



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.

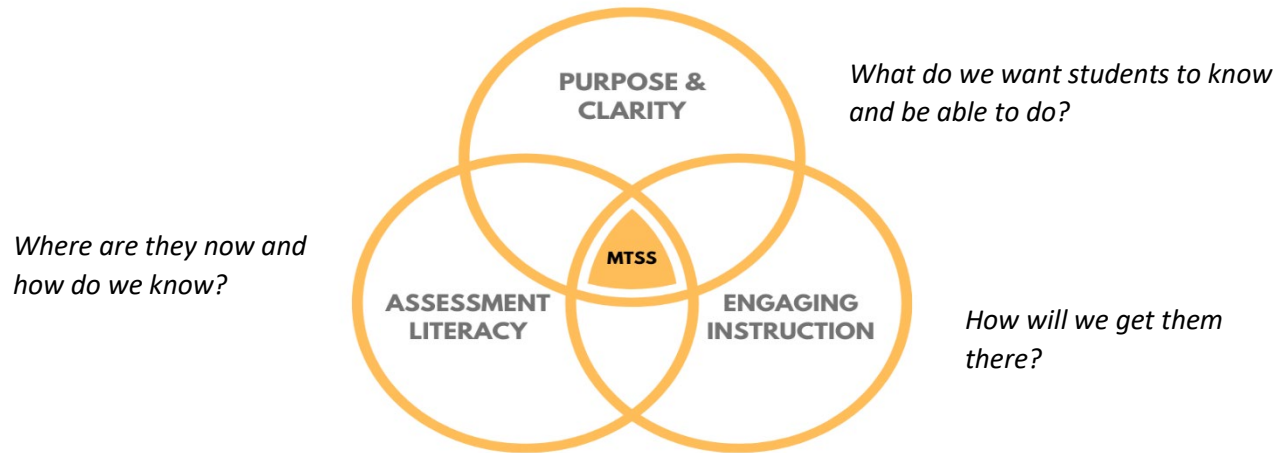
Equity Statement:

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.



Cathcart Elementary
22-23 School Improvement Plan

District Academic Framework



Academic Goals:

- Cathcart will intentionally design our staff meetings, Professional Learning Team time and teaching and learning to focus on consistent instructional practice with purpose and clarity in mathematics.
- Cathcart grade level teams will work together to reestablish Fountas and Pinnell (F&P) literacy strategies that were difficult to teach during social distancing and health limitations during the Pandemic: Guided Reading and Book Clubs.

Building Specific Goal(s):

- Cathcart will collaborate with the Cathcart Parent Organization, Cathcart teachers and our Cougar Leadership Council to restart our Pre-pandemic community events, volunteer activities, monthly school assemblies and community fun and pride.
- The new Cathcart Assistant Principal and Counselor will collaborate to create a new Multi-tiered System of Support model to provide Tier 2 behavior and social emotional interventions for students who need extra support.

