Dunbar GO Team Business Meeting #2

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 SY22-23

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 rank of the strategic plan priorities for SY24-25 in preparation for budget discussions.

Discussion Items

Current Strategic Plan

Continuous Improvement Plan
 Needs Assessment
 SMART GOALS
 Action Plan

Strategic Plan Alignment & Update

MAP Data
 Data Protocol

Current Strategic Plan

2021-2025

Mission-Paul Laurence Dunbar Elementary is a school that nurtures and develops life- long learners who are problem solvers and internationally minded citizens.

Paul L. Dunbar Elementary

Vision-Paul Laurence Dunbar is a school where excellence is expected and all students are developed academically, socially, and emotionally in order to become globally competitive.

SMART Goals

Increase the % of grades 3-5 students scoring proficient or above in reading from 17% Spring GMAS 2019 to 20% on Spring GMAS 2022	Increase the % of grades 3-5 students scoring proficient or above in math from 15% on Spring GMAS 2019 to 18% on Spring GMAS 2022	Reduce the number of insubordinate behavior referrals by 10% from 2019 to 2021-2022 SY	Increase parent participation in school hosted events

APS Strategic Priorities & Initiatives

School Strategic Priorities

School Strategies

Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

1. **Weekly Data Review PLCS**
2. **International Baccalaureate school-wide implementation**
3. **Focus on Literacy and Math instructional best practices**

1A. Review of NWEA/MAP, HMH, Attendance, and Behavior Data weekly
1B. Quarterly Parent Teacher Data Conferences
1C. Learning Walks for Intervention, Guided Reading, IB, and Math

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

4. **Intervention Block with HMH**
5. **After School Tutorial**
6. **BASC-3 Behavior Screener**
7. **Weekly CARE Team Meetings**

2A. Care Team weekly meetings and student tracker
2B. Pre and Post Data for students attending after school tutorial
2C. Full-time Wrap-Around Supports (Counselor, Behavior Specialist, MTSS, Social Worker)

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

8. **Grade Level Leaders**
9. **Leadership Development Opportunities (Coordinators;Club Sponsors)**
10. **ESOL,SPED, & Homeless Inclusion**

3A. PLC Norms and Protocols
3B. After School Coordinator Leadership Opportunities and Planning Meetings
3C. Allocation of General Budget and other funding sources for ESOL, SPED, & Poverty Students

Creating a System of School Support
Collective Action, Engagement & Empowerment

11. **Community Partners Network**
12. **On-Campus AVLF resources**
13. **Parent Liaison and Parent Center**
14. **Community CARE Closet**
15. **Sheltering Arms Educare Center**

4A. Monthly School Newsletters
4B. Monday Folder communication of flyers and announcements
4C. Social Media Blasts
4D. Robo Calls and Class Dojo

Continuous Improvement Plan

UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES	
Strengths	Challenges
4th Grade Math GMAS showed approximately 10% gains from 6% to 16% for Proficient learners.	School wide 3-5 ELA % of Proficient learners were stagnant/regressed.
4th Grade Math GMAS showed approximately 2% gains from 0% to 2% for Distinguished learners.	5th Grade % of Proficient Learners in Science decreased approximately 2% from 11% to 9%.
3rd Grade ELA GMAS showed approximately 15% gains from 23% to 38% for Developing learners	3-5 Math % of Proficient Learners is still under 25% currently at 11%.

Our Overarching Needs		
Literacy: To increase the number of students that are proficient in ELA compared to the 2022-2023 GMAS.	Numeracy: To increase the number of students that are proficient in Math compared to the 2022-2023 GMAS.	Whole Child & Intervention: To increase the Average Daily Attendance.

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
11.9% of students in 3-5 scored Proficient in Reading based on both Spring 2023 GMAS and NWEA/MAP.	11.3% of students in 3-5 scored Proficient in Math based on both Spring 2023 GMAS and NWEA/MAP.	The Average Daily Attendance from the 2022-2023 SY is 89.9% which is the lowest of the ES in our cluster. This ADA results in students' loss of classroom instructional time.

