Continental Colony

GO Team Meeting

April 25, 2024

GO TEAM NORMS

- 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 TEAM MEMBERS

ROLE	First Name	Last Name
Principal	Kristen	Horton
Parent	QuoVadis	Wright
Parent	Katrina	Jones
Parent	Khady	Mbaye
Staff	Annette	Mitchell
Staff	Tauheedah	Uthman
Staff	MKeyla	Reid
Community	Carolyn	Strozier
Community	Neeka	Benton
Swing	Victoria	Sandoval

Agenda

GO TEAMS
STRONG SCHOOLS
START WITH ME!

Meeting Agenda

Continental Colony Elementary School

Date: April 25, 2024
Time: 4:30PM
Location: ZOOM
Meeting ID: 978 726 0240
Passcode: 394529

https://atlantapublicschools-us.zoom.us/j/9787260240?pwd=a3lNWmV2MkJyOFh2OXp5M21Ua2YrUT09&omn=83099071624

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. 2024 Spring MAPS results
    b. Needs Assessment
V. **Information Items**
    a. GO Team Elections
VI. **Announcements**
VII. **Public Comment**
VIII. **Adjournment**

Continental Colony Elementary School

Date: March 14, 2024

Time: 4:30pm

Location:

https://atlantapublicschools-us.zoom.us/j/9787260240?pwd=a3lNWmV2MkJyOFh2OXp5M21Ua2YrUT09

I. **Call to Order 4:41**

II. **Roll Call: Quorum Established:** [Yes or No]

Role	Name *(or Vacant)*	Present or Absent
Principal	Dr. Kristin Horton	Present
Parent/Guardian	QuoVadis Wright	Present
Parent/Guardian	Katrina Jones	Absent
Parent/Guardian	Khady Mbaye	Absent
Instructional Staff	Annette Mitchell	Present
Instructional Staff	MKeyla Reid	Present

2024 Spring MAPS Results

Data Points to Consider

- **Spring Results**

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

MAP GROWTH MATH

School	Window	Exams			
Continental	Fall 2023-2024	213	55%	35%	10%
	Winter 2023-2024	203	49%	42%	7%
	Spring 2023-2024	201	54%	37%	8%

School	Grade	Window	Exams			
Continental	02	Spring 2023-2024	36	47%	42%	11%
	03	Spring 2023-2024	66	53%	36%	11%
	04	Spring 2023-2024	48	46%	40%	13%
	05	Spring 2023-2024	51	69%	31%	

MAP GROWTH READING

School	Window	Exams				
Continental	Fall 2023-2024	213	53%	29%	14%	4%
	Winter 2023-2024	202	50%	34%	13%	
	Spring 2023-2024	200	53%	32%	14%	

School	Grade	Window	Exams				
Continental	02	Spring 2023-2024	36	53%	31%	17%	
	03	Spring 2023-2024	67	57%	31%	10%	
	04	Spring 2023-2024	48	50%	31%	13%	6%
	05	Spring 2023-2024	49	51%	33%	16%	

CCRPI CONTENT MASTERY PROJECTIONS

Fall 2023 (MAP)	Enter # Students Scoring at Each Performance Level				Total Testers	CCRPI CM Weighted Achievement Rate	Weight for Test
	BEG (0 pts)	DEV (.5 pts)	PRO (1 pt)	DIST (1.5 pts)			
ELA GMAS Projection 3-5	88	50	25	6	169	34.91%	42.50%
3rd Grade	37	18	10	2	67	32.84%	
4th Grade	21	13	6	4	44	42.05%	
5th Grade	30	19	9	0	58	31.90%	
Math GMAS Projection 3-5	98	54	18	0	170	26.47%	42.50%
3rd Grade	34	24	9	0	67	31.34%	
4th Grade	25	12	7	0	44	29.55%	
5th Grade	39	18	2	0	59	18.64%	

Spring 2024 (MAP)	Each Performance Level				Total Testers	CCRPI CM Weighted Achievement Rate	Weight for Test
	BEG (0 pts)	DEV (.5 pts)	PRO (1 pt)	DIST (1.5 pts)			
ELA GMAS Projection 3-5	93	39	22	3	157	29.30%	42.50%
3rd Grade	31	8	4	2	45	24.44%	
4th Grade	33	16	10	1	60	32.50%	
5th Grade	29	15	8	0	52	29.81%	
Math GMAS Projection 3-5	99	49	10	0	158	21.84%	42.50%
3rd Grade	28	14	3	0	45	22.22%	
4th Grade	34	22	5	0	61	26.23%	
5th Grade	37	13	2	0	52	16.35%	

