Vision:

SSD is a place of high expectations with support for all students to learn so they can maximize their potential. Through equitable and effective teaching practices, we create a place where we recognize the differences in how our students learn, we believe all students can learn, and we have systems in place to respond to each and every student's learning needs.

Mission:

SSD Academic mission is to ensure that all students receive the time and support needed to access and surpass essential grade level learning by experiencing equitable and effective teaching practices embedded throughout a multi-tiered system of support.

Equity Statement:

Equity and inclusion centers on access to relevant and challenging academic experiences while establishing and maintaining safe, welcoming, and an inclusive environment for each learner.

Little Cedars Elementary

22-23 School Improvement Plan

Little Cedar's Vision:

Our vision at Little Cedars Elementary School is to provide a welcoming environment in which students feel safe, valued, and supported in order to achieve their personal best socially, emotionally and academically.
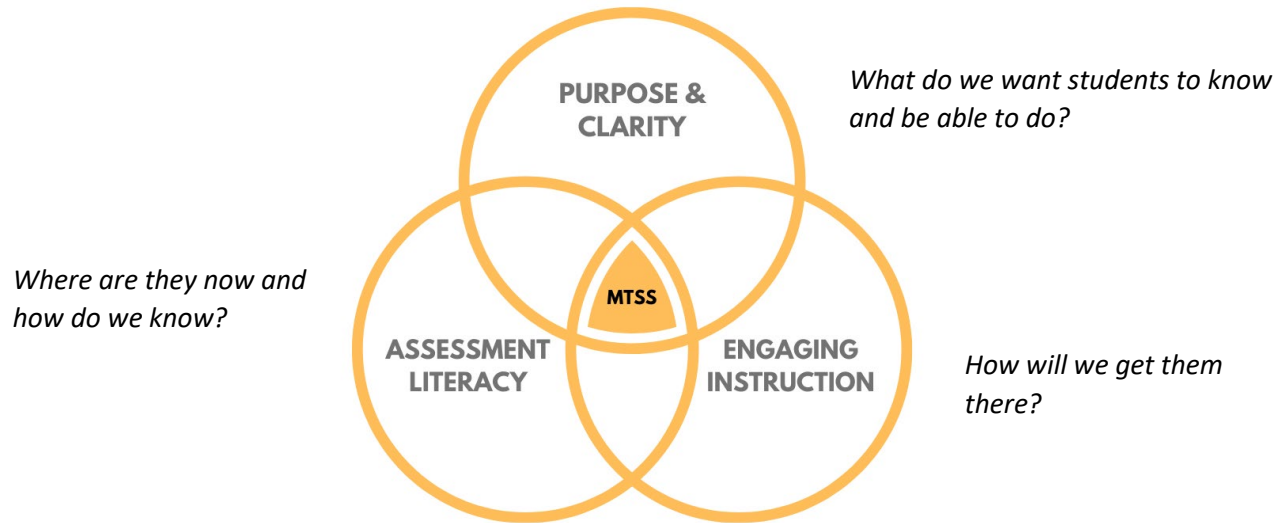
Mission:

At Little Cedars Elementary our mission is to work together by teaching to a range of learning styles and developing a mindset to thrive while laying the foundation to be successful in life.

Equity Statement:

Equity and inclusion at Little Cedars centers on establishing a welcoming and inclusive environment for each learner so that they feel a sense of belonging and empowered to go out and make the world a better place.

District Academic Framework

PURPOSE & CLARITY

What do we want students to know and be able to do?

Where are they now and how do we know?

MTSS

ASSESSMENT LITERACY

ENGAGING INSTRUCTION

How will we get them there?

Priority SMARTIE Goals

Academic Goals:

- Literacy- From September 2022- June of 2023 80% of our students will make one year's growth according to the BAS (Benchmark Assessment System).
- Math- From September 2022- June of 2023 80% of our students will show growth according to the Student Growth Percentiles (SGP) on the STAR math assessment (1st- 6th).

  - Kinder goal: 80% of our students will show growth on the 4 power standards (count to 100, write numbers, one-to-one correspondence, and identification of numbers) used in Educational Software for Guiding Instruction (ESGI) from September 2022- June of 2023.
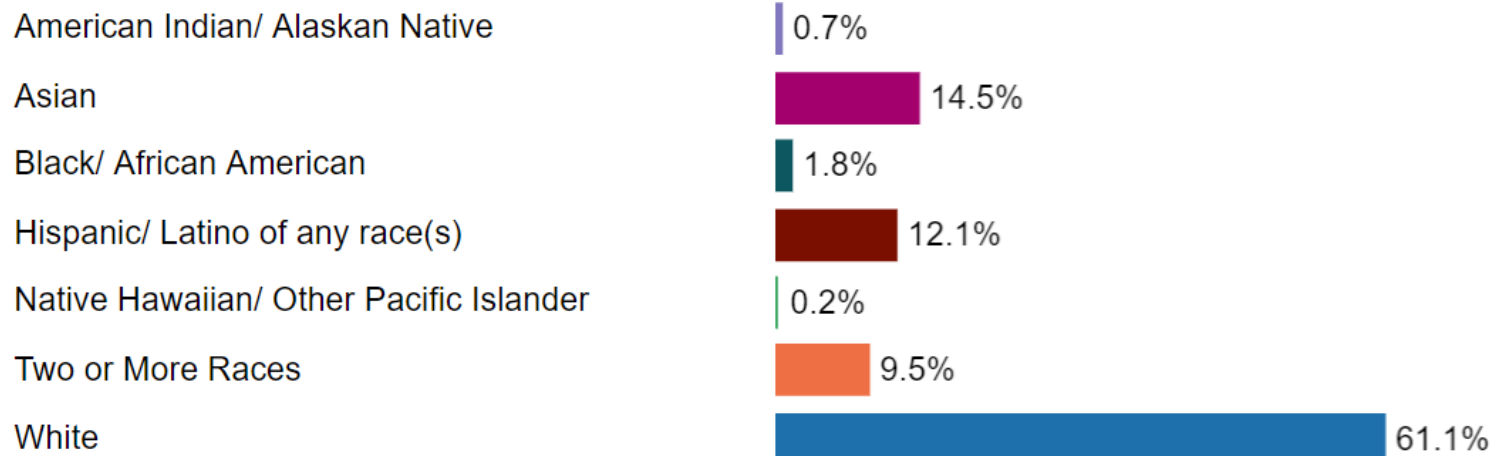
Little Cedars Elementary School
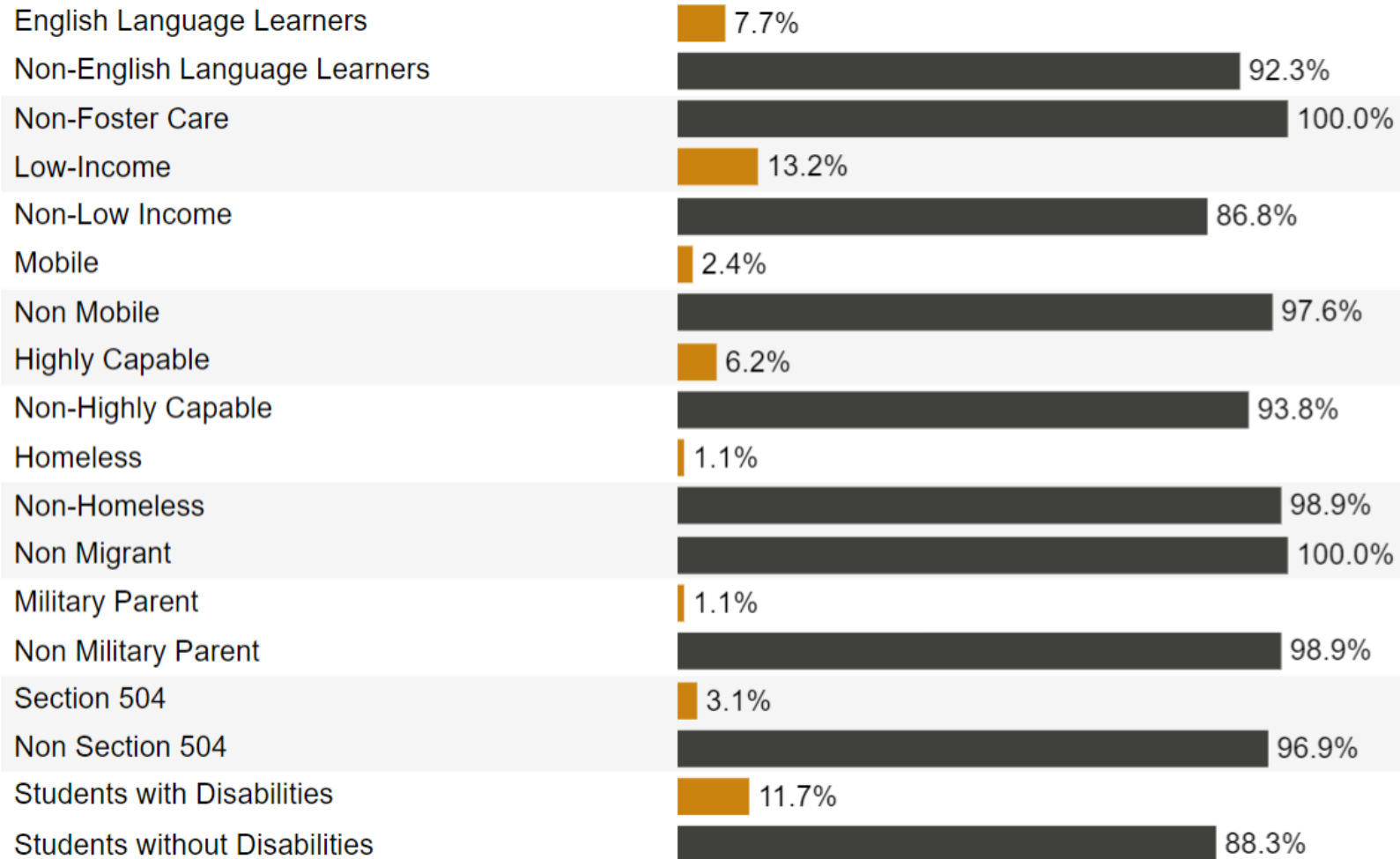## 2021-22

Total Student Enrollment

545

Gender

Female   50.3%

Male   49.7%
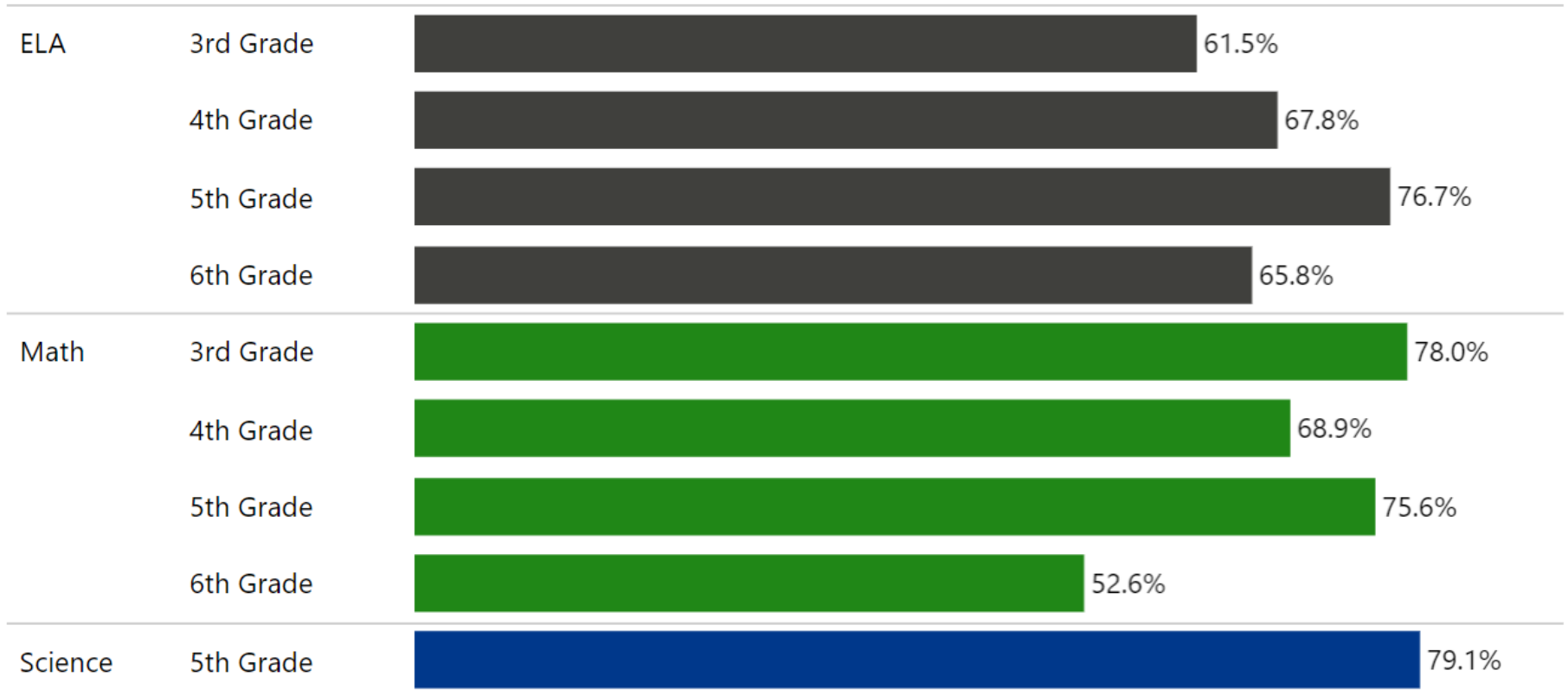
Race/Ethnicity

American Indian/ Alaskan Native   0.7%

Asian   14.5%

Black/ African American   1.8%

Hispanic/ Latino of any race(s)   12.1%

Native Hawaiian/ Other Pacific Islander   0.2%

Two or More Races   9.5%

White   61.1%

Program and Characteristic

English Language Learners	7.7%
Non-English Language Learners	92.3%
Non-Foster Care	100.0%
Low-Income	13.2%
Non-Low Income	86.8%
Mobile	2.4%
Non Mobile	97.6%
Highly Capable	6.2%
Non-Highly Capable	93.8%
Homeless	1.1%
Non-Homeless	98.9%
Non Migrant	100.0%
Military Parent	1.1%
Non Military Parent	98.9%
Section 504	3.1%
Non Section 504	96.9%
Students with Disabilities	11.7%
Students without Disabilities	88.3%

Little Cedars DATA

Spring 2022

General (SBA and WCAS)

ELA	3rd Grade	61.5%
	4th Grade	67.8%
	5th Grade	76.7%
	6th Grade	65.8%
Math	3rd Grade	78.0%
	4th Grade	68.9%
	5th Grade	75.6%
	6th Grade	52.6%
Science	5th Grade	79.1%

Little Cedars Elementary 22-23 Goals, Action Steps and Strategies

Academic Literacy Goal: From September 2022- June of 2023 80% of our students will make one year's growth according to the BAS (Benchmark Assessment System).

Activities	Timeframe	Lead	Resources	Measures
What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?	*What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	*Who will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?*	*What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
Whole group- *phonemic awareness *word recognition and word study *comprehension strategies *phonics skills *fluency work *direct instruction of inference, plot, elements, context clues, text evidence Small group instruction- *target individual levels and skills	We are evaluating the effectiveness of each activity every four weeks during our Collaborative Support Teams (CST).	-classroom teachers -classified staff that support intervention groups	Fountas & Pinnell Classroom (FPC) Curriculum Student Achievement in Reading (STAR) Curriculum Anchor papers LLI Kits	STAR data BAS assessments Formative assessments

Academic Math:

- From September 2022- June of 2023 80% of our students will show growth according to the Student Growth Percentiles (SGP) on the STAR math assessment (1st- 6th).

- Kinder goal: 80% of our students will show growth on the 4 power standards (count to 100, write numbers, one-to-one correspondence, and identification of numbers) used in Educational Software for Guiding Instruction (ESGI) from September 2022- June of 2023.

| Activities

What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal? | Timeframe

What is the projected length of time of the activity?
