

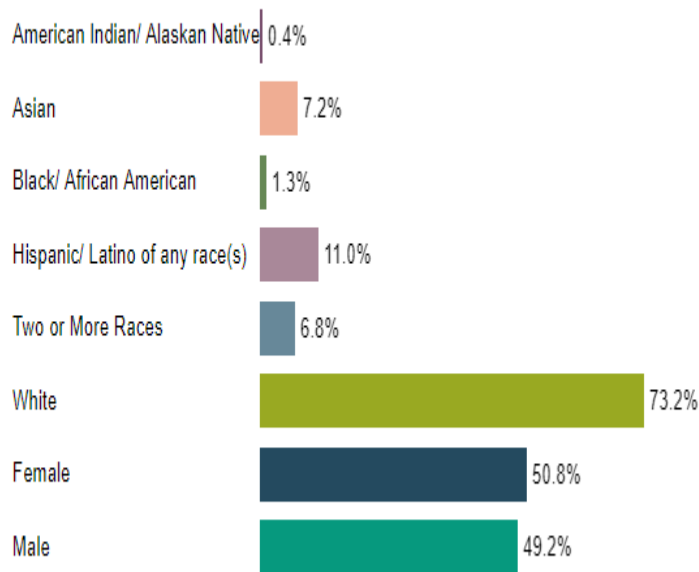
**2019-2020 School Improvement Plan  
Valley View Middle School  
Snohomish School District #201**

Monica Bauer  
Principal

**Demographics and Special Programs**

**Valley View Middle School**

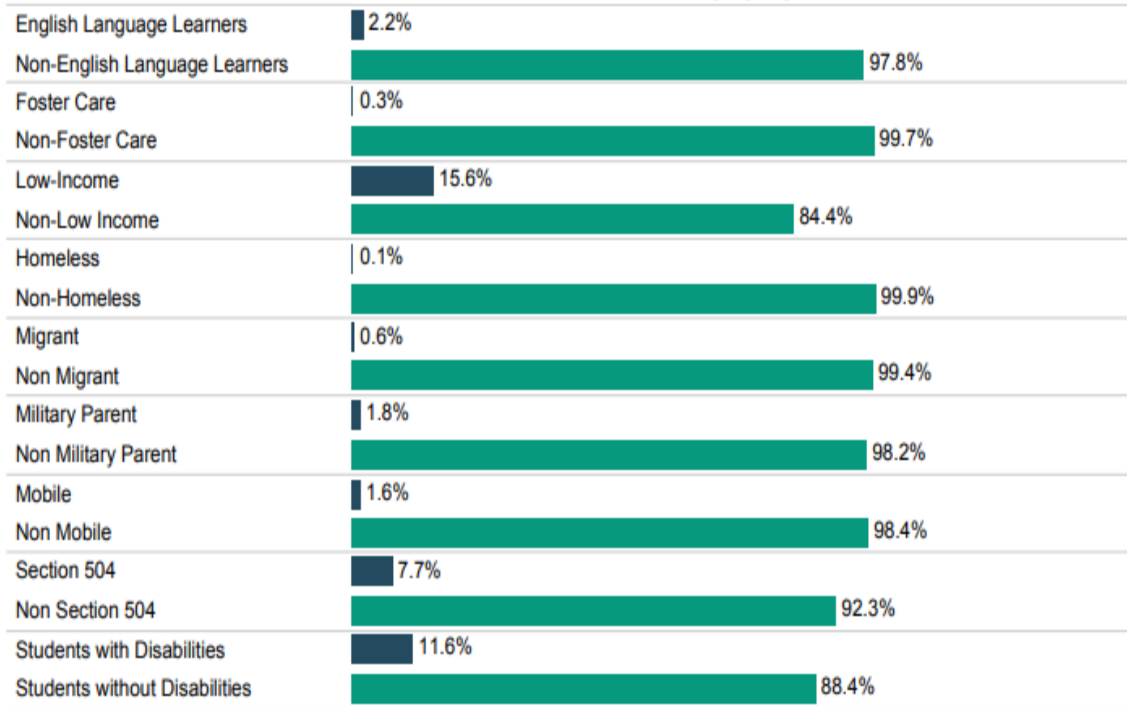
2018-19



The school year begins on different days for different school districts. The first business day in October is used as the enrollment count date for all schools and districts in Washington state.

