![Seattle Public Schools logo]

2023-26 Continuous School Improvement Plan (C-SIP)
Cascade Parent Partnership

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Cascade Parent Partnership

Principal: Owen Gonder

Members of the Building Leadership Team and Parent/Guardian Partners: Carly Baker (Counselor), Nicholas Durant (SPED IA), Samantha Fogg (Parent), Owen Gonder (Principal), Whitney Green (Parent), Laurie Reed (Teacher), Nina Taylor (Parent), Lloyanne Wallien (Family Liaison), Carmen Zelaya (Teacher)

[Cascade Parent Partnership School Report](#)
[Cascade Parent Partnership School Climate Survey](#)

School Overview

Cascade Parent Partnership is a K12 Alternative Learning Environment (ALE) school that collaborates with students and their parents to develop and implement individualized learning plans for students. These plans are tailored to meet the specific needs of each student and provide multiple graduation pathways for our high school students. The learning plans incorporate a combination of instructional program models including on-site learning, virtual learning, community-based learning programs, and home-based learning. Academic progress is monitored on a monthly basis and teacher feedback is provided to students and their families.

Cascade is a service school with continuous enrollment and welcomes students throughout the school year. Many of our students transfer from within the district, seeking an alternative approach to teaching and learning. To date, Cascade draws from all five regions of Seattle Public Schools. The in-person K8 program includes a majority of students and their families coming from central and northeast Seattle, while the K12 Virtual Option largely comes from central, southeast and southwest Seattle.

Students with Individual Education Plans (IEPs) are provided with Special Education services and support from SPS Special Education staff.

Cascade is an inclusive community working together to engage, encourage and empower students on their individual learning journeys.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

2019-24 SPS Strategic Plan

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

Student Outcomes Focused Governance

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our Foundational Beliefs for Supporting Students Learning include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*African American Male Achievement 2021 Community Engagement Report

Learning Environments Measures and Targets

Three-year Goal:

By Spring 2026, Cascade Parent Partnership will create a joyful, safe and anti-racist learning environment by implementing Culturally and Historically Responsive Learning (CHRL) considerations into lesson planning, recruit diverse representation on the Building Leadership Team and foster a

culture of collective inquiry and support through student and parent-led affinity groups, resulting in an 10% increase in favorable responses on student climate surveys (Identity and Culturally Responsive Teaching- 74% Grades 6-8) and greater parent participation in community meetings.

One-year Goal:

By Spring 2024, Cascade Parent Partnership will incorporate the Culturally and Historically Responsive Learning (CHRL) template into lesson planning, connecting student interest, experiences and cultural backgrounds into classroom instruction, resulting in an 10% increase in favorable responses on student climate surveys ("My teachers connect what we learn to my interests..."- 76% Grades 6-8 and "The math I learn is relevant to my life"- 59% Grades 6-8) and a higher average of Grades 6-8 monthly progress that meets grade level standard.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

We prioritize equitable access to resources for all students. By focusing on meeting every learning need and allocating budget based on student and community need, we ensure that students have the support to be successful in school.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

By Spring 2026, Cascade Parent Partnership will create a joyful, safe and anti-racist learning environment by implementing Culturally and Historically Responsive Learning (CHRL) considerations into lesson planning, recruit diverse representation on the Building Leadership Team and foster a culture of collective inquiry and support through student and parent-led affinity groups, resulting in an 10% increase in favorable responses on student climate surveys (Identity and Culturally Responsive Teaching- 74% Grades 6-8) and greater parent participation in community meetings.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures: Cascade Parent Partnership will adhere to the following Professional Learning Plan in support of the different groups under the Cascade banner. Virtual Option K12 will focus on writing across content areas, exploring justification and reasoning, through Project GLAD strategies to support the language needs of all learners. In-person K8 Partnership will focus on SEL and academic and career planning (Naviance). All K5 students will learn self-reflection skills through school wide SEL curriculum, so that they can begin to learn what they need in the moment, advocate for themselves and accomplish learning tasks independently or with groups.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Use of universal screeners to promote early identification of students who need additional support
- High quality, differentiated Tier 1 classroom instruction
- Use of flexible groupings
- Use of culturally relevant and diverse titles
- Data collection and disaggregated analysis based on subgroups
- Semesterly, school wide MTSS to discuss every student by story, strength and need

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

- Positive behavior support through predictable and consistent school expectations and classroom agreements
- School wide SEL curriculum
- Attendance and participation data collected
- Semesterly review of Student behavior reports and school incidents by MTSS and Safety teams
- Monthly meetings with Learning Plan counselors and families to discuss academic progress and Social Emotional Well-being

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our Foundational Beliefs for Supporting Students Learning include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

School Three-year Goal:

The percent of 3rd grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 3.8% to a target goal of 33.8% by 2025-26.

