



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

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 every student experiences belonging and is 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	2022-2023
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

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 24 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 Guided Language Acquisition Design (GLAD) with the goal of embedding these excellent pedagogical strategies into our everyday instruction.

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3 Vision)	Equity, engagement, and excellence for each and every student.
Our Mission	<p>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.</p> <p>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.</p>

Data and Stakeholder Engagement Summary

E3 Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data).	
Equity (such as student demographics)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<p><i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ML/multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities.</i></p> <p><i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i></p> <p><i>Staff diversity</i></p> <p><i>Staff professional development topics, and staff who attended Family Engagement Survey - both school-wide and planned 2022-23 small group follow up.</i></p>

Engagement (such as school culture and climate)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>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?))</i> <i>Panorama student survey data</i> <i>Family Engagement Survey - both school-wide and planned 2022-23 small group follow up.</i>
Instructional Excellence (and student learning)	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators</i> <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>OSPI high school graduation rates, drop-out rates</i> <i>Classroom walkthrough focused on high-leverage Tier 1 core instruction strategies — academic vocabulary using SIOP and GLAD strategies</i> <i>Please list other data sources used by your school to develop the SIP e.g., other formative assessments</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?

Using i-Ready data from fall 2021 to spring 2022, 20% of our students moved from the below-grade-level range in the fall to performing at-grade-level in the winter. This is a much higher percentage than predicted and far surpasses our yearly goal. Students in special education made 15% growth towards proficiency and students qualifying for multilingual education gained 10.5% in proficiency. Our Acadience winter data is showing us that kindergarten, 1st, and 2nd grade students are making significant gains in their reading skills, fluency, and comprehension abilities - exceeding gains made in the previous five school years.

While these gains are a cause to celebrate, our 95% PASI and PSI assessments show that many of our 1st and 2nd grade students continue to have significant gaps in their phonics understanding. Also, while our students enrolled in special education and multilingual education made gains throughout the school year, these groups continue to have a significant achievement gap from our population as a whole.

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

We will share our School Improvement Goals with families through our weekly newsletters published with Smore. Progress towards our goals will be tracked by our Instructional Leadership Team and Site Council, of which, parent representatives participate. Our newly formed student council will have opportunities throughout the school year to review and provide feedback on our goals and activities.

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 our population of students who receive multilingual instruction grows, so does our need to learn and fully implement the strategies that best meet their needs. The majority of our students who receive these services have success with conversational vocabulary (BICS) but need intentional, direct instruction to further develop their academic vocabulary (CALP) to enable them to 'catch up' with their peers.

Also, due to the pandemic and subsequent instructional restrictions due to COVID, a larger proportion of our youngest readers missed opportunities to develop their phonemic awareness and phonics skills.

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

All staff will work on developing our pedagogy around learning academic vocabulary and implementing these strategies in our every day teaching. Many of our primary grade teachers will continue with LETRS training to further enhance their understanding and teaching of phonemic awareness, phonics, and early vocabulary development with their students. As a school, we will focus on developing our students' understanding and development of having a Growth Mindset.

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.

- *K-8 schools have a literacy goal, a math goal, and an engagement goal.*
- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

SIP Goal 1:

All students will improve their reading proficiency from 32% of all students meeting grade level standard (Fall 2022 - 54% of students completed) to 40% meeting grade level standard (measured in spring 2023) using the i-Ready Reading Diagnostic.

Theory of action

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: Throughout the school year, all teaching staff will learn, practice, and incorporate proven strategies (through SIOP and GLAD) into their vocabulary instruction.	All staff, MLE Team, District ML TOSA
Strategy 2: 1st, 2nd, and Title I staff will implement strategies from the Year-2 LETRS professional development (Year-1 LETRS professional development was completed in the 2021-2022 school year).	1st, 2nd, Title I Staff, and Principal

How will we know that the strategy is working?

