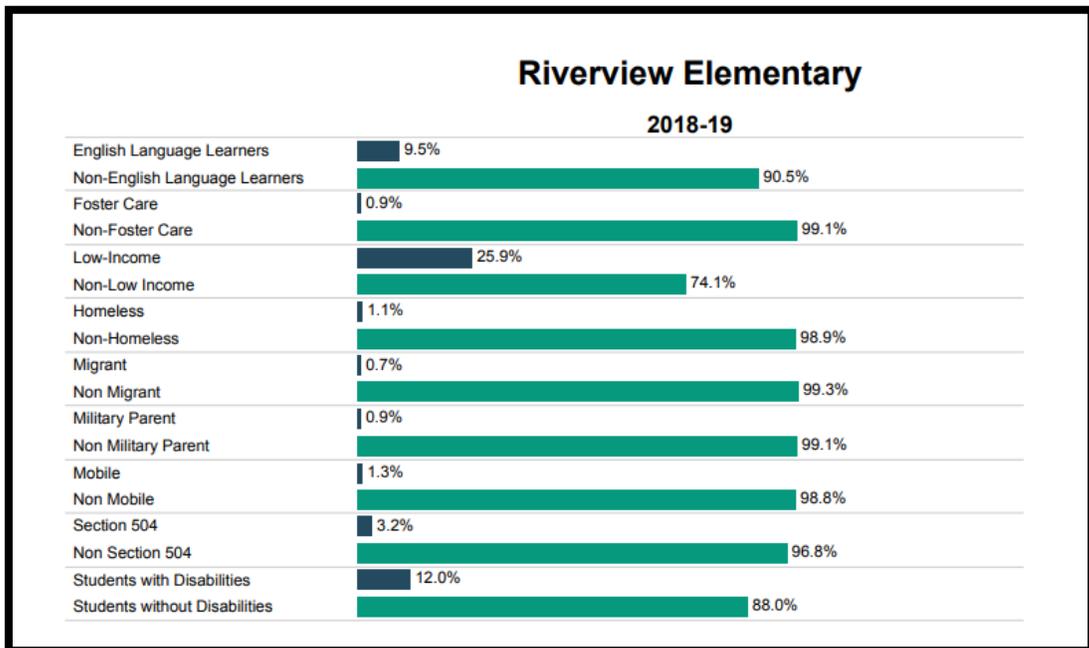
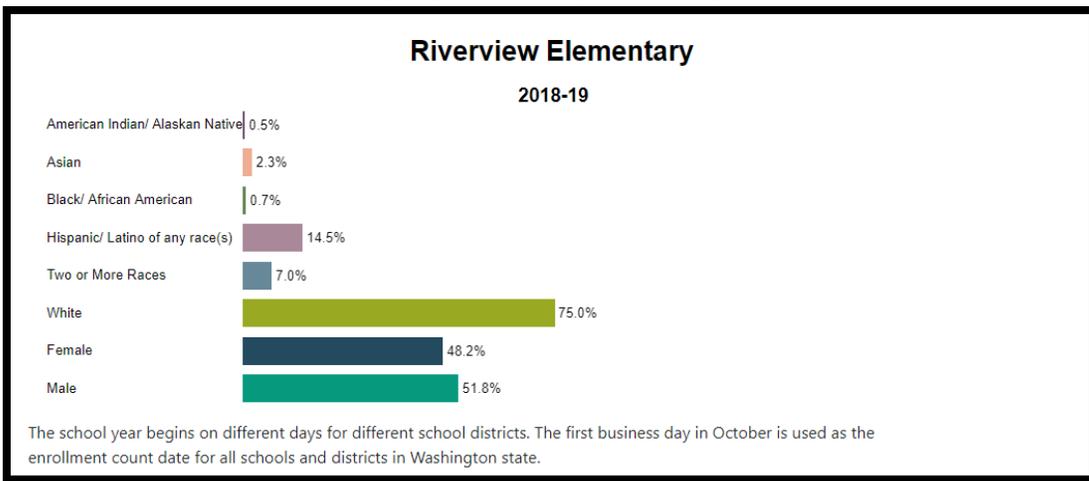


School Improvement Plan 2019-20 Snohomish School District #201

*Riverview Elementary School
Principal Tammy Jones*

Introduction

Demographics and Special Programs



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:

<i>Nine Characteristics of High Performing Schools</i>		<i>Eight Criteria of Teacher Evaluation</i>
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 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 WaKids Conferences, pillars, First Three Days, Family Groups, MTSS, and Restorative Practices. In addition, our monthly character focus, monthly 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. This builds a growth mindset. 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. Our building Collaborative Teamer Teams, also known as Professional Learning Communities (PLCs), meet for a minimum of one hour per week. PLC teams identify essential standards and related learning targets. They determine what they want students to learn, agree on how they will know students have learned it, plan for what to do if students have already learned it, and what to do if students have not yet learned it.
- High expectations for learning, with lessons having a clear purpose or learning target, using gradual release of responsibility (GRR), and implementing formative assessment are commitments made by staff. Staff have embraced practices with an effect size of > 0.40. These practices are referred to as 'low-hanging fruit (Low/No Cost – Low effort – High Impact) in the book, "Engagement By **Design**: Creating Learning Environments Where Students Thrive," by Fisher, et al., 2018. The following practices are prioritized.

- 1.61 Communicating High Expectations
 - 1.57 Collective Teacher Efficacy
 - 1.44 Student Goal Setting
 - 1.07 MTSS (*Tier 1 Focus)
 - .82 Challenge
 - .82 Student Voice
 - .82 Collaborative Dialogue
 - .75 Clarity
 - .72 Relationships
- A Collaborative Leadership Team/Guiding Coalition leads the school’s efforts with MTSS and improved student learning.
- Continued work with Multi-Tiered Systems of Support (MTSS) includes a focus on collective responsibility and concentrated instruction. Collaborative Teacher Teams and Collaborative Intervention Teams establish norms and commit to weekly meeting times focused on student learning. A PLC model for dialogue is used. Collaborative Teacher Teams have identified 7 essential standards in ELA and engaged in unwrapping the standard together. Four questions guide their work:
- What do we want students to learn?
 - How will we know they have learned it?
 - What will we do if they have learned it?
 - What will we do if they have not learned it yet?
- An inclusion model maximizes intervention resources to target student learning and ensure an all-hands-on deck approach. Resources, including classified staffing are prioritized to support student learning.
- Student Learning and Improvement Planning (SLIP) meetings are used to bring learning support staff and classroom teachers together to look at data and plan for improved student learning. This process results in a more targeted approach to student learning improvement planning.
- 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 2018-2019 school year included the following:

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 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

State tests and other data sources:



Washington State Summary Riverview Elementary

7322 64th Street SE
Snohomish, WA 98290-0000

360.563.4375

Enrollment*

560



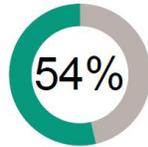
9% English Learners
26% Low Income

Student Performance*

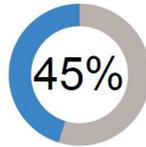
How are we doing getting students to their learning goals?



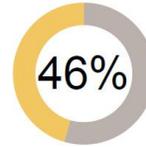
English Language Arts



Math



Science



Met grade level standards on state administered tests

How engaged are our students?



