



Edmonds School Improvement Plan (SIP) (Grades K-6, K-8, 7-8, and 9-12) Three-Year Plan

Template Revised August 31, 2021

Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve *engagement, equity, and excellence* for our students. The plan states goals and why these goals were chosen. Our plan also outlines what staff will do to ensure students' experience belonging and are able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	2021-22
Our School Name	Cedar Valley Elementary

Section 1. Our school

A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff (500 words or less, including a table of student demographics). Other data can be added if desired.

Cedar Valley Elementary is a large and socially, linguistically and culturally diverse community of learners. Our teachers and staff are committed to providing rich learning opportunities for all students. We value our partnerships with students and families, we're committed to working towards educational equity, and we pride ourselves on our strong community atmosphere and believe our diversity is our greatest strength.

2021-2022 Enrollment Data

Group	# of Students	% of Students	Group	# of Students	% of Students
Total Enrollment	361		Two or More Races	14	3.87%
American Indian/Alaskan Native	3	.83%	English Language Learners	178	49.3%
Asian	24	6.64%	Homeless/ McKinney-Vento	19	5.26%
Black/African American	60	16.62%	Free and Reduced Lunch	257	71.19%
Hispanic/Latino	182	50.41%	Section 504	6	1.66%
Native/Pacific Islanders	2	.55%	Special Education	34	9.41%
White	76	21.05%			

Strengths and Successes:

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%

New opportunities, instructional programs, supports:

1. Dual Language Spanish Program (Kindergarten)
2. 95% Literacy Intervention Implementation (K-6)
3. iReady reading and Math diagnostic assessments

Section 2. Vision and Mission

<p>Our Equity, Engagement, and Excellence (E₃ Vision)</p>	<p>The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students. At Cedar Valley, our community is connecting, empowering and motivating students to thrive.</p>
<p>Our Mission</p>	<p>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.</p>

Data and Stakeholder Engagement Summary

<p>E₃ Category</p>	<p>Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)? Data that are available for school improvement planning are below.</p>
<p>Equity (such as student demographics)</p>	<ul style="list-style-type: none"> ● All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities. ● District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups ● Staff diversity ● Staff professional development topics, attendance
<p>Engagement (such as school culture and climate)</p>	<ul style="list-style-type: none"> ● Skyward: Student attendance (percent regular attenders), ● Exclusionary discipline (in-school, out-of-school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion (or office discipline referral?)) ● Panorama student survey data and TPS (Teacher Perception Surveys)
<p>Instructional Excellence (and student learning)</p>	<ul style="list-style-type: none"> ● Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators ● Homeroom: Grades K-12 I-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener) ● OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading ; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21) ● OSPI high school graduation rates, drop-out rates ● Classroom walkthrough tool focused on high-leverage Tier 1 strategies - conferring, small group learning, consistent use of guaranteed viable curriculum.

Reflection questions

Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

The strengths identified include enthusiasm on the part of both staff and students for the return to school. In addition, intermediate students had more solid reading comprehension skills than primary students while primary students had stronger math skills than intermediate students. Our strengths and growth areas were identified by utilizing the SBA, ELPA, WaKids, Running Records, Acadience (DIBELS), and PSI/PASI data. The instructional leadership team collaborated on data dives during to identify student strengths to leverage and growth areas to support. Overall, many students are behind academically following nearly a year and a half of remote or hybrid instruction so our team felt that focusing on learning strategies for all students would be best at this time.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support and monitor our SIP?

Our instructional leadership team has reviewed this school improvement plan and we will engage in ongoing partnerships with families and staff. Our goal is to include our student and families voices in making any course corrections.

Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?

We believe all students at Cedar Valley could achieve grade level benchmarks in core content areas but many students are struggling in reading and math. We also believe that high quality culturally responsive teaching and connected learning experiences that are aligned through language and context will support students in achieving grade levels standards.

What are the goals that our school will focus on this school year and why?

Our goal is to ensure rigor and high engagement of students in core content areas as well as culturally responsive social-emotional learning through a focus on student centered approach to meet all students' needs. We believe at Cedar Valley that our kids and staff are not broken, systems are. To ensure supportive systems for students, we will focus on using research supported best practices.

Note: Goals and strategies describe where the team intends to go but do not describe how the team will get there. An example goal might be to improve graduation rates or that all students in ninth grade will be on-track to graduate.

Section 3. School Improvement Plan (SIP)

This section describes what our staff will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

SIP Goal 1: Between Fall of 2021 and Spring of 2024, students who are reading below grade level in grades 1-3 will meet standard, increasing from 54% to 60%, as measured by I-Ready, Running records, and aligned classroom-based assessments.

Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)

If we administer a guaranteed and viable reading curriculum to our students, then students will achieve at grade level reading standards through aligned and differentiated reading instruction.

How will we get the work done?

Strategies we will complete this year (Please list up to three strategies to meet the needs of your students)	Person or team responsible
Strategy 1: Deliver guaranteed and viable reading intervention and core curriculum to students grades K-6 for the purpose of aligning and progress monitoring student reading data as a grade level team/school.	Principal and all staff.
Strategy 2: Deliver guaranteed and viable reading intervention and core curriculum to students grades K-6 that shows connections with school learning and how it is aligned with students’ real life experiences	Principal and all staff.
Strategy 3: (optional)	

How will we know that the strategy is working?

