



2024-25 CSIP Review and Updates Cascadia Elementary School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to "include a continuous improvement process for monitoring, adjusting, and updating the plan."

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: Cascadia Elementary School

Principal: Sandra Mackey

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Sandra Mackey, Jennifer Daffara, Gary Bass, Josh Hill, Merrick Bodmer, Shannon Matthews, Alfred Miller, and Katherine Romoser

[2023-26 CSIP Cascadia](#)

[Cascadia Elementary School Report](#)

[Cascadia Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

UDL- Cascadia is in its 6th year of implementation. This practice has been implemented across the school.

School wide screener- all students screened areas that need growth in math each year at Cascadia. Our staff use the data developed individualized approach to math development and selection for second doze math support

Restorative Practices – Our staff continue to use elements of restorative practice daily in our SEL lessons, classroom routines, discipline procedures and conflict resolution

What are short-term and long-term desired outcomes for students, family, and staff groups?

Families: Improved communication to families to ensure they know what is going on at school and have input into decisions that impact their children

Staff: Have staff empowered and that work is a safe place to grow and pursue their passions

Students: Feel that school is a welcoming place to become their best selves

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

Our staff have identified the students in grade 2 – 5 for support with ELA as we process towards our goal of 100% students passing the SBA

Summary of student strengths supported by data:

Our students' academic strength from the data above are ELA and Math.

Identify and prioritize student needs supported by data:

The priority areas are math support due to students coming to Cascadia on grade level and moving two grades ahead in math. The second priority is ensuring that math gaps are closed before transiting to middle school.

Summary of possible root causes of the priority student need:

The root cause is students transitioning to Cascadia typically learn math concepts faster than their same age peers. These students typically do not have opportunities to learn at their own pace. Therefore, when they come to Cascadia this is their first opportunity to move at a pace more in line with abilities.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

In the 2024 Fall Staff Climate Survey, 96% of Staff responded favorably to the statement “Staff in this school can have honest conversations with each other about race.” This a 4% increase from the 2023 Fall all Staff Climate Survey.

The latest staff Panorama survey from the spring of 2023 shows a remarkable increase in staff confidence regarding discussions about race, with favorable responses rising from 67% last year to 92% this year. This shift indicates significant progress in fostering an environment where honest conversations can occur.

In conjunction with this, a separate student survey revealed that 76% of students felt their teachers connected their identities to their learning. This number improved slightly to 78% in the spring, suggesting a positive trend in teacher-student relationships.

However, when examining responses from students in grades 3-5 about learning opportunities related to their culture, only 58% expressed favorable views, with 8% strongly disagreeing. A closer look at the cultural breakdown shows that Black and Hispanic students reported the least favorable responses, with only 48% feeling positively about learning about their culture at school.

These findings highlight both progress and ongoing challenges. While staff have become more open to discussing race, there remains a critical need to ensure that all students, particularly those from marginalized backgrounds, feel represented and connected to their learning experiences. Addressing these disparities will be essential for fostering a truly inclusive and supportive educational environment.

Summary of data proving professional learning is effective in supporting student outcomes:

Professional learning at Cascadia is effective in supporting student outcomes. The 23-24 school year began with a TLC presentation on the new Student Growth Goals in eVal. This training emphasized the importance of qualitative data, with teachers collecting insights at the start and end of the year. Teachers noted an increase in comfort using specific "teacher moves" as they transitioned from relying solely on quantitative data for evaluation purposes. Habits of Mind were introduced as a pathway to support student success, naturally dovetailing with Growth Mindset topics previously shared in professional development. Subsequent TLC offerings included training and clock hours for tech-related topics, including Artificial Intelligence and the Atlas program.

Additionally, while analyzing Atlas data for the MAP and SBA test results, it was observed that female students are underperforming compared to their male counterparts. This disproportionality will be a key focus for the 24-25 professional development initiatives.

Professional learning that needs to be strengthened or is no longer being implemented due to minimal impact on student outcomes:

The fall 2024 staff survey revealed significant insights into teachers' progress in integrating diverse perspectives and promoting critical discussions within the curriculum. For the prompt regarding resources developed by racially, culturally, and linguistically diverse perspectives, nearly 25% of respondents indicated they were still in the emerging stage, with only 11% reporting they were sustaining this practice. Similarly, for incorporating curriculum that connects to student experiences and identity, 20% reported emerging and another 20% sustaining this effort.