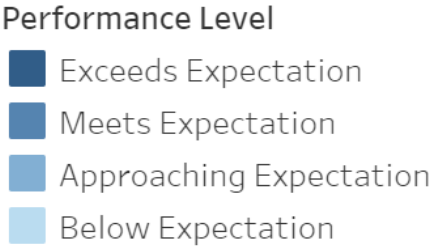| Grade Level	GMAS 23 Reading on Grade Level or Above	MAP F Reading on Grade Level or Above	MAP W Reading on Grade Level or Above	MAP S Reading on Grade Level or Above	GMAS 24 Reading on Grade Level or Above
3	31%	18%	37%	38%	#DIV/0!
4	28%	25%	23%	38%	#DIV/0!
5	48%	16%	30%	24%	#DIV/0!
Total	36%	20%	30%	33%	#DIV/0!

MAP FLUENCY

MAP Fluency Drill Down by Metric:

Use the filter on the left to choose a test type.

*click a metric below to drill down to student level data.

Data is updated nightly during each testing window.

Performance Level
- Exceeds Expectation
- Meets Expectation
- Approaching Expectation
- Below Expectation

Metric	Window	Exams with Metric scores				
Picture Vocabulary	Spring 2023-2024	132	16%	20%	48%	15%
Listening Comprehension	Spring 2023-2024	132	19%	19%	51%	11%
Phonics Word Recognition	Spring 2023-2024	132	51%	27%	10%	13%
Phonological Awareness	Spring 2023-2024	132	53%	27%	9%	11%
Sentence Reading Fluency	Spring 2023-2024	132	51%	42%		

Needs Assessment
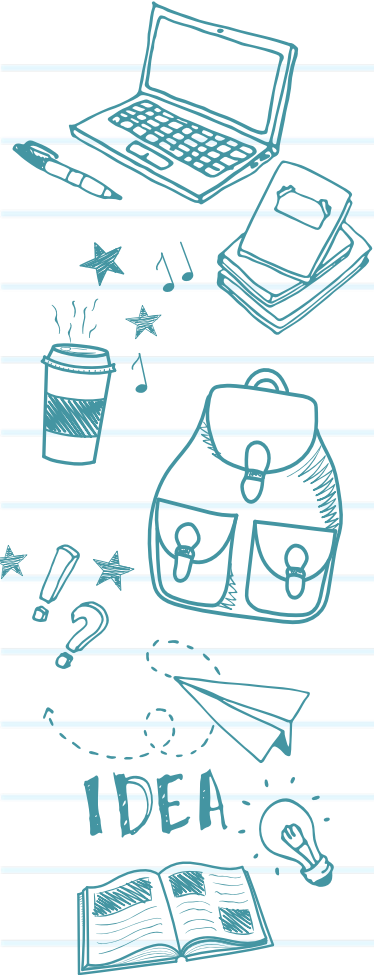
ACTIVITY

Needs Assessment

During this Needs Assessment, we will look at data from the Spring MAPS administration and identify 2-3 potential needs for the 2024-2025 school year.

This discussion will help school leadership as they complete the school's 2024-2025 Continuous Improvement Plan.

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?

Needs Assessment:

Needs Assessment

UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES

Strengths	Challenges
The percentage of students Lexile reading on or above level on the MAP assessment increased from 20% to 33% comparing fall 2023 to spring 2024.	The Content Mastery on 2023 GMAS in ELA, Math, and Science decreased (overall from 28.6 to 23.2), with a huge drop in Science from 37.69 to 10.00.
The 4th grade students have shown growth on MAP assessment comparing spring 2023 as 3rd graders to spring 2024 as 4th graders. In ELA, their projected proficiency achievement rate increased from 21.74% to 32.50%. In Math, their achievement rate increased from 9.78% to 26.33%.	The MAP projected proficiency achievement rate for ELA and Math in grades 3rd, 4th, and 5th decreased when comparing fall 2023 to spring 2024. Largest decrease was in 3rd grade (ELA 32.84% to 24.44%) and (Math 31.34% to 22.22%) and 4th grade (ELA 42.05% to 32.50%).
The Literacy score on GMAS increased comparing 2023 to 2024 from 16.67 to 31.85.	The number of students in the developing level on the MAP assessment in ELA increased as a school, looking at 3rd, 4th, and 5th grades (ELA 88 to 93 students) comparing fall 2023 to spring 2024.
The Progress score on 2023 GMAS in ELA is 83.15.	The number of students in the proficient or distinguish levels on the MAP assessment in both ELA and Math decreased as a school, looking at 3rd, 4th, and 5th grades (ELA 31 to 25 and Math 18 to 10 students) comparing fall 2023 to spring 2024.

