



45 Day Check-in

Dr. Crystal J. January
Principal

GO Team Meeting
Thursday, October 27, 2022
5:00 PM

Agenda



CIP-45 Day Check-in



School Strategic Plan



Discussion on Strategic Plan and progress

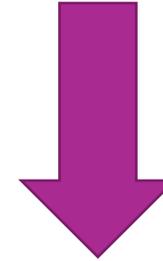


Updates for Strategic Plan (*as necessary*)



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 school's strategic plan and vote on the ranked strategic plan priorities for SY23-24 budget discussions.



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)?

Weekly Common Tasks



Kindergarten					
Date	9/2/2022	9/9/2022	9/16/2022	9/23/2022	9/30/2022
Standard	CC3 Write 0 - 20 CC6 Compare Objects	OA3 Decompose numbers less than or equal to 10	CC3 Write 0 - 20, CC4 Counting CC5 How many		
Performance Average	89.8%	91.7%	89.5%		
Take Rate			87%		

First Grade					
Date	9/2/2022	9/9/2022	9/16/2022	9/23/2022	9/30/2022
Standard	OA4 Unknown addend	OA4 Unknown addend	OA3 Properties of operations		
Performance Average	53%	81%	90%		
Take Rate			92%		

Second Grade					
Date	9/2/2022	9/9/2022	9/16/2022	9/23/2022	9/30/2022
Standard	MD10 Picture Graph and Bar graph	OA1 Use + and - within 100	NET2 add within 100 NET9 addition strategies		
Performance Average	63.4%	62%	73%		
Take Rate			85.75%		

Third Grade					
Date	9/2/2022	9/9/2022	9/16/2022	9/23/2022	9/30/2022
Standard	OA1 Interpret products of whole numbers	OA3 \times and \div within 100 OA5 properties to \times and \div (0, 1, 2, 5, 10)	OA3 \times and \div within 100 OA5 properties to \times and \div (3, 4, 6)	OA3 \times and \div within 100 OA5 properties to \times and \div (7, 8, 9)	OA3 \times and \div within 100 OA5 properties to \times and \div
Performance Average	51.3%	66.9%	54.3%		
Take Rate			83%		

Fourth Grade					
Date	9/2/2022	9/9/2022	9/16/2022	9/23/2022	9/30/2022
Standard	NET 4 Fluently add	NET 4 Fluently Subtract	OA1 Multiplicative Comparisons		
Performance Average	48.7%	35.7%	68%		
Take Rate			77.6%		

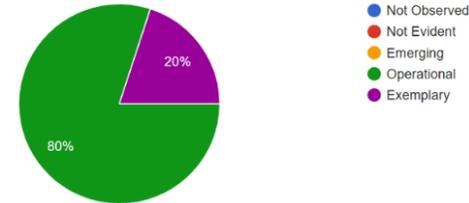
Fifth Grade					
Date	9/2/2022	9/9/2022	9/16/2022	9/23/2022	9/30/2022
Standard	NET 5 Fluently Multiply multi-digit whole numbers...	NET 5 Fluently Multiply multi-digit whole numbers...	NET2 Explain patterns in numbers of zeros of ...		
Performance Average	52.5%	55%	53%		
Take Rate			75.2%		

ACTION STEP 1

ACTION 1: BY SEPT. 12, A MINIMUM OF 2 ELA AND MATH PLANNING SESSIONS WILL BE OBSERVED USING THE GADOE HIP CP RUBRIC WITH 50% PROFICIENCY

Team Leadership & Facilitation

5 responses



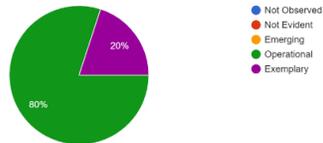
IMPLEMENTATION DATA

- COLLABORATIVE PLANNING OBSERVATIONS
 - SCHEDULE/AGENDA
 - EXPECTATIONS NORMS
 - EMBEDDED CURRICULUM DOCUMENTS
 - NEXT STEPS/FEEDBACK
- CFA DATA

ACTION 1: BY SEPT. 12, A MINIMUM OF 2 ELA AND MATH PLANNING SESSIONS WILL BE OBSERVED USING THE GADOE HIP CP RUBRIC WITH 50% PROFICIENCY

