

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

School Name: Cedar Way Elementary

Year: 2016-2017

School Theory of Action/Target Area

If we study and implement high leverage strategies for all learners in speaking, writing and reading grounded in evidence we will see gains in the areas of ELA and math from our language learners. We will support this learning by:

- Engaging staff in understanding and implementing culturally responsive practices
- Engaging staff in strategies to support students with their social emotional growth
- Engaging students, families, and staff in creating a community of learners who feel safe to be vulnerable, take risks, and work together to grow in the effective use of data for intentional instruction and goal setting

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

Compared to 45.8% of tested students meeting standard on the ELA portion of the SBA in spring 2016, 51.2% or more students will meet standard on the ELA portion of the SBA in spring 2017.

Progress Monitoring:

- Kindergarten: Classroom-based assessment focused on letter ID, letter sounds and sight words
- 1st, 2nd: Classroom-based assessment, district reading assessments to identify reading level
- 3rd – 6th: Interim Block Assessment: Reading Literature and Reading Informational Text and Math- 2 times per year, classroom-based assessment

Achievement Gap:

- **Measurement/Assessment:** English Language Learners will make progress toward closing achievement gaps on the SBA: English Language Arts and Mathematics

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
Comparison Group A ELL Students	SBA ELA 14.63% Met Standard SBA Math 20% Met Standard	SBA ELA 24% ELL Will Meet Standard SBA Math 28% ELL Will Meet Standard
Comparison Group B Non ELL Students	SBA ELA 69.9% Non-ELL Students Met Standard	SBA ELA 73% of Non-ELL Will Meet Standard

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	SBA Math 65.9% Non-ELL Students Met Standard	SBA Math 69% of Non-ELL Will Meet Standard
All Students All students	SBA ELA 60.53% of students Overall Met Standard. SBA Math 50.84% of students Overall Met Standard	SBA ELA 64% of students Overall Will Meet Standard SBA Math 56% of students Overall Will Meet Standard

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:

- 3rd-6th grade ELA SBA
- 2nd grade Reading Assessment
- Teaching Strategies Gold- Kindergarten

School Vision/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:

35.4% F/R lunch

14.9% Latino

14.3% Asian

8.1% Black/African American

13.4% Two or More Races

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1.5% Native Hawaiian/other Pacific Islander

47.8% White

Parent, Family, and Community Involvement in this Plan:

Development of a plan to increase family engagement utilizing community input. This may include parent surveys, emails, 1:1 and small group conversations, work with our Community Outreach Coordinator, and discussions within our Equity Team.

School communication with families regarding individual student's needs and goal setting. Including parents when setting student goals and giving them strategies for work at home to support meeting those goals. This ties in with our goal to implement culturally responsive strategies and to engage families.

Review and Analysis of Data:

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

- 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

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Summary of strengths or greatest progress based on the data:

5 th and 6 th grade students had over 40% of the scores in the exceeds area
The 5 th grade cohort went from 64.7% passing the ELA portion of the SBA during the 14/15 school year to 72.3% passing the Math portion of the SBA during the 15/16 school year
The 5 th grade cohort went from 49% passing the Math portion of the SBA during the 14/15 school year to 68.7% passing the Math portion of the SBA during the 15/16 school year

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

Overall school wide SBA ELA decrease: 69.23% in 14/15 to 63.32% in 15/16
Overall school wide SBA Math decrease: 67.56% in 14/15 to 59.45% in 15/16
2 nd Grade District Math Assessment Decrease: 84.12% in 14/15 to 78.78% in 15/16

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: n/a	

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 51.3 %	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. Plan is required: YES X 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: Click here to enter text. Listening: Click here to enter text.	Writing: Click here to enter text. Research/Inquiry: Click here to enter text.

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

School Name: Cedar Way Elementary

Year: 2016-17

Grade Level/Department/Team: Kindergarten/Baker, McShane, Waterbury

Goal: We will improve our students' ability to begin to read and write by: working collaboratively as a grade-level team to deliver targeted lessons involving learning sight-words and letter sounds.

