GO Team Meeting #2

Where we are – Where we're going

GO TEAM Norms

The initial GO Team Meeting Norms are as follows:

- This is a meeting of the GO Team. Only members of the team may participate in the discussion. Any members of the public present are here to quietly observe.
- We will be fully present.
- We will follow the agenda as noticed to the public and stay on task.
- We will be respectful of each other at all times.
- We will be open-minded.
- We invite and welcome contributions of every member and listen to each other.
- We will respect all ideas and assume good intentions.
- We will approach differences of opinion with curiosity.

GO Teams are encouraged to add to or otherwise modify these norms to align with the GO Team's identity as a group supporting your school.
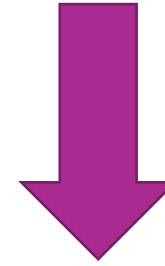
Where We Are

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
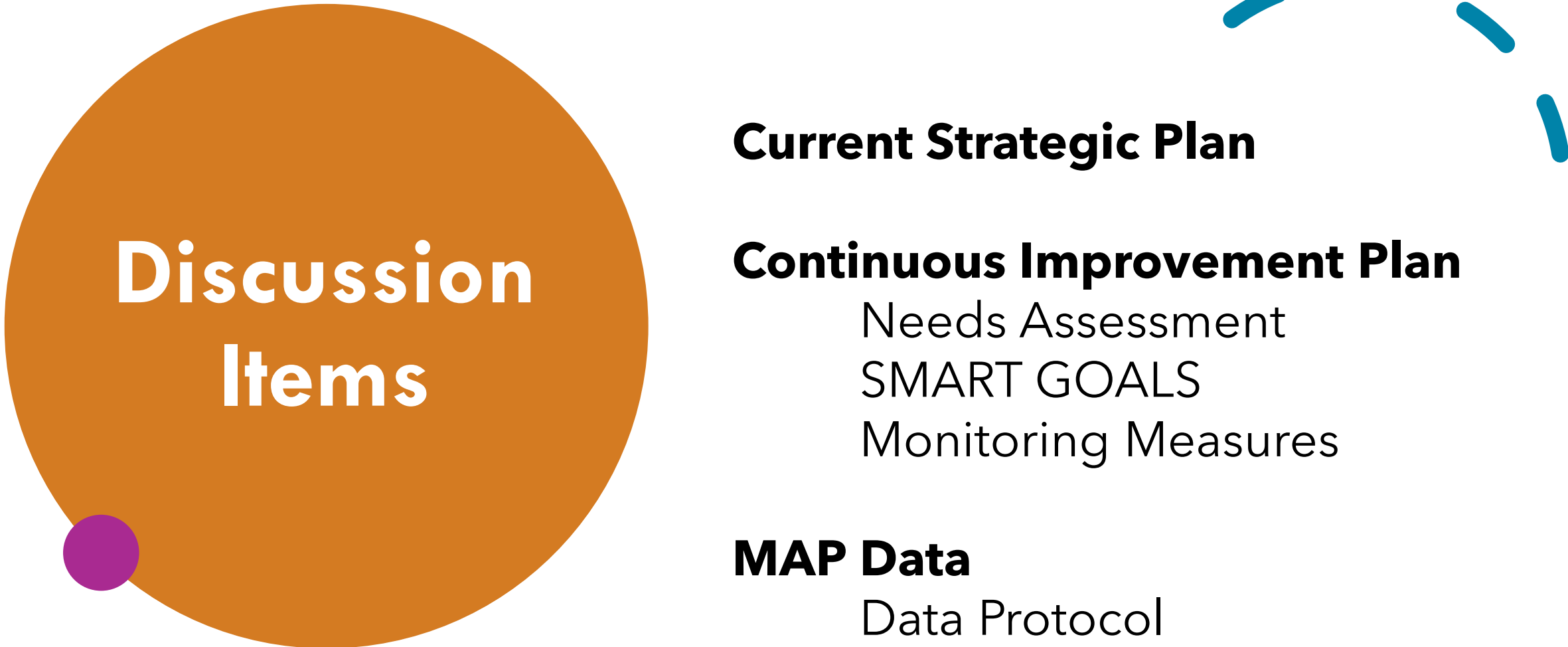
4

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.

4

Discussion Items

Current Strategic Plan

Continuous Improvement Plan
Needs Assessment
SMART GOALS
Monitoring Measures

MAP Data
Data Protocol

Current Strategic Plan

2021-2025

Frank L. Stanton ES

Mission

With a caring culture of equity, trust, and collaboration, every students will graduate college and career ready.

Vision

A high-performing school where students love to learn, educators inspire, families engage, and the community trusts the system.

SMART Goals

Increase the percentage of Proficient and Distinguished Learners in Reading/ELA.

Increase the percentage of Proficient and Distinguished Learners in Math.

