GO Team Meeting
October 20, 2022
King Middle School

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**
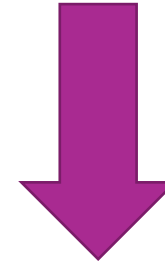
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Fall 2021
GO Team Developed 2021-2025 Strategic Plan

2

Summer 2022
School Leadership completed Needs Assessment and defined overarching needs for SY22-23

3

August 2022
School Leadership completed 2022-2023 Continuous Improvement Plan

4

Sept. – Dec. 2022
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 SY23-24 in preparation for budget discussions.

Discussion Items

Current Strategic Plan

Continuous Improvement Plan
Needs Assessment
SMART GOALS
Monitoring Measures

MAP Data
Data Protocol

Current Strategic Plan

2021-2025

CIP Goal #1 Strategy: Literacy

Implement rigorous, culturally relevant and linguistically responsible curriculum with fidelity in ELA and continue using researched based instructional practices in Tier 1 instruction.

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	APS 5
Establish and protect collaborative planning.	Principal, assistant principals, and instructional coaches	8/5/22- 5/26/23	Sign in logs; school calendar; provide coaching support during collaborative planning	Curriculum and Instruction
Utilize Amplify ELA	Instructional Coaches and teachers	8/5/22- 5/26/23	Lesson Plans, Walkthroughs	Curriculum and Instruction
Continue APS coaching cycle with fidelity	Principal, assistant principals, and instructional coaches	8/5/22- 5/26/23	New/struggling teachers -weekly feedback / All other teachers -bi-weekly feedback	Curriculum and Instruction
Provide ELA specific professional learning for teachers	Principal, assistant principals, and instructional coaches	8/5/22- 5/26/23	PL sign-sheets, attendance for content instructional coaching, support with research based strategies	Curriculum and Instruction
Implement a monthly instructional focus and IB focus for the school year	Principal, assistant principals, and instructional coaches	8/5/22- 5/26/23	Walkthrough feedback, coaching PLCs, monthly staff meetings, Instructional Newsletter	Curriculum and Instruction

Additional Action Steps required for subgroup populations

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	APS 5
Provide specific PL to address effective Co-teaching model	Principal, assistant principals, and instructional coaches	8/5/22- 5/26/23	PL sign- in sheets, agendas, staff meeting quick instructional strategy share out, ILT meeting instructional strategy shareouts	Curriculum and Instruction

CIP Goal #2 Strategy: Numeracy

Assist instructional staff in aligning curriculum, instruction, and assessment with state and local learning goals by implementing rigorous, culturally relevant and linguistically responsible curriculum with fidelity in all math and ensuring the use of research based instructional best practices in Tier 1 instruction.

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	APS 5
Utilize Amplify Math	Instructional Coaches and teachers	8/5/22- 5/26/23	Lesson Plans; walkthroughs	Curriculum and Instruction
Provide rich, authentic, open-ended tasks to engage students in multi-step problem solving, modelling the steps with a gradual release of responsibility	Principal, assistant principals, and instructional coaches	8/5/22- 5/26/23	Walkthroughs, PLCs, lesson planning	Curriculum and Instruction
Provide Math specific professional learning for teachers	Principal, assistant principals, and instructional coaches	8/5/22- 5/26/23	PL sign-sheets, attendance for content instructional coaching, support with research based strategies	Curriculum and Instruction
Establish and protect collaborative planning.	Principal, assistant principals, and instructional coaches	8/5/22- 5/26/23	Sign in logs; school calendar; provide coaching support during collaborative planning	Curriculum and Instruction
Implement a tier 1 universal school-wide intervention and/or Enrichment block (Math 180/Read 180) based on students' performance on the Math 180/Read 180 Screener	Principal, Asst. Principals, Instructional Coaches, Counselors, Teachers	8/5/22- 5/26/23	Master Schedule reflects the allocation of time, Fluid Groups across grade level, Observation feedback	Data/Curriculum and Instruction
Ensure instructional materials allow for differentiated path, pace, and performance tasks	Principal, Asst. Principals, Instructional Coaches, Counselors, Teachers	8/5/22- 5/26/23	Teachers use informative assessments to customize instruction for students using differentiated instructional strategies. Targeted students are reflected on lesson plans with specific strategies.	Curriculum and Instruction

