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# CES Go Team Meeting

— Principal's Presentation —

Action Items

Discussion Items

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Cascade Elementary School

November 18, 2021

# 2022 Strategic Plan

DRAFT

Cascade School Strategic Plan (Mays Cluster)

DRAFT

School Mission & Vision

**District Mission & Vision**

With a caring culture of trust and collaboration, every student will graduate ready for college and career.

A high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system.

**Cluster Mission & Vision**

Provide instruction that is standards based, integrated and rigorous focusing on the whole child while collaborating with all constituents to prepare all students for graduation and beyond.

Vision: Prepare students to be 21<sup>st</sup> century learners who are ready for college, career and beyond.

Mission Statement: Cascade Elementary School will prepare students for Life, College and Career by providing rigorous, equitable, culturally relevant, and real world learning experiences in order to become fully engaged and motivated citizens of the global community.

Vision Statement: Our Vision is to become the premier elementary school within Southeast Atlanta that provides students with a broad and balanced education.

Signature Program: International Baccalaureate Primary Years Programme

**School Priorities**

1. Improve percent of students achieving at proficient and distinguished levels on the GA Milestones Assessment in ELA and Mathematics.
2. Improve Tier 1 instructional strategies in ELA and Mathematics.
3. Improve early identification procedures for Tier 2 and above.
4. Become an Authorized International Baccalaureate PYP World School by 2022.

**School Strategies**

- 1A. Provide early identification of student performance levels.
- 1B. Monitor and track students by performance bands throughout the school year.
- 1C. Conduct quarterly benchmark sessions with teachers and students.
- 1D. Adopt and implement a comprehensive ELA and Math curriculum aligned to the GA Standards of Excellence.
- 1E. Provide adequate instructional coaching for teachers of high leverage instructional strategies.
- 2A. Implement professional development sessions aligned to the standards and curriculum resources.
- 2B. Assess target students monthly using STAR Assessment System.
- 2C. Provide frequent feedback to teachers on the implementation of strategies.
- 3A. Integrate early detection mechanisms for struggling students.
- 3B. Provide training opportunities for teachers to understand the RTI process.
- 4A. Plan, create, and implement at least two transdisciplinary units.
- 4B. Retain a school based IB specialist to oversee the authorization process of the programme. Issue of Feasibility/Innovation
- 5A. Provide targeted and professional learning opportunities focused on the implementation of Standard based instruction.
- 5B. Provide collaborative planning time each week.
- 5C. Provide professional development opportunities led by teachers according to observable strengths.
- 5D. Participate in district capacity building professional learning opportunities. Issue of Feasibility/Innovation
- 6A. Vet and determine data efficiency trading system tools to monitor student progress.
- 6B. Provide professional development sessions focused on student goal setting. Issue of Feasibility/Innovation
- 7A. Build community awareness, knowledge and support for school wide initiatives by involving families.
- 7B. Provide work shops to build parent capacity to understand student needs.
- 7C. Continue the implementation of Social Emotional Learning for students and school staff.
- 7D. Create engaging opportunities throughout the year for students and families to enjoy. Issue of Feasibility/Innovation

**Key Performance Measures**

- Increase ELA and Math performance in Proficient and Distinguished categories on GMAS by 12% in ELA and 15 in Math.
- Increase Progress (percent of student meeting typical or high growth on STAAR and Milestones SGOs) by more than 40 SGO's.
- Results of student's perception surveys on School climate surveys.
- Feedback from classroom observations.
- Increase number of school partnerships.
- Maintain Student Attendance >94%
- Maintain Suspension Rate <2%
- Maintain CCRPI Climate rating >4 demand and improve parent satisfaction rating
- Increased participation at parent workshops

