

Deerwood Academy

45 Day Check-in and Preparing for Budget Development

GO Team Business Meeting #3





CALL TO ORDER

- Our first order of business is to call roll.
- Secretary, Ms. Charlotte Scott, will now take the roll.

Roll Call

Is there a quorum present?

GO Team Members

Name	Officer or Representative Position	Role	Email Address
Joy Antone		Principal	joy.antone@atlanta.k12.ga.us
Kala Gunn		Parent/Guardian	kalagunn311@gmail.com
Wanda Neal		Parent/Guardian	wanda.f.neal@gmail.com
Rashanna Osgood		Parent/Guardian	rashanna.osgood@gmail.com
James Myles		Instructional Staff	james.myles@atlanta.k12.ga.us
Charlotte Scott		Instructional Staff	charlotte.scott@atlanta.k12.ga.us
Jeremiah Blount		Instructional Staff	jeremiah.blount@atlanta.k12.ga.us
Jonathan Gayles		Community Member	drjgayles@gmail.com
Demetrius Rowe		Community Member	demetriusr123@gmail.com
Norman Whaley		Swing Seat	nwhaley@atlanta.k12.ga.us



Approval of the Agenda

May I have a motion to Approve the Agenda? A second?
Are there any amendments to the agenda?



Meeting Agenda

Deerwood Academy

Date: December 10, 2024

Time: 6:00 PM

Location: <https://www.youtube.com/@deerwoodyoutube8585>

- I. Call to Order
- II. Roll Call; Establish Quorum
- III. Action Items
 - a. Approval of Agenda
 - b. Approval of Previous Minutes:
 - c. Strategic Plan Update (*after discussion and if needed*)
 - d. Ranking Strategic Plan Priorities (*REQUIRED after discussion*)
- IV. Discussion Items
 - a. 45-Day Continuous Improvement Plan Check-in
 - b. Fall to Winter MAP Data
 - c. Strategic Plan and Continuous Improvement Plan Progress
 - d. Strategic Plan Update (*if needed*)
 - e. Ranking Strategic Plan Priorities
- V. Information Items
 - a. Principal's Report
 - b. Cluster Advisory Team Report
- VI. Announcements
- VII. Public Comment (*if applicable*)
- VIII. Adjournment





Approval of the Previous Minutes

May I have a motion to Approve the previous minutes? A second?

Are there any amendments to the previous minutes?

(This has been emailed to you.)



Meeting Minutes

Deerwood Academy

Date: **October 24, 2024**

Time: **6:00 P.M.**

Recording: [GO Team Recording Link](#)

- I. Call to order:
II. Roll Call

Role	Name (or Vacant)	Present or Absent
Principal	Joy Antone	Present
Parent/Guardian	Kayla Gunn	Absent
Parent/Guardian	Wanda Neal	Present
Parent/Guardian	Rashanna Osgood	Present
Instructional Staff	James Myles	Absent
Instructional Staff	Charlotte Scott	Present
Instructional Staff	Jeremiah Blount	Absent
Community Member	Jonathan Gayles	Present
Community Member	Demetrus Rowe	Absent
Swing Seat	Norman Whaley	Present

Quorum Established: **Yes**

III. Action Items

- A. **Approval of Agenda:** Motion made by: **Jonathan Gayles**; Seconded by: **Charlotte Scott**

Members Approving: 7

Members Opposing: 0

Members Abstaining: 0

Motion **Passes**

- B. **Approval of Previous Minutes:** Motion made by: **Jonathan Gayles**; Seconded by: **James Myles**

Members Approving: 7

Members Opposing: 0

Members Abstaining: 0

Motion **Passes**

IV. Discussion Items

- A. School Strategic Plan

- 5 year Plan
- Percentage of 3rd-5th grade students proficient or above will increase
- GMAS Literacy increase from 22.3% to 25.3% in May 2025



Agenda

Continuous Improvement Plan

45 Day Check-in

Fall to Winter MAP Data Discussion

Review of Strategic Plan and priorities progress

Strategic Plan Updates

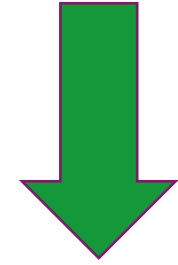
Preparing for the Budget Development

Rank Strategic Priorities



Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed
2021-2025 Strategic Plan

2

Summer 2024

School Leadership
completed Needs
Assessment and defined
overarching needs for
SY24-25

3

August 2024

School Leadership
completed 2024-2025
Continuous Improvement
Plan

4

Sept. – Dec. 2024

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 school's
strategic plan and vote
on the ranked strategic
plan priorities for
SY25-26 budget
discussions.



Continuous Improvement Plan



Quarterly CIP Check-in

As part of the Continuous Improvement process, all APS schools are completing a quarterly check-in for the Continuous Improvement Plans.

Questions to Consider

- Based on our year long CIP plan, what are the actions that the school has already completed?
- What data supports the completion of an action step and success criteria (both implementation and student achievement)?

All action items are being implemented. Data will be shared to review progress.

