



GO Team Business Meeting #2

Where we are – Where we're going

Usher-Collier Elementary

Jerry Parker, Principal

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

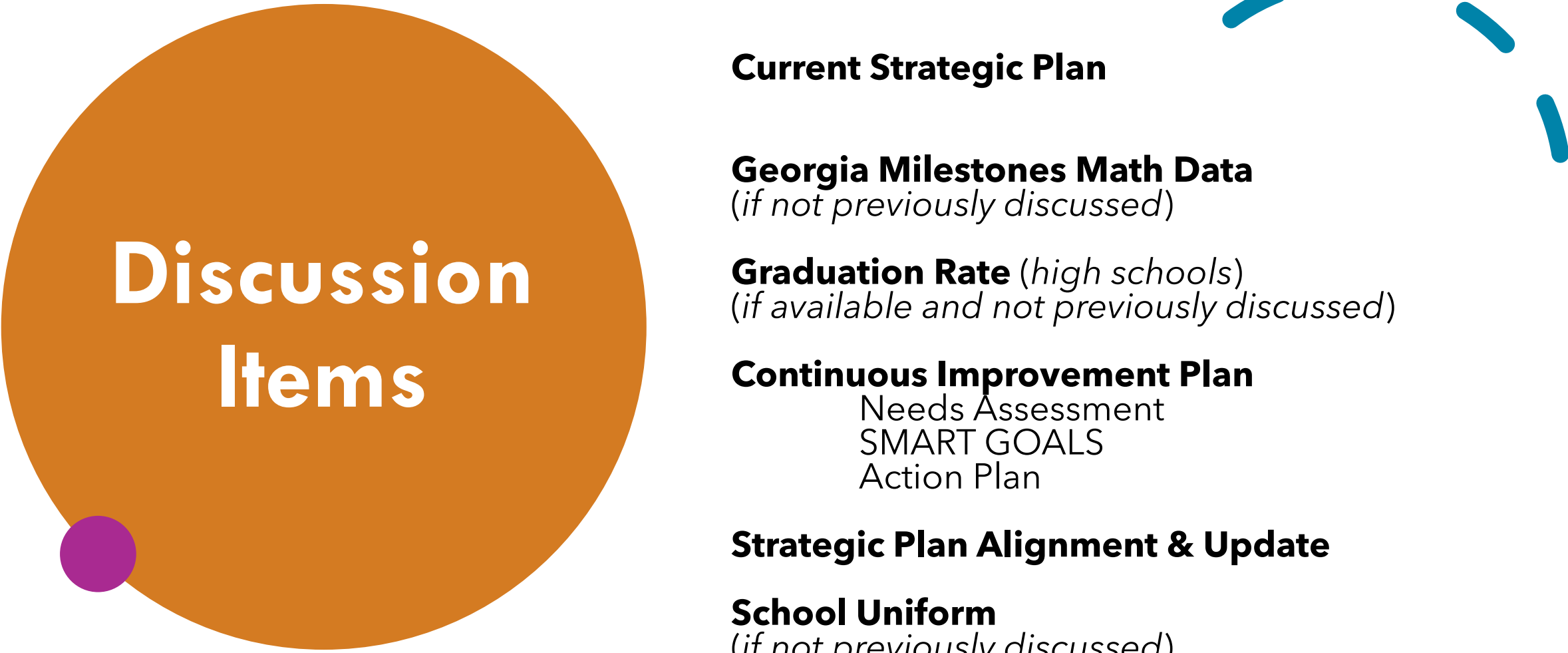
Sept. - Dec. 2024

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

Current Strategic Plan

Georgia Milestones Math Data
(if not previously discussed)

Graduation Rate *(high schools)*
(if available and not previously discussed)

Continuous Improvement Plan
Needs Assessment
SMART GOALS
Action Plan

Strategic Plan Alignment & Update

School Uniform
(if not previously discussed)



Current Strategic Plan

2021-2025

School Name: Usher-Collier Elementary School

Mission: The staff at Usher-Collier will foster a caring and innovative environment where students are known by name and need in order to prepare future leaders

Vision: Usher-Collier Elementary is to inspire students to dream big and do the improbable through problem-solving, critical thinking, and decision-making skills.

SMART Goals

Increase the percent of students in grades 3-5 scoring in the proficient and above categories by at least 3 percentage points from 25% to 28% in SY 2025 on the EOG ELA GMAS.

