



## **Goal Area Progress Reports**

**2020-21**

### **Design II, Chapter 2**

### **Strategic Plan**

Vancouver Public Schools  
Vancouver, Washington

*Vision to Life*

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# Early Learning

*Collaborating with parents and partners to promote readiness to learn*

Task Force Lead: Debra Hale

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## 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 support a second year of early entrance to kindergarten for students who demonstrate at-risk indicators
- Seek ways to support evening preschool and provide guidance to participating schools
- Support outreach to families through earlier kindergarten registration and early learning opportunities
- Continue the development of community partnerships, especially with the opening of new elementary schools

### Q1 Highlights

- Provided in-person learning for some preschool students
- Provided professional development to support success in this unusual year for WaKIDS assessment, remote instruction and in-person instruction for kindergarten
- Received a generous grant from a community donor to support early learning

### Q2 Highlights

- Received competitive iGrant (OSPI) to support First Steps Kindergarten (FSK)
- Welcomed 17 four- and five-year-old students without previous preschool experience to FSK
- Provided professional development and collaboration opportunities to support kindergarten teachers using livestreaming during hybrid instruction

### **Q3 Highlights**

- Developed a memorandum of understanding between VPS and three community early learning providers to support Transitional Kindergarten
- Used grant resources and donor funds to purchase supplies needed to expand to two Transitional Kindergarten classrooms in 2021-22

### **Next Steps**

- Begin preschool and kindergarten learning walks in fall 2021
- Restart evening preschool
- Continue to plan to support Transitional Kindergarten at two different schools in 2021-22

# Instructional Quality

*Creating the context and conditions to personalize learning*

Task Force Lead: Debra Hale

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## 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
- Provide 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

- Provided professional development focused on *The Science of Reading* to deepen teachers' and principals' understanding of foundational skills, developmental progressions and language comprehension
- Expanded the use of iReady lessons to grades K-5 in reading and mathematics and provided professional development in how to develop evidence learning aligned to standards
- Completed and delivered four-week unit plans for fall 2020 re-entry to school for grades 1-8 focusing on "unfinished teaching" in math and ELA resulting from school closure

## Q2 Highlights

- Offered professional development for K-5 teachers in *The Science of Reading* and foundational reading skills
- Worked with elementary achievement coaches to provide support to teachers in using iReady diagnostic data to inform instruction, iReady lessons to differentiate instruction, and the iReady Toolbox to create meaningful learning experiences directly related to standards
- Expanded our equity work with Dr. Yemi Stenbridge to include all schools

## Q3 Highlights

- Continued professional development for iReady My Path lessons, Standards Mastery Assessments, and the Tool Box to provide differentiated support to students
- Provided the first in a series of professional development opportunities focused on Multi-tiered Systems of Support
- Provided a series of professional development opportunities for remote and hybrid learning focused on math

## Next Steps

- Continue to develop a districtwide plan for providing academic and non-academic Multi-tiered Systems of Support to include a focus on social-emotional learning
- Use iReady diagnostic data to determine attainment of standards and create a list of essential standards in reading and math that will be used to accelerate learning in the 2021-22 school year
- Continue to offer professional development for K-5 teachers in *The Science of Reading* and foundational reading skills

## 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**

- Launched targeted and intentional financial aid support to all senior students and parents
- Continued development of Future Me website, a resource for college and career ready information
- Supported virtual college and career visits between schools

### **Q2 Highlights**

- Renewed articulation for Applied Algebra for MOWWM (Modeling our World with Math) courses through Clark College
- Planned for a new STEM/Engineering Lab at Fort Vancouver High School for fall 2021
- Began procuring a Forklift Simulator with curriculum for Hudson's Bay, Columbia River, Skyview and Fort Vancouver high schools

### **Q3 Highlights**

- Entered into new College in the High School memorandum of understanding with Eastern Washington University for 2021-22
- Introduced online OSHA 10 training to staff, with more 60 students already completing certification

### **Next Steps**

- Develop and distribute letters to all students (and to their parents) who enrolled in a CTE Dual Credit course on how to register for the college credit
- Coordinate with other Early College Credit Programs to send a similar letter to all students enrolled in any of the programs in 2022-23

# 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, AJ Panter

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## 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-2<sup>nd</sup> grade) (initiated in 2017-18)

### Annual Work Plan Summary

- Provide professional development and training aligned to remote teaching and learning for staff, students and parents
- Refine our use of current technology to support remote and in-person learning experiences

### Q1 Highlights

- Launched the Canvas Landing Page across the system in response to community requests to simplify and unify school-to-home communications around learning expectations
- Applied for and received T Mobile 10 Million grant that provides free hot spots with 100 GB yearly data to support continuous learning for qualifying students

### Q2 Highlights

- Applied for and received a grant from Connected Nation and AT&T focused on helping the most vulnerable students in our district who have been impacted disproportionately by school closures in response to the Covid-19 pandemic

- Initiated deployment of the T Mobile free hot spots in collaboration with the FCRC's as part of a multi-tiered approach to providing connectivity for our families in need
- Restructured the Building Technology Support Specialists assignments to provide consistency in support for staff and families needing school level technology assistance

### **Q3 Highlights**

- Implemented LearnPlatform to streamline the approval process for district requested digital applications.
- Provided substitute teachers with in person technology training along with online resources to support their classroom experience.
- Provided training and support with the Swivl robotic tracking system. The system supports synchronous teaching for our classrooms that have in-person and remote students.

