Continental Colony

Elementary School

GO
Team
Meeting

April 13, 2023

Agenda

I. **Call to Order**
II. **Roll Call; Establish Quorum**
III. **Action Items**
    a. Approval of Agenda
    b. Approval of Previous Minutes:
IV. **Discussion Items**
    a. 2023 Spring MAPS results
    b. BASC-3 results
    c. Needs Assessment
V. **Information Items**
    a. Principal's Report
        a. 2022-2023 Family Engagement and/or Partnership Highlights
    b. Cluster Advisory Team
    c. GO Team Elections
VI. **Announcements**
VII. **Public Comment**
VIII. **Adjournment**

2023 Spring MAPS Results

Data Points to Consider

- **Spring Results**

- **Fall to Spring Comparison**
  - Literacy
  - Numeracy

Growth Quintile by Timeframe

- 🟥 Low %ile <21
- 🟧 LoAvg %ile 21-40
- 🟨 Avg %ile 41-60
- 🟩 HiAvg %ile 61-80
- 🟦 High %ile >80

MATH

School	Tested Grade	Exams	Low %ile <21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	High %ile >80
Continental	KK	56	34%	18%	20%	14%	14%
	01	42	55%	31%		7%	5%
	02	51	39%	29%	12%	12%	8%
	03	37	57%	16%	8%	14%	5%
	04	50	48%	22%	20%	8%	
	05	47	40%	23%	17%	6%	13%

READING

School	Tested Grade	Exams	Low %ile <21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	High %ile >80
Continental	KK	55	51%	13%	18%	15%	4%
	01	42	50%	21%	10%	7%	12%
	02	51	16%	25%	16%	22%	22%
	03	35	69%	11%	6%	6%	9%
	04	50	42%	14%	14%	16%	14%
	05	47	32%	28%	15%	17%	9%

Spring SY23 MATH

School	Growth Timeframe	Tested Grade	Exams			
Continental	Fall to Spring (same school year)	KK	56	61%	5%	34%
		01	42	86%		10%
		02	51	73%	6%	22%
		03	37	76%		22%
		04	50	78%		18%
		05	47	72%		23%

Spring SY23 READ

School	Growth Timeframe	Tested Grade	Exams			
Continental	Fall to Spring (same school year)	KK	55	69%	5%	25%
		01	42	74%		26%
		02	51	49%		47%
		03	35	80%		20%
		04	50	58%	8%	34%
		05	47	66%		32%

Fall SY23

School	Metric	Exams with Metric scores				
Continental	Picture Vocabulary	170	20%	22%	53%	5%
Continental	Listening Comprehension	170	27%	28%	42%	
Continental	Phonics Word Recognition	169	37%	25%	17%	21%
Continental	Phonological Awareness	170	38%	32%	9%	21%
Continental	Sentence Reading Fluency	126	44%	48%	6%	

Winter SY23

School	Metric	Exams with Metric scores				
Continental	Picture Vocabulary	145	19%	19%	47%	14%
Continental	Listening Comprehension	145	24%	21%	50%	
Continental	Phonics Word Recognition	145	39%	24%	20%	17%
Continental	Phonological Awareness	143	53%	11%	24%	11%
Continental	Sentence Reading Fluency	90	50%	40%	7%	

Spring SY23

School	Metric	Exams with Metric scores				
Continental	Picture Vocabulary	145	9%	16%	57%	19%
Continental	Listening Comprehension	145	10%	19%	57%	14%
Continental	Phonics Word Recognition	145	50%	19%	16%	16%
Continental	Phonological Awareness	145	49%	26%	14%	11%
Continental	Sentence Reading Fluency	145	55%	41%		

Teacher

BASC-3 Data

Teacher Form

Remember:	N-Never	S-Sometimes	O-Often	A-Almost always			
1. Worries.				N S O **A**	11. Defies teachers.		N S O A
2. Is well organized.				N S O A	12. Is easily upset.		N S **O** A
3. Has poor self-control.				N **S** O A	13. Is easily stressed.		N S O A
4. Is sad.				N S **O** A	14. Has trouble concentrating.		N S O A
5. Is highly motivated to succeed.				N S O A	15. Disrupts other children's activities.		N S O **A**
6. Gets into trouble.				N S **O** A	16. Completes assignments incorrectly because of not following instructions.		N S **O** A
7. Tries to help others to be their best.				**N** S O A	17. Is good at getting people to work together.		**N** S O A
8. Changes moods quickly.				N S **O** A	18. Disobeys.		N S **O** A
9. Annoys others on purpose.				N S **O** A	19. Has good study habits.		N **S** O A
10. Has a short attention span.				N S **O** A	20. Appears tense.		N S **O** A

