



Continuous School Improvement Plan (CSIP)

**Cascadia**  
2016 - 2018

Principal  
**Anna Birinyi**

**SEATTLE  
PUBLIC  
SCHOOLS**

## School Overview

### Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

The Cascadia BLT will review and approve the 2017-2018 CSIP in the fall of 2018.

### Mission and Vision

Mission	Vision
Cascadia inspires advance learners to be independent thinkers who utilize their peers, teachers, and surrounding resources in their pursuit of learning. Teachers facilitate creative problem solving through a project-based learning model with a focus on environmental stewardship and our local and global communities.	Cascadia provides a stimulating and culturally enriching experience through a rigorous curriculum that integrates technology, science, and the arts. Our goal is to instill a life-long passion for learning in an emotionally supportive environment that will enable students to contribute their wisdom, compassion, and leadership in a rapidly changing world.

### Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

**ALO (or HC -highly capable): Advanced Learning Opportunities.** Building based program that serves students with a designation of advanced learners.

**BLT: Building Leadership Team.** A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school

budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

**Career Ladder Teachers.** teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

**ELL: English Language Learners.** Students who have been identified as needing additional support learning English.

**IEP: Individualized Education Plan.** An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

**MTSS: Multi-Tiered System of Support.** Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

**PD: Professional Development.** Instruction and learning activities for teachers to improve or broaden instructional practice.

**PLC: Professional Learning Community.** A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

**RULER- Recognizing Understanding Labeling Expressing Regulating:** a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

**SMART Goal.** Specific, Measurable, Attainable, Realistic and Timely

**SIT: Student Intervention Team.** A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

## School-Wide Programs/Multi-Tiered System of Support

**Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.**

Baseline Assessments including:

- Fountas and Pinnell Reading assessments and DIBELS (2<sup>nd</sup> grade)
- On-demand writing assessments
- Beginning-of-year math assessments
- Teacher-created assessments
- Work samples
- Exit slips

Other assessments and surveys include:

- Spring '17 SBA results
- Learning Style assessments
- Student and Parent Climate surveys
- Counseling surveys

**We will use research-based strategies that help targeted students.**

For students at, and below standard, as well as advanced learners; we are meeting their needs using the following programs and instructional strategies:

- RULER - Emotional Intelligence Program
- Second Step – Anti-bullying Curriculum
- Dragon Tickets Program
- Walk-to-Math
- Workshop model
- Small group instruction at just-right level
- Words Their Way
- Teachers specialize in 4<sup>th</sup> and 5<sup>th</sup> grades
- Math and ELA Specialists push-in and pull-out
- Use Depth of Knowledge (DOK) levels to design intentional instruction
- Strategically designed content
- Learning targets aligned to grade-level standards
- Timely interventions based on data and observations
- Teaching to Multiple Intelligences
- Brain games and movement
- Student Conferences
- Parent Conferences
- Formal Student Intervention Team (SIT) process
- Problem Based Learning
- Math and Reading taught at 2 grade levels higher than typical grade level (i.e. 2<sup>nd</sup> graders studying 4<sup>th</sup> grade math and reading standards)
- 504 Plans and accommodations
- IEP goals, plans, and accommodations

**Our school offers professional development that is high quality and ongoing.**

- RULER
- Differentiated instruction and engagement
- Formative Practices Institute
- I-Lab Institute
- Handwriting Without Tears
- Gifted Education
- Problem-Based Learning
- Career Ladder Trainings
- Cycle of Inquiry and Data Wise
- English Language Arts (ELA) Unit Alignment

- Code.org
- Students with Autism
- Vertical Collaboration
- Grade-level and team collaboration
- Community events and guests
- Fountas and Pinnell Assessments Initial Use: On Line Training
- Math
- New Science Curriculum
- STEM
- Working with special needs students
- Native Cultures

### **Our school will increase parent/family engagement.**

- Newsletters
- Parent Talks through PTA with childcare provided
- Very involved and supportive PTA
- Bulletin Board in front foyer provides information to parents
- Evening events for families: RULER night, math night, art night, PE night, native cultures night, civics night, science and engineering night, expert fairs, Heritage lunch, colonial marketplace, cultural celebrations, talent show, book fair
- Reflections program
- Shakespeare performances
- Field day
- Designing projects for at-home learning experiences
- Surveying families about accessibility
- Phone conferences, frequent email communications, office hours
- Grade level teams will work together to develop homework policies and expectations and will communicate this to families at the beginning of the school year.

### **Our staff is involved in decision-making.**

- CSIP Process
- Through our Building Leadership Team (BLT) and grade-level team leads
- Through budgeting process
- School's decision-making matrix and staff-wide votes
- Data tracker
- Scheduling committee
- Homework policy
- Open and receptive leadership
- Collaborative framework
- Grade level Professional Learning Communities generate surveys

### **We will assist our students to meet standard.**

- Cycle of Inquiry (COI)
- MTSS Tier I, II, and III interventions

- SIT team process
- Differentiated instruction (teaching at and above grade level)
- Standards-based lesson planning and assessments
- Varied instructional strategies (i.e. project-based learning, enrichment, small group and whole group instruction, inquiry-based)
- Vertical alignment committees
- Specialists pushing in and pulling out
- Provide counseling support as needed
- I-Lab
- Student feedback, reflections, and goal setting
- Collaboration with families

