



45 Day Check-in and Preparing for Budget Development

GO Team Business Meeting #3
November 14, 2024



Agenda

Graduation Rate (*for high schools*) (*if not previously discussed*)

Continuous Improvement Plan

45 Day Check-in

Fall to Winter MAP Data Discussion

Review of Strategic Plan and priorities progress

Strategic Plan Updates

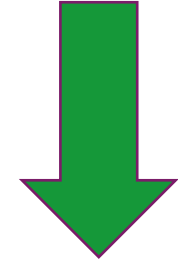
Preparing for the Budget Development

Rank Strategic Priorities



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
SY24-24

3

August 2024

School Leadership
completed 2024-2024
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
school's strategic plan
and vote on the ranked
strategic plan priorities
for SY25-26 budget
discussions.



Continuous Improvement Plan



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)?

CIP Quarterly Literacy Check In

Goal 1: Literacy

Goal By May 2025, our students' proficient and above rate will increase from 55% to 61% as measured on Milestones. Each cohort of students demonstrating a 10% increase. We will decrease beginning learners by the following: 3rd grade: 34%-14% (10 students) 4th grade: 25%-18% (7 students) 5th grade: 16%-6%	Method for Monitoring Implementation Artifact(s) <ul style="list-style-type: none"> • 100% of teachers will receive monthly feedback on the implementation of phonics instruction utilizing the Science of Reading strategies as evidenced through observations/walkthroughs. • 100% of our teachers will attend PLCs on a weekly basis and incorporate content-based texts into the lesson plans as evidenced by classroom observations/walkthroughs. • 100% of 3-5 teachers will receive content-based resources and feedback about how they integrate content-based texts in their instruction. Feedback implementation will be evidenced by classroom observations/walkthroughs. 	Method for Monitoring Effectiveness <ul style="list-style-type: none"> • 61.1% of students K-3 will score proficient or above on the Reading MAP Growth Assessment. Students will also be monitored via CORE Phonics surveys and phonics unit assessments. • 61.1% of students K-5 will score at the proficient or above level on MAP Achievement levels. • 61.1% of students K-5 will score at the proficient or above level on the Reading MAP Growth Assessment.
Action Steps in Progress <ul style="list-style-type: none"> • K-3 teachers will implement phonics instruction with fidelity using Science of Reading strategies to support all learners • Implement PLCs with fidelity focusing on reading for meaning and the Science of Reading to strategically address the reading needs of our students • Utilize content-based nonfiction texts to build background knowledge and address reading opportunities 	Anticipated Date of Completion May 2025	Resources/Support/Personnel Needed <ul style="list-style-type: none"> • Instructional coaches and the admin team

CIP Quarterly Literacy Check In

Goal 2: Numeracy

Goal By May 2025, Sarah Smith students will increase from 47.3% to 52.3% in numeracy as measured on Milestones with each cohort of students demonstrating a 10% increase.	Method for Monitoring Implementation Artifact(s) <ul style="list-style-type: none">• 100% of teachers will receive at least monthly feedback on the implementation of contextual problem-solving, conceptual understanding, and productive struggle as evidenced by classroom observations/walkthroughs.• 100% of teachers will receive at least monthly feedback on the implementation of contextual problem-solving, conceptual understanding, and productive struggle as evidenced by classroom observations/walkthroughs.• 100% of teachers will participate in PLCs and utilize lesson internalization (plans) as evidenced by classroom observations of effective implementation.	Method for Monitoring Effectiveness <ul style="list-style-type: none">• 52.3% of students K-5 will score at the proficient or above level on MAP Achievement levels.
Action Steps in Progress <ul style="list-style-type: none">• Provide professional learning and guidance in PLCs regarding contextual problem-solving, conceptual understanding and productive struggle• Monitor the implementation of contextual problem-solving, conceptual understanding and productive struggle• Implement PLCs with fidelity focusing on lesson internalization	Anticipated Date of Completion May 2025	Resources/Support/Personnel Needed <ul style="list-style-type: none">• Instructional coaches and the admin team

