# Edmonds
## SCHOOL DISTRICT

# School Improvement Plan

**School Name: Cedar Valley Community School**
**Year: 2020-2021**

## Section I: School Mission, Vision, and Demographics:

**School Mission:** At Cedar Valley we shape and nurture our culture and integrate an inclusive approach to schooling where collaboratively, we are all committed to *each* child's academic success.

**School Vision:** Our Cedar Valley Community: Connecting, Empowering, and Motivating Students to Thrive

**School Demographics:**

| Group | Number of Students | % of Students | Group | Number of Students | % of Students |
|---|---|---|---|---|---|
| Enrollment (October) | 439 | NA | Two or More Races | 27 | 9.57% |
| American Indian/Alaskan Native | 2 | 0.71% | English Language Learners | 157 | 35.76% |

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|---|---|---|---|---|---|
| Asian | 10 | 3.55% | Homeless/ McKinney-Vento | 24 | 5.47% |
| Black/African American | 16 | 5.67% | Low Income | 357 | 81.32% |
| Hispanic/Latino | 83 | 29.43% | Section 504 | 18 | 4.10% |
| Native Hawaiian/Other Pacific Islander | 1 | 0.35% | Students with Disabilities | 62 | 14.12% |
| White | 143 | 50.71% | Student Mobility | 18 | 5.47% |

**Student, Family and Community Involvement in Plan:**

Connecting with families at conferences in a culturally responsive way.

Communication with family members - example: family/parent representatives on Equity Team.
Communication with Natural Leader representatives - example: group conversations guided by our Family Resource Advocate.
Collaboration with PSO members for diverse community family involvement and outreach
Family Focus groups capturing experiences and feedback;  including grade level, demographic or language specific community events both virtually and in-person (as directed by DOH)
CVE  informational nights-  including grade level, demographic or language specific community events both virtually and in-person (as directed by DOH)
Dual Framework family community/learning events - example: systematic informational  events around academics, community culture and district processes.
Community outreach and wraparound on challenges outside of the system - ex: Staff attendance of Equity 101 or Understanding Institutional Racism (UIR) , hosting local community resources and partners , family informational meetings hosted at feeder apartment building(s).

## Section II: Reflection & Evaluation of Prior Year's Progress

| Goal | Narrative Reflection: |
|---|---|
| **Whole School Goal :** As a school community, overall our Math SBA student growth progression was not achieved to demonstrate grade level proficiency. Though 35% of students achieved proficiency on the math SBA in the 4th-6th grades in the Spring of 20 18, comparatively, in the Spring of 20 19 only 22% of 4th-6th grade students achieved math proficiency on the SBA. | As a learning community we have an ongoing focus on, and intentional emphasis with, setting up community learning spaces that provide students the ability to take risks, positive internal language support, and the ability to preserve through making mistakes. We also had intentional focus around language to support students' building positive individualized social/emotional skills, while academically focusing on the math content area through intentional learning tasks. Teachers engaged in collaboration around social emotional and growth mindset practices and K-6 adopted and utilized the Second Step social emotional curriculum to help support students' building positive individualized social/emotional skills. Gen Ed teachers and the Counselor/Psych team implemented weekly, differentiated instruction to focus on learning cognitive emotional skills and practice with dysregulation strategies and language. In these spaces. students could practice their participation and engagement with learning in a culturally responsive, inclusive manner. Last year, as demonstrated on the Spring Math SBA, the focus on SEL strategies within the learning environments did not have the intended impact on the students' demonstrated skill building. Overall, the community's math scores were negatively impacted from 3-5th grade, and we experienced overall depreciation in most math skill strands. Therefore, we are focusing emotional learning supports with an alignment on how students are engaging with academic language and literacy concepts within the math content area, specifically exploring: <ul><li>Understanding of reading comprehension levels w/ connections to individualized and grade level skill progression (K-6)</li><li>Learning and Identification of the skills utilized within grade level content areas and non-fiction text</li><li>Research based ELL strategies to support ELA content reading comprehension</li></ul> With the lack of SBA data due to the CoVid closure, as a community we monitored our annual progress with our literacy goals through ongoing review of student running records comprehension data with and foundational phonemic awareness assessments. |

**How has the progress described above informed your school's improvement planning for this school year?** As the former summative math data reveals, we need a clearer

identification on the foundational math and literacy skills that students are not understanding and/or demonstrating mastery with.

In looking more closely at the math skill strands from the SBA, generally, CVE students do not show a progression of foundational skills being mastered through 3rd grade. Therefore, we wonder is this a lack of foundational numeracy skills, or a lack of understanding of the content (math) language?

In looking at 3rd-5th grade level assessment data (ex: quick quizzes, unit assessments), most students showed significant growth in their content understanding within classroom based summative assessments, but few students' demonstrate proficiency within the annual state summative assessments (SBA).

In order to address this skill gap, we've begun to focus on how our 3rd-6th students who did not meet ELA benchmark (41%) engage with content language within the math processes, and their comprehension of word and/or story problems. We are questioning if students can access the language in the word problems to properly apply the algorithms and math concepts proficiently.

With that focus in mind, we are identifying best practices with foundational literacy instruction and reading comprehension. Like the implementation of tier 1 direct instruction/interventions around phonemic awareness and multisyllabic word strategies. Subsequently, our students should demonstrate progress around identifying and implementing academic skills to solve math word problems.

## Section III: Needs Assessment

### Areas of Strength

*1.* We supported a strong implementation of intermediate (3-6) social emotional curriculum and a program (Second Step) that consistently supports all students' growth in social -emotional learning and regulation. With this instruction, student "grit" increased from 48% to 52% in the intermediate grades. This includes English learners and students receiving special education services.

*2.* EL's have strong attendance, 3.1% higher than the school average.

**3.** One-third of all new CVE Kindergartners come to the learning community with proficient kinder-readiness skills (per the WaKids Fall assessment)

4. Students receiving special education services increased their math proficiency rate from 12% to 12.5%

5. We supported universal independent reading time through scheduling to reinforce the time that students spend independently reading at their "just right level" within every classroom.

6. We implemented individual student-teacher conference time throughout all grade levels to reinforce student/teacher relationships within the community. Therefore, 78% of students within 3 - 6th grades responded favorably that they have an adult that they can count on within CVE to help them.

7. Last year, 3rd-6th grade individual reading comprehension scores, identifying those students who are meeting/exceeding/ or approaching standard,  increased from 56% in the fall to 65% in the winter

**Areas of Needed Growth**

**1.** Math proficiency rate decreased from 41.2% down to 38%

2. ELA proficiency rate decreased from 47.7% to 43.9%

3.  Regular attendance decreased from 94.7% to 90.4%.

4. During the COVID-19 closure, 45% of students indicated that they only feel slightly, or somewhat, connected to the adults in the school community.

**B. Based on your analyses, what specific areas of needed growth will your school focus?  What is your rationale for this focus; why this above others?  What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?**

1. Our goal is to work with teachers and all staff to provide meaningful assessments and understanding of all of our students knowledge in literacy, and foundational reading skills.
2. Our focus will also be with teachers and all staff to provide ameaningful understanding of how to create and develop authentic family-school partnerships with all of our students in this remote learning community.

3. We will focus specifically on raising students foundational reading skills through research based assessment and instructional strategies.Through a systematic review of the formative assessment data, and facilitation of one-on-one student conferences, teachers will implement differentiated instructional strategies to support individual student learning needs and increase literacy skills progressions, word study and overall reading comprehension levels.