Increase the percent of students in grades 3-5 scoring in the proficient and above categories by at least 3 percentage points from 21% to 24% in SY 2025 on the EOG Math GMAS.

Increase the percentage of students attending school 90% of the days enrolled by at least 3 percentage points from 58.6% to 61.6% in SY 2025 indicated by our CCRPI.

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

Strategic Staff Support
Equitable Resource Allocation

School Strategic Priorities

1. Increase the number of students scoring proficient or higher in reading and math
2. Strengthen teaching and learning experiences that support Small Group Instruction and DSE

1. Advance comprehensive wrap around support that increases parental engagement and student attendance
2. Provide enrichment opportunities that support the whole child

1. Provide personalized professional development to support high-leverage instructional practices

1. Develop and foster partnership that support staff wellness and student incentives

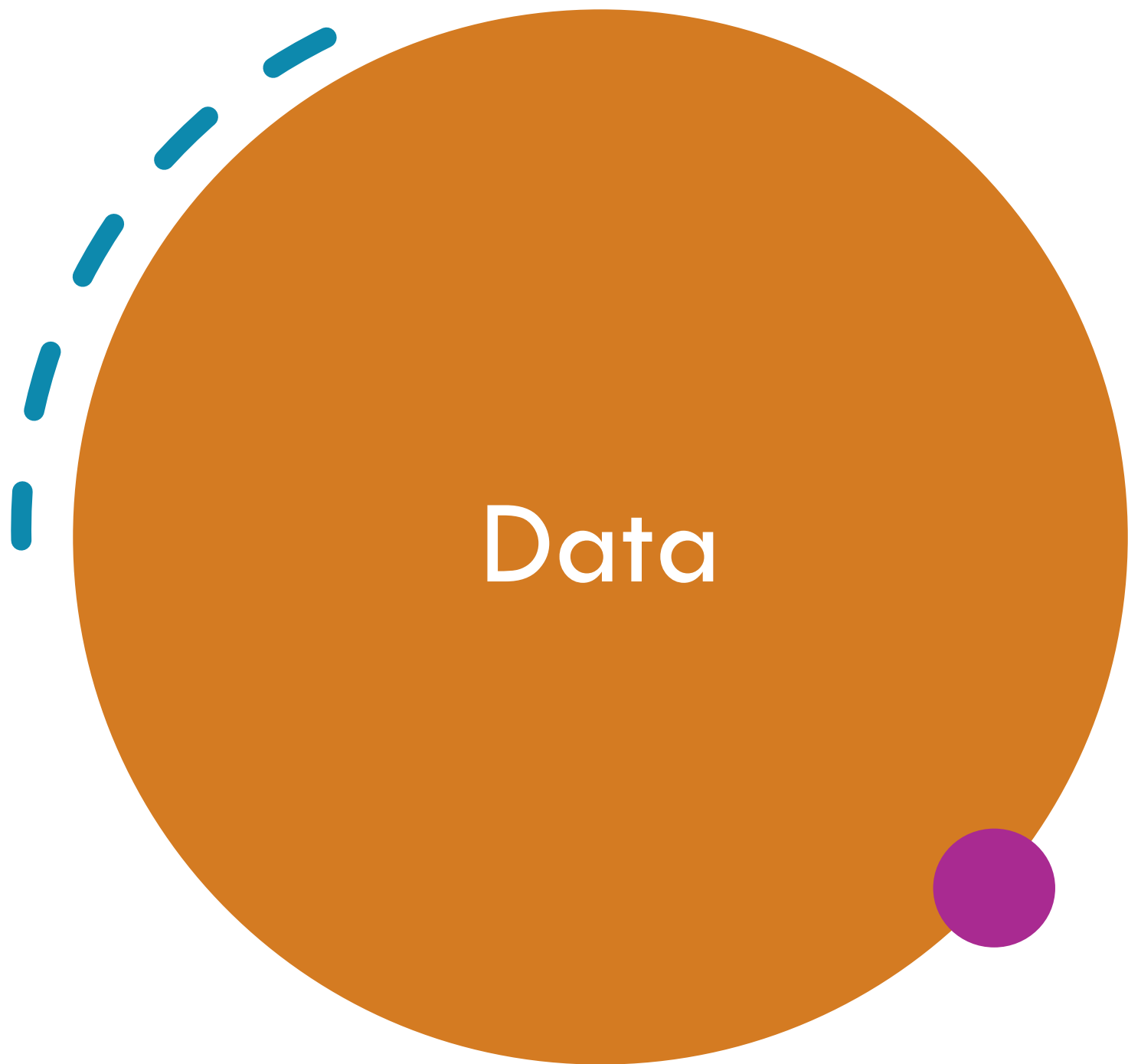
School Strategies

- 1A. Monitor the implementation of a data-driven protocol to inform the planning of Tier 1 instruction.
- 1B. Implement instructional strategies from Readers are Leaders (Cox Campus) modules daily with fidelity.
- 2A. Assess Lexile Reading Levels three times yearly using the MAP Reading Fluency (K-2) and Growth Reading (1-5) assessment and intervene as appropriate utilizing data
- 2B. Monitor the implementation of data-driven small group instruction using an observation tool.

- 1A. Monitor the effectiveness of the Whole Child Intervention Team's strategies in response to identified targeted student attendance needs.
- 2A: Implement daily SEL instruction through community gathering and Second Step lessons and embed within daily learning throughout the day.
- 2B: Utilize the support from Communities in Schools partnership.
- 2C: Collaborate with partners to provide support to the whole-child (P.A.S.T., and L.E.A.D.)

- 1A. Strengthen the content, planning, and implementation of instructional training, support, and coaching through PLC and internal/external professional development
- 1B. Provide targeted professional learning for all teachers to improve early literacy and math instruction and assessment.
