Goal Area Progress Reports

2019-20

Design II, Chapter 2

Strategic Plan

Vancouver Public Schools
Vancouver, Washington

Vision to Life
Early Learning
Collaborating with parents and partners to promote readiness to learn

Task Force Lead: Debra Hale

Goal

By 2020, all families will have opportunities to benefit from high-quality early learning services that promote success for all kindergarteners.

Target Objectives

Expand kindergarten readiness programs to all elementary schools (initiated in 2014-15)

Implement the Washington Kindergarten Inventory of Developing Skills (WaKIDS) in all kindergarten classrooms through family connections, whole-child assessment, and early learning collaboration (initiated in 2014-15)

Establish a system for early learning program oversight and alignment to support student success in kindergarten (initiated in 2015-16)

Promote strategic partnerships and expand programs and services that increase kindergarten readiness (initiated in 2015-16)

Annual Work Plan Summary

- Work with district and state-level stakeholders to create a pilot plan for early entrance to kindergarten for students who demonstrate at-risk indicators
- Strengthen evening preschool by providing professional development and uniform guidance to all participating schools
- Support outreach to families through earlier kindergarten registration and early learning opportunities
- Continue the development of community partnerships, especially as new elementary schools open

Q1 Highlights

- Planned for January start of First Steps Kindergarten (work groups, community communication, parent information sessions, child screening, staffing)
- Provided multiple opportunities for professional development to paraeducators and teachers (early learning math, literacy, social emotional learning, play, ongoing collaborative work with Early Childhood Special Education)
- Participated in national Preschool Development Grant and Preschool Inclusion Collaboration Team Workgroup to provide recommendations in the developments of policies, tools and resources in the state
- Designed and led learning walks with VPS kindergarten teachers and community preschool programs
- Planned with school teams for current and upcoming evening preschool offerings at 13 sites, and updated early learning web and outreach (more than 1,600 subscribers to early learning newsletter)
Q2 and Q3 Highlights

- Worked with First Steps Kindergarten (FSK) classroom teacher to ensure a developmentally appropriate learning environment, providing classroom support for literacy, math, and social-emotional learning
- Supported seven schools in their evening preschool before the March school closure, reaching more than 100 children and families
- Hosted parent information sessions for early entrance to kindergarten via Zoom
- Co-hosted kindergarten transition events for preschoolers and their families
- Collaborated with VPS departments to promote online kindergarten registration
- Communicated with community early learning providers to promote a shared understanding of kindergarten readiness and provide a smooth transition for children and families
- Provided remote professional development in early mathematics, WaKIDS rater reliability and early childhood special education staff, reaching more than 150 educators

Next Steps

- Explore the feasibility of continuing and expanding First Steps Kindergarten in 2020-21
- Consider ways to support evening preschool in the coming year
- Begin to develop and plan, with FCRC leadership, the action steps for the P-3 U.S. Department of Education grant
Instructional Quality
Creating the context and conditions to personalize learning

Task Force Lead: Chris Olsen

Goal
By 2020, every school will provide differentiated support to improve academic growth in all students through professional learning, collaboration, and communication.

Target Objectives
Provide ongoing support for full implementation of Common Core State Standards, 5D Instructional Framework, Teacher-Principal Evaluation Program, and Smarter Balanced assessment system (initiated in 2014-15)

Establish systems to support high-functioning Professional Learning Communities (PLCs) and high-quality staff development based on educator and student growth goals (initiated in 2015-16)

Ensure that School Improvement Plans (SIP) identify differentiated and individualized pathways to meet the needs of each student (initiated in 2015-16)

Increase student support in all schools through Academic Response to Intervention (RtI) (initiated in 2016-17)

Implement a new evaluation system for non-classroom certificated teachers, educational staff associates, and central office administrators in alignment with the state’s system (initiated in 2017-18)

