



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	2021-2022
Our School Name	Cedar Way 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 Way is a community school, nestled away in the middle of a Mountlake Terrace neighborhood. Over the last number of years, Cedar Way has grown in its size and its diversity of student population. We now have a rich tapestry of students whose families come from all parts of the globe, as well as many families who have been in Mountlake Terrace for generations. This school year, we have 26 classrooms for our

students, as well as very strong Title I, Special Education, and Multilingual Education programs. All of our students attend PE, Music, and Library classes each week.

Cedar Way has followed the Positive Behavioral Interventions and Supports (PBIS) model for years and treats every interaction as a chance to grow and learn about living in a diverse community. As our student populations grow more multilingual year after year, we have begun to study the Sheltered Instruction Observation Protocol (SIOP) and are beginning to embed these excellent pedagogical strategies into our everyday instruction.

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	508	NA	Two or More Races	49	10%
American Indian/Alaskan Native	3	0.6%	Multilingual	133	26%
Asian	48	9.4%	Homeless/McKinney-Vento	11	2%
Black/African American	86	17%	Low Income	234	46%
Hispanic/Latino	103	20%	Section 504	8	1.5%
Native Hawaiian/Other Pacific Islander	4	0.8%	Students with Disabilities	69	13.6%
White	215	42%	Student Mobility	14	2.39%

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E₃ Vision)	The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.
Our Mission	District Mission: With our students, staff, families and entire community, we strive to provide high quality teaching and learning to serve ALL kids. We strive to disrupt

institutional bias based on race, ethnicity, cultural, linguistic background, or circumstances.

Cedar Way Mission: To create a learning community, which fosters the development of responsible individuals, who embrace the world as thoughtful, knowledgeable, skillful, contributing citizens.

Data and Stakeholder Engagement Summary

E₃ Category	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.
Equity (such as student demographics)	<ul style="list-style-type: none"> ● <i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities.</i> ● <i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i> ● <i>Staff diversity</i> ● <i>Staff professional development topics, attendance</i>
Engagement (such as school culture and climate)	<ul style="list-style-type: none"> ● <i>Skyward: Student attendance (percent regular attenders)</i> ● <i>Panorama student survey data</i> ● <i>Family Engagement Survey</i>
Instructional Excellence (and student learning)	<ul style="list-style-type: none"> ● <i>Homeroom: Grades K-12 I-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)</i> ● <i>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)</i> ● <i>Classroom walkthrough tool focused on high-leverage Tier 1 strategies - conferring, small group learning, consistent use of guaranteed viable curriculum.</i>

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?

Kindergarten: We have noticed that this year's student group has less pre-school experiences compared to the last couple of years. Self -help/independent work skills and social - interaction skills are also lower than previous years.

1st Grade:

Reading: We have large groups of students in our classes who do not have correct letter sounds and who are well below in reading levels for the beginning of the school year. We have some students who need extra support in phonemic awareness skills (the highest number is in Stacy's class). Our classes have a few kids who are at or above grade level in reading levels, however the bulk of our class is below beginning of year expectations.

Most kids responded well to the phonics booster and phonemic awareness focus from the beginning of the year. There was some transfer of skills/willingness to attempt when we tested for running records.

Math: Most of our class is in a similar place in math concepts and skills (at or near grade level). We each have about 5 students in our class who lack number sense.

SEL: Overall our classes need extra support on school skills, peer relations and handling big emotions.

Disparities: There are disparities depending on school attendance and participation last year.

2nd Grade:

Reading: Groups that need letter sounds, blending, phonological awareness. Other groups are above benchmark and need further higher phonics.

Math: need number and operations for all students - K or 1st in IReady

3rd Grade: The gap between the students that are on or above grade level and those that are well below grade level has widened larger than we have ever seen. We are noticing a lot of emotional immaturity and need specific instruction on perseverance skills through challenging academic tasks. Students are not used to being in such a social environment and their needs are amplified this year. We discussed incorporating SEL strategies in morning meetings and continuing with differentiated instructional centers in core subjects. In reading, there are a lot of students reading above/well above grade level and a big number of students reading well below (kindergarten, first grade levels) in all of our classes. Teaching to the middle of the group does not allow us to meet any learners where they are, so differentiation is more important than ever. The same is true for math (big gaps!)

