

VALLEY VIEW ELEMENTARY

Formerly known as: WEST ELEMENTARY SCHOOL

TITLE 1 SCHOOL WIDE PLAN 2005-2006

**TOPPENISH SCHOOL DISTRICT #202
306 Bolin Drive
TOPPENISH, WA 98948**

TITLE I SCHOOLWIDE PROGRAM PLAN ASSURANCES

The Title I School-Wide Program (SWP) option is designed to help facilitate systemic change in the entire educational program of a high-poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students.

The names below certify this School-Wide Program Plan is in accordance with all applicable Title I rules and regulations.

NAME	TITLE
Kristi Chambers	Kindergarten Teacher
Rebekah Lee	1 st grade Teacher
Catherina Mattern	2 nd grade Teacher
Katie Foster	3 rd grade Teacher
Sandra Leavitt	4 th grade Teacher
Clint Mattern	5 th grade Teacher
Robert Roybal	Principal
Maria Osorio	Parent
Rob Bjur	Technical Assistance

Date of District Review: February 17, 2005

TITLE I SCHOOLWIDE PROGRAM PLAN

Date when Plan will be Implemented: August 25, 2005

Plan Status: ____New ___X___ Revised

School District Name:	Toppenish School District	
Address:	306 Bolin Drive, Toppenish, Washington 98948	
Title I Coordinator:	Janet Ozuna	
Telephone Number:	(509) 865-8285	FAX: (509) 865-8098
E-Mail Address:	jozuna@toppenish.wednet.edu	
Superintendent:	Steve Myers	
Telephone Number:	(509) 865-8148	FAX: (509) 865-2067
E-Mail Address:	smyers@toppenish.wednet.edu	
Building Name:	Valley View Elementary Formerly known as West Elementary School	
Address:	515 Zillah Avenue, Toppenish, Washington 98948	
Building Principal:	Robert F. Roybal	
Building Telephone:	(509) 865-8240	FAX: (509) 865-8236
E-Mail Address:	rroybal@toppenish.wednet.edu	

School Enrollment:	375
Grade Levels:	Kindergarten through 5 th grade
Free/Reduced Lunch %:	91.58%

SCHOOL-WIDE PROGRAM PLANNING TEAM

This is a list of people and roles represented in the development of this plan during the 2004-2005 school year.

NAMES:

Kristi Chambers
 Rebekah Lee
 Catherina Mattern
 Katie Foster
 Sandra Leavitt
 Clint Mattern
 Robert Roybal

ROLES:

Kindergarten Teacher
 1st grade Teacher
 2nd grade Teacher
 3rd grade Teacher
 4th grade Teacher
 5th grade Teacher
 Principal

The following table summarizes the steps and activities of the planning process conducted by the School-Wide Leadership Team. Included are the School-Wide Leadership Team meetings and other activities conducted throughout the 2004-2005 school year.

Meeting Dates	Agenda Topics/Planning Steps
9/21/04	SOP Manual, Homework Policy, Buck Evans Training ideas, and Math Vocabulary
10/20/04	Homework Policy, Site Council, books for library, and February In-Service Training.
11/5/04	Books for library, needed items in the classroom, and white board markers.
12/16/04	Professional Magazines, Dual Language, February In-Service Training Plan, and Substitute Forms.
1/21/04	Site Council, Post Cards, and February In-Service Training
2/17/05 Homework	District Improvement Team, Post Cards to Parents, and Policy.
3/24/05	District Improvement Team, Site Council and Homework Policy.

The team continued to meet during the 2004-2005 school year. During 2005-2006 the team will meet on the following dates:

September 8th, October 13th, November 10th, December 8th, January 12th, March 9th, April 13th, May 11th, and June 8th.

Valley View Elementary, formerly known as West Elementary, will be in its fourth year of existence. The plan continues to be fine-tuned with few changes. Many programs have been put into place and will continue to be refined throughout the school year. A Title I Leadership Team was designated in the spring of 2001 when West Elementary (now known as Valley View Elementary) was in the process of being created as a new school within the Toppenish School District. The Team met last year and will continue to meet during the 2005-2006 school year to monitor and adjust the School Wide Plan. New School Wide Leadership team members may be selected at the beginning of the 2005-2006 school year. The School Wide Plan will be presented to the entire staff at a faculty meeting in the beginning of the school year in August and to parents at a Parent Advisory Committee meeting. Throughout the 2005-2006 school year the School Wide Leadership Team members will be making presentations to the staff at faculty meeting. These presentations will be based on topics discussed and considered at the School Wide Leadership Team meetings for improvements for the building and to increase student achievement.

Valley View Elementary also had the following committees during 2004-2005, which meet and discuss sections of the School Wide Plan:

Mapping Committee: Laura Berge, kindergarten teacher, Marisol Sandoval, 1st grade teacher, Rebekah Lee, 1st grade teacher, Catherina Mattern, 2nd grade teacher, Katie Foster, 3rd grade teacher, Stephanie Lyon, 4th grade teacher, Eric Hevland and Clint Mattern, 5th grade teachers, Kari Brenner, specialist, and Robert Roybal, principal.

Reading Leadership Team: Liz Jolliff, Reading Coach, Laura Berge, kindergarten teacher, Carol Key, 1st grade teacher, Ingrid Rains, 2nd grade teacher, Richard Peacock, 3rd grade teacher, Sandy Leavitt, 4th grade teacher, and Clint Mattern, 5th grade teacher, Robert Roybal, principal.

Budget Committee: Liz Jolliff, Reading Coach, Eric Hevland, 5th grade teacher, Kari Brenner, P.E. teacher, and Robert Roybal, principal.

Open House Committee: Salvador Padilla, 2nd grade, Katie Foster, 3rd grade teacher, Stephanie Lyon and Sandy Leavitt, 4th grade teachers, and Robert Roybal, principal.

Technology Committee: Rebekah Lee, 3rd grade teacher, Eric Hevland, 5th grade teacher, and Robert Roybal, Principal.

Building Bilingual Task Force Committee: Sandra Martinez, kindergarten teacher, Marisol Sandoval, 1st grade teachers, Catherina Mattern, 2nd grade teacher, Richard Peacock, 3rd grade teacher, Aida Flores, 4th grade teacher, Eric Hevland, 5th grade teacher and Robert Roybal, principal.

Math Committee: Rebekah Lee, 1st grade teacher and Eric Hevland, 5th grade teacher.

