

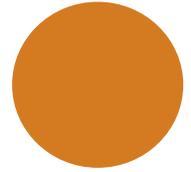


GO Team Business Meeting #2

Where we are - Where we're going

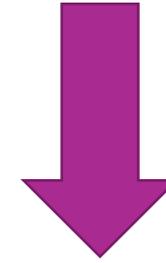
Where We Are

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 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
(if not previously discussed)

Continuous Improvement Plan
Needs Assessment
SMART GOALS
Action Plan

Strategic Plan Alignment & Update

School Uniform
(if not previously discussed)



Current Strategic Plan

2021-2025

Mission: We are committed to developing the whole child and empowering students to achieve excellence by engaging them in their learning.



Vision: The Vision of Springdale Park is to create lifelong learners, critical thinkers and responsible citizens through interdisciplinary teaching who will embrace differences that make us unique while maintaining a global perspective and protecting our environment.

SMART Goal #1 - Increase cohesion in instructional approaches and curriculum both horizontally and vertically.

SMART Goal #2 - Increase overall attendance rates in all grade levels.

SMART Goal #3 - Implement MTSS using research-based interventions to move students toward on-grade level performance

SMART Goal #4 - Full Implementation of SPARK Plug Enrichment & Intervention Block

School Strategic Priorities

School Strategies

APS Prior. & Initi.

Fostering Academic Excellence for All

Data
Curriculum & Instruction
Signature Program

1. Offer an academically challenging curriculum that prepares students for college, career, and citizenship.
2. Ensure that all students learn about multiple topics from a variety of different viewpoints.
3. Ensure a safe and effective learning environment that encourages the use of an engineering design process utilized across all content areas for more personalized learning opportunities.

4. Effectively use existing and appropriate tools to measure, analyze, and communicate student progress.
5. Create a collaborative, inclusive, and responsive school culture embracing the diverse communities that comprise the Springdale Park family.

6. Build teacher capacity with the ability to meet the diverse social and academic needs of students.
7. Create an environment that motivates and retains staff members.

8. Provide necessary and salient resources to enhance teaching and learning in all spaces.
9. Attract and build capacity of talented and knowledgeable staff to meet school needs.
10. Build and sustain parent engagement, community partnerships and student voice.

