

**School Improvement Plan
2007-2008
Snohomish School District #201**

Riverview Elementary
Tammy Jones, Principal

Introduction

Riverview Elementary is one of ten elementary schools in Snohomish, WA. Riverview's enrollment over the past few years has been steady. Approximately 400 students are served in grades Kindergarten through Sixth. The school was officially opened and dedicated in 1966. In the forty plus years that followed, Riverview students, staff and families built a history of excellence, ensuring that Riverview Elementary was the best place for students to learn and teachers to teach.

Our Mission

Through teamwork the Riverview community supports each person as they become respectful, responsible, high achieving individuals.

"Teamwork"

Partnerships are valued at Riverview! Riverview Elementary staff, families and students are united and focused upon educational success and lifelong learning for all students. A warm and inviting atmosphere has been built. Pride and a positive school spirit are evident! Strong parent support and involvement are the norm. A culture characterized by mutual respect and trust, professionalism, and the recognition and appreciation of the uniqueness and individuality of team members is evident. This has ensured that Riverview Elementary is the best place for students to learn and teachers to teach! Educational success involves creating "Student -Centered—Kids First!" learning environments, where all students' needs are met in supportive, collaborative and caring environments. There is a focus on the "whole child" and on a balanced approach to academics and educational opportunities.

"Whole Child"

By looking at the "whole child," attention is paid to ensure that students grow academically, socially, emotionally and physically. All students are valued as unique individuals with an individual pattern and timing of growth. All staff assume responsibility for nurturing the child's potential, allowing full development of his/her creativity, encouraging personal integrity and a love of learning. Programs and activities to promote wellness, citizenship, character education, and the arts are integrated throughout the educational program. Students have opportunities for participating in leadership activities and special talents are celebrated. Students in the upper grades look forward to joining the Eagle band, peer mediators and student council.

Academic Programs

Staff work to achieve balance in academic programs. High expectations are established for learning and teaching. Curriculum and instruction are responsive to individual differences, including different levels of ability, development and learning style. Instruction is clearly focused on the standards and on improving student achievement. Classroom materials are multiple and varied. Research based instructional methods and strategies are utilized. Evaluation is centered around individual accomplishment in relationship to learning standards. Learning is monitored through diagnostic assessments, such as the Dynamic Indicators of Basic Literacy System (DIBELS) and Classroom Based Assessments (CBAs). The data obtained is analyzed and utilized for modifying instruction and setting goals.

Technology

There has been a strong push to ensure that all classrooms have technology to support teaching and learning. All classrooms have document cameras and projection devices. This has been achieved through a partnership with the PTO. Currently we are working to complete the original project which also included a laptop in every classroom. The library-media center provides leadership and support in this area. This year, the library-media staff are working to establish a school-wide plan for using Reading Counts. They have also identified specific websites to support curriculum and instruction. In addition, the library-media staff have also begun offering "Tech Tips," short focused professional development sessions targeting the application of technology for instruction in the classroom.

Parent Involvement

Riverview Elementary School has many parents who are active in student activities. Parents are always welcome at school. Parents wishing to volunteer at the school may contact a teacher directly or volunteer through the school office.

Riverview also has an active and supportive PTO. This Parent-Teacher-Organization supports students with money and time. Field trips, playground equipment and technology are some of their many contributions

STUDENT DEMOGRAPHICS

Enrollment	
October 2006 Student Count	412
Gender (October 2006)	
Male	47.3%
Female	52.7%
Ethnicity (October 2006)	
American Indian/Alaskan Native	2.7%
Asian	3.2%
Black	0.7%
Hispanic	7.5%
White	85.9%
Special Programs	
Free or Reduced-Price Meals (May 2007)	17.9%

Special Education (May 2007)	17.1%
Transitional Bilingual (May 2007)	1.2%
Migrant (May 2007)	0.0%

Teacher Information (2006-07)	
Classroom Teachers	27
Average Years of Teacher Experience	17.3
Teachers with at least a Master's Degree	74.1%

Background

School improvement efforts became more formalized with the 2003 plan. This is when Riverview started working with a School Improvement coach, Jack Thompson. The plans for 2003-4, 2004-5 and 2006 addressed reading, writing and math, while the most recent plan addressed only writing and math. The goals all indicate a desire to see a 10% increase in the numbers of students moving from level two to level four. It is clear the School Improvement process helped us focus on a “goal.”

