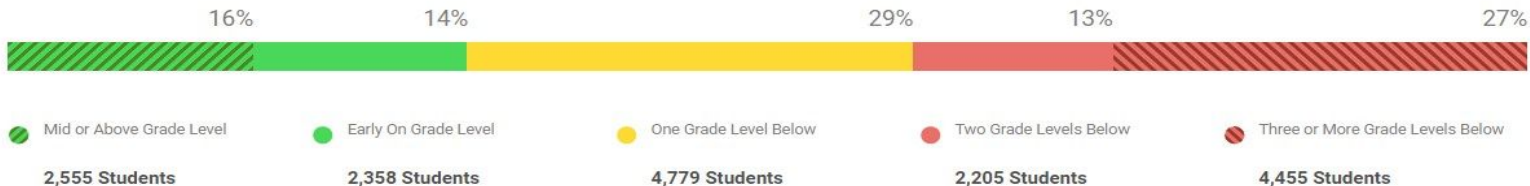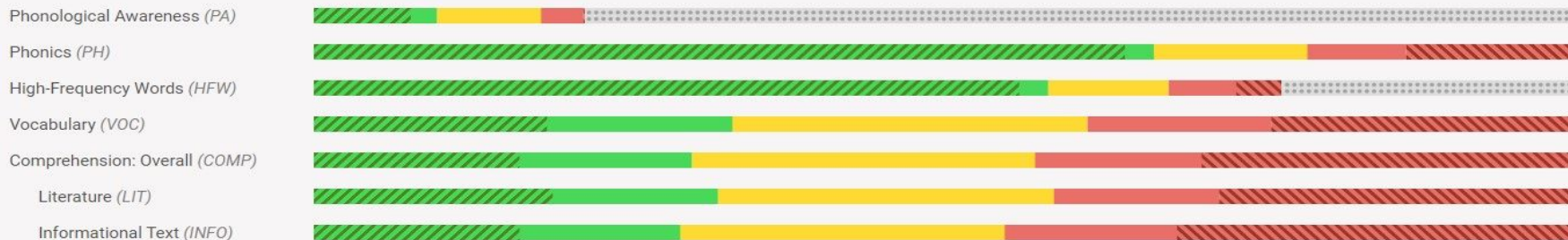
Not assessed in domain due to students' grade level

2023 Fall iReady Diagnostic Early-On Grade Level - Reading
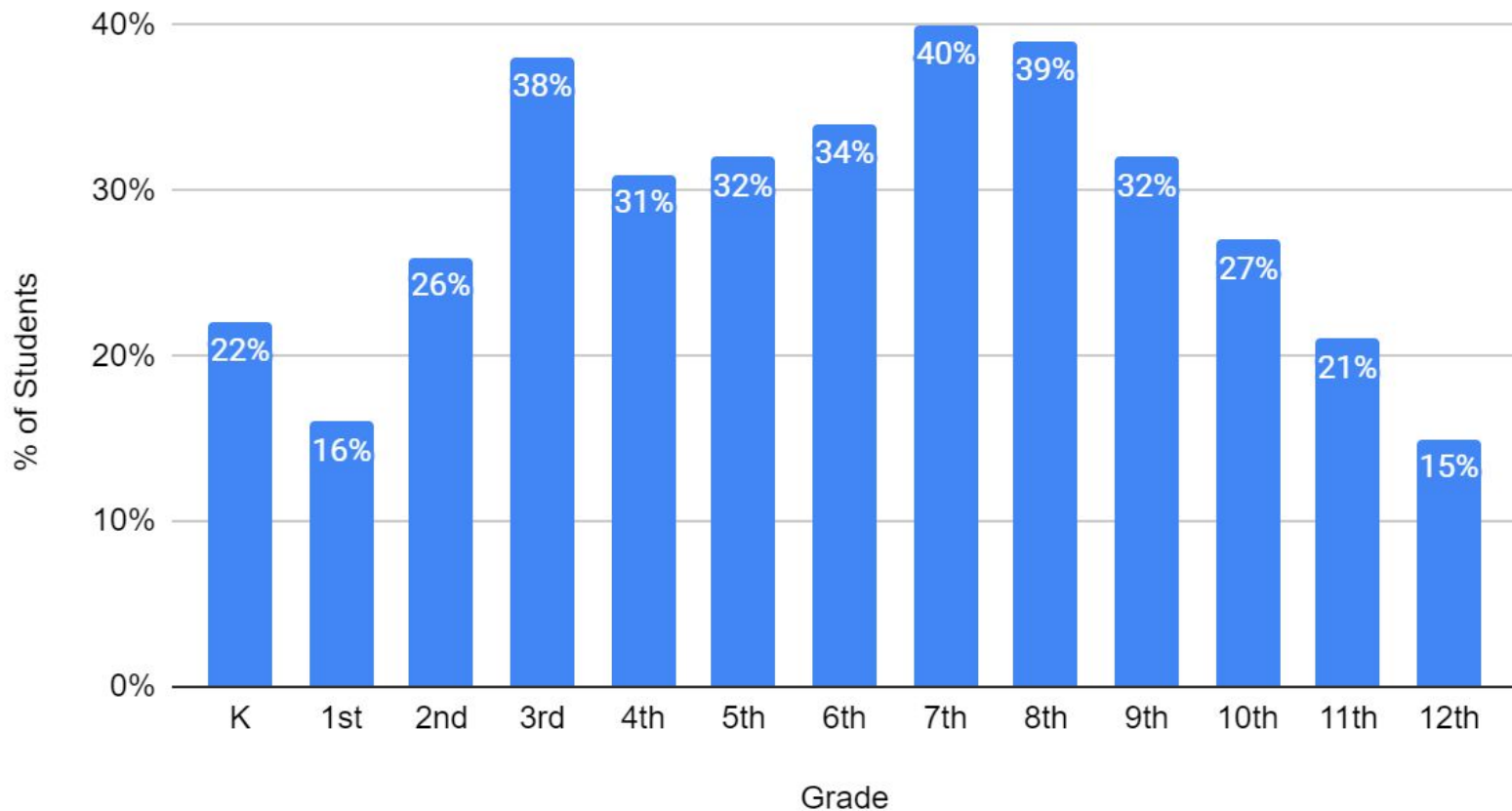
Fall iReady Reading Trends 2021-2023 Early On Grade Level

