

GO Team Meeting #1

Bazoline Estelle Usher-Collier Heights
Elementary School

September 25, 2024



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





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 25% to 28% in SY 2025 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 21% to 24% in SY 2025 on the EOG Math GMAS.

Increase the percentage of students attending school 90% of the days enrolled by at least 3 percentage points from 58.6% to 61.6% in SY 2025 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 and DSE

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 instructional strategies from Readers are Leaders (Cox Campus) modules 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 support from Communities in Schools partnership.
- 2C: Collaborate with partners to provide support to the whole-child (P.A.S.T., 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
- 1D: Provide SDI and Co-Teaching support to DSE and General Ed Teachers.

- 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 inclusive of DSE
6. Develop and foster partnership that support staff wellness and student incentives

CONNECTING THE STRATEGIC PLAN & CONTINUOUS IMPROVEMENT PLAN

Strategic Plan Priority

CIP SMART Goal

Key Indicator

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 25% to 28% in SY 2025 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 21% to 24% in SY 2025 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 58.6% to 61.6% in SY 2025 indicated by our CCRPI.

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



The image features a large, light-orange circle in the center. To its right is a thick ring divided into an orange segment and a green segment. In the bottom-left corner, there is a green triangle and an orange triangle. The text 'Data Discussion' is centered within the light-orange circle.

Data
Discussion

SPRING 24 MAP RESULTS

2nd -5th
All
subjects

| School | Window | Exams | | | | |
|----------|------------------|--------|-----|-----|-----|-----|
| DISTRICT | Spring 2023-2024 | 22,078 | 36% | 30% | 22% | 12% |

| School | Window | Exams | | | | |
|---------------|------------------|-------|-----|-----|-----|--|
| Usher-Collier | Spring 2023-2024 | 502 | 49% | 32% | 17% | |

2nd -5th
ELA

| School | Window | Exams | | | | |
|----------|------------------|--------|-----|-----|-----|-----|
| DISTRICT | Spring 2023-2024 | 11,073 | 36% | 26% | 23% | 14% |

| School | Window | Exams | | | | |
|---------------|------------------|-------|-----|-----|-----|----|
| Usher-Collier | Spring 2023-2024 | 251 | 51% | 24% | 21% | 4% |

2nd -5th
Math

| School | Window | Exams | | | | |
|----------|------------------|--------|-----|-----|-----|----|
| DISTRICT | Spring 2023-2024 | 11,005 | 35% | 34% | 21% | 9% |

| School | Window | Exams | | | | |
|---------------|------------------|-------|-----|-----|-----|--|
| Usher-Collier | Spring 2023-2024 | 251 | 46% | 40% | 12% | |

FALL 23 & FALL 24 MAP RESULTS

2nd-5th
All
subjects

| School | Window | Exams | | | | |
|----------|----------------|--------|-----|-----|-----|-----|
| DISTRICT | Fall 2023-2024 | 21,591 | 34% | 32% | 23% | 11% |
| | Fall 2024-2025 | 21,750 | 32% | 33% | 24% | 11% |

| School | Window | Exams | | | | |
|---------------|----------------|-------|-----|-----|-----|--|
| Usher-Collier | Fall 2023-2024 | 473 | 46% | 38% | 14% | |
| | Fall 2024-2025 | 496 | 44% | 39% | 16% | |

3rd-5th All
subjects

| School | Window | Exams | | | | |
|----------|----------------|--------|-----|-----|-----|-----|
| DISTRICT | Fall 2023-2024 | 16,149 | 34% | 30% | 24% | 12% |
| | Fall 2024-2025 | 16,319 | 32% | 31% | 24% | 12% |

| School | Window | Exams | | | | |
|---------------|----------------|-------|-----|-----|-----|--|
| Usher-Collier | Fall 2023-2024 | 367 | 47% | 35% | 16% | |
| | Fall 2024-2025 | 378 | 44% | 39% | 16% | |

GMAS RESULTS

Milestones Math results are embargoed by GA DOE until late September 2024. If you meet prior to the data being released, results will be shared at your next GO Team meeting.

