



CASCADE SCHOOL DISTRICT PROPOSED INTEGRATED PLAN

Summary of Needs Assessment

Cascade School District's Needs Assessment included community engagement (students, staff, families and community) coupled with a review of disaggregated student data. The goal of the needs assessment was to identify trends related to student achievement through the following lenses: equity, community and family engagement, strengthening systems, and providing a well-rounded education.

Engagement events included staff, student, and community surveys, interviews, and small group events where all stakeholders could elevate key questions, share concerns, and provide suggestions going forward. Specific efforts were made to target and collect feedback from many of our typically underserved student and community groups.

Feedback from these events was combined with student data to help us identify the following: where we have been successful over the last 3 years, where we need continued focus, and new themes that may have emerged more recently. Some of the data analyzed included assessment results, graduation rates, freshman on track status, ELPA scores, CTE data, and SEL strength indicators just to name a few.

Cascade's Integrated Guidance Team believes this robust approach has given us key insights into our most pressing needs, and how best to use our resources moving forward.

Plan Summary

Each investment with Cascade's plan is designed to support all students within the district, and in particular, those students who are often not prioritized. Based on our needs assessment, the following were identified and are the most critical areas deserving focus:

- Grade level proficiency in literacy and math, particularly at 3rd grade
- Social-emotional challenges in our K-8 population
- Graduation rates among our combined focal populations
- CTE participation among our non-traditional student groups

Based on these priorities, we expect to see the following outcomes as a result of our integrated plan:

- Improved graduation rates, especially among our combined focal populations
- 80% grade level proficiency in math and ELA in 3rd grade
- An increase in participation in CTE programs of study and college/career experiences by our non-traditional student groups

- Fewer K-8 students who are classified as “at-risk” for social-emotional challenges that might interfere with well-being and academic success

Processes that will be used to monitor the plan:

- Review CTE participation
- Review OSAS ELA and math data
- Review state and district graduation data
- Review DESSA data
- Follow-up surveys, interviews, and listening sessions

Strategies that will be used to support outcomes and address needs:

- Expand MTSS for elementary math instruction
- Increase after school tutoring and student engagement opportunities district-wide
- Implement new ELA curriculum and supports that focus on the science of reading
- Ongoing professional development for new elementary teachers
- Increase and enhance communication with our focal population families
- Expand our AVID School-wide programs district-wide
- Implement Freshmen Success Teams to support struggling learners
- Increase community partnerships to foster work-based learning opportunities
- Partner with local agencies to provide a more robust counseling and mental health support program.

Equity Advanced

What strengths do you see in your district or school in terms of equity and access?

Cascade believes in providing opportunities for students to get involved on and off campus. Across the district there are opportunities for students to actively participate through hands-on activities and events that get them out of the classroom and engaged in learning opportunities that fit the interest profiles of all students. At the high school, continued effort goes into making classes more accessible for students from all backgrounds. Partnerships with Special Education and ELL help provide access to readings and resources that are available across a range of instructional levels. From high interest books in the library, to the expansion of resources in other languages, Cascade expands access for all learners. Partnerships between the high school and local elementary schools provide experience giving back to the community and support of students from all backgrounds. Fostered partnerships with industry and community groups grow through the Cascade Opportunity Center, CTE Programs of Study and the Adult Transitions Program with local community providers to give students from all levels the opportunity to be involved, give back, and experience their education hands-on with joint experiences from students of all backgrounds.

Tutoring opportunities for students of all ability levels grows across the secondary campus and encompasses all areas of study. Tutoring includes a robust ELL tutoring program and mentorship program on the high school campus shared with junior high students. These programs create connections between students and staff from different backgrounds and needs. After school tutoring opportunities at Cascade, including ELL tutoring, reached learners from all grade levels.

What needs were identified in your district or school in terms of equity and access?

District data continues to show disproportionate impacts on students of color, students of poverty, and our special education populations. Such impacts are visible in data related to graduation rates, enrollment in CTE programs, social-emotional health screenings, and elementary grade level proficiency to name a few.

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Describe how you used your equity lens or tool in your planning.

