

Valley School Continuous Improvement Plan (2019)

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. 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 2, 3, 4, & 5 have 1.0 FTE per grade; Kindergarten and First Grade have 2.0 FTE each; Grades 6, 7, & 8 have one teacher each for Language Arts, Science, Social Studies and Math. Schoolwide we have 1.5 FTE Sped. teachers, 0.5 SOAR Room Lead, one Intervention 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, twelve para-professionals, one school nurse, two full-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:

GRADE	SMARTER BALANCED						WCAS*		MSP
	LANGUAGE ARTS (ELA)			MATH			SCIENCE		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
3	53	50	43	37	50	43			
4	35	44	37	10	38	40			
5	35	43	33	29	20	33	41	47	57
6	33	35	32	33	30	32			
7	39	60	46	39	36	31			
8	48	41	39	28	24	22	44	41	61
OVER-ALL PROFICIENCY	40%	46%	37.5%	29%	32.3%	33.8%			

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

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

MEASURES OF ACADEMIC PROGRESS (MAP)									
	READING			MATH			LANGUAGE USAGE		
GRADE	2018-19	2017-18*	2016-17	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17
K	38	33	37	46	18	26			
1	63	47	75	88	83	89			
2	67	27	22	65	31	17			
3	42	53	62	32	86	48	<i>N/A</i>	40	65
4	33	56	72	17	11	72	17	<i>No Data</i>	41
5	25	46	43	56	37	38	68	68	57
6	44	60	55	27	21	25			
7	64	64	46	67	33	64			
8	63	63	52	65	33	64			

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

B. School Climate

i. *Office Occurrences*

2018-2019: Kindergarten = 128 occurrences by 14 students
 2017-2018: Kindergarten = 206 occurrences by 16 students
 2016-2017: Kindergarten = 58 occurrences by 11 students

2018-2019: 1st – 5th grade = 288 occurrences by 50 students
 2017-2018: 1st – 5th grade = 255 occurrences by 52 students
 2016-2017: 1st – 5th grade = 134 occurrences by 43 students

2018-2019: 6th – 8th grade = 153 occurrences by 34 students
 2017-2018: 6th – 8th grade = 200 occurrences by 37 students
 2016-2017: 6th – 8th grade = 64 occurrences by 17 students

2018-2019: Totals for K-8 = 569 occurrences by 98 students
 2017-2018: Totals for K-8 = 661 occurrences by 105 students
 2016-2017: Totals for K-8 = 256 occurrences by 71 students

ii. *The number of recorded SOAR Room visits*

2018-2019: Total = 363
 2017-2018: Total = 856 reported
 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 proficiency testing results:* The ELA proficiency results dropped slightly at most grade levels when comparing grade to grade and year to year within the school. When measuring SBA proficiency scales, the ELA scores did not improve by 10% for grades 3-8. In Math, overall proficiency dropped from 32.3% to 29% for grades 3-8 and the school did not meet the 10% improvement in proficiency goal.
- 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. However, about half the grades showed marked improvement from the previous year in ELA, and eight of the nine classes improved growth goal percentages from the previous year in Math.
- C. *In School Climate results:* Overall office referrals dropped from 661 in 2017-18 to 569 last year, almost a 14% drop but not quite our 20% goal.
- D. *Parent Involvement Goal results:* We revised the student-centered compact. Nearly 100% of Valley School students set goals with parent input and support. Compacts were reviewed at fall and spring conferences and once in-between at school. This goal was met.

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, classroom-based assessments, DreamBox, Fast ForWord and Read Live results. The staff met regularly throughout the year to analyze data during late starts and in-services. Then staff met on June 10th and 11th 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 SWIS 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 2019-20.