Build staff's capacity to consistently use data to inform Whole Child Intervention.

APS Strategic Priorities & Initiatives	School Strategic Priorities	School Strategies
Fostering Academic Excellence for All Data Curriculum & Instruction Signature Program	1. Improve mastery of core content knowledge 2. Implement a STEM Program Model 3. Implement a Strategic Writing Initiative.	1A. Provide Professional Learning to teachers based on assessed needs. 1B. Integrate the use of the Engineering Process across curriculum. 1C. Execute a plan to increase the communication skills of all students to include writing, listening, and speaking.
Building a Culture of Student Support Whole Child & Intervention Personalized Learning	4. Inform and engage community 5. Sustain a school culture conducive to students' social, emotional, and learning needs.	4. Build parent capacity to understand students' needs. 5. Implement Social and Emotional Learning (SEL) for staffers.
Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation	6. Create ongoing opportunities for staffers to volunteer to leadership roles based on strengths and interests.	6. Administer a "Strengths Survey to allow staffers to self-report on their strengths in the "work place."
Creating a System of School Support Strategic Staff Support Equitable Resource Allocation	7. Build systems to identifying ways to systemically determine needs of resources as aligned to students progressing towards proficiency across content areas. 8. Build system and resources to support STEM.	7. Develop business and educational partnerships to support APS5, our North Star. 8. Build community awareness, knowledge, and support for STEM.

Continuous Improvement Plan

SY 2022-2023

School Name Frank L. Stanton Elementary

Strength	Opportunities/Challenges
17% of scholars in grades 3-5 scored Proficient or above on the spring 2022, Reading/ELA GMAS.	Limited time in the Master Schedule to build teachers' capacity to plan effective Reading/ELA and Math lesson designs that strengthen literacy and numeracy foundational skills.
12% of scholars in grades 3-5 scored Proficient or above on the spring 2022, Math GMAS.	
	Lack of Differentiated Professional Development aligned to Whole Child Development to identify the expressed needs of each scholar to provide Wrap-around support.

Our Overarching Needs

Literacy: Increase the percentage of Proficient and Distinguished Learners in Reading/ELA.	Numeracy: Increase the percentage of Proficient and Distinguished Learners in Math.	Whole Child & Student Support: Build staff's capacity to consistently use data to inform Whole Child Intervention.

Jamboard Link

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
Increase the percentage of students scoring Proficient or Above in Reading on the Spring 2023, GMAS by 3%.	Increase the percentage of students scoring Proficient or Above in Mathematics on the Spring 2023, GMAS by 3%.	Decrease the number of students who are chronically absent.

Our Overarching Needs

LITERACY	NUMERACY	WHOLE CHILD & STUDENT SUPPORT
Increase the percentage of Proficient and Distinguished Learners in Reading/ELA because 17% of 3-5 students scored Proficient and above on GMAS spring 2022.	Increase the percentage of Proficient and Distinguished Learners in Mathematics because only 12% of students scored Proficient and above on GMAS spring 2022.	Decrease the percentage of students chronically absent using data to inform Whole Child Intervention.

SMART Goals (Elementary/Middle School)

By spring 2023, increase the percentage of students scoring Proficient or above in Reading on the GMAS by 3% and decrease the percentage of Beginning learners by 5%.	By Spring 2023, will increase the percentage of students scoring Proficient or above in Mathematics on the GMAS by 3% and decrease the percentage of Beginning learner by 5%.	By Spring 2023, decrease the percentage of chronically absent students by 3% as compared to Spring 2022, Infinite Campus Resolution Report.

SMART Goals (High School)

Progress Monitoring Measures

MAP Growth & Reading Fluency System 44 and Read 180 Intervention Look Fors End of Module ReadyGen Assessments FUNdations GADOE Instructional Awareness Walkthrough Form	Georgia Numeracy Project (GNP) Grade Level Common Assessments Do-the-Math Intervention Look Fors MAP Growth Math GADOE Instructional Awareness Walkthrough Form	Attendance Dashboard-CCRPI (APSGraphs) Attendance/CARE Team Meeting Minutes FLS Mentor/Mentee Program "Collective Responsibility"