We will measure this formatively by:

We will use a variety of assessment approaches:

- Teacher observation
- White Board practice
- Teacher-Made Reading Boxes
- Journal entries
- Multi-sensory writing activities
- Writing tools

We will measure this Summatively by:

Dibels

District Sight Word Assessment

Action steps we will take to meet our goal:

To meet our goal we will:

- 1) Meet at least once per month to review student data together as a team and reflect on student growth and challenges.
- 2) Supplement Benchmark program with materials from David Matteson and Nellie Edge
- 3) Practice new skills learned in journals and writing units.
- 4) Mid-year teacher-led Literacy Parent Involvement Event.

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Technology-This is how we will utilize technology to meet our goal:

We will use:

Scholastic News online resources

Classroom document camera/projector

Razz Kids

ABCya

Starfall

Computer Lab

Tumble Books

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School Name: Cedar Way Elementary

Year: 2016-17

Grade Level/Department/Team: First Grade and Title I Learning Support (Stacy Stuehrenberg, Tracy Werthman, Renee Burgess, Leann Onishi)

Goal: From the end of September to the end of May, all students will increase their independent reading level.

We will measure this Formatively by:

During guided reading groups and/or 1:1 conferencing, students will help set their individual goals with teacher input and guidance, as well as tracking their fluency progress on Read Naturally passages (or other probe that matches individual reading levels). We will collect anecdotal evidence of fluency and comprehension during small, guided reading groups. We will use the High Frequency Word Assessment from the Teacher's College Reading and Writing Project as well as Benchmark CSA's to check comprehension. For T1 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.

We will measure this Summatively by:

We will conduct Fountas and Pinnell running records a minimum of three times throughout the indicated time frame to assess independent reading levels for each student. DIBELS Benchmark data will be taken three times a year.

Action steps we will take to meet our goal:

We will collaborate with grade level colleagues, ELL teachers, and the Learning Support team to analyze assessment data and discuss best practice strategies that need to be implemented or modified in an effort to better meet student needs.

Technology-This is how we will utilize technology to meet our goal:

Students will utilize their Raz-Kids accounts to practice reading fluency and comprehension. ELL students will have access to Imagine Learning to increase their English language skills, and students with a need for phonemic awareness practice will utilize Starfall.com.

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School Name: Cedar Way

Year: 2016-17

Grade Level/Department/Team: 2nd/Colette Christensen, Lisa Miller, Tiffany Morganweck

Goal:

We will improve our student's ability to read, write, speak and listen by:

- Assessing the reading level of individual students in order to target reading instruction to meet their specific needs.
- Evaluate reading progress quarterly to reassess instructional needs and placement.
- Administer pre and post assessments to evaluate, check students' progress and needs in the areas of narrative, opinion and informational writing.
- Provide speaking and listening opportunities for students in small groups, with partners and in whole groups. Reader's theaters performance will provide reading, speaking, listening opportunities.
- Collaborate as a second grade team with learning support, ELL and specialists to communicate the needs and progress of our students.

We will measure this Formatively by:

- Administering Running Records quarterly or as needed.
- Administering CSAs with each unit.
- Conferencing with students about their reading and their writing using a writing check list.
- Teacher observations and anecdotal notes

We will measure this Summatively by:

We will use the following assessment approaches: Fall/Spring 2nd Grade State Reading assessment, Benchmark ORR, Writing Units of Study On-Demand writing prompts, Benchmark comprehension strategy assessments and DIBELS Oral Reading Fluency Progress Monitoring.

Action steps we will take to meet our goal:

To meet our goals we will meet at least twice a month to review student data together as a team and reflect on student growth and challenges. We will implement the new Writing Units of Study curriculum.

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Technology-This is how we will utilize technology to meet our goal:

Raz Kids, Scholastic News, Moby Max and other websites that support students, document camera and projector, RedCat sound system.

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School Name: Cedar Way Elementary

Year: 2016/2017

Grade Level/Department/Team: Grade 3-Dave Pacher, Tracey Holmes, Nina Rabins

Goal: [Click here to enter text.](#) We will improve our student's ability to read, write, speak and listen by:

- Work collaboratively, as a team, to deliver individualized reading lessons to meet each child at their instructional level. (Specific Skills Reading Groups)
- Plan writing instruction for a specific audience that emphasizes self-assessments, peer critique, and teacher feedback.
- Introduce and incorporate technology to show their learning.

