



**Valley View Elementary
2020-2022 Schoolwide / School Improvement Consolidated Plan**

SWP COMPONENT #1: NEEDS ASSESSMENT

The comprehensive needs assessment directs a building to collect and analyze student data. *All students' benefit* from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Team Narrative:

Valley View Elementary School has a strong balance of academic rigor, social emotional development activities, positive behavior support programs and parent involvement. The staff support kids through supporting each other as people first. The respectful culture lends itself to quality collaboration and authentic communication in the best interest of students.

Demographics:

Valley View is a school of 560 students, 7% of our population are English Learners, 19% Hispanic, 73% White, and 32% qualify for Free or Reduced lunches. We serve the district population of Autistic and Life Skills students, there are 12 students in the program currently.

School Report Card Summary Page Link

* Due to school closure in March, growth data for 2020 is not available. The summary of student assessment data is from the 2018-19 school year. The data indicates that our English Language learners continue to need additional support in all areas. While our EL proficiency has improved, the growth there has not led to increased success on the state Math, ELA and Science assessments.

Data Analysis:

Student Growth By Demographic

Demographic Detail

Strengths and Weaknesses:

Student Performance: What most impacts student performance is consistent and appropriate instruction differentiated in the classroom. Specifically designed intervention support, and engagement are critical components to student growth and overall performance as well. Valley View continues to develop instructional practices that support the individual needs of students. Guided Reading as part of the F&P curriculum has been implemented and teachers have quickly identified the quality of the materials and recommended instructional practices. While we were unable to assess students using the state tests this year, we have identified a need for focus in the upcoming years. EL students have consistently progressed more slowly than we would like in many areas: ELA < Math and Language acquisition. We have increased our certified EL support and identified a schedule that will allow EL students to consistently receive core instruction in the classroom, intervention and EL support.

Staff: Valley View has a positive and engaged staff of nearly 80 people working, as we say “Together for Kids.” School culture and staff climate are good and is reflected in the positive environment created for students. Our school has more than 40 certificated staff with 60% of them holding a Master’s Degree or higher.

School Community: Valley View has an active and growing Parent Teacher Association with nearly 100 registered members. The PTA manages fundraising, assemblies, school activities and parent volunteer schedules. We also have a “Dad’s of Great Students” program which places dadx or other male figures on our playground for interaction and support of all students during recess times. We work with Central Washington University to provide opportunities for students to volunteer in our school as well. Academic, athletic and Civic engagement departments also allow students to be part of our daily activities in a variety of ways.

Priorities and Concerns:

District Outcomes: 90% of 3rd grade students will meet end of year reading benchmarks in BAS and/or state SBA average.

- K-3 ELA Benchmarks will be used as progress measurement:
- Reading Records from GR and LLI: Disaggregated by subgroups
- BAS

Strategies:

- Implement core reading curriculum and classroom structures that meet the needs of at least 80% of students.
- Implement tier 2 and 3 interventions that align with core curriculum.
- Ensure master schedules that support double dosing and prevent missing core instruction.(Determine what can be missed or can double dosing occur within an inclusionary model?)
- Co-teaching where possible (including common planning)
- Implement assessments that can drive instruction.
- Regular use of formative assessments that include running records, BAS, conferring with students, etc.

- PD concerning the use of Data Solutions for both admin and teachers
- Utilize school improvement teams focused on increasing student achievement

- Ensure teachers are adequately supported by professional development in implementation of new strategies/curriculum/assessment
- Ensure strong PLC structures are utilized for continuous improvement in instruction and student achievement
- Provide professional development for the development of inclusionary practices and small group instruction

1. All students will make at least one year's growth in reading each year in BAS; students below benchmark will make more than one year's worth of growth.

Building Outcomes: District level literacy goals are also Valley View Elementary goals.

SWP COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

Schoolwide programs should focus on supporting all students within the school. How the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)).

