



**Cedarhome Elementary
School Improvement Plan
2017-2018**

CEDARHOME ELEMENTARY SCHOOL
School Improvement Planning
Action Plan Outline
2017-2018

Vision Statement

One Community Dedicated to the Success of Every Student

Mission Statement

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

Our Beliefs

At Cedarhome Elementary School we believe...

- all children can learn,
- in nurturing the “whole child”-physically, intellectual, emotionally, and socially,
- that mutual respect is at the core of student-teacher-parent relationships,
- in fostering partnerships with parents and the community, and
- in working collaboratively as a caring community of learners.

School Overview

Cedarhome Elementary opened in September 1997. Teachers from Church Creek Elementary, Stanwood Elementary and Twin City Elementary transferred to Cedarhome and many of those teachers are still here today as we are working through our 2nd year together. We have a total staff of 25 currently serving 522 students on a daily basis. We have a very active PTO, which supports our school in numerous ways that allow us to fund many projects for our students and staff.

Leadership Team Overview

Our leadership team currently consists of Cindy Phillips, Reading Specialist, Judi Butterfield, first grade, Jennifer Booth, fourth grade, Kris Wayland, fourth grade Michelle Stang, fourth grade, Lee Szymborsk, fifth grade , Emily McKagan, Music Specialist, and Jeff Lofgren, principal. This is a hard working group with many years of experience, insight and vision. At Cedarhome, our goal is to make each student's elementary experience a positive one, one in which they are nurtured, encouraged and challenged to achieve to the best of their ability. We believe that every student who walks through our doors deserves love and respect, not only for who they are, rather for who we believe they can become. We stress mutual respect in an environment where everyone looks out for one another.

School Improvement Process and Data Summary

The Cedarhome School Improvement process began in 2001-02 when our first plan was created. Our staff then went through the SIPTAP training and in 2004 produced a new SIP document that we have been working on to date. Revisions continue to be made to reflect areas of need based on a review of the SBA data and classroom-based assessments.

We are now in our sixth year of implementing our Journeys reading material that was adopted in the 2011-12 school year. This program brought a shift in the way in which we delivered reading, moving from a "walk to read" program to students staying in their homeroom for all reading instruction.

We are in year seventh year of our implementation of our Math Expressions materials. Our teachers continue to work very hard to create Common Core lessons in reading and math.

We will continue to refine approach to reading and math and make necessary changes to our instruction. Our focus is strengthening our instructional core and increasing our understanding of how to implement the Washington State Standards in meaningful and effective ways.

In our work to help all students achieve to the best of their ability, we continue to use the 5-Dimensions of Teaching and Learning as our instructional framework as it is our evaluation tool as well. This tool offers common language among our teachers and consistent outcomes across all grades.

School Improvement Goal: Math

Grade 3/ By 2018, 85 % of our students will meet or exceed the standard in math as measured by grades 3-5 Smarter Balance Assessment.

Rationale: Our second grade Spring 2017 MAP scores shows 57 students scored in the “High Average to High” range in math. I expect this trend to continue as our third grade team is very collaborative. I believe they are a more collaborative group this year with the addition of Mrs. Baker to our third grade team. Each member has been working with her to get her up to speed on our materials and 5D instructional framework. She was evaluated under the Danielson framework last year.

Grade 4/ By the spring of 2018, 85% of our fourth grade students will meet or exceed the standard on the Smarter Balance Assessment.

Rationale: The 3rd grade cohort had 74% of the students meeting or exceeding the standard in math as measured by the SBA. Our fourth grade team continues to push our students in math and this year, they are piloting the latest math expressions material. We are very curious to see how effective teaching coupled with up to date materials will affect the achievement levels of this group.

Grade 5/ By the spring of 2018, 85% of our fifth grade students will meet or exceed the SBA standard for math.

Rationale: This cohort is a “High Average” performing group based on the 2017 SBA. They scored in the 77% in math. There is room for growth as our fifth grade teachers drill down to uncover strands in which numerous students are still struggling. This is being done by looking at the targets and claims for our fifth grade students. Each fifth grade teacher has been given a roster with the scores of their current students.