We will measure this Formatively by:

We will use the following assessment approaches: teacher observation, mini-writing conferences and goal setting, informal assessment of writing folders, and anecdotal notes on reading groups during Specific Skills Reading Groups.

We will measure this Summatively by:

Benchmark RR/F&P RR, Writing Units of Study On-Demand writing prompts, Benchmark comprehension strategy assessments.

Action steps we will take to meet our goal:

- 1) Meet at least twice a month to review student data together as a team and reflect on student growth and challenges
- 2) Implement the new Writing Units of Study curriculum.

Technology-This is how we will utilize technology to meet our goal:

We will utilize the following technologies: RAZ Kids, classroom projector and document camera, Scholastic News Online, Typing Club, and Moby Max, Google Docs, Google Classroom, ReadWorks.

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School Name: Cedar Way Elementary

Year: 2016 - 2017

Grade Level/Department/Team: 4th Grade

Goal: Our English Language Learners will improve their ability to read by increasing their independent reading level by at least one level by June.

We will measure this Formatively by:

Benchmark End of Unit Comprehension Assessments. We will differentiate texts to support students in accessing the text at a level the student can comprehend.

Tracking growth in fluency and accuracy through the Read Naturally program.

By accessing DIBELS scores from Learning Support and or the ELL program.

We will measure this Summatively by:

3-6 Running Record Reading Levels and SBA data for ELLS

Action steps we will take to meet our goal:

To meet our goals we will meet at least once a month to review student data as a team and reflect on student growth and challenges and/or collaborate to learn and implement SIOP strategies to support student learning.

Technology-This is how we will utilize technology to meet our goal:

We will use Newsela, Readworks.org, and Scholastic News online to differentiate reading levels/student texts to support students in accessing the text.

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School Name: Cedar Way Elementary

Year: 2016-2017

Grade Level/Department/Team: 5th Grade

Goal: We will improve our student's ability to read, write, speak and listen in math.

We will measure this formatively by:

Expressions assessments and Mobymax assignments

We will measure this in summation by:

Pre-Post common assessments, SBA block assessments

Action steps we will take to meet our goal:

Meet with small groups of students who need specific skills

Student group work to improve communication and listening skills

Work collaboratively to determine best common assessments (formative and summative), and collect and evaluate resources.

Individually we will observe each other and other teachers to gain new perspectives on instruction.

Technology-This is how we will utilize technology to meet our goal:

Mobymax, Khan Academy, online manipulatives, SBA assessments, and Prodigy

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School Name: Cedar Way Elementary

Year: 2016-2017

Grade Level/Department/Team: 6th Grade

Goal: We will improve students' ability to do math

We will measure this Formatively by:

Expressions assessments and common core sheets

We will measure this Summatively by:

Pre-Post common assessment

Action steps we will take to meet our goal:

Intervention block with small group instruction for students who need specific skills

Teacher work to determine best common assessments and formative.

Teacher work to collect and evaluate resources

Teacher observations to evaluate instruction.

Technology-This is how we will utilize technology to meet our goal:

Mobymax, khan academy, online manipulatives

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School Name: Cedar Way Elementary

Year: 2016-2017

Grade Level/Department/Team: Learning Support (Krystin MacPherson & Emily Moss)

Goal: We will implement high leverage strategies for all learners in speaking, writing, and reading grounded in evidence by working collaboratively to deliver specially designed instruction in reading and writing for each child. We will plan reading instruction that will focus on a deep understanding of language, phonics, linguistics, as well as fluency and comprehension. Students will self-monitor and offer peer-coaching. We will plan writing instruction for specific groups based on IEP goals that emphasizes the writing process, self-assessments, and teacher feedback.

We will measure this Formatively by:

We will measure this formatively by using teacher observation, student self-assessment, QuickReads timed readings, mini-writing conferences, IEP data collection, 95% Comprehension materials, use of white boards, and writing samples.

We will measure this Summatively by:

We will measure this summatively by using DIBELS progress monitoring, IEP data collection, Step-Up to Writing assessments, Words Their Way assessments, Benchmark ORR and comprehension assessments, and Read Well unit assessments.

