



GO Team 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





Discussion Items

Current Strategic Plan

Continuous Improvement Plan

Needs Assessment

SMART GOALS

Monitoring Measures

MAP Data

Data Protocol



Current Strategic Plan

2021-2025

Hope-Hill Elementary

Vision: A school that excels at creating a trusting, safe, and loving environment to foster individualized learning and achievement in students from ALL backgrounds.

Mission: Hope-Hill Elementary is dedicated to the premise that all students can learn given consistent high-quality & data-driven instruction within a safe, supportive, and stable environment regardless of social, economic, or physical status.

SMART Goals

The percentage of students in grades 3-5 scoring proficient or above in reading/ELA will maintain at 22% or increase 9% by June 2025

The percentage of students in grades 3-5 scoring proficient or above in math will maintain at 40% or increase 9% by June 2025

The percentage of students who miss less than 10% of school days at Hope-Hill will increase from 82% during the 2018-19 school year to 90% by June 2025

APS Strategic Priorities

School Strategic Priorities

School Strategies

Fostering Academic Excellence for All

1. Demonstrate high levels of academic growth among all students.
2. Use data to determine instructional needs
3. Maximize instructional time daily to provide engaging opportunities aligned to the standards for students.

- 1A. Implement and monitor the quality of the intervention block using the required resources and district-provided observation tools.
- 2A. Conduct and respond to regular deep analysis of MAP data to identify school-wide and teacher-specific trends.
- 3A. Implement and monitor consistent use of the required curriculum resources and materials. (e.g., FUNdations, FPC, Lucy Calkins, Envision Math)

Building a Culture of Student Support

4. Ensure students attend school on-time and daily in order to receive maximum instructional opportunities.
5. Provide wrap-around services to meet the needs of the whole child

- 4A. Develop, implement and monitor an Attendance Committee to contact parents of students with frequent absences and/or tardies.
- 4B. Refine and implement school-wide attendance plan to ensure attendance goals are developed, monitored and met (includes celebrations and incentives) to *celebrate* scholars' attendance, academics, and character.
- 5A. Use restorative practices as an alternative to suspension.
- 5B. Maintain the appropriate staff to meet the needs of all students. (SSW, behavior coach, parent liaison, etc.)

Equipping & Empowering Leaders & Staff

6. Create a staff culture of professional growth, engagement, and recognition.
7. Recruit and retain staff members who put kids first.
8. Maintain a culture of trust, transparency, and communication among all staff members.

- 6A. Align professional learning opportunities to identified staff needs in order to build capacity.
- 6B. Implement strategies to increase employee engagement specifically recognizing staff accomplishments.
- 7A. Strategically and intentionally hire staff who love children and are willing to go the extra mile daily to meet the needs of all students.

Creating a System of School Support

9. Advocate for school-wide equitable resources
10. Maintain a school environment that is welcoming, inclusive, and engaging to all families.

- 9A. Collaborate with APS to ensure the safety and security of all HHES students, staff, and families.
- 9B. Collaborate with APS and COA regarding our facility needs.
- 10A. Empower the PTA and HHES Foundation to support all HHES families.

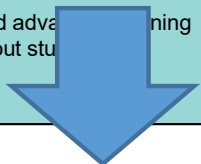

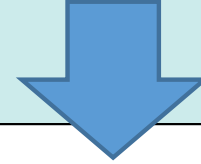


Continuous Improvement Plan

SY 2022-2023



Strengths	Opportunities/Challenges
Decreased the number of disciplinary incidents from 107 to 31 from 18/19 to 21/22 school year	While attendance take rate is strong, the ADA decreased from 94.1 to 89 and the CCRPI Attendance decreased from 82.8 to 50.3 from the 18/19 to 21/22 school year
MAP growth data from fall to winter grades 2 –5 proficient and above increased from 15.1 to 22.5 in ELA	The percentage of students in grades 3 – 5 who performed at proficient and above in Math on Milestones decreased by 25.9% from the 18/19 to 21/22 school year.
MAP growth data from fall to winter grades 2 –5 proficient and above increased from 11.4 to 15.1 in Math	The percentage of students in grades 3-5 who performed at proficient and above in ELA Milestones decreased by 9.7% from the 18/19 to 21/22 school year.
2022 Milestones Score (44) vs Challenge Index (84%) indicates that students in grade 3 – 5 are performing better than expected in both ELA and Math. Milestones NCE = 44, Challenge Index = 84%	The percentage of students in 5th grade who performed at proficient and above in Science decreased by 16.4% from the 18/19 to 21/22 school year.