The team will communicate with the school and community as follows:

- There will be a monthly Newsletter written by the principal. This monthly Newsletter will be sent to all parents regarding what has occurred and what events will be taking place at Valley View Elementary.
- The Reading Coach will write a monthly Reading Newsletter. The Newsletter will be sent home with every student informing the parents what their student is learning in reading and how the parent may be able to assist the student at home.
- The school counselor will write a monthly Counseling Newsletter. This Newsletter will be sent home with every student, informing the parents of various topics having to do with students' physical, emotional, and psychological development. The Newsletter will have tips and ideas on how to speak to children at home, various non-physical discipline approaches, which may be used, and other helpful hints.
- Parent Advisory Committee (PAC) meetings will take place the first Tuesday of every month. All parents will be invited to attend. A monthly reminder notice will be sent home with each student. A special topic will be selected for every month and guest speakers will be invited to give presentations to parents during these meetings.
- The annual school "Report Card" will be mailed home to every parent.
- Fall and spring parent-teacher conferences will be held.
- Positive Teacher Post Cards will be sent to every student's parents on a monthly basis.
- Teachers will call parents on a monthly basis to discuss their student's achievements in school.
- The home liaison will be responsible for facilitating parent communications (apart from the communication approaches listed above) and for facilitating parent involvement.

- The home liaison and case manager will conduct regular home visits to certain parents who have been identified by a teacher.
- Four family nights will be conducted during the 2005-2006 school year.
- Fall and Spring Open House and Bar-B-Que will take place.
- The community and media will be invited to special events such as the University of Washington Pipeline Project, Winter Festival, and Read for Success.
- Family Friendly Forums will be held in the community.

VALLEY VIEW ELEMENTARY
Previously known as West Elementary School
SCHOOL-WIDE PROGRAM PLANNING
MARCH 2005

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INTRODUCTION

Valley View Elementary, formerly known as West Elementary, was organized in the winter of 2001-2002, when its principal and staff were selected and its students assigned from the other three district's elementary schools. The first classes were held in the fall of 2002 in a group of portable buildings situated behind the high school while the permanent Valley View Elementary School was being constructed. In preparation for the new school's building opening, West's faculty and staff developed a School Improvement Plan (SIP). As an adjunct to the SIP, a plan for a School Wide Program (SWP) -- which would allow federal and state funds to be used in support of the SIP action plan -- was developed.

All involved indicated that the SIP/SWP action plan is a work in progress that will be continuously revisited and revised, as new information about the students, their needs and their accomplishments becomes available.

During the 2003-2004 school year, the following meetings and topics of discussion took place within the School Wide Leadership Team and the staff at West Elementary School.

Meeting Dates	Agenda Topics/Planning Steps
10/9/03	Reviewed the set improvement goals for the students' program.
10/14/03	Team participated in the SWP Improvement training provided by Buck Evans.
10/16/03	Examined the selected educational materials and instructional approaches being utilized.
10/27/03	Discussed the Homework Policy and School Board presentation.
10/27/03	School Board Presentation, Homework Policy, and Math Vocabulary List.
11/4/03	The School Wide Leadership Team participated in a two day

	SWP Improvement training presented by Buck Evans.
1/29/04	School Improvement Training at District Office provided by Dana Anderson.
2/4/04	Family Friendly Schools, PAC meeting of February 5 th , Classroom Newsletters, Technology Plan, Substitute Forms, Writing Curriculum in Reading Program, Site Base Council, and Homework Club.
2/10/04	Post Cards, English/Spanish Positive Sayings, Possible Data Carousel, Technology Plan, and School Wide Plan.
2/17/04	Technology Plan, Post Cards, Labels, Staff Meeting on February 25 th , English/Spanish Positive Sayings and the Student/Parent/Teacher Compact.
2/23/04	Technology Plan, Post Card and Family Friendly Schools.

PLANNING TEAM

The SIP/SWP Planning Team for 2002-2003 included Clara Jimenez, principal; Donna Barr, kindergarten teacher, Colleen Christenson, first grade teacher, Lisa Gomez, second grade teacher, Erinne Steinmetz, third grade teacher, Jacqueline Arambul, fourth grade teacher, Teresa Cummings, fifth grade teacher, and Linda Villarruel, community representative. Among those providing technical assistance to the team during the 2002-2003 SIP/SWP planning sessions was Daniel J. Organ, a contracted consultant.

The team met throughout May and June of 2002 and in the mornings throughout May and June of 2003 as follows:

Meeting Dates	Agenda Topics/Planning Steps
5/8/03	Examined the students' needs and set improvement goals for the students' program.
5/14/03	Examined the students' needs, examined and selected, as needed, educational materials and instructional approaches suited to allow achievement of the improvement goals and meet the students' needs.

5/21/03	Identified the resources necessary to implement the approaches selected, especially regarding materials, training, and time.
6/2/03	Plan for monitoring and evaluating professional development, meaningful parent involvement, and ongoing development of the SIP/SWP.

During 2003-2004 the team met as follows:

Meeting Dates	Agenda Topics/Planning Steps
10/9/03	Reviewed the set improvement goals for the students' program.
10/14/03	Team participated in the SWP Improvement training provided by Buck Evans.
10/16/03	Examined the selected educational materials and instructional approaches being utilized.
10/27/03	Discussed Homework Policy and School Board presentation.
10/27/03	School Board Presentation, Homework Policy, and Math Vocabulary List.
11/4/03	The School Wide Leadership Team participated in a two day SWP Improvement training presented by Buck Evans.
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2/10/04	Post Cards, English/Spanish Positive Sayings, Possible Data Carousel, Technology Plan, and School Wide Plan.
2/17/04	Technology Plan, Post Cards, Labels, Staff Meeting on February 25 th , English/Spanish Positive Sayings, and the Student/Parent/Teacher Compact.
2/23/04	Technology Plan, Post Card and Family Friendly Schools.

The team will use the following methods to communicate with the school, parents and the rest of the community.

- There will be a monthly Newsletter written by the principal. This monthly Newsletter will be sent to all parents regarding what has occurred and what events will be taking place at West.
- The Reading Coach will write a monthly Reading Newsletter. The Newsletter will be sent home with every student informing the parents what their student are learning in reading and how the parent may be able to assist the student at home.
- The school counselor will write a monthly Counseling Newsletter. This Newsletter will be sent home with every student informing the parents of various topics having to do with students' physical, emotional, and psychological development. The Newsletter will have tips and ideas on how to speak to children at home, various non-physical discipline approaches, which may be used, and other helpful hints.
- The Math Coach will write a monthly Math Newsletter. The Newsletter will be sent home with every student informing the parents what their student are learning in math and how the parent may be able to assist the student at home.
- Parent Advisory Committee (PAC) meetings will take place the first Tuesday of every month. All parents will be invited to attend. A monthly reminder notice will be sent home with each student. A special topic will be selected for every month and guest speakers will be invited to give presentations to parents during these meetings.
- The annual school "Report Card" will be mailed home to every parent.
- Fall and spring parent-teacher conferences will be held.
- Positive Teacher Post Cards will be sent to every student's parents on a monthly basis.
- Teachers will call parents on a monthly basis to discuss their student's achievements in school.
- The home liaison will be responsible for facilitating parent communications (apart from the communication approaches listed above) and for facilitating parent involvement.
- The case manager will conduct regular home visits to certain parents who have been identified by a teacher.

