

Teaching & Learning: May 2023

Pillar A: Equitable Access to Culturally-Responsive Teaching & Learning

Practices: high learning expectations, student ownership of learning, teacher-leadership, connecting with the student's context, interventions for underserved students, affirming curriculum

[VISD Racial Equity Journey](#)

[VISD Native American Presence](#)

[Teaching & Learning](#), [VISD Instructional Planning](#), [VISD Technology Guide](#)

[Guidelines for Preparing Accessible Curriculum Materials On-Line](#)

Sound-bites from the Pops Concert on May 31st

The choirs are directed by Erin Kealy and Britt Dahlgren directs the bands. Click on each picture for the link to a sound-bite of their respective performances.

Elementary Choir



Combined Choir (no video available)



Middle School Choir



6th Grade Band



Mustang Symphonic Band



VHS Wind Ensemble



Combined Mega Band



Universal Design for Learning

Part of our progress monitoring for inclusionary practices involves surveying students in grades 3, 7 and 9. We administered the survey once in the fall (late Nov/early Dec) and then again this month. Questions 1-3 ask about grade level, school district and school. Special thank you to Kathleen Lawrence, Becky Blankenship and Jenni Wilke for helping us collect survey responses from our students. 1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

Question	Grade 3	Grade 7	Grade 9	All
4. I understand why what I learn at school is important.	n = 74	n = 120	n = 102	n = 296
Fall 2022	4.18	3.89	3.69	3.89
Spring 2023	4.19	3.59	3.82	3.82
5. At my school, I feel safe and accepted for who I am.				
Fall 2022	4	3.8	4.03	3.94
Spring 2023	4.04	3.42	3.87	3.73
6. My teachers really "get" me and know my interests, my life outside of school, and how I learn best.				
Fall 2022	3.53	3.14	2.94	3.16
Spring 2023	3.77	2.84	3.17	3.19
7. Throughout my school experience, I am provided with choices for how I will learn new knowledge and skills.				
Fall 2022	4	3.37	3.22	3.48
Spring 2023	4.06	3.08	3.4	3.43
8. When I am having a difficult time in class, I know what strategies and resources to use to get back on track.				
Fall 2022	4.03	3.52	3.42	3.61
Spring 2023	3.97	3.18	3.61	3.52
9. I love being a part of this school because the community feels like a family.				
Fall 2022	3.71	2.91	2.84	3.09
Spring 2023	3.72	2.46	3.05	2.97
10. My classes are designed so I always have the support I need to challenge myself.				
Fall 2022	3.92	3.5	3.28	3.53
Spring 2023	3.88	3.14	3.41	3.42
11. My teachers are great at helping me to believe in myself as a learner who can meet high expectations.				

Fall 2022	4.04	3.63	3.44	3.66
Spring 2023	4.24	3.18	3.51	3.55
12. I receive helpful feedback and tips from my teachers to help me reach my goals.				
Fall 2022	3.97	3.68	3.34	3.62
Spring 2023	4.2	3.29	3.69	3.65
13. I am provided with opportunities to reflect on my learning and think about what I need to work on to be a better learner.				
Fall 2022	3.95	3.67	3.48	3.67
Spring 2023	3.94	3.18	3.57	3.5
14. I am provided with choices in how I show what I have learned.				
Fall 2022	3.89	3.49	3.31	3.52
Spring 2023	3.96	3.16	3.49	3.47
15. I am allowed to use tools and technology to help me learn and show what I have learned.				
Fall 2022	4	3.83	3.75	3.84
Spring 2023	4.07	3.46	3.77	3.72
16. I am encouraged to set goals for my learning using my own interests.				
Fall 2022	3.9	3.52	3.17	3.48
Spring 2023	3.81	3.16	3.39	3.4
17. I am learning how to keep organized and create action plans for completing my work.				
Fall 2022	4.19	3.57	3.28	3.62
Spring 2023	4.08	3.15	3.34	3.45

Pillar B: Safe Climate for Learning & Work

Practices: engaging families, caring connections, addressing systemic barriers, linking students with community assets, embracing the family's voice, safe and caring school communities

Vashon Care Network Directory
Employee Assistance Program (username: vashonsd)

Some of the Many May Learning Events that Help to Build a Strong Community
McMurray *Be Curious* in partnership with VAA and FACE



ECEAP Spring Celebration – students share fun activities with families & friends



Music Wednesdays at Chautauqua - VHS Wind Ensemble welcomes students to school



Pillar C: Accelerated Intervention & Supports for Staff & Students

Practices: collegial collaboration, evidence-based feedback, data-driven collaboration, peer observation, feedback & support, culture of collegial learning, cadre of instructional leaders

[OSPI-sponsored virtual workshops for teaching multilingual learners \(pdf flyer\)](#)

[English language learners: glossaries for core content](#)

[Student Support Programs](#)

[School Data Solutions: Evaluations](#)

[Professional Learning Community Leaders](#)

[Read&Write for Education](#)

Read&Write for Education

[Texthelp \(Read&Write for Education parent company\): Toolmatcher](#)

[Texthelp Academy](#)

[Read&Write Feature Tour](#)

Inclusive Practices Survey

Thank you to all of our teachers who completed the inclusive practices survey this spring.

