



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:

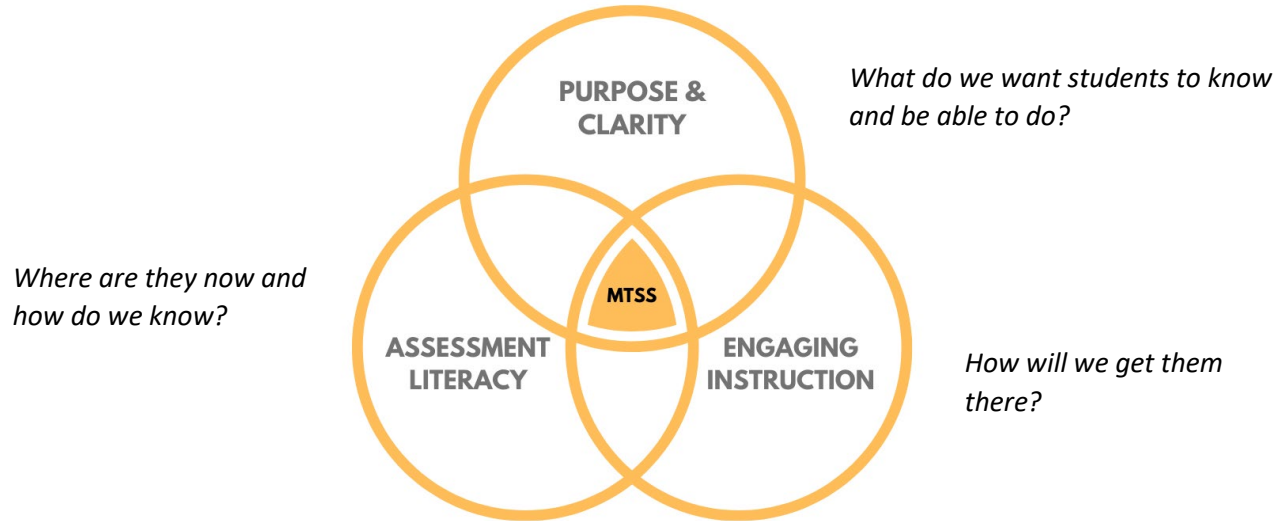
Equity and inclusion centers on access to relevant and challenging academic experiences while establishing and maintaining safe, welcoming, and an inclusive environment for each learner.



Cascade View Elementary

22-23 School Improvement Plan

District Academic Framework



Priority SMARTIE Goals

Academic Goals:

- Literacy- increase overall 2021-2022 ELA SBA scores from 39.8% to 49% (10% goal).
- Math- increase overall 2021-2022 Math SBA scores from 40.4% to 50% (10% goal).

Building Specific Goal(s):

- Building alignment and common language for Multi-Tiered System of Supports (MTSS) Tier 1 Behavior Supports: common language, consistent practices school-wide, to decrease number of student behavior referrals.

