

BPA PRINCIPAL'S REPORT

GO Team Meeting #1
August 18, 2022

TOPICS

School Start Update

Current Enrollment & Leveling

School Strategic Plan

Strategic Plan Overview

SMART Goals

GMAS Results





**SCHOOL START
UPDATE**

- SUCCESSFUL OPEN HOUSE**
- SMOOTH OPENING**
- PROCESSES WORKING WELL**
- 2 MORE HOURLY PARA
VACANCIES IN DSE**



ENROLLMENT

Projected Enrollment	508
Current Enrollment	476
Difference	-32

LEVELING

Leveling is the process the District uses to adjust school budget allocations to match student enrollment.

Budget Impact

FY23 Budget includes a “reserve” of \$75k. Approx. \$65k of those funds will NOT be released to us as a result of Leveling.)



**2021-2025
STRATEGIC PLAN**

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

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

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

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.

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.

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.

Creating a System of School Support
Collective Action, Engagement & Empowerment

6. Inform and engage the school community

6A. Build community awareness, knowledge and support for IB PYP

6B. Strengthen relationships with King Middle School

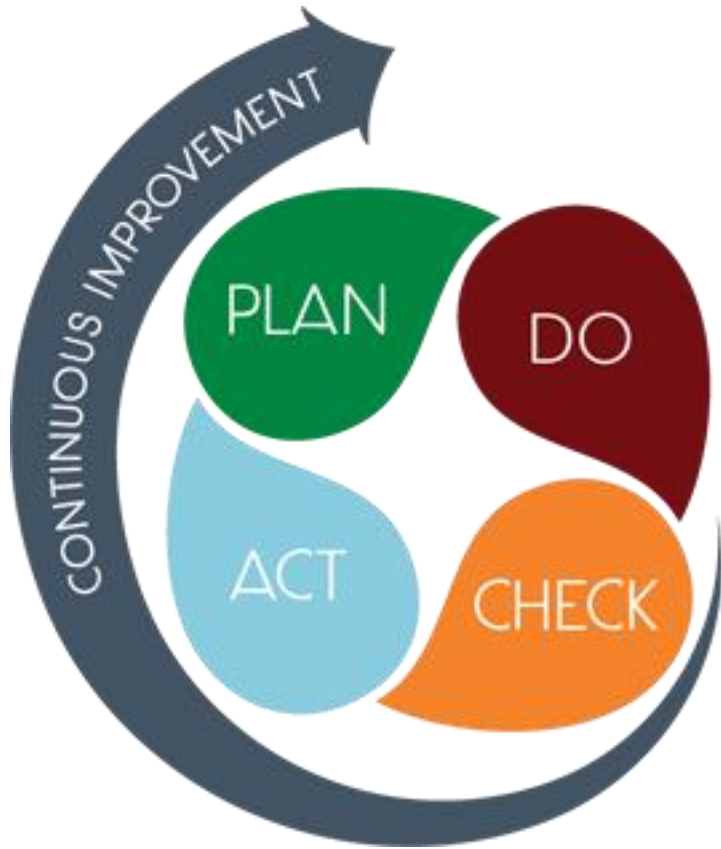
6C. Cultivate partnerships with the EAV and REYNOLDSTOWN business community

7. Foster a positive, informed and engaged school culture

7A. Support a family focused environment to enhance the Climate and Culture among Staff Members and BPA families

