

Teaching and Learning, Winter Review 2025

January through March

Our Community's Shared Beliefs (from strategic planning)

- We believe that learning is a joyful act that sparks each student's unique imagination.
- We believe that a sense of belonging and feeling valued increases trust and learning.
- We believe that every student's success, without exception, is Vashon's collective responsibility.
- We believe that our students must have voice and see themselves in their schooling
- We believe that sustained connections with families and community build thriving schools.

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](#)

[VISD Instructional Planning](#)

[VISD Technology Guide](#)

[OpenSciEd Teacher Support](#)

Science

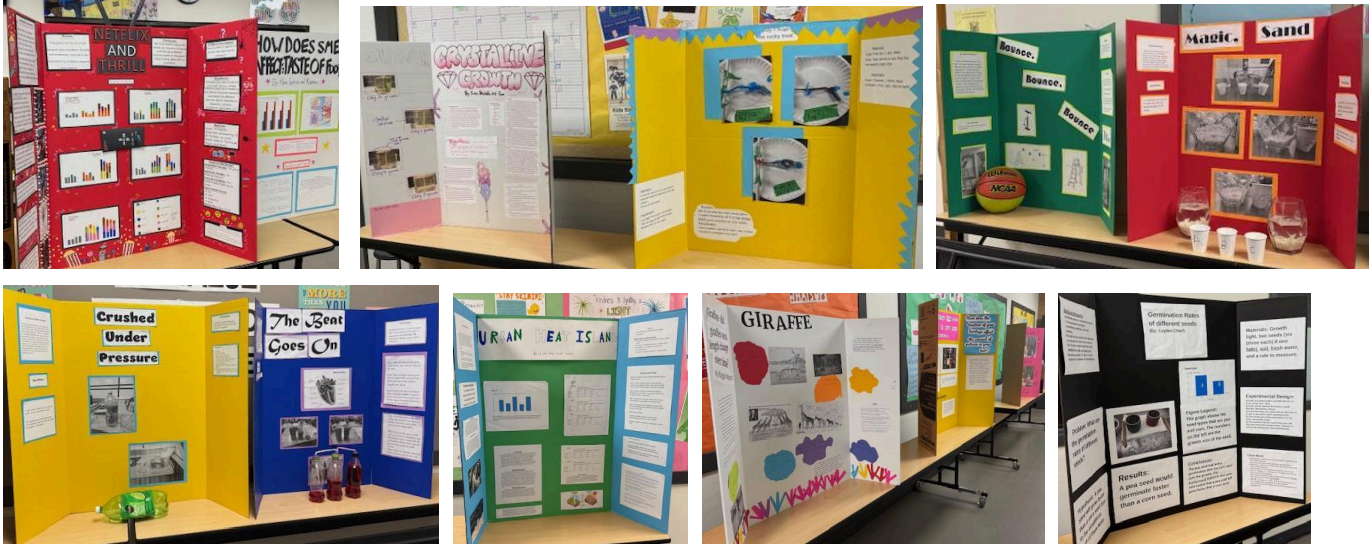
4th Grade Bird Study

Our 4th graders at Chautauqua have been working on the annual bird unit. Here are our students making and recording observations about the bird specimens:



Middle school science fair

Our 6-8 McMurray students and their instructional staff, especially Amy, Charlie, and Erin, have been working hard to pull together the middle school science fair. The hallways, library and science classrooms are filled with student presentations. Families will visit McMurray on Friday, March 28th between 2:15 and the end of the day. Chautauqua students visit on Thursday the 27th. Here's a peak at some of the student presentation boards:



Adoption work

We continue our work with the OpenSciEd (OSE) adoption. High school staff have been trying out the OSE biology units. Our middle school science team participated in two additional full-day training sessions with the Washington Science Teachers Association. They focused on the science routines in OSE and planning for implementation next school year. 8th graders completed unit 8.2: Sound Waves in February and March. 6th and 7th graders will be jumping into their OSE units after spring break. Planning is also underway for elementary students next year, more to come a bit later this spring after we've had time to work with PLC leaders and teams about next steps in science. [OpenSciEd Resources](#)

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 \(username: vashonsd\)](#)

[Over the Phone Interpreters](#)

Voice meetings

Our family group gathered on February 4th to learn about the school budget and to discuss possible fundraising. Special thanks to Cassie Zizah who presented to the group and answered their questions. Nidia and I have paused these meetings for the time being as we consider how best to work in partnership with our families from our equity priority groups. We continue to encourage participation in the various activities through the schools such as coffee hours, school improvement teams, interview committees, etc.

