



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 2024

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

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 rank of the
strategic plan priorities
for SY24-25 in
preparation for budget
discussions.



Discussion Items

Georgia Milestones Math Data

Continuous Improvement Plan and Strategic Plan Alignment
45-Day Continuous Improvement Plan Check-in

Strategic Plan Update

Ranking Strategic Plan Priorities



Current Strategic Plan

2021-2025

A caring school embracing community, respect, honesty and hard work.

F. A. Toomer Strategic Plan 2021-2025

At Toomer, we cultivate global citizens and life-long learners through inquiry, voice, choice, and agency. We provide a safe and equitable community that embraces diversity to inspire students to become critical agents of change.

SMART Goals

Reading

Increase the % of grades 3-5 students scoring proficient or above in reading from 25% to 35% by 2025

Math

Increase the % of grades 3-5 students scoring proficient or above in math from 25% to 35% by 2025

Behavior

The number of out of school suspensions will decrease from 29 days to 15 days by 2025

APS Strategic Priorities & Initiatives

Fostering Academic Excellence for All

Data
Curriculum & Instruction
Signature Program

Building a Culture of Student Support

Whole Child & Intervention
Personalized Learning

Equipping & Empowering Leaders & Staff

Strategic Staff Support
Equitable Resource Allocation

Creating a System of School Support

Collective Action, Engagement
& Empowerment

School Strategic Priorities

1. Intentionally focus on closing the sub groups achievement gaps.
2. Implement research-based teaching strategies supported by student data.
3. Create a system of supporting problem solving and action with students and staff through the lens of IB.
4. Create and implement a system that promotes equitable practices in all areas of the school community.
5. Foster a system of restorative practices that include students, staff, and families and all wrap around services.
6. Implement a robust wrap around program with clear goals, communication plan, and measurement structure.
7. Create and support a development path for all staff that includes school based leadership.
8. Foster a "whole adult" system of support.
9. Foster the culture of individualized support for all staff members.
10. Develop and implement a parent engagement plan, based on mutual communication and impact data.
11. Create a mentorship programs for students and staff, students and students, students and parents.
12. Foster a culture of staff, student, parent, and community voice.