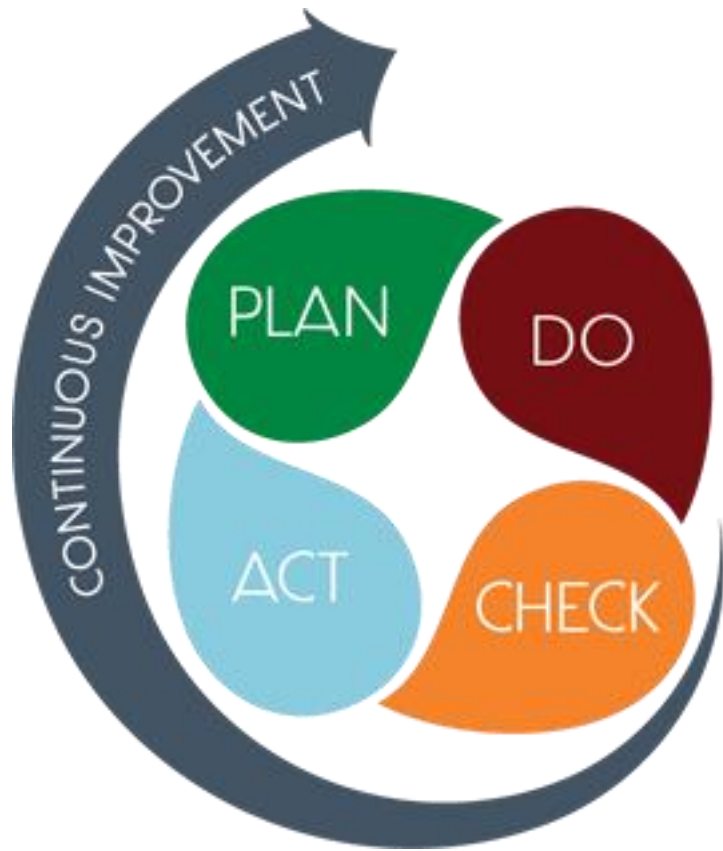
7B. Continue with a strong Parent Engagement Program.

