



GO TEAM BUSINESS MEETING #2



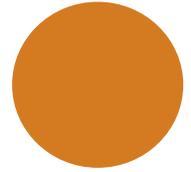
Martin Luther
King, Jr.
Middle School



Unleash the ROAR: Discover Your Potential and SOAR!

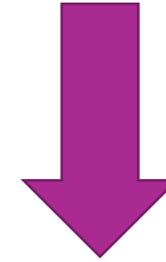
Where We Are

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 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.

Discussion Items



Current Strategic Plan

Georgia Milestones Math Data

Continuous Improvement Plan

Needs Assessment

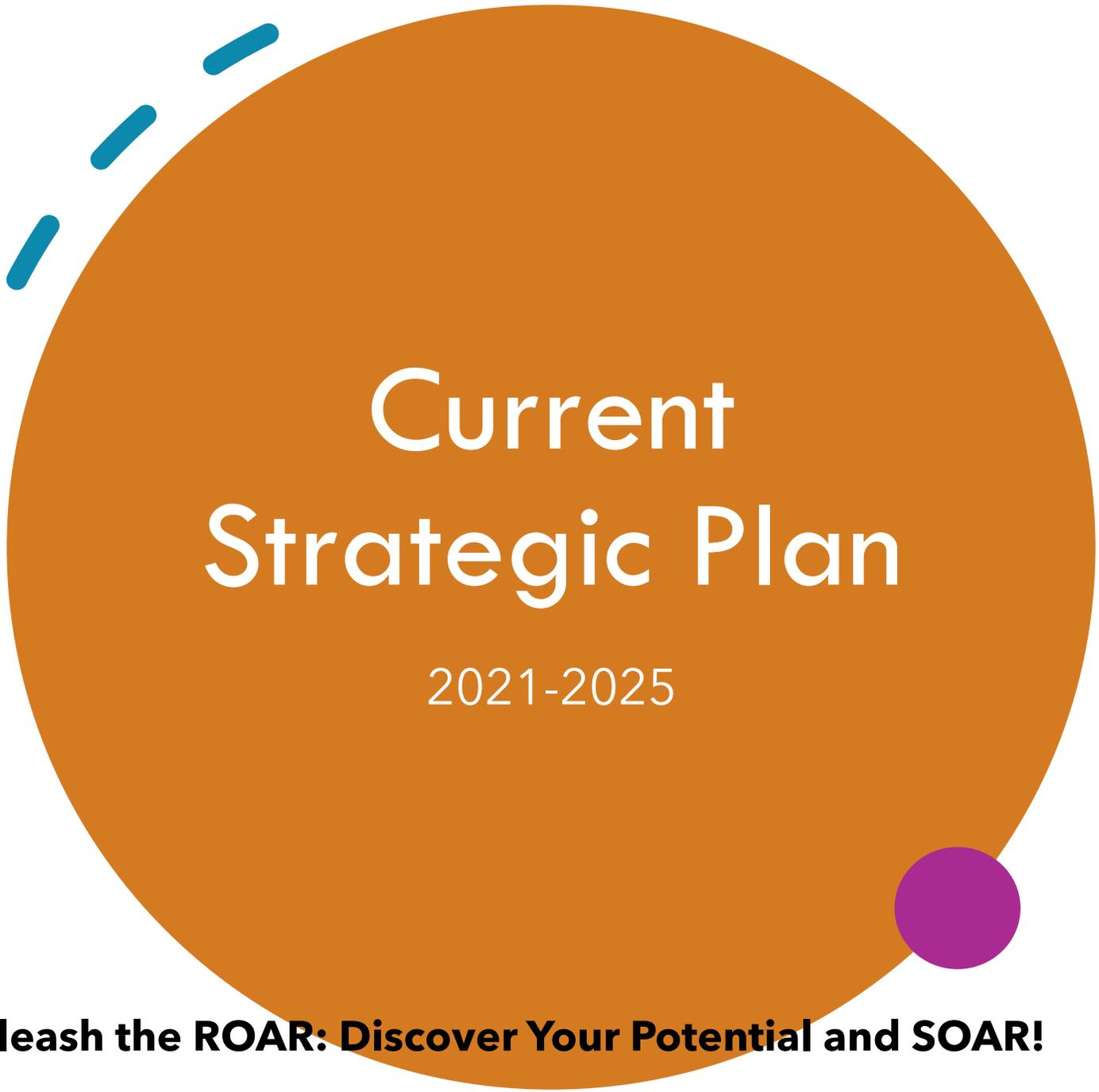
SMART GOALS

Action Plan

Strategic Plan Alignment & Update

Principal Report-Update





Current Strategic Plan

2021-2025

Unleash the ROAR: Discover Your Potential and SOAR!

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.

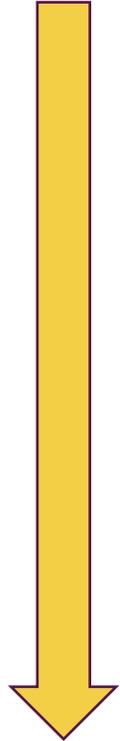
- 8A Implement positive intervention strategies.
- 8B Implement Social Emotional Learning(SEL) for staff and students
- 8C Facilitate team building activities for staff and students
- 8D Build community awareness through IB projects, Go Team and PTA

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Strategic Plan

Priority Ranking from 23-24

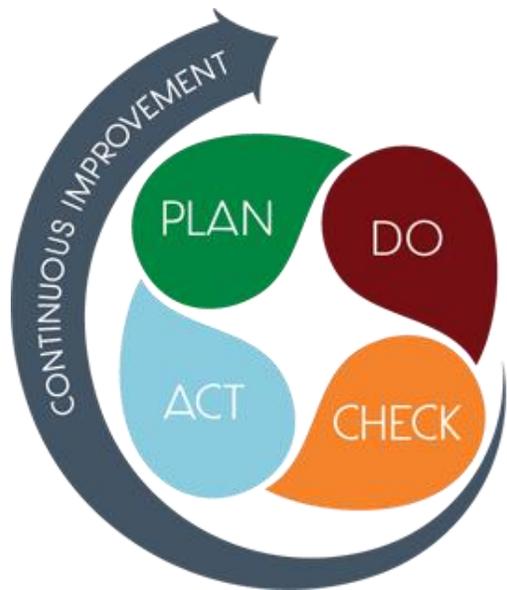
Higher



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.

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 29% to 32% by the spring 2025 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 ___% to ___% by the spring 2025 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 576 incidents to 558 incidents or lower.



Referral Data, Attendance Data

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KING DATA DISCUSSION

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GMAS RESULTS-23-24

ELA	6	2024	All	42%	27%	24%	8%
	7	2024	All	45%	29%	23%	
	8	2024	All	39%	32%	21%	8%
Math	6	2024	All	45%	38%	13%	4%
	7	2024	All	41%	39%	13%	7%
	8	2024	All	41%	39%	14%	7%
Phys Sci	8	2024	All	23%	41%	20%	16%
Sci	8	2024	All	74%	20%	6%	
Soc	8	2024	All	54%	32%	10%	4%

ELA-32% Scoring Proficient and Above
42% Scoring on the Beginner Level

Sci-11% Scoring Proficient and Above
65% Scoring on the Beginner Level

Math-19% Scoring Proficient and Above
42% Scoring in the Beginner Level

Soc Studies-14% Scoring Proficient and Above
54% Scoring on the Beginner Level

SY'22-23-SY'23-24 GMAS RESULTS

Met Goal in ELA and Math
 ELA-26-29, Math 15-19 (+1)