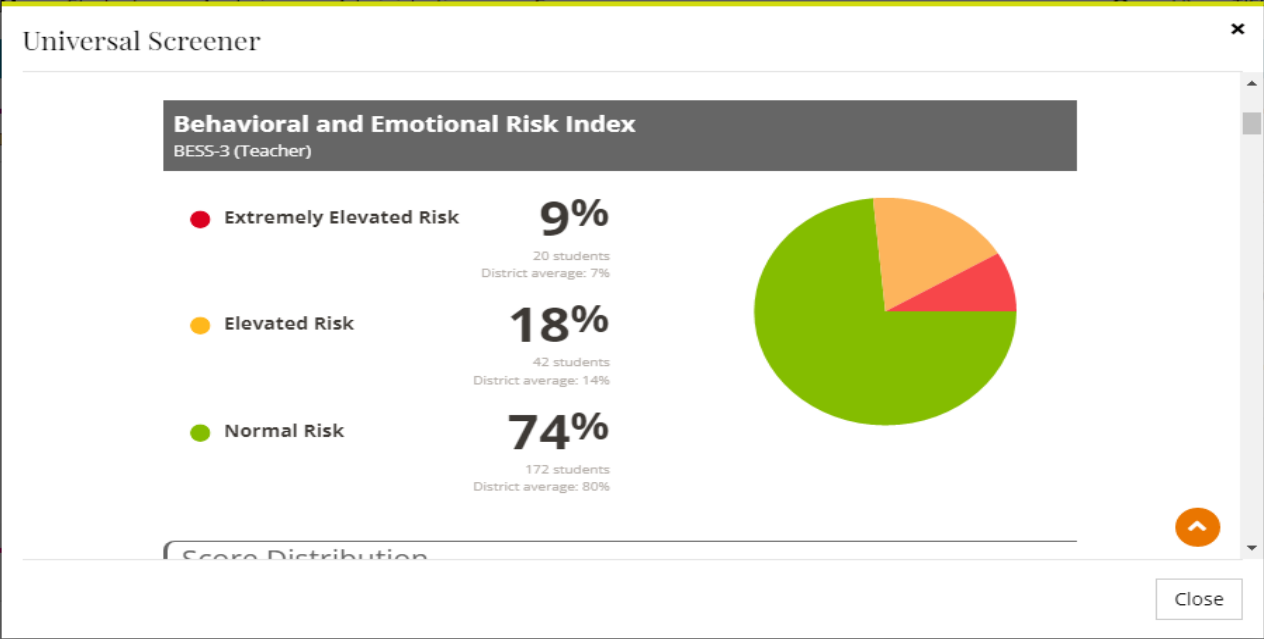


# CES 2021 GA Milestones Proficiency Results

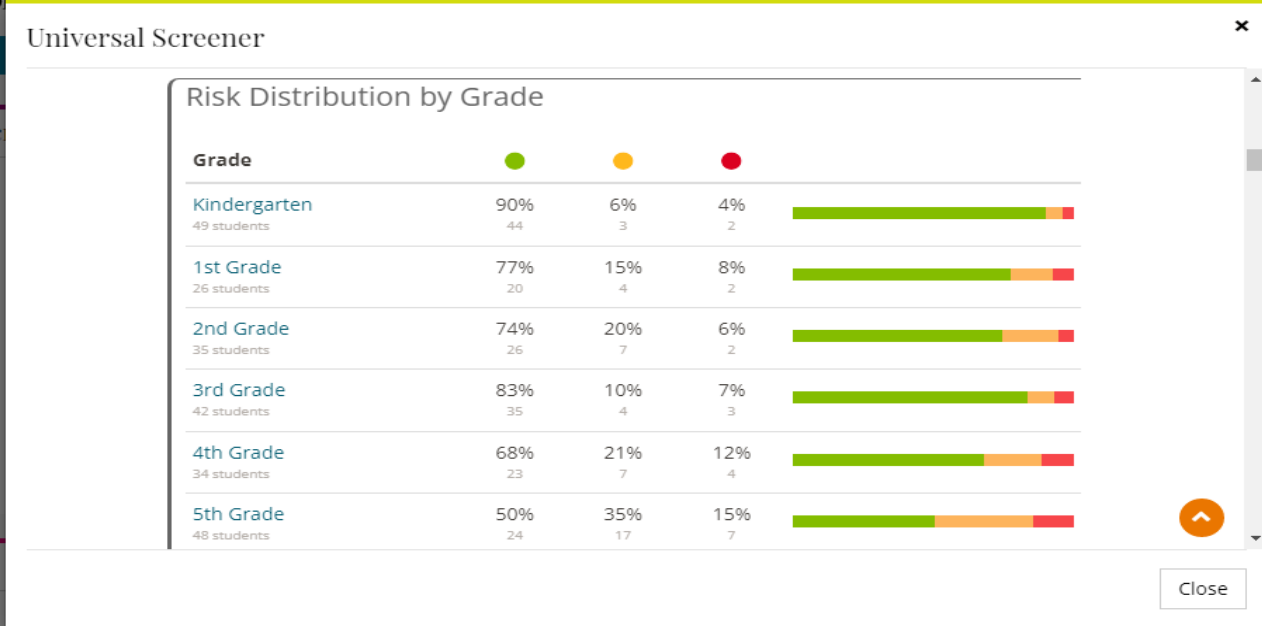
Legend: Green Highlights indicates improvement from 2019

