GO TEAM MEETING

October 24, 2024

Business Meeting #2

HERMAN J. RUSSELL WEST END ACADEMY
ELEVATING LEARNING INTENTIONALLY TOWARDS EXCELLENCE

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• ROLL CALL
• ESTABLISHMENT OF QUORUM

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Chelsea Irving — *Chair*

Victoria Robinson — *Vice Chair*

Brachell Kemp — *Secretary*

Derrick Hearn — *Cluster Rep*

Tonetta Green — *Principal*

Robbie Harris — *Parent Seat*

Ebonique Bowdre — *Parent Seat*

Nikki Bivins — *Staff Seat*

Blanche Payne — *Community Seat*

Kia Fortson — *Swing Seat*

- **ACTION ITEMS**
  - **APPROVAL OF AGENDA**

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Meeting Agenda

HERMAN J. RUSSELL WEST END ACADEMY
Date: OCTOBER 24TH
Time: 5:00 PM
Location: https://www.facebook.com/apshjrussell

I. **Call to Order**
II. **Roll Call; Establish Quorum**
III. **Action Items**
  a. Approval of Agenda
  b. Approval of Previous Minutes
IV. **Discussion Items**
  a. Georgia Milestones Math Data (*if not previously discussed*)
  b. Continuous Improvement Plan Presentation
    i. Continuous Improvement Plan and Strategic Plan Alignment
    ii. Strategic Plan Update
  c. Optional School Uniform
    i. **ACTION ITEM:** Move forward with maintaining or explore establishing an optional school uniform
    ii. (*if the team wishes to move forward*): **Discussion:** School Uniform Advisory Committee
    iii. **ACTION ITEM:** Resolution establishing the School Uniform Advisory Committee
V. **Information Items**
  a. Principal's Report
    i. Security Grant Update
  b. Cluster Advisory Team Report
VI. **Public Comment**
VII. **Adjournment**

Last revised on 10/17/2024

- # ACTION ITEMS
  - ## APPROVAL OF LAST MEETING'S MINUTES

https://www.atlantapublicschools.us/cms/lib/GA01000924/Centricity/Domain/10676/GO%20Team%20Meeting%20Oct.%203rd.docx

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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.

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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.

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TOPICS

- CURRENT STRATEGIC PLAN
- GEORGIA MILESTONES MATH DATA (IF N
  DISCUSSED)
- CONTINUOUS IMPROVEMENT PLAN
- NEEDS ASSESSMENT
- SMART GOALS
- ACTION PLAN
- STRATEGIC PLAN ALIGNMENT & UPDATE
- SCHOOL UNIFORM

• DISCUSSION ITEMS
STRATEGIC PLAN OVERVIEW

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Mission:

ATLANTA PUBLIC SCHOOLS Making A Difference

The mission of Herman J. Russell West End Academy is to be a school of innovative leaders who think critically and creatively, and become change agents for their communities.

Tonetta Green, Principal

H.J. Russell West End Academy
School Strategic Plan
SY 2024-2027

SMART Goals

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Vision:

We cultivate leaders and innovators through authentic, interdisciplinary STEAM learning experiences that help scholars think critically, solve problems creatively, and collaborate and communicate effectively.

We will increase the percentage of Proficient and Above Learners on the GA Milestones EOG by 5% in Literacy.

We will increase the percentage of Proficient and Above Learners on the GA Milestones EOG by 5% in Mathematics.

Increase CCRPI Attendance Rate by 5%

DISCUSSION ITEMS

STRATEGIC PLAN OVERVIEW

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APS Strategic Priorities & Initiatives	School Strategic Priorities	School Strategies
Fostering Academic Excellence for All Data, Curriculum & Instruction, Signature Program	1. Improve student mastery in core content areas (ELA, Math, SS, Science) 2. Close the achievement gap w/ regular ed students & SWD students 3. Foster a school culture that encourages student interest and active participation in STEAM 4. Prepare & develop knowledgeable staff focused on quality teaching	**1a.** Implement Lexile monitoring and CER Strategy in all classes. **1b.** Use assessment data to provide targeted interventions for students who need additional support, ensuring that they receive the help they need to achieve mastery **2a.** Strengthen planning time between general education teachers and SWD teachers **2b.** Implement co-teaching strategies where special education and general education teachers work collaboratively in the same classroom to serve students with and without disabilities **3a.** Organize STEAM-focused activities such as clubs, competitions, and fairs that represent real-world application for college and career readiness **3b.** Provide opportunities for students to showcase their STEAM interdisciplinary projects and research to the school and community **4a.** Provide ongoing professional development opportunities that are relevant and tailored to the needs of the teachers **4b.** Ensure that feedback from evaluations is specific, actionable, and supportive, aimed at helping teachers improve their practice
Building a Culture of Student Support Whole Child & Intervention Personalized Learning	1. Targeting supports for students who are struggling academically 2. Cultivate an inclusive school culture that respects and values diversity and ensures safety for all students	**1a.** Offer additional tutoring sessions: Lunch & Learns, before or after school, or during intervention time, focusing on subjects where students show weaknesses. **1b.** Recognize and reward improvement and mastery to motivate students to continue working towards their goals **2a.** Implement conflict resolution and mediation programs that teach students how to resolve disputes peacefully and respect others' points of view **2b.** Offer workshops for parents that focus on diversity, equity, and inclusion, positive reinforcement, and provide them with strategies to support these initiatives at home