Activities to Achieve this Goal Actions that occur and steps staff will take.	Activities for Students Not Meeting Standard	Professional Development Attitudes and skills needed to implement the activity.	Timeline for Implementation Beginning and end for each strategy or action.	Resources Existing and new resources to support implementation.	Personnel Involved Leadership provided and staff involved in doing the work.	Monitoring Effectiveness Data demonstrating positive student outcomes.
Identify students through rank order to begin	Small group work outside the classroom utilizing our specialists/volunteer	PD in the area of math that capitalizes on the latest	September, 2017 through May 2018	P.E, Library, Music Specialist., IXL	All staff members Leadership Team	MAP data grade 2 only for 2017-18 Smarter

receiving math interventions	s and Watch D.O.G.S. as the delivers of the intervention.	resources and concepts.			Inter- vention Team (IT) Members Principal	Balance data SB interim assessments. End of Semester Assessments End of Unit Tests <i>Math Expressions Curriculum- Based Assessments Performance Tasks & Quick Quiz assessments</i>
Math Intervention s.						

	Use of the 5 Dimension Rubric supports the instructional core.	Use PLW meetings to gain knowledge and understanding of how to implement the use of interim assessments.	September 2017 through June 2018	PLW meetings Peer Observations	All classroom teachers Principal	Narrative Scripting during Peer Observation
Use of Common Grade Level assessments	Targeted instruction in deficit areas based on common	Use of common planning and collaboration time to develop assessments, create	September 2017 through May 2018	Common Grade Level Assessment based on <i>Math Expressions</i>	All classroom teachers Principal	Analysis of common assessment student data

	assessment data.	scoring guides, and review student data.		materials		
Use of AIMSWEB probes for assessment K-1	AIMSWEB benchmark assessment given to all students three times per year. K-1		September 2017 through May 2018	Professional Learning Wednesdays	All staff members LAP Instr. Assistants Principal	MAP data(Grade two only)

School Improvement Goal: ELA

3rd Grade/ By Spring, 2018, 85% of our students will meet or exceed the standard in reading as measured by the third grade Smarter Balanced Assessment.

Rationale: Our 2017 Spring MAP Data shows that out of 80 students, 40 students scored in the “High to High Average” range. Twenty-five students scored in the “Average to Low Average” range. Seven students scored in the “Low” range. This group is starting their 3rd grade year with some excellent achievement data and I feel strongly that our third grade teachers can get the group to the 85% passing of the SBA by the Spring of 2018.

4th Grade/ By Spring, 2018, 85% of our fourth grade students will meet or exceed the ELA standard as measured by the SBA.

In the Spring of 2017, 65% of our third grade students met standard on the ELA Smarter Balanced Assessment.

Rationale: Our 4th grade team is a strong, collaborative group. They work together extremely well and are not afraid to push back on each other’s thinking. They depend on the strengths of each individual teacher to collectively teach using effective and proven instructional strategies based on real-time data.

5th Grade/ By Spring, 2018, 85% of our students will meet or exceed the standards as assessed on the Smarter Balanced Assessment.

Rationale: Trend data shows a positive trend line based on the last 3 years of data. This is very exciting as it shows our teachers continuing to work hard and move high achieving groups even further.

Activities to Achieve this Goal Actions that occur and steps staff will take.	Activities for Students Not Meeting Standard	Professional Development Attitudes and skills needed to implement the activity.	Timeline for Implementation Beginning and end for each strategy or action.	Resources Existing and new resources to support implementation.	Personnel Involved Leadership provided and staff involved in doing the work.	Monitoring Effectiveness Data demonstrating positive student outcomes.
Use of <i>Journeys</i> comprehensive, research-based reading program with fidelity in all grade level classrooms.	Differentiation within the core reading block, using leveled readers and intervention materials provided with <i>Journeys</i> . Small group and individual tutoring through the Learning Assistance Program Intervention	Professional Development Wednesdays (PDL) for training and collaboration Learning Walks 5 Dimensions of Teaching and Learning	September 2017 to June 2018 December, 2017-May, 2018	<i>Journeys</i> materials including intervention components – <i>Write-In Reader</i> and <i>Tool-Kit</i> <i>The Daily 5</i> framework to facilitate small group management (Boushey, 2006) Really Great Reading – Decoding & the Struggling	Principal All staff members District Literacy Coach LAP Coordinator and instructional assistants Building based specialists	AIMSweb benchmark and progress monitoring data <i>Journeys</i> Curriculum-Based Assessments SEBC data MSP data Anecdotal and other formative assessment

