

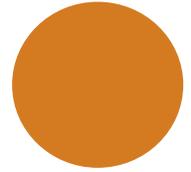


GO Team Business Meeting #2

Where we are – Where we're going
Oct. 28, 2024
5:00 PM

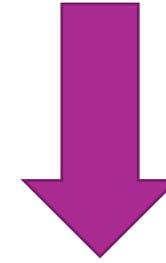
Where We Are

Our strategic plan is the guide for the work we're doing in the school. By monitoring the plan and ranking priorities, we can all work towards the common goals. Using the priorities in the strategic plan, the school leadership team developed a Continuous Improvement Plan (CIP) for the current school year.



Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed 2021-2025 Strategic Plan

2

Summer 2024

School Leadership completed Needs Assessment and defined overarching needs for SY22-23

3

August 2024

School Leadership completed 2024-2025 Continuous Improvement Plan

4

Sept. - Dec. 2024

Utilizing current data, the **GO Team** will review & possibly update the school strategic priorities and plan

5

Before Winter Break

GO Team will take action (vote) on the rank of the strategic plan priorities for SY24-25 in preparation for budget discussions.



Discussion Items

Current Strategic Plan

Georgia Milestones Math Data

Continuous Improvement Plan

Needs Assessment
SMART GOALS
Action Plan

Strategic Plan Alignment & Update

School Uniform



Current Strategic Plan

2021-2025

Parkside ES

Mission: Grounded in self-awareness and diverse perspectives, every student will be an empathetic critical thinker ready to succeed academically, socially, and creatively.

Vision: A beloved community school where a diverse population of students are inspired by their teachers and peers, who together build a foundation for lifelong learning and engagement in their community and world.

SMART Goals

To increase the number of students in grades 3-5 scoring at the proficient and above levels in reading from 30% in 2019 to 47% in 2025 on the Georgia Milestones assessment.

To increase the number of students in grades 3-5 scoring at the proficient and above levels in math from 29% in 2019 to 45% in 2025 on the Georgia Milestones assessment.

To increase the number of students absent less than 10% of the days enrolled to 85% by spring of 2025.

To increase the number of positive rating each year over the prior year based on the student/parent climate survey.

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. Increase the number of students reading on grade level by the end of 3rd grade.
2. Increase the number of students in grades 1-2 scoring at the proficient level and above by 10% from fall administration of the MAP assessments to the spring administration of the MAP assessments in reading and math.

1. Enhance our Student Support Team (SST) process.
2. Increase access to the gifted program to make the program more diverse.
3. Enhance opportunities for student leadership in a range of intra & extra school activities.

1. Provide professional learning opportunities for teachers and staff in the areas of mathematics, SEL and IB.

1. Align personnel and resources to support the school's strategic plan and priorities.
2. Create a foundation in collaboration with the community that will support and enhance the school's continued growth.

School Strategies

- A. Implement & monitor guided reading in grades K-3.
- B. Implement Foundations in grades K-3.
- C. Small group needs based daily in reading & math using the RIT band data from MAPs.
- D. Implement math fluency goals for students.

- A. Update current SST/RTI process to model the district's MTSS process.
- B. Provide professional learning opportunities for teachers about the MTSS process.
- C. Develop a communication plan around the Gifted program that targets under-represented ethnic groups.
- D. Reinstate clubs, student government, safety patrols etc.

- A. Teachers attend targeted on-going PL to develop and implement the IB PYP and yearly IB-sponsored training.
- B. Provide dedicated time for collaborative planning and reflection.
- C. Math teachers will attend district level professional learning opportunities for math and SEL.

- A. Review and revise work assignments based on the need of the school yearly.
- B. Establish a Foundation Committee to research the creation of a foundation to determine feasibility.

Parkside ES

Mission: Grounded in self-awareness and diverse perspectives, every student will be an empathetic critical thinker ready to succeed academically, socially, and creatively.

Vision: A beloved community school where a diverse population of students are inspired by their teachers and peers, who together build a foundation for lifelong learning and engagement in their community and world.

