

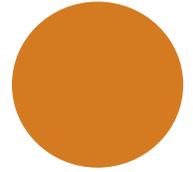


GO Team Business Meeting #2

Where we are - Where we're going

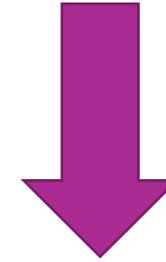
Where We Are

Our strategic plan is the guide for the work we're doing in the school. By monitoring the plan and ranking priorities, we can all work towards the common goals. Using the priorities in the strategic plan, the school leadership team developed a Continuous Improvement Plan (CIP) for the current school year.



Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed 2021-2025 Strategic Plan

2

Summer 2023

School Leadership completed Needs Assessment and defined overarching needs for SY22-23

3

August 2023

School Leadership completed 2023-2024 Continuous Improvement Plan

4

Sept. - Dec. 2023

Utilizing current data, the **GO Team** will review & possibly update the school strategic priorities and plan

5

Before Winter Break

GO Team will take action (vote) on the rank of the strategic plan priorities for SY24-25 in preparation for budget discussions.



Discussion Items

Current Strategic Plan

Continuous Improvement Plan

Needs Assessment
SMART GOALS
Action Plan

Strategic Plan Alignment & Update

MAP Data

Data Protocol



Current Strategic Plan

2021-2025

Mission-The mission of Hutchinson ES is to implement an equitable, safe, structured, standard-based learning environment to maximize student achievement producing global citizens, and positive members of society.

Hutchinson Elementary School

SMART Goals

Vision Hutchinson Elementary School's vision is to develop 21st century college and career ready global learners by Providing Exposure & Increasing Possibilities Through STEM and through the Georgia Standards of Excellence.

Increase the percentage of grades 3-5 students scoring proficient or above in reading to 20% By 2025.

Increase the percentage of grades 3-5 students scoring proficient or above in math to 20% by 2025

Increase the percentage of students in grades Kindergarten through 5th grade not chronically absent will increase by a minimum of 15% based on State of Georgia CCRPI guidelines by 2021

Strengthen the relationship between the Hutchinson Elementary staff and families with parents participating in activities at 50%

APS Strategic Priorities & Initiatives

School Strategic Priorities

School Strategies

<p style="text-align: center;">Fostering Academic Excellence for All</p> <p style="text-align: center; font-size: small;">Data Curriculum & Instruction Signature Program</p>	<ol style="list-style-type: none"> 1. Improve the percent of students achieving at proficient and distinguished level on Georgia Milestones Assessment. 2. Implement STEM engineering and design program model that leads to obtaining STEM school certification by 2025
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- Increase Lexile scores through Accelerated Reader, Freckle, IXL, Lexia, Iready, Eureka, Ready GEN Curriculum, and Mastery Connect
- Implement Foundations and Lexia to build phonics/phonemic awareness
- Implement rigorous and real-world interdisciplinary projects, units, and PBL's thru STEM
- Obtain STEM certification by 2025

<p style="text-align: center;">Building a Culture of Student Support</p> <p style="text-align: center; font-size: small;">Whole Child & Intervention Personalized Learning</p>	<ol style="list-style-type: none"> 1. Full implementation of District Intervention initiative 2. Reduce barriers to school attendance and decrease chronic absenteeism
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- Implement Social and Emotional Learning (SEL)
- Implementation of PBIS program to promote a positive school culture
- Build upon and maintain business and education partnerships (Delta and Northwestern Mutual)
- Adhere to the district's Intervention Block and Foundations Implementations (K-5) HMM
- Implement Academic Practice Opportunities for grades k--5

<p style="text-align: center;">Equipping & Empowering Leaders & Staff</p> <p style="text-align: center; font-size: small;">Strategic Staff Support Equitable Resource Allocation</p>	<ol style="list-style-type: none"> 1. Build teacher capacity in core content areas, particularly Math, ELA, Science and STEM Education 2. Recommend high-quality staff for vacant position that arise
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- Provide targeted professional learning opportunities focused on the implementation of Standards and STEM
- Implement intentional vertical and horizontal alignment collaboration throughout the school
- Increase Math/Science/STEM/GIFTED endorsements to support STEM implementation
- Increase opportunities for high-performing teachers to facilitate professional development; Leads to the creation of highly effective teachers that continue on within the district in leadership roles(Data Analysis and Lesson Internalization)
- Provide continued support to teachers with instructional coaches (core academics) and the program specialist (school-wide STEM implementation) through PLC