Orca Readers' Club

The second round of Orca Readers' Club began February 11th and will wrap up on March 25th. Jenna Riggs, community member, organizes the volunteers and coordinates details with Nidia. This group is double the size of



the last group. The goal: read together. Students and mentors also play literacy related games together at the end of each weekly session. The students are having a wonderful time with their community mentors. Students receive certificates of participation when they complete their session. We will have one more group of students before the end of the year. The final book club of the year will begin on Tuesday, April 15th. We collect anonymous feedback at the end of the six weeks which sometimes makes it a little hard because we can't clarify book requests. Here's the feedback we've received from the two groups thus far:



Disfruté leyendo los martes por la mañana antes de la escuela (I enjoyed reading on Tuesday mornings before school)

Si/Yes 15 No 2 A veces/sometimes 2



Mi lectura está mejorando (My reading is improving)

Si/Yes 16 No 2 A veces/sometimes 1

Los adultos me ayudaron (The adults were helpful to me)

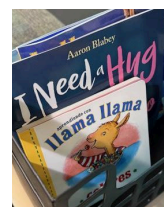
Si/Yes 18 No 0 A veces/sometimes 1

Tenía muchos libros que eran de mi interés (I had plenty of books that were of interest to me)

Si/Yes 12 No 3 A veces/sometimes 4

Recomiendo el siguiente libro o libros (I recommend the following book or books):

- The Llama
- My Booc was a Dog
- Baby-Sitters Club
- I Need a Hug
- Dan Hiks
- The Egg Bog
- La escuela de espantos
- The Red Balloon
- Tamales Tamales Tamales
- Dinosaurios (3 responses)
- The Babysitters
- Don't Say a Word Mama
- Piggy and Elefante
- The Ocean



Algo que me gustaría cambiar sobre el club de lectura (Something I would like to change about reading club):

- Nothing or Nada (4 responses)
- Have rease
- Change the games
- Little Cats
- To get more time (2 responses)
- I a buddy
- Instead of the morning, it should be at the afternoon
- More games
- Recess
- Not getting help from the teachers. I don't like when they help me.

These are additional book purchases, funded by donation, made so far based on student requests: Baby Sitters Club 1-7, I Need a Hug/Necesito un abrazo, Llama Llama aprende a nadar, Llama Llama colores, Llama Llama rojo pijama, Llama Llama Time to Share, Llama Llama Mess Mess Mess, The Egg, and I Wish My Brother Was a Dog

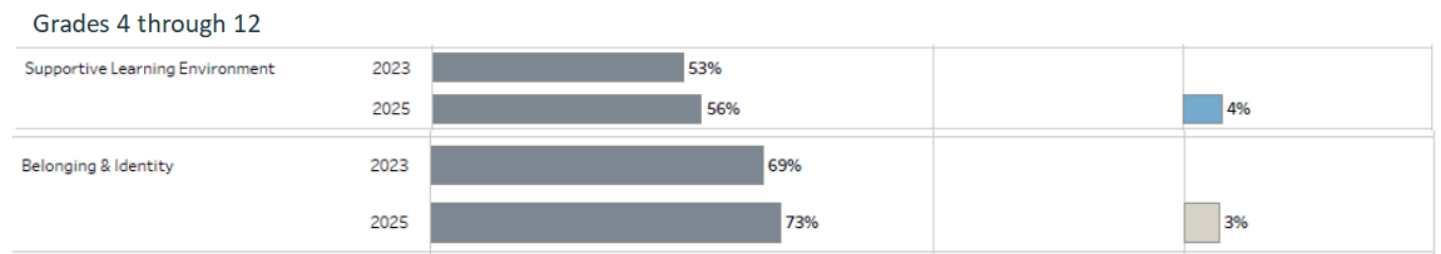
Pillar C: Accelerated Intervention & Supports for Staff & Students

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

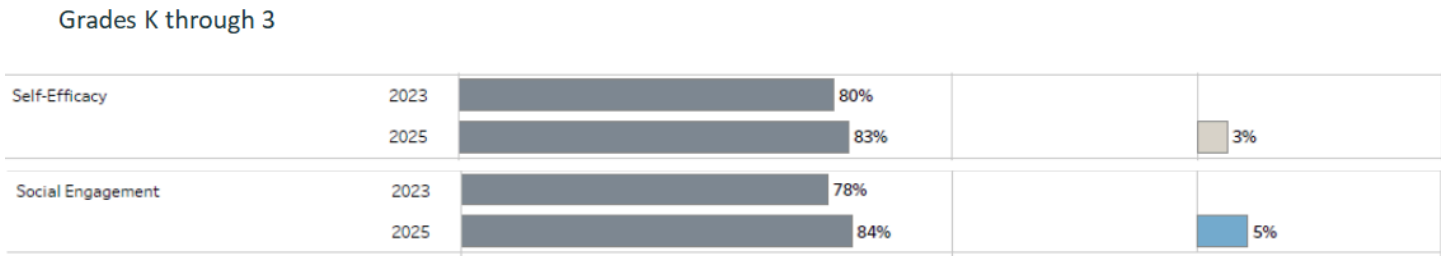
[Student Support Programs](#) [School Data Solutions: Evaluations](#) [Google Translate](#)
[Over the Phone Interpreters](#)