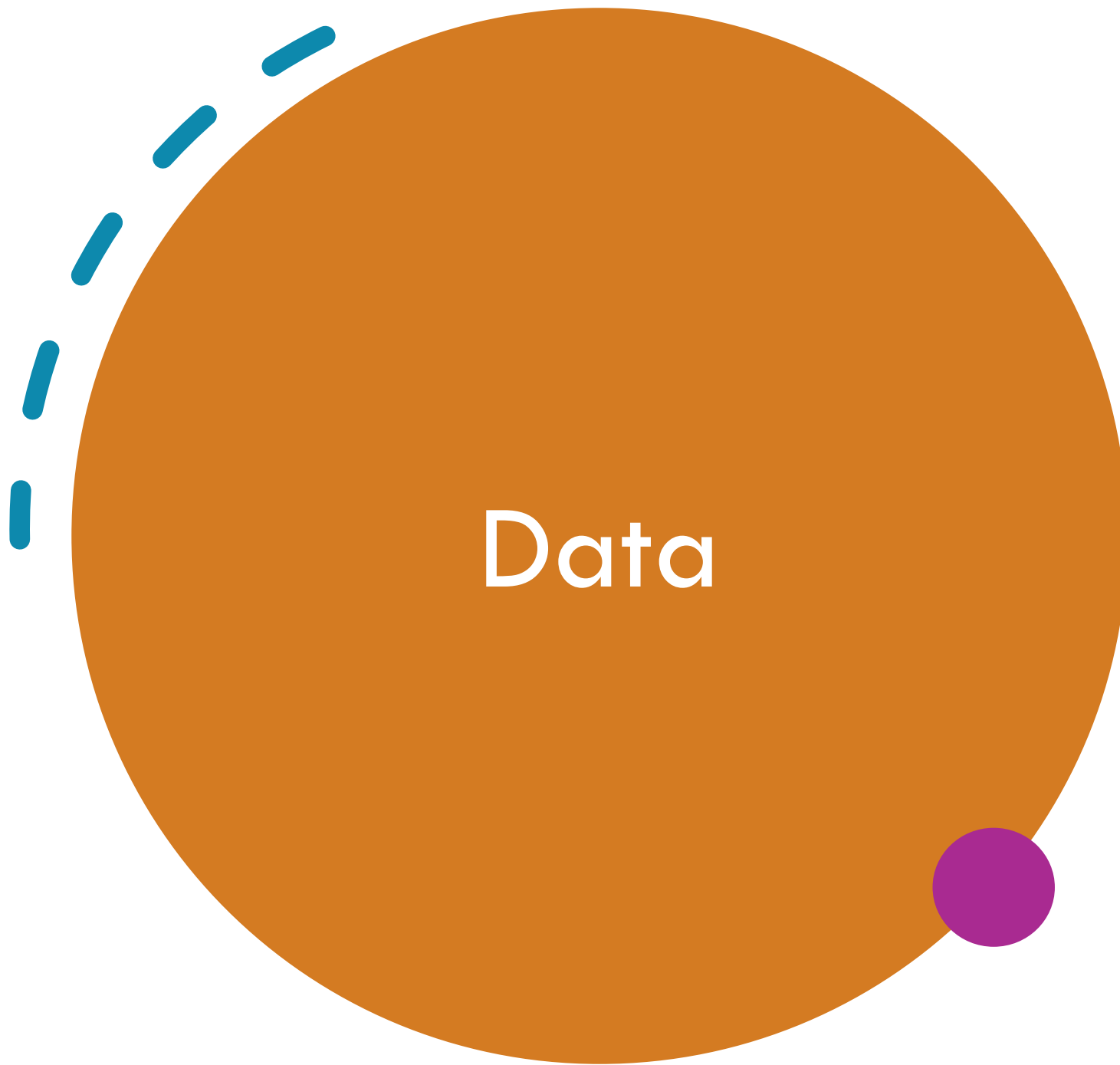
School Strategies

- Weekly IB Unit Planning & Reflection
- Mid-Year intervention Plans & data review
- Equity Team/Monthly Meetings
- Intentional 360 instruction around individual learning gaps
- Develop conceptual learning & implementing research based mathematical teaching & learning practices

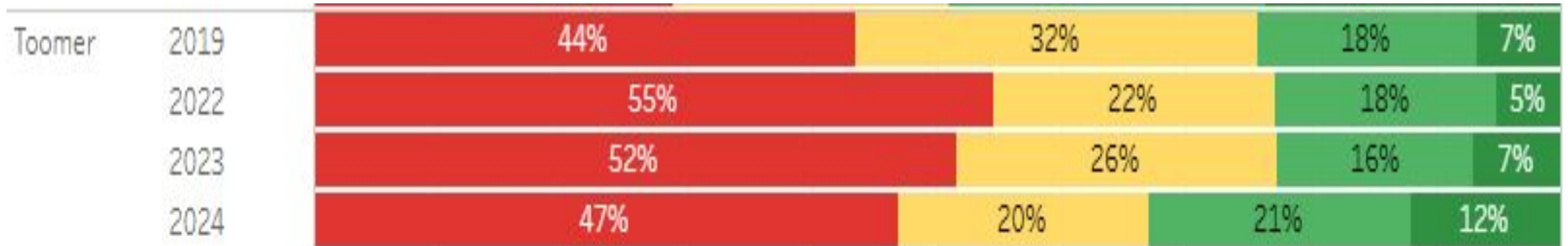
- Safety patrol/Restorative student leaders
- Restorative practice committee/Coach next year
- Develop student clubs with clear objectives

- IB Training
- Create pipeline for aspiring leaders through flexible master teacher teams
- Differentiated professional learning & vertical monthly Teaming
- Clearly flesh out new teacher mentor program (Teacher rounds)