<p style="text-align: center;">Creating a System of School Support</p> <p style="text-align: center; font-size: small;">Strategic Staff Support Equitable Resource Allocation</p>	<ol style="list-style-type: none"> 1. Support the social, emotional, behavioral and mental well-being of students and staff through PBIS and BASC
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- Monthly calendar of school events.
- Build parent capacity to understand student needs through in-person Parent Meetings and Academic Parent Teacher Teams (APTT)
- GO TEAM meetings with community invitations, meeting notices posted on the website, and school marquee
- Increase parent communication through RoboCalls and Personable Communication with Phone Calls
- Website updates of school events on multiple social media platforms
- Monthly staff celebrations
- Implement student attendance initiative (Social Worker)
- Increase effective internal communication (every Staff member has a Zoom account/link, and staff members commit to making themselves more accessible to parents, stakeholders, and the school community at large)



Continuous Improvement Plan



UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES

Strengths	Challenges
Hutchinson ES demonstrated an 8% increase in ELA Proficiency school-wide based on Preliminary GMAS Data.	Opportunities to increase reading proficiency by 3% through small group instruction and vocabulary usage and acquisitions.
Hutchinson ES demonstrated an 8% increase in Math Proficiency school-wide based on preliminary GMAS data.	Opportunities to increase math proficiency by an additional 3% with an intentional focus on interactive journaling that models concrete and abstract math concepts by enhanced math standards.
Hutchinson ES demonstrated an increase in students attending school at least 90% of the school year between the 21-22 school year and the 22-23 school year (54% to 70%)	Building teacher capacity to teach writing across the curriculum in multiple genres
Hutchinson ES demonstrated a 4% increase in Science Proficiency in 5th grade based on preliminary GMAS data.	Although attendance increased, 45% of students were still tardy on a consistent basis

Our Overarching Needs

Increase the number of students moving at the proficient level in literacy from 17%-20% and decrease the number of students who do not meet expectations in literacy from 57% to 54%.	Increase the number of students moving at the proficient level in numeracy from 23%-26% and decrease the number of students who do not meet expectations in literacy from 50% to 47%.	Increase the number of students coming to school Monday through Friday each week from 70% to 73%.
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Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
57% of students are performing at the Beginning level on the Georgia Milestones in ELA	50% of students are performing at the Beginning level on the Georgia Milestones in Math	Our percentage of CCRPI attendance increased from 58.5% to 70% ADA. However, we still do not have a pre-pandemic attendance average of 78%. <input type="text"/>



Goals

Our Overarching Needs: Elementary & Middle Schools

<p>Literacy: Increase the number of students moving at the proficient level in literacy from 17%-20% and decrease the number of students who do not meet expectations in literacy from 57% to 54%.</p>	<p>Numeracy: Increase the number of students moving at the proficient level in numeracy from 23%-26% and decrease the number of students who do not meet expectations in literacy from 50% to 47%.</p>	<p>Whole Child & Intervention: Increase the number of students coming to school Monday through Friday each week from 70% to 73%.</p>
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SMART Goals (Elementary and Middle Schools)

<p>At the conclusion of the 2024 school year, the percentage of students in grades 3rd– 5th scoring in the beginning category will decrease FROM 57% to 54% and the percentage of students scoring proficient or above will increase from 17% to 20% in Reading/ELA based on Milestones Data.</p>	<p>At the conclusion of the 2024 school year, the percentage of students in grades 3rd– 5th scoring in the beginning category will decrease from 50% to 47%, and the percentage of students scoring proficient or above will increase by 23% to 26% in Math based on Milestones Data.</p>	<p>At the conclusion of the 2024 school year, the percentage of students in kindergarten through 5th grade meeting CCRPI Attendance Criteria will increase from 70.3% to 73.3% minimum based on State of Georgia CCRPI guidelines.</p>
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Progress Monitoring Measures

