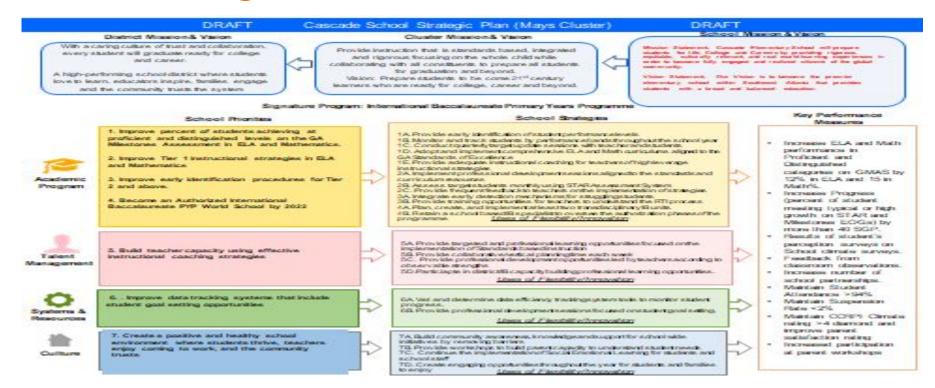


CES Go Team Meeting

Principal's Presentation/Discussion Items Cascade Elementary School

October 14, 2021

2022 Strategic Plan



CES 2021 GA Milestones Proficiency Results

Legend: Green Highlights indicates improvement from 2019

	ELA	Math	Sci
3rd	<mark>7.4%</mark>	6.14%	
4th	<mark>9.1%</mark>	4.5%	
5th	4.5%	0%	4.5%

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

🔆 MAP Assessment: MAP Growth S 🗙 🕂						0	- 0	×
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Read Me MAP Growth School C	omparison M	AP Fluency Scho	ol Comparis	. MAP Growth Subgroup Compa				
Proficient & Above	Georgia Mileston (*Reading tests tal	es Achievement Le ken in Spanish are <u>n</u>	evel Prediction	vel Predictions by Schoo s are only made for Grades 2-8 AS Achievement Level) performance if there are above 10 stu	nig	ta is updated ghtly during ach testing window.		
Exam	DISTRICT	Fall 2021-202	22 1,816	50%	39	396 13	96	
Exam 😵 🔻								
Associate Superintendent	School Beecher	Window Fall 2021-2022	Exams 280	34%	34%	25%	896	
(AII) •	West Manor	Fall 2021-2022	260	40%	40%	25%	and the second second	
Cluster	Cascade	Fall 2021-2022	357	57%	40%	3296	996	
Mays	Peyton Forest	Fall 2021-2022	486	56%		3496	996	
Grade	Miles	Fall 2021-2022	433	54%		37%	996	
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District View

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	BAMO	Fall 2021-2022	304	51%	35%	1396
School	Benteen	Fall 2021-2022	235	49%	38%	1296
(AII)	 Heritage 	Fall 2021-2022	474	56%	3196	12%
SWD	Continental	Fall 2021-2022	406	52%	35%	1096
(AII)	 Kimberly 	Fall 2021-2022	334	63%	25%	1096
	Cascade	Fall 2021-2022	357	57%	32%	996
Gifted	Peyton Forest	Fall 2021-2022	486	56%	3496	996
(AII)	Hutchinson	Fall 2021-2022	361	58%	32%	8%
Ethnicity	Finch	Fall 2021-2022	354	61%	29%	896
(AII)	 Dobbs 	Fall 2021-2022	416	56%	34%	996
EL Status	Dunbar	Fall 2021-2022	295	51%	39%	896
(AII)	Humphries	Fall 2021-2022	256	55%	35%	896
	Scott	Fall 2021-2022	369	59%	32%	896
Gender	Miles	Fall 2021-2022	433	54%	37%	996
(All)	Tuskegee	Fall 2021-2022	603	59%	3396	896
Achievement Level Gamas	Usher-Collier	Fall 2021-2022	471	60%	3,2%	796
Distinguished	Boyd	Fall 2021-2022	509	66%	25%	896
Proficient	Hollis	Fall 2021-2022	476	64%	28%	696
Developing	FL Stanton	Fall 2021-2022	224	63%	30%	796
Beginning	Harper-Archer ES	Fall 2021-2022	744	58%	35%	696

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Map Fluency Mays Cluster View

*	MAP Assessment: MAP Fluency S 🗙 📒	September 2021 CES Town Hall	- × +				•	- 0	×
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	North Atlanta	School	Window	Test Type					
	South Atlanta	West Manor	Fall 2021-2022	Adaptive Oral Reading	30%	28%	34%	8%	
	Therrell	Beecher	Fall 2021-2022	Adaptive Oral Reading	43%	21%	30%	5%	
	Washington	Cascade	Fall 2021-2022	Adaptive Oral Reading	46%	22%	29%		
	Cancel Apply	Peyton Forest	Fall 2021-2022	Adaptive Oral Reading	42%	31%	24%		
		Miles	Fall 2021-2022	Adaptive Oral Reading	49%	28%	23%	5	
	Mays School (All) Grade (All) SWD (All) Dype here to search	H	A		P∃ x∄		ه الله الله الله الله الله الله الله ا	6:16 AM 9/11/2021	Ę

Map Fluency District View

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	Deerwood	Fall 2021-2022	Adaptive Oral Reading		33%	27%	33%	7%		
Grade	Garden Hills	Fall 2021-2022	Adaptive Oral Reading		35%	27%	32%	7%		
(AII) •	Humphries	Fall 2021-2022	Adaptive Oral Reading		43%	18%	33%	6%		
SWD	Toomer	Fall 2021-2022	Adaptive Oral Reading		34%	28%	27%	10%		
(All)	Jones	Fall 2021-2022	Adaptive Oral Reading		44%	19%	32%			
(11)	Cleveland	Fall 2021-2022	Adaptive Oral Reading		33%	30%	33%			
Gifted	Beecher	Fall 2021-2022	Adaptive Oral Reading		43%	21%	30%	5%		
(AII) •	BAMO	Fall 2021-2022	Adaptive Oral Reading		33%	32%	27%	8%		
	Kimberly	Fall 2021-2022	Adaptive Oral Reading		44%	21%	31%			
Ethnicity	Heritage	Fall 2021-2022	Adaptive Oral Reading		41%	26%	30%			
(AII) •	Fickett	Fall 2021-2022	Adaptive Oral Reading		39%	28%	29%			
	Cascade	Fall 2021-2022	Adaptive Oral Reading		46%	22%	29%			
L Status	Boyd	Fall 2021-2022	Adaptive Oral Reading		37%	32%	25%	7%		
(AII) •	Hollis	Fall 2021-2022	Adaptive Oral Reading		43%	26%	27%			
Gender	FL Stanton	Fall 2021-2022	Adaptive Oral Reading		53%	179	% 28%			
(All) •	Harper Archer ES	Fall 2021 2022	Adaptive Oral Reading		51%	199	6 29%			
(Hutchinson	Fall 2021-2022	Adaptive Oral Reading		44%	27%	27%			
Performance Level	Tuskegee	Fall 2021-2022	Adaptive Oral Reading		51%	219	6 27%			
Exceeds Expectation	Finch	Fall 2021-2022	Adaptive Oral Reading		48%	24%	5 27%			
Meets Expectation	Peyton Forest	Fall 2021-2022	Adaptive Oral Reading		42%	31%	24%			
Approaching Expectation	Perkerson	Fall 2021-2022	Adaptive Oral Reading		44%	29%	25%			
Below Expectation	Usher-Collier	Fall 2021-2022	Adaptive Oral Reading		45%	29%				
	Miles	Fall 2021-2022	Adaptive Oral Reading		49%	28		0.000		

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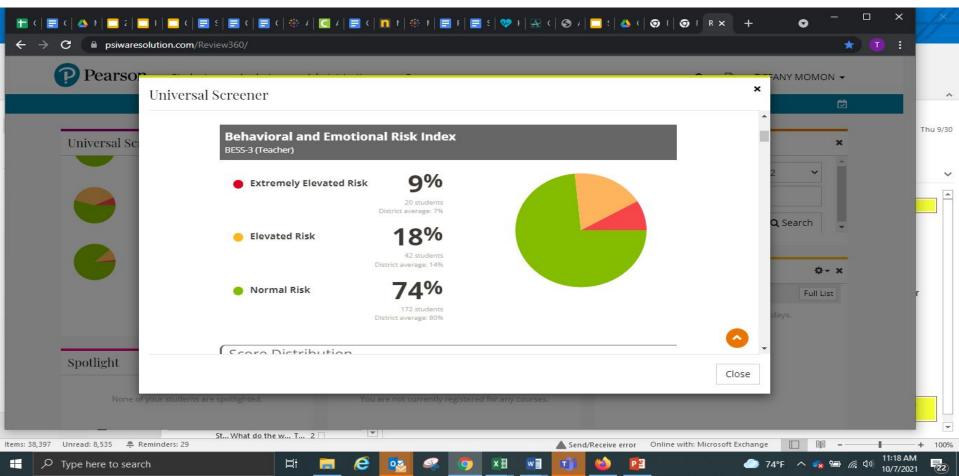
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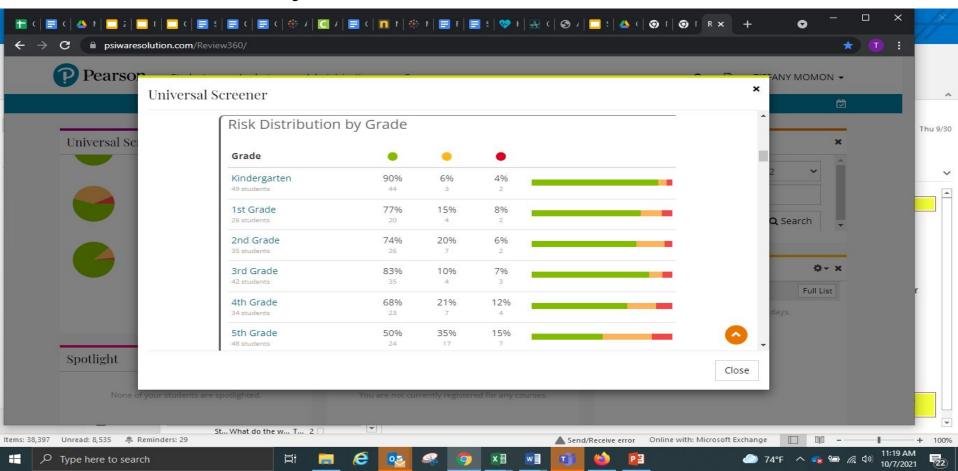
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Basc-3/Bess 360 CES Behavior Assessment



