

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Kim Browning
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Cascade Elementary School
(As it should appear in the official records)

School Mailing Address 2330 North Baker Avenue
(If address is P.O. Box, also include street address.)

City East Wenatchee State WA Zip Code+4 (9 digits total) 98802-4099

County Douglas

Telephone (509) 884-0523 Fax (509) 886-1446

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Garn Christensen E-mail christenseng@eastmont206.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Eastmont School District Tel. (509) 884-7169

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Dave Piepel
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 7 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	54	48	102
1	50	51	101
2	42	54	96
3	61	58	119
4	50	50	100
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	257	261	518

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
 - 1.3 % Asian
 - 0 % Black or African American
 - 34.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 60.6 % White
 - 3.1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 10%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	22
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	53
(4) Total number of students in the school as of October 1, 2018	518
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Mandarin, Teluga, Bulgarian

English Language Learners (ELL) in the school: 16 %
84 Total number ELL

7. Students eligible for free/reduced-priced meals: 43 %

Total number students who qualify: 222

8. Students receiving special education services: 11 %

58 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>3</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>7</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	20
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	93%	93%	93%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

At Cascade, we believe ALL means ALL! We build relationships and empower every student to be knowledgeable, resourceful, and successful.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Nestled in a river valley in the middle of Washington State, you will find Cascade Elementary School, one of five elementary schools in the Eastmont School District. Cascade is named after the Cascade Mountain range which can be seen from our campus and the entire city of East Wenatchee, a mid-size community built on agriculture and low cost power. Our current enrollment is 520 students, with 40.6% coming from low-income homes, 17.5% are English Language Learners, and 5% are Migrant. Latino students make up 35% of our school community and 60% are White. These numbers are reflective of our community as a whole. If a person were to ride a bus route from our school, the diversity is apparent. We have the largest boundary area in our district, meaning that most of our students are bused to school. Parents of our students work in healthcare, at our local hydroelectric dams, in data storage facilities and in fruit sheds and orchards.

Our school is over 40 years old and is an open campus consisting of six buildings and six portable classrooms. Having an open campus in our area has its challenges with both security and weather related issues. Construction is starting this summer to build a cafeteria, kitchen and two new classrooms. Right now our cafeteria is also our gymnasium and our kitchen is located in three storage closets. All elementary schools in our district will move from K-4 schools to K-6 schools in the next three years.

Critical to our success as a school is staff culture built on teamwork, high expectations and accountability to each other and our students. Each year at our August Staff Retreat Day, we collectively discuss our “why,” and examine our Vision Statement, Mission Statement and Collective Commitments. At staff meetings we share our “30 Second Elevator” conversations (if you are in an elevator with someone and he/she wants to know about your school, what will you say?). It is imperative that all staff are “rowing together to the same destination.”

Our vision statement reads: At Cascade we believe all means all. What does that mean to us? It means that we come to school every day in the relentless pursuit of building relationships and empowering every student to be knowledgeable, resourceful, and successful. We mean all students, without exception, and accept no excuses. Many key strategies are part of this commitment, but it all starts with building culture and relationships.

Our staff believe in the importance of the whole child and we meet each student where they are currently at and do everything we can to move them forward emotionally, socially, culturally, academically, and physically. This means we make sure all of our students get what they need to be successful humans engaged in school and our community. We are problem solvers and solution seekers. If students need more time to learn material, we provide it; if students are struggling with behavior, we teach them the skills they need; if students have poor attendance, we engage parents in solutions; if students need to learn skills in a different grade level, we make that happen; if students need a connection with a trusted adult beyond the classroom teacher, we assign someone. Every decision is made through the lens of what is best for individual students.

We maintain a positive, safe and caring learning environment through strong Positive Behavior Intervention Supports (PBIS). Our schoolwide Cub Commitments are to show respect, make good decisions, and solve problems. Our students know the expectations and when they choose not to follow them, we respond with reteaching opportunities like restorative practices, social skill instruction with our counselor or school psychologist, and a variety of other ways to help them learn the skills they need to be successful.

