



BPA GO Team
Meeting #2, Oct. 20, 2022

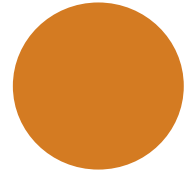
Where we are - Where we're going

Where We Are

Our strategic plan guides the work we're doing at BPA. By monitoring the plan and ranking priorities, we can all be informed about our common goals.

BPA developed our Continuous Improvement Plan (CIP) with the Go Team's Strategic Plan and Priorities in mind.

Tonight we will review these documents and the alignment between them.



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

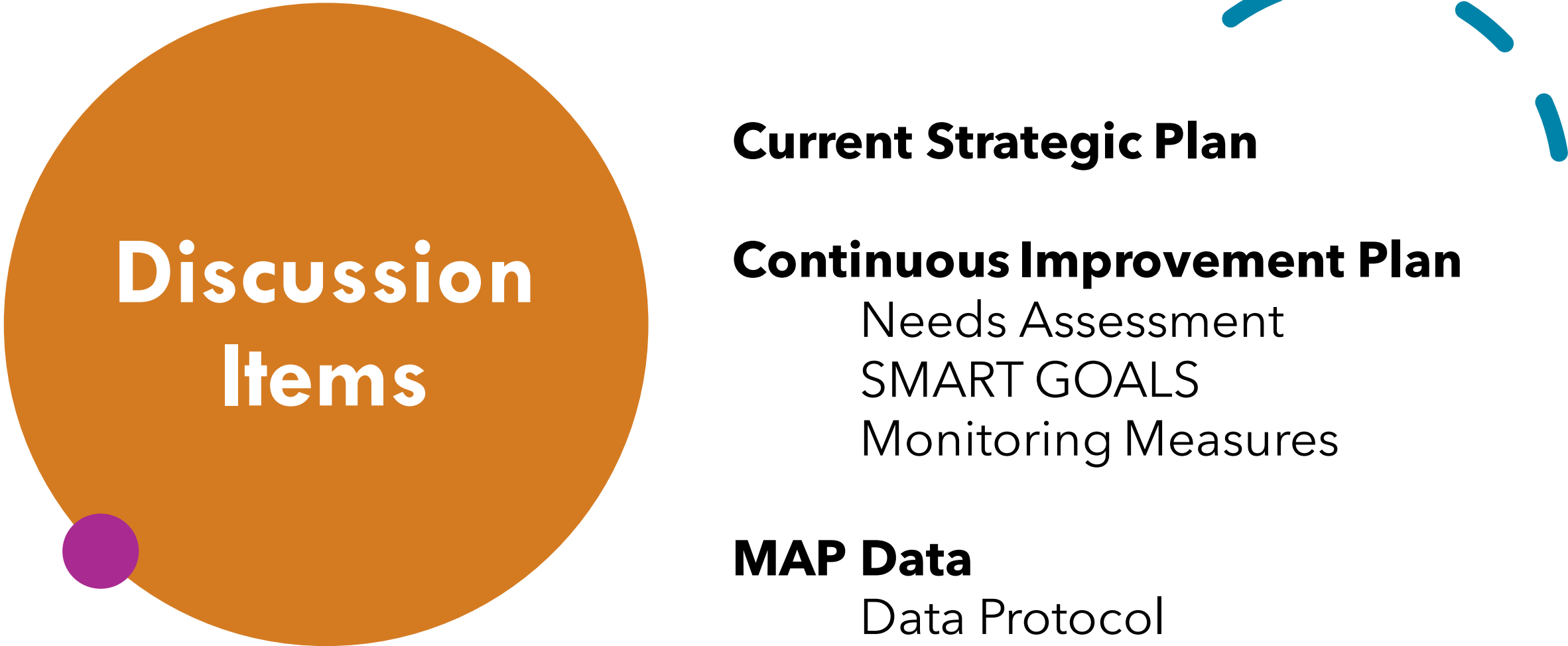
Sept. - Dec. 2022

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

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 endeavor 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 structured literacy practices and increase student growth and proficiency for all grade levels.
2. Implement conceptually rigorous and developmentally appropriate math program and increase student 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 Orton Gillingham phonics methodology daily with fidelity.
- 1B. Focus on Accelerated Reader Individual Student Goals
- 1C. 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
- 2A. Utilize Eureka Math resource daily with fidelity.
- 2B. Assess Math Levels three times yearly using the MAP Growth Math 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.
- 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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Continuous Improvement Plan

SY 2022-2023

Burgess-Peterson Academy



Needs Assessment

Strengths	Opportunities/Challenges
BPA's Average Daily Attendance Remained STRONG in 2022	BPA's % of Proficient and Above for MATH is far lower than ELA and flat
BPA's % of Students Scoring Proficient and Above for ELA 53% v. APS @ 31%	BPA's 5th graders did particularly poorly in MATH re: Proficient and Above
BPA's % of Students Scoring Proficient and Above for MATH 50% v. APS @ 31%	Our black students outperform the district average considerably. However, there still exists a gap in outcomes when comparing black and white students in ELA and Math.
BPA's % of Students Scoring Proficient and Above in ELA is UP by 23% since 2016	Our SWD subgroup outperforms the district, however, there is still a gap in outcomes for this subgroup at BPA.
The number of BPA 3rd, 4th, 5th graders grew by 3.7% for Reading/ELA from 2019 to 2022. This is the 3rd highest growth increment among all elementary schools.	