Legend: Fall 2021 | Fall 2022 | Fall 2023

Grade Level	Fall 2021	Fall 2022	Fall 2023
1st	15%	19%	16%
2nd	22%	14%	26%
3rd	42%	39%	48%
4th	31%	32%	32%
5th	30%	33%	32%
6th	32%	37%	34%
7th	39%	36%	40%
8th	42%	41%	39%
9th	20%	33%	32%
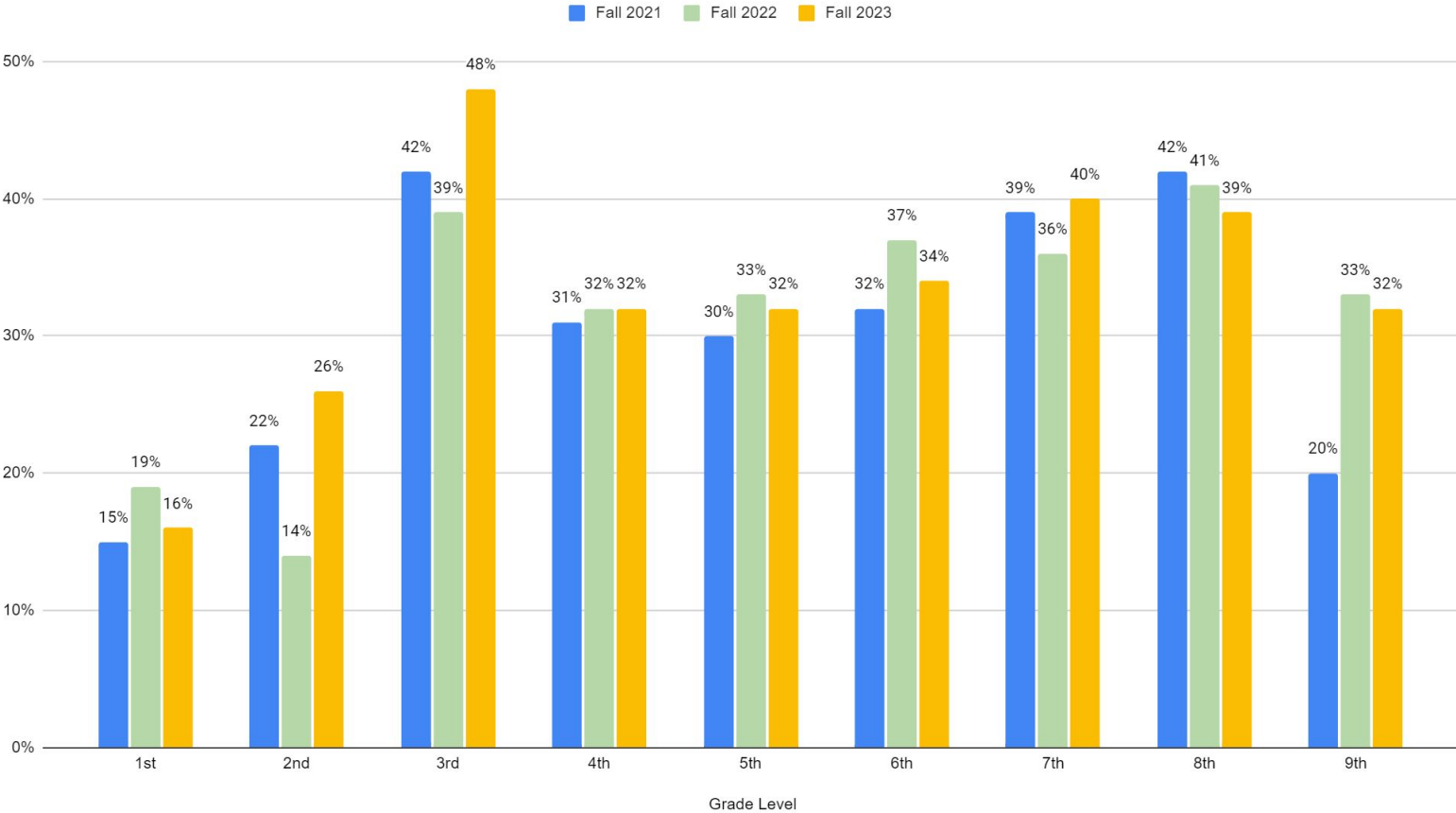
iReady Math, Fall 2023

Overall Placement

Students Assessed/Total: **15,994/20,704**
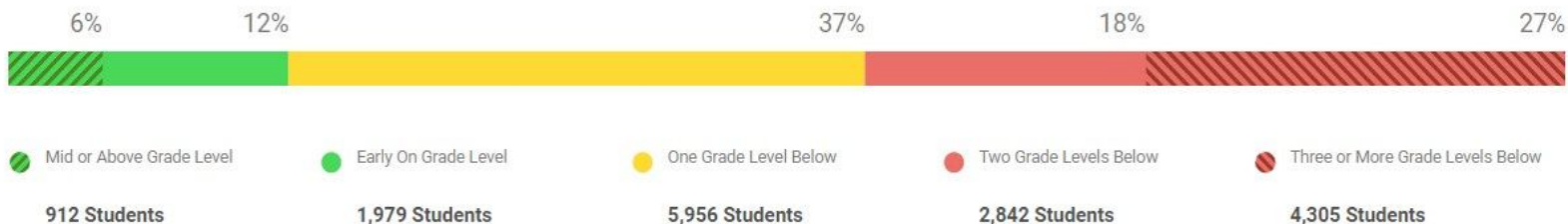
6%	12%	37%	18%	27%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
912 Students	**1,979 Students**	**5,956 Students**	**2,842 Students**	**4,305 Students**

