GO TEAM MEETING #3

2021-2025 STRATEGIC PLAN

Mission: What is our fundamental purpose and how do we achieve it?

Our mission is to provide <u>every</u> child---regardless of background, need, or identity---a holistic genius-awakening education, built on family-style classrooms, conscious diversity, and scholarly excellence.

Core Values: Who must we be to achieve our mission?

Core values are the deeply ingrained, shared principles that guide all of our organization's actions at the network, school, and classroom levels.

1. **LOVE** - We do everything with love and compassion. Our geniuses, colleagues, and community feel cared for, respected, and valued by our words and actions.

2. **COLLECTIVE RESPONSIBILITY** - We are a community sharing the responsibility and privilege of educating and empowering our children. We are accountable to one another and achieve results as an interdependent team. I am because we are, and we succeed together.

3. **AUDACITY -** We boldly do what's right for our geniuses, confronting oppressive mindsets head on, and standing for justice in all that we do. We are not constrained by convention or perceived limits and do whatever it takes to provide a genius-awakening education.

4. **EXCELLENCE -** We put forth our best effort and achieve big things. We set and pursue ambitious goals, so our community thrives and our Geniuses are on a path to choice-filled lives. We never stop learning and growing, as scholars and as people .

5. **WHOLENESS -** We understand the importance of balancing and integrating different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We provide a holistic education for our geniuses, and we support each other to be and care for our whole selves.

6. **JOY** - We find, bring, and share joy in our work every day. We practice gratitude, celebrate wins, and offer praise.

Graduate Profile: What knowledge, skills, and mindsets do we want our graduating 8th-grade geniuses to possess to meet the challenges of high school, college, and the world?

A Kindezi graduate is a --

- **CRITICAL THINKER:** Geniuses analyze, evaluate, and reason effectively. They consider multiple perspectives, ask questions, construct arguments, and solve problems. They develop, refine, and revise ideas based on the best information available.

- **PERSISTENT PROBLEM SOLVER:** Geniuses know how to take on challenges and navigate difficult situations. They are tenacious, creative, and often collaborative, when applying their holistic set of skills to find solutions to complex problems.

- **EMPOWERED LEARNER:** Geniuses are proficient in all academic core subjects, demonstrating high individualized growth. They apply that knowledge to real-world scenarios and challenges. Geniuses continuously seek learning opportunities and knowledge to better themselves, others, and their community.

- **LEADER:** Geniuses have vision and the courage to take initiative. They lead by example and by working with others to achieve a goal and/or serve their community. They are risk-takers and know how to try something new or go against the grain. Geniuses work alongside others as global citizens to pursue justice with shared respect for human dignity. Geniuses stick up for themselves and for other people -- both individuals and groups

- **SAVVY:** Geniuses can read the world around them and make appropriate adaptations with love and authenticity. They have proficient technology skills, awareness of the digital world, and a working knowledge of basic finance. They can make informed, strategic decisions as they mature.

- **SELF-CONFIDENT & SELF-LOVING:** Geniuses know their voice and ideas matter. They have a strong sense of who they are, their strengths and challenges, what they can contribute to their community, and who they want to become. Geniuses ask for what they need. They practice self-compassion and self-regulation. Geniuses know they are inherently valuable and worthy of love.

2025 Strategic Plan: Theory of Action

If we...

Clarify who we are and what we stand for:
- Design and internalize equity commitments, core values, holistic graduate aims, and a refreshed mission statement
- Integrate our beliefs and values into all academic, cultural, talent, operational, and financial systems and processes

IDENTITY

Commit to genius awakening education for all:
- Design an instructional vision that aligns with our graduate aims, maximizes our small class sizes and diversity, and results in in a joy filled, genius awakening education
- Ensure all geniuses have access to rich experiences, inside and outside the classroom, to spark curiosity and apply learning
- Adopt equitable curriculum and assessments where Geniuses see themselves and their interests in their learning
- Implement a system of academic support that deepens teacher content knowledge, pedagogy, and love of teaching