3rd-5th All Subjects

Milestone Comparison

[Click School Name or Year to show results by Grade-Level.](#)

| District | 2024 | 41% | 23% | 23% | 14% |
|-------------------|------|-----|-----|-----|-----|
| Usher-Collier | 2024 | 49% | 27% | 20% | 4% |
| Boyd | 2024 | 56% | 24% | 17% | 3% |
| FL Stanton | 2024 | 54% | 27% | 16% | |
| KIPP Woodson Park | 2024 | 62% | 24% | 12% | |
| Harper-Archer ES | 2024 | 63% | 23% | 12% | |
| Scott | 2024 | 64% | 23% | 10% | |

GMAS RESULTS

Milestones Math results are embargoed by GA DOE until late September 2024. If you meet prior to the data being released, results will be shared at your next GO Team meeting.

3rd-5th ELA

Milestone Comparison

Click School Name or Year to show results by Grade-Level.

| District | 2024 | 39% | 24% | 23% | 14% |
|-------------------|------|-----|-----|-----|-----|
| Usher-Collier | 2024 | 46% | 30% | 19% | 6% |
| FL Stanton | 2024 | 50% | 32% | 16% | |
| Boyd | 2024 | 58% | 25% | 14% | 3% |
| KIPP Woodson Park | 2024 | 58% | 26% | 13% | |
| Scott | 2024 | 61% | 26% | 10% | |
| Harper-Archer ES | 2024 | 64% | 23% | 10% | |

GMAS RESULTS

Milestones Math results are embargoed by GA DOE until late September 2024. If you meet prior to the data being released, results will be shared at your next GO Team meeting.

3rd-5th Math

Milestone Comparison

Click School Name or Year to show results by Grade-Level.

| District | 2024 | 33% | 31% | 22% | 14% |
|-------------------|------|-----|-----|-----|-----|
| Boyd | 2024 | 42% | 34% | 19% | 5% |
| Usher-Collier | 2024 | 46% | 32% | 17% | 5% |
| Scott | 2024 | 51% | 28% | 17% | 4% |
| FL Stanton | 2024 | 47% | 36% | 15% | |
| KIPP Woodson Park | 2024 | 55% | 32% | 11% | |
| Harper-Archer ES | 2024 | 48% | 38% | 12% | |

GMAS RESULTS

Milestones Math results are embargoed by GA DOE until late September 2024. If you meet prior to the data being released, results will be shared at your next GO Team meeting.

3rd-5th Science

Milestone Comparison

Click School Name or Year to show results by Grade-Level.

| District | 2024 | 48% | 19% | 21% | 12% |
|-------------------|------|-----|-----|-----|-----|
| Boyd | 2024 | 50% | 20% | 27% | 4% |
| Usher-Collier | 2024 | 58% | 20% | 22% | |
| FL Stanton | 2024 | 65% | 14% | 19% | |
| Harper-Archer ES | 2024 | 58% | 21% | 18% | 3% |
| KIPP Woodson Park | 2024 | 72% | 17% | 12% | |
| Scott | 2024 | 73% | 15% | 10% | |

