



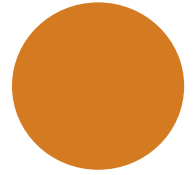
GO Team

45 Day Check-in and
Preparing for Budget
Development

Where we are - Where we're going

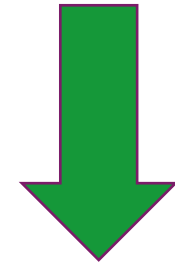
Where We Are

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 SY23-24

3

August 2023

School Leadership completed 2023-2024 Continuous Improvement Plan

4

Sept. - Dec. 2023

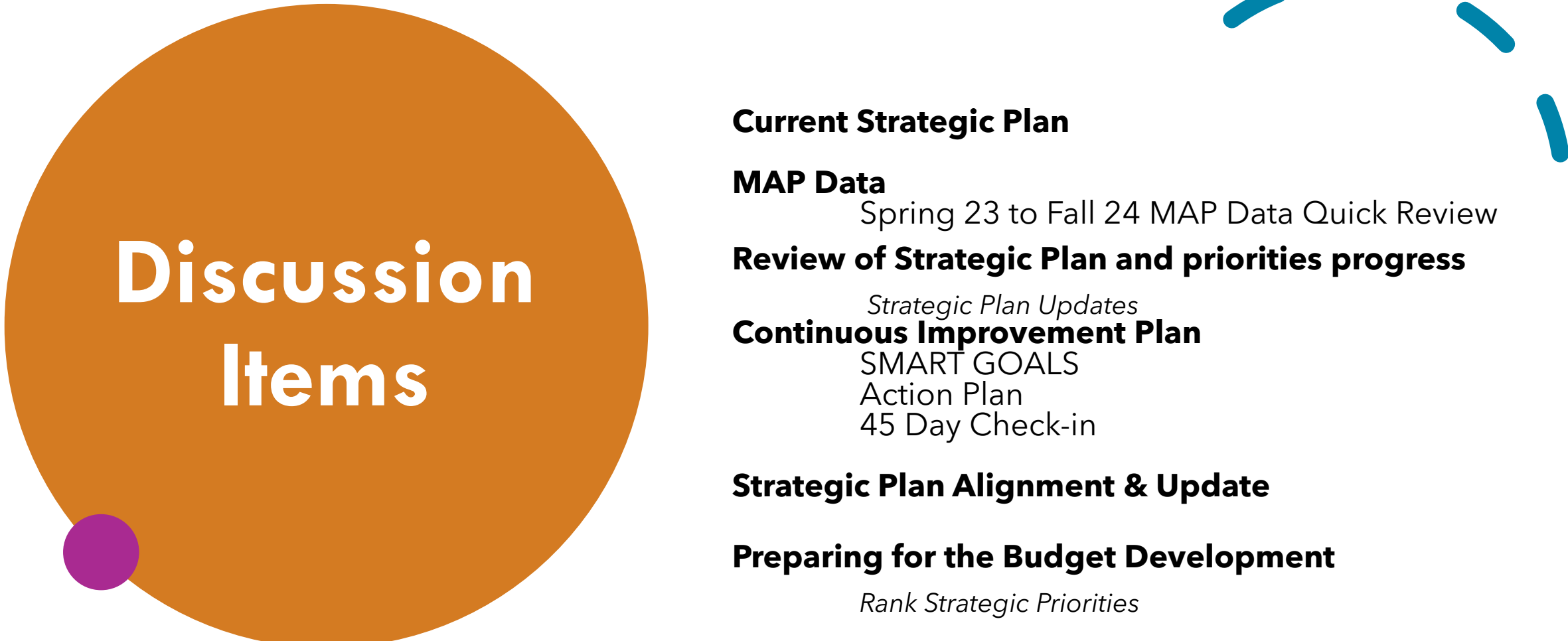
Utilizing current data, the **GO Team** will review & possibly update the school strategic priorities and plan

5

Before Winter Break

GO Team will take action (vote) on the school's strategic plan and vote on the ranked strategic plan priorities for SY24-25 budget discussions.





