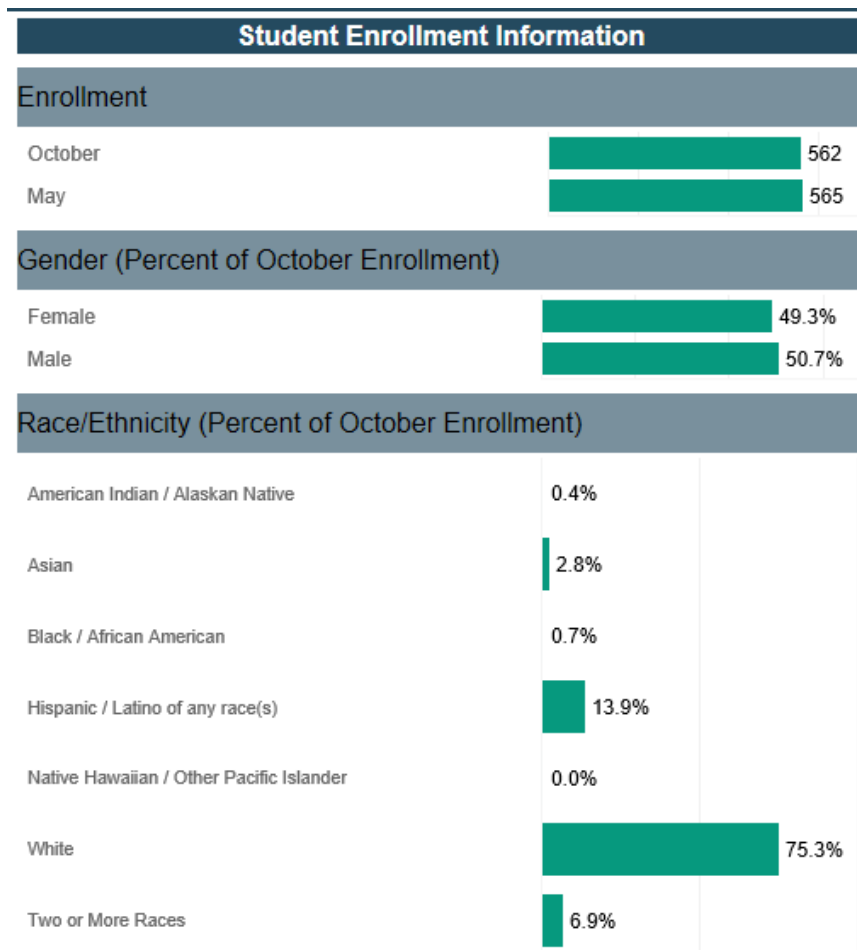


School Improvement Plan 2018-19 Snohomish School District #201

*Riverview Elementary School
Principal Tammy Jones*

Introduction

Demographics and Special Programs



Special Programs (Percent of May)

| | |
|--|-------|
| English Learners | 9.4% |
| Low Income | 21.1% |
| Students with Disabilities (Special Education) | 10.1% |
| Migrant | 0.7% |
| Section 504 | 4.4% |

Other Measures

| | |
|---|---------|
| Class of 2017, 4-Year Graduation Rate (%) | |
| Class of 2016, 5-Year Graduation Rate (%) | |
| Unexcused Absence Rate | 0.6875% |

Organizational Growth and Outcomes

We continue to identify opportunities to expand our effectiveness with regard to the Nine Characteristics of High Performing Schools and to support professional development as articulated in the criteria for effective instruction articulated in our new evaluation document:

| Nine Characteristics of High Performing Schools | | Eight Criteria of Teacher Evaluation |
|--|---|---|
| 1 | High Standards and Expectations for All Students | Centering instruction on high expectations for student achievement (Criterion 1) |
| 2 | Curriculum, Instruction and Assessment Aligned with State Standards | Demonstrating effective teaching practices (Criterion 2) |
| 3 | Clear and Shared Purpose | Providing clear and intentional focus on subject matter content and curriculum (Criterion 4) |
| 4 | Supportive Learning Environment | Fostering and managing a safe, positive learning environment (Criterion 5) |
| 5 | Frequent Monitoring of Teaching and Learning | Recognizing individual student learning needs and developing strategies to address those needs (Criterion 3) Using multiple student data elements to modify instruction and improve student learning (Criterion 6) |
| 6 | Family/Community Involvement | Communicating and collaborating with parents and school community (Criterion 7) |
| 7 | High Levels of Collaboration and Communication | Exhibiting collaborative and collegial practices focusing on improving instructional practice and student learning (Criterion 8) |
| 8 | Focused Professional Development | |
| 9 | Effective School Leadership | |

Staff reflection at the end on the correlates and characteristics of effective schools included recognition of the following:

- Relationships are central to our work and contribute to a positive culture. Onboarding and mentoring of both new staff and new students takes place. The staff retreat and daily 10-minute meetings keep the culture and mission at the center. We are committed to nurturing a culture of achievement. We know that strong and healthy cultures are not created overnight nor do they just “happen.” Riverview’s culture is based upon our vision, beliefs, values, and mission. We strive to be the best place for students to learn and grow. We believe that no school improvement effort will be effective, maintained, or enhanced unless school culture and a focus on academics are both addressed and aligned. By focusing on the relationships and connections that make up our culture, we set the stage for student learning

and elevated levels of achievement. Practices that support this effort include our First Three Days, Family Groups, and Restorative Practices. In addition, our monthly character focus and assemblies and student leadership opportunities further contribute to a positive and vibrant culture for learning and growth.

There is a rich mix of cultures and values that come together to make up the Riverview school culture. We believe that to build a culture of achievement, all students and adults must be welcomed and initiated into the culture. We believe this is an intentional process built around the following pillars:

Welcome: All staff members at Riverview consider it their job to make every student, parent, and visitor feel noticed, welcomed, and valued. There is an emphasis on *all* within this pillar, as we celebrate our diversity.

Do no harm: Relationships are the foundation for learning. Riverview's school rules and behavior expectations are tools for teaching students to become the moral and ethical citizens we expect them to be. The rules and expectations are anchored in respect, responsibility and safety. A restorative approach is embraced.

Choice words: We believe that the language students hear helps them see their own possibility and potential and leads them to perform in ways that are consistent with that language.

It's never too late to learn: We believe that we can gently push students to go beyond the minimum needed to get by, to discover what they can achieve. An all hands-on-deck approach to ensuring that every student learns and grows is key to this effort. The core of this pillar is ensuring high quality instruction in every classroom.

Best school in the universe: Riverview Elementary is the best place for students to learn and grow! We strive to continually reflect and improve. We want to be the best we can be!

- Collaboration is prioritized by staff and is key in both staff and student learning.
- High expectations for learning, with lessons having a clear purpose or learning target, using gradual release of responsibility (GRR), and implementing formative assessment.
- Initial work with Multi-Tiered Systems of Support (MTSS) has included a focus on collective responsibility and concentrated instruction. Collaborative Teacher Teams and Collaborative Intervention Teams were established, along with norms and commitments to weekly meeting times focused on student learning. A PLC model for dialogue was renewed. Collaborative Teacher Teams identified 7 essential standards in ELA and engaged in unwrapping the standard together. A Collaborative Leadership Team/Guiding Coalition was established at the end of the 2017/2018 school year to lead the school's efforts with MTSS and improved student learning.

- An inclusion model maximized intervention resources to target student learning and ensure an all-hands-on deck approach. Resources, including classified staffing were prioritized to support student learning.
- Student Learning and Improvement Planning (SLIP) meetings were used to bring learning support staff and classroom teachers together to look at data and plan for improved student learning. This process resulted in a more targeted approach to student learning improvement planning.
- Leadership is shared at Riverview. The building leadership team was redefined, and an election held. Membership on this team was expanded. Staff assume leadership in many ways in the building. Four staff members have engaged in the district Teacher Leadership Cohorts.
- A statement written at our retreat over a year ago by a staff member resonates with all staff and describes our mission is as follows:

“We exist to help young people learn to do math and read and write of course, but something more. We exist to help young people co-exist in the world; to solve problems, to cooperate, to give, to share, to be more together than apart.”

Our School’s Previous Goals

Goals for the 2017-2018 school year included the following:

School Math Goal:

Riverview Elementary will increase the number of students meeting standard in math, as measured by classroom-based, district and state assessments by June 2018. All students in grades 2 - 6 will demonstrate growth on assessments over the course of the school year, with:

- ALL students taking the STAR assessments achieving a SGP of at least 50%.
- Students who are struggling in their learning who are taking the STAR assessments achieving a SGP of at least 75%.