Literacy SMART Goal							
The percentage of students in grades 3-5 scoring proficient or above on the GA Milestones Literacy Assessment will increase from 25% to 29%. The percentage of students in grades K-5 that meet their fall-to-spring growth goal on MAP Reading will increase from 57% to 60% in May 2025.							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Provide professional learning to teachers to integrate Social Studies and Science into reading instruction.	Literacy Coach, IB Instructional Coach, and District support	August 2024 - May 2025	Professional Learning Calendar, lesson plans, classroom observations	Lesson plans, peer observations and feedback, observations and feedback conducted by admin and instructional coaches & follow-up sessions	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Provide ongoing Science of Reading training and weekly monitoring of effective implementation of strategies.	Literacy Coach, Readers are Leaders Coach, and District Support	August 2024 - May 2025	Classroom observations using Science of Reading Checklist/Feedback	MAP Fluency Data	N/A	Effective Use of Technology	<input type="checkbox"/>
						Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>
						Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
Implement ongoing Fly Leaf assessments to address targeted foundational/phonics skills for all students on MAP Reading Fluency for core classroom interventions.	Teachers, Literacy Coach, Reading Specialist, District Support	August 2024 - May 2025	All teachers will attend training and data talks to analyze data to inform instruction and interventions. Fly Leaf Assessment Data Observations	40% of KK-3rd grade students will meet or exceed MAP Reading Fluency Assessment expectations. Fly Leaf Decodables Observations	N/A	Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>
						Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
Incorporate writing into weekly planning sessions, provide professional learning on informational, opinion, narrative writing and effective teaching strategies on each writing domain.	Literacy Coach and Reading Specialist	July 2024 - May 2025	100% of teachers in grades 2-5 will attend Writing training and ELA planning meetings/lesson plans Classroom Observation Data Writing Samples	15% of students in grades 3-5 will score 4 or higher on the WriteScore end-of-year assessment. Observation Data	N/A	Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>
						Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>

Subgroup Action Steps for Literacy (required)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
School-Wide Professional learning on various co-teaching models and how to implement them accurately. (SWD, ESOL, Hispanic)	SELT/Admin/Co-teachers	August 2024 - March 2025	100% of DSE, GATE, and general education teachers will attend training on co-teaching models. Weekly Observations	Each identified subgroup will show a 3% increase for students meeting or exceeding their fall-to-spring MAP Reading growth goals. Weekly Observations	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Implement co-teaching instructional design (small group, personalized learning, specially designed instruction, and data usage to meet the needs of subgroups (SWD, ESOL, Hispanic)	Gifted Teachers/Special Education Lead Teacher/Admin/ELA Instructional Coaches/Co-teachers	August 2024 - May 2025	100% of GATE, DSE, and general education teachers will attend weekly data meetings and use data to inform instruction. Data Predictor Sheets	Each identified subgroup will show a 3% increase for students meeting or exceeding their fall-to-spring MAP Reading growth goals. Data Predictor Sheets	N/A	Effective Use of Technology	<input type="checkbox"/>
						Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>

All action items are being implemented. Data will be shared to review progress.

Numeracy SMART Goal							
The percentage of students in grades 3-5 scoring proficient or above on the GA Milestones Math Assessment will increase from 18.8% to 21.8%.							
The percentage of students in grades K-5 that met their fall-to-spring growth goal on Math MAP will increase from 41% to 44% in May 2024							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Differentiate small group instruction to balance the delivery of interventions, grade level standards, and the learning continuum for accelerated MAP skills.	K-5 Teachers & Math Instructional Coach	August 2024 - May 2025	100% of teachers in grades K-5 will attend weekly collaborative planning sessions. Observation Data	52% of K-5th-grade students will meet or exceed MAP math growth target expectations. Observation Data	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Administer math pre-, mid, and post-assessments using Go Formative and conduct bi-weekly data talks to (1) improve teacher practice and (2) reteach	K-5 Teachers & Math Instructional Coach	August 2024 - May 2025	100% of teachers will attend bi-weekly data meetings. Pre, Mid, and Post-Assessment Data	60% of K-5th grade students will score 70% or higher on the math unit post-assessments. Pre, Mid, Post-Assessment Data	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Internalize GADOE Learning plans to ensure effective implementation.	K-5 Teachers & Math Instructional Coach	August 2024 - May 2025	100% of teachers in grades K-5 will attend weekly collaborative planning sessions. Observation Data	60% of K-5th grade students will score 70% or higher on the math unit post-assessments. Pre, Mid, Post-Assessment Data	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Subgroup Action Steps for Numeracy (required)							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Implement specially designed instructional strategies tailored to students with disabilities (SWD) to offer comprehensive support.	DSE Teachers, gen ed co-teachers, SELT, & Math Instructional Coach	August 2024-May 2025	100% of teachers in grades K-5 will attend weekly collaborative planning sessions. Observation Data	60% of SWD students will score 50% or higher on the math unit post-assessments. Pre, Mid, Post-Assessment Data	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Implement co-teaching instructional design (small group, personalized learning, specially designed instruction, and data usage to meet the needs of subgroups (SWD))	DSE Teachers, gen ed co-teachers, SELT, & Math Instructional Coach	August 2024-May 2025	100% of DSE and general education teachers will attend bi-weekly data meetings. Pre, Mid, and Post-Assessment Data Observation Data	60% of SWD students will score 50% or higher on the math unit post-assessments. Pre, Mid, Post-Assessment Data	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						

