



Continuous School Improvement Plan (C-SIP)
Cedar Park Elementary School
2016 - 2018
Principal: Douglas Ouellette

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SCHOOLS**

School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

Cedar Park Elementary is a new option school opening in the North-East Region of Seattle in the fall of 2017. Initial planning work is being collaboratively completed by a Design Team comprised of school Administration, Teachers, Staff, and Parents. A working Building Leadership Team (BLT) has also been formed comprised of an Administrative Representative, Certified and Classified Representatives, and a Parent PTA Representative. This BLT, in compliance with the Collective Bargaining Agreement, will be formally voted upon when the full staff has been hired and assembled – no later than October of 2017.

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The following Continuous School Improvement Plan was drafted with the participation of the Cedar Park BLT and Design Team in May of 2017. The document will be reviewed and approved by all Cedar Park staff no later than October of 2017.

Mission and Vision

Mission:

Cedar Park is an **inclusive** community that inspires **curious** and **compassionate** citizens through **creative risk taking**, **collaborative learning**, and **authentic exploration**.

Vision:

To be collaboratively determined by Cedar Park Elementary Stakeholders (including Staff, Families, and Community Members) in the spring of 2018.

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

During BLT, MTSS, and Professional Learning Community (PLC) meetings held through the start of the 2017-18 school year, we will analyze student achievement data from standardized assessments (such as Spring MAP & SBAC), common summative Benchmark assessments (such as Center for the Collaborative Classroom, F&P, and Math benchmarks), and classroom-based common formative assessments. We will then develop databased SMART goals for student growth for the major goal areas below.

The 2017-18 school year will mark the opening of Cedar Park Elementary. We are opening with 55 students and 7 teachers providing regular student instruction (two preschool teachers, three classroom teachers, a teacher-librarian, and a PE/Intervention teacher).

Looking at demographic and service ratios in the Kindergarten through 5th Grade:

- Gender: 67% (37:55) female and 32% (18:55) male.
- Race & Ethnicity: 44% (24:55) students of color (2 African American, 9 Asian, 3 Hispanic, and 10 Multiracial) and 54% Caucasian students.
- Support Service Programs: 7% (4:55) receive ELL Services, 5% (3:55) receive Special Education Services, 7% (4:55) are identified as Advanced Learners
- Free & Reduced Lunch: 14.5% (8:55)

School Information:

The classrooms make-ups are currently:

Kindergarten: 26 Students

- Gender: 18 Female: 8 Male
- Ethnicity: 10 students of color (7 female and 3 male - 2 Asian; 1 African America, 2 Hispanic & 5 Multiracial): 15 Caucasian (11 female and 5 male).

1st/2nd Combo: 14 Students

- Gender: 11 female: 3 Male
- Ethnicity: 8 students of color (6 female and 2 male – 3 Asian, 1 African American & 4 Multiracial): 6 Caucasian (5 female and 1 male).
- Math Data:
 - Standardized Assessment Data: We currently have MAP data on 11:14 students. Of those, 9 are above standard, 1 is on standard, and 1 is ½ year below standard in Math.
- Literacy Data:
 - Standardized Assessment Data: We currently have MAP data on 11:14 students. Of those, 7 are above standard, 2 are on standard, 1 is ½ year below standard, and 1 is significantly below standard in Reading.
 - F&P Assessment Data: We currently have Fall F&P Literacy data on 14:14 students. Of those, 7 are above standards, 5 are on standard, and 2 are significantly below standard in Reading.
 - Of the 2 students below standard in Reading, 1 is a student of color and 1 is a Caucasian student.

3rd/4th/5th Combo: 15 Students

- Gender: 8 female: 7 Male
- Ethnicity: 6 students of color (3 female and 3 male – 2 Multiracial, 3 Asian & 1 Hispanic): 9 Caucasian (5 female and 4 male).
- Math Data:
 - Standardized Assessment Data: We currently have MAP data on 3:5 3rd Grade students. Of those, 1 is on standard, and 2 are significantly below in Math. We have Spring SBA data on 6:9 4th and 5th Grade students. Of those, 5 are above standard and 1 is on standard in Math.
- Literacy Data:
 - Standardized Assessment Data: We currently have MAP data for 3:5 3rd Grader students. Of those, 1 is ½ year below, and 2 are significantly below in Reading. We have Spring SBA data on 6:9 4th and 5th Grade students. Of those, 3 are above standard and 3 are at standard in Reading.
 - F&P Assessment Data: We currently have Fall F&P data on 15:15 students. Of those, 9 are above standard, 1 is at standard, 1 is ½ year below standard, and 4 are significantly below standard in reading.