Staff members hold themselves to high standards for expectations, collaboration and well functioning Professional Learning Communities (PLC's). Teachers work collaboratively as grade level/job alike teams and their instruction is 80% the same and 20% different. They are teaching the same standards, at about the same pace, giving the same assessments, and analyzing data together in their PLC teams. Data is analyzed by student, and by standard, not by class. Teachers determine which students demonstrate understanding of the essential standards and need more challenges and which students need to be retaught. The 20% that is different is the teacher's individual style and art of teaching. A visitor could walk through all four classrooms in any grade level, on any given day and see the same learning targets being taught because

teams have determined Essential Standards and follow the grade level schedule.

The culture at Cascade Elementary is centered around relationships, relevance, rigor, and results. Staff build relationships with students, families, community, and other staff. We are collaborative, have high expectations, and are accountable to each other, our students and families.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

At Cascade Elementary School, the Common Core State Standards (CCSS) are our road map for academics. We use a combination of district adopted curriculum and teacher created resources and strategies to meet the needs of students. Teachers analyze and unpack standards to determine the Essential Standards in each subject area and grade level. These are the standards that are critical for students to master by the end of the year, that teachers will intervene on (Tier 2), and standards that we guarantee to parents their child will learn.

Teachers create pacing guides/unit plans to teach all standards. They determine when Essential and Unit Standards are taught, assessed and then retaught. Teachers find and create common formative and summative assessments for each unit of study. The whole staff engages in vertical discussions once per year to discuss Reading, Writing and Math Essential Standards. At these meetings, strengths and areas of improvement are shared.

We use a three tiered approach to instruction: all students receive Tier 1 instruction with their classroom teacher, students who need Tier 2 reteaching are identified from common formative assessments on Essential Standards and receive reteaching in the classroom, and students who need instruction below or above grade level receive it during Tier 3 blocks that are built into the master schedule. No new core content is taught during Tier 2 or 3 blocks. All teachers differentiate based on what students need to be successful.

Last year, we noticed that we were giving a lot of assessments and had a lot of data, but were not doing enough with the data. So, we embarked on a learning journey implementing the Design in Five Assessment process. This work took us into developing detailed learning progressions, realizing that valuable assessments are the ones where we engage students, and that providing feedback and taking action are essential parts of assessment. This work is transforming our instruction!

1b. Reading/English language arts

Cascade Elementary uses a structured literacy approach to teaching reading, meaning that instruction is explicit, systematic, cumulative, and multi-sensory. Teachers directly teach lessons, model, and explain specific skills. All reading instruction is organized according to a logical sequence of skills. It is our school's belief that Tier 1 reading and writing instruction is the most valuable time of rigorous, intentional, and explicit instruction for all students. All teachers use the adopted curriculum, Wonders/Journey's and Step up to Writing, in addition to other resources to meet the standards and rigor expected of our students. Teachers created unit plans in English Language Arts (ELA) to combine both reading and writing standards.

In the primary grades (K-2), reading instruction is based on the foundational skills that enable students to decode through explicit phonics and phonological awareness instruction. Students in every classroom receive daily instruction and practice in gaining automatic knowledge of letter sounds, phonemic awareness, and sight words to begin initial levels of decoding. Then students are taught decoding, blending, grapheme mapping, spelling, and reading fluency. Struggling readers get a second dose of the same type of explicit and systematic instruction in a small group. The model we use in small groups requires our most struggling readers to be with an adult for all workshop practice rotations. The teachers use modeled writing as a way to engage in the writing process that is thematically organized along with Science and Social Studies standards.

In 3rd and 4th grades, reading instruction shifts to reading for meaning. There is still explicit and systematic instruction that includes decoding multi-syllabic words, spelling, and fluency, but more time is spent on comprehension. Teachers use Journeys, Storyworks, Rewards, Read Naturally, Foss Science magazines, and Social Studies magazines to develop robust and rigorous units. In these grade levels, PLC teams use learning progressions to create common formative assessments. Based on feedback from the assessments, students

reflect on their performance and are able to understand where they are on the learning progression and the next steps to move forward in their learning. This feedback motivates students to take ownership of their learning. In addition, teachers use this feedback to design Tier 2 instruction for those students who have not yet mastered the standard and need to be intentionally retaught. During both the Tier 2 and Tier 3 blocks all students are working along their own learning progression.