ACADEMICS

Create a great place to work:
- Build opportunities for every staff member to grow and develop in the direction aligned to their personal and professional goals and to the needs of the school
- Interrogate and restructure all talent practices, systems, and policies to evaluate staff members' beliefs about equity and inclusion as a means of ensuring we are building a safe and compassionate organization for all
- Define sustainable staffing, compensation and rewards, and talent systems structures to ensure rewards and incentives are transparent, fair, and sustainable and ultimately helping us to fulfill our mission

TALENT

Design a Learning Community Built to Last:
- Develop and execute a financial strategy - inclusive of optimal scale, facilities, staffing, and budget - to ensure long-term sustainability
- Re-vision student recruitment and enrollment strategy and ownership
- Refresh operating model to centralize functions at the network level and clarify decision rights

ORGANIZATIONAL SUSTAINABILITY

Then...

All Geniuses, Staff, and Families will:
- Believe in what we stand for and how we show up for all student, staff, and families
- Our values will be evident in every classroom, school, interaction, policy, and system

All geniuses will:
- Experience genius awakening education that cultivates a love & ownership over their own learning, regardless of classroom, school, or starting point
- Have unique experiences inside and outside the classroom that spark joy, curiosity, passion for learning
- Benefit from strong relationships with highly skilled teachers with deep content expertise

All staff members will:
- See the targeted, personalized investment we are making in their growth, while ensuring the school is set up for success for years to come
- Aspire and work to embody our beliefs and take responsibility for their impact when they do not
- Feel understood in their roles and responsibilities, valued for their contributions, and able to balance their professional and personal lives with success

All community members will:
- Feel secure in their belief that Kindezi schools are sustainable for the long-term
- Have their voices heard in the decision-making process
- Have the tools, systems, resources, and physical environments to support student learning

By 2025...

Geniuses will be better prepared for high school, college, and choice-filled lives.

Develop the knowledge and skills necessary to excel in the high school of their choice and compete globally

(Critical Thinker, Problem Solver, Leader, Empowered Learner, Advocate, Confident, Self-loving & Self Aware)

+

Earn "Proficient" or above on Georgia Milestone assessments

+

Every genius demonstrates high-level of individual growth

UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES

Strengths	Challenges
Increase in ELA GMAS Scores from SY22-23 to SY 23-24. Scores increased from 12.3% Proficient and Above (2023) to 14.6% Proficient and Above (2024)	Approaximately 60% of our geniuses are scoirng in the beginner leve in ELA for GMAS
Increase in Science GMAS Scores from SY22-23 to SY 23-24. Scores increased from 6% Proficient and Above (2023) to 18% Proficient and Above	Approaximately 62% of our geniuses are scoirng in the beginner level in Science for GMAS
Increased ADA 3.1% and ended the year higher them the disticts ADA of 90.4%	More than 30% of our geniuses were absent 10 or more days.

Our Overarching Needs

Literacy	Numeracy	Whole Child & Intervention
There is a need for targeted focus/ intervention on geniuses gaining critical foundational skills in decoding, vocabulary, and comprehension domains that have been identified as root causes for proficiency gaps in literacy. This need will be addressed in a shift to structured literacy ,where there will be targeted literacy intervention blocks, a structured phonics block, supplemental personalized learning through the I-Ready My path, and various assessment opportunities to analyze data and further drive instruction.	There is a need for targeted focus/ intervention on geniuses gaining critical foundational numeracy. This need will be addressed through a structured math intervention block with the use of the Do The Math Intervention curriculum. This intervention block will be monitored weekly with fidelity with consistent data analysis to drive instruction, differentiation, and assist with instructional planning.	In the area of attendance, appropriate attendance accountability monitoring and intervention needs to be put in place to increase genius attendance rates and a significant decrease of 30% of the genius population exhibiting chronic absenteeism. These initiatives will be rooted in the goal and promotion initiative of geniuses loving school and being engaged to attend daily.