School One-year Goal:

The percent of 3rd grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 6.7% to a target goal of 16.7% by 2023-24.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

3rd grade reading teachers will use common formative/classroom-based assessments, including quizzes, entrance and exit tickets and spot checks to improve instruction and school continuous improvement aligned to our school's reading goals. On-going, daily formative assessment ensures that students are learning and feedback is provided. Teachers use this data to improve their instruction and help students identify strengths and target areas that need work.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Cascade Parent Partnership strives to be efficient and effective with our instruction. Students in our ALE school choose the courses they want to participate in, resulting at times in limited access to certificated reading instruction. It is paramount that we are aligned in our practice and that instruction is standards based, pushes student thinking and grows every learner with culturally responsive teaching.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Collaborate on a series of whole-staff PDs to develop school-wide reading and writing strategies aligned to Project GLAD model to support access to Tier One instruction. This aligns to Cascade's C-SIP goal focused on Grade-level PLCs with our instructional team of teachers, instructional assistants, counselors and academic intervention specialists.
- Literacy-focused, small group instruction with MLL teacher teaching to language-based goals based on WIDA standards
- Research-based language acquisition instruction, including modeling, visuals, repetition & practice, building background knowledge, leveraging students' background knowledge & experiences, teaching key vocabulary, scaffolding, sentence stems, and use of realia.
- Intentional, flexible grouping based on assessment data and classroom performance, in coordination with ML and Intervention
- Classified staff supporting students 1-on-1 or small groups, with guidance from ML teacher, SPED and general education teachers
- Weekly team meetings with 6-12 VO AIS and ML Teacher
- Weekly team meetings with SPED staff
- Bi-monthly PLC meetings to support content area teams

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

Collaborate on a series of whole-staff PDs to develop school-wide reading and writing strategies aligned to Project GLAD model to support access to Tier One instruction. This aligns to Cascade's C-SIP goal focused on Grade-level PLCs with our instructional team of teachers, instructional assistants, counselors and academic intervention specialists.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Intentional, flexible grouping based on assessment data and classroom performance, in coordination with ML and Intervention
- Student goal setting and reflection

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- Classified staff supporting students 1-on-1 or small groups, with guidance from ML teacher, SPED and general education teachers
- Weekly team meetings with 6-12 VO AIS and ML Teacher

- Weekly team meetings with SPED staff
- Bi-monthly PLC meetings to support content area teams
- Monthly meetings with Learning Plan counselors and families to discuss academic progress

Advanced Learning and Highly Capable Services:

Highly Capable Services:

Cascade Parent Partnership K-12 will offer a Highly Capable service delivery model for students, specifically focusing on a three-tier system of support for the 2024-2025 academic year.

Grades K-8:

Tier 1
- Audience: All students in the classroom in our school, both participating in the K8 in-person partnership model and the K12 Virtual Option.
- Content: Universal design for learning, differentiated instruction, and talent development/enrichment are provided at this tier.

Tier 2
- Audience: Specific students requiring additional support.
- Content: Support services at this tier accelerate depth and complexity, offering exploration, interest-based learning, and activities centered around student voice. Differentiation strategies are employed within grade-level content.

Tier 3
- Audience: Services are specifically matched to individual students based on a needs assessment.

Grades 9-12:
- High School Level Opportunities: All students continue to have access to advanced-level courses, including AP courses, Honors courses, College in the High School, Running Start, STEM, and International Baccalaureate education.
- Encouragement: Students are encouraged to access additional enrichment opportunities through extracurricular activities and competitions.

Advanced Learner (AL) Services:

- Eligibility: For students needing enriched and differentiated instruction who do not meet Highly Capable (HC) criteria.
- Service Model: AL is an additional eligibility category and a non-cohort service model.
- Transition: AL services are expected to continue through the 2023-24 academic year, transitioning into the district plan for Highly Capable students with a Tiered Support model.

