

Harper-Archer Elementary School GO Team Meeting #2 September 29, 2022

Where we are – Where we're going

Dr. Crystal J. January, Principal



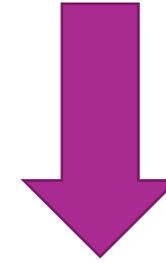
Where We Are

- Our strategic plan is the guide for the work we're doing in the school. By monitoring the plan and ranking priorities, we can all work towards the common goals. Using the priorities in the strategic plan, the school leadership team developed a Continuous Improvement Plan (CIP) for the current school year.



Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed 2021-2025 Strategic Plan

2

Summer 2022

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

3

August 2022

School Leadership completed 2022-2023 Continuous Improvement Plan

4

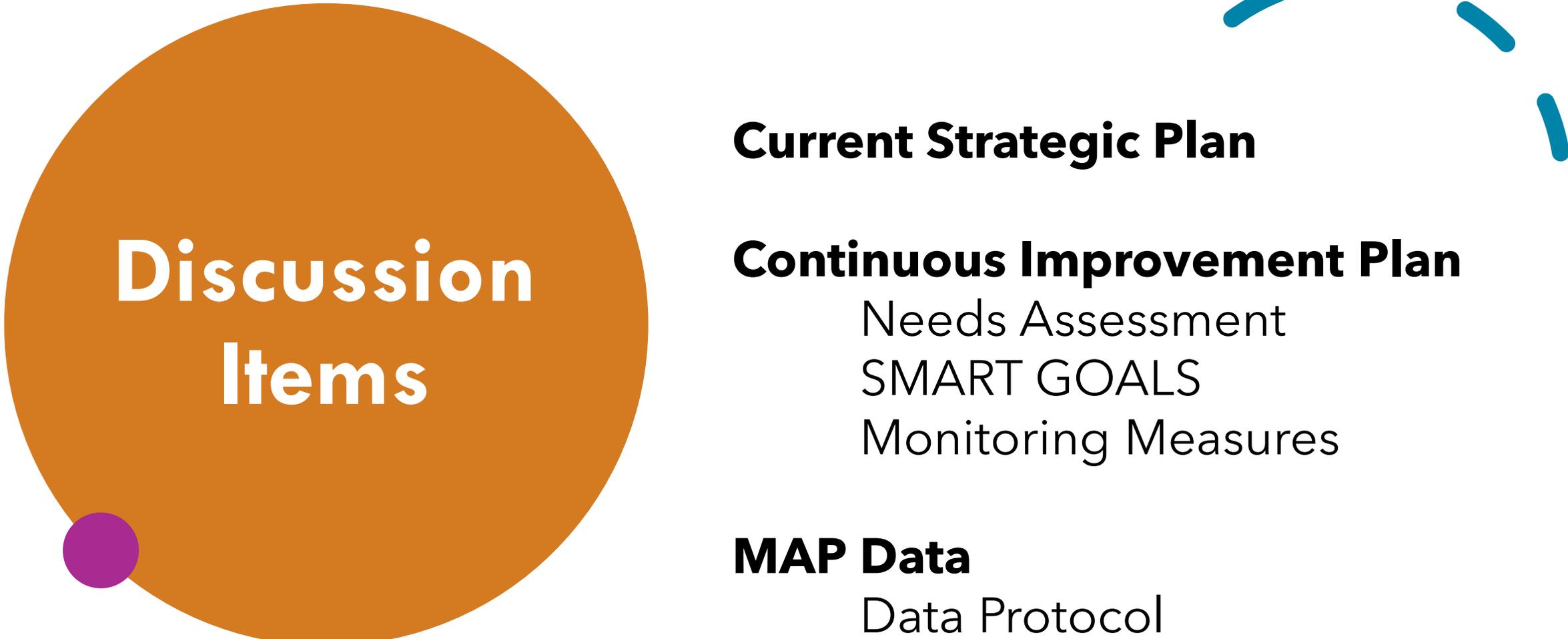
Sept. - Dec. 2022

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

5

Before Winter Break

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



Discussion Items

Current Strategic Plan

Continuous Improvement Plan

Needs Assessment

SMART GOALS

Monitoring Measures

MAP Data

Data Protocol



Current Strategic Plan

2021-2025

Mission: Lovingly preparing all scholars to blaze a path towards their college and career choice