ⓘ The Mapping Between 5-Level and 3-Level Placements

▼ **Placement by Domain**

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*
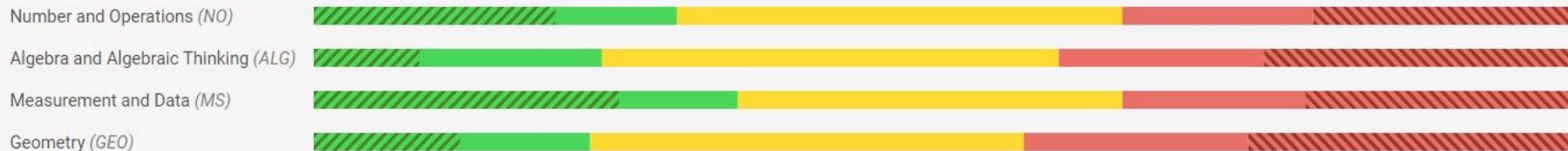
2023 Fall iReady Diagnostic Early On Grade Level - Math
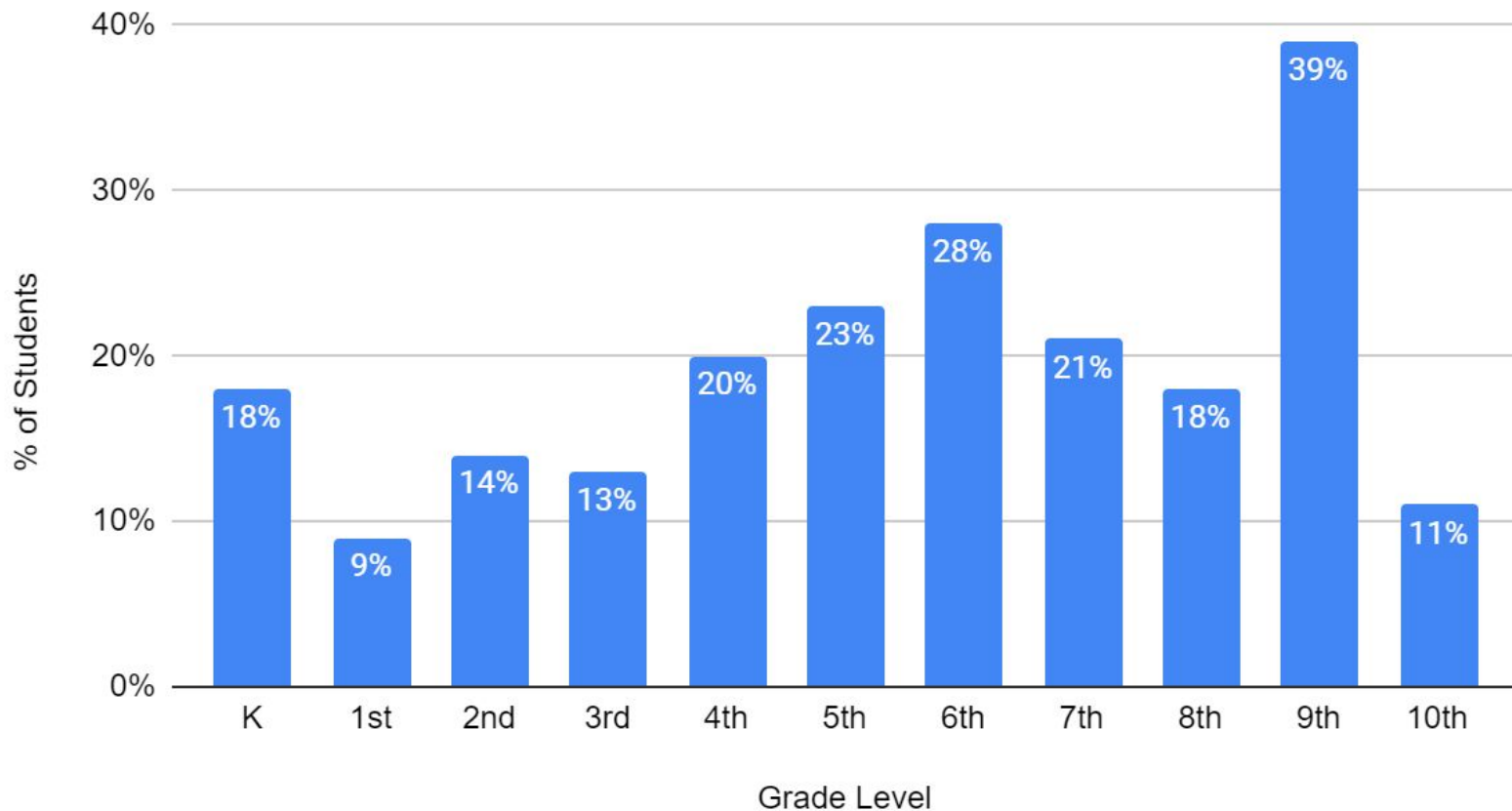
Fall iReady Math Trends 2021-2023 Early On Grade Level
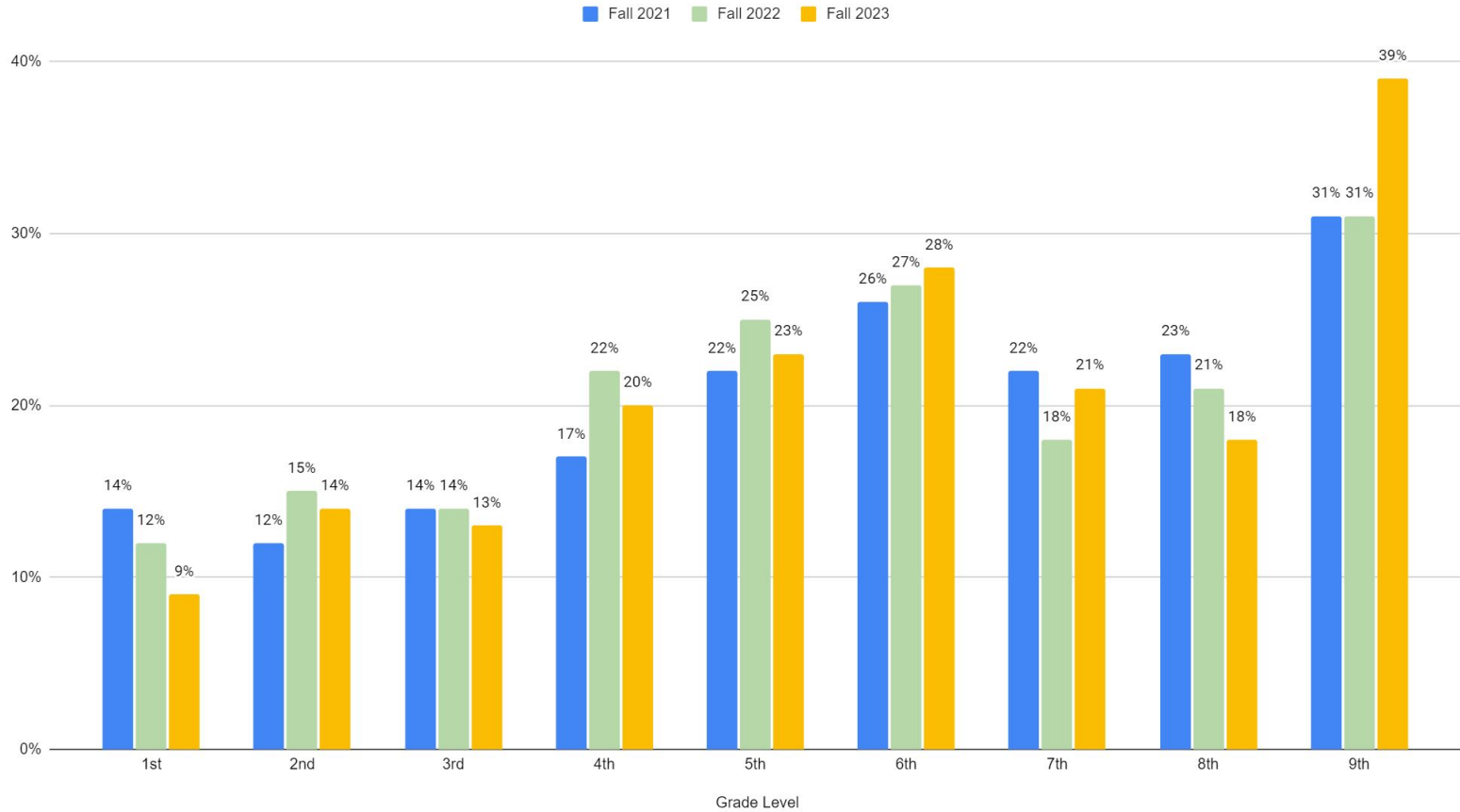
2022-23 VPS iReady ELA Proficiency Rates - Fall, Winter & Spring
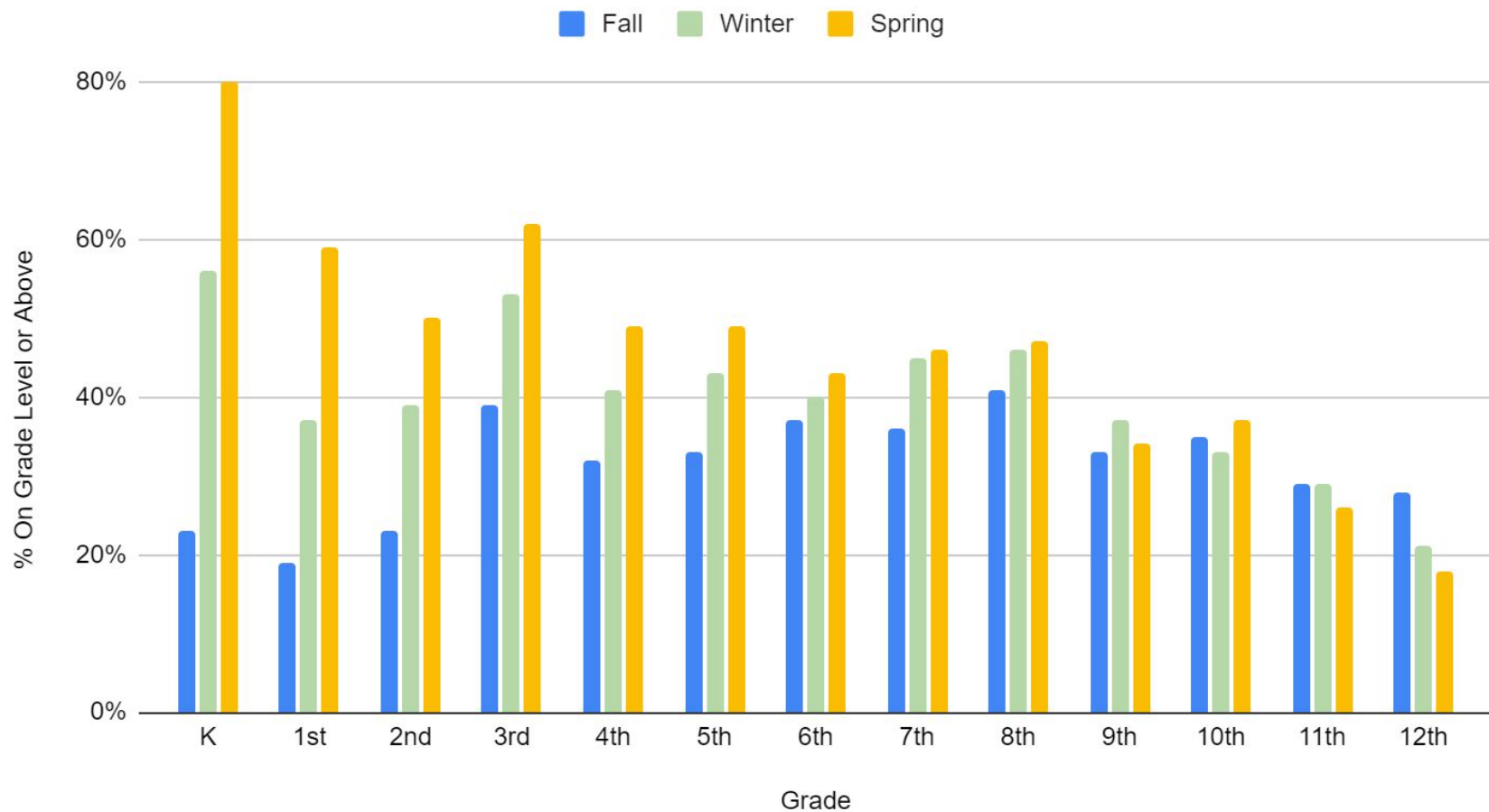
2022-23 VPS iReady Math Proficiency - Fall, Winter & Spring

Legend: ■ Fall ■ Winter ■ Spring

Y-axis: % On Grade Level or Above (0% to 80%)

