



Puyallup School District Mountain View Elementary School Improvement Plan 2023-2024

Puyallup Mission & Vision: To prepare and empower every student to reach their full potential and to thrive in school, society, work, and life. The Puyallup School District values academic excellence and ensures every student learns in safe and supportive environments in order to develop as critical thinkers ready to take on the world.

Section 1: MT. VIEW SCHOOL DATA

2019-2024 Diversity Summary

<u># Students</u>	<u>School Year</u>	<u>Ethnicity</u>
1	2019-2020	American Indian/Alaskan Native
4	2019-2020	Asian
24	2019-2020	Black/African American
34	2019-2020	Hispanic
45	2019-2020	Multi-Racial
11	2019-2020	Native Hawaiian/Other Pacific Islander
245	2019-2020	White
1	2020-2021	American Indian/Alaskan Native
2	2020-2021	Asian
17	2020-2021	Black/African American
44	2020-2021	Hispanic
34	2020-2021	Multi-Racial
19	2020-2021	Native Hawaiian/Other Pacific Islander
204	2020-2021	White
1	2021-2022	American Indian/Alaskan Native

2023-2024 Enrollment Information

<u>Student Subgroup</u>	<u># Students</u>
Total	262
Female	121
Male	141
American Indian/Alaskan Native	4
Asian	3
Black/African American	5
Hispanic	42
Multi-Racial	32
Native Hawaiian/Other Pacific Islander	6
White	170

5	2021-2022	Asian	ELL	37
8	2021-2022	Black/African American		
53	2021-2022	Hispanic	SPED	25
31	2021-2022	Multi-Racial		
25	2021-2022	Native Hawaiian/Other Pacific Islander		
221	2021-2022	White		
2	2022-2023	American Indian/Alaskan Native		
6	2022-2023	Asian		
14	2022-2023	Black/African American		
61	2022-2023	Hispanic		
37	2022-2023	Multi-Racial		
10	2022-2023	Native Hawaiian/Other Pacific Islander		
187	2022-2023	White		
4	2023-2024	American Indian/Alaskan Native		
4	2023-2024	Asian		
8	2023-2024	Black/African American		
46	2023-2024	Hispanic		
32	2023-2024	Multi-Racial		
7	2023-2024	Native Hawaiian/Other Pacific Islander		
173	2023-2024	White		

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Targeted 1-2

Board Approval Date:

Section 2: CULTURE OF EQUITY DESCRIPTION/STATEMENT

To provide a positive cultural and learning environment for each child:

- Facilitate opportunities for creative and critical thinking
- Provide experiences in which students play an integral part in teaching/learning
- Provide students with the skills to make positive choices and establish values
- Provide students with the opportunities to become self-directed learners and to value learning as a lifelong process

Section 3: VISION & MISSION STATEMENT

We believe that all students can learn, and that each student has value that will be acknowledged by students and staff. All students will learn skills to demonstrate academic competence, respect of differences, compassion, and belief in self-worth that prepares them for college and/or career readiness.

Section 4: FAMILY ENGAGEMENT/PARTNERSHIPS

List all the current practices at your building.

1. Shared Planning and Decision Making: Email, Parent Square, fliers, and weekly communication.
2. Communication Strategies: Email, Teams, Parent Square, website, flyers, phone, as needed comm, weekly comm., counselor news
3. Strengthening Relationships: PTA, Mt. View Comm. Center, family events, conferences, back to school events, comm., MM assembly.
4. Supporting Learning at Home: Parent-Teacher conferences, weekly newsletters, report cards, counselor comm., learning packets
5. Collaborating with Community Partners: PTA, Mt. View Community Center, PSD, Edgewood PD and PCS

What areas have you identified as areas of improvements and where do you hope to strengthen and build further family and community engagement and partnership(s)?

