

School Improvement Plan 2008-2009 Snohomish School District #201

Cascade View Elementary
Lyla Meyer, Principal

Introduction

Cascade View currently has a student enrollment of 522. Last year's demographic data is 3.6 % Asian, 1.2% American Indian, .60% Black, 5.40% Hispanic, 88.7% White, 52.3% Male, 47.7% Female, 16.9% Special Education, and 19% Free or Reduced Lunch. Students are served in a variety of classroom configurations, including self-contained special education settings, multi-age classes, grade level groupings, and a Highly Capable class. Additional academic support is available in the form of Title/LAP services serving kindergarten through fourth grades in reading and second and third grades in math. Special education resource room services are available to those students who qualify, as are special education support services including special transportation, speech and language therapy, occupational therapy, vision therapy, audiology, and mobility training. These services may be provided within the context of the general education classroom or in a separate setting. Our school also serves students from the region who are deaf or hearing impaired. These students ages 3 to 5 are served in a self contained class, and those ages 6 to 12 are served in the general education classroom with interpreter support and resource room support. Our goal at Cascade View is to provide a rigorous academic program for all students, regardless of age or ability level. All staff, regardless of role or assignment, share a commitment to this goal.

This report is designed to inform school board members of our past and present efforts to improve the learning success of all students, and to describe the strategic process that guides our efforts for improvement.

Background

In the late 1990s Cascade View developed an annual school plan to improve student performance in reading. The plan was typically developed by an administrator or small team, with no process in place to gather input from students, staff, or the community. Student achievement data at this time did not reflect a steady upward trend, but was characterized by a series of peaks and valleys without an apparent pattern. In 2002 Cascade View staff entered into the SIPTAP process, with the assistance and support of a 'coach' from the

Northwest Educational Service District. The SIPTAP process includes eight sequential steps that were completed between February, 2002, and December, 2002. These steps are as follows:

- ✓ Establish readiness to benefit from school improvement
- ✓ Collect, sort, and select data
- ✓ Build and analyze the school portfolio
- ✓ Set and prioritize goals
- ✓ Research and select effective practices
- ✓ Craft action plans
- ✓ Monitor implementation of the plan
- ✓ Evaluate impact on student achievement

Initial goals were set to increase student achievement in math and reading; but data from the 2002 and 2003 WASL assessment did not show that the strategies selected improved student achievement in these areas. Initial strategies selected to were focused on small groups of students on the 'bubble', thinking that extended day programs and remediation were key to making the desired improvements. Parent involvement was also a focus, and a family reading night was implemented this year. After seeing no consistent gains, CV staff looked at the data through 'new eyes', and began to think that to make a broader impact on the learning of all students the instructional practices of all teachers needed to be examined. The leadership team researched best instructional practices and proposed to staff that work be concentrated in adopting those teacher behaviors that had a consistent impact. Those practices included using common and frequent assessments at each grade level in reading, implementing guided reading instruction to meet the diverse needs of all students, and that teachers would work in collaborative teams to plan assessments and interventions in math.

The data from the 2004 WASL demonstrated that improvement efforts were not making the impact anticipated. Again, the leadership team, with the assistance of a SIPTAP coach, looked to the research. The goal areas remained the same – reading and math. New strategies implemented included use of a consistent vocabulary in math and reading content areas, continue collaboration among staff focusing not only on assessment but on planning 'standardized instructional practices' and planning remediations for struggling learners. This year students also began to use the Four Square Writing format as a graphic organizer to improve written communication of ideas.

In 2005 the data suggested that more work was required. This year an additional focus was added to work in the same goal areas. Now staff focused on Grade Level Expectations (now known as Performance Expectations) and creating alignment between and across grades in instruction. Along with this, students were given frequent and concentrated practice on completing performance assessments, like the WASL assessment. Teachers also began to alter their daily practices to better prepare students for WASL success. Teachers used 'stem questions' in assessments and assignments across content areas. Teachers also learned how the WASL is scored so that they could better guide the performance

of learners. A family math night was added to our calendar as a means of continuing the communication between home and school in this content area.

The 2006 WASL data confirmed that improvement efforts were making a difference in the learning and assessment performance of CV students. In planning to support this growing student success, staff focused on increasing effectiveness as collaborative teams. The plan was to continue with all the prior strategies, especially the use of collaborative team work to increase effectiveness of instruction. This year all available paraprofessional time was dedicated to provide coordinated interventions for those students who struggle and for those who need additional enrichment as they learn.

In 2007, the fourth grade WASL scores of CV students demonstrate that reading scores remain strong with a slight rise. Trend data in reading shows continued increases in all areas except comprehension of informational text. In math, scores for fourth graders were down by .6 %. Trend data in math, however, showed continued improvement in all areas except measurement, making connections, and algebraic sense. Writing scores continue improving steadily over the past three years, as demonstrated in both the writing portion of the assessment as well as the steady rise in communication of math understanding in the math section. District initiatives and district sponsored teacher training have provided a good support for the improvement efforts at Cascade View.

