Slide 1

HOPe-Hill

Hope-Hill Elementary
IGNITE HOPE and SOAR to New Heights
Go Team September 2024-2025

Slide 2

TOPICS

School Strategic Plan
- Strategic Plan & Priorities Review
- SMART Goals

Data Discussion
- Spring MAPS
- GMAS

School Uniform Discussion

Principal's Report
- Current Enrollment & Leveling
- Information about our school

Slide 3

2021-2025 STRATEGIC PLAN

Slide 4

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.

Goals (Outcomes)

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 (LITERACY)	The percentage of students in grades 3-5 scoring proficient or above in math will maintain at 40% or increase 9% by June 2025 (NUMERACY)	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 (ATTENDANCE)

Goals (Growth)

The number of students performing at the beginning or development level in reading/ELA will decrease by X number of students by 2025	The number of students performing at the beginning or development level in math will decrease by X number of students by 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.

Slide 5

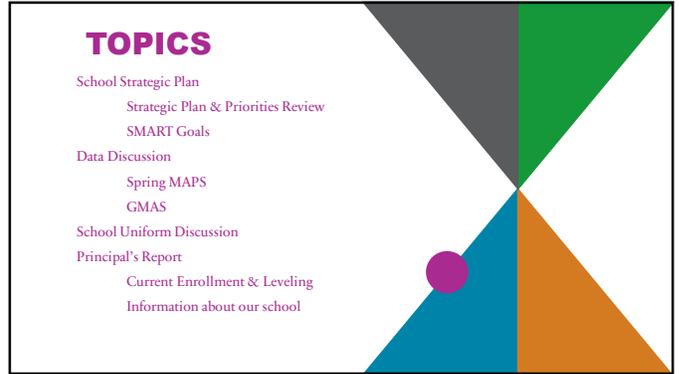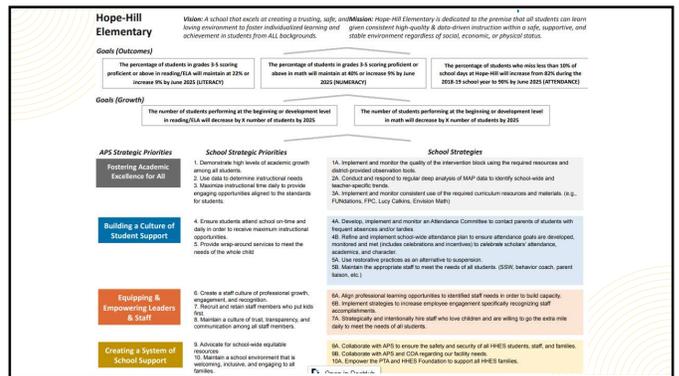| Rank ↑	Opinion	Score
🏆 1st	v. Provide wrap-around services to meet the needs of the whole child.	1,637
🏆 2nd	i. Demonstrate high levels of academic growth among all students.	1,572
🏆 3rd	iii. Maximize instructional time daily to provide engaging opportunities aligned to the standards for students.	1,547
4th	ix. Advocate for school-wide equitable resources.	1,541
5th	iv. Ensure students attend school on time and daily in order to receive maximum instructional opportunities.	1,538
6th	vii. Recruit and retain staff members who put kids first.	1,520
7th	ii. Use data to determine instructional needs.	1,513
8th	x. Maintain a school environment that is welcoming, inclusive, and engaging to all families.	1,499
9th	viii. Maintain a culture of trust, transparency, and communication among all staff members.	1,386
10th	vi. Create a staff culture of professional growth, engagement, and recognition.	1,337

5

Slide 6

School Goals-CIP

- o By May 2025, the number of students scoring Proficient or above on ELA GMAS will increase from 28% to 33%
- o By May 2025, the number of students scoring Proficient or above in Math GMAS will increase from 20% to 25%
- o The CCRPI Attendance Rate will increase from 65% in May 2024 to 70% by the end of the 2024-2025 school year.

