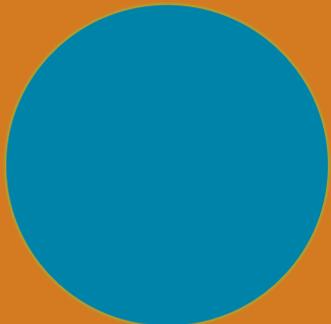


45 Day Check-in and Preparing for Budget Development

King Middle School

GO Team Business Meeting #3



Agenda

Continuous Improvement Plan

45 Day Check-in

Reminder of Fall MAP Data

Share Fall Write Score Data

Review of Strategic Plan and priorities progress

Strategic Plan Updates

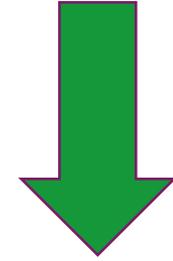
Preparing for the Budget Development

Rank Strategic Priorities



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 SY24-24

3

August 2024

School Leadership completed 2024-2024 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 school's strategic plan and vote on the ranked strategic plan priorities for SY25-26 budget discussions.



Continuous Improvement Plan



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 29% to 32% by the spring 2025 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 Coteaching models (station teaching) • Provide PL for AVID-WICOR 	<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) • Attendance at PLC (admin) 	<p>Method for Monitoring Effectiveness:</p> <ul style="list-style-type: none"> • Weekly Core Instructional Team Meeting • Bi-monthly Data talks • Lesson Plan Feedback • Walkthrough Data
<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) • Station Teaching • AVID-WICOR • Support with Lesson Planning 	<p>Anticipated Completion Date:</p> <ul style="list-style-type: none"> • May 2025 	<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 19% to 22% by the spring 2025 GMAS.

<p>Completed Action Steps (on going):</p> <ul style="list-style-type: none"> • Use of Ga DOE • Coaching Cycle • Use of Collaborative Planning • Lesson Internalization • PL to address AVID-WICOR • 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 feedback provided • PLC Admin Attendance • Data on Admin and CIT walkthrough completions 	<p>Method for Monitoring Effectiveness:</p> <ul style="list-style-type: none"> • Weekly Core Instructional Team Meeting • Bi-monthly Data talks • STAP Data Collection Form • Formatives and Summatives
<p>Action Steps in Progress (On-going):</p> <ul style="list-style-type: none"> • Professional Learning for curricular resource-Ga DOE • Professional learning around teaching the Ga state standards • PL to address AVID-WICOR • PL on Station Teaching-CoTeaching 	<p>Anticipated Completion Date:</p> <ul style="list-style-type: none"> • May 2025 	<p>Resources/Support/Personnel Needed:</p> <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 558 incidents to 542 incidents or lower by May 2025.

<p>Completed Action Steps (on going):</p> <ul style="list-style-type: none"> Utilize student attendance, behavior and academic data to determine targeted subgroups and provide specific interventions and support. Restorative Practices Provide incentives and celebrate for desired behavior (school-wide and individual) 	<p>Method of Monitoring Implementation Artifacts:</p> <ul style="list-style-type: none"> Attendance Lunches Positive Movie Days Grade level incentives by APs Behavior Data decrease Use of Reflection Den oppose to suspension Monthly Suspension Rate 	<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-In
<p>Action Steps in Progress (On-going):</p> <ul style="list-style-type: none"> Provide specific PL to address successful implementation of SDI. Restorative Practices Training 	<p>Anticipated Completion Date:</p> <ul style="list-style-type: none"> May 2025-Continuous May 2025 	<p>Resources/Support/Personnel Needed:</p> <ul style="list-style-type: none"> Continued support from district discipline team Specific support for SWD in need of mental health support

Goal 1: The percentage of students with disabilities in grades 6-8 scoring at proficient or higher in ELA/Reading will increase from 7% to 10% by the spring 2025 GMAS.