Cascade View has learned that in order to make sustained, positive change in the learning of students all staff need to reflect on daily instructional practices. All CV teachers are striving for standardization in the learning opportunities students are offered. And, perhaps more importantly, decisions about revisions in the improvement plan are made based on student achievement data.

Current Situation

In spring, 2008, of the 69 fourth grade students tested at CV, 75.4 % of those students met or exceeded standard in reading as measured by the WASL. This is a decrease from the prior three years. However, in more detail, CV students continue to make gains in the comprehension, interpretation and analysis of literary text, and comprehension of information text. An area that continues to be difficult for CV students is analysis and interpretation of information text. Interpretation and analysis of both literary and information text is an issue at the fifth grade level, as well. And at the third grade level scores indicate that students struggle with analysis and interpretation of information text. At the sixth grade level students struggle with critical thinking in relation to both literary and informational text.

In math, 55% of fourth graders met or exceeded standard, as measured by the WASL, a decrease from the % of students at standard for the past three years. When looking at individual math strand data, the following is observed: all students in grades 3rd – 6th are showing improved scores in probability, fourth grade students are consistently scoring better in number sense and problem solving, and in the area of measurement third and sixth grade students are experiencing improved scores. Continued struggles are noted across all grades in the area of communicating mathematical understanding, and students in all grades except sixth continue to struggle with algebraic sense. This understanding of spring WASL data was achieved through a staff process similar to the 'data carousel' of past years. This year we conducted a 'data review' where teachers worked in small groups to review data, develop objective, narrative statements based on the data, and recommend strategies to improve student skills in areas where deficits were observed.

This year's plan will include the implementation of the new district reading adoption, which will provide students with research-based learning opportunities at their individual level. We will continue to use common assessments to drive instruction, small group instruction in reading, with additional time and instruction as needed for skill mastery, and classroom based interventions as designed by grade level teams.

In spring, 2008, CV students who qualify for special education resource room services in the area of reading did not meet AYP requirements. This year one focus for school improvement will be to ensure alignment between resource room instructional practices and those practices supported by research, including the use of curriculum that is aligned with our state standards. This is supported by district initiatives and by the collaboration between special education teachers and general education classroom teachers.

The technology portion of our school's improvement plan will include providing each teacher with the most current tools with which to teach. All CV classrooms have digital projectors and document cameras, a teacher computer station, and all intermediate classes have at least one computer station of student use (there are three in the fifth and sixth grades). During the next year classrooms will be 'outfitted' to meet the district standard with a smart board and auditory enhancement system.

Action Plans

School Math goal:

Increase the percentage of students meeting standard in math to 70%, as measured by the 4th grade WASL, by spring of 2009.

Strategies you will use:

Full implementation of Investigations and CMP math curriculum, use of common assessments to monitor student learning at each grade level, diversified instruction including interventions when students struggle and enrichment when mastery is achieved, alignment within and across grade levels in vocabulary and math problem solving practices (see grade level SMART goals under activities section).

Activities	Lead Person	Others involved	Person accountable	Timeline		Your plan for monitoring effectiveness	Resources you will need/use	Evaluation
				Start	Finish			
Teachers will be involved in PLC collaboration to review student work on common assessments	Principal and leadership team	Classroom teachers	Teachers and principal	9/08	6/09	PLC meeting minutes are turned in to the principal, leadership team provides ongoing training and acts as a resource to staff	Time for staff collaboration, common assessments found in Investigations Program, developed by teachers, or ESD CBAs	PLC reflection and team evaluation process
Teachers will use released WASL items or 'WALS-like' tasks on a regular basis	Principal and classroom teachers	Support staff, parents, students	teachers	9/08	6/09	Teachers will review student data through PLC collaborative process	Time for staff collaboration, WASL released items and other teacher developed 'WALS-like'	Student data - CBA baseline, ongoing assessment of target, WASL assessment

							tasks	
Expand Title services to include math instruction for struggling students who qualify at the 2 nd and 3 rd grade levels	Title teacher, principal	Title para-educator, teachers	Title teacher	9/08	6/09	Title assessment data, teacher observations and classroom assessment data	Collaboration between Title staff and classroom teachers, appropriate math materials to meet needs of students	Title and classroom student assessment data

School Reading goal:

Increase the percentage of students meeting standard in reading to 83% as measured by the 4th grade WASL by spring, 2009.