Building a Culture of Student Support

Whole Child & Intervention
Personalized Learning

Equipping & Empowering Leaders & Staff

Strategic Staff Support
Equitable Resource Allocation

Creating a System of School Support

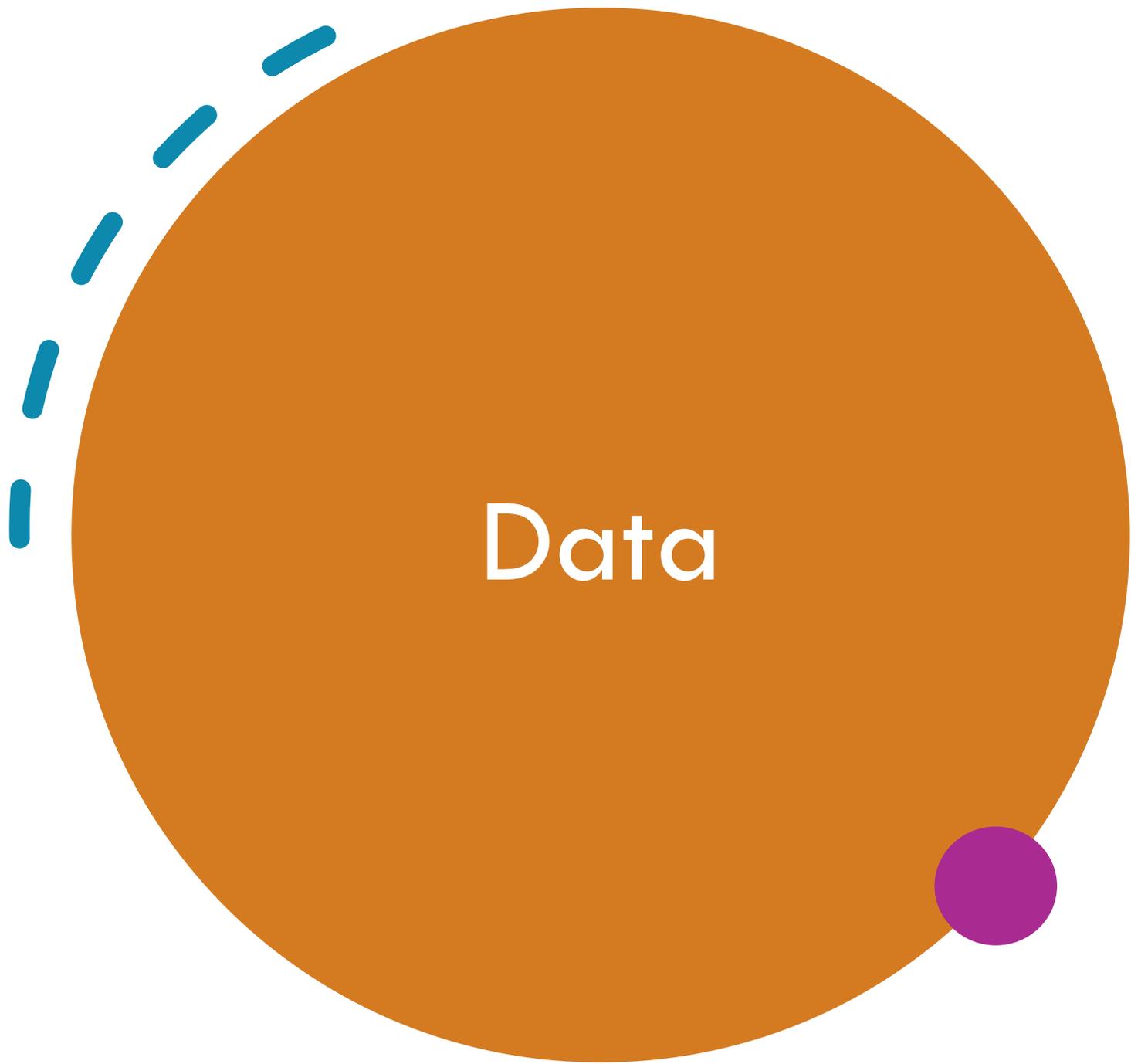
Collective Action,
Engagement &
Empowerment

- 1A. Utilizing the Cognia structure for STEM certification.
- 1B. Incorporate school wide writing block for all teachers at all grade levels with a gradual implementation.
- 1C. Professional Learning Communities where teachers focus on what students need to learn, determine a pathway for how to show students have learned it, assess what to do if students do not learn it and how to respond if they already know it.
- 2A. Integrating content areas into the writing block. (Two units for interdisciplinary writing)
- 3A. Create and Utilize the SPARK engineering design process in all content areas.
- 3B. Further our work regarding teacher clarity: developing learning targets, identifying focus standards, defining student success criteria, creating/modifying common assessments, and specifying remediation activities.
- 3C. All teachers keep Infinite Campus up to date (minimum of one grade per week); Continue the SPARK Plug Enrichment & Intervention block to allow for better personalization.

- 4A. Ongoing data talks with teachers and students throughout the school year.
- 4B. Use of frequent common formative assessments to gauge student mastery and personalize instruction while developing standardized rubrics and exemplars.
- 4C. Offer a broad selection of clubs and organizations that appeal to the wide range of interests of our diverse student body.
- 4D. Build a robust co-teaching program throughout the curriculum. Offer ongoing parent learning sessions focused on issues pertaining to students with disabilities, the SST/504 process and supports, etc., to equip our students and their families with the skills to be successful here and beyond.
- 4E. Increased student supports which include bilingual parent liaison, parent engagement liaison, school social worker and full time school counselor.
- 5A. Create and implement a school wide behavior plan where a purpose is clearly defined, expectations are identified and monitored, positive behaviors are acknowledged, consistent strategies are used when responding to unwanted behaviors, structure and supervision are increased and data is analyzed and utilized to determine next steps.

- 6A. Administrative team and SELT will conduct frequent observations and provide constructive feedback to all teachers. Teachers will have opportunities to share exemplary strategies.
- 6B. Continue to build the team by incorporating SEL moments among the staff
- 7A. Provide the infrastructure and staffing necessary to support teachers in a variety of ways (Academically, Socially, Emotionally, Mentally)
- 7B. Provide Opportunities for teachers to participate in district-wide, statewide and national opportunities for professional development (Gifted, ESOL, Reading, Math Endorsements)
- 7C. Provide instructional materials, manipulatives and resources needed to enhance the classroom environment.

