



**Edmonds**  
SCHOOL DISTRICT

# School Improvement Plan

**School Name: Cedar Valley Community School**

**Year: 2019-2020**

## 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%
Asian	10	3.55%	Homeless/McKinney-Vento	24	5.47%
Black/African American	16	5.67%	Low Income	357	81.32%

<b>Hispanic/Latino</b>	<b>83</b>	<b>29.43%</b>	<b>Section 504</b>	<b>18</b>	<b>4.10%</b>
<b>Native Hawaiian/Other Pacific Islander</b>	<b>1</b>	<b>0.35%</b>	<b>Students with Disabilities</b>	<b>62</b>	<b>14.12%</b>
<b>White</b>	<b>143</b>	<b>50.71%</b>	<b>Student Mobility</b>	<b>18</b>	<b>5.47%</b>

\*These data are from the 18-19 school year

### **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.

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 system - ex: Staff attendance of Equity 101 or Understanding Institutional Racism (UIR) , hosting local police, community informational meeting hosted at feeder apartment building(s).

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

<b>Goal</b>	<b>Narrative Reflection:</b>
<p><b>Whole School Goal :</b> 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 2018,</p>	<p>As a learning community there was a lot of focus on, and intentional emphasis with, setting up community learning spaces that provided students the ability to take risks, positive internal language support, and how to make mistakes and move on. 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 to proactively create emotionally responsive learning environments. Last year, the whole school adopted and utilized the Second Step social emotional curriculum to help support students' building positive individualized social/emotional skills. Educators and the Counselor implemented 1-2 lessons per week throughout the year to focus on learning cognitive emotional skills and practice with dysregulation strategies</p>

comparatively, in the Spring of 2019 only 22% of 4th-6th grade students achieved math proficiency on the SBA

and language. In these spaces, students could practice to show what they know in a culturally responsive manner that helps them feel safe and helps them participate more within their learning. Last year, as demonstrated on the Spring Math SBA, the focus on SEL strategies within the learning environments did not positively impact the students learning progressions. Overall, the community's math scores were negatively impacted from 3-5th grade, and we experienced overall depreciation in most skill strand areas.

Therefore, we are focusing on how students are engaging with the language, and word problem concepts within the math content area, specifically exploring:

- Understanding of reading comprehension levels w/ connections to individualized and grade level skill progression (K-6)
- Learning and Identification of text complexity and skills utilized within grade level content areas and non-fiction text
- Research based ELL strategies to support ELA content reading comprehension

**How has the progress described above informed your school's improvement planning for this school year?**

As the summative assessment math data reveals, the community needs to have a clearer focus on the math progression and skills that students are not understanding and/or demonstrating mastery with.

In looking more closely at the math skill strands, generally, students do not show a progression of foundational skills being mastered through 3rd grade. Therefore, we wonder how the inexperience with numeracy skills is being carried forward to subsequent intermediate grade levels. Is this a lack of foundational numeracy skills, or a lack of understanding of the math language? In looking at 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, the staff has begun to explore how students engage with literacy tasks within the math processes, and their understanding of content (word and/or story problems) that they encounter within their grade specific math learning tasks. 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 around how to impact reading comprehension skills in order to support all learners access to the math content within foundational grade level skill progression. 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%

### 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%.

**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 assessment and understanding of our students knowledge in literacy, and foundational reading skills.
2. 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 (These data will be provided in the fall. However, you can, to some degree predict the groups with participation**

rates below the threshold. Contact Assessment if you need more information or suggestions for strategies.)

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

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

<b>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?</b> 21%	<b>If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required.</b> Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:</b>	
<b>Reading:</b> 43% At/Near; 9% Met-Exceed <b>Listening:</b> 67% At/Near, 5% Met-Exceed	<b>Writing:</b> 50% At/Near; 7% Met- Exceed <b>Research/Inquiry:</b> 40% At/Near, 3% Met-Exceed

**Section IV: Theory of Action**

If we:

- Have a better understanding of the progression of balanced literacy skills,
- Learn effective, research based strategies for supporting differentiated literacy learning in the classroom,
- And implement these strategies in our classrooms, and community learning spaces...