-Post-Covid, we are re-establishing and strengthening our community engagement and partnerships in all above areas

Building Leadership Team – *A Building, or School Leadership Team primarily coordinates implementation of Tier 1 systems.*

Names:

Gr. K-1 Teacher Representative: Leslie Porter

Gr. 2 Teacher Representative: Norma Kononen

Gr. 3 Teacher Representative: Kourtnie Stith

Gr. 4 Teacher Representative: Candace Croy

Gr. 5 Teacher Representative: Preston Gillihan

MTSS/LAP Teacher: Angela Lutz

Counselor: Savannah Smith

SEL TOSA / Assessment: Marissa Day

Classified Representative: Amber Pennewell

Office Representative/Notetaker: Kim Woolley

Principal: Eric Molver

Signatures:

Multi-Disciplinary Team – *This team is focused on addressing the needs of students requiring more than Tier 1 to be successful - primarily focusing on the effectiveness of the supports and systems in place to support these students. They are also responsible for establishing, monitoring, and adapting the systems for Tiers 2 and 3. Students do not need a designation (label) to be supported by this team.*

Names:

Gr. K-1 Teacher Representative: Leslie Porter

Gr. 2 Teacher Representative: Norma Kononen

Gr. 3 Teacher Representative: Kourtnie Stith

Gr. 4 Teacher Representative: Candace Croy

Gr. 5 Teacher Representative: Preston Gillihan

MTSS/LAP Teacher: Angela Lutz

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Office Representative/Notetaker: Kim Woolley

Principal: Eric Molver

Signatures:

Grade Level Team - This team serves two important purposes; increasing consistency across classrooms and facilitating collaboration in instructional problem solving both for academics and behavior.

Names:

Gr. K-1 Teacher Representative: Leslie Porter

Gr. 2 Teacher Representative: Norma Kononen

Gr. 3 Teacher Representative: Kourtnie Stith

Gr. 4 Teacher Representative: Candace Croy

Gr. 5 Teacher Representative: Preston Gillihan

MTSS/LAP Teacher: Angela Lutz

Counselor: Savannah Smith

SEL TOSA / Assessment: Marissa Day

Classified Representative: Amber Pennewell

Office Representative/Notetaker: Kim Woolley

Principal: Eric Molver

Signatures:

Parent and Community Partners - List your parent/community partners. You can also include student advisory information.

Names:

Mountain View PTA

Mountain View Community Center

Mountain View Student Leadership Team

Signatures:

Priority Areas



Through the completion of a robust needs assessment and with the mission, vision, and theory of action as a foundational guide, five priority areas have been identified as areas of focus for the Puyallup School District over the next five years. By clearly identifying these five areas of focus, the district will be able to pursue an intentional and targeted approach to meeting the district's needs and allocating resources to meet those needs.

- 1 **Academic Achievement**
- 2 **Family and Community Engagement**
- 3 **Social-Emotional Supports**
- 4 **Staff Development, Culture, and Satisfaction**
- 5 **Facilities, Safety, and Security**

If district leadership distributes resources in alignment with strong district priorities and values, including:

- *Allocating resources according to criteria based on school needs, size, and goals;*
- *Providing support and accountability from the district office;*
- *Giving school leaders clear expectations to decide how resources are used within the building for school culture, safety, and strong instructional practices.*

Then school communities will make positive, sound, and strategic decisions based on school needs, and academic and social-emotional outcomes for students will improve.

Section 6: PLAN/NEEDS ASSESSMENT

What are the most meaningful data used in your needs assessment?

- X Washington School Improvement Framework
- X WaKIDS
- X Smarter Balanced Assessment/Interim Assessment Blocks
- X Universal Screening
- X Progress Monitoring Data
- X Curriculum Based Assessments
- Graduation Rate (1 Year, extended, etc.)
- Credit Attainment
- Student Mobility Data
- X Discipline Referrals
- X Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)
- Restraint and Isolation Data
- Time out of class (e.g., visits to nurse, counselor, etc.)
- Healthy Youth Survey
- X School Climate data

- X Panorama Survey
- Perceptual Data: (Local/Organization): Click or tap here to enter text.
- X English Language Proficiency Data (i.e. ELPA)
- Title III Data
- X Special Education Eligibility/Disproportionality Data
- Special Education Placement Data (LRE)
- X Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)
- Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
- Stakeholder Engagement (e.g. focus groups with families)
- Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)
- Extra-curricular activities participation
- Fiscal and Financial Data
- (Other)
- (Other)

The purpose of this section is to synthesize the analysis and learning that the building has gleaned from studying the data and other pertinent inquiry information. This section serves as a summary to assist the building in identifying strategies, best practices, and goals embedding HLP, GLAD, SEL, PBIS, MTSS, Parent Family Engagement, Student Advisory and other activities that constitute the school improvement plan that builds upon the strengths to achieve the goals.