Six years ago, we made writing instruction a focus at every grade level through a shared learning process. We have developed grade level vocabulary, rubrics, organizational structures, modeled writing anchor charts, prompts, and “Must Haves” that all teachers instruct and expect. Last year, we did a book study about how to use mentor text to guide students in the area of conventions and grammar. Each February, we have a Gallery Walk where all grade levels bring examples of their benchmark mid-year writing prompt and we look at writing from kindergarten to 4th grade. We then have vertical discussions around what we saw. We believe it is critical that intentional writing instruction occurs in every classroom, every day.

1c. Mathematics

One year ago, Eastmont adopted Stepping Stones by Origo as our elementary math curriculum. After adopting CCSS and prior to the official adoption we did not have a math curriculum for four years, so Cascade teachers dug deep into the standards and mathematical processes, attended regional trainings, and focused building professional development on math for several years. The years of not having a curriculum were extremely difficult, but the result is teachers who truly understand the standards, successfully implement mathematical practices that focus on conceptual understanding before moving to procedural understanding, and use formative assessment to inform instruction. During this time the most influential workshops and consultation were with a regional math expert at our local Educational Service District (ESD). The instructor helped transform lessons from memorized procedures to a living, connected whole understanding. She helped our teachers “get inside” the mathematics with a true understanding of strategies and problem solving techniques. As a staff we also engaged in shared learning around Number Talks, which quickly became part of daily practices in mathematics instruction. All of these practices have continued with the adoption of the new curriculum and with new staff.

At Cascade Elementary we have a blended approach of CCSS and the Stepping Stones curriculum to support strong conceptual understanding. We integrate standards, mathematical practices and problem solving activities to establish math as relevant and “figure-out-able,” which develops perseverance and growth mindset in our students. Essential Standards are identified at each grade level, these standards are aligned vertically, and teachers support learning in these areas. It is truly the best of both worlds because teachers have the capacity to use the strengths of the curriculum (consistent vocabulary, spiraled lessons, assessments, etc.) and their previous knowledge to create pacing/unit plans and learning progressions that meet the rigor and needs of our students. Common formative assessments, reteaching, workshops to experience math, Number Talks, and problem solving are all part of our 90 minute math block in each grade level. It is common to visit classrooms and hear students share the strategy they used to solve a problem and then learn even more when others share a different strategy. Teachers use the assessments from Stepping Stones as guidance, but typically take out sections and replace with questions that are more like the item specific questions they will see on the state assessment. Our math instruction is not focused on right or wrong answers, instead we look at strategies, understanding, and thinking that go into each solution of a problem.

1d. Science

We believe students learn science best by doing science. In order for our students to be successful we use many hands on activities. We also integrate science into our writing to give students an even greater depth of knowledge. We allow students to ask inquisitive questions, plan out investigations and analyze solutions. We currently use Foss kits that have materials and manipulatives, so our students can deeply engage and understand the natural world around them. We expect our students to demonstrate proficiency through engaging arguments from the evidence they collect.

We know it important to start the love of science right away! Some of the investigations that our students

learn about are the effects of dangerous weather. They make tornadoes in kindergarten and soil erosion in 2nd grade. In 3rd grade, students learn how to predict patterns in motion, about different organisms, how climate affects people and they end the year learning about animals and their habitats. In 4th grade, the kits focus on motion and energy, how animals use their senses to communicate, and how people provide energy in their homes. With each kit, we teach the students to use the five science and engineering practices for each investigation. By the time the students are in 1st grade, they have already been taught and have used these practices so they are very methodical about their investigations.

We engage students by drawing upon previous knowledge. Then students get to explore important relationships through inquiry. At this point, they start deeply thinking about the topic and can collaborate, problem solve and come up with engineering ideas. After they have had several days learning their new concept, the students can then elaborate on their new knowledge and evaluate what they have learned. We weave all their new learning into our ELA block so students can write science reports and become true scientists.

1e. Social studies/history/civic learning and engagement

Washington State adopted new Social Studies Standards at the exact time our Social Studies curriculum was due for curriculum adoption. Cascade has teacher representatives on the district adoption committee who have spent the last year looking at the new standards and analyzing curriculum. The standards encompass the five major components of social studies: geography, history, economy, civics, and social studies skills. The standards now have a heavy focus on Native American history, and incorporating reading and writing. Our adoption team analyzed all the standards and determined what we believe is essential for our students to learn.