Behavior Risk By Grade Levels





School Strategic Plan Workbook & Template



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



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 th 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			

Needs

Our Overarching Needs (ES/MS: Literacy Proficiency) (ES/MS: Numeracy Proficiency) (Whole Child/Student Support) Improve 5th Grade Student Proficiency on GMAS Improve 3rd-5th Proficiency on GMAS Improve family wellness survey results Why? Why didn't 3rd-5th grade master Math on GMAS Why? Why didn't 5th grade experience similar growth? Why? Why do families feel that Cascade has not prioritized their wellness? The teachers used various resources during the year. 5th grade participated in content teaming Cascade's current services do not meet all the needs families Why? Why was there a teaming model for 5th grade? require. 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 Teachers were afforded flexibility based on student needs. determined by previous years results Some staff are part time and dissemination of information is Why? Why were teachers given flexibility for instructional not streamlined. Why? Why didn't teacher expertise positively impact student resources? outcomes as expected? Why? Why are some staff part-time? The school followed the instructional framework of the units Partner ELA teachers lacked the collaboration skills needed to The allocation of funding does not allow for full time parent of study. plan effective instruction. support positions. Why? Why did the instructional framework not yield the Why? Why do these teachers lack the collaboration skills? Why? Why is dissemination of information not streamlined? desired results? The teachers experienced difficulty reconciling units of study There is not one point of contact for related services that has Cascade has not provided PL on effective partnerships and with Envisions Math. been communicated effective collaboration Root Cause The teachers experienced difficulty reconciling units of study with There is not one point of contact for related services that has Cascade has not provided PL on effective partnerships and effective collaboration Envisions Math. 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 Additional Action Steps required for subg	Administrators & Instructional Coaches roup populations (eg. S	Aug 5, 2021-May 26, 2022 WD, ELL, etc.)	Sign In Sheets Presentation Slides Feedback Reports	School
Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source
Implement LLI for SWD	SELT A Teachers	Nug 5, 2021-May 26, 2022	Running Record Growth Reports	School Grant (Dollar General Youth Literacy)
Implement Lexia Core 5 for ELL	ESOL Teacher A	aug 5, 2021-May 26, 2022	Usage & Growth Reports	District (World Language



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.) MAP Growth & Fluency Reports District								
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				
	Teesheen	A	ICD/ Ducements Descents	Cohool				



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 Literacu)



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

SMART Goals

TBD

School Name

Vision

TBD

TBD

APS Strategic Priorities & Initiatives	School Strategic Priorities	School Strategies
Fostering Academic	1.	1A. tbd
Excellence for All	2.	1B. tbd
Data Curriculum & Instruction	3.	1C. tbd
Building a Culture of	4.	TBD: tbd
Student Support Whole Child & Intervention		TBD: tbd
Equipping & Empowering	6.	TBD: tbd
Leaders & Staff Strategic Staff Support	7.	

TBD: tbd

TBD

Creating a System of		
School Support		
Collective Action. Engagement		

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Leveling Update

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Questions/Announcements

Again, Welcome to Our Newest Go Team Members (Mrs. Potter, Mrs. Marshall, & Dr. Williams)

If you are able to donate funds or goods for our Fall Festival, TOTY, and Winter Events 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."