Our Current
Progress Monitoring Measures

Literacy

- 16% **(17%)**
- **23%**

Numeracy

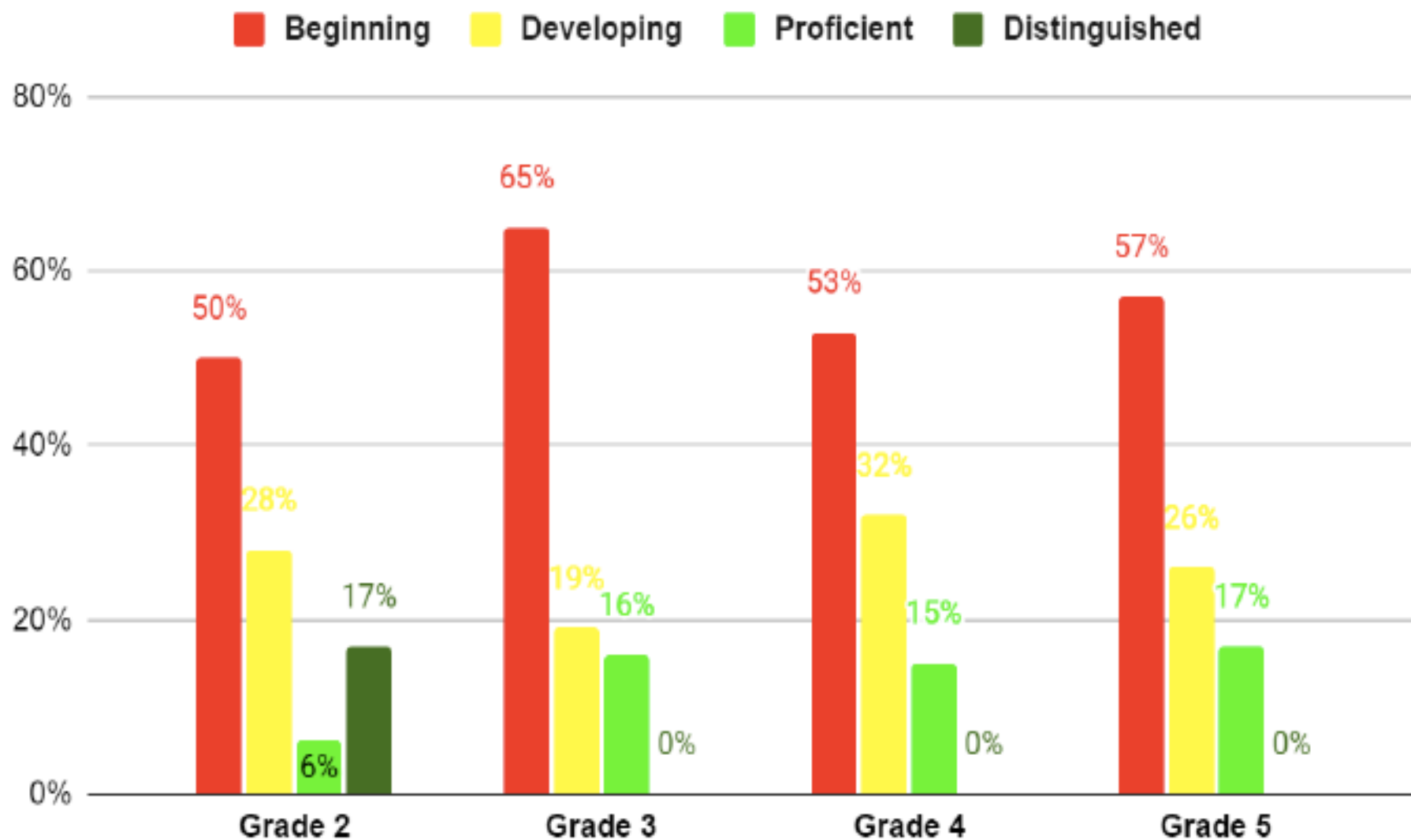- 9% **(12%)**
30%

Whole Child

- 21.9% **(63%)**
50%

MAPS Data

1st Administration

2nd-5th Grade MAP Growth Reading Achievement Levels