CIP Goal #3 Strategy: Whole Child and Support Services

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

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	APS 5
Utilize the new Universal Behavioral Mental Health Screener twice a year with fidelity.	Teachers, Counselors	9/21/22 - 5/26/23	Completion rates and outcomes	Whole Child Intervention
Implement Restorative Practices; Restorative Practice Professional Learning	Principal, Assistant Principals, Counselors, Teachers	8/5/22 - 5/26/23	Reduced referrals in Infinite Campus due to students and staff using Restorative Practice strategies; Sign In Logs, Agendas, Core Value Implementation	Whole Child Intervention
Provide incentives and celebrate for desired behavior (school-wide and individual)	Principal, Assistant Principals, Counselors, Teachers	8/5/22 - 5/26/23	No Tardy Party, AttenDANCE celebrations, Following Electronics Expectations Celebration, Student of the Month, grade level celebrations	Whole Child Intervention
Implement a tier 1 universal school-wide intervention and/or Enrichment block (Math 180/Read 180)	Principal, Asst. Principals, Instructional Coaches/Teachers	8/5/22 - 5/26/23	Master Schedule reflects the allocation of time, Fluid Groups across grade level, Observation feedback	Whole Child Intervention /Data/Curriculum and Instruction
MAP Growth Test (three times a year)	Principal, Assistant Principals, Instructional Coaches, Counselors, Teachers	8/5/22 - 5/26/23	Assessment Calendar, Completion rates, Drill down student data, Data walls, student data talks	Whole Child Intervention
Grade Level Data Talks	Principal, Assistant Principals, Instructional Coaches, Counselors, Teachers	8/5/22 - 5/26/23	Sign-In sheets, Admin/Instructional Coach feedback	Data

Additional Action Steps required for subgroup populations

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	APS 5
Monitor progress of sub-groups. give additional progress monitoring. Ensure that translators are available for our Spanish speakers during school functions/meetings	ELL Lead	8/5/22-5/26/23	progress monitoring data sheets for specific students, request for translators and translations	Whole Child

Martin Luther King, Jr. Middle School

Family Engagement Goal(s):

Create a Family Engagement Team that will meet at least 6 times a year to discuss the success of previous activities and ideas

Promoting the success of all students by collaborating/meeting with families and community members at least once a month.

Implement and coordinate parent programs, and build ties between parents and the school that will be discussed and shared monthly with stakeholders.

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	APS 5
Inform parents of the purpose of our signature program and how it impacts their students' outcomes	IB Coordinator Assistant Principals, Principal, CIS, Teachers, VLIS coach	August 22-May 2023	• Schedules and minutes of staff collaboration meetings • On-going communication vehicles • Documentation of community involvement, conversations, and community presence at school activities • Evidence of surveys/focus groups in the community	Signature Programming
Monthly Family Engagement Events (Pizza with the Principal, Coffee with the Principal, Grandparents Tea, Bingo Night, Parent Focus Groups	IB Coordinator, Principal, Asst. Principals, Instructional Coaches, teachers, PTSA, Families, Social Worker	August 22-May 23	Documentation of student/family engagement in student achievement plans • Annual parent survey/observation data • Documentation of parent engagement at Parent Information Resource Center, core in content areas, family nights, and conferences • Documentation of community volunteers engaged in support services	Whole Child Intervention
During parent informational meetings, break out into specific group meetings for targeted groups or support	IB Coordinator Assistant Principals, Principal, CIS, Teachers	August 22-May 23	Documentation of student/family engagement in student achievement plans • Annual parent survey/observation data • Documentation of parent engagement at Parent Information Resource Center, core in content areas, family nights, and conferences • Documentation of community volunteers engaged in support services	Data; Whole Child Intervention,
Curriculum Night for Parents both instructional and engaging	IB Coordinator, Assistant Principals, Media Specialist, SELT, Teachers< MTSS Specialists, Social Worker	August 22-May 23	Documentation of student/family engagement in student achievement plans • Annual parent survey/observation data • Documentation of parent engagement at Parent Information Resource Center, core in content areas, family nights, and conferences • Documentation of community volunteers engaged in support services	Curriculum and Instruction, Whole Child Intervention

# Continuous Improvement Plan

SY 2022-2023

Martin Luther King, Jr. Middle School

Strengths	Opportunities/Challenges
52% of our total student population is performing at Developing Learner or above in ELA-MAP.	Content grade level collaborative planning that includes time to review and disaggregate data in core content areas.
46% of our total student population is performing at Developing Learner or above in Mathematics-MAP.	Data shows that students with disabilities are still struggling across content areas.
We are an IB authorized school with five core classes and opportunities for students to earn high school credit in World Languages.	Continue to increase rigor across all content areas through the IB framework in order to increase global mindedness and personal responsibility.