<p>Step 1: Provide Intensive ELA/Reading Support for Students with Disabilities such as using small group, scaffolding, explicit instruction, systematic instruction, multisensory instruction and technology instruction.</p>	<p>By May 2025, 90% of interrelated teachers will use data-driven instructional practices to identify and address the specific needs of students with disabilities in ELA/Reading, leading to improved performance on assessments. Data driven instructional practices include tiered activities, flexible grouping and choice based activities.</p>	<p>At least 70% of students with disabilities will score a 60% or higher on the bi-weekly CFA for ELA. Teachers will use biweekly formative and summative data from activities given by the teacher. There will be a 95% participation rate.</p>
	<p>Monthly data shows that 92% of informal walkthroughs show that teaching are using researched based co-teaching models.</p> <p>30% using Station Teaching (need to use more often)</p>	<p>Weekly CFA, analyzing errors and reteaching skills and concepts based on data</p> <p>October data showed 13% proficiency November Data shows increase to 31% proficiency</p>
<p>Step 1: Provide Specially Designed Instruction in Math for SWD such as using small group, scaffolding, explicit instruction, systematic instruction, multisensory instruction and technology instruction</p>	<p>By May 2025, 90% of interrelated teachers will use data-driven instructional practices to identify and address the specific needs of students with disabilities in math, leading to improved performance on assessments. Data driven instructional practices include tiered activities, flexible grouping and choice based activities.</p>	<p>At least 70% of students with disabilities will score a 60% or higher on the bi-weekly CFA for math. Teachers will use biweekly formative and summative data from activities given by the teacher. There will be a 95% participation rate.</p>

Goal 2: The percentage of students with disabilities in grades 6-8 scoring at proficient or higher in Math will increase from 6% to 9% by the spring 2025 GMAS.

<p>Step 2: Focus on Station Teaching as the primary coteaching model.</p>	<p>100% of special education teachers attend at least 1 hour a month of professional development on coteaching models and best practices.</p>	<p>At least 70% of students with disabilities will score a 60% or higher on the bi-weekly CFA for math. Teachers will use biweekly formative and summative data from activities given by the teacher. There will be a 95% participation rate.</p>
	<p>Bi-weekly PL with Special Education Master Teacher Leader</p>	<p>October math shows 32% proficiency November math shows 33% proficiency</p>

Data Discussion



FALL '24-25 MAP Results

School	Window	Grade	Exam	Exams				
King	Fall 2024-2025	06	Math	296	31%	42%	23%	
			Reading	277	30%	29%	28%	13%
		07	Math	271	46%	35%	14%	5%
			Reading	276	41%	30%	25%	
		08	Math	250	41%	39%	15%	5%
			Reading	241	39%	34%	20%	7%