School Reading Goal

Riverview Elementary will increase the number of students meeting standard in reading, as measured by classroom-based, district and state assessments by June 2018. All students in grades 2 - 6 will demonstrate growth on assessments over the course of the school year, with:

- ALL students taking the STAR assessments achieving a SGP of at least 50%.
- Students who are struggling in their learning who are taking the STAR assessments achieving a SGP of at least 75%.

School Science Goal:

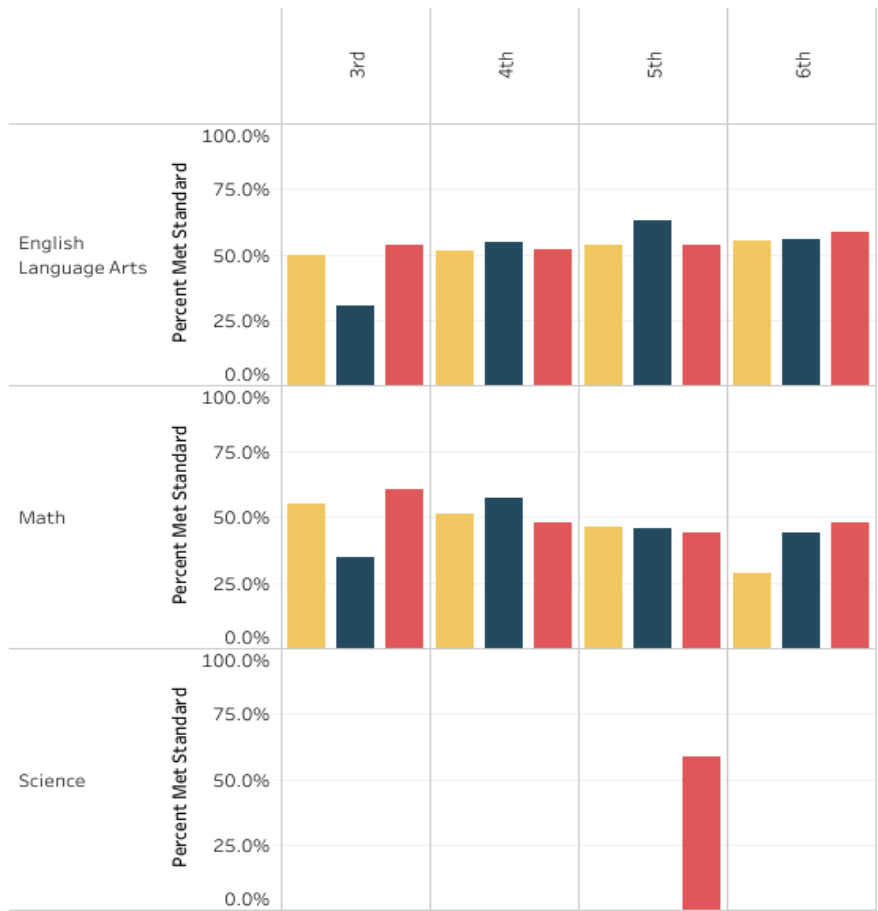
Riverview Elementary will increase the number of students meeting standard in science by 5%, as measured by classroom-based, district and state assessments by June 2018. Riverview Elementary will ensure that all students will successfully demonstrate grade appropriate skills in completing STEM Design challenges and participate in collaborative-problem based learning experiences by June of the current school year.


State tests and other data sources:

Students Meeting standard on the general state assessment in 2018

| | English Language Arts | Math | Science |
|------------|-----------------------|-------|---------|
| 3rd | 53.8% | 60.6% | |
| 4th | 51.8% | 47.9% | |
| 5th | 53.8% | 44.0% | 58.6% |
| 6th | 58.7% | 47.6% | |

