

Vision:

Every Student Thrives

Mission:

To Create an educational community that ignites a passion for learning where every student is known and empowered

Core Values:

- Student Focused
- Culture of Belonging
- Equity
- Accountability



Valley View Middle

25-26 School Improvement Plan

Valley View Middle School

2024-25

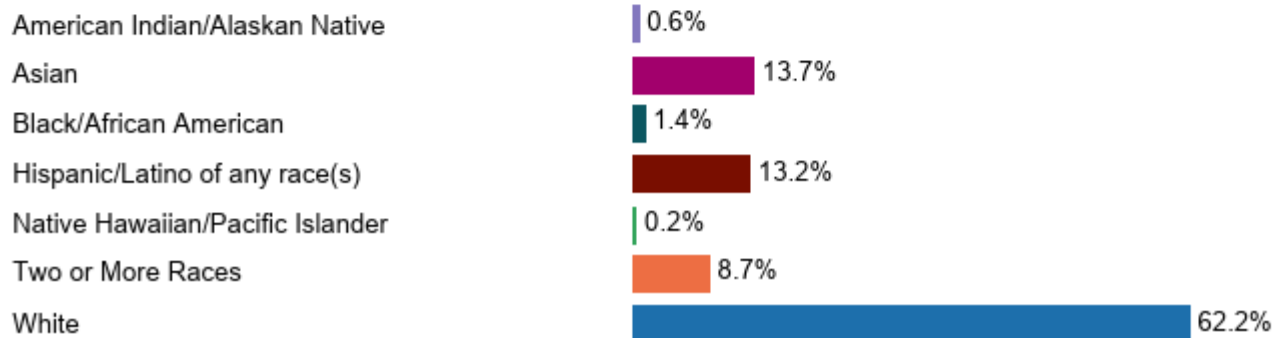
Total Student Enrollment

643

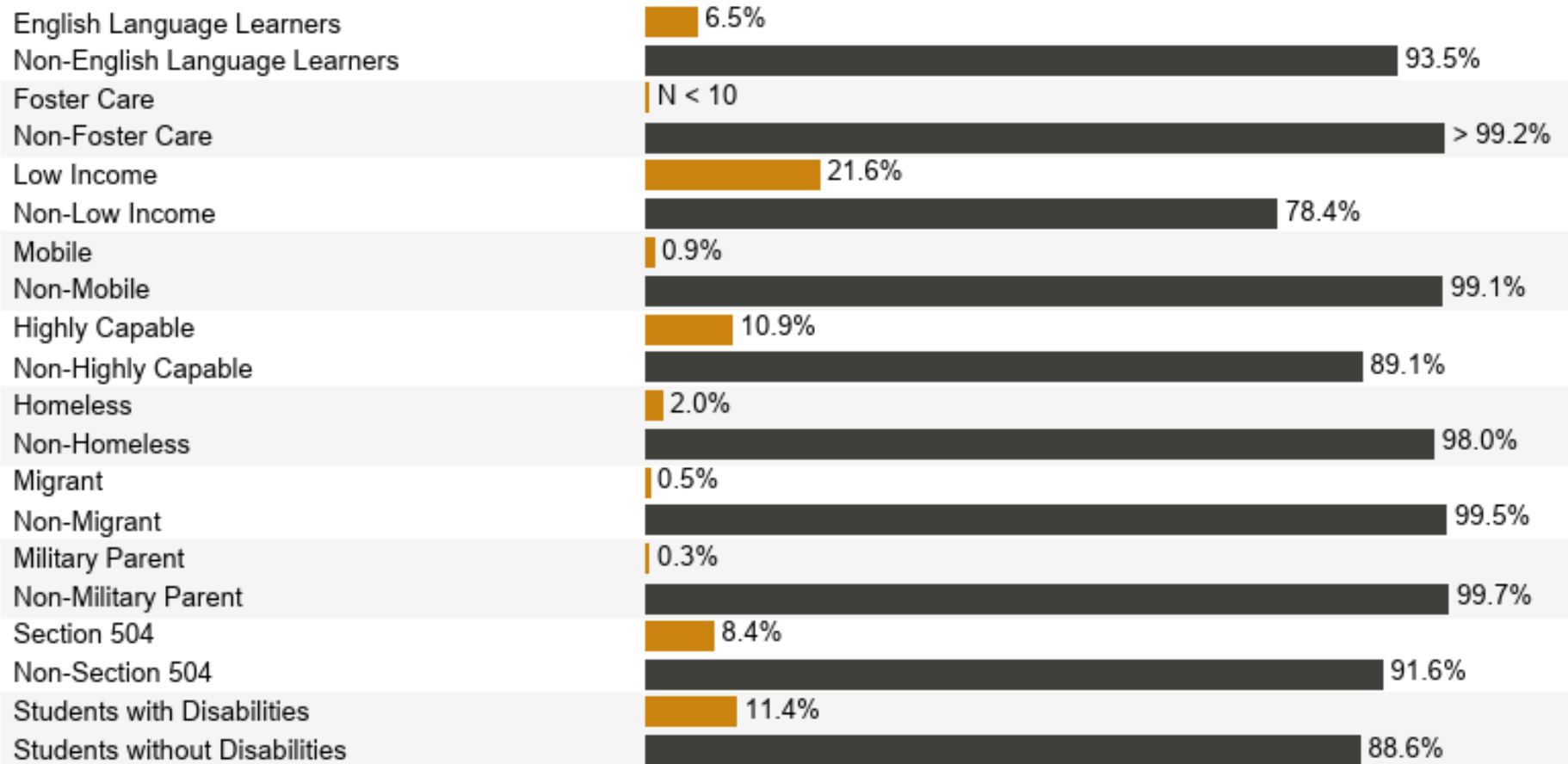
Gender



Race/Ethnicity



Program and Characteristic



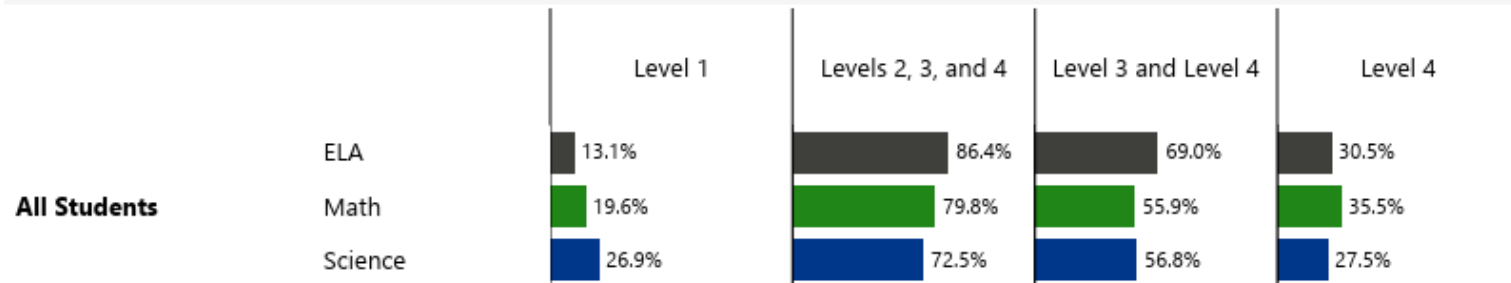
Valley View Middle School

2024-25

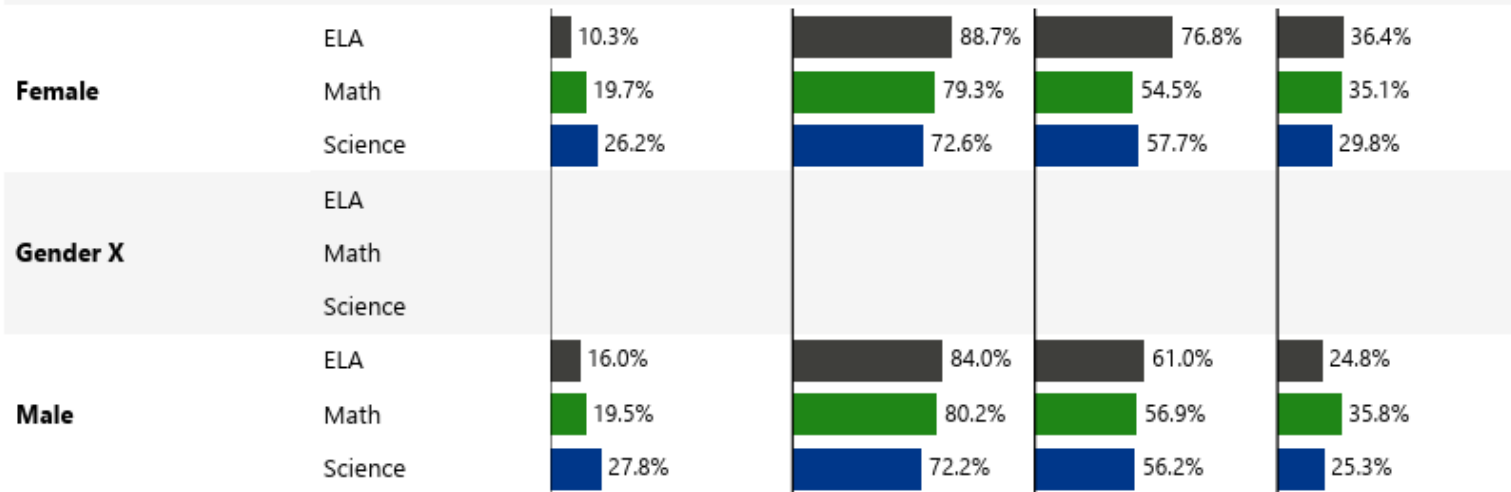
Smarter Balanced Assessments (SBA): English Language Arts (ELA) and Math state assessment for grades 3–8 and 10.

Washington Comprehensive Assessment of Science (WCAS): Science state assessment for grades 5, 8, and 11.

Achievement Levels



Gender



What is our building vision and mission statement?

At Valley View Middle School, it is our mission to fostering a culture of growth mindset, where every student is encouraged to embrace challenges as opportunities for growth. We believe in nurturing active and curious learners, empowering them to take ownership of their education and explore their passions.

Review the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.

