

# **GO TEAM MEETING #1**

E. River Elementary  
September 28, 2023

# TOPICS

School Strategic Plan

Strategic Plan & Priorities Review

SMART Goals

Data Discussion

Spring MAPS

GMAS

Principal's Report

Current Enrollment & Leveling

Information about our school





# **2021-2025 STRATEGIC PLAN**

# E. Rivers Elementary School (North Atlanta Cluster) 2022-23 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

### Key Performance Measures



Academic Program

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. Implement Lucy Calkins Units of Study for reading and writing and 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 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 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)

- Increase % of students scoring at Proficient or Distinguished in Reading/ELA and Math in Milestones



Talent Management

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, Eureka, LC Units of Study
- 4B. Fund School Business Manager and half-time AP so admin can lead instruction, support students, and develop talent.
- 4C. Increase the number of teachers with gifted and/or ESOL endorsements
- 4D. Fund Master Teachers and IB Coordinator to provide job-embedded coaching & support
- 5A. Implement intentional vertical and horizontal alignment collaboration opportunities (PLCs, Strategy Shares, and C&I Teams)
- 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

- 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



Systems & Resources

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

- ≥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]



Culture

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 (LC Units of Study, DLI 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

# Strategic Plan Priority Ranking

Insert the school's priorities from Higher to Lower

Higher



Lower

1. Improve student mastery of literacy and math
2. Build teacher capacity in literacy and math
3. Foster a positive, informed, and engaged school culture
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 school community

*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



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



## Goals

Our Overarching Needs: Elementary & Middle Schools		
<b>Literacy:</b> Inconsistent practices and philosophies for teaching reading within and across grade levels.	<b>Numeracy:</b> Lack of intentional focus during PLC meetings to interalize standards and to identify and correct student misconceptions.	<b>Whole Child &amp; Intervention:</b> Teachers have had inconsisient 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, Fundations, 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



# **DATA DISCUSSION**

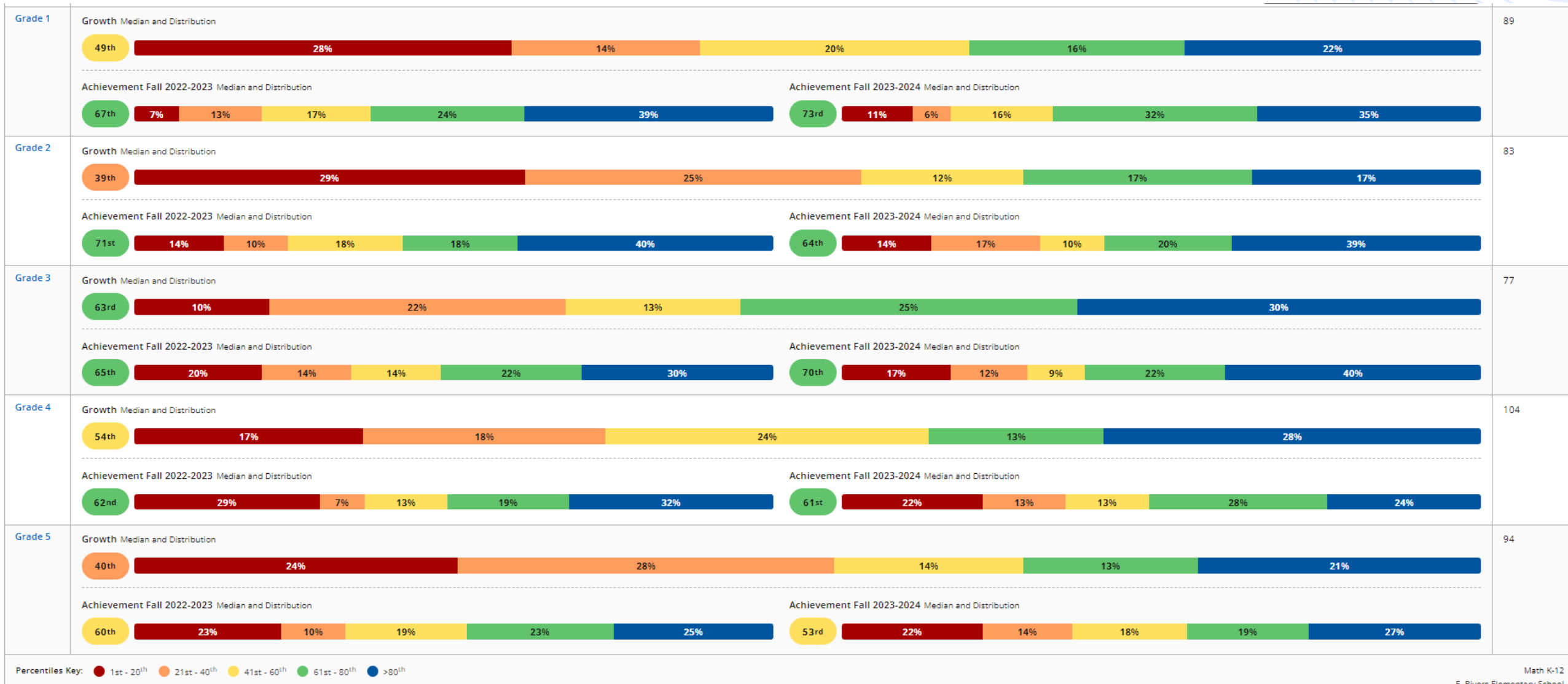


# MAP RESULTS - MATH

## E. Rivers Elementary School

Growth and Achievement - All Students		
E. Rivers Elementary School   Math K-12		
Grade		Number of Students ⓘ
All Grades	<b>Growth</b> Median and Distribution	447
	<div><div>49th</div><div><div>22%</div><div>21%</div><div>17%</div><div>16%</div><div>24%</div></div></div>	
	<b>Achievement Fall 2022-2023</b> Median and Distribution	
	<div><div>65th</div><div><div>19%</div><div>11%</div><div>16%</div><div>21%</div><div>33%</div></div></div>	
	<b>Achievement Fall 2023-2024</b> Median and Distribution	
	<div><div>66th</div><div><div>18%</div><div>12%</div><div>13%</div><div>25%</div><div>32%</div></div></div>	
<div>Percentiles Key: <div><div>1st - 20<sup>th</sup></div><div>21st - 40<sup>th</sup></div><div>41st - 60<sup>th</sup></div><div>61st - 80<sup>th</sup></div><div>&gt;80<sup>th</sup></div></div></div>		
<div>Math K-12</div> <div>E. Rivers Elementary School</div> <div>Rostered Fall 2023-2024</div> <div>Tested Fall 2022-2023 - Fall 2023-2024</div>		