Data Discussion



FALL and Winter MAP RESULTS



MAP Growth Achievement Level Predictions Reading (Grades 2 - 5)

School	Window	Exams				
DISTRICT	Fall 2024-2025	18,031	35%	29%	25%	12%
	Winter 2024-2025	17,134	34%	28%	25%	13%
School	Window	Exams				
Deerwood	Fall 2024-2025	292	39%	30%	25%	5%
	Winter 2024-2025	284	36%	31%	26%	7%



MAP Growth Achievement Level Predictions Reading (By Grade Level)

School	Grade	Window	Exams				
Deerwood	02	Fall 2024-2025	73	34%	33%	29%	4%
		Winter 2024-2025	71	34%	35%	28%	3%
	03	Fall 2024-2025	75	45%	39%	13%	3%
		Winter 2024-2025	72	43%	35%	18%	4%
	04	Fall 2024-2025	73	49%	25%	21%	5%
		Winter 2024-2025	70	37%	33%	19%	11%
	05	Fall 2024-2025	71	28%	25%	38%	8%
		Winter 2024-2025	71	28%	23%	39%	10%



MAP Growth Achievement Level Predictions Math (Grades 2 - 5)

School	Window	Exams				
DISTRICT	Fall 2024-2025	10,879	30%	37%	24%	9%
	Winter 2024-2025	9,590	30%	37%	24%	8%
School	Window	Exams				
Deerwood	Fall 2024-2025	292	33%	45%	18%	4%
	Winter 2024-2025	284	32%	46%	19%	2%



MAP Growth Achievement Level Predictions Math (By Grade Level)

School	Grade	Window	Exams				
Deerwood	02	Fall 2024-2025	73	26%	48%	25%	1%
		Winter 2024-2025	72	22%	54%	22%	1%
	03	Fall 2024-2025	75	33%	41%	19%	7%
		Winter 2024-2025	72	40%	38%	19%	3%
	04	Fall 2024-2025	73	33%	51%	15%	1%
		Winter 2024-2025	70	30%	53%	17%	
	05	Fall 2024-2025	71	39%	38%	15%	7%
		Winter 2024-2025	70	37%	40%	17%	6%



MAP Growth Category Percentage Reading (Percentage of Students Meeting their Goal)

School	Growth Timeframe	Exams			
DISTRICT	Fall to Winter (same school year)	22,110	47%	6%	48%

School	Growth Timeframe	Exams			
Deerwood	Fall to Winter (same school year)	378	45%	6%	49%



MAP Growth Category Percentage

Reading (Percentage of Students Meeting their Goal by Grade)

School	☰	Growth Timeframe	Grade	Exams			
Deerwood		Fall to Winter (same school year)	KK	58	19%		78%
			01	50	66%	10%	24%
			02	67	49%		46%
			03	69	49%	7%	43%
			04	69	42%		54%
			05	65	48%	6%	46%



MAP Growth Category Percentage

Math (Percentage of Students Meeting their Goal)

School	Growth Timeframe	Exams			
DISTRICT	Fall to Winter (same school year)	21,258	45%	7%	48%
Deerwood	Fall to Winter (same school year)	378	43%	7%	50%



MAP Growth Category Percentage

Math (Percentage of Students Meeting their Goal By Grade)

School	Growth Timeframe	Exams			
DISTRICT	Fall to Winter (same school year)	21,258	45%	7%	48%

School	☰	Growth Timeframe	Grade	Exams			
Deerwood		Fall to Winter (same school year)	KK	58	17%	3%	79%
			01	50	42%	12%	46%
			02	68	43%		53%
			03	69	54%	7%	39%
			04	69	46%	6%	48%
			05	64	52%	11%	38%



Subgroup Performance

Subgroup Comparison Group
Ethnicity

MAP Growth Subgroup Comparison (Proficient and Above): **Deerwood**

Achievement level comparisons exists for Grades 2-8 ONLY. Use Avg Test Percentile for other grades.

The horizontal lines represent the district average in each category.

School

All

Window

Multiple values

Exam

All

Grade

All

Choose Aggregate Level

Proficient and Above

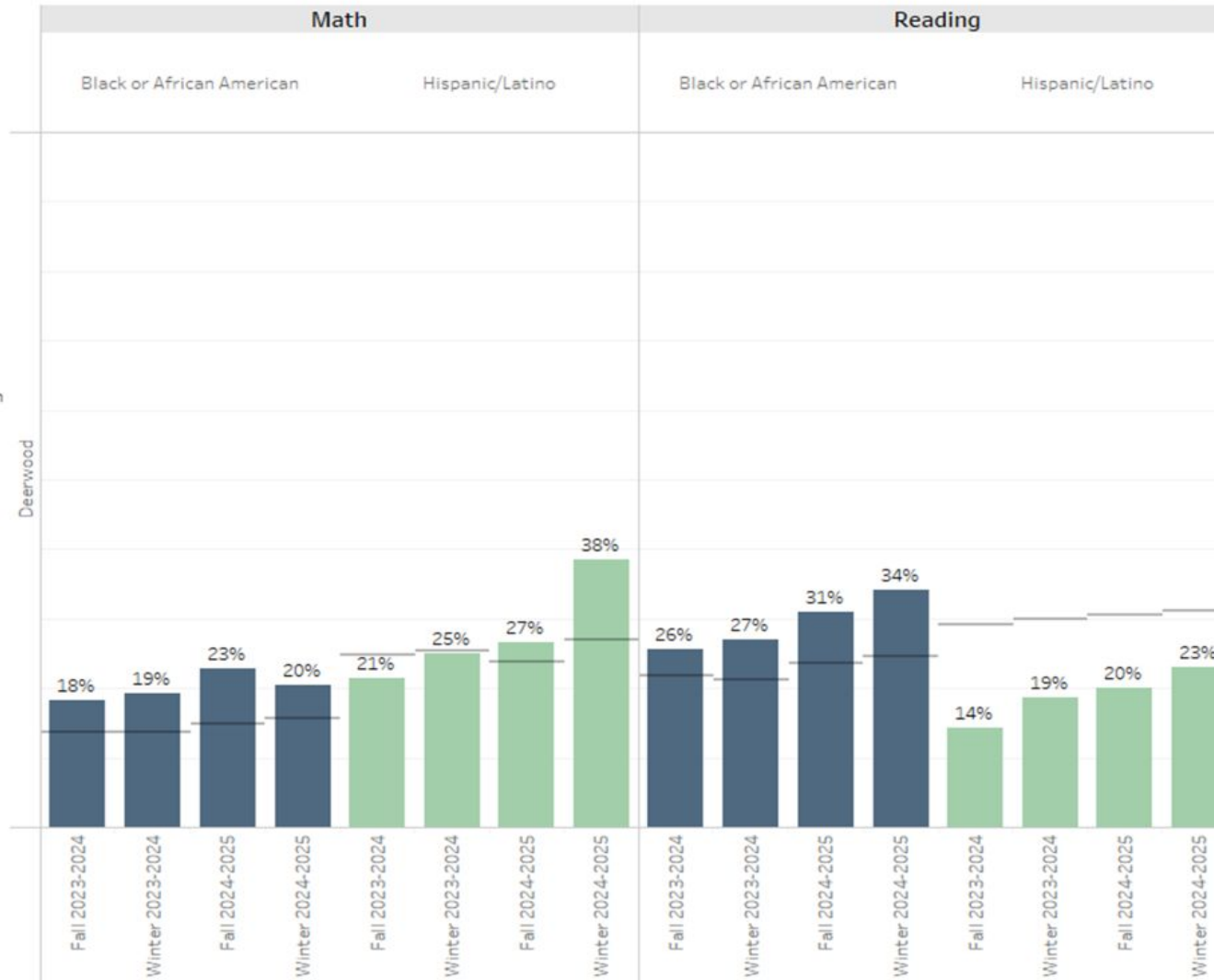
Subgroup Comparison

Black or African American

Hispanic/Latino



Figures are suppressed for subjects/groups with less than 10 tests.



Subgroup Performance

Subgroup Comparison Group
SWD

MAP Growth Subgroup Comparison (Proficient and Above): **Deerwood**

Achievement level comparisons exists for Grades 2-8 ONLY. Use Avg Test Percentile for other grades.

The horizontal lines represent the district average in each category.