	Team meetings focused on specific student need			Reader Intervention Program		
	Consultation/ coaching - district literacy coach and building LAP Coordinator			Monthly collaboration meetings for Title I/LAP Coordinators and district literacy coach		

Specialist support for students during the core reading block	Small group or one-on-one instruction to reinforce or re-teach as needed	<p>Professional Learning Wednesdays (PDL) focused on effective strategies to use with reading and writing.</p> <p>Professional Learning Wednesdays (PDL) focused on understanding the Common Core Standards and integrating them into daily instruction.</p>	September, 2017 to June 2018.	<i>Journeys</i> materials	<p>All staff members</p> <p>Leadership Team</p> <p>District Literacy Coach</p> <p>Building LAP Coordinator</p> <p>Principal</p>	<p>MAP data (Grade two only)</p> <p>Smarter Balance data</p> <p>AIMSweb benchmark and progress monitoring data, K-4</p> <p>Anecdotal and other formative assessment</p>
		Consultation with classroom teacher and LAP Coordinator	September 2017 through June 2018	<i>Journeys</i> materials	Specialist	AIMSweb benchmark and progress monitoring data K-4
Increase parent capacity to	District Title I/LAP meetings	N/A	September 2017 through June 2018	Monthly <i>Reading Connection</i>	Title I/LAP Coordinators	Spring Parent Survey

support student learning at school and at home	Parent classroom volunteers including Watch Dogs Open House and Book Fair, Fall Celebrate Learning Night			and <i>Home-School Connection</i> newsletters and on school website. Parent Resource Library materials <i>Think Central</i> Website resources Online Resources with Chromebooks	District Literacy Coach Parents Classroom teachers	feedback Participation and feedback from parent events
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Supplemental intervention materials to address specific areas of student need	Additional intervention time for identified students in select grade levels	Professional Learning on ELA in current materials.	September 2017 through June 2018	Six Minute Solution REWARDS Road to the Code Phonemic Awareness in Young Children	LAP Coordinator Building specialists LAP instructional assistants	Increase in student achievement as measured by curriculum-based assessments Benchmark assessment summary analysis (Rank order)
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				SRA Early Interventions		
				Primary Phonics		

School Improvement Goal: Community Involvement:

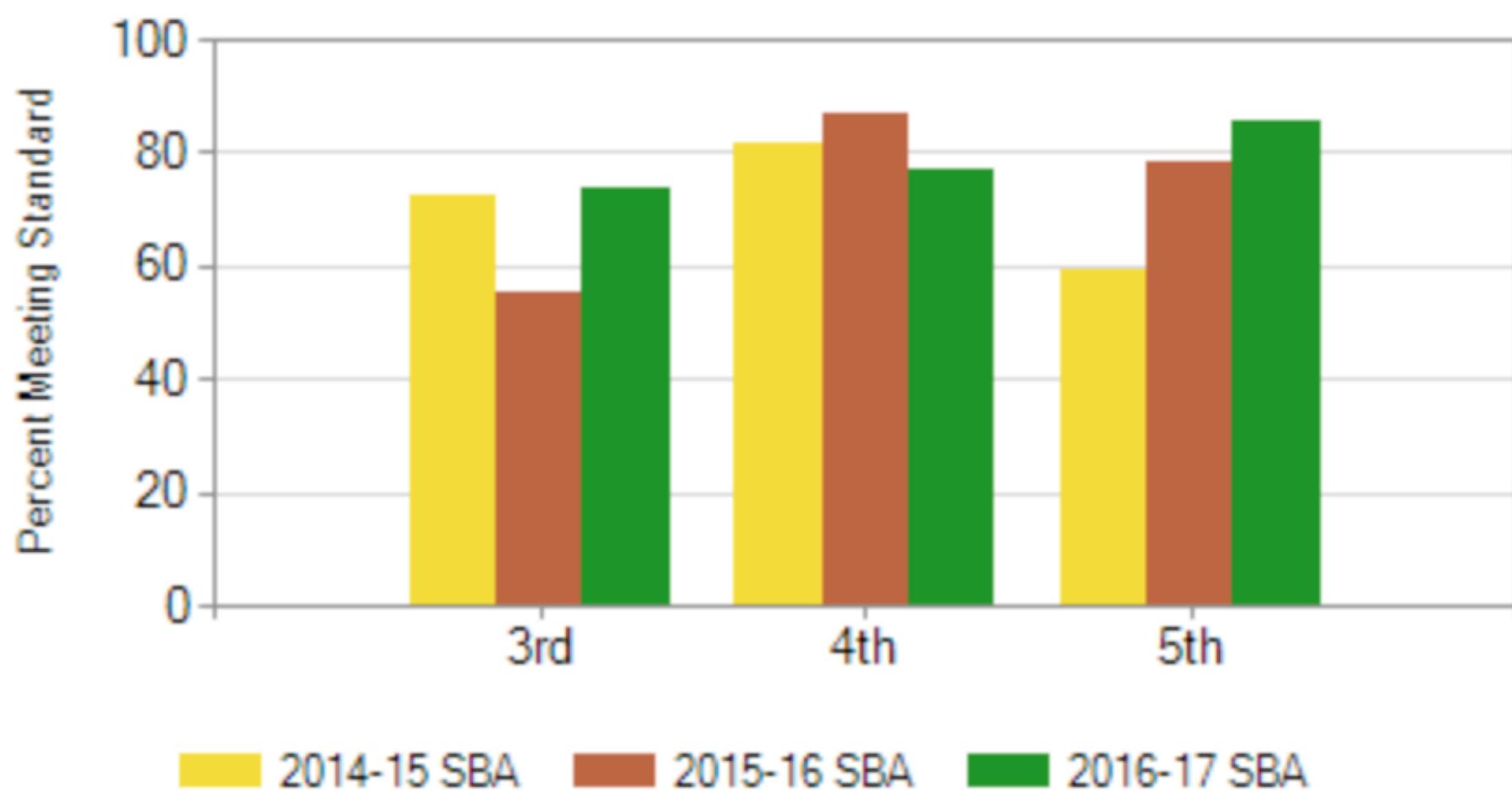
Activities to Achieve this Goal Actions that occur and steps staff will take.	Activities for Students Not Meeting Standard	Professional Development Attitudes and skills needed to implement the activity.	Timeline for Implementation Beginning and end for each strategy or action.	Resources Existing and new resources to support implementation.	Personnel Involved Leadership provided and staff involved in doing the work.	Monitoring Effectiveness Data demonstrating positive student outcomes.
<p>Celebration of Learning took place in conjunction with Open House on October 12th, 2017.</p> <p>Veteran's Day Assembly, November 9th, 2017.</p>		Organizing grade levels with the activities they will be offering at their table for the night.	<p>Planning took place in August, 2017.</p> <p>Planning took place in September and October of 2017.</p>		Leadership Team, Staff, SHS Leadership students	We received feedback from several parents about the evening. All comments were positive. Feedback from those in attendance was very positive. It was a wonderful celebration.

