



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Cedar Way Elementary School

Year: 2019-2020

Section I: School Mission, Vision, and Demographics:

Our 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:

2019-2020 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	562	NA	Two or More Races	76	13.52%
American Indian/Alaskan Native	2	0.36%	English Language Learners	123	21.89%
Asian	63	11.21%	Homeless/McKinney-Vento	23	4.09%
Black/African American	78	13.88%	Low Income	293	52.14%
Hispanic/Latino	97	17.26%	Section 504	25	4.45%
Native Hawaiian/Other Pacific Islander	5	0.89%	Students with Disabilities	95	16.90%

White	241	42.88%	Student Mobility	19	3.38%
-------	-----	--------	------------------	----	-------

Student, Family and Community Involvement in Plan:

GOAL: Families will feel an increase in communication with the school.				
Desired result(s) for THIS goal: An increase of two-way communication with families.		How will the school/ department measure the result(s)? Through the Family Engagement Survey.		
Organize/schedule family and community involvement activities to support THIS goal.				
ACTIVITIES (2 or more, continuing or new)	DATE OF ACTIVI TY	GRAD E LEVEL (S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN	PERSONS IN CHARGE AND HELPING
Curriculum Night	9-17-19	1-6	<ul style="list-style-type: none"> Determine key focus areas (informally) Create opportunity to develop relationships 	Families, Admin, Teachers, Family Resource Advocate
Parent Advocacy Group/ Equity Team Participation	TBD	K-6	<ul style="list-style-type: none"> Invite returning and new parents to the advocacy group & Equity Team Use the Roadmap Survey results as the framework of the meetings 	Family Resource Advocate, Principal, Equity Team
Family Engagement Survey	Spring 2020	K-6	<ul style="list-style-type: none"> Invite parents to join leadership/equity team Plan Engagement Survey rollout Analyze new results 	Families, Admin, Site Council, Family Resource Advocate & Equity Team
Family Conferences	Oct 2019	K-6	<ul style="list-style-type: none"> Brainstorm & discuss culturally responsive communication 	Families, TeachersAdmin, Family Resource Advocate

			strategies	
Title/ELL Night	Nov 2019	K-6	<ul style="list-style-type: none"> ● Share support structures around Title/ELL ● Create opportunity to develop relationships 	Families, Admin, LS, ELL Team, Family Resource Advocate

Parent, Family, and Community Involvement in this Plan:

- Connecting with families at conference in a culturally responsive way.
- Communication with Family members - example: parent representatives on Equity team and other school committees.
- Communication with Natural Leader representatives - example: 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 2018-19 SIP.

Goal (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection:
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.	An average of the four grades testing show that 51.25% of all students met standard on the ELA portion of the SBA in Spring 2019. This gain reflects a 9% decrease in our students NOT passing the assessment. While we did not reach our goal of a 10% decrease, it is still significant for the school as a whole.
English Language	The gap between our All-Students and EL students SBA

Learners will make progress toward closing achievement gaps on the SBA: English Language Arts and Mathematics.	scores widened when comparing the overall Spring 2018 and Spring 2019 results. In ELA there was a 32.25 point gap in the percent passing in Spring 2018 compared to 36.5 points in Spring 2019. For math, the point gap was 29.5 in Spring 2018 compared to 35.25 points in Spring 2019. While our overall scores increased from 2018 to 2019, this success was not realized with our students identified as English Language Learners.
Through the MTI process teachers will use formative assessments to get 80% or more of students at benchmark.	Teacher teams met periodically to review formative assessment data.

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

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

1. EL's have strong attendance, almost equal to the school average.
2. Gap between EL's and non EL's closes as students progress by grade level on the SBA.
3. Slow increase in students passing 14.2-14.7% on the ELPA.

Areas of Needed Growth

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. We will begin a new focus on re-establishing Tier 1 school-wide expectations and procedures as part of our complete review of our Multi-Tiered Systems of Support.

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 Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 46.14%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) 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 little to no 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 (Schoolwide and Opportunity Gap)

- A. Whole School Achievement Goal(s):** 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.
- B. Opportunity Gap Goal(s):** Compared to 16% of tested ELL students 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 2020.

Section VI: Action Plan

Plan for 2019-20:

Key Improvement	Description	Timeline
-----------------	-------------	----------

Action		
Increase instructional staff's understanding of how language is acquired as a second language.	Focus on developing our collective understanding of the stages of second language acquisition and the related best practices for supporting students in each stage.	Fall/Winter 2019
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.	Focus from August – December 2019
	All Teachers will integrate the use of content and language objectives in their everyday teaching.	December 2019 - June 2020.
Focus on school-wide PBIS/MTSS expectations & recognition.	Re-implement school wide procedure expectations with fidelity across the school.	August/September 2019
	With parent and staff input, review and update school wide procedure expectations, discipline matrix, and behavior response procedures.	Fall 2019 – Winter 2020
	Continually monitor the fidelity and implementation of school wide procedure expectations and behavior response procedures.	Fall 2019 – Spring 2020

Plan for Years 2 & 3:

2020-2021:

- 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.

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.

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)

<i>Intensive Reading and Literacy Improvement Plan</i>	<i>Description of Intervention Practices</i>	<i>Progress Monitoring Schedule</i>
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.	<ul style="list-style-type: none">✓ Utilize Instructional Coaching✓ Family Involvement at School (and outside of school)✓ Targeted Professional Learning✓ Targeted Small Group Instruction✓ Intervention Groups that flex based on data✓ Title Intervention group- students receive core instruction in the classroom.✓ Imagine Learning for English Language Learners✓ Focus on maximizing instructional time across the school day: no morning announcements, streamlined specialist schedule✓ Increased family involvement at school (and outside of school)✓ Targeted Professional Learning with PLC's focused on student work✓ Volunteers during the school day 1:1 Reading✓ Targeted Social-Emotional work	Benchmark assessments in September, February, and June and throughout the 2019-2020 school year.

	<ul style="list-style-type: none"> ✓ Targeted PD for Para-educators who work in ELL and intervention assignments ✓ Use SBA IAB's 3rd-6th to progress-monitor while assisting students in norming to the SBA 	
<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>	<ul style="list-style-type: none"> ✓ MTI- Focused in Reading; Reviewing Data- using shared MTI doc ✓ Spring MTI focused on transitioning to next grade level. 	Continuous throughout school year.
<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 being used and strategies for improving the student's reading skills at home.</p>	<ul style="list-style-type: none"> ✓ Curriculum Night ✓ Learning Nights/Dr. Seuss Book Swap ✓ The Happenings (Weekly Newsletter) ✓ Family Resource Advocate ✓ Title/ELL Family Night ✓ Family Engagement Survey ✓ Open House ✓ Jumpstart Parent Meeting ✓ Spring Celebrations of Learning ✓ Summer Reading Program at local apartments 	Continuous throughout school year.

Section VII: Grade Level/Specialist/Department Goals



Grade Level/Department/Team:

Team goals will be finalized on November 8, 2019.