Our Overarching Needs		
Literacy: <ul style="list-style-type: none"> • Increase the intentionality of personalized learning and individual reading levels. • Increase the support for subgroups in reading and writing through more differentiation and project-based learning opportunities. • Increase the number of opportunities for students to practice their writing skills. • Intentional focus on enrichment and advanced learning opportunities for proficient and about students 	Numeracy: <ul style="list-style-type: none"> • Increase the intentionality of personalized learning and small group instruction. • Increase the use of manipulatives to build foundational skills. • Intentional focus on enrichment and advanced learning opportunities for proficient and about students. 	Whole Child & Student Support <ul style="list-style-type: none"> • Implement the SAC with fidelity and monitor caseloads and data consistently. • Collaborate with outside agencies to provide support to parents. • Implement incentives for improvement with chronic absences. 

[Jamboard Link](#)

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
Students with foundational skill gaps will receive personalized interventions through SOAR and EIP services to assist with closing academic gaps.	Students with foundational skill gaps will receive personalized interventions through SOAR and EIP services to assist with closing academic gaps.	Students who are in most need academically are often tardy or absent. CARE Team and SAC will monitor student attendance weekly.

School Name **Needs Assessment**



Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
Students with foundational skill gaps will receive personalized interventions through SOAR and EIP services to assist with closing academic gaps.	Students with foundational skill gaps will receive personalized interventions through SOAR and EIP services to assist with closing academic gaps.	Students who are in most need academically are often tardy or absent. CARE Team and SAC will monitor student attendance weekly.

[illegible]

School Name



Goals

Our Overarching Needs

LITERACY

NUMERACY

WHOLE CHILD & STUDENT SUPPORT

SMART Goals (Elementary/Middle School)

By May 2023, the number of students scoring Proficient or above on ELA GMAS will increase from 17 students to 56 students.

By May 2023, the number of students scoring Proficient or above on Math GMAS will increase from 19 students to 58 students.

The ADA Attendance Rate will increase from 89.1% in May 2022 to 92.1% by the end of the 2022-2023 school year.

SMART Goals (High School)

- MAP
- Write Score
- Data Team Meetings
- Instructional Reviews

- MAP
- Data Team Meetings
- Instructional Reviews

- APS Graphs Attendance
- SAC team monitoring tools

Hope-Hill ES



Action Plans

CIP Goal #1 Strategy:

Implement rigorous and culturally relevant and linguistically responsive curriculum with fidelity in all core content areas and instructional best practices in Tier 1 instruction for RELA

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Implement and monitor the quality of the intervention block using the required resources and district-provided observation tools	Instructional Coaches	August – May	Observations and feedback	General Funds	Curriculum & Data
Implement and monitor consistent use of the required instructional framework and resources/materials (e.g. FUNdations, FPC, Lucy Calkins, Envision Math)	Instructional Coaches	August – May	Observations and feedback	General Funds	Curriculum & Signature Program
Ensure high quality lesson plans - that include all essential components - and curriculum materials are being implemented across all grade levels	Instructional Coaches	August-May	Feedback	General Funds	Curriculum

Additional Action Steps required for subgroup populations

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Conduct monthly, documented department meetings for special education staff to provide feedback on informal observations.	SELT	August - May	Minutes Meeting Agendas and	General	Curriculum

Hope-Hill ES



Action Plans

CIP Goal #2 Strategy:

Implement rigorous and culturally relevant and linguistically responsive curriculum with fidelity in all core content areas and instructional best practices in Tier 1 instruction for Math.

