PRINCIPAL'S REPORT

August 31, 2022

TOPICS

- School Start Update

- Current Enrollment & Leveling

- GMAS Results
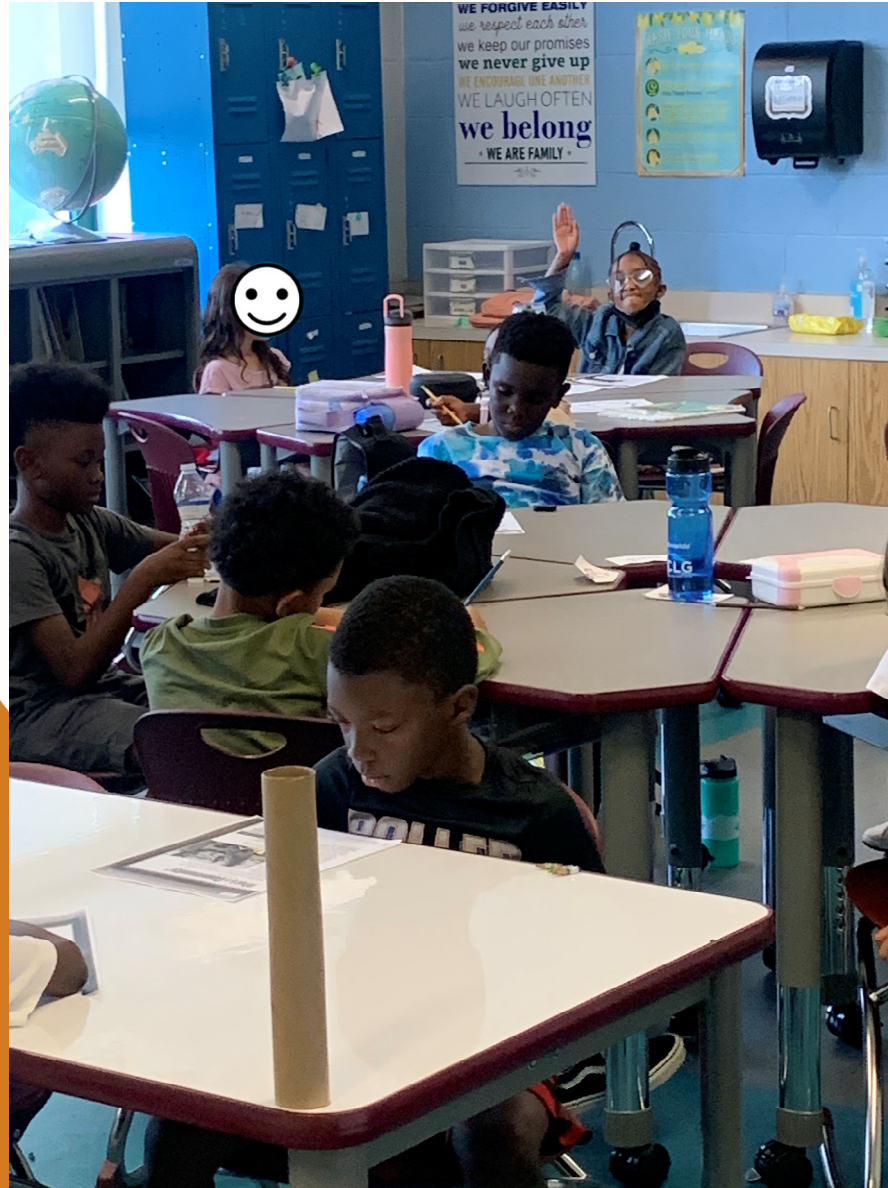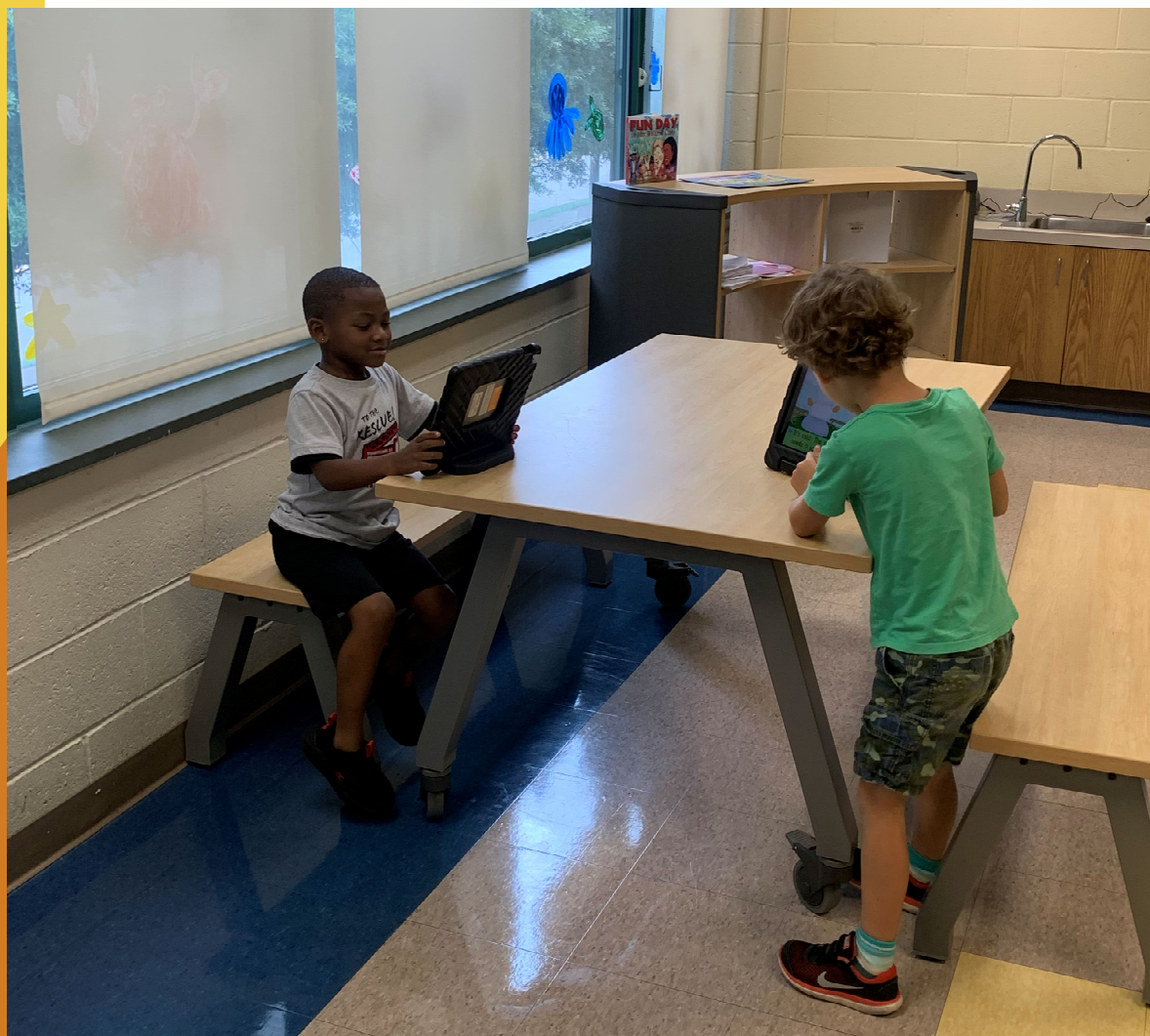
STEM LAB

