



2023-26 Continuous School Improvement Plan (C-SIP)

Cedar Park Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Cedar Park Elementary School

Principal: Andrew Zillig

Members of the Building Leadership Team and Parent/Guardian Partners: Andrew Zillig, Kelley Hofmann, Dana Lofgren, Chelsea Toledo, Madison Kruso, and Sara Drogin

Community Partners (Community Based Organizations): Cedar Park PTA



[Cedar Park Elementary School Report](#)

[Cedar Park Elementary School Climate Survey](#)

School Overview

Cedar Park is an inclusive, diverse community with a strong focus on academic achievement through core curriculum and opportunities for students to follow their interests and expand their learning in creative ways through our IDEA Time and Expeditionary Learning programs. This allows students to acquire the real-world skills of working individually and collaboratively in small groups and managing multi-step activities from the beginning through to a successful conclusion. In this way, Cedar Park students develop confidence, perseverance and risk-taking in their learning and exploration.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

By Spring of 2026 our school climate survey will show at least 90% positive responses in the category of Belonging and Relationships.

One-year Goal:

By Spring of 2024 our school climate survey will show at least 85% positive responses to the question "I can be myself at school."

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and

support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

Cedar Park wants all of its community members to feel safe, welcomed, and valued as a member of our school. This is in alignment with Guardrail 5 as we strive to build relationships with our students, celebrate their identities and strengths, and create a collaborative learning space.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

Cedar Park is an option school that uses project-based learning through our Expeditionary Learning and IDEA Time programs. These programs also center student choice and voice in their own learning. This is a value that we hold in all of our learning spaces and strive to continually improve through professional development in UDL practices.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

- At Cedar Park we believe that professional development should be focused on problems of practice defined in the Continuous School Improvement Plan (C-SIP). Our PD plan will use many avenues of PD including PLCs, Coaching, Presentations, and shared book studies. Planning for PD will call on the strengths and collaboration efforts of our staff to differentiate and meet the needs of every staff member. Opportunities for differentiation include the PLC structure, peer-to-peer coaching, and scheduling PD based on individual need.
- Racial Equity Team members, teachers, and the Principal will work together to select additional resources for PD to further help us to strategize ways to make the curriculum and learning experience culturally responsive.
- Using what we have learned from Cultivating Genius, PD centered on culturally responsive and UDL practices, and anti-racist work towards understanding that students have identities and cultural expectations that may be different from that of the staff, then using that understanding to help understand what barriers may be present in student learning environments so teachers can support students in engaging with their own joy and brilliance.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Cedar Park focuses on our students furthest from educational justice, specifically our students of color and our multi-language learners, to ensure that our learning environments are addressing the barriers and needs that are limiting access to education and learning. Our MTSS team supports this work by collaboratively and carefully planning robust Tier I instruction that breakdown barriers and support needs, as well as Tier II interventions when applicable. The MTSS team tracks data to measure progress and gets family input so that we can disrupt the over representation of students of color and multilanguage learners in Special Education.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

The MTSS team at Cedar Park works closely with the PBIS team to create thoughtful and culturally responsive school-wide expectations. The MTSS team looks beyond just academic data and considers social-emotional and behavioral data to look for additional ways to support our students.

We are cognizant that the state of a student's social-emotional well-being may be a barrier to education and learning.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

School Three-year Goal:

The percent of 3rd grade students at Cedar Park proficient or above in ELA on the SBA will increase from a baseline of 71% to a target goal of 90% by 2025-26

School One-year Goal:

The percent of 2nd grade students at Cedar Park proficient or above in Reading on MAP will increase from a baseline of 57% to a target goal of 67% by 2023-24

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

Common formative/classroom-based assessments will be developed and analyzed in PLCs through the lens of UDL that will collaboratively work in both grade level groups and across grade bands, with input and support from relevant specialists serving students (Academic Interventionists, SpEd staff, ML staff, Social Worker, etc.). The team members will look at assessment data as well as student background information to identify possible barriers to instruction so that scaffolds and supports can be designed to help each student have access to instruction and content.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Our community vision is to instill a life-long love of learning in an emotionally supportive environment that will enable students to contribute their wisdom, compassion, and leadership. We ensure that anyone who enters our school supports this vision as well. In order to ensure that the adult behaviors align with this vision, we have teachers as well as the principal visit one another's classrooms, we have open communication between staff members, and our school is dedicated to anti-racist practices as well as culturally responsive teaching practices. When racial incident occurs, our staff comes together to discuss and develop specific plans for how to address the incident and how we can prevent and educate students and adults.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Teachers will identify UDL aligned instructional and assessment practices that address barriers to learning.
- Teachers will meet with students one-on-one to develop individualized learning goals.
- Teachers will create routines and procedures for students to reflect upon their learning and confer with their teacher about their learning so that individualized learning goals can be revised and pushed forward.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- During monthly meetings, staff will learn about the principles of Universal Design for Learning (UDL) and collaboratively develop strategies and practices to bolster culturally responsive teaching and assessment practices through observation and feedback from the principal and peers.
- Staff will learn about Restorative practices through The Novak Group, and how to align these practices into daily routines and Tier I and II practices.
- During monthly EOG meetings, staff will continue to learn about ethnic studies, through Washington Ethnic Studies Now, to help us break down barriers and develop more culturally responsive teaching practices.
- Teachers will participate in PLCs with protocols aligned to UDL to analyze and calibrate their teaching and assessment practices, calibrate their teaching practices, review student data, and create action plans to address student academic needs and breakdown barriers to learning.
- Teachers will also participate in professional development related to technology in order to support student learning and help students become responsible digital citizens.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Cedar Park Elementary believes in ensuring that each one of our students receives high quality instruction and the support that they need in order to be socially, emotionally, and academically successful. One of the main purposes of MTSS is to ensure that students who are identified as needing additional supports receive the necessary intervention(s) as soon as possible. Families and students are included in the steps of the process to identify the needs of a student, and to ensure student receive support and interventions the team believes will help them to access academic learning and lead them to success.

In order to facilitate this, the school will revise and further develop a flowchart for the MTSS process so that:

- Classroom teachers and/or family member(s) identify a specific emotional, social and/or academic concern.
- Based on that concern the school moves forward with Tier I and/or II classroom instructional moves or interventions and data is collected for a cycle of 4-6 weeks.
- The classroom teacher meets with the student to set goals for growth and/or achievement. If the student does not show adequate growth towards grade level standards or behavioral check points, then the teacher moves to calling an additional meeting with the family and other staff specialists.

These more focused MTSS meetings may include family member(s), school psychologist, principal, classroom teacher(s), special education teacher, any other relevant support staff member.

- School staff contacts family to inform them about the SIT date and who will be attending the SIT meeting.
- Meeting agenda includes introductions, strengths, background, health history, health concerns, review of the MTSS Referral Form (family will be provided with a copy prior to the meeting), review of student data and classroom work samples.

Recommendations and decisions from the focused MTSS meeting:

- Meeting participants decide as a team how to move forward in terms of providing the appropriate support for the student, which may include but is not limited to: additional/different interventions, behavior intervention plan (BIP), creating a 504 plan, or Special Education evaluation

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

Cedar Park's MTSS process is designed to evaluate the academic and social emotional needs of all students.

- Data is collected for a minimum of 4-6 weeks, and classroom Tier I interventions are implemented.
- The classroom teacher meets with the student to set goals for growth and/or achievement.
- Teachers and psychologist will meet with families, if needed, to discuss strengths and concerns related to students who need additional support and develop an individualized plan of support.

Advanced Learning and Highly Capable Services:

At Cedar Park, we will provide advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Students who are achieving well above grade level standards are targeted under MTSS for Tier 2 interventions. Basic Tier 2 curriculum supports in Reading and Math are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2 supports. The Tier 3, MTSS process will result in an individual student plan, in collaboration with the AL Department.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC. Similarly, student growth is reviewed at various points throughout the school year in PLCs and educators plan for the needs of all students in their classrooms.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

Expanded Learning opportunities for students through afterschool or summer programs:

Homework Policy:

Cedar Park Elementary recognizes that purposeful home learning 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 that students complete a full and rigorous academic day during school hours and deserve the time to participate in play, relaxation, and time with family.

Below are Cedar Park's homework expectations for each grade level. These expectations include maximum amounts of time per day and types of activities (this time can be flexed/grouped by a family to fit their scheduling needs).

- Kindergarten: 15 minutes of reading, 5 nights per week

Our goal is for Kindergarteners to learn the routine of using a folder to carry communication between home and school. Kindergarten students are 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.

- 1st and 2nd Grade: 20 – 25 minutes of reading, 5 nights per week

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 are expected to read for 20-25 minutes, five days per week at home. When reading at home, students should be practicing reading strategies learned in class for 15 minutes of the nightly reading time – including reading independently or aloud to family members. The additional 10 minutes of reading could include an adult reading aloud to the student. Please contact the teacher if you would like books sent home with your child during the week for reading homework.

- 3rd, 4th, and 5th Grade: At least 30 minutes of reading, 5 nights per week

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 are expected to read for 30 minutes, five days per week at home. This should be primarily independently reading a chapter book (either from home or checked out from the Cedar Park or a public library).

There may be occasional special projects that require input or support from families at home. These projects and the expectations for them will be communicated to families by teachers well in advance.

If families are interested in doing additional at-home practice, they should contact the classroom teacher to discuss what the student and family needs are so that appropriate supports can be made.

This homework policy is posted on Cedar Park's website in our Family Handbook, under the Policies and Procedures section. 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).

Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

School Three-year Goal:

By Spring of 2026 Cedar Park will see 100% of families engage and participate in our school community through at least one way. Staff and other families will collaborate to reach out to every family and arrange opportunities that work for them. These could include greeters, advocates, classroom helpers, chaperones, attendance support, art docent volunteers, expedition volunteers, IDEA time volunteers, etc.

School One-year Goal:

By Spring 2024, Cedar Park will host at least 3 evening events, 3 field experiences per classroom, have community member representatives on both our BLT and RET, create a wide variety of volunteer opportunities for our families, and partner with our PTA and other community members to host events off school campus.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

Cedar Park's commitment to culturally responsive practices extends to our engagement with families. We actively seek and recruit family and community members to join our BLT and RET. Our PTA is a partner in our work and supports our efforts in creating fun, engaging, and culturally responsive opportunities for families to engage with our school. Cedar Park has participated in shared professional development that brings learning to both our staff and family community in shared sessions.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

- Partnering with PTA to bring professional development opportunities to both staff and families.
- Implement new ideas and strategies for areas that are identified as needing support

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

- Survey community members to see what topics are of interest to them.
- Collaborate with the PTA to organize outside speakers that may be of interest to the community.

- Engage the community in a discussion and understanding of the Hill model.
- Introduce examples of how parents, caregivers and guardians can use the Hill model at home.

As a school and community, Cedar Park has an effective and involved PTA. The PTA holds monthly events that focus on:

- Giving all communities a voice
- Building the awareness of other cultures
- Enabling an understanding of the school curricula.

These events are well attended and promote an understanding of the diversity of the school and the breadth of the school curricula.

