



Continuous School Improvement Plan (CSIP)

Cascadia Elementary School

2016 - 2018

Rina Geoghagan, Principal



School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

The Cascadia BLT reviewed and approved the 2016-2017 CSIP on November 3rd, 2016.

Mission and Vision

Mission

Cascadia inspires advance learners to be independent thinkers who utilize their peers, teachers, and surrounding resources in their pursuit of learning. Teachers facilitate creative problem solving through a project-based learning model with a focus on environmental stewardship and our local and global communities.

Vision

Cascadia provides a stimulating and culturally enriching experience through a rigorous curriculum that integrates technology, science, and the arts. Our goal is to instill a life-long passion for learning in an emotionally supportive environment that will enable students to contribute their wisdom, compassion, and leadership in a rapidly changing world.

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support	
<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>Baseline Assessments including:</p> <ul style="list-style-type: none"> • Fountas and Pinnell Reading assessments and DIBELS (2nd grade) • On-Demand writing assessments • Beginning-of-Year math assessments • Teacher-created assessments • Work Samples • Exit slips <p>Other assessments and surveys include:</p> <ul style="list-style-type: none"> • Spring '16 SBA results • Learning Style assessments • Student and Parent Climate surveys • Counseling surveys
<p>We will use research-based strategies that help targeted students.</p>	<p>For students at, above, and below standard, we are meeting their needs using the following programs and instructional strategies:</p> <ul style="list-style-type: none"> • RULER - Emotional Intelligence Program • Walk-to-Math • Workshop model • Small group instruction at just-right level • Words Their Way • Teachers specialize in 4th and 5th grades • Math and ELA Specialists push-in and pull-out • Use Depth of Knowledge (DOK) levels to design intentional instruction • Strategically designed content • Learning targets aligned to grade-level standards • Timely interventions based on data and observations • Teaching to Multiple Intelligences • Brain games and movement • Student Conferences • Parent Conferences • Formal Student Intervention Team (SIT) process • Problem Based Learning • Math and Reading taught at 2 grade levels higher than typical grade level (i.e. 2nd graders studying 4th grade math and reading standards)

<p>Our school offers professional development that is high quality and ongoing.</p>	<ul style="list-style-type: none"> • RULER • Differentiated instruction and engagement • Formative Practices Institute • I-Lab Institute • Handwriting Without Tears • Gifted Education • Problem-Based Learning • Career Ladder Trainings • Cycle of Inquiry and Data Wise • English Language Arts (ELA) Unit Alignment • Code.org • Students with Autism • Vertical Collaboration • Grade-level and team collaboration • Community events and guests
<p>Our school will maintain parent/family engagement.</p>	<ul style="list-style-type: none"> • Newsletters • Family events through PTA with childcare provided • Very involved and supportive PTA • Evening events for families: RULER night, math night, art night, PE night, native cultures night, civics night, science and engineering night, expert fairs, Heritage lunch, colonial marketplace, cultural celebrations, talent show • Reflections program • Shakespeare performances • Field day • Designing projects for at-home learning experiences • Surveying families about accessibility • Phone conferences, frequent email communications, office hours
<p>Our staff is involved in decision-making.</p>	<ul style="list-style-type: none"> • CSIP Process • Through our Building Leadership Team (BLT) and grade-level team leads • Through budgeting process • School's decision-making matrix and staff-wide votes • Data tracker • Scheduling committee • Homework policy • Open and receptive leadership • Collaborative framework
<p>We will assist our students to meet standard.</p>	<ul style="list-style-type: none"> • Cycle of Inquiry (COI) • MTSS Tier I, II, and III interventions • Differentiated instruction (teaching at and above grade level) • Standards-based lesson planning and assessments • Varied instructional strategies (i.e. project-based learning, enrichment, small group and whole group instruction, inquiry-based) • Vertical alignment committees

	<ul style="list-style-type: none"> • Specialists pushing in and pulling out • Provide counseling support as needed • I-Lab • Student feedback, reflections, and goal setting • Collaboration with families
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<ul style="list-style-type: none"> • High-quality professional development opportunities • Collaborative grade-level teams and Professional Learning Communities • COI to determine areas of need • Supportive PTA (physically and fiscally) • Morale focus through RULER and Staff Charter • Career Ladder teachers and teacher-lead professional development • Staff input on professional development • Ongoing team building
<p>How do we support the transitions of new students and families into our school?</p>	<ul style="list-style-type: none"> • Each year we have approximately 200 new students grades 1-5. • We host events such as a spring open house and parent information sessions, meet the teacher events, PTA directed grade-level activities. • Summer letters to incoming families to prepare students • Curriculum night • Family-teacher conferences • Coffee chats • Classroom charters • Intentional pairing of new students • Collaboration with the PTA • Room parent facilitation • Publish information on the Cascadia and/or PTA website
<p>Our system of support assures our highly qualified staff are supporting students.</p>	<ul style="list-style-type: none"> • Staff Charter • Clear MTSS process (Tier I, II, and III interventions) • Dynamic counseling services program • Clear structures and frequent opportunities for collaboration

