



School Improvement Plan 2019-20

20/20 Vision: Inspiring life-long learning and citizenship

Our vision is to establish Mint Valley Elementary as a model for excellence, ensuring equitable opportunities and support for ALL children.

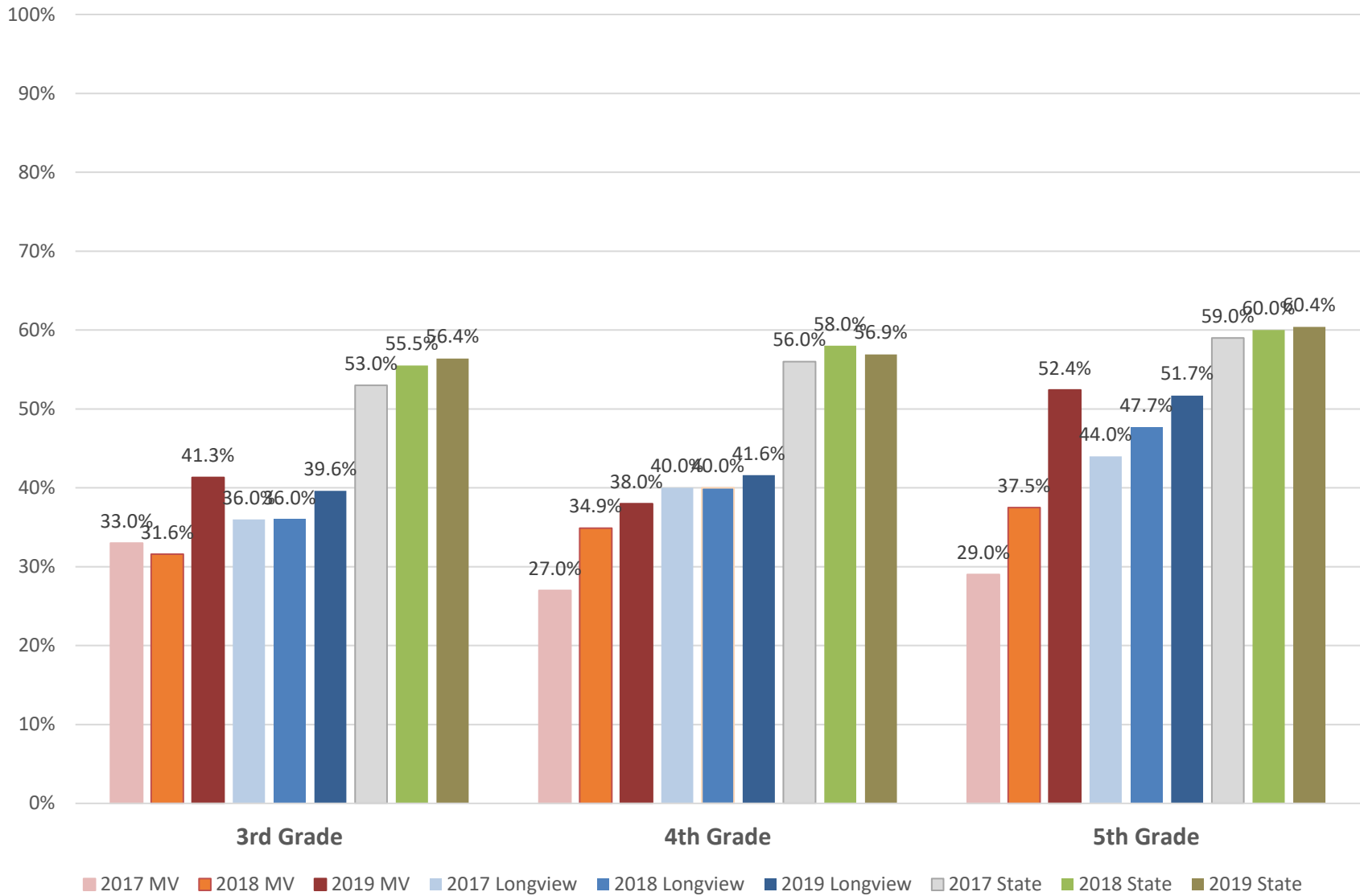
Our overarching goals are to increase student achievement improve the climate and culture at Mint Valley.

School Mission Statement

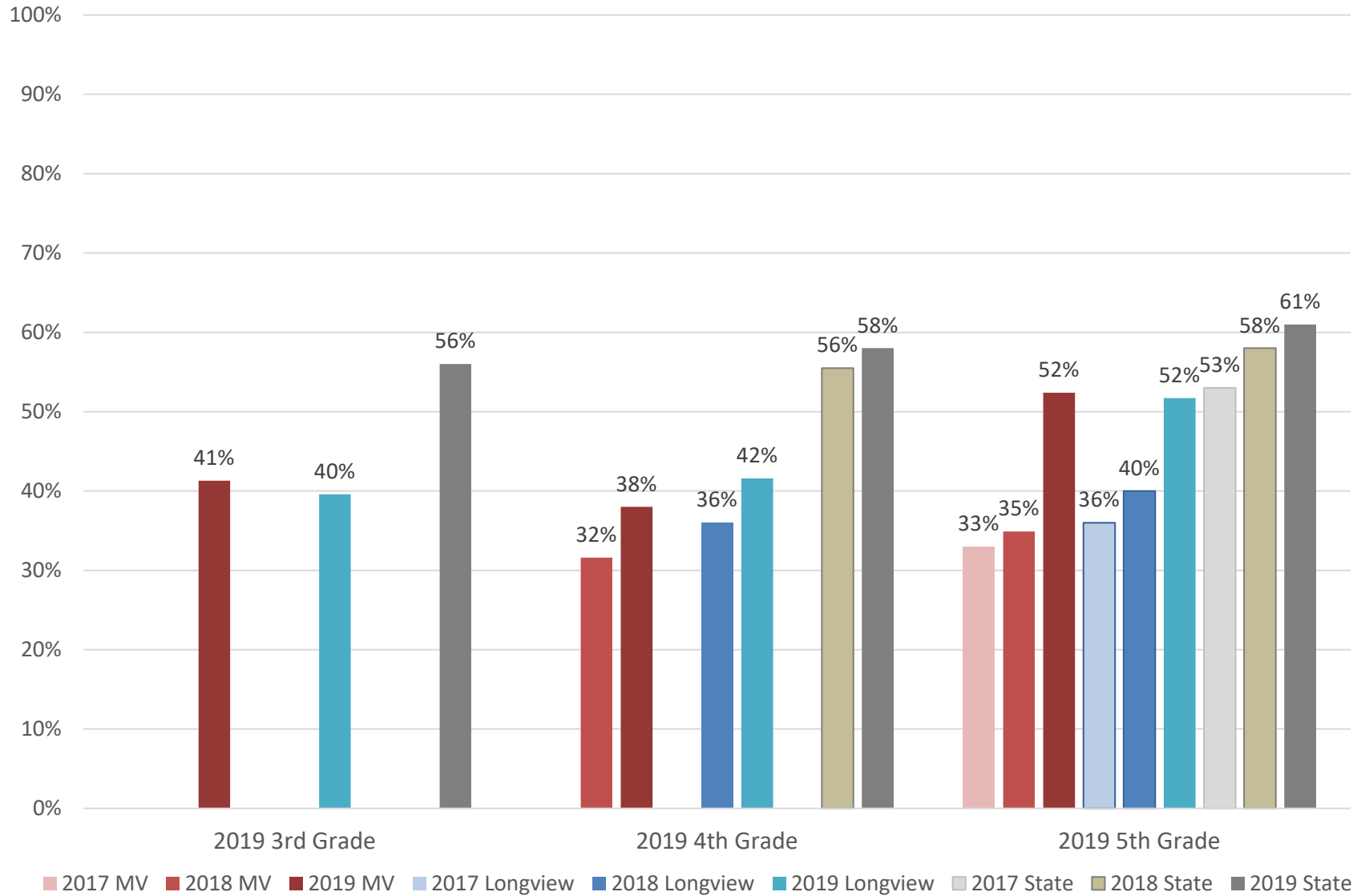
“Mint Valley Elementary School’s mission is to promote and provide successful learning for all children.” Mint Valley staff believes that:

- ❖ Every individual has value.
- ❖ Everyone can learn and it is a life-long process.
- ❖ Students, staff, parents, and community are all responsible for an effective education.
- ❖ People learn in different ways and at different rates.
- ❖ High expectations challenge people to improve.
- ❖ Quality education is worth the investment of effort, time, and money.

