



Vashon Island
School District
No. 402

Report to the Board of Directors

State of the Schools

State of the Programs

2008-09 Program/School Improvement Plans

Chautauqua Elementary School

McMurray Middle School

Vashon Island High School

Student Services

Link Programs

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Introduction

This report to the Vashon Island School District Board of Directors contains the 2008-2009 Program/School Improvement Plans (P/SIPs). The leadership team works collaboratively to synthesize this report and to support one another in implementing and evaluating progress toward defined goals. Many other constituency groups also work in collaboration with program and building leaders to refine the development, implementation and evaluation of these goals. Parents, staff members, students (when appropriate), site councils and administrative leader collaborate on developing and implementing activities outlined in the P/SIPs. The focus of these plans is consistent with the district's mission and strategic plant. As a Professional Learning Community, we are committed to ensuring that each of our students will learn.

To ensure student learning Pre-kindergarten through Grade 12, the program and building administrative team collaborates on establishing four district-wide goals. These goals are grounded in the new Vashon Island School District Strategic Plan and reflects the *Nine Characteristics of High-Performing Schools: A research-based resource for school and districts to assist with improving student learning (2nd Edition)* research document from the Office of the Superintendent of Public Instruction (OSPI). The staff members of each program and each school determine areas of focus specific to their programs/buildings tied to each of the four common goals as well as implementation activities that are unique to the needs of students within their learning community.

Goal #1: Create a school climate that promotes inclusion and student responsibility.

- Strategic Plan Objective #3: Our students form reasoned judgments and solve problems enabling them to lead responsible, productive lives.
- Strategic Plan Objective #4: Our students plan and accept responsibility for their own development, education and future.
- Characteristics of High Performing Schools #8: Supportive Learning Environment that is safe, civil, healthy and intellectually stimulating.

Goal #2: Provide appropriately challenging curriculum for all students and an expectation of excellence.

- Strategic Plan Objective #1: Our students exceed or meet state and district learning goals.
- Characteristics of High Performing Schools #2: High Standards and Expectations for All Students, a learning environment in which teachers and staff believe that all students can learn and that they can teach all students.

Goal #3: Promote and enhance positive relationships with students, home and community.

- Strategic Plan Objective #2: Our students demonstrate the skills to contribute meaningfully to their community.
- Strategic Plan Strategy #3: We will collaborate with parents, students and community to develop relevant and meaningful partnerships that support the attainment of our strategic objectives.
- Characteristics of High Performing Schools #9: High Levels of Family and Community Involvement in which all educational stakeholders have a responsibility to educate students.

Goal #4: Promote effective instructional leadership and professional development with a focus toward improved student achievement.

- Strategic Plan Strategy #1: We will continually improve instruction through analysis of student data and implementations of relevant, focused professional development, including the development of professional learning communities.
- Characteristics of High Performing Schools #3: Effective School Leadership that advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and professional growth.
- Characteristics of High Performing Schools #7: Focused Professional Development with a strong emphasis on training staff in areas of most need, that is extensive, ongoing and aligned with the school of district vision and objectives.

Student learning is the foundation of our P/SIPs; multiple measures are used to determine progress towards this end. One measure of learning is the statewide assessment results. For this report, we provide data from the Washington Assessment of Student Learning (WASL). Within the district, several other formal measures are administered and analyzed by our staff such as Brigance, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Cognitive Abilities Test (CogAT®), Stanford Reading Diagnostic Tests, SAT, ACT and the high school math placement exam. All of these analyses provide the basis for making curricular and instructional decisions that impact individual student learning. In addition to formal testing, the day-to-day measures such as classroom assessments, attendance and discipline patterns, observational data and various surveys are critical in assisting our instructional staff to monitor student progress, enhance student support and guide program development.