As elementary teachers, we do not have a separate block of time to devote to these Social Studies Standards. Therefore, we are interested in a curriculum that can be used during our ELA block. We are currently looking into a magazine program that meets the standards, and is also highly engaging to use for teaching ELA standards. One example unit uses the magazine to learn about the Oregon Trail. Using an interactive activity, students take on the role of a family traveling on the Oregon Trail overcoming obstacles. Students write brief personal narratives to showcase their ability to synthesize historical information and determine people's motivations for their actions and the decisions they made. Finally, students process the content by completing an opinion essay on whether or not they would decide to travel west during that time frame. With this unit, students practice reading and writing while working through the Social Studies Standards.

In terms of the new Time Since Memorial Standards, we are looking for products that encompass our history's impact on Native Americans, prompt discussions, and further research into civil rights, treaties, and structures of governments that create and carry out laws that protect all citizens from injustice.

We still have work ahead of us to create a well rounded social studies program for our school. However, we are proud of the direction we are going and excited to share it with our students.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

We have grade levels with four and five sections. The grade levels with four sections all go to PE, Music and Library twice per week. Our specialist offerings for the grade levels with five sections go to PE, Music, and also Social Emotional Learning (SEL) (kindergarten), SEL/Writing (1st grade), and technology/STEM (3rd grade).

Every child at Cascade Elementary receives 55 minutes of music instruction weekly. Teaching strategies are based on the Orff-Schulwerk philosophy of learning music through experience—that is, learning by doing. Orff-Schulwerk is intended to be a constant and ongoing process. For this reason, the elementary music

curriculum is progressive, and each grade has target goals that we work toward during the year. We believe it is important for students to share their music learning with others through concerts and informances. Our Music Teacher also leads a district-wide Honor Choir. We host a traveling theater group each year to put on a production that includes students. All of our students receive formal Art Instruction from the district Art Specialist eight times per year for one hour. The lessons are weekly for one month in the fall and one month in the spring.

We provide Physical and Health Education to all kindergarten-4th grade students for at least 100 minutes per week. Our goal is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. We teach our students about various exercises and how certain exercises strengthen certain muscles. We teach our students about nutrition. Our students learn about healthy and unhealthy foods. Also, we teach our students: bones and muscles, stretching exercises, sportsmanship (learning how to win and lose), and how to develop their own fitness plan, various team sports, and many PE games. Our program targets the three domains of learning which include: psychomotor, cognitive, and affective.

In our library, students have many options to engage with learning during their 55 minutes each week. This year they explored different genres, organized story elements and even became authors. In addition to reading, they expand their creativity using our Lego wall or Creation Station complete with origami, instructional drawing books, and various craft materials. Students may also challenge themselves with our Game of the Month: ranging from the Great Book Character Hunt one month to creating their own comic strip another month. Because each student has individual abilities, needs and aspirations, providing these various opportunities helps them engage with learning adventures beyond their classrooms.

Every Monday is Late Start so teachers can meet in their PLC teams. However, students can still come to school at the regular time, so we offer Monday Morning Late Start Clubs. This year we offered Art, Math, Writing, Leadership, Game, Spanish, Beyblades, Reading, and Robotics Clubs. All of these enrichment opportunities are well attended and loved by students. In addition, we have an after school STEM program for each grade level that is available to any student and a Lego Robotics Club that is offered to 3rd and 4th grade students.

We use the SEL/character building program called Purposeful People for all general education students. Teachers start every Monday with SEL lessons from this program. We focus on one essential character trait a month such as gratitude, kindness, honesty, courage, perseverance, and respect. At the end of the month, teachers recognize students who have demonstrated this trait and they receive an award. We emphasize the growth model in choosing award winners, because we are most interested in the growth and development of these traits as teachers are instructing the lessons. Teachers hold classroom meetings in which the students discuss these traits and how they apply to their life inside and outside of school, and the traits are woven into daily instruction and praise. It is common to hear teachers using trait language as they are explaining or reteaching expectations, or praising students with specific feedback.

