



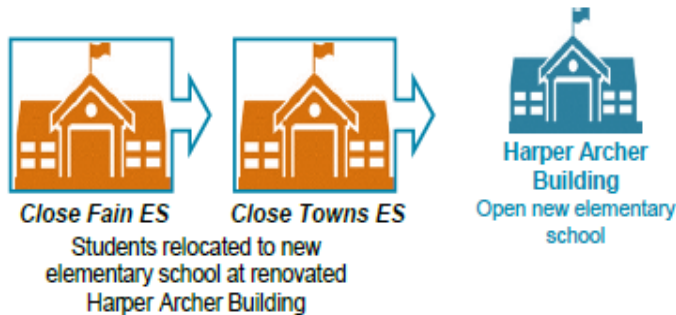
**Harper-Archer Elementary
January 22, 2019**

Agenda & Objectives

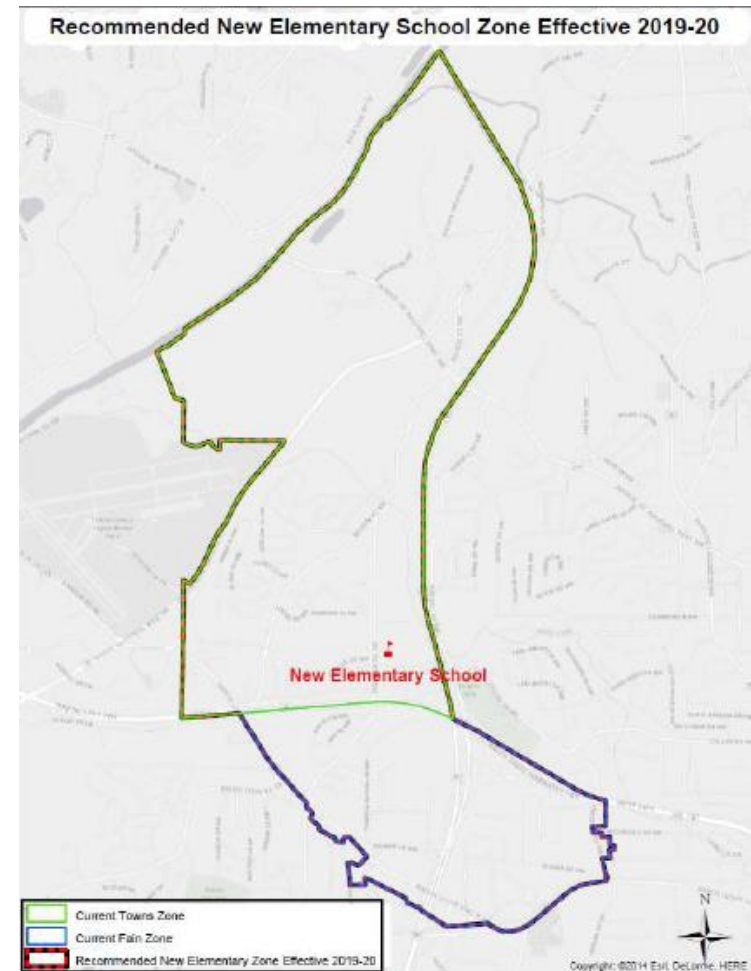
- Introductions
- Background, Purpose & Process
- What We Heard
- Draft Instructional Vision
- Program Considerations
- Family & Student Engagement
- Next Steps

Background

- On March 6, 2017, the Atlanta Board of Education approved a school changes proposal to close Fain ES and Towns ES and open a new elementary school at the renovated Harper-Archer MS facility at the start of School Year 2019-2020.



- On February 5, 2018, the Atlanta Board of Education approved the appointment of Dr. Dione Simon-Taylor to be the principal of the new school.
- On April 9, 2018, the Atlanta Board of Education approved naming the new elementary school, Harper-Archer Elementary School to “continue the district tradition of honoring two legacy high schools”



Our Purpose

- Build on the amazing work of the Fain ES and Towns ES to become an even stronger, unified community.
- Create an environment that:
 - Supports the natural resilience of **students** to accept the change in facility, teachers, and staff
 - Facilitates transitions for **school leadership, teachers and staff** in affected schools
 - Helps **families** to embrace the changes
 - Encourages **community** support for the changes

Our Process

**1 Understand the Need & Desire
(September – December 2018)**

**2 Design & Share
(January – March 2019)**

**3 Build & Share
(April – June 2019)**

Surveys

Focus Groups

Community Forums

- November 13 (5pm)
- January 22 (5pm)
- April 23 (5pm)

www.atlantapublicschools.us/harperarcherelementary

Feedback



- Received nearly 200 surveys
- Hosted Community Forum with approximately 50 stakeholders
- Held focus groups with teachers, students, and parents

Feedback

Our Strengths (Common Responses)

<u>Student</u>	<u>Staff</u>	<u>Families</u>	<u>Community</u>
Desire to be successful/Motivated/Want to achieve/Zealous to learn/Hungry (5)	Committed/Dedicated/All in/Hardworking (7)	Supportive/Helpful/Giving (6)	Engaging, Responsive (3)
Resilient (4)	Caring/Loving/Welcoming/Family (6)	Desire to be involved/Involved (3)	Supportive, Supportive GO Teams (3)
Creative (4)	Supportive, Selfless (3)	Caring/Loving/Love their children (3)	Caring, Welcoming (2)
Loving/Compassionate, Caring (4)	Knowledgeable/Competent/Talented (3)	Grit/Resilient (3)	
Expressive/Personality/Fun/Humorous (3)	Growth mindset/Invested in continuous education & kids (2)	Determined/Committed (2)	

Our Student Profile (Sample Responses)

Avid Reader

College & Career Readiness

Confident/Proud

Coping/Emotional Skills

Creative

Compassionate

Problem-solvers

Critical Thinkers

Community Pride

Team Players

Engaged

Resilient

Leaders

Decision-makers

Effective Communicators

Motivated

Focused

Responsible

Feedback

Services & Supports should be provided to...