School

All

Window

Multiple values

Exam

All

Grade

All

Choose Aggregate Level

Proficient and Above

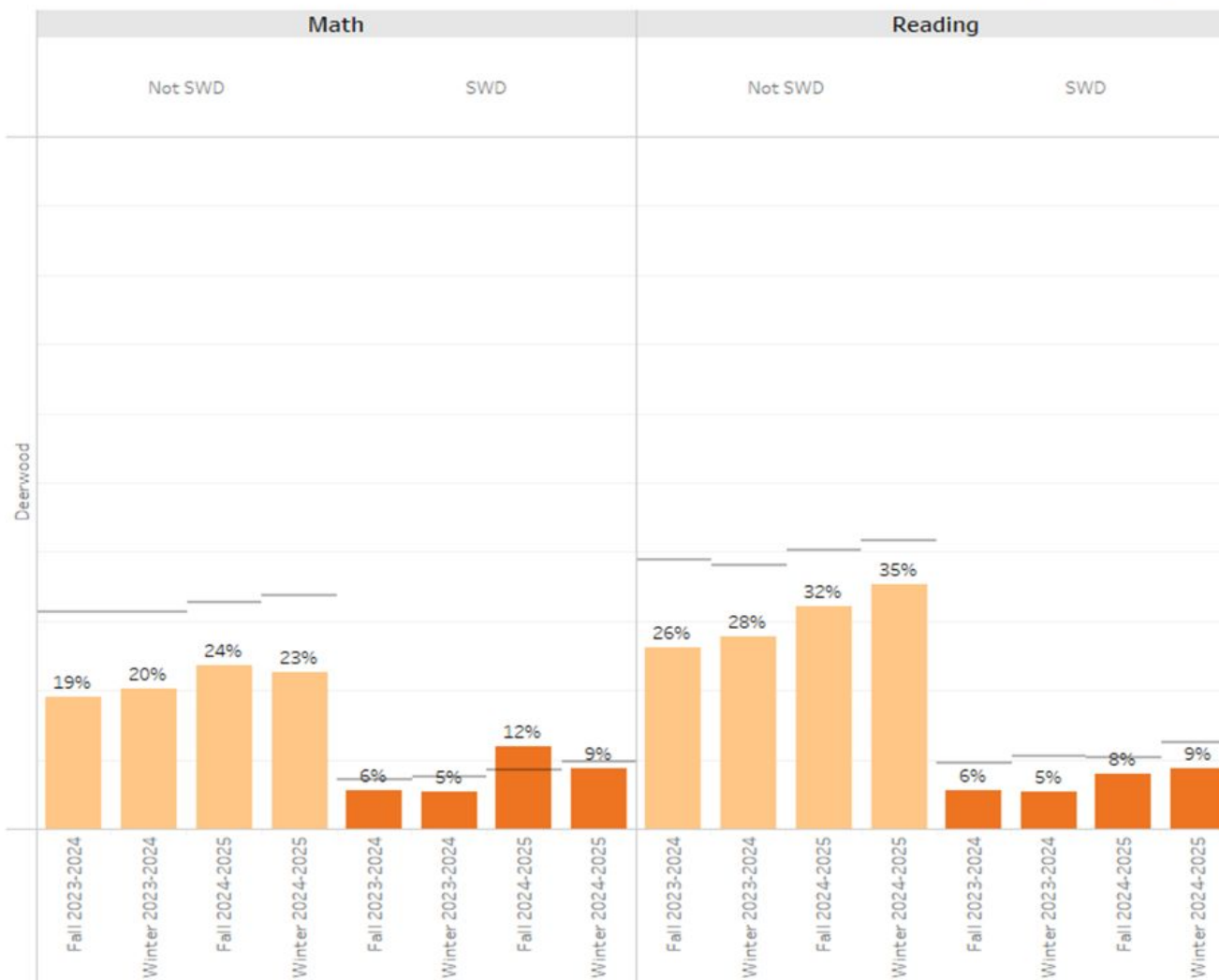
Subgroup Comparison

Not SWD

SWD



Figures are suppressed for subjects/groups with less than 10 tests.



