

**FINCH ELEMENTARY
GO TEAM MEETING**

AUGUST 25, 2022

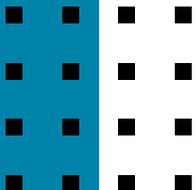


GO TEAM MEMBERS 2022-2023

Roll Call



NAME	ROLE
Dr. Tara Cotton	Principal
Ms. Ieshia Freeman	Parent
Ms. Melinda Malone	Parent
Ms. Terrion Moody	Parent
Ms. Nartasha Smith-Willis	Staff
Dr. Delleni Guest	Staff
VACANT	Staff
Ms. Terra Washington	Community Member
VACANT	Community Member
Ms. Wanda Washington	Swing Seat



ACTION ITEMS

Action Items

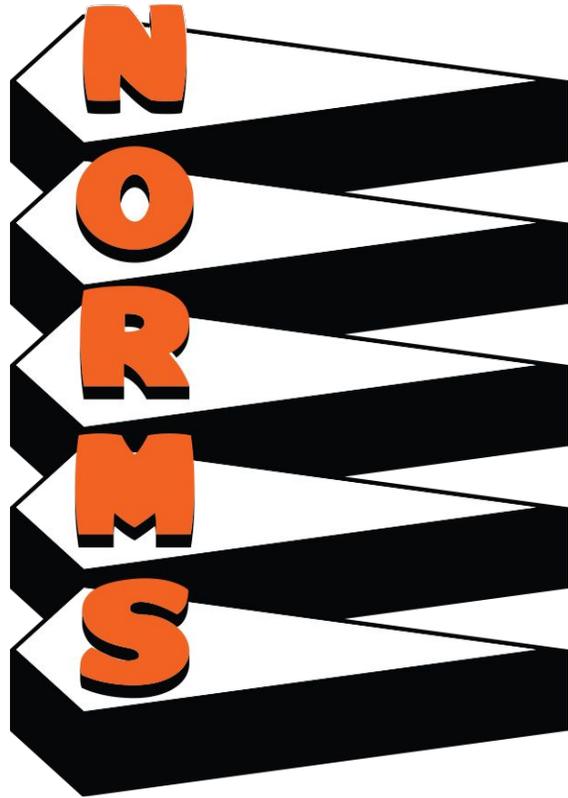


- Approval of Agenda
- Fill Open Staff Seat
- Fill Open Community Seat **(TBD)**
- Approval of Previous Minutes
- Election of Officers
 - Chair
 - Vice Chair
 - Secretary
 - Cluster Representative
- Review and Approve Public Comment Format
- Review, Confirm/Update Go Team Meeting Norms
- Vote on GO Team Calendar Dates

FINCH'S PUBLIC COMMENT FORMAT

- Opportunities for public comment are available for Finch Elementary School GO TEAM to hear from members of the community.
- If the meeting is held virtually, stakeholders wishing to provide comment during GO TEAM meetings should join the link at least 10 minutes before the meeting begins and sign in.
- If the meeting is held face to face, stakeholders wishing to provide comment during GO TEAM meetings should arrive at the Finch Elementary Media Center at least ten (10) minutes before the meeting begins and sign in. Stakeholders' comments will be heard in the order in which individuals signed in.
- Twenty (20) minutes of time during the GO TEAM meeting will be offered to the public to make comments. Everyone is asked to please plan to speak no more than two (2) minutes.
- GO TEAM members will not provide response or engage in direct conversation during meetings.

Let's commit to:



- 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.

