Preparing for Budget Development

GO Team Meeting #4
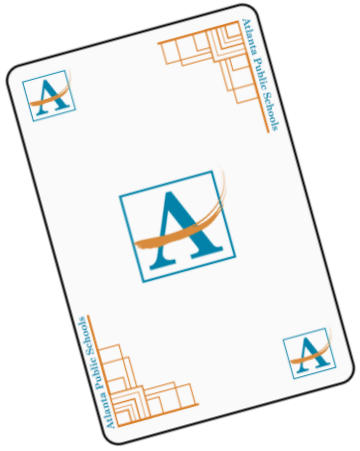
Agenda

Fall ACES Presentation

Review of Strategic Plan and priorities progress

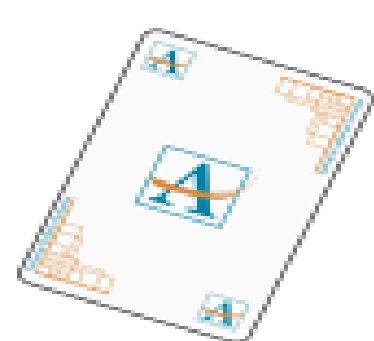Preparing for the Budget Development

Rank Strategic Priorities

Accountability
Collaboration
Equity
Support

Fall 2022 ACES Presentation

Signature Programming

Accountability
Collaboration
Equity
Support

Principal Information

Years at School: 9 years
Years as a Principal: 9 years

Signature Program: IB

Current Status: In progress

Targeted Date of Authorization/Certification or Evaluation/ Recertification: August 2023

Two areas of focus: Teaching and Learning Professional Learning and Curriculum Development

Enrollment Information

SY2023 Enrollment: 502(without P)
SY2022 Enrollment: 581(without P)
Change in Enrollment: 79

Staffing Information

Number of First Year Teachers: 4
Number of Vacancies: 1

Personalized Learning Cohort

Wave 1 (SY22 Implementation)
Wave 2 (SY23 Implementation) ✓
Wave 3 (SY24 Implementation)

Student Population

English Learners: 26 students
Students with disabilities: 63 student
Gifted: 14 students

Ensuring Equitable Funding

Increasing Access to Effective Leaders and Teachers

Supporting Special Populations

Increasing Access to Advanced Coursework

ATLANTA PUBLIC SCHOOLS

Whole Child and Intervention

SY23 Attendance*

Indicator	Time Frame	
	September 2021	September 2022
Attendance Take Rate	100%	100%
ADA Attendance Rate	87.7%	90.1%
Students not chronically absent	57%	72.7%

*As of 10/02/2022

Addressing disproportionate discipline practices
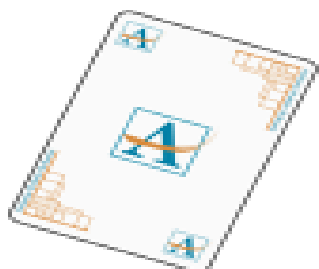
Integrating social, emotional and academic practices

SY23 Behavior*

OSS Suspension Rate = 0.04

Suspension Rate by Subgroup

Subgroup	Total number of students	OSS Suspension Rate
Female	231	0
Male	275	0.05
SWD	45	0
Black	467	0.03
Hispanic	30	0
Multi-race	N/A	N/A
White	N/A	N/A
Asian	N/A	N/A

*As of 9/28/2022

ATLANTA PUBLIC SCHOOLS

NWEA MAP Assessment Results

Math Performance

Fall 2021 to Fall 2022 Comparison

Miles					
	Fall 2021-2022	297	60%	34%	6%
	Spring 2021-2022	309	62%	31%	7%
	Fall 2022-2023	288	45%	40%	14%

ELA Performance

Fall 2021 to Fall 2022 Comparison

Miles					
	Fall 2021-2022	293	57%	31%	10%
	Spring 2021-2022	311	63%	27%	8%
	Fall 2022-2023	284	57%	26%	15%
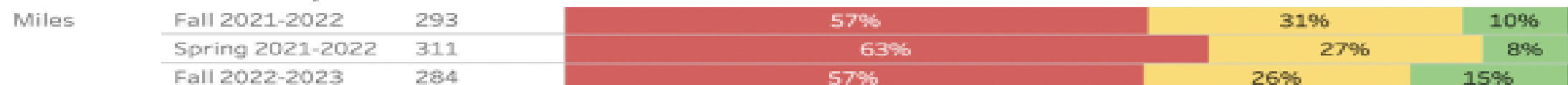
MAP Fluency Universal Screener Flag (K-1 students)