Student Form

Remember:	N-Never	S-Sometimes	O-Often	A-Almost always
1. I have trouble sitting still.				N S O **A**
2. My teacher is proud of me.				**N** S O A
3. My parents trust me.				N S O **A**
4. I have trouble paying attention to the teacher.				N S O **A**
5. I want to do better, but I can't.				**N** S O A
6. Others have respect for me.				**N** S O A
7. People tell me to slow down.				**N** S O A
8. I am lonely.				N S O **A**
9. My school feels good to me.				**N** S O A
10. I am liked by others.				**N** S O A
11. I worry but I don't know why.				N S O **A**
12. I talk while other people are talking.				N S O **A**
13. I feel like my life is getting worse and worse.				N S O **A**
14. My parents are proud of me.				**N** S O A
15. I get along with my teacher.				**N** S O A
16. I get blamed for things I can't help.				**N** S O A
17. I feel safe at school.				**N** S O A
18. I forget to do things.				N S O **A**
19. I'm happy with who I am.				**N** S O A
20. I get into trouble for not paying attention.				N S O **A**
21. Even when I try hard, I fail.				**N** S O A
22. My parents listen to what I say.				**N** S O A
23. I feel out of place around people.				**N** S O A
24. I have trouble controlling my thoughts.				**N** S O A
25. I am good at making decisions.				**N** S O A
26. I worry about what is going to happen.				**N** S O A
27. No one understands me.				**N** S O A
28. My parents like to be with me.				**N** S O A

Student

Fall 2022

BASC Summary for Behavioral and Emotional Risk Index (BERI) by ALL

School	BASC Risk Type	Timeframe	Submitted by	Comparison Variable	Count	Extremely Elevated	Elevated	Normal
Continental	Behavioral and Emotional Risk Index (BERI)	Fall 2022	Student	ALL	128	14%	29%	57%
			Teacher/School official	ALL	293	14%	21%	66%

Spring 2023

BASC Summary for Behavioral and Emotional Risk Index (BERI) by ALL

School	BASC Risk Type	Timeframe	Submitted by	Comparison Variable	Count	Extremely Elevated	Elevated	Normal
Continental	Behavioral and Emotional Risk Index (BERI)	Spring 2023	Student	ALL	150	13%	25%	63%
			Teacher/School official	ALL	332	14%	22%	64%

Needs Assessment

ACTIVITY

Needs Assessment

During this Needs Assessment, we will look at data from the Spring MAPS administration and identify 2-3 potential needs for the 2023-2024 school year.

This discussion will help school leadership as they begin developing the school's 2023-2024 Continuous Improvement Plan this summer.

Needs Assessment: Guiding Questions

- What does this data tell us?

- What good news is there to celebrate?

- Where are growth opportunities?

- What trends do we see in the data?

Monitoring Aggressively

Add group by +

Questions	All
has exemplar in hand.	38% (6)
scans for compliance.	88% (14)
walks an efficient monitoring pathway.	81% (13)
marks every paper.	56% (9)
takes notes as she or he monitors.	25% (4)
gives feedback/questions about student work/responses.	81% (13)
does not prompt for the right answer.	69% (11)
debriefs closing out the lesson addressing common misconceptions.	13% (2)

Let's reflect on student talk and monitoring aggressively.

Avg Top %

Questions	All
using sentence frames	38% (6)
using explicit feedback	81% (13)
using collaborative talk structure	31% (5)

Student Talk

Concise Model & Guided Practice

Add group by +

Questions	All
using sentence frames	38% (6)
using explicit feedback	81% (13)
using collaborative talk structure	31% (5)

Here are the words spoken most frequently by **teacher** and **students**.

Reflect:
• Does this vocabulary reflect your objectives for this lesson? How does this relate to students' depth of knowledge?

- Does the word cloud reflect your learning target for this lesson?
- Did students communicate with the vocabulary needed to reach the learning target?

- How long are the students' stretches of talk?
- How can you improve this with collaborative talk structures?

Here's your lesson, visualized as a timeline.