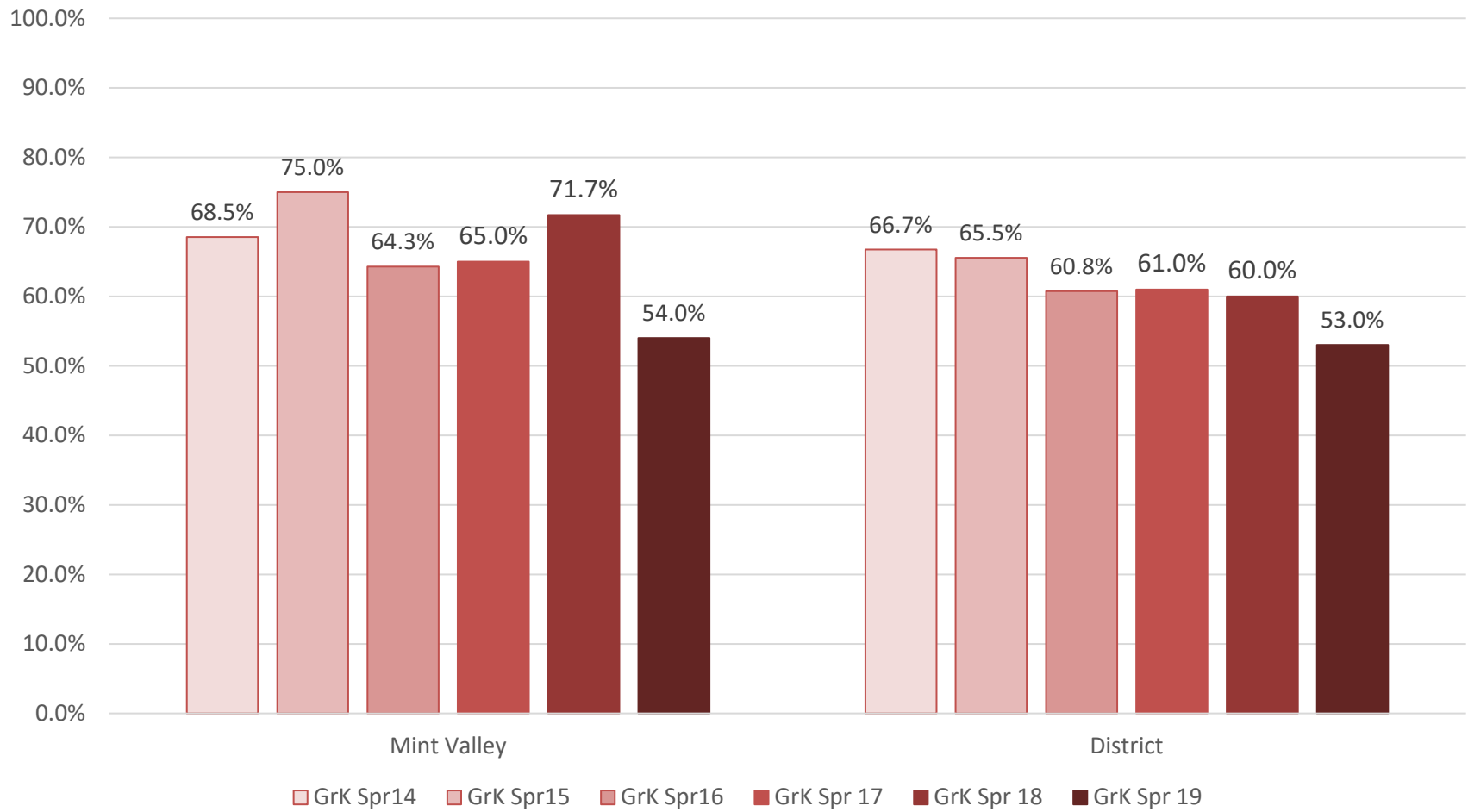
2019 Mint Valley Elementary SBA ELA by Grade



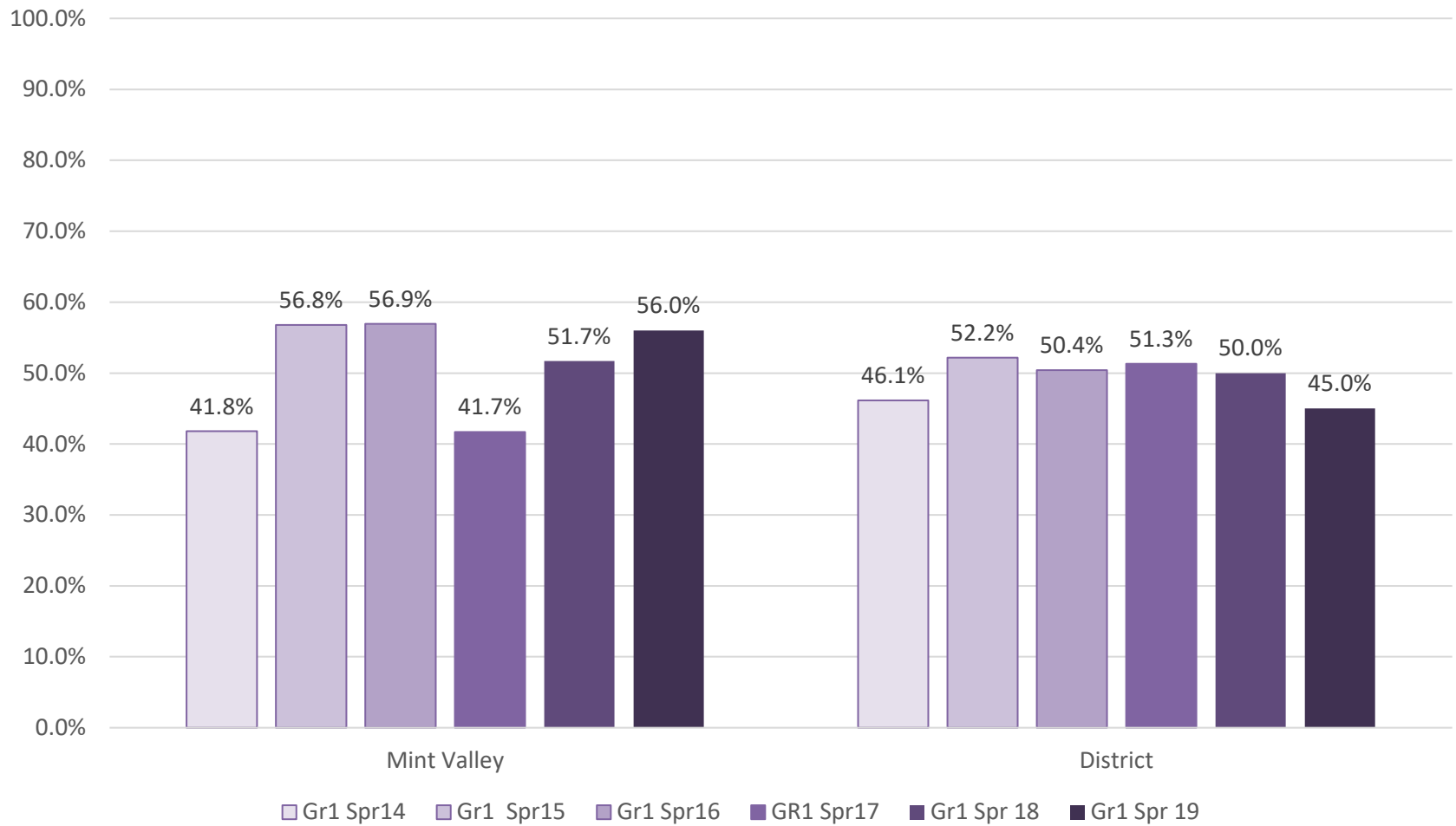
2019 Mint Valley Elementary SBA ELA Cohort Data



