

Valley View Elementary School Improvement Plan

2024-25

Valley View School Improvement Plan: Summary

Academic Goal # 1- Math MAP *Achievement- All 2-5 Grade Students will meet "projected growth" number as measured between Fall-Winter, Winter to Spring and Fall-Spring MAP (K-1 Measures based on skill development sequence and formative assessments included below).*		
Evidence Based Strategy #1 Progress Monitoring	Tiered Support Practice to Implement	MAP Benchmarks- Projected growth focus Formative assessment for all students K-5 to ensure students are individually and collectively responding to differentiated instruction. Big 4 progress checkpoints outlined and followed by grade level and content teams. K-1 Assessment schedule outlined and followed.
	Plan to address inclusion and equity	Individual goal setting to include growth for all
	Process measure monitoring tool for implementation	PLC meeting agenda item weekly • 3-5 exit ticket, mid-mod, end of unit assessments for math. • MAP Details • K & 1-ESGI for progress monitoring, Illustrative and unit assessments.
Evidence Based Strategy #2 Goal Setting	Student/Family Voice Practice to Implement	Regular communication process for goal setting and status.
	Plan to address inclusion and equity	Multiple means of communicating the goals with families and students
	Process measure monitoring tool for implementation	PLC Communication around checkpoint progress (both B4 and MAP benchmark measures). Staff should complete the CFA at an agreed-upon date to allow for collaboration around results. Next steps: involving students in tracking data and growth.
Student Outcome Benchmark Measure (fall. winter, spring)		MAP Assessment, CFA and Fact Fluency outline
Student Outcome Progress Monitoring Measure(s) (8x/year)		Big 4 progress checkpoints (CFAs) identified by teams- PLC Sharing

Academic Goal # 2- Reading *Achievement: BAS scores for all students will indicate 9 months growth or more than 9 if below benchmark in the fall. All 2-5 Grade Students will meet "projected growth" numbers as measured between Fall-Winter, Winter to Spring and Fall-Spring MAP.*		
Evidence Based Strategy #1 Progress Monitoring	Tiered Support Practice to Implement	Formative assessment for all students K-5 to ensure students are individually and collectively responding to differentiated instruction. (BAS benchmarks but more importantly, reading records) Big 4 progress checkpoints outlined. F-W, W-S and F-S MAP growth monitored and investigated
	Plan to address inclusion and equity	Individual goal setting to include growth for all Staff will utilize outlined instructional strategies during reading instruction with not only ML students, but all students. Strategies will include Linguistic Frames (to support comprehension) and additional strategies can/will be taught as ready.
	Process measure monitoring tool for implementation	PLC meeting agenda item weekly Staff should complete all CFAs at an agreed upon date to allow for collaboration around results. Timeframe/Frequency of Progress Monitoring Reading Records- Progress monitoring and the collecting and analyzing of data will occur for all students K-5. The frequency of will depend on each student's level of proficiency, based on the BAS Expectation Chart. *Building Progress Monitoring Calendar Intensive (Below Benchmark): Every 1-2 Weeks Above Strategic (Near Benchmark): Every 1-2 Weeks Benchmark: Every 4 Weeks Above Benchmark: Every 6-8 Weeks
Evidence Based Strategy #2 Goal Setting	Student/Family Voice Practice to Implement	Regular communication process for goal setting and status. BAS and RR details on what improvements are needed. School level communication around the importance of reading at home. Literacy Night Shared strategies for encouraging reading and making

		reading fun.
	Plan to address inclusion and equity	Staff development in GLAD strategies and UDL.
	Process measure monitoring tool for implementation	BAS Assessment, Reading Records, ESGI measures of smaller skills. Building Admin: Ensuring progress monitoring is occurring at appropriate rates. Teachers & Paras: Administering progress monitoring and reporting data in spreadsheet. MTSS Specialist: Monitoring growth, adjusting interventions/instruction based on students' response to instruction. Tracking progress towards growth goals of one or more years of growth.
Student Outcome Benchmark Measure (fall. winter, spring)		BAS MAP- Projected growth targets will be set and monitored for students in grades 2-5.
Student Outcome Progress Monitoring Measure(s) (8x/year)		Reading Records will be utilized and monitored as outlined above.