4th Grade:

- **Overall 4th Grade/ISES**
 - **Reading Strengths:** Phonemic Awareness
 - **Math Strengths:** There were no clear areas of strength.
 - **Reading need:** primary phonics, vocabulary, comprehension (both literature and informational texts)
 - **Math need: ALL Areas!**
 - Number and Operation, Algebraic Sense, Measurement and Data, Geometry
- **O'Connor**
 - **Reading**

- **Data:** 22 students, Mid Grade or Above 14%, Early On Grade 9%, One Grade Below 41%, Two Grades Below 9%, Three Grades Below 23%, Not Completed Yet 5%
 - **Strengths:** phonological awareness/Phonics for the majority
 - **Areas of Need:** vocabulary, comprehension literature, comprehension informational text
 - **Observation:** ML students are on the lower end of the data
 - Independent Reading Levels
 - 9/22 at level (P/Q/R)
 - 3/22 one year below (N/O)
 - 10/22 two or more years below level (M and below: B, F, H, I, L)
 - **Math**
 - **Data:** 22 students, Mid Grade or Above 0%, Early On Grade 9%, One Grade Below 36%, Two Grades Below 27%, Three Grades Below 27%
 - **Areas of Need:**
 - Number and Operation, Algebraic Sense, Measurement and Data, Geometry
 - **Observations:** ML students and students receiving special education services in the qualifying areas of reading and written expression are on the lower end of the data. The data also supports a need for small differentiated instructional groups that explicitly teach strategies that focus on building vocabulary. This could be through the use of additional visuals and tools when introducing or reintroducing keywords.
- **Mann**
 - **Reading:** Small group instruction purely for comprehension strategies, habits of heart for a good reader, and vocabulary instruction.
 - **Math :**
 - **Data:** 24 students, Mid Grade or Above 0%, Early On Grade 4%, One Grade Below 46%, Two Grades Below 8%, Three Grades Below 42%
 - **Needs:** Mathematizing/ problem solving, math based morning meeting, math facts practice everyday, small group instruction to meet student’s needs, math discourse instruction, i-Ready assignments for independent practice
- **Christie**
 - Reading**
 - **Data:** 9 students, Mid Grade or Above 0%, Early On Grade 0%, One Grade Below 11%, Two Grades Below 11%, Three Grades Below 67%, Not Completed Yet 11%
 - **Strengths:** phonological awareness and high-frequency words for the majority of students
 - **Areas of Need:** phonics, vocabulary, comprehension literature, comprehension informational text
 - **Observation:** ML students and students receiving special education services in the qualifying areas of reading and written expression are on the lower end of the data. The data also supports a need for small differentiated instructional groups that explicitly teach strategies that focus on building vocabulary. This could be through the use of additional visuals and tools when introducing or reintroducing keywords, for example
- **Math**
 - **Data:** 9 students, Mid Grade or Above 0%, Early On Grade 0%, One Grade Below 0%, Two Grades Below 22%, Three Grades Below 67% , Not Completed 11%
 - **Areas of Need:**

- Number and Operation - filling in the major gaps in basic counting patterns, strategies around boosting competence in addition and subtraction facts, Algebraic Sense, Measurement and Data, Geometry
- **Observations:** ML students and students who receive special education services in the qualifying area of math are shown to be on the lower end of the data

5th Grade:

Reading: About one fourth of students are at/above, one fourth near, and about half are well below grade level. Our students are, overall, strong in the three foundational skills. Vocabulary is, overall, an area for improvement. ML students are concentrated in well-below grade level. At and above grade levels students are primarily white.

Math: About half of students are near grade level (4th grade). For above/at and well-below grade level, it's a more mixed bag of where students are from class to class. About half of students are well-below grade level. For numbers/operations and algebra/algebraic thinking, about $\frac{2}{3}$ of students are at or near grade level. Students scored lower in the measurement/data and geometry domains (which is similar to previous year). All at/above grade level students are white. Near and well-below grade students are more diverse. ML students are split between near and well-below grade level.

SEL: We haven't been able to access Panorama data yet.

