

Little Cedars

2021-2022 School Improvement Plan

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This school improvement plan is a working document with the Little Cedars Staff. It is ongoing and changing as needed throughout the school year to best fit the needs of our students.

Our Vision

Engaging learners for future success.

Our Mission

We make every moment count because every student matters.

We Believe

- Student engagement is key to success
- In high expectations for all
- That learning is a shared responsibility
- In supporting the whole child
- A positive, caring staff makes a difference
- In safe learning environments
- Everyone should be treated with respect

Demographics and Profile:

- The demographic, programmatic and socio-economic information below continues to illustrate a subtle shift in the Little Cedars community. However, the measurable elements of our demographic are largely stable, and consistent. Our demographic composition places Little Cedars in a group of “comparable” schools that research on School Improvement has suggested to have *excellent capacity* for significant student growth in academic areas for our students. We have crafted this plan in a further attempt to access that opportunity.

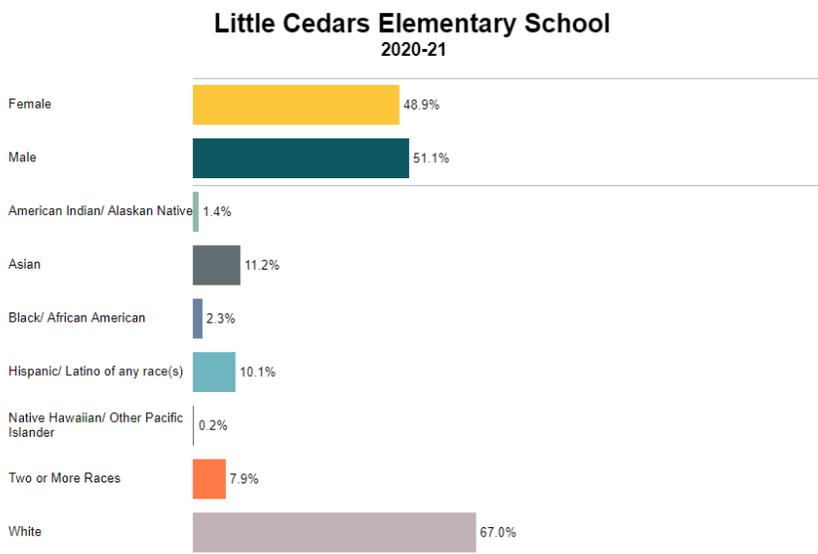
Demographics and Special Programs:

- Despite the fairly “homogenous”, “middle class” appearance of our demographic, our student population is a wonderfully diverse collection of personalities and divergent needs. Little Cedars is “home” to the Snohomish southern regions, district-managed, Social Skills and Communication Program. This program is a special education program of eleven significantly involved/challenged (usually diagnosed with some degree of autism) learners that have been assigned to our program to receive SDI support in

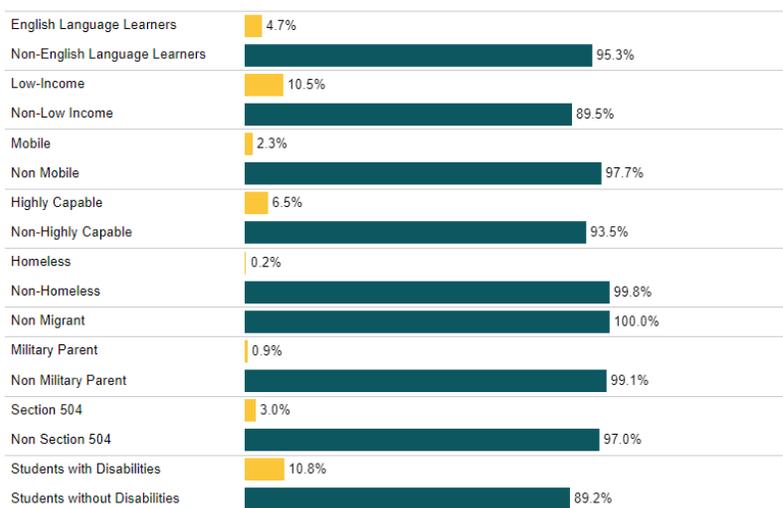
social/emotional and behavioral areas. The goal is to address the concerns through SDI and integrate into general education classes.) Clearly, some of them require some unique programming, guidance and instruction to thrive on our campus. We embrace that part of our work because all students are precious, to all of us. Our special education staffing has been unstable over the last three years. We currently have our third Connections teacher in that three-year period. Our Learning Center Staffing has included five different teachers in the same window of time.

- It should be noted that we are acutely aware of a trend toward more complex issues of mental health, social-emotional and behavioral issues in our students. Statistically, we are working with an increasing number of children who can be considered to be impacted by “trauma”. The current trend we are experiencing is that each year, the percentage of students with more complex social/emotional/ behavioral needs is increasing, especially in the past year and a half from COVID-19. From what we are hearing, this is more widespread, and seems to be an evolutionary dynamic. That dynamic has influenced our planning for instruction and interventions.
- Little Cedars ELL population is growing each day. Since the start of the year, 90% of our ELL students enrolled speak a second language.

