



2019-20 School Improvement Plan

Cedar Wood Elementary School

Bruce Rhodes, Principal

ELA ACTION PLAN	
Key Performance Outcome: 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027 and the median student growth percentile will be 75% by 2027.	
Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
Administer progress monitoring assessments every 6-8 weeks for student below standards or on the “bubble” (Level 2-3) in order to provide equitable, high impact interventions and EL supports to close skill gaps in a timely manner.	6-8 Week Sub-Score Changes <ul style="list-style-type: none"> • K-2 DRA Progress Monitoring Assessments • K-2 REACH Foundation Assessments • 3-5 iReady Growth Monitoring Assessments
Analyze cohort scores (focusing on low-income, EL, LAP, Hispanics, Achieve and Special Education) in order to closely monitor high impact interventions and EL supports to close skill gaps.	6-8 Week Sub-Score Changes <ul style="list-style-type: none"> • K-2 DRA Progress Monitoring Assessments • K-2 REACH Foundation Assessments • 3-5 iReady Growth Monitoring Assessments • 3-5 Growth Monitoring Assessments
Implement Year 3 REACH for Reading Curriculum (including Close Reading, Comprehension and Vocabulary) across grade levels using explicit instruction, modeling, scaffolding, flexible groupings, and increased discourse.	<ul style="list-style-type: none"> • REACH Assessments • K-2 REACH Foundational Assessments for Below Standard Students • KARK • K-2 DRA Data • Grades 3-5 iReady Data • Grades 3-5 SBA Interim Assessments
Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
Align process/prompt writing assessments within grade levels. Score together in order to calibrate, identify areas of growth and determine next steps for instruction. Utilizing CCSS Exemplars and RACE.	<ul style="list-style-type: none"> • Semester Benchmark Assessments (Narrative, Opinion, Expository/Informational)

<p>Identify, plan, and implement high-impact instructional strategies. (GLAD, mini-lessons aligned to benchmarks, mentor texts, goal setting, self-reflection) to improve student growth in writing.</p>	<ul style="list-style-type: none"> • Monitor impact of instruction based on formative classroom samples • Semester Benchmark Assessments (Narrative, Opinion, Expository/Informational)
<p>Identify level 2 students requiring targeted interventions; for instruction in small group targeted interventions.</p>	<ul style="list-style-type: none"> • Monitor impact of instruction based on observation and student samples to determine growth of students • Semester Benchmark Assessments (Narrative, Opinion, Expository/Informational)

MATH ACTION PLAN**Key Performance Outcome:**

90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027 and the median student growth percentile will be 75% by 2027.

Math Action Items

(Actions that **improve** performance towards outcomes)

What are you going to do?

Key Performance Indicators (KPIs)

(Formative measures of actions)

What is the measure of student learning that would predict strand level proficiency performance on the SBA?

Based on the monthly detailed math calendars, administer and collaboratively analyze common, benchmarked formative assessments to plan for core instructional shifts and intervention services.

- Common formative and summative assessment data. Percentage proficient (as indicated in the Detailed Math Maps- Mini-Assessment and summative assessments, Quick Checks and Exit Tickets)

Use the EPS Balance Mathematics Math Workshop Model and GLAD strategies to support all learners. (Emphasis on Hispanic/Latino students, Special Education Students).

- Common formative and summative assessment data indicating the percentage proficient
- K-5 – iReady Diagnostic results
- K-5 -iReady Instructional Growth
- Grades 3-5 SBA Interim Assessments

Increase the time that Special Education below standard students are in General Education Math Instruction with 1:1 para support to increase student academic success.

- Monitor attendance students are in the general education math instruction by duration of time and level of participation with the goal of 3 days per week
- K-5 iReady diagnostic results
- 3-5 SBA Interim Assessments

SCIENCE ACTION PLAN**Key Performance Outcome:**

90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.

Science Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

Key Performance Indicators (KPIs)

(Formative measures of actions)

What is the measure of student learning that would predict strand level proficiency performance on the WCAS?

Increase student understanding and application of the Science and Engineering Practices by focusing on:

- Planning and Carrying out Investigations
- Obtaining, Evaluating, and Communicating Information

- District Assessments focused on the targeted NGSS Science Practices
- WCAS Interim Assessments

Highlighting and intentionally teaching the 21st Skills within the transition guides.

- Student Self-Assessment aligned with a rubric aligned with 21st Century Skills and the NGSS transition grade level guides.

Increase opportunities for students to use oral discourse and writing using evidence from prior experiences, readings, investigations, teacher demonstrations for students to be able to construct explanations and engage in discourse and in written expression through claim, evidence and reasoning.
RACE

- Student discourse and written responses using evidence from multiple formative sources to support students' scientific reasoning.

Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

Key Performance Outcome(s):

Welcoming Culture: Parent Input, Panorama Data, SWIS Data, Parent Survey and Parent Participation

Physical, Emotional and Intellectual Safety: PRIDE Party Graph, Student Recognition, SWIS and Panorama Data

Equitable and Accessible Opportunities: 77% of EL students will be on track to transition out of services within six years by 2027.

Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
Welcoming Culture	
Have parents to join the PBIS Team to engage in PBIS PRIDE discussions and provide input.	<ul style="list-style-type: none"> • Parent input to the implementation of PBIS and enhancement
PBIS Kick-off Event with Jennie Reed to inspire students to follow the PRIDE Expectations.	<ul style="list-style-type: none"> • Panorama Data • SWIS Data
Involve Parent Focus Groups in collaborative problem-solving related to school/community culture including Digital Citizenship, Social Emotional Learning, Parenting Classes. Including survey questions regarding pertinent school topics.	<ul style="list-style-type: none"> • Parent survey data • Parent participation
Physically, Emotionally, and Intellectually Safe Environment	
Implement systems for positive reinforcement and recognition for students for exemplifying Cedar Wood PRIDE.	<ul style="list-style-type: none"> • Implementation of a School-wide PRIDE Party Graph • Number of students recognized for displaying PRIDE attributes
Utilize PBIS Flowchart and Minor Tracking Forms consistently to identify students to receive interventions earlier to increase safety amongst students and to identify tiered supports earlier.	<ul style="list-style-type: none"> • SWIS Data • Panorama Data
Implement classroom meetings, restorative practices and Second Step Bullying Prevention lessons in grades 3-5 (tier 1), as well as restorative circles and social-emotional small groups (tier 2) to ensure that students feel safe to communicate their issues and to do so in a way that restores relationships and solves issues.	<ul style="list-style-type: none"> • SWIS Data • Panorama Data
Implement Break Spots in the classroom to assist students' ability to reset without having to leave the learning environment.	<ul style="list-style-type: none"> • SWIS Data

Equitable and Accessible Opportunities

Use ELAP 21 to identify needs and adjust support plans for qualifying EL students including GLAD strategies, REACH EL, Pre-Teach and Imagine Learning English.

- Comparison of 2019 ELPA 21 or ELPA 21 screener and the 2020 ELPA 21 by increasing district literacy (reading and writing) score by 2 points
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Ensure the rapidly growing number of qualifying EL students use the Imagine Learning English Program consistently with the push-in model.

- Comparison of Imagine Learning English fall-scoring sub score change by increasing the score by one level
- Comparison of 2019 ELPA 21 or ELPA 21 screener and the 2020 ELPA 21 by increasing district literacy (reading and writing) score by 2 points

ATTENDANCE

Key Performance Outcome(s):

Attendance rates will reach 90% for all and every subgroup by 2027.

Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
Monthly newsletters providing families information on how to improve attendance. (SEL, habits, data, etc.)	<ul style="list-style-type: none"> • Increased monthly attendance rates
Staff/Attendance Team created attendance incentive program celebrating good attendance at all three levels. (schoolwide, classroom, and individual students)	<ul style="list-style-type: none"> • Increased attendance data
Hold monthly meeting of assistant principal and attendance team to monitor attendance and follow up with students/families. <ul style="list-style-type: none"> • Provide interventions and supports to families and students to improve attendance. (phone calls, attendance letters, conferences, home visits and attendance plans) • Administrator will meet on as-needed basis with district Becca coordinator to align attendance processes with district policies and continue supporting the district's community truancy board. 	<ul style="list-style-type: none"> • Notes from monthly meetings • Monthly student attendance data • Number of parent contacts (communication sent, home visits and conferences) • Monitor one or less days every 30 days for each student
Create greater awareness in the importance of attendance by posting articles, data, and resources on the school website.	<ul style="list-style-type: none"> • Increase attendance data

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

We will increase family participation/involvement at school events by 5% as measured by the EES parent survey.

Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
Enhance school based Cultural Connections by initiating conversations around the Natural Leaders Program to further expand and support family engagement.	<ul style="list-style-type: none"> • Identify one parent leader from the top four largest ethnic/cultural groups at Cedar Wood • Develop plan for beginning the Natural Leaders group during the 2019-20 school year
Provide academic support and resources for families, stressing the importance of reading and math, especially for all readers with a focus on students who are struggling to reach grade level standards. This will include: <ul style="list-style-type: none"> • LAP/EL/ Family Night and Conferences • Math Night and Reading Night • Accelerated Reader, summer reading and other related activities • Reading with Rover 	<ul style="list-style-type: none"> • Attendance data • CEE Survey • AR Data • Survey to parents after community events • Compared to 2018-19, increase number of parent meetings for EL and LAP parents, to demonstrate greater outreach and communication
Implement STEM Day and Night with a day- time assembly for students in collaboration with community businesses, integrate NGSS standards with student projects. Continue upper grade Robotics and Junior Robotics Teams.	<ul style="list-style-type: none"> • Attendance Data • Student participation data
Develop and implement more parent information bi-monthly newsletter focusing on more in-depth happening at Cedar Wood and send out via Connect-Ed.	<ul style="list-style-type: none"> • Parent survey regarding this more on-going parent information

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Teachers and students will increase the use of technology as a learning and teaching support tool for instruction and learning.

Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
Teachers will continue to administer the iReady benchmark diagnostic and instruction online (Gr. 1-5 math and 3-5 reading) and provide regular opportunities for students to use the online lessons for individualized learning to close the academic achievement gap.	<ul style="list-style-type: none"> • iReady Data (Diagnostic and weekly monitoring) improvement of student learning
Teachers will integrate Reach for Reading digital resource (my NGconnect) into their teaching to support student academic performance.	<ul style="list-style-type: none"> • Usage rates of my NGconnect • Reach for Reading Assessment Data
All students will have increased exposure to STEM activities through technology instruction that includes coding or other STEM topics at least once per month.	<ul style="list-style-type: none"> • Participation in Everett Public Schools STEM Expo
Integrate authentic learning experiences with one to one technology within classroom: <ul style="list-style-type: none"> ○ Technology specialist will collaborate on ISTE standards to create aligned rubrics for assessments focusing on 21st Century skills ○ See Saw Application 	<ul style="list-style-type: none"> • Classroom based following ISTE Data • Student self-assessments on 21st Century Skills of collaboration, creativity and critical thinking
Increase students' ability to understand and apply ISTE Digital On-Line Citizenship and utilize the proper and responsible use of digital devices.	<ul style="list-style-type: none"> • Pre and Post Assessments by students in Grades 2-5