<p>Continuing with our Watch D.O.G.S. program</p> <p>Active partnership with the PTO.</p> <p>Spirit Assemblies</p> <p>Taproot Theater: Anti-bullying assembly on January 8, 2018</p> <p>CES Treble Makers Choir outreach to community</p>		<p>Kick-off Night, September 19, 2017</p> <p>2017-2018 School Year</p> <p>Recognizing students for outstanding work and behavior.</p>	<p>Program runs throughout the 2017-18 school year.</p> <p>2017-18 School Year</p> <p>January, 2018</p> <p>November, 2017</p>		<p>Watch D.O.G.S committee</p> <p>Leadership team works with grade level teams to coordinate the planning of the assemblies.</p> <p>Students, staff and parents.</p>	<p>Survey taken by Watch D.O.G.S following their day at Cedarhome.</p>
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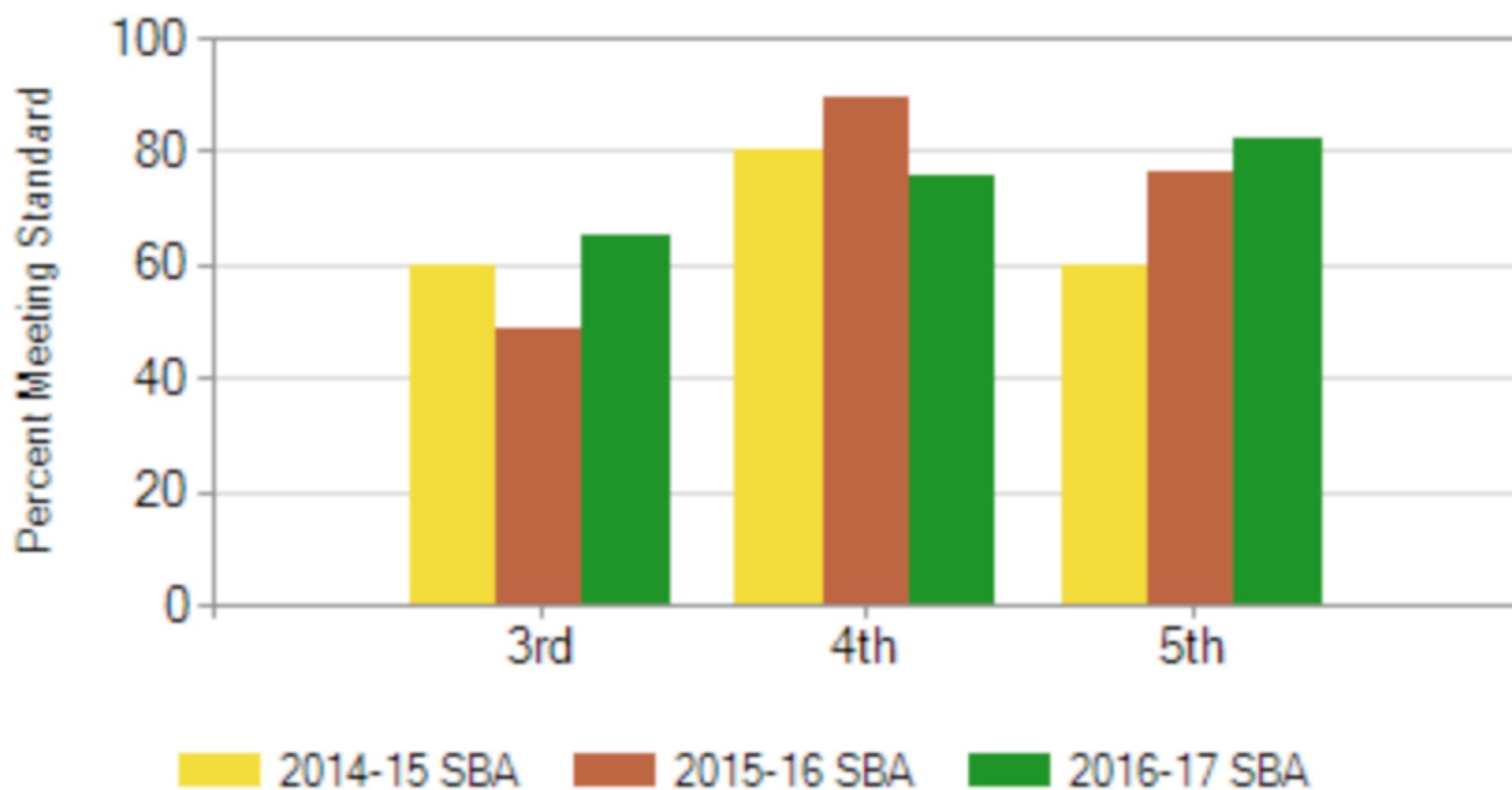
This year, each grade is once again reviewing data and designing SMART goals for math and reading. These goals can serve to meet the requirements of the whole-group, sub.-group growth goals on the Comprehensive Evaluation Rubric. These goals can also meet the requirement of the team goals listed under Criterion # 8.

Teachers are currently finishing work on their goals and I will add them to this plan when they are complete.

Math



English Language Arts



Science

