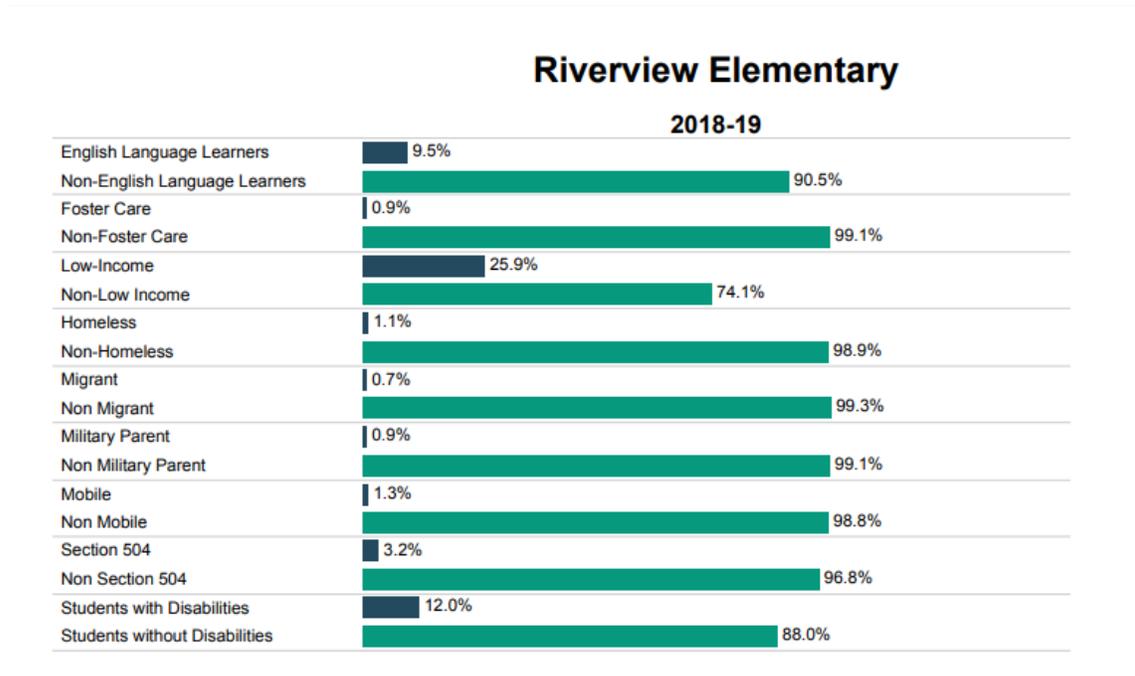
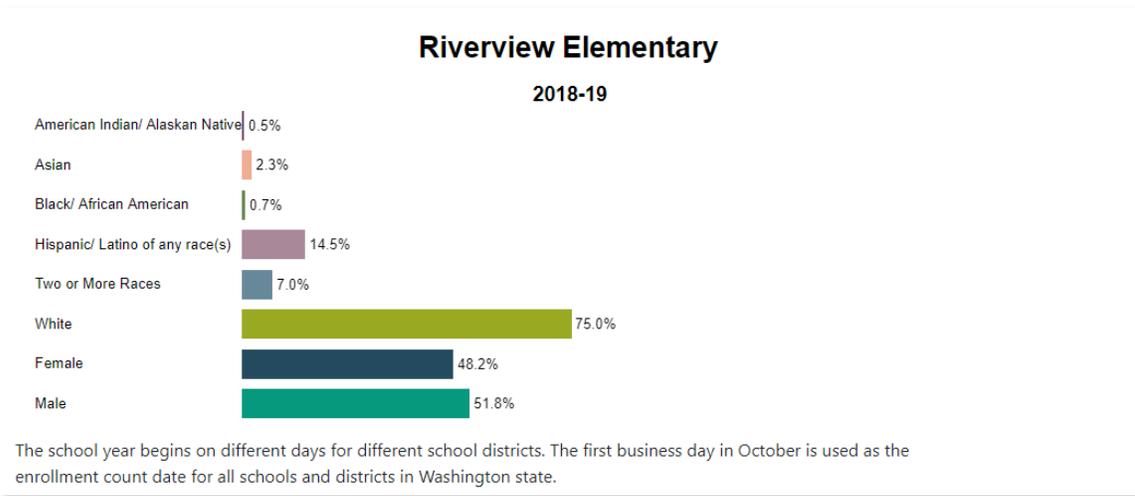