Standards-Based Instructional Planning

5 responses



- Not Observed
- Not Evident
- Emerging
- Operational
- Exemplary

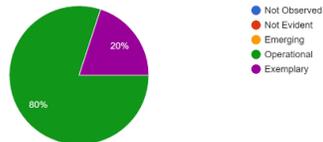
IMPLEMENTATION DATA

- COLLABORATIVE PLANNING OBSERVATIONS
 - UNPACKING STANDARDS, PACING GUIDES, CURRICULUM DOCUMENTS
 - KNOW/SHOW/DO
 - ASSESSMENTS
 - MISCONCEPTIONS
 - VOCABULARY
 - LEARNING TARGETS
 - D.I.
 - TECH INTEGRATION
 - QUESTIONING
 - 3 PART LESSON
 - STRATEGIES
 - ROLES



Lesson Plans

5 responses

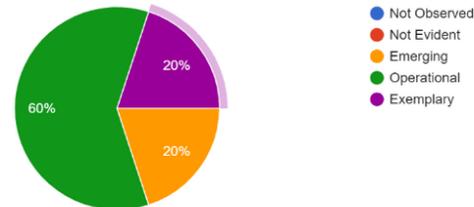


- Not Observed
- Not Evident
- Emerging
- Operational
- Exemplary

ACTION 1: BY SEPT. 12, A MINIMUM OF 2 ELA AND MATH PLANNING SESSIONS WILL BE OBSERVED USING THE GADOE HIP CP RUBRIC WITH 50% PROFICIENCY

Assessment & Evidence of Student Learning

5 responses



- Not Observed
- Not Evident
- Emerging
- Operational
- Exemplary

IMPLEMENTATION DATA

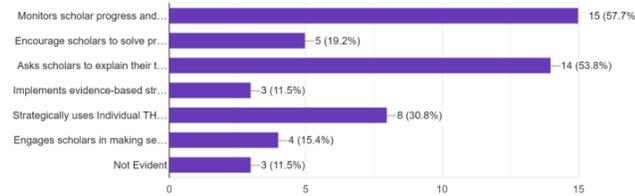
- COLLABORATIVE PLANNING OBSERVATIONS
 - ANALYZE ASSESSMENTS
 - DESCRIPTIVE FEEDBACK
 - REMEDIATION /ENRICHMENT PLANS

ACTION STEPS 2 - 4

ACTION 2: BY SEPT. 30, A MINIMUM OF 33 ELA AND MATH CLASSROOMS WILL BE OBSERVED USING THE CLASSROOM

DATA OBSERVATIONS

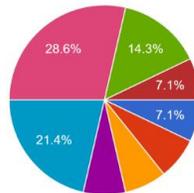
Observed components in lesson work period (check off all that apply) The teacher... [Copy](#)
26 responses



- CHECKS FOR UNDERSTANDING TURN / TALK COMMON TASK
- SCHOLARS MAKING SENSE OF PROBLEMS BEFORE SOLVING

ACTION 2: BY SEPT. 30, A MINIMUM OF 33 ELA AND MATH CLASSROOMS WILL BE OBSERVED USING THE CLASSROOM

IMPLEMENTATION DATA: OBSERVATIONS



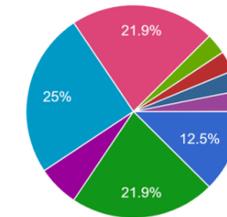
- Learning is summarized by teacher or students and is connected to the learn...
- Students are provided an opportunity t...
- Students share their work/strategies w...
- Assessment used to inform the teache...
- Teacher clears up student misconcepti...
- Teacher clarifies learning goals and co...
- Review of essential vocabulary prese...
- Clearly defined role for support staff (i...
- Not Evident

- REVIEW OF ESSENTIAL VOCABULARY
- CLARIFYING LEARNING GOALS
- CLEARLY DEFINED ROLE FOR SUPPORT STAFF
- STUDENT SUMMARY OF LEARNING

ACTION 3: BY SEPT. 30, A MINIMUM OF 5 ELA AND MATH CO-TAUGHT/ SMALL GROUP CLASSROOMS WILL BE OBSERVED USING THE CLASSROOM OBSERVATION RUBRIC WITH 60% PROFICIENCY

IMPLEMENTATION DATA CO-TAUGHT OBSERVATIONS

32 responses



- Co-Teaching
- Alternative
- Station-Teaching
- One-Teach/One-Circulate
- Parallel-Teaching
- Small Groups
- N/A
- Use of Paraprofessional

▲ 1/2 ▼



ACTION 4: BY SEPT. 30, A MINIMUM OF 50% OF THE ELL SCHOLARS WILL PERFORM AT A MINIMUM OF 50% MASTERY AS MEASURED BY HMH STUDENT PERFORMANCE REPORT.