■ **Beginning**　■ **Developing**　■ **Proficient**　■ **Distinguished**

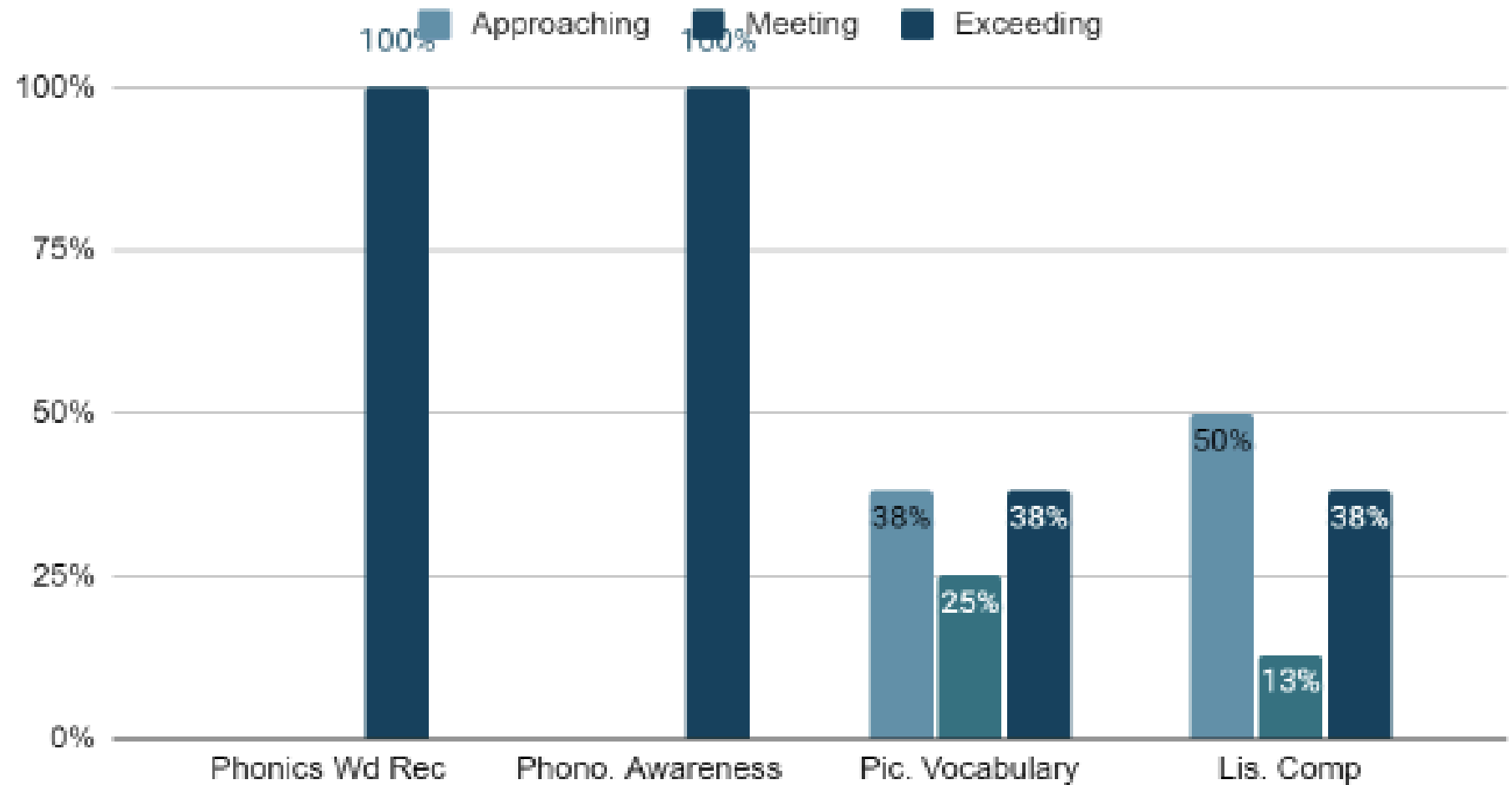|	Grade 2	Grade 3	Grade 4	Grade 5
Beginning	50%	65%	53%	57%
Developing	28%	19%	32%	26%
Proficient	6%	16%	15%	17%
Distinguished	17%	0%	0%	0%