	ELA	Math	Sci
3rd	7.4%	6.14%	
4th	9.1%	4.5%	
5th	4.5%	0%	4.5%

# Basc-3/Bess 360 CES Behavior Assessment



# Behavior Risk By Grade Levels



A dark, high-contrast photograph of a man in a cap and a child embracing. The man is on the left, wearing a dark hoodie and a cap, with his arms around the child. The child is on the right, wearing a dark jacket. The background is a blurred indoor setting.

# School Strategic Plan Workbook & Template

2022-2025

# ACTIVITY: Reflect on the Work

Review what you said you were going to do in your previous strategic plan and reflect on whether you achieved the impact you expected. These guiding questions will help set that stage for the rest of the needs assessment.

**Impact: Did you achieve or make progress towards the goals identified in your strategic plan? What evidence/data do you have?**

The team concluded that the school met partial goals. The 2021 GA Milestones Data serves as the evidence for the growth in ELA for the 3rd and 4th grade. In addition, the family engagement data shows that family perception of the school has improved.

**Implementation: Did you do (with fidelity) what you said you were going to do in your strategic plan? What evidence/data do you have?**

Yes, However the pandemic occurred during this period.

**Reflection: If you did not have the impact expected or implement with fidelity, why? What should you be aware of in this planning process?**

n/a

# 2021 School Planning Workbook

Cascade Elementary School

July 2021



ATLANTA  
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SCHOOLS





Strengths	Opportunities
Increased proficiency rates on GA Milestones in ELA in grades 3 & 4 for 2021	Increase Math & Science proficiency rates as well as 5 <sup>th</sup> grade ELA on GMAS
Decreased student behavior infractions 2019-2021	Establish students engagement strategies and behavior management systems for class disruptions
Increased Family Engagement Survey Results in 7 out of 8 domains	Established systems and secured resources to improve family wellness
94% teacher retention rate for the 2021-2022 school year	Maintain high staff morale and implement additional staff engagement strategies to maintain high teacher retention rates
Increased enrichment and extra curricular opportunities to nurture the whole child	Encourage students to seize opportunities that will provide them with a balanced educational experience

## Our Overarching Needs

(ES/MS: Literacy Proficiency) Improve 5 <sup>th</sup> Grade Student Proficiency on GMAS	(ES/MS: Numeracy Proficiency) Improve 3 <sup>rd</sup> -5 <sup>th</sup> Grade Proficiency on GMAS	(Whole Child/Student Support) Improve family wellness survey results
<b>Why? Why didn't 5<sup>th</sup> grade experience similar growth?</b>	<b>Why? Why didn't 3<sup>rd</sup>-5<sup>th</sup> grade master Math on GMAS</b>	<b>Why? Why do families feel that Cascade has not prioritized their wellness?</b>
5 <sup>th</sup> grade participated in content teaming	The teachers used various resources during the year.	Cascade's current services do not meet all the needs families require.
Why? Why was there a teaming model for 5 <sup>th</sup> grade?	Why? Why did the teacher use multiple resources?	Why? Why don't the services provided meet all needs?
Teaming was adopted to capitalize teacher expertise as determined by previous years results	Teachers were afforded flexibility based on student needs.	Some staff are part time and dissemination of information is not streamlined.
Why? Why didn't teacher expertise positively impact student outcomes as expected?	Why? Why were teachers given flexibility for instructional resources?	Why? Why are some staff part-time?
Partner ELA teachers lacked the collaboration skills needed to plan effective instruction.	The school followed the instructional framework of the units of study.	The allocation of funding does not allow for full time parent support positions.
Why? Why do these teachers lack the collaboration skills?	Why? Why did the instructional framework not yield the desired results?	Why? Why is dissemination of information not streamlined?
Cascade has not provided PL on effective partnerships and effective collaboration	The teachers experienced difficulty reconciling units of study with Envisions Math.	There is not one point of contact for related services that has been communicated
	<b>Root Cause</b>	
Cascade has not provided PL on effective partnerships and effective collaboration	The teachers experienced difficulty reconciling units of study with Envisions Math.	There is not one point of contact for related services that has been communicated