HOpe -Hill
John Hope – Charles Walter Hill Elementary School

6

Slide 7

DATA DISCUSSION

7

Slide 8

FALL MAP RESULTS

School	Grade	Window	Exams				
Hope-Hill	02	Fall 2024-2025	125	34%	34%	19%	12%
	03	Fall 2024-2025	129	43%	38%	14%	5%
	04	Fall 2024-2025	119	45%	29%	20%	5%
	05	Fall 2024-2025	110	36%	40%	15%	9%

SPRING MAP RESULTS

School	Grade	Window	Exams				
Hope-Hill	02	Spring 2023-2024	141	40%	42%	13%	
	03	Spring 2023-2024	98	42%	28%	20%	10%
	04	Spring 2023-2024	113	48%	28%	17%	7%
	05	Spring 2023-2024	126	43%	33%	19%	

8

Slide 9

GMAS RESULTS

Milestone Grade and Subject Comparison for **Hope-Hill**

Hope-Hill	ELA	3	2023	All	55%	14%	22%	10%
			2024	All	51%	22%	18%	10%
		4	2023	All	49%	36%	11%	
			2024	All	60%	21%	7%	12%
		5	2023	All	52%	29%	19%	
			2024	All	38%	25%	25%	13%
	Math	3	2023	All	41%	31%	18%	10%
		4	2023	All	42%	43%	11%	
		5	2023	All	58%	26%	13%	
	Sci	5	2023	All	65%	26%	10%	
			2024	All	49%	23%	18%	10%

9

Slide 10
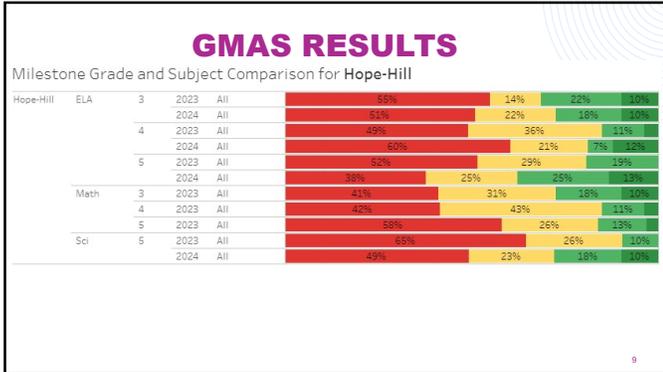
GMAS RESULTS

Areas of Strength	Areas for Opportunity
1. ELA increased Distinguished from 5% to 12%, decreased our beginning learners from 52% to 49% and 5th Grade showed the greatest improvements	4th Grade ELA- the same co-hort scored 55% their 3rd grade year in beg. learn, * There was an increase in their distin. by 2%
2. Science scores increased from 0% dist. To 10%. Overall improvements in all areas.	Our ED students did not do as well as our non ED
3. Our distin, increased for 2 out of 3 grades, for 3rd it stayed the same year to year.	DSE subgroup did not score will
4. Gifted students showed the highest growth of 60%	

Slide 11

GO TEAM DISCUSSION: DATA PROTOCOL

- What do you notice?

- What are your wonderings?

- What additional questions do you have?

11

Slide 12

Timeline for GO Teams

You are **HERE**

1	2	3	4	5
Fall 2021 GO Team Developed 2021-2025 Strategic Plan	**Summer** School Leadership completed Needs Assessment and defined overarching needs	**August** School Leadership completed Continuous Improvement Plan	**Sept. - Dec.** Utilizing current data, the **GO Team** will review & possibly update the school strategic priorities and plan	**Before Winter Break** **GO Team** will take action (vote) on the rank of the strategic plan priorities for SY25-26 in preparation for budget discussions.

12

Slide 13:

QUESTIONS?

13

Slide 14:

DISCUSSION: OPTIONAL SCHOOL UNIFORM

14

Slide 15:

OPTIONAL SCHOOL UNIFORM

In the 2023-2024 school year, the APS Board of Education updated the district's dress code policy. As part of the update, starting with the 2025-2026 school year if a school wishes to **maintain or explore implementing** an optional school uniform, it **must** go through an engagement process and have a vote as outlined below:

ELEMENTARY
A school uniform is adopted upon the agreement of the principal and a majority vote of the School Governance Team (GO Team).

MIDDLE
School uniforms are adopted upon the agreement of the principal, GO Team and the elected student government. If the school does not have an elected student government, then a majority vote must be secured from the student body to adopt a school uniform.

HIGH
School uniforms are adopted upon the agreement of the principal, GO Team and the elected student government. If the school does not have an elected student government, then a majority vote must be secured from the student body to adopt a school uniform.

If your school currently has a school uniform and wishes to continue it, you must go through this process!