Subject	Grade	Year	Group	Proficient	Approaching Proficient	Below Proficient	Not Tested
ELA	6	2023	All	48%	27%	21%	4%
		2024	All	42%	27%	24%	8%
	7	2023	All	44%	29%	21%	5%
		2024	All	45%	29%	23%	
	8	2023	All	39%	35%	18%	8%
		2024	All	39%	32%	21%	8%
Math	6	2023	All	55%	31%	11%	
		2024	All	45%	38%	13%	4%
	7	2023	All	48%	37%	10%	4%
		2024	All	41%	39%	13%	7%
	8	2023	All	52%	31%	13%	4%
		2024	All	41%	39%	14%	7%

24-25 Goals

24-25 Goal: 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.

24-25 Goal: 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.

SY'22-23-SY'23-24 GMAS MATH RESULTS

23-24 Goal: 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.



The percentage of students in grades 6-8 scoring at the **beginning level decreased by 10%** on the spring 2024 Math GMAS.

23-24 Goal: The percentage of students in grades 6-8 scoring at proficient or higher in **ELA** will increase from **29% to 32%** by the spring 2024 GMAS.



The percentage of students in grades 6-8 scoring at the **beginning level decreased by 2%** on the spring 2024 ELA GMAS.

FALL 2024 (SY 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 2024 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%

SPRING '24 (SY23-24) TO FALL '24 (SY24-25) MAP RESULTS-SUB GROUPS



GMAS RESULTS ELA COMPARISON

Grade Level Cohort

Ga Milestone		Beginning	Developing	Proficient	Distinguished
ELA 2024	8	37% (90)	33% (81)	21% (51)	9% (21)
ELA 2023	7	44% (106)	29% (70)	21% (51)	5% (12)
		-7	+4	-1	+4
		Beginning	Developing	Proficient	Distinguished
ELA 2024	7	45% (123)	29% (80)	23% (64)	3% (9)
ELA 2023	6	48% (133)	27% (74)	21% (57)	4% (12)
		-3	+2	+2	-1

6th grade 22-23 to 7th grade 23-24 cohort decreased beginner by 3% and increased proficient and above learners by 1%

7th grade 22-23 to 8th grade 23-24 cohort decreased beginners by 7% increased proficient and above by 4%

GMAS RESULTS MATH COMPARISON

Grade Level Cohort

Ga Milestone		Beginning	Developing	Proficient	Distinguished
Math 2024	8	41% (105)	39% (101)	14% (36)	7% (17)
Math 2023	7	48% (113)	37% (87)	10% (24)	4% (10)
		-7	+2	+4	+3
		Beginning	Developing	Proficient	Distinguished
Math 2024	7	41% (112)	39% (107)	13% (36)	7% (19)
Math 2023	6	55% (150)	31% (85)	11% (29)	3% (10)
		-14	+8	+2	+4
Algebra 2024	8	3% (1)	13% (5)	53% (21)	33% (13)
Algebra 2023	8	4% (1)	22% (5)	43% (10)	30% (7)

6th grade 22-23 to 7th grade 23-24 cohort decreased beginner by 14% and increased proficient and above learners by 6%.

7th grade 22-23 to 8th grade 23-24 cohort decreased beginners by 7% increased proficient and above by 7%.

Algebra increased proficiency by 17 students (13%)

GO Team Discussion: Data Protocol

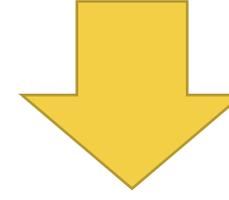
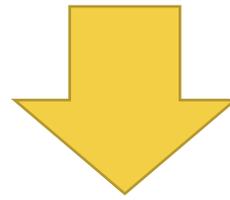
- What do you notice?
- What are your wonderings?
- Based on our school's trend data from MAP assessments and end-of-year test assessments, which student sub-groups and grade levels showed the most significant gaps or unexpected trends?
- Based on our school's trend data from MAP assessments, Milestones and other indicators, are there specific trends that require more focused attention?
- What additional questions do you have?