LEXIA-3- AVERAGE 27 MIN WEEKLY
IREAD-1- AVERAGE 25 MIN WEEKLY
1ST-(7)

LEXIA- 3- 24.6 AVERAGE WEEKLY MIN
IREAD- 4- 20 AVERAGE WEEKLY MIN
2ND- (5)

LEXIA-2- 51.5 AVERAGE WEEKLY MIN
IREAD-3

GRADES 3-5 LEXIA 15-20 MIN DAILY. SYSTEM 44 AND READ 180- 20 MIN

3RD- -(7)
LEXIA- 0 MIN
SYSTEM 44- 34.6 AVERAGE WEEKLY

4TH- (3)
LEXIA- 1 - 113 MIN WEEKLY
READ 180-0
MOBY MAX-1 NEWLY ADDED
SYSTEM 44-1 NEWLY ADDED



Build Out Short Term Action Plans (STAP) #1 August 1 - Oct 1, 2022

School Name: Harper-Archer ES	SES Name: Dr. Devonne Harper
Date STAP Started: August 1, 2022	Length of STAP: 45 days (September 26, 2022)

Continuous Improvement Plan Goal #1 : CIP Goal #1 : (ELA)

School Improvement Plan

Goal #1: 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%.

School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Student Progress Measurable Goal	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures is this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What is the intended date of completion of this action step?	Who is responsible for monitoring the implementation of this action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show implementation?	What data will be used to evaluate the impact of this action step on student performance, and how will it be quantified? What measurable goal will be established to show impact?	Was this action step completed? Attach final CIT agenda that documents completion.
Monitoring bi-weekly standards based instructional planning: standards analysis through collaborative planning	CI-2	Grade level CP schedule, GADOE CP HIP observation Rubric, CP observation schedule, GSE ELA standards, ELA CFAs,	Feedback and PL from curriculum specialist/coordinator, CP protocols, Units of Study, scope, and sequence.	September 26	Crystal January Danielle Arnold, Rasheema Caldwell Moneyham and Moore	<ul style="list-style-type: none"> • By Sept. 26, bi-weekly collaborative planning sessions will provide evidence of operational performance using the GaDOE HIP CP rubric (beginning on p.34). EVIDENCE (Operational) TO BE OBSERVED and COLLECTED (Data Collection)	By September 26, 85% of students will perform at 75% mastery as measured by the bi-weekly ELA CFA with 95 % participation rate.	



		BOY MAP data				<ul style="list-style-type: none"> Teachers analyze the Georgia Standards of Excellence (GSE) to determine the intent of the standards and clarify what students are expected to know, understand, and do. Teachers embed the GSE in the creation of pacing guides and curriculum documents. Teachers analyze and agree upon student learning targets and assessments for unit and quarterly standards prior to instruction. 		
<p>3. Ensure high-quality delivery of tier 1, standards-based literacy instruction by conducting weekly classroom observations using the GADOE Instructional Awareness Walkthrough tool to inform the coaching cycle.</p>	CI-2	HIP Classroom Observation Instructional Awareness Walkthrough Tool, Rubric, observation schedule provided weekly in advance before observations, observation data	Learning walk observation tools, for Tier 1 instruction, intervention programs	September 26	<p>Crystal January with/ SIS and SES</p> <p>Danielle Arnold, Rasheema Caldwell</p>	<p>By Sept. 26, a minimum of 33 ELA classrooms (Based on Fall 22.23 MAP Data) will be observed using the MRESA/GADOE classroom instructional awareness walkthrough tool with at least 25 classrooms showing evidence of scores 3 or 4 for 10 of 15 = 67% of indicators using the JotForm electronic version of the Instructional Awareness Walkthrough Tool (marked as REQUIRED for STAP 1 and 2).</p> <p>Principal w/ SIS and SES walk together, followed by immediate calibration for coaching by the SIS</p>	By September 26, 85% of students will perform at 75% mastery as measured by the bi-weekly ELA CFA with 95% participation rate.	

