

**STANWOOD-CAMANO SCHOOL DISTRICT**

**Cedarhome Elementary**

**SCHOOL IMPROVEMENT PLAN**

**2019 – 2022**

***ADDENDUM 2020-21***



**2019-2020 School Demographics**

<b>Group</b>	<b>Number of Student</b>	<b>% of Students</b>	<b>Group</b>	<b>Number of Students</b>	<b>% of Students</b>
Enrollment (October)	<b>534</b>		Two or More Races	37	6.93
American Indian/Alaskan Native	<b>6</b>	<b>1.12</b>	English Language Learners	18	3.37
Asian			Homeless/McKinney Vento	9	1.69
Black/African American	<b>5</b>	<b>.94</b>	Low Income	155	29.03
Hispanic/Latino	<b>54</b>	<b>10.11</b>	Section 504	17	3.18
Native Hawaiian/Other Pacific Islander	<b>1</b>	<b>.19</b>	Students with Disabilities	73	13.67
White	<b>431</b>	<b>80.71</b>	Student Mobility	3	.56

**Leadership Team Members**

<b>Name</b>	<b>Position</b>	<b>Name</b>	<b>Position</b>
Jeff Lofgren	Principal		
Jennifer Booth	LAP Coordinator		
Kristen Pappas	Fourth Grade Teacher		
Kris Wayland	Dean of Students		
Trent Campbell	Specialist		
Abby Burke	First Grade Teacher		

**Collective Commitment**

We, as a community of students, parents, community members at large, and school district educators make a collective commitment to all of Stanwood-Camano's 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, and respected. They will graduate from school ready for further education, careers, and a successful future. 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.

**Due to the unprecedented times from March 2020 to the present. School Improvement goals and work had to continue in *Distance Learning* and *Hybrid* delivery models. If you were able to meet any of the goals set from last year, please explain:**

Current school improvement plans were published in early 2020 just as the Covid 19 pandemic was coming to light. To that end, there were only a few of the tasks / goals that were completed. That includes the following:

1. We began our work on revisiting our small group reading instruction and reading comprehension. We had determined that we were not implementing this part of the Journeys program with the fidelity we had in the past. Jennifer Booth presented on this topic during several professional development Wednesdays (PDWs) before school was closed due to COVID.
2. In the area of math, we used PDWs to discuss effective strategies for introducing and building on number sense and problem solving.

Given the health, safety, and system instructional restructuring that was required to adapt to the distance, hybrid, and specialized small group learning models, the remainder of those goals will continue to be reviewed and revised for the next school year.

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

**Current School Data:**

The following data sources are the only system wide data points that are currently available:

Kindergarten - AIMSweb K-2: Letter Naming Fluency, Letter Sound Fluency and Nonsense Word Fluency (beginning January 2021)

First Grade - AIMSweb K-2: Letter Sound Fluency, Nonsense Word Fluency, Oral Reading Fluency

2nd Grade - AIMSweb K-2: Oral Reading Fluency

**NOTES:**

Measures of Academic Progress (MAP) assessments in grades K-5 are beginning to be administered in January 2021 at the same time the School Improvement Planning process is taking place. Schools will have data available for review by March 2021.

Social Emotional Learning Survey data is being gathered online in grades 3-5 and in person for grades K-2 beginning in January 2021. Schools will have data available for review by March 2021.