15

Slide 16:

ABOE POLICY JCDB STUDENT DRESS CODE

(Last Revised, 06/03/2024)

http://tinyAPS.com/?APSDressCodePolicy

REQUIREMENTS
1. A top of non-see through fabric
2. A bottom of non-see through fabric
3. Shoes
4. Undergarments that are not visible

RESTRICTIONS
1. No words or symbols that are gang-related, sexually suggestive, obscene or promote illegal behavior
2. Nothing associated with alcohol, illegal drugs or tobacco
3. No flip-flops, athletic slides or footwear that doesn't support the front and back of the foot

16

SCHOOL-SPECIFIC DRESS CODES

We have one districtwide student dress code adopted by the Atlanta Board of Education.
School-specific dress codes may not contradict Board policy.

Examples of problematic school specific dress-code provisions

"dress in good taste"	"no baggy pants"	"no sweatpants"	"no activewear"	"no short shorts or skirts"	"no spaghetti straps"
"no tube tops"	"no dresses"	"no tight/revealing clothing"	"no leggings"	"no joggers"	"no 'extreme' hairstyles or colors"
"no Crocs"	"all shirts must be tucked in"	"no hoodies/hooded jackets"	"hair should be clean and neatly groomed"	"no shirts which expose cleavage"	"students dressed in uniform are better perceived by teachers and peers"

17

SCHOOL UNIFORMS

Schools may choose to adopt an *optional* school uniform.

Effective immediately, at no time will students have their instructional time interrupted or be barred from school or class for declining to wear the optional school uniform.

18

ESTABLISH AN OPTIONAL SCHOOL UNIFORM

If your school currently has a school uniform and wishes to continue it, you must go through this process!

The GO Team needs to **TAKE ACTION (vote)** on **maintaining or exploring implementing an optional school uniform.**

After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

If the GO Team votes to move forward, then the team should proceed to discuss the School Uniform Advisory Committee.

TAKE ACTION

19

DISCUSSION

Only needed if the GO Team voted YES to maintaining or exploring establishing an optional school uniform.

The GO Team will now discuss if they wish to move forward with establishing a School Uniform Advisory Committee.

The School Uniform Advisory Committee will be responsible for:

1. Develop a stakeholder engagement plan to receive feedback on implementing a uniform and its components, if adopted. Must include a minimum 20-day public comment period on any proposed uniform
2. Recommending the optional school uniform components.
3. Establishing the student voting timeline and process (*if necessary*).
4. Determine the length of time the uniform will be in use before reconsideration
5. Developing a communication plan to inform the school community about the optional school uniform, if the uniform is adopted
6. Other objectives as defined by the GO Team.

20

Slide 21

COMMITTEE MEMBERS

Only needed if the GO Team voted YES to maintaining or exploring establishing an optional school uniform.

The GO Team will also need to determine who will be on the committee:

1. The GO Team Chair will name the Committee Chair.
2. No more than 2 additional GO Team members may be on the committee (a maximum of 3 GO Team Members).
3. Committee must have **at least 3 students** as outlined below:
4. Other committee members may be added, as determined by the GO Team.

ELEMENTARY

Elementary School <u>with</u> Ambassadors
Recommend inclusion of at least 3 student ambassadors

Elementary School <u>without</u> Ambassadors
Recommend inclusion of at least 3 students selected by the principal with GO Team input

MIDDLE

Middle School <u>with</u> Student Ambassadors
At least 3 student ambassadors

Middle School <u>without</u> Student Ambassadors
At least 3 students selected by the principal with GO Team input

HIGH

High School <u>with</u> Elected Student Government
At least 3 students as selected by the SGA

High School <u>without</u> Elected Student Government
At least 3 students as selected by the principal with GO Team input

---

Slide 22

ESTABLISH THE COMMITTEE

Only needed if the GO Team voted YES to maintaining or exploring establishing an optional school uniform.

The GO Team needs to **TAKE ACTION (vote)** on establishing its **School Uniform Advisory Committee** based on the previous discussion.

After the motion and a second, the GO Team may have additional discussion.

Once discussion is concluded, the GO Team will vote.

If the GO Team votes in the affirmative (yes) for moving forward, then the Chair will need to fill out a committee resolution form (*see example on next slide*) and send to the GO Team Office.