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APS Strategic Priorities & Initiatives

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& Empowerment

School Strategic Priorities

3. Strengthen students conceptual understanding of math.

4. Increase Lexile levels for all students.

4. Develop a plan to address attendance

5. Develop and administer a climate survey for students and parents in grades K-5.

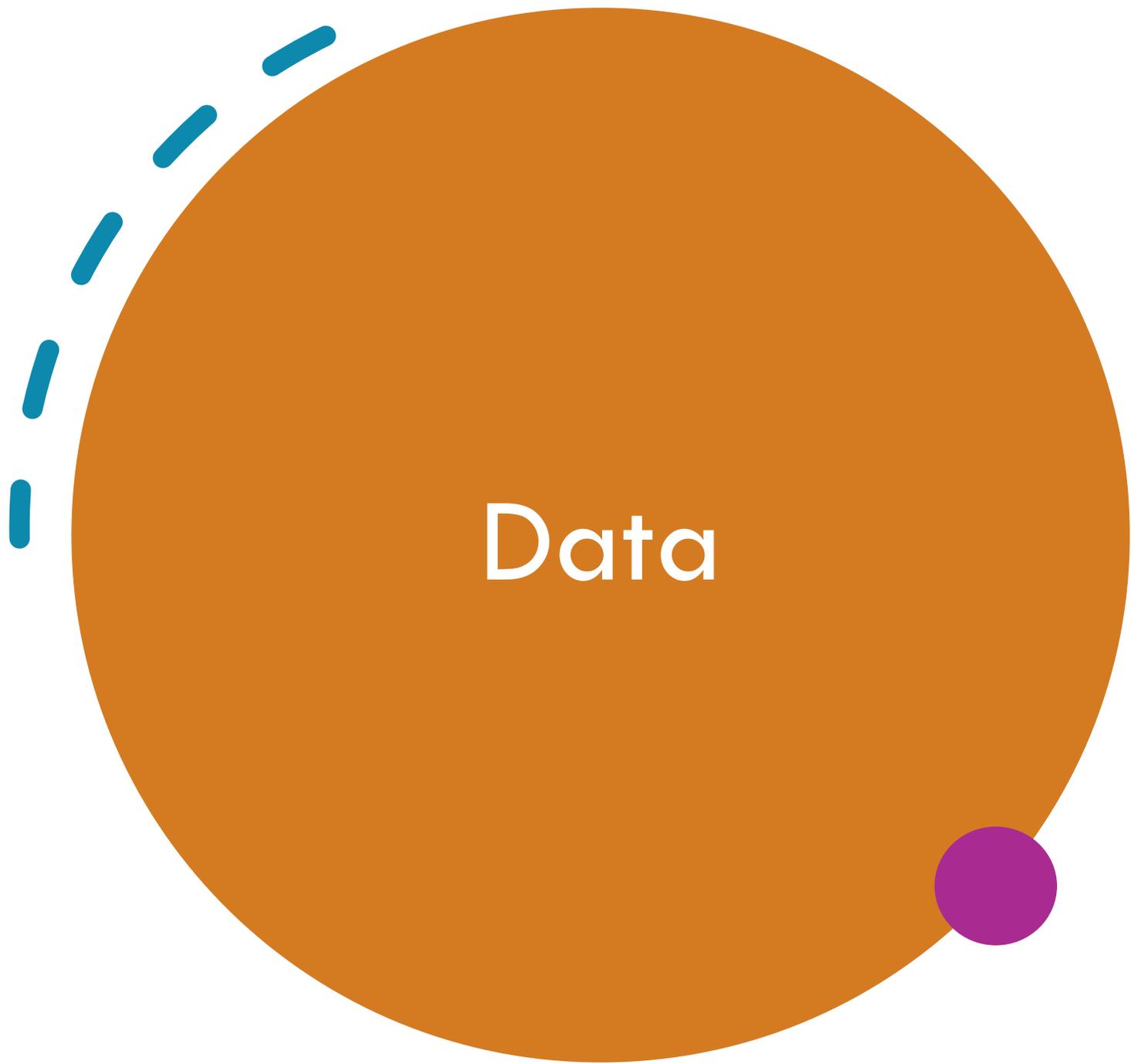
School Strategies

- E. Use math manipulatives effectively.
- F. Allow more practice time for students in math.
- G. Daily sustained silent reading.

- E. Implement Attendance Contracts for chronic absenteeism.
- F. Implement weekly Attendance Trophy for homeroom with highest attendance for the week.
- G. Daily Robo calls to families when students are out.
- H. Monthly CARE Team meetings to address attendance issues.