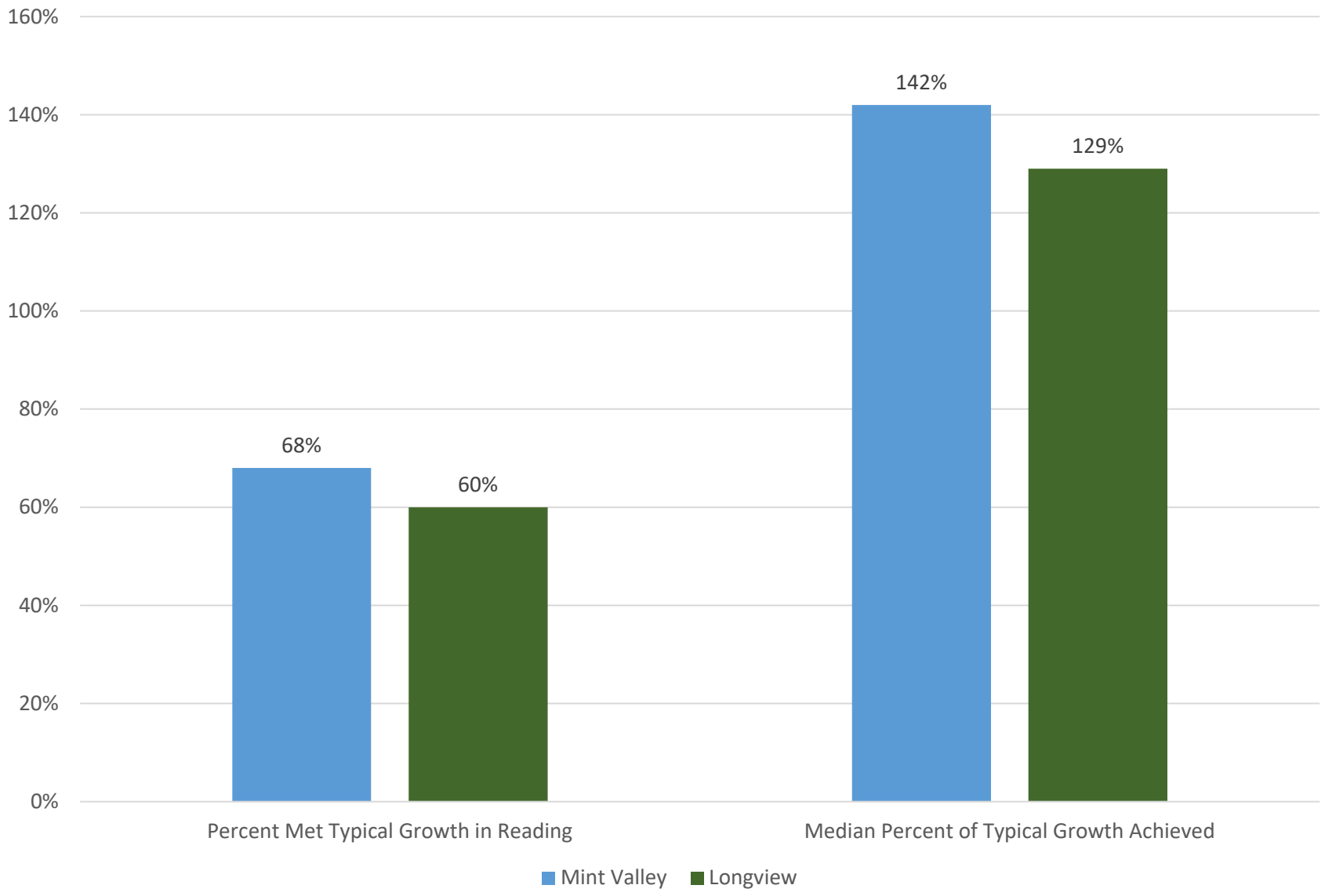
Mint Valley Elementary Kindergarten DIBELS Met Core



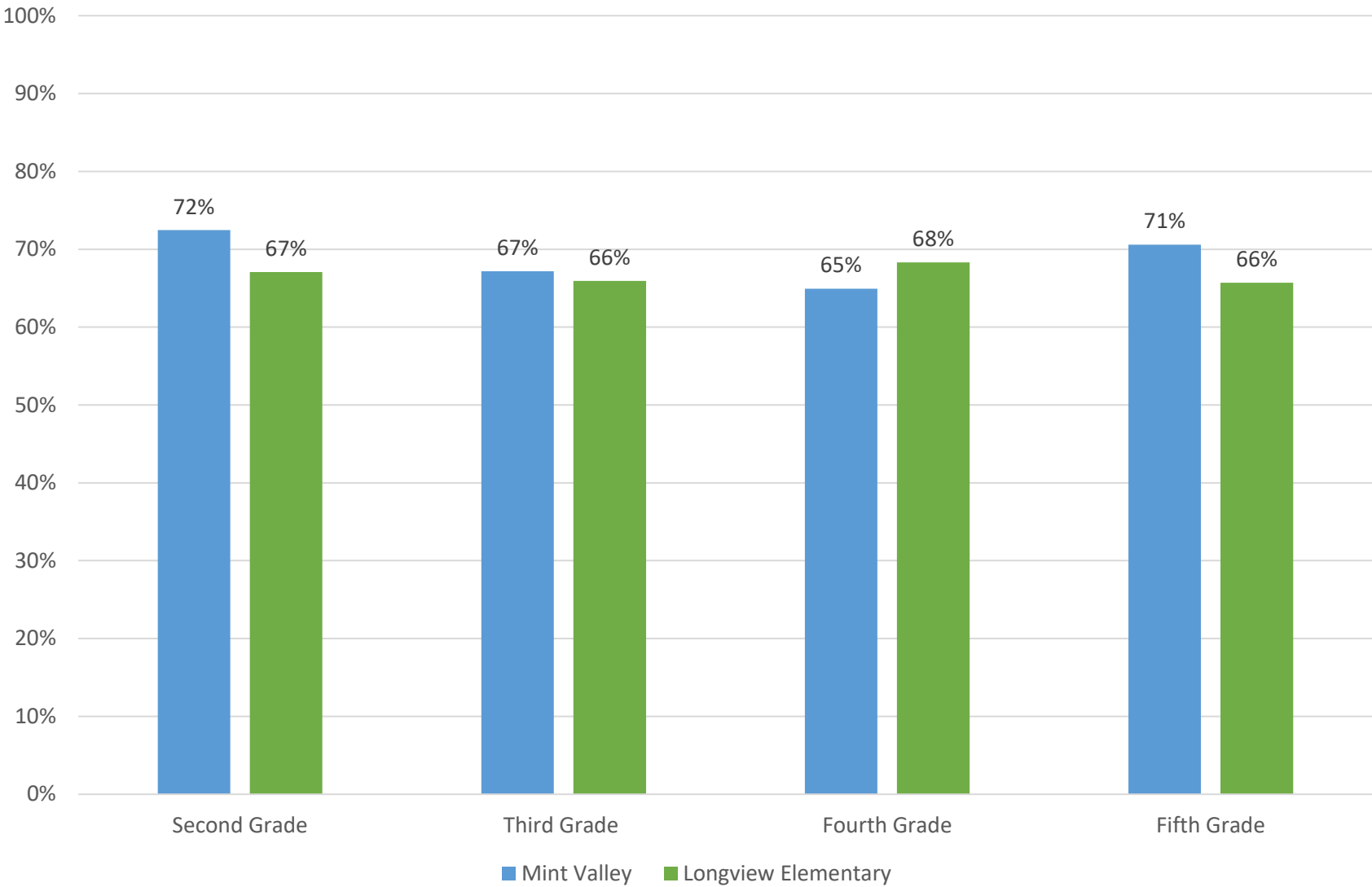
Mint Valley Elementary Grade 1 DIBELS Met Core



Mint Valley 2019 iReady Reading Performance



Mint Valley 2019 iReady Reading Percent Met Typical Growth Target



Part 1A- Student Achievement Goals: ELA

Kindergarten

- **Acadience/DIBELS Goal:** The percentage of Kindergarten students at benchmark will grow from 33% to 85% from the Fall to Spring.

1st grade

- **Acadience/DIBELS Goal:** As kindergarteners last spring 54% of these students were at Benchmark. As first graders this fall only 36% are at Benchmark. In spring of 2020, our goal is to have 75% students scoring at Benchmark.

2nd grade

- **iReady Goal:** In first grade, 56% of our current 2nd grade students met their growth target for iReady Reading. As 2nd graders, 70% will meet their growth target as measured by the iReady assessment at EOY.

3rd grade

- **SBA Goal:** In the spring of 2019, 41% of our 3rd graders were proficient. Our goal is for a minimum of 51% of our students reach proficiency on the ELA SBA.
- **iReady Goal:** In 2nd grade, 72% of the students made their growth target in reading. As 3rd graders 90% of our students will meet (at minimum) their growth target by EOY.