- B. In regard 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 2019-2020 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 2018-2019 school year. These school goals were originally drafted during the June 10th and June 11th 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 Academic Achievement Goal

During the 2019-2020 school year, staff will participate in a complete overview of Valley School's current Multi-Tiered Systems of Support (MTSS). Our main goal will be to complete a PDSA cycle on our MTSS, formalize our plan, and thus impact positive outcomes for all students. All staff will clearly understand our system and, as applicable, will implement the system. Students and parents will be informed of the process and their input will be sought.

Measurable Outcomes Include:

A clear understanding of our MTSS by all stakeholders; (surveys)

All students will improve ELA and Math testing scores by 13 months over the school year as represented through one or more of the applicable assessments: SBA, MAP, STAR, classroom and/or program-based assessments.

C. School Climate Goal

Grades K-8: During the 2019-2020 school year, Valley School will focus on promoting positive character traits. Each month a designated character trait will be identified, discussed, modeled and recognized. The outcome to be measured through Skyward and/or the SWIS data system is an overall 20% reduction of office referrals related to the categories of "Defiance" and "Disrespect" from the previous school year.

D. Family Engagement Goal

Grades K-8: During the 2019-2020 school year, Valley School will support the program, WATCH D.O.G.S. (Dads of Great Students). In coordination with our Family Engagement

Committee (FEC), we will educate our staff about the WATCH D.O.G.S. program, and implement the practices and procedures outlined in their training.

Our goal will be to complete the “7 Steps to Success”:

1. Administration buy-in
2. Faculty buy-in
3. Designate Top Dog Coordinator and Team
4. Develop and implement daily schedule
5. Provide WD uniform
6. Hold two launch events for the year
7. Secure commitment by fathers; line up/ sign up/ show up

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 meeting scheduled the last Thursday of each month to discuss coordination of services and areas of concern. We are entering our fourth year of implementing Fast ForWord, a Reading intervention program. We adopted new Math curriculum including iReady for grades K-2, Bridges for grades 3-5, and Carnegie Math in grades 6-8. All programs have their prescribed intervention tools. Additionally, the Reading Intervention Department has been using Read Live.
- D. We have a Student Success Team (SST) that typically 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
- 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 family engagement goals, 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. Officially adopting and running WATCH D.O.G.S. program
 - v. Orientation, curriculum night, activity events and nights, volunteers, transitions
 - vi. Quarterly award celebrations
 - vii. Supervision of theater productions, music events, sports
 - viii. Website updates, contributions to newsletters, social media, Blackboard Connect options for receiving school information and alerts
 - ix. SOAR store and other program support

- x. Trainings
 - xi. 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 and teacher, and the Intervention Specialist work closely with all para staff and are responsible for their goal setting and follow-through. The principal works closely with all program leaders to ensure the fidelity of programs, determine intervention support and curriculum, and help decide on 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 2019-2020

<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/Foster Liaison		
Janet Williams	Special Services Co-Director/Teacher		
Karon Axtell	Intervention Specialist Teacher		
Becky Gregerson	Kindergarten Teacher		
Sydney Lawson	Kindergarten Teacher		
Sandy Wayenberg	First Grade Teacher		
Kadie Link	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		
Pamela Harrison	Special Services Teacher		
Rhea Ross	Encore P.E. Teacher; Math Teacher		
Gail Churape	Encore Art Teacher/Para-educator		
Ericka Simpson	Encore Music Teacher/Para-educator		
Tom McLain	Middle School Encore Music Teacher/Para-educator		
Tricia Patterson	Librarian Encore Teacher/Para-educator		
Alice Ely	Testing Specialist		
Andrea Morgan	School Nurse		
Tina Welsh	Support Nurse/Para-educator		
Dori Bergman	Para-educator	Sharlene Clemmer	Para-educator
Virginia Culler	Para-educator	Kim Goot	Para-educator
Kathy Janssen	Para-educator	Christine Dawson	Para-educator
Barb Proszek	Para-educator	May Selanders	Para-educator
Kristin Smith	Para-educator		
Desi Hicks	AmeriCorps		
Janessa Rindlisbacher	AmeriCorps		