Root Cause

Literacy	Numeracy	Whole Child & Intervention
Competency development in planning and practicing the reinforcement of phonics skills and reading strategies during shared reading.	Competency development in modeling how to think conceptually about a situation	Lack of differentation with instruction addressing the individual learning needs of students.

Needs Assessment:

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
The MAP projected proficiency achievement rate for ELA in grades 3rd, 4th, and 5th decreased when comparing fall 2023 to spring 2024. Largest decrease was in 3rd grade (ELA 32.84% to 24.44%) and 4th grade (ELA 42.05% to 32.50%).	The MAP projected proficiency achievement rate for Math in grades 3rd, 4th, and 5th decreased when comparing fall 2023 to spring 2024. Largest decrease was in 3rd grade Math (31.34% to 22.22%) and 5th (18.64% to 16.35%)	The percent of students K-5 who met their MAP Growth Reading and MAP Growth Math target from Fall to Spring decreased.
Why?	**Why?**	**Why?**
Lack of consistent accountability for students applying reading strategies when working independently.	Students struggle with comprehending questions to determine what given strategy to apply.	Consistent differentation based on student need is not present.
Why?	**Why?**	**Why?**
Teachers continue to dominate the reading block by reading the text for students and working together with students to analyze the text.	Teachers lack the capacity to model how to think about a problem or situation conceptually.	Teachers require additional developement around differentation during whole group, independent practice, and small groups.
Why?	**Why?**	**Why?**
Teachers require additoinal development around reinforcing phonics skills during shared reading in order for students to be able to read the text independently as well as reinforcing visible reading strategies when students are reading independently.	Teachers require more development around modeling how to think conceptually about a problem as a situation and not a procedural process.	Students are not reaching their growth target and the rigor or skills builds from each MAP assessment.
Why?	**Why?**	**Why?**
Over half of the student population struggles with readng stamina and analyzing the text for meaning.	Math problems are situations students should think about conceptually in order to determine a practical solution to solving a given problem.	Instruction is one size fits all so students are not getting what they need to reach their growth target. This need differs for each student, hence the need to support consistent differentiation.
Why?	**Why?**	**Why?**

Needs Assessment:

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

	Need
1	Strategic daily plan for phonics instruction
2	Strategic daily comprehension strategies for reading comprehension – incorporate the model and independent practice
3	Strategic plan for the comprehension of math word problems. – incorporate the model and independent practice
4	Teacher modeling in math and ELA
5	Ensuring independent practice is completed everyday in every content to hold students accountable for the strategies that were taught in the model.
6	Individual classroom lesson plans tailored to the needs of students in the classroom.

Information Items

Reminder: Atlanta Public Schools GO Team Office - 2024 Instructional Staff GO Team Elections

Let your voice be heard – cast your vote in the GO Team elections

Take a minute to submit your vote for your GO Team representatives!
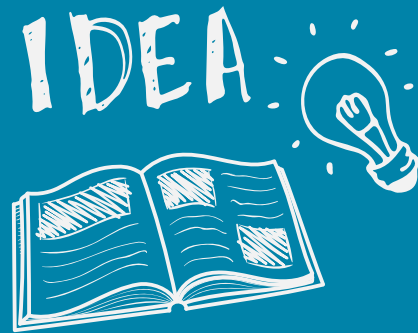
Voting closes

Thursday, April 25, 2024, at 11:59 PM Eastern Time.

Additional Information Items

- **Cluster Advisory Team Report**

- **GO Team Elections**
  - Find candidates at apsstrongschools.com
  - Vote **APRIL 16-25**
  - Households are sent a unique link based upon information in Infinite Campus
  - School Staff will be sent a link to their APS email address

Announcements

- **GO Team Members**
  - Complete your end of year surveys
    - Principal Feedback Survey (**AVAILABLE NOW!** Check your email for the link)
    - GO Team Satisfaction Survey **(Available May 1st)**

  - Complete your required trainings **ASAP**
    - Contact the GO Team Office with any questions

IDEA

Thank you for yet another great year!