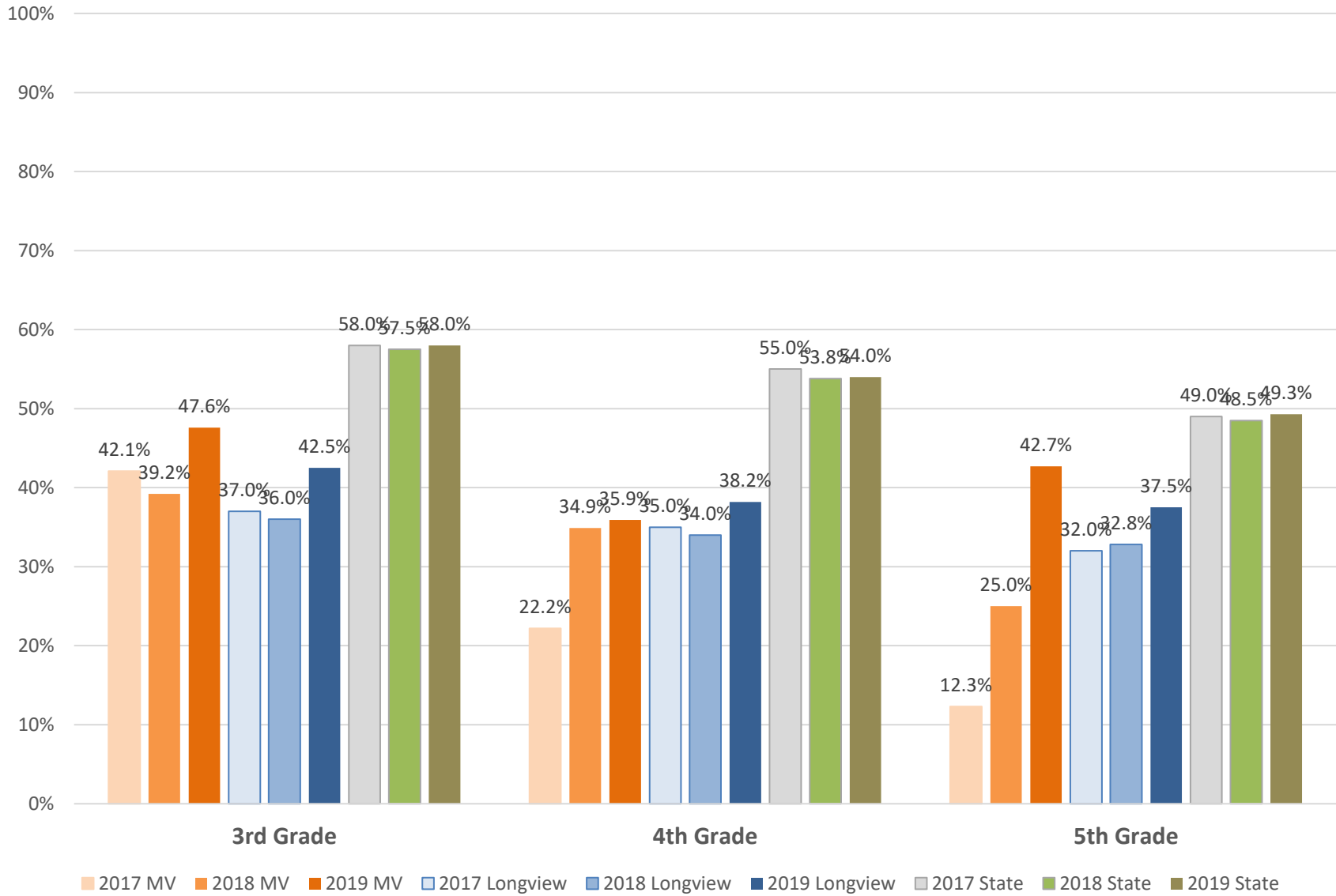
4th grade

- **SBA Goal:** As 3rd graders, 41% of this cohort met proficiency. In the 2019-20 school year the goal is to have a minimum of 54% at the proficiency level on the 4th grade ELA SBA. This is a 13% increase in the overall proficiency rate from this cohort's scores in the spring of 2019.
- **iReady Goal:** in 3rd grade, 67% of the students met their growth target in reading. As 4th graders, 79% of our students will meet (at minimum) their growth target by EOY.

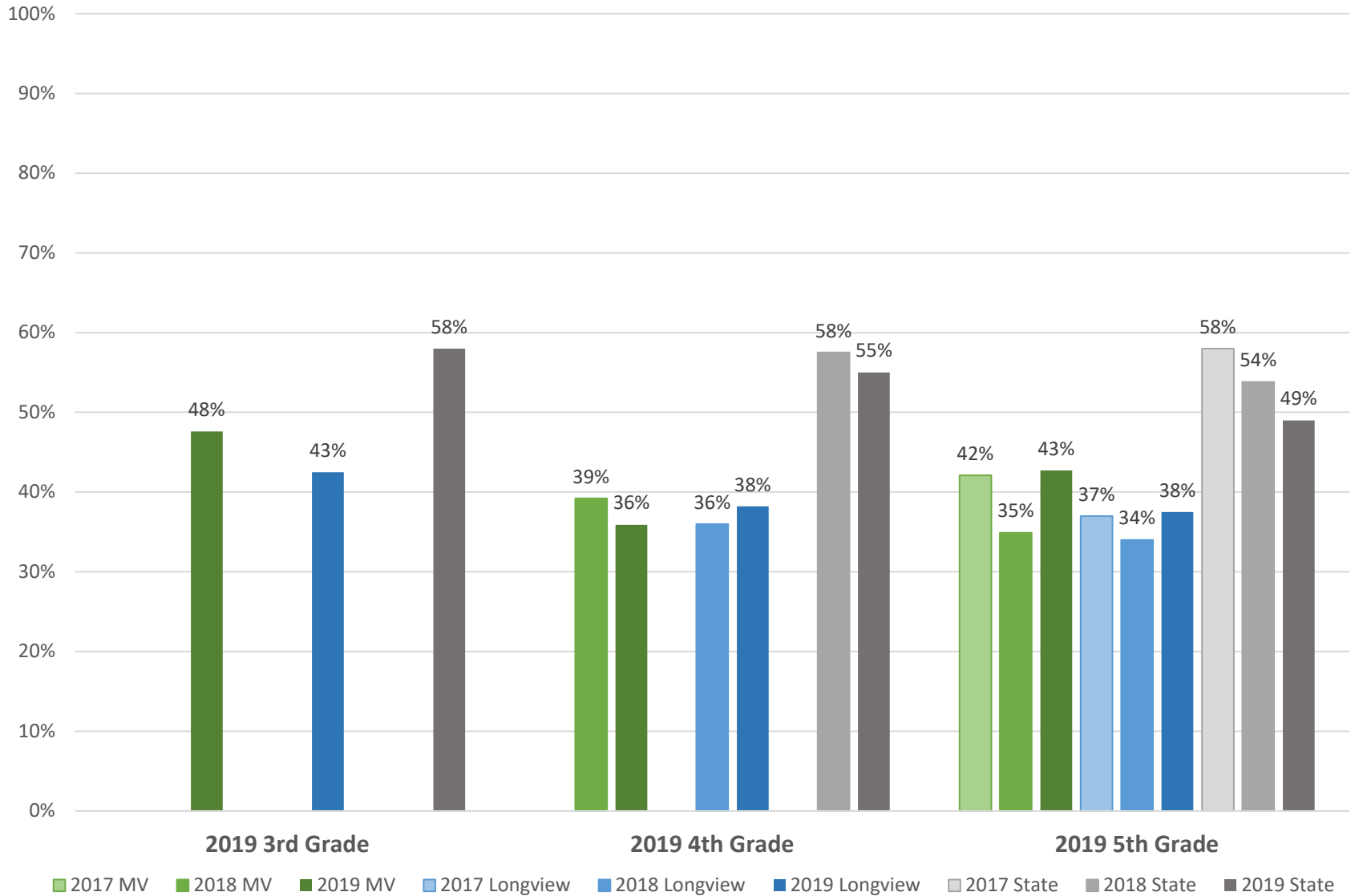
5th grade:

- **SBA Goal:** As 4th graders, 42% of this cohort met proficiency. In the 2019-20 school year the goal is to have a minimum of 52% at the proficiency level on the 5th grade ELA SBA. This is a 10% increase in the overall proficiency rate from this cohort's scores in spring of 2019.
- **iReady Goal:** In 4th grade, 65% of those students made their growth target in reading. As 5th graders, 80% of the students will meet (at minimum) their growth target by EOY .

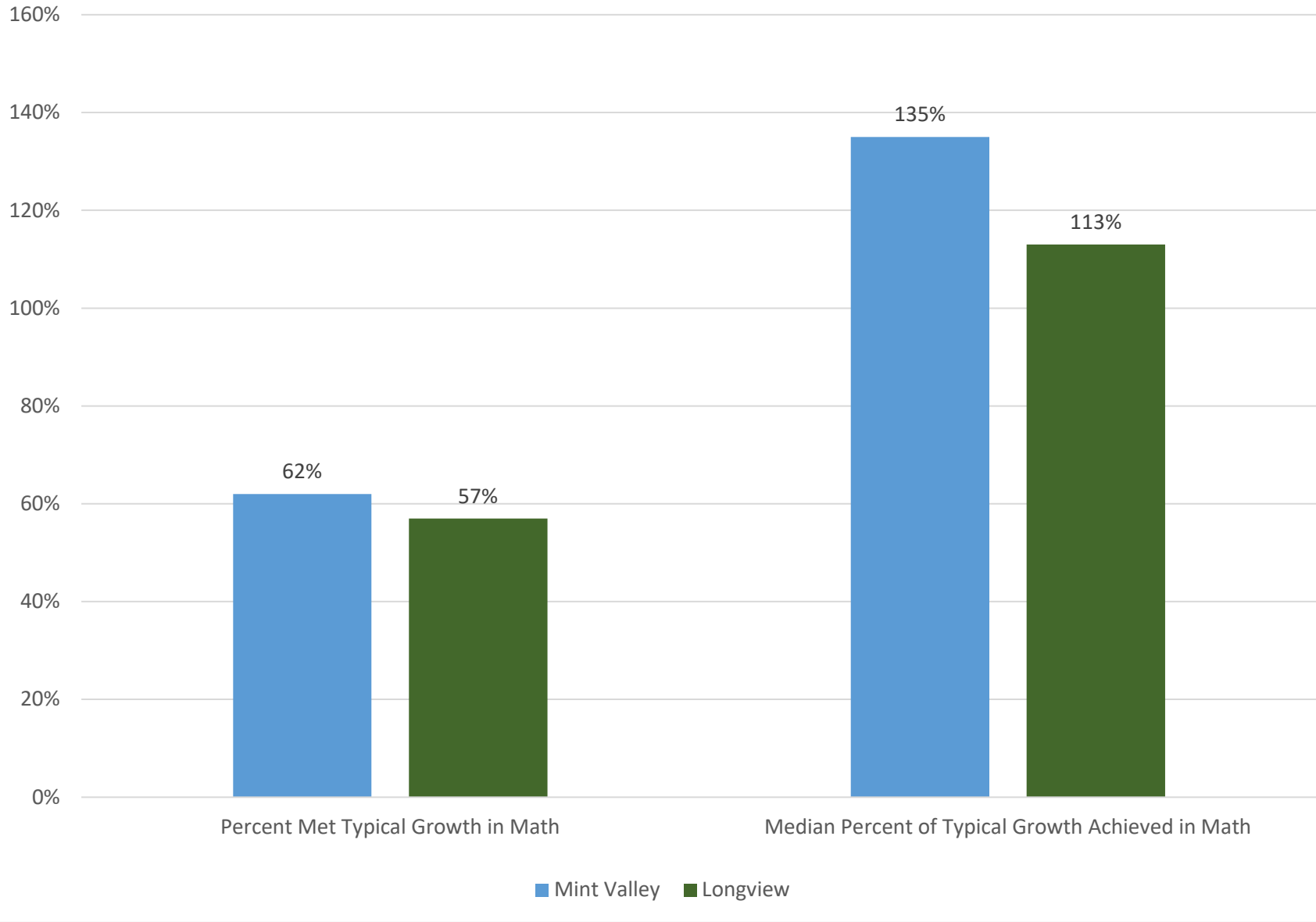
2019 Mint Valley Elementary SBA Math By Grade



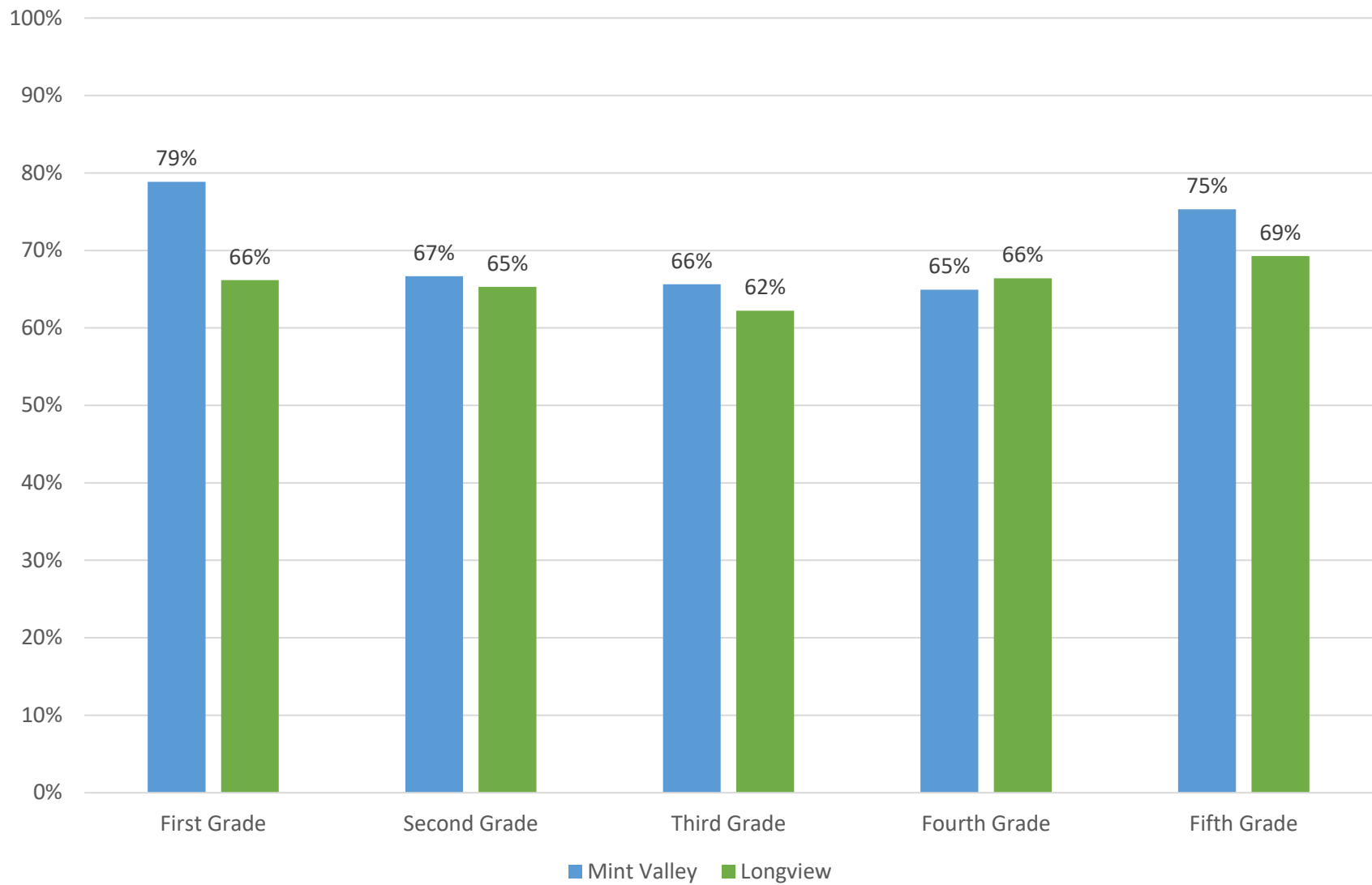
2019 Mint Valley Elementary SBA Math Cohort Data



Mint Valley 2019 iReady Math Performance



Mint Valley 2019 iReady Mathematics Percent Met Growth Targets



Part 1A- Student Achievement Goals: Math

2nd grade

- **iReady Goal:** In first grade, 79% of the students met their growth target for iReady Math. As 2nd graders, 89% of students will meet their growth target as measured by EOY.

3rd grade

- **SBA Goal:** In the spring of 2019, 48% of the 3rd graders met proficiency on the Math SBA. In the 2019-20 school year, the goal is to have a minimum of 61% at the proficiency level on the 3rd grade Math SBA. This is an increase of 13%.
- **iReady Goal:** In 2nd grade, 67% of the students met their growth goal target. As 3rd graders, 90% of our students will meet (at minimum) their growth goal target by EOY.

4th grade

- **SBA Goal:** As 3rd graders, 48% of this cohort met proficiency. In the 2019-20 school year, the goal is to have 62% at the proficiency level on the 4th grade Math SBA. This is a 14% increase in the overall proficiency rate.
- **iReady Goal:** in 3rd grade, 66% of the students made their growth target in math. As 4th graders, 76% of our students will meet (at minimum) their growth target by EOY.

5th grade

- **SBA Goal:** As 4th graders, 36% of the students met proficiency. In the 19-20 school year, the goal is to have a minimum of 30 (46%) students score at the proficiency level on the 5th grade Math SBA. This is a 10% increase in the overall proficiency rate from this cohort's scores in spring of 2019.
- **iReady Goal:** In 4th grade, 65% of the students made their growth target in math. As 5th graders, 80% of our students will meet (at minimum) their growth target by EOY.