[More information about this chart.](#) ▾



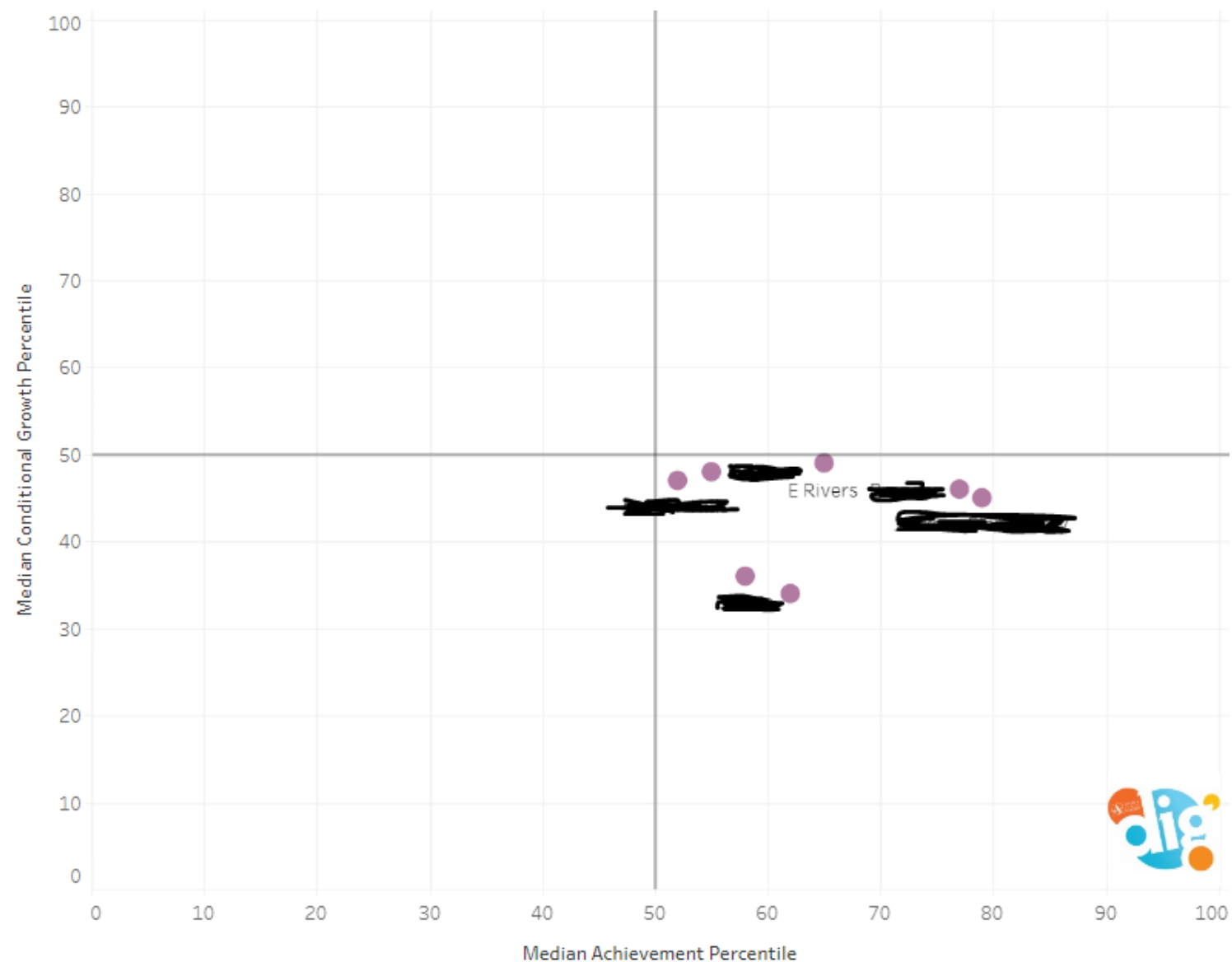
## District Performance by Quadrant - Math

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

Growth and Achievement - All Students		
E. Rivers Elementary School   Reading		
Grade		Number of Students <sup>1</sup>
All Grades	Growth Median and Distribution	437
	<div><div>58th</div><div><div>18%</div><div>19%</div><div>16%</div><div>19%</div><div>28%</div></div></div>	
	<div>Achievement Fall 2022-2023 Median and Distribution</div> <div><div>65th</div><div><div>19%</div><div>12%</div><div>14%</div><div>25%</div><div>30%</div></div></div> <div>Achievement Fall 2023-2024 Median and Distribution</div> <div><div>70th</div><div><div>15%</div><div>9%</div><div>15%</div><div>24%</div><div>37%</div></div></div>	
<div>Percentiles Key: <div>1st - 20<sup>th</sup></div> <div>21st - 40<sup>th</sup></div> <div>41st - 60<sup>th</sup></div> <div>61st - 80<sup>th</sup></div> <div>&gt;80<sup>th</sup></div></div> <div><a href="#">More information about this chart</a> <span>▼</span></div> <div>Reading E. Rivers Elementary School Rostered Fall 2023-2024 Tested Fall 2022-2023 - Fall 2023-2024</div>		

Grade 1	Growth Median and Distribution		82
	<div><div>67th</div><div><div>10%</div><div>18%</div><div>13%</div><div>22%</div><div>37%</div></div></div>		
	Achievement Fall 2022-2023 Median and Distribution		
Grade 2	Growth Median and Distribution		82
	<div><div>66th</div><div><div>23%</div><div>18%</div><div>8%</div><div>22%</div><div>29%</div></div></div>		
	Achievement Fall 2022-2023 Median and Distribution		
Grade 3	Growth Median and Distribution		76
	<div><div>60th</div><div><div>16%</div><div>21%</div><div>14%</div><div>17%</div><div>32%</div></div></div>		
	Achievement Fall 2022-2023 Median and Distribution		
Grade 4	Growth Median and Distribution		104
	<div><div>47th</div><div><div>20%</div><div>23%</div><div>22%</div><div>16%</div><div>19%</div></div></div>		
	Achievement Fall 2022-2023 Median and Distribution		
Grade 5	Growth Median and Distribution		93
	<div><div>57th</div><div><div>18%</div><div>14%</div><div>20%</div><div>22%</div><div>26%</div></div></div>		
	Achievement Fall 2022-2023 Median and Distribution		
<div>Percentiles Key: <div>1st - 20<sup>th</sup></div> <div>21st - 40<sup>th</sup></div> <div>41st - 60<sup>th</sup></div> <div>61st - 80<sup>th</sup></div> <div>&gt;80<sup>th</sup></div></div>			
Reading E. Rivers Elementary School			