91%

Have Regular Attendance



46%

Have High English Language Arts Growth



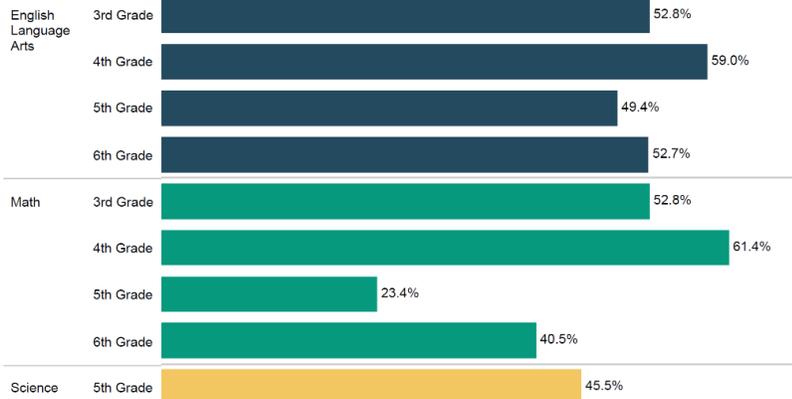
35%

Have High Math Growth

Riverview Elementary

2018-19

General

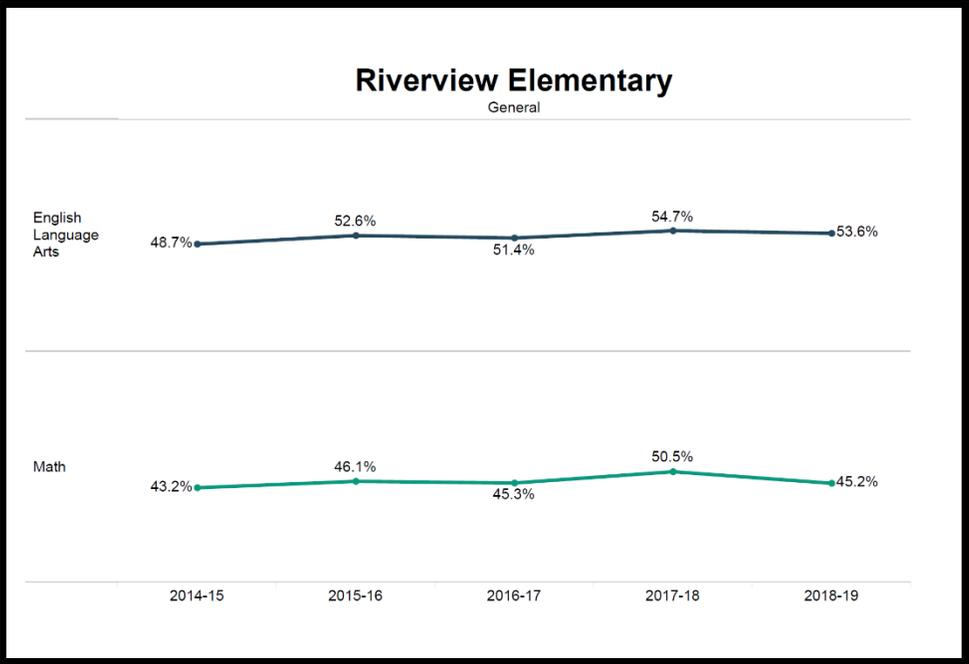


Riverview Elementary 2018-19

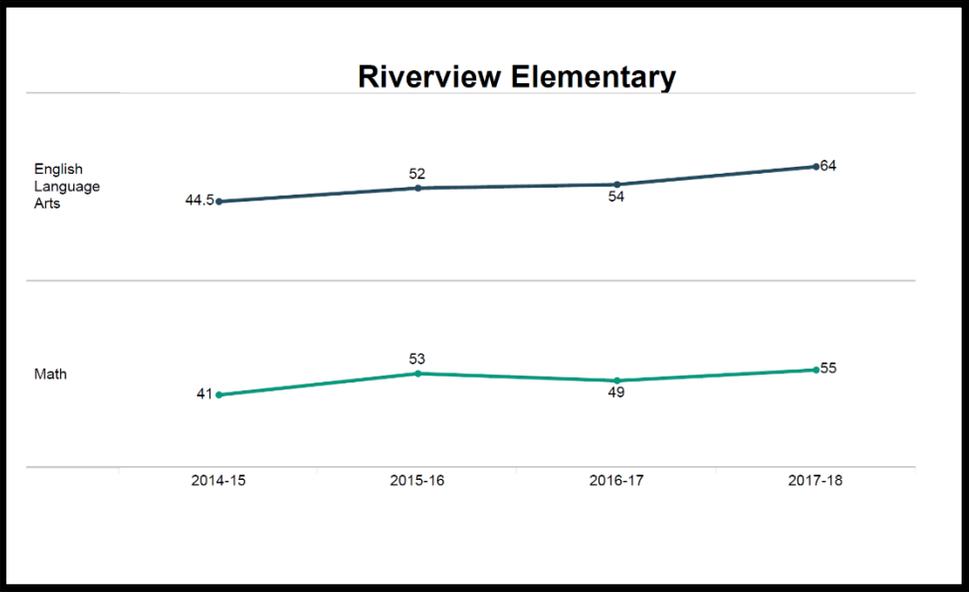
	English Language Arts	Math	Science
English Language Learners	11.5%	11.5%	Suppressed: N<10
Non-English Language Learners	57.2%	48.1%	49.3%
Foster Care	Suppressed: N<10	Suppressed: N<10	
Non-Foster Care	53.8%	45.3%	45.5%
Homeless	Suppressed: N<10	Suppressed: N<10	
Non-Homeless	53.6%	45.2%	45.5%
Low-Income	33.3%	24.7%	26.3%
Non-Low Income	60.3%	52.1%	51.7%
Migrant	Suppressed: N<10	Suppressed: N<10	
Non Migrant	54.1%	45.6%	45.5%
Military Parent	Suppressed: N<10	Suppressed: N<10	
Non Military Parent	53.8%	45.0%	45.5%
Section 504	80.0%	60.0%	Suppressed: N<10
Non Section 504	52.3%	44.5%	43.2%
Students with Disabilities	19.4%	22.2%	Suppressed: N<10
Students without Disabilities	57.8%	48.1%	49.3%