Based on the needs assessment, establish clear and measurable goals and objectives for improving student achievement.
Goals should be specific, achievable, relevant, and time-bound (SMART).
Align goals with state and district standards and priorities

SMART Goals

Literacy	Numeracy	Whole Child & Intervention
By May 2025, the % of students in grades 3 – 5 scoring in the beginning category will decrease by 5% from 60% (2024) to 55% (2025) and the % of students scoring proficient or above will increase by 5% from 15% & (2024) to 20% (2025) in Reading/ELA based on Milestones Data.	By May 2025, the % of students in grades 3 – 5 scoring in the beginning category will decrease by 5% from (2024) and the % of students scoring proficient or above will increase by 5% from (2024) to (2025) in MAth based on Milestones Data.	During the 2024-2025 school year, the percentage of students with 10% or more of their enrolled day absensent will decrease from 36% to 30%

Progress Monitoring Measures

Literacy	Numeracy	Whole Child & Intervention
• Weekly Data & Instructional Planning PLCs, • Submission/review of instructional lesson plans, implementation of the coaching cycle (plan, observe, coach, model, Co-teach), common building assessments, universal screeners • Monitoring of MAP data.	• Weekly Data & Instructional Planning PLCs, • Submission/review of instructional lesson plans, implementation of the coaching cycle (plan, observe, coach, model, Co-teach), common building assessments, universal screeners • Monitoring of MAP data.	ADA, CCRPI, Genius monthly surveys, Weekly WCI meetings.

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Monitoring the implementatin of the structured literacy block to include to phonics, listening/reading comprehension, writing, and small group learning.	Principal Owens, Assistant Princial Ricketts, Ela Coach, MTSS Specialist, SELT	August 2024- May 2025	Weekly Observations, Weekly Learning Walks, Fast Feedback, Coaching	Observation Data, Student Data, Coaching Cycle Data
Implement structured MTSS plan and WIN block breakdown for tier 1 - tier 3 geniuses	Principal Owens, Assistant Princial Ricketts, Ela Coach, MTSS Specialist, SELT	September 2024- May 2025	Weekly Observations, Weekly Learning Walks, Fast Feedback, Coaching	Observation Data, Student Data, Coaching Cycle Data
Administer baseline and growth assessments to inform our instructional program (MAP/I-Ready)	Assistant Principal Ricketts and Teachers	August 2024- September 2024	Assessment Schedule, Data Meetings	Assessment Data, Observation Data
Create professional development for EET teachers that will focus on co-teaching models coupled best practices for small group and resource instruction.	SELT	August 2024- May 2025	Weekly Observations, Weekly Learning Walks, Fast Feedback, Coaching	Observation Data, Student Data, Coaching Cycle Data
Implement Tier 4 interventions and monitor instruction for students with disabilities.	Principal Owens, Assistant Princial Ricketts, Ela Coach, MTSS Specialist, SELT	August 2024- May 2025	Weekly Observations, Weekly Learning Walks, Fast Feedback, Coaching	Observation Data, Student Data, Coaching Cycle Data

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Implement and monitor GA DOE math curriculum and math block breakdown to ensure Tier 1 instruction is effective.	Principal Owens ,Math Coach McNeil, Assistant Ricketts, MTSS Specialist	August 2024- May 2025	Weekly Observations, Weekly Learning Walks, Fast Feedback, Coaching	Observation Data, Student Data, Coaching Cycle Data
Implement structured MTSS plan and WIN block breakdown for tier 1 - tier 3 geniuses	Principal Owens ,Math Coach McNeil, Assistant Ricketts, MTSS Specialist	August 2024- May 2025	Weekly Observations, Weekly Learning Walks, Fast Feedback, Coaching	Observation Data, Student Data, Coaching Cycle Data
Administer baseline and growth assessments (MAP/I-Ready) and use the data to inform our instructional program.	Principal Owens ,Math Coach McNeil, Assistant Ricketts, MTSS Specialist	August- May 2025	Assessment Schedule, Data Meetings,	Student Data, Observation Data