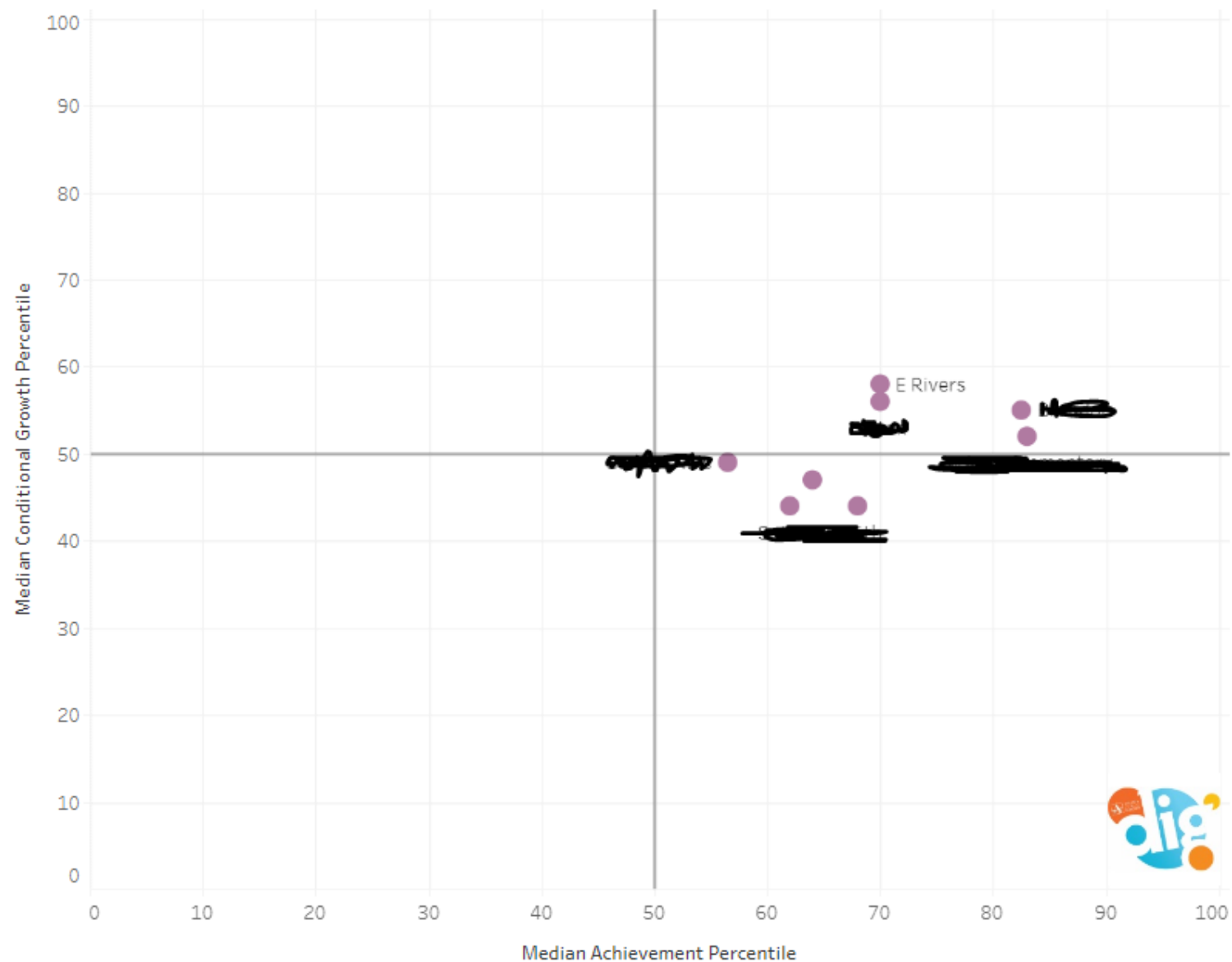
## District Performance by Quadrant - Reading

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

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



# GMAS RESULTS

GA Milestones – Result May 2023

## All Grades

### Achievement Level Breakdown: E Rivers

school	Test Subject	Grade	year	Comparison..	Tested				
E Rivers	ELA	All	2022	All	330	27%	26%	30%	16%
			2023	All	337	24%	27%	28%	21%
	Math	All	2022	All	330	29%	28%	28%	15%
			2023	All	337	22%	28%	28%	22%
	Sci	All	2022	All	103	40%	28%	21%	11%
			2023	All	105	43%	28%	19%	10%

## Third Grade

### Achievement Level Breakdown: E Rivers

school	Test Subject	Grade	year	Comparison..	Tested				
E Rivers	ELA	All	2022	All	330	29%	21%	31%	19%
			2023	All	337	26%	21%	22%	31%
	Math	All	2022	All	330	22%	29%	33%	16%
			2023	All	337	18%	26%	31%	25%

## Fourth Grade

### Achievement Level Breakdown: E Rivers

school	Test Subject	Grade	year	Comparison..	Tested				
E Rivers	ELA	All	2022	All	330	28%	23%	32%	18%
			2023	All	337	25%	30%	24%	21%
	Math	All	2022	All	330	26%	25%	32%	17%
			2023	All	337	23%	24%	35%	19%