Teachers at Cedar Park involve families and caregivers at a variety of levels with participation in their students' education. These include, but are not limited to:

- PTA partnership in IDEA Time, Expeditionary Learning, and Art Docent Program
- Families partnering with teachers to support and monitor student progress
- Families participating in the individual celebration of their child through classroom activities

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

In Fall 2022, 84% of our students felt safe and welcomed at school. By maintaining a professional demeanor in all aspects of the school we can make more of our students feel safe and welcomed at school. We will do this by:

- Teachers will collaborate to explore practices and/or adapt curriculum to suit students social and emotional needs.
- Teachers have taken and will continue to take professional development related to culturally responsive teaching. These can include building-wide and individual.
- Throughout the school year, teachers and administration will check in with students through questions, conversations, and critical listening—particularly those students who are furthest from justice.
- Teachers will teach RULER Blueprint and/or other Restorative Practices to help resolve conflicts that may happen on the playground or in the classroom.
- Teachers will use the Mood Meter to do at least 2 check-ins each day to help students recognize their emotions before or during conflicts.
- Teachers will lead and facilitate the creation of classroom charters in every classroom.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- At Cedar Park we believe that professional development should be focused on problems of practice defined in the Continuous School Improvement Plan (C-SIP). Our PD plan will use many avenues of PD including PLCs, Coaching, Presentations, and shared book studies. Planning for PD will call on the strengths and collaboration efforts of our staff to differentiate and meet the needs of every staff member. Opportunities for differentiation include the PLC structure, peer-to-peer coaching, and scheduling PD based on individual need.
- Racial Equity Team members, teachers, and the Principal will work together to select additional resources for PD to further help us to strategize ways to make the curriculum and learning experience culturally responsive.
- Using what we have learned from Cultivating Genius, PD centered on culturally responsive and UDL practices, and anti-racist work towards understanding that students have identities and cultural expectations that may be different from that of the staff, then using that understanding to help understand what barriers may be present in student learning environments so teachers can support students in engaging with their own joy and brilliance.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

Teachers and staff will invite families to participate in the learning process (Classroom supports, IDEA Time sessions, sharing expertise to the classroom, celebrating published writing pieces, organizing in-class social events, etc.)

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

Teachers will provide students with opportunities to be leaders in their groups and classroom (IDEA Time Teaching Assistants, participate in group work where students are sharing their knowledge and encouraging each other to grow and learn) and ensure that each student is recognized for their strength and feel included in the community.

Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Per Pupil

Amount: \$3000

How will funds improve student learning? Racial Equity/Culturally Responsive Teaching PD for Staff

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Equity

Amount: \$7000

How will funds improve student learning? Literacy Tutor working with small groups to provide SIPPS instruction to early learners identified as needing additional support.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Equity

Amount: \$1000

How will funds improve student learning? IDEA Time Instruction to creatively engage all students, especially those furthest from educational justice, across all disciplines.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LAP

Amount: \$58,000

How will funds improve student learning? .4 FTE Interventionist working with small groups in all grades in Math & ELA.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Per Pupil

Amount: \$2000

How will funds improve student learning? Stipend for IDEA Time Coordinator position to creatively engage all students, especially those furthest from educational justice, across all disciplines.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Creative Advantage

Amount: \$2000 - \$5000

How will funds improve student learning? By bringing in working artists from a diversity of backgrounds and mediums, we engage traditionally underserved students in ways that expand their creativity and their love of school.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Equity

Amount: \$7000 - \$13,000

How will funds improve student learning? Literacy Tutor working with small groups to provide SIPPS instruction to early learners identified as needing additional support.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Equity

Amount: \$1000 - \$3000

How will funds improve student learning? IDEA Time Instruction to creatively engage all students, especially those furthest from educational justice, across all disciplines.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LAP

Amount: \$58,000 - \$145,000

How will funds improve student learning? .4-1.0 FTE Interventionist or Instructional Specialist to work with students identified as needing extra support &/or to work with teachers to create rigorous classroom instruction.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Per Pupil

Amount: \$2000

How will funds improve student learning? Stipend for IDEA Time Coordinator position to creatively engage all students, especially those furthest from educational justice, across all disciplines.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Creative Advantage

Amount: \$2000 - \$5000

How will funds improve student learning? By bringing in working artists from a diversity of backgrounds and mediums, we engage traditionally underserved students in ways that expand their creativity and their love of school.