Cascade School District uses the Equity Lens questions in consideration of actions and decisions that will directly and indirectly impact student learning and experience within district schools. Continually striving to use the questions develops an equity focus among district staff and offers important reminders and opportunities to practice inclusion of diverse and underrepresented voices. Furthermore, these questions help us to decide whether decisions have potential benefits or burdens on specific students, families, community members and staff. Use of an equity lens also helps us determine the potential for decisions to either close or widen achievement gaps in access, opportunity and representation.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

There are many potential risks and barriers to meeting the needs of Cascade's focal students with respect to our LPGT. One potential risk is not being able to effectively recruit, hire and maintain highly qualified staff members to fill some of the key positions we have outlined on our plan. Another potential barrier would be funding. If for some reason the funding that we have allocated was insufficient and/or not readily available, our ability to meet the needs of our most vulnerable could be curtailed significantly. Finally, another barrier or risk would be the inability to secure the training and professional development needed to ensure that the staff are adequately equipped to provide the services we hope to provide.

What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

Cascade works with outside agencies to ensure that there is broad communication surrounding students struggling with homelessness. Through local integration teams composed of business and community leaders, conversations and resources are shared between all parties to identify the best avenues for students and families who are struggling. The stronger that we are as a community, the stronger our school community can be and the better we can provide for the needs of our students. In addition to local teams and agencies, Cascade has a Family Resource Center that works with students from all schools and families to provide necessary resources. This organization works with our family advocate who is available to all staff in the district and not only provides for the needs of the students who are struggling, but addresses needs within their families as well.

At the school level there are Student Service Teams/CARE teams that meet to discuss student needs. When a student feels connected to an activity or staff member they are more likely to attend classes and get involved. Schools in the district also have access to clothing closets and hygiene kits that provide access to resources potentially not available outside of school.

Equity Advanced – CTE Focus

What strengths do you see in your CTE Programs of Study in terms of equity and access?

CTE programs at Cascade work hand in hand with all departments, including Special Education and ELL, to ensure that students are aware of opportunities available to them. Cascade offers strong Programs of Study opportunities in an effort to engage students with various learning styles who may not be as connected in traditional academic curriculum. Classes such as Trades Math, encourage students to learn in a hands-on environment with skills they can carry with them in post-secondary pursuits. In addition to this, more accessible equipment for student populations within the CTE environment are available. This equipment includes large print items for vision impairment, reading overlays to support students who struggle with reading, and access to materials in Spanish. With the help of district interpreters at events such as Career Wheels, College Fairs, FAFSA night, and guest speakers, students and families who are not English speakers can feel supported. Continued expansion of existing CTE programs allow students to find the right courses that fit their career

goals following school. With the expansion of these programs comes the opportunity to reach students from more diverse backgrounds and support their specific learning styles.

What needs were identified in your CTE Programs of Study in terms of equity and access?

According to data collection, one particular area of growth within CTE Programs includes engaging, non-traditional students into Programs of Study Opportunities. Increasing female students in Manufacturing or Automotive classes is an area of growth which brings more opportunities for all. With increasing diverse backgrounds in students from CTE Programs of Study, teachers will continue to work hand in hand with individuals from all departments to ensure proper level of support is provided. Instructional Assistants are available to support students in classes from across the curriculum, including CTE courses, in helping them have access to opportunities across the district. Through support in these classes, students are able to meet the expectations of the program, graduation requirements, and are provided opportunities to access curriculum from all levels.

Through conversations with our junior high school, students are interested to learn about more opportunities existing in CTE Programs. Expansion into industry partnerships with more junior high aged students is in the works to ensure these opportunities expand to more students, regardless of their backgrounds.

In the area of CTE, continuing to provide Work Based Learning Opportunities is a critical component to the success of the programs and the students. With the “real world” based learning opportunities that come from robust partnerships with local industries, students feel that they are connected with the community they live in while gaining the skills and insight necessary to be successful in post-secondary pursuits.

What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

Recruitment opportunities begin early at the junior high level with courses in CTE Programs of Study. Courses in Agriculture and Woodshop allow students to see some of the courses that can be expanded in high school. These courses, along with the addition of a Career Exploration course at the junior high school level, allow students to begin the exploration of classes within the trades.

In addition to the courses offered to 8th grade students at the junior high, Cascade High School forms partnerships with elementary schools. Students from multiple grade levels come to the high school to learn in these hands-on classes with the assistance of, not only the teacher, but also students facilitating the activity. Through experiences building small projects and visiting the facility, students are encouraged to try various activities in Programs of Study. Students in Health Services and other Programs of Study also travel to other schools throughout the district to assist with educating students as elementary teachers are providing lessons.