Our Overarching Needs

Literacy: Focus on increasing Black students, White students, Hispanic students, Economically Disadvantaged students, English Learner students, and Students with Disabilities at Proficient Learner or above on the GMAS EOG in ELA and Reading.	**Numeracy:** Focus on increasing Black students, White students, Hispanic students, Economically Disadvantaged students, English Learner students, and Students with Disabilities at Proficient Learner or above on the GMAS EOG in Math.	**Whole Child & Student Support:** Continue to develop a positive, and collaborative environment for teachers, students, and staff that supports social and emotional well-being.
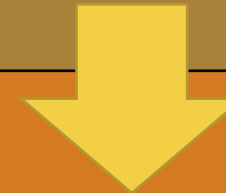
Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
The majority of King's students enter at the Beginner (48%) or Developing (27%) level in ELA and Reading.	The majority of King's students enter at the Beginner (54%) or Developing (33%) level in Math.	Lack of access to support services and explicit personal teaching has led to unfinished learning and gaps in social/emotional development.

Our Overarching Needs

Focus on increasing Black students, White students, Hispanic students, Economically Disadvantaged students, English Learner students, and Students with Disabilities at Proficient Learner or above on the GMAS EOG in ELA and Reading.	Focus on increasing Black students, White students, Hispanic students, Economically Disadvantaged students, English Learner students, and Students with Disabilities at Proficient Learner or above on the GMAS EOG in Math.	Continue to develop a positive, and collaborative environment for teachers, students, and staff that supports social and emotional well being.

SMART Goals (Elementary/Middle School/High School)

The percentage of students in grades 6-8 scoring developing or above in reading will increase from 54% to 58% in June 2023	**The percentage of students in grades 6-8 scoring developing or above in math will increase from 50% to 54% in June 2023**	**Use the Universal Behavior Screener 2 times a year to assess the social emotional needs of students in grades 6-8 with a 96% take rate.**
MAP Growth, Amplify Interim Assessments, GMAS	MAP Growth, GMAS, Amplify Unit Assessments	Universal Screener Data, Counselor Log Sheets, Counselor Referrals from students and teachers

Our Current
Progress Monitoring Measures

Literacy

- MAP
- Read 180
- Amplify
- I-ready
-

Numeracy

- MAP
- Math 180
- System 44
- I-ready

Whole Child

- BASC-3 Screener
- Discipline Data

MAPS Data

1st Administration

Language   English

Window
Fall 2022-2023

Quintile
■ High
■ HiAvg
■ Avg
■ LoAvg
■ Low

School
King

Grade   All

Exam   All

Race   All

Gender   All

EL Status   All

Gifted   All

Special Ed. ..   All

Quintile criteria
Avg or better

Fall 2022-2023: Overall Achievement Quintile

school	exam	ExamCount2	Low	LoAvg	Avg	HiAvg	High
King	Math	764	43%	24%	16%	10%	7%
	Reading	760	34%	20%	17%	17%	12%

King: Domain Quintile

exam	domain	ExamCount	Low	LoAvg	Avg	HiAvg	High
Math	Geometry	764	41%	25%	16%	11%	7%
	Operations and Algebraic Thinking	764	37%	28%	17%	12%	7%
	Statistics and Probability	764	46%	22%	15%	10%	7%
	The Real and Complex Number Systems	764	37%	24%	17%	13%	8%
Reading	Vocabulary Acquisition and Use	760	31%	22%	18%	16%	13%
	Informational Text	760	37%	19%	16%	16%	13%
	Literature	760	33%	22%	17%	18%	12%

King: None by window (Click on a domain above for details)

