

Valley School Continuous Improvement Plan (2017)

Plans will be reviewed annually at the November School Board Meeting

1. **Purpose Statement:** The purpose of the Valley School Continuous Improvement Plan (VSCIP) is to provide a framework to work from, striving to improve student learning in the Valley School District consistent with the District purpose of “Improving the Lives of Children and Families.”
2. **Values/Commitments Statements:** We believe that all students can learn and achieve at high levels. Every student is special and unique, possessing their own set of strengths. The staff at Valley is committed to growing those strengths and helping all students develop academically, socially and emotionally. The Valley School staff generated the following values. All staff should be: Honest; Caring; Responsible; Respectful; Fair.
3. **School Profile**
 - A. The strengths of Valley School include:
 - i. A well-trained, hard-working staff dedicated to meeting the needs of all students
 - ii. Students willing to learn, and parents/guardians working with the school to help with their child’s education
 - iii. A supportive team, infrastructure if you will, across the Valley School District committed to providing the resources necessary to best serve the children and families attending Valley School
 - iv. A comprehensive framework for effective instruction – Marzano
 - v. Quality curriculum with a plan to deliver that curriculum
 - vi. A school-wide commitment to addressing social-emotional learning through Positive Behavioral Interventions and Supports (PBIS) and Sound Discipline practices
 - vii. A focus on continuous improvement including a collaborative/team approach to problem solving and planning. Utilizing Quality Learning tools and techniques to ensure all stakeholders have a voice
 - viii. Professional development opportunities
 - ix. Quality facilities
 - B. Student Demographics
 - i. School enrollment: 210
 - ii. Free and Reduced: 79.0%
 - iii. Average attendance: 91.5%

C. Staff Information (See Appendix A for a list of staff members and assignments.)

- i. *Certificated Staff:* Grades K, 2, 3, & 4 have 1.0 FTE. per grade; Grades 1 & 5 have 2.0 FTE per grade; Grades 6, 7, & 8 have one teacher each for Math, Language Arts, Science, Social Studies and Core Support; One Special Education teacher, one Reading Specialist, one 0.75 P.E. teacher, one 0.5 Counselor, and one full-time principal
- ii. *Support Staff:* One lead secretary, one support secretary, fourteen para-professionals, and two part-time AmeriCorps service members. The paras serve Special Education, classroom push-in and pull-out programs, help deliver Title and LAP services, and cover a variety of duties
- iii. The certificated staff and support staff help with other staffing needs throughout the district, including filling the following roles: Athletic Director; coaches for football, volleyball, girls and boys basketball, baseball and fast-pitch softball; Drama; ASB; Yearbook; Photographer; Advisors; and Pep Club

4. Holistic Indicators of Success and Progress

A. Achievement Data

- i. *MAP Results* – Percentage of students meeting growth projections for each grade from Fall to Spring:

<u>GRADE</u>	<u>READING</u>	<u>Math</u>	<u>Language Usage</u>
K	37	26	
1	75	89	
2	22	17	
3	62	48	65
4	72	72	41
5	43	38	57
6	55	25	
7	46	64	
8	52	64	

*Valley School fell short of overall growth goals in relationship to 80% and “all” student marks. Also, it should be noted that 2nd graders transitioned from the test being read to them (headphones) to reading the text, which can skew growth data.

- ii. *Smarter Balanced State Testing Results* – Percentage of students testing “Proficient” for each grade as applicable:

<u>GRADE</u>	<u>ELA</u>	<u>Math</u>	<u>Science (MSP)</u>
3	43	43	
4	37	40	
5	33	33	57
6	32	32	
7	46	31	
8	39	22	61
	<u>Total All</u>	<u>Total All</u>	
	37.5	33.8	

*Proficiency fell school-wide in ELA in relation to 2015-16 scores from 40 to 37.5 overall, and in Math from 35.8 to 33.8 overall. This helped solidify the decision to improve students’ understanding of the CCSS Tier 2 Vocabulary words, among other considerations.

B. School Climate Data

- i. *Office Tickets (To be renamed Office Referrals for year 2017-18.):*

Kindergarten = 58 offenses by 11 students

1st – 5th grade = 134 offenses by 43 students

6th – 8th grade = 64 offenses by 17 students

Totals for K-8 = 256 offenses by 71 students

*Goal was met of reducing office tickets by 50% from previous year when there were 622 tickets issued. Continued reduction of office tickets and eliminating loss of classroom time are priorities for next year.