Strategies you will use:

Use of common assessments to monitor student progress, implementation of McGraw Hill Treasures reading program using best instructional practices (small group instruction), providing lots of opportunities to interact with literary and informational text through Read Naturally and Reading Counts programs for fluency and comprehension skill development, planning interventions and enrichments based on student achievement data

Activities	Lead Person	Others involved	Person accountable	Timeline		Your plan for monitoring effectiveness	Resources you will need/use	Evaluation
				Start	Finish			
Students will receive targeted practice in	Principal and leadership	Teachers, Classroom assistants,	Classroom teachers	9/08	6/09	Ongoing monitoring of student	DIBELs testing 3x yearly, fall and spring	Student data – district required testing and

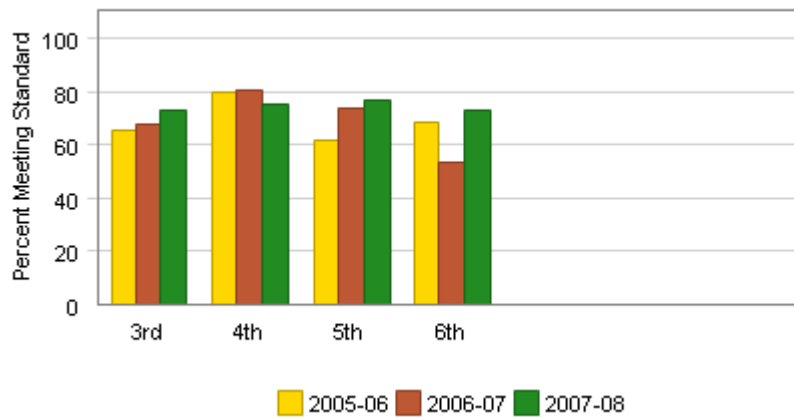
comprehension-related reading tasks including retelling, summarizing, inferring, using text-based details to support ideas	team	parents, students, principal, Title and Resource Room staff				performance data - DIBELS test data, running record assessment data, ARI data, weekly reading program assessments, CBA notebook tasks	running record and ARI assessments, weekly reading program unit tests; collaborative time to review data and design interventions and enrichments based on information	reading program assessments
Students will receive targeted practice interacting with non-fictional, informational text	Principal, leadership team	Teachers, Classroom assistants, parents, students, principal, Title and Resource Room staff	Classroom teachers	9/08	6/09	Ongoing monitoring of individual student reading scores using Treasures unit assessments and WASL released items	Collaboration time to select assessments, review data, and design interventions and enrichments	Student data – DIBELS for third grade, Treasures unit assessments, WASL released items
Interventions for students in K – 4 th grades (Title and small group instruction) who are identified as ‘at risk’ with DIBELS assessments	Principal, Title teacher	Teachers, Classroom assistants, parents, students, principal, Resource Room staff	Title teacher, teachers, fourth grade teachers will monitor the intervention group taught by a	9/08	6/09	Ongoing monitoring of student assessment data – Treasures unit assessments, WASL released items, DIBELS	Collaboration time to select assessments, plan an assessment calendar, and design interventions that are implemented at the 4 th grade	Student data – reading assessment scores, and WASL scores

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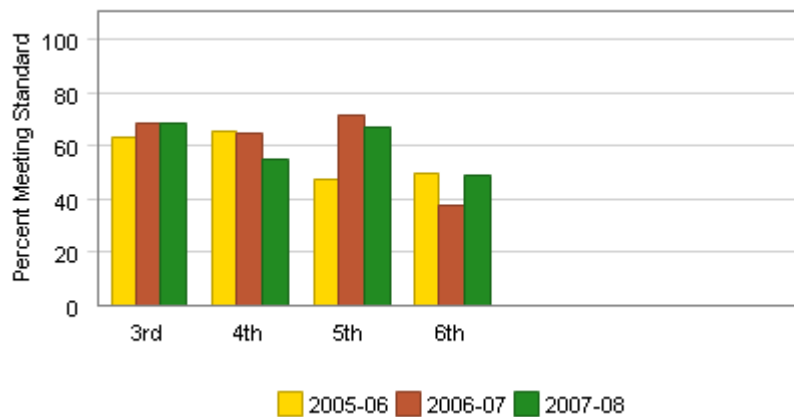
WASL and other data sources

Mathematics	2005	2006	2007	2008
Grade 4	45.1	65.3	64.7	55.1
Reading	2005	2006	2007	2008
Grade 4	63.7	80.2	80.9	75.4
Writing	2005	2006	2007	2008
Grade 4	38.5	53.9	69.1	65.2

Reading



Math



Other data you use

DIBELs reading data, Levels test scores, WASL strand data for grades third through sixth grades, Kindergarten letters and sounds assessment, first grade running record in reading, second grade ARI reading assessment, Investigations and CMP math unit assessment data, First Steps diagnostic math assessments, student performance on WASL released items