2nd-5th Grade MAP Growth Math Achievement Levels

■ Beginning ■ Developing ■ Proficient ■ Distinguished

	Grade 2	Grade 3	Grade 4	Grade 5
Beginning	22%	63%	32%	63%
Developing	56%	30%	50%	34%
Proficient	11%	7%	18%	3%
Distinguished	11%	0%	0%	0%
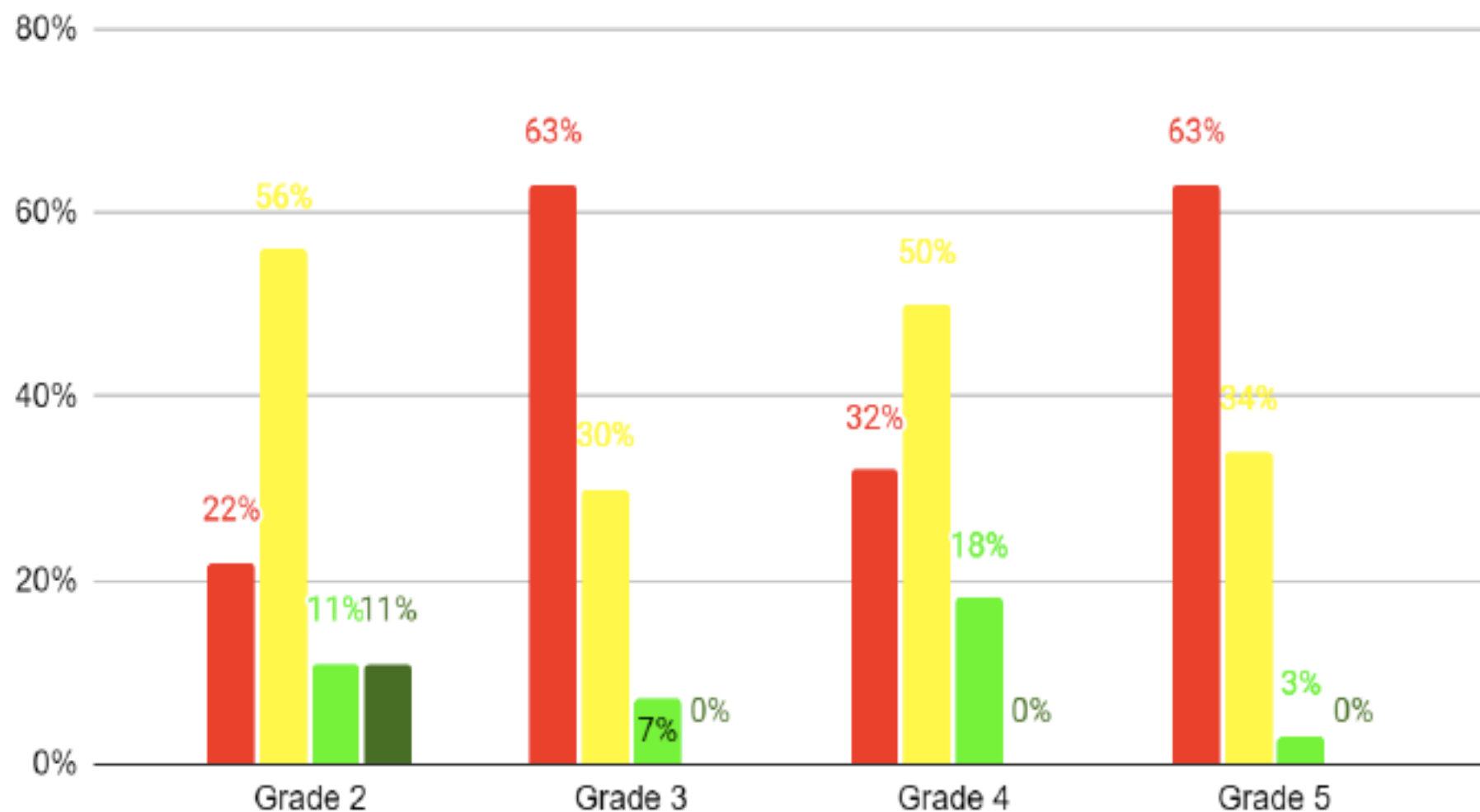
Pre-K Reading Fluency

Kdg. Foundational Skills Beginner

Below ■ Approaching ■ Meeting ■ Exceeding

Skill	Values
Phonics Wd Rec	48% 43% 10%
Phono. Awareness	67% 5% 29%
Pic. Vocabulary	24% 29% 38% 10%
Lis. Comp	33% 24% 43%
Print Concept	57% 33% 10%