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Implement and monitor the quality of the intervention block using the required resources and district-provided observation tools	Instructional Coaches	August – May	Observations and feedback	General Funds	Curriculum & Data
Implement and monitor consistent use of the required instructional framework and resources/materials (e.g. FUNdations, FPC, Lucy Calkins, Envision Math)	Instructional Coaches	August – May	Observations and feedback	General Funds	Curriculum & Signature Program
Ensure high quality lesson plans - that include all essential components - and curriculum materials are being implemented across all grade levels	Instructional Coaches	August-May	Feedback	General Funds	Curriculum

Additional Action Steps required for subgroup populations

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Conduct monthly, documented department meetings for special education staff to provide feedback on informal observations.	SELT	August - May	Minutes Meeting Agendas and	General	Curriculum

Hope-Hill Elementary**Action
Plans****CIP Goal #3 Strategy:**

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	APS 5
Leverage Pathways partnership to engage school families in developing the whole child	Social Worker, School	September - May	Case Load Reports	General Funds	Whole Child
Develop, implement and monitor an Attendance Committee to contact parents of students with frequent absences and/or tardies	Social Worker	August – May	SAC Agendas & meeting minutes	General Funds	Whole Child
Implement Monthly Celebrations (Eagle Buck Store, Attendance Parties, Students of the Month) to celebrate scholars' attendance, academics and character	Behavior Coach, School Social Worker	September - May	Notifications, photos, sample certificates, social media	General Funds SABO	Whole Child

Additional Action Steps required for subgroup populations

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Ensure accountability measures are in use for the MTSS process	MTSS Specialist	August - May	MTSS Meeting Minutes	General	Data & Whole Child

<div>CK2</div> <div>CK3</div> <div>Family Engagement Goal(s):</div>
<div>Increase outreach to parents by providing engagement opportunities within local communities.</div>
<div>Develop and implement a STEM Advisory Board in order for parents to become involved with our STEM certification process.</div>

TA1

TA2

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	APS 5
Provide family engagement workshops/trainings that equips guardians in supporting the social emotional well-being of the child, parent portal, etc.	Parent Liaison, Social Worker, Counselor	August - May	Training agendas and sign in sheets	Whole Child
Develop and implement a STEM Advisory Board	STEM Program Specialist	August - May	Agendas and sign in sheets	Whole Child
				<div>TA3</div>

Slide 14

- CK1** You have action steps in other Strategies relating to family engagement. Please move those to this slide.
Copeland, Keasha, 8/22/2022
- CK2** Please revise your action steps. Also include materials/information that families will have as takeaways for the trainings/meetings (ie. slide presentations, survey data, et.,)
Copeland, Keasha, 8/22/2022
- CK3** You have a few action steps of family engagement in other strategies, please add them here.
Copeland, Keasha, 8/22/2022
- TA1** Use you fluency goal to support Family Engagement here also.
Torres, Alisha, 8/26/2022
- TA2** Leverage SSW, Coaches and neighborhood offices as well.
Torres, Alisha, 8/26/2022
- TA3** Need Signatures
Torres, Alisha, 8/26/2022



MAP Data

1st Administration



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Hide Student Names?

Show

This dashboard displays MAP Growth and MAP Reading Fluency results. Views default to the current window or most recent window, but can be filtered to see previous data as that data becomes available. Data reflect RIT scores and the Georgia Milestones Achievement Level that score would map onto. If students take the same exam multiple times within the administration window, only the most recent test is kept. Thus, all data are preliminary until the window is closed. Additionally, the data that we receive from MAP is subject to current enrollments, and so aggregate percentages are likely to change slightly throughout the year. Anywhere that teachers are listed this is based upon the students' current teacher.

The **MAP Growth School Comparison** view displays predicted milestones achievement levels by schools for Reading & Math. Use the filters to sort by different achievement levels. The ELA and Math view also displays number of exams administered and grade level performance when you click on a school and/or window. Milestones Achievement Level predictions are only for Grades 2-8.

The **MAP Growth School/Classroom Drill Down** view can be used to generate lists of students by Milestones Achievement level predictors for Grades 2-8. There is student level data available here sorted by RIT Score or Alphabetically.

