

STANWOOD-CAMANO SCHOOL DISTRICT

Cedarhome Elementary

SCHOOL IMPROVEMENT PLAN

2019 – 2022

Jeff Lofgren

PRINCIPAL



2018-2019 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	560		Two or More Races	42	7.5%
America Indian/Alaskan Native	6	1.1%	English Language Learners	15	2.7%
Asian	3	0.5%	Homeless/McKinney Vento	14	2.5%
Black/African American	1	0.2%	Low Income	149	26.6%
Hispanic/Latino	51	9.1%	Section 504	10	1.8%
Native Hawaiian/Other Pacific Islander	2	0.4%	Students with Disabilities	79	14.1%
White	455	81.3%	Student Mobility	16	2.9%

Washington School Improvement Framework (WSIF)
[STANWOOD-CAMANO SCHOOL DIST.-WA STATE REPORT CARD](#)

Leadership Team Members

Name	Position	Name	Position
Jeff Lofgren	Principal	Trent Campbell	P.E. Teacher
Jennifer Booth	LAP Coordinator	Emily McKagan	Music Teacher
Kristen Pappas	Fourth Grade Teacher		
Kris Wayland	Dean of Students		
Jane Lenz	First Grade Teacher		
Michele Baker	Third Grade Teacher		
Carlina Fiordilino	Computer Technology Teacher		

Stanwood/Camano School District's Collective Commitment:

We, as a community of students, parents, community members at large, as school district educators, make a collective commitment to all of Stanwood-Camano children. We will empower our children to learn who they are and where they fit in the community and the world. We will teach our children to persevere through challenging circumstances to achieve fulfilling, productive lives.

We collectively commit that all children will be safe, cared for, respected and will graduate from school ready for further education, continued learning and careers, which will lead to a lifetime of success. Our children will reflect community values including work ethic, persistence, integrity, fiscal responsibility, creativity, problem solving abilities and a desire to give back to their community. Our children will be prepared for a variety of educational and career options with the ability to create and use new knowledge in a world that does not yet exist.

Mission Statement:

Cedarhome Elementary is committed to working with parents and community members to provide our students with a safe, positive learning community.

Vision Statement:

One Community Dedicated to the Success of Every Student.

What were you School Improvement Plan goals from last year and did your school hit the target? Why or why not:

English/Language Arts:

Third Grade Goal: By the Spring of 2019, 85% of our third grade students will meet or exceed standard in English/Language Arts as measured by the Smarter Balanced Assessment.

Reflection: On the Smarter Balanced Assessment for the Spring of 2019, 60.2% of our third grade students met the standard for English/Language Arts.

Target: Our third grade students did not meet the goal of 85% reaching standard in the area of English/Language Arts.

Fourth Grade Goal: By the Spring of 2019, 75% of our fourth grade students will meet or exceed standard in English/Language Arts as measured by the Smarter Balanced Assessment.

Reflection: On the Spring 2019 Smarter Balanced Assessment, 76.3% met standard in English/Language Arts.

Target: Our fourth grade students exceeded the goal of 75% of students meeting standard as measured by the 2019 Smarter Balanced Assessment.

Fifth Grade Goal: By the Spring of 2019, 85% of our fifth grade students will meet or exceed the standard in English/Language Arts as measured by the Smarter Balanced Assessment.

Reflection: On the Spring, 2020 Smarter Balanced Assessment, 77% of our fifth grade students met standard in English/Language Arts portion of the Smarter Balanced Assessment.

Target: Our fifth grade students did not meet the goal of 85% of students meeting standards in English/Language Arts as measured by the Spring, 2019 Smarter Balanced Assessment.

Math:

Third Grade Goal: By the Spring of 2019, 85% of our third grade students will meet or exceed the standard in math as measured by the Spring, 2019 Smarter Balanced Assessment.

Reflection: 63% of students met the math standard as measured by the Spring 2019 Smarter Balanced Assessment.

Target: Our third grade students did not meet the target of 85% meeting or exceeding standards.

Fourth Grade Goal: By the Spring of 2019, 80% of our fourth grade students will meet or exceed the standard in math as measured by the Smarter Balanced Assessment.

Reflection: Sixty-nine percent of our fourth grade students met or exceeded the standard in math as measured by the Smarter Balanced Assessment.

Target: Our fourth grade students did not meet their math goal of 80% meeting or exceeding the standard in math as measured by the Smarter Balanced Assessment for the Spring of 2019.

Fifth Grade Goal: By the Spring of 2019, 85% of our fifth grade students will meet or exceed the standard on the English/Language Arts as measured by the Smarter Balanced Assessment.