X-axis: Grade (K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th)
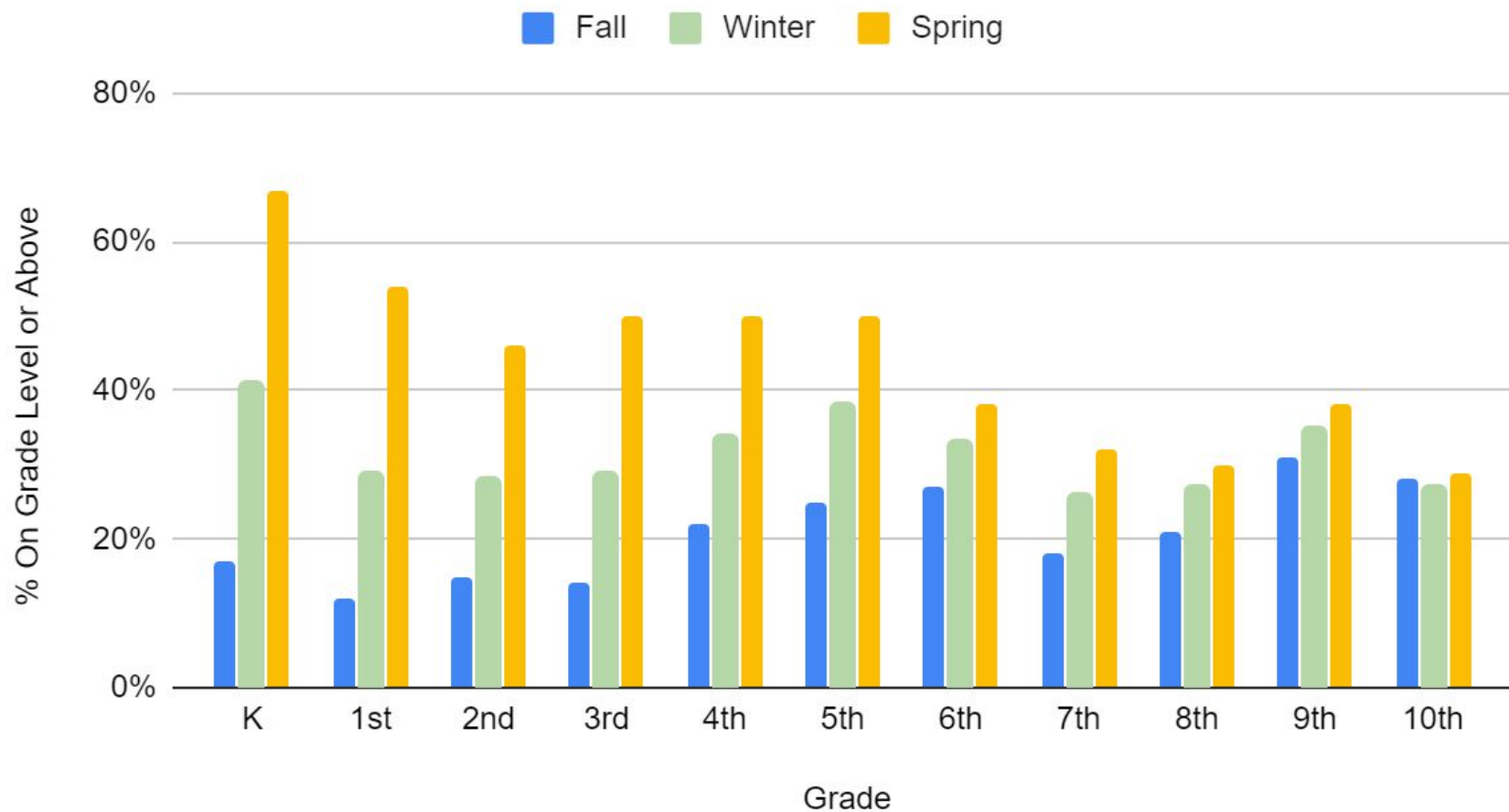
Essential Standard Update

Common Formative Assessments

Standards Subject		Standards Group	
ELA		(Multiple values)	

District Ranked Standards

Standards Subject	Standards Group	Standard	Rank Order
ELA	Grade 4 ELA Essential Standards: Language	L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gra...	1
		L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	2
	Grade 4 ELA Essential Standards: Writing	W.4.6: With some guidance and support from adults, use technology, including the internet, to produce an...	1
		W.4.8: Recall relevant information from experiences or gather relevant information from print and digital ...	2
		W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research	3
		W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4
		W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	5
		W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to t...	6
	Grade 4 ELA Standards: Language	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanin...	1
		L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phras...	2
		L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelli...	3
		L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or s...	3
	Grade 4 ELA Standards: Reading: Literature	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements o...	1
		RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text,...	2
		RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in th...	3
		RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in t...	4
		RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when draw...	5

Interim Assessment Pilot

Hudsons' Bay HS

Algebra PLC

Geometry PLC

English 10 PLC

Three Interim Assessment Blocks

PLC Data Dive- Analyze, reflect, plan instruction

Vision & Action Steps

Might we share next steps aligned to the work plans? Highlight specific actions

Curiosity
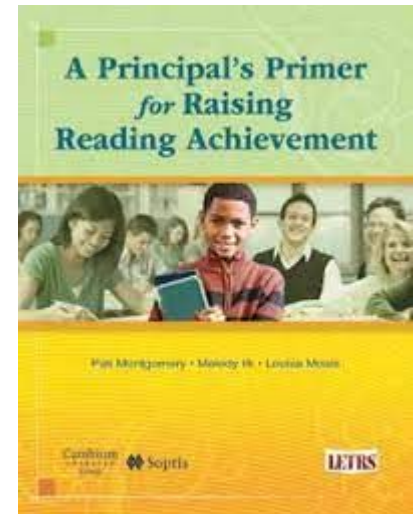
Are we measuring

How are we developing thinkers

Elementary ELA

- Building-Based PD in Structured Literacy/Science of Reading

- Winter: Literacy Routines Learning Lab at targeted sites

- LETRS Training for Administrators

Elementary Math

- A focus on STUDENT ENGAGEMENT
  - Math Framework of Lesson:
    - Launch/Explore
    - Discuss
    - Follow Up

- Building-Based PD: Menu of Choices

Professional Development Structures for Elementary Math

Learning Labs

1. What is a learning lab?
2. Meet with building team. Plan dates, reserve subs.
3. Do an instructional rounds process with building team.
4. Introductory staff meeting to share problem of practice and launch the work of learning labs.
5. Implement labs. Ideally 3-4 teachers in each lab day. One scenario (with a very small staff):
   a. One full day release for K/1, 2/3, 4/5 in the fall
   b. One full day release for each in the spring

Structured Learning and PLCs

1. "Do some math" together
2. Reflect on how "Do some math" feels the same and different as current math practices.
3. What makes an effective lesson?
   a. Read and annotate Launch, Explore, Discuss Lesson Framework
   b. T-chart: Eureka 3 part structure compared to L-E-D 3 part structure
4. Planning forward
   a. Look at your next Eureka lesson
   b. Do the math on the lesson BEFORE discussing
   c. What is the learning target?
   d. Which part of the lesson gets at the heart of the target?
   e. How might you launch the lesson to allow for productive struggle and entry points for all learners?

Instructional Rounds

1. Leadership team (principal/coach/others?) read and discuss 9 "Look Fors" in the Elementary Classroom.

2. Visit all classrooms during math instruction and take open notes (without teacher names attached).
3. Calibrate our understanding of building wide practices using the Observation Template to capture notes and next steps.
4. Look for patterns in next steps to determine a building problem of practice for math instruction.

Other

1. Every building has unique needs and challenges. Your leadership team and CIA math can sit down together and create a plan that best meets your building needs.

- Training for Principals: Instructional Look-Fors in the Math Classroom

9 "Look Fors" in the Elementary Math Classroom

1. Look for a clear focus on math standards

Without a clear focus on the standard being addressed, teaching can get side-tracked. Teachers and students should be aware of the standard, or standards, that drive the lesson, as well as the connection to standards addressed in previous grades.

- What standard is being addressed?
- Is the standard appropriate for the grade level and conveyed in student-friendly terms?
- Do the activities and teaching strategies focus on the standard?
- Is there evidence of both process and content standards being addressed?
- What connections are being made to standards addressed in previous grades?

2. Look for students actively engaged in learning

Engagement is likely the most critical component of teaching and learning. Students learn when they are engaged in the lesson.

- Are the math tasks high-quality and worthwhile?
- Are teachers guiding the explorations, allowing students to think for themselves?
- Are all students answering questions (e.g., are turn and share strategies being used rather than one student answering the question)?
- Are students allowed time for productive struggle? Are they praised for effort and perseverance?

3. Look for deep and focused teacher questioning

Through deep questions teachers are able to probe, scaffold, and extend students' thinking.

