



**Edmonds**  
SCHOOL DISTRICT

# School Improvement Plan

**School Name: Cedar Way Elementary**

**Year: 2020-21**

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

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

### School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	586	NA	Two or More Races	73	12.46%
American Indian/Alaskan Native	3	0.51%	English Language Learners	135	23.04%
Asian	67	11.43%	Homeless/ McKinney- Vento	13	2.22%
Black/African American	86	14.68%	Low Income	314	53.58%
Hispanic/Latino	105	17.92%	Section 504	10	1.71%
Native Hawaiian/Other Pacific Islander	4	0.68%	Students with Disabilities	108	18.43%
White	248	42.32%	Student Mobility	14	2.39%

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

- Connecting with families at conference in a culturally responsive way.
- Family representation in school decision-making - example: parent representatives on Equity team, Site Council, and other school committees.
- Communication with Natural Leader representatives guided by our Family Resource Advocate.
- Dual Framework family community/learning events - example: Title/ELL Night.
- Community outreach and wraparound on challenges outside of system - ex: Attending workshop regarding supporting immigrant families.

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

Describe the progress your school made toward the improvement goals in the 2019-20 SIP.

<p><b>Whole School Achievement</b> <b>Goal(s):</b> Compared to 51.25% of tested students meeting standard on the ELA portion of the SBA in spring 2019, 56.12% or more students will meet standard on the ELA portion of the SBA in spring 2020.</p>	<p><b>Narrative Reflection:</b> We were unable to measure this goal because the spring 2020 SBA and district assessments were not administered.</p> <p><b>Reflection on Action Plan:</b> All of our staff received initial training in language acquisition skills and review appropriate assessment data in order to use this information for instructional planning. By February 2020, most classrooms were using content and language objectives on a daily basis to target instruction with all students. In February 2020, all grade level reviewed mid-year Benchmark assessments and planned interventions to carry out through the spring. Unfortunately, the COVID shut down and continued remote learning has prevented the implementation of these plans to date. School wide expectations were taught and modeled at the start of the school year and maintained throughout. Our Site Council and Equity Team began evaluating and updating these expectations throughout the school year.</p>
<p><b>Opportunity Gap</b> <b>Goal(s):</b> Compared to 16% of tested ELL students meeting standard on the ELA portion of the SBA in spring 2019, 25% or more students will</p>	

meet standard on the ELA portion of the SBA in spring 2020.	
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**How has the progress described above informed your school's improvement planning for this school year?**

Critical work in continuing our work around language acquisition and SIOP strategies was scheduled to take place throughout the spring of 2020. The school closure required these efforts to be postponed. Our focus during the fall of 2020 has been on creating and implementing effective and engaging instruction for our students using a variety of new technology platforms. There has also been an intense effort, involving a large number of our staff, to connect students to the available technology, explicitly teach students and family members how to use the technology, and problem solve other barriers students have been having, so that they can successful engage in remote-learning school in as consistent fashion as possible. Little of that work directly connects to the original school improvement plan; however, our overarching goal of increasing student engagement and academic success for our students has always been the 'north star' of our planning and actions.

### **Section III: Needs Assessment**

**A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school's Areas of Strength and Areas of Needed Growth (2-3 for each)?**

**Areas of Strength from 2019-2020 SIP**

1. EL's have stronger attendance, almost equal to the school average (9.1 average days absent for EL students compared to 9.5 days absent for all students).
2. Gap between EL's and non-EL's closes slightly as students progress by grade level on the SBA (from 45% to 40%).
3. Slow increase in students passing 14.2-14.7% on the ELPA.

**Areas of Needed Growth from 2019-2020 SIP**

1. EL's are scoring approximately 12% lower than students with special needs and 40-50% lower than White and Asian students.
2. Overall scores below 50% on the SBA.

3. 50% of our staff have not had EL training. Teachers report that strategies for support are implemented on a weekly basis or not at all in their classrooms

**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. We will continue to focus on raising the achievement levels of our students qualifying for ELL services. Research based language strategies learned and implemented within the classroom will benefit all students and help increase student achievement in all areas. This is Tier I academic supports.
2. When in-person learning resumes, we will reemphasize our focus to maintain and update, as needed, our Tier 1 school-wide expectations and procedures as part of our complete review of our Positive Behavior Interventions and Supports and Equity Team.