DISCUSSION ITEMS

STRATEGIC PLAN OVERVIEW

APS Strategic Priorities & Initiatives	School Strategic Priorities	School Strategies
Equipping & Empowering Leaders & Staff Strategic Staff Support, Equitable Resource Allocation	1. Equipping teachers with the resources needed to ensure quality instruction and appropriate technology utilization 2. Empowering teachers to participate in decision-making	**1.** Designate instructional technology specialists who will assist teachers with technology integration, troubleshoot problems, and keep staff updated on new tools and trends. **2a.** Develop Teacher Leader Program/Teacher Leadership Team **2b.** Form committees that focus on various aspects of school operations, such as curriculum development, technology integration, or student welfare, giving teachers a voice in these areas.
Creating a System of School Support Partnering with Families and Communities	1. Strengthen partnerships with parents and the community to enhance educational support for students.	**1a.** Monthly newsletter communication, PTA/PTO, monthly parent workshops (virtual/in-person) w/ various topics **1b.** Parent Liaison and Community Partnership Business Manager **1c.** Use a variety of communication tools such as newsletters, school websites, social media platforms, and text messaging services to reach a wider audience. **1d.** Encourage parents to join or form parent-teacher organizations which can serve as a powerful vehicle for discussion and decision-making.

- DISCUSSION ITEMS
  - STRATEGIC PLAN PRIORITY RANKING

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STRATEGIC PLAN PRIORITY RANKING

1. Prepare & develop knowledgeable staff focused on quality teaching
2. Improve student mastery in core content areas (ELA, Math, SS, Science)
3. Targeting supports for students who are struggling academically
4. Close the achievement gap w/ regular ed students & SWD students
5. Foster a school culture that encourages student interest and active participation in STEAM
6. Equipping teachers with the resources needed to ensure quality instruction and appropriate technology utilization
7. Strengthen partnerships with parents and the community to enhance educational support for students.
8. Empowering teachers to participate in decision-making
9. Cultivate an inclusive school culture that respects and values diversity and ensures safety for all students

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GMAS Data

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HOW DID THE SCHOOL PERFORM ON CONTENT MASTERY?

34.2

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	51.1
STATE SCORE	64.0

HOW DID THE SCHOOL PERFORM ON EACH CONTENT AREA?

ENGLISH LANGUAGE ARTS 99.71% Participation Rate	36.95	↑ +3.46
MATHEMATICS 99.71% Participation Rate	34.36	
SCIENCE 100.00% Participation Rate	29.56	↓ -14.30
⊕ View SCIENCE data		
SOCIAL STUDIES 99.18% Participation Rate	30.28	↑ +1.07

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ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

LEGEND

- Subgroup met improvement target*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

	SCORE	TARGET	FLAG
ALL STUDENTS 99.71% Participation Rate	36.95	35.14	
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	
BLACK 99.70% Participation Rate	36.26	33.70	
HISPANIC Too Few Students Participation Rate	Too Few Students	Too Few Students	
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	
WHITE N/A Participation Rate	N/A	Too Few Students	
ECONOMICALLY DISADVANTAGED 99.71% Participation Rate	36.95	35.14	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	
STUDENTS WITH DISABILITY 98.59% Participation Rate	18.64	14.03	

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ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

LEGEND

- Subgroup met improvement target*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

	SCORE	TARGET	FLAG
ALL STUDENTS 100.00% Participation Rate	29.56	45.30	
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	N/A	
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	N/A	
BLACK 100.00% Participation Rate	28.45	44.13	
HISPANIC N/A Participation Rate	N/A	Too Few Students	
MULTI-RACIAL N/A Participation Rate	N/A	N/A	
WHITE N/A Participation Rate	N/A	Too Few Students	
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	29.56	45.30	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	N/A	
STUDENTS WITH DISABILITY 100.00% Participation Rate	4.55	13.29	

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ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

LEGEND

- Subgroup met improvement target*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

	SCORE	TARGET	FLAG
ALL STUDENTS 99.18% Participation Rate	30.28	31.13	
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	N/A	
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	N/A	
BLACK 99.17% Participation Rate	29.17	30.20	
HISPANIC N/A Participation Rate	N/A	Too Few Students	
MULTI-RACIAL N/A Participation Rate	N/A	N/A	
WHITE N/A Participation Rate	N/A	Too Few Students	
ECONOMICALLY DISADVANTAGED 99.18% Participation Rate	30.28	31.13	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	N/A	
STUDENTS WITH DISABILITY 96.30% Participation Rate	7.15	2.17	

