

John Lewis Invictus Academy  
GO Team Meeting #2  
Tuesday, October 18, 2022

Where we are – Where we're going

# AGENDA



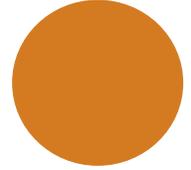
STRONG SCHOOLS  
START WITH ME!

## I. Call to Order

## II. Roll Call; Establish Quorum

## III. Action Items

- a. Approval of Agenda
- b. Approval of Previous Minutes: August 30, 2022
- c. Fill Parent Vacancy
- d. Review, Confirm/Update Meeting Calendar



## IV. Discussion Items

- a. Current Strategic Plan
- b. Continuous Improvement Plan
- c. MAPS Data
- d. November meeting Action Item: Ranking our strategic priorities for FY 23-24

## V. Information Items

- a. Douglass Cluster Advisory Meeting Report
- b. Principal's Report



## VI. Announcements

## VII. Adjournment



# Discussion Items

Current Strategic Plan

Continuous Improvement Plan

Needs Assessment

SMART GOALS

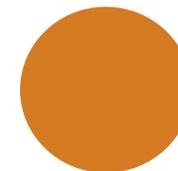
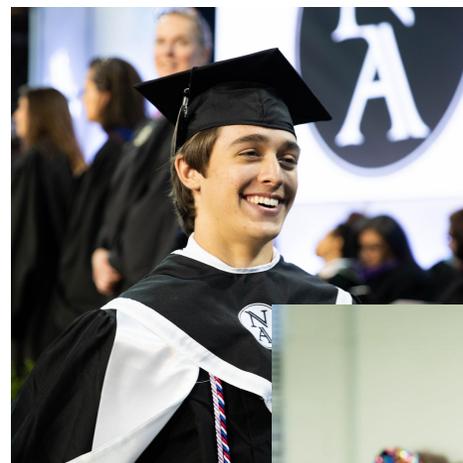
Monitoring Measures

MAP Data

Data Protocol

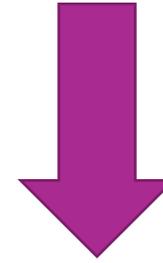
# Where We Are

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 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.



# Current Strategic Plan

2021-2025

## District Mission & Vision

Through a caring culture of equity, trust and collaboration, every student will graduate college ready for college, career, and life.

A high-performing school where students love to learn, educators inspire, families engage, and the community trusts the system.

## Cluster Mission & Vision

To inspire scholars to love learning and to provide every student with the academic foundation that assures they are college and career ready.

Our vision is to provide rigorous instruction and customized support to prepare all students for academic achievement, *postsecondary* and successful career options.

## School Mission & Vision

Through an intentional culture of care, equity and PRIDE (perseverance, respect, integrity, discipline and excellence), every student will be well prepared to perform at their individual best.

To create an environment of love and equity where students *grow, thrive* in our community. We envision these same students becoming leaders in our communities. Our students will be the catalyst for economic and social change.

Signature Program: STEAM

## School Priorities

1. Improve students master of core content knowledge (ELA, Math, Science, and Social Studies).
2. Close the student achievement gap with General Education Students and Students with Disabilities.
3. Implementation STEAM enriched curriculum to drive interdisciplinary and project based teaching and learning approaches.
4. Prepare all students to have the essential life skills to be self-aware, collaborative, and accepting diversity.

