



Vision:

Every Student Thrives

Mission:

To Create an educational community that ignites a passion for learning where every student is known and empowered

Core Values:

- Student Focused
 - Culture of Belonging
 - Equity
 - Accountability
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Cascade View Elementary

23-24 School Improvement Plan

Priority SMARTIE Goals

Academic Goals:

- **Literacy Analysis:** After analyzing Fall STAR Reading and Early-Literacy reports in grades 1-3, we identified the greatest area of growth was needed in Foundation Skills: Phonics and Word Recognition. This is consistent across all primary grades (Kindergarten will complete the assessment in the Winter Benchmark window). For grades 4-6 we will focus on increasing the number of students meeting or exceeding standards based as measured by the Benchmark Assessment System, STAR assessments, and Smarter Balanced Assessments.
- **Literacy Goal:** Using the following standards at each grade level (below) we will improve by Spring 2024 across grades K-3 by 20% moving students from the Beginning (0-59%) and Developing (60-79%) categories. Grades 4-6 we will increase the number of students meeting or exceeding standards as measured by the Benchmark Assessment System, STAR assessments, and Smarter Balanced Assessments by 5%.

CCSS.ELA.Literacy.RF.1.3, R.F. 2.3, R.F. 3.3: Know and apply grade-level phonics and word analysis in decoding words.

1st Grade: Beginning: 62% Developing: 29% Secure: 9%

2nd Grade: Beginning: 53% Developing: 3% Secure: 45%

3rd Grade: Beginning: 27% Developing: 22% Secure: 51%

Academic Goals Cont.:

- **Math Analysis:** After analyzing Fall STAR Math Data by State Standards Mastery in grades 2nd-6th, we identified the greatest area of growth was needed in Number and Operations across the grades focusing on fact fluency. This is consistent across all grade levels. K-1 will focus on sequencing Bridges workplace games and addition and subtraction strategies to support fact fluency.
- **Math Goal:** Using the following standards at each grade level (below) we will improve by Spring 2024 across all grade levels by 20% moving students from the Beginning (0-59%) and Developing (60-79%) categories.

Fluently add and subtract within 100 (2nd) 1,000 (3rd), multi-digit whole numbers (4th), multiply multi-digit whole numbers (5th), and divide multi-digit numbers (6th) (CCSS.Math.Content: 2.NBT.B.5, 3.NBT.A.2, 4.NBT.B.4, 5.NBT.B.5, 6.NS.B.2)

2nd Grade: Beginning: 77% Developing: 15% Secure: 8%

3rd Grade: Beginning: 80% Developing: 14% Secure: 6%

4th Grade: Beginning: 42% Developing: 42% Secure: 16%

5th Grade: Beginning: 51% Developing: 36% Secure: 13%

6th Grade: Beginning: 30% Developing: 46% Secure: 24%

Instruction Specific Goal(s):

- **Danielson Domain 3a: Communicating About Purpose and Content** (*Purpose for Learning and Criteria for Success*)
Teachers will communicate the goals and objectives of learning activities and outline instructional pathway for students to meet the established criteria for success. Data will be collected on use of Learning Targets (repeated, visible, heard) and lesson purpose by teacher observations, observation reflection conferences, and learning walks for 80% (most) of the teachers by Spring 2024.