- Four family nights will be conducted during the 2005-2006 school year.
- Fall and Spring Open House and Bar-B-Que will take place.
- The community and media will be invited to special events such as the University of Washington Pipeline Project and Winter Festival
- Family Friendly Forums will be held in the community.

The School Wide Home Liaison will be responsible for facilitating parent communications (apart from the communications approaches listed above) and for facilitating parent involvement. The Home Liaison will organize a parent group, with representation from each grade level, which will act in an advisory capacity to the team. In addition to its advisory role, the parent group will meet monthly to plan and implement parent involvement activities.

NEEDS ASSESSMENT

As a completely new school in 2001-2002, West Elementary did not have an existing student body with a history on which to base an accurate needs assessment. It did, however, have a defined service area and information about students living within that service area. The areas were the east-central part of the City of Toppenish and the community of Buena.

The students who live in those areas exhibit the characteristics, according to the Planning Team, comparable to those of the district as a whole.

- Most come from low income families – 94.75% of the district’s students qualify free or reduced price lunches. At Valley View Elementary in 2004-2005 91.58% of the students qualify for free or reduced price lunches.
- Many have a limited ability to read, write and speak English – 55% of the district’s students qualify for the Bilingual Education Program. In 2004-2005 72% of the students at Valley View Elementary qualified for the Bilingual Education Program.

- Many come from migrant families or from families not far removed from the migrant stream – 25% of the district’s students qualify for the migrant program. At Valley View Elementary in 2004-2005 33% of the student population qualified for the migrant program.
- Almost all achieve at a level less than that of their peers in the state or nation
 - The mean national percentile rank of the district’s third graders in reading (measured by the ITBS) was 24.
 - The mean and national percentile rank of the district’s third graders in mathematics (measured by the ITBS) was 34.
 - Among the Valley View’s fourth graders, 37.5% met the standard in reading as measured by the WASL, 15.9% met the standard in writing and only 19% met the standard in math.
 - Among the district’s fourth graders, 54.7% met the standard in reading as measured by the WASL, 29.9% met the standard in writing and only 39.3% met the standard in math.

In summary, socio-economic conditions and language difficulties resulting in low achievement heavily impact Valley View Elementary School. The ITBS and WASL test scores demonstrate this.

SCHOOL WIDE PROGRAM GOALS

Based on this view of Valley View Elementary School’s students’ needs, the Planning Team established the following prioritized list of educational goals.

- **To improve reading skills to grade level by the 3rd grade.**

In reviewing the reading research, four pre-reading skills have been found to be highly associated with proficient reading by the end of first and second grade. These skills are 1) phonological awareness; 2) letter identification; 3) vocabulary development; and 4) the ability to recall and retell sentences and stories. In the *Preventing Reading Difficulties in Young Children* (1998) report, programs that focus on all of these skills are most likely to have the greatest impact. In John Schacter’s report for the Milken Foundation, *Reading Programs that Work; A*

Review of Programs for Pre-Kindergarten to 4th Grade, the Open Court Program was found to be designed to ensure a direct and systematic approach to teaching phonics. The program also focuses on alphabetic and phonological awareness, phonics, and reading books containing a high proportion of phonics elements taught through the program. Reading activities also focus on comprehension strategies, developing vocabulary, and exploring ideas through various genres and reading materials.

- **To decrease by 25% the proportion of student achieving a lower than passing score in mathematics as measured by the WASL by 2007.**

The Toppenish School District adopted and implemented Everyday Math at Valley View Elementary in 2004-2005. This included hiring a part-time math coach for Valley View. Teachers received staff development in-service trainings prior to the beginning of the 2004-2005 school year and training was received throughout the school year in math from the math coach and trainers from Everyday Math.

- **To increase Valley View Elementary students' scores in writing as measured by the WASL.**

Valley View Elementary adopted and implemented *Write from the Beginning* in 2004-2005. Teachers received staff development in-service trainings prior to the beginning of the 2004-2005 school year and training was received throughout the school year in writing from Adrain Battisone. *Write from the Beginning* will be incorporated with the Writing section in the Open Court Reading curriculum.

- **To improve students' responsibility and social skills.**

Valley View has a specialist who teaches students responsibility and social skills through the use of the *Second Step* curriculum. The school counselor teaches students social skills by using various curriculums appropriate for the students' age and/or grade level. A couple of curriculum, which the counselor uses, is *The Great Body Shop*, *Here's Looking At You*, and *Don't Laugh at Me*.

- **To increase parents' involvement in their children's education.**

A teacher from Valley View is participating in the district's Family Friendly Schools Committee. She attends all meetings and trainings. The teacher shares the information she receives and learns with the rest of the SWP Leadership

Team. She also presents information to the entire staff at regular faculty meetings. Currently the staff continues to develop the Family Friendly Plan for improvement. To increase parent involvement a Parent and Teacher Survey has been completed. At the current time, staff is working on analyzing the results of the two surveys. Staff will be meeting with parents to review and analyze the results of the Parent Survey to better meet the needs of our families.

A. INSTRUCTIONAL PROGRAM

In order to achieve these goals, the School Wide Leadership Team has proposed the following:

To improve reading skills to grade level by the 3rd grade.

- Implement the 2002 Open Court Reading Program.
- Provide ability grouping within grades (Walk-to-Read model).
- Provide a morning (before school) tutoring program coordinated by a certificated teacher who is the building reading coach.
- Provide incentives and motivational rewards, i.e., lunch with the principal, basketball games, read and respond, or popcorn on Friday, for students who have read a certain number of minutes or pages per month.
- Insure that the library has high interest, reading level, appropriate materials such as Big Books, novels, short stories, etc.
- Implement an Accelerated Readers program as a supplement to increase reading comprehension. This will include STAR.
- Have a full-time Reading Coach.
- Reading curriculum aligned to the grade level equivalence.
- Students will be taught by teachers who have a knowledge base of how to teach reading, especially in content-based classrooms.
- Reading will be included in all content areas.
- WASL stems are being created by OSPI Reading First personnel for Open Court Reading for the 2005-2006 school year. For the 2004-2005 school year the individual classroom teachers will begin to create WASL stem

questions. The WASL stem question will correlate to the story unit test in Open Court.

