



# CES September Town Hall







# Welcome

## Topics of Discussion:

1. COVID Protocol Review & Instructional Procedures- Momon
2. 2021 GA Milestones Results- Momon
3. 2021-2022 School Improvement Plan Review-Momon
4. Go Team Updates Updates-Momon
5. Grade Level Meeting & Teacher Conference Updates-David
6. Let's Talk (Public Questions/Comments)
7. Literacy Night





**312 Students Enrolled at  
Cascade as of 9/9/2021**

**We want all 312 in school  
everyday this year!!!!**



**Alert: Due to a Change in EIP  
Guidelines provided by the State  
of Georgia, CES Model for EIP will  
change. This means that some  
students will have a change of  
class on or before Fall Break.  
Stay Tuned**



# APS/CES COVID Precautionary Measures

- Parents complete the Health Check for students before sending them to school
- Upon arrival all student Health Check reports are verified for that day
- Students are expected to remain 3 feet apart while in the building and wear a mask at all times, unless they are eating
- Sick students are seen by the school nurse when they are ill and parents may be called to pick up students depending on symptoms. Parents who are not able to pick up the student may be provided a sick bus, if the illness occurs before 11 AM and an adult is home to receive

# What Happens When COVID is Detected at CES

- ➔ When the school is notified that an infected person is in the building, the person is moved immediately to the CARE Room until they are able to leave and an investigation begins to determine close contacts. The infected person must go into isolation at home for at least 14 days.

What Counts as Close Contact? Close Contact through Proximity and Duration of Exposure: Someone who was within 6 feet of an infected person (laboratory-confirmed or a clinically compatible illness) for a cumulative total of 15 minutes or more over a 24-hour period (for example, three individual 5-minute exposures for a total of 15 minutes). An infected person can spread SARS-CoV-2 starting from 2 days before they have any symptoms (or, for asymptomatic patients, 2 days before the positive specimen collection date), until they meet criteria for discontinuing home isolation. • Exception: In the K–12 indoor classroom setting, the close contact definition excludes students who were within 3 to 6 feet of an infected student (laboratory-confirmed or a clinically compatible illness) where ○ both students were engaged in consistent and correct use of well-fitting masks; and ○ other K–12 school prevention strategies (such as universal and correct mask use, physical distancing, increased ventilation) were in place in the K–12 school setting. This exception does not apply to teachers, staff, or other adults in the indoor classroom setting

# How Are Close Contacts Informed

- If a whole class has been determined as close contacts, the entire class will remain in the classroom, while a school official contacts the parents to inform the parent to pick up the student immediately. Parents will receive a close contact letter that will include guidelines and timelines for quarantining.
- If there are isolated cases of close contacts, the close contacts will be removed from the classroom and taken to the cafeteria while a school official contacts the parents to inform the parent to pick up the student immediately. Parents will receive a close contact letter that will include guidelines and timelines for quarantining.
- Students will be coded appropriately in Infinite Campus and will be considered present if quarantining.

# What Type of Instruction Will Scholars Receive if out due to COVID

- If an entire class has to go home, devices will be issued to parents upon arrival when picking up the student
- The teacher will resume virtual instruction for the class and will notify parents of their zoom codes within one business day of the decision to move to a whole class quarantine
- If it is not warranted for an entire class to quarantine, students who are sent home to quarantine will have assignments posted in the teachers Google Classroom to complete in addition to instructional packets that will be made available within 24 hours of being sent home. These teachers will reach out to parents to support them with locating google assignments within one business day of being notified of the need to quarantine.