STUDENTS

- Meditation practice (room)
- Mental Health
- SEL specialist
- Clothes & pantry closet, laundry services
- Tutoring
- Mentoring
- Community reading buddies
- Backpack Buddies
- Food bank
- Sensory room with materials
- Tutormate
- Transportation
- More work to increase endurance
- Homework help (phone, internet, etc.)
- Consistent bilingual community to home
- Saturday School
- Speech Pathology

STAFF

- Supplies
- Time for community
- Support for students who have experienced trauma
- Mental, physical, emotional health support
- Explicit instructional resources
- Fitness partnerships
- Differentiated training on content & SEL/PBL
- Fill the bucket
- Teacher incentives
- Opportunities for growth/leadership
- Staff café – seating, lighting
- Nutritional/Healthy eating
- Staff team building/outings
- Staff workrooms – “Lounges”
- Coaching & development

Feedback

What Academic & Enrichment Experiences should be provided?

- SEL (parents, students, staff)
- Variety of specials (arts like dance, drama, band, chorus, etc.)
- STEAM incorporation
- Tutorial
- RBL
- Boys and Girls Club (mentoring)
- Vocational
- Competitive Academic Clubs
- Sports (various) opportunities
- English Classes for parents
- Afterschool Camps
- Volunteer projects in the community
- Visual arts (graphic design, technology)
- Coding
- Afterschool Allstars (sponsor/partnerships)
- Tennis, golf, lacrosse
- Student Incentives
- Cheerleading
- Gymnastics
- Etiquette classes
- Gym Jams

Draft Instructional Vision

- Towns Elementary lovingly expands hearts and minds. In pursuit of a well-rounded educational experience, we focus on balanced literacy, social-emotional learning, and small group instruction to provide an academically-challenging, standards-based, and data-driven 21st century education.
- **Turn and Talk**
 - Is it*
 - ▶ *Rigorous?*
 - ▶ *Easy to articulate/remember?*
 - ▶ *Concrete?*
 - ▶ *Achievable?*
 - What resonates with you?*
 - What non-negotiables do you see?*
 - What's missing?*

Program Considerations

- **SEL, Wrap Around Support**

- SEL Coach
- Second Step Curriculum, daily
- Chris 180, Clinical Therapist
- Non-instructional Paraprofessionals (culture keepers)
- 2 Counselors
- Communities in Schools
- Full-time Social Worker
- Full-time Nurse

- **STEAM Focus**

- OutTeach grant recipient
- STEM Specialist
- K-5 STEM teacher

- **Variety of Specials**

- **After School program/activities**

Family Engagement (Barriers, Strategies)

- What barriers currently exist to engaging our families?
- What strategies can we use to overcome those barriers?

Student Engagement (One School)

- What can we do (Day One 2019) to engage students in order to create one unified school?

Update – School Status

- Fain

- Governor’s Office of Student Achievement (GOSA) Turnaround Eligible School**

- Comprehensive Support and Improvement (CSI)** schools fall into one or more of the following categories:

- ▶ **Lowest 5%:** Title I schools that, when ranked according to their three-year CCRPI average, are among the lowest performing 5% of Title I schools in the state
 - ▶ **Low Graduation Rate:** High schools with a four-year adjusted cohort graduation rate less than or equal to 67%

- Towns

- Targeted Support and Improvement (TSI)** schools fall into one of the following categories:

- ▶ **Consistently Underperforming Subgroup:** The school has at least one subgroup performing in the lowest 5% of all schools in at least 50% of CCRPI components.
 - ▶ **Additional Targeted Support:** Among all schools identified in the “Consistently Underperforming Subgroup” category, the school has at least one subgroup that is performing in the lowest 5% of schools in *all* CCRPI components.

Harper - Archer Elementary School

- Harper-Archer Elementary

- Comprehensive Support and Improvement (CSI) and GOSA Turnaround Eligible

- APS Targeted Schools (8)

- ▶ **Reading and Mathematics Specialists + Curricular Resources**

- ▶ **Extended Learning**

- Additional Reading and/or Math Specialists
 - Intervention block during school day
 - Saturday School/After School Tutorial
 - Teacher Tutors
 - Paraprofessionals
 - Transportation
 - Curriculum resource vendor (i.e. iReady)

- ▶ **Non-Academic Support**

- Wraparound and Communities in Schools

Next Steps

- Consolidate feedback from surveys, focus groups, and this forum to inform our school design (Phase 2).
- Begin engaging staff, students, families and community from Fain and Towns to create a culture of ONE Harper-Archer Elementary.
- Next Community Forum: April 23, 5pm (@ Towns ES)