

Valley School Continuous Improvement Plan (2018)

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: 195
 - ii. Qualifying for Free and Reduced Meals: 72.3%
 - iii. Average attendance: 91.0%

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

- i. *Certificated Staff:* Grades 1, 2, 3, 4, & 5 have 1.0 FTE per grade; Kindergarten has 2.0 FTE; Grades 6, 7, & 8 have one teacher each for Language Arts, Science, Social Studies and Core Support, plus 1.167 FTE assigned to Math; Schoolwide we have one Special Education teacher, one Reading Specialist, one P.E. teacher with additional assignment, one 0.5 Counselor, and one full-time principal.
- ii. *Support Staff:* One lead secretary, one support secretary, fourteen para-professionals, one full-time and one 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. **Washington State Assessment Results** – Percentage of students testing “Proficient” for each grade as applicable:

SMARTER BALANCED					WCAS*	MSP
	LANGUAGE ARTS (ELA)		MATH		SCIENCE	
GRADE	2018	2017	2018	2017	2018	2017
3	50	43	50	43		
4	44	37	38	40		
5	43	33	20	33	47	57
6	35	32	30	32		
7	60	46	36	31		
8	41	39	24	22	41	61
OVERALL PROFICIENCY	46%	37.5%	32.3%	33.8%		

**The Washington Comprehensive Assessment of Science (WCAS) exam replaced the Measurements of Student Progress (MSP) exam for science in 2018*

Valley School met our goal of improving SBA scores by 10% or more for each grade from the previous year’s testing for grades 3, 4, 5, 6, and 7 in ELA; and, for grade 3 in Math. The biggest success for improvement from previous year’s testing was improvement in ELA.

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

MEASURES OF ACADEMIC PROGRESS (MAP)						
GRADE	READING		MATH		LANGUAGE USAGE	
	2017-18*	2016-17	2017-18	2016-17	2017-18	2016-17
K	33	37	18	26		
1	47	75	83	89		
2	27	22	31	17		
3	53	62	86	48	40	65
4	56	72	11	72	<i>No Data</i>	41
5	46	43	37	38	68	57
6	60	55	21	25		
7	64	46	33	64		
8	63	52	33	64		

*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.

*Growth data is shown only for students who had a pretest and posttest. Not all students had an end of year test completed.

B. School Climate

i. *Office Occurrences*

2017-2018: Kindergarten = 206 occurrences by 16 students

2016-2017: Kindergarten = 58 occurrences by 11 students

2017-2018: 1st – 5th grade = 255 occurrences by 52 students

2016-2017: 1st – 5th grade = 134 occurrences by 43 students

2017-2018: 6th – 8th grade = 200 occurrences by 37 students

2016-2017: 6th – 8th grade = 64 occurrences by 17 students

2017-2018: Totals for K-8 = 661 occurrences by 105 students

2016-2017: Totals for K-8 = 256 occurrences by 71 students

(In 2015-2016, 622 tickets were issued, but we did not document occurrences)

ii. *All Referrals, including SOAR Room visits*

2017-2018: Total = 856 reported (420 of those by 16 students)

2016-2017: Total = 370 (Inaccuracies in this data due to new SWIS program implementation)

5. Review of Previous Year's Goals and Accomplishments

(See previous charts/graphs for data information related to these goals.)

- A. *In Smarter Balanced testing results:* The ELA results showed growth in proficiency at every grade level and we met our ELA improvement of 10% or greater from the previous

year in grades 3 through 7. In Math, the results were not as encouraging, as we met growth in proficiency at one grade level, gained in proficiency at two other grades, but dropped in proficiency in three grades. Overall we grew to 46% proficient in ELA from 37.5% in 2017; and in Math we scored 32.3% proficient in 2018 as compared to 33.8% in 2017.

- B. *In MAP testing results:* We set goals that all students reach their growth projections for the year. This data point measurement through MAP testing indicates that we fell short of that goal. DIBELS testing and classroom-based assessments indicate higher levels of growth. Five of nine grade level classes showed improvements in growth percentage from the previous year in ELA, while two of nine grade level classes showed improvements in growth percentage from the previous year in Math.
- C. *In School Climate results:* The goals of reducing the number of office referrals and SOAR Room visits by 20% from the previous year was not met. Both areas saw significant increases. Student, parent, and staff surveys were given, but the data was not disseminated to the point of knowing levels of satisfaction in the areas of school experience, learning environment, climate and safety.
- D. *Parent Involvement Goal results:* A new student-centered compact was developed and supported by students, parents and teachers. We fell short of our 100% overall participation, but staff members running conferences worked with parents on supporting student driven goals aimed at improving achievement.

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 the principal and some staff participate throughout the year in the parent engagement meetings using the data generated there to plan for 2018-19.

- 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 and school events 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 2018-2019 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 2017-2018 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 2018-2019 school year, staff will identify the following ELA and Math vocabulary words to be taught by using Level I words in K-2, Level II words for grades 3-5, and Level III words for grades 6-8 as recommended in the book, Building Academic Vocabulary by Marzano and Pickering. Staff will determine which words will be specifically taught at each grade level. Teachers will average teaching three new words per week following general Marzano Framework guidelines or similar methods.

Students will improve ELA and Math testing scores by 13 months over the school year as represented in applicable assessments through MAP, STAR, 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 testing from 2017-2018 results.

C. School Climate Goal

Grades K-8: During the 2018-2019 school year Valley School will continue to refine and improve our school climate by implementation of Kelso's Choice, PBIS and Sound Discipline principles and processes.

- i. All staff will be trained by December 1st in Kelso, 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.
- ii. Classroom meetings will be held at least weekly during the school year.

- iii. The number of office referrals will drop 20% from 2017-2018 August 28th to June 7th as tracked through the SWIS program and studied by the SWIS Data Team to determine effectiveness of the intervention.
- iv. Student, staff and parent surveys will be conducted twice (Nov. 1st and March 31st) through the school year indicating high levels of satisfaction regarding school experience, learning environment, climate and safety.

D. Parent Involvement Goal

Grades K-8: During the 2018-2019 school year we will continue to refine and improve meaningful parent involvement. We will revise the 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 three times during the school year. Engagement will be tracked on a tracking document. The compact will be introduced at the Open House, goals set at fall conferences, reviewed with mid-year report cards and at spring 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 primary focus topics as determined by the Valley School Staff are: Data Team Analysis; Teaching, reviewing and sharing of hands-on tools to use with students consistent with PBIS and Sound Discipline practices; Collaboration with team grade level bands; Meetings between SPED and Intervention with teachers and support personnel; Committee meetings with each staff member committing to one committee.
- 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 third year of implementing two key intervention programs: DreamBox, a math support program, and Fast ForWord, an

ELA/Reading program. Additionally, this year we will continue 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 Level I, II and III 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 STAR, 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, positive post cards, 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, blackboard connect options for receiving school information and alerts
 - 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 2018-2019

<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		
Sydney Lee	Kindergarten Teacher		
Sandy Wayenberg	First Grade Teacher		
Misty Larson	Second Grade Teacher		
Ashli Stroyan	Third Grade Teacher		
Kristynne Cranford	Fourth Grade Teacher		
Kenny Rindlisbacher	Fifth Grade Teacher		
Michelle Cregger	M.S. Science Teacher		
Sky Griep	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; M.S. Math 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	Christine Broderick	Para-educator
Barb Proszek	Para-educator	May Selanders	Para-educator
Kristin Smith	Para-educator		
Kristin Elser	Americorps		