Kdg. Foundational Skills

Below | Approaching | Meeting | Exceeding

Skill			
Phonics Wd Rec	29%	57%	14%
Phono. Awareness	57%	14%	29%
Pic. Vocabulary	29%	29%	29%	14%
Lis. Comp	14%	14%	43%	29%
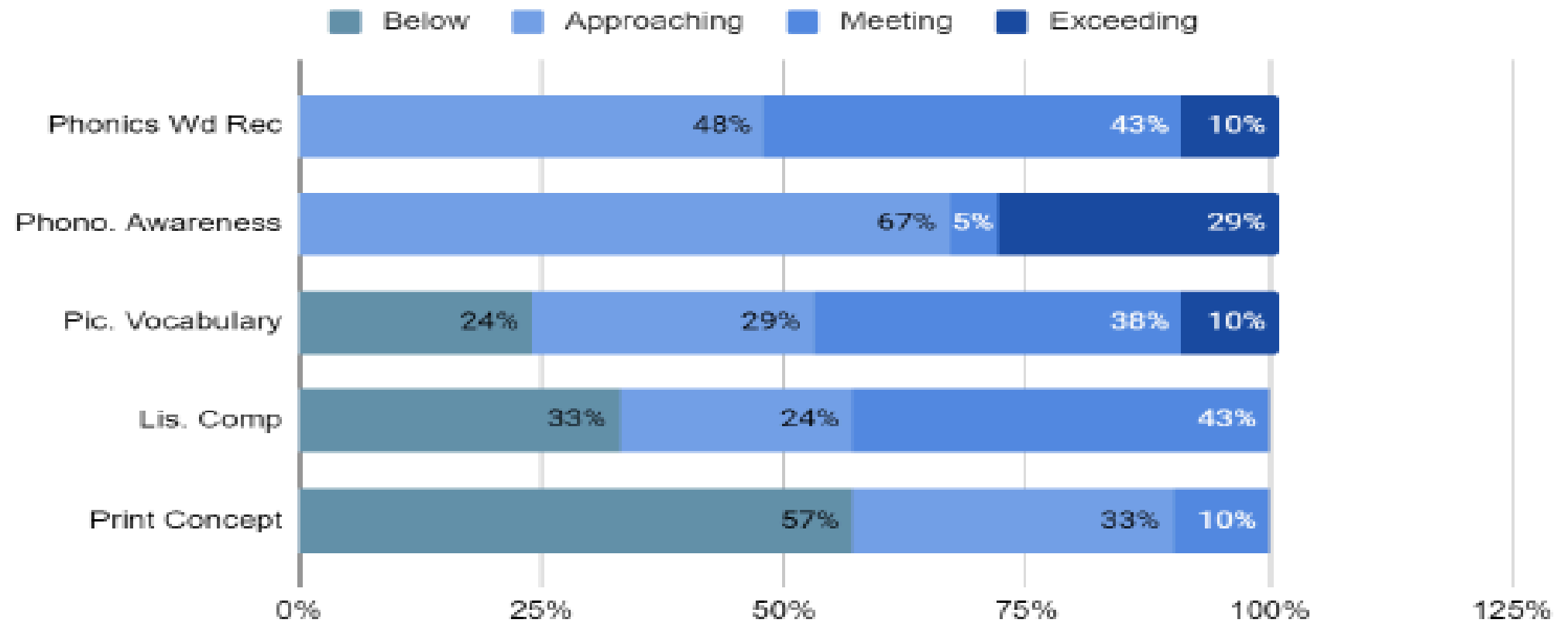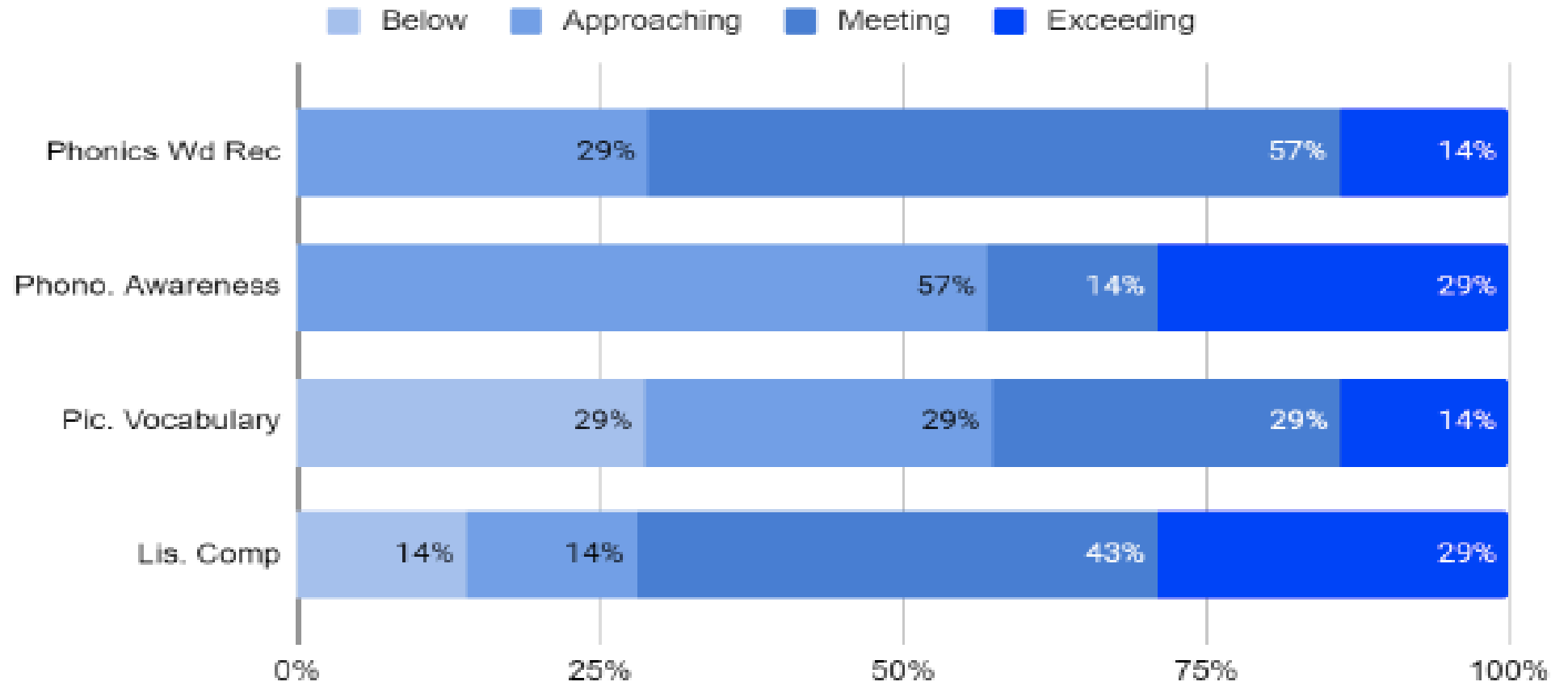
1st Grade Foundational Skills