## School Strategies

- 1A. Implement Standards-Based practices
- 1B. Build teacher capacity around instructional best practices through collaborative planning and the coaching cycle
- 1C. Provide remediation and acceleration as indicated by data
- 2A. Implement Data Talks to increase math and reading fluency
- 2B. Use flexible learning days to remediate/ accelerate skills based on grade level data to guide instructional practices
- 2C. Implement guided reading and close reading to improve comprehension
- 3A. Provide targeted professional learning opportunities focused on the implementation of standards and STEAM
- 3B. Implement integrated, project and problem-based learning Projects
- 3C. Integrate technology throughout the curriculum
- 4A. Implement Social and Emotional Learning (SEL)
- 4B. Implement rigorous and real-world interdisciplinary projects and Units
- 4C. Execute a plan to increase speaking, listening, and viewing skills of all students

## Key Performance Measures

- During the 2020-2021, 2021-2022, and 2022-2023 academic year, we will increase the percentage of students scoring proficient and above by 5 percentage points in Math and ELA for all subgroups within the Georgia Milestones assessment.
- During the 2020-2021, 2021-2022, and 2022-2023 academic year, we will decrease the suspension rate from 2.24 to 2.14, 2.14 to 2.04, 2.04 to 1.94



Academic Program

### School Priorities

### School Strategies

### Key Performance Measures



Prepare and develop knowledgeable staff focused on quality teaching.

Build teacher capacity in core content areas (ELA, Math, Science, and Social Studies).

Recommend high-quality staff for vacant positions.



1. Provide targeted professional learning opportunities focused on the implementation of standards.
2. Implement intentional vertical and horizontal alignment collaboration throughout school and cluster.
3. Provide targeted professional learning regarding standards based instructions opportunities focused on Mathematics and Reading through our partnership.
4. Increase reading, math, and science endorsements and certifications.
5. Leverage professional references of applicants.
6. Look at previous student performance data, if applicable



- During the 2020-2021, 2021-2022, and 2022-2023 academic year, we will increase the percentage of students scoring proficient and above by 5% in Math and ELA for all subgroups within the Georgia Milestones assessment.
- During the 2020-2021, 2021-2022, and 2022-2023 academic year, we will decrease the suspension rate from 2.24 to 2.14, 2.14 to 2.04, 2.04 to 1.94



Ensure systems and resources are aligned to school priorities.

Build system and resources to support STEAM implementation.



1. Build and align systems and resources to identify and address root cause to promote social and academic growth
2. Ensure the necessary technology infrastructure and equipment are available.
3. Utilize Care Center at John Lewis Invictus Academy to promote healthy living to increase attendance.
4. Use wrap-around services to assist students and their families with emotional mental and physiological needs.
5. Utilize the parent liaison to build and strengthen school-home relationships
6. Design and implement behavior goals for all students to promote positive interactions with adults and peers.



Create a culture of high expectation for academic scholarship, civic responsibility, and service for students, staff, and families.



1. Common structures and strategies
2. Beliefs and mindsets
3. Scholar expectations
4. Faculty/Staff Expectations
5. Implement a school-wide behavior plan



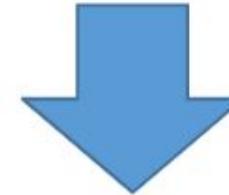


# Continuous Improvement Plan

SY 2022-2023

Strengths	Opportunities/Challenges
A deep commitment to the success of JLIA from the district, community, and JLIA faculty/staff.	80% of JLIA scholars are reading below grade level. (CCRPI 2019)
Effective talent recruitment and acquisition practices to hire HQ instructional and support staff members.	11% of JLIA scholars are proficient on GA ELA standards (EOG 2019)
A fully staffed school with clear roles & division of responsibilities.	5% of JLIA scholars are proficient on GA Math standards (EOG 2019)

Our Overarching Needs		
<b>Literacy:</b> Dramatically increase JLIA scholars' reading proficiency and the percent of scholars reading on grade level.	<b>Numeracy:</b> Dramatically increase JLIA scholars' numeracy proficiency and the percent of scholars demonstrating math proficiency on grade level standards.	<b>Whole Child &amp; Student Support:</b> Comprehensive system of wrap-around support services for JLIA scholars that remove barriers hindering academic success.