TBD: tbd

TBD: tbd



Data

GA MILESTONES MATH RESULTS

Milestone Grade and Subject Comparison: District

District	display subj..	Grade	Year	Comparison G..				
District	Math	3	2024	All	27%	35%	24%	14%
		4	2024	All	30%	31%	23%	16%
		5	2024	All	41%	26%	20%	13%
		6	2024	All	40%	37%	15%	9%
		7	2024	All	38%	36%	17%	9%
		8	2024	All	37%	35%	16%	13%

Milestone Grade and Subject Comparison for Parkside

Parkside	Math	3	2024	All	33%	28%	22%	16%
		4	2024	All	20%	18%	35%	27%
		5	2024	All	21%	32%	30%	17%

GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- Based on our school's trend data from MAP assessments and end-of-year test assessments, which student sub-groups and grade levels showed the most significant gaps or unexpected trends?
- Based on our school's trend data from MAP assessments, Milestones and other indicators, are there specific trends that require more focused attention?
- What additional questions do you have?





Continuous Improvement Plan

SMART Goals		
Literacy	Numeracy	Whole Child & Intervention
To increase the percentage of all students who score proficient or above by 5% from 49% to 54% on the spring 2025 EOG in ELA.	To increase the percentage of all students who score proficient or above by 5% from 50% in 2024 to 55% on the spring 2025 EOG in Math.	To decrease the number of chronically absent students by 5% from 19% in 2024 to 14% by spring 2025.
Progress Monitoring Measures		
Literacy	Numeracy	Whole Child & Intervention
<p>We will use Fall Map for baseline date and Winter & Spring Map for growth data.</p> <p>We will also use weekly and bi-weekly common assessments in reading.</p>	<p>We will use Fall Map for baseline date and Winter & Spring Map for growth data.</p> <p>We will also use weekly and bi-weekly common assessments in reading.</p>	<p>We will use APS Graph attendance dashboards to monitor progress.</p>

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Implement flexible targeted skills and strategy based small group instruction for remediation and/or acceleration in reading	Principal AP Reading Instructional Coach Teachers	Aug-May (5 days a week)	50% data meetings aligning MAP Continuum skills in standards for small group work, data meeting protocol used with data collected from targeted small group	formative assessments MAP data classroom observations
Implement 30-minute daily intervention/ enrichment block in reading based on MAP data from BOY 24-25.	Principal AP Reading Instructional Coach Teachers	Aug-May (3 days week)	100% of students/teachers will engage in the 30 minute daily intervention/enrichment block	digital platform data formative assesments, MAP data , classroom observations, Data meeting looking at data & student grouping,
Increase reading comprehension through explicit teaching of comprehension strategies and vocabulary	Principal AP Reading Instructional Coach Teachers	Aug-May (5 days a week)	100% of teachers will participate in PLCs on effective implementation of structured literacy strategies (comprehension and vocabulary).	classroom observations, PLC content, MAP data, formative assessments

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Implement effective co-teaching model for special education students when appropriate	Principal SELT AP	Aug-May	Attend PD on co-teaching-attendance, discuss and assign roles in co-teaching	classroom observations
The Reading Teacher will provide additional support to decrease the number of students at the beginning and developing levels through targeted small group instruction.	Reading Teacher	Aug-May	Training and implementing structured literacy practices, daily.	bi-weekly fluency reading data (increase in wpm), observations, increase in lexile level/ guiding reading

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Implement flexible targeted skills and strategy based small group instruction for remediation and/or acceleration in math	Principal AP Math Instructional Coach Teachers	Aug-May (5 days a week)	100% of data meetings will align to MAP Continuum skills in standards for small group work, data meeting protocol used with data collected from targeted small group	formative assessments MAP data classroom observations
Implement 30-minute daily intervention/ enrichment block in math based on MAP data from BOY 24-25.	Principal AP Math Instructional Coach Teachers	Aug-May (3 days week)	90% of classroom observations and data meetings will focus on how data is being used to group students for small group instruction.	digital platform data formative assesments, MAP data
Increase math fluency with the REFLEX and Frax Math digital platforms.	Principal AP Math Instructional Coach Teachers	Aug-May (5 days a week)	100% of homeroom teachers or teachers of math will implement daily fluency prcatice with Reflex Math	REFLEX and Frax logs increase in fluency skils