Our focus at Cascade is on helping students with our three core values: make good decisions, solve problems, and show kindness. We feel that these skills are crucial for daily living and building skills needed for life. We teach these skills through school-wide initiatives, classroom lessons, small group instruction, and individual meetings with the school counselor or psychologist.

3. Academic Supports:

3a. Students performing below grade level

The Cascade RTI Team administers a reading screener assessment to all students three times a year. Once students are screened in the fall, grade level teams meet with support staff (intervention, resource room and bilingual teachers, principal, SLP, counselor, and school psychologist) to review initial data. The team decides which students, based on the screener and classroom assessment data, would benefit from a structured Tier 3 reading intervention program. Once students are identified, the team gives a diagnostic assessment to identify individual student deficits in reading and place students in groups based on need.

These individualized small groups intentionally teach foundational reading skills and focus on phonics based structured interventions to improve word recognition, vocabulary and oral reading fluency. Our goal is to build a solid foundation in word recognition skills, so students become fluent readers and are able to comprehend text thus closing their identified reading gaps. In our efforts to further close the gap, all students who are pulled for Tier 3 intervention services do not miss classroom Tier 1 instruction. We believe the gap cannot be closed if students are missing Tier 1 instruction.

Because we are a fluid system, we have monthly progress monitoring and data meetings. The team meets to discuss individual student progress. Students are moved in/out of services based on their individual growth and needs, and we often serve students in a different grade level when that is what they need. Oftentimes our ELL students struggle with decoding and language comprehension skills, so we intervene in both to close the achievement gap. These students are double served with Tier 3 reading intervention and bilingual language support. All Math Intervention is conducted within the grade level team.

Our entire Intervention program is built upon the needs of students. We start with a skeleton system in our Master Schedule, but the specific resources are allocated year to year based on the needs of students in each grade level.

3b. Students performing above grade level

Our school system is based on meeting students where they are and moving them forward, so PLC teams look at data to make plans for students who are and are not demonstrating mastery.

The RTI system is designed to support students who are performing above grade level, too. This tiered system in reading allows students to access extension/enrichment activities by grouping students based on need during the Tier 3. Some students go to Intervention and students who are benchmark or above work on grade level or extension/enrichment lessons with classroom teachers. Some grade levels do a Walk to Read model where all students are grouped and other grade levels provide differentiation within the classroom. In kindergarten, 1st, and 2nd grades, students receive instruction at their level during daily workshops. Differentiation occurs with leveled groups and materials. The above grade level groups work with higher level texts, do more with comprehension, and extended writing activities. Teachers differentiate writing for students performing above grade level via small group mini-lessons aimed at extending the grade level expectation and moving toward level 4 on the writing rubric.

Teachers extend and provide enrichment within the classroom math block. Teachers use the learning progressions they created to reteach and to extend the learning of those who demonstrate mastery, based on common formative assessments. We believe that students are never done learning so the learning progressions are important to know what comes next. Math enrichment is also provided with daily problem solving and number talk by encouraging students to come up with multiple different solutions to the problems presented.

Finally, we have a district enrichment program. Students are nominated, tested, and then a district committee determines eligibility. Students in the Highly Capable program take a bus to the central location for half a day, one time per week and work with students from other schools who are also in the program. Students in the Highly Capable program work on creative problem solving and project based learning.

3c. Special education

Each Special Education student is looked at as a General Education student, first and foremost. Cascade Elementary is committed to a student driven approach so students are given the opportunity to learn in the setting which best helps them succeed.

In terms of best meeting the needs of all students, we take a student first approach, driven by data. Because no two students are alike in Special Education, we proceed with an individualized approach to determine which interventions and instruction will best help each student thrive.

In order to best serve each student, we offer both “pull-out” and “push-in” models to support the student in their respective qualifying areas. Deciding which model best meets a student’s learning needs is done on a case-by-case basis. Special Education and General Education teachers collaborate about strategies to adapt or modify each student’s curriculum. If a student receives Specially Designed Instruction (SDI) within the general education setting, a para-educator often helps the student access the curriculum. For example, if the IEP team decides a student would benefit from receiving her writing SDI in her general education classroom, the student’s two teachers collaborate to modify the writing curriculum to ensure success while maintaining independence.

