



Usher-Collier Elementary School

Jerry Parker

Principal

November 15, 2023

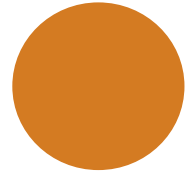
GO Team

Business Meeting #2

Where we are – Where we're going

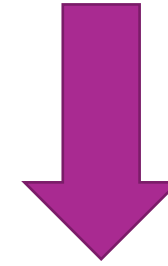
Where We Are

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 2023

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

3

August 2023

School Leadership completed 2023-2024 Continuous Improvement Plan

4

Sept. - Dec. 2023

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

Continuous Improvement Plan

Needs Assessment
SMART GOALS
Action Plan

Strategic Plan Alignment & Update

MAP Data

Data Protocol



Current Strategic Plan

2021-2025

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.



Possible Amendments

- Utilize the GaDOE Math Scope and Sequence paired with Envision Curriculum
- Scaffold literacy learning through guided reading, double dose of FUNdations, and targeted small group instruction
- Implement PL opportunities to focus on special populations (*SDI and Co-Taught strategies*)
- Implement virtual alignment to ensure high quality instruction for intervention and enrichment



Continuous Improvement Plan

School Name: Bazoline E. Usher-Usher Heights Elementary School

PURPOSE OF THE TRANSFORMATION INITIATIVE: *Articulate* in a few sentences a clear and motivational aspiration for pursuing this transformation initiative.



Needs Assessment

UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES

Strengths	Challenges
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.	Implementation of school selected curriculum with fidelity in ELA.
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.
	Decreased the percentage of students scoring proficient and above by 12.6% in science as measured by the SY 2023 GMAS.

Our Overarching Needs

Literacy: Increase the number of students scoring proficient or above on MAP and EOG GMAS

Numeracy: Increase the number of students scoring proficient or above on MAP and EOG GMAS.

Whole Child & Intervention:
Attendance: Increase the Attendance CCRPI

Literacy Problem Statement

The percentage of students in grades 3 through 5 scoring proficient and above as measured by GMAS decreased by 4% from SY 2022 to SY 2023.

Numeracy Problem Statement

The number of students scoring at the proficient or above level on GMAS is below the 25th percentile (18th percentile SY23- 13th, SY22).

Whole Child & Intervention Problem Statement

57.3 % of students attended school 90% or more of their days enrolled per CCRPI. This was a 1% decrease from 58.3 in SY 2022.



Why?	Why?	Why?
Students continue to struggle with comprehension, writing, and phonics in all grade levels.	Students have gaps in skills and content from previous grade levels.	Students lack motivation to <u>attend</u> school
Why?	Why?	Why?
Teachers require professional learning around data to make informed instructional decisions.	Teachers require professional learning around data to make informed instructional decisions.	Lack of engagement in school and class
Why?	Why?	Why?
There is a need for consistent implementation of data driven small group instruction, as well as reteach plans that target students at multiple levels.	There is a need for consistent implementation of data driven small group instruction, as well as reteach plans that target students at multiple levels.	Lack of personalized learning opportunities in the classroom
Why?	Why?	Why?

Elementary & Middle Schools Literacy CIP Goal:
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 GMAS.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Monitor the implementation of a data-driven protocol to inform the planning of Tier 1 instruction.	Administrative Team	August 2023 – May 2024	Instructional coaches will perform at proficient level or above using an observation tool, monthly.	80% of students will be at mastery or above using common assessments, monthly.	Fund 150	Data
Monitor the implementation of data-driven small group instruction using an observation tool.	Administrative Team Instructional Coaches	August 2023 – May 2024	80% of teachers will be at proficient or higher on the small group instructional tool, bi-weekly.	80% of students will be at mastery or above using common assessments, bi-weekly.	Fund 150 Cares III	Personalized Learning

Additional Action Steps required for subgroup populations.

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Elementary & Middle Schools Numeracy CIP Goal:

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Whole Child & Intervention CIP Goal:

The percentage of chronically absent students will decrease by at least 3% percentage points.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Monitor the effectiveness of the Whole Child Intervention Team's strategies in response to identified targeted student attendance needs.	Whole Child Intervention Team)	Aug 2023-May 2024	Review of WCI Team minutes, action steps, and daily attendance rates of specific students to ensure 100% of WCI members will report out on their caseload weekly and respond to action steps within 24-48 hours based on agenda and call logs.	Students who are not chronically absent will increase by 3% based on attendance data, monthly.	Fund 150	WCI

Additional Action Steps required for subgroup population

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MAP Data

SPRING MAP RESULTS

MAP Growth Achievement Level Predictions by Grade



Georgia Milestones Achievement Level Predictions are only made for Grades 2-8 tests taken in English

click a grade-level or section to generate a list of students in that category combination below

School	Window	Grade	Exam	Exams			
Usher-Collier	Spring 2022-2023	02	Math	63	41%	41%	16%
			Reading	63	56%	33%	8%
		03	Math	61	43%	36%	21%
			Reading	61	59%	30%	11%
		04	Math	52	52%	37%	12%
			Reading	52	42%	33%	23%
		05	Math	68	72%	21%	7%
			Reading	69	46%	35%	19%


Fall MAP Results

School	Window	Grade	Exam	Exams			
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%

GO Team Discussion: Data Protocol

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





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

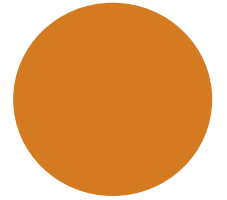
Robert J. Mckain

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 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 Updates

Family Engagement Events

- Family Passport Informational Session 11/15/23

Celebrations

- Teacher and Support Staff of the Year Celebration 11/10/23 and 11/11/23
- CEP Trips-Botanical Garden, Alliance Theatre, and Atlanta Symphony
- Special Olympics (DSE Units)
- Dance, Baseball, Tennis, and Cheerleading Teams
- Ms. Robynne Wilder, School Secretary won Chick Fil-A Family Challenge
- 1st Place in the 2023 Picture Book Bowl
- Hispanic Heritage Month Assembly
- Cascade Skate Night

Trainings

- Leverage Leadership Book Study (Instructional Leadership Team)
- SDI/Co-Taught Training (DSE)

STEM (Student Experiences/Exposures)

- 4H - Courtney Mixon
- GOT Space (GA Tech) Justin & Julia
- Rambling Rockets (GA Tech)
- Entitled Learning- Mayo
- Ed Farm-Kaya



Thank you