These opportunities work in conjunction with other community events, such as Cabin Fever Workshops, which engage community members in high school events and encourage students to bring their families. By engaging the entire community Cascade can grow our program opportunities beyond one group of students, but instead, reach an entire community.

Partnerships with the Alternative School and Special Education Programs also allow for robust educational opportunities with local community groups. These partnerships span beyond one school’s boundaries and instead encompass the skillset of a variety of student learners across the district which allows us to utilize the many strengths that each student exhibits.

How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

8th grade students take a career exploration class that provides a snapshot view into all of the Programs of Study throughout the secondary level. Early student involvement in CTE courses allows students to feel more comfortable expanding their horizons. This allows future growth to occur as they enter into a new school environment with skills that directly translate to a new curriculum. By supporting students early in their educational journey, staff can develop the

tools to best support each individual student. Access to resources for students in their reading level, reading language, or scaffolded to their need of instruction from Special Education or ELL, CTE Programs can continue to break down barriers for all learners in the district. Through partnerships with outside organizations, such as the Willamette Career Academy, students who learn through hands-on approaches to their education can continue to feel supported in programs that may not be offered at Cascade (such as Cosmetology and Diesel Technology). Communication between teachers and staff supports the needs of all as materials are requested and purchased for the classroom.

Cascade has also resolved to break down the barriers that may be caused by financial strain on students and families experiencing homelessness by removal of fees for CTE courses to ensure access for all. All prerequisite courses for CTE Programs of Study are located on campus during school hours and are offered numerous times a year to allow more students to access the curriculum.

Well-Rounded Education

Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

At the high school and junior high level, courses in multiple subject areas and CTE programs allow real world experiences to be presented to student learners. Partnered with industry tours, guest speakers, and work based learning opportunities, students explore post-secondary options with the skills needed for industry. Support classes, such as Freshman Study Skills, and after school tutoring also provide students with resources for educational success. Through utilization of AVID strategies, consistency for student learners allows for easier collaboration and support across the district. Cascade offers numerous opportunities for language acquisition through programs such as the Biliteracy Seal and foreign language courses that supply college level credit opportunities. These, coupled with the robust and ever expanding AP courses and College Credit Now opportunities, allow students to thrive in multiple areas.

Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

Junior high and high school students have access to elective classes in the arts such as choir, band, theater, technical theater, ceramics, and photography. These classes support student learners through creative outlets that keep them engaged in learning. Clubs on campus, such as Creativity Club, Drama Club, and Aerobics Club, allow students to express themselves in positive ways while supporting them after school.

Cascade's elementary students have regular access to specials that include music and the media arts. Similarly, we try to bring in "artists in residence" to expose all students and families to theater and dance as well.

How do you ensure students have access to strong library programs?

At the high school the library could also be called the "living room of the school". It makes students feel comfortable and supported. Over the last two years, the number of reading materials in the library has increased and now include multiple high interest, lower level reading books to engage students from all reading levels. In addition to this, multiple books, including all core content required novels for reading, have been purchased in Spanish to support ELL students. This coupled with the increase in Manga has increased the books that are checked out by students. Guest speakers from authors and Book Club student organizations have partnered with local elementary schools to bring reading experiences to younger students, increasing the number of students utilizing the library to check out books.

All elementary students have access to library experiences weekly, with a certified librarian planning robust activities.

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How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

Students at the secondary level have multiple PE classes available for all student learners. To ensure that every student has an option for success in PE course requirements, multiple tiered approaches to PE are available ranging from Adaptive PE for higher need students to advanced PE courses. By finding classes that work for learners with a range of physical abilities we ensure the success of students.

Elementary students have multiple PE classes each week, as well as structure and unstructured playtime throughout each day.

All district students have ample time to enjoy both breakfast and lunch in a designated cafeteria in every school.

Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

CTE courses at Cascade offer students Trades Math courses connecting math to real life experiences and industries. These classes not only support the high quality Programs of Study in CTE programs, but learners from across the school. In conjunction with Trades Math, students can have more hands-on science experiences through programs such as Health Services that allow them to see the connection between high school experiences and real world application.

As an example of our commitment to STEAM even at the elementary level, we just created a STEAM room in a new modular building at Turner elementary. All classes have weekly access that includes lessons, equipment and resources to make sure all students are exposed to critical thinking and inquiry. We also have a district wide Seasonal Science Day at least two times a year which again, combines STEAM elements across all disciplines in grades K-5.

Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

All curriculum decisions include the following stages to ensure alignment with state and national standards:

- A curriculum committee is established that includes administrators, teaching staff, parents and interested community members.
- All state-vetted curricula are reviewed for alignment with state and national standards and our local scope and sequence.
- Publishers are invited to present each offering in an effort to illustrate how it would fit within our district.
- Final selections are piloted in live classroom settings to determine strengths and weaknesses of the offerings.
- Ultimately, the final recommendations are presented to our school board for public consideration and final approval.
- Extensive professional development plans are outlined to ensure that the curriculum can be implemented with fidelity.

Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

Collaborative efforts among teachers across subject areas allows for learning that applies to all students, regardless of prior knowledge. Teachers and support staff look for ways to ensure struggling learners are identified and courses fit the needs of all. With AP and College Credit Now courses available, differentiated instruction for learners across the school are supported. PLCs, including counselors, meet frequently to communicate regarding the specific needs of students to determine the best support for each learner. Through AVID strategies, guest speakers, and a range of electives, students are engaged in learning that is applicable to their needs.

How will you support, coordinate, and integrate early childhood education programs?

This is clearly one area in which the Cascade School District could improve. On one hand, we do a great job partnering with local early childhood education programs, and make every effort to support and promote them within our

community. Similarly, we venture into the community to provide resources and summer learning opportunities for a number of pre-K students.

However, we simply do not have enough local programs to meet the needs of our community. In particular, many of our low-income families do not get the access they deserve for early childhood education. Toward that end, we have opened a Family Resource Center, and will make every effort to help develop more local options for our most vulnerable students and families.

What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

Students transitioning from junior high to high school have had the opportunity to take courses that support them in this transition. From Agriculture to Woodshop, students have continuity between buildings. Meetings with parents of incoming freshmen assists in the transition for student learners. In addition to administrators and counselors who are present at orientation, we also include club leaders, coaches, and support staff to promote all students getting involved.

In the transition from high school to post-secondary life (Trade School or college), there are staff who are able to help. Guest speakers describe various career opportunities in multiple classes and school settings. College and career fairs allow students the freedom to ask questions and feel that they are supported in making educated decisions. A College and Career Coordinator is available to all students to apply for college, trade school, or otherwise make post-secondary plans.

How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

When students are struggling, whether credit deficiency or due to barriers in accessing their education, interventions are available to help. Freshmen who struggle to stay on track have access to a Freshman On Track Coordinator who is available to support them by communicating with staff, students, and families and works on plans that allow students to feel supported. Counselors and staff work together to help monitor credits and work to establish connections that allow students to feel supported. After school opportunities, such as tutoring in math and science as well as additional support in after school ELL tutoring, allows for multiple opportunities for assistance. After these after school opportunities, transportation is provided to allow students access despite this limitation.

What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

At the high school, students are given the availability of College Credit Now (CCN) courses that are partnered with local colleges in addition to the standard curriculum. These opportunities at the high school are expanding as three of the Programs of Study are equipped to offer CCN courses in the 23-24 school year. In addition to CCN, there are multiple AP classes offered to students ranging from English and Social Studies, to Science and Psychology.

AVID strategies are utilized by staff across the district and engage learners in higher level thinking from across all content areas. Staff districtwide have been a part of Professional Development opportunities that allow increased understanding and knowledge of these strategies which are then translated to all classes including CTE offerings.

How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

Through Programs of Study currently available at the high school students can explore careers of interest across a large scope. When a student has an interest in a CTE Program of Study, counselors and teachers are available to help them to understand the requirements and prerequisite courses needed. Career information is available both within and outside of the classroom through guest speakers who are present to all students, and industry tours that enable students to explore careers of interest. During registration and forecasting for each academic year, teachers and counselors are available to answer questions in addition to course catalogs and descriptions. With the addition of the College and Career Coordinator, more college tours, industry tours, and Work Based Learning opportunities are available.

Students in high school meet, not only with academic counselors throughout the year, but also the College and Career Coordinator who helps with the formation of post-secondary plans. The College and Career Coordinator, counselors, and CTE Teachers work collaboratively on student efforts and support.

How are you providing equitable work-based learning experiences for students?

