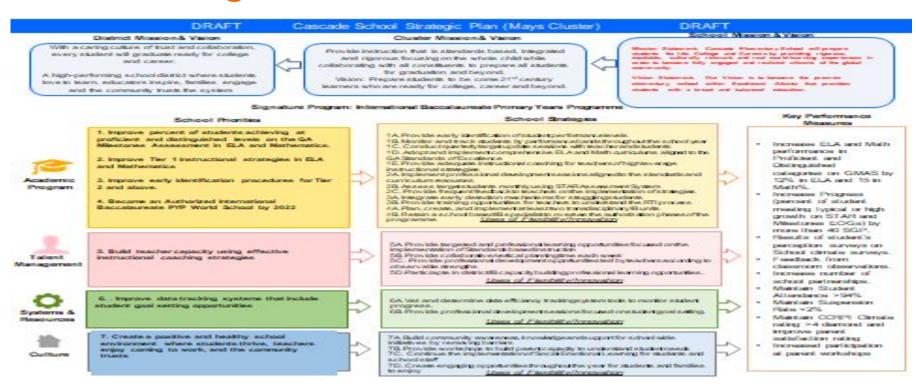# GO TEAMS
STRONG SCHOOLS
START WITH ME!

CES Go Team Meeting

Principal's Presentation
Action Items
Discussion Items
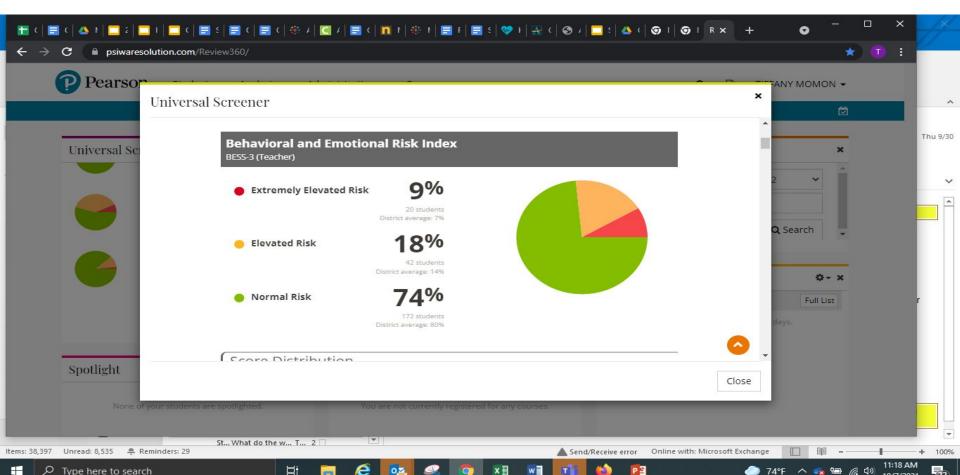Cascade Elementary School
November 18, 2021

2022 Strategic Plan

CES 2021 GA Milestones Proficiency Results

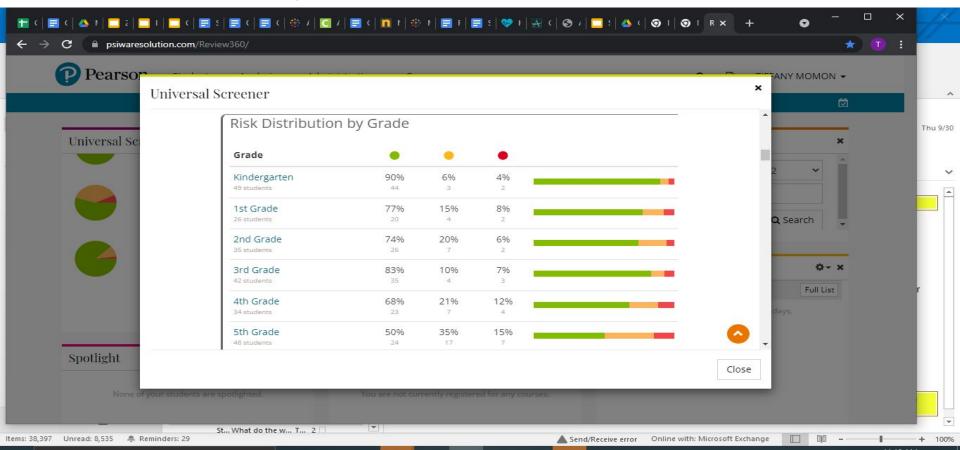Legend: Green Highlights indicates improvement from 2019