# Valley View Middle School

2018-19



## Organizational Growth and Outcomes

We continue to identify and implement opportunities to expand our effectiveness with regard to the Nine Characteristics of High Performing Schools and to support professional development that is supportive of the areas of emphasis that are articulated in the criteria for effective instruction outlined and detailed, by the Danielson Framework for teacher evaluation and the AWSP Evaluation Framework for administrators in the State of Washington.

Nine Characteristics of High Performing Schools		Eight Criteria of Teacher Evaluation in Washington State
1	High Standards and Expectations for All Students	(Criterion 1) Centering instruction on high expectations for student achievement
2	Curriculum, Instruction and Assessment Aligned with State Standards	(Criterion 2) Demonstrating effective teaching practices

3	Clear and Shared Purpose	(Criterion 3) Recognizing individual student learning needs and developing strategies to address those needs
4	Supportive Learning Environment	(Criterion 4) Providing clear and intentional focus on subject matter content and curriculum
5	Frequent Monitoring of Teaching and Learning	(Criterion 5) Fostering and managing a safe, positive learning environment
6	Family/Community Involvement	(Criterion 6) Using multiple student data elements to modify instruction and improve student learning
7	High Levels of Collaboration and Communication	(Criterion 7) Communicating and collaborating with parents and school community
8	Focused Professional Development	(Criterion 8) Exhibiting collaborative and collegial practices focusing on improving instructional practice and student learning
9	Effective School Leadership	

### **Our School's Previous Goals (18-19)**

**District-Aligned Goal:**

Valley View Middle School teachers will participate in building-directed Professional Growth opportunities around the FIT Principles: Culture of Achievement, Purpose, and the Gradual Release of Responsibility.

**Building-Specific Goals:**

**ELA Goal:** Valley View Middle School will increase the number of students meeting standard in ELA, as measured by classroom-based, district, and state assessments by June 2019.

**Science Goal:** Valley View Middle School will establish a base-line for student performance on meeting standard in Science, as measured by classroom-based assessments, and the new state assessment.

**Math Goal:** Valley View Middle School will support all students in math by using classroom-based reviews as a formative assessment tool for students to self-assess and monitor their progress, thus being able to identify next steps in learning to help ensure individual performance on summative assessments, as measured by classroom-based assessments and individual student interviews.

## Our School's Goals for 19-20

### **District-Aligned Goal:**

Valley View Middle School will develop Multi-Tiered Systems of Support by focusing on tier one core instruction, specifically planning with intention and learning progressions, to support all students by June 2020 as measured by student performance on state tests (SBA and WCAS); and through development of comprehensive units, lesson development and calibration.

### **Building-Specific Goals:**

**Math:** Valley View Middle School will increase the Math Proficiency Rate for 7<sup>th</sup> graders from 64.6% for all students to 68% for all students and 8<sup>th</sup> graders from 61.4% for all students to 65% for all students by June 2020 as measured by student performance on the Math Smarter Balanced Assessment.

**ELA:** Valley View Middle School will increase the ELA Proficiency Rate for 7<sup>th</sup> graders 77.5% for all students to 81% for all students and 68.5% for all students to 75% for all students by June 2020 as measured by student performance on the ELA Smarter Balanced Assessment.

**Science:** Valley View Middle School will increase the number of students meeting standard for all students from 63.1% to 67% as measured by student performance on the WCAS by June 2020.

**Special Education:** Valley View Middle School will increase the Student Growth Percentile from 44% to 50% for English Language Arts and from 50% to 55% for Math by June 2020 as measured by the Smarter Balanced Assessments.