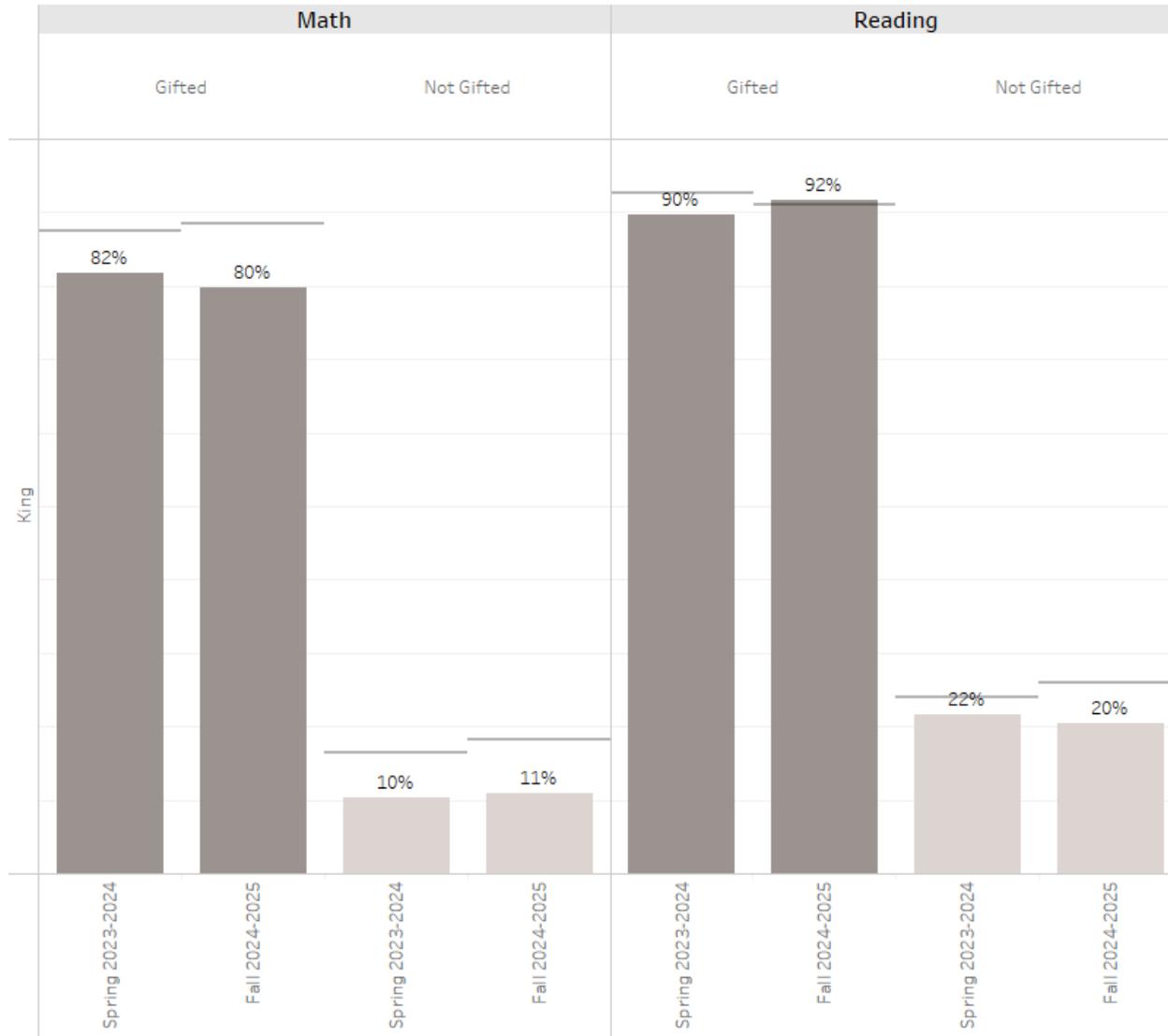
Spring '24 MAP Results

School	Window	Grade	Exam	Exams				
King	Spring 2023-2024	06	Math	269	45%	37%	13%	
			Reading	270	41%	30%	22%	7%
		07	Math	263	49%	28%	13%	9%
			Reading	265	43%	28%	22%	7%
		08	Math	250	54%	31%	11%	
			Reading	251	43%	27%	22%	8%