### Strategy 1: Curriculum & Instruction

Implement rigorous and culturally relevant and linguistically responsive curriculum with fidelity in all core content areas and instructional best practices in Tier 1 instruction

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Implement Foundations & Just Words	Instructional Coach, Reading Specialist, Teachers	Aug 5, 2021-May 26, 2022	Unit Assessments MAP Fluency Internalization Plans Parent Data Conferences	District/ School
Implement Fountas & Pinnell	Instructional Coach, Reading Specialist, Teachers	Aug 5, 2021-May 26, 2022	Internalization Plans MAP Growth Assessment Unit Assessments Parent Data Conferences	School
Implement Lucy Calkins Writing Project	Instructional Coach, Reading Specialist, Teachers	Aug 5, 2021-May 26, 2022	Write Score Reports Pre/Post Unit Assessments Parent Data Conferences	School
Implement Eureka Math	Instructional Coach, Master Teacher Leader, Teachers	Aug 5, 2021-May 26, 2022	Eureka Module Assessments Math growth common assessment MAP Growth Assessment Parent Data Conferences	School
Implement Tier 1 Tech Enhanced Programs	Instructional Coaches, Specialists, & Teachers	Aug 5, 2021-May 26, 2022	Program Usage Reports Student Growth Reports Parent Data Conferences	School
Professional Learning	Administrators & Instructional Coaches	Aug 5, 2021-May 26, 2022	Sign In Sheets Presentation Slides Feedback Reports	School

### **Additional Action Steps required for subgroup populations (eg. SWD, ELL, etc.)**

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Implement LLI for SWD	SELT Teachers	Aug 5, 2021-May 26, 2022	Running Record Growth Reports	School Grant (Dollar General Youth Literacy)
Implement Lexia Core 5 for ELL	ESOL Teacher	Aug 5, 2021-May 26, 2022	Usage & Growth Reports	District (World Language Dept)



### Strategy 2: Whole Child & Intervention

Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Incorporate Second Step Curriculum	Counselor Teachers	Aug 5, 2021-May 26, 2022	Infinite Campus Behavior Reports Observations Posters and Signage Parent Letters	District
Implement Behavior House Meetings & Rules	Assistant Principal Business Manager All School Staff	Aug 5, 2021-May 26, 2022	Infinite Campus Behavior Reports Observations Posters and Signage Class Dojo Point Weekly Communication to Parent	School District Grant
Implement Tier 1 Intervention Block	Interventionists All School Staff	Aug 5, 2021-May 26, 2022	SAM Central Dashboard Reports MAP (Growth & Fluency) ELA/Math Unit Assessments	District
Participate in COVID 19 surveillance testing	All School Staff CARE Team	Aug 5, 2021-May 26, 2022	Viral Solutions Reporting	District
Implement BASC Assessment for Behavior	Counselor Social Worker IB Specialist	Sep 2021-May 2022	BASC Reports Training Documents	District
Administer MAP for all students	Testing Coordinators Teachers	Aug 2021-May 2022	MAP Growth & Fluency Reports	District

### Additional Action Steps required for subgroup populations (eg. SWD, ELL, etc.)

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Twice Weekly Parent/Teacher Communication (SWD)	Teacher	Aug 5, 2021-May 26, 2022	IC Documentation Class Dojo	School
Twice Weekly Parent/Teacher Communication (ELL)	Teacher	Aug 5, 2021-May 26, 2022	IEP/Progress Reports	School