### **Retain high quality, highly effective, and highly qualified staff.**

- High-quality professional development opportunities
- Collaborative grade-level teams and Professional Learning Communities
- COI to determine areas of need
- Supportive PTA (physically and fiscally)
- Morale focus through RULER and Staff Charter
- Career Ladder teachers and teacher-lead professional development
- Staff input on professional development
- Ongoing team building
- Sustainable scheduling for scaffolded programs
- Staff Charter
- Clear MTSS process (Tier I, II, and III interventions)
- Clear structures and frequent opportunities for collaboration
- SIT team process
- Grade level teams

### **How do we support the transitions of new students and families into our school?**

- Each year we have approximately 200 new students grades 1-5.
- We host events such as a spring open house and parent information sessions, meet the teacher events, PTA directed grade-level activities.
- Summer letters to incoming families to prepare students
- Curriculum night
- Family-teacher conferences
- Coffee chats
- Classroom charters
- Intentional pairing of new students
- Collaboration with the PTA
- Room parent facilitation
- Publish information on the Cascadia and/or PTA website

## How do we support students identified as highly capable?

- RULER - Emotional Intelligence Program
- Second Step – Anti-bullying Curriculum
- Dragon Tickets Program
- Walk-to-Math
- Workshop model
- Small group instruction at just-right level
- Words Their Way
- Teachers specialize in 4<sup>th</sup> and 5<sup>th</sup> grades
- Math and ELA Specialists push-in and pull-out
- Use Depth of Knowledge (DOK) levels to design intentional instruction
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- 504 Plans and accommodations
- IEP goals, plans, and accommodations

## Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	20,972	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	3,062,579	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	5,177	Funding to support MTSS supports at all schools.
2017-2018	Combined	PTSA Grant	92,863	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	22,446	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	166,725	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

## Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

### Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>9 current 3rd and 4<sup>th</sup> grade students did not meet standard on the ELA portion of the spring 2017 SBA.</p> <p>3 current 3rd and 4<sup>th</sup> grade students did not meet standard on the MATH portion of the spring 2015 SBA.</p>	<p>Those students who did not meet standard on the 2017 Spring ELA or MATH SBA will meet or exceed standard on all portions of the spring 2018 EAL SBA and the spring 2018 MATH ELA as 4<sup>th</sup> or 5<sup>th</sup> graders.</p> <p>We will use various formative assessments, observation data, and survey data to monitor student progress over the course of the year and inform our progress toward meeting our student achievement goals.</p> <p>Progress will be monitored by our MTSS team, our interventionists, and our classroom teachers.</p>	<p>MTSS Team</p> <p>4<sup>th</sup> and 5<sup>th</sup> grade ELA teachers</p> <p>MTSS Team</p> <p>4<sup>th</sup> and 5<sup>th</sup> grade Math teachers</p>	<p>June 2018</p>

### Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Our 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade student ELA and math scores are consistently high. However, not every student meets standard on the spring SBA.</p>	<p>3<sup>rd</sup> Grade ELA: We will raise the percentage of students meeting or exceeding standard on the SBA from 99% to 100% of those who take the assessment.</p> <p>3<sup>rd</sup> Grade Math: We will raise the percentage of students meeting or exceeding standard on the SBA from 99% to 100%.</p> <p>4<sup>th</sup> Grade ELA: We will increase the percentage of students making gains on the state test from 99% to 100%.</p> <p>4<sup>th</sup> Grade Math: We will raise the percentage of students receiving a passing score (meeting or exceeding standard on the SBA) from 99% to 100%.</p> <p>5<sup>th</sup> Grade ELA: We will increase the percentage of students making gains on the state test from 99% to 100%.</p> <p>5<sup>th</sup> Grade Math: We will raise the percentage of students (meeting or exceeding standard on the SBA?) receiving a passing score from 99% to 100%.</p>	<p>Third Grade Team</p> <p>Writing specialist</p> <p>Third Grade Team</p> <p>Fourth Grade ELA Teachers</p> <p>Fourth Grade Math Teachers</p> <p>Fifth Grade ELA Teachers</p> <p>Fifth Grade MATH teachers</p>	<p>June 2018</p>

### Whole School Goal

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
While students continue to consistently demonstrate skills in mathematical computation, they continue to be challenged by the need to demonstrate their mathematical understanding of concepts and procedures by explaining their thinking and reasoning in any of a variety of methods (concrete, pictorial, words).	All students will score a 3 or above on summative assessment rubrics that focus on the Common Core Math Practice Standard number 3 (CCMP-3): Construct viable arguments and critique the reasoning of others.	All Staff	June 2018

### School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Only 42% of students responded favorably to “adults notice when someone is being bullied at school.” This is down 8 percentage points from last year.</p> <p>Only 35% of students responded favorably to “students in my school treat each other with respect.” This is down 10 percentage points from last year.</p>	<p>We will increase the percentage of students responding "favorably" to “adults notice when someone is being bullied at school” from 42% to 52% as measured by the spring Student Climate Survey.</p> <p>We will increase the percentage of students responding "favorably" to “students in my school treat each other with respect” from 35% to 45% as measured by the spring Student Climate Survey.</p>	<p>All Staff</p>	<p>June 2018</p>