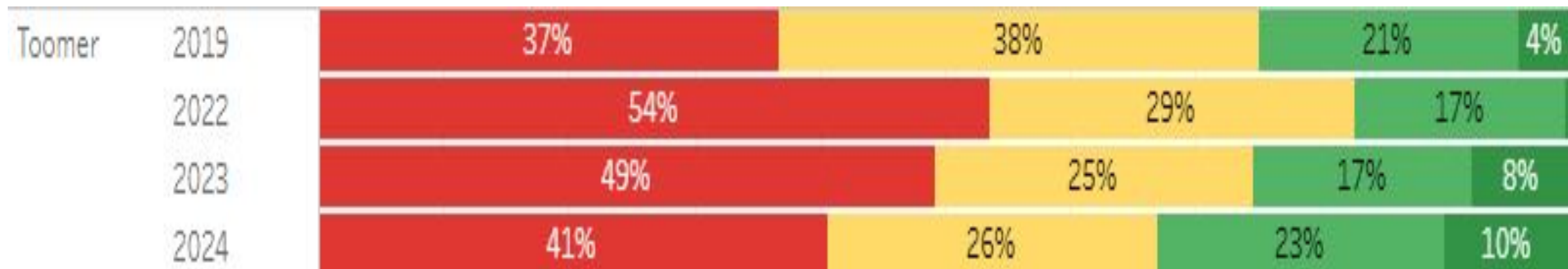
- Monthly community engagement
Community coffees
- Student-Led restorative practice group
- Quarterly student learning showcase



