

**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
- 



## Cathcart Elementary

### 25-26 School Improvement Plan

# Cathcart Elementary

2024-25

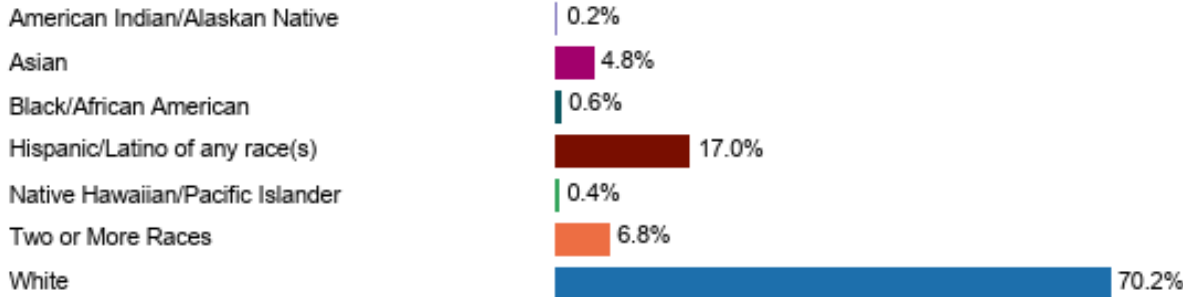
## Total Student Enrollment

500

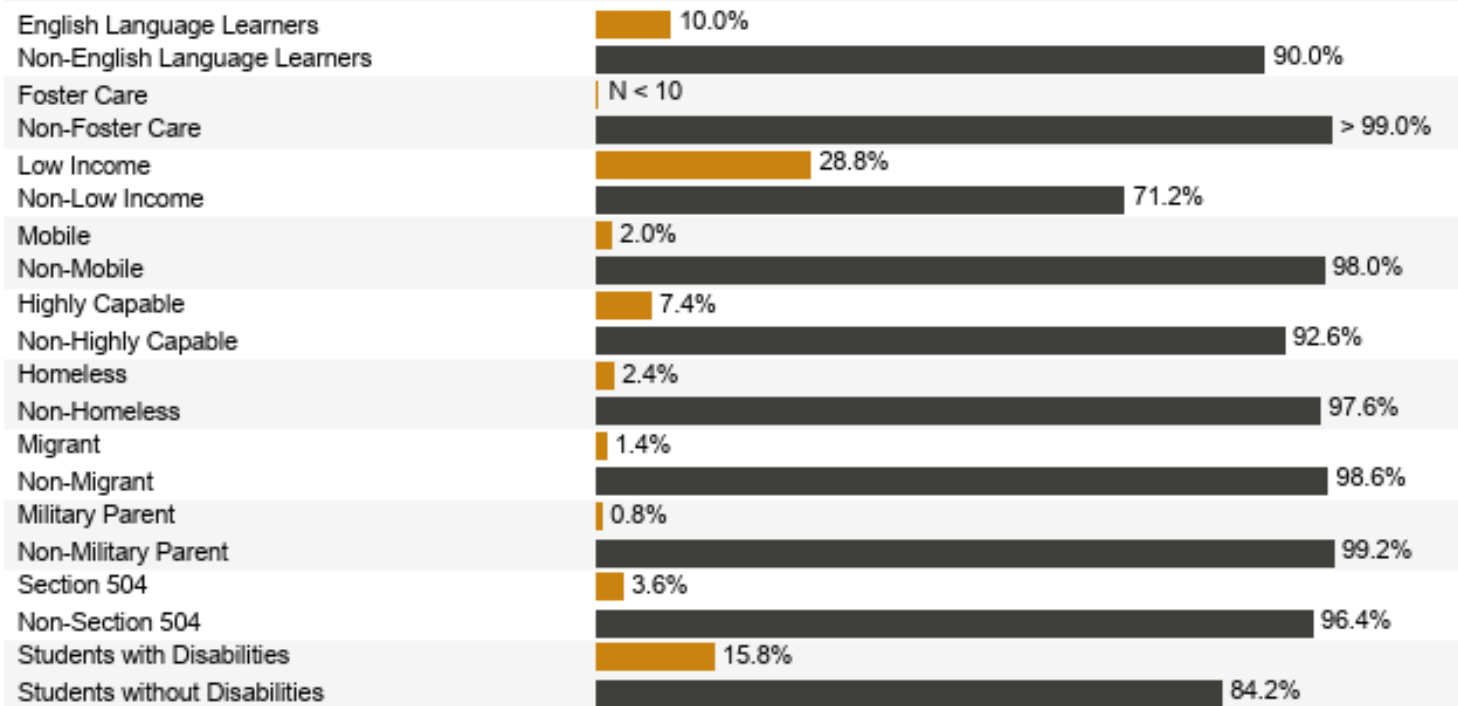
## Gender



## Race/Ethnicity



## Program and Characteristic



# Cathcart 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

|              |         | Level 1 | Levels 2, 3, and 4 | Level 3 and Level 4 | Level 4 |
|--------------|---------|---------|--------------------|---------------------|---------|
| All Students | ELA     | 17.6%   | 81.3%              | 59.5%               | 32.4%   |
|              | Math    | 18.7%   | 80.6%              | 58.5%               | 34.5%   |
|              | Science | 10.9%   | 89.1%              | 67.3%               | 23.6%   |

## Gender

|          |         |       |       |       |       |
|----------|---------|-------|-------|-------|-------|
| Female   | ELA     | 12.3% | 86.9% | 66.9% | 40.0% |
|          | Math    | 20.0% | 79.2% | 53.8% | 34.6% |
|          | Science | 10.3% | 89.7% | 69.0% | 17.2% |
| Gender X | ELA     |       |       |       |       |
|          | Math    |       |       |       |       |
| Male     | ELA     | 21.3% | 77.3% | 53.3% | 26.7% |
|          | Math    | 17.3% | 82.0% | 62.7% | 34.7% |
|          | Science | 11.5% | 88.5% | 65.4% | 30.8% |

### What is our building vision and mission statement?

Cathcart: “We work together to help every student become the best they can be in a safe, friendly, and fun community.”

District: “Our mission is to create an educational community that ignites a passion for learning where every student is known and empowered. Our school district's core values reflect our commitment to excellence: being student-focused, fostering a culture of belonging, promoting equity, and upholding accountability.”

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

## General Math/Literacy STAR Fall Data:

| Star Data - Math/Literacy |          |          |          |          |
|---------------------------|----------|----------|----------|----------|
| Fall                      |          |          |          |          |
| 2nd Grade                 |          |          |          |          |
| Math                      | 10% (6)  | 38% (23) | 42% (25) | 10% (6)  |
| Literacy                  | 17% (10) | 23% (14) | 28% (17) | 32% (19) |
| 3rd Grade                 |          |          |          |          |
| Math                      | 21% (18) | 44% (38) | 16% (14) | 20% (17) |
| Literacy                  | 33% (30) | 22% (20) | 24% (22) | 21% (19) |
