

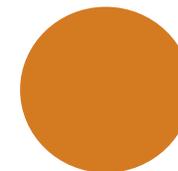


# BPA GO Team Business Meeting #2

Where we are - Where we're going

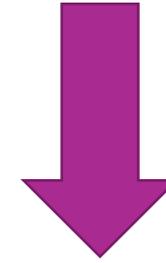
# Where We Are

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 2024**

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

3

## **August 2024**

School Leadership completed 2024-2025 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 rank of the strategic plan priorities for SY24-25 in preparation for budget discussions.



# Discussion Items

**Answers to Last Month's Questions**

**Continuous Improvement Plan and Strategic Plan Alignment**

**Strategic Plan and Continuous Improvement Plan Progress**

**Strategic Plan Update** *(if needed)*

**Ranking Strategic Plan Priorities**

**School Uniform Process Update**



# Questions from October



How does the Demographic Data vary at Kindergarten v. 5<sup>th</sup>? (Ed)

Can we get Subgroup Data for K, 1, 2 MAP? (Ali)

Is Climate/Culture Subgroup Data Available?

	Total Students	Black Students	2+ Races	White Students	Asian	Hispanic / Latino
PreK	17	12	1	4	0	0
K	96	39 (40%)	8	41 (43%)	2	6
1 <sup>st</sup>	102	29 (28%)	11	49 (48%)	1	12
2 <sup>nd</sup>	105	46	13	37	5	4
3 <sup>rd</sup>	91	40*	8*	34*	2	7*
4 <sup>th</sup>	94	45*	8*	30*	2	9*
5 <sup>th</sup>	91	48* (53%)	7*	32* (35%)	0	4*
Total School	596	259 (43%)	55	227 (38%)	12	42

# BPA Enrollment since 2015

schoolname	endyear	students	
Burgess-Peterson Elementary School	2015	363	64 pre-k
Burgess-Peterson Elementary School	2016	356	42 Pre-K
Burgess-Peterson Elementary School	2017	387	21 Pre-K
Burgess-Peterson Elementary School	2018	477	21 Pre-K
Burgess-Peterson Elementary School	2019	518	0
Burgess-Peterson Elementary School	2020	548	
Burgess-Peterson Elementary School	2021	539	
Burgess-Peterson Elementary School	2022	493	
Burgess-Peterson Elementary School	2023	506	
Burgess-Peterson Elementary School	2024	566	
Burgess-Peterson Elementary School	2025	596	

# MAP Fluency Subgroup Comparison: % Meeting or Exceeding Expectation

Use the menus below to select desired metric, subgroup, and schools. Grade filters apply to both district and school charts. Percent of students Meeting Expectations, Exceeding Expectations, Oral Reading, or Recommended Oral Reading. For Result Type, Kindergarten students and Grade 1 students in Fall and Winter that are in Foundational Skills are considered to Meet Expectations.

## Select Fluency Metric

Phonics Word Recognition

## Comparison Group

Ethnicity

## School

Burgess

## Window

(Multiple values)