SMART GOALS

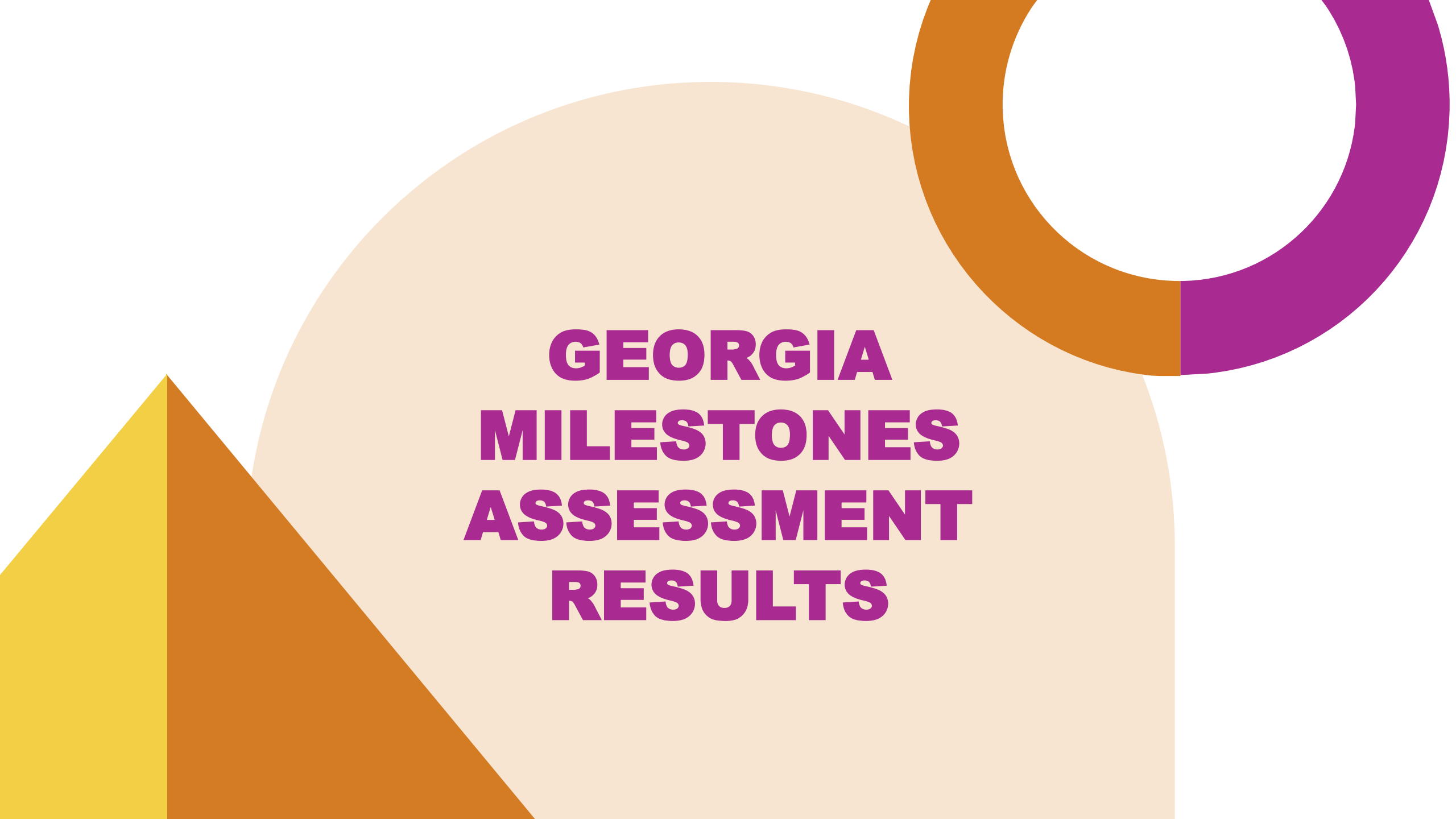


- The percentage of students in grades 3, 4, 5⁹ scoring at least Proficient on the GMAS ELA test will increase from 50% to 75% by spring 2025
- The percentage of students in grades 3, 4, 5 scoring at least Proficient on the GMAS MATH test will increase from 50% to 75% by spring 2025
- Increase the BPA School Climate Star Rating from 4 Stars to 5 Stars by 2025
- BPA will be re-authorized as an IB PYP World School by 2025 with 100% Standards and Practices met

STRATEGIC PRIORITIES



- Structured Literacy to improve Outcomes in RDG/ELA at all levels
- Increased focus on Conceptual Understanding to improve Outcomes in Math at all levels
- Continue improving our IB PYP Program
- Focus on the Whole Child via Social Emotional Learning, Counseling and Social Work Services
- Improve Teacher Efficacy in Reading, Math, IB
- Inform and Engage with the BPA Community
- Foster a Positive, Informed and Engaged School Culture



**GEORGIA
MILESTONES
ASSESSMENT
RESULTS**

Sort
Proficient and Above

Cluster
(All)

School Type
ES

Year
2022

Subject
ELA

Grade
(Multiple values)

Ethnicity
(All)

Gifted Enrollment
(All)

ELL
(All)