- What is the depth of teacher questioning? Are teachers going beyond asking for answers to asking for explanations and justifications? Does the teacher ask probing questions (e.g., Why? How? What if...? What does that mean? Will that always work?) to stimulate students' thinking?
- Does the teacher ask questions that channel students' thinking to a specific understanding or insight?
- Is time given for students to formulate their ideas (e.g., wait time or partner discussions)?

4. Look for communication about math ideas

It is through talk that students develop mathematical reasoning and problem-solving skills, process their own ideas, hear the ideas of others, and extend and refine their own mathematical thinking.

- What does the teacher talk sound like? Is the teacher using think-alouds, revoicing students' ideas, clarifying concepts with examples, and making connections?
- What does the student talk sound like? Do students have frequent opportunities to explain and justify their thinking? Are student-to-student conversations encouraged?
- Are students encouraged to discuss and share observations and insights about math investigations?

Secondary Next Steps

Mathematics

Instructional Look-For's

Math Fellows - investing in teacher leadership

Priority Standards

Leading to Common Formative Assessments

ELA/Social Studies

Library Congress Grant - Primary resource lesson

Tiered learning supports

Course Design/UDL

CTE/STEM/Engagement

Standards based grading

Mastery based learning pathways
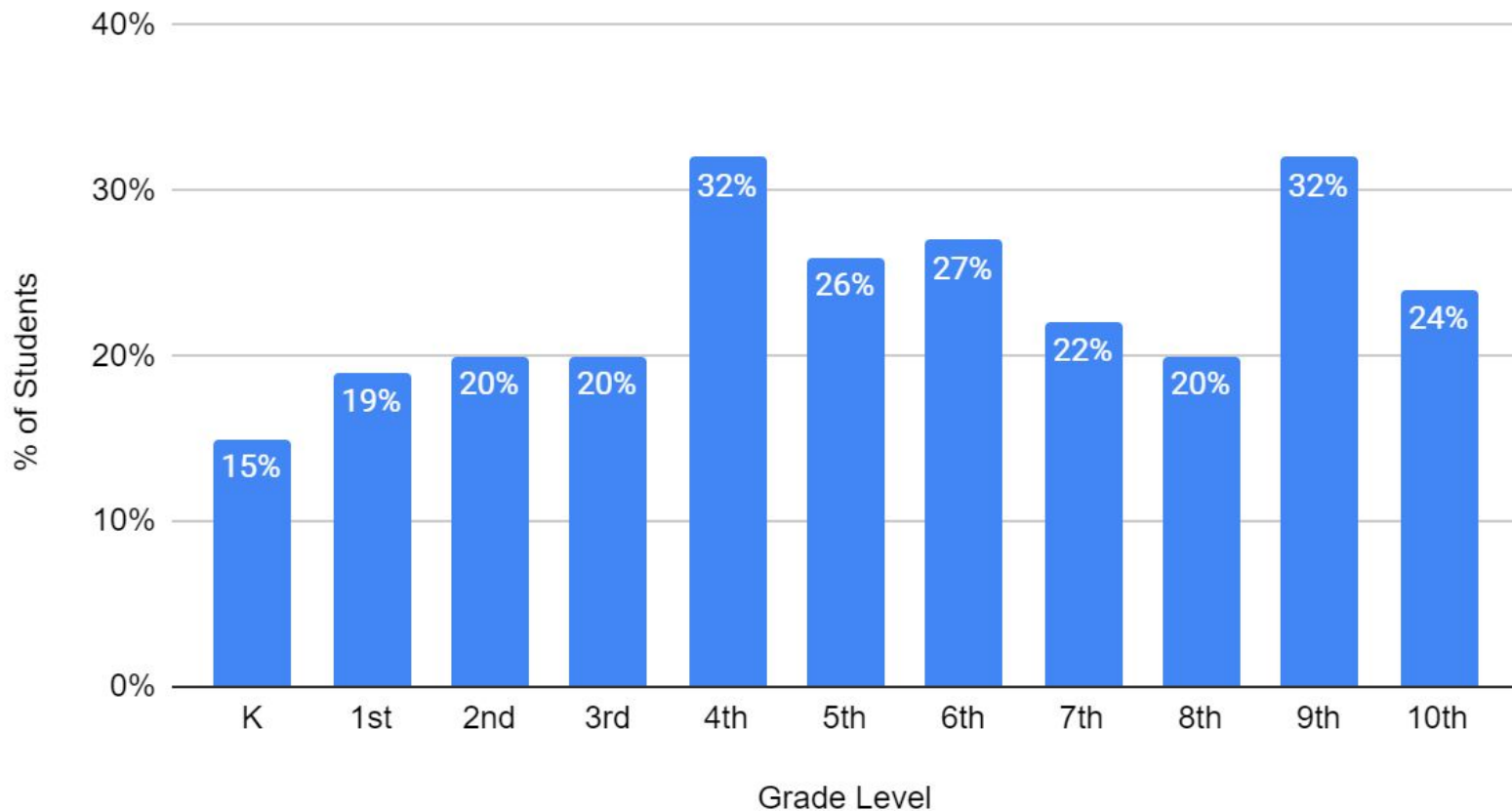
How do you assess something like curiosity?

Vocabulary

Algebraic Sense

2023 Fall iReady Early On Grade Level - Vocabulary
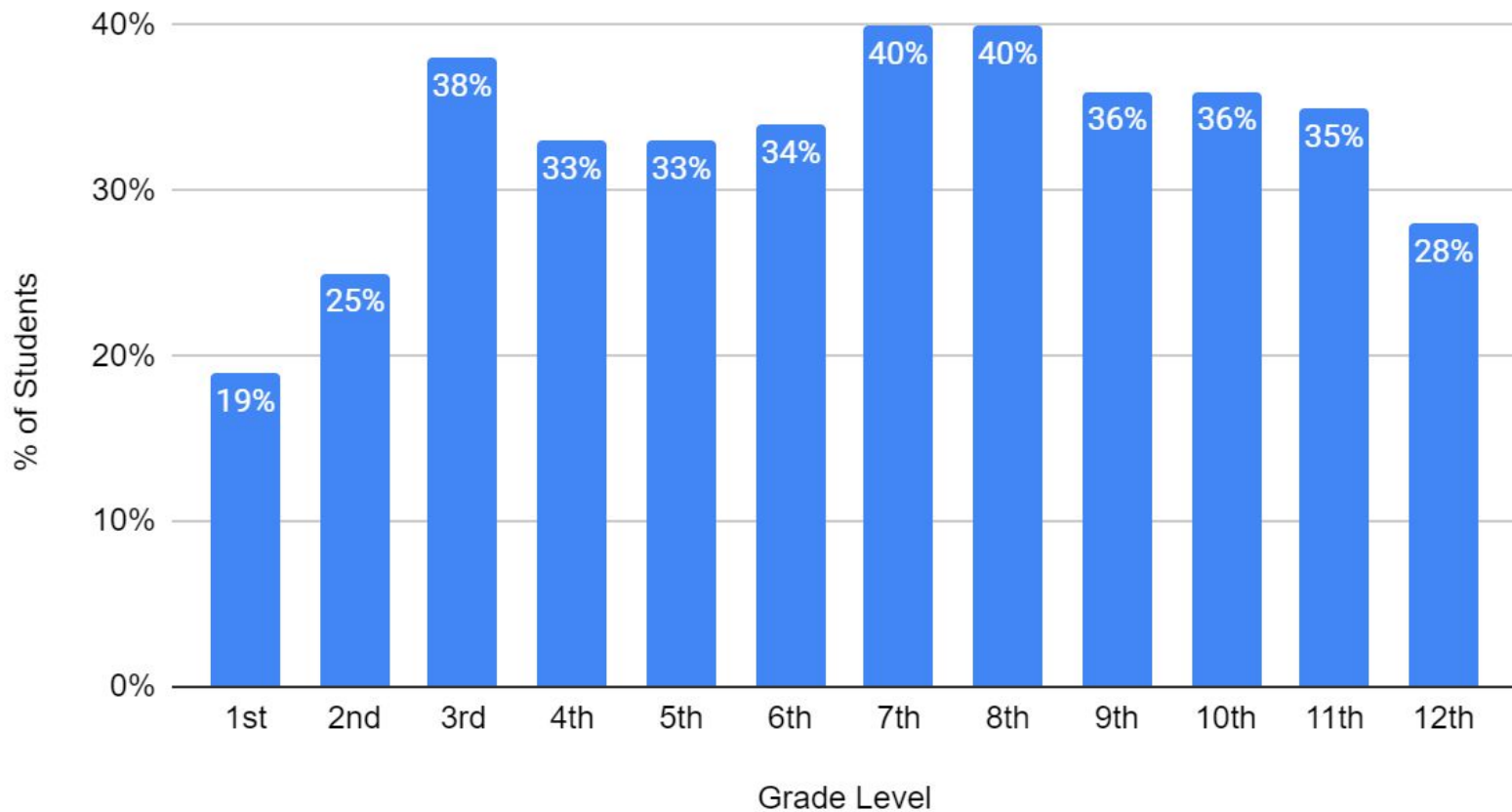
2023 iReady Fall Early On Grade Level - Algebraic Thinking