If a student has a barrier to a particular work based learning experience, such as transportation requirements, staff and transportation services work together to provide busing for the needs of the student(s). These experiences range from larger experiences outside of the classroom (i.e. partnerships with local Fire Departments) to more localized experiences (i.e. Culinary catering for events on the high school campus) that allow students from these programs to really experience a variety of settings in the workplace. With partnership of local service districts, connected partnerships with local industries have been made readily available. These experiences have students who are in a classroom partnered with an industry during school hours in the classroom with their peers and teacher, to ensure that they are available.

Scaffolded instruction individualizes the educational setting of all students in CTE programs as teachers in combined PLCs focus on students they serve and the best way to provide necessary support and resources. PLC groups in CTE Programs also include Special Education staff who can attest to the needs of students with IEPs that might require additional accommodations to experience academic success. Outside agencies, such as the local ESD, also consult with staff on the needs of students that they serve and help to provide resources as needed. When necessary, support staff including Instructional Assistants, are available within the classroom to help support individualized needs of students.

Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.*

High school students are given the availability of College Credit Now (CCN) courses partnered with local colleges in addition to the standard curriculum. These opportunities at the high school are continuously expanding as currently three Programs of Study are equipped to offer CCN courses in the 23-24 school year. In addition to CCN, there are multiple AP classes offered to students ranging from English and Social Studies to Science and Psychology.

Students also have the option of applying and attending the Willamette Career Academy, a Career and Technical School that works in conjunction with the local ESD, in CTE fields. At this program, students earn academic credit and college credit that apply to graduation requirements. Students at the high school also have available to them the Biliteracy Seal Test that affords them the opportunity to earn credit in Spanish (or the language that this is taken in) towards college credits.

In CTE courses, there are beginning, intermediate and advanced course offerings available that build on student technical skills. These programs strive to offer students industry credentials that give an advantage to students in pursuits of industry careers.

What activities will you offer to students that will lead to self-sufficiency in identified careers?

Cascade offers a multitude of courses that encourage post-secondary, self-sufficiency options. These programs are across multiple grade levels and include departments in CTE as well as other curriculum areas. Through courses in Trades Math and Financial Algebra, students learn real life applicable mathematics in areas that students need for post-secondary living.

In CTE specific courses, students take hands-on classes that allow for certification giving them a competitive edge in the workforce following graduation. In these programs is the Pre-Apprenticeship program that provides students with the skills needed to be a part of an apprenticeship program post-secondary.

Career fairs, college fairs, and industry luncheons afford students the opportunity to meet with local industries, colleges, and trade schools to find the most applicable post-secondary options for each individual. These experiences work in

partnership with other local schools, such as the Opportunity Center and students at the junior high school. In conjunction with other schools in neighboring cities, Cascade attends local interview fairs to give students the chance to practice their interviewing skills and receive feedback from employers in the surrounding area. Moving forward, additional resources will be made communitywide through a partnership between the high school and the Family Resource Center to provide interview fairs to local community members and students.

Well-Rounded Education – CTE Focus

How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

In addition to course catalogs and academic forecasting, CTE courses are identified to students earlier in their education, some as early as elementary. Cascade Programs of Study (POS) foster early partnerships with elementary schools across the district and bring these experiences to young students. This, partnered with students who come to the high school campus and see CTE POS opportunities first hand, allows for early introduction in these programs. These community events do more than give to the high school students who participate, but also allow younger students to experience learning in CTE. Through these combined efforts of the staff and students in the programs and the utilization of social media across the district, students and families can see a variety of possibilities. Incoming students to the high school participate in either Freshman Orientation, Welcome Week, or scheduled tours (if a student begins school later in the year) in which they are able to see the POS opportunities firsthand.

Outside of the classroom and school setting, community members and families can see Cascade's CTE programs located all around the community. Through the Build up Cascade courses offered in Manufacturing, students engage public agencies and their support in CTE Projects. The class creates community features, including signage and beautification projects across the community, where individuals can see the project based learning opportunities students are engaged in.

How will you prepare CTE participants for non-traditional fields?

To prepare a student for a non-traditional field the first thing that needs to happen is the acknowledgement and understanding of the wide variety of fields available. By inviting guest speakers to come to campus who might be in non-traditional fields (i.e. females in the welding profession), more students can see the possibilities that are available and acknowledge that they might be interested in this. Industry tours are available to pique the interest of student learners across various parts of the curriculum. These types of partnerships are incredibly important to helping students, regardless of their background, to find their passion and pursue it.

In addition to these available opportunities for high school students, engaging students begins at the elementary level through CTE partnerships with local elementary schools. Early engagement in the programs allow all students to explore the many options that are available. With the Work Based Learning that comes through these partnerships, students are able to explore the career and bring these resources and ideas to others in the community.