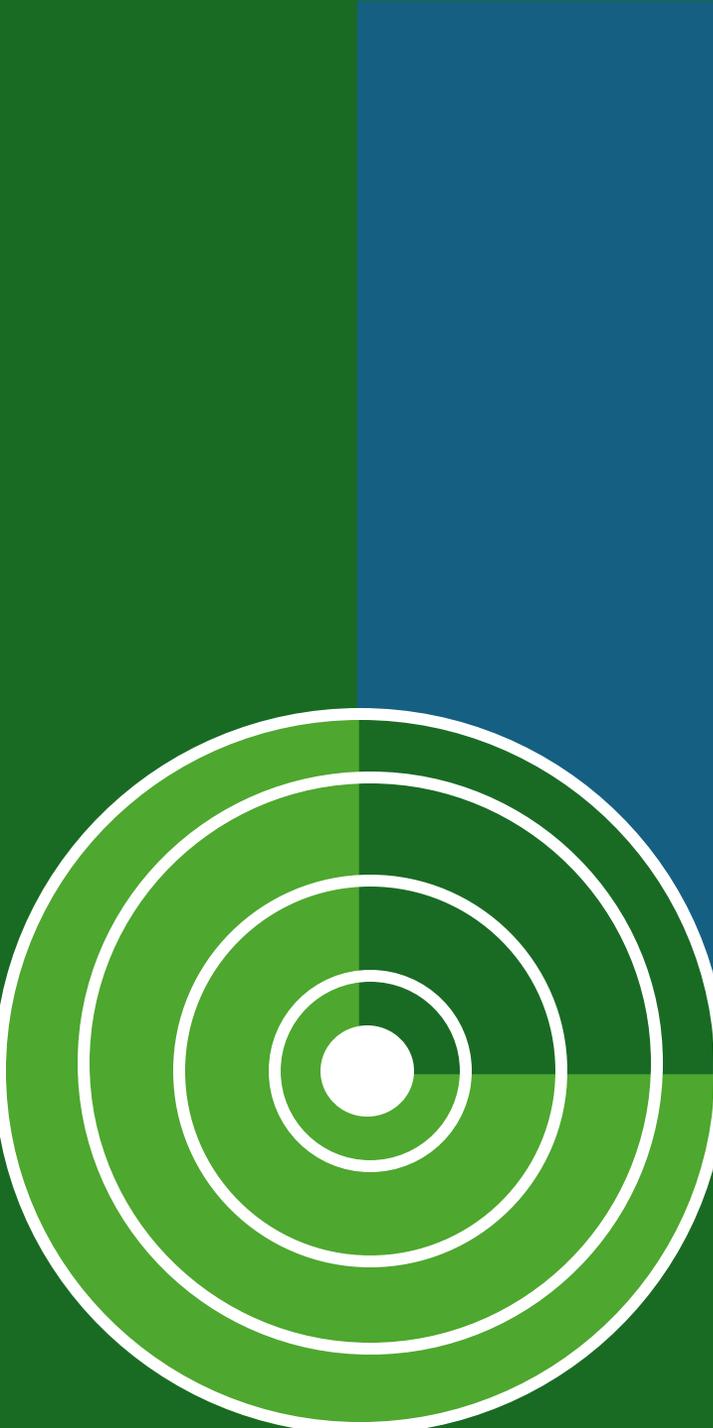
Glows & Grows

Glows

- 10.3% increase in ELA
- 13% increase in Science
- Decrease in the number of student in the beginning levels in ELA

Grows

- Increase performance of sub-groups
- Increase attendance rate



IMPACT

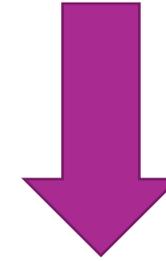
**ARE WE ON TARGET TO
SUCCESSFULLY ACCOMPLISH
OUR PRIORITIES?**

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

3

August

School Leadership
completed Continuous
Improvement Plan

4

Sept. - Dec.