# CES 2021 GA Milestones Proficiency Results

Legend: Green Highlights indicates improvement from 2019

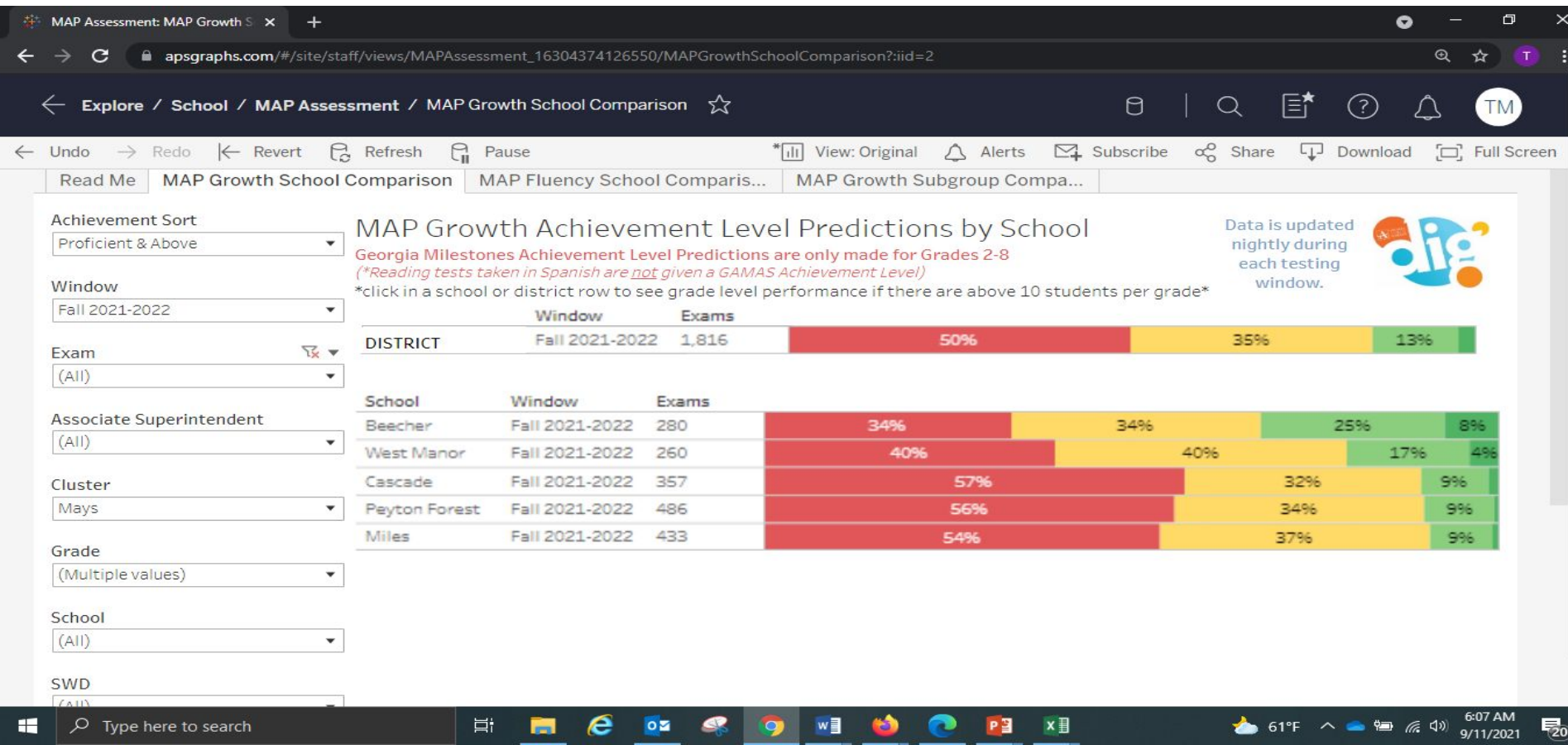
	ELA	Math	Sci
3rd	7.4%	6.14%	
4th	9.1%	4.5%	
5th	4.5%	0%	4.5%

