

Heritage Academy

Date: 10/3/22

Time: 3:30

Location: Zoom

- ❖ Call to order: 3:36pm
- ❖ Roll Call

Role	Name (or Vacant)	Present or Absent
Principal	Trennis Harvey	x
Parent/Guardian	Tiara Wells	x
Parent/Guardian	S. Sinkfield	x
Parent/Guardian		
Instructional Staff	Roxanna King	x
Instructional Staff	Jessica Pope	x
Instructional Staff	Heather Rutland Brown	x
Instructional Staff	April Thacker	x
Community Member	C. Taylor	x
Community Member	Edima Ephant	x
Swing Seat		
Student (High Schools)		

Quorum Established: [Yes]

**I. Action Items**

**A. Approval of Agenda:**

Motion made by: Heather Brown Seconded by: C. Taylor

**Members Approving:**

## MAP Growth Classroom Drill Down

Georgia Milestones Achievement Level Predictions are only made for Grades 2-8 tests taken in English

Data is updated  
nightly during  
each testing  
window.

School	Course	Window	Exam	Exams				
Heritage	Reading/Grade 4	Fall 2022-2023	Reading	63	44%	32%	14%	10%
	Lang Arts/4	Fall 2022-2023	Reading	63	44%	32%	14%	10%
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	Reading/Grade 5	Fall 2022-2023	Reading	59	37%	37%	22%	
	Lang Arts/2	Fall 2022-2023	Reading	56	55%	23%	21%	
	Reading/Grade 3	Fall 2022-2023	Reading	62	60%	26%	13%	
	Lang Arts/3	Fall 2022-2023	Reading	62	60%	26%	13%	

**Members Opposing:** none

**Members Abstaining:** none

**Motion Passes**

**B. Filled Vacant Positions: *List amendments to the minutes:***

**Motion made by:** Heather Brown **Seconded by:** Jessica Pope

**Members Approving:** Heather Brown, Jessica Pope, April Thacker, Shon Sinkfield, Tierra Wells, Clairissa Taylor, and Jessica Pope