The Science of Reading - FlyLeaf Data

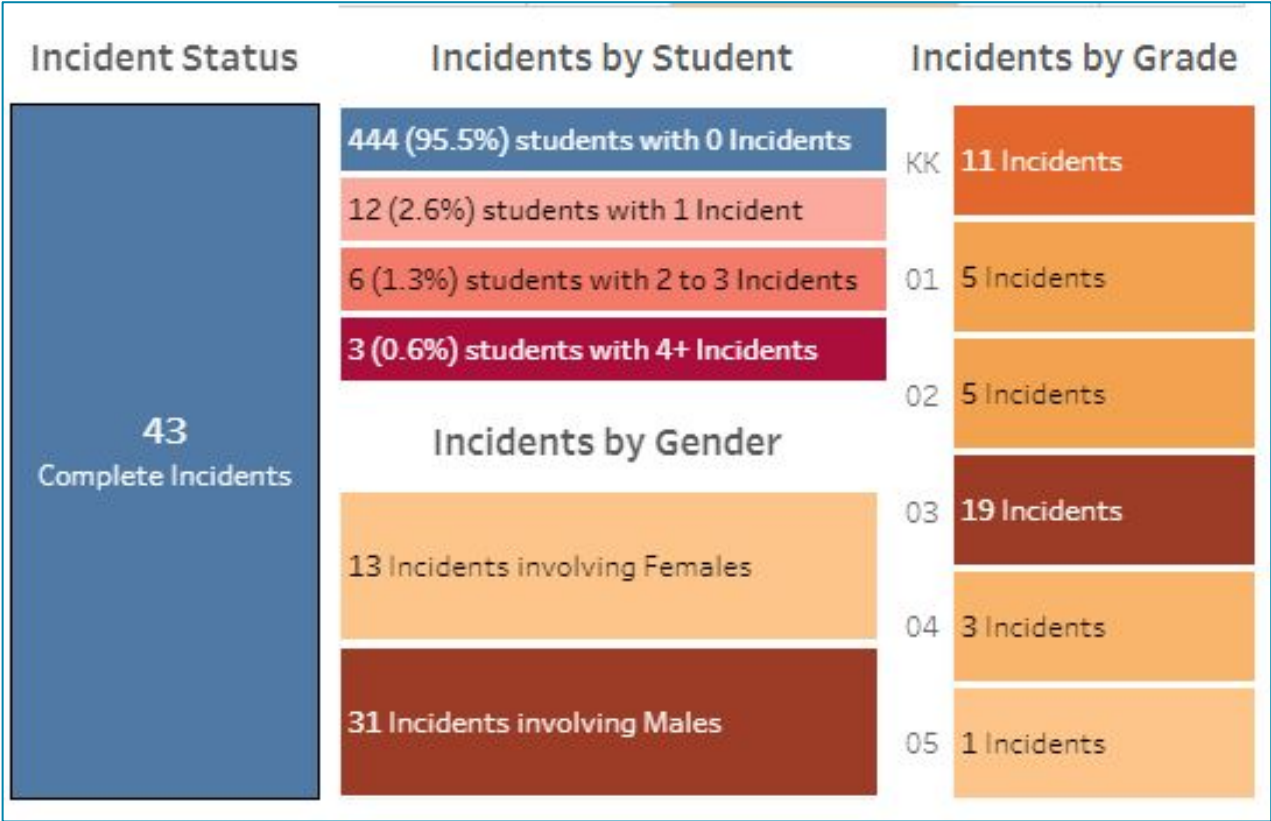
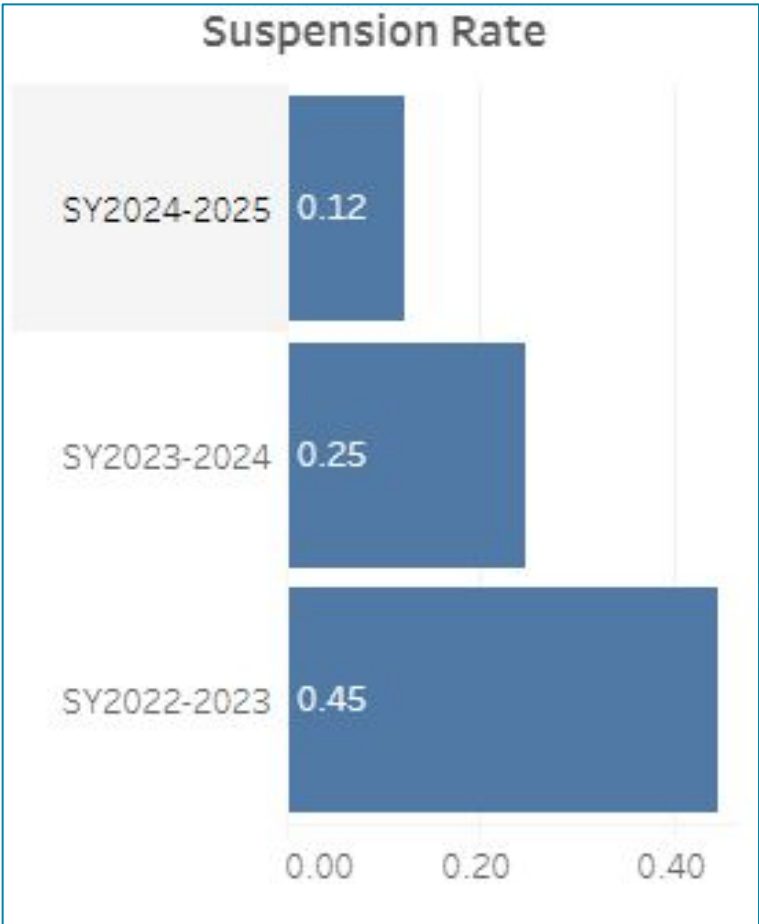
	Initial Placement Test	Mid-Year (8 Weeks) Placement
1st Grade	<ul style="list-style-type: none">• 47 Tested• 27 Students placed in Book 1 (Beginning Kdg Instructional Level)• 10 Students placed in Book 29 (Mid-Year Kdg Instructional Level)	<ul style="list-style-type: none">• 51 Tested• 27 Students were placed in Book 1 (Beginning Kdg Instructional Level) - Recovery Group• 12 placed in Book 8 (All moved up from Book 1)• 8 receiving instruction with 2nd Grade Teachers in Book 29 (End of Kdg Level)• 3 placed in Reading Series 2 (2nd Grade Instruction)
2nd Grade	<ul style="list-style-type: none">• 62 Tested• 30 Students placed in Book 1 (Beginning Kdg Instructional Level)• 16 Students placed in Book 15 (Kdg Instructional Level)	<ul style="list-style-type: none">• 61 Tested• 6 Students placed in Book 1 (Beginning Kdg Instructional Level) - Recovery• 12 placed in Book 8 (all moved up from Book 1)• 8 receiving instruction with 2nd Grade Teachers Book 29 (End of Year Kdg)• 16 tested out (Now in Enrichment)

The Science of Reading - FlyLeaf Data

	Initial Placement Test	Mid-Year (8 Weeks) Placement
3rd Grade	<ul style="list-style-type: none">• 75 Tested• 25 Students placed in Book 1 (Beginning Kdg Instructional Level)• 9 Students placed in Reading Series 1• 9 Students placed in Reading Series 2• 10 Students placed in Reading Series 3	<ul style="list-style-type: none">• 73 Tested• 6 Students were placed in Book 1 (Beginning Kdg Instructional Level) Recovery• 14 Reading Series 1• 14 Reading Series 2• 16 Tested Out (Enrichment



Deerwood Academy Suspension Data 2024 - 2025



GA Milestones Data (GMAS) and the College Career Readiness Performance Index (CCRPI)



Content Mastery



WHAT IS CONTENT MASTERY?

Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career. This component includes achievement scores in English language arts, mathematics, science, and social studies on Georgia Milestones and Georgia Alternate Assessment 2.0.

HOW DID THE SCHOOL PERFORM ON CONTENT MASTERY?

45.0

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	59.5
STATE SCORE	67.8

HOW DID THE SCHOOL PERFORM ON EACH CONTENT AREA?

ENGLISH LANGUAGE ARTS 99.57% Participation Rate	47.54	↑	+9.20
MATHEMATICS 100.00% Participation Rate	45.58		
SCIENCE 100.00% Participation Rate	35.20	↑	+5.19



WHAT IS CLOSING GAPS?

Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags, and it provides an opportunity for schools to demonstrate the progress made in improving student performance among all student subgroups.

Closing the Gaps 2024



HOW DID THE SCHOOL PERFORM ON
CLOSING GAPS?

100.0

HOW DID THE DISTRICT AND STATE
PERFORM?

DISTRICT SCORE

86.8

STATE SCORE








100.0

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?



LEGEND

-  Subgroup met improvement target*
-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

	English Language Arts	Mathematics	Science
ALL STUDENTS			
AMERICAN INDIAN / ALASKAN NATIVE			
ASIAN / PACIFIC ISLANDER			
BLACK			
HISPANIC			
MULTI-RACIAL			
WHITE			
ECONOMICALLY DISADVANTAGED			
ENGLISH LEARNERS			
STUDENTS WITH DISABILITY			

Progress



WHAT IS PROGRESS?

Progress measures how much growth students demonstrate in English language arts and mathematics and how well English learners are progressing towards English language proficiency. The English language arts and mathematics indicators utilize Student Growth Percentiles (SGPs) to measure how much growth students demonstrated relative to academically-similar students on Georgia Milestones and categorical growth for students on Georgia Alternate Assessment 2.0. English language proficiency measures whether students are improving within a performance band or moving up to another performance band, thus moving towards English language proficiency.





HOW DID THE SCHOOL PERFORM
ON PROGRESS?

85.6 ↓ -3.2

HOW DID THE DISTRICT AND STATE
PERFORM?

DISTRICT SCORE

86.0

STATE SCORE

86.2

HOW DID THE SCHOOL PERFORM
ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS

100.00+ ↑ +8.54

MATHEMATICS

71.15 ↓ -15.03

PROGRESS TOWARDS ENGLISH LANGUAGE
PROFICIENCY

Too Few
Students

What is Readiness?

Beyond the Core Example (ES/MS)

Readiness Example

Indicators

At or Above Grade-Level Reading: Percent of students in grades 3-5 demonstrating reading ability at or above grade level. 70.00%

Student Attendance: Percent of students in grades K-5 absent less than 10% of enrolled days. 90.00%

Beyond the Core: Percent of students in grades K-5 earning a passing score in fine arts, world language, career exploratory, or computer science. 95.00%

CCRPI
Attendance

Readiness $70 \times (33.3\%) + 90 \times (33.3\%) + 95 \times (33.3\%) =$

84.9





WHAT IS READINESS?

HOW DID THE SCHOOL PERFORM ON
READINESS?

71.3  +1.7

HOW DID THE DISTRICT AND STATE
PERFORM?

DISTRICT SCORE

76.7

STATE SCORE

83.2

HOW DID THE SCHOOL PERFORM IN EACH
AREA OF READINESS?

AT OR ABOVE GRADE-LEVEL READING

48.51%  +3.75

 [View AT OR ABOVE GRADE-LEVEL READING data](#)

STUDENT ATTENDANCE

66.47%  +2.25

BEYOND THE CORE

98.90%  -0.89

 [View BEYOND THE CORE data](#)

GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- Based on our school's trend data from MAP assessments and end-of-year test assessments, which student sub-groups and grade levels showed the most significant gaps or unexpected trends?
- Based on our school's trend data from MAP assessments, Milestones and other indicators, are there specific trends that require more focused attention?
- What additional questions do you have?



Strategic Plan Progress



Mission: All stakeholders collaborate to develop tolerant internationally minded problem solvers.

Deerwood Academy

Vision: All stakeholders work together collaboratively to provide authentic learning experiences that nurture and empower college and career ready global thinkers and problem solvers.

SMART Goals

The percentage of students in grades 3-5 scoring proficient or above on the Georgia Milestones Literacy assessment will increase from 25% to 29% in May 2025.

The percentage of students in grades 3-5 scoring proficient or above on Georgia Milestones Mathematics will increase from 20% to 23% in May 2025.

We will increase the percentage of students in grades K-3 in the area of Oral Reading Fluency from 19% to 22% by May 2025.

By May 2025, the Out of School Suspension Rate will decrease from .24% to .21% as measured by the Behavior Dashboard.
By May 2025, the CCRPI Attendance Rate will increase from 66% to 69% as measured by the CCRPI Attendance in APS Graphs.

