



**Cedarhome Elementary
School Improvement Plan
2016-2017**

CEDARHOME ELEMENTARY SCHOOL
School Improvement Planning
Action Plan Outline
2016-2017

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, intellectually, 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 20th year together. We have a total staff of 53 currently serving 513 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 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 fifth year of implanting 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 sixth 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 the 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 2017, 75 % of our students will meet or exceed the standard in math as measured by grades 3-5 Smarter Balance Assessment.

Grade 4/ By the spring of 2017, 75% of our fourth grade students will reach level 3 or 4 on the Smarter Balance Assessment. This will be a 20% increase from the 2015-2016 Smarter Balanced Assessment. This is a group that, on the whole, struggles with focus and remaining engaged. There are not a lot of “natural” leaders in the group. They do not get along well as a group either. Because we had only three sessions of third grade last year and three fourth grade sessions this year, it has been difficult to split up students with behavior issues.

Rational: This will be the second year for this cohort to take the VDI based SBA. This will be the first year this 4th grade cohort is exposed to materials that align to the Washington State Standards. Also, fourth and fifth grade teachers are utilizing our intervention time for math 4 days a week. The interventions takes place in our 1st floor computer LAB with Mr. Campbell.

Grade 5/ By the spring of 2017, 95% of our fifth grade students will meet or exceed the SBA standard for math.

Rationale: This cohort is a high performing group of students. Our goal is to maintain and increase the number of students meeting standard in math. This is a difficult task with such a high performing cohort, but we believe the goal is realistic. By drilling down to individual students, we can better meet their needs of all our students.

Strategy: We are using the materials from the 2013 Math Expressions series. These materials have a stronger alignment to the Washington State Standards than the previous Expressions material from 2009.

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 receiving math interventions Math Interventions.	Small group work outside the classroom utilizing our specialists/volunteers and Watch D.O.G.S. as the delivers of the intervention.	PD in the area of math that capitalizes on the latest resources and concepts.	September, 2016 through May 2017	P.E, Library, Music Specialist., IXL	All staff members Leadership Team Intervention Team (IT) Members Principal	MAP data grade 2 only for 2016-17 Smarter Balance data SB interim assessments. End of Trimester Assessments <i>Math Expressions</i> Curriculum-Based Assessments Performance Tasks & Quick Quiz assessments

	Use of the 5 Dimension Rubric supports the instructional core.	Use PDL meetings to gain knowledge and understanding of how to implement the use of interim assessments.	September 2016 through June 2017	PDL meetings Peer Observations	All classroom teachers Principal	Narrative Scripting during Peer Observations
Use of Common Grade Level assessments	Targeted instruction in deficit areas based on common assessment data.	Use of common planning and collaboration time to develop assessments, create scoring guides, and review student data.	September 2016 through May 2017	Common Grade Level Assessment based on <i>Math Expressions</i> materials	All classroom teachers Principal	Analysis of common assessment student data
Use of AIMSWEB probes for assessment K-1	AIMSWEB benchmark assessment given to all students three times per year. K-1		September 2016 through May 2017	Professional Learning Wednesdays	All staff members LAP Instructional Assissants Principal	MAP data(Grade two only)

School Improvement Goal: ELA

3rd Grade/ By Spring, 2017, 75% of our students will meet or exceed the standard in reading as measured by the grade 3-5 SBAC.

4th Grade/ By Spring, 2017, 75% of our fourth grade students will meet or exceed the ELA standard as measured by the SBA. Less than half of our 3rd grade students met standard last year on the SBA. Fourth grade students do not receive LAPsupport, so our teachers are working very hard to bring them up to grade level.

5th Grade/ By Spring, 2017, 95% of our students will meet or exceed the standards as assessed on the Smarter Balanced Assessment.

Rationale: With a research-based, system-wide approach to reading, grounded in assessment data, we can be assured that all students are given the support they need to be successful.