TASK: SET GO-TEAM CALENDAR



PRINCIPAL'S REPORT

GO Team Meeting #1

TOPICS

- Peek into our School day!
- School Start Update
 - Current Enrollment & Leveling
- School Strategic Plan
 - Strategic Plan Overview
 - SMART Goals
- GMAS Results



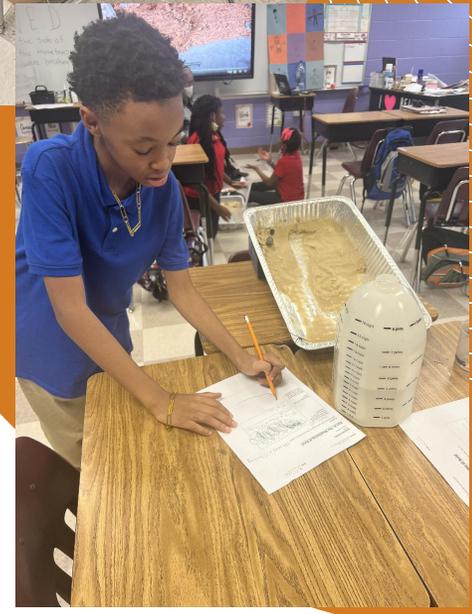
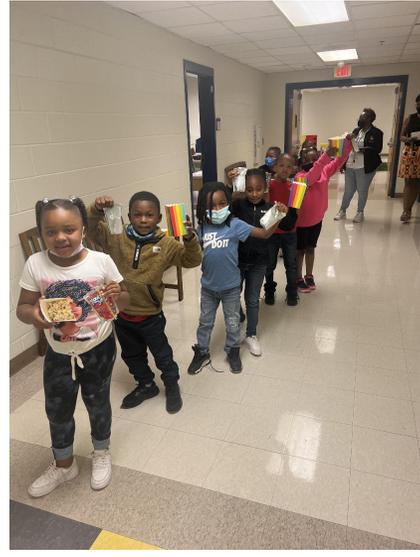
**PEEK INTO OUR
CLASSROOMS**

NIGHT OF THE SPADEFOOT

THINK-TAC-TOE CHOICE BOARD Week of August 15, 2022
 Choose which assignments you would like to complete for the week. The named boxes MUST be completed.

Write a newspaper article on bringing awareness to vernal pools and spadefoot toad information * Readworks.org assignment	Create a crossword puzzle using at least 16 vocabulary words * Spadefoot Toad Chapter Questions pg. 12 (blue workbooks) Read the next chapter of Spadefoot Toad	* Vocabulary Compare/ Contrast Activity * No Red Ink Diagnostic
Create a Point of View Board Game listing the 3 types of P.O.V., including short stories, and answers.	Free Time (Ms. Gore MUST approve- starred assignments MUST be completed FIRST)	

- Determine the theme in a story and how the characters respond to challenges.
- Compare and contrast two or more characters in a story.
- Use narrative techniques like dialogue, experiences and have characters respond to situations.



ENROLLMENT

Projected Enrollment	279
Current Enrollment	298
Difference	19

LEVELING

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

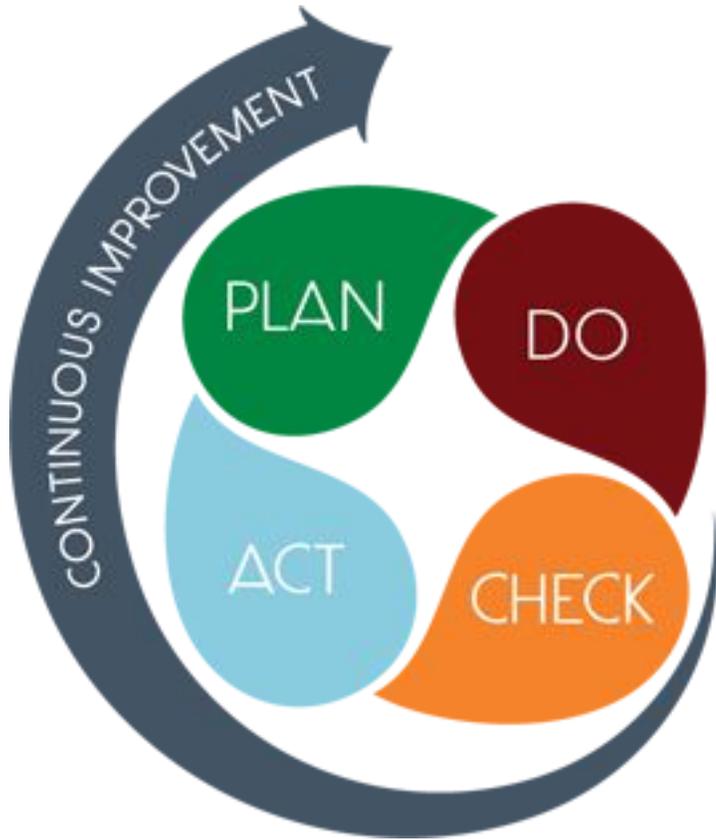
Budget Impact	<i>\$156, 256</i>
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Idea: Hiring personnel to accommodate student enrollment.