Notably, the opportunity to embed critical examination of power and privilege within the curriculum showed a disparity, with 32% of respondents at the emerging level and only 11% sustaining these discussions. This indicates a pronounced need for ongoing professional development and support in these areas.

The data highlights a concerning trend: a substantial portion of teachers are still at the early stages of integrating these essential practices, particularly in recognizing and addressing issues of power and privilege. This disproportionality underscores the importance of targeted initiatives to empower educators in fostering an inclusive and reflective learning environment that fully engages all students. Addressing these gaps will be crucial for advancing equity in our educational framework.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

This year, we spent time updating and improving our website. This involved making our documents ADA compliant, adding links to district websites, and links to Cascadia documents. We plan to review all our communication documents for spring updates and improvements. This will include a comprehensive review of our website and information on the SPS website about our school.

During the 2023-24 school year, Cascadia increased the number of volunteers by 21% from the 2022-23 school year.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

We have parent volunteers who bring in weekend food bags from the food bank each week to ensure continuity of food services to our families.

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Three-year Goal:

By the spring of 2026 we will reduce the number of unfavorable student responses to “ My teacher connects my learning to stories, traditions, and experiences that are important to my family” by 10% from the fall of 2022 data.

2024-25 One-Year Goal:

Improve confidence in the statement "use resources written and developed by racially, culturally and linguistically diverse perspectives" from 23% of teachers reporting emerging (baseline level) to only 10% of teachers reporting emerging.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- End of Year

Process Data Measures:

School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

- End of Year
- Beginning of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- RET
- Social Worker
- Admin Team

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

By the spring of 2026, all Cascadia students will receive at least a 3 on the SBA

2024-25 One-Year Goal:

By the spring of 2025, all Cascadia students will receive at least a 3 on the SBA.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement adopted instructional resources to serve all students, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

- MAP
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

- Teacher collected data in Unified Insights
- Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Teachers
- Admin

Advanced Learning and Highly Capable Services:

Cascadia will continue to be a cohort: All students in grade school will be enrolled in a Math course two grade level above their assigned grade and an English Language course (ELA) one grade level above their assigned grade. All other content will be delivered at grade level with extensions designed by the grade level teams or individual teachers to reflect the needs of the students in the class.

Expanded Learning:

After School Enrichment sponsored by the PTA (Parent Teacher Association)

Homework Policy:

We, as the staff of Cascadia, believe that organization, time management, perseverance and simply "being a kid" are important skills to develop. Because of this philosophy, daily or weekly homework will not be regularly assigned. Instead, we will be working at grade levels to develop several projects throughout the year. Students will have the opportunity to dive deep into these projects and share new knowledge with their community. Teachers may, from time to time, send home shorter

assignments that are related to the learning in the classroom. We also highly encourage reading, physical activity, and participation in family life each evening. Teachers may provide resources for families interested in extending practice at home; however, this work will not be graded. Work completion from the school day is not considered homework. Teachers will work with families to help students complete the work at home, if it is not done at school or if the work is late.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By June 2026, Cascadia will move from a 77% favorable communication rate to an 85% favorable communication rate as measured on our school-based family engagement survey

2024-25 One-Year Goal:

By June of 2025 Cascadia will double the number of opportunities for parents to engage directly with the school compared to the 2023-2024 school year.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Outcome Data Measures:

- Student Attendance
- Elementary Progress Reports
- Student Grade Reports
- Newsletters, Admin Coffees, Community events,Volunteers, Classroom newsletters

Timeframe for Reviewing Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey
- Volunteer Count

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Admin
- Office staff
- RET

Additional context about your school's implementation of chosen evidence-based practice:

Engagement opportunities include but are not limited to principal coffees, townhall style meetings, and surveys asking for parent input, evening events, community meeting participation, volunteer opportunities.

2024-25 Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$ 3,601,903
- **Activities Implemented to Meet Intent and Purpose:**
 - Teachers provide instruction aligned to standards for all students.
 - School Counselor services
 - Nurse
 - Library services
 - Recess
 - AP funding

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$ 31,782
- **Activities Implemented to Meet Intent and Purpose:** Provide Instructional support to students who qualify for multilingual services.

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$66,856
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for LAP funded interventions.