Vision: To become a high-achieving, supportive, thriving and equitable community of college and career ready scholars, expert educators, and engaged parents and partners

SMART Goals

Increase the % of grades 3-5 students scoring proficient or above in reading

Increase the % of grades 3-5 students scoring proficient or above in math

Increase the % of grades 3-5 students being present at least 90% of days enrolled

APS Strategic Priorities & Initiatives

School Strategic Priorities

School Strategies

Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

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

1. Cultivate a school – wide literate community in which scholars read, write, speak, and think with clarity, confidence, and fluency across the curriculum
2. Strengthen teaching and learning experiences
1. Advance comprehensive wrap around services
1. Provide equitable access to high quality teacher and leader development
2. Enable strategic staffing support.
3. Invest deeply in and foster adult wellness

1. Implement high quality, rigorous, and culturally relevant and linguistically responsive curriculum with fidelity in all core content areas and instructional best practices in Tier 1 Instruction
2. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students
3. Utilize data to drive all instructional decisions and ensure equitable outcomes for all students.
4. Strengthen the implementation of signature programming across all schools
5. Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans
6. Build additional time and support for struggling learners
7. Strengthen the content, planning, and implementation of instructional training, support and coaching
8. Provide equitable opportunities for differentiated professional learning
9. Create and ensure staff has adequate time to utilize a staff wellness room
10. Provide additional planning and preparation time for instructional staff
11. Partner with families and the community to address the needs of all students

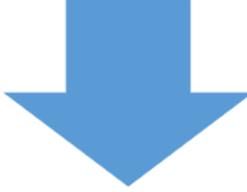
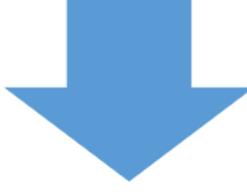


Continuous Improvement Plan

SY 2022-2023

Strengths	Opportunities/Challenges
Master Schedule allows for weekly 90-minute collaborative planning.	Increase performance outcomes for all scholars
Content experts lead the learning	Engaging all families
Playbook that articulates and guides the what and how of instruction	Monitoring tiered system of supports
Supportive learning environment	Delivering high quality instruction in all classrooms

Our Overarching Needs

Literacy: Increase the number of scholars in reading and performance or above grade level	Numeracy: Increase the number of scholars performing at or above grade level in mathematics	Whole Child & Student Support Increase the number of scholars present in school
<p>11% of K-5 scholars tested at predicted proficiency on the MAP Growth Reading Assessment</p>	<p>22% of K – 5th grade scholars tested at or above grade level on the EOG iReady Math diagnostic</p> <p>4% of K – 5th grade scholars tested at predicted proficiency on the EOG MAP Math diagnostic</p>	<p>47.1 of scholars attended school 90% or more of their days enrolled (per CCRPI)</p>
		

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
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<p>9.4% of scholars are performing at proficiency or higher in literacy on the EOG GMAS assessment</p>	<p>10.9% of scholars are performing at proficiency or higher in math on the EOG GMAS assessment</p>	<p>47.1 of scholars attended school 90% or more of their days enrolled (per CCRPI)</p>
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Our Overarching Needs

<p>LITERACY Increase the number of scholars in reading and performance or above grade level</p>	<p>NUMERACY Increase the number of scholars performing at or above grade level in mathematics</p>	<p>WHOLE CHILD & STUDENT SUPPORT Increase the number of scholars present in school</p>
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SMART Goals (Elementary/Middle School)

<p>By the end of the 2023 academic year, literacy achievement will increase by a minimum of 3% evidenced by the number of scholars scoring proficient or higher on the EOG increasing from 9.4% to 12.4%.</p>	<p>By the end of the 2023 academic year, numeracy achievement will increase by a minimum of 3% evidenced by the number of scholars scoring proficient or higher on the EOG increasing from 10.9% to 13.9%.</p>	<p>The percentage of chronically absent students (rates less than 90%) will decrease by at least 5 percentage points from 52.9% in May 2022 to 47.9% by May 2023.</p>
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SMART Goals (High School)

<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
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Progress Monitoring Measures