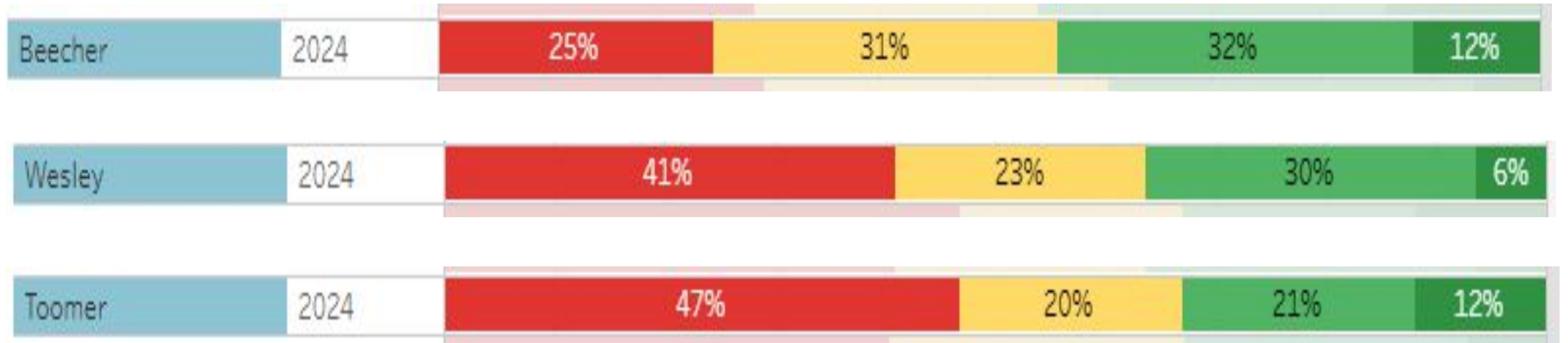
ELA Results over time



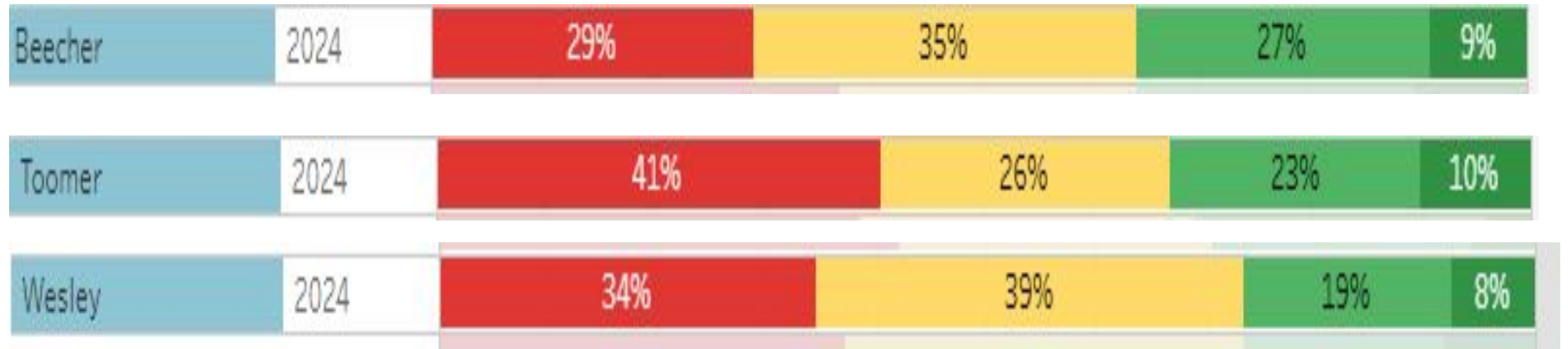
Math Results over time



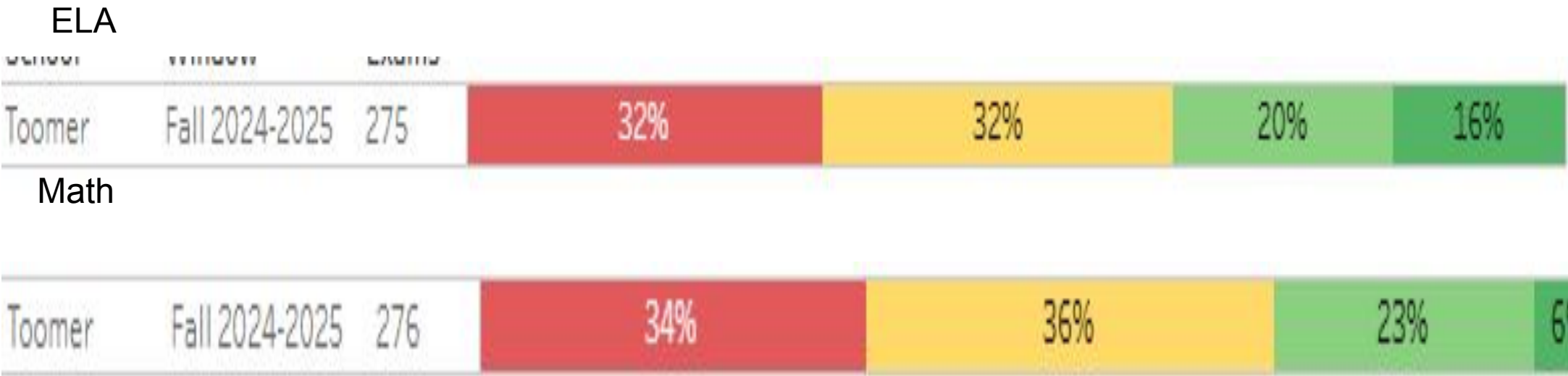
Like Schools Results: ELA



Like Schools Results: Math



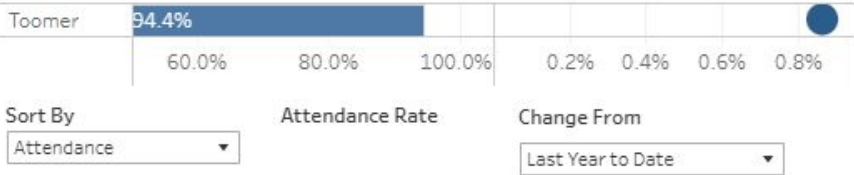
FALL MAP RESULTS



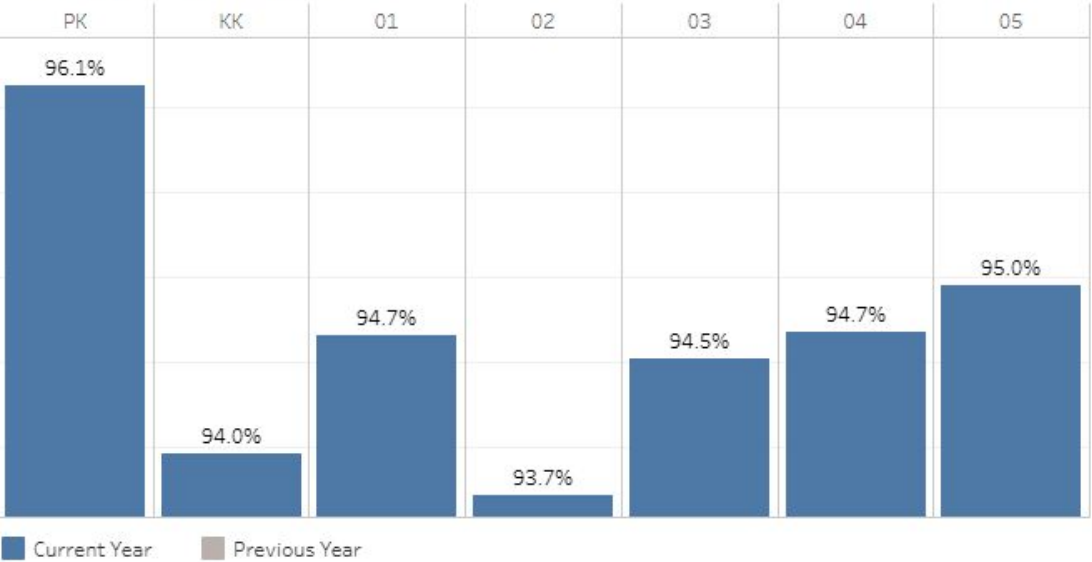
YEAR TO DATE ATTENDANCE

District ADA **92.2%** SY2024-2025
Subject to filters above

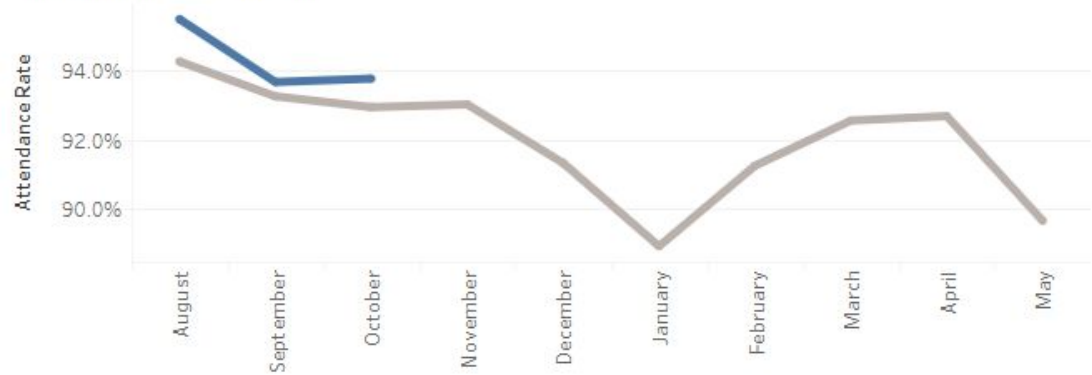
School ADA Attendance Comparison SY2024-2025



Comparison Across Grades



Comparison Across Years



YEAR TO DATE BEHAVIOR



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?



Continuous Improvement Plan



Needs Assessment







UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES

Strengths	Challenges
MAP ELA- Proficient and distinguished learners increased from 28% to 34% Beginning learners in 3rd grade decreased from 49% to 36% and in 5th grade 46% to 36%	Lack of consistent evidence based practices across the building that increased rigor with targeted small group instruction
MAP Math- Beginning learners decreased from 49% to 40% and proficient learners increased from 19% to 30%	Difference with teachers in the subject they plan for and the others as far as growth is concerned. Need to increase lesson internalization.
MAP Reading proficient students are also proficient on Write Score.	Increase in ODR (office discipline referrals) and OSS
Whole Child- Increase in overall ADA by 1%	Attendance tardy correction continues to be a concern.



Our Overarching Needs

Literacy	Numeracy	Whole Child & Intervention
Implementation of a consistent framework with an	Consistency of practice with unit and lesson	Continue a positive increase in ADA by identifying

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem
There is a need for teachers to target instruction to	There is a need for continuous improvement and	Although there was an increase in our overall ADA
Why?	Why?	Why?
Teachers feel inadequate when designing targeted	Lack of consistent implementation	Compliant-based and new initiative
Why?	Why?	Why?
Years of guided reading practices and lack of	wide swing in teacher capacity	Spent more time checking off a list instead of
Why?	Why?	Why?
Focus was on balanced literacy and not on the	Lack of true coaching cycle for teacher who struggle	Lack of admin engagement and ownership of tasks
Why?	Why?	Why? No clear owner of the
	Teachers have not been tiered based on needs	
Why?	Why?	Why?
		