Team Narrative:

Scientifically Based Reform Strategies: Describe best reform practices that your building intends to use to strengthen the academic program for the entire school: Staffing and schedule decisions were made by the Learning Improvement Team to support interventions for all students below grade level in reading as identified by the Benchmark Assessment System as part of the F&P curriculum. Each student in school (including those below grade level) were provided a target BAS level. Progress monitoring through the school year allowed for adjustments to be made by the classroom teacher and Interventions Support Team. Reading growth will occur through continued use of the Fountas and Pinnell curriculum and the Leveled Literacy Intervention program that accompanies it, our building will work to reach the goals outlined above. Mini lessons, small group guided reading and variety of individual skill practice opportunities will provide quality support for learners.

How will these practices strengthen the core academic program?

Quality Tier 1 instruction through our F&P curriculum and consistent leveled intervention support in our Title program blend nicely to help students receive common instruction.

How will these practices increase the amount and quality of learning time?

Instruction at an appropriate level creates success and challenges at the same time. Students are engaged by the materials, supported through similarly engaging and common intervention materials. This makes the time more valuable than less planned or leveled instruction.

How will these practices provide an enriched and accelerated curriculum for your students?

Through accurate assessment comes accurate planning and instruction. We continue to calibrate our Benchmark Assessment System to provide a clear measurement of students reading ability and from there, utilize the quality materials in the F&P and LLI programs to support those levels.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

The schoolwide plan upgrades the entire school's program. At the same time, it should address how students who have not yet standard in certain skills will receive effective and timely assistance. Each student is different, and some students may need more help to get back on track.

Team Narrative

Every student that was below grade level expectations in reading will receive intervention services in LLI. The certificated Title teacher, support staff, administration and are all aware of reading levels and progress toward identified individual goals. The team approach to reaching these goals has provided increased motivation and collaboration for staff.

Targeted Strategies:

ELA- Staffing and schedule decisions were made by the Learning Improvement Team to support interventions for all students below grade level in reading as identified by the Benchmark Assessment System as part of the F&P curriculum. Each student in school (including those below grade level) were provided a target BAS level. Progress monitoring through the school year allowed for adjustments to be made by the classroom teacher and Interventions Support Team. Reading growth will occur through continued use of the Fountas and Pinnell curriculum and the Leveled Literacy Intervention program that accompanies it, our building will work to reach the goals outlined above. Mini lessons, small group guided reading and variety of individual skill practice opportunities will provide quality support for learners.

List non-academic strategies for students who may fall behind on key skills or are in danger of dropping out.

· Intensive academic support for student

Building grade level teams serve as the first tier in our support plan. From that team, an intervention team will also provide support to and as data demonstrates a need, additional support teams are added (We call them the "A-Team"). Together with representatives from many parts of our school, the "A-Team identifies areas of success or concern and which interventions may be most effective. Team continues to support the student/teacher and tracks academic or behavior growth and the measures in place to support.

· Counseling and mental health Support

The school counselor provides consistent lessons utilizing the "Second Steps" program in all grades. As part of our specialist rotation, lessons are systematically provided throughout the year. Individual or small group support is also provided as needed.

· Tiered behavioral support

The same process described earlier as part of the academic support plan is followed in regard to behavior.

· Professional development for staff

Regular PD is provided both by the district and at the building level. F&P, LLI, SEL, Schoology and Edgenuity are areas of professional development, just to name a few. In building PD often allows classroom teachers to teach and then demonstrate areas of focus for their colleagues. Shared or interactive writing, number talks and conferring examples were a few of the examples staff provided one another in the last year.

· Preschool transition support

We are fortunate to have an Early Learning Coordinator who meets with our K teachers and many of the local pre-school providers. Recent efforts to share curriculum and strategies for grouping or small group instruction give us hope for more cooperation in the near future.

SWP COMPONENT #4: COORDINATION AND INTEGRATION

The schoolwide plan outlines how federal, state, and local services work together to improve outcomes. The schoolwide plan must outline the ways in which funds are going to be consolidated, as well as how the funds will be used to meet the specific intents and purposes of each program.

Team Narrative:

Valley View Elementary combines State BEA, Local M&O, Title IA, and LAP funding in a schoolwide building plan. Our plan addresses each of the purposes of the individual combined funding sources. We have selected the Sequence Charging Option. That option allows us charge selected staff and/or MSOC purchases to a particular source of funding until those funds are gone. In the first year of adding a funding source to our Schoolwide Plan, we would ensure those funds are supplemental to our current year level of funding. For the 2020-21 year, LAP funding would be an addition to our Schoolwide Plan. The purpose of the combined funds is to provide basic education, specific intervention for individual students based on assessment criteria, professional development to all building staff to understand the effects of poverty on the student's ability to learn, and professional development that will address the needs of the building based on assessment and evaluations.