**Strategy 3: Personalized Learning**

Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Incorporate Lexia Core 5 during the intervention block and guided reading	Instructional Coach Teachers	Aug 5, 2021-May 26, 2022	Usage Reports Lessons and Units Completed Parent Conferences	School
Incorporate Dreambox Learning during intervention block and guided math	Instructional Coach Teachers	Aug 5, 2021-May 26, 2022	Usage Reports Lessons and Units Completed Parent Conferences	School
Implement Daily Guided Reading Instruction	Instructional Coach Teachers	Aug 5, 2021-May 26, 2022	MAP Lexile Levels Observation Notes Running Records Instructional Plans	School
Include Inquiry Based Learning Experiences in IB Units	IB Specialist Teachers	Aug 5, 2021-May 26, 2022	IB Unit Plans Transdisciplinary Teaching Observations Needs Assessment Report	School
Include tech advanced lessons using one to one devices driven by student plans	ETS Instructional Coaches Teachers	Aug 5, 2021-May 26, 2022	Instructional Plan Activity Options for students Observations Google Classroom	School

**Additional Action Steps required for subgroup populations (eg. SWD, ELL, etc.)**

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Incorporate specially designed instruction	SELT SWD Teachers	Aug 5, 2021-May 26, 2022	Instructional Plans Classroom Observations	District SWD
Implement LLI for SWD	SELT Teachers	Aug 5, 2021-May 26, 2022	Running Record Growth Reports	School Grant (Dollar General Youth Literacy)



### Strategy 4: Signature Programming

Strengthen the implementation of signature programming

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Continue to use the IB SEL based House Rules discipline plan.	SEL IB Committee	2021-2022	House Rules Discipline Plan Data from Class Dojo Online Platform	School
Increase Concept and Inquiry Based Learning	Instructional Coaches	2021-2022	Unit Assessments & GMAS Data	School
Increase visual evidence of our implementation of the IB PYP in the school environment that includes multiple languages	T. Proctor, IB Specialist SEL IB Committee	2021-2022	IB Learner Profile Banners, IB House Banners, International Flags, Schoolwide Expectations Posters with IB Language, IB themed boards to display student work;	Signature Funds
Parent and Community Engagement	T. Proctor, IB Specialist V. Lawrence, Parent Liaison	2021-2022	IB Newsletters, IB School Brochure, School Website with activities for home connections	Signature Funds
Professional Learning for IB Consultation Prep	T. Proctor, IB Specialist	2021-2022	Presentation Slides Sign In Sheets Needs Assessment Parent Workshops	Signature Funds

### Additional Action Steps required for subgroup populations (eg. SWD, ELL, etc.)

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Increase Flexible Learning Environments	T. Proctor, IB Specialist E. Edwards, SPED Lead V. Butler, ESOL Teacher	2021-2022	Pictures of outside learning environments, sensory paths...	APS SEL Dept. Signature Funds

*Mission:* Cascade Elementary School will 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

*Vision:* Our Vision is to become the premier elementary school within Southwest Atlanta that provides students with a broad and balanced education.

## SMART Goals

Improve the proficiency rates of students in grades 3-5 by 6% in ELA by June 2022 on GA Milestones

Improve the proficiency rates of students in grades 3-5 by 6% in Math by June 2022 on GA Milestones

Improve family wellness survey question to exceed a 3.94 rating

## APS Strategic Priorities & Initiatives

**Fostering Academic Excellence for All**  
Data  
Curriculum & Instruction

**Building a Culture of Student Support**  
Whole Child & Intervention

**Equipping & Empowering Leaders & Staff**  
Strategic Staff Support

**Creating a System of School Support**  
Collective Action, Engagement

## School Strategic Priorities

1. Improve the percent of students achieving at proficient and distinguished levels on GA Milestones
2. Improve Tier 1 instructional strategies in ELA & Mathematics
3. Improve early identification procedures for Tier 2 and above
4. Become an authorized IB PYP World School by 2022
5. Implement a Tier 1 intervention block for ELA & Math
6. Build teacher capacity using effective instructional coaching strategies
7. Increase the amount of certifications and endorsements among staff
8. Create a positive and healthy school environment where students thrive, teachers enjoy coming to work, and the community trusts

## School Strategies

- 1A. School-wide implementation of Foundations, Lucy Calkins, and Eureka Math
- 1B. Provide professional learning sessions focused on curriculum programs
- 2A. Conduct weekly data meetings and rehearsals focused on Tier 1 content
- 3A. Hire and retain an intervention specialist to oversee processes Tier 2 and above
- 4A. Conduct professional learning sessions designed to increase program awareness and philosophies
- 5A. Observe and monitor the implementation of the Tier 1 instructional block
- 6A. Hire and retain turn around reading specialist and Math Master Teacher Leader to support teachers with instructional strategies
- 7A. Promote certification and endorsement opportunities in staff communications.
- 8A. Conduct weekly house meetings and host monthly events for families to engage in

