

Vision:

Every Student Thrives

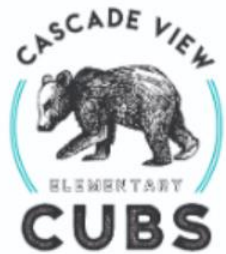


Mission:

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

Core Values:

- Student Focused
 - Culture of Belonging
 - Equity
 - Accountability
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Cascade View Elementary
25-26 School Improvement Plan

Cascade View Elementary

2024-25

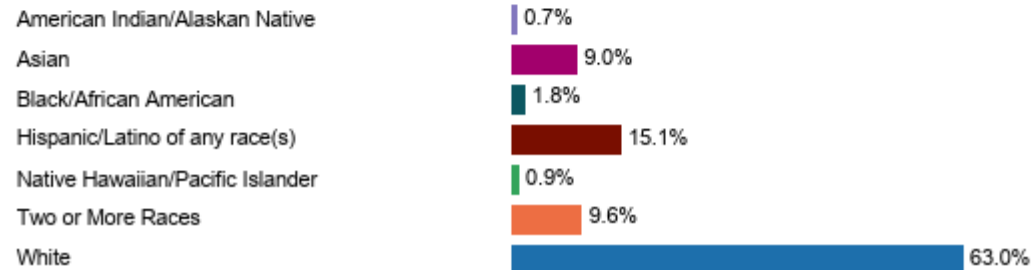
Total Student Enrollment

457

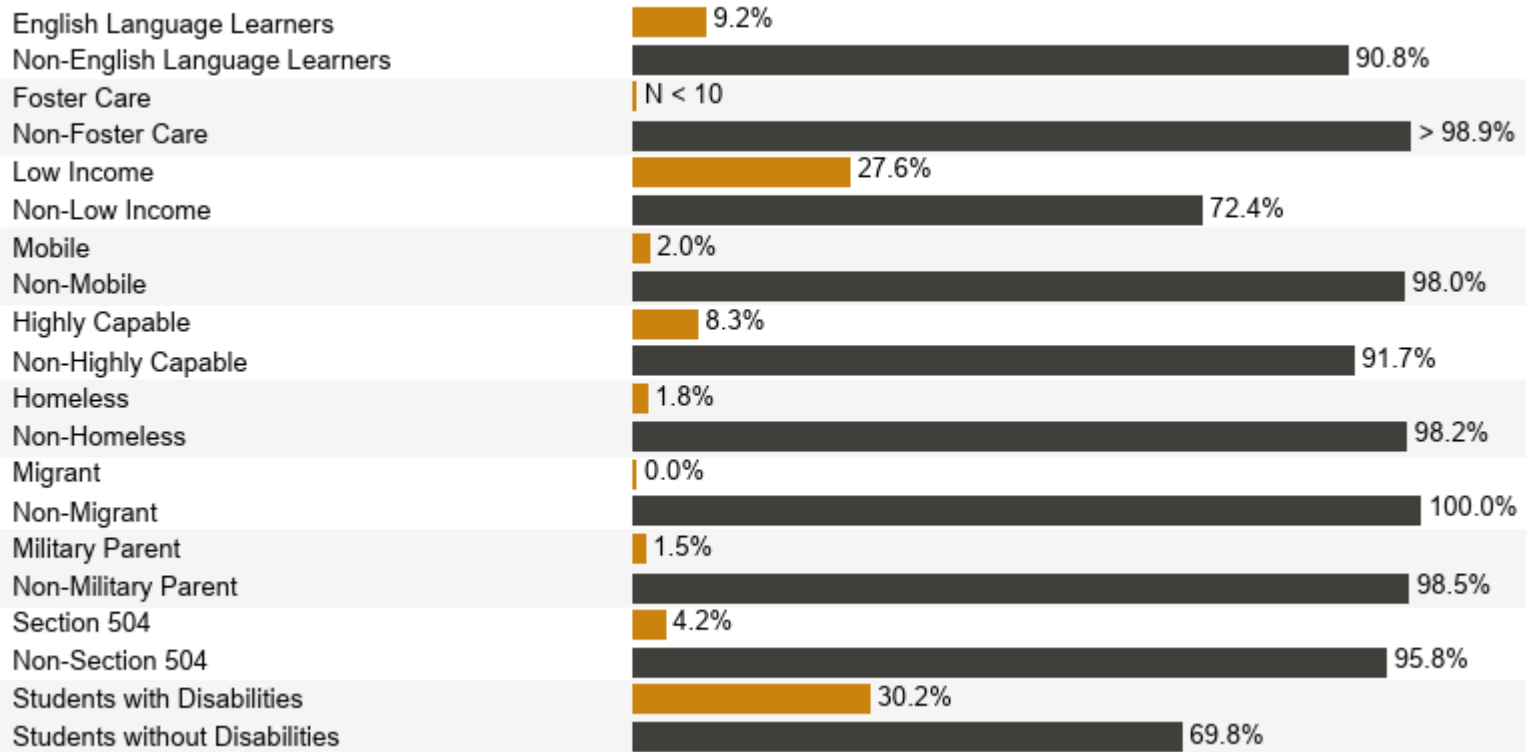
Gender



Race/Ethnicity



Program and Characteristic



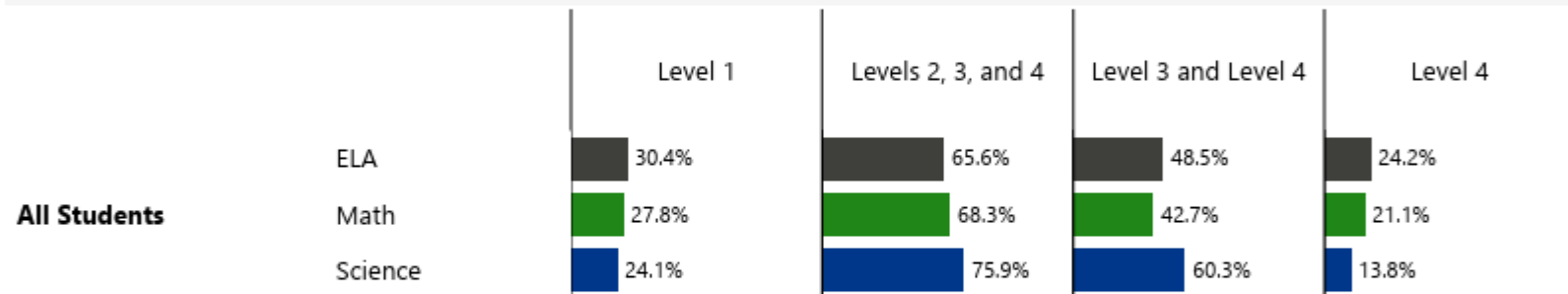
Cascade View Elementary

2024-25