Students meeting standard on the general assessment in 2016, 2017 and 2018



|  Growth Report <small>Printed Tuesday, October 9, 2018 2:10:54 PM</small> | | | | | | | | | | |
|--|-------------|---|-----------|---------------------------------|------|-----|-------|------|-------------------|--------------------|
| Grade: 3 | | | | | | | | | | |
| Summary | | | | | | | | | | |
| 3 | Selection | SGP ^c (79 of 79 Students) Median | Test Date | Average Scores (79 Students) | | | | | | Lexile® Measure |
| | | | | SS | GE | PR | NCE | IRL | EORF ^a | |
| | All Classes | 58 | Pretest | 225 | 2.3 | 43 | 46.2 | 1.3 | 60 | BR65L |
| | | | Posttest | 390 | 3.6 | 64 | 57.7 | 3.1 | 103 | 380L |
| | | | Change | +165 | +1.3 | +21 | +11.5 | +1.8 | +43 | 445L |
| Grade: 4 | | | | | | | | | | |
| Summary | | | | | | | | | | |
| 4 | Selection | SGP ^c (82 of 82 Students) Median | Test Date | Average Scores (82 Students) | | | | | | Lexile® Measure |
| | | | | SS | GE | PR | NCE | IRL | EORF ^a | |
| | All Classes | 53 | Pretest | 389 | 3.6 | 52 | 51.2 | 3.1 | 93 | 355L |
| | | | Posttest | 517 | 4.6 | 64 | 57.3 | 4.0 | 118 | 620L |
| | | | Change | +128 | +1.0 | +12 | +6.1 | +0.9 | +25 | 265L |
| Grade: 5 | | | | | | | | | | |
| Summary | | | | | | | | | | |
| 5 | Selection | SGP ^c (68 of 68 Students) Median | Test Date | Average Scores (68 Students) | | | | | | Lexile® Measure |
| | | | | SS | GE | PR | NCE | IRL | EORF ^a | |
| | All Classes | 56 | Pretest | 430 | 3.9 | 37 | 43.0 | 3.4 | 97 | 445L |
| | | | Posttest | 618 | 5.4 | 59 | 55.0 | 4.7 | 134 | 775L |
| | | | Change | +188 | +1.5 | +22 | +12.0 | +1.3 | | 330L |
| Grade: 6 | | | | | | | | | | |
| Summary | | | | | | | | | | |
| 6 | Selection | SGP ^c (67 of 67 Students) Median | Test Date | Average Scores (67 Students) | | | | | | Lexile® Measure |
| | | | | SS | GE | PR | NCE | IRL | EORF ^a | |
| | All Classes | 44 | Pretest | 636 | 5.5 | 54 | 52.2 | 4.7 | 0 | 790L |
| | | | Posttest | 732 | 6.3 | 56 | 53.1 | 5.6 | 0 | 925L |
| | | | Change | +96 | +0.8 | +2 | +0.9 | +0.9 | | 135L |

Other Student Learning Information we use:

Riverview utilizes a variety of tools for focusing on student learning. Student Learning and Improvement Planning (SLIP) meetings have been utilized since 2007 to review all sources of data.

Student Learning and Improvement Planning (SLIP) meetings are used to analyze data and target instruction. SLIP teams meet for extended time in the Fall (approximately week three) for initial planning, in January for a mid-year check-in, and in the Spring to support end of the year transition processes. Each week selected grade levels meet with Title I/LAP, ELL and Resource Room specialists to review data, progress and interventions. They collaboratively plan for ensuring learning is taking place for all students. As data is analyzed, a multi-tiered system of support is used to address student learning needs.

SLIP Teams review student assessment data, including formative and classroom-based assessments. Reading and Mathematics ESGI and STAR benchmark assessments and progress monitoring are used in Kindergarten through sixth grade. The Fountas and Pinnell Benchmark Assessment System is also used as an assessment tool to guide instruction. Other diagnostic measures, including measures from CORE Multiple Measures, running records, writing, Bridges

Unit assessments and content work samples, and other classroom based and formative assessments are used to pinpoint intervention needs. A Push-in/Inclusive model of support targets individual learning needs. In addition, student leadership/peer tutors, WatchDOGS and volunteers are used for extra support and practice.

Staff work closely in their grade level teams, identifying essential learning targets, planning instruction, assessing student learning and reviewing progress. Value is placed on individual student learning growth and on purposeful daily assessment of learning that drives instruction. Teachers use formative assessment to get immediate feedback on student learning and in turn respond to the immediate needs of students.

Technology tools we use to support instructional and learning improvement priorities:

Assessment:

- Star Enterprise
- Homeroom/Data Dashboard
- Skyward
- ESGI
- WaKids/Teaching Strategies Gold

Collaboration:

- Google Docs
- Microsoft OneNote
- SMART Notebook
- Canvas
- SeeSaw App
- Office 365
- TEAMS

Professional development:

- Frontline
- SMART Notebook
- Canvas
- Web-based professional development, resources, and videos

Parent engagement

- Skyward Family Access
- Homeroom
- District/school websites and social media
- School Messenger
- Email and Listserv
- SeeSaw App

Intervention & Learning Support

- Office 365
- Bridges
- Mobile Carts
- Bookshare
- Typing Web
- One Drive
- OverDrive eBooks

School District Goal: Snohomish School District will increase the number of students meeting standard in reading and math, as measured by state, district and classroom-based assessments by June of 2018 by engaging in the following strategies:

- Clarifying, sharing and understanding learning intentions and success criteria
- Eliciting evidence of learners' achievement
- Providing feedback that moves learning forward
- Activating students as instructional resources for one another
- Activating students as owners of their own learning
- Enriching collaboration and empowerment in all of our school communities.
- Using technology resources purposefully to support all of the above conditions.

