

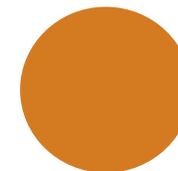


Cascade Elementary GO Team Business Meeting #2

Where we are - Where we're going

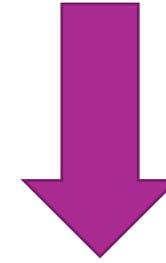
Where We Are

Our strategic plan is the guide for the work we're doing in the school. By monitoring the plan and ranking priorities, we can all work towards the common goals. Using the priorities in the strategic plan, the school leadership team developed a Continuous Improvement Plan (CIP) for the current school year.



Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed 2021-2025 Strategic Plan

2

Summer 2024

School Leadership completed Needs Assessment and defined overarching needs for SY22-23

3

August 2024

School Leadership completed 2024-2025 Continuous Improvement Plan

4

Sept. - Dec. 2024

Utilizing current data, the **GO Team** will review & possibly update the school strategic priorities and plan

5

Before Winter Break

GO Team will take action (vote) on the rank of the strategic plan priorities for SY24-25 in preparation for budget discussions.



Discussion Items

Current Strategic Plan

Georgia Milestones Math Data
(if not previously discussed)

Continuous Improvement Plan
Needs Assessment
SMART GOALS
Action Plan

Strategic Plan Alignment & Update

School Uniform
(if not previously discussed)



Current Strategic Plan

2021-2025

Mission

To prepare students for life, college and careers by providing rigorous, equitable, culturally relevant And real world learning experiences in order to become fully engaged and realized citizens of the Global community.

Cascade Elementary School

2024 Strategic Plan

SMART Goals

Vision

To become the premier elementary school within Southwest Atlanta that provides students with a broad and balanced education

Improve the proficiency rates of students in grades 3-5 by 6% in ELA by June 2024 on the GA Milestones

Improve the proficiency rates of students in grades 3-5 by 6% in Math by June 2024 on the GA Milestones

Increase the amount of minutes from 12 to 20 on HMH Intervention Platforms in order to improve growth rates in ELA and Math by at least 10%

TBD

APS Strategic Priorities & Initiatives

School Strategic Priorities

School Strategies

Fostering Academic Excellence for All

Data
Curriculum & Instruction
Signature Program

1. Improve the percent of students achieving at the proficient and distinguished levels on the GA Milestones
2. Improve Tier 1 instructional strategies in ELA & Mathematics
3. Improve early identification procedures for Tier 2 and above

1. a; School wide implementation of Foundations, Lucy Calkins, and Envisions Math
b; Provide professional learning sessions focused on curricular programs
2. Conduct weekly data meetings and rehearsals focused on tier 1 content
3. Retain an intervention specialist to oversee protocols and instruction for Tier 2 and above

Building a Culture of Student Support

Whole Child & Intervention
Personalized Learning

4. Remain an IB authorized school.
5. Continue to implement a Tier 1 intervention block for ELA & Math

4. Conduct professional learning sessions designed to increase program awareness and philosophies
5. Observe and monitor the implementation of Tier 1 instructional block

Equipping & Empowering Leaders & Staff

Strategic Staff Support
Equitable Resource Allocation

6. Build teacher capacity using effective instructional coaching strategies
7. Increase the amount of certifications and endorsements among staff