Our Overarching Needs

Literacy: Continue to Implement Structured Literacy (OG-based phonics) with modeling, monitoring and feedback as well as Structured Literacy training for all homeroom and special education teachers.
To be on track for our strategic plan goals, BPA needs to increase the percentage of students scoring at Proficient or higher in ELA from 53% (2022) to 60% (2023).

Numeracy: We will implement improved structure to the oversight of movement through critical content in mathematics, more modeling and feedback (coaching cycle) and more support implementing hands-on learning in mathematics. Particularly at Grade 5.
To be on track for our strategic plan goals, BPA needs to increase the percentage of students scoring at Proficient or higher in Math from 50% (2022) to 60% (2023.)

Whole Child & Student Support
We need to identify and support the various needs (SEL, MTSS, Uniform Assistance, Food Assistance) of BPA students and their families.



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To be on track for our strategic plan goals, BPA needs to increase the percentage of students scoring at Proficient or higher in Math from 50% (2022) to 60% (2023.)

WHOLE CHILD & STUDENT SUPPORT
We need to identify and support the various needs (SEL, MTSS, Uniform Assistance, Food Assistance) of BPA students and their families.

SMART Goals (Elementary/Middle School)

The percentage of 3, 4, 5 grade students at BPA scoring at Proficient or higher on the GMAS ELA test will increase from 53% to 60% by Spring 2023.

The percentage of 3, 4, 5 grade students at BPA scoring at Proficient or higher on the GMAS MATH test will increase from 50% to 60% by Spring 2023.

At least 90% of students and families will participate in the BASC 3 BES and the School Climate and Satisfaction Surveys this school year with at least 80% of parent respondents reporting that they feel their children are Safe and Happy at BPA.

Progress Monitoring Measures

MAP Rdg Assessment will be utilized in Fall and Winter to identify Gaps in proficiency and plan for reteaching and remediation of standards by grade level, classroom and student.

MAP RIT reports will help correlate instruction to likely outcomes on GMAS

Weekly Planning PLCs and Monthly Data Review Protocols and MAP Data Review Q1 and Q3

Weekly Lesson Plan Review with Feedback to ensure movement and pacing through critical content.

MAP MATH Assessment will be utilized in Fall and Winter to identify Gaps in proficiency and plan for reteaching and remediation of standards by grade level, classroom and student.

MAP RIT reports will help correlate instruction to likely outcomes on GMAS

Weekly Planning PLCs and Monthly Data Review Protocols and MAP Data Review Q1 and Q3

Weekly Lesson Plan Review with Feedback to ensure movement and pacing through critical content.

SEL Lesson Plan will be Provided to support Implementation.

BASC 3 BESS Reports will guide implementation and provide timely feedback.

Counselor and SSW Referrals will be used to gauge need and impact

MTSS Monthly Reports

Attendance and CARE Team Minutes Semi-Weekly

Discipline Referrals

Our Current Progress Monitoring Measures

Literacy

- MAP reading assessment 3x yearly
- Use MAP data to ID students for Intervention, MTSS, tutoring opportunities
- MAP data reports to correlate likely outcomes on GMAS
- MAP data review with Teachers Q1 and Q3
-

Numeracy

- MAP math assessment 3x yearly
- Use MAP data to ID students for Intervention, MTSS, tutoring opportunities
- MAP data reports to correlate likely outcomes on GMAS
- MAP data review with Teachers Q1 and Q3

Whole Child

- SEL lessons every morning, every classroom
- SEL Lesson Plans provided by Counselor
- BASC 3 BESS reports to guide touchpoints and interventions as needed
- Attendance and CARE Team meet bi-weekly to surface and solve problems



MAP Data

1st Administration

MAP Growth Achievement Level Predictions by Grade

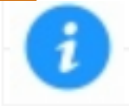


Georgia Milestones Achievement Level Predictions are only made for Grades 2-8 tests taken in English

click a grade-level or section to generate a list of students in that category combination below

School	Window	Tested Grade	Exam	Exams				
Burgess	Fall 2021-2022	02	Reading	84	27%	30%	25%	18%
		03	Reading	72	19%	24%	28%	29%
		04	Reading	71	20%	28%	30%	23%
		05	Reading	71	20%	34%	38%	8%
	Fall 2022-2023	02	Reading	78	14%	28%	38%	19%
		03	Reading	88	15%	24%	35%	26%
		04	Reading	67	18%	16%	30%	36%
		05	Reading	66	14%	18%	47%	21%

MAP Growth Achievement Level Predictions by Grade



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click a grade-level or section to generate a list of students in that category combination below

School	Window	Tested Grade	Exam	Exams	Achievement Level Predictions			
Burgess	Fall 2021-2022	02	Math	84	20%	40%	32%	7%
		03	Math	72	26%	26%	38%	10%
		04	Math	72	21%	51%	25%	
		05	Math	72	32%	54%	11%	
	Fall 2022-2023	02	Math	84	6%	37%	43%	14%
		03	Math	87	10%	31%	44%	15%
		04	Math	67	18%	25%	43%	13%
		05	Math	66	11%	48%	30%	11%