**2021-2025
STRATEGIC PLAN**

STRATEGIC PLAN SMART GOALS



Overview

- Priorities
- Key Aspects

SMART GOALS

William M. Finch Elementary

Mission: A community school where teachers plan intentionally, students embrace academic struggle, and the community's values align with the school's.

Vision: Together, we will provide meaningful, rigorous learning experiences and opportunities that enrich learning for students, staff, and the community in order to make college and career readiness a reality.

SMART Goals

Increase the % of grades 3-5 students scoring proficient or above in Reading from 19% to 25%

Increase the % of grades 3-5 students scoring proficient or above in Math from 14% to 20%

Increase the CCRPI Student Attendance Rate from 76.86 to 82

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. Focus on Reading & Math as a foundational skill
2. Ensure every student demonstrates content mastery
3. Ensure students are College & Career Ready
4. Improve teacher efficacy and growth-mindedness
5. Improve leadership capacity and opportunities
6. Build systems and resources to support the school's priorities
7. Inform and engage the school's families and community
8. Create a safe, nurturing, and caring culture for all students

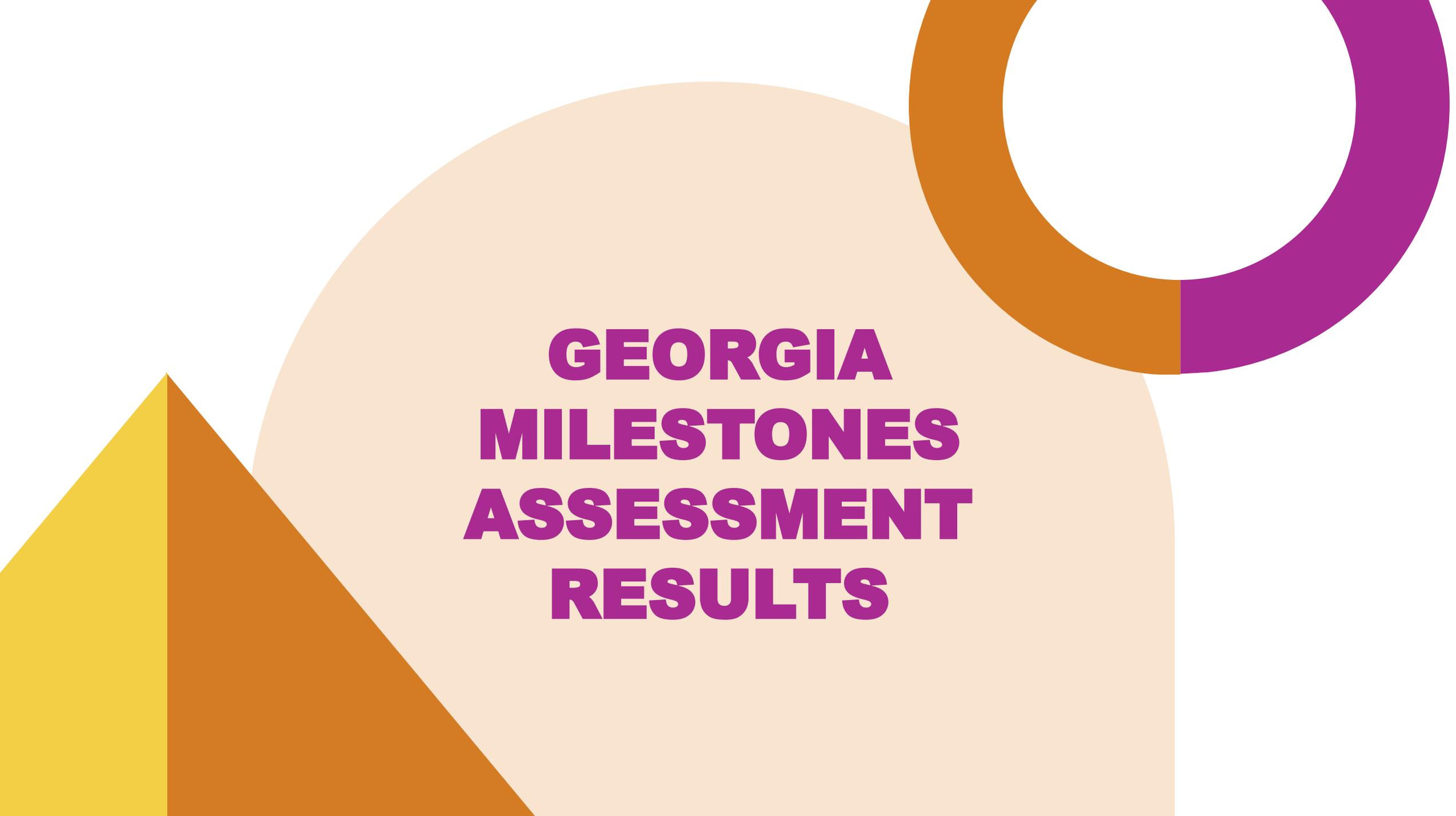
School Strategies

1. Implement rigorous, culturally relevant, and linguistically responsive Reading and Math curriculum with fidelity in all core content areas and instructional best practices in Tier 1 instruction
2. Integrate field experiences (in-person & virtual) for students with a focus on college and career awareness

3. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students
4. Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans

5. Direct training and support for building leadership
6. Identify and increase teacher leader roles and differentiate development opportunities
7. Develop a budget that supports the school's priorities

8. Establish core business partnerships
9. Increase parent engagement, awareness, and knowledge-base as valued stakeholders through fluid communication and active participation of the school's Parent Liaison
10. Implementation of a school-wide Positive Behavior Intervention Support system developed around SEL principles



**GEORGIA
MILESTONES
ASSESSMENT
RESULTS**

GMAS

Finch Elementary School Achievement Level Data

Please remember that this data is embargoed and should not be shared outside of its intended purposes.

Achievement Level Breakdown: Finch

school	Test Subject	Grade	year	Comparison..	Tested			
Finch	ELA	All	2022	All	146	57%	32%	11%
	Math	All	2022	All	145	65%	26%	9%
	Sci	All	2022	All	43	49%	37%	14%

GMAS

Finch Elementary School Achievement Level Data SWD Comparisons

Please remember that this data is embargoed and should not be shared outside of its intended purposes.