| 4th Grade                 |          |          |          |          |
| Math                      | 12% (8)  | 37% (25) | 40% (27) | 10% (7)  |
| Literacy                  | 23% (15) | 15% (10) | 29% (19) | 32% (21) |
| 5th Grade                 |          |          |          |          |
| Math                      | 23% (20) | 28% (24) | 20% (17) | 29% (25) |
| Literacy                  | 24% (20) | 18% (15) | 29% (24) | 29% (24) |
| 6th Grade                 |          |          |          |          |
| Math                      | 22% (12) | 49% (27) | 16% (9)  | 13% (7)  |
| Literacy                  | 10% (6)  | 34% (20) | 34% (20) | 21% (12) |

## Specific Goal Data from Fall to Spring:

| 2nd Grade |      |        |             |        |        |             |
|-----------|------|--------|-------------|--------|--------|-------------|
|           | RED  |        |             | YELLOW |        |             |
|           | Fall | Winter | Spring Goal | Fall   | Winter | Spring Goal |
| Math      | 6    |        | 3           | 23     |        | 12          |
| Literacy  | 10   |        | 5           | 14     |        | 7           |
| 3rd Grade |      |        |             |        |        |             |
|           | RED  |        |             | YELLOW |        |             |
|           | Fall | Winter | Spring Goal | Fall   | Winter | Spring Goal |
| Math      | 18   |        | 9           | 38     |        | 19          |
| Literacy  | 30   |        | 15          | 20     |        | 10          |
| 4th Grade |      |        |             |        |        |             |
|           | RED  |        |             | YELLOW |        |             |
|           | Fall | Winter | Spring Goal | Fall   | Winter | Spring Goal |
| Math      | 8    |        | 4           | 25     |        | 13          |
| Literacy  | 15   |        | 8           | 10     |        | 5           |
| 5th Grade |      |        |             |        |        |             |
|           | RED  |        |             | YELLOW |        |             |
|           | Fall | Winter | Spring Goal | Fall   | Winter | Spring Goal |
| Math      | 20   |        | 10          | 24     |        | 12          |
| Literacy  | 20   |        | 10          | 15     |        | 8           |
| 6th Grade |      |        |             |        |        |             |
|           | RED  |        |             | YELLOW |        |             |
|           | Fall | Winter | Spring Goal | Fall   | Winter | Spring Goal |
| Math      | 12   |        | 6           | 27     |        | 14          |
| Literacy  | 6    |        | 3           | 20     |        | 10          |