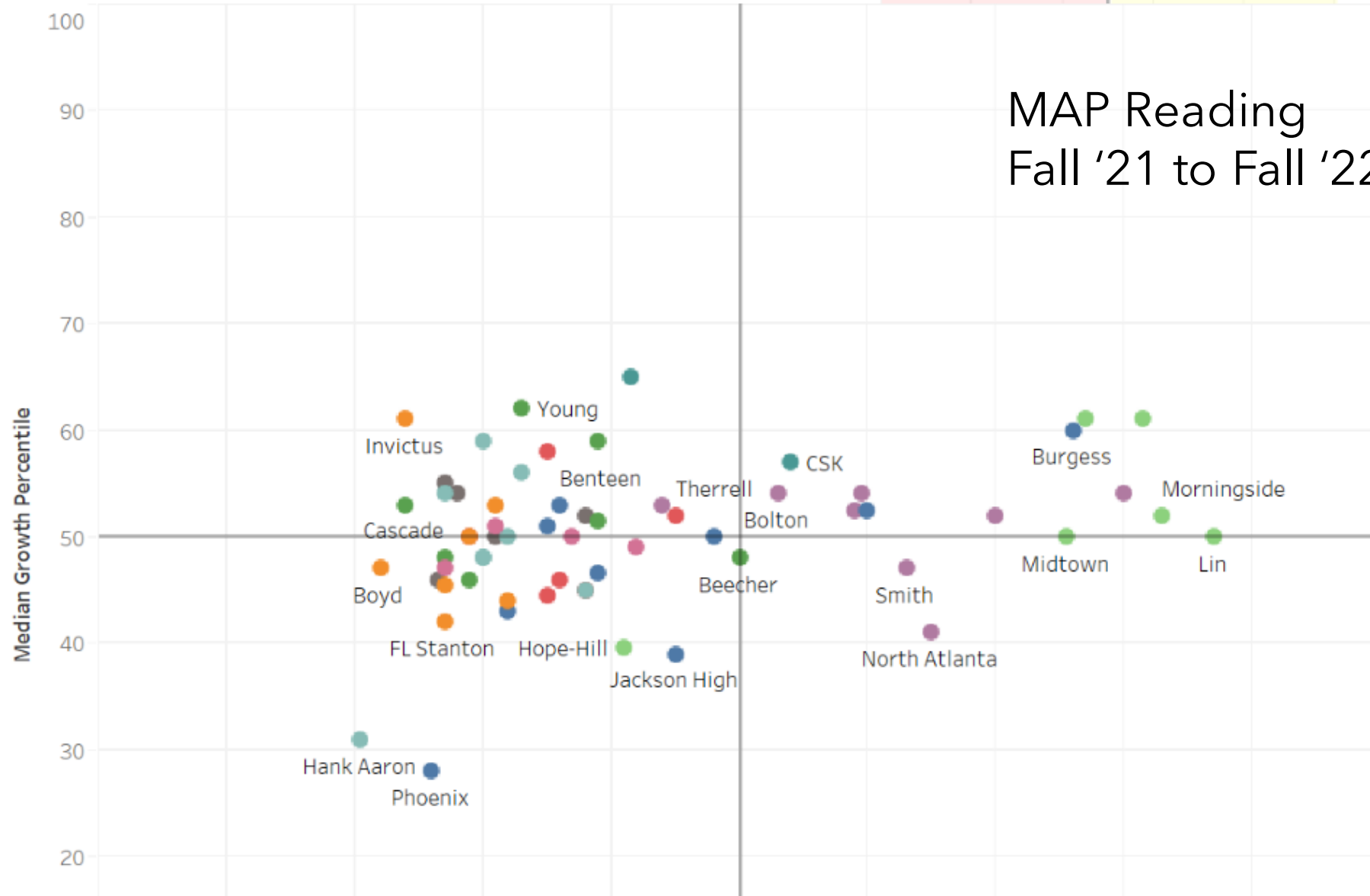


District Growth Achievement Quadrant View

Select any point to see the prior growth and achievement percentages. Hover over a point to reveal the timeframe and details. Use the filters to show data by subgroup. Select the "Color by:" parameter on the left to update the scatter plot for cluster or associate superintendent.

Low Achievement High Growth	High Achievement High Growth
Low Achievement Low Growth	High Achievement Low Growth