<ol style="list-style-type: none"> Weekly Assessment Data Analysis (common assessment) MAP Universal Screener Data Student Work Samples Stem Challenges Student Writing Samples Leadership Weekly check-ins Weekly Analysis of HMH Read 180/iRead Data Reports End of Grade Georgia Milestones Assessment Walkthrough- Small Group Instruction 	<ol style="list-style-type: none"> Weekly Assessment Data Analysis (common assessment) MAP Universal Screener Data Student Work Samples Stem Challenges Interactive Notebooks Student Writing Samples Leadership Weekly check-ins Analysis of Do the Math Data (Beginning/Middle/End-of-Module Assessments) End of Grade Georgia Milestones Assessment Walkthrough- Small Group Instruction 	<ol style="list-style-type: none"> Track Daily Attendance Take Rate Social Worker Referrals Biweekly Student Attendance meetings Attendance Letters Social Media- Instagram
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Elementary & Middle Schools Literacy CIP Goal:						
At the conclusion of the 2024 school year, the percentage of students in grades 3rd– 5th scoring in the beginning category will decrease FROM 57% to 54% and the percentage of students scoring proficient or above will increase from 17% % 20% in Reading/ELA based on Milestones Data.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Provide monthly (adjust based on data each 9 weeks) professional development on small group literacy best practices.	Principal, Assistant Principal, Instructional Coaches and Teacher Leaders	Monthly (adjust based on data every 9 weeks); Aug - May	100% of teachers will attend PD for literacy small group instruction as evidenced by sign-in sheets.	Staff surveys at each PD and weekly literacy small group observations and 20% of students scoring proficient or above on the MAP Projected Score Indicator	150	Curriculum/ Instruction, DATA, Personalized Learning
Monitor the implementation of small group literacy best practices.	Principal, Assistant Principal, Instructional Coaches and Teachers	Aug – May	80% of teachers implementing as evidenced by Small Group Instruction Look by document through ILT weekly observations and peer observations	Weekly Data Meetings, MAP, Exit Ticket Results and 20% of students scoring proficient or above on the MAP Projected Score Indicator	150	Curriculum/ Instruction, DATA, Personalized Learning
Provide feedback and coaching to teachers in literacy small group instruction.	Principal, Assistant Principal, Instructional Coaches and Teacher Leaders	Aug – May	80% of teachers implementing as evidence by Small Group Instruction Look by document through ILT weekly observations and peer observations	Weekly data analysis of Google Observation and Feedback Scoring Tool and 20% students scoring proficient or above on the MAP Projected Score Indicator	150	Curriculum/ Instruction, DATA, Personalized Learning

Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
The SELT will conduct weekly observations and provide feedback to staff-focused research-based differentiation methods for special education populations	SELT /SPED Teacher/ General Ed Teachers/ Instructional Coaches	Weekly (August-May)	80% of teachers implementing as evidenced by Small Group Instruction Look by document through ILT weekly observations	Staff surveys at each PD and 20% students meeting growth target on MAP Assessments	150	Curriculum/ Instruction, DATA, Personalized Learning
Provide professional development on ESOL best practices and strategies. (SIOP 1-2 Strategies)	ESOL teachers, general education teachers, Enrichment Teachers, and district support staff	Monthly (adjust based on data every 9 weeks); August - May	100% of teachers will attend the professional development meetings for ELL strategies as evidenced by sign-in sheets.	Staff surveys at each PD and 20% of students meeting growth target on MAP Assessments	150	Curriculum/ Instruction, DATA, Personalized Learning