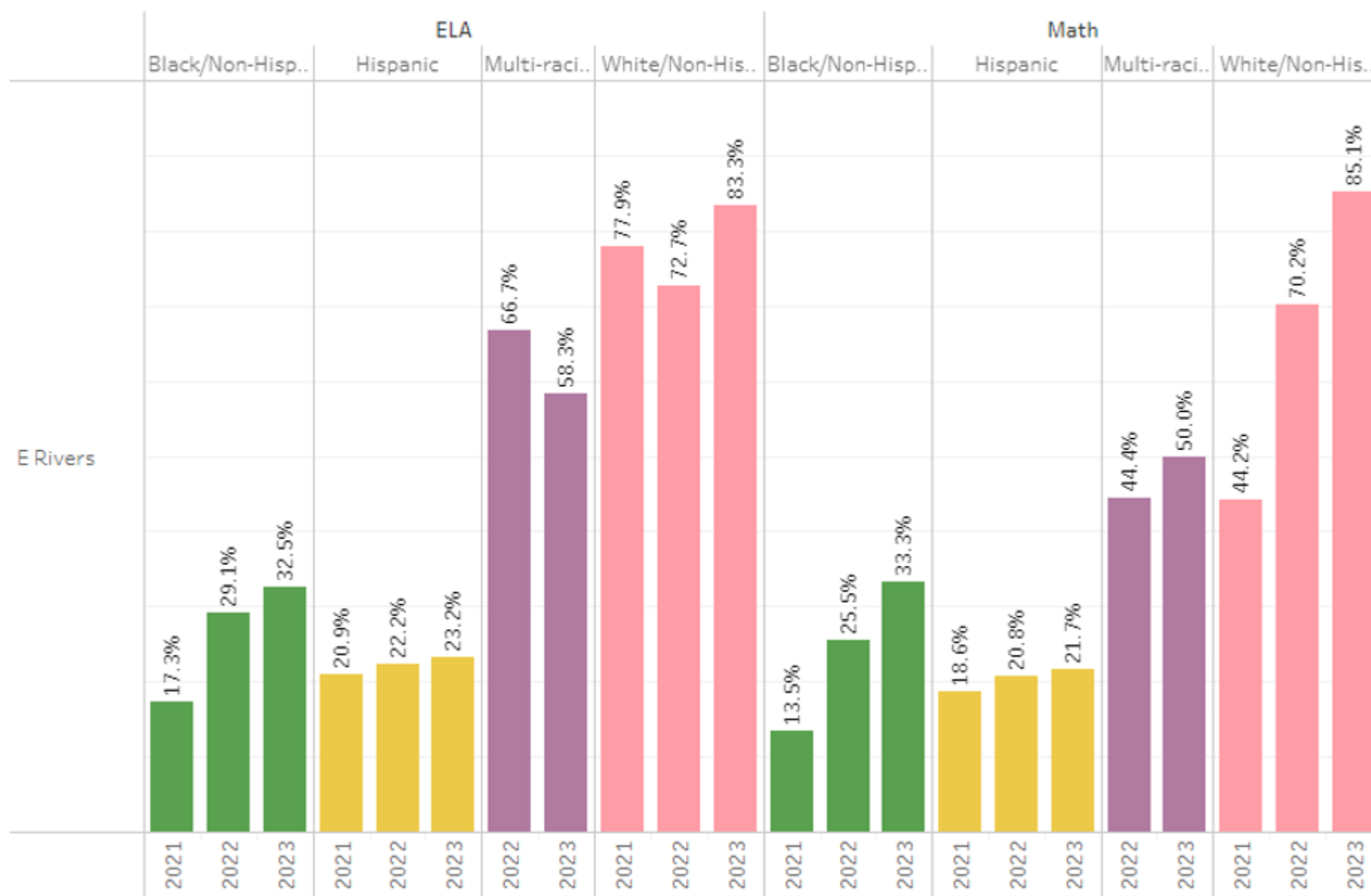


## Fifth Grade

### Achievement Level Breakdown: E Rivers

school	Test Subject	Grade	year	Comparison..	Tested				
E Rivers	ELA	All	2022	All	330	23%	36%	28%	13%
			2023	All	337	20%	30%	40%	10%
	Math	All	2022	All	330	41%	29%	17%	13%
			2023	All	337	25%	35%	17%	23%
	Sci	All	2022	All	103	40%	28%	21%	11%
			2023	All	105	43%	28%	19%	10%

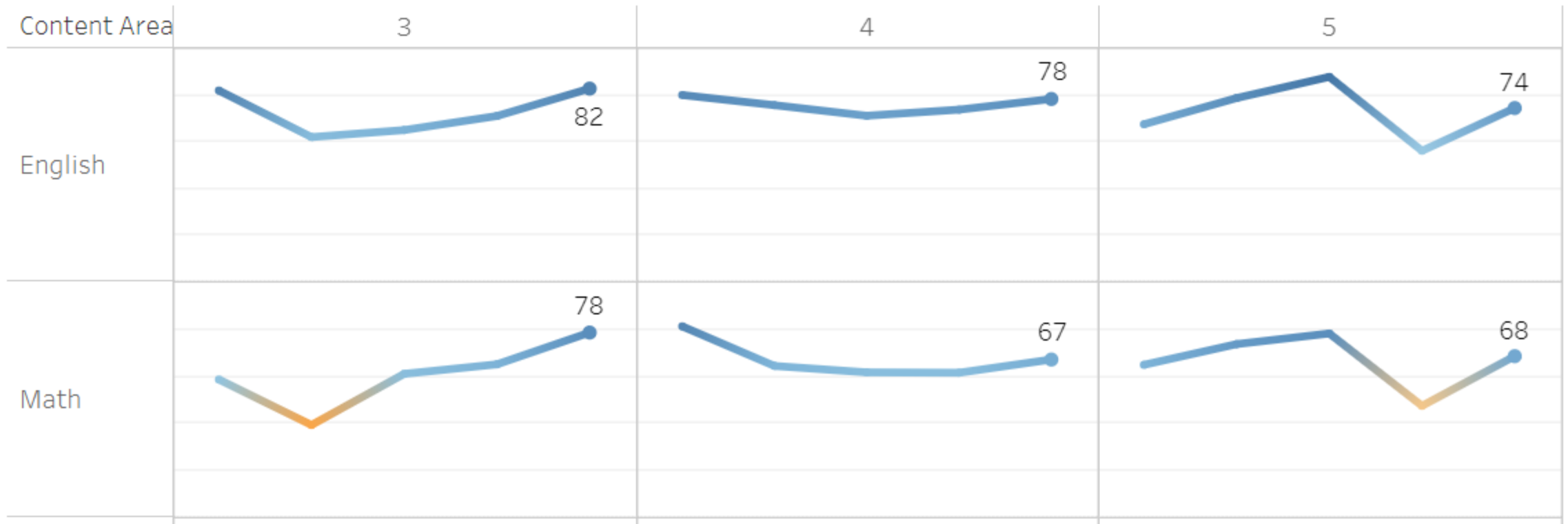
## Year by Year Comparison (Proficient and Above): E Rivers



## Milestones State Percentile Rank



### E Rivers



# GLOWS & GROWS

20

## GLOWS

All subgroups had increased in both reading and math: Black - math +8% & ELA +35; Hispanic - math +1% & ELA +1%; white - math +15% & ELA 9%.