**Members Opposing:**

**Members Abstaining:**

**Motion Passes**

**C. Filled Open Community Member Seat: Filled Vacant Community Member Seat by Edima Ephant**

**Motion made by:** Clarissa Taylor **Seconded by:** Heather Brown

### ❖ Information Items *(add items as needed)*

➤ **Principal's Report-Continuous Improvement Plan**

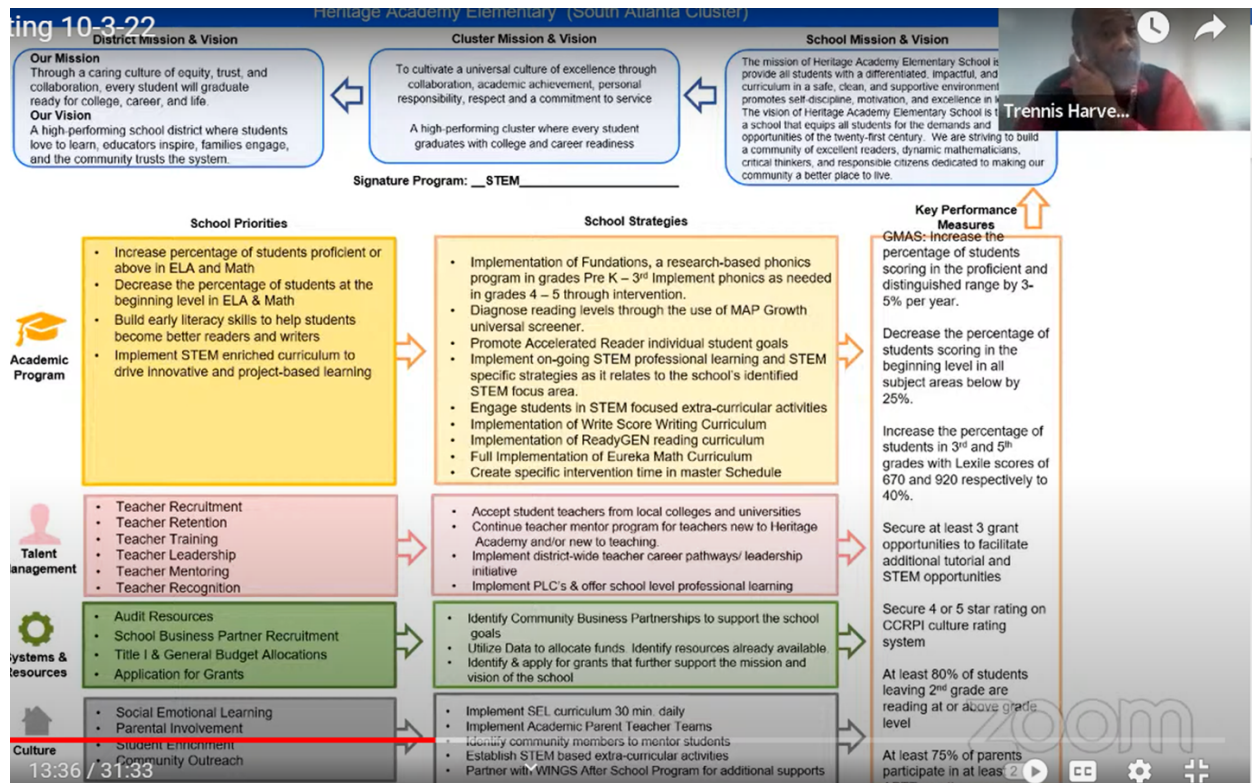
➤ **Timeline for Go Teams Review**

■ **Review of current Data to Review and update to Strategic Plan and priorities**

■ **December's Meeting- we will make final decisions for 5 year strategic plan**

- **We use that plan in January to make budget decisions for 23-24 school year**

## ➤ Current Strategic Plan 21-25



- Strategies not listed Rollins Literacy for All that support our Continuous improvement plan(grant was added after the budget was written)- Provide support and training in the area of the five pillars of reading through training and resources

- How we will be measured- GA Milestones Assessments for 3-5 grades in May

Efforts to Recruit and Retain Teacher Recruitment-

Relay and student teacher program.

## ➤ Partners- CI services/Progressive Logistics, You First, and GA


- GAS South
- Grants received 2 \$10,000 for family engagement
- Request for any updates, suggestions or changes to the plan

- Continuous Improvement(Yearly Plan)- helps us reach the goal in our Strategic Plan


## ■ Strengths and Weakness- Shared Reading, Math, and Attendance Data

Strengths		Opportunities/Challenges
4th-grade reading: 94% of students were developing or above based on (GAAAS) scores		13.1% of students were proficient and above in reading
4th-grade math: 60% of students were developing and above based on (GAAAS) scores		16.5% of students were proficient and above in math
80 % of students that/or exceeded their growth target in Math and 48% in reading on NMII & MAP		Attendance dropped from 83.5% of students in 2019 not being chronically absent to 69% in 2021
Based on Empathy interviews, the overall school culture is positive		
Our suspension rate decreased by 37% and the number of incidents decreased from 70		
Our Overarching Needs		
Literacy: Increase the percentage of students scoring proficient or above in Reading based on (GAAAS)	Numeracy: Increase the percentage of students scoring proficient or above in Math.	Whole Child & Student Support: Decrease the percentage of students who are chronically absent.


  



[Literacy Link](#)



[Numeracy Link](#)



[Whole Child & Student Support Link](#)

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
Based on 2021 GA Milestones results, 13.1% of students are proficient or above in reading.	Based on 2021 GA Milestones results, 16.5% of students are proficient or above in math.	Our percentage of students who were not chronically absent decreased from 83.5% of students in 2019 not being chronically absent to 69% in 2021.

### ❖ Strengths in Math

- Over 60% of our students met our growth target in math.
- 60% of our students reached their growth in reading-reached growth goal.

### ❖ Challenges

- 14% of students proficient in math
- 16% of students proficient in reading

## ■ Shared overarching needs

- Needs Assessment for Literacy, Numeracy, and Whole child & Support.

- Shared document that explains root cause for challenges and leads to the goals we set.