Discussion Items

Current Strategic Plan

MAP Data

Spring 23 to Fall 24 MAP Data Quick Review

Review of Strategic Plan and priorities progress

Strategic Plan Updates

Continuous Improvement Plan

SMART GOALS

Action Plan

45 Day Check-in

Strategic Plan Alignment & Update

Preparing for the Budget Development

Rank Strategic Priorities



Data
Discussion

SPRING 23 MAP RESULTS

School	Window	Grade	Exam	Exams				
King	Spring 2022-2023	06	Math	265	49%	34%	14%	
			Reading	255	44%	26%	21%	9%
		07	Math	229	56%	31%	9%	
			Reading	191	52%	29%	13%	6%
		08	Math	263	49%	31%	13%	7%
			Reading	226	44%	27%	19%	10%

MATH

School	Window	Grade	Exam	Exams				
King	Spring 2022-2023	06	Math	265	49%	34%	14%	
		07	Math	229	56%	31%	9%	
		08	Math	263	49%	31%	13%	7%

READING

School	Window	Grade	Exam	Exams				
King	Spring 2022-2023	06	Reading	255	44%	26%	21%	9%
		07	Reading	191	52%	29%	13%	6%
		08	Reading	226	44%	27%	19%	10%

GMAS 2023 RESULTS-ELA

King	ELA	6	2023	All	48%	27%	21%	4%
		7	2023	All	44%	29%	21%	5%
		8	2023	All	39%	35%	18%	8%

King	ELA	6	2022	All	55%	21%	18%	6%
			2023	All	48%	27%	21%	4%
		7	2022	All	49%	28%	20%	
			2023	All	44%	29%	21%	5%
		8	2022	All	35%	37%	24%	
			2023	All	39%	35%	18%	8%

District	ELA	6	2023	All	42%	27%	24%	8%
		7	2023	All	38%	29%	26%	6%
		8	2023	All	35%	33%	22%	9%

The percentage of students in grades 6-8 scoring at proficient or higher in ELA will increase from 26% to 29% by the spring 2024 GMAS.

GMAS 2023 RESULTS-MATH

King	Math	6	2023	All	55%	31%	11%	
		7	2023	All	48%	37%	10%	4%
		8	2023	All	52%	31%	13%	4%

King	Math	6	2022	All	58%	31%	10%	
			2023	All	55%	31%	11%	
		7	2022	All	42%	41%	12%	6%
			2023	All	48%	37%	10%	4%
		8	2022	All	50%	35%	13%	
			2023	All	52%	31%	13%	4%

District	Math	6	2023	All	46%	33%	14%	6%
		7	2023	All	39%	38%	15%	8%
		8	2023	All	44%	31%	16%	9%

The percentage of students in grades 6-8 scoring at proficient or higher in Math will increase from 15% to 18% by the spring 2024 GMAS.

SPRING 23/FALL 23 MAP RESULTS COMPARISON

MATH

School	Window	Grade	Exam	Exams				
King	Spring 2022-2023	06	Math	265	49%	34%	14%	
		07	Math	229	56%	31%	9%	
		08	Math	263	49%	31%	13%	7%
	Fall 2023-2024	06	Math	269	41%	37%	17%	6%
		07	Math	261	46%	37%	13%	
		08	Math	242	50%	39%	7%	

READING

School	Window	Grade	Exam	Exams				
King	Spring 2022-2023	06	Reading	255	44%	26%	21%	9%
		07	Reading	191	52%	29%	13%	6%
		08	Reading	226	44%	27%	19%	10%
	Fall 2023-2024	06	Reading	270	38%	27%	27%	8%
		07	Reading	257	44%	30%	20%	6%
		08	Reading	238	42%	35%	18%	5%



Continuous Improvement Plan

UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES	
Strengths	Challenges
The percentage of students scoring developing and above in ELA increased from 53.4% to 56.6%	King students scoring developing and above in math dropped from 50.3% to 48.2%.
The percentage of students scoring proficient and above in ELA increased from 24.9% to 26%.	Social Studies scores dropped in developing and above from 59.9% to 56.3%.
The percentage of students scoring proficient and above in Math increased from 14.7% to 15.3%.	King's math proficiency data continues to fall behind ELA data.
The percentage of students scoring proficient and above in Science increased from 16.9% to 24.9%.	Still significant gap in our SWD and non SWD sub groups and between our black and white students.

Our Overarching Needs		
Literacy: Continue to implement the district mandated curriculum Amplify with fidelity and providing explicit feedback and specific training for all ELA teachers.	Numeracy: Continue to implement the district mandated curriculum, Amplify with fidelity and providing explicit feedback and specific training for all Math teachers.	Whole Child & Intervention: We will support the needs of our scholars using the MTSS process, the BASC-3 screener, Attendance and Behavior data to drive our goals. We will ensure that all students are receiving explicit SEL instruction.



Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
The majority of King's students enter at the beginner (43%) or developing (31%) level in ELA/Reading.	The majority of King's students enter at the beginner (52%) or developing (33%) level in math.	Lack of access to support services and explicit personal teaching has led to unfinished learning, increased discipline incidents and gaps in social/emotional development.