Action steps we will take to meet our goal:

- Meet at least twice a month to review student data and reflect on student growth and challenges
- Attend Learning Support professional development opportunities (Job Alikes, etc.)
- Share materials and collaborate on planning and curriculum usage

Technology-This is how we will utilize technology to meet our goal:

- Use DIBELS pathways online to set student reading goals
- Use Google Classroom to post assignments and monitor student work
- Use word prediction software for struggling writers (Co-writer)
- Use Scholastic News Online, Newsela Online, etc.

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- Use ipads to record student reading, reader's theatre, etc. to assist their self-monitoring skills

School Name: Cedar Way

Year: 2016-2017

Grade Level/Department/Team: ELL (Terry and Wang)

Goal: We will improve students' ability to read, write, speak, and listen by engaging in high leverage sheltered instruction strategies.

We will measure this Formatively by:

The English Language Learners program will use the following formative assessments:

- Lesson exit tickets
- Daily observations and anecdotal notes
- Progress monitoring with "check in quizzes"
- Student use of checklists and/or rubrics to self-assess and grow learning

We will measure this Summatively by:

The English Language Learners program will use the following summative assessments:

- District ELL curriculum, *On Our Way to English* unit assessments.
- English Language Proficiency Assessment (ELPA)
- Smarter Balance Assessment (SBA)
- On-Demand writing prompts

These assessments will determine the students' growth and learning for the 2016-2017 school year.

Action steps we will take to meet our goal:

- Define high leverage strategies for reading, writing and speaking
- Create anchor charts for students to reference
- Explicitly teach these strategies
- Explicitly teach students when these strategies are applicable.

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Technology-This is how we will utilize technology to meet our goal:

- Use of short videos of additional examples of strategy use
- Use of interactive sites that supports practice of academic skills

Use of Imagine Learning, and teacher monitor of student progress for applicable students

Action steps we will take to meet our goal:

In order to meet our goal, the steps we plan to take are:

- Parent input from narrative/argument and informational writing checklist
- Review parent input
- Meet as team during collaboration and doorjamb times to review student data and reflect on student growth or challenges
- Continue using the Lucy Calkins Units of study, along with incorporating writing units in science and social studies
- In Social studies, we will be discussing the background of students in our classrooms. This is to help inspire students to write an informational essay based on a country connected to each individual student or a culture of their own interest.
- In Science, we will be discussing the background of students in our classrooms. This is to help inspire students to research the various scientific contributions from scientists of diverse nations and cultures to write informational papers on scientific contributions from around the world.

Technology-This is how we will utilize technology to meet our goal:

To increase our uses of technology in the classroom:

- Our team will utilize Google Docs to compose their writing samples and revise work. Students will share documents with peers and teachers in order to more effectively collaborate.
- Students will utilize digital mentor texts and realia in order to better convey class content objectives.
- Students will utilize digital thesaurus' and translation services to better access materials.
- Students will utilize teacher approved online research sources in order to better support their arguments.

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- Some students that show a need will utilize speech to text technology in order to better access assignments.
- Teachers will utilize document cameras and projectors to convey information to students.

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?	The Problem Solving team meets regularly to look at the data and address next steps of individual students. The MTI Team meets quarterly to monitor progress of all students. The Learning Support team meets with teachers on a regular basis to discuss individual students.	Weekly
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Multiple opportunities are offered to those students who have shown that they have met the standards. These may include online programs such as Moby Max which help extend individual learning. Certain grade levels have also initiated additional extension work for those above grade level during intervention blocks.	Ongoing as needed

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<p>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</p>	<p>We work intentionally to ensure that our students feel their school is a safe place to be and learn. Teachers work to build trusting relationships with their student which helps to identify their physical and emotional needs within the context of cultural diversity. Classroom management and schoolwide discipline (PBIS) plans are in place to make sure students can learn in a structured and safe environment. Motivation is both extrinsic and intrinsic based on developmental levels and always positive. Safety procedures and district policies are followed.</p>	<p>Ongoing</p>
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Learning Opportunities Provided for Staff Specific to the School Target	Description of the Learning Opportunity	Schedule
Whole staff learning opportunities to support the focus and intentionality of this Goal.	All staff (including classified) have been introduced to the schoolwide goal of expanding our implementation of culturally responsive teaching in order to better serve our diverse population. There is also planned professional development throughout the year to provide teachers with specific strategies to meet the needs of students, such as Sheltered Instruction approaches for English Language Learners.	August 2016 and during bi-monthly staff meetings.
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	The Equity team has the school goal as its focus as well. The team intends to provide resources to staff members who need support with diversity issues. Individual teachers can also request support from the principal and/or assistant principal.	Monthly meetings

