



Vision:

Every Student Thrives

Mission:

To Create an educational community that ignites a passion for learning where every student is known and empowered

Core Values:

- Student Focused
 - Culture of Belonging
 - Equity
 - Accountability
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Little Cedars Elementary
23-24 School Improvement Plan

Priority SMARTIE Goals

Academic Goals:

Literacy

Comprehensive Literacy Program- ensure that all students receive consistent, standards-based reading and writing instruction through the Snohomish School District Comprehensive Literacy Plan. Reading Foundational Skills: Ensure that staff effectively implement evidence-based phonics instruction, including planning for and delivering quality Tier 1 and Tier 2 instruction that result in increased reading achievement. If we do small group instruction targeting each students' strengths and weaknesses, we will see an increase of 5% of students meeting standard.

Math

Fluency in Mathematics- placing an emphasis on the common core standards of math fluency, students will track their own data and work on math facts for at least 10 minutes each day. If we have this focus and plan intentional small group instruction for Tier 2 and 3 students, start SBA practice in January, we will see an increase of 5% of students meeting standard.

Instruction Specific Goal(s):

- 1e or 1f Using the Danielson Framework, we will work as teams to focus on Domain 1- Planning and Preparation. Teams will decide which area/ areas that will best meet their needs this year and create a list of "Look Fors"/ Suggestions.

Little Cedars Elementary School

2022-23

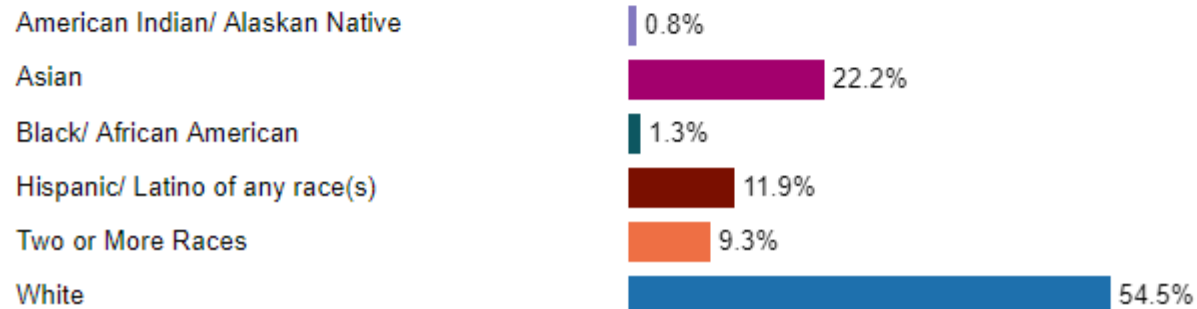
Total Student Enrollment

613

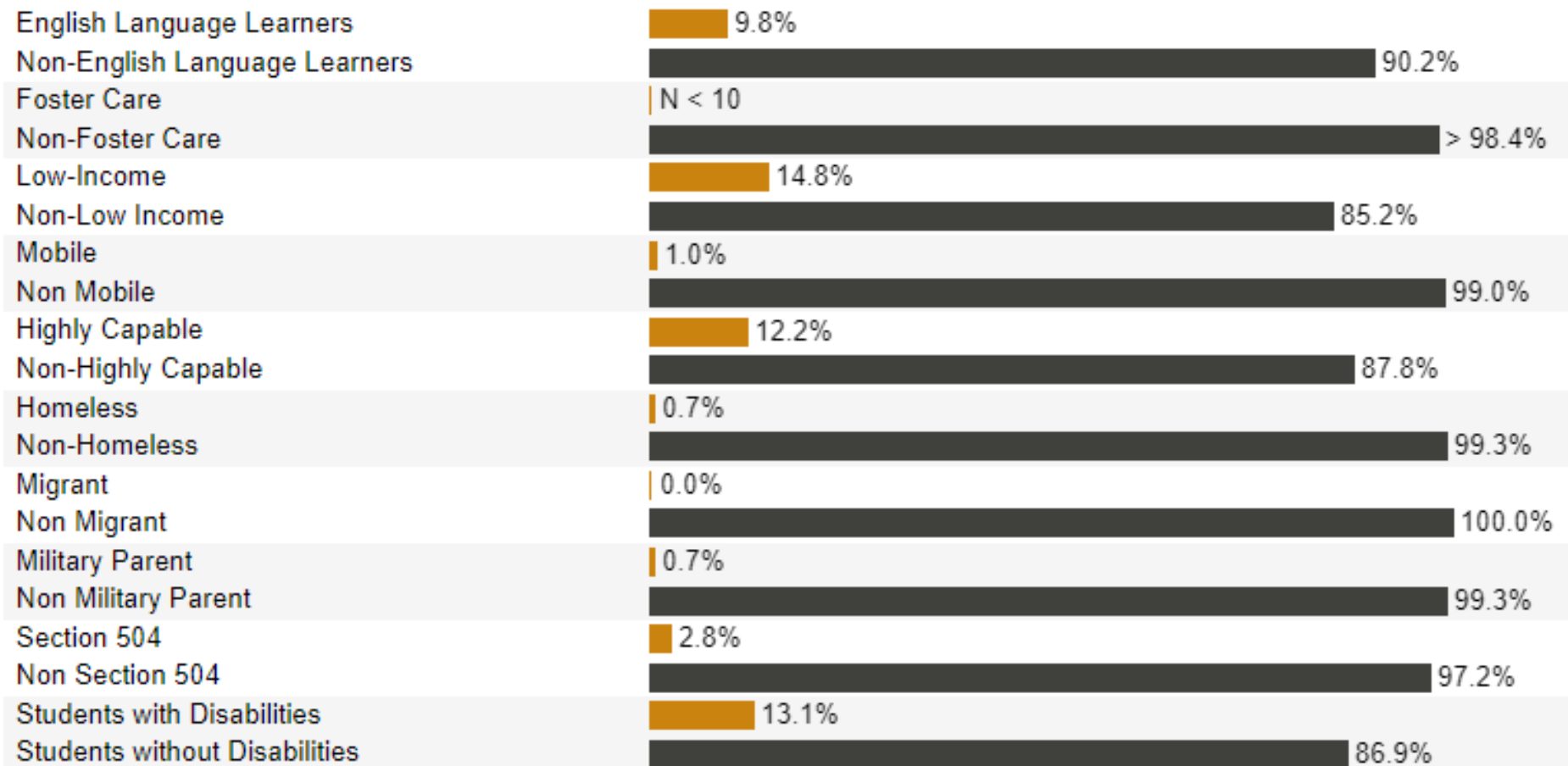
Gender



Race/Ethnicity



Program and Characteristic



Little Cedars DATA

Spring 2023

General (SBA and WCAS)



Little Cedars Elementary 23-24 Goals, Action Steps and Strategies

Academic Literacy Goal: **Comprehensive Literacy Program**- ensure that all students receive consistent, standards-based reading and writing instruction.
Reading Foundational Skills: Ensure that staff effectively implement evidence-based phonics instruction, including planning for and delivering quality Tier 1 and Tier 2 instruction that result in increased reading achievement.

Activities <i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	Timeframe <i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	Lead <i>Who will be responsible for implementing, measuring, and adjusting the activity?</i>	Resources <i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i>	Measures <i>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?</i>
Whole group- (activities as needed determined by assessments/ observations) *phonemic awareness *word recognition and word study *comprehension strategies *phonics skills *fluency work Small group instruction- *target individual levels and skills	We are evaluating the effectiveness of each activity every four weeks during our Collaborative Support Teams	-classroom teachers -classified staff that support intervention groups	FPC Curriculum STAR assessment Anchor papers LLI Kits Heggerty/ UFLI	STAR data BAS assessments Formative assessments Common grade level assessments that are being developed
Starting scores- %of students not at grade level: 1 st : 50% below grade level (44) 2 nd : 48% below grade level (43) 3 rd - 28% below grade level (24) 4 th - 28% below grade level (25) 5 th - 42% below grade level (41) 6 th - 42% below grade level (43)				

Academic Math Goal: Fluency in Mathematics- placing an emphasis on the common core standards of math fluency, students will track their own data and work on math facts for at least 10 minutes each day.

Activities <i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	Timeframe <i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	Lead <i>Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	Resources <i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i>	Measures <i>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?</i>
<ul style="list-style-type: none"> -Explicit, systematic instruction -Visual representations -Schema instruction -Metacognitive strategies -CUBES word problem instruction -Students involved in tracking their own data 	<p>We are evaluating the effectiveness of each activity every four weeks during our Collaborative Support Teams.</p>	<ul style="list-style-type: none"> -classroom teachers -classified staff that support intervention groups 	<ul style="list-style-type: none"> Bridges Math Curriculum- assessments STAR assessment Reflex Math/ Happy Numbers Big Ideas Number Corner Dream Box Prodigy 3 Act Math SBA interims Fun for the Brain 	<ul style="list-style-type: none"> STAR data Chapter Assessments- pre and post Math fluency assessments

Starting scores- % of students not at grade level: 2 nd - 42% below grade level (37) 3 rd - 25% below grade level (21) 4 th - 29% below grade level (26) 5 th - 30% below grade level (29) 6 th - 33% below grade level (34)				
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Instruction Specific Goal #1: 1e or 1f Using the Danielson Framework, we will work as teams to focus on Domain 1- Planning and Preparation. Teams will decide which area/ areas that will best meet their needs this year and create a list of “Look Fors”/ Suggestions.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	<i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	<i>Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>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?</i>
<p>Who we are: At LCE we want all staff to learn and grow together.</p> <p>We want all students to grow and thrive by being actively engaged in their learning.</p> <p>How we will accomplish this:</p>	<p>Time will be spent at each of our Professional Learning days.</p> <p>Instructional Rounds- ½ day release every other month for each grade level.</p>	<p>-Principal</p> <p>-Classroom teachers</p> <p>-MTSS team</p> <p>-Leadership team</p>	<p>LCE Instruction.docx</p> <p>-examples of data notebooks</p> <p>-common assessments</p> <p>-curriculum maps</p> <p>-Comprehensive Literacy Plan</p>	<p>STAR data</p> <p>SBA data</p> <p>Formative and summative tests in each classroom</p>

<p>By creating common assessments to guide instruction</p> <p>use tiered interventions to meet the needs of each student in our classrooms (fluid small group and individual instruction)</p> <p>students will begin to track their data and set goals</p> <p>curriculum maps for purposeful planning</p> <p>*What are students learning?</p> <p>*How do we get to the end product?</p> <p>*How do we know each student is growing?</p>				
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SEL goal: Between September 2023 and June 2024, the amount students at Little Cedars who are identified as not feeling a connection to our school according to Panorama data will decrease.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement and at or with whom is this</i>	<i>What is the projected length</i>	<i>Who will be responsible for implementing,</i>	<i>What resources will be needed (for example, professional</i>	<i>What short- and long-term data will you collect to measure the impact of</i>

<i>activity aimed in order to achieve this goal?</i>	<i>of time of the activity? When or how often will progress be monitored or data reviewed?</i>	<i>measuring, and adjusting the activity? Who else will be involved?</i>	<i>development, extended time, curriculum, materials, etc.)?</i>	<i>student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
<p>Tier 1 LCE PBIS interventions in every classroom- (as needed)</p> <ul style="list-style-type: none"> *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 be sensory items like a blanket, squeeze ball, wax sticks) *use of individual white boards or manipulatives during group time to reduce time that 	<p>At risk students are discussed at CST each month through our Plan/Do/ Study/ Act.</p>	<p>All staff at LCE</p>	<p>-LCE PBIS Handbook PBIS handbook.docx</p>	<p>-Panorama -“Take A Break” data</p>

<p>children sit and listen and to increase engagement</p> <ul style="list-style-type: none">*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 <p>Tier 2 LCE interventions for identified students</p> <ul style="list-style-type: none">*Check-in/ check-out*Social skills/ friendship groups (counselor)*Meaningful jobs*Sensory Path				
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