Engaged Community

If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

While Cascade has always had solid, open dialogue within the local community, we have been far more intentional in recent years. Rather than just waiting for input (which was often very forthcoming), we have sincerely sought out feedback from a wide variety of stakeholders in multiple areas including curriculum, funding, planning for growth, and

equity just to name a few. We have been thoughtful to reach out creatively to groups within our community that are often overlooked. While we clearly want to keep improving, we believe we are on a path to consistent and robust dialogue.

In terms of barriers, like many rural communities, we still struggle with getting a large sample size within each group. It tends to be the same respondents in each subgroup that are often the first to respond and/or offer feedback. To counter this, we have made additional efforts to have small groups and even one-on-one listening sessions. Thankfully, this has begun to create space for new voices in every corner of our diverse community.

What relationships and/or partnerships will you cultivate to improve future engagement?

Cascade continues to learn about more opportunities for community engagement with outside agencies and businesses. These partnerships are formed through industry connected community partnerships where staff connect with members of local businesses to find joint ventures and engagement opportunities in the surrounding community. These work in conjunction with other district resources, such as the Family Resource Center, to determine what needs are in the community and the ways which we can support those around the school district. Links with neighboring cities on joint activities/tasks also allow students and staff to explore partnerships that are available and the ways to become more involved.

What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

While Cascade reaches out in a variety of capacities, we would do well to adopt a more formal engagement system or program. A grassroots approach has some strengths, but so would a system that would allow us to parse data, establish a long-term history of our efforts, and generate questions that we can be confident are emphasizing equity.

How do you ensure community members and partners experience a safe and welcoming educational environment?

Cascade works with school translators and outreach coordinators to ensure that community members have access to materials in their primary language when they enter an educational environment. Engaging families in community events through off-campus activities across the district allows families and community members to feel that they can enjoy the environment while being supported and welcomed. Places such as the Family Resource Center have afforded families the opportunity to find resources and support that are applicable to their specific needs in the community. Invitations to public forums and Board meetings are shared through social media and Parent Square notifications. Finally, small group and individual sessions are readily available in an effort to create the safest and most welcoming environment for all.

Evidence of Engagement

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community?

The artifacts selected are representative of a broad cross section of efforts to engage all stakeholders. Through our use of surveys, listening sessions, parent meetings, individual interviews, and public community events just to name a few, we believe we have demonstrated our commitment to reach as many voices as possible.

Similarly, these artifacts show (at least partially) how truly committed we are to specifically engaging some of our focal populations that simply were not afforded this representation in the past. As stated, Cascade still has room to grow, especially in the area of formalizing our efforts, but the journey toward inclusiveness and voice for all has definitely progressed.

Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Engagement of student focal groups occurred across the secondary campus in the form of student surveys that were disseminated to multiple student organizations, grade levels, and classes. These classes included focal groups of students in AVID, after school clubs and activities, leadership classes, CTE courses, ELL, and Special Education students that articulated their goals and thoughts.

Similarly, multiple small group parent meetings were conducted at each of our three elementary schools. We intentionally afforded opportunities to give parents of our focal populations a chance to express their needs and ask key questions as we began planning.

In most cases these strategies fell in the area of collaboration. However, in some instances, we began to empower students and parents for impact. We hope to reach this level of engagement even more often in the future.

Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Similar to our students and families, we employed a multi-tiered approach to engage staff. Some of these included surveys, staff meetings, small groups/PLC's, and one-on-one interviews.

With staff, the levels of community engagement were broad ranging. Some staff preferred to simply consult or collaborate. On the other hand, some key staff members are still fully engaged in the process and undoubtedly feel empowered to impact our Integrated Plan and many other key district-wide decisions moving forward.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

On reflection, most of the feedback from both staff and community had very similar themes. A few of these include:

- Genuine trust in the district to serve and support the school and community
- Gratefulness for our responsiveness and flexibility during COVID
- A desire to address SEL, especially in our K-8 populations
- A desire to see learning gaps addressed in elementary reading and math
- A desire to expand access to our CTE programs
- Efforts to improve outcomes for our focal populations (graduation rate for example)

Since these are many of the areas that we are already emphasizing both through SIA and High School Success, it was a fairly smooth transition to continue these into portions of our Integrated plan.