## Goal #1 – Literacy

By the end of the 2025-26 academic year, at least 50% of students in 2<sup>nd</sup> through 6<sup>th</sup> grades currently scoring in the yellow or red zone in STAR will move up one zone or more.

| <u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal                                                                                          | Implementation and Impact Data                                                                                                                                                               | Timeframe                                                | Lead                                             | Resources                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Implement targeted literacy interventions using Lexia (K-5) or PowerUp (6)                                                                                                            | * Lexia/Power Up student usage/growth                                                                                                                                                        | * August 2025 - June 2026<br>* Data monitored monthly    | * Admin. Team<br>* Leadership Team<br>* CA Staff | * Lexia (K-5th) / PowerUp (6th)                                                                       |
| Provide instruction ( <i>when appropriate, targeted small group instruction</i> ) to students using district-adopted curriculum: F&P (K-6), Heggerty (K-1) and UFLI (K-2)             | * STAR student performance/growth                                                                                                                                                            | * September 2025 - June 2026<br>* Data monitored monthly | * Admin. Team<br>* Leadership Team<br>* CA Staff | * F&P, Heggerty, and UFLI                                                                             |
| Conduct classroom walkthroughs focused on student engagement, discourse, and differentiation (The Snohomish Classroom). Walkthroughs are followed by purposeful feedback to teachers. | * Walkthroughs<br>* Formal observations<br>* Pre/Post Teacher observation reflection forms/ conversations<br>* STAR/Lexia/Power Up student performance/growth<br>* “The Snohomish Classroom” | * September 2025 - June 2026<br>* Data monitored monthly | * Admin. Team<br>* Leadership Team<br>* CA Staff | * “The Snohomish Classroom” supporting documents<br>* STAR<br>* Lexia/Power Up<br>* Observation Forms |
| Strengthening Tier 1 instruction through PLC collaboration: Teachers will analyze data to identify trends, share effective                                                            | * Sped./LAP/MLL/ Grade Level PLC’s                                                                                                                                                           | * September 2025- June 2026<br>* Data monitored monthly  | * Admin. Team<br>* Leadership Team<br>* CA Staff | * “The Snohomish Classroom” supporting documents.<br>* District curriculum<br>* STAR                  |

|                                                                                                                                                                                                           |                                                                                |  |  |                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--|--|------------------|
| practices, and adjust instruction to meet diverse needs of students. This includes students who qualify for Special Education, Learning Assistance Program (LAP) and Multilingual Learner (MLL) services. | *STAR/Lexia/Power Up student performance/growth<br>* “The Snohomish Classroom” |  |  | * Lexia/Power Up |
| <b>Funding:</b> List and describe funding source(s) associated with the activities described above.                                                                                                       |                                                                                |  |  |                  |
| 1. No additional funding needed                                                                                                                                                                           |                                                                                |  |  |                  |

## Goal #2 – Math

By the end of the 2025-26 academic year, at least 50% of students in 2<sup>nd</sup> through 6<sup>th</sup> grades currently scoring in the yellow or red zone in STAR will move up one zone or more.

| <u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal                                         | Implementation and Impact Data                                       | Timeframe                                                | Lead                                             | Resources                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------|
| Implement targeted math interventions using DreamBox                                                                                 | * DreamBox student usage/growth<br>* STAR student performance/growth | * August 2025 - June 2026<br>* Data monitored monthly    | * Admin. Team<br>* Leadership Team<br>* CA Staff | * DreamBox                                                                     |
| Use STAR to analyze student data and determine next instructional steps ( <i>small group instruction/intervention</i> )              | * STAR student performance/growth                                    | * September 2025 - June 2026<br>* Data monitored monthly | * Admin. Team<br>* Leadership Team<br>* CA Staff | * Bridges<br>* STAR                                                            |
| Conduct classroom walkthroughs focused on student engagement, discourse, and differentiation (The Snohomish Classroom). Walkthroughs | * Walkthroughs<br>* Formal observations                              | * September 2025 - June 2026<br>* Data monitored monthly | * Admin. Team<br>* Leadership Team<br>* CA Staff | * “The Snohomish Classroom” supporting documents<br>* STAR<br>* Lexia/Power Up |

