



# 2025-26 Cascade Middle School Improvement Plan



## Vision and Mission Statement

**Mission:**

Empower responsible decision makers, develop life-long learners, and inspire caring and contributing members of our community

**Vision:**

We will have a safe and welcoming environment where students will experience academic rigor and prepare to be career, college and community ready. Students will receive the message, “You are important, You can do it, and I will not give up on you”.

## School Performance Data - Math

**Smarter Balanced Assessment** (2023 & 2024 data pulled from WA State Report Card)

Cascade Met Smarter Balanced Mathematics						
Math	Foundational Level			Career/College Ready		
	2023	2024	2025	2023	2024	2025
Grade 6	55%	66%	62%	28.3%	34.0%	37.0%
Grade 7	49%	60%	58%	21.9%	28.2%	31.2%
Grade 8	42%	54%	58%	18.8%	25.4%	31.4%

- Foundational Level is a total of L2 (Nearly met grade level standards), L3 (met grade level standards), and L4 (exceeded grade level standards)
- Career/College Ready is a total of L3 and L4

**iReady Assessment**

Spring iReady Early On, Mid/Above Grade Level in Mathematics			
	2023	2024	2025
Grade 6	43.8%	43.0%	45.3%
Grade 7	25.4%	33.6%	29.3%
Grade 8	19.9%	24.1%	32.5%

## 2025-2026 SMARTIE Goal #1 (Academic Achievement Math):

Students will increase 10% in foundational math skills as measured by Smarter Balanced from spring of 24-25 to spring of 25-26 school year.

*Use the empty rows in the table below to detail high leverage evidence-based actions (activities, practices, or strategies) supporting your SMARTIE Goal #1. Each evidence-based action needs to support the larger SMARTIE Goal.*

**Beginning of Year:**

*What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?*

At mid-year, all students will measure at a minimum of 50% toward their annual typical growth goal as measured by the winter iReady diagnostic.

<b>Action to support SMARTIE Goal.</b>	<b>Implementation Measures</b>	<b>Data Measures</b>	<b>Lead and Timeframe</b>	<b>Resources</b>	<b>Progress Check on Actions</b>
<i>Describe three actions that will address your SMARTIE goal?</i>	<i>What instructional practices will change as a result of this action? How will you measure the effectiveness of this action?</i>	<i>What data will be collected to measure the impact of implementing this action?</i>	<i>Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?</i>	<i>What resources will be needed for implementation of this action?</i>	<i>What progress is the evidenced-based action having on student performance?</i>
<i>Addition of Targeted Tiered Support Intervention Class</i>	Teachers will utilize Ready Math and Maneuvering the Middle to intervene on specific skills identified through the PLC process. Teachers will utilize the PLC process to measure effectiveness.	iReady diagnostic	Grade level math teachers, administration Measured Fall, Winter, Spring	Ready Math, Maneuvering the Middle	Performance on grade-level tasks, progress monitoring scores, CFA scores
<i>Implement assessment protocol within grade level PLC</i>	Teachers will utilize assessment protocol after administering an FIAB. Through the PLC process, teachers will determine instructional next steps.	FIAB, walkthroughs with direct feedback to teachers, admin support at PLC, admin review of PLC notes with feedback	Grade level math teachers Measured at midway points of iReady Diagnostic testing	Focused Interim Assessments from Smarter Balanced, CFA Item Analysis	Performance on grade-level tasks, progress monitoring scores, CFA scores
<i>Addition of 6th grade walk-to Tier 1 Targeted Intervention</i>	Teachers will utilize common planning time to identify student groups and discuss instructional strategies. Through the PLC process, teachers will measure effectiveness and determine next steps.	Common formative assessments, skill checks, walkthroughs with direct feedback to teachers	Grade level math teachers Measured weekly	Maneuvering the Middle, Ready Math, additional para, admin support	Progress monitoring scores, skill check scores, number of students in need of intervention
<p><b>Mid-Year Review</b></p> <ol style="list-style-type: none"> <li>Which evidence-based actions identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work. Click or tap here to enter text.</li> <li>For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal? Click or tap here to enter text.</li> </ol>					

# School Performance Data – English Language Arts (ELA)

Smarter Balanced Assessment (2023 & 2024 data pulled from WA State Report Card)

Cascade Met Smarter Balanced ELA						
ELA	Foundational Level			Career/College Ready		
	2023	2024	2025	2023	2024	2025
Grade 6	63%	63%	60%	41.4%	35.4%	32.6%
Grade 7	62%	61%	67%	41.8%	40.3%	41.6%
Grade 8	62%	68%	71%	37.3%	45.5%	49.0%