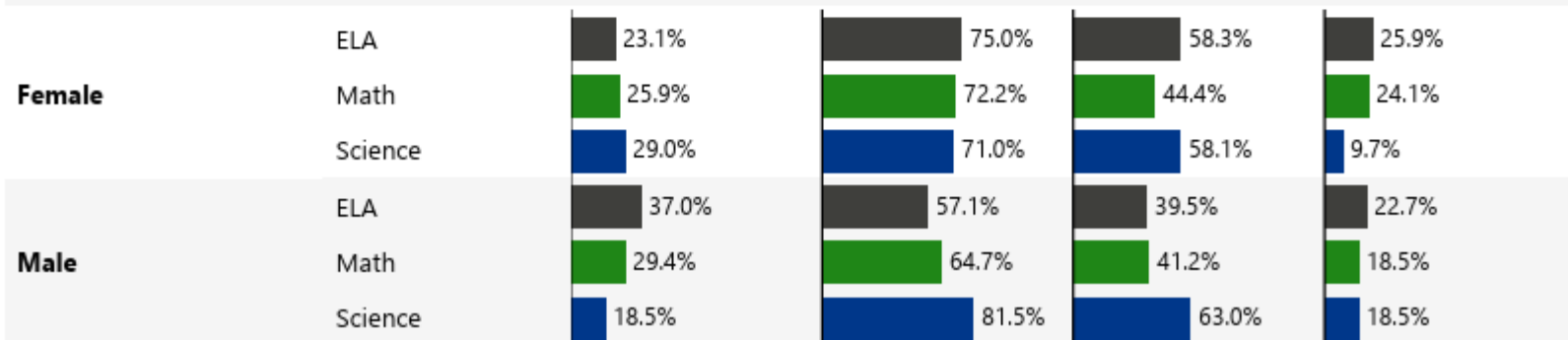
Smarter Balanced Assessments (**SBA**): English Language Arts (ELA) and Math state assessment for grades 3–8 and 10.

Washington Comprehensive Assessment of Science (**WCAS**): Science state assessment for grades 5, 8, and 11.

Achievement Levels



Gender



What is our building vision and mission statement?

We are CUBS: Caring, Unique, Brilliant, and Safe.

We are Caring: We take care of ourselves, others, and our community.

We are Unique: We are inclusive, respectful, and accepting of everyone.

We are Brilliant: We are ready to learn with a growth mindset.

We are Safe: We use safe, calm bodies.