TAKE ACTION

Slide 23

BLANK COMMITTEE RESOLUTION

Slide 24

PRINCIPAL'S REPORT

**HOPE-HILL
LEVELING AND
FY25 BUDGET
ADJUSTMENT**

September 18, 2024

25

ENROLLMENT

Projected Enrollment	371
15-Day Count(08.21.24) Enrollment	380
Difference	9

LEVELING

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

Budget Adjustment*	$114,345

*The budget adjustment reflects the impact of the following: enrollment changes, FY25 reserve, adjustments to Title I, Family Engagement and School Improvement Allocations, Security Grants and FY24 carryover funds

26

26

School	Hope-Hill Elementary School				
Location	2062				
Level	ES				
Principal	Keisha Gibbons				
Projected Enrollment	372				

Account	Account Description	FTE	Budget		Per Pupil
1000	Instruction	48.40	$	4,737,415	$ 12,735
2100	Pupil Services	6.25	$	549,268	$ 1,477
2210	Improvement of Instructional Services	3.00	$	376,579	$ 1,012
2213	Instructional Staff Training	-	$	-	$ -
2220	Educational Media Services	1.00	$	123,029	$ 331
2400	School Administration	4.00	$	470,446	$ 1,265
2600	Maintenance & Operations	3.50	$	189,411	$ 509
2700	Transportation	-	$	4,239	$ 11
	Total	**66.15**	**$**	**6,450,387**	**$ 17,340**

**FY2025
Budget by Function**
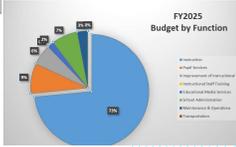
Overall F25 Budget Allocation

27

**Plan for FY25 Leveling Reserve
$__(Insert Amount Here)___**

Priorities	APS FIVE Focus Area	Strategies	Requests	Amount

**Before Presenting to your GO Team:
Insert the Leveling Reserve Slide
from your Feb 2024 Budget
Presentation**

28

Slide 29

FY25 Strategic Plan Break-out

Priorities	APS FIVE Focus Area	Strategies	Requests	Amount
Add a priority regarding school safety	Whole Child – Intervention	Foster an atmosphere that promotes safety and wellbeing for both teachers and students	SRO .5 (pending add'l funding from state and reserves will add the remaining .5)	$53,320 ($106,640)
Demonstrate academic growth amongst all students	Fostering Academic Excellence for All	Smaller class size to increase the levels of intense support needed to meet the needs of all students	Utilize 4 EIP teachers to reduce class	$627,513
Provide wraparound services to meet the needs of the whole child	Whole Child – Intervention	Implementing partnerships with local organizations to support student and their families with basic needs	NA	NA
Demonstrate academic growth amongst all students	Signature Programs	Continue current and expand programming	Gifted 1.0 STEAM Coach 1.0	$270,251
Provide wraparound services to meet the needs of the whole child	Whole Child – Intervention	Implementing afterschool activities (e-sports, cool girls, and journalism)	Stipends for afterschool activities	$30,750
Maximize instructional time for all to provide engaging lessons that are aligned to the standards	Fostering Academic Excellence for All	Teachers need time to plan engaging and effective lessons, this time is the cornerstone of PLC. This time is made possible by having specials. PLCs with instructional coaches allow teachers to review standards and internalize the information to maximize the instructional periods	Math (1) Coach ELA (1) Coach	$261,080
Provide wraparound services to meet the needs of the whole child	Whole Child – Intervention	Providing support to teachers and students with behavior strategies and skills needed.	Behavior aide para 1.0	$50,169
Demonstrate academic growth amongst all students		Provide additional support with small groups and reduce the teacher to student ratio	2nd grade para 1.0	$50,169

29

Slide 30

SUMMARY OF CHANGES AS A RESULT OF FY25 BUDGET ADJUSTMENT

Personnel Changes	Non-Personnel Changes
Remaining ½ of SRO	HOA SEL
	Bus Transportation for Wednesday
	Furniture for additional furniture

Summary of Changes

PRINCIPALS: Additional support with SEL and Tutorial. Adding more furniture for classrooms.

30

30

Slide 31

Esports District Competition

Levi won the Madden Championship!

2023-2024 competitions   # compete willingly

31

Slide 32

School-Wide Expectations

Big 3 Priorities:

1. *Improve academics*
   - More hands on experiences for students and staff
   - Using data to drive decisions at all levels
   - Giving teachers access to researched based resources

2. *Improve culture*
   - Nurture a welcoming and positive mindset Ensure new teachers have what they need
   - SEL sessions with counselor every two weeks
   - Assume good will

3. *Improve communication*
   - Increase clear and consistent communication- with team and parents
   - Have 100% of families on Dojo

John Hope – Charles Walter Hill Elementary School

32

33

QUESTIONS?

34