Educational Effectiveness Survey (CEE-EES)

The leadership team met with Roni Rumsey, Center for Educational Effectiveness, on Friday, January 24th to go through some of our EES data. This survey is administered every other year in our district. The leadership team and each school staff uses information from the CEE survey to set goals and track progress in their respective school improvement plans. For grades 4-12, there are two student indicators that we are tracking across schools: supportive learning environment and belonging and identity. Here’s what our districtwide data looked like in those two areas from 2023 (n = 607) to 2025 (n = 864).



For grades K-3, we are tracking self-efficacy and social engagement. Here’s what that data looked like from 2023 (n = 247) to 2025 (n = 220).



If you have any questions about your school’s data please connect with your building administrator(s).

The school board held a work session to explore the feedback gathered on the Educational Effectiveness survey in January. Here’s a [copy](#) of the work session presentation.

Highly Capable Identification Process

In January, we began the process of reviewing all of our assessment data for students in grades K through 11 as part of our highly capable identification process. We look at results from WaKIDS, iReady reading and math, and state assessments: WIDA Access (English language development-multilingual learners), SBA English language arts, SBA mathematics and WCAS (science). We look at percentile rankings for iReady, SBA and WCAS to identify students who are performing in the top 5% of their respective grade levels

and we look at WIDA for outstanding growth year over year. We also conduct universal screening for all 2nd and 6th graders using the Naglieri Nonverbal Ability Test. Again, we look for students who score in the top 5% of their respective grade levels. From this list of students, we gather additional feedback from a classroom teacher on the Renzulli behavior scales (learning and motivation). Per state requirements, we also review our list to ensure that students from equity priority groups have not been missed in our process. Building level teams review the score profiles for the students and make determinations as to who should be identified as highly capable (roughly the top 2% within a grade level). Prior to the team review, all student identifying information is removed from the score profiles to help remove potential bias from the process. Notifications have been sent out as of March 27th. Families must give permission to us to designate the children who are identified. Thank you to all the staff who participate in the process. Special thanks to Karen who coordinates the elementary testing and to the staff who serve on building level teams.

Teaching & Learning Exchange, March 7th [Schedule](#)

Thank you to all who helped plan and prepare for the T & L Exchange. Special thanks to our tech team for supporting our presenters and to our food service team for the wonderful breakfast items. Thank you to all on our staff who led/organized sessions: Nan, Sabrina, Jenn, Slade, Kathryn, Cassie, Kelly, Becky, Jenny, Greg, John E., Julie, and Karen. Thank you to Kendall Logar (CPI training) and presenters from Curriculum Associates (iReady), DOVE, WEA, and InTouch.



In-Touch & Amazon Punch Out, CPI Training, Successful Inclusion of Students with High Support Needs, Middle/High School Special Education Collaboration and Planning for SY 25-26, 7-12 CTE Teachers, Healthy Boundaries Scenarios, Say It Right, Get It Right: Prompting ChatGPT for Success, Lucy Slagham, the Puyallup Tribe, and Tribal Sovereignty, K-8 iReady Data Chats, Basics of Evaluating Online Sources, 504 and Transitions, 8-11 AGA math enVision Tools, in-building work on school improvement plan goals, data, and case studies
-Photos by Dr. Allison



Student case studies (IPP 3.0)

I thought you might like to see the midyear data for the students in my case study. I started with 12 students, one student in each grade 1st through 12th, and one moved away. I chose the students based on their performance on the WIDA annual exam and/or screener. Seven of the students in my case study arrived in the fall of 2023 or later, while four have been with us for 3 or more years. Four students in the group have an IEP to address individual learning needs and one of those also has a health plan. All come from Spanish-speaking homes. They recently completed the WIDA Access (their annual English language development exam). I'm waiting for the results of this assessment to see if students met OSPI's expected growth targets which is the learning goal that I set. I've appreciated the communication that I've received from teachers as it helps me connect with the students on specific needs. I've been able to personally connect with all of the secondary students regularly and with a few of the elementary students inconsistently. I have not had much success in establishing regular two-way communication with families but am determined to keep trying. This is my midyear tracking data:

	Attendance for the year (end of January=93 days of school)	Attendance improved from last year	iReady Math improved	iReady Reading improved	Grades (based on end-of-year expectations in the elementary; end-of-semester expectations in secondary)
A	<90%	Yes	Yes	Yes	All Ns in ELA except Speaking & Listening which has 2s; no math grades
B	>=90%	Yes	No	Yes	Mostly Ns and 1.5 in ELA; 0.5s in math
C	>=90%	Yes	No	Yes	Mixed ELA (N to 3; reading all Ns), 0.5s in math
D	>=90%	No comparison data	Unable to complete during the winter window	Yes	Mixed ELA (1 to 3), 2/2.5 in math
E	<90%	No	Yes	Yes	Mostly 1s and 1.5s in ELA & Math
F	>=90%	No comparison data	Yes	Yes	2/6 classes, met or exceeded standard
H	<90%	Yes	No	Yes	2/6 classes, met or exceeded standard
I	<90%	No	N/A	N/A	GPA 3.080, 1 D, 0 F
J	<90%	No	N/A	N/A	GPA 2.900, 1 D, 0 F
K	<90%	No	No	No	GPA 3.4, 0 D, 0 F
L	<90%	No comparison data	N/A	N/A	GPA 3.500, 1 D+, 0 F

I'm eager to see how these students continue to progress over the rest of the year and I greatly appreciate all that you do for each of our students, particularly those who need extra attention and support.

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

School Data Solutions: [Homeroom](#) and [Evaluations](#)

[Ensuring Educational and Racial Equity Policy 3212](#)

WIDA: [ABCs of Family Engagement](#)

[Over the Phone Interpreters](#) [OSPI Immigrant students' Rights](#)

Grants Update

Each year in January/February OSPI adjusts our federal grants to our actual enrollment and applies any carryover amounts from the previous year. At that time, I have to go in and create a budget amendment to align to the changes. This year, none of our grants were adjusted downward. They essentially stayed the same, increasing by a very small amount in the grand scheme of grant funding. We had some carryover in Title II, Part A (supports PLC leaders' stipends, PD, and the Harbor School set aside) and Title III, Part A (supports multilingual curriculum, training, and family engagement).

Kathryn Coleman prepared and submitted the special education safety net application. Special thanks to Tory Gateman who provides program support in the office. This grant money helps offset costs to provide necessary services to our students. This year we've asked for just over \$180K. We will be notified later on this spring about the final amount that we will receive from our request.

School improvement & program priority plans

iReady diagnostic

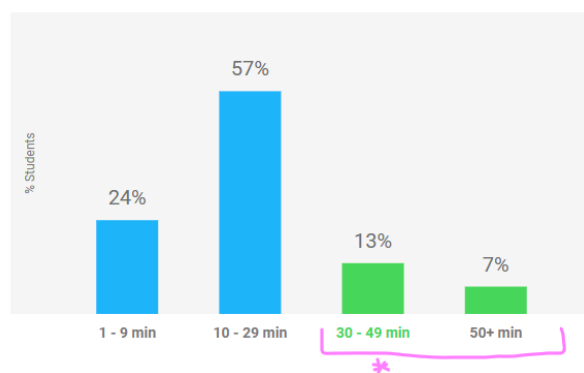
Students demonstrated some good growth from fall to winter. We use the whole iReady math program with grades K-8 and with some students who receive specially designed instruction in grades 9-12. There are numerous tools to help students master content in addition to whole group instruction provided in the classroom by our teachers: My Path (tailored to individual students), Fluency Flight (grades 2-5), iReady Pro (grades 6-8) and Learning Games. Additionally, iReady helps create instructional groupings and provides teachers with mini lessons and suggested next steps. i-Ready Personalized Instruction (also known as My Path) is a research-based program for students in kindergarten through eighth grade with an individualized plan for instruction based on each student's performance on the i-Ready Diagnostic test. Once students complete the Diagnostic, i-Ready builds a unique lesson plan with a starting point for each learner based on their individual results. i-Ready gives teachers the flexibility to add lessons or adjust the lesson sequence based on their own knowledge of their students. The purpose of this feature is to provide personalized instruction and support the needs of all learners.