### **Next Steps**

- Complete the migration of all district applications to the LearnPlatform in preparation for activating an informational parent dashboard specific to our student applications
- Integrate additional third-party applications into Canvas to advance the use of Canvas as a central location for information for our parents and students around learning expectations and information

### **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**

- Explore the use of EverFi free resources to support the development of digital citizenship skills
- Continue to integrate the use of the WA Ed Tech standards in all professional development to support the acquisition of future ready skills

### **Q1 Highlights**

- Created and implemented professional development for all K-12 teachers and substitute teachers to support their work during remote teaching in alignment with developing students as empowered learners and knowledge constructors
- Developed and presented a live webinar for all elementary teachers on synchronous teaching methods to enable inclusion of students remaining in remote learning in alignment with developing students as global collaborators



## Q2 Highlights

- Provided training and support designed to increase technology literacy for teachers, para-educators and others as they transitioned to the in-person/hybrid learning model
- Infused WA EdTech standards into all professional development as a cornerstone for learning

## Q3 Highlights

- Provided training for elementary teachers on engaging students in the hybrid learning model; training focused on engagement strategies to ensure equitable and purposeful student participation
- Began a pilot using the tool Read & Write and EquatIO to provide all students the ability to succeed in their daily work without being limited by their device
- Developed a Canvas webinar course opportunity for each school in support of their request to use the Zoom webinar tool

## Next Steps

- Promote the WA EdTech standards through grade band newsletters and integrate into all trainings; focus on digital citizenship, teaching responsibilities and opportunities of living, learning and working in an interconnected digital world
- Help to develop the Accelerated Learning professional development that supports the integration of actionable data as part of the Digital Learning Coaches' lesson planning and design; directly support teacher and student outcomes in the classroom

## 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, make improvements to district facilities and sites (initiated in 2016-17)

## Annual Work Plan Summary

- Provide regular design and construction 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 Bundle 4 and 5 projects
- Continue the work for completing Group 4 projects
- Initiate Bundle 6 projects

## **Q1 Highlights**

- Completed move-in at Truman, King, Felida and Franklin
- Continued construction work at McLoughlin (Phase II-Gym), Walnut Grove, Fruit Valley, Columbia River, VITA, Jim Tangeman Center (formerly Fir Grove), Heights Academy (formerly Lieser), VSAA and Sacajawea schools
- Removed the leased portables from Ogden and Harney sites

## **Q2 Highlights**

- Group 1 Projects: Finalizing construction at McLoughlin (Phase II-Gym), Heights Campus renovation work is in process
- Group 2 Projects (K3CSR): Completed construction at Fruit Valley
- Group 3 Projects: Construction in process at Columbia River (West Addition), VITA, Jim Tangeman Center and Walnut Grove; completed design for Columbia River (East Addition) and 25<sup>th</sup> Avenue; finalizing construction at Sacajawea
- Group 4 Projects: VSAA construction is in process; design is completed for Kiggins Bowl and the Early Childhood Special Education (ECSE) assessment center
- Bundle 4 Projects: Completed Hough, Lincoln, Minnehaha and Felida projects; Hazel Dell and Roosevelt are scheduled for completion in April
- Bundle 5 projects: Design is in process with construction activities scheduled for summer 2021 at JPC, JPCC, Discovery, Chinook, Fruit Valley, GATE, Gaiser, Harney, Hudson's Bay, Skyview and Washington

## **Q3 Highlights**

- Named and bid the Ruth Bader Ginsburg Elementary project; this is the final new school project
- Completed bids for Bundle 5 projects
- Closed out the M.L. King Elementary and Vancouver iTech Preparatory projects

## **Next Steps**

- Design phase for final Bundle 6 projects
- Construction phase for Kiggins Bowl, Ruth Bader Ginsburg Elementary, Columbia River 800 wing
- Continued construction at Early Evaluation Center, Heights Campus, VITA, Columbia River (500 wing), VSAA, Bundle 5 projects

# Programs of Choice

*Helping students discover and develop their abilities, talents, and interests*

Task Force Lead: Jim Gray

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## 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 middle school 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 a comprehensive data analysis of program application and acceptance process for secondary magnet programs
  - Identified opportunity for improvement of inclusionary practices through regionally targeted promotion and support
- Maintained a level of rigor in CTE magnet programs through transition to learning management systems (LMS), allowing access to instructional materials as well as virtual and simulation exercises
  - In some cases, small kits (robots, construction projects, recipe ingredients) were sent home for students to practice/demonstrate technical skills.