Over time, Riverview has engaged in a variety of improvement efforts. Staff have engaged in a variety of training in content and instruction, though not all staff have had all of the training. There has been opportunity for 4-square Writing, Professional Learning Communities, Continuous Improvement Techniques, Classroom Based Assessment, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Classroom Instruction that Works, WASL Stem Questions, and more. The K-3 focus on literacy and the implementation of Read Naturally have attributed to reading improvements. Study teams were formed in math and writing one year. These teams went to the ESD and engaged in research of best practices. Riverview has also had representation on district committees through teaching and learning. The staff feels that the district level math team has been huge in helping develop strategies for math improvement. In addition, School Improvement Learning teams were formed in writing, math and reading. These teams met once a month.

In reviewing our School Improvement Plans over the past years, we have seen mixed and uneven results year to year. Reading results have been fairly consistent and high. Our writing scores have improved consistently over the past few years.

Each year, we need to ensure that we have a well defined plan and a means for keeping it at the center of what we do.

Current Situation

Our 2007 writing scores were above the state and district averages. Our third grade reading improved from 2006. Our third, fifth and sixth grade math scores improved from 2006 to 2007. Our fifth grade scores in reading, math and science were above the state and district averages in all three areas. Our science results have consistently been above the state averages and last year researchers contracted by the state inquired as to what was attributing to our performance in this area. Our sixth grade reading and math were both above state and district averages.

In reviewing results over the years, staff have worked hard to trace improvement efforts of groups of kids from year to year. This is important in bringing the focus to the needs of individual students. The 2006 results for third grade and the 2007 results for fourth grade are of huge concern to us. This group has consistently scored low year after year on various measures, even before their third grade WASL in 2006. Staff have been able to dig deeper into the data and can see that each year more students are reaching skill targets.

- Results from Spring 2007 WASL

- 63.3% of 3rd grade students met or exceeded the WASL standard in Math

- 54% of 4th grade students met or exceeded the WASL standard in Math

- 76.7% of 5th grade students met or exceeded the WASL standard in Math

- 67.3% of 6th grade students met or exceeded the WASL standard in Math

- 70% of 3rd grade students met or exceeded the WASL standard in Reading

- 73% of 4th grade students met or exceeded the WASL standard in Reading

- 80.8% of 5th grade students met or exceeded the WASL standard in Reading

- 75% of 6th grade students met or exceeded the WASL standard in Reading

- 68.3% of 4th grade students met or exceeded the WASL standard in Writing

- 49.3% of the 5th grade students met or exceeded the WASL standard in Science

This year's School Improvement Plan outlines not only a clear goal, but also the necessary activities to ensure that we are working towards improvement and meeting the goal. The plan incorporates district activities and directions and a building plan to best target our goals. Some of the district activities and professional development opportunities that serve as a key part of our School Improvement Plan include: Continuous Improvement Techniques (CIT) through the district and ESD, Professional Learning Communities, and Classroom Based Assessments (CBA).

Riverview has a number of individuals that have completed the five days of training in Continuous Improvement Techniques (CIT). These individuals work with their grade level teams to share progress and implementation. As you go into classrooms, you can see evidence of the impact of CIT in the graphs recording various areas of focus for improvement and in the classroom norms and purpose statements.

Professional Learning Communities are becoming a means for staff to engage in interdependent teamwork targeting student learning. This year teams have identified their norms and are in the process of identifying essential outcomes for each subject area, determining common assessments, analyzing results and determining what to do when students have met or not met the learning targets. This focus on learning and intervention is the primary focus for our 2007-2008 School Improvement Plan. Many Riverview staff members have attended the Professional Learning Communities conference and others are interested in future opportunities.

The Classroom Based Assessment (CBA) trainings last school year through the district and ESD made a big impact in classrooms. Staff trained, felt this tool, which included strategies for intervention after the assessments would be a key for their instruction. The CBAs helped familiarize students with WASL style questions and responses. Four Riverview staff were part of the Classroom Based Assessment (CBA) project through the district last year. These individuals felt that the training was perhaps the best training they have participated in and felt it had the biggest impact on improving student learning. These individuals are in the process of sharing with peers throughout the building. They will be instrumental in building-wide training and implementation in grades 3-6.

Other components of our 2007-2008 School Improvement Plan include the implementation of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) this year. All students in Kindergarten through third grade were assessed by a team to determine instructional learning needs in literacy. Through DIBELS, teachers have reports easily in reach to guide instruction and intervention efforts. All K-3 teachers and specialists have logins and passwords to access data. This will be repeated mid year and at the end of the year.