Fall 2022-2023: % Avg or better

grade	Geometry	Operations and Algebraic Thinking	Statistics and Probability	The Real and Complex Number Systems	Vocabulary Acquisition and Use	Literature	Informational Text
06	38%	41%	33%	43%	48%	47%	46%
07	29%	30%	27%	34%	42%	40%	38%
08	35%	34%	35%	38%	50%	49%	48%

Math

domain	Demographic	ExamCount					
Geometry	Black or African American	564	47%	28%	15%	7%	
	Hispanic/Latino	71	37%	28%	18%	11%	6%
	Two or more races	26	23%	23%	12%	19%	23%
	White	93	12%	9%	17%	34%	28%
Operations and Algebraic Thinking	Black or African American	564	42%	32%	15%	9%	
	Hispanic/Latino	71	37%	23%	21%	14%	6%
	Two or more races	26	27%		35%	15%	19%
	White	93	8%	15%	23%	24%	31%
Statistics and Probability	Black or African American	564	54%	24%	13%	7%	
	Hispanic/Latino	71	39%	20%	23%	10%	8%
	Two or more races	26	27%	15%	15%	23%	19%
	White	93	10%	14%	17%	29%	30%
The Real and Complex Number Systems	Black or African American	564	43%	27%	16%	11%	
	Hispanic/Latino	71	35%	24%	24%	10%	7%
	Two or more races	26	19%	15%	19%	19%	27%
	White	93	12%	5%	18%	26%	39%

None : % HiAvg or better

Change the quintile criteria using bottom left menu

Demographic Legend

Reading

domain	Demographic	ExamCount					
Informational Text	Black or African American	563	43%	20%	17%	13%	6%
	Hispanic/Latino	69	32%	30%	12%	16%	10%
	Two or more races	26	19%	8%	19%	23%	31%
	White	92	7%	4%	11%	32%	47%
Literature	Black or African American	563	37%	24%	18%	15%	6%
	Hispanic/Latino	69	38%	23%	14%	16%	9%
	Two or more races	26	19%	15%	8%	23%	35%
	White	92	7%	4%	11%	34%	45%
Vocabulary Acquisition and Use	Black or African American	563	36%	24%	20%	14%	6%
	Hispanic/Latino	69	30%	30%	16%	14%	9%
	Two or more races	26	19%	12%	8%	31%	31%
	White	92	4%	7%	14%	26%	49%

None : % HiAvg or better

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Growth Achievement by Grade

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	Tested Grade	Exam	Exams				
King	Fall 2022-2023	06	Math	267	30%	48%	16%	
			Reading	268	40%	23%	29%	9%
		07	Math	240	48%	38%	10%	
			Reading	238	51%	25%	18%	5%
		08	Math	268	41%	40%	14%	6%
			Reading	264	32%	38%	25%	6%

Growth Target Reading

School	Growth Timeframe	Exams			
DISTRICT	Fall to Fall	24,955	48%	5%	47%

School	Growth Timeframe	Exams			
King	Fall to Fall	653	45%	6%	49%

School	Growth Timeframe	Tested Grade	Exams			
King	Fall to Fall	06	225	43%	6%	51%
		07	200	56%	5%	40%
		08	228	39%	6%	56%