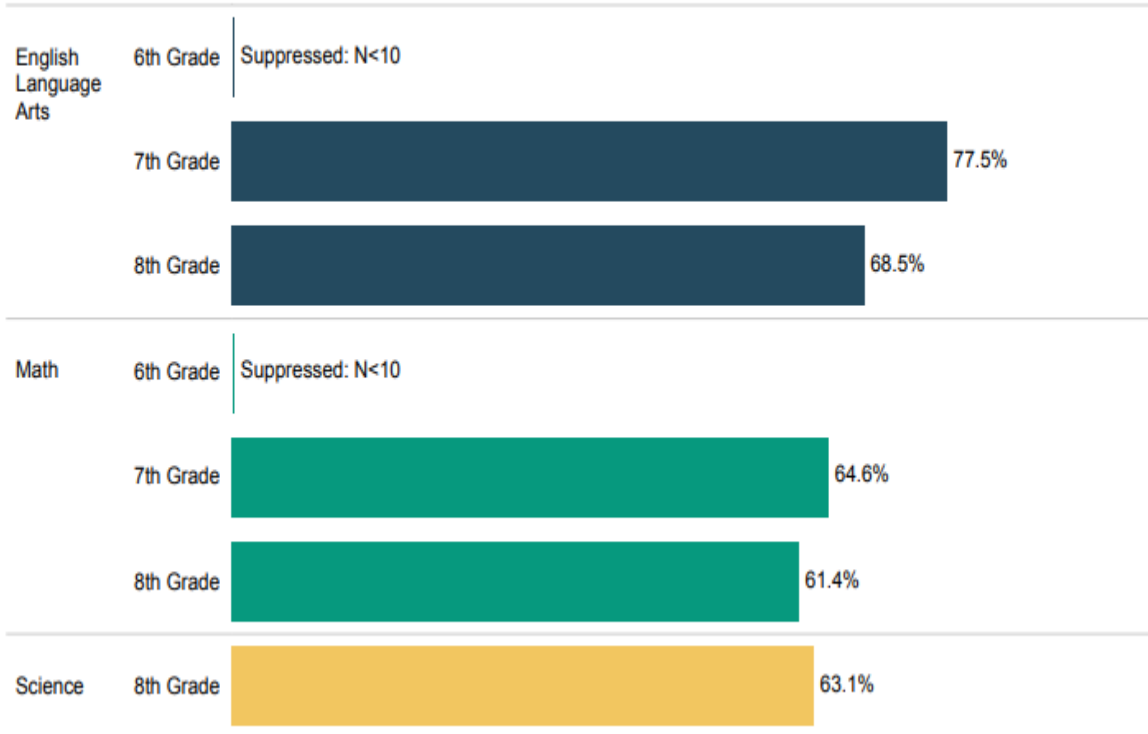
# Student Learning Information and Data Used to Develop Goals and Monitor Progress

State tests and other data sources:

## Valley View Middle School

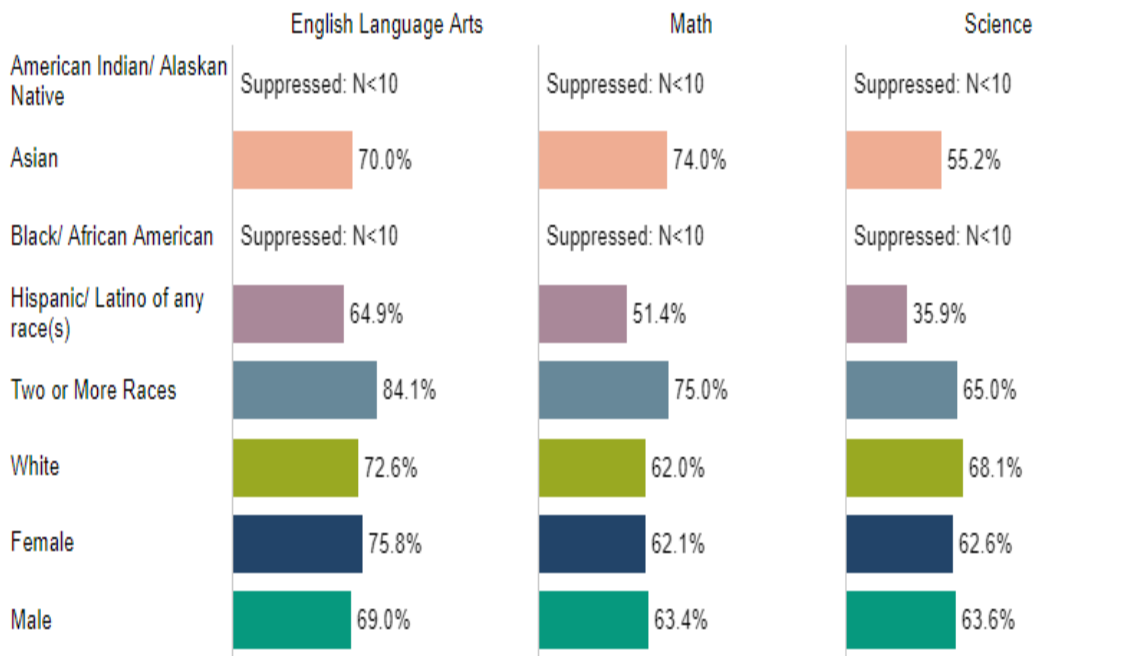
2018-19

General



# Valley View Middle School

## 2018-19



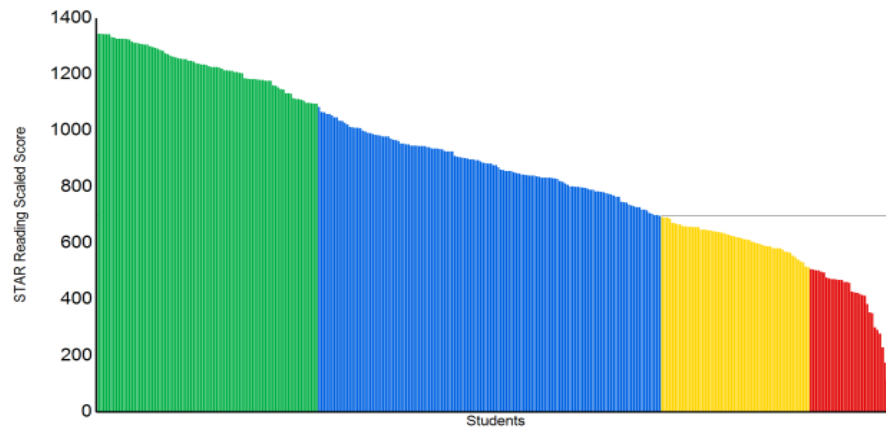
## Percent of Students Meeting Standard by Subgroup

### Valley View Middle School 2018-19

	English Language Arts	Math	Science
English Language Learners	<10%	16.7%	Suppressed: N<10
Non-English Language Learners	73.8%	63.6%	64.2%
Foster Care	Suppressed: N<10	Suppressed: N<10	
Non-Foster Care	72.6%	62.9%	63.1%
Homeless	Suppressed: N<10	Suppressed: N<10	
Non-Homeless	72.7%	62.9%	63.1%
Low-Income	45.1%	41.2%	48.1%
Non-Low Income	77.4%	66.6%	65.7%
Migrant	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Non Migrant	72.9%	63.0%	63.5%
Military Parent	81.3%	75.0%	>90%
Non Military Parent	72.3%	62.4%	62.3%
Section 504	61.7%	61.7%	50.0%
Non Section 504	73.3%	62.8%	63.8%
Students with Disabilities	28.6%	20.8%	28.9%
Students without Disabilities	78.2%	68.2%	67.2%