Root Cause		
Literacy	Numeracy	Whole Child & Intervention
Change in current research around how to teach	Change in math standards and using new	Lack of admin engagement in WCI
		
Our Overarching Needs: Elementary & Middle Schools		
Literacy	Numeracy	Whole Child & Intervention
Provide staff development, monitor coaching cycle,	There is a need for continuous improvement and	Identify proactive solutions, efficient interventions,

Action Steps	Responsible	Implementation	Implementation	Effectiveness	APS 5	Programs Consolidated in School	
Continue to implement literacy components of ELA block with fidelity that focus on phonics/phonemic awareness, inquiry, training teachers, and monitoring implementation.	Instructional Coach, Readers are Leaders coach, IB Coach, Gifted Coach, and Admin	July- Ensure teachers have completed COX training/Continue LETRs training August-September- Unit Internalization & New ELA standards	Principal will monitor PLC's for continuous support with the components. P, AP, IC will monitor all classrooms weekly for implementation based on weekly expectations. Calibrate with the leadership team by tracking teacher observation data in a excel	Common Formative Assessments MAP Lesson Plans (Whole group template, small group, and slide decks) LETRS training	N/A	Title I, A	TRUE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
						Effective Use of Technology	FALSE
Increase rigor in explicit writing instruction in (3-5) by leveraging resources like writescore and the writing revolution	IB Coach, Instructional Coach and Admin	July- Revisit writing framework & review writescore & milestones data August-September- Unit Internalization	P, AP, IC, IB C will monitor for daily writing instruction through weekly walk throughs in all classrooms.	Instructional Coaches feedback Staff feedback Walkthroughs (formative and informative) Student Published Writing Common Formative Assessments Lesson Plans	N/A	Title I, A	TRUE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
						Effective Use of Technology	FALSE
Implement targeted morphology, and fluency instruction , foundational skills	Readers are Leaders Coach, ELA Coach, and Admin Team	July- Share monitoring tool & component rubrics August- Calibration walk with Lead team September- May- Monitor using tool and adjusting lookfors PI	P, AP, IC, IB C will monitor by conducting walkthroughs of all classrooms and calibrating with the instructional lead team.	Instructional Coaches feedback Walkthroughs (formative and informative) Common Formative Assessments Targeted weekly probes for phonics and morphology and bi-weekly fluency probes	N/A	Title I, A	TRUE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
						Effective Use of Technology	FALSE
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	
Identify instructional strategies needed to	Dana Battle	July- Share expectations and look fors. Training on co-teaching models and SDI August-May: Support implementation	PL around SDI and opportunities to collaborate with Gen ED co-taught classes Evidence of SDI strategies included lesson plans and	Teacher feedback Student academic growth Closing the gaps data	N/A	Title I, A	TRUE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE

	Responsible	Implementation	Implementation	Effectiveness			
Collaboratively unpack GADOE learning plans	Instructional Coach & Admin (Debria Jackson & Caroline Brown)	July- Review and model protocol	Principal will monitor PLC's for continuous support with the components. Detailed lesson plans P, AP, IC will monitor all classrooms weekly for implementation based on weekly expectations.	Students academic growth through pre and post unit District monitoring protocol Kickup data	N/A	Title I, A	FALSE
		August-January- Lead protocol				arent & Family Enagagemen	FALSE
		February-May- Monitor GLC implementation/Effectiven				SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
Effective Use of Technology	FALSE						
Utilizing MAP data to identify beginning learners in grades 3-5 in order to provide personalized foundational instruction and build the capacity of all teachers to close gaps.	Instructional Coaches, MTSS, SELT & Admin	July- August Review Spring 24 MAP data/ Identify students	Monitor Do the Math Plans (guidance)	Student academic growth from Spring to Spring, Fall to Winter & Winter to Spring	N/A	Title I, A	TRUE
		Training on Do the Math for new teachers for intervention and small group instruction	Monitor Small group instruction	Mid/Post Unit assessments		arent & Family Enagagemen	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
Effective Use of Technology	FALSE						
						Title I, A	FALSE
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	
continue to develop SDI co-teacher	SELT and ADMIN	July-August-Redelivery of SDI	Monitor Evidence of Monthly DSE Trainings and weekly walk throughs.	Walkthroughs in kickup. Monitor Student results in monthl DATA meetings.	N/A	Title I, A	FALSE
						arent & Family Enagagemen	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
Effective Use of Technology	FALSE						

By May 2025, we will increase student ADA by 1% from 92.3 to to 93.3%.