Continuous Improvement Plan

Strengths	Opportunities/Challenges
Teachers are implementing the school-wide instructional framework.	Teachers need support with planning and implementing student engagement for Tier 1 instruction.
Learners are showing growth in proficiency in math and ELA reading in all grades.	Teachers need support with differentiation specifically serving our gifted learners.
Whole Child Intervention meetings are consistent and effective at providing the necessary interventions for learners	Student scores are declining in social studies and science.
	Still significant gaps in our SWD and non SWD subgroups. Teachers need support with implementing strategies to support SWD.

Our Overarching Needs		
Literacy: Learners need to increase proficiency in literacy.	Numeracy: Continue to implement the updated State of Georgia Math Standard with fidelity and providing explicit feedback and specific training for all Math teachers.	Whole Child & Student Support: 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 & Student Support Problem Statement
The majority of King's learners enter at the beginner (43%) or developing (31%) level in ELA/Reading	The majority of King's learners enter at the beginner (52%) or developing (33%) level in math.	King currently has 22.9% of learners who have been suspended this school year.

Our Overarching Needs

Literacy	Numeracy	Whole Child & Intervention
Learners need to increase proficiency in literacy.	Continue to implement the updated State of Georgia Math Standard with fidelity and providing explicit feedback and specific training for all Math teachers.	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.

SMART Goals

Literacy	Numeracy	Whole Child & Intervention
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.	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.	Decrease the number of behavior referrals by 3% from 576 incidents to 558 incidents or lower by May 2025.

Progress Monitoring Measures

Literacy	Numeracy	Whole Child & Intervention
-NWEA MAP -GA Milestone -End of Unit Summatives -Formatives -weekly walkthrough feedback -Schoolwide Instructional Framework -use of AVID strategies	-NWEA MAP -GA Milestone -End of Unit Summatives -Formatives -weekly walkthrough feedback -Bi-weekly data meeting analysis -Schoolwide Instructional Framework -AVID strategies	-Weekly SEL second Step data --Weekly SEL lessons (Second Step) -Attendance Daily Average -Monthly Referral Data -Morning Community Circles

Literacy SMART Goal - 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.

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Utilize Amplify ELA: Leverage Professional Development and Coaching Cycle to increase the fidelity of Implementation	Teachers and Instructional Coaches	August-April	Lesson plans and walkthroughs	MAP and Summative Data
Provide specific professional learning for teachers around researched based instructional practices (specifically - higher order thinking question, increasing student discourse and the use of thinking maps/graphic organizers)	Principal, assistant principals, instructional coaches, and teacher leaders/experts	August-April	PL sign-in sheets, attendance for content instructional coaching, support for research-based strategies	MAP and Summative Data TKES rating for instructional practice
Utilize collaborative planning to look at data in more detail. Using a school wide data protocol	Teachers, instructional coaches, admin	August-April	Sign-in logs, school calendar, lesson planning, walkthroughs, instructional coaching sessions	Teacher surveys, MAP and summative data

Subgroup Action Steps for Literacy (required)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Provide specific PL to address effective co-teaching models-with a focus on Station teaching.	SELT, District Support. instructional coaches	August-April	Lesson Planning, walkthroughs, teacher surveys	MAP, summative data and GMAS
Provide specific PL to address the needs of gifted learners and learners with disabilities using AVID (WICOR) strategies.	SELT, District Support, instructional coaches, Master Teacher Leaders, Instructional Technology Specialist	August-April	Lesson planning, walkthroughs, IEP audits	MAP, summative data and GMAS

Numeracy SMART Goal - 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.