Strategy 1: Throughout the school year, all teaching staff will learn, practice, and incorporate proven strategies (through SIOP and GLAD) into their vocabulary instruction.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Ongoing staff professional development of SIOP and GLAD methodologies during available staff meeting times (already provided on Sept 1 and Sept 23 staff meetings).</p> <p>MLE staff will provide push-in classroom instruction that will include modeling of SIOP and GLAD methodologies.</p>	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> ● Meeting agendas ● Evidence of strategies being implemented in classrooms during walk-throughs and observations ● i-Ready Reading Diagnostic
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Continuation of staff professional development using SIOP and GLAD methodologies during available staff meeting times (already provided on Sept 1 and Sept 23 staff meetings).</p> <p>Continuation of MLE staff providing push-in classroom instruction that will include modeling of SIOP and GLAD methodologies.</p>	<p><i>What evidence or data will we review?</i></p> <p>Meeting agendas Evidence of strategies being implemented in classrooms during walk-throughs and observations i-Ready Reading Diagnostic</p>

How will we know that the strategy is working?

Strategy 2: 1st, 2nd, and Title I staff will implement strategies from the Year-2 LETRS professional development (Year-1 LETRS professional development was completed in the 2021-2022 school year).

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p>Identified teachers and principal will attend LETRS training and apply the learned strategies into their everyday instruction.</p>	<p><i>What evidence or data will we review?</i></p> <p>Evidence of strategies being implemented in classrooms during walk-throughs and observations</p>
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		<i>i-Ready Reading Diagnostic</i>
<i>End-of-year Reflect and Revise plan</i>	Identified teachers and principal will continue to attend LETRS training and apply the learned strategies into their everyday instruction.	<p><i>What evidence or data will we review?</i></p> <p><i>Evidence of strategies being implemented in classrooms during walk-throughs and observations</i></p> <p><i>i-Ready Reading Diagnostic</i></p>

SIP Goal 2:

All students will improve their mathematics proficiency from 17% of students meeting grade level standard (fall 2022 - 72% of students completed) to 25% meeting grade level standard (measured in spring 2023) using the i-Ready Math Diagnostic.

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 action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Classroom teachers and learning specialists will complete initial assessments with all students. These results will be used at staff meetings to plan classroom and intervention strategies that are tailored to start at students' current present levels and accelerate their understanding from there.</p>	<p><i>What evidence or data will we review?</i></p> <p>i-Ready Math Math Expressions Quick Checks and Unit Tests</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Our classroom and intervention strategies 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.</p>	<p><i>What evidence or data will we review?</i></p> <p>i-Ready Math Math Expressions Quick Checks and Unit Tests</p>

SIP Goal 3:

All students will improve their perception of their own Growth Mindset from 53% of students reporting favorably (measured in spring 2022) to 60% of students reporting favorably (measured in spring 2023) using the Panorama Student Survey.

Theory of action

If we

- Design a scope and sequence of Growth Mindset 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 Growth Mindset skills and 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.

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 Growth Mindset Skills throughout the school year.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

Mid-year Reflect and Revise plan

What does this look like in action?

Instructional Leadership Team and PBIS Team will develop and introduce a framework of instructional goals and timeline for teaching our Growth Mindset Skills.

What evidence or data will we review?

The framework for Growth Mindset instruction
Meeting agendas
Grade level input into how to teach/apply toward the instructional goals.

<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>All classrooms will teach Growth Mindset 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>The framework for Growth Mindset instruction Meeting agendas Grade level input into how to teach/apply toward the instructional goals.</p>

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

Name:	Role:
Chris Lindblom	Principal
Leann Onishi	Title I Teacher
Carla Dorsey	Title I Teacher
Somphien Manivanh	ML Teacher
Randy Partee	6th Grade Teacher
Matt Lofthus	4th Grade Teacher

Links to supporting documents

- [2021-26 Edmonds Strategic plan](#)
- [2022-23 Reflect and Revise Summary](#)