Action Plans

Elementary & Middle Schools Numeracy CIP Goal:						
At the conclusion of the 2024 school year, the percentage of students in grades 3rd– 5th scoring in the beginning category will decrease from 50% to 47% and the percentage of students scoring proficient or above will increase by 23% to 26% in Math based on Milestones Data.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Provide weekly (adjust based on data each 9 weeks) professional development on math standards and small group math best practices.	Principal, Assistant Principal, Teach Leaders and Instructional Coaches	Weekly (adjust based on data each 9 weeks) Aug - May	100% of teachers will attend PD for math small group instruction as evidenced by sign in sheets.	Staff surveys at each PD and weekly literacy small group observations and 20% students scoring proficient or above on the MAP Projected Score Indicator	150	Curriculum/ Instruction, DATA, Personalized Learning
Monitor the implementation of small group math best practices	Principal, Assistant Principal, Teach Leaders and Instructional Coaches	Aug - May	80% of teachers implementing as evidenced by Small Group Instruction Look by document through ILT weekly observations	Weekly data analysis Meetings, MAP Data , Exit Ticket Result and 20% students scoring proficient or above on the MAP Projected Score Indicator	150	Curriculum/ Instruction, DATA, Personalized Learning
Provide feedback and coaching to teachers in small group math instruction	Principal, Assistant Principal, Teach Leaders and Instructional Coaches	Aug - May	80% of teachers implementing as evidence by Small Group Instruction Look by document through ILT weekly observations and peer observations	Weekly data analysis of Google Observation and Feedback Scoring Tool and 20% students scoring proficient or above on the MAP Projected Score Indicator	150	Curriculum/Instruction, DATA, Personalized Learning

Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
The SELT will conduct weekly observations and provide feedback to staff focused research- based differentiation methods for special education	SELT/ DSE Teachers/ General Education Teachers/ Instructional Coaches	Weekly (August-May)	80% of teachers implementing as evidenced by Small Group Instruction Look by document through ILT weekly observations	Staff surveys at each PD and 20% of students meeting Growth Target	150	Curriculum/ Instructions, DATA, Personalized Learning
Provide professional development on ESOL best practices and strategies.	ESOL Teachers/ Instructional Coaches teachers	Monthly based on the need each 9 weeks)	100% of teachers will attend the professional development	Staff surveys at each PD and 20% of students meeting Growth Target	150	Curriculum/ Instructions, DATA, Personalized Learning



Family Engagement Plan



Action Plans

Whole Child & Intervention CIP Goal:						
At the conclusion of the 2024 school year, the percentage of students in Kindergarten through 5th grade meeting CCRPI Attendance <u>Criteria</u> will increase from 70.3% to 73.3% <u>minimum</u> based on State of Georgia CCRPI guidelines.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Implement and monitor a weekly personalized attendance plan for students with chronic absenteeism	Social Worker, Care Team, Classroom teachers, Leadership Teacher	Weekly (August-May)	Care Team will monitor 100% of Infinite Campus Logs weekly.	Attendance rate will increase from 70% to 73%.	150	Whole Child & Intervention
Establish Care Team to facilitate daily robocalls to report absences to parents/guardians before 10:00 a.m.	Social Worker, Care Team, Classroom Teachers Leaders, Leadership Teacher	Daily (August-May)	Care Teams call 100% of students <u>that are</u> absent daily.	Attendance rate will increase from 70% to 73%.	150	Whole Child & Intervention
Implement the BASC-3 BESS Universal Social Emotional Behavior Screener to implement small group counseling, determine wrap-around services needed <u>and</u> inform teacher practices around whole child support.	MTSS/Counselor/Care Team	Twice Annually	100% of families <u>that opt in</u> to BASC-3 BESS data profile.	The OSS rate will decrease by .5% every semester.	150	Whole Child & Intervention

Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Ensure tier 3 behavior plans are implemented with fidelity.	MTSS Chair, SELT	August-May	Teachers and CARE Team members will attend 100% of assigned tier 3 meetings	The OSS rate will decrease by .5% every semester.	150	Whole Child & Intervention
Ensure all family communication is sent home in English and Spanish	Parent Liaison	August-May	80% of communication from the school will be sent home in English and Spanish	80% of Parent acknowledgment forms will be signed/ <u>return</u> when required.	150	Whole Child & Intervention

GO TEAM DISCUSSION: Review the priorities and goals in your **strategic plan** and the information and goals **CIP**. Reflect on if updates need to be made to the Strategic Plan.

GO Team Activity & Discussion

If not, which CIP Goal(s) are missing and should be added to the Strategic Plan?