Collaborative Progress Goal - *System Wide Improvement Focus*

Social Emotional Progress Goal for 2024-2025

Outcome Goal: ESD will meet the following benchmarks:

1. ESD will increase by 10% percent positive responses on the following subcategories of student response on the Supportive Learning Environment area of the CEE survey:
    1. I enjoy coming to this school will increase to at least 52%
    2. Most students are respectful of others at this school will increase to at least 41%
2. ESD will increase the percentage of students attending 90% or more of school days to 80% (22-23 data)

Process Goals:
 	
Evidence Based Instructional Strategies
	System Instructional Strategies	1. Identify essential standards and monitor instruction of Second Step and Character Strong curricula.
		    1. Counselor/grade-level teacher/advisory teacher teams identify essential standards tied to themes to cycle through over 3-4 year intervals or monthly depending on grade band.
		    2. Principals and district PBIS teams will be trained in look fors and participate in classroom walkthroughs to assess the implementation of the essential standards in the classroom.
		2. Refresh and monitor implementation of PBIS.
		    1. Essential Tier 1 practices (defining school expectations, teaching school expectations and SEL skills, acknowledging appropriate behavior, responding instructionally to unwanted behaviors, using data for decision making) are reviewed/revised by staff.
		    2. Implementation of Tier 1 practices are monitored through SWIS/PBIS rewards and walkthroughs at elementary, and through Skyward/discipline notes and secondary-specific rewards systems at secondary.
		    3. Current Tier 2 supports will be assessed for usage, effectiveness and ability to match functions of behavior. A consistent menu of options and a training plan for implementation will be developed by a district PBIS team.
		3. Implement revised discipline, attendance, and HIB/discriminatory harassment procedures and processes

	Plan to address inclusion and equity	• Disaggregate data to look for trends in attendance, discipline and responses to SEL screeners • Culturally responsive training during PLDs and PLC early release time dedicated to SEL topics
	Process Measure monitoring tool	• Fully developed menu of Tier 2 interventions at all levels • All schools have fully articulated Tier 1 practices, including a reward system • Elementary, middle and high school levels all have identified essential SEL standards for defined time periods or themes • Walkthrough data to assess implementation • Monthly attendance data to assess progress in reducing absences • Quarterly district PBIS data meetings to assess disciplinary referrals and adherence to new policies and practices

		• SEL screeners K-12
Process Goals: Evidence Based Student/Family Engagement Strategies	Student/Family Voice Practice to Implement	• Ad Hoc committees to review procedures/practices for attendance and discipline which include parent representation • Student focus groups
	Plan to address inclusion and equity	• Interpreters present at meetings, invitations to include a diverse range of stakeholders
	Process Measure monitoring tool	• Meetings happen with sign-ins and minutes • Procedures and practices updated
Student Outcome Benchmark Measure (fall, winter, spring) monitoring tool		• Fall, winter, spring reports to board on process measures by district team
Student Outcome Progress Monitoring Measure(s) (8x/year) monitoring tool		• Building reports on process measures

Social Emotional Goal - *VV will improve student belonging , Self Identity, Inclusion and Connection through specific SEL instruction and support.*		
Evidence Based Strategy #1 Classroom Instruction	Tiered Support Practice to Implement	T1, classroom based (teacher provided) SEL instruction through Second Steps curriculum. SEL instruction provided by school counselor (all grades and multiple lessons) • Decrease students exhibiting internalizing behaviors by implementing the ZONES of Regulation in classrooms (3 year implementation plan) • Teach peer mediation and bystander lessons in grade 4 and 5 • Create a teacher friendly resource for SEL Materials- “Bobcat Bonds” • Improve peer perceptions on School Climate Survey
	Plan to address inclusion and equity	Second Steps Curriculum Community Circles

	Monitoring tool for implementation	Individual class progress can be monitored in the Second Steps program. 22 lessons in Second Steps, grade level and classroom progress monitored <u>Unit 1: Growth Mindset & Goals</u> September: Lessons 1-2 October: Lessons 3-5 <u>Unit 2: Emotional Management</u> November: Lessons 1-2 December: Lesson 3 January: Lessons 4-5 <u>Unit 3: Empathy and Kindness</u> February: Lessons 1-2 March: Lessons 3-5 <u>Unit 4 : Problem Solving</u> April: Lessons 1-2 May: Lessons 3-5 Community Circles once per week minimum- Observed
Evidence Based Strategy #2 MTSS support for identified needs	Student/Family Voice Practice to Implement	
	Plan to address inclusion and equity	
	Monitoring tool for implementation	SRSS Survey information will be collected three times per year; Fall, Winter and Spring Climate survey information will be collected two times per year: Fall and Spring SWIS information will be reviewed weekly by the PBIS team
Student Benchmark Growth Measure (fall. winter, spring)		SRSS Climate Survey CEE
Student Progress Monitoring Measure(s) (8x/year)		Weekly student meetings for Admin/Counselor/Staff Weekly Admin/Counselor/ MTSS Meetings