## Grade

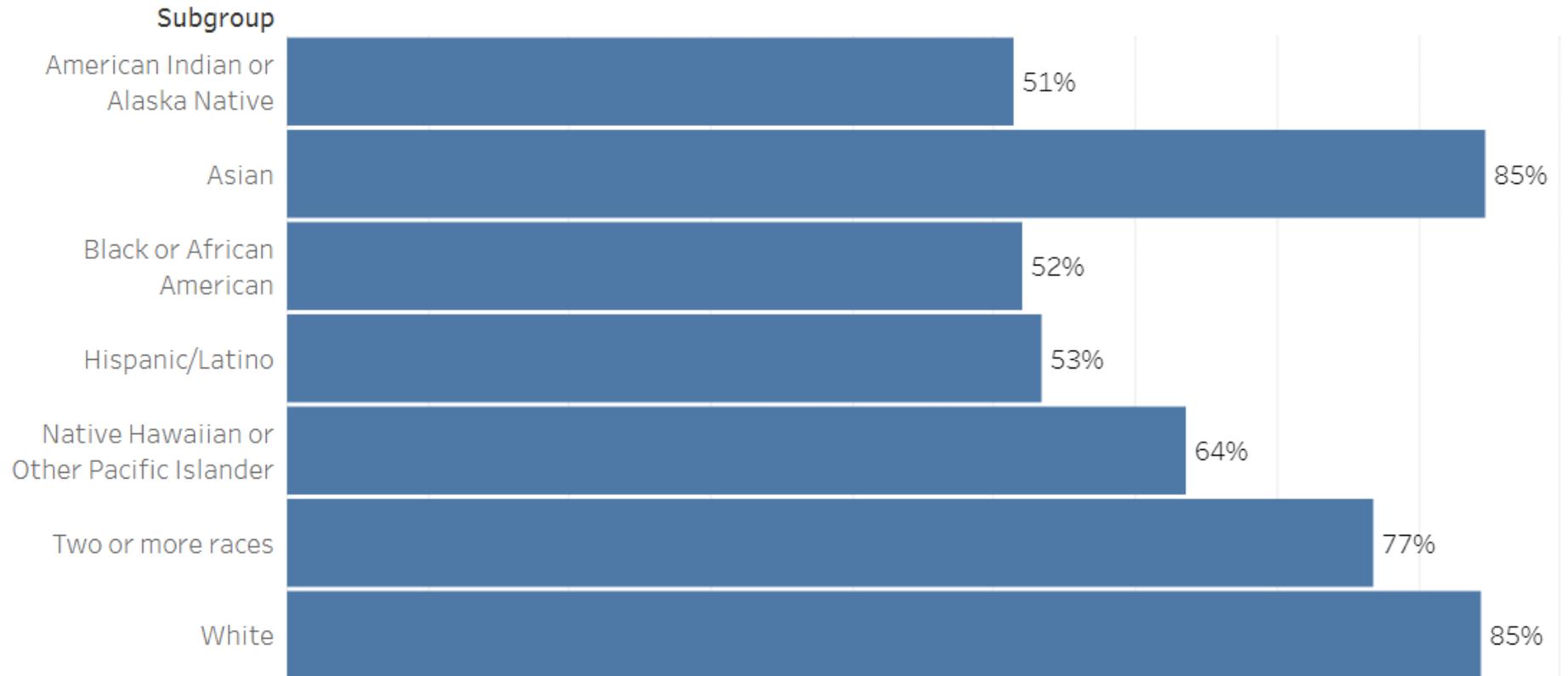
(Multiple values)

## Cluster

(All)