**C. Additional Data Required**

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

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

**D. Third Grade OSPI Literacy Expectation:**

<p><b>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA in 18-19?</b> 46.14%</p>	<p><b>If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. (Mark YES OR NO by copying this symbol ☒ next to your selection.)</b> Plan is required: YES ☒ NO ☐</p>
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**If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met in 18-19) below:**

**Reading:** 70% at or near Benchmark

**Writing:** 71% at or near Benchmark

**Listening:** 81% at or near Benchmark

**Research/Inquiry:** 66% at or near Benchmark

## Section IV: Theory of Action

### Theory of Action:

If we:

- Have a better understanding of the progression of language acquisition of new language learners,
- Learn effective, research based strategies for supporting language learning in the classroom,
- And steadily increase our implementation of these strategies in our classrooms and learning spaces...

Then:

- Students will have an increased understanding of the learning occurring in their classrooms,
- Students will increase their understanding of key vocabulary and content concepts,
- Students will be progressively more successful on formative and summative assessments.

**Rationale:** With the growing number of English language learners at Cedar Way, along with a growing number of our families qualifying for free and/or reduced lunch, a focus on language acquisition and developing our instructional practices to maximize language development (SIOP strategies) makes sense. Because almost half of our staff has had minimal training related to these areas and research has proven that systemic implementation of SIOP and an understanding of how children acquire language has a positive direct correlation with their success. This is Tier I implementation.

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

### A. Whole School Achievement Goals:

- a. Compared to 51.25% of tested students meeting standard on the ELA portion of the SBA in spring 2019, 56.12% or more students will meet standard on the ELA portion of the SBA in spring 2021 (if the SBA is administered in the spring of 2021).
- b. Overall, at least 10% of students who scored below grade level on the iReady reading and math diagnostic reading assessment in the fall would reach grade level on the spring assessment.

### B. Opportunity Gap Goals:

- a. Compared to 16% of tested students qualifying for ELL services meeting standard on the ELA portion of the SBA in spring 2019, 25% or more students will meet standard on the ELA portion of the SBA in spring 2021 (if the SBA is administered in the spring of 2021).
- b. 10% of students qualifying for ELL services who scored below grade level on the iReady reading and math diagnostic reading assessment in the fall would reach grade level on the spring assessment.

**C. Connections to Blueprint 2025 Metrics** – These goals directly connect with Blueprint goals of Equity of Opportunity and High Expectations

**D. Social Emotional Learning Focus** – All classrooms institute Morning Meeting routines to connect personally with each other. Our K-3 classrooms (and others) are implementing the Second Step curriculum throughout the school year. Our school continues to have a school-wide focus on Positive Behavior Intervention Supports and implementation of Restorative Justice Practices.

## Section VI: Action Plan

### Plan for 2020-21

Key Improvement Action	Description	Timeline
Increase instructional staff	Focus on developing our collective understanding of the stages of second	Ongoing throughout the school year

understanding of how language is acquired as a second language.	language acquisition and the related best practices for supporting students in each stage.	
Increase instructional staff capacity to use content and language objectives in their everyday teaching.	Using SIOP resources, staff will learn about content and language objectives and practice how to use them in the classroom.	Ongoing throughout the school year
	All teachers will integrate the use of content and language objectives in their everyday teaching.	Ongoing throughout the school year
Focus on school-wide PBIS/MTSS expectations & recognition.	Re-implement school wide procedure expectations with fidelity across the school.	When in person teaching begins
	With parent and staff input, review and update school wide procedure expectations, discipline matrix, and behavior response procedures.	Throughout the school year
	Continually monitor the fidelity and implementation of school wide procedure expectations and behavior response procedures.	When in person teaching begins
Develop our understanding of phonemic awareness and phonics instruction and its impact on students' ability to read.	K-2 staff will meet with consultants from the 95% Group to analyze students' assessments and use this information to implement strategic instruction.	Throughout the school year.

**2021-2022:**

- Continued focus on increasing capacity to support our English learners. Our professional learning plan will focus on increasing our understanding and skills in using instructional strategies that support our English learners' engagement with grade-level content. Continue work in the primary grades with phonemic awareness and phonics instruction.

**2022-2023:**

- ✓ Continued focus on increasing capacity to support our English learners. Our professional learning plan will focus on increasing our understanding and skills in using instructional strategies that support our English learners' engagement with grade-level content. Continue work in the primary grades with phonemic awareness and phonics instruction.

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

**Third Grade OSPI Literacy Expectation**

*(The following information is required if **less than 60%** of Third Grade Students met or exceeded standards on SBA ELA)*

<b><i>Intensive Reading and Literacy Improvement Plan</i></b>	<b><i>Description of Intervention Practices</i></b>	<b><i>Progress Monitoring Schedule</i></b>
<b>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.</b>	<ul style="list-style-type: none"><li>✓ Utilize Instructional Coaching</li><li>✓ Family Involvement at School (and outside of school)</li><li>✓ Targeted Professional Learning</li><li>✓ Targeted Small Group Instruction</li><li>✓ Intervention Groups that flex based on data</li><li>✓ Title Intervention group- students receive core instruction in the classroom.</li><li>✓ Imagine Learning for English Language Learners</li><li>✓ Focus on maximizing instructional time across the school day: no morning announcements,</li></ul>	Benchmark assessments (IRL) in October, February, and June and progress monitoring throughout the 2020-2021 school year.

	<p>streamlined specialist schedule</p> <ul style="list-style-type: none"> <li>✓ Increased family involvement at school (and outside of school)</li> <li>✓ Targeted Professional Learning with PLC's focused on student work</li> <li>✓ Volunteers during the school day 1:1 Reading</li> <li>✓ Targeted Social-Emotional work</li> <li>✓ Targeted PD for Para-educators who work in ELL and intervention assignments</li> <li>✓ Use SBA IAB's 3rd-6th to progress-monitor while assisting students in norming to the SBA</li> </ul>	
<p><b>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?</b></p>	<ul style="list-style-type: none"> <li>✓ MTI- Focused in Reading; Reviewing Data- using shared MTI doc</li> <li>✓ Spring MTI focused on transitioning to next grade level.</li> </ul>	<p>Continuous throughout school year.</p>
<p><b>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 being used and strategies for improving the student's reading skills at home.</b></p>	<ul style="list-style-type: none"> <li>✓ The Happenings (Weekly Newsletter)</li> <li>✓ Family Resource Advocate</li> <li>✓ Title/ELL Family Night</li> <li>✓ Family Engagement Survey</li> <li>✓ Open House</li> <li>✓ Family Connection Meetings</li> <li>✓ Spring Celebrations of Learning</li> <li>✓ Summer Reading Program at local apartments</li> </ul>	<p>Continuous throughout school year.</p>



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

### **Grade Level/Department/Team: Kindergarten**

**Goal:** Between October and May students will increase their sight word reading skills as measured by testing students on the district Benchmark kindergarten word list. By May 2020, 100% of the students will have shown increased skills and 80% or more will be meeting the district standard of 25 words or more.

**We will measure this formatively and summatively by:** Students will be provided daily practice with sight words. They will make sight word books to practice reading words in text as well as but not limited to reading practice with district leveled books. They will also be given sets of flash cards to practice at home and school after every 5 words are introduced.

**Action Steps:** Frequent monitoring will be done by testing the words that have been covered and results shared with parents. Students will also be expected to use the words in their writing journals. Students will also be given sight word practice activities in Seesaw to use while remote learning.

### **Grade Level/Department/Team: 1<sup>st</sup> Grade**

**Goal:** All students will increase their reading fluency as demonstrated by an increase in their independent reading level. Relevant Learning Standards: CCSS.ELA-Literacy.RF.2.4 Students will read with sufficient accuracy and fluency to support comprehension. Students will read grade level text with purpose and understanding. Students will read grade level text with appropriate rate, and expression on successive readings. Students will use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**We will measure this formatively and summatively by:** The Teacher's College Running Records will be used to monitor reading levels. For Title 1 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. During guided reading groups and/or 1:1 conferencing, students will help set their individual reading goals with teacher input and guidance, as well as tracking their reading level growth with regular check ins after progress monitoring.





**Action Steps:** Collaboration with 1st grade team, Title and ELL teachers to design, plan, and implement reading instruction using student data to guide decisions. Students will participate in whole group, small group, and independent reading daily. District curriculum, Scholastic News, leveled reading passages, Seesaw, and programs such as RazKids & iReady will be used to support specific skills grouping and differentiate instruction.

**Grade Level/Department/Team: 2<sup>nd</sup> Grade**

**Goal:** Students will advance one to two Benchmark reading levels as measured by the Spring Running Record Assessment in June.

**We will measure this formatively and summatively by:** Formal running records will be administered twice a semester. i-Ready progress monitoring. UOS will be used for summative assessment purposes. Anecdotal records, informal running records, student response in Seesaw, sight word inventories and 95% Group will be used as formative assessments.