- 1C: Provide targeted professional learning for teachers as it relates to STEM
- 1D: Provide SDI and Co-Teaching support to DSE and General Ed Teachers.

- 1A: Partner with local stakeholders to provide resources for staff and students as it relates to wellness
- 1B: Strengthen relationships with John Lewis Invictus Academy through the P.A.S.T program (Peer Assisted School Transition) Program.



GMAS RESULTS

Milestones Math results are embargoed by GA DOE until late September 2024. If you meet prior to the data being released, results will be shared at your next GO Team meeting.

3rd-5th All Subjects

Milestone Comparison

Click School Name or Year to show results by Grade-Level.

District	2024	41%	23%	23%	14%
Usher-Collier	2024	49%	27%	20%	4%
Boyd	2024	56%	24%	17%	3%
FL Stanton	2024	54%	27%	16%	
KIPP Woodson Park	2024	62%	24%	12%	
Harper-Archer ES	2024	63%	23%	12%	
Scott	2024	64%	23%	10%	

GMAS RESULTS

Milestones Math results are embargoed by GA DOE until late September 2024. If you meet prior to the data being released, results will be shared at your next GO Team meeting.

3rd-5th ELA

Milestone Comparison

Click School Name or Year to show results by Grade-Level.

District	2024	39%	24%	23%	14%
Usher-Collier	2024	46%	30%	19%	6%
FL Stanton	2024	50%	32%	16%	
Boyd	2024	58%	25%	14%	3%
KIPP Woodson Park	2024	58%	26%	13%	
Scott	2024	61%	26%	10%	
Harper-Archer ES	2024	64%	23%	10%	

GMAS RESULTS

Milestones Math results are embargoed by GA DOE until late September 2024. If you meet prior to the data being released, results will be shared at your next GO Team meeting.

3rd-5th Math

Milestone Comparison

Click School Name or Year to show results by Grade-Level.

District	2024	33%	31%	22%	14%
Boyd	2024	42%	34%	19%	5%
Usher-Collier	2024	46%	32%	17%	5%
Scott	2024	51%	28%	17%	4%
FL Stanton	2024	47%	36%	15%	
KIPP Woodson Park	2024	55%	32%	11%	
Harper-Archer ES	2024	48%	38%	12%	

GMAS RESULTS

Milestones Math results are embargoed by GA DOE until late September 2024. If you meet prior to the data being released, results will be shared at your next GO Team meeting.

3rd-5th Science

Milestone Comparison

Click School Name or Year to show results by Grade-Level.

