

GO TEAM MEETING #1

Usher-Collier Elementary School

Jerry Parker

Principal

October 26, 2023

TOPICS

School Strategic Plan

Strategic Plan & Priorities Review

SMART Goals

Data Discussion

Spring MAPS

GMAS

Principal's Report

Current Enrollment & Leveling

Information about our school



**2021-2025
STRATEGIC PLAN**

School Name: Usher-Collier Elementary School

Mission: The staff at Usher-Collier will foster a caring and innovative environment where students are known by name and need in order to prepare future leaders

Vision: Usher-Collier Elementary is to inspire students to dream big and do the improbable through problem-solving, critical thinking, and decision-making skills.

SMART Goals

Increase the percent of students in grades 3-5 scoring in the proficient and above categories by at least 3 percentage points from 15% in SY 2023 to 18% in SY 2024 on the EOG ELA GMAS.

Increase the percent of students in grades 3-5 scoring in the proficient and above categories by at least 3 percentage points from 18% in SY 2023 to 21% in SY 2024 on the EOG Math GMAS.

Increase the percentage of students attending school 90% of the days enrolled by at least 3 percentage points from 57.3% to 60.3% in SY 2024 indicated by our CCRPI.

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
Strategic Staff Support
Equitable Resource Allocation

School Strategic Priorities

1. Increase the number of students scoring proficient or higher in reading and math
2. Strengthen teaching and learning experiences that support Small Group Instruction

1. Advance comprehensive wrap around support that increases parental engagement and student attendance
2. Provide enrichment opportunities that support the whole child

1. Provide personalized professional development to support high-leverage instructional practices

1. Develop and foster partnership that support staff wellness and student incentives

School Strategies

- 1A. Monitor the implementation of a data-driven protocol to inform the planning of Tier 1 instruction.
- 1B. Implement FUNdations daily with fidelity.
- 2A. Assess Lexile Reading Levels three times yearly using the MAP Reading Fluency (K-2) and Growth Reading (1-5) assessment and intervene as appropriate utilizing data
- 2B. Monitor the implementation of data-driven small group instruction using an observation tool.

- 1A. Monitor the effectiveness of the Whole Child Intervention Team's strategies in response to identified targeted student attendance needs.
- 2A: Implement daily SEL instruction through community gathering and Second Step lessons and embed within daily learning throughout the day.
- 2B: Utilize the BASC-3 data to identify urgent intervention students needing additional support.
- 2C: Collaborate with partners to provide support to the whole-child (P.A.S.T., 1 Mo Question, and L.E.A.D.)

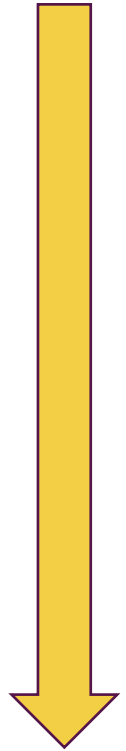
- 1A. Strengthen the content, planning, and implementation of instructional training, support, and coaching through PLC and internal/external professional development
- 1B. Provide targeted professional learning for all teachers to improve early literacy and math instruction and assessment.
- 1C: Provide targeted professional learning for teachers as it relates to STEM
- 5C: Provide culturally responsive pedagogy training and training on trauma informed practices.

- 1A: Partner with local stakeholders to provide resources for staff and students as it relates to wellness
- 1B: Strengthen relationships with John Lewis Invictus Academy through the P.A.S.T program (Peer Assisted School Transition) Program.