Student Populations

- 1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework, SBA) and locally determined indicators (e.g. Star Reading and Math) of learning and teaching success? *Reflect on year-to-year growth and summaries from last year's SIP.**

Students can demonstrate appropriate social skills using kind words and respectful actions. School materials are used appropriately. From looking at the data, generally our primary students (K-3) are low in reading and our intermediate students, particularly gr. 4, are not on grade level in mathematics.

Click or tap here to enter text.

- 2. What may be contributing factors in areas of strengths and challenges?**

Strengths: students are communicating when they need help. They are kind because "kindness matters." Our students are resilient.

Challenges: the ongoing COVID pandemic learning gaps (see gr. 4) and lack of closeness to peers and teachers. Having enough resources to do targeted interventions (staffing) remains a challenge, guardian involvement, stable housing

- 3. What supports are available for all students in behavior, social-emotional, and academics?**

Title/LAP services, ELL services, IEP related services (OT, PT, SLP, Resource), SEL TOSA, Counselor, Online Counseling services, Zones of Regulation, Second Step curriculum, Gifted and Talented program, bullying prevention unit, counseling and small group support, holiday help

Educators

1. Describe the degree to which the school's vision and the equity statement are reflected in the actual building culture and day to day activities?

Equity is integrated throughout our school and classroom norms – Be Responsible, Be Safe, Be Kind, and Be Respectful. The motto at Mt. View is "Kindness Matters."

Staff make great efforts to know names, build relationships, get to know each student

Tier 1-3 interventions show our desire for students to gain academic competence

2. What are your staff demographics (average years of experience, endorsements, etc.)?

Female: 92%

Male: 8%

Asian: 4%

Black/African American: 4%

Two or more Races: 4%

White: 88%

Average Years Teaching Experience: 10

Master's degree or Higher: 44%

3. What professional learning and support/staff wellness have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports?

"The success of an intervention depends on the interior condition of the intervenor." -Bill O'Brien

Training in Neural Education and use of sensory tools in the classroom. Zones of Regulation for future training within the school. Focused training on math interventions, such as the use of Bridges kits and writing curriculum. SEL TOSA, Schoology training, MClass training, eVal

Multi-Tiered Systems of Support

- 1. Consider the degree to which the school's MTSS is grounded in meeting the behavioral, social-emotional and academic needs of students: What are the multi-tiered systems of support that are in place?**

Tier 1: Grade level teams working together, curricular pacing and fidelity, and classroom based first instruction. RTI, response to intervention within each grade level. Departmentalizing. The teaching of second step (SEL – social emotional learning) curriculum. MTSS. SEL TOSA classroom lessons. Counseling – classroom lessons, bullying prevention unit, Zones of Regulation, career exploration. Bus Buddies

Tier 2: Intervention team (IT). A teacher requests for a student to be placed on the IT agenda through the MTSS coordinator. The MTSS coordinator will facilitate the IT meeting, identifying interventions and the intervention support with the IT team. Monitoring the IT progress through looking at the data and regrouping in an additional meeting to make changes as needed. LAP/Title. ELL. MTSS. SEL TOSA 1:1 and small groups. Counseling

Tier 3: Special Education Resource. SRC and special education meetings for special education students. Outside resource referral by counselor, MV support and services

Student Identification: Describe how student data is used to identify eligible students in greatest need (those who score below standard for his/her grade level on State and/or District level assessments). Students at grade level may not be served by LAP/Title 1. Student Identification:

Kindergarten:

Students will be identified to receive LAP/Title 1 services based on the student's scores on the most current STAR assessment, DIBELS 8 assessment data, and teacher referral.

First Grade:

Students will be identified to receive LAP/Title 1 services based on the student's scores on the most current STAR assessment, DIBELS 8 assessment data, and teacher referral.

Second Grade:

Students will be identified to receive LAP/Title 1 services based on the student's scores on the most current STAR assessment, DIBELS 8 assessment data, and teacher referral.

Third Grade:

Students will be identified to receive LAP/Title 1 services based on the student's scores on the most current STAR assessment, DIBELS 8 assessment data, and teacher referral.

Fourth Grade:

Students will be identified to receive LAP/Title 1 services based on the student's scores on the most current STAR assessment, DIBELS 8 assessment data, and teacher referral.