The **MAP Growth Quintile** view displays how the students performed based upon the MAP Growth percentile rating. Students are grouped into quintiles and the data can be disaggregated by grade level.

The **MAP Growth Target %** view displays the percentage of students who met their projected target growth between the Fall and Winter timeframes. Use the filters to compare subgroups of students.



MAP ACHIEVEMENT

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 is updated
nightly during
each testing
window.



School	Window	Exams				
DISTRICT	Fall 2022-2023	10,815	30%	35%	23%	12%

School	Window	Exams				
Lin	Fall 2022-2023	431	15%	39%	43%	
Morningside	Fall 2022-2023	532	15%	45%	37%	
Springdale	Fall 2022-2023	472	16%	39%	41%	
Jackson Elementary	Fall 2022-2023	295	21%	44%	31%	
Brandon	Fall 2022-2023	546	9%	22%	41%	28%
Smith	Fall 2022-2023	510	12%	30%	40%	18%
Burgess	Fall 2022-2023	304	11%	35%	40%	13%
Bolton	Fall 2022-2023	301	13%	39%	34%	14%
E Rivers	Fall 2022-2023	430	20%	32%	32%	16%
Parkside	Fall 2022-2023	309	23%	34%	26%	17%
Garden Hills	Fall 2022-2023	253	21%	42%	25%	13%
Beecher	Fall 2022-2023	141	26%	43%	21%	11%
AVA - Direct	Fall 2022-2023	120	33%	35%	23%	8%
Hope-Hill	Fall 2022-2023	178	35%	38%	20%	7%
Toomer	Fall 2022-2023	285	34%	40%	19%	7%
Benteen	Fall 2022-2023	143	32%	43%	19%	6%
Perkerson	Fall 2022-2023	202	38%	41%	20%	
Deerwood	Fall 2022-2023	280	37%	43%	16%	
Hutchinson	Fall 2022-2023	174	48%	33%	18%	
Heritage	Fall 2022-2023	246	42%	39%	17%	
Cleveland	Fall 2022-2023	159	43%	40%	17%	
West Manor	Fall 2022-2023	155	32%	50%	15%	
Scott	Fall 2022-2023	182	41%	42%	15%	
Continental	Fall 2022-2023	212	42%	41%	15%	
Fickett	Fall 2022-2023	272	42%	42%	13%	
Kimberly	Fall 2022-2023	206	42%	43%	15%	
Jones	Fall 2022-2023	291	45%	40%	12%	
Miles	Fall 2022-2023	288	45%	40%	14%	
Boyd	Fall 2022-2023	301	49%	37%	13%	
Cascade	Fall 2022-2023	193	47%	39%	13%	
Dobbs	Fall 2022-2023	209	44%	43%	12%	
Dunbar	Fall 2022-2023	169	43%	44%	12%	
BAMO	Fall 2022-2023	159	45%	42%	11%	
FL Stanton	Fall 2022-2023	120	47%	42%	10%	

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 is updated
nightly during
each testing
window.