[Jamboard Link](#)

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
A majority of scholars arrive at JLIA reading below grade level & with gaps in their literacy proficiency.	A majority of scholars arrive at JLIA reading below grade level & with gaps in their literacy proficiency.	A majority of JLIA scholars are impacted by the social, emotional, behavioral, & health determinants of poverty that keep them from thriving academically in school.



Our Overarching Needs

<p><b>LITERACY</b></p> <p>Dramatically increase JLIA scholars' reading proficiency and the percent of scholars reading on grade level by providing rigorous, relevant, and engaging learning experiences and increasing their exposing to on-grade level assignments.</p>	<p><b>NUMERACY</b></p> <p>Dramatically increase JLIA scholars' numeracy proficiency and the percent of scholars performing math on grade level by providing rigorous, relevant, and engaging learning experiences and increasing their exposing to on-grade level assignments.</p> <p>SMART Goals (Elementary/Middle School)</p>	<p><b>WHOLE CHILD &amp; STUDENT SUPPORT</b></p> <p>Implement a comprehensive system of wrap-around support services for JLIA scholars that remove barriers hindering academic success and provide pathways for each student access and teacher/staff referrals.</p>
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<p>By May 2023, the following % of students will be Developing and Above Learners on the GA Milestones ELA EOG:</p> <ul style="list-style-type: none"> <li>• 6th Grade: 38% Developing+ Learners</li> <li>• 7th Grade: 43% Developing+ Learners</li> <li>• 8th Grade: 49% Developing+ Learners</li> <li>• 49% of students will be Developing and Above Learners on the GA Milestones GA Studies EOG</li> </ul>	<p>By May 2023, the following % of students will be Developing and Above Learners on the GA Milestones Math EOG:</p> <ul style="list-style-type: none"> <li>• 6th Grade: 38% Developing+ Learners</li> <li>• 7th Grade: 43% Developing+ Learners</li> <li>• 8th Grade: 45% Developing+ Learners</li> <li>• 23% of students will be Developing and Above Learners on the GA Milestones 8th Science EOG</li> <li>• 78% of students will be Developing and Above Learners on the GA Milestones HS Physical Science EOG</li> </ul>	<p>The percentage of chronically absent students (rates less than 90%) will decrease by 5 percentage points from 64% in May 2022 to 59% by May 2023.</p>
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<p>MAP Growth scores from Fall, Winter, &amp; Spring administrations.</p> <p>Formative and summative assessment scores in core content areas.</p>	<p>MAP Growth scores from Fall, Winter, &amp; Spring administrations. .</p> <p>Summative assessment scores in core content areas.</p>	<p>Set monthly targets for ISS/OSS days. Share monthly data with faculty/staff &amp; students/families.</p> <p>Monitor and share monthly student attendance rates with faculty/staff and students/families.</p>
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# 2022-23 JLIA School-Wide Goals

ELA/SS Goals	Math/Science Goals	Whole Child Goal
<p>By May 2023, the following % of students will be Developing and Above Learners on the GA Milestones ELA EOG:</p> <ul style="list-style-type: none"> <li>6th Grade: 38% Developing+ Learners</li> <li>7th Grade: 43% Developing+ Learners</li> <li>8th Grade: 49% Developing+ Learners</li> </ul> <p><b>8th Social Studies:</b> 49% of students will be Developing and Above Learners on the GA Milestones Georgia Studies EOG</p>	<p>By May 2023, the following % of students will be Developing and Above Learners on the GA Milestones Math EOG:</p> <ul style="list-style-type: none"> <li>6th Grade: 38% Developing+ Learners</li> <li>7th Grade: 43% Developing+ Learners</li> <li>8th Grade: 45% Developing+ Learners</li> <li>23% of students will be Developing and Above Learners on the GA Milestones 8th Science EOG</li> </ul> <p><b>8th Science:</b></p> <ul style="list-style-type: none"> <li>23% of students will be Developing and Above Learners on the GA Milestones 8th Science EOG</li> <li>78% of students will be Developing and Above Learners on the GA Milestones HS Physical Science EOG</li> </ul>	<p>The percentage of chronically absent students (rates less than 90%) will decrease by 5 percentage points from 64% in May 2022 to 59% by May 2023.</p>