Universal Screening for Grades 1-8:

- Services: Students who qualify for AL in universal screening will receive differentiated services within their assigned 2023-24 classroom.
- Examples of Services:
  - Flexible cluster grouping
  - Universal Design for Learning/Differentiation
  - Independent/interest-based projects

Overall, this service delivery model provides a comprehensive and tiered approach to support the diverse needs of students, integrating both universal and targeted strategies for enrichment and differentiation.

Expanded Learning opportunities for students through after-school or summer programs:

Cascade families work in partnership with our Certificated teachers. Parents led their own instruction at home, using a variety of provided resources which is customizable through our

Curriculum Library. Cascade Family Liaison and Learning Plan Counselors provide guidance to families, making recommendations of useful materials and link families to outside enrichment and/or acceleration programs.

Homework Policy:

Purpose of Homework:

- Skill Refinement: Homework is assigned to allow students to practice and refine their skills.
- Preparation for Next Class: It prepares students for the upcoming class.
- Application to New Situations: Homework extends assignments to apply them to new situations.
- Long-Range Assignments: Some homework may involve long-term projects spanning days or weeks.
- Development of Habits: Homework aims to develop responsibility, pride in independent accomplishment, and strong study habits.

Make-Up Work:

- Due to Illness: Make-up work is not considered homework and may be assigned to ensure basic concepts are learned.
- Limitation of Assignments: Assignments for make-up work should be limited in scope to avoid overburdening a recovering student.

Student Responsibility:

- Use of Time: If a student has not used ample time provided for an assignment, sending work home may be necessary.
- Parent-Teacher Conference: In such cases, a parent-teacher conference may be arranged to develop a collaborative home-school approach to improve time management for the student.

This set of guidelines reflects a thoughtful approach to homework, considering both the educational benefits and well-being of students, especially in the case of make-up work after illness. The emphasis on collaboration between parents and teachers suggests an integrated approach to student development.

Priority Area: Classroom Instruction and Academic Success—7th Grade Mathematics

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our Foundational Beliefs for Supporting Students Learning include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

School Three-year Goal:

The percent of 7th grade Students of Color FFEJ proficient or above in Math on the SBA will increase from a baseline of 4.2% to a target goal of 45.2% by 2025-26.

School One-year Goal:

The percent of 7th grade Students of Color FFEJ proficient or above in Math on the SBA will increase from a baseline of 0.0% to a target goal of 10.0% by 2023-24.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

7th grade math teachers will use district adopted curriculum and common formative/classroom-based assessments, including quizzes, entrance and exit tickets and spot checks to improve instruction and school continuous improvement aligned to our school's math goals. On-going, daily formative assessment ensures that students are learning and feedback is provided. Teachers use this data to improve their instruction and help students identify strengths and target areas that need work.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Cascade Parent Partnership strives to be efficient and effective with our instruction. Students in our ALE school choose the courses they want to participate in, resulting at times in limited access to certificated mathematics instruction. It is paramount that we are aligned in our practice and that instruction is standards based, pushes student thinking and grows every learner with culturally responsive teaching.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Collaborate on a series of whole-staff PDs to develop school-wide writing strategies across content areas, aligned to Project GLAD model to support access to Tier One instruction. This aligns to Cascade's C-SIP goal focused on Grade-level PLCs with our instructional team of teachers, instructional assistants, counselors and academic intervention specialists.
- Intentional, flexible grouping based on assessment data and classroom performance, in coordination with ML and Intervention
- Classified staff supporting students 1-on-1 or small groups, with guidance from ML teacher, SPED and general education teachers
- Weekly team meetings with 6-12 VO AIS and ML Teacher
- Weekly team meetings with SPED staff
- Bi-monthly PLC meetings to support content area teams

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- Collaborate on a series of whole-staff PDs to develop school-wide writing strategies across the content areas, aligned to Project GLAD model to support access to Tier One instruction. This aligns to Cascade's C-SIP goal focused on Grade-level PLCs with our instructional team of teachers, instructional assistants, counselors and academic intervention specialists.
- Focus on justification and reasoning

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Intentional, flexible grouping based on assessment data and classroom performance, in coordination with ML and Intervention
- Student goal setting and reflection

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- Classified staff supporting students 1-on-1 or small groups, with guidance from ML teacher, SPED and general education teachers
- Weekly team meetings with 6-12 VO AIS and ML Teacher
- Weekly team meetings with SPED staff
- Bi-monthly PLC meetings to support content area teams
- Monthly meetings with Learning Plan counselors and families to discuss academic progress

Advanced Learning and Highly Capable Services:

Highly Capable Services:

Cascade Parent Partnership K-12 will offer a Highly Capable service delivery model for students, specifically focusing on a three-tier system of support for the 2024-2025 academic year.