# CES 2021 GA Milestones Beginning Level Results

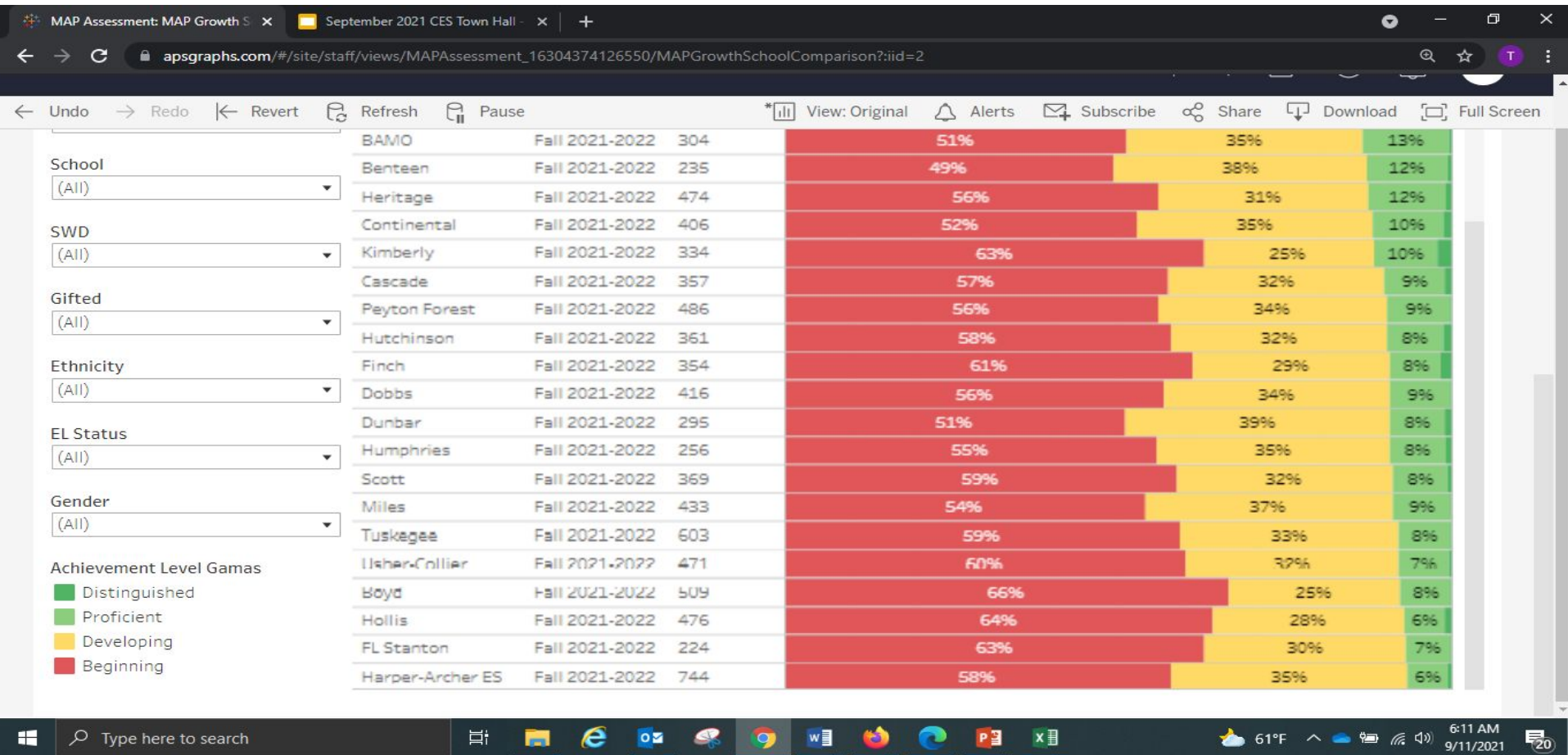
Legend: Green Highlights indicates improvement from 2019

	2019	2021	2019	2021	2019	2021
	ELA		Math		Sci	
3rd	75%	85%	49%	63%		
4th	48%	50%	48%	54%		
5th	49%	59%	54%	74%	73%	85%

# How Are Our Scholars Looking at the Beginning of the Year According to the MAP Cluster View



# District View





# Map Fluency Mays Cluster View

MAP Assessment: MAP Fluency S xSeptember 2021 CES Town Hall - x

apsgraphs.com/#/site/staff/views/MAPAssessment\_16304374126550/MAPFluencySchoolComparison?iid=3

Explore / School / MAP Assessment / MAP Fluency School Comparison

View: OriginalAlertsSubscribeShareDownloadFull Screen

Read MeMAP Growth School ComparisonMAP Fluency School Comparis...MAP Growth Subgroup Compa...