Legend: Below — Approaching — Meeting — Exceeding

Skill	Below	Approaching	Meeting	Exceeding
Phonics Wd Rec	33%	29%	21%	17%
Phono. Awareness	42%	25%	29%	4%
Pic. Vocabulary	33%	25%	42%	
Lis. Comp	38%	33%	29%	
Sentence RF	96%	4%		
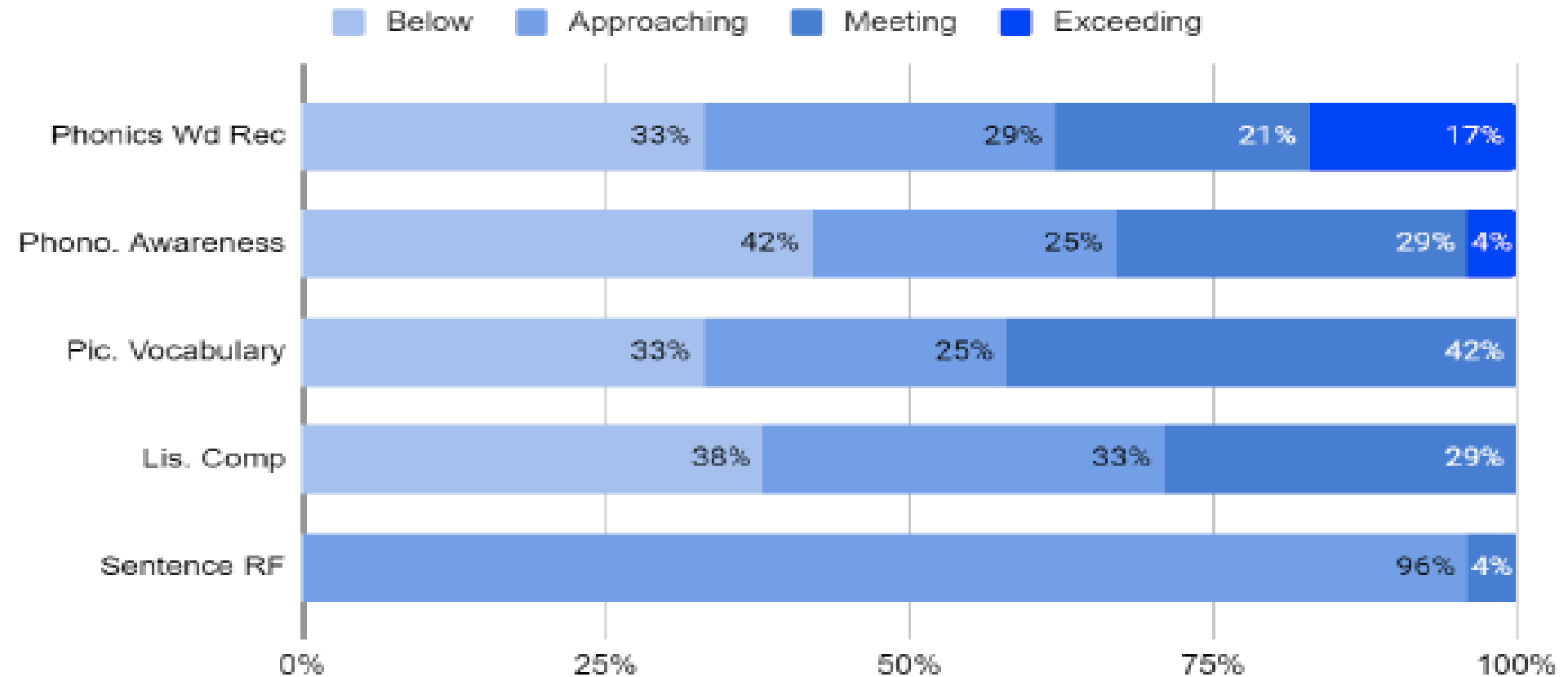
2nd Grade MAP Reading Fluency-Adaptive Oral Reading