This school year, students are released early on Fridays to provide time for professional growth opportunities for staff. This two hour period has scheduled times for collaborative learning time focused on school improvement. There will be a total of nine sessions devoted to First Steps in mathematics throughout the school year. Staff will engage in learning this tool and deepening their understanding of mathematics and learning. Staff will also engage in other activities that are included in the School Improvement Plan for 2007-2008 and

work as Professional Learning Communities to ensure high levels of learning for all students. This year staff are working to increase their communication with one another and ensure that day to day instruction and activities are aligned with our mission, values, beliefs and vision. We are working to share our commitments to high levels of learning for all students and align our practices accordingly. This year's School Improvement Plan is already showing it is a document to clearly guide our improvement efforts.

School Math goal: *For the 2007-2008 school year, we will see 80% of our students meet standard on the WASL in the area of math, grades 3-6.*

Strategies you will use: *1.) Follow district math plan; Training in and Implementation of Investigations, First Steps in Mathematics. 2.) Use Math Learning Team for leadership in meeting math goals.*

Activities	Lead Person	Others involved	Person accountable	Timeline		Your plan for monitoring effectiveness	Resources you will need/use	Evaluation
				Start	Finish			
Pre/post test K-6	Grade level chairs	All staff	Math team Grade Level team	Sept. 2007	June 2008	Math Team will review and work with staff teams	K –Landis assist 1-6 Options	All staff K-6 give pre/post tests
Teachers will generate a list of all “level 2” students (specific strand info)	Tammy Jones	All staff	Math team Grade Level team	October	October	Meeting goal or making improvement List generated	WASL Data	All staff 3-6 generate lists
Minimum of 60 minutes daily math instruction	Tammy Jones	All staff	Math team Grade Level team	Sept. 2007 *immediately- each day	June 2008	Schedules provided to principal	TERC	Schedules indicating 60 minutes for math instruction
Implement new TERC materials	Rick Jennings	All staff	Math team Grade Level team	Sept. 2007	June 2008	Teachers following pacing schedule	New materials	Common Assessment
First Steps program: -training -implementation -“Task Review” process	Jeff Thoreson Ewa Buechner	All staff	Math team Grade Level team	Sept. 2007	June 2008	Professional Growth Fridays (scheduled into collaborative time)	First Step materials	All staff k-6 participate & implement

School Reading goal: *For the 2007-2008 school year, we will see 85% of our students meet standard on the WASL in the area of reading.*

Strategies you will use: *Focus on a pyramid of interventions, based upon data using DIBELS and WASL information.*

Activities	Lead Person	Others involved	Person accountable	Timeline		Your plan for monitoring effectiveness	Resources you will need/ues	Evaluation
				Start	Finish			
Incorporate WASL Stem Questions	Deb Edgbert Laura Cross Amy Reese	Reading Team	Tammy Jones	Sept. 2007	(all yr) June 2008	Dialogue check in and sharing of questions	Stem questions Stem Star (website)	Teacher survey
Reading Counts	Karen Hickenbottom	Reading Team	Tammy Jones	Sept. 2007	(all yr) June 2008	Review data from Reading Counts Program	Reading Counts PTO/funding for incentives Volunteers	Incentive chart
Training in diagnostic tools for reading: DIBELS & CBA's	Reading Team	Reading Team	Tammy Jones	October, 2007	June, 2008	Review training schedule Professional Growth Friday	CBA's DIBELS SSD Reading Assessment notebooks	Completion of trainings
DIBELS K-3	Ewa Buechner	Ewa's eval team	Tammy Jones	Sept. 2007	(3x yr) June 2008	Diagnostic tools/reports on line analysis Grade levels review learning needs	DIBELS materials DIBELS website SSD Reading Assessment notebooks	Data analysis of progress on assessment

C.B.A.'s gr. 3-6	Julie Raney	CBA team: Julie, Kim, Laura & Anjeannette	Tammy Jones	Sept. 2007	(3x yr) June 2008	Diagnostic tools on line/assessment analysis	CBA materials/website	Data analysis of progress on assessment
Identify Intervention resources and best practices for addressing students not meeting standard: -Read Naturally 1 st - 6 th -Open Court Intervention 2 nd -3 rd -PALS K-1 st -Rewards 4 th - 6 th -Phonics for Reading 2 nd - 4 th	Ewa Buechner	Reading Team	Tammy Jones	Sept. 2007	June 2008	Compile building resource list	Intervention resources	Resource list review

