



# Harper-Archer Elementary School GO Team Meeting #2 September 29, 2022

Where we are – Where we're going

Dr. Crystal J. January, 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 2022

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

3

## August 2022

School Leadership  
completed 2022-2023  
Continuous  
Improvement Plan

4

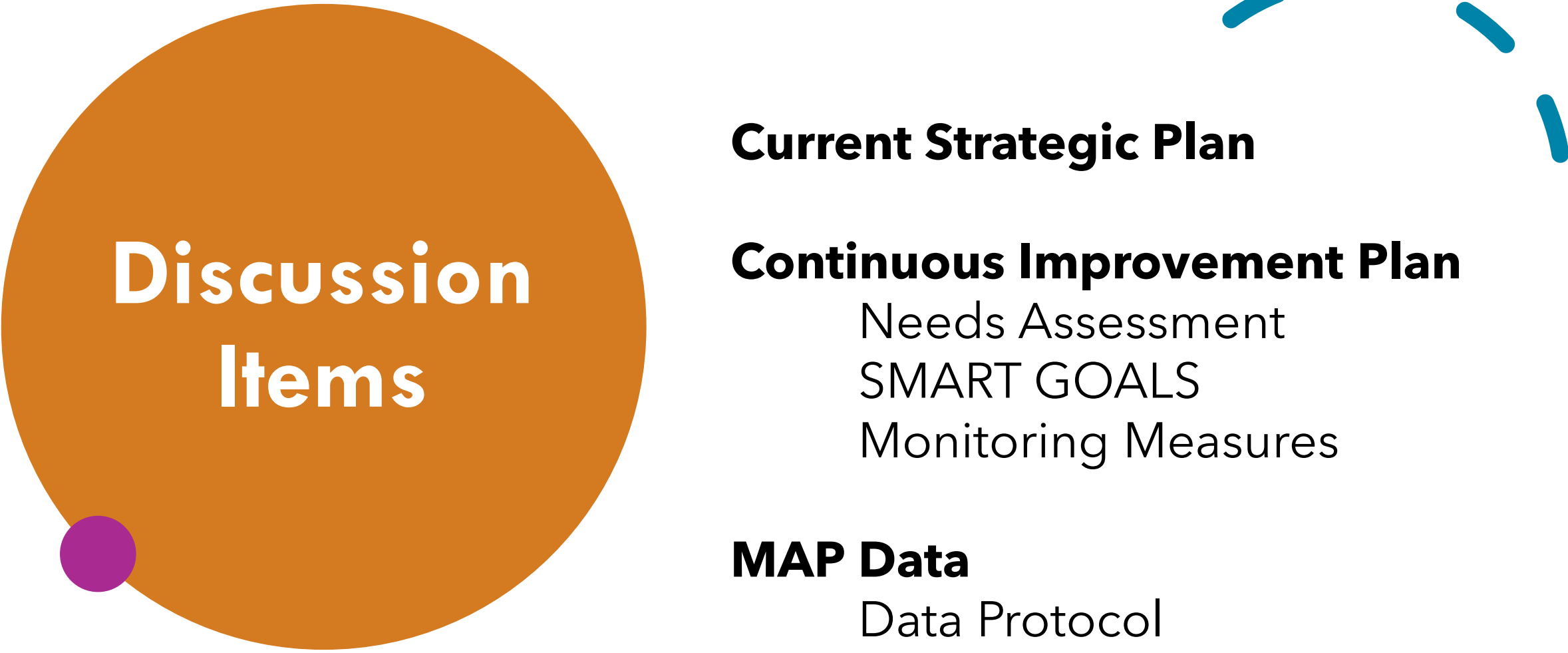
## Sept. - Dec. 2022

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 SY23-24 in  
preparation for budget  
discussions.



# Discussion Items

## **Current Strategic Plan**

## **Continuous Improvement Plan**

Needs Assessment

SMART GOALS

Monitoring Measures

## **MAP Data**

Data Protocol



# Current Strategic Plan

2021-2025

**Mission:** Lovingly preparing all scholars to blaze a path towards their college and career choice



**Vision:** To become a high-achieving, supportive, thriving and equitable community of college and career ready scholars, expert educators, and engaged parents and partners

**SMART Goals**

Increase the % of grades 3-5 students scoring proficient or above in reading

Increase the % of grades 3-5 students scoring proficient or above in math

Increase the % of grades 3-5 students being present at least 90% of days enrolled