Strategic Plan Priority Ranking

Insert the school's priorities from Higher to Lower

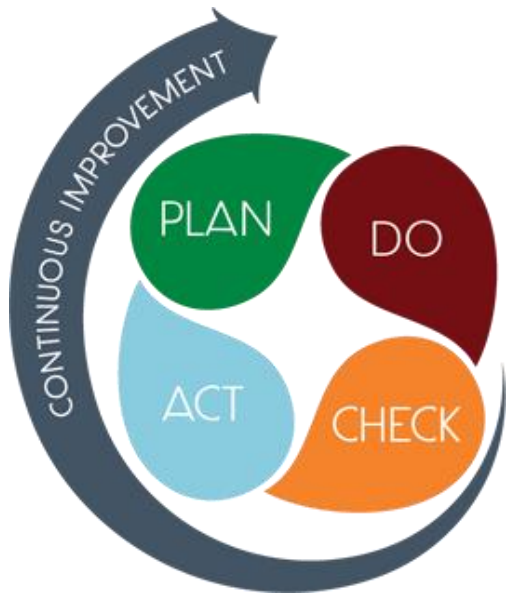
Higher



Lower

1. Increase the number of students scoring proficient or higher in reading and math
2. Strengthen teaching and learning experiences that support Small Group Instruction
3. Advance comprehensive wrap around support that increases parental engagement and student attendance
4. Provide enrichment opportunities that support the whole child
5. Provide personalized professional development to support high-leverage instructional practices
6. Develop and foster partnership that support staff wellness and student incentives

CONNECTING THE STRATEGIC PLAN & CONTINUOUS IMPROVEMENT PLAN



Literacy
(Small Groups)



Increase the percent of students in grades 3-5 scoring in the proficient and above categories by at least 3 percentage points from 15% in SY 2023 to 18% in SY 2024 on the EOG ELA GMAS.



Monitor the implementation of a data-driven protocol to inform the planning of Tier 1 instruction.

Monitor the implementation of data-driven small group instruction using an observation tool.

Numeracy
(Small Groups)



Increase the percent of students in grades 3-5 scoring in the proficient and above categories by at least 3 percentage points from 18% in SY 2023 to 21% in SY 2024 on the EOG Math GMAS.



Monitor the implementation of a data-driven protocol to inform the planning of Tier 1 instruction.

Monitor the implementation of data-driven small group instruction using an observation tool.

Whole-Child
(Attendance)



Increase the percentage of students attending school 90% of the days enrolled by at least 3 percentage points from 57.3% to 60.3% in SY 2024 indicated by our CCRPI.



Monitor the effectiveness of the Whole Child Intervention Team's strategies in response to identified targeted student attendance needs.



**DATA
DISCUSSION**

FALL MAP RESULTS

School	Window	Grade	Exam	Exams	Performance Breakdown		
Usher-Collier	Fall 2023-2024	02	Math	53	38%	57%	6%
			Reading	53	49%	40%	11%
		03	Math	63	44%	35%	19%
			Reading	63	54%	27%	16%
		04	Math	64	50%	34%	14%
			Reading	64	55%	28%	14%
		05	Math	56	43%	52%	5%
			Reading	57	35%	35%	26%

GMAS RESULTS

School	Subject	Year	current grade a..	Exams				
Usher-Collier	ELA	2023	3	62	58%			
			4	55	44%			
			5	71	55%			

School	Subject	Year	current grade a..	Exams				
Usher-Collier	Math	2023	3	62	42%			
			4	55	33%			
			5	71	65%			

School	Subject	Year	current grade a..	Exams			
Usher-Collier	Sci	2023	5	70	66%		

GLOWS & GROWS

GLOWS

GROWS

Decreased number of students scoring at the beginning level by 7% in ELA from SY 2022 to SY 2023.

Implementation of data driven small group instruction in all content areas.

Increased the number of SWD scoring at developing and above by 7% in mathematics from SY 2022 to SY 2023.

Increase the percentage of SWD in Developing and higher on GMAS.

Increased the number of students scoring at proficient and above by 5% in mathematics from SY 2022 to SY 2023.

Decreased the percentage of students scoring proficient and above by 4% in ELA as measured by the SY 2023 GMAS.

IMPACT

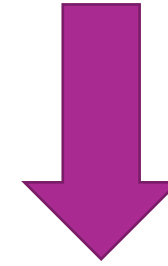
ARE WE ON TARGET TO SUCCESSFULLY ACCOMPLISH OUR PRIORITIES?

GO TEAM DISCUSSION: DATA PROTOCOL

- What do you notice?
- What are your wonderings?
- What additional questions do you have?

Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed 2021-2025 Strategic Plan

2

Summer

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

3

August

School Leadership completed 2022-2023 Continuous Improvement Plan

4

Sept. - Dec.

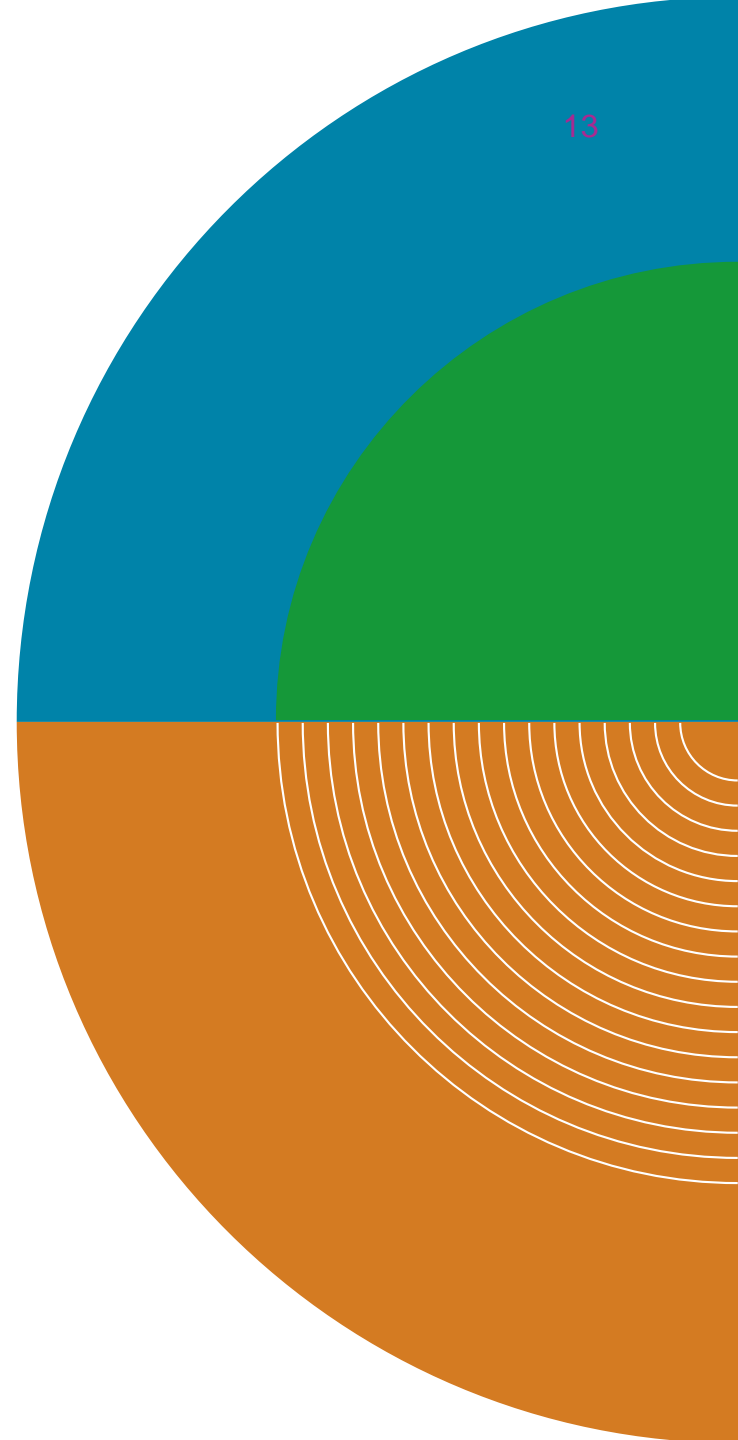
Utilizing current data, the **GO Team** will review & possibly update the school strategic priorities and plan

5

Before Winter Break

GO Team will take action (vote) on the rank of the strategic plan priorities for SY23-24 in preparation for budget discussions.

QUESTIONS?