## District

## K-2 Phonics Word Recognition APS

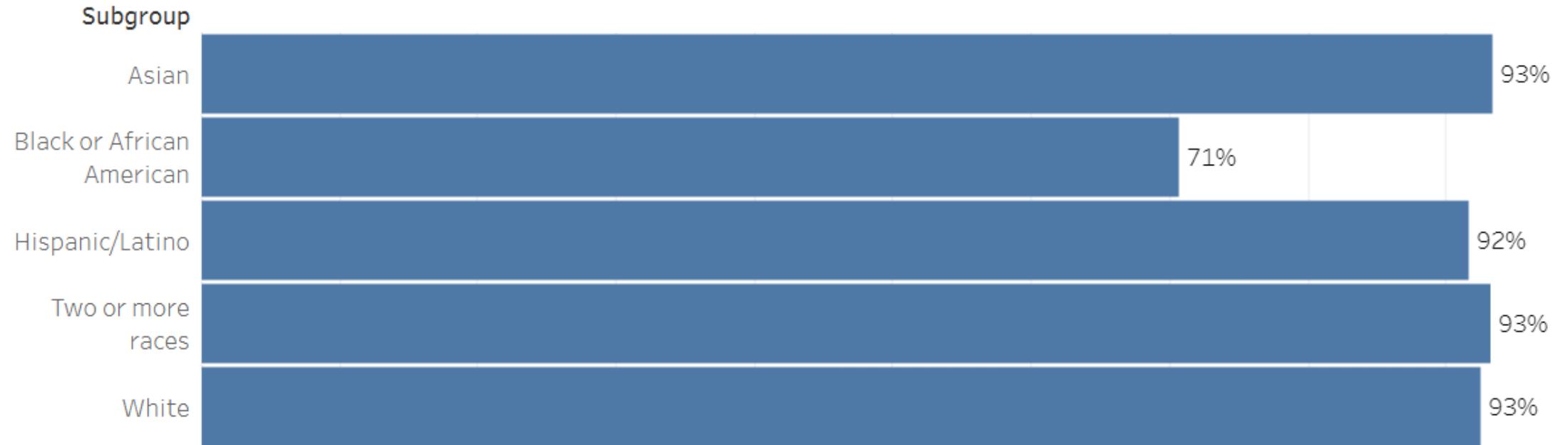


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School: Burgess

## K-2 Phonics Word Recognition BPA



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## Select Fluency Metric

Phonological Awareness

## Comparison Group

Ethnicity

## School

Burgess

## Window

Fall 2024-2025

## Grade

(Multiple values)

## Cluster

(All)

## District

## K-2 Phonics Phonological Awareness APS

### Subgroup

American Indian or Alaska Native

46%

Asian

92%

Black or African American

59%

Hispanic/Latino

58%

Two or more races

82%

White

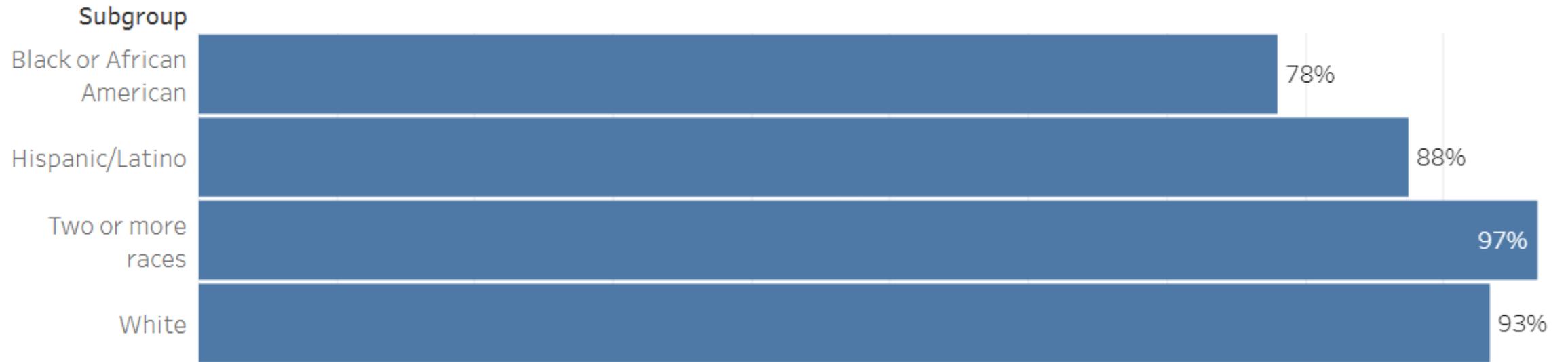
89%

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School: Burgess

## K-2 Phonics Phonological Awareness BPA





# Current Strategic Plan

2021-2025

# Burgess-Peterson Academy

**Mission:** BPA strives for equity and inclusion as we implement engaging, inquiry based learning experiences to develop action oriented life-long thinkers and globally minded citizens who aspire to make positive changes in our community and beyond.

**Vision:** Our Vision is to become the neighborhood school of choice and a compelling traditional public school option for the child of any family in the East Atlanta Village and Reynoldstown.