School	Window	Exams				
DISTRICT	Fall 2022-2023	10,803	35%	27%	23%	15%

School	Window	Exams				
Morningside	Fall 2022-2023	534	6%	15%	35%	44%
Lin	Fall 2022-2023	431	6%	15%	29%	50%
Jackson Elementary	Fall 2022-2023	297	7%	17%	39%	37%
Springdale	Fall 2022-2023	474	6%	21%	35%	38%
Brandon	Fall 2022-2023	550	12%	23%	33%	32%
Burgess	Fall 2022-2023	299	15%	22%	37%	25%
Smith	Fall 2022-2023	525	19%	26%	33%	22%
Bolton	Fall 2022-2023	269	18%	27%	34%	21%
E Rivers	Fall 2022-2023	419	23%	25%	33%	20%
Parkside	Fall 2022-2023	301	28%	24%	26%	22%
Garden Hills	Fall 2022-2023	266	26%	29%	29%	16%
Beecher	Fall 2022-2023	141	31%	30%	23%	16%
AVA - Direct	Fall 2022-2023	119	30%	31%	21%	18%
Benteen	Fall 2022-2023	135	35%	30%	24%	10%
Toomer	Fall 2022-2023	285	33%	33%	22%	12%
West Manor	Fall 2022-2023	154	42%	28%	21%	9%
Deerwood	Fall 2022-2023	281	45%	27%	23%	5%
Cleveland	Fall 2022-2023	159	47%	28%	23%	
Hope-Hill	Fall 2022-2023	177	45%	31%	18%	6%
Perkerson	Fall 2022-2023	201	41%	36%	19%	
Jones	Fall 2022-2023	292	42%	36%	16%	6%
Heritage	Fall 2022-2023	247	49%	30%	17%	
Fickett	Fall 2022-2023	275	51%	28%	17%	
BAMO	Fall 2022-2023	159	47%	33%	16%	
Continental	Fall 2022-2023	210	52%	28%	18%	
Cascade	Fall 2022-2023	198	54%	27%	17%	
Hutchinson	Fall 2022-2023	173	53%	29%	16%	
Humphries	Fall 2022-2023	153	54%	27%	17%	
Hollis	Fall 2022-2023	250	57%	25%	17%	
FL Stanton	Fall 2022-2023	121	55%	27%	14%	
Usher-Collier	Fall 2022-2023	221	54%	29%	15%	
Dunbar	Fall 2022-2023	177	50%	33%	15%	
Miles	Fall 2022-2023	284	57%	26%	15%	
Finch	Fall 2022-2023	209	56%	27%	13%	
David	Fall 2022-2023	206	58%	24%	14%	

MAP Growth Achievement Level Predictions by Grade



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

click a grade-level or section to generate a list of students in that category combination below

School	Window	Tested Grade	Exam	Exams				
Hope-Hill	Fall 2022-2023	02	Math	47	32%	38%	26%	
			Reading	47	49%	28%	17%	6%
		03	Math	53	40%	28%	17%	15%
			Reading	53	51%	25%	13%	11%
		04	Math	51	29%	51%	18%	
			Reading	50	38%	32%	26%	
		05	Math	27	44%	30%	22%	
			Reading	27	37%	48%	15%	



MAP GROWTH

MATH

MAP Quintile for Growth - Math

Click a school below to drill down to grade-level performance

Data is updated nightly during each testing window.

Growth Quintile by Timeframe

Low %ile <21 HiAvg %ile 61-80
LoAvg %ile 21-40 High %ile >80
Avg %ile 41-60

School	Growth Timeframe	Exams					
DISTRICT	Fall to Fall	25,059	19%	17%	18%	20%	27%
Springdale	Fall to Fall	543	8%	11%	20%	22%	39%
Lin	Fall to Fall	513	15%	12%	17%	23%	33%
Benteen	Fall to Fall	158	19%	16%	11%	18%	35%
Scott	Fall to Fall	181	19%	11%	17%	19%	33%
Dunbar	Fall to Fall	172	20%	15%	13%	24%	27%
Burgess	Fall to Fall	352	14%	18%	18%	19%	32%
Beecher	Fall to Fall	146	16%	14%	20%	21%	29%
Hutchinson	Fall to Fall	171	20%	15%	16%	22%	27%
Parkside	Fall to Fall	340	20%	14%	17%	19%	30%
Heritage	Fall to Fall	238	24%	15%	12%	19%	30%
Tuskegee	Fall to Fall	308	20%	19%	13%	23%	25%
Finch	Fall to Fall	209	20%	13%	19%	23%	24%
Hope-Hill	Fall to Fall	205	18%	16%	19%	22%	25%
Continental	Fall to Fall	192	20%	19%	15%	15%	31%
Dobbs	Fall to Fall	214	21%	17%	17%	20%	26%
Cascade	Fall to Fall	191	21%	14%	19%	24%	22%
FL Stanton	Fall to Fall	111	19%	16%	20%	23%	22%
Toomer	Fall to Fall	292	21%	21%	14%	24%	21%
Miles	Fall to Fall	273	22%	15%	19%	21%	24%
Perkerson	Fall to Fall	206	21%	15%	19%	17%	27%
Peyton Forest	Fall to Fall	248	21%	18%	18%	16%	27%
Boyd	Fall to Fall	287	22%	21%	15%	18%	24%
Kimberly	Fall to Fall	187	21%	18%	18%	22%	21%
West Manor	Fall to Fall	152	23%	15%	19%	12%	31%
Usher-Collier	Fall to Fall	224	19%	20%	19%	18%	25%
Fickett	Fall to Fall	261	21%	18%	20%	21%	20%
Morningside	Fall to Fall	624	18%	20%	21%	19%	22%
Jones	Fall to Fall	287	21%	23%	16%	17%	24%
Humphries	Fall to Fall	129	17%	19%	23%	22%	18%
Hollis	Fall to Fall	236	25%	17%	18%	17%	22%
BAMO	Fall to Fall	164	19%	24%	18%	20%	19%
Cleveland	Fall to Fall	152	27%	16%	20%	16%	22%

