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Respondent
186 Anonymous

18:11
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1. Name of person submitting this form. *

Melinda Roulier

2. School Name *

- Arnold Mill ES
- Avery ES
- Ball Ground ES STEM Academy
- Bascomb ES
- Boston ES
- Carmel ES
- Clark Creek ES STEM Academy
- Clayton ES
- Free Home ES
- Hasty ES Fine Arts Academy
- Hickory Flat ES
- Holly Springs ES STEM Academy
- Indian Knoll ES
- Johnston ES
- Knox ES STEM Academy
- Liberty ES
- Little River ES
- Macedonia ES
- Mountain Road ES
- Oak Grove ES STEAM Academy
- R.M. Moore ES STEM Academy
- Sixes ES
- Woodstock ES
- Creekland MS
- Dean Rusk MS
- E.T. Booth MS
- Freedom MS
- Mill Creek MS

- Teasley MS
- Woodstock MS
- Cherokee HS
- Creekview HS
- Etowah HS
- River Ridge HS
- Sequoyah HS
- Woodstock HS
- ACE Academy
- CCSD Pre Schools
- Tippens Education Center
- i-Grad Virtual Academy

Session 2

Goal #1

3. Action Plan Strategies Implemented? *

List all Action Plan Strategies implemented associated with Goal 1.

Design and implement Inquiry-based, Transdisciplinary STEM Tasks to increase academic achievement through Creative and Critical Thinking.

Provide Timely Feedback based on Learning Targets and Success Criteria to promote self-assessment and student-led conferences.

Analyze student assessment data from multiple sources to design effective Differentiated Lessons to meet the needs of the individual learner.

4. Current Progress? *

Provide an update on your current progress related to the implementation of these strategies.

Be sure to cite specific evidence/artifacts, and include data that support strategy implementation and the impact on student progress.

As a continuation of our professional learning last year on feedback, our ILS worked closely with three teacher leaders to provide professional learning on supporting and describing how student-led conferences help grow students' ownership and understanding of their learning. To aid in this process and support the transition from traditional parent/teacher conferences to student-led conferences, the ILS created brochures, flyers, and letters to share with families. During PLCs, teachers collaborated on evidence of student learning and artifacts to highlight during the student-led conferences. All second grade through fifth grade students hosted their first student-led conference in November 2023. Out of a total of 368 students, 85 2nd graders, 78 3rd graders, 83 4th graders, and 72 5th graders, with a combined total of 318 families, participated in student-led conferences. Upon conclusion of these student-led conferences, students, teachers, and families were given the opportunity to participate in surveys to provide feedback on the process. The results of these surveys determined that both parents, teachers, and students consistently felt that student led conferences allowed the student to take ownership of their academic achievements.

Along with Admin and the ILS, our STEM enrichment teacher continually collaborates with our STEM Committee and other grade-level representatives to design and implement Inquiry-Based, Transdisciplinary STEM tasks. In order to solicit feedback on these STEM tasks and capture the culture of teaching and learning throughout the school, teachers participated in their first SY 23-24 bi-annual STEM Learning Walk on November 16th. Teachers were encouraged to visit one classroom (any grade-level, Specials, SPED, EIP, or Gifted Classroom) and utilize the Student Thinking and Experience Metric (STEM) Guide Recording sheet to take observational notes looking for the following teaching and learning domains: Knowledge, Inquiry, Discipline Integration, Learner-Focus, and Metacognition. Each domain contained four observational items based on a 1-4 continuum. Based on the learning walk observations conducted by teachers, results indicate that classrooms are performing at the middle of the matrix with all items within the domains averaging a score of 2 or 3 on the matrix. The strongest domain was Learner Focused with all items scoring an average of 3 on the matrix, while the domain for improvement was Inquiry with all items scoring an average of 2 on the matrix. In the other domains of Knowledge, Integration, and Metacognition scores were evenly mixed with about half scoring an average of 2 on the matrix showing that teachers are continuing to improve transdisciplinary learning with targeted strategies and encouraging reflective learning environments with student centered goals. The other domains scored an average of 3 on the matrix indicating that teachers are providing more active, critical thinking learning opportunities and encouraging students to extend their learning and apply their knowledge. The average overall score was a 2.5 on the matrix. The data shows that teachers are continuing to work toward being a STEM-focused school by conducting classroom observations using the matrix to reflect on their own classrooms to improve our STEM practices.

Additionally, school partners visited the STEM lab on November 16th to observe transdisciplinary STEM tasks. In addition to this visit, BGSA has scheduled upcoming dates for other stakeholders to visit grade-level classrooms, participate in our STEM Expo, as well as the Cherokee Chamber of Commerce's Brunch and Learn to participate in STEM tasks and solicit feedback from these select partners.

Administration observes and provides feedback to teachers on effective implementation of differentiation strategies in the classroom. The Data Team met in November to analyze schoolwide assessment data.

5. Now What? *

Based upon current progress, describe what actions steps to replicate or replace. Remember to focus on action steps that will have a direct impact on student learning.

We will continue to plan targeted support focused on the Action Strategies and identified areas of need. Teachers will continue to work closely with Admin, the ILS, and STEM Teacher to sustain implementation of Action Strategies throughout the school year. On January 31st, the STEM Committee, along with select grade-level representatives, will collaboratively review new standards and make any needed unit revisions to their STEM transdisciplinary tasks. On February 7th, BGSA will host its annual schoolwide STEM Open House for all stakeholders. On April 7, teachers will participate in their second bi-annual STEM Learning walk scheduled for the SY23-24.

Our Data Team will meet again during the 2nd semester to analyze winter benchmark data. Staff will work collaboratively to use assessment data to drive instructional decision-making. Teachers will also continue work started in PLCs during the first semester to refine our Ball Ground Collective Instructional Expectations that will be used to create an Instructional Playbook which will become part of our staff handbook.

6. What do you need? *

What assistance or resources do you need? School-based? District-based?

During Spring 2024, students in Kindergarten through 1st grade will host their first student-led conference, while second grade through fifth graders will host their second student-led conference. All stakeholders will have the opportunity to complete surveys and provide feedback on the process. When creating the district calendar, a consideration to provide a predetermined spring and fall conference date would be greatly appreciated. These dates would be instrumental in providing time for students to reflect about what and how they are learning, curate evidence and then discuss it with their families and teachers. We appreciate your continued support.

7. Reflections? *

What have you learned? What worked well? What could have been done differently?

We are very proud of the positive feedback we have received regarding the 1st semester student-led conferences and look forward to hosting them again in the spring with all students in K-5.

Goal #2

8. Action Plan Strategies Implemented? *

List all Action Plan Strategies implemented associated with Goal 2.

Same as Goal 1

9. Current Progress? *

Provide an update on your current progress related to the implementation of these strategies.

Be sure to cite specific evidence/artifacts, and include data that support strategy implementation and the impact on student progress.

Same as Goal 1

10. Now What? *

Based upon current progress, describe what actions steps to replicate or replace. Remember to focus on action steps that will have a direct impact on student learning.

Same as Goal 1

11. What do you need? *

What assistance or resources do you need? School-based? District-based?

Same as Goal 1

12. Reflections? *

What have you learned? What worked well? What could have been done differently?

Same as Goal 1