Cascade View Elementary

2022-23

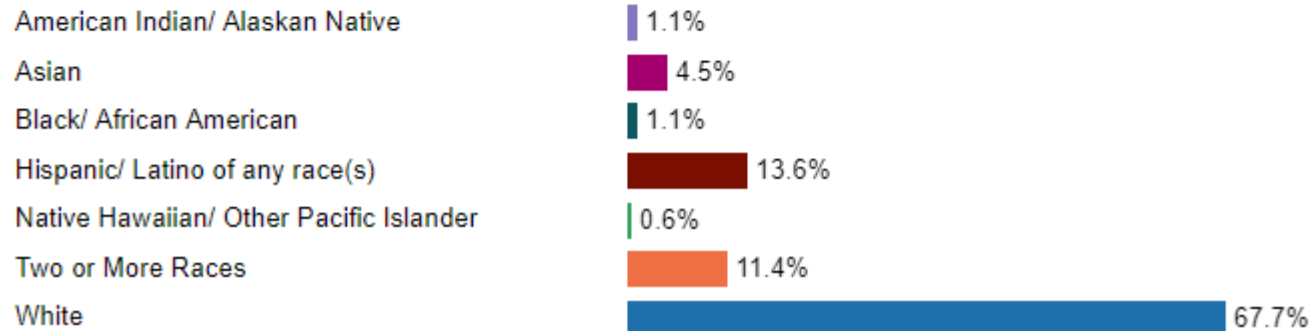
Total Student Enrollment

359

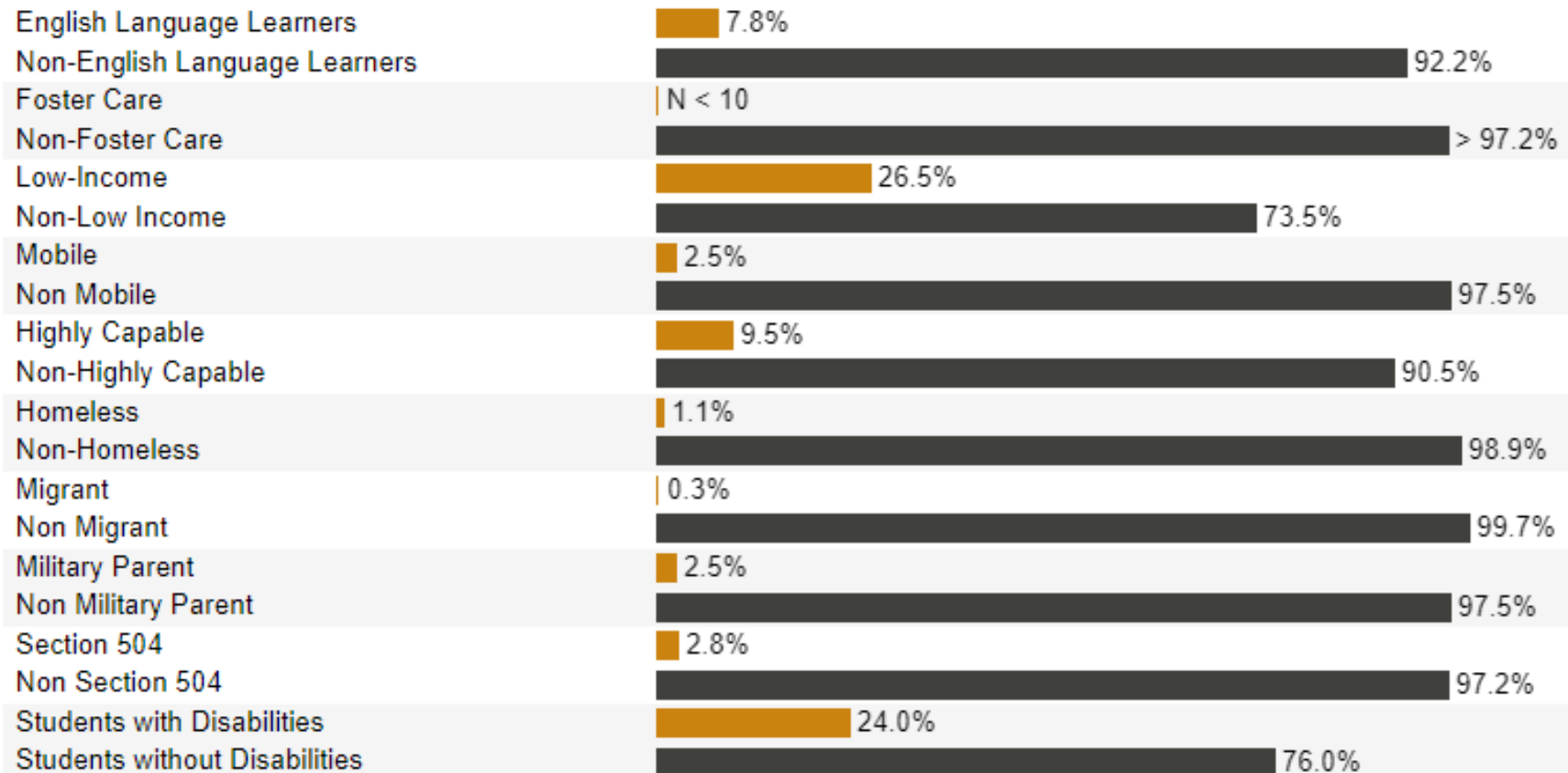
Gender



Race/Ethnicity



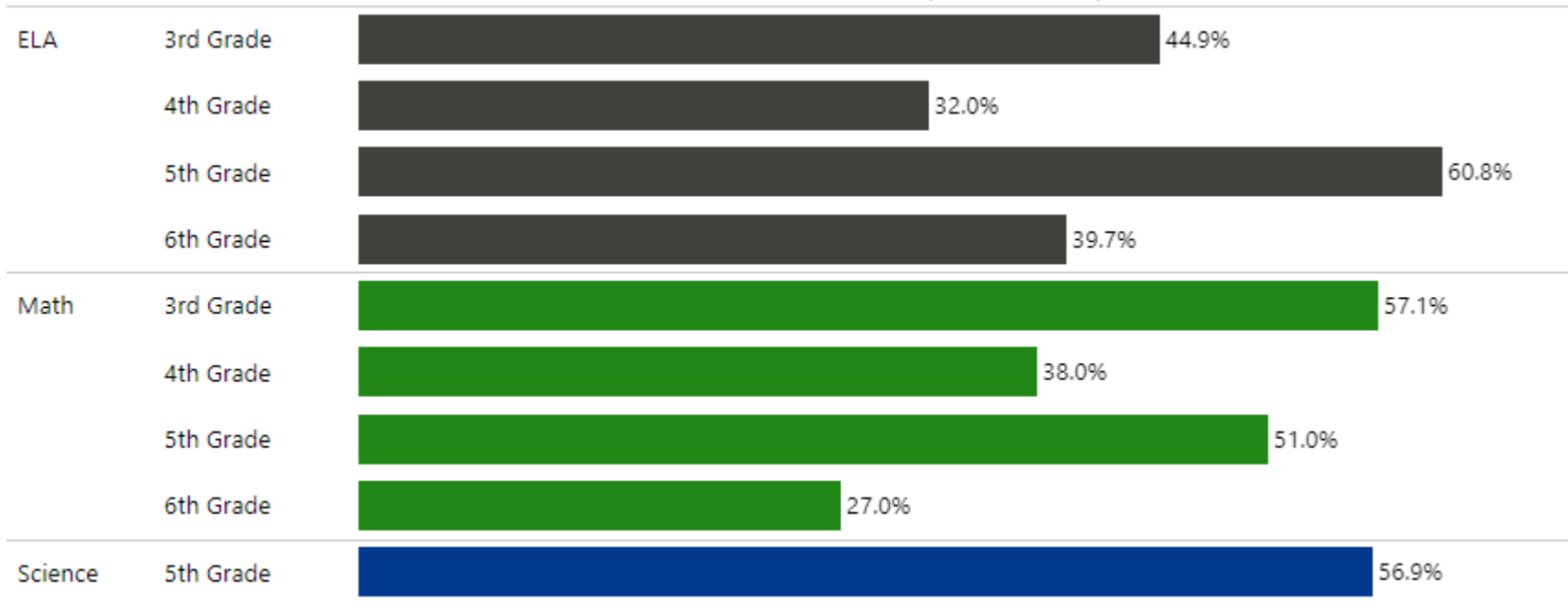
Program and Characteristic



Cascade View DATA

Spring 2023

General (SBA and WCAS)



Cascade View 23-24 Goals, Action Steps and Strategies

Academic Literacy Goal: Using the following standards at each grade level (below) we will improve by Spring 2024 across grades K-3 by 20% moving students from the Beginning (0-59%) and Developing (60-79%) categories. Grades 4-6 we will increase the number of students meeting or exceeding standards as measured by the Benchmark Assessment System, STAR assessments, and Smarter Balanced Assessments by end of year with SBA 5%.

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>
Monthly PLC Data Meetings: Identify students at-risk with support of Intervention Team and SPED reps joining grade level PLCs	September-June	K-6 th Grade Special Services Intervention Team Administration	Assessment Data: STAR reports Curriculum pre/post Units Grade Level CBAs	Target K-2 Phonics using STAR Mastery reports Complete diagnostic phonics screeners and additional assessments
Guided Reading Instruction: intervention block on master schedule	September - June	K-6 th Grade LAP/MLL Administration	Academic Data PLC's LLI Kits UFLI* (K-2 and LAP) Haggerty* (K)	BAS STAR Reading/Early Lit
Grade Level Teams will implement the Snohomish School District's Comprehensive Literacy Plan	September - June	K-6 th Grade Administration	Comprehensive Literacy Plan Fountas and Pinnell Being a Writer UFLI* (K-2 and LAP) Haggerty* (K) PLC's	Staff Feedback BAS STAR Reading/Early Lit SBA

			Professional Development	
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Academic Math Goal: Using the following standards at each grade level (below) we will improve by Spring 2024 across all grade levels by 20% moving students from the Beginning (0-59%) and Developing (60-79%) categories.