Annual Work Plan Summary

- Ensure and monitor alignment to standards for all instructional resources, specifically new adoptions in: structured literacy (elementary school), Next Generation Science (middle school), and math (high school)
- Solicit principal input and organize central office support for schools to help increase all students’ achievement in math and reading
- Strengthen support for tiered intervention work at all schools
- Deepen educators’ understanding and increase implementation of culturally relevant and engaging classrooms to increase access and opportunity for all students

Q1 Highlights

- Collaborated with VPS Executive Directors for Teaching and Learning to contract with Anthony Muhammed for professional development day August 21, 2020, to increase educator capacity for Culturally Responsive Education (CRE) through Professional Learning Communities (PLC)
- Provided standards-aligned professional development focused on key district initiatives in instructional quality
  - Understanding K-2 Foundational Skills (60 people)
  - Foundational Skills Implementation: Countdown (60 people)
  - Foundational Skills Implementation: Blast (60 people)
- Foundational Skills Implementation: HD Word (60 people)
- Building Coaching Capacity 101 (75 people)
- Building Coaching Capacity 201 (75 people)
- LAP Boot Camp for Elementary LAP teachers (60)  
  - Homeroom and Google for LAP  
  - Really Great Reading: Blast  
  - Really Great Reading: HD Word  
  - Foundational Math Skills for LAP
- CRE - December 7, 8:30-3:30 (75)
- Enhancing Learning for Honors HULA Students Blended Course (25)
- Professional Growth Plans (PGPs) Helping ALL students attain social emotional learning (SEL) and educational technology standards (20)
- Blended Learning - Comprehensive school counseling program implementation (15)
  - Student Threat Assessment Training (15)

- Provided paraprofessional training in Instructional Method and Support to more than 400 paraprofessionals

**Q2 and Q3 Highlights**

- Developed a comprehensive, three-year plan to provide teachers with professional development grounded in the science of reading
- Developed a dual language program model informed by *Teaching for Biliteracy* and Center for Applied Linguistics (CAL) research
- Provided ongoing comprehensive, standards-based professional development supporting culturally responsive education, including these topics:
  - Blended culturally responsive teaching
  - Foundational skills for grade 3 teachers using multisyllable routine cards (remote)
  - *Full Steam Ahead* blended STEM series professional development, collaboratively developed and delivered by curriculum specialists and digital learning coaches
  - Best practices for middle school honors humanities blended series (offered twice)
  - Understanding K-2 foundational skills series for 60 primary teachers (round two)
  - Math fluency and how STEM practices can support it
  - Secondary math community of practice
  - *Teaching for Biliteracy* book study for dual language teachers
  - Icons and depth complexity (multiple sessions, some virtually)
  - STEM early mathematics: geometry
  - WaKIDS interrater reliability certification
  - Smart music for secondary educators
  - Mindfulness-based stress reduction
- Developed and provided tools for families to access to continued learning at home as well as support materials for remote teaching for immediate use after school closure in March 2020
- Developed four-week unit plans for fall 2020 re-entry to school for grades 1-8 focusing on “unfinished teaching” in math and English language arts resulting from school closure

**Next Steps**

- Provide professional development for K-5 teachers in the science of reading prior to the beginning of school
• Conduct Spanish Dual Language Institute August 24-25 focused on the Teaching for Biliteracy Model from the Center for Biliteracy
• Launch two additional Spanish dual language programs at King and Roosevelt elementary schools
• Implement Dynamic Indicators of Beginning Early Literacy Survey (DIBELS) to address state requirements for dyslexia screening in the first round of elementary schools (all schools implement by fall 2021)
• Implement STEMScopes science program in grade 5 in the first round of elementary schools (all schools implement by fall 2021)

Goal
By 2020, all students will have access to information about college and career opportunities to help them make educational choices, complete rigorous coursework, and achieve post-secondary goals.