Valley View School Improvement Plan: Support

2024-25

Academic Goal 1 - Whole Group *Achievement Math*: *All 2-5 Grade Students will meet "projected growth" number as measured between Fall-Winter, Winter to Spring and Fall-Spring (K-1 Measures based on skill development order and formative assessments included below).*		
Strategy 1: Progress Monitor	List of activities to support implementation	Teachers instruct students with the highest need Develop and implement a common assessment schedule for formatives by grade level- Essential Standards (minimum of Big 4 plans for now).
	Resources Needed	Release time dedicated to develop MAP assessment reports/ understanding and utilization.
	PD Plan (including reflection on how it's going)	Math Vocab focus- ML strategies Workshop model training to provide additional growth in differentiating instruction. (Extensions-Remediation) Number Talks- Staff model Fact Fluency Training (Dawn Sparks like trainer, or Dawn herself if we can coax her out of retirement for a couple of hours)
Strategy 2: Goal setting, sharing	List of activities to support implementation	PLC time allocated to developing goal-setting strategies Create a building PD calendar to include math based language acquisition (Vocab etc), Number Talks, MAP assessment proficiency for staff.
	Resources Needed	TBD- Need to assess team needs Dedicated PLC time for PD events weekly or biweekly
	PD Plan (including reflection on how it's going)	Utilizing a portion of ER Wednesdays to develop staff in the areas outlined above.

Academic Goal 2 - Whole Group *Achievement*: Reading : *BAS scores for all students will indicate 9 months growth or more than 9 if below benchmark in the fall. All 2-5 Grade Students will meet "projected growth" numbers as measured between Fall-Winter, Winter to Spring and Fall-Spring MAP.*		
Strategy 1: Progress Monitor	List of activities to support implementation	SIP Goals communicated clearly to LIT and all staff, including classified. BAS- Reteach Reading Records and BAS assessment
	Resources Needed	Videos for F&P Calibration on RR and BAS Dedicated time and schedule for Reteaching and monitoring. Common PLC time for para staff and classroom teachers
	PD Plan (including reflection on how it's going)	Administration and MTSS coordinator
Strategy 2: Goal setting, sharing	List of activities to support implementation	PLC time allocated to developing goal setting strategies Create a building PD calendar to include ELA topics: Language Acquisition, Reading Records, MAP assessment proficiency for staff.
	Resources Needed	TBD- Need to assess team needs Dedicated PLC time for PD events weekly or biweekly
	PD Plan (including reflection on how it's going)	

Academic Goal - Small Group Growth, Closing Opportunity Gaps:		
Strategy 1: Evidence Based Tiered Support Practice to Implement Continue to develop SEL program for our school	List of activities to support implementation	Create a list of problem behavior definitions Have teachers complete the PBIS Self Assessment Create a guide for Tier II and Tier III interventions Create a check out system for SEL materials Implement more college/career exploration and school-wide activities Create leadership opportunities for each grade level
	Resources Needed	
	PD Plan (including reflection on how it's going)	

Strategy 2: Evidence Based Student/Family Engagement Practice to Implement	List of activities to support implementation	Include parents and student voice in CSCP and PBIS work
	Resources Needed	Curriculum for K and TK Specialist Find an evidence based curriculum to teach healthy decision making to 5th grade
	PD Plan (including reflection on how it's going)	*Continued development of SWIS utilization* *Addition of PBIS Rewards program* *Support of PBIS development throughout the year with ESD 105 staff-Brandon Riddle and independent support from Bella Bikowski*

Collaborative Goal - System Wide Improvement Focus:		
Strategy 1: Evidence Based Tiered Support Practice to Implement	List of activities to support implementation	
	Resources Needed	
	PD Plan (including reflection on how it's going)	
Strategy 2: Evidence Based Student/Family Engagement Practice to Implement	List of activities to support implementation	
	Resources Needed	
	PD Plan (including reflection on how it's going)	