PRINCIPAL'S REPORT

ENROLLMENT

Projected Enrollment	349
Current Enrollment	409
Difference	+60

LEVELING

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

BUDGET

FY2024 Leveling Change Request Form			
Location Code	School Name		
0604	USHER/COLLIER HGHTS ELEMENTARY		
FY2024 Projection		349	
Day 15 Enrollment		365	
Leveling Difference		16	
Leveling Change at Base Weight \$5,193	\$	83,088	
School Reserve Funds	\$	78,797	
Title I- Family Engagement	\$	5,100	
General Fund Carryover	\$	10,532	
Prorate Losses 50%	\$	-	
Total Adjustment	\$	177,517	

NonSalary Changes		
Type	Account	Dollar Amount
OtherNonSalary	Teaching/Other Supplies	\$ 120,000
OtherNonSalary	Instructional Equipment/Furniture	\$ 25,000
OtherNonSalary	Media Supplies	\$ 10,000
OtherNonSalary	Instructional Employee Travel	\$ 10,517
OtherNonSalary	Administrative Employee Travel	\$ 7,000
OtherNonSalary	Contracted Services for Instruction	\$ 5,000
		\$ -
		\$ -
		\$ -
		\$ -
		\$ -
		\$ -
		\$ -
		\$ -
		\$ -
		\$ -
		\$ -
Total NonSalary Changes		\$ 177,517

Plan for FY24 Leveling Reserve \$(177,517)

Priorities	APS FIVE Focus Area	Strategies	Requests	Amount
Increase level of rigor and relevance (example- please remove)	Fostering Academic Excellence for All (example- please remove)	Implementation of guided reading training for all staff (example- please remove)	Purchase an additional Teacher (example- please remove)	\$84, 134 (example- please remove)
Increase the number of students scoring proficient or higher in reading and math	Fostering Academic Excellence for All Curriculum & Instruction	Strengthen the implementations of small group instruction	Purchase an hourly teacher tutor	\$25,000
Strengthen teaching and learning experiences that support Small Group Instruction	Fostering Academic Excellence for All Curriculum & Instruction	Strengthen the instructional and personalized learning strategies in the classroom	Instructional materials and supplies and technology resources (subscriptions, books, manipulatives, decodable text, etc)	\$75,000
Advance comprehensive wrap around support that increases parental engagement and student attendance	Building a Culture of Student Support Whole Child & Intervention	Implement a Whole Child and Intervention support system that addresses SEL, wellness, and parental support	N/A	
Provide enrichment opportunities that support the whole child	Building a Culture of Student Support Whole Child & Intervention	Provide opportunities with mentorship program, P.A.S.T, 1 Mo Question, and L.E.A.D	N/A	\$10,000
Provide personalized professional development to support high-leverage instructional practices	Equipping & Empowering Leaders & Staff		Professional Development, In-state and Out of State Conferences/Workshops	\$20,000
Develop and foster partnership that support staff wellness and student incentives	Creating a System of School Support		N/A	

INFORMATION ABOUT OUR SCHOOL

Mission:

The staff at Usher-Collier will foster a caring and innovative environment where students are known by name and need in order to prepare future leaders that will graduate college and career ready.

Vision:

Usher-Collier Elementary is to inspire students to dream big and do the improbable through problem solving, critical thinking, and decision-making skills.

Theme:

Building a Better World, One Entrepreneur at a Time, and our overall driving question was “How do we use STEM to cultivate a maker culture to improve our community?”

Motto:

Work Hard, Get Smart, While Making No Excuses

QUESTIONS?

The background features a large white circle on the left. To its right is a large yellow circle containing several thin, white, concentric lines that curve towards the right edge. The top and bottom edges of the composition are defined by a solid green shape that overlaps the white and yellow circles.



GO • GROW • GOVERN
SAVE THE DATE

Plan for **AT LEAST 3**
of your GO Team
members to attend!

Saturday, Sept. 23rd
8:30am - 2:30pm

Phoenix Academy
256 Clifton St SE,
Atlanta, GA 30317

goteam@apsk12.org
404-802-2885