Program	District Allocation	Intents and Purposes
Basic Education	\$27,745,915.13	To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.
Title I, Part A	\$684,713	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
Title II, Part A	\$92,760	Preparing, training, and recruiting effective teachers, principals, or other school leaders.
LAP LAP High Poverty	\$ 767,921 \$141,558	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements
Local Funds	\$4,747,011	Local levy revenue may be combined in schoolwide programs.
OSSI	\$35,000	Funds designated to support improvement for identified learning areas.
Total	\$34,214,908	Total Coordination of funds for Ellensburg School District.

(1) Creating a Culture: 90% of all students will participate in a community circle at least twice a month

- Measure the number of times that each teacher implements a community circle within each month
- Have teachers regularly share out their observations about the development of empathy within their students.
- Give students regular opportunities to collaborate within the circle.

Strategies:

- Continue to train teachers in restorative practices and the use of community circles to increase students' sense of connectedness to their classmates and to the school.
- Regularly collect feedback from students on the effectiveness of the circle in helping them to feel connected.
- Create flexible scheduling of community circles at every school.
- Offer multiple opportunities within the circle for students to see issues or topics from a variety of perspectives. Give them opportunities to put themselves into someone else's shoes.
- Action research

(2) School Safety

Safety procedures in place provide prevention planning as well as emergency response information for staff and students. While much time and effort are put into planning and practicing emergency procedures, an equally important part of school safety is emotional safety. Our school provides SEL opportunities and activities for all students regularly. The master schedule has prioritized the first fifteen minutes of each day for Restorative Practices and general SEL work in every classroom. The school counselor has identified and planned to include the Second Steps curriculum to all students as part of the regular specialist rotation into classrooms.

(3) Planning with Data

The regular collections of reading levels through our Benchmark Reading Assessment and Reading Records, as well as the MAP data collected, provide quality systemic data for all students in the district. Grade level teams and individual classroom teachers also gather formative data to utilize in weekly PLC meetings and for their own feedback on student growth.

(4) Planning with Data

Building wide data comparisons allow for targeted support to be provided to groups of students to be served in LLI (our Leveled Literacy Intervention program). Title staff are assigned a small group of three students who are reading at the same level and together they complete a 30-45 minute reading activity each day. These student groups change based on individual growth and progress toward identified reading goals. Math support is also provided for students in grades K-5. The Bridges math intervention curriculum is utilized in a 30 minute small group time for some grades or as a push in service in others.

(5) Improving Instruction

The percent-proficient will be above the state average in all grade levels for math, ELA, and science. Performance of students within state designated subgroups will be above the state average for those groups.

- SBA, MAP, ACT/SAT, Interim assessments

Strategies:

- Ensure strong PLC structures are utilized for continuous improvement in instruction and student achievement.
- Implement solid academic MTSS structures at every level.
- Ensure teachers are adequately supported to implement best practices for instruction.
- Recognize and celebrate student success and publicize it through multiple media sources. **(6) Managing**

Resources**(7) Engaging Community****Students will have a > 90% attendance rate as recorded in Skyward**

- Monitor attendance weekly, record and identify trends
- Disaggregate attendance by subgroups and identify trends

Strategies:

- Ensure that attendance is correctly coded and entered
- District wide campaign--MTSS teams: Regularly identify students with significant attendance issues, regularly contact home and put necessary interventions in place.
- Align policies and procedures across district related to attendance
- Parent education about the importance of attendance: Use of possible restorative groups with students who have chronic absenteeism or are truant
- Restorative conversations individually with students concerning attendance
- Staff models positive attendance

Valley View works hard to assure students are attending regularly. Rather than utilizing a computer call service to address student absences, office staff make personal calls each morning. Additionally, individual phone calls of concern are made by administrators and school counselor when attendance becomes a growing concern (Specific steps in regard to attendance are outlined in the parent handbook).