



# 2023-26 Continuous School Improvement Plan (C-SIP) Cascadia Elementary School

## 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:** Cascadia Elementary School

**Principal:** Ms. Sandra Mackey, Jennifer Daffara, Sean Hamby, Rebecca Lee, Sidney Deering, Paige Hill, Merrick Bodmer, Eric Feeny, Sandra Mackey, Annie Cantrell, and Shannon Matthew Copyeri

**Community Partners (Community Based Organizations):** Kidco, Green Team, and Boys on the Run



[Cascadia Elementary School Report](#)

[Cascadia Elementary School Climate Survey](#)

## School Overview

Cascadia is a cohort school serving Highly Capable students (HCC) in grades one through five. Our school draws students from the North and Northwest regions of Seattle. We seek to inspire advanced learners to be independent thinkers who utilize their peers, teachers, and surrounding resources in their pursuit of learning. Our teachers work within a collaborative framework to infuse technology, science, math, language instruction, and the arts using to deliver the district-provided curriculum. The curriculum ranges from one grade-level to two grade-levels above other schools in the district. Our goal is to instill a life-long passion for learning in an emotionally supportive environment that will enable students to be stewards of the earth and contribute wisdom, compassion, and leadership in a rapidly changing world. Central to our work with our students is a focus on student voice. We provide our students with a number of opportunities to lead and have input into their school environment. Our staff employ restorative practices to help our students develop empathic responses to conflict. Our teachers center universal design to meet the help meet the need of each learner.

## 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](#)

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## 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 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.

### One-year Goal:

Increase favorable responses to "Staff in this school can have honest conversations with each other about race" by 20% from Fall 2022 data.

## **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 provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

### **Evidence of alignment to student outcome focused governance:**

The Guardrail supports the vision of our school because at Cascadia Elementary we regularly examine existing policies, programs, professional development, and procedures using the racial equity analysis tool to ensure students feel safe, valued, and ready to learn. We also use data to drive goal making decisions and constantly strive to provide a school environment where everybody feels they belong. Cascadia continues to develop a welcoming culture and inclusive environment that reflects and supports our student population, their families, and communities. Our chosen goals and focus will allow more students to see themselves reflected and valued at school and in our curriculum and empower staff to discuss issues of race more openly within our school and district.

The RET (Race and Equity Team) Action plan is an artifact that exemplifies this alignment. The RET work closely aligns with Dr. Gholdy Muhammad's Pillar's of cultivating Genius, specifically Racial Equity and Student Learning & Racial Equity and Student Wellness. Because we are an option school for students that have been identified as Highly Capable, we do not have many students that are not meeting academic standards. However, based on the data from students and teachers we saw a disparity in experiences within our school. There was a clear need for staff support with culturally responsive teaching practices and the integration of the new Elementary Ethnic Studies curriculum. The RET works with the staff individually to implement these practices.

Our ML School Plan and vision also aligns our school vision with Guardrail #5. Our school plan uses the supportive mainstream model to teach content and language to ML students. This along with classroom teacher collaboration ensures meaningful access to core content and promotes equity for all students.

Further evidence of alignment can be seen through student-led committees and action. Students lead monthly Community Meetings, including the cultural spotlights that allow students and families to share their stories and traditions with the larger school community each month during an assembly. Additionally, our Student Racial Equity Team works to create lessons activities that engage all students and classrooms. Other student-led committees include Newspaper and Recess Ambassadors.

Finally, Cascadia hosts several inclusive family events each year to welcome our students and families. Some examples include music concerts, Science Night, and Culture Night. The best attended event each year is Culture Night which consists of a potluck, student performances in the gym and student projects posted around the school like a museum gallery.

## **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:**

- Staff will engage in conversations about race and identity
- Implement Elementary Ethnic Studies curriculum

- Facilitate student led groups such as community meeting, RET, Newspaper, Recess Ambassadors
- Talking points/email (translated when needed)
- Phone calls/Teams meeting with families using Lionbridge/Linguistica interpretation services
- Curriculum Night/Open-House/School Tours translated
- Culture Night
- Comments on Progress Reports translated
- Add student and parent to the RET
- Administer an RET survey to all families at the start of the year

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

- RET will continue to attend training and support offered by the Department of Racial Equity
- UDL (Universal Design for Learning) training with a focus on inclusion and privilege
- RET will meet with staff members one-on-one and provide culturally responsive resources for teaching and parent communication
- Ethnic Studies Training – reflection and implementation
- ACE's Training- provided by district staff

**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:**

- Push-in services for Sped students
- Beginning of the year family and student questionnaires
- Implementation of UDL practices such as student choice
  - Clearly posted classroom rules/expectations
  - Daily visual schedule posted
  - Flexible seating options available (wobble stool, sensory bands on chair legs, space to move)
  - Learning targets/objectives posted in the front of the room
  - Access to sensory tools
  - Access to noise cancelling headphones
  - Break larger assignments into smaller parts
  - Extra time to complete assignments
  - Inform student prior to transitions and/or change in routine
  - Post assignments visually
  - Quiet area for sensory breaks
  - Student selected breaks, when needed
  - Use of concrete manipulatives/fidgets
  - Use of speech to text
  - Use of graphic organizer, graph paper, handwriting paper
  - Provide checklist/model for multi-step tasks/rubric
  - Small group instruction
  - Presentation of information in multi-sensory format
  - 1:1 conferencing and check-ins
  - Positive reinforcement of desired behaviors
  - Regular contact w/ parents (daily/weekly)
  - Multiple/varied opportunities to show understanding
- Opportunities to pose meaningful questions and support evidence-based conclusions through passion projects
- Class Charters
- Centering voices of ML students for two-way communication:
  - Talking points/email (translated when needed)

- Phone calls/Teams meeting with families using Lionbridge/Linguistica interpretation services
- Curriculum Night/Open-House/School Tours translated
- Culture Night
- Comments on Progress Reports translated

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

- Clearly posted classroom rules/expectations
- Daily visual schedule posted
- Flexible seating options available (wobble stool, sensory bands on chair legs, space to move)
- Learning targets/objectives posted in the front of the room
- Access to sensory tools
- Access to noise cancelling headphones
- Break larger assignments into smaller parts
- Extra time to complete assignments
- Inform student prior to transitions and/or change in routine
- Post assignments visually
- Quiet area for sensory breaks
- Student selected breaks, when needed
- Use of concrete manipulatives/fidgets
- Use of speech to text
- Use of graphic organizer, graph paper, handwriting paper
- Provide checklist/model for multi-step tasks/rubric
- Small group instruction
- Presentation of information in multi-sensory format
- 1:1 conferencing and check-ins
- Positive reinforcement of desired behaviors
- Regular contact w/ parents (daily/weekly)
- Multiple/varied opportunities to show understanding

## **Priority Area: Classroom Instruction and Academic Success—3<sup>rd</sup> 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**

**Three-year ELA Goal:**

By the spring of 2024, all Cascadia students will receive at least a 3 on the SBA (Smarter Balanced Assessment).

**One-year ELA Goal:**

By the spring of 2024, all Cascadia students will receive at least a 3 on the SBA.

**One-year Math Goal:**

- 3rd grade will meet or exceed the district MAPS growth measure by June 2024.
- 48% of the district made it last year.
- During the 2022- 2023 school year, 36% of Cascadia 3rd grade met their growth goal.

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

- Next year the school will use the MAP test to monitor grade level and student growth
- One of our TLC's will pull each teacher's student profile and provide to our teachers.
- The TLC will also provide training for staff in using the data to track student's progress, areas support and develop teacher ability conference with and share data with students.
- Next year Language Arts teachers will work to vertically align a rubric for non-fiction main idea and supporting Details writing and text response. Students will also be taking k-2 Dibels, SBA, and MAP assessments. We will be looking at the Growth Progress Measure in Map to look for gaps in our students' understanding and to ensure there is appropriate growth. We are also working to align our report card standards.

**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:**

This guardrail supports the vision of Cascadia as we aim to have student centered instructional practices that meet the needs of our highly capable population. Our universal design approach for students creates conditions in the classroom in which all students are feeling academic success. We aim to use our youth participatory programs, such as student RET, newspaper, and pride allies to increase our efficacy in highlighting our students' cultures and backgrounds. Our RET group is working hard to increase our staff conversations around race and equity. We will also continue to look at our PLC practices like common formative assessments that will drive our language arts instruction.

**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:**

- UDL will continue to be a focus for professional development next year. It is responsive to each student and their learning needs. When teachers are able to look through the lens of UDL in their practices they are working to mitigate the systemic inequities that could present themselves in a campus.
- MTSS will also continue to meet and discuss systems for supporting students who need interventions
- Restorative Justice and PBIS

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

UDL will continue to be a focus for professional development next year. It is responsive to each student and their learning needs. When teachers are able to look through the lens of UDL in their

practices they are working to mitigate the systemic inequities that could present themselves on a campus.