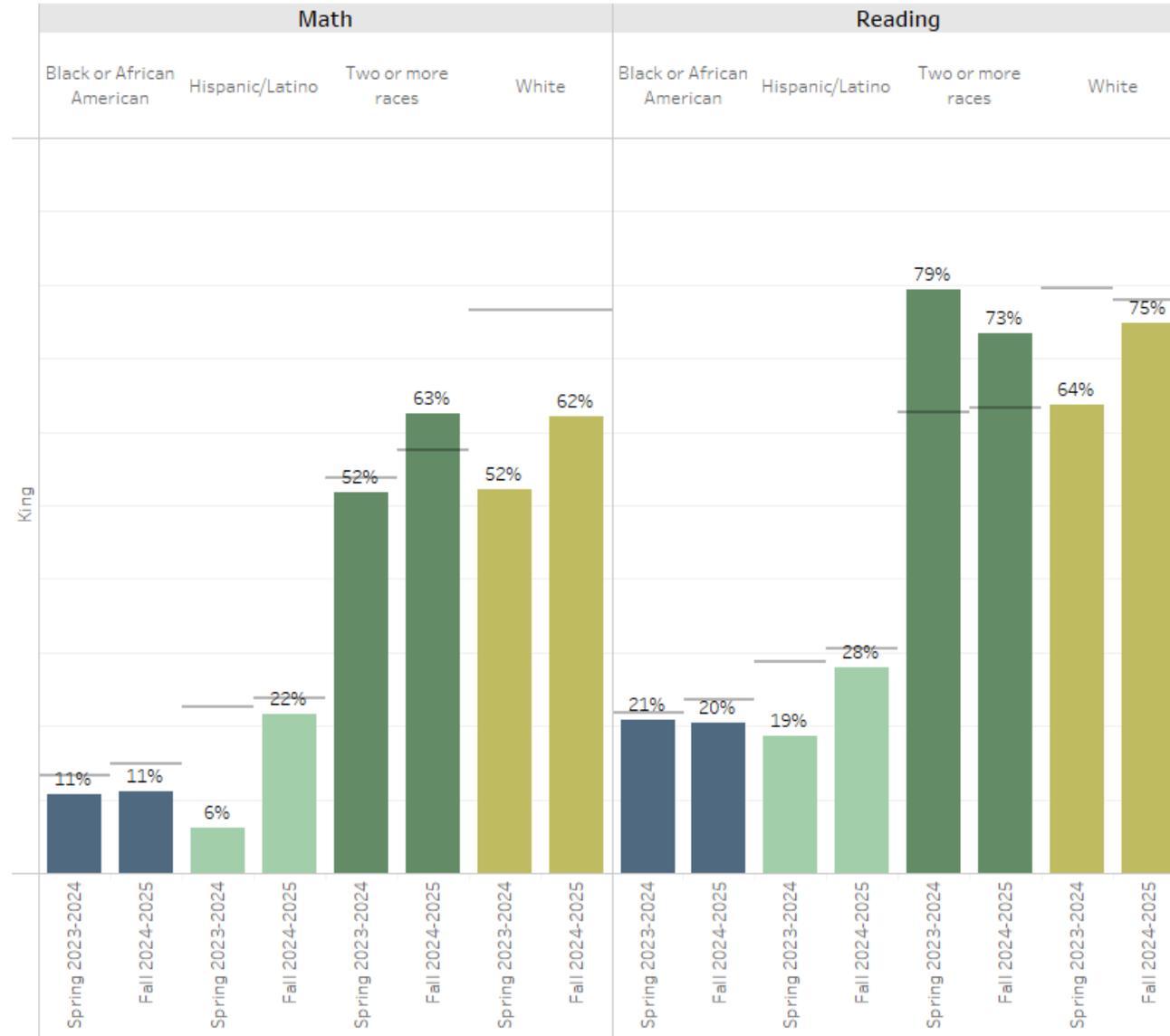
SWD MAP SPRING 24 TO FALL 24 RESULTS



GIFTED MAP SPRING 24 TO FALL 24 RESULTS



ETHNICITY MAP SPRING 24 TO FALL 24 RESULTS

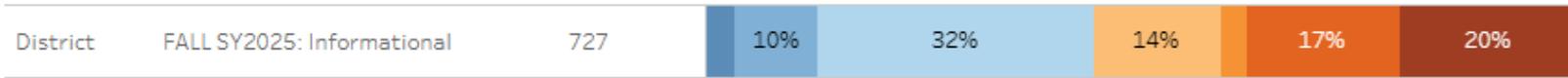


Fall Write Score

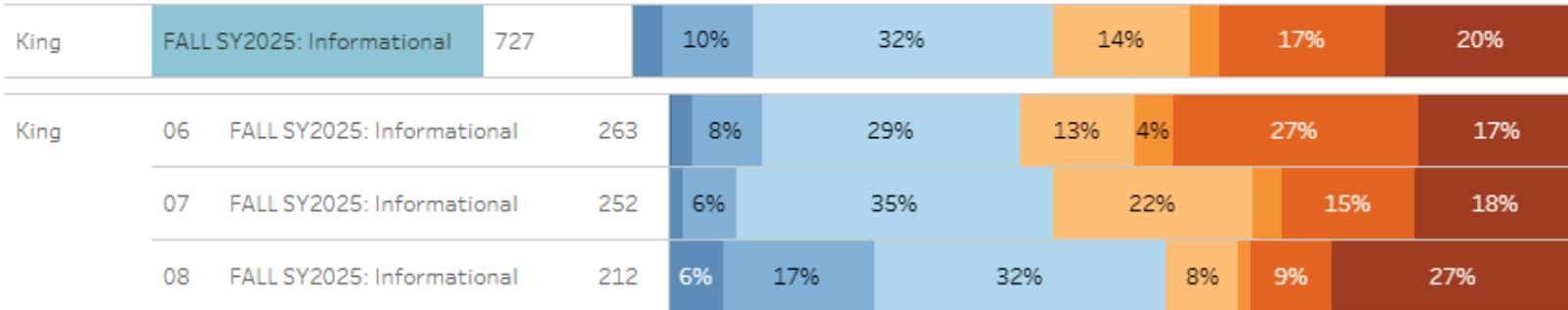
Raw Score



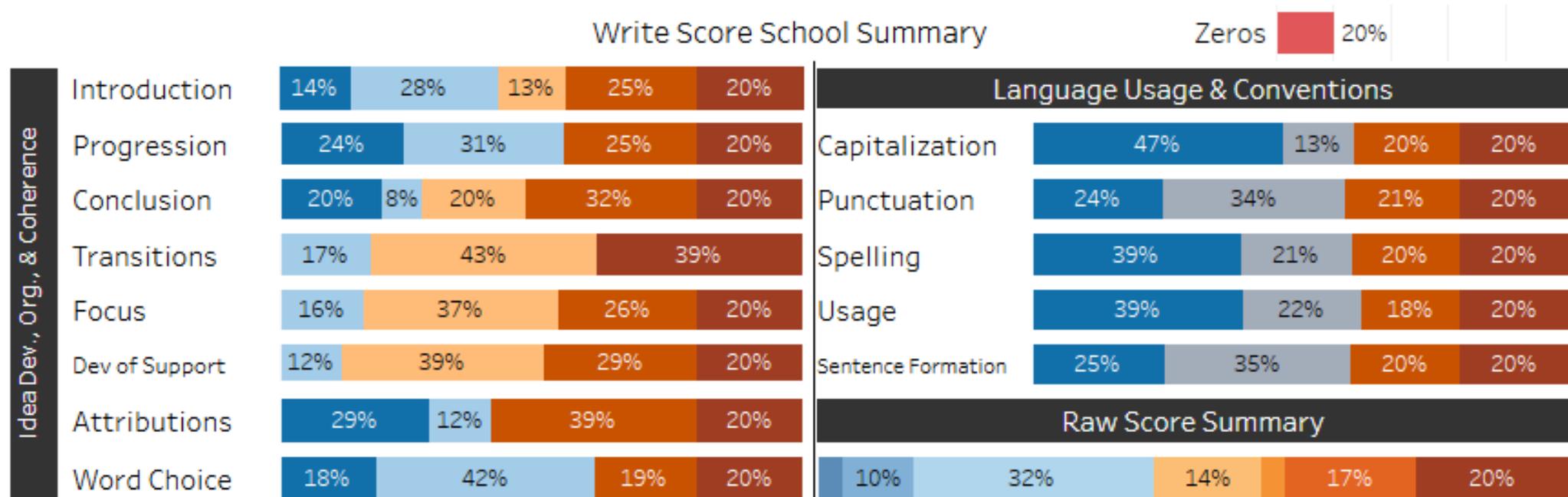
District. [Click to view results by grade level](#)



School. [Click to view results by grade level](#)



Write Score Summary-School Wide



GO Team Discussion: Data 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?



Strategic Plan Progress



King Middle School

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

Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

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.

Building a Culture of Student Support
Whole Child & Intervention
Personalized Learning

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

Equipping & Empowering Leaders & Staff
Strategic Staff Support
Equitable Resource Allocation

7. Strengthen teachers' capacity to provide rigorous and engaging instruction in all content areas.

Creating a System of School Support
Strategic Staff Support
Equitable Resource Allocation

8. Develop a positive and collaborative environment for students, staff and all stakeholders.

School Strategic Priorities

School Strategies

- 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

Activity & Discussion

GO TEAM DISCUSSION: Review the priorities and goals in your **strategic plan** and reflect on if the expected progress is being made. These guiding questions will help you determine what, if any, updates are needed for your school's strategic plan.

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

- Teachers are participating in Bi-weekly Data meetings
- School-wide Lesson plan template
- Coaches are providing lesson plan feedback
- Student participating in community circles
- Weekly whole building writing on Friday and reading on Wednesday
- Student Attendance incentives
- CIT providing more coaching and conducting more walkthroughs
- School-wide instructional framework
- Use of WICOR in all lessons
- School-wide focus on Station Teaching Co-teaching Model

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

Updates to the Strategic Plan

1B. Analyze data from Read and Math 180 to assess growth in the areas of reading and math.

1B-Update-Analyze Data from Write Score, iReady, classroom formative and summatives and IXL to assess growth in the areas of reading and math

Add1C- Create and implement specific supports for subgroups such as ESL, Gifted and SWD by having teachers use research based coteaching models, add WICOR in daily lessons and provide targeted accommodations and enrichment opportunities in all lesson plans daily.

4A. Utilize the new Universal Behavioral Mental Health Screener twice a year with fidelity.

4A-Update- Use AMP UP Survey Results, Student Feedback through Prowler Pack and IB Student Council or any other communication from students to evaluate practices

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.