District	2024	48%	19%	21%	12%
Boyd	2024	50%	20%	27%	4%
Usher-Collier	2024	58%	20%	22%	
FL Stanton	2024	65%	14%	19%	
Harper-Archer ES	2024	58%	21%	18%	3%
KIPP Woodson Park	2024	72%	17%	12%	
Scott	2024	73%	15%	10%	

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
Decreased number of students scoring at the beginning level by 7% in ELA from SY 2023 to SY 2024.	Decrease the percentage of students scoring at the beginning level by 3% in ELA from SY 2024 to SY 2025
Increased the number of SWD scoring at developing and above by 7% in ELA from SY 2023 to SY 2024.	Maintain appropriate curriculum pacing throughout the year.
Increased the number of students scoring at proficient and above by 10% in ELA from SY 2023 to SY 2024.	Re-teach plans to include script and practice clinics.
Increased the number of students scoring at proficient and above by 10% in Science from SY 2023 to SY 2024.	Increase the consistency of observed student discourse in all core content areas.
Increased the number of SWD scoring at proficient and above by 5% in ELA from SY 2023 to SY 2024	Increase the percentage of students scoring proficient or higher by 3% in ELA from SY 24 to SY 25

**Our Overarching Needs**



Literacy	Numeracy	Whole Child & Intervention
Literacy: Increase the number of students scoring proficient or above on MAP and EOG GMAS	Numeracy: Increase the number of students scoring proficient or above on MAP and EOG GMAS.	Whole Child & Intervention: Attendance: Increase the Attendance CCRPI

School Name




Usher-Collier Elementary School



Needs Assessment

		
Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
The percentage of students in grades 3 through 5 scoring at the beginning level measured by GMAS is 46%.	The number of students scoring at the proficient or above level on GMAS is below the 25th percentile (18th percentile SY23- 13th, SY22).	57.3 % of students attended school 90% or more of their days enrolled per CCRPI. This was a 1% decrease from 58.3 in SY 2022.
Why?	Why?	Why?
Students continue to struggle with comprehension, writing, phonemic awareness, and phonics in all grade levels.	Students have gaps in skills and content from previous grade levels.	Students lack motivation to attend school
Why?	Why?	Why?
Teachers require professional learning around data to make informed instructional decisions.	Teachers require professional learning around data to make informed instructional decisions.	Lack of engagement in school and class
Why?	Why?	Why?
There is a need for consistent implementation of data driven small group instruction, as well as reteach plans that target students at multiple levels.	There is a need for consistent implementation of data driven small group instruction, as well as reteach plans that target students at multiple levels.	Lack of personalized learning opportunities in the classroom
Why?	Why?	Why?
Why?	Why?	Why?
		



Root Cause		
Literacy	Numeracy	Whole Child & Intervention
Teachers require additional professional development in targeted, data-driven small group instruction.	Teachers require additional professional development in targeted, data driven small group instruction	Teachers require additional professional development in personalized learning and data driven small group instruction
		
Our Overarching Needs: Elementary & Middle Schools		
Literacy	Numeracy	Whole Child & Intervention
Literacy: Literacy: Increase the number of students scoring proficient or above in MAP and EOG GMAS.	Numeracy: Increase the number of students scoring proficient or above in MAP and EOG GMAS.	Whole Child & Intervention: Increase the number of students present in school 90% of the days enrolled

School Name



Goals

Our Overarching Needs

LITERACY

NUMERACY

WHOLE CHILD & STUDENT SUPPORT



Goals

SMART Goals

Literacy

Increase the percent of students in grades 3-5 scoring in the proficient and above categories by at least 3 percentage points from 25% in SY 2024 to 28% in SY 2025 on the EOG GMAS. (tentatively)

Numeracy

Increase the percent of students in grades 3-5 scoring in the proficient and above categories by at least 3 percentage points from 22% in SY 2024 to 25% SY 2025 on the EOG GMAS.

Whole Child & Intervention

The percentage of chronically absent students (rates less than 90%) will decrease by 3% based on 2024 CCRPI data.