6th Grade:

Based on the assessments in the fall, strengths our team recognized in math were that students adapted to team teach math in daily math lessons as well make progress towards student-led instruction and conversation. Needs that we recognized as a team were that many students don't have math facts memorized, there is a gap in computation skills, understanding of graphing, and ability to persevere in story problems. Students are often not reading the story problem, and just pulling information out of the problem incorrectly or not reading to comprehend the story problem. There is also a lack in geometry vocabulary. ML students and students with IEP have suffered the most from this disparity in math; however, there are also several other students (non-ML and non-IEP) who lack grit and perseverance because of the pacing of lessons, difficulty in concepts, etc.

For reading, many kids are testing towards the end of the A through Z+ leveling in the running records however, it often doesn't match with their iReady Diagnostic results. iReady scores tend to be significantly lower than running records results. We are thinking that students need to focus on academic vocabulary, comprehension skills, and phonics.

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

A family survey will be conducted during conference week in October 2021. We will survey families again in the spring of 2022. We have parent representation on many of our school committees who provide regular input to help guide our decision making. The school and each individual classroom provides weekly communication with families about what is happening at school and in each classroom. We encourage families to reach out to their teachers to ask questions and provide feedback.

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?

As with every school in the nation this fall, we are seeing a big disparity in skills and disposition between the students who were fully engaged in remote/hybrid learning last school year and those who weren't. There are larger than usual numbers of students in our primary grades who have little or no experience in physical classrooms or doing 'formal' school work.

Kinder & 1st Grade: Pandemic. Differences in school attendance and participation. Lack of support some kindergartners had at home/in daycare when online. Differences in amount of schooling for kids who switched to hybrid in the spring compared to kids who were online all year.

2nd Grade: Regression from lack of exposure, Missed skills during remote learning, Need to: differentiate, small group focus, Change: focus more on phonics, phonological awareness, For students who need sound/symbol intervention we will use research based teaching. Math: focus on numbers and operations, more small group to focus on gaps

3rd Grade: Students had very uneven access to school over the past couple of years, and it is showing up as a large gap between high achievers and students who need a lot of extra help. As far as the lack of social and basic school skills goes, this can be attributed to lockdown as well. Some students have forgotten how to be a part of a learning community and they are having a hard time interacting with their peers.

We should continue to keep a strong focus on SEL support, and even do some of the second step lessons earlier in the year in order to teach social skills. Morning Meeting is a useful time for this. We also need to focus on growth because for some students achieving at a "normal" third grade level is not a reasonable goal in the short term. Careful assessment can help us decide reasonable goals for our students, that may eventually build up to catching students up to grade level.

4th Grade:

- SEL Impact - High Adverse Childhood Experiences (ACES) scores could indicate an intensive need for social-emotional supports for students and their families
- Trauma - Lack of trauma-informed supports available to address high SEL need
- Scheduling Conflicts - Tight time constraints for work responsibilities and home responsibilities which impact the follow through on reinforcing academic practice and progress monitoring at home
- Multilingual Students - Cultural and linguistically diverse learners face barriers to accessing curriculum that is modified to meet current need
- Sleep Patterns - irregular or inadequate sleep patterns can cause issues with focus, academic stamina/endurance, etc.
- Assistance: Lack of help at home from adults who can access the material to help students read, write, or do math. Families aren't always able to provide that support and often need it as well.

5th Grade: Remote learning created large disparities between students with more adult supervision, tech access, and stable housing and students who didn't have as ready access to those resources. Having students back in the building during school hours to do school work has been helpful. Small group and in-person instruction is working well (especially with our smaller class sizes). As per Arnie, use nonsensical story problems scenarios to confuse and engage students equally.

6th Grade: What we think is happening in schools is that students have experienced a lot of trauma in the past couple of years due to the pandemic and we are not spending enough time addressing their social emotional needs as they are often getting into situations outside of the classroom that carries into their learning. The SEL/Second step lessons can often be irrelevant to students and their context. There is also a lack of language support and resources for ML and general academic IEP students - often getting left behind or ignored in lessons/instruction. In addition, we think that we need to intertwine academic lessons with SEL so that students can build conflict resolution skills, grit, confidence, and the ability to be intentional and reflect in their work.

