

Snoqualmie Valley School District

School Improvement Planning Process 2018-19

School Name: Cascade View Elementary School

School Mission – Vision Statement: *We challenge every student to think, to learn, to care and to succeed.*

Parent-Teacher Conference Participation			
School Year	School Enrollment	Conferences Held	Participation Percent
Fall 2016	621	618	99.5%
Fall 2017	588	586	99.5%
Fall 2018	552	549	99.5%
Grade 6 Cohort - Class of 2025			
Assessment	School Year 2015 - 2016	School Year 2016 - 2017	School Year 2017 - 2018
SBA ELA	70.2%	81.1%	78.8%
SBA Math	77.4%	75.4%	67.2%
Grade 5 Science			
Science*	95% *MSP	92% *MSP	77.8%* WCAS
Percentage of Students at or above 90% Attendance			
At or Above 90%	95.31%	95.38%	94.8%

Table of Contents

The Improvement Process	2-3
Review and Analysis of Data	3-4
Goal 1: <i>School Environment - Social Emotional</i>	
❑ Actions, Monitoring, and Evaluation Plan: Objective 1A: PBIS	5-7
❑ Actions, Monitoring, and Evaluation Plan: Objective 1B: School Culture	8-10
❑ Actions, Monitoring, and Evaluation Plan: Objective 1C: School Safety	11-12
Goal 2: <i>Using Data and Assessment to Guide Instruction</i>	
❑ Actions, Monitoring, and Evaluation Plan: Objective 2A: Math	13-14
❑ Actions, Monitoring, and Evaluation Plan: Objective 2B: English Language Arts	15-17

The Improvement Process

The continual improvement of public schools is essential in providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning, are critical factors in improving schools. Prudent decisions are based on systematic analysis of data.

The improvement process assesses the school's strengths and weaknesses, implements strategies and activities to address the school's needs, and continually evaluates the school's progress toward achieving its objectives and meeting its goals.

This tool is designed to be a living, breathing, document that can be easily accessed, monitored, and adjusted and emphasizes continuous growth allowing educators an opportunity to address immediate instructional and management issues by helping define and manage the variety of connections among people, resources, information, and data. This will also empower educators and stakeholders to collaborate in order to help schools make data-driven, research-based, decisions focused on improving student learning.

A School's Learning Improvement Process

- Entails commitment by all involved: students, staff, parents, administrators, and community.
- Is continual and recursive. Components of the process must be revisited time and time again, for the school improvement process is a continuous cycle.
- Reveals where a school is and where it must go. Knowing this information involves repeated analyses and periodic checks, both of which call for time, patience, understanding, energy, and direction.
- Is led by the principal and a building's learning improvement team. However, all members of the staff and community are involved in both the design and implementation, because they are stakeholders in the improvement of student learning.
- Requires collaboration with the district office.
- Is based on data; and as the data changes, the implementation of the plan should reflect that change.
- Involves change, which takes time and tends to be difficult.
- Requires commitment to the vision of what the school can become.

Assumptions

Several assumptions are being made before a learning improvement team can dive into the process. The assumptions include:

- The school has a defined mission statement and members of the learning community use it as their driver for decisions.
- The school has established a learning improvement team and the learning improvement team, the principal, staff members, and parents have a clear understanding of why a systemic learning improvement process is necessary and what role they play in the process.
- The learning improvement team has adequate knowledge (or the commitment to gain that knowledge) in the school improvement process and research-based practices.

Guiding Principles of School Improvement Planning

Certain key principles have guided the process and the development of the improvement plan.

- All members of a school staff, and representatives of as many other stakeholders as possible, should participate in the planning process.
- Participants should review a broad database that includes information about student achievement, demography, learning environment, and perceptions about the school.
- School Improvement Planning is a journey of continuous improvement, and the plan is a roadmap for an ongoing discourse on school improvement.
- The School Improvement document is only as good as the quality of thought that goes into it and the time and commitment that is given by everyone who has a stake in the plan.
- The School Improvement Plan should address the following guiding questions:
 - *What do we want each student to learn?*

- *How will we know when each student has learned it?*
- *How will we respond when a student experiences difficulty in learning?*
- *How will we respond when a student has already learned it?*
- Regardless of the quality of the plan, the real improvement must occur in the classroom. Teachers must be reflective about their practice and tenacious in their attempt to fine tune the art of teaching to meet the needs of every student.