**2019-20 School Improvement Plan
Riverview Elementary School
Snohomish School District #201**

Tammy Jones
Principal

Demographics and Special Programs



Organizational Growth and Outcomes

We continue to identify opportunities to expand our effectiveness regarding 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 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 take 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 Teacher 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 (18-19)

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

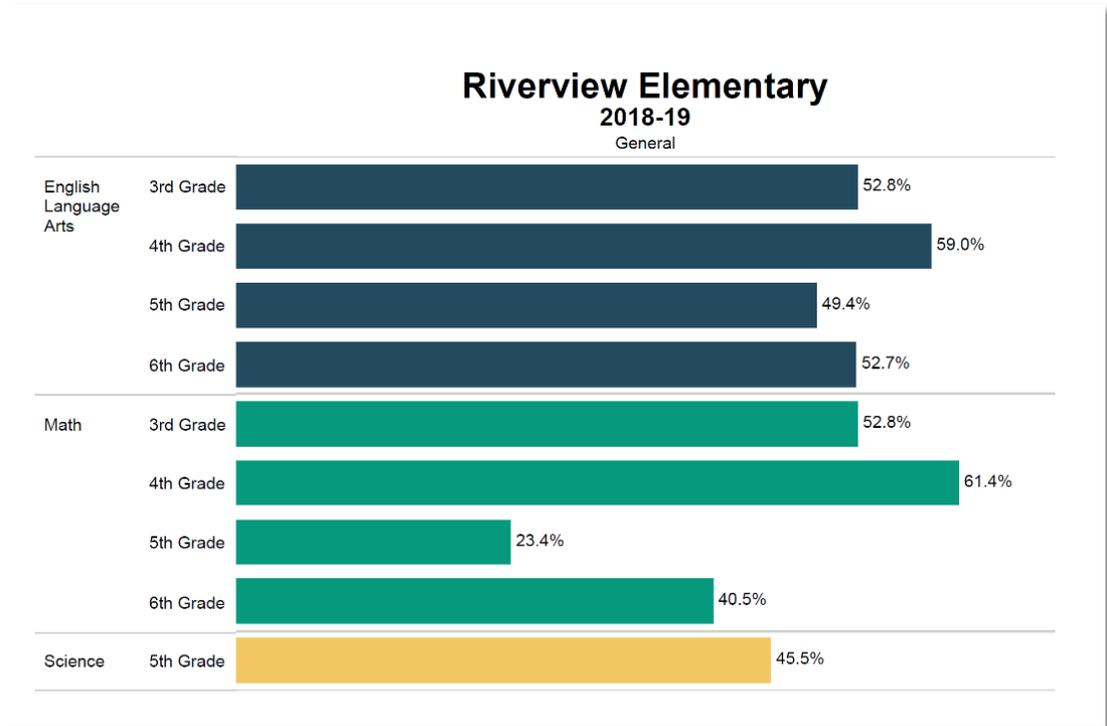
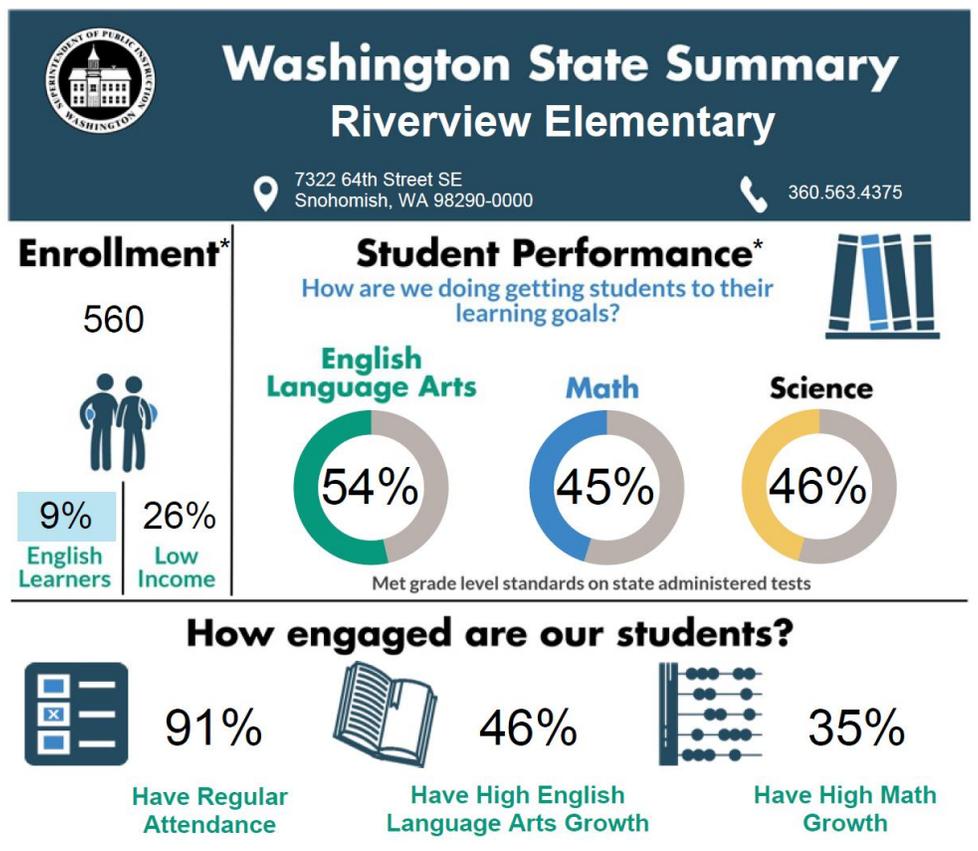
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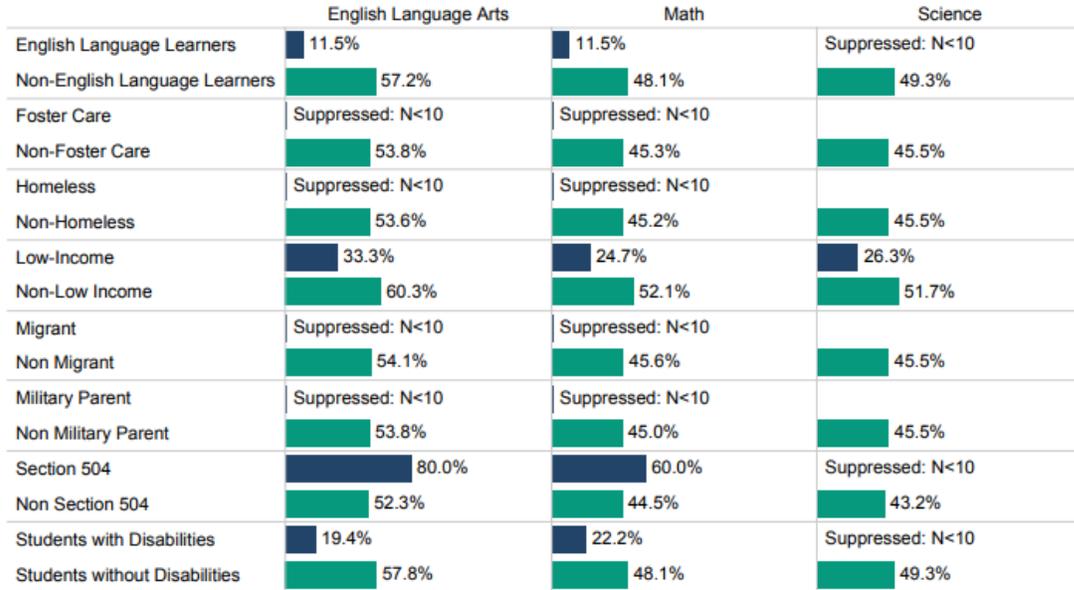
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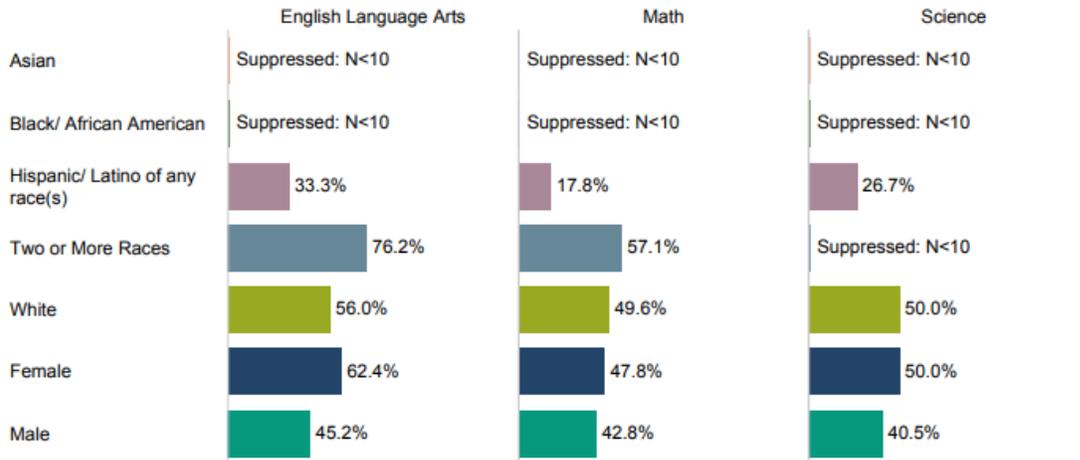
State tests and other data sources:



Riverview Elementary 2018-19

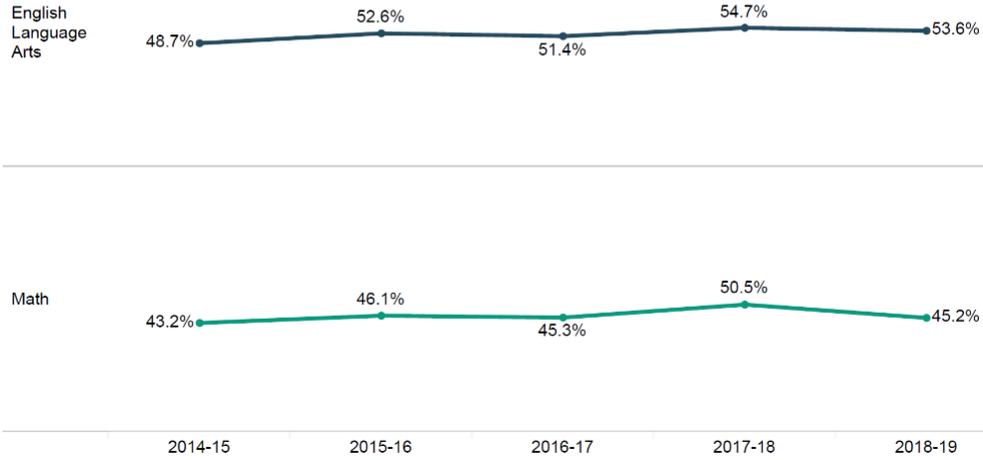


Riverview Elementary 2018-19



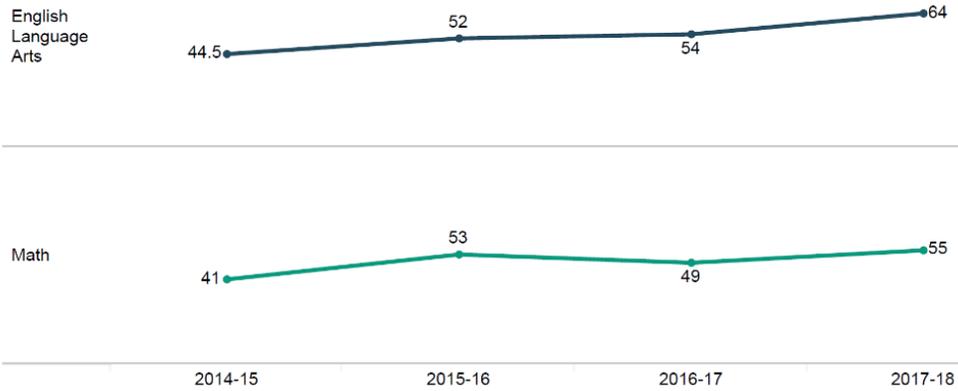
Riverview Elementary

General



Student Growth Percentile (SGP)

Riverview Elementary



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:

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

Collaboration:

- Microsoft OneNote
- SMART Notebook
- Canvas
- Office 365
- TEAMS

Professional development:

- Frontline
- Canvas
- Web-based professional development, resources, and videos (I.e. Next Steps in Reading-Jan Richardson, Becoming a Writer, FPC, etc...)

Parent engagement

- Skyward Family Access
- Homeroom
- District/school websites and social media (Facebook)
- School Messenger
- Email and Listserv
- SeeSaw, BLOOMZ, ClassDoJo
- Surveys

School District Goal: Snohomish School District will increase the number of students meeting standards in reading and math, as reflected in buildings' SIPs (School Improvement Plan) and as measured by state, district and classroom-based assessments by June of 2020 by engaging in the following:

- Continued implementation of MTSS or Multi-tiered System of Support, with specific focus on Tier 1 instruction, which encompasses planning, instructional moves, assessments, and classroom-based intervention.
 - Planning and instructional moves are two areas of emphasis in 2019-2020. The work of the district this school year will include the following:
 - Identifying essential academic standards, developing related proficiency maps, and beginning to develop common assessments in order to provide coherent, quality core instruction across the district
 - Enriching collaboration and learning conversations in all our school communities on topics related to planning and instructional moves

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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	Sept, 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	Sept, 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	Sept, 2019	June, 2020	Dialogue and reflection regarding learning	books	1, 2, 3, 5, 7, 9 Criterion 1, 2, 3, 4, 6, 8
