



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 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	2023-2024
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.

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.

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3 Vision)	Equity, engagement, and excellence for each and every student.
Our Mission	Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world 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)?
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, and students with disabilities.</i> • <i>District data stored on Skyward Qmlativ, 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, and staff who attended</i>
Engagement (such as school culture and climate)	<ul style="list-style-type: none"> • <i>Skyward Qmlativ: Student attendance (percent regular attenders),</i> • <i>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 and TPS (Teacher Perception Surveys)</i>
Instructional Excellence (and student learning)	<ul style="list-style-type: none"> • <i>Skyward Qmlativ: 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 3-6: SBA or WA-AIM math and reading; grades 4-6: percentage of students who achieved high learning growth; WIDA (ELPA21)</i> • <i>OSPI high school graduation rates, drop-out rates</i> • <i>Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a 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?

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.

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 focus is to include and increase our students and families' voices in making any course corrections and community decisions. This goal will be achieved through family focus nights seeking their input/perspective, student outreach for grade level input in communal practices through a student advisory board, and ongoing family surveys to capture their current school experience.

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 due to learning loss during the pandemic, family challenges, and a lack of consistent resources many students are struggling in reading and math and SEL regulation. We also believe that high quality culturally responsive teaching, identity affirming environments and connected learning experiences that are aligned through language and lived experience will support students in achieving grade levels standards.

What goals will our school 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 for both social-emotional and academic learning gains.

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. By Spring 2024, the percentage of students at grade level proficiency in literacy will increase by 6% from 35% to 41% in reading on the i-Ready diagnostic. As measured by i-Ready, Running records, and aligned classroom-based assessments.

Theory of action 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?

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.

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 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, ELL/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> <ul style="list-style-type: none"> ● Teacher observations - Teachers observe colleagues' instruction with 95% practices to better support their own implementation and learning. ● 95% Consultancy (3rd-6th grade) - 3x a year teachers collaborate around core differentiation strategies and best practices for our multilingual and Special Education students. ● Progress monitoring timelines - We created a 3-week schedule of Title intervention small group pull out and push in. The Title/LAP team collaborate around student progress and regrouping every 3 weeks instead of 6 weeks. ● Professional Development - Staff meetings reviewing literacy SIP goals and implementation practices with an emphasis on SIOP/GLAD oral discussion strategies and key vocabulary. ● Intermediate ML co/teaching - intentional ML team support on content led vocabulary anchor charts (grades 3-6) ● SEL support lessons - student groups were presented with continuous annual social emotional lessons by our student intervention coordinator (SINC) and counseling team to support positive peer practices while within the learning environment. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● i-Ready Diagnostic ● PASI/PSI progress monitoring (3-6 weeks) ● Running Records ● WaKids (Fall Data) ● Classroom-based assessments - My Path instruction, Benchmark formative assessments, IAB's
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Additional staff learning in professional learning collaboration (PLC) training ● Teachers will utilize systemic collaboration structures to capture progress monitoring data. ● Paraprofessionals will engage in a minimum one-day Responsive Classroom behavioral management training 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● i-Ready ● SBA ● PASI/PSI ● Classroom-based assessments ● Running Records

	<ul style="list-style-type: none"> ● Paraprofessionals will be introduced to the lessons and language of the 95% literacy curriculum through training with our literacy specialist ● Paraprofessionals will be trained from grade level teams in how to implement small groups to work on foundational academic skills in math and reading. ● Teachers will be part of the Title/LAP teams regrouping process every three weeks. ● Incorporating English Language Development (ELD) in our 2nd grade DL classrooms ● Identifying a school wide equitable data decision making process while identifying a research-based data protocol. ● Incorporate “what I need” or WIN time into our literacy blocks 	<ul style="list-style-type: none"> ● Needs assessment results
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SIP Goal 2. By Spring 2024, the percentage of students at grade level proficiency in mathematics will increase by 8% from 29% to 37% as measured by the i-Ready math assessment and smarter balanced assessments.

Theory of action: *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?