Reflection: Seventy-five percent of our fifth grade students met or exceeded the standard in math as measured by the Smarter Balanced Assessment in the Spring of 2019.

Target: Our fifth grade students did not meet 85% meeting or exceeding standards as measured by the Smarter Balanced Assessment in the Spring of 2019.

Why or Why not:

This is the first time third grade students have formally taken a test of this length and in this format. Seventy-eight percent of our students were in the average to high average range on the Spring, 2018 Measures of Academic Performance (MAP) reading assessment when this cohort was in second grade. We feel that testing stamina may be an issue with each third grade cohort as the meeting standard percentage did not transfer to the Smarter Balanced Assessment in the spring of 2019. Having 60.2% meet standard on the Smarter Balanced Assessment was disappointing. Our students did slightly better in math with 63% meeting or exceeding the standard. Both the English/Language Arts and Math score leave plenty of room for improvement.

In fourth grade, we were pleased with the level of achievement our students reached on the English/Language Arts portion of the assessment, although we did not meet our goal. While in third grade, this cohort had 56% meeting or exceeding the standard as measured by 2018-19 Spring Smarter Balanced Assessment. Our fourth grade teachers are highly collaborative group and have shown the ability to take a cohort of students and make significant gains with them.

Fifth grade did not meet their goal. Their achievement score in 2019 was 77% of the students meeting or exceeding on the English/Language Arts (ELA) portion of the Smarter Balanced Assessment. Fifth grade students at Cedarhome Elementary do not receive Learning Assistance Program (LAP) services for reading, which we feel has an impact on their achievement levels. Fourteen fourth grade students qualified for the Learning Assistance Program during the 2017-18 school year, but did receive services in 2018-19.

Overall in math, 69.1% of our students in grades 3-5 met or exceeded the standard in math. Out of the 288 total students who took the assessment, 51.1% achieved High Growth in math as reported on the OSPI Report Card page.

Cedarhome continues to be above the state and district averages. Students and teachers have high expectations of academic standards, instruction and learning. Cedarhome will continue to find ways to meet the needs of the students not meeting standard. We continue to research and implement best practices in math and reading. All staff are working toward making sure students are in a place where they are able to learn and grow while offering many supports. We have put in place social emotional interventions to help students be ready to learn by practicing self-regulation skills.

Needs Assessment

1. What are the data points you are using to complete your needs assessment?

Washington School Improvement Framework

WaKIDS

Smarter Balanced Assessment/Interim Assessment Blocks

Progress Monitoring Data

Curriculum Based Assessments

English Language Proficiency Data

Special Education Eligibility/Disproportionality Data

School Climate data

Discipline Referrals

Healthy Youth Survey

N/A Graduation rate data

Needs Assessment Narrative:

We held our data carousel on October 16, 2019. We reviewed data from the OSPI Report for Cedarhome Elementary. The information was from the 2018-19 school year. It included Smarter Balanced Assessment data from the English/Language Arts and Math portions. We reviewed the Measures of Academic Progress (MAP) Spring data of 2019 as well. We looked at overall scores, demographic scores and trend data. Earlier this fall, we reviewed the results from a parent survey we sent and received over 100 responses. This survey asked a number of questions including how parents felt about the rigor of the work their children do at Cedarhome and the level of support they feel their child receives.

Staff members reviewed the data in cross grade level groups. They looked at the information through a “factual” lense and wrote observations that were collected based on what they saw and not based on opinions or how to “fix” areas of need.

At our following leadership team meeting, our team reviewed the staff observations and looked for themes from which to build our goals. The themes were communicated to our staff and we began crafting our Student Improvement Plan (SIP) for the 2019-20 school year.

2. What are your school’s areas of strength?

Cedarhome continues to be above the state and district averages on both the Smarter Balanced Assessment for English/Language Arts and Math. Students and teachers have high expectations of academic standards, instruction, and learning. Cedarhome will continue to find ways to meet the needs of the students not meeting standard. We continue to research and implement best practices in math and reading. All staff are working toward making sure students are in a social and emotional safe place where they are able to learn and grow. We have put in place social emotional interventions to help students self-regulate and identify moments when they feel overwhelmed and incapable of controlling emotions and actions.

3. What are your school’s areas of needed growth?

We will continue to seek ways to improve our student’s social and emotional well being. We believe that we will see growth in our students’ academic performance as a result of our focus on social/emotional learning aspects of school.

We need to see a more consistent upward trend line in both English/Language Arts and Math assessments. We will continue to tighten our Professional Learning Community meeting times to focus on the goals contained in this plan. Teachers that show high student growth and students meeting standard in specific strands of the English/Language Arts Smarter Balanced Assessment as well as Math, will be called upon to lead our staff in professional development.