CIP Quarterly Literacy Check In

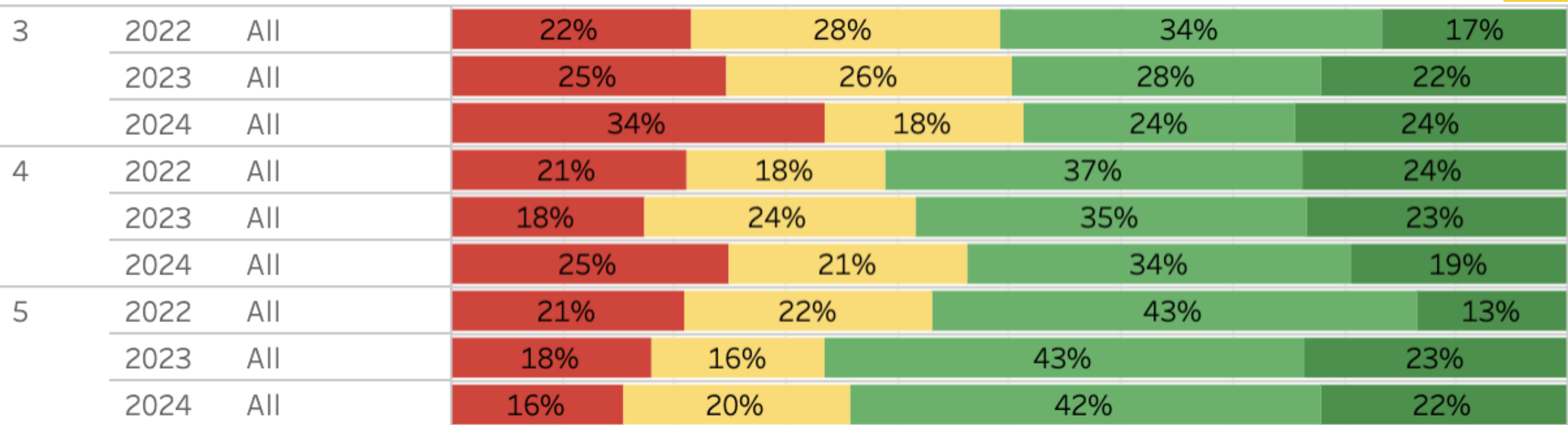
Goal 3: Whole Child

Goals	Method for Monitoring Implementation Artifact(s)	Method for Monitoring Effectiveness
<ul style="list-style-type: none">By May 2025, our attendance will improve from 83.3% CCRPI Attendance to 88.0% as measured by CCRPI.	<ul style="list-style-type: none">We will review sign in documents to ensure all team members participate in 100% of the meetings.84.1% or more of our student body will be recognized for their good attendance.100% of our students with 8 or more absences during the first semester will have a parent meeting with Attendance Ambassadors as necessary.	<ul style="list-style-type: none">Our CCRPI attendance will improve by 3 percent each semester (monitored in APS Graphs CCRPI Drill Down Dashboard).
Action Steps in Progress	Anticipated Date of Completion	Resources/Support/Personnel Needed
<ul style="list-style-type: none">The Whole Child and Intervention Team & Attendance Ambassadors will meet weekly to discuss student attendance. Team members will maintain up-to-date notes on student attendance tracker spreadsheet and ensure parent/teacher contacts for the 1-2 unexcused absencesProvide monthly incentives (Badges, Jammy Jam, Dance Parties, etc.) to promote good attendance throughout the school year. The team will promote use of the district's monthly attendance campaign activities, as well as school-based initiatives.Ensure that our parents of students with over 5 unexcused absences during the first and second semester will have a (face-to-face or virtual) Attendance Meeting to determine attendance barriers, develop a Student Attendance Intervention Plan, and complete an Attendance Contract.	May 2025	<ul style="list-style-type: none">Attendance Committee, Attendance Ambassadors and SSW.