Growth Target Math

School	Growth Timeframe	Exams			
DISTRICT	Fall to Fall	25,064	42%	5%	53%

School	Growth Timeframe	Exams			
King	Fall to Fall	645	40%	6%	55%

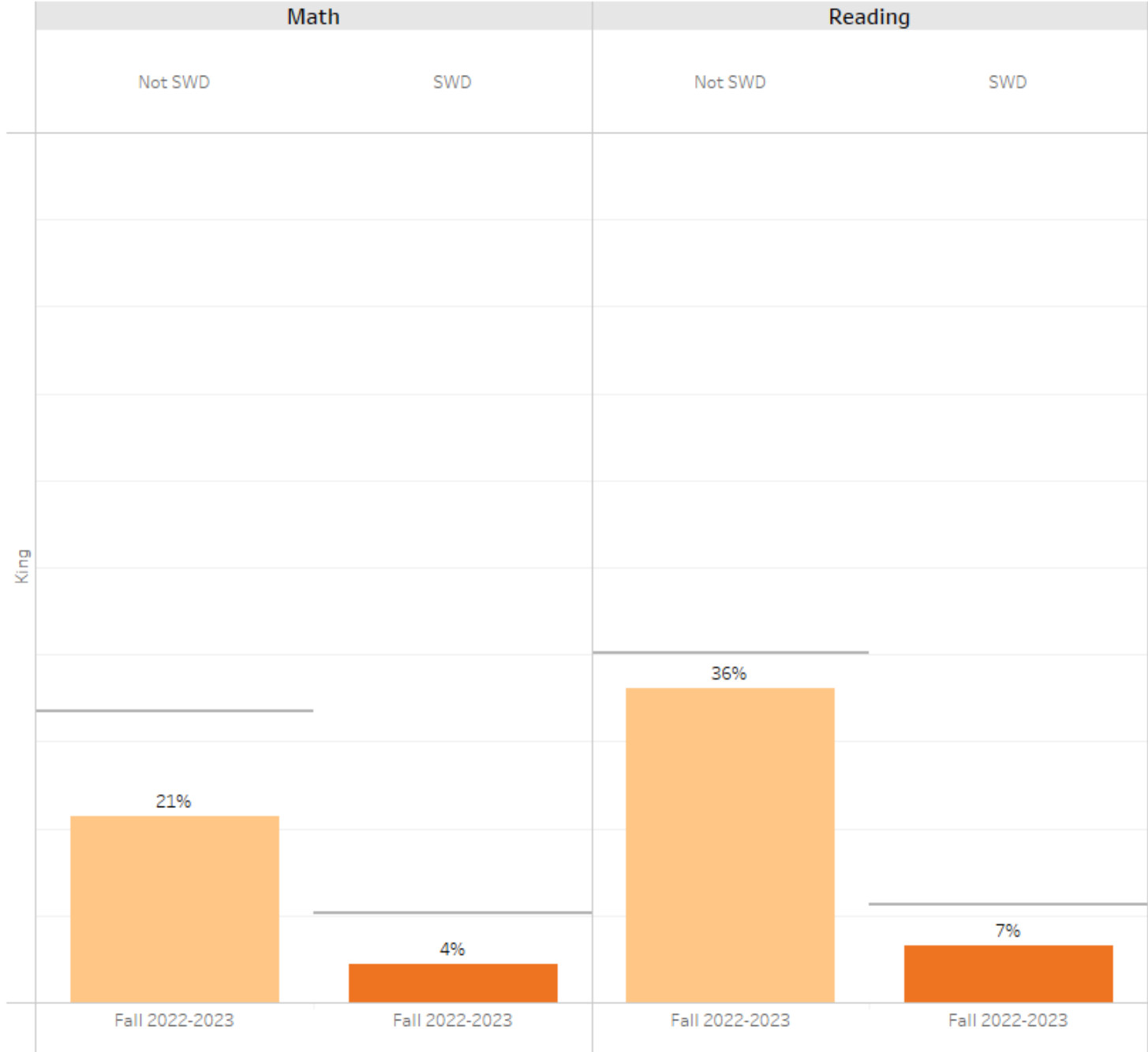| School	Growth Timeframe	Tested Grade	Exams			
King	Fall to Fall	06	219	25%		71%
		07	202	53%	7%	40%
		08	224	42%	6%	52%

MAP Growth Subgroup Comparison (Proficient and Above): <u>King</u>

Data for this comparison exists for Grades 2-8 ONLY. The horizontal lines ———— represent the district average in each category.

Math				Reading			
Black or African American	Hispanic/Latino	Two or more races	White	Black or African American	Hispanic/Latino	Two or more races	White
9%	20%	41%	66%	22%	25%	59%	82%
Fall 2022-2023	Fall 2022-2023	Fall 2022-2023	Fall 2022-2023	Fall 2022-2023	Fall 2022-2023	Fall 2022-2023	Fall 2022-2023

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MAP Growth Subgroup Comparison (Proficient and Above): <u>King</u>

Data for this comparison exists for Grades 2-8 ONLY. The horizontal lines ———— represent the district average in each category.