Strategy 1: Small group math teaching during core instruction to provide differentiation for students.	Principal and classroom teachers
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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 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, ELL/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?

- MyPath Lesson (2x week) - monitor individual students' skill progression and growth using the i-Ready platform data and personalized student lesson data.
- Small math groups
- ML collaboration and co-teaching - The multilingual team collaborates with all grades around ways to incorporate language and skill focused small group interventions.
- Professional Development - Ongoing educator learning around ways to best use the online tools to meet individual student needs.
- Common Formative assessments - Teachers will implement the same math assessments at the same time within the year so we can progress monitor number and operations skills for K-6 students.
- Math centers (K-6) - Grade level teams will create math center bins with activities that are focused on number operations skills for all students to engage in throughout the year.
- SEL support lessons - monthly social emotional lessons by our student intervention coordinator (SINC) and counseling team to support positive peer practices while within the learning environment.

What evidence or data will we review? (e.g., implementation and/or outcome data)

- i-Ready
- SBA
- Classroom-based assessments
- Learning Walk Observational Tool
- My Path instruction, MathExpressions formative assessments, IAB's

<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • Additional staff learning in professional learning collaboration (PLC) training • Teachers will utilize systemic collaboration structures to capture progress monitoring data. • Paraprofessionals will engage in a minimum one-day Responsive Classroom behavioral management training • i-Ready facilitator learning 1-2 times per semester to identify best practices. • Teachers will provide home-school connections to increase at-home practice within students' individual learning path. • The building leadership and equity teams will need to have additional support in data reviews and equitable data decision making processes while identifying a research-based data protocol. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> • i-Ready • SBA • Classroom-based assessments • Learning walk data
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SIP Goal 3. By Spring 2024, the percentage of students in grades three (56%) through six (43%), who feel a sense of belonging at school will increase by 6% as measured by the Panorama General Wellness Survey and teacher perception surveys.

Theory of action: *If we provide social emotional learning by using Responsive Classroom, 2nd Step and culturally responsive strategies, then students will feel a sense of belonging to Cedar Valley Elementary School.*

How will we get the work done?

<p>Strategy 1: Social emotional learning in all classrooms as reflected in CASEL SEL and Responsive Classroom strategies.</p>	<p>Principal and all staff</p>
<p>Strategy 2: Classroom teachers will implement and teach the Second Step core curriculum to students grades K-6. Counselors will implement and teach small focused social groups with students K-6</p>	<p>Principal and all staff</p>

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 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, ELL/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> <ul style="list-style-type: none"> ● Teachers leading restorative conversations with students to solve community/peer conflicts. ● Student Assistants - intermediate students lead peer to peer conflict resolution and assist in the school. ● Buddy classrooms where students interact with one another each month in a communal way. ● Snow Leopard Families where all students K-6 are in mix it up cohorts to build community ● Student Advisory - Student led committee that has input in the school's decision making process 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Panorama ● Site-based Surveys ● Teacher Perception Surveys
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Translating the Panorama survey questions, when possible, into the student's native language for understanding. ● Calm down space/ Break space in each classroom ● Book Study - using the text 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Panorama ● Site-based Surveys ● Learning walk data

	<p>“Identity Safe Classrooms: Places to belong and learn” by Dorothy Steele and Becki Cohn-Vargas.</p> <ul style="list-style-type: none">● Monthly SEL lessons - led by the counseling and SINC team● Walk through tool to identify classroom management practices that support positive behaviors with peers and adults.	
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Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
Leah Bracken	Principal
Jennifer Fought	5th Grade Teacher
Johnny Nguyen	3rd Grade Teacher
Araceli Espinosa	2nd Grade Team
Marcia Bickford	1st Grade Teacher
Jeffrey Cope	Kindergarten Teacher
Kim Copeland	Literacy Specialist
Latisha Williams	Counselor/Psych
Jesika Cochenaour	Multi-lingual Team
6th grade focus groups	Student representatives

Links to supporting documents

- [2021-26 Edmonds Strategic plan](#)
- [2023-24 Reflect and Revise Summary](#)