



45 Day Check-in

Dr. Crystal J. January
Principal

GO Team Meeting
Thursday, October 27, 2022
5:00 PM

Agenda



CIP-45 Day Check-in



School Strategic Plan



Discussion on Strategic Plan and progress



Updates for Strategic Plan (*as necessary*)



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
school's strategic plan
and vote on the ranked
strategic plan priorities
for SY23-24 budget
discussions.



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)?

Weekly Common Tasks

Kindergarten					
Date	9/2/2022	9/9/2022	9/16/2022	9/23/2022	9/30/2022
Standard	CC3 Write 0 - 20 CC6 Compare Objects	OA3 Decompose numbers less than or equal to 10	CC3 Write 0 - 20, CC4 Counting CC5 How many		
Performance Average	89.8%	91.7%	89.5%		
Take Rate			87%		

First Grade					
Date	9/2/2022	9/9/2022	9/16/2022	9/23/2022	9/30/2022
Standard	OA4 Unknown addend	OA4 Unknown addend	OA3 Properties of operations		
Performance Average	53%	81%	90%		
Take Rate			92%		

Second Grade					
Date	9/2/2022	9/9/2022	9/16/2022	9/23/2022	9/30/2022
Standard	MD10 Picture Graph and Bar graph	OA1 Use + and - within 100	NET2 add within 100 NET9 addition strategies		
Performance Average	63.4%	62%	73%		
Take Rate			85.75%		

Third Grade					
Date	9/2/2022	9/9/2022	9/16/2022	9/23/2022	9/30/2022
Standard	OA1 Interpret products of whole numbers	OA3 \times and \div within 100 OA5 properties to \times and \div (0, 1, 2, 3, 10)	OA3 \times and \div within 100 OA5 properties to \times and \div (3, 4, 6)	OA3 \times and \div within 100 OA5 properties to \times and \div (7, 8, 9)	OA3 \times and \div within 100 OA5 properties to \times and \div
Performance Average	51.3%	66.9%	54.3%		
Take Rate			83%		

Fourth Grade					
Date	9/2/2022	9/9/2022	9/16/2022	9/23/2022	9/30/2022
Standard	NET 4 Fluently add	NET 4 Fluently Subtract	OA1 Multiplicative Comparisons		
Performance Average	48.7%	35.7%	68%		
Take Rate			77.6%		

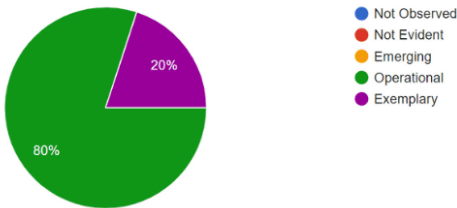
Fifth Grade					
Date	9/2/2022	9/9/2022	9/16/2022	9/23/2022	9/30/2022
Standard	NET 5 Fluently Multiply multi-digit whole numbers...	NET 5 Fluently Multiply multi-digit whole numbers...	NET2 Explain patterns in numbers of zeros of ...		
Performance Average	52.5%	55%	53%		
Take Rate			75.2%		

ACTION STEP 1

ACTION 1: BY SEPT. 12, A MINIMUM OF 2 ELA AND MATH PLANNING SESSIONS WILL BE OBSERVED USING THE GADOE HIP CP RUBRIC WITH 50% PROFICIENCY

Team Leadership & Facilitation

5 responses



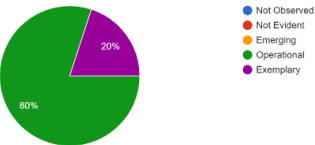
IMPLEMENTATION DATA

- **COLLABORATIVE PLANNING OBSERVATIONS**
 - SCHEDULE/AGENDA
 - EXPECTATIONS NORMS
 - EMBEDDED CURRICULUM DOCUMENTS
 - NEXT STEPS/FEEDBACK
- **CFA DATA**

ACTION 1: BY SEPT. 12, A MINIMUM OF 2 ELA AND MATH PLANNING SESSIONS WILL BE OBSERVED USING THE GADOE HIP CP RUBRIC WITH 50% PROFICIENCY

Standards-Based Instructional Planning

5 responses

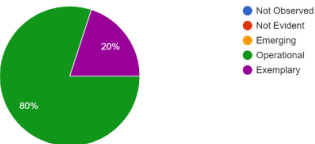


IMPLEMENTATION DATA

- **COLLABORATIVE PLANNING OBSERVATIONS**
 - UNPACKING STANDARDS, PACING GUIDES, CURRICULUM DOCUMENTS
 - KNOW/SHOW/DO
 - ASSESSMENTS
 - MISCONCEPTIONS
 - VOCABULARY
 - LEARNING TARGETS
 - D.I.
 - TECH INTEGRATION
 - QUESTIONING
 - 3 PART LESSON
 - STRATEGIES
 - ROLES