- Strategies used in building such as thinking maps and cooperative learning.
- During the 2004-2005 school year teachers met with the District Curriculum Director to align the GLE's for Reading.
- Grade level building meetings to share ideas/strategies.
- Lunchtime Reading meetings are held twice a week.
- Provide professional staff development in-service opportunities on ELL Reading strategies.
- One of the parent involvement activities for a Fun Filled Family Night will be on the topic of Reading.

Instructional Program Description: A researched based program – Open Court, for all students in K-5. This includes interventions for students below benchmarks. Use of the following: intervention manual, ESL development book, reteach, practice challenge, Kaleidoscope supplemental program to Open Court and Anita Archer's Rewards Program.

Open Court interventions include: Before second morning tutoring for first grade students to pre-teach the lesson of the day. The students selected are at the strategic level; hire paraeducators to provide extra tutoring from 8:30 – 9:00 AM each day; hire a paraeducator to work with student in a Spanish Reading instruction from 8:30 – 9:00. Use Accelerated Reader (AR); 90 minute reading block and “walk-to-read” model for all grades; provide for weekly fluency assessments for all student with goals; Reading Coach provides training for the teachers and para-professionals on instruction; provide staff with professional development inservice and summer institutes on reading; provide for a structured assessment program, which is DIBELS.

To decrease by 25% the proportion of students achieving a lower than passing score in mathematics as measured by the WASL by 2007

- Insure the curriculum is aligned with the EALR's.

- Provide professional development in-service trainings on math strategies and curriculum usage.
- Continuously examine WASL results to identify students' strengths and weaknesses by analyzing the data. Grades second through fifth will receive level testing three times a year beginning with the 2005-2006 school year.
- Have a part-time Math Coach.
- Collaborative math meetings with teachers and math coach are held on a weekly basis a minimum of two days a week.
- Community volunteers provide small group intervention math activities.
- Provide professional staff development in-service opportunities on ELL math strategies through ESD105 MERO staff.
- Insure that the material tested by the WASL is covered.
- Provide WASL preparation after school from January to April.
- Assess students' performance on a regular basis through unit tests and other teacher-approved instruments.
- One of the parent involvement activities for a Fun Filled Family Night will be on the topic of math.
- Have high expectations of students.
- Enforce standards that emphasize communication, both oral and written, to clarify, extend and refine student learning.
- Employ manipulatives.
- Implement a school wide program for homework for all students.
- By fall 2005, GLE's will be aligned with adopted curriculum within grade levels.
- Building wide assessment based on GLE's given three times a year.
- Students will know math vocabulary based on GLE.
- Students will learn and apply test-taking strategies.
- Emphasis on problem solving, communication, and connections or other areas as indicated by WASL and grade level GLE assessments.

Characteristics for Math and Reading:

- Clear and shared focus
- High standards and expectations
- High levels of collaboration and communication
- Frequent monitoring of teaching and learning
- Curriculum, instruction, and assessment aligned with state standards
- Focused professional development
- High level of community and parent involvement

To increase students' scores in writing as measured by the WASL by 2007

- Teachers will consistently use a common instructional language.
- All staff will be trained in 2002 Open Court reading which focuses on phonics, spelling, vocabulary, comprehension, fluency, and writing.
- All staff will be trained in Bilingual Education Techniques, ESL techniques, and Sheltered English.
- Implement an Accelerated Readers program as a supplement to increase reading comprehension.
- Provide native language (Spanish and English) instructional support by bilingual certified teachers and/or paraprofessionals.
- Adequate time will be provided for students to practice and internalize reading and vocabulary skills.
- Students will be exposed to high quality literature, both fiction and non-fiction.
- Oral presentations will be required of students.
- Writing activities will be held at each grade level throughout the year.
- One Fun Filled Family Night will be geared towards writing as one of the parent involvement activities.
- Two dual language enrichment classroom (Spanish and English) will be provided in kindergarten, first grade, and second grade during the 2005-2006 school year. In 2005-2006 a third grade dual language class will be added. Another grade level will be added in each subsequent year until a dual language class is in each grade level kindergarten through fifth grade.

To improve students' responsibility and social skills

- A full time counselor will be available on campus throughout the school day.
- A part-time case manager will be available on campus Monday mornings and all day on Tuesdays and Wednesdays.
- A certificated teacher will provide social skills training to all students.
- A common set of school-wide expectations has been created.
- Character education will be taught school-wide.
- Students will be trained and serve as conflict managers and mediators.
- An intramural after school sports program will be provided.
- Positive teacher/parent correspondence will be mailed home, or sent home with students, on a regular basis.
- Community involvement will be encouraged. Guests and visitors will be invited to discuss various topics.
- Family Friendly events for socialization between parent and student.

To increase parents' involvement in their children's education

- Monthly PAC meetings will be held on the first Tuesday of every month.
- Four different monthly school newsletters will be published. The principal, reading coach, math coach and school counselor will write these Monthly Newsletters.
- Parents will be invited to recognition and awards assemblies.
- Family educational nights designed to encourage parents to interact with their children and the school will be held four times a year. The topics of these educational family nights will be on Reading, Writing, Math and Science. To support family night activities, appropriate supplies will be provided.
- A Literacy Fair will be held.
- A Make It/Take It night will be held.
- Monthly evening parent/student activities.

- Provide video for introduction of each grade level activities and events.
- Parents Forums will be conducted throughout the year as collaboration between parents and school.

2005-2006 BILINGUAL PLAN

Valley View Elementary School will provide services and support to English Language Learners (ELL) in the following manner:

Kindergarten:

In 2002-2003 West implemented a Dual Language Program in one section of Kindergarten. In the Dual Language class in 2004-2005, Math was taught in English, while Social Studies and Science are taught in Spanish. Reading and Language Arts are taught in the child's native language. Incidental conversation is in English and then in Spanish is spoken in the class every other day. In 2004-2005, we have two sections of Dual Language classes in Kindergarten. Mrs. Martinez and Ms. Berge are teaming. Ms. Berge teaches the English portion of the class, while Mrs. Martinez teaches the Spanish portion of the class.

Mrs. Martinez is the Dual Language teacher. She is certified in Bilingual Education. There are currently 45 students enrolled in the Dual Language Program. Mrs. Martinez has 24 students in her classroom, while Ms. Berge has 21 students in her classroom.

The other Kindergarten teacher provides instruction in English with the use of sheltered English techniques. Para-educators provide native language instructional support and assist with teaching basic concepts in the students' primary language.

First Grade:

Ms. Sandoval is the first grade Dual Language classroom teacher consisting of students who were in Mrs. Martinez's Dual Language Kindergarten classroom in 2003-2004. In 2004-2005, we have two sections of Dual Language classes in first grade. Ms. Sandoval and Miss Lee are teaming. Miss Lee teaches the English portion of the class, while Ms. Sandoval teaches the Spanish portion of the class. In the Dual Language class Math is taught in English, while Social Studies and Science are taught in Spanish. Reading and

Language Arts are taught in the child's native language. Incidental conversation is in English and then in Spanish. This pattern takes place in the class every other day.