Of the 6 students struggling in Reading, 4 are students of color, 2 are Caucasian and 1 is receiving ELL services. Of the 3 students struggling in Math, 3 are students of color.

Based on this initial student data, Cedar Park’s staff have engaged in a series of strategic Eliminating Opportunity Gaps (EOG) activities (see Eliminating Opportunity Gap (EOG) Best Practices at Cedar Park in Appendix 1). Our social-emotional focus as a new school will revolve around Strategy 7 (Positive relationships for student success – a .72 effect size in John Hattie’s research), and our academic focus will revolve around Strategy 2 (High quality standards-based instruction).

We will use research-based strategies that help targeted students.

We will assess data and examine our progress in serving:

1. All Students
2. ELL Students
3. Advanced Learners
4. Special Education
5. Gap Closing Groups

We have create a master schedule that maximizes available student learning time into substantial learning blocks (especially in literacy, mathematics, and application through Expeditionary Learning). Cedar Park’s master schedule also daily intervention support time and weekly flexible grouping time (a method of serving all students’ needs based on common skills/standards - regardless of grade level or academic designations).

We will also use an Interventionist in support of all students who will collaborate with classroom teachers to provide intervention and/or enrichment opportunities. We are studying and putting into place best practices in instructional strategies at all grade levels. Those practices include increasing students’ active engagement in their learning through authentic discourse, differentiating instruction (based on students’ readiness, skill levels and learning goals) and strengthening our Professional Learning Communities (PLCs).

MTSS: We will use Spring standardized assessment data and fall benchmarking to form a data baseline for all students. Our MTSS team will look at the criteria and screeners for the Fall assessments to identify students for additional services. Our MTSS model will

perform monthly progress monitoring of our Gap Closing/Identified students as well as 3-6 week check ins for targeted students' Student Intervention Plans (which outlines goals around specific skills, names the intervention(s) used, and provides the progress monitoring tool and date). Teachers will use our MTSS Student Intervention Plan to assure that student goals are met or interventions plans are altered and re-progress monitored.

ELL: Cedar Park's ELL supports will include incorporating GLAD strategies in each learning space and pushing instructional support into classrooms to work with students designated ELL within the academic setting (as well as providing small group & one on one instruction as needed).

AL: We will serve our Advanced Learners through flexible grouping based on District designate and common formative/ summative assessments. For Math, staff will work within Professional Learning Communities to put a flexible grouping model in place both within the classroom (such as small grouping and station/exploration time) and school (during the flexible grouping time built into the master schedule). For Literacy, staff will use the *Center for the Collaborative Classroom* to provide skill-based whole-class mini-lessons which can then be applied by individual students engaged in books at their advanced level or small flexible groups conferencing with the teacher. Within each classroom, teachers will use formative and summative assessments to monitor student progress to differentiate and enrich curriculum.

SpEd: Students needing specially designed instruction will receive small group and one on one instruction and have access to specialized curriculum that targets specific learning needs.

Our school offers professional development that is high quality and ongoing.

Working through our BLT process, we will design a school-wide professional development calendar in the fall of 2017 in alignment with our instructional focuses and Continuous School Improvement Plan. This will include specifically allocated time for Grade-Level Professional Learning Communities (PLCs) to establish and progress monitor essential learnings (this year focused on literacy), differentiate instruction based on common formative and summative assessments, and support our PBIS/RULER social-emotional work this year. Additionally, we will plan and provide staff with building-designed professional development opportunities as well as district professional development activities throughout the year.

We have access to instructional/content coaches and a Career Ladder Teacher who will provide peer coaching in refining instructional skills and putting into practice the best use of our curricular materials (again this year focused on literacy). We will promote strong PLCs (focused on analyzing student data and implementing instructional best practices) and use peer-to-peer observation and mutual learning provided by our Career Ladder Teacher.

Finally, when our Science curriculum waiver is approved we will create a collaborative PD schedule in conjunction with Decatur Elementary to receive initial onboard training from the publisher and then additional training/PLC time with the combined staffs of the two schools.

Our school will increase parent/family engagement.

Cedar Park wants parents to be closely connected with their child's learning and supporting Cedar Park's school-wide academic, social, and community goals. Cedar Park's Parent Teacher Association (PTA) will be focused on promoting student equity and academic success by providing collaborative and volunteer supports. At the center of this working is establishing and building strong relationships between school staff and families.

Classroom strategies Cedar Park will employ include:

- Bi-Weekly Classroom Learning Newsletters that share about the current learning in core contents, the specific skills/standards students are working towards mastery of and ways to engage this learning at home
- Ongoing, open, and direct two-way communication between classroom teachers and parents to address questions and concerns
- Positive student communications home (including notes, emails, and phone calls)
- Sending students work, assessments, and projects home with feedback
- Intentional opportunities for parent volunteering to support classroom academics, learning outside the classroom on fieldtrips and expeditions, and supporting strong classroom communities

School-Wide strategies Cedar Park will employ include:

- Regular school newsletter including school and District updates, information about the current instructional program, calendars with key date, and information about school and community events (this will be emailed and hard copy depending on family need)

- Monthly Principal Chats (offered in a morning and evening session to accommodate all families) at various community locations to share information about our instructional program, upcoming events, and answering questions/initiate feedback from the Cedar Park families.
- Cedar Park web site and Twitter account using digital platforms to keep parents and families informed on school news, events, and learning in real time and easy access
- PTA communications (including emails and hard copies) about school events and initiatives
- Intentional opportunities for parent volunteering to support school-wide academics, arts (through an Art Docent programs), and developing/supporting school-wide events.

School-Wide Events: Cedar Park will also host a Curriculum Night, fall Parent-Teacher Conferences, Expeditionary Learning Project Events, and a Literacy Night (*Get Cozy & Read* event). We will also work to create opportunities for parents and families to share about their cultural, family, and career backgrounds with other students and families.

School-Wide Homework Policy: Cedar Park staff has used our decision-making processes, along with gathering input from parents and stakeholders, to establish a school-wide Homework Policy in compliance with Superintendent and School Board policies. This policy articulates the school's philosophy around home-school learning and provides specific guidelines and expectations at each grade level. (See Appendix 2: Cedar Park Homework Policy 2017-18)

Parent Participation: Cedar Park parents will have a direct feedback loop at PTA meetings with their BLT Representative (a PTA Board member) as well as attend meetings (which are open and will be included on the website and calendars). Parents can also join our PBIS/RULER Team (focused on school climate and social-emotional learning) and/or our Equity & Diversity Team (focused on establishing an equitable and culturally competent school community of staff, parents, and students and closing the achievement gap).

Our staff is involved in decision-making.

Teachers, who represent grade level teams, and parents participate on our Building Leadership Team (BLT). This group helps make decisions based on goals of the CSIP, Professional Development, and Budget. The BLT also provides input on the operational side of building management and school climate. The BLT will meet at least once per month, depending on the time of year. Our representatives will report to their grade level/departmental constituents and gather feedback. Additionally, the BLT meetings are open and will be published in staff newsletters and calendars. Non-BLT teachers and staff are welcome to attend and will have opportunities for input. All staff, in conjunction with our BLT bi-laws, will vote on our Continuous School Improvement Plan, PD Plan, Budget, and other critical decisions.

In the fall of 2017, the BLT will present BLT Bi-Laws and a Cedar Park Decision-Making Matrix for staff approval. These will form the school's governing documents around shared leadership and the decision-making processes.

We will also have grade-level and staff representation, along with additional parent representation (with the exception of MTSS which is looking at specific student data), on our major decision-making teams. These include: MTSS Team (which will focus on progress monitoring student and school goals along with establishing and reviewing student intervention plans); PBIS/RULER Team (focused on school climate and social-emotional learning) and our Equity & Diversity Team (focused on establishing an equitable and culturally competent school community of staff, parents, and students and closing the achievement gap). These decision-making teams will meet once a month to review data, progress monitor initiatives, plan staff trainings, and serve as a feedback loop for PLCs and the staff/parent community as a whole.

We will assist our students to meet standard.

Cedar Park will offer all students the opportunity to engage in a rigorous curriculum and Expeditionary Learning experiences with highly qualified teachers trained in using assessment data and differentiation strategies to accommodate and extend learning. This includes individual and small group instruction/conferencing, differentiated station activities, differentiated projects, and additional school/home activities.

Our instructional model (as well as our TPEP, AWSP, and CSIP goals) will identify and target students who are underachieving in literacy and math, as well as those who are in need of enrichment. We are also focused on supporting a positive climate school-wide.

MTSS: We will use Spring standardized assessment data and fall benchmarks to form a data baseline for all students. Our MTSS team will look at the criteria and screeners for the Fall assessments to identify students for additional services. Our MTSS model will perform monthly progress monitoring of our Gap Closing/Identified students as well as 3-6 week check-ins for targeted students' Student Intervention Plans (which outlines goals around specific skills, names the intervention(s) used, and provides the progress

monitoring tool and date). Teachers will use our MTSS Student Intervention Plan to assure that student goals are met or interventions plans are altered and re-progress monitored.

Additionally, students who need specially designed instruction receive small group and one-on-one instruction. They have access to specialized curriculum that targets specific learning needs while working with our .2 Interventionist and ELL support.

Advanced Learners: In English Language Arts (ELA), students identified as Advanced Learners will be served in their classroom through the *Center for the Collaborative Classroom* and a flexible grouping model. Advanced Learners will be challenged with reading literature (fiction and nonfiction) at their individual advanced level and receive tailored instruction in reading and writing working with the teacher individually or in small groups. In Math, students identified as Advanced Learners will also be flexibly grouped to receive tailored instruction during the math block or flexible group time.

School-Wide Homework Policy: By September of 2017, Cedar Park staff will use our decision-making processes to establish a school-wide Homework Policy in compliance with Superintendent and School Board policies. The Cedar Park Homework Policy will articulate the school's vision and philosophy around the home and school learning. The policy will provide specific guidance and expectations at each grade level.

Retain high quality, highly effective, and highly qualified staff.

We will provide mentor teacher/Career Ladder support to teachers within our school to help them with instruction and district requirements. SPS provides new teachers to the profession with a STAR mentor teacher and regular training throughout the school year, which is centrally funded and coordinated. Administration provides extra support by visiting classrooms, facilitating individual conferences, and providing feedback to all staff.

Teachers are offered/provided opportunities for regular professional development. We will have a Cedar Park Professional Development plan approved by staff in place that serves to support all students and teacher growth. Areas of focus in the 2017-18 school year include strengthening teacher practice in:

- using authentic student discourse to improve student learning
- Expeditionary Learning
- Professional Learning Community (PLC) practices and protocols
- creating a positive school climate for all students, families and staff using Positive Behavior Interventions and Supports (PBIS) and RULER.

Teachers are members of Decision-Making Teams supporting the school's mission and vision including BLT, MTSS, PBIS/RULER, and our Equity & Diversity Teams.

Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There will be 7 Highly Qualified teachers and 2 Highly Qualified instructional assistants at Cedar Park for the 2017-18 school year.

The percentage of staff considered "highly qualified" (HQ) by No Child Left Behind (NCLB) and the total number of HQ teachers and instructional assistants will be made available to all families each fall through Cedar Park's School Report information available on the OSPI web site.

How do we support the transitions of new students and families into our school?

As a new school, we will host events to welcome all of our incoming students and their families during the summer months and invite families to tour the school and meet our staff just prior to the start of the school year. We will invite Preschool and Kindergarten families to an individual WaKids family meeting (conducted during the first three days of school) and special welcome events before school starts so that the Kindergarten teacher can gather initial data about each student.

We will host a Welcome Event (before the first day of school), Curriculum Night, school community events and PTA meetings. We will work to buddy-up new families with families familiar with Cedar Park prior to these events to build a support network. During each event, we will host a volunteer table to help parents get involved within the community.

During the school year, some strategies we will employ include:

- Support new families with participation in School and PTA events (including carpooling, childcare, and making social connections).
- Providing PTA liaisons to new families in our school.

- Analyze data and develop/implement strategies for improvement through our Equity and Diversity Decision Making Team (which will include staff and parent representation).

How do we support students identified as Highly capable?

We will serve students designated as Highly Capable by working with families and District supports to ensure HCC students are receiving rigorous learning experiences at their academic levels. We will also use 1:1 teaching and independent study along with flexible grouping based on District designate and common formative/ summative assessments to create differentiated instructional groups.

We currently have two students designated as HCC. In Math, students are working on appropriately advanced grade level standards using the Middle School curriculum and computerized math programs. For Literacy, staff will use the *Center for the Collaborative Classroom* to provide skill-based whole-class mini-lessons and then differentiate for individual students engaged in books at their advanced level with 1:1 or small flexible groups conferencing with the teacher. Within each classroom, teachers will use formative and summative assessments to monitor student progress to differentiate and enrich curriculum and expeditionary learning projects.

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	20,972	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	716,728	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	3,635	Funding to support MTSS supports at all schools.
2017-2018	Combined	Seattle Preschool	331,658	Enables participating students to achieve pre-academic skills and develop socially/emotionally.
2017-2018	Specific Use	Transitional Bilingual	45,146	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	21,624	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>We need to establish a school data baseline on the impact of our RULER social-emotional work and positive student perceptions around their sense of belonging and being cared for in support of the Superintendent’s Eliminating Opportunity Gap goal around welcoming school environments for all learners.</p>	<p>Cedar Park is dedicated to institutionalizing equity and building a school community where students want to be at school because they feel cared for and belong.</p> <p>If teachers and students work collaboratively to:</p> <ul style="list-style-type: none"> • Implement and progress monitor strategic Eliminating Opportunity Gap strategies at Cedar Park. • Implement RULER strategies with fidelity <ul style="list-style-type: none"> - Create and teach into Classroom Charters (highlighting how students want to feel at school) • Brainstorm and teach into actions that foster a welcoming and inclusive classroom environment; progress monitor and respond those throughout the year <p>By June of 2018, at least 80% (45:55) of students will respond favorably about their sense of belonging at Cedar Park as measured by the SPS Student Climate Survey.</p> <p>Additionally, by June of 2018, at least 80% of the families of our students (76:95 students) will respond favorably about their sense of a welcoming and culturally-responsive school climate as measured by the SPS Family Climate Survey.</p> <p>This will be measured and monitored using the Interim Student Climate Surveys (including a K-2 version for school-wide implementation), SPS Student Climate Survey (including a K-2 version</p>	<p>All Staff; BLT</p> <p>All staff; PBIS/RULER Team</p> <p>All Staff; Equity & Diversity Team</p> <p>All staff</p>	<p>As outlined in Cedar Park’s EOG Document</p> <p>Initial launch in September; Follow-up throughout the year</p> <p>Initial launch in September; Follow-up throughout the year</p> <p>June of 2018</p>

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	for school-wide implementation), SPS Parent Climate Survey, formative student/family surveys and student/family focus group data.		

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>We need to close the gap for our MTSS/LAP identified Tier 2 students and ensure they are on track to meet the Superintendent's goal around 3rd grade literacy.</p>	<p>If classroom teachers employ PLC strategies such as:</p> <ul style="list-style-type: none"> • Commonly refine and established Reading and Writing Essential Learnings • Meeting regularly to plan ELA units using the new curriculum and specifically target key Essential Learning standards • Use common formative and summative assessments to analyze specific student achievement data to guide instruction and provide additional differentiation/intervention • Use Essential Learnings to scaffold multi-disciplinary learning (science, math, Expeditionary Learning) to scaffold and grow key identified areas (vocabulary acquisition, informational text) <p>Then we as a school will ensure:</p> <p>By May of 2018 our MTSS/LAP identifies Tier 2 students (6:6 students) will make 9 levels of growth or more in literacy as measured by the F&P assessment.</p> <p>This means that:</p>	<p>K-5 PLC</p> <p>Literacy & LAP Teacher</p> <p>Literacy & LAP Teacher; MTSS Team</p> <p>Literacy & LAP Teacher; MTSS Team</p> <p>Literacy & LAP Teacher; MTSS Team</p>	<p>July of 2017</p> <p>Every 2-6 instructional weeks</p> <p>Every 2-6 instructional weeks</p> <p>Every 2-6 instructional weeks</p> <p>May of 2018</p>