4. Based on your analysis, what specific areas of needed growth will your school focus? What is your rationale for this focus; why these above others? What has your improvement work identified as potential root causes, (what is happening or not happening in your school?)

Through our data carousel, we observed that our English/Language Arts scores had plateaued in the 70% range of our students in grades 3-5 meeting or exceeding standard over the last three years. To improve our reading achievement, we will concentrate on reading comprehension.

We also determined that over time, we have drifted away from effective small group instruction. This is an important aspect of our reading program. We feel our fidelity to our approach with teaching small groups in reading has weakened and whole group instruction is taking up the bulk of our reading block. Our Learning Assistance Program teacher, Jennifer Booth, has been instructing our staff on organizing and effectively teaching students in small groups during our reading block.

In the area of math, we are finding the need to center our instruction around using effective math talk with our students. Our teachers are very adept at teaching literacy, but may not feel as comfortable teaching math. We have several excellent math instructors on our leadership team and they will be planning and implementing professional learning during our building-directed meetings.

District Student Outcomes and Goals:

(G1): Ninety percent of students meeting standard on the Smarter Balanced Assessment (SBA) for all and every subgroup by 2027.

(G2): Fifty-five percent of students meeting standard for all and every subgroup for median student growth by 2027.

(G3): Ninety percent of all students and every subgroup will meet attendance standards by 2027.

(G4): Ninety five percent participation rate on state assessments.

(G5): Ninety percent of all students and all subgroups meeting 9th grade on track for graduation by 2027.

(G6): Ninety percent of all students and all subgroups graduating in four years by 2027.

(G7): Sixty percent of students meeting standard for all and every subgroup for Dual Credit Enrollment.

(G8): Seventy-seven percent of EL students making annual progress by 2027.

Identify 3-5 high leverage action steps for each goal:

Goal: *Ninety percent of students meeting standard on the Smarter Balanced Assessment (SBA) for all and every subgroup by 2027.*

Reading High Leverage Action Steps: Seventy-five percent of students in grades 3-5 will meet Smarter Balanced Assessment Standard in English/Language Arts in the Spring of 2020.

- 1. Professional Development centered around small group reading instruction.**
- 2. Professional Development centered on effective comprehension strategies, specifically effective practices centered around vocabulary, background knowledge and graphic organizers pulled from Sheltered Instruction Observation Protocol and Guided Language Acquisition Instruction (SIOP/GLAD).**
- 3. Implementing the newly aligned Journeys curriculum created by Erin Nygen and Twin City with fidelity.**

Math High Leverage Action Steps: Seventy-five percent of students in grades 3-5 will meet the math Smarter Balanced Assessment Standard in the Spring of 2020.

- 1. Focus on conversations around number sense.**
- 2. How to effectively teach problem solving.**
- 3. Using Expressions with fidelity.**

Action Plan:

Action	Timeline	Leads	Resources
<p>1. Professional Learning Wednesdays focusing on developing and using small groups. Specifically how to set up procedures and processes that keep students engaged in respectful work when they are not meeting with their small group, and how to effectively use small group time.</p> <p>2. The leadership team will research and present how incorporating and improving implementation of vocabulary, background knowledge and graphic organizers helps improve comprehension.</p> <p>3. Staff will continue to meet and discuss the implementation of the adopted materials. Focus will be on extending time spent on each lesson in order to focus on comprehension strategies aligned with Common Core.</p>	<p>2019-20 School Year</p> <p>2019-20 School Year</p> <p>2019-20 School Year</p>	<p>Jennifer Booth, Leadership Team and Staff</p> <p>Leadership team and Staff</p> <p>Staff</p>	<p>Journeys Materials, Learning Assistance Program (LAP)</p> <p>Sheltered Instruction Observation Protocol and Guided Language Acquisition Instruction (SIOP and GLAD strategies)</p> <p>Updated Journeys Materials as provided by Erin Nygen and Twin City Elementary</p>
<p>1. Professional Learning Wednesdays focusing on number talks to improve student number sense. Additionally, we will follow the Expressions materials concentrating on developing number sense.</p> <p>2. We will use the problem solving strategies laid out in the Math Expressions materials. Teachers</p>	<p>2019-2020 School Year</p>		<p>Staff/Leadership Team</p>

will be sure to focus on the variety of problem solving strategies aligned with Common Core.
 3. Teachers will use our math materials, Expressions, with fidelity.

Goals: *Fifty-five percent of students meeting standard for all and every subgroup for median student growth by 2027.*

All sub groups are above their median student growth in both Math and ELA as of the Spring of 2019.