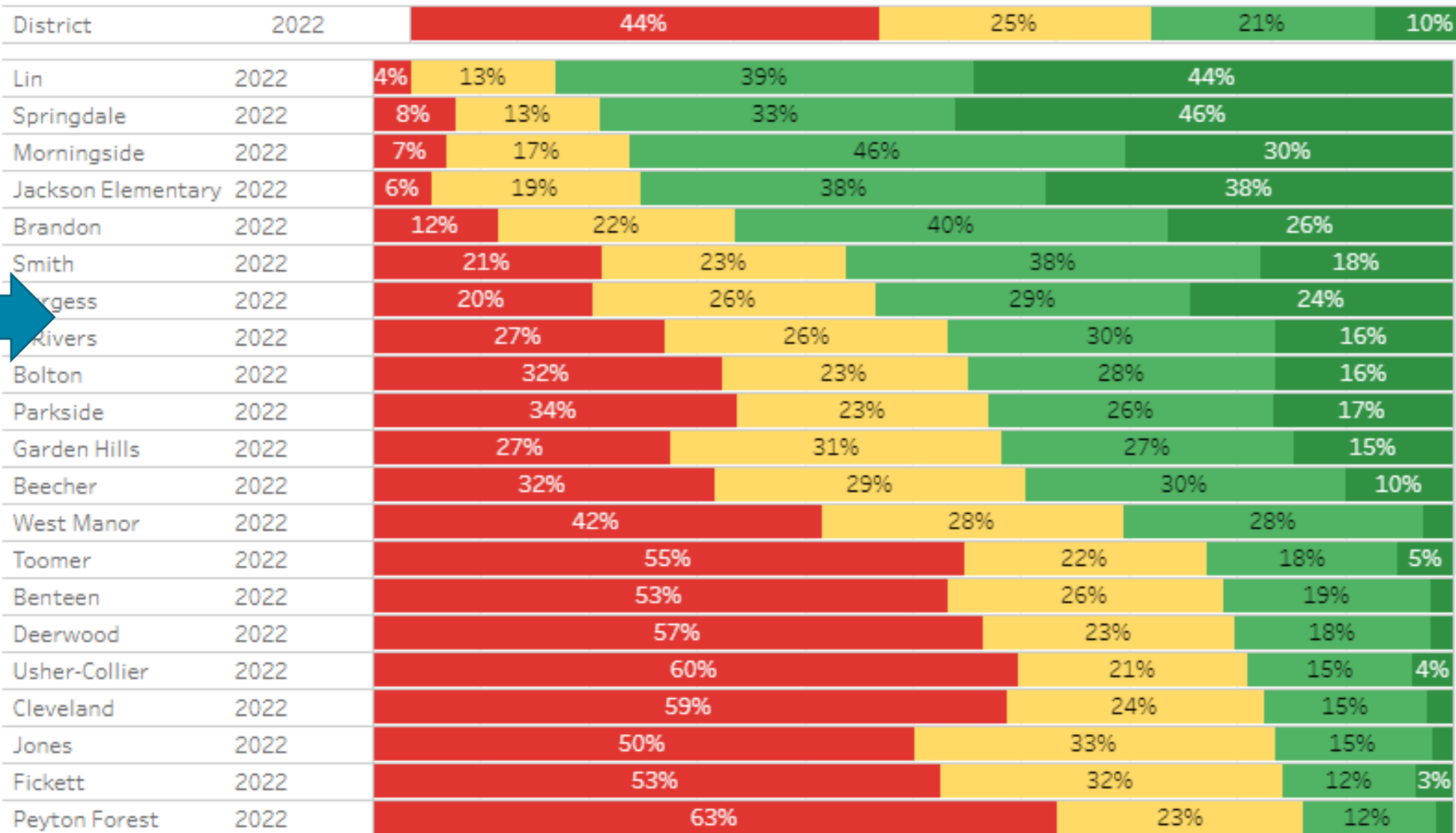
SWD
(All)

Gender
(All)

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



Milestone Comparison



BPA
 GMAS
 3,4,5
 ELA

Year
2022

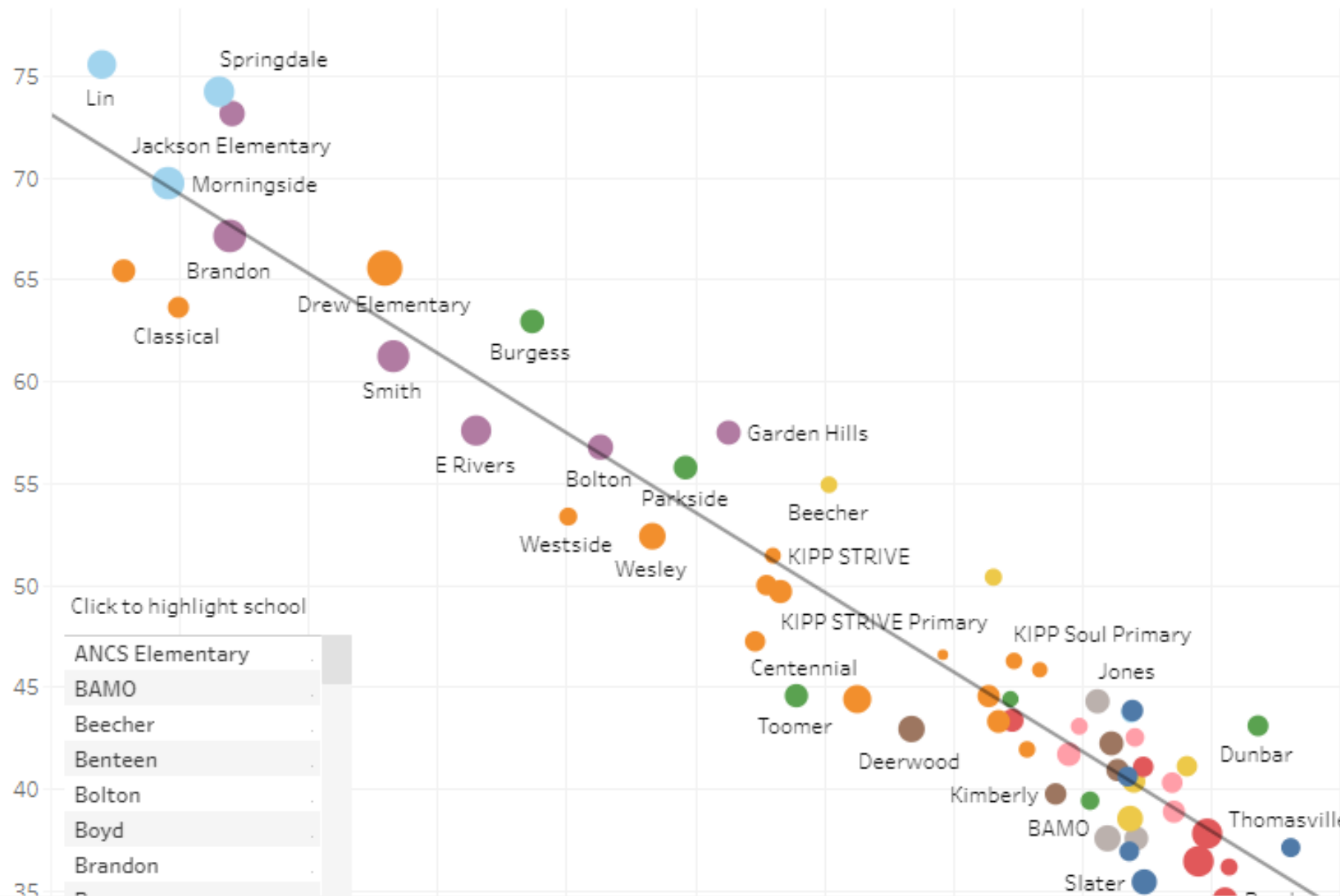
Grade
(Multiple values)

Subject
ELA
 (All)
 ELA
 Math
 Science
 Social Studies
Cancel Apply

ELL
(All)

Gender
(All)

Milestones NCE Scores vs Challenge Index



Click to highlight school

ANCS Elementary

BAMO

Beecher

Benteen

Bolton

Boyd

Brandon

-

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



Milestone Comparison

District	2022	41%	29%	20%	10%
Lin	2022	4%	11%	37%	49%
Springdale	2022	4%	13%	34%	49%
Jackson Elementary	2022	5%	17%	42%	36%
Morningside	2022	7%	19%	38%	36%
Brandon	2022	9%	18%	45%	27%
Smith	2022	16%	27%	38%	19%
Wiggins	2022	18%	33%	35%	15%
W. Rivers	2022	29%	28%	28%	15%
Bolton	2022	30%	29%	34%	7%
Garden Hills	2022	30%	35%	25%	10%
Parkside	2022	32%	33%	21%	14%
Beecher	2022	30%	37%	29%	5%
Perkerson	2022	33%	45%	21%	
Cascade	2022	43%	39%	16%	
West Manor	2022	32%	50%	16%	
Toomer	2022	53%	29%	17%	
Benteen	2022	47%	36%	16%	
Heritage	2022	59%	25%	15%	
Cleveland	2022	48%	36%	16%	
Fickett	2022	54%	31%	12%	3%
Jones	2022	49%	36%	13%	

Sort
Proficient and Above

Cluster
(All)

School Type
ES

Year
2022

Subject
Math
 (All)
 ELA
 Math
 Phys Sci
 Sci
 Soc
Cancel Apply

BPA
GMAS
3,4,5
MATH

ELL
(All)

SWD
(All)

Gender
(All)

Year
2022

Grade
(Multiple values)

Subject
Math

Ethnicity
(All)