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GMAS Data

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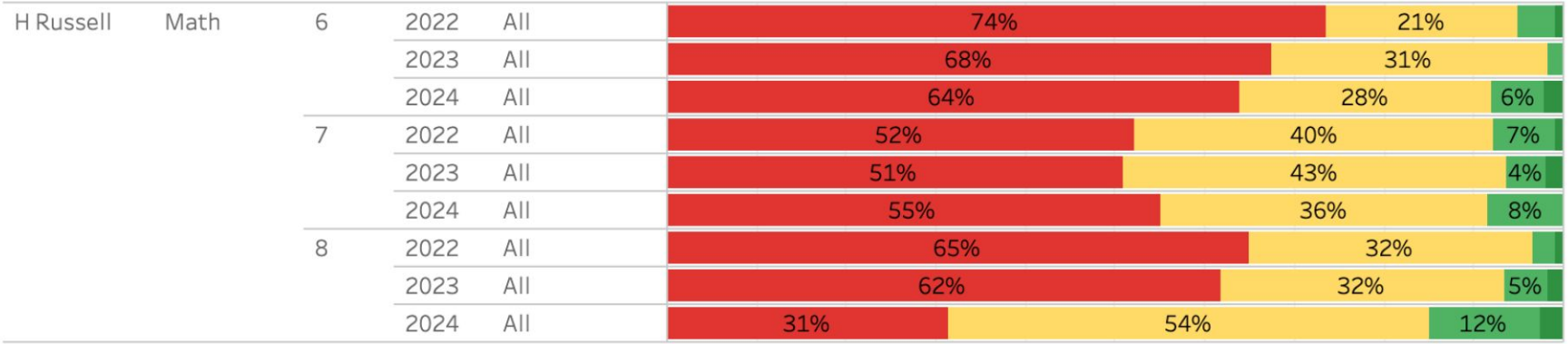
Milestone Grade and Subject Comparison for **H Russell**



6th grade increased in developing and proficient

7th grade increased in proficient

8th grade increased in developing and proficient

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GO TEAM DATA DISCUSSION 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?

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CONTINUOUS IMPROVEMENT *Plan*

2021-2025

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CONTINUOUS IMPROVEMENT Plan 2021-2025

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Strengths	Challenges
STEAM - Participating in GoSTEAM helped build teacher capacity and provided support for GoSTEAM teachers. It also added a layer of accountability.	**STEAM** - General lack of consistent and deep instructional planning makes it challenging to implement high leverage STEAM practices such as PBL, which requires a lot of planning and strong execution.
Family Engagement - HJRWEA has successfully organized and hosted more than seven events to facilitate positive relationships among parents, staff members, and other stakeholders. These events have included STEAM night, a father-son BBQ, and other joyful occasions, which have helped foster a sense of community and collaboration. The school was succesful in promoting such events that are aimed at creating a positive and inclusive environment for all stakeholders.	**Family Engagement** - A significant hurdle related to Family Engagement is the establishment and execution of a School Parent-Teacher Organization (PTO). Due to our school's small size, we require a PTO instead of a PTA as we need all of our funds. Although our parent liaison has made several attempts to create it, they have been unsuccessful
Professional Development - Teachers were given allotted time for PLCS with Instructional Coaches and protocols were used	**Professional Development** - Planning time was not utlized for lesson internalization, modifications for SWD in lesson plans, and teachers did not engage in Teachbacks
Academic - Growth in iReady assessments and MAP Proficient and Distinguished students	**Academic** - Teachers struggled with basic Tier 1 instruction and scaffolded instruction for struggling learners.
Attendance -Average daily attendance rate has remained at 90% for the school year.	**Attendance** - Inconsistent contact with parents by teachers and paraprofessionals as a tier 1 intervention increases the number of students who are very high and high risk for missing 3 or more days from school hence resulting in lower CCRPI and appropriate support for these students
Whole Child: The team has collected qualitative data point about transitions	

CONTINUOUS IMPROVEMENT Plan 2021-2025

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Goals

SMART Goals

Literacy	Numeracy	Whole Child & Intervention
By May 2025, we will increase the percentage of Proficient and Above Learners on the GA Milestones ELA EOG by 5% in each grade level	By May 2025, we will increase the percentage of Proficient and Above Learners on the GA Milestones Math EOG by 5% in each grade level.	Increase CCRPI Attendance Rate from 62% to 65%

Progress Monitoring Measures

Literacy	Numeracy	Whole Child & Intervention
MAP Growth scores from Fall, Winter, & Spring administrations, District Benchmark scores from November & February administrations, and Summative assessment scores in core content areas	MAP Growth scores from Fall, Winter, & Spring administratsions, District Benchmark scores from November & February administrations, and Summative assessment scores in core content areas	CARE Team Monitoring, Attendance Snapshot, and APS Graphs Attendance Workbook

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CONTINUOUS IMPROVEMENT Plan 2021-2025

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Literacy SMART Goal: By May 2025, we will increase the percentage of Proficient and Above Learners on the GA Milestones ELA EOG by 5 percentage points.