When students come to the Resource Room for SDI, instruction is tailored using various testing methods and data procedures. The team constantly monitors students’ IEP goals, which are based on Common Core Standards. Instruction is scaffolded based on objectives and access assessments which pinpoint each IEP goal.

We also have a Life Skills Special Education classroom at Cascade for district students with greater developmental and learning challenges. Students in this classroom are often non-verbal and need a different type of environment to access their learning. We have developed strong inclusion practices so the Life Skills students are in General Education settings as much as possible. Over the last three years, we have moved six students (15%) out of Life Skills and into General Education classrooms with support.

3d. ELLs, if a special program or intervention is offered

Cascade Elementary School has an ELL program for all students identified as not proficient in English via the annual English Language Proficiency Assessment (ELPA).

All general education classrooms provide grade level, supportive instruction for ELL students during Tier I instruction. Teachers are all trained in basic ELL strategies. In addition, over 90% of our teachers are trained in Guided Language Acquisition by Design (GLAD) strategies, which can be observed each and every day in all classrooms. Teachers consistently use engagement, vocabulary, and thematic GLAD strategies, which are excellent for all students, to teach all content areas. All classrooms have anchor charts, pictorial inputs, vocabulary development charts, and team strategies as visible tools for students.

In addition, all ELL students attend a 30-minute intervention session each day with the EL certified teacher. This is a pull-out model that uses English Language Development (ELD) standards to guide instruction, along with grade-level essentials. The certified teacher uses Structurally Designed Academics in English (SDAIE) instruction, an approach that teaches academic content through the lens of language learning, and GLAD Strategies. GLAD units allow students to access relevant grade-level content at a level based on their English proficiency. The EL teacher refers to all of the bilingual students as “Bilingual Experts” to help them be proud of the fact that they speak two languages!

Students attend these pull-out sessions with their grade-level peers but are further grouped by their English language proficiency across four domains (speaking, listening, reading, writing). All lessons are taught by the EL teacher and one or two para-educators. Lessons range from weekly grammar and writing plans, thematic units aligned to the Gen Ed classrooms’ focuses, and a rotation of skills in all four language domains.

EL students also have access to Imagine Learning during their Tier 2 instructional time. Imagine Learning is an online program designed for language and literacy development.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

Academic support is also provided for Cascade’s migrant population. Currently, there are 25 students identified as migrant. All of them also qualify as EL students, and are served through the ELL pull-out program. However, Cascade employs a Migrant Bilingual Achievement Specialist, a staff member whose main job description is to advocate for direct contact with families. This staff member maintains close connections with all bilingual families at Cascade, and informs migrant families of

school/district/community supports. The Achievement Specialist invites all families to monthly Parent Advocacy Committee events where they offer food and a variety of community members and associations have informational booths.

One support offered at Cascade is the Migrant After School Program. This program (offered solely to migrant students) is designed by the EL teacher and focuses on basic vocabulary through reading practice, Imagine Learning time, and intentional language support/extensions aligned to grade-level essential standards. Students are invited to stay after school for 45 minutes and then transportation is provided home.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We know our students need to belong, have the ability to do the work, have power, and have social connections. All classroom teachers greet students at the door each day, utilize daily/weekly Meetups and Buddy Ups from Sanford Harmony to build classroom relationships, host class meetings several times per week to develop belonging and social connection, teach about grit and growth mindset, celebrate mistakes as a pathway for learning, and incorporate Calm Zones in their classrooms where students can take a short break when they are feeling overwhelmed.

We instill a sense of belonging to something special with rituals like the Cascade Cub song that all students sing at every assembly, the “3 Messages You Will Hear Everyday” statement that is read on the morning announcements and modeled in classrooms (what we do here is important, you can do it, and we will not give up on you), our Friday afternoon Dance Party and Super Cub Drawing, monthly Perfect Attendance Parties, and Celebration Assemblies where we recognize students who earned individual and class awards. Our staff entertain students with things like a Glow Stick Dance, a flash mob, and Minute to Win It types of activities at these assemblies.