Strategy: To support and maintain a coherent, effective, school-wide approach to literacy instruction that is responsive to the needs of diverse learners.

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	Professional Development Wednesdays (PDL) for training and collaboration Learning Walks 5 Dimensions of Teaching and Learning	September 2016 to June 2017 December, 2017-May, 2017	<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)	Principal All staff members District Literacy Coach LAP Coordinator and instructional	AIMsweb benchmark and progress monitoring data <i>Journeys</i> Curriculum-Based Assessments SEBC data MSP data Anecdotal and other formative assessment

	<p>Learning Assistance Program</p> <p>Intervention Team meetings focused on specific student need</p> <p>Consultation/ coaching -district literacy coach and building LAP Coordinator</p>	<p>Book Study: <u>Mindset</u></p>	<p>December</p>	<p>Monthly collaboration meetings for Title I/LAP Coordinators and district literacy coach</p>	<p>assistants</p> <p>Building- based specialists</p>	
--	---	---------------------------------------	-----------------	--	--	--

Specialist support for students during the core reading block	Small group or one-on-one instruction to reinforce or re-teach as needed	Professional Learning Wednesdays (PDL) focused on effective strategies to use with reading and writing. Professional Learning Wednesdays (PDL) focused on understanding the Common Core Standards and integrating them into daily instruction.	September, 2016 to June 2017.	<i>Journeys</i> materials	All staff members Leadership Team District Literacy Coach Building LAP Coordinator Principal	MAP data (Grade two only) Smarter Balance data AIMsweb benchmark and progress monitoring data K-4 Anecdotal and other formative assessment
		Consultation with classroom teacher and LAP Coordinator	September 2016 through June 2017	<i>Journeys</i> materials	Specialist	AIMsweb benchmark and progress monitoring data K-4
Increase parent capacity to support student learning at school and at home	District Title I/LAP meetings Parent classroom Parent classroom volunteers including Watch Dogs Curriculum Nights, Open House and Book Fair, Fall Celebrate Learning Night: "20 Years of Excellence."	N/A	September 2016 through June 2017	Monthly <i>Reading Connection</i> and <i>Home-School Connection</i> newsletters and on school website. Parent Resource Library materials <i>Think Central</i> Website resources	Title I/LAP Coordinators District Literacy Coach Parents Classroom teachers	Spring Parent Survey feedback Participation and feedback from parent events

Supplemental	Additional	Professional	September 2016	Six Minute Solution	LAP	Increase in student
--------------	------------	--------------	----------------	---------------------	-----	---------------------

intervention materials to address specific areas of student need	intervention time for identified students in select grade levels	Learning on ELA in current materials.	through June 2017	REWARDS Road to the Code Phonemic Awareness in Young Children SRA Early Interventions	Coordinator Building specialists LAP instructional assistants	achievement as measured by curriculum-based assessments Benchmark assessment summary analysis (Rank order)
--	--	---------------------------------------	-------------------	--	---	---

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.
"20 Years of Excellence" took place on October 13 th , 2016.		Organizing grade levels with the activities they will be offering at their table for the night.	Planning took place in June, 2016.		Leadership Team, Staff	We received feedback from several parents about the evening. All comments were positive.
Veteran's Day Assembly, November 10 th , 2016.			Planning took place in September and October of 2016.			
Continuing with our Watch D.O.G.S. program		Kick-off Night, September 22 nd ,	Program runs throughout the 2016-17 school year. 2016-17		Watch D.O.G.S committee	Survey taken by Watch D.O.G.S following their day at Cedarhome.
Actively partnership with the PTO.		N/A	2016-17		Student, Staff And Parents	

Spirit Assemblies		Recognizing students for outstanding work and behavior.	2016-17		Leadership team works with grade level teams to coordinate the planning of the assemblies.	
Taproot Theater: Anti-bullying assembly			January 2017		Students, Staff and Parents	

School Improvement Goal: Community Involvement:

This year, each grade level reviewed data and designed one or more SMART GOALS in math and reading to help us meet or exceed our SIP goals. The goals are as follows:

Kindergarten/Reading: All of our students will demonstrate growth in letter naming fluency as measured the AIMSweb testing. We hope to achieve this goal by May 31st, 2017.