Rigor and Relevance in ELA and Math:

- Teach to Priority Common Core Standards, using our resources to serve that purpose, not the other way around!
- All students receive CORE instruction.
- All students access web-based Ready Math and Reading lessons for intervention or enrichment with a goal of two lessons a week at 80% accuracy. (Approx. 40 min. a week.) Student and teacher monitor data closely on a weekly basis. Key adjustments made as needed.
- Follow curriculum guides created by the district
- Consistent observation and feedback cycles between administrator and teachers.
- Use CLOSE reading strategies and frequent writing opportunities in all areas of study including reading, math, social studies and science
- Concerted effort by teachers to have high expectations of students.
- Engage in best practices in teaching: use of targets and success criteria, relevance, teaching and modeling, guided practice, formative assessment and independent practice.
- Use the six-step data team process during PLCs to facilitate the above action steps.
- Working with an OSPI Special Education coach to help facilitate progress for students with disabilities.
- Data is tracked and decisions made at several levels: teachers, grade level PLCs, Student Support Team and School Leadership Team.

Rigor and Relevance in ELA:

- Practice Daily Five protocols in all classrooms to promote balanced literacy and student ownership.
- Focus on writing by providing PD K-5 and using available exemplars to understand the rigor needed.
- Use of teaching strategies in beginning reading found in Richard Kilpatrick's book, *Equipped for Success*.
- Encourage parent participation to encourage students to read at least 20 minutes each night.
- Grade

Focused Intervention in Reading

	Instructors	K	1	2	3	4	5
Tier 4 Special Ed.	Resource tchr. and paras	95%, Barton Reading, various resource materials					
Tier 3 3rd-5th	1 Literacy Interventionist & 3 paraeducators				95%, Barton reading, misc.		
Tier 3 K-2nd	Grade level teachers & 4 Para educators	95%					
Tier 2	Gr. Level Teachers & Para educators	REWARDS and ELL tab in Journeys Reading Curriculum					
		95%	95%	Foundational supplementary instruction using Kilpatrick's <i>Equipped for Success</i>			

Practices that ensure robust intervention:

- Use a 30 min. Walk to Read model in K-5 for reading intervention using 95% for students below level and advanced decoding skills for those above level. This is in addition to the 45 minutes Core ELA time and 45 minutes small group ELA time. Based on data, students will be grouped by ability and will focus on targeted skills during this time. Approximately every 15 days students may be regrouped based on their progress.
- Principal and teachers will track Ready Reading online instruction and pass rate weekly.
- Provide a certified teacher highly skilled in reading intervention to provide support in grades 3-5 and oversee paras providing interventions using 95%, Rewards, Barton, etc.
- Support by trained paraeducators will be provided at all grade levels to support struggling students using 95%.
- Protection of intervention time from interruptions.
- Use of appropriate data to place students in interventions and to monitor.
- Ensure that all paras and teachers (K-3 and including Resource Room teachers), participate in district provided 95% training at the site level).
- Literacy facilitator ensures fidelity of instruction by assisting all instructors of 95%.

RIGOR AND RELEVANCE in Math

To support teachers and ensure fidelity to our Common Core Math Standards we are taking the following steps:

- Formative Assessment and timely feedback is provided consistently by teachers
- The students’ data from each *Ready* ‘end of chapter’ assessment are discussed during PLC time.
- Use of SBA Interim Block Assessments including the performance tasks.
- Use math games to increase skills.
- Promote student discourse by using the “Try, Discuss, Connect” routine.
- Ongoing professional development throughout the year with Studios led by math coaches and additional training by Ready/iReady trainers.

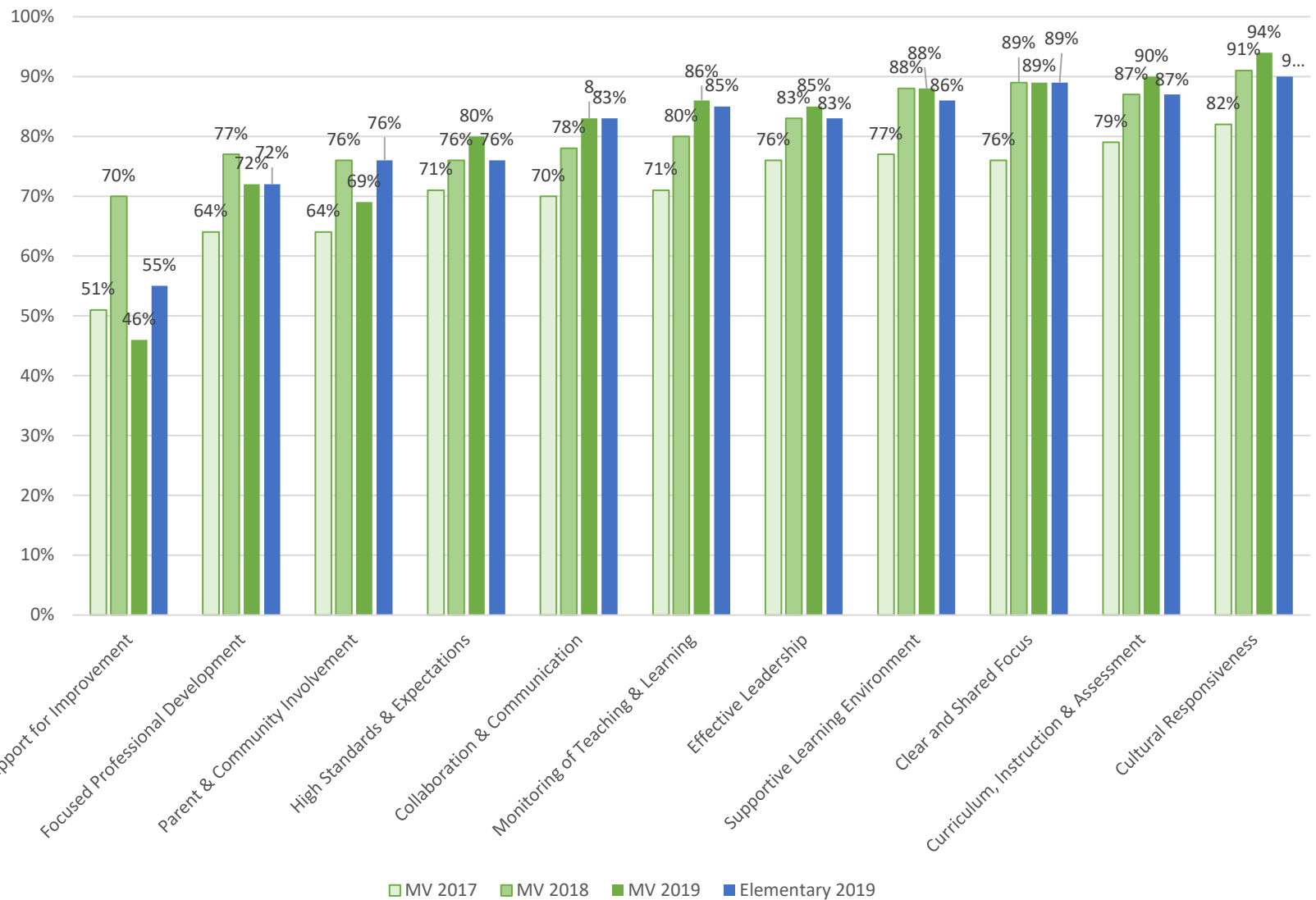
Focused Intervention in Math

	Instructors	K	1	2	3	4	5
Tier 4 Special Ed.	Resource tchr. and paras	<i>Do the Math</i> , Variety of materials used for specially designed instruction					
Tier 3	Classroom teacher	Small group instruction during 30 min. intervention time, targeted online <i>Ready</i> instruction.					
Tier 2	Gr. Level Teachers & Para educators	<i>Ready Math</i> intervention strategies, Origo games, web-based intervention					