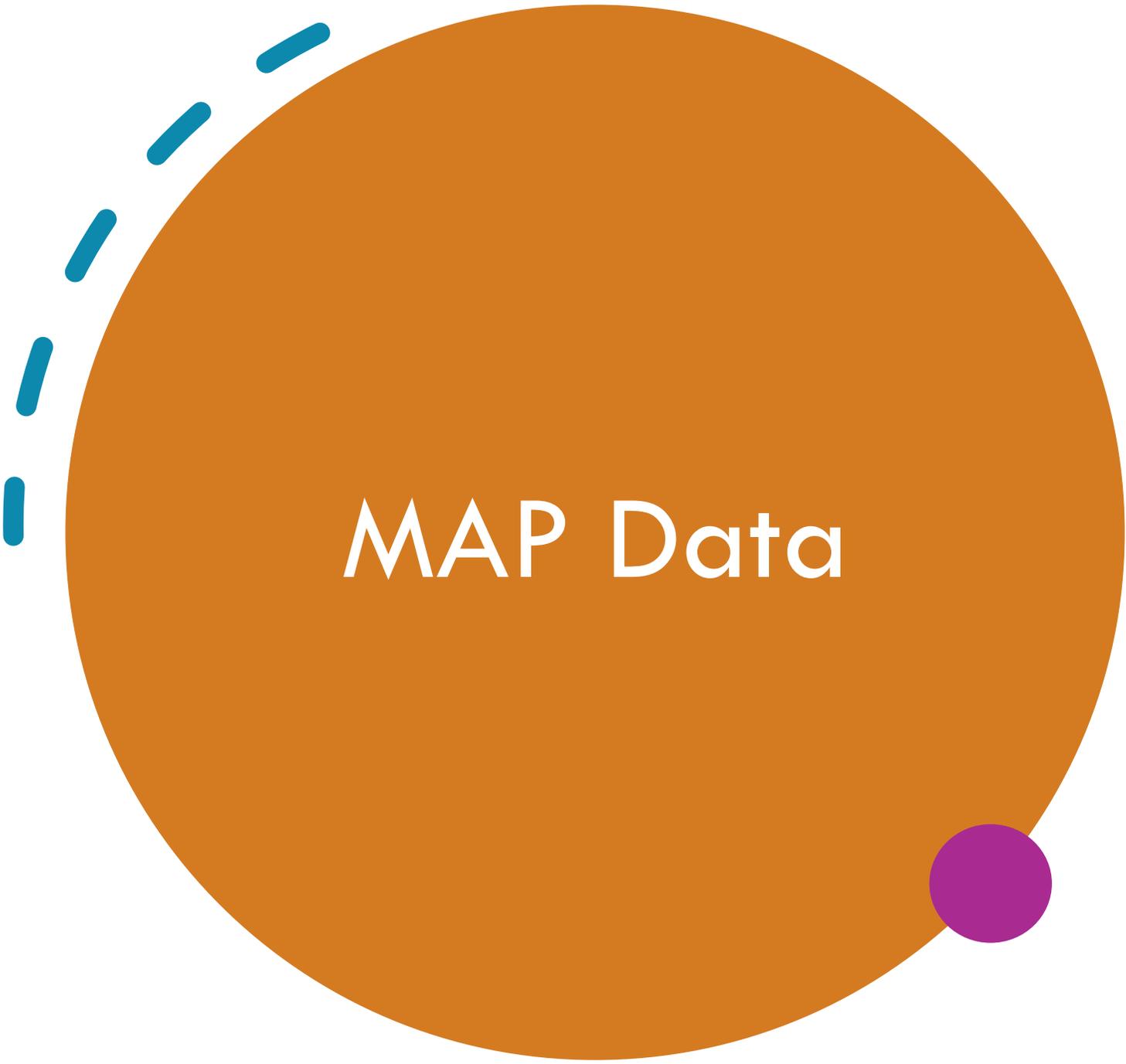
Are all CIP Goals reflected in our Strategic Plan Priorities?