CTE Focus

How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

Cascade has a multitude of partnerships in more than just CTE courses, but that merge in other classroom settings as well. These partnerships have been fostered through local ESDs that will continue to be an integral part of the expansion of work based learning opportunities. Through industry connected community partnerships, CTE teachers have open forums with local industries to describe the skills needed for industry success and how local educational facilities can partner on projects that span across districts. With these partnerships comes the joint collaborative efforts of multiple schools in the neighboring regions. By partnerships between districts and local businesses, growth in WBL can continue to occur. College and Career Fairs will continue to allow students resources to local agencies and schools the ability to work on collaborative projects with industry professionals.

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Strengthened Systems and Capacity

How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

Building principals as well as representatives from Human Resources are available to participate in local hiring fairs that are located in surrounding communities to recruit strong educators. This partnership with outreach to local colleges and universities that have strong teaching programs has allowed for recruitment of professional educators that support the needs of the district. Teachers in the district who are new to education are also partnered with a mentor that is available to them and works to ensure that they have the support and tools necessary to feel successful in their first years of education.

Most recently, Cascade has been making use of our Recruit and Retention Grant to actively attempt to attract teachers that better reflect our focal student groups. Moreover, as we hire leaders and administrators from within the district, we have a greater ability to promote those individuals who best reflect the diversity of our students and families.

What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

Most recently, we have taken a hard look at our master schedule at all levels, but particularly in secondary. Rather than just assigning the “best” teachers to all the advanced courses, we are thoughtful about giving the students with the greatest needs access to the most qualified instructors.

Another way in which we have made significant headway is by removing any barriers that might prevent focal populations from accessing the most rigorous courses (transportation, after school support, AVID strategies, singletons to name a few).

One area in which we still need work is special education. Recently it has been challenging to recruit and hire licensed special education teachers, and we have had to be far more flexible in these assignments.

How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

In general, Cascade makes every effort to minimize out of classroom discipline for all students through SEL instruction, aide support, and ongoing teacher training. One additional support for our focal populations is our Skills Trainer model. We have identified and trained specific classified staff members to push into classrooms and be with students as they process some of their emotional and behavior issues. While not perfect, this has resulted in a significant improvement in out of class time for some of our most vulnerable students.

How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

Each year, Cascade convenes a team of teachers, building leaders, and district staff to outline and update the long term vision for our professional development. Topics that are often discussed include curriculum, behavior management, social-emotional learning, and teaching strategies. Throughout the year we revisit this plan based on evidence of strengths that have developed or new needs and priorities that have been identified. As a small to mid-sized district that is committed to best practices, we are often able to pivot deftly as needed with our PD plan.

How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Cascade’s teacher training and improvement plan is multifaceted and includes the following components:

- A robust teacher evaluation process that includes research based practices and supports.
- Ongoing in-house and outside expert professional development.
- Active grade level and vertically aligned PLC's throughout the district.
- Late Start Wednesdays twice monthly designed to emphasize research-based practices.
- Teacher mentoring programs for all first and second year instructional staff
- AVID professional development throughout the school year and each summer in every building.

***What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure?
How do you respond and support the student(s) when those identifications and observations are made?***

One of the biggest strengths of Cascade School District is our ability to intervene quickly with students who may be at risk academically. The monitoring and intervention process takes on many forms and may include:

- A multi-tiered system of support in math and ELA across all grade levels at all three elementary schools.
- PLC's that staff struggling students across all core disciplines.
- A "freshman focus" team that keeps a close watch on 9th grade student progress.
- After school tutoring and enrichment opportunities.
- An extensive credit recovery system for secondary students.
- Specific study skills classes targeting specific student challenges.
- AVID School-wide implemented in all district schools.
- A system of "early warning" communications (both online and in-person) with parents and families.

How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

Our most effectively transition tools have been the following:

- Home visits to pre-K families to answer questions and provide learning packages prior to the beginning of kindergarten.
- Kindergarten readiness assessment and skills training.
- Evening parent meetings for families of every transition grade level. We share academic, behavioral and climate expectations as well as answer individual questions.
- Student tours of each new building/school students will be attending the following year.
- A one or two-week freshman orientation experience which involves study skills, team building, academic expectations, and opportunities to engage with and connect to staff prior to school beginning .
- Summer remediation and enrichment opportunities at every transition grade level.
- Multiple college and career fairs and visits.
- A robust senior exit interview process.
- A new college and career coordinator position available to all high school students.