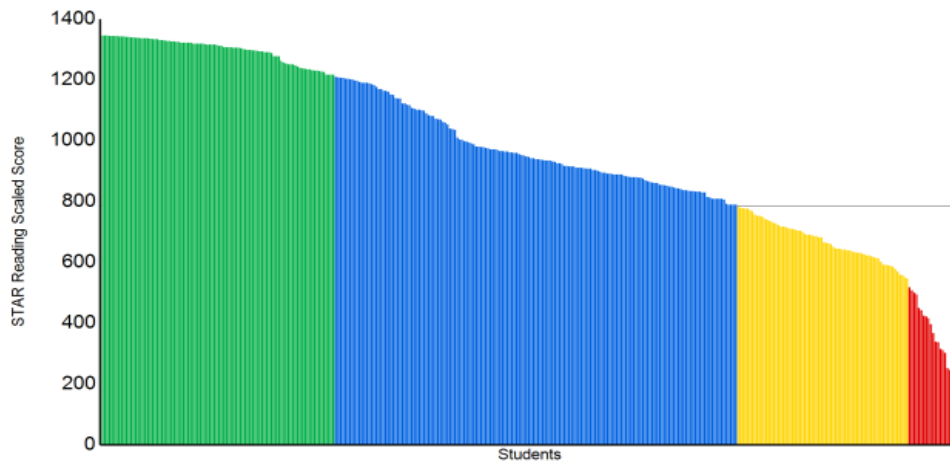
## Fall STAR ELA Benchmark Data

### Grade: 7



Categories / Levels	Current Benchmark <sup>d</sup>	Number	Percent	Benchmark At Time of State Test
<b>Proficient</b>				
■ Level 4	At/Above 1093 SS	86	28%	At/Above 1169 SS
■ Level 3	At/Above 698 SS	134	43%	At/Above 773 SS
Category Total		220	71%	
<b>Less Than Proficient</b>				
■ Level 2	Below 697 SS	58	19%	Below 773 SS
■ Level 1	Below 511 SS	32	10%	Below 577 SS
Category Total		90	29%	
<b>Students Tested</b>		310		

### Grade: 8

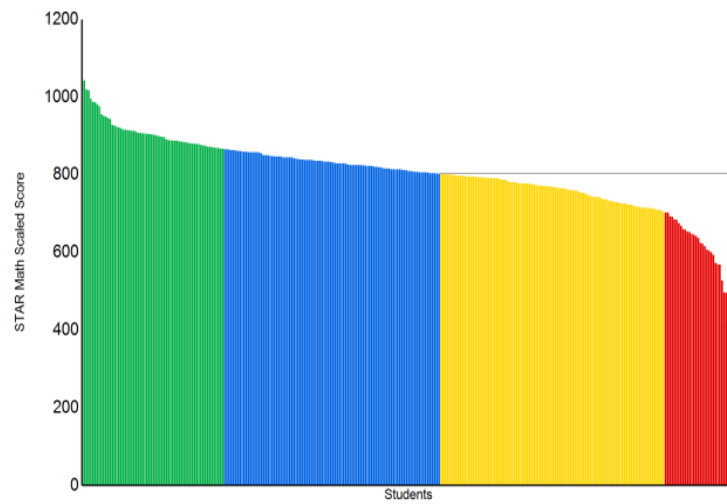


Categories / Levels	Current Benchmark <sup>d</sup>	Number	Percent	Benchmark At Time of State Test
<b>Proficient</b>				
■ Level 4	At/Above 1212 SS	98	27%	At/Above 1250 SS
■ Level 3	At/Above 786 SS	169	47%	At/Above 858 SS
Category Total		267	74%	
<b>Less Than Proficient</b>				
■ Level 2	Below 785 SS	72	20%	Below 858 SS
■ Level 1	Below 526 SS	20	6%	Below 590 SS
Category Total		92	26%	
<b>Students Tested</b>		359		