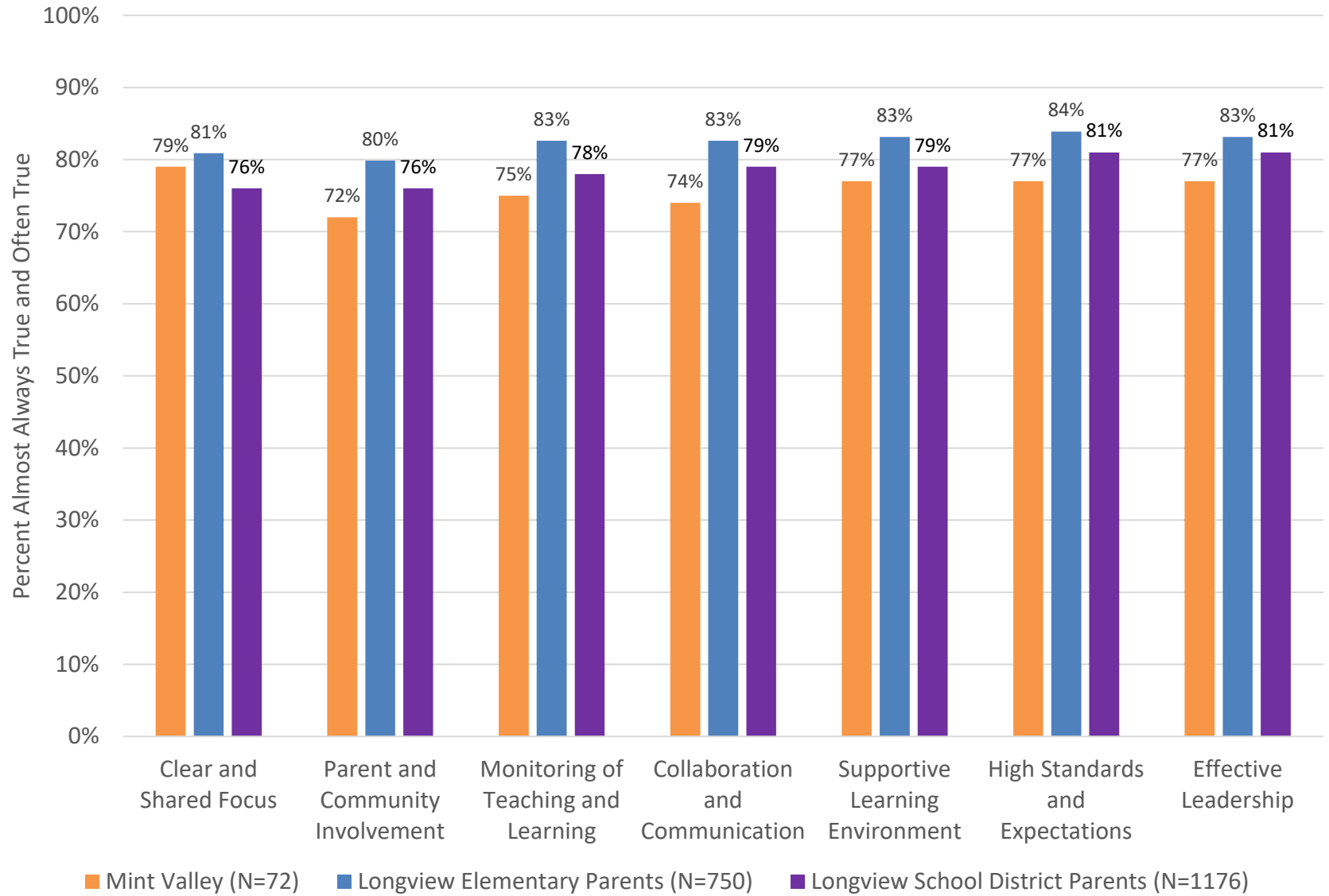
Practices used during intervention:

- 30 minutes of math intervention time is built into the master schedule. This is in addition to the 60-minute Core Math time.
- Principal and teachers will track Ready Math online instruction and pass rate weekly.
- Math intervention time used with fidelity by classroom teachers for *Ready Math* and small group intervention.
- Protection of intervention time from interruptions.
- Continue a K/1 before school math intervention program with 5th graders being selected to play strategic math games with students in the library.

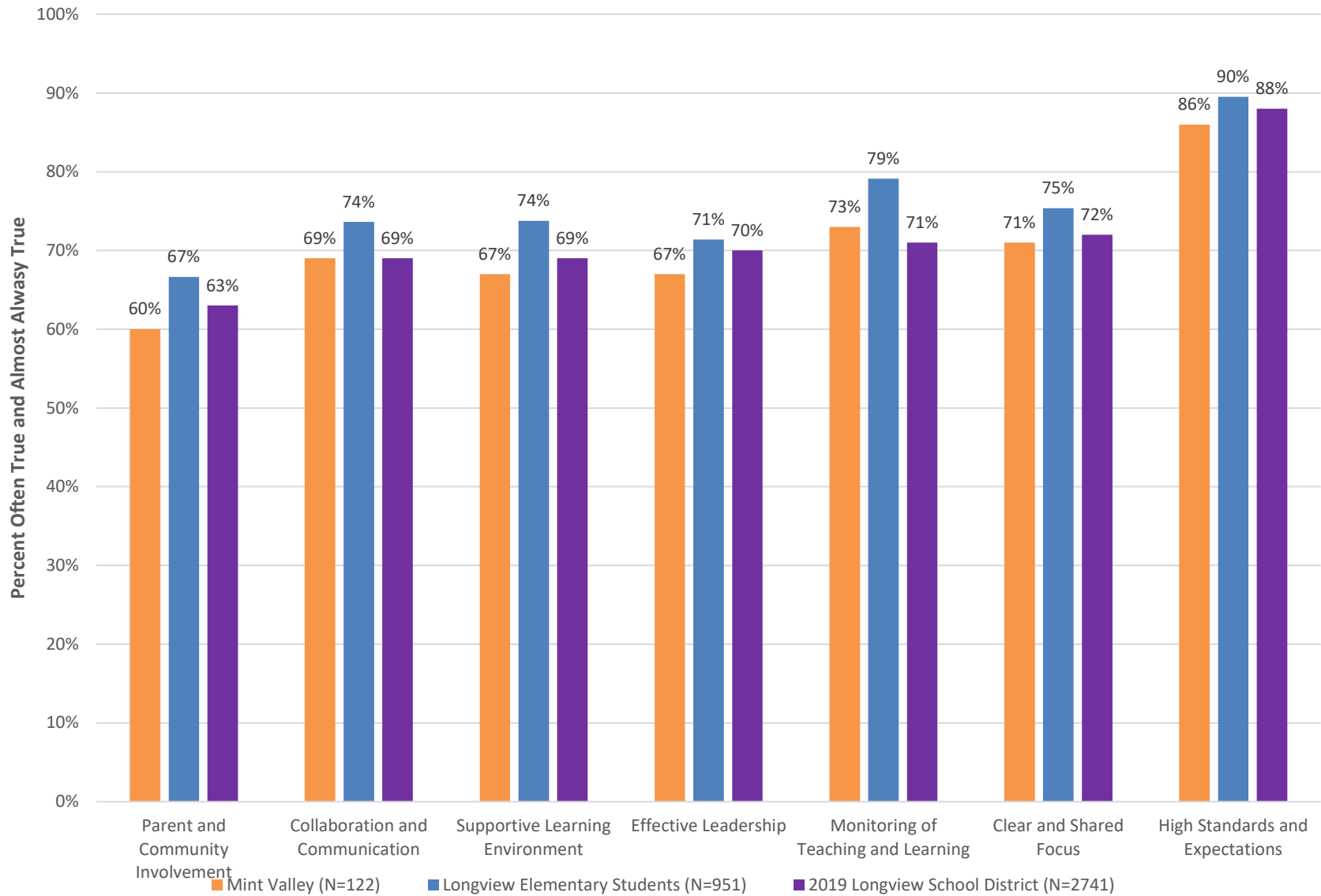
Mint Valley Elementary School Staff Educational Effectiveness Survey - 11 Characteristics