Lesson Plans

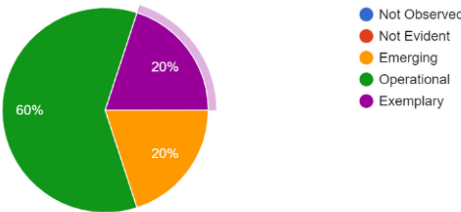
5 responses



ACTION 1: BY SEPT. 12, A MINIMUM OF 2 ELA AND MATH PLANNING SESSIONS WILL BE OBSERVED USING THE GADOE HIP CP RUBRIC WITH 50% PROFICIENCY

Assessment & Evidence of Student Learning

5 responses



IMPLEMENTATION DATA

COLLABORATIVE PLANNING OBSERVATIONS

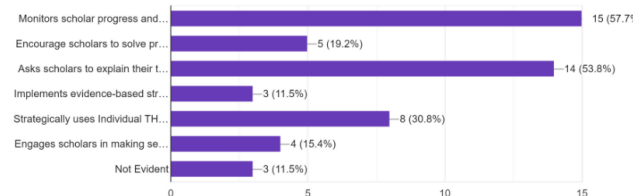
- **ANAYLZE ASSESSMENTS**
- **DESCRIPTIVE FEEDBACK**
- **REMEDIATION /ENRICHMENT PLANS**

ACTION STEPS 2 - 4

ACTION 2: BY SEPT. 30, A MINIMUM OF 33 ELA AND MATH CLASSROOMS WILL BE OBSERVED USING THE CLASSROOM

DATA OBSERVATIONS

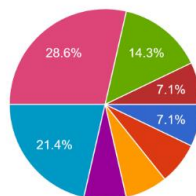
Observed components in lesson work period (check off all that apply) The teacher... [Copy](#)
26 responses



- CHECKS FOR UNDERSTANDING TURN / TALK COMMON TASK
- SCHOLARS MAKING SENSE OF PROBLEMS BEFORE SOLVING

ACTION 2: BY SEPT. 30, A MINIMUM OF 33 ELA AND MATH CLASSROOMS WILL BE OBSERVED USING THE CLASSROOM

IMPLEMENTATION DATA: OBSERVATIONS

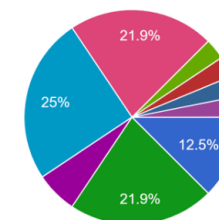


- REVIEW OF ESSENTIAL VOCABULARY
- CLARIFYING LEARNING GOALS
- CLEARLY DEFINED ROLE FOR SUPPORT STAFF
- STUDENT SUMMARY OF LEARNING

ACTION 3: BY SEPT. 30, A MINIMUM OF 5 ELA AND MATH CO- TAUGHT/ SMALL GROUP CLASSROOMS WILL BE OBSERVED USING THE CLASSROOM OBSERVATION RUBRIC WITH 60% PROFICIENCY

IMPLEMENTATION DATA CO-TAUGHT OBSERVATIONS

32 responses



- Co-Teaching
- Alternative
- Station-Teaching
- One-Teach/One-Circulate
- Parallel-Teaching
- Small Groups
- N/A
- Use of Paraprofessional

1/2



ACTION 4: BY SEPT. 30, A MINIMUM OF 50% OF THE ELL SCHOLARS WILL PERFORM AT A MINIMUM OF 50% MASTERY AS MEASURED BY HMH STUDENT PERFORMANCE REPORT.

LEXIA-3- AVERAGE 27 MIN WEEKLY
IREAD-1- AVERAGE 25 MIN WEEKLY
1ST-(7)

LEXIA- 3- 24.6 AVERAGE WEEKLY MIN
IREAD- 4- 20 AVERAGE WEEKLY MIN
2ND- (5)

LEXIA-2- 51.5 AVERAGE WEEKLY MIN
IREAD-3

GRADES 3-5 LEXIA 15-20 MIN DAILY. SYSTEM 44 AND READ 180- 20 MIN

3RD- -(7)
LEXIA- 0 MIN
SYSTEM 44- 34.6 AVERAGE WEEKLY

4TH- (3)
LEXIA- 1 - 113 MIN WEEKLY
READ 180-0
MOBY MAX-1 NEWLY ADDED
SYSTEM 44-1 NEWLY ADDED



Build Out Short Term Action Plans (STAP) #1 August 1 - Oct 1, 2022

School Name: Harper-Archer ES	SES Name: Dr. Devonne Harper
Date STAP Started: August 1, 2022	Length of STAP: 45 days (September 26, 2022)

Continuous Improvement Plan Goal #1 : CIP Goal #1 : (ELA)

School Improvement Plan

Goal #1: 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%.