**APS Strategic Priorities & Initiatives**

**School Strategic Priorities**

**School Strategies**

**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

1. Cultivate a school – wide literate community in which scholars read, write, speak, and think with clarity, confidence, and fluency across the curriculum
2. Strengthen teaching and learning experiences

1. Advance comprehensive wrap around services

1. Provide equitable access to high quality teacher and leader development
2. Enable strategic staffing support.

3. Invest deeply in and foster adult wellness

1. Implement high quality, rigorous, and culturally relevant and linguistically responsive curriculum with fidelity in all core content areas and instructional best practices in Tier 1 Instruction
2. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students
3. Utilize data to drive all instructional decisions and ensure equitable outcomes for all students.
4. Strengthen the implementation of signature programming across all schools

5. Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans
6. Build additional time and support for struggling learners

7. Strengthen the content, planning, and implementation of instructional training, support and coaching
8. Provide equitable opportunities for differentiated professional learning

9. Create and ensure staff has adequate time to utilize a staff wellness room
10. Provide additional planning and preparation time for instructional staff
11. Partner with families and the community to address the needs of all students



# Continuous Improvement Plan

SY 2022-2023

Strengths	Opportunities/Challenges
Master Schedule allows for weekly 90-minute collaborative planning.	Increase performance outcomes for all scholars
Content experts lead the learning	Engaging all families
Playbook that articulates and guides the what and how of instruction	Monitoring tiered system of supports
Supportive learning environment	Delivering high quality instruction in all classrooms

Our Overarching Needs		
Literacy: Increase the number of scholars in reading and performance or above grade level	Numeracy: Increase the number of scholars performing at or above grade level in mathematics	Whole Child & Student Support Increase the number of scholars present in school

11% of K-5 scholars tested at predicted proficiency on the MAP Growth Reading Assessment

22% of K – 5th grade scholars tested at or above grade level on the EOG iReady Math diagnostic

4% of K – 5th grade scholars tested at predicted proficiency on the EOG MAP Math diagnostic

47.1 of scholars attended school 90% or more of their days enrolled (per CCRPI)



Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
9.4% of scholars are performing at proficiency or higher in literacy on the EOG GMAS assessment	10.9% of scholars are performing at proficiency or higher in math on the EOG GMAS assessment	47.1 of scholars attended school 90% or more of their days enrolled (per CCRPI)





### Our Overarching Needs

<b>LITERACY</b> Increase the number of scholars in reading and performance or above grade level	<b>NUMERACY</b> Increase the number of scholars performing at or above grade level in mathematics	<b>WHOLE CHILD &amp; STUDENT SUPPORT</b> Increase the number of scholars present in school
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### SMART Goals (Elementary/Middle School)

By the end of the 2023 academic year, literacy achievement will increase by a minimum of 3% evidenced by the number of scholars scoring proficient or higher on the EOG increasing from 9.4% to 12.4%.	By the end of the 2023 academic year, numeracy achievement will increase by a minimum of 3% evidenced by the number of scholars scoring proficient or higher on the EOG increasing from 10.9% to 13.9%.	The percentage of chronically absent students (rates less than 90%) will decrease by at least 5 percentage points from 52.9% in May 2022 to 47.9% by May 2023.
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### SMART Goals (High School)

N/A	N/A	N/A
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### Progress Monitoring Measures

Douglass Cluster Schools will use the <a href="https://drive.google.com/file/d/1QTdEe43UoPY04mY0xWrTvbc42m-AZPoy/view?usp=sharing">GaDOE Instructional Observation Tool for Informal Walkthroughs</a> . See Link <a href="https://drive.google.com/file/d/1QTdEe43UoPY04mY0xWrTvbc42m-AZPoy/view?usp=sharing">https://drive.google.com/file/d/1QTdEe43UoPY04mY0xWrTvbc42m-AZPoy/view?usp=sharing</a> MAP Universal Screener FUNdations assessments (K-2) iRead, System 44, Read 180 ReadyGen Assessments	Douglass Cluster Schools will use the <a href="https://drive.google.com/file/d/1QTdEe43UoPY04mY0xWrTvbc42m-AZPoy/view?usp=sharing">GaDOE Instructional Observation Tool for Informal Walkthroughs</a> . See Link <a href="https://drive.google.com/file/d/1QTdEe43UoPY04mY0xWrTvbc42m-AZPoy/view?usp=sharing">https://drive.google.com/file/d/1QTdEe43UoPY04mY0xWrTvbc42m-AZPoy/view?usp=sharing</a> MAP Universal Screener iReady Mathematics diagnostic (3 times/year) Do the Math Mid-module assessments Pre and Post CFA data	Classroom Monitor Attendance Dashboard
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# Our Current Progress Monitoring Measures