- ii. *SOAR Room Referrals (To be renamed SOAR Room Visits for year 2017-18.):*

209 total opportunities to work with children in developing appropriate self-management skills, resetting, making it right and returning to the learning environment. I still need to receive from Janet and Kim the actual breakdown of occurrences as recorded through the SWISS system.

*While we want to keep the opportunity available to students that need help resetting, the staff determined that 209 SOAR room referrals were too many based on amount of overall class time lost by these visits. Therefore, the implementation of purposeful classroom meetings on a regular basis for K-8 became part of our goal for the 2017-2018 school year to take the next step in helping students “own” their behavior and become larger stakeholders in decision making processes for the group.

5. Review of Previous Year's Goals and Accomplishments (See previous charts/graphs for data information related to these goals.)

- A. *In MAP testing results:* Overall we fell short of overall growth goals in relationship to 80% and “all” student marks except in first grade Math in which 89% of the students met their growth goal targets. Also, it should be noted that 2nd graders transitioned from the test being read to them (headphones) to reading the text itself which can skew growth data, and the middle school tested prior to Spring Break on their “end-of-year” MAP tests.
- B. *In Smarter Balanced testing results:* Overall, proficiency fell school-wide in ELA in relation to 2015-16 scores from 40 to 37.5, and in Math from 35.8 to 33.8 overall. This helped solidify the decision to improve student’s understanding of the CCSS Tier 2 Vocabulary words among other considerations.
- C. *In Social Emotional Learning/School Climate:* The goal was met of reducing office tickets by 50% from previous year when there were 622 tickets issued. The total number of tickets issued in 2016-17 was 256 representing an approximate 60% drop from the previous year. Continued reduction of office tickets and eliminating loss of classroom time are priorities for next year. Data reflects that our efforts schoolwide to practice strategies consistent with Positive Behavioral Interventions and Supports (PBIS).
- D. PBIS and Sound Discipline are working to improve school environment and empower students to self-manage. Additionally, while we want to keep the opportunity available to students that need help resetting, the staff determined that 209 SOAR room referrals were too many based on amount of overall class time lost by these visits. Therefore, the implementation of purposeful classroom meetings on a regular basis for K-8 became part of our goal for the 2017-2018 school year to take the next step in helping students “own” their behavior and become larger stakeholders in decision making processes for the group.

6. Areas of Focus for Continuous Improvement

- A. Data generated from our various academic tests were used to identify areas for improvement. These assessments included MAP, STAR, SBA, DIBELS, classroom based assessments, Dreambox and Fast ForWord results. The staff met regularly throughout the year to analyze data during late starts and in-services. Then staff met on June 12th and 13th to evaluate year end data. For our social emotional data, we met periodically throughout the year evaluating the most current data to determine how we were doing and potential next steps. We used the SWISS program to track overall behavior data and utilized surveys to gauge progress. For parent involvement, we had some staff participate throughout the year in the parent involvement meetings using the data generated there to plan for 2017-18.

- B. In regards to determining areas for improvement, all staff are involved throughout the year through meetings and data collection using Quality Learning tools and processes. Additionally, we participate in and listen to our parents at parent involvement meetings to determine the areas that we need to most work on. We continue to work on getting student input through surveys and goal setting training and work.
- C. We believe that all students can achieve at high levels. Demonstrating strong performance in Reading and Math will enhance student's chances of success and create an opportunity of lifelong learning. Additionally, focusing on school-wide positive behavior support using the Positive Behavioral Interventions and Supports (PBIS) and Sound Discipline frameworks, will improve educational outcomes for all students. Creating a culture where we look for, recognize, and reinforce positive behaviors at a high rate and teach students the appropriate skills to self-manage will promote an atmosphere conducive to quality learning. Parent involvement and partnership is critical to the overall success we strive to achieve.

7. Specific Improvement Goals for the Year: The following school-wide goals have been set for the 2017-2018 school year. These school-wide goals were established based on data throughout the year and in coordination with late start and in-service work, and parent involvement meetings during the 2016-2017 school year. These school goals were originally drafted during the June 12th and June 13th in-service training/work sessions and then updated.

A. Overall Premise

Desired: ALL students receive academic instruction and supports that allow them to learn and achieve grade level standards from teachers who have the time and energy to meet their individual needs.