School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Student Progress Measurable Goal	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures is this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What is the intended date of completion of this action step?	Who is responsible for monitoring the implementation of this action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show implementation?	What data will be used to evaluate the impact of this action step on student performance, and how will it be quantified? What measurable goal will be established to show impact?	Was this action step completed? Attach final CIT agenda that documents completion.
Monitoring bi-weekly standards based instructional planning: standards analysis through collaborative planning	CI-2	Grade level CP schedule, GADOE CP HIP observation Rubric, CP observation schedule, GSE ELA standards, ELA CFAs,	Feedback and PL from curriculum specialist/coordinator, CP protocols, Units of Study, scope, and sequence.	September 26	Crystal January Danielle Arnold, Rasheema Caldwell Moneyham and Moore	<ul style="list-style-type: none"> By Sept. 26, bi-weekly collaborative planning sessions will provide evidence of operational performance using the GaDOE HIP CP rubric (beginning on p.34). EVIDENCE (Operational) TO BE OBSERVED and COLLECTED (Data Collection)	By September 26, 85% of students will perform at 75% mastery as measured by the bi-weekly ELA CFA with 95 % participation rate.	

		BOY MAP data				<ul style="list-style-type: none"> Teachers analyze the Georgia Standards of Excellence (GSE) to determine the intent of the standards and clarify what students are expected to know, understand, and do. Teachers embed the GSE in the creation of pacing guides and curriculum documents. Teachers analyze and agree upon student learning targets and assessments for unit and quarterly standards prior to instruction. 		
3. Ensure high-quality delivery of tier 1, standards-based literacy instruction by conducting weekly classroom observations using the GADOE Instructional Awareness Walkthrough tool to inform the coaching cycle.	CI-2	HIP Classroom Observation Instructional Awareness Walkthrough Tool, Rubric, observation schedule provided weekly in advance before observations, observation data	Learning walk observation tools, for Tier 1 instruction, intervention programs	September 26	Crystal January with/ SIS and SES Danielle Arnold, Rasheema Caldwell	By Sept. 26, a minimum of 33 ELA classrooms (Based on Fall 22.23 MAP Data) will be observed using the MRESA/GADOE classroom instructional awareness walkthrough tool with at least 25 classrooms showing evidence of scores 3 or 4 for 10 of 15 = 67% of indicators using the JotForm electronic version of the Instructional Awareness Walkthrough Tool (marked as REQUIRED for STAP 1 and 2). Principal w/ SIS and SES walk together, followed by immediate calibration for coaching by the SIS	By September 26, 85% of students will perform at 75% mastery as measured by the bi-weekly ELA CFA with 95% participation rate.	



4. Monitor weekly the implementation of Specially Designed Instruction for SWDs	CI-1, CI-2	HIP Classroom Observation Instructional Awareness Walkthrough Tool, Rubric, observation schedule provided weekly in advance before observations, observation data	Learning walk observation tools, for Tier 1 instruction, intervention programs	September 26	Danielle Arnold, Rasheema Caldwell Carro Thomas	By Sept. 26, a minimum of 5 ELA co-taught/ small group classrooms will be observed weekly using the MRESA/GADOE classroom Instructional Awareness Walkthrough Tool including SDI and co-teaching models indicators with at least 3 classrooms showing evidence of scores 3 or 4 for (12 of 19 = 71% – Resource/ 14 of 19=74% - Cotaught) of indicators using the JotForm electronic version of the Instructional Awareness Walkthrough Tool (marked as REQUIRED for STAP 1 and 2).	By September 26, 50% of SWD students will perform at 75% mastery as measured by the bi-weekly ELA CFA with 95% participation rate.	
5. Monitor bi-weekly the effectiveness of ELLs personalized supplemental practice and intervention to enhance the development of their literacy skills.	CI-2	<p>HMH Usage and lesson progression data from performance report; MAP data places students for HMH</p> <p>Lexia and small group push in</p>	HMH platform and instructional materials, PL support	September 26	Danielle Arnold, Rasheema Caldwell Carla Maxberry	<p>By Sept. 26, a minimum of 50% of the ELL scholars will perform at a minimum of 50% mastery as measured by the HMH lesson progression report.</p> <p>System 44 and Read 180 – a minimum of 50% of ELL scholars will meet their usage requirement as evident by the usage report</p>	By September 26, 50% of ELL students will perform at 75% mastery as measured by bi-weekly ELA CFA with 95% participation rate.	