**C. Additional Data Required**

**State Participation Rate: 95% participation required**

| ✓ Area of Strength (95% or more participation) | ❏ 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:** | |

### D. Third Grade OSPI Literacy Expectations:

| **What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?** **23%** | If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Plan is required: YES ☒   NO ☐ |
|---|---|
| **If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:** <br><br> **Reading:** 43% At/Near; 9% Met-Exceed        **Writing:** 45% At/Near; 10% Met- Exceed <br> **Listening:** 67% At/Near, 4% Met-Exceed     **Research/Inquiry:** 39% At/Near, 4% Met-Exceed | |

## Section IV: Theory of Action

If we:
- Implement direct instruction on phonological awareness and foundational literacy skills for all students,
- Learn effective, research based strategies for supporting differentiated literacy learning in the classroom for all students,
- Collaborate with all our families to establish home-school connections,
- Develop classroom routines and a master schedule that supports classroom community and building authentic relationships with all our students and families,
- And provide opportunities for all students to independently practice literacy skills

Then:
- All Students will demonstrate an increased utilization of literacy skills for comprehension
- All Students will increase their understanding of key vocabulary within the content area of math,
- All Student positive relationships and feelings of community at school will increase
- All Students will be progressively more confident in understanding academic language so that they can be successful in their formative and summative content assessments.

Rationale: As a learning community, we will focus specifically on foundational reading skills through the utilization of Running Records as a universal assessment tool to provide instructional guidance for individualized student conferences. Through this ongoing review of individual and grade level assessment data, and with an intentional focus on authentic relationship building with all of our families and students, along with the schoolwide implementation of differentiated literacy instructional strategies, we can have positive impacts with all students reading comprehension and subsequent academic content understanding.

## Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)

A. **Whole School Math Achievement Goal(s) —** Compared to 22.5% of tested students meeting standard on the Math portion of the SBA in spring of 2019, 30% or more of the students will meet standard on the Math portion of the SBA in the spring of 2021.

B. **Whole School Social-emotional Achievement Goal(s) —** By June 2021, 45% of CVE 3rd-6th grade students that indicated feeling only slightly, or somewhat, connected to the adults in the community will improve their feeling of connected relationships at school, including individual feelings of safety and feelings of support, with an adult/staff member by 5% or more. These gains will be measured by student-teacher conferences, Panorama Wellness Survey & TPoS, and student self assessments.

C. By Spring of 2021, primary (K-2) students will be able to identify at least one adult (staff member) that they can count on when they need help. These gains will be measured by student-teacher conferences, Panorama Wellness Survey & TPoS, and student self assessments.

D. **ELA Opportunity Gap Goal(s):** Compared to 5% of tested ELL students meeting standard on the ELA portion of the SBA in spring 2019, 10% or more students will meet standard on the ELA portion of the SBA in spring 2021.

E. **Connections to Blueprint 2025 KPIs**

## Section VI: Action Plan

**Plan for 2020-21**

| Key Improvement Action | Description | Timeline |
| --- | --- | --- |

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|---|---|---|
| Support EL students and teachers by learning about and implementing high leverage instructional and culturally responsive teaching practices. | Focus on professional development for all staff in learning of Language Acquisition Stages and EL learning progressions within lesson planning <u>or</u> instructional strategies<br><br>Teachers collaborate around using high level EL strategies including individual student conferences and GLAD strategies. | • Fall/Winter 2020 |
| Teachers will learn about and consistently implement structures and practices to support balanced literacy for all students, with a focus on implementing the common Running Record assessment | Classroom teachers will learn about the Reading Workshop Model and begin to implement elements into their practice, prioritizing the newly adopted assessment materials.<br><br>Classroom teachers will engage in cycles of inquiry, including observational rounds to further study and implement the reading workshop model. | • Focus from Winter 2019/Spring 2021 |
| Continue to learn SEL curriculum and implement strategies to support SEL learning and equitable, inclusive practices within the learning environments and community | Continue staff learning around Social-Emotional Learning and Culturally Responsive Teaching Practices and implementation of systems and strategies<br><br>Implement Equity Team to conduct family focus groups to identify opportunities for outreach, and family input within the community. | • Focus from Winter 2019/Spring 2021 |