<p>4. Monitor weekly the implementation of Specially Designed Instruction for SWDs</p>	<p>CI-1, CI-2</p>	<p>HIP Classroom Observation Instructional Awareness Walkthrough Tool, Rubric, observation schedule provided weekly in advance before observations, observation data</p>	<p>Learning walk observation tools, for Tier 1 instruction, intervention programs</p>	<p>September 26</p>	<p>Danielle Arnold, Rasheema Caldwell Carro Thomas</p>	<p>By Sept. 26, a minimum of 5 ELA co-taught/ small group classrooms will be observed weekly using the MRESA/GADOE classroom Instructional Awareness Walkthrough Tool including SDI and co-teaching models indicators with at least 3 classrooms showing evidence of scores 3 or 4 for (12 of 19 = 71% – Resource/ 14 of 19=74% - Cotaught) of indicators using the JotForm electronic version of the Instructional Awareness Walkthrough Tool (marked as REQUIRED for STAP 1 and 2).</p>	<p>By September 26, 50% of SWD students will perform at 75% mastery as measured by the bi-weekly ELA CFA with 95% participation rate.</p>	
<p>5. Monitor bi-weekly the effectiveness of ELLs personalized supplemental practice and intervention to enhance the development of their literacy skills.</p>	<p>CI-2</p>	<p>HMH Usage and lesson progression data from performance report; MAP data places students for HMH Lexia and small group push in</p>	<p>HMH platform and instructional materials, PL support</p>	<p>September 26</p>	<p>Danielle Arnold, Rasheema Caldwell Carla Maxberry</p>	<p>By Sept. 26, a minimum of 50% of the ELL scholars will perform at a minimum of 50% mastery as measured by the HMH lesson progression report. System 44 and Read 180 – a minimum of 50% of ELL scholars will meet their usage requirement as evident by the usage report</p>	<p>By September 26, 50% of ELL students will perform at 75% mastery as measured by bi-weekly ELA CFA with 95% participation rate.</p>	

Continuous Improvement Plan Goal #3: CIP Goal #3 : (WHOLE CHILD)

Goal #3: The percentage of chronically absent students (rates less than 9%) will decrease by at least 5 percentage points from 52.9% in May 2022 to 47.9% by May 2023.

School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Student Progress Measurable Goal	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures is this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What is the intended date of completion of this action step?	Who is responsible for monitoring the implementation of this action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show implementation?	What data will be used to evaluate the impact of this action step on student performance, and how will it be quantified? What measurable goal will be established to show impact?	Was this action step completed? Attach final CIT agenda that documents completion.
Monitor attendance goal development by K-5 teachers	SL-1, FC-2	Student attendance data from APS Graphs, attendance incentives, HAES Attendance Protocol, attendance reporting schedule	APS Graphs, APS Attendance Policy	October 31 – December 16 (monthly)	Shonda Fulton Danielle Arnold, Rasheema Caldwell Attendance Specialist	100% of grades K-5 classroom and grade level teachers will establish attendance goals based on the SY 22 CCRPI needs improvement list (scholars who have missed more than 10% of their days enrolled)	By September 26, the percentage of chronically absent students will decrease by 1%.	



Monitor that the school-based Engagement Team Mentors communicate with the scholar and his or her parent.	SL-1, FC-2	Daily attendance data – Infinite Campus, APS Graphs	APS Graphs, APS Attendance Policy	October 3 – December 16 (daily)	Engagement Team, Shonda Fulton Danielle Arnold, Rasheema Caldwell Attendance Specialist	100% of absent scholars on the caseload for each engagement team member will be called daily and logged in IC.	By September 26, the percentage of chronically absent students will decrease by 1%.	
Monitor the SAC – School Attendance Committee, attendance specialist and social worker to ensure communication with stakeholders and home visits.	SL-1, FC-2	Home visits log, SWARM referrals, referrals for home visits	APS Graphs, APS Attendance Policy	October 3 – December 16 (weekly)	Rasheema Caldwell Shonda Fulton Jurinski Andrews Danielle Arnold, Attendance Specialist Social Worker, SEL Coach, AP, CIS Site Director	100% of scholars with 3 and 5 unexcused absences will receive a letter. 100% of scholars with 7 or more absences will receive a letter from the social worker. 100% of scholars who have parents who cannot be contacted by phone or at the school will receive a home visit. Each activity will be logged in Infinite Campus	By September 26, the percentage of chronically absent students will decrease by 1%.	
Monitor CIS – Communities in Schools and SAC – Student Attendance Committee will research root causes and provide support and incentives.	SL-1, FC-2	CIS caseload, incentives	APS Graphs, APS Attendance Policy	October 3 – December 16) monthly	Shonda Fulton Crystal January, Danielle Arnold, Rasheema Caldwell Attendance Specialist CIS Site director	100% of the CIS caseload the interventions have been implemented (65 scholars 3rd-5th) will be monitored weekly. As evidenced by the CIS work log.	By September 26, the percentage of chronically absent students will decrease by 1%.	