<p><u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal</p>	<p>Implementation and Impact Data</p>	<p>Timeframe</p>	<p>Lead</p>	<p>Resources</p>
<p>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</p> <p>What student groups will benefit and why?</p>	<p><i>What short-and long-term data will be collected to measure the extent to which this evidence-based practice (intervention, activity, or strategy) was implemented as intended?</i></p> <p><i>What short-and long-term data will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?</i></p>	<p>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</p> <p>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

Goal #1 – Literacy

By June 2026, the percentage of students meeting or exceeding grade-level standards in English Language Arts will increase from 81.7% to 85%, as measured by the Smarter Balanced Assessment (SBA). Emphasis will be placed on increasing engagement and achievement among low-income and multiingual learners.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
<p>Improve Tier 1 instruction and least restrictive environment by providing professional development focused on high leverage activities focused on student engagement, discourse, and scaffolding. Embedded in the professional development is the understanding and knowledge of least restrictive environment.</p>	<p>Implementation Walkthrough observation rubrics, coaching logs, and teacher reflection forms. <i>Impact:</i> STAR Reading growth, Lexia progress, SBA proficiency trends, and improved student engagement indicators.</p>	<p>Ongoing throughout 2025-26; walkthroughs conducted weekly, feedback shared within one week; data reviewed each quarter.</p>	<p>Principal and Assistant Principals</p>	<p>District PD and instructional resources; observation rubrics, effective feedback cycles, collaboration time for reflection.</p>
<p>Conduct regular classroom walkthroughs followed by timely, actionable feedback to teachers that focus on Tier 1 Instruction.</p>	<p>Implementation Walkthrough observation rubrics, coaching logs, and teacher reflection forms. <i>Impact:</i> STAR Reading growth, Lexia progress, SBA proficiency trends, and improved student</p>	<p>Ongoing throughout 2025-26; walkthroughs conducted weekly, feedback shared within one week; data reviewed each quarter.</p>	<p>Principal and Assistant Principals</p>	<p>STAR reading, iReady, observation rubrics, PD on effective feedback cycles, collaboration time for reflective implementation and planning</p>