5A-Update-Whole Child Intervention Team 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. We utilize research-based interventions for a targeted growth of students.

5B-Rewards and acknowledgements will be given monthly to students with perfect attendance.

5B-Update-quarterly attendance incentives. Attendance Clerk will focus on student attendance and communicate with families as needed

6B Multiple supplemental platforms will be used to assist students in receiving additional academic support. (IXL, USA Test Prep. Study Island)

6B-Update- Multiple supplemental platforms will be used to assist students in receiving additional academic support. (IXL, i-Ready, Write score, Lexia (ESL), ACCESS, Brain Pop)

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



Discussion

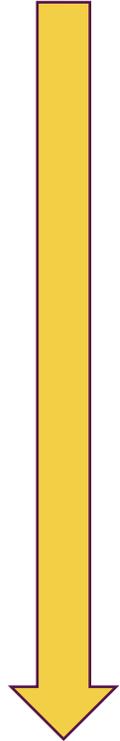
Strategic Plan Priority Ranking

In preparation for the 2025-2026 Budget Development (January–March 2025), the GO Team needs to rank its Strategic Plan Priorities. Use the next slide to capture the priority ranking.

Unleash the ROAR: Discover Your Potential and SOAR!

Reminder of Strategic Plan Priority Ranking from 23-24

Higher



Lower

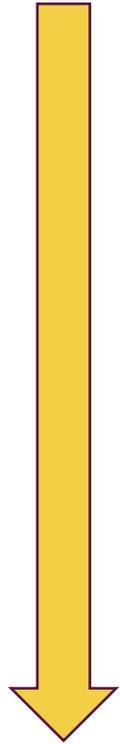
1. Develop a positive and collaborative environment for students, staff and all stakeholders.
2. Implement a Whole-child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.
3. Focus on teaching daily lessons by utilizing the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

Unleash the ROAR: Discover Your Potential and SOAR!

Strategic Plan Priority Ranking 24-25

Each GO Team member ranked priorities before meeting from highest to lowest

Higher

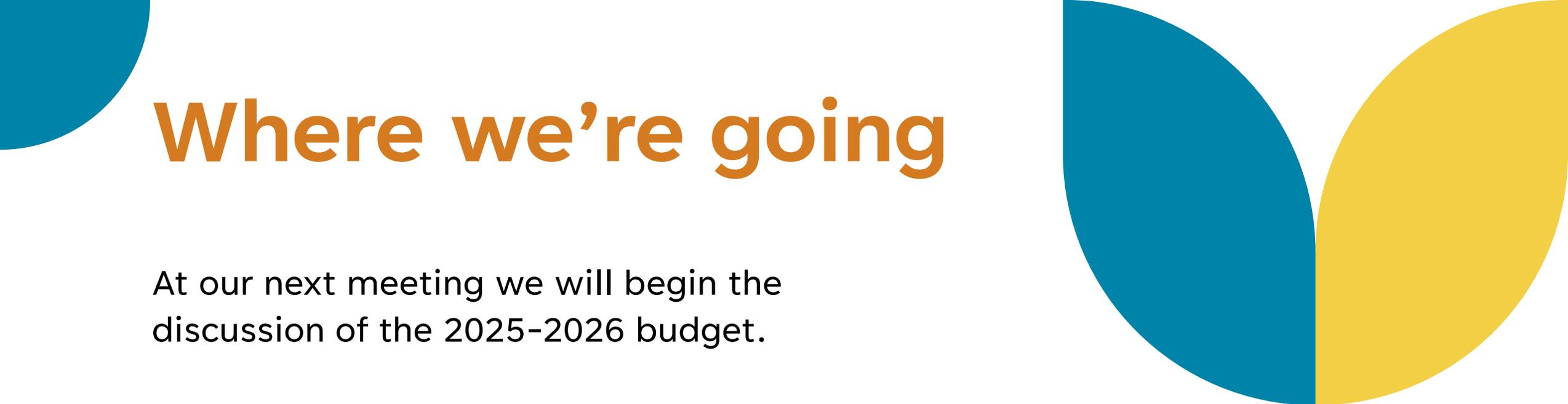


Lower

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

Action on the Strategic Plan Priorities

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



Where we're going

At our next meeting we will begin the discussion of the 2025-2026 budget.

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

Thank you