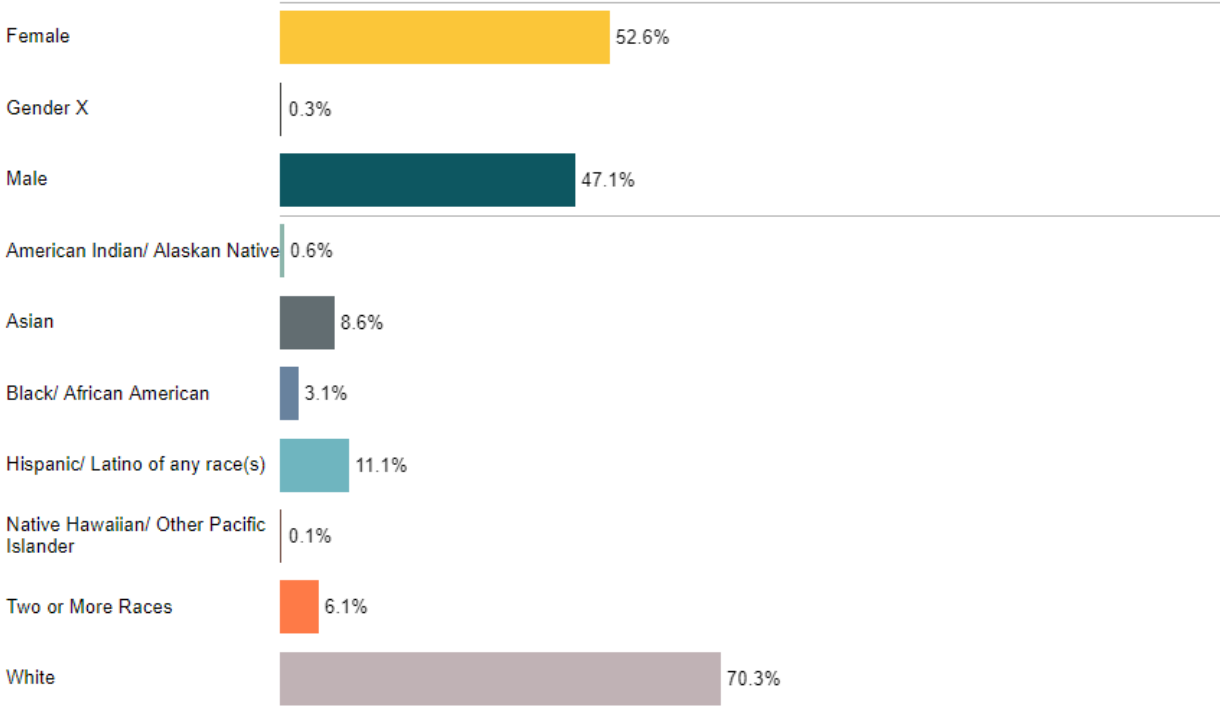


**2021-2022 School Improvement Plan  
Valley View Middle School  
Snohomish School District #201**

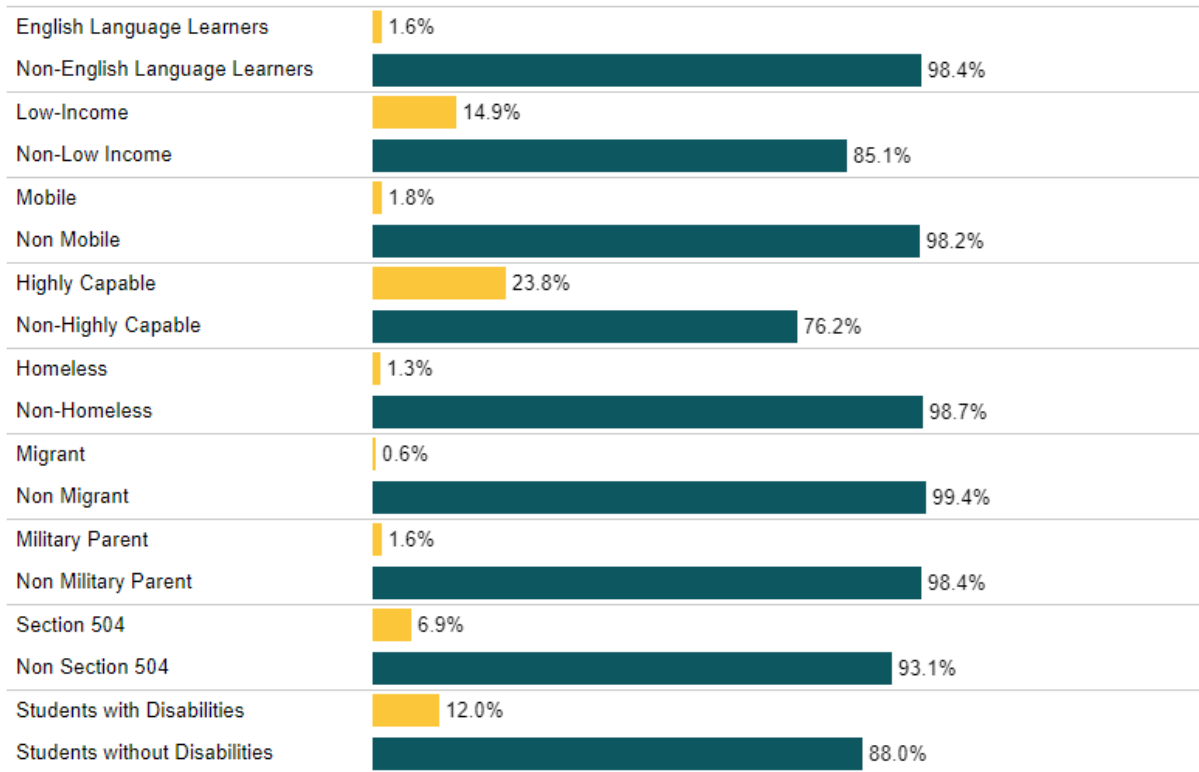
Brian Burdon  
Principal

**Demographics and Special Programs**

**Valley View Middle School  
2020-21**



## Valley View Middle School 2020-21



### 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. We implement professional development that support the criteria for effective instruction. This is 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 19-20**

**District-Aligned Goal:**

Valley View Middle School developed 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 planned to 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 planned to 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 planned to 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 planned to 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.