Updates to the Strategic Plan

1. *Enter all changes/updates to your plan – be sure to include accountability measures, as appropriate.*





MAP Data

SPRING MAP RESULTS READING

	3rd		4th		5th	
	Spring	GMAS	Spring	GMAS	Spring	GMAS
Beginning	45%	53%	54%	59%	56%	51%
# of Students	21	27	26	29	29	32
Developing	34%	22%	27%	24%	29%	31%
# of Students	16	11	13	12	15	17
Proficient	19%	20%	17%	14%	12%	9%
# of Students	9	10	8	7	6	5
Distinguished	2%	6%	2%	2%	4%	2%
# of Students	1	3	1	1	2	1
Total	47	51	48	49	52	55

SPRING MAP RESULTS MATH



	3rd		4th		5th	
	Spring	GMAS	Spring	GMAS	Spring	GMAS
Beginning	45%	45%	54%	37%	69%	67%
# of Students	21	23	26	18	36	37
Developing	23%	29%	31%	35%	25%	18%
# of Students	11	15	15	17	13	10
Proficient	30%	22%	15%	24%	4%	11%
# of Students	14	11	7	12	2	6
Distinguished	2%	4%	0	4%	2%	4%
# of Students	1	2	0	2	1	2
TOTAL	47	51	48	49	52	55

Fall vs Winter MAP Results READING

MAP Growth Achievement Level Predictions by School

Georgia Milestones Achievement Level Predictions are only made for Grades 2-8
 (*Reading tests taken in Spanish are not given a GAMAS Achievement Level)

click in a school or district row to see grade level performance if there are above 10 students per grade

Data updates
 nightly
 during test
 window.



School	Window	Exams				
DISTRICT	Fall 2023-2024	17,977	37%	28%	23%	12%
	Winter 2023-2024	14,898	38%	28%	22%	12%

School	Window	Exams				
Hutchinson	Fall 2023-2024	178	55%	27%	15%	
	Winter 2023-2024	165	47%	36%	14%	

Fall vs Winter MAP Results MATH

MAP Growth Achievement Level Predictions by School

Georgia Milestones Achievement Level Predictions are only made for Grades 2-8
 (*Reading tests taken in Spanish are not given a GAMAS Achievement Level)

click in a school or district row to see grade level performance if there are above 10 students per grade

Data updates
 nightly
 during test
 window.



School	Window	Exams				
DISTRICT	Fall 2023-2024	17,918	35%	37%	20%	9%
	Winter 2023-2024	8,894	32%	35%	23%	10%

School	Window	Exams				
Hutchinson	Fall 2023-2024	178	49%	40%	11%	
	Winter 2023-2024	119	48%	37%	14%	

GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- What additional questions do you have?





Strategic planning will help
you fully uncover your
available options, set priorities
for them, and define the
methods to achieve them.

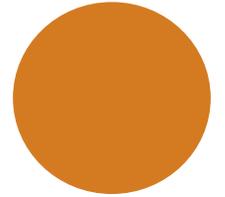
Robert J. Mckain

Where we're going

At our next meeting(s) we will discuss how our data is aligning to our strategic plan and determine if we need to make any adjustments.