The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	\$ 4,121,639	Our general education funding supports staffing highly qualified teachers, professional development, instructional materials, and pays for FTE to increase our counselor and interventionists.
2016-2017	Specific Use Funds	Transitional Bilingual		N/A
2016-2017	Combined Funds	Self Help	\$ 50,366.00	Self-help funds are used to pay for field trips, classroom and school supplies, scholarships and professional development.
2016-2017	Combined Funds	PTSA Grant	\$ 181,107	PTSA grants support our instrumental music program, counselor, library assistant and classroom grants
2016-2017	Combined Funds	Free & Reduced Lunch	\$ 10,000.00	These funds are used for scholarships and instructional materials.
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$ 38,875.00	LAP funding provides a .4 interventionist who supports students who did not meet standard on SBA as well as other students who qualify for additional academic support.

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year			
Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>7 current 4th and 5th grade students did not meet standard on the ELA portion of the spring 2015 SBA.</p> <p>3 current 4th and 5th grade students did not meet standard on the math portion of the spring 2015 SBA.</p>	<ul style="list-style-type: none"> All current 4th and 5th grade students who did not meet standard on one or more portions of the SBA in spring 2015 will meet or exceed standard on all portions of the spring 2016 SBA. We will use various formative assessments, observation data, and survey data to monitor student progress over the course of the year and inform our progress toward meeting our student achievement goals. Progress will be monitored by our MTSS team of admin, our interventionists, and our classroom teachers. 	<p>MTSS Team: Rina G., Brody L., Christy S., Eileen G., Katie H., Steven P.</p>	<p>June 2017</p>

Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Our 3rd, 4th, and 5th grade student ELA and math scores are consistently high. However, not every student meets standard on the spring SBA.</p>	<p>3rd Grade ELA: We will raise the percentage of students meeting or exceeding standard on the SBA from 91.5% to 100% of those who took the assessment.</p>	<p>Sage, K., Emily T., Kendra R., Mary M., Kimberly E., Anya R., Dan M., Zach W., Eileen G.</p>	<p>June, 2017</p>
	<p>3rd Grade Math: We will raise the percentage of students meeting or exceeding standard on the SBA from 92.6% to 100%.</p>	<p>Cheryl A., Emily T., Kendra R., Mary M., Kimberly E., Anya R., Dan M., Zach W., Katie H.</p>	<p>June, 2017</p>
	<p>4th Grade ELA: We will increase the percentage of students making gains on the state test from 90.7% to 100%.</p>	<p>Nathan W., Barbara F., Mo N., Eileen G.</p>	<p>June, 2017</p>
	<p>4th Grade Math: We will raise the percentage of students receiving a passing score (meeting or exceeding standard on the SBA?) from 99% (91.9%?) to 100%.</p>	<p>Eric E., Shelly L., Jim C., and K. Holman</p>	<p>June, 2017</p>
	<p>5th Grade ELA: We will increase the percentage of students making gains on the state test from 93.5% to 100%.</p>	<p>Elizabeth S., Ashley T., Nathan B., and Eileen G.</p>	<p>June, 2017</p>
	<p>5th Grade Math: We will raise the percentage of students (meeting or exceeding standard on the SBA?) receiving a passing score from 99% to 100%.</p>	<p>Ashley M., Josh H.,</p>	<p>June, 2017</p>

		Alison U., and Katie H.	
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Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
While students continue to consistently demonstrate skills in mathematical computation, they continue to be challenged by the need to demonstrate their mathematical understanding of concepts and procedures by explaining their thinking and reasoning in any of a variety of methods (concrete, pictorial, words).	All students will score a 3 or above on summative assessment rubrics that focus on the Common Core Math Practice Standard number 3 (CCMP-3): Construct viable arguments and critique the reasoning of others.	All math teachers, math specialist, admin team	June, 2017

School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
1. Only 76% of students responded favorably to questions about social emotional learning.	1. We will increase the percentage of students responding "favorably" to questions about Social Emotional Learning from 76% to 86%.	All Staff	June, 2017
2. Only 75% of students responded favorably to questions about their sense of belonging.	2. We will increase the percentage of students responding "favorably" to questions about Belonging from 75% to at least 85%.	All Staff	June, 2017