School Writing goal : *For the 2007-2008 school year, we will see 80% of our students meet standard on the WASL in the area of writing.*

Strategy: *Writing Learning Team will facilitate activities and communication with staff. The will also identify training needs and resource needs*

Activities	Lead Person	Others involved	Person accountable	Timeline		Your plan for monitoring effectiveness	Resources you will need/use	Evaluation
				Start	Finish			
School-wide writing prompt-Fall	Chairperson of Writing Team	Catherine-copies to teachers of checklists Judy-send out prompt Writing Team All Staff	Chairperson of Writing Team	Sept 25, 2007	Oct 12, 2007	E-mail reminders & check on progress Survey	Teacher/student checklists Prompt Rubrics Release Time/ Compensation for scoring anchor papers (1 or 2 days)	Completion & anchor papers compiled
Implement writing prompt-Winter	Chairperson of Writing Team	Writing Team All Staff	Tammy Jones	2 nd trimester	End of 2 nd trimester	E-mail reminders & Check –in on progress	Prompts rubrics	Completion by all teachers
School-wide writing prompt-End of year (last two weeks of May)	Chairperson of Writing Team	Writing Team All Staff	Tammy Jones	Mid-May, 2008	End of 3 rd trimester June 1, 2008	E-mail reminders & Check –in on progress	Prompt Rubrics Release Time/ Compensation for scoring anchor papers (1 or 2 days)	Completion of prompts

Arrange anchor papers from Fall prompt	Chairperson of Writing Team	Writing Team	Chairperson of Writing Team	June, 2008	End of June, 2008	Check in on progress - report	Anchor papers from grade levels	Anchor Papers compiled
Review rubrics and revise as needed	Chairperson of Writing Team	Writing Team All Staff	Chairperson of Writing Team	Sept 25, 2007	Sept 30, 2007	Writing team check in	Rubrics	Rubrics complete
Determine school-wide recommendation for a minimum amount of time for writing instruction	Chairperson of Writing Team	Writing Team	Tammy Jones	September, 2007	December, 2007	Writing team check in	Research	Recommendation made
Training on Writing Workshop	Chairperson of Writing Team	Writing Team Staff interested	Judy Lawless	November, 2007	January, 2008	Writing team check in	Time during day or after school	Training completed

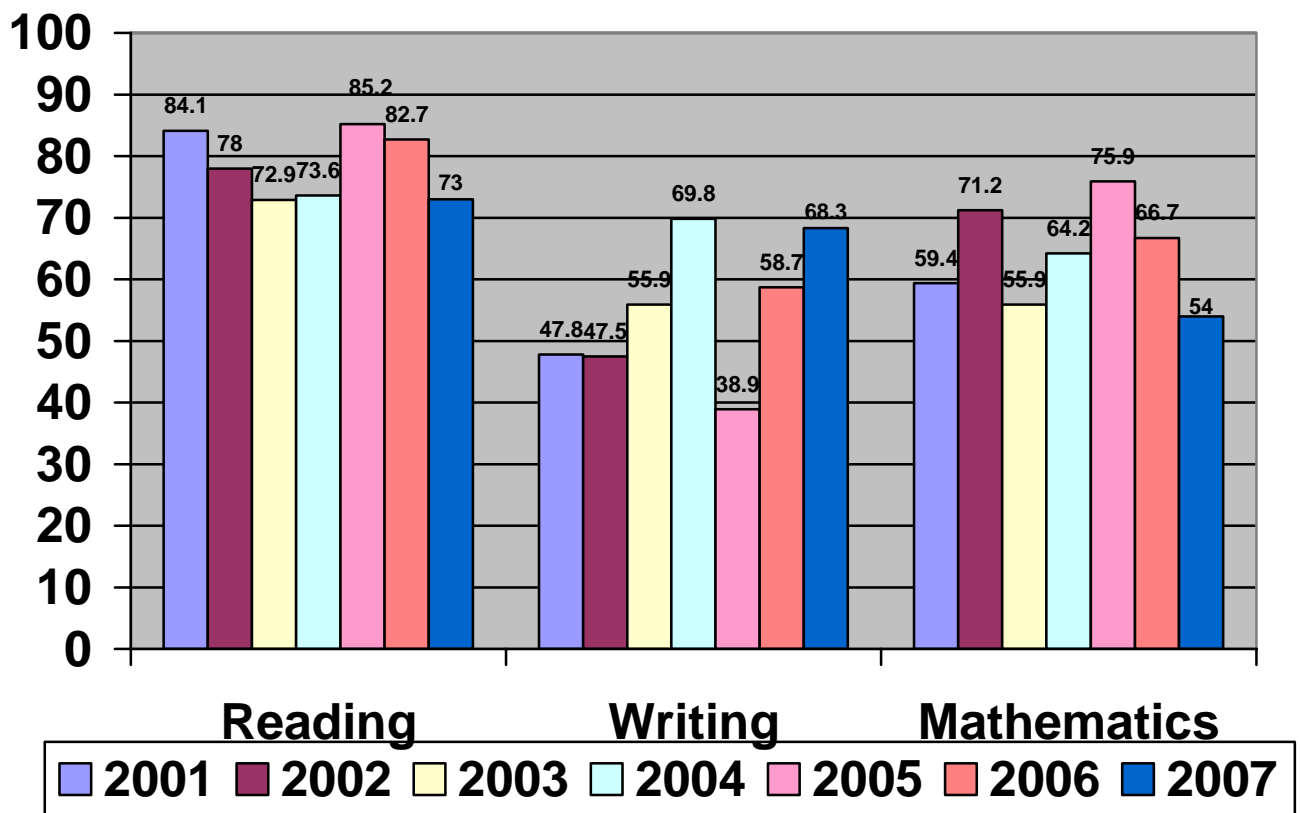
School Behavior goal: *Develop a School-Wide Positive Behavior Support System that ensures School-Wide Behavior Expectations are defined and Positive Behavior Supports outlined for all students*

Strategies you will use:

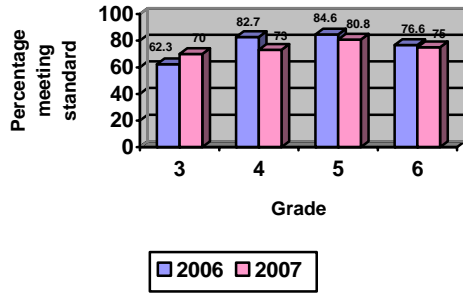
Activities	Lead Person	Others involved	Person accountable	Timeline		Your plan for monitoring effectiveness	Resources you will need/use	Evaluation
				Start	Finish			
Research Best Practices & Investigate Positive Behavior Supports	Tammy Jones	Behavior Team Para/EAs	Vicki Adams & Pam Lane	Sept. 2007	Feb. 1 2008	Building plan developed and submitted to staff by Dec. 15 th , 2007 and completed by Feb 1	<i><u>BEST Behavior: Building Positive Behavior Support in Schools.</u></i> , "Love and Logic", and Ann's class	Building plan developed and submitted to staff by Dec. 15 th , and completed by Feb 1
Develop a pre-referral system – Family Support Team (FST) Develop a referral system for handling difficult behavior: i.e. incident/behavior alert and office referral	Ted Teather	Behavior Team Child Study Team (CST) Family Support Team (FST)	Ted Teather	Sept. 2007	Nov. 15, 2008	Meetings and documents complete to clearly outline and present the program to all staff that includes Skyward follow up	Lots of time and effort and paper	Family Support Team (FST)/Child Study Team (CST) system in place
Develop Riverview School Wide Positive Behavior Support System- with common expectations and teachings	Tammy Jones	Behavior Team Para/EAs	Tammy Jones	Sept. 2007	Jan. 15 th 2008	Have a viable building plan/system working by Feb 1, 2008 that incorporates staff concerns and questions	Put together a staff manual and plan for implementation, meetings to support.	Completed Riverview Staff manual System being used by everyone in the spring
Schedule a class on behavior de-escalation taught by our district specialist, Vickie	Vicki Adams & Pam Lane	Behavior Team	Vicki Adams & Pam Lane	Fall 2007		Have class on our schedule	Time for class	Class held

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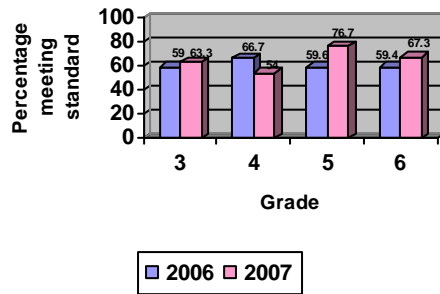
Riverview Grade 4 WASL Trend Snohomish School District