Target Objectives
Expand strategies and opportunities such as Advancement Via Individual Determination (AVID), digital learning, and internships to help students develop academic behaviors that support college, career, and life goals (initiated in 2014-15)

Ensure every student develops a pathway for obtaining skills to achieve college, career, and life goals (initiated in 2015-16)

Provide learning experiences that require students to apply academic knowledge, skills, and dispositions necessary for future careers (initiated in 2016-17)

Expand partnerships with career and educational advocates and mentors to provide access for students and staff to information and knowledge about post-secondary expectations and opportunities (initiated in 2017-18)

Annual Work Plan Summary
• Strengthen and increase support that develops and ensures college and career pathways for all students
• Expand support for and increase practices that help all students develop academic behaviors leading to success in achieving college and/or career goals
• Increase dual credit opportunities in high school

Q1 Highlights
• Implemented Xello, a new platform for students in 8th to 12th grades to develop the required High School and Beyond Plan
  o Initiated specific training with middle school counselors and some CTE teachers in High School and Beyond Planning for all students in 8th grade
• Collaborated with regional districts, Clark College, and Lower Columbia College in workgroup to establish consistent course articulations for Dual Credit
  o Established CTE Dual Credit articulation with Lower Columbia College for American Sign Language
Q2 and Q3 Highlights

- Completed CTE dual credit articulation with Lower Columbia College for American Sign Language 1 and introduced new health sciences labs and courses at Skyview, Hudson's Bay and Columbia River high schools (courses align with existing course at Fort Vancouver that awards industry certification in CPR/first aid and CTE dual credit with Clark College Health Careers Pathway)
- Prepared forecasting tools and resources to conduct high school forecasting through Xello, and transitioned the forecasting process to a remote model
- Piloted Future Me high school transition support series for 8th grade students at McLoughlin Middle School to begin the High School and Beyond Plan process
- Developed additional tools and processes for students to demonstrate Competency Credit to achieve on-time graduation goals

Next Steps

- Work with Lower Columbia College and on CTE program dual credit articulation: business and marketing
- Continue regional credit equivalency agreement and post-secondary articulation agreement workgroups to support High School and Beyond Plans
Flexible Learning Environments

*Integrating digital technology tools and modernizing facilities to ensure all students are prepared to thrive in the globally interdependent economy and community*

Task Force Leads: Christina Iremonger, Todd Horenstein

Goal

By 2020, every school will implement 1:1 technology-supported programs to increase student ownership of the time, pace, path, and place of learning.

**Target Objectives**

Select and begin implementation of learning management systems to support student learning (initiated in 2014-15)

Provide digital content and services to expand student choice, personalization, and opportunities to extend learning beyond the school day/year (initiated in 2014-15)

Refine systems to explore and test emerging technology and innovation to improve student learning (initiated in 2015-16)

Enhance systems and strategies to connect staff, parents, and community in support of student learning (initiated in 2015-16)

Expand 1:1 programs to all students and teachers in grades 3-12 (initiated in 2017-18)

Explore and recommend technology programs to support early learners (pre K-2nd grade) (initiated in 2017-18)

**Annual Work Plan Summary**

- Expand strategies to engage parents and our community around the weLearn 1:1 initiatives
- Continue professional development opportunities to increase staff and student digital intelligence
- Initiate a K-2, 1:4 iPad pilot to support the continued focus on literacy, numeracy, and foundational skill-building

**Q1 Highlights**

- Completed the #MakerMobile Project by finalizing a wrap design with the Communications Office
- Configured Class Virtual Reality headsets for Hazel Dell and for the Mobile Maker Bus
- Conducted #weCreate events at Salmon Creek and Washington elementary schools
- Launched Cycle 1 and 2 of the Dynamic Learning Project in partnership with Digital Promise
- Conducted 20 school visits, to date, to hear principals’ perspective on the Flexible Learning initiatives and/or any topic related to district technology
Q2 and Q3 Highlights