Needs Assessment

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
The majority of King's students enter at the beginner (43%) or developing (31%) level in ELA/Reading.	The majority of King's students enter at the beginner (52%) or developing (33%) level in math.	Lack of access to support services and explicit personal teaching has led to unfinished learning, increased discipline incidents and gaps in social/emotional development.

Why?	Why?	Why?
Only 26% of King students are scoring at or above proficiency on GMAS ELA spring 2023.	Only 15% of King students are scoring at or above proficiency on GMAS Math spring 2023.	Families are still struggling with being out of the school setting for a year.
Why?	Why?	Why?
More than half of the King students are entering at beginner or developing levels in ELA.	Math performance increases continues to fall behind ELA.	Students are still excessively absent and lack consistency with the expectations of the school setting.
Why?	Why?	Why?
Teachers struggling with opportunities to provide students with personalized learning to meet the needs of all students.	More time is needed to cover all the required standards.	Teachers are struggling with managing classes with multiple behavior issues.
Why?	Why?	Why?
Not all teachers are using the curriculum with fidelity and employing the tools needed to address differentiation.	Not all teachers are using the curriculum with fidelity and employing the tools needed to address differentiation.	
Why?	Why?	Why?

Root Cause

Lack of access to support services and explicit personal teaching has led to unfinished learning and gaps in literacy	Lack of access to support services and explicit personal teaching has led to unfinished learning and gaps in numeracy	Lack of access to support services and explicit personal teaching has led to unfinished learning and gaps in
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Goals

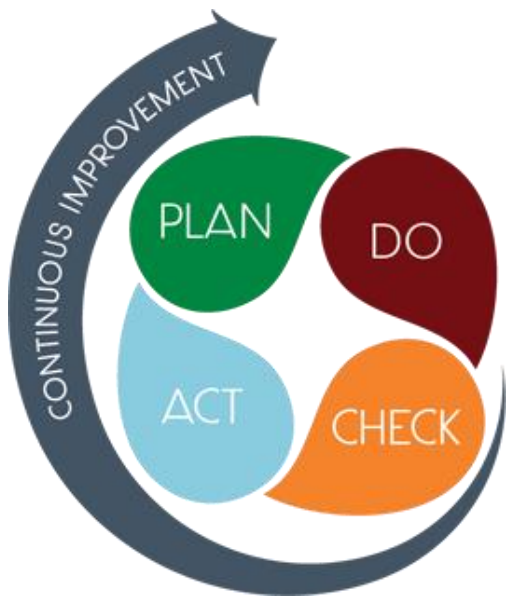
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Our Overarching Needs: Elementary & Middle Schools		
Literacy: Increase number of proficient and distinguished learners in ELA/reading according to the GMAS and NWEA MAP assessments.	Numeracy: Increase number of proficient and distinguished learners in math according to the GMAS and NWEA MAP assessments.	Whole Child & Intervention: Continue to increase student attendance and decrease the number of behavior referrals by developing a positive, and collaborative environment for teachers, students, and staff that supports social and emotional well being.

SMART Goals (Elementary and Middle Schools)		
The percentage of students in grades 6-8 scoring at proficient or higher in ELA will increase from 26% to 29% by the spring 2024 GMAS.	The percentage of students in grades 6-8 scoring at proficient or higher in Math will increase from 15% to 18% by the spring 2024 GMAS.	Decrease the number of behavior referrals by 3% from 718 incidents to 696 incidents or lower.

Progress Monitoring Measures		
-NWEA MAP -GA Milestone -End of Unit Summatives -Formatives -weekly walkthrough feedback	-NWEA MAP -GA Milestone -End of Unit Summatives -Formatives -weekly walkthrough feedback	-Weekly SEL second Step data --Weekly SEL lessons (Second Step) -BASC 3 Screener -Attendance Daily Average -Monthly Referral Data

CONNECTING THE STRATEGIC PLAN & CONTINUOUS IMPROVEMENT PLAN



Focus on teaching daily lessons by utilizing the Instructional Framework with rigor and fidelity.

The percentage of students in grades 6-8 scoring at proficient or higher in ELA will increase from 26% to 29% by the spring 2024 GMAS

MAP, GMAS, Daily Instructional Walkthroughs

Focus on teaching daily lessons by utilizing the Instructional Framework with rigor and fidelity.

The percentage of students in grades 6-8 scoring at proficient or higher in Math will increase from 15% to 18% by the spring 2024 GMAS.

MAP, GMAS, Daily Instructional Walkthroughs

Implement a Whole-child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.

Decrease the number of behavior referrals by 3% from 718 incidents to 696 incidents or lower.