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
11.9% of students in 3-5 scored Proficient in Reading based on both Spring 2023 GMAS and NWEA/MAP.	11.3% of students in 3-5 scored Proficient in Math based on both Spring 2023 GMAS and NWEA/MAP.	The Average Daily Attendance from the 2022-2023 SY is 89.9% which is the lowest of the ES in our cluster. This ADA results in students' loss of classroom instructional time.

Why?	Why?	Why?
Students in 3 - 5 struggled with reading comprehension on grade level text on GMAS and MAP.	Students in 3-5 struggled with math problem-solving on grade level standards on GMAS and MAP.	Student ADA, particularly in grades K, 3, and 5 were below 90% due a higher number of unexcused absences in grade K and OSS absences in grades 3 and 5.
Why?	Why?	Why?
3-5 Students lacked prerequisite skills from grades K-3 of phonics, sight words, and word attack strategies	3-5 Students lacked prerequisite skills from grades K-4 of fluency, computation, math processing skills, literacy and respective grade level math standards.	Students are not excited about the learning, so they don't want to come to school or exhibit negative behaviors when they do come which result in suspension
Why?	Why?	Why?
Teachers lack consistently implementing early literacy with fidelity	Teachers lack content knowledge around providing conceptual understanding, appropriate scaffolding strategies, and the level of rigor needed to fully address the standards.	Teaching and learning is not engaging to students
Why?	Why?	Why?
The A Team (Instructional Leadership Team) did not have a system for regularly reviewing teacher implementation data with formative student performance data aligned to the rigor of the standard.	The A Team (Instructional Leadership Team) did not have a system for regularly reviewing teacher implementation data with formative student performance data aligned to the rigor of the standard.	Teachers are not exposing students to relevent, project based, and global experiences.
Why?	Why?	Why?
Systems were not in place to prioritize our consistent review of school data.		Teacher lacked culturally relevant curriculum implementation and management strategies.

Our Overarching Needs: Elementary & Middle Schools		
Literacy: To increase the number of students that are proficient in ELA compared to the 2022-2023 GMAS.	Numeracy: To increase the number of students that are proficient in Math compared to the 2022-2023 GMAS.	Whole Child & Intervention: To increase the Average Daily Attendance.

SMART Goals (Elementary and Middle Schools)		
By May 2024, we will increase the % of students in grades 3-5 scoring proficient or above in reading by 5% from 11.9% to 16.9% and decrease students scoring beginning by 5% from 59% to 54%.	By May 2024, we will increase the % students in grades 3-5, scoring proficient or above in math by 5% from 11% to 16% and decrease students scoring beginning by 5% from 57% to 52%.	By May 2024, we will increase the % of Average Daily Attendance from 89.9% to 92.9%. (3% Growth)

Progress Monitoring Measures		
Fundations MAP Mastery Connect Write Score Tier 1 ELA Observation Tool identifying Look Fors KickUp Coaching Cycle Observation Feedback Focus Walks & Talks Classroom Observations	MAP Mastery Connect Savaasier Tier 1 Math Observation Tool KickUp Coaching Cycle Observation Feedback	APS Graphs Infinite Campus

Root Cause		
Students did not receive effective Tier 1 and differentiated instruction.	Students did not receive effective Tier 1 and differentiated instruction.	Strategies to educate parents on the importance of good atttendance and strategies for classroom teachers to maximize student engagement are needed.