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Shared accountability by clearly training and providing expectations around attendance take rate with teachers and new front office clerk. (Plan must include SUB plans)	Assistant Principal & Busniness Mananger (Jamie Manning & Kaitie Clark)	July- Co-Create attendance protocols with clerk and admin staff.	Daily monitoring of APSGraphs Attendance Dashboard	Increased student attendance EPAT Evaluations TKES- Professionalism	N/A	Title I, A	FALSE
			TakeRate on IC by AP			arent & Family Enagagemen	FALSE
		August- Share plan during pre-planning	Monitoring of Parent Contact logs to check for parent communication of the need for attending school by the AP.			SIG, A	FALSE
						Title IV, B	FALSE
		Title IV, A					
		Safe & Healthy	FALSE				
		Well - Rounded	FALSE				
September- May- Evaluate and Revise as necessary. Support teachers with less than 100% takerate	Monthly Data talks around classroom attendance w/HR teachers by the AP	Effective Use of Technology	FALSE				
Communications to parents regarding chronic absenteeism & use data to provide intentional support to parents.	Social Worker & Counselor (Nisha Stevenson & Angela Donald)	July-Meet w/Social worker to identify high need parents.	Principal to monitor WCI meeting for implementation monthly	Agendas and minutes from weekly WCI meetings. Parent letters and attendance data	N/A	Title I, A	FALSE
						arent & Family Enagagemen	TRUE
		August-May- Identify and implement proactive and reactive parent and student support	Principal to monitor attendance and parent communication.			SIG, A	FALSE
						Title IV, B	FALSE
		Title IV, A					
		Safe & Healthy	FALSE				
		Well - Rounded	FALSE				
		Effective Use of Technology	FALSE				
Continue the implementation of additional SEL classes one per week for K-2 students with a focus on oral language	Admin & SEL Liason (Caroline Brown & Dr. Nicole Hayes/	Implement additonal SEL classess once per week for K-2 students.	Principal to monitor implemetations of schedule of classes	Master schedule SEL liason to develop log to maitain feeback from students durng SEL classes.	N/A	Title I, A	TRUE
						arent & Family Enagagemen	FALSE
			Princpal to monitor the content of the SEL classess.			SIG, A	FALSE
						Title IV, B	FALSE
		Title IV, A					
		Safe & Healthy	FALSE				
		Well - Rounded	FALSE				
		Effective Use of Technology	FALSE				

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)?

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

Are all CIP Goals reflected in our Strategic Plan Priorities?

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

Attendance

Activity & Discussion

GO TEAM DISCUSSION: Review the priorities and goals in your **strategic plan** and reflect on if the expected progress is being made. These guiding questions will help you determine what, if any, updates are needed for your school's strategic plan.

What progress has been made towards the priorities identified in our Strategic Plan? What evidence/data do we have?

- Growth in all areas and subgroups for the last 3 years.
- Milestones/Attendance/Behavior

Based upon available data, are there any other adjustments we need to make to the Strategic Plan?

- N/A

Updates to the Strategic Plan

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



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

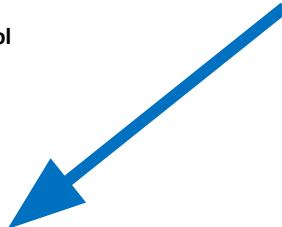
Higher



Lower

1.