<p>Douglass Cluster Schools will use the GaDOE Instructional Observation Tool for Informal Walkthroughs. See Link https://drive.google.com/file/d/1QTdEe43UoPY04mY0xWrTvbc42m-AZPoy/view?usp=sharing MAP Universal Screener FUNdations assessments (K-2) iRead, System 44, Read 180 ReadyGen Assessments</p>	<p>Douglass Cluster Schools will use the GaDOE Instructional Observation Tool for Informal Walkthroughs. See Link https://drive.google.com/file/d/1QTdEe43UoPY04mY0xWrTvbc42m-AZPoy/view?usp=sharing MAP Universal Screener iReady Mathematics diagnostic (3 times/year) Do the Math Mid-module assessments Pre and Post CFA data</p>	<p>Classroom Monitor Attendance Dashboard</p>
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Our Current Progress Monitoring Measures

Literacy

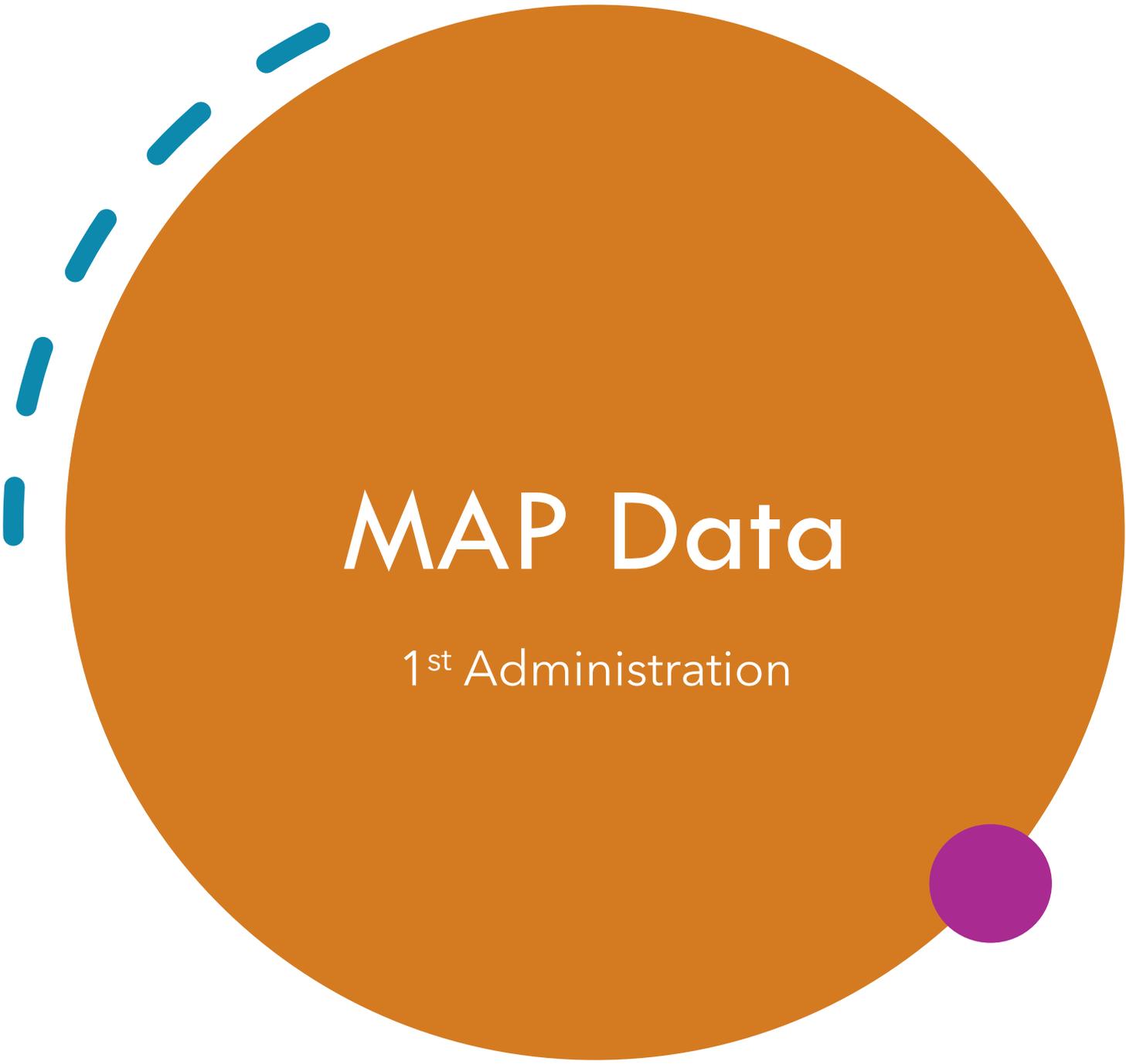
- Weekly Common Task
- Unit Assessments
- Write Score (Narrative)
- Map
- Classroom Observations
- Collaborative Planning Observations
- EOG
- Systems 44
- Read 180
- Lexia / Lexia English