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5
Implement instructional framework that focuses on station teaching, standards based classroom resources to guide daily instruction, deconstructing standards, lesson targets, and success criteria	Principal, Assistant Principals, Instructional Coaches, Teachers, District Support, Personnel. SELT, MTSS Specialist	August 2024-May 2025	Lesson Plans, Amplify reports, classroom observations, 100% of teachers will implement district approved curricula, learning targets, and success criteria as evidenced by monthly classroom observations (Gadoe Resources and Rubrics)	75% of students will demonstrate mastery (75%+) on unit assessments.	Data, C&I
All ELA teachers will focus on Tier 1 instructional strategies, Lesson/Unit Internalization, SWD Modification on Lesson Plans & Data Analysis	Instructional Coaches, Metro RESA Trainers	August 2024-May 2025	PLC agendas & sign in sheets (Kickup), admin observations, updates in Admin Meetings Presentations, weekly use of the collaborative planning guide (Gadoe), 90% of teachers will participate in weekly PLC meetings as evidenced by PLC sign-in sheets	Reports during Admin Team Meetings, Look for document for PLCs, 75% of students will demonstrate mastery (75%+) on unit assessments.	Data, C&I, Personalized Learning
Implement Intervention (iReady & IXL)during Intervention Block	Instructional Coaches, Counselors, Teachers, SELT, MTSS	August 2024-May 2025	80% of teachers will implement iReady at an evident level according to the Intervention Look Fors Rubric data.	80% of students will meet a minimum of 75% mastery weekly in Reading.	Whole Child, Data, Personalized Learning

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CONTINUOUS IMPROVEMENT Plan 2021-2025

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Literacy SMART Goal: By May 2025, we will increase the percentage of Proficient and Above Learners on the GA Milestones ELA EOG by 5 percentage points.

Subgroup Action Steps for Literacy (required)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5
Use STAP & GaDOE Resources to support SWD Teachers with instructional strategies for Tier 1 Instruction, mastery and reteaching.	SELTs and Instructional Coaches	August 2024-May 2025	By Spring 2025, 100% of co-taught classes will implement co-teaching strategies as evidenced by weekly classroom observations	Reports during Admin Team Meetings, Look for document for PLCs, 75% of students will demonstrate mastery (75%+) on unit assessments.	Data, C&I
Monitor the implementation of collaborative planning to support lesson internalization (Communication between co-teacher/general education teacher, clarify teaching roles and responsibilities)	SELTs, Principal, Administrators, Instructional Coaches	August 2024-May 2025	Progress monitoring, classroom observations, lesson plans	Reports during Admin Team Meetings, Look for document for PLCs, 75% of students will demonstrate mastery (75%+) on unit assessments.	PL, Data, & C&I

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CONTINUOUS IMPROVEMENT Plan 2021-2025

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Numeracy SMART Goal: By May 2025, we will increase the percentage of Proficient and Above Learners on the GA Milestones Math EOG by 5 percentage points.

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5
Implement instructional framework that focuses on station teaching, standards based classroom resources to guide daily instruction, deconstructing standards, lesson targets, and success criteria	Principal, Assistant Principals, Instructional Coaches, Teachers, District Support, Personnel. SELT, MTSS Specialist	August 2024-May 2025	Lesson Plans, Amplify reports, classroom observations, 100% of teachers will implement district approved curricula, learning targets, and success criteria as evidenced by monthly classroom observations (Gadoe Resources and Rubrics)	75% of students will demonstrate mastery (75%+) on unit assessments.	Data, C&I
All Math teachers will focus on Tier 1 instructional strategies, Lesson/Unit Internalization, SWD Modification on Lesson Plans & Data Analysis	Instructional Coaches, Education Consultant	August 2024-May 2025	PLC agendas & sign in sheets (Kickup), admin observations, updates in Admin Meetings Presentations, weekly use of the collaborative planning guide (Gadoe), 90% of teachers will participate in weekly PLC meetings as evidenced by PLC sign-in sheets	Reports during Admin Team Meetings, Look for document for PLCs, 75% of students will demonstrate mastery (75%+) on unit assessments.	Data, C&I, Personalized Learning
Implement Intervention (iReady & IXL)during Intervention Block	Instructional Coaches, Counselors, Teachers, SELT, MTSS	August 2024-May 2025	80% of teachers will implement iReady at an evident level according to the Intervention Look Fors Rubric data.	75% of students will demonstrate mastery (75%+) on unit assessments.	Whole Child, Data, Personalized Learning

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CONTINUOUS IMPROVEMENT Plan 2021-2025

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Numeracy SMART Goal: By May 2025, we will increase the percentage of Proficient and Above Learners on the GA Milestones Math EOG by 5 percentage points.