Progress Monitoring Measures

Literacy


MAP Growth & MAP ORF
Mid and Post assessments (ReadyGen)
FUNdations
Core Phonics Survey
WriteScore
Common Formative Assessments

Numeracy

MAP
Pre, Mid, Post assessments (Envision)
Common Formative Assessments
Formative (Digital Platform)

Whole Child & Intervention

Attendance dashboard

Intent and Purpose Action Steps							
							
Literacy SMART Goal							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Monitor the implementation of a data-driven protocol to inform the planning of Tier 1 instruction.	Administrative Team	August 2024-May 2025	Instructional coaches will perform at proficient level or above using an observation tool, monthly.	80% of students will be at mastery or above using common assessments, monthly.	Data	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	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Monitor the implementation of data-driven small group instruction using an observation tool.	Administrative Team Instructional Coaches	August 2024-May 2025	80% of teachers will be at proficient or higher on the small group instructional tool, bi-weekly.	80% of students will be at mastery or above using common assessments, bi-weekly.	PL	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	
						Safe & Healthy	<input type="checkbox"/>
Monitor the adherence of the pacing guides through the district's scope and sequence (Candi)	Instructional Coaches	August 2024-May 2025	80% of teachers will be at proficient or higher on pacing using APS pacing guides	80% of students will be at mastery or above using formative assessments	Curriculum and Instruction	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	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>

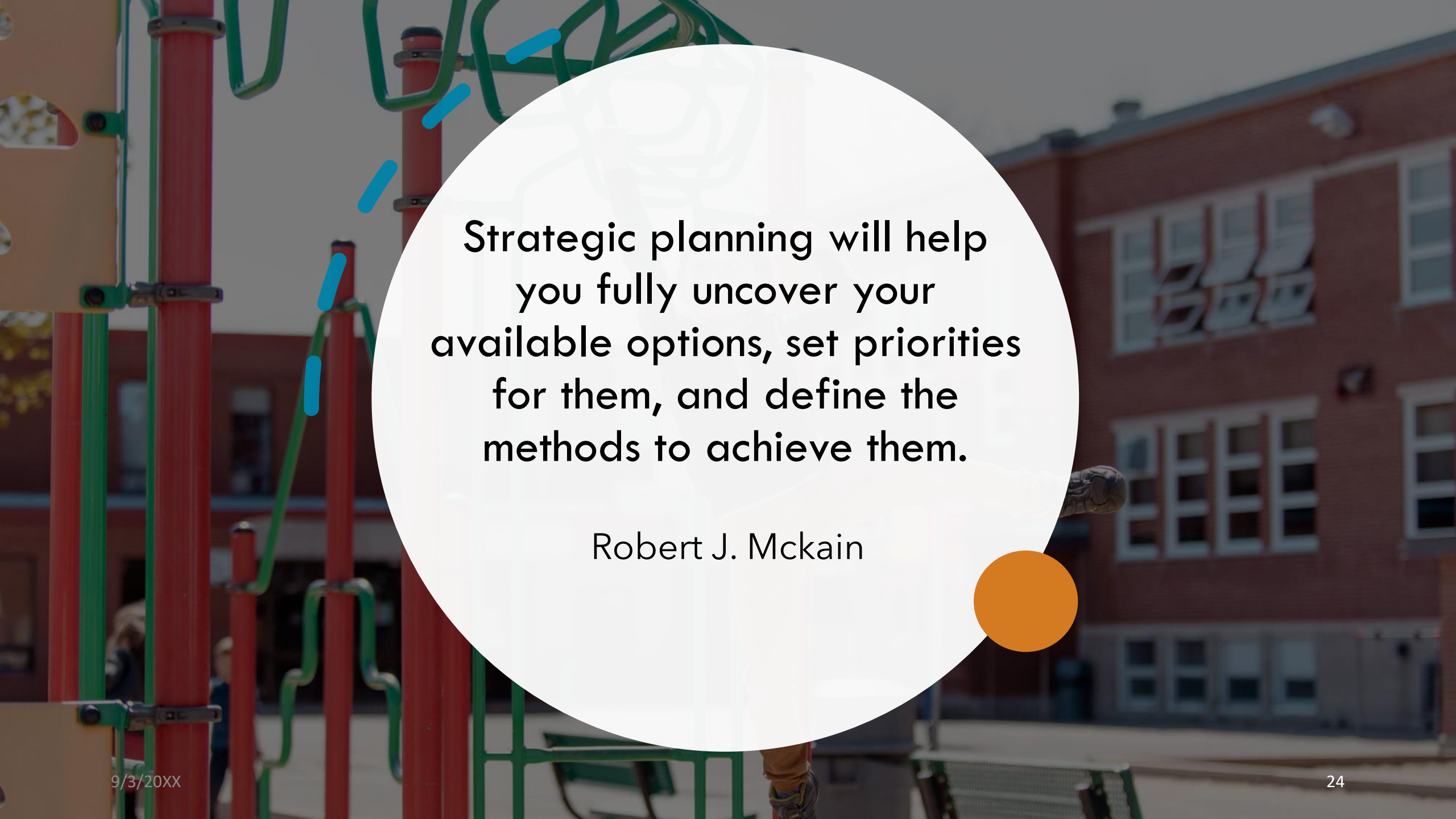
Subgroup Action Steps for Literacy (required)							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Monitor the implementation of a data-driven protocol to inform the planning of Tier 1 instruction.	Administrative Team SELT	August 2024-May 2025	Instructional coaches will perform at proficient level or above using an observation tool, monthly.	80% of students will be at mastery or above using common assessments, monthly.	Data	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	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Monitor the implementation of data-driven small group instruction using an observation tool.	Administrative Team Instructional Coaches SELT	August 2024-May 2025	80% of teachers will be at proficient or higher on the small group instructional tool, bi-weekly.	80% of students will be at mastery or above using common assessments, bi-weekly.		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	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>