# Strategic Plan for Instruction

Action Step	Person/Position Responsible	Timeline	Evidence and Artifacts	APS 5
Launch Humanities course in 6th and 7th grade to provide daily interdisciplinary learning opportunities in the content areas of ELA & Soc. Studies.	Mr. Dallas, Ms. Morgan	August - May	Humanities LPs, classroom observations	Signature Programming, Curriculum & Instruction
Implement Tier 1 Intervention program, aligned to APS Standards of Service, in ELA/Humanities & Math classes daily with fidelity.	Dr. Harrell, Int.Coord. Mr. Dallas - ELA IC Ms. Graves - Math IC	August - May	Tier 1 Intervention lessons HMH data reports, Tier 1 Intervention training session materials	Whole Child & Intervention, Curriculum & Instruction
Implement classroom strategies aligned to the Personalized Learning core elements of Targeted Instruction and Student Reflection & Ownership.	ICs, Ms. Morgan - STEAM Mrs. Bright - VILS	August - May	Student Data Trackers/Reflections, LPs with Small Group Instruction	Personalized Learning, Curriculum & Instruction
Implement No-Nonsense Nurturer Approach as school-wide behavior management system in all classrooms so that teachers can build a positive learning environment.	ICs	August - May	NNN training session materials, classroom observation data, coaching cycle tracker (KickUp)	Curriculum & Instruction, Whole Child
Implement Accelerated Reader to foster students love of reading and accelerate students' reading growth.	Ms. Eppinger - Media Specialist	August - May	Accelerated Reader Reports	Curriculum & Instruction

# Strategic Plan for Instructional Support

Action Step	Person/Position Responsible	Timeline	Evidence and Artifacts	APS 5
Facilitate weekly Interdisciplinary PLCs to build teachers' knowledge & skills in order to implement PBLs 2x during the school year.	Ms. Morgan	August - May	PLC agendas & session slides, PBL plans, STEAM Journals, student PBL products	Signature Programming, Curriculum & Instruction
Facilitate content PLCs 2x weekly for collaborative planning, DDI, and analyzing student work. Provide LP feedback weekly. Coach PLC Leads to implement PLC best practices using the PLC+ framework.	ICs	August - May	PLC agendas, LPs, Reteach Action Plans, Data Forms, PLC+ Framework session materials	Curriculum & Instruction, Data
Conduct biweekly data analysis on common assessments to identify targeted students and standards to build incorporate remediation planning into daily instructional frameworks.	ICs & Dr. Harrell - Testing Coord.	August - May	Grade Level Data Walls, Teacher Data Forms, Reteach Action Plans	Curriculum & Instruction, Data
Provide 1:1 coaching to all JLIA teachers to increase the rigor and engagement in classrooms.	ICs	August - May	Coaching trackers, teacher observation data	Curriculum & Instruction
Provide trainings & PL on topics that are in service of PBLs and Personalized Learning, including data analysis & reports.	Small ILT	August - May	PL session materials	Curriculum & Instruction, Signature Programming, Data

# Strategic Plan for Whole Child

Action Step	Person/Position Responsible	Timeline	Evidence and Artifacts	APS 5
Assemble a Student Attendance Committee (SAC) that meets weekly to ensure implementation of school-wide attendance policies/protocols with fidelity and identifies and addresses barriers to student attendance.	Mr. Clark - AP	August - May	Attendance Team Meeting Agendas/Minutes, Call Logs	Whole Child & Intervention
Assemble a Care Team that meets weekly to identify and address barriers to student wellness and student success.	Ms. Miller - SEL Coach	August - May	Care Team Meeting Agendas/Minutes	Whole Child & Intervention
Identify most at-risk students through attendance, discipline, and academic data and assign student caseloads to support staff (Game Changers) for weekly mental, emotional, & behavioral monitoring/support.	Ms. Miller - SEL Coach	August - May	Student Cohort Trackers	Whole Child & Intervention
Implement ISS Program that includes academics, SEL, restorative practices, & wraparound service supports to students.	Mr. Huff - SEL Teacher	August - May	ISS Program Overview	Whole Child & Intervention