MAP Reading
Fall '21 to Fall '22

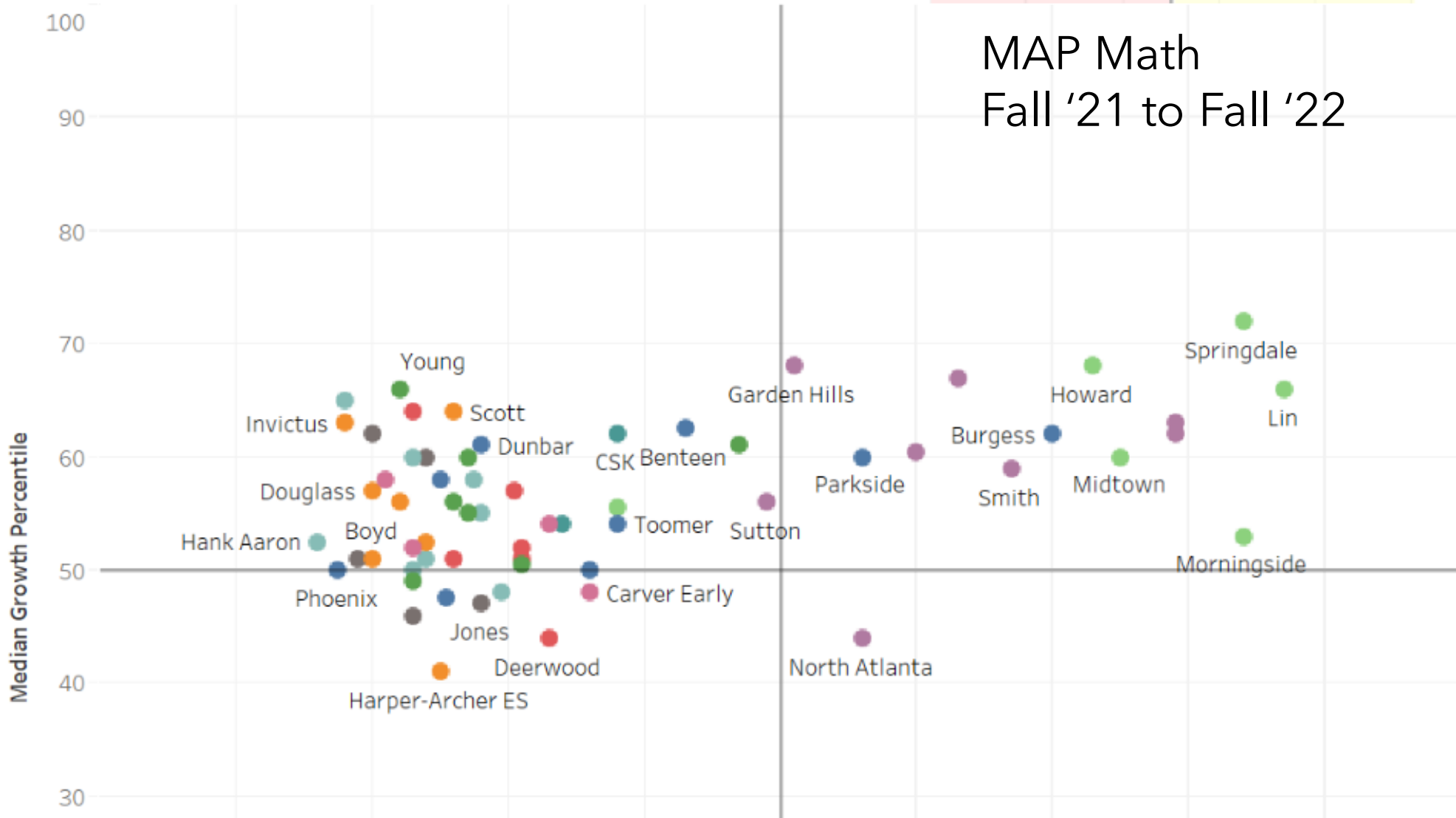


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Low Achievement High Growth	High Achievement High Growth
Low Achievement Low Growth	High Achievement Low Growth

MAP Math Fall '21 to Fall '22



MAP FLUENCY Universal Screener Flag Summary



Student's flag exhibited performance that suggests possible reading difficulty.
Monitoring and/or intervention may be appropriate to improve this student's reading outcomes.
A flag on this screener does not indicate a diagnosis of reading disability.

[*Click in the school level viz below to drill down to a list of students by universal screener result.](#)

DISTRICT	Fall 2021-2022	Foundational Skills	4,289	53%	47%
		Oral Reading	27	100%	
	Fall 2022-2023	Foundational Skills	4,338	45%	55%

School	Window	Test Type	Count		
Burgess	Fall 2021-2022	Foundational Skills	157	41%	59%
	Fall 2022-2023	Foundational Skills	157	18%	82%

Subgroup Comparison

Ethnicity

School

(All)

Window

(Multiple values)

Exam

Math

Tested Grade

(All)