Grades K-8:

Tier 1
- Audience: All students in the classroom in our school, both participating in the K8 in-person partnership model and the K12 Virtual Option.
- Content: Universal design for learning, differentiated instruction, and talent development/enrichment are provided at this tier.

Tier 2
- Audience: Specific students requiring additional support.
- Content: Support services at this tier accelerate depth and complexity, offering exploration, interest-based learning, and activities centered around student voice. Differentiation strategies are employed within grade-level content.

Tier 3
- Audience: Services are specifically matched to individual students based on a needs assessment.

Grades 9-12:
- High School Level Opportunities: All students continue to have access to advanced-level courses, including AP courses, Honors courses, College in the High School, Running Start, STEM, and International Baccalaureate education.
- Encouragement: Students are encouraged to access additional enrichment opportunities through extracurricular activities and competitions.

Advanced Learner (AL) Services:

- Eligibility: For students needing enriched and differentiated instruction who do not meet Highly Capable (HC) criteria.
- Service Model: AL is an additional eligibility category and a non-cohort service model.
- Transition: AL services are expected to continue through the 2023-24 academic year, transitioning into the district plan for Highly Capable students with a Tiered Support model.

Universal Screening for Grades 1-8:

- Services: Students who qualify for AL in universal screening will receive differentiated services within their assigned 2023-24 classroom.
- Examples of Services:
  - Flexible cluster grouping
  - Universal Design for Learning/Differentiation

- Independent/interest-based projects

Overall, this service delivery model provides a comprehensive and tiered approach to support the diverse needs of students, integrating both universal and targeted strategies for enrichment and differentiation.

Expanded Learning opportunities for students through afterschool or summer programs:

Cascade families work in partnership with our Certificated teachers. Parents led their own instruction at home, using a variety of provided resources which is customizable through our Curriculum Library. Cascade Family Liaison and Learning Plan Counselors provide guidance to families, making recommendations of useful materials and link families to outside enrichment and/or acceleration programs.

Homework Policy:

Purpose of Homework:

- Skill Refinement: Homework is assigned to allow students to practice and refine their skills.
- Preparation for Next Class: It prepares students for the upcoming class.
- Application to New Situations: Homework extends assignments to apply them to new situations.
- Long-Range Assignments: Some homework may involve long-term projects spanning days or weeks.
- Development of Habits: Homework aims to develop responsibility, pride in independent accomplishment, and strong study habits.

Make-Up Work:

- Due to Illness: Make-up work is not considered homework and may be assigned to ensure basic concepts are learned.
- Limitation of Assignments: Assignments for make-up work should be limited in scope to avoid overburdening a recovering student.

Student Responsibility:

- Use of Time: If a student has not used ample time provided for an assignment, sending work home may be necessary.
- Parent-Teacher Conference: In such cases, a parent-teacher conference may be arranged to develop a collaborative home-school approach to improve time management for the student.

This set of guidelines reflects a thoughtful approach to homework, considering both the educational benefits and well-being of students, especially in the case of make-up work after illness. The emphasis on collaboration between parents and teachers suggests an integrated approach to student development.

Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our Foundational Beliefs for Supporting Students Learning include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

School Three-year Goal:

The percent of all families participating in school created climate surveys will increase from a baseline of 13.0% to a target goal of 75.0% by 2025-26.

School One-year Goal:

The percent of Families of Color participating in school created climate surveys will increase from a baseline of 6.0% to a target goal of 33.0% by 2023-24.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

As an Alternative Learning Environment school, Cascade Parent Partnership values and is committed to:

- Collaboration
- Eliciting student and family voice
- Inclusion
- Support and celebration of individuality
- Meeting students where they are and uplifting them from that starting point
- Embracing individual learning journey (in-person)
- Advocacy on the behalf of and in partnership with students and their families
- Rightful presence
- Environments where all students feel seen, heard, and welcomed in all schools and spaces, including General Education classrooms, regardless of race, gender, ethnicity, disability, socioeconomic status, religious affiliation, LGBTQIA+ sexual orientation and gender identity, primary language, and any other identifier, so that every student is a fully included member of their community
- Family engagement leads to measurable outcomes and continuous progress at the student and school levels
- Family and community engagement that builds trust and leverages community assets