Ms. Sandoval is the Dual Language teacher. She is certified in Bilingual Education. There are currently 42 students enrolled in the Dual Language Program. Ms. Sandoval has 23 students in her classroom, while Miss Lee has 19 students in her classroom.

Next school year, 2005-2006, Ms. Sandoval will team with Miss Lee to meet the needs of this year's current kindergarten Dual Language students in Mrs. Martinez's and Ms. Berge's classrooms.

This year the other first grade classroom provides instruction in English with the use of sheltered English techniques. Para-educators also provide native language instructional support and assist with teaching basic concepts in the students' primary language.

Second Grade:

In 2004-2005 Ms. Pena implemented a Dual Language Program in one section of second grade. In the Dual Language class in 2004-2005, Math was taught in English, while Social Studies and Science are taught in Spanish. The Spanish and English readers receive 60 minutes of Spanish Reading instruction and 90 minutes of English Reading instruction. Language Arts is taught in English and Spanish as well. Incidental conversation is in English one day and Spanish the other day.

In 2005-2006, Valley View will have two sections of Dual Language classes in second grade. Mr. Padilla and Mrs. Mattern will be a dual language team. Mrs. Mattern will teach the English portion of the class, while Mr. Padilla will teach the Spanish portion of the class.

Mr. Padilla is the Dual Language teacher. He will be receiving his Masters Degree in Bilingual Education from Heritage University. There are currently 23 students enrolled in the Dual Language Program.

The other second grade classroom provides instruction in English with the use of sheltered English techniques. A para-educator provides native language instructional support and assist with teaching basic concepts in the students' primary language.

Third Grade:

In 2005-2006 Mr. Peacock will implement the Dual Language Program in one section of third grade. Math will be taught in English, while Social Studies and Science will be taught in Spanish. The Spanish and English readers receive 60 minutes of Spanish Reading instruction and 90 minutes of English Reading instruction. Language Arts is taught in English and Spanish as well. Incidental conversation is in English one day and Spanish the other day.

In 2006-2007, Valley View will have two sections of Dual Language classes in third grade. Mr. Peacock and Miss Foster will be a dual language team. Miss Foster will teach the English portion of the class, while Mr. Peacock will teach the Spanish portion of the class.

The other third grade classroom will receive instruction in English with use of sheltered English techniques. Para-educators provide native language instructional support and assist with teaching basic concepts in the students' primary language.

Fourth and Fifth Grades:

Fourth and fifth grade students are placed in classrooms where instruction is in English. Sheltered English techniques are used and para-educators are available to provide native language support as needed. Reading groups are leveled to facilitate students who are still in transition.

3-YEAR TECHNOLOGY PLAN:

See Attached Plan.

B. ASSESSMENT/ACCOUNTABILITY

Several methods will be used to assess student progress and measure the attainment of Valley View Elementary school-wide program goals. A curriculum-linked assessment system based on the 2002 Open Court reading program will be employed, as will the ITBS, WLPT, and WASL. Other tests, approved by the teachers and principal, will be administered.

The ITBS will be given in the third grade and the WASL in grades third, fourth and fifth. Other tests, including those linked to the 2002 Open Court reading program will be administered as required. For example DIBELS and Reading unit exams/assessments.

School wide scores disaggregated as appropriate, will be reported in Valley View Elementary's *Annual Report*. Individual student scores will be reported and discussed with the student's parents during the parent-teacher conferences. Individual student progress will also be documented on report cards issued throughout the year.

C. PROFESSIONAL DEVELOPMENT

The implementation of this instructional program will be based on the following professional development activities.

- July 2002, 2003, 2004, 2005 and 2006 – Three-day training in 2002 Open Court reading program strategies for teachers of grades K-5 and paraeducators.
- August 2002, 2003, 2004, 2005 and 2006– Three day training at the Reading First Summer Institute for K-3 teachers and paraeducators.
- 2002, 2003, 2004, 2005 and 2006 – Periodic training in the use of technology to integrate curriculum.
- 2002-2007 – Training in the following areas: Open Court reading program; reading/writing; ESL; mathematics instruction using the mathematics program to be adopted; technology; science teaching strategies; Accelerated Reading program; educating at-risk students.

- The Reading Coach will attend monthly meetings with the OSPI Reading First trainers for additional training.
- The Principal will attend the Principal Reading First meetings and training provided by OSPI.
- Two Learning Improvement Days (LID) devoted to English Language Learners (ELL) and Writing – August 2004.
- State Teacher In-service Days will be used for Mathematics training in October 2004 and March 2005.
- Math pilot training will be provided to the grade levels that will be using the new Everyday Math curriculum – 2004-2005 school year.
- Data driven instruction will be provided to all teachers – 2nd session, 2004-05 year.
- Paraeducators will continue to be trained in Open Court testing, including DIBELS in 2004-2005 school year.
- Write From the Beginning Training will be provided to all teachers on two difference occasions during the 2004-2005 school year.
- Marilyn Simpson Training for mentors and new teachers will be provided October 2004 through April 2005.
- Evelyn Probert will provide Reading First individual grade level training.
- Jennifer Ashlock will provide Open Court Reading training during the 2004-2005 and 2005-2006 school years.
- During 2004-2005 all three kindergarten teachers will attend the annual kindergarten state conference.
- The Dual Language teachers will receive dual language training throughout the 2004-2005 and 2005-2006 school years.
- Science training will be provided on the use of the Science kits during the 2004-2005 and 2005-2006 school year.
- Further training will be announced throughout the year.

Strategies to attract highly qualified staff will be at a minimum this year as the District is looking at a reduction in force. Openings will probably be filled through seniority within the District.

HIGH QUALITY TEACHERS AND STAFF

High quality teachers and staff will be recruited and retained by implementing the personnel policies of the Toppenish School District. These policies require that teachers be trained and certified for the positions in which they are placed, and that paraprofessionals must receive in-service training relevant to their jobs. It should be noted that the administrator and all the teachers at Valley View Elementary are certified by the State of Washington and most of the paraeducators meet the standards imposed by the Toppenish School District.

D. PARENT INVOLVEMENT

As described in the section of School-Wide Program Goals, Valley View Elementary has adopted a parent involvement goal: **To increase parents' involvement in their children's education**. Parents will serve as the core around which ongoing parent involvement activities will be implemented. These activities (as noted in the Instructional Program section) will include the following:

- A Make It/Take It Night.
- Monthly PAC meetings on the first Tuesday of every month.
- Four different monthly school Newsletters will be sent home. The Newsletters will be written by the principal, reading coach, math coach, and school counselor.
- Parents attendance at recognition and awards assemblies.
- Family educational nights designed to encourage parents to interact with their children and the school will be held.
- A Literacy Fair.
- ESL classes for parents will be offered during the school year from October to May during the 2004-2005 and 2005-2006 school year.
- All information sent out by the school will continue to be translated into Spanish so the parents have the opportunity to read the information in their native Spanish language, as well as in English.
- An Open House will be held in September and May with a family Bar-B-Que.
- Teachers will contact parents to provide a personal touch, thus encouraging more involvement.