- 8A. Increase the number of teachers with credentials or certifications for advanced learning (e.g. gifted, reading, math, ESOL, SPED)
- 8B. Leverage teacher knowledge by empowering them to teach other teachers while offering PD.
- 9A. Form a teacher committee specifically working towards hiring highly qualified and effective teachers to join the SPARK team.
- 10A. Promote parent engagement and involvement through PTO in 4 school wide PTO meetings a year. Topics to be determined based on parent input.
- 10B. Translation services and opportunities for parents who speak other languages to engage with teachers and the community.



Data

GA MILESTONES MATH RESULTS

Milestone Comparison

Click School Name or Year to show results by Grade-Level.

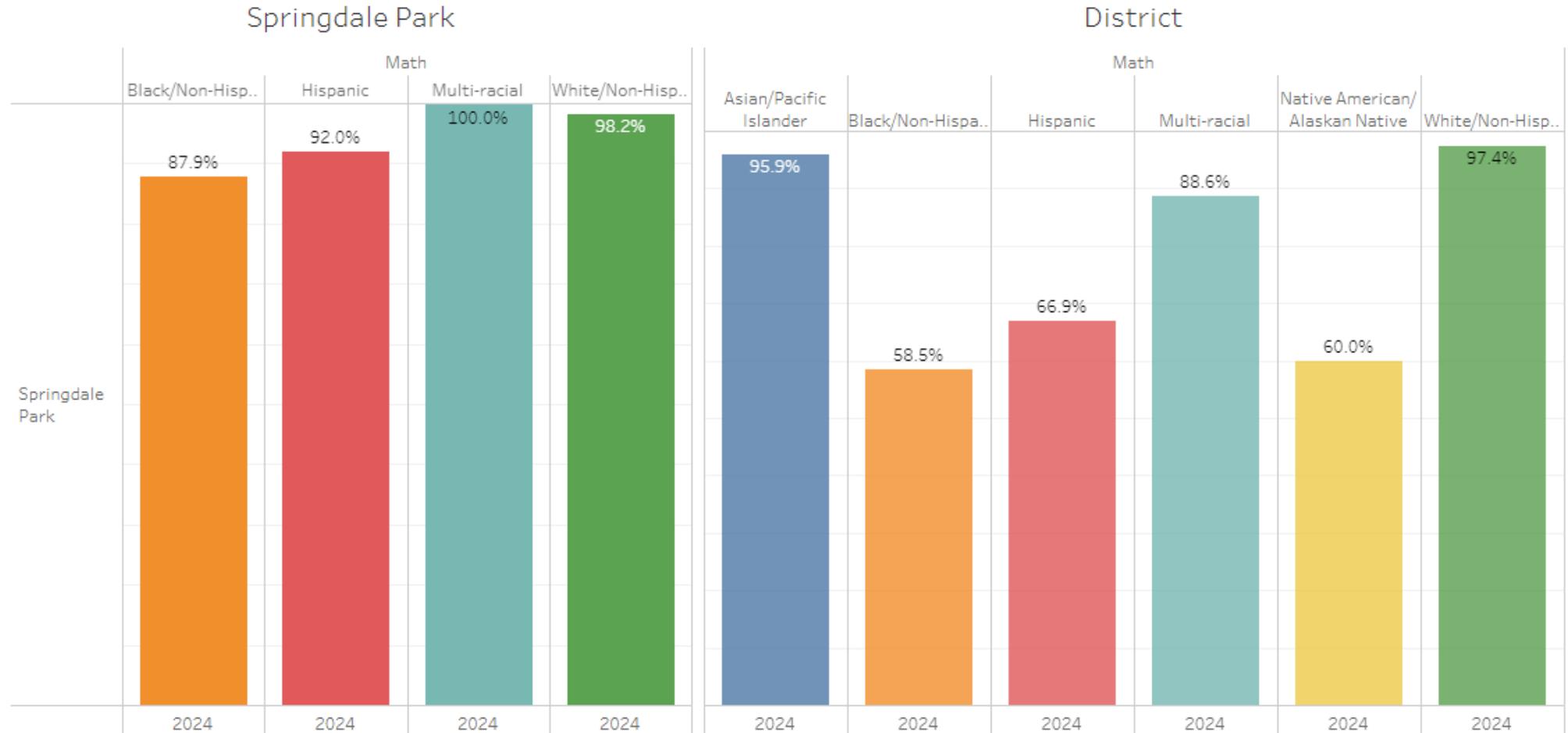
District	2024		33%	31%	22%	14%
District	2024	3	27%	35%	24%	14%
		4	30%	31%	23%	16%
		5	41%	26%	20%	13%