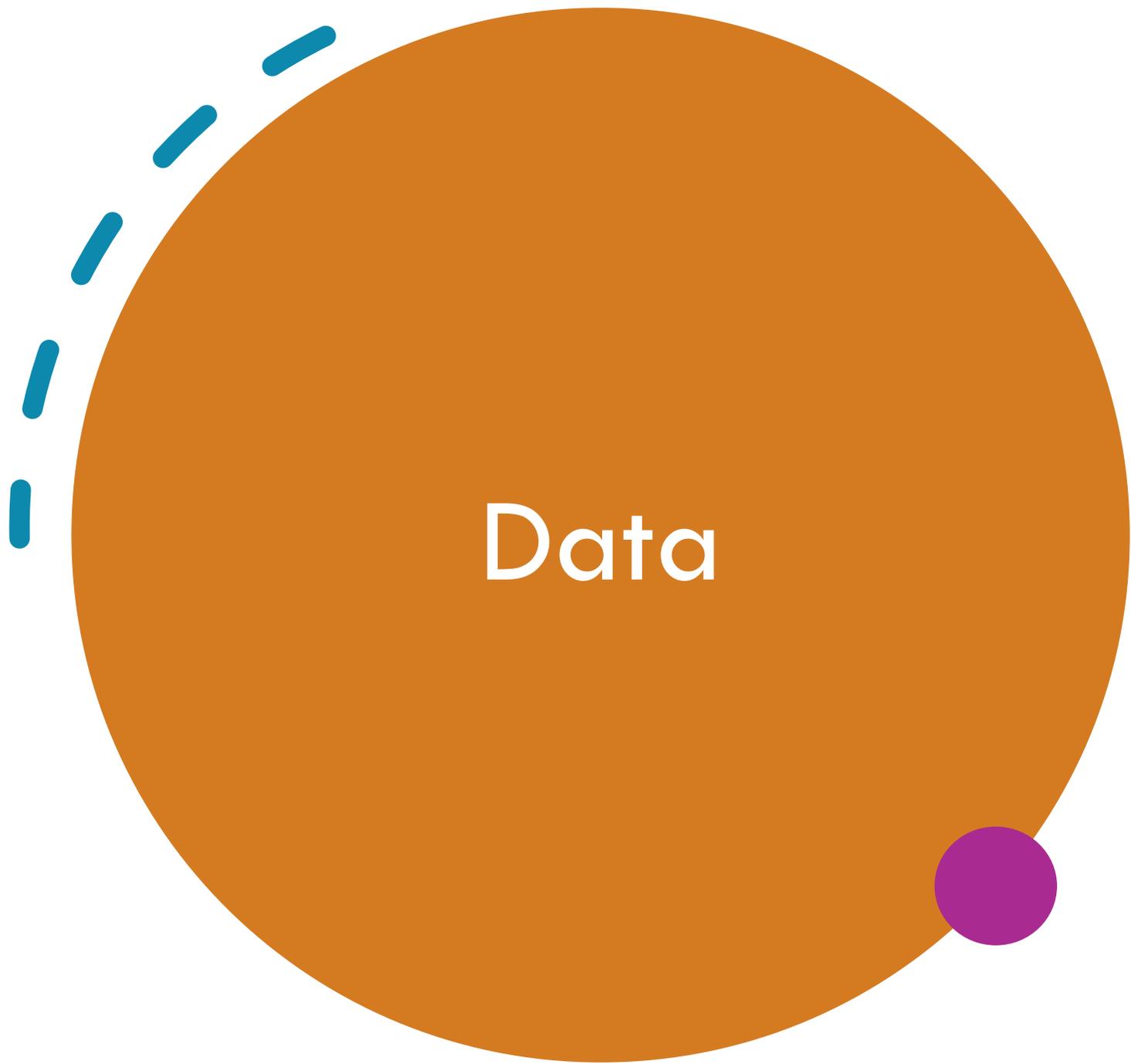
6. Retain a Turn Around Reading Specialist and Math Master Teacher Leader to support teachers with instructional strategies
7. Promote certification and endorsement opportunities in staff communications