Teacher	69% 19 min
Student	17% 5 min
Silence	10% 3 min
Group	4% 1 min

By reflecting on your timeline, you can see when students were most (and least) engaged. Comparing your timeline to your lesson plan can be a valuable way to gain clarity about how your lesson plans can serve the student experience you'd like to create in your classroom.

Reflect:
• Does this timeline reveal opportunities for student learning?
• Do you see a gradual release of responsibility to students over the course of this lesson?

Monitoring Aggressively

- Does my *timeline represent* monitoring aggressively and independent practice?
- How can I *__adjust the time__* to ensure there is time to do this?

- Does my *__questioning__* reflect engaging with every student while monitoring aggressively giving feedback or answering questions?

Here's your lesson, visualized as a timeline.
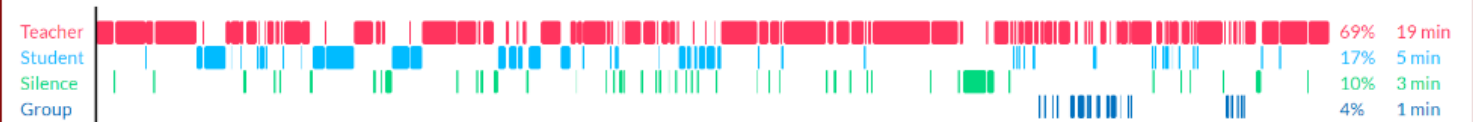
By reflecting on your timeline, you can see when students were most (and least) engaged. Comparing your timeline to your lesson plan can be a valuable way to gain clarity about how your lesson plans can serve the student experience you'd like to create in your classroom.

Reflect:
- Does this timeline reveal opportunities for student learning?
- Do you see a gradual release of responsibility to students over the course of this lesson?

Here are 29 questions you asked in this lesson.
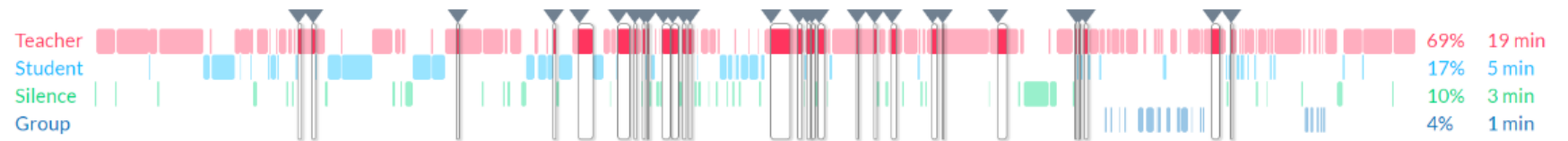
These moments provide an opportunity to reflect on the questions you asked and their complexity.

Reflect:
- How could you rewrite one of these questions to differentiate it for different learners in your classroom?

NEXT STEPS....

1. Choose a content area where you struggle to include collaborative talk structures and monitor aggressively.
2. Record that content this week. Try to record more than once to reflect on growth throughout the week.
3. Bring headphones to planning next week to engage in reflection.

Reflection Questions:

- Does the word cloud reflect your learning target for this lesson?
- Did students communicate with the vocabulary needed to reach the learning target?
- How long are the students' stretches of talk?
- How can you improve this with collaborative talk structures?
- Does my *timeline represent* monitoring aggressively and independent practice?
- How can I **_adjust the time_** to ensure there is time to do this?
- Does my **_questioning_** reflect engaging with every student while monitoring aggressively giving feedback or answering questions?

Needs Assessment:

What are two to three (2-3) needs we can identify based our data?