Cascade View Elementary

2021-22

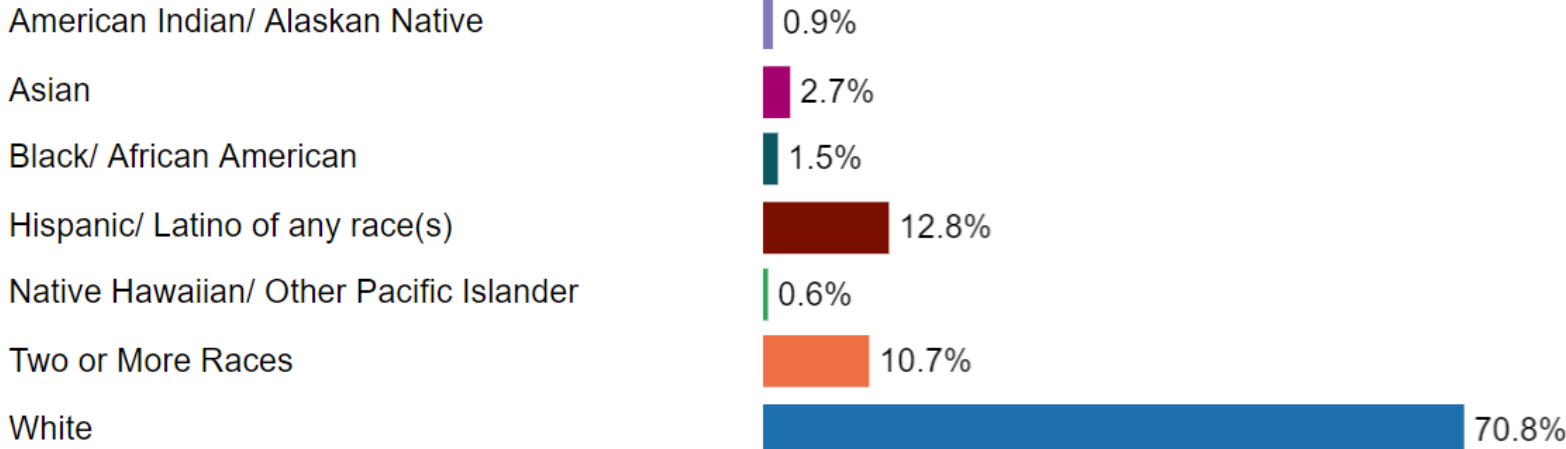
Total Student Enrollment

336

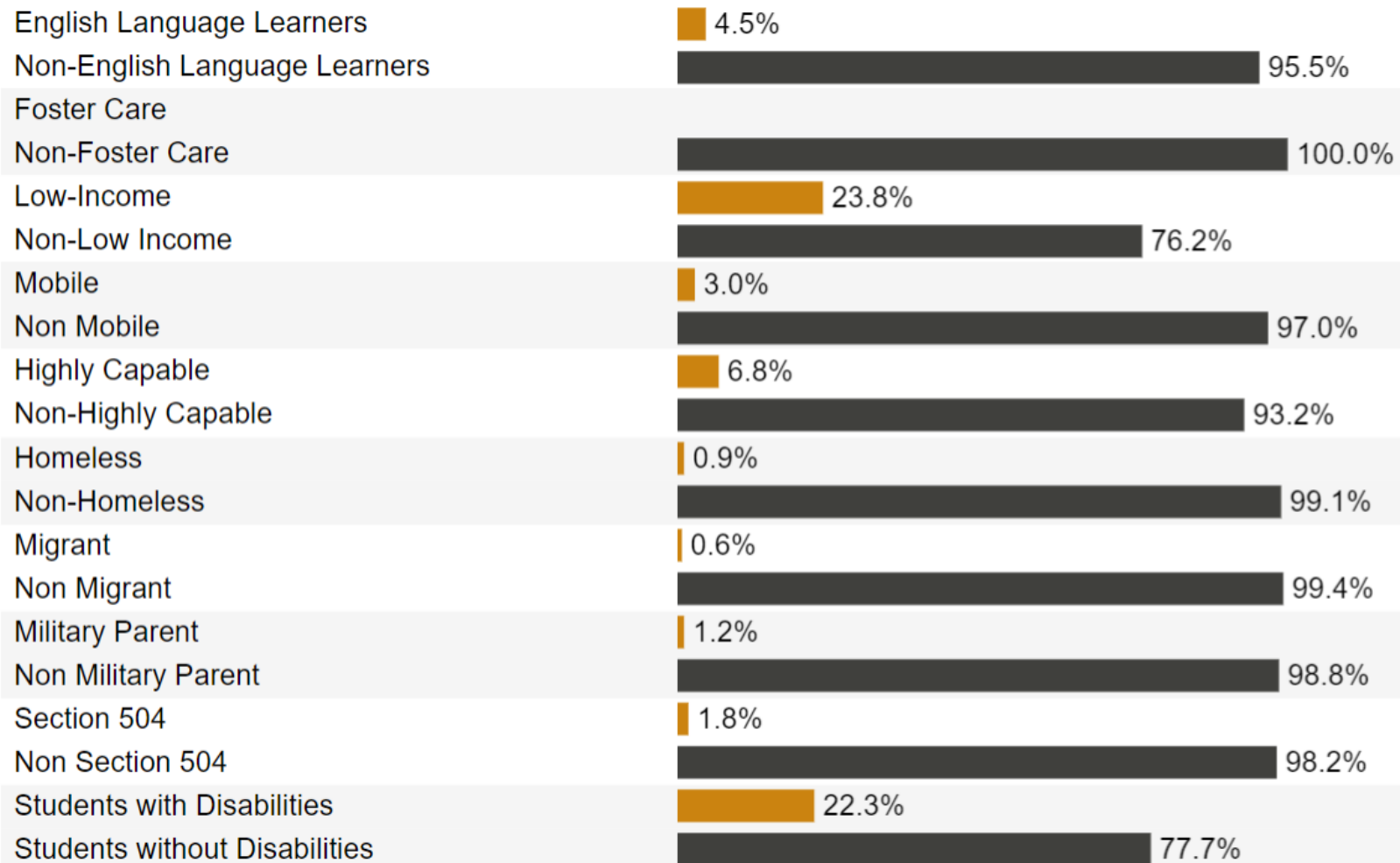
Gender



Race/Ethnicity



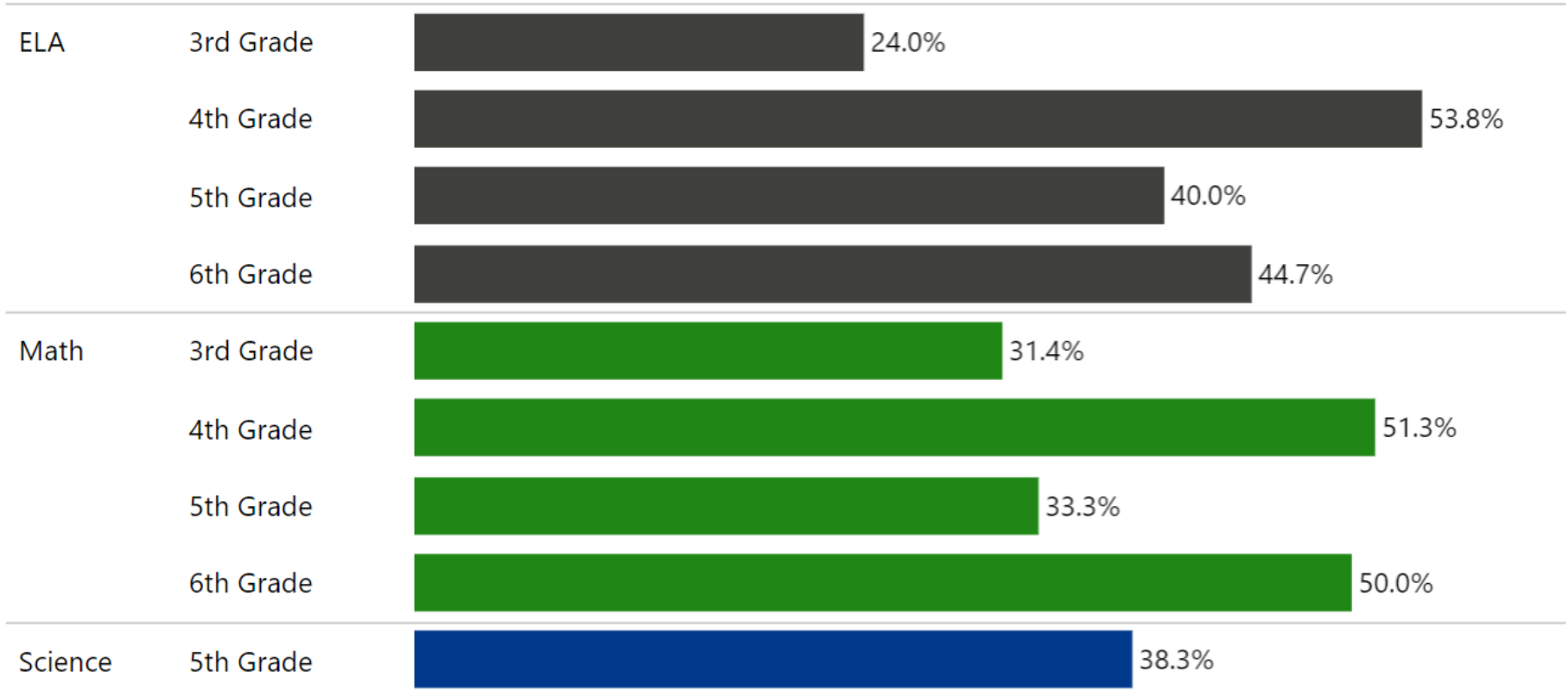
Program and Characteristic



Cascade View DATA

Spring 2022

General (SBA and WCAS)



Cascade View 22-23 Goals, Action Steps and Strategies

Academic Literacy Goal: increase overall 2021-2022 ELA SBA scores from 39.8% to 49% (10% goal).