Subgroup Action Steps

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
development for EET teachers that will focus on co-teaching models coupled best practices for small group and resource instruction.	SELT	August 2024- May 2025	Weekly Observations, Weekly Learning Walks, Fast Feedback, Coaching	Observation Data, Student Data, Coaching Cycle Data
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Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Conduct weekly attendance data meetings	Social Work, Principal, AP, Registrar,	August 2024-May 2025	Attendance Protocol, Attendance Letters, Attendance Data	Attendance Data (ADA, CCRPI)
Bi-weekly C.A.R.E. Team Meeting Facilitation to establish attendance interventions	Social Worker, Counselor, AP, Registrar	August 2024-May 2025	Agendas, Attendance Tracker,	Attedance Data(ADA, CCPRI)
Imeplementation of incentives for geniuses on a bi-weekly and monthly basis	Social Work, Principal, AP, Registrar,	August 2024-May 2025	Calendar, Tracker	Attedance Data(ADA, CCPRI)

Subgroup Action Steps for Who

| Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Bi-Weekly WCI meetings	Social Worker, Counselor, AP, MTSS Coordinator	August 2024- May 2025	Agendas, Attendance Tracker	Attendance Data

DATA DISCUSSION

Kindezi Gideons

Achievement Overview

Kindezi Gideons | Reading

Grade	Achievement Fall 2024-2025 Median and Distribution	Number of Students
All Grades	30th 43% 17% 16% 10% 14%	184

Percentiles Key   ● 1st - 20th   ● 21st - 40th   ● 41st - 60th   ● 61st - 80th   ● >80th

Rostered Fall 2024-2025
Tested Fall 2024-2025

Grade	Distribution				
Grade 3	35th — 43%	10%	21%	15%	11%
Grade 4	26th — 48%	26%	15%	4%	7%
Grade 5	16th — 55%	23%	9%	11%	2%

Achievement Overview

Kindezi Gideons | Math K-12

Grade	Achievement Fall 2024-2025 Median and Distribution
All Grades	39th 32% 21% 18% 15% 14%

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

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| Grade 3	32nd 27% 29% 16% 16% 12%
Grade 4	35th 36% 27% 22% 11% 4%
Grade 5	20th 50% 19% 21% 10%
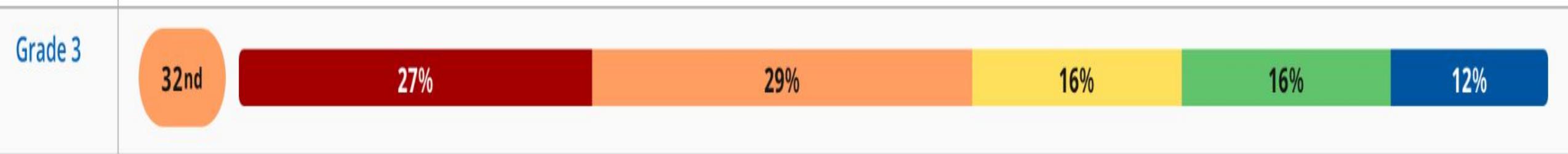
GO Team Discussion: Data Protocol

- 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?

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Timeline for GO Teams

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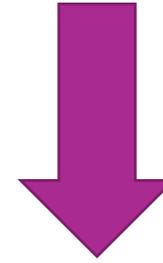
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Fall 2021
GO Team Developed 2021-2025 Strategic Plan

2

Summer
School Leadership completed Needs Assessment and defined overarching needs

3

August
School Leadership completed Continuous Improvement Plan

4

Sept. – Dec.
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 SY25-26 in preparation for budget discussions.

QUESTIONS?
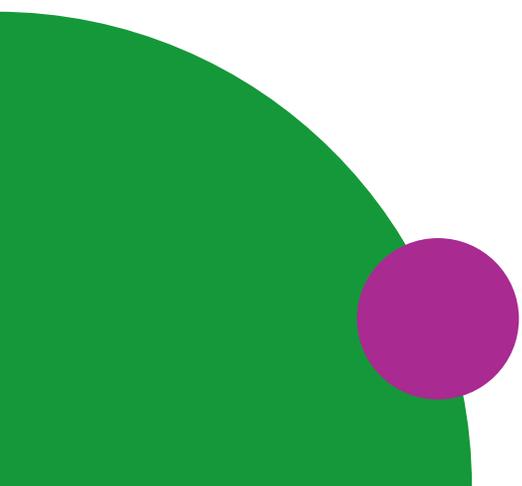
PRINCIPAL'S REPORT

QUESTIONS?