Riverview Elementary 2018-19

	English Language Arts	Math	Science
Asian	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Black/ African American	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Hispanic/ Latino of any race(s)	33.3%	17.8%	26.7%
Two or More Races	76.2%	57.1%	Suppressed: N<10
White	56.0%	49.6%	50.0%
Female	62.4%	47.8%	50.0%
Male	45.2%	42.8%	40.5%



Student Growth Percentile (SGP)



STAR Student Growth Percentile (SGP)	
Grade Level	SGP Median
1 st	72
2 nd	72
3 rd	53
4 th	57
5 th	42
6 th	47

Riverview Staff Survey – May 2019

Teacher-Student Relationships (0.72 effect size) My relationships are characterized by respect, honesty, trust, and communication. I engage in Restorative Practices with daily circles to build relationships and restorative conferencing to repair harm.



ALL of the time	30%
MOST of the time	57%
SOME of the time	13%
NONE of the time	0%

Teacher-Student Relationships (0.72 effect size) My relationships are characterized by respect, honesty, trust, and communication. I engage in 2x10 work with students outside my classroom.



ALL of the time	17%
MOST of the time	52%
SOME of the time	22%
NONE of the time	9%

Teacher-Student Relationships (0.72 effect size) My relationships are characterized by respect, honesty, trust, and communication. I engage in frequently spotlighting students in the morning 10-minute meetings.



ALL of the time	4%
MOST of the time	4%
SOME of the time	78%
NONE of the time	13%

Teacher-Student Relationships (0.72 effect size) My relationships are characterized by respect, honesty, trust, and communication. I engage in creating an intentionally inviting classroom: trust, respect, optimism, and intentionality



ALL of the time	78%
MOST of the time	22%
SOME of the time	0%
NONE of the time	0%

Teacher-Student Relationships (0.72 effect size) My relationships are characterized by respect, honesty, trust, and communication. I engage in reflection. When my students struggle academically or behaviorally, I reflect on how I can change my practices.



ALL of the time	52%
MOST of the time	48%
SOME of the time	0%
NONE of the time	0%

Purpose - Teacher Clarity (0.75 effect size) - All students know they are learning, why they are learning it, and how they will know they are successful. Lessons include learning targets and success criteria.



ALL of the time	17%
MOST of the time	70%
SOME of the time	13%
NONE of the time	0%

Teacher communication of high expectations for ALL - Teacher expectations of student learning is among the strongest of the effect sizes (1.61 effect size/>3 yrs. growth). This lets learners know they belong, that their teacher believes in their potential, and that the teacher's primary role is to help them achieve success.



ALL of the time	65%
MOST of the time	35%
SOME of the time	0%
NONE of the time	0%

Student goal setting based on feedback/formative assessment and learning targets (1.44 effect size). I facilitate student goal setting . . .



ALL of the time	13%
MOST of the time	57%
SOME of the time	26%
NONE of the time	4%

I use Gradual Release of Responsibility in lesson design . . .



ALL of the time	48%
MOST of the time	48%
SOME of the time	4%
NONE of the time	0%

As a teacher, I ensure an appropriate level of challenge for individual students (0.57 effect size), recognizing both complexity and difficulty . . .



ALL of the time	35%
MOST of the time	61%
SOME of the time	4%
NONE of the time	0%

Student engagement (behavioral, cognitive, and emotional engagement) is evidenced by all students engaged in discussion and dialogue, with their thinking evident . . .



ALL of the time	26%
MOST of the time	65%
SOME of the time	9%
NONE of the time	0%

Collective Teacher Efficacy (1.57 effect size) - the belief that collectively your team can make a positive impact on student learning. Your PLC meets weekly, prioritizing collaboration around student learning and data. These four questions guide your collaboration time: What do you want students to learn? How will you know if they learned it? What will you do if they have learned it? What will you do if they haven't learned it?



ALL of the time	26%
MOST of the time	48%
SOME of the time	26%
NONE of the time	0%

RTI/MTSS (1.07 effect size) - All students engage in Core - Tier 1 instruction, and no one is pulled out from core instruction (For K-2 shared reading, interactive read aloud, guided reading, mini lessons). For students needing additional Tier 2 support, classroom teachers provide small group and individual targeted instruction. For students who are receiving core, plus Tier 2 intervention and need additional Tier 3 remediation, teachers work through the SLIP process to target this need. . .