Choose Aggregate Level

Proficient and Above

Subgroup Comparison

Black or African American

Hispanic/Latino

Two or more races

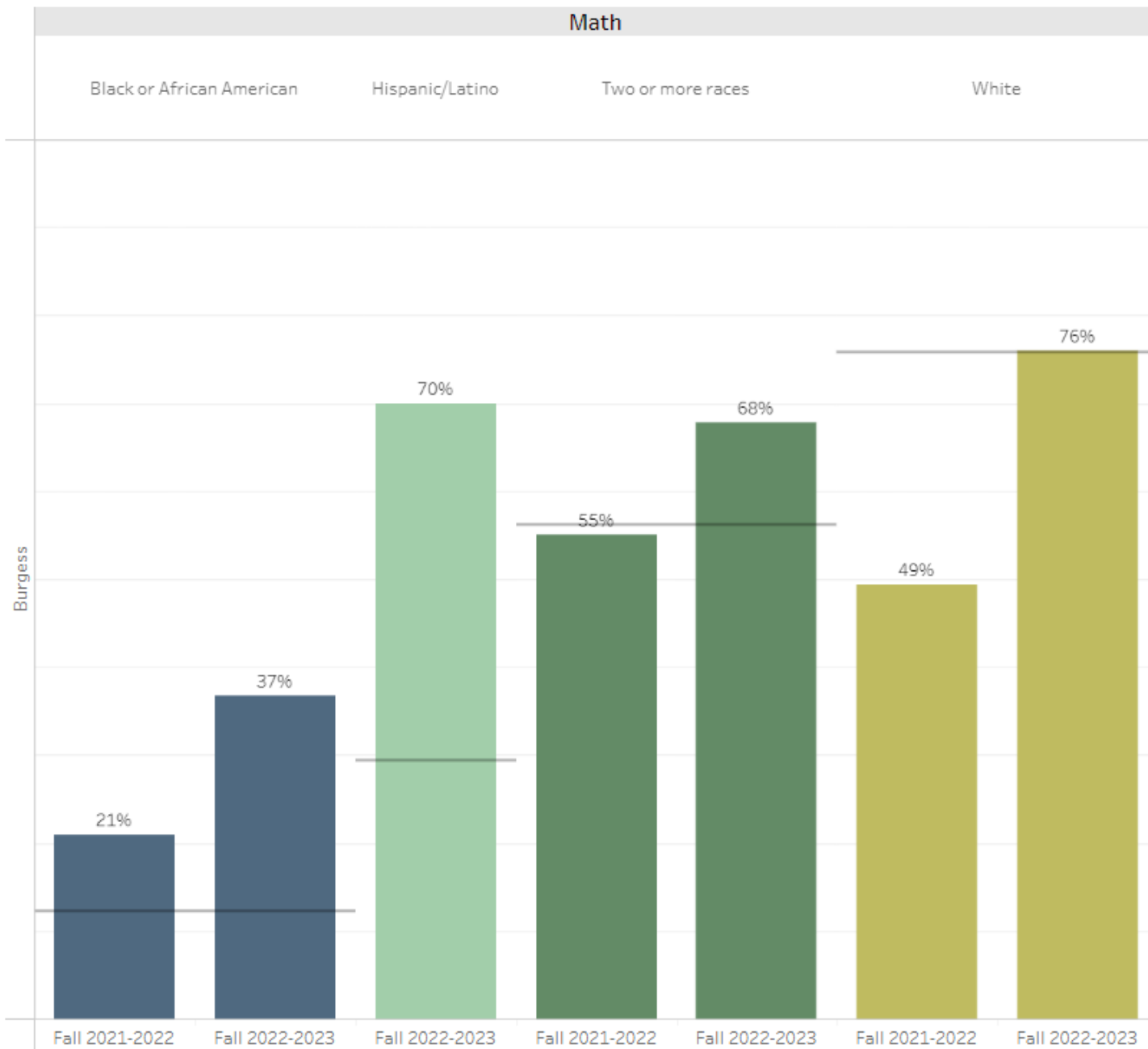
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Figures are suppressed for subjects/groups with less than 10 tests.

MAP Growth Subgroup Comparison (Proficient and Above): **Burgess**

Data for this comparison exists for Grades 2-8 ONLY. The horizontal lines represent the district average in each category.



Subgroup Comparison

Ethnicity

School

(All)

Window

(Multiple values)

Exam

Reading

(All)

Math

Reading

Cancel Apply

Choose Aggregate Level

Proficient and Above

Subgroup Comparison

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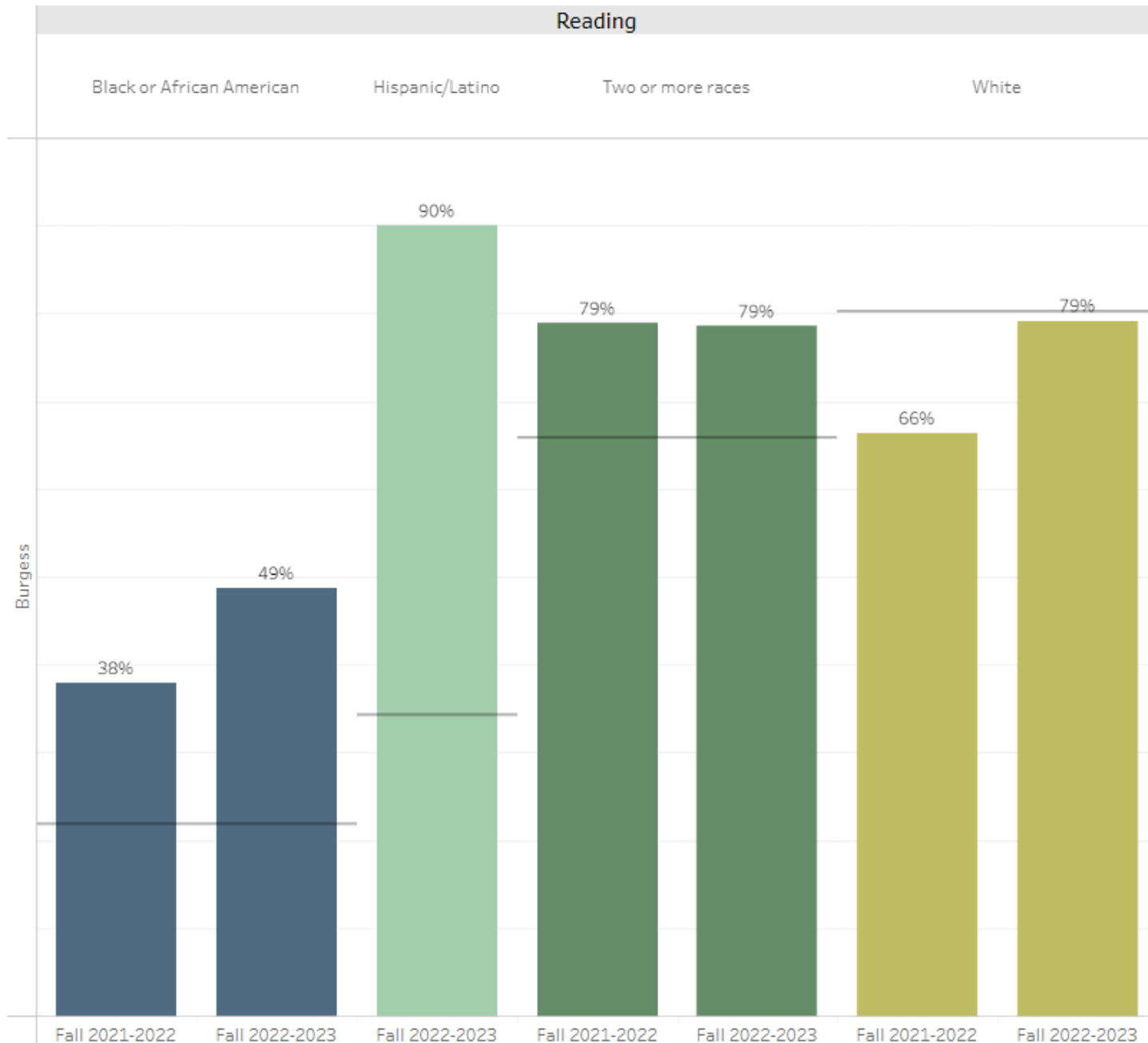
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MAP Growth Subgroup Comparison (Proficient and Above): **Burgess**