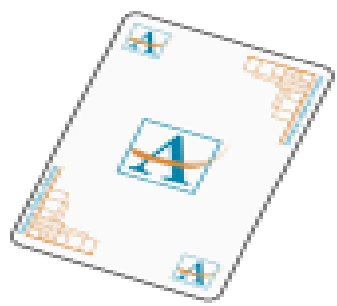| Miles						
	Fall 2021-2022	Foundational Skills	65	80%	20%	
	Spring 2021-2022	Foundational Skills	135	73%	27%	
	Fall 2022-2023	Foundational Skills	83	69%	31%	

Universal Screener Flag
- Not Flagged
- Flagged

Ensuring Equitable Learning Environments

Leveraging School Improvement to Advance Equity
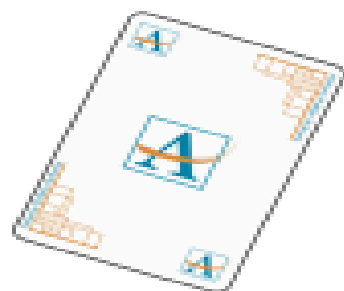
Accountability
Collaboration
Equity
Support

Data

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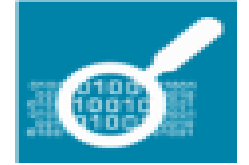
HMH Dosage

Program	Avg. Daily Use (Mins)		Avg. Weekly Use (Days)	
	Spring 2022*	Fall 2022**	Spring 2022	Fall 2022
System 44	16.9 minutes	17.3 minutes	1.9 days	2.4 days
iRead	24.9 minutes	24.0 minutes	1.9 days	1.6 days

*Spring 2022: As of April 30, 2022
**Fall 2022: As of September 16th, 2022

ATLANTA PUBLIC SCHOOLS

Curriculum and Instruction

Accountability
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Support

	CIP Strategy	Action Step Progress Update
ELA	Miles ES will show 5-10% growth in ELA on the MAP assessment. We will increase the number of students moving from one performance domain to the next by 10 students in ELA on GMAS.	-Implement a consistent framework and expectation for using ReadyGen **Updates:** -All K-5 teachers has been District trained or refreshed on the ReadyGen resource. -District and school-based observations are done on a regular basis with immediate teacher feedback. -Students engage in 45 minutes of reading intervention daily (System 44 and iRead) K-3 STudents have designated Fundations Block that is monitored daily
Math	Miles ES will show 5-10% growth in Math on the MAP assessment. We will increase the number of students moving from one performance domain to the next by 10 students in Math on GMAS.	-Implement a consistent framework and expectation for using Eureka Math **Updates:** -All K-5 teachers received school-based Eureka training during PLCs. -Ongoing training will be conducted during faculty meetings to enhance strategies and the use of Eureka-suggested manipulatives.
Whole Child & Student Support	Miles ES will implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.	-Implement the House System using the IB learner profiles **Updates:** -The House System using the IB learner profiles is fully functional and meets bi-weekly in grade-band groups. -A *House of the Month* is chosen monthly with incentives for students. -SEL is taught daily with emphasis is placed on the IB attributes and students receive House points. 45 min intervention block to address skill deficits.
Family Engagement	Miles ES will improve parental involvement by having 10 additional parents attend each scheduled parent engagement event.	-Contact parents through social media to advertise events. **Updates:** -Class-dojo is set up and used school-wide to announce all school happenings and communicate with parents. -The Miles Morning Announcements are broadcast via Facebook and all stakeholders are encouraged to tune in. -Twitter is used to share school events and highlight teaching and learning. APTT Meetings to allow parents to review students performance and create goal. Parent nights for our subgroups.

APPENDIX

ATLANTA PUBLIC SCHOOLS

Accountability
Collaboration
Equity
Support

Highest Priority Need:

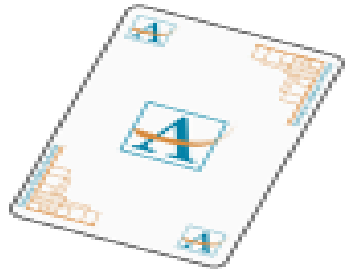*Strengthen teacher skillset/strategies when teaching Fundations

What support do you need to accomplish your SY23 goals?