1-Strongly Disagree 2-Disagree 3-Agree 4-Strongly Agree

Question	Pre-K - 5	6 - 12	All
1. Our district has provided me with support and resources to help me feel prepared to design and teach learning experiences based on grade-level standards so that all students have equal opportunities to demonstrate their learning.	n = 26	n = 34	n = 60
Fall 2022	2.58	2.59	2.59
Spring 2023	2.54	2.79	2.68

2. Our district has provided me with support and resources to help me feel prepared to support all students in reaching learning goals based on grade-level standards, even if they do not speak English.			
Fall 2022	2.21	2.19	2.2
Spring 2023	2.23	2.24	2.23
3. Our district has provided me with support and resources to help me feel prepared to support all students in reaching learning goals based on grade-level standards, even if they are significantly disabled or are significantly behind their peers.			
Fall 2022	1.92	2.19	2.06
Spring 2023	2.12	2.26	2.2
4. Our district has provided me with support and resources to help me feel prepared to support all students in reaching learning goals based on grade-level standards, even if they have significant behavioral challenges.			
Fall 2022	1.92	2.11	2.02
Spring 2023	1.65	2.03	1.87
5. Our district has provided me with support and resources to help me feel prepared to design and teach behavioral expectations in the classroom, so all students are regulated and focused on learning.			
Fall 2022	2.75	2.48	2.61
Spring 2023	2.36	2.59	2.49
6. Our district has provided me with support and resources to help me feel prepared to engage all my students in learning by giving them choices and autonomy by incorporating their interests into the subject area/s I teach.			
Fall 2022	2.42	2.59	2.51
Spring 2023	2.46	2.76	2.63
7. Our district has provided me with support and resources to help me feel prepared to design multiple and varied options so all learners can make choices about how they learn new knowledge and skills.			
Fall 2022	2.33	2.58	2.46
Spring 2023	2.19	2.65	2.45
8. Our district has provided me with support and resources to help me feel prepared to provide targeted feedback and interventions to all learners to help them reach the learning goals based on grade-level standards.			
Fall 2022	2.42	2.33	2.37

Spring 2023	2.27	2.38	2.33
9. Our district has provided me with support and resources to help me feel prepared to create a learning environment where all students feel nurtured and safe (i.e., students take risks, try new things, challenge themselves, and learn from mistakes).			
Fall 2022	2.88	2.93	2.9
Spring 2023	2.5	3.12	2.85
10. Our district has provided me with support and resources to help me feel prepared to empower students to suggest alternatives for what they will learn, how they will learn, and how they will express what they know if the choices offered don't meet their needs.			
Fall 2022	2.38	2.48	2.43
Spring 2023	2.31	2.47	2.4

Grants and related reports

BEST competitive-submitted – this grant supports “new to profession” teachers and mentors

Professional Development Report – this report is specific to our multilingual learning program and is required in order to submit our TBIP (Transitional Bilingual Instruction Program) and Title III, Part A grants

TBIP: in draft

Pillar D: Strong Partnerships & Collective Accountability

Practices: cycles of inquiry, joint progress monitoring, tiered supports, home/school goal-setting, needs-based resource allocation, assessments for learning

Assessment and Interim Assessments

School Data Solutions: Homeroom and Evaluations

Ensuring Educational and Racial Equity Policy 3212

WIDA: ABCs of Family Engagement

Multilingual Learner Program Review

We are in the process of reviewing our services for multilingual learners, K-12. We had our initial meeting on May 15th. Thank you to the following individuals for participating in this process: Josefina Ramirez, Lucia Armenta, Julia Gray, Kevin McLaren, Nidia Sahagun, Rebecca Goertzel, Greg Allison, John Erickson, and Sabrina Kovacs. Our student representative was unable to attend; however, Nida and Kevin shared student feedback collected prior to the meeting. Our next meeting will be on June 12th.

WIDA Access Results

Our results from testing completed in February and March are in. We had two students from our program meet the new WIDA English language development standards. Many of our students in grades K-8 showed significant growth, with several students missing the mark by only a tenth or two.

State Assessment Update

Virtually all students in grades 3-8 and 10 completed the Smarter Balanced Assessments this month. Additionally, virtually all students in grades 5, 8, and 11 completed the Washington Comprehensive Assessment of Science. Results for the SBA are typically populated in the WCAP portal within a few days after students finish testing while results for the WCAS are not released until August. Official data files and uploads into Homeroom will occur in August. Student individual reports will be available in September and will be uploaded to Skyward at that time.

Resources for Learning Language

[Duolingo](#)

[King County Library System Databases](#), Mango Languages

Apps to support multilingual conversations

[SayHi](#)

[Translate on iPhone](#)

[S Translator on Samsung](#)

Free or inexpensive Spanish Language lessons and classes for educators

[Common Ground International Language Service](#)