## SMART Goals

The percentage of students in grades 3, 4, 5 scoring proficient or above in reading/ELA will increase from 50% to 75% by June 2025.  
(60% 2022, 65% 2023, 70% 2024)

The percentage of students in grades 3, 4, 5 scoring proficient or above in math will increase from 50% to 75% by June 2025.  
(60% 2022, 65% 2023, 70% 2024)

We will increase the school climate rating from 4 stars to 5 stars by June 2025

Burgess-Peterson will be reauthorized as an IB PYP school with 100% of programme standards and practices met.

## 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. Implement conceptually rigorous and developmentally appropriate math program and increase student proficiency for all grade levels.
2. Implement structured literacy practices and increase student growth and proficiency for all grade levels.
3. Maintain authorization as an International Baccalaureate PYP World School & Improve Systems and Resources to support PYP.
4. Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, and wellness.
5. Improve Teacher Efficacy in IB, Literacy & Math Development and other Core Content Areas
6. Inform and engage the school community
7. Foster a positive, informed and engaged school culture

## School Strategies

- 1A. Utilize NCTM's Effective Mathematics Teaching Practices daily with fidelity.
- 1B. Assess Math Levels three times yearly using the MAP Growth Math assessment and intervene as appropriate utilizing data
- 2A. Utilize Orton Gillingham phonics methodology daily with fidelity.
- 2B. Focus on Accelerated Reader Individual Student Goals
- 2C. Assess Reading Levels three times yearly using the MAP Reading Fluency (K-2) and Growth Reading (1-5) assessment and intervene as appropriate utilizing data
- 3A. Implement and Refine IB "Planners" and the BPA Programme of Inquiry
- 3B. Explicitly teach and reinforce the IB Learner Profile and Attitudes school-wide (monthly school meetings, IB ambassadors, IB profile focus of the month).
- 3C. Enact PYP growth through strategies, including but not limited to, self study, action plan, IB ambassadors.
- 4A: Implement daily SEL instruction through community gathering and Second Step lessons and embed within daily learning throughout the day.
- 4B: Administer BASC-3 screener assessment each school year with 90% parent participation and 100% student/staff participation.
- 4C: Utilize the BASC-3 data to identify urgent intervention students needing additional support.
- 4D: Development of the Whole Child by supporting programs including but not limited to Gardening Education, Band, Steel Drum Band, Drum Line, Choir, Art Club, Violin, Early Spanish Exposure, and Girls on the Run.
- 4E: Collaborate with community out of school time programs to ensure continuity of student support
- 4F: Utilize MAP Growth and GMAS sub-group data to prioritize remediation and enrichment for students scoring below the school proficiency average.
- 5A. Provide targeted professional learning for all teachers to improve early literacy and math instruction and assessment.
- 5B: Provide targeted professional learning for all teachers to develop and implement the International Baccalaureate PYP
- 5C: Provide culturally responsive pedagogy training and trauma informed training.
- 5D: Continue to participate in and enhance the CREATE Pre-Service Teacher Residency Partnership.
- 6A. Build community awareness, knowledge and support for IB PYP
- 6B. Strengthen relationships with King Middle School
- 6C. Cultivate partnerships with the EAV and REYNOLDSTOWN business community
- 7A. Support a family focused environment to enhance the Climate and Culture among Staff Members and BPA families
- 7B. Continue with a strong Parent Engagement Program.

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## Building a Culture of Student Support

Whole Child & Intervention  
Personalized Learning

### 4. Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, and wellness.

- 4A: Implement daily SEL instruction through community gathering and Second Step lessons and embed within daily learning throughout the day.
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## Equipping & Empowering Leaders & Staff

Strategic Staff Support  
Equitable Resource Allocation

### 5. Improve Teacher Efficacy in IB, Literacy & Math Development and other Core Content Areas

- 5A. Provide targeted professional learning for all teachers to improve early literacy and math instruction and assessment.
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- 5C: Provide culturally responsive pedagogy training and trauma informed training.
- 5D: Continue to participate in and enhance the CREATE Pre-Service Teacher Residency Partnership.