READING

MAP Quintile for Growth - Reading

Click a school below to drill down to grade-level performance

Data is updated
nightly during each
testing window.

Growth Quintile by Timeframe

Low %ile <21 HiAvg %ile 61-80
LoAvg %ile 21-40 High %ile >80
Avg %ile 41-60

School	Growth Timeframe	Exams					
DISTRICT	Fall to Fall	24,948	22%	18%	19%	19%	22%
Peyton Forest	Fall to Fall	244	23%	17%	16%	20%	24%
Dobbs	Fall to Fall	216	23%	19%	15%	16%	28%
Parkside	Fall to Fall	330	24%	16%	17%	19%	24%
Jones	Fall to Fall	293	22%	19%	17%	18%	25%
West Manor	Fall to Fall	152	22%	18%	17%	16%	26%
Benteen	Fall to Fall	151	29%	14%	15%	17%	25%
Morningside	Fall to Fall	628	22%	17%	18%	19%	23%
Tuskegee	Fall to Fall	313	28%	16%	14%	20%	22%
Toomer	Fall to Fall	293	23%	16%	20%	16%	25%
Heritage	Fall to Fall	244	25%	18%	16%	16%	25%
Humphries	Fall to Fall	129	18%	23%	19%	18%	22%
Kimberly	Fall to Fall	187	24%	18%	19%	16%	24%
Perkerson	Fall to Fall	205	25%	17%	19%	17%	23%
Lin	Fall to Fall	513	23%	22%	16%	20%	19%
Beecher	Fall to Fall	147	24%	20%	16%	20%	18%
FL Stanton	Fall to Fall	111	27%	19%	15%	22%	17%
BAMO	Fall to Fall	162	21%	20%	21%	19%	20%
Usher-Collier	Fall to Fall	225	21%	18%	22%	14%	24%
Continental	Fall to Fall	191	29%	14%	18%	16%	22%
Finch	Fall to Fall	207	24%	19%	18%	20%	18%
Cleveland	Fall to Fall	151	32%	14%	17%	15%	23%
Hollis	Fall to Fall	237	22%	15%	25%	16%	22%
Cascade	Fall to Fall	195	27%	15%	20%	14%	23%
Scott	Fall to Fall	177	23%	21%	19%	21%	16%
Miles	Fall to Fall	266	21%	20%	22%	19%	18%
Deerwood	Fall to Fall	294	28%	18%	17%	16%	20%
Boyd	Fall to Fall	289	23%	20%	20%	16%	21%
Fickett	Fall to Fall	266	23%	20%	21%	17%	19%
AVA - Direct	Fall to Fall	103	42%	13%	10%	9%	27%
Harper-Archer ES	Fall to Fall	393	27%	23%	18%	16%	17%
Dunbar	Fall to Fall	177	26%	20%	21%	16%	16%
Hope-Hill	Fall to Fall	207	30%	21%	17%	11%	20%



MAP
GROWTH TARGET

Growth Target Category* Percentage (Math)

[Click on a school below to see grade-level performance.](#)

*The determination of whether or not a student met/exceeded their growth target is based on a calculation comparing the projected and observed growth. Each of these growth measures, as well as RIT scores in general, come with a standard error of measurement (SEM) meaning that the true score/growth lies within a range of values. We currently do not know how well MAP Growth data may align with Milestones SGP data – so each of these percentages will most likely vary from what a school and individual student might expect to see with growth data on the Georgia Milestones.