## **Our School's Goals for 21-22**

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

Valley View Middle School will focus on our students' successful return to in-person learning through systems and department agreements in the following areas: Academic habits, social-emotional learning, and equity.

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

**Academic:** Valley View Middle School will increase the 2021 fall math and language arts STAR assessment's Average Scale Score (per class) for all students in 7<sup>th</sup> and 8<sup>th</sup> grade throughout the academic year as measured by student performance on the winter and spring STAR assessments.

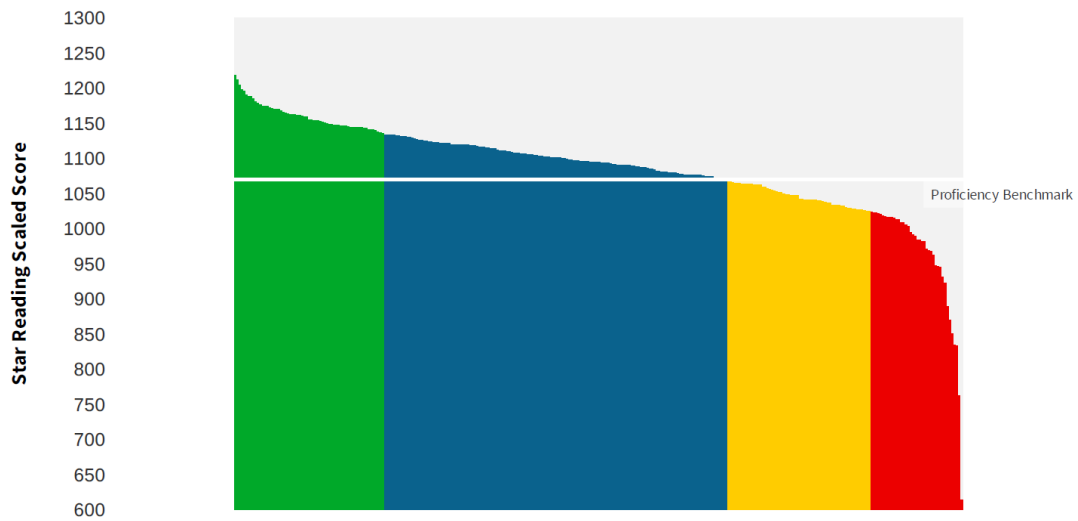
**SEL:** Students will report feeling connected to an adult at Valley View Middle School by the end of the year, as indicated by the Panorama survey.