# Our Current Progress Monitoring Measures

## Literacy

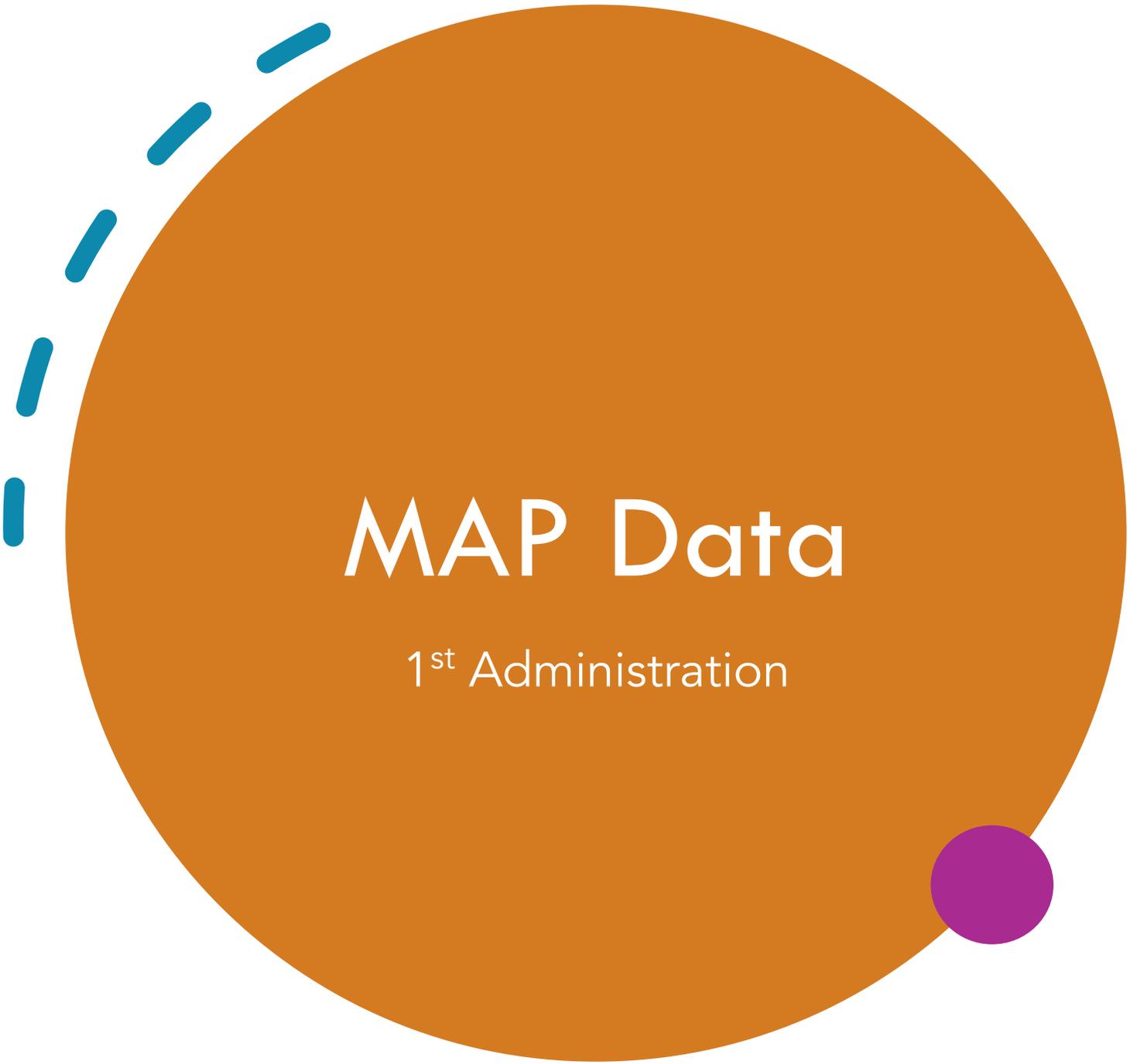
- MAP Growth Reading Data
- Weekly formative / summative data
- Write Score