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>
Data Meetings (after benchmark assessments, BAS, STAR, SBA, progress monitoring)	Sept-June Quarterly STAR/BAS After progress monitoring to determine student groups BAS/Guided Reading	Administration, Leadership Team, Intervention Team, MLL/LAP/SPED	STAR Reports BAS Running Records SBA Interim Assessments Release time/roving subs on data days	BAS, STAR check points to monitor student growth Student Growth Index-STAR BAS Grade Level Standards (goal to move students up a level)
Create Grade Level Data Boards	Oct-Jan	Administration, Leadership Team, Intervention Team	Color post-its to represent Level 1 (Red/Urgent), Level 2 (Yellow/Intervention) Level 3 (Blue/At Grade Level) Level 4 (Green/Beyond Grade Level) Assessments for grade level data	During each data meeting adjust student sticky note as they level up during the school year

FPC Expectations: Tier 1 for all students, using the curriculum the way it is intended	Sept-June	Administration, Leadership Team	Online FPC Training Videos during staff meetings Curriculum maps, scope/sequence, essential standards TLS TOSA Supports for grade level team	Data meetings, progression of students through the guided reading/leveled curriculum
BAS Training for 4-6 teachers	October	Administration, TLS TOSA	Time to meet for training	Completion of BAS assessments by 4-6 staff

Academic Math Goal: increase overall 2021-2022 Math SBA scores from 40.4% to 50% (10% goal).

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>
Data Meetings (after benchmark assessments, STAR, SBA, Unit Assessments, Check-points, Pre/Post Assessments Bridges and Big Ideas)	Sept-June Quarterly STAR After Unit Assessments	Administration, Leadership Team, Intervention Team, MLL/LAP/SPED	STAR Reports Unit Assessment Rubrics SBA Interim Assessments Release time/roving subs on data days	STAR check points to monitor student growth Student Growth Index-STAR Bridges/Big Ideas Grade Level Standards (goal to move students up a level)

Create Grade Level Data Boards	Oct-Jan	Administration, Leadership Team, Intervention Team	Color post-its to represent Level 1 (Red/Urgent), Level 2 (Yellow/Intervention) Level 3 (Blue/At Grade Level) Level 4 (Green/Beyond Grade Level) Assessments for grade level data	During each data meeting adjust student sticky note as they level up during the school year
Bridges/Big Ideas Expectations: Tier 1 for all students, using the curriculum the way it is intended	Sept-June	Administration, Leadership Team	Teacher Math Talks during staff meetings Curriculum maps, scope/sequence, essential standards TLS TOSA Supports for grade level team	Data meetings, progression of students through the guided reading/leveled curriculum PLC notes

Building Specific Goal #1: Building alignment and common language for MTSS Tier 1 Behavior Supports: common language, consistent practices school-wide, to decrease number of student behavior referrals.

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>
Zones of Regulation-SEL	Aug-June	Administration, Leadership Team,	Zones of Regulation curriculum materials and supports	Surveys

		Intervention Team, SPED	Create Take a Break Pass as TIER 1 Support Create Cub Stubs: praise tickets	Behavior data: referrals, Intervention Team referrals, intervention data, behavior plans/data
Implement Second Step K-6 Building-Wide	Aug-June	Administration, classroom teachers, counselor	Curriculum supports/materials, online videos, roll-out supports for buildings Align monthly themes to Second Step Units/Skills for student recognition	Surveys Behavior data: referrals, Intervention Team referrals, intervention data, behavior plans/data
Panorama Survey Data Review	After Assessment Window: Fall/Winter/Spring	Administration, Counselor	Access to data	Data meetings after benchmark testing, review progress
Create a common office referral form and how to use it (level of infractions)	Oct-Nov	Administration, Leadership Team, PBIS Committee	*Final product designed by committee	Surveys Behavior data: referrals, Intervention Team referrals, intervention data, behavior plans/data
Create a PBIS Committee to work with Leadership team for TIER 1 Supports	Oct-June	Administration, Leadership Team, PBIS Committee	Meeting time before/after school, access to building data, use PBIS online resources, possible book study	Surveys Behavior data: referrals, Intervention Team referrals, intervention data, behavior plans/data