Subgroup Action Steps for Numeracy (required)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5
Use STAP & GaDOE Resources to support SWD Teachers with instructional strategies for Tier 1 Instruction, mastery and reteaching.	SELTs (Leverette & Wrighton) and Instructional Coaches (Myers & Robinson)	August 2024-May 2025	By Spring 2025, 100% of co-taught classes will implement co-teaching strategies as evidenced by weekly classroom observations	Reports during Admin Team Meetings, Look for document for PLCs, 75% of students will demonstrate mastery (75%+) on unit assessments.	Data, C&I
Monitor the implementation of collaborative planning to support lesson internalization (Communication between co-teacher/general education teacher, clarify teaching roles and responsibilities)	Principal, Administrators, teachers, SELT, MTSS Coord	August 2024-May 2025	Progress monitoring, classroom observations, lesson plans	Reports during Admin Team Meetings, Look for document for PLCs, 75% of students will demonstrate mastery (75%+) on unit assessments.	PL, Data, & C&I

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CONTINUOUS IMPROVEMENT Plan 2021-2025

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Whole Child & Intervention SMART Goal: Increase CCRPI Attendance Rate from 62% to 65%

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5
Parent Contact/inquiry before student reaches 3 absences/5 tardies. Add language. Teachers will be consistent with parent contact for students who have reached 3 absences or absences	Homeroom teachers	August 2024-May 2025	reach 3 absences/5 tardies as evidenced by IC contact logs. Monthly Attendance clerk will review the parent log against the APSGraphs attendance report. 80% of students who have 3 absences or 5 tardies will have a parent contacted in the infinite campus log	Monthly attendance meetings with CARE Team	C & I, Data, Whole Child
Implement Restorative Practices	Principal. Assistant Principals, SchooL Counselors, Support Staff, Behavior Specialist	August 2024-May 2025	Discipline Reports, APSgraphs, NNN training session materials, classroom observation data, Check & Connect	Bi Weekly meetings between Admin and Behavior specalist showing evidence of implementation of restorative practices	Whole Child, Data
Monthly Attendance Incentives	Assistant Principals, Social Worker, Attendance Clerk, Counselors	August 2024-May 2025	Attendance Caseload, School Calendar, APSgraphs	CCRPI Attendance Rate will increase to 65% or higher	Whole Child, Data

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CONTINUOUS IMPROVEMENT Plan 2021-2025

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Whole Child & Intervention SMART Goal: Increase CCRPI Attendance Rate from 62% to 65%

Subgroup Action Steps for Whole Child & Intervention (required)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5
Special Education Annual Review Meeings and IEP/BIP Implementation: Monthly SWD Department Meeting (Data Talk/Trainings), Monthly Progress Monitoring/Data Notebook Checks, Weekly New Teacher Conference	Principal, Admin, SELT, Teachers	August 2024-May 2025	Sign In Logs, Progress Monitoring reports; IP, Behavior intervention plans, Crisis Plans	CCRPI Attendance Rate for SWD students will increase to 65% or higher	Data Whole Child, Curriculum & Instruction
MTSS Monthly Meetings and RTI Plan Implementation, Progress Monitoring/Data IC Checks Behavior Specialist Referrals/Support Conferences	Principal, Admin, MTSS, Teachers	August 2024-May 2025	Sign in Logs, Progress Monitoring reports; IEP, Behavior intervention plans, Crisis plans	CCRPI Attendance Rate for SWD students will increase to 65% or higher	Data, Whole Child, Curriculum & Instruction

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CONTINUOUS IMPROVEMENT Plan 2021-2025

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Family Engagement Goal(s)	
Literacy Goal:	By May 2025, we will increase the percentage of Proficient and Above Learners on the GA Milestones ELA EOG by 5 percentge points
Numeracy Goal:	By May 2025, we will increase the percentage of Proficient and Above Learners on the GA Milestones Math EOG by 5 percentge points

Literacy

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence & Artifacts	APS 5
Host Content Specific Curriculum Nights to engage and expose both students and parents to Literacy, Numeracy, and STEAM challenges	Assistant Principal, Parent Liaison, Instructional Coaches	August 2024-May 2025	Meeting Agendas, Sign in sheets, school calendar, parent feedback survey	Whole-Child, Curriculum & Instruction
Develop Literacy Resource Kits for Home Use	Literacy Coach, Parent Liaison	August 2024-May 2025	sign out sheet noting that it was received, product/assignments turned in	Whole Child & Intervention, Curriculum & Instruction
Fall Family Expo	SELT, STEAM MTL, STEAM Coach, Instructional Coaches	August 2024-May 2025	school calendar, sign in sheets, parent feedback survey, social media	Whole Child & Intervention, Curriculum & Instruction