- Parent/Teacher Conferences will be held in the fall and spring.
- Monthly evening Parent/child activities.
- Provide video for introduction of each grade level.

To insure that appropriate resources are made available and utilized, information about linkages with other community parent support programs will be made available at all meetings involving parents, and in school-wide parent communications. Agencies outside of the Toppenish School District with whom Valley View Elementary School has developed linkages are as follows:

- Yakima Valley Farm Workers Clinic
- Smile Savers
- Northwest Community Action Center
- Readiness-To-Learn
- Washington State Migrant Council
- EPIC
- Safe Haven
- Toppenish Police Department
- Heritage University
- University of Washington
- AmeriCorp
- VISTA
- City of Toppenish
- Grinovations School-Based Dental Care

The home liaison, case manager and school counselor will work with other community members to continue to develop these very important linkages.

Monitoring the Plan

The principal will be the individual responsible for monitoring the Schoolwide Plan to ensure the effectiveness of strategies and student achievement. The principal will monitor by “walk throughs” on a weekly basis in the classrooms at Valley View.

Evaluation of teachers' student data will be a tool to determine how effective a teacher is implementing the plan and corrective measures will be instituted for the students to reach goals.

E. TRANSITION PLAN

The transition from preschool to kindergarten will be strengthened by a district-wide committee composed of school district representatives and representatives of various childcare and pre-school organizations. The goal of this committee is to acquaint pre-school and child care providers with the school district's kindergarten program and to acquaint the schools with the activities carried on in child care facilities and pre-schools. In-service in early childhood education, provided to school district personnel, would be made available to those childcare and pre-school providers who wish to take part.

The schoolwide program will coordinate transitions for preschool children into the elementary program by offering all incoming kindergarten students the opportunity to attend Kindergarten Summer Academy in August 2004 and August of 2005. This will provide an excellent transition for kindergarten students prior to entering the school setting.

The transition from elementary school to middle school (fifth to sixth grade) has been strengthened in the following ways.

The Toppenish Middle School administrators visit each fifth grade classroom. The presentation is designed to acquaint the elementary students with programs at the middle school. Secondly, using the information from the teachers and permanent file, the middle school counselors place the students in a program appropriate to the individual student's strengths and needs. The middle school also offers an "Orientation Night" for students and parents before school starts in the fall.

During the spring of 2005 Valley View fifth grade teachers and the Toppenish Middle School sixth grade teachers will hold a family night at the Buena Housing Projects. Booths will be set for parents to meet with the individual teachers. Teachers will share

ideas on what parents can do with their children during the summer to prepare the students for the following school year.

F. COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL SERVICES

The following is a list of federal and state sources of funding that contribute to the school wide program, in addition to Title I:

- State Learning Assistance Program (LAP)
- State Basic Education Funds
- Reading First Grant
- Federal Bilingual

Title I (Improving the Academic Achievement of the Disadvantaged) funds will be used for:

- Partial salaries and benefits for two paraprofessionals
- Teaching supplies and instructional materials
- Professional development
- Learning resources
- Parent activities supplies and instructional materials

Title II (Preparing, Training and Recruiting High-Quality Teachers and Principals) funds will be used for:

- Staff Development

Title V (Promoting informed Parental Choice and Innovative Programs) funds will be used for:

- To purchase Library books.
- To have the Library opened two evenings a week for community members during the 2004-2005 school year.

Title VI (Flexibility and Accountability) funds will be used for:

- Staff Development in Technology for three teachers
- Purchase of computer hardware and software for three classrooms

LAP (Learning Assistance Program) funding will be used for:

- Partial salaries and benefits for four paraprofessionals
- Full salary and benefits for one teacher
- Partial salary and benefits for one school counselor
- Professional development
- Teaching supplies and instructional materials
- Parent activities supplies and instructional materials

Federal Bilingual funds will be used for:

- Professional development
- Learning resources
- Parent activities supplies and instructional materials

Valley View's building budget and supplemental program budgets and staff funding is as follows:

2004-2005:

Building Budget Allocation: \$32,965

Principal's Office:

01-35-23-500-10	\$1,300
1.35.23.502.10	600

01-35-23-700-10	1,000
1.35.23.773.10	500
1.35.23.776.10	500
1.35.23.800.10	1,100
TOTAL:	\$5,000

General Teaching:

1.35.27.500.10	\$7,370
1.35.27.520.10	1,595
1.35.27.706.10	13,000
1.35.27.776.10	1,500
1.35.27.800.10	2,000
1.35.27.876.10	2,000
TOTAL:	27,965

GRAND TOTAL: \$32,965

The following is the list of 2004-2005 federal and state sources of funds allocated to this School Wide Plan:

Funding Source	Amount	How funds will support
	Contributed	School Wide Program goals
State BEA	\$32,965	Supplements the current programs: Primarily used for supplies, materials and teacher materials and training.
State LAP	56,567	Funding used for Paraeducators' salaries, partial teacher and counselor salaries, time sheets, contractual services, supplies, and instructional materials.
Title I	134,321	Funding used for paraeducators' salaries, teachers' salaries, time sheets, contractual services, supplies, resource materials, and instructional materials.
Bilingual Funds	13,578	Funding used for Paraeducators' salaries, teacher's salary, time sheets, contractual services, supplies, resource materials, and instructional materials.

Reading First Grant 150,000

Funding used for

Reading Coach's salary,
time sheets, contractual services,
supplies, travel, staff
development, and instructional
materials.

Additional funds are used outside of the above listed areas. The School Wide Plan is supplemental to the State Programs. They are not in the School Wide Plan.

The following funds are available to Valley View Elementary, but will not be part of the School Wide Plan are as follows:

- State Transitional Bilingual Funds
- Highly Capable Funds
- State Special Education Funds

School Improvement Comprehensive Budget Matrix – 2004-05

Valley View did not complete a School Improvement Comprehensive Budget Matrix as we were not one of the schools that was required or volunteered to participate by OSPI.

Technical Assistance

Valley View did not receive any technical assistance in completing the school improvement plan by OSPI. Some technical assistance was provided by the District to help with our goals.