Review and Analysis of Data

In addition to statewide assessments, check all district data reviewed and analyzed in preparation and development of your school improvement plan.

<input checked="" type="checkbox"/> Statewide Assessments	<input checked="" type="checkbox"/> District-Based Assessments	<input checked="" type="checkbox"/> Formative Assessments	<input type="checkbox"/> Graduation Rates
<input checked="" type="checkbox"/> Summative Assessments	<input type="checkbox"/> Student Perceptual Data	<input checked="" type="checkbox"/> Staff Perceptual Data	<input checked="" type="checkbox"/> Attendance Data
<input checked="" type="checkbox"/> Classroom-Based Assessments	<input checked="" type="checkbox"/> Content Area Assessments	<input type="checkbox"/> SAT/ACT Assessments	<input type="checkbox"/> Health Youth Survey
<input checked="" type="checkbox"/> Other:			

Summary of strengths or greatest progress based on the data:

➤ 5th grade math - 13% increase in the hispanic/latino and asian ethnic group over 4 years
➤ 5th grade math - 74% increase in the ethnic group 2 or more races over 4 years
➤ 4th grade math - increase of 9% of students moving from level 3-4
➤ 3rd grade math - increase of 5% of students moving from level 2-3 and 8% from level 3-4

Prioritized areas of opportunities or greatest challenge based on the data:

➤ 5th grade ELA - Hispanic/Latino and white ethnic groups performance declined each year
➤ No steady improvement in Math and ELA, grades 3-5 over the past 4 years
➤ 2018 3rd grade ELA well below the district average

➤ 32% decrease in 4th grade SWD scores in math from 2017-2018

GOAL 1: SCHOOL ENVIRONMENT---SOCIAL EMOTIONAL
Objective 1A: Positive Behavior Intervention and Supports (PBIS)

OBJECTIVE:

Maintain and enhance a tiered, system-wide approach focused on improving building capacity to address behavior and make evidence-based social and emotional learning an integral part of education (Strategic Plan 1D).

DESCRIPTION:

Social emotional skills are the skills that allow us to understand ourselves and to form healthy relationships with other people. These skills include the ability to recognize and manage emotions, to consider the perspective of others, and to effectively resolve conflicts. Social emotional skills are developed through the experiences of daily living and can also be taught and practiced. Research has shown that acquiring social emotional skills through instruction supports academic achievement and prevents risky behavior (Durlak, et. Al 2011). These competencies serve as a foundation for making responsible decisions that support individual well-being and, more broadly, support healthy communities. Challenging student behavior is often due to a skill-set deficit or a lack of base level supports. Steps can be taken to teach the needed pro-social skills and increase evidence-based supports district-wide.

PROGRESS MEASUREMENT:

- Completion of Action Steps (outlined below)
- Tiered Fidelity Inventory: reach 80% fidelity on Tier 1
- SWIS Discipline Data- 80% of staff (classified and certified) implementing behavior flowchart system with fidelity

ACTION STEPS:

Begin/strengthen implementation of a MTSS approach focused on improving District capacity to address student behavior and make evidence-based social and emotional learning an integral part of education from preschool through high school.

Focus Areas include:

- **Differentiated instruction, student engagement, and connections to college, career, and citizenship**
- **Collaboration and collegial practices**

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
TIER I						
Facilitate monthly data-driven PBIS meetings	2018-19 School Year	Kaaren Kim, <i>Assistant Principal, PBIS Team</i>	SWIS Data Cub Card Data	*results shared in email to whole staff and at designated staff/BDD days	Monitoring 9/5/18, 12/7/18	Ongoing
Reinforce our school-wide system for teaching/re-teaching behavior expectations throughout the school year Recess Expectation Stations Lunchroom Talks Playground PPT School-wide videos reviewing expectations	2018-19 School Year	Kaaren Kim, <i>Assistant Principal, PBIS Team</i>	ASB Classroom teachers PBIS team	Highlights *on constant contact *posted on social media	Monitoring 12/7/18 All school review January 2--4	Spring refresh Ongoing
Continue to utilize Cub Cards to encourage expected behavior	2018-19 School Year	<i>PBIS Team</i>	Weekly Cub Card	Student winners are highlighted *on bulletin board *in constant contact *on announcements *on social media	Monitoring 12/7/18 Occurs weekly	Ongoing