## Creating a System of School Support

Collective Action, Engagement  
& Empowerment

### 6. Inform and engage the school community

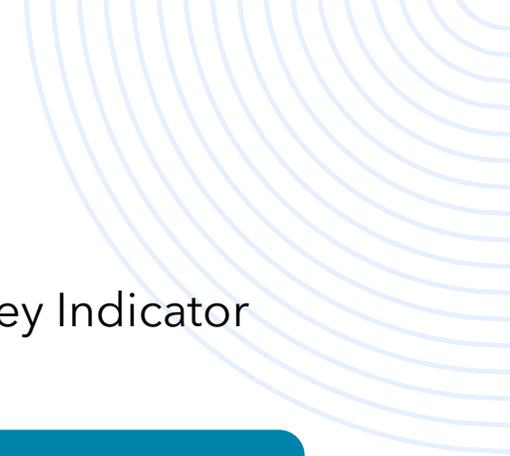
### 7. Foster a positive, informed and engaged school culture

- 6A. Build community awareness, knowledge and support for IB PYP
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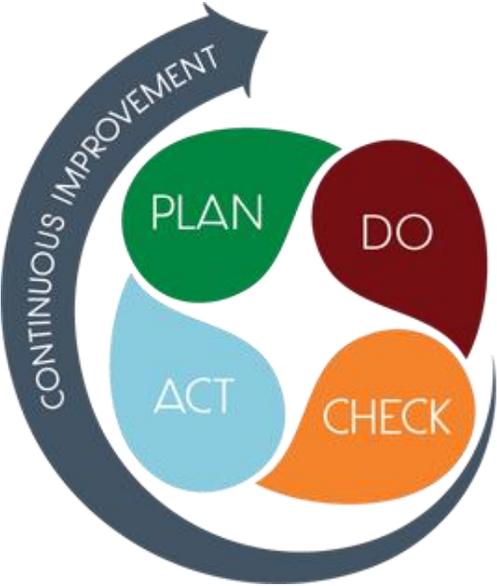
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# Continuous Improvement Plan



# CONNECTING THE BPA STRATEGIC PLAN & CONTINUOUS IMPROVEMENT PLAN



Strategic Plan Priority	CIP SMART Goal	Key Indicator
Improve Math Outcomes	75% Proficient or Above Spring 2025	GMAS Spring 2025
Improve Reading Outcomes	75% Proficient or Above Spring 2025	GMAS Spring 2025
Maintain IB and Whole Child Supports	Maintain IB and Whole Child Supports	Climate Rating IB Standards & Practices

# Strat Plan School Strategies MIRROR CIP School Strategies EXCEPT....

- CIP Includes Specific Call Outs for
  - Cox Campus Structured Literacy Training for Teachers
  - Dyslexia Support for students flagged for “Significant Reading Difficulty”
- CIP Includes Specific Call Outs for
  - Family Literacy Night
  - Family Math Night
  - BPA Culture Fest

\*District no longer uses BASC 3 BESS, SEL Screener

\*We haven't yet done Culturally Responsive PL for Teachers

**GO TEAM DISCUSSION:** Review the priorities and goals in your **strategic plan** and the information and goals **CIP**. Reflect on if updates need to be made to the Strategic Plan.