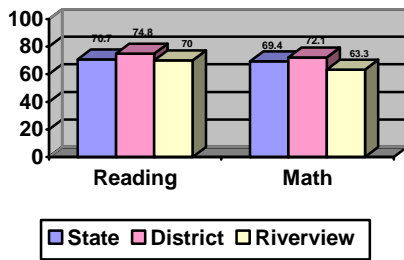
**Riverview Reading Preliminary
WASL Scores 2007**



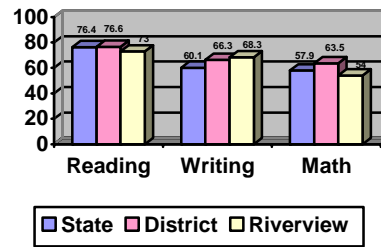
**Riverview Math Preliminary
WASL Scores 2007**



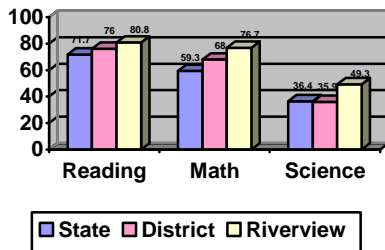
Grade 3 WASL Scores 2007



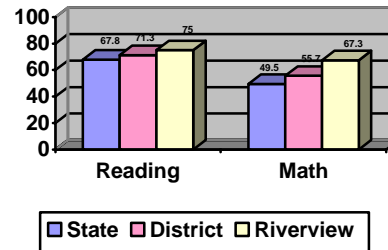
Grade 4 WASL Scores 2007



Grade 5 WASL Scores 2007



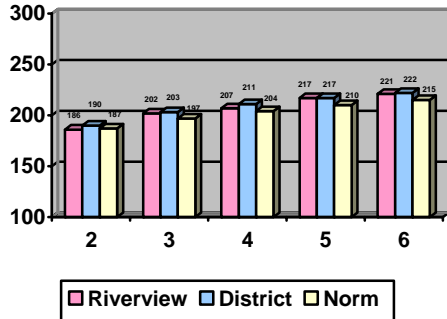
Grade 6 WASL Scores 2007



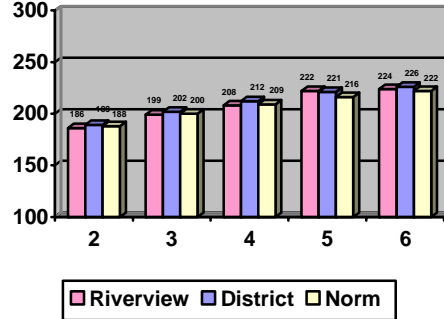
Other data Riverview used:

2007 Level Tests

Average Reading RIT Compared to National Norm



Average Math RIT Score Compared to National Norms



Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was initiated in the Fall of 2007 on a school-wide basis for Kindergarten through Third Grade. The measure was used in special programs for some students receiving special education. It was determined in the middle of the 2006-2007 year that this measure would begin school-wide in the Fall of 2007. Reports and graphs assist in targeting specific skills needs. An example of a report is below. This distribution report can be printed for each grade level at different points in the year. Individual reports can be viewed and pointed as well.

**DIBELS Distribution Report
For Beginning of the Year -Kindergarten, 2007**

	ISF	LNF	Instructional Recommendation
Totals for School 39 students tested	 At Risk: 4 (10%) Some Risk: 9 (23%) Low Risk: 26 (67%)	 At risk: 9 (23%) Some risk: 4 (10%) Low risk: 26 (67%)	 Intensive: 7 (18%) Strategic: 10 (26%) Benchmark: 22 (56%) Missing Data: 0 (0%)
ADK 19 students tested	 At Risk: 2 (11%) Some Risk: 5 (26%) Low Risk: 12 (63%)	 At risk: 4 (21%) Some risk: 2 (11%) Low risk: 13 (68%)	 Intensive: 4 (21%) Strategic: 4 (21%) Benchmark: 11 (58%) Missing Data: 0 (0%)
HDK 20 students tested	 At Risk: 2 (10%) Some Risk: 4 (20%) Low Risk: 14 (70%)	 At risk: 5 (25%) Some risk: 2 (10%) Low risk: 13 (65%)	 Intensive: 3 (15%) Strategic: 6 (30%) Benchmark: 11 (55%)

Missing Data: 0 (0%)