☐ (All)

☐ Null

☐ Carver

☐ Douglass

☐ Jackson

☒ Mays

☐ Midtown

☐ North Atlanta

☐ South Atlanta

☐ Therrell

☐ Washington

Cancel

Apply

Mays

School

(All)

Grade

(All)

SWD

(All)


## MAP Fluency Results

MAP Fluency tests are expected to be taken by PK-2nd Grade students

There are multiple MAP Fluency Tests showing results on up to 9 different metrics. Use the filter highlighted in gray on the left to select a MAP Fluency Test Type.

\*click a school below to drill down to metric level data.

Data is updated nightly during each testing window.

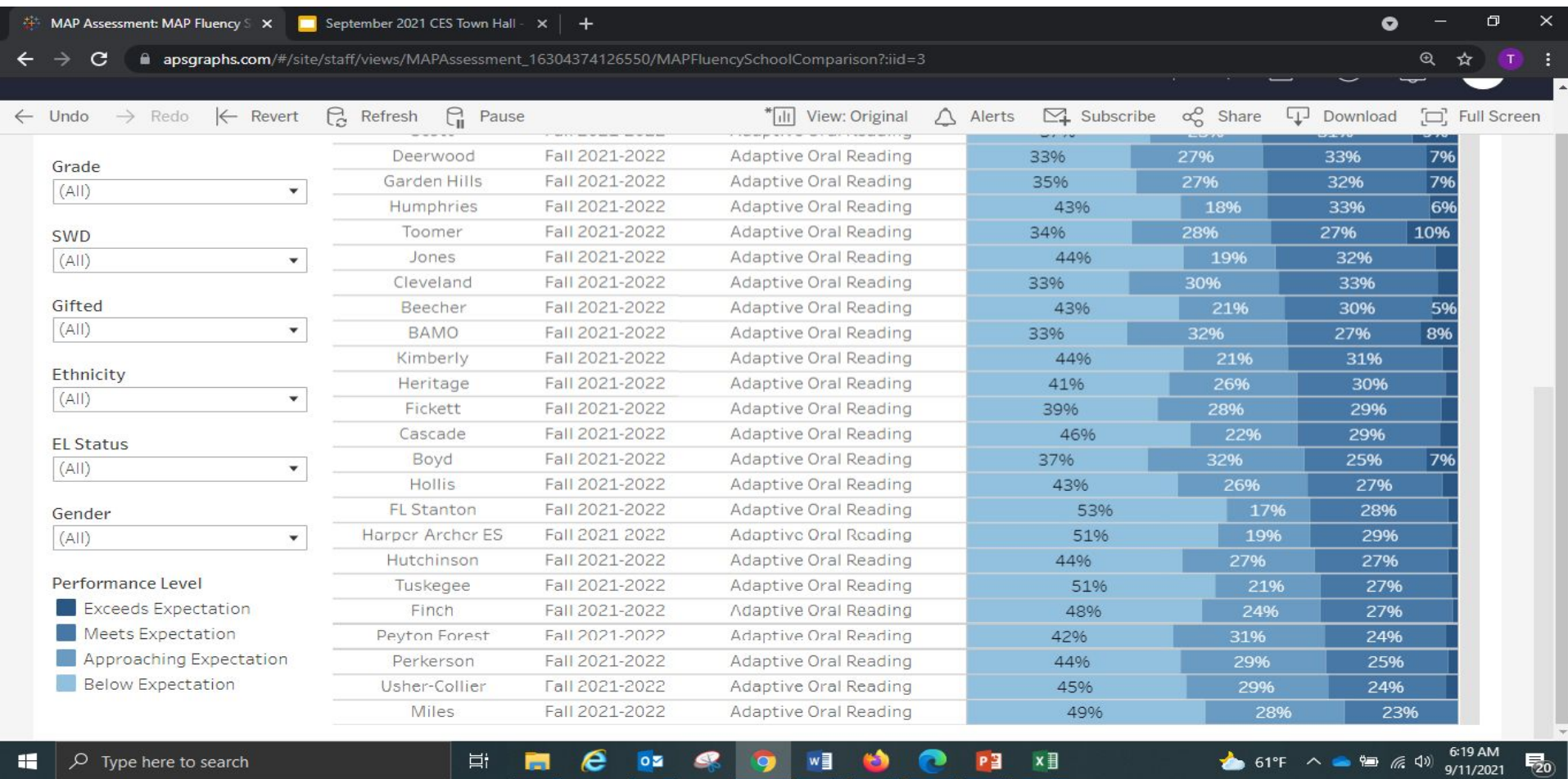


School	Window	Test Type				
West Manor	Fall 2021-2022	Adaptive Oral Reading	30%	28%	34%	8%
Beecher	Fall 2021-2022	Adaptive Oral Reading	43%	21%	30%	5%
Cascade	Fall 2021-2022	Adaptive Oral Reading	46%	22%	29%	
Peyton Forest	Fall 2021-2022	Adaptive Oral Reading	42%	31%	24%	
Miles	Fall 2021-2022	Adaptive Oral Reading	49%	28%	23%	

Type here to search

61°F6:16 AM9/11/2021

# Map Fluency District View



# 2021 School Planning Workbook

Cascade Elementary School

July 2021



ATLANTA  
PUBLIC  
SCHOOLS



# Cascade Elementary

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> 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





### Our Overarching Needs

Improve the 5th Grade Proficiency rate on GMAS

Improve 3rd-5th Grade Proficiency on GMAS

Improve family wellness results

### SMART Goals (Elementary/Middle School)

The percentage of students in grades 3-8/9-12 scoring proficient or above in reading/ELA will increase from 10% to 16% in June 2022

The percentage of students in grades 3-8/9-12 scoring proficient or above in math will increase from 12% to 18% in June 2022

Create hub of resources available to families and train staff by Dec 2021, IOT increase the family wellness component of the family engagement survey with an average mean of 3.94 or above by May 2022.

### Progress Monitoring Measures

- Reading MAP Growth Reports
- Pre & End of unit assessment scores
- Lesson Internalization Documents (CASE)
- Write Score Assessment Reports
- HMH Intervention Resources and Reports