Current Enrollment: 302

Average Daily Attendance: 90.1 (Oct)

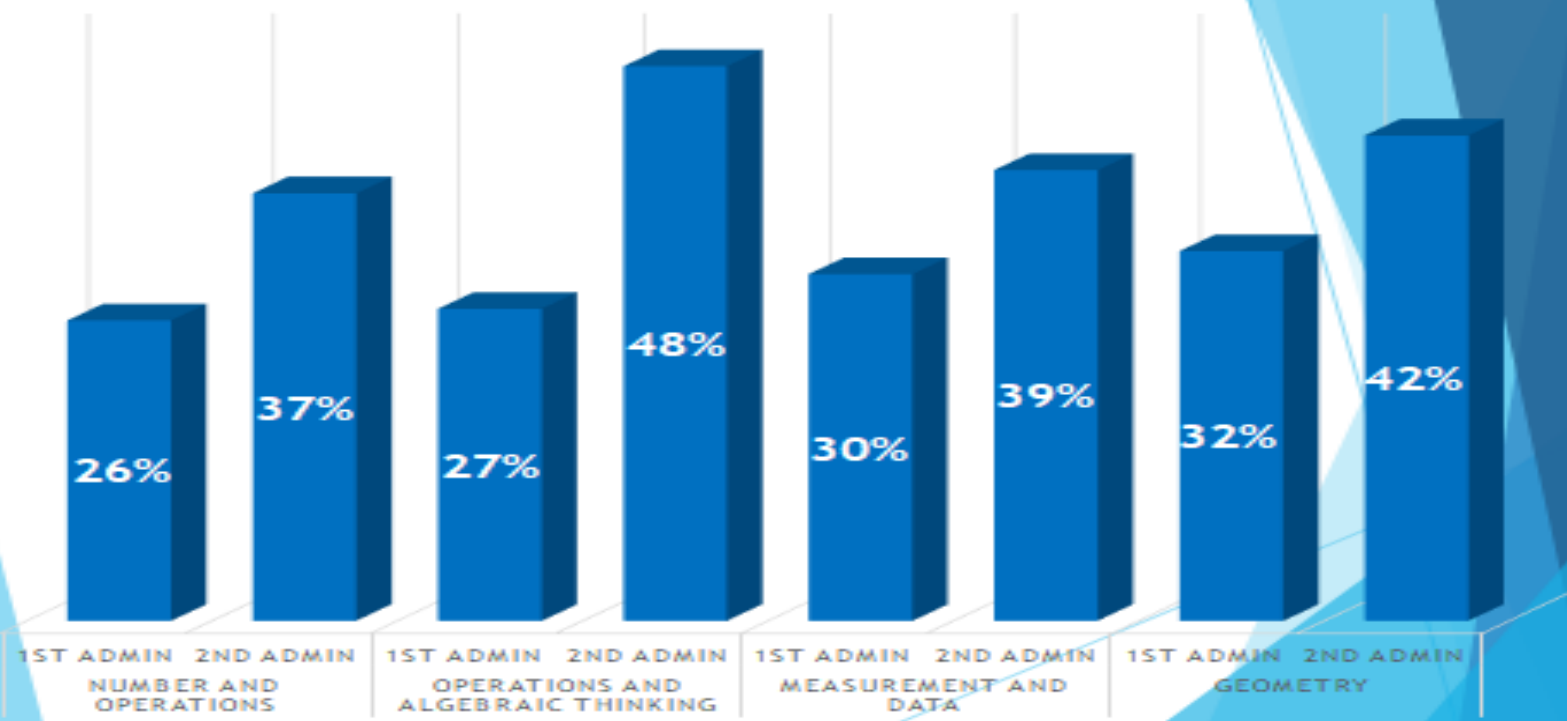


# Reading Comprehension Unit Analysis

Grade	Unit 1 Pre	Unit 1 Post	Growth
Kindergarten	0/52=0%	18/52= 35%	+35%
First Grade	0/24=0%	20/32=62%	+62%
Second Grade	0/34=0%	19/34= 56%	+56%
Third Grade	0/39=0%	24/39=62%	+62%
Fourth Grade	11/36=31%	20/26=56%	+25%
Fifth Grade	6/32= 18%	21/34=80%	+62%