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

Using a systematic approach to teaching social, emotional, and adaptive skills at every grade level.

Identifying and filling in gaps of understanding in literacy and math to help accelerate their achievement of grade level standards in literacy and math.

Kindergarten: Collaborating with Title 1 for whole-class lessons and doing Haggerty lessons to support phonemic awareness.

Teaching SEL skills through Second Step Lessons and direct instruction/modeling appropriate behavior in the classroom.

1st Grade: Focus on phonics and phonemic awareness as a whole class and in small reading groups. Use of repetition. Using assessment data to plan for whole group and small group instruction. Working with Title and ML teachers to best support struggling readers and linguists. Prioritizing instruction based on brain research as learned with LETRS.

SEL: Using Second Step and other resources as a whole class/in the moment. Working on I-statements, peer conversation and apologizing/accepting apologies. Working on partner talk.

2nd Grade: Differentiate, small group focus

Reading: Use PSI screener as progress monitoring tool

Math: focus on numbers and operations, more small group to focus on gaps,

I-Ready lessons to match the kids levels to use as double dip after lessons

3rd Grade: Continue running small groups for students in all content areas (math, writing, reading, science). Small group instruction is going to be incredibly important as we work to close this wide gap. As seen in the first question, our achievement gap is huge. We have students who are at kindergarten level in

all content areas, and students who are at fifth grade level. Through small group instruction we will be able to differentiate based on students needs and ability level.

4th Grade:

- Gen Ed and ML staff will collaborate on a writing pilot program for ML/push in.
- Group students based on assessments and knowledge of strengths. Use of ML portfolios.
- Start small group instruction based on student needs and supports.
- Short term achievable customized goals in math, reading and writing
- Start with relationships and student buy-in. Get to know students and families. Use knowledge of student culture and interests to engage them in the work.
- Start small. IE Writing: start with oral stories, use partners for turn and talk sharing and brainstorming. Then, use graphic organizers and break them into small doable chunks. Utilize speech to text with those who need that added support.
 - 5 components of a sentence
 - Start with a capital letter- this signals your reader where your thoughts begin.
 - Use end punctuation.
 - You need a subject- who and what?
 - You need an action verb.
 - It needs to make sense.
 - Then, Add (transition words or phrases to add information)
- Rely heavily on VISUALS!
- Provide more tools for the various types of learners: visual, read/write, auditory, kinesthetic, etc.

5th Grade: Small groups to focus on individual concerns and accountability structures (one-on-one check ins). Work with LS and ML teams for students who are well-below grade level.

6th Grade: Specific strategies our team has between now and late winter is that we need to heavily instill math fact fluency for all operations in our students as well as academic vocabulary. We want to also implement small group work with teachers; however, we are unsure if it is a feasible task with the mountain of other things we are already required to do. We also want to make sure we are giving students time to read independently and grow a love for reading. Lastly, we want to build self-reflection skills in student work so that they can take feedback and review/revise as needed.

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:

Through regular team planning using formative data, targeted instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension skills within small groups, and teaming between Title I, Special Education, and Multilingual Learning staff, our students who qualify for free/reduced services, multilingual education, as well as all students, will improve their reading proficiency from 27% of students meeting grade level standard (measured in Fall 2021) to 34% meeting grade level standard (measured in spring 2022) using iReady, Running Records, and/or Acadience Assessments.

Theory of Action

If we...

- Fully understand our students’ present levels of understanding of literacy skills
- Increase our understanding of effective strategies in developing students’ phonemic awareness, phonics, vocabulary, and reading comprehension skills
- 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 receive more targeted instruction addressing their specific needs.
- Students will master their understanding of phonemic awareness and phonics, while continuing to increase their level of vocabulary and reading comprehension.
- Students will progressively be more successful on formative and summative assessments.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Utilize our fall and winter assessment results to design instruction and strategies to meet students specific needs.	All staff
Strategy 2: 1st, 2nd, and Title I staff will implement strategies from their year-long LETRS professional development.	1st, 2nd, Title I staff, and principal

How will we know that the strategy is working?