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:															
	<table border="1" data-bbox="539 212 1081 422"> <thead> <tr> <th data-bbox="539 212 824 254">Number of Students</th> <th data-bbox="824 212 954 254">Fall F&P</th> <th data-bbox="954 212 1081 254">Goal</th> </tr> </thead> <tbody> <tr> <td data-bbox="539 254 824 296">2 Students</td> <td data-bbox="824 254 954 296">A</td> <td data-bbox="954 254 1081 296">I</td> </tr> <tr> <td data-bbox="539 296 824 338">1 Student</td> <td data-bbox="824 296 954 338">C</td> <td data-bbox="954 296 1081 338">K</td> </tr> <tr> <td data-bbox="539 338 824 380">1 Student</td> <td data-bbox="824 338 954 380">H</td> <td data-bbox="954 338 1081 380">O</td> </tr> <tr> <td data-bbox="539 380 824 422">2 Students</td> <td data-bbox="824 380 954 422">J</td> <td data-bbox="954 380 1081 422">O</td> </tr> </tbody> </table> <p data-bbox="539 464 1081 590">This will be measured and monitored using the F&P assessment, MAP assessment, CCC Small Group Placement Assessments, and CCC/CBA formative and summative assessments.</p>	Number of Students	Fall F&P	Goal	2 Students	A	I	1 Student	C	K	1 Student	H	O	2 Students	J	O		
Number of Students	Fall F&P	Goal																
2 Students	A	I																
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2 Students	J	O																

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p data-bbox="133 1071 383 1564">We need to established a school data baseline and ensure continued growth for all students during our implementation of the <i>Center for the Collaborative Classroom</i> (ELA adopted curriculum) and Tier 1 instructional techniques.</p>	<p data-bbox="407 1071 1036 1102">If classroom teachers employ PLC strategies such as:</p> <ul data-bbox="461 1144 1159 1354" style="list-style-type: none"> <li data-bbox="461 1144 1159 1207">• Commonly refine and established Reading and Writing Essential Learnings <li data-bbox="461 1249 1159 1354">• Engage in collaborative and meaningful professional development with the curriculum publisher to ensure a strong instructional launch <p data-bbox="407 1396 1133 1459">If we as a whole staff focus on student discourse and employ PLC strategies such as:</p> <ul data-bbox="461 1501 1159 1963" style="list-style-type: none"> <li data-bbox="461 1501 1159 1680">• Engage in collaborative and meaningful professional development to ensure a school-wide understanding and implementation of the Facilitator Techniques being implemented through the <i>Center for the Collaborative Classroom</i> ELA Curriculum <li data-bbox="461 1722 1159 1900">• Use Admin and peer feedback to increase (through lesson planning, pacing, and intentionality) explicit teaching/modeling of discourse techniques and protocols across the school actively engaging students in learning and metacognitive thinking about learning. <li data-bbox="461 1942 1159 1963">• Develop and use common formative and summative 	<p data-bbox="1180 1144 1279 1176">K-5 PLC</p> <p data-bbox="1180 1249 1279 1281">K-5 PLC</p> <p data-bbox="1180 1396 1305 1459">School-Wide PLC</p>	<p data-bbox="1330 1176 1484 1207">July of 2017</p> <p data-bbox="1330 1323 1484 1354">July of 2017</p> <p data-bbox="1330 1396 1484 1501">Every 2-6 instructional weeks</p>

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:																																							
	<p>assessments to analyze student achievement data in order to guide instruction and provide differentiation/intervention</p> <p>Then we as a school will ensure:</p> <p>By May of 2018 at least 95% (40:42 students) of our Tier 1 Kinder – 5th Grade students will make a year’s growth or more in literacy as measured by the F&P assessment.</p> <p>This means that:</p> <table border="1" data-bbox="415 638 956 1178"> <thead> <tr> <th>Number of Students</th> <th>Fall F&P</th> <th>Goal</th> </tr> </thead> <tbody> <tr><td>25 Students</td><td>PrePrint</td><td>C</td></tr> <tr><td>1 Student</td><td>C</td><td>I</td></tr> <tr><td>1 Student</td><td>E</td><td>J</td></tr> <tr><td>2 Students</td><td>F</td><td>J</td></tr> <tr><td>2 Students</td><td>H</td><td>K</td></tr> <tr><td>4 Students</td><td>I</td><td>L</td></tr> <tr><td>1 Student</td><td>J</td><td>M</td></tr> <tr><td>2 Students</td><td>K</td><td>N</td></tr> <tr><td>1 Student</td><td>L</td><td>R</td></tr> <tr><td>1 Student</td><td>M</td><td>P</td></tr> <tr><td>1 Student</td><td>O</td><td>R</td></tr> <tr><td>1 Student</td><td>P</td><td>S</td></tr> </tbody> </table> <p>This will be measured and monitored using the F&P assessment, MAP assessment, CCC Small Group Placement Assessments, CCC/CBA formative and summative assessments, and Discourse Student self-assessment rubrics.</p>	Number of Students	Fall F&P	Goal	25 Students	PrePrint	C	1 Student	C	I	1 Student	E	J	2 Students	F	J	2 Students	H	K	4 Students	I	L	1 Student	J	M	2 Students	K	N	1 Student	L	R	1 Student	M	P	1 Student	O	R	1 Student	P	S	School-Wide PLC	June of 2018
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School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
We need to establish a school data baseline on the impact of our PBIS positive behavior and support strategies	<p>If teachers and students work collaboratively to:</p> <ul style="list-style-type: none"> Implement PBIS strategies (including school-wide Expectations, teach-to’s, and rotation stations) with fidelity 	<p>All Staff</p> <p>All Staff</p>	<p>As outlined in Cedar Park’s PD and PBIS Calendar</p> <p>Initial launch in September/October;</p>

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
and positive student perceptions around their classroom environments.	<ul style="list-style-type: none"> • Implement and monitor PBIS supports (including student recognition card, monthly character trait and assemblies) • Monitor school-wide behavioral data and make modification to ensure students are successful and remain in the learning environment <p>By June of 2018, at least 80% (45:55) of students will respond favorably about their classroom environment(s) as measured by the SPS Student Climate Survey.</p> <p>This will be measured and monitored using the Interim Student Climate Surveys (including a K-2 version for school-wide implementation), SPS Student Climate Survey (including a K-2 version for school-wide implementation), SPS Parent Climate Survey, formative student surveys and K-5 student focus group data.</p>	<p>PBIS Team & All Staff</p> <p>All staff</p>	<p>Follow-up throughout the year</p> <p>Initial launch in September; Follow-up throughout the year</p> <p>June of 2018</p>

Appendix 1: Eliminating Opportunity Gap (EOG) Strategies at Cedar Park

Eliminating Opportunity Gaps (EOG) Best Practices Cedar Park Elementary

The following eight Eliminating Opportunity Gaps (EOG) strategies are high leverage, researched-based best practices being implemented at Cedar Park Elementary in Seattle Public Schools. Beneath each strategy are the action items Cedar Park's Design Team, BLT, Staff, and Parents are engaged in for the 2017-18 school year. *Blue Italic* items denote action items in progress. **Bold** items denote areas of strategic focus through CSIP, TPEP, and AWSP Goal setting and our PLC and Professional Development plans.

EOG 1 - Mission and vision to close gaps

- *Opportunity with establishing Equity at the core of our Mission and Vision work*
- *Opportunity to leverage Equity Decision Making Team in collaboration with PTA and community to support eliminating opportunity gaps.*

EOG 2 - High quality standards-based instruction

- Cedar Park Essential Learnings (Staff unified in key standards of mastery and accountability)
- Cedar Park Expeditionary Learning (Project based rooted in meaningful learning to the students)
- **Using discourse of a leverage learning strategy (infused in ELA (CCC), Math, Science, PE, Library, EL)**

- High Engagement and High Expectations for ALL

EOG 3 - Teachers plan using common formative assessments

- Classroom Teacher (classroom specific) & Cedar Park Staff (whole-school) PLCs
- Cedar Park Essential Learnings will align curricular focus of assessment in major content areas
- Align PLC/TPEP/CSIP work to focus on strategies to eliminate opportunity gaps

EOG 4 & 5 - Process to identify students who struggle & Clear plan of action if student struggles

- MTSS Decision Making Team and Systems (monthly)
- Classroom supports and flexible grouping w/staff
- School-Wide flex time & Master Schedule

EOG 6 & 7 - Caring adults hold positive beliefs/relationships for student success

- **PBIS structures**
- **RULER/Social-Emotional Learning**
- **CSIP school-wide focus on a welcoming environment for students, families, and staff**

EOG 8 - Family and community engagement

- *Communication/Family Outreach*
- School Events (Literacy Night, Expeditionary Learning Fairs)
- Expeditionary Learning (focused on building community in and out of the school)
- *Opportunity for School/PTA education – PTA meetings, Principal Chats*
- *Parents valued in supporting their child's learning at home & at school*

CEDAR PARK ELEMENTARY

HOMEWORK POLICY 2017-18

Cedar Park Elementary recognizes that purposeful home learning (which reviews key concepts from class) can be an extension of the classroom learning objectives and a constructive tool in developing self-discipline and associated good working habits. We also recognize the value of students (who have completed a full and rigorous day of learning on campus) having time to engage in extracurricular activities (such as physical exercise and play, the arts, and music) supported through strong social-emotional relationships with family, friends, and the community.

Below you will find Cedar Park's homework expectations for each grade level. These expectations include maximum amounts of time per day and types of activities (though this time can be flexed/grouped by a family to fit their scheduling needs). If your child is spending longer on individual activities or the maximum homework time allotted, we ask that you communicate with your child's classroom teacher so additional modifications can be made.

Studies have shown that structured reading at school and home each day is a key factor in student academic progress. Cedar Park staff will support families in making home reading a meaningful time through our classroom newsletters, communications, and school events. As you plan your schedule, we recommend the structured reading time be well before bedtime routines so students can fully engage in the activity.

To ensure consistency across schools, school-based homework policies will be reviewed each fall as part of the school's Continuous School Improvement Plan (CSIP).

Kindergarten

- Reading: 10-15 minutes of reading, 5 nights per week
- Other: Expeditionary Learning activities (not to exceed 15 minutes per week when assigned)

Our goal is for Kindergarteners to learn the routine of using a folder to carry communication between home and school. Kindergarten students will be expected to read for 15 minutes, five days per week at home. This can include independent reading (words and/or pictures), being read to by a family member, or reading aloud to a family member. Occasionally, kindergarteners will also be asked to spend quality time on age appropriate activities with family members that relate to our learning expeditions. This will generally not exceed 15 minutes per week, and will be directly connected to our in-class projects.

1st & 2nd Grade

- Reading: 20 - 25 minutes of reading, 5 nights per week

- Other: Expeditionary Learning activities (not to exceed 30 minutes per week when assigned)

Our goal is for 1st and 2nd Graders to continue the routine of using a folder to carry communication between home and school with more independence. Students will be expected to read for 20-25 minutes, five days per week at home, and will be provided with a weekly Reading Log due each Monday. Students will be taught how to use the Reading Log and will be expected to take responsibility for completing it. When reading at home, students should be practicing reading strategies learned in class for 15 minutes or more of the nightly reading time. They can read to family members, siblings, or independently. The additional 5-10 minutes of reading could include an adult reading to a child. Please contact the teacher if you would like books sent home with your child during the week for reading homework. Occasionally, 1st and 2nd graders will also be asked to spend quality time on age appropriate activities with family members that relate to our learning expeditions. This will generally not exceed 30 minutes per week, and will be directly connected to our in-class projects.

3rd, 4th & 5th Grade

- Reading: At least 30 minutes of reading
- Other: Expeditionary Learning activities (not to exceed 45 minutes per week when assigned)

Our goal is for 3rd, 4th, and 5th Graders to continue the routine of using a folder to carry communication between home and school independently. Students will be expected to read for 30 minutes, five days per week at home. Occasionally, they will also be asked to spend quality time on age appropriate activities with family members that relate to our learning expeditions. This will generally not exceed 45 minutes per week, and will be directly connected to our in-class projects.