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>
Create math fact fluency routine at each grade level including students tracking their own progress	October-June	K-6 th Grade Administration	Bridges Intervention Materials Bridges Workplace games Fact Fluency student tracker	STAR Unit Assessments Bridges Intervention progression
Small Group Instruction: intervention block on master schedule	September - June	K-6 th Grade MLL Administration	Academic Data PLC's Bridges Intervention Kits Big Ideas Math	BAS STAR Reading/Early Lit Unit Assessments
Sequence Bridges Math Workplace games with addition and subtraction focus to support school-wide fact fluency	October-June	K-1 Administration	Bridges Bridges Intervention Bridges Workplace Games Student Growth Trackers	Unit Assessments Intervention Assessments and Check Points

Instruction Specific Goal #1: Teachers will communicate the goals and objectives of learning activities and outline instructional pathway for students to meet the established criteria for success. Data will be collected on use of Learning Targets (repeated, visible, heard) and lesson purpose by teacher observations, observation reflection conferences, and learning walks for 80% (most) of the teachers by Spring 2024.

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>
TPEP evaluation cycles using Pre/Post Observation and Final Evaluation Conferences will focus on <i>“Learning Targets”</i> to support Danielson Domain 3a “Communicating About Purpose and Content”	September - June	Teachers Administration	State Standards Curriculum Comprehensive Literacy Plan	Pre/Post Observation Form Staff Feedback BAS STAR SBA
Staff will articulate <i>“Learning Targets”</i> in Reading to support Danielson Domain 3a “Communicating About Purpose and Content” using the Comprehensive Literacy Plan with PLC meetings and staff meetings.	September - June	Staff Administration	State Standards Curriculum Professional Development Comprehensive Literacy Plan	Staff Feedback BAS STAR SBA Classroom based assessments