Bar chart showing % of Students by Grade Level:
- K: 15%
- 1st: 19%
- 2nd: 20%
- 3rd: 20%
- 4th: 32%
- 5th: 26%
- 6th: 27%
- 7th: 22%
- 8th: 20%
- 9th: 32%
- 10th: 24%

Career and College Readiness Data

VANCOUVER
PUBLIC SCHOOLS
VPS

District Strategic Planning Update
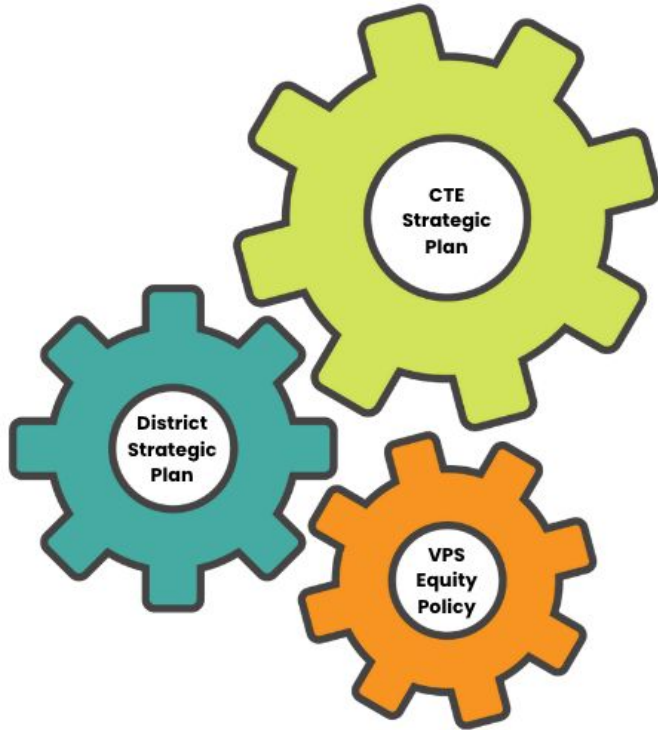
CTE Strategic Plan: Establishing CTE Program strategic priorities, goals and outcomes in alignment with with the District Strategic Plan

District Strategic Plan: Casting a District vision and setting district wide strategic priorities while centering VPS's equity policy

VPS Equity Policy: At the core of this work, anchoring District and CTE strategic priorities, goals and outcomes
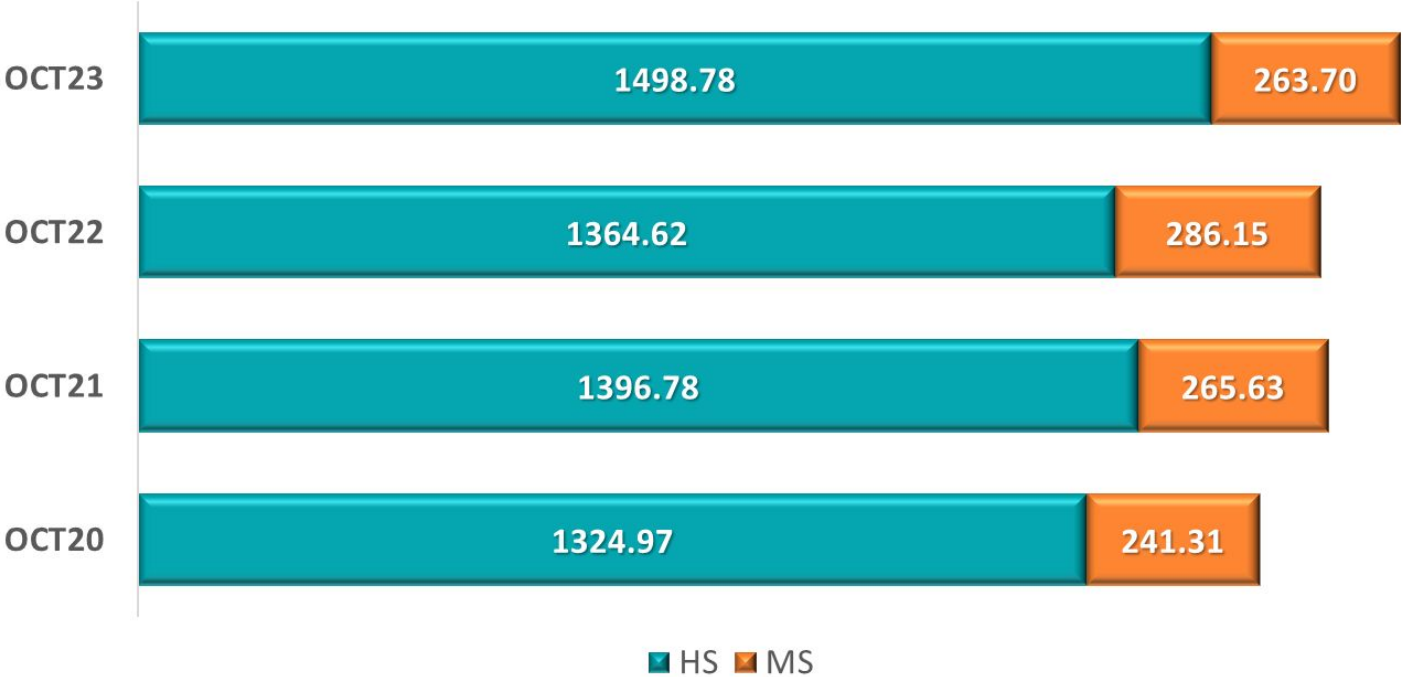
CTE Strategic Planning Update

Priorities	Goals		CTE Strategic Plan 2023 - 2028

CTE Student Experience

Every student thrives in CTE courses completing relevant hands-on activities in and outside the classroom that prepare them for life after high school.

- Students report that CTE courses and programs are safe, engaging, and they experience a sense of belonging.
- Every CTE student participates in career-connected learning opportunities.
- CTE students have valuable opportunities to explore career pathways, begin career planning, and prepare for their future success.

Community Awareness and Engagement

CTE programs are visible, accessible, and valued by students, staff, families, community partners / members, and industries.

- CTE enrollment by program reflects the demographics of VPS and all programs are aligned with post-secondary pathway options (Enroll, Enlist, Employ).
- Community partners and industry are invested in the success of CTE programs.
- Students showcase their skills and abilities through student leadership activities, competitions and other showcase events.
- Family and parent engagement is prioritized and enhanced by actively educating and connecting with parents, involving them more in the learning process, and fostering stronger relationships with families.

Program Alignment & Staff Development

CTE students experience inclusive and aligned CTE programs led by a diverse and skilled workforce that focuses on quality instruction.

- Provide comprehensive staff support and professional development.
- Enhance program alignment and practices.
- Promote inclusive and equitable learning environments.
- Intentionally hire staff who reflect the VPS student body.
- Support CTE instructors to keep industry skills current within their program.

Quality Curriculum and Facilities

CTE students experience industry-aligned curriculum, facilities, and equipment.

- CTE curriculum is aligned with workforce trends, including leadership and durable/soft skills, and is culturally relevant.
- Students achieve industry-recognized certifications, post-secondary credentials, and/or dual credit.
- Stakeholders, such as educators, industry professionals, and community organizations, are collaborators to advise and align facility updates and equipment purchases.