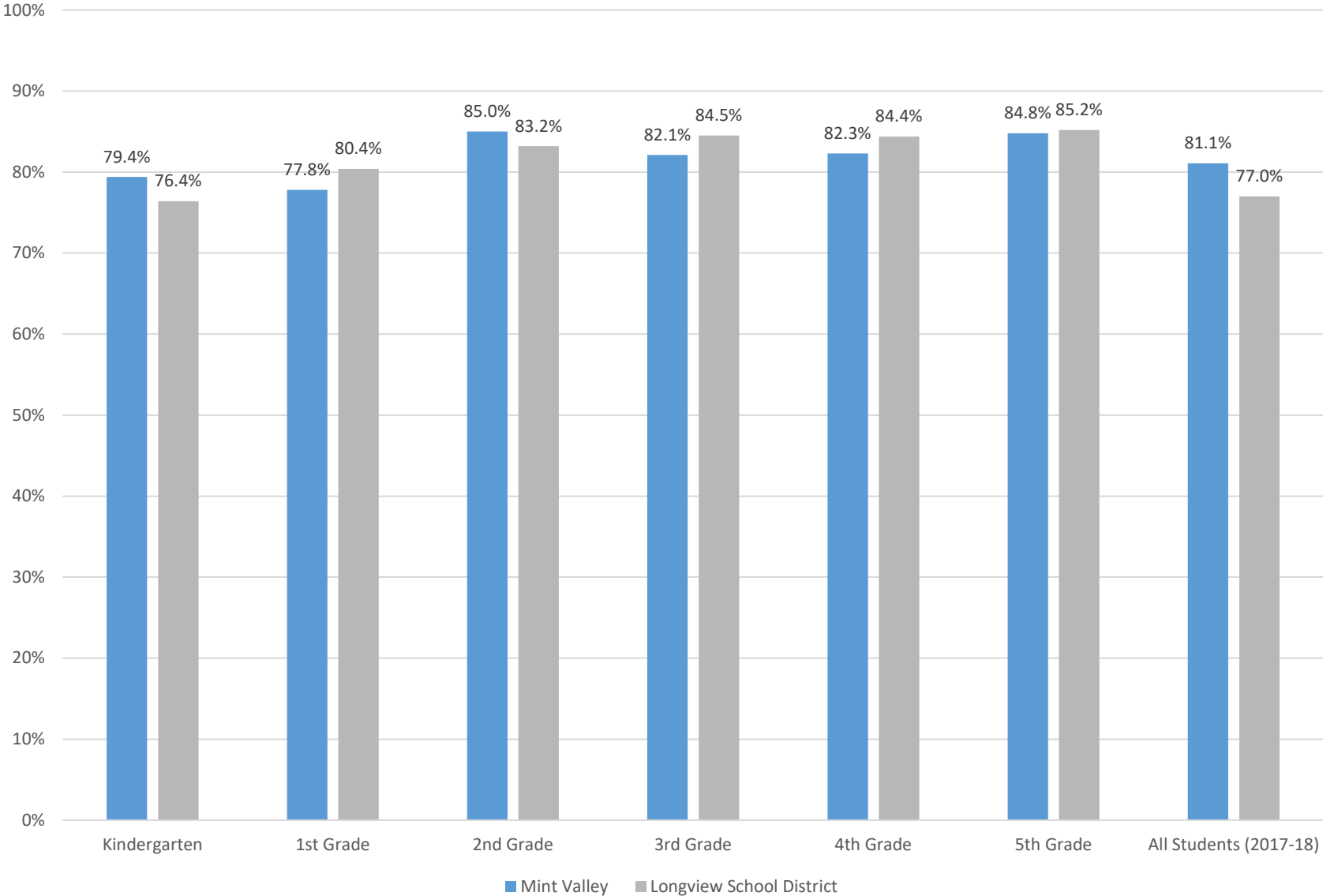
2019 Mint Valley Educational Effectiveness Survey - Parent



2019 Mint Valley Educational Effectiveness Survey - Student

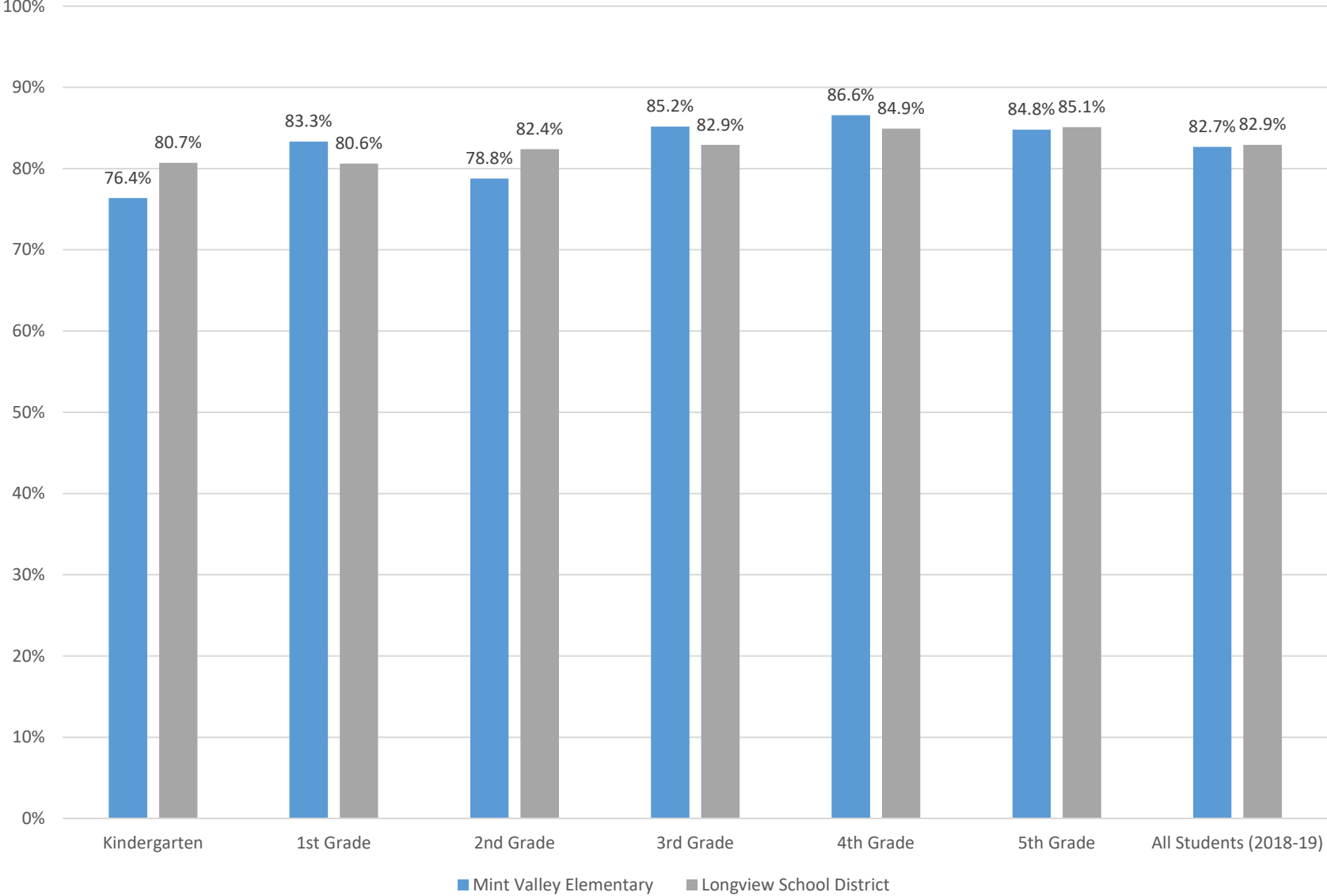


2017-18 Mint Valley Regular Attendance



2018-19 Mint Valley Regular Attendance

Source Data: Homeroom



Part 2A – 2019-20 Building Climate and Culture Action Steps:

Regular attendance is defined as having less than two absences per month. These can be excused or unexcused.

Attendance Goal: Our goal for the 19-20 school year is to increase our regular attendance to 85%, a gain of 2.3%

Student Connectedness: It is our highest priority to create a safe environment here at Mint Valley where relationships between staff and students are nurtured. We believe this foundation must be laid to ensure academic success. The following action steps help to create our Mint Valley family:

- Transition plans are carried out at all grade levels in May and June.
- Students have many opportunities to be recognized for excellence. These include Student of the Week, Mustang of the Month, weekly grade level attendance awards and Mustang Buck awards.
- Parent Involvement is a priority. Many teachers use Class Dojo or Remind to build 2-way communication with parents. We keep parents informed of new activities daily using our Facebook page and School App. Activities throughout the year include STEAM night, 3rd – 5th evening winter concert, daytime concerts at all grade levels, 2 Book Fairs a year, Literacy Night, Bingo Night, Veteran’s Day Assembly, and PTO Meetings. In addition, we have a Parent/Community Liaison that posts pictures of life around the campus daily to build strong connections with families.

The Whole Child:

- We have clear routines and expectations throughout the campus.
- We help students self-regulate by using “Zones of Regulation” and Conscious Discipline strategies.
- Our Climate and Culture certificated person does class meetings in all classes weekly through December and then every other week beginning in January. In these meetings, she teaches character qualities, self-regulation and problem solving skills and friendship skills.
- Our counselor creates lunch groups comprised of students with specific needs.
- Our intervention room is staffed with two paraeducators. Students needing to take breaks or problem solve have access to this room. Students needing a high level of support eat breakfast in this room, review behavior goals at the beginning of the day, check in throughout the day, check out, and review their day at the end of their day.
- Our family liaison works with families who need support in the area of attendance. We also reward provide many activities to celebrate good attendance throughout the grade levels.

- Our paraeducators that supervise the playground have been trained in Playworks strategies to help kids understand expectations and stay engaged out on the playground.
- 11 of our staff attended Conscious Discipline training in Aug. They are slowly implementing routines and practices and sharing with those around them.
- We collaborate with local mental health services to provide mental health support to students here on campus.
- Our staff is taking the year to work through the ideas in *Building a Culture of Hope* and create action steps to build on our positive climate and culture at Mint Valley.