Cathcart Elementary

2021-22

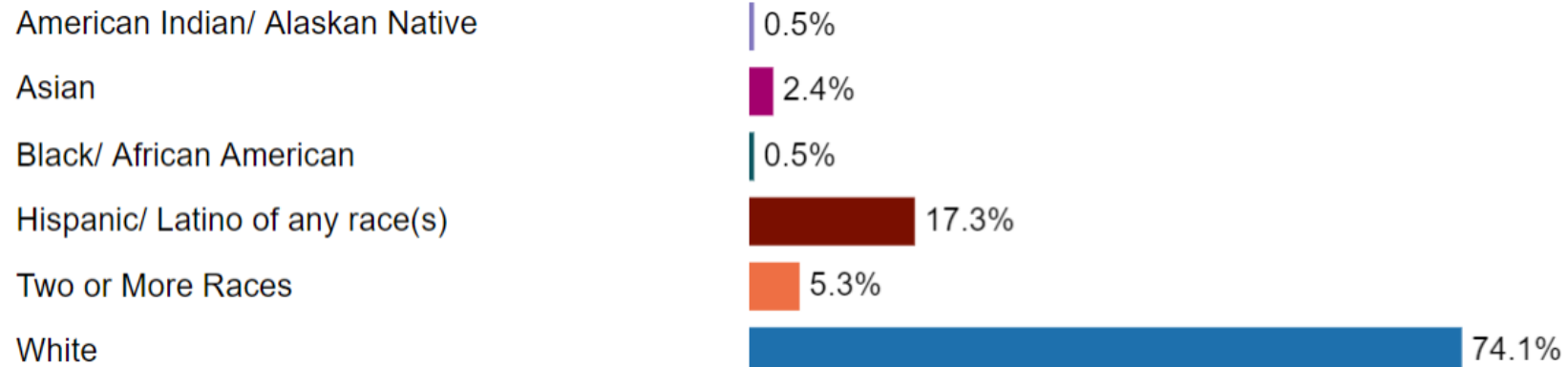
Total Student Enrollment

417

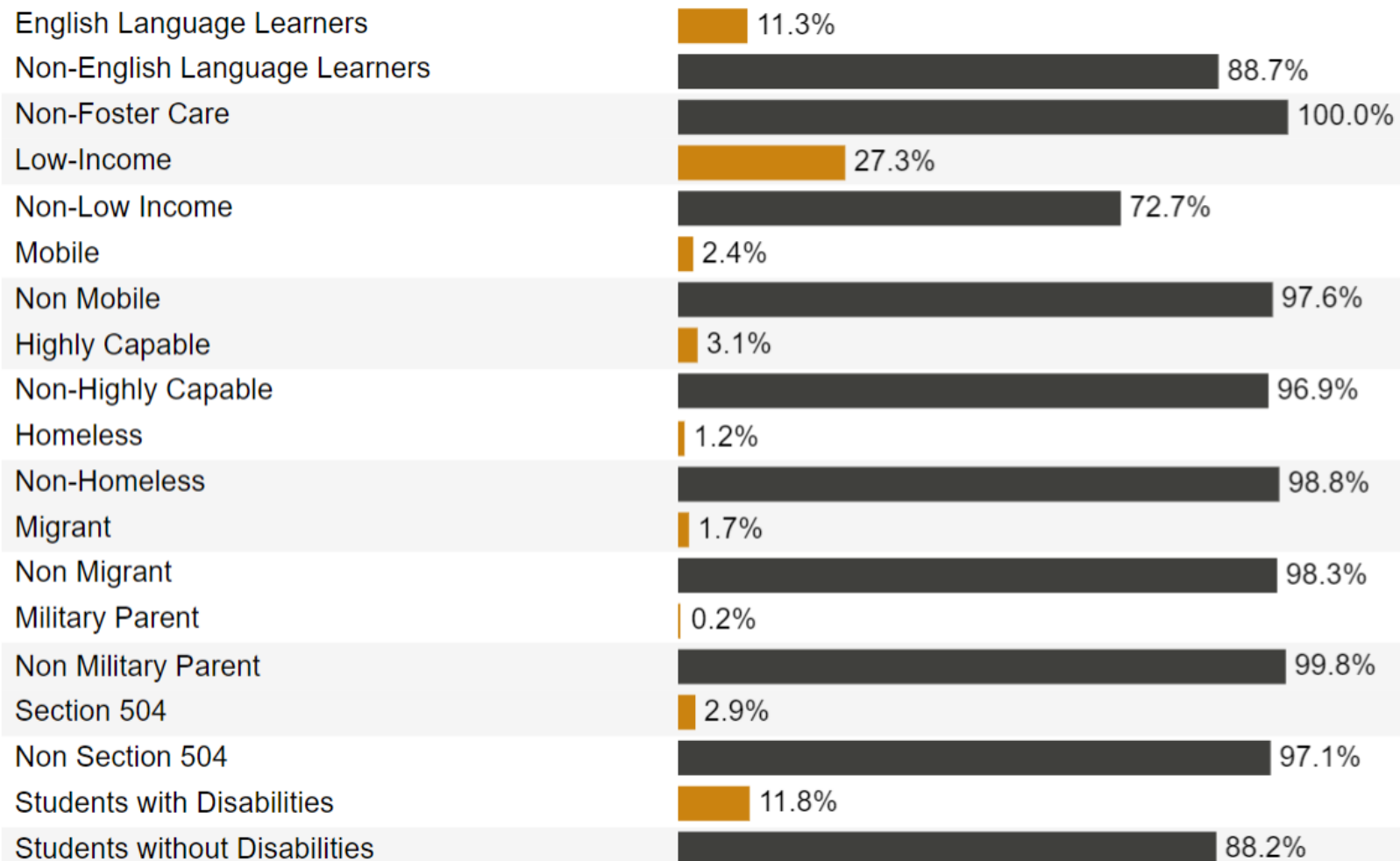