**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:**

- Math Interventionist
- SIT meetings
- MTSS meetings monthly
- Increasing school wide Tier 1, 2 and 3 practices and interventions
- Restorative Practices
- Help Desk
- Relax Club
- Lunch Groups
- Recess Peer Support

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

- Math Interventionist
- SIT meeting
- Peer tutoring
- Parent Volunteer Tutoring
- Check in Check out
- Help Desk

**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 opportunities for students through afterschool or summer programs:**

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.

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## **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**

### **Three-year Goal:**

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

### **One-year Goal:**

There will be a five percent increase in the number of family members volunteering at Cascadia throughout the 2023-2024 school year, as compared to the 2022-2023 year.

## **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:**

Guardrail 1 and 5:

- Multiple modes of Communication to our families.
- Consider the cultural values of our families when making decisions.
- Welcome families

Guardrail 1. The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthest from educational justice and their families, including those who have a preferred language other than English and who require accommodations for disability.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments, as defined in Board Policy No. 0030, that reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

## **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:**

- Parent Coffees (hosted online to increase engagement)
- Multi communication methods to families
- Use of Talking Points
- Email communication
- Grading Practices
- Weekly teacher newsletter
- Bi-weekly principal new letter



- School website
- Translation at meeting
- Student engagement with family connection/consent
- Pride allies' group
- Male AA boys' group
- Recess monitors
- Drop-off concierge

**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:**

Parent/PTA led initiative for trained parents to support classrooms on a regular basis in a variety of ways – material management, small group learning, project creation, etc. This will be done in an equitable way where teachers can sign up to get support from parents, so that it is not only room parents supporting their specific child's classroom. This will increase family understanding and engagement in curriculum and the school's culture and day-to-day events. Parents will be able to lead students, with teacher guidance, in a variety of ways – also increasing the amount of positive, caring adults for students.

## **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:**

The Guardrail supports the vision of our school because at Cascadia Elementary we regularly examine existing policies, programs, professional development, and procedures using the racial equity analysis tool to ensure students feel safe, valued, and ready to learn. We also use data to drive goal making decisions and constantly strive to provide a school environment where everybody feels they belong. Cascadia continues to develop a welcoming culture and inclusive environment that reflects and supports our student population, their families, and communities.

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Further evidence of alignment can be seen through student-led committees and action. Students lead monthly Community Meetings, including the cultural spotlights that allow students and families to share their stories and traditions with the larger school community each month during an assembly. Additionally, our Student Racial Equity Team works to create lessons activities that engage all students and classrooms. Other student-led committees include Newspaper and Recess Ambassadors.

Finally, Cascadia hosts several inclusive family events each year to welcome our students and families. Some examples include music concerts, Science Fair, and Culture Night. The best attended event each year is Culture Night which consists of a potluck, student performances in the gym and student projects posted around the school like a museum gallery.

## **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:**

- Morning meetings and/or 15 minutes of SEL (Social Emotional Learning) each morning are built into the master schedule.
- District lessons on gender identity and expression are taught at every grade level
- Cultural spotlights at community meetings monthly
- Student RET works with staff and students to amplify student voice and work towards
- Recess ambassadors' program with older students helping as recess monitors.
- Buddy classes work together once a month to read, play math games and build relationships across grade levels.

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

- Short whole group mini lesson
- PD (Professional Development) developed based on staff feedback via the Ethnic Studies Preparedness Tool/Reflection survey
- 1:1 check-ins to support reflection: we ask questions, listen, and provide advice, feedback or resources when needed.
- PD (Professional Development) about how to have difficult conversation with small group work to brainstorm strategies through Culturally Responsive lens using Zaretta Hammond's structure that Rapport + Alliance = Cognitive Insight allows for "making the invisible visible so the teacher can get a better understanding..."

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

- Student RET
- School Newspaper
- Recess Ambassadors

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## **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:** Specific

**Funding Source:** Sub Reimbursement

**Amount:** .1 FTE

**How will funds improve student learning?** Staff voted to use some of the funds to increase our Math Specialist from .3 FTE to .4 FTE in the fall. The Math Specialist is instrumental in providing interventions for students identified with learning gaps.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** LAP

**Amount:** .3 FTE

**How will funds improve student learning?** Staff voted to use the .3 FTE LAP funding to support our school's math goal.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** TLC Funds

**Amount:** \$2300

**How will funds improve student learning?** Provide opportunities for staff to complete learning walks and conduct data reviews to determine growth and gaps in math for the diverse groups of students that make up our student body.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** Discretionary Funds

**Amount:** \$2000

**How will funds improve student learning?** Hourly funds for tutors to support students in class or pull-out time.