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Utilization of rigorous and comprehensive curricula (Georgia DOE) to guide daily instruction including: deconstructing standards, lesson targets, and lesson internalization. Leverage professional development and implementation of the coaching cycle to increase the fidelity of Implementation.	Teachers and Instructional Coaches	August-April	Lesson plans and walkthroughs	MAP and Summative Data
Provide specific professional learning for teachers around researched based instructional practices (specifically - higher order thinking question and increasing student discourse)	Principal, assistant principals, instructional coaches, Master Teacher Leaders, and teacher leaders/experts	August-April	PL sign-in sheets, attendance for content instructional coaching, support for research-based strategies	MAP and Summative Data TKES rating for instructional practice
Utilize collaborative planning to implement coaching cycle, lesson internalization and time to look at data	Teachers, instructional coaches, admin	August-April	Sign-in logs, school calendar, lesson planning, walkthroughs, instructional coaching sessions	Teacher surveys, MAP and summative data

Subgroup Action Steps for Numeracy (required)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Provide specific PL to address effective co-teaching models-with a focus on station teaching.	SELT, District Support. instructional coaches, Mastre Teacher Leaders	August-April	Lesson Planning, walkthroughs, teacher surveys	MAP, summative data and GMAS, Student IEP goals
Provide specific PL to address the needs of gifted learners and learners with disabilities using AVID (WICOR) strategies.	SELT, District Support, instructional coaches, Master Teacher Leaders, Instructional Technology Specialist	August-April	Lesson planning, walkthroughs, Instructional Framework Checklist	MAP, summative data and GMAS

Whole Child & Intervention SMART Goal -Decrease the number of behavior referrals by 3% from 558 incidents to 542 incidents or lower by May 2025

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Utilize student attendance, behavior and academic data to determine targeted subgroups and provide specific interventions and support.	Teachers, Counselors, Social Worker, Graduation Coach, MTSS Specialist and Attendance Clerk	September-March	Completion Rates and outcomes, weekly check in for small groups	School Counselor small groups, student check-ins, climate survey
Implement Restorative Practices; Restorative Practice Professional Learning	Principal. Assistant Principals, School Counselors, Support Staff, Restorative Practices Coach, Graduation Coach, MTSS Specialist	August-May	sign-in logs, agendas, core value implementation, morning circles	reduced referrals in infinite campus, morning circles
Provide incentives and celebrate for desired behavior (school-wide and individual)	Principal. Assistant Principals, School Counselors, Support Staff, Restorative Practices Coach	August-May	No trady parties, attendance at monthly celebrations, student of the month assemblies, pizza, treat bags	reduced referrals in infinite campus

Subgroup Action Steps for Whole Child & Intervention (required)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Develop targeted groups for learners specifically around needs based on data collected around social-emotional, behavioral needs.	SELT, District Support, Whole Child Intervention Team	August-May	Lesson Planning, walkthroughs, teacher surveys	Discipline Data, Attendance Data, Weekly Whoel Child Intervention Meetings
Provide specific PL to address successful implementation of SDI.	SELT, District Support, Instructional coaches, Master Teacher Leader, Inclusive Practices Coach, Turn Around Specialist	August-May	Lesson planning, walkthroughs, IEP audits	Discipline Data, Attendance Data, Weekly Whole Child Intervention Meeting

Family Engagement Goal(s)

Goal: Literacy

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.

Numeracy Goal:

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

Literacy

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence & Artifacts	APS 5
Literacy: Curriculum/Family Engagement Night once a semester	Family Engagement Team, Admin and Community	August 2024-May 2025	Minutes, sign-in sheets, parent IB advisory	Curriculum and Instruction
Love to Read Month and One School One Book Month	Family Engagement Team, Admin and Staff, Media Specialist	September/October 2024 and February 2025	Principal/Student Book Chats, Student Surveys, Student Participation Rate	Personalized Learning and Curriculum and Instruction
District Reading Bowl Participation	Staff Advisor, Students and Parent Participates	February/March 2025	Bowl Event, Participation Award	Whole Child
State of King Data Meeting	Principal and Core Instructional Team	December/January 2025	Zoom Recording, Parent Sign-In Log	Data
Black History Bowl	Staff Advisor and Students	March 2025	District Competition	Curriculum and Instruction
District Academic Bowl	Staff Advisor and Students	August 2024-May 2025	Student Participation in Academic Bowl Competition	Curriculum and Instruction

