

Finch Elementary

Date: 10/02/2024

Time: 3:33 PM

Location: Zoom

I. Call to order: 3:31

II. Roll Call

Role	Name (or Vacant)	Present or Absent
Principal	Tara Spencer	Present
Parent/Guardian	Edwina Lawrence	Present
Parent/Guardian	Kashon Caldwell	Present
Parent/Guardian		
Instructional Staff	Tatyana Mcknight	Present
Instructional Staff	Erin Gore	Present
Instructional Staff	Tesia Germain	Present
Community Member	Adriana Sola	Present
Community Member		
Swing Seat	Dr.Regana Hill	Present
Student (High Schools)		

Quorum Established: Yes

III. Action Items

a. **Approval of Agenda:** Motion made by: [Edwina Lawrence](#); Seconded by: [Regana Hill](#)

Members Approving: Kashon Caldwell, Tatyana McKnight, Erin Gore, Adriana Sola, Tesia Germain

Members Opposing: None

Members Abstaining: None

Motion Passes

b. **Approval of Previous Minutes::**

Motion made by: [Regana Hill](#) Seconded by: [Edwina Lawrence](#)

Members Approving: Kashon Caldwell, Tatyana McKnight, Erin Gore, Adriana Sola, Tesia Germain

Members Opposing: None

Members Abstaining: None

Motion Passes

IV. Discussion Items

- a. **Discussion Item 1: Continuous Improvement Plan**
 - i. Dr. Spencer shares what the continuous improvement goals are, which is the school improvement plan and the plan for making improvements throughout the year. The overarching needs lie in literacy, numeracy, and whole child interventions. The goals are to increase student's performance on the ELA and math end of grades assessment, which is milestones; and to increase student's daily attendance. To specify the goals are to increase on both milestones by at least 3% in literacy, 25% in numeracy or math, and to increase by 21% in the CCRPI attendance, which is basically how many days out of the school year students attend school. It the goal to increase by 72%.
 - ii. Dr. Spencer shows the numeracy SMART goals chart and explains the different tools that are in place to meet goals at the end of the year. There are very explicit ways that goals will be met. One of which is for literacy, the actions is that the instructional leadership team meaning Dr. Spencer, the assistant principal, instructional coaches will make sure that they monitor the implementation of instructional practices specifically around those foundational reading skills, vocabulary acquisition, literary and informational text, and writing. Additionally, establish a solid writing plan and monitor the implementation and provide professional development to teachers to ensure that the writing plan is being implemented with fidelity. Also, there has been a swing of monitoring, coaching, and feedback cycle for teachers to ensure that they receive consistent feedback and make sure that they feel comfortable and solid in their execution, of their instructional planning, and then their delivery of their lessons. Goals specifically for subgroups are to make sure that there is support for SW teachers in that same vein by ensuring that they have feedback that's readily available to them in classroom visits, so that they can feel comfortable in their execution of grade level standards. That was from literacy.
 - iii. Dr. Spencer shares SMART goals for math. She describes that the instructional leadership team wants to make sure that they monitor the implementation of the new standards, the new curriculum, and also make sure that support is provided. Addition in the weekly data meetings there is a protocol in place and those weekly data meetings are supported with feedback and any support that maybe needed to move the work along. In addition to coaching teachers will also experience the same type of consistent feedback and coaching,so that they can feel successful in their execution of grade level standards.

Dr. Spencer continues to share that for the subgroups, she wants to make sure that SD teachers feel that same level of support that general education teachers feel. For our hotel

- iv. For the whole child intervention, the goal is to increase students attendance. There is a family engagement team that contacts parents whose student has had excessive absences, and they have a caseload of students who they contact. But in addition to that, we have a care/student attendance committee, which is now renamed the WCI team that meets and talk about wraparound services that may need to happen for students who have negative attendance so that team can positively impact student outcomes. In addition to that for the SD group, we make sure to monitor the subgroup's behavior and discipline data just to make sure that restorative practices are being utilized to ensure that students remain in school, and that they are not disproportionately suspended or reprimanded for their behaviors.

b. **Discussion Item 2: Data Discussion**

- i. Dr. Spencer continues discussing Georgia milestones data for the 23-24 school year. She shows the first slide of data which speaks to the level of proficient and distinguished kids. The data illustrates 3rd through 5th graders who are assist on the Georgia milestones assessment at the end of the year every year. Dr. Spencer shows the ELA, math, and science scores and states that the data is not new. However, the math data is new because there were new standards, and the data came out late. She also presents a beginner, developing, proficient, and distinguished chart on how students have been performing. Dr. Spencer calls out, that at Finch elementary school, we are improving in ELA, on both ends of the spectrum growing kids in proficient and distinguished and moving kids from the beginning level to develop it. She continues sharing that there was a lost in the percentage point in math. However, there was still an impact that moved about 4% of beginning learners into the developing. She stated that while teachers are held responsible for the standards and implementation of a new curriculum, losing one percentage point is still something to smile about. So, although there was a slide a little bit, we did not slide much because we did have implementation of new standards. Additional for science the school grew 10%. However there is more that needs to be done for instance, get more beginning learners into the developer level.