Milestone Grade and Subject Comparison for Springdale Park

Springdale Park	Math	3	2024	All	4%	21%	30%	45%
		4	2024	All		14%	17%	66%
		5	2024	All	5%	14%	20%	61%

GA MILESTONES MATH RESULTS

Compare by Subgroup or Year (Developing and Above): Selected subgroup: Ethnicity



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?





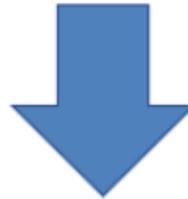
Continuous Improvement Plan



Needs Assessment

UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES

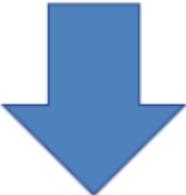
Strengths	Challenges
4th and 5th grade attendance is above 95.5%	Attendance Take Rate is a Challenge
Behavior incidents are still low.	Our behavior data increased.
Overall increase from 19.19 to 21.22 in math.	5th Grade Science decreased greatly on Georgia Milestones. Subgroup gaps increased.
Only 3% in beginning level for 4th grade in Math. 4th grade performed the other grade levels in reading and math.	3rd Grade writing data was low in comparison of the rest of the school.



Our Overarching Needs

Literacy	Numeracy	Whole Child & Intervention
Small group instruction to support ELL students in the area of reading/writing.	Training on interdisciplinary learning to increase the rigor of STEAM.	Improved attendance
		

Our Overarching Needs

Literacy	Numeracy	Whole Child & Intervention
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Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
Students at SPARK need ample opportunity to apply literacy skills with an authentic problem. Students need personalized instruction to close foundational skill gaps or provide enrichment. Teachers need professional development to develop their small group instruction.	Academic vocabulary is not fluent in all students and interferes with their ability to solve multi-step problems. All students need support in solving multi-step problems. Students will participate in number talks daily. Teachers need professional development focusing on MP.1 and MP.3 to help support student mathematical development, problem solving, and reasoning. Recalibrate small group instruction.	Specific students need improved attendance to make progress in their academic and social skills.
Why?	Why?	Why?
We have a large number of students that require project based learning to enrich their reading and writing skills.	Students come with varied backgrounds. New students and teachers need to develop a common language.	Attendance is hurting students' academic performance.
Why?	Why?	Why?
We have students with varied levels in ELA.	Students need to have common and varied strategies to creatively problem solve.	Students need proper time in school to master skills and concepts..

Needs Assessment

Root Cause		
Literacy	Numeracy	Whole Child & Intervention
Teachers need training on research based practices and small group instruction.	Teachers need training in interdisciplinary learning so that they can create meaningful experiences that connect the learning.	Staff is not closely monitoring attendance and applying strategies to get students to attend regularly.
		
Our Overarching Needs: Elementary & Middle Schools		
Literacy	Numeracy	Whole Child & Intervention
Personalized Learning	Interdisciplinary training	Improved behavior

Action Plan

Intent and Purpose Action Steps



Literacy SMART Goal: By March of 2025, Springdale Park will increase the number of students who meet or exceed their growth expectation from fall to spring on the MAP Growth Reading assessment from 63% to 68%.