Subgroup A- Students whose beginning level was “Below Benchmark” (meaning their score was 12 or less on the letter naming fluency) in September, will achieve a level 3. This scoring range for level 3 is 46-63. This goal will be accomplished by May 31st, 2017.

Subgroup B- Students who scored “within benchmark” in September (meaning their score was 13-24 on letter naming fluency) will achieve a level 3 (46-63). This will be accomplished by May 31st, 2017.

Subgroup C- Students who scored “above benchmark) in September (meaning their score was 25 or higher on letter naming fluency) will achieve a level 4 which is a score of 64 and higher in letter naming fluency by May 31st, 2017.

First Grade/Reading: By May 31st, 2017, 75% of first grade students at CES will have increased their reading fluency skills to be at or above grade level, which is 62-96 words per minute.

First Grade Math: By May 31st, 2017, 75% of first grade students at CES will have increased their lower math subtraction fact scores to be at or above grade level, which is 20-23 facts in a minute.

Second Grade: Second grade students will have increased their reading rate by an average of 28 wcpm on the spring benchmark assessment. This reflects the difference between the minimum fall fluency rate benchmark standard for 2nd graders of 73 wcpm and the spring standard of 101 wcpm.

Third Grade/Reading: By June 2017, students in the following subgroups will demonstrate growth in reading grade-level passages with accuracy and fluency, based on ORF scores.

Kids that are currently below the fall benchmark standard (0-94),cwpm) will increase their ORF by at least 26cwpm.

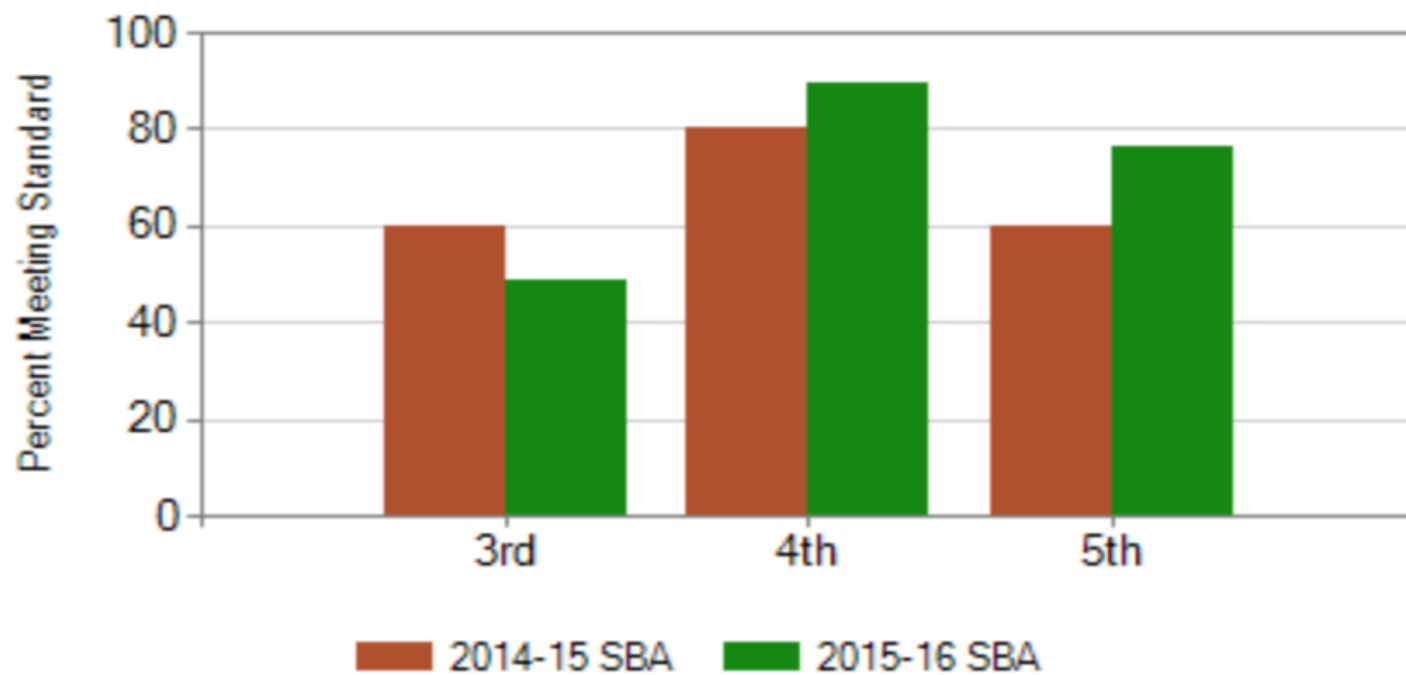
Third Grade/Math: The data from the 2015-16 SBA shows a weakness in “Developing Understanding Fractions and Numbers,” so we have chosen to focus our SMART goal on this topic. When we start our fraction unit, we will pre-assess students’ fraction knowledge. Before the SBA, our goal is for 70% of each of our classes to score 80% or above on the Fraction Unit test.