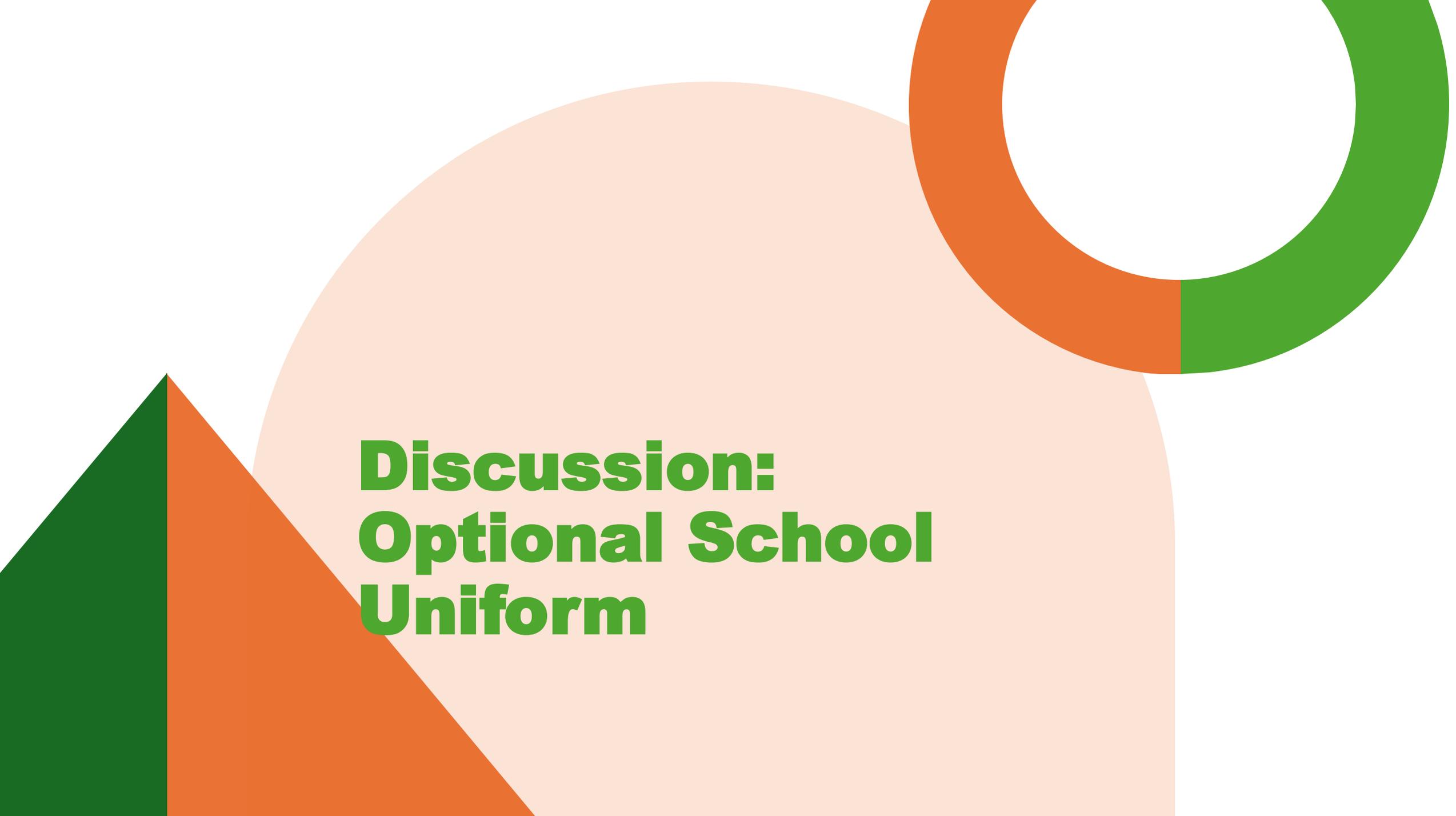
Utilizing current data,
the **GO Team** will review
& possibly update the
school strategic
priorities and plan

5

Before Winter Break

GO Team will take
action (vote) on the rank
of the strategic plan
priorities for SY25-26 in
preparation for budget
discussions.

Questions?



**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

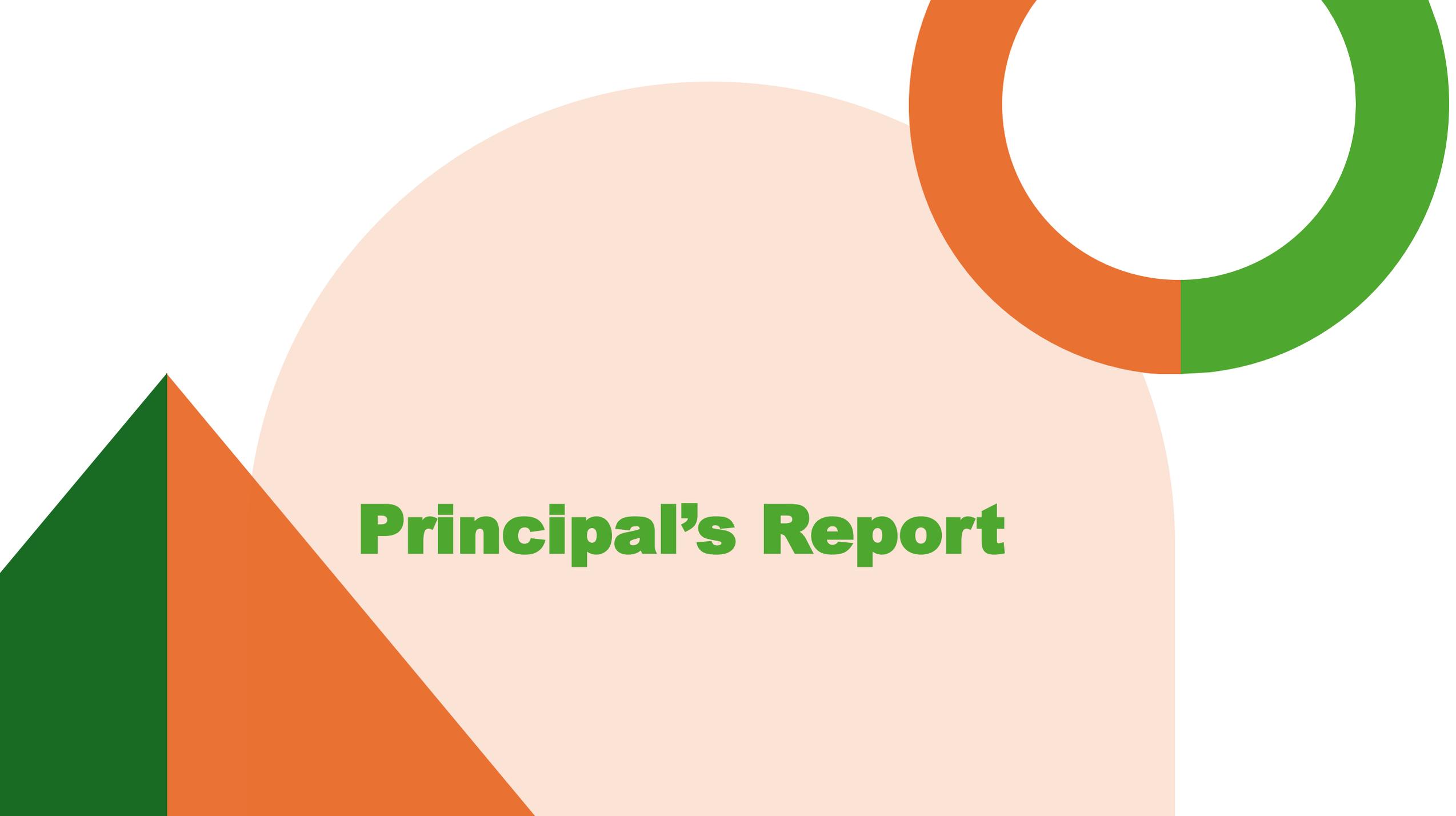
You may have no more than 3 GO Team members (committee chair and 2 others) on the committee. For middle and high schools, there must be at least 3 student representatives.

