

2019-2020 School Improvement Plan Cascade View Elementary School Snohomish School District #201

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Proud Principal and Compassion Architect

Who we are: Our Mission, Core Values and our why!

Our Why!

In our school community, we are passionate about meeting all learners where they are in service of each realizing their innate and extraordinary human potential. This is our Great work! Care to join us?

Our Core Values—Students know these as their Three Responsibilities

Caring for Ourselves, Caring for Each Other, and Caring for our School and Community. We strive to create magic at our school for every individual who walks through our doors.

Our Five Pillars

1. Welcome
2. Do No Harm
3. Choice Words
4. It's never too late to learn
5. Best School in the Universe

Aim Statement

We aim to provide a place of magic for our students, staff, and community—a place that honors each individual from a place of welcome, mutual respect, wellness, compassion, and a growth mindset. Our goal, as Cascade View staff, is to work collaboratively for the benefit of each student by honestly evaluating our instructional practices to meet individual need.

Student Programs

Cascade View strives toward constant, collaborative, high quality instructional improvement intended to meet the individual needs of each student. Students in kindergarten through 6th grade benefit from a challenging curriculum which focuses first on building basic skills in reading, math, and writing then shifts to the application of these skills to support higher-level thinking. Social studies, science, health, physical education, and the arts are highly valued content areas. Programs unique to Cascade View include special education classes for students who are deaf or hearing impaired; restorative practices of student citizenship promoting strong and healthy relationships in community; and for students who benefit from center-based instruction. All classes at Cascade View share an appreciation for differences in learners and value the contribution that each brings to the learning community.

Guiding Vision—The Compassionate School Initiative:

Cascade View is also intentionally striving to become a recognized “Compassionate School” by setting into place the Ten Principles of a Compassionate School as articulated by the Washington State Office of the Superintendent of Public Instruction (OSPI):

The Compassionate Schools Initiative within Learning and Teaching Support provides training, guidance, referral, and technical assistance to schools wishing to adopt a Compassionate Schools Infrastructure. Compassionate Schools benefit all students who attend but focus on students chronically exposed to stress and trauma in their lives. These schools create compassionate classrooms and foster compassionate attitudes of their school staff. The goal is to keep students engaged and learning by creating and supporting a healthy climate and culture within the school where all students can learn. It is not a program; it is a process and as such is not “one size fits all.” Each school and community will develop their own unique compassionate “personality.”

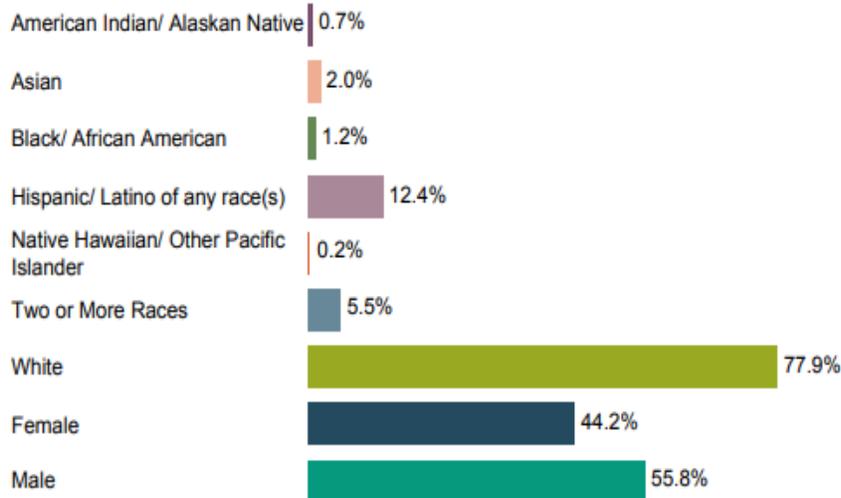
The Ten Principles of a Compassionate School are:

1. Focus on culture and climate in the school and community.
2. Train and support all staff regarding trauma and learning.
3. Encourage and sustain open and regular communication for all.
4. Develop a strengths-based approach in working with students and peers.
5. Ensure discipline policies are both compassionate and effective (Restorative Practices).
6. Weave compassionate strategies into school improvement planning.
7. Provide tiered support for all students based on what they need.
8. Create flexible accommodations for diverse learners.
9. Provide access, voice, and ownership for staff, students and community.
10. Use data to:
 - Identify vulnerable students, and
 - Determine outcomes and strategies for continuous quality improvement

Demographics and Special Programs

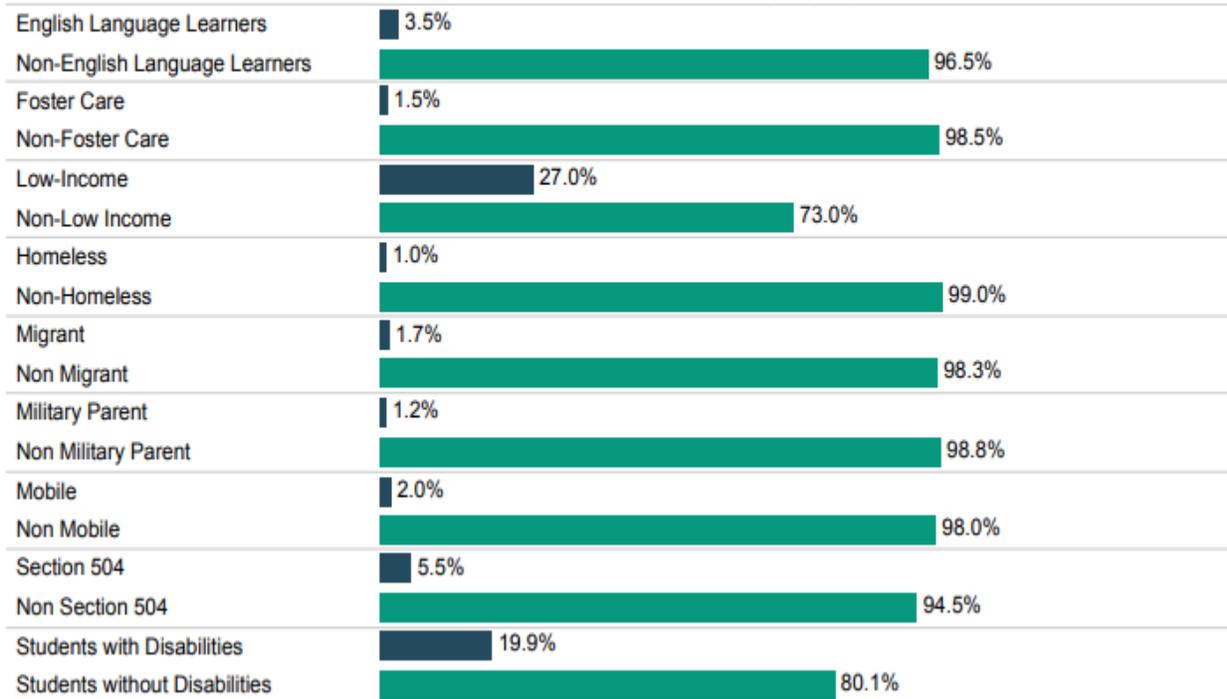
Cascade View Elementary

2018-19



Cascade View Elementary

2018-19



Organizational Growth and Outcomes

We continue to identify and implement opportunities to expand our effectiveness regarding the Nine Characteristics of High Performing Schools and to support professional development that is supportive of the areas of emphasis that are articulated in the criteria for effective instruction outlined and detailed, by the Danielson Framework for teacher evaluation (T-PEP) and the AWSP Evaluation Framework for administrators in the State of Washington.