Growth in distinguished for third grade ELA was high, increasing from 19% to 31% and for math, increasing from 16% to 25%.

in math, the percentage of proficient and above increased by 7.4%;

SWD had a 9% increase in math.

## GROWS

Hispanic student performance remains the lowest subgroup in both reading and math, 23% proficient and above ELA & 21% proficient and above in math.

Because all groups showed increases, the achievement gap between white students and other subgroups increased --despite gains in performance

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.

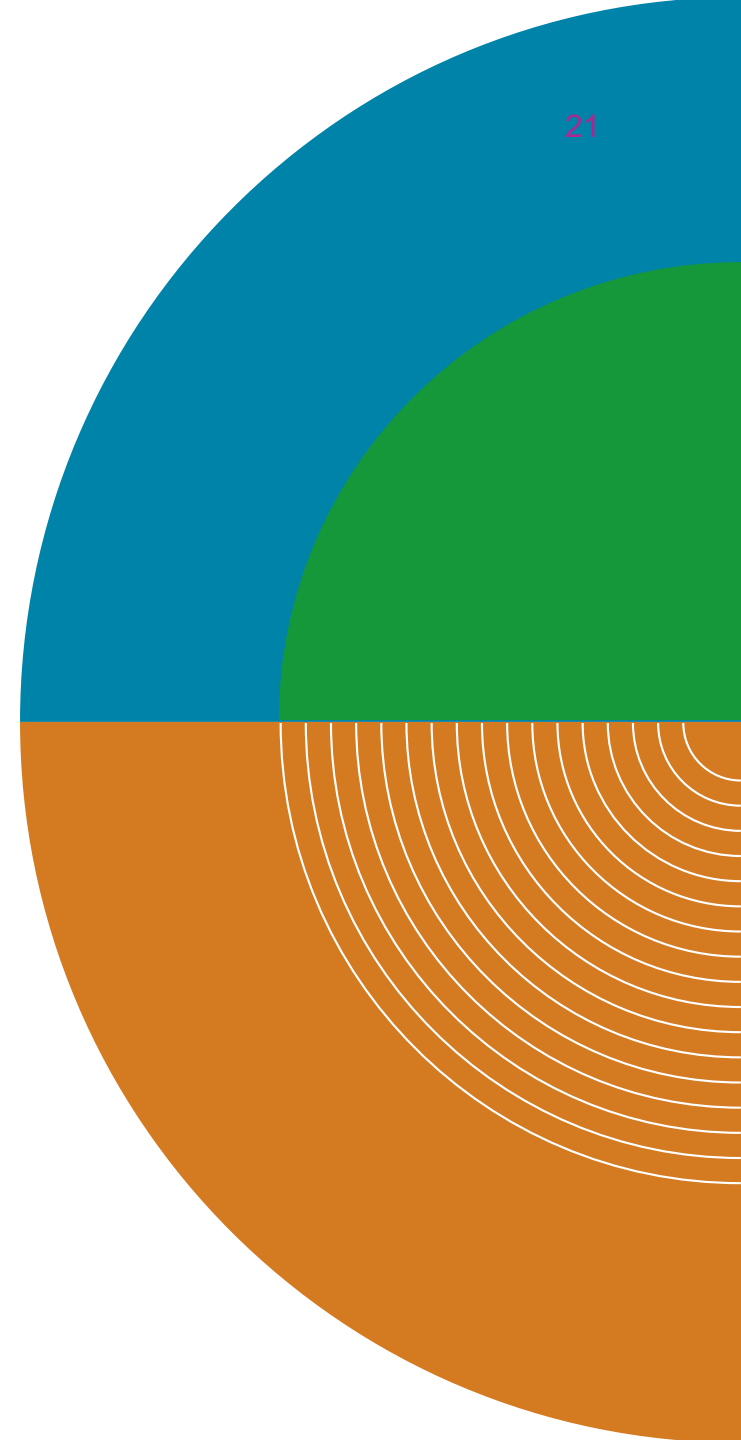
ELL students had a decrease of 3% in math, with most noticeable decrease of 15% at fourth grade.

# IMPACT

ARE WE ON TARGET TO  
SUCCESSFULLY ACCOMPLISH  
OUR PRIORITIES?

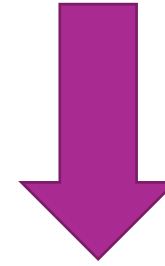
# GO TEAM DISCUSSION: DATA PROTOCOL

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



# Timeline for GO Teams

You are **HERE**



1

## **Fall 2021**

GO Team Developed  
2021-2025 Strategic  
Plan

2

## **Summer**

School Leadership  
completed Needs  
Assessment and defined  
overarching needs for  
SY22-23

3

## **August**

School Leadership  
completed 2022-2023  
Continuous  
Improvement Plan

4

## **Sept. - Dec.**

Utilizing current data,  
the **GO Team** will review  
& possibly update the  
school strategic  
priorities and plan

5

## **Before Winter Break**

**GO Team** will take  
action (vote) on the rank  
of the strategic plan  
priorities for SY23-24 in  
preparation for budget  
discussions.

**QUESTIONS?**



# **PRINCIPAL'S REPORT**



# ENROLLMENT

25

Leveling is the process the District uses to adjust school budget allocations to match student enrollment.

- Projected enrollment: **658**
- Day 15 enrollment: **645**
- Difference in enrollment: **-13**
- Change at Base Weight \$5,193: **\$ -67,509.00**
- Reserves: **\$85,000.00**
- Title I -Family Engagement Adjustment: **\$ 0.00**
- Carryover of unspent FY2023 non-personnel funds: **\$ 0.00**
- Prorate Losses 50%: **\$ 33,754.50**
- Total Adjustment: **\$ 51,245.50**



# PLAN FOR FY 24 RESERVE

Leveling Reserve = \$51,245

- Priority 1 – funds for any “payback” required at leveling due to under-enrollment from projection
- Priority 2 – funds for instructional support staff
- Priority 3 – funds for instructional materials and teaching supplies

# Plan for FY24 Leveling Reserve

## \$51,245

27

Priorities	APS FIVE Focus Area	Strategies	Requests	Amount
-Improve student mastery in reading and math -build teacher capacity in literacy and math	Fostering Academic Excellence for All	-Multi-Tiered System of Support -Teacher Data Meeting	Increase AP allotment from 0.8 to 1.0	\$28,982
-Improve student mastery in reading and math	Fostering Academic Excellence for All	-access to high-quality instructional materials	Digital and print resources aligned to GA Standards	\$22,264

# Enrollment Demographics

\*\*\*Enrollment totals are accurate up to the previous day\*\*\*

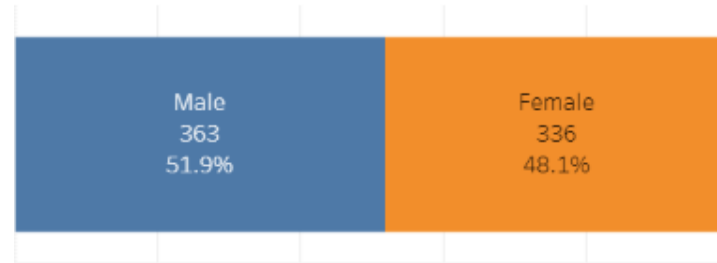
\*Gifted numbers include the total number of students served the current school year but does not include all of the students who are eligible.