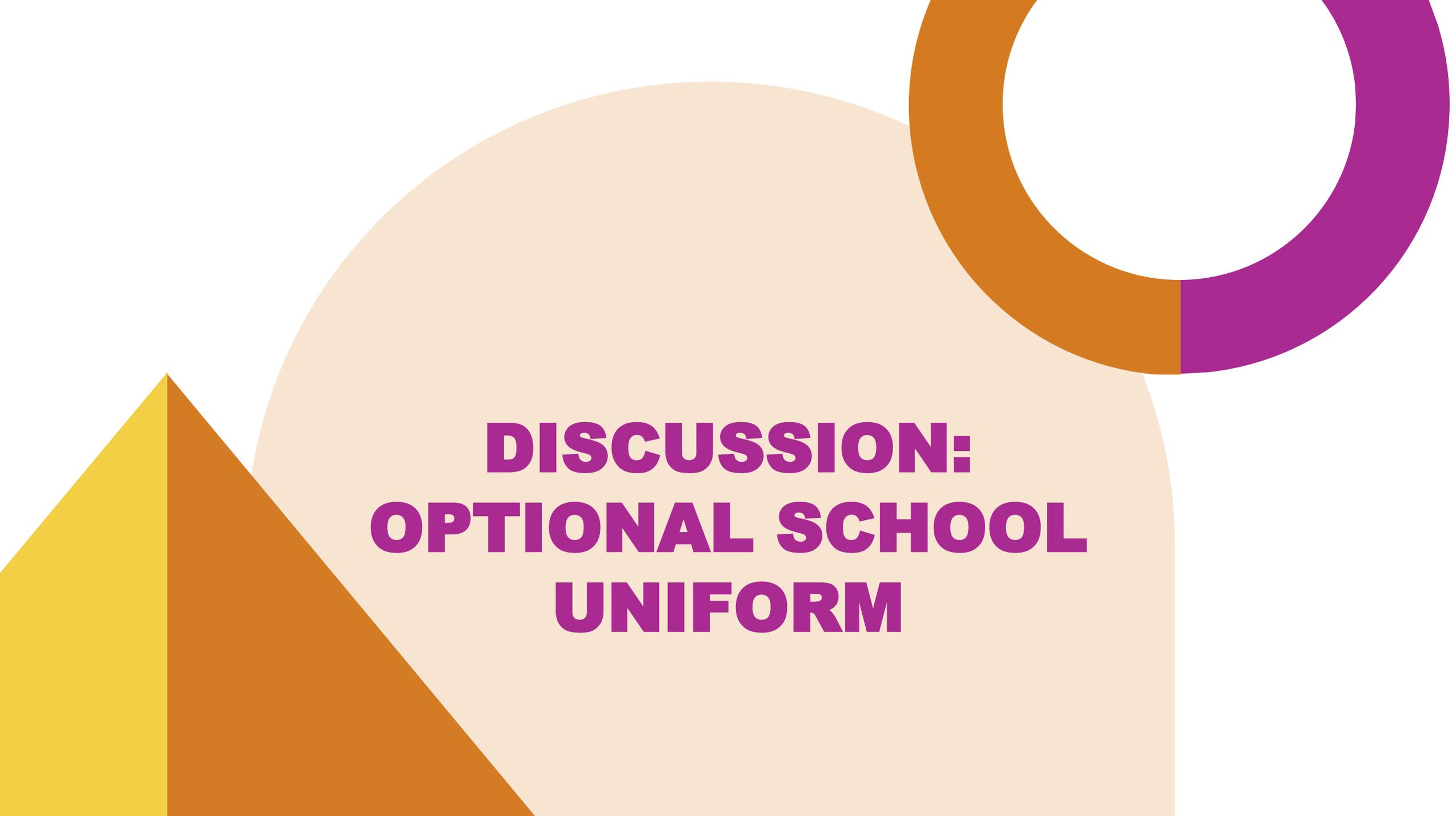
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Implement effective co-teaching (Parallel, alternative and station) model for special education students when appropriate	Principal SELT AP	Aug-May	100% of special education teachers will attend PD on co-teaching, discuss and assign roles in co-teaching	classrom observations
Implement additional time to work on targeted skills remediation practice for our black students in beginning and developing.	AP Teachers MTSS Specialist	Aug-May (2 days week)	analyze data detemining skills students are missing	classroom obsesrvations, formative data