- Further Fundations Training
- Ongoing support for ReadyGen
- Guided Reading Training
- Support with differentiated instruction

Leveraging School Improvement to Advance Equity

ATLANTA PUBLIC SCHOOLS
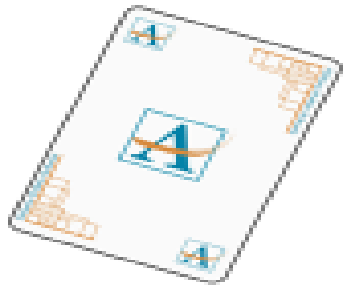
MAP Subgroup Comparison, Projected Proficient and Above

MAP Data

MAP Subgroup Comparison Projected Proficient and Above

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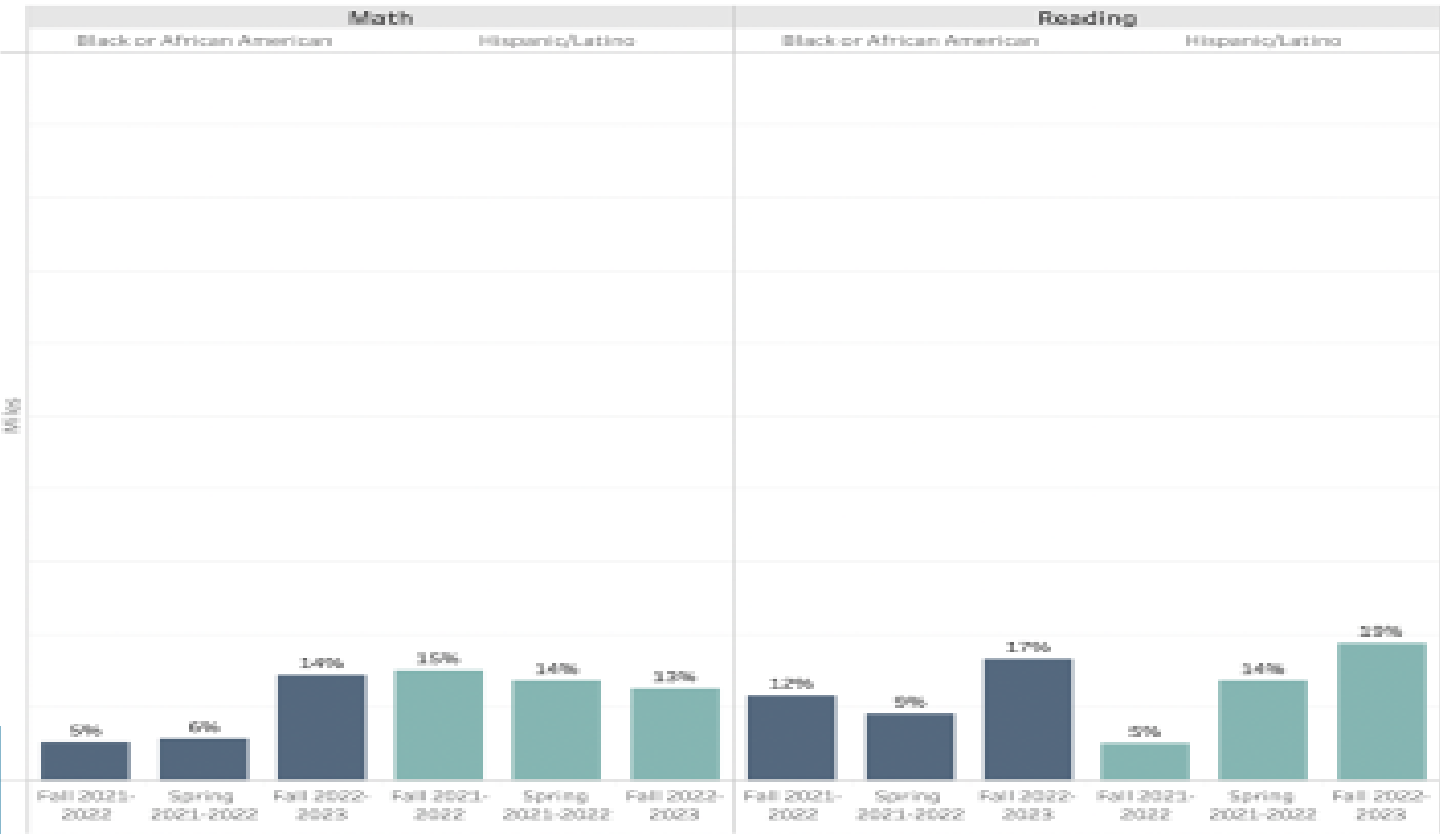
Accountability
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Support