- Teacher Observations
- MTSS/I-Ready Resources
- Leveled Literacy Intervention (LLI)
- Renzulli Reports
- WDM (Weekly Data Meetings)
- Foundations Unit Assessments

- Math MAP Growth Reports
- Math growth common assessments
- Eureka Math assessments (Daily exit tickets, topic assessments, mid/end module assessments)
- HMH Do the Math reports
- MTSS/I-Ready Resources
- ZEARN Student growth & usage reports
- WDM (Weekly Data Meetings)

- Monthly parent surveys and questionnaires
- Parent meeting attendance logs
- Round table discussion notes during parent meetings
- PTA & Go Team Minutes
- Young Middle School Den Referrals



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 202-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
	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

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# Go Team Updates

## **Go Team Members for the FY22 School Year**

**Mr. Richard Winn-President**

**Mrs. Twanna Owens-Vice President**

**Ms. Temica Cook-Secretary**

**Ms. Renita Hall-Parent Seat**

**Ms. Tosha Waters-Parent Seat**

**Mrs. Doris Potter-Parent Seat**

**Mr. Monte Fowler-Cluster Representative**

**Mrs. Connie Marshall-Community Seat**

**Dr. Andrew Williams-Swing Seat**



# *Upcoming Events*

- Dress for Success Every Wednesday for the Entire School Year
- September 16 IB Literacy Curriculum Night (Tonight)
- September 17 Virtual Grandparents Day Celebration @ 5:00 PM
- September 20 @ 5:00 PM Mindful Mondays (Guest Speakers: )
- September 22 and 29, 2021 from 3:00-3:45 After-school Tutorial (K-5)
- September 24 Mays Cluster Night @6:30 PM @ Lakewood Stadium
- Oct. 7-8 Fall Break



***Questions????? Please place in Chat Box.***



**When, Where, What, How, How Many, What if**



**CASCADE ELEMENTARY**  
**LITERACY**  
**N I G H T**

Join us VIRTUALLY for a night of read-aloud and great authors!!

When: Thursday, September 16th, 2021

Time: 5pm-6pm  
(Immediately following Ms. Momon's Town Hall)

**ZOOM LINK:**

<https://atlantapublicschools-us.zoom.us/j/3693410089?pwd=ZFY3dVdWeXo5eWwraVJmL0xJRmJJZz09>

Meeting ID: 369 341 0089

Passcode: ND11ai