Positive behavior Use Cub Card data and incentives to increase participation by staff	2018-19 School Year	<i>PBIS Team</i>	Data community resources	*incentives communicated in bimonthly videos *on bulletin boards *on social media *on constant contact	Monitoring 12/7/18	Ongoing
Provide professional development to staff on behavioral interventions	2018-2019 School Year	<i>PBIS Team</i>	Special Education created tool box Executive Functioning strategies/resources		Ongoing BDD 1/18/19 Staff Meeting 11/2018	BDD 3/2019
TIER II						
Meet as a Tier 2 PBIS team to develop supports for students and teachers: Analyze data from ODR and Screener to identify students for Tier 2 intervention support Utilize a menu of Tier 2 Behavioral Provide professional development for staff around Tier 2 Interventions and Accommodations	2018-2019 School Year	<i>Tier II Team</i>	District PBIS Coaching, PD & Guidance CVES Special Education staff	*families will be notified via email, letter and/or phone call for student participation	Meetings: 9/28/18, 10/10/18, 10/26/18, 11/7/18,	Ongoing

GOAL 1: SCHOOL ENVIRONMENT---SOCIAL EMOTIONAL
Objective 1B: School Culture

OBJECTIVE:

Create a school culture that promotes the ongoing improvement of learning and teaching for students and staff (AWSP Criterion 1).

DESCRIPTION:

“Leaders ask 'what is essential, what needs to be done, and how can we get it done?’ An effective leader maintains visibility and transparency and creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that promotes student learning and staff professional growth. They lead by creating powerful, equitable, learning opportunities for students, professionals, and the system, and motivating or compelling participants to take advantage of these opportunities” (Knapp, Copland, Talbert, 2003, p.12, as quoted in Murphy, 2006).

http://www.awsp.org/awspdocuments/AWSP_LF_Rubrics.pdf

PROGRESS MEASUREMENT:

- Staff/ Parent ThoughtStream Survey results
- Completion of Action Steps (outlined below)
- Building Directed Day Exit Slips

ACTION STEPS:

The primary leads responsible for the action steps (listed below) are *Principal* and *Assistant Principal*.

Begin/strengthen implementation of a MTSS approach focused on improving District capacity to address student behavior and make evidence-based social and emotional learning an integral part of education from preschool through high school.

Focus Areas include:

- **Differentiated instruction, student engagement, and connections to college, career, and citizenship**
- **Collaboration and collegial practices**

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
Maintain school social committee to engage staff in community-building activities	2018-2019 School Year	<i>CVES Staff</i>	Staff dues	Via email and staff meetings	Ongoing	Ongoing
Utilize the PTSA to foster relationships between our faculty and community Promote PTSA sponsored Family Nights Increase PTSA Membership to 100% Foster stronger 2-way communication	2018-2019 School Year	<i>CVES PTSA Board</i> Jim Frazier, <i>Principal</i>	Open House Family BBQ Ice Cream Social Book Fair Science Fair	*featured on school website *featured on PTSA website *featured in constant contact *posted on social media	Weekly constant contact, PTSA sharing at staff meeting 10/2018	
Facilitate Assemblies to build community and culture within the student body	2018-2019 School Year	Jim Frazier, <i>Principal</i> Kaaren Kim, <i>Assistant Principal</i> Heather Kern, <i>Counselor</i>	Veteran's Day Walk a thon	*Communication for family in constant contact and provide for participating(asking for family service members to be honored in slide show and invited to assembly if applicable) Walk-a-thon communicated via school and PTSA social media *in constant contact *through classroom newsletters		10/2018 11/2018 completed

Facilitate SEL classroom lessons around relevant topics to student issues	2018-2019 School Year	Heather Kern, <i>Counselor</i>			Began 10/2018	
Implement new SEL curriculum - Second Step	2018-2019 School Year	<i>All teachers</i>	District curriculum	Regular classroom teacher emails, periodic information sent home via constant contact	Began 10/2018	Ongoing