Referral Data, Attendance Data, BASC-3 Screener Data

Quarterly CIP Check-in

As part of the Continuous Improvement process, all APS schools are completing a quarterly check-in for the Continuous Improvement Plans.

Questions to Consider

- Based on our year long CIP plan, what are the actions that the school has already completed?
- What data supports the completion of an action step and success criteria (both implementation and student achievement)?

Goal 1: The percentage of students in grades 6-8 scoring at proficient or higher in **ELA** will increase from 26% to 29% by the spring 2024 GMAS.

<p>Completed Action Steps (on going):</p> <ul style="list-style-type: none"> • Use of Amplify ELA • Coaching Cycle • Use of Collaborative Planning • PL on Small group instruction • PL on Coteaching models (station teaching) 	<p>Method of Monitoring Implementation Artifacts:</p> <ul style="list-style-type: none"> • Walkthroughs-admin instructional coaches • Lesson Plans-monitored by instructional coach • PLC Agendas (Coaching Sessions) 	<p>Method for Monitoring Effectiveness:</p> <ul style="list-style-type: none"> • Weekly Core Instructional Team Meeting • Bi-monthly Data talks
<p>Action Steps in Progress (On-going):</p> <ul style="list-style-type: none"> • Professional Learning for Higher order thinking questions (on going in PLCs) 	<p>Anticipated Completion Date:</p> <ul style="list-style-type: none"> • May 2024 	<p>Resources/Support/Personnel Needed:</p> <ul style="list-style-type: none"> • Continued Support from District Specialists • Building Instructional Coach

Goal 2: The percentage of students in grades 6-8 scoring at proficient or higher in **Math** will increase from 15% to 18% by the spring 2024 GMAS.

Completed Action Steps (on going): <ul style="list-style-type: none"> • Use of Amplify Math • Coaching Cycle • Use of Collaborative Planning • Lesson Internalization • PL on Small group instruction • PL on Coteaching models (station teaching) 	Method of Monitoring Implementation Artifacts: <ul style="list-style-type: none"> • Walkthroughs-admin instructional coaches • Lesson Plans-monitored by instructional coach • PLC Agendas (Coaching Sessions) 	Method for Monitoring Effectiveness: <ul style="list-style-type: none"> • Weekly Core Instructional Team Meeting • Bi-monthly Data talks
Action Steps in Progress (On-going): <ul style="list-style-type: none"> • Professional Learning for curricular resource • Professional learning around teaching the Ga state standards 	Anticipated Completion Date: <ul style="list-style-type: none"> • May 2024 	Resources/Support/Personnel Needed: <ul style="list-style-type: none"> • Continued Support from District Specialists • Building Instructional Coach

Goal 3: Decrease the number of behavior referrals by 3% from 718 incidents to 696 incidents or lower.

<p>Completed Action Steps (on going):</p> <ul style="list-style-type: none"> • Use of Universal Screener for fall • Provide Incentives and celebrations for desired behavior • PL on Small group instruction • PL on Coteaching models (station teaching) 	<p>Method of Monitoring Implementation Artifacts:</p> <ul style="list-style-type: none"> • Completion Rates for Screener • Attendance Lunches • Positive Movie Days • Brag Tags and invitation to socials for grade level and school wide • Behavior Data decrease • Use of Reflection Den 	<p>Method for Monitoring Effectiveness:</p> <ul style="list-style-type: none"> • School Counselor Groups • Grade level decrease in referrals • Targeted Student groups • MTSS specialist and Behavior Interventionists Check-Ins • Currently at 258 referrals
<p>Action Steps in Progress (On-going):</p> <ul style="list-style-type: none"> • Universal Screener in the Spring • Restorative Practices Training 	<p>Anticipated Completion Date:</p> <ul style="list-style-type: none"> • February/March 2024 • January 2024 	<p>Resources/Support/Personnel Needed:</p> <ul style="list-style-type: none"> • Continued support from district discipline team



Current Strategic Plan

2021-2025

Mission: To prepare students for a globally competitive environment in which students graduate college and career ready while fostering principles of responsibility, service, respect, compassion, international-mindedness within an academically challenging educational framework.

Vision: We will have a peaceful, productive and orderly learning environment that meets the academic, social and developmental needs of all our students. Our goal is to prepare students for a successful high school experience without the need for remediation.

SMART Goals

The percentage of students in grades 6-8 scoring at proficient or higher in ELA will increase from 26% to 29% by the spring 2024 GMAS.

The percentage of students in grades 6-8 scoring at proficient or higher in Math will increase from 15% to 18% by the spring 2024 GMAS.

Decrease the number of behavior referrals by 3% from 718 incidents to 696 incidents or lower.