School Name: Heritage Academy		
Meeting 10-3-22	Press [Esc] to exit full screen	Results Area
Based on 2022 GA Milestones results, only 13.0% of students are proficient or above in reading.	Based on 2022 GA Milestones results, only 10.0% of students are proficient or above in math.	Based on 2022 GA Milestones results, only 10.0% of students are proficient or above in math.
<b>Reading</b> Why? Why are 13.0% of students proficient or above in reading? Lack of a solid foundation built upon the 5 components of Reading, particularly in Phonemic Awareness and Phonics (K-2). Why? Why is there a lack of solid foundational skills built upon the 5 Components of Reading, particularly in Phonemic Awareness and Phonics? There are varying levels of teacher implementation and capacity surrounding the 5 Components of Reading in grades K-5, lack of professional development opportunities, as well as inconsistent observation and feedback. Why? Why are there varying levels of teacher implementation and capacity surrounding the 5 Components of Reading, particularly phonics instruction in upper grades? Why is there a lack of professional development opportunities? A heavy focus was placed on curriculum implementation as opposed to building capacity around the how and the why of teaching/reading? Why? Why was there a heavy focus placed on curriculum implementation as opposed to building capacity around the how and the why of teaching/reading? This is the first year that we saw a need for implementation and training on the 5 components of reading based on	<b>Math</b> Why? Why are 10.0% of students proficient or above in math? Lack of foundational skills with number sense, math facts, computational fluency, and an ability to relate and connect concepts. Why? Why do students lack foundational skills with number sense, math facts, computational fluency, and an ability to relate and connect concepts? Lack of consistency in strategies and routines including participation in small groups and math fluency practice, consistent reinforcement and building conceptual understanding in grades K-5? Why? Why is there a lack of consistency in strategies and routines, including participation in small groups and math fluency practice, consistent reinforcement and building conceptual understanding in grades K-5? Lack of consistency in teacher capacity, preparation, lesson internalization, and implementation of Georgia standards? Why? Why is there a lack of consistency in teacher capacity, preparation, lesson internalization, and implementation of Georgia standards? Lack of an effective lesson internalization protocol to provide vertical and horizontal alignment to build consistent understanding of standards and concepts. Read Counts	<b>Attendance</b> Why? Why did not percentage of students who were not chronically absent decrease from 40.0% in 2021 to 40% in 2022? There was inconsistent follow-up with parents when students were absent. Why? Why was there inconsistent follow-up with parents when students were absent? There was a delay in the establishment of a fully functioning attendance team. Why? Why was there a delay in the establishment of a fully functioning attendance team? There was more focus on establishment of a Care Team that had an expanded focus that did not include safety attendance. Why? Why was there more focus on establishment of a Care Team that had an expanded focus that did not include safety attendance? Based on our overall 2019 96% attendance rate, and 40.0% of students not being chronically absent, attendance wasn't seen as an issue prior to last year.

## ➤ Goals for 22-23

School Name: Heritage Academy		
Our Overarching Needs		
LITERACY	NUMERACY	WHOLE CHILD & STUDENT SUPPORT
SMART Goals (Elementary/Middle School)		
By May 2023, the % of students in grades 3 – 5 scoring in the beginning category will decrease by 5-7% and the % of students scoring proficient or above will increase by 3% - 5% in reading/ELA based on Milestones Data	By May 2023, the % of students in grades 3 – 5 scoring in the beginning category will decrease by 5-7% and the % of students scoring proficient or above will increase by 3% - 5% in Math based on Milestones Data	By May 2023, the percentage of students in grades Kdg - 5 not chronically absent will increase by 5% based on State of Georgia CCRPI guidelines.

## ➤ Review of Fall MAP Data Comparison to Cluster

### 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 is updated nightly during each testing window.



School	Window	Exams	44%	34%	22%	12%
DISTRICT	Fall 2022-2023	36,590	34%	32%	22%	12%
Cleveland	Fall 2022-2023	312	44%	34%	21%	
Heritage	Fall 2022-2023	499	46%	35%	17%	
Hutchinson	Fall 2022-2023	351	50%	31%	17%	
Dobbs	Fall 2022-2023	413	46%	39%	12%	
Long	Fall 2022-2023	1,280	51%	36%	12%	
Humphries	Fall 2022-2023	305	51%	36%	11%	
Hank Aaron	Fall 2022-2023	60	65%	32%		

## Grade Level MAP Data

## MAP Growth Classroom Drill Down

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### ❖ Announcements

- ❖ **APPT Literacy- 10/20/22 Carnival Themes**
- ❖ **Order forms and graphs**
- ❖ **Next November, December, January, and February Meetings will be open for public comment**
- ❖ **Public Comment Dates- Heather brown and Clarissa Taylor motioned to have public comment**
- ❖ **Time Adjustment- 3:30pm will remain the same.**

### ❖ Adjournment

Motion made by: Roxanna King-Pamoja; Seconded by: [Jessica Pope](#)

**Members Approving:** Heather Brown, Jessica Pope, April Thacker, Shon Sinkfield, Tierra Wells, Clairissa Taylor, and Jessica Pope

**Members Opposing:** none

**Members Abstaining:** none

**Motion Passes**

**ADJOURNED AT 4:07pm**

**Minutes Taken By:** [Roxanna E. King-Pamoja](#)

**Position:** [Secretary](#)

**Date Approved:** [10.3.22](#)