The 4-C's of MTSS: Collective Responsibility- * Guiding Coalition *PLCs develop norms, commit to weekly meetings and use the 4 questions for PLCs regarding learning.	Principal, DOS & Leadership Team	All Staff	Sept, 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	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>Concentrated Instruction</p> <p>*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>*Commit to the prioritized best practices listed in the goals.</p> <p>*K-3 implementation of FPC</p> <p>*K-6 implementation of Becoming a Writer</p> <p>Convergent Assessment</p> <p>*Collaborative Teacher Teams build convergent assessments and engage in data analysis</p> <p>Certain Access</p> <p>*Inclusion PD around collaborative supports/ continuum, along with roles and responsibilities</p> <p>*Classified staff assigned to pods and serve as a part of grade level collaborative teams.</p>						opportunities, staff retreat	
Staff Retreat	Principal, DOS & Leadership Team	All Staff	Aug, 2019	Aug, 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	Sept, 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 Staff	Sept, 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	Sept, 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	Sept, 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
<p>Since Riverview is identified as a Targeted Tier I school under the Washington School Improvement Framework, the following steps were taken:</p> <p>*A needs assessment was completed, digging deeply into assessment and performance data, and surfacing needs.</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 and groups, planning for targeted instructional needs.</p> <p>*SIP goals and plans address the targeted student group (ELL); 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>	Principal, DOS & Leadership Team	All Staff	Sept, 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

*Professional development around GLAD/ELL strategies, MTSS and PLC teams, purposeful instruction, gradual release of responsibility, formative assessment, culture of achievement, and restorative practices.							
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