Fifth Grade:

Students will be identified to receive LAP/Title 1 services based on the student's scores on the most current STAR assessment, DIBELS 8 assessment data, and teacher referral.

There will be a rank-order list if there are more students needing services than spaces available.

Use of Data and Curriculum

Describe how focused and intentional instructional strategies are identified and implemented in the LAP program. How will you use data to guide instruction? What curriculum and intervention tools will you use? Provide an example of how the data team determines which services are appropriate.

- Assessment results of students and consultation with classroom teachers will determine the best prescribed curriculum and/or intervention strategy to use for instruction.
- Individual assessments such as CORE Phonics, CORE Fluency, San Diego Quick, and other assessments will be used to identify specific areas of need.

- Focused instruction will be implemented based on identified needs. The LAP/Title 1 teacher will implement the instruction and identify the appropriate curriculum.
- The LAP/Title 1 teacher will adjust as needed the targeted skills for each student. Periodic formative assessments will be used to modify instruction as needed.
- LAP/Title 1 services will be provided using PSD approved supplemental curriculum, CCSS aligned and/or evidence-researched based materials.

Delivery of LAP/Title 1 Services

Describe the frequency and duration of services provided to students. How are students served? Describe the focus of service and how is that focus determined.

- Identified students will be served during their school day via small group instruction.
- Reading instruction will be provided for qualified students in grades kindergarten through 5th grade, as there is space available.
- Small group size will be five or fewer students in sessions 15-45 minutes in length.
- The total number of students served in the LAP/Title 1 program will depend on the number of LAP/Title 1 instructional staff available.
- The LAP/Title 1 teacher is available to work with classroom teachers, support staff, and parents anytime during the school year.
- LAP/Title 1 services are supplemental and must not supplant or replace core curriculum. LAP/Title 1 is considered a Tier II intervention focusing on students who are not meeting academic standards as evidenced by State and district assessments. The goal is to serve approximately 10-15% of students. According to the Menu of Best Practices, "if more than 20% of students are not meeting education expectations, then core instructional design and strategies should be re-evaluated". Any student who is benchmark on the SBA, or district screeners such as DIBELS 8 and/or STAR are not eligible for services unless all other students who are not at standard are being served.

Progress Monitoring

Describe the school's process for monitoring LAP/Title 1-served student progress. How are student's progress monitored? How will you ensure the LAP program is serving students who are the most in need and that exited students have met their goal? How often are modifications made?

- DIBELS 8/STAR progress monitoring data will be used to assess student progress. Other assessments that may be used include formative assessments such as “mastery tests”, pre- and post- tests, and quizzes.
- Students will be moved between instructional groups based on individual needs identified by this data.

Exiting Criteria:

Describe the exit criteria used to determine that students no longer need LAP/Title 1 services. Students should only be exited when they have 'met goal'. Met goal is defined as “no longer needing supplemental educational services to meet grade level standards. Must have a STAR Scaled Score and/or Acadience composite score to exit.

Kindergarten:

Students may be exited from LAP/Title 1 if they meet standard on subsequent STAR and/or DIBELS 8 assessments.

First Grade:

Students may be exited from LAP/Title 1 if they meet standard on subsequent STAR and/or DIBELS 8 assessments.

Second Grade:

Students may be exited from LAP/Title 1 if they meet standard on subsequent STAR and/or DIBELS 8 assessments.

Third Grade:

Students may be exited from LAP/Title 1 if they meet standard on subsequent STAR and/or DIBELS 8 assessments.

Fourth Grade:

Students may be exited from LAP/Title 1 if they meet standard on subsequent STAR and/or DIBELS 8 assessments.

Fifth Grade:

Students may be exited from LAP/Title 1 if they meet standard on subsequent STAR and/or DIBELS 8 assessments.

2. **What are the areas of strengths and improvements of your MTSS?**

Strength is our implementation of a multi-tiered system that is clearly outline in a flow chart. Having identified leads for each of these systems of support. Grade level teams that are working well together through participation and collaboration.

Improvement, there are some student populations that we have yet to identify effective supports for, such as our ELL population. An example is our Spanish, Ukrainian, or Russian speaking only students. We do not have a fluent Spanish or Russian or Ukrainian speaking staff member. But, we do now have the translating Ipad and google translate capacity. Another improvement is better discipline tracking data and Panorama survey data, used to influence school culture and SEL/behavioral decisions and supports.