- Purchased, configured and deployed 5,300 iPads to all K-2 students; deployed grades 3 and 4 iPads and more than 1,200 hotspots to families in support of remote teaching and learning
- Created a call center for families needing technology support, and kept the in-person HelpDesk open using social distancing and safety protocols
- Completed and initiated the maiden voyage of the #MakerMobile
- Completed #weCreate events at Ogden, Truman, Harney and Roosevelt
- Continued to build out and maximize features of the Learn Platform to track educational technology tool usage
- Supported Eisenhower, Truman and Felida parent engagement nights with the Class VR headsets
- Completed K-2 iPad pilot at Hazel Dell, Franklin and Eisenhower
- Revised and published internal protocols and a procedural manual for managing the logistical aspect of 1:1 devices in conjunction with teacher librarians, digital learning coaches, administrators and district office staff
- Registered for membership in the Student Data Privacy Consortium
- Attended the Student Data Privacy Consortium summit at NCCE
- Restructured our digital learning coaches’ level and response - offering critical support and professional development to meet urgent needs related to remote teaching
  - One-hour Zoom webinars (41 offered with 1,845 participants)
  - 1:1 support via email, Zoom or phone call (responded to 176 DLC request forms)
  - Established virtual office hours
- Licensed and configured Zoom accounts for all VPS staff and secured two Zoom webinar licenses for large group meetings
- Collaborated with professional development staff to create a two-hour online video for FCS03: Technology Basics to meet the needs of Paraeducator Standards of Practice required training
- Completed cycle 2 and cycle 3 of the Dynamic Learning Project at nine school sites

Next Steps

- Deploy new teacher laptops and accessories to all certificated staff and building based administrative staff; distribute laptops to all iTech students per the regular 1:1 device refresh schedule; and install a new telephone system and standard classroom technology
- Plan for K-2 professional development days in August
- Fully implement Learn Platform, ClassLink single sign-on, and Qualtrics survey platform
- Collaborate with a cross-sectional stakeholder group on ways to improve remote teaching and learning based on family and teacher survey feedback
- Determine next steps for modernization of the infrastructure including migration to Active Directory and exploration of data interoperability toward an enhanced data dashboard.
Goal

By 2020, all students will develop skills to be safe, responsible, and effective users and producers of information and ideas.

Target Objectives

Develop and implement a K-12 digital citizenship program (initiated in 2015-16)

Develop and implement a K-12 digital information literacy program (initiated in 2017-18)

Integrate the National Education Technology Standards (NETS) with the instructional framework to inform professional development, teaching and learning (initiated in 2017-18)

Annual Work Plan Summary

- Offer professional development opportunities that build teachers’ capacity to develop lessons, challenge activities, and assessments for digital citizenship and information literacy
- Continue to strengthen teachers’ understanding and opportunities to infuse the WA EdTech standards into teaching and learning to prepare future-ready students
- Explore methods to capture formative assessment data regarding students’ attainment of the WA EdTech standards

Q1 Highlights

- Recruited principals to engage families with Common Sense Media during community events throughout the year
- Collaborated on a Title IV grant proposal for middle school digital citizenship and blended learning professional development opportunities for teachers and administrators
- Conducted a 3rd Grade Teacher Cohort Digital Citizenship Academy

Q2 and Q3 Highlights

- Delivered lessons to all 3rd-5th grade students at Ogden, Truman, Harney and Roosevelt that were aligned with social-emotional learning and Washington Ed Tech Standards via VPS #weCreate events
- Explored the feasibility of loading Washington Ed Tech Standards into Seesaw as a learning skill
- Planned a professional development series for the first cohort of teachers that focused on creating digital citizenship infused lessons
- Researched the grades 5 and 8 Learning.com assessment aligned with ISTE student standards

Next Steps

- Continue to work with Seesaw to load Washington Ed Tech Standards into Seesaw
- Collaborate with other departments to create content for the social-emotional professional learning day in August
Goal

By 2020, the district will address facility needs to promote and support high-quality teaching and learning at all sites.