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GO Team Discussion: Data Protocol

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



PART 2

45 Day Check-in

Q1 Updates and Progress Thus Far

Agenda

CIP-45 Day Check-in

ACES Presentation

School Strategic Plan

Discussion on Strategic Plan and progress

Updates for Strategic Plan (*as necessary*)



Quarterly Continuous Improvement Check-In

School Name: Burgess-Peterson Academy

Associate Superintendent: Goodwine

Continuous Improvement Plan Goal #1: Improve Outcomes in ELA and Math

Completed Action Steps	Evidence of Completed Actions Steps (Implementation or Student/Teacher progress data)	Artifacts available
1. Identified and Implemented 42 Black Students for inclusion in FEV Online Tutoring twice weekly September to December (subgroup closure)	Usage Reports	FEV Contract and Student Rosters
2. Completed and Implemented BPA Early Literacy Scope and Sequence to include explicit phonics instruction K-3	Scope and Sequence Doc.	Scope and Sequence Doc.
3. Coaching and Spot Checks for DO THE MATH during intervention time. Teachers worked with Math Coach to select Modules based on pacing and content	Math Coach's Records	
Summary of next steps and district support needed to continue progress:		
Action Steps in Progress	Anticipated Date of Completion	Necessary Resources to Complete Step
1. Scope and Sequence for 4th and 5th to include MORPHOLOGY		
2. FEV Tutoring for Q3 will focus on Black Students who scored proficient on Math but need a boost to move into Distinguished. (Subgroup Closure)		
3. Family Early Literacy Night is planned for Tuesday, October 25 – Looking Forward to this first annual event!		

Quarterly Continuous Improvement Check-In

School Name:

Associate Superintendent:

Continuous Improvement Plan Goal #2: Whole Child and Intervention

Completed Action Steps	Evidence of Completed Actions Steps (Implementation or Student/Teacher progress data)	Artifacts available
1. Administered Fall MAP to identify students for Tier 2 and 3 and EIP and Tutorial opportunities	Rosters for Tier 2 and 3 as well as FEV tutoring opps, EIP Rosters	MAP Reports, IC Tagging for EIP, MTSS <u>Monthly</u> Report for T2&3
2. Identified Black students for inclusion in Talent Development opportunities during the morning WIN block. (subgroup closure)	TD Roster from Gifted Teacher	
3.		

Summary of next steps and district support needed to continue progress:

Action Steps in Progress	Anticipated Date of Completion	Necessary Resources to Complete Step
1. BASC III BESS is in progress this week and will wrap up next week. Students will be identified for support based on data from that survey.	October 8, 2022	Time



Accountability
Collaboration
Equity
Support

NOTE to Principal: Please insert your ACES presentation after this slide.

Fall 2022 ACES Presentation





Accountability
 Collaboration
 Equity
 Support

Signature Programming



Principal Information

Years at School: 8 years
 Years as a Principal: 12 years

Signature Program:

Current Status: **IB PYP** Authorized since 2020
 Targeted Date of Authorization/Certification or Evaluation/Recertification: 2024
 Two areas of focus: T & L; 1) PL & 2) Curr. Implementation

Enrollment Information

SY2023 Enrollment: 501
 SY2022 Enrollment: 505
 Change in Enrollment: -4

Staffing Information

Number of First Year Teachers: 0
 Number of Vacancies: 2 hrly paras

Personalized Learning Cohort

Wave 1 (SY22 Implementation)
 Wave 2 (SY23 Implementation)
 Wave 3 (SY24 Implementation)

Student Population

English Learners: N/A (<10 students)
 Students with disabilities: 60 students
 Gifted: 55 students



Ensuring Equitable Funding



Increasing Access to Effective Leaders and Teachers



Supporting Special Populations



Increasing Access to Advanced Coursework



Accountability
Collaboration
Equity
Support

Whole Child and Intervention



SY23 Attendance*

Indicator	Time Frame	
	September 2021	September 2022
Attendance Take Rate	99.6%	100%
ADA Attendance Rate	95.8%	95%
Students not chronically absent	88.3%	89.8%