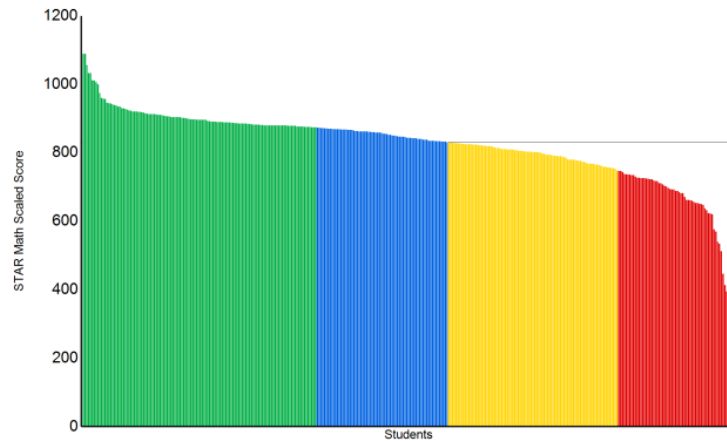
## Fall STAR Math Benchmark Data

### Grade: 7



Categories / Levels	Current Benchmark <sup>1</sup>	Number	Percent	Benchmark At Time of State Test
<b>Proficient</b>				
■ Level 4	At/Above 867 SS	65	22%	At/Above 886 SS
■ Level 3	At/Above 803 SS	100	33%	At/Above 831 SS
Category Total		165	55%	
<b>Less Than Proficient</b>				
■ Level 2	Below 802 SS	104	35%	Below 831 SS
■ Level 1	Below 704 SS	31	10%	Below 746 SS
Category Total		135	45%	
<b>Students Tested</b>		300		

### Grade: 8



Categories / Levels	Current Benchmark <sup>1</sup>	Number	Percent	Benchmark At Time of State Test
<b>Proficient</b>				
■ Level 4	At/Above 875 SS	128	36%	At/Above 892 SS
■ Level 3	At/Above 831 SS	72	20%	At/Above 852 SS
Category Total		200	56%	
<b>Less Than Proficient</b>				
■ Level 2	Below 830 SS	93	26%	Below 852 SS
■ Level 1	Below 748 SS	63	18%	Below 784 SS
Category Total		156	44%	
<b>Students Tested</b>		356		

## **Other Student Learning Information:**

- Systems 44 (Special Education Reading Curriculum)
- Read180 (Special Education Reading Curriculum)
- Dream Box (Special Education Math Curriculum)
- Skyward
- Healthy Youth Survey
- Digital Citizenship Lessons
- Math Interventions during Viking Period
- Viking Period (Advisory)
- Student Support Center
  - Lunch academic help
  - After school academic help
  - Friday School academic help
  - Tier 3 support for specific students as identified by Care Team

## **Technology Tools Used to Support SIP Goals**

### Assessment:

- Homeroom/Data Dashboard
- Skyward
- SBA (Interims and Summative)
- STAR data for ELA and Math
- Big Ideas Math Online

### Collaboration:

- Canvas
- Microsoft Office 365
- SMART Notebook
- Nearpod
- Layered Earth Online Science
- Digital Learning Leaders

### Parent engagement:

- Skyward Family Access
- Canvas
- District/school websites and social media
- School Messenger/School Connects
- Email and List serve
- Smores newsletter
- Online curriculum support: core subject areas

Professional development:

- Canvas learning modules
- Microsoft Office 365 – TEAMS and SharePoint
- Digital Learning led by Digital Learning Leaders

### Action Plan

Activities	Lead Person	Others	Timeline		Resources we will need/use	Our plan for monitoring effectiveness	Character or criterion addressed
			Start	End			
<p><b>Building:</b> Focus on Tier One Core Instruction, using <b>Engagement by Design:</b> Creating Learning Environments Where Students Thrive by Fischer and Frey</p> <ol style="list-style-type: none"> <li>1. Focus on relationships</li> <li>2. Clarity in teaching</li> <li>3. Planning with intention</li> <li>4. Understanding the “why” behind our planning and decisions</li> </ol> <p>Continue to develop functioning PLCs</p> <ol style="list-style-type: none"> <li>5. Create a PLC Action Plan for each team</li> <li>6. Use building norms and vision to guide our work</li> <li>7. Use data to set and monitor goals</li> <li>8. Unpack the 4 critical questions</li> </ol>	Principal	Asst. Principals, LSS, Dept. Chairs, SSC Staff, Outside consultants	Sept. 2019	June 2020	<p><b>Time:</b> PGF days, Staff meetings, Department meetings, and designated work days</p> <p><b>Data:</b> Current review of SBA, STAR and classroom data. Current review of alignment documents.</p> <p><b>Professional Learning:</b> Engagement by Design by Fischer and Frey; Rigorous Curriculum Design: How to create curricular units that align standards, instruction, and assessment by Larry Ainsworth Taking Action by Buffum, Mattos, Malone, Articles, PLC training, District level CIC support</p>	<p><b>Review 1<sup>st</sup> and 2<sup>nd</sup> Semester:</b></p> <p>Unit plans</p> <p>PLC Action Plans</p> <p>PLC Reflection/Survey Tools</p> <p>Student learning data</p>	1, 2, 3, 4, 5, 6, 8