SMART Goals CIP

Literacy	Numeracy	Whole Child & Intervention
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SMART Goals Strategic Plan

Literacy	Numeracy	Whole Child & Intervention
To increase the number of students in grades 3-5 scoring at the proficient and above levels in reading from 30% in 2019 to 47% in 2025 on the Georgia Milestones assessment.	To increase the number of students in grades 3-5 scoring at the proficient and above levels in math from 29% in 2019 to 45% in 2025 on the Georgia Milestones assessment.	To increase the number of students absent less than 10% of the days enrolled to 85% by spring of 2025.



**DISCUSSION:
OPTIONAL SCHOOL
UNIFORM**

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!

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

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”



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.

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**

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.

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 with Ambassadors
Recommend inclusion of at least 3 student ambassadors

Elementary School without Ambassadors

Recommend inclusion of at least 3 students selected by the principal with GO Team input



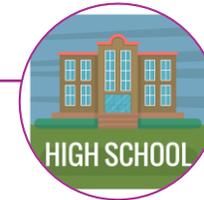
MIDDLE

Middle School with Student Ambassadors

At least 3 student ambassadors

Middle School without Student Ambassadors

At least 3 students selected by the principal with GO Team input



HIGH

High School with Elected Student Government

At least 3 students as selected by the SGA

High School without Elected Student Government

At least 3 students as selected by the principal with GO Team input

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**

BLANK COMMITTEE RESOLUTION



Committee Establishment Resolution

The _____ GO Team shall have a School Uniform Committee, Advisory Committee, consisting of the principal or his/her designee, designated chair, and additional members appointed by the GO Team (*see back for list of members*).

The committee chair shall attend all meetings of the committee. The Advisory Committee shall serve in an advisory capacity, offering assistance and making recommendations to the GO Team for action. The Advisory Committee shall not have the authority to act on behalf of the GO Team.

Meetings of the Advisory Committee shall be scheduled and publicly noticed by the committee chair. A written report of committee discussions shall be presented by the committee chair to the GO Team at the next scheduled GO Team meeting.

The proposed Advisory Committee has the following goals/objectives (*add objectives, if necessary*):

- a) 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
- b) Recommend the optional school uniform components
- c) Establish the student voting timeline and process (if necessary)
- d) Determine the length of time the uniform will be in use before reconsideration
- e) Create a communication plan to inform the school community about the optional school uniform, if the uniform is adopted

The proposed Advisory Committee will operate as an **AD HOC COMMITTEE**.

Expected Committee Time Frame: _____
(*must be completed by last GO Team meeting of SY 24-25*)

_____	_____	_____	_____
Principal	Date	GO Team Chair	Date
_____	_____	Date Submitted to GO Team Office: _____	
Advisory Committee Chair	Date		



School Uniform Committee Membership

You may have no more than 3 GO Team members (committee chair and 2 others) on the committee. For middle and high schools, there must be at least 3 student representatives.

For all other members, list the members of the committee below as voted on by the GO Team. Other than GO Team members, names can be provided as individuals are identified. For example, if the GO Team voted for the Committee to have 2 individuals with medical background, and a faith leader, list under Role: Medical, Medical, and Faith Leader.

Role	Name	Email Address
Chair		

(add additional rows, if needed)





Strategic planning will help
you fully uncover your
available options, set priorities
for them, and define the
methods to achieve them.

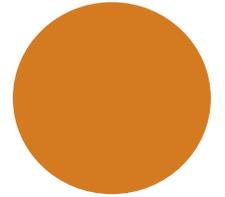
Robert J. Mckain

Where we're going

At our next meeting(s) we will discuss how our data is aligning to our strategic plan and determine if we need to make any adjustments.

Before the end of Fall Semester, we will take **Action** (vote) on any updates to our strategic plan and the ranking our strategic priorities for the 2024-2025 school year.

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





Principal's Report



Security Grant Update

\$45,000 will be used to increase the number of security cameras in the building.





Thank you