*As of 10/02/2022

SY23 Behavior*

OSS Suspension Rate =0.0

Suspension Rate by Subgroup

	Total number of students	
Female	256	0
Male	246	0
SWD	60	0
Black	251	0
Hispanic	21	0
Multi-race	45	0
White	178	0
Asian	10	0

*As of 09/28/2022



Addressing disproportionate discipline practices
Integrating social, emotional and academic practices



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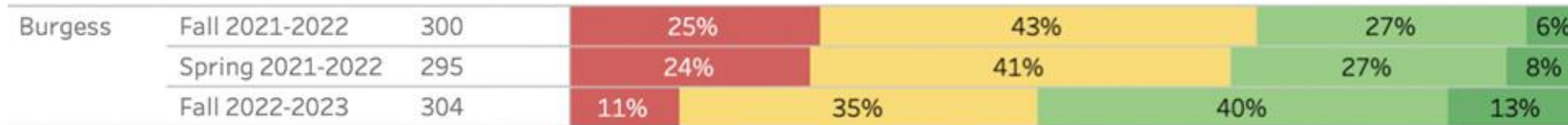
Data



NWEA MAP Assessment Results

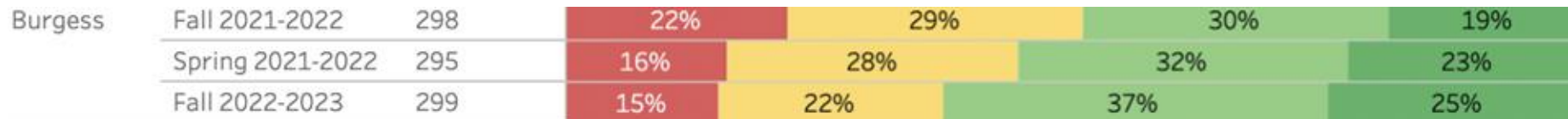
Math Performance

Fall 2021 to Fall 2022 Comparison

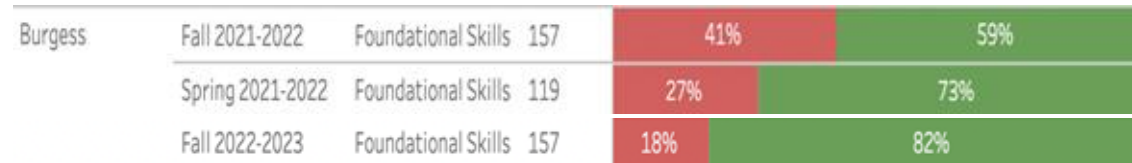


ELA Performance

Fall 2021 to Fall 2022 Comparison



MAP Fluency Universal Screener Flag (K-1 students)



Universal Screener Flag

Not Flagged

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Ensuring Equitable Learning Environments



Leveraging School Improvement to Advance Equity



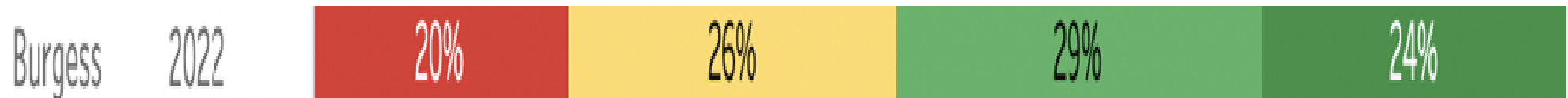
Accountability
Collaboration
Equity
Support

Milestones EOG SY22

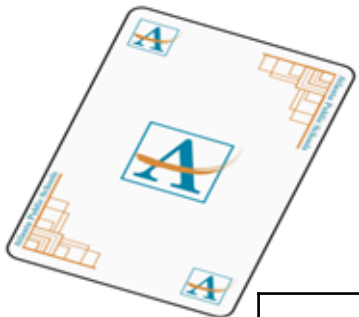
Math Performance



ELA Performance



■ Beginning Learner ■ Developing Learner ■ Proficient Learner ■ Distinguished Learner



**Accountability
Collaboration
Equity
Support**

Curriculum and Instruction



	CIP Strategy	Action Step Progress Update
ELA	Update the BPA Structured Literacy Scope and Sequence to include explicit phonics daily K-3 and Create/Implement S&S for Phonics and Morphology for grades 4 & 5	K-3 Scope & Sequence completed 4 & 5 in progress 8 BPA teachers involved in 10 day Structured Literacy Training via REAP Teachers Tiered for Coaching, Co-Teaching, Modeling, Feedback Cycle
Math	Supplemental Math Tutoring (FEV Online) for subgroup students who didn't qualify for Intervention (Q2) and for students poised to move from Proficient to Distinguished (Q3)	Q2 Students Sept. 28- Dec. 15 = 10 wks, 20 sessions, 10 hours (44 students across g.3, 4, 5. 42 are students of color/subgroup) Q3 Students Jan. 25-April 27 = 12 wks, 24 sessions, 12 hours (30 students across g. 3, 4, 5. Prioritizing students of color subgroup)
Whole Child & Student Support	Administer MAP Assessment thrice annually to inform INTERVENTION groups, MTSS process, Tutoring opportunities, small group instruction	<i>Fall MAP data used to qualify students for Intervention, to justify continuation in Tier 2 or 3 of MTSS, to support identification of students for Early Intervention services, Supplemental Tutoring</i>
Family Engagement	BPA Parent University Series 2022/2023 Family Early Literacy Night Family Math Night Family IB PYP Night	<i>Events are scheduled and on the BPA Community Calendar for October 25th (Literacy) November 15 (IB) and February 7 (Math). Parents will receive training and take-home materials to support instruction.</i>



Leveraging School Improvement to Advance Equity
Partnering with families and communities



Improving Access to High-Quality Instructional Programming and Materials

PART 3
Strategic Plan
Progress



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 endeavor 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 structured literacy practices and increase student growth and proficiency for all grade levels.
2. Implement conceptually rigorous and developmentally appropriate math program and increase student 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 Orton Gillingham phonics methodology daily with fidelity.
- 1B. Focus on Accelerated Reader Individual Student Goals
- 1C. 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
- 2A. Utilize Eureka Math resource daily with fidelity.
- 2B. Assess Math Levels three times yearly using the MAP Growth Math 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.
- 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.