**Plan for Years 2 & 3**

**2021-2022:**
Continued intentional focus on increasing our capacity to implement culturally responsive, inclusive, research based instructional strategies that support our English learners socially-emotionally and academically to successfully access literacy content and grade level learning while authentically building family-teacher learning partnerships

**2022-2023:**
Continued intentional focus on increasing our capacity to implement culturally responsive, inclusive, research based instructional strategies that support our English learners socially-emotionally and academically to successfully access literacy content and grade level learning while authentically building family-teacher learning partnerships

**Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:**

## Third Grade OSPI Literacy Expectation

| *Intensive Reading and Literacy Improvement Plan* | *Description of Intervention Practices* | *Progress Monitoring Schedule* |
|---|---|---|
| **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.** | ✓ Utilize Instructional Coaching<br>✓ Additional Learning Time within the School Day<br>✓ Before and After School Programs<br>✓ Family Involvement at School (and outside of school)<br>✓ Targeted Professional Learning<br>✓ Professional Learning Communities<br>✓ Tutoring<br>✓ Other:<br>Response to Intervention based on monitoring data<br>Intervention groups based on data from progress monitoring data<br>Focus on Phonics and Phonemic Awareness using 95% phonics strategies and Wired for Reading as intensive intervention supplement<br>Focus on Comprehension in all subject areas using the adopted ELA Curriculum<br>Monthly reading conferences for students who are below grade level in ELA<br>Targeted Professional Learning for adopted ELA curriculum<br>Professional Learning Communities | Acadience data (DIBELS) (Fall, Winter, Spring)<br><br>Running Records- Monthly (Reading level & Comprehension)<br><br>PASI/PSI- Every 3 weeks (Phonological Awareness) |

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| **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?** | Multi Tiered Intervention Meetings in Spring using a "shared" MTI document.<br><br>Move-Up-Day where students meet the next grades teachers<br><br>Transition forms with specific data for each student is used for grade level placement.<br><br>Vertical conversation takes place before student/classroom assignments | Data Review Meetings with grade level teams (Winter/Spring)<br><br>Grade level placement meetings (Spring) |
| **Describe your *Targeted Family Engagement Plan* (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.** | Fall Meet and Greet<br>Kindergarten Spring Welcome<br>Jump Start Parent Meeting<br>Family Survey in Spring<br>Open House--Targeted info given<br>Email using language app<br>Texts using home language<br>Phone calls using language line<br>P/T conferences using Interpreters<br>Family Focus Groups -CRDC Phase 2<br>Natural Leaders<br>PSO literacy nights | Roadmap family Survey (Spring)<br><br>Parent Conferences (Fall, Spring)<br><br>CRDC Focus Groups (Spring)<br><br>Page Ahead Literacy Night (Winter) |

## Section VII: Grade Level/Specialist/Department Goals

**Grade Level/Department/Team:**

## Kindergarten:

Kindergarten students, who are at or below Benchmark on WaKIDS component 16b, identifying letter-sound correspondences, will move up two WaKIDS band levels by Spring 2021 utilizing the following family engagement strategies: communicating with families using multiple options (i.e., Remind, Canvas, Canvas Observer, Phone, Email), utilizing interpretation and translation services for our families who speak another language other than English, providing online resources to track their students' math progress, conducting individual conferences with families, conducting a family communication survey, individually identifying family schedules and providing learning activities in a flexible fashion, and providing families with individual feedback on their student's progress.

**Multiple Measures:** WaKids Rubric, Acadience Mid-Year Assessment, K Sound Assessment, Teacher Observation, Student Input (i.e., student survey/self-assessment (smiley faces) to evaluate their feelings on their progress (2x between October 2020 and Spring 2021).

## First Grade:

100% of 1st grade students, who are below Benchmark on Nonsense Word Fluency and the 95% Group Phonics Screener for Intervention in Fall 2020 will improve their decoding skills by Spring 2021 utilizing the following family engagement strategies: communicating with families using multiple options (i.e., Remind, Canvas, Canvas Observer, Phone, Email), utilizing interpretation and translation services for our families who speak another language other than English, providing online resources to track their students' reading progress, conducting individual conferences with families, conducting a family communication survey, individually identifying family schedules and providing learning activities in a flexible fashion, and providing families with individual feedback on their student's progress.