School Math goal:

Riverview Elementary School will increase the number of students meeting standard in math by 5%, as measured by classroom-based, district and state assessments by June 2019.

All students in grades 2 - 6 will demonstrate growth on assessments over the course of the school year, with:

- ALL students taking the STAR assessments achieving an SGP of at least 50%.
- Students who are struggling in their learning who are taking the STAR assessments achieving an SGP of at least 75%.
- Grade level median SPG of 60 or higher and 1.5 G.E. gain

School Reading goal

Riverview Elementary School will increase the number of students meeting standard in reading by 5%, as measured by classroom-based, district and state assessments by June 2019.

All students in grades 2 - 6 will demonstrate growth on assessments over the course of the school year, with:

- ALL students taking the STAR assessments achieving a SGP of at least 50%.
- Students who are struggling in their learning who are taking the STAR assessments achieving a SGP of at least 75%.
- Grade level median SPG of 60 or higher and 1.5 G.E. gain

Strategies we will use school-wide to support the development of formative assessment, improved instruction and increased learning for all student groups include:

| Activities | Lead Person | Others involved | Timeline | | Our plan for monitoring effectiveness | Resources we will need/use | Characteristic/criterion addressed |
|---|------------------------------------|-----------------|-----------------|------------|--|---|--|
| | | | Start | Finish | | | |
| Student Learning and Improvement Planning (SLIP) meetings will be held on a rotational schedule with grade level teams and specialists meeting to analyze/track data and plan intervention | Principal, DOS, & Leadership Teams | All Staff | September, 2018 | June, 2019 | Monitor SLIP Intervention planning and assessment of learning progress. | SLIP meeting schedule STAR ESGI diagnostic assessments | 1, 2, 3, 5, 7, 9 Criterion 1, 2, 3, 4, 6, 8 |
| Plan and implement targeted intervention based upon assessments/learning needs using an inclusive/push-in model of support | Principal, DOS, & Leadership Team | All Staff | September, 2018 | June, 2019 | Monitor SLIP Intervention planning and assessment of learning progress. | SLIP meeting schedule STAR ESGI diagnostic assessments Curriculum resources | 1, 2, 3, 5, 7, 9 Criterion 1, 2, 3, 4, 6, 8 |
| Through professional development, engage in study and dialogue around what we teach/want students to learn, how we teach it, resources used, how we know students are learning, what we do when students have not learned or met standards, and what we do when they have already learned/met standard. | Principal, DOS, & Leadership Team | All Staff | September, 2018 | June, 2019 | Notes/logs of collaborative meetings; PGF, staff meeting, book studies, etc... | PGF, Staff meetings, grade level teams, book studies, release time, CCSS, district opportunities, staff retreat | 1, 2, 3, 5, 7, 9 Criterion 1, 2, 3, 4, 6, 8 |
| The 4-C's of MTSS: <u>Collective Responsibility-</u> *Establish a Collaborative leadership Team/Guiding Coalition *Establish Collaborative Teacher Teams (PLCs) and Collaborative Intervention Teams. Teams develop norms, commit to weekly meetings and the PLC 4 questions regarding learning. | Principal, DOS & Leadership Team | All Staff | September, 2018 | June, 2019 | Notes/logs of collaborative meetings; PGF, staff meeting, book studies, etc... | PGF, Staff meetings, grade level teams, book studies, release time, CCSS, district opportunities, staff retreat | 1, 2, 3, 5, 7, 9 Criterion 1, 2, 3, 4, 6, 8 |