B. Student Achievement Goal for ELA/Math

During the 2017-2018 school year, all K-8 students will be taught and will learn Tier 2 CCSS Vocabulary words in ELA and Math in order to improve ELA and Math testing scores by 13 months over the school year as represented in applicable assessments through MAP, STAR, DIBELS and/or classroom based assessments. Subsequently, students meeting proficiency in the SBA will improve by at least 10% in grades 3-8 in Math and ELA SBA testing from 2016-2017 results. Each class will introduce and learn no less than five words per week through the course of the year, and collaborate in grade level bands to determine responsibility of words. Staff will engage in professional development opportunities in teaching vocabulary with resources that support the Marzano Frameworks.

C. School Climate Goal

Grades K-8: During the 2017-2018 school year Valley School will continue to refine and improve our implementation of PBIS and Sound Discipline principles and

processes. All staff will be trained by October 1st in PBIS, Sound Discipline and Class Meetings to help students learn and practice self-management skills and promote a positive, rewarding, safe and engaging learning environment. Consistent practices to teach students to properly self-manage will be modeled and implemented. Classroom meetings will be held at least weekly during the school year. Reward systems will be in place and followed to ensure quarterly and semester rewards for student/classes. The number of office referrals will drop 20% from 2016-2017 totals for Office Referrals (256 to less than 205), and SOAR Room visits (209 to less than 167) for the 2017-2018 school year as tracked through the SWISS Program and studied by the SWISS Data Team to determine effectiveness of the interventions. Teachers may also request help from the Behavior Support Team for individual students in their classroom. Additionally, student and parent surveys will indicate high levels of student satisfaction regarding school experience, learning environment, climate and safety as administered twice during the school year.

D. Parent Involvement Goal

Grades K-8: During the 2017-2018 school year we will continue to refine and improve meaningful parent involvement. We will develop a student-centered compact with goals developed and supported by students, parents, and teachers. 100% of Valley School students will set goals with parent input and support, to be shared with and supported by Valley School staff at least two times during the school year. Engagement will be tracked on a tracking document. The compact will be introduced at the Open House and reviewed at conferences.

8. Utilizing School's Strengths

- A. We have a strong teaching staff that is committed to working together to accomplish our goals. We collaborate in grade level bands of P-2/K-2, 3-5, and 6-8 to further analyze data, discuss progress monitoring, implement strategies to target areas of growth, adjust and supplement curriculum, vertically align subjects, and help determine professional development. The support staff, consisting of para-professionals, AmeriCorps personnel and department leads as applicable, meet once a month to collaborate on everything from schedule development to working in areas of their own strength to best serve students.
- B. We have dedicated one hour each week (Monday Late Starts) to working collaboratively to accomplish the goals we have established. This commitment by staff is a strength. The topics for each Monday are as follows:
 - i. *First Monday of the Month focus:* Social Emotional Learning and Training Support: PBIS/Sound Discipline
 - ii. *Second Monday of the Month focus:* CCSS Tier 2 Vocabulary Training, Planning and Development

- iii. *Third Monday of the Month focus:* Exploration of CCSS within grade levels, subjects, and then vertical planning
 - iv. *Fourth/Fifth Monday of the Month focus:* Time for staff to collaborate across grade levels in specific content areas, i.e. Science, History/Social Studies, Encore offerings, etc.
- C. We have an Intervention Specialist to support our reading and math programs and staff. Additionally, we have our Principal, who is also our LAP/Title director, and our Special Education Director working with the Intervention Specialist, classroom teachers and support personnel to deliver the necessary services to enhance student learning and achievement. The SPED/WIN Leadership Team meets at least once a month, with the scheduled meeting the last Thursday of each month, to discuss coordination of services and areas of concern. We are entering our second year of implementing two key intervention programs, Dreambox, a math support program, and Fast ForWord an ELA/Reading program. Additionally, this year we will be piloting another product that compliments Fast ForWord called Reading Assistant.
- D. We have a Student Success Team (SST) that meets each Thursday as needed. The purpose of the Student Success Team (SST) is to identify, develop, and implement alternative educational strategies for students who have recognized academic concerns. The SST typically consists of teachers, school counselor, school psychologist, and special education teacher.
- E. We have established a Behavior Success Team to support our most challenging students which are often affected by trauma as they have grown up. We are using Sound Discipline and PBIS as our general guides for this work.
- F. We provide Professional Development opportunities for staff. Some of this PD happens in short sessions during late starts and staff meetings. Other PD happens during our scheduled in-service days. Staff can also choose professional development opportunities and trainings that happen outside the Valley School. This is done in conjunction with what our school goals, professional growth goals and student growth goals enable us to plan.