**Multiple Measures:** Acadience Beginning of the Year Assessment, Mid-Year Assessment, End of the Year Assessment; 95% Group Phonics Screener for Intervention Beginning of the Year, Middle of the Year, End of the Year, Teacher Observation, Student Input (i.e., student survey/self-assessment (smiley faces) to evaluate their feelings on their progress (2x between October 2020 and Spring 2021).

## Second Grade:

Second grade students who are at or below benchmark on the Place Value Assessment in December, will increase their proficiency by one or more steps by Spring 2021. We will utilize the following family engagement strategies: Communicating with families using multiple options (i.e., Remind, Canvas, Canvas Observer, Phone, Email), utilizing interpretation and translation services for our families who speak another language other

than English, providing online resources to track students' math progress, conducting individual conferences with families, providing learning activities in a flexible fashion, and providing families with individual feedback on their student's progress.

**Multiple Measures:** Teacher created data charts and reflection log, family communication log, family survey, student assignment completion and demonstrated task understanding, and Zoom attendance.

### Third Grade:
From September 2020 to May 2021, students will increase their ability to fluently multiple from 0 - 10 by using the following strategies: engaging in small group instruction, drawing pictures, utilizing memorization strategies, engaging in online fact practice websites, completing i-Ready lessons and practice tools. In addition, the third grade team will be communicating with families using multiple options (i.e., Remind, Canvas, Canvas Observer, Phone, Email) and providing families with multiplication resources to utilize at home, in order to increase student engagement and academic achievement.

**Multiple Measures:** oral fact practice, unit quizzes and test, iReady placement diagnostic test, Xtra Math data, Math Facts Pro data

### Fourth Grade:
During October 2020 through May 2021, students in 4th grade will increase their mathematical skills in multi-digit multiplication (numbers & operations). Teachers will use the following strategies: communicating with families using multiple options (i.e., Remind, Canvas, Canvas Observer, Phone, Email), providing online resources to track their students' math progress, and conducting small groups for target specific skills.

**Multiple Measures:** Pre/post Unit 2 test, Quick Quizzes, math assignments, informal math small group observations

### Fifth Grade:
Between October 2020 through May 2021, students in our 5th grade classes will increase mathematical skills with an emphasis on fraction skills (adding and subtracting fractions with unlike denominators). We will use both formative and summative data elements. These elements will allow for information and data to plan and adjust curriculum as needed. These data points will allow us to evaluate our instructional practice. We will communicate with parents to encourage academic growth through Remind, Canvas, phone calls, using Language Line, and emails.

**Multiple Measures:** Canvas Quiz feature with Speed Grader, i-Ready on-going assessments, Quick Quizzes (Think Central), Exit Tickets, Text reply feature (Canvas), Discussion feature (Canvas), Daily work completion, Unit Tests (Canvas), Teacher Observation/Participation, Canvas, Remind, Phone Log, Email

## Sixth Grade:

All sixth grade students attending CVE through May 2021, will be able to compute quotients of fractions to solve word problems involving division of fractions, using problem solving strategies utilizing math concepts of addition, subtraction, multiplication and/or division of multi digit numbers within the standard algorithm. We will communicate with parents to encourage academic growth through Remind, Canvas, phone calls, using Language Line, and emails.

**Multiple Measures:** using data from Skyward, daily attendance rosters, teacher student/family conferences, and daily task and assignment completion, 5th Grade SBA, if they did not take it in 5th grade due to Covid closures then 4th grade SBA data will be utilized, Unit Pre-Tests, Unit Quick Quizzes, Exit Tickets, Unit Posts-Tests, Student Workbook/Independent Work, Homework Completion (when applicable), iReady Assessments, Teacher Observation, Conversations with Students and Between Students.