Numeracy

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence & Artifacts	APS 5
Numeracy: Curriculum/Family Engagement Night once a semester	Family Engagement Team, Admin and Community	August 2024-May 2025	Family engagement team minutes, sign-in sheets	Curriculum and Instruction
Student Math Competitions (Hidden Figures)	Math Department, Staff and Instructional Coaches	August 2024-May 2025	Student Participation Rate	Curriculum and Instruction
State of King Data Meeting	Principal and Core Instructional Team	December/January 2025	Zoom Recording, Parent Sign-In Log	Data, Curriculum and Instruction, Personalized Learning

CIP Goal #1	The percentage of students with disabilities in grades 6-8 scoring at proficient or higher in ELA will increase from 7% to 10% by the spring 2025 GMAS.						
School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Student Progress Measurable Goal
What action steps will the school team implement to meet this goal?	What systems and structures are this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What is the intended date of completion of this action step?	Who is responsible for monitoring the implementation of this action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show implementation?	What data will be used to evaluate the impact of this action step on student performance, and how will it be quantified? What measurable goal will be established to show impact?
<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>	Coherent Instruction	IXL, i-Ready, Formative	Funding for IXL and i-ready, extra time for teachers to plan for SDI and differentiated activities.	May 2025	Instructional Coaches, Admin, District Curriculum Specialist, Teachers	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>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.</p> <p>There will be a 95% participation rate.</p>

CIP 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.					
School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Student Progress Measurable Goal
What action steps will the school team implement to meet this goal?	What systems and structures are this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What is the intended date of completion of this action step?	Who is responsible for monitoring the implementation of this action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show implementation?	What data will be used to evaluate the impact of this action step on student performance, and how will it be quantified? What measurable goal will be established to show impact?
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	Supportive Learning Environment	SDI-compatible instructional materials, professional development on SDI principles.	Curriculum alignment with SDI principles, professional development for teachers, Inclusive practice specialist	May 2025	Instructional Coaches, Admin, District Curriculum Specialist, Teachers	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.	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.
Step 2: Focus on Station Teaching as the primary coteaching model.	Professional Capacity	Professional development workshops, online resources, and coaching	Inclusive practices specialist, district math specialist	May 2025	Instructional Coaches, Admin, District Curriculum Specialist, Teachers	100% of special education teachers attend at least 1 hour a month of professional development on coteaching models and best practices.	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

Are all CIP Goals reflected in our Strategic Plan Priorities?

**GO Team
Activity
&
Discussion**

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

Updates to the Strategic Plan

1. *Enter all changes/updates to your plan – be sure to include accountability measures, as appropriate.*





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

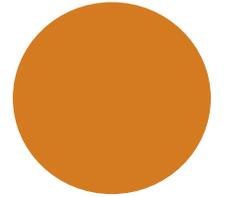
Robert J. Mckain

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 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.





Principal's Report



Security Grant Reminder

- More cameras (inside and around the outside perimeter)
- Updated cameras in some areas
- Badge readers for unauthorized areas for students
- Work should have been completed over fall break



UPDATES



ATSI

- Station Teaching (co-teaching model)
- First state walkthrough
- Next walkthrough in December
- Lesson planning
- Specially Designed Instruction
- Looking at accommodations



ACADEMICS

- IB Framework
- WICOR
- iXL
- I-Ready
- Standards based planning
- Focus on lesson planning
- VILS Lab
- PSAT-October 30th for 8th grade



EXTRA CURRICULAR

- APS Cheer Competition-Saturday @ 9am
- College Football Playoff Foundation
- Basketball Season
- After school All-Stars
- Red Ribbon Week
- International Awareness Night in November



Thank you