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Provide professional development in the restructuring of the Reading Block to integrate data-driven small group instruction	Bryant, Dean, Siembieda	Summer 25, Ongoing	Cox Campus, Faculty Meetings, PLC Meetings, Learning Walkthroughs	MAP, Write Score, Walkthroughs	Curriculum and Instruction	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Provide professional development on small group instruction to address the needs of subgroups: ESOL and special education	Bryant, Dean, Siembieda	Summer 25, Ongoing	Cox Campus, PLC Meetings, Learning Walkthroughs, Data Talks	MAP, Write Score, Walkthroughs	Curriculum and Instruction	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						

Action Plan

Subgroup Action Steps for Literacy (required)							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Weekly PLC Meetings with Support Services (IRR, ESOL, Gifted)	Bryant, Dean, Siembieda	Ongoing, Summer 25	MAP, Write Score, Feedback Surveys	Lesson plans, TKES, observation data	Curriculum and Instruction	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Data Talks	Toney, Pruet, Bryant, Dean, Siembieda	Ongoing, Summer 25	MAP, Write Score, Feedback Surveys	Lesson plans, TKES, observation data	Curriculum and Instruction	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						

Action Plan

Numeracy SMART Goal: By March of 2025, Springdale Park will increase the number of students who meet or exceed their growth expectation from fall to spring on the MAP Growth Math assessment from 65% to 70%.

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Provide professional development on district instructional framework	Bryant, Dean, Siembieda	Ongoing, Summer 25	Classroom observations PLC Discussions	Assessment Data	Data Curriculum and Instruction Personalized Learning	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Provide professional development on data analysis	Bryant, Dean, Siembieda	Ongoing, Summer 25	Classroom observations PLC Discussions MAP Data Digs (3x)	Assessment Data	Data Curriculum and Instruction Personalized Learning	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						

Action Plan

Subgroup Action Steps for Numeracy (required)							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Weekly PLC Meetings with Support Services (IRR, ESOL, Gifted) with a focus on interdisciplinary learning	Bryant, Dean, Siembieda	Ongoing, Summer 25	MAP	Lesson plans, TKES, observation data	Data Curriculum and Instruction Personalized Learning	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>
Data Talks	Toney, Pruet, Bryant, Dean, Siembieda	Ongoing, Summer 25	MAP, Feedback Surveys	Lesson plans, TKES, observation data	Data Curriculum and Instruction Personalized Learning	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>

Action Plan



Whole Child & Intervention SMART Goal: From the 2024-2025 school year, Springdale Park will identify and monitor attendance of students who attendance fell below 90% in the 2022.33 school year and increase each student attendance by a minimum of 3%.

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
School Counselor & School Social Worker on Whole Child Intervention Team; Admin on Team	Reggie Carter, Sydney Bell	Ongoing, Summer 25	100% of Whole Child Intervention Team will attend weekly meetings.	90% of students will be present each day.	Whole Child	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
All teachers, all grade levels will receive and implement SEL lessons and conduct morning gatherings	Teachers, Reggie Carter, Sydney Bell	Ongoing, Summer 25	100% of students will receive SEL lessons	90% of students will be in the not at risk section of the BASC.	Whole Child	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Family Engagement: Back to School Night, International Night, STEM Night; Fine Arts; Parent Tours	Kim Ryan, Kristin Slembieda, Cins, Brianne Turgeon, Madison Rannals	Ongoing, Summer 25	100% of families will participate in a family engagement night	90% of parents will be in the engaged category of the Georgia Health Survey	Whole Child	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						



Action Plan

Subgroup Action Steps for Whole Child & Intervention (required)							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
SWD Family Engagement: Promote APS Family CAFEs	Sarah Meade	Ongoing	100% of families will participate in a family engagement night	90% of parents will be in the engaged category of the Georgia Health Survey	Whole Child	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
SEL with the counselor and social worker	Reggie Carter, Sydney Bell	Ongoing	100% of students in the at risk groups on the BASC will receive counseling.	90% of students will improve their BASC rating.	Whole Child	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						

GO TEAM DISCUSSION: Review the priorities and goals in your **strategic plan** and the information and goals **CIP**. Reflect on if updates need to be made to the Strategic Plan.

GO Team Activity & Discussion

Are all CIP Goals reflected in our Strategic Plan Priorities?

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

Three empty blue rectangular boxes stacked vertically, connected by a thin blue line from the yellow box to the left, intended for listing missing CIP goals.

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.

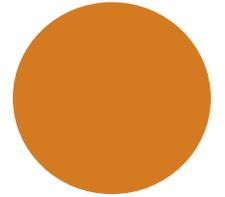
Robert J. Mckain

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 Update

Security Grant





Thank you