Data is updated nightly
during each testing
window.



School	Growth Timeframe	Exams			
DISTRICT	Fall to Fall	25,059	42%	5%	53%
Springdale	Fall to Fall	543	24%	6%	70%
Garden Hills	Fall to Fall	236	30%		66%
Jackson Elementary	Fall to Fall	299	33%	6%	62%
Lin	Fall to Fall	513	34%	5%	61%
Beecher	Fall to Fall	146	36%	7%	58%
Brandon	Fall to Fall	609	36%		60%
Benteen	Fall to Fall	158	37%		61%
Bolton	Fall to Fall	328	37%		60%
Scott	Fall to Fall	181	38%	6%	56%
Hutchinson	Fall to Fall	171	38%	6%	56%
Burgess	Fall to Fall	352	38%		59%
Dunbar	Fall to Fall	172	38%		59%
E Rivers	Fall to Fall	432	39%	5%	56%
Finch	Fall to Fall	209	40%		56%
Smith	Fall to Fall	531	40%	5%	54%
Parkside	Fall to Fall	340	41%	5%	54%
Perkerson	Fall to Fall	206	41%	8%	51%
Cascade	Fall to Fall	191	41%		54%
Hope-Hill	Fall to Fall	205	41%	6%	52%
Tuskegee	Fall to Fall	308	43%		54%
FL Stanton	Fall to Fall	111	43%	5%	52%
Heritage	Fall to Fall	238	43%		54%
Miles	Fall to Fall	273	44%		53%
Dobbs	Fall to Fall	214	44%	5%	51%
Morningside	Fall to Fall	624	44%	5%	50%
West Manor	Fall to Fall	152	45%	6%	49%
Continental	Fall to Fall	192	45%	5%	49%
Fickett	Fall to Fall	261	46%	6%	48%

READING

Growth Target Category* Percentage (Reading)

[Click on a school below to see grade-level performance.](#)

*The determination of whether or not a student met/exceeded their growth target is based on a calculation comparing the projected and observed growth. Each of these growth measures, as well as RIT scores in general, come with a standard error of measurement (SEM) meaning that the true score/growth lies within a range of values. We currently do not know how well MAP Growth data may align with Milestones SGP data – so each of these percentages will most likely vary from what a school and individual student might expect to see with growth data on the Georgia Milestones.

Data is updated nightly
during each testing
window.