Continuous Improvement Plan Goal #3: CIP Goal #3 : (WHOLE CHILD)

Goal #3: The percentage of chronically absent students (rates less than 9%) will decrease by at least 5 percentage points from 52.9% in May 2022 to 47.9% by May 2023.

School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Student Progress Measurable Goal	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures is this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What is the intended date of completion of this action step?	Who is responsible for monitoring the implementation of this action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show implementation?	What data will be used to evaluate the impact of this action step on student performance, and how will it be quantified? What measurable goal will be established to show impact?	Was this action step completed? Attach final CIT agenda that documents completion.
Monitor attendance goal development by K-5 teachers	SL-1, FC-2	Student attendance data from APS Graphs, attendance incentives, HAES Attendance Protocol, attendance reporting schedule	APS Graphs, APS Attendance Policy	October 31 – December 16 (monthly)	Shonda Fulton Danielle Arnold, Rasheema Caldwell Attendance Specialist	100% of grades K-5 classroom and grade level teachers will establish attendance goals based on the SY 22 CCRPI needs improvement list (scholars who have missed more than 10% of their days enrolled)	By September 26, the percentage of chronically absent students will decrease by 1%.	



Monitor that the school-based Engagement Team Mentors communicate with the scholar and his or her parent.	SL-1, FC-2	Daily attendance data – Infinite Campus, APS Graphs	APS Graphs, APS Attendance Policy	October 3 – December 16 (daily)	Engagement Team, Shonda Fulton Danielle Arnold, Rasheema Caldwell Attendance Specialist	100% of absent scholars on the caseload for each engagement team member will be called daily and logged in IC.	By September 26, the percentage of chronically absent students will decrease by 1%.	
Monitor the SAC – School Attendance Committee, attendance specialist and social worker to ensure communication with stakeholders and home visits.	SL-1, FC-2	Home visits log, SWARM referrals, referrals for home visits	APS Graphs, APS Attendance Policy	October 3 – December 16 (weekly)	Rasheema Caldwell Shonda Fulton Jurinski Andrews Danielle Arnold, Attendance Specialist Social Worker, SEL Coach, AP, CIS Site Director	100% of scholars with 3 and 5 unexcused absences will receive a letter. 100% of scholars with 7 or more absences will receive a letter from the social worker. 100% of scholars who have parents who cannot be contacted by phone or at the school will receive a home visit. Each activity will be logged in Infinite Campus	By September 26, the percentage of chronically absent students will decrease by 1%.	
Monitor CIS – Communities in Schools and SAC – Student Attendance Committee will research root causes and provide support and incentives.	SL-1, FC-2	CIS caseload, incentives	APS Graphs, APS Attendance Policy	October 3 – December 16) monthly	Shonda Fulton Crystal January, Danielle Arnold, Rasheema Caldwell Attendance Specialist CIS Site director	100% of the CIS caseload the interventions have been implemented (65 scholars 3rd-5th) will be monitored weekly. As evidenced by the CIS work log.	By September 26, the percentage of chronically absent students will decrease by 1%.	

Build Out Short Term Action Plans (STAP) #2 October 3 - Dec 16, 2022

Continuous Improvement Plan Goal #1: CIP Goal #1 : (ELA)								
School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Student Progress Measurable Goal	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures is this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What is the intended date of completion of this action step?	Who is responsible for monitoring the implementation of this action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show implementation?	What data will be used to evaluate the impact of this action step on student performance, and how will it be quantified? What measurable goal will be established to show impact?	Was this action step completed? Attach final CIT agenda that documents completion.
Structure Professional Learning Communities - engage in Unit internalization 2 weeks prior to each unit - participate in collaborative lesson internalization PLCs, weekly Reserve time for high leverage practice of lesson prior to delivery of instruction		Grade level CP schedule, GADOE CP HIP observation Rubric, CP observation schedule, GSE ELA standards, ELA CFAs, BOY MAP data	- Specialist (data analysis, PD, strategy support, feedback)	Tuesdays/Thursday each week of October, November, and December (2022)	Crystal January Rasheema Caldwell Danielle Arnold Moneyham Moore	By November 30, bi-weekly collaborative planning sessions will provide evidence of operational performance using the GaDOE HIP CP rubric (beginning on p.34) , include weekly leadership from teacher leaders. EVIDENCE (Operational) TO BE OBSERVED and COLLECTED (Data Collection) <ul style="list-style-type: none"> Teachers analyze the Georgia Standards of Excellence (GSE) to determine the intent of the standards and clarify what students are expected to know, understand, and do. Teachers embed the GSE in the creation of pacing guides and curriculum documents. Teachers analyze and agree upon student learning targets and assessments for unit 	By November 30, 65% of students will perform at 75% mastery as measured by the bi-weekly ELA CFA with 95 % participation rate.	