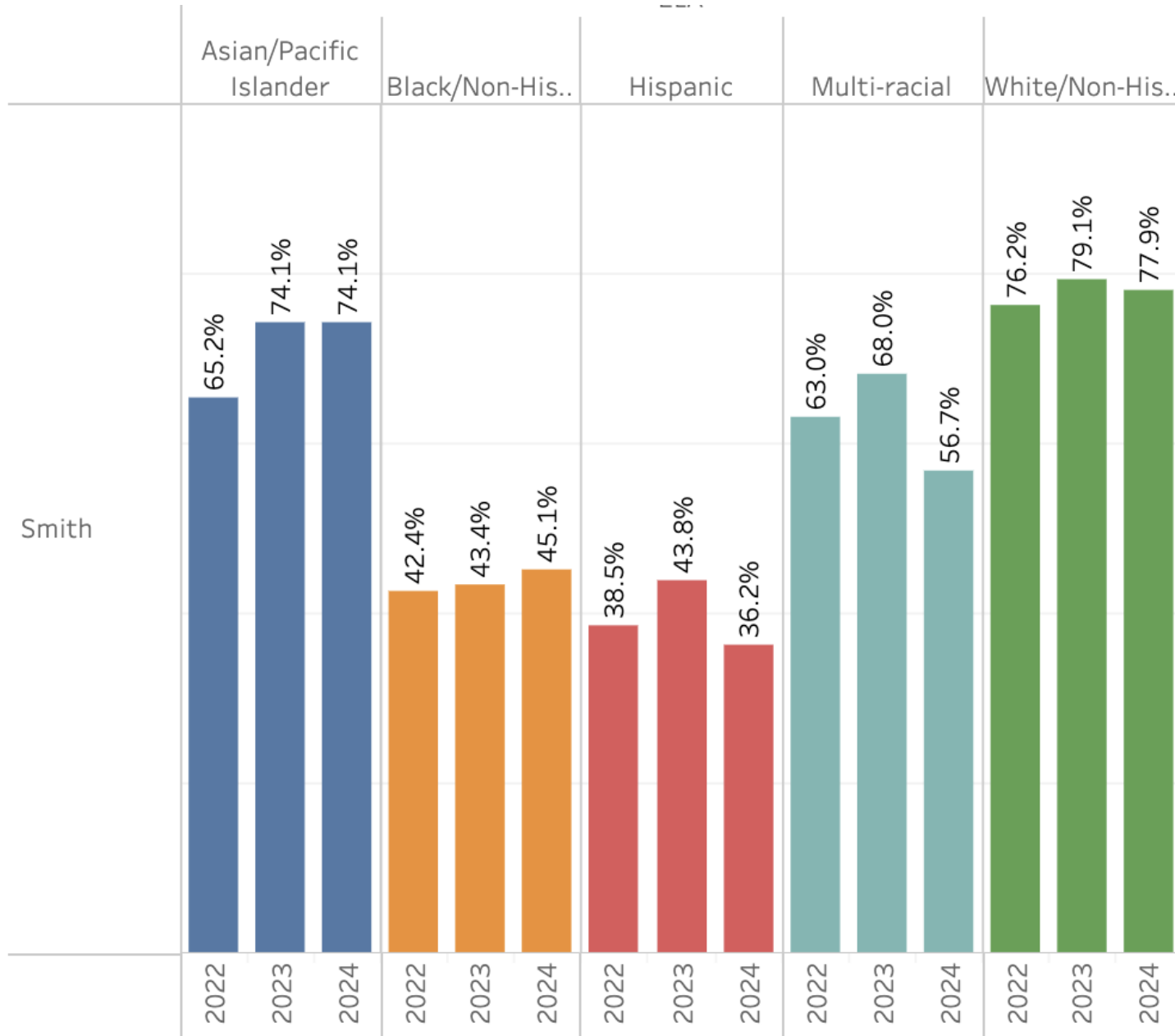
Data Discussion



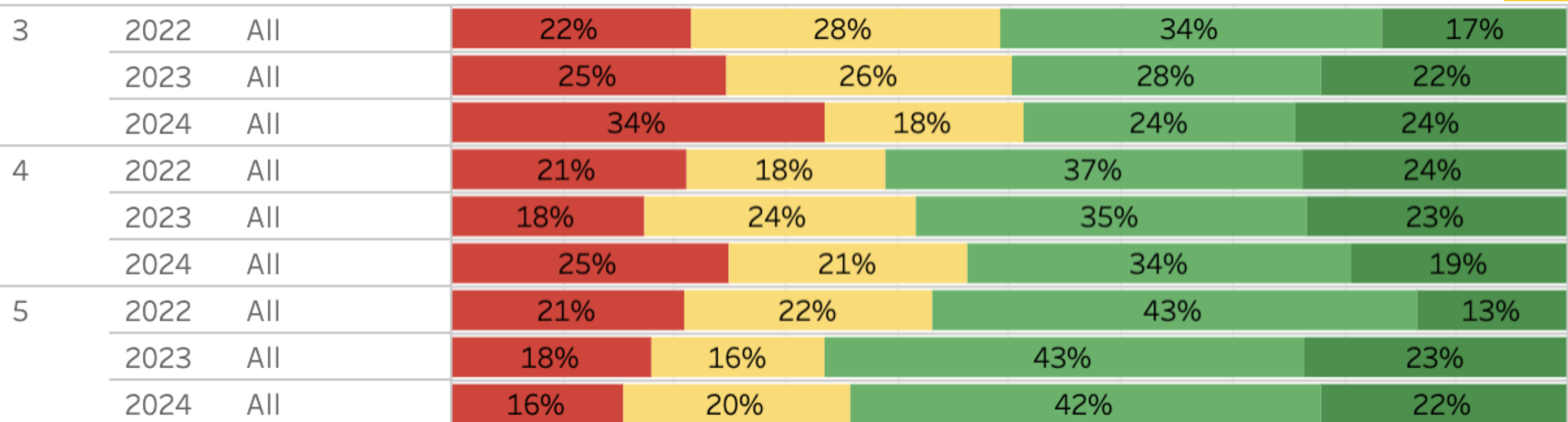
GMAS 2024 ELA



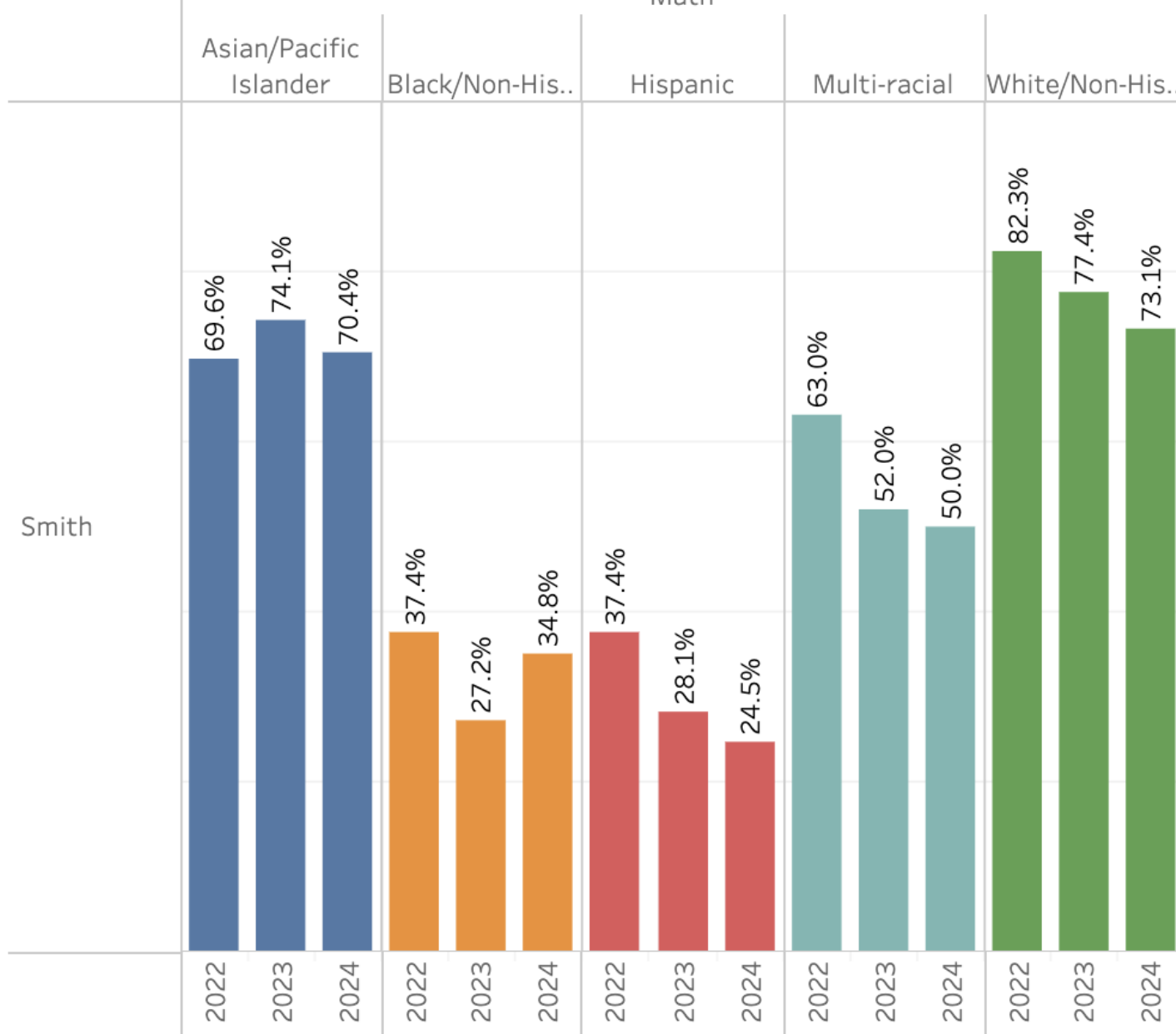
GMAS 2024 ELA BY SUBGROUPS



GMAS 2024 MATH



GMAS 2024 MATH BY SUBGROUPS



SPRING MAP GROWTH ACHIEVEMENT

Window	Grade	Exam	Exams				
Spring 2023-2024	03	Math	135	25%	33%	30%	12%
		Reading	140	34%	19%	31%	16%
	04	Math	136	23%	35%	33%	9%
		Reading	140	24%	28%	29%	20%
	05	Math	108	20%	48%	21%	10%
		Reading	106	18%	26%	43%	12%