9. Professional Development That Will Occur to Support Achieving These Goals:

- A. Continued and ongoing PBIS training through ESD 101
- B. Continued and ongoing Sound Discipline Training
- C. Ongoing Marzano framework training internally with target areas of effectively teaching CCSS vocabulary and developing a sound understanding of the CCSS
- D. Smarter Balanced Interim Comprehensive and Block Assessment training
- E. Training on locating state assessment data and information
- F. Data analysis training for MAP and SBA

- G. Professional development opportunities for staff to support Professional Growth Goals and Student Growth Goals
- H. Continued opportunities in professional development to grow staff strengths

10. Developing and Leveraging Parent Involvement

- A. Parent involvement will be developed and leveraged by continuing our parent involvement meetings, following through on our schoolwide parent involvement goal, and continuing with our many other opportunities to engage parents.
 - i. Facilitate parent/staff/student meetings including conferences
 - ii. Parent communication: Phone calls, emails, letters, meetings
 - iii. Parent Group: Meetings and sponsored events
 - iv. Orientation, curriculum night, activity events and nights, volunteers, transitions
 - v. Quarterly award celebrations
 - vi. Supervision of theater productions, music events, sports
 - vii. Website updates, contributions to newsletters, social media
 - viii. SOAR store and other program support
 - ix. Trainings
 - x. Utilizing strengths and talents in the community

- B. Staff and parents are included in the development and implementation of the continuous improvement plan. Parents provide us with information through surveys, conferences, parent meetings, social media and school events. We have a continuous improvement plan of action in place for our staff. We consistently monitor what is going on; we have a comprehensive system of collaboration among all staff in place; the principal works individually with all certificated staff on Professional Growth Goals, Student Growth Goals, and Team Growth Goals; the Special Education Director works closely with all para staff and is responsible for their goal setting and follow-through; the principal works closely with the Intervention Specialist and intervention personnel to ensure fidelity of programs, determine intervention support and curriculum, and help determine professional development needs; the principal works with the leadership teams to determine placements of support staff to their strengths as much as possible within the boundaries we have.

APPENDIX A

Valley School Staff List 2017-2018

<u>Staff Member:</u>	<u>Position:</u>		
Todd Smith	Principal; Title and LAP Director		
Theresa Carr	Lead Secretary		
Cristi Gentry	Secretary		
Natalee Reid	Counselor/Homeless Liaison		
Janet Williams	Special Services Co-Director/Teacher		
Karon Axtell	Intervention Specialist Teacher		
Becky Gregerson	Kindergarten Teacher		
Sandy Wayenberg	First Grade Teacher		
Sydney Lee	First Grade Teacher		
Misty Larson	Second Grade Teacher		
Laci Parks	Third Grade Teacher		
Julie Sautter	Fourth Grade Teacher		
Kenny Rindlisbacher	Fifth Grade Teacher		
Kristynne Cranford	Fifth Grade Teacher		
Michelle Cregger	M.S. Science Teacher		
Jolene Andres	M.S. Math Teacher		
Josh Clemmer	M.S. Social Studies Teacher/Athletic Director		
Peggy Neal	M.S. Language Arts Teacher		
Jan Zilbert	M.S. Core Support/Intervention Teacher		
Pamela Harrison	Special Services Teacher		
Rhea Ross	Encore P.E. Teacher		
Gail Churape	Encore Art Teacher/Para-educator		
Melanie Gray	Encore Music Teacher/Para-educator		
Alice Ely	Librarian Encore Teacher/Para-educator/Assessment Coordinator		
Rebecca Kimball	School Nurse		
Linda Carter	Para-educator	Sharlene Clemmer	Para-educator
Virginia Culler	Para-educator	Kim Goot	Para-educator
Kathy Janssen	Para-educator	Tami Mesecher	Para-educator
Barb Proszek	Para-educator	May Selanders	Para-educator
Kristin Smith	Para-educator	TBD	Para-educator
Jessica Franko	Americorps	TBD	Americorps