- Foundational Level is a total of L2 (Nearly met grade level standards), L3 (met grade level standards), and L4 (exceeded grade level standards)
- Career/College Ready is a total of L3 and L4

## iReady Assessment

Spring iReady Early On, Mid/Above Grade Level in Reading			
	2023	2024	2025
Grade 6	43.2%	39.9%	37.2%
Grade 7	40.8%	41.3%	38.9%
Grade 8	32.5%	38.8%	38.7%

## 2025-2026 SMARTIE Goal #2 (Academic Achievement ELA):

Students will increase 10% in foundational reading skills as measured by Smarter Balanced from spring of 24-25 to spring of 25-26 school year.					
<i>Use the empty rows in the table below to detail high leverage evidence-based actions (activities, practices, or strategies) supporting your SMARTIE Goal #1. Each evidence-based action needs to support the larger SMARTIE Goal.</i>					
<b>Beginning of Year:</b>					
<i>What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?</i>					
At mid-year, all students will measure at a minimum of 50% toward their annual typical growth goal as measured by the winter iReady diagnostic.					
Action to support SMARTIE Goal.	Implementation Measures	Data Measures	Lead and Timeframe	Resources	Progress Check on Actions
<i>Describe three actions that will address your SMARTIE goal?</i>	<i>What instructional practices will change as a result of this action? How will you measure the effectiveness of this action?</i>	<i>What data will be collected to measure the impact of implementing this action?</i>	<i>Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?</i>	<i>What resources will be needed for implementation of this action?</i>	<i>What progress is the evidenced-based action having on student performance?</i>
<i>Implement assessment protocol within grade level PLC</i>	Teachers will utilize assessment protocol after administering an	FIAB, walkthroughs with direct feedback to teachers, admin	Grade level ELA teachers	Focused Interim Assessments from	Performance on grade-level tasks,

	FIAB. Through the PLC process, teachers will determine instructional next steps.	support at PLC, admin review of PLC notes with feedback	Measured at midway points of iReady Diagnostic testing	Smarter Balanced, CFA Item Analysis	progress monitoring scores, CFA scores
<i>Implementation of Tiered Support Intervention Class</i>	Teachers will utilize Read Naturally and Read Live to intervene on foundational reading skills.	iReady diagnostic	Grade level teachers, administration Measured Fall, Winter, Spring	Read Naturally, ReadLive	Progress monitoring scores, fluency checks
<i>Implementation of AVID strategies across grade levels</i>	Collaborative teams will utilize the PLC process to implement AVID instructional strategies in lesson planning, collect data, and analyze effectiveness.	CFA data, iReady diagnostic, admin walkthroughs	Grade level teachers, administration Measured Fall, Winter, Spring	StudySync, Read Naturally, PD with Educational Excellence	Performance on grade-level tasks, progress monitoring scores, CFA scores
<p><b>Mid-Year Review</b></p> <p>3. Which evidence-based actions identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work. Click or tap here to enter text.</p> <p>4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal? Click or tap here to enter text.</p>					

# School Performance Data - Climate & Culture

**Attendance** (2023 & 2024 data pulled from WA State Report Card)

Percent of Students With 90% or Better Attendance			
Cascade	2023	2024	2025
Grade 6	74.3%	71.3%	63.6%
Grade 7	60.4%	79.5%	62.3%
Grade 8	56.5%	69.4%	69.8%

## Climate & Culture Survey

CMS Student Climate & Culture Survey Results			
	2023	2024	2025
Belonging	70.7%	64.8%	67.9%
Optimism	80.1%	73.3%	75.0%
Pride	71.6%	64.9%	69.5%
Purpose	67.9%	60.0%	65.5%
Resiliency	75.3%	64.2%	68.7%

CMS Parent Climate & Culture Survey Results			
	2023	2024	2025
Belonging	64.2%	56.9%	74.0%
Optimism	67.8%	63.0%	79.3%
Pride	62.8%	57.6%	72.2%
Purpose	60.1%	48.9%	69.3%
Resiliency	61.2%	56.7%	72.4%

CMS Staff Climate & Culture Survey Results			
	2023	2024	2025
Belonging	70.9%	58.7%	84.6%
Optimism	79.8%	74.5%	90.9%
Pride	71.2%	63.5%	83.5%
Purpose	76.1%	62.3%	82.6%
Resiliency	70.5%	57.1%	83.3%

## 2025-2026 SMARTIE Goal #3 (Climate & Culture):

<p>We will improve our average attendance from 65.2% to 75% by the end of the 2025-2026 school year.                  We will increase our Climate and Culture survey data by 10% for students and parents and 5% for staff in all categories.</p>					
<p><i>Use the empty rows in the table below to detail high leverage evidence-based actions (activities, practices, or strategies) supporting your SMARTIE Goal #1. Each evidence-based action needs to support the larger SMARTIE Goal.</i></p>					
<p><b>Beginning of Year:</b>                  What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?                  At mid-year, we would expect to see 75% of our students missing no more than 9 days of school in order to be on track to meet our goal of a 90% attendance rate for the school year.</p>					
Action to support SMARTIE Goal.	Implementation Measures	Data Measures	Lead and Timeframe	Resources	Progress Check on Actions
<i>Describe three actions that will address your SMARTIE goal?</i>	<i>What instructional practices will change as a result of this action?</i>	<i>What data will be collected to measure the impact of implementing this action?</i>	<i>Who will be responsible for implementing, measuring, and adjusting the implementation of this</i>	<i>What resources will be needed for implementation of this action?</i>	<i>What progress is the evidenced-based action having on student performance?</i>

	<i>How will you measure the effectiveness of this action?</i>		<i>action and how often will progress be measured?</i>		
<i>Improve communication and partnerships with families and school community to improve regular attendance.</i>	Teachers will utilize grade level meetings to identify communication strategies for students with chronic absenteeism, Teachers will include importance of attendance in their family newsletters. MTSS team will review data weekly and make contact with identified families.	Attendance data	MTSS team, Administration	Community Mediation Center, Attendance reports	More students on track to meet 90% attendance goal as measured by our attendance data
<i>Improve PBIS systems by working through TFI</i>	PBIS team will conduct a TFI and create a timeline and actionable steps. Teachers will use common PBIS language, school-wide positive reinforcement (Cav Cash), school-wide student recognition, and common 4B's classroom expectations	Climate and Culture survey data, event attendance, student surveys, admin walkthroughs	Administration, Club Leaders, Teachers, PBIS Team	Teacher volunteers, student involvement, PBIS PD with Tovah	Increase in student attendance, after school participation, decline in office referrals
<i>Improve parent sense of pride and belonging by increasing opportunities for family engagement and communication</i>	We will offer a variety of opportunities for families to participate in both academic and non-academic school activities (Evening of Excellence, Fall Fest, Open House, 6th Grade Orientation, Bingo Night, etc.)	Climate and Culture survey data, event attendance	Administration, Club Leaders, Teachers	Community partners, teacher volunteers, club involvement, PTO support, PBIS PD with Tovah	Increase in attendance, improvement in home/school communication, decrease in office referrals

	All teachers will have student work on display for Evening of Excellence, Open House, and conferences.				
<p><b>Mid-Year Review</b></p> <ol style="list-style-type: none"> <li>1. Which evidence-based actions identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work. Click or tap here to enter text.</li> <li>2. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal? Click or tap here to enter text. Click or tap here to enter text.</li> </ol>					

## End of Year Reflection:

*Has the school met this goal, based on end-of-year expectations as stated in the SIP?*

### **2025–2026 End-of-Year Reflection Questions**

1. How did at least one of the activities positively impact student outcomes in pursuit of its associated SMARTIE Goal?  
Click or tap here to enter text.
2. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment you made. Additionally, describe how these adjustments will influence the 2026–27 SIP goals or actions?  
Click or tap here to enter text.
3. How did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?  
Click or tap here to enter text.
4. How will you utilize available and additional sources of data in this planning process?  
Click or tap here to enter text.
5. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.  
Click or tap here to enter text.

### Building Data:

<b>Building Name:</b> Cascade	<b>Does your school share a building with another school?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
<b>School Code:</b> 3475	<b>Grade Span:</b> 6-8 <b>School Type:</b> Middle School
<b>Principal:</b> Jessica Reeves	<b>Building Enrollment:</b> 470
<b>School District:</b> Longview School District	<b>F/R Percentage:</b> 59.6%
<b>Board Approval Date:</b> Click or tap here to enter text.	<b>Special Education Percentage:</b> 20.0%
<b>Plan Date:</b> 2025-26	<b>English Learner Percentage:</b> 6.8%

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:  
Choose an item.