Numeracy

- Math Comprehension Checks
- Unit Assessments
- MAP
- IReady
- EOG
- Classroom Observations
- Collaborative Planning Observations

Whole Child

- Care/Attendance Team Meetings Records
- ADA Attendance Rate
- APS Graphs (CCRPI)
- Classroom Goals



MAP Data

1st Administration

Map DATA

Math

School	Window	Exams	Performance			
DISTRICT	Spring 2021-2022	18,766	43%	33%	17%	8%
	Fall 2022-2023	18,117	32%	37%	20%	11%

School	Window	Exams	Performance			
Harper-Archer ES	Spring 2021-2022	406	70%	26%		
	Fall 2022-2023	365	51%	38%	10%	

Reading

School	Window	Exams	Performance			
DISTRICT	Spring 2021-2022	18,741	39%	27%	23%	11%
	Fall 2022-2023	18,057	35%	28%	24%	13%

School	Window	Exams	Performance			
Harper-Archer ES	Spring 2021-2022	406	64%	25%	9%	
	Fall 2022-2023	367	53%	32%	13%	



MAP DATA

Math

School	Window	Exams					
DISTRICT	Spring 2021-2022	24,226	37%	19%	15%	14%	16%
	Fall 2022-2023	23,248	32%	18%	16%	15%	19%
School	Window	Exams					
Harper-Archer ES	Spring 2021-2022	593	55%	18%	13%	9%	5%
	Fall 2022-2023	541	44%	21%	19%	10%	5%

Reading

School	Window	Exams					
DISTRICT	Spring 2021-2022	24,203	29%	18%	16%	17%	19%
	Fall 2022-2023	23,222	27%	16%	18%	18%	21%
School	Window	Exams					
Harper-Archer ES	Spring 2021-2022	593	48%	20%	16%	10%	6%
	Fall 2022-2023	544	38%	21%	21%	12%	8%

GO Team Discussion: Data Protocol

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





PARTNERSHIP *for*
LEADERS *in* **EDUCATION**

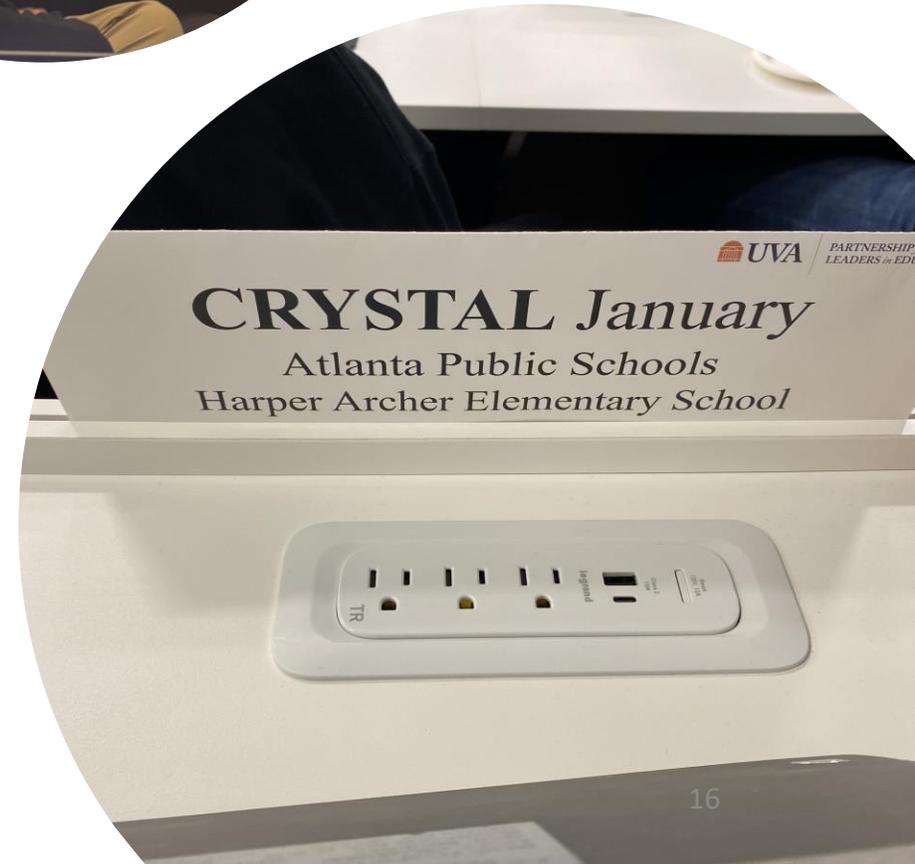
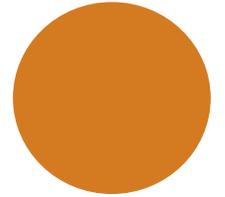
Darden School *of* Business
School *of* Education *and* Human Development