When or how often will progress be monitored or data reviewed? | Lead

Who will be responsible for implementing, measuring, and adjusting the activity?
Who else will be involved? | Resources

What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)? | Measures

What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal? |
|---|---|---|---|---|
| Explicit, systematic instruction

Visual representations

Schema instruction

Metacognitive strategies

CUBES word problem instruction | We are evaluating the effectiveness of each activity every four weeks during our Collaborative Support Teams. | -classroom teachers
-classified staff that support intervention groups | Bridges Math Curriculum- assessments
STAR assessment
Reflex Math
Big Ideas
Number Corner
Dream Box
Prodigy
3 Act Math | STAR data

Chapter Assessments |

Building Specific Goal #1: Between September 2022 and June 2023, the amount students at Little Cedars who are identified as at risk as measured by fall BEISY scores will decrease.

Activities *What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?*	Timeframe *What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	Lead *Who will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	Resources *What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
Tier 1 LCE PBIS interventions in every classroom. *maintain a positive, close relationship *visual schedule *speak to students privately about what needs to change *preferential seating *calm down area/ buddy room *flexible seating *incentive chart *classroom meetings *collaborate with your colleagues for behavior suggestions *use of a timer to keep the child on task for very short stretches of time *provide fidget items to keep the child's hand busy (These can	-At risk students are discussed during CST each month.	-principal and AP -counselor -classroom teachers	-LCE Positive Behavioral Interventions and Supports (PBIS) Handbook PBIS handbook.docx	-Long Term- Brief Externalizing and Internalizing Screener for Youth (BEISY) data -Short Term- "Take A Break Cards" usage and office referrals

be sensory items like a blanket, squeeze ball, wax sticks) *use of individual white boards or manipulatives during group time to reduce time that children sit and listen and to increase engagement *use non-verbal cues for routines and procedures *remove distractions- place desk in calm area *review behavior expectations before activities- keep a consistent schedule and routines *brain breaks *student jobs *Pride Pass **Tier 2 LCE interventions for identified students** *Check-in/ check-out *"One person for every child" (see list attached) *Social skills/ friendship groups (counselor) *Meaningful jobs *Big Buddy from Glacier Peak (see list attached) *Sensory Room				