ALL of the time	38%
MOST of the time	57%
SOME of the time	8%
NONE of the time	0%

My team has determined essential standards for ELA, unpacked the standards into student learning targets, and designed common formative assessments to ensure student learning . . .



ALL of the time	33%
MOST of the time	52%
SOME of the time	14%
NONE of the time	0%

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. Each week selected grade levels meet with LLSS, LAP teacher, ELL teacher, counselor, Dean of Students, Principal and Resource Room teacher 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 summative, formative, and common assessments. The Fountas and Pinnell Benchmark Assessment System is also used as an assessment tool to guide instruction. Reading and Mathematics ESGI and STAR benchmark assessments and progress monitoring are used as benchmarking assessment tools. Other diagnostic measures, including measures from Words Their Way, 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:

Curriculum, Intervention & Learning Support

- FPC, Big Ideas, Bridges, social studies, etc...
- Office 365
- Mobile Carts
- Bookshare
- Typing Agent
- One Drive
- EBooks & audio books
- Online Learning Apps for ELA and Math
-

Assessment:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Star Enterprise • Homeroom/Data Dashboard • Skyward | <ul style="list-style-type: none"> • ESGI • WaKids/Teaching Strategies Gold |
|---|---|

Collaboration:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Microsoft OneNote • SMART Notebook • Canvas | <ul style="list-style-type: none"> • Office 365 • TEAMS |
|---|---|

Professional development:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Frontline • Canvas • Web-based professional development, resources, and | <p>videos (I.e. Next Steps in Reading-Jan Richardson, Becoming a Writer, FPC, etc...)</p> |
|---|---|

Parent engagement

- | | |
|---|--|
| <ul style="list-style-type: none"> • Skyward Family Access • Homeroom • District/school websites and social media (Facebook) | <ul style="list-style-type: none"> • School Messenger • Email and Listserv • SeeSaw, BLOOMZ, ClassDoJo • Surveys |
|---|--|

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 2020.

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School Reading goal

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- Grade level median SPG of 60 or higher and 1.5 G.E. gain

Additional School Goals:

All staff at Riverview Elementary School will engage in PLC teams to support MTSS. In addition, all staff will commit to the following prioritized best practices:

- 1.61 Communicating High Expectations
- 1.57 Collective Teacher Efficacy
- 1.44 Student Goal Setting
- 1.07 MTSS (*Tier 1 Focus)
- .82 Challenge
- .82 Student Voice
- .82 Collaborative Dialogue
- .75 Clarity
- .72 Relationships

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, 2019	June, 2020	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, 2019	June, 2020	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

Book Study: Engagement By Design: Creating learning environments Where students Thrive.	Principal, DOS, & Leadership Team	All Staff	September, 2019	June, 2020	Dialogue and reflection regarding learning	books	1, 2, 3, 5, 7, 9 Criterion 1, 2, 3, 4, 6, 8
<p>The 4-C's of MTSS: <u>Collective Responsibility</u>-</p> <ul style="list-style-type: none"> * Guiding Coalition *PLCs develop norms, commit to weekly meetings and use the 4 questions for PLCs regarding learning. *Collaboration prioritized for PGFs *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><u>Concentrated Instruction</u></p> <ul style="list-style-type: none"> *Review and revise essential standards for ELA *Unpack standards into learning targets *Engage in unit planning *Emphasis on tier 1-core instruction *Lessons have clear purpose, GRR used, along with formative assessment *Commit to the prioritized best practices listed in the goals. *K-3 implementation of FPC *K-6 implementation of Becoming a Writer <p><u>Convergent Assessment</u></p> <ul style="list-style-type: none"> *Collaborative Teacher Teams build convergent assessments and engage in data analysis <p><u>Certain Access</u></p> <ul style="list-style-type: none"> *Inclusion PD around collaborative supports/continuum, along with roles and responsibilities *Classified staff assigned to pods and serve as a part of 	Principal, DOS & Leadership Team	All Staff	September, 2019	June, 2020	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

grade level collaborative teams.							
Staff Retreat	Principal, DOS, & Leadership Team	All Staff	August, 2019	August, 2020	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
10 Minute Morning meetings	Principal, DOS, & Leadership Team	All Staff	September, 2019	June, 2020	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 First Three Days, Family Groups and intentional teaching of the five pillars with students	Principal & Leadership Team	All Staffs	September, 2019	June, 2020	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, trauma informed practices and SEL learning with Zones and Second Steps	Principal, DOS, & Leadership Team	All Staff	September, 2019	June, 2020	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, 2019	June, 2020	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