

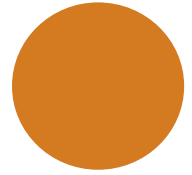


GO Team Business Meeting #2

Where we are - Where we're going

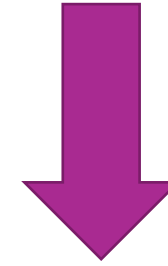
Where We Are

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

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

Signature Program: International Baccalaureate School Strategies

School Priorities

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

- 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 HMH 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)

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]

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

- 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

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

- 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

8. Foster a positive, informed and engaged school culture
9. Inform and engage the school community

- 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



Academic Program



Talent Management



Systems & Resources



Culture



Continuous Improvement Plan

UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES

Strengths	Challenges
All subgroups had increased in both reading and math: Black - math +8% & ELA +35; Hispanic - math +1% & ELA +1%; white - math +15% & ELA 9%.	Hispanic student performance remains the lowest subgroup in both reading and math, 23% proficient and above ELA & 21% proficient and above in math.
Growth in distinguished for third grade ELA was high, increasing from 19% to 31% and for math, increasing from 16% to 25%.	Because all groups showed increases, the achievement gap between white students and other subgroups increased --despite gains in performance
in math, the percentage of proficient and above increased by 7.4%;	Average Daily Attendance decreased by 0.6% last year; including the percentage of students who are chronically absent which decreased by 2.7% from last year.
SWD had a 9% increase in math.	ELL students had a decrease of 3% in math, with most noticeable decrease of 15% at fourth grade.

Our Overarching Needs

Literacy: Twenty-four percent of students scored at beginning level on GA Milestones.	Numeracy: Twenty-two percent of students scored at beginning level on GA Milestones.	Whole Child & Intervention: Increase of office referrals, classroom removals, and suspensions
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Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
Students currently do not consistently demonstrate the ability to read, comprehend, and respond to text at their grade level expectations.	Students lack basic numeracy skills and prerequisite skills to master grade level standards.	Inconsistent implementation of SEL practices

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
Students currently do not consistently demonstrate the ability to read, comprehend, and respond to text at their grade level expectations	Students lack basic numeracy skills and the prerequisite skills to master grade level standards.	Inconsistent implementation of SEL practices

Why? Teachers rely on what's comfortable and what they know.	Why? Teachers focus their instruction on grade level standards, with little time built in for remediation.	Why? Teachers do not prioritize implementation SEL over completing other beginning of the day tasks.
Why? Teachers do not always understand or utilize established pacing guides.	Why? Teachers struggle to understand students' skill deficiencies.	Why? Teachers do not spend enough time to internalize and prepare for their SEL lessons.
Why? Lack of time during PLC meetings to evaluate and modify existing curriculum maps.	Why? Prior to teaching units, teachers do not always have data related to specific math standards.	Why? Teachers do not understand the long-term and academic benefit of SEL.
Why? Master schedule allowed for 90 minutes of PLC meetings (two 45-minute sessions).	Why? Common assessments are not always available or previewed.	Why? Teachers lack background knowledge about why it is important.
Why? Schedule was constrained by ESOL and SWD staff allotments.	Why? PLCs practices do not always allow time for assessment development, data analysis, or standards review.	Why? Teachers have had inconsistent training and monitoring.

Root Cause		
Inconsistent practices and philosophies for teaching reading within and across grade levels.	Lack of intentional focus during PLC meetings to internalize standards and to identify and correct student misconceptions.	Teachers have had inconsistent training with and monitoring for Second Step Lessons.



Goals

Our Overarching Needs: Elementary & Middle Schools		
Literacy: Inconsistent practices and philosophies for teaching reading within and across grade levels.	Numeracy: Lack of intentional focus during PLC meetings to internalize standards and to identify and correct student misconceptions.	Whole Child & Intervention: Teachers have had inconsistent training and monitoring.

SMART Goals (Elementary and Middle Schools)		
The percentage of students who score at proficient and above will increase by three percent from 49% to 52%.	The percentage of students who score at developing and above will increase by three percent from 50% to 53%	The number of discipline incidents/referrals will decrease by 15%, down from 35 complete incidents/referrals in 22-23 to 30 complete incidents in 23-24.

Progress Monitoring Measures		
- Aimsweb Data MAP Growth Common Assessments bi-weekly Learning Walks to focus on small groups, Foundations, and	-AIMSweb data -MAP Growth -Common Assessment in Envision -biweekly Learning Walks to focus on small groups and differentiation	Discipline referrals on IC Classroom Removal rate



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
all SWD teachers and SWD co-teachers will complete Personalized Learning cohort and associated trainings	SELT cluster Inclusion specialist	monthly	-75% of classroom observations will include differentiated tasks for SpEd students in co-taught setting	-60% of SWD will meet projected RIT growth in MAP Reading	NA	Personalized Learning
targeted EIP push-in supports in under-performing groups (i.e., Hispanic and black) using ESOL teachers	EIP & ESOL Teachers classroom teachers	August 2023-April 2024	-75% of classroom observations will include EIP students working in small group with teacher	-60% of EIP students will meet projected RIT growth in MAP Reading	NA	Personalized Learning
SELT reviews plans and data with SpEd and co-teachers	Giles	August 2023-April 2024	-100% of SpEd students will have data toward progress monitoring goals	-60% of SWD will meet projected RIT growth in MAP Reading	NA	Whole Child & Intervention

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Elementary & Middle Schools Numeracy CIP Goal:						
The percentage of students who score at developing and above will increase by three percent from 50% to 53%.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
standard, unit, lesson internalization	PLC Chairs Master Teacher Greeson & Harrell	August 2023-April 2024	-at least 80% of math units will utilize the internatization process -100% of teachers will administer math common assessments	->75% of students will score >70% on unit common assessment-	NA	C & I
bi-weekly data meetings	PLC Chairs Harrell	August 2023-April 2024	->95% of teachers will collect and analyze data from math common assessments ->30% of all PLC meetings will include data analysis	-60% of students will meet projected MAP RIT growth for MAP Math	E. Rivers Foundation	Data & Personalized Learning
build-on small group implementation to focus on differentiation	classroom teachers administration	August 2023-April 2024	->60% of learning walks will include small group instruction	-60% of students will meet projected MAP RIT growth for MAP Math	NA	Personalized Learning

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SELT reviews plans and data with SpEd and co-teachers	SELT - Giles	August 2023-April 2024	-100% of SpEd students will have data toward progress monitoring goal	-60% of SWD will meet projected RIT growth in MAP Math	NA	Personalized Learning

Whole Child & Intervention CIP Goal:

The number of discipline incidents/referrals will decrease by 15%, down from 35 complete incidents/referrals in 22-23 to 30 complete incidents in 23-24.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
training on Second Step and SEL strategies for staff	SEL Coordinator & Admin SEL CLL support	October 2023 January 2024	-100% of teachers will maintain active Second Step accounts in digital platform	The number of discipline incidents/referrals will decrease by 15%, down from 35 complete incidents/referrals in 22-23 to 30 complete incidents in 23-24.	NA	C & I
align SEL strategies with IB Approaches to Learning and imbed within PYP Units of Study	IB Coordinator SEL Coordinator classroom teachers	monthly IB trainings August - April	-100% of PYP Units will include explicit IB Approaches to Learning skills	-The number of discipline incidents/referrals will decrease by 15%, down from 35 complete incidents/referrals in 22-23 to 30 complete incidents in 23-24	NA	Whole Child & Intervention
revise school behavior plan to standardize classroom expectations and interventions	Harrell Discipline Committee	Summer 2023 - Fall 2023	-100% of teachers will receive training or review of school behavior plan	-at least 33% of students will visit the Lion's Den at least once	NA	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
review and implement behavior plans for SWD and Tier 2 students	K. Giles Greeson & Harrell classroom teachers	August 2023- April 2024	complete-100% of all students in need of a BIP will have a completed BIPs and revised BIPs	-The number of discipline incidents/referrals will decrease by 15%, down from 35 complete incidents/referrals in 22-23 to 30 complete incidents in 23-24	NA	Personalized Learning

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

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

Are all CIP Goals reflected in our Strategic Plan Priorities?

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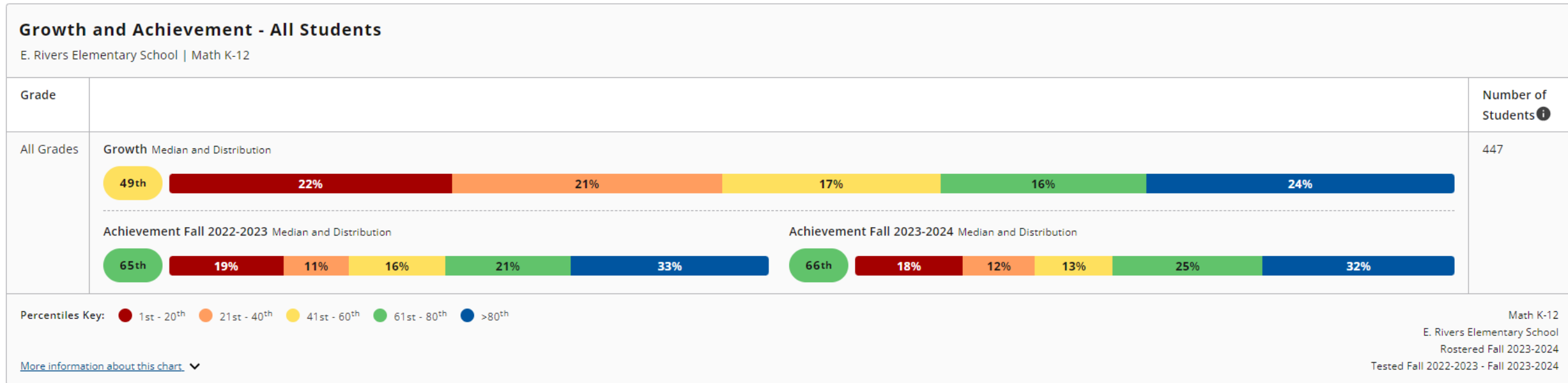
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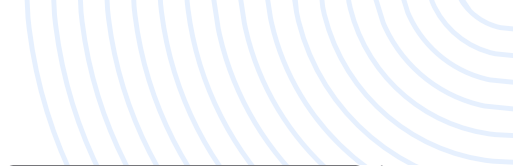


MAP Data

MAP RESULTS - MATH

E. Rivers Elementary School





Grade 1	<p>Growth Median and Distribution</p> <p>49th 28% 14% 20% 16% 22%</p> <hr/> <p>Achievement Fall 2022-2023 Median and Distribution Achievement Fall 2023-2024 Median and Distribution</p> <p>67th 7% 13% 17% 24% 39% 73rd 11% 6% 16% 32% 35%</p>	89
Grade 2	<p>Growth Median and Distribution</p> <p>39th 29% 25% 12% 17% 17%</p> <hr/> <p>Achievement Fall 2022-2023 Median and Distribution Achievement Fall 2023-2024 Median and Distribution</p> <p>71st 14% 10% 18% 18% 40% 64th 14% 17% 10% 20% 39%</p>	83
Grade 3	<p>Growth Median and Distribution</p> <p>63rd 10% 22% 13% 25% 30%</p> <hr/> <p>Achievement Fall 2022-2023 Median and Distribution Achievement Fall 2023-2024 Median and Distribution</p> <p>65th 20% 14% 14% 22% 30% 70th 17% 12% 9% 22% 40%</p>	77
Grade 4	<p>Growth Median and Distribution</p> <p>54th 17% 18% 24% 13% 28%</p> <hr/> <p>Achievement Fall 2022-2023 Median and Distribution Achievement Fall 2023-2024 Median and Distribution</p> <p>62nd 29% 7% 13% 19% 32% 61st 22% 13% 13% 28% 24%</p>	104
Grade 5	<p>Growth Median and Distribution</p> <p>40th 24% 28% 14% 13% 21%</p> <hr/> <p>Achievement Fall 2022-2023 Median and Distribution Achievement Fall 2023-2024 Median and Distribution</p> <p>60th 23% 10% 19% 23% 25% 53rd 22% 14% 18% 19% 27%</p>	94

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

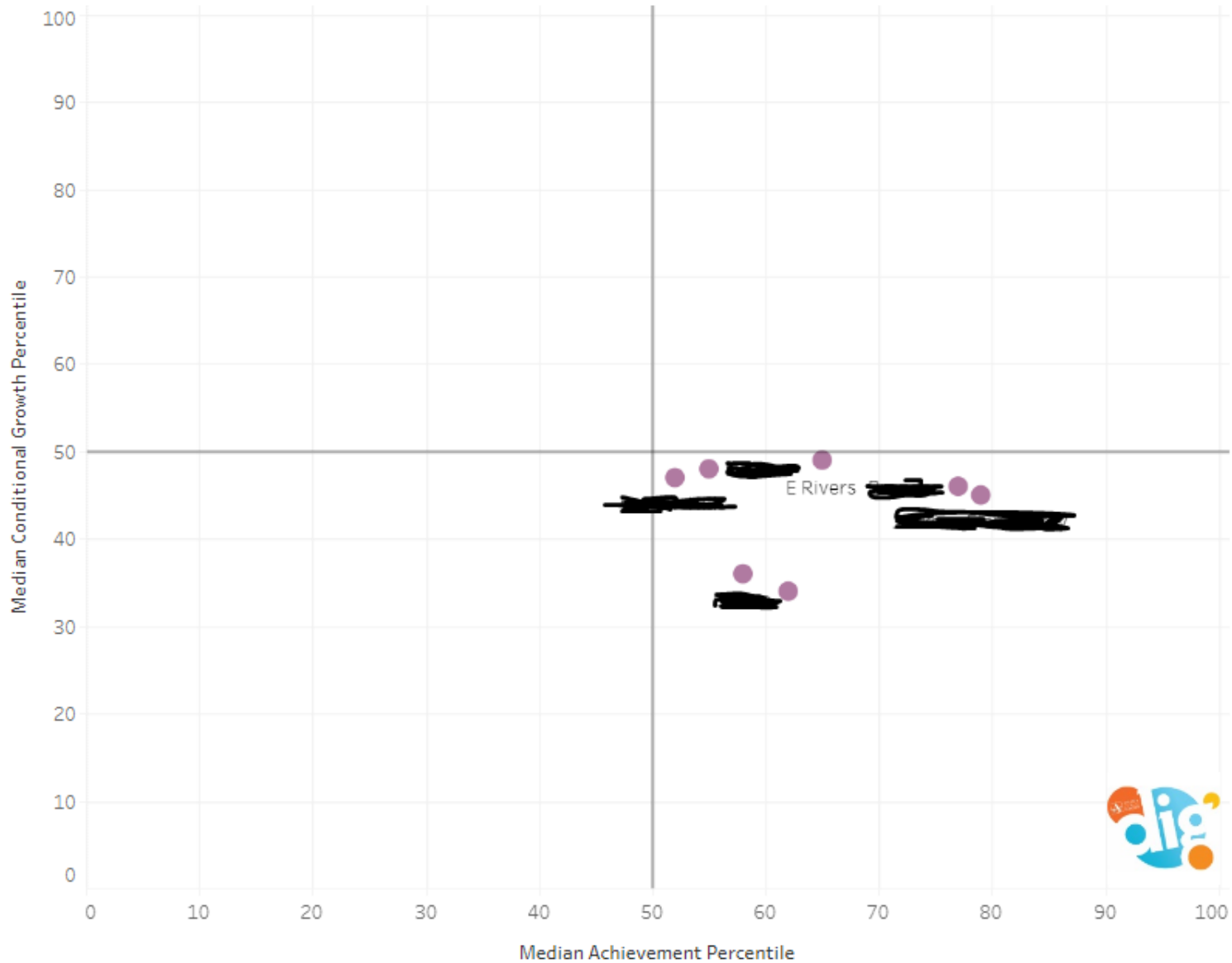
District Performance by Quadrant - Math

Use the "Growth and Achievement Quadrant" filter below to populate each viz below.

Hover over a point to reveal the student's name and performance information.

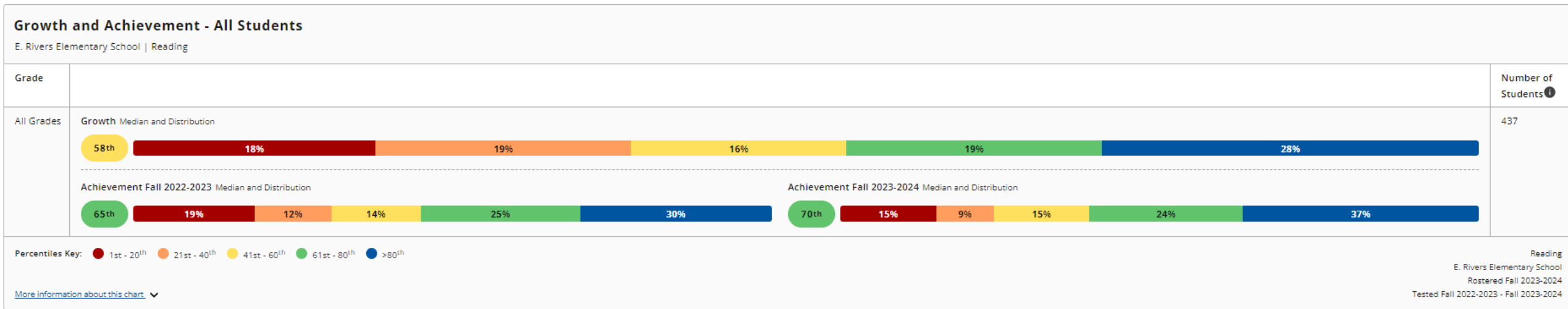
Use the "Color by:" parameter on the left to update the scatter plot for various subgroups.

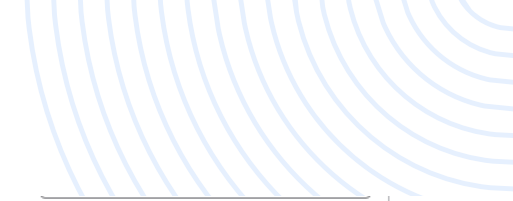
Low Achievement High Growth	High Achievement High Growth
Low Achievement Low Growth	High Achievement Low Growth



MAP RESULTS - READING

E. Rivers Elementary School





Grade 1	Growth Median and Distribution	67th	10%	18%	13%	22%	37%	82
	Achievement Fall 2022-2023 Median and Distribution	63rd	9%	12%	28%	32%	19%	
Grade 2	Growth Median and Distribution	66th	23%	18%	8%	22%	29%	82
	Achievement Fall 2022-2023 Median and Distribution	66th	17%	14%	13%	21%	35%	
Grade 3	Growth Median and Distribution	60th	16%	21%	14%	17%	32%	76
	Achievement Fall 2022-2023 Median and Distribution	66th	14%	21%	11%	17%	37%	
Grade 4	Growth Median and Distribution	47th	20%	23%	22%	16%	19%	104
	Achievement Fall 2022-2023 Median and Distribution	70th	27%	9%	3%	27%	34%	
Grade 5	Growth Median and Distribution	57th	18%	14%	20%	22%	26%	93
	Achievement Fall 2022-2023 Median and Distribution	63rd	24%	6%	18%	27%	25%	

Achievement Fall 2023-2024 Median and Distribution

Achievement Fall 2023-2024 Median and Distribution

Achievement Fall 2023-2024 Median and Distribution

Achievement Fall 2023-2024 Median and Distribution

Achievement Fall 2023-2024 Median and Distribution

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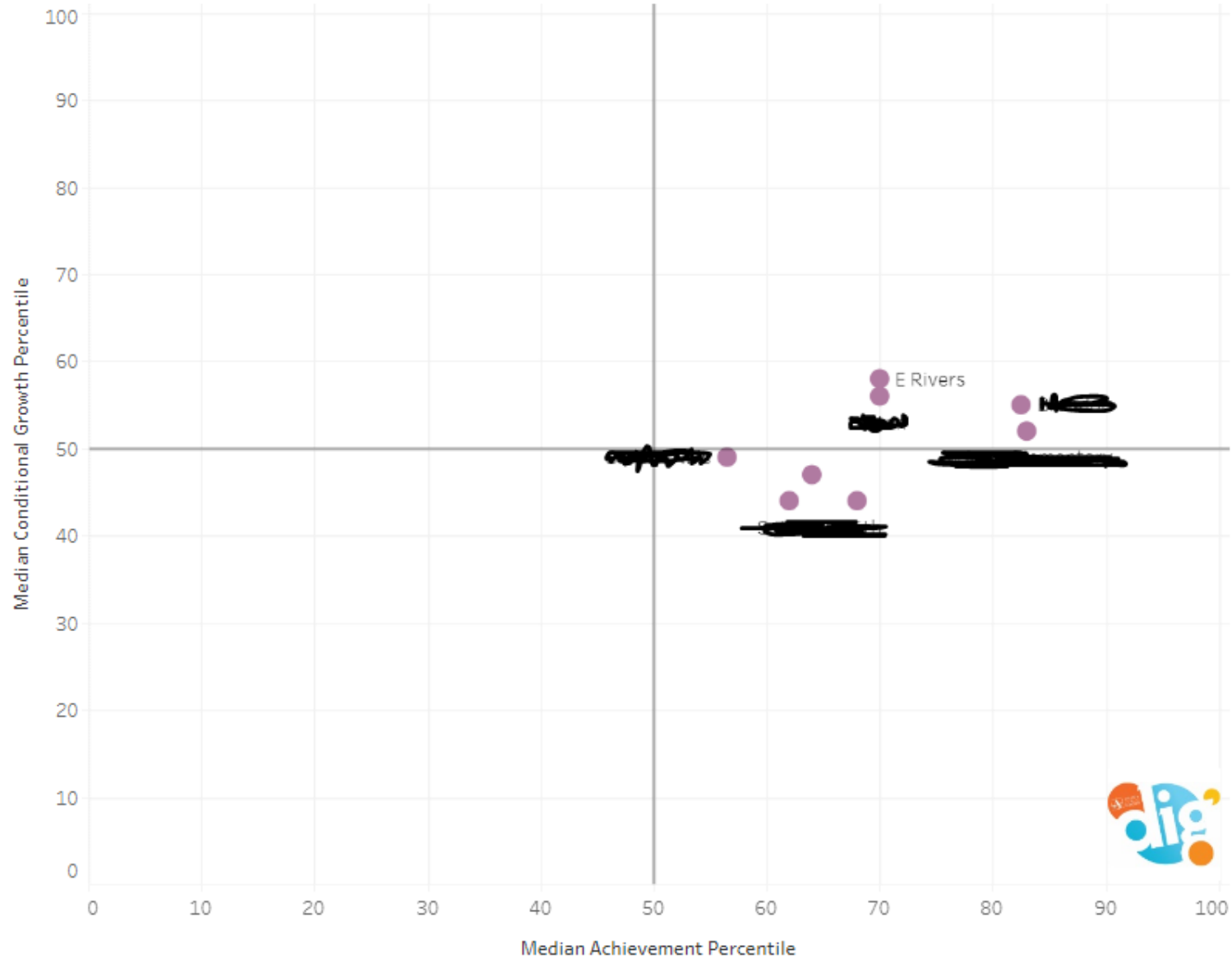
District Performance by Quadrant - Reading

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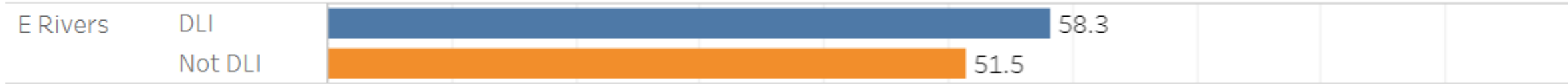
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Low Achievement High Growth	High Achievement High Growth
Low Achievement Low Growth	High Achievement Low Growth

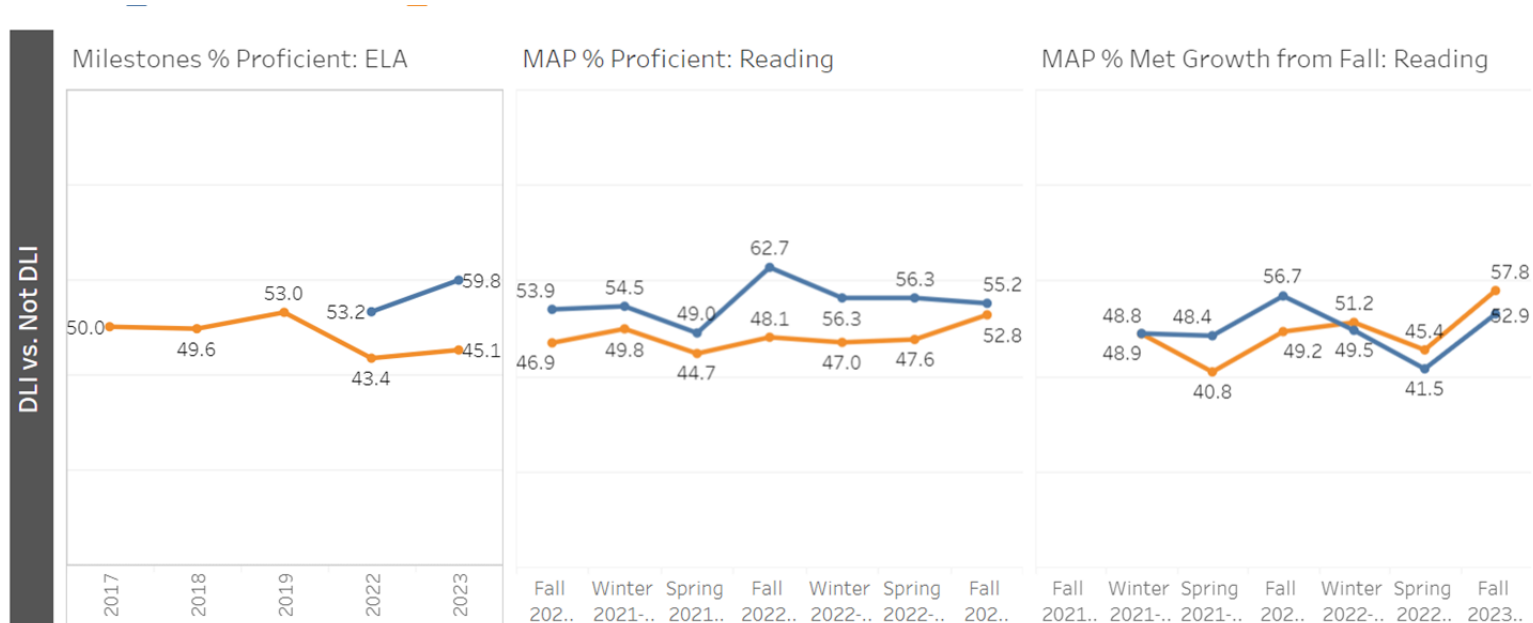
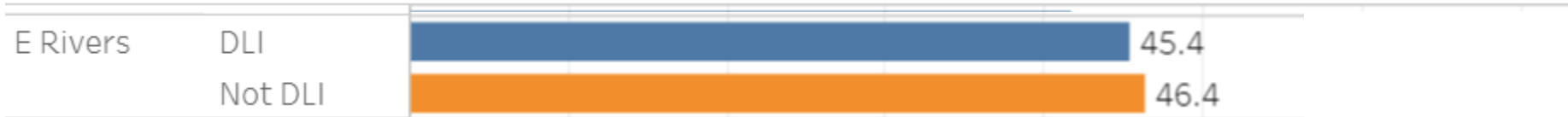


MAP Reading – DLI Test Comparison

Average Test Percentile



Average Growth Percentile for Fall to Spring (same school year)

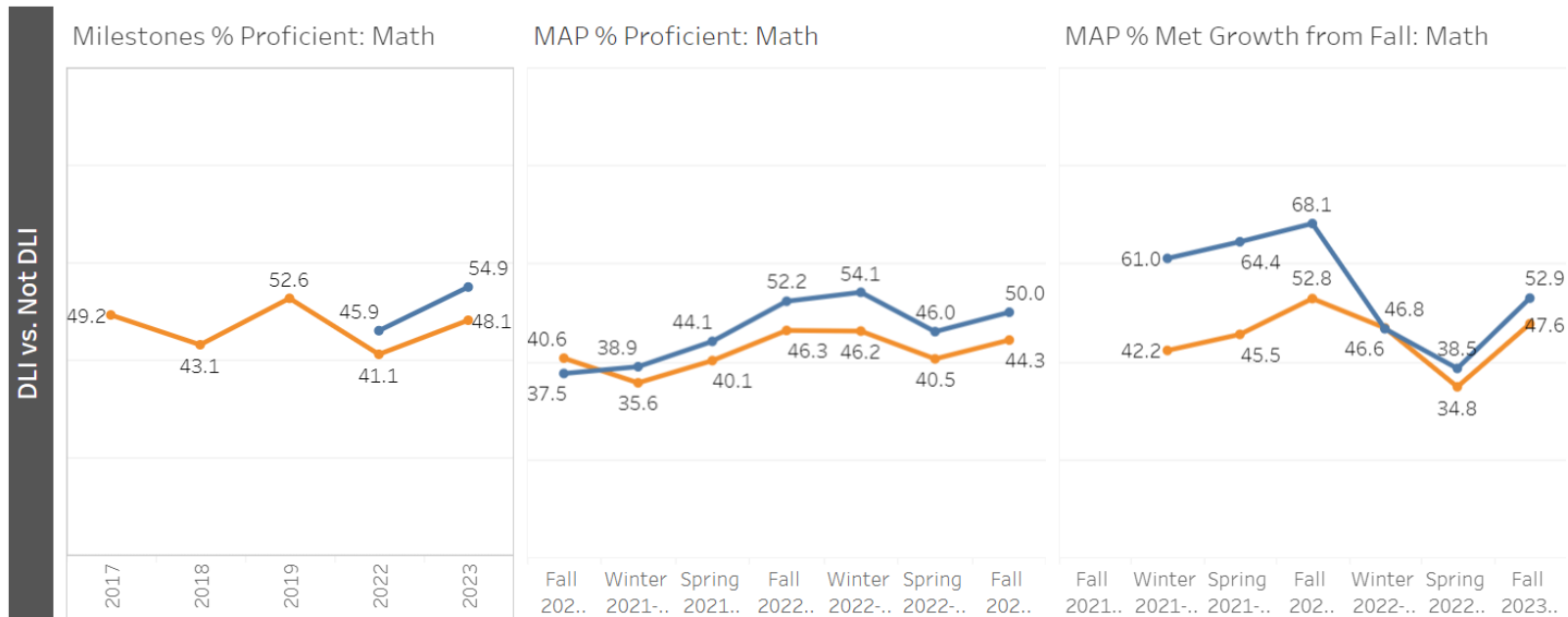


MAP Math – DLI Test Comparison

Average Test Percentile




Average Growth Percentile for Fall to Spring (same school year)



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.

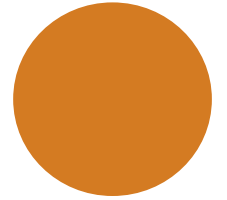
Robert J. Mckain

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.



CARES Carryover - \$139,788

Position	Cost	Rationale
\$77,855	Third grade position	Lower class sizes; provide targeted EIP supports
\$10,000	Teacher Stipends	-Fund 7 hourly teacher tutors at off-site, after-school partner locations -12 weeks of tutoring second semester x 3 hours a week x 7 teachers
\$35,298	Three Hourly instructional paraprofessionals (preferably Spanish speaking)	-provide push-in supports in first and second grade DLI classes -assist with ESOL students in DLI
\$14,472	Hourly residency officer	-assist school social worker and school secretary with attendance initiatives, including following up with parents regarding excessive absences and verifying residency paperwork



Thank you