English/Language Arts

Hispanic/Latino of Any Race(s): 62%
 Two or More Recess: 74%
 Low-Income: 70%
 Students with Disabilities: 63%

Math

Hispanic/Latino of Any Races(s): 73%
 Two or More Races: 79%
 Low-Income: 76%
 Students with Disabilities: 64.5%

Action Plan

Action	Timeline	Leads	Resources
Although all subgroups are meeting or exceeding standard for median student growth, we will continue to monitor the progress of these students to ensure we maintain this level of achievement.	2019-2020 School Year	Staff/Leadership Team	Journey's Reading Materials, Expressions Math Materials, Individualized Education Programs, Small Group Instruction in Special Education, Learning Assistance Program and the general education classroom

Goal: *Ninety percent of all students and every subgroup will meet attendance standards by 2027.*

By June, 2020, 95% percent of all students and every subgroup will meet attendance standards.

Action Plan

Action	Timeline	Leads	Resources
Our first Spirit Assembly was centered on being to school on time and ready to learn. We will continue to communicate with parents the importance of consistent attendance through our newsletters, emails and phone calls.	2019-2020 School Year	Principal, teachers and, secretaries.	Attendance letters, parent meetings and Truancy Board if necessary.

Goal: *Ninety five percent participation rate on state assessments.*

By June of 2020, 95% of students in grades 3-5 will participate on the Smarter Balanced Assessment in the areas of English/Language Arts, Math and Science. Our participation rate in the Spring of 2019 was 90%.

Action Plan

Action	Timeline	Leads	Resources
The assessment schedule will be communicated to parents our newsletter, autodialer classroom newsletters and our website.	January-May, 2020. We will begin communicating with parents in January so they can plan any trips around the testing window.	Principal, Leadership Team, Classroom teachers.	Newsletters, autodialer, website.

Goal: *Seventy-percent of EL students making annual progress by 2027.*

By June 2020, 50% of our English Language Learners will be progressing toward proficiency (on track to graduate the program within 6 years – 2026) as measured by the ELPA21 assessment.

Action Plan

Action	Timeline	Leads	Resources
Students will receive additional instruction with our English Language assistant focusing on best practice language skills.	2019-2020	Caitlin Pratt	Learning Assistance Program Caitlin Pratt Journeys Reading Program
Identify English Language Learners at each grade level for targeted classroom interventions and growth monitoring during our grade level data meetings.	2019-2020	All Staff Learning Assistance Staff	Funds from Learning Assistance Program/Title I for Professional Development and Data Meetings to track progress, Journeys Intervention lessons
All staff will participate in learning strategies to engage and help build vocabulary and background knowledge for English Language Learners.	2020 School Year	English/Language Learning Staff – Joyce Zeigen Principal All Staff	Special Services Funds for SIOP and GLAD training Professional Development Wednesday

Plan for Year 2&3

Please explain the key improvement actions planned for the subsequent years of this plan- High level explanation of what you anticipate doing as part of continuous improvement.

2020-2021:

In the fall of 2020, Cedarhome Elementary will conduct a data carousel to make needed changes to our Student Improvement Plan (SIP) for 2020-21. We will review our 2020 Spring Smarter Balanced Assessment data, AIMSWEB Benchmark data and Measures of Student Progress scores. Special attention will be given to our subgroups to ensure they are continuing to make adequate progress and are above the 55% median student growth goal.

For continuous improvement, our leadership team will be looking for high-leverage workshops or classes that match our goals and would be beneficial for staff to attend. The goal is to send several teachers to the identified classes with the responsibility of presenting to our staff on our Professional Learning Wednesdays. We continue to narrow the initiatives we are focusing on, so identifying appropriate professional opportunities will be vital.

We will continue with our focus on social emotional learning. We feel this is the best first-step to we can take to help our students learn and grow socially and academically. We will continue our partnership with Blue Water as they are working with us in the 2019-20 school year. We have found their input into working with social and emotional issues to be beneficial. We are expanding their work with us to cover all classrooms, not just classrooms with identified student needs.

For English/Language Arts, our professional development will continue to be centered on effectively teaching small groups in the classroom, improving reading comprehension aligned with the Washington State Standards.

2021-2022

For 2021-2022, we will follow the format we will be using for 2020-21. We will review our data, make necessary changes to our plan and based on our data carousels. Our focus will remain on social and emotional learning. We strongly believe by focusing on a student's heart, we can help unlock their ability to achieve their best.

We will be keeping our work focused on three initiatives: Social/Emotional Learning, English/Language Arts and Math. We are intentionally keeping our work focused in these three areas, but we will also be engaging in work with our Amplify curriculum.

THE STANWOOD-CAMANO SCHOOL DISTRICT IS AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY EMPLOYER

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