**Technology — this is how all grade levels at CVE will use technology to support meeting our goal:**
- Through the use of assessment data captured on the following platforms: Canvas, Acadience, Homeroom, WaKids, I-ready Math, Remind, Skyward, Zoom, Email (G-suites), ThinkCentral, Observer, Epic, Imagine Learning, Reading A-Z and Learning Ally.

## Specialist Team:

As a team, we will work together to increase participation in our classes and work on communication with families by creating a united specialist front.

**Multiple measures:** Meeting via Zoom (Sept., Nov., Jan., Mar., May), and compare attendance data and Canvas activity.

**Action steps we will take to meet our goal:** Speak with classroom teachers, send emails/Remind messages to individual families and individual students, encourage inclusivity and activities that hold interest to most children at some point.

**Technology - this is how we will utilize technology to meet our goal:** Zoom, Canvas, Remind, Skyward, Email

## Learning Support Team (Special Education, Title I, LAP):

Our goal is to work with teachers and staff to provide a meaningful assessment of students' foundational reading skills in literacy, and to then analyze our students' areas of need to

improve learning through a proactive, data-driven, culturally responsive  process. We will strive to have targeted instruction, grounded in research and best practices, resulting in successful learning for all of our students thus building a solid reading and literacy foundation.

**We will measure this formatively with:**
- Fluency snapshots with connected decodable texts from 95% Group
- Observations/ Exit slips
- Student and family conferences
- Acadience PM
- Phonics Assessments with nonsense words

**We will measure this summatively with:**
- Acadience Assessments three times each year
- 95% Group Phonemic Awareness Screener for Intervention and the Phonics Screener for Intervention monthly

**Action steps we will take to meet our goal:**
- Professional Development on components of Structured Literacy to improve teacher instruction
- Professional Development on latest research in teaching Foundational Literacy Skills  to improve teacher instruction
- Weekly meetings with the learning support team to discuss students and interventions
- Professional Development on how to use the 95% Group Phonics Lesson Library with the 95% Group Consultant three times per year
- Collaborate with general education teachers to share information about students' needs and skills
- Attend MTI meetings and share data with general education teachers
- Progress monitor with Acadience, 3 times per year and PASI and PSI every month to regroup students as needed.
- Collaborate with EL teachers to support EL students
- Connect our work to EL learning and language progressions
- Present a Title I Parent Informational session in the fall to all parents whose students are eligible for Title services
- Communicate with parents through Remind, email, Zoom meetings, and phone calls
- Provide resources for families to use at home to support reading, such as decodable texts
- Coach parents on how to support their students' reading progress through one on one communication, as needed
- Survey parents to get feedback about students and services

**Technology — this is how we will use technology to support meeting our goal:**

- Through the use of assessment data captured on the following platforms: Acadience, Homeroom, Reading A-Z, Imagine Learning, Learning Ally.
- Students will be able to access books at their level on Reading A-Z and Learning Ally.

## English Learner (EL) Team:

Our goal is to support English Learner (EL) students and teachers by learning and implementing high leverage instructional and culturally responsive teaching practices.

**Action steps we will take to meet our goal:**
- Focus high leverage EL strategies from GLAD (Ms. Clarke's area of expertise)
- Individual conferencing with students (Ms. Alessi's TC area of expertise)
- Considering Language Acquisition Stages and EL learning progressions within lesson planning
- Communicating with families using multiple options (i.e., Remind, Canvas, Canvas Observer, Phone, Email)
- Providing online resources to increase stamina and interest in literacy such as Imagine Learning, Storyworks, Raz Plus
- Conducting individual conferences with families
- Provide student material and communication for academic support via scheduled distribution days
- Family information nights via Zoom

**We will measure this formatively with:**
- Student and/or family conferences
- Imagination Learning data
- Observations
- Check-Ins embedded into lessons
- Feedback from teachers

**We will measure this summatively with:**
- ELPA21 Data