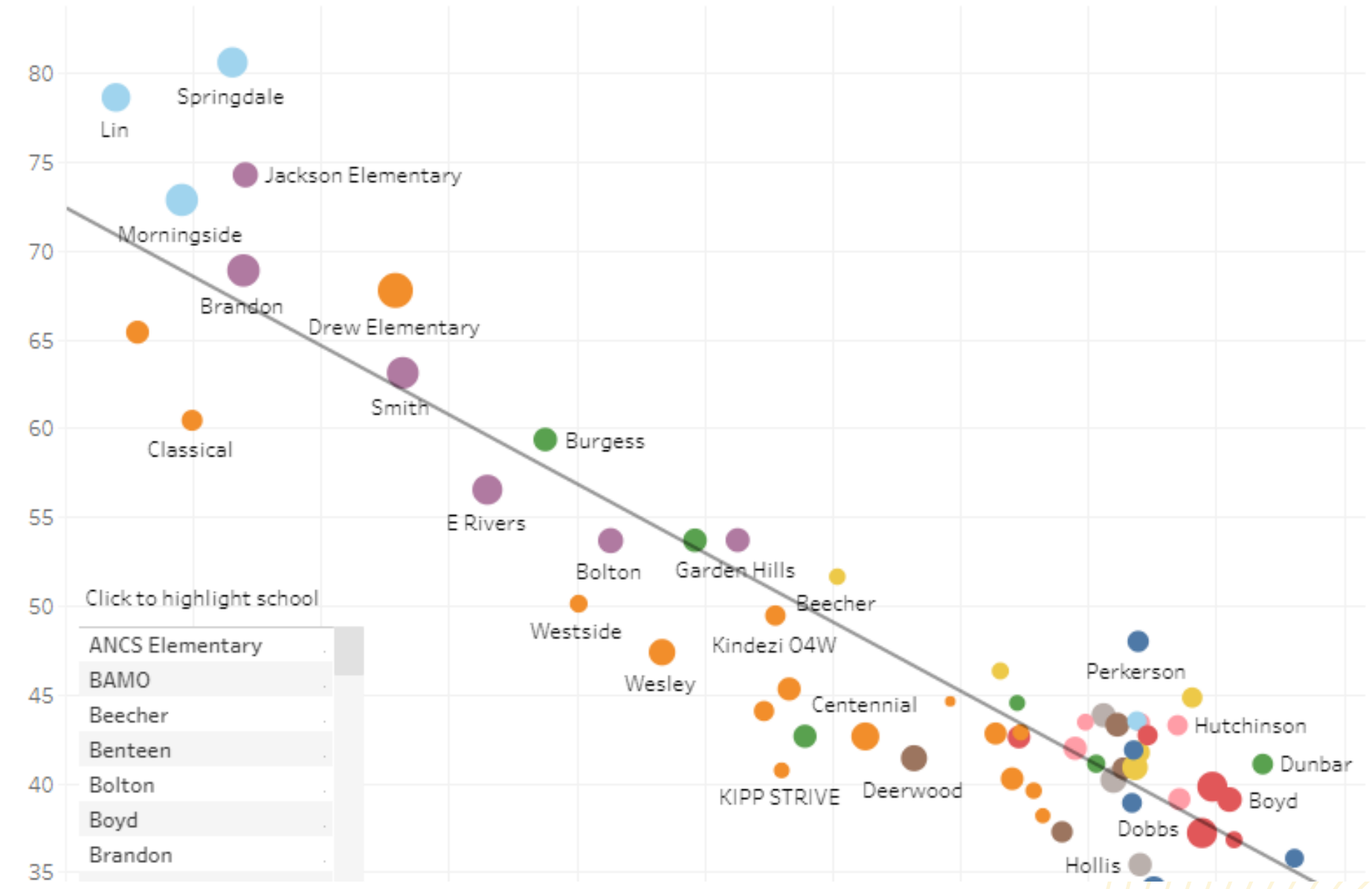
SWD
(All)

ELL
(All)

Gender
(All)

- Cluster
- Carver
 - Charter
 - Douglass
 - Jackson
 - Mays
 - Midtown
 - North Atlan...
 - South Atlan...
 - Therrell
 - Washington

Milestones NCE Scores vs Challenge Index





POINT OF PRIDE

Sort

Distinguished

Cluster

(All)

School Type

(All)

Year

2022

Subject

ELA

Grade

3

Ethnicity

(All)