ONGOING PROGRAM DEVELOPMENT

Two types of information will be available to the SIP/SWP team. One type will be the assessments of student achievement described in the section above. The other will be gathered from the completion of various timelines established or approved by the SIP/SWP team as it plans for the operation of the School Wide Plan. From this information the SIP/SWP team will be able to infer whether the plan was organized,

carried out as planned, and whether the students (individually and/or collectively) met the goals established for them. These inferences will form the basis for any changes needed in the School Wide Plan or its implementation.

In addition to the ongoing program development, arising from formative and summative evaluation information, program development will also follow from district policy decisions. For example, during the 2003-2004 school year, the district (including representatives of Valley View Elementary) investigated a couple of mathematics programs. When a district Math adoption took place in the beginning of the 2004-2005 school year, Valley View's program was modified accordingly. In another instance, the district is exploring ways to improve its ESL program. As decisions are made, they will be implemented as part of Valley View's ongoing program development.

The ESL program improvements is an on-going task for the District Bilingual Task Force. Training on ESL strategies at Valley View will occur at minimum of twice a year. The training will be provided by expertise in the field and Don Bender a District Bilingual expert.

We have a School Improvement Leadership Team, which meets once a month, to discuss and makes recommendations on areas of need throughout the school. The primary focus is student achievement.

We have scheduled uninterrupted reading blocks of 90 minutes per day for reading instruction, morning tutoring for 30 minutes each day and 30 minutes of interventions for struggling readers. Teachers and paraeducators use the Open Court Reading Curriculum. In Math during the 2004-2005 school year, we implemented Everyday Math.

We have implemented a Resource Management Team (RMT) for problem solving approaches and interventions to meet individual students' needs and to assist staff collaboration with student concerns. The RMT meets throughout the week before school. The RMT is composed of the principal, reading coach, math coach, counselor, case

manager, school psychologist, district therapist and individual teachers. We involve parents whenever possible. We also use the RMT for special education issues.

We will continue to test students in fluency and comprehension through the DIBLES testing process. Each student is tested for reading fluency at least twice a month by the paraeducators or teachers. Also, we conduct school wide DIBELS testing three times a year according to the Reading First guidelines. The reading coach spearheads the program.

We continue to encourage oral and silent reading at home. We share information with parents throughout the year in English and Spanish. We are presently working on getting our School Handbook translated into Spanish through the district office.

We continue to implement the integration and alignment of essential learnings, instruction, and assessment in reading, writing, math, and other curriculum areas.

We continue to analyze WASL and IT1S data to change instruction when necessary.

We continue to monitor attendance and work with parents to minimize unexcused absences.

We continue to explore practices that provide challenges for capable readers.

We continue to utilize technology and programs to aid students to improve their auditory processing, word fluency and computer skills.

FOUR PRIMARY FACTORS FOR SUCCESS AT VALLEY VIEW

A collaborative professional environment. The most compelling factor leading to Valley View towards success is related to the collaborative meetings between teachers which are held everyday of the week from 12:30 to 1:00, as well as having a common prep time at each grade level.

Strong leadership. Student-centered leadership is a critical aspect of Valley View's effectiveness. The principal is supportive of efforts in the classroom. There are teachers within the building who assume leadership roles in the school.

Focused intentional instruction. Teachers focus on essential learning goals defined by the state. For some that has meant that they had to abandon some of their favorite activities because it did not meet state requirements. Teachers now spend more time on reading, writing, and math and at the same time are committed to high expectations.

Use of assessment data to inform instruction. All of the teachers at Valley View have taken the classes by Buck Evans on Data Driven Instruction and are knowledgeable of what the data shows. Students are tested consistently in Reading using the DIBELS exam during the year and interventions are made with respect to what the data tell us about students in each class. WASL and ITBS data are analyzed each year to gauge how students are progressing and what may be problem areas. Extra help is provided to help students who are lagging behind.

NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

Clear and Shared Purpose:

The principal at Valley View values and affirms teachers and their professionalism. The principal leads staff in the direction the school is going with regular staff meeting and School Improvement Leadership Team meetings. Ninety-minute reading instructional periods have been set aside each day, plus a 30-minute workshop time for extra help in reading. We continually look for ways to meet individual learning needs. Though Open Court is our core reading program, we look for other ways to meet individual learning needs. The Valley View School Improvement Leadership Team meets once a month to review the goals and plan. Valley View's Resource Management Team meets throughout the week before school to design interventions and problem-solving approaches to meet

students' needs. We have trained staff in specific programs that supplements our basic program. Staff is involved in analyzing data, including the WASL and ITBS. Staff has been attending Quality in Education Workshops – Data Driven Instruction by Buck Evans.

There is a high degree of collaboration by staff in working to meet individual needs. Teachers model and demonstrate the value of reading “ I DO, YOU DO, WE DO” concept. Students are provided with encouragement and opportunities to read on a daily basis. Teachers meet on a daily basis as a grade level team during their common prep time. Teachers also meet as a whole group, cross grade level meetings everyday school day from 12:30 to 1:00. The staff participates in frequent on-going training in best practices and researched-based programs. Staff members participate in extended learning programs, such as: in-service on Thinking Maps, Reading Summer Institutes and Jennifer Ashlock trainings to better prepare themselves for teaching and meeting our students' individual needs.

High Standards and Expectations for All

High expectations are personal to each student. We assess students regularly so we know where they are and what interventions may be appropriate. School wide reading fluency checks are done regularly and are officially reported for the Reading First grant three times a year. Our staff works diligently to encourage both oral and silent reading at home. Teachers send home decodable reading books as homework.

Valley View has a variety of reading interventions in its repertoire. Open Court is the basic reading program. It provides students with a sound program to develop phonemic awareness and the ability to sound and blend words. The Accelerated Reading (AR) program is used to encourage students to set reading goals and to spend more time reading.

Our kindergarten students attend a full day of school. A number of incoming kindergarten students attend the “Summer Kinder Academy” for two weeks before school starts. This provides the kindergarten students with an opportunity to get to know the school, staff, routines and procedures, and begin to learn readiness skills to make the first day less traumatic. This helps them get a head start on the school year.

All fourth graders receive tutoring for WASL for two hours after school Tuesdays and Thursdays from the first week in January to the last week in March. Enrichment activities are offered through the building's 21st Century After School Program Mondays through Thursdays from October to the end of May. We have extended learning through summer school for our students. We also have an intramural program after school that operated throughout the week for second through fifth grade students.

Valley View uses Title I, LAP and Bilingual resources to provide extra teaching and paraeducators assistance help. The result is that we can target instruction to almost every child's reading instructional level.

School Leadership

Valley View provides an outstanding instructional program for students. It requires a sense of team and community. At Valley View, the principal is supportive of staff members' ideas as long as it meets the criteria: "It is good for the students." Staff members are treated as professionals. Training is provided to supplement the reading program, such as, Thinking Maps, ELL Strategies, Write From the Beginning, and Data Driven Instruction.