## Literacy

- Weekly Common Task
- Unit Assessments
- Write Score (Narrative)
- Map
- Classroom Observations
- Collaborative Planning Observations
- EOG
- Systems 44
- Read 180
- Lexia / Lexia English

## Numeracy

- Math Comprehension Checks
- Unit Assessments
- MAP
- IReady
- EOG
- Classroom Observations
- Collaborative Planning Observations

## Whole Child

- Care/Attendance Team Meetings Records
- ADA Attendance Rate
- APS Graphs (CCRPI)
- Classroom Goals



# MAP Data

1<sup>st</sup> Administration

# Map DATA

Math

School	Window	Exams				
DISTRICT	Spring 2021-2022	18,766	43%			
	Fall 2022-2023	18,117	32%			

School	Window	Exams				
Harper-Archer ES	Spring 2021-2022	406	70%			
	Fall 2022-2023	365	51%			

Reading

School	Window	Exams				
DISTRICT	Spring 2021-2022	18,741	39%			
	Fall 2022-2023	18,057	35%			

School	Window	Exams				
Harper-Archer ES	Spring 2021-2022	406	64%			
	Fall 2022-2023	367	53%			

# MAP DATA

Math

School	Window	Exams					
DISTRICT	Spring 2021-2022	24,226	37%	19%	15%	14%	16%
	Fall 2022-2023	23,248	32%	18%	16%	15%	19%
School	Window	Exams					
Harper-Archer ES	Spring 2021-2022	593	55%	18%	13%	9%	5%
	Fall 2022-2023	541	44%	21%	19%	10%	5%

Reading

School	Window	Exams					
DISTRICT	Spring 2021-2022	24,203	29%	18%	16%	17%	19%
	Fall 2022-2023	23,222	27%	16%	18%	18%	21%
School	Window	Exams					
Harper-Archer ES	Spring 2021-2022	593	48%	20%	16%	10%	6%
	Fall 2022-2023	544	38%	21%	21%	12%	8%

# GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- What additional questions do you have?



**PARTNERSHIP *for***  
**LEADERS *in* EDUCATION**

Darden School *of* Business  
School *of* Education *and* Human Development

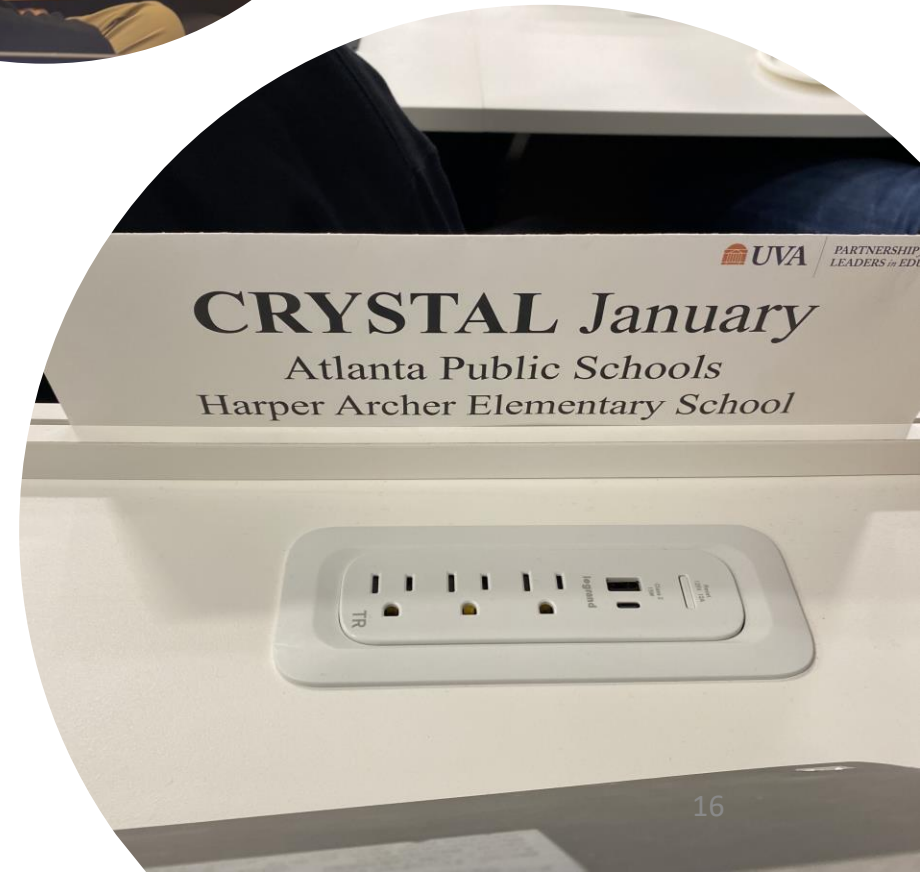
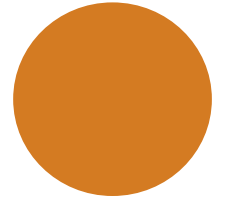
# Teaching Leadership at All Levels