Math		Reading	
Not SWD	SWD	Not SWD	SWD

Math — Not SWD: 21% (Fall 2022-2023)
Math — SWD: 4% (Fall 2022-2023)
Reading — Not SWD: 36% (Fall 2022-2023)
Reading — SWD: 7% (Fall 2022-2023)
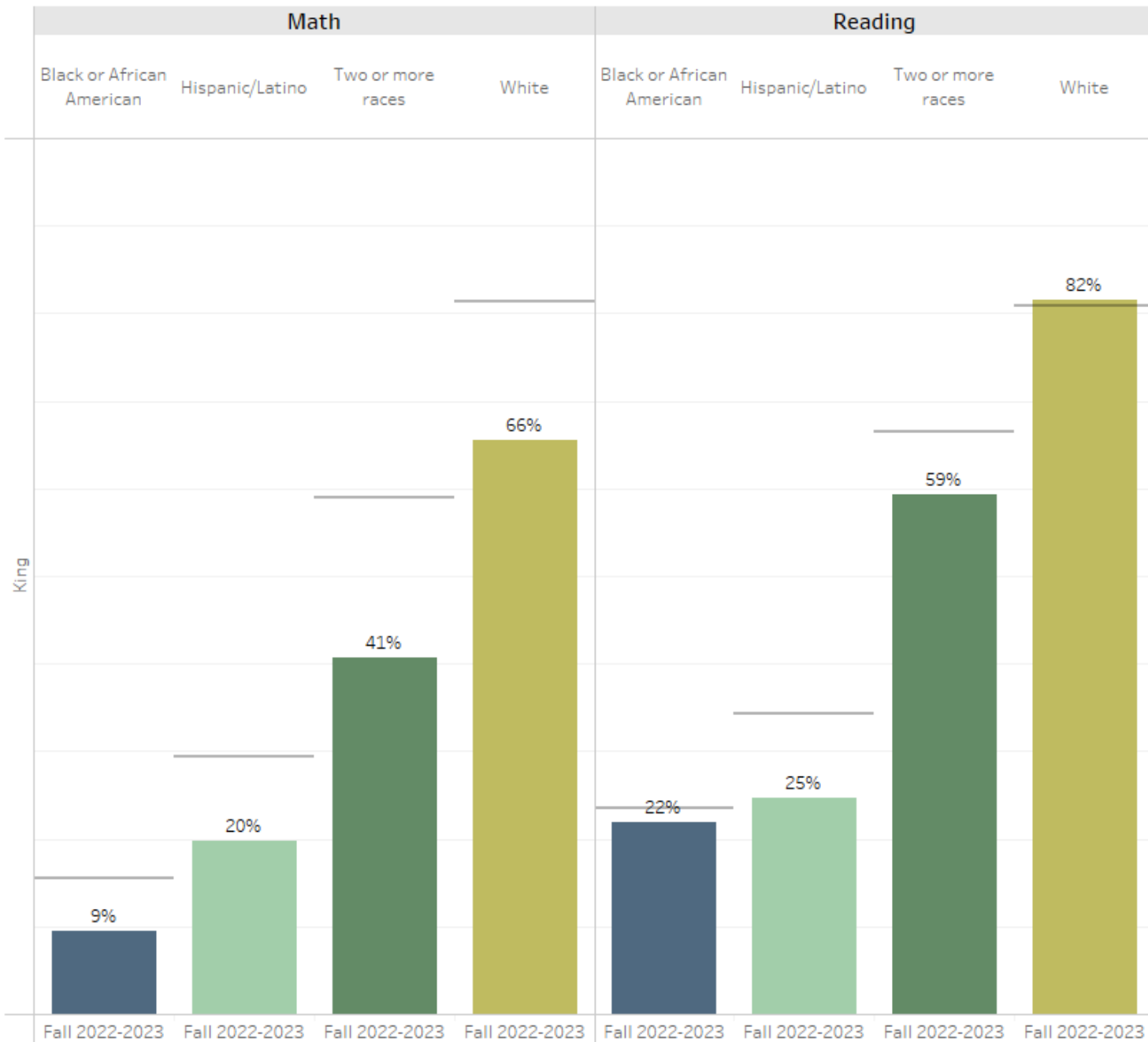
King

MAP Growth Subgroup Comparison (Proficient and Above): King

Data for this comparison exists for Grades 2-8 ONLY. The horizontal lines ——————— represent the district average in each category.

*The economically disadvantaged and not economically disadvantaged subgroup (for the current year) is based on whether a student was identified as economically disadvantaged in the previous school year. Students not enrolled in the district during the previous school year have a status of unknown.