GOAL 1: SCHOOL ENVIRONMENT---SOCIAL EMOTIONAL
Objective 1C: School Safety

OBJECTIVE:

To promote school safety and security, prepare for unexpected events, and have systems in place for emergency communications is a key component of Snoqualmie Valley School District communications. (Strategic Plan 3D)

DESCRIPTION:

The process of identifying facility needs (short-term and long-term) will provide and ensure safe, secure, and healthy facilities for students and staff. This objective will also facilitate communication to the community regarding the condition of the facility. The building works to identify resources, refresh contact information, define protocols, practice responses, and partner with community agencies, to prepare for unplanned situations.

PROGRESS MEASUREMENT:

Completion of Action Steps (outlined below)

ACTION STEPS:

Begin/strengthen implementation of a MTSS approach focused on improving District capacity to address student behavior and make evidence-based social and emotional learning an integral part of education from preschool through high school.

Focus Areas include:

- **Differentiated instruction, student engagement, and connections to college, career, and citizenship**
- **Collaboration and collegial practices**

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
Complete scheduled and required Safety Drills (fire, earthquake, intruder drills)	2018-2019 School Year	<i>Principal and Assistant Principal</i>	*Certificated and Classified Employees *Updating Emergency Backpacks	Constant Contact Required state paperwork for completed drills	Monthly per calendar schedule	Monthly per calendar schedule
School Building Safety Systems Training and implementation	2018-2019 School Year	Jim Frazier, <i>Principal</i> Kaaren Kim, <i>Assistant Principal</i> Bill Davis, <i>Maintenance and Operations Director</i>	Kickoff training in August	Staff meetings to review protocols	8/2018 All staff review of policies/procedures 11/2018 Stop the Bleed 12/2018 Threat Assessment Training	completed
Monitor Student Safety Patrol Student trainings Connection to PBIS Plan	2018-19 School Year	Amy Corder, <i>CVES Safety Patrol Advisor</i>	Snoqualmie Police Dept.	Review with students and law enforcement	Weekly schedules Student Check-ins	

GOAL 2: Using Data and Assessment to Inform Instruction
OBJECTIVE 2A: Math

OBJECTIVE: Teachers will use multiple data elements to differentiate mathematics instruction to meet the needs of all students.

DESCRIPTION: Teachers regularly utilize a full repertoire of strategies and interventions to meet the diverse needs of all students. We will analyze data from multiple assessment measures to differentiate instructional practices to promote high levels of student growth in mathematics.

PROGRESS MEASUREMENT:

- Completion of Action Steps (outlined below)
- Interim - Using STAR Math and enVision topic tests, SBA Interim Block assessments as formative data to drive instruction
- Formative - enVisions: curriculum or teacher-based measures, STAR progress monitoring
- Summative - SBA Math results: Over the next three years (2015-2018/19), students in third to fifth grades at Cascade View Elementary School will demonstrate a **10%-15%** increase in proficiency, from the initial data point, as measured by the Smarter Balanced Assessment math achievement scores, where scores began below 80%. Grade-level scores above 80% will demonstrate an annual **2-3%** increase, from the initial data point

ACTION STEPS:

Research, review and implement activities, curriculum, and structural changes within an MTSS system to facilitate program alignment, *reduce opportunity gaps* and produce more personalized student learning environments.

Focus areas include:

- **SpEd, Poverty and EL in math and reading**
- **Differentiated instruction, student engagement, and connections to college, career, and citizenship**
- **Collaboration and collegial practices**

CVES Smarter Balanced Assessment in Mathematics Results and Targets						
Grade	2014-15 Results Initial Data Point	2015-16 Results	2016-17 Results	2017-18 Results	2018-19 Results	2018-19 Achievement Target
3rd	62.5%	77.4%	76%	79%		80%
4th	80.3%	75.1%	77%	73%		85%
5th	48.5%	72.8%	73%	67%		80%