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6. Implement a robust wrap around program with clear goals, communication plan, and measurement structure.
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Action on the Strategic Plan Priorities

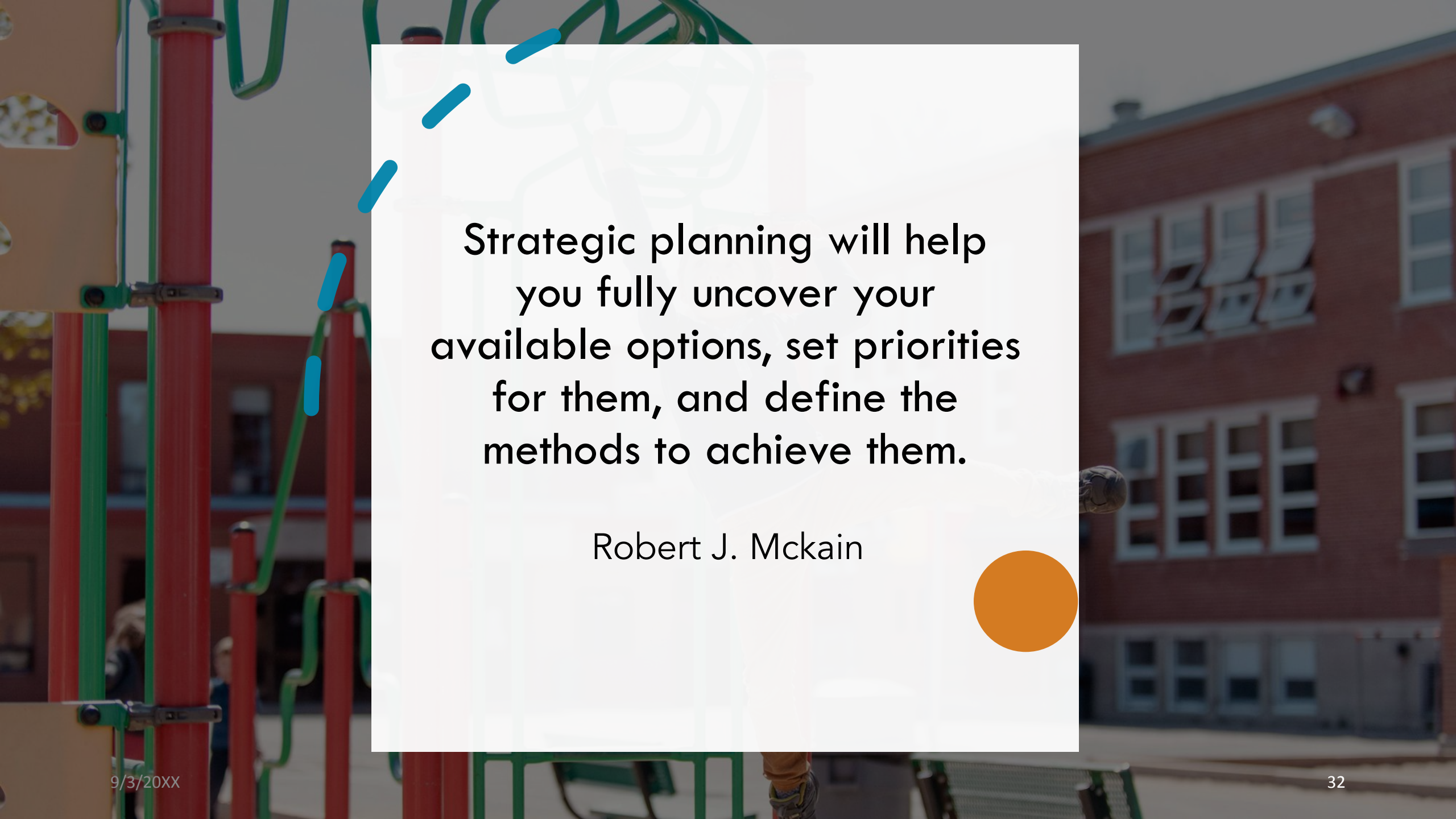
The GO Team needs to **TAKE ACTION (vote)** on its ranked Strategic Plan Priorities. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.



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.



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

Robert J. Mckain

A large orange circle serves as the background for the text. To its upper-left, a series of teal-colored dashed lines form an arc. In the lower-right corner of the orange circle, there is a small, solid purple circle.

Principal's Report



Security Grant Update

**All funds will be
spent on
securing the
glass in the
cafeteria!**





Thank you