699

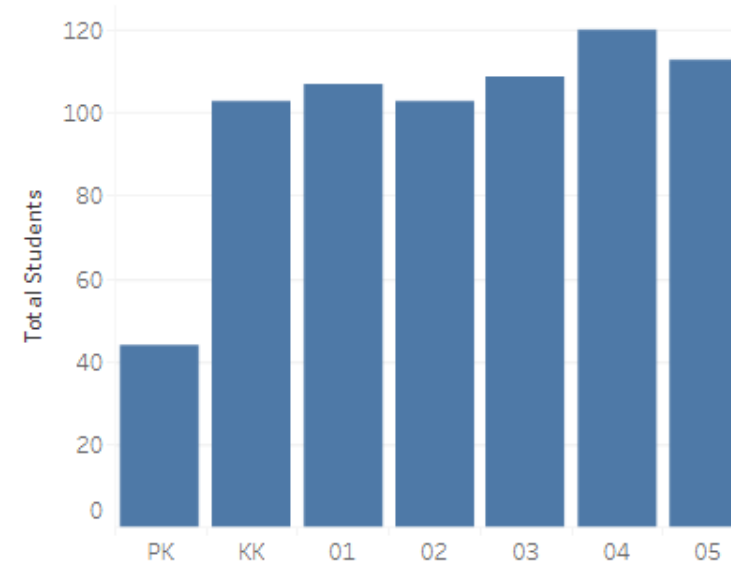
TOTAL ENROLLMENT

28

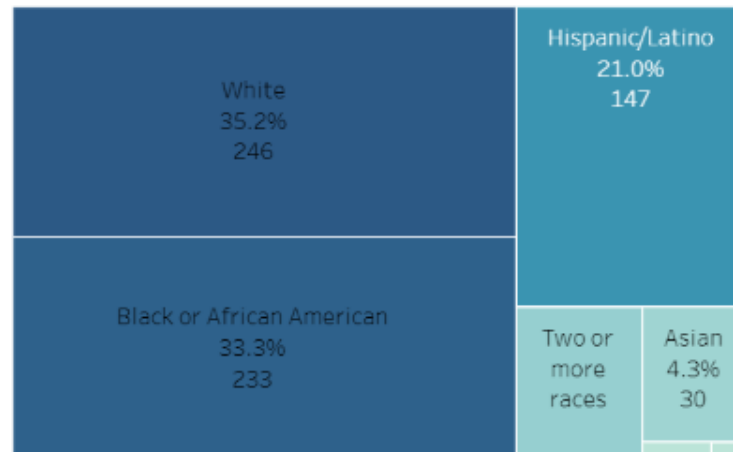
## Gender



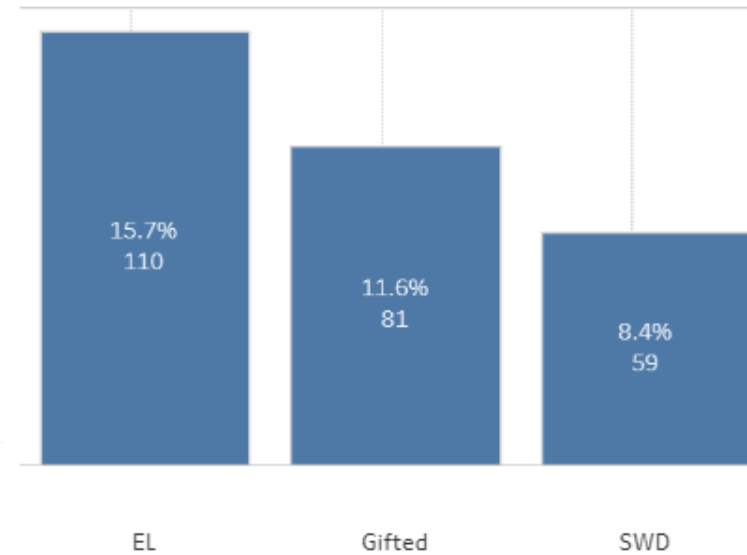
## Total Number of Students by Grade



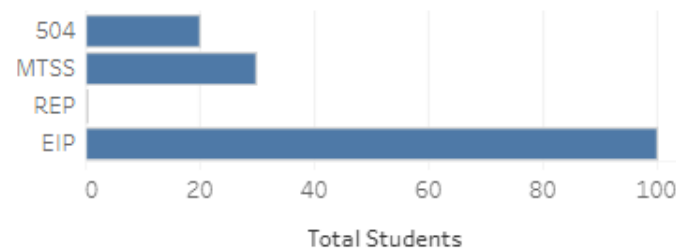
## Race/Ethnicity



## Special Programs

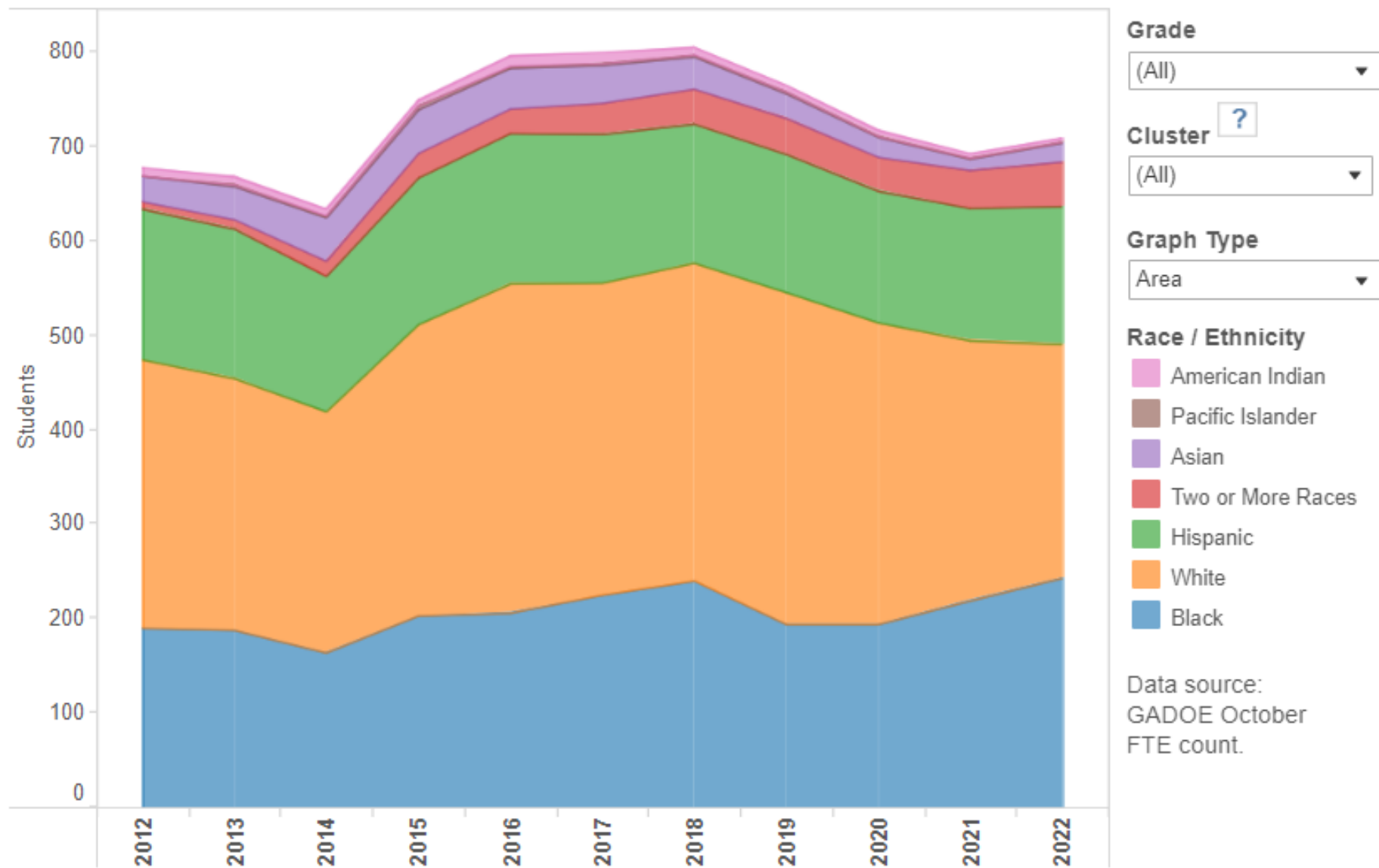


## MTSS Count

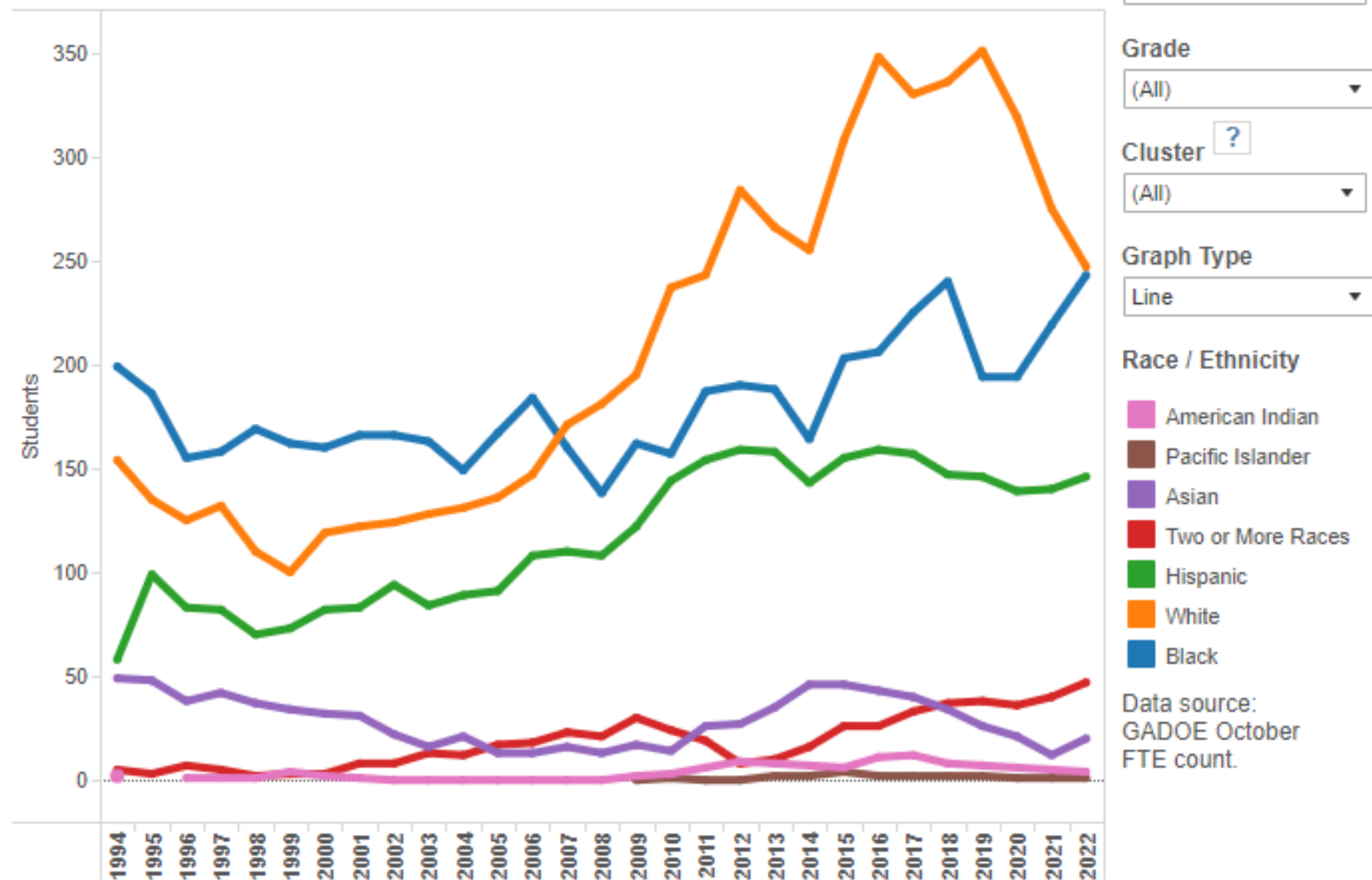


# APS Student Enrollment Over Time: E Rivers

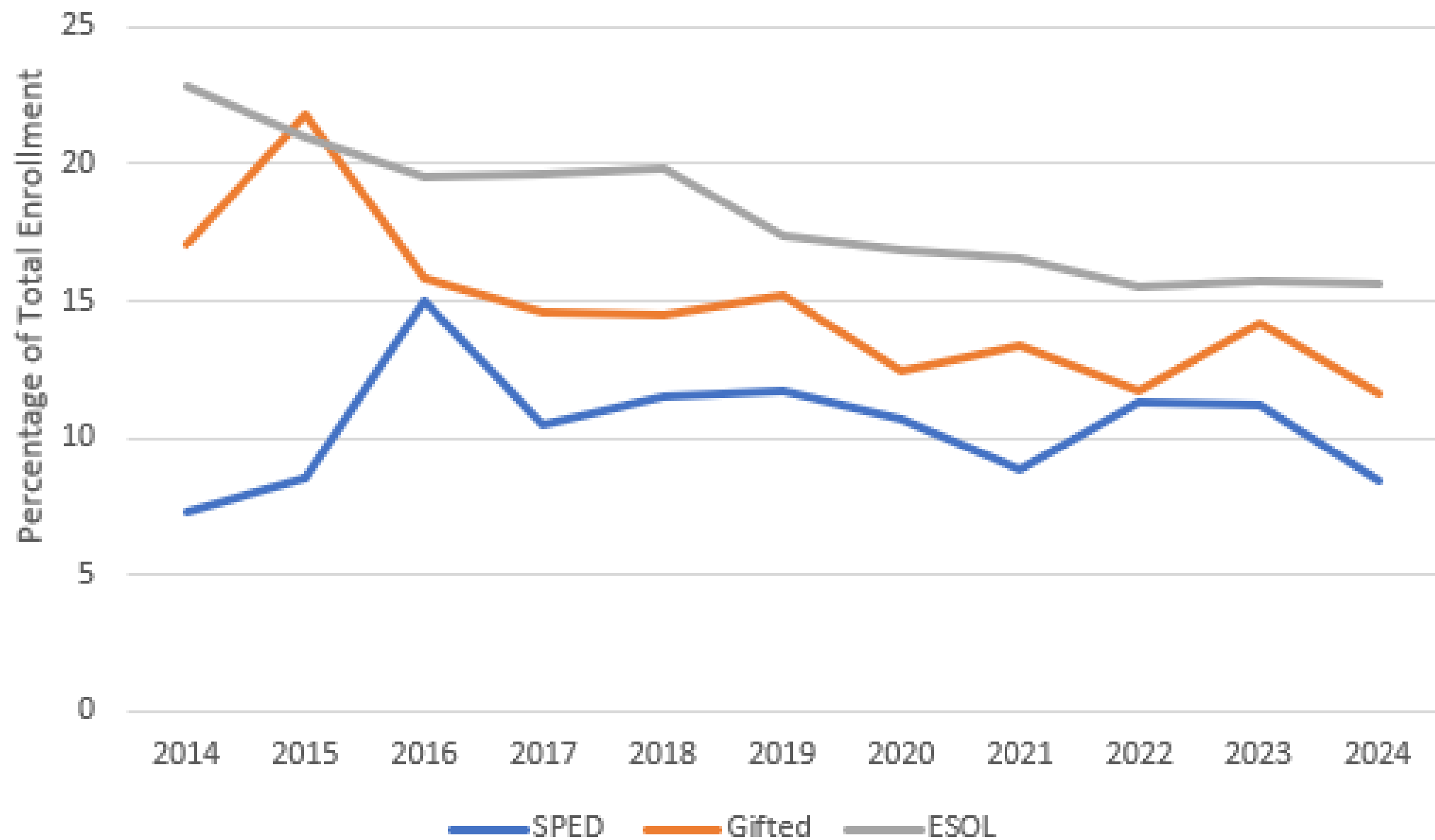
Cluster: All; Grades: All



# APS Student Enrollment Over Time: E Rivers



## Percentage of Enrollment - Special Programs



# NORTH ATLANTA CLUSTER

## WHAT DOES THIS LOOK LIKE BY SCHOOL?

To understand the impact of projected enrollment schools, we determine how many students each school can hold (capacity). The Student Success Funding (SFF) formula number allows schools flexibility and additional space for lower class sizes and wraparound services. The North Atlanta Cluster is currently and projected to have several schools and campuses underutilized.

	Enrollment > 90% of Capacity
	Enrollment between 75% - 90%
	Enrollment between 65% - 75%
	Enrollment between 55% - 65%
	Enrollment < 54%

School Name	School Capacity (SSF)	2021-2022 Enrollment	2021-2022 Utilization % (SSF)	2026-2027 Projection	2026-2027 Utilization % (SSF)	2031-2032 Projection	2031-2032 Utilization % (SSF)
Bolton ES	780	484	62%	467	60%	489	63%
Brandon Primary (K-2)	630	417	66%	485	77%	477	76%
Brandon ES (3-5)	804	380	47%	393	49%	429	53%
Garden Hills ES	715	413	58%	389	54%	393	55%
Jackson Primary (K-1)	399	141	35%	206	52%	203	51%
Jackson Elem (2-5)	748	312	42%	356	48%	363	49%
Rivers ES	1,105	649	59%	795	72%	847	77%
Smith ES (K-2)	599	396	66%	427	71%	431	72%
Smith Intermediate (3-5)	681	386	57%	386	57%	396	58%
Sutton MS (Northside)	1,800	1,040	58%	855	48%	925	51%
Sutton MS (Powers Ferry 6th Grade Campus)	1,296	526	41%	415	32%	485	37%
North Atlanta HS	2,750	2,218	81%	2,034	74%	1,845	67%



The background features a large yellow circle on the right side, partially overlapping a green shape that forms a semi-circle on the left. The green shape is composed of two segments: a larger one on the left and a smaller one on the right, separated by a white gap. The yellow circle has several thin, white, concentric lines near its top edge.

**QUESTIONS?**