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

Cascade Parent Partnership is committed to provide professional learning to staff and parent educators that is aligned with the district's Strategic Plan, entitled Seattle Excellence. Cascade is looking internally at how instruction is offered, who is served well and who is not, and how diverse voices are solicited and empowered in decision making. Counselors and Parent educators work collaboratively, sharing progress notes monthly through Written Student Learning Plan monthly reports. Teachers and families meet regularly outside of class, through scheduled and drop-in meetings with the K8, in-person families and through My Bookings appointments with our K12

Virtual Option families. All community members have access to email and receive school message via Talking Points, Let's Talk, text and voicemail. Through Let's Talk text messages, home language support is provided. For live meetings, the school provides interpreting services through staff, when appropriate or seeks out outside language interpreting services. Lastly, families volunteer in the community as club facilitators, serve on planning teams, assist in classes providing support to small groups, fulfill clerical duties, serve on the school's Building Leadership Team and participate in different affinity groups, including Families of students who are neurodiverse and Families of Color who homeschool.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

- Students and parents serve on the Building Leadership Team
- Parents leading professional PD with staff (202-23 presentations including disability justice and inclusion and setting professional and personal boundaries).
- Families facilitating enrichment clubs
- Families co-leading/teaching parent-led instruction with other families within the school community
- Monthly progress meetings with every family and the school counseling team
- Student and community input is actively sought out through district and school-created surveys

Priority Area: Culturally Responsive Workforce

Our Foundational Beliefs for Supporting Students Learning include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Cascade Parent Partnership wants to build a culturally responsive workforce. Our teachers, leaders, and staff will effectively support students and families utilizing culturally responsive practices. Through training, our educators and school staff will gain skills to make learning more culturally relevant and know each student by story, strength and need. Culturally responsive practice helps students feel safe, seen, heard and valued. Cascade Parent Partnership seeks to create a warm, welcoming environment for students, families, and staff.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Ensure basic needs are met
- Embrace inclusion
- Find space and time for active collaboration

- Build relational intelligence and "show up" and invest in our relationships
- Create systems or structures to mitigate conflict in a timely and supportive way
- Utilize restorative practices when harm has been done
- Intent vs. Impact

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- Embracing Anti-bias, Anti-Racist Work
- Employing Culturally and Historically Responsive Learning principles in daily instruction
- Creating authentic learning experiences for students
- Providing students with agency over their own learning
- Identify and challenge implicit bias
- Eliminate microaggressions
- Strength-based, asset-based thinking and use of language

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

Shared leadership, including BLT representative, Career Ladder Teachers, Educational Technologist, TPEP Lead, School mentor, Committee chair, Summer School Head Teacher

Budget Allocations to Support Continuous Improvement

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

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-24
Funding Type: Combined Use
Funding Source: General Education
Amount: $1,108,393
How will funds improve student learning? Teachers with Professional Collaboration Planning (PCP) will provide instruction for all students aligned to state standards.

Academic Year: 2023-24
Funding Type: Specific Use
Funding Source: Transitional Bilingual
Amount: $128,684
How will funds improve student learning? 0.8 FTE MLL teacher, interpreting services, extra time to support translations at family events, and resources to support the academic success of MLL students.

Academic Year: 2023-24
Funding Type: Combined Use
Funding Source: Equity
Amount: $38,748
How will funds improve student learning? Funding to support MTSS supports.

Academic Year: 2023-24
Funding Type: Specific Use
Funding Source: Learning Assistance Program (LAP)
Amount: $45,000
How will funds improve student learning? 0.2 FTE Interventionist combined with a part-time teacher position to offer 6–8-week intervention sessions with identified LAP students.

Academic Year: 2023-24

Funding Type: Specific Use
Funding Source: SPED
Amount: $909,840
How will funds improve student learning? Teachers and Instructional Assistants, IEP writing and extra time, services, and resources as specified in student IEPs.

Academic Year: 2023-24
Funding Type: Specific Use
Funding Source: Learning Assistance Program (LAP)
Amount: $13,000
How will funds improve student learning? Supplemental state dollars to support K-5 literacy and supplemental reading and math for Tier 2 students K-12.

Academic Year: 2023-24
Funding Type: Combined Use
Funding Source: Self Help
Amount: $4,287
How will funds improve student learning? Funds to support the instructional program, from classroom supplies to hiring of contracted services.

Academic Year: 2023-24
Funding Type: Specific Use
Funding Source: Discretionary
Amount: $70,000
How will funds improve student learning? Funds to hire Personal Service Contractors.