Strategic Plan v. Continuous Improvement Plan

Strat Plan Goals (Multi-Year)

- **Improve RDG outcomes** on GMAS to 65% Spring 2023
- **Improve MATH outcomes** on GMAS to 65% Spring 2023
- **Increase BPA's Climate** Star Rating from 4 to 5 Stars
- BPA will be Re-Authorized in 2024 with All **IB PYP** Standards Met

CIP Goals (One Year)

- **Improve Outcomes in ELA and Math** (Proficient +, 3, 4, 5)
- **Whole Child and Intervention** (SEL, BASC, Counseling, SSW, MAP, Intervention and SST)
- **Signature Programming** (Continue to Grow the IB PYP)
- **Family Engagement** (Family Literacy Night, Family Math Night, Family IB Night, PTA)

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?

Updates to the Strategic Plan

1. *Enter all changes/updates to your plan – be sure to include accountability measures, as appropriate.*

Questions?

Wonderings?

Comments?



PART 4

Preparing for Budget Development



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 &
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.



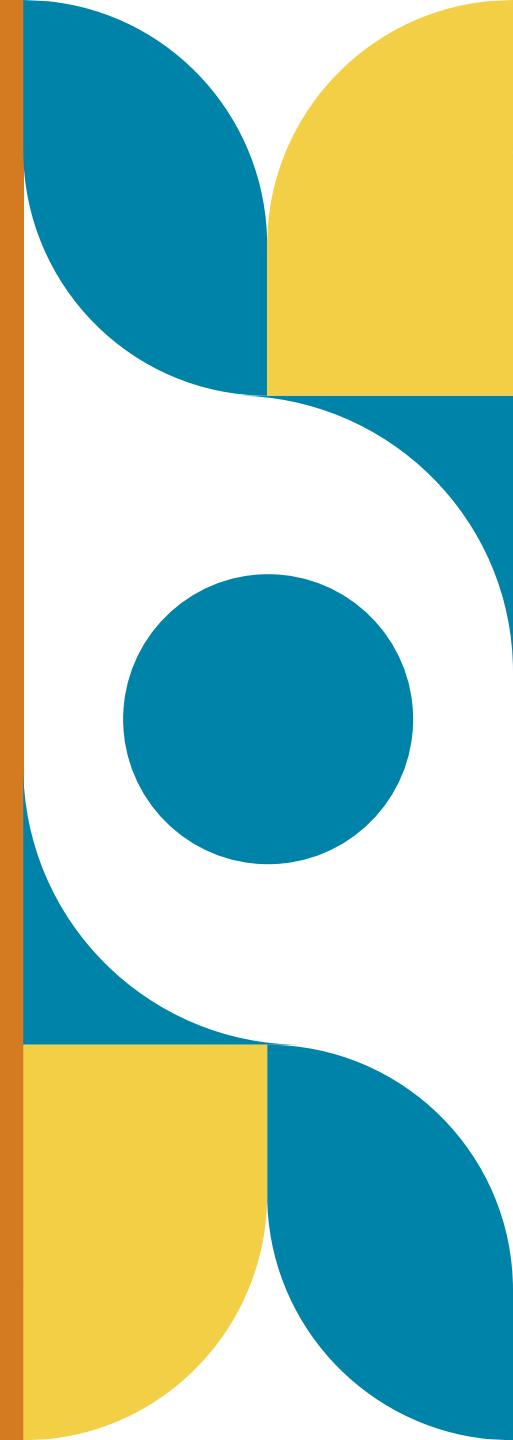
Action on the Updated Strategic Plan

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

Discussion

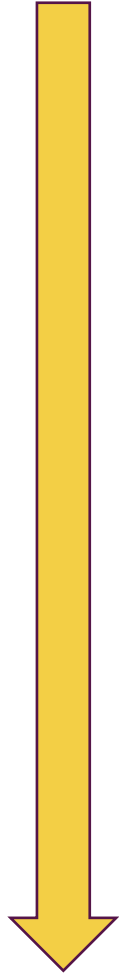
Strategic Plan Priority Ranking

In preparation for the FY24 Budget Development (January–March 2023), 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 structured literacy practices and increase student growth and proficiency for all grade levels.**
- 2. Implement conceptually rigorous and developmentally appropriate math program and increase student 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**

Any Changes to the ORDER of these Priorities?

Budget Development will prioritize top-ranked priorities first.

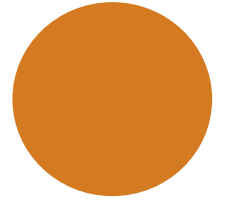
Action on the Strategic Plan Priorities

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(s) we will begin the discussion of the 2023-2024 budget.

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





Thank you