

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

School Name: Cedar Way Elementary

Year: 2018-2019

School Theory of Action/Target Area
Use of Data to Support Student Growth

If we develop a collaborative process for analyzing data to guide instruction/intervention, then we will be able to utilize the data to inform our instruction for student academic and behavioral growth

- We will share data, instructional focus areas, and strategies to support students with parents as well as giving them an opportunity to practice the strategies.
- We will support our teachers and parents to understand the power of their own Mindset and how it affects a child's learning, with this knowledge we can limit obstacles that inhibit a child's growth.
- We will honor and capitalize on our student's cultural identity to optimize motivation for learning.
- We will solidify the Tier 1 interventions and divide responsibility, have supports for problem solving, and make time for explicit instruction around behavior.
- We will streamline the Solution Room Referral Process and use the corresponding data efficiently to support student learning.

Whole School Achievement Goal- As a result of this action:

Compared to 46.95% of tested students meeting standard on the ELA portion of the SBA in spring 2018, 52.25% or more students will meet standard on the ELA portion of the SBA in spring 2019.

Achievement Gap:

- **Measurement/Assessment:** English Language Learners will make progress toward closing achievement gaps on the SBA: English Language Arts and Mathematics. Through the MTI process teachers will use formative assessments to get 80% or more of students at benchmark.

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
Comparison Group A ELL Students	Math SBA-14.7 % ELA SBA-15.75%	Math SBA-16.17 % ELA SBA-17.33%
Comparison Group B	Math SBA-47.12 %	Math SBA- 51.83%

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Non ELL Students	ELA SBA-53.25%	ELA SBA-58.58%
All Students	Math SBA-41.8%	Math SBA-45.98%
All students	ELA SBA-46.95%	ELA SBA-52.25%
<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
Comparison Group A MTI Focus Groups (2-4 students per classroom)	**numbers vary by grade level	80% of students at benchmark
Comparison Group B Students at Benchmark	Click here to enter text. **numbers vary by grade level	80% of students at benchmark
All Students		80% of students at benchmark
All students	**numbers vary by grade level	

Strategic Direction Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

- Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning
- Graduates Who Are Ready for Life

Specific Strategic Direction Indicators of Focus:

- 3rd-6th grade ELA and Math SBA
- 2nd grade Reading Assessment
- Teaching Strategies Gold- Kindergarten

School Vision/Mission:

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To create a learning community which fosters the development of responsible individuals who embrace the world as thoughtful, knowledgeable, skillful, contributing citizens.

School Demographics:

50% F/R lunch

23.7% Language Learners

17.8% Latino

0.2% American Indian/Native Alaskan

12.1% Asian

13.4% Black/African American

0.9 % Native Hawaiian/Pacific Islander

41% White

14.6% Two or More Races

Parent, Family, and Community Involvement in this Plan:

Development of a plan to increase family engagement utilizing community input. This may include parent surveys, emails, 1:1 and small group conversations, work with our Community Outreach Coordinator, and discussions within our Equity Team.

School communication with families regarding individual student's needs and goal setting. Including parents when setting student goals and giving them strategies for work at home to support meeting those goals. Parents aware of the "Big 3" that students need to master by the end of the school year. Teaming with parents to create home supports that align with the "Big 3." This ties in with our goal to implement culturally responsive strategies and to engage families.

[Click here to enter text.](#)

Review and Analysis of Data:

Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.

State Assessments

Classroom Assessments

CTE Industry Certification

District Assessments

SAT/ACT

Graduation Rate

School Assessments

AP/IB/CHS/Tech Prep

Attendance Data

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Other:

Discipline Data

Staff Perceptual Data

Student Perceptual Data

Parent Perceptual Data

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Summary of strengths or greatest progress based on the data:

<ul style="list-style-type: none"> ● 10.2% increase for Hispanic students on SBA Math grades 3-6 ● 62% increase for Hispanic students on the 2nd grade math assessment ● 28.6% increase for African American 1st grade students and 33.3% increase for Asian 1st grade students on the district reading assessment
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Prioritized areas of opportunity or greatest challenge based on the data:

<ul style="list-style-type: none"> ● Overall Hispanic students had 17% decrease in SBA ELA ● Overall students of 2 or more races had 14.7% decrease in SBA ELA ● Decrease overall in SBA Math and ELA
Click here to enter text.