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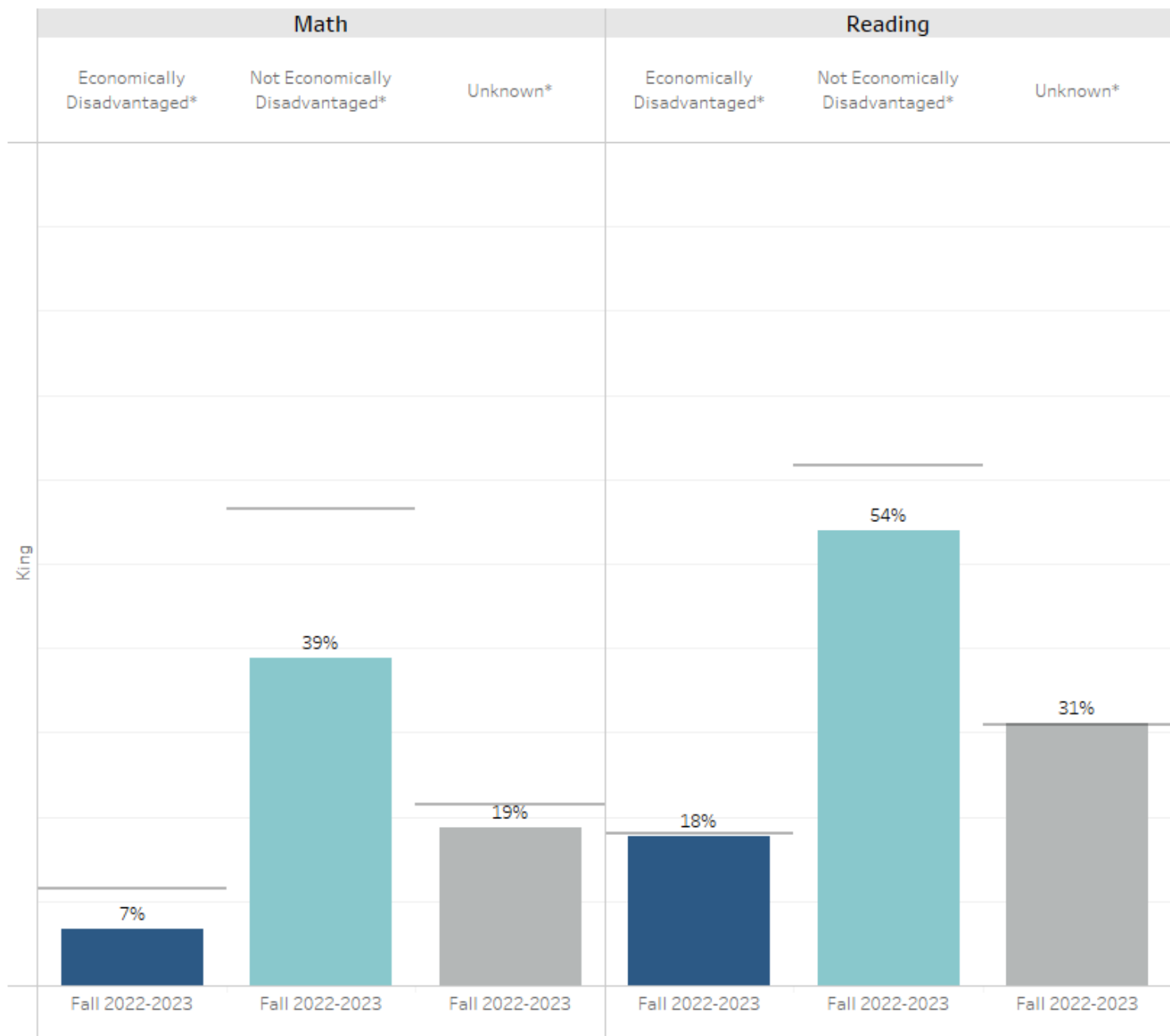
GO Team Discussion: Data Protocol

- 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.
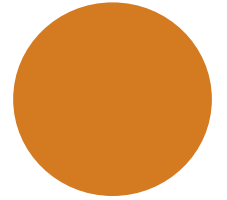
Robert J. Mckain

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 2023-2024 school year.

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

Thank you