Strategy 1: Students will make continuous gains in their phonemic awareness and phonics skills (as needed) and an increased understanding of vocabulary and reading comprehension.

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>30-day plan</p>	<p><i>What does this look like in action?</i></p> <p><i>Classroom teachers and learning specialists will complete initial assessments with all students. These results will be used at our Oct 22nd staff meeting to plan classroom and intervention strategies that are tailored to start at students' current present levels and accelerate their understanding from there.</i></p>	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> ● Completion rate of fall assessments ● Running Records ● iReady Reading ● Acadience ● Sight Word recognition
<p>60-day plan</p>	<p><i>Our classroom and intervention strategies developed on October 22 will be fully implemented in each classroom.</i></p> <p><i>Teaching staff will monitor progress using formative assessment tools.</i></p> <p><i>Staff Meeting time will be used for teams to review progress (looking closely at sub-category groups of students), make adjustments as needed, and continue strategizing.</i></p>	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> ● Team meeting check ins ● Formative assessment results ● Principal conversations during observation cycle
<p>90-day plan</p>	<p><i>Our classroom and intervention strategies developed on October 22 will be fully implemented in each classroom.</i></p> <p><i>Teaching staff will monitor progress using formative assessment tools.</i></p> <p><i>Staff Meeting time will be used for teams to review progress (looking closely at sub-category groups of students), make adjustments as needed, and continue strategizing.</i></p>	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> ● Team meeting check ins ● Formative assessment results ● Principal conversations during observation cycle

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

How will we know that the strategy is working?

Strategy 2: Students will make continuous gains in their phonemic awareness and phonics skills (as needed) and an increased understanding of vocabulary and reading comprehension.

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> <p>1st grade, 2nd grade, and Title I staff will complete Unit 1 of the LETRS curriculum under the guidance of the district Title I staff.</p>	<p><i>What evidence or data will we review?</i></p> <p>Completion of Unit 1 Assessments</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>1st grade, 2nd grade, and Title I staff will begin Unit 2 of the LETRS curriculum under the guidance of the district Title I staff and begin to apply their learning with a targeted group of students in their classroom.</p>	<p><i>What evidence or data will we review?</i></p> <p>Work towards completion of Unit 2 Assessments Data gathered for each teachers' targeted group of students.</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>1st grade, 2nd grade, and Title I staff will continue to apply their learning with a targeted group of students in their classroom.</p>	<p><i>What evidence or data will we review?</i></p> <p>Data gathered for each teachers' targeted group of students.</p>

[*Please complete the mid- and end-of-year reflect and revise summary using this link.*](#)

SIP Goal 2:

Through regular team planning using formative data, targeted instruction in numbers and operation, algebraic thinking, measurement, and geometry skills within small groups, and teaming between Special Education and Multilingual Learning staff, our students who qualify for free/reduced services, multilingual education, as well as all students, will improve their mathematics proficiency from 15% of students meeting grade level standard (measured in Fall 2021) to 25% meeting grade level standard (measured in spring 2022) using iReady and Math Expressions unit assessments.

Theory of Action

If we

- Fully understand our students' present levels of understanding of mathematical skills
- Learn effective, research based strategies for supporting mathematical language learning in the classroom, and steadily increase our implementation of these strategies in our classrooms and learning spaces

Then

- Students will receive more targeted instruction addressing their specific needs.
- Students will increase their understanding of numbers and operations, algebraic thinking, measurement and data, and geometry skills.
- Students will progressively be more successful on formative and summative assessments.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Utilize assessment results to design instruction and strategies to meet students specific needs.	All Staff

How will we know that the strategy is working?

Strategy 1: Students will increase their understanding of numbers and operations, algebraic thinking, measurement and data, and geometry skills.