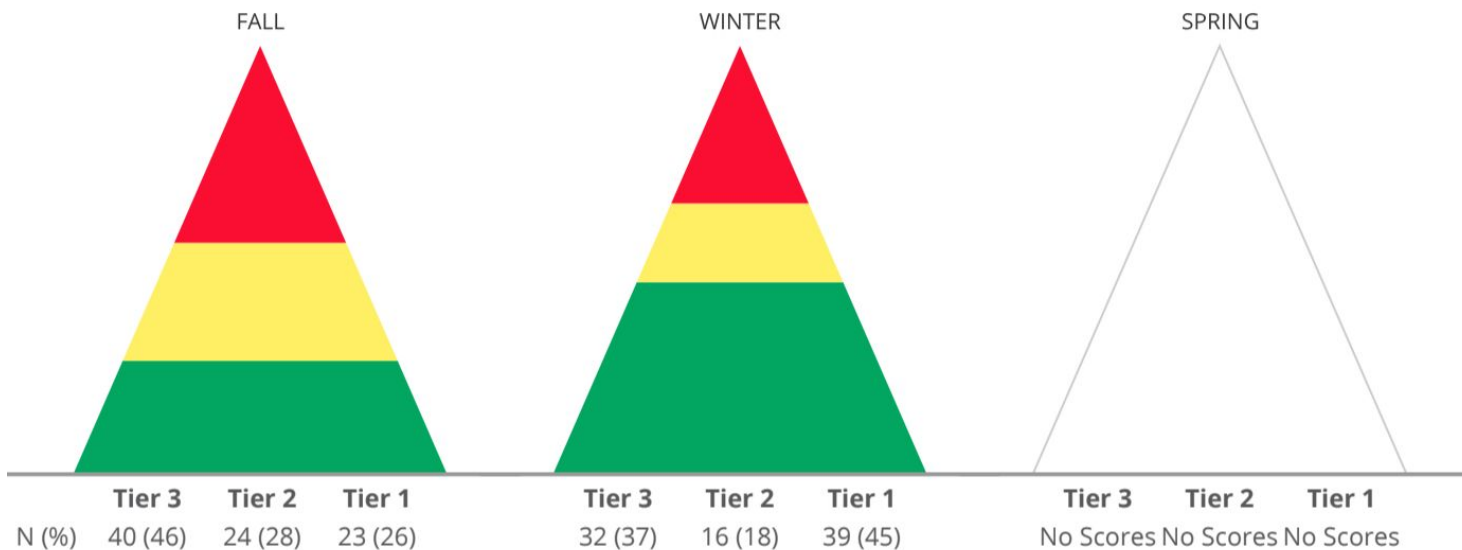
### Kindergarten Test of Early Literacy

The Test of Early Literacy (TEL) is a timed test consisting of Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Words Fluency. Students complete these measures three times per year (Fall, Winter, Spring) using AIMSweb benchmark assessments. Tier 3 is indicated in red and includes students who are below standard. Tier 2 is yellow and includes students who are approaching standard. Tier 1 is green and includes students who are meeting the benchmark standard.

In the Fall benchmark, 40 students (46%) were below average in Tier 3 as compared to 32 students (37%) in the Winter benchmark. In Tier 2, 24 students (28%) were approaching standard in Fall as compared to 16 students (18%) in Winter. In Tier 1, 23 students (26%) were meeting standard in Fall compared to 39 students (45%) in Winter.

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

#### Tier Transition Summary



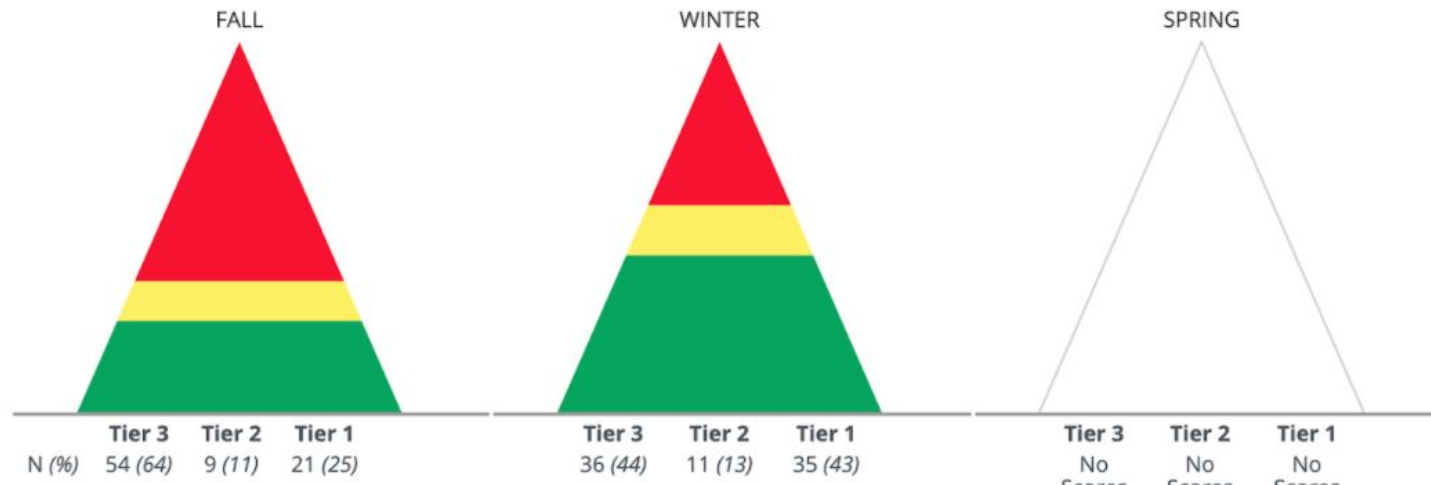
### First Grade Test of Early Literacy

The Test of Early Literacy (TEL) is a timed test consisting of Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Words Fluency. Students complete these measures three times per year (Fall, Winter, Spring) using AIMSweb benchmark assessments. Tier 3 is indicated in red and includes students who are below standard. Tier 2 is yellow and includes students who are approaching standard. Tier 1 is green and includes students who are meeting the benchmark standard.

In the Fall benchmark, 54 students (64%) were below average in Tier 3 as compared to 36 students (44%) on the Winter benchmark. Nine students (11%) were approaching standard in Fall as compared to 11 students (13%) in Winter. In Tier 1, 21 students (25%) were meeting standard in Fall compared to 35 students (43%) in Winter.

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

#### Tier Transition Summary

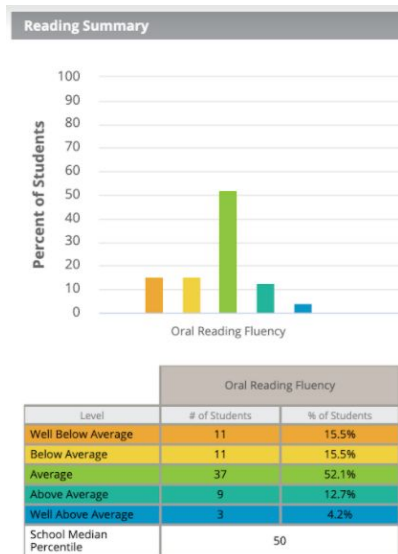


### Second Grade Oral Reading Fluency (ORF)

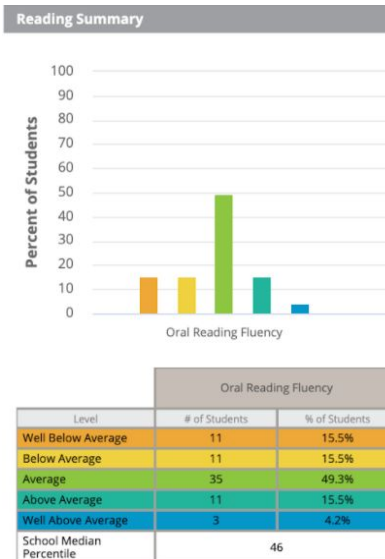
The Oral Reading Fluency (ORF) measures accuracy and fluency with text. Students complete three one-minute timed assessments measuring correct number of words per minute. Students complete these measures three times per year (Fall, Winter, Spring) using AIMSweb benchmark assessments. The colors indicate *well below average*, *below average*, *average*, *above average* and *well above average*.

In the Fall benchmark, 11 students (15.5%) were **well below average**. These numbers were identical for the Winter benchmark as well. Eleven students (15.5%) were **below average** in the Fall as were the same number on Winter benchmark.. Thirty-seven students were **average** (52.1%) on the Fall benchmark compared to 37 students (49.3%) on the Winter benchmark. Nine students were **above average** on the Fall benchmark(12.7%) compared to 11 students (15.5%) on the Winter benchmark. For both the Fall and Winter benchmark, 3 students(4.2%) scored **well above average**.

Fall Oral Reading Fluency



Winter Oral Reading Fluency





**What does your data review indicate about learning loss by students during the pandemic and necessary action steps to transition back to in-person learning?**

We find that there is learning loss by all students based on anecdotal teacher evidence, inconsistent attendance, technology skills, and varied family dynamics impacting social emotional learning by students. Norm referenced tests in Mathematics and English/Language Arts (ELA) will provide better evidence of current academic levels and will guide our future planning for instruction and interventions.

**What are your interim goals and plans based on data?**

**Goal:**

In order to be in our best possible position to begin addressing the learning loss of students, it will be necessary for the elementary schools to acquire norm referenced progress data on each student.

**Action Plan:**

Action	Timeline	Leads	Resources
K-5 MAP Assessment	February 2021 (Winter) May 2021 (Spring) September 2021 (Fall)	Assessment Coordinator Principal Building Leadership Team	District Budget District Assessment through NWEA
K-5 AIMSweb Assessment	February 2021 (Winter) May 2021 (Spring) September 2021 (Fall)	Reading Facilitator Principal Building Leadership Team	District Budget District Assessment through AIMSweb
Grade level data meetings using the PLC model to review student data and engage in a cycle of inquiry	Ongoing	Principal Teachers	PDW Sub Release Time Student Support Teams

**Goal:**

Building grade levels will develop and implement Social Emotional Learning (Character Strong / PurposeFull People) curriculum on a regular basis, with even stronger emphasis as students return in person to classroom school.

**Action Plan:**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Use Character Strong materials for student lessons	Ongoing	Counselor Classroom Teachers Principal	Character Strong Website District Google Classroom
Create lessons to encourage a positive growth mindset	Ongoing	Classroom Teachers Principal	Character Strong Website <a href="#">Growth Mindset Folder</a>
Develop family partnership plan for supporting emotional needs of families	Ongoing	Principal Counselor Student Support Advocate	Smore Newsletters Counselors Student Support Advocate Family Support Meetings

**Goal:**

Ensure that staff continue to use the District's Core Four technology platforms, including SeeSaw, Google Classroom, Screencastify and Google Meets. Students should remain fluent in technology and virtual tools so that transitions between hybrid and distance learning is seamless.

**Action Plan:**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Professional Learning for all staff on Core Four technology platforms	Ongoing	Technology TOSA Technology Specialist	PDW NWESD training materials
Support and training for students on technology and virtual tools	Ongoing	Technology TOSA Technology Specialist	Training Videos PDW Technology Specialist

**Goals:**

Staff will have a greater personal and professional awareness of how equity can be enhanced and assured for each student.

**Action Plan:**

Action	Timeline	Leads	Resources
Staff will engage in reflecting on beliefs, understandings and their own role in promoting social and racial equity	Spring 2021	Principal Librarian Classroom Teachers Title/LAP Coordinator	Windows/Doors/Mirrors Protocol for review of classroom libraries Grade Level Meetings Classified Meetings ESD Literacy Coach
Character Strong Equity Trainings by Erin Jones	Spring 2021	Principal Counselor	Character Strong Website
Mirrors, Windows and Sliding Glass Doors* Protocol for classroom library review	Spring 2021	Principal Classroom Teachers Librarian Title/LAP Coordinator	ESD Literacy Coach

**\*Note**

[Mirror, Windows, and Sliding Glass Doors](#) protocol was created by Rudine Sims Bishop, Professor Emerita Ohio State University in 1990. Dr. Bishop makes the point that it's crucial for children from marginalized groups to find themselves reflected in books; for books to provide an opening onto worlds beyond their own experience (worlds real or imagined) – because children need to see children that look different in the books they read; and for reading to provide a conduit for children to journey into the world and experience all it has to offer.

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