FALL MAP MATH RESULTS

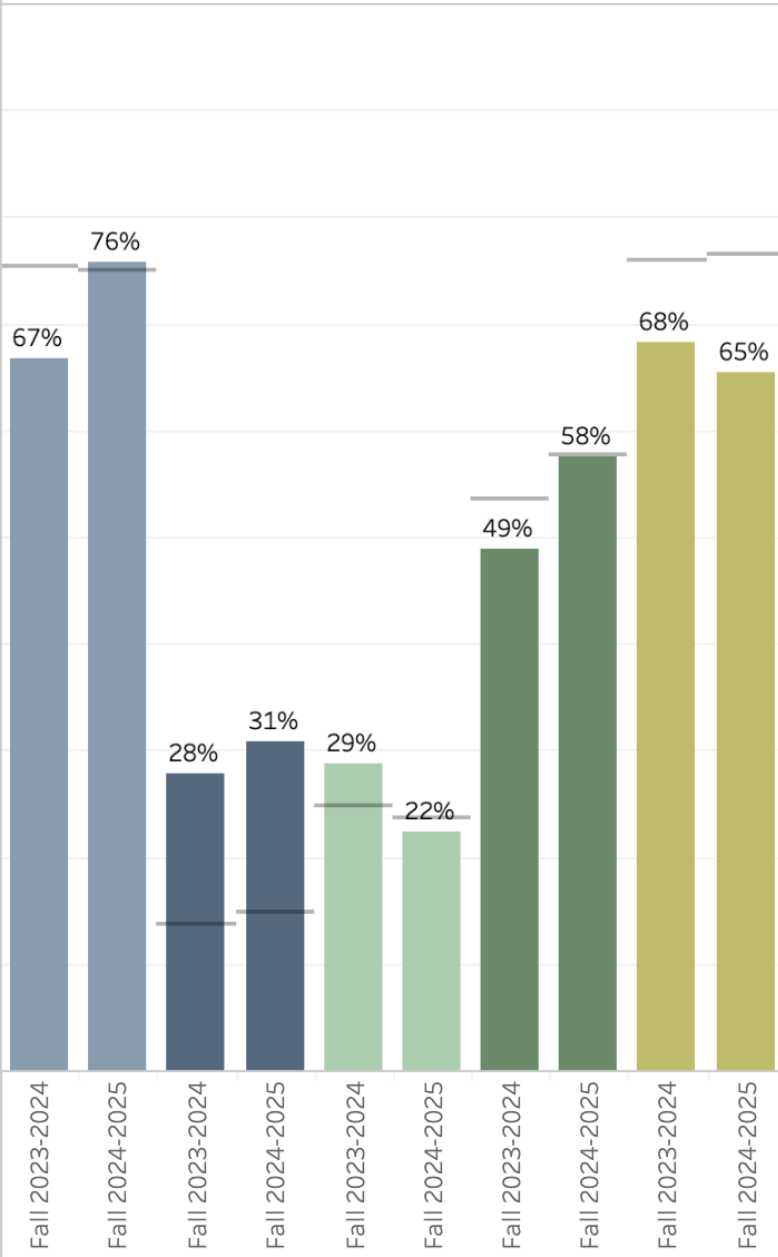
School	Window	Exams				
Smith	Fall 2024-2025	524	19%	38%	33%	10%

School	Grade	Window	Exams			
Smith	02	Fall 2024-2025	117	14%	47%	33% 6%
	03	Fall 2024-2025	152	18%	35%	34% 13%
	04	Fall 2024-2025	129	22%	34%	33% 11%
	05	Fall 2024-2025	126	22%	37%	33% 9%



Math

Asian Black or
African
American Hispanic/La..
Two or more
races White



FALL MAP MATH RESULTS



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?



Strategic Plan Progress



Sarah Smith Elementary

Sarah R. Smith Elementary School's Mission is to promote a safe, nurturing environment grounded in a relevant, comprehensive curriculum. With a commitment to excellence, our staff will ensure that all students become critical thinkers, life-long learners, and responsible citizens in a global community.

Our Vision is an inclusive community where learning is a passion, excellence is achieved, and the whole child is developed.

SMART Goals

By 2025, we will increase from 56% to 65% proficient or above on the Georgia Milestones in Literacy.

By 2025, we will increase from 57% to 66% proficient or above on the Georgia Milestones in Numeracy.

By 2025, 100% of our CARE Team Meetings will utilize the 7 Core Components in order to support our students that have social emotional challenges and maintain a suspension rate of less than one percent.

We will implement a series of parent workshops, and fireside chats to increase parent engagement to improve CCRPI attendance from 83.3% to 88% 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. Embed a data driven, multi-tier system of support to improve all subgroup performance in Math and ELA.
2. Develop a literate community in which students read and write with clarity and fluency across the curriculum.
3. Offer a rigorous curriculum with an enhanced focus on the integration and application of math, science, and technology.
4. Create a well-rounded curriculum that develops the whole child by providing more exposure to and appreciation of the Arts and social emotional learning.
5. Cultivate a global learning community that cohesively aligns our school's systems and resources with the IB curriculum and supports our diverse population.
6. Implement the WCI Team with 100% fidelity.

7. Offer authentic and diverse professional learning experiences and tiered coaching to increase teacher efficacy.

8. Create a school wide culture of high expectations, trust, and strong communication.
9. Foster an active and engaged school community that encourages inclusion of all stakeholders.

School Strategies

- 1A. Utilize common assessments (benchmarks, grade level assessments) to foster a cycle of continuous improvement through use of data to guide differentiation of instruction (ie enrichment, remediation, intervention).
- 1B. Utilize transdisciplinary teaching for integrated, rigorous, and relevant learning through IB Planners and the SRS Programme of Inquiry.
- 2A. Utilize MAP data to develop individual goal setting, monitor progress, and provide feedback to increase student Lexile levels.
- 2B. Develop and implement consistent writing program to address identified areas for growth.
- 3A. Utilize transdisciplinary teaching of the IB units that incorporates math, science, technology and other core subjects.
- 4A. Implement consistent Social Emotional Learning curriculum (SEL) in all grades.
- 5A. Cultivate partnerships to support IB supplemental training and implementation (POI development and updates, planner development) in order to implement program with greater fidelity.
- 5B. Build community awareness, knowledge and support for IB PYP reauthorization (parent education meetings, update external communications).
- 6A. Form the CARE Team to address the needs of students.
- 6B. Meet weekly as recommended to determine the needs of students that require additional support.
- 6C. Assign students that identify as extremely elevated to the social worker, school counselor and SEL teacher for small groups and additional support.
- 7A. Provide targeted professional learning for all teachers to improve transdisciplinary teaching, consistent implementation of school based programs, co-teaching implementation, and build teacher efficacy.
- 7B. Utilize Professional Learning Community (PLC) model to review curriculum and data in order to enhance teaching and learning for all students.
- 7C. Increase the number of teachers holding additional certification (Gifted, ESOL) in collaboration with partner organization and intentional recruitment.
- 7D. Utilize a heavy coaching model where teachers collaborate with the instructional leadership to determine their needs.
- 8A. Implement consistent Social Emotional Learning (SEL) to promote positive school culture.
- 8B. Utilize IB Learner Profiles to guide instructional rigor and communication both internally and externally.
- 9A. Enhance internal and external communication through weekly updates, school master calendar, and partnering with PTA to streamline information to families.
- 9B. Utilize the Family Engagement Liaison to provide supplemental supports and transition programming with particular focus on ESOL and Special Education families and students.
- 9C. Host parent workshops to share resources and services offered at the school.

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?

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



Updates to the Strategic Plan

1. *Enter all changes/updates to your plan – be sure to include accountability measures, as appropriate.*
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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. Create a school-wide culture of high expectations, trust, and strong communication.
2. Cultivate a global learning community that cohesively aligns our school's systems and resources with the IB curriculum and supports our diverse population.
3. Develop a literate community in which students read and write with clarity and fluency across the curriculum.
4. Embed a data-driven, multi-tier system of support to improve all subgroup performance in Math and ELA.
5. Offer a rigorous curriculum with an enhanced focus on the integration and application of math, science, and technology.
6. Create a well-rounded curriculum that develops the whole child by providing more exposure to and appreciation of the Arts and social-emotional learning.
7. Implement the WCI Team with 100% fidelity.
8. Offer authentic and diverse professional learning experiences and tiered coaching to increase teacher efficacy.
9. Foster an active and engaged school community that encourages inclusion of all stakeholders.

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.



Thank you