| | | | | | | | |
|--|--|------------------|------------------------|---------------------|--|--|--|
| <p>*Collaboration prioritized for PGFs</p> <p>*Collaborative Teams reflect on the seven stages and strive for improvement, with all teams performing at stage 5 or higher by the end of the year.</p> <p><u>Concentrated Instruction</u></p> <p>*Identify, review and revise essential standards for ELA</p> <p>*Unpack standards into learning targets</p> <p>*Engage in unit planning</p> <p>*Emphasis on tier 1-core instruction</p> <p>*Lessons have clear purpose, GRR used, along with formative assessment</p> <p>*K-2 implementation of FPC</p> <p><u>Convergent Assessment</u></p> <p>*Collaborative Teacher Teams build convergent assessments and engage in data analysis</p> <p><u>Certain Access</u></p> <p>*Inclusion PD around collaborative supports and continuum.</p> <p>*Inclusion PD around roles and responsibilities</p> <p>*Classified staff assigned to pods and serve as a part of grade level collaborative teams.</p> | | | | | | | |
| <p>Staff Retreat</p> | <p>Principal, DOS, & Leadership Team</p> | <p>All Staff</p> | <p>August, 2018</p> | <p>August, 2019</p> | <p>Survey staff Notes/logs of collaborative meetings</p> | <p>PGF, Staff meetings, grade level teams, book studies, release time, CCSS, district opportunities, staff retreat</p> | <p>1, 2, 3, 5, 7, 9 Criterion 1, 2, 3, 4, 6, 8</p> |
| <p>10 Minute Morning meetings</p> | <p>Principal, DOS, & Leadership Team</p> | <p>All Staff</p> | <p>September, 2018</p> | <p>June, 2019</p> | <p>Survey staff Notes/logs of collaborative meetings</p> | <p>PGF, Staff meetings, grade level teams, book studies, release time, CCSS, district opportunities, staff retreat</p> | <p>1, 2, 3, 5, 7, 9 Criterion 1, 2, 3, 4, 6, 8</p> |

| | | | | | | | |
|--|---|------------|-----------------|------------|--|--|--|
| Implement Family Groups and intentional teaching of the five pillars with students | Principal & Leadership Team | All Staffs | September, 2018 | June, 2019 | Survey staff Notes/logs of collaborative meetings | PGF, Staff meetings, grade level teams, book studies, release time, CCSS, district opportunities, staff retreat | 1, 2, 3, 5, 7, 9 Criterion 1, 2, 3, 4, 6, 8 |
| Implement Restorative Practices and engage in continued PD | Principal, DOS, & Leadership Team | All Staff | September, 2018 | June, 2019 | Notes/logs of collaborative meetings; PGF, staff meeting, book studies, etc. | PGF, Staff meetings, grade level teams, book studies, release time, CCSS, district opportunities, staff retreat | 1, 2, 3, 5, 7, 9 Criterion 1, 2, 3, 4, 6, 8 |
| Implement 2x10 supports | Principal, DOS, & Leadership Team | All Staff | September, 2018 | June, 2019 | Review and analyze data | PGF, Staff meetings, grade level teams, book studies, release time, CCSS, district opportunities, staff retreat | 1, 2, 3, 5, 7, 9 Criterion 1, 2, 3, 4, 6, 8 |
| <p><i>Since Riverview is identified as a Targeted Tier I school under the Washington School Improvement Framework, the following steps were taken:</i></p> <p>*A needs assessment was completed, digging deeply into assessment and performance data, and surfacing needs.</p> <p>*The Collaborative Leadership Team/Guiding Coalition was built, revamping the site leadership team, prioritizing leadership of school improvement.</p> <p>*SLIP meetings were held for each grade level, identifying students exceeding standard, meeting standard, close to standard, and far from standard. Assessment data was looked at for individuals</p> | Principal, DOS, ELL staff, learning support specialists & Leadership Team | All Staff | September. 2018 | June, 2019 | Review and analyze data—data inquiry cycle, needs assessment, SIP | PGF, SLIP meetings, Staff meetings, grade level teams, book studies, release time, CCSS, district opportunities, staff retreat | 1, 2, 3, 5, 7, 9 Criterion 1, 2, 3, 4, 6, 8 |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| <p>and groups, planning for targeted instructional needs.</p> <p>*SIP goals and plans address the targeted student group; using MTSS and a collaborative approach to instruction, a push-in/inclusive model, and targeted and individualized intervention, with ongoing progress monitoring or progress towards goals.</p> <p>*Professional development around MTSS and PLC teams, purposeful instruction, gradual release of responsibility, formative assessment, culture of achievement, and restorative practices.</p> | | | | | | | |
|--|--|--|--|--|--|--|--|