Fourth Grade/Reading: By June of 2017, fourth grade students will demonstrate growth in reading by improving their knowledge and understanding of the text in the target area of text structures and text features. Pre-assessments have yet to be given.

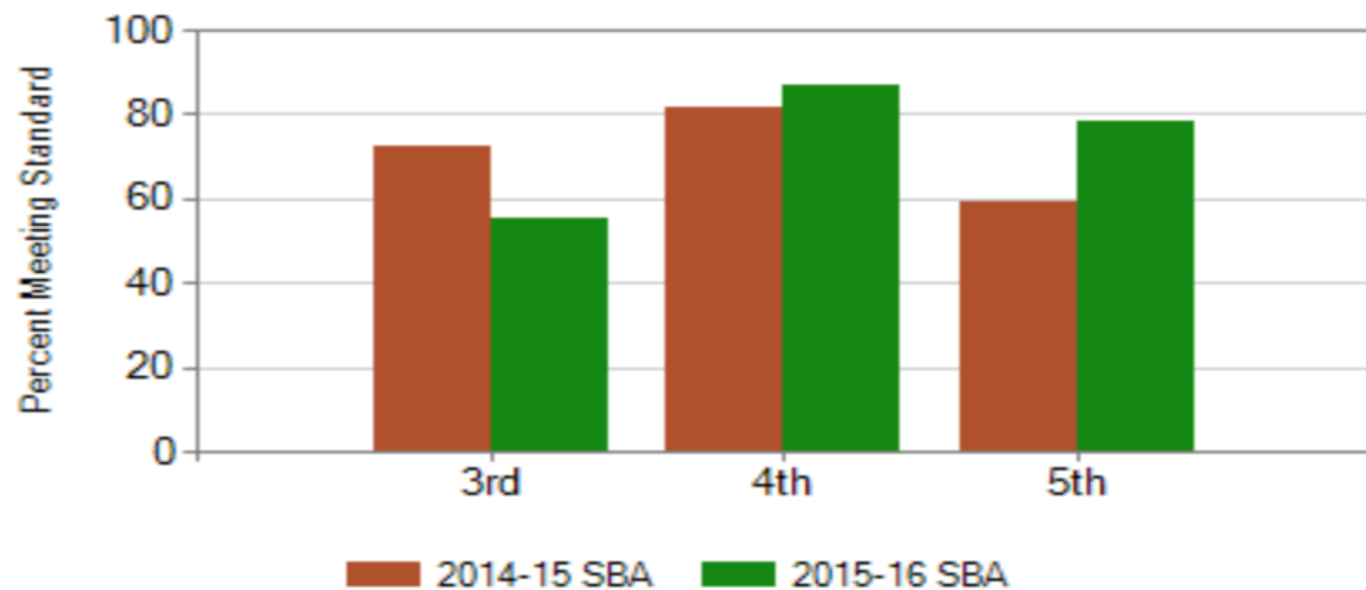
Fourth Grade/Math: By June, 2017, fourth grade students will demonstrate growth in mathematics by improving in the target area of “solves problems involving the four operations, and indentifying/explaining patterns in arithmetic.” Pre-assessments have yet to be given.