Numeracy

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence & Artifacts	APS 5
Host Content Specific Curriculum Nights to engage and expose both students and parents to Literacy, Numeracy, and STEAM challenges	Assistant Principal, Parent Liaison, Instructional Coaches	August 2024-May 2025	Meeting Agendas, Sign in sheets, school calendar, parent feedback survey	Whole Child & Intervention, Curriculum & Instruction
Develop Math Resource Kits for Home Use	Math Coach, Parent Liaison	August 2024-May 2025	sign out sheet noting that it was received, product/assignments turned in	Whole Child & Intervention, Curriculum & Instruction
Fall Family Expo	SELT, STEAM MTL, STEAM Coach, Instructional Coaches	August 2024-May 2025	school calendar, sign in sheets, parent feedback survey, social media	Whole Child & Intervention, Curriculum & Instruction

SHORT-TERM ACTION PLAN (STAP)

School Name: Herman J. Russell West End Academy	**Coordinator Name:** Dr. Arnise Owens
Date STAP Started: October 7, 2024	**Length of STAP:** December 20-45 days

School Improvement Plan Goal #1: By May 2025, we will Increase the percentage of Proficient and Above Learners on the GA Milestones EOG by 5% in Literacy and Mathematics.

School Action Steps	Resources	District Support	Implementation Measurable Goal	Student Progress Measurable Goal	Impact Check Dates	Position Responsible	Completion of Action Step
What action steps will the school team implement to meet this goal?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What measurable goal will be established for action-step implementation?	What measurable goal will be established to show the impact of action steps on student performance?	Identify dates to monitor this action step.	Who is responsible for monitoring the implementation of this action step and reporting data?	Was this action step completed? Attach the final CIT agenda that documents completion.
Support and monitor each content's collaborative planning PLCs for effective internalization (unpacking) of standards bi-weekly using the GaDOE HIP Collaborative Planning Rubric (Focus on indicators #2, #3, #5, & #7 Standards Based Instructional Planning-Standards Analysis)	GADOE HIP Standards Collaborative Planning Rubric (Standards Analysis), Master Schedule of collaborative planning, Observation Schedule , Calibration Walk, PL for teachers on Tier 1 instruction, GaDoE Resources	District content specialists/turnaround coordinator attend observations with HJR team	88% (7 out of 8) collaborative planning teams are performing at the operational (3 out of 4 evident of the total indicators) level on the GaDOE HIP Collaborative Planning Rubric.	ELA - 60% of students will score 70% or higher on the exit tickets in Phoenix (min. 2 per week). Math – 55% of students will score 70% or higher on the exit tickets in Phoenix (min. 2 per week). 8th Science – 60% of students will score 70% or higher on the exit tickets in Phoenix (min. 2 per week). 8th Social Studies - 60% of students will score 70% or on the exit tickets in Phoenix (min. 2 per week). 95% participation rate required	10/7 10/21 10/28 11/4 11/11 11/18 12/2 12/9 12/16	Instructional Coaches, Assistant Principal, STEM Coach	

SHORT-TERM ACTION PLAN (STAP)

Georgia Department of Education

Educating Georgia's Future

Support and monitor effective delivery of standards-based Tier I instruction for math, ELA, and 8th grade science, and social studies (general ed and SWD teachers) using the HJR CFU Data collection Tool.	Checking for Understanding Data CollectionTool, Observation Schedule , Calibration Walk, PL for teachers on the strategies for CFUs, Data Meeting PLCS, Master Schedule	District content specialists/turnaround coordinator attend observations with HJR team	92% of teachers observed (13 out of 14 teachers) will score evident on the HJR CFU Data Collection tool.	ELA - 60% of students will score 70% or higher on the exit tickets in Phoenix (min. 2 per week). Math – 55% of students will score 70% or higher on the exit tickets in Phoenix (min. 2 per week). 8th Science – 60% of students will score 70% or higher on the exit tickets in Phoenix (min. 2 per week). 8th Social Studies - 60% of students will score 70% or higher on the exit tickets in Phoenix (min. 2 per week). 95% participation rate required	10/7 10/21 10/28 11/4 11/11 11/18 12/2 12/9 12/16	Instructional Coaches, Assistant Principal, STEM Coach, Interventionist	

SHORT-TERM ACTION PLAN (STAP)