Gifted Enrollm

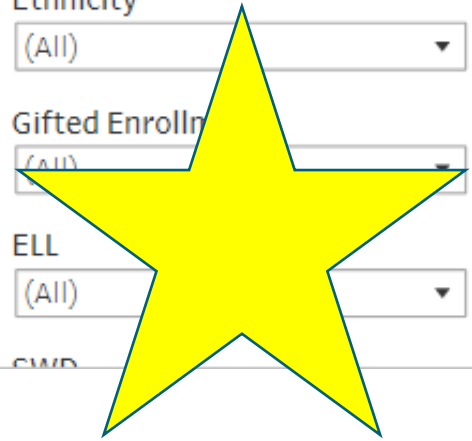
(All)

ELL

(All)

CWD

BPA
GMAS
3
ELA



Beginning Learner Developing Learner Proficient Learner Distinguished Learner



Milestone Comparison

District	Year	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
District	2022	49%	21%	18%	12%
Lin	2022	5%	13%	24%	59%
Springdale	2022	8%	10%	35%	47%
Jackson Elementary	2022	8%	27%	24%	41%
Burgess	2022	18%	23%	18%	41%
Morningside	2022	9%	13%	45%	33%
Drew Elementary	2022	15%	23%	30%	32%
Brandon	2022	16%	22%	34%	28%
ANCS Elementary	2022	14%	15%	45%	26%
Parkside	2022	37%	15%	27%	22%
E Rivers	2022	29%	21%	31%	19%
Smith	2022	22%	28%	34%	17%
Kindezi O4W	2022	57%	19%	11%	13%
Beecher	2022	45%	27%	15%	12%
Classical	2022	11%	28%	49%	11%
Bolton	2022	39%	29%	21%	11%
Garden Hills	2022	45%	18%	28%	9%
Toomer	2022	51%	24%	18%	7%

STILL NEED TO UNDERSTAND MORE...



School Year

2022

Subgroup Comparison

Ethnicity

Display Subject

ELA

Grade

(All)

Choose Aggregate Level

Proficient and Above

Filter District Percent by School Type

ES

Subgroup Comparison

Black/Non-Hispanic

White/Non-Hispanic

Figures are suppressed for subjects/groups with <15 tests.

Burgess

District



School Year

2022

Subgroup Comparison

Ethnicity

Display Subject

Math

Grade

(All)