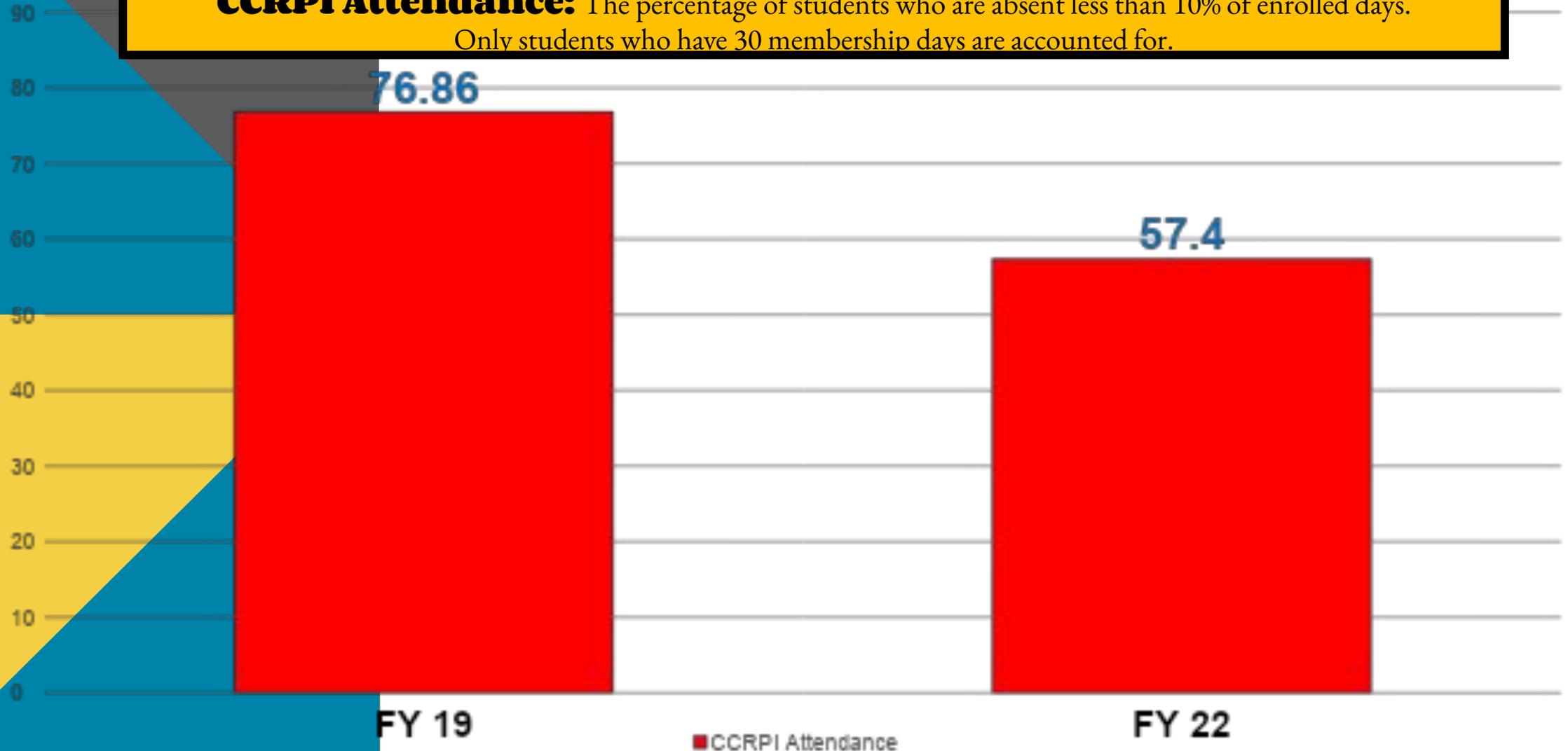
Achievement Level Breakdown: Finch

school	Test Subject	Grade	year	Comparison..	Tested	
Finch	ELA	All	2022	Not SWD	130	52% 35% 12%
				SWD	16	94% 6%
	Math	All	2022	Not SWD	130	62% 28% 10%
				SWD	15	93% 7%
	Sci	All	2022	Not SWD	37	43% 41% 16%
				SWD	6	83% 17%

Finch Elementary School

CCRPI Attendance

CCRPI Attendance: The percentage of students who are absent less than 10% of enrolled days.
Only students who have 30 membership days are accounted for.



GLOWS & GROWS

GLOWS

- The percentage of students performing at developing and above on the Science GMAS significantly increased from 27.% to 51.2% when comparing 2019 to 2022.

GROWS

- The percentage of students performing at proficient and above on the Math GMAS significantly decreased from 14.4% to 9% when comparing 2019 to 2022.
- The percentage of students performing at proficient and above on the ELA GMAS significantly decreased from 19% to 11.6% when comparing 2019 to 2022.
- SWD subgroup did not demonstrate proficiency on the ELA GMAS.
- The percentage of students meeting the 90% attendance rate for period of enrollment decreased from 76.1% to 57.4% from 2019 to 2022.

QUESTIONS?