Section 7: PLAN

IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE GOALS & STRATEGIES

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

* Please use the following guidance to support your reform goals and strategies: [Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior](#)

Section 7: PLAN	
<p>Goal/Priority #1 (Select one from AWSP Leadership Framework)</p> <p>59 MTV students in Grades 2-5 not currently receiving tier 3 math interventions (Title 1 and/or math special education) and not meeting grade level standards, as measured by STAR math benchmark tests in January and May and the progress monitoring STAR tests in the interim months will improve from 39% or less meeting grade level standards to 60% meeting grade level standards by May 2024. (student group: 59 kids at 39% or below on STAR Percentile Ranking)</p>	<p>Which initiative/priority area is this goal connected to? 3, 4, 5, 8</p>
<p>Goal/Priority #2 (Select one from AWSP Leadership Framework)</p> <p>11 MTV students in Grade 4 receiving tier 3 reading interventions (LAP, reading special education, and/ or MLL) and not meeting grade level standards in the area of reading as measured by DIBELS 8 or STAR reading data will improve from 36% (4 out of 11) meeting grade level standards to 54% (6 out of 11) meeting grade level standards by May 2024. Progress will be monitored using the DIBELS 8 MAZE and STAR reading benchmark tests in January and May, as well as the DIBELS 8 MAZE progress monitoring tests given every 2 weeks to 1 month. Student group (D, C, O, D, V, A, C, K, L, D, M)</p>	<p>Which initiative/priority area is this goal connected to? 3, 4, 5, 8</p>
<p>Goal/Priority #3 (Select one from AWSP Leadership Framework)</p> <p>12 MTV students in Grade 4 not receiving tier 3 reading interventions (LAP, reading special education, or MLL) and not meeting grade level standards in the area of reading, as measured by DIBELS 8, STAR reading tests, and or 3rd grade ELA SBA scores, will improve from 0% (0 of 12) meeting grade level standards to 42% (5 out of 12) meeting grade level standards by May 2024. Progress will be monitored using the DIBELS 8 MAZE and STAR reading benchmark tests in January and May, as well as the DIBELS 8 MAZE progress monitoring tests given every 2 weeks to 1 month. Student group (R, B, B, T, M, Z, C, N, M, W, A, M)</p>	<p>Which initiative/priority area is this goal connected to? 3, 4, 5, 8</p>

Section 8: DO			
Activities to Support Goals (Required to list: Title I, LAP, MLL/Title III if provided) <i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	Success Measures <i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	Plans for Implementation/Accountability <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	Professional Development to Support Goals <i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
A1) Title 1, LAP, MLL services for qualified students	All available sources will be reviewed	Mt. View staff	All available resources will be considered
A2) Professional Learning for staff to support building needs	All available sources will be reviewed	Mt. View staff	All available resources will be considered
A3) MTSS Meetings	All available sources will be reviewed	Mt. View staff	All available resources will be considered
A4) IT and SRC Meetings	All available sources will be reviewed	Mt. View staff	All available resources will be considered
A5) Monday morning grade level team meetings	All available sources will be reviewed	Mt. View staff	All available resources will be considered

8a. BUDGET PLANNING		
Funded Expenditure (List any activity that will require funding outside of your building budget. If it helps, you can also list your plan for building budget)	Funding Source	Funding Amount
A1) All within building budget	All within building budget	TBD
A2) All within building budget	All within building budget	TBD
A3) All within building budget	All within building budget	TBD

Section 9: REVISIT YOUR GOALS

Provide an evidence-based status update on how your activities are going. What is working and what needs adjustments?

January/February

April/May

Section 10: End-of-Year School Improvement Plan Review

Goal #1:		
Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far.
Goal #2:		
Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far.
Goal #3:		
Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far.

Section 10: End-of-Year School Improvement Plan Review

Please assess strengths and challenges implementing activities for SY 2023-2024 as described in Section 10a above and identify potential adjustments and modifications along with additional sources of data for SY 2024-2025.

1. Strategies of best practice used
2. Potential implementation for student success in the future
3. What successes were seen
4. What were the barriers to parent and family engagement
5. How do you plan to address those needs

Section 10: End-of-Year School Improvement Plan Review

6. What strategies will be used to support successful school and family interactions moving forward

7. What are the probable changes to SIP based on the evaluation

8. Add your student/staff/family success stories here