Numeracy SMART Goal							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Monitor the implementation of a data-driven protocol to inform the planning of Tier 1 instruction.	Administrative Team	August 2024-May 2025	Instructional coaches will perform at proficient level or above using an observation tool, monthly.	80% of students will be at mastery or above using common assessments, monthly.	Data	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	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Monitor the adherence of the pacing guides through the district's scope and sequence (Candi)	Instructional Coaches	August 2024-2025	80% of teachers will be at proficient or higher on pacing using APS pacing guides	80% of students will be at mastery or above using formative assessments	PL	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	
						Safe & Healthy	<input type="checkbox"/>
Monitor the implementation of data-driven small group instruction using an observation tool.	Administrative Team Instructional Coaches	August 2024-May 2025	80% of teachers will be at proficient or higher on the small group instructional tool, bi-weekly.	80% of students will be at mastery or above using common assessments, bi-weekly.		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	
						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"/>

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	
Monitor the implementation of a data-driven protocol to inform the planning of Tier 1 instruction.	Administrative Team SELT	August 2024 – May 2025	Instructional coaches will perform at proficient level or above using an observation tool, monthly.	80% of students will be at mastery or above using common assessments, monthly.	Data	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	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>
Monitor the implementation of data-driven small group instruction using an observation tool.	Administrative Team Instructional Coaches SELT	August 2024 – May 2025	80% of teachers will be at proficient or higher on the small group instructional tool, bi-weekly.	80% of students will be at mastery or above using common assessments, bi-weekly.		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	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>

Whole Child & Intervention SMART Goal							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Monitor the effectiveness of the Whole Child Intervention Team's strategies in response to identified targeted student attendance needs.	Whole Child Intervention Team)	August 2024-May 2025	Review of WCI Team minutes, action steps, and daily attendance rates of specific students to ensure 100% of WCI members will report out on their caseload weekly and respond to action steps within 24-48 hours based on agenda and call logs.	Students who are not chronically absent will increase by 3% based on attendance data, monthly.	WCI	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	
						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	
						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	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>

Subgroup Action Steps for Whole Child & Intervention (required)							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Monitor the effectiveness of the Whole Child Intervention Team's strategies in response to identified targeted student attendance needs.	Whole Child Intervention Team)	August 2024-May 2025	Review of WCI Team minutes, action steps, and daily attendance rates of specific students to ensure 100% of WCI members will report out on their caseload weekly and respond to action steps within 24-48 hours based on agenda and call logs.	Students who are not chronically absent will increase by 3% based on attendance data, monthly.	WCI	Title I, A	<input type="checkbox"/>
						Parent & Family Enagagement	<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 Enagagement	<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"/>



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

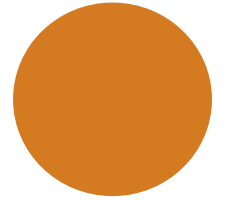
Robert J. Mckain

Where we're going

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

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

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



A large orange circle with the text "Principal's Report" in white. To the left of the circle is a dashed blue arc, and at the bottom right is a small purple circle.

Principal's Report

- **\$15,000 Security Blinds**
- **\$25,000 Cameras**
- **\$5,000 Camera Monitors**



Security Grant Update





Thank you