Creating a System of School Support

Strategic Staff Support
Equitable Resource Allocation

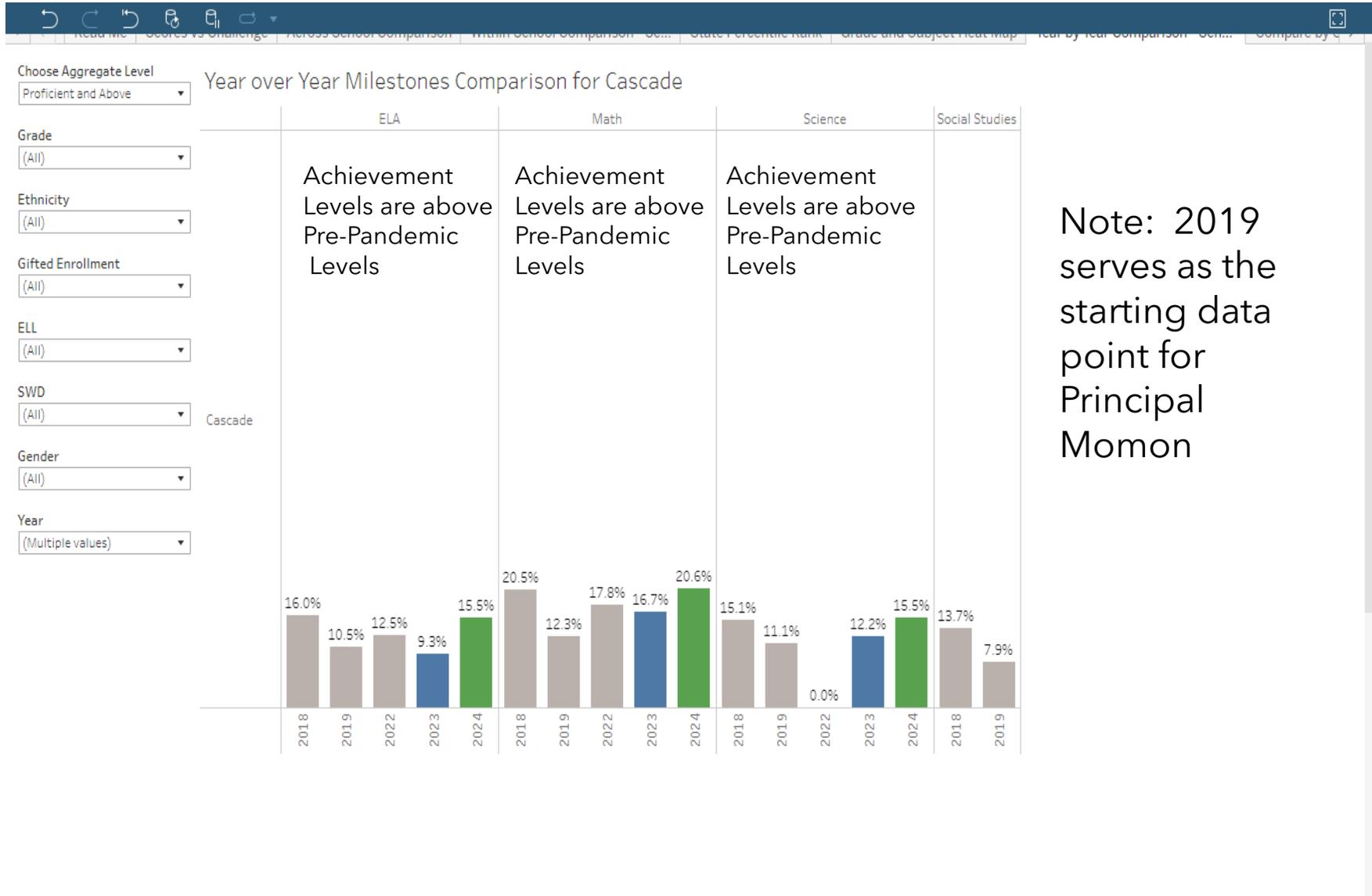
8. Create a positive healthy school environment where students thrive, teachers enjoy coming to work, and the community trusts