Nine Characteristics of High Performing Schools		Eight Criteria of Teacher Evaluation in Washington State
1	High Standards and Expectations for All Students	(Criterion 1) Centering instruction on high expectations for student achievement
2	Curriculum, Instruction and Assessment Aligned with State Standards	(Criterion 2) Demonstrating effective teaching practices
3	Clear and Shared Purpose	(Criterion 3) Recognizing individual student learning needs and developing strategies to address those needs
4	Supportive Learning Environment	(Criterion 4) Providing clear and intentional focus on subject matter content and curriculum
5	Frequent Monitoring of Teaching and Learning	(Criterion 5) Fostering and managing a safe, positive learning environment
6	Family/Community Involvement	(Criterion 6) Using multiple student data elements to modify instruction and improve student learning
7	High Levels of Collaboration and Communication	(Criterion 7) Communicating and collaborating with parents and school community
8	Focused Professional Development	(Criterion 8) Exhibiting collaborative and collegial practices focusing on improving instructional practice and student learning
9	Effective School Leadership	

Our School's Previous Goals (18-19)

Building-Specific Goals:

For the 2018-19 school year, we retained the SMART goals as articulated in last year's SIP plan as a recognition of the on-going effort to show improvement in student achievement as measured by the state mandated Smarter Balanced Assessment:

- **School Math goal:** Cascade View Elementary School will increase the number of students meeting standard in math by 10+%, as measured by classroom-based, district and state assessments by June 2019.
- **School Reading goal:** Cascade View Elementary School will increase the number of students meeting standard in reading by 10+%, as measured by classroom-based, district and state assessments by June 2019.
- **School Science goal:** Cascade View Elementary School will increase the number of students meeting standard in science by 10+% as measured by classroom-based, district and state assessments by June 2019.
- **Individualized/Differentiated Student Growth Goal:** Additionally, we are aiming to show that each student is making progress toward the SMART goal of making one year's plus progress in each content area as measured by grade level student achievement rubrics, CCSS measures, and data tools available to teachers.

Our School's Goals for 19-20

District-Aligned Goals:

- 100% of the staff (Certificated as well as Classified) at Cascade View Elementary will participate in building and district continued efforts to learn about the Multi-Tiered Systems of Support and will apply their learning into their classrooms to enhance their instructional practice (Tier 1 Core Instruction). Collaborative PLC grade level teams will use the Teaching and Assessing Cycle to guide their collective work. Evidence of implementation will include grade level and school-wide collaboration efforts and professional development; formal observations; and aCIST (a Collaborative Instructional Support Team) data team discussions. Staff and students will increase their ability to engage in meaningful, collaborative "we do it together" opportunities.
- During the 2019-20 school year, Cascade View staff will continue our collaborative work with the Snohomish county trauma-informed practices team to look at school-wide data and practice for the purpose of implementing more trauma-sensitive practices. We've aligned our work with the OSPI Ten Principles of a Compassionate School which served as part of our long-term vision of program improvement (see above). Evidence of implementation will include grade level and school-wide collaboration efforts and professional development; formal observations; and aCIST (a Collaborative Instructional Support Team) data team discussions. Students will

increase their ability to articulate, in developmentally appropriate language they understand, exactly what the teacher intended the learning outcomes to be.

Building-Specific Goals:

For the 2019-20 school year, we retain the SMART goals as articulated in last year’s SIP plan as a recognition of the on-going effort to show improvement in student achievement as measured by the state mandated Smarter Balanced Assessment however we realize the SBA is only one “snapshot” data-set and that other, more meaningful measures of evidence of student learning will be used to influence the instructional program at our school:

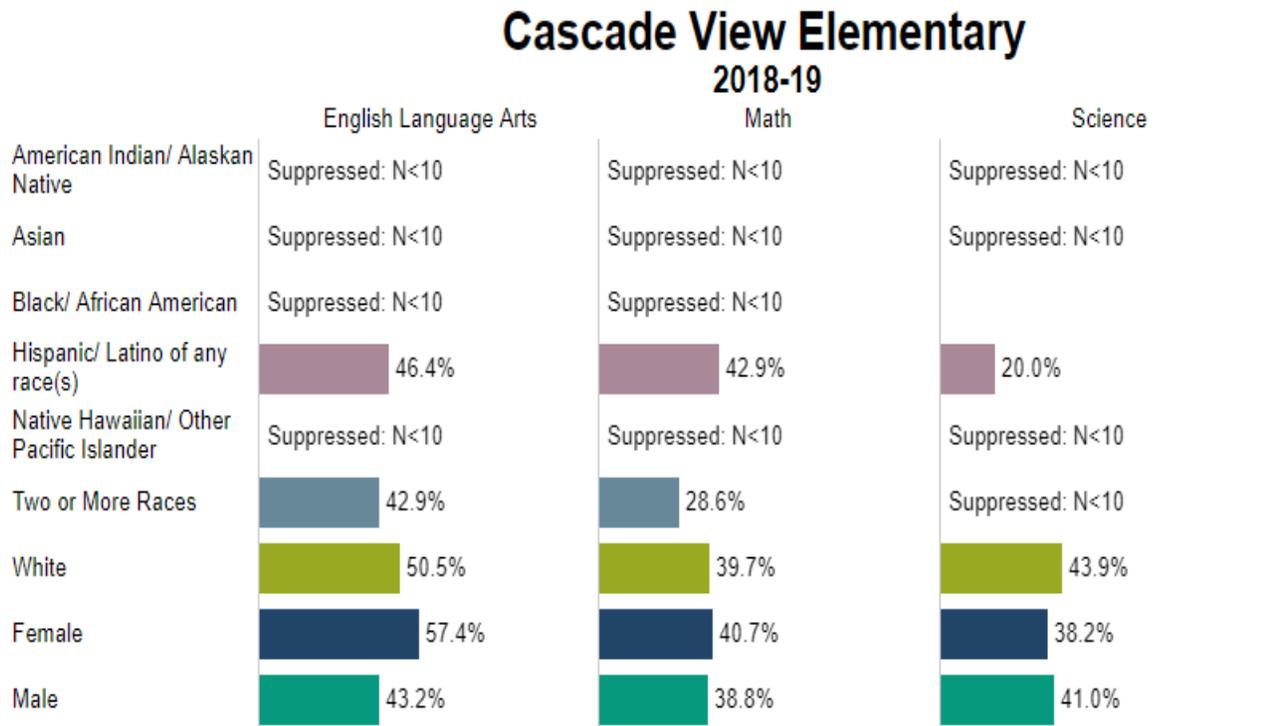
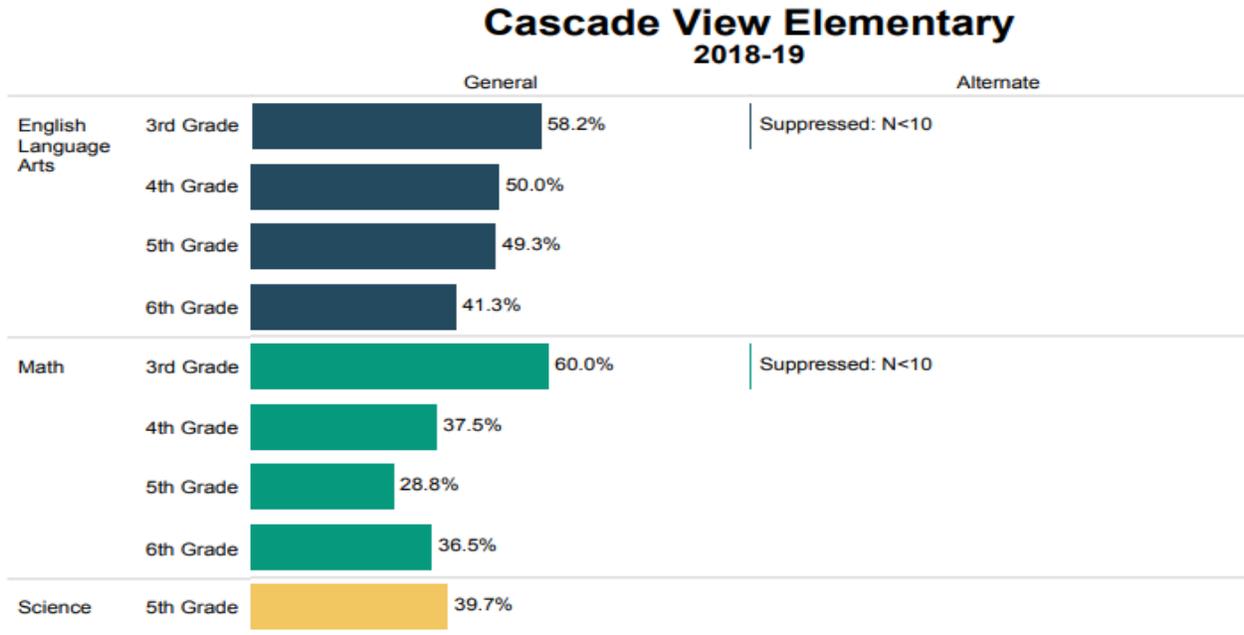
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Additionally, we are aiming to show that each student is making progress toward the SMART goal of making one year’s plus progress in each content area as measured by grade level student achievement rubrics, CCSS measures, and data tools available to teachers.