						and quarterly standards prior to instruction.		
Monitoring bi-weekly standards based instructional planning: standards analysis through collaborative planning	CI-2	Grade level CP schedule, GADOE CP HIP observation Rubric, CP observation schedule, GSE ELA standards, ELA CFAs, BOY MAP data	Feedback and PL from curriculum specialist/coordinator, CP protocols, Units of Study, scope, and sequence.	Tuesdays/Thursday each week of October, November, and December (2022)	Crystal January Danielle Arnold, Rasheema Caldwell Moneyham Moore	<ul style="list-style-type: none"> By Nov. 30, bi-weekly collaborative planning sessions will provide evidence of operational performance using the GaDOE HIP CP rubric (beginning on p.34). EVIDENCE (Operational) TO BE OBSERVED and COLLECTED (Data Collection) <ul style="list-style-type: none"> Teachers analyze the Georgia Standards of Excellence (GSE) to determine the intent of the standards and clarify what students are expected to know, understand, and do. Teachers embed the GSE in the creation of pacing guides and curriculum documents. Teachers analyze and agree upon student learning targets and assessments for unit and quarterly standards prior to instruction. 	By November 30, 65% of students will perform at 75% mastery as measured by the bi-weekly ELA CFA with 95 %participation rate.	
3. Ensure high-quality delivery of tier 1, standards-based literacy instruction by conducting weekly classroom observations using the GADOE Instructional Awareness	CI-2	HIP Classroom Observation Instructional Awareness Walkthrough Tool, Rubric, observation schedule	Learning walk observation tools, for Tier 1 instruction, intervention programs	October 3 – December 16 (weekly)	Crystal January with/ SIS and SES Danielle Arnold, Rasheema Caldwell	By December 16, a minimum of 33 ELA classrooms (Based on Fall 22.23 MAP Data) will be observed using the MRESA/GADOE classroom instructional awareness walkthrough tool with at least 25	By November 30, 65% of students will perform at 75% mastery as measured by the bi-weekly ELA and Math CFA with 95% participation rate.	



Walkthrough tool to inform the coaching cycle.		provided weekly in advance before observations, observation data				classrooms showing evidence of scores 3 or 4 for 10 of 15 = 67% of indicators using the the Instructional Awareness Walkthrough Tool (marked as REQUIRED for STAP 1 and 2). Principal w/ SIS and SES walk together, followed by immediate calibration for coaching by the SIS		
4. Monitor weekly the implementation of Specially Designed Instruction for SWDs	CI-1, CI-2	HIP Classroom Observation Instructional Awareness Walkthrough Tool, Rubric, observation schedule provided weekly in advance before observations, observation data	Learning walk observation tools, for Tier 1 instruction, intervention programs	October 3 – December 16 (weekly)	Danielle Arnold, Rasheema Caldwell Carro Thomas	By December 16, a minimum of 5 ELA co-taught/ small group classrooms will be observed weekly using the MRESA/GADOE classroom Instructional Awareness Walkthrough Tool including SDI and co-teaching models indicators with at least 3 classrooms showing evidence of scores 3 or 4 for (12 of 19 = 71% – Resource/ 14 of 19=74% - Cotaught) the Instructional Awareness Walkthrough Tool (marked as REQUIRED for STAP 1 and 2).	By December 9, 50% of SWD students will perform at 75% mastery as measured by the bi-weekly ELA and Math CFA with 95% participation rate.	
5. Monitor bi-weekly the effectiveness of ELLs personalized supplemental practice and intervention to enhance the development of their literacy skills.	CI-2	HMH Usage and lesson progression data from performance report; MAP data places students for HMH Lexia and small group push in	HMH platform and instructional materials, PL support	October 21 – December 16	Danielle Arnold, Rasheema Caldwell Carla Maxberry	By Sept. 26, a minimum of 50% of the ELL scholars will perform at a minimum of 50% mastery as measured by the HMH lesson progression report. System 44 and Read 180 – a minimum of 50% of ELL scholars will meet their usage requirement as evident by the usage report	By December 9, 50% of ELL students will perform at 75% mastery as measured by bi-weekly ELA and Math CFA with 95% participation rate.	