Then:

- Students will have an increased understanding of the academic learning occurring in the classroom,
- Students will increase their understanding of key vocabulary and content connections,
- Students will be progressively more confident in understanding content so that they can be successful in their formative and summative 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. The community focus is that through this ongoing review

of assessment data, and with an intentional focus on the implementation of differentiated instructional strategies (based on student conferences), we can have positive impacts on student reading comprehension and subsequent academic content understanding.

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

- A. Whole School 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 2020.
- B. 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 2020.
- C. Connections to Blueprint 2025 KPIs**

## Section VI: Action Plan

### Plan for 2019-20

Key Improvement Action	Description	Timeline
Support EL students by learning about and implementing high leverage instructional and culturally responsive teaching practices.	Professional development for all staff in learning of Language Acquisition Stages and EL learning progressions within lesson planning <u>or</u> instructional strategies Teachers collaborate around using high level EL strategies starting with: Writing content and individual student conferences	<ul style="list-style-type: none"> <li>● October 21- January 24</li> </ul>
Teachers will learn about and consistently implement structures and practices to support balanced literacy for all students, with a focus on implementing the	Classroom teachers will learn about the Reading Workshop Model and begin to implement elements into their practice, prioritizing the newly adopted assessment materials.  Classroom teachers will engage in cycles of inquiry, including observational rounds to further study and implement reading workshop model.	<ul style="list-style-type: none"> <li>● August 28 - October 18</li> <li>● October 21- January 24</li> </ul>

common Running Record assessment		
Continue to learn SEL curriculum and implement strategies to support SEL learning and equitable, inclusive practices within the learning environments and community	<p>Continue staff learning around Social-Emotional Learning and Culturally Responsive Teaching Practices and implementation of systems and strategies</p> <p>Implement Equity Team to conduct family focus groups to identify opportunities for outreach, and family input within the community.</p>	<ul style="list-style-type: none"> <li>October 21- January 24</li> <li>January 27 - June 12</li> </ul>

**Plan for Years 2 & 3**

**2020-2021:**

Continued intentional focus on increasing our capacity to implement research based, instructional strategies that support our English learners, socially-emotionally and academically to successfully access literacy content and grade level learning.

**2021-2022:**

Continued intentional focus on increasing our capacity to implement research based, instructional strategies that support our English learners, socially-emotionally and academically to successfully access literacy content and grade level learning.

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

**Third Grade OSPI Literacy Expectation**

<i>Intensive Reading and Literacy Improvement Plan</i>	<i>Description of Intervention Practices</i>	<i>Progress Monitoring Schedule</i>
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<p><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></p>	<ul style="list-style-type: none"> <li>✓ Utilize Instructional Coaching</li> <li>✓ Additional Learning Time within the School Day</li> <li>✓ Before and After School Programs</li> <li>✓ Family Involvement at School (and outside of school)</li> <li>✓ Targeted Professional Learning</li> <li>✓ Professional Learning Communities</li> <li>✓ Tutoring</li> <li>✓ Other:</li> </ul> <p>Response to Intervention based on monitoring data  Intervention groups based on data from progress monitoring data  Focus on Phonics and Phonemic Awareness using 95% phonics strategies and Wired for Reading as intensive intervention supplement  Focus on Comprehension in all subject areas using the adopted ELA Curriculum  Monthly reading conferences for students who are below grade level in ELA  Targeted Professional Learning for adopted ELA curriculum  Professional Learning Communities</p>	<p>Acadience data (DIBELS) (Fall, Winter, Spring)</p> <p>Running Records-Monthly (Reading level &amp; Comprehension)</p> <p>PASI/PSI- Every 6 weeks (Phonological Awareness)</p>
<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>	<p>Multi Tiered Intervention Meetings in Spring using a "shared" MTI document.</p> <p>Move-Up-Day where students meet the next grades teachers</p> <p>Transition forms with specific data for each student is used for grade level placement.</p>	<p>MTI Meetings (Fall, Winter, Spring)</p> <p>Grade level placement meetings (Spring)</p>

	Vertical conversation takes place before student/classroom assignments	
<b>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.</b>	Fall Meet and Greet Kindergarten Spring Welcome Jump Start Parent Meeting Family Survey in Spring Open House--Targeted info given Email using language app Texts using home language Phone calls using language line P/T conferences using Interpreters Family Focus Groups -CRDC Phase 2 Natural Leaders PSO literacy nights	Roadmap family Survey (Spring)  Parent Conferences (Fall, Spring)  CRDC Focus Groups (Spring)  Page Ahead Literacy Night (Winter)

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

### Grade Level/Department/Team: (2018-2019 Goals)

#### Kindergarten:

SG 8.1 Student Growth Goal: Every student who scored below level 6 on WA Kids Gold Objectives 3b: Solves Social Problems in the fall will increase by at least one step by early Spring when provided with instructions, modifications and behavior supports as needed. .  
Multiple Measures: WA Kids and Informal Observation during classroom activities

#### First grade:

SG 8.1 Student Growth Goal: 100% of first graders continuously enrolled will improve in their ability to identify emotions and tell next steps to helping themselves and others learn.  
Multiple Measures: Students will be assessed by using the following measures: compare pre and post teacher created Second Step social-emotional test and anecdotal notes taken during the school day.

#### Second grade:

SG 8.1 Student Growth Goal: Between September and May 100% of students in "Cluster 3" will improve their individual emotional regulation skills by 10% or more.  
Multiple Measures: (Based on Panorama Student SEL competencies) teacher, student, and parent surveys given and analyzed 3 times in the 2018-2019 school year. In addition we will give and analyze the Panorama K-2 Teacher Perception Survey.

#### Third grade:

SG 8.1 Student Growth Goal: From September 2018 to April 2019 students will show increased confidence and ability to fluently multiply between 1-100 hundred by using strategies in the Panorama Play Book and demonstrate mastery through weekly timed test and the Operations and Algebra 3rd Grade IAB.

Multiple Measures: Multiple Measures: Panorama, quarterly SEL-Survey, feelings journal, oral fact practice, timed tests, unit quizzes and test, Operations and Algebra 3 rd Grade IAB.

**Fourth grade:**

SG 8.1 Team Student Growth Goal: Students will improve their math scores on the end of Expressions Unit 2: Multiplication with Whole Numbers test through the means of social emotional instruction around self-confidence, vulnerability, and perseverance which includes a pre and post self-evaluation.

Multiple Measures: pre/post Unit 2 test, pre/post self-evaluation, exit tickets, Quick Quizzes, informal one-on-ones with students to gauge feelings around emotional progress, informal teacher monitoring

**Fifth grade:**

SG 8.1 Team Student Growth Goal: Between October 2018 and May 2019, students will be able to identify strengths and challenges in their social interactions with adults and peers. They will learn to build upon their strengths in order to improve relationships with peers and adults. Growth will be determined through self-reporting via online surveys administered in the fall, winter and spring.

Multiple Measures: using data from online surveys used as a pretest, mid-test, and posttest. We will also use morning check-ins, ongoing written assessments and questionnaires as well as teacher observations.

**Sixth grade:**

SG 8.1 Team Student Growth Goal: Between October 2018 and May 2019, students will be able to identify strengths and challenges in their social interactions with adults and peers. They will learn to build upon their strengths in order to improve relationships with peers and adults. Growth will be determined through self-reporting via online surveys administered in the fall, winter and spring.

Multiple Measures: using data from online surveys used as a pretest, mid-test, and posttest. We will also use morning check-ins, ongoing written assessments and questionnaires as well as teacher observations.

**Goal:** Our goal is to work with teachers and staff to provide meaningful assessment of students knowledge in literacy, and foundational reading skills, 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 by:** Running Records, IAB's, On-Demand writing, Student and family conferences

**We will measure this summatively by:** SBA assessments, DIBELS/Acadience, Running Records, PASI/PSI

**Action steps we will take to meet our goal:**

- Professional Development on components of Balanced Literacy

- Professional Development on Reading Workshop
- Classroom Library development to support workshop model
- Classroom teachers will engage in cycles of inquiry, including observational rounds to further study and implement reading workshop model.
- Provide mentor texts to ground the work
- Connect this work to EL learning and language progressions
- Sub Coverage to for teachers to be able to administer new assessments to *all* students

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

Through the use of assessment data captured on the following platforms: Spelling City, RAZ kids, Google Read-Write, Imagine Learning, Moby max, Interim Assessment's