ENROLLMENT

Projected Enrollment	**375**
Current Enrollment	314
Difference	61

LEVELING

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

Budget Impact
$279,279.00

- *$33,306 – Enrollment*
- *$49,461 Carryover*
- *$68,129 Reserve*
- *$77,700 – CARES III*
- *$10,000 – Subs*

- *$40,683*

2021-2025
STRATEGIC PLAN

Hope-Hill Elementary

Vision: *A school that excels at creating a trusting, safe, and loving environment to foster individualized learning and achievement in students from ALL backgrounds.*

Mission: *Hope-Hill Elementary is dedicated to the premise that all students can learn given consistent high-quality & data-driven instruction within a safe, supportive, and stable environment regardless of social, economic, or physical status.*

SMART Goals

The percentage of students in grades 3-5 scoring proficient or above in reading/ELA will maintain at 22% or increase 9% by June 2025	The percentage of students in grades 3-5 scoring proficient or above in math will maintain at 40% or increase 9% by June 2025	The percentage of students who miss less than 10% of school days at Hope-Hill will increase from 82% during the 2018-19 school year to 90% by June 2025

APS Strategic Priorities	School Strategic Priorities	School Strategies
Fostering Academic Excellence for All	1. Demonstrate high levels of academic growth among all students. 2. Use data to determine instructional needs 3. Maximize instructional time daily to provide engaging opportunities aligned to the standards for students.	1A. Implement and monitor the quality of the intervention block using the required resources and district-provided observation tools. 2A. Conduct and respond to regular deep analysis of MAP data to identify school-wide and teacher-specific trends. 3A. Implement and monitor consistent use of the required curriculum resources and materials. (e.g., FUNdations, FPC, Lucy Calkins, Envision Math)
Building a Culture of Student Support	4. Ensure students attend school on-time and daily in order to receive maximum instructional opportunities. 5. Provide wrap-around services to meet the needs of the whole child	4A. Develop, implement and monitor an Attendance Committee to contact parents of students with frequent absences and/or tardies. 4B. Refine and implement school-wide attendance plan to ensure attendance goals are developed, monitored and met (includes celebrations and incentives) to *celebrate* scholars' attendance, academics, and character. 5A. Use restorative practices as an alternative to suspension. 5B. Maintain the appropriate staff to meet the needs of all students. (SSW, behavior coach, parent liaison, etc.)
Equipping & Empowering Leaders & Staff	6. Create a staff culture of professional growth, engagement, and recognition. 7. Recruit and retain staff members who put kids first. 8. Maintain a culture of trust, transparency, and communication among all staff members.	6A. Align professional learning opportunities to identified staff needs in order to build capacity. 6B. Implement strategies to increase employee engagement specifically recognizing staff accomplishments. 7A. Strategically and intentionally hire staff who love children and are willing to go the extra mile daily to meet the needs of all students.
Creating a System of School Support	9. Advocate for school-wide equitable resources 10. Maintain a school environment that is welcoming, inclusive, and engaging to all families.	9A. Collaborate with APS to ensure the safety and security of all HHES students, staff, and families. 9B. Collaborate with APS and COA regarding our facility needs. 10A. Empower the PTA and HHES Foundation to support all HHES families.

GEORGIA MILESTONES ASSESSMENT RESULTS

GMAS RESULTS

https://www.apsgraphs.com/t/staff/views/MilestonesEOGResults_0/AcrossSchoolComparison/bfe6e5d3-64a2-4811-9fa7-dd5b0f632715/e622c102-7198-4af7-b9b5-6aab4f709bbb?:display_count=n&:showVizHome=n&:origin=viz_share_link

GMAS RESULTS

https://www.apsgraphs.com/t/staff/views/MilestonesEOGResults_0/ClassDrilldown?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link

GMAS RESULTS

https://www.apsgraphs.com/t/staff/views/MilestonesEOGResults_0/ScoresvsChallenge?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link

GLOWS

• Decreased the number of disciplinary incidents from 107 to 31 from 18/19 to 21/22 school year

• MAP growth data from fall to winter grades 2 –5 proficient and above increased from 15.1 to 22.5 in ELA

• MAP growth data from fall to winter grades 2 –5 proficient and above increased from 11.4 to 15.1 in Math

• 2022 Milestones Score (44) vs Challenge Index (84% indicates that students in grade 3 – 5 are performing better than expected in both ELA and Math. Milestones NCE = 44, Challenge Index= 84%

GROWS

•While attendance take rate is strong, the ADA decreased from 94.1 to 89 and the CCRPI Attendance decreased from 82.8 to 50.3 from the 18/19 to 21/22 school year

•The percentage of students in grades 3 – 5 who performed at proficient and above in Math decreased by 25.9% from the 18/19 to 21/22 school year.

•The percentage of students in grades 3-5 who performed at proficient and above in ELA decreased by 9.7% from the 18/19 to 21/22 school year.

•The percentage of students in 5th grade who performed at proficient and above in Science decreased by 16.4% from the 18/19 to 21/22 school year.

QUESTIONS?