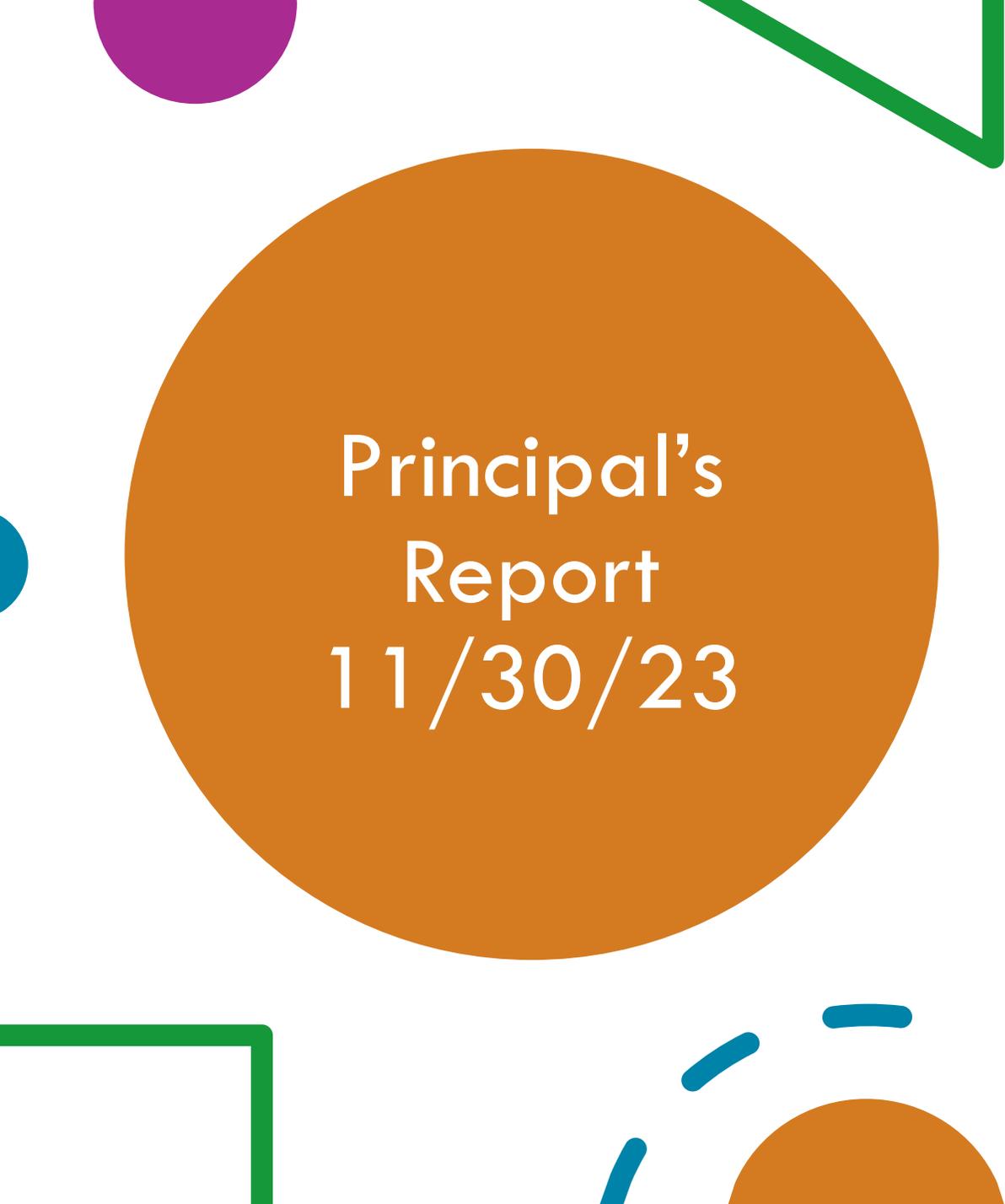
Before the end of Fall Semester, we will take **Action** (vote) on ranking our strategic priorities for the 2024-2025 school year.

Let me or the Chair know of any additional information you need for our future discussion.