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.

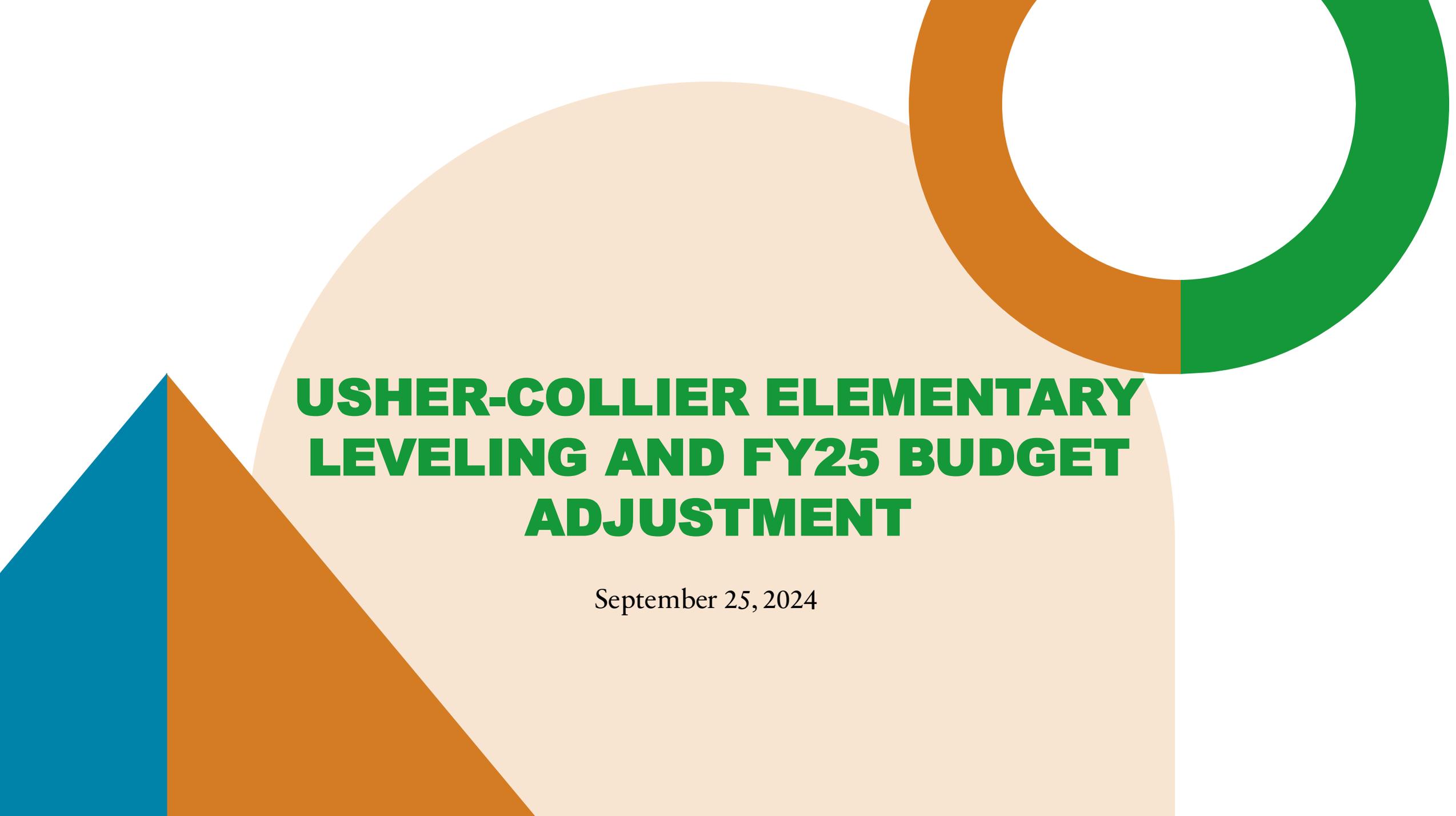
| Role | Name | Email Address |
|-------|------|---------------|
| Chair | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