# GO Team Activity & Discussion

**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?**

Literacy Night

Math Night

Culture Fest

# 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.*



# 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



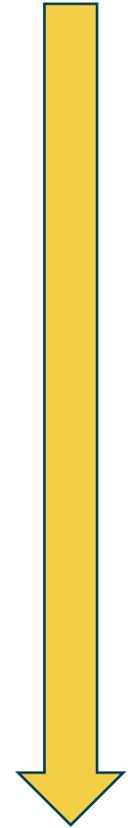
# Discussion

## 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

Higher



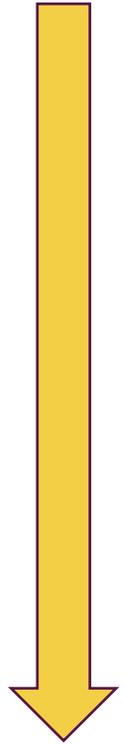
Lower

- 1. Implement conceptually rigorous and developmentally appropriate math program and increase student proficiency for all grade levels.\***
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# Strategic Plan Priority Ranking

Insert the school's priorities from Higher to Lower

Higher



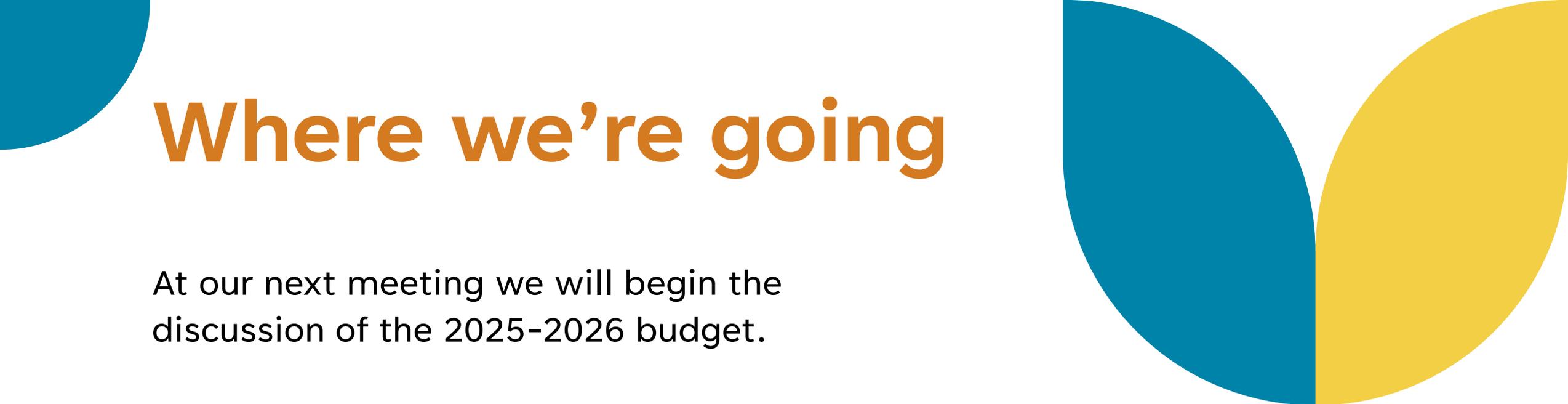
Lower

1.