Continuous Improvement Plan Goal #3: CIP Goal #3 : (WHOLE CHILD)								
School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Student Progress Measurable Goal	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures is this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What is the intended date of completion of this action step?	Who is responsible for monitoring the implementation of this action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show implementation?	What data will be used to evaluate the impact of this action step on student performance, and how will it be quantified? What measurable goal will be established to show impact?	Was this action step completed? Attach final CIT agenda that documents completion.
Monitor attendance goal development by K-5 teachers	SL-1, FC-2	Student attendance data from APS Graphs, attendance incentives, HAES Attendance Protocol, attendance	APS Graphs, APS Attendance Policy	October November December (monthly goals)	Shonda Fulton Danielle Arnold, Rasheema Caldwell Attendance Specialist	100% of grades K-5 classroom and grade level teachers will establish attendance goals based on the SY 22 CCRPI needs improvement list (scholars who have missed more than	By October 31, the percentage of chronically absent students will decrease by 1%.	

		reporting schedule				10% of their days enrolled)		
Monitor that the school-based Engagement Team Mentors communicate with the scholar and his or her parent.	SL-1, FC-2	Daily attendance data – Infinite Campus, APS Graphs	APS Graphs, APS Attendance Policy	October 3 – December 16 (daily calls)	Engagement Team, Shonda Fulton Danielle Arnold, Rasheema Caldwell Attendance Specialist	90% of absent scholars on the caseload for each engagement team member will be called daily and logged in IC.	By October 31, the percentage of chronically absent students will decrease by 1%.	
Monitor the SAC – School Attendance Committee, attendance specialist and social worker to ensure communication with stakeholders and home visits.	SL-1, FC-2	Home visits log, SWARM referrals, referrals for home visits	APS Graphs, APS Attendance Policy	October 3 – December 16 (weekly)	Rasheema Caldwell Shonda Fulton Jurinski Andrews Danielle Arnold, Attendance Specialist Social Worker, SEL Coach, AP, CIS Site Director	100% of scholars with 3 and 5 unexcused absences will receive a letter. 100% of scholars with 7 or more absences will receive a letter from the social worker. 100% of scholars who have parents who cannot be contacted by phone or at the school will receive a home visit. Each activity will be logged in Infinite Campus	By October 31, the percentage of chronically absent students will decrease by 1%.	