ii. MAP

- i. Dr. Spencer shared that the MAP data shows where students are, shows the status of how learners are performing, and how will students meet the goals. She expressed that many of the actions from the 2 previous years since she's been principal has not changed. She describes herself as a principal that gives consistent feedback, coaching teachers, and making sure that teachers feel successful in their work, and that has been impactful. You can see the impact in Finch's data. Dr. Spencer shares that she knows that their doing the right work and they will continue to do the work. Specifically, in reading for MAP, which is the universal screener that gives us a thermometer of how the kids are performing. So, there is about 22% of kids performing at the proficient level, and less than 50% of the kids performing at the beginning level. And this just leads to the work that we've done here, at least in the last 3 years of moving the needle in creating our own narrative about what is done at Finch. She also spotlights where we are in math. While the math scores are a bit lower, where there are fewer students performing at the proficient level. There is a lot fewer performing at the beginning level. So, many of students are sit in the developing level ready for access to grade level standard, and with the right support, they will be able to reach grade level standard. All that is need is to put the correct things in place, and students will do the appropriate work to move to the proficient level.
- ii. Dr. Spencer asks Go Team member is there is any questions, concerns, celebration. One member asks from clarity on the STEAM program's certification process. Dr. Spencer explains that the school is a STEAM school and the school is working to increase exposure in the core content classes, and making sure that we integrate STEAM into the daily fabric of the students learning. The school has had two professional learning opportunities to make sure that teachers feel comfortable with the implementation of STEAM integration inside of the core content classes. Now, when it comes to certification, there is a timeline that has begun, we have begun to collect artifacts of what is needed to show that we are working towards certification. There are different things that need to happen. Frist we have to come up with our vision, our mission and what it looks like for our school, and then we can put it into action steps in terms of what are the things we want to

focus on. For example, this year our focus is entrepreneurship. So we want to know how can we integrate STEAM into entrepreneurship and roll that out successfully, so that, first, it doesn't feel overwhelming. Secondly, it is something that is effective and something that can live with kids past Finch elementary school. Dr. Spencer shares that they are currently working on collecting artifacts so that we can submit at least for the 25-26 school year for certification through the state. Another GO Team Member states that as a whole, we can continue to grow on goal setting.

- iii. Which ensure that students not only are intentional about goal setting, but they're referring back to their goals. And we're constantly having one on one with students. As well as encouraging students to take risk and just providing them with those rigorous opportunities inside and outside of the classroom.
- c. **Discussion Item 3: Enrollment Report**
- i. Dr. Spencer reminded that during September we look at our projected enrollment, and talked through the current enrollment. Normally, what happens is, if a school grows they get more money. If they don't meet their projection, then they lose money. Finch was had two additional student than projected. We were able to have a difference of 2 kids, there was additional money to be able to use to support those 2 additional kids. In addition to the kids that already attend the school. So with the budget impact, with those 2 additional kids, the school was able to earn almost \$11,000 to support the students. Additionally, in reserve if I didn't have those kids, the reserve would have been used to counter what the school would have lost, however it was not used. Dr. Spencer shares that the school was able to hang on to reserve money. In addition to that Atlanta Public Schools has offered a grant for safety for \$45,000. That money would be used to hire a .5 instructional paraprofessional. Also, the money could be used for non-personnel changes such as to support instructional resources for teacher and student, to support over time for non-instructional staff, and teacher stipend for moments where are asked to do things over and beyond their normal day. Dr. Spencer said that she is open to take suggestions to other ways to stay safe in the building. Dr. Spencer shares that she was able to create an office space for one of the Carver cluster school resource officer who is a supervisor in the cluster. This action has helped with safety, he has been very instrumental in doing dismissal, and the presence of a police car has been

- V. Announcements** [Add brief summary of the announcements]
- a. Community and Cluster with Superintendent Dr. Johnson- **10/3 at 6pm (Sylvan Hills Middle School)**
 - b. Carver Cluster Football Game- **10/4 at 5:30pm (Lakewood Stadium)**
 - c. Fall Break- **October 14-18 for students and October 15-18 for staff**
 - d. Next meeting- **October 24, 2024, at 3:30pm**
 - e. 2024 GO TEAM G3 Summit- TBA

VI. Adjournment

Motion made by: [Tatyana McKnight](#); Seconded by: Kashon Caldwell

Members Approving: Edwina Lawerance, Regana Hill, Erin Gore, Adriana Sola, Tesia Germain

Members Opposing: None

Members Abstaining: None

Motion: Passes

ADJOURNED AT 4: 10 PM

Minutes Taken By: [Tesia Germain](#)

Position: [Secretary](#)

Date Approved: