



# **45 Day Check-in and Preparing for Budget Development**

GO Team Business Meeting #3



# Agenda

Continuous Improvement Plan

45 Day Check-in

Climate Survey Data

Georgia Climate Survey

Panorama Equity Survey

Employee Engagement

Review of Strategic Plan and priorities progress

*Strategic Plan Updates*

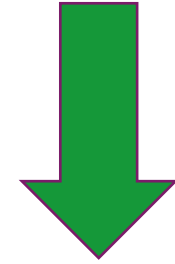
Preparing for the Budget Development

*Rank Strategic Priorities*



# 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 SY23-24

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 school's strategic plan and vote on the ranked strategic plan priorities for SY24-25 budget discussions.



# Continuous Improvement Plan



# Quarterly CIP Check-in

As part of the Continuous Improvement process, all APS schools are completing a quarterly check-in for the Continuous Improvement Plans.

## Questions to Consider

- Based on our year long CIP plan, what are the actions that the school has already completed?
- What data supports the completion of an action step and success criteria (both implementation and student achievement)?

# Elementary and Middle Schools Quarterly Check-in

## Overview

This 30-minute check-in agenda is designed to have focused conversations with the team to check-in on the completion and progression status of Action Steps.

## Directions

Please complete the following chart before attending the Check-in Virtual Meeting.

### Goal 1: Literacy

<b>Completed Action Steps</b>	<b>Method for Monitoring Implementation Artifact(s)</b> You must complete this section if you are listing an Action Step as complete. *Please insert a hyper link to the artifact.	<b>Method for Monitoring Effectiveness</b> You must complete this section if you are listing an Action Step as complete. *Please insert a hyper link to the artifact.
<b>Action Steps in Progress</b>	<b>Anticipated Date of Completion</b>	<b>Resources/Support/ Personnel Needed</b>
Evaluate and revise pacing guides during PLC meetings	April 2024	
develop and administer and analyze common assessments for revised curriculum maps	April 2024	
implement differentiated small groups	April 2024	<a href="https://tinyurl.com/3v9m7jsy">https://tinyurl.com/3v9m7jsy</a>
targeted EIP push-in supports in under-performing groups (i.e., Hispanic and black) using ESOL teachers	April 2024	
SELT reviews plans and data with SpEd and co-teachers	April 2024	

## Goal 2: Numeracy

<b>Completed Action Steps</b>	<b>Method for Monitoring Implementation Artifact(s)</b> You must complete this section if you are listing an Action Step as complete. *Please insert a hyper link to the artifact.	<b>Method for Monitoring Effectiveness</b> You must complete this section if you are listing an Action Step as complete. *Please insert a hyper link to the artifact.
<b>Action Steps in Progress</b>	<b>Anticipated Date of Completion</b>	<b>Resources/Support/ Personnel Needed</b>
standard, unit, lesson internalization	April 2024	<a href="https://tinyurl.com/4uvx3rwj">https://tinyurl.com/4uvx3rwj</a> <a href="https://tinyurl.com/bdfw3p8v">https://tinyurl.com/bdfw3p8v</a>
bi-weekly data meetings	April 2024	<a href="https://tinyurl.com/32jcsfhh">https://tinyurl.com/32jcsfhh</a>
build-on small group implementation to focus on differentiation	April 2024	<a href="https://tinyurl.com/3v9m7jsy">https://tinyurl.com/3v9m7jsy</a>
targeted EIP push-in supports in under-performing groups (i.e., Hispanic and black) using ESOL teachers	April 2024	
SELT reviews plans and data with SpEd and co-teachers	April 2024	

Notes:

### Goal 3: Whole Child

<b>Completed Action Steps</b>	<b>Method for Monitoring Implementation Artifact(s)</b> You must complete this section if you are listing an Action Step as complete. *Please insert a hyper link to the artifact.	<b>Method for Monitoring Effectiveness</b> You must complete this section if you are listing an Action Step as complete. *Please insert a hyper link to the artifact.
training on Second Step and SEL strategies for staff	<a href="https://tinyurl.com/2st44tzx">https://tinyurl.com/2st44tzx</a> <a href="https://tinyurl.com/59m9nkap">https://tinyurl.com/59m9nkap</a> <a href="https://tinyurl.com/3v9m7jsy">https://tinyurl.com/3v9m7jsy</a>	Six complete referrals at this point
revise school behavior plan to standardize classroom expectations and interventions	<a href="https://tinyurl.com/3feeewt4">https://tinyurl.com/3feeewt4</a> <a href="https://tinyurl.com/y454skhf">https://tinyurl.com/y454skhf</a>	25 kids each Friday for Lion's Den
review and implement behavior plans for SWD and Tier 2-3 students	All students in need of a BIP have a completed BIP.	Six complete referrals at this point
<b>Action Steps in Progress</b>	<b>Anticipated Date of Completion</b>	<b>Resources/Support/ Personnel Needed</b>
align SEL strategies with IB Approaches to Learning and imbed within PYP Units of Study	April 2024	Time during PLC and faculty meetings



# Data Discussion

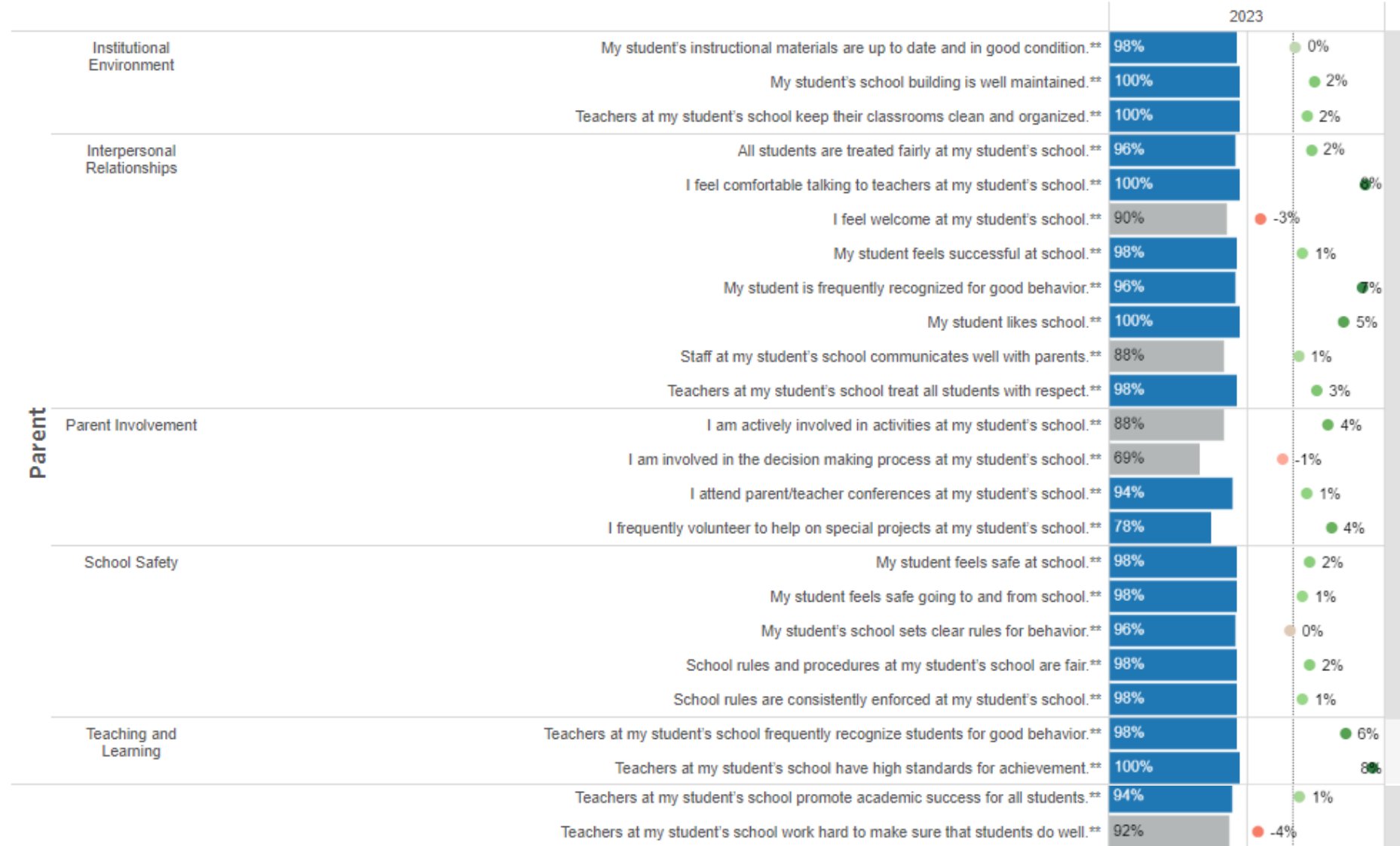


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Comparison to District Average

Above District Avg At District Avg

2023 Georgia Climate Survey Results - E Rivers Parent



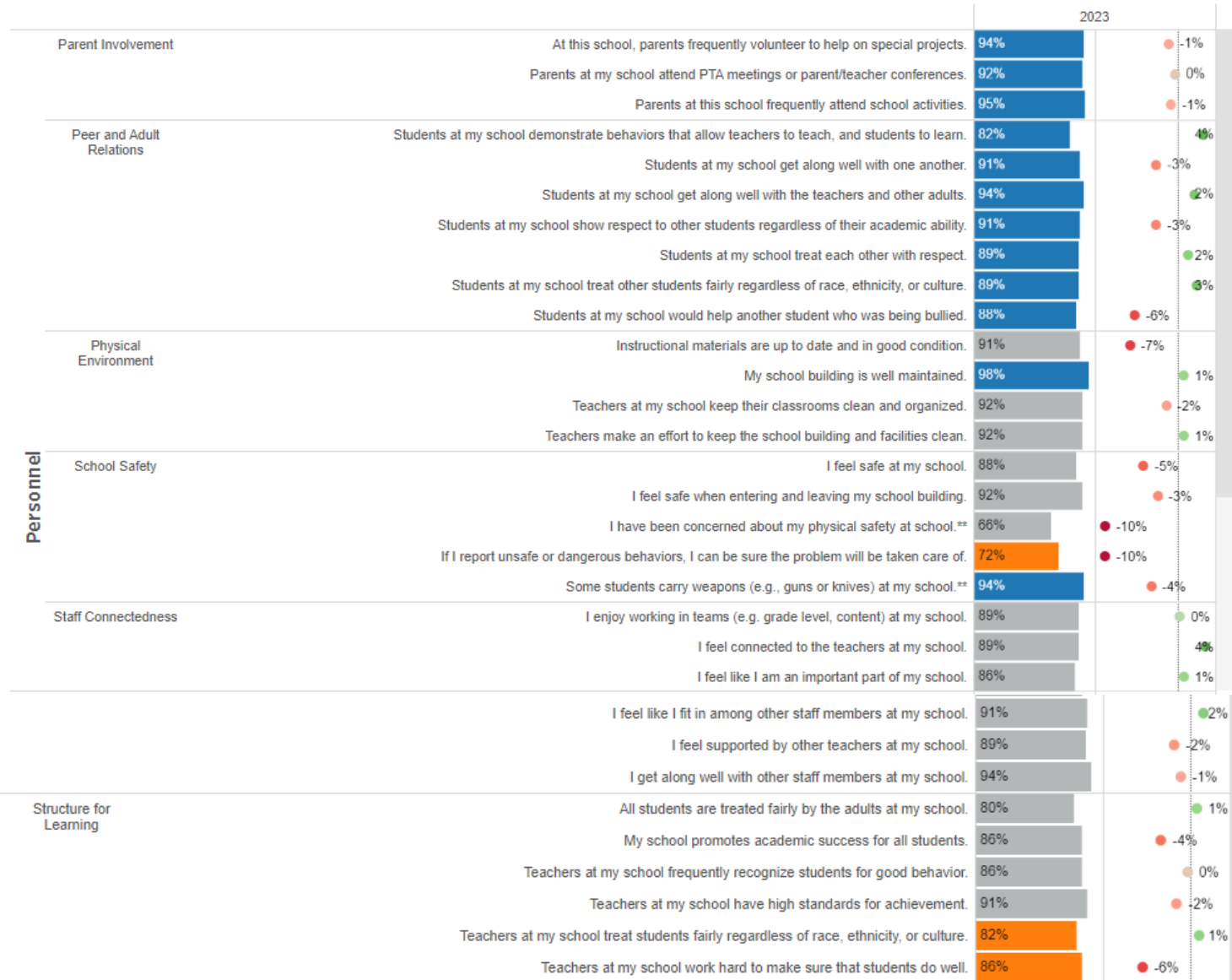
Cluster: (All) School: E Rivers Choose a Survey: Personnel

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Comparison to District Average



2023 Georgia Climate Survey Results - E Rivers Personnel



## 2023 Georgia Climate Survey Results - E Rivers Elementary

■ Above District Avg   ■ At District Avg

		2023	
		Percent Positive Responses	Diffence in Percent Positive Climate
Elementary	Adult Social Support	Teachers treat me with respect. 86%	-5%
	Cultural Acceptance	Students treat each other well. 55%	-5%
	Peer Social Support	I get along with other students. 69%	-12%
	School Climate	Good behavior is noticed at my school. 75%	-1%
		I feel like I do well in school. 75%	-5%
		I like school. 65%	-10%
		My school has clear rules for behavior. 91%	2%
		My school wants me to do well. 94%	0%
		Students in my class behave so that teachers can teach. 42%	-4%
		There is an adult at my school who will help me if I need it. 87%	-4%
School Safety	I feel safe at school. 74%	-7%	





## Summary

Topic Description	Results	Comparison
<b>Cultural Awareness and Action (Adult Focus)</b> How well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture.	<b>62%</b>	<b>62%</b> Atlanta Public Schools
<b>Cultural Awareness and Action (Student Focus)</b> How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture.	<b>63%</b>	<b>65%</b> Atlanta Public Schools
<b>Educating All Students</b> Faculty perceptions of their readiness to fully support all learners.	<b>82%</b>	<b>76%</b> Atlanta Public Schools
<b>Professional Learning About Equity</b> Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.	<b>40%</b>	<b>47%</b> Atlanta Public Schools

48 responses





## Summary

Topic Description	Results	Comparison
<b>1 &amp; 2-Way Communication</b>	<b>85%</b>	<b>81%</b> Atlanta Public Schools
<b>Collaborate with Community</b>	<b>85%</b>	<b>76%</b> Atlanta Public Schools
<b>Collaborate with Families</b>	<b>78%</b>	<b>74%</b> Atlanta Public Schools
<b>Family Wellness</b>	<b>82%</b>	<b>79%</b> Atlanta Public Schools
<b>Shared Power</b>	<b>83%</b>	<b>74%</b> Atlanta Public Schools
<b>Strategic Family Engagement</b>	<b>90%</b>	<b>80%</b> Atlanta Public Schools
<b>Support Student Success</b>	<b>85%</b>	<b>78%</b> Atlanta Public Schools
<b>Warm and Welcoming Environments</b>	<b>96%</b>	<b>84%</b> Atlanta Public Schools

71 responses



Engagement Mean



Change

0.09

Mean Percentile Rank - Industry - Education - K-12

55

Respondents

63

Engagement Index

Engaged: 48% Not Engaged: \*

Actively Disengaged: \*

	Current Mean	Change	Last Mean	Frequency Distribution 1 2 3 4 5	Mean Percentile Rank - Industry - Education - K-12	Mean Percentile Rank - Gallup Overall
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your school as a place to work?	3.77	0.11	3.66	1:2% 2:6% 3:29% 4:39% 5:24%	42	27
Q01: I know what is expected of me at work.	4.54	0.14	4.40	1:0% 2:0% 3:11% 4:24% 5:65%	69	54
Q02: I have the materials and equipment I need to do my work right.	4.21	0.00	4.21	1:2% 2:8% 3:11% 4:26% 5:53%	64	49
Q03: At work, I have the opportunity to do what I do best every day.	4.11	0.17	3.94	1:2% 2:6% 3:18% 4:27% 5:47%	53	44
Q04: In the last seven days, I have received recognition or praise for doing good work.	3.48	↑ +0.28	3.20	1:11% 2:19% 3:11% 4:26% 5:32%	42	35
Q05: My manager, or someone at work, seems to care about me as a person.	4.21	0.02	4.19	1:2% 2:6% 3:11% 4:32% 5:49%	42	42
Q06: There is someone at work who encourages my development.	3.98	0.08	3.90	1:3% 2:5% 3:22% 4:30% 5:40%	42	41
Q07: At work, my opinions seem to count.	3.65	-0.03	3.68	1:8% 2:8% 3:25% 4:29% 5:30%	43	32
Q08: The mission or purpose of my school makes me feel my job is important.	4.02	0.15	3.87	1:2% 2:8% 3:14% 4:40% 5:37%	42	42
Q09: My coworkers are committed to doing quality work.	4.06	0.06	4.00	1:0% 2:6% 3:13% 4:49% 5:32%	36	40
Q10: I have a best friend at work.	3.87	↑ +0.26	3.61	1:8% 2:13% 3:10% 4:23% 5:47%	69	57
Q11: In the last six months, someone at work has talked to me about my progress.	4.05	↓ -0.20	4.25	1:5% 2:2% 3:16% 4:39% 5:39%	59	49
Q12: This last year, I have had opportunities at work to learn and grow.	4.24	0.07	4.17	1:2% 2:5% 3:11% 4:32% 5:50%	59	55

# GO Team Discussion: Data Protocol

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





# Strategic Plan Progress



# Our Strategic Plan

## E. Rivers Elementary School (North Atlanta Cluster) 2023-24 Strategic Plan

### District Mission & Vision

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

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

### Cluster Mission & Vision

To implement IB with depth and fidelity in order to develop inquiring, knowledgeable and caring young people who will graduate ready for college and career.

A high-performing cluster where students, educators and families work together to create a better and more peaceful world through intercultural understanding and respect.

### School Mission & Vision

By providing a rigorous, inquiry-based education, the E. Rivers' family develops confident, engaged learners, inspiring them to be respectful & compassionate citizens of the world

To build acceptance and confidence through collaboration and inquiry where all students thrive in a respectful environment

### School Priorities

1. Improve student mastery of academic content
2. Provide rigor to all students
3. Extend focus on bi-literacy through the implementation of dual language immersion and world languages program



Academic Program

4. Build teacher capacity in literacy and math
5. Expand teacher collaboration opportunities
6. Retain and develop highly qualified teachers and staff for traditional, DLI, and support classes



Talent Management

7. Build systems, resources to support Cluster Plan and IB PYP implementation



Systems & Resources

8. Foster a positive and inclusive school culture for students, staff, and families.
9. Inform and engage the entire school community



Culture

### Signature Program: International Baccalaureate School Strategies

- 1A. Provide remediation and acceleration as indicated by data (i.e., in classrooms & during WIN block)
- 1B. Implement O-G methodology using Foundations resources through third grade
- 1C. Administer MAP as growth measure and progress monitoring tool
- 1D. Use district-provided materials and scope and sequence for reading and writing and Envision and state resources for math
- 1E. Use small-group instruction to provide differentiated tasks
- 1F. Provide for low teacher-student ratios
- 2A. Implement IB framework through aligned units of inquiry that are rigorous, real-world interdisciplinary projects and units
- 2B. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning
- 2C. Implement WIN block using HMM programs & Edgenuity for intervention and talent development for enrichment
- 2D. Administrator/coaching walkthroughs and feedback on rigor and relevance
- 2E. Review and implement new math standards
- 2F. Intentional focus on student reading levels and use of resources and text at appropriate level of challenge
- 2G. Implement RTI process to ensure students receive supportive instruction
- 3A. Expand and support of DLI program (to include for support and push-in personnel and through monitoring and curriculum development)

- 4A. Provide targeted professional learning opportunities focused on IB, DLI, gifted endorsements, GA Standards, OG, and data analysis
- 4B. Rely on district-level specialists to assist during planning and Professional Learning Days
- 4C. Increase the number of teachers with gifted and/or ESOL endorsements
- 4D. Fund Master Teacher and IB Coordinator to provide job-embedded coaching & support
- 5A. Implement intentional vertical and horizontal alignment collaboration opportunities (PLCs, Strategy Shares, and Tuesdays)
- 5B. Allow for 90 minutes of common planning weekly in master schedule
- 6A. Adhere to district timelines and protocols for hiring practices
- 6B. Host student teachers when possible
- 6C. Expand and stipend teacher leadership opportunities

- 7A. Provide time in summer for teachers to revise IB unit planners
- 7B. Provide teacher training on PYP and IB Standards & Practices
- 7C. Utilize Visible Thinking strategies to teach for understanding and strengthen IB implementation
- 7D. Revise curriculum maps to align with district resources and IB units
- 7E. Embed SEL strategies into PYP unit plans using IB terminology

- 8A. Implement Social/Emotional Learning and develop communication/ leadership skills of staff and students
- 8B. Incentivize positive student behavior and attendance
- 8C. Embrace Restorative Practices for student mediation
- 9A. Build community awareness, knowledge and support of IB and other instructional initiatives and share through parent workshops and communication tools
- 9B. Provide translation and support services for ESOL families
- 9C. Utilize weekly communication systems to inform parents and stakeholders
- 9D. Fund part-time, bilingual parent liaison
- 9E. Utilize parent conferences to share student data and build positive parent-teacher relationships

### Key Performance Measures

- Increase % of students scoring at Proficient or Distinguished in Reading/ELA and Math in Milestones
- Increase the % of students who meet or exceed typical growth on MAP Reading & Math
- Increase % of English Learner students moving performance bands on ACCESS annually
- ≥70% of students will meet or exceed targeted Lexile level [i.e., ≥ than 650 (Third Grade), 750 (Fourth Grade), 850 (Fifth Grade) on the GMA]

# Activity & Discussion

**GO TEAM DISCUSSION:** Review the priorities and goals in your strategic plan and reflect on if the expected progress is being made. These guiding questions will help you determine what, if any, updates are needed for your school's strategic plan.

What progress has been made towards the priorities identified in our Strategic Plan? What evidence/data do we have?

Based upon available data, are there any other adjustments we need to make to the Strategic Plan?

# Updates to the Strategic Plan

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### District Mission & Vision

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### Cluster Mission & Vision

To implement IB with depth and fidelity ~~in order to~~ develop inquiring, knowledgeable and caring young people who will graduate ready for college and career.

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### School Mission & Vision

By providing a rigorous, inquiry-based education, the E. Rivers' family develops confident, engaged learners, inspiring them to be respectful & compassionate citizens of the world

To build acceptance and confidence through collaboration and inquiry where all students thrive in a respectful environment

### School Priorities

1. Improve student mastery of **literacy and math academic content**
2. Provide rigor to all students
3. Extend focus on bi-literacy through the implementation of dual language immersion and world languages program

4. Build teacher capacity in literacy and math
5. Expand teacher collaboration opportunities
6. Retain and develop highly qualified teachers and staff for traditional, DLI, and support classes

7. Build systems, resources to support Cluster Plan and IB PYP implementation

8. Foster a positive **and inclusive, informed and engaged school culture for students, staff, and families**
9. Inform and engage the **entire** school community

### Signature Program: International Baccalaureate School Strategies

- 1A. Provide remediation and acceleration as indicated by data (i.e., in classrooms & during WIN block)
- 1B. Implement O-G methodology using Foundations resources through third grade
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- 1D. ~~Implement Lucy Calkins Use district-provided materials and scope and sequence for reading and writing and Envision and state resources Great Minds Eureka~~ for math
- 1E. use small-group instruction to provide differentiated tasks
- 1F. Provide for low teacher-student ratios
- 2A. Implement IB framework through aligned units of inquiry that are rigorous, real-world interdisciplinary projects and units
- 2B. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning
- 2C. Implement WIN block using HMH programs & Edgenuity for intervention and talent development for enrichment
- 2D. Administrator/coaching walkthroughs and feedback on rigor and relevance
- 2E. ~~Modify Eureka math to focus on math standards and district pacing guides, review and implement~~ new math standards
- 2F. Intentional focus on student reading levels and use of resources and text at appropriate level of challenge
- 2G. ~~Revise SST process and personnel~~ Implement RTI process to ensure students receive supportive instruction
- 3A. Expand and support of DLI program (to include for support and push-in personnel and through monitoring and curriculum development)

- 4A. Provide targeted professional learning opportunities focused on IB, DLI, gifted endorsements, GA Standards, OG, and ~~data analysis Eureka, LC Units of Study~~
- 4B. ~~Fund School Business Manager and half-time AP so admin can lead instruction, support students, and develop talent.~~
- 4B. ~~Rely on district-level specialists to assist during planning and Professional Learning Days~~
- 4C. Increase the number of teachers with gifted and/or ESOL endorsements
- 4D. Fund Master Teacher and IB Coordinator to provide job-embedded coaching & support
- 5A. Implement intentional vertical and horizontal alignment collaboration opportunities (PLCs, Strategy Shares, and Tuesdays)
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- 6A. Adhere to district timelines and protocols for hiring practices
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- 7D. ~~Revise curriculum maps to align with district resources and IB units~~
- 7E. ~~Embed SEL strategies into PYP unit plans using IB terminology~~

- 8A. Implement Social/Emotional Learning and develop communication/ leadership skills of staff and students
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Academic Program



Talent Management



Systems & Resources



Culture

# Action on the Updated Strategic Plan

The GO Team needs to **TAKE ACTION (vote)** on its updated Strategic Plan. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

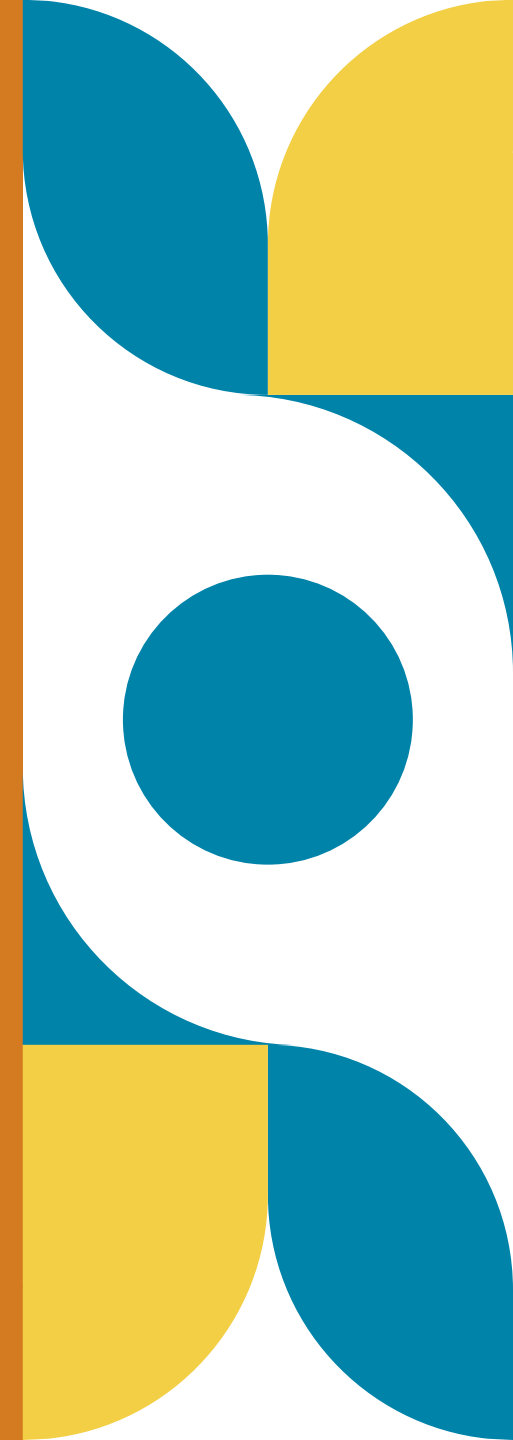
# Preparing for Budget Development



# Discussion

## Strategic Plan Priority Ranking

In preparation for the 2024-2025 Budget Development (January–March 2024), the GO Team needs to rank its Strategic Plan Priorities. Use the next slide to capture the priority ranking.



# Strategic Plan Priority Ranking

Insert the school's priorities from Higher to Lower

Higher



Lower

1. Improve student mastery of academic content
2. Build teacher capacity in literacy and math
3. Foster a positive and inclusive school culture for students, staff, and families
4. Provide rigor to all students
5. Retain and develop highly qualified teachers and staff for traditional, DLI, and support classes
6. Expand teacher collaboration opportunities
7. Build systems, resources to support Cluster Plan to include IB implementation
8. Extend focus on bi-literacy through the implementation of dual immersion language and world language program
9. Inform and engage the entire school community



# Action on the Strategic Plan Priorities

The GO Team needs to **TAKE ACTION (vote)** on its ranked Strategic Plan Priorities. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.



# Where we're going

At our next meeting we will begin the discussion of the 2024-2025 budget.

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



**Thank you**