Choose Aggregate Level

Proficient and Above

Filter District Percent by School Type

ES

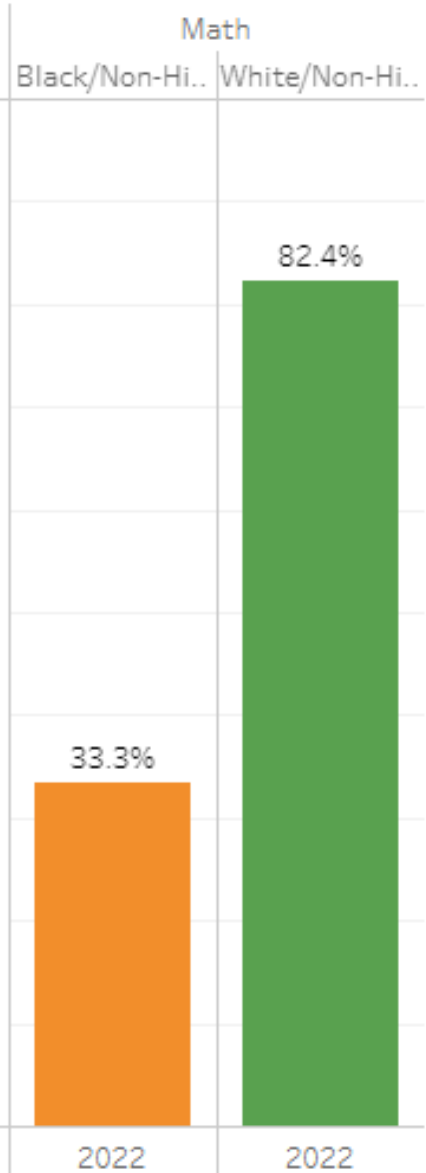
Subgroup Comparison

Black/Non-Hispanic

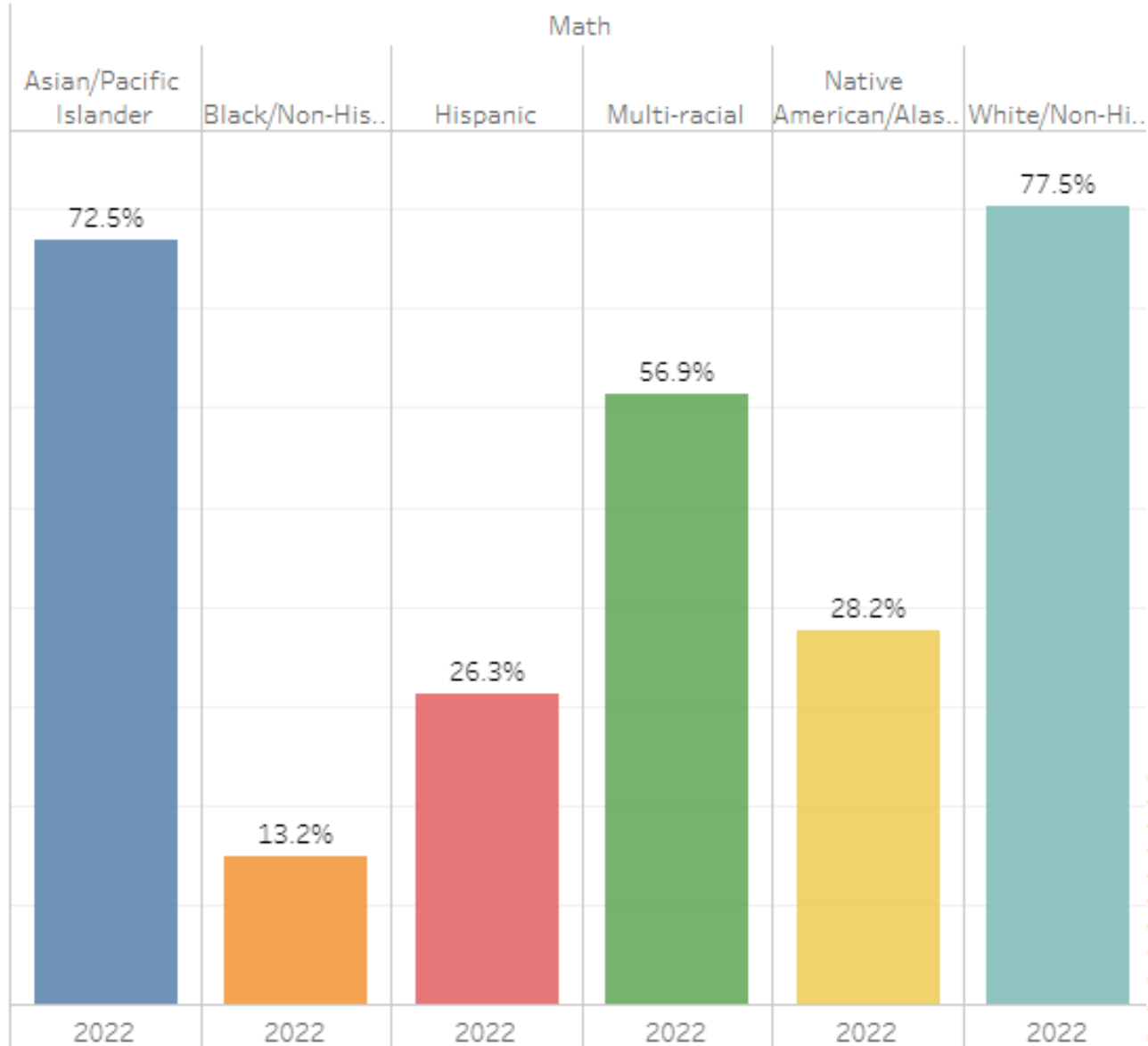
White/Non-Hispanic

Figures are suppressed for subjects/groups with <15 tests.

Burgess



District



QUESTIONS?