Build Out Short Term Action Plans (STAP) #2 October 3 - Dec 16, 2022



Continuous Improvement Plan Goal #1: CIP Goal #1 : (ELA)								
School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Student Progress Measurable Goal	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures is this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What is the intended date of completion of this action step?	Who is responsible for monitoring the implementation of this action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show implementation?	What data will be used to evaluate the impact of this action step on student performance, and how will it be quantified? What measurable goal will be established to show impact?	Was this action step completed? Attach final CIT agenda that documents completion.
Structure Professional Learning Communities - engage in Unit internalization 2 weeks prior to each unit - participate in collaborative lesson internalization PLCs, weekly Reserve time for high leverage practice of lesson prior to delivery of instruction		Grade level CP schedule, GADOE CP HIP observation Rubric, CP observation schedule, GSE ELA standards, ELA CFAs, BOY MAP data	- Specialist (data analysis, PD, strategy support, feedback)	Tuesdays/Thursday each week of October, November, and December (2022)	Crystal January Rasheema Caldwell Danielle Arnold Moneyham Moore	By November 30, bi-weekly collaborative planning sessions will provide evidence of operational performance using the GaDOE HIP CP rubric (beginning on p.34) , include weekly leadership from teacher leaders. EVIDENCE (Operational) TO BE OBSERVED and COLLECTED (Data Collection) <ul style="list-style-type: none"> Teachers analyze the Georgia Standards of Excellence (GSE) to determine the intent of the standards and clarify what students are expected to know, understand, and do. Teachers embed the GSE in the creation of pacing guides and curriculum documents. Teachers analyze and agree upon student learning targets and assessments for unit 	By November 30, 65% of students will perform at 75% mastery as measured by the bi-weekly ELA CFA with 95 % participation rate.	

						and quarterly standards prior to instruction.		
Monitoring bi-weekly standards based instructional planning: standards analysis through collaborative planning	CI-2	Grade level CP schedule, GADOE CP HIP observation Rubric, CP observation schedule, GSE ELA standards, ELA CFAs, BOY MAP data	Feedback and PL from curriculum specialist/coordinator, CP protocols, Units of Study, scope, and sequence.	Tuesdays/Thursday each week of October, November, and December (2022)	Crystal January Danielle Arnold, Rasheema Caldwell Moneyham Moore	<ul style="list-style-type: none"> By Nov. 30, bi-weekly collaborative planning sessions will provide evidence of operational performance using the GaDOE HIP CP rubric (beginning on p.34). EVIDENCE (Operational) TO BE OBSERVED and COLLECTED (Data Collection) <ul style="list-style-type: none"> Teachers analyze the Georgia Standards of Excellence (GSE) to determine the intent of the standards and clarify what students are expected to know, understand, and do. Teachers embed the GSE in the creation of pacing guides and curriculum documents. Teachers analyze and agree upon student learning targets and assessments for unit and quarterly standards prior to instruction. 	By November 30, 65% of students will perform at 75% mastery as measured by the bi-weekly ELA CFA with 95 % participation rate.	
3. Ensure high-quality delivery of tier 1, standards-based literacy instruction by conducting weekly classroom observations using the GADOE Instructional Awareness	CI-2	HIP Classroom Observation Instructional Awareness Walkthrough Tool, Rubric, observation schedule	Learning walk observation tools, for Tier 1 instruction, intervention programs	October 3 – December 16 (weekly)	Crystal January with/ SIS and SES Danielle Arnold, Rasheema Caldwell	By December 16, a minimum of 33 ELA classrooms (Based on Fall 22.23 MAP Data) will be observed using the MRESA/GADOE classroom instructional awareness walkthrough tool with at least 25	By November 30, 65% of students will perform at 75% mastery as measured by the bi-weekly ELA and Math CFA with 95% participation rate.	





Walkthrough tool to inform the coaching cycle.		provided weekly in advance before observations, observation data				classrooms showing evidence of scores 3 or 4 for 10 of 15 = 67% of indicators using the the Instructional Awareness Walkthrough Tool (marked as REQUIRED for STAP 1 and 2). Principal w/ SIS and SES walk together, followed by immediate calibration for coaching by the SIS		
4. Monitor weekly the implementation of Specially Designed Instruction for SWDs	CI-1, CI-2	HIP Classroom Observation Instructional Awareness Walkthrough Tool, Rubric, observation schedule provided weekly in advance before observations, observation data	Learning walk observation tools, for Tier 1 instruction, intervention programs	October 3 – December 16 (weekly)	Danielle Arnold, Rasheema Caldwell Carro Thomas	By December 16, a minimum of 5 ELA co-taught/ small group classrooms will be observed weekly using the MRESA/GADOE classroom Instructional Awareness Walkthrough Tool including SDI and co-teaching models indicators with at least 3 classrooms showing evidence of scores 3 or 4 for (12 of 19 = 71% – Resource/ 14 of 19=74% - Cotaught) the Instructional Awareness Walkthrough Tool (marked as REQUIRED for STAP 1 and 2).	By December 9, 50% of SWD students will perform at 75% mastery as measured by the bi-weekly ELA and Math CFA with 95% participation rate.	
5. Monitor bi-weekly the effectiveness of ELLs personalized supplemental practice and intervention to enhance the development of their literacy skills.	CI-2	HMH Usage and lesson progression data from performance report; MAP data places students for HMH Lexia and small group push in	HMH platform and instructional materials, PL support	October 21 – December 16	Danielle Arnold, Rasheema Caldwell Carla Maxberry	By Sept. 26, a minimum of 50% of the ELL scholars will perform at a minimum of 50% mastery as measured by the HMH lesson progression report. System 44 and Read 180 – a minimum of 50% of ELL scholars will meet their usage requirement as evident by the usage report	By December 9, 50% of ELL students will perform at 75% mastery as measured by bi-weekly ELA and Math CFA with 95% participation rate.	

Continuous Improvement Plan Goal #3: CIP Goal #3 : (WHOLE CHILD)

School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Student Progress Measurable Goal	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures is this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What is the intended date of completion of this action step?	Who is responsible for monitoring the implementation of this action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show implementation?	What data will be used to evaluate the impact of this action step on student performance, and how will it be quantified? What measurable goal will be established to show impact?	Was this action step completed? Attach final CIT agenda that documents completion.
Monitor attendance goal development by K-5 teachers	SL-1, FC-2	Student attendance data from APS Graphs, attendance incentives, HAES Attendance Protocol, attendance	APS Graphs, APS Attendance Policy	October November December (monthly goals)	Shonda Fulton Danielle Arnold, Rasheema Caldwell Attendance Specialist	100% of grades K-5 classroom and grade level teachers will establish attendance goals based on the SY 22 CCRPI needs improvement list (scholars who have missed more than	By October 31, the percentage of chronically absent students will decrease by 1%.	



		reporting schedule				10% of their days enrolled)		
Monitor that the school-based Engagement Team Mentors communicate with the scholar and his or her parent.	SL-1, FC-2	Daily attendance data – Infinite Campus, APS Graphs	APS Graphs, APS Attendance Policy	October 3 – December 16 (daily calls)	Engagement Team, Shonda Fulton Danielle Arnold, Rasheema Caldwell Attendance Specialist	90% of absent scholars on the caseload for each engagement team member will be called daily and logged in IC.	By October 31, the percentage of chronically absent students will decrease by 1%.	
Monitor the SAC – School Attendance Committee, attendance specialist and social worker to ensure communication with stakeholders and home visits.	SL-1, FC-2	Home visits log, SWARM referrals, referrals for home visits	APS Graphs, APS Attendance Policy	October 3 – December 16 (weekly)	Rasheema Caldwell Shonda Fulton Jurinski Andrews Danielle Arnold, Attendance Specialist Social Worker, SEL Coach, AP, CIS Site Director	100% of scholars with 3 and 5 unexcused absences will receive a letter. 100% of scholars with 7 or more absences will receive a letter from the social worker. 100% of scholars who have parents who cannot be contacted by phone or at the school will receive a home visit. Each activity will be logged in Infinite Campus	By October 31, the percentage of chronically absent students will decrease by 1%.	