(add additional rows, if needed)





Principal's Report



USHER-COLLIER ELEMENTARY LEVELING AND FY25 BUDGET ADJUSTMENT

September 25, 2024

ENROLLMENT

| | |
|-----------------------------------|-----|
| Projected Enrollment | 400 |
| 15-Day Count(08.21.24) Enrollment | 377 |
| Difference | 23 |

LEVELING

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

Budget Adjustment*

- \$122, 682**
- \$43,319 Reserve
- \$5,539 Title I Adjustment
- \$45,000 Rollover Funds from SY24
- (\$28,824)**

*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

SUMMARY OF CHANGES AS A RESULT OF FY25 BUDGET ADJUSTMENT

| Personnel Changes | Non-Personnel Changes |
|--|----------------------------------|
| Reduction of Special Education Teacher | No Staff Travel |
| | No Administration Travel |
| | No Signature Programming Travel |
| | Reduction in Contracted Services |
| | |

Summary of Changes

PRINCIPALS: One Special Education Teacher was transferred to another APS Elementary School. All travel for staff and administration was removed, and there was a decrease in the amount for contracted services.

Information about 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 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:

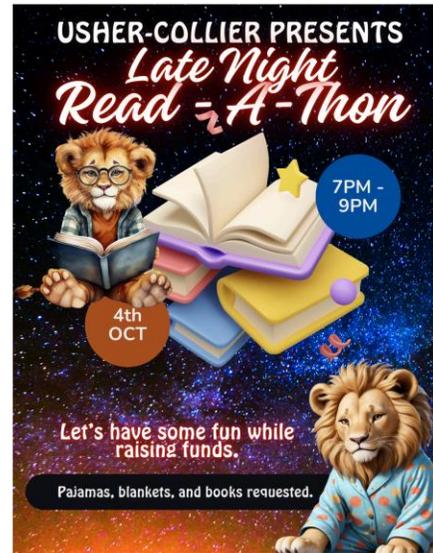
Building a Better World, One Entrepreneur at a Time, and our overall driving question was “How do we use STEM to cultivate a maker culture to improve our community?”

Motto:

Work Hard, Get Smart, While Making No Excuses

Recent Events/Activities at Usher-Collier Elementary School

1. Grandparents' Day
2. Read In
3. Skate Night
4. STEM Friday and supplies purchased by JE Dunn Construction
5. Hands on Atlanta Day @ Usher
6. Equity Champions
7. Shoes that Fit
8. New additions/Makeover for Innovation Café
9. Radcliff Presbyterian Church and Weekend Bags- 50 kids every week



JOIN US ON SATURDAY, SEPTEMBER 28

All GO team members are invited,
but plan to have at **least 3 members** of your
GO Team attend!