APS Strategic Priorities & Initiatives

Fostering Academic Excellence for All

Data
Curriculum & Instruction

Building a Culture of Student Support

Whole Child & Intervention

Equipping & Empowering Leaders & Staff

Strategic Staff Support

Creating a System of School Support

Collective Action, Engagement

School Strategic Priorities

1. Strengthen the cultivation of critical foundational math, reading and critical thinking skill instruction for continual & long-term academic growth.
2. Strengthen PK-5 transdisciplinary teaching & learning through inquiry.
3. Increase use of individual data to promote student participation in various personalized learning models and choice.
4. Provide consistent access to social, emotional, and behavioral growth opportunities.
5. Build in systems and resources to support academic excellence for all scholars.
6. Increase leader and staff efficacy in strengthening the whole-school program.
7. Provide various engagement and collaboration opportunities for family awareness for instructional resources.
8. Address the gap between SWD & Non-SWD Students.

School Strategies

- *Enhance student reflection and ownership by setting and discussing individual student goals in Literacy and Numeracy.
- *Align Instructional framework with research based Literacy and Numeracy Instructional Strategies.
- *Utilize MAP and IXL data to regularly remediate , extend and accelerate student learning.
- *Provide professional learning to develop and implement the ENHANCED IB PYP framework of instruction.

- *Provide professional learning to implement the Core 4 Elements of Personalized Learning.
- *Establish a Student Support Wrap-Around Team to provide all scholars with various opportunities for SEL growth and whole child development.
- *Ensure all students have access to academic enrichment & intervention instruction and software.

- *Expand professional learning and growth opportunities to include the development of effective 21st century classroom instruction.
- *Continue teacher school improvement leadership teams to ensure all faculty have an opportunity to provide input in resource allocation.
- *Extend professional learning opportunities to specific teacher needs for growth and development in chosen areas.

- *Provide engagement opportunities for community awareness and knowledge of support in IB PYP, Literacy, Numeracy, Social and Emotional Learning and other systems of support.
- *Maintain a culture of PBIS and Social Emotional Learning (SEL).
- *Continue to build various Parental Engagement Opportunities beyond monthly Parent Academy and weekly Parent Connect session.

Action on the Updated Strategic Plan

The GO Team needs to **TAKE ACTION (vote)** on its updated Strategic Plan. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

Preparing for Budget Development



Discussion

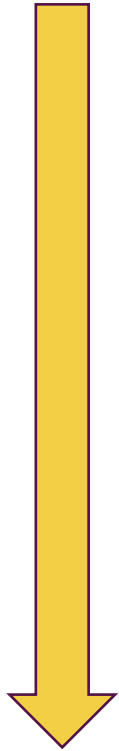
Strategic Plan Priority Ranking

In preparation for the 2025-2026 Budget Development (January–March 2025), the GO Team needs to rank its Strategic Plan Priorities. Use the next slide to capture the priority ranking.

Strategic Plan Priority Ranking

Insert the school's priorities from Higher to Lower

Higher



Lower

1. Strengthen the cultivation of critical foundational math, reading and critical thinking skill instruction for continual & long-term academic growth. (1)
2. Strengthen PK-5 transdisciplinary teaching & learning through inquiry. (6)
3. Increase use of individual data to promote student participation in various personalized learning models and choice. (5)
4. Provide consistent access to social, emotional and behavioral growth opportunities. (4)
5. Build in systems and resources to support academic excellence for all scholars. (3)
6. Increase leader and staff efficacy in strengthening the whole-school program. (7)
7. Provide various engagement and collaboration opportunities for family awareness for instructional resources. (8)
8. Address the gap between students with disabilities (SWD) and non - students with disability students. (2)

Action on the Strategic Plan Priorities

The GO Team needs to **TAKE ACTION (vote)** on its ranked Strategic Plan Priorities. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

Principal's Report

- Thank You New York Life and Agent Keynon Akers for grief training to our support team. (\$500 Donation towards Grief Counseling)
- The ESports Team has been awarded a \$1000 grant sponsored by Delta Community Bank and Mr. William Wesley.
- MAP Reading Fluency Testing is currently being conducted this week to Kdg - 3rd Grade
- School-wide Spelling Bee on December 12th
- Deerwood United Nations Officers/Ambassadors Swearing-in Ceremony on December 13th with Senator Nikema Williams.
- Holiday Family Movie Night on December 13th at 5:30 PM - Polar Express
- Principal's Coffee on December 16th at 9:00 AM - Topic: Literacy & Dyslexia Awareness
- Parent Academy will be held on December 17th at 5:30 PM.
- All Pro Dads Meeting on December 19th at 7:45 AM
- We are planning SWAGG parties for all students who met their reading or math MAP Growth goals and Super SWAGG parties for students who met both reading and math MAP Growth goals. (**S**tudents **W**ho **A**chieve **G**reat **G**ains)
- Don't forget to complete required trainings. All GO Team members must complete their training for GO Team to be in compliance. You can find the training in ELiS. If you need assistance contact the GO Team Office at (404)802-2885.
- Donations and support are always welcome towards student & staff incentives!





Where we're going

At our next meeting we will begin the discussion of the 2025-2026 budget.

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



No Announcements
No Public
Comments



Adjournment





Thank you