**Equity:** Individual departments at Valley View will have shared expectations for grading and learning so students will have a similar experience no matter what teacher they have.

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

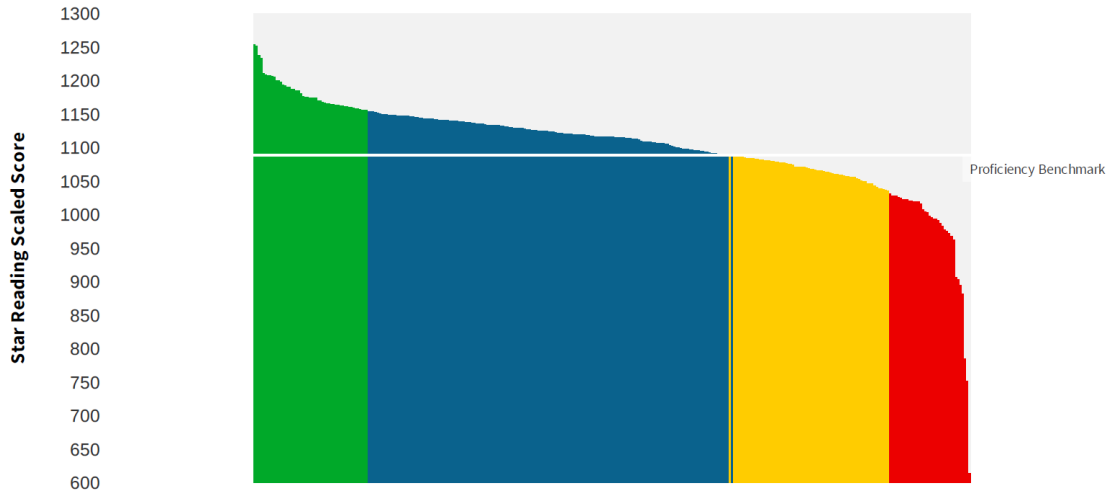
## 2021 Fall STAR ELA Benchmark Data

7th



Categories/Levels	Current Benchmark	Benchmark at Time of State Test	Students	
	Scaled Score	Scaled Score	Number	Percent
<b>At/Above Benchmark</b>				
Level 4	At/Above 1136 SS	At/Above 1149 SS	65	21%
Level 3	At/Above 1070 SS	At/Above 1082 SS	149	47%
<b>Category Total</b>			<b>214</b>	<b>68%</b>
<b>Below Benchmark</b>				
Level 2	Below 1070 SS	Below 1082 SS	62	20%
Level 1	Below 1025 SS	Below 1037 SS	40	13%
<b>Category Total</b>			<b>102</b>	<b>32%</b>
<b>Students Tested</b>			<b>316</b>	
<b>Students Not Tested</b>			<b>5</b>	
<b>Total Students</b>			<b>321</b>	