Elementary & Middle Schools Literacy CIP Goal:

By May 2024, we will increase the % of students in grades 3-5 scoring proficient or above in reading by 5% from 11.9% to 16.9% and decrease students scoring beginning by 5% from 59% to 54%.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Quarterly Literacy Professional Development and personalized coaching cycles for literacy instruction	Academic Team Instructional Coaches, Specialists, SELT)	August- April	Staff Surveys ELA Observation Tool (Tier 1) Kick Up TKES	Mastery Connect Fundations Assessments Sign-in sheets Agendas	FUND 150 Cares III	*C&I *Data *PL *SP *WI
The A Team will have weekly data talks focusing on formative, summative, and MAP	Academic Team (Principal, Assistant Principal, Instructional Coaches, Specialist)	August - April	Agendas Meeting Minutes	Mastery Connect MAP Write Score	FUND 150 Cares III	*C&I *Data *PL *SP *WI
Monthly Monitoring of the implementation of school-wide intiatives to increase students lexiles	Academic Team (Principal, Assistant Principal, Instructional Coaches, Specialists, SELT) and Media Specialist	August - April	AR Reports MAP Running Records	AR Target Board MAP	FUND 150 Cares III	*C&I *Data *PL *SP *WI

Additional Action Steps required for subgroup populations.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Monthly monitoring of effective co-teaching for SPED students during the literacy block	Academic Team (Principal, Assistant Principal, SELT) and Media Specialist	August - April	Surveys ELA Observation Tool (Tier 1) Kick Up TKES	Mastery Connect Fundations Assessments	Fund 150 Cares III	*C&I *Data *PL *SP *WI
Monthly monitoring of effective small group instruction in classes supporting SPED and ESOL students	Academic Team (Principal, Assistant Principal, Instructional Coaches, SELT, ESOL, and Media Specialist	August - April	Surveys GADOE Instructional Awareness Walk Tool ELA Observation Tool (Tier 1) Kick Up TKES	Mastery Connect Fundations Assessments Lexia	Fund 150 Cares III	*C&I *Data *PL *SP *WI
Monthly Professional developments for the co-teaching model.	SELT, Inclusive Practices Specialist	August-April	Observation Tool Sign in Sheets Agendas	Mastery Connect MAP	Fund 150	*C&I *Data *PL *SP *WI

Elementary & Middle Schools Numeracy CIP Goal:

By May 2024, we will increase the % students in grades 3-5, scoring proficient or above in math by 5% from 11% to 16% and decrease students scoring beginning by 5% from 57% to 52%.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Quarterly Math Professional Development and personalized coaching cycles for mathematics instruction	Academic Team (Instructional Coaches, Specialists, SELT)	August - April	Staff Surveys Math Observation Tool (Tier 1) Kick Up TKES Sign In Sheets Agendas	Mastery Connect	Funds 150 Cares III	*C&I *Data *PL
Weekly observation of teacher Implementation of District Unit Plans and GaDOE (Tier 1 Instruction Framework).	Academic Team (Principal, Assistant Principal, Instructional Coaches, Specialists)	August - April	Math Observation Tool (Tier 1) Lesson Plans	District Unit Assessments Mastery Connect	Funds 150 Cares III	*C&I *Data
Weekly monitoring of the implementation of small group instruction based on formative data.	Academic Team (Teachers, Co-Teachers, and Paras, Instructional Coaches, Specialists, SELT)	August - April	Math Personalized Learning Observation Tool Lesson Plans	Student Data Trackers	Funds 150 Cares III	*C&I *Data *PL *SP *WI

Additional Action Steps required for subgroup populations.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Monthly monitoring of effective co-teaching for SPED students during the math block	Academic Team (SPED Teachers and Paras, Instructional Coaches, Specialists, SELT)	August - April	Surveys Math Observation Tool (Tier 1) Kick Up TKES	Mastery Connect District Unit Assessments	Fund 150 Cares III	*C&I *Data *PL *SP *WI
Monthly monitoring of effective small group instruction in classes supporting SPED and ESOL students	Academic Team (SPED Teachers and Paras, Instructional Coaches, Specialists, SELT)	August - April	Surveys Math Observation Tool (Tier 1) Kick Up TKES	Mastery Connect District Unit Assessments	Fund 150 Cares III	*C&I *Data *PL *SP *WI
Monthly Professional developments for the co-teaching model.	SELT, Inclusive Practices Specialist	August - April	Sign In Sheets Agendas	Mastery Connect District Unit Assessments	Fund 150	*C&I *Data *PL *SP *WI