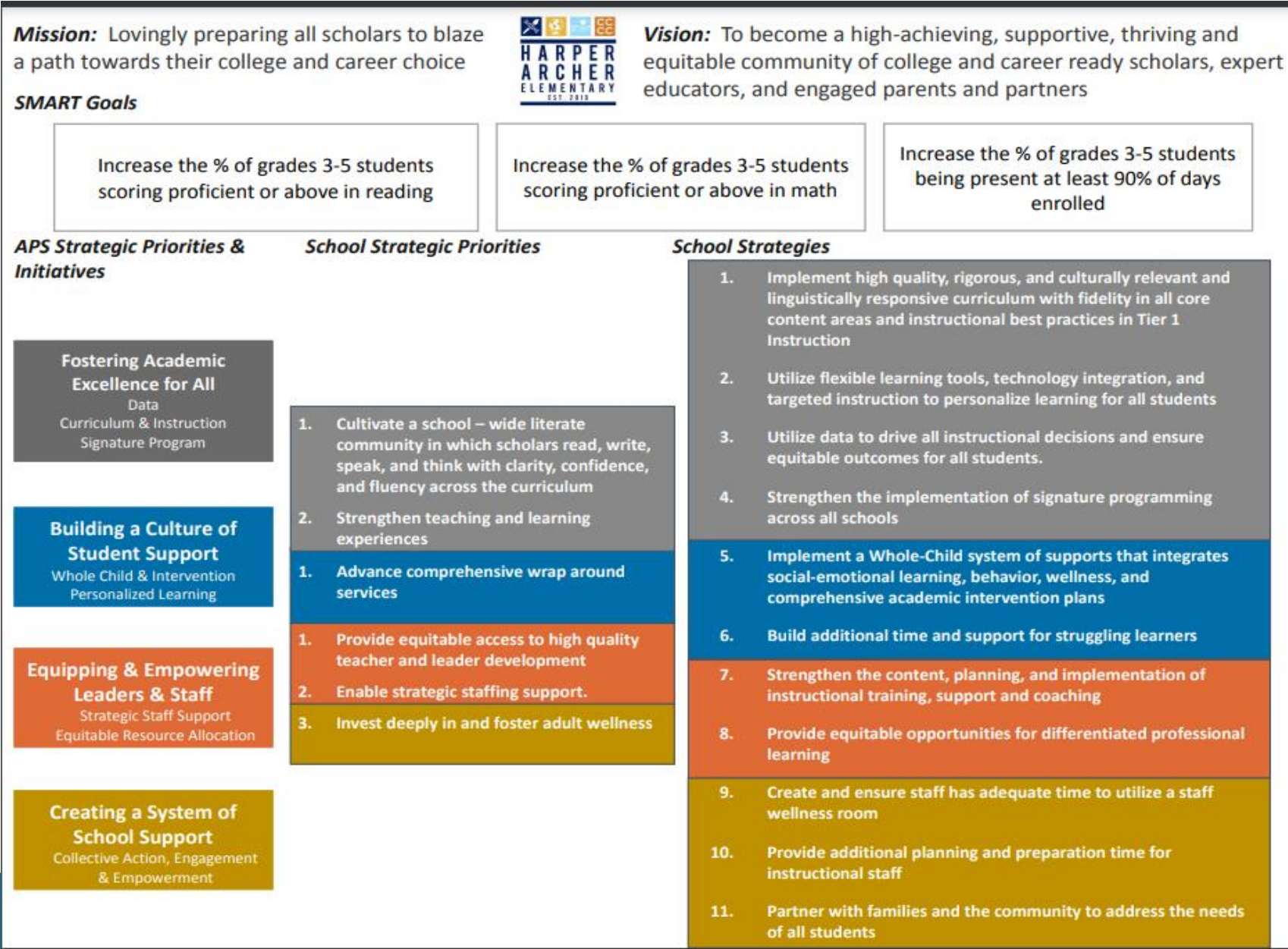


Monitor CIS – Communities in Schools and SAC – Student Attendance Committee will research root causes and provide support and incentives.	SL-1, FC-2	CIS caseload, incentives	APS Graphs, APS Attendance Policy	October 3 – October 31; November 1 – November 30; December 1 – 16	Shonda Fulton Crystal January, Danielle Arnold, Rasheema Caldwell Attendance Specialist CIS Site director	100% of the CIS caseload the interventions have been implemented (65 scholars 3rd-5th) will be monitored weekly. As evidenced by the CIS work log.	By October 31, the percentage of chronically absent students will decrease by 1%.	
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Strategic Plan Progress



Our Strategic Plan



Activity & 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.

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?

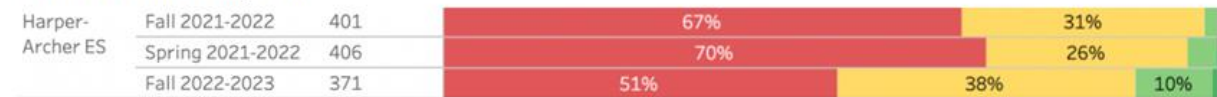
What progress has been made towards the priorities identified in our Strategic Plan? What evidence/data do we have?

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

- 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%.

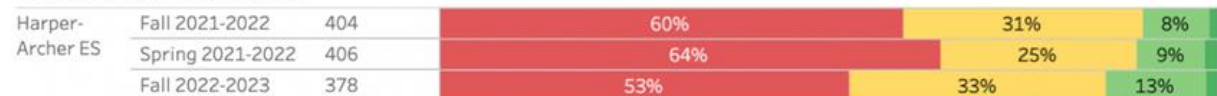
NWEA MAP Assessment Results Math Performance

Fall 2021 to Fall 2022 Comparison



ELA Performance

Fall 2021 to Fall 2022 Comparison



MAP Fluency Universal Screener Flag (K-1 students)



Universal Screener Flag
■ Not Flagged
■ Flagged



Ensuring Equitable Learning Environments



Leveraging School Improvement to Advance Equity

- Not at this time. It allows for Literacy, Numeracy, Personalized Learning, STEAM, Whole child Support, and much more.

Updates to the Strategic Plan

1. HAES Vision & STEAM Vision – The Merge

- Capture ideas

Yasmeen Shahid • 30 • 2d
HAES/STEAM Vision

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

HAES Instructional Vision /Shahid
HAES Instructional Vision
In pursuit of a well-rounded education, we lovingly and consistently provide our scholars with standards-based and 21st century education through arts integration and a balanced literacy approach.

