

A dark, grayscale photograph of a man in a baseball cap and a child, both seen from behind, looking towards the right. The man's hand is on the child's shoulder.

William M. Boyd School Strategic Plan Workbook & Template

2022-2025

School Name

Mission: Develop future STEAM Leaders using 21st Century Essential Skills including collaboration, communication, problem-solving, creativity, and critical thinking.

Vision: Engage students and stakeholders in inquiry-based instruction that challenges their curiosity, connects their learning with content, and applies experiential experiences that foster ingenuity.

Literacy	Numeracy	Whole Child & Intervention
By the end of the 2025 academic year, literacy achievement will increase by a minimum of 3% as evidenced by the number of scholars scoring proficient or higher on the EOG increasing from 22.4% to 28%.	By the end of the 2025 academic year, mathematics achievement will increase by a minimum of 3% evidenced by the number of scholars scoring proficient or higher on the EOG.	By the end of the 2025 academic year, the percentage of students who are absent fewer than 10% of enrolled days, as evidenced by the CCRPI decreasing from 45.8 to 40.0.

APS Strategic Priorities & Initiatives

School Strategic Priorities

School Strategies

Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

1. Internalize and implement the GA Department of Education Learning plans.
2. Sacred PLC internalization and Data analyzation time in master schedule
3. Identify and consistently implement an effective writing plan.

1A. Lesson interalization and implementation modeling provided during PLCs, which will be facilitated by the instructional coach, administrator, district specialist, or outside vendor.

1B. Create master schedule that allows for collaborative planning for all instructional stakeholders

1C. Develop or identify a writing program that effectively supports the three genres of writing (informative, narrative, and explanatory). Provide teachers with meaningful professional developments opportunities that support implementation.

Building a Culture of Student Support
Whole Child & Intervention
Personalized Learning

4. Provide students with wrap around services to remove any barriers to learning.

Use Counselor, Social Worker, Parent Liaison, Disproportionality Specialist , MTSS Specialist, and the Attendance Specialist established as the WCI Team to provide support to students and families.

Equipping & Empowering Leaders & Staff
Strategic Staff Support
Equitable Resource Allocation

5. Utilizing the district support specialist to provide valuable professional development.

Creating a System of School Support
Collective Action, Engagement
& Empowerment

6. Utilize Parent Liaison to spearhead all student and family engagement activities and partnerships.
7. Utilize Attendance Specialist to create attendance initiatives that support all areas of the student experience.

Create a student experience that is not only engaging academically, but socially and emotionally, as well. Develop and sustain partnerships that impact the school experience and impact student achievement

ACTIVITY: Reflect on the Work

Review what you said you were going to do in your **previous strategic plan** and reflect on whether you achieved the impact you expected. These guiding questions will help set that stage for the rest of the needs assessment.

Impact: Did you achieve or make progress towards the goals identified in your strategic plan? What evidence/data do you have?

According to data received from the Georgia Milestone Assessment learning targets were met in English Language Arts and Science. Data shows an increase in ELA of 4.4% which met the desired increase of 3%. In Science the data shows an increase of 24.2% which exceeded the desired increase of 3%.

Implementation: Did you do (with fidelity) what you said you were going to do in your strategic plan? What evidence/data do you have?

Efforts made in Science had a significant positive impact, thanks to the consistent Professional Learning Communities (PLCs) and frequent coaching. The growth in ELA, though positive, suggests there might be room for improvement, particularly in writing. It might be worth considering a more targeted approach to writing instruction, perhaps incorporating more frequent assessments, focused interventions, or even collaborative planning sessions centered around writing skills.

Reflection: If you did not have the impact expected or implement with fidelity, why? What should you be aware of in this planning process?

Many distractors got in the way of fully implementation. Personnel was definitely a struggle where we had multiple certified teachers out for long periods of time. The need to pull Instructional Coaches into teaching roles disrupted the consistency and focus of the coaching and PLC processes, impacting the overall implementation.

Strengths	Opportunities
Consistency and effectiveness of our Professional Learning Communities	Consistency and implementation of Georgia Learning Plan.
Year-long schedule for Unit Internalization (Math and STEAM)	Building teacher capacity in the area of writing instruction.
Consistency and implementation of STEAM instruction and engagement opportunities.	Aligning small group instruction to data.
Teaching strategies aligned to the standard.	Understands the connection between the components of the mathematics framework and incorporating direct instruction



Our Overarching Needs

Based on a variety of qualitative and quantitative data rigorous Tier I instruction is not pervasive in every learning environment thus manifesting as low rigorous instruction for students. While there is access to high quality curriculum teachers are not consistently and effectively implementing personalized small group lessons.

Why? Teachers inconsistently implement the components of the literacy framework

Why? Teacher capacity of understanding how to address learning gaps in literacy using provided resources and data

Why? Teacher capacity to analyze data over various platforms

Why? Focus on identifying and closing learning gaps due to low levels of proficiency on MAP, Write Score, GMAS

Based on a variety of qualitative and quantitative data rigorous Tier I instruction is not pervasive in every learning environment thus manifesting as low rigorous instruction for students. While there is access to high quality curriculum the system of preparing teachers to effectively implement GA learning plans is ineffective.

Why? Minimum opportunities provided for teachers to model during PLC.

Why? Most of the PLC time was spent with coach modeling and providing an understanding of the GA Learning Plans

Why? Shift in mindset to accommodate for the new standards and GA learning plans

Why? Focus on identifying and closing achievement gaps due to low levels of proficiency on interim assessments, MAP, and GMAS

Based on a variety of qualitative & quantitative data inconsistent student daily attendance is a pervasive issue thus manifesting in chronic absenteeism. Teacher capacity and lack of understanding of the expectation of the standard progression to address student learning gaps

Why? Lack of understanding the processes and procedures for contacting parents and reporting student absences to the attendance specialist

Why? Teachers are not consistently contacting the parents after more than three consecutive absences

Why? Teachers are relying on the attendance specialists to make contact with parents when students are consecutively absent

Why? Infinite Campus submissions are not being monitored frequently

Why?

Root Cause

The effectiveness of PLC's needs to be monitored by an administrator. Clear expectations for each content/grade level PLC.

There continues to be a need for building teacher capacity regarding math content, targeted small group instruction, and teacher practice prior to lesson implementation.

We need to decrease the percentage of students absent more than 10% of their enrolled days.