School Improvement Plan Goal #1: By May 2025, we will Increase the percentage of Proficient and Above Learners on the GA Milestones EOG by 5% in Literacy and Mathematics for Students with Disabilities							
School Action Steps	**Resources**	**District Support**	**Implementation Measurable Goal**	**Student Progress Measurable Goal**	**Impact Check Dates**	**Position Responsible**	**Completion of Action Step**
What action steps will the school team implement to meet this goal?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What measurable goal will be established for action-step implementation?	What measurable goal will be established to show the impact of action steps on student performance?	Identify dates to monitor this action step.	Who is responsible for monitoring the implementation of this action step and reporting data?	Was this action step completed? Attach the final CIT agenda that documents completion.
Monitor the implementation of additional weekly professional learning during planning time and bi-monthly after school for SWD teachers	Specific PL topics identified for each day Planning documents (lesson plans, standards, know/show charts) CFA/exit ticket Data	IPS & TC to attend observations with HJR team	88% of teachers observed (7 out of 8 teachers) to score evident on the GADOE ATSI walkthrough tool (Focus on indicators 1, 3, 4, & 9)	ELA - 60% of SWD students will score 70% or higher on the exit tickets in Phoenix (min. 2 per week). Math – 55% of SWD students will score 70% or higher on the exit tickets in Phoenix (min. 2 per week). 8th Science – 60% of SWD students will score 70% or higher on the exit tickets in Phoenix (min. 2 per week). 8th Social Studies - 60% of SWD students will score 70% or higher on the exit tickets in Phoenix (min. 2 per week). 95% participation rate required	10/7 10/21 10/28 11/4 11/11 11/18 12/2 12/9 12/16	**SELTS**	

GO TEAM ACTIVITY & DISCUSSION

GO TEAM DISCUSSION: Review the priorities and goals in your **strategic plan** and the information and goals **CIP**. Reflect on if updates need to be made to the Strategic Plan.

Are all CIP Goals reflected in our Strategic Plan Priorities?

If not, which CIP Goal(s) are missing and should be added to the Strategic Plan?

ATLANTA PUBLIC SCHOOLS

GO TEAMS
STRONG SCHOOLS START WITH ME!

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ELEVATING LEARNING INTENTIONALLY TOWARDS EXCELLENCE

SCHOOL

Uniform Discussion

(Optional)

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!

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LIFELONG LEARNING INTENTIONALLY TOWARDS EXCELLENCE

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.

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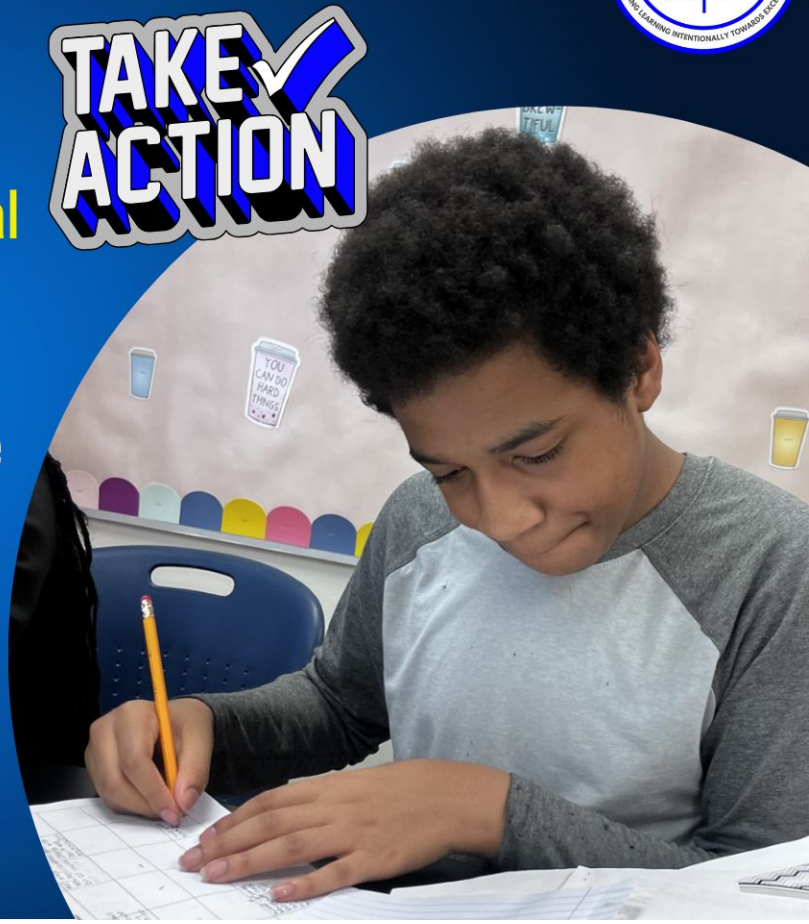
ESTABLISH AN OPTIONAL SCHOOL UNIFORM

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.



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DISCUSSION

Only needed If the GO Team voted YES to 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.

DISCUSSION

Only needed If the GO Team voted YES to exploring establishing an optional school uniform.

The GO Team will also need to determine who will be on the committee:

TAKE ACTION

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.