### Q2 Highlights

- Finalized new CTE College articulation in Engineering Tech with Lower Columbia College in support of SMT Magnet students
  - Hosted the first district-wide virtual Magnet Open House in January to promote all programs of choice and provide students and families information on next steps and available support in the applications process
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- Launched a magnet application process for all programs to close at the end of February; preliminary data shows a slightly lower application rate over last year

### **Q3 Highlights**

- Sent take home first-aid kits to students enrolled and/or interested (identified through Xello) in the Medical Arts Magnet (Peace Health Training manager conducted virtual workshop)
- Created CTE District Magnet and Partnership Lead position (in final approval stages) to ensure equitable support for VPS programs of choice
- Increased CTE staffing funds at VSAA and iTech to support magnet coordination and/or career guidance at those schools

### **Next Steps**

- Implement recommendations and solutions for equity gaps identified through the district equity audit
- Develop and facilitate summer training for all magnet coordinators centered on social-emotional learning and equity

# 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

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## 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

- Connected with more than 5,000 K-12 students and their families to ameliorate barriers to learning, such as: food insecurity, eviction and rental stabilization, utility assistance, transportation, clothing and household items, WiFi, school supplies, and child care and youth programs
- Engaged families through small pop-up workshops led by digital learning coaches to help families be more prepared to support remote learning and “porch visits” with school-based administrators, counselors, teachers, and other staff to check on students who were not yet engaged in learning

### Q2 Highlights

- Responded to more than 9,000 requests for support, serving K-12 students and their families to ameliorate barriers to learning such as food insecurity, eviction and rental stabilization, utility assistance, transportation, clothing and household items, WiFi, school supplies, and child care and youth programs
- Coordinated access to out-of-school time enrichment opportunities for 785 students, focusing on socialization in a virtual setting
- Engaged 140 families in coffee with the principal via Zoom to enlist their voice and share information about expectations for hybrid learning, teen mental health, facts about COVID-19, and social-emotional learning

- Hired two grant-funded Family-Community Resource and Engagement Coordinators, expanding full-time FCRC support at Eisenhower and Sacajawea
- Developed and submitted a \$2.4 million U.S. Dept. of Education Full-Service Community School grant to expand services at four middle schools; grant will include full-time FCRC services at Jason Lee and Gaiser
- Facilitated outreach and presented to 11 VPS work groups, 5 external partners, and three parent focus groups (education ombuds)

### **Q3 Highlights**

- Responded to nearly 10,000 requests for support, serving K-12 students and their families to ameliorate barriers to learning such as food insecurity, eviction and rental stabilization, utility assistance, transportation, clothing and household items, WiFi, school supplies, and child care and youth programs
- Restarted enrichment programming, offering small groups access to Girls Inc. and Police Activities League programs; facilitated virtual Lunch Buddy activities; distributed 500 take home activity kits
- Coordinated outreach teams to conduct “porch visits” at homes of students who struggled to engage in learning, addressing basic needs and helping families navigate technology issues (in collaboration with teacher librarian) and access to mental health support (in collaboration with school counselor)
- Co-hosted drive-up and drive-through events such as Hazel Dell’s Drive-In Bingo Night attended by 152 adults and 175 children

### **Next Steps**

- Coordinate request for proposal process for in-school mental health services
- Finalize FCRC site-based action plans aligned to the School Improvement Plan in collaboration with principals
- Coordinate 2021 GoReady Back to School Readiness Fair activities (no in-person event) and Write from the Start School Supply Drive

# Safe & Supportive Schools

*Creating more inviting, culturally respectful, and emotionally safe places for students to learn*

Task Force Lead: Janell Ephraim

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## 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

- Began implementation of restorative practices in each comprehensive middle school
- Received an OSPI grant that provides restorative practices training from Collaborative Learning Solutions

### Q2 Highlights

- Finalized restorative practices implementation plan
- Provided training in restorative practices for VPS middle school administrative teams, school counselors and behavior coaches
- Began engaging the Equity Advisory Committee
- Initiated a third-party equity audit

### **Q3 Highlights**

- Completed the third-party equity audit
- Provided Culturally Responsive Education training to certificated staff and district and school leaders (delivered by Dr. Adeyemi Stenbridge)

### **Next Steps**

- Engage the Equity Advisory Committee in co-leading with district leadership as we work with stakeholder groups to create an action plan that responds to the equity audit findings
- Implement an Equity Action Plan