|                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                            |                                                                                                                  |                                                                                                                |                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| are followed by purposeful feedback to teachers.                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>* Pre/Post Teacher observation reflection forms /conversations</li> <li>* STAR/DreamBox student performance/ growth</li> <li>* “The Snohomish Classroom”</li> </ul> |                                                                                                                  |                                                                                                                | <ul style="list-style-type: none"> <li>* Observation Forms</li> </ul>                                                                                                       |
| Strengthening Tier 1 instruction through PLC collaboration: Teachers will analyze data to identify trends, share effective practices, and adjust instruction to meet diverse needs of students. This includes students who qualify for Special Education, Learning Assistance Program (LAP) and Multilingual Learner (MLL) services. | <ul style="list-style-type: none"> <li>* Sped./LAP/MLL/ Grade Level PLC’s</li> <li>* STAR performance/ growth</li> <li>* “The Snohomish Classroom”</li> </ul>                                              | <ul style="list-style-type: none"> <li>* September 2025 - June 2026</li> <li>* Data monitored monthly</li> </ul> | <ul style="list-style-type: none"> <li>* Admin. Team</li> <li>* Leadership Team</li> <li>* CA Staff</li> </ul> | <ul style="list-style-type: none"> <li>* “The Snohomish Classroom” supporting documents</li> <li>* District curriculum</li> <li>* STAR</li> <li>* Lexia/Power Up</li> </ul> |
| <b>Funding:</b> List and describe funding source(s) associated with the activities described above.                                                                                                                                                                                                                                  |                                                                                                                                                                                                            |                                                                                                                  |                                                                                                                |                                                                                                                                                                             |
| 1. No additional funding needed                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                            |                                                                                                                  |                                                                                                                |                                                                                                                                                                             |

### Goal #3 – Attendance

By the end of the 2025-26 academic year, Cathcart will make progress towards improving our attendance rate from 86% (2024-2025) to at least 95% of students missing 10 days of school or less.

|                                                                                              |                                |           |      |           |
|----------------------------------------------------------------------------------------------|--------------------------------|-----------|------|-----------|
| <u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal | Implementation and Impact Data | Timeframe | Lead | Resources |
|----------------------------------------------------------------------------------------------|--------------------------------|-----------|------|-----------|

|                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                          |                                                          |                                                   |                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Review attendance data weekly to identify trends, track progress, and communicate with families.                                                                                                                                                                                                                                     | * Attendance Data                                                                                                                                                                                        | * September 2025 - June 2026<br>* Data monitored weekly  | * Admin. Team<br>* Counselor<br>* Attendance Sec. | * Qmlativ/Skyward<br>* Homeroom                                                                                       |
| Identify and monitor students with attendance at tier 2 and tier 3 each week and provide targeted support and family outreach.                                                                                                                                                                                                       | * Attendance Data                                                                                                                                                                                        | * September 2025 - June 2026<br>* Data monitored weekly  | * Admin. Team<br>* Counselor<br>* Attendance Sec. | * Qmlativ/Skyward<br>* Homeroom                                                                                       |
| Conduct classroom walkthroughs focused on student engagement, discourse, and differentiation (The Snohomish Classroom).<br>Walkthroughs are followed by purposeful feedback to teachers.                                                                                                                                             | * Walkthroughs<br>* Formal observations<br>* Pre/Post Teacher observation reflection forms/ conversations<br>* STAR/Lexia/ Power Up/ DreamBox student performance/ growth<br>* "The Snohomish Classroom" | * September 2025 - June 2026<br>* Data monitored monthly | * Admin. Team<br>* Leadership Team<br>* CA Staff  | * "The Snohomish Classroom" supporting documents<br>* Observation Forms<br>* STAR<br>* Lexia/Power Up<br>* DreamBox   |
| Strengthening Tier 1 instruction through PLC collaboration: Teachers will analyze data to identify trends, share effective practices, and adjust instruction to meet diverse needs of students. This includes students who qualify for Special Education, Learning Assistance Program (LAP) and Multilingual Learner (MLL) services. | * Sped./LAP/MLL/ Grade Level PLC's<br>* STAR/Lexia/ Power Up/ DreamBox student performance/ growth<br>* "The Snohomish Classroom"                                                                        | * September 2025 - June 2026<br>* Data monitored monthly | * Admin. Team<br>* Leadership Team<br>* CA Staff  | * "The Snohomish Classroom" supporting documents<br>* District curriculum<br>* STAR<br>* Lexia/Power Up<br>* DreamBox |

|                                                                                                     |
|-----------------------------------------------------------------------------------------------------|
| <b>Funding:</b> List and describe funding source(s) associated with the activities described above. |
| 1. No additional funding needed                                                                     |