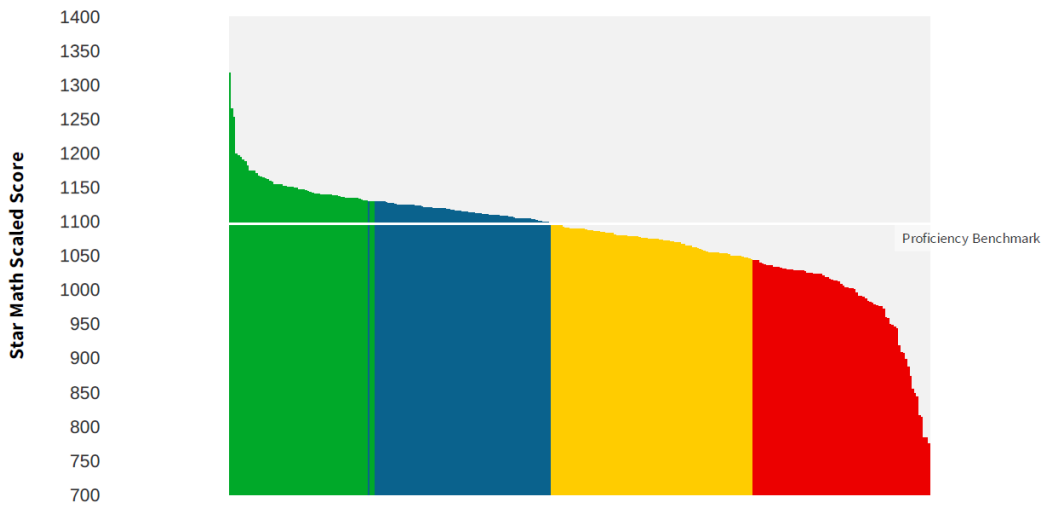
## 8th



Categories/Levels	Current Benchmark	Benchmark at Time of State Test	Students	
	Scaled Score	Scaled Score	Number	Percent
<b>At/Above Benchmark</b>				
<span style="color: green;">■</span> Level 4	At/Above 1156 SS	At/Above 1166 SS	52	16%
<span style="color: blue;">■</span> Level 3	At/Above 1089 SS	At/Above 1098 SS	165	51%
<b>Category Total</b>			<b>217</b>	<b>67%</b>
<b>Below Benchmark</b>				
<span style="color: yellow;">■</span> Level 2	Below 1089 SS	Below 1098 SS	72	22%
<span style="color: red;">■</span> Level 1	Below 1032 SS	Below 1041 SS	37	11%
<b>Category Total</b>			<b>109</b>	<b>33%</b>
<b>Students Tested</b>			<b>326</b>	
<b>Students Not Tested</b>			<b>8</b>	
<b>Total Students</b>			<b>334</b>	

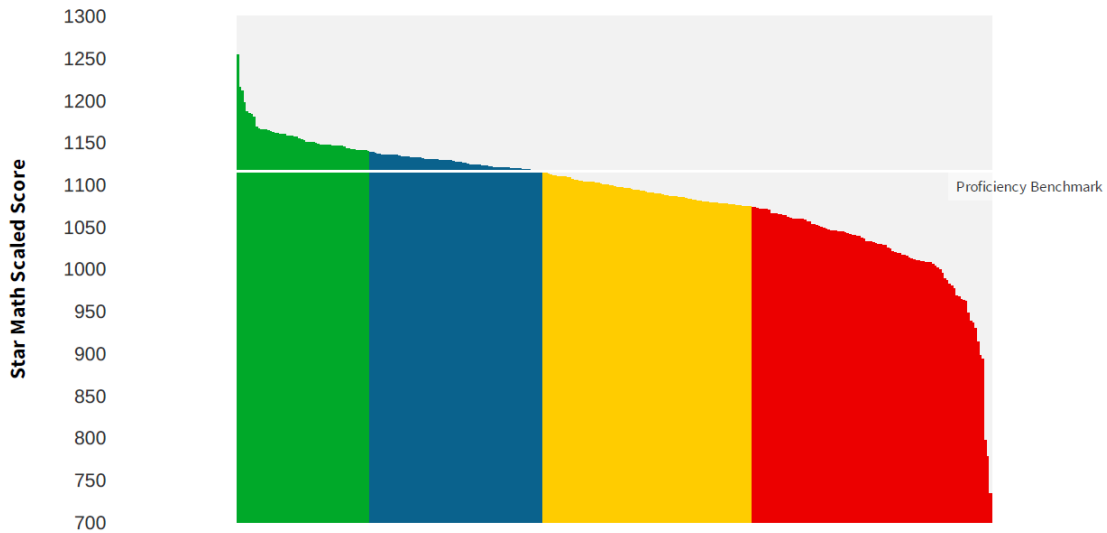
## Fall STAR Math Benchmark Data

### 7th



Categories/Levels	Current Benchmark	Benchmark at Time of State Test	Students	
	Scaled Score	Scaled Score	Number	Percent
<b>At/Above Benchmark</b>				
Level 4	At/Above 1131 SS	At/Above 1152 SS	64	20%
Level 3	At/Above 1097 SS	At/Above 1118 SS	80	26%
<b>Category Total</b>			<b>144</b>	<b>46%</b>
<b>Below Benchmark</b>				
Level 2	Below 1097 SS	Below 1118 SS	90	29%
Level 1	Below 1045 SS	Below 1065 SS	79	25%
<b>Category Total</b>			<b>169</b>	<b>54%</b>
<b>Students Tested</b>			<b>313</b>	
<b>Students Not Tested</b>			<b>8</b>	
<b>Total Students</b>			<b>321</b>	