STEAM Vision/Shahid
STEAM Vision
To prepare scholars to confront 21st century challenges with integrated experiences in STEAM while utilizing the engineering design process to build a better world.

Clark
At Harper Archer Elementary we aim to become a high-achieving, supportive, thriving and equitable, community of college and career ready scholars, expert educators and engaged parents and partners. Our school empowers scholars to confront 21st century challenges with integrated experiences in STEAM while utilizing the engineering design process. We believe that education should take place in a fully inclusive environment where scholars are consistently being provided with standards-based and 21st century education through arts integration and a balanced literacy approach.

Lewis- 3rd
In pursuit of well-rounded, high-achieving, college and career ready scholars, at Harper Archer, we will lovingly and consistently provide our scholars with a standards-based education that prepares them to confront 21st Century challenges by integrating experiences in STEAM and the engineering design process with the end goal to create a better world.

Warren - At Harper Archer Elementary School,
we strive to become a high-achieving, supportive, thriving, and equitable community of college and career ready scholars, expert educators, and engaged parents. Our goal is to prepare scholars to confront 21st century challenges with integrated experiences in STEAM while utilizing the engineering design process to build a better world.

Barker-
In pursuit of a well- rounded education, we will prepare scholars to confront 21st century challenges by lovingly and consistently providing standards based instruction through arts integration and a balanced literacy approach

HAES STEAM VISION- Lymon-Kennedy
To prepare scholars to confront the standard based and 21st century challenges with integrated experiences through arts, engineering design, and balance literacy approach which builds STEAM.

Harrington
In Pursuit of a well-rounded education, we lovingly and consistently prepare scholars to confront 21st century challenges with integrated experiences in STEAM. TO become a high-achieving supportive, thriving, and equitable community of college and career ready scholars.

Pringle
In pursuit of a well-rounded education and high-achieving, supportive, thriving, and equitable community of college and career ready scholars, we lovingly and consistently provide our scholars with standards-based and 21st century education through arts integration and balanced literacy approach.

Warthen-Vision Statement
In pursuit of well-rounded, high-achieving, college and career ready scholars, we lovingly and consistently provide our scholars with a standards-based education that prepares them to confront 21st Century challenges by integrating experiences in STEAM and the engineering design process in an effort to create a better world.

Olo STEAM VISION
In pursuit of a well-rounded education, we lovingly and consistently prepare scholars to confront 21st century challenges with integrated STEAM, literacy and real world experiences

HAES STEAM Vision
In pursuit of a well-rounded education, we will equip, educate and consistently provide our scholars with a standards-based 21 century education that will allow them to confront

Twiggs 5th
The vision of HAES is to properly prepare parents, students and educators with high education that allows them critical and accurately think of way to address some of the 21st century problems.

Thomas
In pursuit of a well-rounded education, we will WELL equip, educate and consistently provide our scholars with a standards-based 21 century education that will allow them to confront challenges with integrated experiences in STEAM.

Stewart
In pursuit of a well-rounded education, we lovingly and consistently provide our scholars with standards-based and 21st century education through arts integration and a balanced literacy approach.

Alexander
In pursuit of a well-rounded education, Scholars at Harper Archer Elementary will be provided and exposed to a 21-century education which builds on STEAM through arts integration and a balance literacy. They will be provided opportunities to utilize the engineering design process to build a better world.

Upshaw
In pursuit of a well-rounded education, we will equip, educate and consistently provide our scholars with a standards-based

Vision
In pursuit of a well-rounded education, we lovingly and consistently prepare our scholars to confront 21st century challenges through integrated

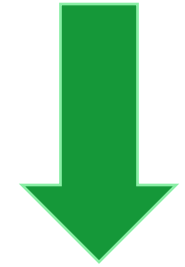
Vision-Cofield
In pursuit of a well rounded education, it is our vision to create a well rounded

In pursuit of a well-rounded education, to

DARE TO STEM
To use integrated STEAM experiences, the engineering design process, arts integration, and a balanced literacy approach

Be prepared for our next meeting:

At our **NEXT** meeting



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
& update the school
strategic priorities and
plan, as needed

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 SY23-24 budget
discussions.



Questions?

Wonderings?

Comments?



Principal's Report



Principal's Report

- October 10, 2022 – Professional Learning
- ACES
- OutTeach
- GADOE STE(A)M Forum
- Trailblazer of Month
- Core Phonics Assessment
- VIP
- EIP Meeting
- DSE Cluster
- After School Professional Learning