<p>of PLCs, specifically the first two questions</p> <p>9. Assess effectiveness using teacher and student data</p> <p>Refine Care Team’s system of support for students who struggle academically and behaviorally</p> <p>Support migrant and bilingual students through outreach and mentoring</p>					<p><b>Support:</b>  Release days for unit planning;  book study for standards-based grading learning;  Use Student Support Center to provide students increased time/access for Essential Grade Level Learning</p> <p>District Migrant and Bilingual Liaison</p>		
<p><b>Math:</b></p> <ol style="list-style-type: none"> <li>1. Review current SBA/STAR/classroom data to determine areas of focus for PLC work.</li> <li>2. Develop comprehensive unit plans using UBD framework and develop to create, implement and analyze common assessment data to guide instructional planning and monitor student learning.</li> <li>3. Intentional placement of students in Viking Period based on STAR data and grades</li> </ol>	<p>Dept. Chair</p>	<p>PLC team, Asst. Principal, LSS</p>	<p>Jan 2019</p>	<p>June 2020</p>	<p>Same as above</p>	<p>Student learning data</p> <p>Collaborative Teamwork Reflection</p>	<p>1, 2, 3, 4, 5, 6, 8</p>

<p><b>ELA:</b></p> <ol style="list-style-type: none"> <li>1. In PLC, develop comprehensive unit plans using UBD to establish learning targets and curriculum maps based on Essential Standards.</li> <li>2. Lesson development and calibration. Focus on learning progression for each standard</li> <li>3. Review current SBA/STAR data to determine areas of focus for PLC work.</li> <li>4. Establish continuous cycle of collaborative inquiry.</li> <li>5. Explore standards-based grading</li> </ol>	Dept. Chair	PLC team, Asst. Principal, LSS	Sept 2019	June 2020	Same as above	Student learning data  Collaborative Teamwork Reflection	1, 2, 3, 4, 5, 6, 8
<p><b>Science:</b></p> <ol style="list-style-type: none"> <li>1. In PLC, establish learning targets, unit plans and curriculum maps based on Essential Standards.</li> <li>2. Lesson review and calibration.</li> <li>3. Review current SBA/STAR data to determine areas of focus for PLC work.</li> </ol>	Dept. Chair	PLC team, Asst. Principal, LSS	Sept 2019	June 2020	Same as above	Student learning data  Collaborative Teamwork Reflection	1, 2, 3, 4, 5, 6, 8

<p>4. Create, implement and analyze common assessment data to guide instructional planning and monitor student learning.</p> <p>5. Establish continuous cycle of collaborative inquiry.</p> <p>6. Explore standards-based grading.</p>							
<p><b>Special Education:</b></p> <p>Establish collective responsibility for all students.</p> <p>Increase access to grade level standards for all students.</p> <p>PGF work focused on improving student learning for all students.</p> <p>Develop understanding with all teachers regarding planning with intention, including for intervention and modification and accommodations.</p> <p>Training specific to working with students with disabilities.</p> <p>Increase support and communication regarding taking the SBA and WA-AIM.</p>	Principal	Asst. Principal, Outside consultant / training Teachers	Sept 2019	June 2020	<p><b>Professional Learning:</b></p> <p>Articles, work with consultant, conference attendance, Trauma informed practices training.</p> <p><b>Common Core and Common Core Essential Elements</b></p> <p><b>Time:</b> Dedicated time for PLC work that results in meaningful collaboration, inquiry and action toward improving student learning for all students.</p>	<p>Teacher discussions that result in shift from “My students” to “Our students.”</p> <p>SBA Math and ELA SGP data for Students with Disabilities</p> <p>Special Education participation in SBA and WA-AIM</p>	1, 2, 3, 4, 5, 6, 7, 8