VANCOUVER PUBLIC SCHOOLS
VPS

CTE®
CAREER & TECHNICAL EDUCATION

Enrollment

Applied Math

Years 2020-2023

VANCOUVER PUBLIC SCHOOLS
VPS

	HS	MS
OCT23	1498.78	263.70
OCT22	1364.62	286.15
OCT21	1396.78	265.63
OCT20	1324.97	241.31

■ HS ■ MS

District Profile of Career Connected Learning

**Natural Resources
Horticulture**

**Business
Marketing
Computer Science**

**Digital Arts
Film/Video Moviemaking
Advanced Manufacturing
Building Construction Trades**

**Culinary Arts
Social Services
Early Childhood and Education
Sign Language Interpreting
Language Translation and
Interpretation**

Engineering Technology

**Athletic Medicine
Medical Arts**

(Pathway wheel)
- Agricultural Sciences Pathway
- Skilled & Technical Pathway
- STEM Pathway
- Health Science Pathway
- Family & Consumer Science Pathway
- Business, Marketing, Computer Science Pathway

VANCOUVER PUBLIC SCHOOLS
VPS

115
Work Experience
(paid jobs)

Students worked over 33,000 hours and will earn over 67 credits

Nearly **70** students already enrolled for 23/24

11,092
Career Choices/WBL

7,316 On-campus experiences-HS (21/22)
3,712 On-campus experiences-MS (21/22)
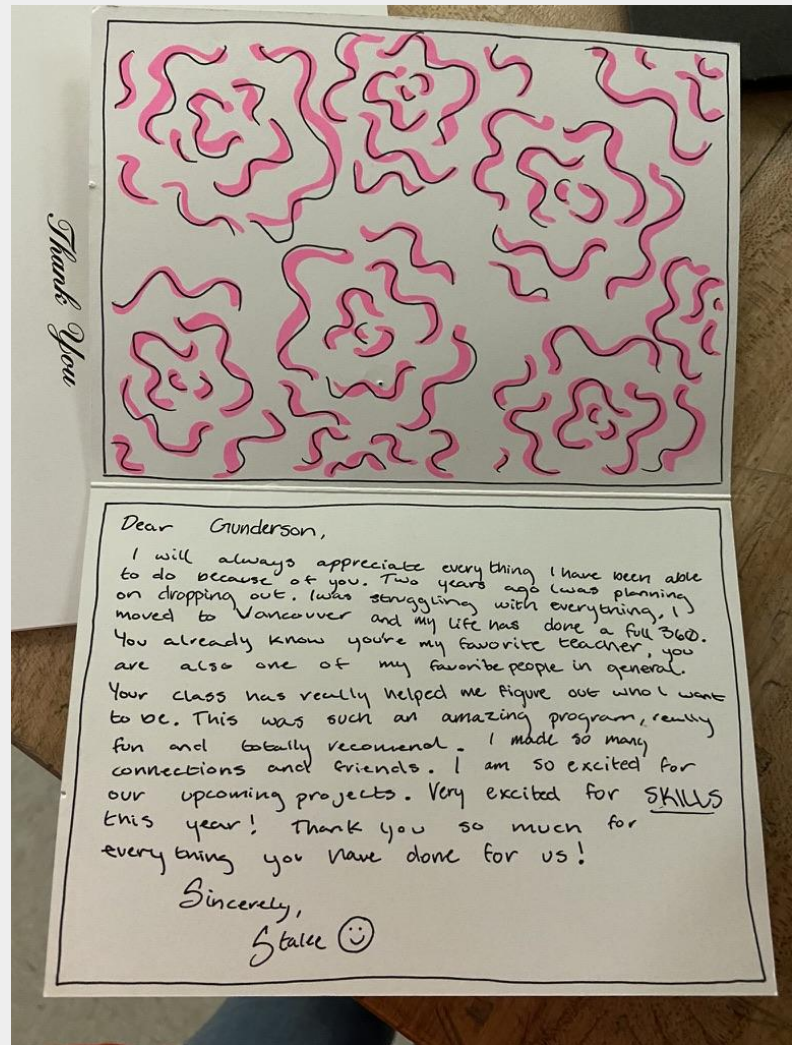
5 Unpaid Internships-LSW Architects

136 PAID internships

20+ students currently being placed for Fall Internship

New partnership with Goodwill Employee & Community Education to provide job readiness workshops in classrooms.

Story of vision of a grad indicators

Core Plus Construction

Dual Credit at Bay & Fort

Update on Early College Programs at Fort Vancouver and Hudson's Bay

Mark Wreath

Director of Career/College Readiness

21-22 School Year

- English 101 and 107 through EWU at FVHS only

- No early college classes at HBHS

- Grant funding for students on free/reduced lunch

22-23 School Year

LAST YEAR

- English 101 and 107 through EWU at FVHS
- **Added Precalculus 141 and 142 through EWU to HBHS** **NEW!**
- Funded all courses using grant funds (e.g., ESSER)
- Senate Bill 5048, eliminating College in the High School fees, passes in the spring
- Worked with principals to recruit new teachers

NEW THIS YEAR!

23-24 School Year

- English 101, 201, and 107, Spanish 170, History 111, and History 112 through EWU to be offered at FVHS

- Precalculus 141 and 142, English 101, and Psychology 101 through EWU to be offered at HBHS

- College in High School programs will be free after the passage of Senate Bill 5048

- Collecting comprehensive list of all dual credit classes offered on all campuses (e.g., IB, AP, CTE dual credit, and College in the High School)

College in the High School (CiHS) Course offered at all VPS Schools

| Course	University	School	Instructor
MATH 153 Precalculus I	Central Washington University	VSAA	Tim O'Boyle
MATH 154 Precalculus II	Central Washington University	VSAA	Tim O'Boyle
MATH 152 Functions and Reasoning	Central Washington University	VSAA	Tim O'Boyle
BIOL 201 Human Physiology	Central Washington University	Skyview	FUNK-MILLS, KATHRYN
MATH 141 PRECALCULUS	Eastern Washington University	Hudson's Bay	Peter Henrichs
MATH 142 PRECALCULUS MATH II	Eastern Washington University	Hudson's Bay	Peter Henrichs
~~BIOL 100~~	~~Eastern Washington University~~	~~Hudson's Bay~~	~~...te~~
~~BIOL 232~~	~~Eastern Washington University~~	~~Hudson's Bay~~	~~...te~~
~~BIOL 232~~	~~Eastern Washington University~~	~~Hudson's Bay~~	~~Prosise~~
~~ENGL 170~~	~~Eastern Washington University~~	~~Hudson's Bay~~	~~...ia~~
PSYC 100	Eastern Washington University	Hudson's Bay	Carlson, Jacob
~~ENGL 101~~	~~Eastern Washington University~~	~~Hudson's Bay~~	~~Bronson, Castellano~~
ENGL 201 Analysis, Research and Documentation	Eastern Washington University	FVHS	Ben Jatos
ENGL 170 Introduction to Literature	Eastern Washington University	FVHS	Ben Jatos
ENGL 201 Analysis, Research and Documentation	Eastern Washington University	FVHS	Bethany Rivard
ENGL 170 Introduction to Literature	Eastern Washington University	FVHS	Bethany Rivard
History 111	Eastern Washington University	FVHS	Elizabeth Prager
History 112	Eastern Washington University	FVHS	Elizabeth Prager
Spanish 170	Eastern Washington University	FVHS	Ashley Pirrone
CSE 121: Computer Programming I	University of Washington	Skyview	Kim Hansen
FR 103	University of Washington	Skyview	Jeanne Federovitch

NEW!

- 44 sophomores with the potential to earn early college credit and meet their ELA Graduation Pathway Requirement!
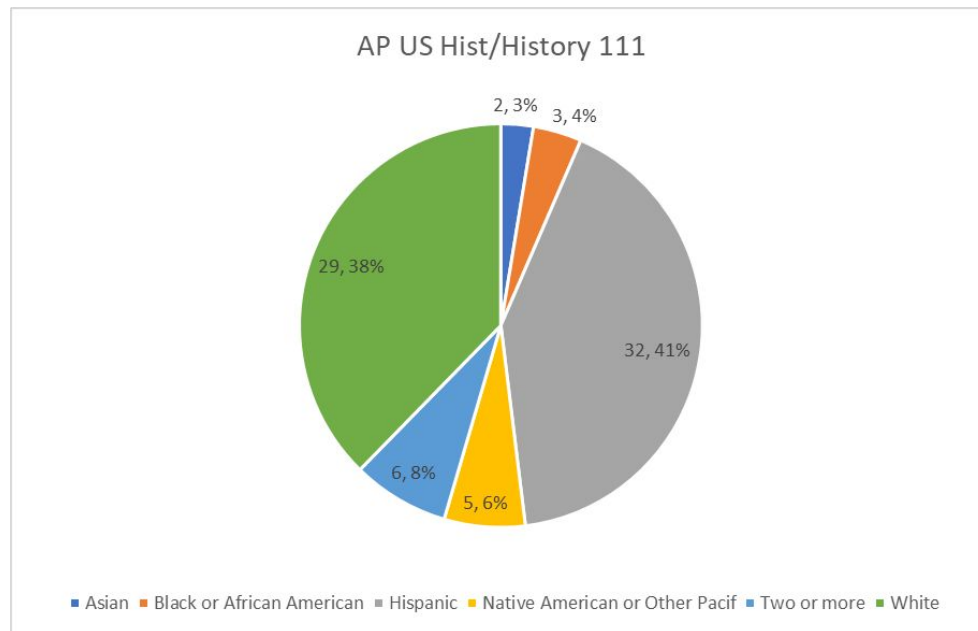- 27 students with a home language other than English!