	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

School Strategic Plan Workbook & Template

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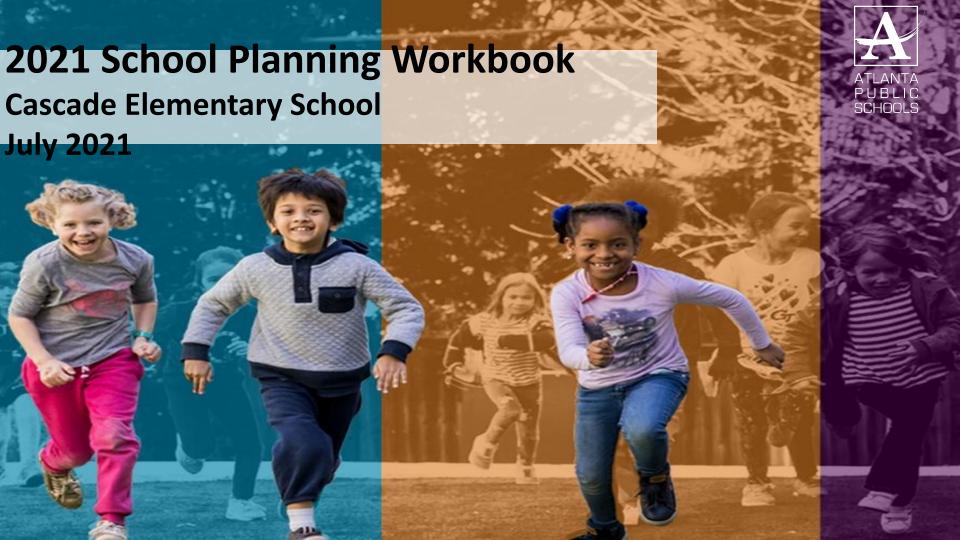
The team concluded that the school met partial goals. The 2021 GA Milestones Data serves as the evidence for the growth in ELA for the 3rd and 4th grade. In addition, the family engagement data shows that family perception of the school has improved.

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

Strengths	Opportunities
Increased proficiency rates on GA Milestones in ELA in grades 3 & 4 for 2021	Increase Math & Science proficiency rates as well as 5th 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 5th Grade Student Proficiency on GMAS	(ES/MS: Numeracy Proficiency) Improve 3rd-5th Proficiency on GMAS	(Whole Child/Student Support) Improve family wellness survey results
Why? Why didn't 5th grade experience similar growth?	**Why? Why didn't 3rd-5th grade master Math on GMAS**	**Why? Why do families feel that Cascade has not prioritized their wellness?**
5th 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 5th 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

Root Cause

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 Fundations & 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

Cascade Elementary

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

School Strategic Priorities

School Strategies

Fostering Academic Excellence for All
Data
Curriculum & Instruction

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**

1A. School-wide implementation of Fundations, 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 phlosophies

5A Observe and monitor the implementation of the Tier 1 instructional block

Building a Culture of Student Support
Whole Child & Intervention

Equipping & Empowering Leaders & Staff
Strategic Staff Support

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

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.
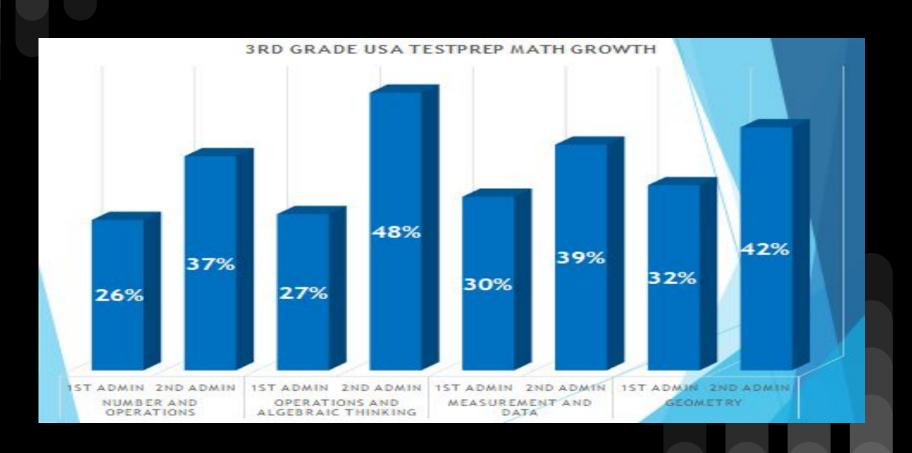
Creating a System of School Support
Collective Action, Engagement

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

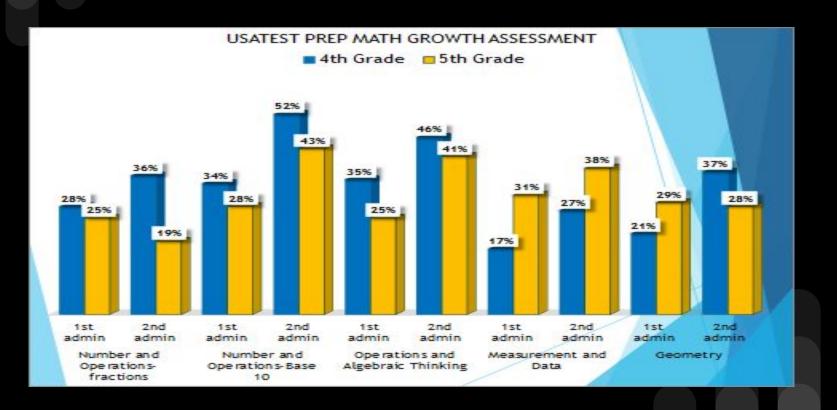**8A.** Conduct weekly house meetings and host monthly events for families to engage in

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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

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."