Gender



Race/Ethnicity



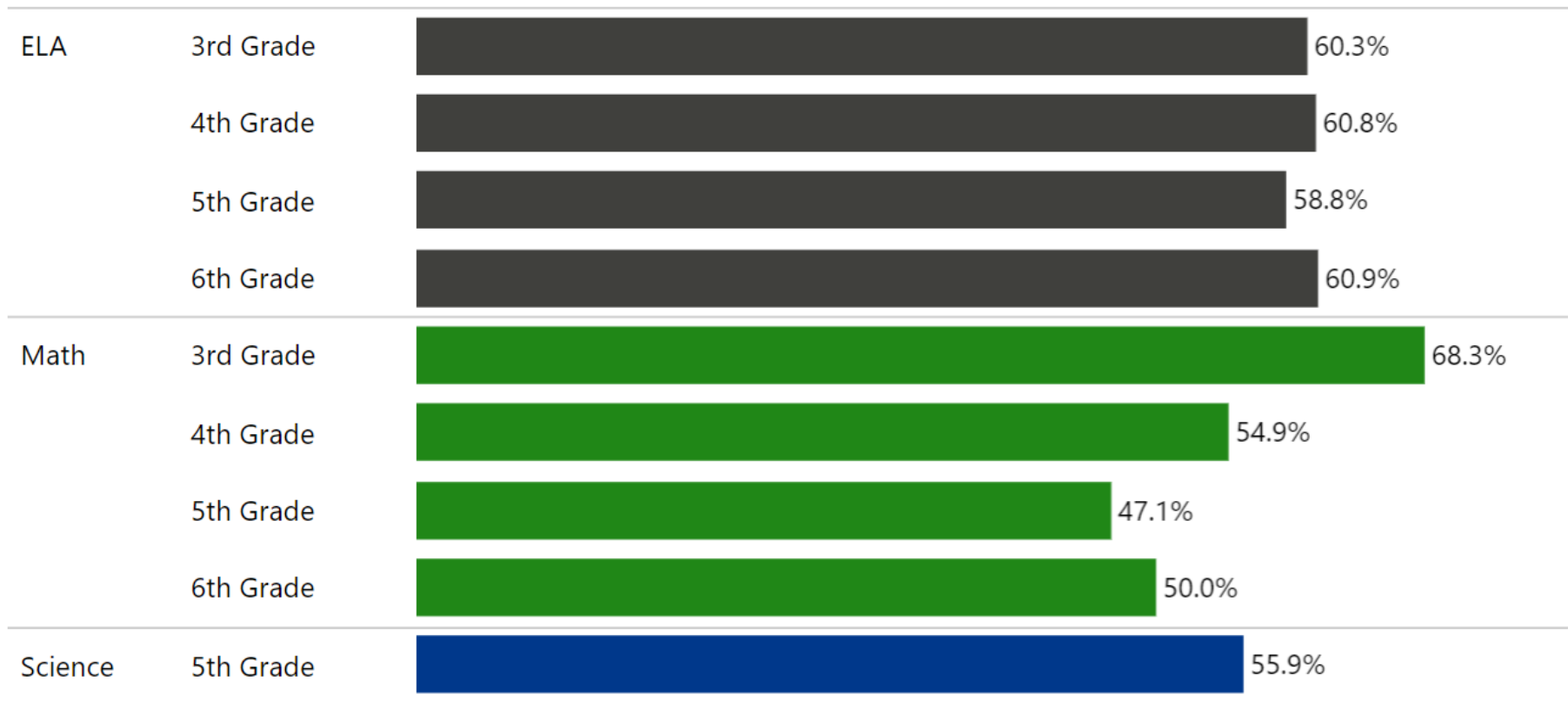
Program and Characteristic



Cathcart DATA

Spring 2022

General (SBA and WCAS)



Cathcart 22-23 Goals, Action Steps and Strategies

Academic Literacy Goal: Cathcart grade level teams will work together to reestablish Fountas and Pinnell literacy strategies that were difficult to teach during social distancing and health limitations during the Pandemic: Guided Reading and Book Clubs.

| 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> |
|--|---|---|---|--|
| Cathcart will do a Teacher Survey to determine level of F&P Implementation: Read Aloud, Mini-lessons, Independent Reading, Guided Reading, Book Clubs, Word Study and Grammar. | September 2022 | Principal | Professional Growth Friday activity | This will become the baseline to evaluate progress toward full post-Pandemic curriculum implementation |
| Grade Level Teams share F&P mini-PD at Staff Meetings throughout the year. | Quarterly | Building Leadership Team (BLT) Reps | Staff Meeting Agenda time | Cathcart Staff Meeting Agendas |
| Focus one Literacy observation on Guided Reading or Book Clubs. | First Semester | Principal | Annual Observation Cycle | January 30 th Evaluation Review |
| PGF Teams will increase use of F&P Guided Reading, Book Clubs, Phonics and Word Student through school-wide planning focus. This will be the focus for at least 5 PGF days. | Annual reoccurring PGF activity | BLT Reps and grade level teams | Professional Growth Friday time. Teacher team focus. | BLT review. Observations reflect increased use of these teaching strategies. |

Academic Math Goal: Cathcart will intentionally design our staff meetings, Professional Learning Team time and teaching and learning to focus on consistent instructional practice with purpose and clarity in mathematics.

| 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> |
|---|---|---|---|--|
| Cathcart Building Leadership Team will use the SSD Academic Framework to create a Teaching Focus Framework. | August 2022 | Principal | BLT Meeting, Opening Professional Development days | Cathcart Teaching and Learning Checklist |
| Grade Level Teaching Teams will take turns at Staff Meetings teaching “look fors” for key teaching strategies such as Setting an Anticipatory Set, Sharing a Learning Target, Doing Quick Formative Assessments to inform teaching now. | Monthly Staff Meetings | BLT Reps | Staff Meeting 10-minute mini-lessons | Staff Meeting agendas |
| Teacher Professional Learning Communities will collaborate at six Professional Growth Fridays to plan, using the CA Teacher Observation Template. | Monthly 2022-23 | BLT Reps | Professional Growth Friday Collaboration | BLT Teacher Input. Review at monthly BLT Meeting. |
| At four CA Staff Meetings, teachers will practice sharing a | Quarterly 2022-23 | Principal, Teachers | Staff Meeting | Staff Meeting agendas |

| | | | | |
|--|---|------------------------|---|---|
| Learning Progression of what they are teaching this week. We will develop a common teaching language. | | | | |
| The Principal will share the SSD Academic Framework and will create annual professional goals based on common district focus goals. | August 30-Sept 1 Cathcart Professional Development Days | Principal, teachers | Collaboration time. | Teacher individual goal setting documents and meetings with the principal |
| The principal will focus pre-observations, lesson observations and post-observation conversations on Consistent Instructional Practice: Purpose and Clarity. | Throughout 2022-23 school year. | Principal, teacher | Teacher observation and evaluation cycle. | Teacher observation documentation. |

Building Specific Goal #1: Cathcart will collaborate with the Cathcart Parent Organization (CPO), Cathcart teachers and our Cougar Leadership Council to restart our Pre-pandemic community events, volunteer activities, monthly school assemblies and community fun and pride

| 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> |
| CA will organize a Community Volunteer Event to share all the activities that we offered before | 8.24.22 Business Day | Principal and Administrative Assistant | EA Greensheet hours | Calendar and CPO Board. BLT Review |

| | | | | |
|--|----------------|--|--|---|
| the Pandemic and have sign ups to promote restarting events like Science Fair, Art Smart, Cathcart Drama, etc. | | | Community Leaders: CPO, Boy Scouts, Youth Sports, Unicycle Club | |
| Cathcart Parent Organization will have a Fall community meeting to promote restarting community volunteer programs. Parents will share ideas for restarting the activities they care the most about. | 10.6.22 | CPO President Jo McMahon and Principal | CPO Leadership and restarting all community events and activities | Sign Ups: leadership for events, club, Art Smart, WatchDogs, etc. |
| We will allocate Education Assistant time to provide experience community leadership for volunteer programs like Art Smart. | October 2022 | Principal and Building Leadership Team | EA staffing allocation and bust use of all staffing resources. | EA Master Schedule |
| We are allocating over \$10,000 to promote grade level field trips. | September 2022 | Principal and CPO President | CPO and General Budget | CA budget allocations. Grade level team support and signups for these events. |
| Reestablish Cathcart Spring Volunteer Celebration | May 2023 | Theresa McGrath and BLT sub committee | General Budget. Community Event. | Community member party and celebration. |
| Redesign Watchdog Daily Schedule Template to increase opportunities to actively engage in their children's school experience. | September 2022 | Principal and Office Staff working with all Cathcart to welcome back community volunteers. | CPO Watchdog Lead: Jamie Smith. Watchdog Template, calendar, automate communications, celebrate in newsletter. | CA Shared Calendar |
| CA will organize a Community Volunteer Event to share all the activities that we offered before | September 2022 | Principal and Administrative Assistant | EA Greensheet hours | Calendar and CPO Board. BLT Review. |

| | | | | |
|--|--|--|--|--|
| the Pandemic and have sign ups to promote restarting events like Science Fair, Art Smart, Cathcart Drama, etc. | | | | |
|--|--|--|--|--|

Building Specific Goal #2: The new Cathcart Assistant Principal and Counselor will collaborate to create a new Multi-tiered System of Support model to provide Tier 2 behavior and social emotional interventions for students who need extra support.

| 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> |
| Cathcart has defined the new Assistant Principal position to provide primarily direct student and community services. This will allow Cathcart to focus additional staffing to support MTSS services. | Throughout the 2022-23 school year | Laure Rancich | Guidance Team 2 nd Step Curriculum Parent Communication through calls, email, and in-person conferences PBIS structure | Increase in Tier 2 supports and interventions Increase in families accessing community services. |
| The Assistant Principal and Counselor will collaborate to develop a monthly attendance monitoring program focusing on supporting families and students. | Monthly Data Review meeting through the 2022-23 school year. | Laure Rancich Kjerstin Lee | Shared Cathcart Attendance document | Phone calls and meeting with parents Reduction in absences and late arrivals Referrals to community services to assist with |

| | | | | |
|--|--|---|--|--|
| | | | | addressing attendance and late arrival difficulties |
| The Assistant Principal and Counselor will create small group mini-lessons which will be hands on and practical. These small groups will be held at lunch, recess, and other times to promote positive social behavior. The mini-lessons will mirror the behavior and needs of the Cathcart students as demonstrated throughout the school year. | Small groups held once weekly, 4 week cycles per identified behavior focus Throughout the 2022-23 year | Laure Rancich Kjerstin Lee | Needs Assessment Survey completed by teachers 2 nd Step mini-lessons | Pre and Pro Assessment Survey completed by teachers |
| The Assistant Principal, in collaboration with teachers, counselor and other support staff, will develop and implement behavior plans for students requiring individualized Tier 2 interventions | Throughout the 2022-23 school year | Laure Rancich, Teachers, Kjerstin Lee, Support Staff | Guidance Team Teacher Data Parent Communication Tier 2 Behavior Interventions and Plans | Data collection on behavior modification per individualized behavior plans |