APPENDIX

ATLANTA
PUBLIC
SCHOOLS

Strategic Plan Progress

Miles Elementary will provide a safe and nurturing environment that promotes academic success, models life-long learning and prepares learners to become active globally compassionate and open-minded citizens.

L.P Miles Elementary School
SMART GOALS

Vision:.

Vision:
Miles Intermediate is to be a nurturing, comprehensive, and high performing school where faculty, staff, parents, and all stakeholders will concertedly prepare our students to become globally competitive citizens.

As measured by Milestones, Reading-Level 3 and up will increase from 11% to- 18% and Level 2 and up will increase from 25 % to 35%.

As measured by Milestones, Math - (Lvl 3 and up) will increase from 12% to 15% (Lvl 2 and up) will increase from 28% to 38%

Increase ADA from 90% to 92% by May 2023.

APS Strategic Priorities & Initiatives

Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

School Strategic Priorities

1. Use data to drive instruction and academic decisions.
2. Increase academic achievement and promote growth in ELA and Math.
3. Implement IB Program standards and practices with fidelity.

School Strategies

1A Analysis of whole school MAP data quarterly & create plans based on the data.

1B. Use data analysis protocol in PLCs to consistently review current student data and inform the classroom instruction

2A. Monitor and support the implementation of the Intervention Block

2B. Lesson internalization in PLCs

3A. Implement monthly IB PLCs to train and support staff members on IB integration

3B. Facilitate IB walkthroughs, observations, and modeling to ensure integration

Building a Culture of Student Support
Whole Child & Intervention
Personalized Learning

4. Increase student attendance and engagement

5. Implement a whole child support system to meet the individual needs of every student, supports social emotional learning, and promotes wellness

6. Utilize flexible learning tools, technology, and targeted instruction to personalize learning for all students

4A. CARE Team will monitor students with less than 80% ADA, excluding excused absences, through Individualized Success Plan

4B. CARE Team and identified staff will make weekly outreach calls for all students with less than 80% ADA

4C. Offer opportunities for students to be engaged in clubs, extra-curricular activities, and extended learning experiences.

5A. Den services will be provided to match the specific needs of each student

5B. Advisory classes with integrated SEL lessons

6A. Provision of devices to create a 1:1 access, tech support, ...

6B. Utilization of interactive technology platforms to promote personalized and adaptive student learning and create individualized student learning paths

Miles Elementary will provide a safe and nurturing environment that promotes academic success, models life-long learning and prepares learners to become active globally compassionate and open-minded citizens.

L.P. Miles Elementary School

SMART GOALS

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Increase ADA from 90% to 92% by May 2023

APS Strategic Priorities & Initiatives	*School Strategic Priorities*	*School Strategies*
Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation	**7.** Build teacher capacity to support academic achievement	**7A.** Ongoing professional learning and promote opportunities for teachers to serve as leaders within the building (recruitment ambassadors, serving as instructional exemplars, etc.) **7B.** Teachers will facilitate PLCs using an established protocol
Creating a System of School Support Collective Action, Engagement & Empowerment	**8.** Sustain and enhance family engagement that fosters positive relationships with all stakeholders in an effort to promote academic achievement	**8A.** Maintain and promote an active GO Team **8B.** Create opportunities for parents, local businesses, community partnerships, and other stakeholders to engage with the school on a consistent basis **8C.** Create and sustain a warm culture where everyone feels valued and welcomed **8D.** Maintain consistent communication with all stakeholders **8E**. Establish a PTA

Action on the Updated Strategic Plan

The GO Team needs to **TAKE ACTION (vote)** on its updated Strategic Plan. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

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Preparing for Budget Development
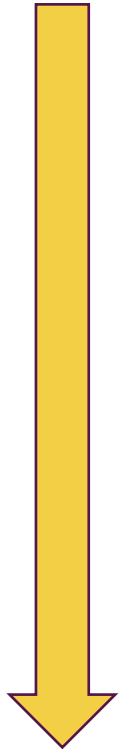
Discussion

Strategic Plan Priority Ranking

In preparation for the 2023-2024 Budget Development (January–March 2023), the GO Team needs to rank its Strategic Plan Priorities. Use the next slide to capture the priority ranking.