Target Objectives

Develop a project plan for facility improvements (initiated in 2014-15)

Complete a facility and site needs assessment, public engagement plan, and financing projections (initiated in 2014-15)

Engage the community in the educational facility planning process (initiated in 2014-15)

Contingent on available resources, initiative improvements to district facilities and sites (initiated in 2016-17)

Annual Work Plan Summary

• Provide regular design and construction progress updates through district communications and social media
• Continue to address unprecedented marketplace cost escalation through effective and creative cost containment solutions
• Maximize state construction assistance funds for eligible projects
• Complete remaining Group 1, 2 and 3 projects and Bundle 3 projects
• Continue the work for completing Group 4 projects
• Initiate Bundle 4 projects

Q1 Highlights

• Completed move-in at Ogden Elementary
• Completed move-in at iTech Preparatory
• Continued construction work at McLoughlin, Marshall, Truman, King, Walnut Grove, Felida, Fruit Valley, Franklin, Eisenhower, Harney and Sacajawea schools
• Continued design work at Columbia River, VITA, Fir Grove, Jason Lee, Lieser, and VSAA
• Initiated design work at Early Childhood Special Education (ECSE) assessment center, and Bundle 4 Projects (Felida HVAC, Hazel Dell, Hough, Lincoln, Minnehaha, Roosevelt, Jefferson)
• Awarded Fir Grove bid

Q2 and Q3 Highlights

• Began Fir Grove construction
• Approved contract and began Columbia River construction
• Completed public forums for VITA and NE 25th Ave. elementary schools, and developed a plan to construct both schools
• Completed Eisenhower classroom addition
• Began the following projects:
  o Felida classroom addition
  o Franklin classroom addition
  o Sacajawea remodeling
- Fruit Valley classroom addition
- Jason Lee remodeling (SPED, secure entry, FCRC)
- Hough HVAC improvements and new replacement windows
- Kiggins Bowl soils testing and analysis for running track feasibility
- Phase II construction at McLoughlin (new gym construction followed demolition of existing building)

- Bid Bundle 4 projects
- Completed furniture selection for Truman, Walnut Grove and Fir Grove

**Next Steps**

- Install updated standard classroom technology in all VPS classrooms not part of capital projects
- Deploy a new telephone system to improve the reliability and capabilities of the district’s voice communications systems
- Negotiate final price (GMP) of VITA Elementary with general contractor (June)
- Call for Lieser School bids (June)
- Call for VSAA bids (July)
- Continue design work for NE 25th Ave. Elementary School
- Determine final pricing of Early Childhood Assessment Clinic remodel (former Mac. classroom pod)
- Complete move-in activities for Truman and King
Programs of Choice
Helping students discover and develop their abilities, talents, and interests

Task Force Lead: Jim Gray

Goal
By 2020, the district will sustain, strengthen, and expand programs of choice to serve more students and families.

Target Objectives
Remove barriers for underrepresented students and their families to increase access to and participation in programs of choice (initiated in 2014-15)

Strengthen and connect existing programs and pathways to prepare students for postsecondary options of their choice (initiated in 2014-15)

Identify opportunities to expand, design, or refine programs of choice based on student interests, workforce trends, and global developments (initiated in 2015-16)

Annual Work Plan Summary

- Continue to monitor equitable access to programs of choice and address identified barriers to keeping students and families engaged
- Increase participation and opportunities for dual credit, Industry Recognized Certificates, and MS programs that lead to programs and schools of choice.
- Leverage partnerships with industry and community partners to increase student understanding of post-secondary pathways.
- Design and pilot review processes to ensure programs of choice are meeting and staying laser focused on relevant and viable outcomes.

Q1 Highlights

- Completed ACTE (Association of Career and Technical Educators) Quality Program Self Evaluation for two magnet programs
- Researched half-day programs at the Medical Magnet (FVHS) and ACES Magnet (Bay) to remove barriers and increase participation
- Initiated the process to identify the integration of art, innovation and technology embedded in academic programs at VITA Elementary School
  - Research project-based models and structures
- Expanded Dual Credit/Industry Recognized Certificates
  - **Boeing CorePlus (FVHS Welding)**- Students who complete the program will earn a CorePlus certificate from Boeing and be given the opportunity to interview for work prior to graduation.
  - **Introduction to Mechatronics (CRHS)**- Students completers will earn credits in the Clark College Mechatronics program and be automatically entered into the Career Launch program in partnership with Clark College and High Tech (Manufacturing) council
- Convened VPS Middle School Magnet Fair (in addition to evening districtwide informational session on January 7 at Roosevelt Elementary)
- Bates Center- December 11, 2019
- Open to all VPS 8th grade students
- All magnet programs represented to give students the opportunity to get information on each program and ask questions before the application window opens.

- Strengthened existing programs by engaging administrators and educators in professional development opportunities
  - **FVHS Center for International Studies** staff co-presenting with Asia Society at Green Schools Conference & Expo in March 2020
    - Topic: Teacher practice and student learning aligned with the United Nations (UN) Sustainable Development Goals
  - **CRHS** hosted regional IB Round Table mini-conference in October 2019
    - IB coordinators and teachers networked to share best practices in learning

- Converged responsibility for Harney pathway program from an Immersion Program of Choice to core (tier one) instruction for heritage Spanish English Language Learners who are emerging bilinguals

- Created and approved IB Mandarin Chinese (CRHS) for Fall 2020

**Q2 and Q3 Highlights**

- Implemented new half-day magnet program options
  - Forecasted and will run new Health Sciences classes at Skyview, Hudson’s Bay and Columbia River. The medical magnet program will be promoted to students who successfully complete this course. These students will be invited to apply for the full or half-day Fort Vancouver High School Medical Magnet in fall 2021.
  - Forecasted and will run an Introduction to Building Trades course at Skyview in fall 2020. The building construction magnet program will be promoted to students who successfully complete this course. These students will be invited to apply for the new half-day program as part of the Hudson’s Bay ACES magnet program in fall 2021.

- Expanded Dual Credit/Industry Recognized Certificates
  - **Boeing CorePlus (FVHS Welding)**- Students who complete the program will earn a CorePlus certificate from Boeing and will be given the opportunity to interview for work prior to graduation.
  - **Introduction to Mechatronics (CRHS)**- Students completers will earn credits in the Clark College Mechatronics program and be automatically entered into the Career Launch program in partnership with Clark College and High Tech (Manufacturing) council

- Established a partnership with the Center for Teaching for Biliteracy to design Dual Language Institute 2020

- Developed and forecasted Las artes del mundo hispanohablante (Arts of the Spanish-speaking World) course to complete Spanish Language Learning Pathway at Fort Vancouver High School Center for International Studies

- Developed a dual language program model informed by *Teaching for Biliteracy* and Center for Applied Linguistics (CAL) research

**Next Steps**

- Conduct Dual Language Institute 2020 for teachers at K-12 Spanish/English dual language program schools
- Open new Spanish/English Dual Language Kindergarten classrooms at King and Roosevelt elementary schools
Family Engagement & Family-Community Resource Centers

Building a culture that welcomes and supports parents’ participation in their children’s education, and forging community partnerships focused on student success

Task Force Lead: Tamara Shoup

Goal

By 2020, the district will provide a network of Family-Community Resource Center (FCRC) services that address the broad range of student and family needs at each school.

Target Objectives

Assess the current operational capacity of the FCRC services to ensure sustainability and to support expansion (initiated in 2014-15)

Examine the needs and readiness of each school for FCRC services and develop a site-based plan for implementation (initiated in 2015-16)

Expand partnerships that support FCRC services in every school (initiated in 2016-17)

Annual Work Plan Summary

- Coordinate and deploy resources to support the non-academic needs of our students
- Develop and monitor FCRC action plans to align with school improvement plans, focusing on basic needs support, student enrichment, and family and community engagement
- Marshal the assets in our community and sustain/expand partnerships, addressing the core elements of full-service community schools

Q1 Highlights

- Responded to the non-academic needs of students and families:
  - Hosted GoReady 2019, enlisting 92 volunteers, 70 community organizations, 10 faith-based partners and 11 hair stylists to serve and support nearly 1,400 people: 890 bags of clothing, 107 haircuts, 1,000 books, 4,400 pounds of fresh produce, 35 referrals to development screening for children under the age of five, 40 vision screenings, 13 dental screenings, 32 hearing screenings, and 60 immunizations. Ten families enrolled in internet essentials, and four families won a new laptop donated by Comcast. Thirty families registered for Medicaid. The total in-kind value of services is estimated at $46,000.
  - Coordinated the Write-from-the-Start School Supply Drive, collecting and distributing 10,000 pounds of donated school supplies. The total in-kind value of goods donated was $103,400.
  - Responded to basic needs of 8,800 children and 3,500 adults, including: 160 Winco grocery cards, 1,200 Goodwill vouchers for clothing and household items, 52 eviction prevention grants, 700 holiday gift support coordinated through community partners, and 900 holiday food boxes between November and December.
- Increased engagement opportunities for children, youth and families
  - Connected 450 children and youth to 30 enrichment clubs and programs
  - Engaged 6,500 children and 5,800 adult caregivers at 100 family engagement events
• Convened a Parent-Family Leadership Advisory group monthly
• Provided (ITF/Digital Learning Coach) informational sessions about district use of technology in the classroom and included virtual reality experiences for parents using virtual reality headsets; conducted parent informational meetings on the goals of the K-2 pilot

• Expanded resources through collaborative grants and partnerships with:
  o Council for the Homeless grant of $462,000 from the Department of Commerce that will increase housing resources to stabilize students in Vancouver Public Schools and Evergreen Public Schools
  o LSW Architects and Slumberkins community-led fundraiser that raised more than $200,000 for VPS and Evergreen Public Schools FCRCs
  o Renewed contractual agreements with nine community mental-behavioral health agencies to provide in-school therapeutic services to students
  o Celebrated 70 faith-based school partners at an annual breakfast with school principals and district leaders

Q2 and Q3 Highlights

• Responded to the non-academic needs of children and their caregivers by expanding and mobilizing community resources and support
  o Provided 445 WinCo grocery cards ($11,125); 1,572 Goodwill vouchers ($31,440); 129 25% Rental Assistance vouchers (affecting 174 adults and 259 children)
  o Opened and operated child care for children of health care workers, first responders, pharmacy workers and grocery store clerks
  o Provided 200 books to children during meal distribution
• Coordinated family outreach and engagement
  o Connected 3,000 children age birth-to-five to 1-2-3 Grow and Learn programming which moved to virtual outreach following school closure and retained participation of 600 children weekly
  o Engaged 40 parents representing 16 schools to participate on the Parent-Family Leadership Advisory Group using “Parents In The Driver’s Seat” curriculum and tailoring it to tackle topics relevant to student needs – bullying, social-emotional learning
  o Coordinated 250 Lunch Buddy program volunteers
  o Connected 1,600 students to out-of-school time enrichment opportunities
  o Coordinated annual Green Eggs and Ham event to celebrate reading; breakfast was prepared and served to 1,821 students and 954 parents by Beaches Restaurant, and every family received a new book donated by Riverview Bank
• Expanded resources through collaborative grants and partnerships
  o Received a $2.4 million Full-Service Community School grant award from the U.S. Department of Education that will enable VPS to add two full-time FCRCs serving Eisenhower and Sacajawea elementary schools
  o Provided training and support for staffs’ social-emotional and mental health needs, navigating through grief and serving the community during global health crisis
  o Organized a community schools site visit to Ogden, McLoughlin and Fort Vancouver for guests from Idaho and Texas

Next Steps

• Articulate and embed equity goals within the family engagement work plan
• Hire and train an education ombudsman to develop shared understanding about how schools, families and communities can work together to make decisions that support students, strengthen the family-school relationship, and reduce opportunity gaps
• Hire an early learning and family resource manager to oversee the five-year DOE grant
• Hire and train two family-community resource and engagement coordinators
• Organize the Write from the Start School Supply Drive
• Host a month-long virtual outreach and engagement event for the GoReady Back to School Festival
Safe & Supportive Schools
Creating more inviting, culturally respectful, and emotionally safe places for students to learn

Task Force Lead: Tamara Shoup

Goal

By 2020, every school will develop research-based systems of support to create a culture of respect and equity.

Target Objectives

Integrate safe and supportive schools training into existing professional development offerings (initiated in 2014-15)

Teach common expectations, positively acknowledge students, and use data-based decision-making through behavioral Response to Intervention and Positive Behavior Interventions and Supports (PBIS) (initiated in 2016-17)

Provide social-emotional learning opportunities for all students through restorative practices (initiated in 2016-17)

Expand staff and partnership capacity to address the mental health needs of students (initiated in 2018-19)

Annual Work Plan Summary

• Embed instructional coaches and specialists in schools to support the implementation of research-based practices that promote a school-wide culture of equity and engagement as identified in school improvement plans
• Implement district-wide protocol for re-engagement of children and youth returning to school following a suspension or expulsion
• Analyze discipline disproportionality data and develop and support the implementation of practices that ensure all children, youth, and adults experience a culture of respect and belonging in our school community

Q1 Highlights

• Provided teachers and school leadership teams training and on-site support to implement high-leverage classroom practices and Positive Behavior Interventions and Supports (PBIS) within a multi-tiered system
• Supported school-level administrators in developing and using a multi-tiered system of support to consider and address the root cause(s) of chronic absenteeism
• Introduced new discipline policy and procedures to principals, associate principals, deans and clerks, and supported:
  o Integration of behavior and discipline referrals and interventions into Skyward, leading to more consistent data entry practices in collaboration with the Assessment and Performance Management team
  o Formed and convened the VPS Discipline Equity Steering Committee
  o Collaborated with UCLA Center for Civil Rights Remedies
Q2 and Q3 Highlights

- Collaborated with the Center for Civil Rights Remedies and Discipline Equity Steering Committee, analyzed discipline disproportionality data and collected input to inform a root cause analysis
- Created a dynamic work plan to drive progress toward system-level clarity in discipline processes
- Convened the prevention education and intervention team (VPS and Educational Service District 112) to review and refresh our Student Assistance Program, engaging youth in prevention-intervention services as an alternative to discipline for violations related to alcohol, smoking, tobacco and vaping, marijuana and other drug-related offenses
- Facilitated training for educators to promote safe and supportive learning environments, offering professional development in: Responding to Challenging Behavior, Restorative Practices, School-Wide SEL Lessons, and High-Leverage Practices for Classroom Management
- Provided school-level support to ensure that students receive support through an integrated model (Tier I, Tier II and Tier III)
- Initiated requests for qualifications from mental-behavioral health providers to continue in-school services in 2020-21

Next Steps

- Articulate and embed equity goals within the safe and supportive schools work plan
- Hire and train restorative practices specialists to provide the training and technical assistant to ensure schools create and maintain a positive learning environment and a culture of high expectations for all students in ways that reduce out of school time
- Strengthen and support the role of the Discipline Equity Steering Committee
- Collaborate with cross-departmental teams to formalize and support social-emotional learning