Valley View also has a School Improvement Leadership Team that meets on a monthly basis to review the building goals, brainstorm ideas to improve student learning and other matters that deal with school improvement. A member of each grade level is represented on the team and filter out information to the other members of their respective grades. The Principal chairs the meeting. The Team, as a group, makes the decisions for Valley View.

Supporting Learning Environment for All

Valley View reviews the students' performance with respect to State Standards, WASL, Washington Language Proficiency Test (WLPT) and ITBS. Staff members review data and have an opportunity for input. The data derived from these test scores drive instruction. The scores also provide our school with targets for improvement as measured by the WASL and AYP in reading and math. Training is provided in reading at collaborative meetings every week by the reading coach. In 2004-2005 Valley View implemented Everyday Math as the district's Math adoption. Training is also provided in math at collaborative meetings every week by the math coach.

We have set aside a 90-minute reading block for each grade level, plus a 30-minute workshop time for interventions. This time is sacred. We do not allow interruptions during this time unless it is an emergency. This allows us to use our paraeducators for testing and interventions. Paraeducators meet with the reading coach on a regular basis to be trained in Open Court materials; testing, interventions or they review the tasks for the day.

The principal monitors instruction by routinely visiting classrooms, interacting with students, teachers and paraeducators. In addition, the reading coach observes, models and supports reading instruction throughout the school. Research supports this as an effective way to affect improvement.

Providing students with a caring, supportive environment is a high priority. Over the past three years, Valley View has participated in the Safe and Civil School grant program. We have standardized how we manage behavior and provide supervision.

High Level of Community and Parent Involvement

We are fortunate to have the support of the local community. We have had donations from K-Mart, Wal-Mart, McDonalds, and from families in our school who have donated clothes and food to needy families at Valley View. In 2004-2005 teachers donated to ten families Thanksgiving and Christmas Baskets.

Our fall and spring Open House and bar-b-que gives staff members an opportunity to communicate with parents about how they can support reading at home. Each grade level reviews the curriculum to be taught and assessments that will be in place during the year. The Parent/Teacher Conferences are held in November and March for a week. Consumable reading books from the reading program are sent home for students to read with and to parents.

We are in the process of having the district office translate the Student/Parent Handbook in Spanish. This will help in communicating the expectations to our parents.

High Level of Teamwork and Staff Collaboration

Our reading instruction is a collaborative effort with everyone working together. Classroom teachers provide the core of the program. The reading coach supplements the

Open Court Program. Our paraeducators provide individual tutoring, testing, teach small groups, and provides support in the classroom.

Each of the teachers, principal and reading coach review and analyze assessment data from sources. From this process comes our action plans for instructional change. Data is used throughout the year. The result is that student's learning drives a flexible grouping process.

Staff members are provided with opportunities to use staff development funds (Title I) to attend relevant workshops. Upon their return, they share what they have learned with other staff members and teacher teams identify how the information can be applied in classrooms.

Closely Monitored Teaching and Learning

Students are held accountable for reading achievement by state and district assessment systems. Some of these include WASL for fourth grade, ITBS for third grade and Science for fifth grade. In the 2004-2005 school year grades 3-5 were tested consistently with the No Child Left Behind requirements. Formal fluency checks are made three times per year at all grade levels. This information is used by staff and is reported to parents. Our instructional program is characterized by constant data gathering. The data allows us to adjust the instruction for individuals, small groups and large groups when it is appropriate. Students may also be moved to another level depending on the data.

Accelerated Reading assessments provide a measure of independent reading by students. We also incorporate other reading programs promoted by CoRE, Jennifer Ashlock and Open Court to help our students become more successful.

Align Curriculum and Instructions with Standards, Assessments and Research

Our staff participates in training related to Reading, Thinking Maps, and Data Driven Instruction. Valley View Elementary and Toppenish School District sponsor most of the trainings. The reading coach is consistently training teachers and paraeducators in Open Court Reading strategies, while the math coach is consistently training teachers in Everyday Math. District training is administrated to the staff at Valley View, at staff meetings, early release days (every other Wednesday), LID days and Optional Days.

Emphasis on Professional Development in High Need Areas

Because we align all district and school programs with the standards and Essential Learnings, our staff development planning requires that the data be analyzed and reviewed before training for professional development is considered. We take the WASL data apart, looking at each component of the tests. We also look at data in the grade level meeting to help us move students to different reading levels.

Activities included in the plan are for the specific purpose of improving students' performance in one or more areas of the WASL. We consistently plan and implement training opportunities for staff members. This training is held during staff meetings, early release days every other Wednesday, LID days, and in-service days that include:

Open Court Reading training – Summer Institute in July.

OSPI Summer Reading Institute in August.

Open Court Curriculum training on in-Service days.

CoRE training during the year.

Open Court Reading training received from Jennifer Ashlock during the school year.

Thinking Maps training.

Writing - "Write from the Beginning" training.

Every Day Math training.

Data Carousel:

Valley View did not conduct a data carousel. The School Improvement Leadership Team prioritized five goals for the 2004-2005 School year, which continue to be the priority for the 2005-2006 school year. Valley View's strengths have been previously listed.

GOALS:

1. Reading
2. Math
3. Writing
4. Responsibility and Social Skills
5. Parent Involvement

Student Demographic Analysis Summary for Valley View Elementary:

The total enrollment (headcount) for October 1, 2004 was 375 students in grades K-5. The break up is as follows:

Male	51.7%
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Female	48.3%
Free and Reduced Lunch	91.58% (100% of the students eat free)
Hispanic	89%
Native American	8%
Anglo	2%
Black	1%
Asian	0%

Special Programs

Special Education	6%
Bilingual	72%
Migrant	33%
LAP	All School
Title I	All School

Staff	FTE Certified	24
	FTE Classified	7

Average daily attendance is: 96%

Student Achievement Data – Assessment Results

Washington uses the Iowa Tests of Basic Skills Tests (ITBS) to assess students in third grade. The ITBS is a national norm-referenced test that measures how well students in Washington score in comparison to their peers across the country. The goal is that all students score at or above the national average on the test. The national average is 50%.

ITBS Grade 3

	2002-2003	2003-2004
Reading	17%	23%
Math	20%	30%

Washington uses the Washington Assessment of Student Learning (WASL) to assess students in grade fourth. The WASL is standards based on how well students are mastering specific skills defined for each grade level by the state of Washington. The goal is that 100% of the students meet or exceed state standards on the WASL.

WASL Tests Grade 4

	2002-2003	2003-2004	2004-2005
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Reading	20%	37.5%	56.4%
Math	23.6%	19%	20.0%
Writing	9.1%	15.9%	