

Seattle Excellence Continuous School Improvement Plan (CSIP)

Cascadia Elementary

Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction

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 by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

Seattle Public Schools Foundational Beliefs for Supporting Student Learning

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.

As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **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.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

School Profile

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 project-based strategies 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.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

By June 2021, Cascadia will decrease by 1% the gap between the overall student body's current performance on the ELA SBA (97%) and our students in special education programs current performance on the ELA SBA (90%).

Safe and Welcoming Environment Goal

Priority Goal:

By June 2021, 77% all students in grades 1-5 will demonstrate a sense of belonging as measured by the school level survey.

High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

Our Multi-Tiered Systems of Support team (MTSS) is a comprehensive framework that focuses on State Standards, core instruction, differentiated learning, student-centered learning, and individualized student needs. Our team will be driven by assuring Tier I instruction in each content area is challenging and allows for high-level thinking skills to evolve. Tier II and Tier III strategies will continue to be the focus on learning that supports and further enrich the academic skills of our learners. The team will use several tools in place to collect data related to Tier II and Tier III interventions. Indicator 3a.1 - All students have access to standards-based core curriculum that is horizontally and vertically aligned – Continued use of CCC instructional materials, and participation in district science adoption K-5

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

Students of color at Cascadia continue to demonstrate a high level of academic competitiveness at the same or higher level of the general student body. Our team uses the following strategies to identify students who may need additional support in the area of ELA: on-demand writing, F & P writing, CCC checks, writing conferences, writing notebooks, student writing, ELL fact sheets, and climate survey. Students identified as needing additional support are referred to the support team. The team then makes recommendations for interventions and supports. Timelines are developed to monitor and report back regarding the outcomes of these structures.

We will be monitoring over the next three years, and through survey results, all students grades 1-5 to show a decrease in the gap between our overall student body’s sense of belonging (73%) and our students who identify as multiracial (66%) by 1% each year by 2023. At the same time our school will work to increase the overall sense of belonging of the whole student body to 80% by 2023.

Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

Students of Color attending Cascadia are identified in several categories. Students who identified as African American and male have literacy and math scores at or above their peers in all academic areas. To continue this trajectory, we have instituted and will maintain small group instruction, academic interventions and when needed, use second dose/quick lesson review.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

Cascadia currently has a very engaged parent population. However, families with children of color participate in school activities less frequently than their peers who identify as white. Our school will engage our families of color by increasing our staff's capacity to provide a safe and welcoming environment through improving our understanding of trauma informed practice. In addition, we will create new opportunities for families and increase participation in our traditional events. We will monitor progress through exit tickets, monitoring attendance, and responses on our school climate survey and district climate survey (TBD).

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

Priority Goal:

Our community engagement priority goal will have an intentional focus on our families of color. Cascadia staff reach 90-100% of families participating in at least one of our community events, programs, groups, or opportunities provided by our school by June 2021.

Plans for Family Engagement

We will achieve our goal through professional development strategies that engage children and families that are traditionally furthest away from educational justice. In addition, we will develop new events and opportunities for our community in conjunction with the PTA and the RET. These events will have an intentional focus on our families of color and concurrently improve overall positive responses from families on the SPS Climate Survey (“Welcoming and Culturally Responsive School Climate”) To implement this goal, we will utilize the follow strategies:

1. Develop a streamlined and clear protocol and procedures for MTSS referrals and student data analysis
2. PD for staff on Trauma Informed Practices and Culturally Responsive teaching, as well as the 4 Pillars of Family Engagement
3. Partner with PTA to invite families of color to PTA, leadership and classroom volunteering opportunities
4. Parent sit on the RET and work towards having a student sit on the RET
5. Participation of students and parents of color in book clubs
6. Encouraging parent participation in the PTA, onsite leadership, and volunteering in the classroom
7. Enrich the focus on the Community Culture Night
8. Ensure opportunities for assemblies and other social events that spotlights cultural rituals
9. Participate in appropriate events spotlighting communities of color
10. Create affinity groups (2E/Gender to start with)
11. At Cascadia we will use a variety of strategies to measure our success of our goal. Strategies will include, exit slips from events, written feedback from families and students, visual displays created by participants attending these events.

20-21 COVID-19 CSIP Addendum

Cascadia Elementary School

The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.
7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.

8. Recommended School Specific Strategy as outlined in the Playbook:

The School will engage the community using the following practices: Weekly meetings between the PTA executive and the principal, biweekly coffee chats open to all parents/guardians, hosting live monthly community meetings for parents and students, inviting families to engage with teachers during family connection time, the principal and classroom teachers will send out a weekly newsletter to our community, and additionally we will help our community develop affinity groups)

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.

4. Recommended School Specific Strategy as outlined in the Playbook:

At Cascadia we will use interactive experiences that invite and include multiple voices at all levels in the building, classroom and with our parents, and we will weave Social emotional learning into all aspects of our school culture.

Curriculum, Instruction, and Assessment:

Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.



7. Implement a school-wide, multi-tiered system of support: Tier 1/2
 - A systemic plan to track and monitor learner experience data
 - (e.g. *determine level of engagement to inform supportive practices.*)
 - Collection and review of meaningful and purposeful data
 - (e.g. aligns to SPS assessment plan for 2020-21 school year.)
 - Adult collaboration between educators and families
 - (e.g. review of data in collaborative PLCs)
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
 - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
 - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
 - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
9. **Recommended School Specific Strategy as outlined in the Playbook:**
 - At Cascadia we will foster student voice through our student council, racial equity team RET, and community meetings
 - At Cascadia we will infuse different perspectives into the curriculum and instruction
 - At Cascadia we will create equitable classroom environments. We will view classroom behavior through a trauma informed lens and respond accordingly
 - At Cascadia we will work towards creating collectivist classroom culture through cooperative and collaborative learning and use of universal design instruction(UDI)
 - At Cascadia we honor the history of the people our school resides upon