Staff involvement in the positive school climate is critical to who we are and demonstrates the level of dedication to belonging and social connection that is one of the many things that sets our school apart from others! Our teachers often say “We work hard and play hard,” which is so apparent in what we do. On any of the many dress up days at Cascade, a visitor to our campus would see a whole grade level of teachers in blow up dinosaur costumes, or teachers dressed as Goldilocks and the Three Bears, and many other themes. Fun is a serious part of what we do.

We are committed to inclusion and equity. This year we hosted a week-long event called The IDEA Project (interactive disability education awareness) where our students learned empathy through experiences that simulated what it may feel like to have a disability. Social skills are provided for students needing additional support with the counselor in small group or one-on-one settings. Lunch friendship clubs are available with our school psychologist to provide friendship skills, using the curriculum Girls in Real Life Situations. The focus is on body positivity, friendships, self-esteem, coping skills, and problem-solving skills. Leadership club with 4th graders focuses on kindness projects and learning how to lead. Restorative Practices groups are utilized as an additional support to restore wrongdoings by learning how to turn a wrong into a right, and restore relationships.

2. Engaging Families and Community:

For the last six years, Cascade Elementary has made engaging families and our community a school-wide goal. We employ multiple strategies to connect with families and community members and it all begins with clear communication. Information is disseminated in multiple formats to ensure it reaches people where they are most likely to receive it, whether that is through email, Facebook, Remind, Class Dojo, paper handouts, and/or calls home.

Cascade offers a wide variety of evening events in hopes of bringing families to the school, fostering a positive learning environment, and making sure everyone feels welcome at our school. Families attend events that connect with their interests. Most of these events are provided at no cost to the families attending, due to donations from businesses in the community. Events like our Healthy Families Night bring members of the community to campus to make connections with our families. Other events include Family Gingerbread Night, Movie Nights, BINGLOW, Hour of Code and Math, Art, Reading and Bilingual Nights. We encourage families to attend class-related evening events, such as Music Informances and our Celebration of Learning. All events are a combined effort of school staff and our Parent Teacher Organization (PTO).

In addition to participation in evening events, Cascade teachers encourage parent involvement on campus

during the school day. This year we started a Super Dads program, encouraging male role models to be more present on campus and to get a deeper understanding of their student's school life. The PTO's Fun Run fundraiser gets parents involved far beyond their pocketbooks. Many join us on the field to help out with this fun event. We have many parents and family members participating in Bring Your Parent to PE week and Field Day in the spring.

We have a strong relationship with the Breath of Life Church who provide Friday Food bags each week, adopt families at Christmas, and annually beautify our campus. Teachers invite other community groups like the fire department, local dentists, the local museum and library to our campus for enriching events and demonstrations.

Woven throughout all of this is encouragement and support for parent leaders by Cascade administration and staff. The school's Site Council has seats for two parent representatives, allowing for parent perspective when making decisions. The school and PTO have a strong relationship, and work closely to ensure that the needs of the students and families are being met and that our goals are aligned. As we have engaged our families and communities more intentionally, our school student achievement has steadily improved.

3. Creating Professional Culture:

Eastmont School District supports teachers with four days of professional development each August. One day is building-wide "retreats" where we define our "why" and discuss our vision, mission and collective commitments. This day is all about building culture - who we are, what we stand for, and how we are doing. We spend a lot of time learning about each other, having fun, and socializing. Half a day is dedicated to district-wide grade level meetings led by administration and the second half is for building teams to work together. Another half day is devoted to newly adopted curriculum training, and for the other three half days teachers choose the sessions to attend. There is a lot of variety: writing, Love and Logic, PBIS, GLAD, PLC, trauma informed practices, reading, math, and technology. In addition to the August days, the district has two more days built into the calendar for each school to use for professional development.

The professional development offered each year at Cascade is prioritized in our School-wide Plan. The Site Council (SC) looks at the goals for the year and develops a plan for training. We can provide training during the two built in days, on four Late Start Mondays, or during our two staff meetings each month. Our district does not have enough substitute teachers to release groups of teachers, so we are limited to five teachers in the whole district who can take leave for workshops each day. When the SC identified our goals for this year based on previous year's data, we knew we wanted to dive deeper into assessment as part of our PLC process. We knew teacher teams were meeting weekly to plan and discuss data, but we were not seeing significant gains in achievement. We believed it was because we were not doing enough with the data. So, we took one teacher from each grade level to California to learn about the Design in Five process of creating engaging assessment practices. This workshop was everything we hoped it would be and more! Teachers came back excited to share with their teams, provided an overall introduction at a staff meeting and we arranged a webinar with the creator for all teachers to receive an introduction to creating engaging assessments. In addition, we are doing a staff book study for a deeper dive into the process with the understanding that all teams are at a different level and need to proceed at their own pace.