## Numeracy

- MAP Growth Math Data
- Weekly formative / summative data

## Whole Child

- Monthly attendance data
- Monthly suspension data



# MAP Data

1<sup>st</sup> Administration

# Fall MAP Reading Data

## EOG EOY Goals:

- 6th Grade: 38% Developing+ Learners
- 7th Grade: 43% Developing+ Learners
- 8th Grade: 49% Developing+ Learners

## 6th Grade: 48% Developing+ Learners

School	Window	Exams	Developing	Developing+	Proficient
Invictus	Fall 2021-2022	201	70%	20%	10%
	Winter 2021-2022	230	67%	24%	9%
	Spring 2021-2022	238	73%	18%	8%
	Fall 2022-2023	233	52%	30%	17%

## 7th Grade: 40% Developing+ Learners

School	Window	Exams	Developing	Developing+	Proficient
Invictus	Fall 2021-2022	221	64%	29%	7%
	Winter 2021-2022	245	58%	34%	7%
	Spring 2021-2022	256	63%	27%	9%
	Fall 2022-2023	224	60%	31%	7%

## 8th Grade: 49% Developing+ Learners

School	Window	Exams	Developing	Developing+	Proficient
Invictus	Fall 2021-2022	221	53%	36%	11%
	Winter 2021-2022	262	53%	32%	14%
	Spring 2021-2022	271	52%	31%	15%
	Fall 2022-2023	284	52%	35%	12%

# Fall MAP Math Data

## EOG EOY Goals:

- 6th Grade: 38% Developing+ Learners
- 7th Grade: 43% Developing+ Learners
- 8th Grade: 45% Developing+ Learners

## 6th Grade: 56% Developing+ Learners

School	Window	Exams	Developing	Developing+	Proficient
Invictus	Fall 2021-2022	178	66%	30%	4%
	Winter 2021-2022	230	62%	36%	2%
	Spring 2021-2022	238	68%	29%	3%
	Fall 2022-2023	228	44%	50%	6%

## 7th Grade: 46% Developing+ Learners

School	Window	Exams	Developing	Developing+	Proficient
Invictus	Fall 2021-2022	219	66%	31%	3%
	Winter 2021-2022	252	67%	30%	3%
	Spring 2021-2022	253	73%	25%	2%
	Fall 2022-2023	224	54%	41%	4%

## 8th Grade: 41% Developing+ Learners

School	Window	Exams	Developing	Developing+	Proficient
Invictus	Fall 2021-2022	197	60%	33%	7%
	Winter 2021-2022	254	62%	31%	7%
	Spring 2021-2022	268	62%	32%	6%
	Fall 2022-2023	280	59%	36%	5%

# Internal Coherence Survey Data

## Summary

- The survey included 29 questions pertaining to 5 instructional leadership categories.
- 54 JLIA teachers responded
- JLIA scored the same or higher than APS average on 28 out of 29 questions.
- Will review with ILT in meeting on 10/19 to conduct root-cause analysis & address teacher needs.