Monitor CIS – Communities in Schools and SAC – Student Attendance Committee will research root causes and provide support and incentives.	SL-1, FC-2	CIS caseload, incentives	APS Graphs, APS Attendance Policy	October 3 – October 31; November 1 – November 30; December 1 – 16	Shonda Fulton Crystal January, Danielle Arnold, Rasheema Caldwell Attendance Specialist CIS Site director	100% of the CIS caseload the interventions have been implemented (65 scholars 3rd-5th) will be monitored weekly. As evidenced by the CIS work log.	By October 31, the percentage of chronically absent students will decrease by 1%.	
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Strategic Plan Progress



Our Strategic Plan

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

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

School Strategic Priorities

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

School Strategies

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

Activity & Discussion

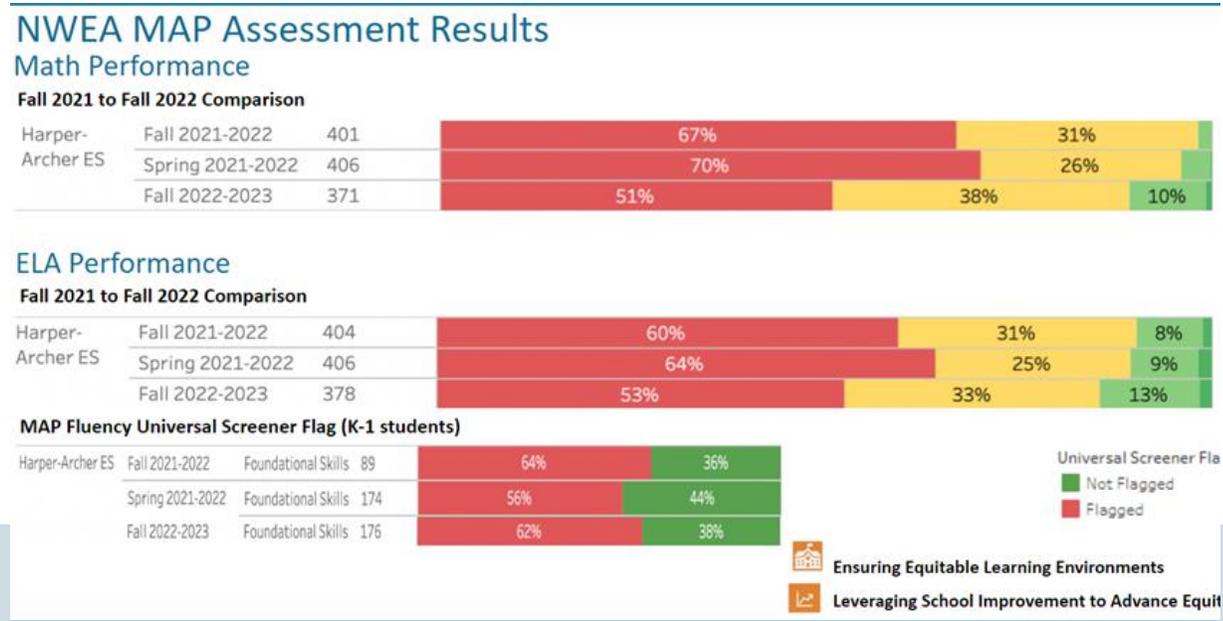
Review the priorities and goals in your **strategic plan** and reflect on if the expected progress is being made. These guiding questions will help you determine what, if any, updates are needed for your school's strategic plan.

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?

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?

- 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%. 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%.



- Not at this time. It allows for Literacy, Numeracy, Personalized Learning, STEAM, Whole child Support, and much more.

Be prepared for our next meeting:

At our **NEXT** meeting



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 & update the school strategic priorities and plan, as needed

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 SY23-24 budget discussions.



Questions?

Wonderings?

Comments?



Principal's Report



Principal's Report

- October 10, 2022 – Professional Learning
- ACES
- OutTeach
- GADOE STE(A)M Forum
- Trailblazer of Month
- Core Phonics Assessment
- VIP
- EIP Meeting
- DSE Cluster
- After School Professional Learning