Skill	N			
Oral Reading Accuracy	4	25%	75%	
Oral Reading Rate	4	50%	50%	
Picture Vocabulary	13	8%	15%	77%
Listening Comprehension	13	15%	23%	62%
Literal Comprehension	6	17%	33%	50%
Sentence Reading Fluency	19	53%	21%	26%
Phonics Word Recognition	13	69%	31%	
Phonological Awareness	13	38%	62%	
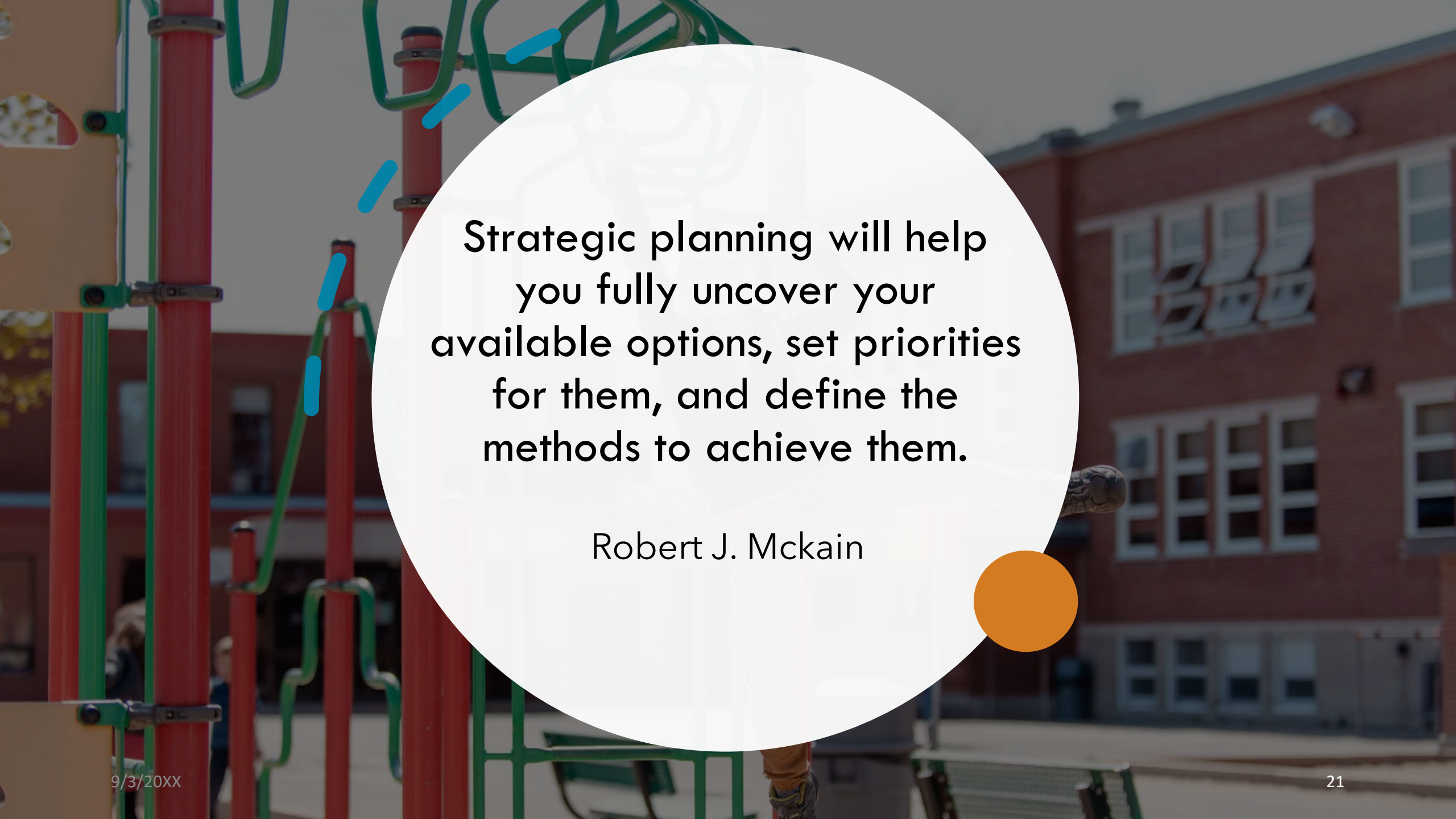
3rd Grade MAP Reading Fluency-Adaptive Oral Reading

Skill	N				
Listening Comprehension	18	11%	89%		
Picture Vocabulary	18	6%	11%	83%	
Literal Comprehension	15	7%	20%	13%	60%
Oral Reading Accuracy	13	8%	23%	46%	23%
Oral Reading Rate	13	8%	31%	54%	8%
Sentence Reading Fluency	33	58%	42%		
Phonics Word Recognition	18	100%			
Phonological Awareness	18	100%			

GO Team Discussion: Data Protocol

- What do you notice?

- What are your wonderings?

- What additional questions do you have?

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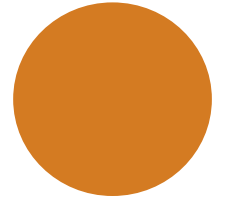
Robert J. Mckain

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 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