6th Annual G3 Summit

LEADING WITH PURPOSE: LET'S GET TO WORK

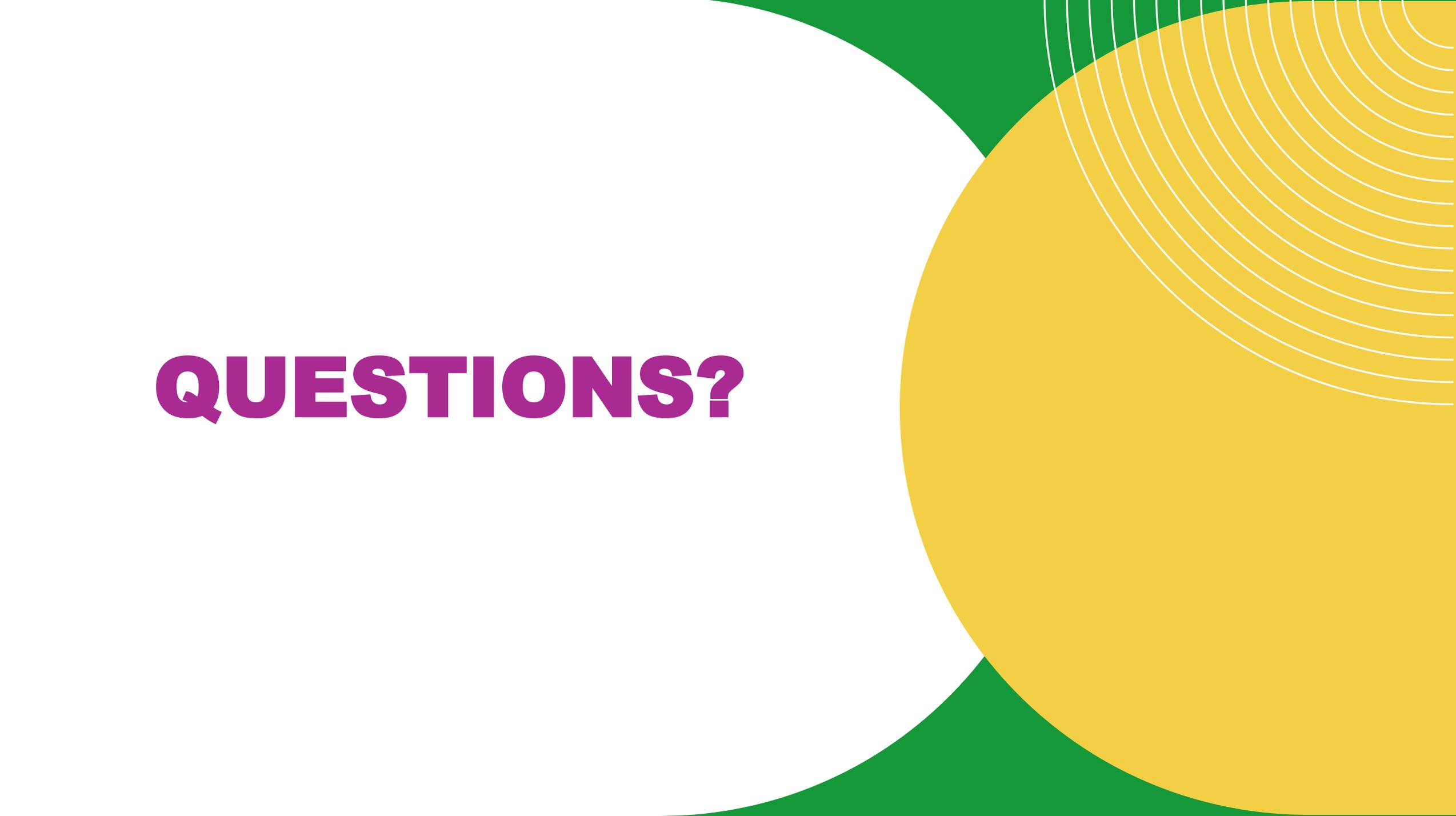
TUSKEGEE AIRMEN GLOBAL ACADEMY

Saturday, September 28, 2024

8:30 AM - 2:30 PM

Go.Grow.Govern.

QUESTIONS?

The background features a large yellow circle on the right side, partially overlapping a green curved shape at the top and bottom. The yellow circle contains several white concentric lines that curve inward from the right edge.