Additional Building Specific Goals:

Through intentional professional development, all Cascade View staff will increase their knowledge and practice of Social/Emotional Learning concepts, specifically the impact of trauma on developing brains. Staff will implement trauma-informed practices across the school to better meet the needs of our diverse learners. We will use the Ten Principles of a Compassionate School to guide this work as well as intentional support resources such as MindUP curriculum, brain-based models, and Zones of Regulation. Students will increase their knowledge of how their emotions impact their learning and will increase their ability to use taught skills and tools to self-regulate. Discipline and office referral data, aCIST collaborative data, and anecdotal reporting from staff will be used as evidence of individual student well-being and progress. This will also be encompassed in the MTSS model of instructional support for all students.

Student Learning Information and Data Used to Develop Goals and Monitor Progress

State tests and other data sources:



Cascade View Elementary 2018-19

	English Language Arts	Math	Science
English Language Learners	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Non-English Language Learners	50.4%	40.5%	40.3%
Foster Care	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Non-Foster Care	49.4%	39.6%	38.9%
Homeless	Suppressed: N<10	Suppressed: N<10	
Non-Homeless	49.8%	40.0%	39.7%
Low-Income	31.7%	22.2%	20.0%
Non-Low Income	55.4%	45.7%	47.2%
Migrant	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Non Migrant	50.0%	40.2%	40.3%
Military Parent	Suppressed: N<10	Suppressed: N<10	
Non Military Parent	49.2%	39.4%	39.7%
Section 504	43.8%	43.8%	Suppressed: N<10
Non Section 504	49.8%	39.4%	40.8%
Students with Disabilities	16.7%	10.4%	12.5%
Students without Disabilities	57.3%	46.7%	47.4%

Technology Tools Used to Support SIP Goals

Assessment:

- Homeroom/Data Dashboard
- Skyward
- SBA administration and preparation include grade appropriate interim assessments
- Staff developed unit assessments/curriculum based unit assessments (ESGI, BAS)
- STAR assessments in both Math and Literacy
- SBA Interim assessments at grades 3~6

Collaboration:

- CANVAS
- Microsoft 365
- Sharepoint and TEAMS

Parent engagement:

- Skyward Family Access
- Homeroom
- Canvas (Eventual source of classroom and school information.
- District/school websites and social media
- School Messenger/School Connects
- Email and List serve
- PTA partnerships
- Family Engagement evenings

Professional development:

- Canvas
- Microsoft 365
- SMART Notebook
- Teacher Ready Cohorts
- F&P curriculum and assessment PD
- MTSS and Trauma-informed practices PD (on-going)

Action Plan

Activities	Lead Person	Others	Timeline		Resources we will need/use	Our plan for monitoring effectiveness	Character or criterion addressed
			Start	End			
MTSS Implementation: Adoption of the Teaching and Assessing Cycle, Collaborative Team Planning, and Tiers 1 and 2 practices implementation Implementation of Tbird Time intervention/enrichment blocks in grade level bands	SSD Teaching and Learning; Principal, and Teacher leaders	Staff engagement	Summer 2017	June 2020 and beyond	FIT Institute Workshop Grade Level PLC mtgs Formal Observations aCIST data team mtgs	Formal observations; Staff PLC collaborations aCIST data team collaborations Intervention/enrichment blocks built into the school academic schedule	2,3,4

Trauma-informed Practices—Toward a Compassionate School (OSPI)	Principal; TIL Team	Staff engagement	Aug 2017	On-going	<ul style="list-style-type: none"> • Aug 2019 Staff Retreat with Chris Cronas • Book Study (Engagement) • MindUP Curriculum • Zones of Regulation • Brain-based models • PGFriday staff collaborations • Ten Compassionate Schools Principles • ACEs Study 	Increased knowledge from staff and students; implementation of trauma-informed practices in all classrooms and across the building; Student use of tools and language to self-regulate	2, 3, 8
Parent information nights on SEL concepts—Trauma-informed practices	Principal; Learning Support Specialist	Key staff as needed	Winter and Spring	On-going	Existing resources and staff involvement will be utilized to share information with engaged parents at three information nights	Parent involvement and self-reporting of use and benefit of practices through their children’s application of the concepts	3, 6
aCIST data team process—a Collaborative Instructional Support Team process using learning data to inform instructional practice	Principal, grade level PLC; additional key staff	Learning support team; counselor; Allison M-F as support TOSA	Fall 207		Data team protocols, District provided data; Staff release time with guest teacher support	Upwards of three aCIST meetings will be held over the course of the year using a data-informed protocol to monitor and track each student’s progress	1, 4, 5, 7
Fontes and Pinnell K~3 curriculum implementation	Principal, BILT, LLSS	Grade level teachers	School year		On-going PD lead by LSS; partnership cycles Grade level collaboration with LSS and Principal	Collaboration Formal observations Co-teaching/coaching model of support from LSS	1,2,4,5,7,8
Essential Standards development: staff PD and collaborative work to	Principal,	District TOSAs, T&L dept.	School year		Using the MTSS Framework for developing concentrated instruction, we will identify focused standards and measure student learning through	aCIST protocol; assess effectiveness of interventions through grade level, data-informed collaborative	1,4,5,7

determine Essential Standards and learning targets starting with Math as the focal content area					the aCIST process three times this year	meetings; system will provide additional support and interventions as necessary	
Four Principal goals in support of district MTSS Framework (*see below):	Principal and BILTeam	District admin; principal cohort	Aug 2019	June 2020	District and Building PD planning	Weekly PGFriday PLC collaborations and documentation of minutes (TEAMS and Forms) Cyclical aCIST data team PLC meeting minutes (TEAMS and Forms) PD attendance on MTSS Framework—positive movement toward implementation Formal and informal classroom observations BILTeam classroom walkthroughs	1,2,3,4,5,7,8,9

*** The Four Principal Goals Defined:**

1. Collaborate with Building Instructional Leadership team in identifying the school’s goal and focus around Tier 1 instruction and provide support to teachers in carrying out the building’s Tier 1 focus
2. In collaboration with district staff, provide embedded professional development related to MTSS Tier 1 instruction and the Team Teaching and Assessing Cycle
3. Collaborate with district staff to teachers in effectively teaching essential standards
4. Monitor staff progress toward meeting the school’s goals and focus related to Tier 1 instruction.