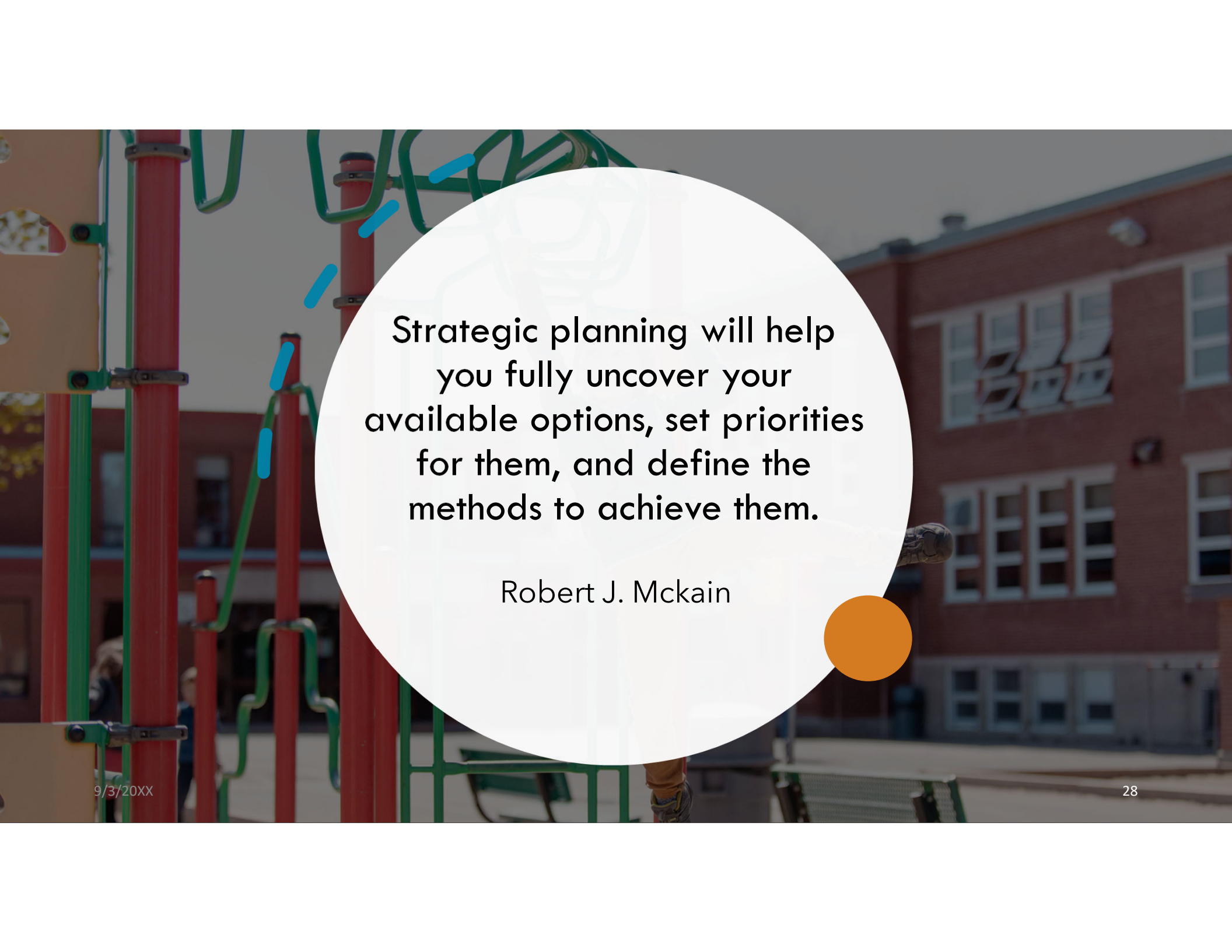


School	Growth Timeframe	Exams		
DISTRICT	Fall to Fall	24,948	48%	5% 47%
School	Growth Timeframe	Exams		
West Manor	Fall to Fall	152	47%	49%
E Rivers	Fall to Fall	430	47%	50%
Toomer	Fall to Fall	293	47%	48%
Hollis	Fall to Fall	237	47%	49%
Kimberly	Fall to Fall	187	48%	48%
Dobbs	Fall to Fall	216	48%	49%
Perkerson	Fall to Fall	205	48%	47%
Humphries	Fall to Fall	129	49%	47%
Lin	Fall to Fall	513	49%	5% 46%
Beecher	Fall to Fall	147	50%	48%
Finch	Fall to Fall	207	50%	46%
Heritage	Fall to Fall	244	50%	46%
Tuskegee	Fall to Fall	313	50%	4% 45%
Boyd	Fall to Fall	289	51%	6% 44%
Smith	Fall to Fall	534	51%	46%
BAMO	Fall to Fall	162	51%	5% 44%
Cascade	Fall to Fall	195	51%	5% 44%
Deerwood	Fall to Fall	294	51%	5% 43%
Miles	Fall to Fall	266	52%	44%
Scott	Fall to Fall	177	52%	5% 44%
Fickett	Fall to Fall	266	53%	5% 43%
Cleveland	Fall to Fall	151	53%	45%
Continental	Fall to Fall	191	53%	44%
Harper-Archer ES	Fall to Fall	393	55%	5% 40%
Hope-Hill	Fall to Fall	207	56%	41%
FL Stanton	Fall to Fall	111	57%	41%
Dunbar	Fall to Fall	177	57%	40%
AVA - Direct	Fall to Fall	103	58%	40%

GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- What addition 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 we leave for Winter Break, we will take **Action** (vote) on ranking our strategic priorities for the 2023-2024 school year.

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





Thank you