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
All K-5 teachers will regularly use Dreambox (K-2) or Reflex (2-5) math with their students	2018-2019 School Year	<i>Grade Level Teams</i>	District Funds	Teacher communication home	Ongoing	Ongoing
Math intervention specialist K-5	2018-2019 School Year	Laurie Heinz-Betts	Building and District Funds	Intervention reports to home, email and feedback from parents	Ongoing	Ongoing
Utilize released math performance tasks and SBA interim assessments Provide PD to teachers on how to use and score interim assessments	2018-2019 School Year	<i>3rd-5th grade teachers Meredith Macvean</i>	PD Staff Meeting Staff Meeting Building Directed Days	Teachers to home Grades 3-5	11/2018 12/2018 BDD 2/2018	Ongoing
Math Mindset	2018-2019 School Year	<i>K-5</i>	HDD		HDD's	Ongoing

GOAL 2: Using Data and Assessment to Inform Instruction

Objective 2B: English Language Arts (ELA)

OBJECTIVE:

Teachers will use multiple data elements to differentiate ELA instruction to meet the needs of all students.

DESCRIPTION:

Teachers regularly utilize a full repertoire of strategies and interventions to meet the diverse needs of all students. We will analyze data from multiple assessment measures to differentiate instructional practices to promote high levels of student growth in English Language Arts.

PROGRESS MEASUREMENT:

Completion of Action Steps (outlined below):

- Interim - Using STAR Reading and ReadyGEN performance tasks, SBA Interim Block assessments as formative data to drive instruction
- Formative - ReadyGEN: curriculum- or teacher-based measures, STAR progress monitoring, WaKIDS (for kindergarten), STAR Early Literacy (K-2)
- Summative - SBA ELA results: Over the next three years (2015-2018/19), students in third to fifth grades at Cascade View Elementary School will demonstrate a **10%-15%** increase in proficiency, from the initial data point, as measured by the Smarter Balanced Assessment math achievement scores, where scores began below 80%. Grade-level scores above 80% will demonstrate an annual **2-3%** increase, from the initial data point

ACTION STEPS:

Research, review and implement activities, curriculum, and structural changes within an MTSS system to facilitate program alignment, *reduce opportunity gaps* and produce more personalized student learning environments.

Focus areas include:

- **SpEd, Poverty and EL in math and reading**
- **Differentiated instruction, student engagement, and connections to college, career, and citizenship**
- **Collaboration and collegial practices**

CVES Smarter Balanced Assessment in ELA Results and Targets

Grade	2014-15 Results Initial Data Point	2015-16 Results	2016-17 Results	2017-18 Results	2018-19 Results	2018-19 Achievement Target
3rd	65.8%	70.2%	72%	73%		80%
4th	79.4%	84.9%	84%	81%		90%
5th	68.5%	82%	86%	79%		80%

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
All K-5 teachers will regularly use Lexia with students	2018-19 School Year	<i>Grade Level Teachers</i>	Lexia program	Via email and parent feedback	Ongoing	Ongoing
WIN program K-5	2018-19 School Year	Lisa Boysen	Building and District Funds	Interventionist parent meeting, email reports and regular feedback from parents	Ongoing	Ongoing
Provide professional development for teachers on how to use multiple data sources to form instructional groups for differentiation	2018-19 School Year	<i>BLT</i>	Carma Young - Coach STAR Calla Kinghorn - Lexia Lisa Boysen - SIPPS	Parent reports - WIN Internal use	BDD - January Fall/Winter/Spring	Spring 2019

Use of scheduled PLT meetings to analyze common assessment data	2018-19 School Year	<i>All Grade Level PLTs</i>	ReadyGEN STAR Lexia SIPPS	Internal use - staff meetings and BDD	BDD - February Monthly	Ongoing
ReadyGen performance based assessments K-5	2018-19 School Year	<i>Classroom teachers- coaches</i>	ReadyGen PBAs	Classroom teacher-teacher	DDD's Fall	Winter
Monitor student growth to evaluate effectiveness of Reading Support	2018-19 School Year	Lisa Boysen	SIPPS Road to the Code Wired for Reading DIBELS LLI	Intervention reports home	Ongoing	Ongoing
Promote reading through parent and community programs	2018-19 School Year	Monica Phillips	Reading Night	Reading night, constant contact and emails home	Fall 2018	complete
Utilize released ELA performance tasks and SBA interim assessments	2018-19 School Year	<i>BLT</i>	PD Staff Meeting	Grade 3-5 teachers	Winter/Spring	Spring