APS Strategic Priorities & Initiatives

School Strategic Priorities

School Strategies

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

1. Use data to drive instructional decisions to increase student achievement.
2. Focus on teaching daily lessons by utilizing the Instructional Framework with rigor and fidelity.
3. Incorporate the IB learner profiles and approaches to learning skills to develop lifelong learners and address our students' diverse learning styles.
4. Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.
5. Increase student attendance and participation.
6. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students
7. Strengthen teachers capacity to provide rigorous and engaging instruction in all content areas.
8. Develop a positive and collaborative environment for students, staff and all stakeholders.

- 1A. Use MAP data to create realistic learning goals for students.(3 times a year)
- 1B. Analyze data from Read and Math 180 to assess growth in the areas of reading and math.
- 2A. Monitor and provide timely feedback to teachers with glows and grows when observing the instructional framework in classes.
- 2B Use lesson internalization practices during collaborative planning to ensure teacher understanding of content being taught.
- 3A Conduct monthly PL to support teachers in facilitating IB practices with fidelity.
- 3B Monitor and observe teachers to ensure IB implementation in each classroom.
- 4A. Utilize the new Universal Behavioral Mental Health Screener twice a year with fidelity.
- 4B. Implement Restorative Practices; Restorative Practice Professional Learning
- 5A CARE and Attendance teams will monitor students with high rates of absenteeism. Members will work with and mentor those students and put practices in place to monitor them daily.
- 5B Rewards and acknowledgements will be given monthly to students with perfect attendance.
- 6A Students will have their own device for use in school and at home. The device will have internet access built in to assist in removing barriers to working outside of the classroom.
- 6B Multiple supplemental platforms will be used to assist students in receiving additional academic support. (IXL, USA Test Prep. Study Island)
- 7A Provide professional development that focuses on teaching daily lessons in ways that clarify the objectives of the lesson, reinforce what is taught, and meaningfully engage students .
- 7B Provide teachers with opportunities to facilitate PLs for their specific contents.
- 7C. Utilize content area instructional coaches facilitate PL.
- 8A Implement positive intervention strategies.
- 8B Implement Social Emotional Learning(SEL) for staff and students
- 8C Facilitate team building activities for staff and students
- 8D Build community awareness through IB projects, Go Team and PTA

Discussion

Strategic Plan Priority Ranking

In preparation for the 2024-2025 Budget Development (January–March 2024), the GO Team needs to rank its Strategic Plan Priorities. Use the next slide to capture the priority ranking.



Strategic Plan Previous Priority Ranking

King's Previous Priority Ranking

Higher



Lower

8. Develop a positive and collaborative environment for students, staff and all stakeholders.
4. Implement a Whole-child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.
2. Focus on teaching daily lessons by utilizing the Instructional Framework with rigor and fidelity.
7. Strengthen teachers' capacity to provide rigorous and engaging instruction in all content areas.
1. Use data to drive instructional decisions to increase student achievement.
5. Increase student attendance and participation.
3. Incorporate the IB learner profiles and approaches to learning skills to develop lifelong learners and address our students' diverse learning styles.
6. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students.

Activity & Discussion

What progress has been made towards the priorities identified in our Strategic Plan? What evidence/data do we have?

Based upon available data, are there any other adjustments we need to make to the Strategic Plan?



Updates to the Strategic Plan

1. Use data to drive instructional decisions to increase student achievement.
8. Develop a positive and collaborative environment for students, staff and all stakeholders.
7. Strengthen teachers' capacity to provide rigorous and engaging instruction in all content areas.
6. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students.
2. Focus on teaching daily lessons by utilizing the Instructional Framework with rigor and fidelity.
5. Increase student attendance and participation.
3. Incorporate the IB learner profiles and approaches to learning skills to develop lifelong learners and address our students' diverse learning styles.
4. Implement a Whole-child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.



Strategic Plan

New Priority Ranking

Higher



Lower

1. Use data to drive instructional decisions to increase student achievement.
8. Develop a positive and collaborative environment for students, staff and all stakeholders.
7. Strengthen teachers' capacity to provide rigorous and engaging instruction in all content areas.
6. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students.
2. Focus on teaching daily lessons by utilizing the Instructional Framework with rigor and fidelity.
5. Increase student attendance and participation.
3. Incorporate the IB learner profiles and approaches to learning skills to develop lifelong learners and address our students' diverse learning styles.
4. Implement a Whole-child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.



Action on the Updated Strategic Plan

The GO Team needs to **TAKE ACTION (vote)** on its updated Strategic Plan. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.



Preparing for Budget Development

Where we're going

At our next meeting we will begin the discussion of the 2024-2025 budget.

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



Thank you