Strategy 1: Improvement in I-Ready and books levels measured by TC running records would be evident. Differentiated reading instruction that is progress monitored and informed by student data would also be visible. For example, robust small group teaching and learning.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

<p><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Ensure all staff have all components of the reading curriculum. ● Administer a needs assessment of current use, practice, and knowledge of curriculum. ● I-Ready training and Mypath instruction. ● 95% Intervention training K-6 ● Dyslexia screener training ● Receive learning in Principal Learning Network components of a balanced literacy framework to share with teachers. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready PASI/PSI Running Records WaKids Classroom-based assessments</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Share learning regarding a balanced literacy framework and Readers Workshop Model during building time. ● Review needs assessment with the instructional leadership team then teachers. ● Grade band learning regarding 95% intervention implementation ● K-6 implementation of language learning targets with core content 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready SBA for 3rd grade PASI/PSI Classroom-based assessments Running Records Needs assessment results</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Learning walks in various classrooms while using components of Readers Workshop look-for tools. ● Plan for course corrections and next steps. ● Review reading data K-6. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Running Records WaKids PASI/PSI Classroom-based assessments</p>

Please complete the mid- and end-of-year reflect and revise summary using this link.

[SIP Reflect and Revise Summary](#)

If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.

SIP Goal 2: Between Fall of 2021 and Spring of 2024, students who are below grade level in math within grades 4-6 will meet standard, increasing from 16% to 22%, as measured by I-Ready and SBA and aligned classroom based assessments.

Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal) If we provide differentiated small group math teaching that identifies gaps students’ understanding of various common core standards, then students will be able to achieve grade level math benchmarks.

How will we get the work done?

Strategies we will complete this year (Please list up to three strategies to meet the needs of your students)	Person or team responsible
Strategy 1: Deliver guaranteed and viable math intervention and core curriculum to students grades K-6 for the purpose of aligning and progress monitoring student math data as a grade level team/school	Principal and all staff.
Strategy 2: Small group math teaching during core instruction to provide differentiation for students.	Principal and all staff.
Strategy 3: (optional)	

How will we know that the strategy is working?

Strategy 1: Increase in student math achievement through I-ready, SBA, and classroom-based assessments. Differentiated small groups during core math instruction would be evident.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

30-day plan	What does this look like in action?	What evidence or data will we review? (e.g., implementation and/or outcome data)

	<ul style="list-style-type: none"> Needs assessment regarding small group instruction grades 4-6. Who is doing them? Why or why not? PD regarding CCSS math standards and Math Expressions curriculum I-Ready PD MyPath instruction and implementation Principal receives PD regarding a balanced math framework. 	I-Ready SBA Classroom-based assessments
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> Continue PD (district provided) for staff Share learning regarding a balanced math framework and Math Expressions. Review needs assessment with the instructional leadership team then teachers. Learning walks in various classrooms to see evidence of small group math teaching, math talk moves, and student engagement with learning. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> I-Ready SBA Classroom-based assessments Learning walk data
<i>90-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> Learning walks conducted to collect evidence of differentiated math instruction aligned to CCSS. Plan for course corrections and next steps. Review math data K-6. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> I-Ready SBA Classroom-based assessments Learning walk data
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p>SIP Reflect and Revise Summary</p>		

If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.

SIP Goal 3: Between Fall of 2021 and Spring of 2024, students in grades 3-6 will feel a greater sense of belonging/supportive relationships at school, increasing from 62 % to 66 %, as measured by the Panorama General Wellness Survey and other site-based surveys.

Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)

If we provide social emotional learning by using Responsive Classroom and culturally responsive strategies, then students will feel a sense of belonging to Cedar Valley Elementary School.

How will we get the work done?

Strategies we will complete this year (Please list up to three strategies to meet the needs of your students)	Person or team responsible
Strategy 1: Social emotional learning in all classrooms as reflected in Responsive Classroom strategies.	Principal and all staff
Strategy 2: Deliver Second Steps SEL core curriculum to students grades K-6.	Principal and all staff
Strategy 3: (optional)	

How will we know that the strategy is working?

Strategy 1: Increased sense of belonging as measured by Panorama data and site-based surveys. Decreased instructional minutes lost due to behavioral breaks or discipline issues.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

30-day plan	What does this look like in action?	What evidence or data will we review? (e.g., implementation and/or outcome data)
	<ul style="list-style-type: none"> Needs assessment regarding use of Responsive Classroom and culturally responsive teaching strategies. Who has been trained? Who still needs training? PD for staff in implementing Responsive Classroom strategies and asset based instruction 	Panorama Site-based Surveys

	<ul style="list-style-type: none"> Review and choose or create SEL survey for primary students 	
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> Continue PD for staff Review needs assessment with the instructional leadership team then teachers. Learning walks in various classrooms to see evidence of Responsive Classroom and culturally responsive teaching strategies. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Panorama Site-based Surveys Learning walk data</p>
<i>90-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> Learning walks conducted to collect evidence of Responsive Classroom and culturally responsive teaching strategies. Plan for course corrections and next steps. Review Panorama and site-based survey data K-6. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Panorama Site-based Surveys Learning walk data</p>

Please complete the mid- and end-of-year reflect and revise summary using this link.

[SIP Reflect and Revise Summary](#)

If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.

Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
Leah Bracken	Principal
Jesús Tirado	Assistant Principal
Jennifer Fought	5th Grade Teacher
Johnny Nguyen	3rd Grade Teacher
Araceli Espinosa, Cori Zimny, Mauve Holt	2nd Grade Team

Marcia Bickford	1st Grade Teacher
Jeffrey Cope	Kindergarten Teacher
Kim Copeland	Literacy Specialist
K'Leia Wilson	Counselor/Psych
Abbey Alessi, Jesika Cochenaur	Multi-lingual Team
CVE Families	PSO, Natural Leaders, Equity Team

Links to supporting documents

- [Reflect and revise plan \(progress monitoring plan\)](#)
- Strategic plan