**Action Steps:** Collaboration with 2<sup>nd</sup> grade team, Title and ELL teachers to design, plan, and implement reading instruction using student data to guide decisions. Students will participate in whole group, small group, and independent reading daily. District curriculum, Scholastic News, leveled reading passages, Seesaw, and programs such as RazKids & iReady will be used to support specific skills grouping and differentiate instruction.

**Grade Level/Department/Team: 3<sup>rd</sup> Grade**

**Goal:** Between September 2020 and June 2021, students will improve their ability to read on grade level (N, O, and P).

**We will measure this formatively and summatively by:** using the Teacher's College Running Records, Lucy Caulkins Reading Assessments, iReady tests, and anecdotal records.

**Action Steps:** Parents and students are involved in this goal setting as students and teachers jointly create the Running Records checkpoints in January and June. Students record how they will reach each checkpoint goal with a specific, actionable step. These goals and action steps are shared with parents in the parent-teacher conference. Parents are able to leave comments for their students at this time regarding their goals and actionable steps.

**We will measure this formatively and summatively by:** Teacher's College Running Records, Lucy Caulkins Reading Assessments, iReady tests, and anecdotal records.





**Grade Level/Department/Team: 4<sup>th</sup> Grade**

**Goal:** Between October 2020 and January 2021, students will improve their ability to add, subtract, and multiply multi-digit whole numbers by 10% or more.

**We will measure this formatively and summatively by:** As measured by formative quizzes, comparison of pre-tests and post-tests in district-adopted curriculum, iReady data, and Interim Blocks.

**Action Steps:** Our fourth grade team will meet on Wednesdays through the school year to examine student work, share teaching and differentiation strategies, and create parent involvement activities. Individual student growth goals for math will be developed in collaboration with students and families during parent conferences with progress checks and goal adjustment as needed throughout the year. Communication with families will be responsive and will include Beginning of the Year Conferences, November Parent-teacher Conferences, emails, phone calls, and Zoom Conferences as needed or requested. Students will be supported in reflecting on their own learning and articulate their understanding of their goals and progress toward goals.

**Grade Level/Department/Team: 5<sup>th</sup> Grade**

**Goal:** Students will improve their ability to add, subtract, multiply, and divide whole numbers, fractions, and decimals at standard as measured by iReady math tests, formative quizzes and unit tests. Our fifth grade team will meet weekly through the school year to examine student work and share teaching and differentiation strategies

**We will measure this formatively and summatively by:** iReady math tests, formative quizzes and unit tests.

**Action Steps:** Individual student growth goals for math will be developed in collaboration with students and families during parent conferences with progress checks and goal adjustment as needed throughout the year. Communication with families will be responsive and will include Beginning of the Year Conferences, November Parent-teacher Conferences, emails, phone calls, and Zoom Conferences as needed or requested. Students will be supported in reflecting on their own learning and articulate their understanding of their goals and progress toward goals.





**Grade Level/Department/Team: 6<sup>th</sup> Grade**

**Goal:** Students will demonstrate progress towards meeting grade level in the Number and Operations domain in math.

**We will measure this formatively and summatively by:** Students will achieve typical growth in iReady, students will meet their self-identified math growth goal, and show improvement from Pre-unit assessments to Post-unit assessments in Math Expressions.

**Action Steps:** Individual student growth goals for math will be developed in collaboration with students and families during parent conferences with progress checks and goal adjustment as needed throughout the year. Communication with families will be responsive and will include Beginning of the Year Conferences, November Parent-teacher Conferences, emails, phone calls, and Zoom Conferences as needed or requested.

**Grade Level/Department/Team: Learning Specialists (ELL, Title I, & Special Education)**

**Goal:** Students will use decoding strategies to improve their reading fluency by increasing the number of words they can read correctly when reading selected stories at their instructional level.

**We will measure this formatively and summatively by:** Using the Read Naturally stories, Acadience progress monitoring, 95% progress monitoring, exit tickets, classwork, and reading assessments, and using Imagine Learning (word recognition and Literacy) reports

**Action Steps:** Teams will meet on a regular basis examine student work, share teaching and differentiation strategies, and create parent involvement activities. Student groups will be adjusted on a regular basis based on formative data information to best meet student needs.

**Technology — this is how we will use technology to support meeting our goal:** We have implemented the use Seesaw and Canvas Learning Management Systems in all of our classrooms to support students through remote learning. This will continue when students return to the building for instruction. Our instructional staff is becoming more and more proficient with the use of Zoom during synchronous learning; applying a variety of strategies to increase student engagement and productivity. Other instructional programs and curriculum, such as iReady Math and iReady Reading are also being used to help us meet our goals.