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>30-day plan</p>	<p><i>What does this look like in action?</i></p> <p><i>Classroom teachers and learning specialists will complete initial assessments with all students. These results will be used at our Oct 22nd staff meeting to plan classroom and intervention strategies that are tailored to start at students' current present levels and accelerate their understanding from there.</i></p>	<p><i>What evidence or data will we review?</i></p> <p><i>iReady Math Math Expressions Quick Checks and Unit Tests</i></p>
<p>60-day plan</p>	<p><i>Our classroom and intervention strategies developed on October 22 will be fully implemented in each classroom. Teaching staff will monitor progress using formative assessment tools. Staff Meeting time will be used for teams to review progress (looking closely at sub-category groups of students), make adjustments as needed, and continue strategizing.</i></p>	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> ● <i>Team meeting check ins</i> ● <i>Formative assessment results</i> ● <i>Principal conversations during observation cycle</i>
<p>90-day plan</p>	<p><i>Our classroom and intervention strategies developed on October 22 will be fully implemented in each classroom. Teaching staff will monitor progress using formative assessment tools. Staff Meeting time will be used for teams to review progress (looking closely at sub-category groups of students), make adjustments as needed, and continue strategizing.</i></p>	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> ● <i>Team meeting check ins</i> ● <i>Formative assessment results</i> ● <i>Principal conversations during observation cycle</i>

[Please complete the mid- and end-of-year reflect and revise summary using this link.](#)

 [SIP Reflect and Revise Summary](#)

SIP Goal 3:

Through regular team planning using formative data, explicit instruction using our Second Step Program, and specifically designed lessons focused on the Lifelong Learning Skills as measured by our district's rubric and Second Step formative measures, over 80% of our students who qualify for free/reduced services, multilingual education, as well as all students will score as proficient or exemplary on their spring progress report.

Theory of Action

If we

- Design a scope and sequence of Lifelong Learning Skills target goals and,
- Purposefully and explicitly teach, model, and practice these skills, and
- Monitor student progress towards these goals

Then

- Students will increase their understanding and application of these skills in their school and everyday lives.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Design a scope and sequence for teaching Lifelong Learning Skills and <i>provide time throughout the school year for grade level and program teams to review this plan, design lessons to explicitly teach and practice each skill, and review progress.</i>	Instructional Leadership & PBIS Team, all staff

How will we know that the strategy is working?

Strategy 1: Students will increase their understanding and ability to apply Lifelong Learning Skills throughout the school year.

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> <p>Instructional Leadership Team and PBIS Team will develop and introduce a framework of instructional goals and timeline for teaching our Lifelong Learning Skills.</p>	<p><i>What evidence or data will we review?</i></p> <p><i>The framework itself</i> <i>Meeting agenda</i> <i>Grade level input into how to teach/apply toward the instructional goals.</i></p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>All classrooms will teach Lifelong Learning Skills, using the developed framework as a guide. Teams will review progress, refine instruction, and set new learning goals as needed. Will update this SIP with specific targeted areas for instruction as these are developed.</p>	<p><i>What evidence or data will we review?</i></p> <p><i>The framework itself</i> <i>Meeting agenda</i> <i>Grade level input into how to teach/apply toward the instructional goals.</i></p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>All classrooms will teach Lifelong Learning Skills, using the developed framework as a guide. Teams will review progress, refine instruction, and set new learning goals as needed. Will update this SIP with specific targeted areas for instruction as these are developed.</p>	<p><i>What evidence or data will we review?</i></p> <p><i>The framework itself</i> <i>Meeting agenda</i> <i>Grade level input into how to teach/apply toward the instructional goals.</i></p>

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 *SIP Reflect and Revise Summary*

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

Name:	Role:
Chris Lindblom	Principal
Lubna Khan	Kindergarten Teacher (and current parent in the Edmonds SD)
Stacy Stuehrenberg	1st Grade Teacher (and current parent in the Edmonds SD)
Somphien Manivanh	Multilingual Learning Teacher
Matthew Lofthus	4th Grade Teacher
Leann Onishi	Title I Teacher
Randy Partee	5th Grade Teacher (and current parent in the Edmonds SD)
Lisa Miller	2nd Grade Teacher
Todd Stuehrenberg	6th Grade Teacher (and current parent in the Edmonds SD)
Carla Dorsey	Special Education Teacher
All Staff	Reviewed data and provided input to SIP on October 22, 2021
Cedar Way Families	School-wide Family Engagement Survey information being collected during Conference Week (Oct 25 - 29, 2021). Will be reviewed by Equity Team and parent representatives in early November 2021.

Links to supporting documents

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