8. Conduct weekly house meetings and monthly events for families to engage in

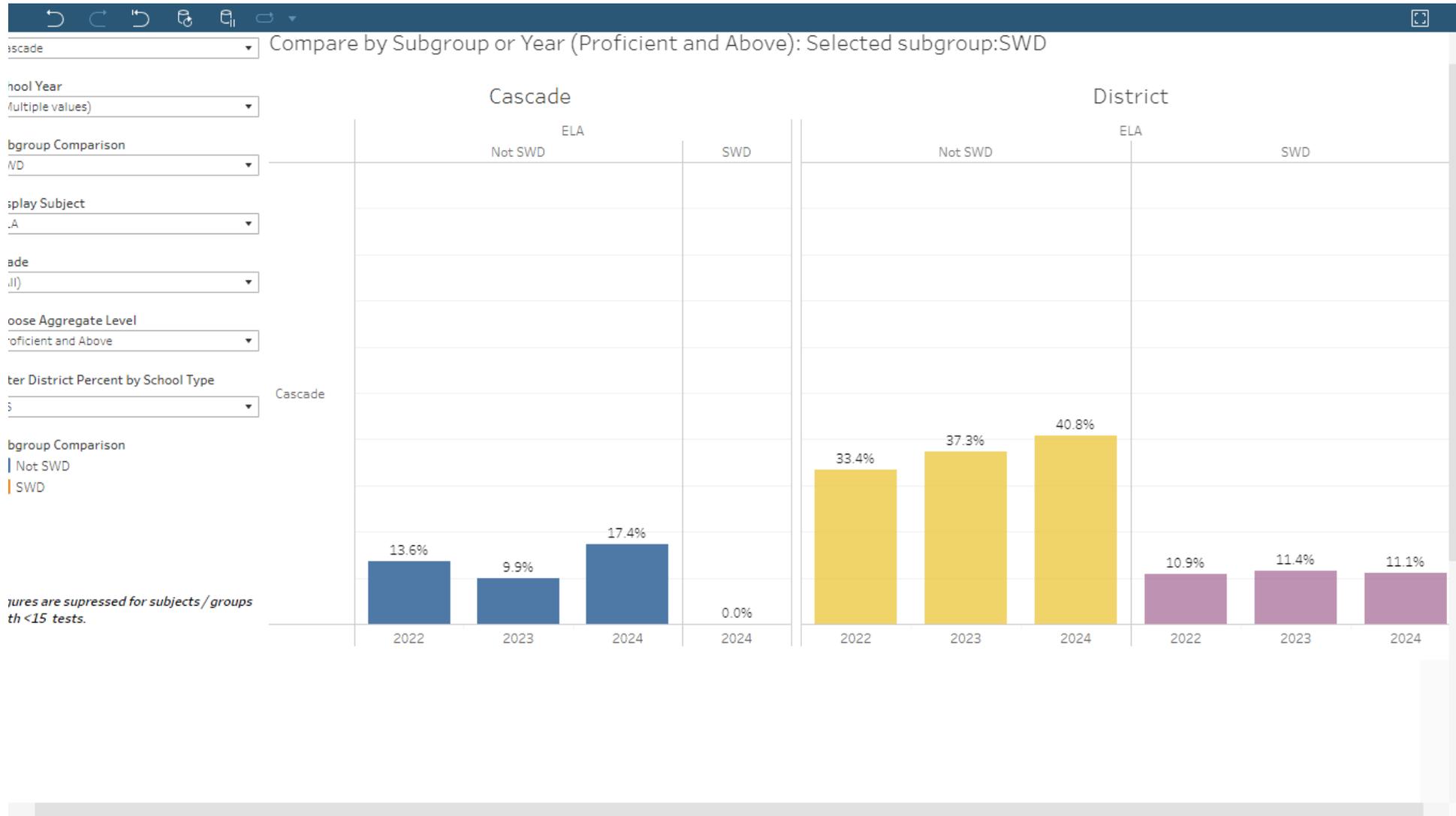


Data

GA MILESTONES RESULTS



SWD- ELA Subgroup Data



GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- Based on our school's trend data from MAP assessments and end-of-year test assessments, which student sub-groups and grade levels showed the most significant gaps or unexpected trends?
- Based on our school's trend data from MAP assessments, Milestones and other indicators, are there specific trends that require more focused attention?
- What additional questions do you have?





Continuous Improvement Plan

1	 Needs Assessment					
2	*UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES*					
3	Strengths			Challenges		
4	Math proficiency increased 1% from the 2023 school year on the GMAS			Math proficiency decreased on the GMAS decreased by 6% for 5th grade from the 2023 school year		
5	Science proficiency rates on the GMAS increased by 4%. from the 2023 school year			44% of the total population were chronically absent during the 2024 school year.		
6	ELA proficiency increased 4% from the 2023 school year on the GMAS					
7	CCRPI Attendance Rate improved by 2% from the 2023 school year					
8						
9	Our Overarching Needs					
10	Literacy		Numeracy		Whole Child & Intervention	

	A	B	C	D	E	F	G
9	Our Overarching Needs						
10	Literacy		Numeracy		Whole Child & Intervention		
11	Increase proficiency rates in ELA from 16% to 21% on GMAS.		Increase proficiency rates in Math from 20% to 25% on GMAS.		Increase the average student usage of intervention platform from 12 minutes to 20 minutes.		
12							
13	Literacy Problem Statement		Numeracy Problem Statement		Whole Child & Intervention Problem Statement		
14	We are not growing the percentage of students performing at proficient and exceeding on ELA GMAS in Grades 3-5 at a rate of 5% annually.		We are not growing the percentage of students performing at proficient and exceeding on Math GMAS in Grades 3-5 at a rate of 5% annually.		Students did not use the intervention platforms at the rate expected which is at least 20 minutes per week, thus resulting in less than preferable results.		
15	Why?		Why?		Why?		
16	Students are comprehending at significantly lower rates than peers on their same grade level for grade level expectations.		Students are struggling to correctly solve word problems.		Teachers are not holding student accountable for working independently in the platform while they are working with small groups.		
17	Why?		Why?		Why?		

	A	B	C	D	E	F	G
19	Why?		Why?		Why?		
20	The Lucy Calkins did not explicitly teach grammar, semantics, and the generation of ideas that was needed for students to comprehend and write at expected levels of proficiency.		Students are struggling to comprehend what the word problem is asking of them because the problems use Tier 2 and 3 vocabulary terms that the students are unable to read because of their low academic abilities in reading.		Not all teachers had additional teacher support in the classroom during the intervention block.		
21	Why?		Why?		Why?		
22	The focus when the resource was adopted was focused more on balanced literacy than the Science of Reading. As a result the resource did not meet the needs of the majority of the students		Because students are expected to solve problems on their current grade level however they have a comprehension level that is at least two years behind.		The supplemental intertion block in the afternoons for grade 4-5 did not have additional teacher support because the master schedule did not allow for it.		
23	Why?		Why?		Why?		
24	As a result, the instructors did not have the pedagogy to effectively provide instruction as required by the Science of Reading model which created instructional gaps for students that were struggling learners..		The students are experiencing a delay in reading comprehension skills required to solve complex problems.		Insuffient human resources and competing priorities.		
25							
26	Root Cause						

Literacy SMART Goal						
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	
Professional Learning for the Science of Reading: Readers Are Leaders	Administrators, Instructional Coaches, Teachers, Paraprofessionals, and Media Specialists	03/01/24-05/24/25	Cox Campus Module Badge of Completion Reports PL- Redelivery Agendas and Sign In Sheets	Readers Are Leaders Checklists MAP Assessment Reports Formative Assessments Teacher Observations	CI & Data	Parer
						Effe
Explicit Teaching of grammar using Shurley Grammar	Instructional Coach, Teachers	08/01/24-05/24/25	Internalization Plans Observation	Shurley Assessments Writing Assessment	CI	Parer

F16:F23 | fx CI

	A	B	C	D	E	F	
51	Numeracy SMART Goal						
52	Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	
53	Explicit Instructional Teacher/Coach Planning Sessions	Instructional Coach, Master Teacher Leader, Teachers	08/01/24-05/24/25	Internalization Plans Observation	Program Usage Reports Student Growth Reports Parent Data Conferences New Teacher Induction Plan	CI	
54							Parer
55							
56							
57							
58							
59							
60						Effe	
61	Implement GADOE Tasks Weekly internalizations of the lesson plans to ensure alignment with GSE	Instructional Coach, Master Teacher Leader, Teachers	08/01/24-05/24/25	School Calendar of PD	Internalization Plans Observation	CI	
62							Parer
63							
64							
65							
66							

Whole Child & Intervention SMART Goal						
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	
Continue to Meet as a Whole Child Team	Administrators, Social Worker, SELT, School Nurse, MTSS Specialists, Parent Liaison	8/01/24-05/24/25	Weekly Whole Child Tracker	Reviewing the whole child tracker, the APS dashboard, Attendance Data	WC	Parer
						Effe
Increase the amount of Family Engagement Events focused on the needs of families	Family Engagement/WCI Team	8/01/24-05/24/25	Sign In Sheets, Presentations, Needs Assessment Survey Results	Needs Assessment Reports Whole Child Data Tracker	WC	Parer

GO TEAM DISCUSSION: Review the priorities and goals in your **strategic plan** and the information and goals **CIP**. Reflect on if updates need to be made to the Strategic Plan.

GO Team Activity & Discussion

Are all CIP Goals reflected in our Strategic Plan Priorities?

If not, which CIP Goal(s) are missing and should be added to the Strategic Plan?

Three empty blue rectangular boxes are arranged vertically, connected to the central question box by a thin blue line. These boxes are intended for the user to list any missing CIP goals.

Updates to the Strategic Plan

1. *Add a priority focused on improving the instructional levels of students with disabilities on the Georgia Milestones.*
2. *Remove the intervention block goal and add the whole child reduction list.*
3. *Add Write Score, Heggerty, Morpheme Magic as a tier 1 resource for strategy for priority 1*
4. *Remove priority #5*
5. *Update the goals to align with the CIP for 2025.*





Strategic planning will help
you fully uncover your
available options, set priorities
for them, and define the
methods to achieve them.

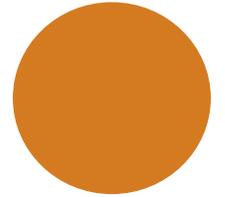
Robert J. Mckain

Where we're going

At our next meeting(s) we will discuss how our data is aligning to our strategic plan and determine if we need to make any adjustments.

Before the end of Fall Semester, we will take **Action** (vote) on any updates to our strategic plan and the ranking our strategic priorities for the 2024-2025 school year.

Let me or the Chair know of any additional information you need for our future discussion.





Principal's Report

**Please update your GO Team
on how the \$45,000 security
grant will be used at your
school.**

**The \$45,000 security grant will
be used to hire a full time non-
instructional aid that will
monitor halls and support
visitor intake**



Thank you