Whole Child & Intervention CIP Goal:						
By May 2024, we will increase the % of Average Daily Attendance from 89.9% to 92.9%. (3% Growth)						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Providing monthly engaging learning experiences (instructional field trips, assemblies, celebrations, global exposure, ect..) for students.	Dunbar Stakeholders	August - April	Student Surveys Permission slips Event photos Programs from assemblies Social Media	APS Graphs Attendance Dashboard	CARES, Fund 150	Whole Child & Intervention
Acknowledge and reward students for their attendance using monthly incentives, certificates, and banners.	Assistant Principal, Social Worker, Clerk, Squad Grade Level Leads	August - April	Inifinite Campus Event photos Social Media	APS Graphs Attendance Dashboard	CARES,Fund 150	Whole Child & Intervention
Provide quarterly professional development on engagement strategies to teachers.	IDD Department Instructional Coaches	August - April	Agendas Sign-in Sheets Observations Lesson Plans/Planners	APS Graphs Behavior Dashboard	CARES, Fund 150	Whole Child & Intervention

Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Emphasize good attendance for SPED students during IEP meetings	SELT, Social Worker	August - April	Infinite Campus APS Attendance Dashboard	IEP Online	Fund 150	Whole Child and Intervention

Family Engagement Goal(s):
increase parent capacity for supporting students in ELA and Math.
To host quarterly teacher-parent data conferences three times during the school year. - Faciliate parent - teacher data conferences
To inform parents about the components of the IB Signature Program - Facilitate IB parent meeting to inform parents about IB components and Exhibition.

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence & Artifacts	APS 5
Host 2 curriculum-based (ELA & Math) parent workshops per semester.	Parent Liaison Instructional Coaches Reading and Math Specialists Assistant Principal	Quarterly	Flyers Sign-In Sheet Agenda Surveys Social Media Postings	Whole Child and Intervention Curriculum and Instruction
Facilitate parent-teacher data conferences	Instructional Coaches Reading and Math Specialists, AP	Quarterly	Flyers, Sign-In Sheets, Agenda, Surveys, Social Media Postings	Whole Child and Intervention, Data, C& I
Facilitate IB Parent meeting to inform parents about IB components and Exhibition.	Parent Liaison IB Signature Coach Assistant Principal	First 3 quarters	Flyer, Sign-In Sheet, Agenda, Surveys, Social Media Postings	Signature Programs Curriculum and Instruction

Are <u>all</u> 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?

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Updates to the Strategic Plan

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

Spring 2023 & Fall 2023 MAP Results

MAP Growth Classroom Drill Down

Georgia Milestones Achievement Level Predictions are only made for Grades 2-8 tests taken in English

*Data reflects MAP results for the current students tagged to each teacher in IC.

Data updates nightly during test window.

School	Course	Window	Exam	Exams			
Dunbar	GMS Math 3	Spring 2022-2023	Math	26	54%	27%	19%
		Fall 2023-2024	Math	34	35%	53%	9%
	GMS Math 5	Spring 2022-2023	Math	47	55%	28%	17%
		Fall 2023-2024	Math	55	45%	45%	7%
	GMS Math 2	Fall 2023-2024	Math	39	56%	33%	10%
	GMS Math 4	Spring 2022-2023	Math	22	59%	41%	
		Fall 2023-2024	Math	29	48%	48%	

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.
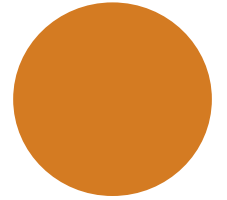
Robert J. Mckain

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 2024-2025 school year.

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

Thank you