### School Leadership Team Members and Parent-Community Partners:

Jessica Reeves, Principal Jerry Johnson, Assistant Principal Kaytlynn Richards, Counselor	Andrew Hansen, Counselor Mark Beisner, Psychologist Addy Clark, Parent Abby Guttormsen, Parent
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### WSIF Cycle Identification and Report Card Data:

Use the 2023 <a href="#">Washington School Improvement Report Card Data</a> to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data	<b>WSIF Cycle 3 Identification Thresholds:</b>  All Schools Threshold: 2.25  Title 1 Threshold: 1.90  ELP Threshold: 9.4  Graduation Rate: 66.7%
<b>WSIF Data Measures</b>	<b>2023 WSIF Overall Framework Score</b> (indicate Not Applicable with N/A)	<b>2024 WSIF Overall Framework Score</b>	
Comprehensive (All Student Group)	<b>4.85</b>	<b>4.15</b>	
Comprehensive Graduation Rate	<b>N/A</b>	<b>N/A</b>	
<b>By Student Group</b>			
American Indian/Alaska Native	N/A	N/A	

Asian	6.72	6.20
Black/African American	N/A	N/A
Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	3.58	3.25
Two or more races	5.53	4.63
White	5.80	4.58
English Learner	1.10	1.60
Low Income	3.93	3.38
Special Education	2.10	1.55

### Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary):

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students
  - a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.  
Attendance, Behavior (discipline referrals), perception data, WIDA assessment, academic screening, state summative data, and support data across tiers.
  - b. Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.  
Grade level team meetings identify students based on above data, this data is analyzed through MTSS, then the SST process is initiated for students beginning with Tier 3.
  - c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?  
Student data is measured monthly through MTSS. Each week, we will review key data sources including discipline data from **SWIS**, weekly attendance reports generated through **Skyward**, and **teacher-submitted SST referrals**. These data points will help us identify trends, prioritize students for support, and measure the effectiveness of interventions over time.

#### Educators

What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based interventions for both teaching and learning?

MTSS Support, increase student attendance, academic growth in ELA and math, PBIS support



What professional learning supports have you already implemented that are proving to be powerful and effective? What are your metrics for identifying them as successful?

We are working with Tovah Shotland, who is providing MTSS professional development. We have partnered with the Community Mediation Center to support our efforts in improving attendance. Teachers and administrators are receiving PD from Ready Math and Educational Excellence.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development
  - a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?  
Click or tap here to enter text.
  - b. How will the professional development activities benefit the students receiving targeted assistance services?  
Click or tap here to enter text.

### Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of supports and how areas of need will be improved.  
Areas of strength include ELL academic growth, increasing math growth and achievement, staff perception data. Areas of need include student attendance, continued growth in ELA and math, classroom behavior, and academic growth in special education.
  2. How did your school identify these areas of strength and improvement?  
District perception surveys, iReady Diagnostic, Smarter Balanced, SWIS data, School Report Card.
  3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.  
We have partnered with the Community Mediation Center to assist with attendance support as well as student to student peer mediation.
  4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?  
We analyze student, parent, and staff perception data annually and collaborate as a staff on improvement strategies.
  5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)  
We have identified student recognition as a strength. As well as our partnership with the district FCRC. We hope to improve our attendance through our new partnership with the Community Mediation Center.
1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions
    - a. How does your targeted assistance program coordinate with core and additional programs in the school?  
Click or tap here to enter text.

### Resource Inequities (Component #1 – Needs Assessment Summary):

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the <b>Examining Resource Inequities Tool</b> . Summarize what resource inequities were identified and which will be addressed in the school improvement plan.
LAP HP and LAP funds

### CNA Priorities (Component #1 – Needs Assessment Summary):

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.
<b>Priority #1:</b> Students will increase 10% in foundational math skills as measured by Smarter Balanced from spring of 24-25 to spring of 25-26 school year.
<b>Priority #2:</b> Students will increase 10% in foundational reading skills as measured by Smarter Balanced from spring of 24-25 to spring of 25-26 school year.
<b>Priority #3:</b> We will improve our average attendance from 65.2% to 75% by the end of the 2025-2026 school year. We will increase our Climate and Culture survey data by 10% for students and parents and 5% for staff in all categories.

<b>Funding:</b> List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

### Funding (Component #3 – Consolidated Funds Matrix SY 2025-26):

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Ready Math PD PLC Solution Tree Training Read Naturally additional collaboration time

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Title I, Part A</b>	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i> Intervention curriculum - Maneuvering the Middle After school math tutoring
<b>School Improvement</b>	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	<i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i> After school math tutoring Read-Live curriculum/PD for special education PBIS team meetings
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> PBIS Training AVID Training AVID Summer Institute Ready Math Training
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> ELL Paraeducator iPads for translating documents for students
<b>Title IV, Part A</b>	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i> Unique Learning Systems curriculum Ripples
<b>Learning Assistance Program (LAP)</b>	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K-6 students.</i> LAP Teacher Read Naturally curriculum
<b>Local Funds</b>	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.