EWU Spanish 170 Demographics

4.50%
4.50%
9%
82%
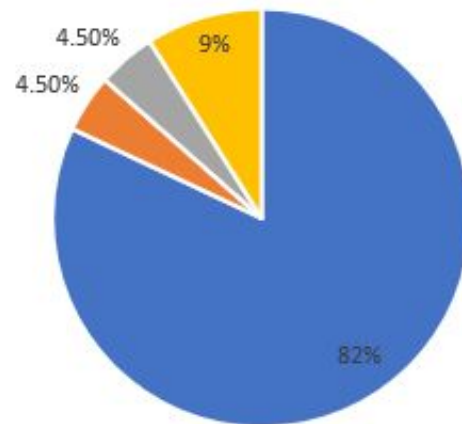
■ Hispanic ■ Native Hawaiian or Other Pacif ■ Two or more/Other ■ White
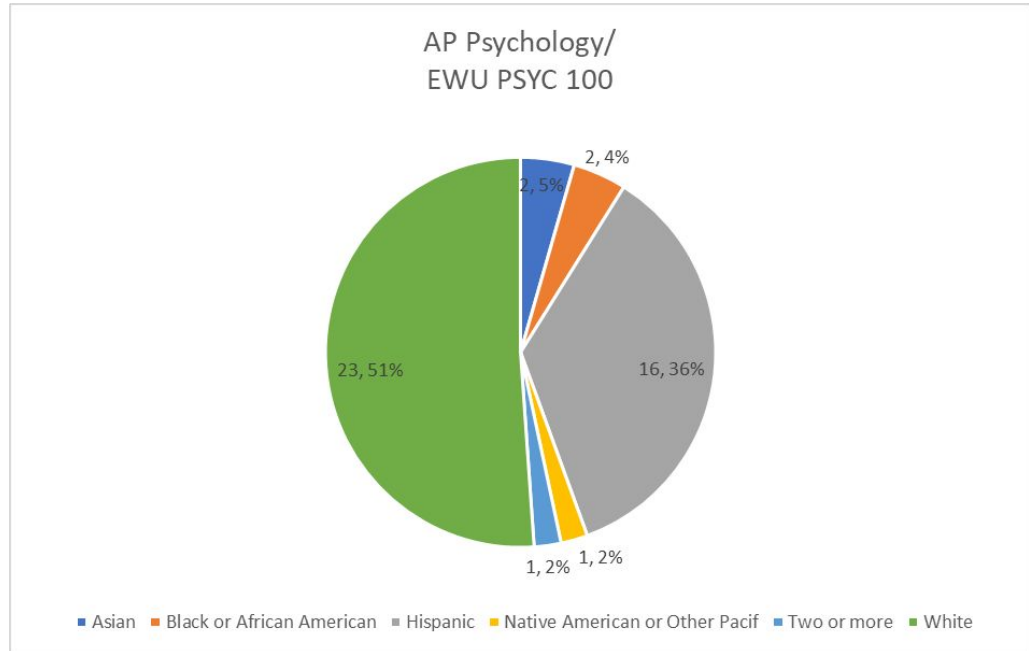
NEW!

By the numbers:
AP US Hist/
EWU History
111

FORT VANCOUVER TRAPPERS

- 312 students with the potential to earn early college credit!
- 34 students have a home language other than English!

AP US Hist/History 111

2, 3%   3, 4%
29, 38%
32, 41%
6, 8%
5, 6%

■ Asian ■ Black or African American ■ Hispanic ■ Native American or Other Pacif ■ Two or more ■ White

NEW!

By the numbers:
AP Psychology/
EWU PSYC 101

- 46 total students
- 27 students with a home language other than English

AP Psychology/
EWU PSYC 100

2, 5%
2, 4%
16, 36%
23, 51%
1, 2% 1, 2%

■ Asian ■ Black or African American ■ Hispanic ■ Native American or Other Pacif ■ Two or more ■ White

HUDSON'S BAY

24-25 School Year

- Further expansion of College in the High School across all campuses pending details regarding Senate Bill 5048
  - e.g., Adding math courses at FVHS, Adding additional Biology and English classes to HBHS
  - Emphasizing accessibility, classes that align to graduation pathways, and classes that directly transfer
- Examining equity in current and future dual credit course offerings across the district
- Developing systems to examine all early college programs (IB, AP, and CHS) and improve outcomes for all students

Outcomes - Progress Monitoring

How are our students doing?
- [Student Experience](#)
- [Student Learning](#)
- [Career and College Readiness data](#)

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

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.

Project Goals

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

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

Topic	Percent Favorable	Change since Spring 202
Supportive Relationships ⓘ	88%	▲ 1
Self-Efficacy ⓘ	58%	▲ 1
Sense of Belonging ⓘ	66%	▲ 3

Progress Monitoring 1

Grades 6–12

Topic	Percent Favorable	Change since Spring 2023
Self-Efficacy ⓘ	42%	▲ 1
Sense of Belonging ⓘ	42%	▲ 3

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](#)

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.

Five Year Vision

Each student in VPS will experience targeted support, enhancement, and guidance throughout their school journey as they feel prepared and excited for their post-high school plans.

Project Goals

- E2a. Use universal design practices to ensure access to evidence-based instruction that focuses on critical thinking skills for each student.

- E2b. Ensure an evidence-based core curriculum and a balanced system of assessment for each student.

Project Goals

- E2c. Refine multi-tiered systems of supports to ensure each student has the necessary learning experiences and access to thrive.

- E2d.Use the results from CTE and District Strategic Planning data, as well as current student Programs of Choice enrollment data to inform possible changes to Secondary CTE Magnet programs and Programs of Choice.

5 Why Protocol

1. Students need varying levels of support.
2. Outcomes for students must not be predictable.
3. All students need access to rigor.
4. High expectations for every student will create more opportunities.
5. More opportunities will help students be better prepared for their future.

2023-24 Expected Measurable Outcomes

- All principals and district instructional coaches will attain Universal Design for Learning (UDL) Certification - Level 2 by May 2024.

- Multi-tiered System of Supports (MTSS) Draft agreements - deliverables for using data at the district and school level. Expectations for schools creating schedules to allow for intervention, collaborative data meetings, and using enhanced curricular/assessment resources with integrity.

2023-24 Expected Measurable Outcomes

- 60% of staff will be trained in CHAMPS / STOIC (System for setting up consistent school and classroom structures to support student behavior).

- Compare application and acceptance data for iTech and VSAA from the 23-24 cycle to inform the success of the current plan and adjust as needed.

- Increase enrollment from other VPS schools for Half Day Choice programs.

Progress Monitoring 1

- MTSS - Directors from multiple departments are collaborating on the IPP (Inclusive Practices Project) Grant:
    - IPP Grant Goal around MTSS
    - MTSS district self-assessment
    - Establish the grant meeting schedule and presentation
    - Plan and facilitate K12 MTSS shared experiences #1 Nov, #2 Feb, #3 April

Progress Monitoring 1

- Trends identified in preliminary iTech/VSAA 6th-grade data:
  - Currently reviewing the 6th-grade offer and acceptance data at both schools

- Half Day Choice program update:
  - Fall 2023, Half day program launched at Bay (Construction Trades) and Fort (Medical Arts)
    - Both currently full with in-building students
    - Will actively promote in other VPS schools for applications for 24/25

Progress Monitoring 1

- <u>UDL</u> - Coaches, Principals, TOSA's, and Directors will have access to the UDL certification platform by end of October.
  - Asynchronous learning opportunities will be available, up to 51 clock hours.
  - Currently designing in-person opportunities
- <u>CHAMPS/STOIC</u> - Had training in May, June, and August where 440 certificated staff have been trained (27% of all certificated staff).
  - October 13, 140 special education teachers
  - March and April training being planned
  - Working to train bus drivers

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?