State Participation Rate: 95% participation required

<input checked="" type="checkbox"/> X Area of Strength (95% or more participation)	<input type="checkbox"/> Area of Opportunity (less than 95% participation)
If your participation rate is an area of opportunity , please describe your plan for increasing student participation during the school year: N/A	

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 48 %	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. <p style="text-align: center;">Plan is required: YES X NO <input type="checkbox"/></p>
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Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

School Name: Cedar Way Elementary

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Grade Level/Department/Team: Kindergarten and Title I Learning Support

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Goal: We will improve our students' ability to begin to read and write by: working collaboratively as a grade-level team to deliver targeted lessons involving learning sight-words, phonics and letter sounds.

We will measure this formatively by:

We will use a variety of assessment approaches:

- Teacher observation
- White Board practice
- Teacher-Made Reading Boxes
- Journal entries
- Multi-sensory writing activities
- Writing tools

We will measure this Summatively by:

Dibels

District Sight Word Assessment

Action steps we will take to meet our goal:

To meet our goal we will:

- 1) Meet at least once per month to review student data together as a team and reflect on student growth and challenges.
- 2) Supplement Benchmark program with materials from David Matteson and Nellie Edge
- 3) Practice new skills learned in journals and writing units.
- 4) Mid-year teacher-led Literacy Parent Involvement Event.

Technology-This is how we will utilize technology to meet our goal:

We will use:

Scholastic News online resources

Classroom document camera/projector

Razz Kids

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ABCya

Starfall

Computer Lab

Tumble Books

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School Name: Cedar Way Elementary

Year: 2018-19

Grade Level/Department/Team: First Grade and EL Team

Goal: From the end of September to the end of May, all students will increase their independent reading level.

We will measure this Formatively by:

During guided reading groups and/or 1:1 conferencing, students will help set their individual goals with teacher input and guidance, as well as tracking their fluency progress on Read Naturally passages (or other probe that matches individual reading levels). We will collect anecdotal evidence of fluency and comprehension during small, guided reading groups. We will use the High Frequency Word Assessment from the Teacher's College Reading and Writing Project as well as Benchmark CSA's to check comprehension. For T1 students, progress on individual phonological and phonics skills, informal observations as well as regular skill checks, will be shared with the team at least once a month.

We will measure this Summatively by:

We will conduct Fountas and Pinnell running records a minimum of three times throughout the indicated time frame to assess independent reading levels for each student. DIBELS Benchmark data will be taken three times a year.

Action steps we will take to meet our goal:

We will collaborate with grade level colleagues, ELL teachers, and the Learning Support team to analyze assessment data and discuss best practice strategies that need to be implemented or modified in an effort to better meet student needs.

Technology-This is how we will utilize technology to meet our goal:

Students will utilize their Raz-Kids accounts to practice reading fluency and comprehension. ELL students will have access to Imagine Learning to increase their English language skills, and students with a need for phonemic awareness practice will utilize Starfall.com.

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School Name: Cedar Way

Year: 2018-19

Grade Level/Department/Team: 2nd Grade

Goal:

We will improve our student's ability to read, write, speak and listen by:

- Assessing the reading level of individual students in order to target reading instruction to meet their specific needs.
- Evaluate reading progress quarterly to reassess instructional needs and placement.
- Administer pre and post assessments to evaluate, check students' progress and needs in the areas of narrative, opinion and informational writing.
- Provide speaking and listening opportunities for students in small groups, with partners and in whole groups. Reader's theaters performance will provide reading, speaking, listening opportunities.
- Collaborate as a second grade team with learning support, ELL and specialists to communicate the needs and progress of our students.

We will measure this Formatively by:

- Administering Running Records quarterly or as needed.
- Administering CSAs with each unit.
- Conferencing with students about their reading and their writing using a writing check list.
- Teacher observations and anecdotal notes

We will measure this Summatively by:

We will use the following assessment approaches: Fall/Spring 2nd Grade State Reading assessment, Benchmark ORR, Writing Units of Study On-Demand writing prompts, Benchmark comprehension strategy assessments and DIBELS Oral Reading Fluency Progress Monitoring.

Action steps we will take to meet our goal:

To meet our goals we will meet at least twice a month to review student data together as a team and reflect on student growth and challenges. We will implement the new Writing Units of Study curriculum.

Technology-This is how we will utilize technology to meet our goal:

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Raz Kids, Scholastic News, Moby Max and other websites that support students, document camera and projector, RedCat sound system.