### 8th



Categories/Levels	Current Benchmark	Benchmark at Time of State Test	Students	
	Scaled Score	Scaled Score	Number	Percent
<b>At/Above Benchmark</b>				
Level 4	At/Above 1141 SS	At/Above 1155 SS	56	18%
Level 3	At/Above 1116 SS	At/Above 1131 SS	73	23%
<b>Category Total</b>			<b>129</b>	<b>41%</b>
<b>Below Benchmark</b>				
Level 2	Below 1116 SS	Below 1131 SS	88	28%
Level 1	Below 1074 SS	Below 1089 SS	101	32%
<b>Category Total</b>			<b>189</b>	<b>59%</b>
<b>Students Tested</b>			<b>318</b>	
<b>Students Not Tested</b>			<b>16</b>	
<b>Total Students</b>			<b>334</b>	

## **Other Student Learning Information:**

- Skyward
- Panorama Survey
- 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
- Watch Dogs
- Online curriculum support: core subject areas



Professional development:

- Canvas learning modules
- Microsoft Office 365 – TEAMS and SharePoint

### 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 academic recovery, social emotional learning, and equity by creating department-level agreements.</p> <p>Academic:</p> <ol style="list-style-type: none"> <li>1. Teacher clarity – communicating learning targets and success criteria</li> <li>2. Assessment – determining areas of unfinished learning</li> <li>3. Differentiation of instruction within the classroom</li> <li>4. Teaching students processes and practices for academic success</li> <li>5. Use of Student Support center for students who need 1:1 academic help during Viking Period, and after school.</li> </ol> <p>Social- Emotional:</p> <ol style="list-style-type: none"> <li>1. Focus on adult-student and student-student relationships through planned</li> </ol>	Principal	Asst. Principals, Dept. Chairs, Equity Director, Migrant Liaison	Sept. 2021	June 2022	<p><b>Time:</b> PGF days, Staff meetings, Department meetings, and designated workdays</p> <p><b>Data:</b> Current, STAR and classroom data. Panorama survey data, Current review of alignment documents.</p> <p><b>Professional Learning:</b> <i>Leading the Rebound</i> by Fischer and Frey; <i>Differentiated Classroom</i> by Carol Ann Tomlinson; <i>Culturally Responsive Teaching and the Brain</i> by Zaretta Hammond</p> <p><b>Support:</b> Release days for unit planning; book study for equity; Use Student Support Center to provide students increased time/access for Essential Grade Level Learning</p>	<p><b>Quarterly Reflections</b></p> <p>Department Academic, SEL, and Equity Agreements</p> <p>Panorama Survey Data</p> <p>Examining STAR Data</p>	1, 2, 3, 4, 5, 6, 7, 8

<p>activities and use of small group instruction</p> <p>2. Refine Care Team’s system of support for students who struggle academically and behaviorally</p> <p>Equity:</p> <p>1. Teachers within departments working on common grading and learning practices</p> <p>2. Valley View is working with migrant families during scheduled events each quarter to teach parents how to support their students in the Snohomish School District</p>							
<p><b>Math Department:</b></p> <p>Academic:</p> <p>1. Teaching students how to login to HelloID, Canvas, and Big Ideas Math</p> <p>2. Developing a common system of goal setting and reflection after an assessment</p> <p>3. Intentional placement of students in Viking Period based on STAR data and classroom grades</p> <p>4. Teachers take turns hosting mini lessons during Viking</p>	<p>Dept. Chair</p>	<p>Course Leads, Principal</p>	<p>Sept 2021</p>	<p>June 2022</p>	<p>Same as above</p>	<p>Student learning data</p> <p>Collaborative Teamwork Reflection</p> <p>Structured Quarterly Building-Wide Reflections in PLCs</p>	<p>1, 2, 3, 4, 5, 6, 8</p>

<p>Period for students who have unfinished learning</p> <p>SEL:</p> <ol style="list-style-type: none"> <li>1. Specific SEL activities will be taught during math classes</li> <li>2. Students will be given instruction for working productively in small groups</li> </ol> <p>Equity:</p> <ol style="list-style-type: none"> <li>1. Translate written communication for ELL students</li> <li>2. Identify student needs and provide accommodations</li> <li>3. More alike than different in expectations and policies</li> </ol>							
<p><b>ELA Department:</b></p> <p>Academic:</p> <ol style="list-style-type: none"> <li>1. Create a plan for instruction using identified ELA essential standards as a guide</li> <li>2. Create a common assessment with teacher feedback and student reflection, and next steps for learning identified</li> <li>3. Common comprehensive assessments, CERs, student self-assessments with reflections</li> <li>4. Teach students how to navigate</li> </ol>	<p>Dept. Chair</p>	<p>Course Leads Asst. Principal</p>	<p>Sept 2021</p>	<p>June 2022</p>	<p>Same as above</p>	<p>Student learning data</p> <p>Collaborative Teamwork Reflection</p> <p>Structured Quarterly Building-Wide Reflections in PLCs</p>	<p>1, 2, 3, 4, 5, 6, 8</p>