MIDDLE

Middle School <u>with</u> Student Ambassadors

At least 3 student ambassadors

Middle School <u>without</u> Student Ambassadors

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

ESTABLISH THE COMMITTEE

Only needed If the GO Team voted YES to 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:

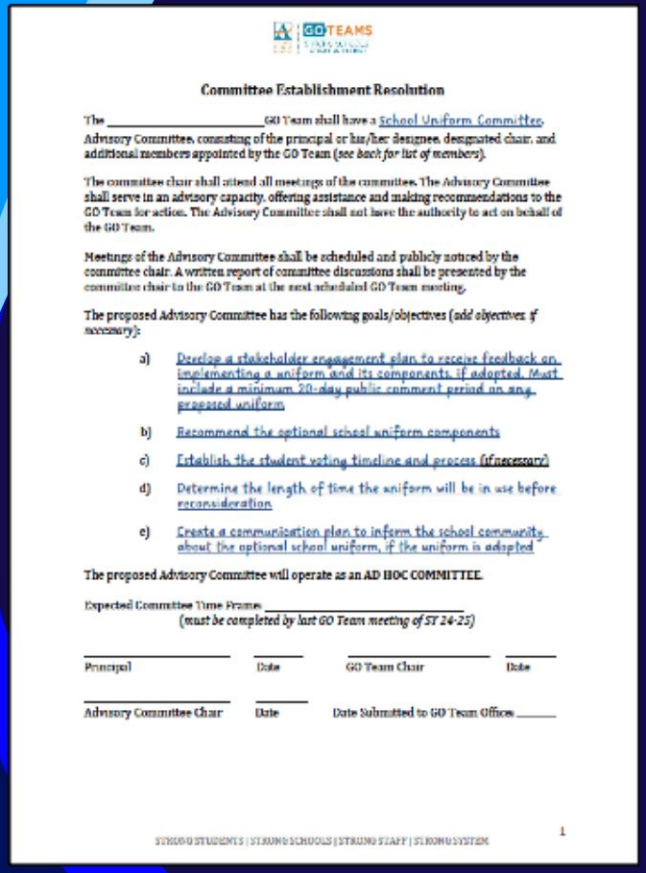
The GO Team needs to **TAKE ACTION (vote)** on establishing its **School Uniform Advisory Committee** based on the previous discussion.

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.

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

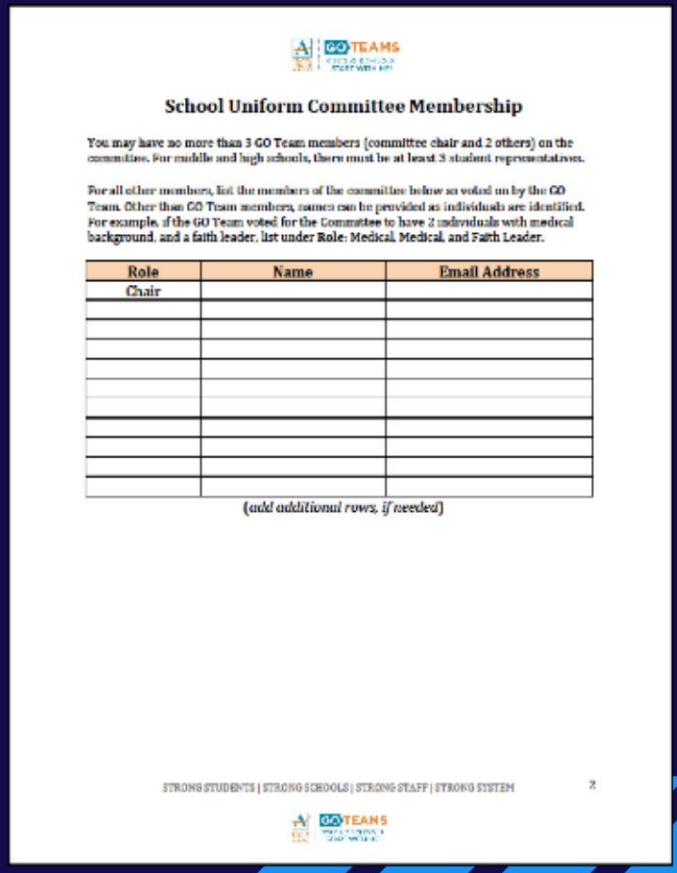
e) Create a communication plan to inform the school community about the optional school uniform, if the uniform is adopted

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

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



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 2 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)

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STRATEGIC PLANNING WILL HELP YOU FULLY UNCOVER YOUR AVAILABLE OPTIONS, SET PRIORITIES FOR THEM, AND DEFINE THE METHODS TO ACHIEVE THEM.

ROBERT J. MCKAIN

ATLANTA PUBLIC SCHOOLS

GO TEAMS
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Where we ARE GOING

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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.

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NEXT MEETING

NOVEMBER 21, 2024 @ 5:00 PM
(VIRTUAL)

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PUBLIC COMMENT

DISMISS
THANK
YOU
for your attention and attendance.
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