Review the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
<p>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</p> <p>What student groups will benefit and why?</p>	<p><i>What short-and long-term data will be collected to measure the extent to which this evidence-based practice (intervention, activity, or strategy) was implemented as intended?</i></p> <p><i>What short-and long-term data will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?</i></p>	<p>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</p> <p>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

Goal #1 - Literacy

Increase the percentage of students meeting or exceeding grade-level standards in literacy from 48% to 58% by June 2026, as measured by SBA ELA scores, with a focus on English Learners and students with disabilities.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Guided Reading groups with structured literacy approach.	Use of BAS placement scores to build small groups using leveled reading materials.	Oct-June	Admin Leadership Team	FPC Leveled Readers, BAS assessment kits

Case managers of English Learners and students with disabilities will collaborate with General Education teachers to provide appropriate scaffolds to increase student engagement and improve access to a least restrictive environment in the classroom setting utilizing FPC leveled readers.		*Sept used to gather data to inform groups		Commonly used scaffolds for literacy
Use of Lexia with fidelity to achieve school goals of usage and skills gained	Weekly usage goals and minutes recommended by program. Use of Lexia daily during literacy rotations.	Oct-June *Sept used to placement test new students and roll 6 th graders up into Lexia PowerUp.	Admin Leadership Team	Onboard new staff on building Lexia Norms, use of PD (staff meeting or PGF) to review data trends.
Grade Level PLC Meetings: Lexia data, STAR data, BAS data, progress monitor and develop Tier 2 interventions for small groups.	Teachers know how to access data to use during weekly lesson planning based on student needs	Sept-June Monthly Data Review	Teachers in grade level teams Admin	PLC time for grade levels Assess to data: STAR, Lexia (digital), BAS
Funding: List and describe funding source(s) associated with the activities described above.				
1. Building Budget				

Goal #2 - Math

Increase the percentage of students meeting or exceeding grade-level standards in math from 43% to 53% by June 2026, as measured by SBA Math scores, with a focus on English Learners and students with disabilities.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
<p>Small Group Tier 2 math intervention using Bridges Intervention for all students.</p> <p>Case managers of English Learners and students with disabilities will collaborate with General Education teachers to provide appropriate scaffolds to increase student engagement and improve access to a least restrictive environment in the classroom setting utilizing Bridges and Big Ideas Curriculum.</p>	<p>Onboard new staff and grade levels new to Bridges intervention to enhance small group instruction (Tier 2) at the classroom level using district materials.</p>	<p>Nov-June</p>	<p>Leadership Team Admin K-5 PLCs</p>	<p>Bridges Intervention Materials Big Ideas Commonly used scaffolds for math</p>
<p>Intermediate teachers will engage in professional development to improve student engagement using Building Thinking Classrooms.</p>	<p>PD from CEM teachers using BTC School visit to observe classrooms using BTC engagement strategies</p>	<p>Oct-June</p>	<p>Admin 4-6 PLCs</p>	<p>BTC Book, Wipebooks, dry erase markers</p>

	PD workshops through ESD on BTC			
Monthly STAR Math progress monitoring with student reflection and goal setting meetings.	Establishing monthly STAR progress monitoring will develop accurate data in student trend lines. Student reflection and goal setting will increase ownership and accelerate growth.	Sept-June	K-6 PLCs Admin	Student Binders Access to STAR data
Funding: List and describe funding source(s) associated with the activities described above.				
1. Building budget and Title Assistance Funds				

<p>Goal #3: Attendance</p> <p>Increase the percentage of students attending 90% or more of school days from 72% to 80% by June 2026 (OSPI 23-24 Data).</p>				
<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Implement District Attendance definitions and norms into Cascade View's data inquiry cycle for Student Intervention Team.	October: establish data inquiry cycle and routines for reviewing data and	Oct-June	Principal, counselor, main office secretary	District attendance letters, district definitions and resources.

	<p>progress monitoring.</p> <p>Use of district resources to communicate and inform families of importance of attendance.</p>			
Data Analysis and Progress Monitoring of attendance for identified students in Tier 2 and Tier 3.	<p>Beginning of the month: review Risk Data pulled from Data Dashboard (attendance)</p> <p>Weekly: Intervention team review data/trends in attendance monitoring students in Tier 2 and 3.</p> <p>Administration will connect with Tier 3 families monthly to discuss ways to improve attendance.</p> <p>Send district approved attendance letters</p>	October-June	Principal, counselor, intervention team members, main office secretary	Data Dashboard, attendance reports, Skyward, district attendance letters

	when triggered in Skyward.			
Funding: List and describe funding source(s) associated with the activities described above.				
1. Building funds to support improvement in attendance and reduce student absenteeism.				