Strategic Plan Priority Ranking

Insert the school's priorities from Higher to Lower

Higher

Lower

1. Use Data to drive instruction and academic decision.
2. Build teacher capacity to support academic achievement.
3. Increase academic achievement and promote growth in ELA and Math.
4. Increase student attendance and engagement
5. Sustain and enhance family engagement that fosters positive relationships with all stakeholders in an effort to promote academic achievement.
6. Implement IB Program standards and practices with fidelity.
7. Implement a whole child support system to meet the individual needs of every student, supports social emotional learning, and promotes wellness.
8. Utilize flexible learning tools, technology, and targeted instruction to personalize learning for all students.

Action on the Strategic Plan Priorities

The GO Team needs to **TAKE ACTION (vote)** on its ranked Strategic Plan Priorities. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

Where we're going

Next, we will begin the discussion of the 2023-2024 budget.

Let me or the Chair know of any additional information you need for our future discussion.

FY2024 TOTAL SCHOOL ALLOCATIONS

School	Miles Elementary
Location	0513
Level	ES
FY2024 Projected Enrollment	458
Change in Enrollment	16
Total Earned	$7,124,441

SSF Category	Count	Weight	Allocation
Base Per Pupil	458	$4,582	$2,098,614
Grade Level			
Kindergarten	72	0.60	$197,948
1st	81	0.25	$92,788
2nd	82	0.25	$93,934
3rd	77	0.25	$88,206
4th	84	0.00	$0
5th	62	0.00	$0
6th	0	0.03	$0
7th	0	0.00	$0
8th	0	0.00	$0
9th	0	0.03	$0
10th	0	0.00	$0
11th	0	0.00	$0
12th	0	0.00	$0
Poverty	364	0.50	$833,947
Concentration of Poverty		0.05	$66,046

EIP/REP	110	1.05	$529,236
Special Education	51	0.05	$11,684
Gifted	10	0.60	$27,493
Gifted Supplement	13	0.60	$36,138
ELL	17	0.20	$15,579
Small School Supplement	FALSE	0.30	$0
Incoming Performance	0	0.10	$0
Baseline Supplement	No		$0
Transition Policy Supplement	No		$0
Total SSF Allocation			**$4,091,613**
Additional Earnings			
Signature			$159,268
Turnaround			$617,873
Title I			$340,560
Title I Holdback			-$34,056
Title I Family Engagement			$11,000
Title I School Improvement			$175,000
Title IV Behavior			$0
Summer Bridge			$0

Field Trip Transportation			$17,138
Dual Campus Supplement			$0
District Funded Stipends			$10,200
Reduction to School Budgets			$0
Total FTE Allotments	21.70		$1,735,846
Total Additional Earnings			**$3,032,828**
Total Allocation			**$7,124,441**

FY2024 ESSER III- CARES

School	Miles Elementary
Location	0513
Level	ES
Total Earned	$238,674

In addition to a General Fund allocation, our school has been allocated CARES funding that must be used to support implementation of the school-based intervention block and other school-based needs as a result of the COVID-19 Pandemic.

Once the support needed to implement our school-based intervention block/course has been fulfilled, we can use the remaining CARES funds to address other school-based needs that are a result of the COVID-19 Pandemic.

CARES ALLOCATIONS

OTHER ALLOWABLE CARES EXPENDITURES INCLUDE:

Technology Support: Software, assistive technology, online learning platforms, subscriptions.

Mental and Physical Health: Cover the costs of additional counseling, telehealth, therapeutic services, and wraparound services and supports (contracted hours, professional learning, programs)

Supplemental Learning: Cover costs of remediation, and/or enrichment opportunities during the school year for students (afterschool programs, additional pay for teachers and staff, transportation).

Professional Development: Cover costs of additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, consultants, programs).

At-risk Student Populations: Cover costs of school specific activities, services, supports, programs, and/or targeted interventions directly addressing the needs of low-income students, SWD, racial & ethnic minorities, ELL, migrant & homeless students, and students in foster care.

Continuity of Core Staff and Services. Restore any potential LEA FY22 budget reductions due to decreased state and/or local revenue.

Thank you