Statistical Breakdown of Demographics (Supplied by Teaching and Learning)



Little Cedars Elementary School
2020-21



Nine Characteristics of High Performing Schools

Eight Criteria of Teacher Evaluation in Washington State

1	High Standards and Expectations for All Students	(Criterion 1) Centering instruction on high expectations for student achievement
2	Curriculum, Instruction and Assessment Aligned with State Standards	(Criterion 2) Demonstrating effective teaching practices
3	Clear and Shared Purpose	(Criterion 3) Recognizing individual student learning needs and developing strategies to address those needs
4	Supportive Learning Environment	(Criterion 4) Providing clear and intentional focus on subject matter content and curriculum
5	Frequent Monitoring of Teaching and Learning	(Criterion 5) Fostering and managing a safe, positive learning environment
6	Family/Community Involvement	(Criterion 6) Using multiple student data elements to modify instruction and improve student learning
7	High Levels of Collaboration and Communication	(Criterion 7) Communicating and collaborating with parents and school community
8	Focused Professional Development	(Criterion 8) Exhibiting collaborative and collegial practices focusing on improving instructional practice and student learning
9	Effective School Leadership	

Each year, we identify goals that guide the work we do to ensure each of our students learn at high levels and, ultimately, is prepared for success in career, college, and life.

2021-2022 Goals

Our goals the 2021-22 school year and their related measures for success are listed below.

District/ School Goals	Measures of Success
District Goal:	We are going to focus on School Habits and Building Relationships Increased percentage of students who model positive social skills
Building Goal 1:	Zones and Second Step (SEL)
Building Goal 2:	Guided Reading and Questioning Techniques to enhance learning



District Goal: School Habits/ Relationship Skills

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we implement School Wide Habits and focus on one part of the CASEL wheel (relationship skills) then students will be able to resolve conflicts proactively and referrals will decrease.

-The Wolverine Way

-Voice Levels for Little Cedars

-Porcupine Story

-Restorative Questions

-CASEL work (relationship skills)

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

Building Goal 1: SEL

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we implement SEL strategies/curriculum, provide students opportunities to engage in and practice, then students will be able to self-regulate and be productive students throughout the school day.

-2nd Step curriculum

-SEL instruction integrated throughout the day

-Zone of Regulation

-student survey

-Beisy screener

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will use the Zones of Regulation and Second Step Curriculum. We will gather input from the students to best meet their individual needs.	Our instructional strategy relates to: <ul style="list-style-type: none">• Building and Maintaining Relationships• Setting Objectives• Providing Formative Feedback• Structuring Collaborative Learning Experiences• Encouraging Higher Order Thinking & Asking Higher Order Questions

Building Goal 2: Reading

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we implement effective questioning strategies during our Guided Reading groups, students will improve their instructional reading level.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will explicitly use multiple modes of questioning techniques. Questioning is important because it is a strategy that readers use to engage with the text. Questioning techniques help the reader to clarify and comprehend what he/ she is reading.	Including and not limited to helping students: <ul style="list-style-type: none">• Be prepared to talk about the text.• Discuss the problem solving strategies they used to monitor their reading.• Revisit the text to further problem solve as guided by the teacher.• Compare text outcomes to earlier predictions.• Ask and answer questions about the text from the teacher and group members.

Monitoring Our Progress

Following a cycle of continuous improvement means that we will measure our progress at least three times during the school year for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our selected instructional strategy. If, according to the data, our strategy appears to be working, we will keep that strategy intact and then layer on another. On the other hand, if the data indicates that there is no impact, we may stop using the originally selected strategy and try a new one. It is in this way -- through the continuous review and analysis of data, selection of strategies, and measurement of results -- that we will close our gaps and create success for our students.

Professional Development

Selecting goals, developing theories of action, getting specific about our intended outcomes, and implementing instructional strategies that we believe will make a difference for our students are all important parts of our strategic work this year. However, without each of the adults at Little Cedars meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2021-22 school year, we will participate in the following professional development as part of our work:

- Zones of Regulation
- 2nd Step
- Guided Reading questioning techniques (intentional questioning)

- Restorative Practices
- The Wolverine Way
- CASEL work

Community Partnership

Finally, we know that we cannot do this work alone. The partnership and support with our community is greatly appreciated. Here are the ways we will involve the community this year:

- Zoom meetings with families- the administration team will meet with the community many times throughout the year to connect and answer questions.
- Invite families to our Wild About Kindergarten Day and family meetings to form a partnership with parents new to our community
- Invite families to attend Little Cedars Curriculum Nights and Fall conferences.
- We will host a Festival of Cultures
- Invite families to family nights throughout the school year and PTA sponsored events.
- Weekly parent communication letters from the Principal