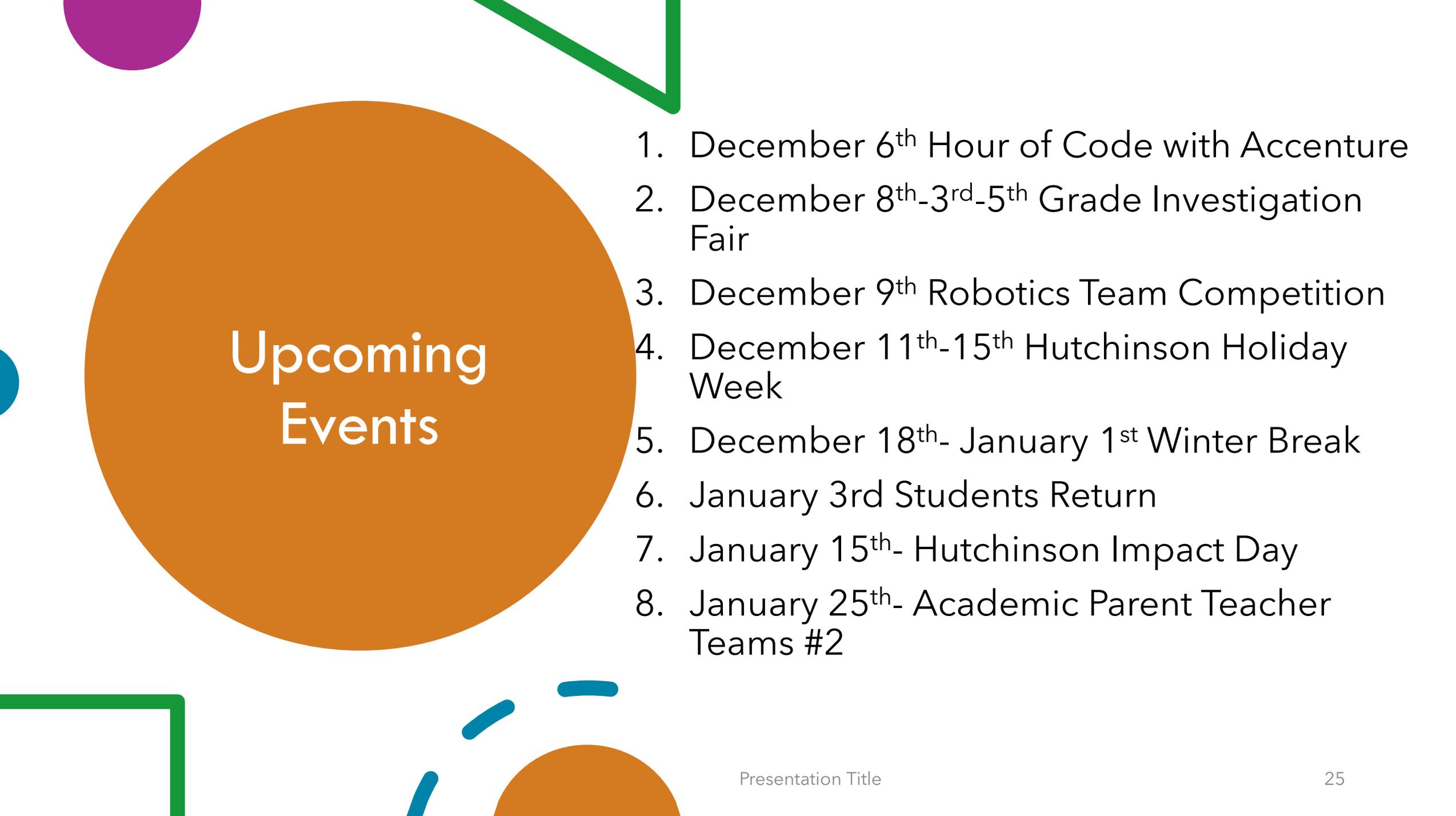




Thank you



Principal's
Report
11/30/23



Upcoming Events

1. December 6th Hour of Code with Accenture
2. December 8th-3rd-5th Grade Investigation Fair
3. December 9th Robotics Team Competition
4. December 11th-15th Hutchinson Holiday Week
5. December 18th- January 1st Winter Break
6. January 3rd Students Return
7. January 15th- Hutchinson Impact Day
8. January 25th- Academic Parent Teacher Teams #2

Calling ALL Hutchinson Staff/Students

Let's Get in the Holiday Spirit!

Join us as we celebrate before our holiday break!

Staff can wear jeans ALL WEEK FOR FREEEE!!

Monday
12/11/23

**Ugly Sweater
Day**

Wear your ugliest
holiday sweater
and jeans.



Tuesday
12/12/23

**Holiday
Character/Symbol
Dress Up Day**

Dress as your favorite
holiday character or
symbol.



Examples...

Wednesday
12/13/23

**Holiday Cheer
Day!**

Wear your
favorite holiday
t-shirt, jewelry,
hat, socks, etc.



Thursday
12/14/23

**Polar Express
Cozy Day**

Wear your
holiday pajamas
(school
appropriate,
please)

Staff and
students will
enjoy the movie,
Polar Express, in
your classroom,
from 1:15 -2:30
PM.

Teachers'
provision of
snacks is
optional.

Friday
12/15/23

**It's a Western
Holiday**

Wear a flannel
shirt and jeans.





Questions