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School Name: Cedar Way Elementary

Year: 2018-19

Grade Level/Department/Team: Grade 3

Goal: [Click here to enter text.](#) **Goal:** We will improve our student's ability to read, write, speak and listen by:

- As a team, we will work collaboratively, to deliver individualized reading lessons to meet each student at their instructional level. (Specific Skills Reading Groups)
- Plan writing instruction for a specific audience that emphasizes self-assessments, peer critique, and teacher feedback.
- Introduce and incorporate technology to track their learning.

We will measure this formatively by:

We will use the following assessment approaches: teacher observation, mini-writing conferences and goal setting, informal assessment of writing notebooks, and anecdotal notes on reading groups during Specific Skills Reading Groups.

We will measure this summatively by:

Benchmark RR/F&P RR, Writing Units of Study On-Demand writing prompts, Benchmark comprehension strategy assessments.

Action steps we will take to meet our goal:

- 1) Meet at least twice a month to review student data together as a team and reflect on student growth and challenges.
- 2) Implement the Writing Units of Study curriculum.

Technology- This is how we will utilize technology to meet our goal:

We will utilize the following technologies: Classroom projector and document camera, Scholastic News Online, Typing Club, Moby Max, and Razkids. In addition we will implement Google Docs, and Google Classroom into our classrooms.

School Name: Cedar Way Elementary

Year: 2018-19

Grade Level/Department/Team: 4th Grade/PE/EL Team

Goal: Our English Language Learners will improve their ability to read by increasing their independent reading level by at least one level by June.

We will measure this Formatively by:

Benchmark End of Unit Comprehension Assessments. We will differentiate texts to support students in accessing the text at a level the student can comprehend.

Tracking growth in fluency and accuracy through the Read Naturally program.

By accessing DIBELS scores from Learning Support and or the ELL program.

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We will measure this Summatively by:

3-6 Running Record Reading Levels and SBA data for ELLS

Action steps we will take to meet our goal:

To meet our goals we will meet at least once a month to review student data as a team and reflect on student growth and challenges and/or collaborate to learn and implement SIOp strategies to support student learning.

Technology-This is how we will utilize technology to meet our goal:

We will use Newsela, Readworks.org, and Scholastic News online to differentiate reading levels/student texts to support students in accessing the text.

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School Name: Cedar Way Elementary

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Grade Level/Department/Team: 5th and 6th Grade

Goal: We will improve students' ability to do math

We will measure this Formatively by:

Expressions assessments and common core sheets

We will measure this Summatively by:

Pre-Post common assessment

Action steps we will take to meet our goal:

Intervention block with small group instruction for students who need specific skills

Teacher work to determine best common assessments and formative.

Teacher work to collect and evaluate resources

Teacher observations to evaluate instruction.

Technology-This is how we will utilize technology to meet our goal:

Mobymax, khan academy, online manipulatives

Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
As part of progress monitoring, what are you doing to help students who are still struggling?	The Problem Solving team meets regularly to look at the data and address next steps of individual students. The MTI Team meets quarterly to monitor progress of all students. The Learning Support team	Weekly

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	meets with teachers on a regular basis to discuss individual students.	
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Multiple opportunities are offered to those students who have shown that they have met the standards. These may include online programs such as Moby Max which help extend individual learning. Certain grade levels have also initiated a Genius Hour to develop personal interest projects.	Ongoing as needed
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	We work intentionally to ensure that our students feel their school is a safe place to be and learn. Teachers work to build trusting relationships with their student which helps to identify their physical and emotional needs within the context of cultural diversity. Classroom management and schoolwide discipline (PBIS) plans are in place to make sure students can learn in a structured and safe environment. Students are encouraged daily to do their best, don't give up, and reminded that we believe in them. Motivation is both extrinsic and intrinsic based on developmental levels and always positive. Safety procedures and district policies are followed.	Ongoing

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this Goal.	All staff (including classified) have been introduced to the schoolwide goal of expanding our implementation of culturally responsive teaching in order to better serve our diverse population. There is also planned professional development throughout the year to provide teachers with specific strategies to meet the needs of students, such as Sheltered Instruction approaches for English Language Learners.	August 2017 and during bi-monthly staff meetings.