JLIA's Top 5 Survey Response Averages	APS	JLIA
1. The principal communicates a clear vision for teaching and learning at our school. (Leadership for Learning)	5.04	5.35
2. The principal listens attentively. (Leadership for Learning)	4.90	5.17
3. Teachers have what it takes to explore new instructional approaches to help underperforming students meet standards. (Collective Efficacy)	4.83	5.09
4. Our school has improvement plans, of which we are all aware. (Collaboration Around An Improvement Strategy)	4.86	5.07
5. The programs or initiatives we implement connect clearly to our school improvement plan. (Collaboration Around An Improvement Strategy)	4.69	5.06

JLIA's Top 5 Survey Response Averages	APS	JLIA
1 My professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas. (Meaningful Professional Development)	4.15	4.37
2. My professional development experiences this year have included follow-up support as we implement what we have learned. (Meaningful Professional Development)	4.39	4.41
3. Teachers are confident they will be able to motivate their students. (Collective Efficacy)	4.61	4.59
4. My professional development experiences this year have been designed in response to the learning needs of the faculty, as they emerge. (Meaningful Professional Development)	4.41	4.61
5. My professional development experiences this year have been valuable to my	4.59	4.70

# Amplify Math Walkthrough Data

Observation data from the APS Secondary Math Director's Team shows strong implementation of Amplify Math curriculum at JLIA that outpaces the district averages in each category.

Amplify Math Curriculum Implementation Look Fors	APS	JLIA
Print and digital teacher and student materials are visibly being used in the classroom.	92%	100%
The teacher delivers lessons as written in the curriculum to maintain intended goals.	40%	80%
Lessons are completed within 45 minutes (practice not included in the 45 minute pacing).	55%	80%
Launch is quick and doesn't give away what students will explore and learn during activities.	72%	75%
Monitor student work by circulating the classroom to view students' thinking.	68%	80%
Connect by facilitating student-led discourse at the end of a task by showing student work, asking guided questions, and highlighting key understandings.	44%	50%
Use student groupings and set clear directions for doing math and having opportunities to talk about their mathematical thinking.	48%	67%
Students are consistently doing the math to the level demanded by the curriculum.	68%	100%
Pacing is on schedule to students engage with the full curriculum during the school year.	65%	83%

# Amplify Math Walkthrough Data: Math Core Action 3

Students are increasingly exposed to rigorous and engaging math instruction on a daily basis as a result of the strong implementation of the Amplify Math curriculum at JLIA.

Math Core Action 3 (% 3+ on a 1-4 scale)	APS	JLIA
Math Indicator 3B Student: Students persevere in solving problems in the face of difficulty.	40%	66%
Math Indicator 3B Teacher: The teacher cultivates reasoning and problem solving by allowing students to productively struggle.	49%	83%
Math Indicator 3C Student: Students share their thinking about the content of the lesson beyond just stating answers.	29%	50%
Math Indicator 3C Teacher: The teacher poses questions and problems that prompt students to explain their thinking about the content of the lesson.	38%	84%
Math Indicator 3D Student: Students talk and ask questions about each other's thinking, in order to clarify or improve their own mathematical understanding.	26%	40%
Math Indicator 3D Teacher: The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking.	42%	60%
Math Indicator 3E Student: Students use increasingly precise mathematical language and ideas.	30%	34%
Math Indicator 3E Teacher: The teacher connects and develops students' informal language and mathematical ideas to precise mathematical language & ideas.	41%	67%

# GO Team Discussion: Data Protocol

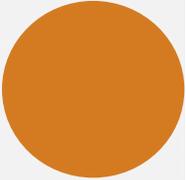
- What do you notice?
- What are your wonderings?
- What additional questions do you have?





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

Robert J. Mckain

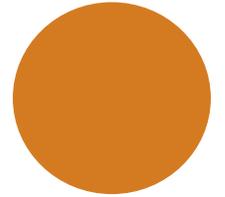


# Where we're going

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.





# Information Items

- 
- Douglass Cluster Advisory Meeting Report
  - Principal's Report



# Announcements



Adjournment

Thank you!