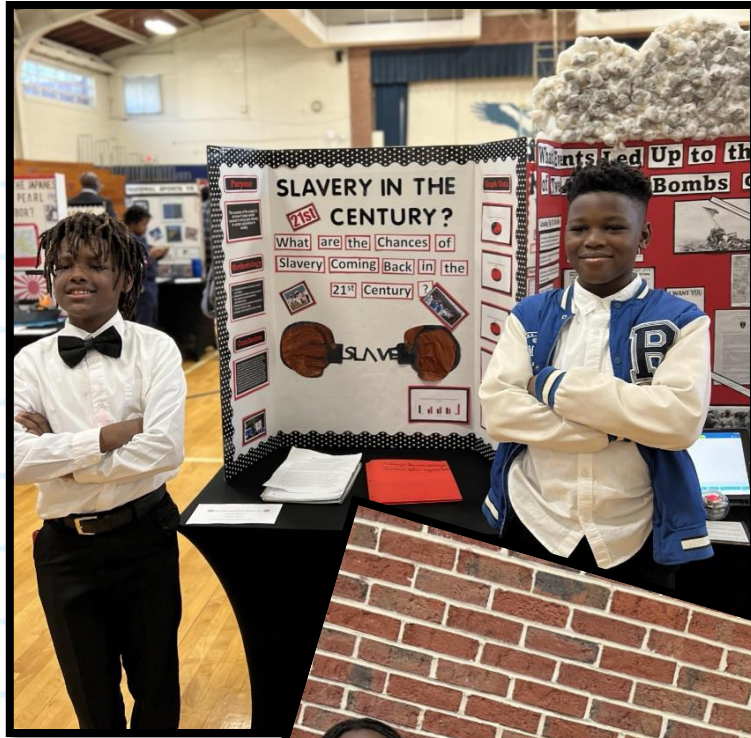|	Need
1	Teachers releasing students to independent practice.
2	Ensuring we allow productive struggle.
3	New student protocol for gaps and gaining data from previous school.

Information Items

Isaac Keys

APS Student Wellness Expo

Southwest Atlanta
Foundation

Regional Science Fair

IDEA

Author's Visits

Principal's Report

Cluster Advisory Team Report

Priority 2: SCHOOLS: SEL
High-Level Status Update

Priority Description: Every school addresses the social emotional wellbeing of students and staff
Action Steps:
1. Establish a process to engage parents in school programming focused on the SEL well-being of their children
2. Include wrap-around services to address student social & emotional; well-being.
3. Establish school-wide behavioral expectations focused on positive reinforcements

Last Status -	This Status November 2022
G	G

OVERALL STATUS

Steps 2 and 3 are in progress in all schools. School are working to establish action step 1.

Priority Highlights

Key Activities Completed

✓ Clinical therapist on staff at Continental Colony, Kimberly Elementary, Deerwood Academy
✓ Behavior specialist on staff at Therrell High School, Bunche Middle School, and Fickett Elementary
✓ Partnership with Community and Schools at Kimberly, Bunche Middle, and Therrell High School
✓ Partnership with Georgia Hope at Continental Colony
✓ Second Step curriculum is used at all schools
✓ PBIS implemented at all elementary schools

Key Activities through SY 22-23

- establish process to engage parents in school programming focused on the SEL well-being of their children
- establish school-wide behavior expectations focused on positive reinforcements at the high school

Major Deliverables

Key Deliverables	Responsible	Due	Status
• establish process to engage parents in school programming focused on the SEL well-being of their children	Joy Antone	February 2023	
• establish school-wide behavior expectations focused on positive reinforcements at the high school	Gretchian Blair	February 2023	
Analyze cluster BESS/BASC data as well as discipline data to determine progress	Thomas Sugimoto	March 2023	

CRITICAL SUCCESS FACTORS

- Student office referrals decrease over time from reports IC/APS Graphs
- Decrease of students at the Extremely Elevated Risk on BESS/BASC from Fall to Spring
- Student office referrals decrease over time

| G	No Major Issues	Y	Slipping but Recoverable	R	Requires Escalation	C	Completed

ATLANTA PUBLIC SCHOOLS

Additional Information Items

- **GO Team Elections**

  o Find candidates at apsstrongschools.com

  o Vote **APRIL 18-27**

  o Households are sent a unique link based upon information in Infinite Campus

  o School Staff will be sent a link to their APS email address

Announcements
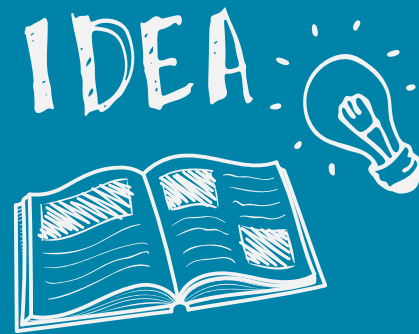
- **GO Team Members**
  - Check your email starting **May 1** for end of year survey links
    - GO Team Satisfaction Survey
    - Principal Feedback Survey
  - Complete your required trainings **ASAP**
    - Contact the GO Team Office with any questions
  - IB Night Thursday, April 20, 2023

Thank you for yet another great year!