4. School Leadership:

Our leadership philosophy is that of shared leadership. We have an active Site Council (SC) consisting of the principal, assistant principal, a teacher representative from each grade level, a specialist representative, a classified staff member, and two parents. The principal and SC Chair develop agendas for meeting and minutes are sent out after each meeting. The purpose of SC is to grow and inspire a community and be a small group of collective decision makers. Our SC operates by presenting ideas to reps, asking them to seek feedback from their teams, and sharing the feedback at the next SC meeting. We meet twice per month to draft, analyze, and review our School-wide Plan, which includes yearly goals that guide our professional development and focus for the year. We set a School Smart Goal (all students will demonstrate mastery of essential standards by the end of the school year as evidenced by classroom based assessments, and less than 10% of our students will be intensive according to STAR tests in the spring 2020) and set timelines for SC

reps to share and discuss team norms, essential standards, their first unit plan in reading or math, common assessments, and interventions/extensions for the unit. We repeat this cycle of sharing throughout the year which allows teams to learn from each other and determine where each team is currently performing on our success criteria of the PLC process, which helps teams know where to focus to get to the next level. As our teams function better as a true PLC, we see student learning increase. All of this work requires trust and vulnerability.

Each year our SC collaborates on a book study about culture. This year we read *Culturize* and last year we read *The Culture Code*, which had a visible impact on developing vulnerability as a staff. Sometimes we share ideas directly from the books at staff meetings, other times we implement new practices like incorporating staff Buddy Ups at the beginning of staff meetings. Seven years ago, our building did not have a strong culture, so we are constantly vigilant about keeping our culture and school climate positive.

We ask all teachers to be part of one year long committee (PBIS, Community, SC, and Culture) and one “one and done” committee (Reading Night, Hour of Code, Bilingual Night, etc.). Teachers volunteer to lead each of these different committees based on their interest and passion. Teachers also volunteer to be part of a content area district leadership committee to represent our school.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice critical to our success as a school is wrapped in our culture defined by the relentless pursuit of our vision of “all means all.” To succeed in developing relationships and empowering ALL students to be knowledgeable, resourceful and successful, the staff at Cascade are committed to teamwork, high expectations, and accountability. This is where PLC’s and the 80/20 rule come into play and teachers who have difficulty with this level of teamwork and accountability quickly move to other teaching assignments. We cultivate and know our “why,” and we share the common goal of meeting each child where they are and getting them what they need to be successful humans engaged in our school and community. To accomplish this, all decisions are made through the lens of what is best for each individual student emotionally, socially, and academically.

Monthly grade level data meetings are one example of how we live “all means all.” Crammed into a small office are the principal, psychologist, counselor, bilingual teacher, intervention teachers, special education and classroom teachers. We examine and discuss the list of students who are going to intervention and those teachers share specific areas they are working on. The same process is repeated for bilingual and special education. Communication between classroom teachers and specialists is critical. Before the meeting, any teacher who has a concern enters a student’s name and lists their specific concern (academic, emotional, social, or attendance). Collectively, we discuss solutions and make action plans. If the concerns are ongoing, the teacher refers a student to a Guidance Team Meeting where we include all relevant staff and parents to discuss next steps.

We seek creative solutions and have an all hands on deck approach for meeting the needs of all students. Examples of this include: classified assistance allocation based on needs of students instead of equal levels, double dosing students who are really struggling, moving a student up a grade level for some content areas, reallocating and changing staff/student schedules to accommodate a small group of students with extreme behaviors who needed two hours a day of SEL and behavioral instruction, and providing either scheduled or as needed “breaks” for students to go with an adult to the Sensory Obstacle Course, the Sensory Room or just take a walk. We demonstrate commitment to ALL students through our daily actions.

Because "all" really means ALL in our school culture, both our students and community will be equipped to thrive.