

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

School Name: Cedar Valley Community School

Year: 2016-17

School Theory of Action/Target Area

If the principal provides teachers with Common Core aligned formative and progress-monitoring assessments for math that generate diagnostic information about students’ skill bases; and

If the principal provides on-going PD on administering, analyzing, disaggregating and using the assessment to plan appropriate instruction; and

If the principal provides grade-level teams with time to work “collaboratively with active participation in a culture of professional inquiry” when disaggregating the assessment data; and (Danielson 4D)

If the principal observes classes with a special focus on giving feedback related to how teachers are effectively using whole group, small group, or individualized instruction; and

If teachers collect data, collaborate to analyze the data and determine students’ skill gaps to create differentiated, targeted, skill-based groups; and

If teachers deepen our practice around understanding numbers, representations, relationships, and number systems; the meaning of operations and relations among those operations; and reasonable estimation and fluent computation; and (CCSS connection)

Then all students, (especially ELL students) will receive targeted instruction and become successful learners of mathematics because they will have a strong skill-foundation to build on.

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

Compared to 42% of students achieving proficiency on the SBA in spring 2016, 26% or more of our ELL students will achieve proficiency on the SBA administered in Spring of 2017.

Achievement Gap:

➤ **Measurement/Assessment:** SBA

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
Comparison Group A Non-ELL	55%	60%.
Comparison Group B	18%	26%

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

ELL students		
All Students Grades 3-6 Math	42%	48%

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:

Academic Achievement

- Effective Learning for All Students
 % of students meeting or exceeding grade level standards in mathematics (Smarter Balanced Assessment) in grades 3-6

School Vision/Mission:

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

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 Demographics:

CVE has 467 students. 85% of our students are on free/reduced lunch. 58% of students are Latino, 10% of our students are Asian, 6% of our students are Black, 2% of our students are Native American, 4% of our students represent two or more races and 20% of students are White.

Parent, Family, and Community Involvement in this Plan:

- PTO representatives on teams
- Natural Leader representative on teams

Review and Analysis of Data:

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

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

- State Assessments
- District Assessments
- School Assessments
- Classroom Assessments
- SAT/ACT
- AP/IB/CHS/Tech Prep
- CTE Industry Certification
- Graduation Rate
- Attendance Data
- Other:
- Discipline Data
- Staff Perceptual Data
- Student Perceptual Data
- Parent Perceptual Data

Summary of strengths or greatest progress based on the data:

● Students are using sentence stems to explain thinking
● Students are understanding procedures for mathematical discussion like pair and share
● Teachers are intentionally teaching math discourse
● Teachers are grouping students based on skill
● Shared vision among staff members

Prioritized areas of opportunity or greatest challenge based on the data:

1. Lack of foundational skills in math
2. Gaps in mathematical understanding
3. Students struggle to explain their answer when solving mathematical problems
4. Students with a number of mitigating factors that affect their learning; language, poverty, trauma, lack of pre-kindergarten experience, etc.

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: Click here to enter text.	

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

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 43%.	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: right;">Plan is required: YES x NO <input type="checkbox"/></p>		
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Reading: 58% At/Near, 18% /Exceed Listening: 55% At/Near, 23% Exceed 23% Exceed </td> <td style="width: 50%; border: none;"> Writing: 49% At/Near, 22% Exceed Research/Inquiry: 50%t At/Near, </td> </tr> </table>		Reading: 58% At/Near, 18% /Exceed Listening: 55% At/Near, 23% Exceed 23% Exceed	Writing: 49% At/Near, 22% Exceed Research/Inquiry: 50%t At/Near,
Reading: 58% At/Near, 18% /Exceed Listening: 55% At/Near, 23% Exceed 23% Exceed	Writing: 49% At/Near, 22% Exceed Research/Inquiry: 50%t At/Near,		

Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

Click here to enter text.

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 not meeting proficiency?	Walk-to-Math with specific grouping RTI Precision Math FrontRow Computer Math Workshop	Click here to enter text.
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Walk-to-Math with specific grouping Grade level learning opportunities RTI FrontRow Computer Math Workshop	Click here to enter text.
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Walk-to-Math with specific grouping Grade level learning opportunities RTI FrontRow Computer Math Workshop	Click here to enter text.

<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.	PD with Intervention material (FrontRow) CLP Ambitious Math Adventure Morning Meeting for Math Building Day targeted instruction Data analysis building-wide	Click here to enter text.

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

Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	Collaborative Wednesday's & PLC's Ambitious Math Adventure Morning Meeting Math Curriculum	Click here to enter text.
--	--	---------------------------

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

Third Grade OSPI Literacy Expectation <i>(Information is required if <u>less than 60%</u> of 3rd Grade Students met/exceeded standards on SBA ELA)</i>		
Intensive Reading and Literacy Improvement Plan	Description of Intervention Practices	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.	<ul style="list-style-type: none"> ● Walk to Read RTI ● Focus on Phonics using Road to Reading and Sound Partners ● Focus on Phonemic Awareness using Road to Reading and Sound Partners ● Focus on Comprehension ● Intervention Groups (Fluid) ● Read LIVE ● Targeted Professional Learning ● Professional Learning Communities 	F, DIBELS (NWF, ORF, ISF, PSF) Fontas & Pinnell (Reading level & Comprehension)
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?	<ul style="list-style-type: none"> ● MTI Meetings in Spring using a "shared" MTI document. ● Move-Up-Day where students meet the next grades teachers ● Transition forms with specific data for each student is used for placement. ● Vertical conversation takes place 	Click here to enter text.
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.	<ul style="list-style-type: none"> ● Meet and Greet ● Open House--Targeted info given ● Email using language app ● Phone calls using language line ● P/T conferences using Interpreters ● Piloting in 2nd grade version of Family Connection meeting 	Click here to enter text.