	engagement indicators.			
Facilitate reflective conversations during PLCs using walkthrough data to identify common strengths and areas for growth	Implementation: PLC minutes, walkthrough trend summaries. <i>Impact:</i> Improved instruction consistency and student engagement metrics	Ongoing throughout 2025-26: Walkthroughs conducted weekly, feedback shared within one week; data reviewed each quarter	Principal and Assistant Principals	STAR reading, iReady, observation rubrics, PD on effective feedback cycles, collaboration time for reflection and implementation.
Development and implementation of English Language Arts Literacy class as a Tier 2 intervention	Two years lexile growth so students meet or exceed grade level standards as measure by iReady and STAR	Unit and quarterly growth monitored	ELA teacher, Principal, and Assistant Principals	iReady, STAR testing, PD on effective implementation of iReady instructional intervention lessons.
Funding: Building Budget				

Goal #2 - Math

90% of Valley View students will meet or surpass the state average as measured by the SBA math assessment.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Screened and placed students who are underperforming on the SBA in a math intervention course.	SBA and STAR tests	Fall 2025-June 2026	Math team, Principals, Assistant Principals	STAR and SBA tests Building Thinking Classroom text
Implement Tier 1 instructional study and implementation of Building Thinking Classrooms by Liljedahl.	STAR and SBA trend data.	Fall 2025 to June 2026	Math team, Principals and Assistant Principals	District led Professional Learning by the BTC team. Subs for the day for math team.
Attend professional Development sessions on Building Thinking Classrooms advanced studies at ESD 189	STAR and SBA trend data.	March 2026	Math team	Subs for the day for math team.
Math Support Intervention and Support Class	Student math class grades, STAR and SBA scores	Fall 2025 to June 2026	Teacher, Principal	Classroom grades, SBA, and STAR progress measured by lexile.

Funding: General Fund and LAP funds for intervention course training.

Goal #3:

Raise the 90% attendance rates from 80.5% (23/24) to 90% by years end as measured by the OSPI Report Card.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Identify kids for weekly meetings to determine cause of 5 or more absences YTD.	Target number of kids exhibiting attendance problems (5 or more) and intervene with in-person meetings and parent meetings. Reduction in absences with those identified students	Fall of 2025 to end of November.	Counseling, administration, CARE team	Time reviewing students and identifying who need meetings and who needs intervention.
Letters sent home to kids with more than 5 and 10 absences YTD excused and unexcused.	Begin to raise the concern with <i>excused</i> absences. Hold kids accountable through school discipline for <i>unexcused</i> absences	Fall of 2025 to end of first semester (Jan. 23 2026)	Assistant Principals and Attendance Secretary	Support staff running reports and mailing letters to families
Weekly group CARE team progress check on students exhibiting extreme absenteeism.	Reduce absences for these students and provide 'wrap-	Fall 2025-end-of-year 2026	CARE team members will each have a component with	General education staffing

	<p>around' services including Student Support Advocate reaching out to family, counselor reaching out to family and student, admin talking with family to determine root cause and outlining potential impacts.</p>		<p>wrap-around: SSA, Psych, counselors, administration and teachers.</p>	<p>Time: Phone calls, meetings, contracts</p>
<p>Funding: General Education</p>				