



Jackson Public Schools

Cascades Elementary School

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Cascades Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal Crescenda Jones for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/2X8jA0X> or you may review a copy in the main office at your child's school. For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was identified as a NO LABEL GIVEN.

Our school was identified as a "Targeted School and Improvement (TSI)" school.

At Cascades we continue to experience the impact of the Pandemic and see challenges with proficiency and growth as indicated with overall student performance on MSTEP.

The results are as follows for ELA:

Grade 3 of all student assessed, 50.2% of are not proficient. In reference to our student population – 66.3% of African American Students are not proficient, 63.2% of our students with Two or More Races, 41.7 of our white students are not proficient. Additionally, our female students who are not proficient is 42.9% and 58.3% of our males are not proficient. Grade 4 of all students assessed, 50.7 are not proficient. In reference to our student population – 60.2% of our African American students are not proficient, 66% of our

students with Two or More Races are not proficient, 37.1% of our white students are not proficient.

The results are as follows for Math:

Grade 3 of all students assessed, 55.4% are not proficient. In reference to our student population – 73.3% of African American Student are not proficient, 64.0% of our students with Two or More Races are not proficient, 43.2% of our white students are not proficient. Additionally, 57.4% of our female students are not proficient and 53.1% of our male students are not proficient. Grade 4 of all student assessed, 47.7% are not proficient. In reference to our other student population – 61.9% of our African American students are not proficient, 57.4% of our students with Two or More Races are not proficient, 37.1% of our white students are not proficient. Additionally, 49.6 of our female students are not proficient and 46.1% of our male students are not proficient. Grade 5 of all students assessed, 64.1% are not proficient, 77.5 of African American are not proficient, 64.3 of students with Two or More Races, 52.5% of our white students are not proficient. In reference to our other student populations, 71.3% of our female students are not proficient and 58.2 of our male students are not proficient.

Based on the MSTEP results, there are significant areas of concerns regarding race, ethnicity and other identified demographics as it relates to ELA and Mathematics. The results from this will be the area of focus for the instructional staff to analyze, discuss and set actions to address the gaps as well as disparities in learning among all subgroups. Staff will engage in the analysis process during PLC (Professional Learning Communities) with impact coaches to set learning cycles of inquiry. A more intentional focus will be placed on Intervention to help improve student outcomes. In addition to school- based interventions, an afterschool tutoring program focused on intervention will be implemented and centered around the core content areas of reading and math. Additional layers of support will include paraprofessionals, classroom teacher and impact coaches, retired teachers who will provide an additionally 30 minutes of instruction in reading. The same support will be used to support our math intervention, with the exception of retired teachers. Other curricular tools for increasing student learning is Lexia for Reading and Symphony for Math.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students at Cascades Elementary are enrolled first based on their designated school zones within Jackson Public Schools. We then enrolled students that are in other Jackson Public Schools through the in-district transfer process as well as students who are out of district as school of choice students. Parents can choose to enroll their children online or with a paper copy of our enrollment packet. At the Kindergarten level we provide options for parents in the form of a Young 5's program for students based on assessments that would benefit from the additional support that a Young 5's program that will prepare students for a rigorous kindergarten program. The assessment used in this process is the Brigance which is a kindergarten readiness

assessment. If it is determined from the assessment that student would benefit from the Young 5's Program, parents are still able to place their child in a traditional kindergarten program.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Cascades Elementary School Improvement team is comprised of instructional and support staff. The team is guided through the continuous school improvement by the Jackson County Intermediate School District (JCISD) via the School Improvement Facilitators Network Meetings. During these meetings we work on developing and implementing our school improvement plan, and collaborate with the JCISD staff around school improvement. To create this plan, we review and analyze assessment data from the following assessments: M-STEP, NWEA, and Fastbridge. Here we discuss any systemic building changes that will facilitate student growth in all academic area. Currently our School Improvement Plan is focused on the areas of reading, Math, Parent involvement and Student Behavior. We are building staff capacity with our Impact Coaches. We have School Counselors and a Behavior Interventionist to support students in self – regulation, and de-escalation.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Cascades Elementary utilizes Positive Behavior Intervention Systems (PBIS) school wide to reduce disruptive behaviors that impact the learning environment. The focus is on being a HERO – Helpful, Effort, Respectful and Ownership. The lower and upper elementary have their own school counselor and social worker. Lower elementary also utilizes a program to support social-emotional concerns called Emotional ABC's, which is provided twice a week. Upper elementary is guided by the school counselor who provides emotional support daily to a caseload of students. Our Behavior Interventionist is responsible for all grade-levels and utilizes a caseload of students. He provides support to both students and staff.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

All of our core curriculum can be found on our website at jpsk1.org. Cascades Elementary, like other JPS schools, are working on connecting our curriculum to the State Standards provided by the State of Michigan. The process of aligning the curriculum is done consistently at our building through the PLC – Professional Learning Communities throughout the district utilize. The majority if the alignment is done in conjunction with our Impact Coach.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

English Learner	100%	67%	40%	50%
Female	31%	45%	35%	52%
Male	27%	35%	33%	49%
African American	28%	28%	30%	43%
White	30%	53%	45%	59%
Hispanic/Latino	36%	50%	62%	62%
Asian	33%	67%	50%	67%
Other	27%	42%	32%	53%

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2022		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	51%	85%	54/66=82%	55/62=89%
First Grade	33%	27%	28/58=48%	30/54=56%
Second Grade	27%	32%	15/55=27%	22/56=39%
Third Grade	.04%	35%	5/61=0.08%	39/56=70%
Fourth Grade	25%	27%	9/54=16%	14/51=27%
Fifth Grade	24%	10%	3/49=.06%	6/49=.12%

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction**

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2022		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
In Person Instruction	29%	39%	**	**
**Virtual or Hybrid modes were not offered at this school				

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

During the fall of 2021 Parent-Teacher Conferences, we had 89% of our Cascades attended in person

I would like to close by stating that the staff Cascades Elementary is dedicated group of educators who strive to make learning fun and worthwhile. Their goal is to help students succeed and learn to the best of their abilities. Cascades Staff work together to make the work environment one that is pleasant and cohesive. It truly has a family feel due to the type of comradery displayed throughout Cascades Elementary. Staff will support students as well as each other and families. The time spend in their Professional Learning Communities, where they strive to develop every student's academic, social and emotional well-being. Cascades Elementary is a great place for our students, staff and families.

Sincerely,

Crescenda Jones
Principal