Here's a quick look at lesson Time-on-Task for the week of March 10th through March 14th. The goal is to have all students in My Path between 30 to 40 minutes at the elementary level and 40 to 50 minutes at the middle school level each week as well as to have all students pass at least one lesson during the week. This instruction may be accessed at school during intervention time or at home. *(Note for McMurray, students in algebra and above do not participate in iReady math instruction.)* You can see from these snapshots that we are short on the number of students engaging in My Path and we are a bit short on time spent in My Path. Obviously this can vary week by week, but the hope would be that our students are closer to the targets more often than not.

Subject: Math
School: CHAUTAUQUA ELEMENTA...
Grade: Grades K-5
Date Range: Last Week

Students Using Instruction/Total (Last Week): 302/451

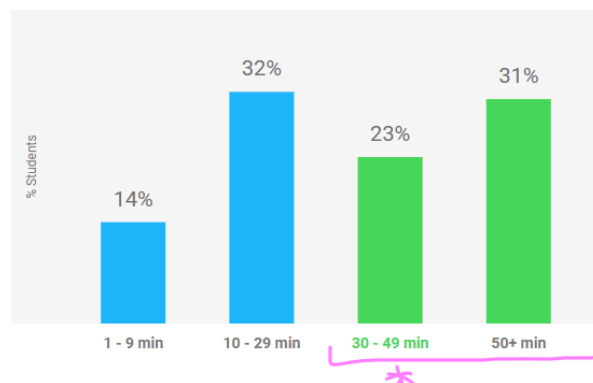
Lesson Time-on-Task Last Week



Subject: Math
School: MCMURRAY MIDDLE SCHO...
Grade: Multi
Date Range: Last Week

Students Using Instruction/Total (Last Week): 198/367

Lesson Time-on-Task Last Week



The table below provides the winter diagnostic results. If we are able to consistently hit the targets for student use in My Path, we can expect these math scores to improve significantly. The next diagnostic will be administered in June. (Note: the iReady reading path is not used with all students, it is used with some students in grades K-12 as an intervention. We use a different curriculum for reading instruction.)

Grade	i-Ready Math Diagnostic (students on grade level or mid or above grade level)			i-Ready Reading Diagnostic (students on grade level or mid or above grade level)		
	Fall (September)	Winter (January)	Spring (2024) "cohort"	Fall (September)	Winter (January)	Spring (2024) "cohort"
K	24	48	N/A		60	N/A
1	14	43	65	14	32	77
2	20	44	76	34	54	69
3	16	37	57	44	68	56
4	30	50	57	54	59	74
5	41	61	73	55	69	74
6	36	51	57	58	64	59
7	36*	56*	65*	68	70	76
8	35*	54*	62*	71	70	70

*Does not include students in algebra or geometry as they do not use the iReady diagnostic.

"Cohort"--not true cohort (doesn't account for roster changes for the grade from one year to the next)

Additional Celebrations

In our middle months together this school year, we

welcomed in 2025, wrapped up winter and welcomed spring, completed the first semester while issuing over 8400 individual subject/class grades, celebrated a National Merit Scholarship Finalist, completed multiple assessments: winter iReady diagnostics, Naglieri screeners, SBA interims and the WIDA ACCESS exam for our multilingual learners, hosted movie nights, celebrated visual arts through band concerts and theater production, adopted Keep Washington Working model policies, conducted immigration related training and reviewed protocols to protect immigrant rights, completed winter sports, celebrated a new state champion in wrestling, hosted guide dog training, served up a great Family Feast, prevailed in the high school staff versus seniors basketball game, finished winter sports and started spring sports season, prepared for student-led conferences, hosted student conferences at the elementary and middle schools, hosted spirit weeks, celebrated MLK Jr. and Black Lives Matter in Schools week of action, attended the legislative conference, welcomed parents and little ones to kindergarten and preschool open houses/tours, hosted 5th grade camp parent night, started building the budget for next school year, attended Budget Advisory Board meetings, offered school tours to prospective commuter students, prepared for and hosted the high school accreditation visit, pruned trees, trimmed brush, prepared all the fields and the track for spring sports, updated networks, processed new employees as well as payroll (hooray), started the course registration process at the secondary level, supported students with clubs and activities, traveled to Olympia with our 8th graders, enjoyed a bagpipe performance during a FamilyLink music workshop celebrating the Scottish Highlands, welcomed new staff into our learning community, provided after school support to students, **and so much more**. Fun fact: since the beginning of the school year through the end of February, our food services team has served 10,197 student breakfasts, 66,451 student lunches, and 2,561 adult lunches! Thank you, as always, to each and everyone of you for the work you do on behalf of our students, families and one another to help our school district thrive. Thank you to our many, many community partner organizations and volunteers as well.

Photos from Slade, Stephanie S., Greg, Nidia, Heather E., Tony Puz (wrestling)