Teaching Leadership at All Levels

UVA-PLE's Core Partnership: A multiyear commitment empowering leaders to ignite system and school change. We leverage research-based practices to strengthen leadership capacity at every level, collaborating with the superintendents, school principals and teachers who work tirelessly to improve student outcomes.

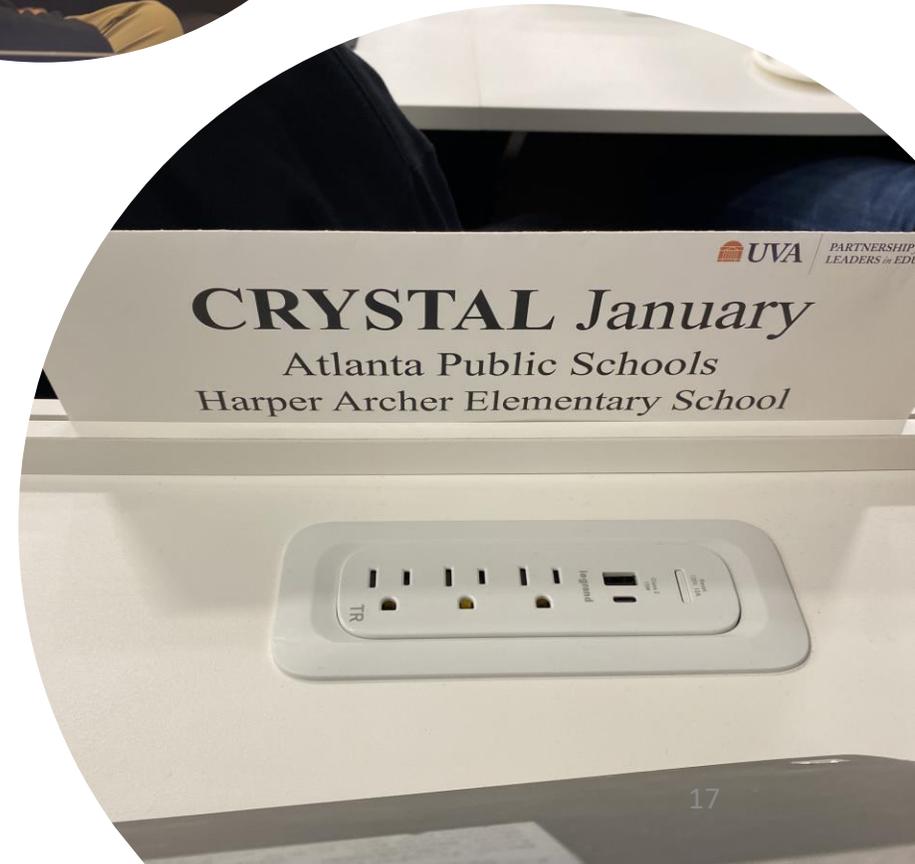
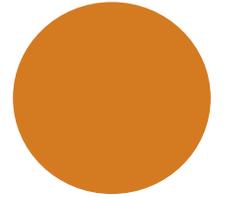
CHANGE

- A joint venture between the University of Virginia's Darden School of Business and School of Education and Human Development, the Partnership for Leaders in Education (UVA-PLE) combines the most innovative thinking in business and education to better serve our nation's children.



CHANGE

- Our world-class organization emboldens education leaders to cultivate systematic change – in turn, transforming school communities and yielding remarkable student achievement. The ultimate effect? A more equitable, inclusive and just school system.
- 90 Day Plan / STAP 45 DAY





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 we leave for Winter Break, we will take **Action** (vote) on ranking our strategic priorities for the 2023-2024 school year.

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



Thank you