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<p>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</p>	<p>The Equity team has the school goal as its focus as well. The team intends to provide resources to staff members who need support with diversity issues. Individual teachers can also request support from the principal and/or assistant principal.</p>	<p>Monthly meetings</p>
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Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:

<p style="text-align: center;"><i>Third Grade OSPI Literacy Expectation</i></p> <p style="text-align: center;"><i>(The following information is required if <u>less than 60%</u> of Third Grade Students met or exceeded standards on SBA ELA)</i></p>		
<p><i>Intensive Reading and Literacy Improvement Plan</i></p>	<p><i>Description of Intervention Practices</i></p>	<p><i>Monitoring Schedule</i></p>
<p>Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.</p>	<ul style="list-style-type: none"> • Use of a coach/coaches • Additional learning time within the School Day- Title 1, Special Education, and ELL services incorporated into the school day • Before and After School Programs- will be incorporated as LAP funds become available • Family Involvement at School (and outside of school)- see Family Engagement below • Targeted Professional Learning- SIP-aligned professional learning occurs throughout the year • Professional Learning Communities <p>Creating a consistent structure for providing timely assistance to struggling students is an ongoing priority for the Cedar Way staff. Title 1 benchmark assessments in reading and using math unit tests allow staff to measure student achievement against state and district standards. Following benchmark screening assessments in literacy, students are designated as Tier I, II, or III and further diagnostic assessments are given to targeted students to pinpoint specific needs. Plans for providing small group and individual interventions are determined by the end of the</p>	<p>Monitored regularly throughout the year</p>

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	<p>third week of school and based on need; students participate in pull-out and/or in-class small group interventions. Group size and duration vary by student need, providing a double dose of instruction during designated intervention blocks. Some students receive short “bursts” of intervention. Others may receive additional support daily through much or all of the year with consistent progress monitoring. Several grade levels use a Walk to Read or a Walk to Intervention model to provide targeted reading instruction, and this has yielded strong results.</p> <p>MTI meetings are held periodically to analyze student progress between benchmark assessments. Student growth is charted on an aim line by learning support staff so teachers have a visual representation of growth. The staff discusses possible adjustments to interventions when students fail to make expected progress as indicated in progress monitoring.</p>	
<p>Specifically identify and describe your building’s grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/ expanded/ discarded?</p>	<p>At the kindergarten level, the WaKIDS assessment is incorporated into our summer Jump Start program offered to all incoming kindergarten students. The result is students who are much more ready for kindergarten on the first day of school and families who begin the year as part of an engaging school community.</p> <p>In addition, we offer free full-day kindergarten to all students.</p>	<p>Monitored regularly throughout the year</p>

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	<p>Each spring, school staff attend a district staffing session to gain information on students entering Cedar Way in the fall from the Developmental Kindergarten and Early Childhood Center to insure a smooth transtion for each of the students moving to Cedar Way from those programs.</p> <p>Additionally, grade level teams meet to carefully consider classroom placements for the coming year for each of their students. Academic level and behaviors, learning styles, and special learning needs are all taken into account as teachers work to create well balanced classes with the best possible placement for each child.</p> <p>To insure a smooth transition to middle school, our 6th grade teachers, school counselor and principal work closely with Brier Terrace Middle School staff to assess students for placement in appropriate English and math classes and to insure successful scheduling. The middle school principal and counselors meet with sixth grade students to introduce themselves and provide information for middle school transition. Cedar Way learning support teachers meet with middle school learning support staff to carefully place students in classes and insure that additional support continues seamlessly from elementary to middle school.</p>	
<p>Describe your <i>Targeted Family Engagement Plan</i> (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies</p>	<p>Strategies to increase family engagement include:</p> <ul style="list-style-type: none"> • A goal of 100% participation in fall Parent-Teacher conferences resulting 	<p>Monitored regularly</p>

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<p>being used and strategies for improving the student's reading skills at home.</p>	<p>in multiple teacher efforts to: contact every parent; reschedule conferences as needed; and offer telephone conferences as needed.</p> <ul style="list-style-type: none"> • Increased use of interpreters for school events. • Increased parent communication through our weekly Happenings including information about school academic initiatives and academic trends on the spring state assessment. • Family Reading Nights to involve parents in reading with their students and to incorporate research-based approaches to support their children. • More intentional planning of key events such as Open House to attract more families and incorporate greater academic focus. • Natural Leaders Program led by our Family Resource Advocate to support and engage diverse families in our community and to provide specific information related to student achievement. • Increased invitations for and focus on volunteers in the classroom. • Increased parental involvement through delayed start for kindergarten to facilitate family meeting with teachers. • Family representation in school leadership teams including Site Council, PBIS and Equity Teams. 	<p>throughout the year</p>
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