# Action on the Strategic Plan Priorities

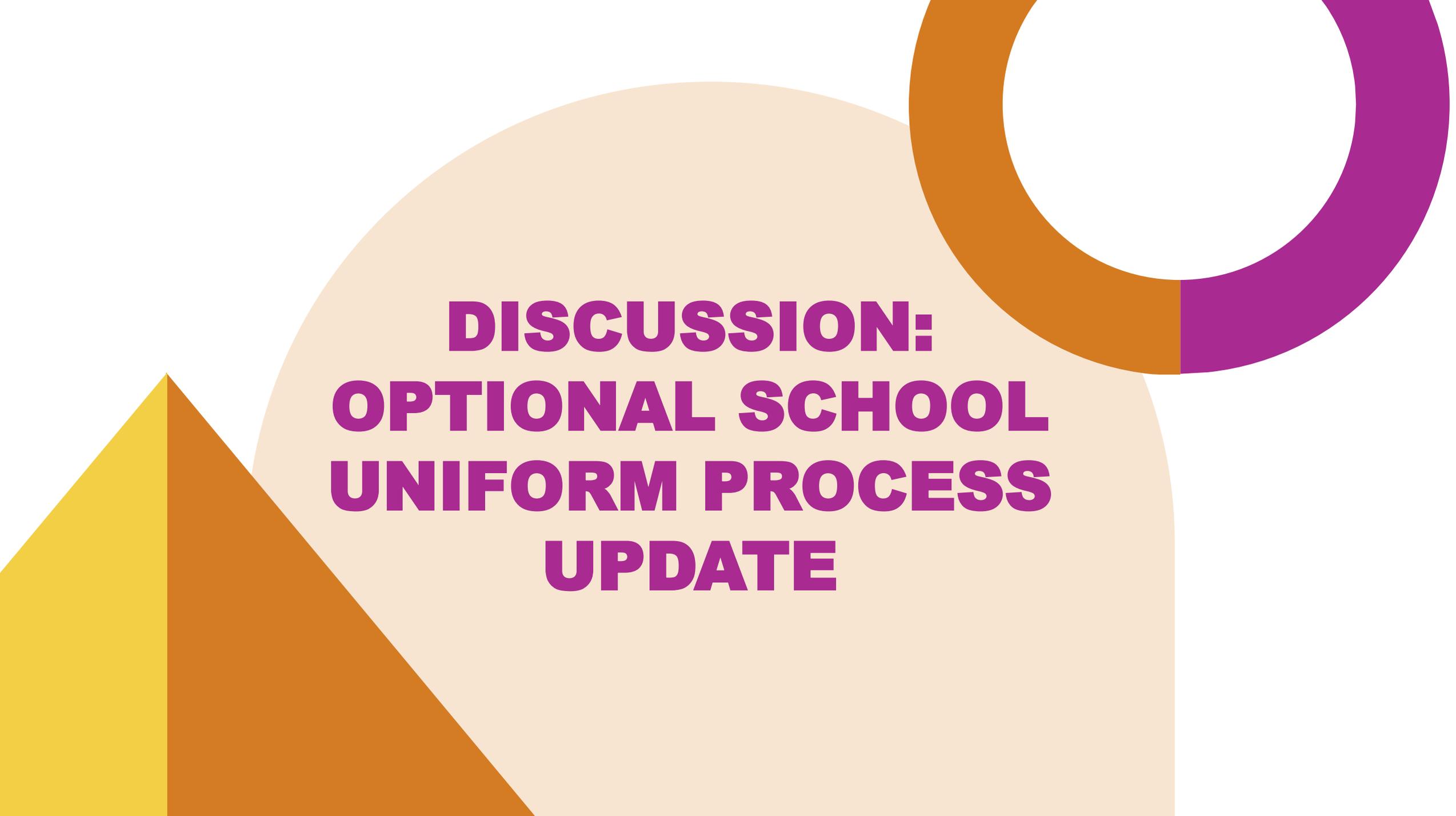
The GO Team needs to **TAKE ACTION (vote)** on its ranked Strategic Plan Priorities. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.



# 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.



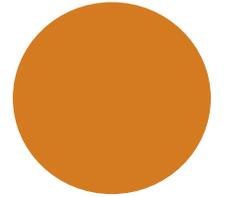
**DISCUSSION:  
OPTIONAL SCHOOL  
UNIFORM PROCESS  
UPDATE**

# 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 any updates to our strategic plan and the ranking our strategic priorities for the 2024-2025 school year.

Let me or the Chair know of any additional information you need for our future discussion.





# Principal's Report

# Security Grant Update

<b>Classroom Blinds Repair/Replace</b>	<b>\$8k</b>
<b>Additional 2-way Radios</b>	<b>\$2k</b>
<b>Window Tinting</b>	<b>\$1,300</b>
<b>Playground Speakers</b>	<b>\$2,300</b>
<b>Additional Security Cameras</b>	<b>\$25k</b>
<b>Whole School “re-key” Project</b>	<b>APS</b>

**\$5k Uncommitted – Ideas??**



Thank you