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

Third Grade OSPI Literacy Expectation <i>(The following information is required if <u>less than 60%</u> of Third Grade Students met or 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"> € Use of a coach/coaches- not available € Additional learning time within the School Day- Title 1, Special Education, and ELL services incorporated into the school day € Before and After School Programs- will be incorporated as LAP funds become available € Family Involvement at School (and outside of school)- see Family Engagement below € Targeted Professional Learning- SIP-aligned professional learning occurs throughout the year 	Monitored regularly throughout the year

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	<ul style="list-style-type: none"> € Professional Learning Communities- occur at least two times/month as a part of our Collaboration schedule € Tutoring- not available 	
	<p>Title 1 benchmark assessments in reading and using math unit tests allow staff to measure student achievement against state and district standards. Following benchmark screening assessments in literacy, students are designated as Tier I, II, or III and further diagnostic assessments are given to targeted students to pinpoint specific needs. Plans for providing small group and individual interventions are determined by the end of the third week of school and based on need; students participate in pull-out and/or in-class small group interventions. Group size and duration vary by student need, providing a double dose of instruction during designated intervention blocks. Some students receive short term interventions. Others may receive additional support daily through much or all of the year with consistent progress monitoring. Several grade levels use a Walk to Read or a Walk to Intervention model to provide targeted reading instruction, and this has yielded strong results.</p> <p>MTI meetings are held quarterly to analyze student progress between benchmark assessments. Student growth is charted on an aim line by learning support staff so teachers have a visual representation of growth. The staff discusses possible adjustments to interventions when students fail to make expected progress as indicated in progress monitoring.</p>	

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<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>	<p>At the kindergarten level, the WaKIDS assessment is incorporated into our summer Jump Start program offered to all incoming kindergarten students. The result is students who are much more ready for kindergarten on the first day of school and families who begin the year as part of an engaging school community.</p> <p>In addition, we offer free full-day kindergarten to all students.</p> <p>Additionally, grade level teams meet to carefully consider classroom placements for the coming year for each of their students. Academic level and behaviors, learning styles, and special learning needs are all taken into account as teachers work to create well balanced classes with the best possible placement for each child.</p> <p>To insure a smooth transition to middle school, our 6th grade teachers, school counselor and principal work closely with Brier Terrace Middle School staff to assess students for placement in appropriate English and math classes and to insure successful scheduling. The middle school principal and counselors meet with sixth grade students to introduce themselves and provide information for middle school transition. Cedar Way learning support teachers meet with middle school learning support staff to carefully place students in classes and insure that additional support continues seamlessly from elementary to middle school.</p>	<p>Monitored regularly throughout the year</p>
<p>Describe your Targeted Family Engagement Plan (specifically K-4) that ensures two way communication between home and school regarding individual</p>	<p>Strategies to increase family engagement include:</p>	<p>Monitored regularly</p>

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<p>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"> • A goal of 100% participation in fall Parent-Teacher conferences resulting in multiple teacher efforts to: contact every parent; reschedule conferences as needed; and offer telephone conferences as needed. • Including all families in student goal setting is a priority for all Cedar Way staff • Increased use of interpreters for school events. • Increased parent communication through our weekly online Happenings newsletter including information about school academic initiatives and academic trends on the spring state assessment. • Family Reading Nights to involve parents in reading with their students and to incorporate research-based approaches to support their children. • More intentional planning of key events such as Open House to attract more families and incorporate greater academic focus. As well as looking for parent input on ways to make the parent night more effective and meaningful for families. • Natural Leaders Program led by our Family Outreach Coordinator to support and engage diverse families in our community and to provide specific information related to student achievement. • Increased invitations for and focus on volunteers in the classroom. • Increased parental involvement through delayed start for kindergarten 	<p>throughout the year</p>
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	<p>to facilitate family meeting with teachers.</p> <ul style="list-style-type: none">• Family representation in school leadership teams including Site Council and Equity Teams.	
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