<p>technology tools used for learning</p> <p>SEL:</p> <ol style="list-style-type: none"> <li>1. Create interactive activities so students and teacher get to know each other</li> <li>2. Develop structured interactions for whole class, small group, and partner learning tasks</li> <li>3. Publicly and individually name the positive behavior and social/academic risks students take</li> </ol> <p>Equity:</p> <ol style="list-style-type: none"> <li>1. Students are provided opportunities to be seen and be heard by peers</li> <li>2. Students given a "Student Survey" with included space for how they identify themselves</li> <li>3. Devise a plan of support for students who struggle with engagement</li> <li>4. Students use each other's names intentionally</li> </ol>							
<p><b>Science Department:</b></p> <p>Academic:</p> <ol style="list-style-type: none"> <li>1. Common pre-assessments, assessments, student goal/reflection</li> </ol>	<p>Dept. Chair</p>	<p>Course leads, Asst. Principal</p>	<p>Sept 2021</p>	<p>June 2022</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>sheets, and CER's</p> <ol style="list-style-type: none"> <li>2. Review of student classroom assessment data in PLC's</li> <li>3. Teaching of classroom routines and expectations</li> </ol> <p>SEL:</p> <ol style="list-style-type: none"> <li>1. 5-1 ratio of positive to critical feedback to students</li> <li>2. Teaching how to collaborate in small groups</li> <li>3. Use of turn and talks, partner work, and lab group work</li> </ol> <p>Equity:</p> <ol style="list-style-type: none"> <li>1. Develop common grading and learning practices within the department</li> </ol>						Structured Quarterly Building-Wide Reflections in PLCs	
<p><b>Social Studies Department:</b></p> <p>Academic:</p> <ol style="list-style-type: none"> <li>1. Teaching how to do small group work</li> <li>2. Use of student reflection and exit tickets as formative assessment</li> </ol> <p>SEL:</p> <ol style="list-style-type: none"> <li>1. Get to know students through intentional activities</li> </ol> <p>Equity</p> <ol style="list-style-type: none"> <li>1. Altering assignments and expectation</li> </ol>	Dept. Chair	Assistant Principal	Sept 2021	June 2022	Same as above	Structured Quarterly Building-Wide Reflections in PLCs	1,2,3,4,5,6,8

based on student need							
<b>Special Education Department:</b>  Academic: <ol style="list-style-type: none"> <li>1. Teaching physical transitions between classes and activities</li> <li>2. Teaching organization and time management skills</li> <li>3. Make sure teachers understand the role of accommodations in IEP's</li> </ol> SEL: <ol style="list-style-type: none"> <li>1. Teaching of growth mindset – the power of “yet”</li> <li>2. Activities designed for students to get to know each other, including names</li> <li>3. Letters to families from case managers</li> </ol> Equity: <ol style="list-style-type: none"> <li>1. Getting accommodations /Info sheets to teachers</li> <li>2. Checking in with teachers and problem solving with them</li> <li>3. Regular check-ins with families</li> </ol>	Dept. Chair	Principal, Special Ed. Executive Director, and Special Ed. Director	Sept 2021	June 2022	<b>Progress Monitoring Tools:</b> Canvas, Brigance, STAR	Structured Quarterly Building-Wide Reflections in PLCs  Monitoring progress through STAR, Brigance, grade checks	1, 2, 3, 4, 5, 6, 7, 8
<b>Electives Department:</b>  Academic: <ol style="list-style-type: none"> <li>1. Teaching of classroom routines</li> </ol>	Dept. Chair	Assistant Principal, CTE Director, Teaching	Sept. 2021	June 2022	<b>Professional Learning:</b> Each subject area within electives will do professional	Examining student reflection on standards within each	1,2,3,4,5,6,8

<p>2. Students establish goals and perform self-reflection</p> <p>SEL and Equity:</p> <ol style="list-style-type: none"> <li>1. Use of activities to build relationships</li> <li>2. Activities to help students learn each other's names.</li> </ol>		<p>and Learning</p>			<p>learning with their PLC and during specialist days.</p>	<p>elective course.</p> <p>Structured Quarterly Building-Wide Reflections in PLCs</p>	
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