Fifth Grade Goals are being revised and will be attached to the plan as soon as I receive them.

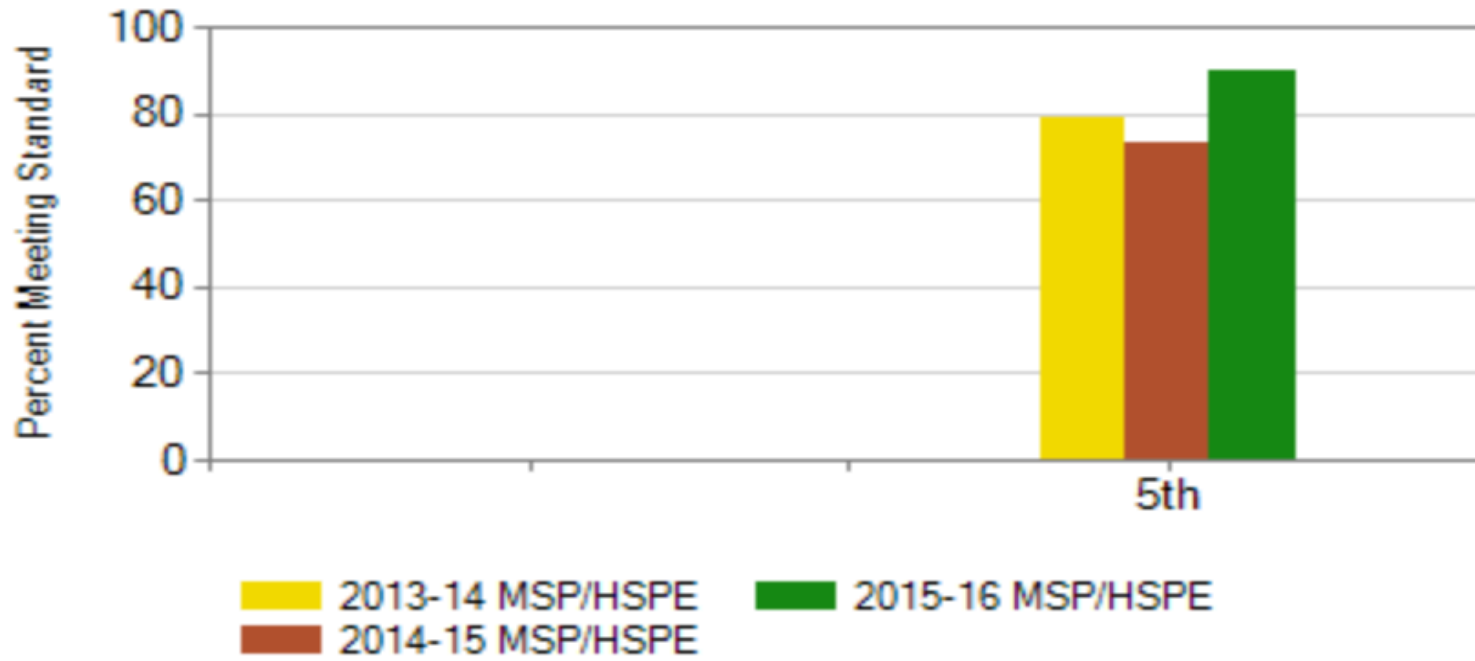
English Language Arts



Math



Science



Grade Level Goals to