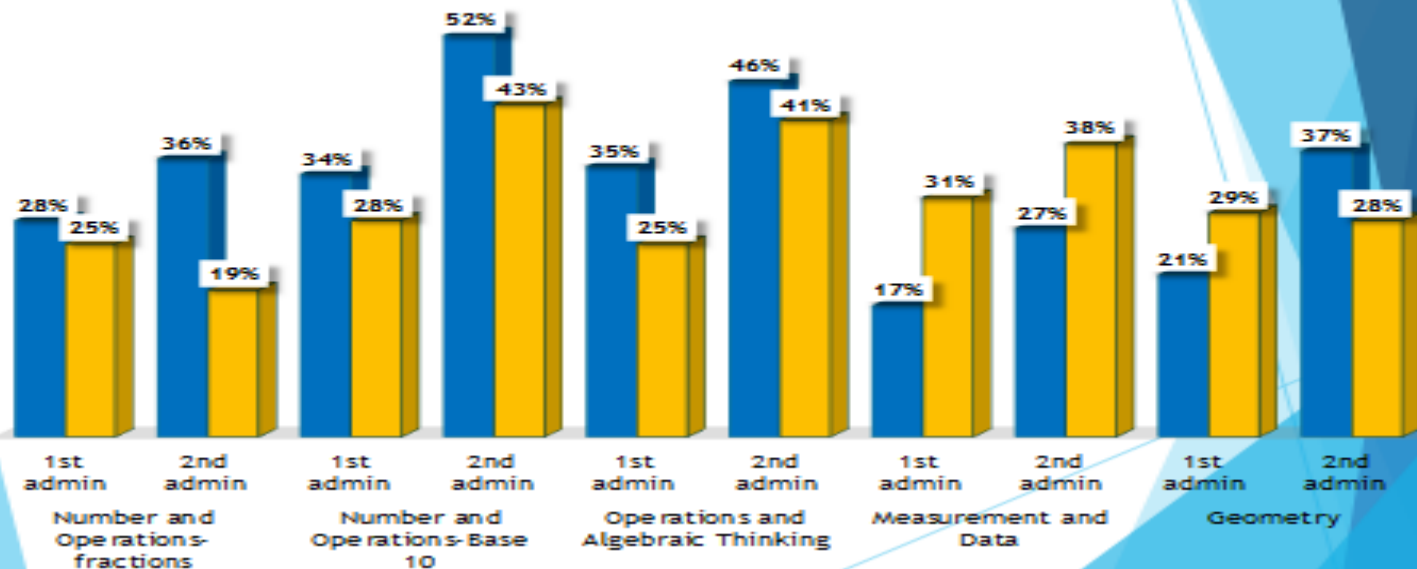


### 3RD GRADE USA TESTPREP MATH GROWTH



## USATEST PREP MATH GROWTH ASSESSMENT

■ 4th Grade ■ 5th Grade



# Questions/Announcements

Thank you so much to our partner at Chick Fil A at Cascade Road for donating to our Fall Festival and Teacher and Support Person of Excellence Program

If you are able to donate funds or goods for our Winter Events and Honor Student Ceremonies we will graciously appreciate it.

Thank-you for being a valued member of Cascade Elementary Schools' Go Team!!! Let's continue to support our school and grow it from good to GREAT!

Tiffany Momon

# Public Comment Format

“For those of you wishing to provide comment, there is time allotted on the agenda from 4:00 pm – 4:20pm. The sign-up sheet is by the door for face to face sessions, while virtual sign ups are located via the link provided. Each member of the public will have 2 minutes to speak at which time we will ask you to have a seat to allow others to speak. The Public Comment period is designed to gain input from the public and not for immediate responses by the GO Team to the public comment presented. At the end of the 20 minutes we will close public comment and move on to the next agenda item. If there are questions or information that you have for the GO Team, you may also contact one or more of the GO Team members after this meeting. You can find GO Team member contact information and meeting dates and agendas on the GO Team page of the school’s website.”