UVA-PLE's Core Partnership: A multiyear commitment empowering leaders to ignite system and school change. We leverage research-based practices to strengthen leadership capacity at every level, collaborating with the superintendents, school principals and teachers who work tirelessly to improve student outcomes.



# CHANGE

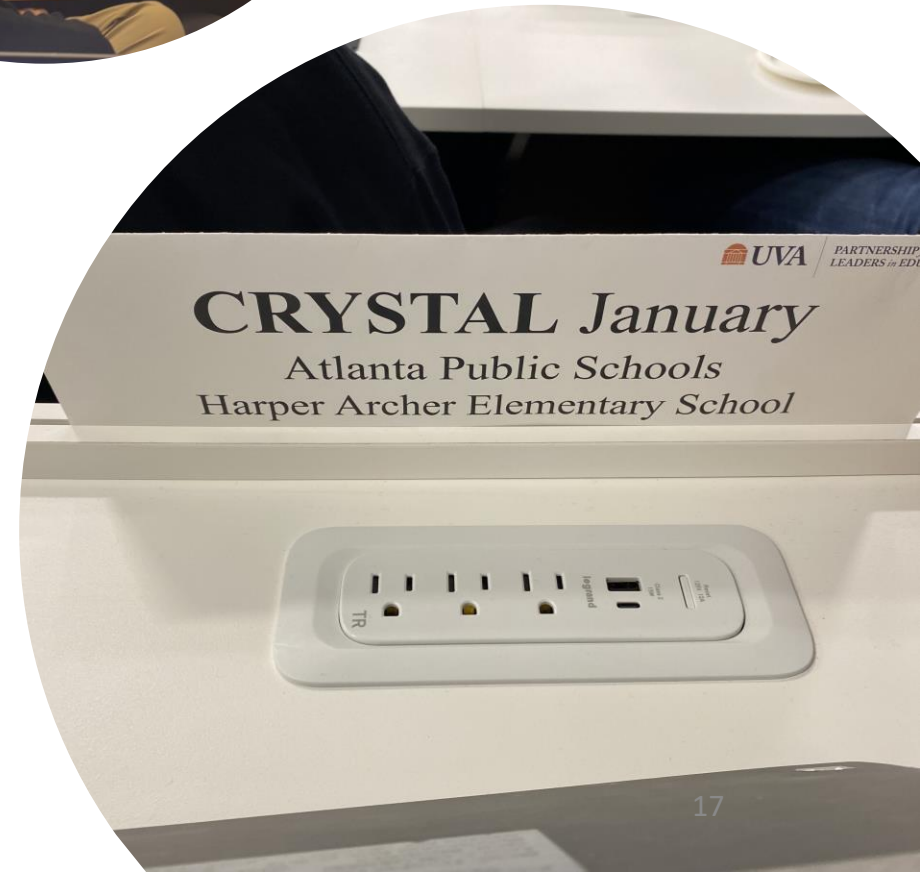
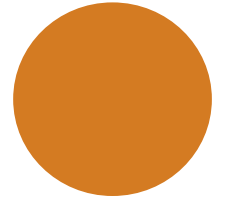
- A joint venture between the University of Virginia's Darden School of Business and School of Education and Human Development, the Partnership for Leaders in Education (UVA-PLE) combines the most innovative thinking in business and education to better serve our nation's children.






# CHANGE

- Our world-class organization emboldens education leaders to cultivate systematic change – in turn, transforming school communities and yielding remarkable student achievement. The ultimate effect? A more equitable, inclusive and just school system.
- 90 Day Plan / STAP 45 DAY





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

